

WorkFirst Accountability Report

June 2013

WorkFirst is Washington State's temporary cash assistance program. Partner agencies include the Office of Financial Management, the Department of Social Health Services, Employment Security, the Department of Commerce, the State Board for Community and Technical Colleges (SBCTC), and the Department of Early Learning.

WorkFirst has three main goals:

- Reduce poverty by helping people to get and keep jobs
- Sustain independence by helping people keep and improve jobs
- Protect children and other vulnerable residents by providing for childcare and stopgap funding for emergency situations

The Community and Technical Colleges (CTC) along with community organizations, private career schools, and a tribal college provide education and training opportunities for WorkFirst parents via a WorkFirst block grant.

This report describes Temporary Assistance for Needy Families (TANF) WorkFirst students enrolled in WorkFirst training activities for academic years 2008-2012. In addition to annual enrollments and progress during this period, the report describes completions and employment outcomes for students who left college in 2008-11 and went to work in 2012. The report is based on coding used by the colleges, which will be used going forward.¹

Overall Findings

Program Results for Students Who Finished Training in 2011 and Started Employment in 2012 and Job Retention in the Recession

External factors impacted the number of WorkFirst participants in education and training activities. The recession not only affected WorkFirst participant employment and earnings, it also caused a reduction in the CTC system budgets. Overall CTC system budgets decreased by 3% between 2010-11 and 2011-12 and total constant dollar expenditures decreased by 10 percent in the previous two years. The funding received by SBCTC for WorkFirst decreased by 9 percent in 2011-12 and by 31 percent over the past five years.

¹ Previous reports were based on a WorkFirst match, so they will not be comparable with what is reported in this report. All the years reported here were based on the new method to provide consistency for longitudinal comparisons.



Another factor in reducing the number served in education and training activities was the 2011-12 Washington State Legislature's enactment of SB 5921, which allowed certain WorkFirst participants to stop participating in work activities.

“WorkFirst Program. During fiscal year 2012, the requirement that WorkFirst activity requirements be fulfilled by TANF recipients is suspended for one and two parent families or relatives personally providing care for one child under the age of two years, or two or more children under the age of six years. Both parents in a two parent family cannot use the suspension during the same month. Beginning on July 1, 2012, DSHS is to begin phasing in recipients required to participate in WorkFirst back into work activity starting with those recipients closest to reaching the 60-month time limit for receiving TANF. DSHS is to accomplish the phase-in in such a way that a fairly equal number of required participants are returned to work activities each month until all those required to participate in work activities is reached by June 30, 2013.”²

Although the economy sustained its slow recovery, the effects of the recession had significant impact on WorkFirst students reported in this study. Vocational training completion, and more importantly, completion at least at the Tipping Point offered the most protection for employment, job retention, wages, and earnings.

- There were 4,558 TANF students employed after training in 2011. Since 2008, over 15,400 WorkFirst students gained employment after training.
- In 2012, initial employment was 61 percent for Tipping Point completers and 61 percent for all vocational completers compared to 39 percent for non-completers.
- Eighty-three percent of students who reached the Tipping Point were employed two years after they left; three percent higher than vocational completers as a whole and 11 percent higher than students who left WorkFirst training without completing.
- WorkFirst students who reached the Tipping Point had the highest wages and earnings following training. In 2012, those students started employment at \$11.30/hour with quarterly earnings of \$3,842.
- Students who reached the Tipping Point and went to work in 2009 had the highest earnings gains at two year job retention in 2011. These students had median quarterly earnings of \$5,256. This was 10 percent higher than completers as a whole and 47 percent higher than students who left WorkFirst without completing.

Colleges are providing longer vocational training for WorkFirst students. This trend has provided opportunity for more students to reach the Tipping Point.

- There were 5,406 students (3,457 FTES) enrolled in a vocational training activity including Customized Job Skills Training (CJST), Full-time Vocational Education (FTVE), and Part-time Vocational (PTVE).
- The completion rate for vocational training was 44 percent.
- A significant shift has occurred with more students enrolling in FTVE and fewer enrolling in shorter CJST programs. In the past five years, FTVE grew by 160 percent and CJST declined by 70 percent.

² Final Bill Report ESSB 5921 <http://apps.leg.wa.gov/documents/billdocs/2011-12/Pdf/Bill%20Reports/Senate/5921-S.E%20SBR%20FBR%2011%20E1.pdf>

- Students in Basic Skills and/or Skills Enhancement Training (JT) still made up the largest group of WorkFirst students (53 percent), however, this number declined by 11 percent over the past five years.

WorkFirst Student Enrollments in 2012

- Colleges and other providers served nearly 11,919 TANF parents, 5,857 FTES (all funding sources) in academic year 2012. Parents may have been served across various activities (i.e. vocational education, I-BEST, basic skills, soft skills).
- Fifty-three percent of WorkFirst students had less than 12 years of education. Nearly 70 percent had no prior college achievement.
- Six thousand (2,386 FTES) of those enrolled received basic skills or soft skills. Forty-one percent of the FTES were in basic skills and developmental education.

Student Progress While Enrolled

- One in four students (26 percent) made college level achievement gains in 2012. Another 25 percent made pre-college gains for basic skills and developmental education.
- Nearly half (49 percent) of WorkFirst students made no achievement gains. This number has continued to drop annually, declining by 12 percent over the past five years. Sixty-one percent of those making no momentum were in short term activities that were not aligned with certificates and degrees that lead to the Tipping Point.
- Forty-one percent of those in JT left with one quarter or less of instruction. The number leaving with less than one quarter of instruction has dropped annually for the past four years, with 56 percent leaving after one quarter in 2008.

College Support Services and Targeted Programs

- Although Opportunity Grants, Work Study, and I-BEST programs have demonstrated success in helping students succeed, just 13 percent of WorkFirst students participated in them. The use of Pell and State Need Grant, however, has grown from 25 percent in 2008 to 38 percent in 2012.
- I-BEST has a 45 percent completion rate, but continues to reach a very small portion of students who could potentially benefit.
- The employment rate after basic skills was 35 percent for those going to work in 2012; however, the employment rate was 50 percent for Integrated Basic Education and Skills Training (I-BEST) completers.

Next Steps

The shift in recent years has moved towards supporting WorkFirst participants to access and complete longer term training. The participants who completed longer term training had higher wages and better employment retention even during the recession. These positive outcomes would support continuance and possible expansion of TANF participants accessing longer term education, such as full time vocational education (up to the federally allowed 12 calendar months) and I-BEST to enable them to reach at least one year of college level credit and a credential (the Tipping Point³). The number of

³ Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Longitudinal Student Tracking Study; the "Tipping Point" Research, (Prince, Jenkins, April 2005).

WorkFirst students in shorter term training options did not do as well in the labor market, and demonstrated a greater vulnerability for continuation of public assistance in a tight labor market.

As stated above, 61 percent of those making no momentum were in short term activities that were not aligned with certificates and degrees. Nearly half of those in JT left with a quarter or less of instruction. The findings in this report highlight the benefit of partners working together identifying and using career pathways to develop both short and long term education and training plans for WorkFirst students. Developing educational activity plans that are aligned with a pathway, such as I-BEST programs, will help move students further and faster along the pathway and provide better coherency. Over 50 percent of the students have less than 12 years of education. Students ABE level 4 are the most likely to benefit from I-BEST and it is also the largest group of WorkFirst students in basic skills. This suggests I-BEST could grow further if it received greater support.

Intentionally designing activities to coordinate the utilization of part time education with part time employment not only provides skill acquisition, but demonstrates recent attachment to the labor market, which is desirable to employers. Other strategies to aid students are program supports, education navigation and transition to other resources such as Federal Financial Aid Pell, State Need Grant, and Opportunity Grant. The additional supports, which assist to skill attainment and completion, are particularly needed for WorkFirst students.

Section I Annual Headcount Enrollments

The community and technical colleges along with community organizations, private career schools, and a tribal college provided WorkFirst training, serving 57,276 TANF parents since 2006.

The number of WorkFirst students served is provided in the table below. This number grew annually between 2006 and 2010. The number began to decrease in 2010-11. In 2011-12 of the 11,919 WorkFirst participants served, 11,675 came to the community and technical college system (CTC) for training. This was the lowest number served in the past five years and a 25 percent decline over the previous year. As mentioned above, the recession took a toll on CTC system budgets and WorkFirst participation for some was suspended. These challenges explain the decrease in annual enrollments.

	2007-08	2008-09	2009-10	2010-11	2011-12
WorkFirst Students	13,904	16,019	17,030	15,848	11,919
Change over previous year	668	2,115	1,011	-1,182	-3,929
% increase/decrease over previous year	5%	15%	6%	-7%	-25%

The annual WorkFirst enrollments by provider are listed in the table below. Each student is counted once based upon the first WorkFirst activity they received each year (most participated in just one activity).

Provider	2007-	2008-09	2009-10	2010-11	2011-12
BATES	498	642	363	311	288
BELLEVUE	216	223	252	245	194
BELLINGHAM	336	285	279	255	199
BIG BEND	269	343	387	331	204
CASCADIA	29	39	36	36	6
CENTRALIA	308	350	308	337	246
CLARK	731	765	881	744	667
CLOVER PARK	789	879	846	937	585
COLUMBIA BASIN	382	426	513	383	206
EDMONDS	254	295	332	323	234
EVERETT	811	1,014	966	933	646
GRAYS HARBOR	350	392	281	274	222
GREEN RIVER	411	498	581	621	603
HIGHLINE	553	795	1,113	1,085	874
LAKE WASHINGTON	205	209	101	98	83
LOWER COLUMBIA	630	689	1078	812	575
OLYMPIC	556	616	636	647	547
PENINSULA	261	258	234	209	216
PIERCE FORT STEILACOOM	191	263	352	323	182
PIERCE PUYALLUP	149	207	133	117	76
RENTON	394	534	532	510	363
SEATTLE CENTRAL	200	244	249	281	218
SEATTLE NORTH	234	244	232	241	217
SEATTLE SOUTH	277	434	387	273	229
SEATTLE VOCATIONAL INSTITUTE	157	128	124	164	148
SHORELINE	241	228	182	184	197
SKAGIT VALLEY	262	354	375	452	348
SOUTH PUGET SOUND	319	344	305	433	234
SPOKANE	430	507	520	444	413
SPOKANE FALLS	1,168	1,330	1,531	1,455	922
TACOMA	411	433	238	244	324
WALLA WALLA	305	313	293	293	217
WENATCHEE VALLEY	228	245	218	254	224
WHATCOM	488	217	193	144	128
YAKIMA VALLEY	520	800	1,538	1,051	640
Community Organizations/Private Career/Tribal College					244

What were the characteristics of the WorkFirst students as a whole?

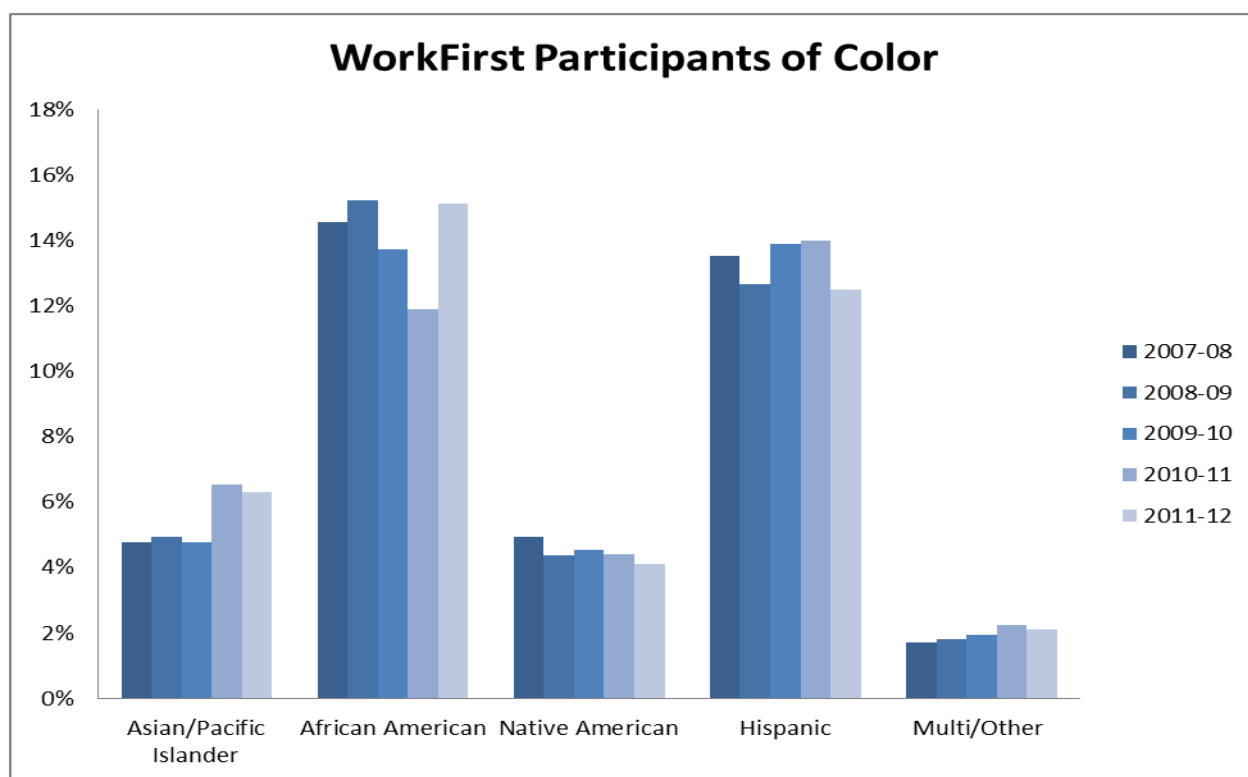
The typical WorkFirst student was female, age 28 years old. Fifty-three percent had less than twelve years of education (including those with a GED).

Characteristics	2011-12
Current Welfare	100%
Female	76%
Less than 12 years Education (includes those with GED)	53%
Of Color	40%
Limited English	9%
Median Age	28 years

WorkFirst Participant Headcounts by Race and Ethnic Background

CTC students overall are increasingly more racially and ethnically diverse. The percent of WorkFirst students of color (40 percent) served is slightly higher than the overall system rate of 38 percent.

Race/Ethnicity	2007-08	2008-09	2009-10	2010-11	2011-12	% Change from 2011
Asian/Pacific Islander	660	787	832	1,013	766	-24%
African American/Black	2,015	2,420	2,384	1,839	1,839	0%
Native American	683	697	788	684	498	-27%
Hispanic	1,870	2,008	2,417	2,166	1,520	-30%
Multi/Other	236	290	340	347	258	-26%
White	7,985	9,134	9,736	8,829	6,815	-23%
Not Reported	378	541	887	599	452	-25%
Students of Color	5,464	6,202	6,761	6,049	4,881	-19%
% of Total	40%	39%	39%	39%	40%	



Number of WorkFirst Students Enrolled by Program

There are a number of allowable activities under the WorkFirst program. For more information about these activities see the *20013-14 WorkFirst Delivery Agreement Plan Guidance* on the WorkFirst page of the SBCTC website at: <http://www.sbctc.ctc.edu/college/e-wkforceworkfirst.aspx>.

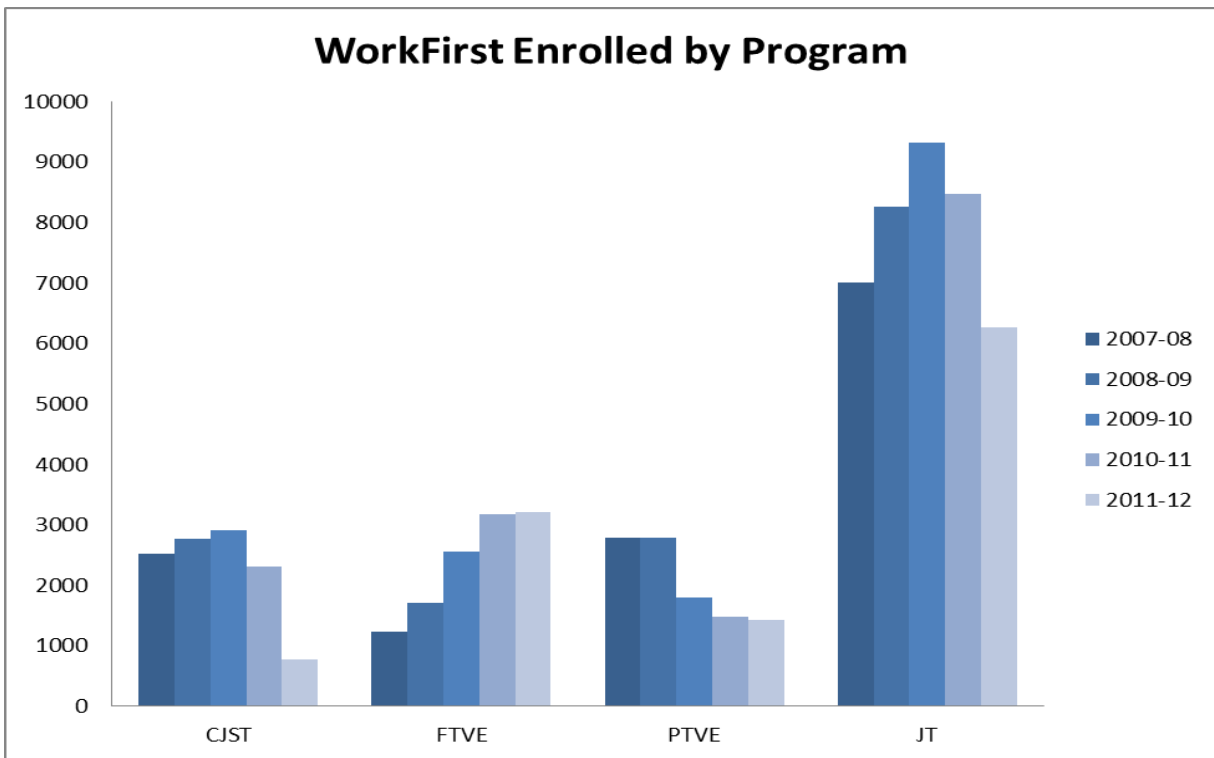
Basic Skills and/or Skills Enhancement Training (JT) includes activities such as developmental/remedial education courses, GED preparation, prerequisites for vocational programs, part-time vocational education, and/or employment-related skills done in conjunction with job search or other WorkFirst activities such as basic computer skills, family literacy, and life skills. This activity is differentiated from CJSTs in that the training is not necessarily tied to a particular employer or employment sector and does not necessarily target higher wage jobs.

Full-time Vocational Education (FTVE) allows for full-time vocational training for WorkFirst recipients. The student must be taking a qualified High Wage/High Demand (HWH) program, I-BEST, qualified degree completion in a vocational education program, or full-time vocational education program.

Customized Job Skills Training (CJST) is a full-time training program that is customized for specific employers or tied to a specific industry. CJSTs must include industry-specific technical training and be tied to jobs with good labor market demand and target fields with better than average entry-level wages for your local area.

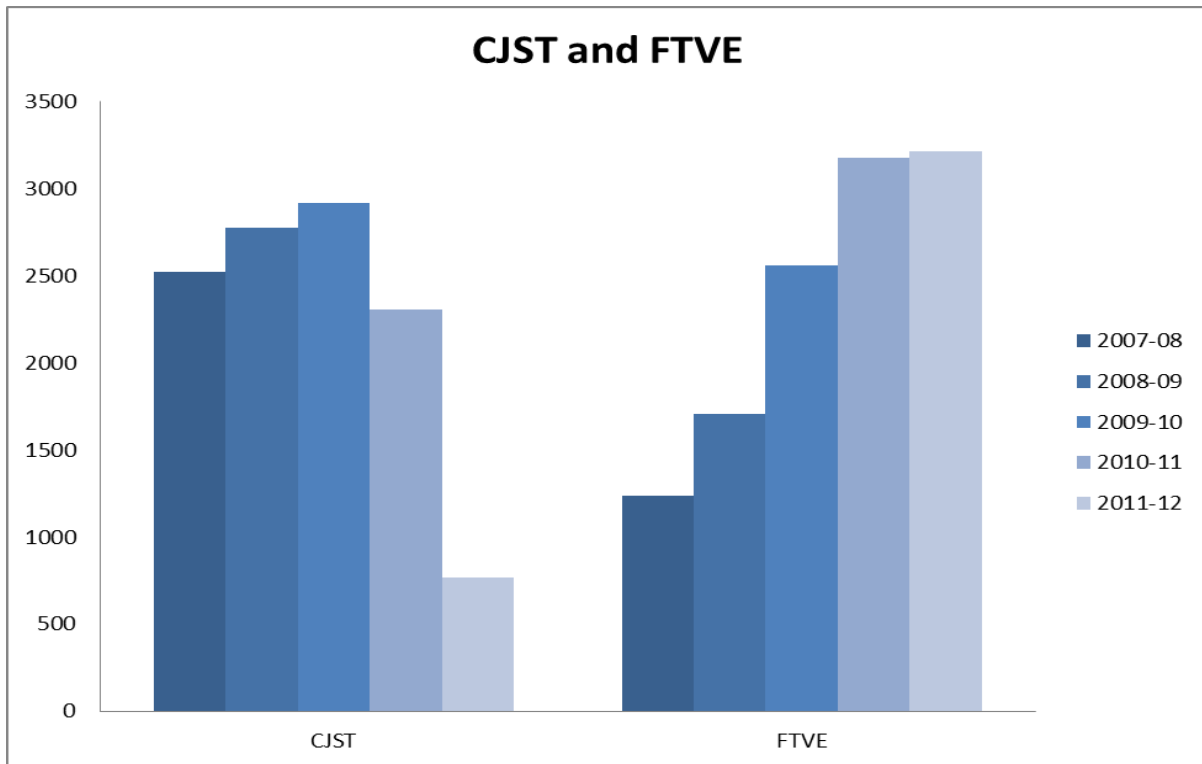
Part-time Vocational (PTVE) is a training option for a parent who participates at least 20 hours a week in work or a work-like (core) activity at registration and enrolling for wage progression/vocational education.

The graph below shows the number of students enrolled by program. The largest activity by share of students was JT (54 percent of all WorkFirst participants attending community and technical colleges in 2011-12). These students were taking mostly basic skills or soft skills enhancement training. Enrollments in JT decreased 26 percent over the previous year.



Forty-six percent of WorkFirst students were enrolled in CJST, FTVE, and PTVE. All provide access to college-level workforce education to assist a student in reaching the Tipping Point. Fifty-four percent were in JT.

Short-term CJST was the major training vehicle for WorkFirst participants for many years. However, WorkFirst has been trying to emphasize longer training the past few years. This policy changed in 2010. FTVE has grown annually for the five years represented in this study and fewer students received CJST, which decreased 67 percent over the prior year.



Full-time Equivalent (FTES) Course Enrollments

College capacity is measured by FTES. Total college course FTES have increased by 1,931 FTES or 44 percent.

College course effort is classified into four types: basic skills, developmental education (for remedial instruction just below college level readiness), workforce, and related instruction academics. College capacity is measured in terms of FTES. Each annual full-time equivalent student is equal to 45 FTES.

In 2012, colleges provided 2,908 FTES (all funds). Forty-nine percent of the courses that WorkFirst students enrolled in were basic skills and developmental education (pre-college). Preparation for college level work is a major part of WorkFirst education and training programs. College vocational and related instruction made up just 36 percent of the courses.

Courses	2007-08	2008-09	2009-10	2010-11	2011-12
Related Instruction	327	397	472	502	448
Basic Skills	1,411	1,642	1,770	1,602	1,192
Pre-College	215	261	280	280	233
Workforce	1,353	1,530	1,549	1,437	1,034
Total	3,305	3,830	4,071	3,821	2,908

Pre-College Education Needs of WorkFirst Students

With 53 percent of WorkFirst students coming to the colleges with less than 12 years education (includes those with GED), there is a significant number of students in pre-college programs. ABE and ESL students are shown by their starting levels in the table below. Most students are in ABE/GED. ESL is offered on a separate track outside of the WorkFirst block grant. ABE level 4 is typically the major feeder into I-BEST programs.

Basic Skills Level	2007-08		2008-09		2009-10		2010-11		2011-12	
ABE 1	127		159		169		114		90	
ABE 2	512		690		809		760		555	
ABE 3	982		1194		1372		1185		892	
ABE 4	1794		2134		2401		2083		1727	
Total ABE	3415	25%	4177	27%	4751	29%	4142	27%	3264	28%
ESL 1	104		103		148		222		126	
ESL 2	139		106		133		189		125	
ESL 3	227		202		245		271		193	
ESL 4	252		249		307		294		245	
ESL 5	181		177		236		226		201	
ESL 6	128		125		157		139		111	
Total ESL	1031	8%	962	6%	1226	7%	1341	9%	1001	9%
GED 1	604		653		634		499		449	
GED 2	90		71		120		98		80	
Total GED	694	5%	724	5%	754	5%	597	4%	529	5%
Total ABE & GED	4109	30%	4901	32%	5505	33%	4739	31%	3793	32%
Total in Basic Skills	5140	38%	5863	38%	6731	41%	6080	39%	4794	41%

College Student Support Services

Pell and State Need Grants (Pell/SNG): These programs help the state's lowest-income undergraduate students pursue degrees, improve skills, or train for new careers.

Opportunity Grants: The goal of Opportunity Grants is to help low-income adults to complete at least 45 credits and earn a credential in an educational program leading to careers in high-demand fields. Eligible students pursuing approved programs leading to career-path employment can receive funds to cover tuition and mandatory fees for up to 45 credits, and up to \$1,000 for books and supplies per academic year. Individualized student support services are an important part of the program and may include personalized counseling, one-on-one tutoring, career advising, college success classes, emergency child care, and emergency transportation. More information on Opportunity Grants is available at http://www.sbctc.edu/college/s_opportunitygrants.aspx.

Work-Based Learning/Work Study (WF Work Study): It includes WorkFirst Work Study, other paid or unpaid work experience, or internships done in conjunction with training.

Program/Service	2008	%	2009	%	2010	%	2011	%	2012	%
Pell/State Need Grant	3,351	25%	4,388	28%	5,257	32%	5,412	35%	4,395	38%
Opportunity Grant	581	4%	767	5%	759	5%	712	5%	697	6%
WF Work Study	157	1%	211	1%	364	2%	244	2%	162	1%

Supports Helps Students Complete

Students receiving one of the services listed above were more likely to receive workforce certificates and degrees than students who did not. Fifty-eight percent of students receiving certificates and degrees are on Pell/SNG. The numbers of WorkFirst Students participating in the Opportunity Grant and WorkFirst Work Study is relatively low. Students receiving an Opportunity Grant received 10 percent of the total certificates and degrees awarded. Students may have received more than one type of program/service.

Fifty-two percent of WorkFirst students with Opportunity Grants received workforce certificates and degrees in 2011-12. This was followed by Pell/SNG (33 percent), and WorkFirst Work Study (22 percent). Overall, fifteen percent of WorkFirst students received certificates and degrees.

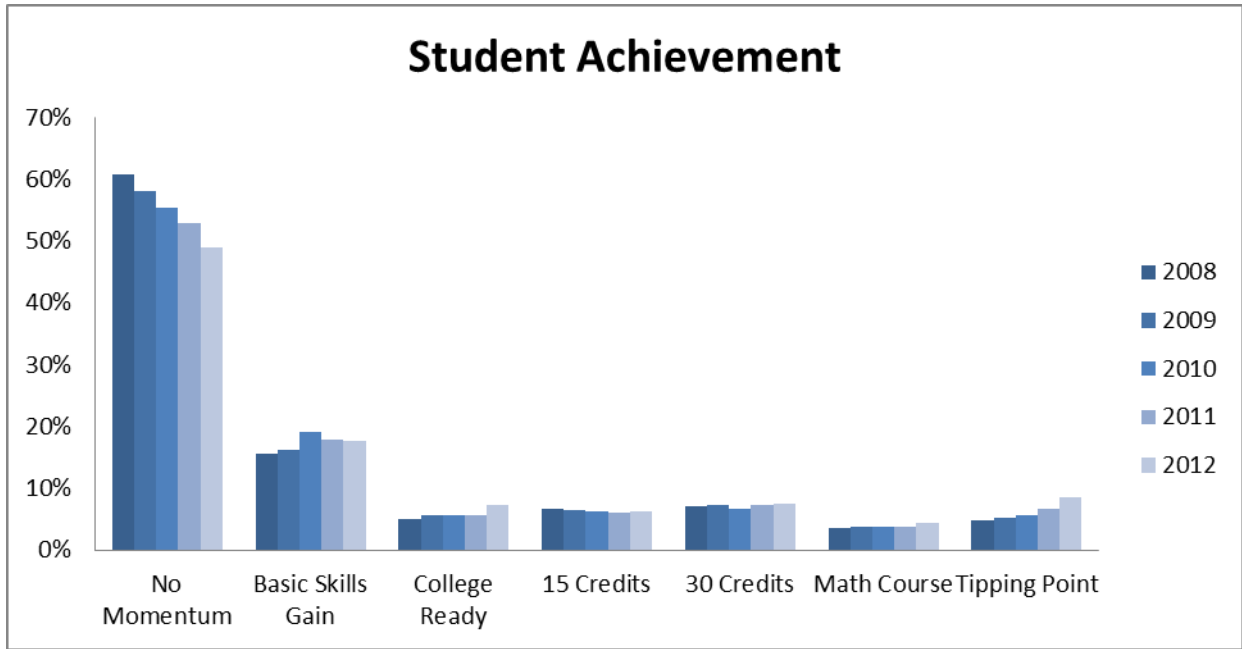
Section II Student Progress

How much prior achievement do WorkFirst students have at the start the year?

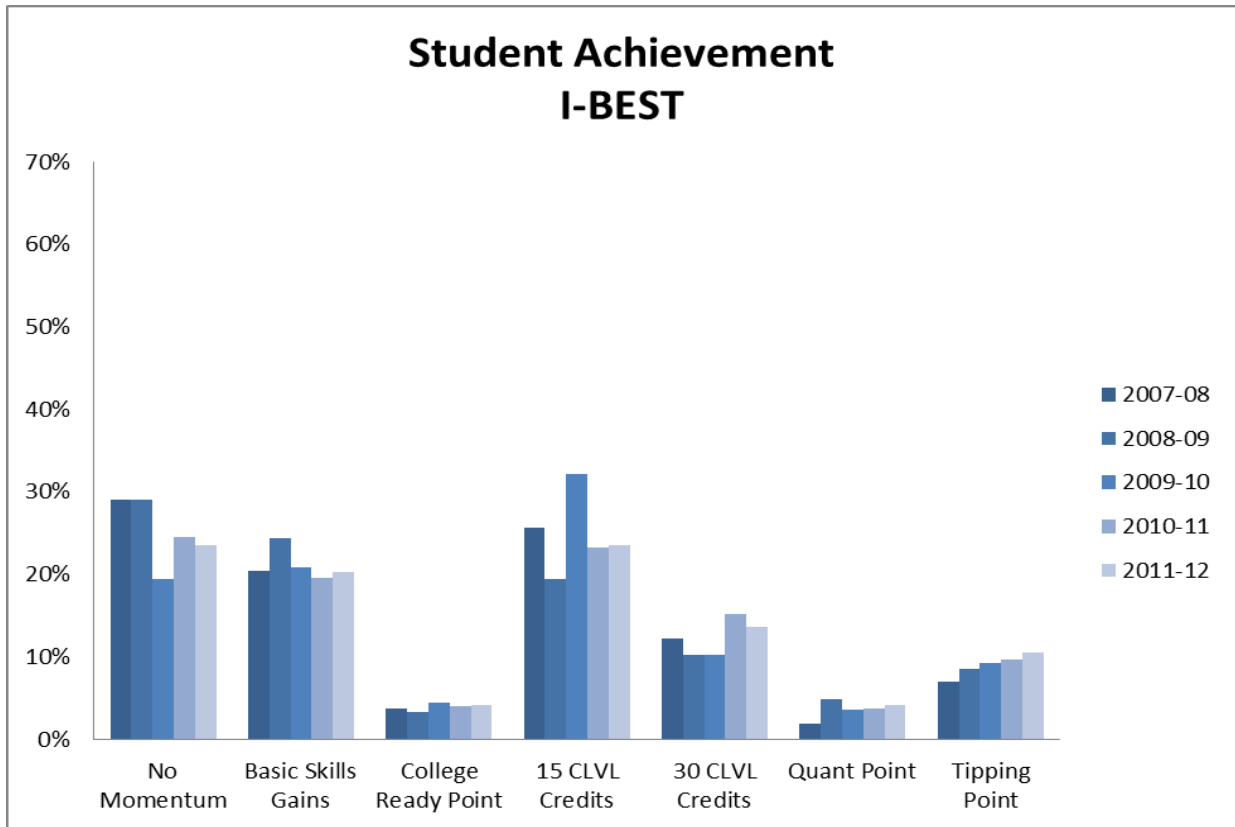
The Student Achievement Initiative is a performance system the CTC system uses to measure students for their increased educational attainment. Nearly 70 percent of WorkFirst students have no college level achievement. Thirty-one percent have had some prior college.

Prior College Achievement	2008	2009	2010	2011	2012
No Prior Achievement	70%	72%	73%	72%	69%
Math	8%	8%	7%	7%	9%
15 Credits	8%	7%	7%	7%	6%
30 Credits	14%	13%	13%	13%	16%

The Student Achievement Initiative measures achievement gains during the year to account for the annual progress students are making. Nearly half of WorkFirst students made at least one achievement gain. This is a 72 percent increase since 2007-08. In 2012, eight percent of WorkFirst students reached the Tipping Point (a five year increase of 50 percent). Seventeen percent started to reach critical college milestones on the way to the Tipping Point. Another 24 percent made some improvements getting ready for college or increasing their basic skills. Fifty percent of the students made no achievement (a five year decrease of 29 percent). Of students making no achievement, 61 percent were in JT and 7 percent were in CJST.



WorkFirst students in I-BEST have better achievement outcomes than WorkFirst Students overall as shown in the graph below. In 2011-12, only 24 percent had no achievement. Ten percent reached the Tipping Point, 41 percent started to reach critical college milestones, and 25 percent made some improvements getting ready for college or increasing their basic skills.



Section III Vocational Training Completion

This section describes the completion rates for vocational training and attainment levels for students who left training from 2008 to 2011. All students are measured and included in the denominator, even those who only took basic skills. A “leaver” is defined as a student who has exited college for one full year. Completion status is measured from the last year and quarter they were enrolled. It is based upon their last WorkFirst activity.

A total of 14,258 TANF adults left training between 2008 and 2011. The table below shows the completion rate by activity by year for the full time period of the study.

Activity	Completers	Leavers	Completion Rate	Total Exits
CJST				
2008	679	768	47%	1,447
2009	599	907	40%	1,506
2010	574	1,072	35%	1,646
2011	596	1,012	37%	1,608
Total CJST	2,448	3,759	39%	6,207
FTVE				
2008	241	319	43%	560
2009	318	364	47%	682
2010	546	605	47%	1,151
2011	804	821	49%	1,625
Total FTVE	1,909	2,109	48%	4,018
PTVE				
2008	574	682	46%	1,256
2009	504	771	40%	1,275
2010	291	418	41%	709
2011	356	437	45%	793
Total PTVE	1,725	2,308	43%	4,033
Total All	6,082	8,176	43%	14,258

Students in FTVE were more likely to reach the Tipping Point at a rate of 27 percent. PTVE was just slightly less at 25 percent. CJST and JT were the least likely to reach the Tipping Point at 9 percent and 3 percent respectively. Sixty-one percent of those in JT left with one quarter or less of instruction.

Sixty-two percent of the WorkFirst students who did not complete were in basic skills. Of these students:

- 32 percent stayed one quarter or less.
- 60 percent stayed less than two quarters.
- 96 percent earned less than 5 college-level credits.

Of the remaining 38 percent:

- 31 percent stayed one quarter or less.
- 57 percent stayed less than two quarters.
- 35 percent earned less than 5 college-level credits.

Section IV Training and Employment Outcomes

This section describes short-term employment results through 2011 for participants who left college training and went to work in 2012. The results are for the third employment quarter after exiting college. All results are in inflation adjusted dollars. Results are disaggregated for training activity and completion status. Tipping Point and I-BEST employment results are included.

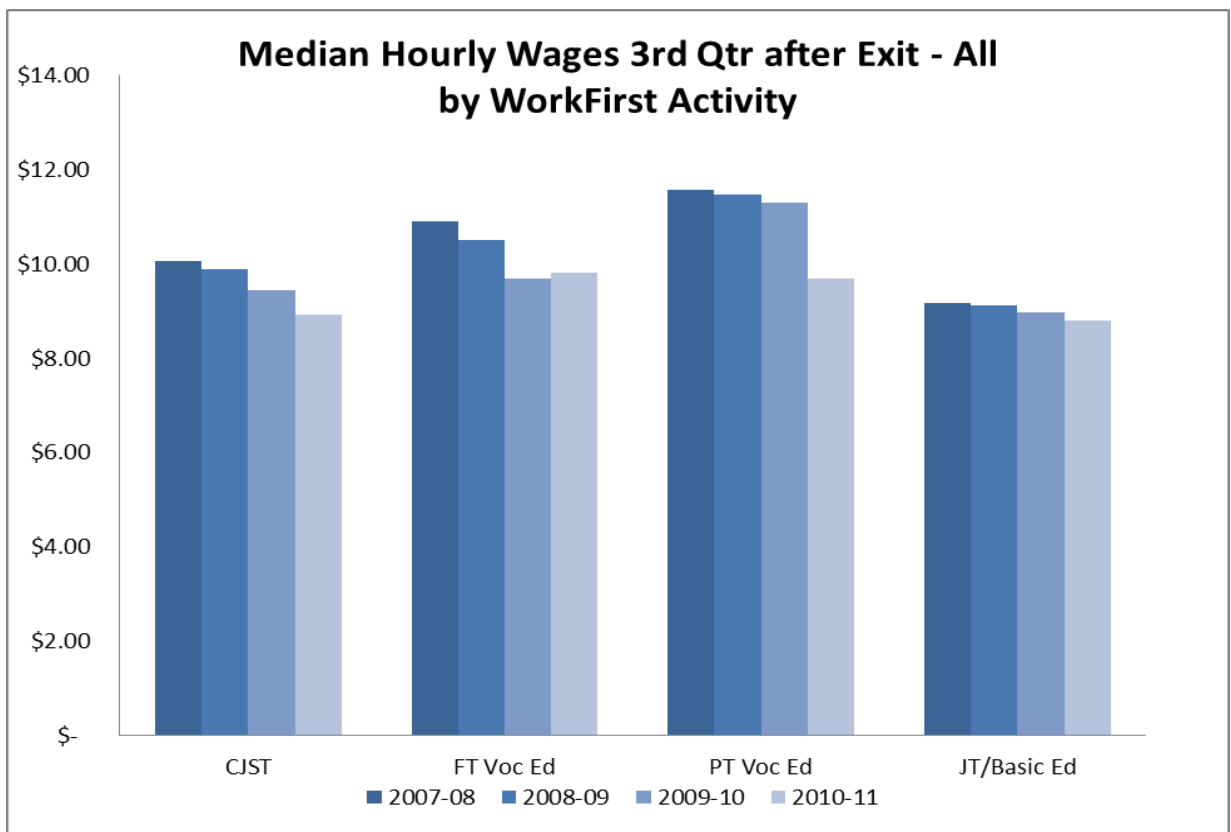
Forty-nine percent of WorkFirst students completed the FTVE programs. Eleven percent of the students getting employed made it to the Tipping Point. A large portion of the remaining students were in JT (largely made up of basic skills), which does not have completions.

The length of training matters. The table below shows the outcomes for students going to work in 2012.

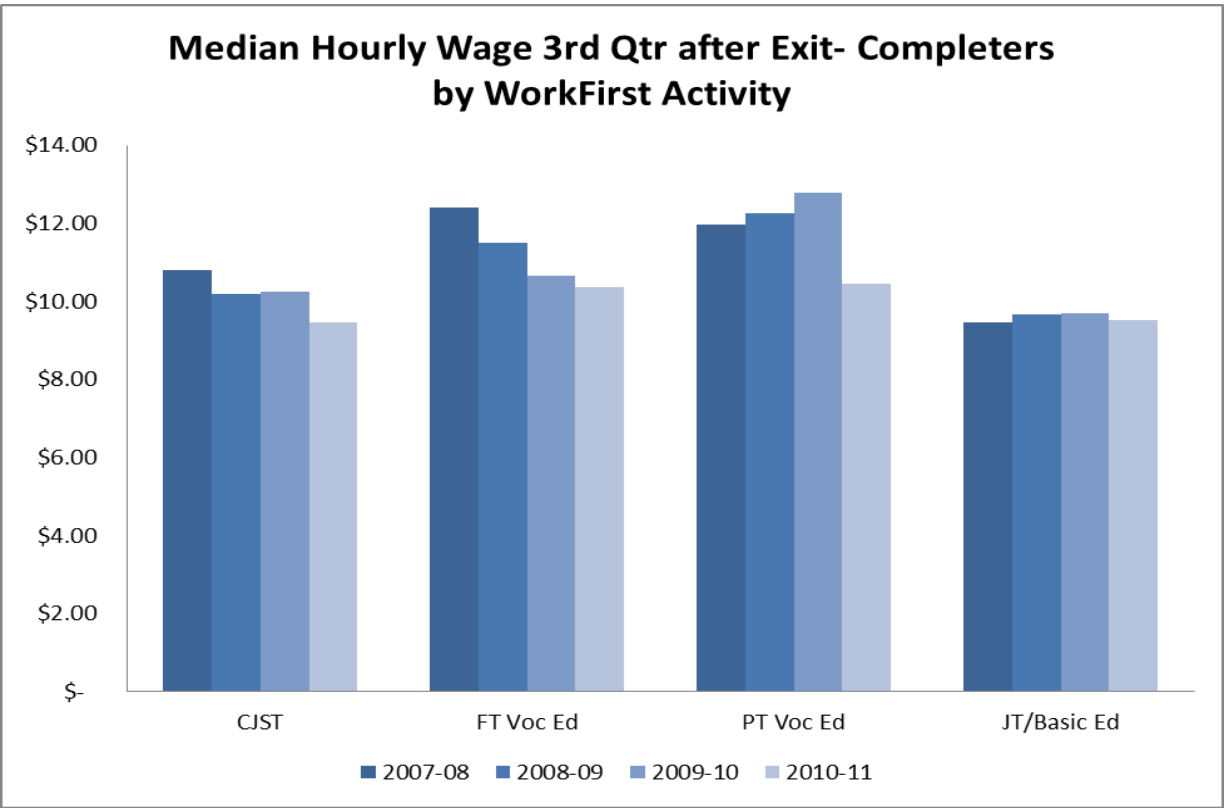
Employment and Earnings by Completion Type for Students Going to Work in 2012

	Leavers (did not complete)	Completers (less than one year of college)	Completers (1 year of college and a credential)	Total
Students	9,044	554	1,194	10,792
% of Students	84%	5%	11%	
Employed	3,493	336	729	4,558
Employment Rate	39%	61%	61%	
Hourly Wage	\$8.89	\$9.35	\$11.30	
Quarterly Earnings	\$2,657	\$3,456	\$3,842	

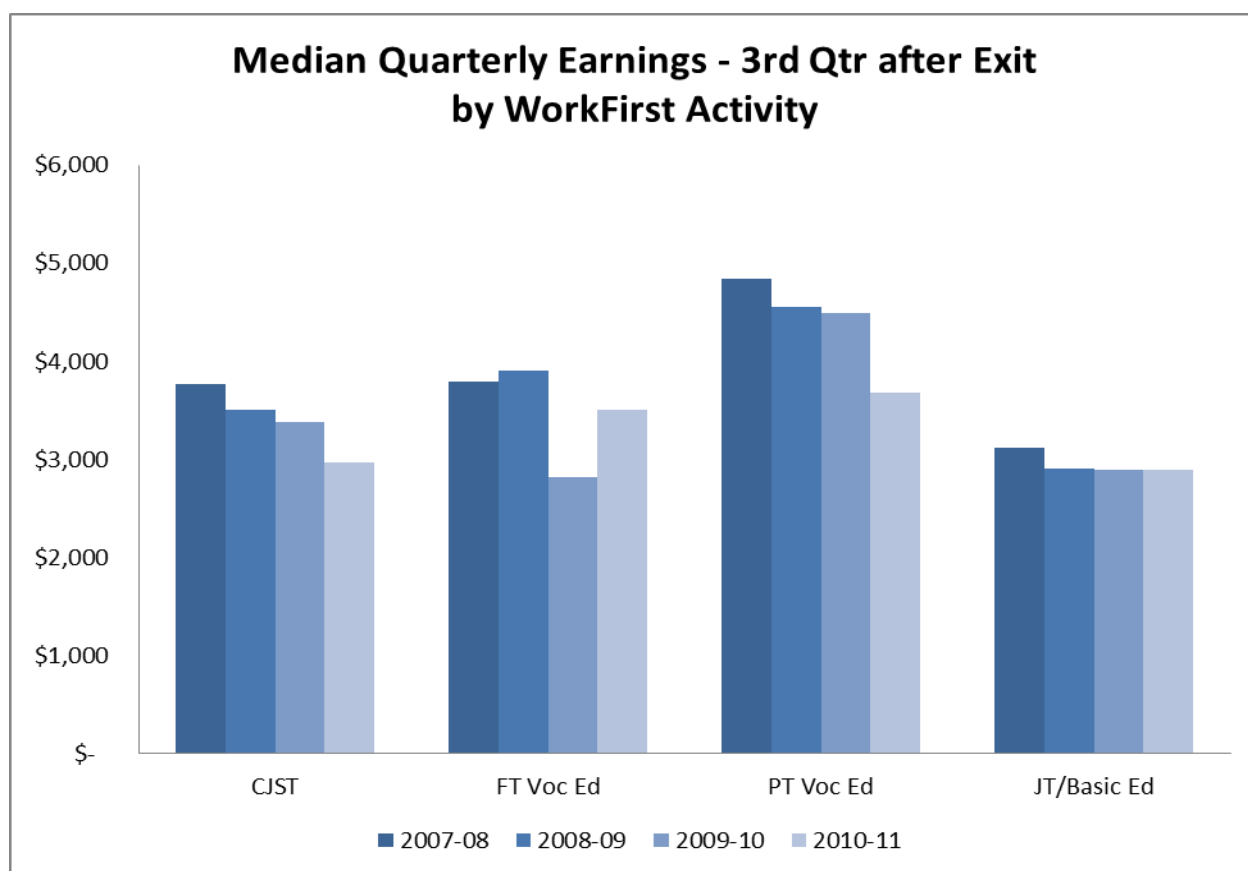
As seen in the graph below, WorkFirst students who were in FTVE had the highest median wage per hour at \$9.82. PTVE students made \$9.68 per hour, CJST made \$8.92, and students in JT made \$8.81. Wages decreased in all programs between 2007-08 and 2009-10. In 2010-11, wages decreased in all areas other than in FTVE (\$0.13/hour increase) over the previous year. The declines coincided with the economic crisis. The median hourly wage for I-BEST students was \$8.95, which was higher than in CJST and JT where basic skills students are generally participating.



Students who left before completing their program had lower wages and earnings than those who did complete. As seen in the following graph, WorkFirst students who completed their training had higher wages. PTVE had the highest average wage at \$10.46 per hour. FTVE students made \$10.37 per hour, CJST made \$9.47, and students in JT made \$9.53.



The median quarterly earnings were higher for those who were in FTVE between 2009-10 and 2010-11 by \$690, as seen in the graph below. CJST and JT were down \$400 and \$820 respectively. Quarterly earnings for JT remained flat. Median quarterly earnings were down \$100 for I-BEST students. This appears to be the continued effect of the recession. Wages had been rising prior to then. Both the hourly wages and earnings were highest for WorkFirst Students reaching the Tipping Point. Students who left before completing their program had lower wages and earnings than those who did complete.



Overall, students who reached the Tipping Point had the highest wages and earnings (table below). WorkFirst students who reached the Tipping Point were matched with unemployment insurance (UI) for hourly wages and quarterly earnings in the 3rd quarter after leaving.

Year	Students	Employed	% Employed	Median Hourly Wage	Median Quarterly Earnings
2007-08	567	416	73%	\$12.44	\$5,308
2008-09	724	463	64%	\$13.57	\$5,173
2009-10	838	485	58%	\$12.45	\$4,463
2010-11	1194	729	61%	\$11.30	\$3,842

Longer-Term Employment Results

This section describes employment in the seventh quarter (2nd year after exiting training). This includes employment through 2011. Results were analyzed for job retention, wage progression and earnings gains. For all vocational completers who were employed in the third quarter after training, the seventh quarter retention rate was 80 percent. The employment retention rate for vocational non-completers was 72 percent.

WorkFirst students who reached the Tipping Point were also analyzed for hourly wages and quarterly earnings in the seventh quarter after leaving (shown in the table below). Nearly 85% of students who were employed after reaching the Tipping Point the third quarter were still employed 2 years later.

Year	Employment Retention	% Retained	Median Hourly Wage	Wage Progression 3rd to 7th	Median Quarterly Earnings	Earnings Progression 3rd to 7th
2007-08	336	81%	\$13.50	\$1.06	\$5,719	\$411
2008-09	394	85%	\$13.67	\$0.10	\$6,005	\$832
2009-10	402	83%	\$12.37	\$(0.08)	\$5,256	\$793

Additionally, I-BEST students were analyzed for quarterly earnings in the seventh quarter after leaving. They showed an 18% increase in the seventh quarter.