

Adult Basic Education/English as a Second Language

Program Details

Adult Basic Education (ABE) and English as a Second Language (ESL) are provided by community and technical colleges and, to a lesser extent, community-based organizations. Among the ABE/ESL participants included in this report, 97.2 percent received their training at community and technical colleges and 2.8 percent received training at community-based organizations. This report is limited to adults who identified employment-related reasons for enrolling in basic skills courses and who proceeded to take only basic skills courses.¹ Those who took basic skills courses for non-employment-related reasons are not included.

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.

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 participants whose goal is to pass the high school equivalency examination; and High School Completion instruction for adults who want to earn an adult high school diploma; and Integrated Basic Education and Skills Training (I-BEST) for those transitioning into professional technical/academic certificate and degree programs.

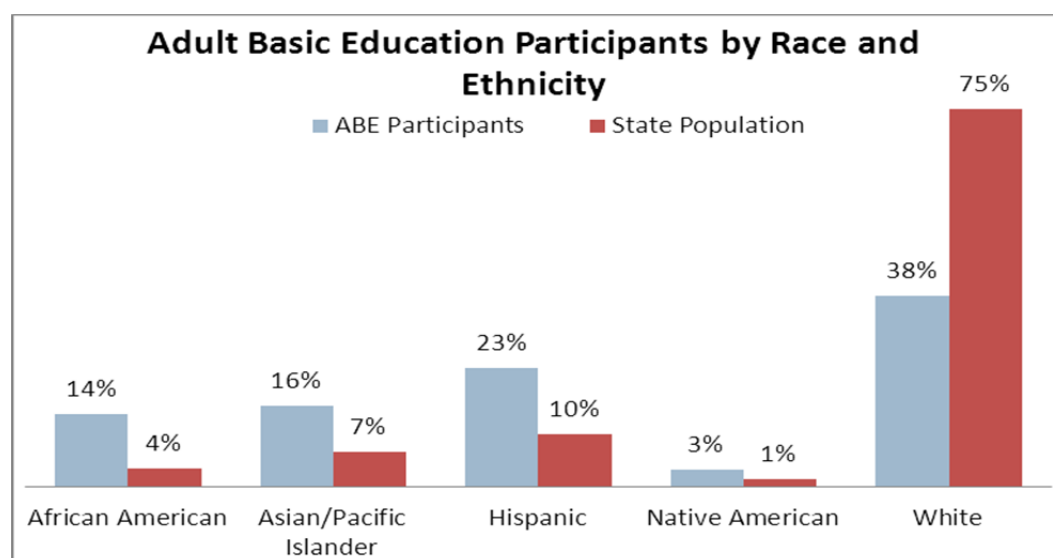
ESL provides basic skills instruction and non-transfer level instruction across a wide range of competency levels in reading, writing, speaking, and listening.

Participant Profile

For this report, researchers studied the results of 29,425 participants who left an ABE/ESL program during the 2008-09 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. The percentage of African Americans is significantly higher than the percentage of African Americans statewide (14 percent versus 4 percent). This is also true of Asian/Pacific Islanders (16 percent versus 7 percent), and Hispanics (23 percent versus 10 percent). Overall, non-whites comprised 62 percent of participants, up 4 percentage points from 2007-08.

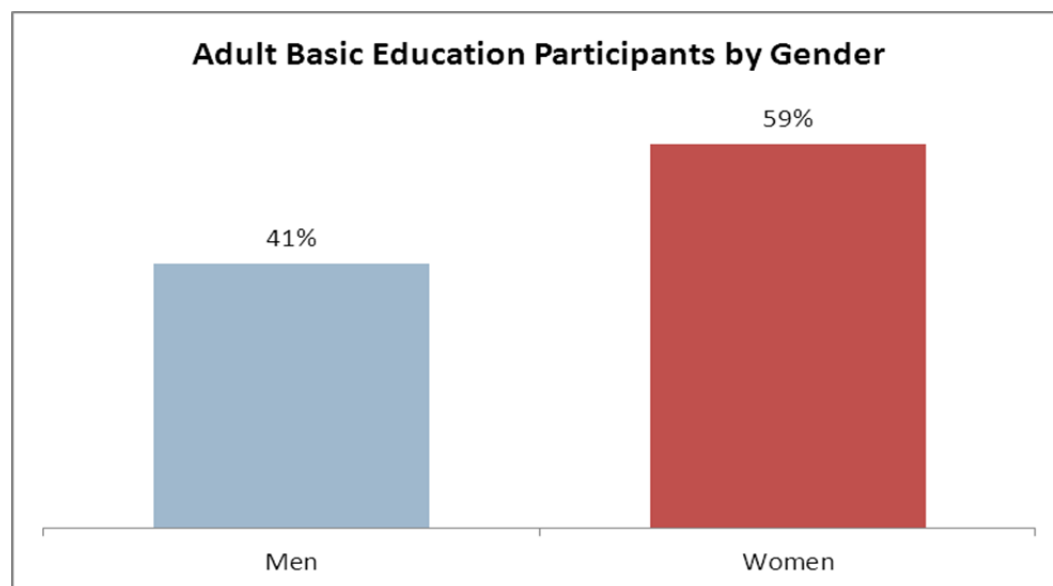
¹ Individuals taking both vocational courses and basic skills are included in the chapter on CTC Professional-Technical Education, which presents net impact estimates for participants taking a blend of basic skills and vocational training.

Non-whites comprised 62 percent of the participants. This is somewhat higher than the 59 percent from the 2007-08 report.² The percentage of ABE/ESL participants who are an ethnic/racial minority is significantly higher than the percentage of minorities statewide.



Source: Community and Technical Colleges Administrative Data 2008-09.

Almost 60 percent of participants are female, the same female percentage as in 2007-08.



Source: Community and Technical Colleges Administrative Data 2008-09.

²In 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 2009 U.S. Census Bureau estimates from the American Community Survey, 75 percent are white; 4 percent are African American; 1 percent are Native American; 7 percent are Asians/Pacific Islander; 3 percent are multiracial; and 10 percent are Hispanic.

The median age when leaving an ABE/ESL program was 29 years old. A quarter of participants were under age 22, while a quarter of the participants were over age 39.

State Core Measures: Tracking ABE/ESL Progress

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

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

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

Data Comes From State Wage Files & Employer Survey

The 2011 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records. 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.

Net Impact Study Adds More Insight into Program Performance

In addition, this year's report includes a comprehensive Net Impact Study. To assess both short- and long-term employment and earnings trends, data on employment records from as far back as 2006-07 is used in the 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 18 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2011 Workforce Training Results. The study provides a side-by-side comparison of participants vs. similar non-participants, answering the question of whether the program is making a difference.

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

To find out whether participants had jobs and how much they earned, participant records were matched with Employment Security Department wage files from Washington and neighboring states.³

According to record matches, 46 percent of ABE/ESL participants had employment during the third quarter after they left the program, six percentage points lower than reported in 2007-08. Their median hourly wage of \$10.67, and median annual earnings of \$16,197, was slightly lower than in the prior program year.⁴ Over the past decade, employment rates and earnings have stagnated or steadily declined.

Employment and Earnings for Adult Basic Education/ English as a Second Language Participants, 2009-10

Performance Measure	Results
Employment Rate (Self-Reported)	61%
Employment Rate* (State Records)	46%
Full Time Employment **	49%
Median Hourly Wage***	\$10.67
Median Quarterly Hours	385 hours
Median Annualized Earnings***	\$16,197

* 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 account for inflation.

To put earnings in context, the median number of dependents ABE/ESL participants were able to support at poverty level in 2009-10 was 2.4 people. At the 200 percent poverty level, it was less than one person (.7 people).⁵

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 Annual earnings are calculated as third quarter earnings multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter. All wages and earnings are stated in first quarter 2009 dollars.

⁵ 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 Trends for ABE/ESL

Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Household size-poverty level	2.8	2.6	2.8	2.7	2.4
Household size-poverty level at 200 percent	.8	.8	.8	.8	.7

ABE/ESL Participants Receiving Benefits from Employers

Performance Measure	2002-03	2004-05	2006-07	2008-09*	2009-10
Self-Reported Medical Benefits from Employer	53%	44%	44%	N/A	38%
Self-Reported Retirement Benefits from Employer	32%	23%	28%	N/A	28%

*Due to budget concerns, the Participant Survey was not conducted in 2008-09.

The next table shows employment and earnings over the course of five study periods. This data is also visually represented on the following page for the years 2002 to 2010.

Employment and Earnings Trends for ABE/ESL Participants

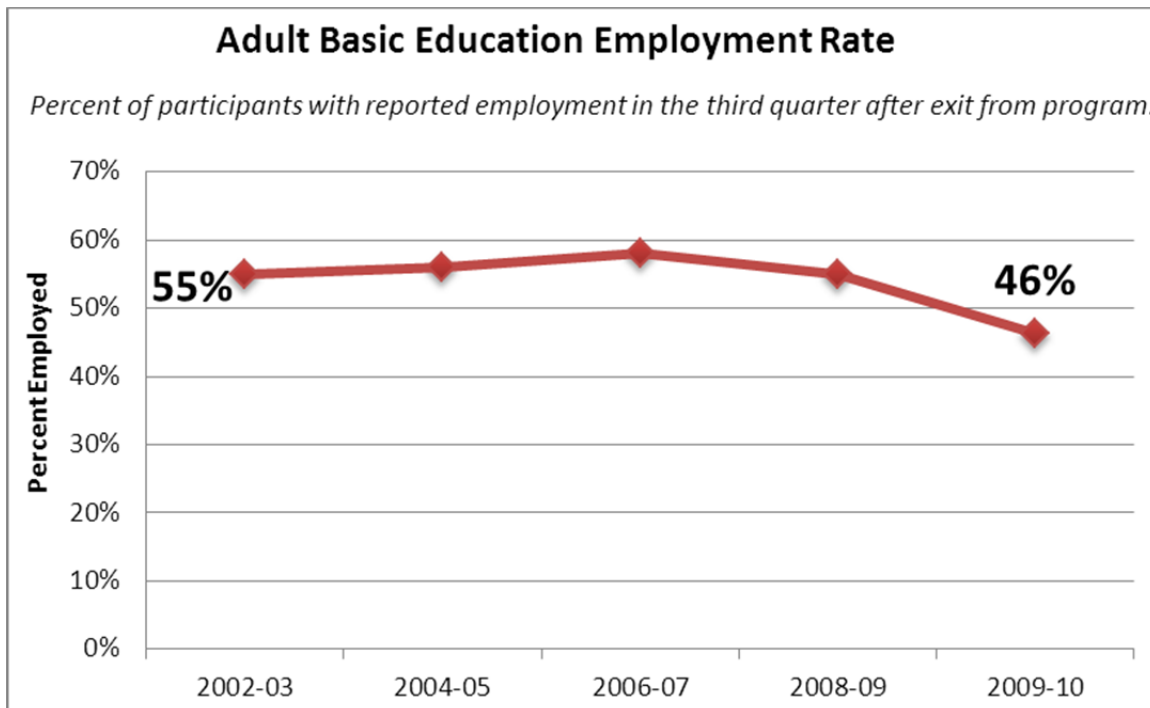
Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Employment Rate (Self-Reported)	64%	64%	69%	N/A	61%
Employment Rate* (State Records)	55%	56%	58%	55%	46%
Full Time Employment**	54%	54%	54%	53%	49%
Median Quarterly Hours	419	412	420	402	385
Median Hourly Wage***	\$10.60	\$10.69	\$10.75	\$11.07	\$10.67
Median Annualized Earnings***	\$17,404	\$16,843	\$17,607	\$17,186	\$16,197

*These figures apply to those with employment reported to ESD six to nine months after leaving program for all CTC Professional-Technical participants, and are 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.

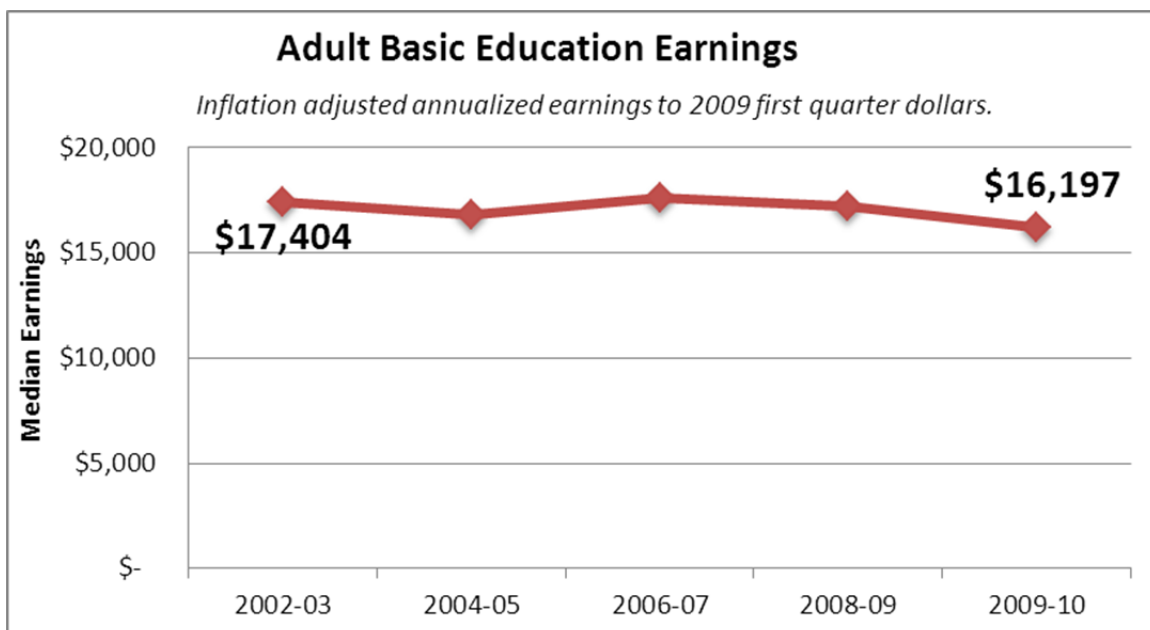
**Full-time employment averages 30 or more hours per week.

***Earnings/wages expressed in first quarter 2009 dollars in order to account for inflation.

Since 2002, ABE/ESL participants who did not enroll in vocational training have experienced falling earnings and employment levels.



Source: Workforce Training Results 2002-10.



Source: Workforce Training Results 2002-10.

Adult Basic Education Employment by Industry

Employment among ABE/ESL participants is heavily concentrated in services, retail trade, and manufacturing industries. The percentage of 2009-10 participants employed in services is 4 percentage points higher than the prior year. Employment in the retail trades is the same as the prior year, whereas manufacturing is one percentage point lower. The biggest increase is in health care services, which increased from 4.9 percent in 2008-09 to nearly 12 percent.

Industry Group	
59.2%	Services (See breakout below)
14.2%	Retail Trade (See breakout below)
10.4%	Manufacturing
3.9%	Natural Resources and Mining
3.5%	Construction
2.6%	Wholesale Trade
2.3%	Transportation, Warehousing and Utilities
2.1%	Financial Services
1.3%	Public Administration
0.5%	Information
Breakout of Services Industry	
18.2%	Accommodation and Food Services
11.6%	Health Care
9.6%	Administrative and Support and Waste Management and Remediation Services
7.4%	All Other Services
6.8%	Social Assistance
2.5%	Education Services
2.1%	Arts, Entertainment, and Recreation
1.1%	Professional, Scientific, and Technical Services
Breakout of Retail Trade Industry	
4.1%	Department Stores and Warehouse Clubs
3.7%	Groceries, Supermarkets & Specialty Foods
1.9%	All Other Retail
1.4%	Clothing and Accessories Stores
1.3%	Gas Stations/Convenience Stores
0.9%	Motor Vehicle and Accessories Sales
0.8%	Home furnishings,Garden,Hardware
<i>Note: Industry groups are based on North American Industry Classification System codes.</i>	

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

Wages and Employment Results Vary by Population

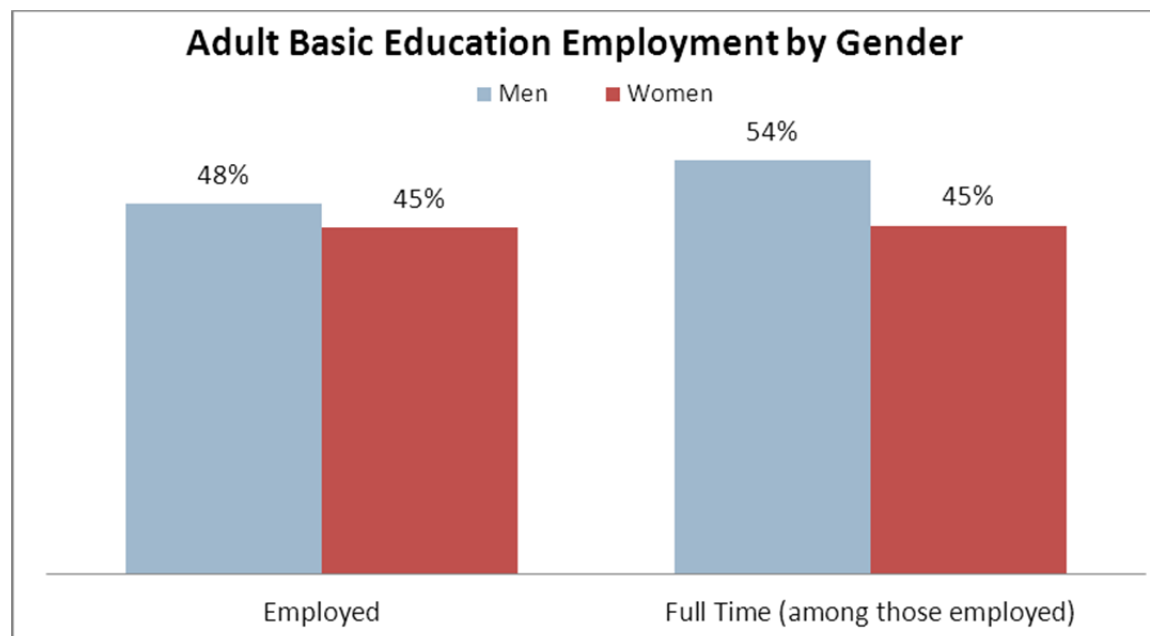
Wage and employment results can vary by gender, race and ethnicity, and disability. Among participants employed during the third quarter after exit, there is a substantial gender gap in labor market outcomes. Employment rates, hours worked, earnings, and wages are lower for women, although the ratios have slightly improved from 2008-09.

Gender Differences in Labor Market Outcomes Among ABE/ESL Participants in the Third Quarter After Leaving Program			
2009-10	Women	Men	Ratio
Employment Reported to ESD	45%	48%	94%
Median Quarterly Hours Worked	360	412	87%
Median Hourly Wage*	\$10.36	\$11.31	92%
Median Annual Earnings*	\$14,722	\$18,487	80%

Source: Matches with Employment Security Department data 2008-09.

*Earnings/wages expressed in first quarter 2009 dollars in order to account for inflation.

The following chart shows the percentage of men and women ABE/ESL participants who reported being employed. Also broken out is the percentage of those working that held full-time jobs. Male ABE participants were more likely to be employed (48 percent compared to 45 percent) and also more likely to be working full-time (54 percent compared to 45 percent).



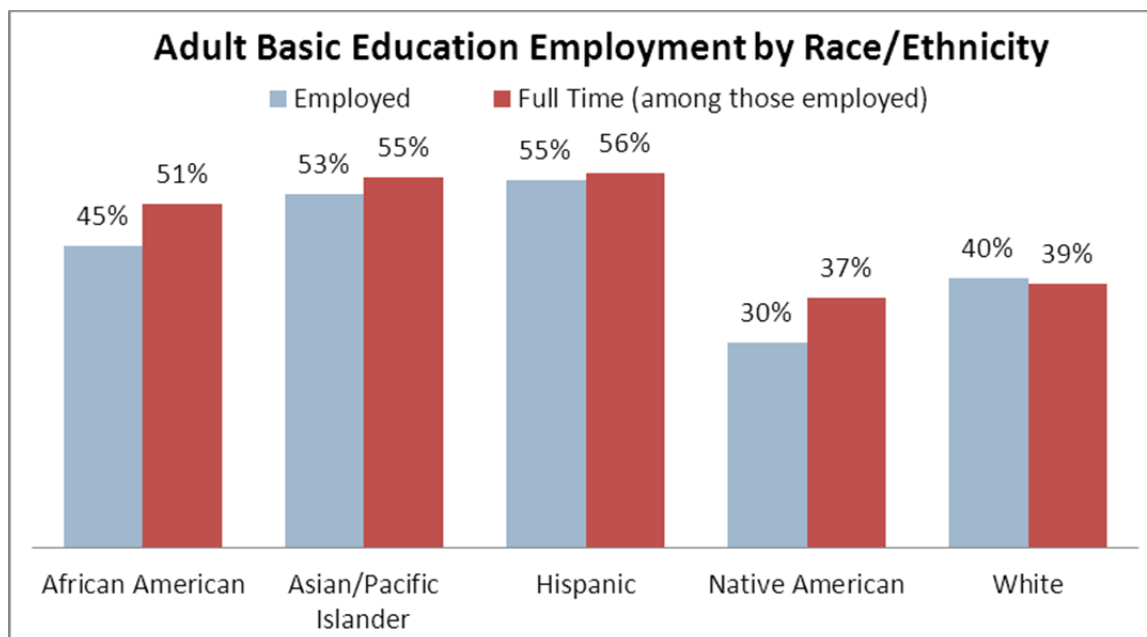
Source: Matches with Community and Technical Colleges Administrative Data and Employment Security Department data 2008-09.

Race/Ethnicity Plays Role

ABE/ESL program graduates had different employment rates when comparing race and ethnicity. The highest employment rate was found among Hispanics (55 percent), followed by Asian/Pacific Islanders (53 percent), African Americans (45 percent), whites (40 percent) and Native Americans (30 percent). Of those ABE/ESL participants who were working, the same pattern was found with higher percentages of Hispanics (56 percent), Asian/Pacific Islanders (55 percent) and African Americans (51 percent) working full time compared to whites (43 percent) and Native Americans (37 percent).

Median hourly wages appear to follow employment patterns by race, with the highest wages among Hispanics (\$11.30), Asian/Pacific Islanders (\$10.75), African Americans (\$10.74), and slightly lower wages among whites (\$10.26) and Native Americans (\$9.95).

The same pattern is reflected in median annual earnings. Hispanics have the highest earnings, at \$19,000, followed by Asian/Pacific Islanders (\$17,950), African Americans (\$16,632), whites (\$12,787) and Native Americans (\$11,067).



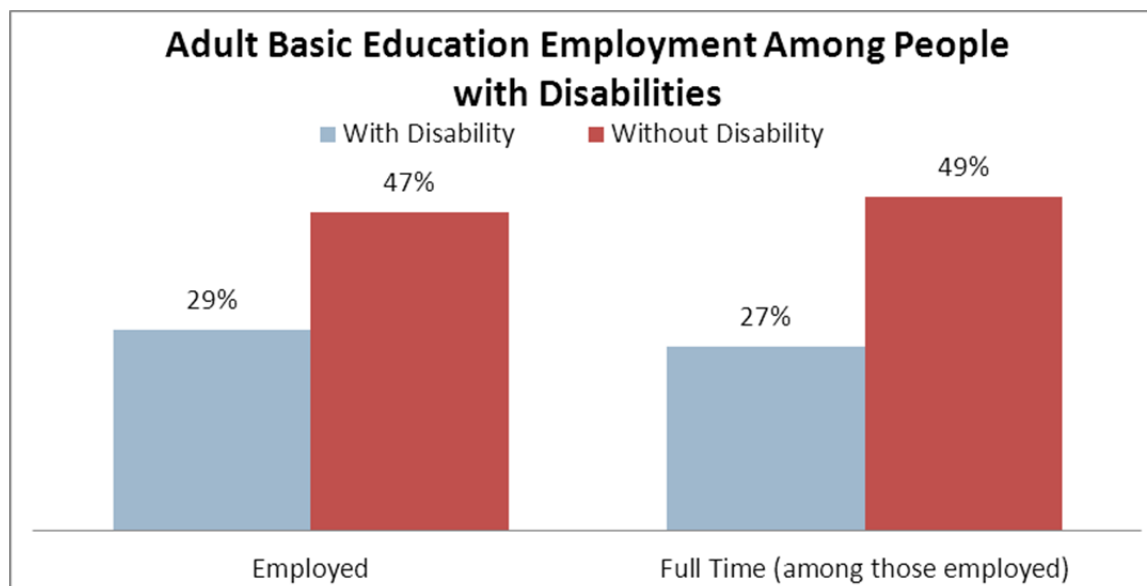
Source: Matches with Community and Technical Colleges Administrative Data and Employment Security Department data 2008-09.

Disability Impacts Employment, Earnings

Among ABE/ESL participants observed in 2009-10, just 2 percent had a disability (less than the general population percentage of 12 percent having a disability).⁶ Participants 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 (29 percent versus 47 percent for participants without a disability). This is a decrease in the employment

⁶ 2009 U.S. Census Bureau estimates from the American Community Survey.

rate among those with disabilities, down from 45 percent in 2008-09. Participants with disabilities were also less likely to work full time than participants without a disability (27 percent versus 49 percent), their median hourly wage (\$9.98 versus \$10.70) was 93 percent of the amount earned by participants without a disability, and median annual earnings were nearly half for those with a disability compared to those without a disability (\$8,047 versus \$16,288).

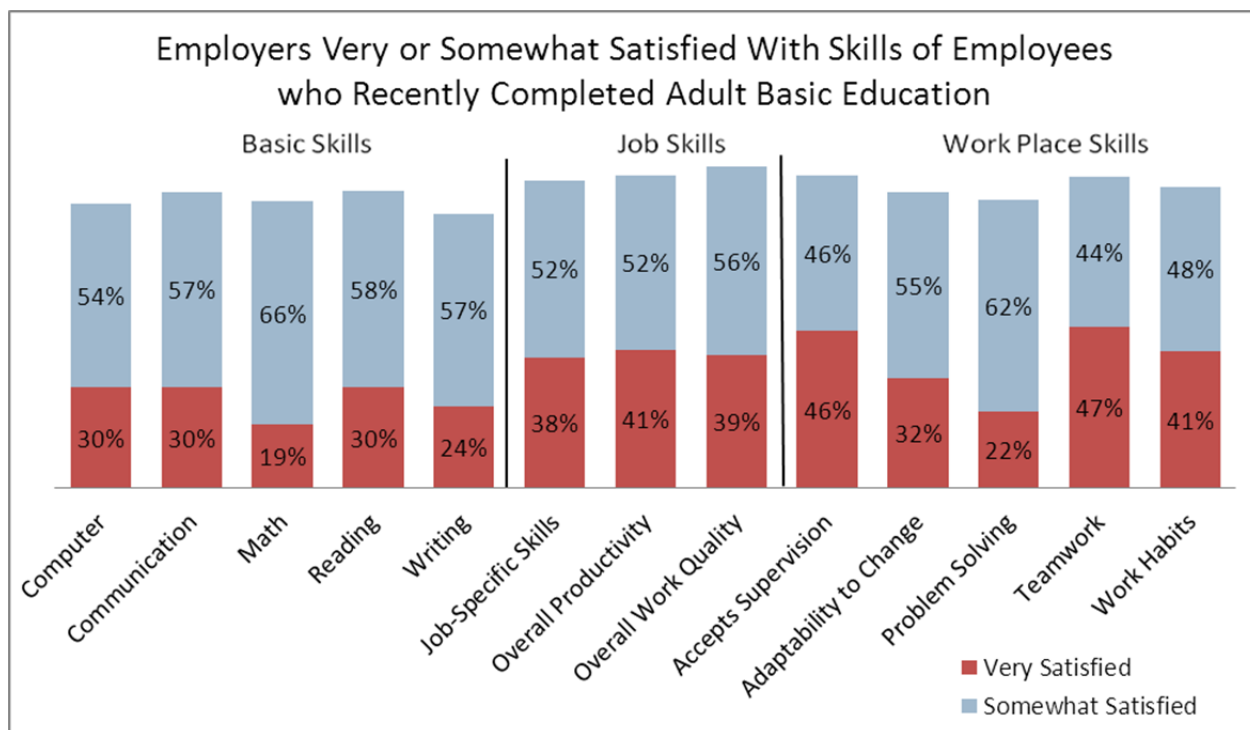


Source: Community and Technical Colleges Administrative Data and Employment Security Department data matches 2008-09.

Were Employers Satisfied with the Preparation Workers Received?

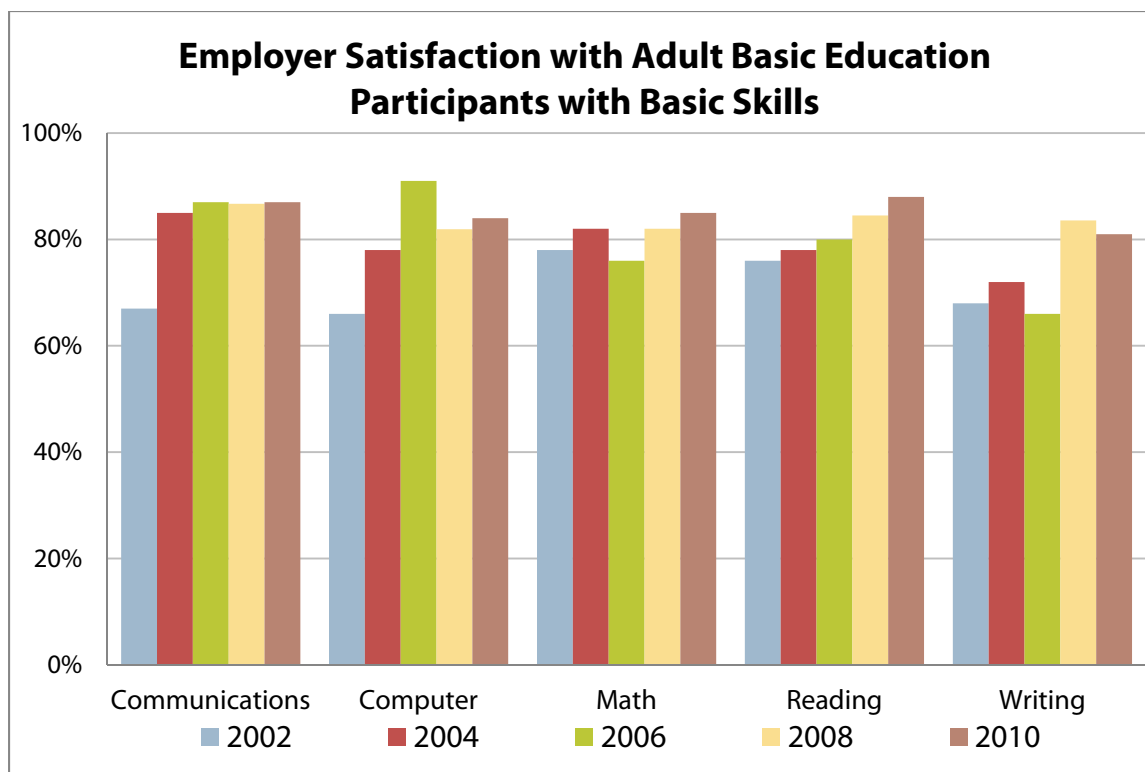
The Workforce Board's Employer Survey, administered during 2010, asked firms to evaluate new employees who had recently completed an ABE/ESL program. Employer satisfaction was broken down into three categories: Basic Skills, Job Skills and Work Place Skills. Basic skills refer to reading, writing, math, 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, and productivity. The lowest percentages of "very satisfied" responses concerned problem solving, math, writing and computer skills.

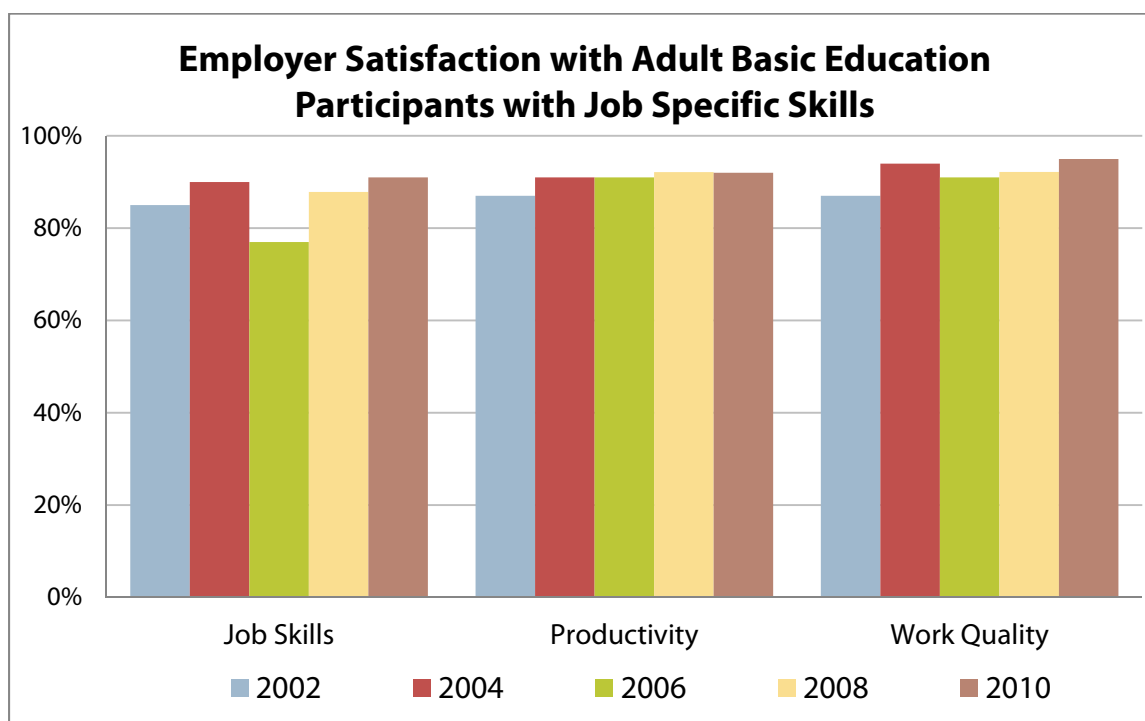


Source: Workforce Board Employer Survey conducted in 2010.

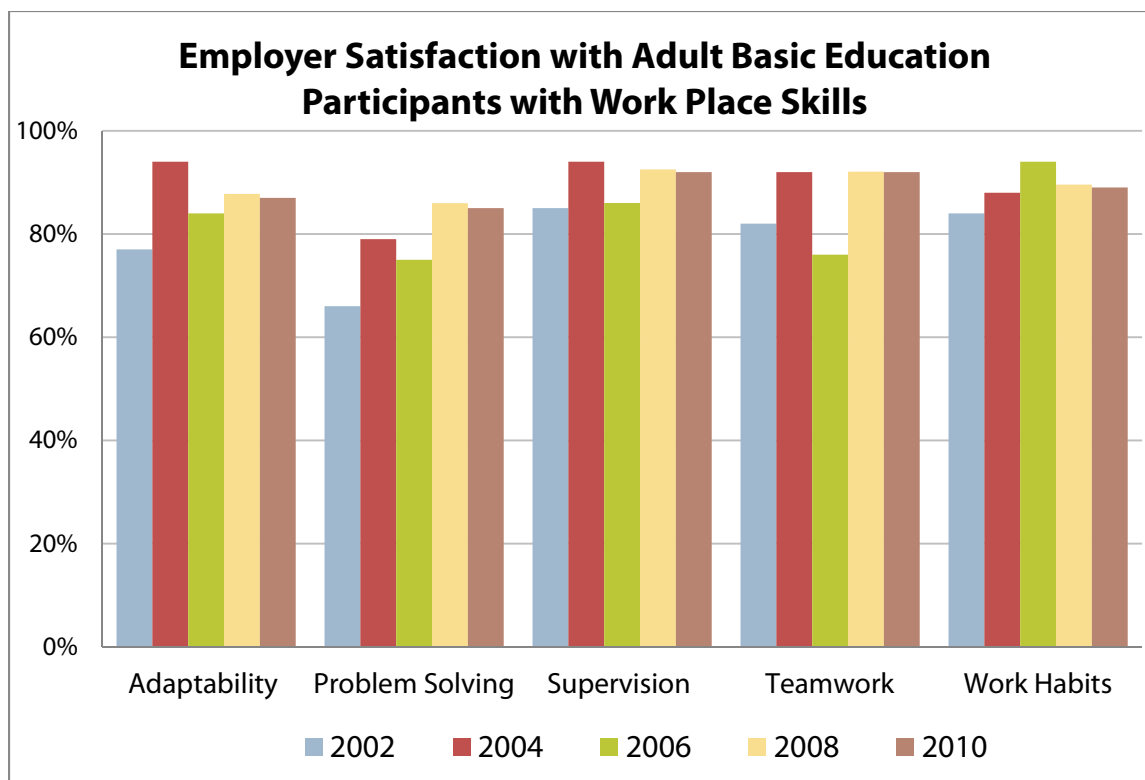
Over the previous decade, overall employer satisfaction with skills has varied depending on the type of skill. The following figures depict the satisfaction of employers with work-related skills and basic skills of new employees who recently completed an ABE/ESL program. There has been an improvement from 2008 to 2010 in terms of employer satisfaction with math, reading, generalized job skills and work quality. Other measures of employer satisfaction in 2010 are equal to or less than employer satisfaction as reported in 2008.



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



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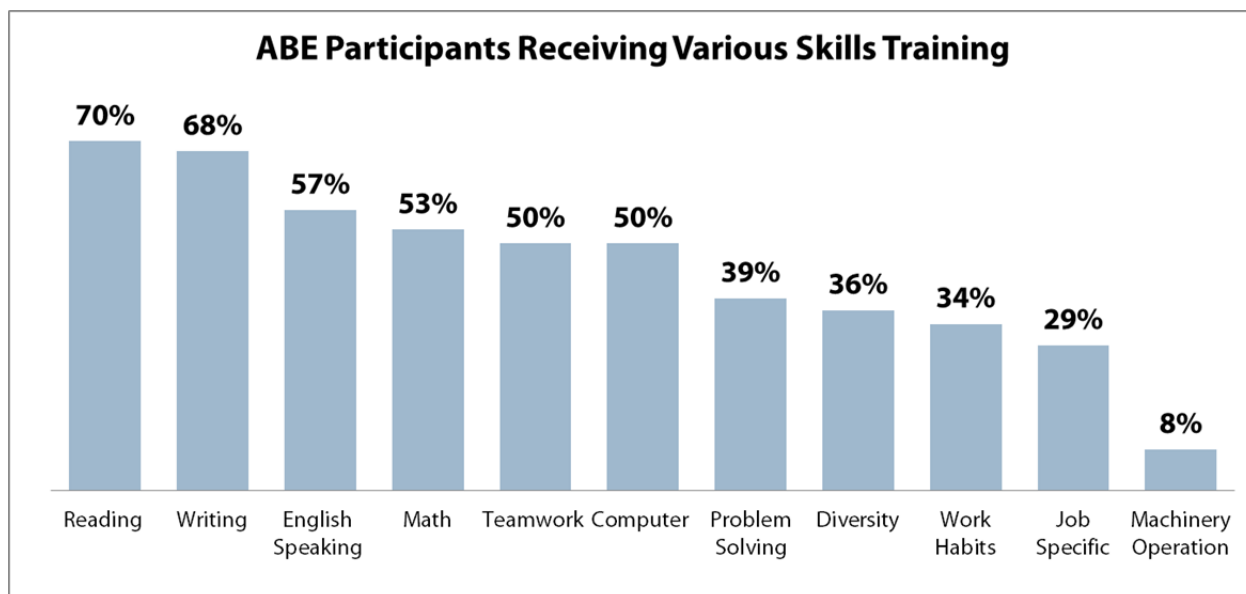
Source: Workforce Board's biennial Employer Surveys from 2002 through 2010.

Participant Survey

In 2011, the Workforce Board surveyed ABE/ESL participants who had left their program in 2009-10. The survey provided data on employment and participant satisfaction with the training. The survey was conducted by telephone and was completed by 253 participants.

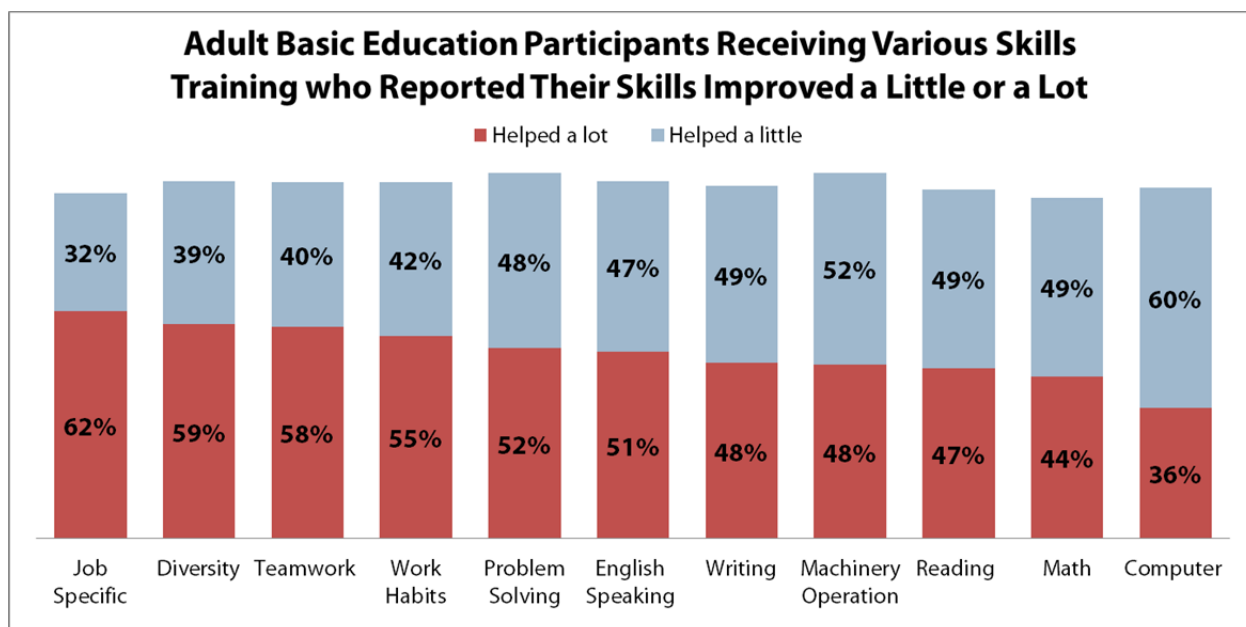
According to survey results, 73 percent of participants indicated they entered an ABE/ESL program to learn skills for a new job. Participants also said they enrolled for their own personal enjoyment or improvement (91 percent), or to improve their English speaking or reading skills (70 and 72 percent respectively).

As in previous studies, the majority of participants received training in basic skills such as teamwork, diversity and work habits. Participants also received training in other basic and workplace skills. Fewer received training in workplace skills such as problem solving, diversity, and work habits. The highest percentage of participants, 76 percent, said they gained reading skills, followed closely by 75 percent who reported writing skills.



Source: Workforce Board's Participant Satisfaction Survey 2011.

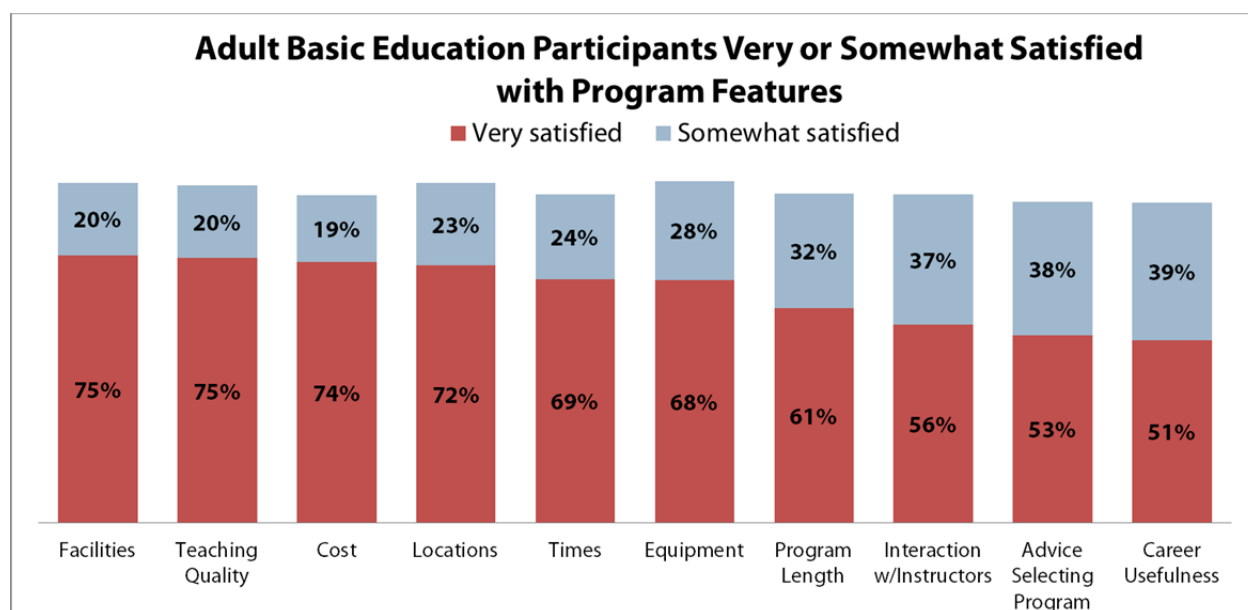
Participants tended to report higher levels of improvement with workplace skills, such as teamwork, diversity and work habits than with basic skills such as computer, writing or math. As in the previous study, most participants reported their skills in these areas improved as a result of the training. The percentage of participants who reported a lot of improvement in work habits increased 7 percentage points (from 48 percent to 55 percent). In all other areas the percent who reported their skills improving a lot remained the same or changed only marginally compared to the prior study.



Source: Workforce Board's Participant Satisfaction Survey 2011.

Participant Satisfaction

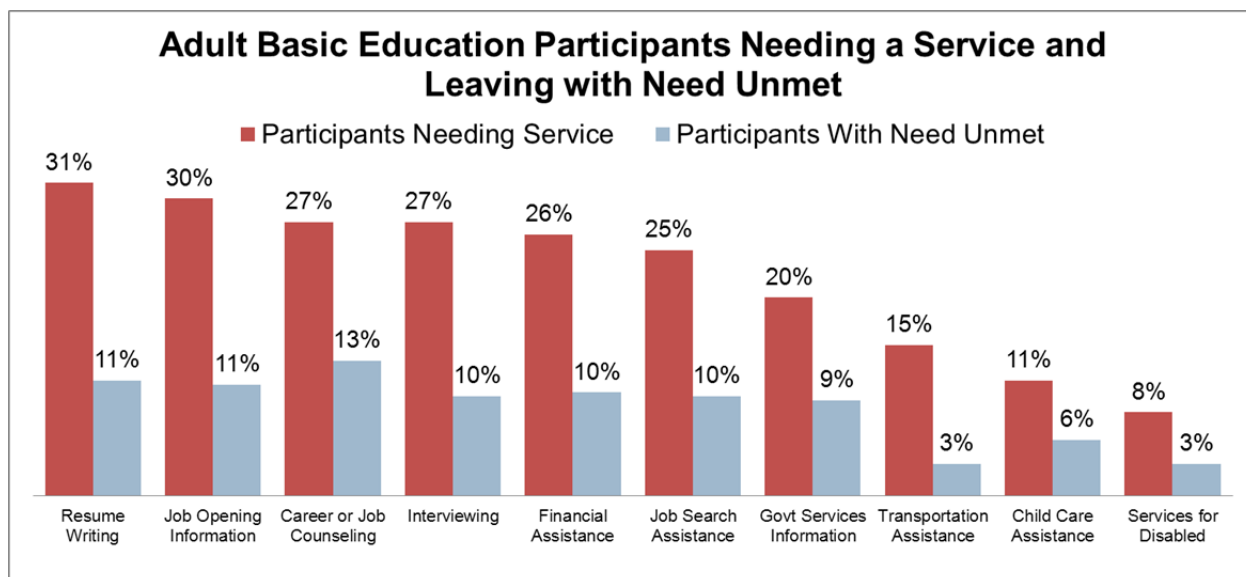
In general, participants were satisfied with the training they received. Some 93 percent of participants reported being satisfied with their program overall, down slightly from the previous 96 percent. In addition, the percentage who stated that they had met their educational objectives decreased from 78 percent in the previous study to 68 percent this year. A majority of participants indicated satisfaction with various program features. Three-quarters of participants reported they were "very satisfied" with program facilities and teaching quality. Compared to the 2008 survey, the feature with the largest increase of participants reporting they were "very satisfied" was equipment (which increased from 63 to 68 percent). The only feature to have a decrease in the percentage of students reporting they were "very satisfied" is career usefulness, which dropped from 56 percent to 51 percent since the last survey.



Source: Workforce Board's Participant Satisfaction Survey 2011.

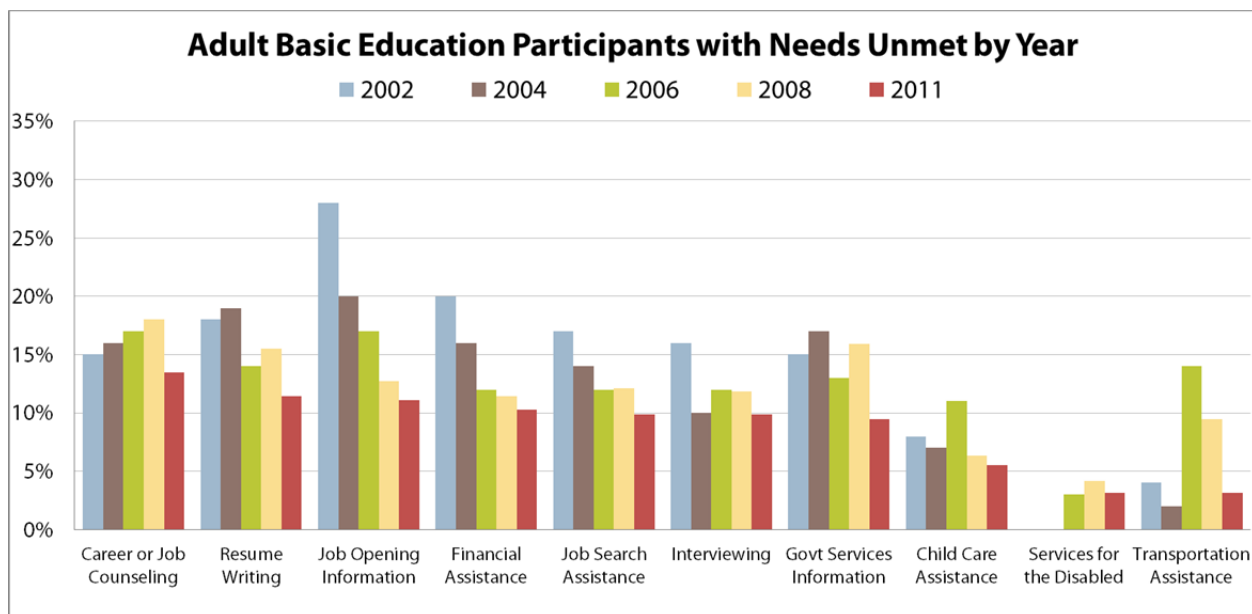
Participants reported financial assistance information as the support service most needed while enrolled. Participants also indicated high levels of need for information about resume writing, and interviewing. Participants were more likely than not to receive the services they needed. However, a relatively high 13 percent said they left the program with their need for job counseling unmet. An unmet need for resume writing, other government services, interviewing, and job opening information were reported by one in every ten students.⁷

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



Source: Workforce Board's Participant Satisfaction Survey 2011.

The percentage of participants who reported leaving the program with an unmet need has declined in nearly every category, not only since the last participant survey, but since 2002. The largest decrease in unmet need came in transportation assistance, which dropped from 9 percent to 3 percent since the last survey.



Source: Workforce Board's Participant Satisfaction Surveys 2002-11.

Relationship of Training to Employment

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

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

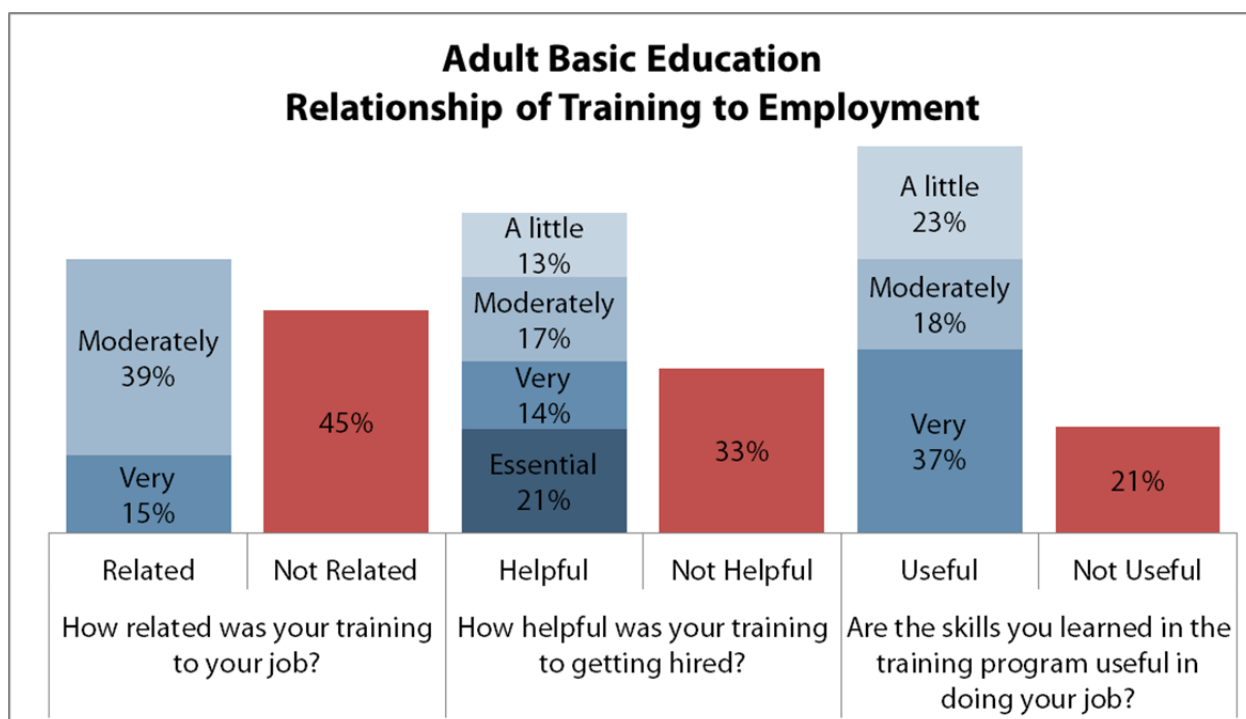
Asking about the relationship between training and employment in different ways can produce more complete information. For example, some participants said their training was not related to their job, but nevertheless found the skills acquired were useful on the job.

Among ABE participants employed seven to nine months after leaving a program, 15 percent said their training was "very related" to their job. A further 39 percent reported the training was "moderately related" to their job. Compared to 2008, participants in 2011 reported slightly lower rates of training related to employment, by 3 percentage points in each category.

Participants interviewed in 2011 also indicated the training was helpful to them in getting their job. Of those participants, 21 percent indicated their training was an "essential requirement," another 14 percent indicated it was "very important," and 17 percent reported it was "moderately important." Thirteen percent said it was "a little helpful." Only 33 percent indicated their training was "not important at all" to getting their job.

Three out of four participants said the skills they learned in their training program were useful in doing their job. Some 37 percent of participants indicated the skills were "very useful," 18 percent said "moderately useful," and 23 percent "a little useful." The remaining 21 percent of ABE participants who were employed indicated the skills were "not useful at all."

When combining two of the questions about the program's relationship to the job and about whether the skills acquired were helpful, a small percentage of participants answered negatively to both. Just 19 percent of participants employed the third quarter after exit said the training they received was *neither* helpful in their job nor related to the job they obtained.



Source: Workforce Board's Participant Satisfaction Survey 2011.

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 net impact analyses examined the short-term (Program Year 2007-08) and long-term (Program Year 2005-06) experiences of participants who left the ABE/ESL Training program.

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 Quarterly Hours Impact	15.4	15.1
Annualized Earnings**	\$922	\$830

[^]Short-term is three quarters after program exit. Long-term is average across three years since program exit.

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

**Wages and earnings, expressed in first quarter 2009 dollars; represent the average difference between ABE/ESL participants who got jobs and those in the control group who were employed.

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

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

Costs and Benefits

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

Program costs include both direct program costs and support payments borne by the government and the earnings students gave up while participating in the program. Benefits and costs are calculated for both the observed period of time and based upon a statistical model that estimated the benefits and costs out to the age of 65. In order to compare benefits and costs in terms of net present values, post-program benefits and costs are discounted by 3 percent per year and all figures are stated in 2009 Q1 dollars to control for inflation. The benefits and costs presented here are based on impacts estimated for students leaving programs in 2005-2006, because a longer-term follow up is required for this analysis. The results are for those students who took only basic skills courses in the colleges.

For each student in ABE/ESL only, the public (taxpayer) cost is about \$2,636 over the length of their enrollment, and the student cost is \$109 in foregone earnings while in school. The average ABE/ESL student makes no net gains in earnings in either the first two and one-half

⁸ The net impact study excludes individuals who enrolled in ABE/ESL programs for personal enhancement or non-employment-related purposes.

years after leaving college or during the course of working life to age 65 compared to similar individuals who did not participate in any of the workforce development programs.

Participant and Public Benefits and Costs per Participant in Community and Technical Colleges ABE Programs

Benefit/Cost	First 2.5 years		Lifetime (until 65)	
	Participant	Public	Participant	Public
Benefits *				
Earnings	-	-	-	-
Fringe Benefits	-	-	-	-
Taxes	-	-	-	-
Transfers				
UI	-\$682	\$682	-\$1,022	\$1,022
Costs				
Foregone net earnings	\$109	\$12	\$109	\$12
Program costs	\$0	-\$2,636	\$0	-\$2,636
Benefits	-	-	-	-
Costs	\$109	-\$2,624	\$109	-\$2,624
Total (Net)	-	-	-	-

Note: Benefits and costs are expressed in 2009 first quarter dollars. Upjohn estimated the impact of the net change in earnings of Social Security, Medicare, federal income, and state sales taxes.

Again, the above findings are for students who participated in ABE/ESL only and does not include students who also participated in professional-technical education or other training. In contrast, Integrated Basic Skills Education and Training (I-BEST) has significant positive impacts on participant employment and earnings.

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

I-BEST Participants	Short-term^
Net Employment Impact*	3.9 percentage points
Net Hourly Wage Impact**	\$1.30
Net Quarterly Hours Impact	35.3
Annualized Earnings**	\$2,452

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

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

**Wages and earnings, expressed in first quarter 2009 dollars; represent the average difference between I-BEST participants who got jobs and those in the control group who were employed.

Apprenticeship

Program Details

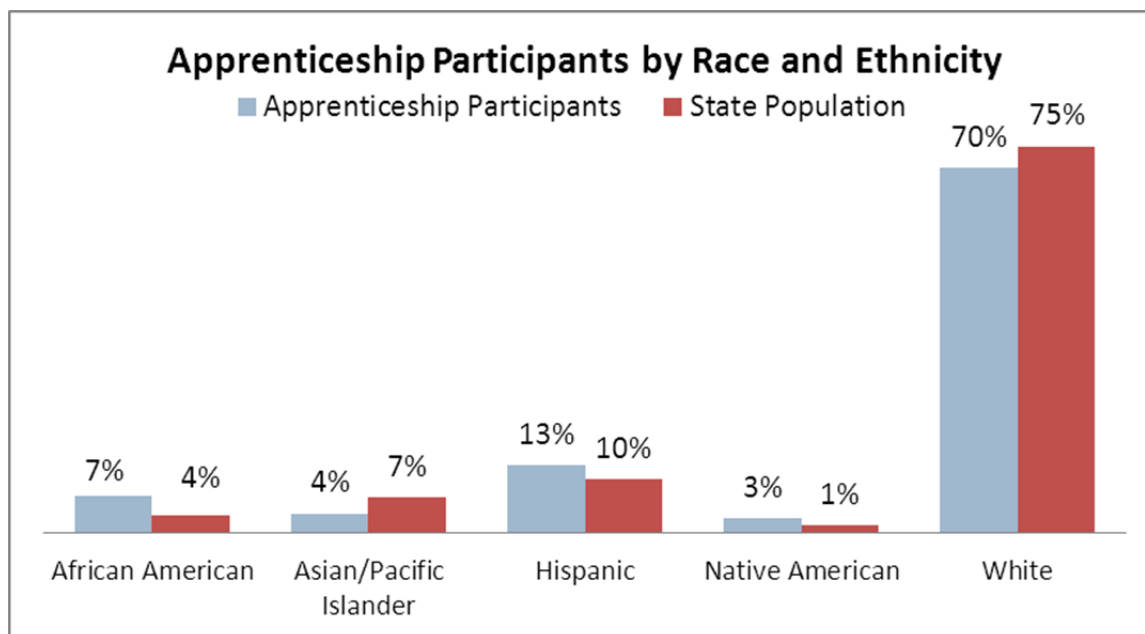
Apprenticeship combines classroom studies with extensive on-the-job training under the supervision of a journey-level craft person or trade professional. Apprentices receive wages and may receive health, pension, and other benefits while learning occupational skills. This “earn while you learn” model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

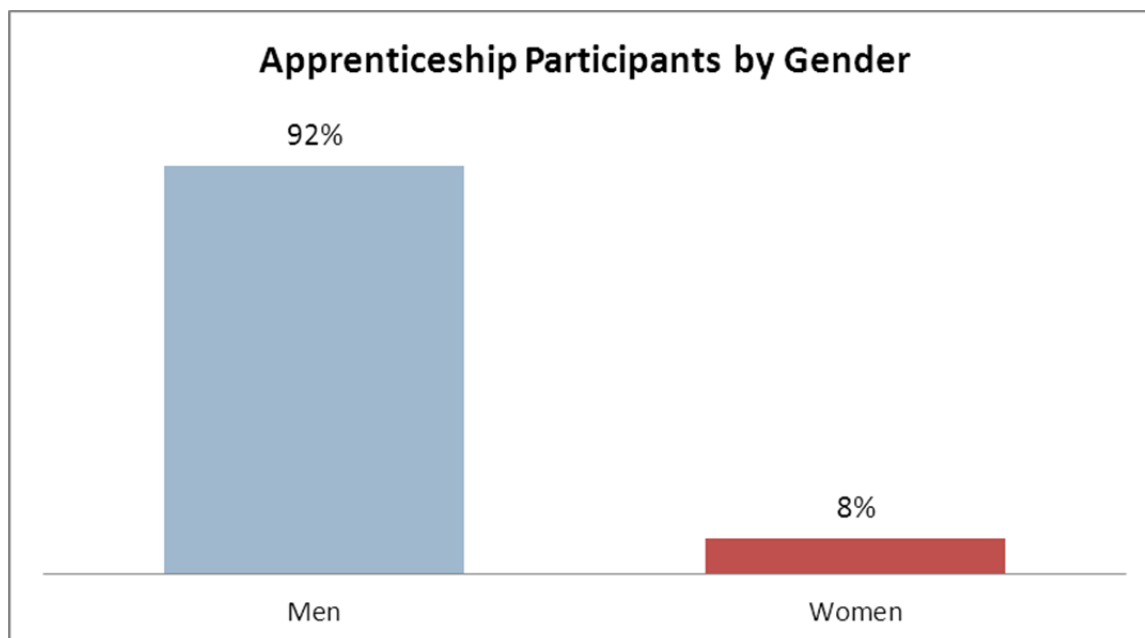
For this report, researchers studied the results of 4,447 apprentices who left a program during the 2008-09 program year. Apprentices reflect the racial and ethnic diversity of the state population. Hispanics, African Americans, and Native Americans are represented above their proportions of the state population. However, African Americans, Hispanics and Native Americans do not complete the apprenticeship programs at the same rates as they enroll, with relatively fewer reaching the finish line in their apprenticeships than those of other backgrounds. Asian/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 2009 U.S. Census Bureau estimates from the American Community Survey, 75 percent are white; 4 percent are African American; 1 percent are Native American; 7 percent are Asian/Pacific Islander; 3 percent are multiracial; and 10 percent are Hispanic.



Source: 2008-09 Apprenticeship Administrative Data, Department of Labor and Industries, 2009 U.S. Census Bureau estimates from the American Community Survey.

Relatively few women enter apprenticeship programs compared to men. Only 8 percent of the 2008-09 apprentices were women. This is lower than the 11 percent among the 2007-08 cohort and the 12 percent of the 2005-06 cohort.



Source: 2008-09 Apprenticeship Administrative Data, Department of Labor and Industries.

The median age at program exit was 28. One quarter of those enrolled in apprenticeship programs were age 24, and another quarter were age 34 or older.

Completion Rates

Overall, apprentices spent a median of 18 months in their program. Among apprenticeship completers, the median program length was 37 months. Among apprentices leaving their program in 2008-09, 37 percent completed their program. 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	Completers	Non Completers
less than 1	n/a	0.1%
1-2	9.7%	54.1%
2-3	16.0%	29.0%
3-4	22.7%	10.4%
4-5	24.1%	3.4%
5-6	18.5%	1.3%
6-7	6.3%	0.5%
7-8	1.4%	0.7%
8-9	0.9%	0.1%
9-10	0.2%	0.1%
more than 10	0.1%	0.1%

Source: 2008-09 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. Because apprenticeship programs can last many years, a significant number of people do not reach the finish line. However, even those who exit early still show wage gains from the skills they acquired.

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.

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

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

Data Comes From State Wage Files & Employer Survey

The 2011 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2008-09. Employer satisfaction was assessed through the Workforce Board's 2010 Employer Survey from 156 firms that hired employees who recently exited an apprenticeship program.

Net Impact Study Adds More Insight into Program Performance

In addition, this year's report includes a comprehensive Net Impact Study. To assess both short- and long-term employment and earnings trends, data on employment records from as far back as 2005-06 is used in the 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 20 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2011 Workforce Training Results. The study provides a side-by-side comparison of participants vs. similar non-participants, answering the question of whether the program is making a difference.

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

To find out about the apprentices' post-program employment and earnings, participant records were matched with Employment Security Department wage files from Washington and neighboring states.² 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 61 percent of apprentices had reported employment during the third quarter after they left the program. This is 12 percentage points below that observed in 2008-09. Their median wage was \$24.42 per hour—down slightly from \$25.19 the prior year—and annualized earnings were \$38,235.³ The median wage of apprentices is high, but there is considerable variation in wages, as the table below depicts. Limiting analysis to just those apprentices who completed their program, the outcomes are even better. The median earnings of completers was \$56,509. 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 \$35.59
Third	\$24.85-\$35.59
Second	\$14.85-\$24.84
Lowest	Below \$14.85

² 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).

³ Annual earnings are calculated as third quarter earnings multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter. All wages and earnings are stated in first quarter 2009 dollars.

Employment and Earnings for Apprentices, 2009-10

Performance Measure	Results
Employment Rate (Self-Reported)	78%
Employment Rate* (State Records)	61%
Employment Rate* Completers (State Records)	81%
Full Time Employment **	59%
Median Quarterly Hours	444 hours
Median Hourly Wage***	\$24.42
Median Annualized Earnings***	\$38,235

* 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 account for inflation.

To put earnings in context, the median number of dependents Apprenticeship participants were able to support at the poverty level after leaving the program was 8.3 people. At the 200 percent of poverty level, this was 3.2 people.⁴

Self Sufficiency Level Trends for Apprentices

	2002-03		2004-05		2006-07		2008-09		2009-10	
	Completers	All	Completers	All	Completers	All	Completers	All	Completers	All
Household size - Poverty Level	14.2	7.8	12.2	7.9	13.6	9.4	14.4	9.5	13.2	8.3
Household size - 200 percent Poverty Level	6.1	2.9	5.2	3.0	5.9	3.7	6.2	3.8	5.7	3.2

⁴In 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.

Apprentices Receiving Benefits from Employers

Performance Measure	2002-03	2004-05	2006-07	2008-09*	2009-10
Self-Reported Medical Benefits from Employer	87%	83%	81%	N/A	85%
Self-Reported Retirement Benefits from Employer	80%	82%	68%	N/A	81%

* Due to budget concerns, the Workforce Board's Participant Survey was not conducted in 2008-09.

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

Employment and Earnings Trends for Apprentices

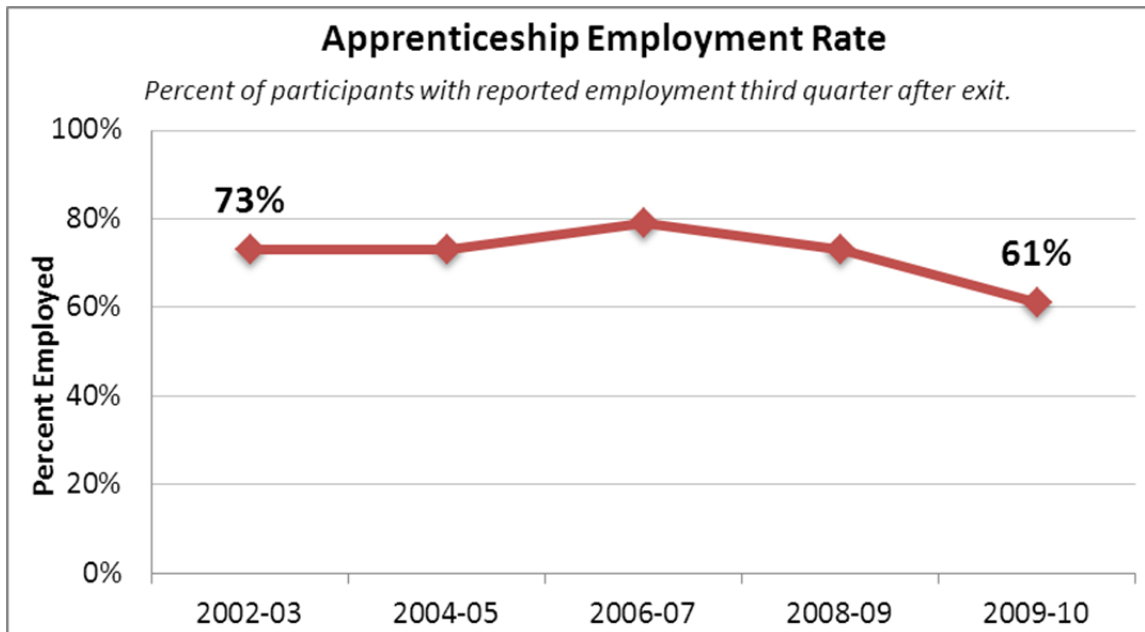
Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Employment Rate (Self-Reported)	87%	87%	91%	N/A	78%
Employment Rate* (State Records)	73%	73%	79%	73%	61%
Full Time Employment**	60%	61%	69%	65%	59%
Median Quarterly Hours	442	451	476	465	444
Median Hourly Wage***	\$24.09	\$24.31	\$24.78	\$25.19	\$24.42
Median Annualized Earnings***	\$36,159	\$36,786	\$42,086	\$42,750	\$38,235

*These figures apply to those with employment reported to ESD six to nine months after leaving program for all Apprenticeship participants, and are 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.

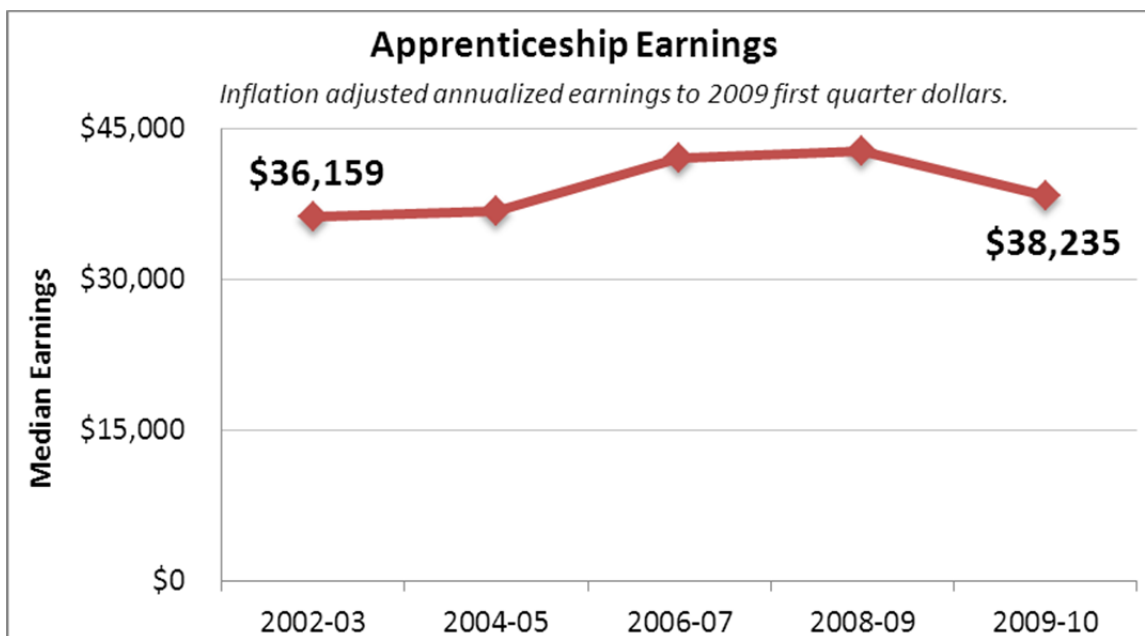
**Full-time employment averages 30 or more hours per week.

***Earnings/wages expressed in first quarter 2009 dollars in order to account for inflation.

Since 2002, participants have experienced increased earnings. However, the employment rate has decreased over the past two reports, reflecting the onset and continuation of the Great Recession.



Source: Workforce Training Results 2002-10.



Source: Workforce Training Results 2002-10.

Apprenticeship Employment by Industry

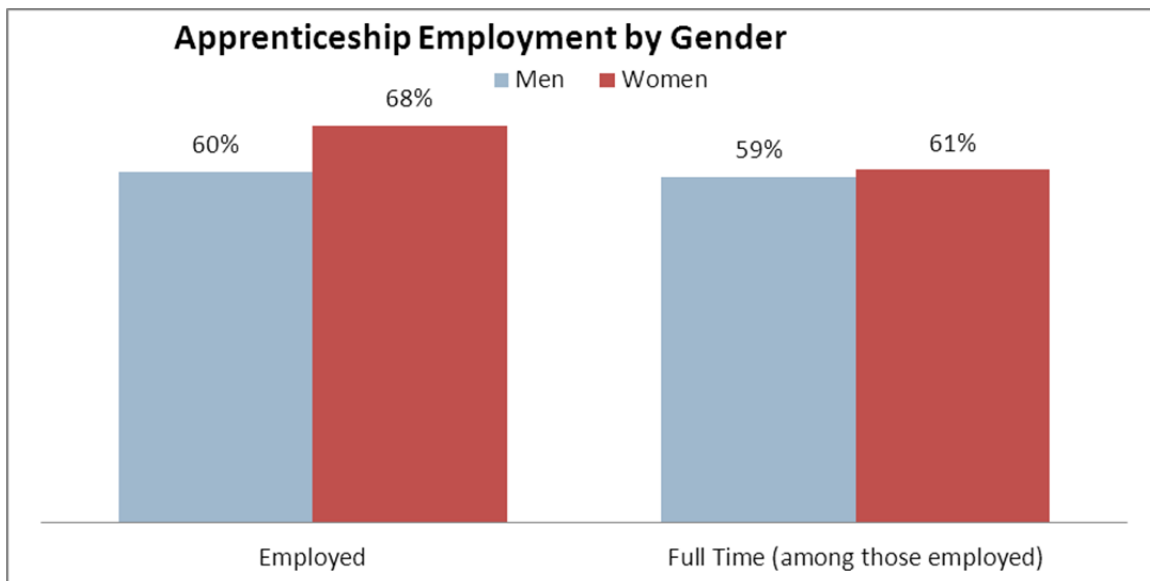
The majority of Apprenticeship program participants who were reported to be employed held jobs in the services (25.1 percent), construction (18.7 percent), manufacturing (17.1 percent) and retail (10.2 percent) industries. This is a nearly 30 percentage point drop in the number of apprentices employed in construction from the prior year, whereas the number employed in services increased by 7 percentage points from the prior year.

Industry Group	
25.1%	Services (see breakout below)
18.7%	Construction (see breakout below)
17.1%	Manufacturing
10.2%	Retail Trade
9.8%	Wholesale Trade
7.8%	Transportation and Warehousing and Utilities
3.6%	Public Administration
3.3%	Financial Services
2.9%	Natural Resources and Mining
0.7%	Information
Breakout of Services Industry	
6.7%	Administrative and Support and Waste Management
4.7%	All Other Services
2.9%	Arts, Entertainment, and Recreation
2.9%	Health Care
2.7%	Accommodation and Food Services
2.0%	Professional, Scientific, and Technical Services
1.8%	Education Services
1.6%	Social Assistance
0.9%	Arts, Entertainment, and Recreation
0.7%	Social Assistance
Breakout of Construction Industry	
5.3%	Foundation, structure & Building Exterior Contractors
4.9%	Building Finishing Contractors
2.4%	Heavy & Civil Engineering Construction
2.2%	Building Equipment Contractors
2.0%	Construction of Buildings
1.8%	All Other Specialty Contractors
<i>Note: Industry groups are based on North American Industry Classification System codes.</i>	

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.⁵ Women were more likely than men to be employed in the third quarter after leaving their apprenticeship (68 percent compared to 60 percent), but experienced relatively similar rates in terms of being employed full-time (61 percent versus 59 percent). Of those employed, women had median hourly wages (\$19.23). That was 75 percent of men's wages (\$25.59), a decrease of 13 percentage points from the 2007-08 study. Median annualized earnings were 76 percent of males (\$29,524 compared to \$38,796), nearly identical to the disparity found in the last study.



Source: 2008-09 Apprenticeship Administrative Data, Department of Labor and Industries.

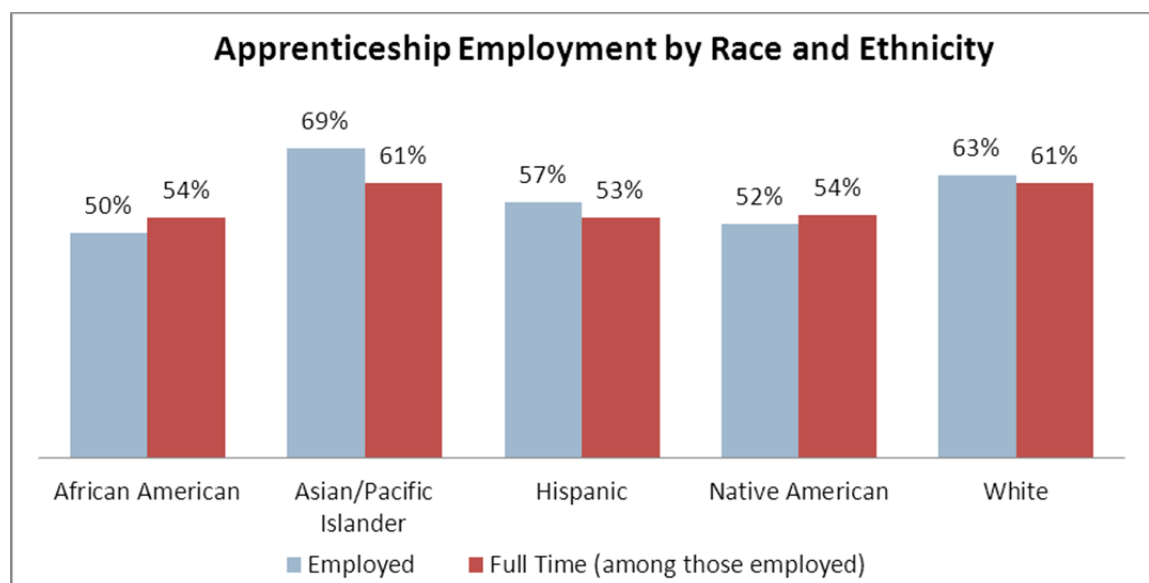
Race/Ethnicity Plays Role

Asian/Pacific Islander apprentices were more likely than others to be employed in the third quarter after leaving their programs (69 percent). This employment rate compares to 63 percent for whites, 57 percent for Hispanics, 52 percent for Native Americans, and 50 percent for African Americans. However, Asian/Pacific Islanders and whites were just as likely to be employed full time at 61 percent, with African Americans, Hispanics and Native Americans having rates between 53 and 54 percent.

For those employed, whites had the highest median hourly wage at \$26.84. The median hourly wage for African American apprentices was 73 percent of whites (\$19.71), 71 percent for Asian/Pacific Islanders (\$18.99), 76 percent for Hispanics (\$20.44), and 79 percent for Native Americans (\$21.39).

⁵ Apprenticeship administrative records do not include information on disability status.

In terms of annual earnings, whites earned the most (\$40,656), followed by Asian/Pacific Islanders (\$34,991), Hispanics (\$29,393), African Americans (\$28,228) and Native Americans (\$28,011).



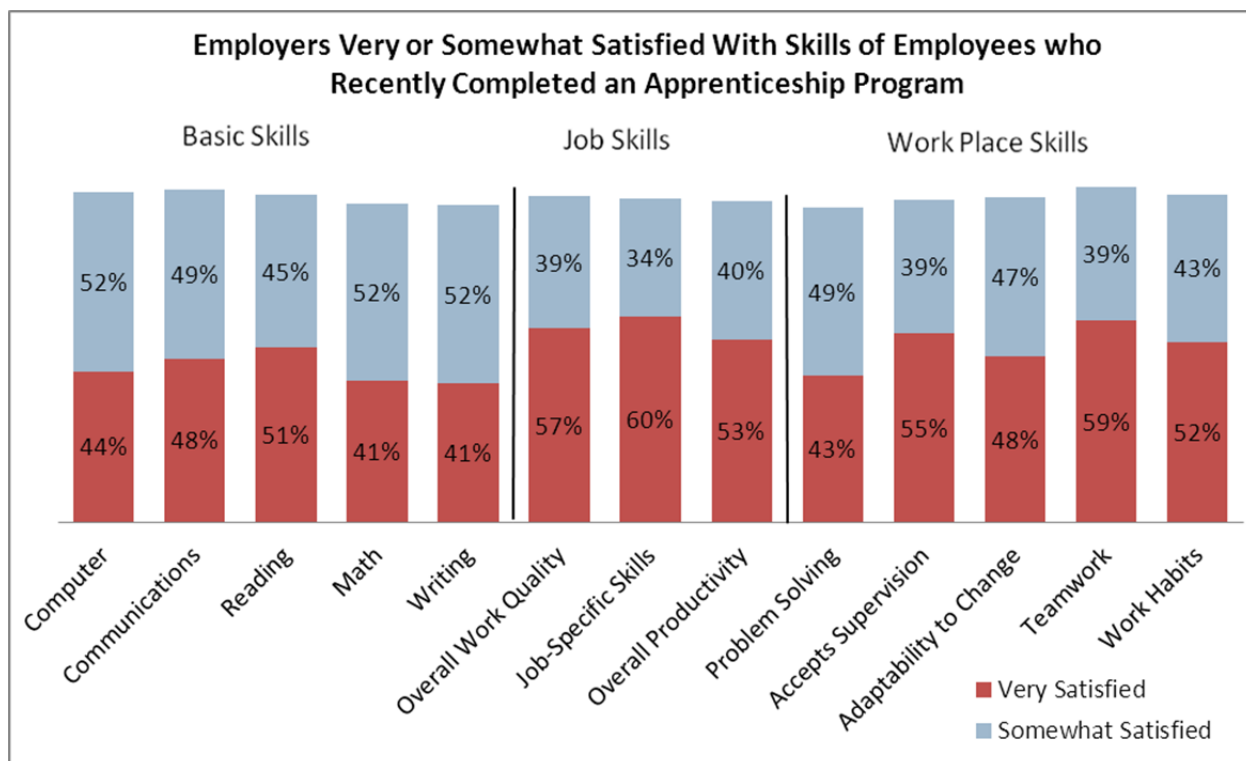
Source: 2008-09 Apprenticeship Administrative Data, Department of Labor and Industries.

Were Employers Satisfied with the Preparation Workers Received?

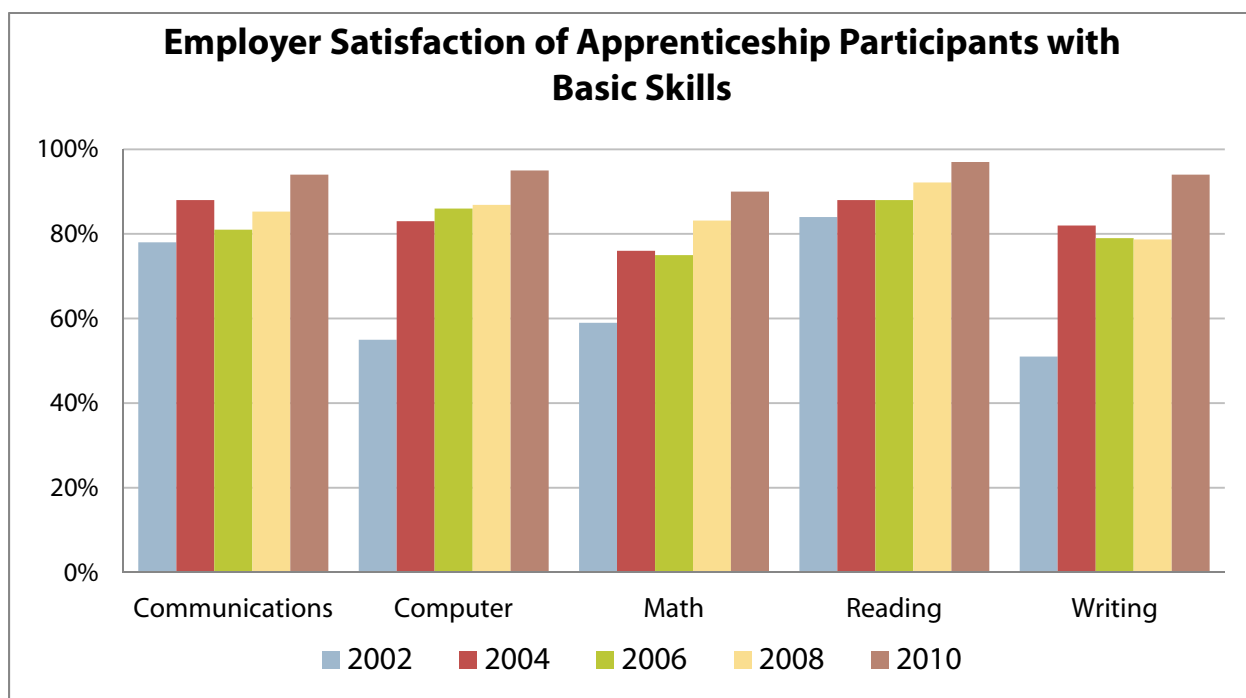
The Workforce Board's Employer Survey, administered during 2010, asked firms to evaluate new employees who had recently completed an apprenticeship program.

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.

The levels of employer satisfaction reported in the 2010 survey are higher than any other survey over the past decade. For basic skills, employers were most satisfied with computer and reading skills, though they were more likely to be very satisfied with 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.



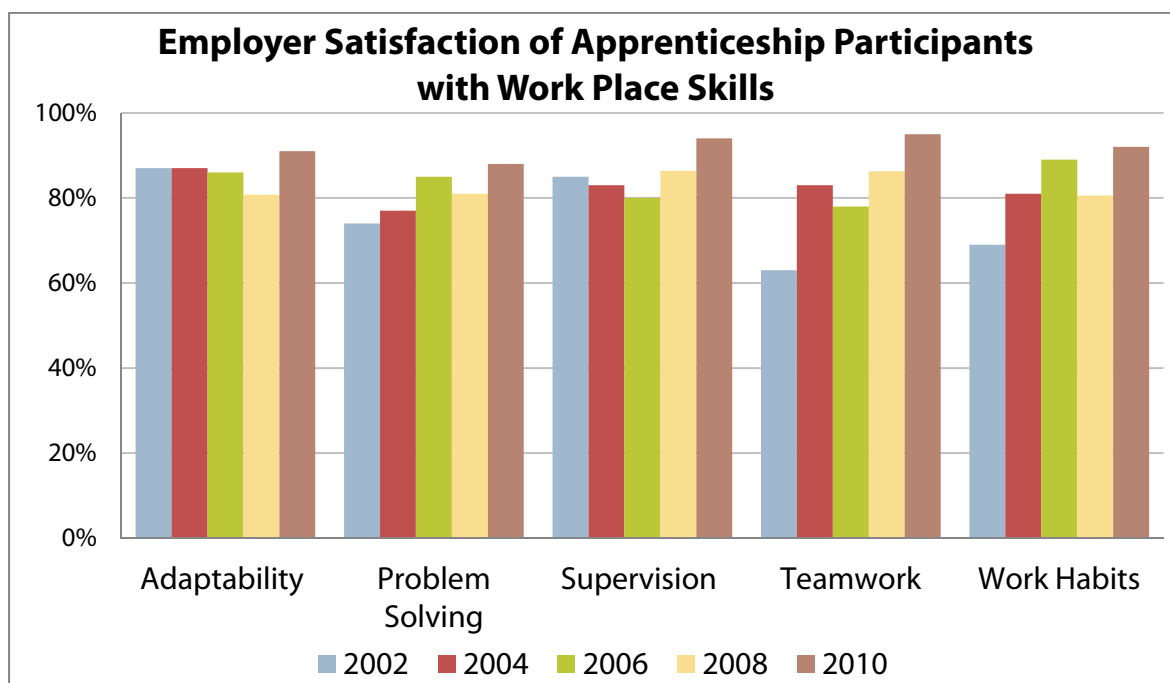
Source: Workforce Board Employer Survey conducted in 2010.



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.

Participant Survey - Did Participants Get the Skills They Needed?

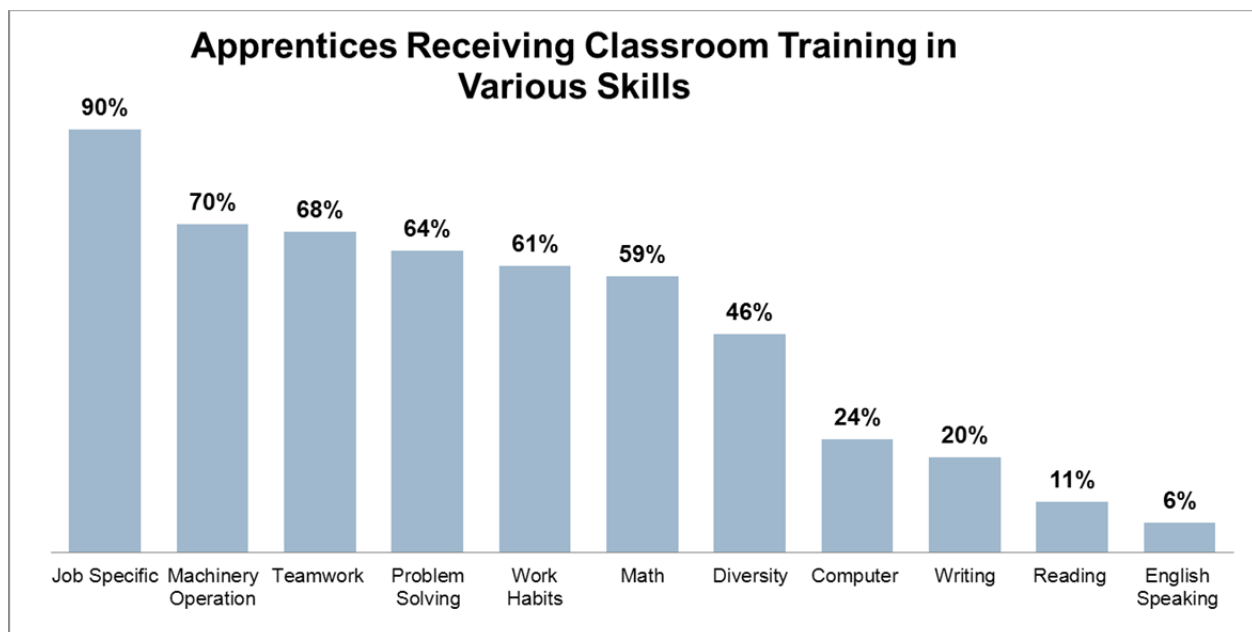
In 2011 the Workforce Board surveyed Apprentices who had left their program in 2009-10. The survey provided data on employment and participant satisfaction with the training. The survey was conducted by telephone and was completed by 317 participants.

Of the apprentices leaving their program in 2009-10 who answered questions for the 2011 Participant Survey, 37 percent completed their apprentice program, which is a decrease of 5 percentage points from the previous survey conducted in 2008.

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.⁶

Classroom Training

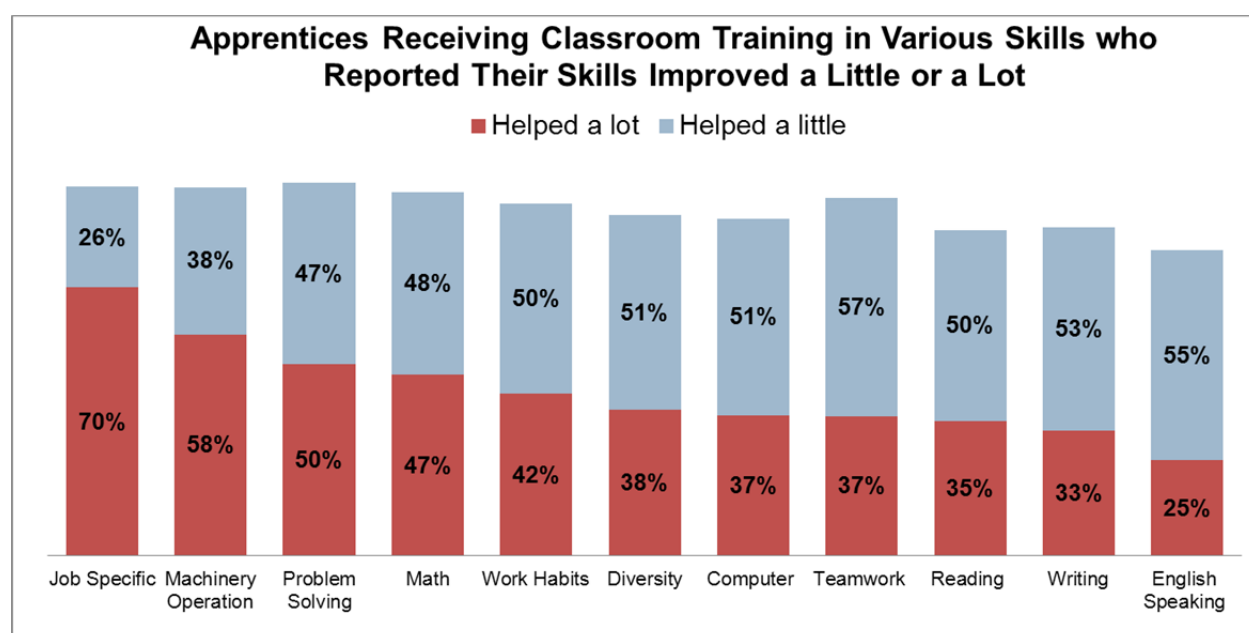
Apprentices receive various skills training, both in the classroom and during on-the-job training. During classroom training, apprentices were least likely to receive basic skills training such as English speaking, reading, and writing skills. One exception is the 59 percent of apprentices who received math skills training. Apprentices were most likely to receive training in job specific skills (90 percent). These results are similar to surveys completed in previous years.



Source: Workforce Board's Participant Satisfaction Survey 2011.

⁶ Apprentices are required to participate in at least 144 hours of classroom training annually.

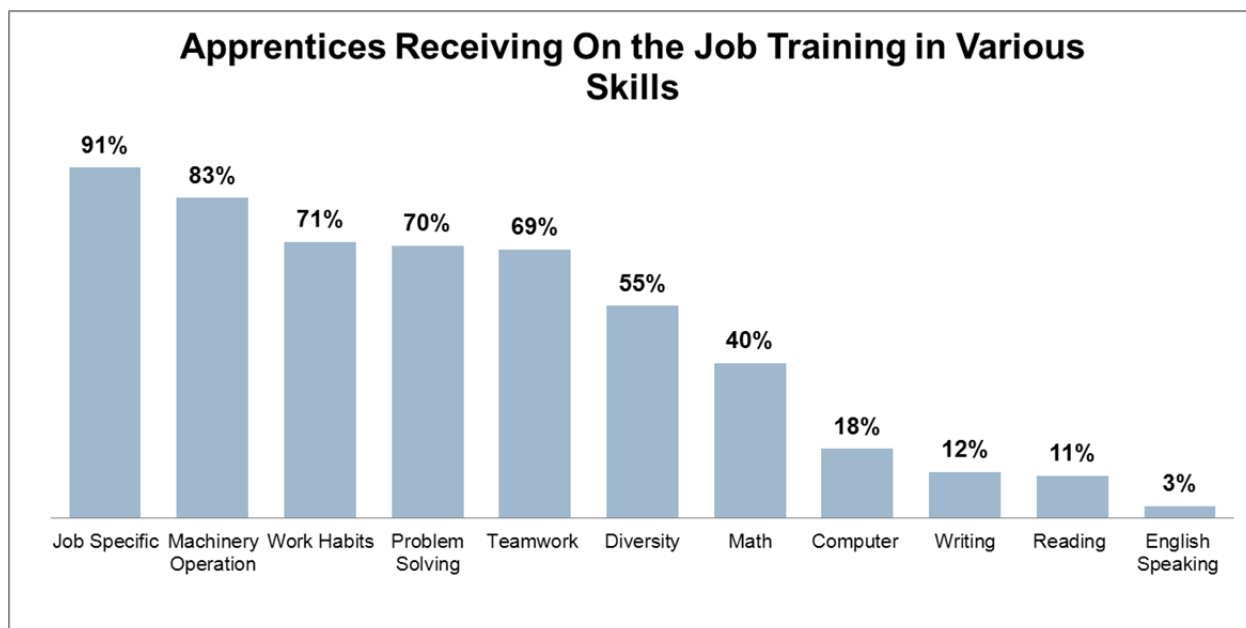
In both the previous and current studies, apprentices reported their skills in many areas improved as a result of classroom training. The apprentices from the 2011 survey indicated similar levels of improvement overall when compared with apprentices from 2008. However, compared to 2008, fewer apprentices reported the training they received in problem-solving, math and job specific skills helped “a lot.” An increasing number reported that training in those areas helped “a little.” One significant drop was in work habits. Apprentices reporting that work habits training helped “a lot” dropped by 9 percentage points.



Source: Workforce Board's Participant Satisfaction Survey 2011.

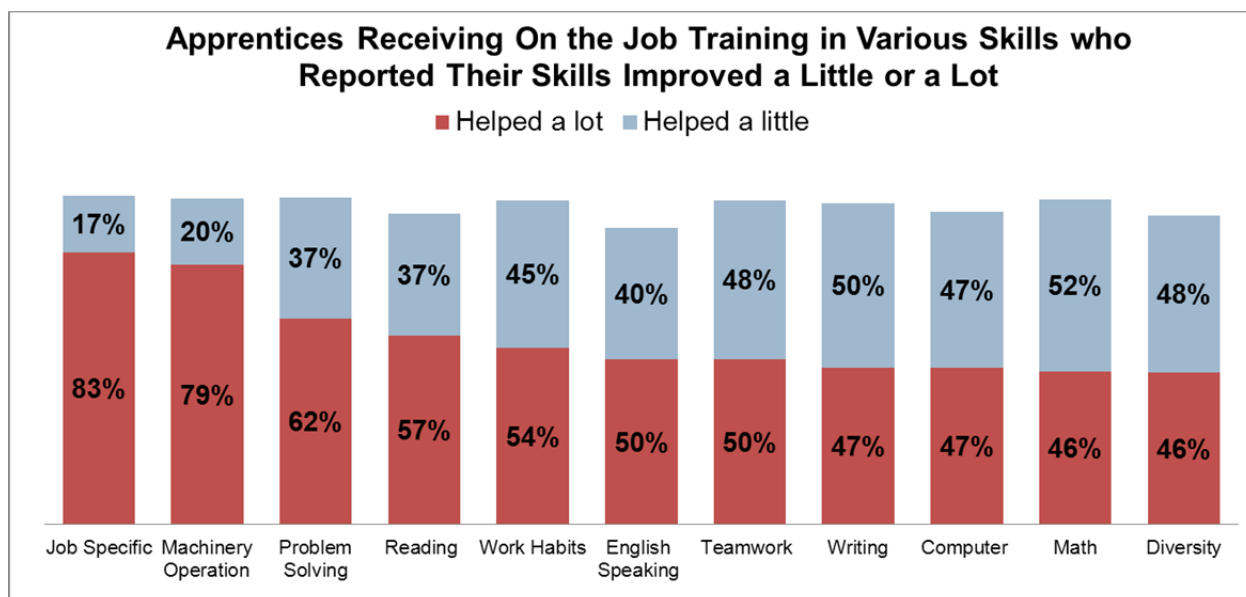
On-the-Job Skills Training

As in the previous survey, high percentages of apprentices reported receiving on-the-job training in job-specific skills, machinery operations, work habits, and teamwork. The percentage of apprentices receiving training in various skills has remained mostly the same between 2008 and 2011. The exceptions are the level of apprentices receiving training in work habits and math skills, both of which increased 7 and 6 percentage points respectively. However, the level of apprentices receiving training in problem solving skills declined 10 percentage points in the same time period.



Source: Workforce Board's Participant Satisfaction Survey 2011.

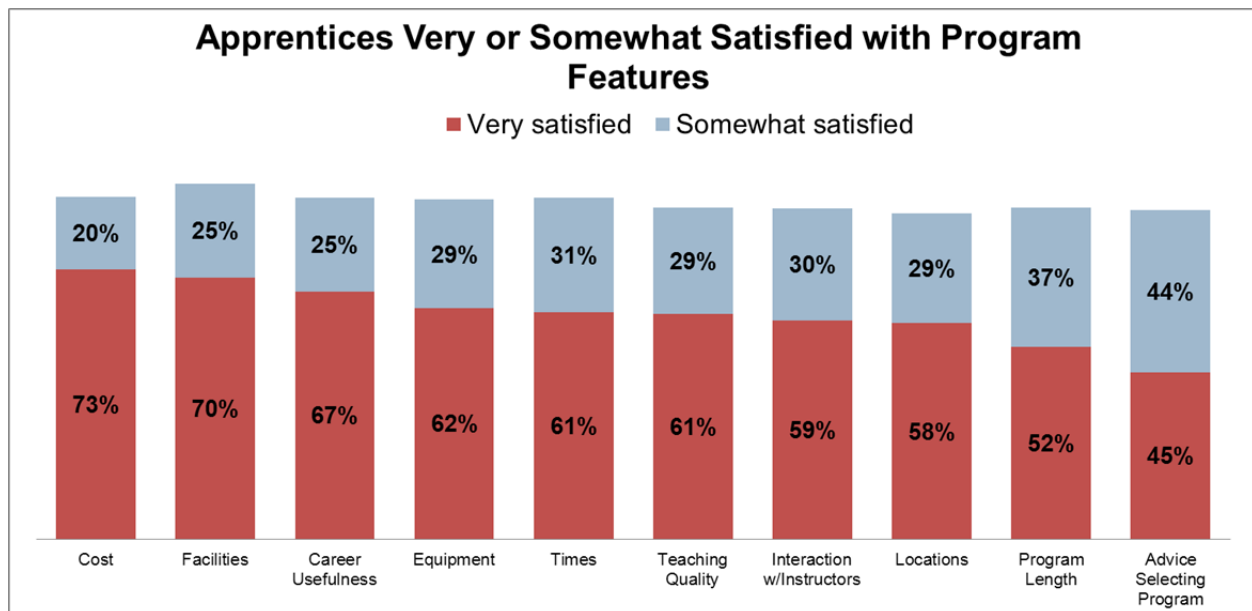
Apprentices continue to highly rate the skills received from on-the-job training. As expected, the highest percentages indicated "a lot" of improvement in their job-specific and machinery operation skills. In fact, the percentage of apprentices who indicated their job-specific skills improved "a lot" increased by 7 percentage points.



Source: Workforce Board's Participant Satisfaction Survey 2011.

Participant Satisfaction

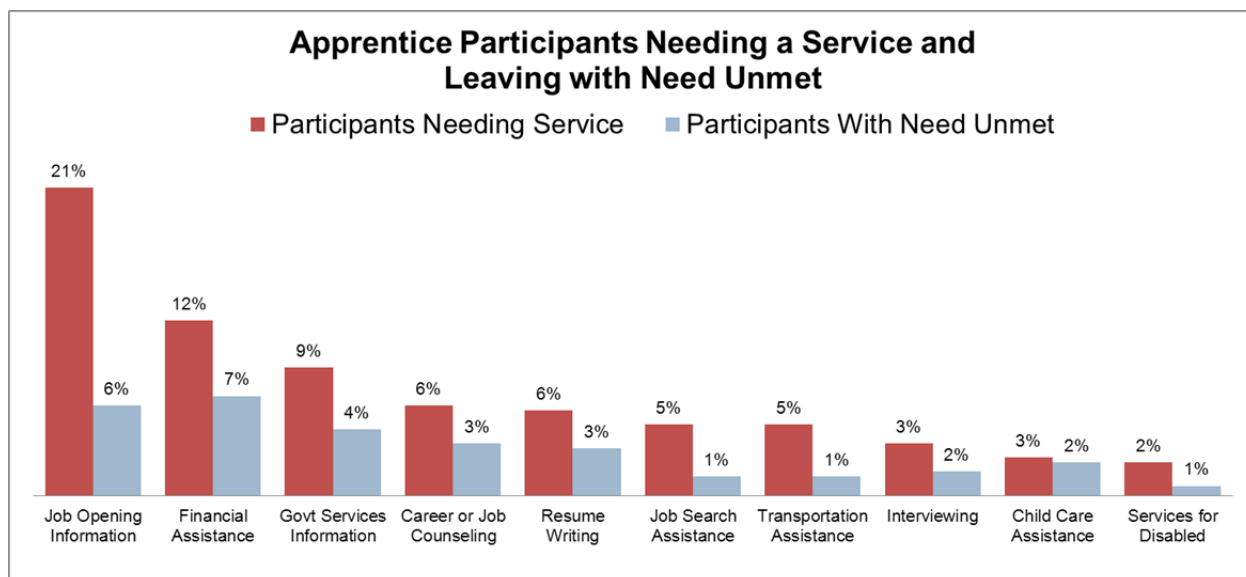
The 2009-10 apprentices expressed similar high levels of overall satisfaction as in the previous study: 90 percent expressed satisfaction with their classroom training and another 88 percent with their on-the-job training. Some 86 percent met their educational objectives by participating in the training, up from the 75 percent of the apprentices in the 2008 survey. Overall satisfaction with program features has increased in every category. The largest gains in satisfaction have been in cost ("very satisfied" up 15 percentage points) and in location ("very satisfied" up 15 percentage points). However, apprentices reporting that they are "very satisfied" with program facilities and career usefulness has dropped 9 percentage points in both categories.



Source: Workforce Board's Participant Satisfaction Survey 2011.

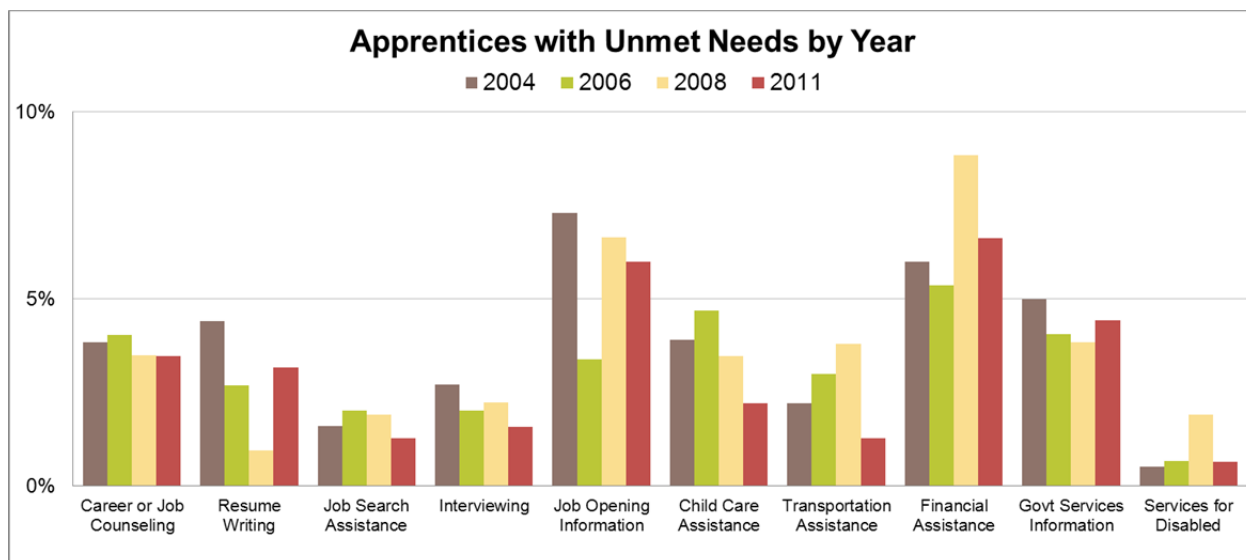
Apprentices reported a much lower need for support services than participants in the other programs included in the survey. Their greatest needs were for information on job openings, financial assistance, and government services information. In some cases their needs were not met. Of apprentices leaving their program, 7 percent left with an unmet need⁷ for financial assistance, and 6 percent left with an unmet need for job opening information.

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



Source: Workforce Board's Participant Satisfaction Survey 2011.

The percentage of apprentices with unmet needs has dropped in nearly every category since the last survey. However, the percentage reporting unmet needs for government services information and resume writing has increased since 2008.



Source: Workforce Board's Participant Satisfaction Survey 2011.

Relationship of Training to Employment

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

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

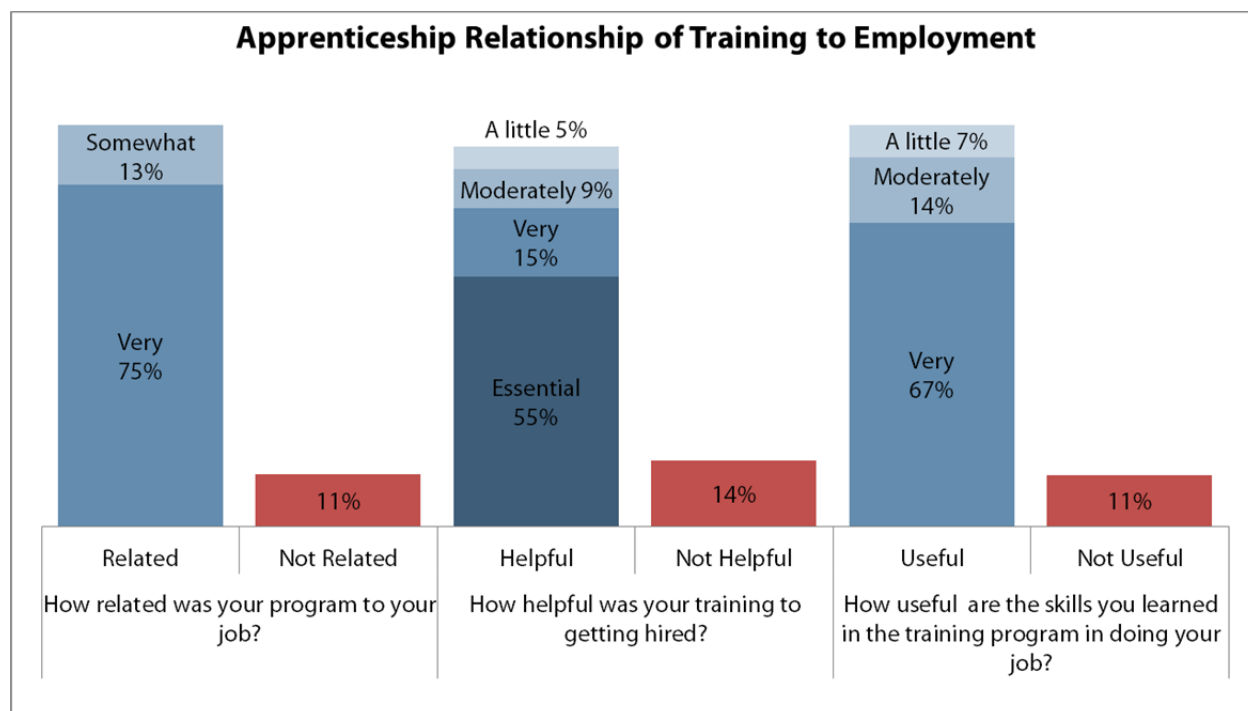
Asking about the relationship between training and employment in different ways can produce more complete information. For example, some participants said their training was not related to their job, but nevertheless found the skills acquired were useful on the job.

Among apprenticeship participants employed seven to nine months after leaving a program, 75 percent said their training was “very related” to their job. A further 13 percent reported the training was “somewhat related” to their job. Only 11 percent indicated that the training was not related to their job. In 2008, employed participants reported lower rates of training related to employment; only 72 percent indicated their training was either “very” or “somewhat” related to their job.

Apprenticeship participants surveyed in 2011 also indicated the training was helpful to them in getting their job. Of those participants, 55 percent indicated their training was an “essential requirement,” another 15 percent indicated it was “very important,” and 9 percent reported it was “moderately important.” Only 14 percent indicated their training was “not important at all” to getting their job.

Nearly 90 percent participants said the skills they learned in their training program were useful in doing their job. Some 67 percent of participants indicated the skills were “very useful,” 14 percent said “moderately useful,” and 7 percent “a little useful.” The remaining 11 percent of participants who were employed indicated the skills were “not useful at all.”

When combining two of the questions about the program’s relationship to the job and about whether the skills acquired were helpful, a small percentage of participants answer negatively to both. Just 7 percent of participants employed the third quarter after exit said the training they received was *neither* helpful in their job nor related to the job they obtained.



Source: Workforce Board's Participant Satisfaction Survey 2011.

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 net impact analyses examined the short-term (Program Year 2007-08) and long-term (Program Year 2005-06) experiences of participants who left the Apprenticeship training program.

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	43.0
Net Annualized Earnings Impact**	\$18,520	\$17,654		\$32,339	\$30,125

^Short-term is 3 quarters after program exit; Long-term is average across 3 years since program exit.

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

**Wages and earnings, expressed in first quarter 2009 dollars, represent the average difference between Apprenticeship participants who got jobs and those in the control group who were employed.

As can be seen above, apprenticeship programs had significant 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. For example, long-term apprenticeship completers earned about \$30,000 more per year than those who did not participate in such a program. 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.

Costs and Benefits

The cost-benefit analysis estimates the value of the net impact on earnings, employee benefits (estimated at 25 percent of earnings), UI benefits, and certain taxes.⁸ Program costs include both direct program costs and support payments borne by taxpayers and the tuition paid by participants, as well as the earnings participants would have otherwise received had they continued working.

Benefits and costs are calculated for both the observed period of time and based upon a statistical model that estimated the benefits and costs out to age 65. To compare benefits and costs in terms of net present values, post-program benefits and costs are discounted by 3 percent per year and all figures are stated in 2009 Q1 dollars to control for inflation. The benefits and costs presented here are based on impacts estimated for apprentices leaving programs in 2005-2006, because a longer-term follow-up is required for this analysis.

Participant and Public Benefits and Costs per Apprentice

Benefit/Cost	First 2.5 years		Lifetime (until 65)		Sum of Costs and Benefits
	Participant	Public	Participant	Public	
Benefits					
Earnings	\$35,285	\$0	\$302,116	\$0	
Fringe Benefits	\$7,057	\$0	\$60,423	\$0	
Taxes	-\$9,256	\$9,256	-\$79,245	\$79,245	
Transfers					
UI	\$825	-\$825	\$1,476	-\$1,476	
Costs					
Foregone net comp.	\$21,715	\$5,767	\$21,715	\$5,767	
Program costs	-\$1,719	-\$3,343	-\$1,719	-\$3,343	
Benefits	\$33,911	\$8,431	\$284,770	\$77,769	
Costs	\$19,996	\$2,424	\$19,996	\$2,424	
Total (Net)	\$53,907	\$10,855	\$304,766	\$80,193	\$384,959

Note: Benefits and costs are expressed in 2009 first quarter dollars.

⁸ Upjohn estimated the impact of the net change in earnings on social security, Medicare, federal income, and state sales taxes.

For each apprentice in training, the public (taxpayer) cost is \$3,343 over the length of their enrollment, and the participant cost is \$1,719 in tuition. By definition, apprentices work during their program participation and their net earnings during training was \$21,715 higher than those who were not in training. During the course of working life to age 65, the average apprentice will gain about \$324,000 in net earnings (net impact earnings plus earnings while in apprenticeship training) and about \$60,400 in employee benefits.⁹ These are net gains compared to the earnings of similar individuals who did not participate in a program included in this study. Including program costs and the net impacts on taxes and unemployment insurance benefits, the total net benefit per participant is \$304,766.

Projected participant net benefits to age 65 far outweigh public investment in apprenticeship training by a ratio of \$91 to 1, or \$304,766 to \$3,343.

From the time of leaving training to age 65, the public is expected to gain about \$79,245 per apprentice in net additional Social Security, Medicare, federal income, and state sales taxes. The estimated lifetime net benefit to taxpayers is \$80,193 per participant.

Projected taxpayer net benefits to age 65 outweigh public costs invested in apprenticeship training by a ratio of \$23 to 1 or \$77,769 to \$3,343.

⁹ This employee benefits amount does not account for the employee benefits associated with the earnings during participation. If the same benefit percentage (20 percent) were applied to such earnings, the gain in employee benefits in the longer term would be about \$46,000.

Community and Technical Colleges

Professional-Technical Education

Program Details

Washington's 34 community and technical colleges offer professional technical training that provides participants with skills required for specific occupations. Community and Technical Colleges (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 participants who intend to transfer to a four-year college or university; participants 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

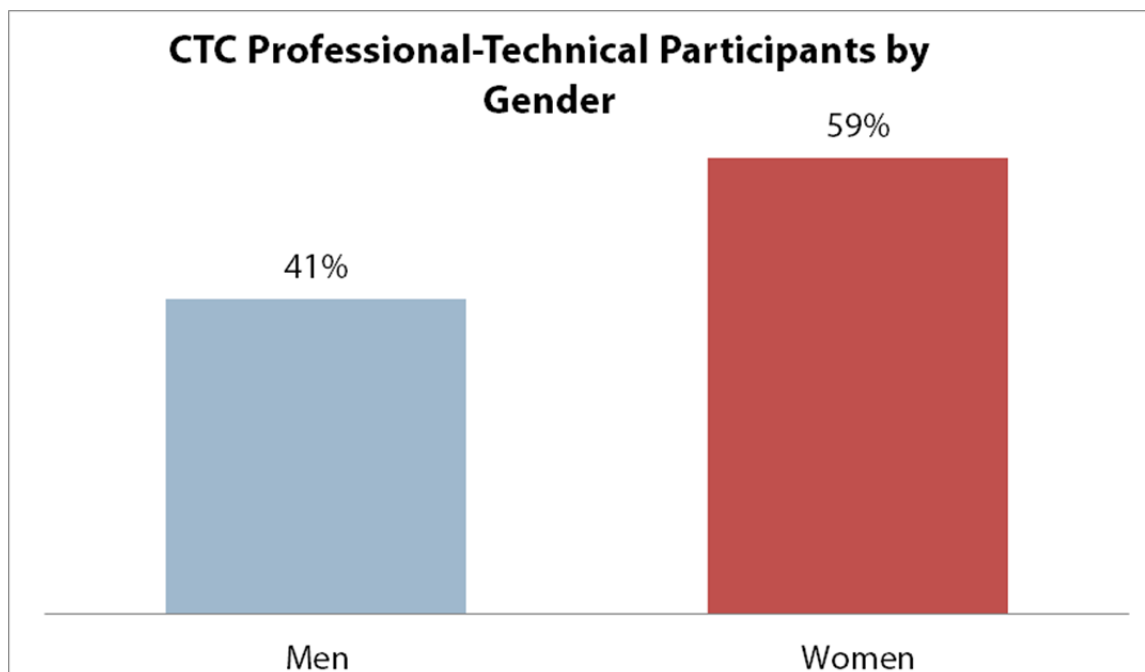
During the 2008-09 school year, 30,937 CTC Professional-Technical participants completed or otherwise left the community or technical college system.² These participants comprise the Professional-Technical cohort included in this study. The median length of enrollment for these participants was nine months.

Participants from racial and ethnic minority backgrounds continue to be well represented among CTC Professional-Technical participants, especially among African Americans whose participation rate was nearly twice their representation in the state population.³

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

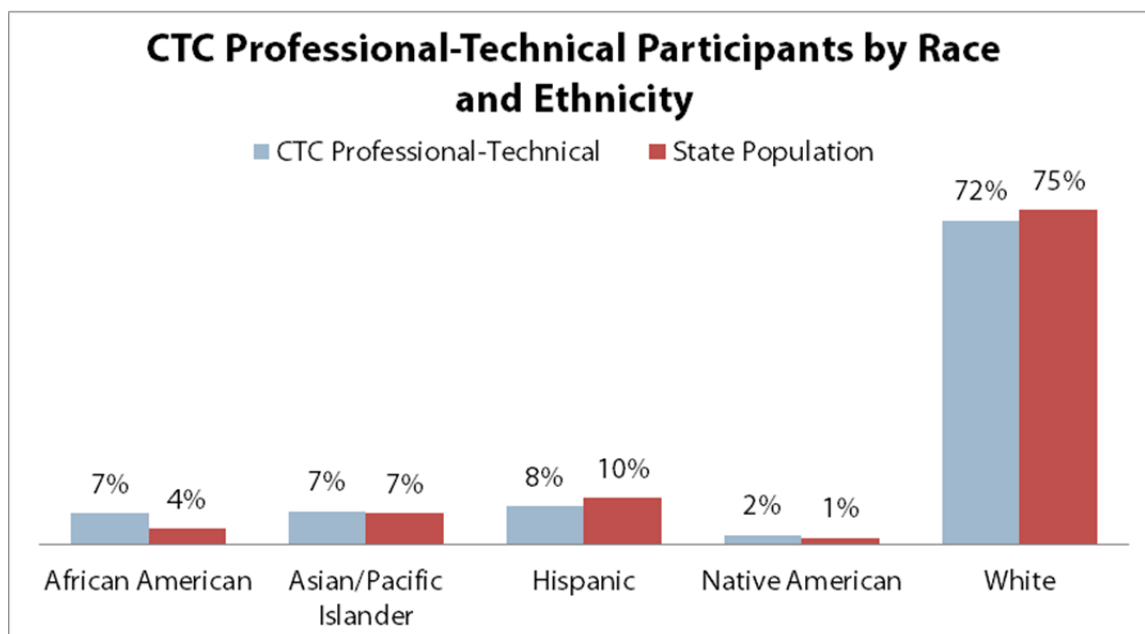
² CTC Professional-Technical Education participants identified themselves as vocational participants and have either enrolled for six or more vocational credits or have completed three or more vocational credits. Additionally, the participants included in this study exited their program during the 2008-2009 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 2009 U.S. Census Bureau estimates from the American Community Survey, 75 percent are white; 4 percent are African American; 1 percent are Native American; 7 percent are Asian/Pacific Islander; 3 percent are multiracial; and 10 percent are Hispanic.



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

Among the 2008-09 CTC Professional-Technical participants, 59 percent were women, which is identical to the female representation in the 2007-08 program year. Among women, 57 percent completed their program, compared to 52 percent of men.



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

When they enrolled, exactly half of the participants had not previously attended college; 22 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 5 percent had some other credential.

The median age in the last quarter of their training was 29, with one quarter of the participants under age 23, and another quarter of the participants over age 40.

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.

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

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

Data Comes From State Wage Files & Employer Survey

The 2011 Workforce Training Results includes information obtained from Employment Security Department (ESD) wage files in Washington, Idaho, and Oregon, and federal employment records for 2008-09. 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

In addition, this year's report includes a comprehensive Net Impact Study. To assess both short- and long-term employment and earnings trends, data on employment records from as far back as 2005-06 is used in the 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?

As a measure for whether participants received the skills they needed, this study tracks the credentials and degrees earned by participants. Of CTC Professional-Technical participants leaving in 2008-09:

- 20 percent received an associate's degree.
- 18 percent received a vocational certificate.
- 13 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, 56 percent of participants earned a credential.⁴

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.⁵ The study looks at employment and earnings three calendar quarters after the participant left the CTC Professional-Technical program. The chart below shows the 2009-10 employment and earnings of participants who left the program during 2008-09. Sixty-one percent of the CTC Professional-Technical participants were employed. Of those who were working, 59 percent were employed full time. The median hourly wage was \$14.60. Participants had median annualized earnings of \$24,642.⁶

Turn to page 19 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2011 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.

Compared to employment and earnings data for CTC Professional-Technical participants from prior years, it is clear that the Great Recession is negatively impacting the ability of program completers to thrive in the current economic situation. Given this context, the median wage of Professional-Technical participants is relatively high at \$14.60 an hour, down from \$15.21 the previous program year. Yet, this is still \$6.05 per hour more than Washington's minimum wage of \$8.55 an hour in 2010. However, there is considerable variation in wages. While one quarter earned more than \$21.93 an hour, another quarter had jobs that paid less than \$10.67 an hour.

⁴ Upon exiting a college, the system determines whether the participant is considered to have completed the program. The percentages do not sum to 56 percent due to rounding.

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 first quarter 2009 dollars.

Employment and Earnings for Community and Technical College Professional-Technical Education Participants, 2009-10

Performance Measure	Results
Employment Rate (Self-Reported)	77%
Employment Rate* (State Records)	61%
Full Time Employment **	59%
Median Hours Worked Quarterly	429 hours
Median Hourly Wage***	\$14.60
Median Annualized Earnings***	\$24,642

* 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 account for inflation.

To put earnings in context, the median number of dependents CTC Professional-Technical participants were able to support at the poverty level in 2009-10 was 4.7 people. At the 200 percent of poverty level, this supported 2.2 people.⁷

Self Sufficiency Level Trends for CTC Professional-Technical Participants

Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Household size-poverty level	4.7	4.8	4.9	5.3	4.7
Household size-poverty level at 200 percent	2.2	2.2	2.4	2.7	2.2

CTC Professional-Technical Participants Receiving Benefits from Employers

Performance Measure	2002-03	2004-05	2006-07	2008-09*	2009-10
Self-Reported Medical Benefits from Employer	71%	72%	62%	N/A	55%
Self-Reported Retirement Benefits from Employer	48%	52%	42%	N/A	44%

*Due to budget concerns, the Workforce Board's Participant Survey was not conducted in 2008-09.

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 five study periods. Performance results are shown for *all* CTC Professional-Technical participants and broken down further to focus on program completers.

Employment and Earnings Trends for Community and Technical College Professional-Technical Education Participants

Performance Measure	2002-03		2004-05		2006-07		2008-09		2009-10	
	All	Comp.	All	Comp.	All	Comp.	All	Comp.	All	Comp.
Employment Rate (Self-Reported)	82%	-	81%	-	84%	-	N/A	-	77%	-
Employment Rate* (State Records)	71%	74%	72%	75%	70%	74%	71%	77%	61%	65%
Full Time Employment**	62%	64%	62%	63%	63%	66%	65%	67%	59%	60%
Median Quarterly Hours	455	455	450	451	455	468	455	455	429	442
Median Hourly Wage***	\$14.40	\$14.76	\$14.46	\$14.80	\$14.83	\$15.31	\$15.21	\$15.85	\$14.60	\$15.43
Median Annualized Earnings***	\$24,614	\$25,674	\$24,859	\$26,000	\$25,496	\$27,178	\$27,057	\$29,084	\$24,642	\$26,687

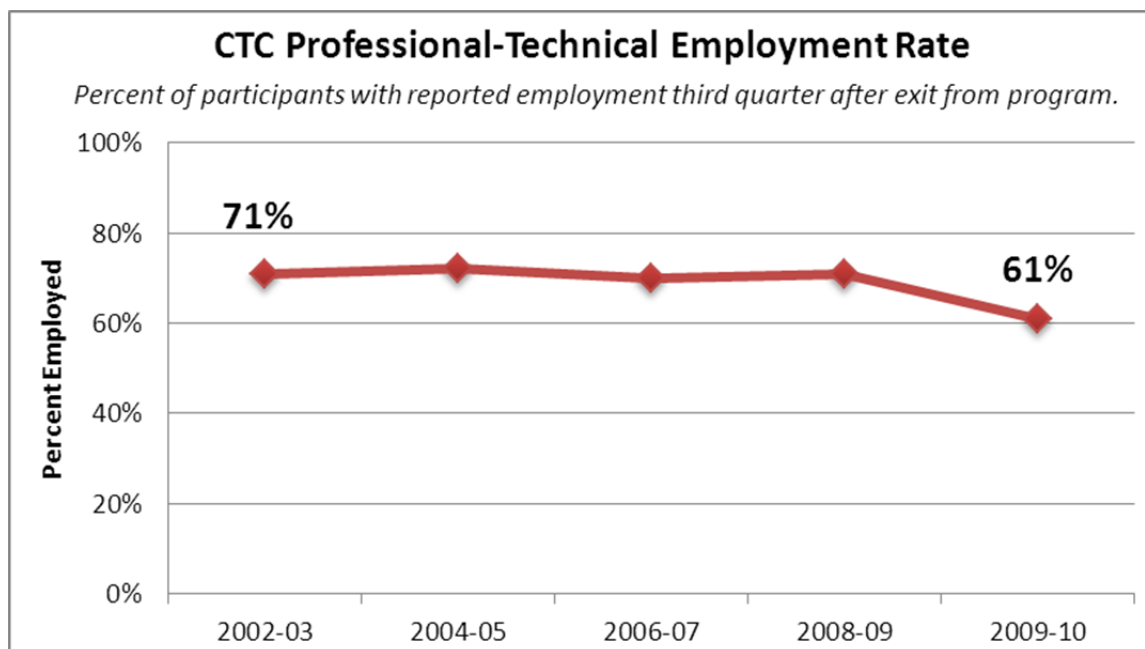
Source: Matches of Community and Technical College Administrative data with employment wage files.

*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.

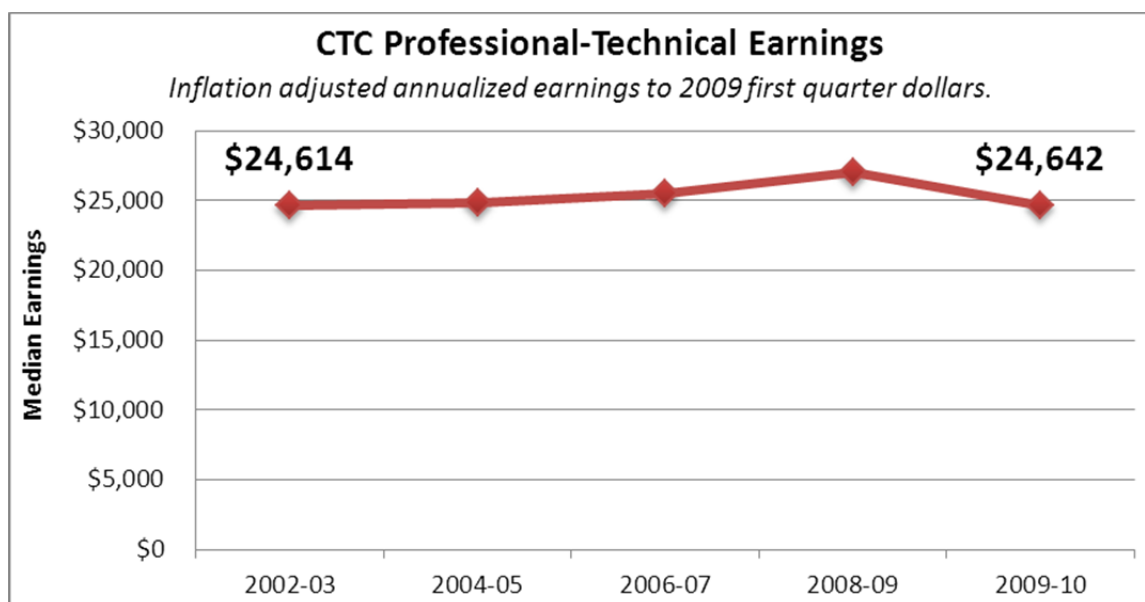
**Full-time employment averages 30 or more hours per week.

***Earnings/wages expressed in first quarter 2009 dollars in order to account for inflation.

Since 2002, participants in the CTC Professional-Technical program have notched improvements in earnings, while employment rates have changed little.



Source: Workforce Training Results 2002-10.



Source: Workforce Training Results 2002-10.

CTC Professional-Technical Participant Employment by Industry

CTC Professional-Technical participant employment is concentrated in the services industry followed by retail trade, manufacturing, and public administration. Compared to employment of the 2007-08 cohort, lower percentages of those from 2008-09 were employed in these top industries—services, retail trade, manufacturing, construction, and public administration—while the percentages working in industries such as natural resources and mining, transportation and wholesale trade increased.

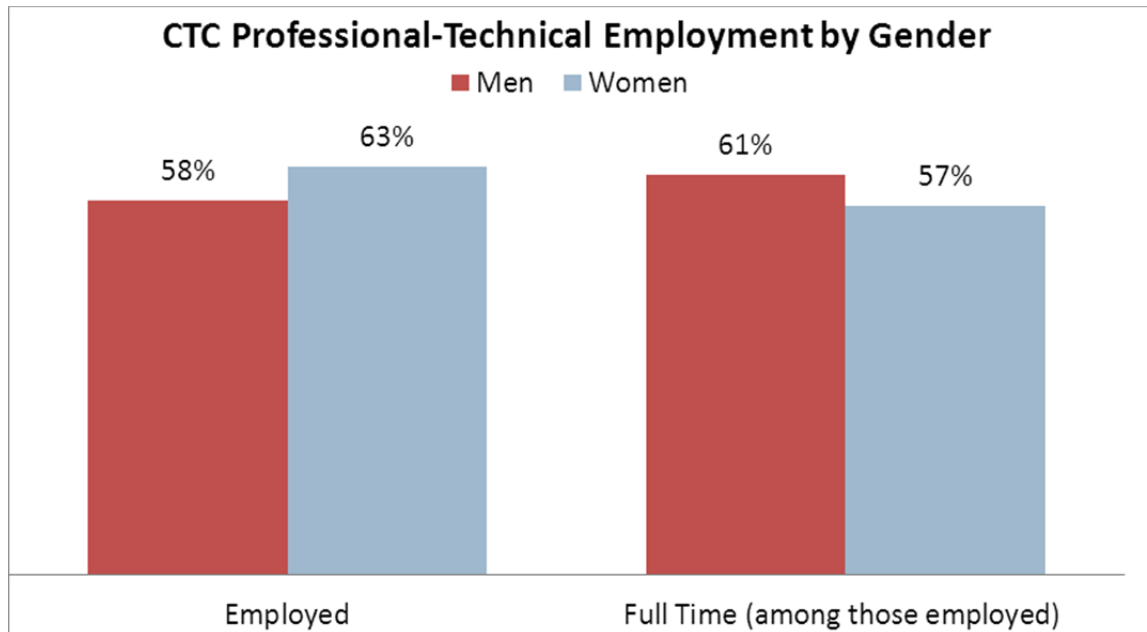
Industry Group	
55.1%	Services (see breakout below)
12.5%	Retail Trades (see breakout below)
8.5%	Manufacturing
6.0%	Public Administration
5.0%	Construction
3.5%	Transportation and Warehousing and Utilities
3.4%	Financial Services
3.0%	Wholesale Trade
1.3%	Natural Resources and Mining
1.2%	Information
0.4%	Correctional Facilities
Breakout of Services Industry	
17.1%	Health Care
8.2%	Accommodation and Food Services
7.8%	Education Services
7.3%	Administrative and Support and Waste Management and Remediation Services
4.9%	All Other Services
4.7%	Social Assistance
3.2%	Professional, Scientific, and Technical Services
2.0%	Arts, Entertainment, and Recreation
Breakout of Retail Trades Industry	
2.8%	Department and Warehouse Stores
2.2%	Food and Liquor Stores
1.9%	Vehicle Sales
1.2%	Hardware, Garden and Farm Supplies
0.9%	Clothing and Accessories Stores
0.8%	Miscellaneous Store Retailers
0.7%	Books, Music and Hobbies Sales
0.6%	Health Care and Beauty Products
0.5%	Electronics and Appliance Stores
0.5%	Gasoline Stations
0.2%	Home Furnishings Sales

Source: Matches of college records with employment wage records.

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

Wages and Employment Results Vary by Population

Wage and employment results vary by gender, race and ethnicity, and disability. Female participants (63 percent) were more likely to be employed in the third quarter after leaving their programs than male participants (58 percent). However, men were more likely than women to be employed full time.



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

Among participants with employment, women's median annual earnings were \$22,877, or 91 percent of what men earned (\$26,054). This represents a nearly 4 percentage point increase from 2007-08. Women's median hourly wages were \$14.37, or 95 percent men's hourly wages (\$15.05)--a 2 percentage point increase from the prior year.

Despite the narrowing disparity in earnings between men and women, an earnings gap persists. One possible reason is that women and men enroll in different types of programs, which lead to jobs that pay different amounts.

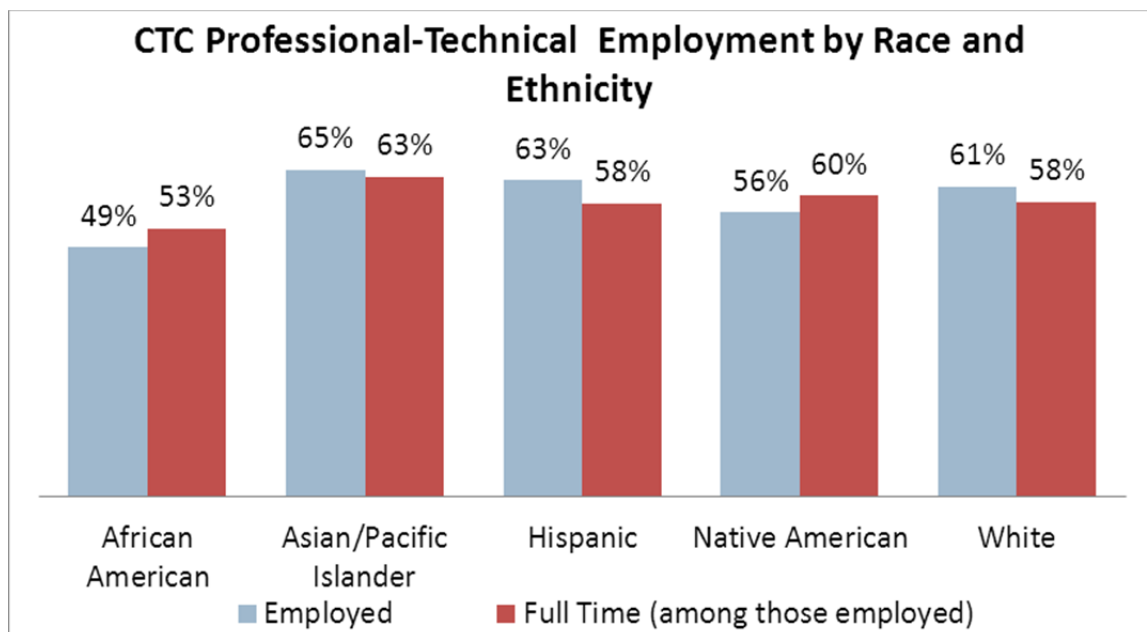
The service industry, for example, has a heavily female workforce. Some 72 percent of women CTC Professional-Technical participants obtained work in the service industry compared to 39 percent of men. Conversely, 8 percent of men obtained work in manufacturing while 2 percent of women obtained manufacturing 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 and Ethnicity Play Roles

African Americans (49 percent) were the least likely racial and ethnic group to be employed in the third quarter after leaving their programs. This compares to employment rates of 65 percent for Asian/Pacific Islanders, 63 percent for Hispanics, 61 percent for whites, and 56 percent for Native Americans. Among those employed, the percent employed full time was slightly higher for African Americans (53 percent) and Native Americans (60 percent), and slightly lower for the other groups.

Of those employed the median hourly wages were \$14.85 for whites, with African Americans (\$13.39), Hispanics (\$12.71) and Native Americans (\$14.59) all earning on average less than whites. Asian/Pacific Islanders' median hourly wage, \$15.66, was the highest among the racial and ethnic groups.

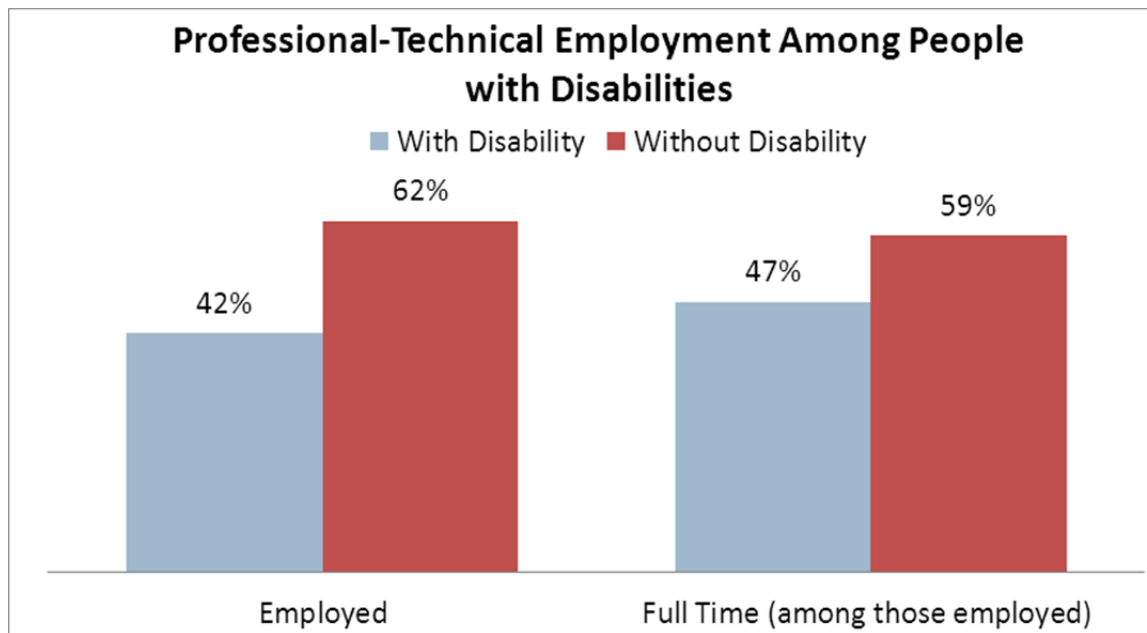
The same pattern among racial and ethnic groups was found when focusing on median annual earnings, with Asian/Pacific Islanders earning the most (\$27,983). Earnings for whites were \$24,881, while median annual earnings were less for African Americans (\$21,202), Hispanics (\$21,770) and Native Americans (\$24,788).



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

Disability Impacts Employment and Earnings

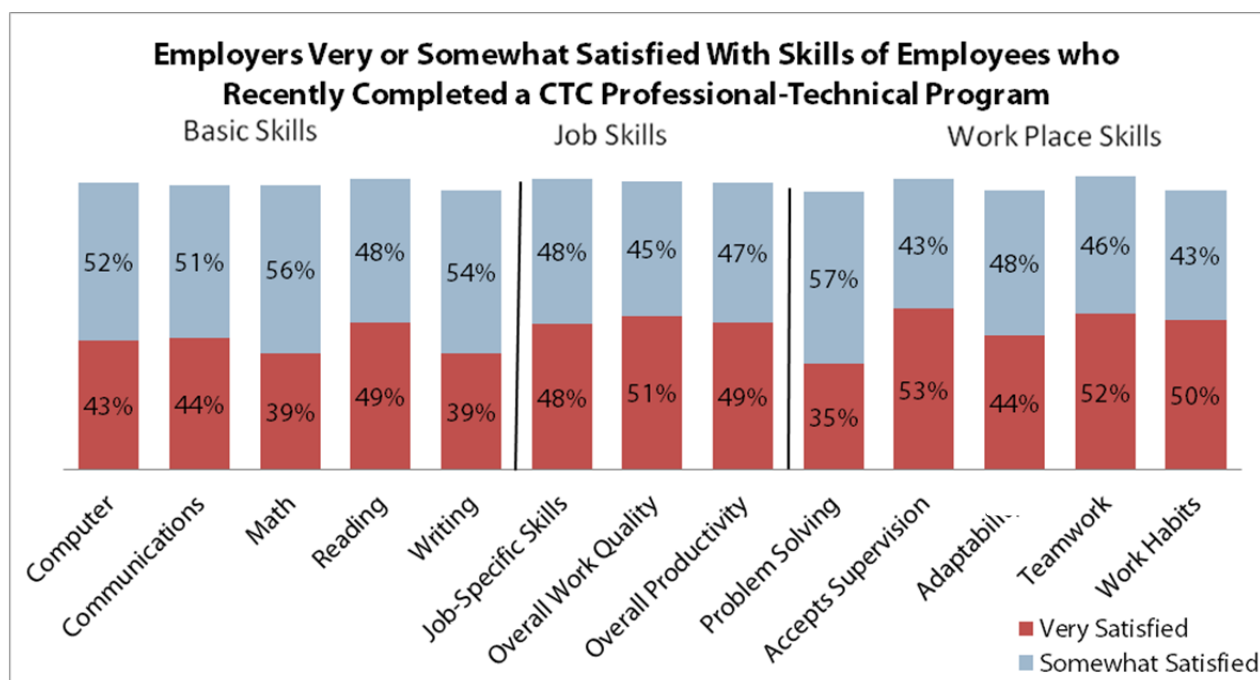
Employment outcomes and earnings also varied by disability status. College records indicate that 4 percent of the participants included in this study had a disability. These participants were less likely to have employment during the third quarter after exit (42 percent versus 62 percent). This is much lower than in the prior year, in which 54 percent of disabled participants were employed, compared to 72 percent of the non-disabled. Disabled participants were also less likely to work full time (47 percent versus 59 percent for non-disabled). Among those working, the median hourly wage rate of those with a disability (\$12.81) was 87 percent of those without a disability (\$14.70), and their median annual earnings (\$17,783) were 71 percent of those with no reported disability (\$24,881).



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

Were Employers Satisfied with the Preparation Workers Received?

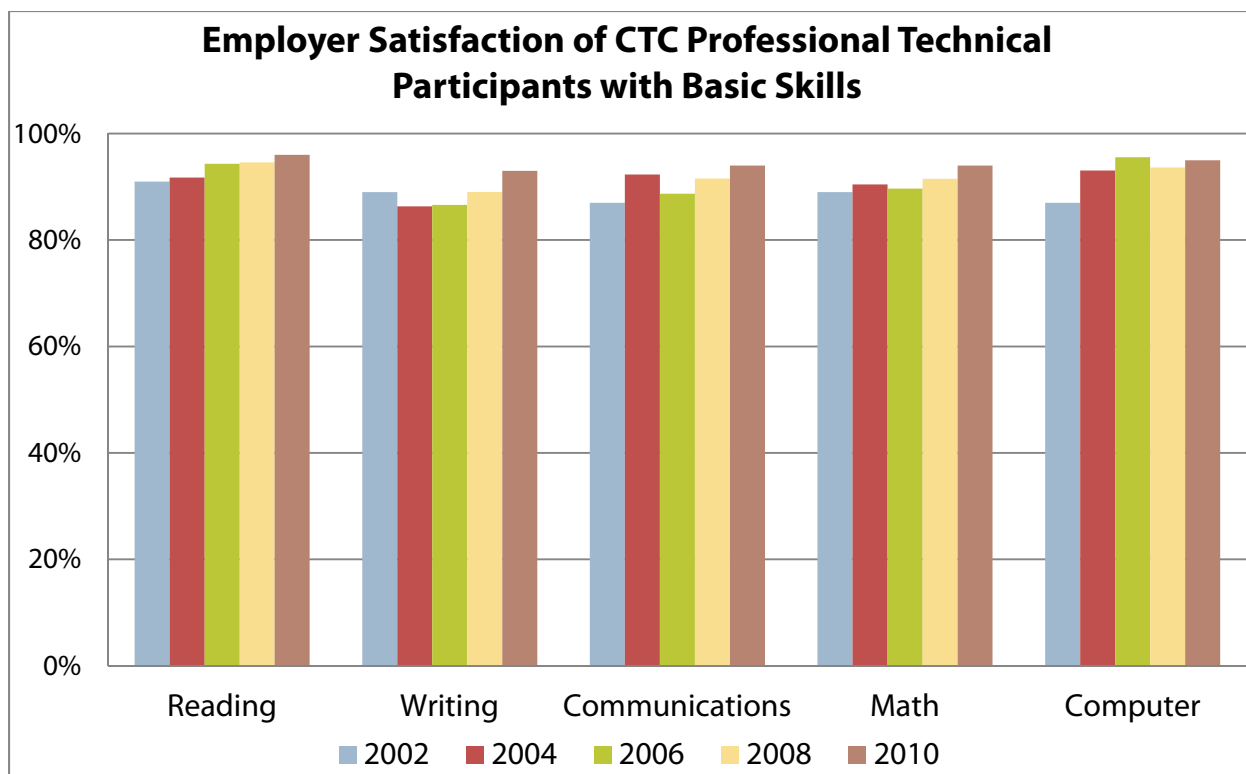
The Workforce Board's Employer Survey, administered during 2010, asked firms to evaluate new employees who had recently completed a vocational program at a community or technical college. Some 96 percent of employers said they were either "somewhat satisfied" or "very satisfied" with the overall work quality of these new employees. This is not significantly different from the previous survey.



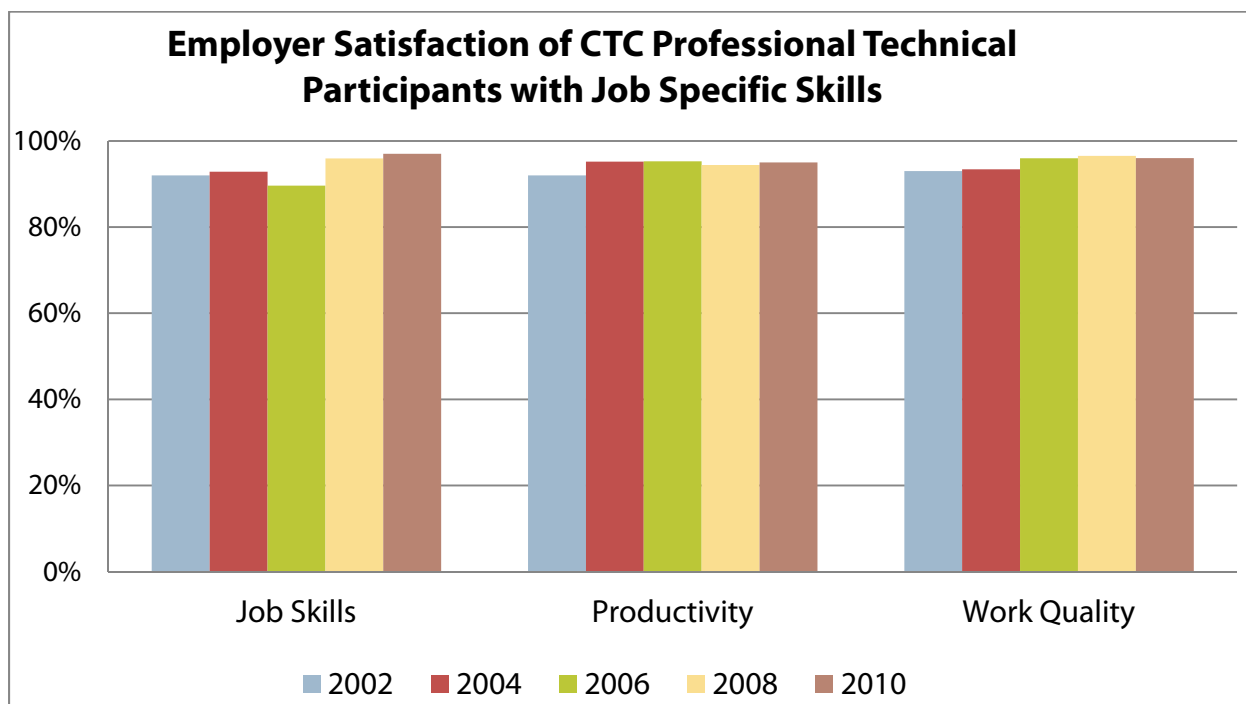
Source: Workforce Board Employer Survey conducted in 2010.

There was a very slight decrease among employers who were “very satisfied” with computer skills (43 percent versus 47 percent) and job-specific skills (48 percent versus 51 percent) from the 2007-08 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).

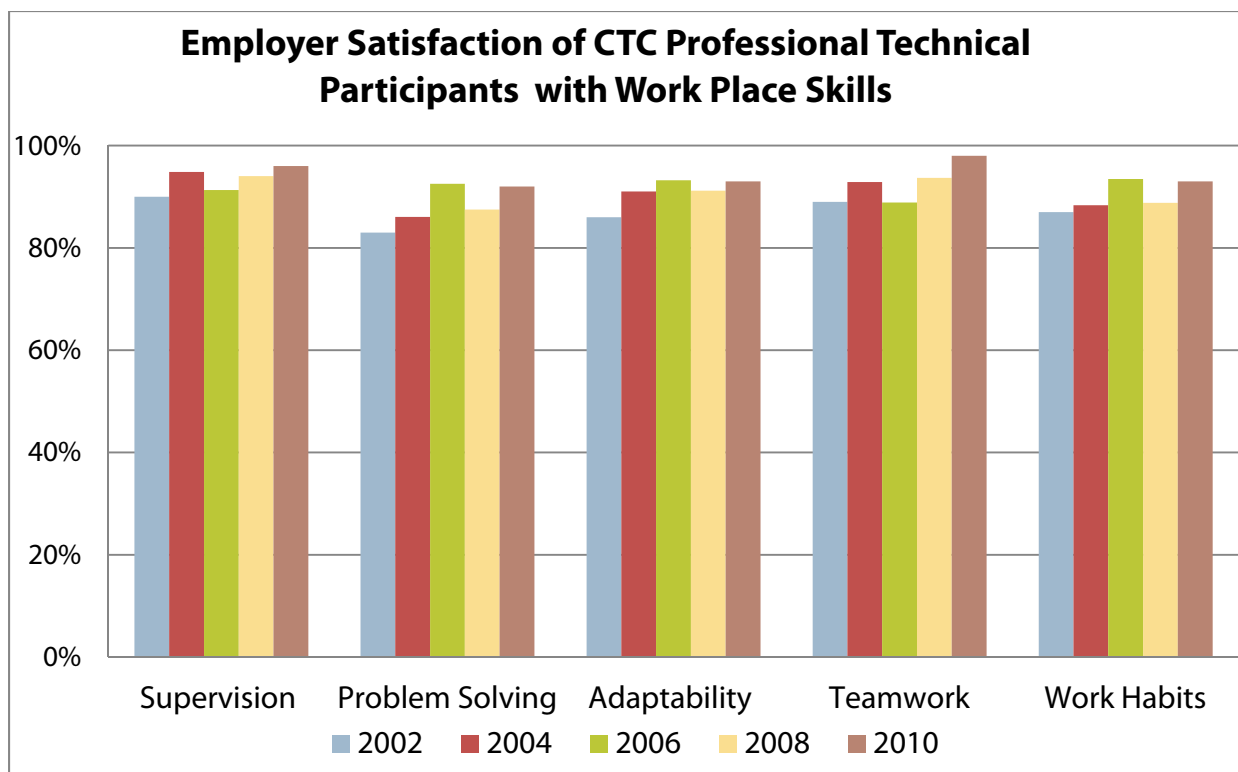
Over the past decade, employers’ satisfaction with the skills of recent college trainees has generally increased. The following charts show the satisfaction of employers with basic skills, job specific skills and work place skills of new employees who recently completed a Professional-Technical program. 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.



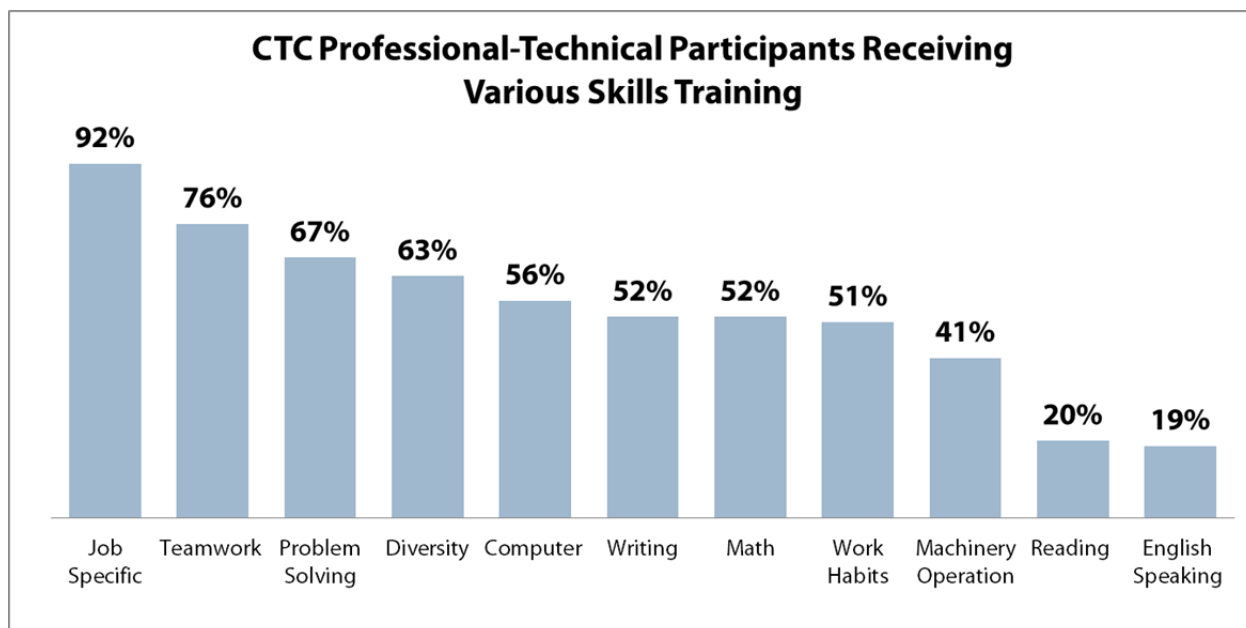
Source: Workforce Board's biennial Employer Surveys from 2002 through 2010.

Competency Gains

In 2011, the Workforce Board surveyed CTC Professional-Technical Education Participants who had left their program in 2009-10. The survey provided data on employment and participant satisfaction with the training. The survey was conducted by telephone and was completed by 379 participants.

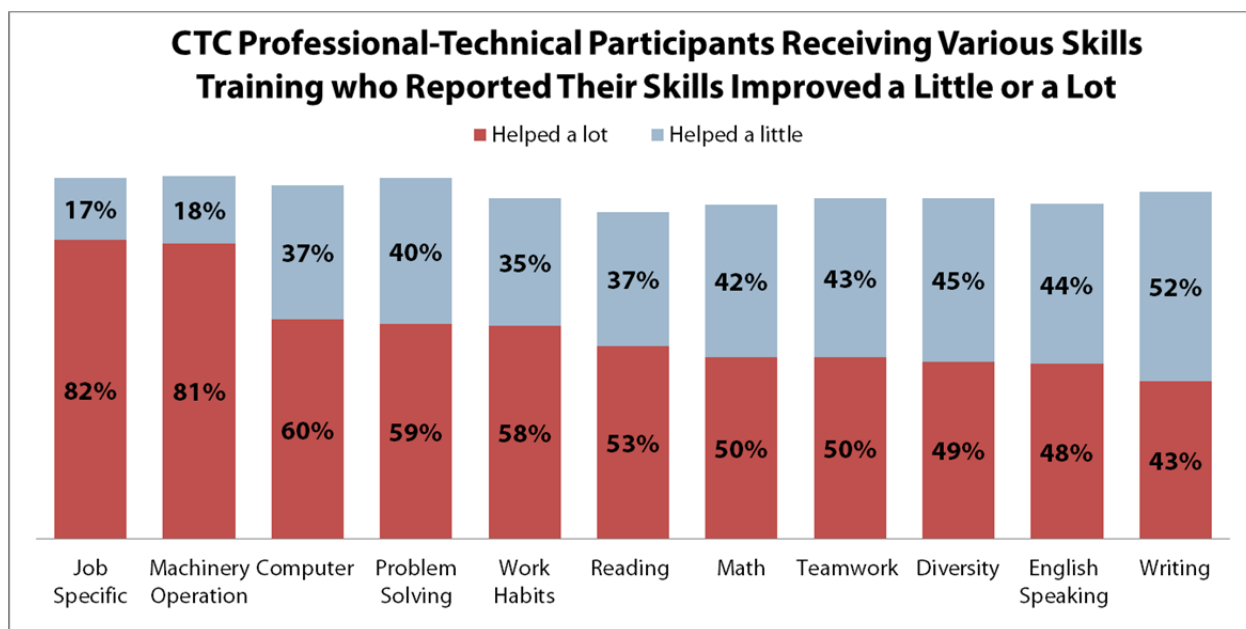
The primary goal of workforce training and education is to provide individuals with the skills and abilities required in the workplace. CTC Professional-Technical participants appear to agree: 86 percent of the participants surveyed for the 2011 Workforce Board Participant Survey indicated that they enrolled in college to learn skills for a new job, which is similar to participants in the previous study. At 87 percent, the number one reason participants decided to enroll was to either obtain or finish a degree or certificate.

In addition to learning job-specific skills, CTC Professional-Technical participants also receive other types of training. Over 76 percent received training in teamwork, and 67 percent received training in problem solving. In comparison to the 2008 study, participants from 2011 appear to have received a wider variety of skills training. The percentage of participants indicating they received training increased in the areas of machinery operation, diversity, teamwork and problem solving. However, the percentage of participants indicating they received training in English speaking dropped 5 percentage points.



Source: Workforce Board's Participant Satisfaction Survey 2011.

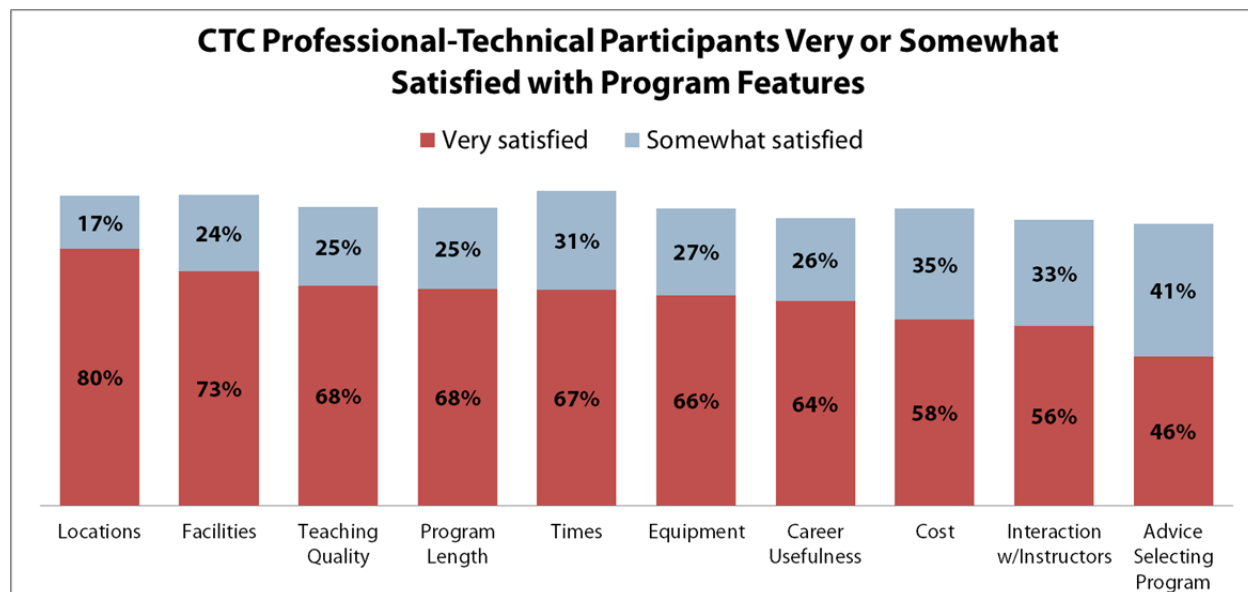
As in the previous study, most participants reported their skills improved as a result of training, and higher percentages report substantial improvements in their job specific skills than in their workplace or basic skills. Compared with the study in 2008, slightly higher or similar percentage of participants this year reported their skills improved "a lot" across most skills training. However, participants indicating that the training improved their writing and diversity skills "a lot" decreased by around 7 percentage points.



Source: Workforce Board's Participant Satisfaction Survey 2011.

Participant Satisfaction

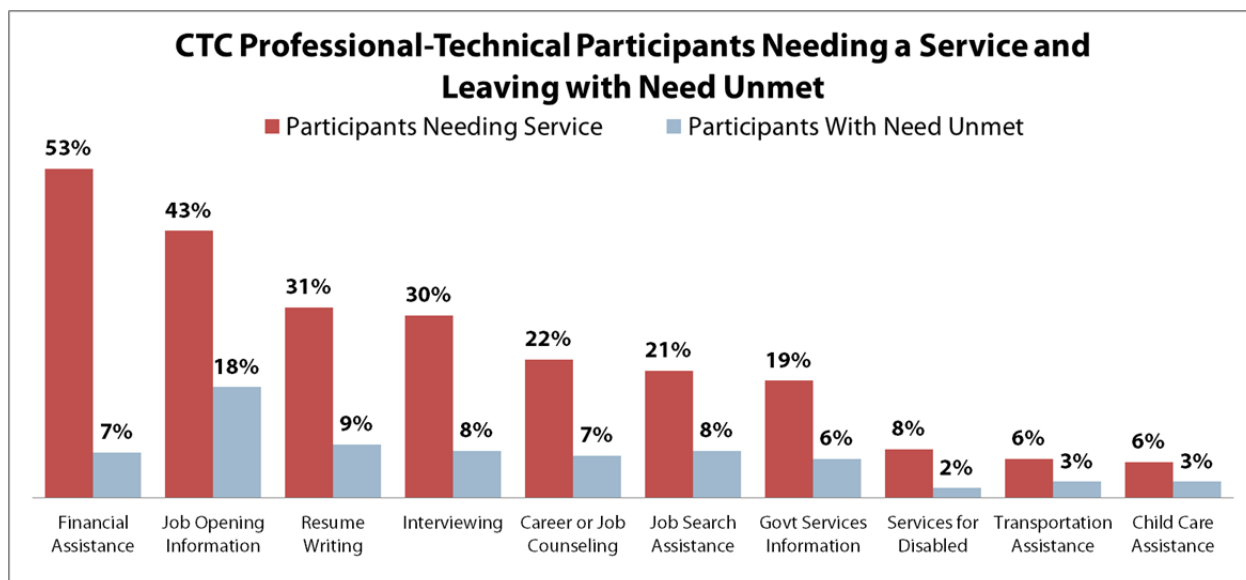
In the 2011 Workforce Board Participant Satisfaction Survey participants expressed high levels of satisfaction, similar to previous studies. Some 96 percent of participants reported they had met their educational objectives. And 91 percent reported they were “very satisfied” or “somewhat satisfied” with the program as a whole. Participants tended to be “very satisfied” with various features of their programs including location, facilities, quality of teaching, times offered, and usefulness of the program to their career. They were less satisfied with advice on selecting a training program.



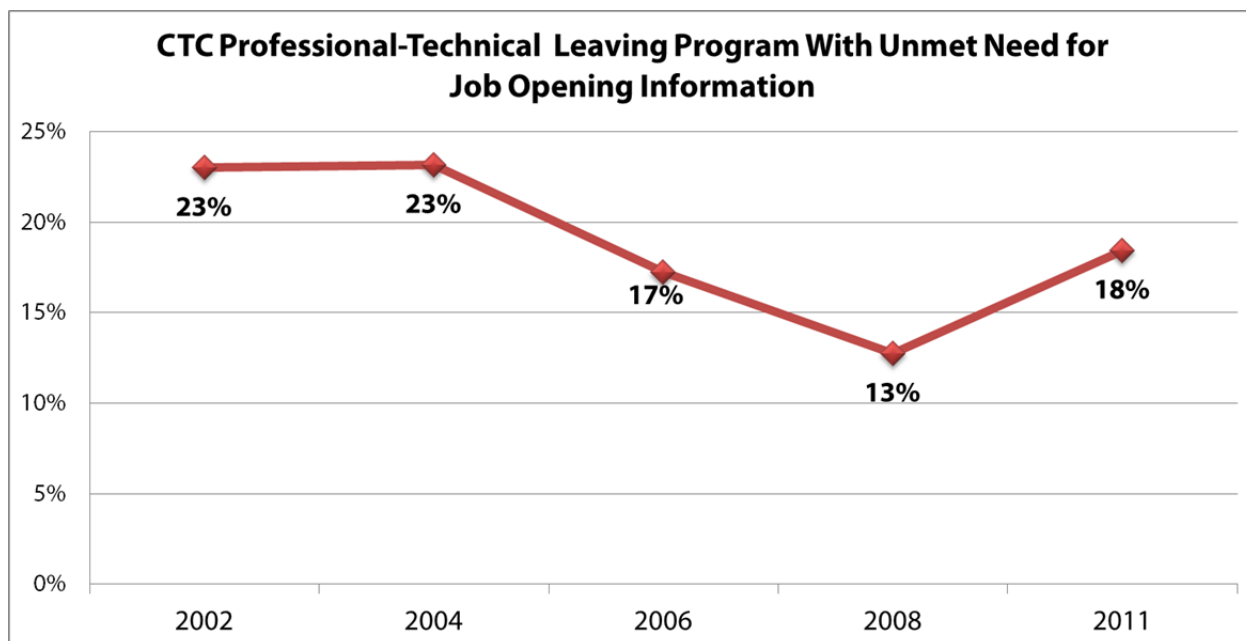
Source: Workforce Board's Participant Satisfaction Survey 2011.

Similar to previous studies, participants indicated financial assistance and information about job openings as the support services they most needed while enrolled. Fewer participants needed transportation or child care assistance. Participants tended to receive the support services they needed; the exception continues to be information about job openings. In 2011 an increased percentage of participants reported leaving the program with an unmet need in this area.⁸

⁸ Unmet need refers to cases where the student reports that either they did not receive the required service or what was provided did not meet their needs.

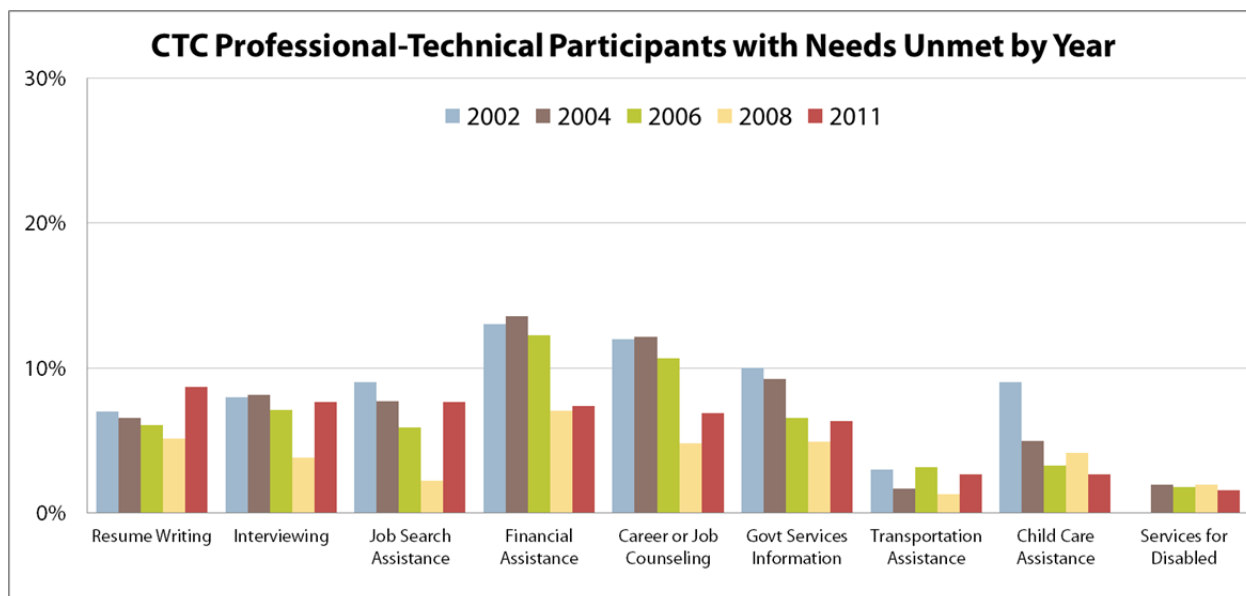


Source: Workforce Board's Participant Satisfaction Survey 2011.



Source: Workforce Board's Participant Satisfaction Survey 2011.

After a nearly a decade of declines in unmet needs, the percentage of participants reporting that they left the program with an unmet need has increased in nearly every category. The largest jumps in unmet need were in job opening information, interviewing and job search assistance, all of which increased by 6 percentage points. However, one program reported a decline in the percentage of participants indicating they left with an unmet need: child care assistance, which dropped slightly to 2.6 percent from 4.1 percent in 2008 and 9 percent in 2002.



Source: Workforce Board's Participant Satisfaction Surveys 2002-2011.

Relationship of Training to Employment

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

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

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

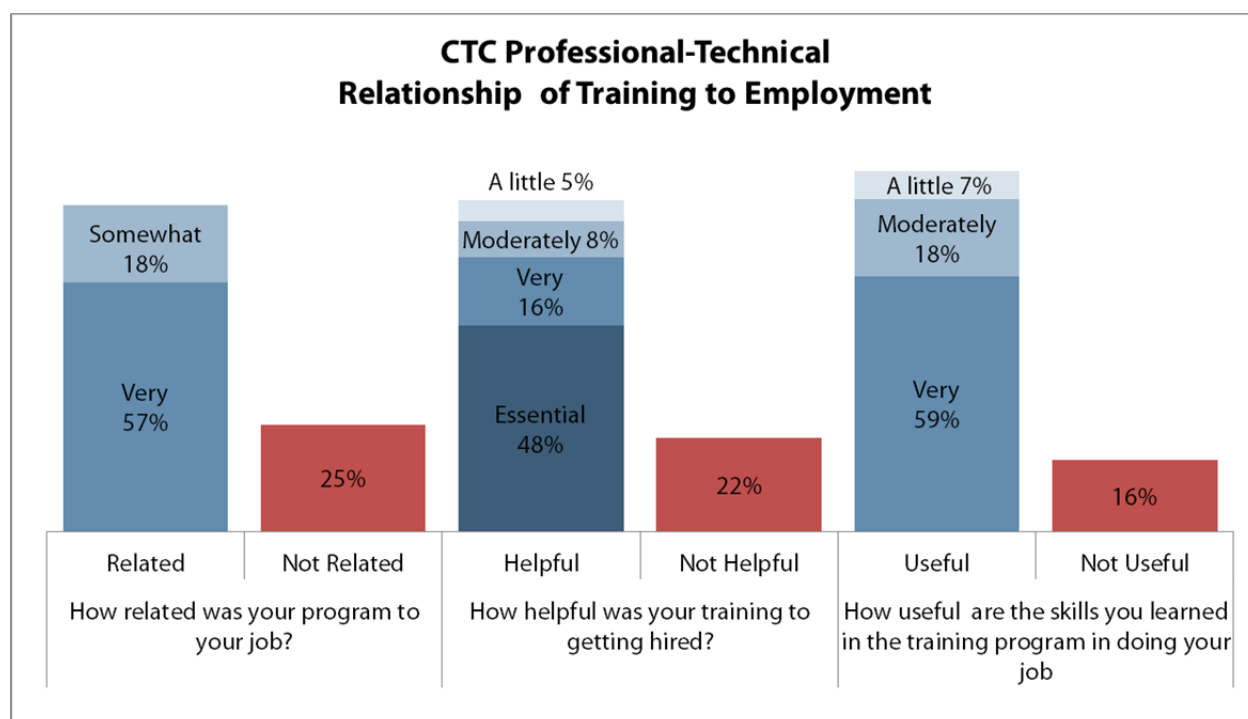
Among CTC-Professional-Technical participants employed seven to nine months after leaving a program, 57 percent said their training was "very related" to their job. A further 18 percent reported the training was "somewhat related" to their job. Only 25 percent said that the training was "not related at all" to their job. In 2008, employed participants reported slightly higher rates of training related to employment (79 percent reported training was related to their job, versus 75 percent this year).

Participants interviewed in 2011 also indicated the training was helpful to them in getting their job. Of those participants, 48 percent indicated their training was an "essential requirement," another 16 percent indicated it was "very important," and 8 percent reported it was "moderately important." Five percent said it was "a little helpful." Only 22 percent indicated their training was "not important at all" to getting their job.

Most participants said the skills they learned in their training program were useful in doing their job. Some 59 percent of participants indicated the skills were "very useful," 18 percent

said “moderately useful,” and 7 percent “a little useful.” The remaining 16 percent of participants who were employed indicated the skills were “not useful at all.”

When combining two of the questions about the program’s relationship to the job and about whether the skills acquired were helpful, a small percentage of participants answer negatively to both. Just 14 percent of participants employed the third quarter after exit said the training they received was *neither* helpful in their job nor related to the job they obtained.



Source: Workforce Board's Participant Satisfaction Survey 2011.

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

Every four years the Workforce Training and Education Coordinating Board conducts a net impact analysis 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

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

individuals who had similar demographic characteristics, but who did not participate in any of the programs included in the study. The comparison group members were selected from among those who registered with WorkSource, Washington's one-stop career center system.

The most recent net impact analyses examined the short-term (Program Year 2007-08) and long-term (Program Year 2005-06) experiences of participants who left the CTC Professional-Technical Training program.

Impact on Employment and Earnings: Participants vs. Control Group

Community and Technical College Professional-Technical Education	Short-term[^]	Long-term[^]
Net Employment Impact*	6.6 percentage points	10.1 percentage points
Net Hourly Wage Impact**	\$3.02	\$3.20
Net Quarterly Hours Impact	59.8	59.5
Net Annualized Earnings Impact**	\$8,153	\$8,680

[^]Short-term is 3 quarters after program exit; Long-term is average across 3 years since program exit.

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

**Wages and earnings, expressed in first quarter 2009 dollars, represent the average difference between CTC Professional-Technical participants who got jobs and those in the control group who were employed.

As can be seen above, Community and Technical College Professional-Technical Education participants 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.

Costs and Benefits

The cost-benefit analysis estimates the value of the net impact on earnings, employee benefits (estimated at 25 percent of earnings), UI benefits, and certain taxes.⁹ Program costs include both direct program costs and support payments borne by taxpayers and the tuition and foregone earnings borne by program participants.

Benefits and costs are calculated for both the observed period of time and based upon a statistical model that estimated the benefits and costs out to age 65. In order to compare benefits and costs in terms of net present values, post-program benefits and costs are discounted by 3 percent per year and all figures are stated in 2009 Q1 dollars to control for

⁹ Upjohn estimated the impact of the net change in earnings on social security, Medicare, federal income, and state sales taxes.

inflation. The benefits and costs presented here are based on impacts estimated for students leaving programs in 2005-2006, because a longer term follow-up is required for this analysis.

Participant and Public Benefits and Costs per Participant in Community and Technical Colleges Professional-Technical Programs

Benefit/Cost	First 2.5 years		Lifetime (until 65)		Sum of Costs and Benefits
	Participant	Public	Participant	Public	
Benefits					
Earnings	\$14,783	\$0	\$135,124	\$0	
Fringe Benefits	\$3,695	\$0	\$33,781	\$0	
Taxes	-\$3,053	\$3,053	-\$27,903	\$27,903	
Transfers					
UI	-\$955	\$955	-\$863	\$863	
Costs					
Foregone net earnings	-\$3,112	-\$615	-\$3,112	-\$615	
Program costs	-\$5,102	-\$10,222	-\$5,102	-\$10,222	
Benefits	\$14,470	\$4,008	\$140,138	\$28,766	
Costs	-\$8,215	-\$10,837	-\$8,215	-\$10,837	
Total (Net)	\$6,255	-\$6,829	\$131,923	\$17,929	\$149,853

Note: Benefits and costs are expressed in 2009 first quarter dollars.

For each student in CTC Professional-Technical Education, the public (taxpayer) cost is \$10,222 over the length of their enrollment, and the student cost is \$5,102 in tuition and \$3,112 in foregone earnings while training. During the first two and one-half years after leaving college, the average student will gain \$14,783 in earnings. During the course of working life to age 65, the average student will gain about \$132,012 in net earnings (earnings minus foregone earnings) and about \$33,781 in employee benefits. These are net gains compared to the earnings of similar individuals who did not receive the training. Including program costs and the net impacts on taxes and unemployment insurance benefits, the total net benefit per participant is \$131,923.

Projected participant net benefits to age 65 outweigh public costs invested in college training by a ratio of about \$13 to 1, or \$131, 923 to \$10,222.

From the time of leaving training to age 65, the public is forecasted to gain about \$27,903 per participant in net additional Social Security, Medicare, federal income, and state sales taxes and to save \$863 in UI benefits—far greater than the direct cost of college training. *The estimated lifetime net benefit to taxpayers is \$17,929 per participant.*

Projected taxpayer net benefits to age 65 outweigh public costs invested in college training by a ratio of \$3 to 1, or \$28,766 to \$10,222.

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 participants are laid off also vary over time.

About one percent of worker retraining participants 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. Qualifying participants may receive financial assistance to help with their tuition.

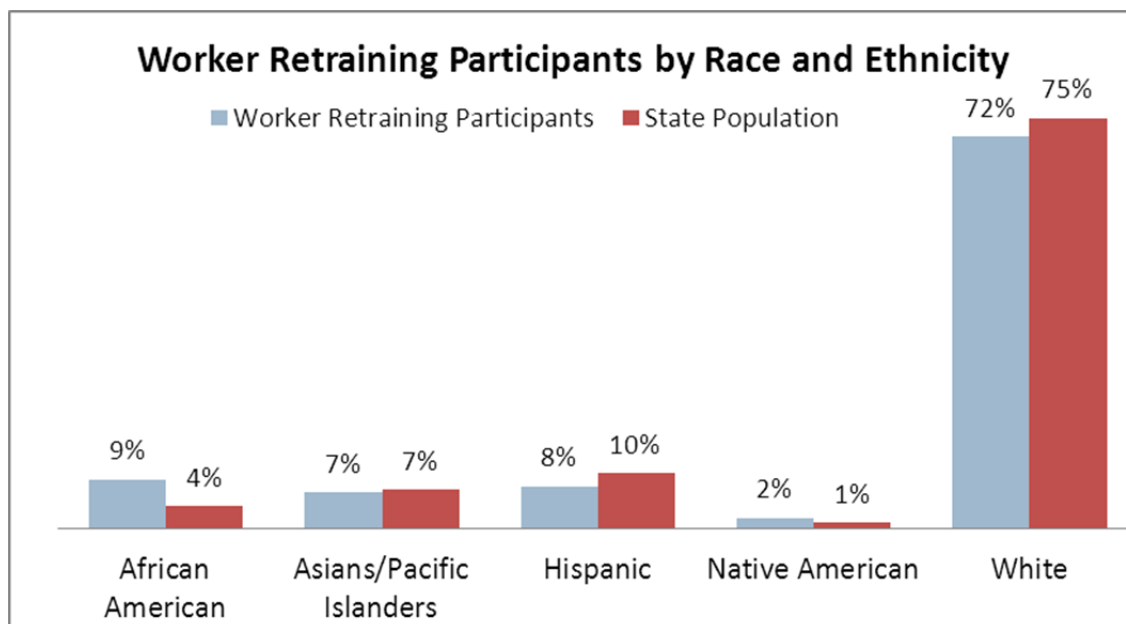
Every two years, the Workforce Board measures the performance of key workforce programs. In this report, you'll find out more about the program and who is served, the metrics used to measure performance and how the program performed.

Participant Profile

For this report, researchers studied the results of 6,047 Worker Retraining participants who completed or otherwise left a community or technical college program during the 2008-09 school year. The median length of enrollment for these participants was six months.

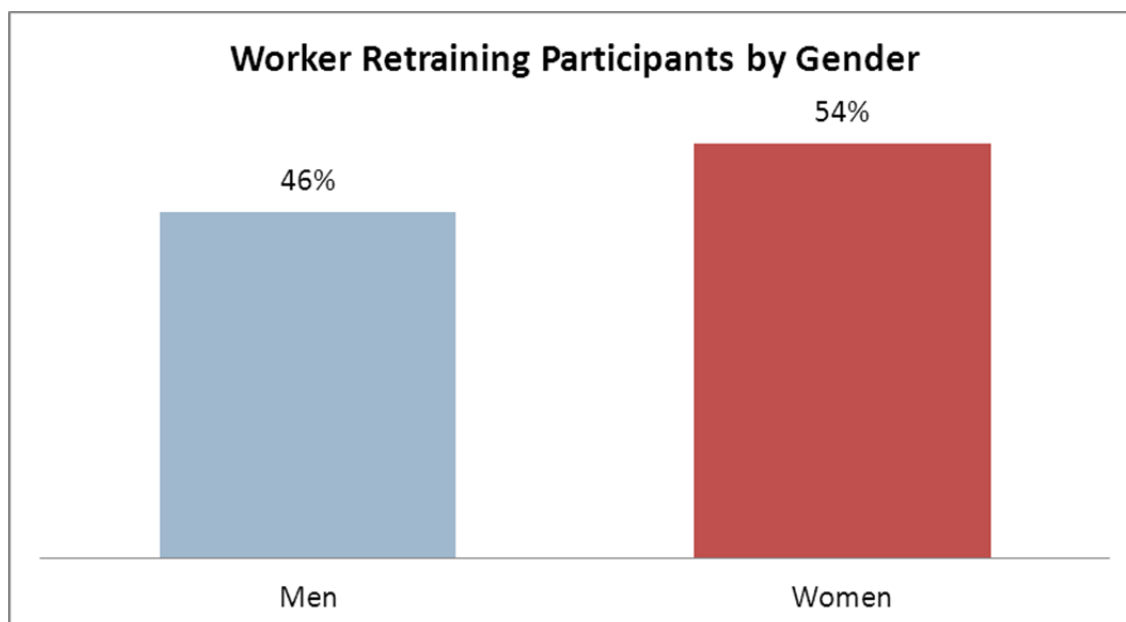
The racial and ethnic composition of Worker Retraining participants roughly reflects the general population in Washington for Asian/Pacific Islanders (7 percent). African Americans (9 percent) and Native Americans (2 percent) are represented at a greater percentage than the general population, whereas Hispanics (8 percent) and whites (72 percent) are at a slightly lower percentage.¹ In terms of program completion by racial and ethnic groups, the rates are nearly identical to the proportion participating in the program.

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 2009 U.S. Census Bureau estimates from the American Community Survey, 75 percent are white; 4 percent are African American; 1 percent are Native American; 7 percent are Asian/Pacific Islander; 3 percent are multiracial; and 10 percent are Hispanic.



Source: Community and Technical Colleges Administrative Data.

Among the 2008-09 Worker Retraining participants, 54 percent were women; this is an increase of 7 percentage points from the 2007-08 participants. Of the 2008-09 completers, 55 percent were women, an increase of 5 percentage points from the prior program year.



Source: Community and Technical Colleges Administrative Data.

When they enrolled in the program, 42 percent of participants 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 13 percent had received a baccalaureate or higher degree. The median age at the start of the last quarter of the program was 42 years. One in four participants was under age 32, while another one in four participants was over 51.

State Core Measures: Tracking Worker Retraining Progress

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

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

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

Data Comes From State Wage Files

The 2011 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2009-10.

Net Impact Study Adds More Insight into Program Performance

In addition, this year's report includes a comprehensive Net Impact Study. Data used in the Net Impact Study also reached back to 2005-06 employment records, to help assess trends over a slightly longer time frame. 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 15 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2011 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?

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 2008-09:

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

Another 15 percent were defined as completers because they completed 45 or more credits or a unique (non-degree) program.

Altogether, 54 percent of participants completed their program. This completion rate is higher than the 50 percent for those who left Worker Retraining programs in 2007-08 when 15 percent received an associate's degree, 13 percent received a certificate, and 18 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.² The study looks at employment and earnings three calendar quarters after the participant left a Worker Retraining program. Record matches found that 58 percent of the 2008-09 participants had reported employment during the third quarter after they left their program, 11 percentage points lower than that reported in 2007-08. Their median hourly wage was \$15.63, and they had median annualized earnings of \$26,255.³ Program completers were more likely to be working full time (58 percent compared to 54 percent) and had higher annual earnings (\$27,206 compared to \$25,255) than those who did not complete their training programs.

² 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).

³ Annual earnings are calculated as third quarter earnings multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter. All wages and earnings are stated in first quarter 2009 dollars.

Employment and Earnings for Worker Retraining Participants, 2009-10

Performance Measure	Results
Employment Rate (Self-Reported)	67%
Employment Rate* (State Records)	58%
Full Time Employment **	57%
Median Quarterly Hours	429 hours
Median Hourly Wage***	\$15.63
Median Annualized Earnings***	\$26,255

* 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 account for inflation.

To put earnings in context, the median number of dependents Worker Retraining participants were able to support at the poverty level in 2009-10 was 5.1 people. At the 200 percent of poverty level, it was 1.6 people.⁴

Self Sufficiency Level Trends for Worker Retraining Participants

Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Household size-poverty level	4.8	5.0	5.7	5.9	5.1
Household size-poverty level at 200 percent	1.4	1.6	1.9	2.0	1.6

Worker Retraining Participants Receiving Benefits from Employers

Performance Measure	2002-03	2004-05	2006-07	2008-09*	2009-10
Self-Reported Medical Benefits from Employer	67%	72%	68%	N/A	64%
Self-Reported Retirement Benefits from Employer	42%	48%	51%	N/A	38%

* Due to budget concerns, the Workforce Board's Participant Survey was not conducted in 2008-09.

⁴ 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.

Employment and Earnings Trends for Worker Retraining Participants, 2009-10

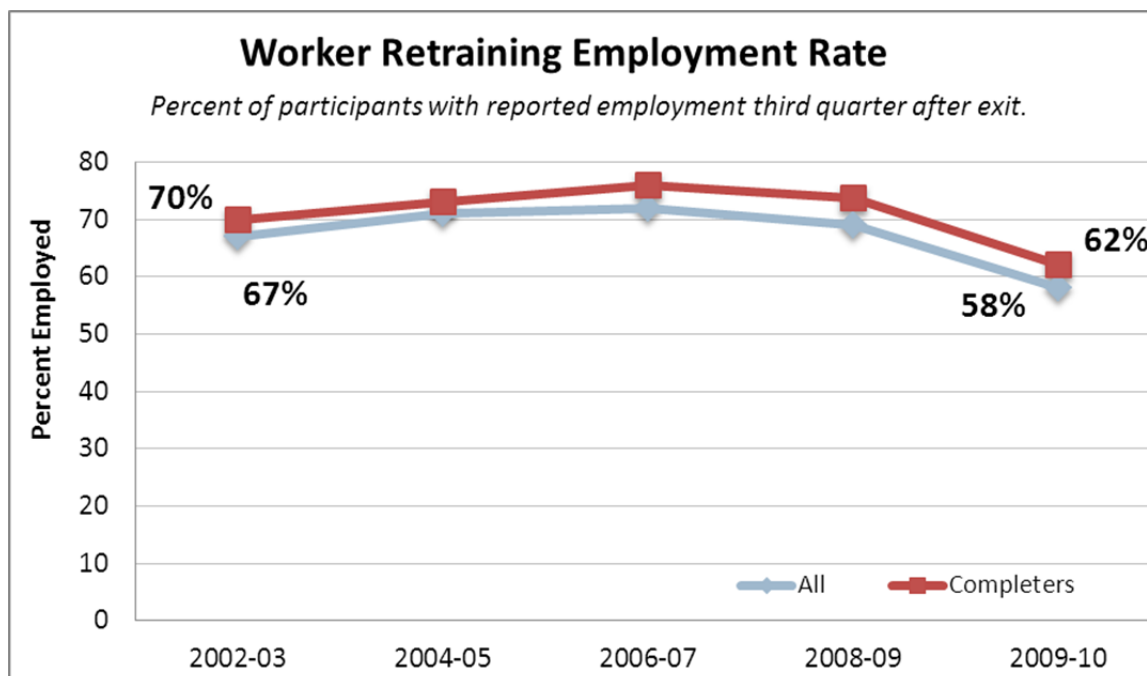
Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Employment Rate (Self-Reported)	71%	85%	75%	N/A	67%
Employment Rate* (State Records)	67%	71%	72%	69%	58%
Full Time Employment**	61%	65%	65%	67%	57%
Median Quarterly Hours	455	467	468	468	429
Median Hourly Wage***	\$14.69	\$15.08	\$15.89	\$16.01	\$15.63
Median Annualized Earnings***	\$24,945	\$25,960	\$28,308	\$29,132	\$26,255

**These figures apply to those with employment reported to ESD 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.*

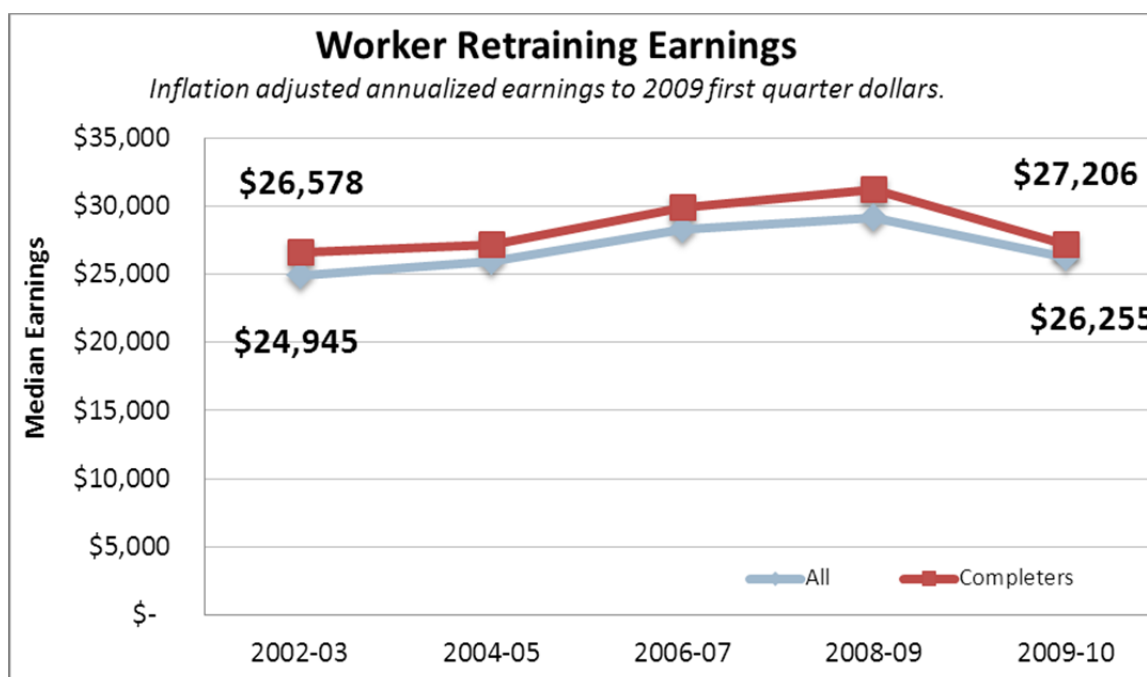
****Earnings/wages expressed in first quarter 2009 dollars in order to account for inflation.*

Since 2002, employment rates have varied with changes in the economy, going down during recessions.



Source: Workforce Training Results 2002-10.

Earnings have shown steady increases since 2002; however they declined in the past year. The decrease is likely due to the Great Recession.



Source: Workforce Training Results 2002-10.

Wages continue to be widely distributed among Worker Retraining participants. Although the median hourly wage was \$15.63, one quarter earned more than \$22.52 an hour, while another quarter had jobs that paid less than \$11.75 an hour. This wide distribution of wages is reflected in the dispersion of employment across higher and lower-wage industries.

Worker Retraining Participants Employment by Industry

While slightly over half of those employed found jobs in the service industry, 9 percent of those employed were working in manufacturing, another 9 percent in retail trade and 7 percent in construction. Within the service industry, jobs were primarily held in health care (17 percent), followed by administrative and support (10 percent).

Industry Group	
54%	Services (see breakout below)
9%	Manufacturing (see breakout below)
9%	Retail Trade
7%	Construction
6%	Public Administration
5%	Financial Services
4%	Transportation and Warehousing and
3%	Wholesale Trade
1%	Information
1%	Natural Resources and Mining
1%	Correctional Facilities
Breakout of Services Industry	
17%	Health Care
10%	Administrative and Support
6%	Education Services
5%	All Other Services
5%	Professional, Scientific, and Technical
4%	Social Assistance
4%	Accommodation and Food Services
2%	Arts, Entertainment, and Recreation
Breakout of Manufacturing Industry	
4%	All Other Manufacturing
2%	Aerospace
2%	Food & Beverage
1%	Wood & Paper Products
1%	Fabricated Metal Products

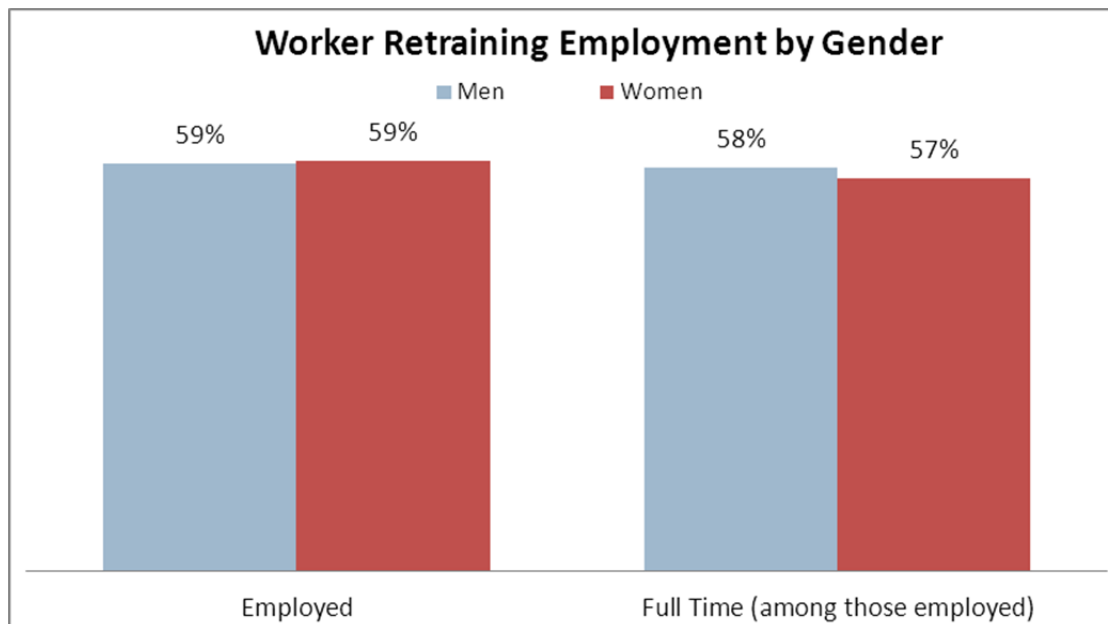
Source: Matches with Employment Security Department data third quarter after exit.

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

Wages and Employment Results Vary by Population

Employment and earnings can vary by gender, race and ethnicity, and disability status. However, there was no marked difference between men and women in employment rates, and the percentage who obtained full-time jobs. However, both men and women participants were less likely to hold a full-time job, as the full-time employment rate dropped by about 10 percentage points from the previous report for both groups.

Less balance was observed in terms of hourly wages and earnings. Women's hourly wages were 85 percent of men's (\$14.70 vs. \$17.25) and their annual earnings were 84 percent of men's (\$24,230 vs. \$28,916).



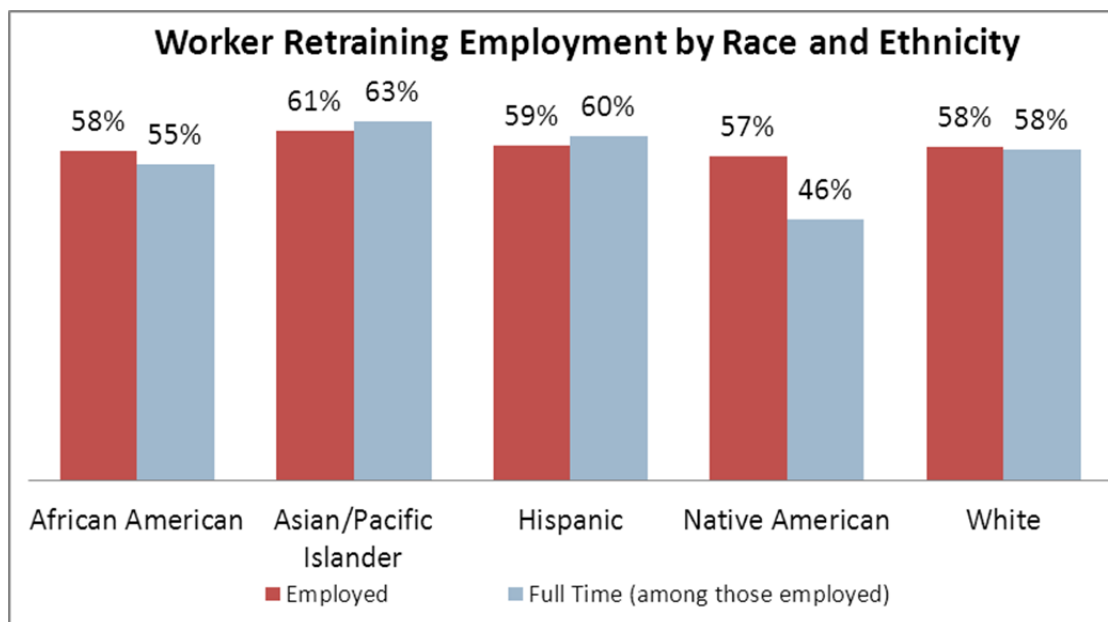
Source: Community and Technical College Administrative Data (DLOA)

Race and Ethnicity Plays Role

Variation was also found for employment rates among racial and ethnic groups. Hispanics had the highest rate of employment at 64 percent, followed by Asian/Pacific Islanders (60 percent), whites (57 percent), African Americans (55 percent) and Native Americans (54 percent). Racial and ethnic variation was also found for full time employment, though the pattern mirrors that of general employment.

Whites had the highest median hourly wage at \$15.84. Among other racial and ethnic groups the median hourly wage was \$15.57 for Native Americans, \$15.33 for Asian/Pacific Islanders, \$14.33 for African Americans and \$14.10 for Hispanics. All of these hourly wages are within 90 percent of the highest median hourly wage found among white program participants.

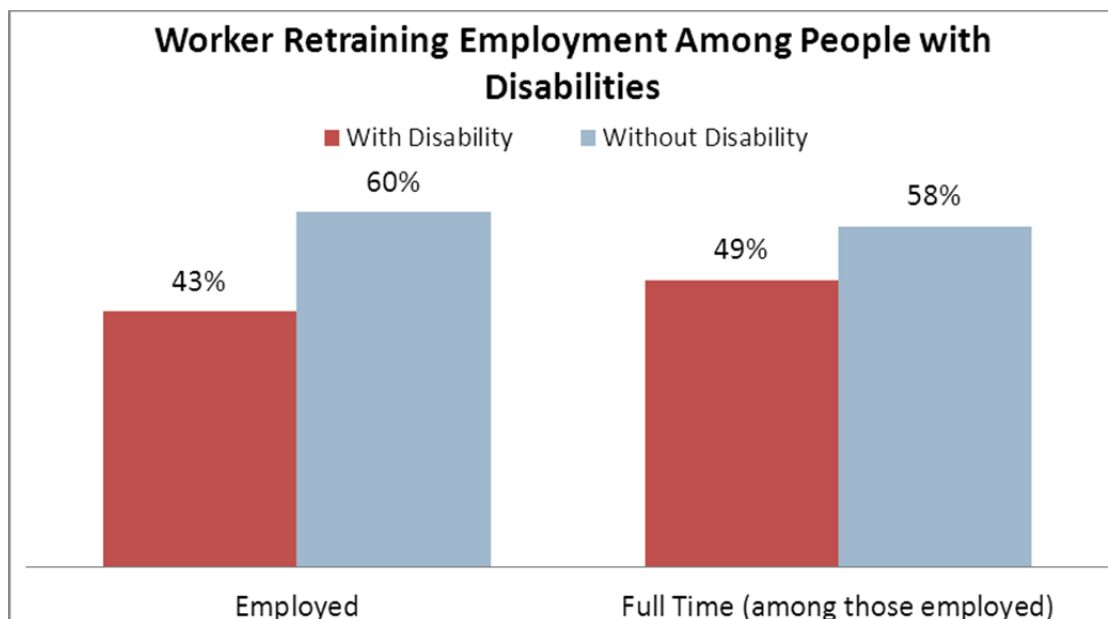
The breakdown for annual earnings among different racial and ethnic groups was distributed slightly differently from that of median hourly wages. Asian/Pacific Islanders had the highest earnings (\$28,105), followed by whites (\$26,546), African Americans (\$25,200), Hispanics (\$24,315), and Native Americans (\$21,421).



Source: Community and Technical College Administrative Data (DLOA)

Disability Impacts Employment, Earnings

Earnings and employment outcomes also varied by disability status. College records suggest 8 percent of the Worker Retraining participants included in this study had a disability. These participants were less likely to have employment reported to the Employment Security Department during the third quarter after exit (43 percent versus 60 percent) and were less likely to be employed full time (49 percent versus 58 percent). Among those working, the median hourly wage rate of those with a disability (\$13.78) was 87 percent of those without a disability (\$15.81), whereas the annual earnings of those with a disability (\$20,802) was 79 percent of those without a disability (\$26,481).



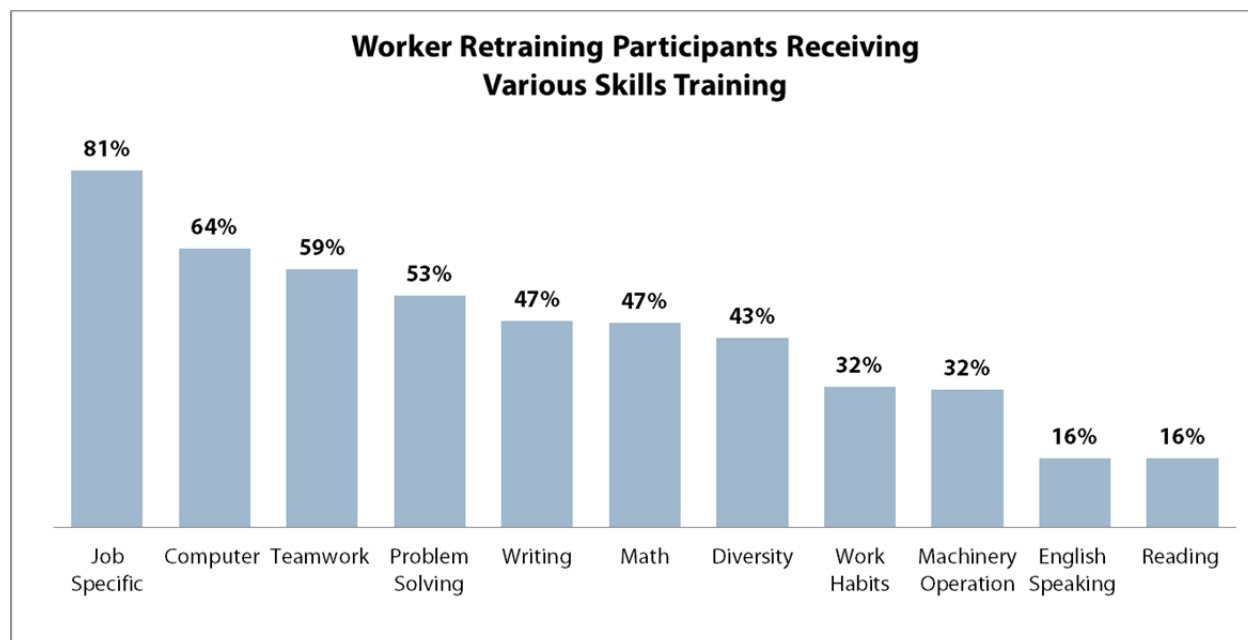
Source: Community and Technical College Administrative Data (DLOA)

Competency Gains

In 2011, the Workforce Board surveyed Worker Retraining Participants who had left their program in 2009-10. The survey provided data on employment and documented how satisfied participants were with their training. The Participant Satisfaction Survey was conducted by telephone and was completed by 365 participants.

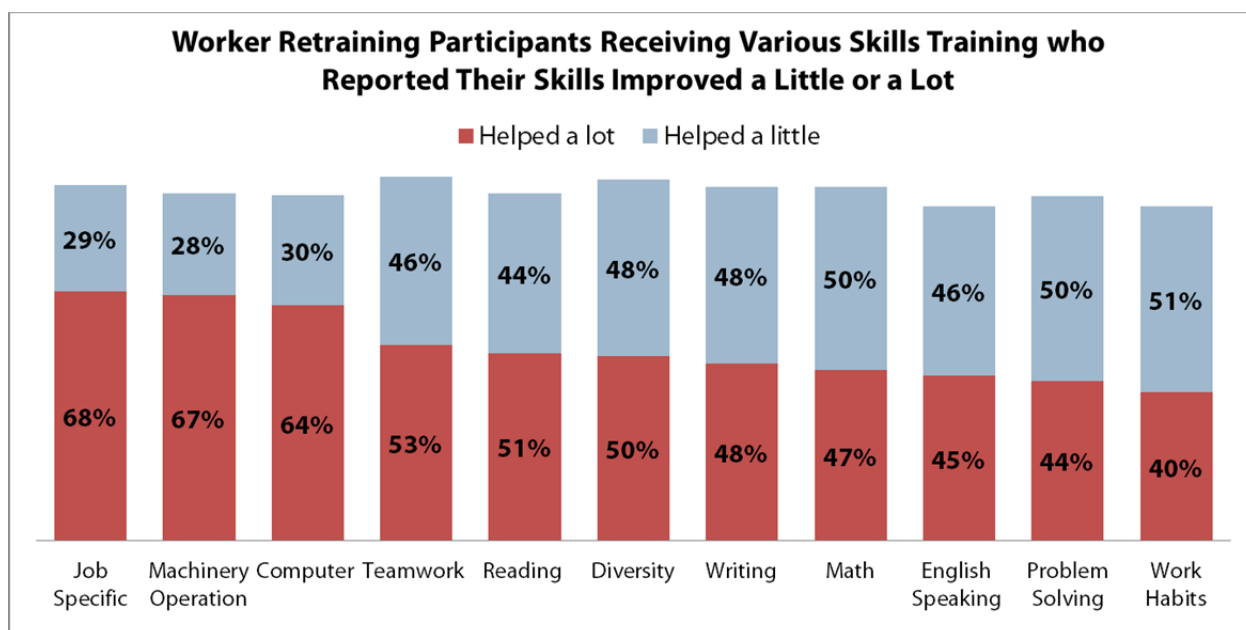
The primary goal of Worker Retraining is to prepare dislocated workers for new jobs. Worker Retraining participants agree: 90 percent indicated one of the main reasons they enrolled was to learn skills for a new job, and 76 percent reported they enrolled to get or finish a degree or certificate. In addition, 70 percent decided to enroll for personal improvement or enjoyment.

Complementing job specific skills, many participants also received other types of training. Compared to the 2008 Workforce Board Participant Survey, the current participants appear to have received less of some types of training. For example, the percentage of participants receiving computer skills, diversity, and writing skills training dropped by 11 percentage points. Math skills training dropped the most, going from 61 percent in 2008 to 47 percent this year, a drop of 14 percentage points. One exception to this decrease in skills training has been machinery operations, which increased by 12 percentage points.



Source: Workforce Board's Participant Satisfaction Survey 2011.

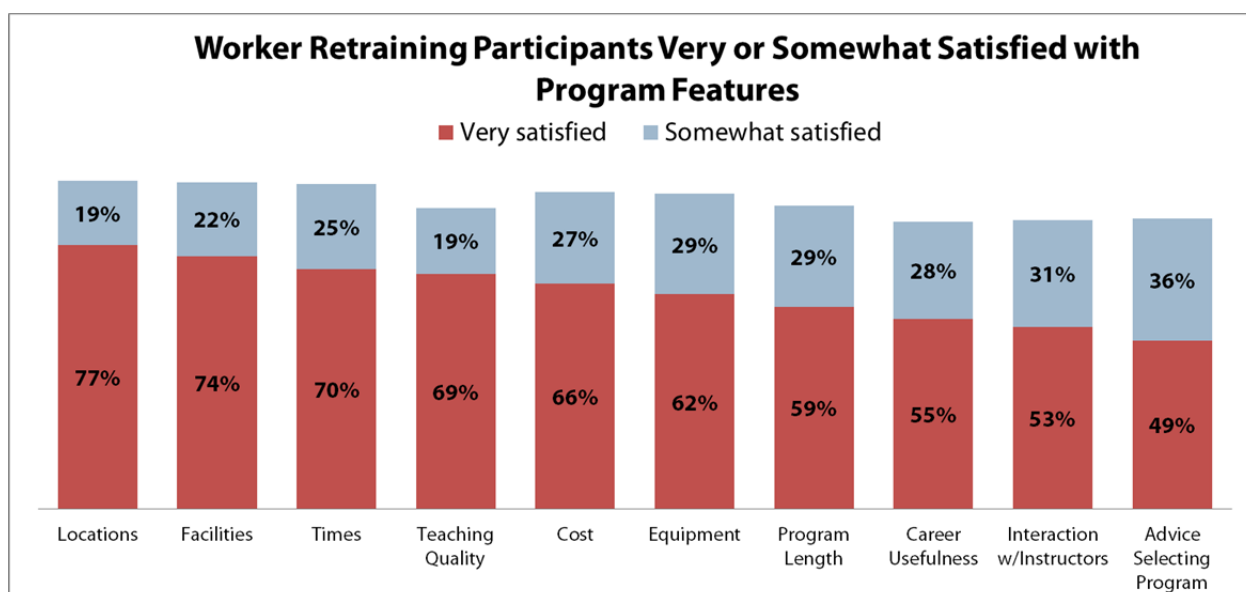
Compared to the participants in the 2008 survey, the participants in the 2011 survey tended to respond that their skills improved "a little" versus "improved a lot." For example, participants responding that their job specific skills had "improved a lot" declined from 81 percent in 2008 to 68 percent in 2011, and the percentage indicating their skills improved "a little" increased from 17 percent in 2008 to 29 percent in 2011. The percentage of participants reporting overall improvement in teamwork, diversity, and work habits skills as a result of training increased from 2008 to 2011.



Source: Workforce Board's Participant Satisfaction Survey 2011.

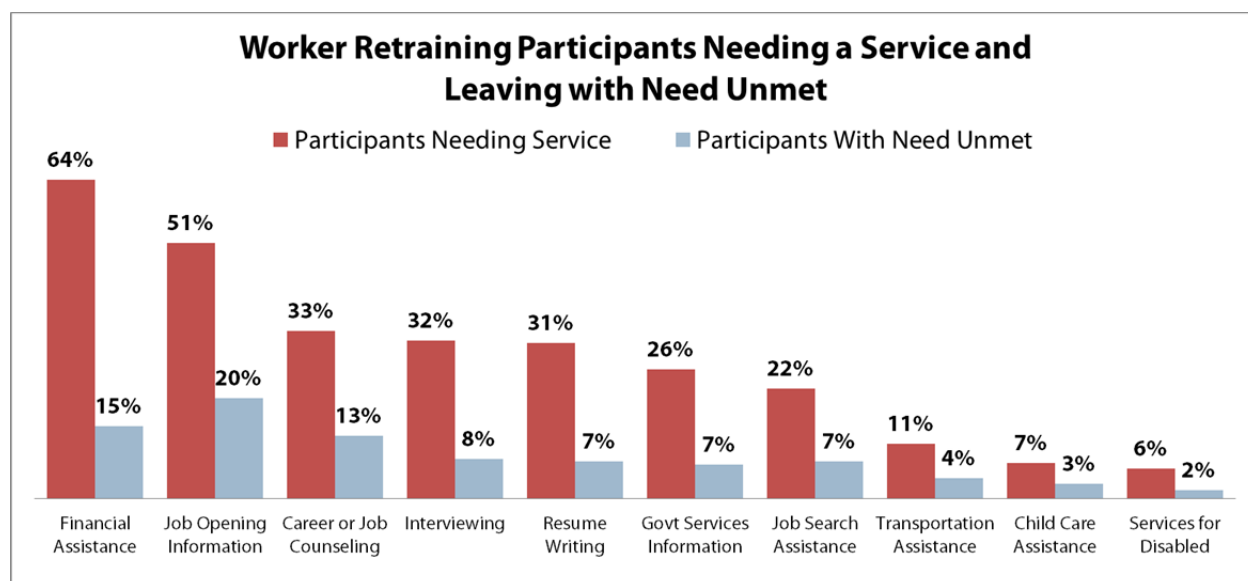
Participant Satisfaction

Similar to the previous study, participants expressed very high levels of satisfaction with their program. Some 83 percent reported they had met their educational objectives compared to 84 percent in 2008 and 90 percent in 2006. Similarly, 86 percent of the participants reported they were "very satisfied" or "somewhat satisfied" with the program, down from 90 percent in 2008 and 93 percent in 2006. Participants tended to be "very satisfied" with most aspects of the program, particularly location, facilities, and the times held. Advice selecting a program and interaction with instructors showed the lowest percentage reporting being "very satisfied."



Source: Workforce Board's Participant Satisfaction Survey 2011.

As in the past, the two most frequently needed support services while enrolled were financial assistance and job opening information. The percentage of participants who reported needing financial assistance dropped from 71 percent to 64, and the percentage that left with an unmet need⁵ in this area dropped from 17 to 15 percent. While most participants received the support services needed, the same as was found in 2008, one in five participants left the program with an unmet need for job opening information.



Source: Workforce Board's Participant Satisfaction Survey 2011.

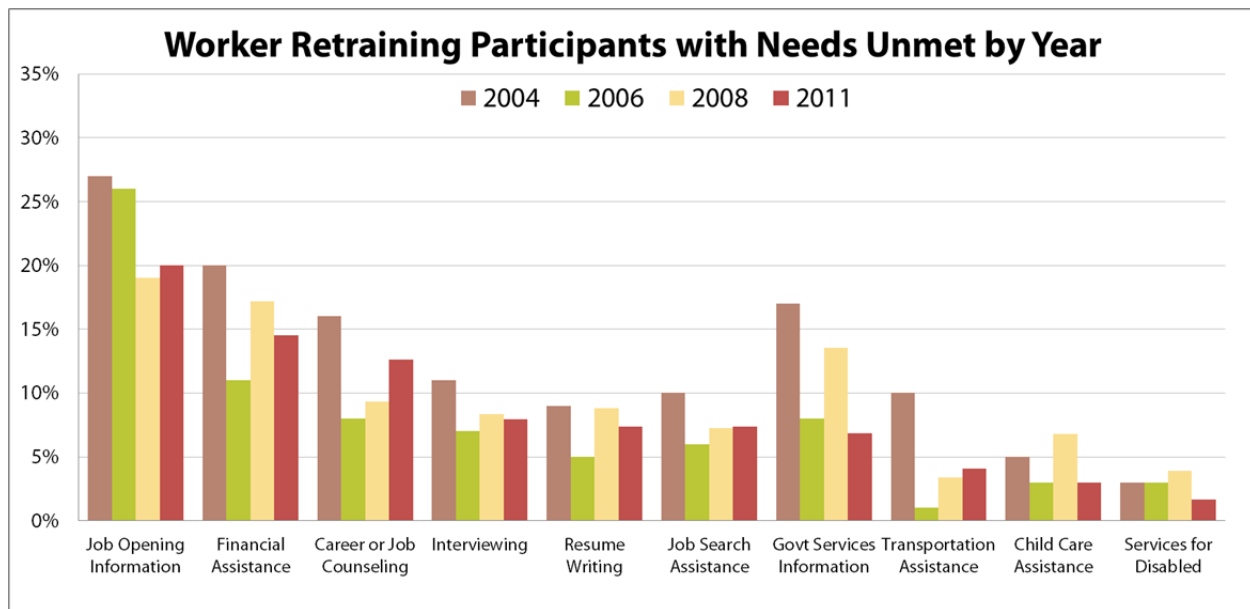
Overall, during the past three surveys there has been a decline in participants reporting that they left their program with an unmet need in most categories. However, there are a few exceptions. The percent leaving with an unmet need in career or job counseling increased in the past five years, although it is still not as high as it was in 2004.

⁹ Upjohn estimated the impact of the net change in earnings on social security, Medicare, federal income, and state sales taxes.

¹⁰ This employee benefits amount does not account for the reduction in employee benefits associated with foregone earnings. If the same benefit percentage (20 percent) were applied to foregone earnings, the gain in employee benefits in the longer term would be about \$3,000.

¹¹ This ratio does not include the impacts on taxes, UI benefits, and public assistance, which are direct transfers between student and the public (taxpayers).

⁵ Unmet need refers to cases where the student reports that either they did not receive the required service or what was provided did not meet their needs.



Source: Workforce Board Participant Satisfaction Surveys 2002-2011.

Relationship of Training to Employment

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

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

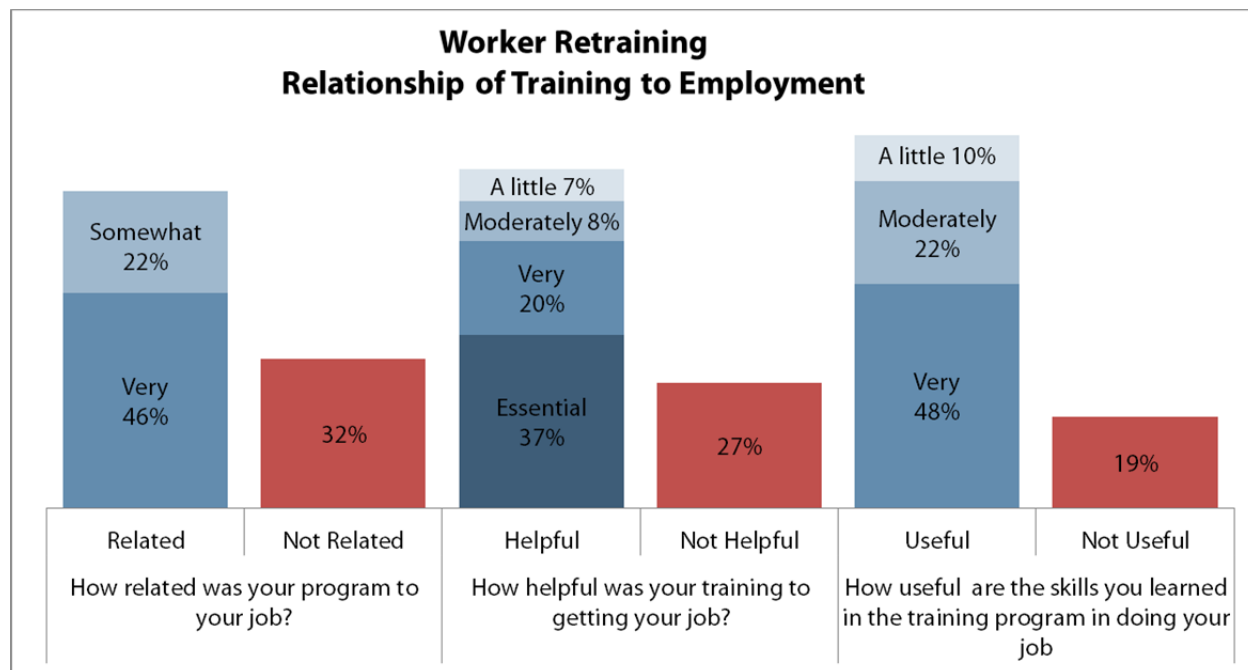
Asking about the relationship between training and employment in different ways can produce more complete information. For example, some participants said their training was not related to their job, but nevertheless found the skills acquired were useful on the job.

Among Worker Retraining participants employed seven to nine months after leaving a program, 46 percent said their training was "very related" to their job. A further 22 percent reported the training was "somewhat related" to their job. In 2008, slightly lower rates of employed participants reported their training was "very related" (41 versus 46 percent) while 8 percent more participants said the training was "somewhat related."

Participants interviewed in 2011 also indicated the training was helpful to them in getting their job. Of those participants, 37 percent indicated their training was an "essential requirement," another 20 percent indicated it was "very important," and 8 percent reported it was "moderately important." Seven percent said it was "a little helpful." The remaining 27 percent indicated their training was "not important at all" to getting their job.

Most participants said skills they learned in their training program were useful in doing their job. Some 48 percent of participants indicated the skills were "very useful," 22 percent said "moderately useful," and 10 percent "a little useful." Only 19 percent of participants who were employed indicated the skills were "not useful at all."

When combining two of the questions about the program’s relationship to the job and about whether the skills acquired were helpful, a small percentage of participants answer negatively to both. Just 19 percent of participants employed the third quarter after exit said the training they received was *neither* helpful in their job nor related to the job they obtained.



Source: Workforce Board's Participant Satisfaction Survey 2011.

Net Impact - Did Program Make a Difference in Participant Success

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

The most recent analyses examined the experience of participants who left Worker Retraining programs, including the short term impacts on participants leaving in 2007-08, and the long term impacts on those who left in 2005-06.

Impact on Employment and Earnings: Participants vs. Control Group

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 Quarterly Hours Impacts	26.6	23.5
Net Annualized Earnings**	\$1,612	\$2,754

[^]Short-term is 3 quarters after program exit; Long-term is average across 3 years since program exit.

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

**Wages and earnings, expressed in first quarter 2009 dollars, represent the average difference between Worker Retraining participants who got jobs and those in the control group who were employed.

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.

Costs and Benefits

The cost-benefit analysis estimates the value of the net impact on earnings, employee benefits (estimated at 25 percent of earnings), UI benefits, and certain taxes.⁹ Program costs include both direct program costs and support payments borne by taxpayers and the tuition and foregone earnings borne by students. Benefits and costs are calculated for both the observed period of time abased upon a statistical model that estimated the benefits and costs out to age 65 in order to compare benefits and costs in terms of net present values, post-program benefits and costs are discounted by 3 percent per year and all figures are stated in 2009 Q1 dollars to control for inflation. The benefits and costs presented here are based on impacts estimated for students leaving programs in 2005-2006, because a longer-term follow-up is required for this analysis.

Participant and Public Benefits and Costs per Participant in Community and Technical Colleges Worker Retraining Programs

Benefit/Cost	First 2.5 years		Lifetime (until 65)		Sum of Costs and Benefits
	Participant	Public	Participant	Public	
Benefits					
Earnings	\$9,394	\$0	\$73,627	\$0	
Fringe Benefits	\$2,348	\$0	\$18,407	\$0	
Taxes	-\$1,939	\$1,939	-\$15,203	\$15,203	
Transfers					
UI	-\$146	\$146	\$1,089	-\$1,089	
Costs					
Foregone net earnings	-\$11,718	-\$2,318	-\$11,718	-\$2,318	
Program costs	-\$3,491	-\$6,791	-\$3,491	-\$6,791	
Benefits	\$9,656	\$2,085	\$77,919	\$14,114	
Costs	-\$15,209	-\$9,110	-\$15,209	-\$9,110	
Total (Net)	-\$5,552	-\$7,024	\$62,711	\$5,004	\$67,715

Note: Benefits and costs are expressed in 2009 first quarter dollars.

For each student in the CTC Worker Retraining program, the public (taxpayer) cost is about \$6,791 over the length of their enrollment, and the student costs are about \$3,491 in tuition and \$11,718 in foregone earnings while training. During the course of working life to age 65, the average trainee will gain about \$61,909 in net earnings (earnings minus foregone earnings) and over \$18,400 in employee benefits. These are net gains compared to the earnings of similar individuals who did not receive training. Including program costs and the net impacts on taxes and unemployment insurance benefits, the total net benefit per participant is \$62,711.

Projected participant net benefits to age 65 outweigh public costs invested in college training by a ratio of \$9 to 1, or \$62,711 to \$6,791.

From the time of leaving training to age 65, the public is forecasted to gain \$15,203 in net additional Social Security, Medicare, federal income, and state sales taxes. The estimated lifetime net benefit to taxpayers is \$5,004 per participant.

Projected taxpayer net benefits to age 65 outweigh public costs invested in college training by a ratio of \$2 to 1 or \$14,114 to \$6,791.

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.

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.

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.

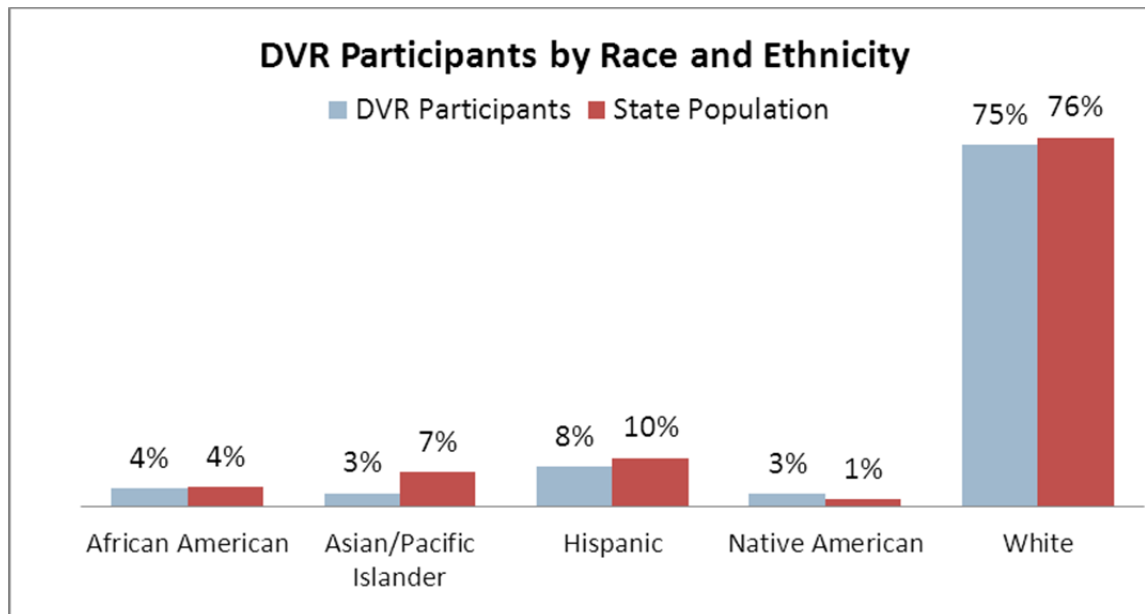
These strict eligibility requirements should be considered when reviewing the outcomes of DVR clients.

Participant Profile

For this report, researchers studied the results of 4,236 clients who left DVR programs during the 2008-09 program year. The median length of time in an individualized plan for employment for those leaving DVR programs in 2008-09 was 9 months.

Significant programmatic changes need to be considered when examining 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.

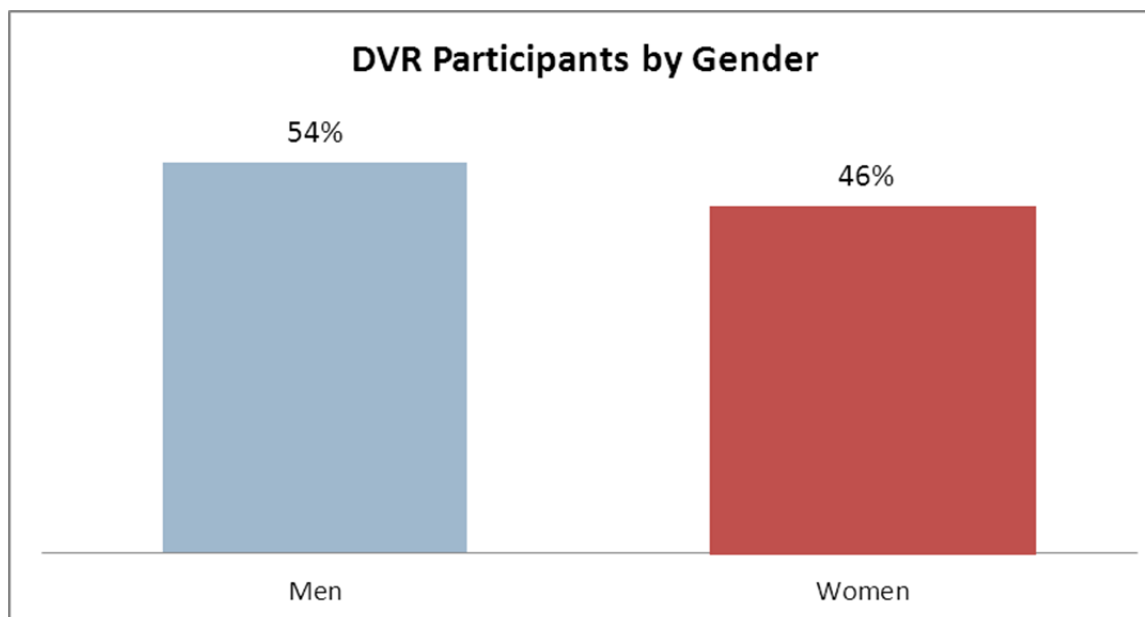
The racial/ethnic composition of the 2008-09 clients roughly reflects those of the general population in Washington, though the Hispanic and Asian/Pacific Islander population are slightly under represented and Native Americans slightly over represented.¹



Source: Division of Vocational Rehabilitation administrative records 2008-09.

Forty-six percent of the 2008-09 clients were women, identical to the prior program year. Women were just as likely as men to finish the program.

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 2009 U.S. Census Bureau estimates from the American Community Survey, 75 percent are white; 4 percent are African American; 1 percent are Native American; 7 percent are Asian/Pacific Islander; 3 percent are multiracial; and 10 percent are Hispanic.



Source: Division of Vocational Rehabilitation administrative records.

The median age upon entering a plan in the program was 39. One quarter of participants were under age 25 at entry, while another one quarter of participants were age 49 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.

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

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

Data Comes From State Wage Files

The 2011 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2009-10.²

² 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.

2011 Workforce Training Results
Division of Vocational Rehabilitation

Net Impact Study Adds More Insight Into Program Performance

This year's report includes a comprehensive Net Impact Study. 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. 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 15 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2011 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?

Fifty-six percent of the 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 the 2008 study.

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 the DVR program. Record matches found 46 percent had reported employment during the third quarter after they left the program. This is down from 53 percent the prior program year. The median hourly wage was \$10.69, and median annualized earning was \$11,577.⁴ Both median hourly wages and median annual earnings are up from the prior program year. Individuals 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 (71 percent employed and median earnings of \$12,142.)

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 Annual earnings are calculated as third quarter earnings multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter. All wages and earnings are stated in first quarter 2009 dollars.

DVR clients observed in 2009-10 had employment rates 7 percentage points lower than those observed in 2008-09. However, among those rehabilitated the employment rate was only 3 percentage points less. Their inflation-adjusted median wage increased slightly. Annual earnings increased about 4 percent from 2009-10.

Employment and Earnings DVR Participants, 2009-10

Performance Measure	Results
Employment Rate (Self-Reported)	56%
Employment Rate* (State Records)	46%
Full Time Employment **	28%
Median Hours Worked Quarterly	285 hours
Median Hourly Wage***	\$10.69
Median Annualized Earnings***	\$11,577

* 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 account for inflation.

To put earnings in context, the median number of people DVR participants were able to support at the poverty level in 2009-10 was 1.2 people. At the 200 percent of poverty level, this worked out to half of what was needed to support one person.⁵

Self Sufficiency Level Trends for DVR Participants

Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Household size-poverty level	1.9	1.4	1.1	1.1	1.2
Household size-poverty level at 200 percent	.7	.6	.5	.5	.5

DVR Participants Receiving Benefits from Employers

Performance Measure	2002-03	2004-05	2006-07	2008-09*	2009-10
Self-Reported Medical Benefits from Employer	44%	37%	44%	N/A	55%
Self-Reported Retirement Benefits from Employer	25%	18%	28%	N/A	31%

* Due to budget concerns, the Workforce Board's Participant Survey was not conducted in 2008-09.

⁵ 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 five study periods.

Employment and Earnings Trends for DVR Participants, 2009-10

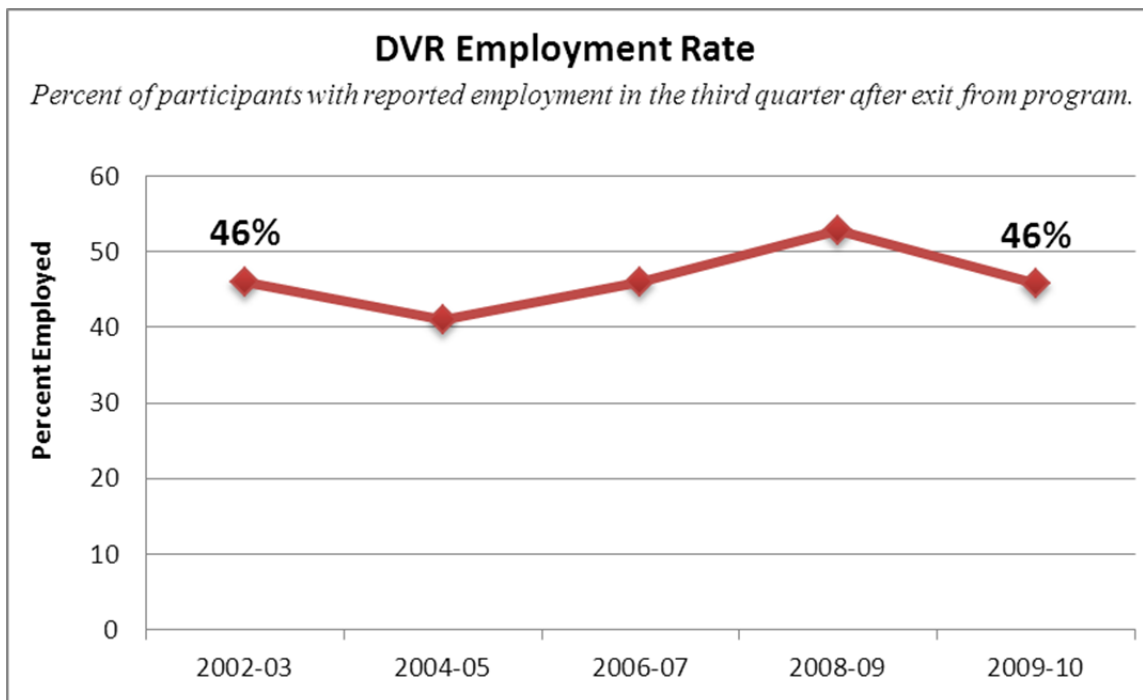
Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Employment Rate (Self-Reported)	52%	40%	56%	N/A	56%
Employment Rate* (State Records)	46%	41%	46%	53%	46%
Full Time Employed **	43%	39%	37%	37%	28%
Median Quarterly Hours	310	299	284	284	285
Median Hourly Wage***	\$11.42	\$10.44	\$9.98	\$10.31	\$10.69
Median Annualized Earnings***	\$14,342	\$12,277	\$11,044	\$11,104	\$11,577

**These figures apply to those with employment reported to ESD 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.*

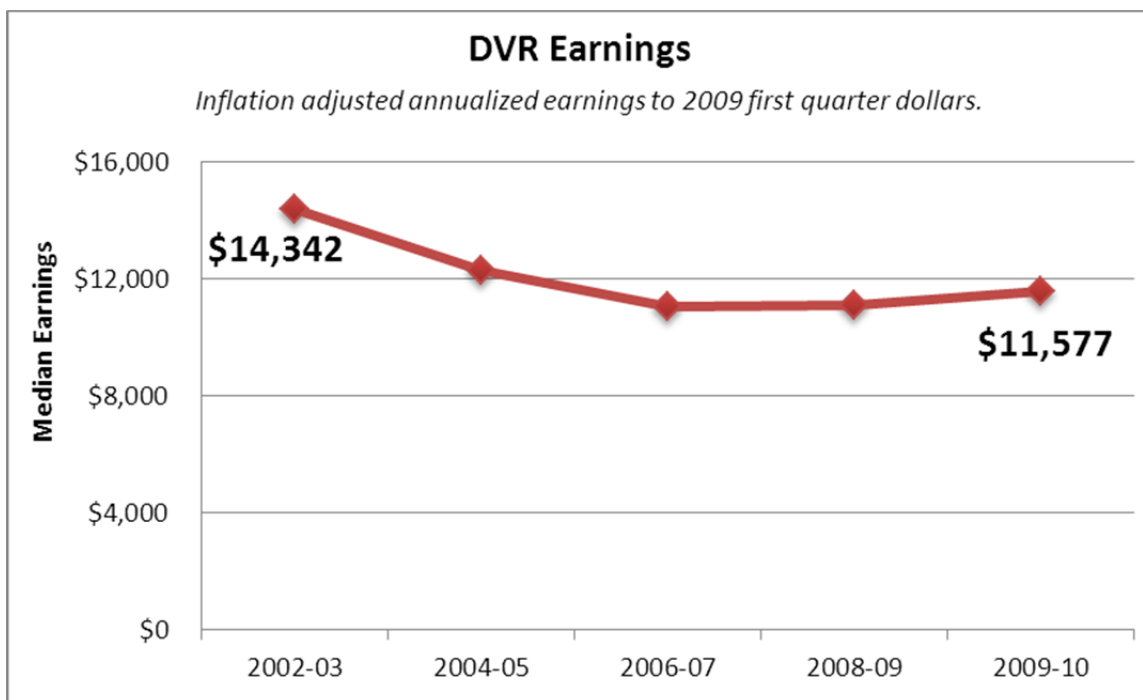
***Full-time employment averages 30 or more hours per week.*

****Earnings/wages expressed in first quarter 2009 dollars in order to account for inflation.*

Since 2002, 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 2009.



Source: Workforce Training Results 2002-10.



Source: Workforce Training Results 2002-10.

DVR Employment by Industry

Employment among DVR clients continued to be heavily concentrated in services (56 percent) and the retail trade industries (22 percent). Within services, health care (13 percent) and social assistance (11 percent) are the largest employers of DVR program exiters.

Industry Group	
55.9%	Services (see breakout below)
22.4%	Retail Trade (see breakout below)
5.3%	Manufacturing
3.9%	Public Administration
2.8%	Transportation and Warehousing and Utilities
2.5%	Financial Activities
2.3%	Natural Resources and Mining
1.9%	Construction
1.7%	Wholesale Trade
1.4%	Information
Breakout of Services Industry	
18.4%	All Other Services
13.3%	Health Care
11.3%	Social Assistance
7.6%	Administrative, Support, Waste Management and Remediation
5.3%	Educational Services
Breakout of Retail Trade Industry	
7.9%	General Merchandise Stores
7.0%	All Other Retail Trade
7.0%	Food & Beverage Stores
0.5%	Gasoline Stations

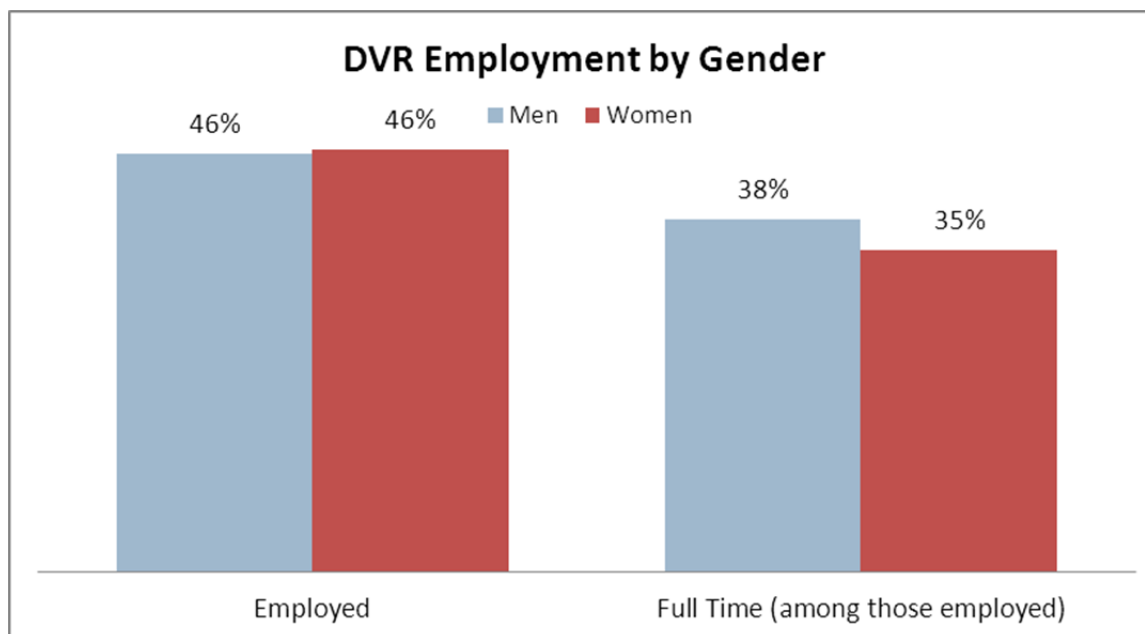
Source: Matches with Employment Security Department data in third quarter after exiting program.

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

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 exiting the DVR program was equal to that of men at 46 percent. Men (38 percent) were slightly more likely than women (35 percent) to secure full time employment. Women's median hourly wages were nearly identical to those of men (\$10.62 versus \$10.78). Women's median annual earnings were 92 percent of men's (\$11,147 compared to \$12,653).

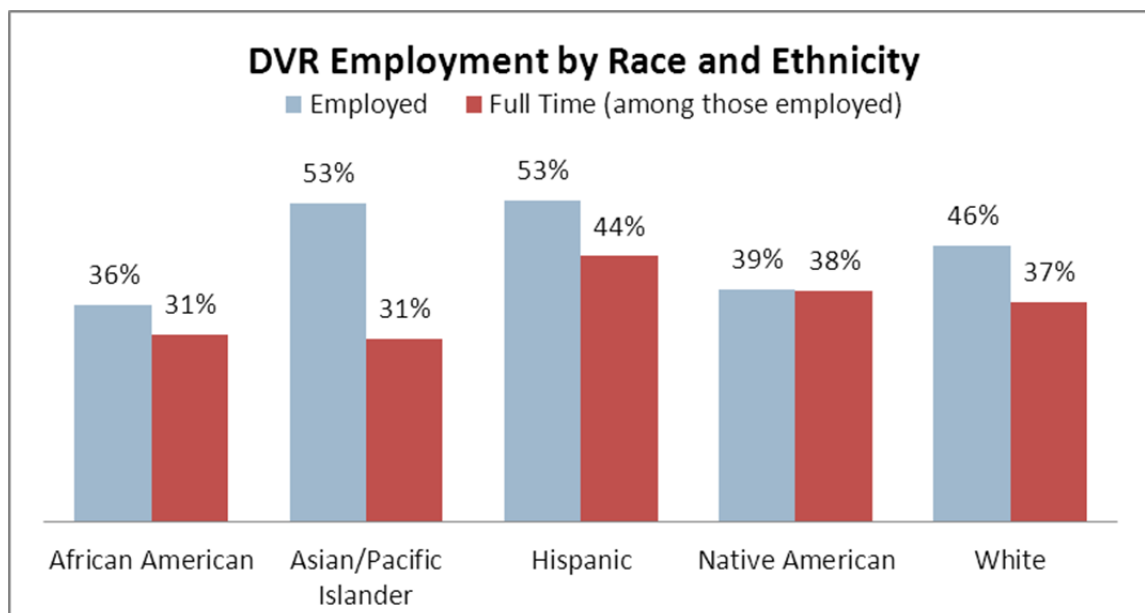


Source: Matches with Employment Security Department data.

Race/Ethnicity Plays Role

Substantial variation was found among employment rates by race and ethnicity. Hispanics and Asian/Pacific Islanders had the highest employment rate at 53 percent, followed by whites (46 percent), Native Americans (39 percent) and African Americans (36 percent). Full time employment rates also varied, with Hispanics having the highest rate at 44 percent, followed by Native Americans (38 percent), whites (37 percent), and African Americans and Asian/Pacific Islanders having the lowest rate of full time employment at 31 percent.

In terms of median hourly wages, whites had the highest wage at \$10.80. Native Americans had the lowest median hourly wage at \$9.98, with African Americans (\$10.63), Asian/Pacific Islanders (\$10.16) and Hispanics (\$10.02) having earnings in between. Median annual earnings were about the same for African Americans as whites (\$10,428 vs. \$11,526), while Asians/Pacific Islanders (\$10,091) and Native Americans (\$11,073) earned less, and Hispanics earned more (\$13,950).

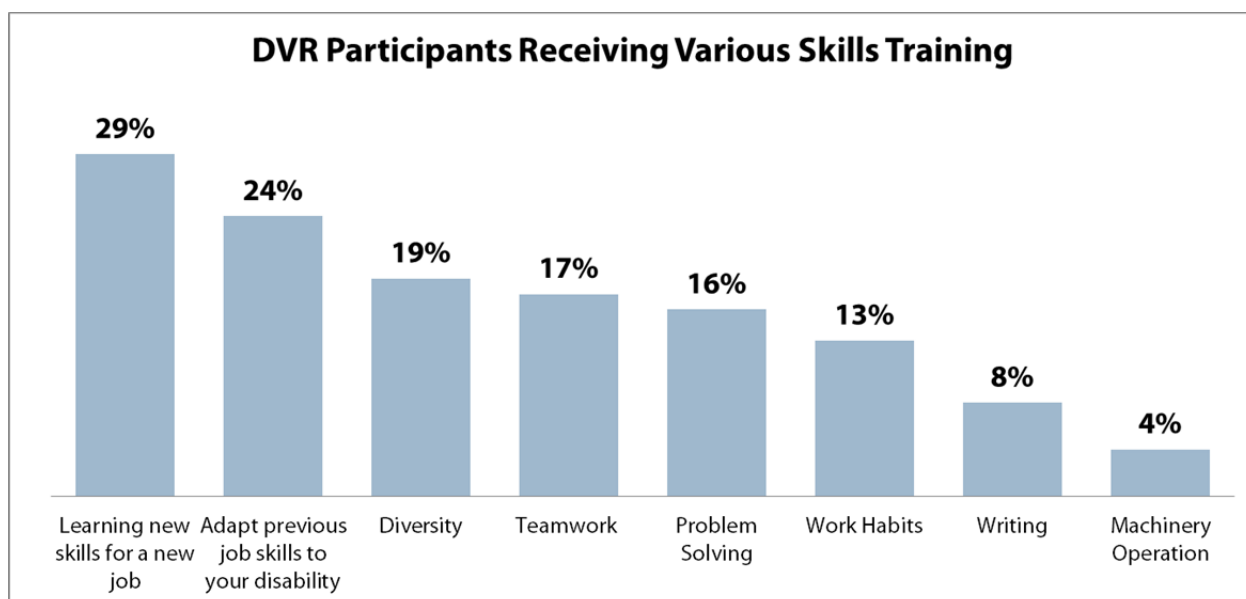


Source: Matches with Employment Security Department data.

Competency Gains

In 2011, the Workforce Board surveyed DVR participants who had left their program in 2009-10. The survey provided data on employment and participant satisfaction with the training. The survey was conducted by telephone and was completed by 75 participants.

Of those responding to the survey, 80 percent entered the DVR program to get job search assistance and 68 percent of DVR clients enrolled in the program to learn skills for a new job. Among the skills provided by DVR, most clients received training in learning new skills for a new job (29 percent) and adapting previous job skills to their disability (24 percent).

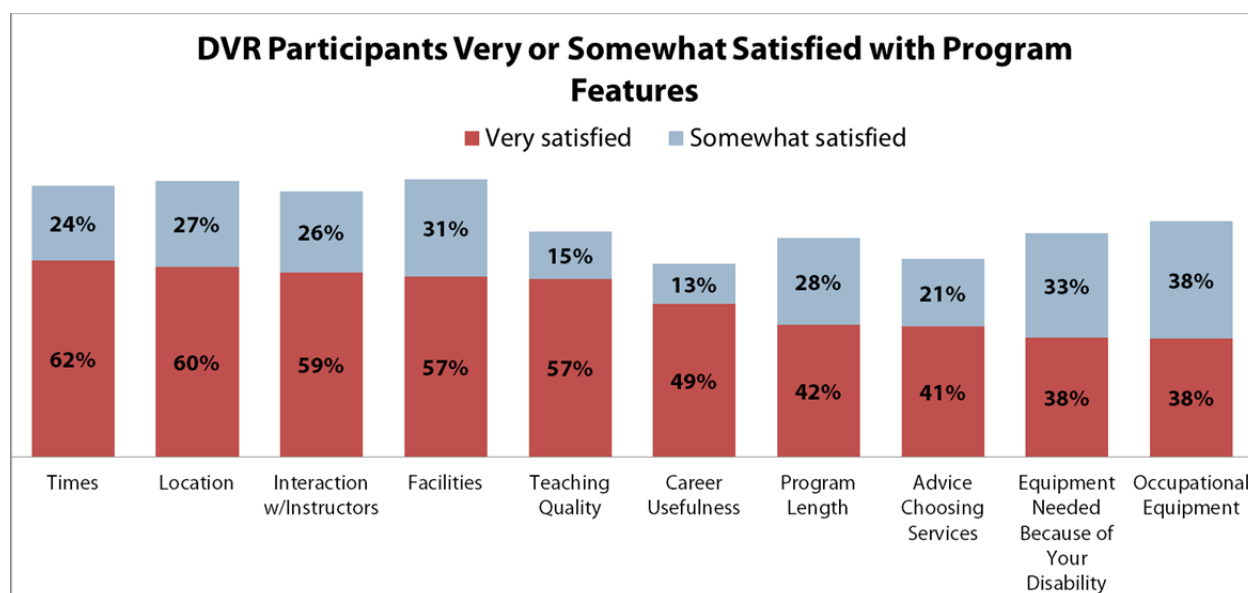


Source: Workforce Board's Participant Satisfaction Survey 2011.

Among those employed in the third quarter after leaving the program, 58 percent indicated their training was related to their job, which was up from 55 percent on the 2008 survey.

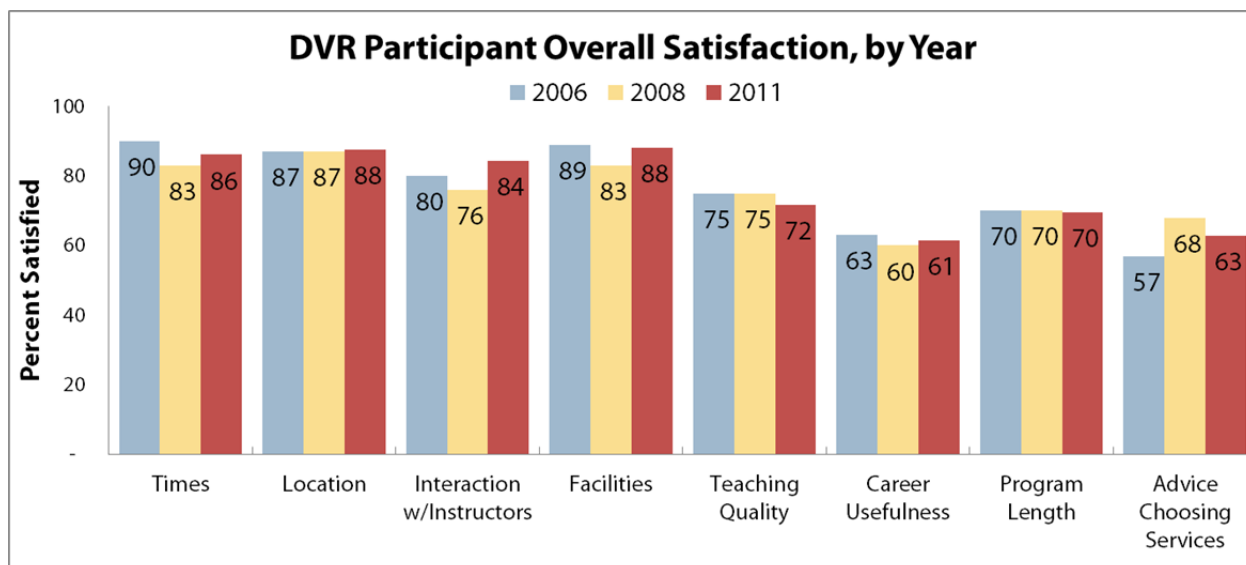
Participant Satisfaction

Some 75 percent of clients said they were “very satisfied” or “somewhat satisfied” with their DVR program, slightly lower than the satisfaction level reported in 2008. Respondents reported relatively high overall levels of satisfaction with times, location, interaction with instructors, and the program’s facilities. Overall satisfaction (participants indicating they were either very or somewhat satisfied) was lowest with respect to usefulness of the program to their careers. However, since 2008 the percentage of participants who indicated they were “very satisfied” with DVR’s career usefulness has increased 10 percentage points.



Source: Workforce Board’s Participant Satisfaction Survey 2011.

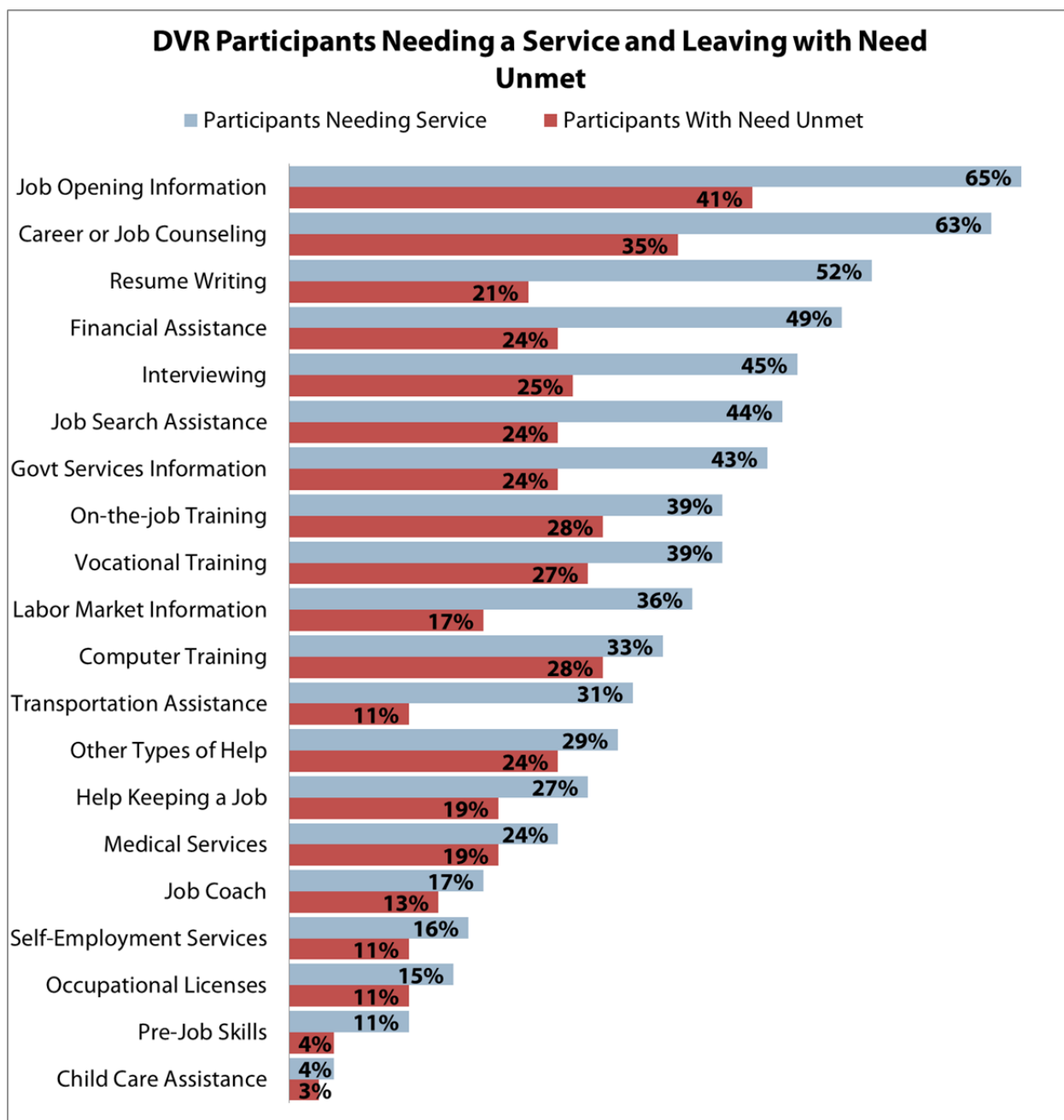
Over the past three surveys, participant satisfaction with various program features has remained fairly steady. The largest gain in satisfaction was with interaction with instructors. Participant satisfaction with instructors increased by 8 percentage points, from 76 percent in 2008 to 84 percent in 2011. Participant satisfaction with program facilities also increased, from 83 percent in 2008 to 88 percent in 2011. The largest decrease was in advice choosing services, which dropped from 68 percent in 2008 to 63 percent in 2011. All other programs had changes of 3 percentage points or lower, or did not change at all. Satisfaction with program length held steady for the last three surveys, with 70 percent of participants indicating they were satisfied with the length of the program.



Source: Workforce Board's Participant Satisfaction Survey 2011.

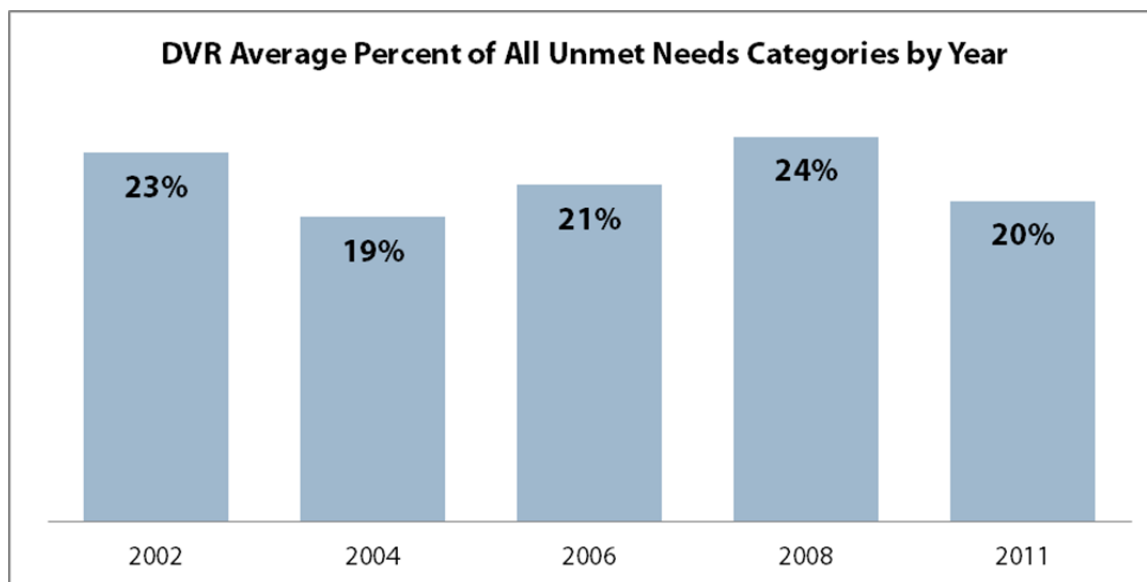
Similar to 2008, DVR clients indicated information about job openings and job counseling as the support services they needed most while participating in the program. While the majority of clients had their support service needs met, over 40 percent left with an unmet need for job opening information, and 35 percent left with an unmet⁶ need for information about job counseling.

⁶ Unmet need refers to cases where the student reports that either they did not receive the required service or what was provided did not meet their needs.



Source: Workforce Board's Participant Satisfaction Survey 2011.

Overall, the percentage of unmet needs reported by DVR participants has decreased since the last participant survey in 2008.



Source: Workforce Board's Participant Satisfaction Survey 2011.

Relationship of Training to Employment

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

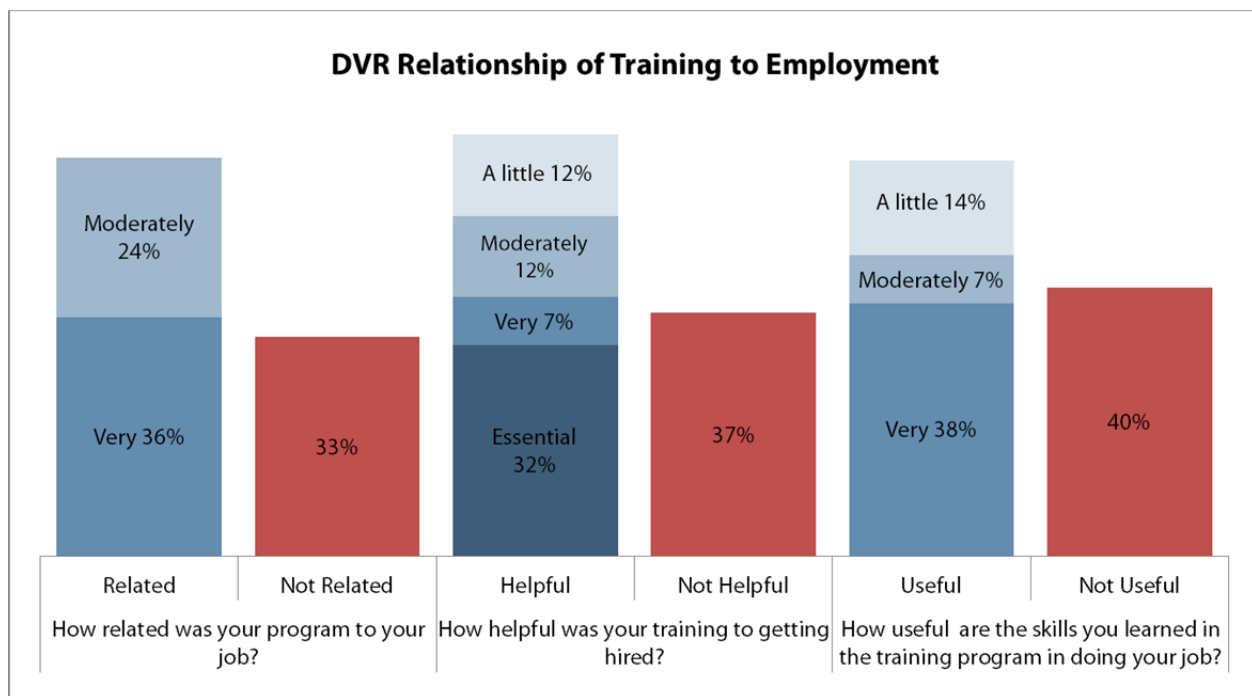
1. How related was the program to their job?
2. How important was the training in getting hired?
3. Are the skills they learned useful in their job?

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

Among participants employed seven to nine months after leaving a program, 36 percent said their training was "very related" to their job. A further 24 percent reported the training was "somewhat related" to their job. In 2008, slightly lower rates of employed participants reported their training was "very related" (30 percent) while a similar percentage of participants said the training was "somewhat related."

DVR participants interviewed in 2011 also indicated the training was helpful to them in getting their job. Of those participants, 32 percent indicated their training was an "essential requirement," another 7 percent indicated it was "very important," and 12 percent reported it was "moderately important." Twelve percent said it was "a little helpful." The remaining 37 percent indicated their training was "not important at all" to getting their job.

Most participants said the skills they learned in their training program were useful in doing their job. Some 38 percent of participants indicated the skills were "very useful," 12 percent said "moderately useful," and 10 percent "a little useful." The remaining 40 percent of participants who were employed indicated the skills were "not useful at all."



Source: Workforce Board's Participant Satisfaction Survey 2011.

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

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 most recent analyses examined the experience of participants who left Division of Vocational Rehabilitation programs, including the short term impacts on participants leaving in 2007-08 and the long term impacts on those who left in 2005-06.

Impact on Employment and Earnings: Participants vs. Control Group

Vocational Rehabilitation	Short-term [^]	Long-term [^]
Net Employment Impacts*	12.80 percentage points	12.40 percentage points
Net Hourly Wage Impacts**	No significant positive impact	No significant positive impact
Net Quarterly Hours Impacts	No significant positive impact	47.4
Net Annualized Earnings**	\$1,256	\$1,340

[^]Short-term is 3 quarters after program exit; Long-term is average across 3 years since program exit.

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

**Wages and earnings, expressed in first quarter 2009 dollars; they represent the average difference between DVR participants who got jobs and those in the control group who were employed.

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.

Costs and Benefits

The cost-benefit analysis estimates the value of the net impact on earnings, employee benefits (estimated at 25 percent of earnings), UI benefits, and certain taxes.⁷ Program costs include both direct costs and support payments borne by the taxpayers and the tuition and foregone earnings borne by program participants. Benefits and costs are calculated for both the observed period of time and based upon a statistical model that estimated the benefits and costs out to age 65. To compare benefits and costs in terms of net present values, post-program benefits and costs are discounted by 3 percent per year and all figures are stated in 2005 Q1 dollars to control for inflation. The benefits and costs presented here are based on impacts estimated for clients leaving programs in 2005-2006, because a longer-term follow-up is required for this analysis.

Participant and Public Benefits and Costs per Participant in Division of Vocational Rehabilitation

⁷ Upjohn estimated the impact of the net change in earnings on social security, Medicare, federal income, and state sales taxes.

Benefit/Cost	First 2.5 years		Lifetime (until 65)		Sum of Costs and Benefits
	Participant	Public	Participant	Public	
Benefits					
Earnings	\$4,196	\$0	\$17,654	\$0	
Fringe Benefits	\$1,049	\$0	\$4,414	\$0	
Taxes	-\$641	\$641	-\$2,699	\$2,699	
Transfers					
UI	-\$225	\$225	-\$260	\$260	
Costs					
Foregone net earnings	\$770	\$107	\$770	\$107	
Program costs	\$0	-\$7,001	\$0	-\$7,001	
Benefits	\$4,379	\$866	\$19,108	\$2,960	
Costs	\$770	-\$6,894	\$770	-\$6,894	
Total (Net)	\$5,148	-\$6,028	\$19,877	-\$3,935	\$15,943

Note: Benefits and costs are expressed in 2009 first quarter dollars.

For each client in a DVR program, the public (taxpayer) cost is \$7,001 over the length of their enrollment. Typically while participating in employment and training programs, individuals forego earnings. DVR clients, however, had net earnings during participation of \$770 over non-participants. During the first two and one-half years after leaving DVR, the average client will gain \$4,966 in earnings. During the course of working life to age 65, the average client will gain about \$18,424 in net earnings (net impact earnings plus earnings during participation) and about \$4,414 in employee benefits. These are net gains compared to the earnings of similar individuals who did not receive DVR services. Including program costs and the net impacts on taxes and unemployment insurance benefits, the total net benefit per participant is \$19,877.

Projected participant net benefits to age 65 outweigh public costs for the DVR program by a ratio of \$3 to 1, or \$19,877 to \$7,001.

From the time of leaving the DVR program to age 65, the public is forecast to gain about \$2,699 per participant in net additional social security, Medicare, federal income, and state sales taxes and to save \$260 per client in UI benefits. *The estimated lifetime net cost to taxpayers is \$3,935 per participant.*

Projected taxpayer net benefits to age 65 are less than public costs invested in DVR services by a ratio of .4 to 1 or \$2,960 to \$7,001

Department of Services for the Blind

Program Details

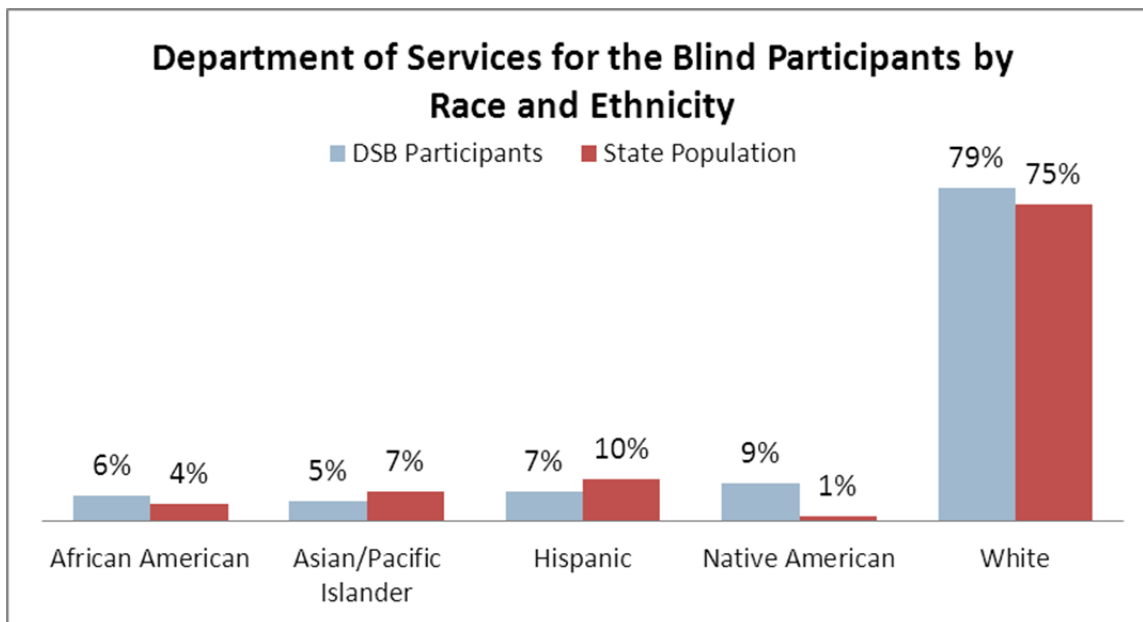
The Department of Services for the Blind (DSB) programs provide vocational rehabilitation services including information, assessment, and referral; vocational counseling including guidance, referral, and placement; and rehabilitation training in adaptive skills, job skills, and assistive technology. 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.

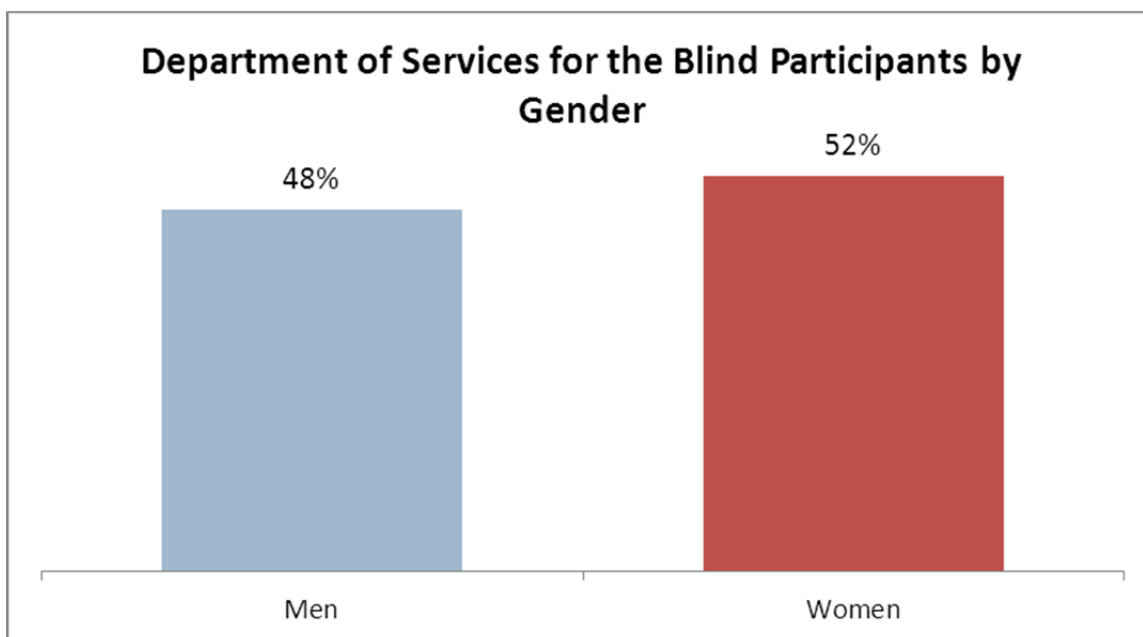
Every two years, the Workforce Board measures the performance of key workforce programs. In this report, you'll find out more about the program and who is served, the metrics used to measure performance and how the program performed.

For this report, researchers studied the results of 228 clients who left DSB programs during the 2008-09 program year. The median length of program enrollment from application to exit was 16 months. Program participants were more likely to be Native American (9 percent), African American (6 percent) and white (79 percent), and slightly less likely to be Hispanic (7 percent) or Asian/Pacific Islander (5 percent) than the general population of Washington.¹ Forty-eight percent of the 2008-09 DSB clients were women, up 2 percentage points from the prior program year. The median age upon applying for the program was 43, with one quarter under age 29 and another quarter over age 53.

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 2009 U.S. Census Bureau estimates from the American Community Survey, 75 percent are white; 4 percent are African American; 1 percent are Native American; 7 percent are Asian/Pacific Islander; 3 percent are multiracial; and 10 percent are Hispanic.



Source: Department of Services for the Blind Administrative Records



Source: Department of Services for the Blind Administrative Records

When they applied for the program, 35 percent had not previously received postsecondary education, 23 percent had postsecondary education but no degree or certificate, 15 percent had an associate's degree or a vocational certificate, and 28 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.

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

- Did participants get the skills they needed?
- Did participants get a job and how much were they paid?
- Were employers satisfied with the preparation workers received?
- Has the program made a difference in the participant's success?
- Did participants and the public receive a return on their investment?²

Data Comes From State Wage Files

The 2011 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2008-09.

Did Participants Get the Skills They Needed?

Some 63 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), higher than the 55 percent of those observed in the 2008 survey.

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 Record matches found 45 percent of DSB clients had reported employment during the third quarter after leaving the program during the 2008-09 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), 63 percent still had reported employment the third quarter after exit, about 3 percentage points higher than for the 2007-08 participants. Among participants who were working during the third post-program quarter, the median hourly wage was \$12.32—down nearly two dollars from the prior

² Due to small sample size and difficulty in identifying a comparison group, DSB participants were not included in the 2010 Net Impact Study and Cost-Benefit analysis 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.

³ 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).

program year— and the median annualized earnings was \$500 less than the prior program year at \$20,555.⁴ As expected, rehabilitated clients had better employment and earnings outcomes than all clients combined.

Employment and Earnings for Department of Services for the Blind Participants, 2009-10

Performance Measure	Results
Employment Rate (Self-Reported)	60%
Employment Rate* (State Records)	45%
Full Time Employment **	59%
Median Hours Worked Quarterly	441
Median Hourly Wage***	\$12.32
Median Annualized Earnings***	\$20,555

* 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 account for inflation.

To put earnings in context, the median number of dependents DSB participants were able to support at the poverty level in 2009-10 was 3.6 people. However, for those considered to be rehabilitated, that support level rose to 3.9 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 one person among rehabilitated participants.⁵

Self Sufficiency Level for Department of Services for the Blind Participants

Performance Measure	2002-03		2004-05		2006-07		2008-09		2009-10	
	All	Comp.	All	Comp.	All	Comp.	All	Comp.	All	Comp.
Self Reported Receipt of Medical Benefits from Employer	4.3	4.4	4.5	5.2	2.9	3.2	3.7	5	3.6	3.9
Self Reported Receipt of Retirement Benefits from Employer	1.2	1.3	1.3	1.6	0.5	0.6	0.9	1.5	0.9	1

⁴ Annual earnings are calculated as third quarter earnings multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter. All wages and earnings are stated in first quarter 2009 dollars.

⁵ 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.

Department of Services for the Blind Participants Receiving Benefits from Employers

Performance Measure	2004-05	2006-07	2008-09*	2009-10
Self-Reported Medical Benefits from Employer	56%	58%	N/A	57%
Self-Reported Retirement Benefits from Employer	39%	37%	N/A	39%

*Due to budget concerns, the Workforce Board's Participant Survey was not conducted in 2008-09.

The following table shows employment and earnings information over the course of five study periods. 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 they have increased since the previous survey a year ago.

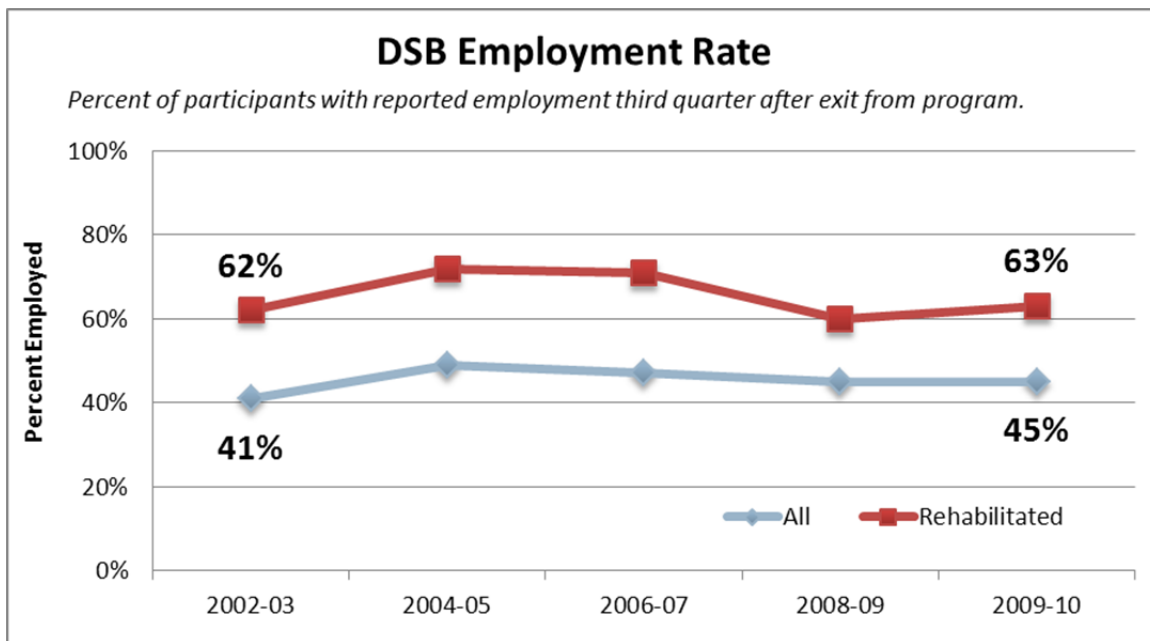
Employment and Earnings Trends for Department of Services for the Blind Participants, 2009-10

Performance Measure	2002-03		2004-05		2006-07		2008-09		2009-10	
	All	Rehab.	All	Rehab.	All	Rehab.	All	Rehab.	All	Rehab.
Employment Rate* (Self-Reported)	70%	-	67%	-	64%	-	N/A	-	60%	-
Employment Rate* (State Records)	41%	62%	49%	72%	47%	71%	45%	60%	45%	63%
Full Time Employed**	61%	61%	55%	55%	51%	49%	50%	51%	59%	60%
Median Quarterly Hours	430	430	411	425	389	384	388	387	441	450
Median Hourly Wage***	\$15.61	\$16.05	\$14.04	\$14.38	\$12.22	\$13.79	\$14.19	\$15.72	\$12.32	\$13.23
Median Annual Earnings***	\$23,053	\$23,661	\$24,091	\$26,391	\$17,824	\$18,954	\$21,056	\$25,640	\$20,555	\$21,743

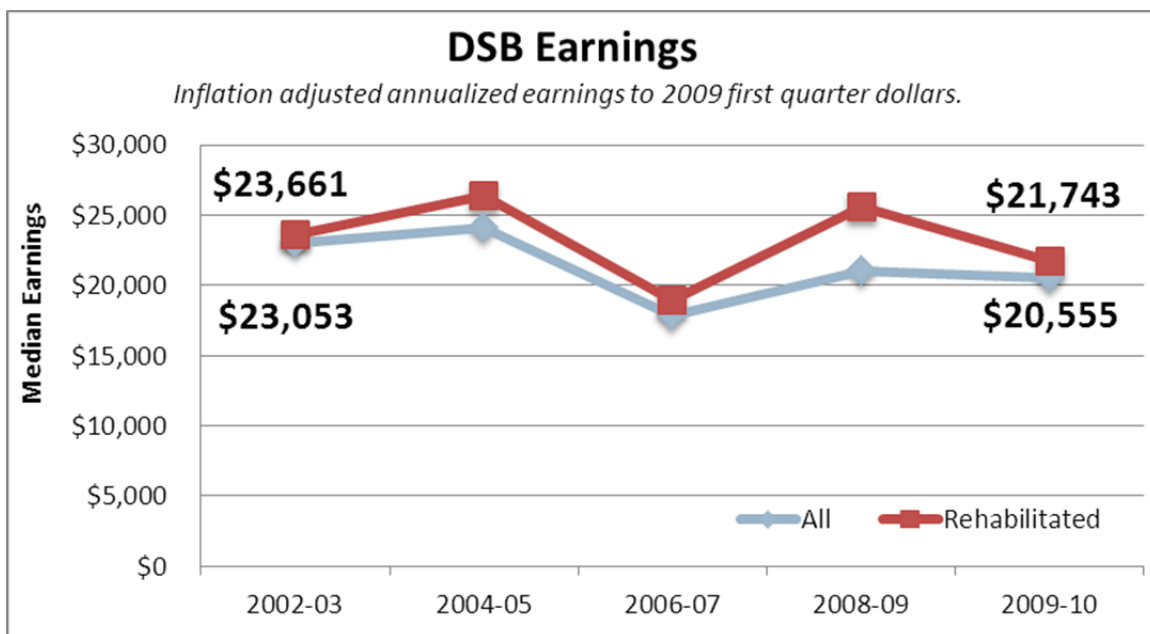
*These figures apply to those with employment reported to ESD six to nine months after leaving program. Rate does not include self-employment, employment outside the Northwest or military service and thus understates total employment by approximately 10 percent.

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

***Earnings/wages expressed in first quarter 2009 dollars in order to account for inflation.



Source: Workforce Training Results 2002-10.



Source: Workforce Training Results 2002-10.

Employment among DSB clients is heavily concentrated in manufacturing (22 percent), social assistance (12 percent), all other services (11 percent) and health care (10 percent). This is a shift in employment patterns from the prior program year, with a 4 percentage point increase this year in manufacturing, a 3 percentage point increase in employment within the social assistance industry, and a 2 percentage point decrease in health care employment.

DSB Employment by Industry

Industry Group	
22%	Manufacturing
12%	Social Assistance
11%	All Other Services
10%	Health Care
9%	Educational Services
8%	Public Administration
8%	Retail Trade
6%	Transportation and Warehousing and Utilities
5%	Accommodation and Food Services
5%	Financial Activities
3%	All Other Industries

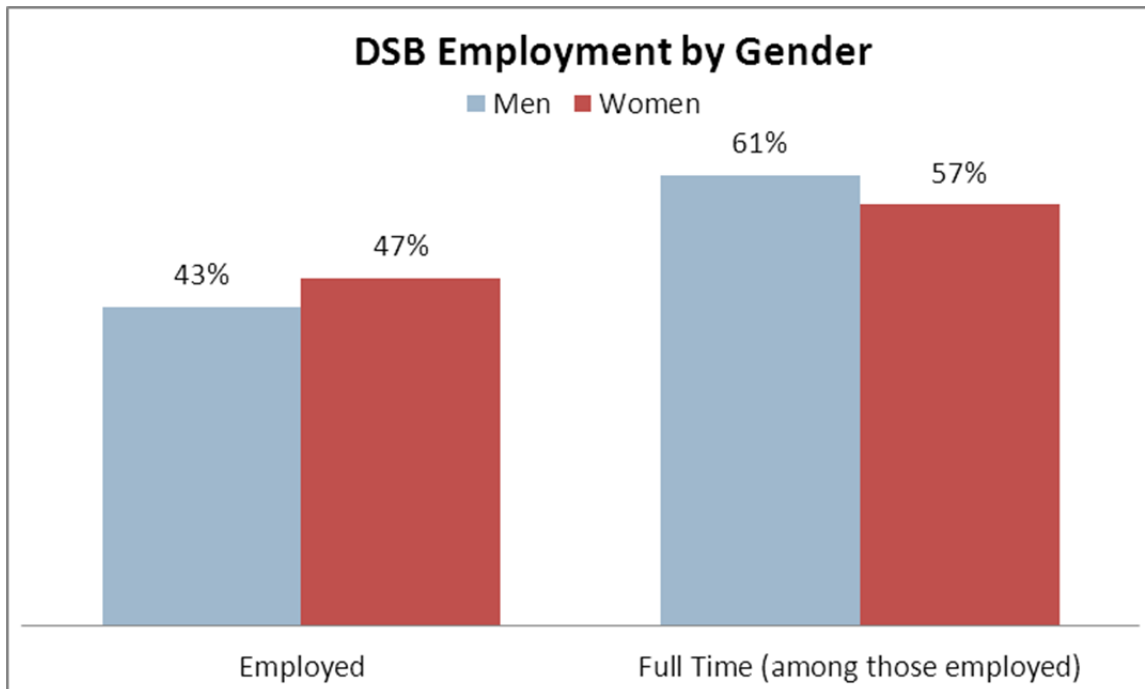
Source: Matches with Employment Security Department data in third quarter after exiting program.

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

Wages and Employment Results by Population

Employment and earnings vary by gender, race and ethnicity, and disability status. Women were more likely to be employed than men (47 percent compared to 43 percent), but less likely to be employed full time (57 percent compared to 61 percent). The employment rate for those exiting the DSB program in 2008-09 represents a 2 percentage point increase for women and a 2 percentage point decrease for men from the prior year. However, the rates for full time employment were higher than the prior year for both women and men.

Women's and men's hourly wages and earnings were similar during this reporting year, with women earning \$12.40 per hour compared to men, who earned \$12.20. However, both groups experienced a marked decline in hourly wages and earnings. Male DSB participants' hourly wages fell by \$5 per hour from the previous program year. Women's wages dropped by \$2 per hour. Annual earnings were \$21,064 for men and \$19,866 for women. Compared to the prior program year, female earnings were over \$3,000 less and male earnings were over \$7,000 less this year.



Source: Department of Services for the Blind Administrative Records

Race/Ethnicity Plays Role

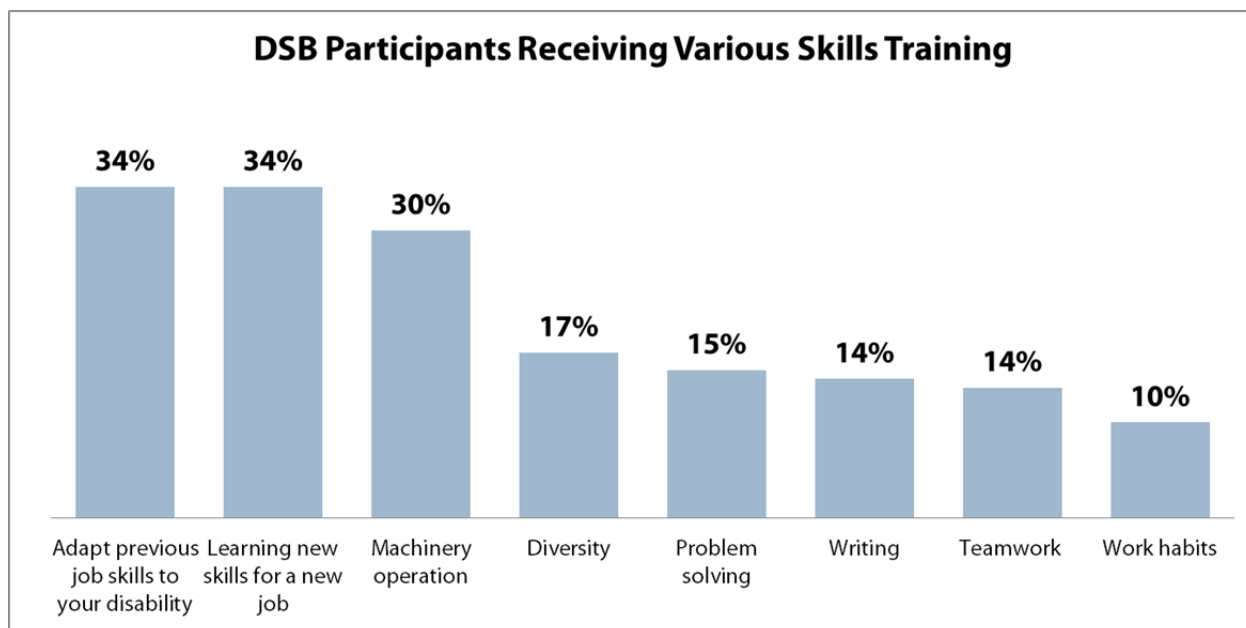
Although data from other chapters provide evidence that employment rates, wages and earnings vary among racial and ethnic groups, the sample size for non-white program participants was too small to make valid statistical inferences among DSB participants.

Competency Gains

In 2011, the Workforce Board surveyed DSB participants who had left their program in 2009-10. The survey provided data on employment and participant satisfaction with the training. The survey was conducted by telephone and was completed by 111 participants.

Based on survey results, most DSB clients (75 percent) enrolled to get equipment they needed because of their disability. Some 56 percent of all clients enrolled to learn skills for a new job and 56 percent to get job search help.

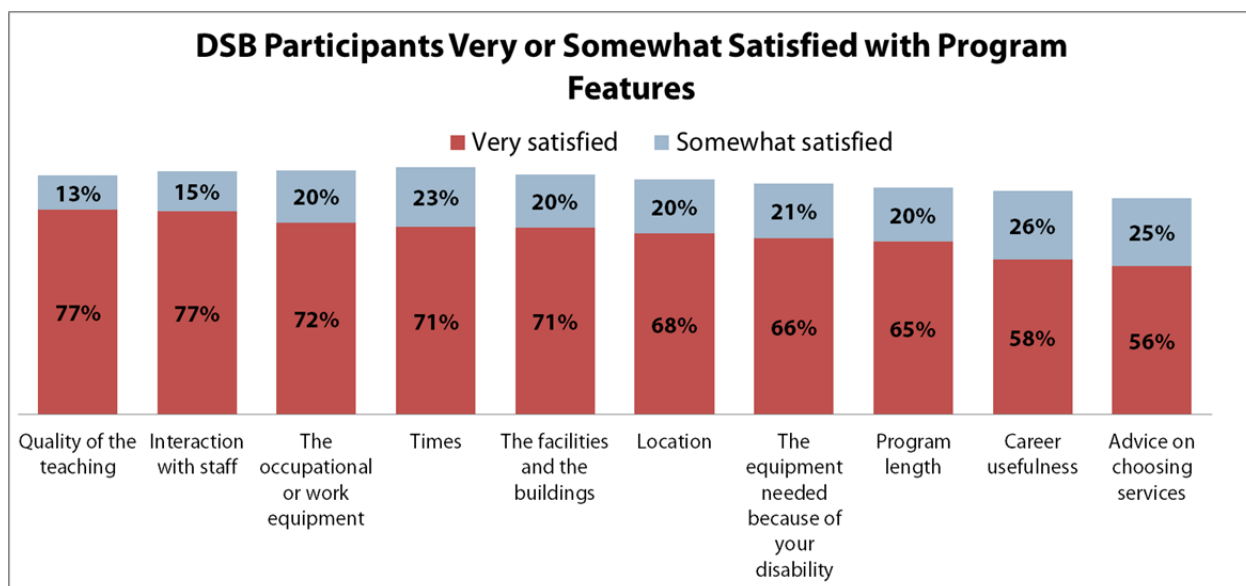
DSB clients were more likely to report receiving training in job skills, such as machinery operation (30 percent) or learning skills for a new job (34 percent), rather than general workplace skills, such as work habits (10 percent) or teamwork (14 percent).



Source: Workforce Board's Participant Satisfaction Survey 2011.

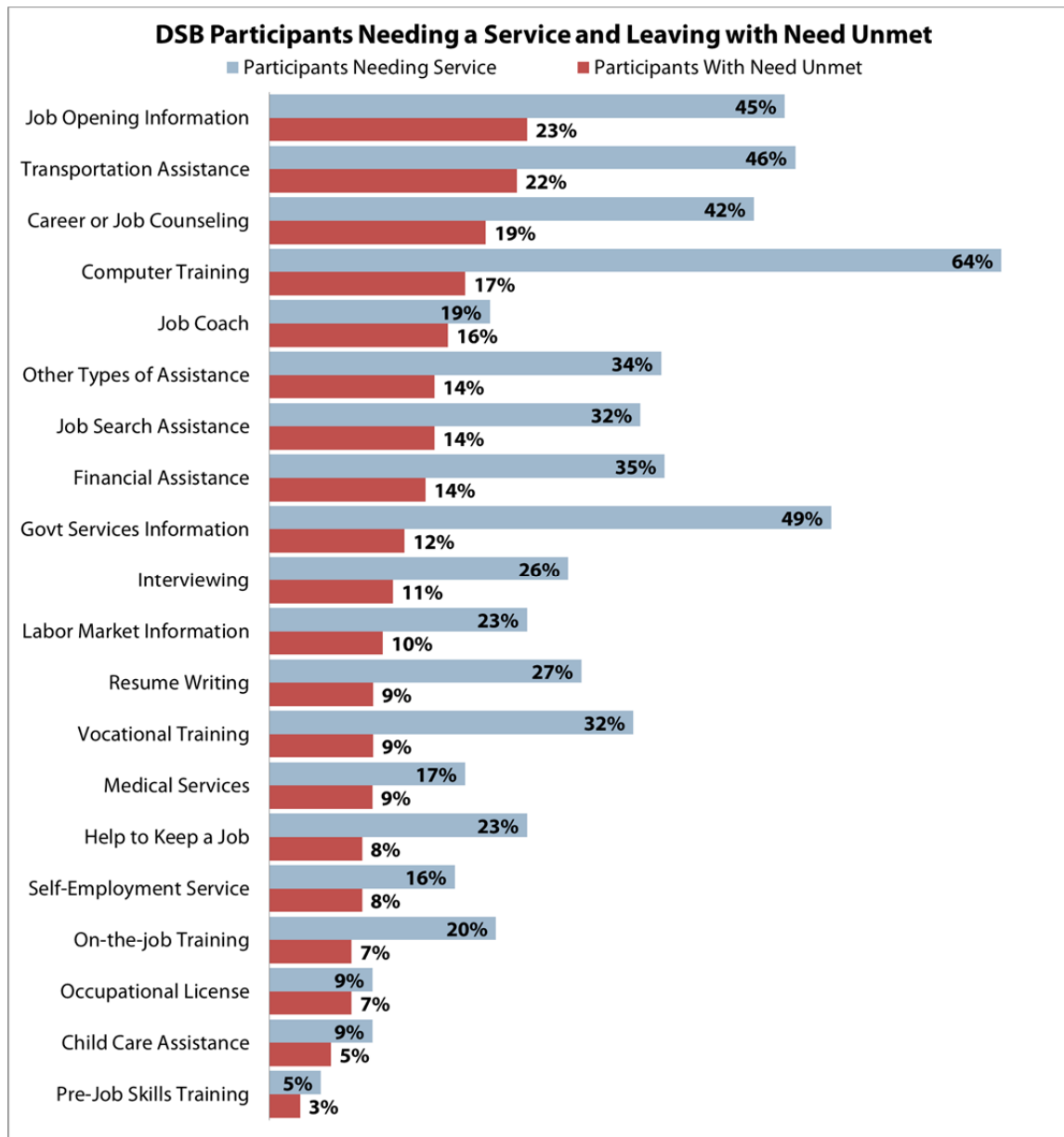
Participant Satisfaction - Did Participants Get the Skills They Needed?

Some 63 percent of DSB clients were classified as rehabilitated upon leaving the program (that is, they were working at least 90 days prior to exit). This is 8 percentage points higher than reported in 2007-08. Some 81 percent of clients said they were "very satisfied" or "somewhat satisfied" with their DSB program, down from 89 percent of the DSB clients in the 2008 participant survey. Over three-quarters of the respondents were "very satisfied" with the teaching quality and the level of interaction with staff. Relatively few participants were "very satisfied" with career usefulness (58 percent) and advice on choosing services (56 percent).



Source: Workforce Board's Participant Satisfaction Survey 2011.

Similar to two years ago, DSB clients indicated computer training, information about government services, transportation assistance, and information about jobs as the support services most needed while participating in the program. Also similar to two years ago, a relatively high percentage left with an unmet need⁶ for information about job openings (23 percent) and other job related services (career counseling 19 percent, job coach 16 percent, interviewing 11 percent). In addition, 22 percent left with an unmet need for transportation assistance.



Source: Workforce Board's Participant Satisfaction Survey 2011.

⁶ Unmet need refers to cases where the student reports that either they did not receive the required service or what was provided did not meet their needs.

Relationship of Training to Employment

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

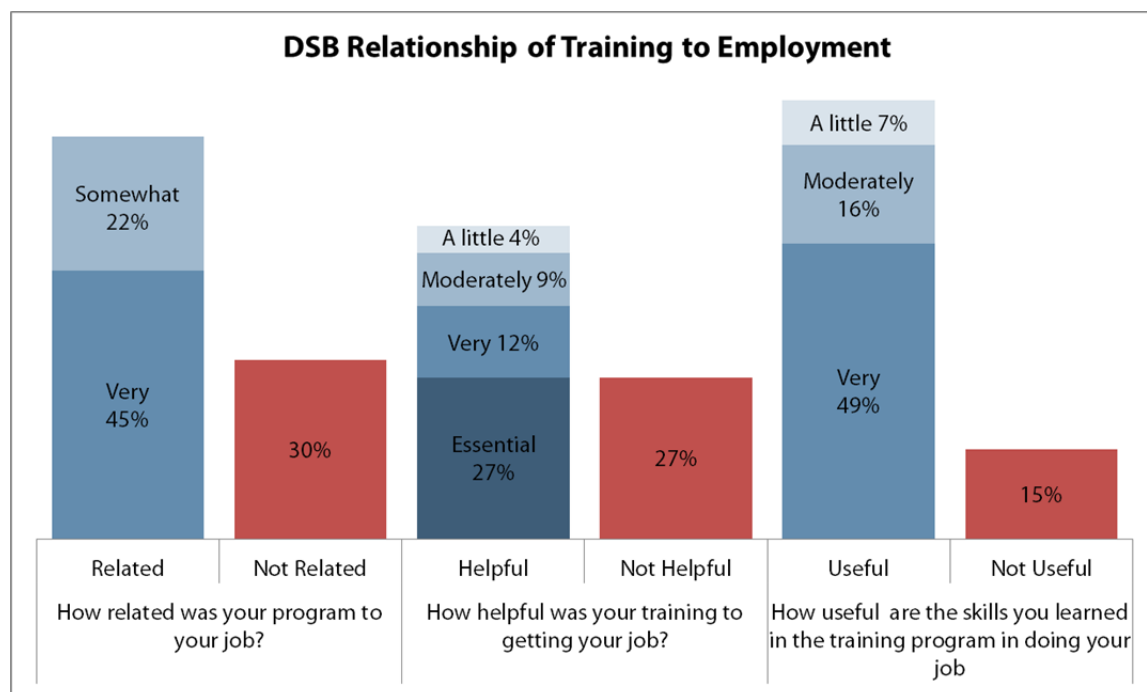
1. How related was the program to their job?
2. How important was the training in getting hired?
3. Are the skills they learned useful in their job?

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

Among DSB participants employed seven to nine months after leaving a program, 45 percent said their training was "very related" to their job. A further 22 percent reported the training was "somewhat related" to their job. In 2008, lower rates of employed participants reported their training was "very related" to their job (36 percent).

Participants interviewed in 2011 also indicated the training was helpful to them in getting their job. Of those participants, 27 percent indicated their training was an "essential requirement," another 12 percent indicated it was "very important," and 9 percent reported it was "moderately important." Only 27 percent indicated their training was "not important at all" to getting their job.

Most participants said the skills they learned in their training program were useful in doing their job. Some 49 percent of participants indicated the skills were "very useful," 16 percent said "moderately useful," and 7 percent "a little useful." Only 15 percent of participants who were employed indicated the skills were "not useful at all."



Source: Workforce Board's Participant Satisfaction Survey 2011.

Private Career Schools

Program Details

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

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.

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 in this study were limited to those institutions licensed by the Workforce Board.

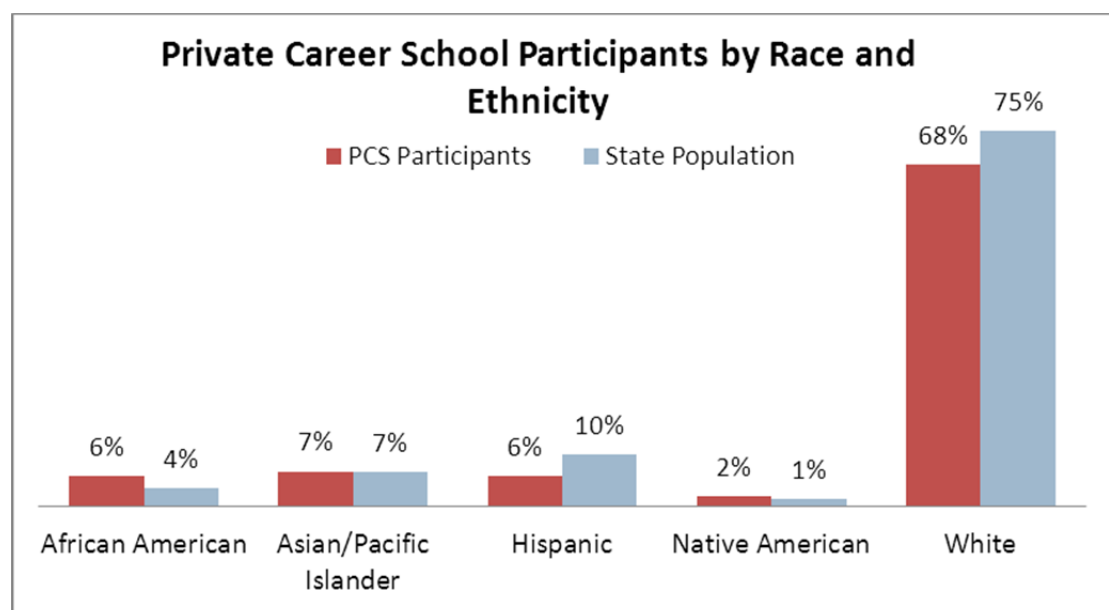
Records were collected on 11,628 participants who left programs during the 2008-09 school year. The median length of enrollment for these participants was four and a half months. However, the duration of private career school programs vary widely. One quarter of participants had enrollment lengths of 10 months or longer, while another quarter was enrolled for one month or less.

Participant Profile

Washington residents from racial and ethnic minorities are well represented among private career school participants.¹ African Americans accounted for 6 percent of participants, a representation 1.5 times their portion of the state's population. Although Hispanics also accounted for 6 percent of participants, this is 4 percentage points below their representation in the general state population. Whites were also under-represented among Private Career School participants at 68 percent, or 7 percentage points below their general population

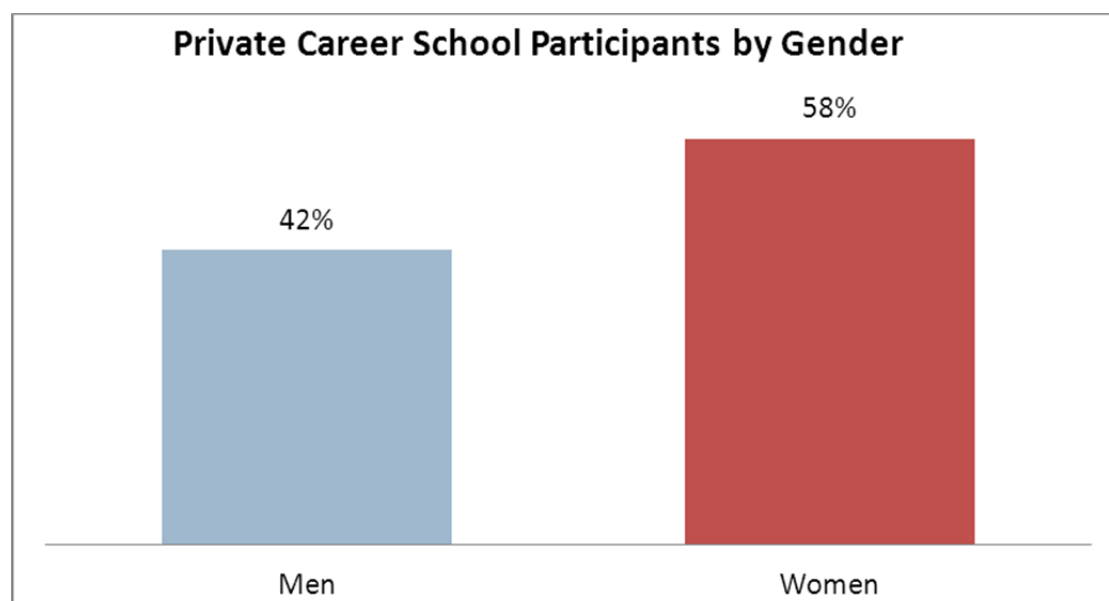
¹ In this report, unless otherwise stated, racial and ethnic minority groups are mutually exclusive; that is, an individual belongs to one group only. The groups include the following: Hispanics of any race (also referred to as Hispanics); non-Hispanic African Americans (also referred to as African Americans); 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 2009 U.S. Census Bureau estimates from the American Community Survey, 75 percent are white; 4 percent are African American; 1 percent are Native American; 7 percent are Asian/Pacific Islander; 3 percent are multiracial; and 10 percent are Hispanic.

representation in the state.² Overall, the racial and ethnic make-up of those who successfully completed their private career school program mirrors the distribution of participants from the previous Workforce Training Results in 2008.



Source: Private Career Schools' administrative records 2008-09.

Among those exiting private career schools in 2008-09, 58 percent were women. That is nearly identical to the 59 percent in 2007-08. Of the completers, 58 percent were women—although both men (78 percent) and women (75 percent) completed at about the same rate.



Source: Private Career Schools' administrative records 2008-09.

² An additional 10 percent of Private Career School participants self-identified their race as other and 1 percent as multi-racial.

Education Level

When Private Career School participants enrolled they had the following education levels:

- 62 percent had not previously attended college.
- 20 percent had attended college without receiving a credential.
- 9 percent had a certificate or associate's degree.
- 8 percent had a bachelor's degree or higher credential.

The typical student, based on the median, was age 26 when enrolled. One quarter of the participants were under age 21 at enrollment, while another quarter were over 37 years old.

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.

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

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

Data Comes From State Wage Files & Employer Survey

The 2011 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records. 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.

Net Impact Study Adds More Insight into Program Performance

In addition, this year's report includes a comprehensive Net Impact Study. To assess both short- and long-term employment and earnings trends, data on employment records from as far back as 2006-07 is used in the 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

Turn to page 18 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2011 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 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?

As a measure for whether participants got the skills they needed, this study tracks the credential and degrees earned by participants, along with completion rates. Of the participants observed in 2009-10, 76 percent had completed their program by receiving a credential. This percentage is down from 82 percent two years prior.

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 Private Career School program. The chart below shows the 2009-10 employment and earnings of participants who left a program in the 2008-09 program year. Some 60 percent of participants were employed, with a median hourly wage of \$13.41, and median annualized earnings of \$20,596.⁴ Those who completed their programs had a higher employment rate and earnings: 62 percent and \$21,938 respectively.

Employment and Earnings for Private Career School Participants, 2009-10

Performance Measure	Results
Employment Rate (Self-Reported)	74%
Employment Rate* (State Records)	60%
Full Time Employment **	52%
Median Quarterly Hours	402 hours
Median Hourly Wage***	\$13.41
Median Annualized Earnings***	\$20,596

** These figures apply to those with employment reported to ESD 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 account for inflation.*

To put earnings in context, the median number of people Private Career School participants were able to support at the poverty level was 3.6 people. At the 200 percent of poverty level, the median earning supported nearly 1 person.⁵

³ 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 employees not included).

⁴ Annual earnings are calculated as third quarter earnings multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter. All wages and earnings are stated in first quarter 2009 dollars.

⁵ 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 Trends for Private Career School Participants

Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Household size-poverty level	4.1	3.7	4.2	4.2	3.6
Household size-200 percent poverty level	1.1	.9	1.1	1.1	.9

The percentage of Private Career School participants who self-report receiving medical benefits from their employers has dropped substantially since 2004-05, while the percentage receiving retirement benefits has remained fairly stable.

Private Career School Participants Receiving Benefits from Employers

Performance Measure	2002-03	2004-05	2006-07	2008-09*	2009-10
Self-Reported Medical Benefits from Employer	64%	68%	62%	N/A	60%
Self-Reported Retirement Benefits from Employer	36%	36%	35%	N/A	34%

* Due to budget concerns, the Workforce Board's Participant Survey was not conducted in 2008-09.

The following table shows employment information for Private Career School participants over five study periods.

Private Career School Participants Employment and Earnings Trends

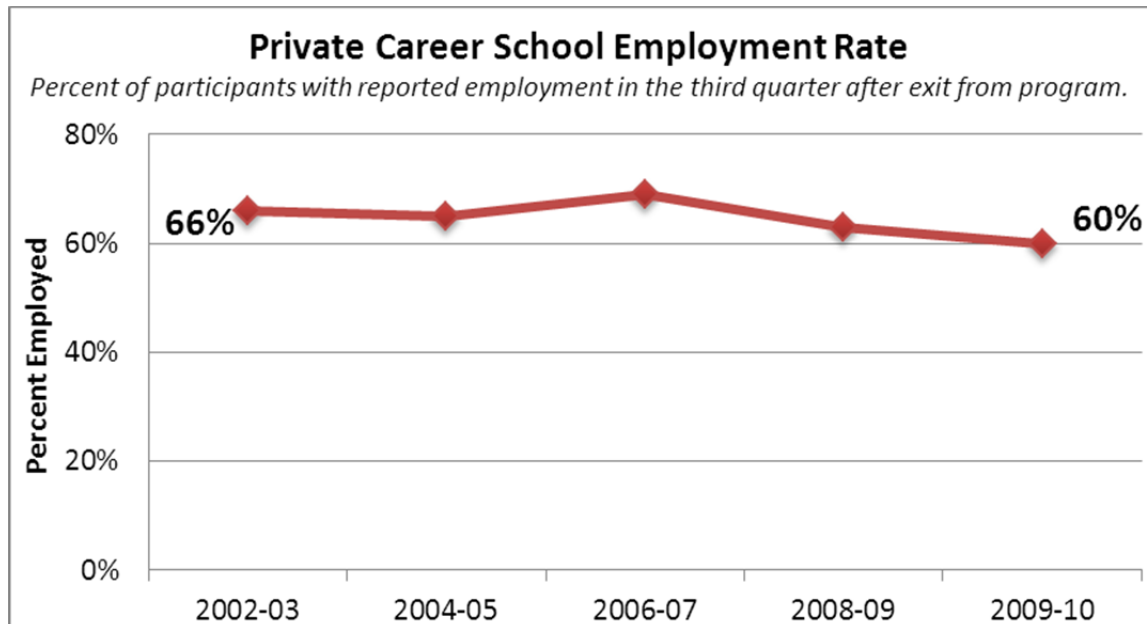
Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Employment Rate (Self-Reported)	77%	78%	82%	N/A	74%
Employment Rate* (State Records)	66%	65%	69%	63%	60%
Full Time Employment**	57%	56%	60%	56%	52%
Median Quarterly Hours	428	428	443	423	402
Median Hourly Wage***	\$13.51	\$12.89	\$13.52	\$13.98	\$13.41
Median Annualized Earnings***	\$22,416	\$20,866	\$22,668	\$22,653	\$20,596

*Employment reported to ESD six to nine months after leaving program. Rate 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.

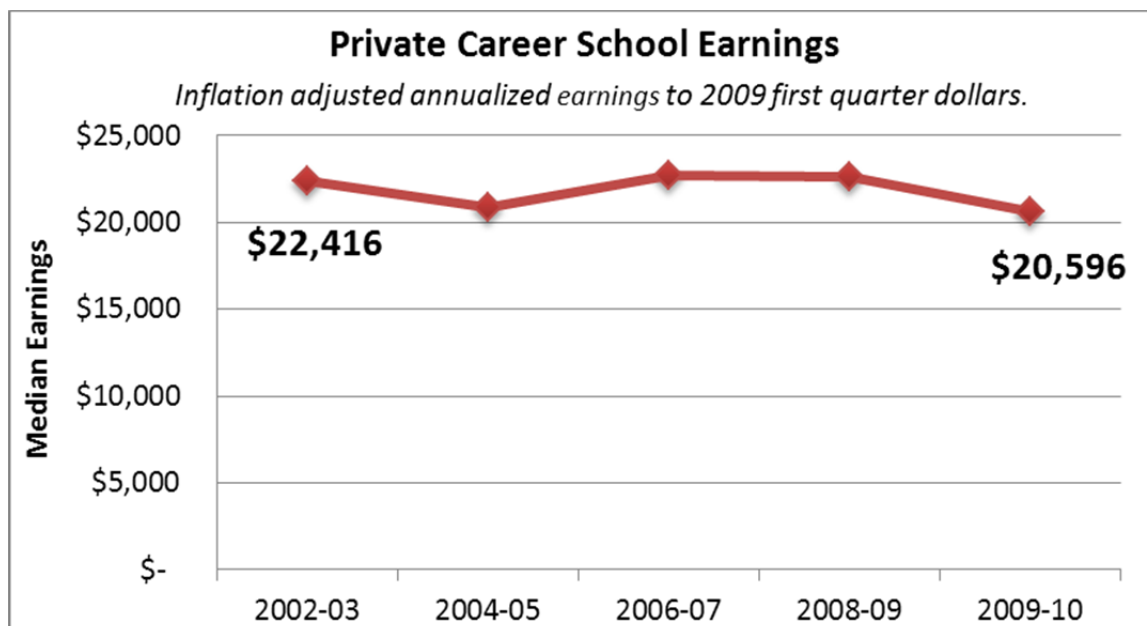
**Full-time employment averages 30 or more hours per week.

***Earnings/wages expressed in first quarter 2009 dollars in order to account for inflation.

After peaking in 2006-07, the employment rate for Private Career School participants dropped after 2008. The most recent employment decline reflects the continued effect of the Great Recession. Full time employment and median hours worked have also dropped since 2006-07. Earnings among Private Career School participants have stagnated, declining nearly 10 percent since 2002



Source: Workforce Training Results 2002-10.



Source: Workforce Training Results 2002-10.

Private Career School Student Employment by Industry

As in the previous study, employment among private career school participants is concentrated in services (see following chart), especially health services. Compared to those observed in 2008-09, participants observed in 2009-10 were 1 percentage point more likely to be employed in services and a nearly 4 percentage points more likely to be employed in retail trade industries. Employment in construction dropped by nearly 1 percentage point compared to the prior year as well.

Industry Group	
60.5%	Services (<i>see breakout below</i>)
13.7%	Retail Trade (<i>see breakout below</i>)
6.0%	Transportation and Warehousing and Utilities
5.0%	Manufacturing
4.6%	Construction
3.2%	Financial Services
2.9%	Wholesale Trade
1.6%	Public Administration
1.3%	Information
1.1%	Natural Resources and Mining
Breakout of the Services Industry	
25.7%	Health Care
10.4%	Accommodation and Food Services
6.7%	Administrative Support
4.3%	All Other Services
3.8%	Education Services
3.6%	Professional, Scientific, and Technical Services
3.4%	Social Assistance
2.6%	Arts, Entertainment, and Recreation
Breakout of the Retail Trade Industry	
3.3%	Department and Warehouse Stores
2.0%	Food and Liquor Stores
1.9%	Clothing and Accessories Stores
1.5%	Health Care and Beauty Products
1.4%	Miscellaneous Store Retailers
1.0%	Vehicle Sales
0.8%	Hardware, Garden and Farm Supplies
0.7%	Books, Music and Hobbies Sales
0.5%	Gasoline Stations
0.4%	Electronics and Appliance Stores
0.2%	Home Furnishings Sales

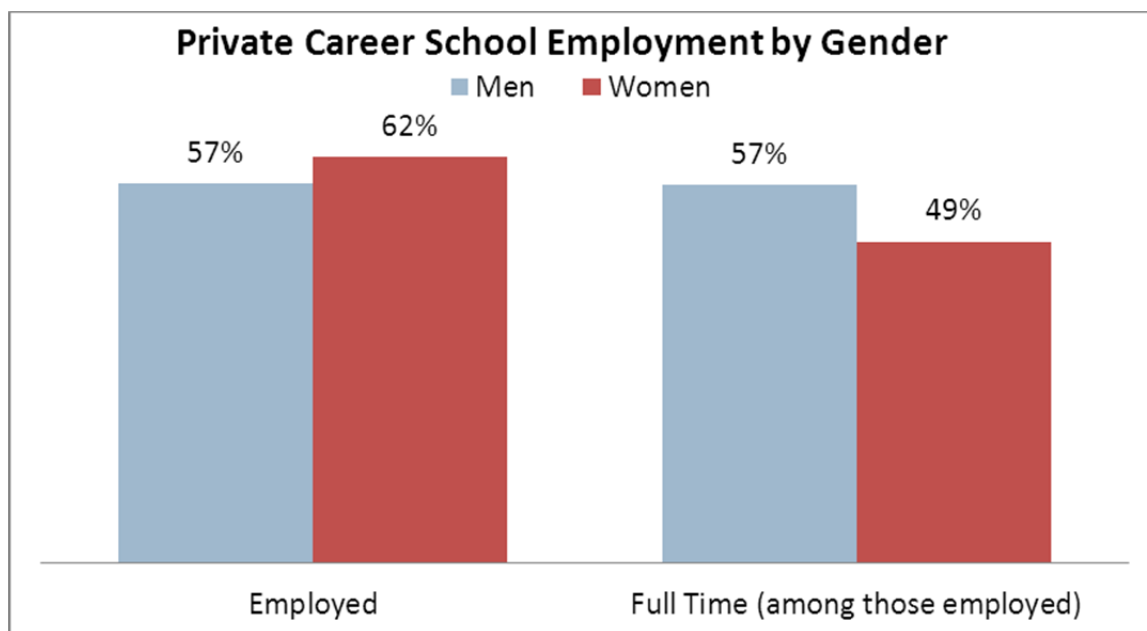
Source: Matches with Employment Security Department data in third quarter after exiting program.

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

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 (62 percent) were more likely to be employed in the third quarter after leaving their programs than men (57 percent). Women, however, were less likely than men to be employed full-time (49 percent compared to 57 percent), and among those employed, their median hourly wage was 84 percent of men (\$12.68 compared to \$15.12). An even greater disparity was found in terms of median annual wages, with women earning only 76 percent of men's wages (\$18,636 compared to \$24,560).



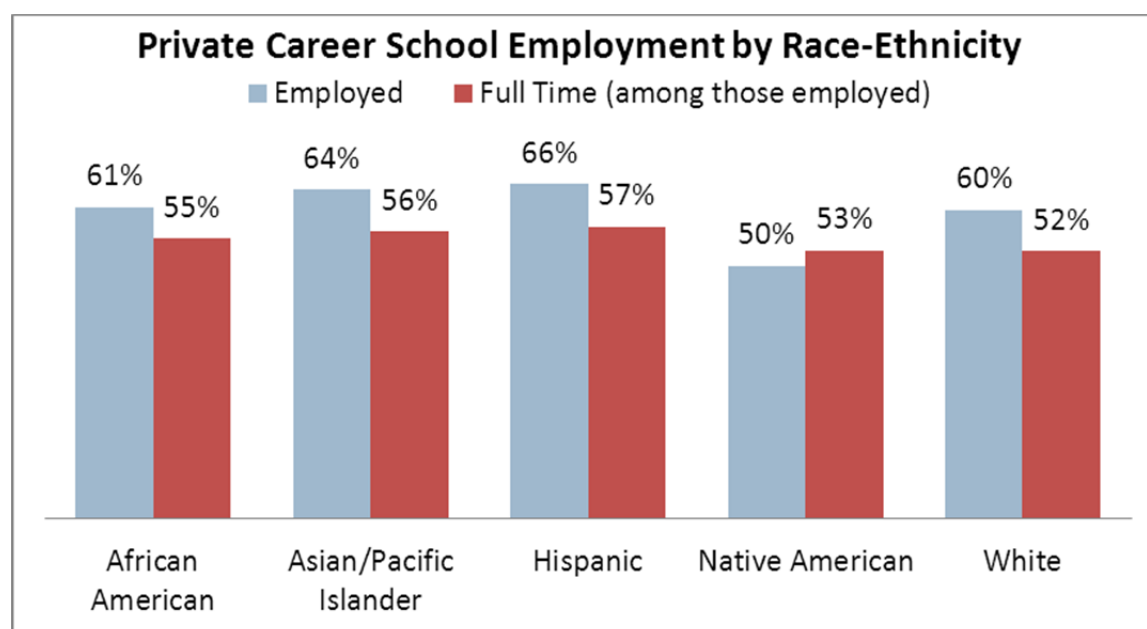
Source: Employment Security Department data matches 2008-09.

Race-Ethnicity Plays Role

All program participants, with the exception of Native Americans, had employment rates over 60 percent in the third quarter after leaving their programs. Hispanics had the highest rate of employment at 66 percent. In terms of full time employment, all racial and ethnic groups had employment rates between 52 and 57 percent, with Hispanics having the highest rate.

Among those employed the median hourly wages were highest among whites at \$13.78. Wages for African Americans (\$11.88), Asian/Pacific Islanders (\$13.45), Hispanics (\$13.22) and Native Americans (\$12.76) were, on average, less than what white program participants earned.

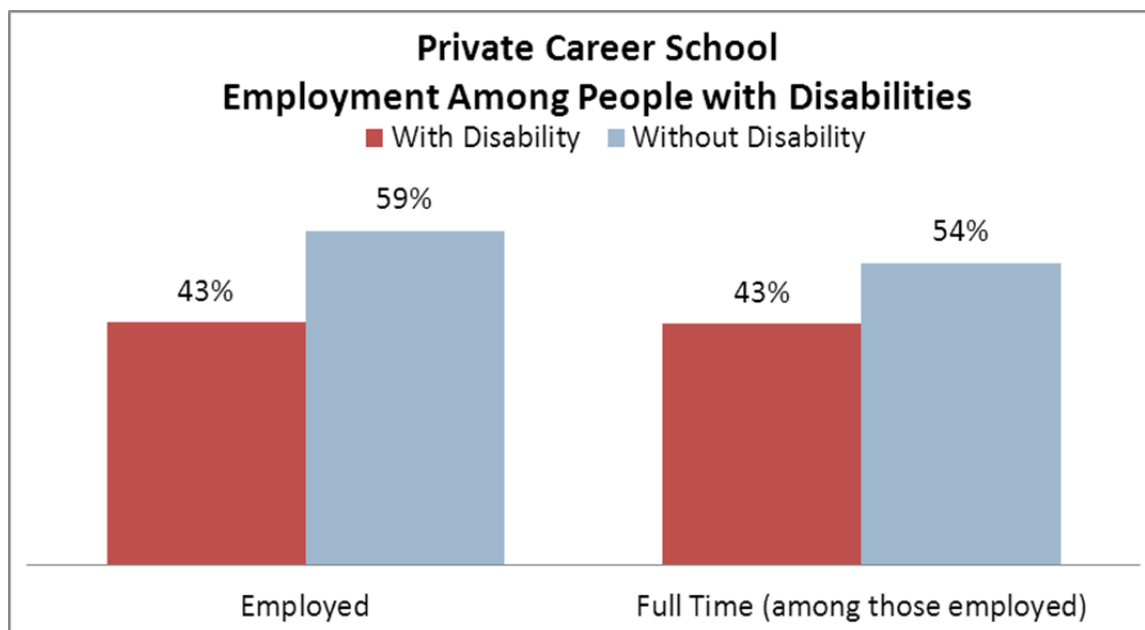
In terms of median annual earnings, Asian/Pacific Islanders earned the most at \$22,164 per year, followed by Hispanics at \$21,483. Whites earned \$20,905, African Americans earned \$22,905 and Native Americans earned \$19,271 annually.



Source: Employment Security Department data matches 2008-09.

Disability Impacts Employment, Earnings

Employment outcomes and earnings also varied by disability status. College records indicate that less than 1 percent of the participants included in this study had a disability. Compared to participants without disabilities, participants with disabilities were less likely to have reported employment during the third quarter after exit (43 percent versus 59 percent). They were also less likely to be working full-time (43 percent versus 54 percent). Participants with a disability earned about 90 percent of median wages as those without a disability (\$19,264 compared to \$21,400). Yet, in terms of median hourly wages, participants with a disability earned more than non-disabled participants (\$14.84 compared to \$13.86). The difference in these two earnings patterns are due to the lower number of hours worked by disabled participants.



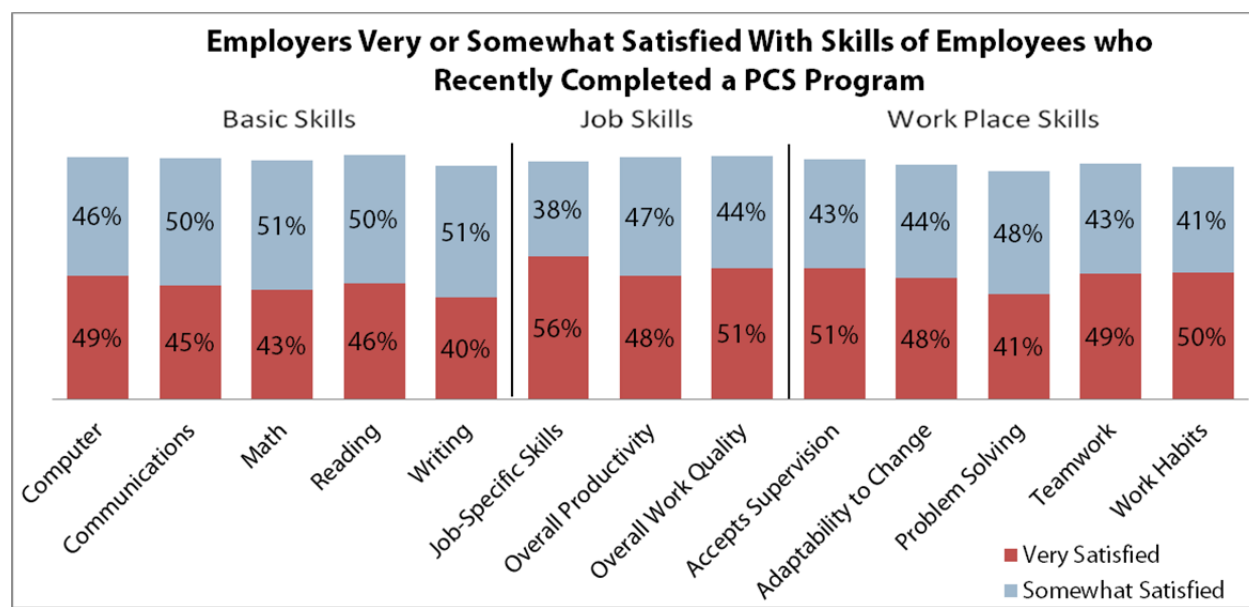
Source: Employment Security Department data matches 2008-09.

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 2008 survey.

Over the past decade, Washington employers' overall satisfaction has varied, according to the skills they were asked to rate. Satisfaction has increased from 2008 for all skills, with computer skills as the only category in which participants were rated as slightly less satisfactory. 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 with 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.

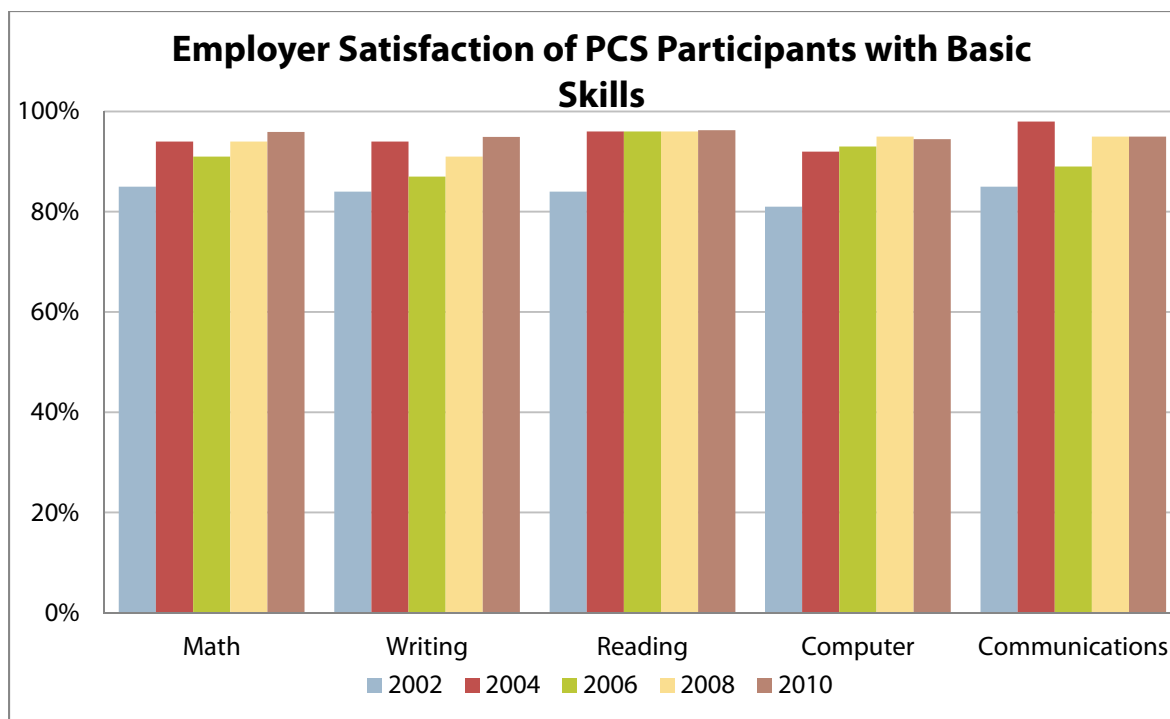


Source: Workforce Board Employer Survey conducted in 2010.

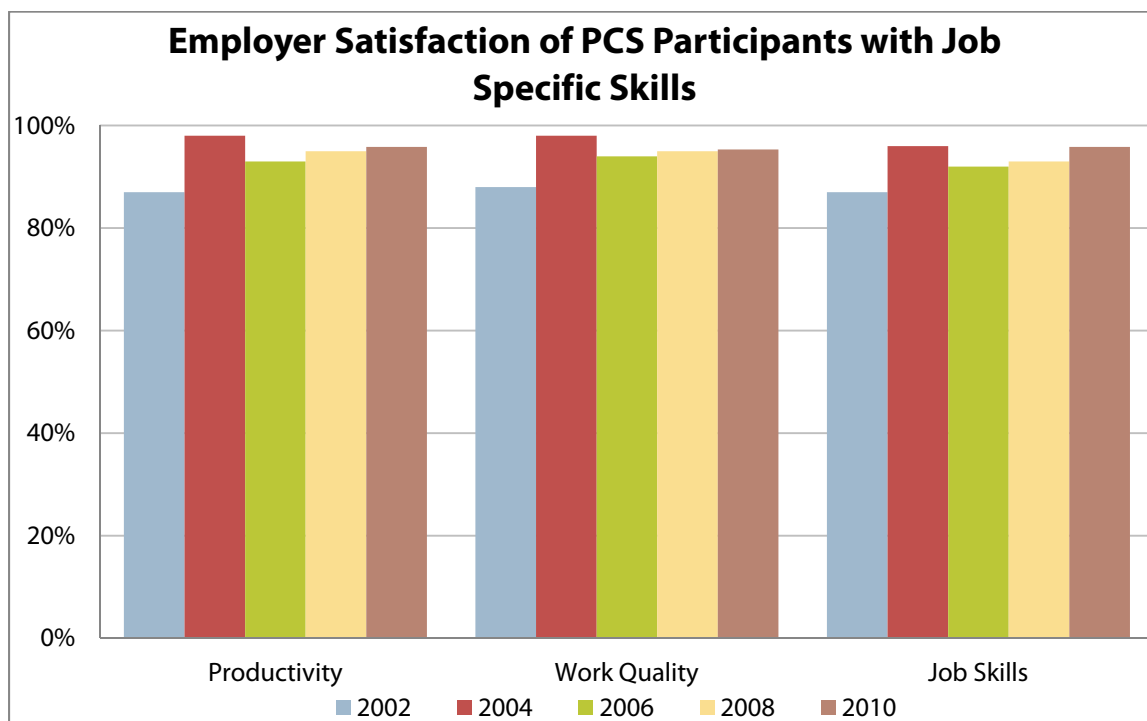
For basic skills, employers were most satisfied with computer skills, with reading coming in a close second. Job-specific skills showed the highest level of satisfaction in the job skills area. Employers were most satisfied with the ability to accept supervision in the work place, followed closely by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

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

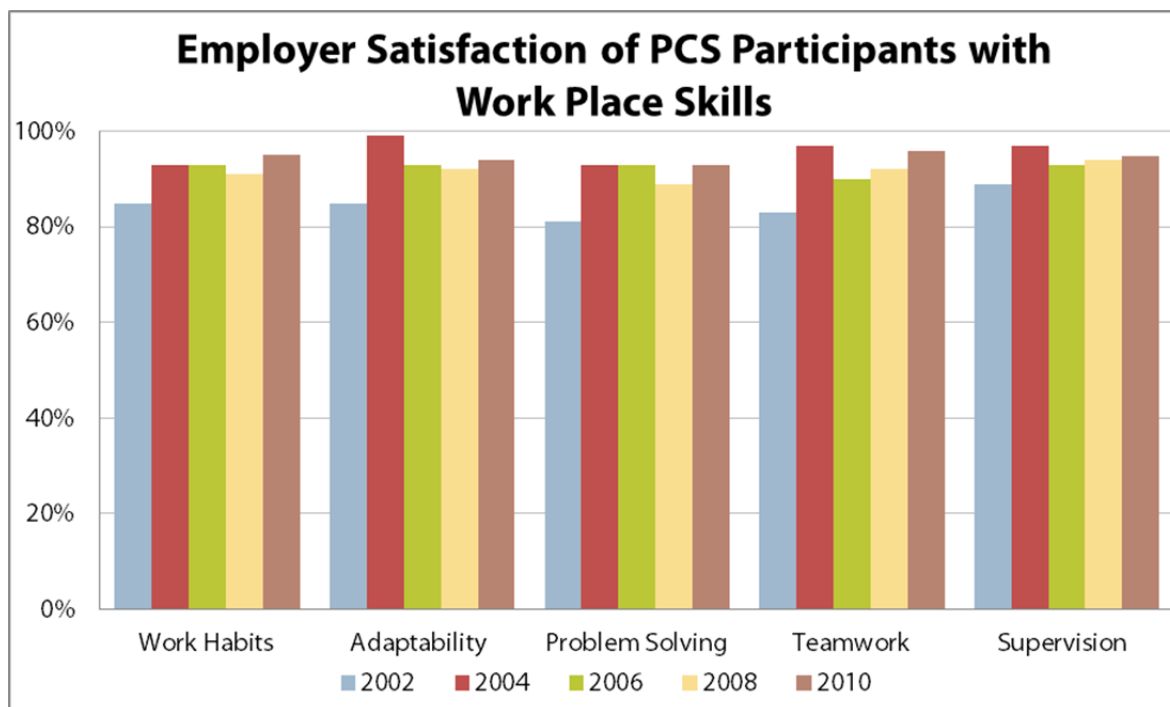
- Job-specific skills (56 percent).
- Accepts supervision (51 percent).
- Overall work quality (51 percent).



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



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



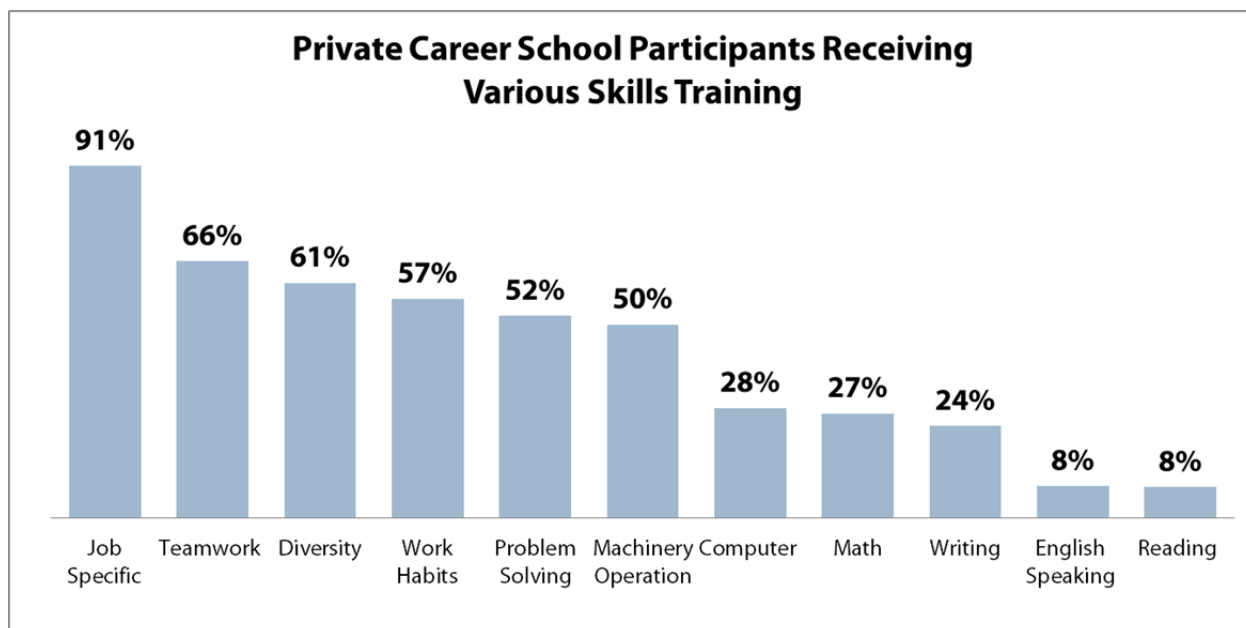
Source: Workforce Board's Biennial Employer Survey from 2002 through 2010.

Participant Survey – Did Participants Get the Skills They Needed?

In 2011 the Workforce Board surveyed Private Career School participants who had left their program in 2009-10. The survey provided data on employment and participant satisfaction with the training. The survey was conducted by telephone and was completed by 362 participants.

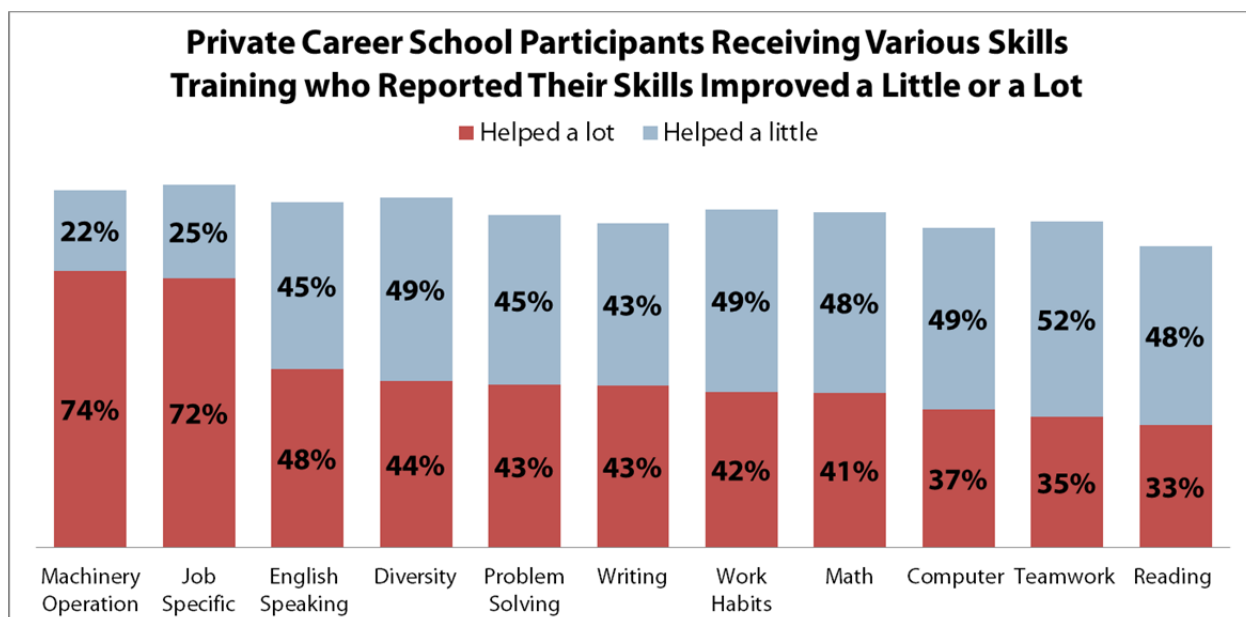
According to survey results, 88 percent of participants indicated they entered a private career school to learn skills for a new job, similar to two years ago. Participants also indicated that they enrolled for their own personal enjoyment or improvement (77 percent), to get a degree or certificate (75 percent), or to improve skills for a job they already had (21 percent).

The highest percentage of participants, 91 percent, reported receiving job specific skills. In addition, participants received training in basic and workplace skills. As in previous studies, the majority of participants received training in workplace skills such as teamwork (66 percent), diversity (61 percent) and work habits (57 percent). Fewer received training in basic skills like reading, English speaking, math, and writing.



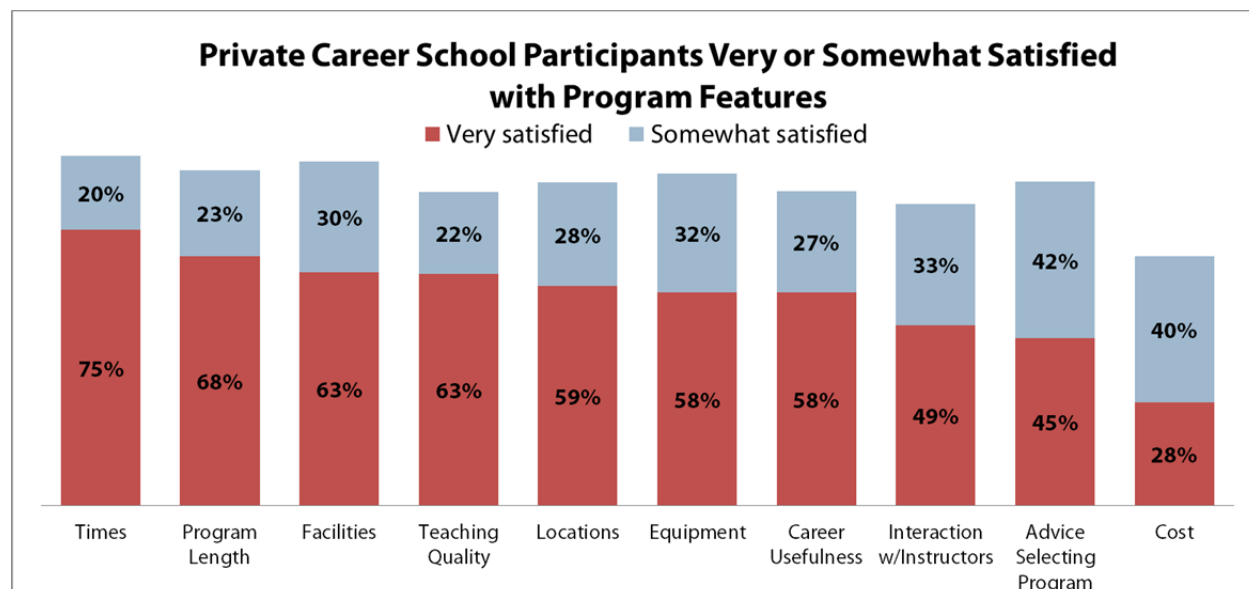
Source: Workforce Board's Participant Satisfaction Survey 2011.

Participants tended to report their skills improved as a result of training. Participants were more likely to report "a lot" of improvement in technical skills such as job-specific skills and machinery operations, and less likely to report "a lot" of improvement in basic skills such as writing, math and computer skills. Compared to previous surveys, a slightly lower percentage of participants reported "a lot" of improvement in job-specific skills (72 percent in 2011 versus 79 percent in 2008).



Source: Workforce Board's Participant Satisfaction Survey 2011.

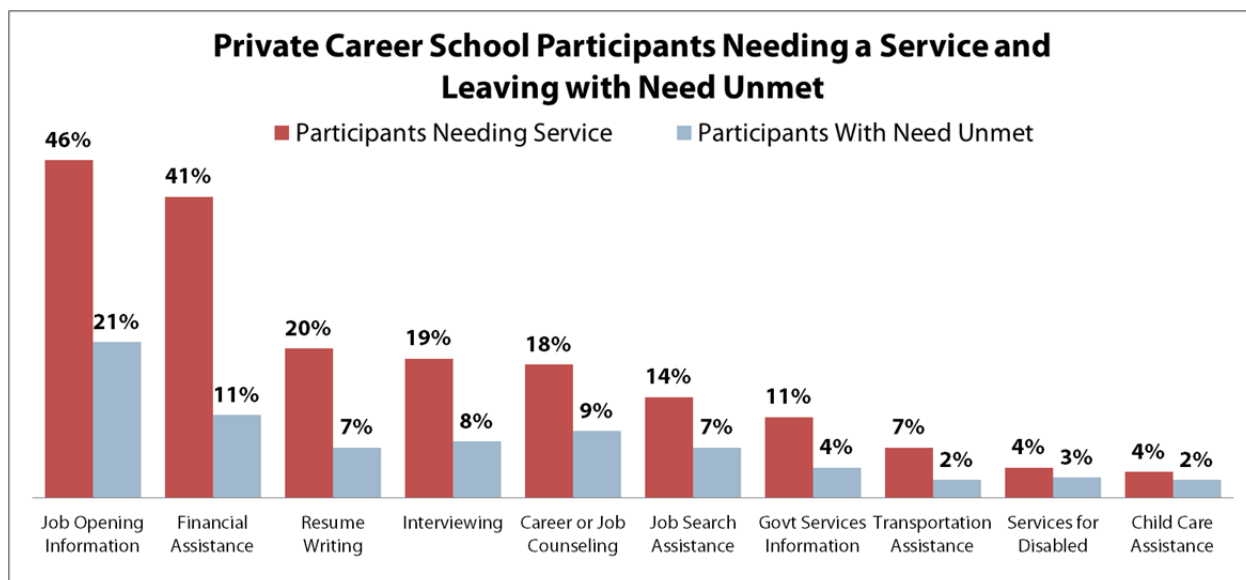
The participants in the current survey reported nearly identical levels of satisfaction with their programs as participants from the previous survey. Some 86 percent reported they had met their educational objectives. The percentage indicating that they were “very” or “somewhat” satisfied with their program overall was 85 percent. When asked about specific program features, satisfaction was highest with program times and length. Satisfaction was lower this year with teacher quality and interaction with instructors outside the classroom. Overall, participants were most satisfied with time, length of program, facilities and teacher quality and least satisfied with program cost.



Source: Workforce Board's Participant Survey 2011.

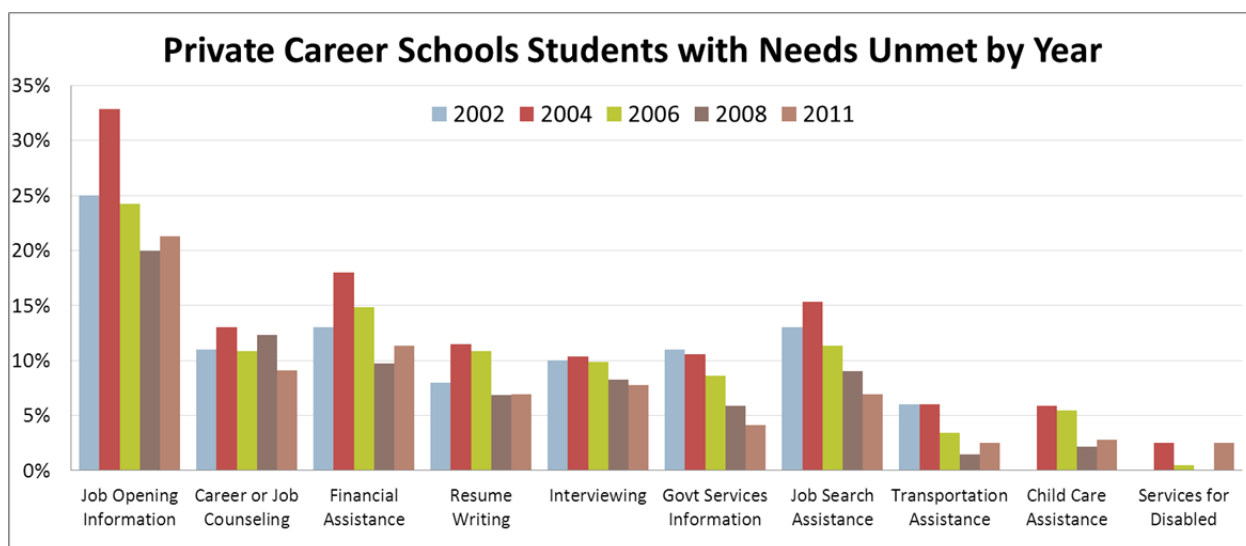
In most cases the needed services were provided. As in previous studies, participants said they were most in need of information about job openings and financial assistance. However, participants also reported the highest percent of unmet needs⁶ in these two areas. Just over one-fifth of participants reported that their need for job opening information was not met. Eleven percent indicated that their need for information regarding financial assistance was not met.

⁶ Unmet need refers to cases where the student reports that either they did not receive the required service or what was provided did not meet their needs.



Source: Workforce Board's Participant Survey 2011.

In the past decade there has been an overall decline in the percentage of participants reporting they left private career schools with unmet needs. However, the percentage of participants reporting an unmet need regarding services for the disabled has increased.



Source: Workforce Board's Participant Surveys 2002-11.

Relationship of Training to Employment

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

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

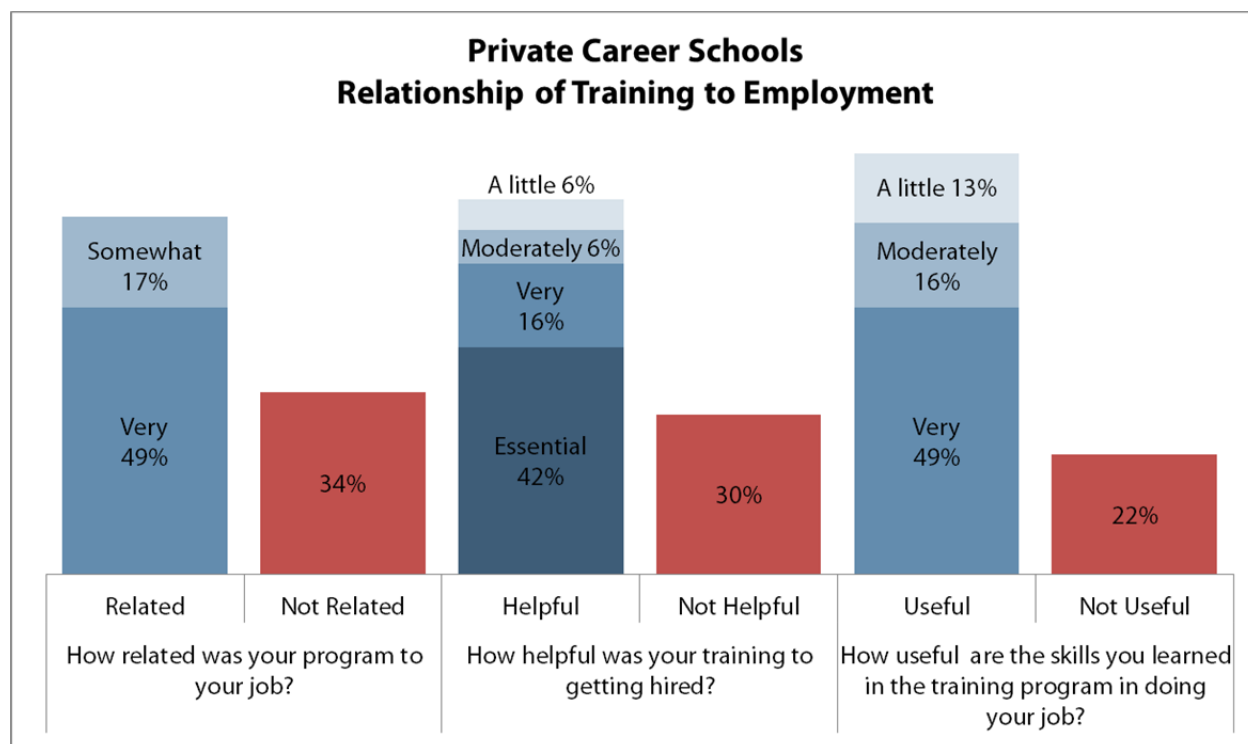
Asking about the relationship between training and employment in different ways can produce more complete information. For example, some participants said their training was not related to their job, but nevertheless found the skills acquired were useful on the job.

Among participants employed seven to nine months after leaving a program, 66 percent indicated their training was related to their job. This is broken down further, with 49 percent saying their training was “very related” to their job. An additional 17 percent reported the training was “somewhat related” to their job. In 2008, the same rate of employed participants reported their training was related to their job (66 percent).

Participants interviewed in 2011 also indicated the training was helpful to them in getting their job. Of those participants, 42 percent indicated their training was an “essential requirement,” another 16 percent indicated it was “very important,” and 6 percent reported it was “moderately important.” Six percent said it was “a little helpful.” The remaining 30 percent indicated their training was “not important at all” to getting their job.

Most participants said the skills they learned in their training program were useful in doing their job. Some 49 percent of participants indicated the skills were “very useful,” 16 percent said “moderately useful,” and 13 percent “a little useful.” Some 22 percent of participants who were employed indicated the skills were “not useful at all.”

When combining two of the questions about the program’s relationship to the job and about whether the skills acquired were helpful, a small percentage of participants answered negatively to both. Just 18 percent of participants employed the third quarter after exit said the training they received was *neither* helpful in their job nor related to the job they obtained.



Source: Workforce Board's Participant Satisfaction Survey 2011.

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

Every four years the Workforce Board conducts a net impact analysis 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.

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

The most recent net impact analysis examined the experiences of participants who left Private Career Schools. The short term impacts are for participants leaving in 2007-08 and the long term impacts are for those who left in 2005-06.

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

[^]Short-term is 3 quarters after program exit; Long-term is average across 3 years since program exit.

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

**Wages and earnings, expressed in first quarter 2009 dollars, represent the average difference between Private Career School participants who got jobs and those in the control group who were employed.

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 Career 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.

Costs and Benefits

The cost-benefit analysis estimates the value of the net impact on earnings, employee benefits (estimated at 25 percent of earnings), UI benefits, and certain taxes. Program costs include both direct program costs and support payments borne by the state and the tuition and foregone earnings borne by students. Benefits and costs are calculated for both the observed period of time and based upon a statistical model that estimated the benefits and costs out to age 65. In order to compare benefits and costs in terms of net present values, post-program benefits and costs are discounted by 3 percent per year and all figures are stated in 2009 Q1 dollars to control for inflation. The benefits and costs presented here are based on impacts estimated for students leaving programs in 2005-2006, because a longer-term follow-up is required for this analysis.

Participant and Public Benefits and Costs per Participant in Community and Technical Colleges ABE Programs

Benefit/Cost	First 2.5 years		Lifetime (until 65)		Sum of Costs and Benefits
	Participant	Public	Participant	Public	
Benefits					
Earnings	\$2,818	\$0	\$14,115	\$0	
Fringe Benefits	\$705	\$0	\$3,529	\$0	
Taxes	-\$526	\$526	-\$2,632	\$2,632	
Transfers					
UI	-\$664	\$664	-\$676	\$676	
Costs					
Foregone net earnings	-\$1,881	-\$329	-\$1,881	-\$329	
Program costs	-\$9,736	\$0	-\$9,736	\$0	
Benefits	\$2,333	\$1,190	\$14,335	\$3,309	
Costs	-\$11,617	-\$329	-\$11,617	-\$329	
Total (Net)	-\$9,284	\$861	\$2,718	\$2,979	\$5,697

Note: Benefits and costs are expressed in 2009 first quarter dollars.

For each student in a private career school program, tuition is estimated at an average of \$9,736, although there is wide variability among schools and programs, and students frequently receive financial aid. Student costs include an average of \$1,881 in foregone earnings while in training, and the public (taxpayer) costs include \$329 in lost tax revenues from the foregone earnings. During the first two and one-half years after leaving a school, the average trainee will gain about \$2,818 in earnings. During the course of working life to age 65, the average trainee will gain about \$12,234 in net earnings (earnings minus foregone earnings) and over \$3,529 in employee benefits. These are net gains compared to the earnings of similar individuals who did not receive training. Including program costs and the net impacts on taxes and unemployment insurance benefits, the total net benefit per participant is \$2,718.

From the time of leaving training to age 65 the public is expected to gain \$2,632 in net additional Social Security, Medicare, federal income, and state sales taxes and to save \$676 in UI benefits. The estimated lifetime net benefit to taxpayers is \$2,979 per participant.*

**Financial aid is outside the scope of this study and is not included in either the public or participant cost estimates.*

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

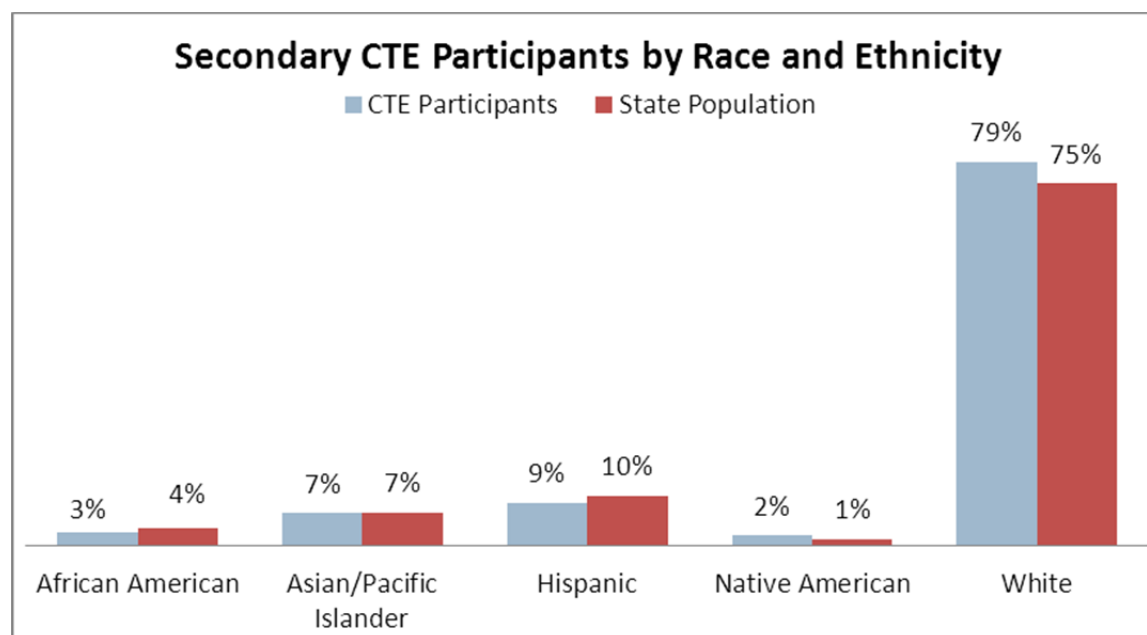
This strategy is different than the other program evaluations included in the Workforce Training Results study, which were not limited to completers only. This study focuses on 20,186 CTE completers who left their senior year during the 2008-09 school year.

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 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

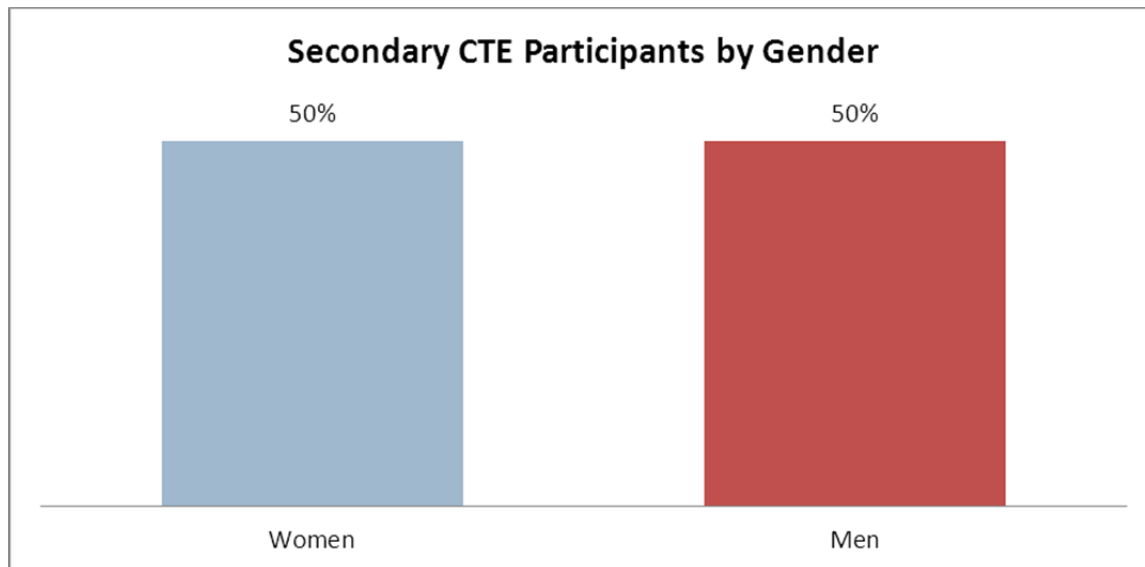
CTE completers have nearly the same racial and ethnic diversity as the state population, with whites comprising 79 percent, Hispanics (9 percent), Asian/Pacific Islanders (7 percent), African Americans (3 percent) and Native Americans (2 percent).²



Source: Office of the Superintendent of Public Instruction.

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 2009 U.S. Census Bureau estimates from the American Community Survey, 75 percent are white; 4 percent are African American; 1 percent are Native American; 7 percent are Asian/Pacific Islander; 3 percent are multiracial; and 10 percent are Hispanic.

Among the 2008-09 Secondary CTE completers, women and men are equally represented among the program participants. This is equivalent to what was reported in the 2007-08 program year.



Source: Office of the Superintendent of Public Instruction.

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.

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

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

Data comes from state wage files, Employer Survey

The 2011 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2008-09. 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

In addition, this year's report includes a comprehensive Net Impact Study. Data used in the Net Impact Study also reached back to 2005-06 employment records, to help assess trends over a slightly longer time frame. 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 19 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2011 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, 45 percent of CTE completers continued on with their postsecondary education—the same rate as from the class of 2007-08.³

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.⁴ In 2009-10, record matches

³ 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.

⁴ 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).

found 49 percent of CTE completers reported employment, and 72 percent were either employed or were enrolled in higher education during the third quarter after leaving.

Among those not enrolled in higher education, the median hourly wage was \$9.94 and the median annualized earnings were \$8,647.⁵ 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 CTE completers, those who were not in postsecondary education were more likely to work full time (29 percent compared to 21 percent), had a higher median hourly wage (\$9.94 compared to \$9.87), and, consequently, higher median annualized earnings (\$10,156 compared to \$8,647). The chart below shows employment and earnings results for CTE completers.

Employment and Earnings for Secondary CTE Participants, 2009-10

Performance Measure	Results
Postsecondary Education and/or Employment*	72%
Employment Rate (Self-Reported)	43%
Employment Rate* (State Records)	49%
Enrolled in Higher Education	45%
Full Time Employment**	29%
Median Quarterly Hours	239 hours
Median Hourly Wage***	\$9.94
Median Annualized Earnings***	\$8,647

* 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 account for inflation.

To put earnings in context, the median number of dependents Secondary CTE completers were able to support at the poverty level in 2009-10 was one person.⁶ At the 200 percent of poverty level, this was less than half what was needed to support one person.⁷

Self Sufficiency Level Trends for Secondary CTE Participants*

Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Household size-poverty level	1.5	1.3	1.6	1.0	1.0
Household size-poverty level at 200 percent	0.6	0.5	0.6	0.5	.5

*For those not enrolled in higher education.

⁵ Annual earnings are calculated as third quarter earnings multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter. All wages and earnings are stated in first quarter 2009 dollars.

⁶ This reflects CTE completers who are not in school and working.

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.

Secondary CTE Participants Receiving Benefits from Employers

Performance Measure	2002-03	2004-05	2006-07	2008-09*	2009-10
Percentage Self-Reporting Receipt of Medical Benefits from Employer	35%	36%	38%	N/A	19%
Percentage Self-Reporting Receipt of Pension Benefits from Employer	16%	13%	15%	N/A	5%

*Due to budget concerns, the Workforce Board's Participant Survey was not conducted in 2008-09.

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

Employment and Earnings Trends for Secondary CTE Participants

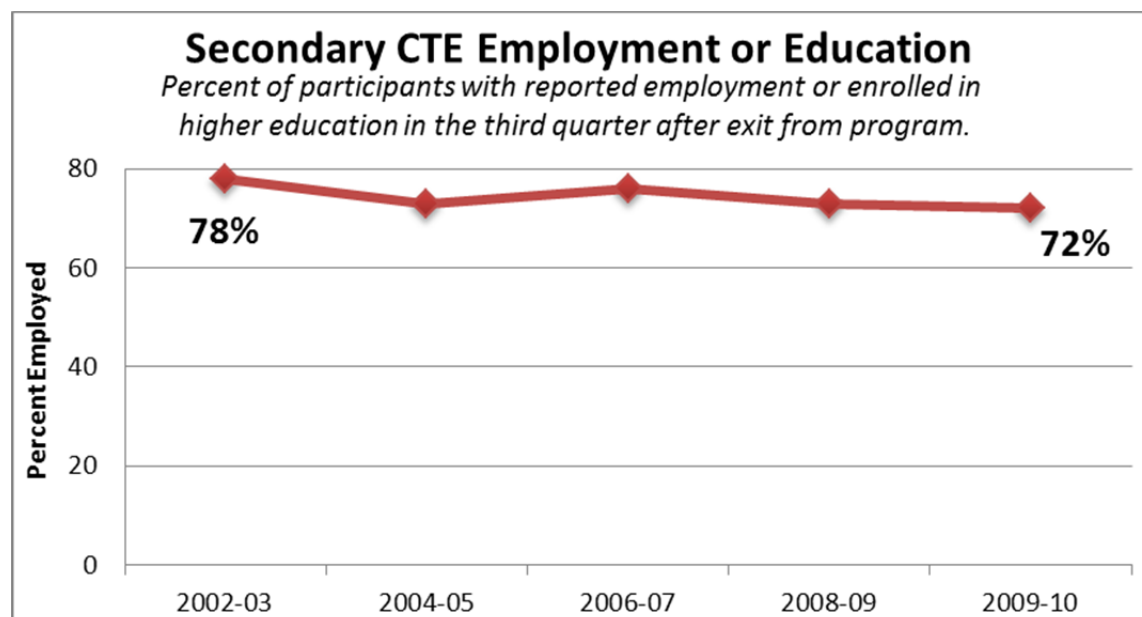
Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Postsecondary Education and/or Employment	78%	73%	76%	73%	72%
Employment Rate (Self-Reported)	74%	67%	66%	N/A	43%
Employment Rate* (State Records)	58%	55%	58%	50%	49%
Enrolled in Higher Education	45%	39%	40%	46%	45%
Full Time Employment**	28%	26%	31%	21%	21%
Median Quarterly Hours	320	296	341	280	225
Median Hourly Wage***	\$9.51	\$9.52	\$9.70	\$9.94	\$9.87
Median Annualized Earnings***	\$11,931	\$11,109	\$12,241	\$10,080	\$8,647

*These figures apply to those with employment reported to ESD 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.

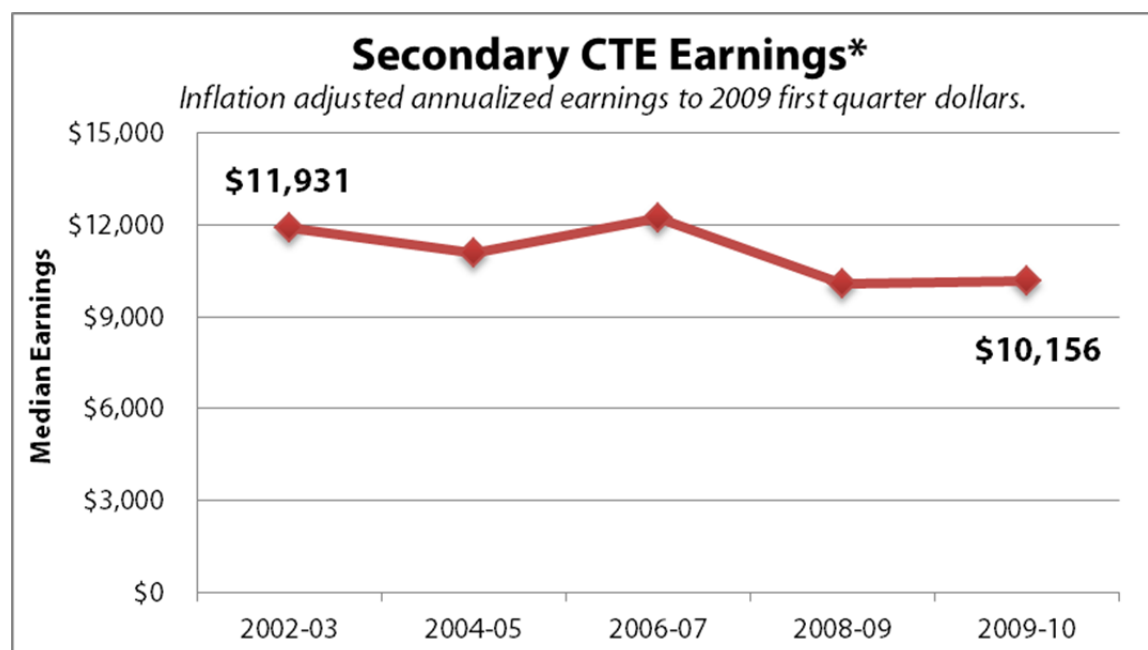
**Full-time employment averages 30 or more hours per week.

***Earnings/wages expressed in first quarter 2009 dollars in order to account for inflation.

Since 2002, CTE completers have fared about the same in both employment and earnings, although employment and annualized earnings dropped in 2009-10, which may reflect the ongoing impact of the Great Recession. Young people, who suffer unemployment rates higher than the general population, have been especially hard hit by the recent recession.⁸



Source: Workforce Training Results 2002-2010. *Does not include those enrolled in higher education.



Source: Workforce Training Results 2002-2010. *Does not include those enrolled in higher education.

⁸ See "Wanted: Work Experience for Young Adults," a 2010 report to the Washington Legislature from the Workforce Training and Education Coordinating Board.

Secondary CTE Employment by Industry

Employment of CTE completers continued to be heavily concentrated in services (nearly 49 percent) and retail trade (32 percent). This is an increase of 2 percentage points in each industry compared to the prior program year. Within the service industry, the largest category was accommodation and food services at 24 percent (compared to 21 percent in 2008-09), followed by health care and social assistance at 8 percent, which reported the same level of employment the prior year.

Industry Group	
48.5%	Services (see breakout below)
32.1%	Retail Trade (see breakout below)
4.1%	Manufacturing
3.6%	Construction
2.8%	Financial Services
2.3%	Wholesale Trade
1.8%	Information
1.8%	Transportation and Warehousing and Utilities
1.6%	Public Administration
1.5%	Natural Resources and Mining
Breakout of Services Industry	
24.0%	Accommodation and Food Services
8.2%	Health Care and Social Assistance
4.3%	Arts, Entertainment, and Recreation
3.9%	Other Services (except Public Administration)
3.8%	Administrative and Support and Waste Management and Remediation Services
1.9%	Education Services
1.8%	Professional, Scientific, and Technical Services
0.4%	Management of Companies and Enterprises
Breakout of Retail Trade Industry	
9.9%	All Other Retail Trade
8.1%	General Merchandise Stores
6.0%	Food & Beverage
5.9%	Clothing and Clothing Accessories Stores
2.3%	Motor Vehicle and Parts Dealers

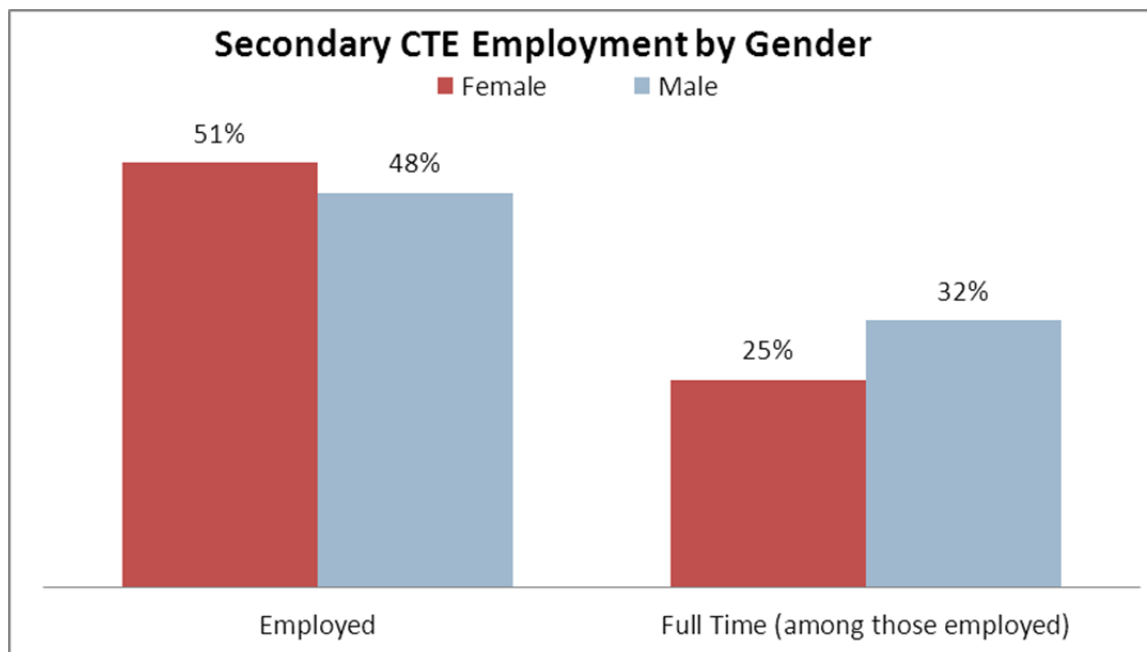
Source: Matches with Employment Security Department data in third quarter after exiting program.

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. The following chart depicts the percentage of male (48 percent) and female (51 percent) Secondary CTE completers who were reported to be employed and not enrolled in higher education. Full time employment rates are much lower, with males (32 percent) more likely to have full time employment than females (25 percent). These patterns and rates are similar to the prior program year.

However, women continue to have lower median hourly wages. Women's wages are 94 percent of wages earned by men (\$9.57 versus \$10.15) and women have median annual earnings that are 87 percent of men (\$10,606 versus \$12,238).

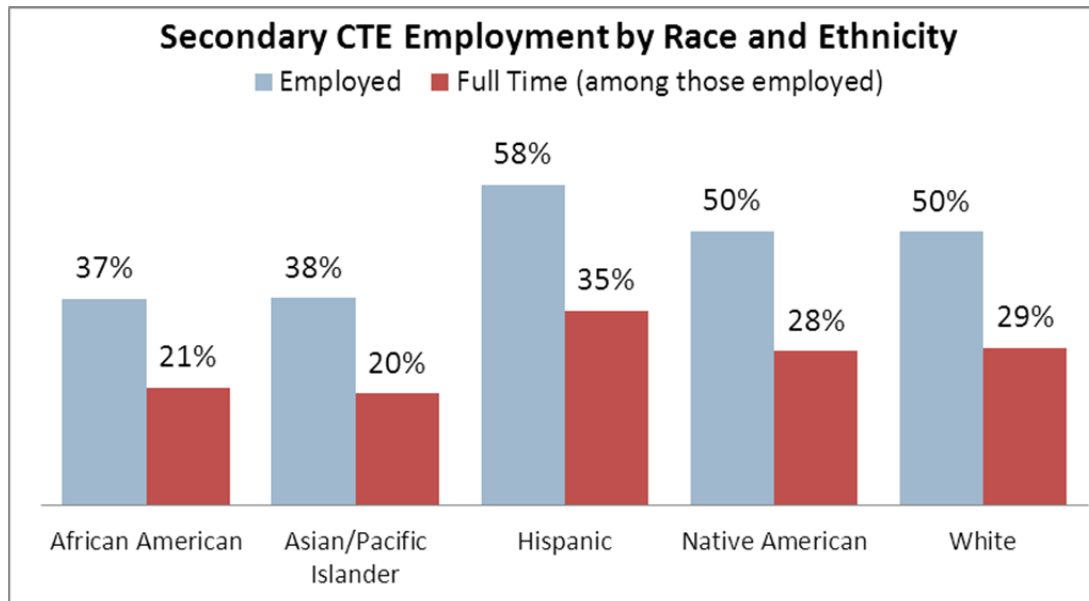


Source: Matches with Employment Security Department data.

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 (58 percent compared to 50 percent) and more were employed full-time (35 percent compared to 29 percent). Employment rates among Native Americans were equivalent to whites, at 50 percent, whereas Asian/Pacific Islanders (38 percent) and African Americans (37 percent) had lower employment rates than those of whites.

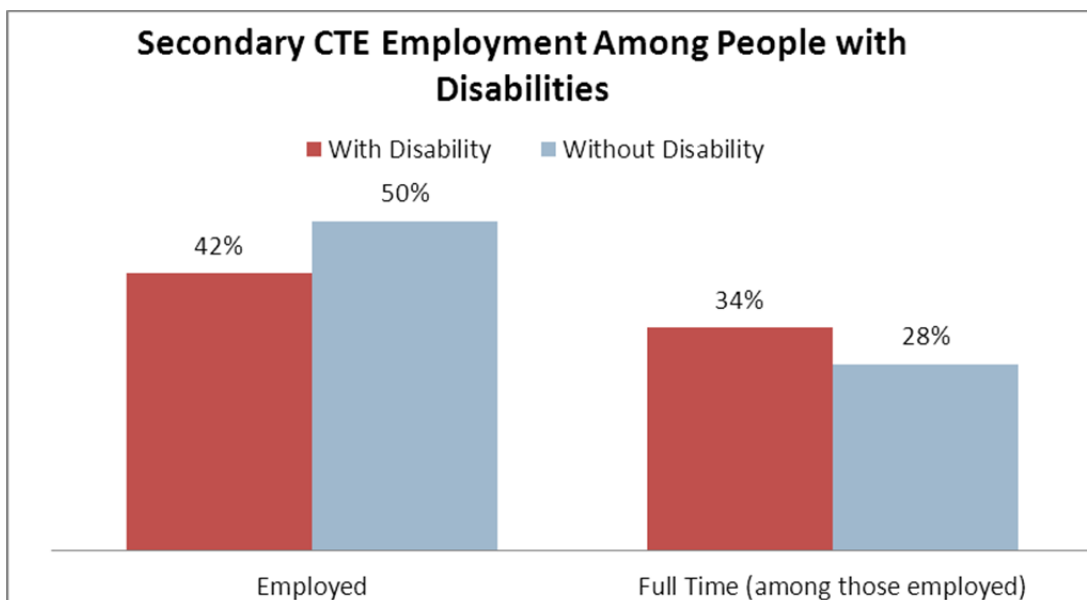
Asian/Pacific Islanders had the highest median hourly wage at \$10.14, followed by \$9.96 for whites, \$9.75 for Hispanics, \$9.66 for African Americans, and \$9.64 for Native Americans. The breakdown for annual earnings among different racial and ethnic groups was distributed slightly differently from that of median hourly wages. Hispanics had the highest earnings (\$12,328), followed by whites (\$11,306), Native Americans (\$11,104), African Americans (\$9,229), and Asian/Pacific Islanders (\$9,291).



Source: Matches with Employment Security Department data.

Disability Impacts Employment, Earnings

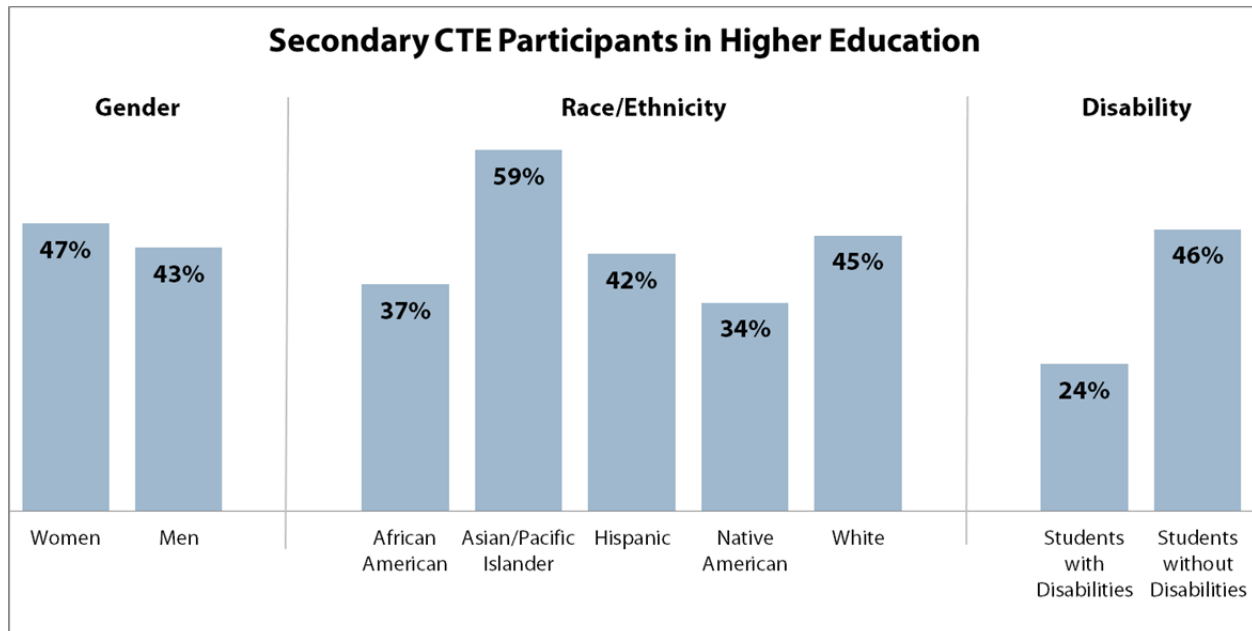
Earnings and employment outcomes also varied by disability status. Records from the Office of the Superintendent of Public Instruction indicate 6 percent of the Secondary CTE completers included in this study had a disability. Compared to students without a disability, students reporting a disability were less likely to have employment reported to the Employment Security Department during the third quarter after exit (42 percent versus 50 percent), yet were more likely to be employed full time (34 percent versus 28 percent). Among those working, the median hourly wage rate of those with a disability (\$10.11) was 2 percent higher than those without a disability (\$9.92), and the annual earnings of those with a disability (\$11,874) was nearly 7 percent higher than those without a disability (\$11,138).



Source: Matches with Employment Security Department data.

CTE completers also progressed to postsecondary education at different rates, depending on ethnicity and gender.

Of the 2008-09 CTE completers, the following percentages of each group were enrolled in higher education: Females, 47 percent; males, 43 percent; students with disabilities, 24 percent; students without disabilities, 46 percent; whites, 45 percent; African Americans, 37 percent; Asian/Pacific Islanders, 59 percent; Hispanics, 42 percent; and Native Americans, 34 percent.



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

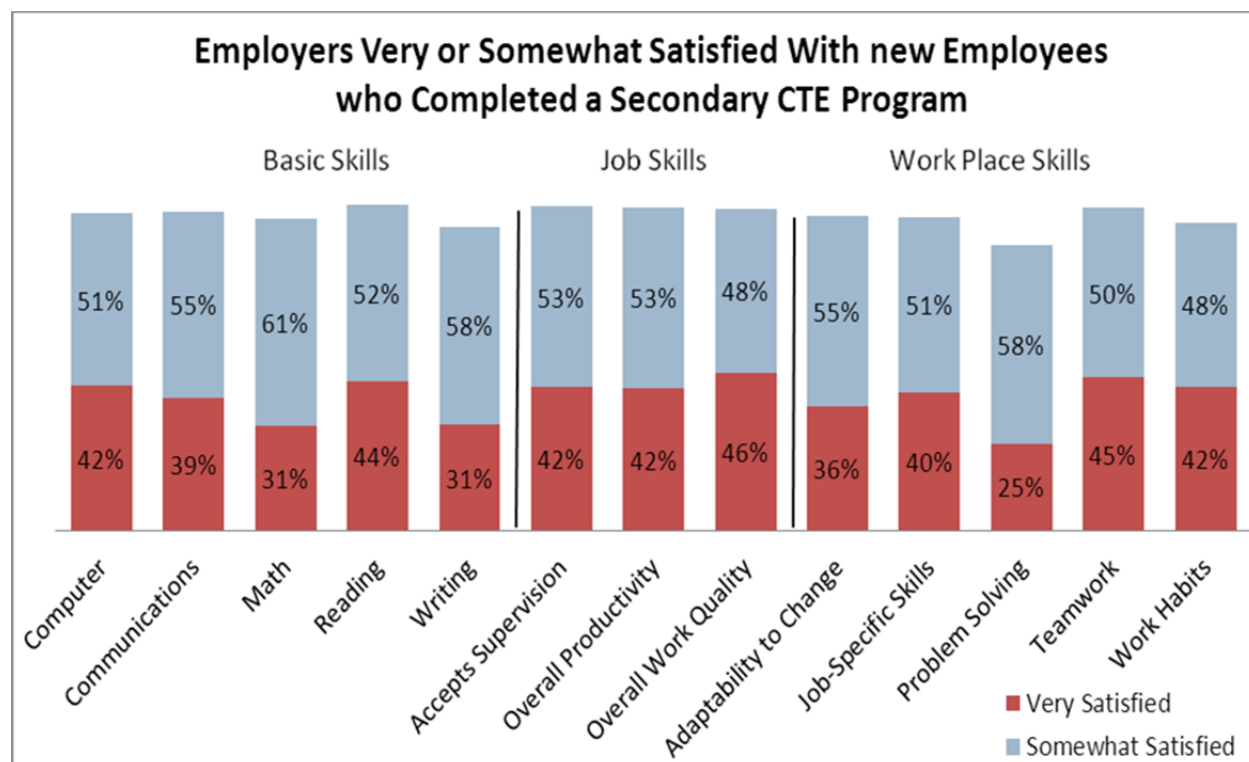
Were Employers Satisfied with the Preparation Workers Received?

The Workforce Board's Employer Survey, administered in 2010, asked firms to evaluate new employees who recently completed a high school CTE program. 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.

Over the past decade, 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.

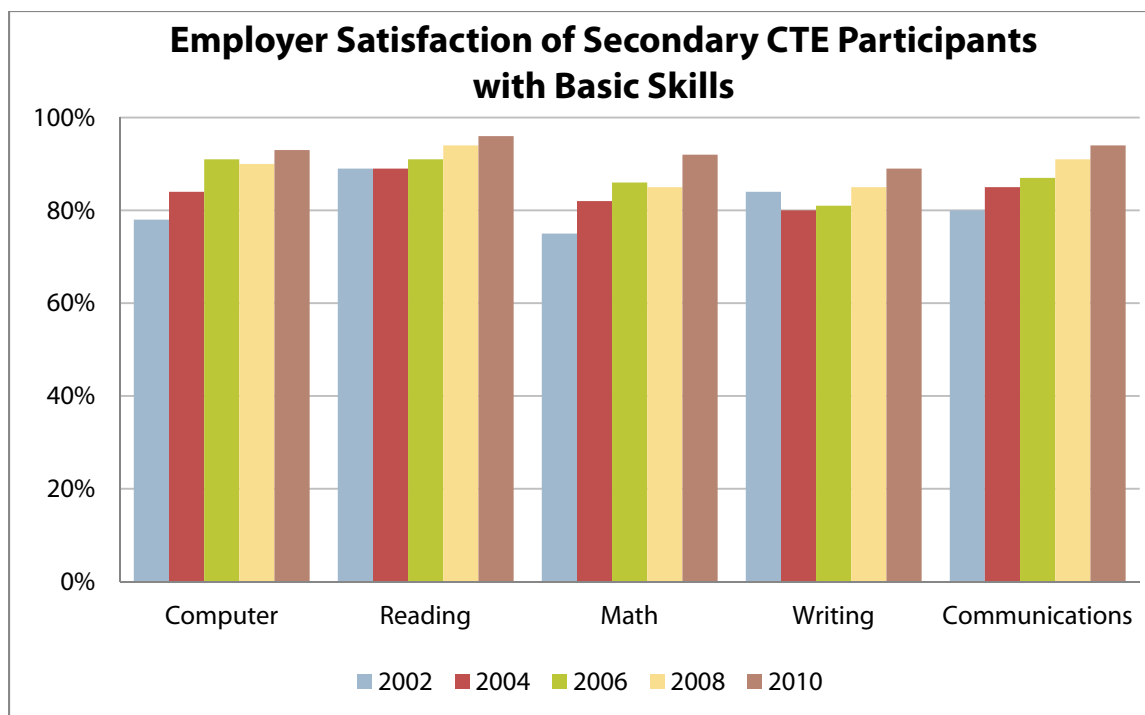
Some 95 percent of surveyed employers stated that they were satisfied with the overall work quality of these new employees of which 46 percent said they were "very satisfied." This was

the area that had the greatest percentage of employers who reported being “very satisfied.” Also, a large number of employers reported being “very satisfied” with teamwork.

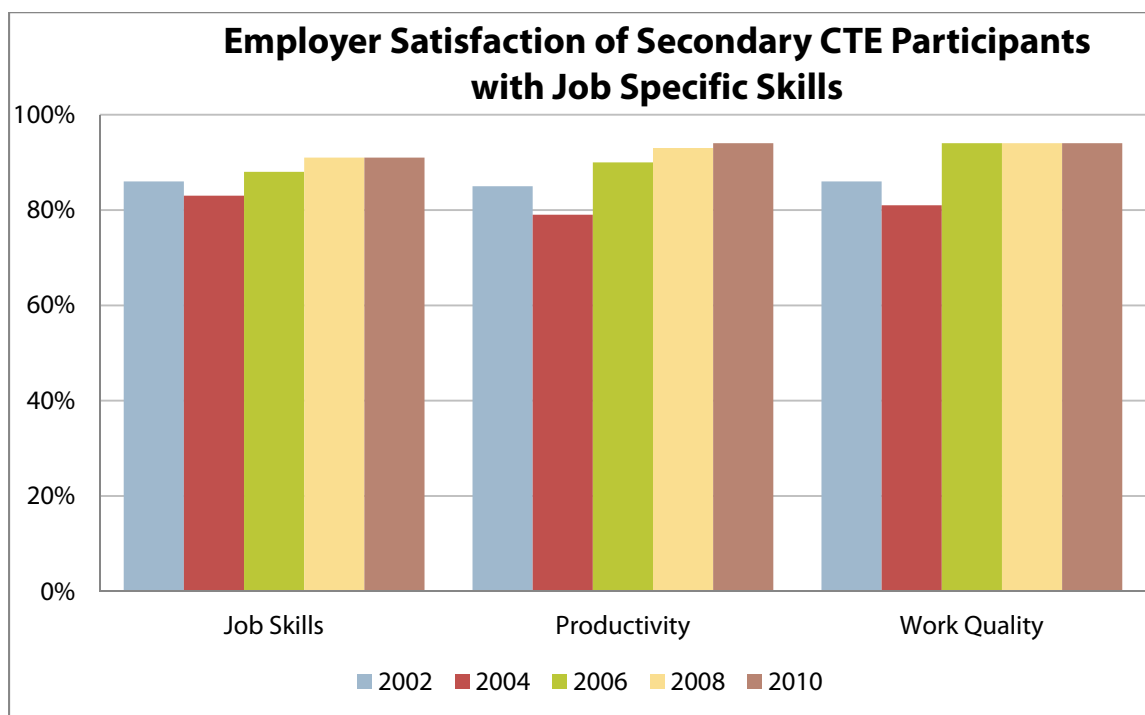


Source: Workforce Board's Biennial Employer Survey 2010.

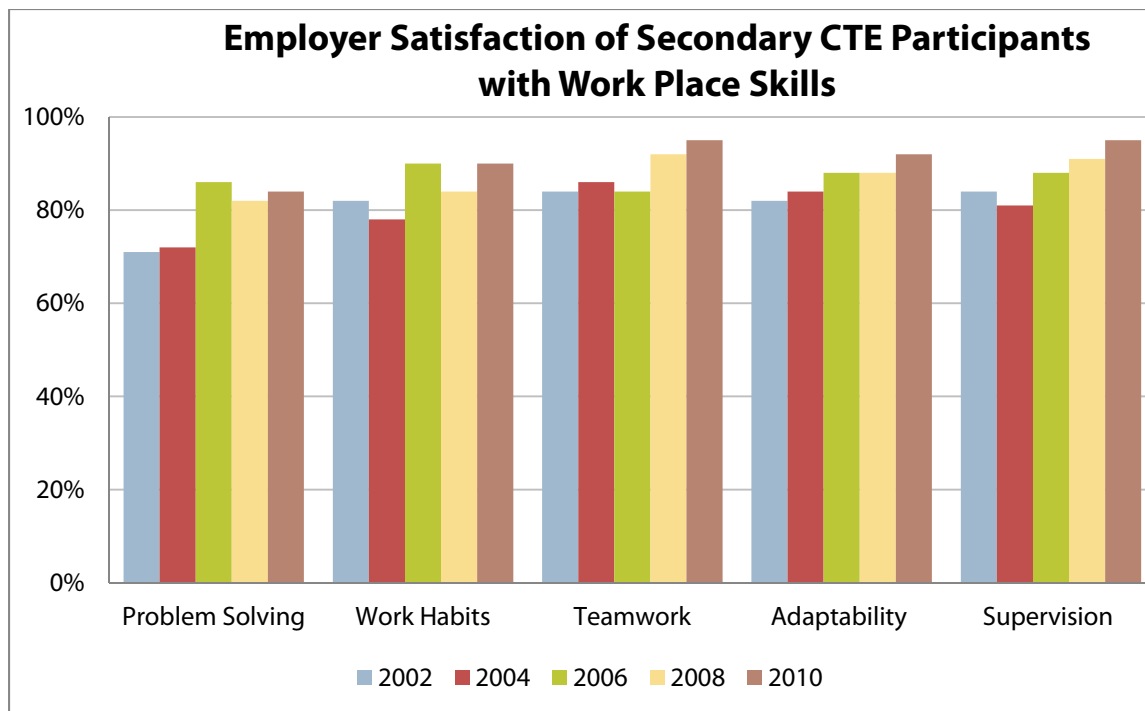
Looking at the current level of employer satisfaction compared with the prior four surveys, overall satisfaction increased in 11 of 13 skill areas versus the prior year, and remained the same in the other two skill areas. Further, the current rates of satisfaction are the highest on record for all skills, with the exception of problem solving which was at its highest rate of satisfaction among employers in 2006.



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



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



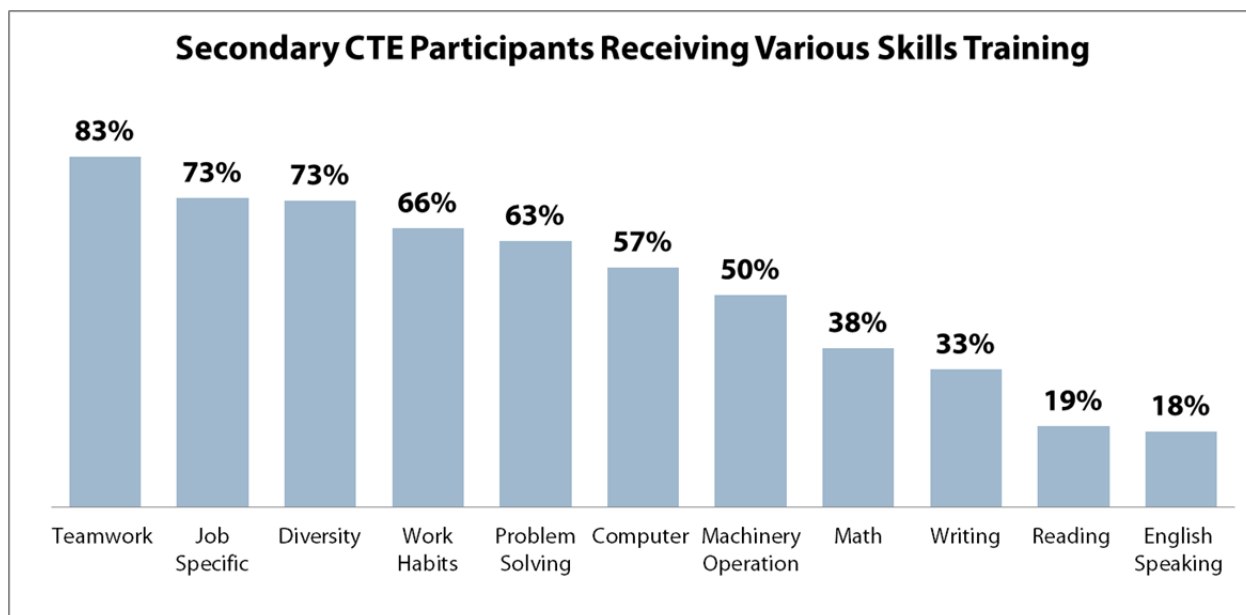
Source: Workforce Board's Biennial Employer Surveys 2002-2010.

Competency Gains

In 2011, the Workforce Board surveyed Secondary CTE participants who had left their program in 2008-09. The Participant Satisfaction Survey provided data on employment and documented how satisfied participants were with training. The survey was conducted by telephone and was completed by 334 participants.

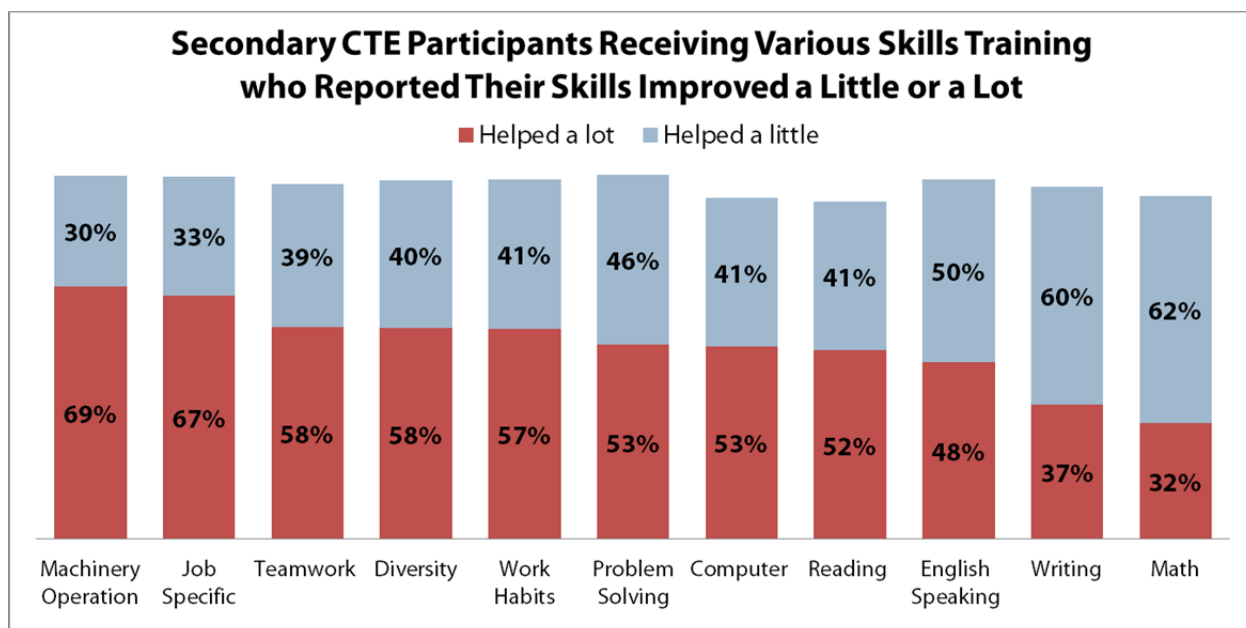
According to the survey, the highest percentage of CTE students indicated that they enrolled for personal enjoyment and improvement (96 percent). In addition, 72 percent enrolled to prepare for postsecondary education, and a further 68 percent of CTE participants enrolled to gain skills for a job or to get work place experience.

Students who completed CTE received training in many different skill areas. The largest percentage of CTE students, 83 percent, reported that they received training in teamwork. This is an increase of 6 percentage points since 2008. Other skill areas where large percentages of students reported that they received training are diversity and job-specific skills (73 percent each).



Source: Workforce Board's Participant Satisfaction Survey 2011.

Most participants said their skills improved as a result of taking CTE classes. Similar to participants from both 2006 and 2008, higher percentages indicated “a lot” of improvement in technical and general workplace skills than in basic skills. However, the percentage of CTE students who indicated that their reading skills improved “a lot” went up 17 percentage points.



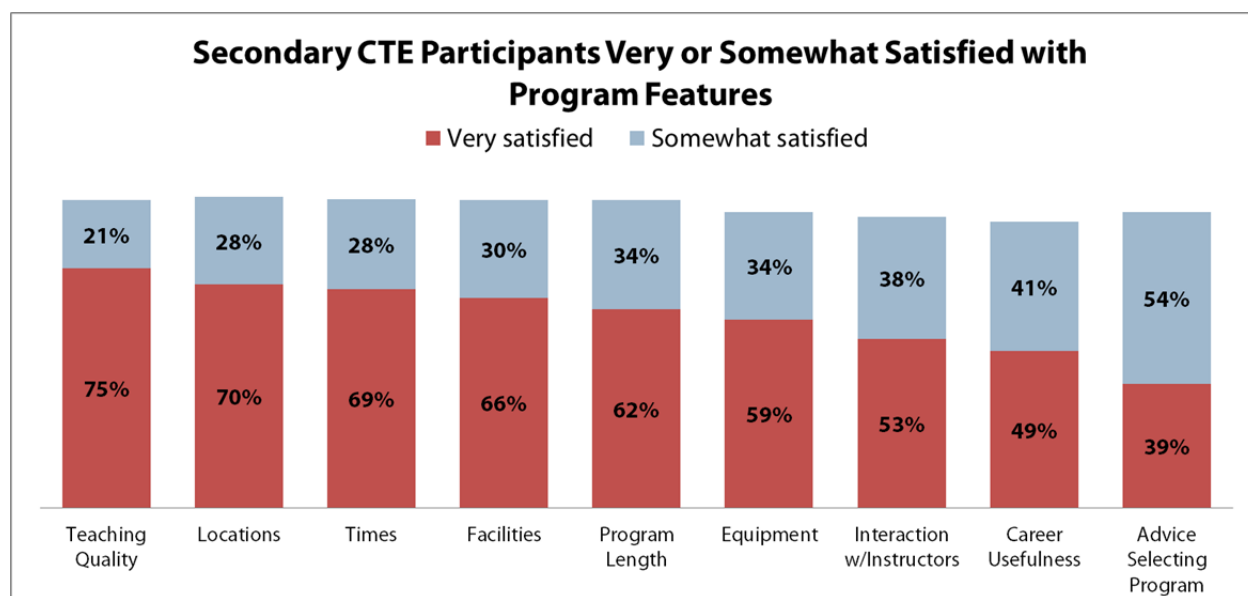
Source: Workforce Board's Participant Satisfaction Survey 2011.

Many of the participants continued their education at a community or technical college or public four-year university. In the third quarter after completing their program, 45 percent of the completers were enrolled in postsecondary education.

Participant Satisfaction

According to the Workforce Board's 2011 Participant Satisfaction Survey, participants were very satisfied with their CTE programs. Some 98 percent said the program met their objectives and 99 percent were satisfied with the program overall. These high levels of satisfaction are slightly higher than those reported two years earlier.

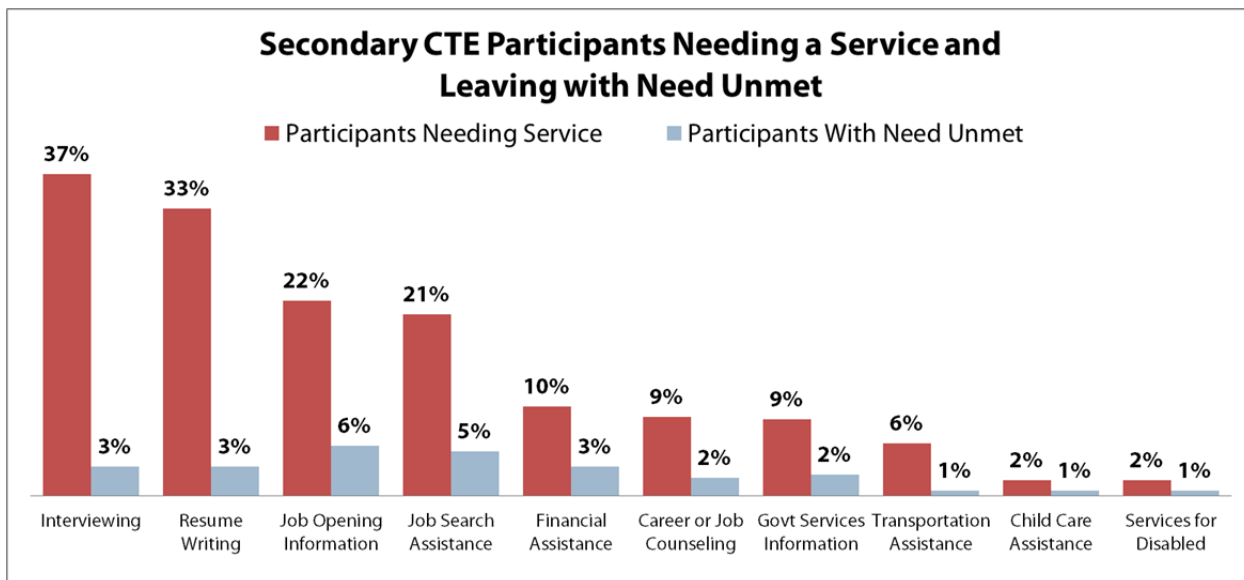
Three-fourths of participants were "very satisfied" with the quality of teaching, and 70 percent were "very satisfied" with the location of classes. Their satisfaction level was much lower with respect to advice on selecting a program, with just under 40 percent being "very satisfied."



Source: Workforce Board's Participant Satisfaction Survey 2011.

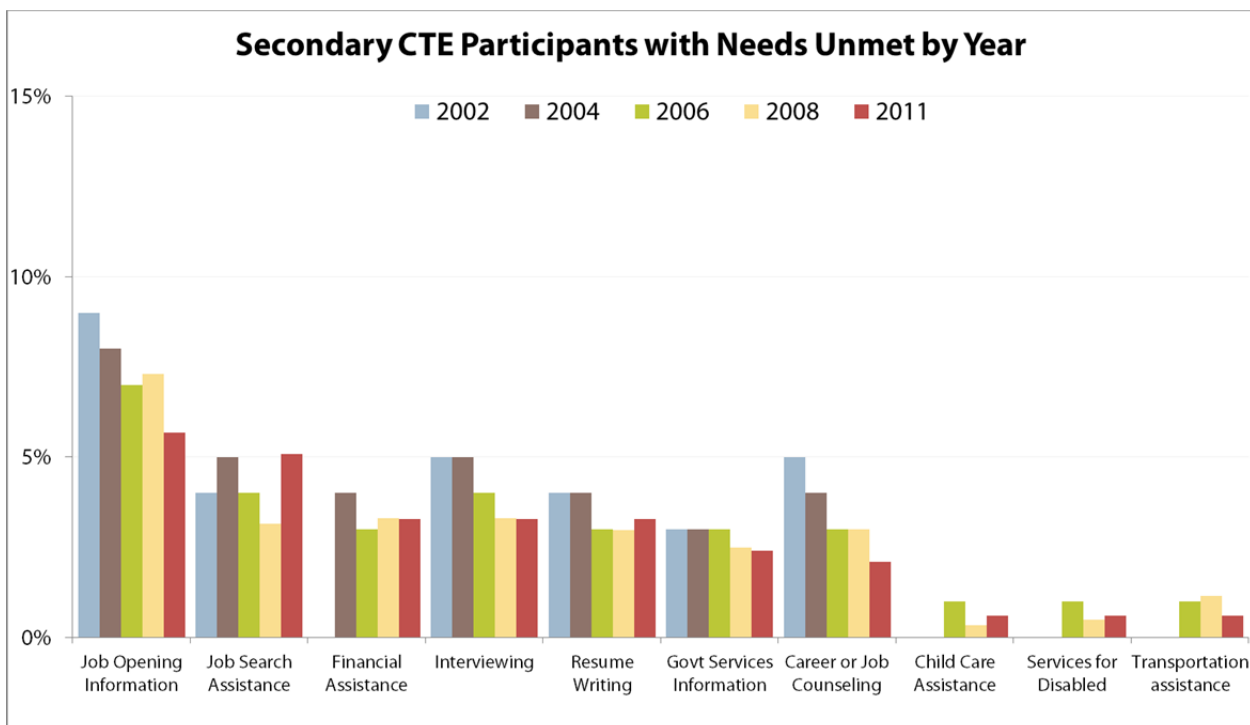
In general, CTE participants reported needing fewer support services than other groups studied, and when they did need these services, they generally received them. The services most frequently needed by participants were assistance with job interviewing and resume writing. The percentage of students indicating they needed these services increased by 7 and 4 percentage points respectively since 2008. The highest unmet needs⁹ were for job opening information (6 percent) and job search assistance (5 percent).

⁹ Unmet need refers to cases where the student reports that either they did not receive the required service or what was provided did not meet their needs.



Source: Workforce Board's Participant Satisfaction Survey 2011.

Over the past decade the unmet needs reported by CTE students have mostly decreased. However, students leaving the program with an unmet need for job search assistance increased sharply this year.



Source: Participant Satisfaction Surveys 2002-11.

Relationship of Training to Employment

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

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

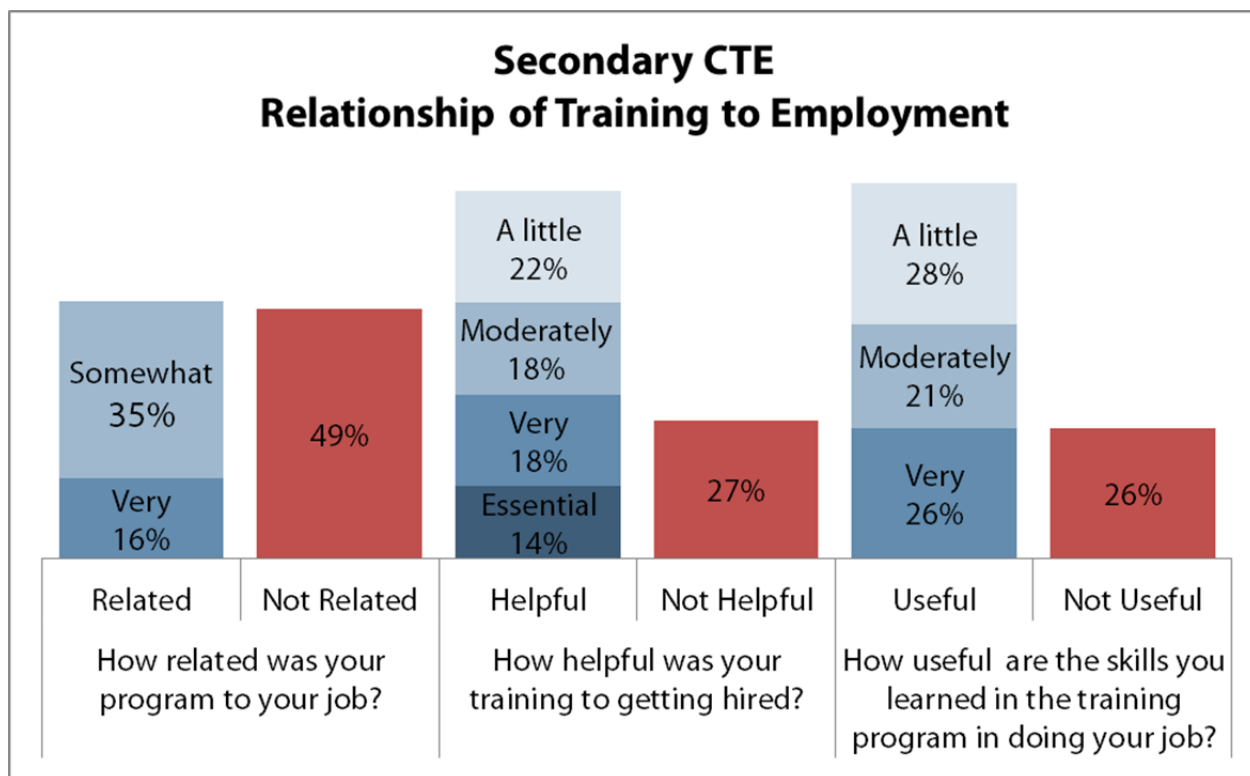
Asking about the relationship between training and employment in different ways can produce more complete information. For example, some participants said their training was not related to their job, but nevertheless found the skills acquired were useful on the job.

Among Secondary CTE participants employed seven to nine months after leaving a program, 16 percent said their training was "very related" to their job. A further 35 percent reported the training was "somewhat related" to their job. In 2008, similar rates of employed participants reported their training was related to their job.

Participants interviewed in 2011 also indicated the training was helpful to them in getting their job. Of those participants, 14 percent indicated their training was an "essential requirement," another 18 percent indicated it was "very important," 18 percent reported it was "moderately important," and 22 percent reported it was "a little helpful." The remaining 27 percent indicated their training was "not important at all" to getting their job.

Most participants said the skills they learned in their training program were useful in doing their job. Some 26 percent of participants indicated the skills were "very useful," 21 percent said "moderately useful," and 28 percent "a little useful." Some 26 percent of participants who were employed indicated the skills were "not useful at all."

When combining two of the questions about the program's relationship to the job and about whether the skills acquired were helpful, a small percentage of participants answer negatively to both. Just 22 percent of participants employed the third quarter after exit said the training they received was *neither* helpful in their job nor related to the job they obtained.



Source: Workforce Board's Participant Satisfaction Survey 2011.

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 similar secondary students who were not CTE completers.

The most recent analyses examined the experience of participants who left Secondary CTE programs, including the short term impacts on participants leaving in 2007-08 and the long term impacts on those who left in 2005-06.

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

[^]Short-term is 3 quarters after program exit; Long-term is average across 3 years since program exit.

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

**Wages and earnings, expressed in first quarter 2009 dollars, represent the average difference between Secondary CTE participants who got jobs and those in the control group who were employed.

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.

Benefits and Costs

The cost-benefit analysis examines the value of the net impact on earnings, employee benefits (estimated at 25 percent of earnings), and certain taxes. Program costs include both direct program costs and support payments borne by taxpayers and the tuition and foregone earnings borne by program participants. The program cost is the *difference* in the cost of a student completing CTE compared to the cost of a student completing another type of high school program. (The difference is primarily due to smaller student/teacher ratios in CTE.) The intent of the cost-benefit evaluation is to analyze the net value of exiting high school having completed a CTE program, rather than exiting high school not having completed a CTE program.

Benefits and costs are evaluated for both the observed period of time and based upon a statistical model that estimated the benefits and costs out to the age of 65. In order to compare benefits and costs in terms of net present values, post-program benefits and costs are discounted by 3 percent per year and all figures are stated in 2009 Q1 dollars to control for inflation. The benefits and costs presented here are based on impacts estimated for participants leaving programs in 2005-2006, because a longer-term follow-up is required for this analysis.

Participant and Public Benefits and Costs per Participant in Secondary CTE Programs

Benefit/Cost	First 2.5 years		Lifetime (until 65)		Sum of Costs and Benefits
	Participant	Public	Participant	Public	
Benefits					
Earnings	\$4,715	\$0	\$65,486	\$0	
Fringe Benefits	\$1,178	\$0	\$16,371	\$0	
Taxes	-\$613	\$613	-\$8,520	\$8,520	
Transfers					
UI	-\$5	\$5	\$570	-\$570	
Costs					
Foregone net earnings	-\$717	-\$83	-\$717	-\$83	
Program costs	\$0	-\$845	\$0	-\$845	
Benefits	\$5,275	\$618	\$73,907	\$7,950	
Costs	-\$717	-\$928	-\$717	-\$928	
Total (Net)	\$4,558	-\$310	\$73,190	\$7,022	\$80,211

Note: Benefits and costs are expressed in 2009 first quarter dollars.

Secondary CTE enhances the lifetime earnings of program completers. Gains in earnings and employee benefits outweigh the costs of CTE to the public. For each CTE completer, the marginal cost to the public (taxpayer) is roughly \$845 over the length of their enrollment. During the first two and one-half years after leaving school, the average completer will gain \$4,715 in earnings. During the course of their working life to age 65, they will gain about \$64,769 in net earnings (earnings minus foregone earnings) and \$8,520 in employee benefits. These are net gains compared to the earnings of similar individuals who were not CTE completers. Including program costs and the net impacts on taxes and unemployment insurance benefits, the total net benefit per participant is \$73,190.

Projected participant net benefits to age 65 outweigh public costs invested in college training by a ratio of \$87 to 1, or \$73,190 to \$845.

From the time of leaving the senior year in high school to age 65, the public is forecast to gain about \$8,520 in net additional Social Security, Medicare, federal income, and state sales taxes and to save \$570 per participant in total UI benefits and other social welfare costs—greater than the cost of CTE completion. The estimated lifetime net benefit to taxpayers is \$7,022 per completer.

Projected taxpayer net benefits to age 65 outweigh public costs invested in secondary CTE by a ratio of \$9 to 1, or \$7,950 to \$845.

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.

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.

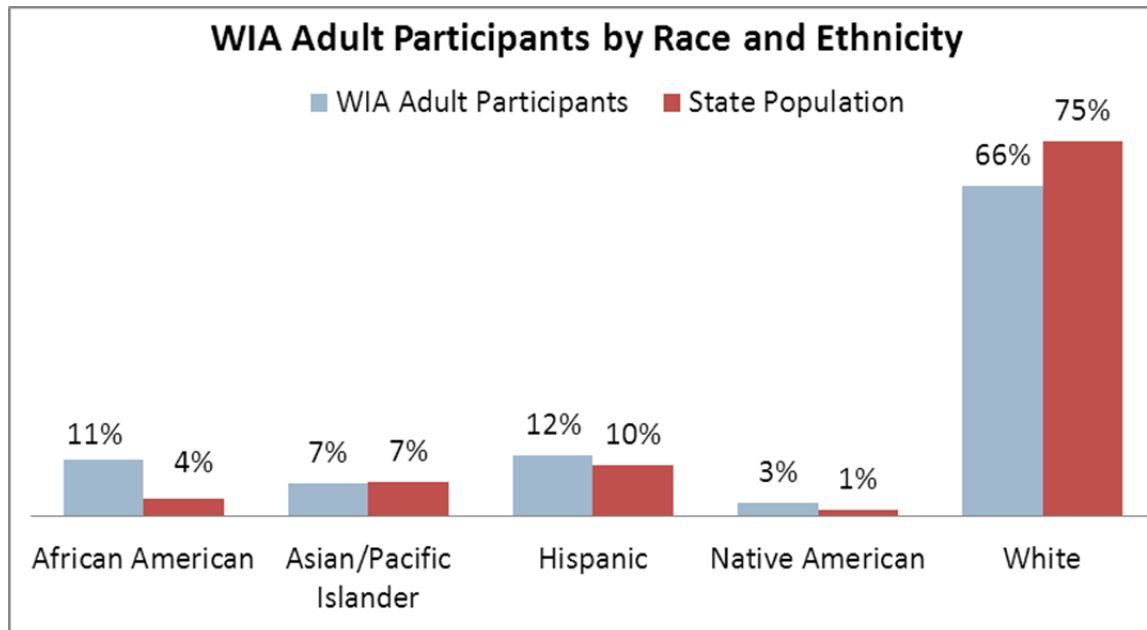
For some, particularly those *unable* to land a job through the above core services, the WIA Adult program provides intensive services. These services include:

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

Nearly half of the program participants (around 44 percent during 2008-09) also participated in job training where training costs are supported by the WIA Adult Program. For this report, researchers studied the results of 2,755 participants who left the WIA Adult program in the 2008-09 program year.

Participant Profile

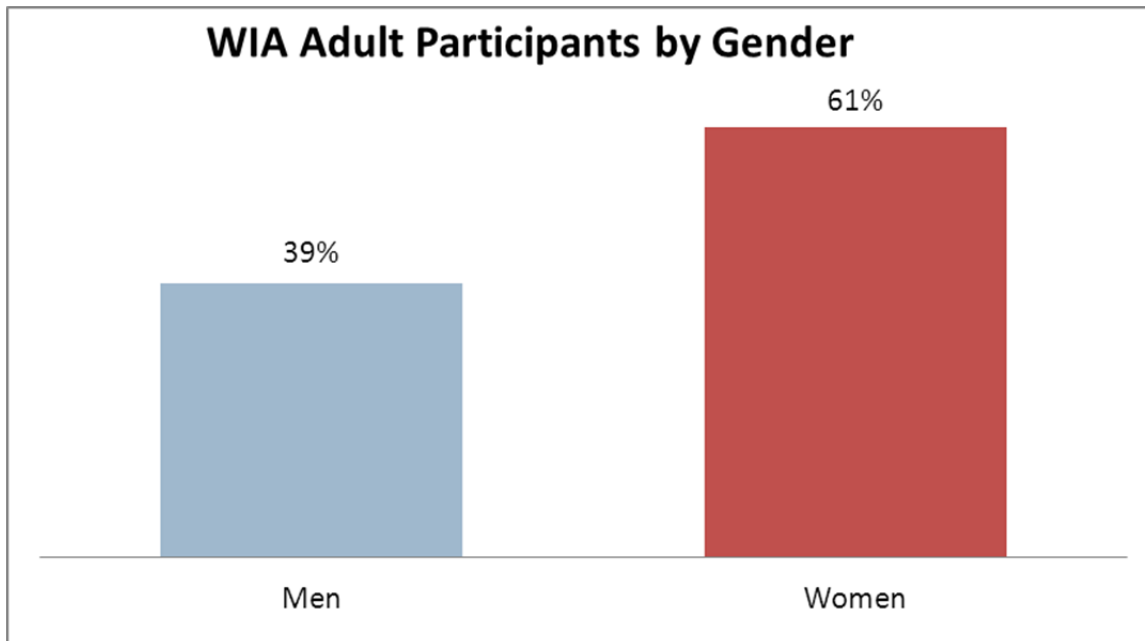
Participants in the WIA Adult program were more likely to be a racial or ethnic minority than the general population in Washington.¹ Among program participants, 12 percent were Hispanic (versus 10 percent in the general population), 11 percent were African American (versus 4 percent in the general population), and 3 percent were Native American (versus 1 percent in the general population). The percentage of Asian/Pacific Islanders participating in the WIA Adult program was identical to the overall state population at 7 percent, whereas the representation among white participants was 66 percent—nearly 9 percentage points below the state population.



Source: WIA Standardized Record Data (WIASRD).

Participation in the WIA Adult program was higher for women than men (61 percent versus 39 percent). That is identical to the rates by gender from the prior reporting period.

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 2009 U.S. Census Bureau estimates from the American Community Survey, 75 percent are white; 4 percent are African American; 1 percent are Native American; 7 percent are Asian/Pacific Islander; 3 percent are multiracial; and 10 percent are Hispanic.



Source: WIASRD and Office of Financial Management.

When they enrolled, 13 percent of the participants had neither a high school diploma nor a GED, 32 percent had a high school diploma as their highest credential, 16 percent had a GED, and 40 percent had previously attended college.² Twelve percent had limited English proficiency and 37 percent received public assistance while enrolled in the program.³

The median age of participants when leaving the program was 37. One quarter of the participants were age 28 or below when leaving the program and one quarter were over 48 years of age at program exit.

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.

² According to the 2009 U.S. Census Bureau estimates from the American Community Survey, of those aged 25-64 in Washington, 29 percent have the equivalent of a high school diploma or less, and 71 percent have at least attended college.

³ Public assistance recipients includes 35 percent who received cash assistance from state or local General Assistance, Refugee Cash Assistance, or Supplemental Security Income; 8 percent who received Temporary Aid for Needy Families (TANF) assistance; and 6 percent who received both types of assistance.

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

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

Data Comes From State Wage Files, Employer Survey

The 2011 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records for 2009-10. Employer satisfaction was assessed through the Workforce Board's 2010 Employer Survey from 164 firms that hired employees who recently completed a WIA program.⁴

Net Impact Study Adds More Insight into Program Performance

In addition, this year's report includes a comprehensive Net Impact Study. Data used in the Net Impact Study also reached back to 2005-06 employment records, to help assess trends over a slightly longer time frame. 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 20 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2011 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 Adult participants who left the program during the 2008-09 program year. The median amount of time spent in the WIA Adult program by this cohort was seven months—same as the prior program year. There is some variation, however,

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.

as one quarter of participants are enrolled less than four months and one quarter longer than fifteen months.

An estimated 44 percent of these WIA Adult participants received training as part of their program. This means that 1,278 of those who left the WIA program during the 2008-09 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.⁵

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 2008-09:

- 3 percent received an associate's degree.
- 10 percent received an occupational skills license.
- 15 percent received an occupational skills certificate/credential.
- 2 percent received another type of credential.

Taken together, 30 percent of all participants, or 70 percent of those participants who received training, earned a credential.⁶ 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.⁷ The study looks at employment and earnings three calendar quarters after the participant left the WIA program. The chart below shows the 2009-10 employment

⁵ Some 6 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.

⁶ Previous evaluations included a broader definition of "other credentials."

⁷ 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).

and earnings of participants who left the program during the 2008-09 program year. Sixty-five percent of WIA Adult participants were employed. Of those who were working, 60 percent were employed full time. The median hourly wage of those working was \$12.80, more than \$4 per hour higher than Washington's minimum wage of \$8.55 an hour in 2009. The median annual earnings among program participants was \$21,025, about \$250 less than in the prior program year.

Employment and Earnings for WIA Adult Participants, 2009-10

Performance Measure	Results
Employment Rate (Self-Reported)	74%
Employment Rate* (State Records)	65%
Full Time Employment **	60%
Median Quarterly Hours	435 hours
Median Hourly Wage***	\$12.80
Median Annualized Earnings***	\$21,025

* 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 account for inflation.

To put earnings in context, the median number of dependents WIA Adult participants were able to support at the poverty level in 2009-10 was 3.7 people. At the 200 percent of poverty level, this supported one person.⁸

Self Sufficiency Level Trends for WIA Adult Participants

Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Household size-poverty level	3.3	3.5	3.8	3.8	3.7
Household size-poverty level at 200 percent	.9	.9	1.0	1.0	1.0

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.

WIA Adult Participants Receiving Benefits from Employers

Performance Measure	2002-03	2004-05	2006-07	2008-09*	2009-10
Self-Reported Medical Benefits from Employer	59%	61%	62%	N/A	63%
Self-Reported Retirement Benefits from Employer	34%	35%	35%	N/A	32%

**Due to budget concerns, the Workforce Board's Participant Survey was not conducted in 2008-09.*

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

Employment and Earnings Trends for WIA Adult Participants

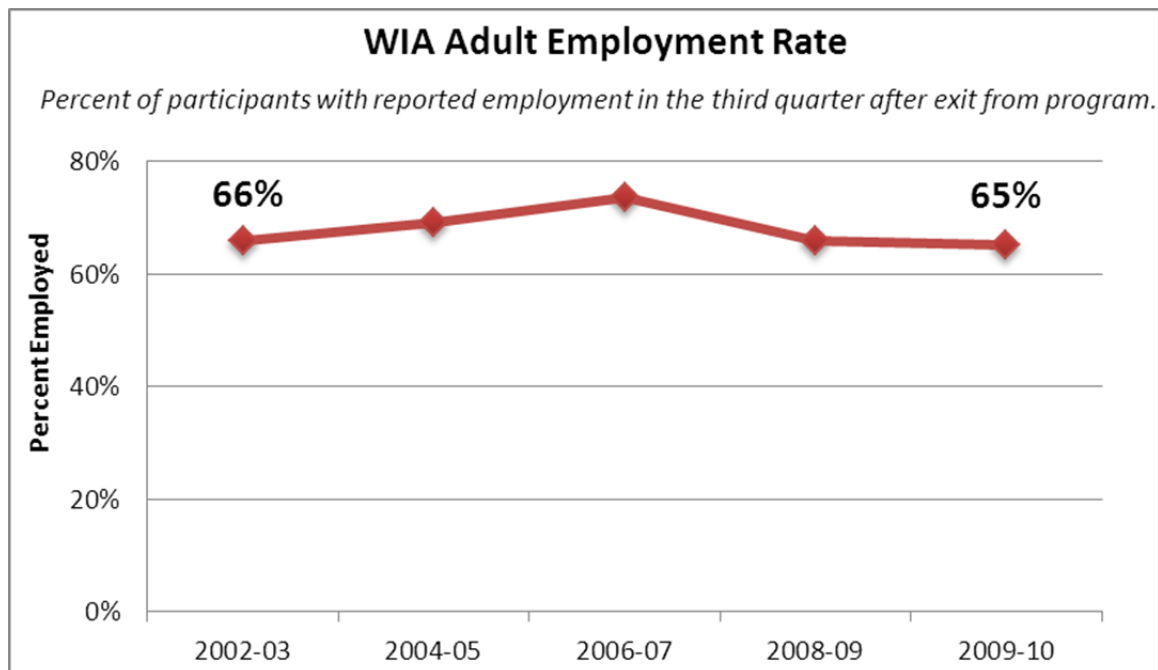
Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Employment Rate (Self-Reported)	81%	82%	84%	N/A	74%
Employment Rate* (State Records)	66%	69%	74%	66%	65%
Full Time Employment**	57%	58%	62%	59%	60%
Median Quarterly Hours	430	440	452	439	435
Median Hourly Wage***	\$11.93	\$12.10	\$12.42	\$12.59	\$12.80
Median Annualized Earnings***	\$19,517	\$20,316	\$21,194	\$21,284	\$21,025

**These figures apply to those with employment reported to ESD 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.*

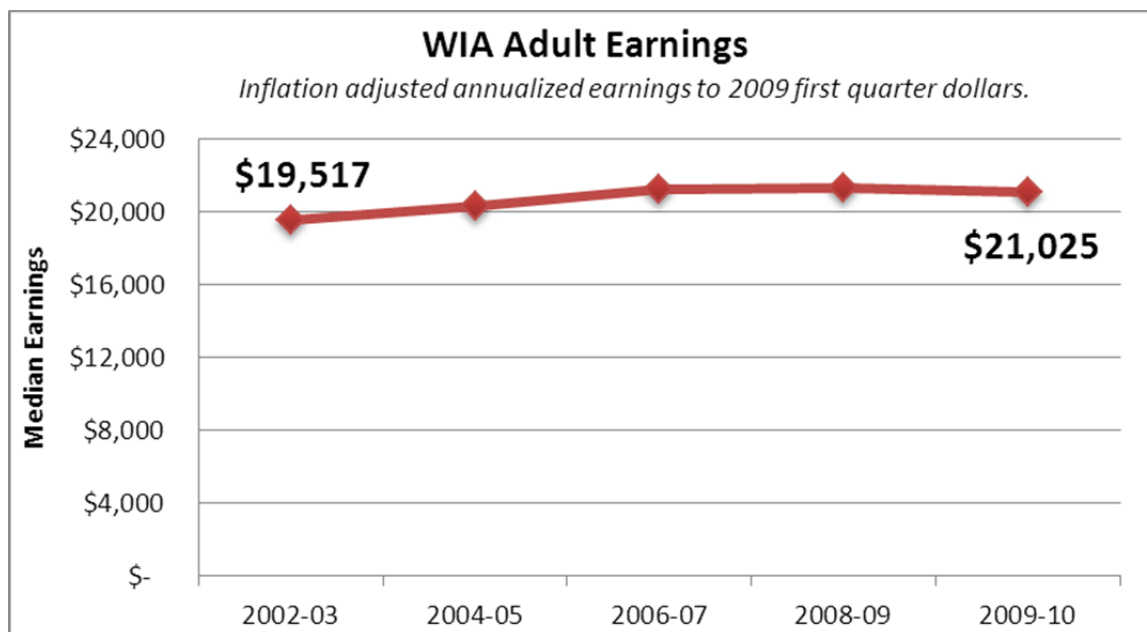
***Full-time employment averages 30 or more hours per week.*

****Earnings/wages expressed in first quarter 2009 dollars in order to account for inflation.*

Since 2002, participant cohorts have had increasingly higher levels of earnings. Employment rates, however, have been mixed, declining with the 2008-09 cohort after several years of improvement, likely due to the 2008 recession.



Source: Workforce Training Results 2002-10.



Source: Workforce Training Results 2002-10.

WIA Adult Participant Employment by Industry

The majority of employed WIA Adult program participants held jobs in three main areas:

- Services (65 percent)
- Retail trade (11 percent)
- Manufacturing industries (6 percent)

Employment in services increased 6 percentage points from the previous report, declined 4 percentage points in manufacturing, and stayed the same for retail trade.

Industry Group	
64.6%	Services (see breakout below)
10.8%	Retail Trade
5.6%	Manufacturing
3.8%	Transportation and Warehousing and Utilities
3.4%	Wholesale Trade
3.3%	Financial Activities
3.1%	Construction
3.1%	Public Administration
1.5%	Natural Resources and Mining
0.9%	Information
Breakout of the Services Industry	
26.4%	Health Care
9.9%	Accommodation and Food Services
8.9%	Administrative and Support and Waste Management and Remediation Services
6.0%	All Other Services
5.1%	Social Assistance
3.1%	Education Services
2.8%	Arts, Entertainment, and Recreation
2.4%	Professional, Scientific, and Technical Services

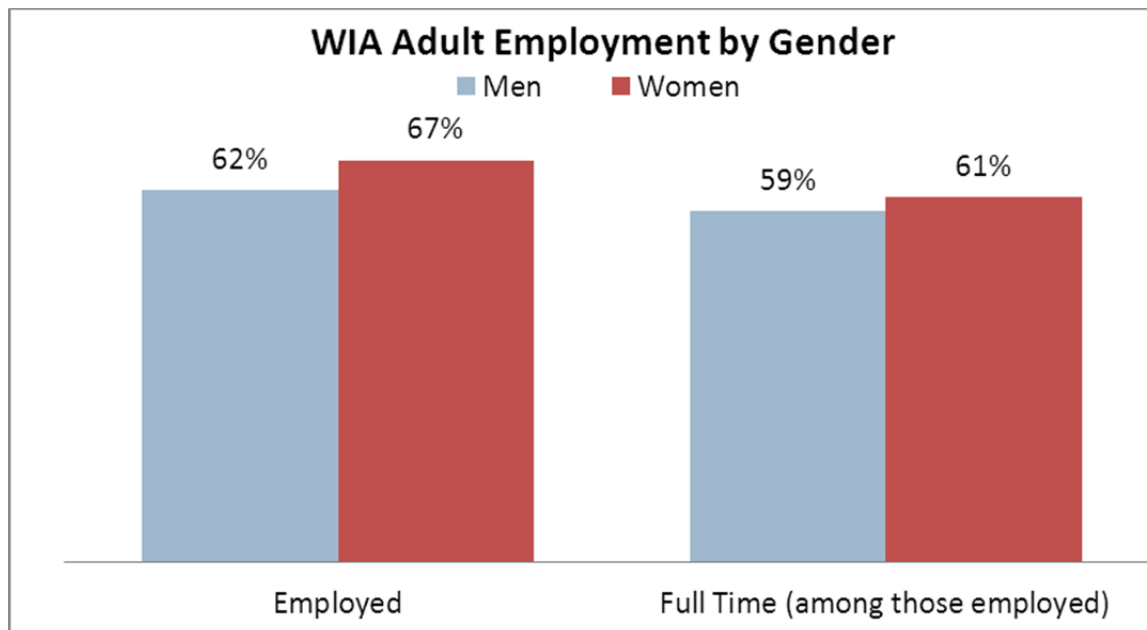
Source: Matches with Employment Security Department data in third quarter after exiting program.

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

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.

During the third quarter after leaving the program, women participants were 5 percentage points more likely to be employed than men. Women were employed full time at a slightly higher rate than men (61 percent versus 59 percent). Among those employed, the hourly wage rate for women (\$12.52) was 96 percent of men (\$13.05), an increase from the 93 percent reported in the previous program year. The median annual earnings of women (\$21,008) were on parity with those of men (\$21,077)—an improvement from the 95 percent reported in the prior program year.



Source: Matches with Employment Security Department data and WIASRD.

Race/Ethnicity Plays Role

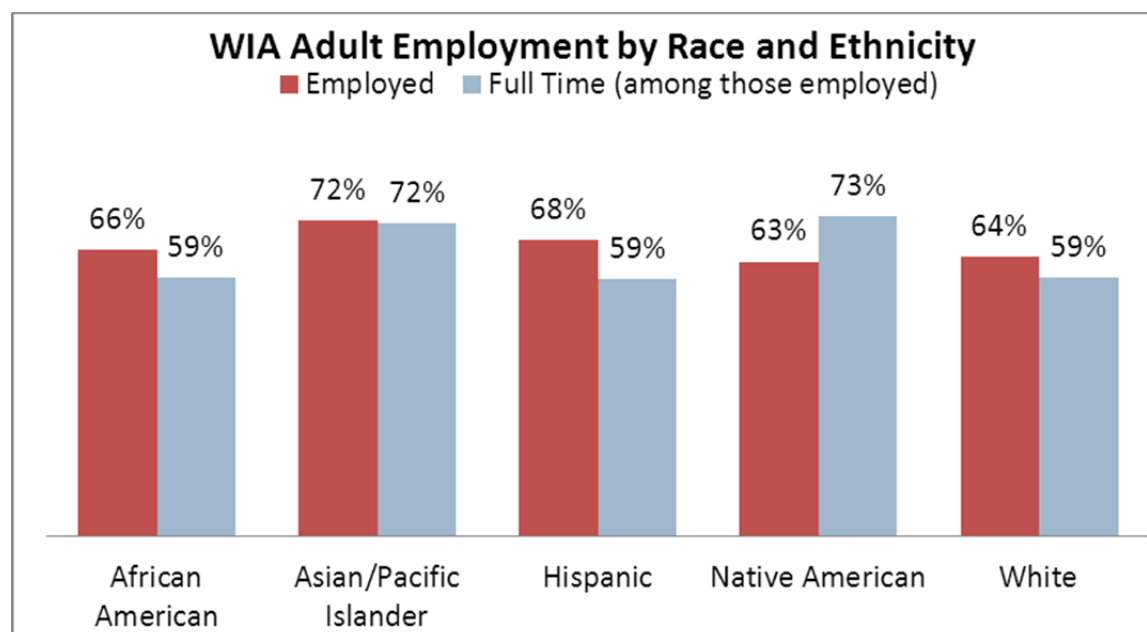
Participants from racial and ethnic minority backgrounds were generally more likely to be employed than white participants. Asian/Pacific Islanders had the highest employment rate at 72 percent, followed by Hispanics at 68 percent, African Americans at 66 percent, whites at 64 percent and Native Americans at 63 percent. For full time employment, Native Americans have the highest rate at 73 percent, followed by Hispanics at 72 percent and the remaining groups each at 59 percent

The median hourly wage was highest among Native Americans, who earned 4 percent more than whites (\$13.55 versus \$13.11). All other groups had lower hourly wages, with African

2011 Workforce Training Results

Workforce Investment Act—Adult Title I-B

Americans making \$12.34, Hispanics \$12.09, and Asian/Pacific Islanders \$12.02. Among program participants, Native Americans also had the highest median annual earnings at \$24,829, followed closely by Asian/Pacific Islanders at \$24,121. Median annual earnings for the remaining racial and ethnic groups were \$22,289 for African Americans, \$20,679 for whites, and \$19,574 for Hispanics.

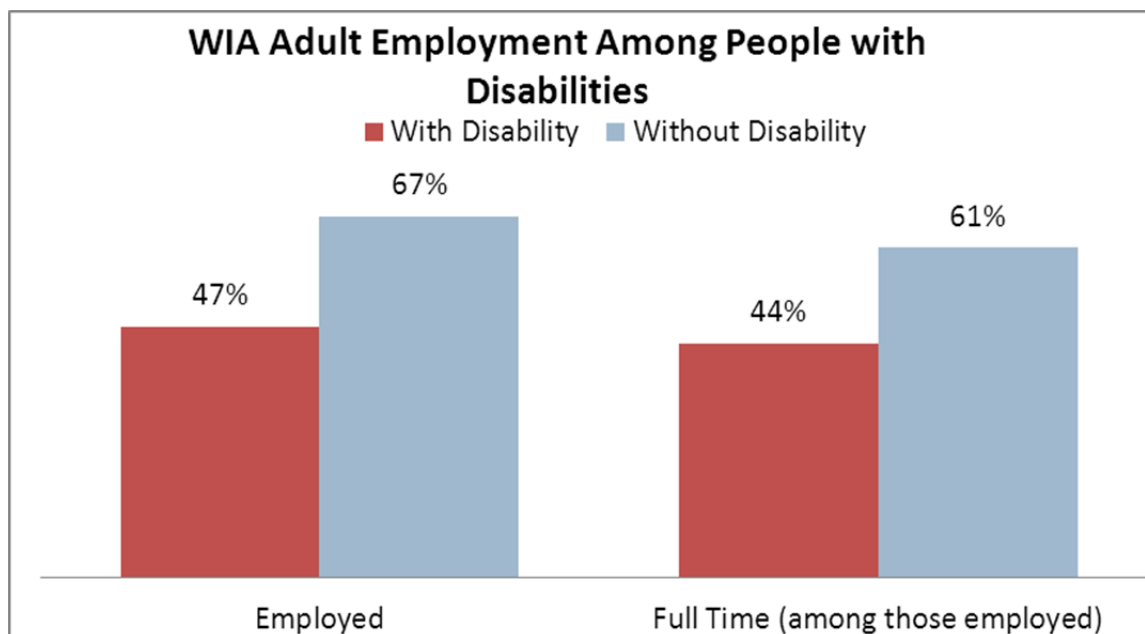


Source: Matches with Employment Security Department data and WIASRD.

Disability Impacts Employment, Earnings

Administrative records suggest 10 percent of the WIA adults included in this study reported having a disability.⁹ These participants were less likely to have employment reported to a state's employment agency (47 percent compared to 67 percent for those without a disability). Only 44 percent of the employed people who were disabled were employed in full-time jobs versus 61 percent among those without a disability. The median wage of participants who had a disability (\$11.23) was 87 percent of those without a disability (\$12.86), and their median annual earnings were 78 percent of those without a disability (\$16,701 compared to \$21,290).

⁹ 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."



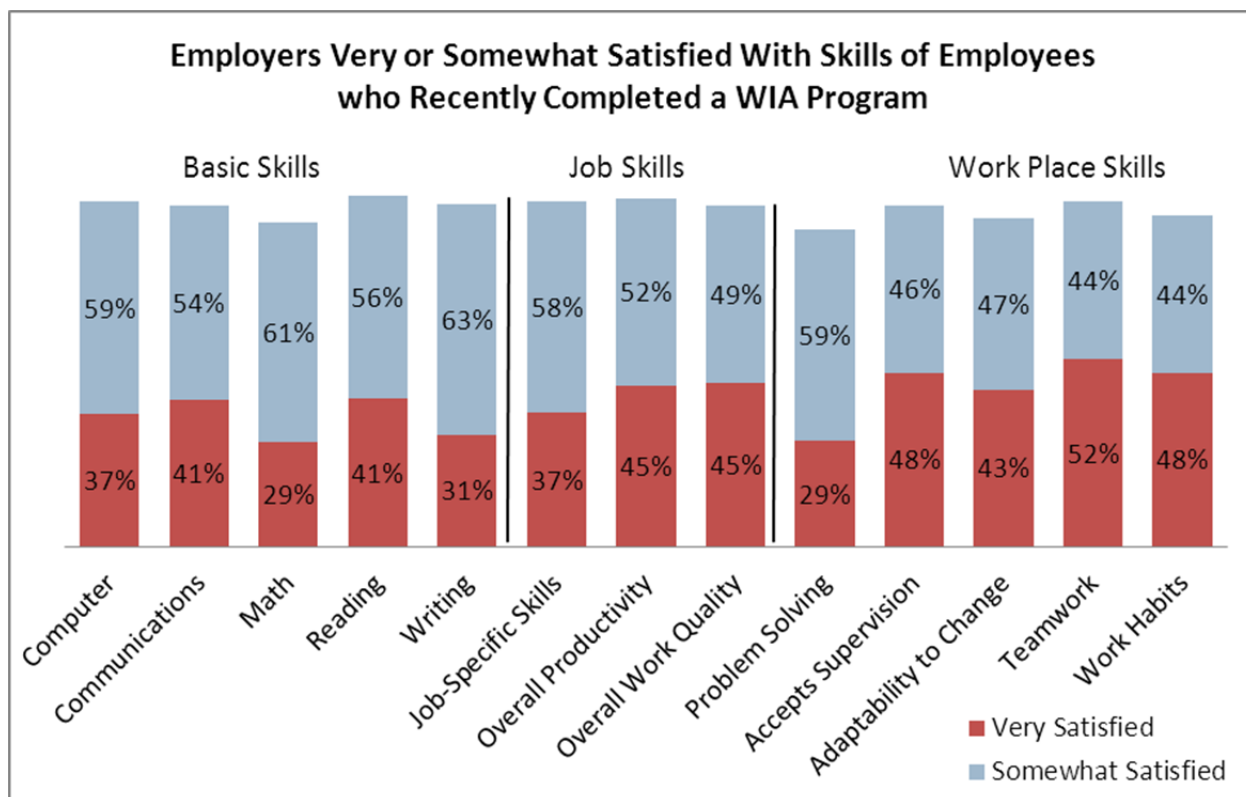
Source: Matches with Employment Security Department data and WIASRD.

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.¹⁰ 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.

¹⁰ 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.



Source: Workforce Board Employer Survey conducted in 2010.

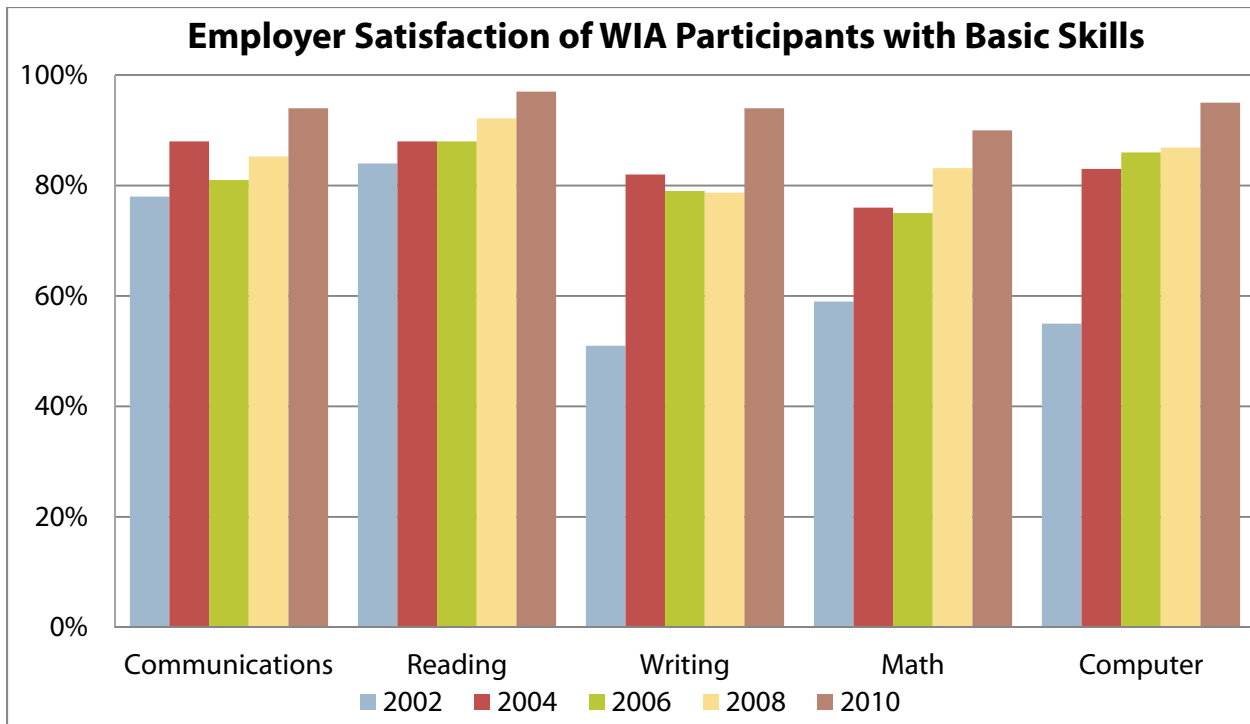
Fewer employers were very satisfied with math, writing and problem-solving skills.

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

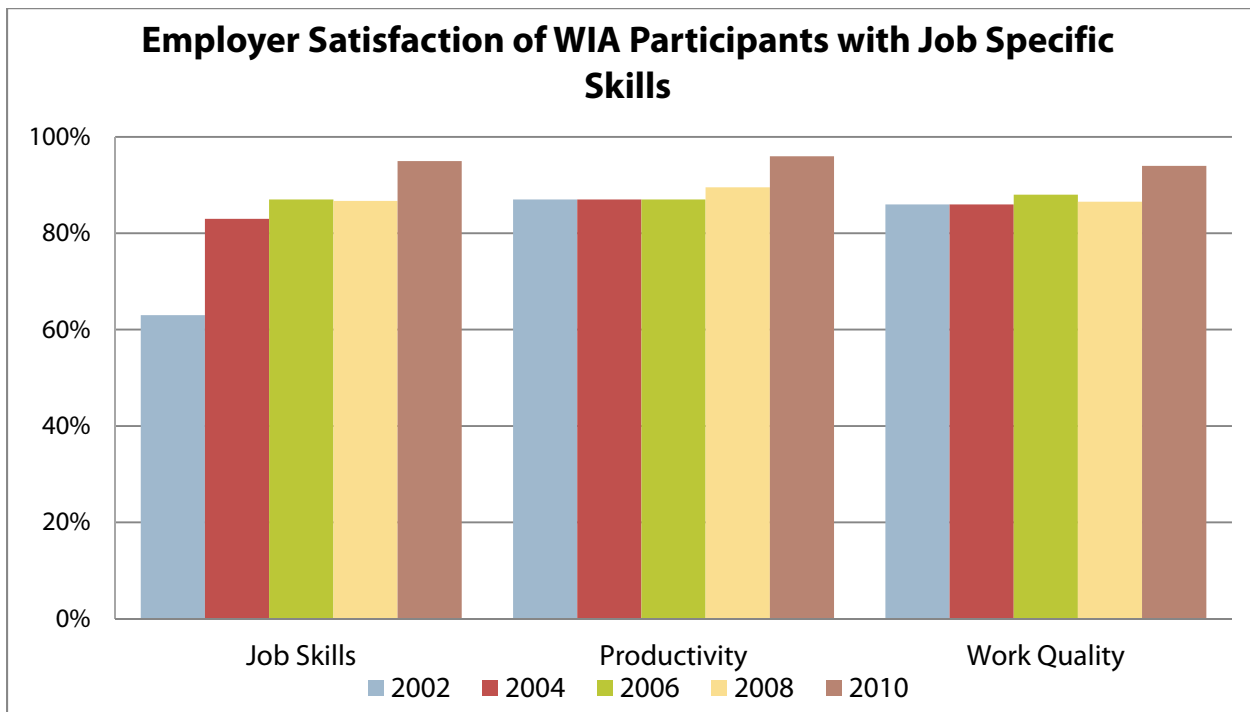
- Teamwork (52 percent)
- Accepts Supervision (48 percent)
- Work Habits (48 percent)

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

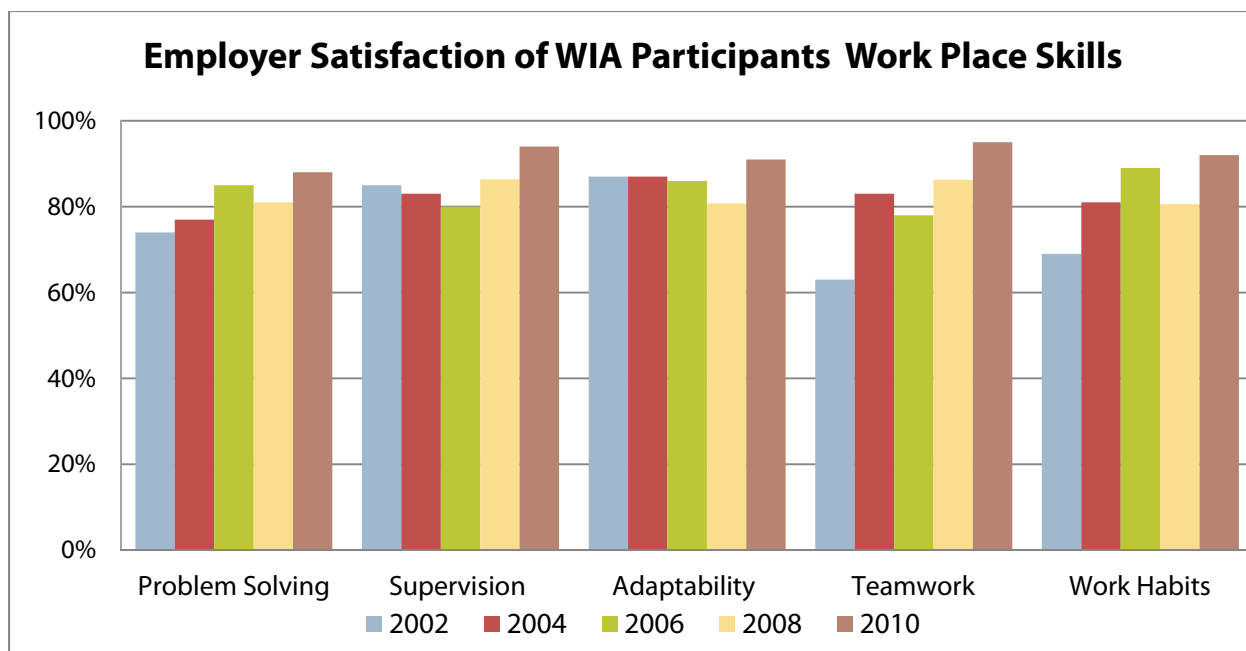
The overall satisfaction of employers in *all* skill areas was higher in 2008-09 than any of the past 10 years of surveys. The following three charts show the overall satisfaction of employers within the skills categories of new employees who recently completed a WIA program.



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



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



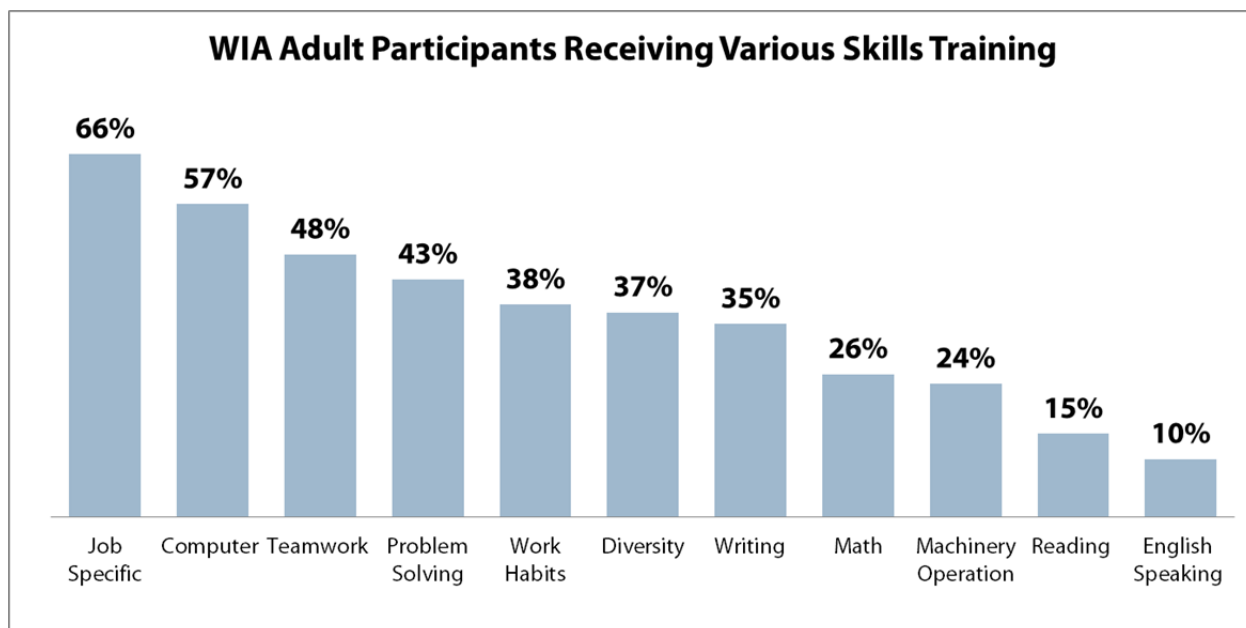
Source: Workforce Board's Biennial Employer Surveys from 2002 through 2010.

Participant Survey

In 2011, the Workforce Board surveyed WIA participants who had left their program in 2009-10. The survey provided data on employment and participant satisfaction with the training. The survey was conducted by telephone and was completed by 492 participants.

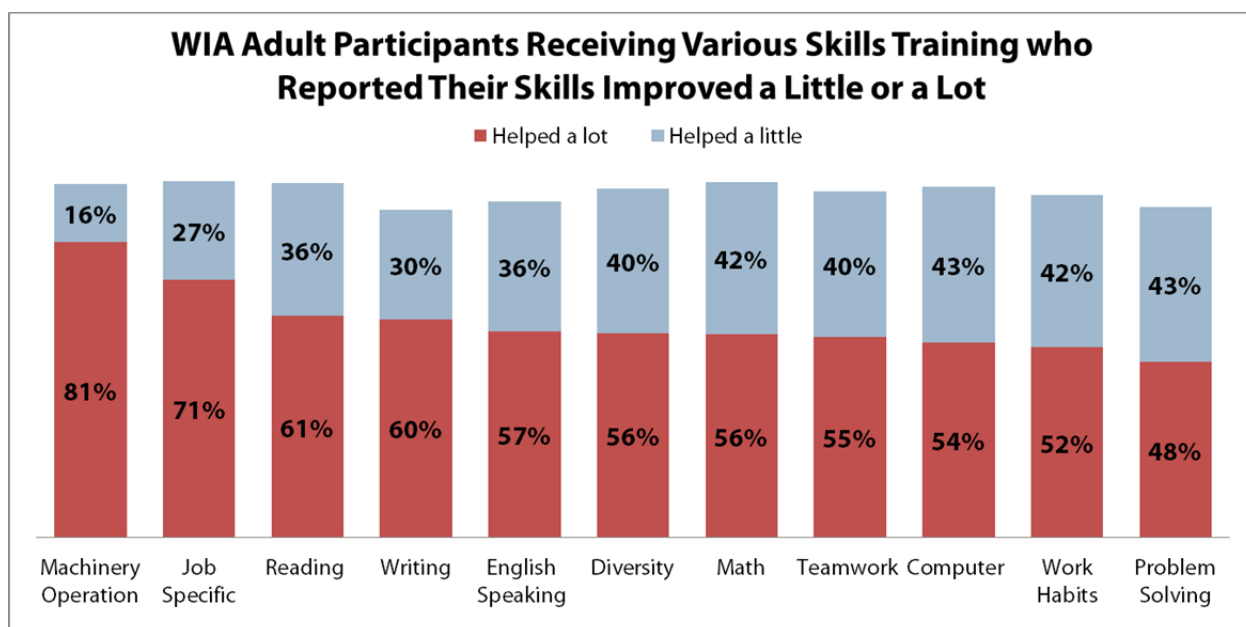
Most participants enroll in the WIA Adult program for employment-related reasons. Based on survey results, 79 percent of adults entered the program to learn skills for a new job, 70 percent enrolled to get job search assistance, and 51 percent enrolled for on-the-job training. Participants also indicated that they enrolled to improve basic skills (reading 17 percent, math 20 percent, and English speaking 13 percent).

Fifty-eight percent of WIA adults reported receiving some type of training as part of their program. As in the previous study, the most common types of training were in computer and job-specific skills, among those who received training, 66 percent received job specific skills training and 57 percent received computer skills training.



Source: Workforce Board's Participant Satisfaction Survey 2011.

The large majority of WIA adults who received training felt it improved their skills. Similar to the 2008 survey, the percentage reporting their skills improved "a lot" was highest for occupational training; particularly machinery operation and job-specific skills. Compared to the previous survey, participants reported much higher levels of "a lot" of improvement in basic skills; writing increased 14 percentage points, while math increased 16 percentage points. Overall, participants were much more likely to respond that the training helped "a lot" versus helped "a little."

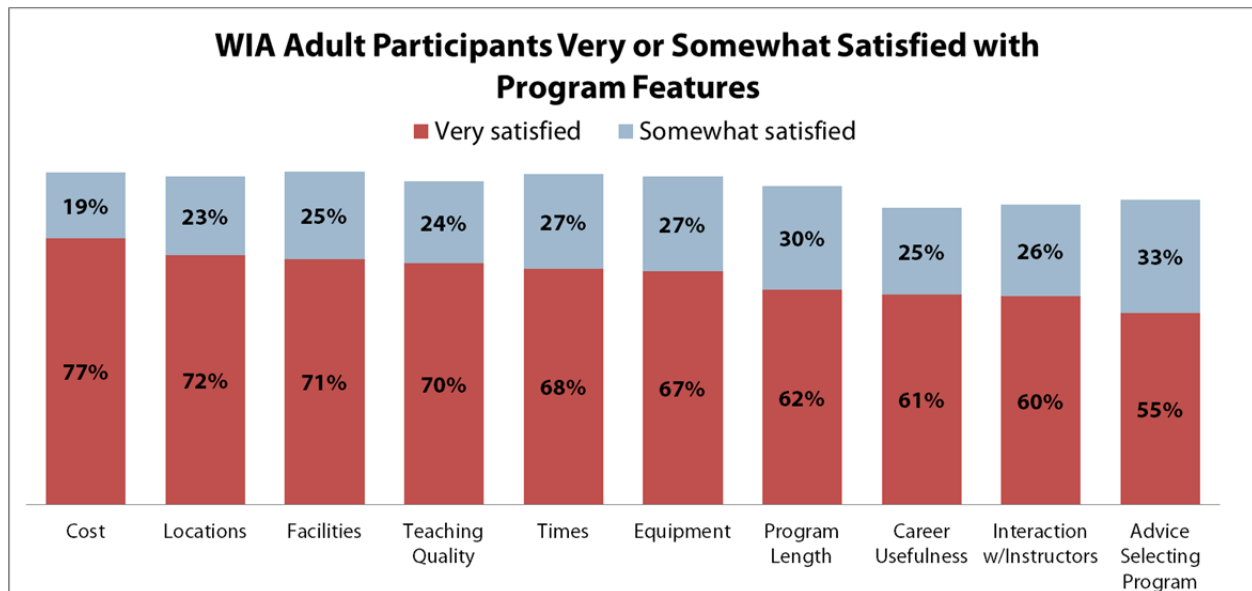


Source: Workforce Board's Participant Satisfaction Survey 2011.

Participant Satisfaction

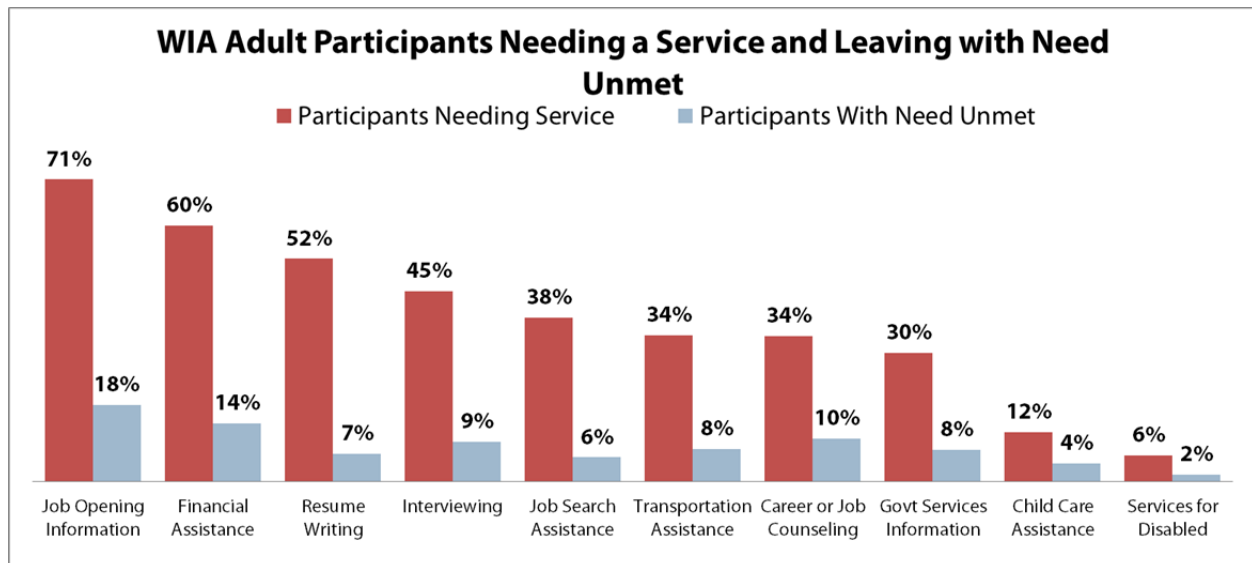
Survey results indicate participants were generally satisfied with the program. Some 90 percent of participants reported they were satisfied with the overall quality of the program. Also, 86 percent said their educational objectives were met; higher levels than the last survey.

Participants tended to be “very satisfied” with various features of the program including program cost, location, and facilities. Participants were less likely to indicate “a lot” of satisfaction with advice on selecting programs or interaction with instructors.



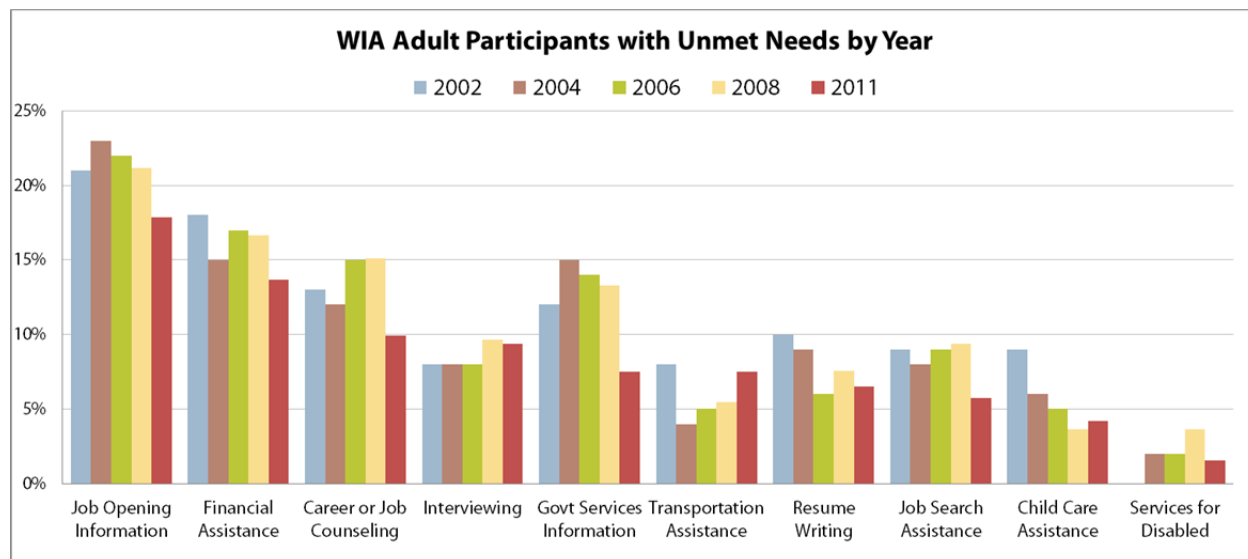
Source: Workforce Board's Participant Satisfaction Survey 2011.

Similar to previous surveys, WIA adults most frequently reported needing information on job openings and financial assistance. Most of the participants needing services received them.



Source: Workforce Board's Participant Satisfaction Survey 2011.

The largest unmet need¹¹ was for information about job openings. This is not a new problem. Although the percentage reporting leaving the program with this unmet need has decreased in the past decade, it is still quite high. WIA Adult participants reporting unmet needs have declined in nearly every category since the previous survey, and in fact since 2002. An exception is the percentage leaving with an unmet need for transportation assistance, which has doubled from a low of 4 percent in 2004 to 8 percent this year.



Source: Participant Satisfaction Surveys 2002-2011.

Relationship of Training to Employment

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

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

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

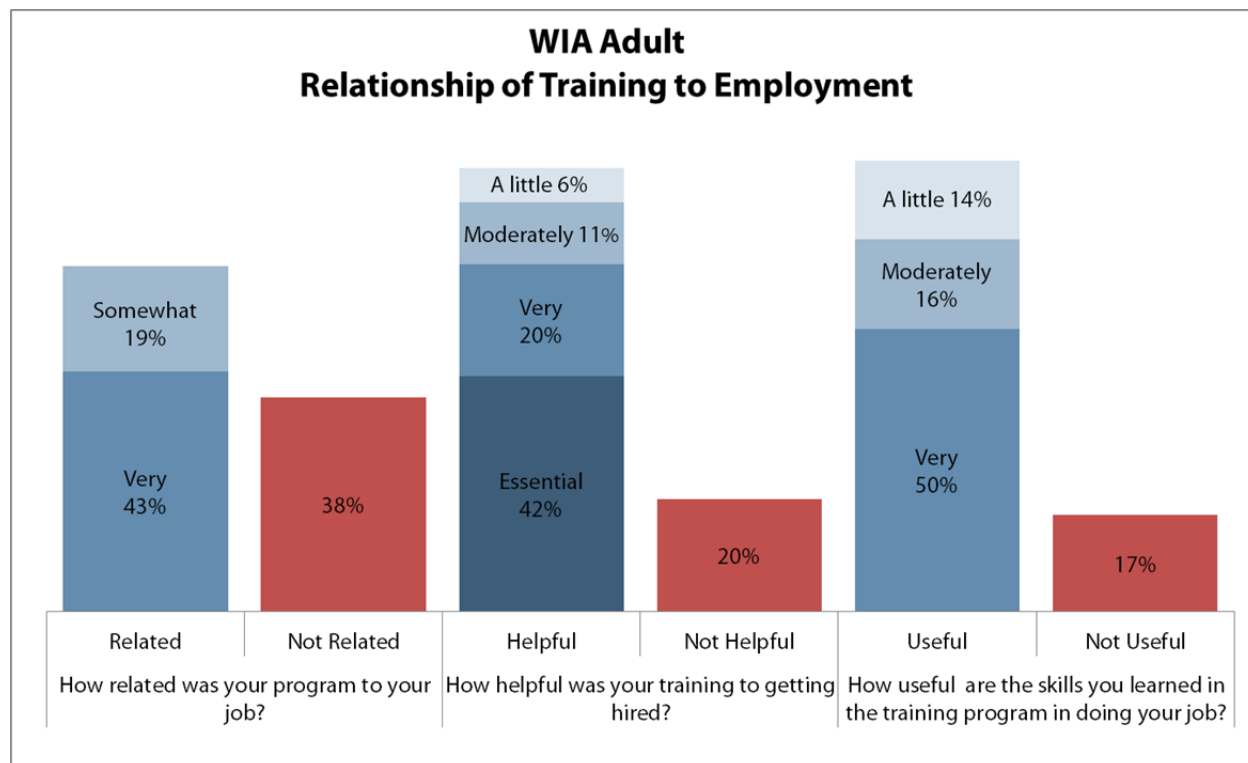
Among participants employed seven to nine months after leaving a program, 43 percent said their training was "very related" to their job. A further 19 percent reported the training was "somewhat related" to their job. In 2008, the same rate of employed participants reported their training was related to their job.

¹¹ Unmet need refers to cases where the student reports that either they did not receive the required service or what was provided did not meet their needs.

Participants interviewed in 2011 also indicated the training was helpful to them in getting their job. Of those participants, 42 percent indicated their training was an “essential requirement,” another 20 percent indicated it was “very important,” 11 percent reported it was “moderately important,” and 6 percent said it was “a little useful.” Some 20 percent indicated their training was “not important at all” to getting their job.

Most participants said the skills they learned in their training program were useful in doing their job. Half of participants indicated the skills were “very useful,” 16 percent said “moderately useful,” and 14 percent “a little useful.” Only 17 percent of participants who were employed indicated the skills were “not useful at all.”

When combining two of the questions about the program’s relationship to the job and about whether the skills acquired were helpful, a small percentage of participants answer negatively to both. Just 14 percent of participants employed the third quarter after exit said the training they received was *neither* helpful in their job nor related to the job they obtained.



Source: Workforce Board's Participant Satisfaction Survey 2011.

Net Impact - Did Program Make a Difference in Participant Success

2011 Workforce Training Results
Workforce Investment Act—Adult Title I-B

Every four years the Workforce Board conducts a net impact analysis 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 WIA Title I-B Adult program has positive net impacts on employment, wages, hours worked, and earnings. Participation increases lifetime 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 net impact analysis examined the short-term (Program Year 2007-08) and long-term (Program Year 2005-06) experiences of participants who left the WIA Adult training program.

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 received some type of formal training or education while the rest received core or intensive services only. (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

^Short-term is 3 quarters after program exit; Long-term is average across 3 years since program exit.

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

**Wages and earnings, expressed in first quarter 2009 dollars, represent the average difference between WIA participants who got jobs and those in the control group who were employed.

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.

Benefits and Costs

The cost-benefit analysis estimates the value of the net impact on earnings, employee benefits (estimated at 25 percent of earnings), UI benefits, and certain taxes. Program costs include both direct costs and support payments borne by the state and the foregone earnings borne by participants.

Benefits and costs are calculated for both the observed period of time and based upon a statistical model that estimated the benefits and costs out to age 65. To compare benefits and costs in terms of net present values, post-program benefits and costs are discounted by 3 percent per year and all figures are stated in 2009 Q1 dollars. The benefits and costs presented here are based on impacts estimated for participants leaving programs in 2005-2006, because a longer-term follow-up is required for this analysis.

Participant and Public Benefits and Costs per Participant in WIA Adult Programs

Benefit/Cost	First 2.5 years		Lifetime (until 65)		Sum of Costs and Benefits
	Participant	Public	Participant	Public	
Benefits					
Earnings	\$8,788	\$0	\$39,744	\$0	
Fringe Benefits	\$2,197	\$0	\$9,937	\$0	
Taxes	-\$1,498	\$1,498	-\$6,777	\$6,777	
Transfers					
UI	-\$195	\$195	\$407	-\$407	
Costs					
Foregone net earnings	-\$2,250	-\$356	-\$2,250	-\$356	
Program costs	\$0	-\$5,292	\$0	-\$5,292	
Benefits	\$9,292	\$1,693	\$43,311	\$6,370	
Costs	-\$2,250	-\$5,648	-\$2,250	-\$5,648	
Total (Net)	\$7,042	-\$3,955	\$41,061	\$722	\$41,782

Note: Benefits and costs are expressed in 2009 first quarter dollars.

For each participant in WIA Adult programs, the public (taxpayer) cost is \$5,292 over the length of their enrollment, and the participant cost is \$2,250 in foregone earnings while enrolled. During the first two and one-half years after leaving the program, the average participant will gain \$8,788 in earnings. During the course of working life to age 65, they will gain about \$37,494 in net earnings (earnings minus foregone earnings) and about \$9,940 in employee benefits. These are net gains compared to the earnings of similar individuals who did not receive the training. Including program costs and the net impacts on taxes and unemployment insurance benefits, the total net benefit per participant is \$41,061.

Projected participant benefits to age 65 outweigh public costs for WIA Adult services and training by a ratio of \$8 to 1, or \$41,061 to \$5,292.

From the time of leaving the program to age 65, the public is forecast to gain almost \$6,777 per participant in net additional social security, Medicare, federal income, and state sales taxes; the public, however, is expected to pay out \$407 per participant in total UI benefits. The estimated lifetime net benefit to taxpayers is \$722 per participant.

Projected taxpayer net benefits to age 65 outweigh public costs invested in WIA Adult services by a ratio of 1.2 to 1, or \$6,370 to \$5,292.

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.

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.

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.

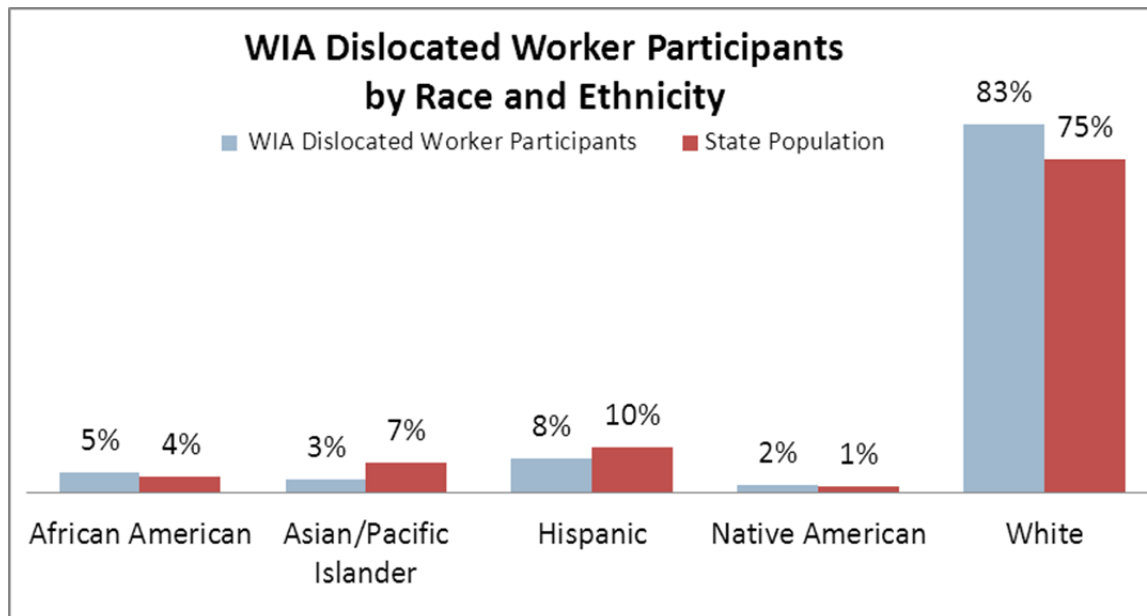
For this study, program records were obtained on 2,533 individuals who left the program during the 2008-2009 program year. Employment-related information was obtained through a match with the Employment Security Department (ESD) wage files from Washington, Idaho, and Oregon, and federal employment records. 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 eight 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.

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

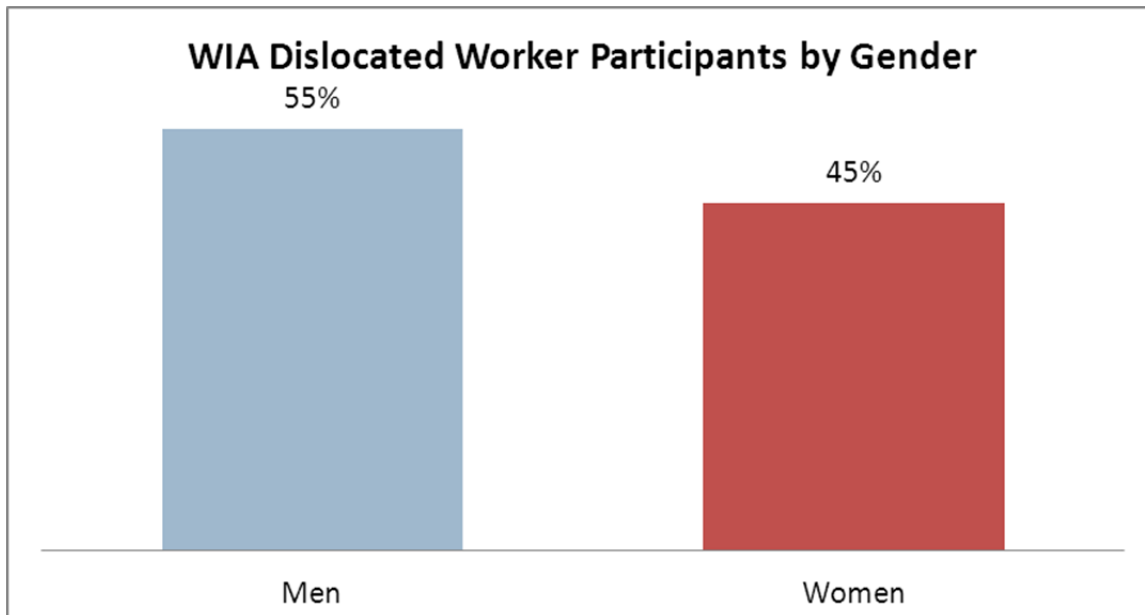
Participants roughly mirrored the state's racial-ethnic population distribution with African Americans and Native Americans represented slightly higher than the 2009 population estimate, and Hispanics and Asian/Pacific Islanders slightly lower.² An estimated 83 percent of participants were white, 4 percentage points higher than in 2007-2008. The median age at program registration was 45; one quarter was over 52 years old and one quarter was under 36.



Source: WIA standardized record data(WIASRD).

Women represented 55 percent of dislocated workers, up 5 percentage points from the 2007-2008 program year.

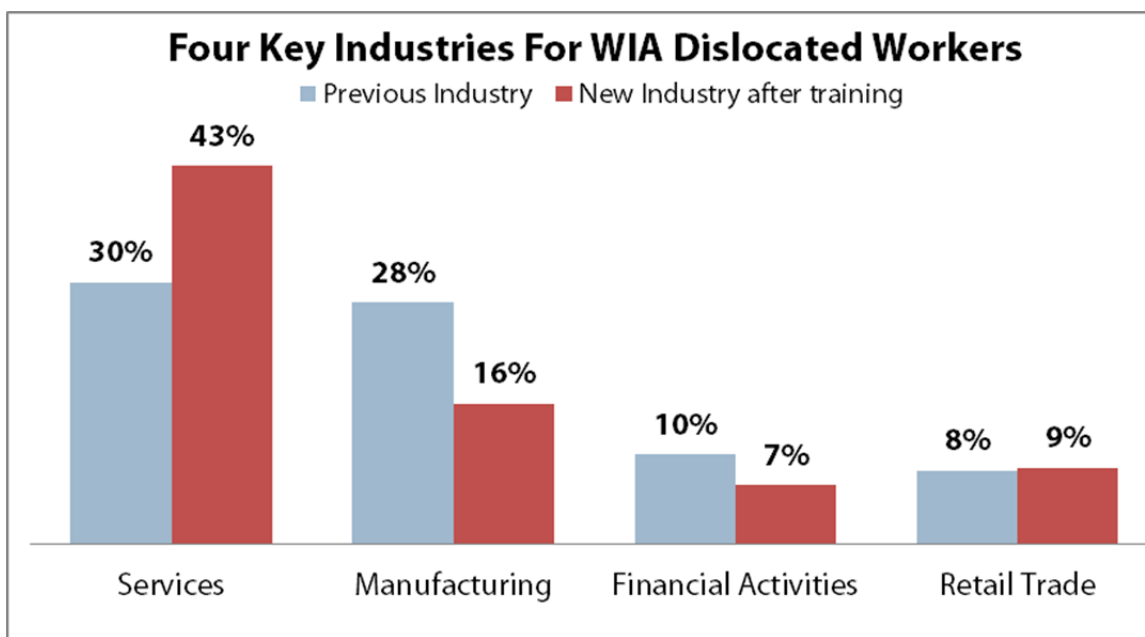
² In this report, unless otherwise stated, racial and ethnic minority groups are mutually exclusive; that is, an individual belongs to one group only. The groups include the following: Hispanics of any race (also referred to as Hispanics); non-Hispanic African Americans (also referred to as African Americans); 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 2009 U.S. Census Bureau estimates from the American Community Survey, 75 percent are white; 4 percent are African American; 1 percent are Native American; 7 percent are Asian/Pacific Islander; 3 percent are multiracial; and 10 percent are Hispanic.



Source: WIA standardized record data(WIASRD).

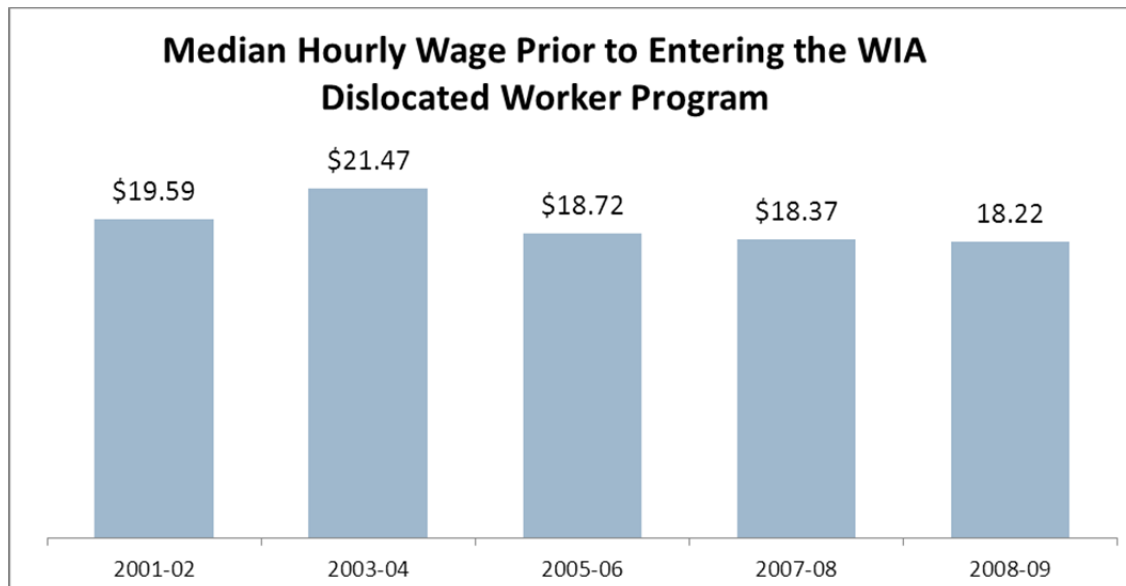
When they enrolled, 49 percent of participants had not previously attended college, 35 percent had some college or an associate's degree, and 16 percent had a bachelor's degree or higher.

Among the 2008-2009 dislocated workers, 29 percent were working in services prior to program registration, 27 percent were employed in manufacturing, nearly 11 percent in financial activities and 10 percent held employment in the retail trades.



Source: Matches with Employment Security Department data seven to nine months prior to entering and likewise after exiting program for 2008-2009 program year.

At the time of program entry, the 2008-09 WIA dislocated workers had slightly lower wages than those enrolled during in the 2007-08 program year. Further, median hourly wages at program entry are the lowest over the past decade, declining since the 2003-04 program year.



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.

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

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

Data Comes From State Wage Files, Employer Survey

The 2011 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records. Employer satisfaction was assessed through the Workforce Board's 2010 Employer Survey from 164 firms hiring employees who recently completed a WIA program.³

Net Impact Study Adds More Insight into Program Performance

In addition, this year's report includes a comprehensive Net Impact Study. To assess both short- and long-term employment and earnings trends, data on employment records from as far back as 2005-06 is used in the 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 20 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2011 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 2008-2009 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 2008-2009:

- 5 percent received an associate's degree.
- 1 percent received a bachelor's degree
- 26 percent received a license.
- 28 percent received a certificate.
- 5 percent received another type of credential.

Taken together, 65 percent received a recognized credential. This is down from 77 percent in the prior program year.

³ 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.⁴ The study looks at employment and earnings three calendar quarters after the participant left the WIA program. The chart below shows the 2009-2010 employment and earnings of participants who left the program during the 2008-2009 program year.

Record matches found 71 percent had reported employment the third quarter after leaving the program. The median hourly wage was \$15.91, and median annualized earnings were \$28,882.⁵ The typical (median) hourly wage replacement rate was 87 percent.⁶

Employment and Earnings for WIA Dislocated Workers, 2009-10

Performance Measure	Results
Employment Rate (Self-Reported)	74%
Employment Rate* (State Records)	71%
Full Time Employment**	68%
Median Quarterly Hours	480 hours
Median Hourly Wage***	\$15.91
Median Annualized Earnings***	\$28,882

* 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 account for inflation.

Distribution of Hourly Wages 3rd Qtr After Leaving	
Quartile	Hourly Wage
Highest	Above \$22.05
Third	\$15.83-\$22.04
Second	\$12.26-\$15.82
Lowest	Below \$12.26

The median hourly wage of WIA Dislocated workers is relatively high at \$15.91, but there is considerable variation in wages. While one quarter of dislocated workers had a median hourly wage of over \$22.05 after program exit, another quarter had median hourly wages below \$12.26.

Source: Employment Security Department data matches 2009-10.

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 Annual earnings are calculated as third quarter earnings multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter. All wages and earnings are stated in first quarter 2009 dollars.

⁶ 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 (\$15.91)/pre-wage (\$15.91) = 87 percent.)

To put earnings in context, the median number of dependents WIA Dislocated Worker participants were able to support at the poverty level in 2009-10 was 5.8 people. At the 200 percent level, this supported two people.⁷

Self Sufficiency Level Trends for WIA Dislocated Workers

Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Household size-poverty level	6.2	6.4	6.4	6.3	5.8
Household size-poverty level at 200 percent	2.2	2.2	2.3	2.2	2.0

WIA Dislocated Worker Participants Receiving Benefits from Employers

Performance Measure	2002-03	2004-05	2006-07	2008-09*	2009-10
Self-Reported Medical Benefits from Employer	75%	70%	78%	N/A	68%
Self-Reported Retirement Benefits from Employer	43%	39%	43%	N/A	42%

**Due to budget concerns, the Workforce Board's Participant Survey was not conducted in 2008-09.*

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

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.

Employment and Earnings Trends for WIA Dislocated Workers

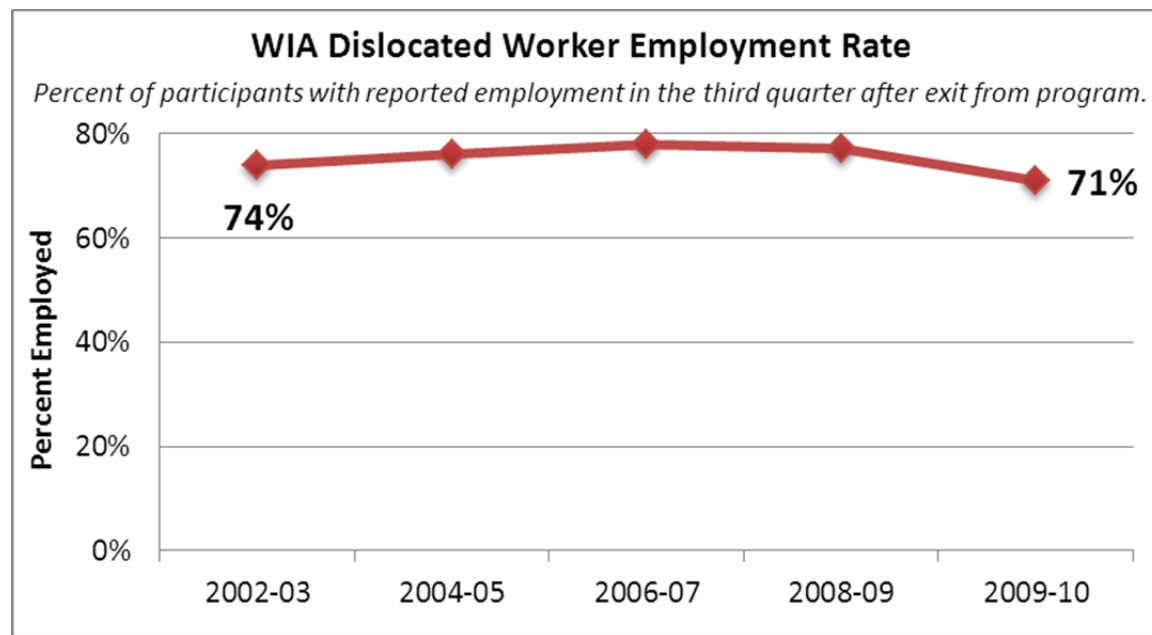
Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Employment Rate (Self-Reported)	82%	85%	78%	N/A	74%
Employment Rate* (State Records)	74%	76%	78%	77%	71%
Full Time Employment**	74%	73%	75%	73%	68%
Median Quarterly Hours	494	486	491	484	480
Median Hourly Wage***	\$15.95	\$16.41	\$16.77	\$16.21	\$15.91
Median Annualized Earnings***	\$30,302	\$30,918	\$31,143	\$30,537	\$28,882

*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.

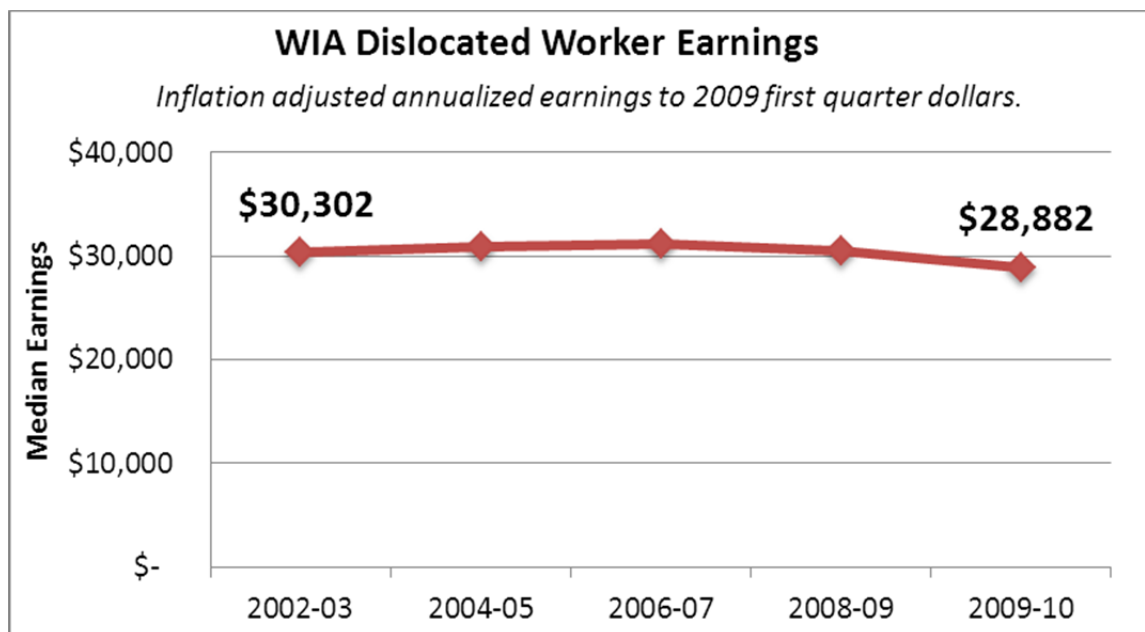
**Full-time employment averages 30 or more hours per week.

***Earnings/wages expressed in first quarter 2009 dollars in order to account for inflation.

Since the onset of the Great Recession in late 2008, program participants have experienced lower employment rates, median earnings, median wages and median quarterly hours worked. The employment rate among participants dipped 7 percentage points between 2006-07 and 2009-10, and median annual earnings declined by \$2,500.



Source: Workforce Training Results 2002-10.



Source: Workforce Training Results 2002-10.

WIA Dislocated Workers Find New Jobs in New Fields

Thirty percent of program participants originally worked in the services industry. Another 28 percent worked in manufacturing—of which 11 percent were employed in wood and paper products. After leaving the program, almost 44 percent found employment in the service sector, with the highest numbers concentrated in health care (16 percent). Another 16 percent found jobs in the manufacturing sector and about 9 percent found employment in the retail trade industry.

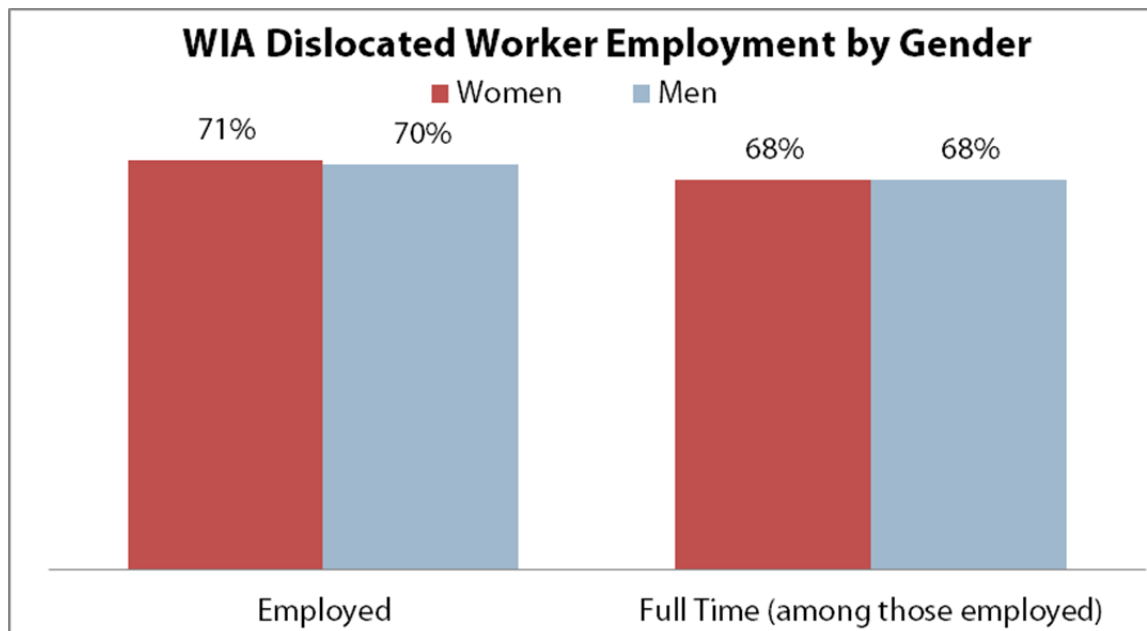
WIA Dislocated Worker Employment by Industry		
Prior Employment	Post-Program Employment	Industry Group
30.1%	43.5%	Services (see breakout below)
27.8%	16.2%	Manufacturing (see breakout below)
8.5%	8.8%	Retail Trade
10.3%	6.8%	Financial Activities
4.5%	5.7%	Public Administration
5.4%	5.6%	Wholesale Trade
6.0%	5.2%	Construction
2.5%	5.2%	Transportation and Warehousing and Utilities
2.8%	2.0%	Natural Resources and Mining
1.3%	0.5%	All Other Information
0.5%	0.4%	Telecommunications
0.4%	0.2%	Software Publishing
Breakout of Services		
4.5%	13.0%	Health Care
7.7%	10.0%	Administrative and Support and Waste Management and Remediation Services
3.9%	5.2%	Professional, Scientific, and Technical Services
3.6%	4.4%	Leisure and Hospitality
2.6%	4.1%	Education Services
6.3%	3.8%	All Other Services
1.4%	3.0%	Social Assistance
Breakout of Manufacturing		
10.4%	5.6%	All Other Manufacturing
2.2%	3.1%	Food & Beverage
11.3%	3.0%	Wood & Paper Products
0.8%	2.2%	Aerospace
1.2%	1.7%	Fabricated Metal Products
1.9%	0.4%	Computer & Electronic Products
0.0%	0.1%	Alumina & Aluminum Products

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

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 as likely as men to be working (71 percent versus 70 percent) and working full time (68 percent for each group). The median hourly wage for women was 88 percent of men (\$14.83 versus \$16.94)—and improvement over the 85 percent in 2007-08. Women had median annual earnings comprising 87 percent of men's (\$27,237 versus \$31,369).



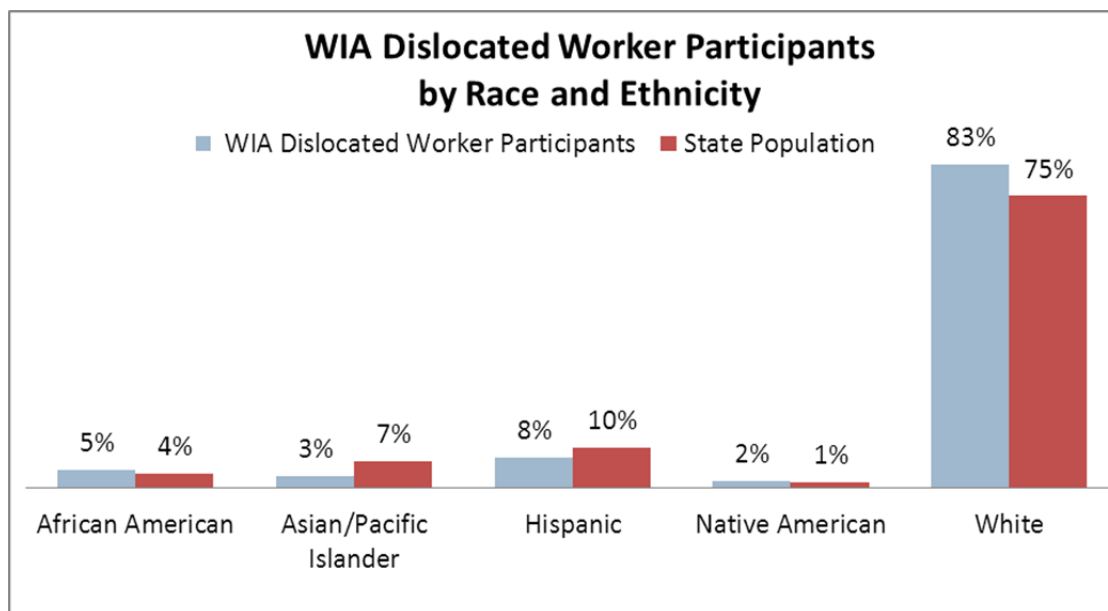
Source: Employment Security Department and WIASRD

Race/Ethnicity Plays Role

Program participants have, for the most part, similar employment rates across racial and ethnic groups. All groups have employment rates between 75 and 78 percent. The same pattern is found in terms of full-time employment, with all groups ranging between 73 and 77 percent. The only exception is found among African American program participants, with 64 percent of those employed having full-time work.

There is more variation among median hourly wages. Asian/Pacific Islanders had the highest median hourly wage at \$16.99, followed by African Americans (\$16.32), whites (\$15.98), Hispanics (\$14.53), and Native Americans (\$14.49).

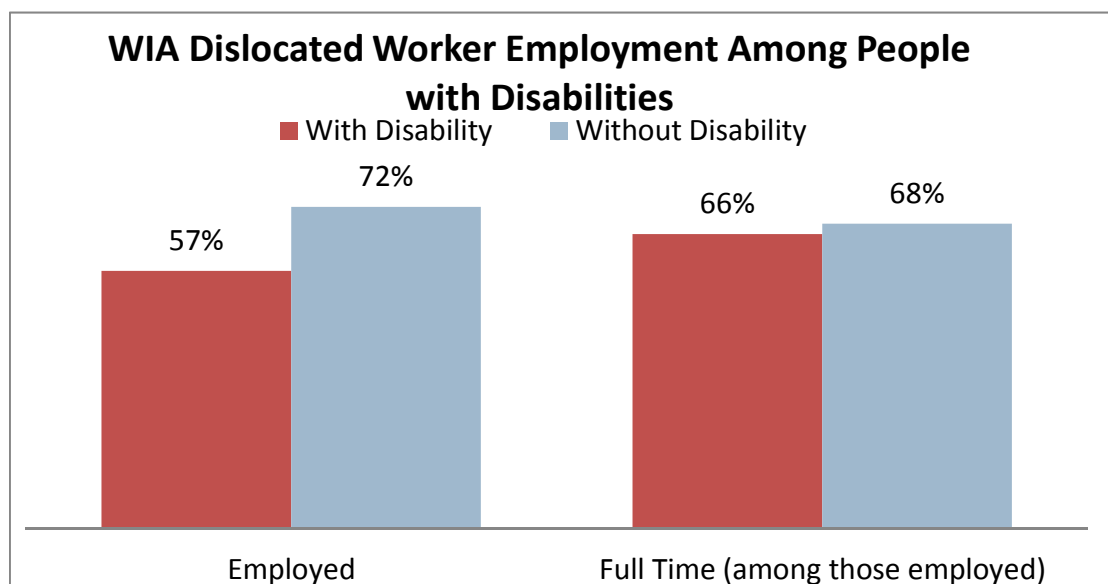
Asian/Pacific Islanders program participants also had the highest median annual earnings at \$34,559. Native Americans had the next highest at \$29,565, followed by whites (\$28,993), Hispanics (\$26,837), and African Americans (\$26,392).



Source: Employment Security Department and WIASRD

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.⁸ Dislocated workers with disabilities were less likely to be employed (57 percent versus 72 percent for those without a disability) and working full time (66 percent versus 68 percent). Their median hourly wages were 96 percent of those with no reported disability (\$15.33 versus \$15.94). Median annual earnings among dislocated workers with a disability were 92 percent of those without a disability (\$26,589 versus \$29,053).



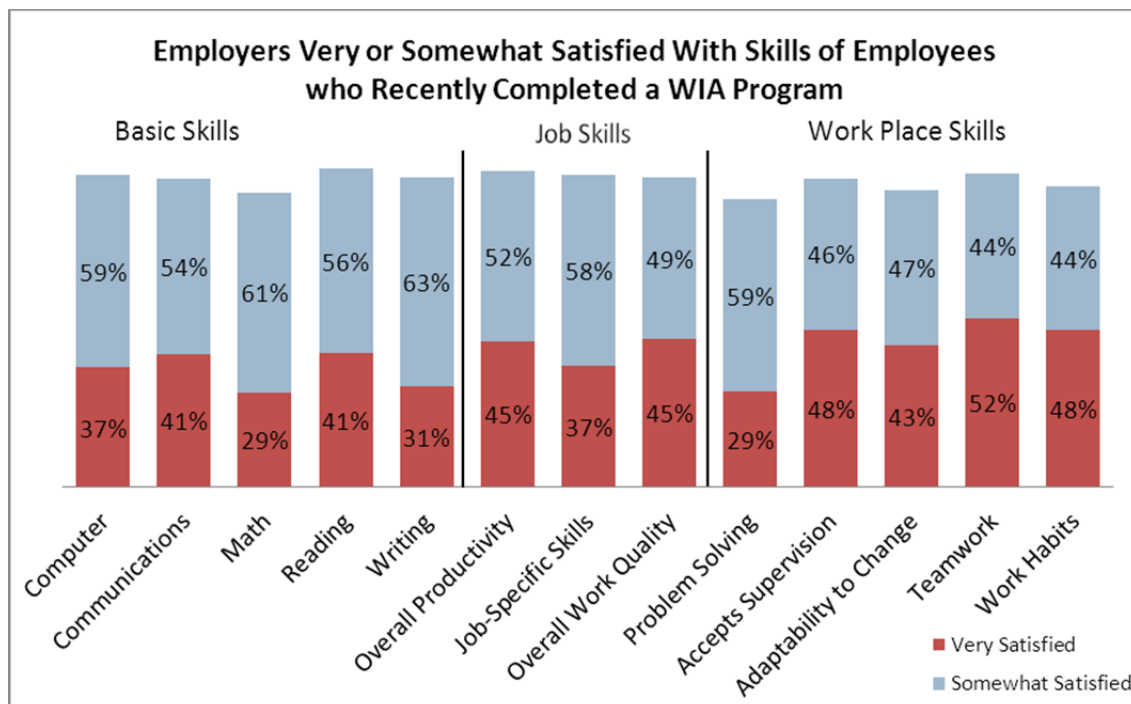
Source: Employment Security Department and WIASRD

⁸ 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.”

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.⁹ 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 2010

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

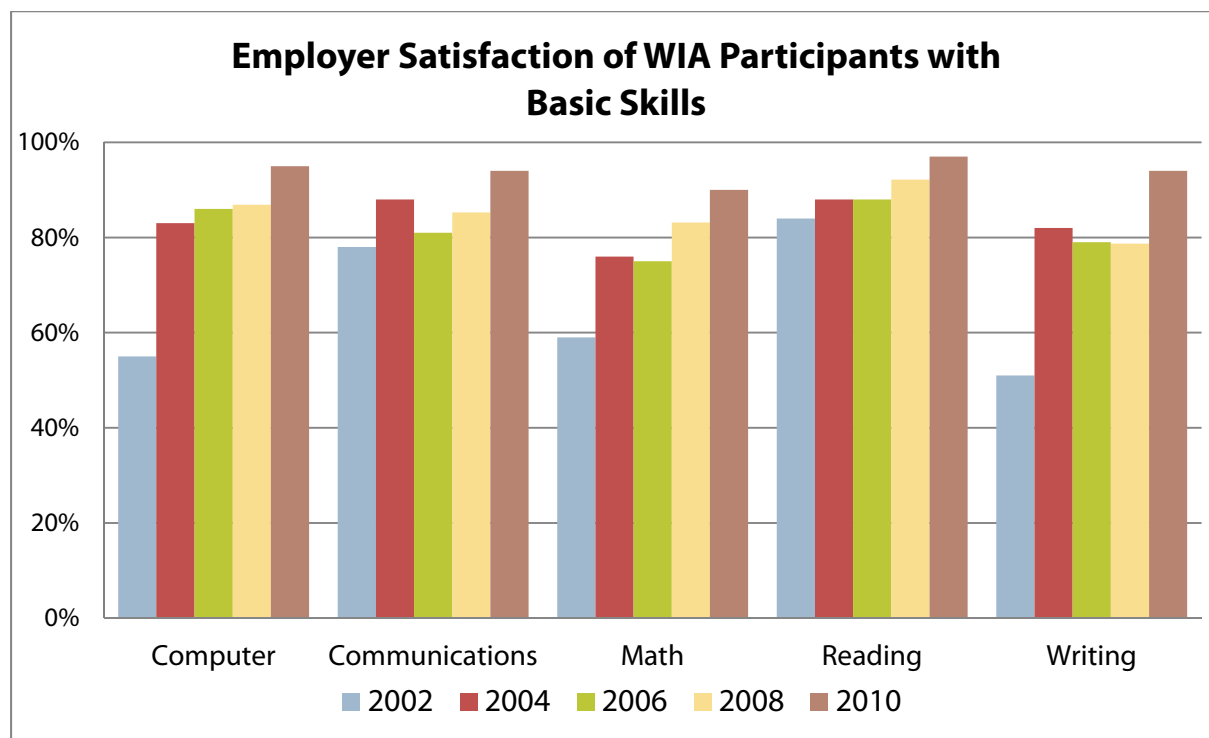
⁹ Every two years the Workforce Board conducts a statewide employer survey to get feedback on the state's workforce system. It's the only comprehensive statewide survey of its kind and shines a light on common workforce issues across a wide range of industries.

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

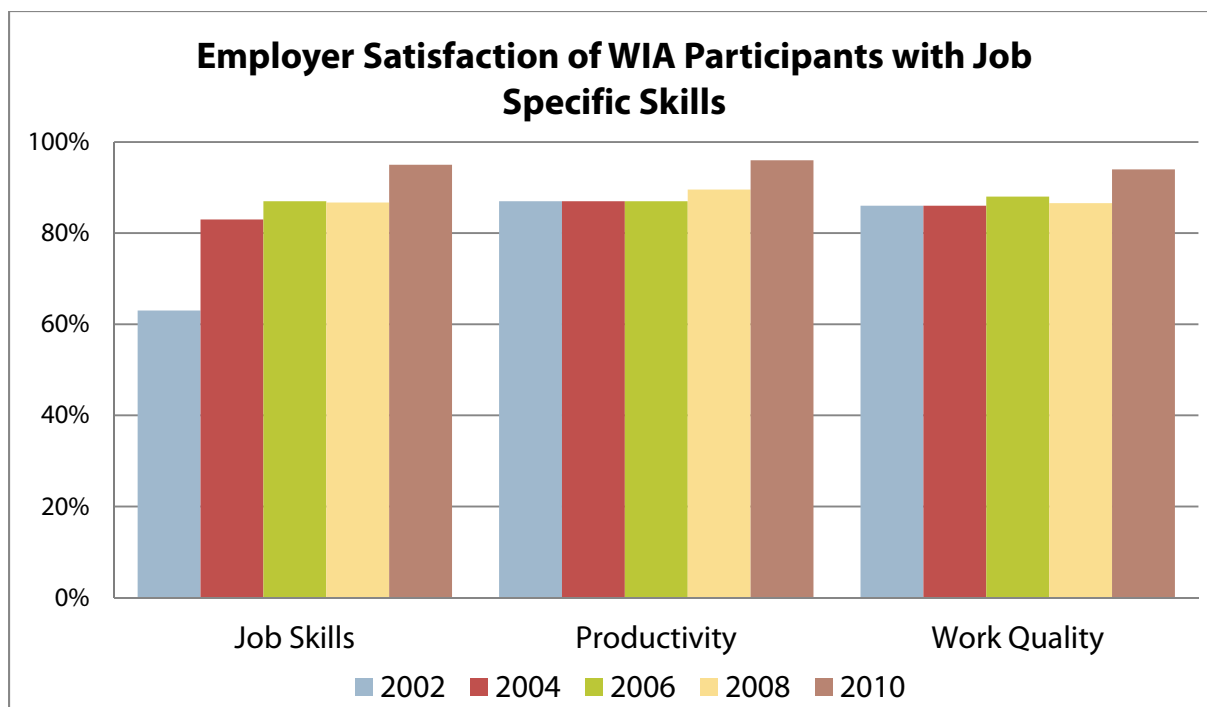
- Teamwork (52 percent).
- Accepts Supervision (48 percent).
- Work Habits (48 percent).

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

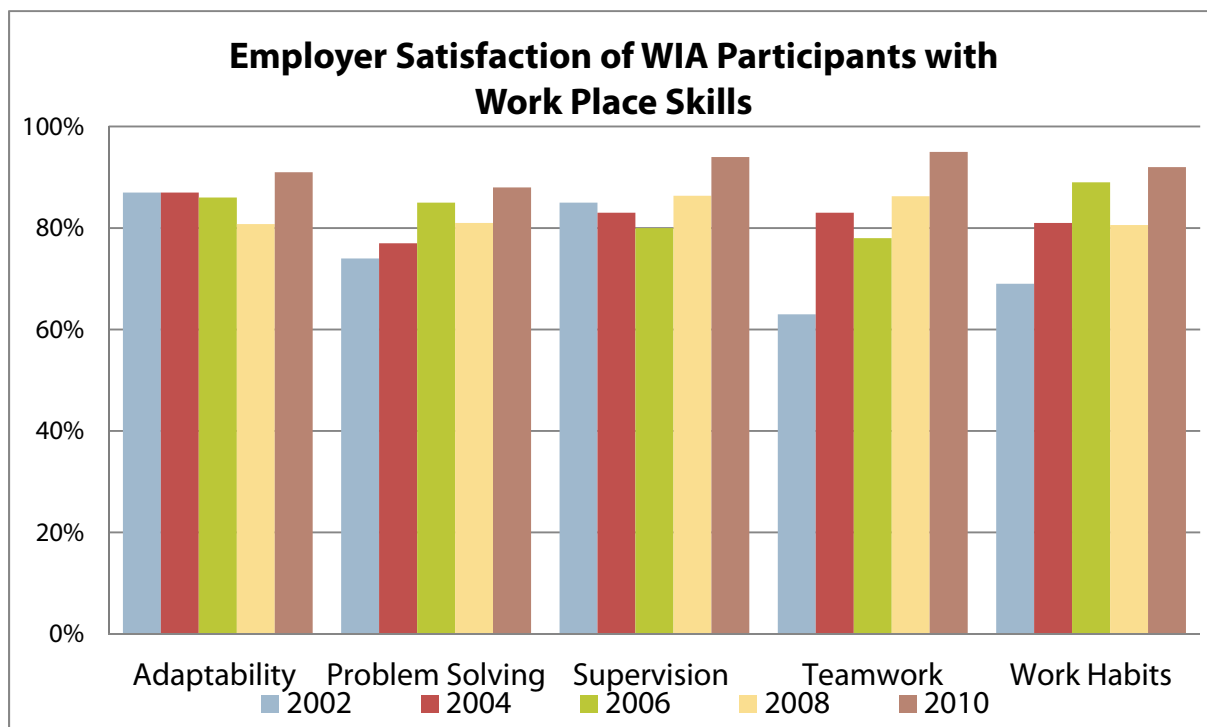
The overall satisfaction of employers in *all* skill areas was higher in 2008-09 than any of the past 10 years of surveys. The following three charts show the overall satisfaction of employers within the skills categories of new employees who recently completed a WIA program.



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



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



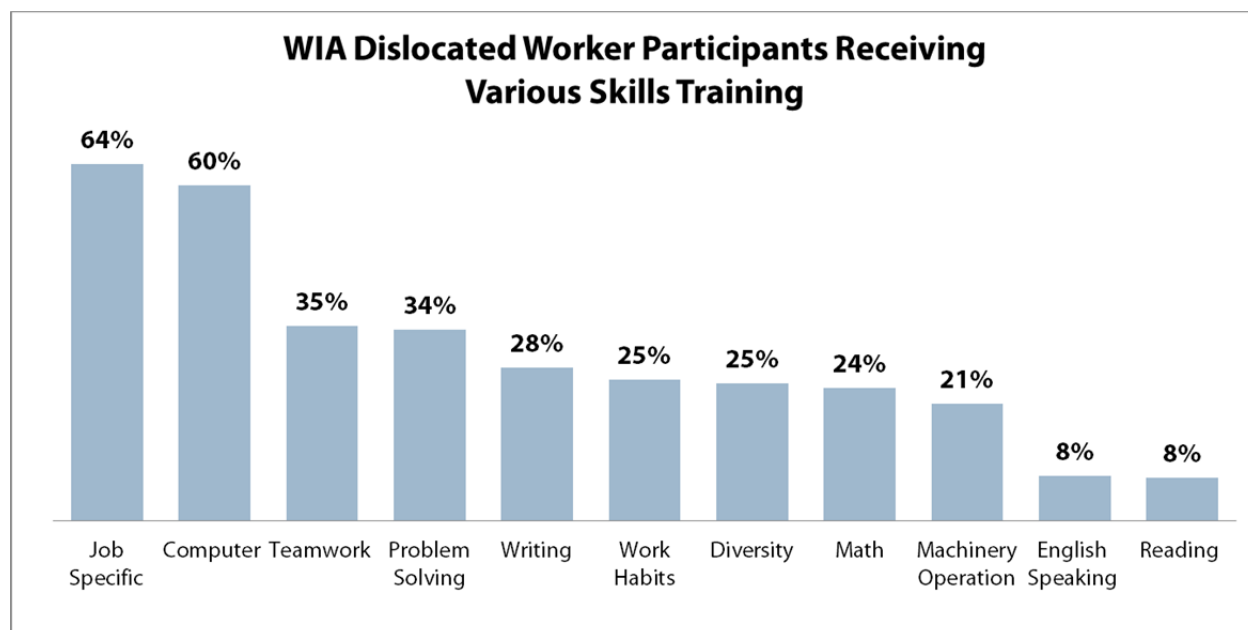
Source: Workforce Board's biennial Employer Surveys from 2002 through 2010.

Participant Survey

In 2011, the Workforce Board surveyed WIA Dislocated Worker participants who had left their program in 2009-10. The survey provided data on employment and participant satisfaction with the training. The survey was conducted by telephone and was completed by 545 participants.

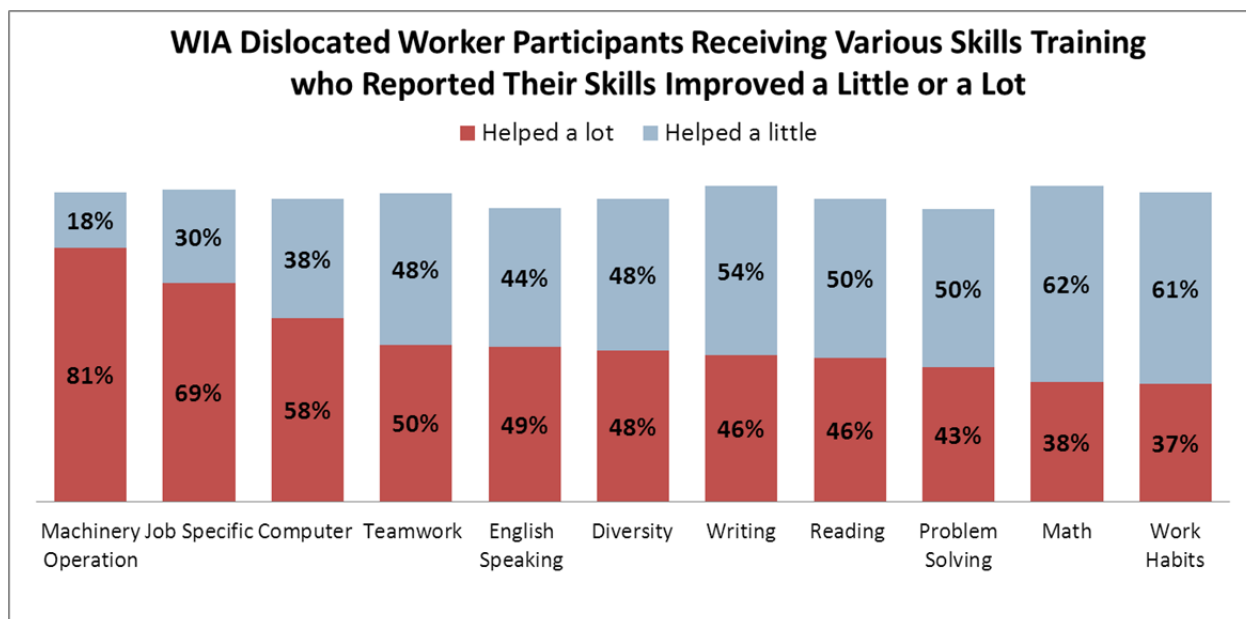
Most participants enroll in the WIA Dislocated Worker program for employment-related reasons. Based on survey results, 82 percent of adults entered the program to learn skills for a new job, 65 percent enrolled to get job search assistance, and 38 percent enrolled for on-the-job training. Participants also indicated that they enrolled to finish a degree or a certificate (51 percent).

Sixty-four percent of WIA Dislocated Workers reported receiving some type of training as part of their program. As in the previous study, by far the most common types of training were in computer and job-specific skills.



Source: Workforce Board's Participant Satisfaction Survey 2011.

The vast majority of WIA Dislocated Workers who received training felt it improved their skills. The percentage reporting their skills improved "a lot" was highest for occupational training; particularly machinery operation and computer skills.

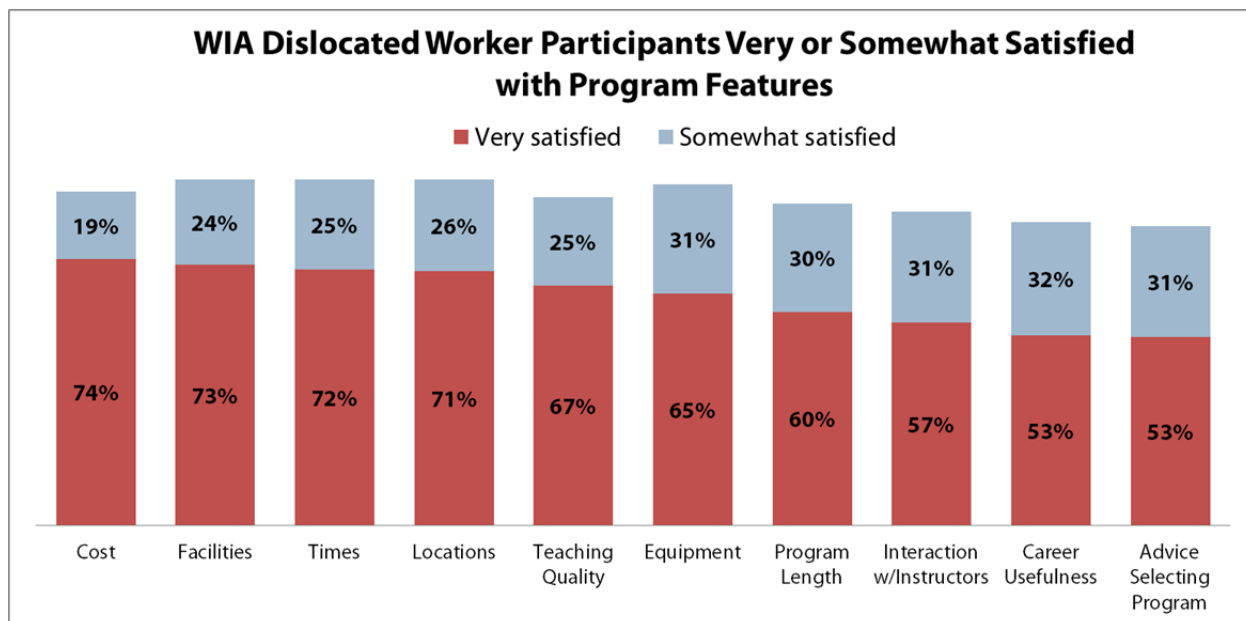


Source: Workforce Board's Participant Satisfaction Survey 2011.

Participant Satisfaction

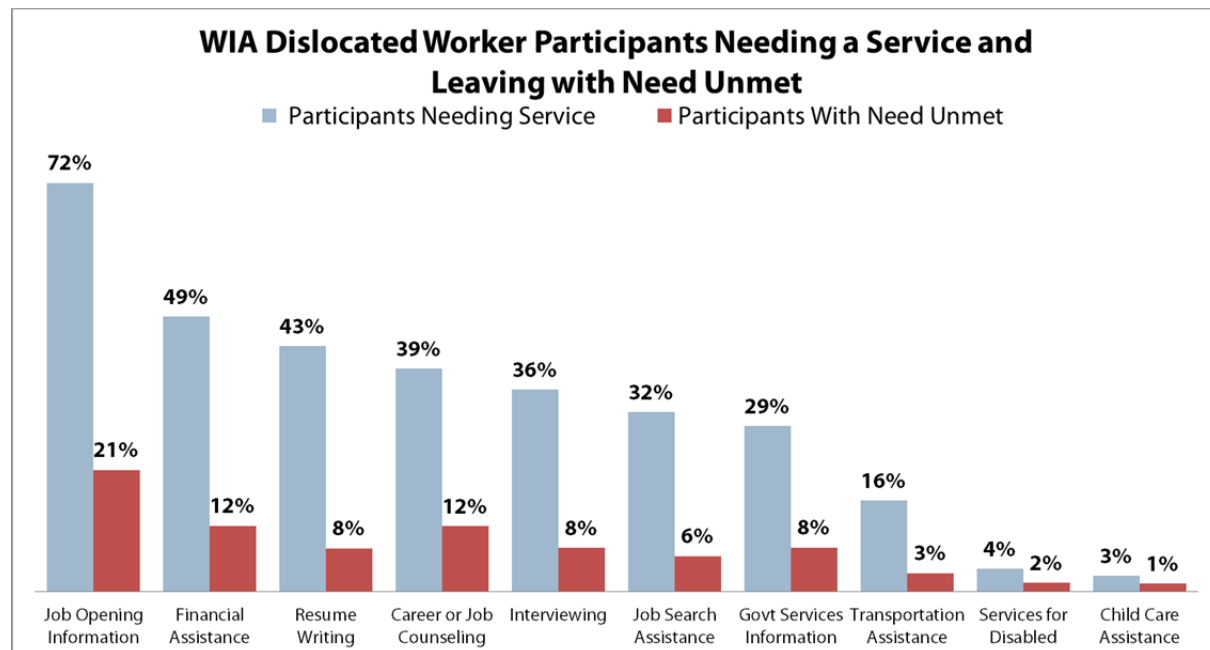
Survey results indicate participants were generally satisfied with the program. Some 88 percent of participants reported they were satisfied with the overall quality of the program. Eighty-three percent said their educational objectives had been met. These were similar levels of satisfaction as reported in the last survey.

Participants tended to be “very satisfied” with various features of the program including program cost, location, facilities, and times. Participants were less likely to indicate “a lot” of satisfaction with advice provided on selecting programs and career usefulness.



Source: Workforce Board's Participant Satisfaction Survey 2011.

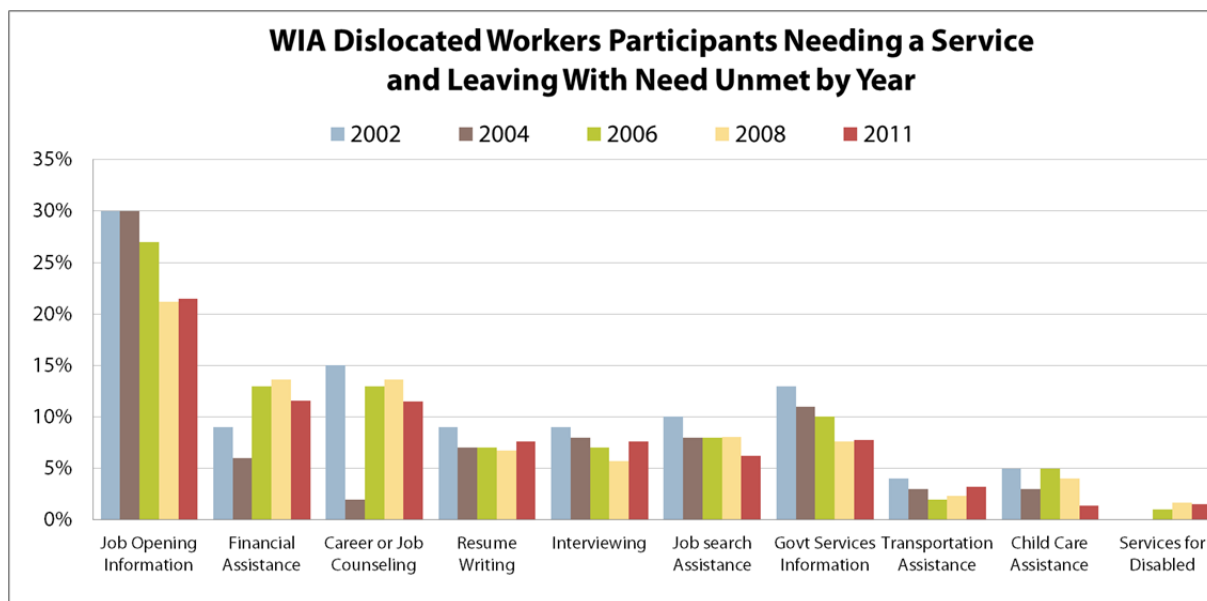
Similar to previous surveys, WIA Dislocated Workers most frequently reported needing information on job openings. (Nearly three out of every four participants needed job opening information.) However, one out of every five participants left without that need met. Nearly 50 percent of participants required financial assistance, and many participants also indicated that they needed help with resume writing and job counseling.



Source: Workforce Board's Participant Satisfaction Survey 2011.

Most of the participants needing support services received them. The largest unmet need¹⁰ was for information about job openings. Both this year and in 2008, 21 percent of participants left with an unmet need in this area. This is down from a high of 30 percent in 2002 and 2004. WIA Dislocated Worker participants reporting unmet needs declined in most categories since the previous survey.

¹⁰ Unmet need refers to cases where the student reports that either they did not receive the required service or what was provided did not meet their needs.



Source: Workforce Board's Participant Satisfaction Surveys 2002-2011.

Relationship of Training to Employment

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

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

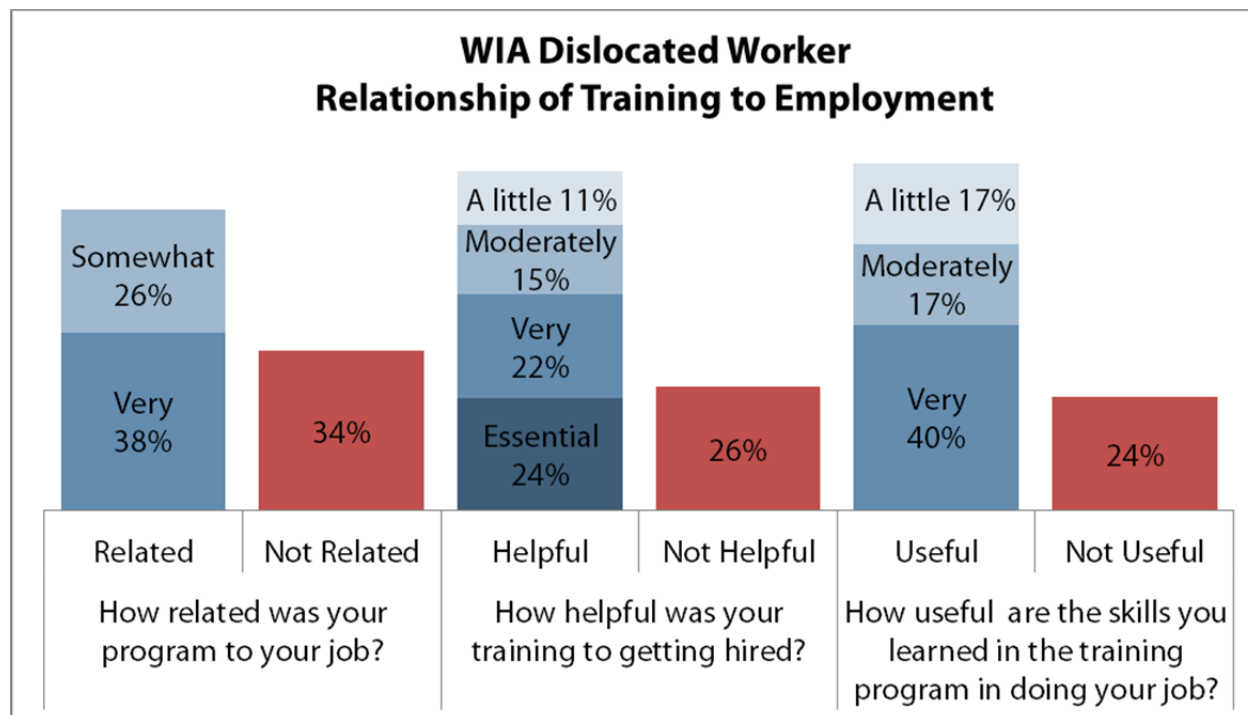
Asking about the relationship between training and employment in different ways can produce more complete information. For example, some participants said their training was not related to their job, but nevertheless found the skills acquired were useful on the job.

Among participants employed seven to nine months after leaving a program, 38 percent said their training was "very related" to their job. A further 26 percent reported the training was "somewhat related" to their job. In 2008, similar rates of employed participants reported their training was related to their job.

Participants also indicated the training was helpful to them in getting their job. Of those participants, 24 percent indicated their training was an "essential requirement," another 22 percent indicated it was "very important," and 15 percent reported it was "moderately important." Eleven percent said the training was "a little helpful." The remaining 26 percent indicated their training was "not important at all" to getting their job.

Most participants said the skills they learned in their training program were useful in doing their job. Some 40 percent of participants indicated the skills were "very useful," 17 percent said "moderately useful," and 17 percent "a little useful." Some 24 percent of participants who were employed indicated the skills were "not useful at all."

When combining two of the questions about the program’s relationship to the job and about whether the skills acquired were helpful, a small percentage of participants answer negatively to both. Just 18 percent of participants employed the third quarter after exit said the training they received was *neither* helpful in their job nor related to the job they obtained.



Source: Workforce Board’s Participant Satisfaction Survey 2011.

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 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,

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.

Washington's one-stop career center system. The most recent net impact analyses examined the short-term (Program Year 2007-2008) and long-term (Program Year 2005-2006) experiences of participants who left the program.

The analysis also separates out WIA Dislocated Worker participants who received job training, in addition to other WIA services. Roughly 65 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 employment rate in the short-term for WIA Dislocated Worker participants was 10.1 percentage points higher than the comparison group's employment rate. Also, long-term average earnings of WIA Dislocated Worker participants who found jobs are higher than for employed non-participants. 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

[^]Short-term is 3 quarters after program exit; Long-term is average across 3 years since program exit.

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

**Wages and earnings, expressed in first quarter 2009 dollars, represent the average difference between ABE/ESL 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 in addition to other WIA services.

Benefits and Costs

The cost-benefit analysis estimates the value of the net impact on earnings, employee benefits (estimated at 25 percent of earnings), UI benefits, and certain taxes. Program costs include both direct program costs and support payments borne by the state and the foregone earnings borne by program participants. Benefits and costs are calculated for both the observed period of time and based upon a statistical model that estimated the benefits and costs out to age 65. In order to compare benefits and costs in terms of net present values, post-program benefits and costs are discounted by 3 percent per year and all figures are stated in 2009 Q1 dollars. The benefits and costs presented here are based on impacts estimated for participants leaving programs in 2005-2006, because a longer-term follow-up is required for this analysis.

Participant and Public Benefits and Costs per Participant in Community and Technical Colleges ABE Programs

Benefit/Cost	First 2.5 years		Lifetime (until 65)		Sum of Costs and Benefits
	Participant	Public	Participant	Public	
Benefits					
Earnings	\$8,631	\$0	\$49,353	\$0	
Fringe Benefits	\$2,158	\$0	\$12,338	\$0	
Taxes	-\$2,263	\$2,263	-\$12,946	\$12,946	
Transfers					
UI	-\$705	\$705	\$1,579	-\$1,579	
Costs					
Foregone net earnings	-\$12,796	-\$3,398	-\$12,796	-\$3,398	
Program costs	\$0	-\$5,751	\$0	-\$5,751	
Benefits	\$7,820	\$2,968	\$50,325	\$11,366	
Costs	-\$12,796	-\$9,149	-\$12,796	-\$9,149	
Total (Net)	-\$4,976	-\$6,181	\$37,529	\$2,217	\$39,746

Note: Benefits and costs are expressed in 2009 first quarter dollars.

For each participant in the program, the public (taxpayer) program cost is almost \$5,571 over the length of their enrollment, and the participant cost is about \$12,796 in foregone earnings. During the course of working life to age 65, the average participant will gain about \$36,527 in net earnings (earnings minus foregone earnings) and over \$12,300 in employee benefits. These are net gains compared to the earnings of similar individuals who did not receive services or training. Including program costs and the net impacts on taxes and unemployment insurance benefits, the total net benefit per participant is \$37,529.

Projected participant benefits to age 65 outweigh public costs invested in the WIA Dislocated Worker program by a ratio of about \$7 to 1, or \$37,529 to \$5,751.

From the time of leaving the program to age 65, the public is forecasted to gain about \$12,946 per participant in net additional Social Security, Medicare, federal income, and state sales taxes and to save about \$1,579 in total UI benefits and other social welfare costs. The estimated lifetime net benefit to taxpayers is \$2,217 per participant.

Projected taxpayer net benefits to age 65 outweigh public costs invested in WIA Dislocated Worker services by a ratio of \$2 to 1, or \$11,366 to \$5,751.

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.

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.

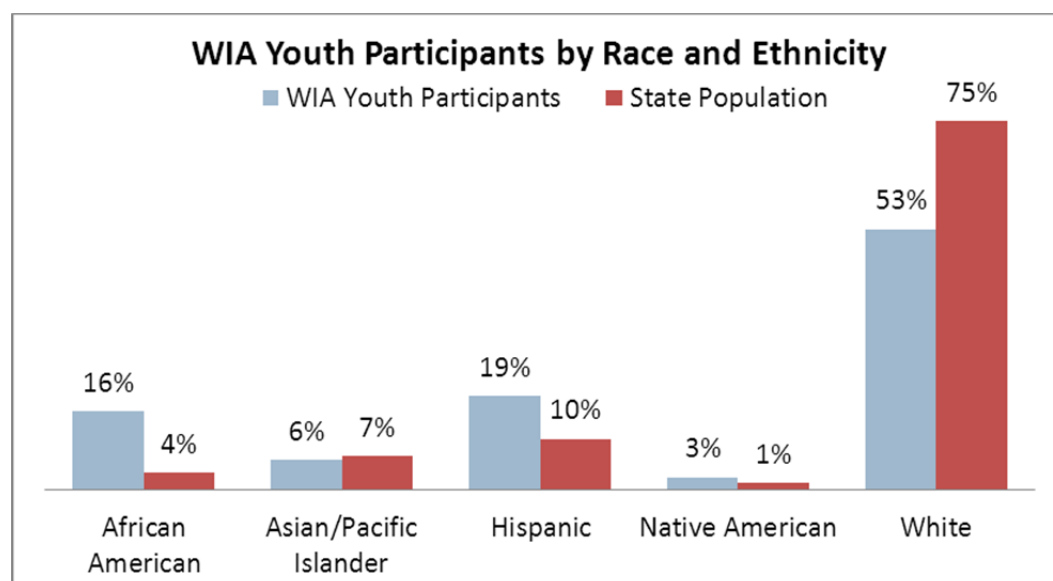
Other strategies include summer employment, study skills training, or instruction in obtaining a GED or equivalent. Youth may access information services through WorkSource, the state's one-stop career center system. Youth ages 18 through 21 may be co-enrolled in WIA Adult programs. At least 30 percent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

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

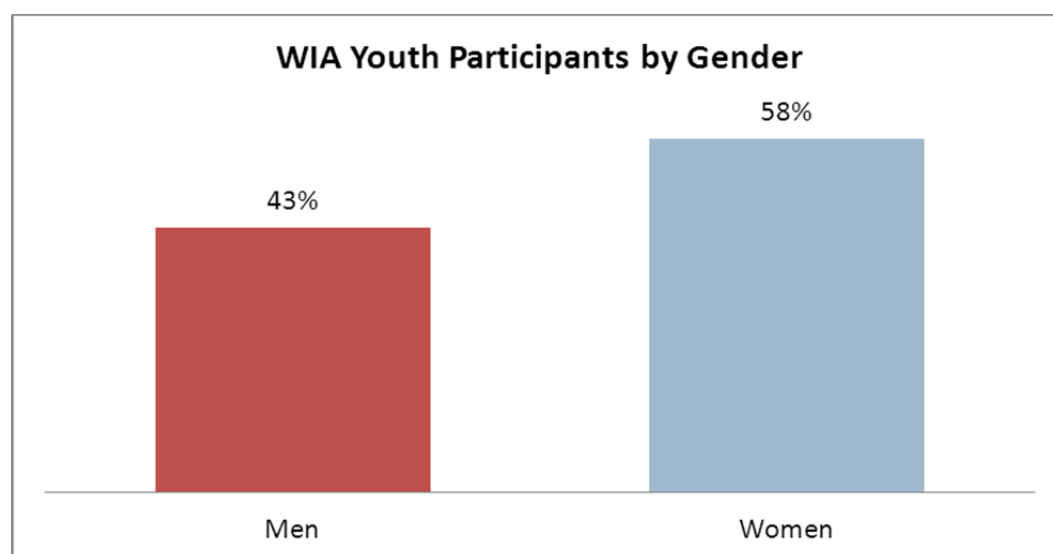
For this report, researchers studied the results of 1,957 participants who left the WIA Youth program in 2008-09. The median length of time a participant was in the program was 13 months. There was, however, considerable variation in the amount of time participants spent in the program. One quarter enrolled for less than nine months, while another quarter enrolled for over 21 months.

WIA youth were more racially and ethnically diverse than the state population.¹ Among program participants, 53 percent were white, 19 percent were Hispanic, 16 percent were African American, 6 percent were Asian/Pacific Islander and 3 percent Native American.



Source: WIASRD and 2009 U.S. Census Data from the American Community Survey

Among those leaving the program in 2008-09, 58 percent were female. This is 3 percentage points higher than the prior year.



Source: WIA Standardized Record Data (WIASRD).

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 Asian/Pacific Islanders (also referred to as Asian/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 2009 U.S. Census Bureau estimates of those ages 16-24 from the American Community Survey, 75 percent are white; 4 percent are African American; 1 percent are Native American; 7 percent are Asian/Pacific Islander; 3 percent are multiracial; and 10 percent are Hispanic.

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

- 42 percent were high school dropouts when they entered the program.²
- 18 percent had records of arrest or conviction.
- 15 percent had a disability.
- 34 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.

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

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

Data Comes From State Wage Files, Employer Survey

The 2011 Workforce Training Results includes information obtained from Employment Security Department wage files in Washington, Idaho, and Oregon, and federal employment records. Employer satisfaction was assessed through the Workforce Board's 2010 Employer Survey from 164 firms that hired employees who recently completed a WIA program.⁴

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 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

In addition, this year's report includes a comprehensive Net Impact Study. To assess both short- and long-term employment and earnings trends, data on employment records from as far back as 2005-06 is used in the 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 18 for the Net Impact Study. Conducted every four years, this in-depth report adds extra value to 2011 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.⁵ Among younger participants,⁶ data indicate substantially fewer youth were still enrolled in high school than in 2007-08. However, more left school with a GED compared to two years before.

Educational Status of WIA Youth Upon Leaving the Program					
	2001-02	2003-04	2005-06	2007-08	2008-09
Obtained a High School Diploma	23%	38%	31%	31%	28%
Obtained a GED	13%	4%	10%	21%	28%
Still Enrolled in High School at Exit	25%	33%	24%	12%	6%
Not in School, no Diploma or GED	39%	26%	35%	35%	38%
Note: the "Not in School, no Diploma, or GED" data was missing for 2005-06. 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: WIA Standardized Record Data (WIASRD).

⁵ These records are collected through the Service, Knowledge, and Information Exchange System (SKIES) maintained by ESD.

⁶ 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.⁷ The study looks at 2009-10 employment and earnings of participants who left the program during the 2008-09. Forty-five percent of all participants were employed. The employment rate only goes up slightly—to 47 percent—when the 12 percent of the WIA Youth participants still enrolled in high school upon exiting the program were removed from consideration. Of those working, 28 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, 58 percent of WIA Youth were either employed or enrolled in higher education.⁸

Employment and Earnings for WIA Youth Participants, 2009-10

Performance Measure	Results
Employment or Higher Education*	58%
Employment Rate (Self-Reported)	63%
Full Time Employed**	28%
Median Hours Worked Quarterly	256 hours
Median Hourly Wage***	\$9.62
Median Annualized Earnings***	\$10,481

* 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 account for inflation.

To put earnings in context, WIA Youth participants were able to support one person at the poverty level after leaving the program (the median was 1 person). At the 200 percent of poverty level, this was half of what was needed to support one person.⁹

⁷ 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).

⁸ Higher education enrollment figures obtained from data matches with the State Board for Community and Technical Colleges and National Student Clearinghouse.

⁹ 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 Trends for WIA Youth Participants

Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Household size-poverty level	.8	.9	.9	.9	1.0
Household size-poverty level at 200 percent	.4	.4	.4	.5	.5

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

WIA Youth Participants Receiving Benefits from Employers

Performance Measure	2002-03	2004-05	2006-07	2008-09*	2009-10
Self-Reported Medical Benefits from Employer	38%	33%	40%	N/A	42%
Self-Reported Retirement Benefits from Employer	17%	15%	19%	N/A	21%

* Due to budget concerns, the Workforce Board's Participant Survey was not conducted in 2008-09.

Employment and Earnings Trends for WIA Youth Participants

Performance Measure	2002-03	2004-05	2006-07	2008-09	2009-10
Employment or Higher Education*	67%	56%	63%	59%	58%
Employment Rate (Self-Reported)	66%	67%	66%	N/A	63%
Percentage Employed Full Time**	27%	29%	31%	28%	28%
Median Quarterly Hours	234	250	252	287	256
Median Hourly Wage****	\$8.83	\$8.95	\$9.06	\$9.59	\$9.62
Median Annualized Earnings ***	-	\$10,735	\$11,263	\$10,895	\$10,365

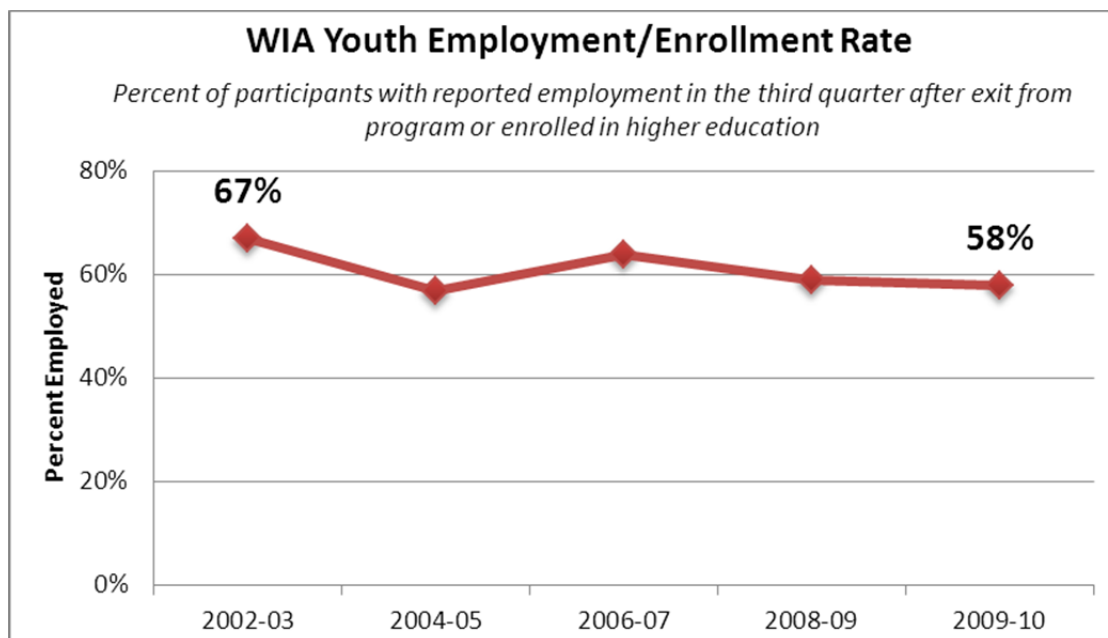
*These figures apply to those with employment reported to ESD six to nine months after leaving program for all CTC Professional-Technical participants, and is not limited to those who completed a program. Rate does not include self-employment, employment outside the Northwest or military service and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

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

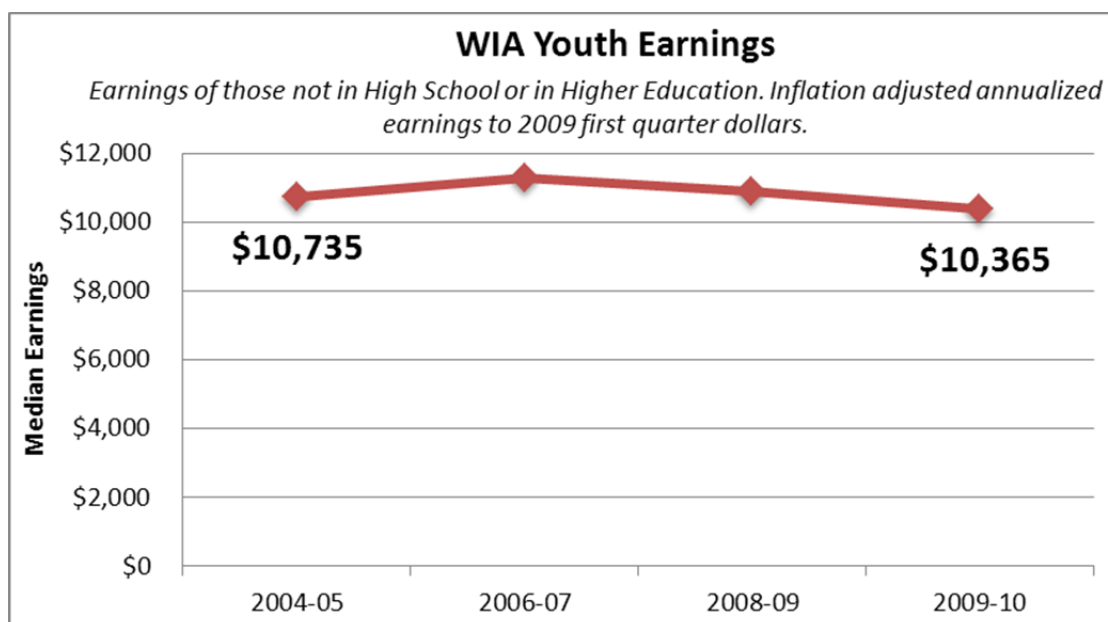
***Earnings/wages expressed in first quarter 2009 dollars in order to account for inflation.

Since 2002, program results for employment increased until the 2008 recession, and then declined. Median 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 wage was \$9.62, and median annualized earnings were \$10,365.¹⁰ These earnings levels are low, but need to be considered within the proper context: these participants were young, entry-level workers, and faced substantial barriers to success in the labor market.



Source: Workforce Training Results 2002-10.



Source: Workforce Training Results 2002-10.

¹⁰ Annual earnings are calculated as third quarter earnings multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter. All wages and earnings are stated in first quarter 2009 dollars.

Distribution of Hourly Wages of WIA Youth in the Third Quarter After Leaving Program	
Quartile	Hourly Wage
Highest	Above \$11.11
Third	\$10.81 – \$11.11
Second	\$8.86 - \$10.80
Lowest	Below \$8.85
<i>Source: Employment Security Department data 2008-09.</i>	

Wages rates among participants exhibited less variation than was observed in programs serving adults. One-quarter of participations had median hourly wages above \$11.11, while another quarter had wages below \$8.85. All of these are above the 2010 state minimum wage of \$8.55.

WIA Youth Participant Employment by Industry

Post-program employment among WIA Youth continues to be heavily concentrated in services and retail trade, with 20 percent working in hospitality and food service, and 12 percent in the health care industry.

Industry Group	
60.3%	Services
18.8%	Retail Trade
4.2%	Manufacturing
2.6%	Natural Resources and Mining
2.3%	Construction
1.9%	Transportation and Warehousing and Utilities
1.9%	Public Administration
1.8%	Financial Activities
1.6%	Wholesale Trade
0.7%	Information
Breakout of the Services Industry	
22.5%	All Other Services
20.5%	Accommodation and Food Services
12.2%	Health Care
5.2%	Social Assistance
Breakout of the Retail Trade Industry	
11.1%	All Other Retail Trade
5.5%	Food & Beverage Stores
3.9%	Warehouse Clubs and Supercenters
2.2%	Department Stores

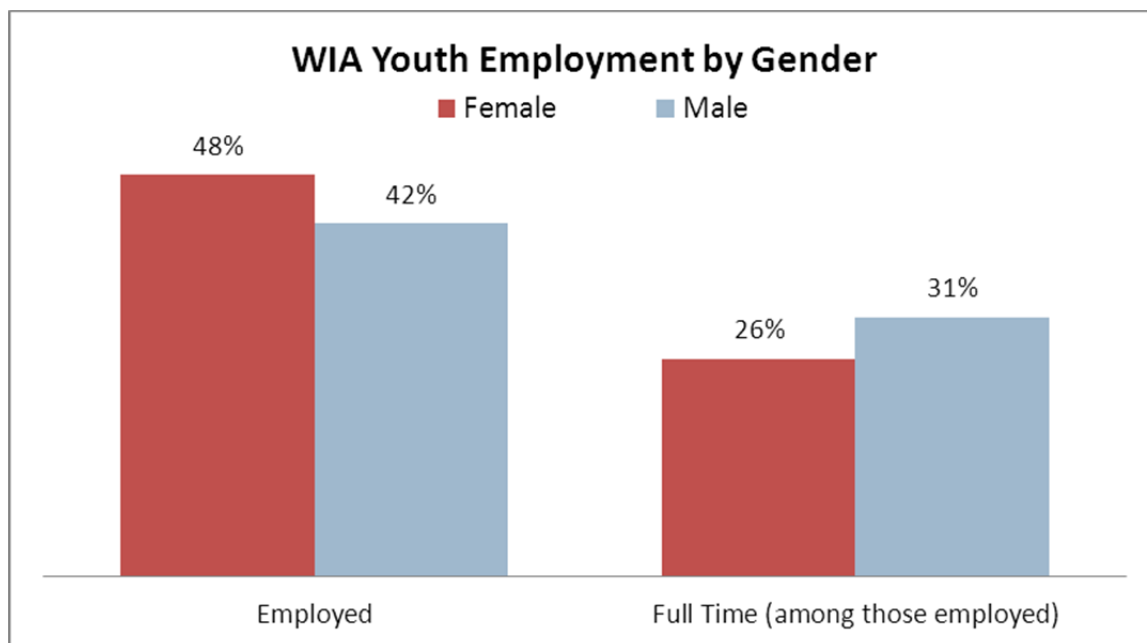
Source: Matches with Employment Security Department data in third quarter after exiting program.

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

Wages and Employment Results Vary by Population

Employment and earnings outcomes by gender, race/ethnicity, and disability status were less likely to be significant for WIA youth participants than for participants in other programs.¹¹ Women were more likely than men to be employed in the third quarter after program exit (48 percent compared to 42 percent), but less likely to be employed full-time (26 percent versus 31 percent). Of those employed, women had median hourly wages (\$9.46) that were 97 percent of men's wages (\$9.78), and median annualized earnings that were 92 percent of males (\$9,671 compared to \$10,485).

Female youth had median annual earnings that were 92 percent of males, a 2 percentage point improvement from the prior program year. The female median hourly wage was 98 percent of what males earned--slightly higher than 2006-07.



Source: Matches with Employment Security Department data and WIASRD.

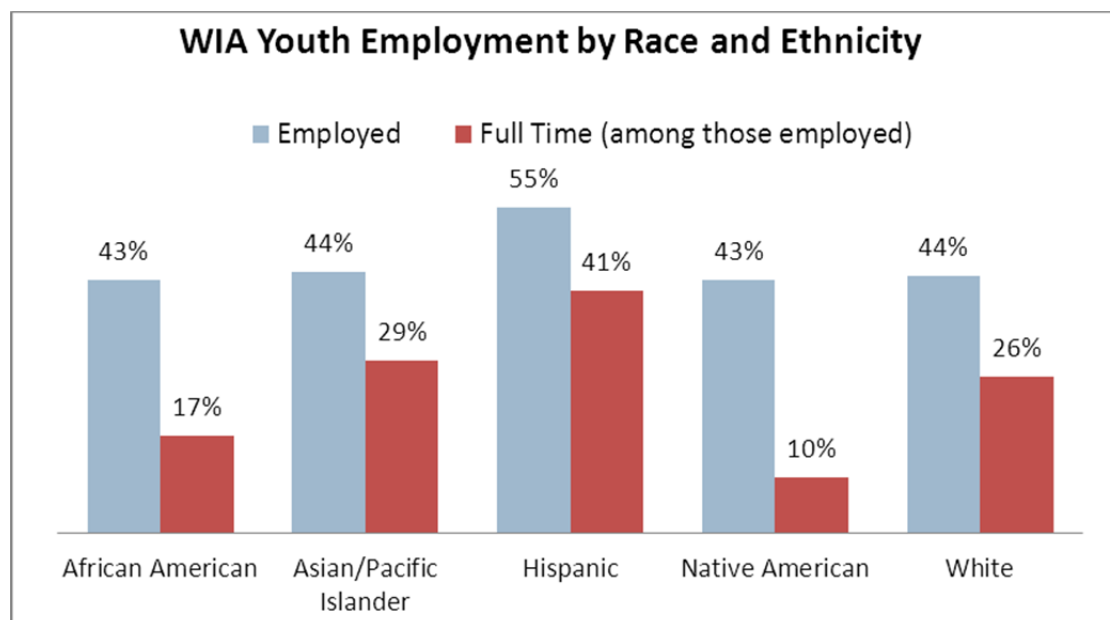
Race and Ethnicity Plays a Role

Hispanics had the highest employment rate among race/ethnic groups at 55 percent. All other groups had employment rates between 43 and 44 percent. Among those working, Hispanics also had the highest rate of full-time employment (41 percent), followed by Asian/Pacific Islanders (29 percent), whites (26 percent), African Americans (17 percent) and Native Americans (10 percent).

There was limited variation in terms of median hourly wages by race and ethnicity. Native Americans had the highest median hourly wage at \$9.81 and Asian/Pacific Islanders the lowest at \$9.51. This was not the case with median annual earnings. Hispanics had the highest

¹¹ These employment and earnings group comparisons were based on data from youth who were not in high school at exit.

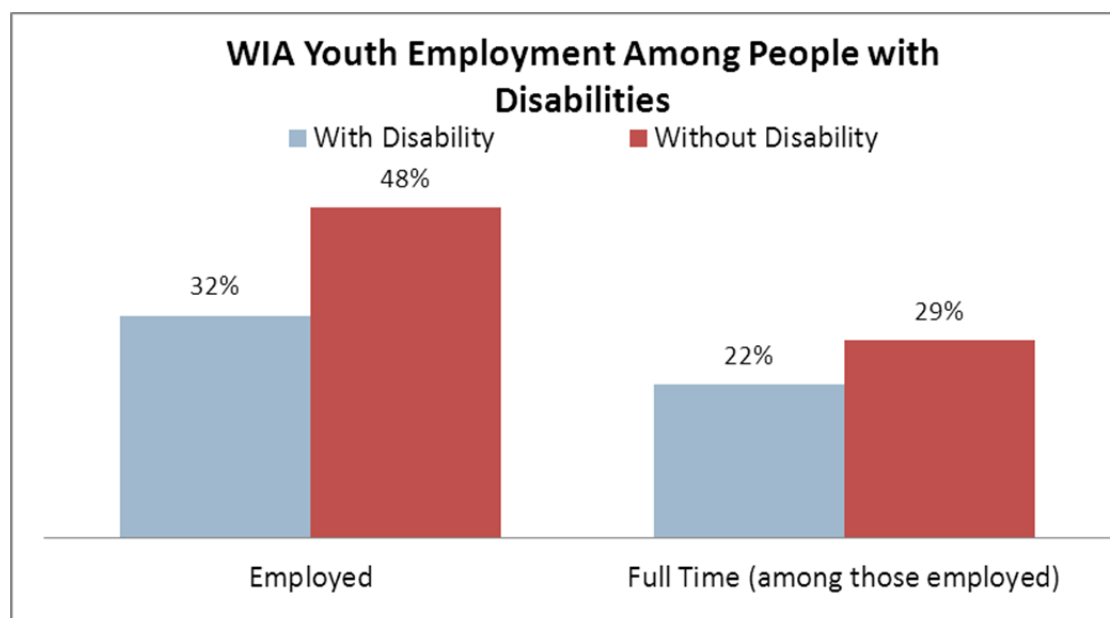
median earnings at \$11,897, followed by whites (\$10,319), Asian/Pacific Islanders (\$10,288), Native Americans (\$6,548) and African Americans (\$5,366).



Source: Matches with Employment Security Department data and WIASRD.

Disability Impacts Employment and Earnings

Youth with disabilities had lower rates of employment than those without disabilities (32 percent versus 48 percent) and full-time employment (22 percent versus 29 percent). Disabled youth had median hourly wages 97 percent of those without a disability (\$9.35 versus \$9.64) and median annual earnings that were 98 percent of youth without disabilities (\$9,806 versus \$10,049).

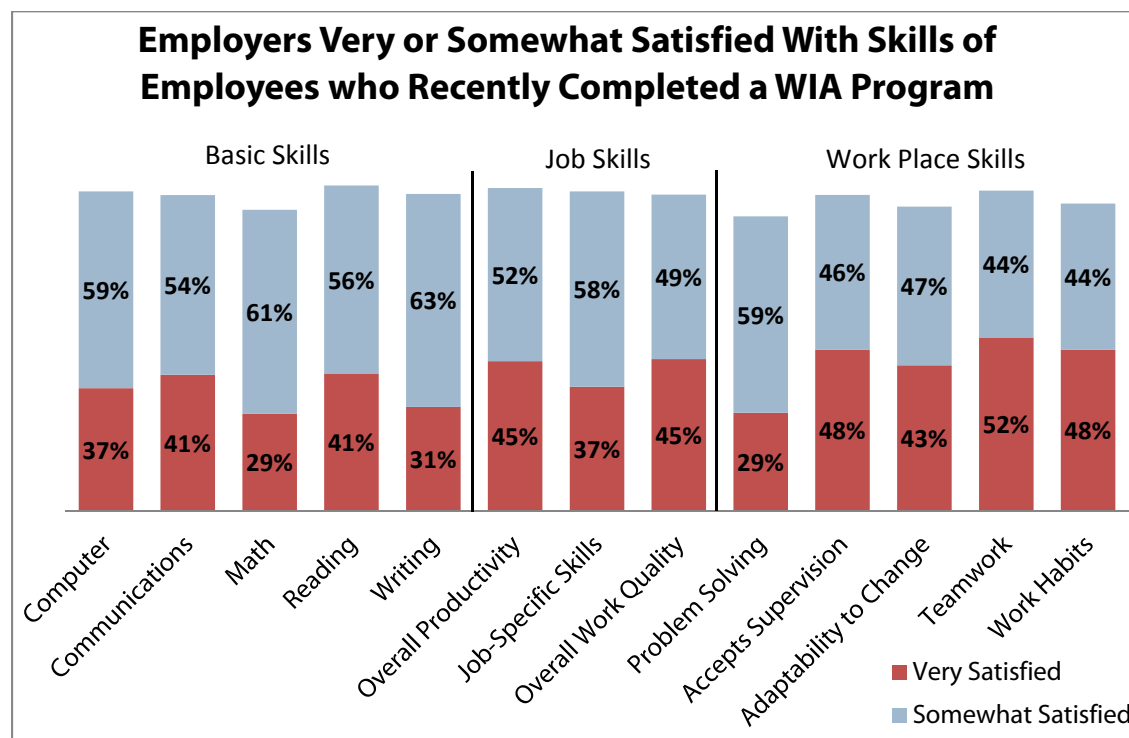


Source: Matches with Employment Security Department data and WIASRD.

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.

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.

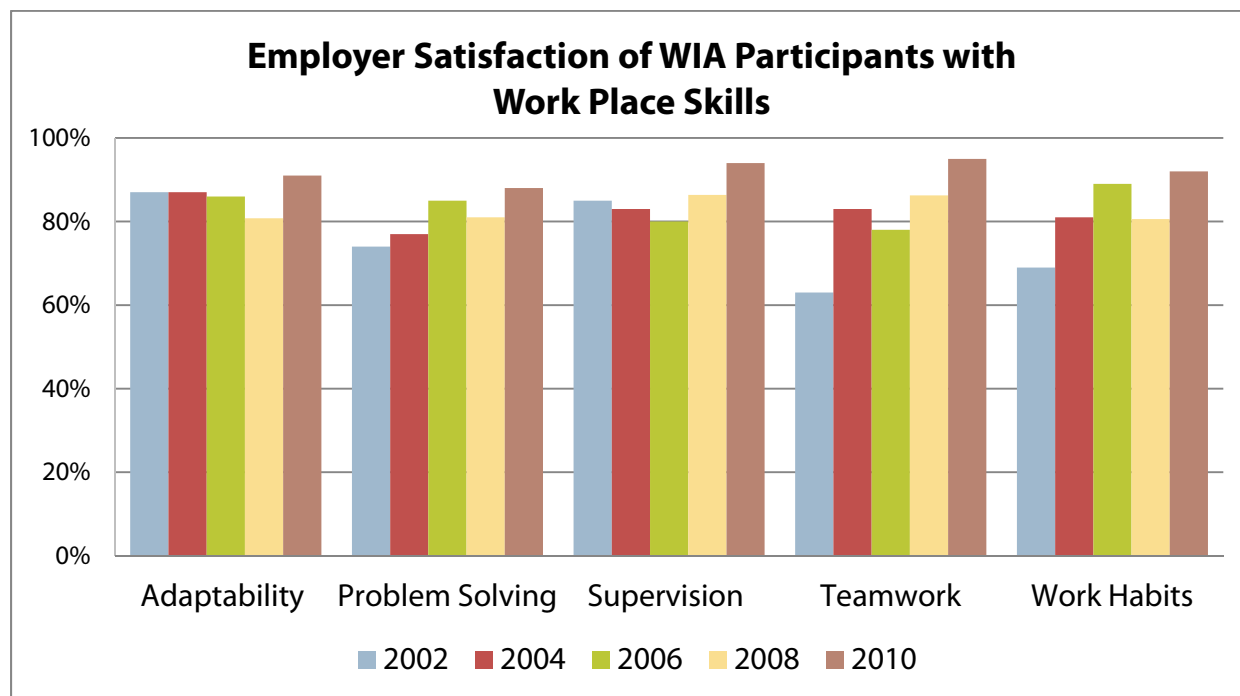
Fewer employers were very satisfied with math, writing and problem-solving skills.

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.

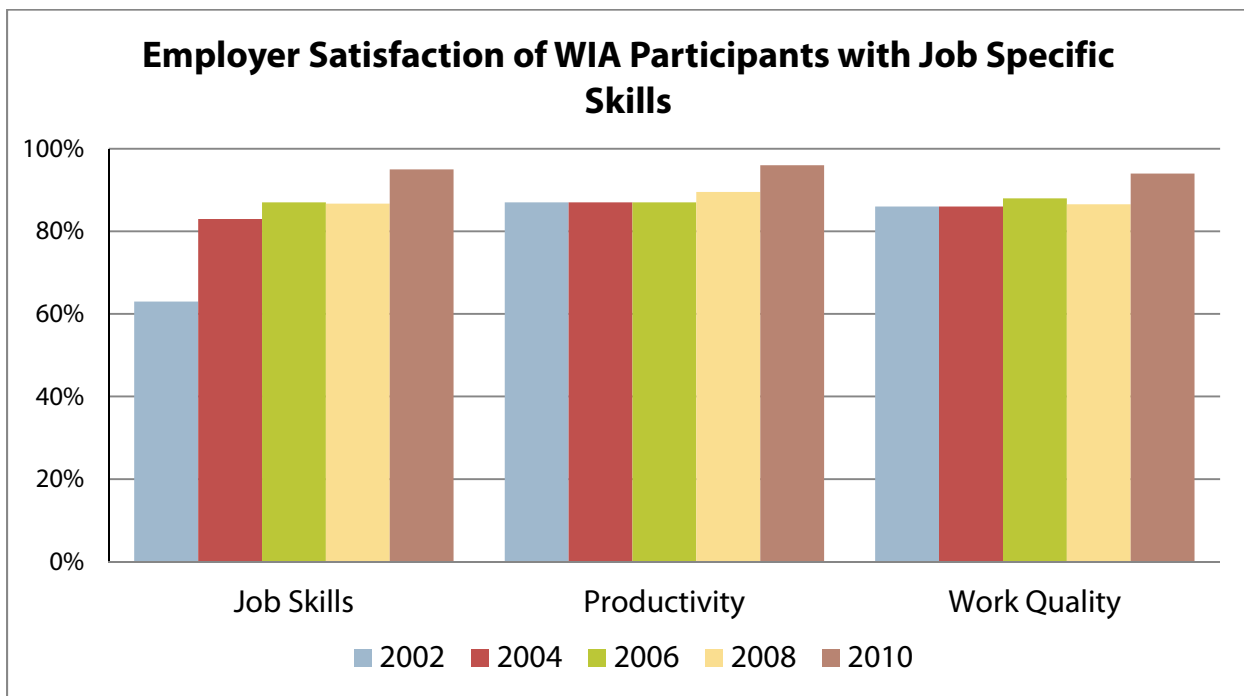
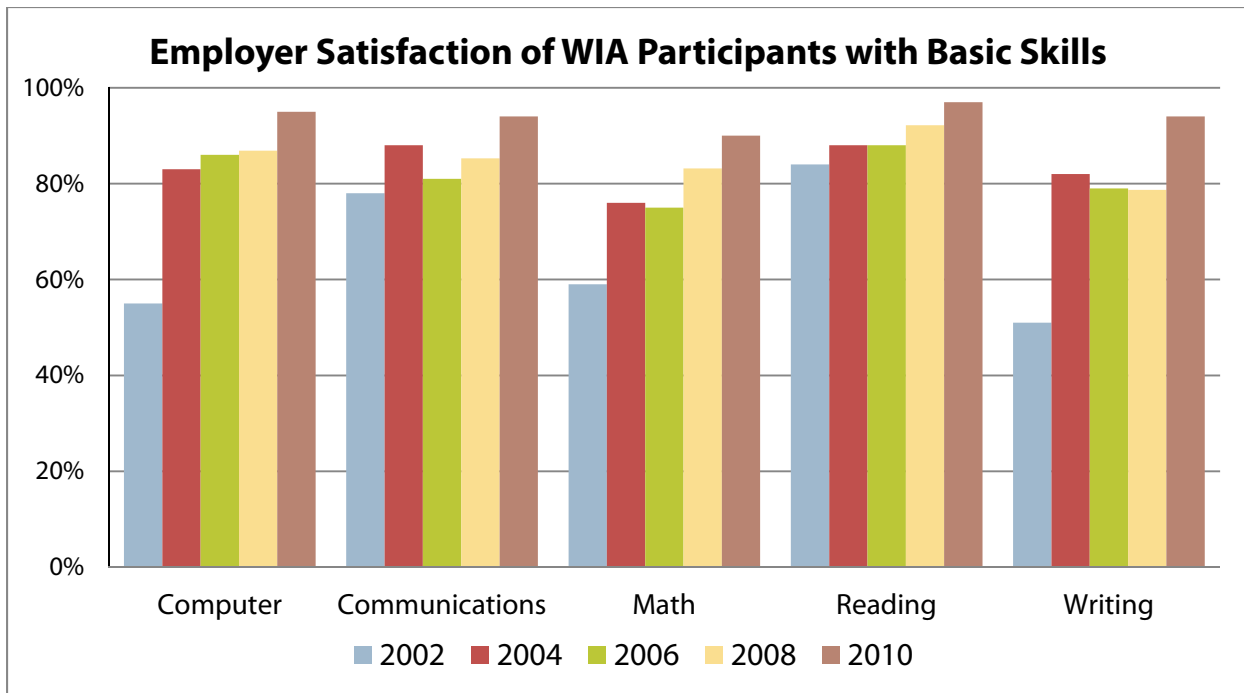
Among those indicating they were “very satisfied,” top scoring categories included:

- 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 2007-08 than in 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.

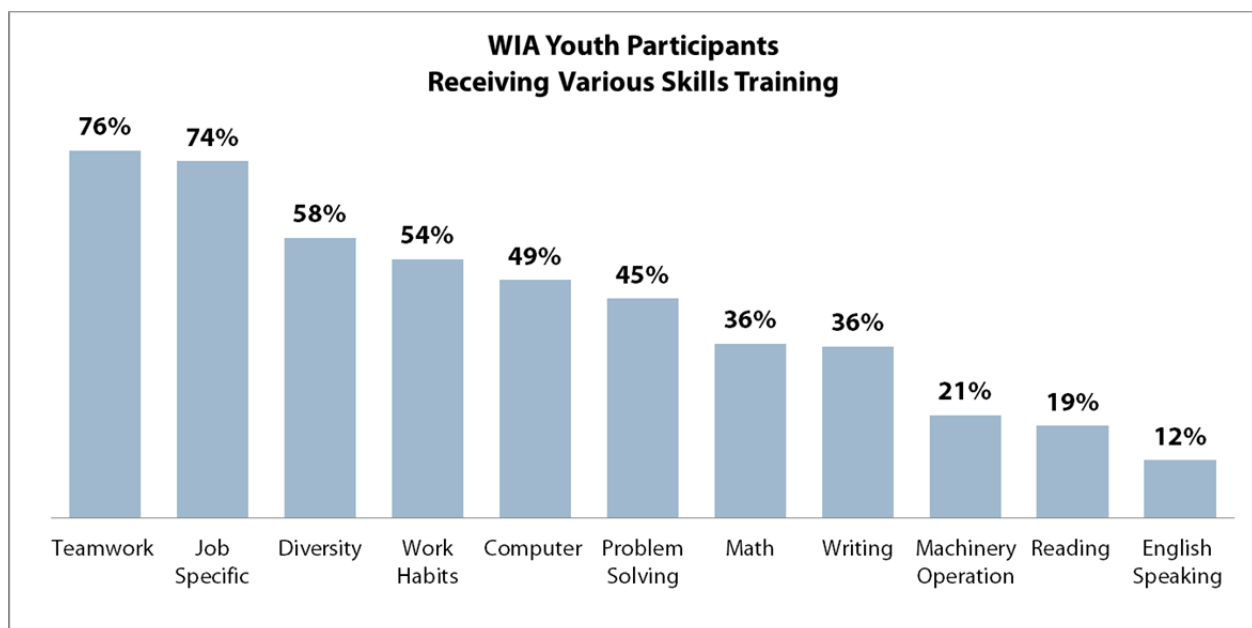


Participant Survey

In 2011, the Workforce Board surveyed WIA Youth participants who had left their program in 2009-10. The Participant Satisfaction Survey provided data on employment and documented how satisfied participants were with the training. The survey was conducted by telephone and was completed by 309 participants.

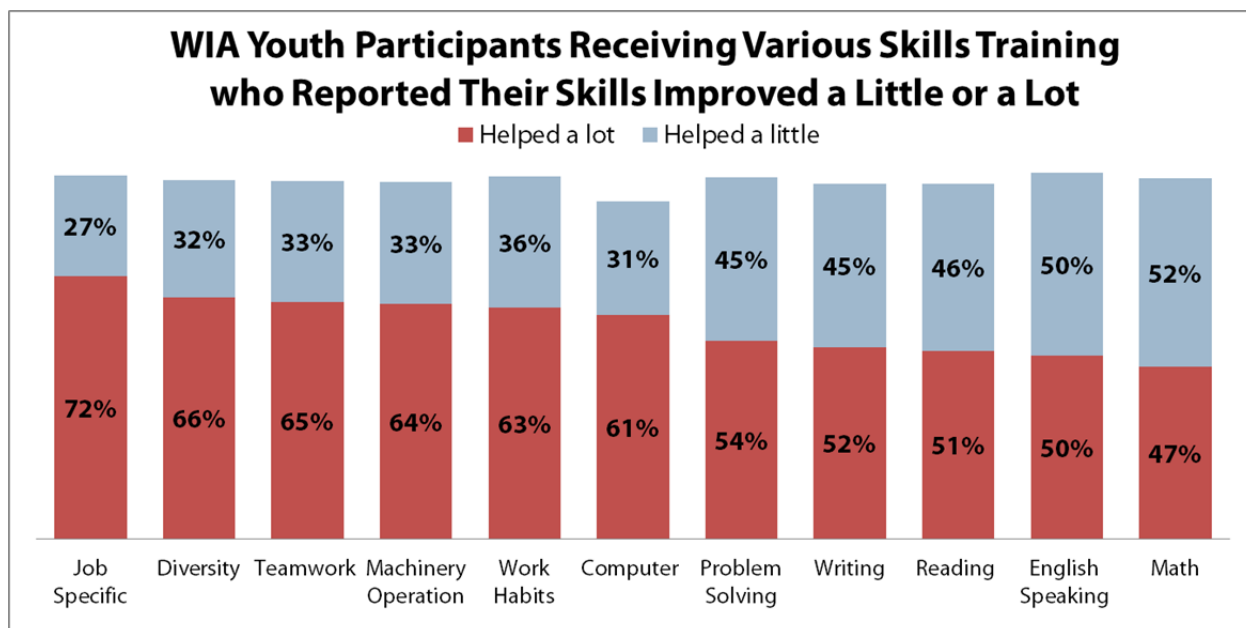
Based on survey results, most WIA youth entered the program for employment-related reasons: 85 percent enrolled to get work experience and 84 percent to learn skills for a new job. Some 82 percent also enrolled for personal improvement.

The majority of WIA youth reported they received some type of training (60 percent). As in the previous study, the two most common types of training received were teamwork (76 percent among those who received training) and job-specific skills (74 percent among those who received training). This is an increase from the previous Participant Survey, when only 50 percent received teamwork training, and only 45 percent in job specific skills. Similar to the previous survey, fewer participants received training in basic skills like reading and English speaking.



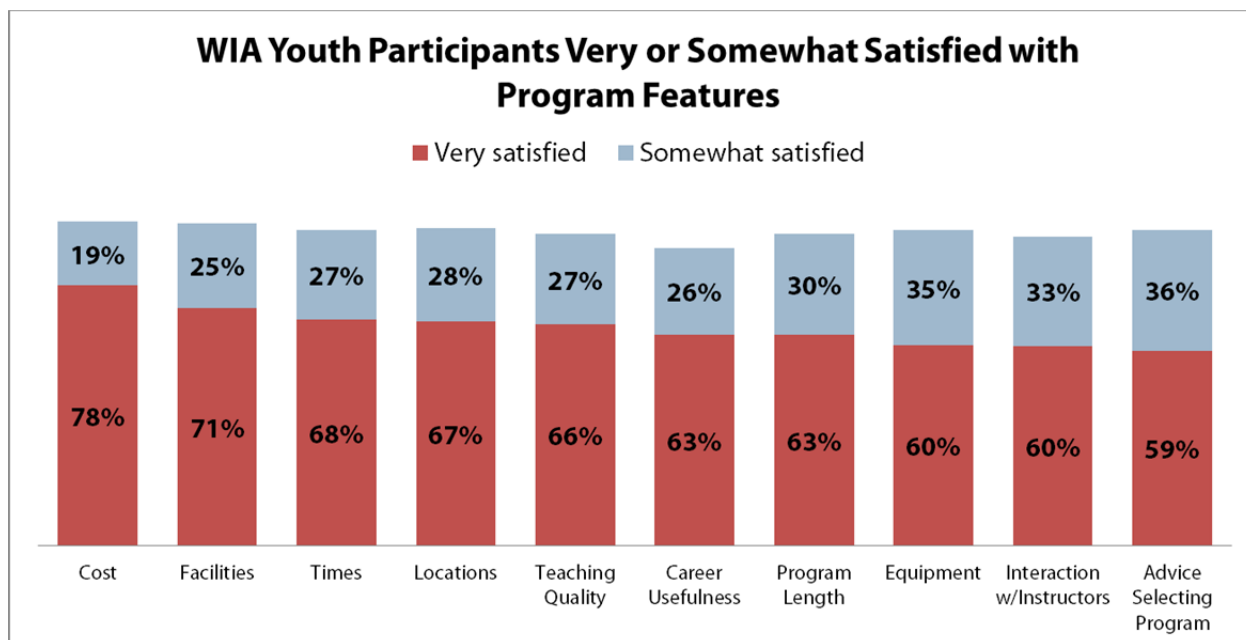
Source: Workforce Board's Participant Satisfaction Survey 2011.

As in the past, nearly all WIA Youth reported that their skills improved as a result of training. Higher percentages reported "a lot" of improvement in job-specific skills than did so in basic skills. The percentage of WIA Youth participants who reported that the diversity training helped "a lot" fell 10 percentage points. However, the percentage that reported it helped "a little" increased 11 percentage points. In a similar fashion, the percentage of participants who said job specific skills training helped "a lot" increased 7 percentage points, but those reporting it helped "a little" declined by the same percentage. Another increase in training that helped "a lot" was computer skills, which rose 17 percentage points from 44 percent in 2008 to 61 percent in 2011.



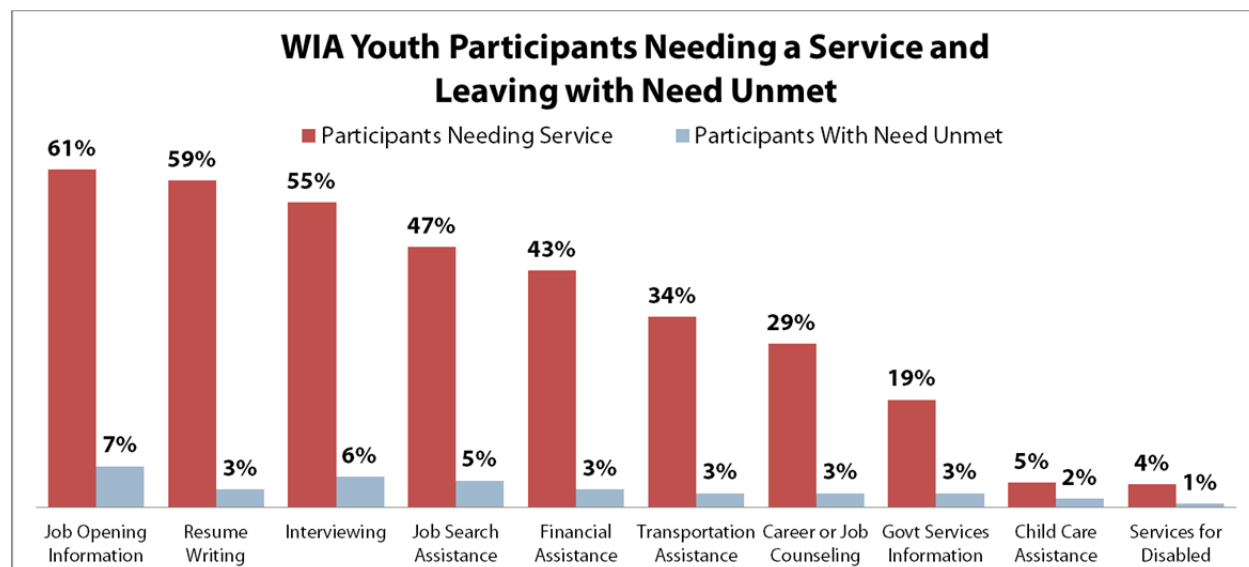
Source: Workforce Board's Participant Satisfaction Survey 2011.

Survey results revealed participants were quite satisfied with the training and support services they received as part of their WIA Youth program. Some 93 percent of the participants surveyed said they had met their educational objectives in the program, about the same as in 2008. Overall satisfaction with the program was also higher than reported in 2008 (96 percent versus 93 percent). When asked about specific program features, satisfaction was highest with program facilities and cost followed by times, locations, equipment and advice selecting the program. Satisfaction was lower this year with career usefulness.



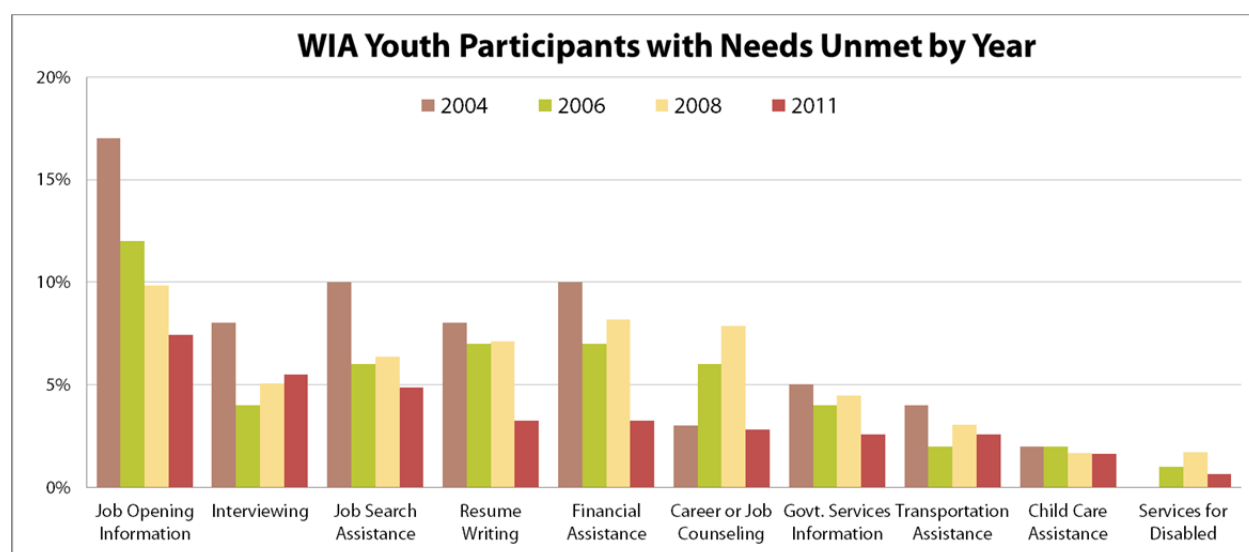
Source: Workforce Board's Participant Satisfaction Survey 2011.

Most of the participants who needed support services while enrolled received them. As in previous studies, participants said the services most frequently needed were information on job openings, assistance with interviewing, and job search assistance. Most youth had their needs met in these areas. The greatest unmet need¹³ remains job opening information (10 percent in 2008 vs. 7 percent in 2011).



Source: Workforce Board's Participant Satisfaction Survey 2011.

The percentage of WIA Youth participants who left their program with an unmet need has declined since 2004. The largest declines since the 2008 participant survey were in financial assistance and career or job counseling. The percentage of participants indicating an unmet need dropped from 8 percent to 3 percent in each of these categories.



Source: Workforce Board's Participant Satisfaction Survey 2004-11.

¹³ Unmet need refers to cases where the student reports that either they did not receive the required service or what was provided did not meet their needs.

Relationship of Training to Employment

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

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

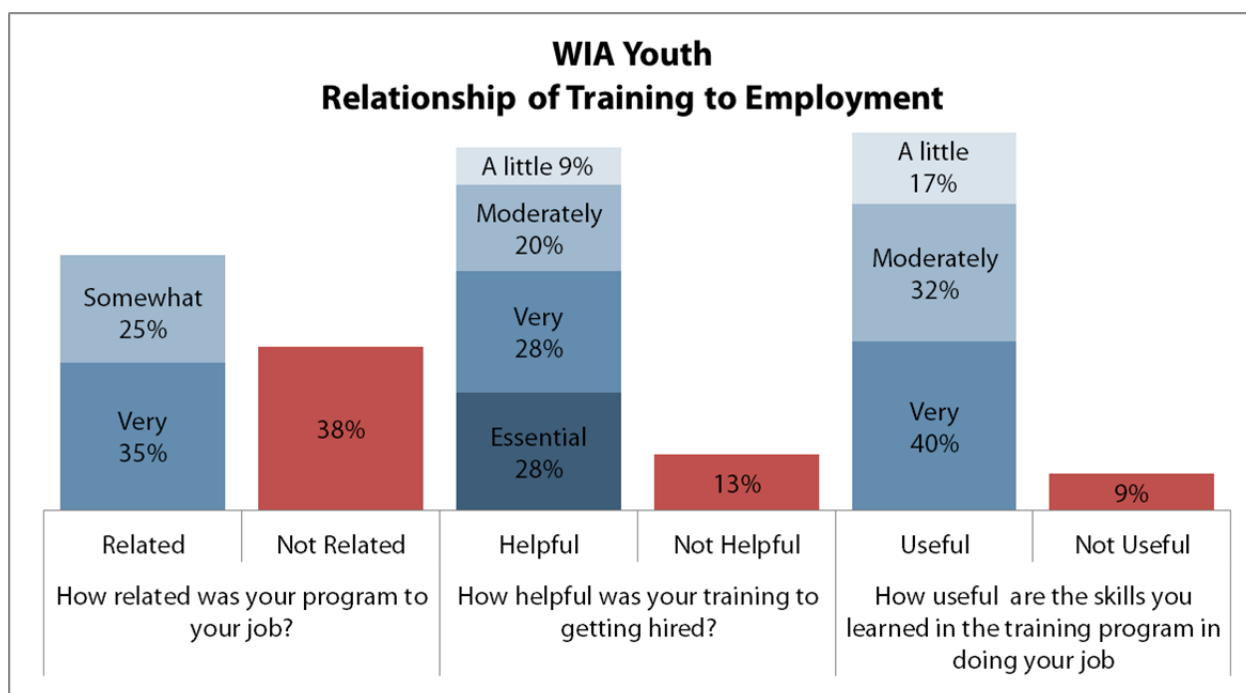
Asking about the relationship between training and employment in different ways can produce more complete information. For example, some participants said their training was not related to their job, but nevertheless found the skills acquired were useful on the job.

Among participants employed seven to nine months after leaving a program, 35 percent said their training was "very related" to their job. A further 25 percent reported the training was "somewhat related" to their job. In 2008, a lower percentage of employed participants reported their training was "very related" to their job (27 percent), while a higher percentage indicated the training was "somewhat related" (35 percent).

Participants interviewed in 2011 also indicated the training was helpful to them in getting their job. Of those participants, 28 percent indicated their training was an "essential requirement," another 28 percent indicated it was "very important," and 20 percent reported it was "moderately important." Nine percent said it was "a little helpful." Only 13 percent indicated their training was "not important at all" to getting their job.

Most participants said the skills they learned in their training program were useful in doing their job. Some 40 percent of participants indicated the skills were "very useful," 32 percent said "moderately useful," and 17 percent "a little useful." Only 9 percent of participants who were employed indicated the skills were "not useful at all."

When combining two of the questions about the program's relationship to the job and about whether the skills acquired were helpful, a small percentage of participants answer negatively to both. Just 6 percent of participants employed the third quarter after exit said the training they received was *neither* helpful in their job nor related to the job they obtained.



Source: Workforce Board's Participant Satisfaction Survey 2011.

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 net impact analyses examined the short-term (Program Year 2007-08) and long-term (Program Year 2005-06) experiences of participants who left the WIA Youth program.

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

^Short-term is 3 quarters after program exit; Long-term is average across 3 years since program exit.

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

**Wages and earnings, expressed in first quarter 2009 dollars, represent the average difference between ABE/ESL participants who got jobs and those in the control group who were employed.

The WIA Youth program serves young people with substantial barriers to success in school and employment. This affects the program's outcomes. After participation, 38 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 \$10,365.

These results may seem mild, 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.

Benefits and Costs

The cost-benefit analysis estimates the value of the net impact on earnings, employee benefits (estimated at 25 percent of earnings), UI benefits, and certain taxes. Program costs include both direct costs and support payments borne by the state and the foregone earnings borne by program participants.

Benefits and costs are calculated for both the observed period of time and based upon a statistical model that estimated the benefits and costs out to age 65. In order to compare benefits and costs in terms of net present values, post-program benefits and costs are discounted by 3 percent per year and all figures are stated in 2009 Q1 dollars. The benefits and costs presented here are based on impacts estimated for youth participants leaving programs in 2005-2006, because a longer-term follow-up is required for this analysis.

Participant and Public Benefits and Costs per Participant in WIA Youth Programs

Benefit/Cost	First 2.5 years		Lifetime (until 65)		Sum of Costs and Benefits
	Participant	Public	Participant	Public	
Benefits					
Earnings	\$4,729	\$0	\$35,000	\$0	
Fringe Benefits	\$1,182	\$0	\$8,750	\$0	
Taxes	-\$615	\$615	-\$4,553	\$4,553	
Transfers					
UI	\$155	-\$155	\$1,467	-\$1,467	
Costs					
Foregone net earnings	-\$1,206	-\$139	-\$1,206	-\$139	
Program costs	\$0	-\$6,560	\$0	-\$6,560	
Benefits	\$5,450	\$460	\$40,664	\$3,086	
Costs	-\$1,206	-\$6,699	-\$1,206	-\$6,699	
Total (Net)	\$4,245	-\$6,239	\$39,458	-\$3,613	\$35,845

Note: Benefits and costs are expressed in 2009 first quarter dollars.

For each WIA Youth, the public (taxpayer) program cost is about \$6,560 over the length of enrollment, and the student cost is \$1,206 in foregone earnings while training. During the first two and one-half years after leaving the program, participation increases the average youth participant's earnings by \$4,729. During the course of working life to age 65, the average youth participant will gain about \$33,794 in net earnings (earnings minus foregone earnings) and about \$8,750 in employee benefits. These are net gains compared to the earnings of similar individuals who did not participate in a program. Including program costs and the net impacts on taxes and unemployment insurance benefits, the total net benefit per participant is \$39,458.

Projected participant benefits to age 65 outweigh public costs for the WIA Youth program by a ratio of \$6 to 1, or \$39,458 to \$6,560.

From the time of leaving the program to age 65, the public is expected to gain about \$4,553 per youth participant in net additional Social Security, Medicare, federal income, and state sales taxes and to save about \$1,467 per youth participant in UI benefits. The estimated lifetime net cost to taxpayers is \$3,613 per participant. Projected taxpayer net benefits to age

65 are less than public costs invested in WIA Youth services by a ratio of .47 to 1 or \$3,086 to \$6,560.

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.

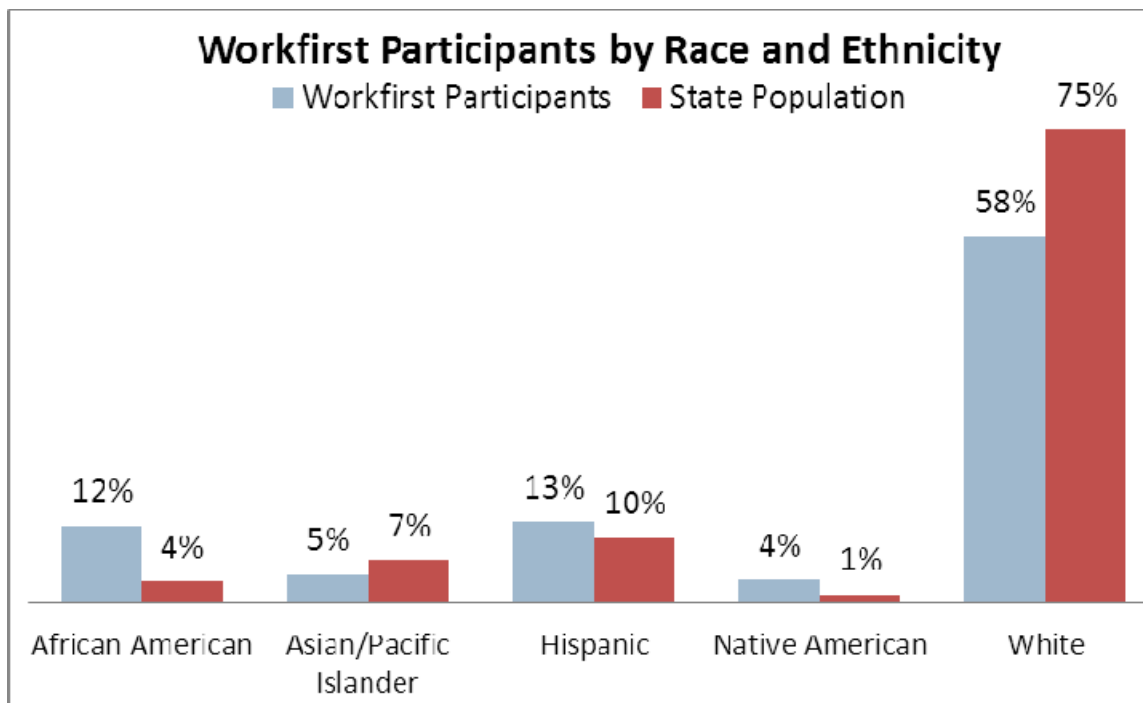
Participant Profile

For this report, researchers studied the results of 33,010 participants who took part in one or more WorkFirst employment and training related services between July 1, 2008 and June 30, 2009. 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.

WorkFirst participants who exited in 2008-09 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 Some 58 percent of participants were white, 13 percent Hispanic, 12 percent African American, 5 percent Asian/Pacific Islander, and 4 percent Native American.

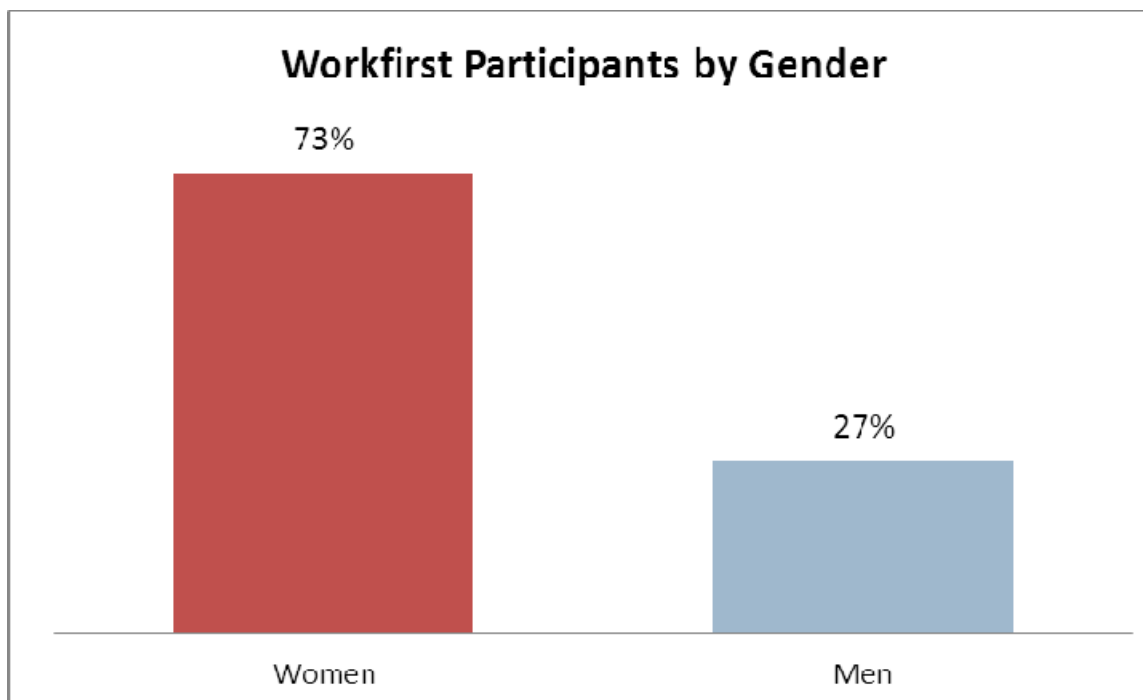
¹ The TANF program is for families, where the parent(s) receives a grant for his or her own needs as well as the child(ren), and is subject to federal participation requirements.

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 2009 U.S. Census Bureau estimates from the American Community Survey, 75 percent are white; 4 percent are African American; 1 percent are Native American; 7 percent are Asian/Pacific Islander; 3 percent are multiracial; and 10 percent are Hispanic.



Source: Department of Social and Health Services, Administrative Records.

Nearly three quarters of WorkFirst participants (73 percent) were women. This is down slightly from 75 percent in the prior program year.



Source: Department of Social and Health Services, Administrative Records 2008-09.

Education Level

WorkFirst participants entered the program with the following education levels:

- 41 percent had not completed high school.
- 44 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, with one quarter over age 35 and another quarter of participants under age 22.

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.

The Workforce Training Results report seeks to answer several core questions, including:

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

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 participants who participated in one or more of the following employment and training components.³

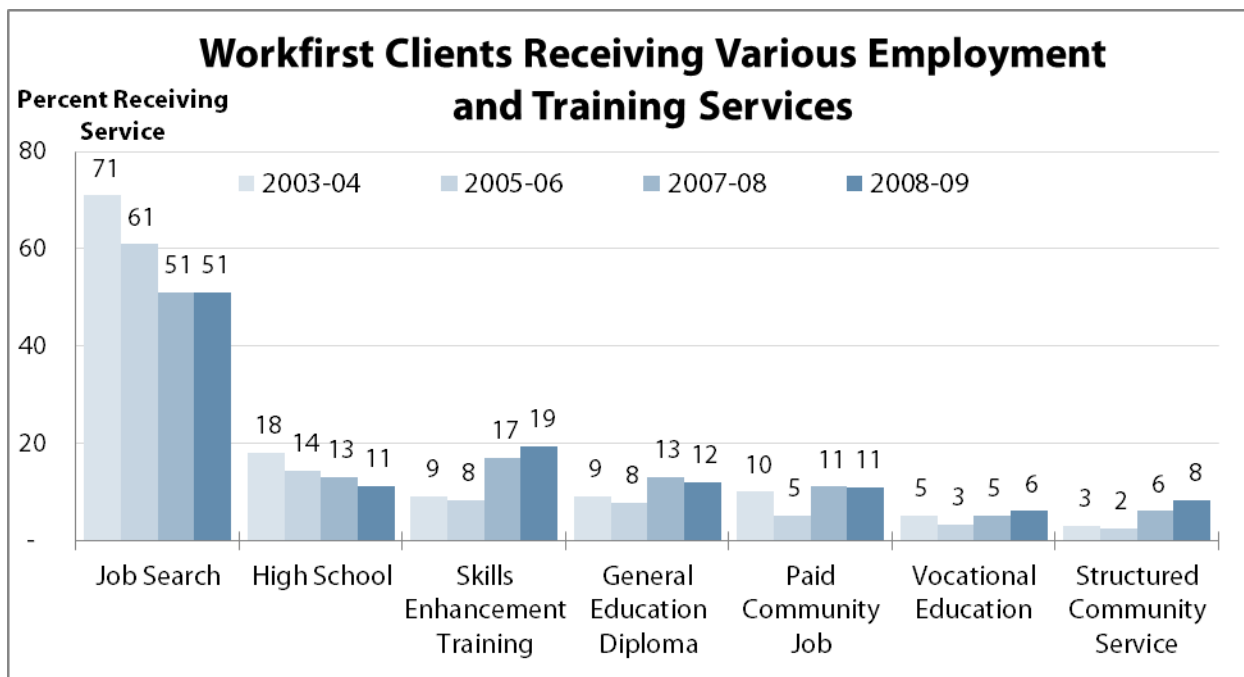
- CJ – Community Jobs (subsidized employment)
- JS – Job Search
- PE – Customized Job Skills Training
- BE – Basic Education
- ES – English as a Second Language
- GE – General Education Diploma
- HS – High School
- HW – High Wage / High Demand
- JT – Skills Enhancement Training

³ The component codes are E-JAS component codes.

- 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 participants of 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 provided to WorkFirst participants, job search was used most frequently. However, the percentage of participants using job search assistance fell 10 percentage points between 2007-08 and 2008-09. The percentage of participants who used Community Jobs (subsidized employment), Skills Enhancement Training, and Structured Community Service has more than doubled since 2007-08. Altogether, there were fewer 2008-09 WorkFirst participants who used any employment or training components than in 2007-08.



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.⁴ The study looks at employment and earnings three calendar quarters after the participant left a WorkFirst program. The chart below shows the 2009-10 employment and earnings of participants who left the program during the 2008-09 program year.

According to state records, 37 percent of WorkFirst participants were employed. Of those who were working, 37 percent were employed full time. The median hourly wage of those working was \$10.11, with median annualized earnings of \$12,428.⁵ Employment rates and earnings are typically low for this population, but they were somewhat lower than what was reported in the prior program year. The decreases in wages and earnings are likely due to the continued effect of the Great Recession.

Employment and Earnings for WorkFirst Participants, 2009-10

Performance Measure	Results
Employment Rate*	37%
Full Time Employment **	37%
Median Quarterly Hours	304 hours
Median Hourly Wage***	\$10.11
Median Annualized Earnings***	\$12,428

* 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 account for inflation.

To put earnings in context, the median number of people WorkFirst participants were able to support at the poverty level in 2009-2010 was 1.4 people. At the 200 percent of poverty level, this worked out to less than one person, or 0.6 people.⁶

⁴ 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).

⁵ Annual earnings are calculated as third quarter earnings multiplied by four. Quarterly earnings are the result of hourly wage rates and the number of hours worked in a calendar quarter. All wages and earnings are stated in first quarter 2009 dollars.

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.

Self Sufficiency Level Trends for WorkFirst Participants*

Performance Measure	2004-05	2006-07	2008-09	2009-10
Household size-poverty level	1.3	1.6	1.4	1.4
Household size-poverty level at 200 percent	0.6	0.6	0.6	0.6

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

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

Employment and Earnings Trends for WorkFirst Participants

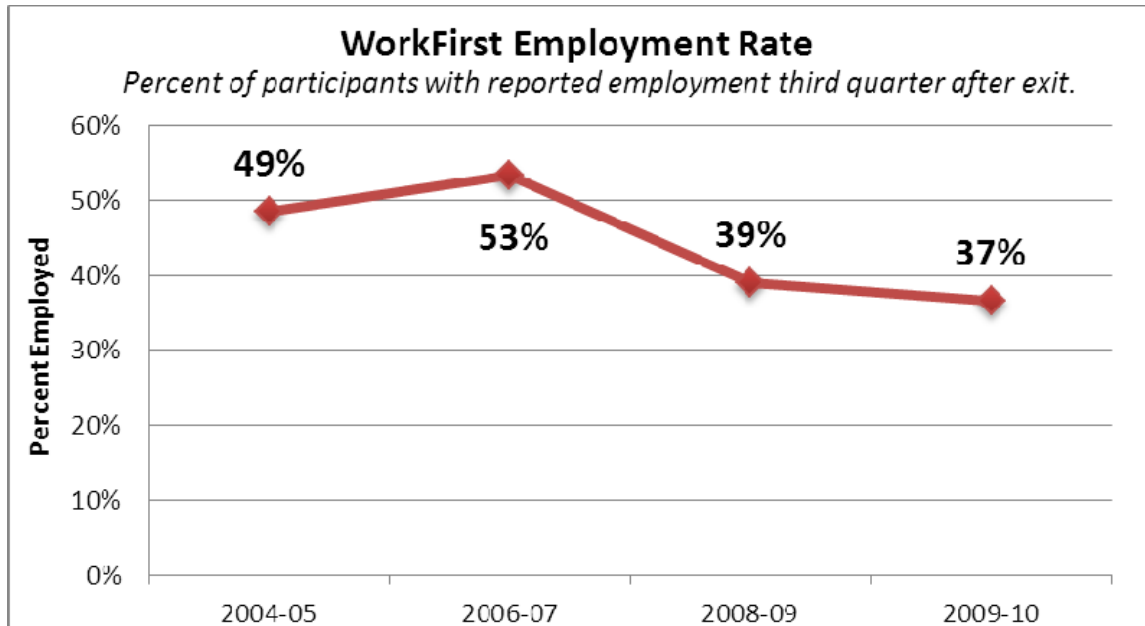
Performance Measure	2004-05	2006-07	2008-09	2009-10
Employment Rate*	49%	53%	39%	37%
Full Time Employment**	37%	41%	37%	37%
Median Quarterly Hours	307	328	305	304
Median Hourly Wage***	\$10.04	\$10.07	\$10.71	\$10.11
Median Annualized Earnings***	\$12,099	\$12,991	\$12,477	\$12,428

**These figures apply to those with employment reported to ESD six to nine months after program exit 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.*

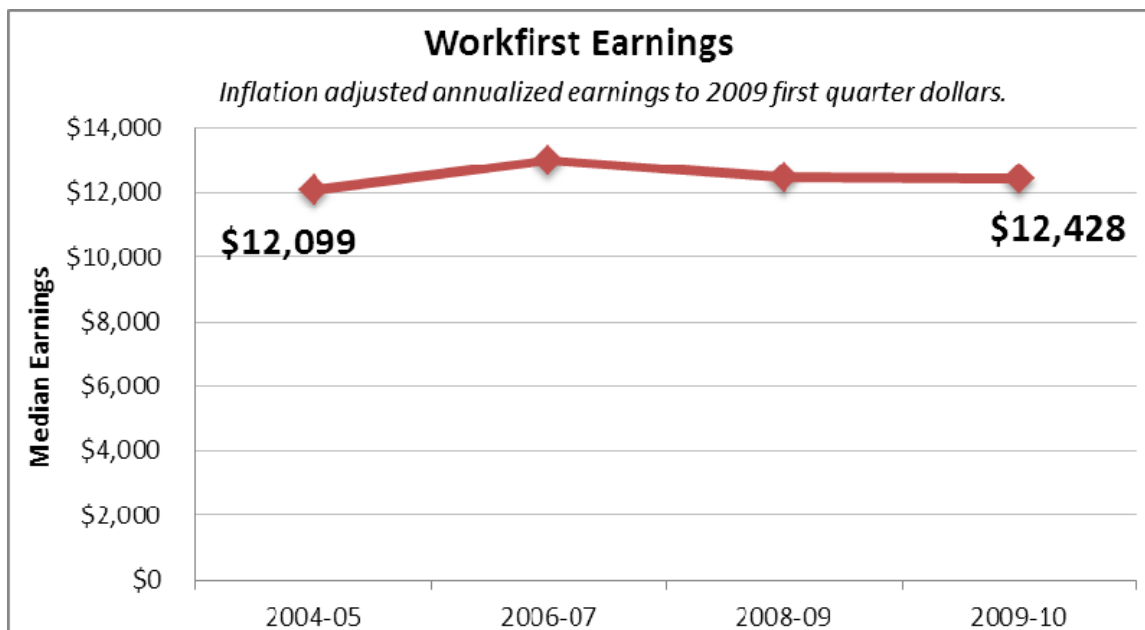
****Earnings/wages expressed in first quarter 2009 dollars in order to account for inflation.*

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



Source: Workforce Training Results 2004-10.

Earnings of WorkFirst participants have stayed fairly stable.



Source: Workforce Training Results 2004-10.

Workfirst Employment by Industry

The majority of WorkFirst participants reported being employed in the service sector (59 percent) or the retail trades (18 percent). Looking more in depth at the service sector, participants are largely working in health care (15 percent), administrative support and waste management (14 percent), and the social assistance industry (8 percent).

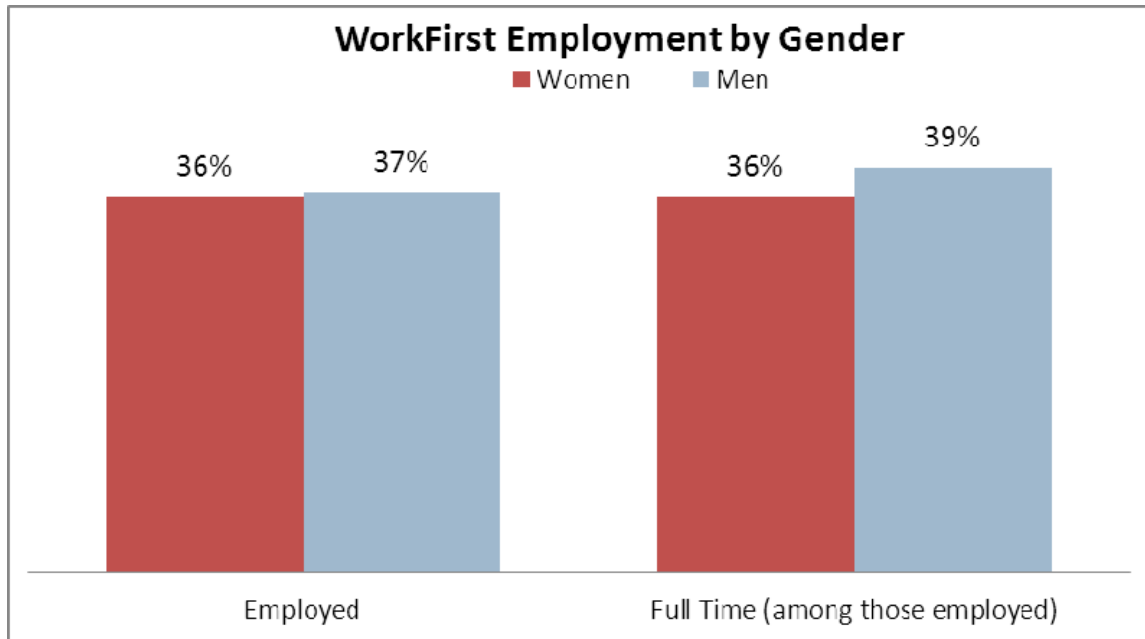
Industry Group	
59.0%	Services (see breakout below)
18.0%	Retail Trades (see breakout below)
4.2%	Manufacturing
3.8%	Construction
3.5%	Financial Activities
3.3%	Natural Resources and Mining
2.8%	Transportation and Warehousing and Utilities
2.6%	Wholesale Trade
2.1%	Public Administration
0.7%	Information
Breakout of Services	
14.8%	Health Care
14.0%	Administrative and Support and Waste
8.4%	Social Assistance
8.2%	All Other Services
5.5%	Accommodation and Food Services
3.1%	Arts, Entertainment, and Recreation
2.6%	Education Services
2.4%	Professional, Scientific, and Technical Services
Breakout of Retail Trades	
5.7%	Department Stores and Warehouse Clubs
3.3%	Groceries, Supermarkets & Specialty Foods
2.4%	All Other Retail
2.3%	Gas Stations/Convenience Stores
2.1%	Clothing and Accessories Stores
1.2%	Motor Vehicle and Accessories Sales
1.1%	Home furnishings, Garden, Hardware

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

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

Wages and Employment Results Vary by Population

Wage and employment results can vary by gender, race and ethnicity, and disability. Men and women were employed at nearly identical rates, while men were employed full time at a higher rate (39 percent compared to 36 percent for women). Women had an hourly wage that was 93 percent of men (\$10.02 versus \$10.73) identical to what was reported in the prior program year.

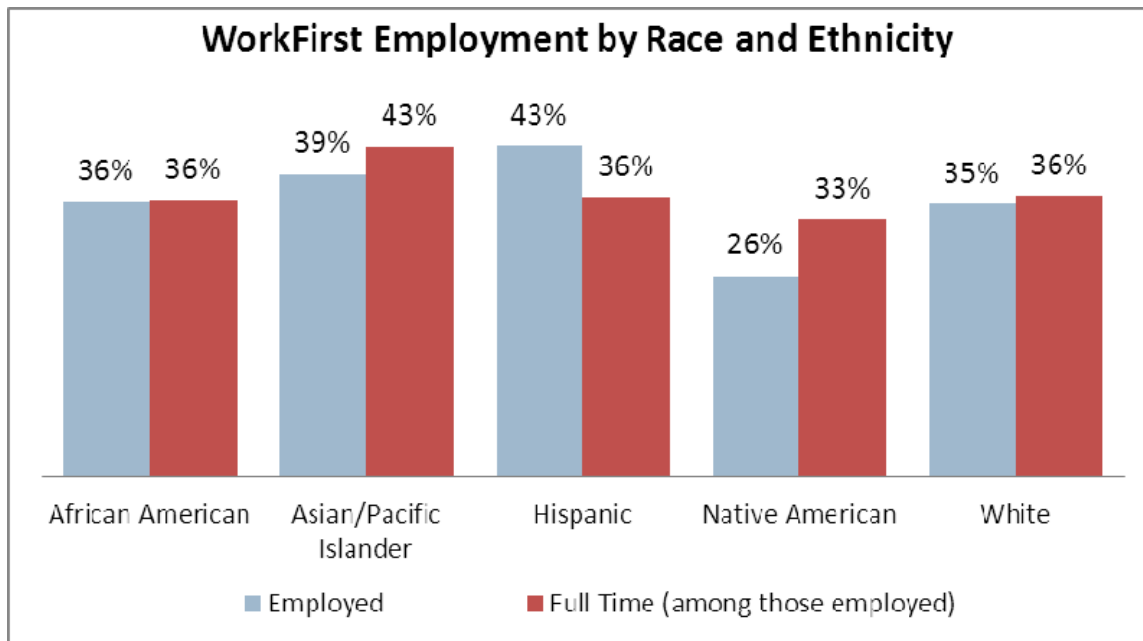


Source: Matches with Employment Security Department data.

Race/Ethnicity Plays Role

Native Americans were less likely to be employed than all other race and ethnic groups during the third quarter after exit at 26 percent. Employment rates were highest among Hispanics (43 percent), followed by Asian/Pacific Islanders (39 percent), African Americans (36 percent), and whites (35 percent). However, when looking at full time work among those holding a job, Asian/Pacific Islanders had the highest rate of full-time employment at 43 percent, Native Americans the lowest rate of full-time employment at 33 percent, and all other groups had full-time employment rates of 36 percent.

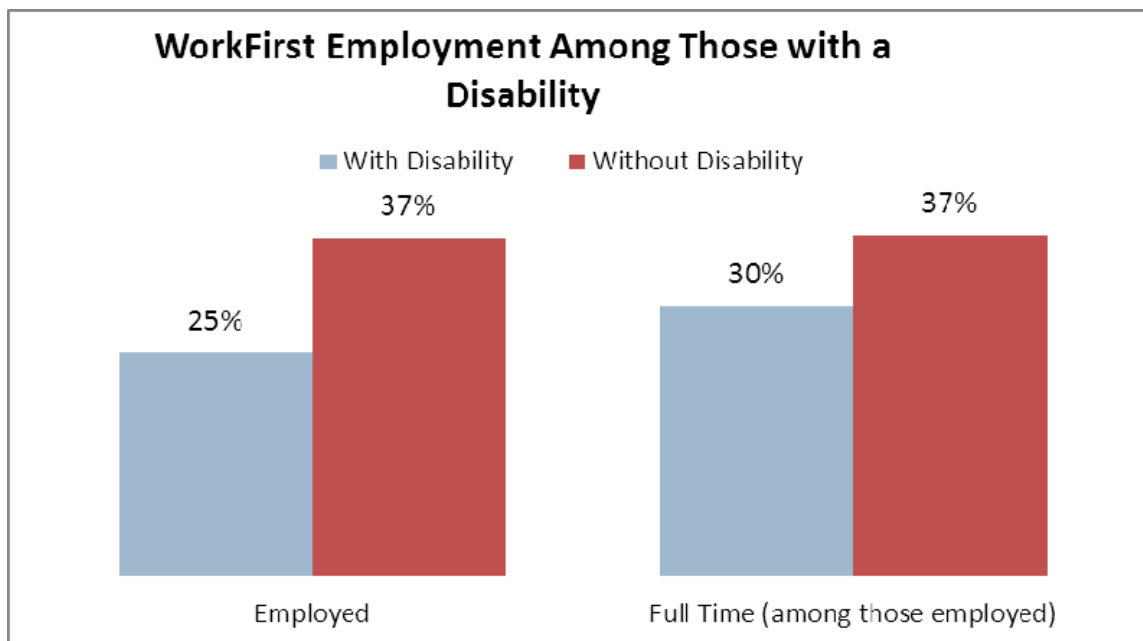
For those employed, median hourly wages did not vary much by race and ethnicity. African Americans had the highest median hourly wage at \$10.33 and Asian/Pacific Islanders had the lowest at \$9.98. In terms of annual earnings, Asian/Pacific Islanders had the highest (\$13,701), followed by whites (\$12,260), Hispanics (\$12,138), African Americans (\$11,677) and Native Americans (\$11,066).



Source: Matches with Employment Security Department data.

Disability Impacts Employment, Earnings

Earnings and employment outcomes also varied by disability status. Participant records suggest 4 percent of the WorkFirst participants included in this study had a disability. Participants 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 (30 percent versus 37 percent). Among those working, the median hourly wage rate of those with a disability was 98 percent of those without a disability (\$9.98 versus \$10.13), but the median annual earnings of those reporting a disability was 61 percent of those not reporting a disability (\$7,743 versus \$12,561).



Source: Matches with Employment Security Department data.

In summary, WorkFirst participants experienced a significant slide in their employment rate, falling from 53 percent in the previous study, to 39 percent in the current report. This decline is likely due to the Great Recession, which significantly impacted low-income wage earners. Also, WorkFirst participants continued to struggle to support themselves, even at the poverty level. Median earnings of those employed were \$12,477, an amount insufficient 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, housing assistance, the Basic Food Program (food stamps), free or low-cost health care, and Working Connections Child Care, which provides subsidized child care to working Washington parents, the benefits of which are not included in this study.