

Adult Basic Education/English as a Second Language

Program Details

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ABE/ESL includes courses in the following skills.

- ABE provides remediation and employment and college readiness skills 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 ABE for those students 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; and Integrated Basic Education and Skills Training (I-BEST) for those transitioning into professional technical/academic certificate and degree programs.
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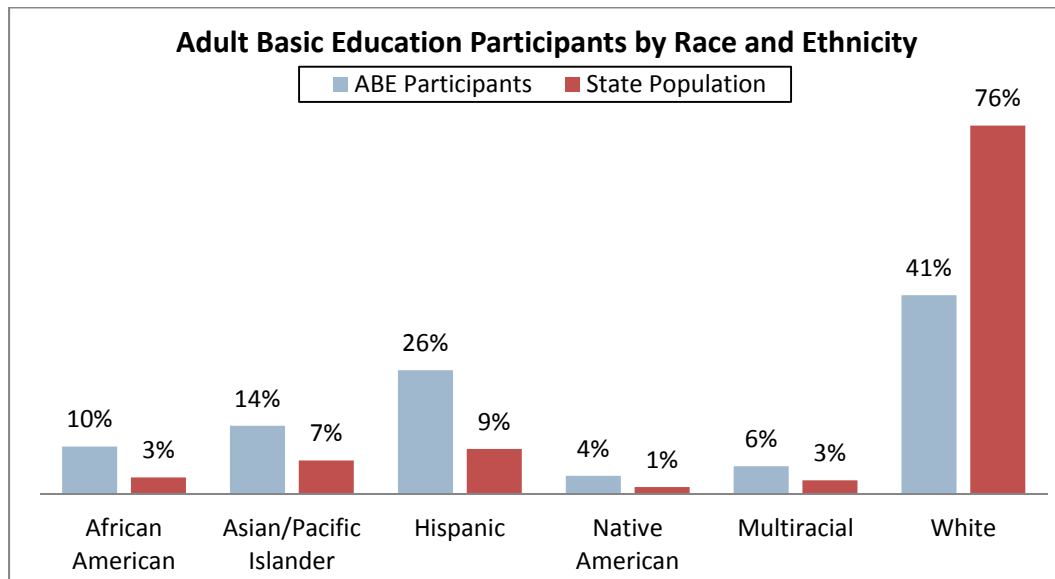
Every two years, the Workforce Board measures the performance of key workforce programs. In this report, you'll find out more about the program and who is served, the metrics used to measure performance and how the program performed.

Participant Profile

For this report, researchers studied the results of 12,540 participants who left an ABE/ESL program during the 2007-2008 school year. ABE/ESL serves the most racially and ethnically diverse group of participants of any of the workforce development programs included in this report. Non-whites comprised 59 percent of the

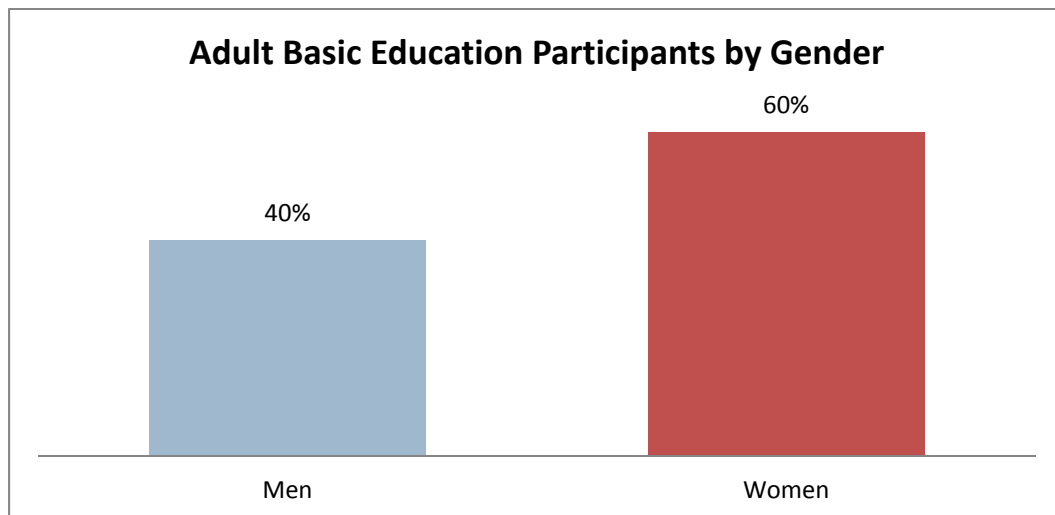
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participants. This is somewhat higher than the 56 percent from the 2005-2006 report.² The percentage of ABE/ESL participants who are an ethnic/racial minority (59 percent) is significantly higher than the percentage of minorities statewide (23 percent).



Source: Community and Technical Colleges Administrative Data 2007-2008.

Around 60 percent of students were female; the same as in 2005-2006.



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The median age when leaving a program was 29 years old. A quarter of participants were over age 38.

State Core Measures: Tracking ABE/ESL Progress

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- Did they get a job and how much were they paid?
- Were employers satisfied with the preparation workers received?³
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Data Comes From State Wage Files, Employer Survey

The 2010 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records. Data used in the Net Impact Study also reached back to 2006-2007 employment records, to help assess trends over a slightly longer time frame. Employer satisfaction was assessed through the Workforce Board's 2010 Employer Survey responses from 291 firms that hired new employees who recently received ABE/ESL instruction.

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³ Workforce Training Results usually includes a survey that measures the satisfaction of workforce participants, in addition to employers. The survey was not conducted this time because of budget constraints.

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.⁴

According to record matches, 55 percent of ABE/ESL students had employment during the third quarter after they left the program, three percentage points lower than reported in 2005-2006. Their median hourly wage⁵ was slightly higher than two years ago. However, the median post-program annualized earnings were slightly lower, indicating they were working fewer hours each quarter.⁶ Since 1997, findings indicate that employment rates and earnings have not improved, and have even declined.

Turn to page 13 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to the 2010 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.

2007-2008 Program Year Performance for ABE/ESL

Performance Measure	Results
Employment Rate*	55%
Percentage Employed Full Time**	53%
Median Annualized Earnings	\$17,186
Median Hourly Wage***	\$11.07
Hours Worked Quarterly (Median)	402 hours

These figures apply to those with employment reported to Employment Security Department six to nine months after leaving program. 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 2009 dollars.*

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To put earnings in context, the median number of dependents ABE/ESL participants were able to support at poverty level after leaving the program in 2007-2008 was 2.7 people. At the 200 percent poverty level, it was less than one person (.8 people).⁷

Self Sufficiency Level for ABE/ESL – Previous Years

Performance Measure	1997-1998	1999-2000	2001-2002	2003-2004	2005-2006	2007-2008
Household size-poverty level	3.1	3	2.8	2.6	2.8	2.7
Household size-poverty level at 200 percent	.9	.8	.8	.8	.8	.8

The next table shows employment and earnings over the course of six study periods.

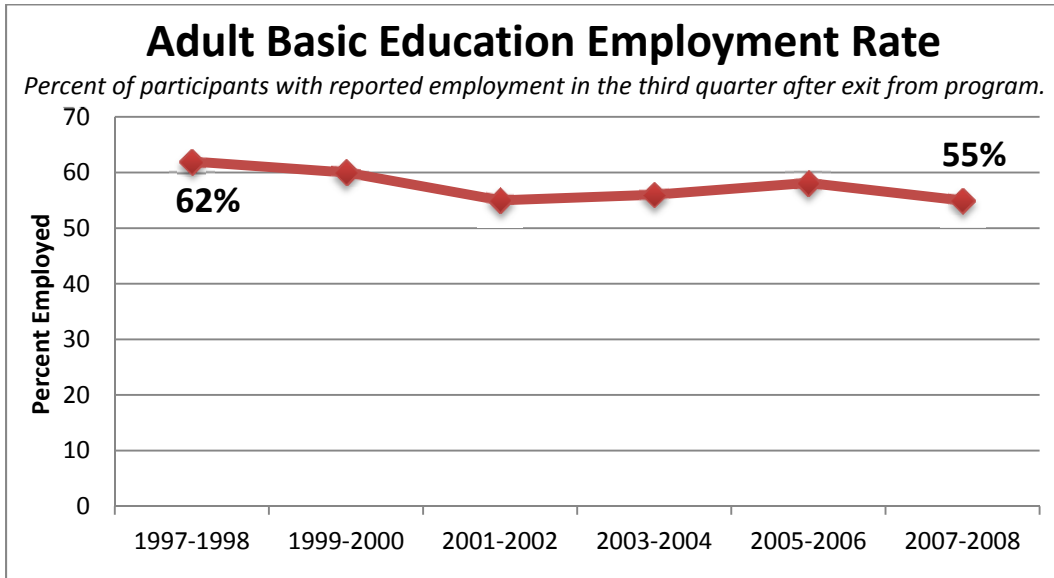
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Performance Measure	1997-1998	1999-2000	2001-2002	2003-2004	2005-2006	2007-2008
Employment Rate	62%	60 %	55%	56%	58%	55%
Percentage Employed Full Time*	57%	57%	54%	54%	54%	53%
Median Annualized Earnings	\$18,850	\$18,211	\$17,404	\$16,843	\$17,607	\$17,186
Median Hourly Wage	\$10.61	\$11.00	\$10.60	\$10.69	\$10.75	\$11.07
Median Hours Worked Quarterly	452	433	419	412	420	402

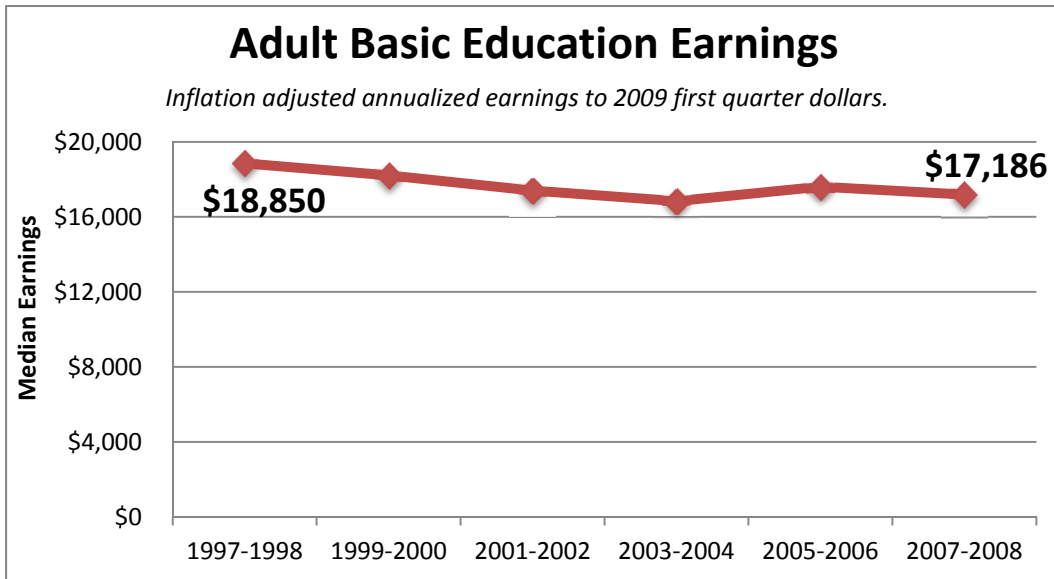
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⁷ In 2009, the poverty level for one person was \$10,830 per year. The 200-percent-poverty level that year was \$21,660 for one person.

Since 1997, ABE/ESL participants who did not enroll in vocational training have experienced falling earnings and employment levels.



Source: Workforce Training Results 1997-2008.



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Employment among ABE/ESL students is heavily concentrated in services, retail trade, and manufacturing industries. The percentage of 2007-2008 participants employed in those industries is almost the same as in 2005-2006 for retail trade (especially accommodation and food services) and slightly higher for services and manufacturing.

ABE Employment by Industry	
Industry Group	Employment
Services (see breakout below)	55.2%
Retail Trade	14.2%
Manufacturing	11.5%
Construction	5.1%
Natural Resources and Mining	4.1%
Financial Activities	2.6%
Wholesale Trade	2.6%
Transportation and Warehouse and Utilities	2.3%
Public Administration	2.0%
Information	0.4%
Breakout of the Services Industry	
	Employment
Accommodation and Food Services	17.9%
Administration and Support and Waste Management and Remediation Services	10.3%
Social Assistance	9.8%
All Other Services	6.0%
Health Care	4.9%
Arts, Entertainment, and Recreation	2.9%
Education Services	2.2%
Professional, Scientific, and Technical	1.3%
Subtotal from Services Industry	55.2%

Note: Industry groups based on North American Industry Classification System codes.

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

Wages and Employment Results Vary by Population

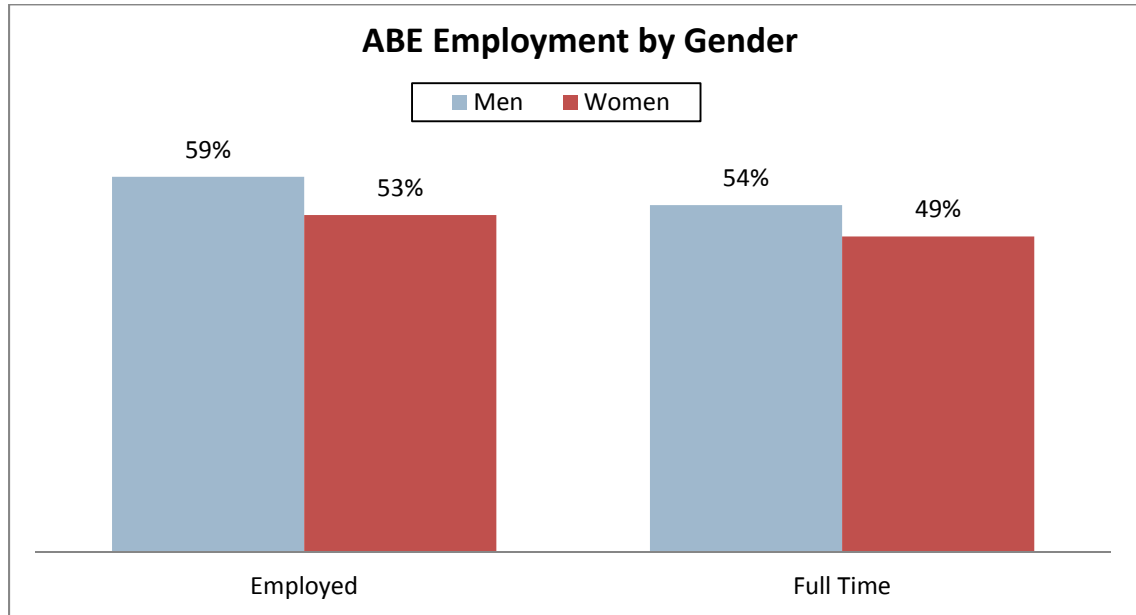
Wage and employment results can vary by gender, race and ethnicity, and disability. Among students employed during the third quarter after exit, there is a substantial gender gap in labor market outcomes. Employment rates, hours worked, earnings, and

Gender Differences in Labor Market Outcomes Among ABE/ESL Students in the Third Quarter After Leaving Program			
	Women	Men	Ratio
Employment Reported to ESD	53%	59%	90%
Median Quarterly Hours Worked	387	428	90%
Median Annual Earnings	\$15,869	\$19,901	80%
Median Hourly Wage	\$10.50	\$12.09	87%

wages are significantly lower for women, although the ratio has slightly improved from 2005-2006.

Source: Matches with Employment Security Department data 2007-2008.

The following chart shows the percentage of men and women ABE/ESL participants who were reported to be employed. Also broken out is what percentage of those working held full-time jobs. Male ABE participants were more likely to be employed and also more likely to be working full-time.

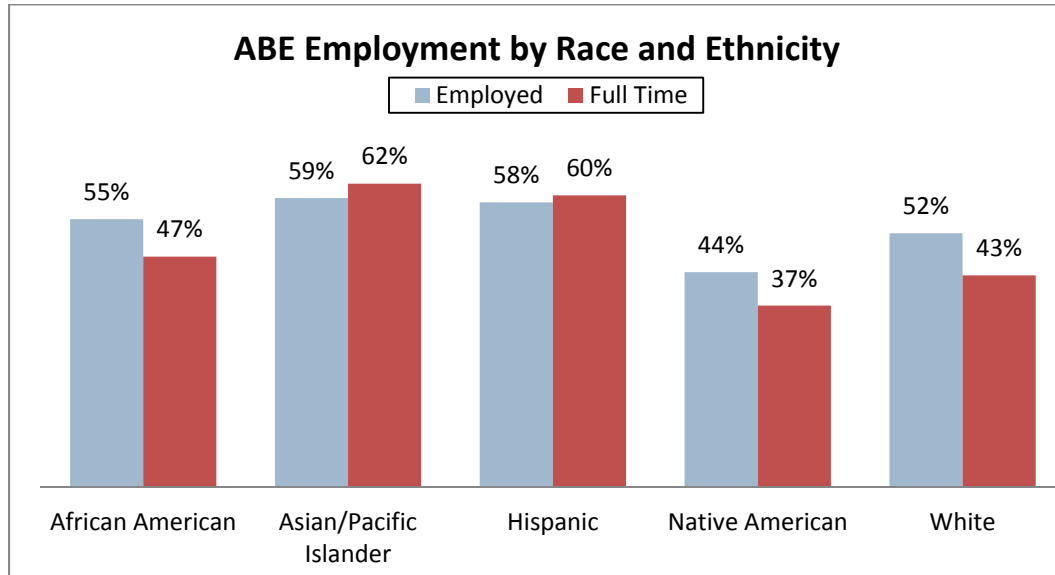


Source: Matches with Community and Technical Colleges Administrative Data and Employment Security Department data 2007-2008.

Race/Ethnicity Plays Role

Hispanics, Asian/Pacific Islanders and African Americans had a higher employment rate than whites. White ABE/ESL students recorded a 52 percent employment rate, while Hispanics had a 58 percent employment rate, Asians/Pacific Islanders had a 59 percent employment rate and African Americans achieved a 55 percent employment rate. Native American ABE participants had an employment rate of 44 percent. Of those ABE participants who were working, higher percentages of Hispanics (60 percent), Asians/Pacific Islanders (62 percent) and African Americans (47 percent) worked full time compared to whites (43 percent).

Thirty-seven percent of employed Native American ABE participants worked full time. Median hourly wages for Asians/Pacific Islanders, African Americans and Hispanics were slightly higher than hourly wages paid to whites. Hourly wages for Native Americans were slightly lower than hourly wages for whites.

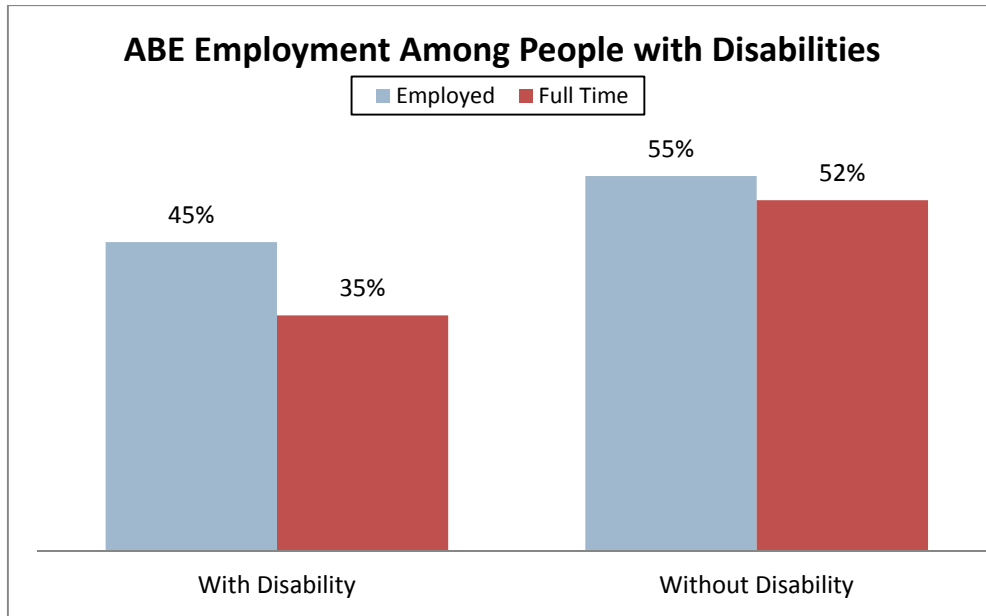


Source: Matches with Community and Technical Colleges Administrative Data and Employment Security Department data 2007-2008.

Disability Impacts Employment, Earnings

Just 2 percent of the ABE/ESL students leaving college during 2007-2008 had a disability (less than the general population percentage of 18 percent having a disability).⁸ Students with disabilities did less well in the labor market than other participants. They were less likely to have employment reported to the state's Employment Security Department (45 percent versus 55 percent for participants without a disability). Even so, employment rates among those with disabilities definitely improved from the 39 percent recorded in 2005-2006. They were less likely to work full time (35 percent versus 52 percent for those without disabilities), and their median hourly wage was 91 percent of the amount earned by students without a disability.

⁸ Source: Washington State Office of Financial Management, State Population Survey, 2008.

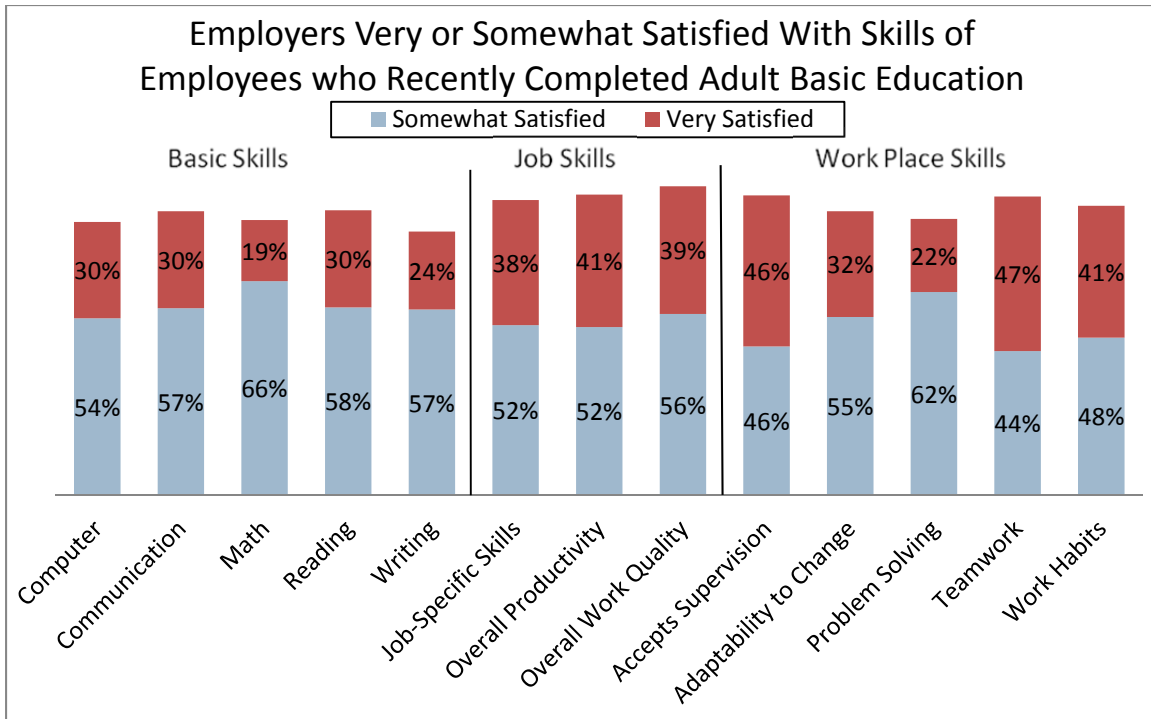


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Were Employers Satisfied with the Preparation Workers Received?

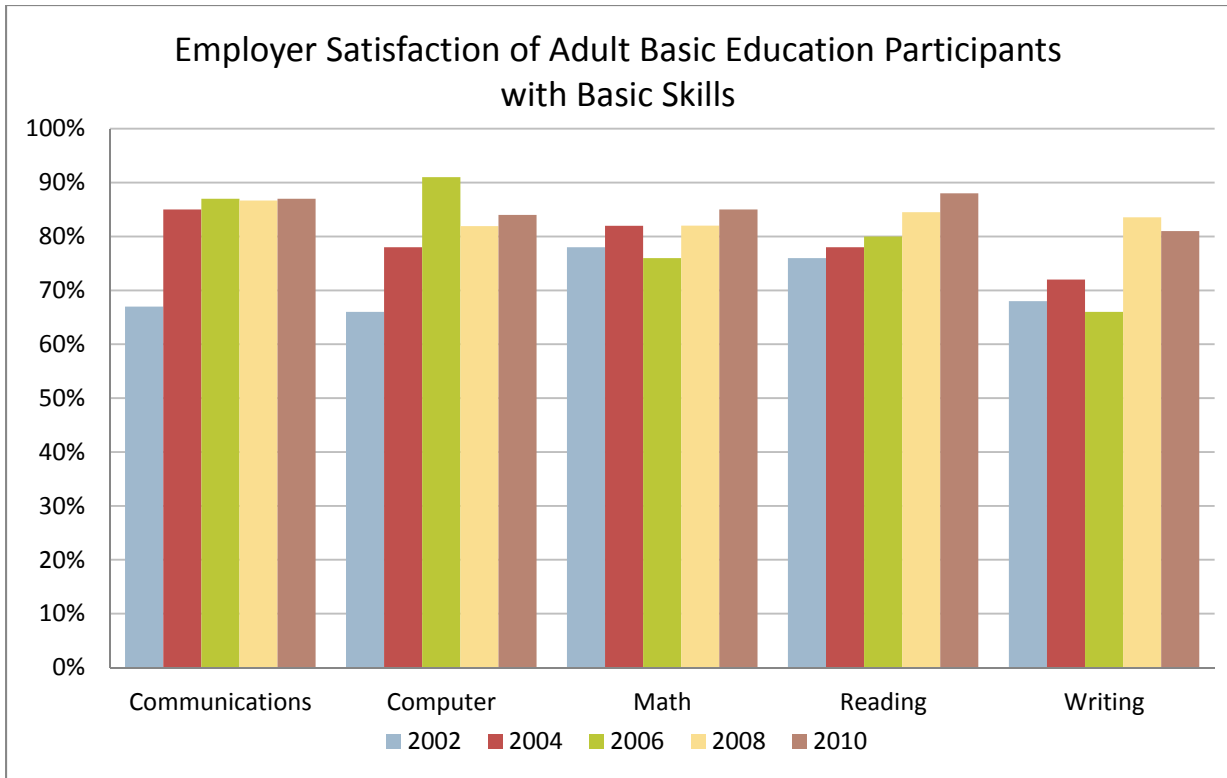
The Workforce Board's Employer Survey, administered during 2010, asked firms to evaluate new employees who had recently completed an ABE/ESL program. Employer satisfaction was broken down into three categories: Basic Skills, Job Skills and Work Place Skills. Basic skills refer to reading, writing, math, communication and computer skills. Job skills refer to skills specific to the job as well as overall work quality and productivity. Work place skills refer to the skills necessary to get along in the workplace such as ability to accept supervision, teamwork, ability to adapt to changing situations, problem solving and overall work habits.

Of the 296 employers surveyed, 95 percent stated they were satisfied with the overall work quality of these new employees of which 39 percent said they were "very satisfied." Employers' levels of satisfaction with various skills of new employees differed somewhat from the previous survey. Much higher percentages were "very satisfied" in all areas, especially with willingness to accept supervision, teamwork, overall work quality and productivity. The lowest percentages of "very satisfied" responses concerned computer, math, writing and reading skills.

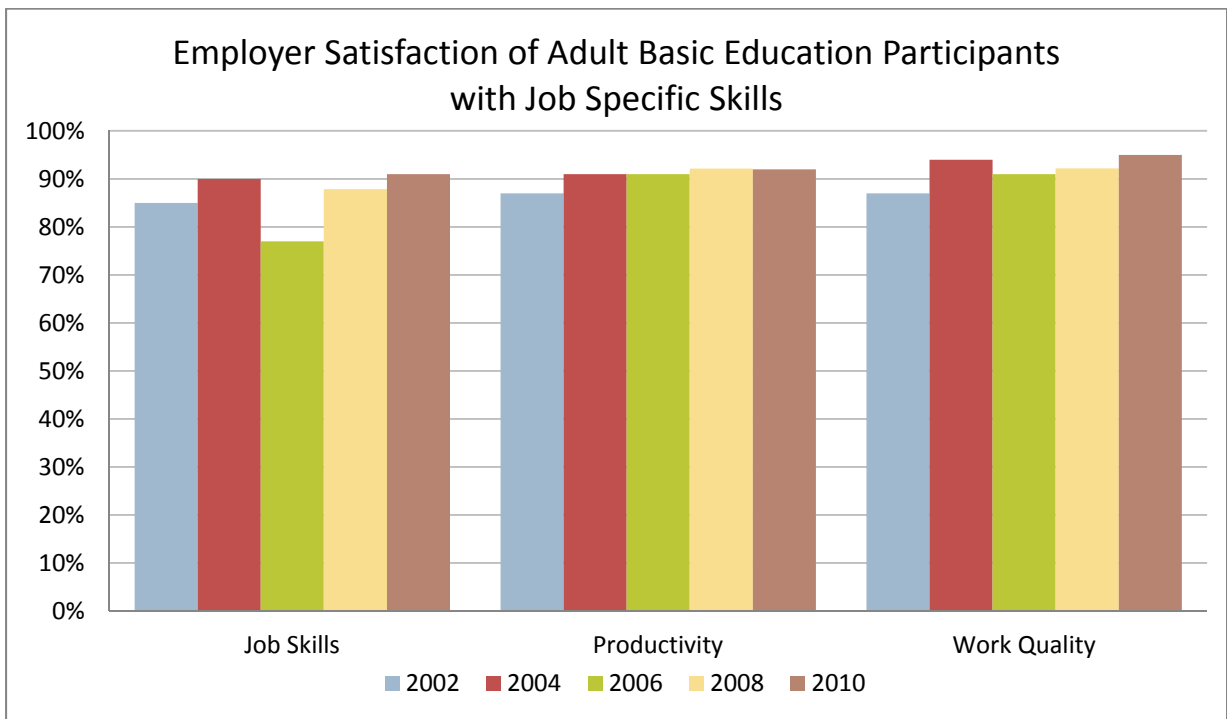


Source: Workforce Board Employer Survey conducted in 2010.

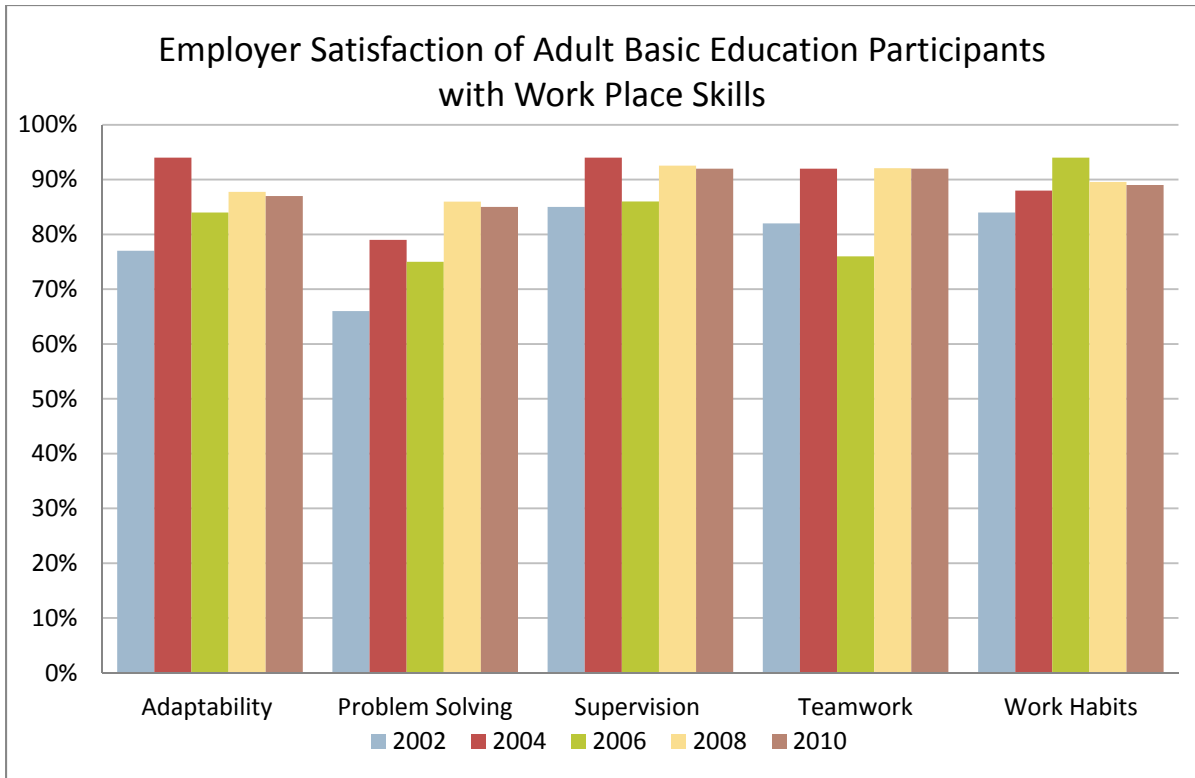
Over the previous 10 years, the employers' overall satisfaction with skills has varied depending on the type of skill. The following charts show the satisfaction of employers with work related skills and basic skills of new employees who recently completed an ABE/ESL program. There has been a general improvement in employer satisfaction.



Source: Workforce Board's biennial Employer Surveys from 2002 through 2010.



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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 Adult Basic Education 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 WIA Adult 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 analyses examined the experience of participants who left programs during the 2005-2006 and 2007-2008 program years.

Short-term net impacts: Individuals who exited in Program Year 2007-2008.

Longer-term net impacts: Individuals who exited in Program Year 2005-2006.

To estimate these impacts, individuals who received employment-related ABE/ESL education were compared to individuals who had similar characteristics, but who did not participate in any of the programs included in the study.⁹ Additional estimates were made for a cohort of ABE/ESL students who also participated in CTC Job Preparatory training.

The comparison group members were selected from registrants to the state's employment service. *Short-term* net impacts were derived by examining outcomes for individuals who exited the programs (or from the employment service) in fiscal year 2007-2008 and *longer-term* impacts for individuals who exited in fiscal year 2005-2006.

Impact on Employment and Earnings: Participants vs. Control Group

ABE/ESL Participants	Short-term	Long-term
Net Employment Impact	No significant positive impact	No significant positive impact
Net Hourly Wage Impact	No significant positive impact	No significant positive impact
Net Hours Employed per Quarter Impact	15.4	15.1
Annualized Earnings	\$922	\$830

Dollars listed are the average annual earnings difference between ABE participants who got jobs and those in a control group who were employed. Earnings and wages are in 2009 Q1 dollars.

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

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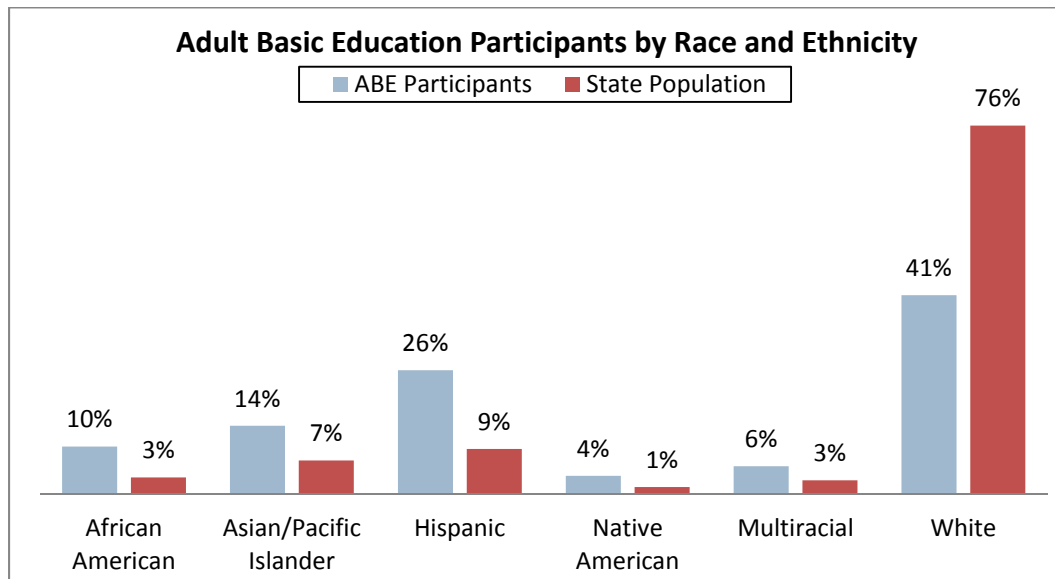
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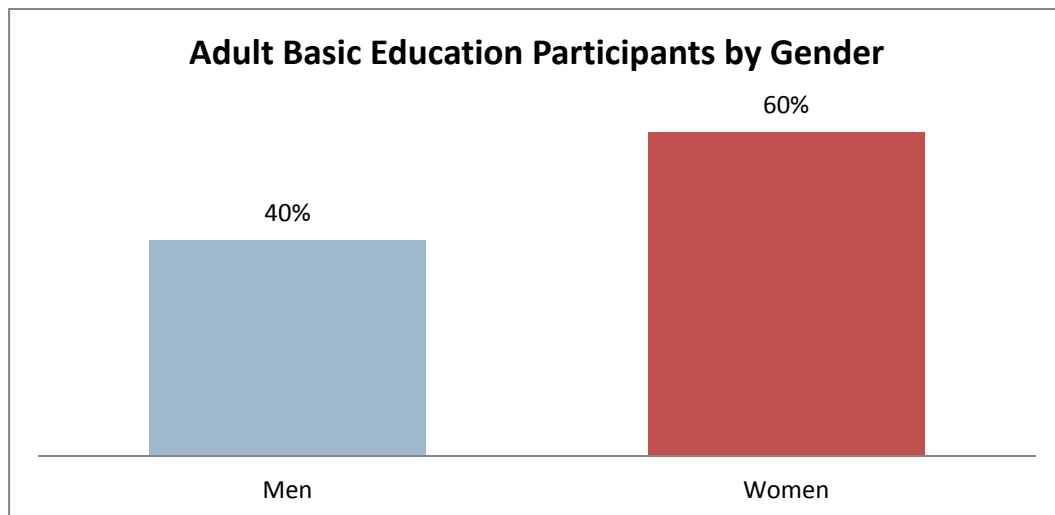
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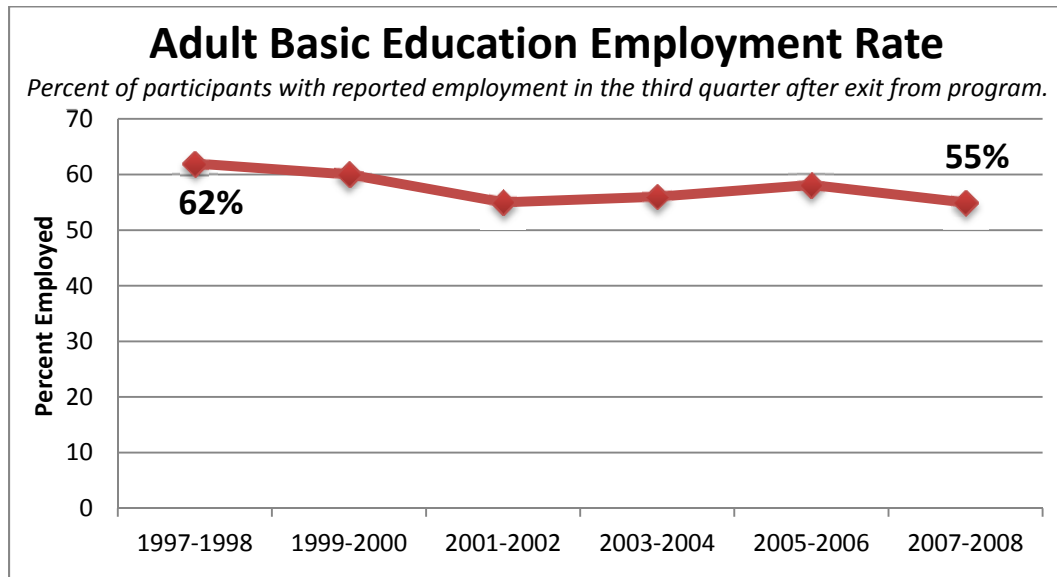
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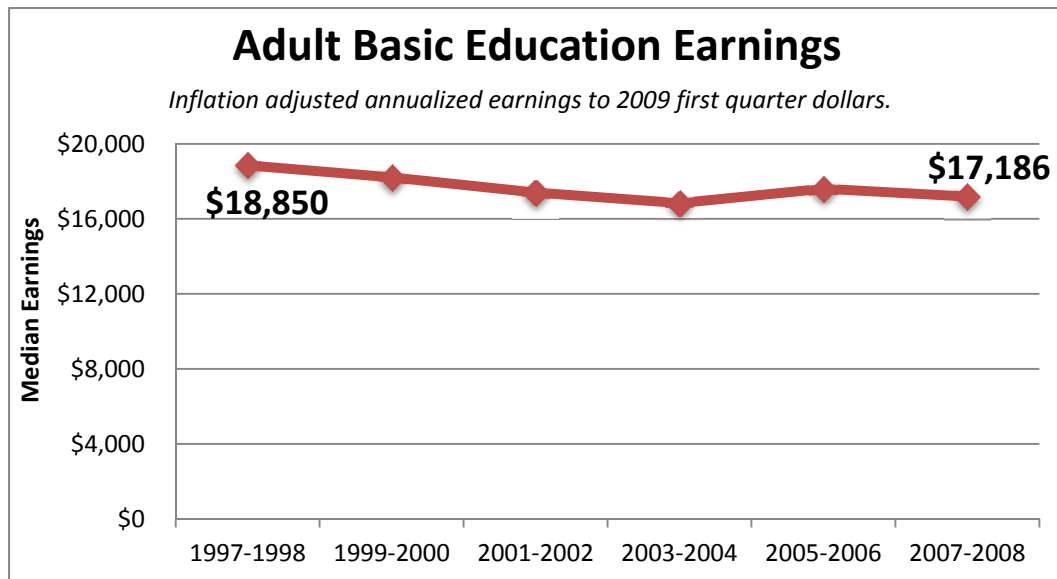
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Source: Matches with Employment Security Department data in third quarter after exiting program.

Wages and Employment Results Vary by Population

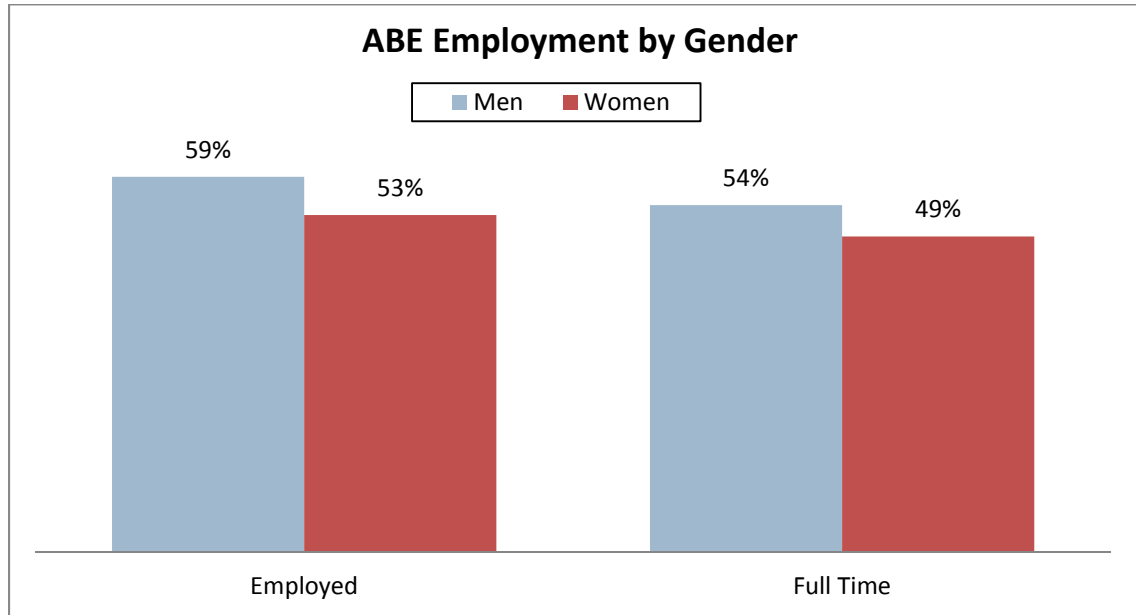
Wage and employment results can vary by gender, race and ethnicity, and disability. Among students employed during the third quarter after exit, there is a substantial gender gap in labor market outcomes. Employment rates, hours worked, earnings, and

Gender Differences in Labor Market Outcomes Among ABE/ESL Students in the Third Quarter After Leaving Program			
	Women	Men	Ratio
Employment Reported to ESD	53%	59%	90%
Median Quarterly Hours Worked	387	428	90%
Median Annual Earnings	\$15,869	\$19,901	80%
Median Hourly Wage	\$10.50	\$12.09	87%

wages are significantly lower for women, although the ratio has slightly improved from 2005-2006.

Source: Matches with Employment Security Department data 2007-2008.

The following chart shows the percentage of men and women ABE/ESL participants who were reported to be employed. Also broken out is what percentage of those working held full-time jobs. Male ABE participants were more likely to be employed and also more likely to be working full-time.

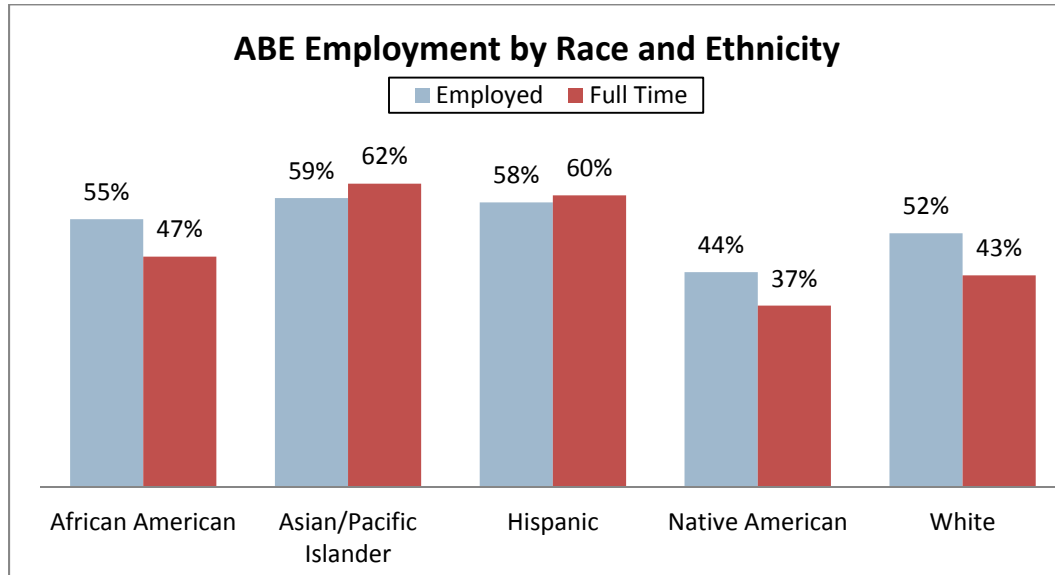


Source: Matches with Community and Technical Colleges Administrative Data and Employment Security Department data 2007-2008.

Race/Ethnicity Plays Role

Hispanics, Asian/Pacific Islanders and African Americans had a higher employment rate than whites. White ABE/ESL students recorded a 52 percent employment rate, while Hispanics had a 58 percent employment rate, Asians/Pacific Islanders had a 59 percent employment rate and African Americans achieved a 55 percent employment rate. Native American ABE participants had an employment rate of 44 percent. Of those ABE participants who were working, higher percentages of Hispanics (60 percent), Asians/Pacific Islanders (62 percent) and African Americans (47 percent) worked full time compared to whites (43 percent).

Thirty-seven percent of employed Native American ABE participants worked full time. Median hourly wages for Asians/Pacific Islanders, African Americans and Hispanics were slightly higher than hourly wages paid to whites. Hourly wages for Native Americans were slightly lower than hourly wages for whites.

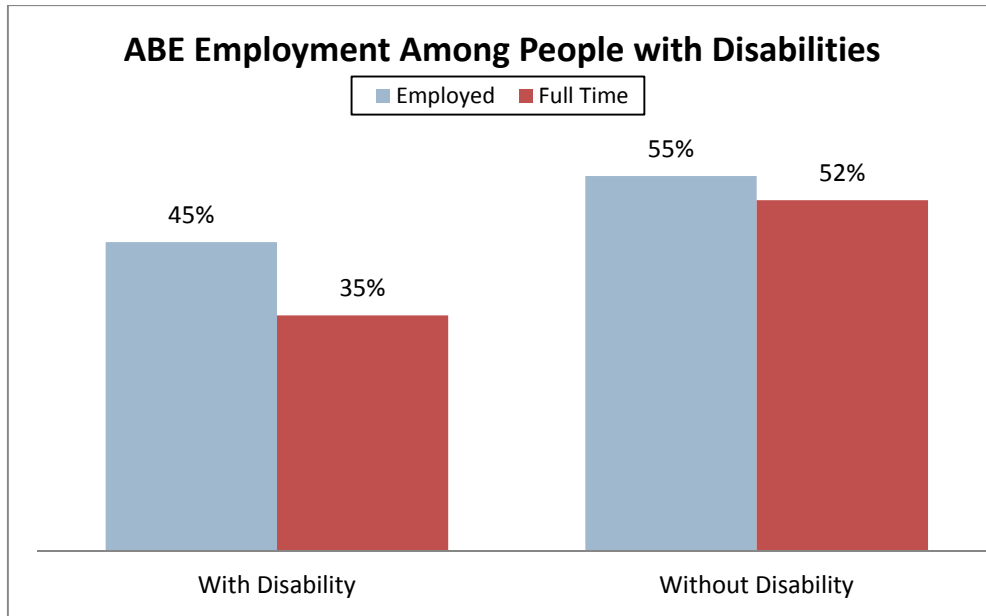


Source: Matches with Community and Technical Colleges Administrative Data and Employment Security Department data 2007-2008.

Disability Impacts Employment, Earnings

Just 2 percent of the ABE/ESL students leaving college during 2007-2008 had a disability (less than the general population percentage of 18 percent having a disability).⁹ Students with disabilities did less well in the labor market than other participants. They were less likely to have employment reported to the state's Employment Security Department (45 percent versus 55 percent for participants without a disability). Even so, employment rates among those with disabilities definitely improved from the 39 percent recorded in 2005-2006. They were less likely to work full time (35 percent versus 52 percent for those without disabilities), and their median hourly wage was 91 percent of the amount earned by students without a disability.

⁹ Source: Washington State Office of Financial Management, State Population Survey, 2008.

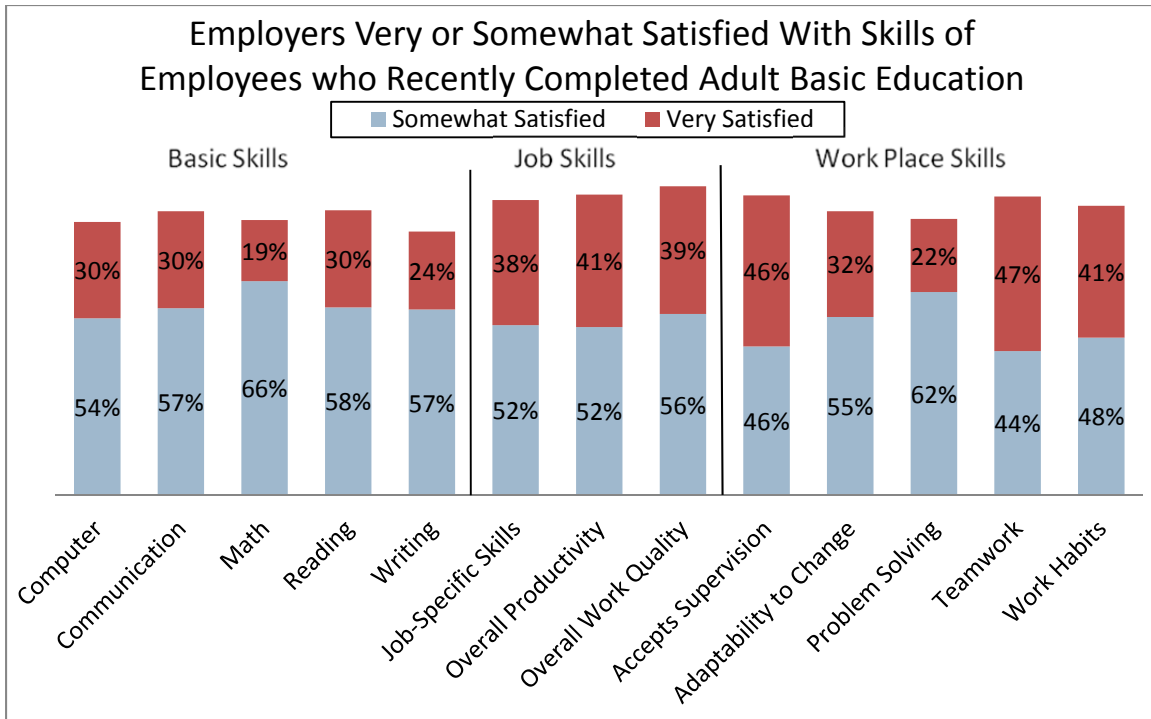


Source: Community and Technical Colleges Administrative Data and Employment Security Department data matches 2007-2008.

Were Employers Satisfied with the Preparation Workers Received?

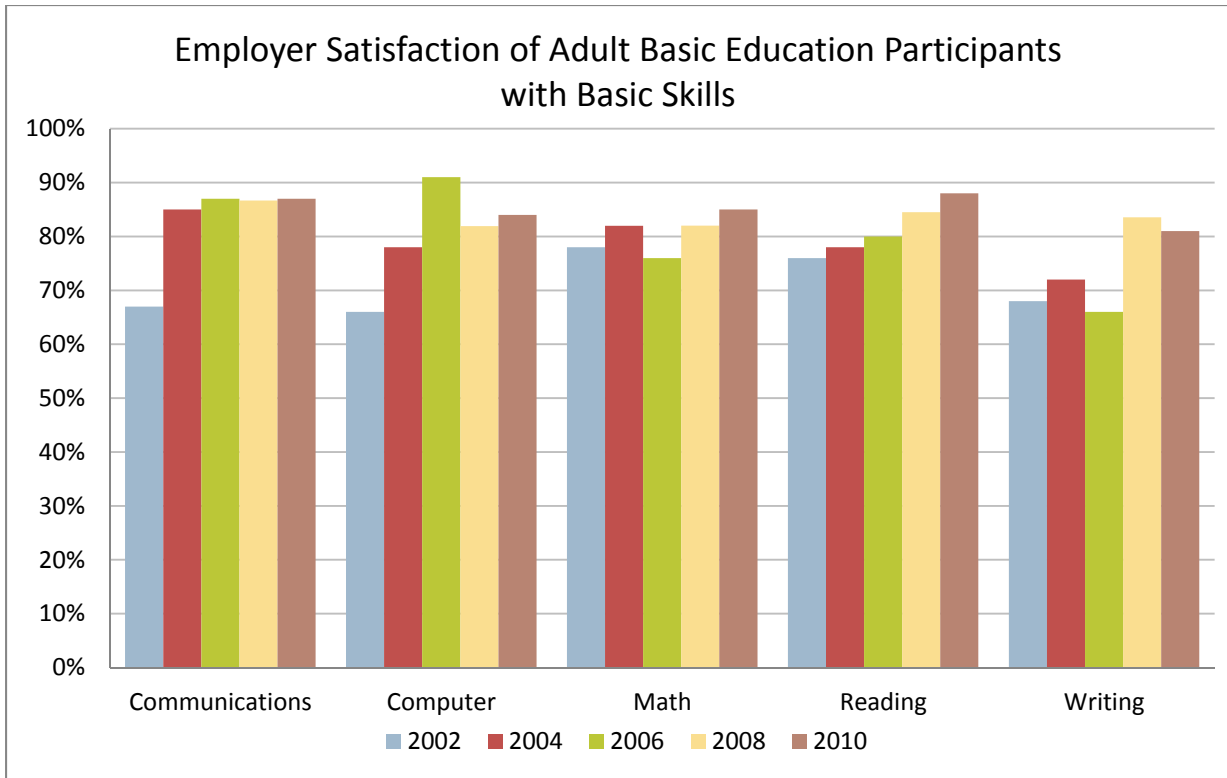
The Workforce Board's Employer Survey, administered during 2010, asked firms to evaluate new employees who had recently completed an ABE/ESL program. Employer satisfaction was broken down into three categories: Basic Skills, Job Skills and Work Place Skills. Basic skills refer to reading, writing, math, communication and computer skills. Job skills refer to skills specific to the job as well as overall work quality and productivity. Work place skills refer to the skills necessary to get along in the workplace such as ability to accept supervision, teamwork, ability to adapt to changing situations, problem solving and overall work habits.

Of the 296 employers surveyed, 95 percent stated they were satisfied with the overall work quality of these new employees of which 39 percent said they were "very satisfied." Employers' levels of satisfaction with various skills of new employees differed somewhat from the previous survey. Much higher percentages were "very satisfied" in all areas, especially with willingness to accept supervision, teamwork, overall work quality and productivity. The lowest percentages of "very satisfied" responses concerned computer, math, writing and reading skills.

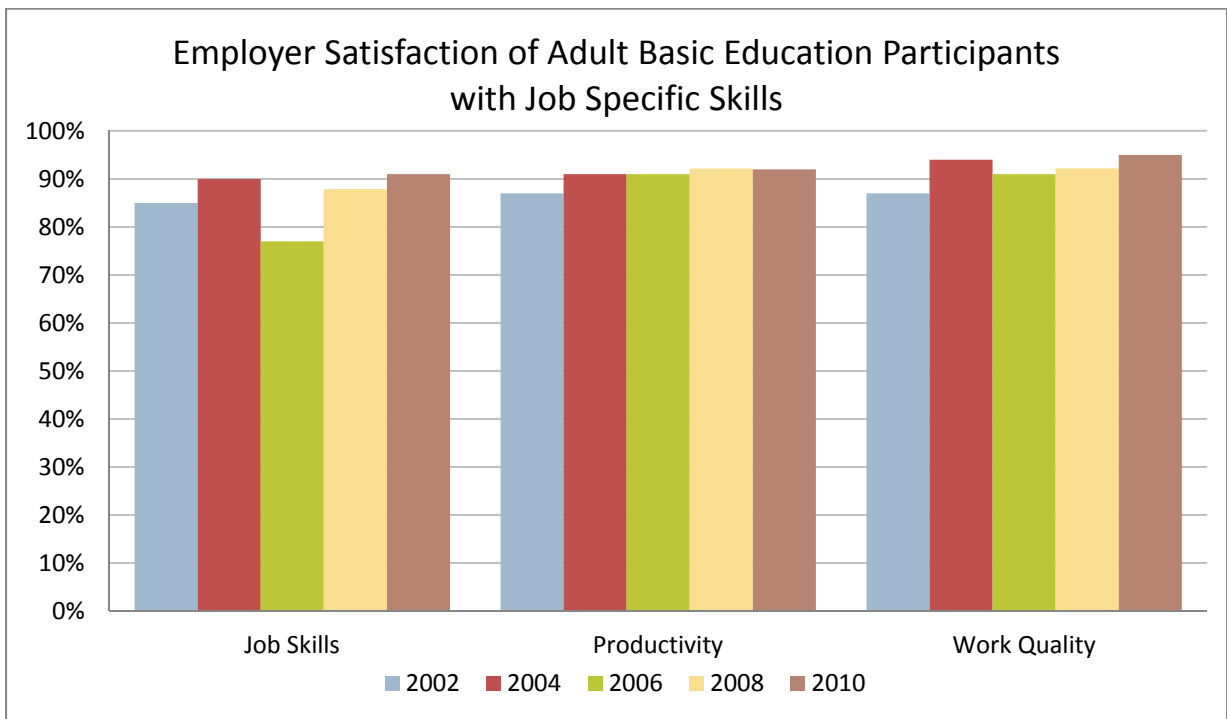


Source: Workforce Board Employer Survey conducted in 2010.

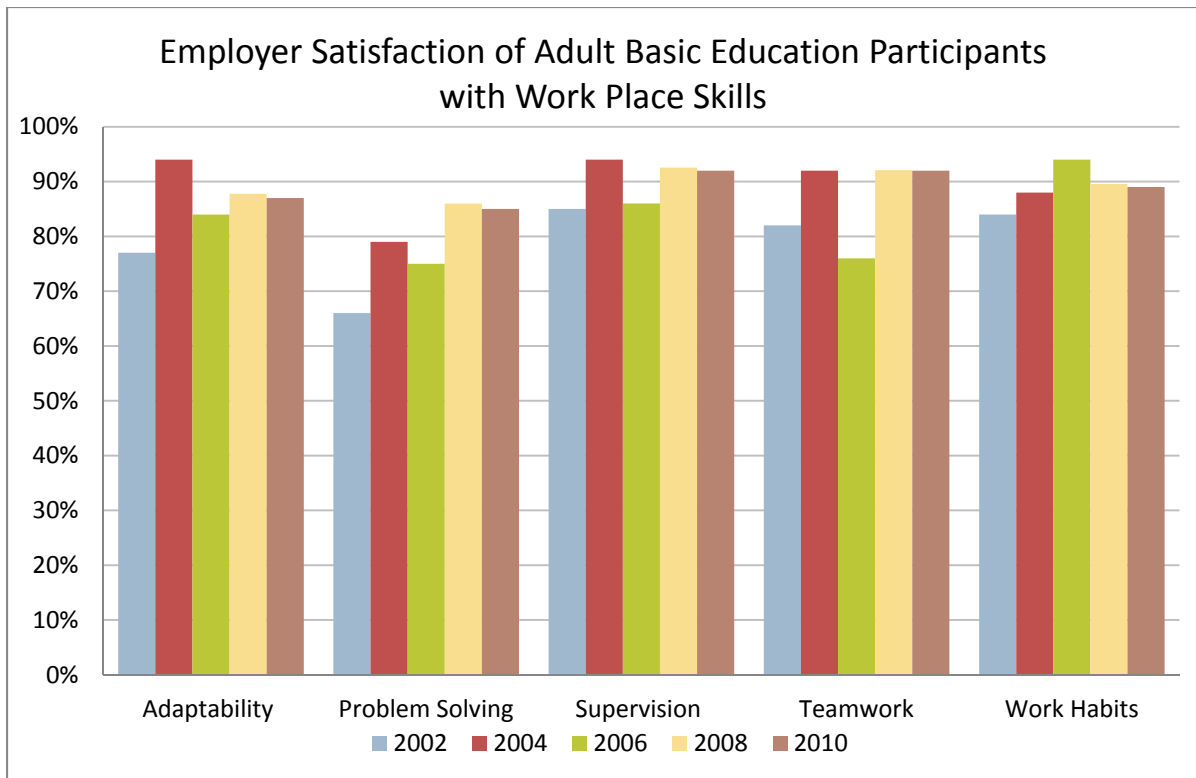
Over the previous 10 years, the employers' overall satisfaction with skills has varied depending on the type of skill. The following charts show the satisfaction of employers with work related skills and basic skills of new employees who recently completed an ABE/ESL program. There has been a general improvement in employer satisfaction.



Source: Workforce Board's biennial Employer Surveys from 2002 through 2010.



Source: Workforce Board's biennial Employer Surveys from 2002 through 2010.



Source: Workforce Board's biennial Employer Surveys from 2002 through 2010.

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 Adult Basic Education 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 WIA Adult 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 analyses examined the experience of participants who left programs during the 2005-2006 and 2007-2008 program years.

Short-term net impacts: Individuals who exited in Program Year 2007-2008.

Longer-term net impacts: Individuals who exited in Program Year 2005-2006.

To estimate these impacts, individuals who received employment-related ABE/ESL education were compared to individuals who had similar characteristics, but who did not participate in any of the programs included in the study.¹⁰ Additional estimates were made for a cohort of ABE/ESL students who also participated in CTC Job Preparatory training.

The comparison group members were selected from registrants to the state's employment service. *Short-term* net impacts were derived by examining outcomes for individuals who exited the programs (or from the employment service) in fiscal year 2007-2008 and *longer-term* impacts for individuals who exited in fiscal year 2005-2006.

Impact on Employment and Earnings: Participants vs. Control Group

ABE/ESL Participants	Short-term	Long-term
Net Employment Impact	No significant positive impact	No significant positive impact
Net Hourly Wage Impact	No significant positive impact	No significant positive impact
Net Hours Employed per Quarter Impact	15.4	15.1
Annualized Earnings	\$922	\$830

Dollars listed are the average annual earnings difference between ABE participants who got jobs and those in a control group who were employed. Earnings and wages are in 2009 Q1 dollars.

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

I-BEST Makes Significant Difference for Participants

However, when job skills-training was blended with basic skills training, participants' employment and earnings improved significantly. I-BEST, which stands for Integrated Basic Education and Skills Training, pairs workforce training with ABE or ESL so students learn literacy and workplace skills at the same time. It is a nationally

¹⁰ That is, individuals who enrolled in ABE/ESL programs for personal enhancement or non-employment-related purposes are not included in the ABE/ESL cohort.

recognized model that is helping a growing number of low-skilled workers gain college-level credentials.

Impact on Employment and Earnings: Participants vs. Control Group

I-BEST Participants	Short-term*
Net Employment Impact	3.9 percentage points
Net Hourly Wage Impact	\$1.23
Net Hours Employed per Quarter Impact	35.3
Annualized Earnings	\$2,310

Dollars listed are the average annual earnings difference between I-BEST participants who got jobs and those in a control group who were employed. Earnings and wages are in 2009 Q1 dollars.

*Long-term results are not yet available as the program started in 2006.

Apprenticeship

Program Details

Apprenticeship combines classroom studies with extensive on-the-job training under the supervision of a journey-level craft person or trade professional. Apprentices receive wages and may receive health, pension, and other benefits while learning occupational skills. This “earn while you learn” model has proven successful across a range of industries—from cosmetology to construction.

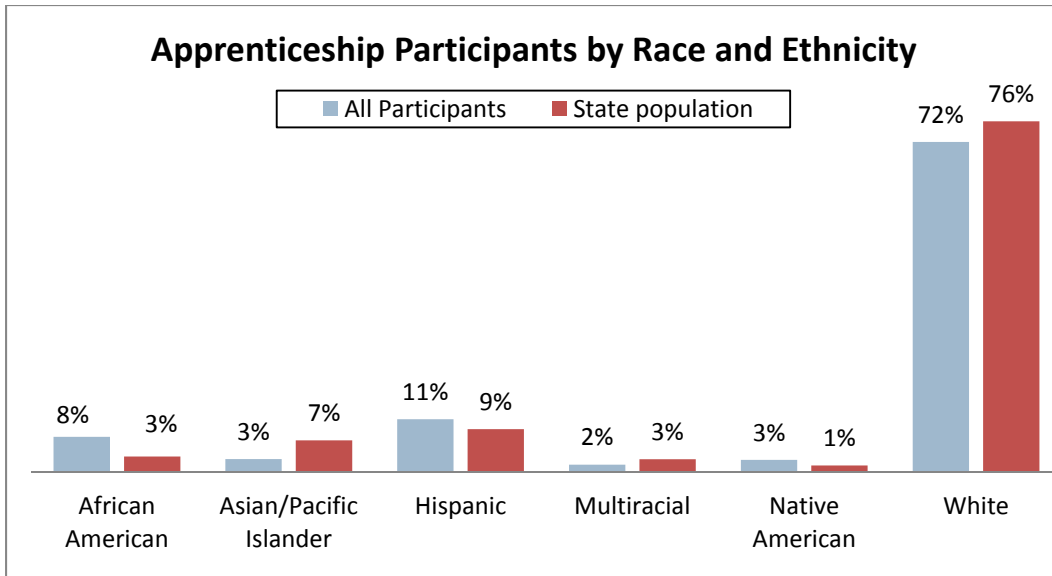
Apprenticeships require applicants be at least 16 years old (18 for construction trades), and most require at least a high school diploma or GED for entrance. Apprenticeship in Washington is governed by the Washington State Apprenticeship and Training Council and administered by the Department of Labor and Industries.

Every two years, 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.

Participant Profile

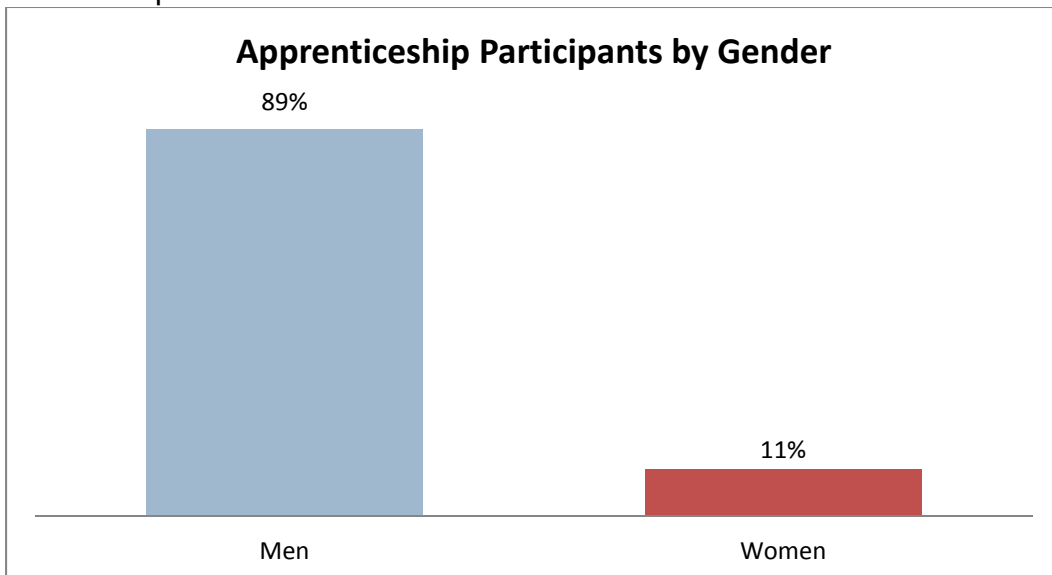
For this report, researchers studied the results of 4,082 apprentices who left a program during the 2007-2008 program year. Apprentices reflect the racial and ethnic diversity of the state population. African Americans, Native Americans and Hispanics are represented above their proportions of the state population. However, African Americans, Hispanics and Native Americans do not complete at the same rates as they enroll, with relatively fewer reaching the finish line in their apprenticeships than those of other backgrounds. Multi-racial, Asians and Pacific Islanders, and whites enroll in apprenticeship programs in lower numbers than their share of the state population.¹

¹ 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/Pacific Islanders (also referred to as Asians/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 2008 *U.S. Census Estimates*, 77 percent are whites; 3 percent are African Americans; 1 percent are Native Americans; 7 percent are Asians/Pacific Islanders; 3 percent are multiracial; and 9 percent are Hispanics.



Source: Apprenticeship Administrative Data, Department of Labor and Industries and Office of Financial Management State Population Survey 2008.

Relatively few women enter apprenticeships; only 11 percent of the 2007-2008 apprentices were women. This is lower than the 12 percent of the 2005-2006 cohort and the 15 percent of the 2003-2004 cohort.



Source: Apprenticeship Administrative Data, Department of Labor and Industries and Office of Financial Management State Population Survey 2008.

The median age at exit was 29. One quarter of those enrolled in apprenticeship programs were age 35 or older.

Completion Rates

Overall, apprentices spent a median of 15 months in their program. Among apprenticeship completers, the median program length was 36 months. However, the

length of participation varied widely. The number of years spent in apprenticeship programs is reflected in the following table, comparing those who completed with those who did not complete.

It's worth noting that apprenticeship programs cover a broad array of occupations, from construction trades and early learning to dispensing optician and cosmetologist. Not only are apprenticeship occupations wide-ranging, the length of time it takes to complete a program varies considerably. For example, a Washington resident training to become a construction electrician can expect an apprenticeship to last at least four years to reach journey level status, while those training to become an esthetician require 2,000 hours, or approximately one year, to complete.

Number of Years Apprentices Participated in their Program		
Years in Program	Non Completers	Completers
less than 1	0.4%	0.0%
1-2	60.6%	16.6%
2-3	21.8%	13.9%
3-4	7.2%	21.1%
4-5	2.4%	20.7%
5-6	1.0%	15.4%
6-7	1.4%	7.9%
7-8	0.9%	2.6%
8-9	2.3%	1.2%
9-10	1.6%	0.4%
more than 10	0.4%	0.1%

Source: Apprenticeship Administrative Data, Department of Labor and Industries.

Many participants opt to leave prior to completion. These non-completers still tend to show wage gains in subsequent quarters due, most likely, to the skills acquired while in the apprenticeship program. This, however does put considerable downward pressure on completion rates for apprenticeship programs overall.

State Core Measures: Tracking Apprenticeship 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.

Workforce Training Results seeks answers to five core questions:

- Did participants get the skills they needed?
- Did they get a job and how much were they paid?
- Were employers satisfied with the preparation workers received?²
- 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, Employer Survey

The 2010 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2008-2009. Data used in the Net Impact Study also reached back to 2006-2007 employment records, to help assess trends over a slightly longer time frame. Employer satisfaction was assessed through the Workforce Board's 2010 Employer Survey from 156 firms that hired employees who recently exited an apprenticeship program.

Turn to page 14 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2010 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.

Net Impact Study Adds More Insight Into Program Performance

This year's 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.

Did Participants Get the Skills They Needed?

The study follows the progress of all Apprenticeship participants who left a program during the 2007-2008 program year.

² Workforce Training Results usually includes a survey that measures the satisfaction of workforce participants, in addition to employers. The survey was not conducted this time because of budget constraints.

By definition, people enter an apprenticeship program to acquire occupation or industry-specific training. As they gain these skills, they are paid to work and hold down jobs that both bolster their resume and pay the bills. Many apprentices also receive training in general workplace skills such as teamwork and problem solving. They receive both on-the-job training and classroom training.³

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

To find out about the apprentices' post-program employment and earnings, participant records were matched with Employment Security Department wage files from Washington and neighboring states.⁴ Labor market outcomes for apprenticeships are higher than for any other program the Workforce Board studies. In addition to the quality of apprenticeship training and the wage levels in these occupations, this result may be due to the relatively long length of the program.

Record matches found 73 percent of apprentices had reported employment during the third quarter after they left the program. This is 6 percentage points below that reported in 2005-2006. Their median wage⁵ was \$25.19 per hour, and annualized earnings were \$47,750.⁶ The median wage of apprentices is high, but there is considerable variation in wages. Limiting analysis to just those apprentices who completed their program, the outcomes are even better. The median earnings of completers was \$64,778. These results highlight the value of completing an apprenticeship program.

Distribution of Hourly Wages of Apprentices in the Third quarter After Leaving Program	
Quartile	Hourly Wage
Highest	Above \$35.25
Third	\$25.19-\$35.25
Second	\$16.00-\$25.19
Lowest	Below \$16.00

³ Apprentices are required to participate in at least 144 hours of classroom training annually.

⁴ 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).

⁵ All wages and earnings are stated in 2007 Q1 dollars.

⁶ To derive annualized earnings, third quarter earnings are multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter.

During the third quarter after leaving their programs, almost half of the apprentices were employed in construction industries. Many apprentices took jobs in services and public administration. However, most apprentices employed in manufacturing, retail trade, and service industries left their programs *without* completing training—forefeiting a significant increase in income.

2007-2008 Program Year Performance for Apprentices

Performance Measure	Results
Employment Rate*	73%
Percentage Employed Full Time**	65%
Median Annualized Earnings	\$42,750
Median Hourly Wage***	\$25.19
Hours Worked Quarterly (Median)	465 hours

These figures apply to those with employment reported to Employment Security Department six to nine months after leaving program. 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 2009 dollars.*

To put earnings in context, the median number of dependents Apprenticeship participants were able to support at the poverty level after leaving the program in 2007-2008 was 9.5 people. At the 200 percent of poverty level, this was 3.8 people.⁷

Self Sufficiency Level for Apprentices – Previous Years

Performance Measure	1999-00	2001-02	2003-04	2005-06	2007-08
Household size-poverty level	8.7	7.8	7.9	9.4	9.5
Household size-poverty level at 200 percent	3.4	2.9	3.0	3.7	3.8

⁷ In 2009, the poverty level for one person was \$10,830 per year. The 200-percent-poverty level that year was \$21,660 for one person.

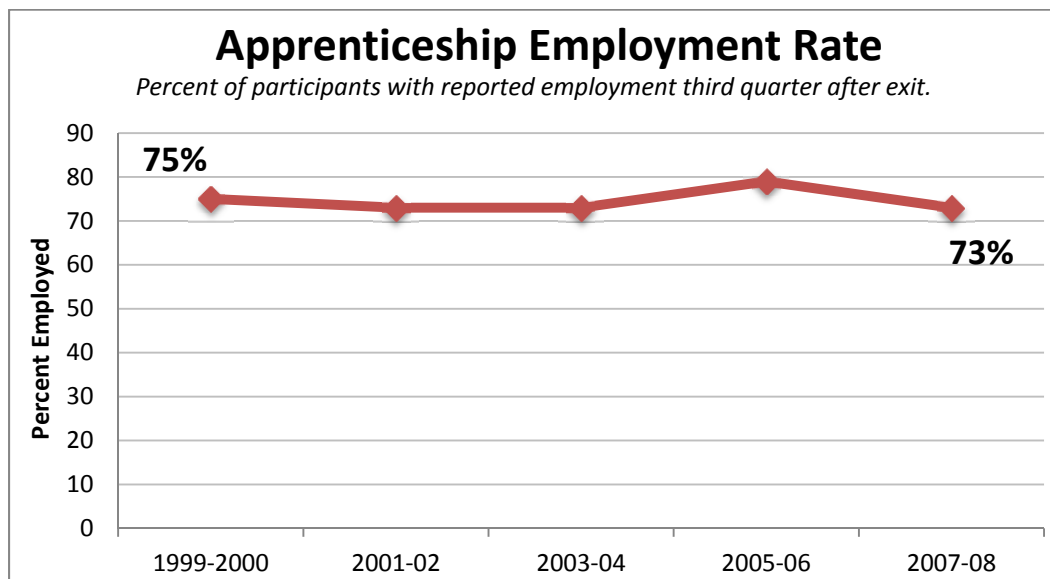
The next table shows employment and earnings information over five study periods.

Program Performance for Apprentices – Previous Years

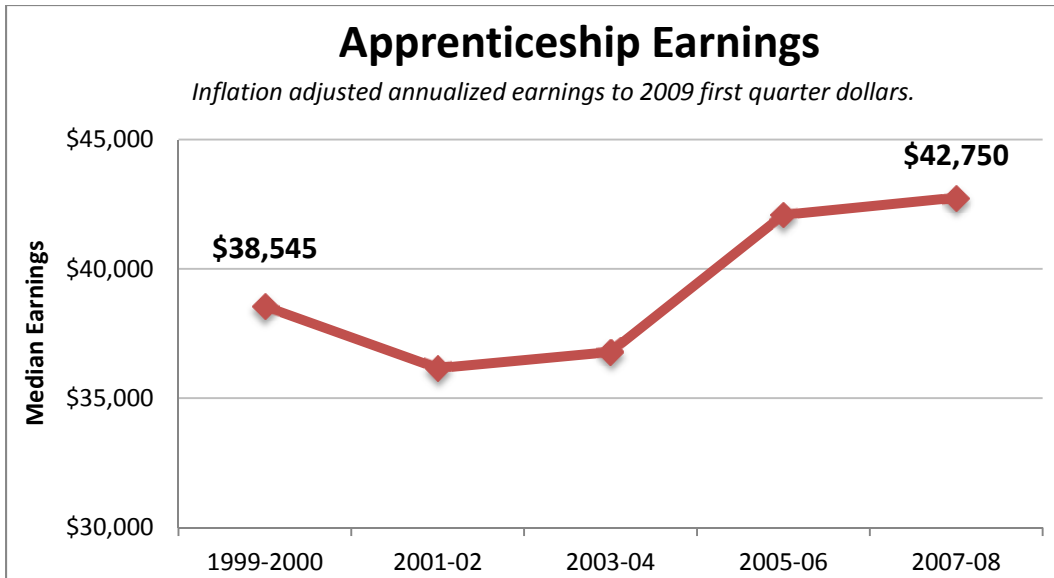
Performance Measure	1999-00	2001-02	2003-04	2005-06	2007-08
Employment Rate	75	73	73	79	73
Percentage Employed Full Time*	82	60	61	69	65
Median Annualized Earnings**	\$39,461	\$36,159	\$36,786	\$42,086	\$42,750
Median Hourly Wage**	\$23.42	\$24.09	\$24.31	\$24.78	\$25.19
Hours Worked Quarterly (Median)	489	442	451	476	465

*Full-time employment averages 30 or more hours per week. **Note: These figures apply to those with employment reported to state employment agencies six to nine months after leaving the program. Rate does not include self-employment, employment outside the Northwest or military service and thus understates total employment by approximately 10 percent. Earnings/wages expressed in first quarter 2009 dollars in order to control for inflation.

Since 2002, participants have experienced increased earnings. However, the employment rate has been relatively flat, and declined in 2008, which might reflect the effects of the recession beginning.



Source: Workforce Training Results 1999-2008.



Source: Workforce Training Results 1999-2008.

The majority of Apprenticeship program participants who were reported to be employed held jobs in the construction industry and services.

Apprenticeship Employment by Industry	
Industry Group	All participants
	Percent
Construction (see breakout below)	49.0%
Services (see breakout below)	18.1%
Public Administration	11.6%
Retail Trade	6.0%
Manufacturing	5.7%
Transportation and Warehousing and Utilities	4.1%
Wholesale Trade	2.5%
Finance, Insurance and Real Estate	1.5%
Natural Resources and Mining	1.0%
Information	0.3%
Breakout of Construction	
Building Equipment Contractors	18.1%
Building Finishing Contractors	7.8%
Construction of Buildings	7.6%
Foundation, structure & Building Exterior Contractors	7.0%
Heavy & Civil Engineering Construction	5.7%
All Other Specialty Contractors	2.9%
Subtotal from Construction	49.0%
Breakout of Services	
Administrative and Support and Waste Management and Remediation	5.4%
Education Services	3.4%
Accommodation and Food Services	2.8%
Other Services (except Public Administration)	1.7%
Health Care	1.7%
Professional, Scientific, and Technical Services	1.6%
Arts, Entertainment, and Recreation	0.9%
Social Assistance	0.7%
Subtotal from Services	18.2%
Note: Industry groups are based on North American Industry Classification System	

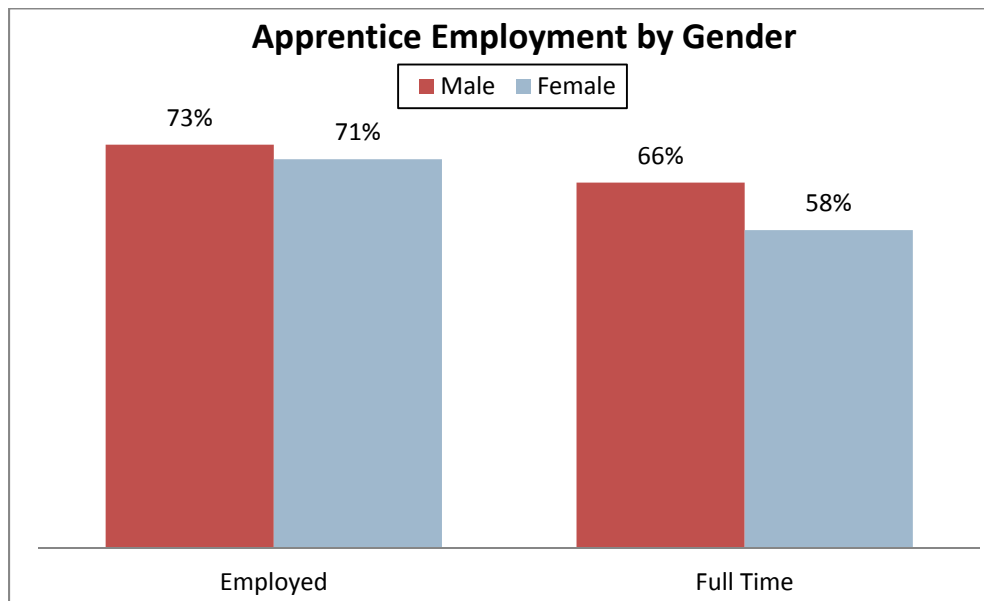
Source: Matches with Employment Security Department data in third quarter after exiting program.

Wages and Employment Results Vary by Population

Wages and employment results can vary by gender, race and ethnicity, and disability.⁸ Women were nearly as likely as men to be employed in the third quarter after leaving their apprenticeship, but less likely to be employed full-time (58 percent versus 66 percent). Of those employed, women had median hourly wages that were 88 percent of men's wages, an increase of 10 percentage points from the 2005-2006 study, and

⁸ Apprenticeship administrative records do not include information on disability status.

median annualized earnings that were 77 percent of males, 6 percentage points higher than the last study.



Source: Apprenticeship Administrative Data, Department of Labor and Industries and Office of Financial Management State Population Survey 2008.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

However, within the construction industries, men and women apprentices earned about the same wage—women’s median wages were actually 33 cents higher than men’s. An important factor contributing to the overall gender gap in earnings is that relatively few women are enrolled in the following high-wage apprenticeship programs:

- Construction.
- Precision, production and craft.
- Machinist trades.

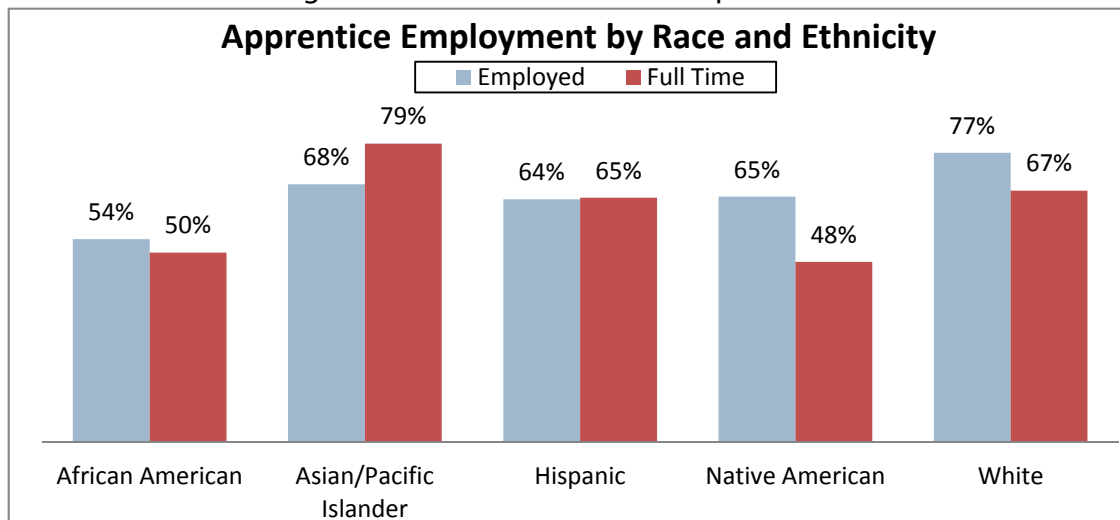
Among those leaving apprenticeships during 2007-2008 nearly 20 percent of women (and less than 1 percent of men) left programs in early childhood education and teaching/library assistants. Wages in these fields are considerably lower than in the construction; precision, production, craft; and machinist trades.

Trade Group	Males	Females
Construction Trades	59%	32%
Precision, Production, Crafts	10%	5%
Machinist	7%	2%
Transportation Operators	3%	5%
Industrial Technology	2%	1%
Early Childhood Education	0.0%	3%
Teaching/Library Assistant	0.1%	17%
All Other Groups (see breakout)	19%	34%
Breakout of Other Groups		
Health	9%	1%
Financial, Legal, Real Estate	6%	1%
Managerial and Managerial Support	4%	1%
Mechanical, electrical, engineering, technical	8%	6%
Services	6%	7%
Natural Resources and, Forestry	0.0%	0.2%

Source: Matches with Employment Security Department data 2007-2008.

Race/Ethnicity Plays Role

White apprentices were more likely than others to be employed in the third quarter after leaving their programs. However, Asians and Pacific Islanders were more likely than whites to be employed full time and Hispanics were about as likely to be employed full time as whites. African Americans and Native Americans were less likely to be employed full time. For those employed, the median wage for African American apprentices was 63 percent of whites; the median wage for Asians/Pacific Islanders was 82 percent of whites; and the median wage for Hispanics was 86 percent of whites. The median wage of Native Americans was 76 percent of whites.



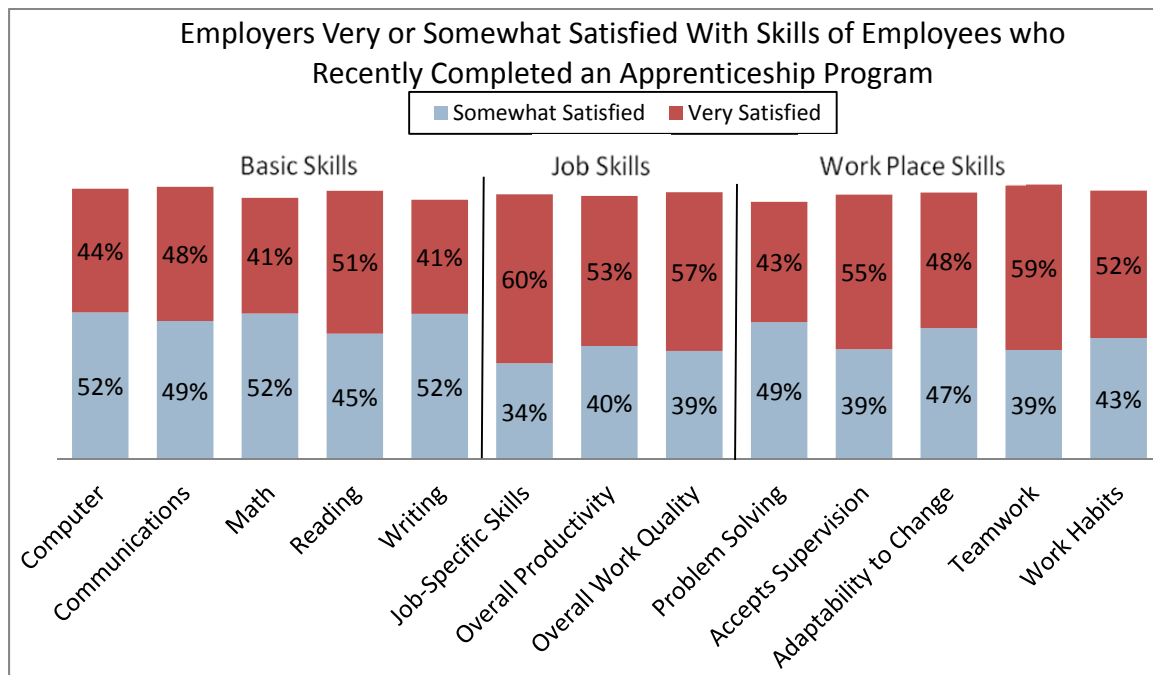
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Were Employers Satisfied with the Preparation Workers Received?

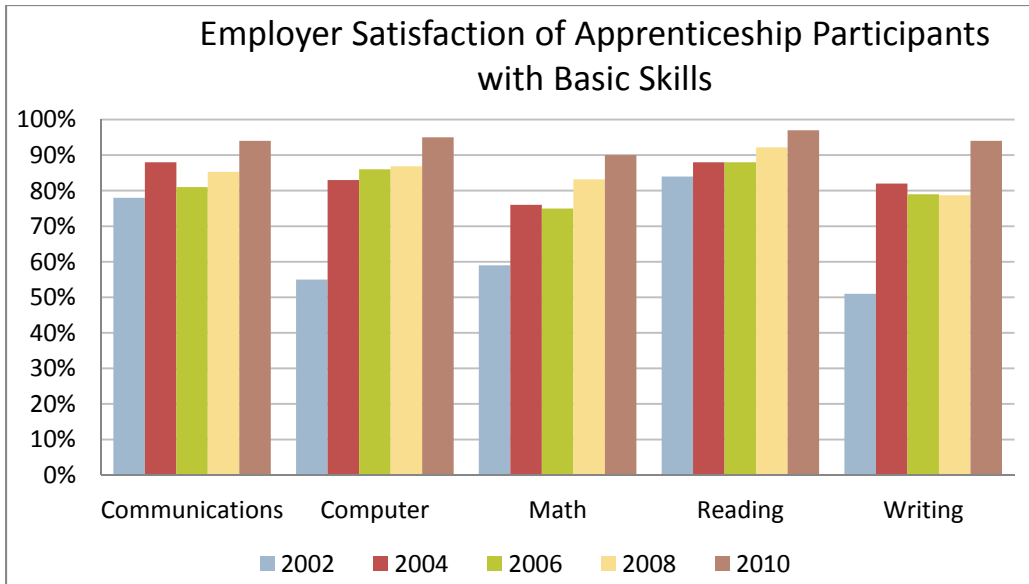
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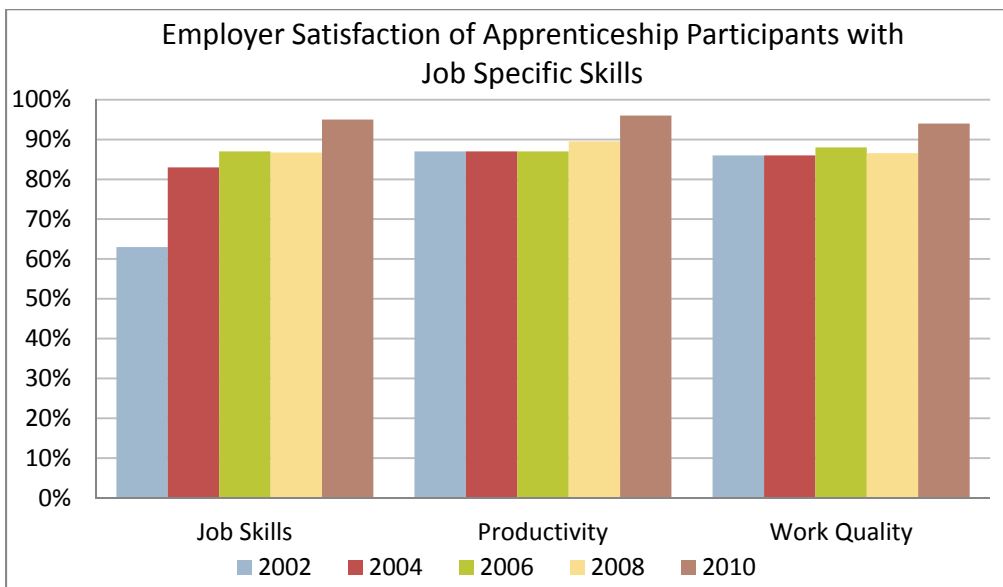


Source: Workforce Board Employer Survey conducted in 2010.

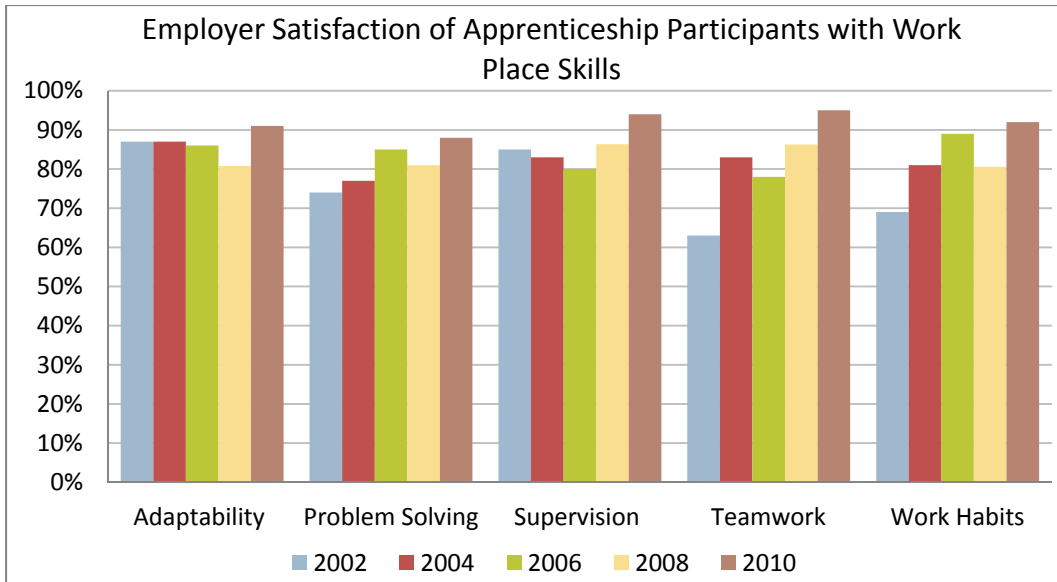
For basic skills, employers were most satisfied with computer and reading skills, though they were more likely to be very satisfied with the reading skills. For job skills employers were most satisfied with the overall work quality of apprenticeship participants and were very satisfied with their job-specific skills. Employers rated the overall satisfaction with teamwork as highest among the work place skills.



Source: Workforce Board's biennial Employer Surveys from 2002 through 2010.



Source: Workforce Board's biennial Employer Surveys from 2002 through 2010.



Source: Workforce Board's biennial Employer Surveys from 2002 through 2010.

Overall satisfaction of employers in all skill areas was higher in 2007-2008 than any of the past 10 years of surveys.

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 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 an Apprenticeship 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.

Apprenticeship programs have very large, positive impacts on employment, wages, hours worked, and earning. Training substantially increases the lifetime earnings of apprentices.

The most recent analyses examined the experience of participants who left programs during the 2005-2006 and 2007-2008 program years.

Short-term net impacts: Individuals who exited in Program Year 2007-2008.

Longer-term net impacts: Individuals who exited in Program Year 2005-2006.

Impact on Employment and Earnings: Participants vs. Control Group

Apprenticeship	All Apprenticeship			Completers	
	Short Term	Long Term		Short Term	Long Term
Net Employment Impact	7.80 percentage points	9.80 percentage points		24.70 percentage points	24.00 percentage points
Net Hourly Wage Impact	\$7.87	\$8.75		\$13.24	\$14.54
Net Hours Employed per Quarter Impact	46.9	26.4		71.8	43
Net Annualized Earnings Impact	\$18,520	\$17,654		\$32,339	\$30,125

Percentages listed are employment percentage points above those of the control group of non-participants. Dollars listed are the average annual earnings difference between Apprenticeship participants who got jobs and those in the control group who were employed. Earnings and wages are in 2009 Q1 dollars.

As can be seen above, apprenticeship programs had significantly positive net impacts on employment, wages, hours worked and annualized earnings, when apprenticeship participants are compared with non-participants. These impressive results get even stronger over the longer-term. Also, it's clear that completing an apprenticeship yields nearly twice as much in annualized earnings, hourly wages and employment compared with those apprenticeship program participants who exited a program early. The benefits of not only starting but completing an apprenticeship program are clear.

Community and Technical Colleges (CTC)

Professional-Technical Education

Program Details

Washington's 34 community and technical colleges offer professional technical training that provides students with skills required for specific occupations. CTC Professional-Technical Education training covers a broad range of occupational fields and credentials, from one-year certificates to two-year technical degrees. However, it does not include students who intend to transfer to a four-year college or university; students who enroll in a program to raise their basic skills to a high school level; or working adults who take a few classes to improve skills for their current jobs.¹

Every two years, 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.

Participant Profile

During the 2007-2008 school year, 33,755 CTC Professional-Technical students completed or otherwise left the community or technical college system.² These students comprise the Professional-Technical cohort included in this study. The median length of enrollment for these students was nine months.

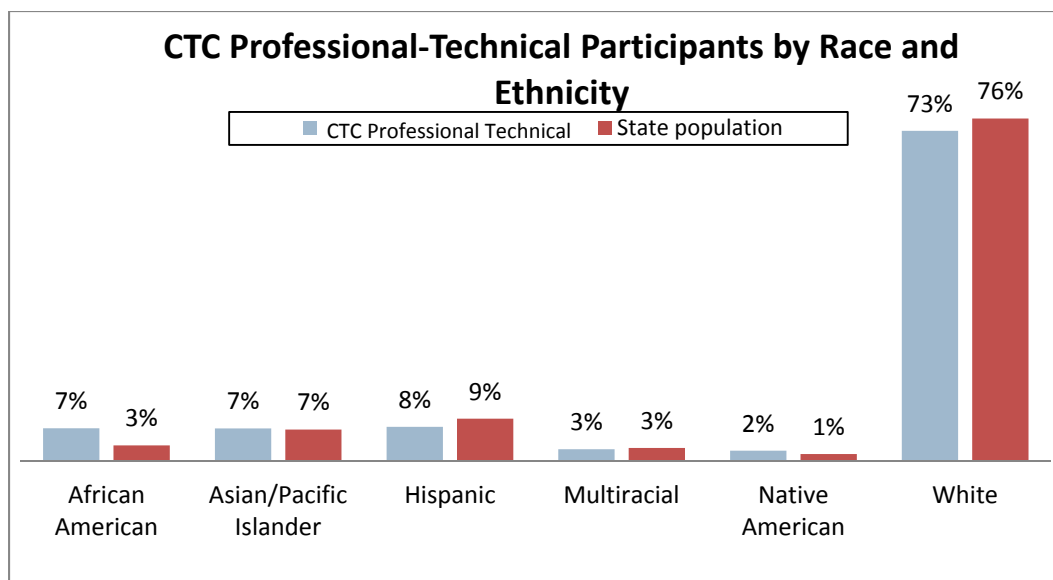
Students from racial and ethnic minority backgrounds continue to be well represented among CTC Professional-Technical participants, especially among African Americans whose participation rate was twice their representation in the state population.³ Those citing multiracial backgrounds increased by two-thirds from the 2005-2006 study.

¹ While the Worker Retraining program at the community and technical colleges also provides occupational training, the results for students who participated in this program are evaluated separately.

² CTC Professional-Technical Education students identified themselves as vocational students and have either enrolled for six or more vocational credits or have completed three or more vocational credits. Additionally, the students included in this study exited their program during the 2007-2008 academic school year and did not enroll in a community or technical college for a period of one full year.

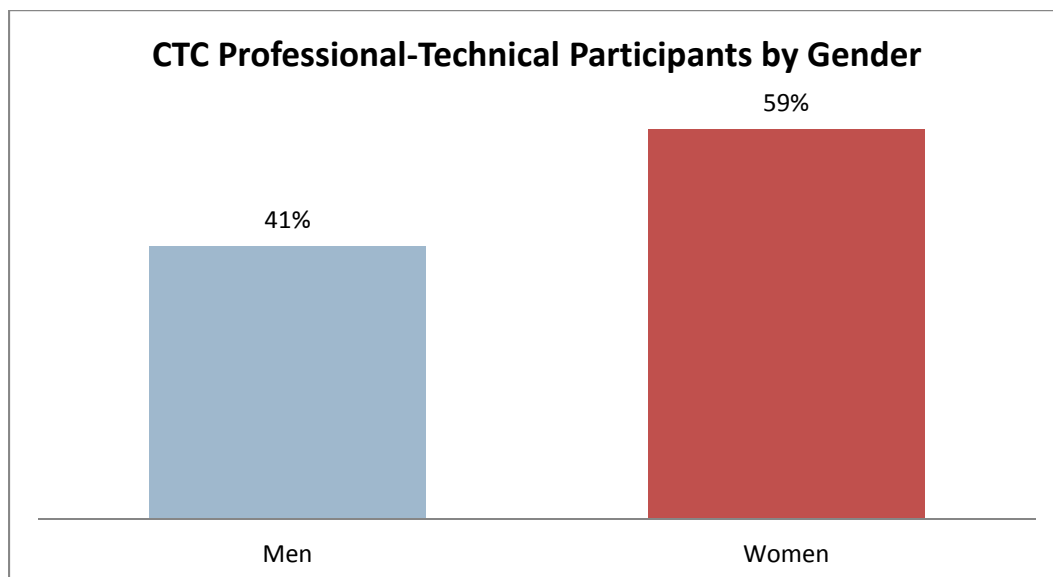
³ In this report, unless otherwise stated, racial and ethnic minority groups are mutually exclusive; that is, an individual belongs to one group only. The groups include the following: Hispanics of any race (also referred to as Hispanics); non-Hispanic African Americans (also referred to as African Americans); non-Hispanic Asians/Pacific Islanders (also referred to as Asians/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 2006 *Washington State Population Survey*, 77 percent are whites; 3 percent are African Americans; 1 percent are Native Americans; 7 percent are Asians/Pacific Islanders; 3 percent are multiracial; and 9 percent are Hispanics.

Workforce Training Results



Source: Community and Technical Colleges Administrative Data. (Data Linking for Outcomes Assessment)

Of the 2007-2008 CTC Professional-Technical students, 59 percent were women, up from 58 percent in 2005-2006. Among women, 59 percent completed their program, compared to 54 percent among men.



Source: Community and Technical Colleges Administrative Data. (Data Linking for Outcomes Assessment)

When they enrolled, 49 percent of the students had not previously attended college; 23 percent had attended college without receiving a credential; 12 percent had a certificate or associate's degree; and 10 percent had a baccalaureate or higher degree, and 6 percent had some other credential.

The median age in the last quarter of their training was 30—one quarter was under the age of 23, and another quarter was over age 42.

State Core Measures: Tracking CTC Professional-Technical 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.

Workforce Training Results seeks answers to five core questions:

- Did participants get the skills they needed?
- Did they get a job and how much were they paid?
- Were employers satisfied with the preparation workers received?⁴
- 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, Employer Survey

The 2010 Workforce Training Results includes information obtained from Employment Security Department (ESD) wage files in Washington, Idaho, and Oregon, and federal employment records for 2008-2009. Data used in the Net Impact Study also reached back to 2006-2007 employment records, to help assess trends over a slightly longer time frame. Employer satisfaction was evaluated through the Workforce Board's 2010 Employer Survey from 164 firms that hired employees who recently completed a CTC Professional-Technical program.

Net Impact Study Adds More Insight into Program Performance

This year's 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.

⁴ Workforce Training Results usually includes a survey that measures the satisfaction of workforce participants, in addition to employers. The survey was not conducted this time because of budget constraints.

Did Participants Get the Skills They Needed?

As a measure for whether participants got the skills they needed, this study tracks the credentials and degrees earned by participants. Of CTC Professional-Technical students leaving in 2007-2008:

- 21 percent received an associate's degree.
- 16 percent received a vocational certificate.
- 15 percent were deemed ready for work because they completed 45 or more credits.
- 6 percent completed a non-credit vocational program that led to a certificate.

Taken together, 57 percent of participants earned a credential.⁵

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

To find out whether participants obtained jobs and how much they earned, participant records were matched with Employment Security Department wage files from Washington and neighboring states.⁶ The study looks at employment and earnings three calendar quarters after the participant left the CTC Professional-Technical program. The chart below shows the 2008-2009 employment and earnings of participants who left the program during 2007-2008. Seventy-one percent of the CTC Professional-Technical participants were employed. Of those who were working, 65 percent were employed full time. The median hourly wage was \$15.21.⁷ Participants had median annualized earnings of \$27,057.

Despite the fact that the third quarter after the end of the 2007-2008 program year the recession had begun, there is a slight increase in the number of participants employed and an increase in the inflation adjusted wages and annual earnings from previous years. The median wage of Professional-Technical students is relatively high at \$15.21 an hour—\$6.65 per hour more than Washington's minimum wage of \$8.55 an hour in 2009. However, there is considerable variation in wages. While one quarter earned more than \$22.94 an hour, another quarter had jobs that paid less than \$11.32 an hour.

Turn to page 13 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2010 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.

⁵ Upon exiting a college, the system determines whether the student is considered to have completed the program. The percentages do not sum to 57 percent due to rounding.

⁶ 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).

⁷ All wages and earnings are stated in 2009 Q1 dollars.

2007-2008 Program Year Performance for CTC Professional-Technical

Performance Measure	Results
Employment Rate*	71%
Percentage Employed Full Time**	65%
Median Annualized Earnings	\$27,057
Median Hourly Wage****	\$15.21
Hours Worked Quarterly (Median)	455 hours

* These figures apply to those with employment reported to state employment agencies six to nine months after leaving the program. 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 2009 dollars in order to control for inflation.

To put earnings in context, the median number of dependents CTC Professional-Technical participants were able to support at the poverty level after leaving the program in 2007-2008 was 5.3 people. At the 200 percent of poverty level, this supported 2.7 people.⁸

Self Sufficiency Level for CTC Professional-Technical – Previous Years

Performance Measure	1999-2000	2001-2002	2003-2004	2005-2006	2007-2008
Household size-poverty level	5.2	4.7	4.8	4.9	5.3
Household size-poverty level at 200 percent	1.6	2.2	2.2	2.4	2.7

⁸ In 2009, the poverty level for one person was \$10,830 per year. The 200-percent-poverty level that year was \$21,660 for one person.

The following table shows employment and earnings information over the course of several study periods. Performance results are shown for *all* CTC Professional-Technical participants and broken down further to focus on program completers.

Program Performance for CTC Professional-Technical – Previous Years

Performance Measure	1999-2000*	2001-2002		2003-2004		2005-2006		2007-2008	
	All	All	Comp.	All	Comp.	All	Comp.	All	Comp.
Employment Rate**	86%	71%	74%	72%	75%	70%	74%	71%	77%
Percentage Employed Full Time***	74%	62%	64%	62%	63%	63%	66%	65%	67%
Median Annual Earnings****	\$24,771	\$24,614	\$25,674	\$24,859	\$26,000	\$25,496	\$27,178	\$27,057	\$29,084
Median Hourly Wage	\$14.00	\$14.40	\$14.76	\$14.46	\$14.80	\$14.83	\$15.31	\$15.21	\$15.85
Median Hours Worked Quarterly	468	455	455	450	451	455	468	455	455

Source: Matches of Community and Technical College Administrative data with employment wage files.

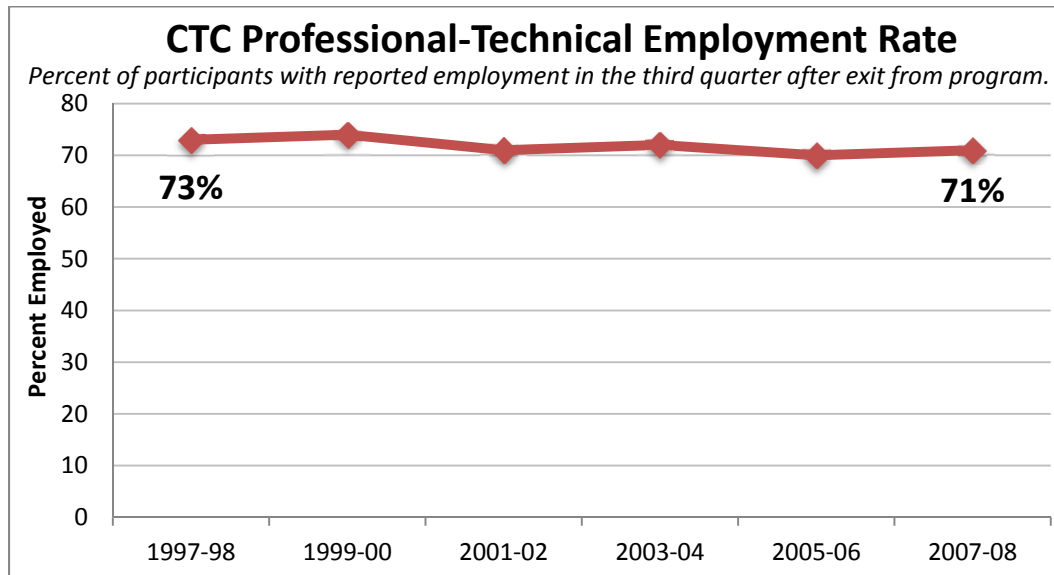
*Data during these years not broken out by completion.

**These figures apply to those with employment reported to ESD six to nine months after leaving program for all CTC Professional-Technical participants, and is not limited to those who completed a program. Rate does not include self-employment, employment outside the Northwest or military service and thus understates total employment by approximately 10 percent.

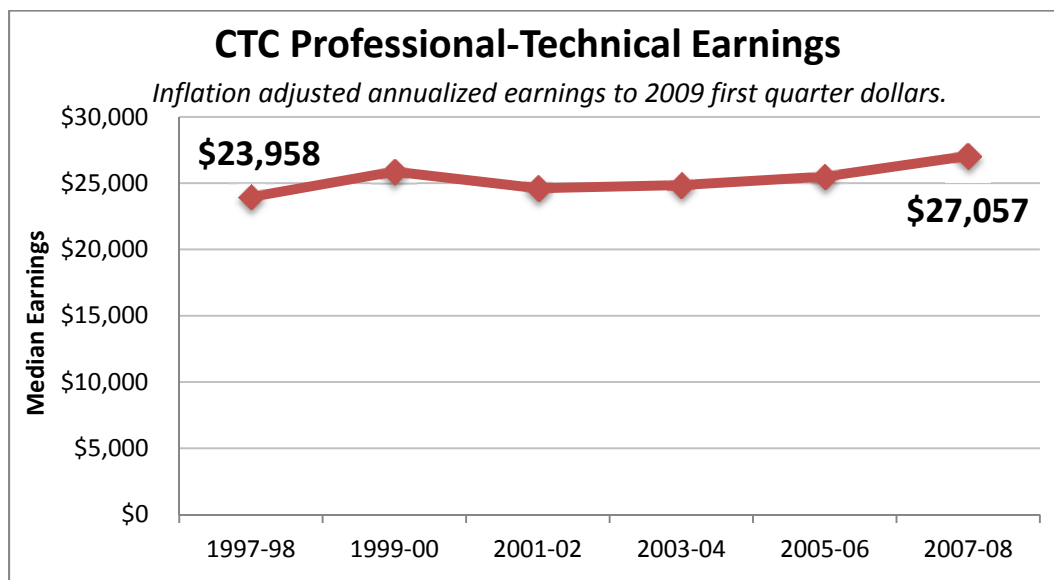
***Full-time employment averages 30 or more hours per week.

****Earnings/wages expressed in first quarter 2009 dollars.

Since 1997, participants in the CTC Professional-Technical program have notched improvements in earnings, while employment rates have changed little.



Source: Workforce Training Results 1997-2008.



Source: Workforce Training Results 1997-2008.

CTC Professional-Technical student employment is concentrated in the services industry followed by retail trade, public administration, and manufacturing. Compared to employment of the 2005-2006 cohort, lower percentages of those from 2007-2008 were employed in construction, education, and financial activities.

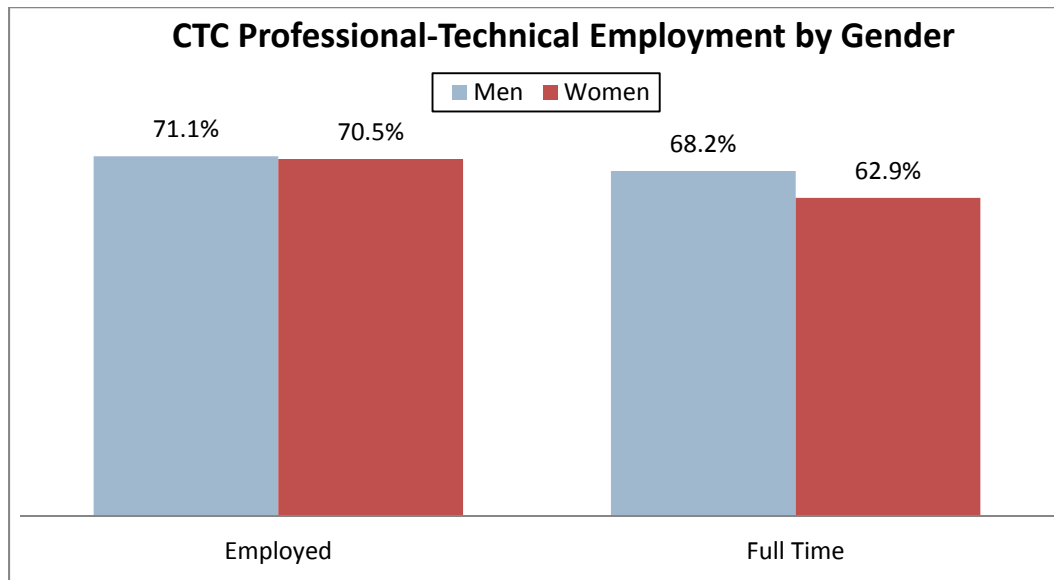
Higher percentages were employed in manufacturing, and transportation, warehousing, public administration and health care.

CTC Professional-Technical Employment by Industry	
Industry Group	Employment
Services (See breakout below)	57.5%
Retail Trade (See breakout below)	11.3%
Public Administration	9.1%
Manufacturing	7.0%
Construction	3.8%
Financial Services	3.5%
Transportation and Warehousing and Utilities	2.9%
Wholesale Trade	2.5%
Information	1.2%
Natural Resources and Mining	0.8%
Correctional Facilities	0.4%
Breakout of Services	
Health Care	22.5%
Administrative and Support and Waste Management and Remediation Services	7.4%
Accommodation and Food Services	6.7%
Education Services	5.6%
Social Assistance	4.6%
Professional, Scientific, and Technical Services	4.4%
All Other Services	3.8%
Arts, Entertainment, and Recreation	2.4%
Subtotal Services	57.5%
Breakout of Retail Trade	
Department and Warehouse Stores	2.7%
Food and Liquor Stores	2.0%
Vehicle Sales	1.3%
Clothing and Accessories Stores	1.0%
Hardware, Garden and Farm Supplies	0.9%
Miscellaneous Store Retailers	0.8%
Books, Music and Hobbies Sales	0.7%
Health Care and Beauty Products	0.6%
Gasoline Stations	0.5%
Electronics and Appliance Stores	0.4%
Home Furnishings Sales	0.3%
Subtotal Retail Trade	11.3%

Source: Matches of college records with employment wage records.

Wages and Employment Results Vary by Population

Wage and employment results can vary by gender, race and ethnicity, and disability. Male and female students were as likely to be employed in the third quarter after leaving their programs. However, men were more likely than women to be employed full time.



Source: Matches with Community and Technical Colleges Administrative Data and ESD data 2007-2008.

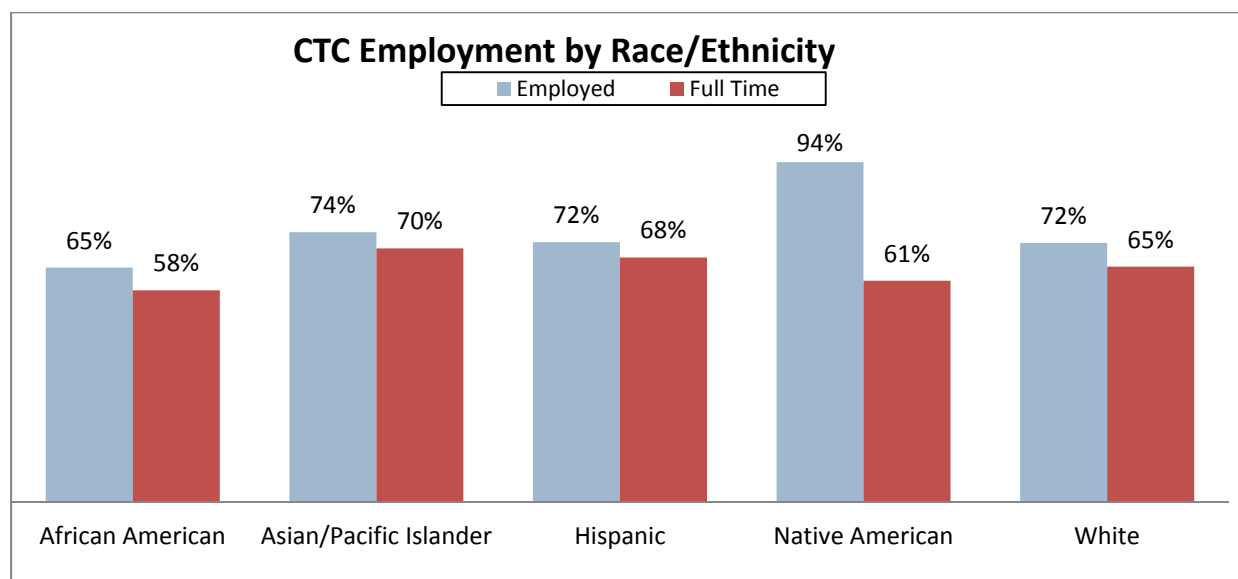
Among those with employment, the median earnings for female students were 87 percent of males, about a 7 percent increase from 2005-2006; their median hourly wage was 93 percent of males (about a 2 percent increase).

Despite the narrowing disparity in earnings between men and women, an earnings gap still persists. One potential reason is that women and men enroll in different types of programs, which lead to jobs with different wage structures.

Over two thirds of the women obtained work in the services industries. That compares with two fifths of men obtaining work in services. Conversely, 12 percent of men obtained work in manufacturing while just 3 percent of women obtained such jobs. Slightly more men than women work in retail trades. However, men were more likely to work in such jobs as vehicle sales while women were more likely to work in department stores.

Race/Ethnicity Plays Role

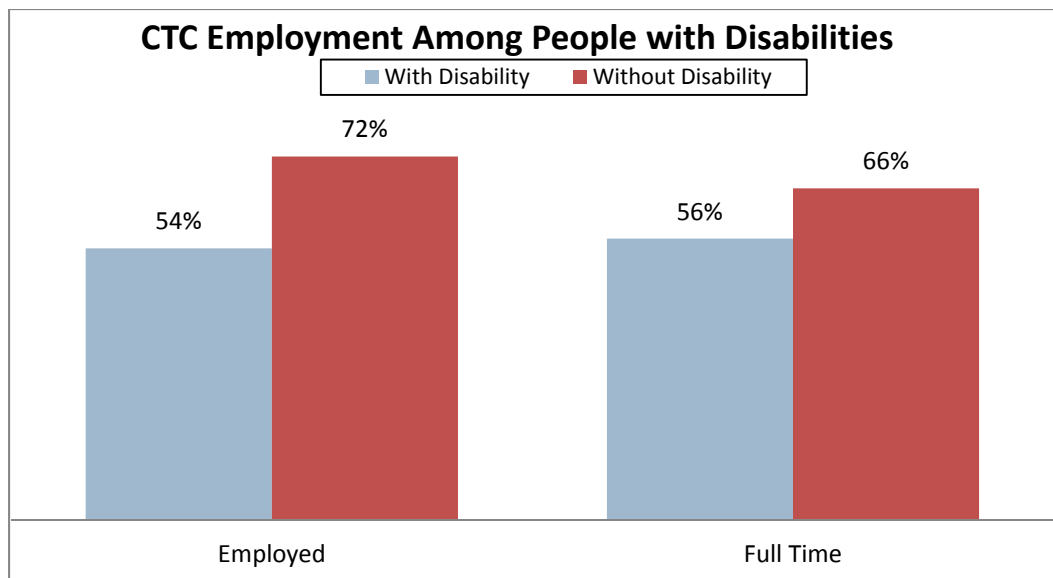
African Americans were less likely than whites to be employed in the third quarter after leaving their programs. All other ethnic groups were as likely, or more likely, to be employed than whites. Asians/Pacific Islanders were 3 percentage points more likely to be employed full time than whites, while African Americans were less likely to be employed full time. Of those employed the median earnings for Native Americans and Hispanics were 93 percent of whites, while African Americans' earnings were 88 percent. Asian/Pacific Islanders' earnings were 11 percent higher than whites. In most cases, participants from each ethnic group were most likely to obtain work in health care or the retail trades, with the third most popular being administrative support or public administration. Except for Asian/Pacific Islanders, whites had the highest wages in the health care and administrative support industries than people from other racial and ethnic backgrounds. Retail wages were roughly the same for all ethnicities, except slightly less for African Americans.



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

Disability Impacts Employment, Earnings

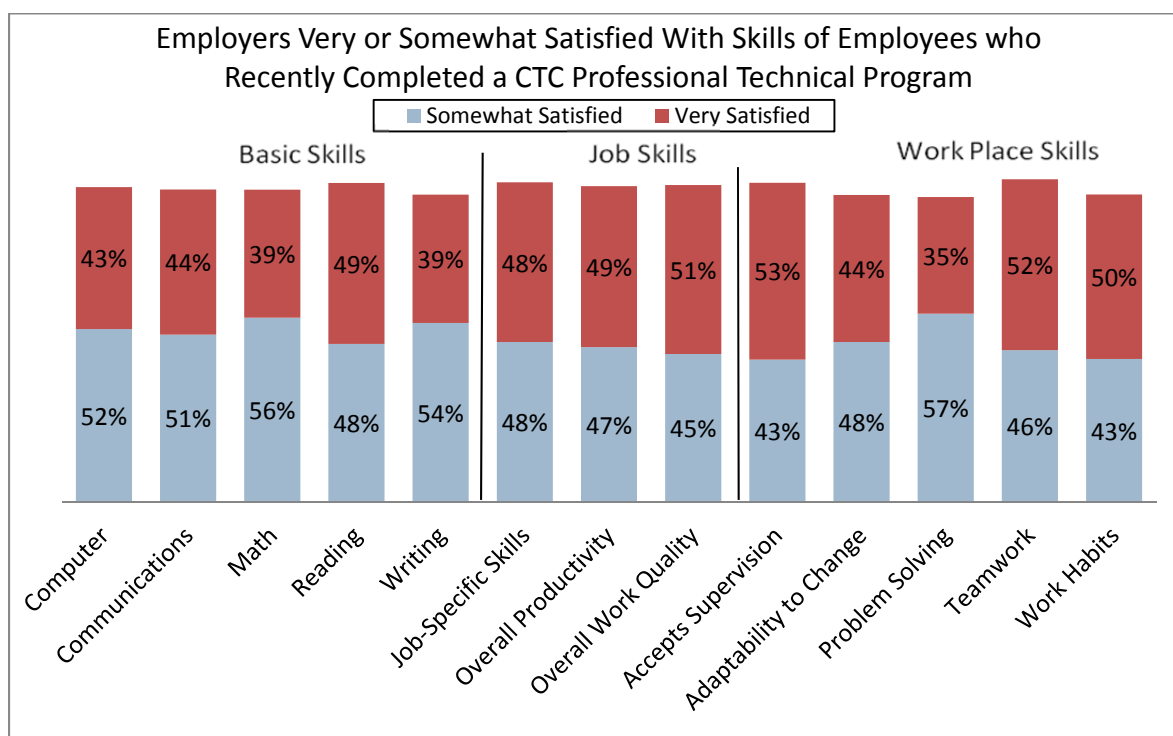
Employment outcomes and earnings also varied by disability status. College records indicate 7 percent of the students included in this study had a disability. These students were less likely to have employment during the third quarter after exit (54 percent versus 72 percent). This is roughly the same as in 2005-2006. They were also less likely to work full time (56 percent versus 66 percent). Among those working, the median hourly wage rate of those with a disability was 87 percent of those without a disability, and their median earnings were 77 percent of those with no reported disability.



Source: Matches with Community and Technical Colleges Administrative Data and ESD data.

Were Employers Satisfied with the Preparation Workers Received?

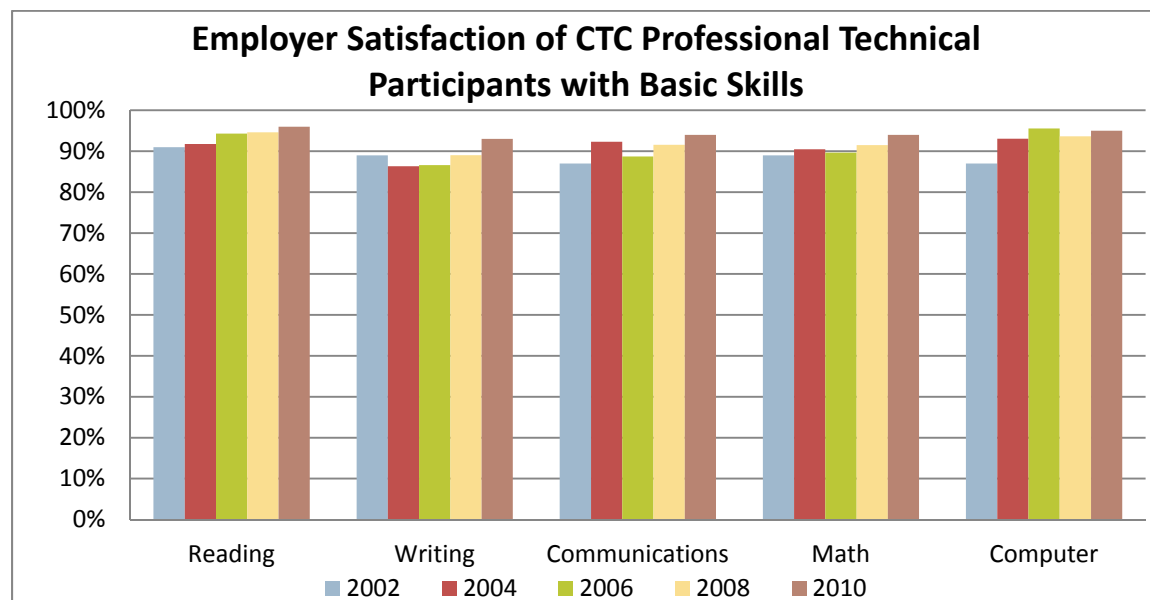
The Workforce Board's Employer Survey, administered during 2010, asked firms to evaluate new employees who had recently completed a vocational program at a community or technical college. Ninety-five percent of employers said they were either "somewhat satisfied" or "very satisfied" with the overall work quality of these new employees. This is not significantly different from the previous survey.



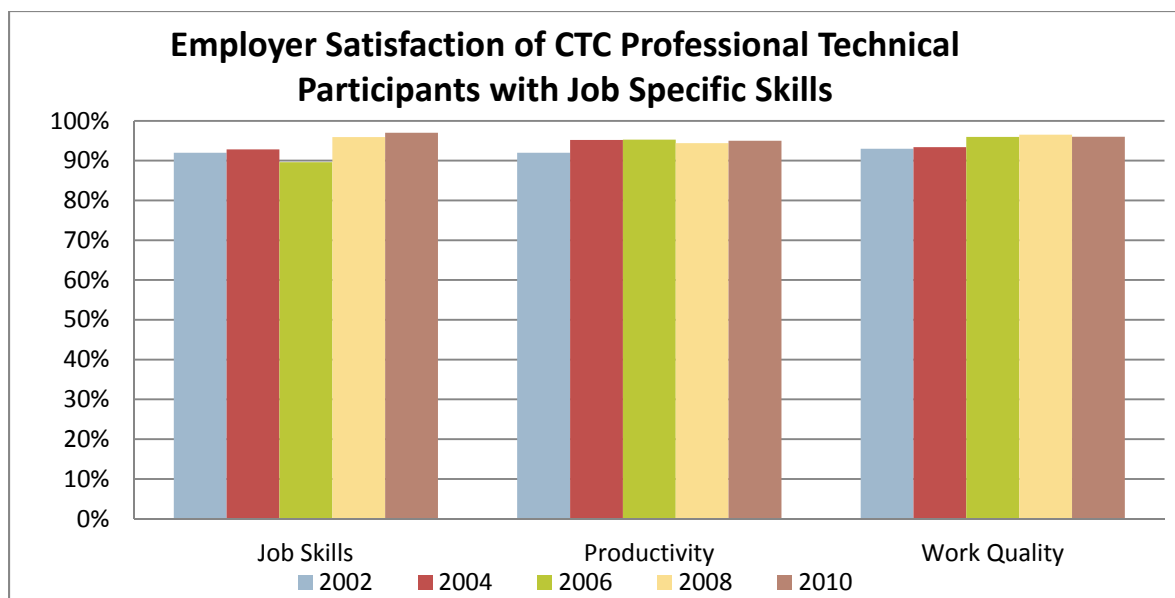
Source: Workforce Board Employer Survey conducted in 2010.

There was a very slight decrease among employers who were very satisfied with computer skills (44 percent versus 47 percent) and job-specific skills (48 percent versus 51 percent) from the 2005-2006 survey. However, firms tended to have higher rates of being “very satisfied” with all the other skills listed in the survey compared to two years before, especially with communications (44 percent versus 38 percent), problem solving (35 percent versus 31 percent), work habits (50 percent versus 44 percent), accepting supervision (53 percent versus 38 percent) and teamwork (52 percent versus 47 percent).

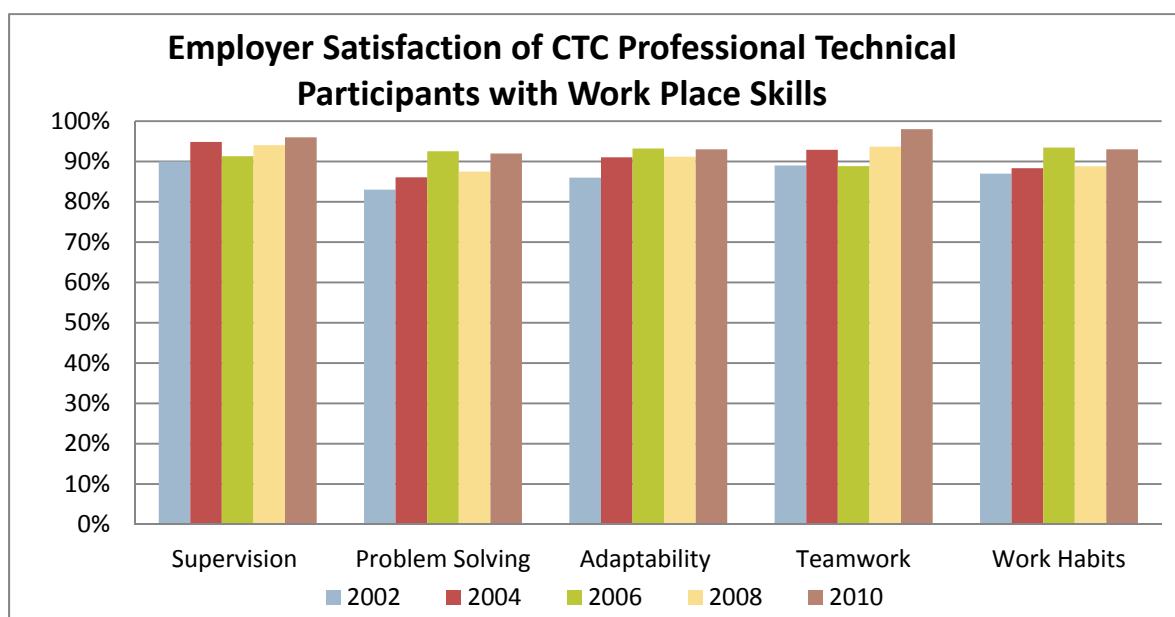
Over the past 10 years, employers’ satisfaction with the skills of recent college trainees has increased. The following charts show the satisfaction of employers with basic skills, job specific skills and work place skills of new employees who recently completed a Professional-Technical program. Employer satisfaction was broken down into three categories: Basic Skills, Job Skills and Work Place Skills. Basic skills refer to reading, writing, math, communication and computer skills. Job skills refer to skills specific to the job as well as overall work quality and productivity. Work place skills refer to the skills necessary to get along in the workplace such as ability to accept supervision, teamwork, ability to adapt to changing situations, problem solving and overall work habits.



Source: Workforce Board’s biennial Employer Surveys from 2002 through 2010.



Source: Workforce Board's biennial Employer Surveys from 2002 through 2010.



Source: Workforce Board's biennial Employer Surveys from 2002 through 2010.

Net Impact – Did the Program Make a Difference in Participant Success?

Every four years the Workforce Training and Education Coordinating 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 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 Community or Technical College Professional-Technical 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 analyses examined the experience of participants who left programs during the 2005-2006 and 2007-2008 program years.

CTC Professional-Technical training has strong positive net impacts on employment, wages, hours worked, and earnings. Training substantially increases the lifetime earnings of participants.

Short-term net impacts: Individuals who exited in Program Year 2007-2008.

Longer-term net impacts: Individuals who exited in Program Year 2005-2006.

Impact on employment and earnings: Participants vs. control group

Community and Technical College Professional-Technical Education	Short-term	Long-term
Net Employment Impact	6.60 percentage points	10.10 percentage points
Net Hourly Wage Impact	\$ 3.02	\$ 3.20
Net Hours Employed per Quarter Impact	59.8	59.5
Net Annualized Earnings Impact	\$8,153	\$ 8,680

Percentages listed are employment percentage points above those of the control group of non-participants. Dollars listed are the average annual earnings difference between CTC Professional-Technical participants who got jobs and those in the control group who were employed. Earnings and wages are in 2009 Q1 dollars.

As can be seen above, Community and Technical College Professional-Technical Education students fared better in both the short- and long-term in employment, hourly wages, hours worked and annualized earnings than those with similar demographic characteristics who did not participate in a workforce program. In particular, those who exited a CTC Professional-Technical program in 2005-2006, experienced significant gains in employment when compared to the control group.

Worker Retraining Program

Program Details

The Worker Retraining program provides dislocated workers and the long-term unemployed with access to job retraining for a new career. Program enrollments vary from year to year in response to layoffs and, during recessions, the need increases. The industries from which students are laid off also vary over time.

About five percent of worker retraining students receive their training at private career schools. This evaluation, however, is limited to training at community and technical colleges. The colleges provide training in occupational skills and basic skills and literacy. Students qualifying may receive financial assistance to help with their tuition.

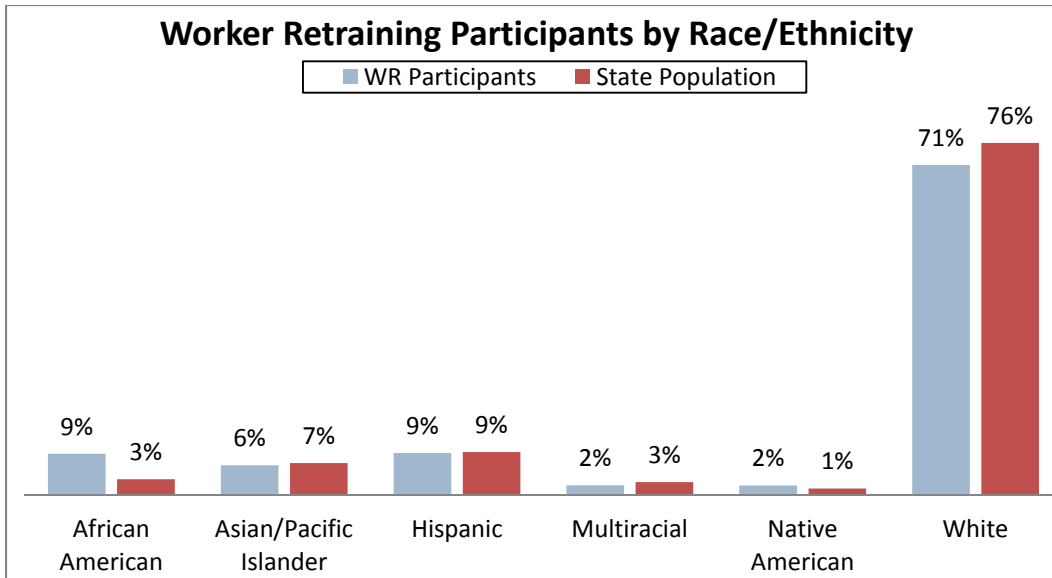
Participant Profile

For this report, researchers studied the results of 5,266 Worker Retraining students who completed or otherwise left a community or technical college program during the 2007-2008 school year. The median length of enrollment for these students was nine months.

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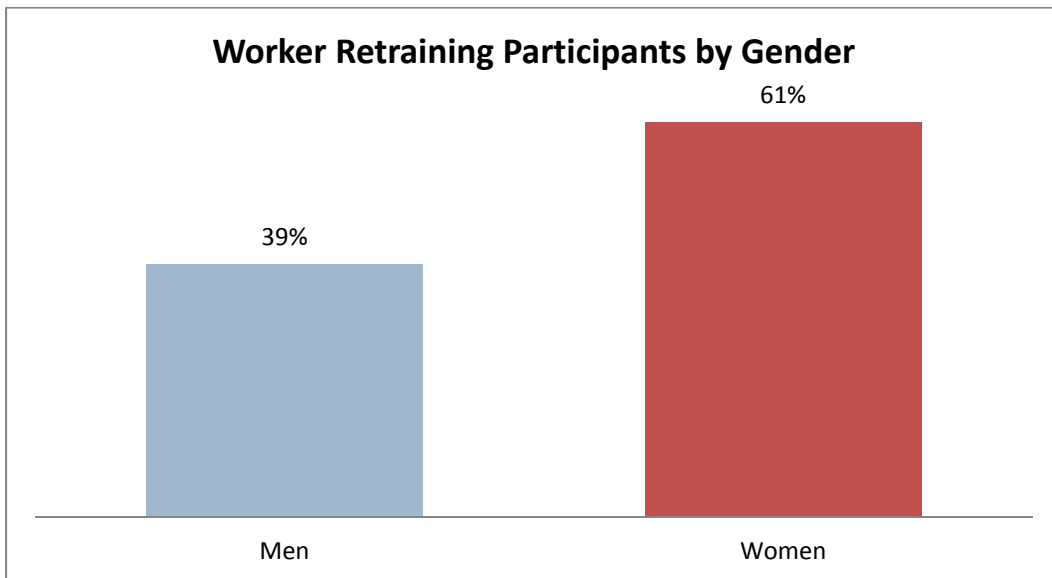
The racial and ethnic composition of Worker Retraining students roughly reflects the general population in Washington for Hispanics, and Asian/Pacific Islanders. African Americans and Native Americans are represented at a greater percentage than the general population and whites at a slightly lower percentage.¹ The completion data reflects a slightly greater percentage of Asians and whites who complete programs than other ethnic groups.

¹ 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/Pacific Islanders (also referred to as Asians/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 2008 *U.S. Census Estimates*, 77 percent are whites; 3 percent are African Americans; 1 percent are Native Americans; 7 percent are Asians/Pacific Islanders; 3 percent are multiracial; and 9 percent are Hispanics.



Source: Community and Technical Colleges Administrative Data.

Among the 2007-2008 worker retraining students, 61 percent were women; this is an increase of 2 percentage points from the 2005-2006 students. Of the 2007-2008 completers, 50 percent were women, a decrease of 11 percentage points from 2005-2006.



Source: Community and Technical Colleges Administrative Data.

When they enrolled in the program, 43 percent had not previously attended college, 24 percent had attended college without receiving a credential, 15 percent had received a certificate or associate's degree, and 11 percent had received a baccalaureate or higher degree. The median age at the start of the last quarter of the program was 43 years; one in four participants was over age 50.

State Core Measures: Tracking Worker Retraining Progress

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- Did participants get the skills they needed?
- Did they get a job and how much were they paid?
- Were employers satisfied with the preparation workers received?²
- 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 2010 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2008-2009. Data used in the Net Impact Study also reached back to 2006-2007 employment records, to help assess trends over a slightly longer time frame.

Net Impact Study Adds More Insight into Program Performance

This year's 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.

² Workforce Training Results usually includes a survey that measures the satisfaction of workforce participants, in addition to employers. The survey was not conducted this time because of budget constraints.

Did Participants Get the Skills They Needed?

As a measure of whether participants got the skills they needed, this study tracks the credentials and degrees earned by participants. Among those leaving a Worker Retraining program in 2007-2008:

- 15 percent received an associate's degree.
- 13 percent received a certificate.
- 4 percent received another type of credential.

Another 18 percent were defined as completers because they completed 45 or more credits or a unique (non-degree) program.

Altogether, half of all participants completed their program. This completion rate is lower than the 61 percent for those who left Worker Retraining programs in 2005-2006 when 24 percent received an associate's degree, 16 percent received a certificate, and 20 percent were defined as completers because they completed 45 or more credits or a unique (non-degree) program.

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.³ The study looks at employment and earnings three calendar quarters after the participant left a Worker Retraining program. Record matches found that 69 percent of the 2007-2008 students had reported employment during the third quarter after they left their program, slightly lower than that reported in 2005-2006. Their median hourly wage⁴ was \$16.01, and they had median annualized earnings of \$29,132.⁵ Program completers were more likely to be working full time and had higher earnings and hourly wage rates than those who did not complete their training programs.

Turn to page 10 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2010 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.

³ 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).

⁴ All wages and earnings are stated in 2009 Q1 dollars.

⁵ To derive annualized earnings, third quarter earnings are multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter.

2007-2008 Program Year Performance for Worker Retraining

Performance Measure	Results
Employment Rate*	69%
Percentage Employed Full Time**	67%
Median Annualized Earnings	\$29,132
Median Hourly Wage***	\$16.01
Hours Worked Quarterly (Median)	468 hours

These figures apply to those with employment reported to Employment Security Department six to nine months after leaving program. 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 2009 dollars.*

To put earnings in context, the median number of dependents Worker Retraining participants were able to support at the poverty level after leaving the program in 2007-2008 was 5.9 people. At the 200 percent of poverty level, it was two people.⁶

Self Sufficiency Level for Worker Retraining – Previous Years

Performance Measure	2001-2002	2003-2004	2005-2006	2007-2008
Household size-poverty level	4.8	5.0	5.7	5.9
Household size-poverty level at 200 percent	1.4	1.6	1.9	2.0

The next table shows employment and earnings information over four study periods.

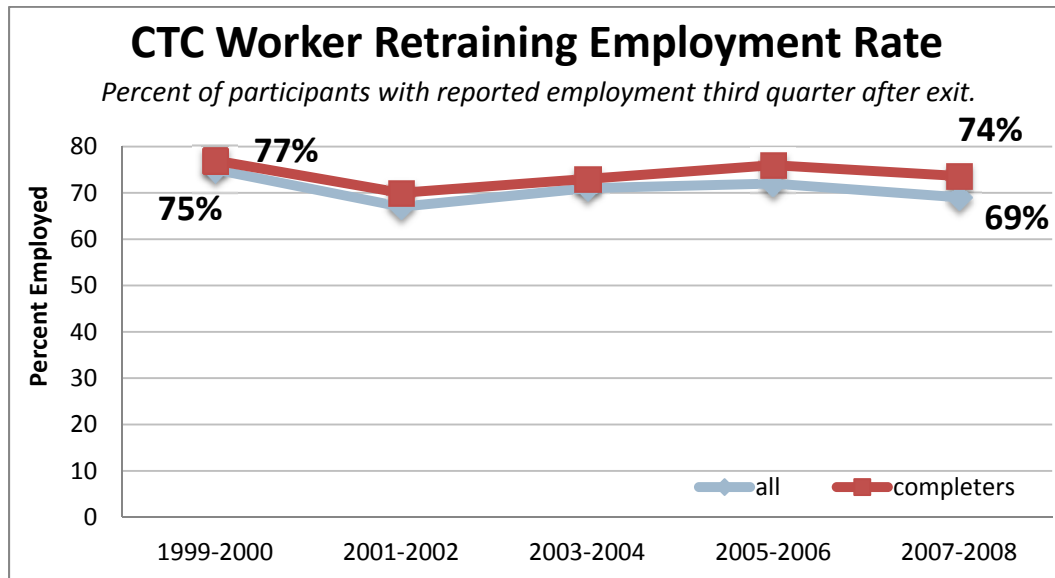
Program Performance for Worker Retraining – Previous Years

Performance Measure	2001-2002	2003-2004	2005-2006	2007-2008
Employment Rate	67%	71%	72%	69%
Percentage Employed Full Time*	61%	65%	65%	67%
Median Annualized Earnings	\$24,945	\$25,960	\$28,308	\$29,132
Median Hourly Wage	\$14.69	\$15.08	\$15.89	\$16.01
Hours Worked Quarterly (Median)	455	467	468	468

**Full-time employment averages 30 or more hours per week. **Note: These figures apply to those with employment reported to state employment agencies six to nine months after leaving the program. Rate does not include self-employment, employment outside the Northwest or military service and thus understates total employment by approximately 10 percent. Earnings/wages expressed in first quarter 2009 dollars in order to control for inflation.*

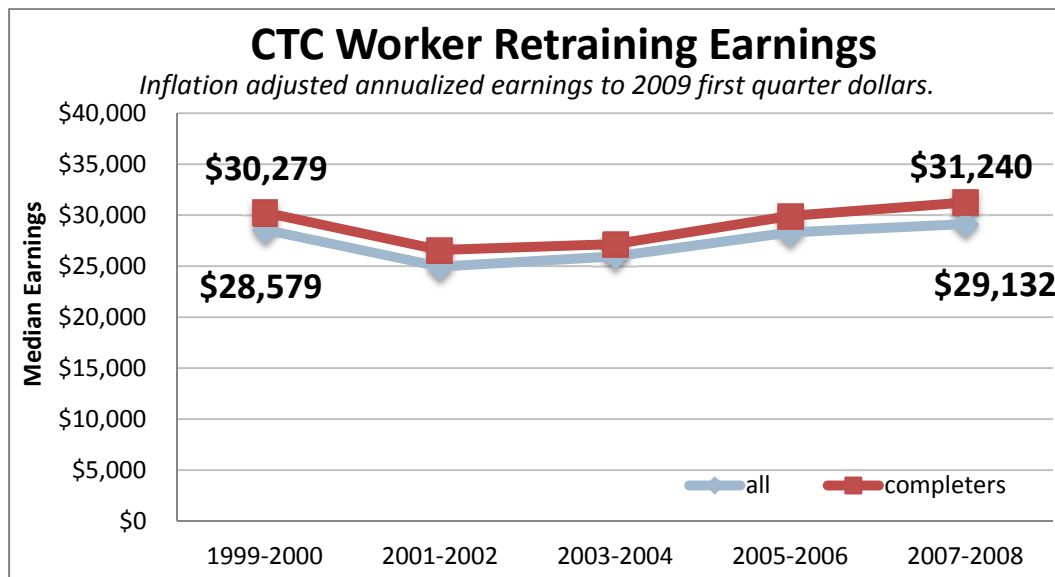
⁶ In 2009, the poverty level for one person was \$10,830 per year. The 200-percent-poverty level that year was \$21,660 for one person.

Since 1999, employment rates have varied with changes in the economy, going down during recessions.



Source: Workforce Training Results 1999-2008.

Earnings, however, have shown steady increases since 2001-02.



Source: Workforce Training Results 1999-2008.

Wages continues to be widely distributed across Worker Retraining students. While one quarter earned more than \$23 an hour, another quarter had jobs that paid less than \$12 an hour. This wide distribution of wages is reflected in the dispersion of employment across higher and lower-wage industries.

While slightly over half of those employed were in service industries, considerable percentages were in manufacturing, retail trade, construction, and public administration.

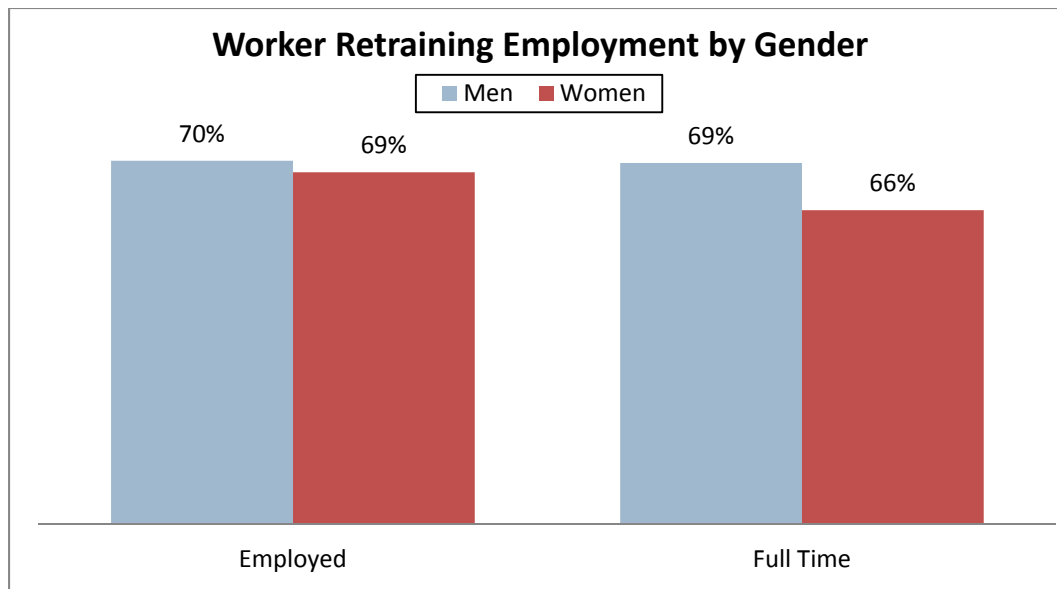
Worker Retraining Employment by Industry	
Industry Group	Employment
Services (See breakout below)	53.2%
Manufacturing (See breakout below)	9.9%
Retail Trade	8.6%
Construction	7.4%
Public Administration	6.0%
Transportation and Warehousing and Utilities	5.0%
Financial Services	4.6%
Wholesale Trade	3.2%
Information	1.3%
Natural Resources and Mining	0.7%
Breakout of Services	Employment
Professional, Scientific, and Technical Services	5.6%
Administrative and Support and Waste Management and Remediation Services	9.4%
Education Services	6.5%
Health Care	17.8%
Social Assistance	3.9%
Arts, Entertainment, and Recreation	2.3%
Accommodation and Food Services	4.1%
All Other Services	3.7%
Subtotal of Services	53.2%
Breakout of Manufacturing	Employment
Food & Beverage	1.5%
Wood & Paper Products	0.9%
Fabricated Metal Products	0.9%
Aerospace	2.8%
All Other Manufacturing	3.9%
Subtotal of Manufacturing	9.9%

Note: Industry groups based on North American Industry Classification System codes.

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

Wages and Employment Results Vary by Population

Employment and earnings varied by gender, race and ethnicity, and disability status. Females were about as likely as men to be employed in the third quarter after leaving the program. Women were slightly less likely to be working full time; 66 percent held full-time jobs in 2008-2009 vs. 69 percent of men. This was an increase from 2005-2006, when 61 percent of women worked full time compared with 71 percent of men. However, the hourly wage for women was 80 percent of males (\$14.89 versus \$18.49).



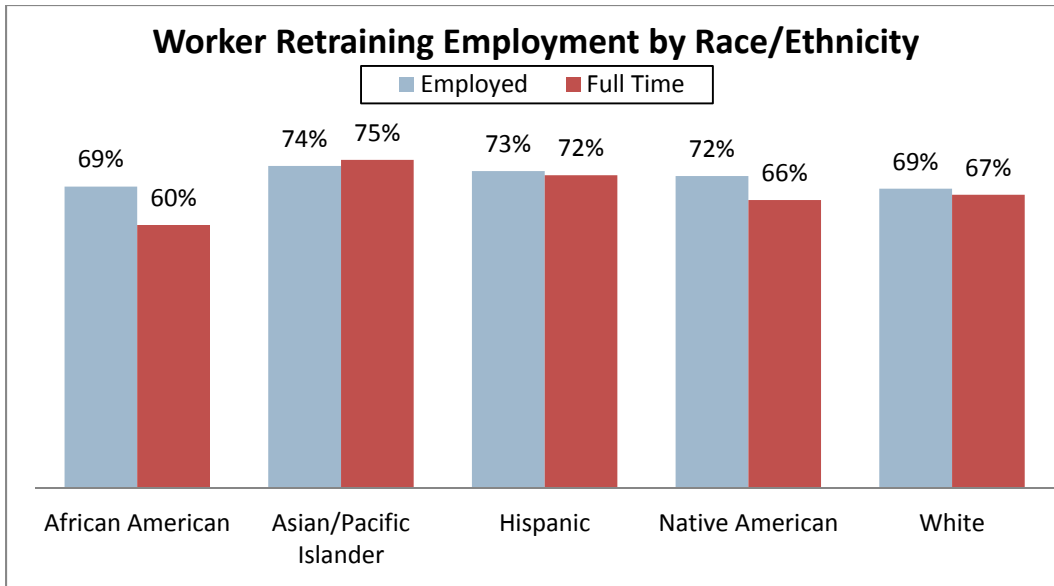
Source: Community and Technical College Administrative Data , Data Linking for Outcomes Assessment (DLOA)

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Race/Ethnicity Plays Role

Minorities were more, or just as, likely to be employed as whites during the third quarter after leaving the program. While African Americans were less likely to be working full time than whites (60 percent versus 67 percent), Asians/Pacific Islanders and were more likely than whites to be working full time (75 percent vs. 67 percent.)

The median hourly wage for Hispanics was 94 percent of wages paid to whites and for African Americans it was 93 percent of wages paid to whites—an improvement from 2005-2006 when it was 89 percent for both groups. Native Americans earned 12 percent more than whites; and Asians/Pacific Islanders earned 3 percent more than whites.

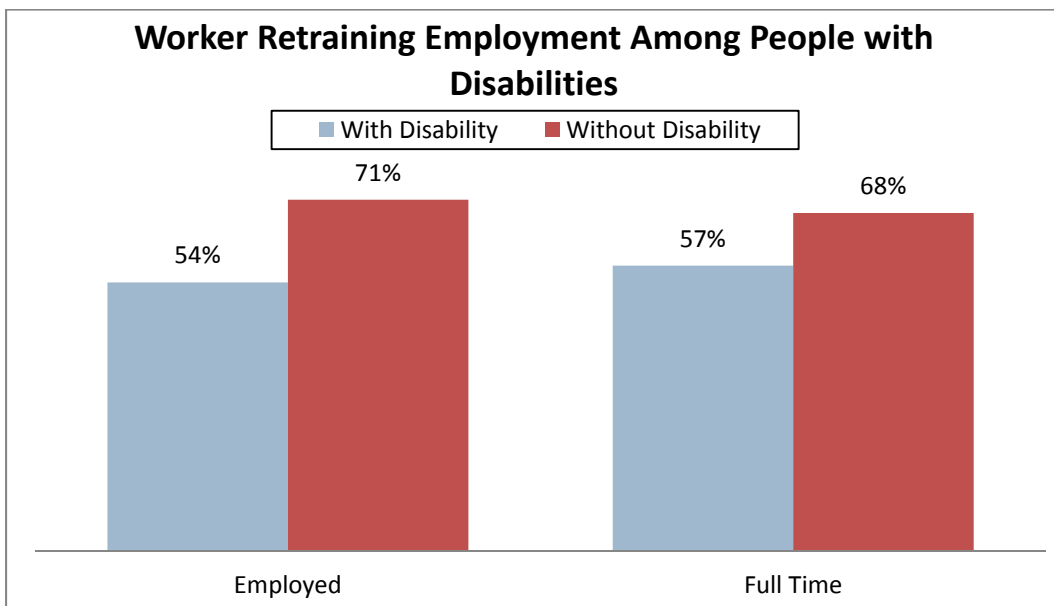


Source: Community and Technical College Administrative Data (DLOA)

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Disability Impacts Employment, Earnings

Earnings and employment outcomes also varied by disability status. College records suggest 9 percent of the Worker Retraining students included in this study had a disability. These students were less likely to have employment reported to the Employment Security Department during the third quarter after exit (54 percent versus 71 percent) and were less likely to be employed full time (57 percent versus 68 percent). Among those working, the median hourly wage rate of those with a disability was 87 percent of those without a disability.



Source: Community and Technical College Administrative Data (DLOA)

Net Impact - Did Program Make a Difference in Participant Success

Every four years the Workforce Training and Education Coordinating 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 Worker Retraining program has positive net impacts on employment and wages.

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 Community or Technical College Worker Retraining 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 analyses examined the experience of participants who left programs during the 2005-2006 and 2007-2008 program years.

Short-term net impacts: Individuals who exited in Program Year 2007-2008.

Longer-term net impacts: Individuals who exited in Program Year 2005-2006.

Impact on Employment and Earnings: Participants vs. Control Group

Community / Technical College Worker Retraining	Short-term	Long-term
Net Employment Impact	8.80 percentage points	7.50 percentage points
Net Hourly Wage Impacts	No significant positive impacts	\$1.00
Net Hours Employed per Quarter Impacts	26.6	23.5
Annualized Earnings	\$1,612	\$2,754

Percentages listed are employment percentage points above those of the control group of non-participants. Dollars listed are the average annual earnings difference between Worker Retraining participants who got jobs and those in the control group who were employed. Earnings and wages are in 2009 Q1 dollars.

As can be seen above, the Worker Retraining Program had a positive impact on employment, hours worked and annualized earnings. The long-term net impacts on hourly wages were also positive among Worker Retraining participants versus the control group.

Division of Vocational Rehabilitation

Program Details

The Division of Vocational Rehabilitation (DVR) within the state's Department of Social and Health Services offers services to help individuals with disabilities become employed. Depending on the individual and their functional limitations, this may include part-time employment, self-employment, or supported employment. Services are based on the needs of the individual and include: assessment; counseling; vocational, academic, and other training services; physical and mental restoration services; assistive technology; independent living services; mobility and transportation; communication services; and job search and placement.

Eligibility requires certification by DVR that the individual:

- Has a physical, mental, or sensory impairment that constitutes or results in a substantial impediment to employment.
- Requires vocational rehabilitation services to prepare for, enter into, engage in, or retain employment.
- Can benefit from vocational rehabilitation services in obtaining a job.

Every two years, 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.

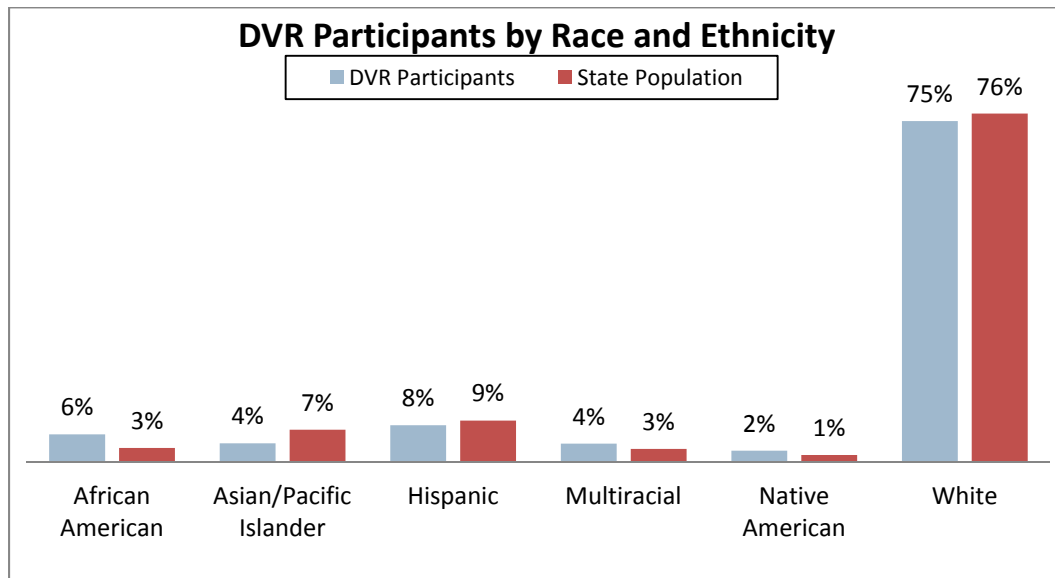
These strict eligibility requirements should be considered when reviewing the outcomes of DVR clients.

Participant Profile

For this report, researchers studied the results of 3,563 clients who left DVR programs during the 2007-2008 program year. The median length of time in an individualized plan for employment for those leaving DVR programs in 2007-2008 was 10 months.

Significant programmatic changes need to be considered when comparing outcomes for DVR clients over time. The most important of these is the adoption of an order-of-selection policy. Since the end of 2000, when program funds and staff resources were insufficient to serve all eligible applicants, DVR was required to maintain a waiting list for services. In initiating services to individuals on the waiting list, priority was given to those with the most significant disabilities: Priority 1 was individuals with most severe disabilities, Priority 2 was individuals with severe disabilities. DVR eliminated the waiting list for clients in February 2008.

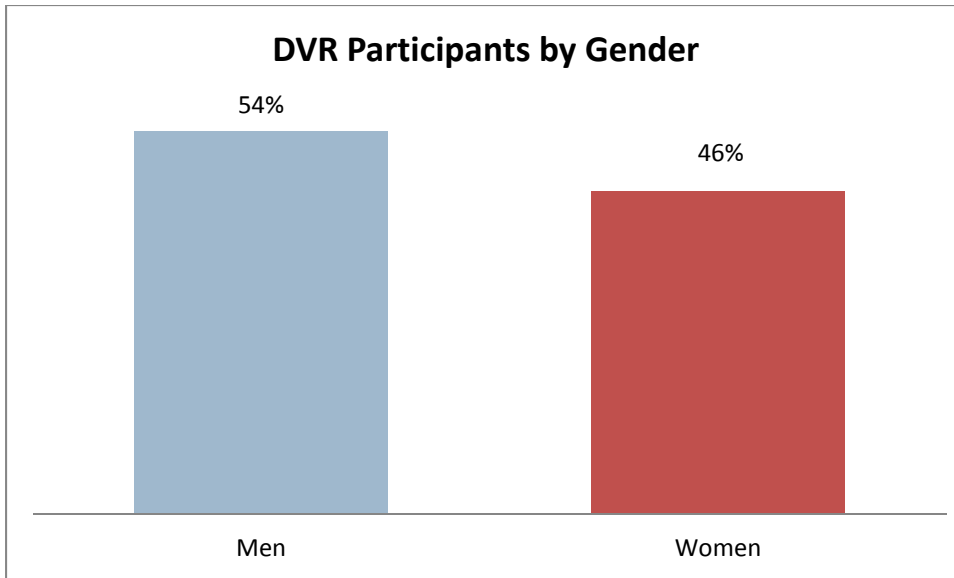
The racial and ethnic composition of the 2007-2008 clients roughly reflects those of the general population in Washington in 2008, though the Asian population is slightly under represented and African Americans slightly over represented.¹ A similar ratio exists of those rehabilitated.



Source: Division of Vocational Rehabilitation administrative records 2007-2008.

Forty-six percent of the 2007-2008 clients were women, up one percentage point from 2005-2006. However, women were more likely to finish a program: Of those who completed, 59 percent were women.

¹ 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/Pacific Islanders (also referred to as Asians/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 2008 *State Population Survey*, 76 percent are whites; 3 percent are African Americans; 1 percent are Native Americans; 7 percent are Asians/Pacific Islanders; 3 percent are multiracial; and 9 percent are Hispanics.



Source: Division of Vocational Rehabilitation administrative records.

The median age upon entering a plan in the program was 37; one quarter of participants were age 47 or older.

State Core Measures: Tracking DVR 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.

Workforce Training Results seeks answers to five core questions:

- Did participants get the skills they needed?
- Did they get a job and how much were they paid?
- Were employers satisfied with the preparation workers received?²
- 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 2010 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2008-2009. Data used in the Net Impact Study also reached

² Workforce Training Results usually includes a survey that measures the satisfaction of workforce participants, in addition to employers. The survey was not conducted this time because of budget constraints.

back to 2006-2007 employment records, to help assess trends over a slightly longer time frame.³

Net Impact Study Adds More Insight Into Program Performance

This year's 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 workforce programs, 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 9 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2010 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 Get the Skills They Needed?

Just under 60 percent of DVR clients were classified as rehabilitated upon leaving the program (that is, they were working for 90 days prior to exit). This rehabilitation rate is higher than the 47 percent reported in 2005-2006.

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.⁴ The study looks at employment and earnings three calendar quarters after the participant left the DVR program. Record matches found 53 percent had reported employment during the third quarter after they left the

³ The Workforce Board's 2010 Employer Survey, which measures the satisfaction of Washington's employers with workforce programs such as DVR, is not included in this report because DVR's sample size is not large enough.

⁴ 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).

program. The median hourly wage⁵ was \$10.31, and median annualized earning was \$11,104.⁶ Those deemed rehabilitated upon leaving the program (that is, those who had been working for 90 days) tended to have better employment and earnings outcomes than those not considered rehabilitated (74 percent employed and median earnings of \$11,735.)

DVR clients leaving in 2007-2008 had slightly higher employment rates than those leaving in 2005-2006. However, among those rehabilitated the employment rate was about the same. Their inflation-adjusted median wage increased slightly. Annual earnings increased about 7 percent from 2005-2006.

Employment among DVR clients continued to be heavily concentrated in services and the retail trade industries. The chart below shows the 2008-2009 employment and earnings of participants who left the program during the 2007-2008 program year.

2007-2008 Program Year Performance for DVR

Performance Measure	Results
Employment Rate*	53%
Percentage Employed Full Time**	37%
Median Annualized Earnings	\$11,104
Median Hourly Wage***	\$10.31
Hours Worked Quarterly (Median)	284 hours

These figures apply to those with employment reported to Employment Security Department six to nine months after leaving program. 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 2009 dollars.*

To put earnings in context, the median number of people DVR participants were able to support at the poverty level after leaving the program in 2007-2008 was 1.1 people. At the 200 percent of poverty level, this worked out to half of what was needed to support one person.⁷

Self Sufficiency Level for DVR – Previous Years

Performance Measure	2001-2002	2003-2004	2005-2006	2007-2008
Household size-poverty level	1.9	1.4	1.1	1.1
Household size-poverty level at 200 percent	.7	.6	.5	.5

⁵ All wages and earnings are stated in 2009 Q1 dollars.

⁶ To derive annualized earnings, third quarter earnings are multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter.

⁷ In 2009, the poverty level for one person was \$10,830 per year. The 200-percent-poverty level that year was \$21,660 for one person.

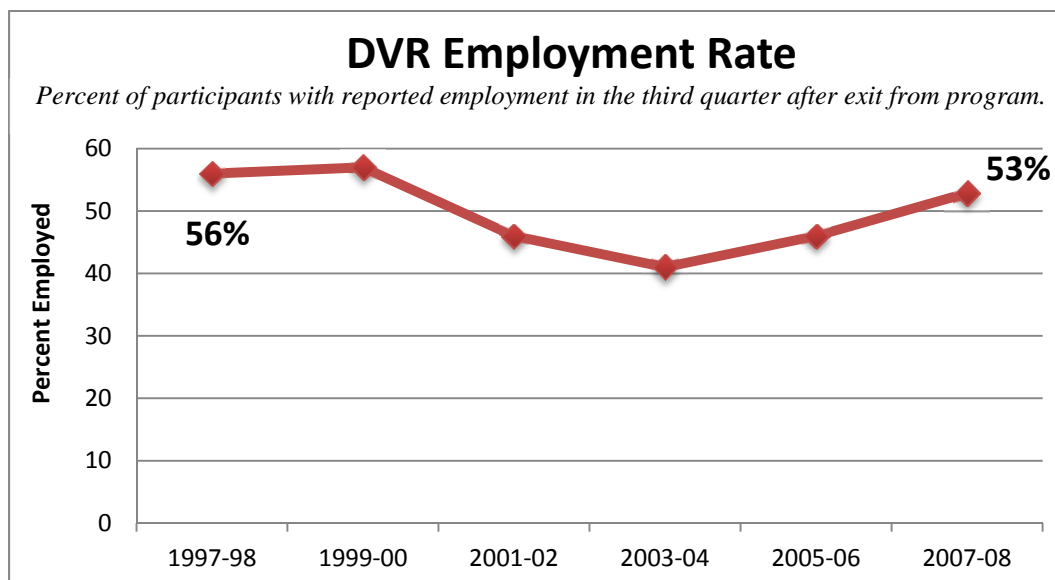
The following table shows employment and earnings information over the course of four study periods.

Program Performance for DVR – Previous Years

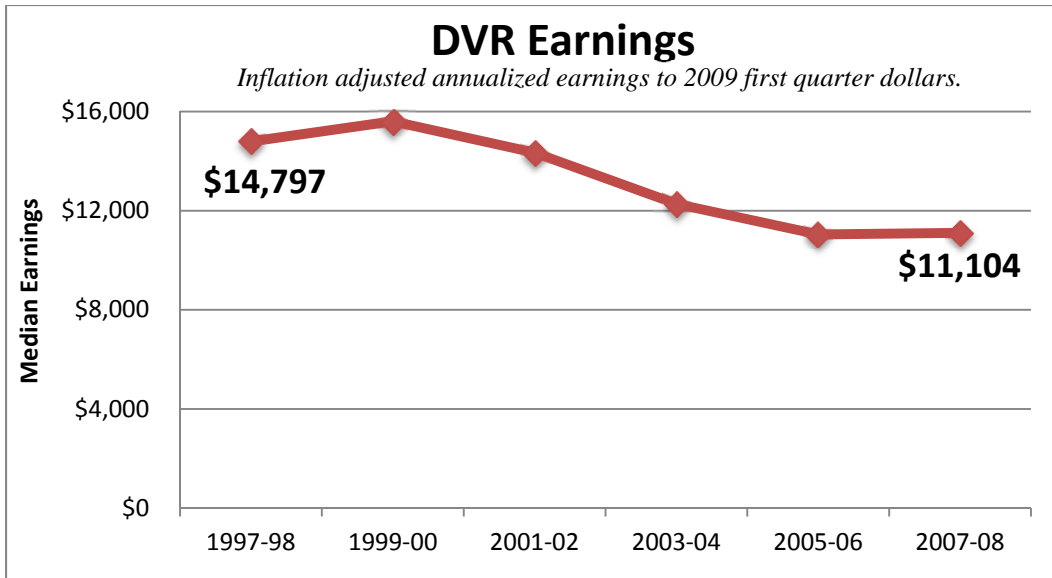
Performance Measure	2001-2002	2003-2004	2005-2006	2007-2008
Employment Rate*	46%	41%	46%	53%
Percentage Employed Full Time**	43%	39%	37%	37%
Median Annualized Earnings	\$14,342	\$12,277	\$11,044	\$11,104
Median Hourly Wage***	\$11.42	\$10.44	\$9.98	\$10.31
Hours Worked Quarterly (Median)	310	299	284	284

** These figures apply to those with employment reported to state employment agencies six to nine months after leaving the program. 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 2009 dollars in order to control for inflation.*

Since 1997, participants have experienced ups and downs in employment and declines in earnings. The declines may be associated with the priority given to individuals with the most significant disabilities between 2000 and 2008.



Source: Workforce Training Results 1997-2008.



Source: Workforce Training Results 1997-2008.

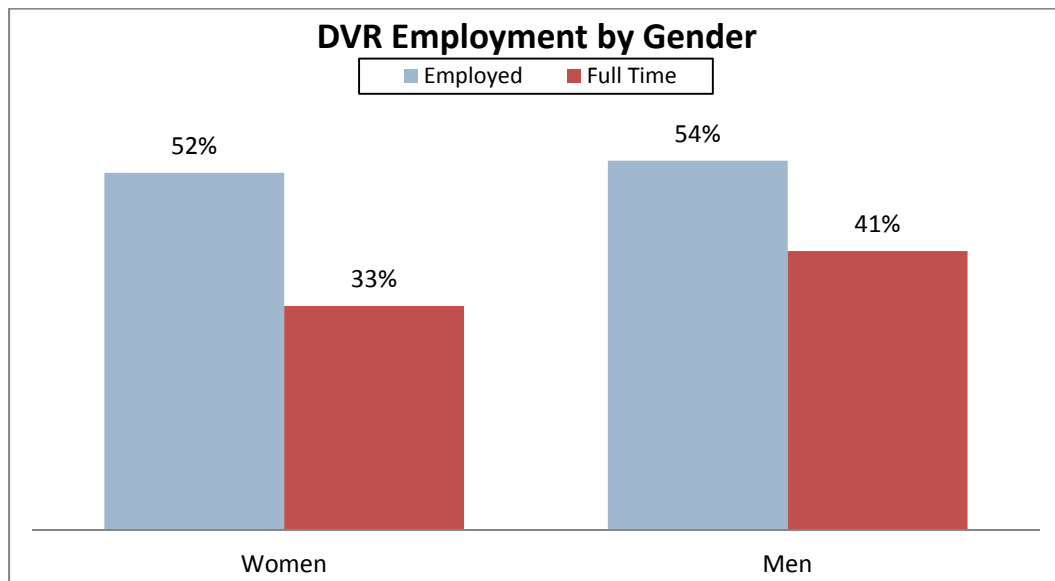
DVR Employment by Industry	
Industry Group	Employment
Services (See breakout below)	56.4%
Retail Trade (See breakout below)	21.4%
Manufacturing	7.2%
Public Administration	3.3%
Construction	2.8%
Wholesale Trade	2.4%
Financial Activities	2.4%
Transportation and Warehouse and Utilities	2.1%
Natural Resources and Mining	1.2%
Information	0.9%
Services	56.4%
All Other Services	21.4%
Social Assistance	11.0%
Health Care	10.8%
Administration and Support and Waste Management and Remediation Services	8.3%
Education Services	5.0%
Retail Trade	21.4%
All Other Retail Trade	8.0%
General Merchandise Stores	7.5%
Gasoline Stations	5.2%
Food and Beverage Stores	0.6%

Note: Industry groups based on North American Industry Classification System codes.

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

Wages and Employment Results Vary by Population

Wage and employment results can vary by gender, race and ethnicity, and disability. The employment rate for women in post-program employment was slightly lower than for men. However, women's median hourly wages were slightly higher. Women's median hourly wage was 2 percent higher than men (\$10.44 versus \$10.21). The difference in median annual earnings was more dramatic, with women's median annual earnings at 89 percent of men's (\$10,476 versus \$11,778.)

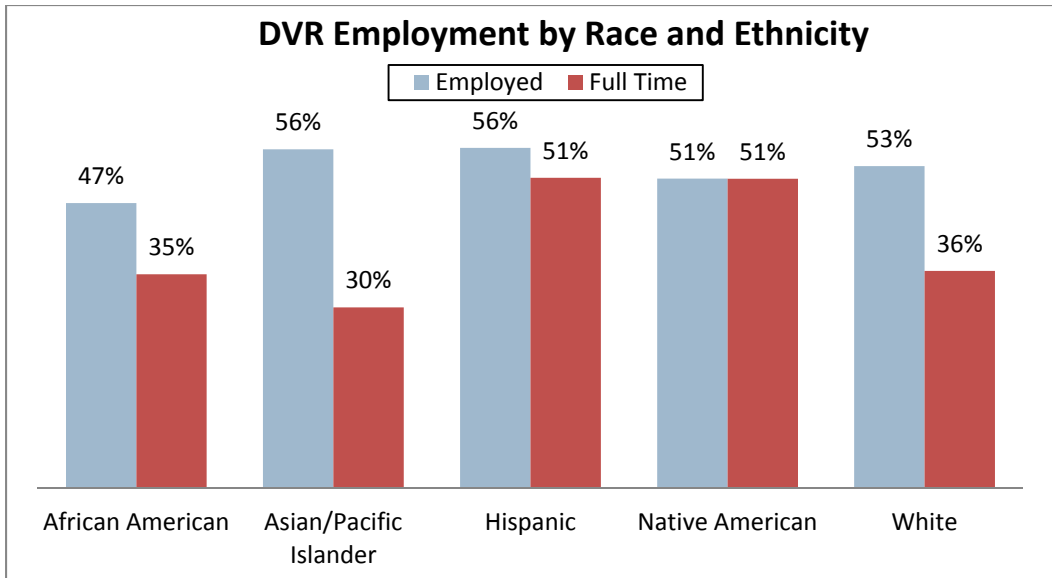


Source: Matches with Employment Security Department data.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Race/Ethnicity Plays Role

Employment rates for all races and ethnicities varied only slightly, and none of the differences were statistically significant. Hispanics and Native Americans were more likely to be employed full time than whites (51% vs. 36%). Median annual earnings were about the same for African Americans as whites (\$10,779 vs. \$10,884), Asians/Pacific Islanders earned less at (\$9,377), and Hispanics earned more at (\$14,788). Native Americans earned 77 percent more than whites at (\$19,358).



Source: Matches with Employment Security Department data.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

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 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 Division of Vocational Rehabilitation 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 had been found eligible for DVR services, but chose not to participate.

The Division of Vocational Rehabilitation program has positive net impacts on employment and hours worked each quarter.

The most recent analyses examined the experience of participants who left programs during the 2005-2006 and 2007-2008 program years.

Short-term net impacts: Individuals who exited in Program Year 2007-2008.

Longer-term net impacts: Individuals who exited in Program Year 2005-2006.

Impact on Employment and Earnings: Participants vs. Control Group

Vocational Rehabilitation	Short-term	Long-term
Net Employment Impact s	12.80 percentage points	12.40 percentage points
Net Hourly Wage Impacts	No significant positive impact	No significant positive impact
Net Hours Employed per Quarter Impacts	No significant positive impact	47.4
Net Annualized Earnings	\$ 1,256	\$1,340

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

Dollars listed are the average annual earnings difference between DVR participants who got jobs and those in the control group who were employed. Earnings and wages are in 2009 Q1 dollars.

As can be seen above, the DVR program had a significant impact on employment, and boosted wages when comparing participants with non-participants. Also, the long-term impact on the number of hours worked each quarter was substantial for program participants.

Department of Services for the Blind (DSB)

Program Details

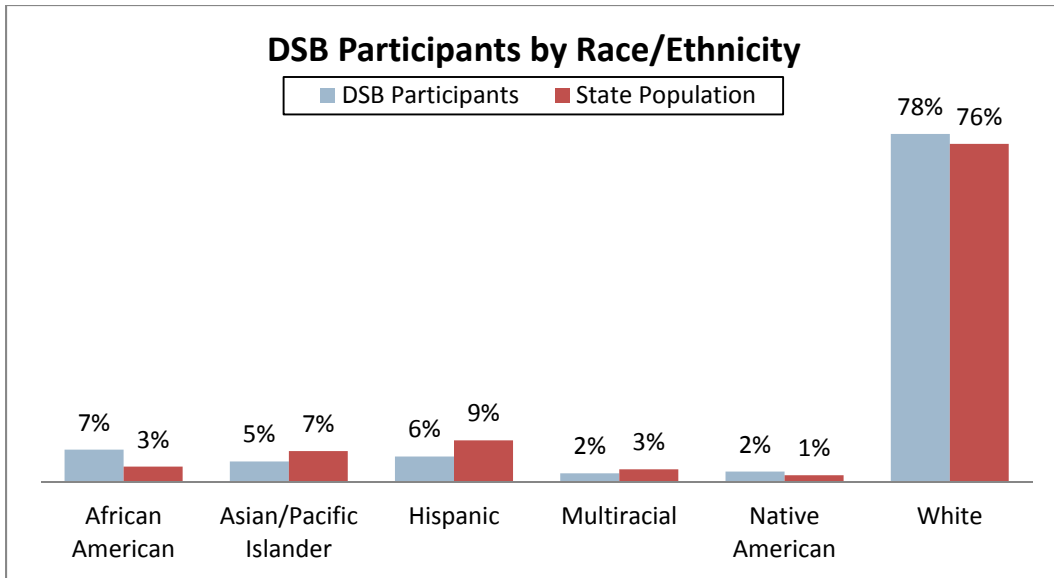
DSB programs provide vocational rehabilitation services including information, assessment, and referral; vocational counseling including guidance, referral, and placement; and rehabilitation training in adaptive skills, job skills, and assistive technology. DSB also provides occupational licenses, tools, equipment, technological aids, and other goods and services that can be reasonably expected to help clients achieve successful employment outcomes.

To receive services, an individual must be legally blind or have a visual disability that causes an impediment to employment, and vocational rehabilitation services are required for the individual to prepare for, enter, engage in, or retain employment.

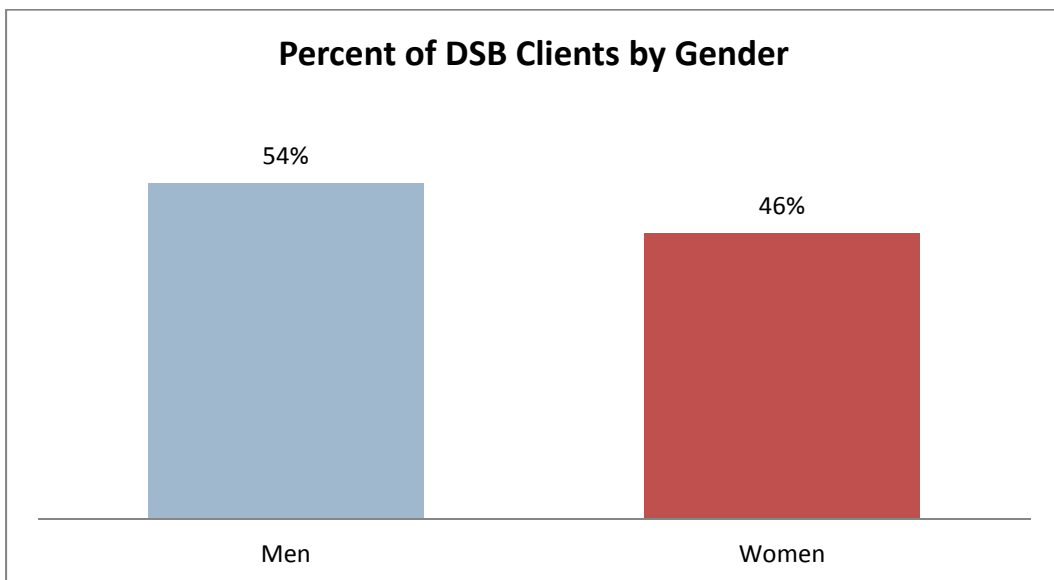
For this report, researchers studied the results of 264 clients who left DSB programs during the 2007-2008 program year. The median length of program enrollment from application to exit was 23 months. These participants were slightly more likely to be Native American or African American and slightly less likely to be Hispanic or Asian/Pacific Islander than the general population for Washington.¹ Forty-six percent of the 2007-2008 DSB clients were women. The median age upon applying for the program was 42; one quarter was over age 52.

Every two years, 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.

¹ 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/Pacific Islanders (also referred to as Asians/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 2008 *State Population Survey*, 76 percent are whites; 3 percent are African Americans; 1 percent are Native Americans; 7 percent are Asians/Pacific Islanders; 3 percent are multiracial; and 9 percent are Hispanics.



Source: Department of Services for the Blind Administrative Records



Source: Department of Services for the Blind Administrative Records

When they applied for the program, 34 percent had not previously had postsecondary education, 25 percent had postsecondary education but no degree or certificate, 16 percent had an associate's degree or a vocational certificate, and 26 percent had a bachelor's degree or higher.

State Core Measures: Tracking DSB 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.

Workforce Training Results seeks answers to five core questions:

- Did participants get the skills they needed?
- Did they get a job and how much were they paid?
- Were employers satisfied with the preparation workers received?²
- 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 2010 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2008-2009.³

Did Participants Get the Skills They Needed?

Fifty-five percent of DSB clients were classified as rehabilitated upon leaving the program (that is, they were working for at least 90 days prior to leaving the program). This is the same percentage as in 2005-2006.

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.⁴ Record matches found 45 percent of DSB clients had reported employment during the third quarter after leaving the program during the 2007-2008 program year. Among those who were considered rehabilitated upon leaving the program (that is, those who had been working for 90 days prior to exit), 60 percent still had reported employment the third quarter after exit, about 15 percent lower than for the 2005-2006 participants. Among participants who were working

² Workforce Training Results usually includes a survey that measures the satisfaction of workforce participants, in addition to employers. The survey was not conducted this time because of budget constraints.

³ Due to small sample size, DSB participants were not included in the 2010 Net Impact Study that detailed the performance of several of Washington's workforce programs by comparing participant outcomes with non-participants. Also, DSB participants were not included in the Workforce Board's 2010 Employer Survey, which provides feedback on how well workforce program participants perform in the workplace in areas such as job skills; reading, writing and math, and teamwork, among others.

⁴ These files contain quarterly earnings and hours-worked information on those individuals with employment reported for 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).

during the third post-program quarter, the median hourly wage⁵ was \$14.19 and the median annualized earnings was \$21,056.⁶ As expected, rehabilitated clients had better employment and earnings outcomes than all clients combined.

2007-2008 Program Year Performance for DSB

Performance Measure	Results
Employment Rate*	45%
Percentage Employed Full Time**	50%
Median Annualized Earnings	\$21,056
Median Hourly Wage***	\$14.19
Hours Worked Quarterly (Median)	388

*These figures apply to those with employment reported to Employment Security Department six to nine months after leaving program. 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 2009 dollars.

To put earnings in context, the median number of dependents DSB participants were able to support at the poverty level after leaving the program in 2007-2008 was 3.7 people. However, for those considered to be rehabilitated, that support level rose to five people. At the 200 percent of poverty level, this worked out to a little less than one person for all DSB participants but rose to 1.5 people among rehabilitated participants.⁷

Self Sufficiency Level for DSB Participants – Previous Years

Performance Measure	2001-2002		2003-2004		2005-2006		2007-2008	
	All	Rehab.	All	Rehab.	All	Rehab.	All	Rehab.
Household size – poverty level	4.4	4.4	4.5	5.2	2.9	3.2	3.7	5
Household size – poverty level at 200 percent	1.3	1.3	1.3	1.6	.5	.6	.9	1.5

⁵ All wages and earnings are stated in 2009 Q1 dollars.

⁶ To derive annualized earnings, third quarter earnings are multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter.

⁷ In 2009, the poverty level for one person was \$10,830 per year. The 200-percent-poverty level that year was \$21,660 for one person.

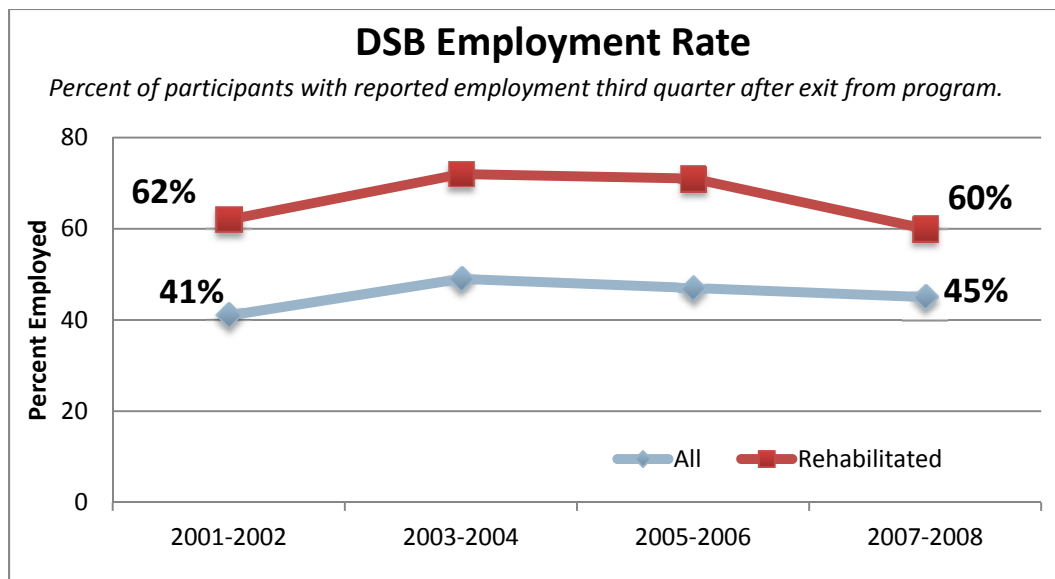
The following table shows employment and earnings information over the course of four study periods.

Program Performance for DSB Participants – Previous Years

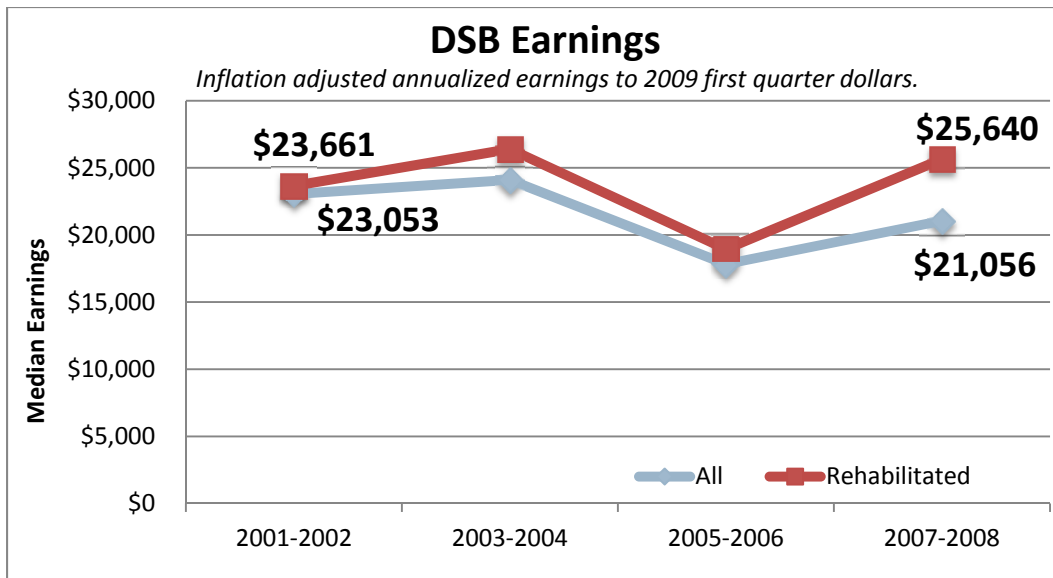
	2001-2002		2003-2004		2005-2006		2007-2008	
	All	Rehab.	All	Rehab.	All	Rehab.	All	Rehab.
Employment Rate*	41%	62%	49%	72%	47%	71%	45%	60%
Percentage Employed Full Time **	61%	61%	55%	55%	51%	49%	50.4%	51.2%
Median Annualized Earnings	\$22,160	\$23,661	\$24,091	\$26,391	\$17,824	\$18,954	\$21,056	\$25,640
Median Hourly Wage***	\$15.01	\$16.05	\$14.04	\$14.38	\$12.22	\$13.79	\$14.19	\$15.72
Median Quarterly Hours	430	430	411	425	389	384	388	387

* These figures apply to show with employment reported to state employment agencies six to nine months after leaving the program. 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 at least 30 working hours weekly. *Earnings/wages expressed in first quarter 2009 dollars in order to control for inflation.



Source: Workforce Training Results 2001-2008.



Source: Workforce Training Results 2001-2008.

As in the past, employment among DSB clients was heavily concentrated in services, primarily education and health care and social assistance services. A substantial number were also employed in manufacturing.

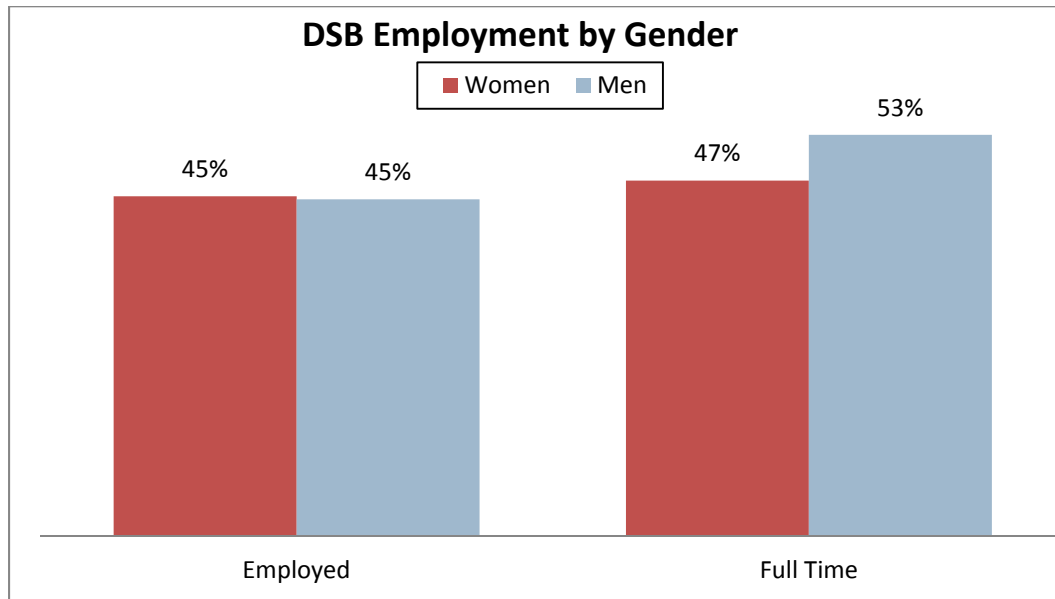
DSB Employment by Industry	
Industry Group	% Employment
Services (see breakout below)	45.8%
Manufacturing	18.3%
All Other Industries	17.5%
Retail Trade	9.2%
Public Administration	9.2%
Breakout of Services	
Education Services	14.2%
Health Care	12.5%
Social Assistance	9.2%
All Other Services	9.2%
Accommodation and Food Services	0.8%

Note: Industry groups based on North American Industry Classification System codes.

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

Wages and Employment Results by Population

Women and men had nearly identical employment rates.⁸ The median hourly wage for women was lower than for men by about 10 percent.



Source: Matches with Department of Services for the Blind and Employment Security Department data

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Although we did conduct an analysis of DSB participant performance by race and ethnicity, these differences were not statistically significant.

In summary, since 2001, DSB participants' employment rates were highest in the middle of the decade when the state's economy was relatively healthy, and then declined with the beginning of the recession in 2008. Earning levels have fluctuated widely, although increasing since the previous study two years before.

⁸ The difference in employment between men and women participants was not statistically significant.

Private Career Schools

Program Details

Private career schools are independent businesses that provide students with training in a variety of occupations. No public funds are appropriated for private schools, but eligible students may:

- Obtain federal grants and loans to pay for educational expenses if the school they choose has been authorized to participate in federal student aid programs.
- Secure funding under the state's Worker Retraining program.
- Use "Individual Training Account" vouchers, funded under the Workforce Investment Act (WIA) Title I-B.

During the time of this study, there were roughly 360 private career schools in Washington. The Workforce Training and Education Coordinating Board (Workforce Board) licensed approximately 275 certificate-granting vocational institutions. Program results included in this study were limited to those institutions licensed by the Workforce Board.¹

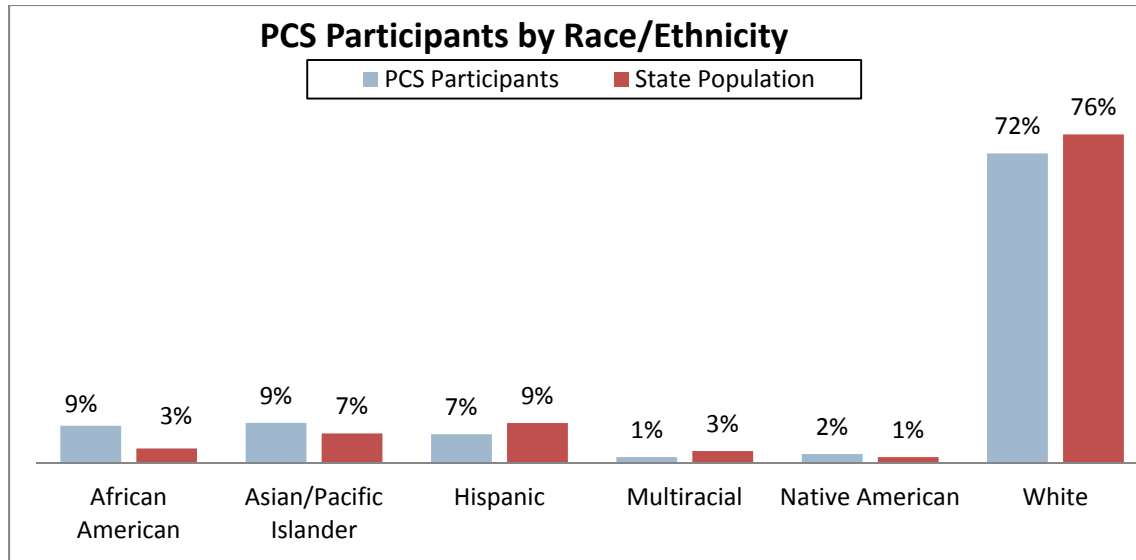
Program records were collected on 12,459 students who left programs during the 2007-2008 school year. The median length of enrollment for these students was three months. However, the duration of private career school programs vary widely, and in 2007-2008, one quarter of the students had enrollment lengths of 10 months or longer, while another quarter had enrollment lengths of less than one month.

Every two years, 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.

¹ The Higher Education Coordinating Board authorizes around 30 private schools that grant associate's degrees and, in some cases, bachelor's degrees. In 2010 there were 68 active cosmetology schools, which are regulated by the state's Department of Licensing.

Participant Profile

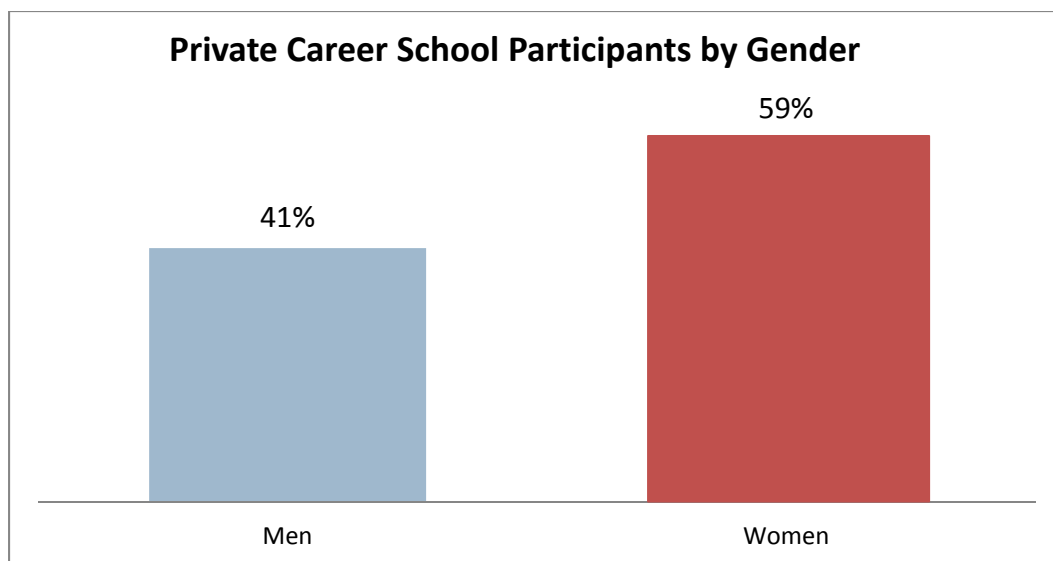
Washington residents from racial and ethnic minorities are well represented among private career school students.² African Americans accounted for nearly 9 percent of students, three times their portion of the state's population. In general, the racial and ethnic make-up of those who successfully completed their private career school program mirrors the distribution of students who left the program in 2007-2008.



Source: Private Career Schools' administrative records 2007-2008.

Among those leaving private career schools in 2007-2008, 59 percent were women. That's up from 57 percent in 2005-2006. Of the completers, 57 percent were women.

² 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/Pacific Islanders (also referred to as Asians/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 2008 *U.S. Census Bureau* 77 percent are whites; 3 percent are African Americans; 1 percent are Native Americans; 7 percent are Asians/Pacific Islanders; 3 percent are multiracial; and 9 percent are Hispanics.



Source: Private Career Schools' administrative records 2007-2008.

When they enrolled, 65 percent of Private Career School participants had not previously attended college; 18 percent had attended college without receiving a credential; 9 percent had a certificate or associate's degree; and 7 percent had a bachelor's or higher degree.

The typical (median) student was age 27 when enrolled; one quarter was under 22 and another quarter was over 37.

State Core Measures: Tracking Private Career School 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.

Workforce Training Results seeks answers to five core questions:

- Did participants get the skills they needed?
- Did they get a job and how much were they paid?
- Were employers satisfied with the preparation workers received?³
- Has the program made a difference in the participant's success?
- Did participants and the public receive a return on their investment?

³ Workforce Training Results usually includes a survey that measures the satisfaction of workforce participants, in addition to employers. The survey was not conducted this time because of budget constraints.

Data Comes From State Wage Files, Employer Survey

The 2010 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2008-09. Data used in the Net Impact Study also reached back to 2006-07 employment records, to help assess trends over a slightly longer time frame. Employer satisfaction was assessed through the Workforce Board's Employer Survey from 227 firms that hired employees who recently exited a Private Career School program.

Turn to page 13 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2010 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.

Net Impact Study Adds More Insight Into Program Performance

This year's 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.

Did Participants Get the Skills They Needed?

Of the students who left private career schools in 2007-2008, 82 percent had completed their program. This percentage was up from the 79 percent of those leaving in 2005-2006 who had completed their programs.

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.⁴ The study looks at employment and earnings three calendar quarters after the participant left a private career school program. The chart below shows the 2008-09 employment and earnings of participants who left a program in the 2007-08 program year. Of those who left private career schools in 2007-08, 63 percent were employed. Their median hourly wage⁵ was \$13.98, and their median annualized earnings of \$22,653.⁶

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

⁵ All wages and earnings are stated in 2009 Q1 dollars.

2007-2008 Program Year Performance for Private Career Schools

Performance Measure	Results
Employment Rate*	63%
Percentage Employed Full Time**	56%
Median Annualized Earnings	\$22,653
Median Hourly Wage***	\$13.98
Hours Worked Quarterly (Median)	423 hours

*These figures apply to those with employment reported to Employment Security Department six to nine months after leaving program. 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 2009 dollars.

To put earnings in context, the median number of people Private Career School participants were able to support at the poverty level after leaving the program in 2007-2008 was 4.2 people. At the 200 percent of poverty level, this supported 1.1 people.⁷

Self Sufficiency Level for Private Career Schools – Previous Years

Performance Measure	2001-2002	2003-2004	2005-2006	2007-2008
Household size-poverty level	4.1	3.7	4.2	4.2
Household size-poverty level at 200 percent	1.1	.9	1.1	1.1

The following table shows employment and earnings information over four study periods.

Program Performance for Private Career Schools – Previous Years

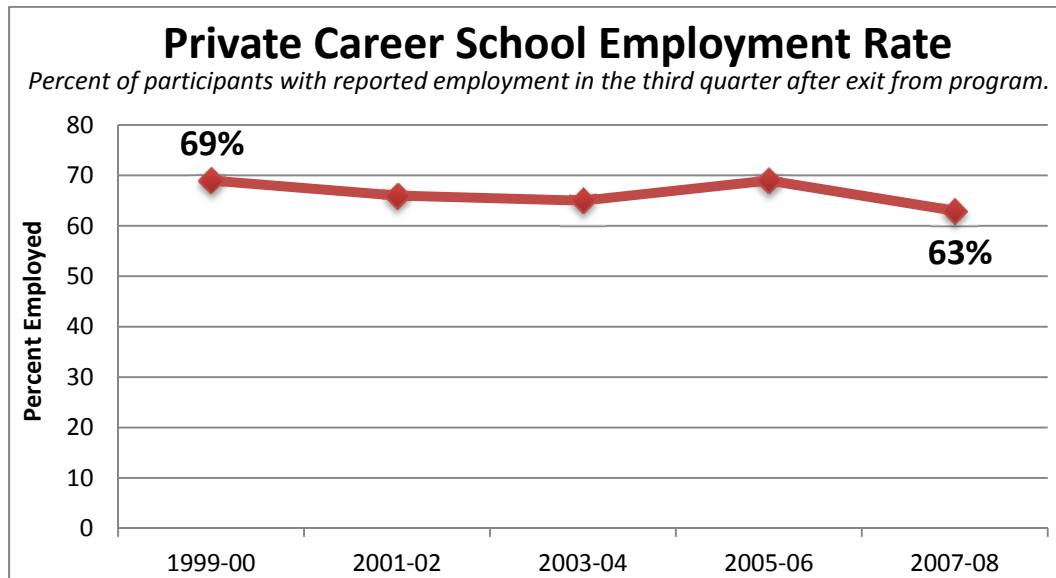
Performance Measure	2001-2002	2003-2004	2005-2006	2007-2008
Employment Rate*	66%	65%	69%	63%
Percentage Employed Full Time**	57%	56%	60%	56%
Median Annualized Earnings	\$22,416	\$20,866	\$22,668	\$22,653
Median Hourly Wage	\$13.51	\$12.89	\$13.52	\$13.98
Hours Worked Quarterly (Median)	428	428	443	423

*Full-time employment averages 30 or more hours per week. **Note: These figures apply to those with employment reported to state employment agencies six to nine months after leaving the program. Rate does not include self-employment, employment outside the Northwest or military service and thus understates total employment by approximately 10 percent. Earnings/wages expressed in first quarter 2009 dollars in order to control for inflation.

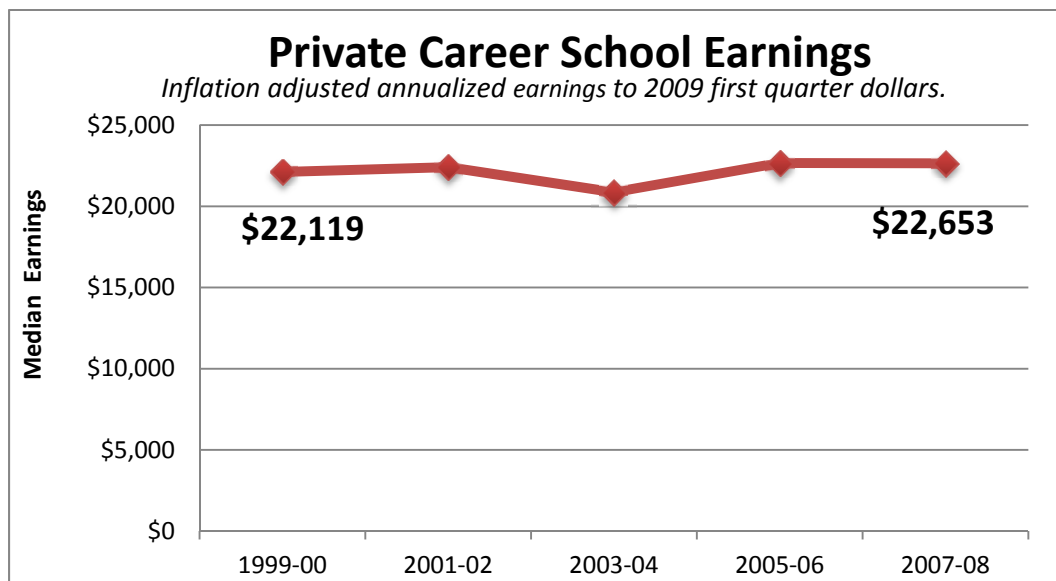
⁶ To derive annualized earnings, third quarter earnings are multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter.

⁷ In 2009, the poverty level for one person was \$10,830 per year. The 200-percent-poverty level that year was \$21,660 for one person.

Since 1999, employment and earnings among Private Career School participants have stayed fairly flat. The most recent employment decline may reflect the beginning of the recession in 2008.



Source: Workforce Training Results 1999-2008.



Source: Workforce Training Results 1999-2008.

As in the previous study, employment among private career school students is concentrated in services, especially health services. Compared to 2005-2006, participants exiting programs in 2007-2008 were 3 percentage points more likely to be employed in services and a little less likely to be employed in retail trade industries.

The majority of Private Career School participants who were reported to be employed held jobs in the Services Industry, with a quarter involved in the health care field.

Private Career School Employment by Industry	
Industry Group	Employment
Services (See breakout below)	59.6%
Retail Trade	12.1%
Transportation and Warehousing and Utilities	7.4%
Construction	5.3%
Manufacturing	4.9%
Wholesale Trade	3.9%
Financial Activities	3.0%
Public Administration	1.5%
Information	1.3%
Natural Resources and Mining	1.1%
Breakout of the Services Industry	Employment
Health Care	25.6%
Accommodation and Food Services	8.8%
Administrative and Support and Waste Management Remediation Services	7.5%
Other Services	4.6%
Professional, Scientific and Technical Services	3.5%
Arts, Entertainment, Recreation	3.2%
Social Assistance	3.2%
Education	3.2%

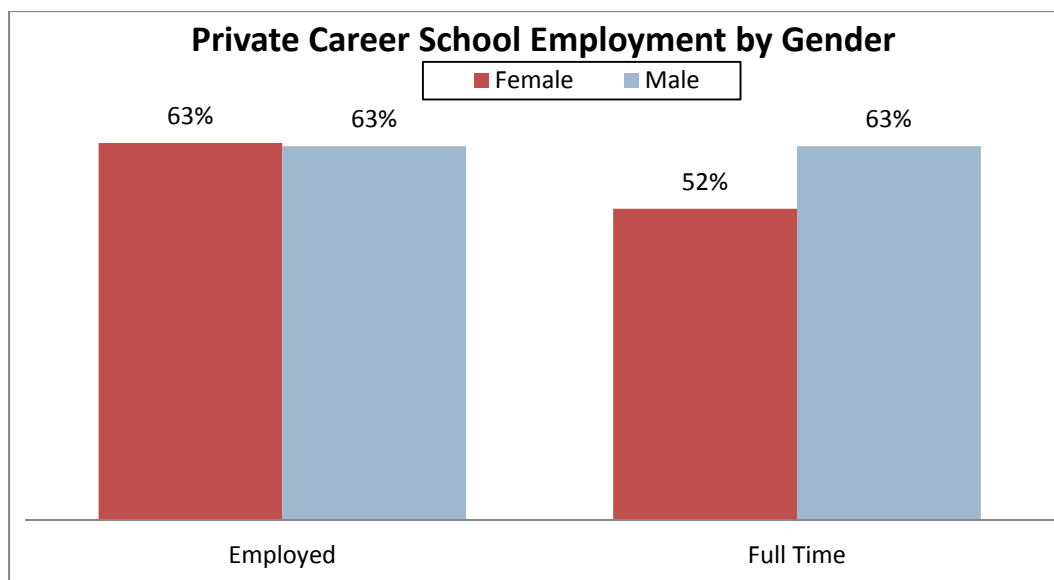
Note: Industry groups based on North American Industry Classification System codes.

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

Wages and Employment Results Vary by Population

Wage and employment results can vary by gender, race and ethnicity, and disability. The following chart shows the percentage of women and men private career school participants who were reported to be employed. Also broken out is what percentage of those working held a full-time job.

Women and men were equally likely to be employed in the third quarter after leaving their programs. Women, however, were less likely to be employed full-time (52 percent compared to 63 percent) and among those employed, their median hourly wage was 82 percent of men.

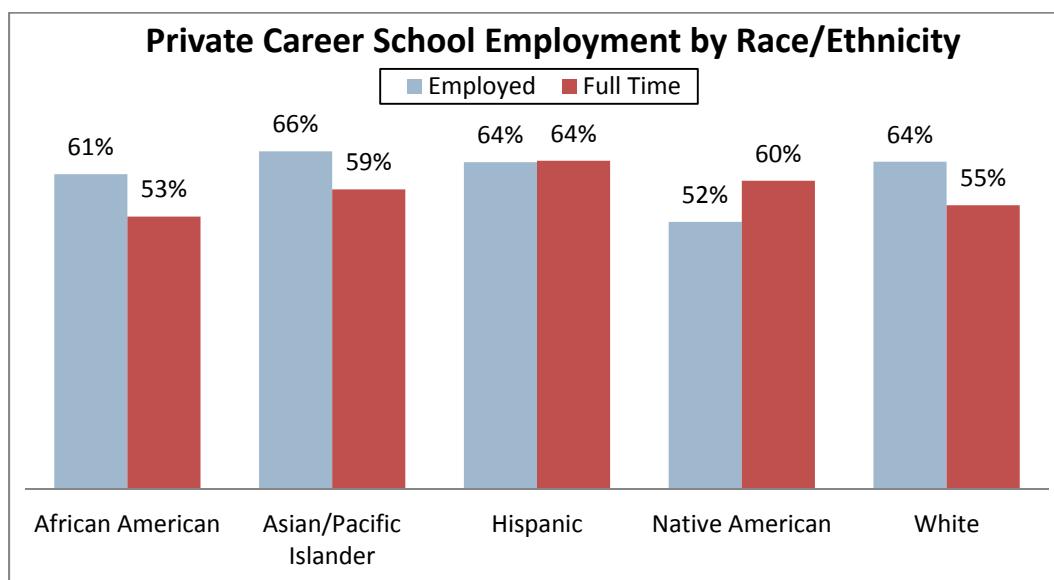


Source: Employment Security Department data matches 2007-2008.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Race/Ethnicity Plays Role

Native American and African American students were less likely than white students to be employed in the third quarter after leaving their programs (52 and 61 percent respectively versus 64 percent). Asian/Pacific Islanders were more likely to be employed at 66 percent, Hispanics and whites were employed at about the same rate. However Hispanics, and Native Americans were more likely to be employed full time than whites (64 percent and 60 percent respectively versus 55 percent for whites). African Americans had a median wage that was 84 percent of whites, Hispanics had a median wage that was 95 percent of whites, Native Americans had median wages that were about 92 percent of whites, and Asian/Pacific Islanders had a median wage that was 94 percent of whites.

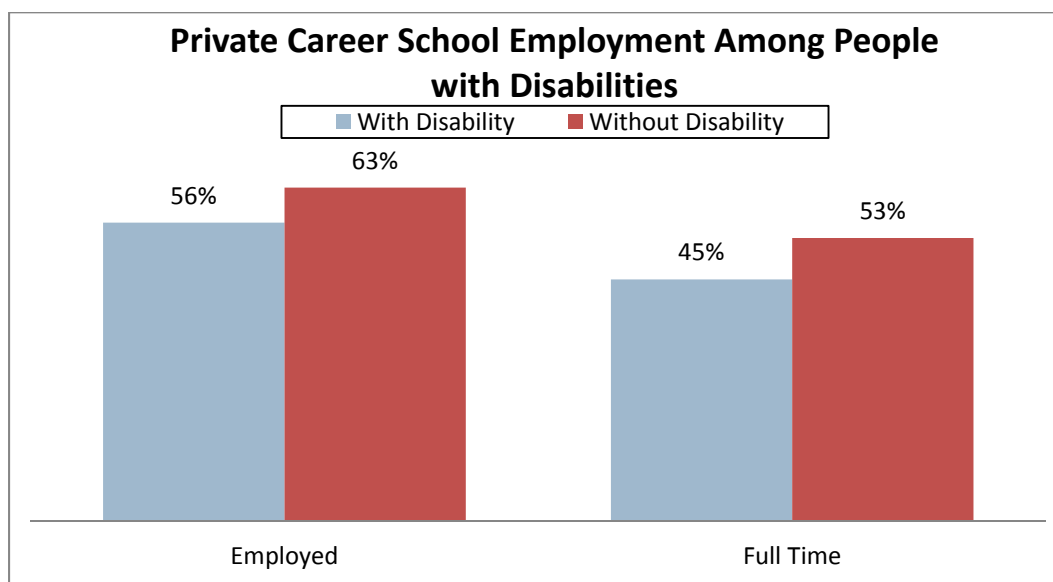


Source: Employment Security Department data matches 2007-2008.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Disability Impacts Employment, Earnings

Employment outcomes and earnings also varied by disability status. College records indicate that less than 1 percent of the students included in this study had a disability. Compared to students without disabilities, students with disabilities were less likely to have reported employment during the third quarter after exit (56 percent versus 63 percent). They were even less likely to be working full-time (45 percent versus 53 percent). Students with a disability earned about 82 percent less in median wages as those without a disability.



Source: Employment Security Department data matches 2007-2008.

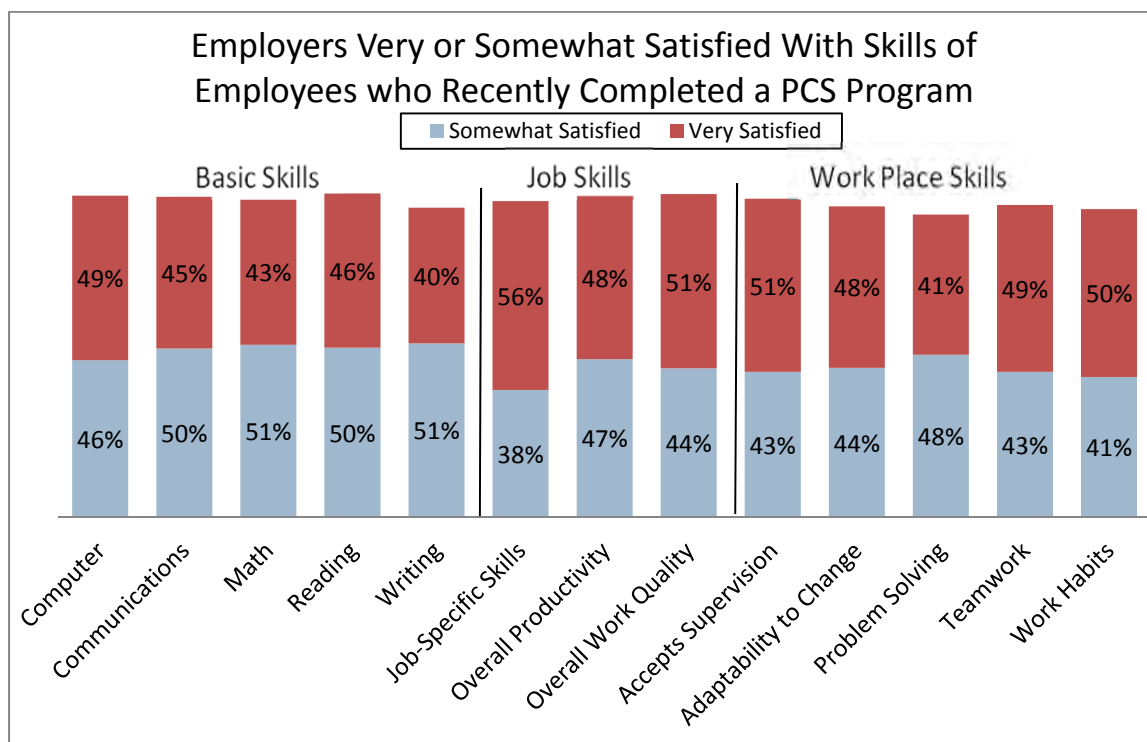
Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Were Employers Satisfied with the Preparation Workers Received?

The Workforce Board's Employer Survey, administered during 2010, asked firms to evaluate new employees who had recently completed a program at a private career school. Ninety-five percent said they were either "somewhat satisfied" or "very satisfied" with the overall work quality of these new employees, up from the 89 percent from the 2005-2006 survey.

Over the past 10 years, Washington employers' overall satisfaction has varied, according to the skills they were asked to rate. The charts below show the overall satisfaction of employers with work-related skills of new employees who recently completed a private career school program and shows the overall satisfaction of basic skills.

Employer satisfaction was broken down into three categories: Basic Skills, Job Skills and Work Place Skills. Basic skills refer to reading, writing, math, communication and computer skills. Job skills refer to skills specific to the job as well as overall work quality and productivity. Work place skills refer to the skills necessary to get along in the workplace such as ability to accept supervision, teamwork, ability to adapt to changing situations, problem solving and overall work habits.

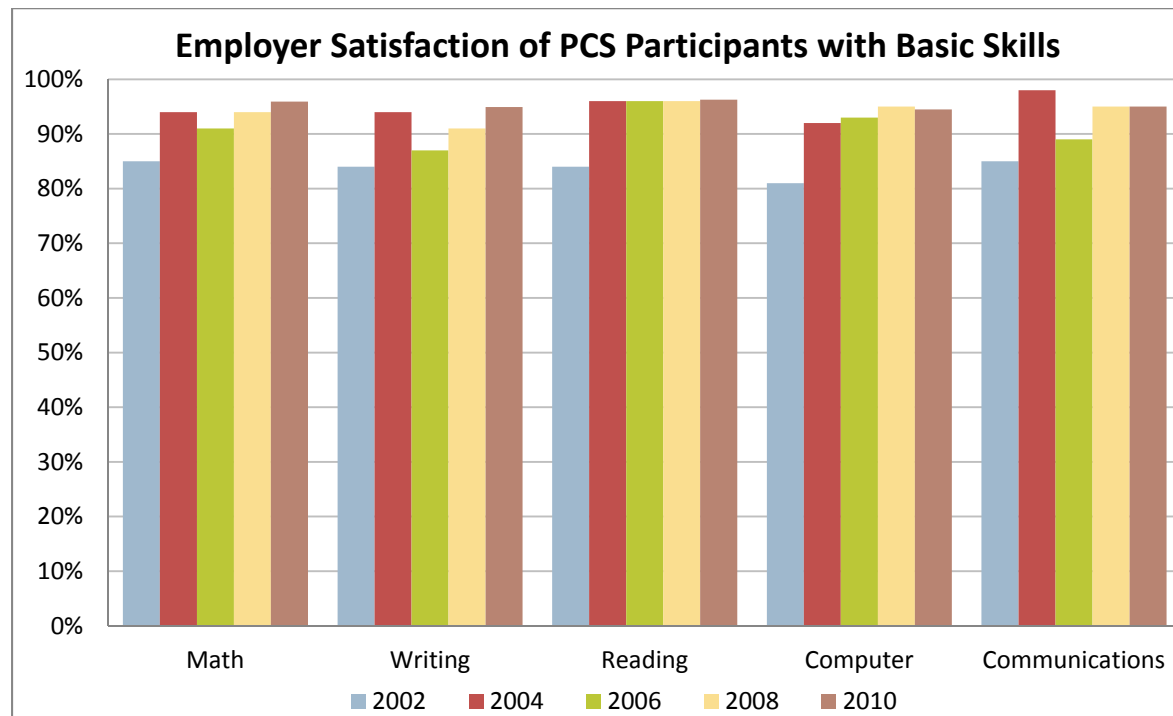


Source: Workforce Board Employer Survey conducted in 2010.

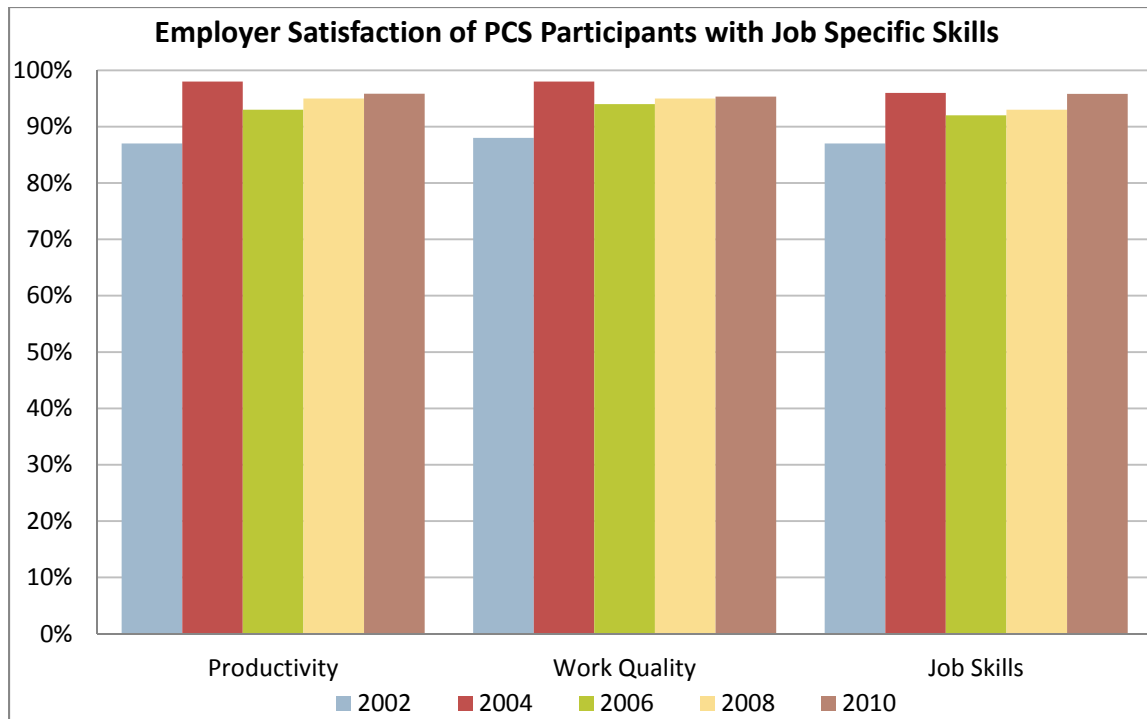
For basic skills, employers were most satisfied with computer skills, with reading coming in a close second. Job-specific skills showed the highest level of satisfaction in the job skills area. Employers were most satisfied with the ability to accept supervision in the work place skills area, followed closely by work habits.

Among those indicating they were “very satisfied,” top scoring categories included:

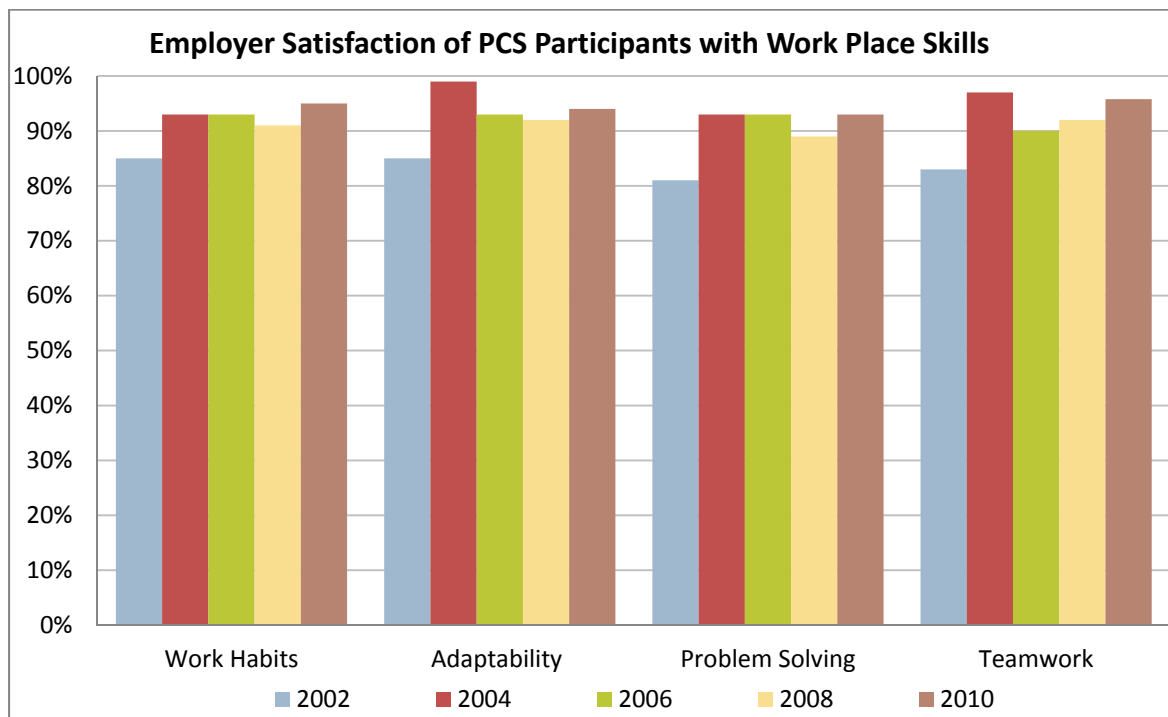
- Job-specific skills (56 percent)
- Accepts supervision (51 percent)
- Overall work quality (51 percent)



Source: Workforce Board's Biennial Employer Survey from 2002 through 2010.



Source: Workforce Board's Biennial Employer Survey from 2002 through 2010.



Source: Workforce Board's Biennial Employer Survey from 2002 through 2010.

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 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 Private Career School 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.

Private Career School programs have positive net impacts on hourly wages and annualized earnings.

The most recent analyses examined the experience of participants who left programs during the 2005-2006 and 2007-2008 program years.

Short-term net impacts: Individuals who exited in Program Year 2007-2008.

Longer-term net impacts: Individuals who exited in Program Year 2005-2006.

Impact on Employment and Earnings: Participants vs. Control Group

Private Career Schools	Short-term	Long-term
Net Employment Impact	No significant positive impacts	3.40 percentage points
Net Hourly Wage Impact	\$1.03	\$ 0.61
Net Hours Employed per Quarter Impact	20.8	27.1
Net Annualized Earnings Impact	\$2,451	\$2,064

Percentages listed are employment percentage points above those of the control group of non-participants. Dollars listed are the average annual earnings difference between Private Career School participants who got jobs and those in the control group who were employed. Earnings and wages are in 2009 Q1 dollars.

As can be seen above, Private Career School participants experienced positive long-term net impacts on their employment, hours worked per quarter and on annualized earnings. In the short-term, Private School participants did not experience the same positive net impact on employment but did benefit from higher hourly wages, hours worked per quarter and increased annualized earnings.

Secondary Career and Technical Education (CTE)

Program Details

Secondary Career and Technical Education (CTE) serves high school-age youth in approximately 238 school districts and 10 Skills Centers throughout the state. CTE is a planned program of courses and learning experiences that begin with the exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, options for employment preparation, and advanced and continuing education.

Instructional programs are organized within the following 16 career pathways:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, AV Technology and Communications
- Business, Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

Every two years, 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

Because of data limitations, this program's evaluation was restricted to students identified by their districts as CTE completers. (School districts define a CTE completer as someone who completed a CTE sequence, whether or not the participant earns a diploma).¹

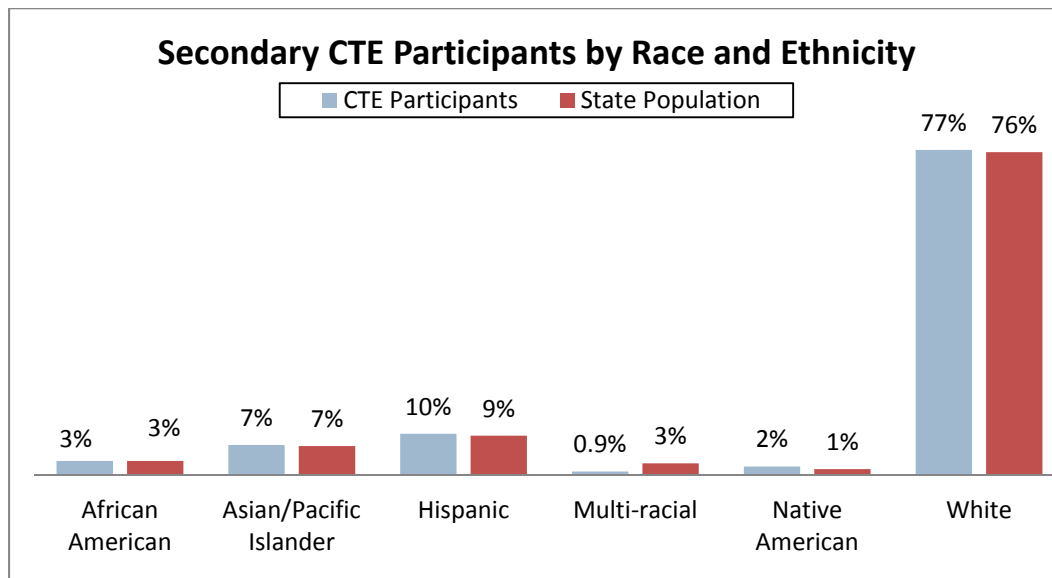
¹ The state defines a student who completes 360 hours of instruction in a single CTE program area with grades of D or better as a CTE completer. The designation of who is a completer, however, does vary across some school districts. Smaller schools with fewer resources, for example, will offer the most complete sequence they can, but it may be fewer than 360 hours. These schools may still consider the students who finish the sequence to be completers.

This strategy is different than the other program evaluations included in the Workforce Training Results study that were not limited to completers only. This study focuses on 20,239 CTE completers who left their senior year during the 2007-2008 school year.²

This study includes information from the Office of Superintendent of Public Instruction's student records; Employment Security Department wage files from Washington, Idaho, and Oregon; and federal employment records. Enrollment data from Washington community and technical colleges, public four-year institutions, and private career schools were analyzed to examine the extent to which CTE completers continued their education.

Participant Profile

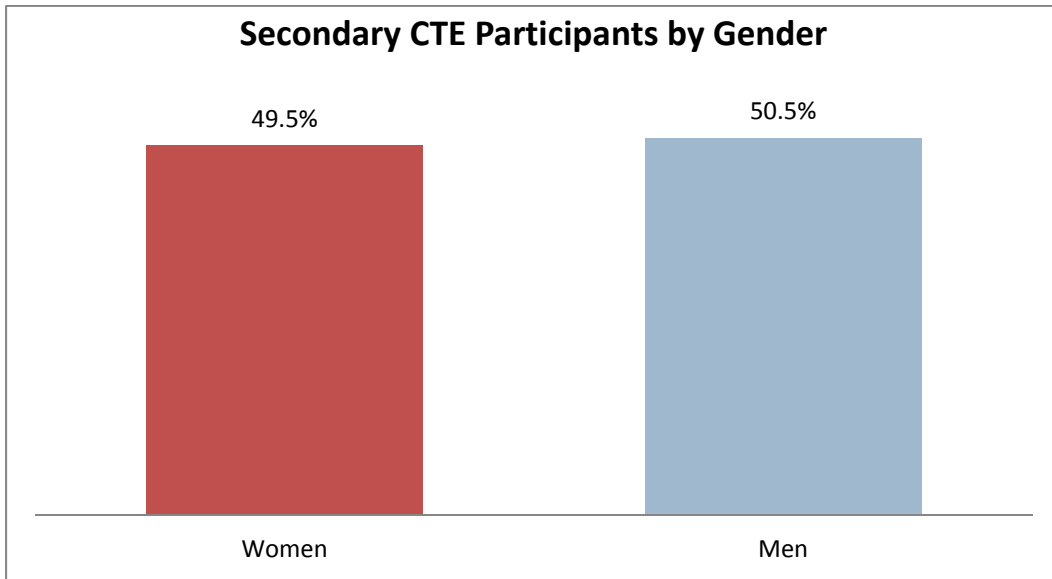
CTE completers have nearly the same racial and ethnic diversity as the state population ages 15-19.³



Source: Office of the Superintendent of Public Instruction.

² OSPI provided data on 20,239 seniors who left the system during the 2007-2008 school year and who were CTE completers at any time during their K-12 careers. Most of these students graduated (95 percent); however, some dropped out (3 percent), others left with an unknown status (2 percent). This study focused on the 20,239 who had completed their CTE education program in their sophomore, junior or senior years.

³ 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/Pacific Islanders (also referred to as Asians/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 2008 *U.S. Census Estimates of those 15-19 years old*, 75 percent are whites; 4 percent are African Americans; 2 percent are Native Americans; 6 percent are Asians/Pacific Islanders; and 12 percent are Hispanics.



Source: Office of the Superintendent of Public Instruction.

Many of the CTE completers continued their education at a community or technical college or public four-year university. In the third quarter after completing their program, 46 percent were enrolled in postsecondary education.⁴

State Core Measures: Tracking Secondary CTE 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.

Workforce Training Results seeks answers to core questions:

- Did participants get the skills they needed?
- Did they get a job or continue their education and training?
- Were employers satisfied with the preparation workers received?⁵
- Has the program made a difference in the participant's success?
- Did participants and the public receive a return on their investment?

⁴ Matches are made against enrollments at Washington's community and technical colleges, public four-year institutions, and private career schools. However, in-state private four-year colleges and universities and out-of-state postsecondary enrollments are not included in the match. Therefore, the percentage enrolled in higher education is understated.

⁵ Workforce Training Results usually includes a survey that measures the satisfaction of workforce participants, in addition to employers. The survey was not conducted this time because of budget constraints.

Data comes from state wage files, Employer Survey

The 2010 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2008-2009. Data used in the Net Impact Study also reached back to 2006-2007 employment records, to help assess trends over a slightly longer time frame. Employer satisfaction was assessed through the Workforce Board's 2010 Employer Survey from 282 firms that hired employees who recently completed a Secondary CTE program.

Net Impact Study adds more insight into program performance

This year's 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 16 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2010 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 Get the Skills They Needed?

This study is limited to students who completed a sequence of CTE courses. While completing a secondary CTE sequence, in itself, provides students with significant skills for the labor market, more importantly, it provides a pathway to postsecondary education and training where students can learn additional skills. Most good paying jobs require some form of postsecondary education or training.

During the most recent reporting year, 46 percent of CTE completers continued on with their postsecondary education--an increase of 6 percentage points compared to those from the class of 2005-2006.

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

As was noted in the previous section, the primary focus of Secondary CTE is to prepare students for employment, postsecondary education or apprenticeship. For some students, employment is the next step after high school. 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.⁶ Record matches found 50 percent of 2007-2008 CTE completers had reported employment and 73 percent had either employment or were enrolled in higher education during the third quarter after leaving.

Among those not enrolled in higher education, the median hourly wages were \$9.94 and the median annualized earnings were \$11,209. Though these wages and earnings seem low, it is important to remember these are young, entry-level workers fresh from high school.

Compared to all 2007-2008 CTE completers, those who were not in postsecondary education were more likely to work full time, had a higher median wage, and, consequently, higher median annualized earnings. The chart below shows employment and earnings results for CTE completers.

2007-2008 Program Year Performance for Secondary CTE

Performance Measure	Results
Postsecondary Education and/or Employment	73%
Employment Rate*	51%
Enrolled in Higher Education	46%
Percentage Employed Full Time**	29%
Median Annualized Earnings	\$8,712
Median Hourly Wage***	\$9.94
Hours Worked Quarterly (Median)	239 hours

**These figures apply to those with employment reported to Employment Security Department six to nine months after leaving program. 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 2009 dollars, and do not include participants enrolled in postsecondary education.*

⁶ These files contain quarterly earnings and hours-worked information on those individuals with employment reported for unemployment insurance (UI) 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).

To put earnings in context, the median number of dependents Secondary CTE completers were able to support at the poverty level after leaving the program in 2007-2008 was one person.⁷ At the 200 percent of poverty level, this was less than half what was needed to support one person.⁸

Self Sufficiency Level for Secondary CTE* – Previous Years

Performance Measure	1999-2000	2001-2002	2003-2004	2005-2006	2007-2008
Household size-poverty level	1.6	1.5	1.3	1.6	1.0
Household size-poverty level at 200 percent	0.6	0.6	0.5	0.6	0.5

**For those not enrolled in higher education.*

The following table shows employment and earnings information over the course of five study periods.

Program Performance for Secondary CTE – Previous Years

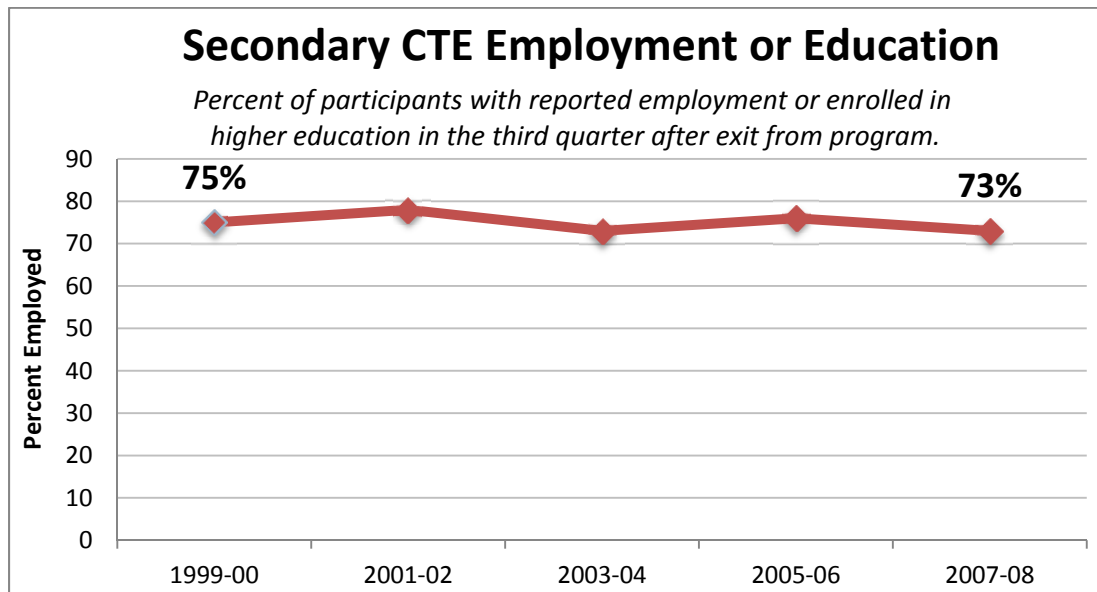
Performance Measure	1999-2000	2001-2002	2003-2004	2005-2006	2007-2008
Postsecondary Education and/or Employment	75%	78%	73%	76%	73%
Employment Rate*	58%	58%	55%	58%	50%
Enrolled in Higher Education	44%	45%	39%	40%	46%
Percentage Employed Full Time**	29%	28%	26%	31%	21%
Median Annualized Earnings	\$12,196	\$11,931	\$11,109	\$12,241	\$10,080
Median Hourly Wage***	\$9.84	\$9.51	\$9.52	\$9.70	\$9.94
Hours Worked Quarterly (Median)	332	320	296	341	280

** These figures apply to those with employment reported to state employment agencies six to nine months after leaving the program. 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 2009 dollars in order to control for inflation. Reflect results of those not enrolled in higher education.*

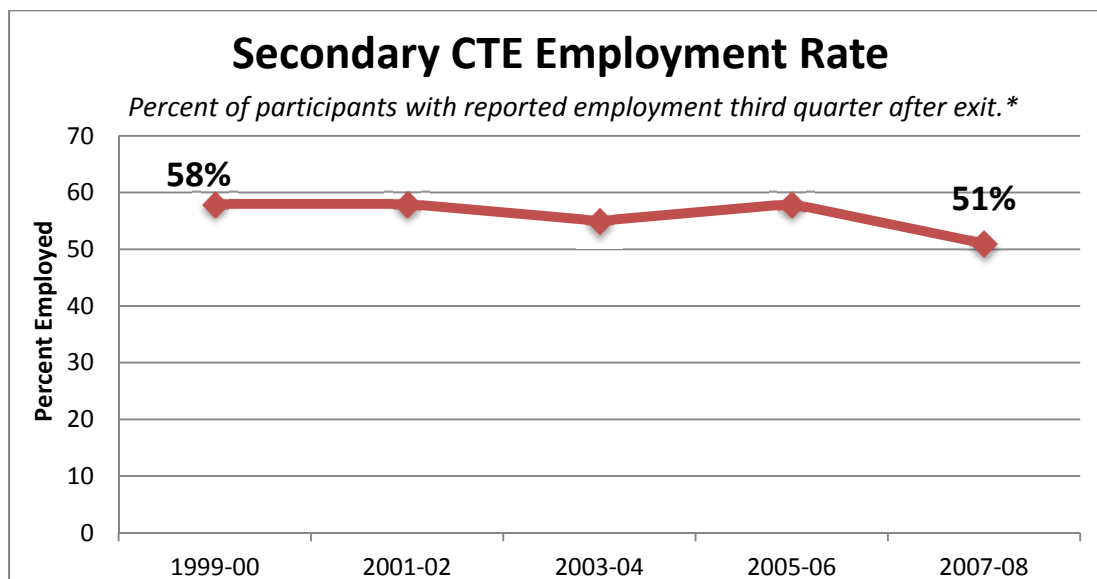
⁷ This reflects CTE completers who are not in school and working.

⁸ In 2009, the poverty level for one person was \$10,830 per year. The 200-percent-poverty level that year was \$21,660 for one person.

Since 1999, CTE completers have largely fared about the same in both employment and earnings, although employment and annualized earnings dropped in 2007-2008, which may reflect the beginning of the recession. Young people, who suffer unemployment rates higher than the general population, have been especially hard hit by the recent recession.⁹

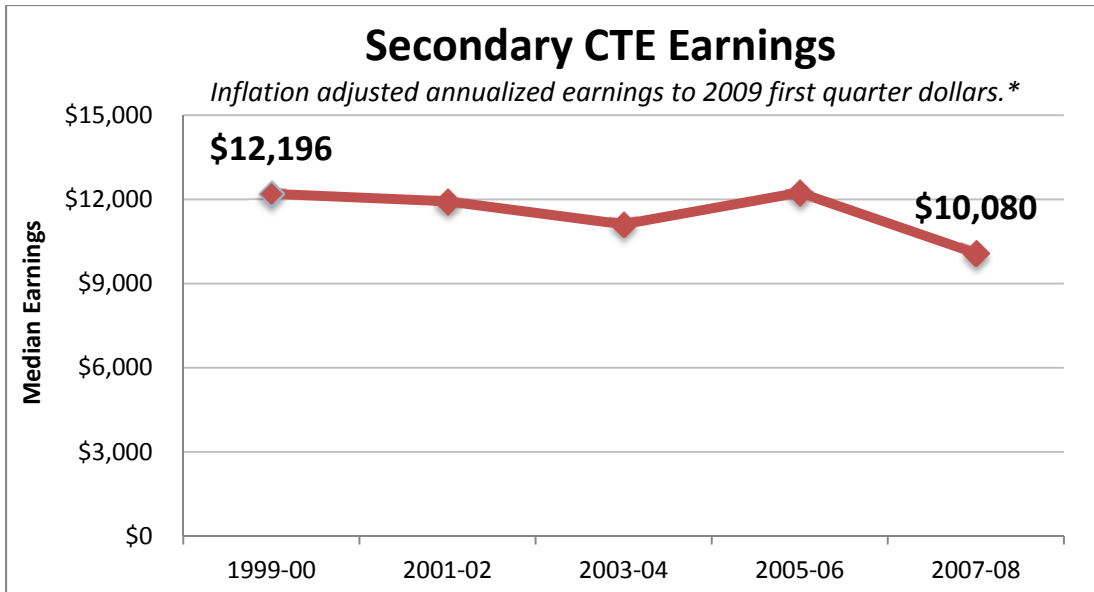


Source: Workforce Training Results 1997-2008.



Source: Workforce Training Results 1997-2008. *Does not include those enrolled in higher education.

⁹ See "Wanted: Work Experience for Young Adults," a 2010 report to the Washington Legislature from the Workforce Training and Education Coordinating Board.



Source: Workforce Training Results 1997-2008. *Does not include those enrolled in higher education.

Employment of CTE completers continued to be heavily concentrated in services industries and retail trade. A significant percentage of CTE completers were employed in accommodation and food services industries, particularly in limited and full-service restaurants and snack and nonalcoholic beverage bars.

Secondary CTE Employment by Industry	
Industry Group	Employment
Services (see breakout below)	46.1%
Retail Trade (see breakout below)	31.4%
Manufacturing	6.0%
Construction	4.4%
Wholesale Trade	2.8%
Financial Services	2.8%
Transportation and Warehousing and Utilities	2.1%
Natural Resources and Mining	1.8%
Information	1.5%
Public Administration	1.2%

Services	46.1%
Professional, Scientific, and Technical Services	2.0%
Management of Companies and Enterprises	0.4%
Administrative and Support and Waste Management and Remediation Services	5.1%
Education Services	1.6%
Health Care and Social Assistance	8.2%
Arts, Entertainment, and Recreation	3.9%
Accommodation and Food Services	21.1%
Other Services (except Public Administration)	3.9%

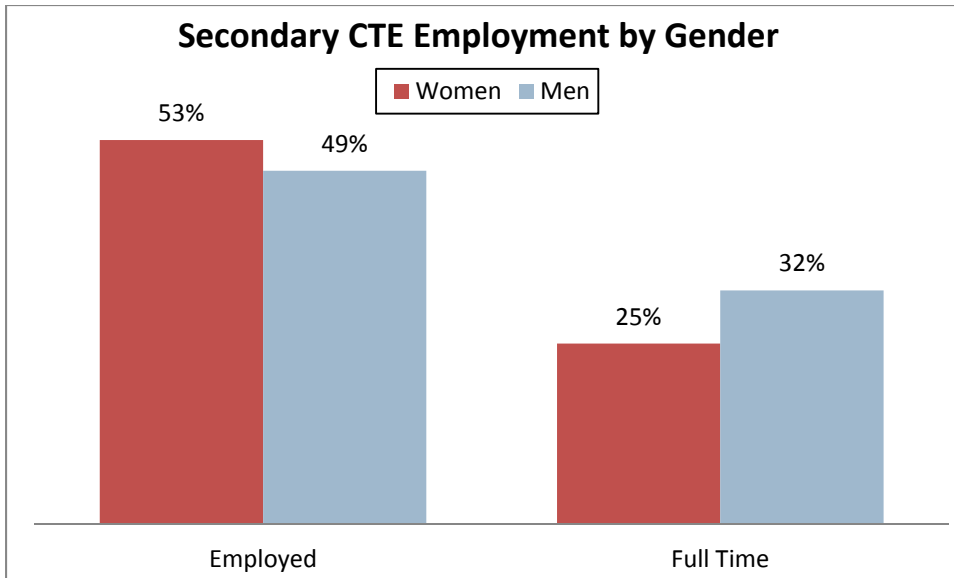
Retail Trade	31.4%
Motor Vehicle and Parts Dealers	2.9%
Food & Beverage	5.3%
Clothing and Clothing Accessories Stores	4.8%
General Merchandise Stores	8.9%
All Other Retail Trade	9.5%

Note: Industry groups based on North American Classification System codes.

Source: Matches with Employment Security Department data third quarter after exiting program. Reflects results of those not enrolled in higher education.

Wages and Employment Results Vary by Population

Wages and employment results can vary by gender, race and ethnicity, and disability. The following chart shows the percentage of male and female Secondary CTE completers who were reported to be employed and not enrolled in higher education. Also broken out is what percentage of those working held full-time jobs.



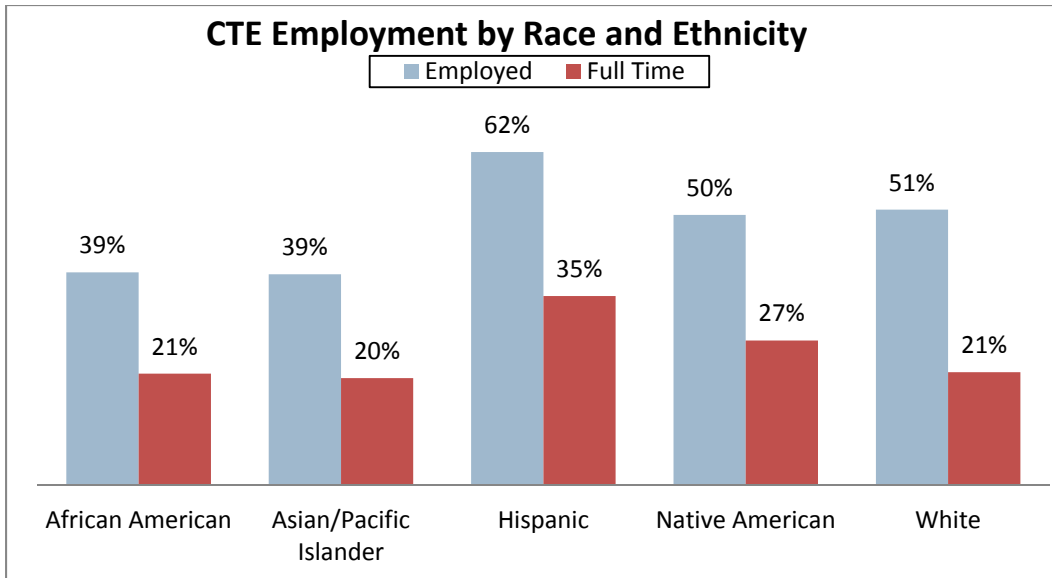
Source: Matches with Employment Security Department data.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Employment between females and males took a turn from 2005-06 where there were slightly more males employed than females. In 2007-08, there are slightly more females employed than males, however in both reporting years there were more males employed full-time than females. The disparity in earnings outcomes between females and males narrowed from women earning 78 percent of what males earned in 2005-2006 to 90 percent in 2007-2008.

Race/Ethnicity Plays Role

Most racial and ethnic minorities were less likely to be employed than white CTE completers. However, Hispanic CTE completers had a higher employment rate than whites and more were employed full-time. Whites' hourly wages were generally higher than those of minorities. However, Hispanics recorded higher annualized earnings.

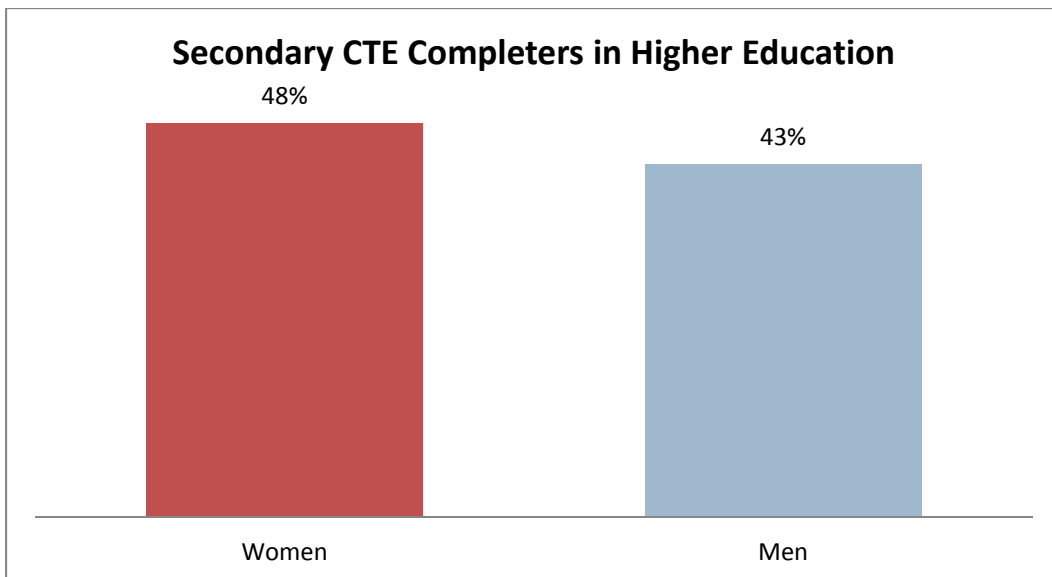


Source: Matches with Employment Security Department data.

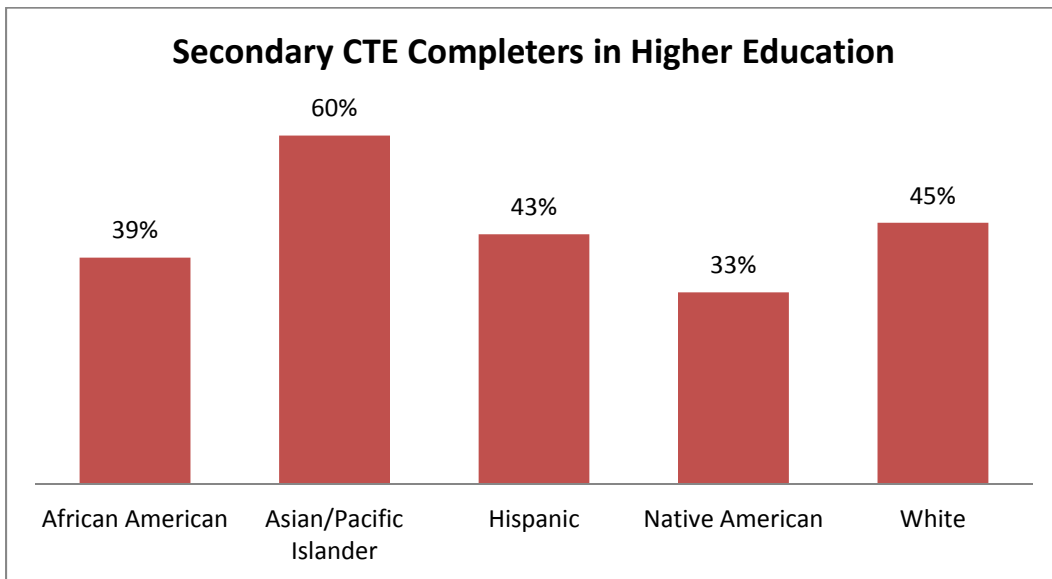
Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

CTE completers also progressed to postsecondary education at different rates, depending on ethnicity and gender (see following charts).

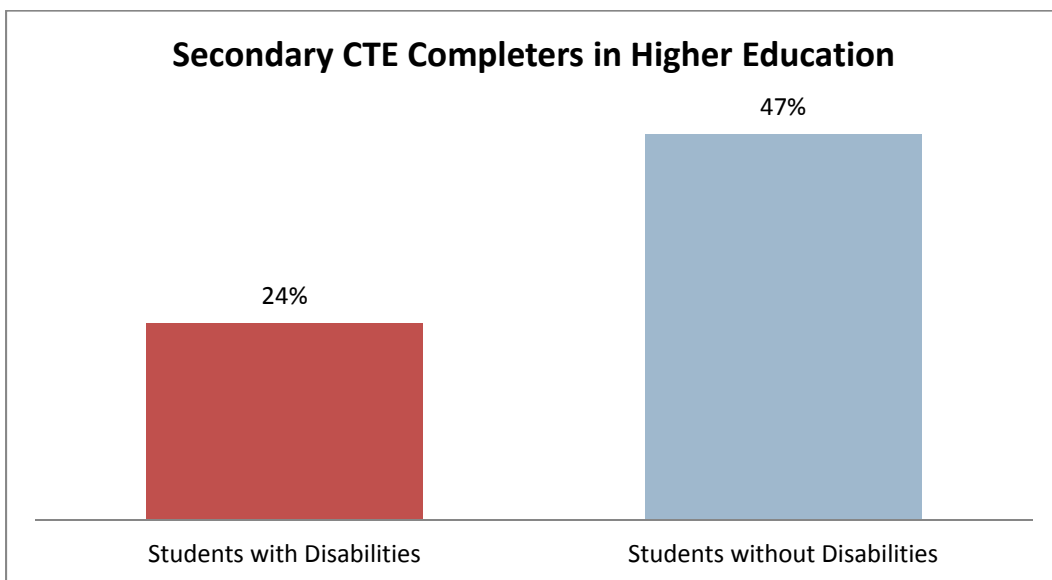
Of the 2007-2008 CTE completers, the following percentages of each group were enrolled in higher education: Of females, 48 percent; of males, 43 percent; of students with disabilities, 24 percent; of students without disabilities, 47 percent; of whites, 45 percent; of African Americans, 39 percent; of Asians/Pacific Islanders, 60 percent; of Hispanics, 43 percent; and of Native Americans, 33 percent.



Source: Matches with State Board for Community and Technical Colleges' postsecondary data.

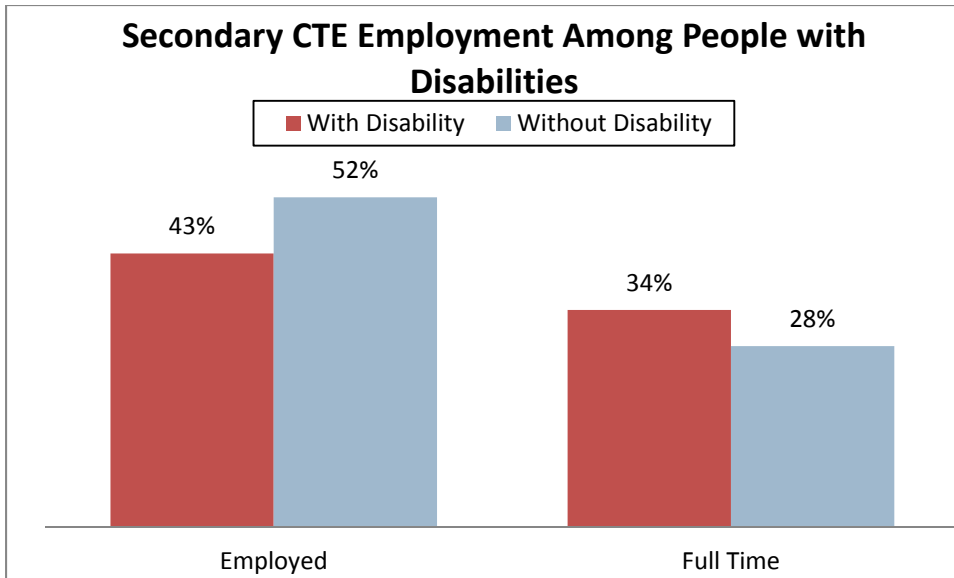


Source: Matches with State Board for Community and Technical Colleges' postsecondary data.



Source: Matches with State Board for Community and Technical Colleges' postsecondary data.

There were fewer students with disabilities working, in the third quarter after exiting a CTE program, than those without a disability. However, more students with a disability were working full-time, and they earned more than students without disabilities.



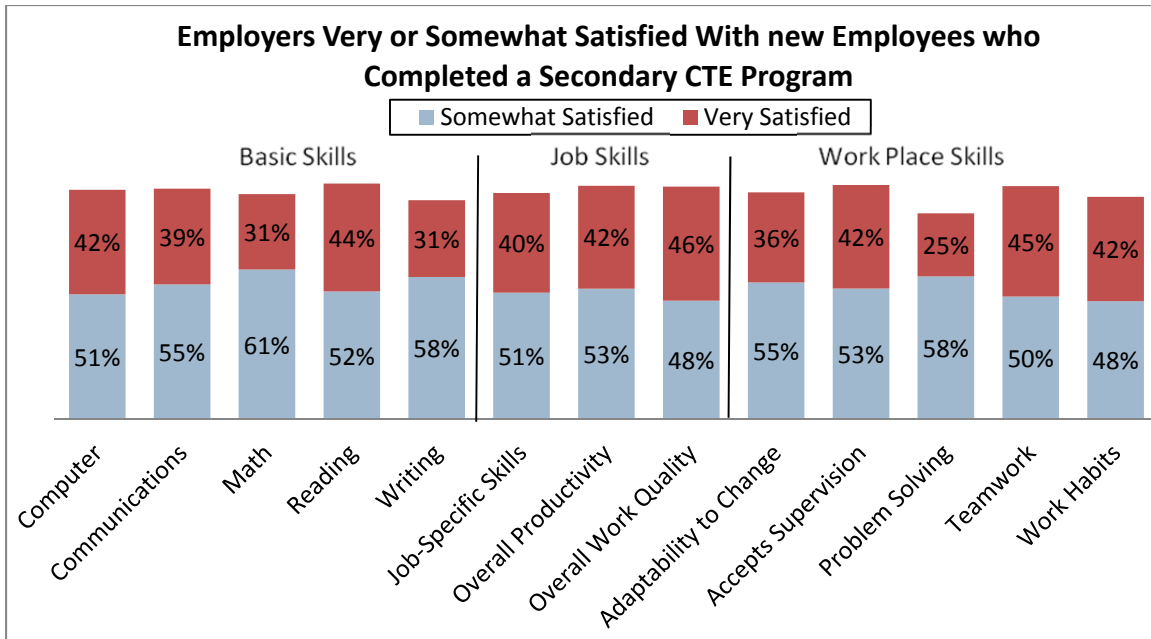
Source: Matches with Employment Security Department data.

Were Employers Satisfied with the Preparation Workers Received?

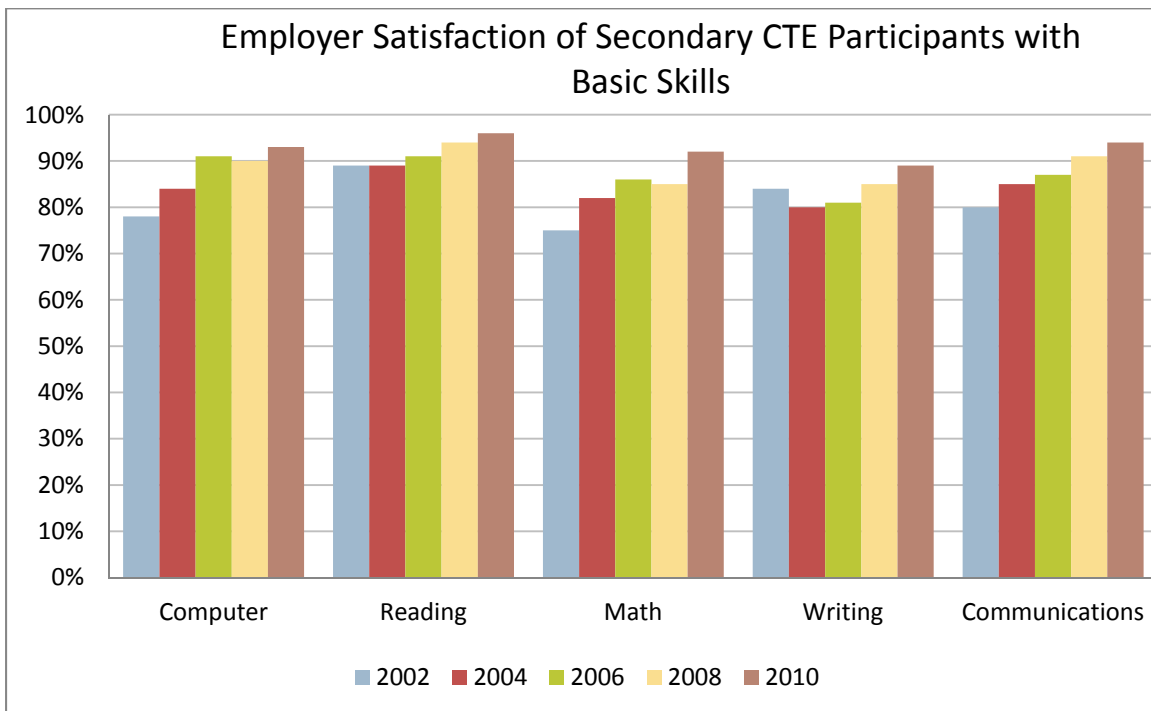
The Workforce Board's Employer Survey, administered in 2010, asked firms to evaluate new employees who recently completed a high school CTE program. The overall satisfaction of employers increased in 2007-2008 from the previous survey in 11 of 13 skill areas, and remained the same in the other two skill areas.

Over the past 10 years, employers' overall satisfaction with skills has varied depending on the type of skill. However, in most cases there has been an upward trend. Figures show the overall satisfaction of employers with work related skills and basic skills of new employees who recently completed a secondary CTE sequence.

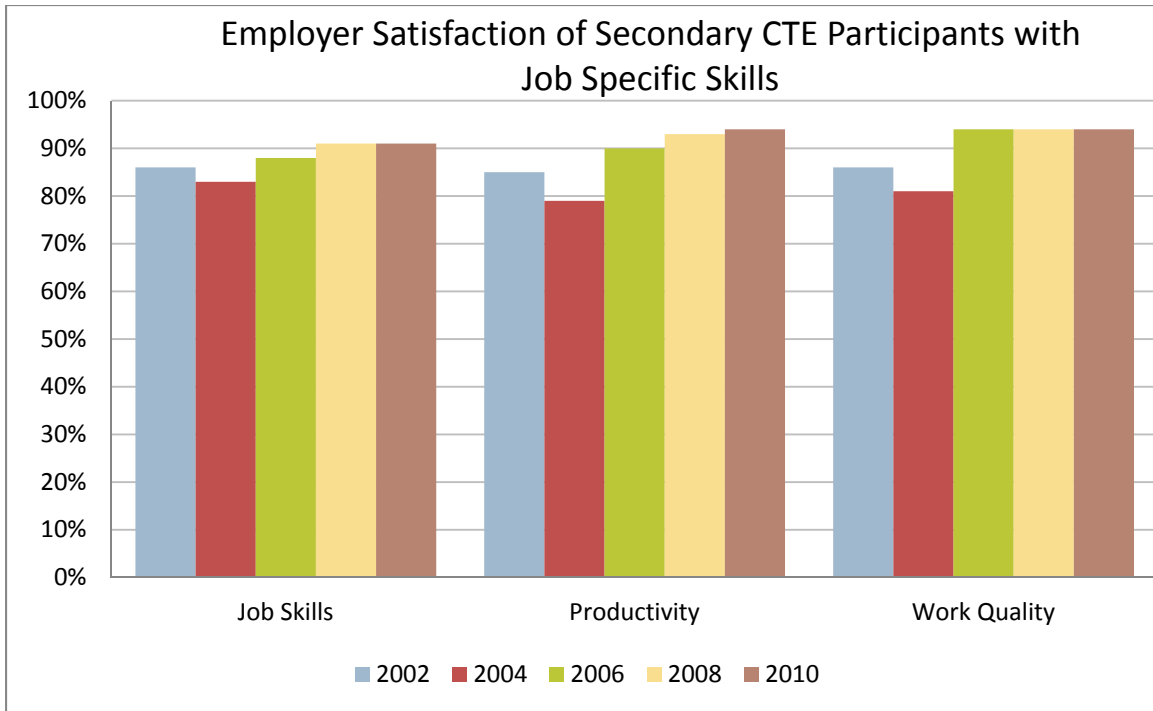
Employer satisfaction was broken down into three categories: Basic Skills, Job Skills and Work Place Skills. Basic skills refer to reading, writing, math, communication and computer skills. Job skills refer to skills specific to the job as well as overall work quality and productivity. Work place skills refer to the skills necessary to get along in the workplace such as ability to accept supervision, teamwork, ability to adapt to changing situations, problem solving and overall work habits.



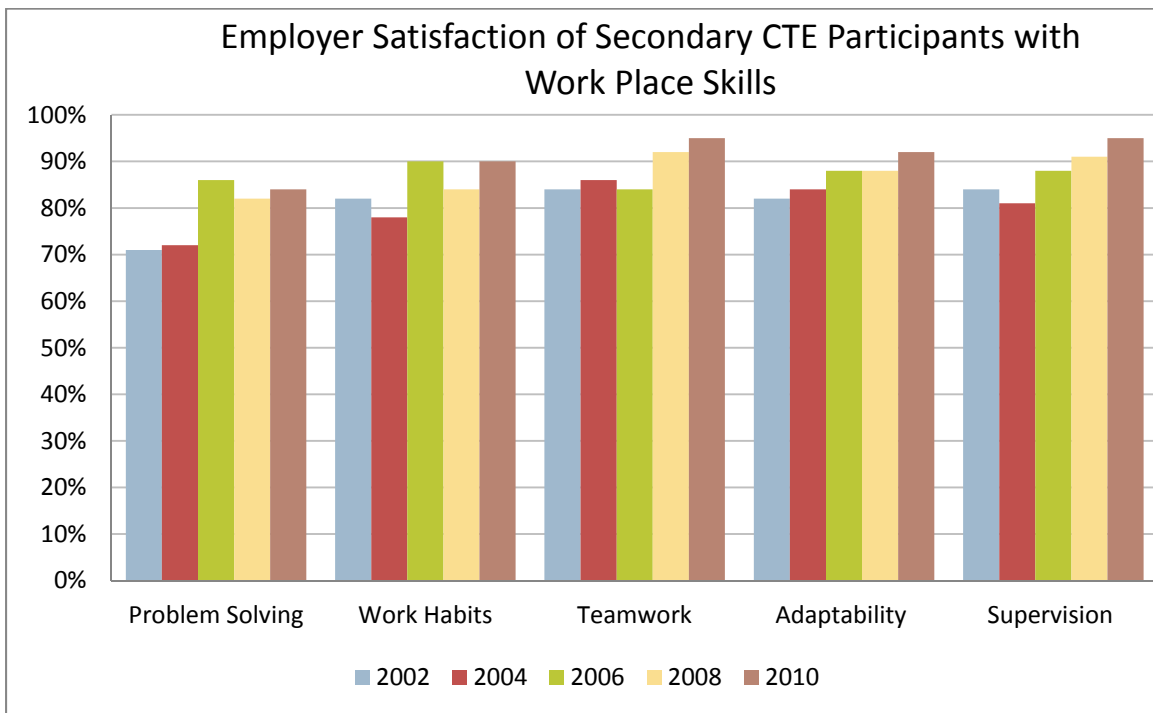
For basic skills, employers were most satisfied with reading, with computer skills coming in second. Overall productivity showed the highest level of satisfaction in job skills, though overall work quality was also rated highly. With workplace skills, employers were most satisfied with teamwork, with job-specific skills also rated highly. The areas most in need of improvement are problem-solving skills, math, and writing.



Source: Workforce Board's Biennial Employer Surveys 2002-2010.



Source: Workforce Board's Biennial Employer Surveys 2002-2010.



Source: Workforce Board's Biennial Employer Surveys 2002-2010.

Net Impact -Did the Program Make a Difference in Participant Success

Every four years the Workforce Training and Education Coordinating 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 net impact and the return on investment (next section) analyses were conducted by the W.E. Upjohn Institute for Employment Research (Upjohn), a national leader in evaluating training programs. To do the analyses, Upjohn studied program participants to see what results they achieved and compared these results with a control group. Individuals who completed a Secondary CTE 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 analyses examined the experience of participants who left programs during the 2005-2006 and 2007-2008 program years.

Short-term net impacts: Individuals who exited in Program Year 2007-2008

Longer-term net impacts: Individuals who exited in Program Year 2005-2006

Impact on Employment and Earnings: Participants vs. Control Group

Secondary CTE	Short-term	Long-term
Net Employment Impact	6 percentage points	8.4 percentage points
Net Hourly Wage Impact	No significant positive impact	No significant positive impact
Net Hours Employed per Quarter Impact	19.2	32.2
Net Annualized Earnings Impact	\$692	\$1,977

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

Dollars listed are the average annual earnings difference between WIA participants who got jobs and those in the control group who were employed. Earnings and wages are in 2009 Q1 dollars.

As can be seen above, Secondary CTE participants experienced positive net impacts in employment, hours worked, and net annualized earnings, particularly over the long-term, when compared with the control group. Net hourly wages weren't boosted significantly by the program, however.

Workforce Investment Act Title I-B Adult Program

Program Details

All customers age 18 and older who walk into a WorkSource Center are eligible for core services through the federal Workforce Investment Act (WIA) Title I-B Adult program—from skill assessments to job search and placement assistance.

These core services include:

- Skill assessment.
- Labor market information.
- Consumer reports on training programs.
- Information on job openings.

Core services tend to be self-service and don't require participants to meet certain eligibility requirements. Instead, they are part of the main menu of offerings at Washington's WorkSource Centers, helping a wide variety of job-seekers find their way back into employment.

For some, particularly those *unable* to land a job through the above core services, the WIA Adult program provides intensive services. These services include:

- More intensive assessments.
- Individual counseling.
- Career planning.
- Short-term pre-vocational services.

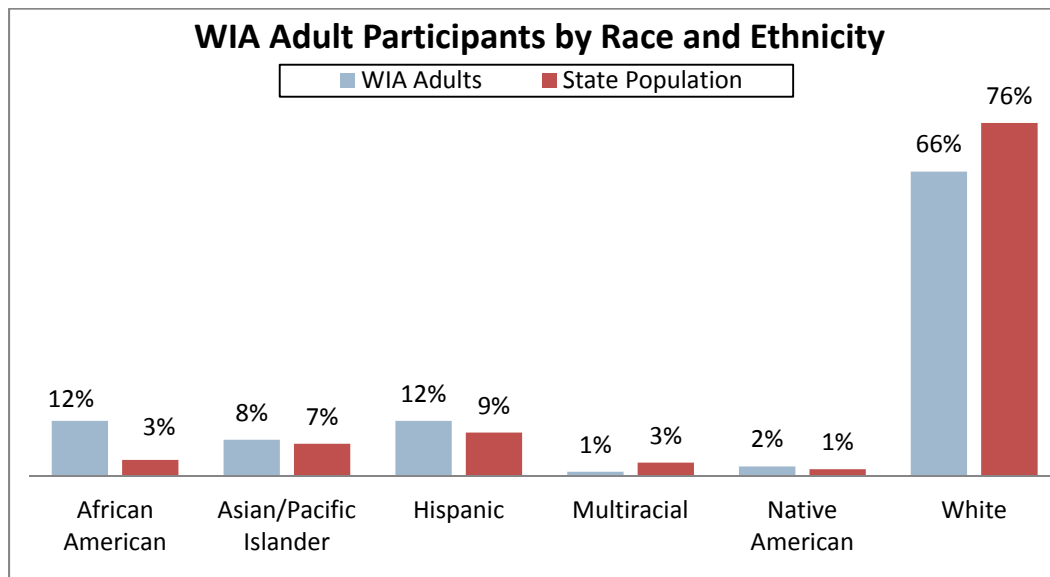
Nearly half of the program participants (around 45 percent during 2007-2008) also participated in job training where training costs are supported by the WIA Adult Program.

Participant Profile

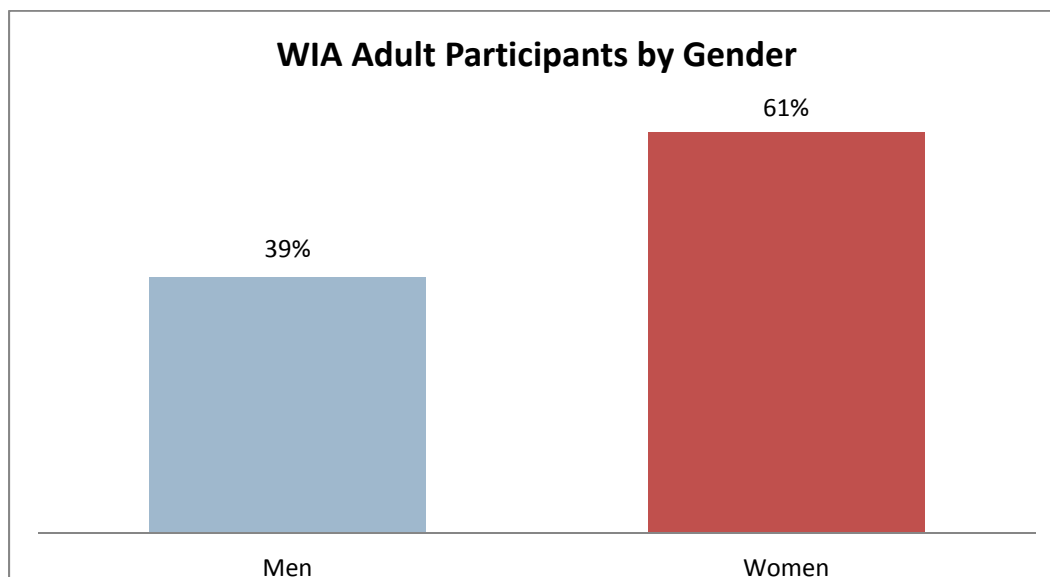
For this report, researchers studied the results of 2,864 participants who left the WIA Adult program in PY 2007-2008. These participants in the WIA Adult program were more likely to be a member of a racial or ethnic minority group, female and have less education than the general population in Washington.

Every two years, 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.

Among those leaving the program during 2007-2008, 34 percent were of a racial/ethnic minority.¹ Some 61 percent were women.



Source: WIA Standardized Record Data (WIASRD) and Office of Financial Management 2008 State Population Survey.



Source: WIASRD and Office of Financial Management 2008 State Population Survey.

¹ 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/Pacific Islanders (also referred to as Asians/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 2006 *U.S. Census Estimates*, 77 percent are whites; 3 percent are African Americans; 1 percent are Native Americans; 7 percent are Asians/Pacific Islanders; 3 percent are multiracial; and 9 percent are Hispanics.

When they enrolled, 13 percent of the studied participants had neither a high school diploma nor a GED, 30 percent had a high school diploma as their highest credential, 17 percent had a GED, and 40 percent had previously attended college.² Thirteen percent had limited English proficiency and 39 percent received public assistance while enrolled in the program.³

The median age of participants when leaving the program was 38; one quarter were over 48 years of age.

State Core Measures: Tracking WIA Adult 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.

Workforce Training Results seeks answers to five core questions:

- Did participants get the skills they needed?
- Did they get a job and how much were they paid?
- Were employers satisfied with the preparation workers received?⁴
- 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, Employer Survey

The 2010 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2008-2009. Data used in the Net Impact Study also reached back to 2006-2007 employment records, to help assess trends over a slightly longer time frame. Employer satisfaction was assessed through the Workforce Board's 2010 Employer Survey from 164 firms that hired employees who recently completed a WIA program.⁵

² According the 2006 *Washington State Population Survey*, of those aged 16-74, 11 percent have less than the equivalent of a high school diploma, and 62 percent have attended college.

³ Public assistance recipients includes 29 percent who received cash assistance from state or local General Assistance, Refugee Cash Assistance, or Supplemental Security Income; 11 percent who received Temporary Aid for Needy Families (TANF) assistance; and 8 percent who received both types of assistance.

⁴ Workforce Training Results usually includes a survey that measures the satisfaction of workforce participants, in addition to employers. The survey was not conducted this time because of budget constraints.

⁵ The Employer Survey includes employers who hired a participant who completed at least one of the three WIA programs: Adult, Dislocated Worker, or Youth.

Net Impact Study Adds More Insight into Program Performance

This year's 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.

Did Participants Get the Skills they needed?

The study follows the progress of all WIA Adult participants who left the program during the 2007-2008 program year. The median amount of time spent in the WIA Adult program by this cohort was seven months.⁶

An estimated 45 percent of these WIA Adult participants received training as part of their program. This means that 1,295 of those who left the WIA program during the 2007-2008 program year received one or more types of training:

- Occupational skills training.
- Programs that combine workplace training with related instruction.
- Training programs operated by the private sector.
- Skill upgrading and retraining.
- Entrepreneurial training.
- Job readiness training.
- Customized training.
- On-the-Job Training.⁷

Turn to page 14 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2010 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.

⁶ Participants spent a slightly shorter amount of time in the WIA Adult program during 2007-2008 reporting years, than those leaving in 2005-2006.

⁷ Some 7 percent of participants received On-the-Job training. This refers to training provided by an employer to a paid participant engaged in productive work that (a) provides knowledge or skills essential to the performance of the job; (b) provides reimbursement to the employer or up to 50 percent of the wage of the participant; and (c) is limited to the period of time required for a participant to become proficient in the occupation.

As a measure for whether participants got the skills they needed, this study tracks the credentials and degrees earned by participants. Among those leaving the WIA Adult program during 2007-2008:

- 4 percent received an associate's degree.
- 8 percent received an occupational skills license.
- 16 percent received an occupational skills certificate/credential.
- 5 percent received another type of credential.

Taken together, 34 percent of all participants, or 75 percent of those participants who received training, earned a credential.⁸ Most participants who received training through the WIA Adult program attended a state community or technical college to advance their education and skill levels.

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.⁹ The study looks at employment and earnings three calendar quarters after the participant left the WIA program. The chart below shows the 2008-2009 employment and earnings of participants who left the program during the 2007-2008 program year. Sixty-six percent of WIA Adult participants were employed. Of those who were working, 59 percent were employed full time. The median hourly wage of those working was \$12.59, more than \$4 per hour higher than Washington's minimum wage of \$8.55 an hour in 2009.

2007-2008 Program Year Performance for WIA Adult

Performance Measure	Results
Employment Rate*	66%
Percentage Employed Full Time**	59%
Median Annualized Earnings	\$21,284
Median Hourly Wage***	\$12.59
Hours Worked Quarterly (Median)	439 hours

These figures apply to those with employment reported to Employment Security Department six to nine months after leaving program. 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 2009 dollars.*

⁸ Previous evaluations included a broader definition of "other credentials."

⁹ 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).

To put earnings in context, the median number of dependents WIA Adult participants were able to support at the poverty level after leaving the program in 2007-2008 was 3.8 people. At the 200 percent of poverty level, this supported one person.¹⁰

Self Sufficiency Level for WIA Adult – Previous Years

Performance Measure	2001-2002	2003-2004	2005-2006	2007-2008
Household size-poverty level	3.3	3.5	3.8	3.8
Household size-poverty level at 200 percent	.9	.9	1	1

The following table shows employment and earnings information over the course of five study periods.

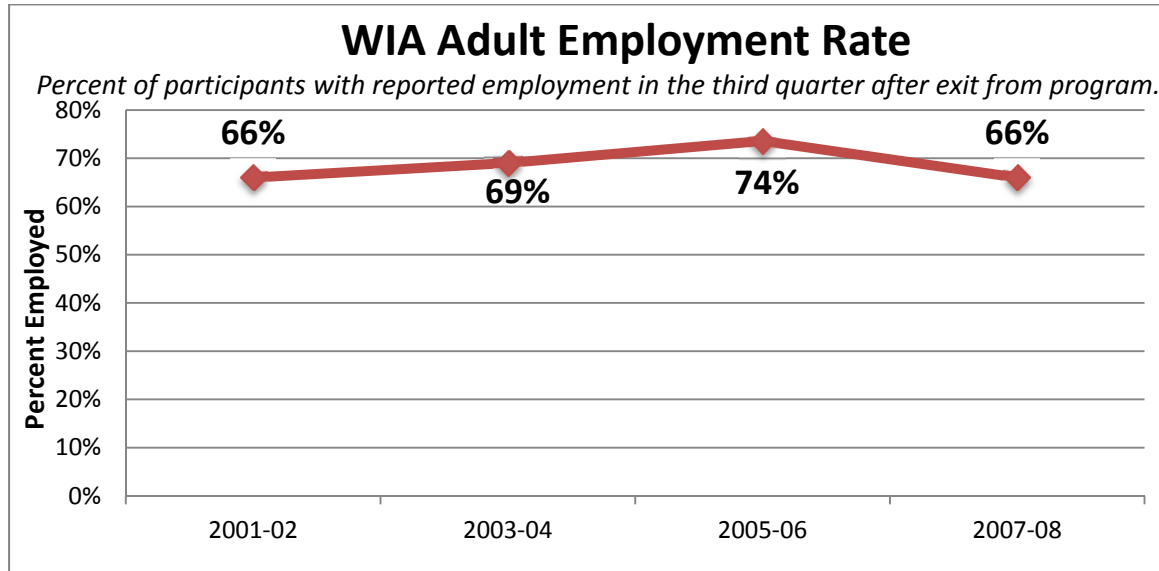
Program Performance for WIA Adults – Previous Years

Performance Measure	2001-2002	2003-2004	2005-2006	2007-2008
Employment Rate*	66%	69%	74%	66%
Percentage Employed Full Time**	57%	58%	62%	59%
Median Annualized Earnings	\$19,517	\$20,316	\$21,194	\$21,284
Median Hourly Wage***	\$11.93	\$12.10	\$12.42	\$12.59
Median Hours Worked Quarterly	430	440	452	439

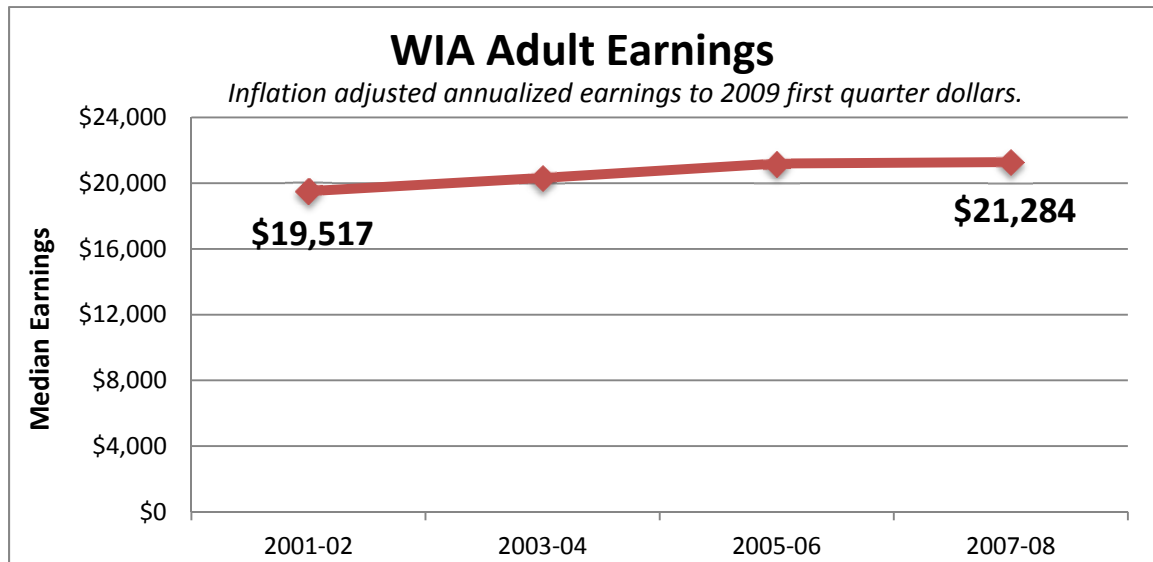
** These figures apply to those with employment reported to state employment agencies six to nine months after leaving the program. Rate does not include self-employment, employment outside the Northwest or military service and thus understates total employment by approximately 10 percent. **Full-time employment averages 30 or more hours per week. ***Earnings/wages expressed in first quarter 2009 dollars in order to control for inflation.*

¹⁰ In 2009, the poverty level for one person was \$10,830 per year. The 200-percent-poverty level that year was \$21,660 for one person.

Since 1998, participant cohorts have had increasingly higher levels of earnings. Employment rates, however, have been mixed, declining with the 2007-08 cohort after several years of improvement, likely due to the 2008 recession.



Source: Workforce Training Results 2001-2008.



Source: Workforce Training Results 2001-2008.

The majority of WIA Adult program participants who were reported to be employed, held jobs in three main areas:

- Services.
- Retail trade.
- Manufacturing industries.

Employment in retail trade and services was up from the previous study, but declined in manufacturing and construction.

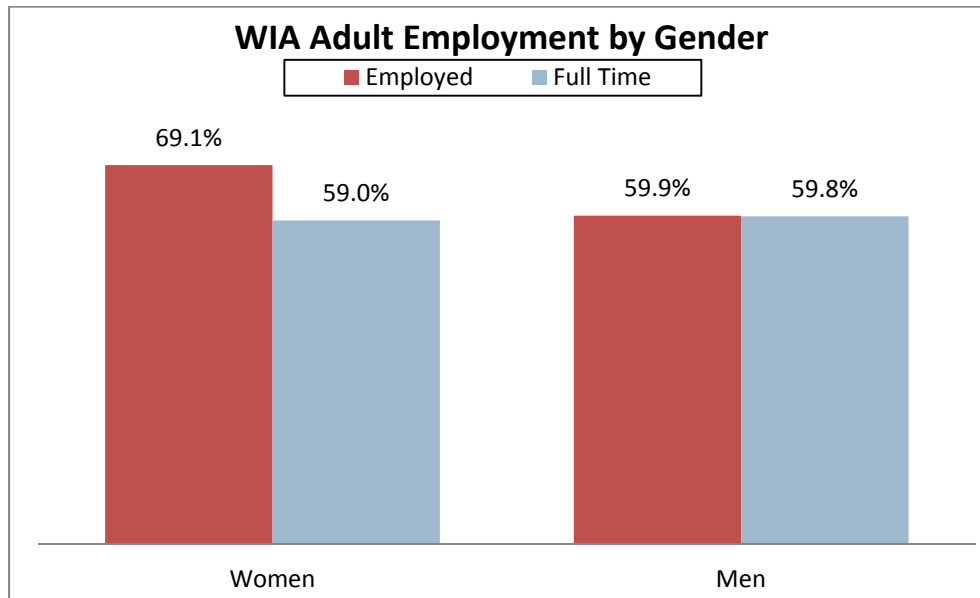
WIA Adult Employment by Industry	
Industry Group	% Employment
Services (See breakout below)	58.8%
Retail Trade	10.6%
Manufacturing	9.5%
Construction	4.6%
Transportation and Warehousing and Utilities	4.5%
Wholesale Trade	3.3%
Financial Activities	3.0%
Natural Resources and Mining	1.0%
Public Administration	4.0%
Information	0.7%
Total	100.0%
Breakout of the Services Industry	
	% Employment
Health Care	22.7%
Administrative and Support and Waste Management and Remediation Services	11.2%
Accommodation and Food Services	6.8%
Social Assistance	6.2%
All Other Services	4.9%
Education Services	3.4%
Professional, Scientific, and Technical Services	2.0%
Arts, Entertainment, and Recreation	1.5%
Subtotal from Services Industry	58.8%

Note: Industry groups based on North American Industry Classification System codes.

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

Wages and Employment Results Vary by Population

Wage and employment results can vary by gender, race and ethnicity, and disability. The following chart shows the percentage of men and women WIA Adult participants who were reported to be employed. Also broken out is what percentage of those working held a full-time job.



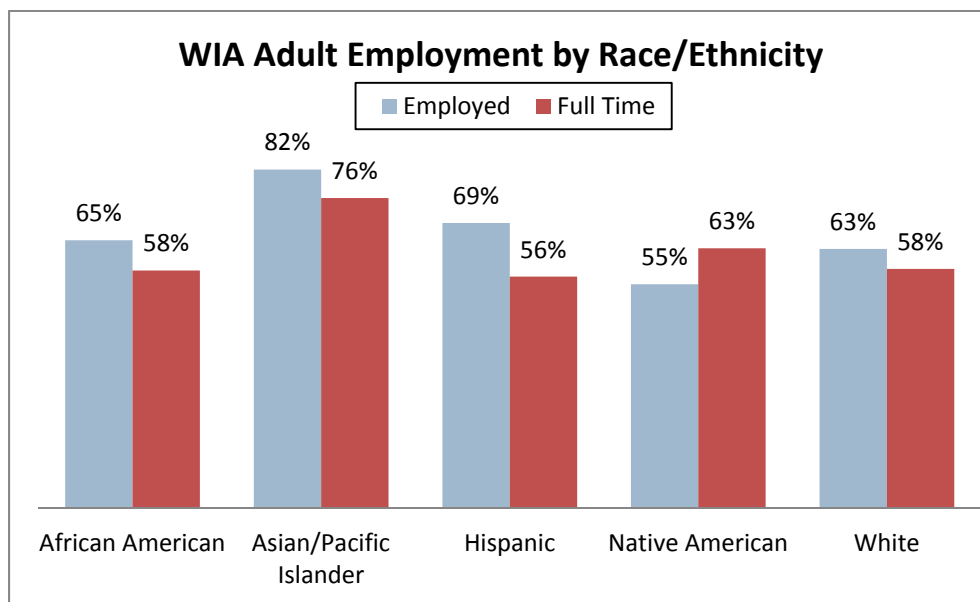
Source: Matches with Employment Security Department data and WIASRD.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

During the third quarter after leaving the program, women participants were 15 percent more likely to be employed than men. Men and women were employed full time at about the same rate. Among those employed, the hourly wage rate for women was 93 percent of men down from 99 percent in 2005-2006. The median annual earnings of females was 95 percent of men--an improvement from the 86 percent reported in 2005-2006.

Race/Ethnicity Plays Role

Participants from racial and ethnic minority backgrounds were more likely to be employed than white participants. The one exception was Native Americans, who were employed at 86 percent of whites. However, they were working full-time at a 9 percent higher rate than whites. Asians/Pacific Islanders were working full time at a 30 percent higher rate than whites, whereas Hispanics and African Americans were working full time at about the same rate as whites. The median hourly wage for African Americans was 95 percent of what whites were paid, and the median hourly wage for Hispanics was 90 percent that of whites. Native Americans' wages were 79 percent of whites, while Asian/Pacific Islanders wages were 90 percent. The annualized earnings for Asians/Pacific Islanders and Native Americans were higher than for whites. African Americans and Hispanics earned close to the same annually as whites.



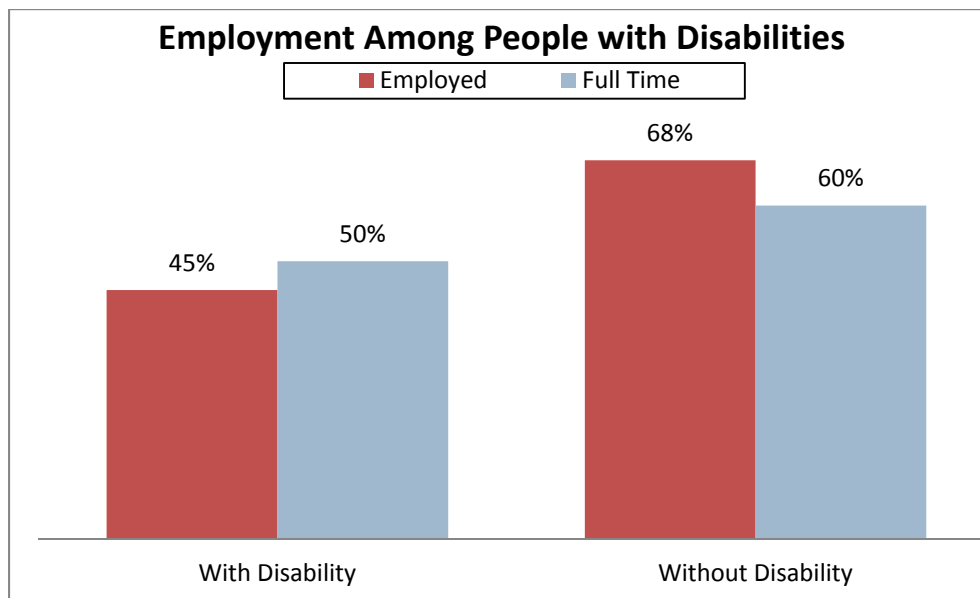
Source: Matches with Employment Security Department data and WIASRD.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Disability Impacts Employment, Earnings

Administrative records suggest 11 percent of the WIA adults included in this study reported having a disability.¹¹ These participants were less likely to have employment reported to a state's employment agency (45 percent vs. 68 percent for those without a disability).

Also, only half of the employed people who were disabled were employed in full-time jobs versus 60 percent among those without a disability. The median wage of participants who had a disability was 86 percent of those without a disability and their median annual earnings were 81 percent of those without a disability.



Source: Matches with Employment Security Department data and WIASRD.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

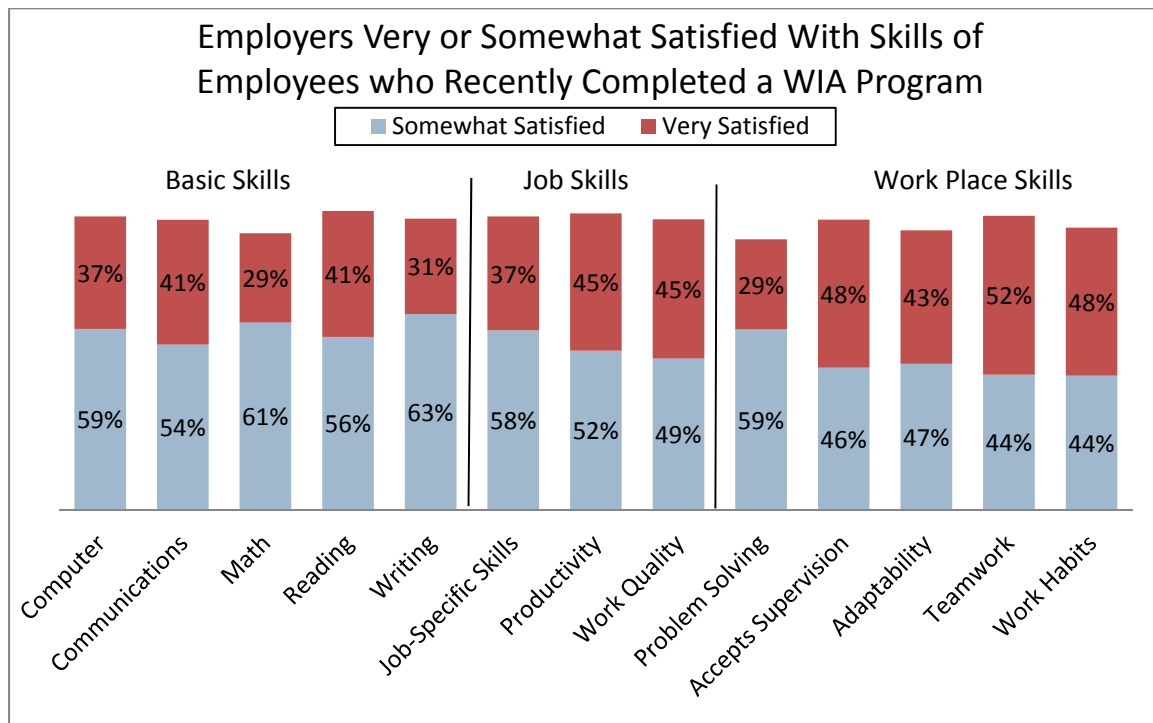
Were Employers Satisfied with the Preparation Workers Received?

The Workforce Board's Employer Survey, administered during 2010, asked firms to evaluate new employees who had recently completed a WIA program.¹² All three WIA Title I programs (Adult, Dislocated Worker, and Youth) were grouped together because there are relatively few participants in each category and employers would find it difficult to distinguish one from another. This section presents findings on employer satisfaction with new employees who completed *any type* of WIA program.

¹¹ In accordance with the Americans with Disabilities Act of 1990 a disability is defined as "a physical or mental impairment that substantially limits one or more of the person's major life activities."

¹² Every two years the Workforce Board conducts a statewide employer survey to get feedback on the state's workforce system. It's the only comprehensive statewide survey of its kind and shines a light on common workforce issues across a wide range of industries.

Employer satisfaction was broken down into three categories: Basic Skills, Job Skills and Work Place Skills. Basic skills refer to reading, writing, math, communication and computer skills. Job skills refer to skills specific to the job as well as overall work quality and productivity. Work place skills refer to the skills necessary to get along in the workplace such as ability to accept supervision, teamwork, ability to adapt to changing situations, problem solving and overall work habits.



Source: Workforce Board Employer Survey conducted in 2010.

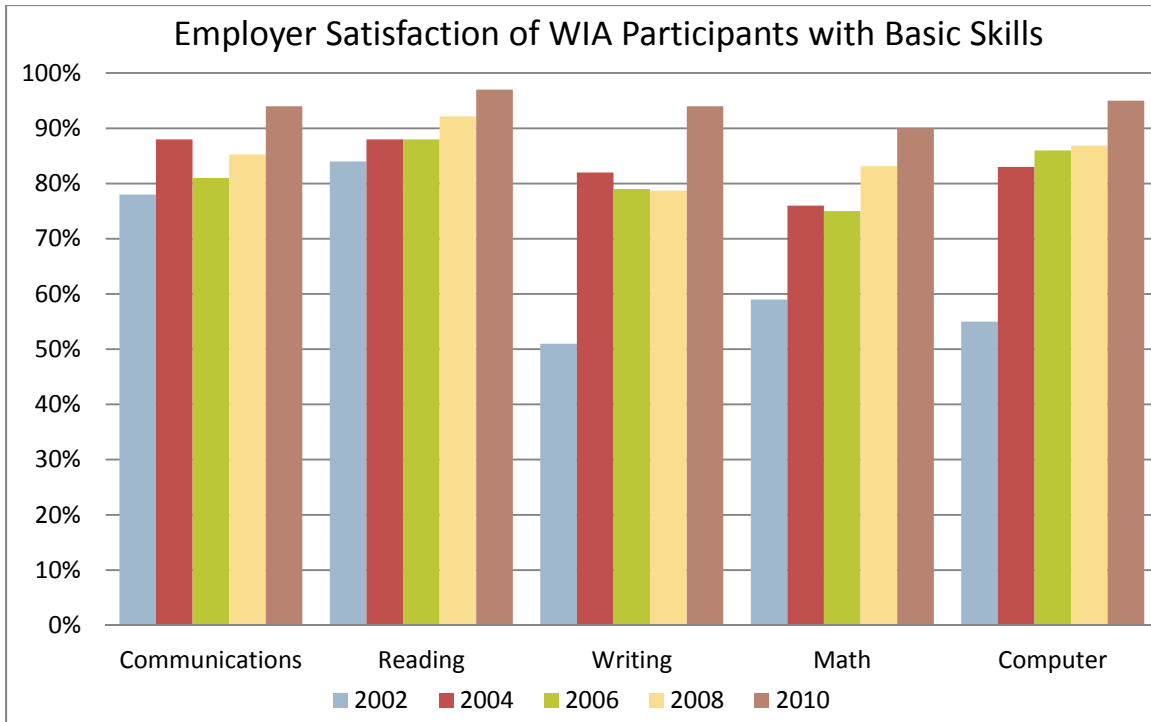
Fewer employers were very satisfied with math, writing and problem-solving skills.

Among those indicating they were “very satisfied,” top scoring categories included:

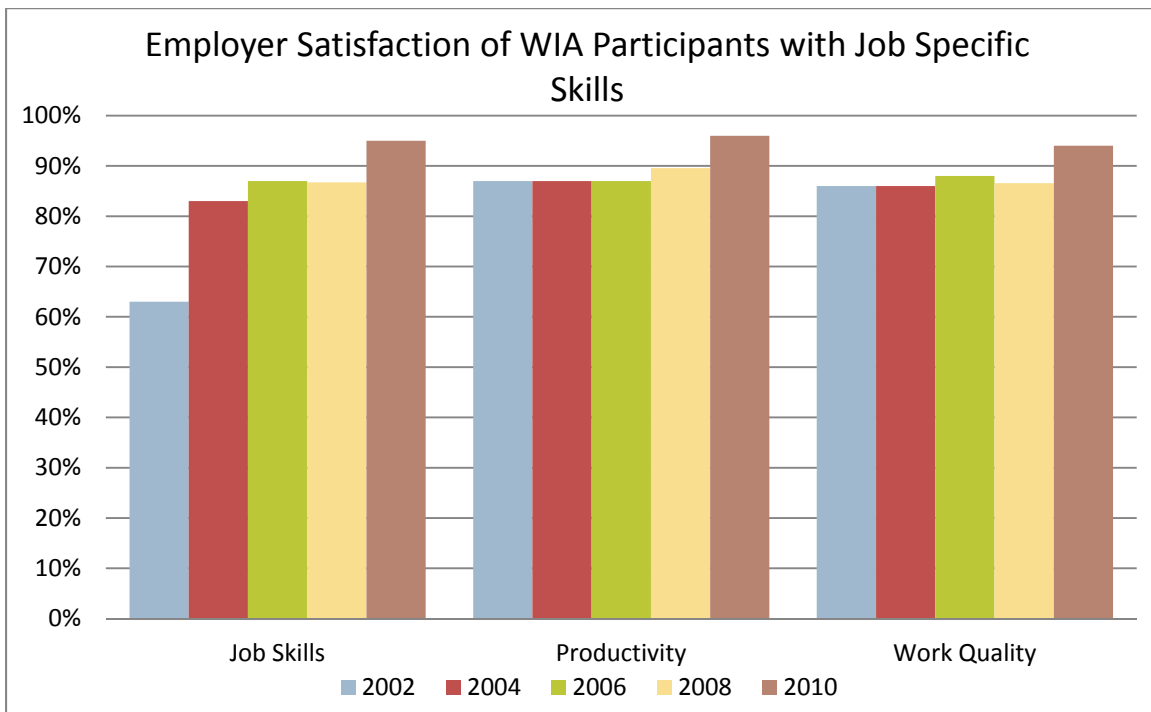
- Teamwork (52 percent).
- Accepts Supervision (48 percent).
- Work Habits (48 percent).

Overall Work Quality and Overall Productivity were also rated highly with 45 percent of employers indicating they were “very satisfied.”

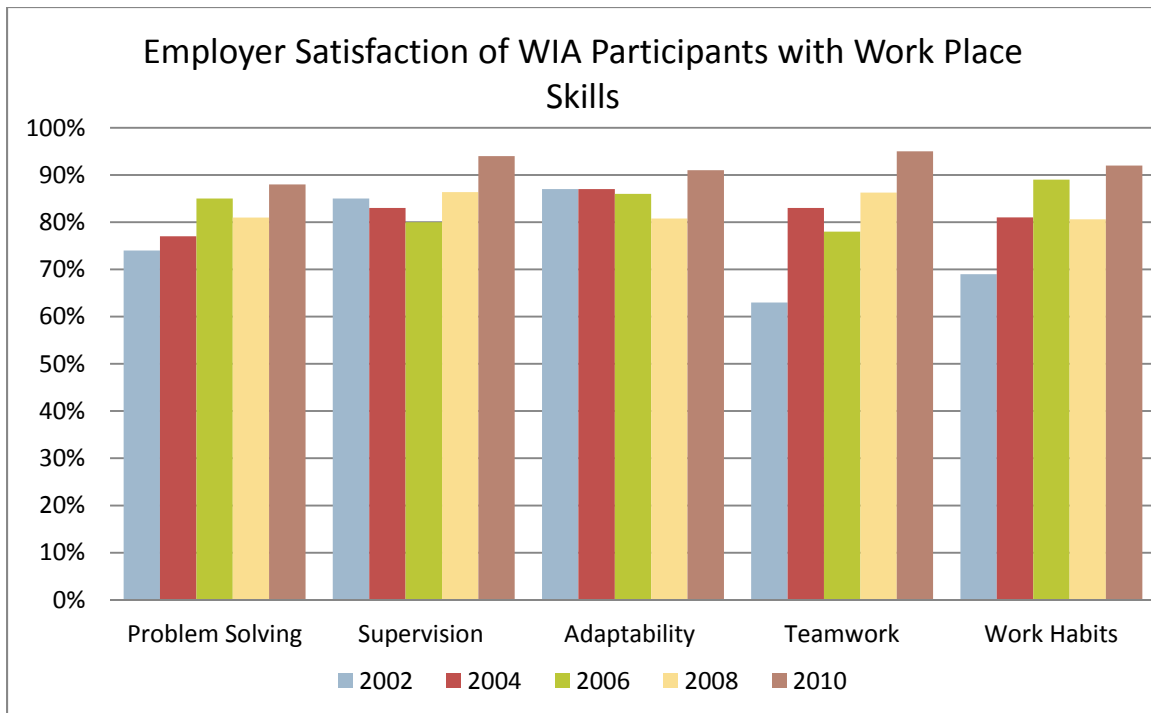
The overall satisfaction of employers in *all* skill areas was higher in 2007-2008 than any of the past 10 years of surveys. The following three charts show the overall satisfaction of employers within the skills categories of new employees who recently completed a WIA program.



Source: Workforce Board's Biennial Employer Surveys from 2002 through 2010.



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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 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 WIA Adult 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 WIA Title I-B Adult program has positive net impacts on employment, wages, hours worked, and earnings. Participation increases lifetime earnings.

The most recent analyses examined the experience of participants who left programs during the 2005-2006 and 2007-2008 program years.

Workforce Training Results
Workforce Investment Act—Adult Title I-B

Short-term net impacts: Individuals who exited in Program Year 2007-2008.

Longer-term net impacts: Individuals who exited in Program Year 2005-2006.

Impact on Employment and Earnings: Participants vs. Control Group

The analysis also separates out WIA Adult participants who received job training, in addition to other WIA services. Roughly 45 percent of WIA adult participants receive some type of formal training or education while the rest receive only core or intensive services. (See program details at beginning of chapter for explanation of the range of services.)

In the table below, the WIA Adult participant employment rate in the short-term was 12.8 percentage points higher than the rate of those in the comparison group. WIA participants who received training achieved an employment rate that was 15.4 percentage points higher than their comparison group.

Similarly, the average annualized earnings of WIA participants who found jobs is higher (by the amounts listed below) than those non-participants who were employed.

WIA Adult	All WIA Adult Participants		Received Training	
	Short-term	Long-term	Short-term	Long-term
Net Employment Impact	12.8 percentage points	10.8 percentage points	15.4 percentage points	13.2 percentage points
Net Hourly Wage Impact	\$1.65	\$1.60	\$2.82	\$2.91
Net Hours Employed per Quarter Impact	73.6	43.6	91.2	56.6
Net Annualized Earnings Impact	\$6,848	\$4,182	\$9,940	\$6,980

Percentages listed are employment percentage points above those of the control group of non-participants. Dollars listed are the average annual earnings difference between WIA participants who got jobs and those in the control group who were employed. Earnings and wages are in 2009 Q1 dollars.

As can be seen above, WIA Adult program participants experienced gains in employment, hourly wages, hours worked per quarter and net annualized earnings, when compared to the control group. Gains tended to be somewhat more pronounced in the short-term than the long-term but were evident several years after completing the program.

Workforce Investment Act Title I-B Program for Dislocated Workers

Program Details

The Workforce Investment Act (WIA) Dislocated Worker program provides employment and training services to meet dislocated workers' needs; establishes early intervention for workers and firms facing substantial layoffs; and fosters labor, management, and community partnerships with government to address worker dislocation. In general, dislocated workers are people who lost jobs due to plant closures, or company downsizing, and are unlikely to return to their industry or occupation.

Dislocated workers are eligible for "core services" that include:

- Skill assessment.
- Labor market information.
- Consumer reports on training programs.
- Job search and placement assistance.

Intensive and training services are available for eligible dislocated workers unable to land a suitable job through the above core services. These services include:

- More intensive assessments.
- Counseling.
- Prevocational and vocational training.

For this study, program records were obtained on 2,898 individuals who left the program during the 2007-2008 program year. Employment-related information was obtained through a match with the Employment Security Department (ESD) wage files from Washington, Idaho, and Oregon, and federal employment records. Employer satisfaction was assessed through survey responses from 164 firms that hired employees who recently completed a WIA program.¹

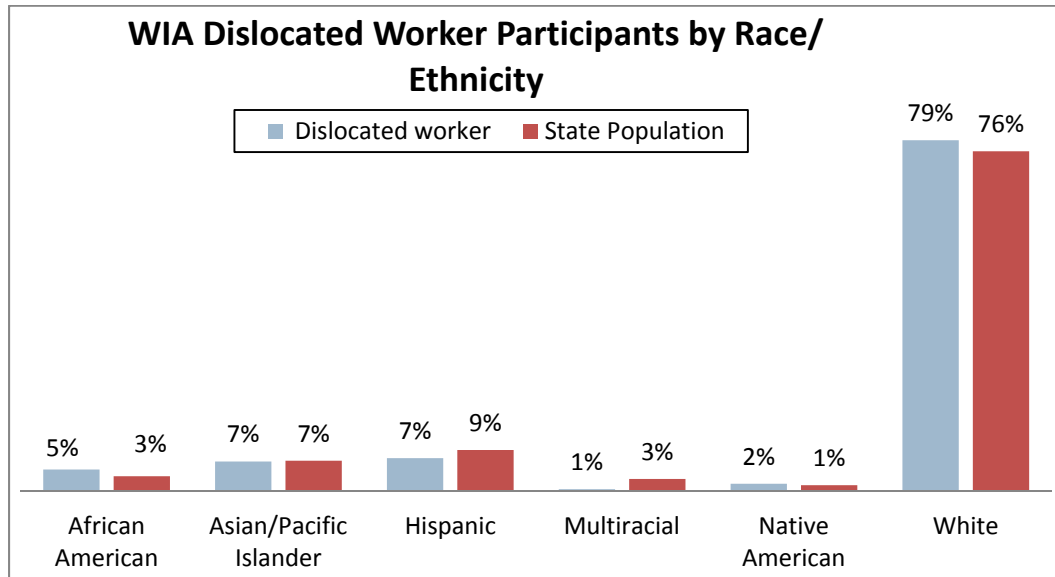
The typical participant was enrolled in the program for nine months. There was, however, considerable variation in the amount of time participants spent in the program. One quarter of participants were enrolled for four months or less, while another quarter was enrolled for over 17 months.

Every two years, 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.

¹ The employer survey includes employers who hired a participant who completed at least one of the three WIA Title I-B programs: Adult, Dislocated Worker, or Youth.

Participant Profile

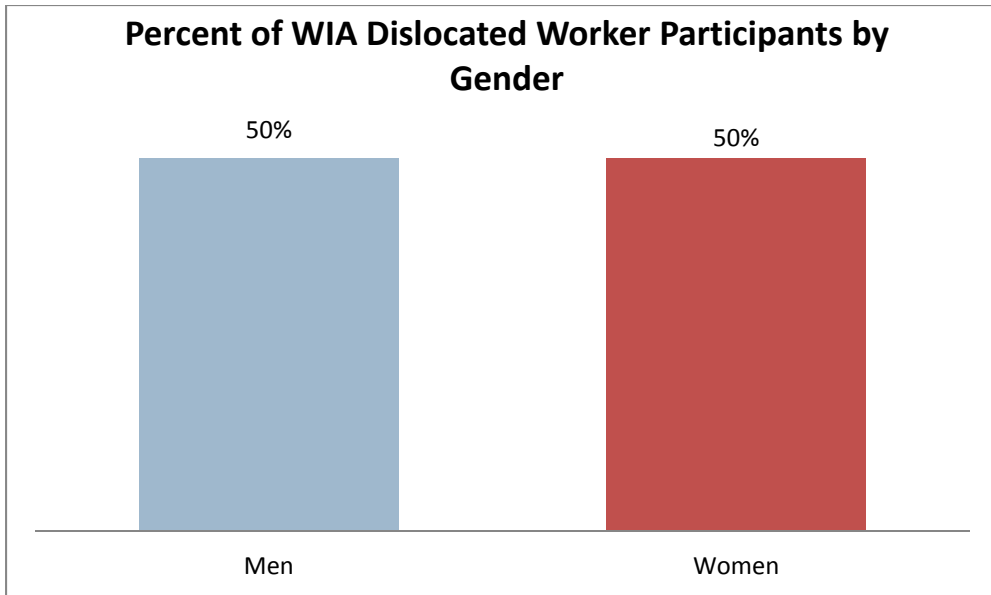
Participants roughly mirrored the state's racial-ethnic population distribution with African Americans represented slightly higher than the 2008 population estimate, and Hispanics slightly lower.² An estimated 79 percent of participants were white, a slightly higher percentage than in 2005-2006. The median age at program registration was 45; one quarter was over 52 years old and one quarter was under 37.



Source: WIA standardized record data(WIASRD), 2008 State Population Survey.

Fully half of dislocated workers were women, up slightly from 49 percent in the 2005-2006 program years.

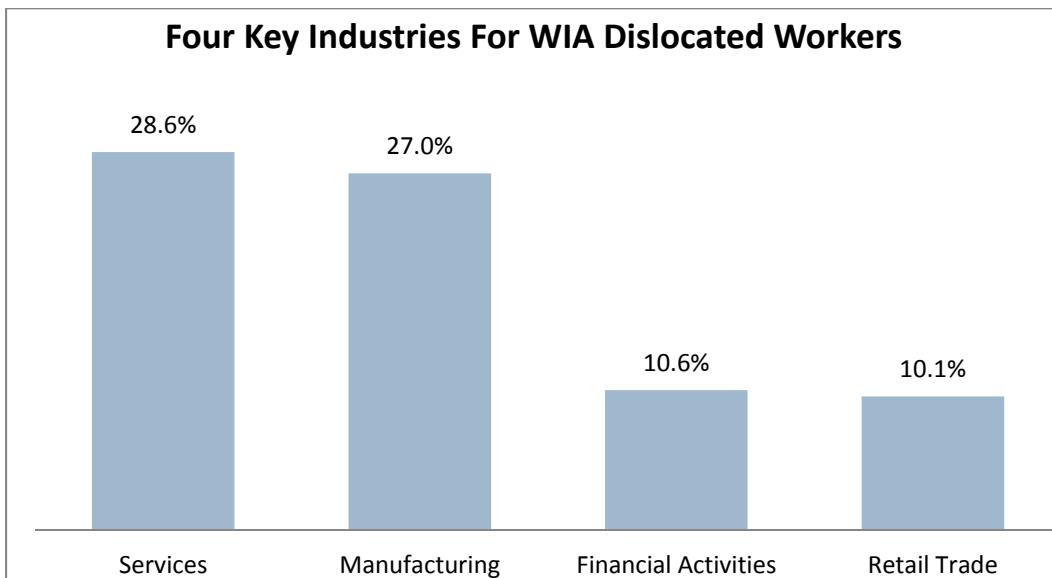
² In this report, unless otherwise stated, racial and ethnic minority groups are mutually exclusive; that is, an individual belongs to one group only. The groups include the following: Hispanics of any race (also referred to as Hispanics); non-Hispanic African Americans (also referred to as African Americans); non-Hispanic Asians/Pacific Islanders (also referred to as Asians/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 2006 *U.S. Census Estimates*, 77 percent are whites; 3 percent are African Americans; 1 percent are Native Americans; 7 percent are Asians/Pacific Islanders; 3 percent are multiracial; and 9 percent are Hispanics.



Source: WIA SRD

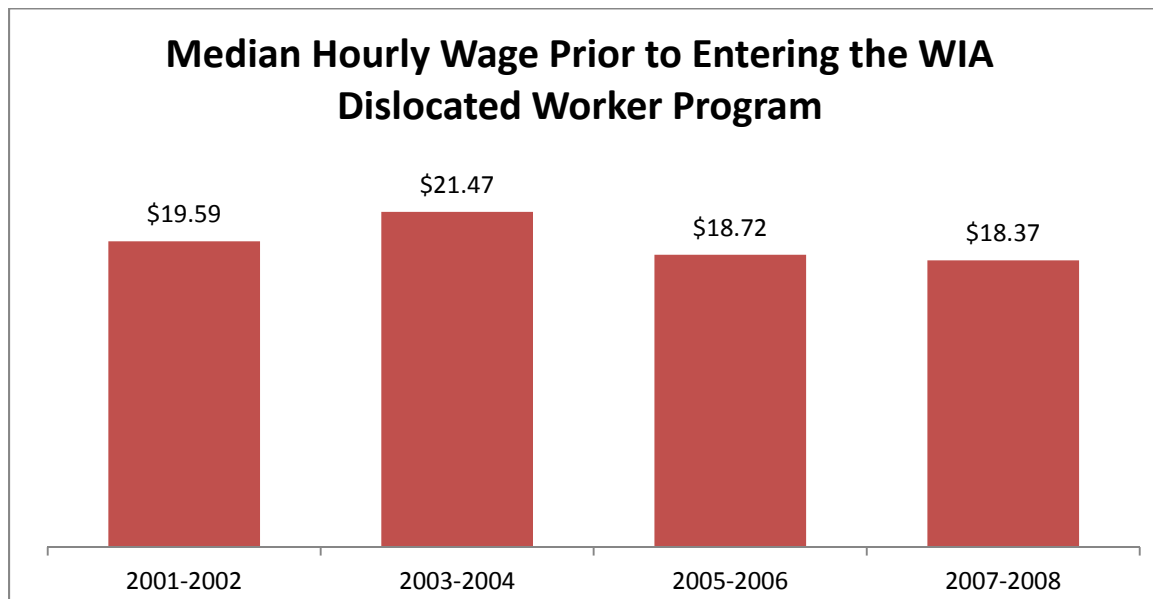
When they enrolled 49 percent of participants had not previously attended college, 24 percent had some college, 10 percent had an associate's degree and 17 percent had a bachelor's degree or higher.

Among the 2007-2008 dislocated workers, 27 percent were employed in manufacturing prior to registration, 29 percent were working in services, nearly 11 percent in financial activities and 10 percent held retail trade jobs.



Source: Matches with Employment Security Department data seven to nine months prior to entering and likewise after exiting program for 2007-2008 program year.

Entering the program, the 2007-2008 WIA dislocated workers had slightly lower wages than those of the 2005-2006 dislocated workers.



Source: Matches with Employment Security Department data.

State Core Measures: Tracking WIA Dislocated Worker 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.

Workforce Training Results seeks answers to five core questions:

- Did participants get the skills they needed?
- Did they get a job and how much were they paid?
- Were employers satisfied with the preparation workers received?³
- Has the program made a difference in the participant's success?
- Did participants and the public receive a return on their investment?

³ Workforce Training Results usually includes a survey that measures the satisfaction of workforce participants, including if they believed the program got them the skills they needed. The survey was not conducted this time because of budget constraints.

Data Comes From State Wage Files, Employer Survey

The 2010 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2008-2009. Data used in the Net Impact Study reached back to 2006-2007 employment records, to help assess trends over a longer time frame. Employer satisfaction was assessed through the Workforce Board's 2010 Employer Survey from 164 firms hiring employees who recently completed a WIA program.⁴

Net Impact Study Adds More Insight into Program Performance

This year's 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 detailed analysis as to whether the participant and the public received a return on their investment in the program.

Turn to page 15 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2010 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 Get the Skills They Needed?

The study follows the progress of all WIA Dislocated Worker participants who left the program during the 2007-2008 program year.

As a measure of whether participants got the skills they needed, this study tracks the credentials and degrees earned by participants. Among those leaving the WIA Dislocated Worker program in 2007-2008:

- 9 percent received an associate's degree.
- 1 percent received a bachelor's degree
- 13 percent received a license.
- 40 percent received a certificate.
- 14 percent received another type of credential.

Taken together, 77 percent received a recognized credential.

⁴ The Employer Survey includes employers who hired a participant who completed at least one of the three WIA programs: Adult, Dislocated Worker, or Youth.

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.⁵ The study looks at employment and earnings three calendar quarters after the participant left the WIA program. The chart below shows the 2008-2009 employment and earnings of participants who left the program during the 2007-2008 program year.

Record matches found 77 percent had reported employment the third quarter after leaving the program. The median hourly wage was \$16.21, and median annualized earnings were \$30,537.⁶ The typical (median) hourly wage replacement rate was 88 percent.⁷ Since 1999, earnings and employment rates have trended upward.

2007-2008 Program Year Performance for WIA Dislocated Workers

Performance Measure	Results
Employment Rate*	77%
Percentage Employed Full Time**	73%
Median Annualized Earnings	\$30,536
Median Hourly Wage***	\$16.21
Hours Worked Quarterly (Median)	484 hours

These figures apply to those with employment reported to Employment Security Department six to nine months after leaving program. 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. *Earning/wages expressed in first quarter 2009 dollars.*

The median hourly wage of WIA Dislocated workers is relatively high, but there is considerable variation in wages.

Distribution of Hourly Wages Third Quarter After Leaving	
Quartile	Hourly Wage
Highest	Above \$21.74
Third	\$16.21-\$21.73
Second	\$12.66-\$16.20
Lowest	Below \$12.66

Source: Employment Security Department data matches 2007-2008.

⁵ 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).

⁶ All wages and earnings are stated in 2009 Q1 dollars. To derive annualized earnings, third quarter earnings are multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter.

⁷ Median wage replacement rate calculated using third quarter prior to registration compared to the third quarter post-program. (The mean replacement rate was hourly post-wage/pre-wage = 88 percent.)

To put earnings in context, the median number of dependents WIA Dislocated Worker participants were able to support at the poverty level after leaving the program in 2007-2008 was 6.3 people. At the 200 percent level, this supported a little more than 2 people.⁸

Self Sufficiency Level for WIA Dislocated Workers – Previous Years

Performance Measure	2001-2002	2003-2004	2005-2006	2007-2008
Household size-poverty level	6.2	6.4	6.4	6.3
Household size-poverty level at 200 percent	2.2	2.2	2.3	2.2

The following table shows employment and earnings information over the course of four study periods.

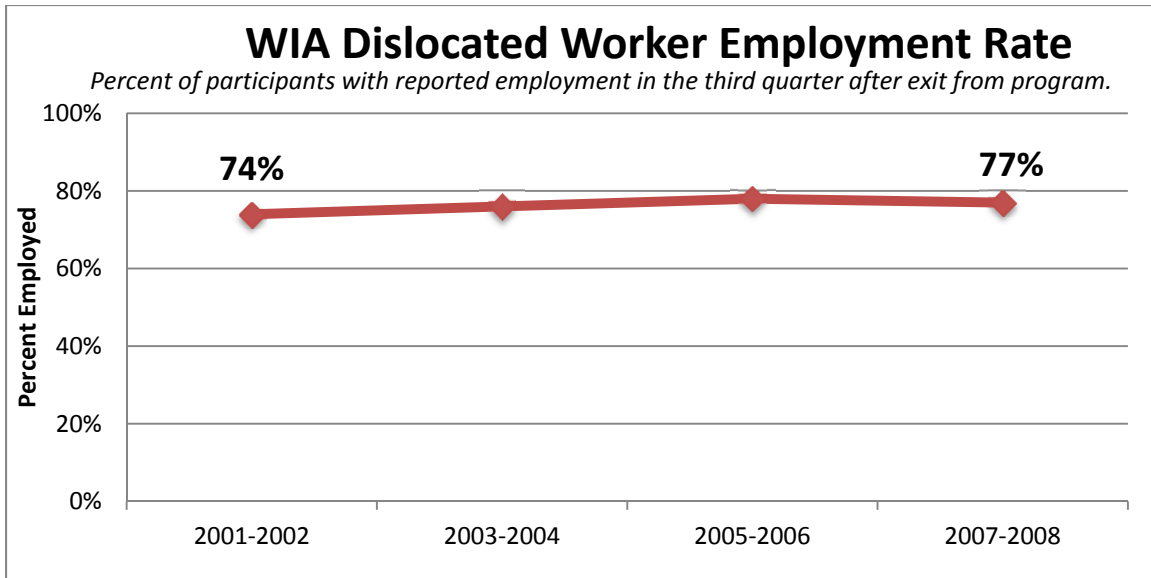
Program Performance for WIA Dislocated Workers – Previous Years

Performance Measure	2001-2002	2003-2004	2005-2006	2007-2008
Employment Rate*	74%	76%	78%	77%
Percentage Employed Full Time**	74%	73%	75%	73%
Median Annualized Earnings	\$30,302	\$30,918	\$31,143	\$30,537
Median Hourly Wage***	\$15.95	\$16.41	\$16.77	\$16.21
Median Hours Worked Quarterly	494	486	491	484

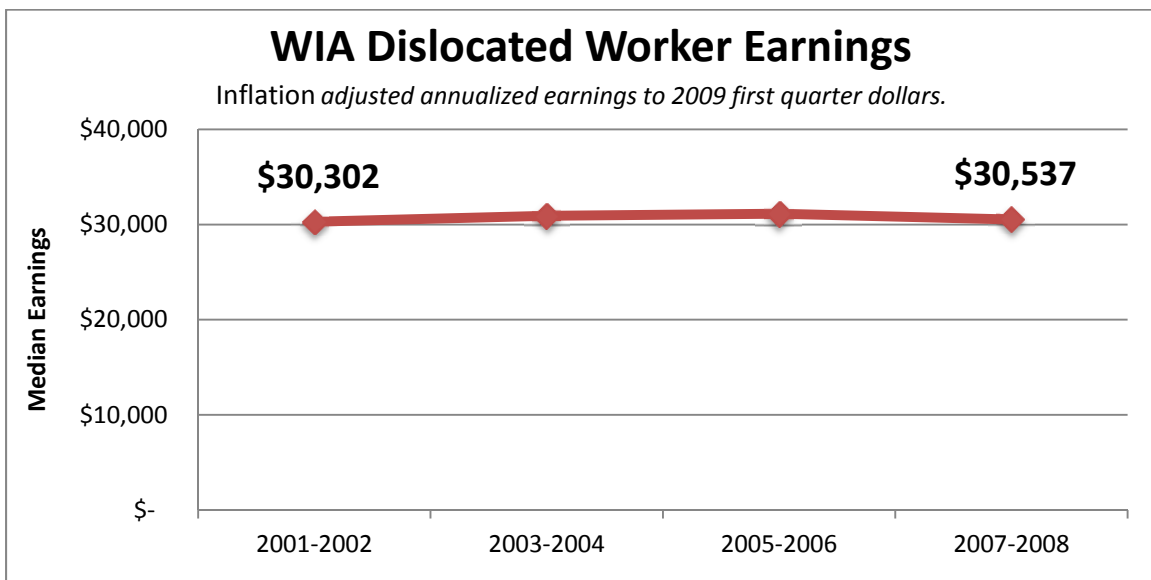
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Since 1997, participants have generally notched improvements in employment and earnings. However, there have been set backs during dips in the economy, including the most recent fall in both employment and earnings for the 2007-2008 cohort.

⁸ In 2009, the poverty level for one person was \$10,830 per year. The 200-percent-poverty level that year was \$21,660 for one person.



Source: Workforce Training Results 2001-2008.



Source: Workforce Training Results 2001-2008.

WIA Dislocated Workers Find New Jobs in New Fields

Over one quarter of the participants were dislocated from manufacturing jobs—of which 12 percent were from wood and paper products. Another quarter worked in services. After leaving the program, 16 percent found jobs in the manufacturing sector and about 3 percent found employment in the wood and paper products industry. Those employed in services increased to almost 50 percent, with those in health care more than doubling.

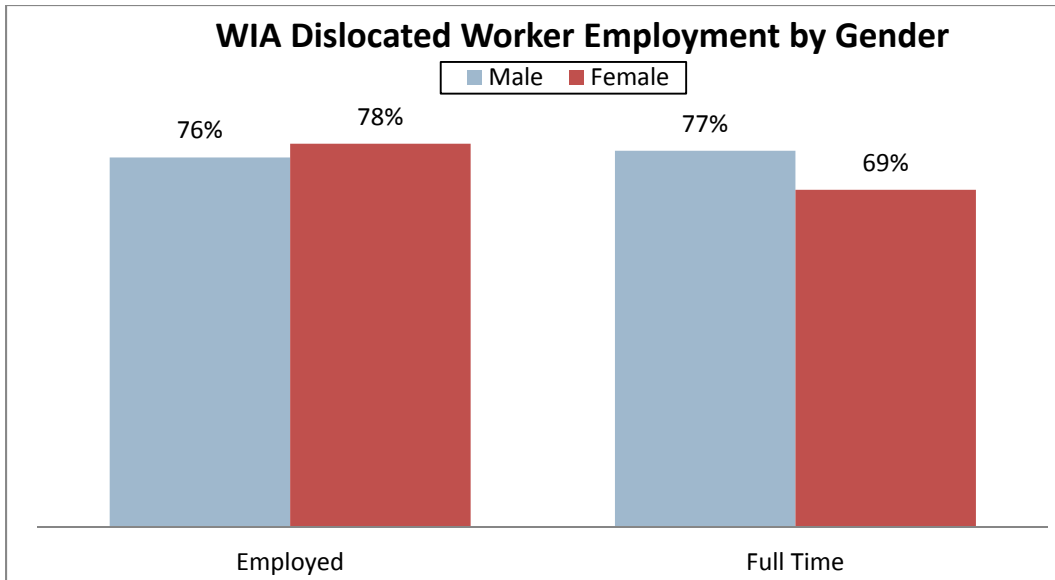
WIA Dislocated Worker Employment by Industry		
Industry Group	Prior Employment	Post Employment
Services (See breakout below)	28.6%	47.4%
Manufacturing (See breakout below)	27.0%	15.8%
Financial Activities	10.6%	6.3%
Retail Trade	10.1%	8.2%
Wholesale Trade	4.8%	5.0%
Construction	4.6%	5.2%
Transportation and Warehousing and Utilities	4.3%	6.7%
Public Administration	4.3%	7%
Information	3.6%	1.7%
Natural Resources and Mining	2.1%	1.2%
Breakout of the Services Industry	Prior Employment	Post Employment
Administrative and Support and Waste Management and Remediation Services	7.4%	9.3%
Health Care	5.6%	12.4%
Professional, Scientific, and Technical Services	4.9%	6.0%
All Other Services	3.0%	4.0%
Leisure and Hospitality	3.0%	3.0%
Education Services	3.0%	5.3%
Social Assistance	1.6%	3.3%
Subtotal from Services Industry	28.6%	43.4%
Breakout of the Manufacturing Industry	Prior Employment	Post Employment
Wood & Paper Products	12.0%	2.6%
All Other Manufacturing	8.3%	6.4%
Food & Beverage	3.0%	2.0%
Computer & Electronic Products	2.1%	1.0%
Fabricated Metal Products	1.0%	1.3%
Aerospace	0.5%	2.5%
Alumina & Aluminum Products	0.2%	0.1%
Subtotal of Manufacturing Industry	27.0%	15.8%

Source: Employment Security Department data match in third quarter prior to entering and the third quarter after exiting

Note: Industry groups based on North American Industry Classification System codes.

Wages and Employment Results Vary by Population

Wages and employment results can vary by gender, race and ethnicity, and disability. During the third quarter after exit, women were slightly more likely than men to be working (78 percent versus 76 percent). However, women were less likely to be working full time (69 percent versus 77 percent). The median hourly wage for women was 85 percent of men—an improvement over the 78 percent in 2005-2006.

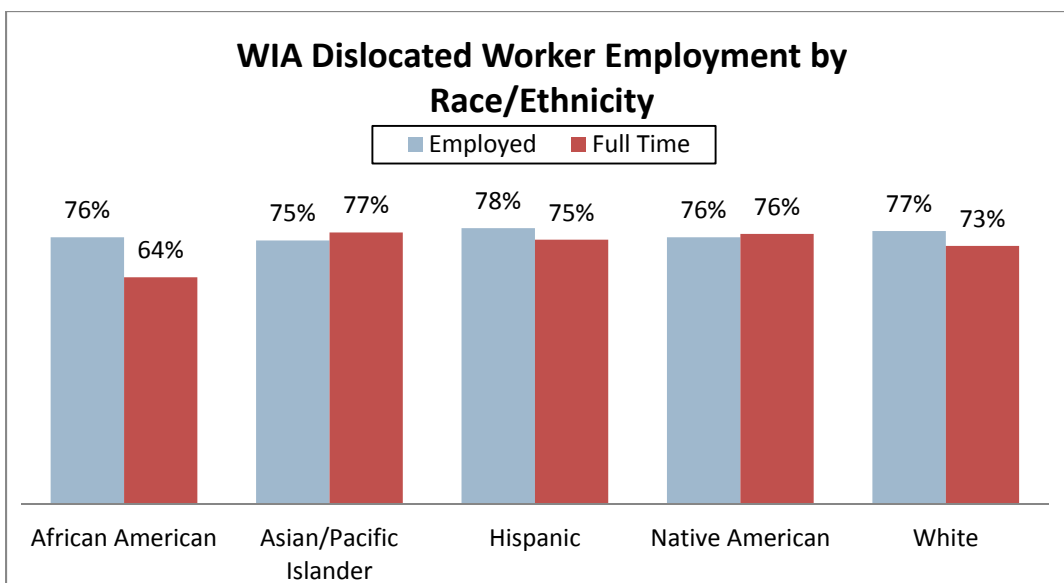


Source: Employment Security Department and WIASRD

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Race/Ethnicity Plays Role

Participants from racial and ethnic minority backgrounds were as likely to be employed as white participants. However, African Americans were less likely to be employed full time as whites (88 percent) while the percent of Hispanics, Asians/Pacific Islanders and Native Americans were more likely to be employed full time than whites. The median hourly wage for Hispanics was 87 percent of hourly wages paid to whites; and for African Americans and Asians/Pacific Islanders, hourly wages were 99 percent of hourly wages paid to whites. Native American hourly wages were slightly higher than hourly wages earned by whites (around 3 percent).

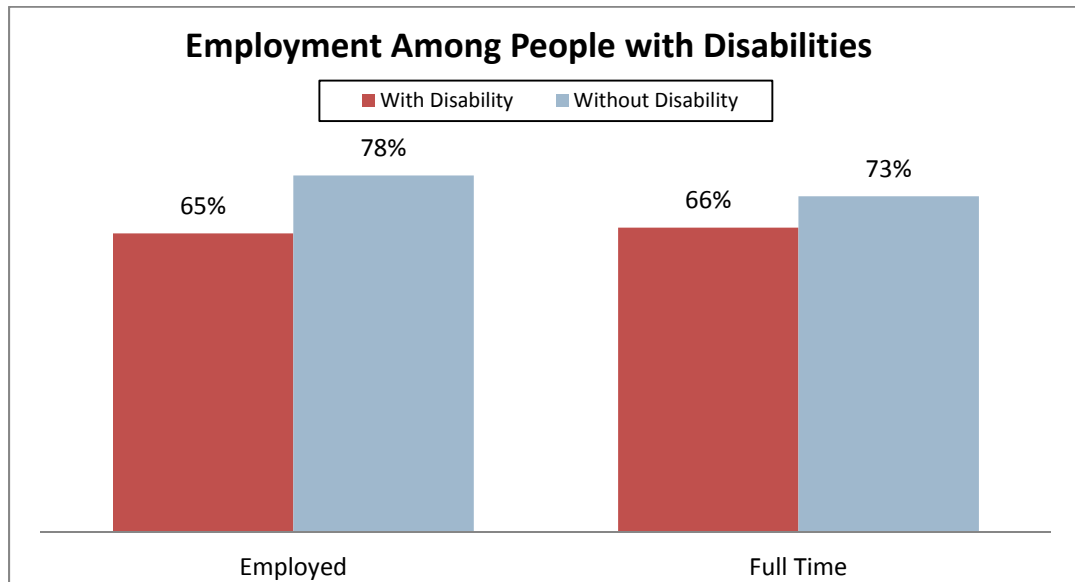


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Disability Impacts Employment, Earnings

Employment and earnings also varied by disability status. Administrative records suggest 6 percent of the participants included in this study had a disability.⁹ Dislocated workers with disabilities were less likely to be employed (65 percent versus 78 percent for those without a disability) and working full time (66 percent versus 73 percent). Their median hourly wages were 92 percent of those with no reported disability.



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Were Employers Satisfied with the Preparation Workers Received?

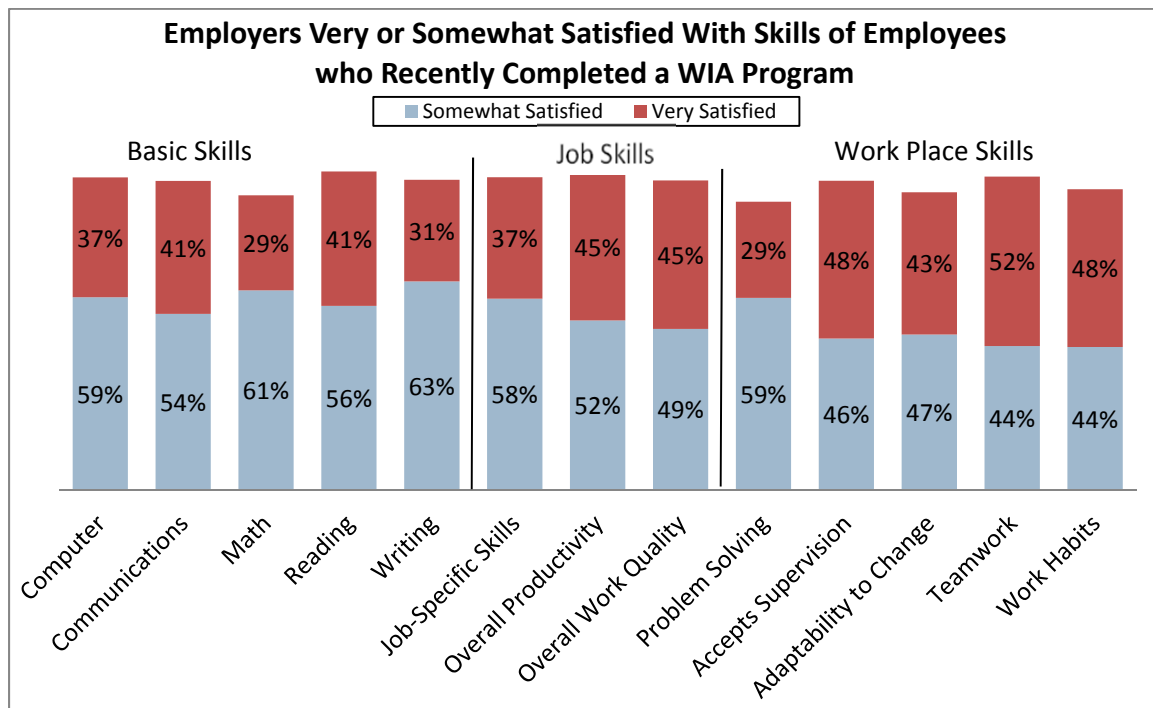
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Employer satisfaction was broken down into three categories: Basic Skills, Job Skills and Work Place Skills. Basic skills refer to reading, writing, math, communication and computer skills. Job skills refer to skills specific to the job as well as overall work quality

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Source: Workforce Board Employer Survey 2010

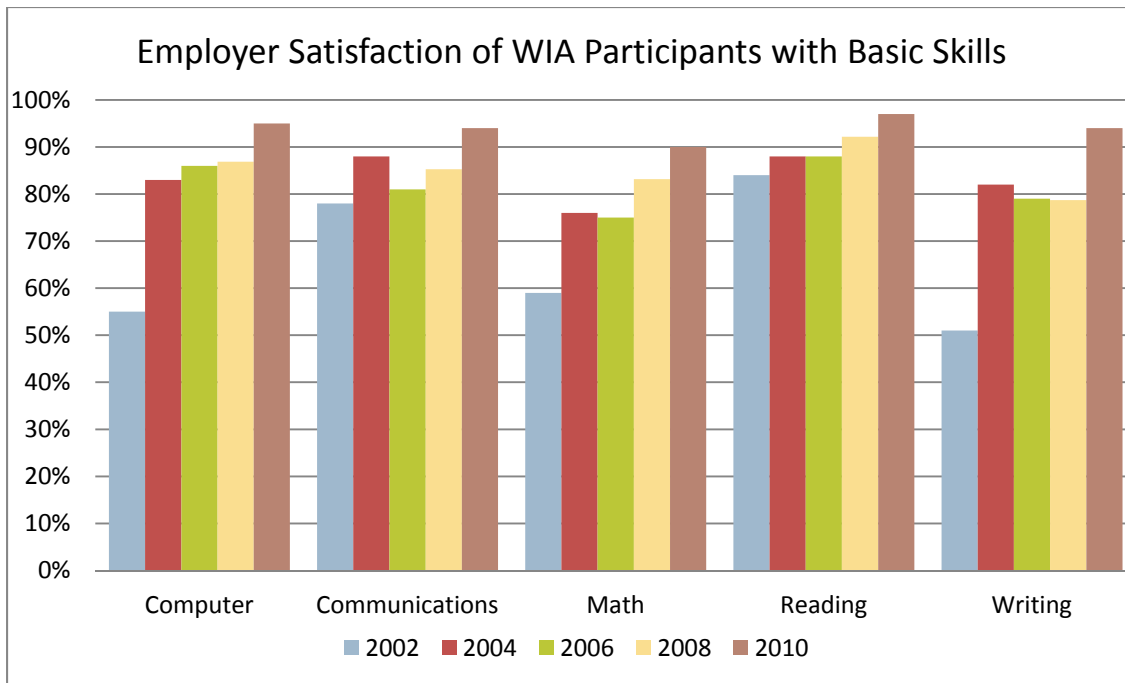
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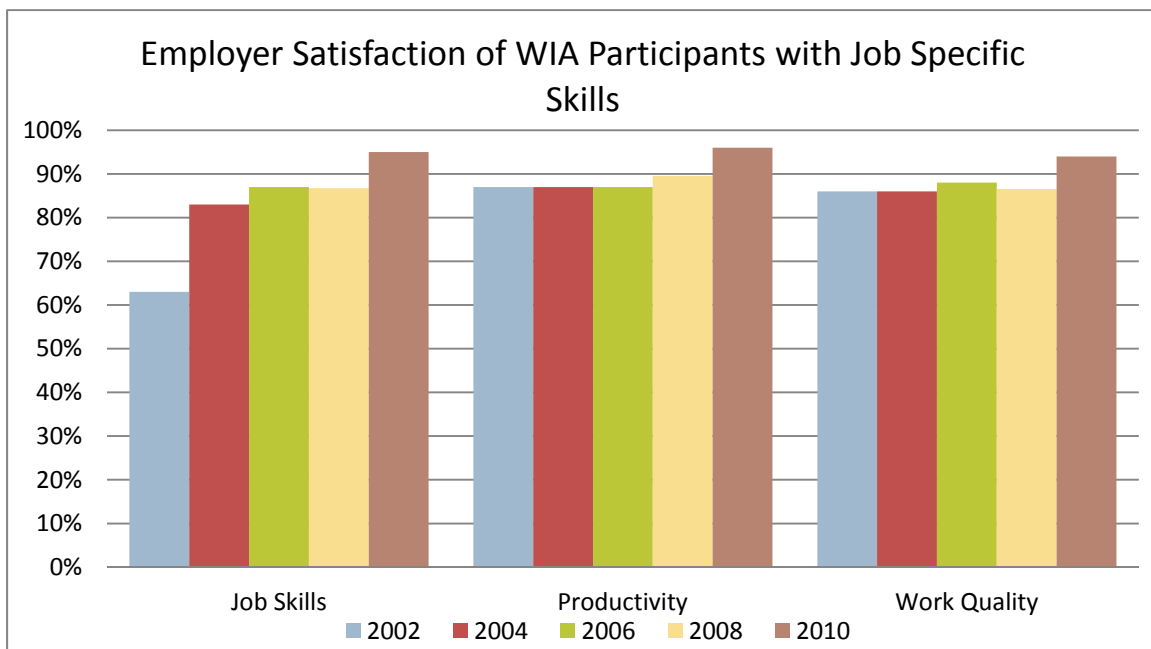
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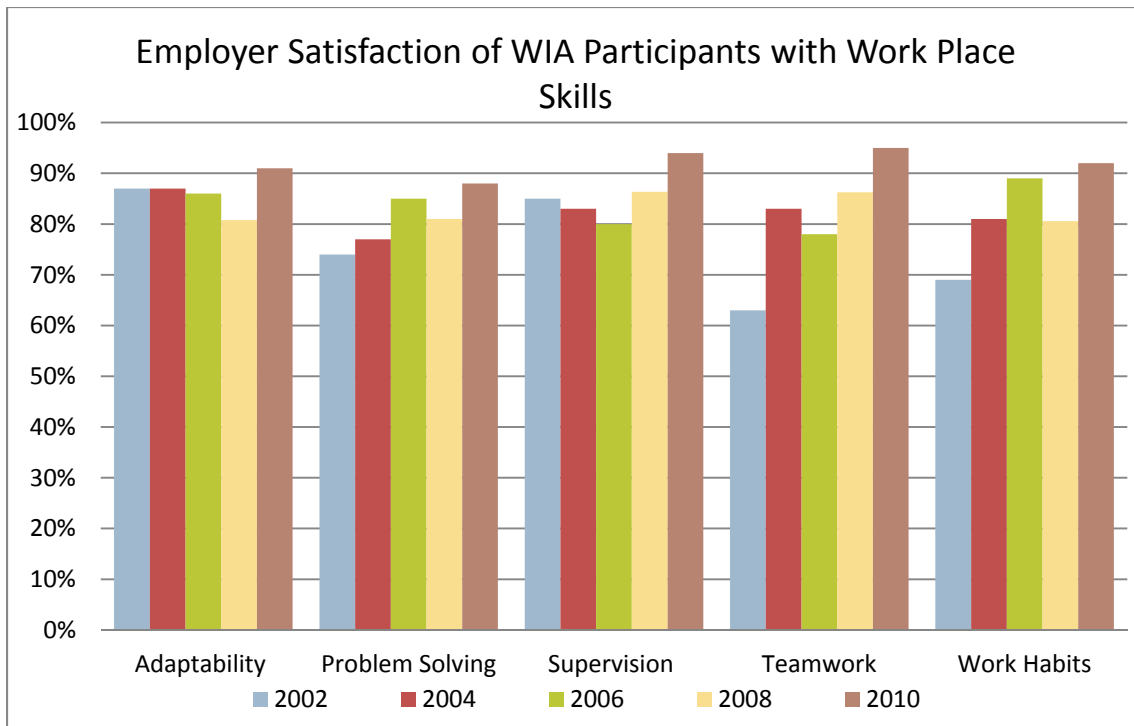
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The net impact analysis was conducted by the W.E. Upjohn Institute for Employment Research (Upjohn), a national leader in evaluating training programs. To do the analysis, Upjohn studied program participants to see what results they achieved and compared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

The WIA Dislocated Worker program has strong, positive net impacts on long-term employment, hourly wage, hours worked, and earnings. Participation increases lifetime earnings of dislocated workers.

The most recent analyses examined the experience of participants who left programs during the 2005-2006 and 2007-2008 program years.

Short-term net impacts: Individuals who exited in Program Year 2007-2008.

Longer-term net impacts: Individuals who exited in Program Year 2005-2006.

The analysis also separates out WIA Dislocated Worker participants who received job training, in addition to other WIA services. Roughly 77 percent of WIA Dislocated Worker participants received some type of formal training or education while the rest received only core or intensive services.

In the table below, the WIA Dislocated Worker participant employment rate in the short-term was 10.1 percentage points higher than the rate of those in the comparison group. Also, long-term average annualized earnings of WIA Dislocated Worker participants who found jobs is higher than those non-participants who were employed. A wide range of training is provided to WIA participants who qualify, including occupational skills training, skill upgrading and retraining, on-the-job training, and Adult Basic Education when delivered in combination with career and technical education.

Impact on Employment and Earnings: Participants vs. Control Group

WIA Dislocated Worker Program	All WIA Dislocated Worker Participants		WIA Training Recipients	
	Short-term	Long-term	Short-term	Long-term
Net Employment Impact	10.1 percentage points	4.7 percentage points	10.2 percentage points	5.0 percentage points
Net Hourly Wage Impact	No significant positive impacts	\$1.41	No significant positive impacts	\$1.88
Net Hours Employed per Quarter Impact	42.4	28.4	41.7	29.7
Net Annualized Earnings Impact	No significant positive impacts	\$3,321	No significant positive impacts	\$4,467

Percentages listed are employment percentage points above those of the control group of non-participants. Dollars listed are the average annual earnings difference between WIA Dislocated Worker participants who got jobs and those in the control group who were employed.

As can be seen above, WIA Dislocated Worker Program participants saw significantly higher employment and hours worked when compared to the control group. Long-term impacts for annualized earnings were significant among all WIA Dislocated Worker participants and for those who received training. The long-term impacts were stronger for workers who received training.

Workforce Investment Act Title I-B Program for Youth

Program Details

The WIA Youth program prepares youth for academic and employment success. To receive services, youth must be 14 through 21 years old, low income, and meet other criteria such as needing additional assistance to complete an educational program or to secure and hold employment. To be low income, one must be a welfare or food stamp recipient, homeless, a foster child, or in a family with income below 70 percent of the lower living standard income level.

Eligible youth are assessed to determine academic, skill level, and support service needs. Strategies are developed for each person based on the assessment results. They may receive:

- Counseling.
- Tutoring.
- Job training.
- Mentoring.
- Work experience.

Other strategies include summer employment, study skills training, or instruction in obtaining a GED or equivalent. Youth may access information services through WorkSource, the state's one-stop career center system. Youth ages 18 through 21 may be co-enrolled in WIA Adult programs. At least 30 percent of the WIA Youth funds must be used to provide activities for eligible out-of-school youth.

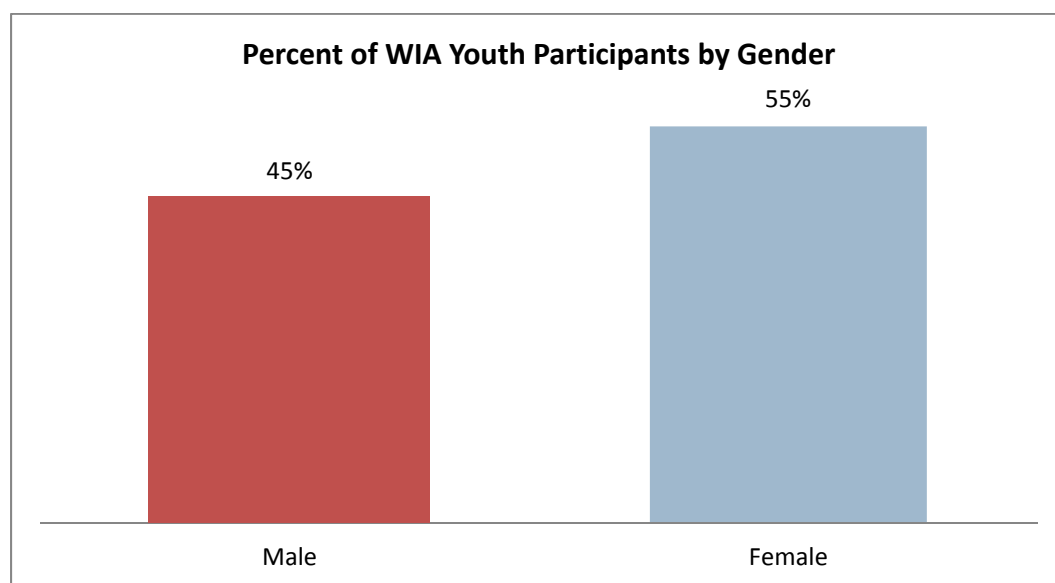
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The Employment Security Department administers the program at the state level. Twelve local workforce development councils, in consultation with chief local elected officials, oversee WIA activities in local areas. Local youth councils assist with the WIA program.

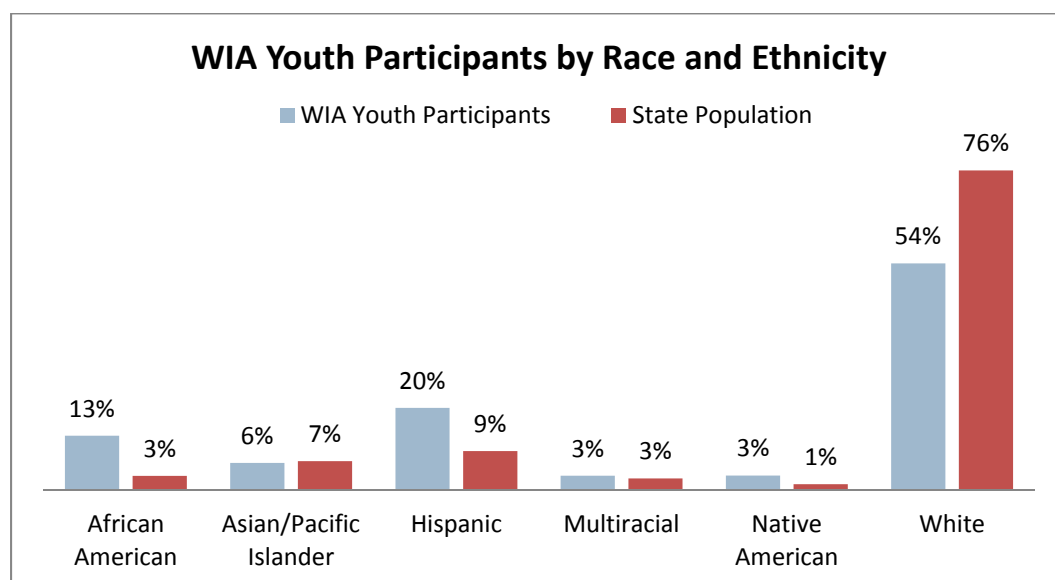
Participant Profile

For this report, researchers studied the results of 2,264 participants who left the WIA Youth program in 2007-2008. The median length of time a participant was in the program was 12-13 months. There was, however, considerable variation in the amount of time participants spent in the program. One quarter enrolled for less than seven months, while another quarter enrolled for over 20 months.

WIA youth were more racially and ethnically diverse than the state population ages 14-21.¹ Among those leaving the program in 2007-2008, 46 percent were of a racial/ethnic minority and 55 percent were female.



Source: WIA Standardized Record Data (WIASRD), 2008 Office of Financial Management State Population Survey



Source: WIASRD and 2008 Office of Financial Management State Population Survey

¹ 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/Pacific Islanders (also referred to as Asians/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 2006 U.S. Census Estimates of those 15-19 years old, 73 percent are white; 4 percent are African American; 2 percent are Native American; 6 percent are Asian/Pacific Islander; and 11 percent are Hispanic.

Many WIA youth faced substantial barriers to success in school and the labor market.

- 39 percent were high school dropouts when they entered the program.²
- 19 percent had records of arrest or conviction.
- 18 percent had a disability.
- 32 percent lived in households that were receiving public assistance.³

State Core Measures: Tracking WIA Youth 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.

Workforce Training Results seeks answers to five core questions:

- Did participants get the skills they needed?
- Did they get a job or continue their education?
- Were employers satisfied with the preparation workers received?⁴
- 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, Employer Survey

The 2010 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2008-2009. Data used in the Net Impact Study also reached back to 2006-2007 employment records, to help assess trends over a slightly longer time frame. Employer satisfaction was assessed through the Workforce Board's 2010 Employer Survey from 164 firms that hired employees who recently completed a WIA program.⁵

² These are defined as youth who had no high school degree and who were not enrolled in school at registration.

³ Those on public assistance includes 29 percent who received cash assistance from state or local General Assistance, Refugee Cash Assistance, or Supplemental Security Income; 7 percent who received Temporary Assistance to Needy Families (TANF); and 4 percent who received both.

⁴ Workforce Training Results usually includes a survey that measures the satisfaction of workforce participants, in addition to employers. The survey was not conducted this time because of budget constraints.

⁵ The Employer Survey includes employers who hired a participant who completed at least one of the three WIA programs: Adult, Dislocated Worker, or Youth.

Net Impact Study Adds More Insight into Program Performance

This year's report includes a comprehensive Net Impact Study. Conducted every four years, this in-depth, detailed 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 workforce programs, 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 14 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2010 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 Get the Skills they Needed?

Promoting academic success is an objective of the WIA Youth program. Administrative records provide information on school enrollment and high school completion.⁶ Among younger participants,⁷ data indicate substantially fewer youth were still enrolled in high school than in 2005-2006. However, more left school with a GED compared to two years before.

Educational Status of WIA Youth Upon Leaving the Program				
	2001-2002	2003-2004	2005-2006	2007-2008
Obtained a High School Diploma	23%	38%	31%	31%
Obtained a GED	13%	4%	10%	21%
Still Enrolled in High School at Exit	25%	33%	24%	12%
Not in School, no Diploma or GED	39%	26%	35%	35%
Note: the "Not in School, no Diploma, or GED" data was missing for 2005-2006. The percent that was missing was equivalent to the Dropout percent obtained from another data element and was assumed to be valid for this category.				

Source: WIASRD 2007-2008

⁶ These records are collected through the Service, Knowledge, and Information Exchange System (SKIES) maintained by ESD.

⁷ These youth were ages 14 to 18 when registering in WIA.

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

To find out about the participants' post-program employment and earnings, participant records were matched with Employment Security Department wage files from Washington and neighboring states.⁸ The study looks at employment and earnings of participants who left the program during the 2007-2008 program year. Forty-nine percent of all participants were employed. The employment rate only goes up slightly—to 50 percent—when the 12 percent of the WIA Youth participants still enrolled in high school upon exiting the program were removed from consideration. Twenty-eight percent of participants were working full time.

Were Participants Enrolled in Higher Education?

When it comes to young people, a measure of success isn't only employment but whether they continued with their education. As can be seen in the chart below, nearly 60 percent of WIA Youth were either employed or enrolled in higher education.⁹

2007-2008 Program Year Performance for WIA Youth

Performance Measure	Results
Employment or Higher Education*	59%
Percentage Employed Full Time**	28%
Median Annualized Earnings (of those not enrolled in further education)	\$10,895
Median Hourly Wage***	\$9.58
Hours Worked Quarterly (Median)	287 hours

These figures apply to those with employment reported to Employment Security Department six to nine months after leaving program. 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 2009 dollars.*

To put earnings in context, WIA Youth participants were unable to support one person at the poverty level after leaving the program in 2007-2008 (the median was .9 people). At the 200 percent of poverty level, this was half of what was needed to support one person.¹⁰

Self Sufficiency Level for WIA Youth – Previous Years

Performance Measure	2001-2002	2003-2004	2005-2006	2007-2008
Household size-poverty level	.8	.9	.9	.9
Household size-poverty level at 200 percent	.4	.4	.4	.5

⁸ 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).

⁹ Higher education enrollment figures obtained from data matches with the State Board for Community and Technical Colleges and National Student Clearinghouse.

¹⁰ In 2009, the poverty level for one person was \$10,830 per year. The 200-percent poverty level that year was \$21,660 for one person.

The following table shows employment and earnings information over the course of four study periods.

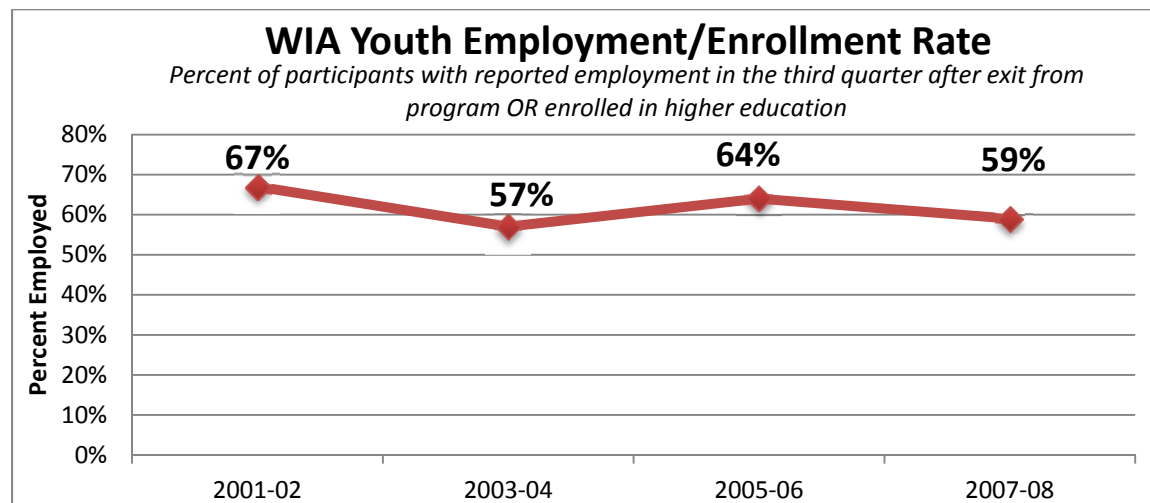
Program Performance for WIA Youth – Previous Years

Performance Measure	2001-2002	2003-2004	2005-2006	2007-2008
Employment or Higher Education*	67%	56%	63%	59%
Percentage Employed Full Time**	27%	29%	31%	28%
Median Annualized Earnings ***	-	\$10,735	\$11,263	\$10,895
Median Hourly Wage****	\$8.83	\$8.95	\$9.06	\$9.59
Hours Worked Quarterly (Median)	234	250	252	287

Note: These figures apply to those with employment reported to state employment agencies six to nine months after leaving the program. 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. * Not in high school at exit, nor enrolled in higher education ****Earnings/wages expressed in first quarter 2009 dollars in order to control for inflation.*

Since 2001, program results for employment increased until the 2008 recession, and then declined. Hourly wages, however, have continued to increase for each successive cohort of participants.

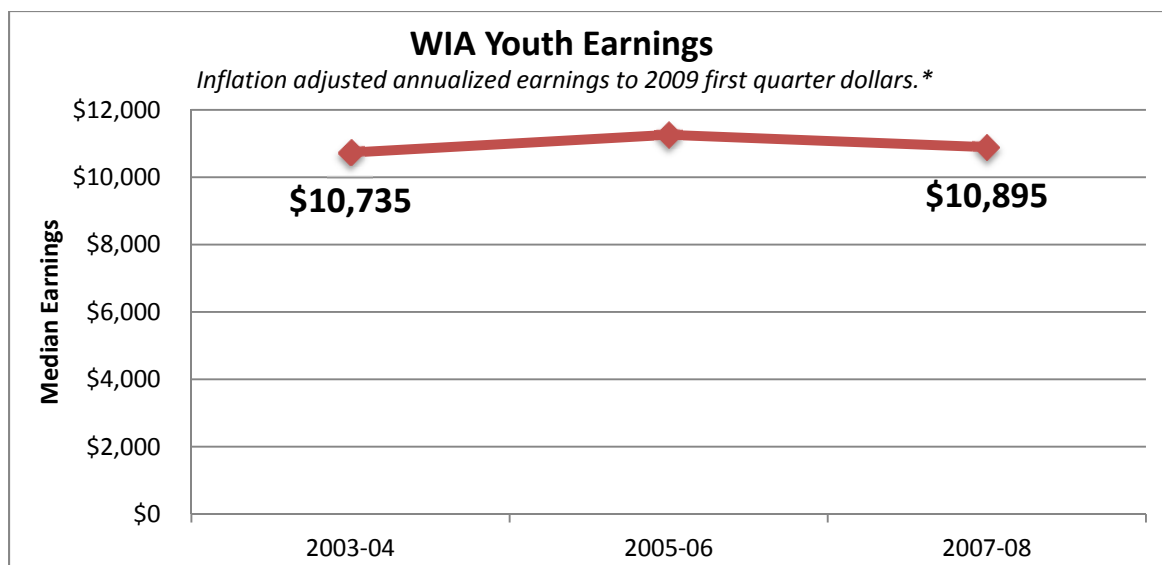
Among those not enrolled in high school or higher education, the median hourly wage¹¹ was \$9.59, and median annualized earnings were \$10,895.¹² These earnings levels are low; however, remember these participants were young, entry-level workers, and faced substantial barriers to success in the labor market.



Source: Workforce Training Results 2001-2008.

¹¹ All wages and earnings are stated in 2009 Q1 dollars.

¹² To derive annualized earnings, third quarter earnings are multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter.



Source: Workforce Training Results 2001-2008.

*This reflects earnings of those not enrolled in higher education, or in high school at exit.

Wages rates among participants exhibited less variation than was observed in programs serving adults. The distribution of wages received by WIA Youth not enrolled in high school or higher education was:

Distribution of Hourly Wages of WIA Youth in the Third Quarter After Leaving Program	
Quartile	Hourly Wage
Highest	Above \$11.17
Third	\$9.58 – \$11.16
Second	\$8.77 - \$9.57
Lowest	Below \$8.77

Source: Matches with Employment Security Department data 2007-2008.

Post-program employment among WIA Youth continues to be heavily concentrated in services and retail trade, with 20 percent working in eating and drinking establishments.

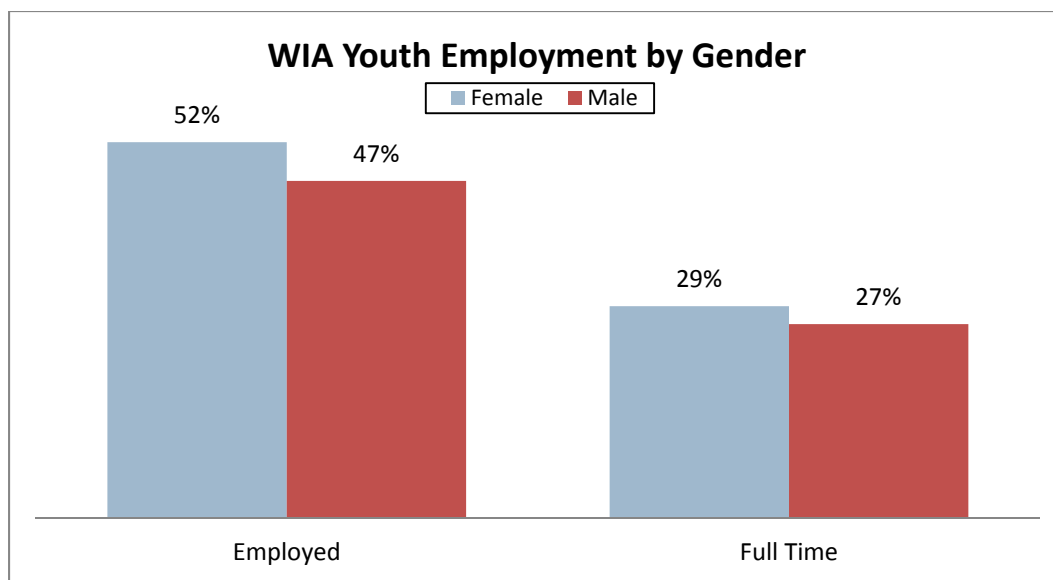
WIA Youth Employment by Industry	
Industry Group	Employment
Services	55.7%
Retail Trade	24.7%
Manufacturing	4.5%
Construction	3.8%
Financial Activities	3.2%
Public Administration	2.5%
Wholesale Trade	1.6%
Transportation and Warehousing and Utilities	1.6%
Natural Resources and Mining	1.4%
Information	0.9%
Total	100.0%
Breakout of the Services Industry	Employment
Accommodation and Food Services	20.1%
All Other Services	20.1%
Health Care	10.5%
Social Assistance	4.9%
	55.7%
Subtotal from Services Industry	55.7%
Breakout of the Retail Trades Industry	Employment
All Other Retail Trade	16.4%
Food & Beverage Stores	4.3%
Department Stores	4.0%
Subtotal from Retail Trades Industry	24.7%

Note: Industry groups based on North American Industry Classification System codes.

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

Wages and Employment Results Vary by Population

Wage and employment results can vary by gender, race and ethnicity, and disability. The following chart shows the percentage of young male and female WIA Youth participants who were reported to be employed. Also broken out is what percentage of those working held a full-time job.



Source: Matches with Employment Security Department data and WIASRD.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Employment and earnings outcomes by gender, disability status, and race/ethnicity were less likely to be significant for WIA youth participants than for participants in other programs.¹³

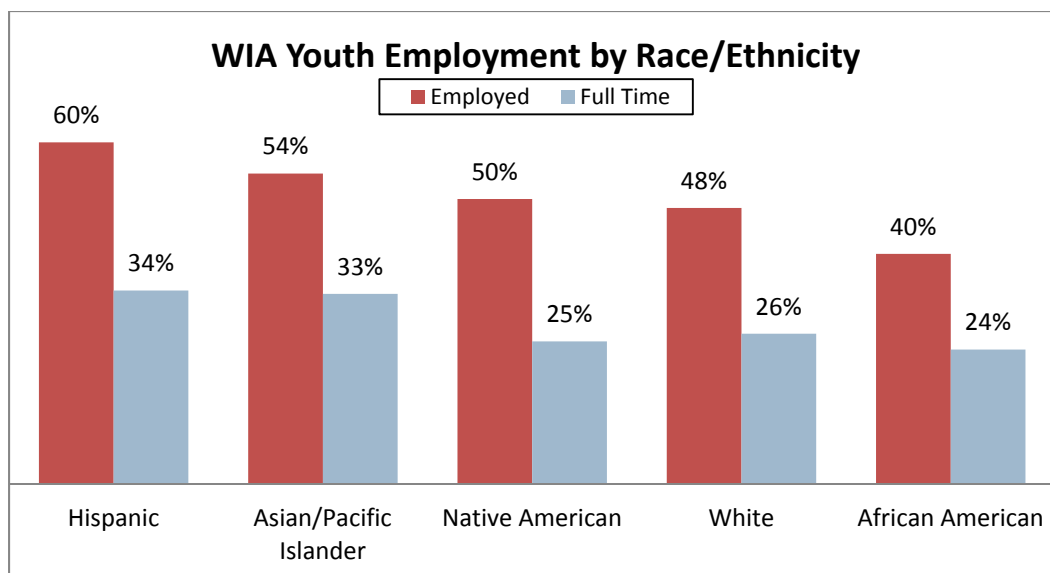
Female youth had median earnings that were 95 percent of males, a decline from 2005-2006 when they earned 1 percent more than males. The female median hourly wage was 98 percent of what males earned--slightly higher than 2005-2006.

Race/Ethnicity Plays a Role

Compared to whites, African Americans were less likely to be employed (83 percent the rate of whites), and less likely to be employed full time (92 percent). Hispanics were 24 percent more likely to be employed and Asians/Pacific Islanders were 13 percent more likely to be employed than whites while Native Americans were three percent more likely than whites to be employed.

African Americans and Native Americans had median annualized earnings that were 88 and 91 percent of whites respectively. Asians/Pacific Islanders' annualized earnings were 21 percent higher than whites, while Hispanics had median annualized earnings that were 8 percent greater than whites.

¹³ These employment and earnings group comparisons were based on data from youth who were not in high school at exit.

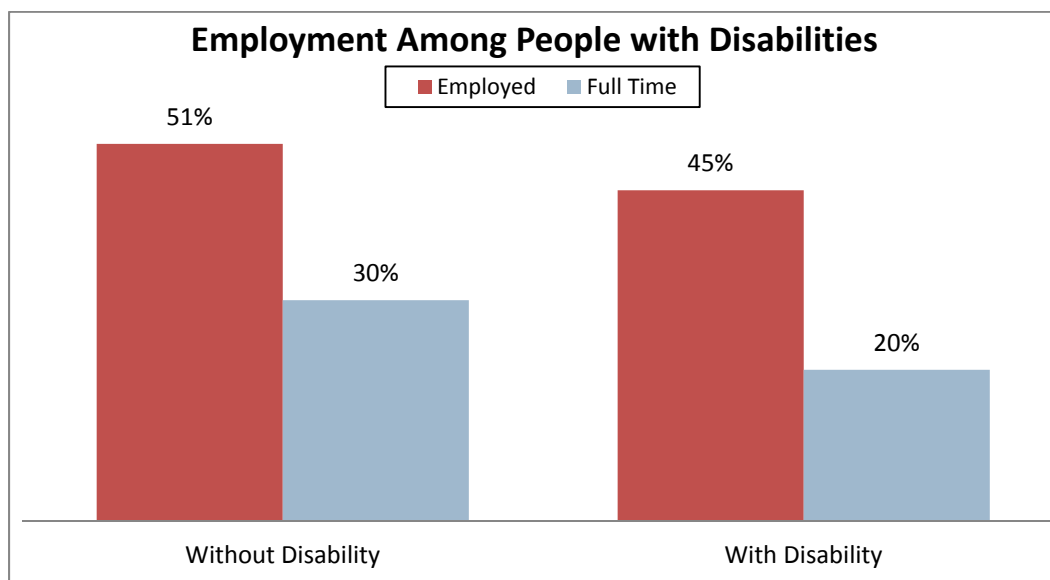


Source: Matches with Employment Security Department data and WIASRD.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Disability Impacts Employment and Earnings

Youth with disabilities had median earnings that were 84 percent of youth without disabilities. This was a significant increase from the 73 percent reported in 2005-2006. Furthermore, their median wage was on par with youth having no disabilities.



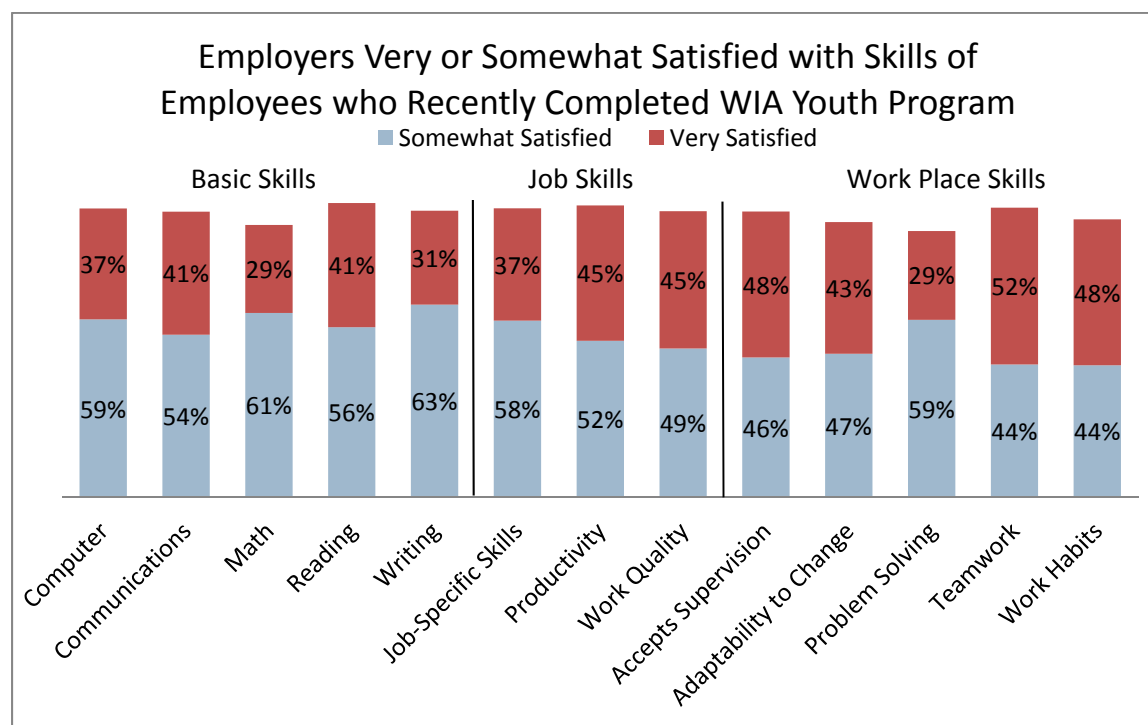
Source: Matches with Employment Security Department data and WIASRD.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Were Employers Satisfied with the Preparation Workers Received?

The Workforce Board's Employer Survey, administered during 2010, asked firms to evaluate new employees who had recently completed a WIA program.¹⁴ All three WIA Title I programs (Adult, Dislocated Worker, and Youth) were grouped together because there are relatively few participants in each category and employers would find it difficult to distinguish one from another. This section presents findings on employer satisfaction with new employees who completed *any type* of WIA program.

Employer satisfaction was broken down into three categories: Basic Skills, Job Skills and Work Place Skills. Basic skills refer to reading, writing, math, communication and computer skills. Job skills refer to skills specific to the job as well as overall work quality and productivity. Work place skills refer to the skills necessary to get along in the workplace such as ability to accept supervision, teamwork, ability to adapt to changing situations, problem solving and overall work habits.



Source: Workforce Board Employer Survey conducted in 2010.

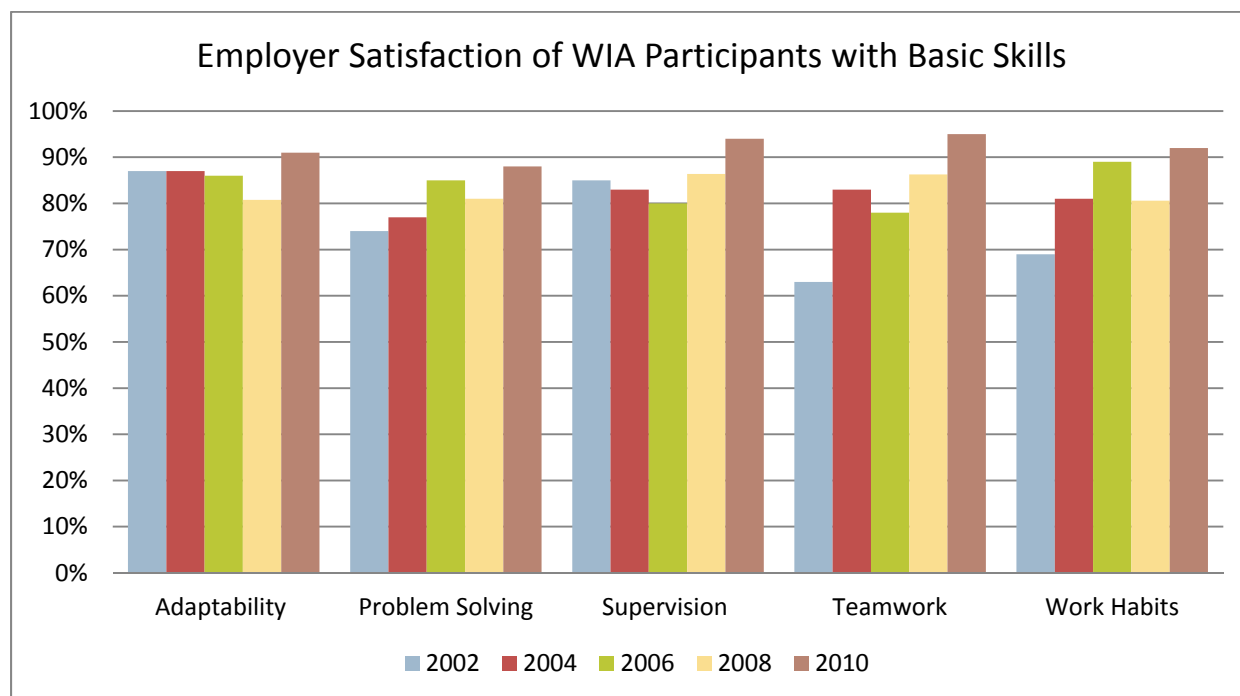
Fewer employers were very satisfied with math, writing and problem-solving skills.

Among those indicating they were "very satisfied," top scoring categories included:

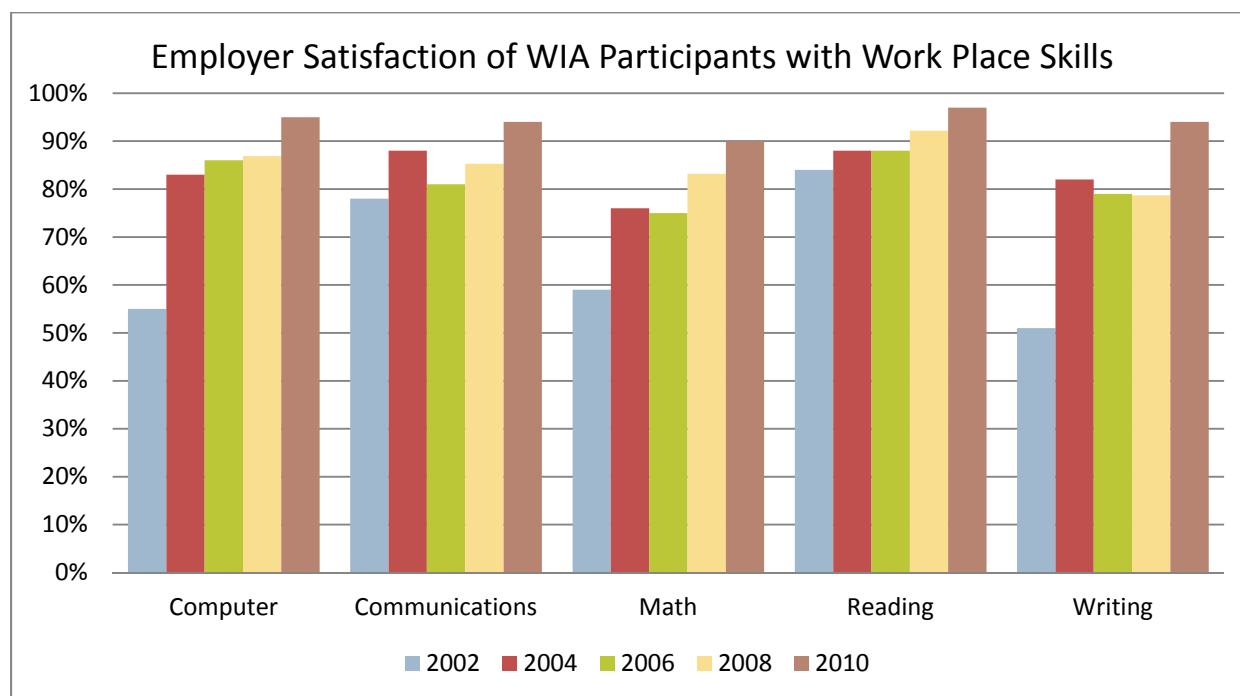
- Teamwork (52 percent).
- Accepts Supervision (48 percent).
- Work Habits (48 percent).

¹⁴ Every two years the Workforce Board conducts a statewide employer survey to get feedback on the state's workforce system. It's the only comprehensive statewide survey of its kind and shines a light on common workforce issues across a wide range of industries.

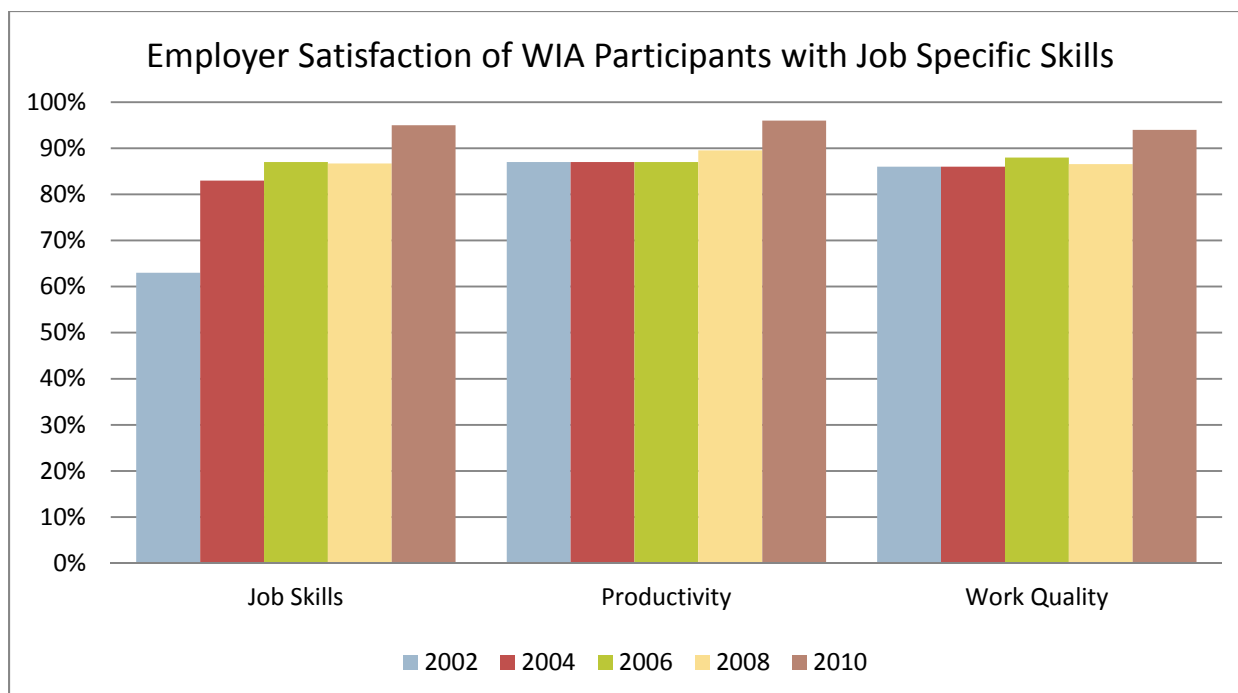
Overall Work Quality and Overall Productivity were also rated highly with 45 percent of employers indicating they were “very satisfied.” The overall satisfaction of employers in *all* skill areas was higher in 2007-2008 than any of the past 10 years of surveys. The following three charts show the overall satisfaction of employers within the skills categories of new employees who recently completed a WIA program.



Source: Workforce Board's Biennial Employer Surveys from 2002 through 2010.



Source: Workforce Board's Biennial Employer Surveys from 2002 through 2010.



Source: Workforce Board's Biennial Employer Surveys from 2002 through 2010.

Net Impact - Did the 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 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 studies program participants to see what results they achieved and compared these results with a control group. Individuals who participated in a WIA Youth 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 WIA Title I-B Youth program has positive net impacts on employment, hours worked and earnings. Participation increases lifetime earnings.

The most recent analyses examined the experience of participants who left programs during the 2005-2006 and 2007-2008 program years.

Short-term net impacts: Individuals who exited in Program Year 2007-2008.

Longer-term net impacts: Individuals who exited in Program Year 2005-2006.

Impact on Employment and Earnings: Participants vs. Control Group

In the next table, the WIA Youth participant employment rate in the short-term was 8 percentage points higher than the rate of those in the comparison group. WIA participants who received training achieved an employment rate that was 13.1 percentage points higher than their comparison group. Training included occupational skills training, skill upgrading and retraining, on-the-job training, and Adult Basic Education when delivered in combination with career and technical education.

Similarly, the average annualized earnings of WIA participants who found jobs is higher (by the amounts listed below) than those non-participants who were employed.

WIA Youth	All WIA Youth Participants		Received Training	
	Short-term	Long-term	Short Term	Long-term
Net Employment Impact	8 percentage points	4.3 percentage points	13.1 percentage points	4.5 percentage points
Net Hourly Wage Impact	No significant positive impact	No significant positive impact	No significant positive impact	\$1.08
Net Hours Employed per Quarter Impact	46.5	30.8	52.2	50.5
Net Annualized Earnings Impact	\$1,577	\$1,884	\$3,075	\$4,292

Percentages listed are employment percentage points above those of the control group of non-participants. Dollars listed are the average annual earnings difference between WIA participants who got jobs and those in the control group who were employed. Earnings and wages are in 2009 Q1 dollars.

The WIA Youth program serves young people with substantial barriers to success in school and employment. This affects the program's outcomes. After participation, 35 percent still did not possess a high school diploma or GED and were not enrolled in school. The median earnings of those working and not enrolled in education was \$10,895.

These results may seem low, but they should be viewed in the context of the population served. Comparing the results to demographically similar individuals who did not participate in a workforce development program, the study found a positive net impact of 4.5 percentage points on their rate of employment and a \$1,885 net impact on annual earnings. Moreover, the net impact on annual earnings for those who received training was \$4,292—a very strong result.

WorkFirst

Program Details

Washington's WorkFirst program began in 1997 to help low-income families become self-sufficient. The program provides job search assistance, support services, and basic skills and vocational education to help parents get a job, keep a job, and move up a career ladder. WorkFirst is unique among workforce development programs in its sole focus on families receiving cash assistance, or Temporary Assistance to Needy Families (TANF).¹ It is an important population in terms of state workforce development and overlaps partially with the population served by several of the other workforce development programs in this study. It should also be noted that the WorkFirst population is diverse, especially with respect to job readiness and employability, as it includes parents who face barriers such as language, domestic violence, mental and physical health problems, chemical dependency, and long-term disabilities.

Every two years, 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.

Participant Profile

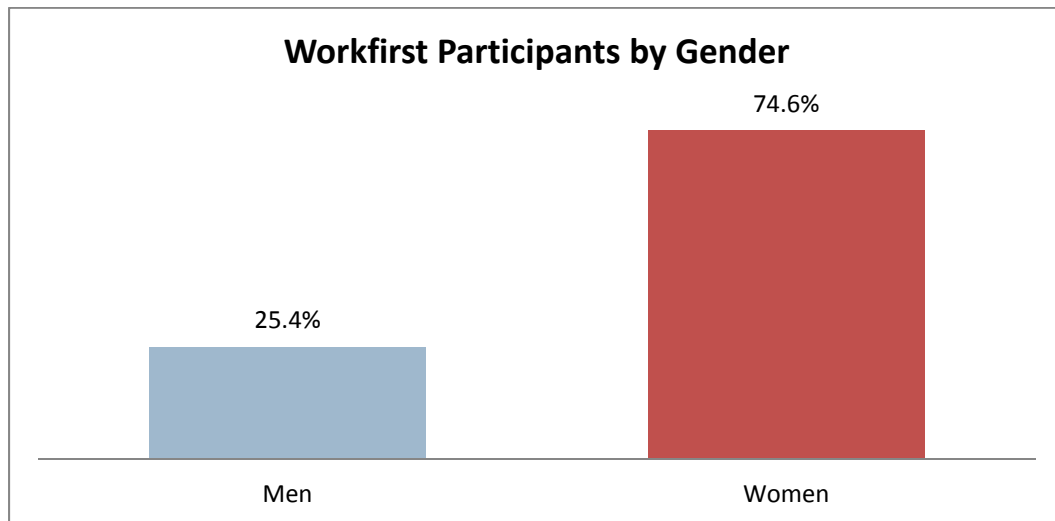
For this report, researchers studied the results of 31,335 participants who took part in one or more WorkFirst employment and training related services between July 1, 2007 and June 30, 2008. All participants received Temporary Assistance for Needy Families (TANF) payments during participation. Participating in WorkFirst employment and training services did not necessarily mean completion of TANF.

The study also includes information from Employment Security Department wage files from Washington, Idaho, and Oregon, and federal employment records. WorkFirst clients received a wide variety of employment and training services.

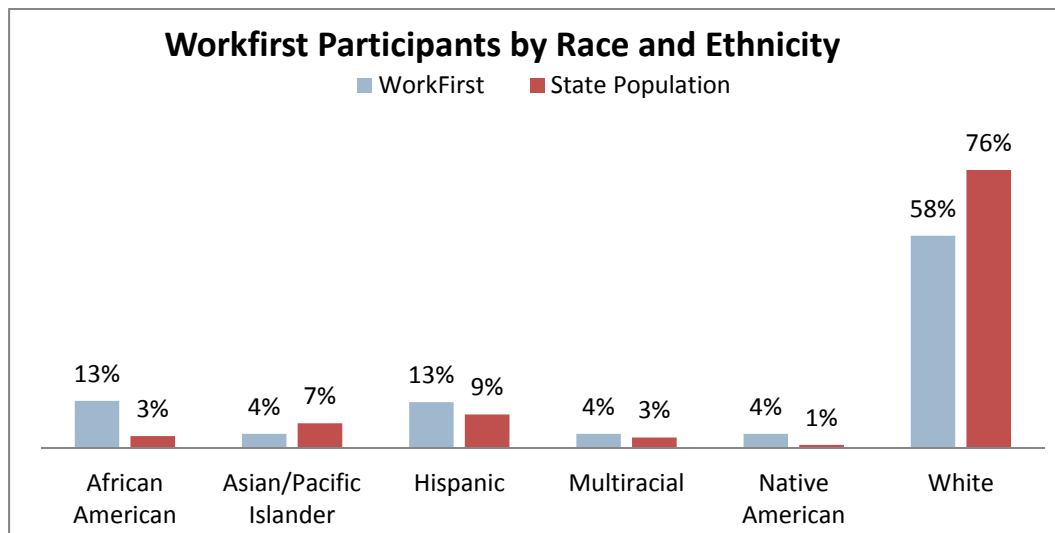
¹ The TANF program is for families, where the parent(s) receives a grant for his or her own needs as well as the child(ren), and is subject to federal participation requirements.

WorkFirst clients who exited in 2007-2008 were racially and ethnically diverse with Hispanics, African Americans and Native Americans represented at a significantly higher percentage than the state's general population.²

Three quarters of WorkFirst participants were women.



Source: Department of Social and Health Services, Administrative Records 2007-2008



Source: Department of Social and Health Services, Administrative Records

² 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/Pacific Islanders (also referred to as Asians/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 2008 *U.S. Census Estimates*, 77 percent are whites; 3 percent are African Americans; 1 percent are Native Americans; 7 percent are Asians/Pacific Islanders; 3 percent are multiracial; and 9 percent are Hispanics.

Education Level

WorkFirst participants entered the program with the following education levels:

- 44 percent had not completed high school.
- 43 percent had a high school diploma or GED but no post-high school education.
- 12 percent had attended one to three years of postsecondary education.
- 2 percent had completed four or more years of postsecondary education.

The median age of participants when leaving the program was 27 years; one quarter were 35 or older.

State Core Measures: Tracking WorkFirst 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.

Workforce Training Results seeks answers to core questions:

- Did participants get the skills they needed?
- Did they get a job and how much were they paid?³

For WorkFirst, these questions are the sole focus of this Workforce Training Results report. Additional questions asked of other workforce programs are not addressed. Those questions include: Were employers satisfied with the preparation workers received; has the program made a difference in the participant's success; and did participants and the public receive a return on their investment. WorkFirst was not included in the Workforce Board's 2010 Employer Survey and was not included in a net impact study or cost-benefit analysis.

Did Participants Get the Skills they Needed?

The analyses for this report are limited to those clients who participated in one or more of the following employment and training components.⁴

- CJ – Community Jobs (subsidized employment)
- JS – Job Search
- PE – Customized Job Skills Training
- BE – Basic Education
- ES – English as a Second Language

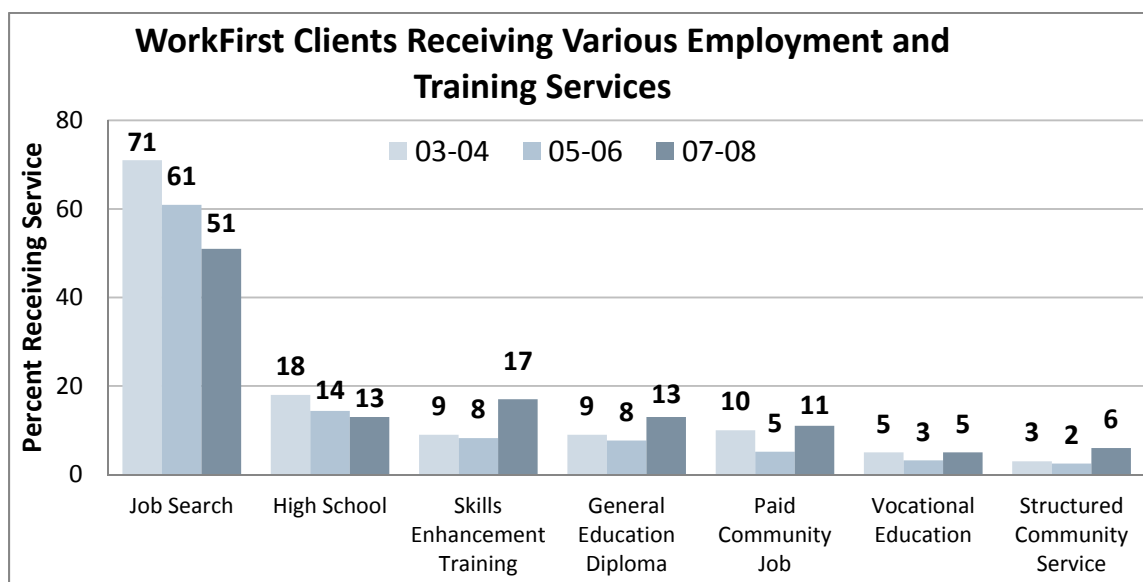
³ Workforce Training Results usually includes a survey that measures the satisfaction of workforce participants, in addition to employers. The survey was not conducted this time because of budget constraints.

⁴ The component codes are E-JAS component codes.

- GE – General Education Diploma
- HS – High School
- HW – High Wage / High Demand
- JT – Skills Enhancement Training
- OT – On the Job Training
- VE – Vocational Education
- VU – Vocational Education - Unapproved
- WE – Work Experience
- XS – Structured Community Service

It should be noted that unlike most other workforce development programs, WorkFirst parents can be sanctioned (have their grant reduced) for not complying with employment and training activity requirements (typically 32-40 hours of activities per week, which can include full- or part-time employment).

Among the employment and training components, the service used by the highest percentage of clients in program year 2007-08 was job search assistance. The percentage of clients who used job search assistance has fallen 10 percentage points since 2005-06. The percentage of clients who used Community Jobs (subsidized employment), Skills Enhancement Training, and Structured Community Service has more than doubled since 2005-06. Altogether, there were fewer 2007-08 WorkFirst participants who used any employment or training components than in 2005-2006.



Source: State Board for Community and Technical Colleges, Administrative Records

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, Idaho, Oregon, and federal wage records.⁵ The study looks at employment and earnings three calendar quarters after the participant left a WorkFirst program. The chart below shows the 2008-2009 employment and earnings of participants who left the program during the 2007-2008 program year.

Thirty-nine percent of WorkFirst participants were employed. Of those who were working, 37 percent were employed full time. The median hourly wage⁶ of those working was \$10.71, with median annualized earnings of \$12,477. Employment rates and earnings are typically low for this population, but they were somewhat lower in the most current reporting year than for 2005-2006 participants. The decrease in earnings is likely due to the onset of the recession in late 2008 and a reduction in the median number of hours worked.

2007-2008 Program Year Performance for WorkFirst

Performance Measure	Results
Employment Rate*	39%
Percentage Employed Full Time**	37%
Median Annualized Earnings	\$12,477
Median Hourly Wage***	\$10.71
Hours Worked Quarterly (Median)	305 hours

These figures apply to those with employment reported to Employment Security Department six to nine months after leaving program. 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 2009 dollars.*

To put earnings in context, the median number of people WorkFirst participants were able to support at the poverty level after leaving the program in 2007-2008 was 1.4 people. At the 200 percent of poverty level, this worked out to less than one person, or 0.6 people.⁷

⁵ These files contain quarterly earnings and hours-worked information on those individuals with employment reported for unemployment insurance (UI) 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).

⁶ All wages and earnings are stated in 2009 Q1 dollars.

⁷ In 2009, the poverty level for one person was \$10,830 per year. The 200-percent-poverty level that year was \$21,660 for one person.

Self Sufficiency Level for WorkFirst – Previous Years*

Performance Measure	2003-2004	2005-2006	2007-2008
Household size-poverty level	1.3	1.6	1.4
Household size-poverty level at 200 percent	0.6	0.6	0.6

**There are fewer reporting years for WorkFirst than other programs included in this study, as data collection on these programs started more recently.*

The following table shows employment and earnings over three study periods.

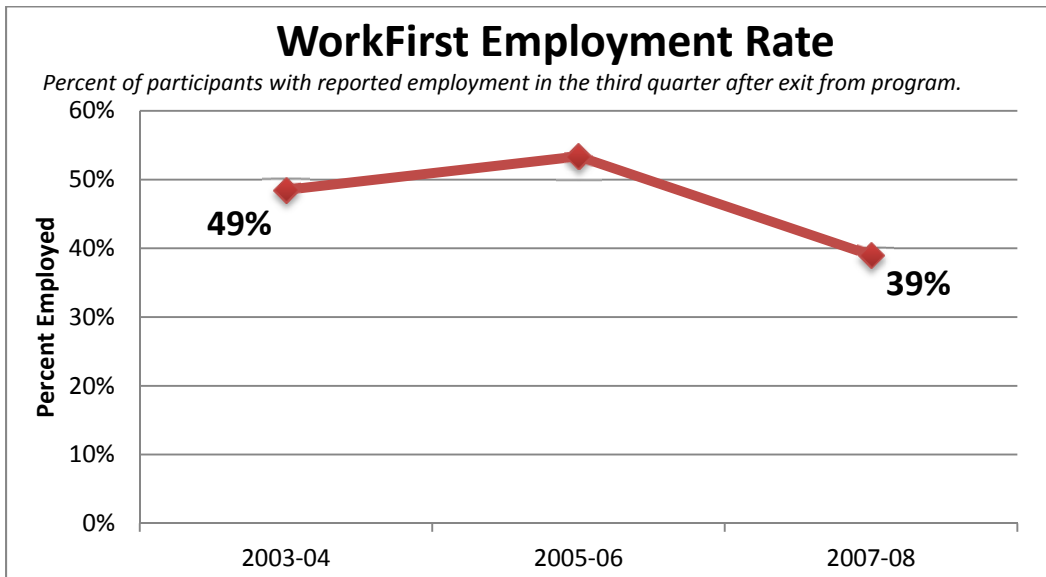
Program Performance for WIA WorkFirst – Previous Years

Performance Measure	2003-2004	2005-2006	2007-2008
Employment Rate	49%	53%	39%
Percentage Employed Full Time*	37%	41%	37%
Median Annualized Earnings	\$12,099	\$12,991	\$12,477
Median Hourly Wage	\$10.04	\$10.07	\$10.71
Hours Worked Quarterly (Median)	307	328	305

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

***Note: These figures apply to those with employment reported to state employment agencies six to nine months after leaving the program. Rate does not include self-employment, employment outside the Northwest or military service and thus understates total employment by approximately 10 percent. Earnings/wages expressed in first quarter 2009 dollars in order to control for inflation.*

Since 2003-2004, WorkFirst participants have recorded a rise, then fall, in employment.



Source: Workforce Training Results 2003-2008.

Earnings of WorkFirst participants have stayed fairly stable.



Source: Workforce Training Results 2003-2008.

The majority of WorkFirst participants reported to be employed, held jobs in:

- Retail trades.
- Services industries, such as the accommodation and food services industries and health care.

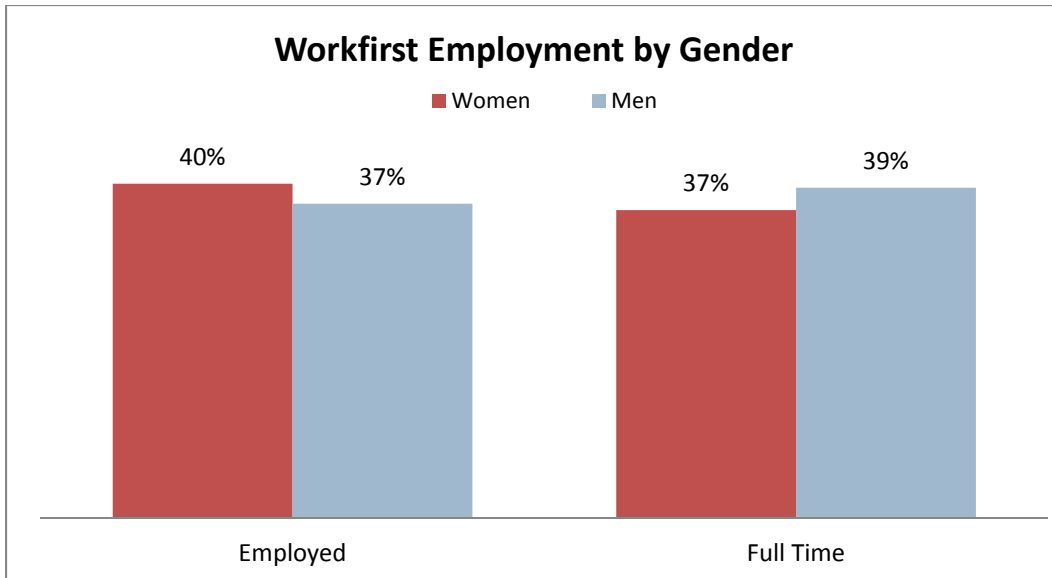
WorkFirst Employment by Industry	
Industry Group	Employment
Services (See breakout below)	61.8%
Retail Trade	16.5%
Manufacturing	5.2%
Financial Activities	3.7%
Construction	3.5%
Transportation and Warehousing and Utilities	2.8%
Wholesale Trade	2.2%
Public Administration	2.0%
Natural Resources and Mining	1.7%
Information	0.6%
Services Breakout	
Professional, Scientific, and Technical Services	2.3%
Administrative and Support and Waste Management and Remediation Services	11.1%
Education Services	2.6%
Health Care	13.4%
Social Assistance	7.1%
Arts, Entertainment, and Recreation	2.9%
Accommodation and Food Services	16.5%
Other Services (except Public Administration)	6.0%

Note: Industry groups based on North American Industry Classification System codes.

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

Wages and Employment Results Vary by Population

Wage and employment results can vary by gender, race and ethnicity, and disability. A slightly higher percentage of women were employed in the third quarter after exit compared to men. However, men were more likely to be working full time than women (39 percent versus 37 percent). Women had an hourly wage that was 93 percent of men (\$10.55 versus \$11.31) a slight improvement from the 91 percent reported in 2005-2006.

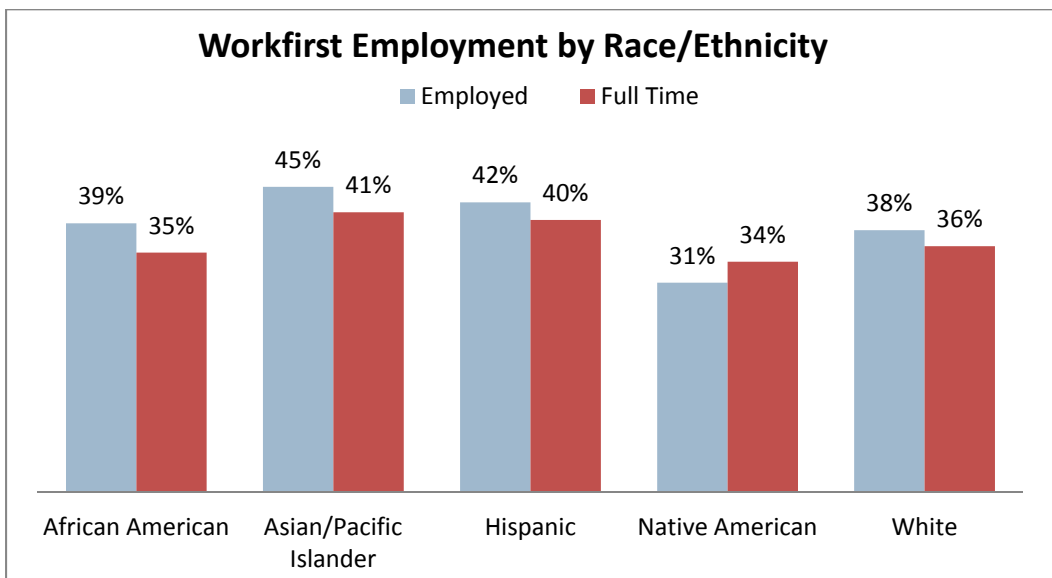


Source: Matches with Employment Security Department data.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Race/Ethnicity Plays Role

Native Americans were less likely to be employed than whites during the third quarter after exit, while the remaining ethnic groups were more likely to be working than whites. Asians/Pacific Islanders and Hispanics were more likely than whites to be working full time. The median hourly wage for Hispanics was 96 percent of whites; Native Americans, Asians/Pacific Islanders and African Americans had slightly higher median wages than whites.

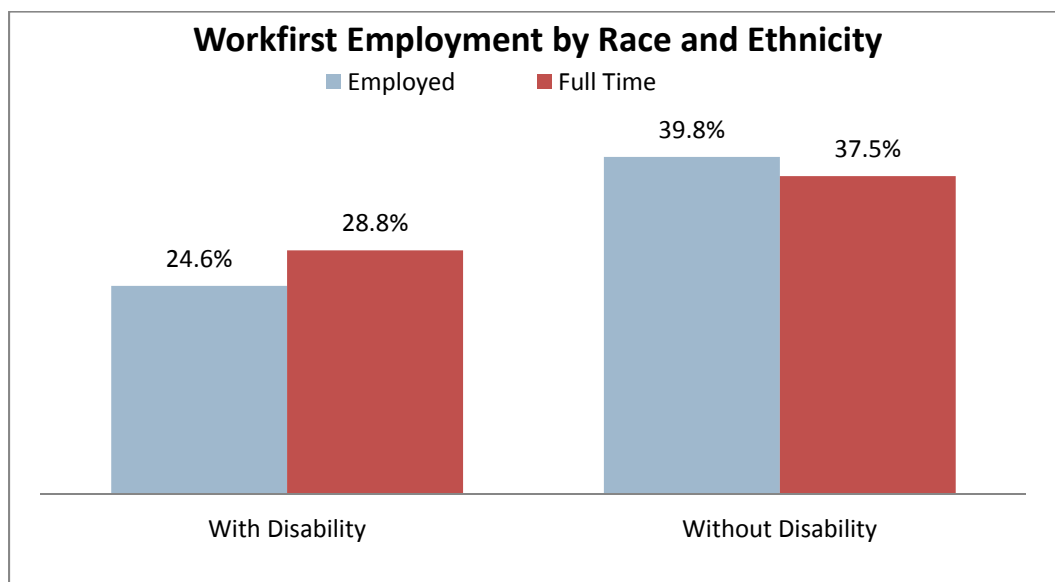


Source: Matches with Employment Security Department data.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

Disability Impacts Employment, Earnings

Earnings and employment outcomes also varied by disability status. Participant records suggest 4 percent of the WorkFirst clients included in this study had a disability. Clients with disabilities were less likely than those without disabilities to have employment reported to the state's Employment Security Department during the third quarter after exit (25 percent versus 40 percent) and were less likely to be employed full time (29 percent versus 38 percent). Among those working, the median hourly wage rate of those with a disability was 98 percent of those without a disability.



Source: Matches with Employment Security Department data.

Note: The percentage employed and percentage full-time are calculated from different bases. The percent employed is percent of all participants; the percent full-time is percent among those employed.

In summary, the key findings are that the employment rate after WorkFirst clients participated in employment and training services was 39 percent, a decline from the 53 percent rate found by the previous study. Median earnings of the employed were \$12,477, an amount not sufficient to support a two-person family at the poverty level. It should be noted, however, that WorkFirst is designed to take advantage of other government assistance for low income individuals, such as tax credits, the Basic Food Program (food stamps), and Working Connections Child Care, the benefits of which are not included in this study.