



The new Workforce^{e3} One.

Improving Labor Market Success for Low-Wage Workers

*MDRC's Research on
Job Retention and Advancement Programs,
Education Interventions, and
Transitional Jobs Programs*

September 26, 2007



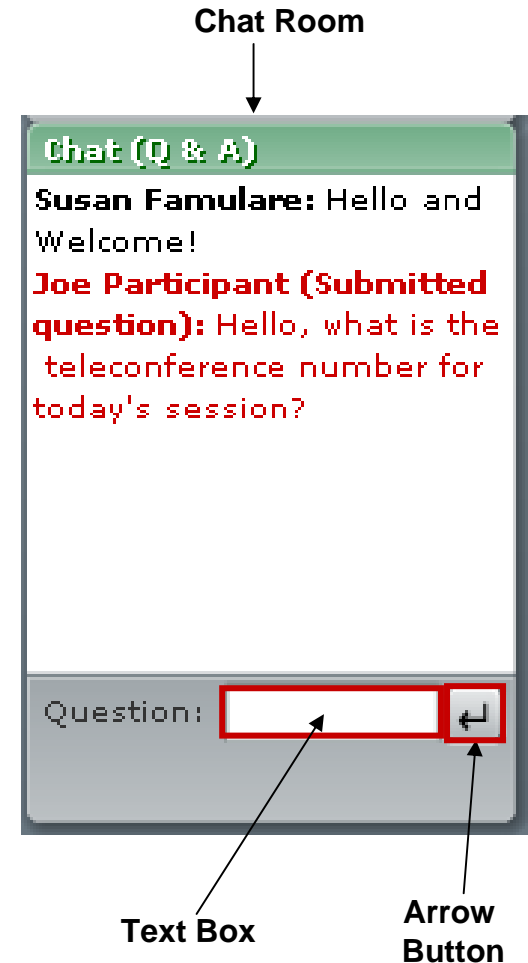
Workforce^{e3} One
Collaborate. Innovate. Transform.

The screenshot displays a virtual classroom interface with the following components:

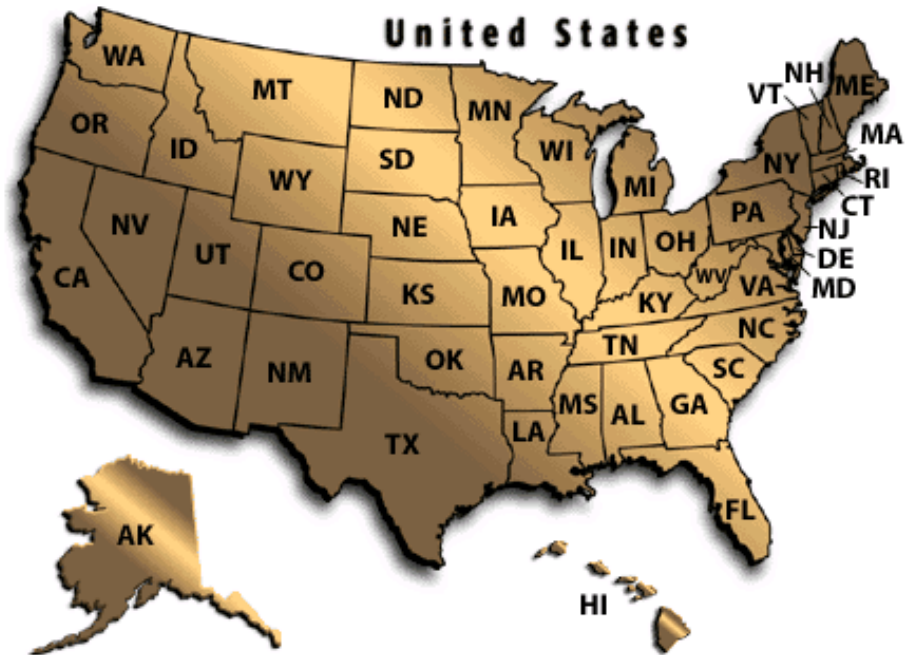
- Meeting Bar:** Located at the top, it includes a 'Meeting' icon and menu items for 'Meeting', 'Present', and 'Help'.
- Attendee List (1):** A sidebar on the left showing 'My Status' and a list of participants, currently displaying 'Gary Gonzalez'.
- Chat 1:** A chat window below the attendee list showing a message from Gary Gonzalez: 'Good afternoon and thank you for joining today's session. We will begin at the top of the hour.'
- Presentation Slide Area:** The main central area displaying a presentation slide titled 'Advanced Manufacturing Competency Model Development: Tools for Talent Development'. The slide features the Workforc^{e3} One logo and the U.S. Department of Labor Employment and Training Administration logo.

Yellow callout boxes with arrows identify the 'Attendee List', 'Chat Room', and 'Presentation Slide Area'.

- Enter questions into the Chat Room (located in lower left corner of the virtual classroom).
- To submit a question or comment, type the question in the **text box** and click the **arrow button**.
- Your name, the text “(Submitted Question)” and your question will appear in **red** on your screen, indicating successful submission.
- Questions are directly transmitted to presenters – other participants will not see your questions.



In the chat room, please type the name of your organization, your location, and how many people are attending with you today.





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New Today

Announcements Resources Popular Content

- September 11 11:16AM **Red Carpet Business Team** ▾
- September 11 9:34AM **Development Finance And Regional Economic Development** ▾
- September 11 9:26AM **How Workforce And Government Can Partner To Benefit Low Wage Workers** ▾

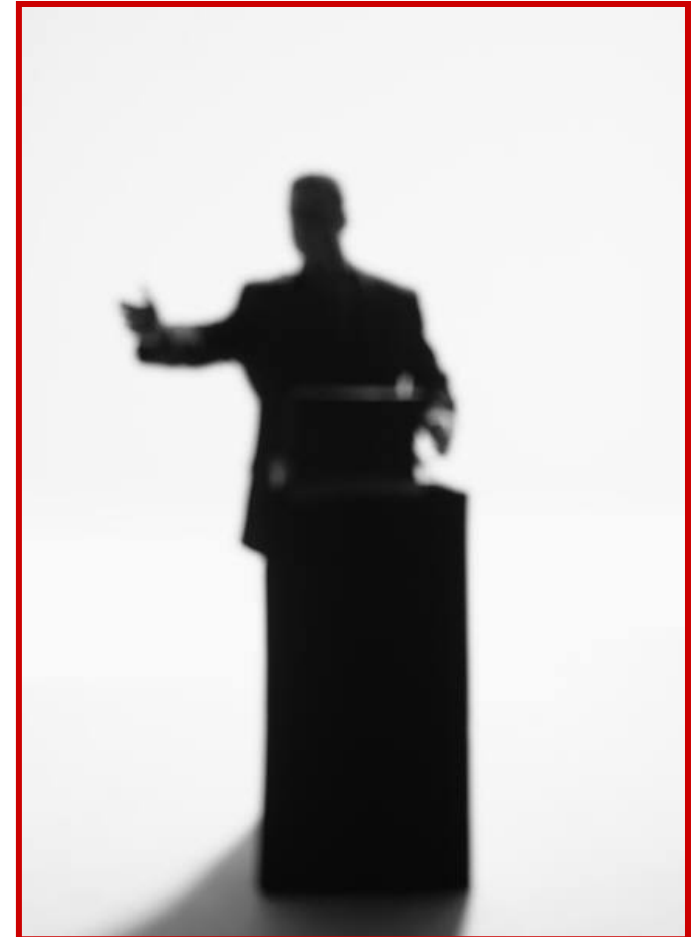
Webinars

Upcoming Recorded

- Aug 31 2007 Importance of Instilling Entrepreneurship Principles in Youth (Recorded Version)
- Aug 31 2007 Community-Based Job Training Grants Virtual Prospective Solicitation Grant Applicant Conferences (August 14 & 15, 2007)(Presentation Slides Zip File)
- Aug 31 Community-Based Job Training Grants Virtual Prospective Solicitation Grant

Presenters:

- **Maria K. Flynn**, U.S. Department of Labor
- Education Programs
 - **Rob Ivry**, MDRC
 - **Sue Scrivener**, MDRC
 - **Regina Peruggi**, Kingsborough Community College
- Job Retention and Advancement
 - **Dan Bloom**, MDRC
 - **Frieda Molina**, MDRC
- Transitional Jobs for Ex-Prisoners
 - **Dan Bloom**, MDRC





*U.S. Department of Labor
Employment and Training
Administration*

Maria K. Flynn

Administrator,

Office of Policy Development and
Research,

Employment and Training Administration,

U.S. Department of Labor



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Rob Ivry

Senior Vice President,
MDRC

- Do school-to-career programs pay off in the labor market?
- Is there a tradeoff between preparation for work and preparation for postsecondary education?
- What can increase the real earnings of young men (especially young men of color) with only a high school credential?



- Key Features:
 - *Small learning communities* to promote interpersonal supports and program coherence
 - *Career theme* to combine academic curriculum with career-related course sequence (i.e., health, business and finance, computer technology)
 - *Employer partnerships* to support career awareness and development activities and work-based learning
- Goals:
 - Dropout prevention
 - Career development and academic achievement
 - Pathways to the labor market and postsecondary education

- Nine sites reflecting “typical” Career Academy implementation and urban contexts
- Random assignment field experiment involving over 1,700 students who applied to Career Academies in 1993, 1994, and 1995
- Qualitative information on program implementation and context
- Impact findings based on 8 years of follow-up after enrollment in research sample; findings on 12-year follow-up results will be announced at end of this year
- Supported by a consortium of public and private funders, including the Department of Labor

■ Strengths

- Higher level of interpersonal supports from teachers and peers
- Increased exposure to career awareness activities, work-based learning, career-technical courses
- Greater benefits to “higher risk” students

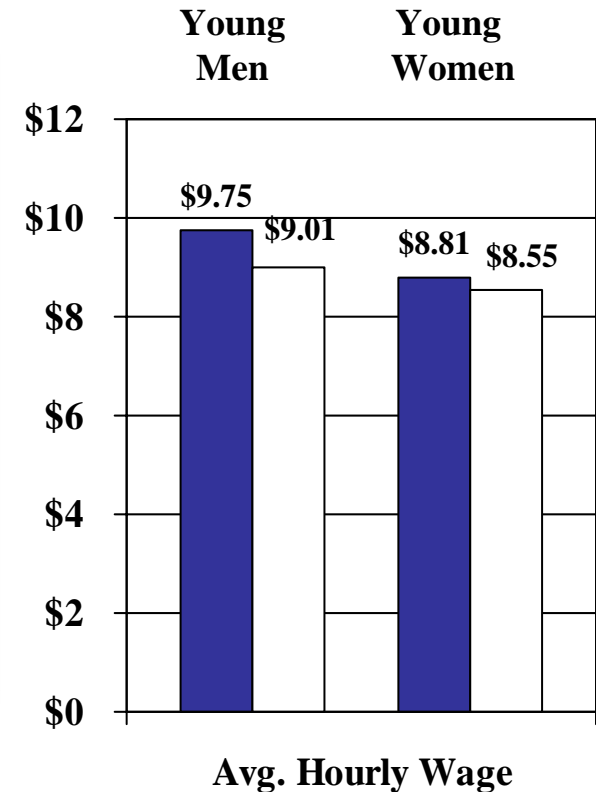
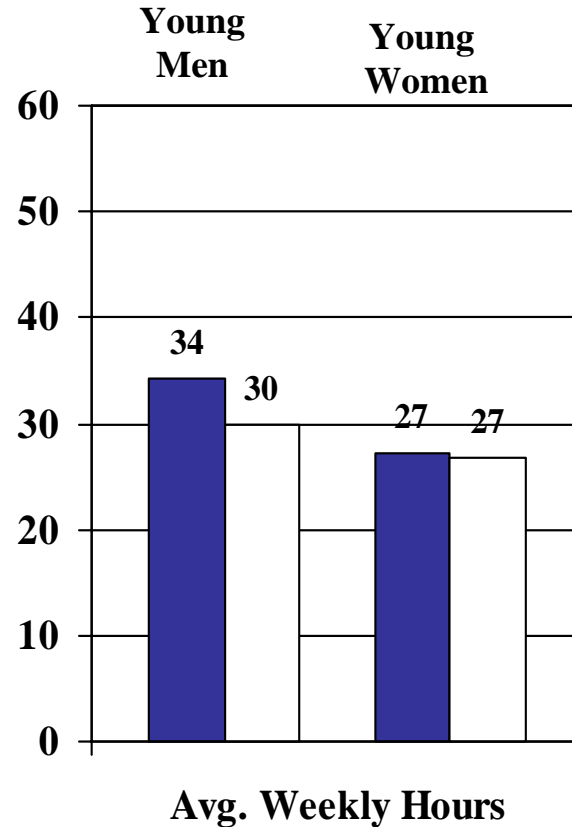
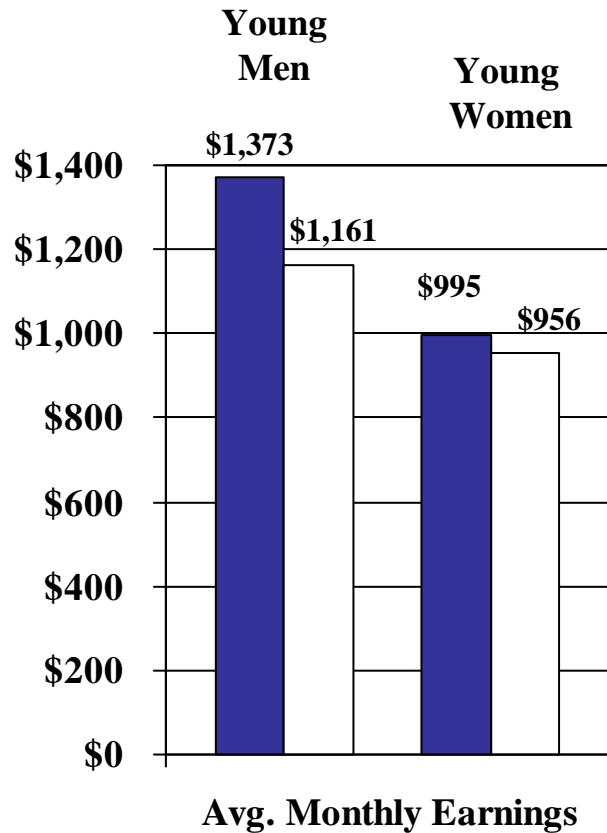
■ Limitations

- Uneven quality of curriculum integration and internships
- Little or no impact on academic performance indicators

- Large and sustained impact on employment and earnings for young men
- Relatively high educational outcomes, particularly graduation rates
- No impact (positive or negative) on high school graduation and postsecondary education outcomes
- Exposure to career development opportunities, higher-quality work-based learning experiences, and employer references are most likely candidates as sources of impacts

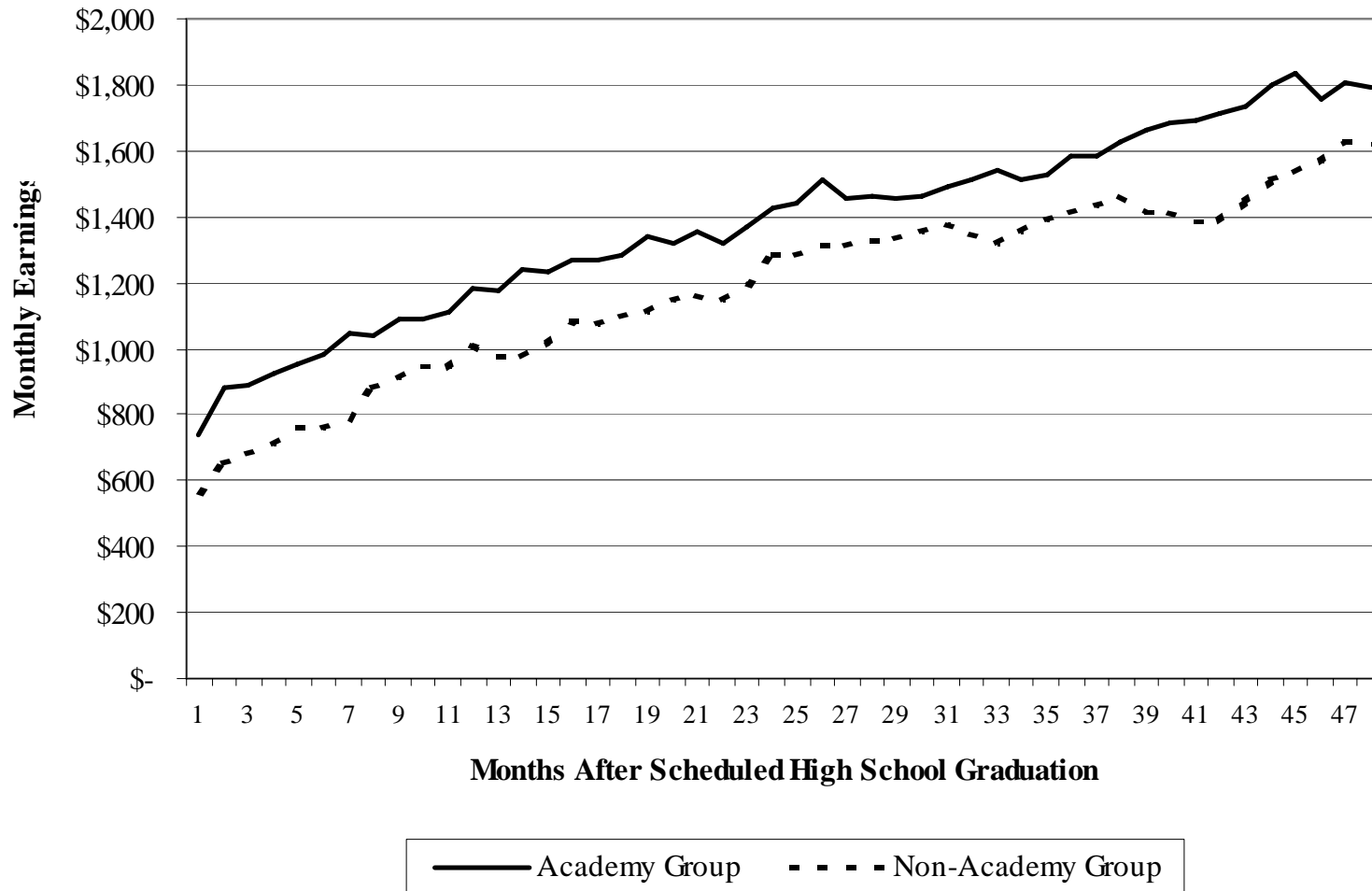


Impact on Employment and Earnings, By Gender



Academy **Non-Academy**

Impact on Monthly Earnings for Young Men



“Monthly Earnings premium” for young men with some college or AA compared to those with only high school diploma or GED*	\$136
Career Academy impact on monthly earnings for young men	\$212

* Derived from Pond, Sum, and Trub’skyy, 2002



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Sue Scrivener

Senior Associate, MDRC

Regina Peruggi

President, Kingsborough Community College

The Promise of Community Colleges, Especially for Low-Income Students

- Accessible and affordable, serving almost 12 million students nationwide
- Offer path to better jobs and higher income
- Prepare for transfer to 4-year colleges and universities
- May offer other benefits associated with higher education:
 - Strengthened social networks
 - Better health
 - Increased civic participation



Despite Benefits, Many Students Do Not Persist

- Only one-third of students who begin at community college *intending* to earn a degree *do so* within 6 years. Why?
 - Poor academic preparation
 - Competing demands of work, family, school
 - Students feel unsupported on campus
 - Difficulty paying for school



- Program strategies
 - Reforms in curricula and instruction
 - Enhanced advising and support services
 - Increased financial aid
- Key desired results
 - Increased course completion and persistence
 - Higher rates of graduation or transfer
 - Increased employment and better jobs
- Opening Doors is funded by 13 foundations and 3 government agencies, including the Department of Labor

- **Performance-Based Scholarships:** Delgado Community College and Louisiana Technical College-West Jefferson (Louisiana)
- **Enhanced Student Services:** Lorain County and Owens Community Colleges (Ohio)
- **Guidance Course Tied to Basic Academic Skills Instruction:** Chaffey College (California)
- **Learning Communities:** Kingsborough Community College (New York)

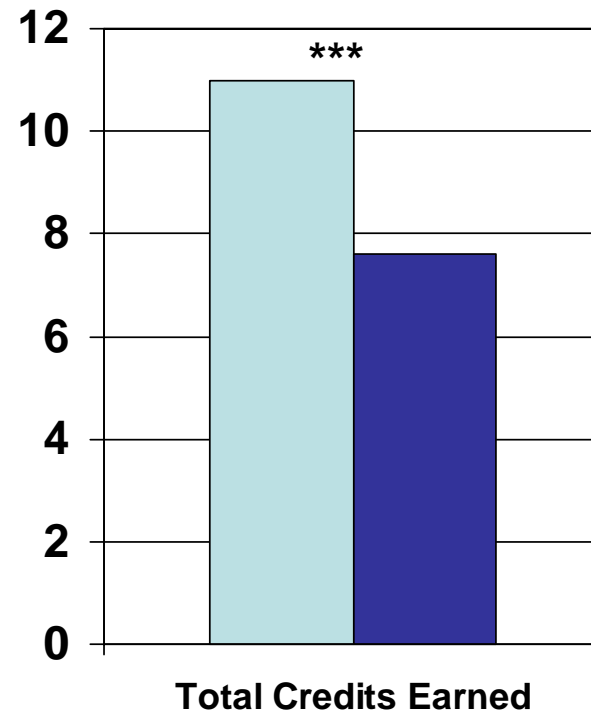
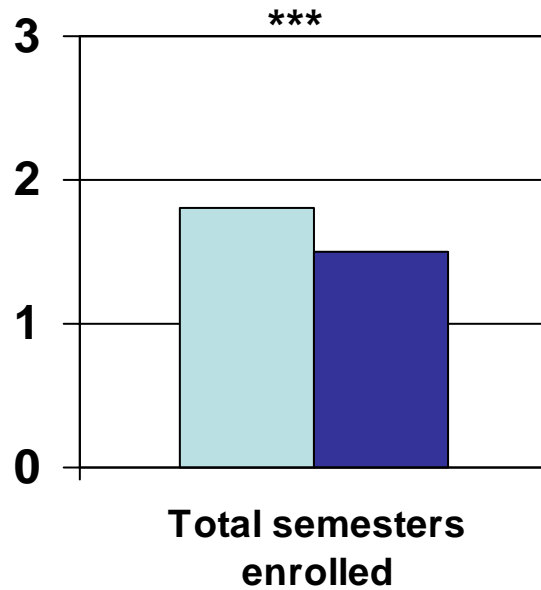


- Louisiana's performance-based scholarship led to large increases in retention, academic achievement
- Kingsborough's learning communities significantly improved academic outcomes during program semesters
- Ohio's enhanced services boosted enrollment and some academic outcomes, but effects short-lived
- Report on Chaffey coming later this year

- Scholarship tied to academic performance:
 - \$1,000 on top of regular financial aid for *two semesters*, paid in increments:
 - \$250 on enrollment
 - \$250 on passing midterms
 - \$500 on passing courses
 - Dedicated counseling staff with caseloads under 125 students.



Higher Retention, More Credits Earned



Statistical significance levels are indicated as:
* = 10 percent; ** = 5 percent; and *** = 1 percent

Kingsborough Community College's Learning Communities



- Targeted incoming freshmen
- Groups of 25 students took 3 linked courses together:
 - English (usually developmental)
 - Student development (taught by counselor)
 - Standard college course, such as sociology or health
- Faculty coordinated assignments, discussed student progress
- Students received book voucher

Effects of Opening Doors Learning Communities

- Left lasting impression on students' perceptions of college: sense of integration and belonging, using knowledge, acquiring skills
- Significantly improved academic outcomes during the learning communities semester
- Some positive effects in subsequent semesters
- Positive overall, cumulative academic effects
- Jury is out on persistence: may be a long-term effect





Learning Communities



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Dan Bloom

Director,

Welfare and Barriers to Employment
Policy Area,

MDRC

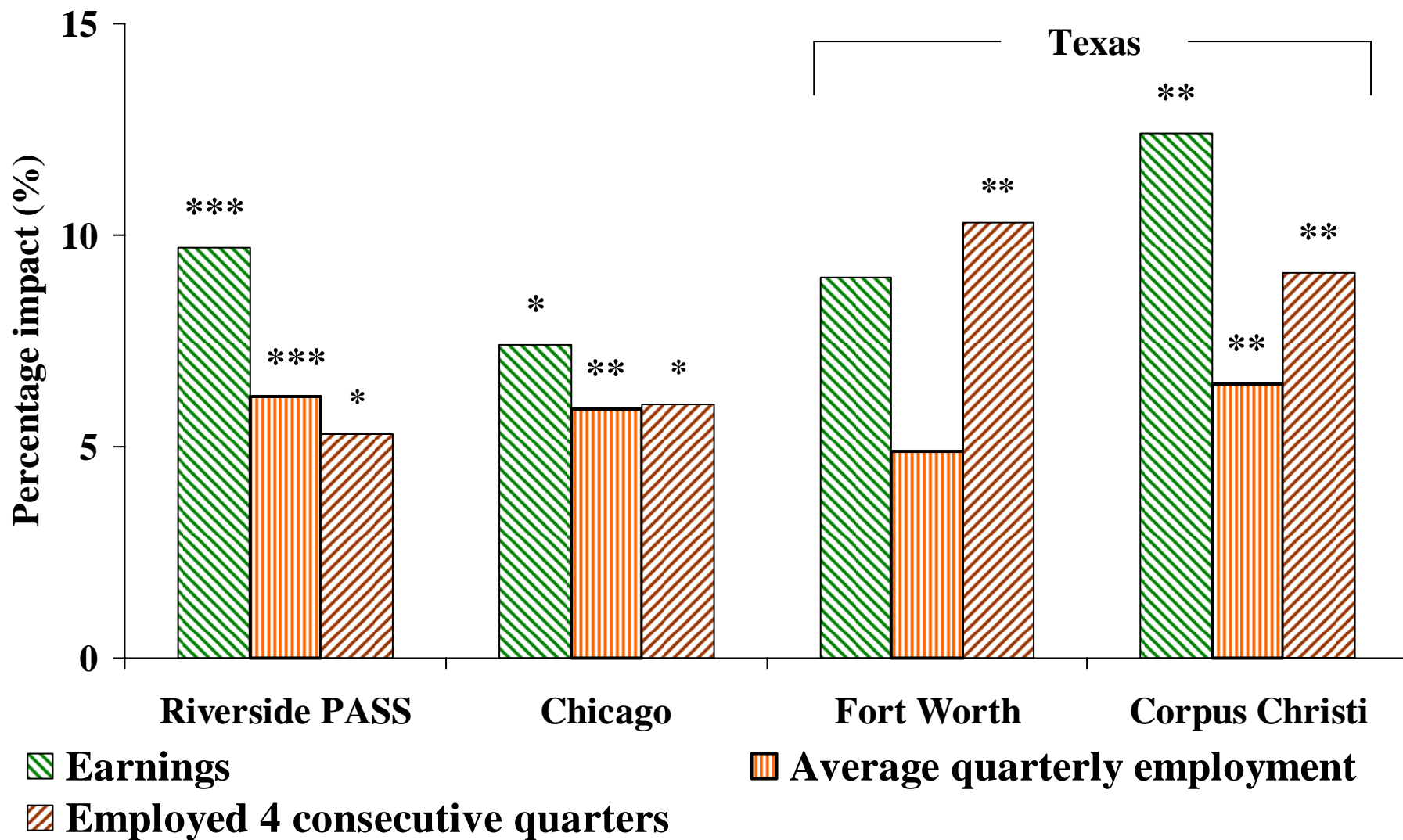
What is the Employment Retention and Advancement (ERA) Project?

- National study of a variety of programs aiming to promote stable employment and/or wage progression among low-wage workers (mostly current and former welfare recipients and mostly single parents)
- Conceived and funded by the Administration for Children and Families in the U.S. Department of Health and Human Services, with support from the U.S. Department of Labor
- Random assignment tests of 16 models in 8 states (over 45,000 sample members)
- Evaluation at interim stage: most programs have 2-3 years of follow-up

- Of 12 tests with results to date, 8 have *not* shown systematic positive impacts so far
- Three models focused on retention and/or advancement are showing systematic positive economic impacts
- A fourth model for a very hard-to-employ population is also showing positive impacts

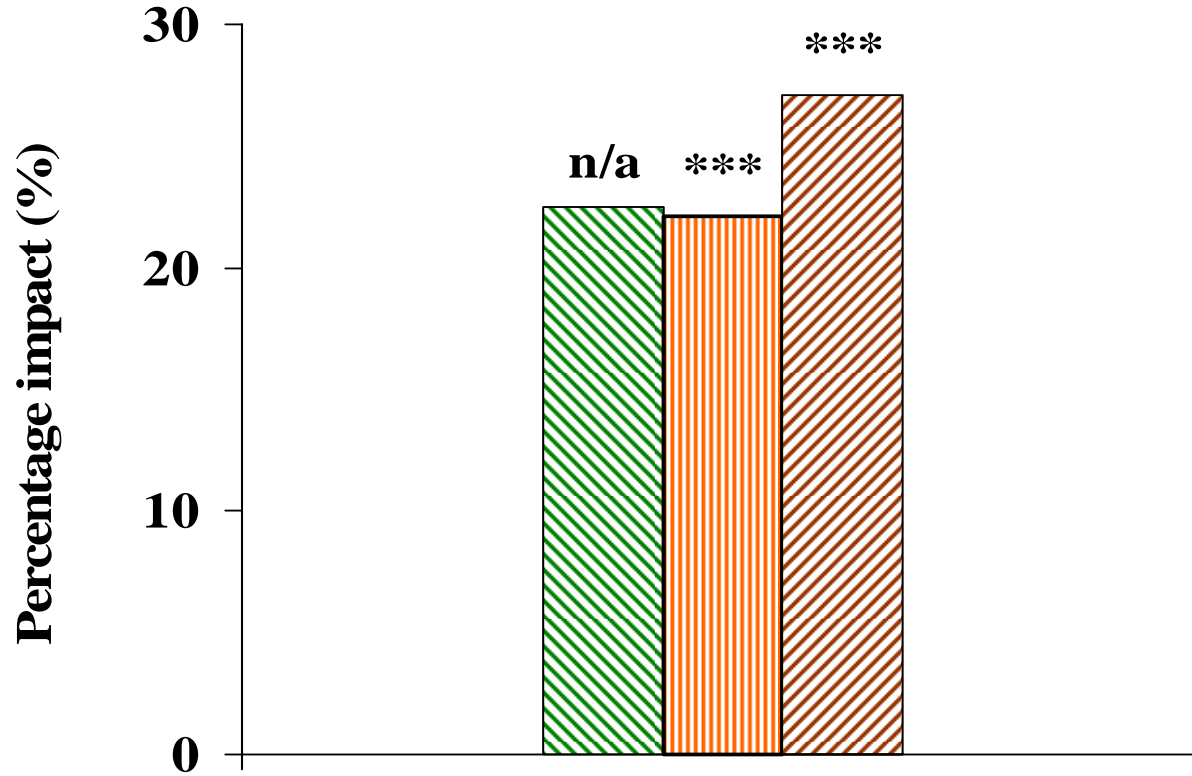
- **Texas (Corpus Christi and Fort Worth):** monthly stipends to promote full-time work
- **Chicago:** employer intermediary serving working welfare recipients
- **Riverside PASS:** community-based services for working welfare leavers
- **NYC PRIDE:** welfare-to-work program for recipients with health barriers

Cumulative 3-Year Percentage Impacts for Promising Retention and Advancement Models



Statistical significance levels are indicated as: * = 10 percent; ** = 5 percent; and *** = 1 percent

Cumulative 3-Year *Percentage* Impacts for New York City PRIDE Model



New York City PRIDE

Earnings

Average quarterly employment

Employed 4 consecutive quarters

NOTE: N/A indicates the difference is not tested for statistical significance because the UI earnings data were provided as group averages. Statistical significance levels are indicated as: * = 10 percent; ** = 5 percent; and *** = 1 percent

- Traditional case management – by itself – does not appear to be effective for promoting employment retention and advancement
- Programs seeking to provide post-employment services should prepare to provide substantial re-employment assistance
- It is important to wait for long-term results when assessing the effectiveness of strategies that seek to improve outcomes such as advancement, which may take several years to emerge



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Frieda Molina

Senior Associate,

MDRC

Why Focus on Advancement and Work Supports?

- Work alone is not a route out of poverty for many — so advancement is key
- Low-wage work is here to stay — so work supports are crucial
- Some industries have a hard time filling mid-level job openings — so business can be a partner



- Since the early 1990s work supports have expanded: EITC, Child Tax Credit, subsidized child care, Medicaid and the Child Health Insurance Program (CHIP), food stamps
- Work supports can make a big difference in boosting income
- But, take-up rates for most work supports don't approach 100% — and are below 50% for many programs



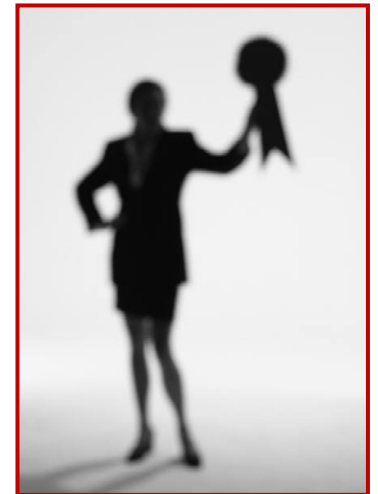
- Designed to:
 - Address low family income and lack of advancement
 - Meet labor market demand for stable, experienced, skilled workers
- Two core, integrated components:
 - Employment retention and advancement services
 - Eased access to financial work supports
- Institutional home: WIA One-Stops, requiring:
 - Collaboration between workforce and welfare agencies
 - Integration of staff and services
- Department of Labor is a core funder

- Four sites: Bridgeport, Dayton, Fort Worth and San Diego
- The model:
 - Team of workforce and welfare staff co-located at a One-Stop
 - Advancement services for up to two years
 - Simplified access to financial work supports
- Two modes:
 - Services focused on individual workers, regardless of where they work
 - Services focused on workers at particular employers, often delivered at the worksite

- To enroll, WASC customers must:
 - Be employed, making wages of \$15 per hour or less, *and*
 - Have family incomes at or below 200% of the federal poverty level *or*
 - Be re-employed dislocated workers (up to 250% of FPL)

- Individually-based career coaching, includes
 - Assistance with moving up within current job (getting a raise or promotion or increasing hours worked)
 - Finding a job better job
 - Enrolling in education or training
 - Career exploration
 - Work support eligibility
 - Assistance with understanding how earnings interact with financial work supports
- Employer-based career coaching:
 - Training to improve new work processes and skills, including improving English
 - One-on-one job coaching to increase retention, including assistance with more stable child care arrangements
 - Work support eligibility

- Bringing about a culture change in both workforce and welfare systems needed to serve working people
- Doing business in new ways
- Fostering an ethos of advancement and income growth





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Dan Bloom

Director,

Welfare and Barriers to Employment
Policy Area, MDRC

- More than 650,000 released from prison each year
- Many barriers to successful reentry, but many believe employment is critical
- Transitional jobs (TJ): a promising employment strategy for ex-prisoners
- TJ: Temporary, paid jobs, often in nonprofit or public agencies, plus:
 - “Wrap-around” services
 - Help with placement into permanent jobs

Two Evaluations of Programs for Ex-Prisoners

1. Center for Employment Opportunities (CEO)
 - Well-known NYC program serving 2,000 parolees per year
 - Study is funded by HHS and DOL as part of national project
2. Transitional Jobs Reentry Demonstration
 - In Chicago, Detroit, Milwaukee, St. Paul
 - Programs and study funded by foundations and DOL

Note:



- Both studies compare TJ to job search assistance
- Both studies use random assignment design

- Participants placed in CEO work crews (TJs) within one week after enrollment; supervised by CEO staff
- Work 4 days/week; paid daily
- Day 5: Meetings with job coach, job developer, fatherhood program, etc.
- When deemed “job ready,” receive help finding permanent job
- Participation in CEO is voluntary for most, but meets a parole condition to seek and maintain employment

- During 2004-2005, ex-prisoners who showed up at CEO were assigned, at random, to:
 - **Program group:** Regular CEO program (TJs), or
 - **Control group:** Limited job search assistance
- Sample size: 977 (P: 568; C: 409)
- Some key segments of CEO's population were not included for contractual reasons
- In addition to full sample, two groups are studied:
 - *Recently released ex-prisoners* (enrolled within 3 months after release)
 - *Not recently released ex-prisoners* (enrolled more than 3 months after release)

- Large but short-lived increase in employment
- Small but statistically significant declines in two key recidivism measures (felony convictions, incarceration for new crime); no impacts on other measures
- But overall results hide an important pattern

Employment Impacts for *Recently Released*: Initially Large But Decline

Employed (%)	Program group	Control group	Difference
Year 1	85.4	53.3	32.1***
Quarter 1	69.9	26.0	43.9***
Quarter 2	65.5	30.9	34.6***
Quarter 3	47.8	35.0	12.8**
Quarter 4	38.9	33.7	5.2

Recidivism Impacts for *Recently Released*: Large in Many Areas

Year 1 (%)	Program group	Control group	Difference
Arrested	21.8	27.0	-5.2
Felony conviction	1.7	6.2	-4.5**
Parole revoked or absconded	18.8	27.0	-8.2*
Incarcerated in state prison for any reason	9.6	19.7	-10.1***
Incarcerated in state prison for new crime	0.5	5.1	-4.7***

- Five TJ programs in Midwest, each with a different approach
- All being compared to job search assistance, as in CEO design
- All target men released from prison within past 90 days
- Random assignment ongoing
- Results expected in 2008-2009



Please enter your questions into the Chat Room!

The screenshot shows the Workforce 3 One homepage. A red callout box points to the 'Share Content' link in the 'Site Communities' section. Another red callout box points to the 'Share Content' section on the right side of the page, which includes a 'Share Content' header, a description of the tool, and a 'Frequently Asked Questions' section. A third red callout box points to the 'What type of content would you like to share?' section, which has radio buttons for 'Web Address' and 'Document'.

Simply log on to Workforce³ One and look for the “Share Content” located on the Homepage

Share your demand-driven strategic plans, models, innovations, resources, and ideas!

Submit your content to Workforce³ One at:

<http://www.workforce3one.org/members/mywf3/suggest.cfm>

Access to Webinar Materials

The screenshot shows the Workforce Solutions website interface. At the top, there is a banner with the text "The new Workforce^{e3} One." and a "Workforce Solutions Quickly find and browse" button with a right-pointing arrow. Below the banner, there is a "Select a Community" section. A central text box states: "All webinars are recorded and available for viewing 24 hours after the event. Recorded webinars will be posted to the **Webinars** section **Recorded** of the Workforce3 One Webospace." To the left, another text box states: "Materials and presentation slides used in this webinar will be available for download from the **Resource** section of the Workforce3 One Webospace". Below these, there are navigation tabs for "New Today", "Announcements", "Resources", and "Popular Content". The "Resources" tab is selected, showing a list of recent posts: "September 11 11:16AM Red Carpet Business Team", "September 11 9:34AM Development Finance And Regional Economic Development", and "September 11 9:26AM How Workforce And Government Can Partner To Benefit Low Wage Workers". To the right, there is a "Webinars" section with tabs for "Upcoming" and "Recorded". The "Recorded" tab is selected, showing a list of recorded webinars: "Aug 31 2007 Importance of Instilling Entrepreneurship Principles in Youth (Recorded Version)", "Aug 31 2007 Community-Based Job Training Grants Virtual Prospective Solicitation Grant Applicant Conferences (August 14 & 15, 2007)(Presentation Slides Zip File)", and "Aug 31 Community-Based Job Training Grants Virtual Prospective Solicitation Grant".

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THANKS!

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