



Courses to Employment: Sectoral Approaches to Community College- Nonprofit Partnerships

Initial Education and Employment Outcomes Findings for Students Enrolled In Healthcare Career Training 2003-2009

Capital IDEA and Austin Community College Partnership Austin, Texas

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Table of Contents

Introduction.....	3
Participant Outcomes Study Methodology	5
Capital IDEA and Austin Community College Partnership’s Healthcare Training Pathway	6
Highlights of Findings.....	10
Data Tables and Charts	15
Demographics at Enrollment	15
Participant Barriers Identified at Enrollment	18
Comparison of Employment Outcomes and Earnings by Highest Training Step Completed.....	20
Comparison of Employment Outcomes for Healthcare Training Graduates and Non-graduates	24
All Healthcare Program Graduates Employment and Earnings Outcomes	25
Early Placement Employment and Earning Outcomes versus Withdrawals	26
All Participants Employment and Earnings Outcomes.....	27
Healthcare Graduates’ Employment and Earnings Outcomes	28
Registered Nurse (R.N.) Graduates Employment and Earnings Outcomes.....	30
LVN Grads Employment and Earnings Outcomes.....	32
Other Healthcare Graduates (Non-Nurses) Employment Outcomes.....	34
Other Early Placement Data	36
In Suspense / Withdrawn Student Data	37
Length of Time Spent in Training Programs.....	40
Length of Time taken to Enter and Complete Pre-requisites Based on Starting Point with Capital IDEA ..	40
Length of Time taken to Enter and Complete First Healthcare Degree Based on Starting Point with Capital IDEA.....	41
Step by Step Analysis of Entry Points and Pathway Advancement	43

Introduction

This document describes initial findings from research on the education and employment outcomes of 991 students who enrolled in Capital IDEA between 2003 and 2008 and received extensive supports to prepare for and pursue healthcare career training at Austin Community College. Capital IDEA is a non-profit organization that supports low-income students who enroll at a range of education levels—from English as a Second Language, GED preparation, pre-college developmental through college-ready. Students who are served by Capital IDEA (with a few exceptions) attend Austin Community College (ACC), and the college actively partners with Capital IDEA in a wide variety of ways that help make college more accessible. Capital IDEA provides supports such as individual and group-based counseling, childcare and transportation stipends, emergency financial assistance, and special tutoring. Students are expected to attend school full-time, and Capital IDEA pays for tuition, books and education-related materials. Capital IDEA counselors assist students with planning, budgeting and referrals to employment both during and at the completion of training. Austin Community College actively works with Capital IDEA counselors and managers to provide real-time information about progress made toward education goals of Capital IDEA-supported students, and the college supports special programs and tutoring that are provided by both ACC faculty and Capital IDEA staff on campus. For additional information about the structure of the ACC-Capital IDEA partnership please see AspenWSI profiles that are available for free download at http://www.aspenwsi.org/Profiles/Capital_IDEA.pdf and http://www.aspenwsi.org/Profiles/CI_HealthCare.pdf.¹

Courses to Employment

Capital IDEA and Austin Community College have participated in a range of research and learning activities as part of the *Courses to Employment (CTE)* project. *CTE* is a three-year demonstration (2008-2010), funded by the Charles Stewart Mott Foundation and conducted by The Aspen Institute's Workforce Strategies Initiative (AspenWSI). *CTE* is designed to learn about how partnerships between community colleges and non-profit organizations can help low-income adults achieve greater success in post-secondary education and, ultimately, the workforce. *CTE* builds upon what has been learned through AspenWSI's research and evaluation conducted over the past decade—research that has identified the promise of sectoral approaches for improving low-income adults' employment outcomes.

¹ For information about Capital IDEA, please see <http://www.capitalidea.org>. For information about Austin Community College, please see <http://www.austincc.edu>.

A range of capacities and resources are needed for workforce development programming to effectively serve both business and low-income participants. Partnerships between community colleges and non-profit organizations are a promising approach to improving the effectiveness and scale of services for low-income populations. In many communities and for many industries, no one single education or community-based organization has all of the necessary capacities and resources in-house to implement a sectoral employment development strategy that is both effective at learning about and responding to the needs of industry and/or of sufficient scale to meet the needs of the large numbers of low-income adults who need quality workforce development services. We define a sectoral strategy as a systems approach to workforce development—typically on behalf of low-income individuals—that:

- **Targets a specific industry or cluster of occupations**, developing a deep understanding of the interrelationships between business competitiveness and the workforce needs of the targeted industry;
- **Intervenes through a credible organization, or set of organizations**, crafting workforce solutions tailored to that industry and its region;
- **Supports workers in improving their range of employment-related skills**, improving their ability to compete for work opportunities of higher quality;
- **Meets the needs of employers**, improving their ability to compete within the marketplace; and
- **Creates lasting change in the labor market system to the benefit of both workers and employers.**

Courses to Employment research and learning activities have been designed to learn in-depth about how, using a sectoral approach to education and employment development, six different partnerships between community colleges and non-profit organizations, working in a range of different industries and with a diverse set of community college-based education and training approaches, meet the needs of low-income adult learners and job-seekers. The six community college-non-profit partnerships were selected competitively from a pool of 89 applicants in late 2007.² AspenWSI has been conducting formative evaluations of the six partnership's activities as well as participant outcome assessments for each site. Grantees have been engaged extensively in research activities designed to promote learning throughout the demonstration. Specifically, the *CTE* project is working to inform the following learning questions:

- What are the roles, responsibilities, tasks and services involved in collaboration to better serve low-income adults? Which are taken on by colleges and which by non-profits?

²Profiles of all six partnerships are available at <http://www.aspenwsi.org/WSIwork-HigherEd.asp>.

- How do policies, funding, governing and capacity issues enable (or restrict) the college or non-profit organization in serving different roles or providing specific services? What institutional variables affect flexibility, authority, efficiency or other aspects of successful collaboration?
- How are the non-academic needs of low-income adults met, and how does this relate to education and employment persistence and success? What are the costs of non-academic support services and how are these funded?
- What are the education, employment and income experiences of participants? How do these relate to outcomes of similar groups outside this demonstration?
- What does a successful collaboration cost? What are the elements of these costs, and how are they financed? What financial and other benefits accrue over time, to the college, the non-profit, business, worker and other stakeholders? How are these benefits measured?
- Does this type of collaboration offer opportunities for “scaling up” to address a community-wide need in a more systemic way? Can collaboration between a college and non-profit strengthen the ability of partner organizations to address systemic problems? What types of problems? In what ways?
- Can collaboration impact how intensive and extensive relationships with businesses are managed and leveraged? How are the needs, interests, and outcomes for business balanced relative to those of low-income adult students?

Participant Outcomes Study Methodology

An important goal of *CTE* research activities is to not only inform key learning questions about the partnerships’ activities and outcomes but also to help build capacity within each partnership for ongoing learning independent of AspenWSI. Toward this end, each of the six participant outcomes studies was designed based on the existing data management systems in use by the six partnerships. Having said this, each site received substantial technical assistance from AspenWSI researchers in assessing their existing systems, and all made significant modifications in response to specific input. In most cases, outside data sources were needed to inform key learning questions. In particular, gathering information about education progress and employment outcomes proved to be particularly challenging at each site. Each site implemented different processes and used a variety of different data sources to obtain the data needed to inform questions about outcomes. In no case did either the non-profit organization or the community college partner have all of the information needed to answer relevant questions about outcomes. Thus on a case-by-case basis, AspenWSI researchers worked with the different partners and outside data providers to build the datasets needed to answer questions both about education and employment outcomes.

In Austin, Capital IDEA had at the start of the CTE demonstration, a sophisticated management information system in place. Staff had input information about the demographics of participants, indicators of their education and employment background at enrollment, information about services received, and indicators of achievement of training milestones (e.g., enrollment and completion dates for ESL, GED, college preparatory work, college pre-requisites, college health care program). Capital IDEA and Austin Community College have a memorandum of understanding in place for electronic transmittal of transcripts for Capital IDEA-supported students each semester. Students sign authorizations for this data-sharing, and transcripts provide information about progress toward education milestones tracked by Capital IDEA.

While Capital IDEA's management information system includes fields for both interim and terminal employment outcomes, over the years staff had difficulty obtaining this information from participants on an ongoing basis. In our experience with workforce development programs (both public and private), this challenge is one that stymies most if not all programs across the U.S. In Texas, we were very fortunate to find that the Ray Marshall Center for the Study of Human Resources at the University of Texas at Austin, is engaged in ongoing evaluation and analysis of workforce program outcomes through its relationship with the Texas Workforce Commission. The Ray Marshall Center and AspenWSI negotiated a data-sharing agreement that both protected the confidentiality of Capital IDEA-supported students and provided AspenWSI employment data from the Texas Workforce Commission's employer-reported unemployment insurance database. Through this source, AspenWSI obtained an extremely rich set of data detailing quarterly earnings on the 991 study participants 2002-2009. It should be noted however, that while this data-sharing arrangement proved to be a significant boon to the CTE participant data study in Austin, it does not address Capital IDEA and Austin Community College's ongoing needs for access to information about the employment outcomes of the students they serve.

AspenWSI researchers compiled a new dataset based on individual participant records forwarded by Capital IDEA staff, conducted extensive review to address any data inconsistencies, verified healthcare program education outcomes with ACC staff, and merged this dataset with TX Workforce Commission employment data. The resulting dataset is the basis for findings reported in this document.

Capital IDEA and Austin Community College Partnership's Healthcare Training Pathway

As noted above, students in Capital IDEA's healthcare track enroll in a variety of educational programs to prepare for college-level courses or enroll in a healthcare training program. Participants come to Capital

IDEA at different education and skill levels. For example, participants with limited English skills enroll in ESL classes as a first step toward entering healthcare training. Students without a high school diploma or GED must earn their GED prior to taking college courses or enrolling in healthcare training. Many students, regardless of their education background, need help preparing for the Texas Higher Education Assessment (THEA)—a state-mandated exam that qualifies students to enroll in community college. As a result, many take an intensive THEA Preparation course provided to Capital IDEA students by ACC faculty. This course, the College Preparatory Academy, was designed by Capital IDEA and ACC developmental education faculty and serves to “fast-track” Capital IDEA students through developmental education.³ Some students, who need further remediation or development of their reading and writing skills, also enroll in English Preparation at Austin Community College (ACC English Prep).

These different educational opportunities provide a pathway or ladder to college and to healthcare training for Capital IDEA-supported students. The diagram on the next page analyzes this pathway and details how many of the 991 students who enrolled between 2003 and 2009 started at each step, their outcomes at each step, and the steps they subsequently moved on to in the program. Students ultimately complete degree programs in Licensed Vocational Nursing, Advanced Degree in Nursing (Registered Nurse), Diagnostic Medical Sonography, Physical Therapy Assistant, Surgical Technician, among other allied healthcare programs. Degree programs and occupations are targeted by Capital IDEA based on whether the skills gained and degree earned are in high demand by local employers and whether jobs in the occupation provide family-supporting wages and advancement opportunities.

Throughout their tenure with Capital IDEA, students are offered assistance with job placement. Staff counselors and job developers at Capital IDEA are well-informed about opportunities for healthcare employment that do not require completion of a terminal degree, that offer schedules compatible with attending college, and that, importantly, offer the opportunity to work in healthcare and learn about the work culture and employment environment and allow students to make valuable employment contacts of their own. While counselors try first to help students continue their studies, some students must work full-time and cannot continue in college. Whenever possible, Capital IDEA staff attempt to help these students find full-time quality employment. When a student has been served by Capital IDEA in this

³ For additional information about the College Preparatory Academy, please see http://www.capitalidea.org/academic_sponsorship/educational_programs/college_prep_academy.html

capacity, staff designate them as “Early Placement”. Different from other withdrawals (by students who do not approach staff with their concerns and quit independently), these students receive intensive supports at withdrawal. For these reasons, we provide information in this report about healthcare employment outcomes for both graduates and non-graduates and separate out employment outcomes for students designated as withdrawal and early placement.

The following charts and tables offer a very rich view into the diversity of pathways taken by students, over multiple years, toward achieving a community college degree in a healthcare profession. We have summarized a great deal of information in charts and tables, and provide a wide range of summary highlights. But we also present information in more raw formats. We believe that information detailing the complexity of paths taken by students who face high barriers to successfully completing college will be welcomed by policy, workforce program practice, college and research communities who are all wrestling with questions of how to design, administer, fund and learn about long-term education programs that work for low-income adult learners. Our hope is that by providing as much information as possible in different formats, this document will serve as a helpful resource toward this end.

**Analysis of
Capital IDEA and
Austin
Community
College
Partnership's
Healthcare
Training Pathway**

Additional Pre-regs and Healthcare Training

-5 students (4 LVN grads 1 Diagnostic Medical Sonography Grad) entered and completed additional pre-requisites after earning their first degree/certificate.
 -10 students entered an additional healthcare program. One is active in an Ophthalmic Tech. program, five are active in a RN program, one is active in a Surgical Tech program and three graduated from a RN program (and have earned two certificate/degrees during their time with Capital IDEA)..

Healthcare Training

-368 or 37.1% of all 991 students, enrolled in a healthcare training program
 -133 of the 368 began in the healthcare training program, 152 began in pre-regs, 63 began in THEA, 12 began in ACC English Prep, 6 in GED, and 2 began in ESL. In sum, 83 or 22.6% of the 368 began in a pre-college program.
 -193 (52.4%) graduated or completed, 112 (30.4%) are active, 39 (10.6%) dropped, 24 (6.5%) were early placements. Graduates include 69 LVNs, 82 RNs, 5 Dental Hygienists, 11 Diagnostic Medical Sonography, 7 Surgical Technicians, 12 X-Ray Techs, 6 Physical Therapy Assistants, 1 Occupational Therapy Assistant

Pre-Requisites

-692 or 69.8% of all 991 students enrolled in Pre-regs
 -351 of the 692 began here. 36 began in ACC English Prep, 17 began in ESL, 254 began in THEA, 34 began in GED.
 -234 or 33.8% of the 692 completed pre-regs, 242 (35%) dropped, 153 (22.1%) are active, 63 (9.1%) were early placements

THEA Prep

-358 or 36.1% of all 991 students enrolled in THEA
 -315 of the 358 entered here. 42 started in GED, 1 started in ACC English Prep.
 -289 or 80.7% of the 358 completed, 61 (17%) dropped, 3 are active, 5 were early placements

ACC English Prep

-96 or 9.7% of all 991 students enrolled in English Prep
 -71 of the 96 entered here. 22 came from ESL, 2 started in THEA, 1 in GED
 -51 or 53.1% of the 96 completed, 30 (31.3%) dropped, 12 are active, 3 early placements

GED

-71 (7.2%) of all 991 students enrolled in GED
 -66 of the 71 students entered here. 3 started in ACC English Prep and 2 in ESL.
 -47 or 66.2% of the 71 completed, 19 (26.8%) dropped, 2 are active, 4 early placements

ESL

-56 (5.7%) of all 991 students enrolled in ESL
 -55 of the 56 entered here, and 1 came from THEA
 -34 or 60.7% of the 56 completed, 16 (29.1%) dropped, 4 are active, 2 early placements
 -1 student completed ESL twice

Early Placements

-101 or 10.2% of all 991 students were counted as early placements prior to finishing training in healthcare. One student has since returned for training again.

-63 of the 101 took early job placement while in pre-regs, 24 during healthcare training, 3 while in ACC English Prep, 5 while in THEA, 4 while in GED, 2 during ESL

Highlights of Findings

Academic

- 692 or 69.8% of the 991 students enrolled 2003-2009 have taken a pre-requisite course for a healthcare program at the college level supported by Capital IDEA. Nearly half of these students (49.3%) began with Capital IDEA in a pre-college training program (36 in ACC English Prep., 17 in ESL, 254 in THEA preparation, 34 in GED). Only 30.3% of students who entered pre-requisites supported by Capital IDEA had previously attended college--69.7% took their first college course supported by Capital IDEA.
- 368 or 37.1% of all 991 students entered an advanced healthcare program at a local community college (predominantly at Austin Community College).
 - 193 or 19.5% of the study population, or 52.4% of those who began a healthcare program, graduated from the healthcare program. 175 graduated from Austin Community College and 17 graduated from other area colleges and universities. 43.2% of students who completed a healthcare program had never attended college prior to taking courses supported by Capital IDEA.
 - 112 or 30.4% of those who entered a healthcare program are still active and taking classes.
- 242 or 59.3% of the 408 students who stopped training supported by Capital IDEA prior to earning a healthcare degree withdrew during pre-requisites.

Employment Rates

- In the year prior to their enrollment with Capital IDEA, 84.5% of the students who eventually earned a healthcare degree were working, but only 45.6% were working in healthcare. In the year after students finished their healthcare degree, 95.8% of the students were working, an increase of 11.3 percentage points, and 92.3% were working in healthcare, an increase of 46.7 percentage points.
 - These graduates outperform non-graduating students. 80.6% of non-graduates who left the program before completing a healthcare program were employed at enrollment (with 30.3% working in healthcare). In the first full year after training, 85.1% of non-graduates were employed and 38.2% were working in healthcare.
- 101 or 10.2% of the study population were placed in a job prior to completing a healthcare degree (early placements). 86.1% of these students were working in the year prior to enrolling in Capital IDEA (with 38.6% working in healthcare). In the year after they exited the program through job placement, 94.7% were working and 53.7% were working in healthcare.
 - Early placements' employment rates in general and in healthcare in the first full year after leaving Capital IDEA exceeded those of students who withdrew or went into suspension without receiving early placement services. 82.3% of suspended or withdrawn students were working in the first full year after exiting the program, with 33.9% working in healthcare.
- Out of all the 706 students who exited the program, 80.3% were working in the year before enrolling with the program, and 32.9% were working in healthcare. In the year after students exited from Capital IDEA (either

through graduation, early placement, or withdrawal from the program), 86.2% were working and 52.3% were working in healthcare, increases of 5.9 percentage points and 19.4 percentage points respectively.

- There is some indication that completing different training steps has a positive association with the likelihood a student will work after training or work in healthcare. For instance:
 - Students who completed THEA prep and subsequently ceased their training without completing additional education programming, saw their employment rate rise from 81% in the year prior to enrollment to 85.4% after leaving the program. And while only 32.8% worked in healthcare in the year prior to enrollment, 46% worked in healthcare after leaving the program.
 - The percentage of students working in healthcare also increased for students who completed pre-reqs, ACC English Preparation, or GED as their final step (but sample sizes for these populations were very small).

Earnings

- Students graduating from healthcare programs saw a remarkable increase in earnings. In the year prior to enrolling, students who eventually earned a healthcare degree earned a median of \$13,544.93 annually. In the year following their graduation (the first full year of employment), these same students were earning \$44,222.39, an increase of 226.5%
- Students who withdrew but received early placement services from Capital IDEA also experienced large earnings gains. In the year prior to their enrollment, students who exited the program through early placement earned a median of \$13,559.57 annually. In the first full year after they exited the program, early placement students earned a median of \$22,376.85, an increase of 54.7%.
 - Again, early placements outperform students who went into suspension or who withdrew without assistance from Capital IDEA staff. Students who withdrew or who went into suspension earned a median of \$8,037.86 in the year before enrollment, and in the first full year after exiting the program, they earned a median of \$10,797.46
- The 706 students who exited Capital IDEA through graduation, early placement or withdrawal and who are not currently active earned a median of \$12,951.83 annually in the year before they enrolled with Capital IDEA. In their first full year after exiting Capital IDEA, this same population earned a median of \$17,249.08, an increase of 62.3%.
- There is some indication that completing different training steps may create different earnings outcomes. For instance:
 - Students whose training culminated in THEA prep saw their earnings nearly double from \$7,254.60 in the year prior to enrollment to \$14,110.28 in the first full year after leaving the program.
 - Students who finished training and whose terminal program was ESL or ACC English Preparation also saw dramatic increases in median annual earnings. Students who stopped after completing pre-requisites also saw substantial gains in earnings. However, the sample sizes of these three groups were relatively small.

[Addressing Student Barriers](#)

[Single Parents](#)

- 17.4% of the 363 single parents who enrolled in Capital IDEA have completed a healthcare degree. These 63 students make up 32.6% of all healthcare graduates.
 - 106 (29.2%) of single parents are still active in training, including 40 who are active in a healthcare program
- 49 or 13.5% of single parents who enrolled in Capital IDEA were early placements. These 49 students make up 48.5% of all early placements
- In the year prior to enrollment, single parents earned a median annual income of \$13,044.60. 84.8% were employed, and 39.7% were employed in healthcare. In the year after they exited Capital IDEA, students earned a median income of \$19,948.17. 88.6% were employed, and 55.7% were employed in healthcare.
 - For single parent graduates, 87.3% were employed in the year prior to enrollment, with 49.2% working in healthcare. These students were earning a median of \$14,589.08 in the year before enrollment. After finishing their healthcare training, 95.5% were employed, with 86.4% working in healthcare. In that first full year after graduating, these students' median annual earnings were \$44,479.65.
 - For students who didn't graduate, including early placements and withdrawals, they had an employment rate of 88.7%, with 40.7% working in healthcare, and earning a median of \$17,145.10 in the first full year after exiting the program

[Academic Barriers \(Math Skills < 8th grade, Reading Skills < 9th grade, or Limited English\)](#)

- 435 students entered Capital IDEA with a low level of math, reading or English skills.
 - 10.3% or 45 of these students went on to earn a healthcare degree (23.3% of all healthcare degree earners), and another 11% were early placements.
 - Another 146 or 33.6% of students with an academic barrier are still active and taking courses.
- 199 of the 435 students enrolled in THEA Prep.
 - 158 or 79.4% of the 199 passed, 39 or 19.6% dropped or were early placements, and two students are still active.
 - 181 of the 371 students with a math barrier at enrollment enrolled in THEA Prep. 78.5% of these 181 students passed THEA Prep and two students are still active in THEA.
 - 110 or 41.8% of the 263 students with a reading barrier at enrollment enrolled in THEA Prep. 85 or 77.3% of these 110 students passed THEA, and two students are still active in THEA.
- In the year prior to enrollment, students with academic barriers earned a median annual income of \$10,103.16, 78.6% were employed and 33.1% were employed in healthcare. In the year after they exited Capital IDEA, students earned a median income of \$15,701.73, 86.7% were employed, and 49.2% were employed in healthcare.
 - For healthcare program graduates who faced an academic barrier at enrollment, 93.3% were employed in the year leading up to enrollment, with 57.8% working in healthcare. These students earned a median of

\$21,080.21. In the first full year after graduating, median earnings increased to \$44,005.68, with 100% employed, and 91.7% employed in healthcare.

- Non-graduates who exited through early placement, suspension or withdrawal earned a median of \$14,792.14 in the year after leaving the program, with an 85.5% employment rate and 40.9% working in healthcare.

Other Barriers

Other barriers are defined as challenges that participants have that may influence their ability to complete training supported by Capital IDEA. These include childcare, transportation, debt or bankruptcy for the purposes of this study..

- 473 students entered Capital IDEA with one of these other barriers identified at intake.
- 88 or 18.6% earned a healthcare degree (45.6% of graduates), and 38 or 8% were early placements, and 144 or 34.4% are still active and taking classes
- In the year prior to enrollment, students with at least one of these other barriers earned a median annual income of \$9,652.01, 78.4% were employed and 34.2% were employed in healthcare. In the year after they exited Capital IDEA, students earned a median income of \$14,731.07, 86.5% were employed, and 50.7% were employed in healthcare.
 - For students who faced one of these other barriers and subsequently graduated from a healthcare program, 86.4% were employed in the year prior to enrollment, with 47.7% working in healthcare. These students earned a median annual income of \$13,675.90 prior to enrolling. After graduating, 100% of the students were employed, with 95.5% working in healthcare. These students earned a median of \$44,060.06 in the first full year after graduation
 - Non-graduates who exited through early placement, suspension or withdrawal earned a median of \$12,668.39 in the year after leaving the program, with an 86.6% employment rate and 33.3% working in healthcare.

Time in Healthcare Pathway

Participants take varying amounts of time to reach the point of enrolling in pre-requisite coursework and then to complete pre-requisite courses and healthcare degree programs. This is based on several factors: the program step where they start when they enroll with Capital IDEA (e.g., GED, developmental education, etc.), whether they are employed while in training, and whether they have to take breaks between program steps (reasons for this include the need to work and earn income, illness or other personal family crisis, problems with obtaining appropriate childcare, etc), among other reasons..

- To reach pre-requisites, participants who began in ESL took a median of 19 months (with one student taking five years). Participants who began in GED took a median of 11 months. Participants beginning in THEA Preparation took a median of four months to reach pre-requisites. Participants beginning in ACC English Preparation took a median of 11 months (although one student took almost 3 years).

- To complete pre-requisites, students who began in ESL took a median of 39 months; those who began in GED took three years; and those who began in THEA Preparation took a little over two years (median 27 months).
- To reach and enter a healthcare degree program, participants who began in pre-requisites took a median of 35 months (with one student taking over five years). Participants beginning in ESL took a median of 49 months. Participants beginning in THEA Preparation, GED, and ACC English Preparation all took a median of approximately three years to reach and enter a healthcare degree program.
- To complete a healthcare degree program, participants who began in ESL and GED both took a median of a little more than five and a half years. Participants beginning in THEA Preparation took a median of 56 months (although one student took almost six and a half years) to complete a healthcare degree program..

Data Tables and Charts

Demographics at Enrollment

GENDER		
	Frequency	Percent
Female	876	88.4%
Male	115	11.6%
Total	991	100.0%

* 19 male students graduated from a healthcare program (9.8% of all graduates) and 34 are still active

ETHNICITY			
	Frequency	Percent	Cumulative Percent
African	3	0.3%	0.3%
Asian	29	2.9%	3.2%
Biracial	11	1.1%	4.3%
Black or African American	260	26.2%	30.5%
Hispanic	434	43.8%	74.3%
Middle Eastern	4	0.4%	74.7%
Multiracial	3	0.3%	75.0%
Native American	2	0.2%	75.2%
Other	45	4.5%	79.7%
White or Anglo	200	20.2%	99.9%
Total	991	100.0%	

AGE OF PARTICIPANT AT ENROLLMENT	
Mean	28.6
Median	27
Minimum	18
Maximum	56

U.S. CITIZENSHIP STATUS AT ENROLLMENT		
	Frequency	Percent
US Citizen	783	79.0%
Permanent Resident I-155	147	14.8%
Refugee	31	3.1%
Other Eligible Non-Citizen	13	1.3%
Missing	18	1.8%
Total	991	100%

*Of the 190 non-US citizens above, 29 completed a healthcare degree and 75 are still active.

FELONY CONVICTION PRIOR TO ENROLLMENT		
	Frequency	Percent
No	925	93.3%
Yes	66	6.7%
Total	991	100.0%

* Seven of the 66 students with a felony earned a healthcare degree (3.6% of all graduates), and 20 are still active in training

MARITAL AND LIVING STATUS AT ENROLLMENT		
	Frequency	Percent
Living on Own	18	1.8%
Living with Relatives	48	4.8%
Married or Living with Partner	296	29.9%
Single (Divorced or Separated)	624	63.0%
Missing	5	0.5%
Total	991	100.0%

* Family status definitions during the data study period. Living on own likely includes participants who are single. Living with relatives may include a mix of participants who are married and single.

SINGLE PARENT AT ENROLLMENT		
	Frequency	Percent
No	628	63.4%
Yes	363	36.6%
Total	991	100.0%

PARTICIPANT HAD CHILDREN AT ENROLLMENT		
	Frequency	Percent
No	292	29.5%
Yes	699	70.5%
Total	991	100.0%

HIGHEST LEVEL OF EDUCATION ATTAINED PRIOR TO ENROLLMENT			
	Frequency	Percent	Cumulative Percent
Less than 9th Grade	8	0.8%	0.8%
Some High School	85	8.6%	9.4%
General Equivalency Diploma (GED)	150	15.1%	24.5%
High School Graduate	436	44.0%	68.5%
Some College	296	29.9%	98.4%
Associate's	7	0.7%	99.1%
Bachelor's	6	0.6%	99.7%
Missing	3	0.3%	100.0%
Total	991	100.0%	

PARTICIPANT WAS RECEIVING PUBLIC AID AT ENROLLMENT		
	Frequency	Percent
No	724	73.1%
Yes	267	26.9%
Total	991	100.0%

*TANF, Food Stamps, WIC, Medicaid, SSI, Public Housing Included

PARTICIPANT WAS HOMELESS IN PAST YEAR PRIOR TO ENROLLMENT		
	Frequency	Percent
No	971	98.0%
Yes	20	2.0%
Total	991	100.0%

Participant Barriers Identified at Enrollment

CHILDCARE BARRIED IDENTIFIED AT ENROLLMENT		
	Frequency	Percent
No	703	70.9%
Yes	288	29.1%
Total	991	100.0%

DEBT OR BANKTUPTCY BARRIER IDENTIFIED AT ENROLLMENT		
	Frequency	Percent
No	774	78.1%
Yes	217	21.9%
Total	991	100.0%

TRANSPORTATION BARRIER IDENTIFIED AT ENROLLMENT		
	Frequency	Percent
No	871	87.9%
Yes	120	12.1%
Total	991	100.0%

MATH BARRIER (< 8TH GRADE LEVEL) IDENTIFIED AT ENROLLMENT		
	Frequency	Percent
.No	620	62.6%
Yes	371	37.4%
Total	991	100.0%

READING BARRIER (< 9TH GRADE LEVEL) IDENTIFIED AT ENROLLMENT		
	Frequency	Percent
No	728	73.5%
Yes	263	26.5%
Total	991	100.0%

LIMITED ENGLISH BARRIER IDENTIFIED AT ENROLLMENT		
	Frequency	Percent
No	947	95.6%
Yes	44	4.4%
Total	991	100.0%

Comparison of Employment Outcomes and Earnings by Highest Training Step Completed

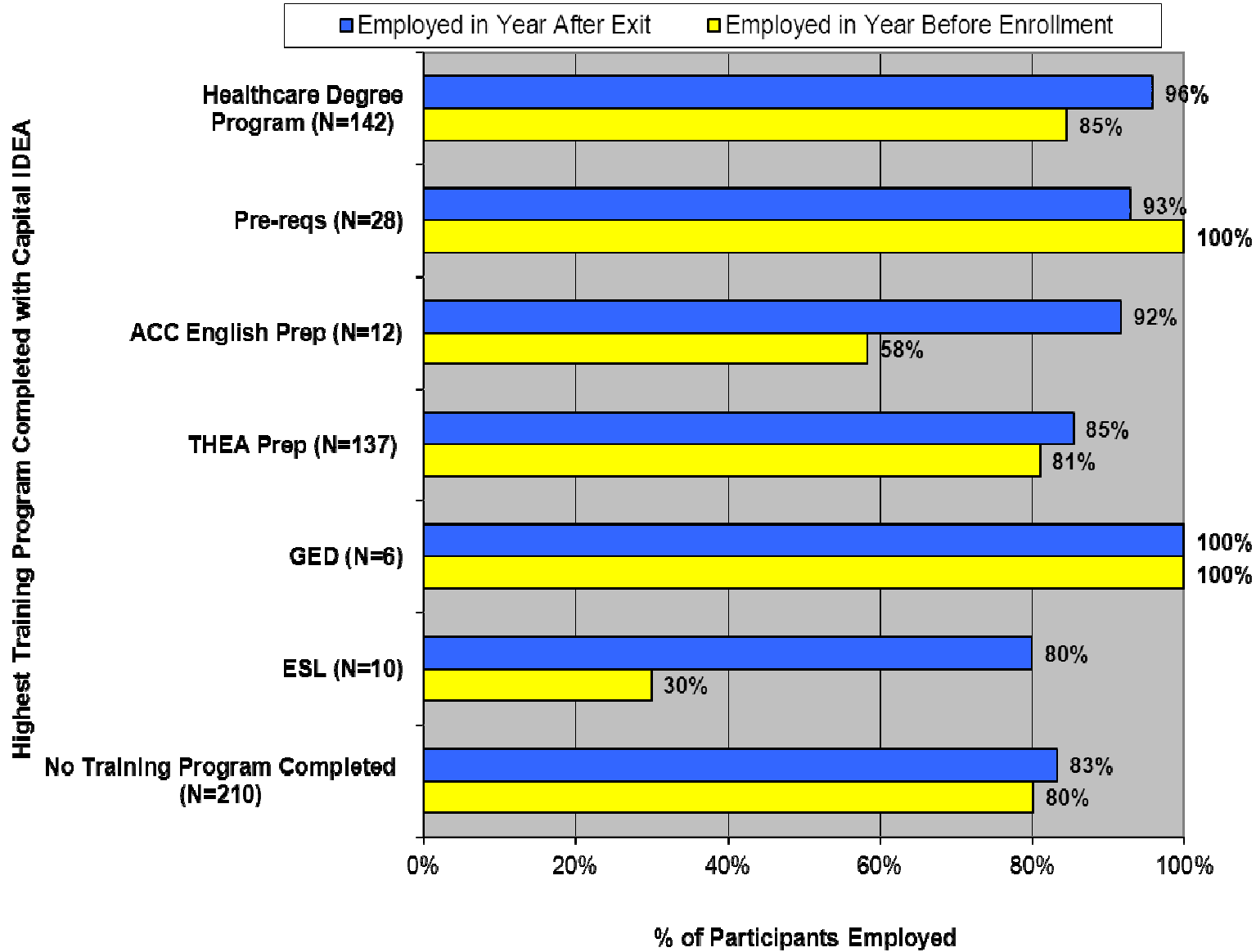
In the analysis below, we analyze participants in the data study based on the highest training program they completed. 446 participants were excluded from this part of the analysis because they were active in training or exited in 2009 or 2010—when the Unemployment Insurance (UI) employment data obtained would not fully capture their post-training employment.

Highest Training Step Completed	Year Before Enrollment		Enrollment Year		Year of Exit		Year after Exit (First Full Year after Program)	
	Employed	Employed in Healthcare	Employed	Employed in Healthcare	Employed	Employed in Healthcare	Employed	Employed in Healthcare
No Training Program Completed (N=210)	80.1%	30.9%	85.2%	30%	84.3%	37.1%	83.3%	32.4%
ESL (N=10)	30%	10%	50%	0%	80%	20%	80%	10%
GED (N=6)	100%	16.7%	100%	16.7%	83.3%	33.3%	100%	50%
THEA Prep (N=137)	81%	32.8%	79.6%	35%	83.9%	47.4%	85.4%	46%
ACC English Prep (N=12)	58.3%	8.3%	75%	16.7%	91.7%	66.7%	91.7%	58.3%
Pre-reqs (N=28)	100%	25%	92.9%	28.6%	92.9%	53.6%	92.9%	42.9%
Healthcare Training (N=142)	84.5%	45.6%	83.1%	57.7%	93.7%	88%	95.8%	92.3%

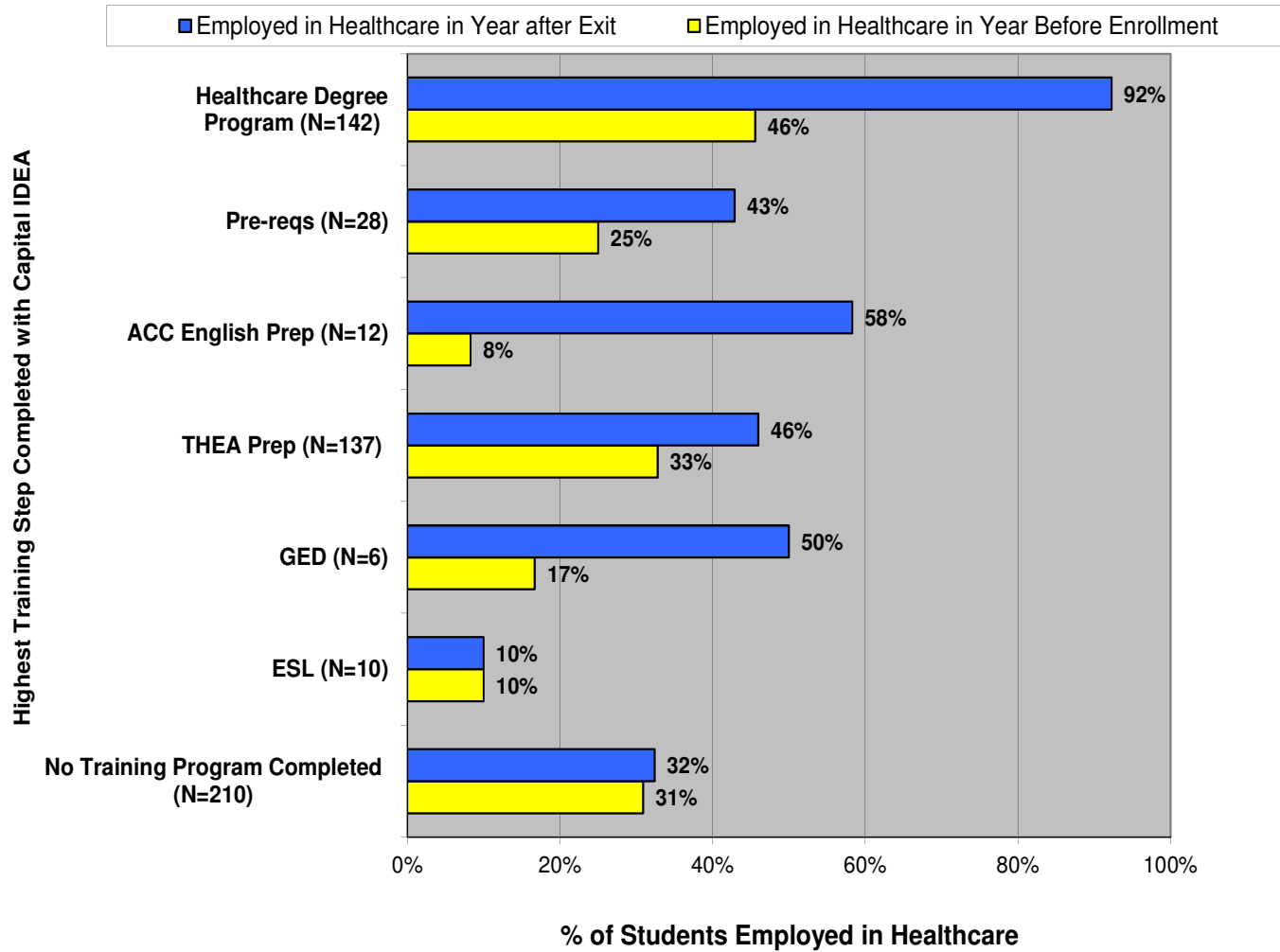
Median Earnings				
Highest Training Step Completed	Year Before Enrollment	Enrollment Year	Year of Exit	Year After Exit (First Full Year After Program)
No Training Program Completed	\$9,229.23	\$11,375.86	\$12,069.19	\$13,228.76
ESL	\$0*	\$1,166.09	\$11,010.82	\$15,591.20
GED	\$12,969.93	\$15,072.17	\$6,482.33	\$13,873.10
THEA Prep	\$7,254.60	\$5,009.14	\$9,336.99	\$14,110.28
ACC English Prep	\$1,872.12	\$8,162.53	\$16,028.16	\$18,335.74
Pre-reqs	\$16,476.52	\$11,115.46	\$14,906.96	\$19,084.92
Healthcare Training	\$12,951.83	\$9,361.93	\$18,104.59	\$44,222.39

*Three of 10 were employed and had earnings. But seven participants had \$0 earnings. Thus the median is \$0.

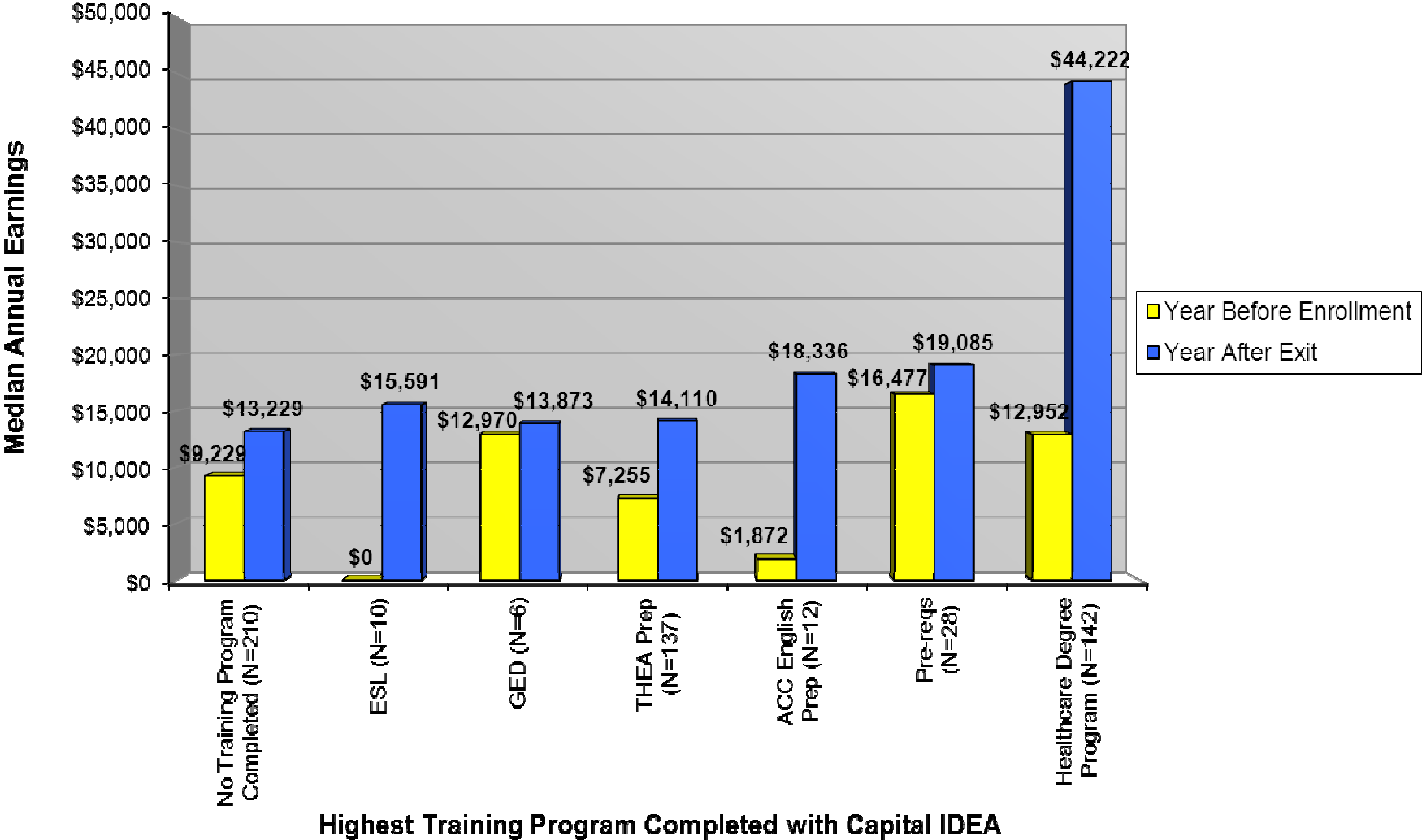
Employment Rates Pre and Post Capital IDEA



Employment Rates in Healthcare Pre and Post Capital IDEA



Median Annual Earnings Pre and Post Capital IDEA



Comparison of Employment Outcomes for Healthcare Training Graduates and Non-graduates

In the tables below, we compare non-graduates, defined as students who exited training through early placement or withdrawal prior to earning a healthcare degree with graduates or students who did earn a healthcare degree or certificate. 446 participants were excluded from this part of the analysis because they were active in training or exited in 2009 or 2010--when UI employment data would not fully capture their post-training employment.

Employment Rates								
	Year Before Enrollment		Enrollment Year		Year of Exit		Year after Exit (First Full Year after Program)	
	Working	Working in Healthcare	Working	Working in Healthcare	Working	Working in Healthcare	Working	Working in Healthcare
Non-Graduates (N=403)	80.6%	30.3%	82.9%	30.3%	84.9%	42.2%	85.1%	38.2%
Graduates (N=142)	84.5%	45.6%	83.1%	57.7%	93.7%	88%	95.8%	92.3%

Median Annual Earnings					
	Year Before Enrollment		Enrollment Year	Year of Exit	Year After Exit (First Full Year After Program)
Non-Graduates	\$8,541.47		\$7,996.85	\$11,071.50	\$14,422.79
Graduates	\$12,951.83		\$9,361.93	\$18,104.59	\$44,222.39

All Healthcare Program Graduates Employment and Earnings Outcomes

2009 and 2010 graduates, and students who previously graduated but who are now currently active in another healthcare program, are included in this analysis (when possible). For example, while we have data on 2009 graduates up until the year of graduation, we do not have it for the year after graduation. So they are not included in calculations for those years.

Employment Rates							
Year Before Enrollment		Enrollment Year		Year of Graduation		Year after Graduation (First Full Year after Program)	
Working	Working in Healthcare	Working	Working in Healthcare	Working	Working in Healthcare	Working	Working in Healthcare
83.9%	45.1%	83.9%	52.3%	91.7%	83.9%	95.9%	91.8%

Median Annual Earnings			
Year Before Enrollment	Enrollment Year		Year After Graduation (First Full Year After Program)
\$13,334.14	\$10,616.30		\$44,100.72

Early Placement Employment and Earning Outcomes versus Withdrawals

Early Placements are students who are withdrawing from training, but while doing so, Capital IDEA assists them with finding employment. Participants classified as Withdrawals have not requested or received this service while exiting training. In the analysis below, we compare the differences in employment and earnings outcomes in order to measure the impact of early placement services.

Employment Rates								
	Year Before Enrollment		Enrollment Year		Year of Exit		Year after Exit (First Full Year after Program)	
	Working	Working in Healthcare	Working	Working in Healthcare	Working	Working in Healthcare	Working	Working in Healthcare
Early Placement (N=101)	86.1%	38.6%	91.1%	42.8%	95%	59%	94.7%	53.7%
Withdrawals (N=408)	77.2%	25.7%	80.4%	26.5%	81%	37.8%	82.3%	33.9%

Median Annual Earnings				
	Year Before Enrollment	Enrollment Year	Year of Exit	Year After Exit (First Full Year After Program)
Early Placements (N=101)	\$13,559.57	\$15,098.08	\$16,589.06	\$22,376.85
Withdrawals/In Suspense (N=408)	\$8,037.87	\$6,980.06	\$8,463.83	\$10,797.46

All Participants Employment and Earnings Outcomes

In the tables below, we grouped students based on what year they enrolled in the program and track participants' employment and earnings over time. No students are excluded from this analysis. White columns indicate the overall employment rate while shaded columns indicate rates of employment in healthcare. Participants are considered employed if earnings were reported for any quarter.

All Capital IDEA Students Employment Rates (in %)																	
Enrollment Year	N	2002		2003		2004		2005		2006		2007		2008		2009	
2003	190	84.2	36.3	83.2	34.7	80.0	38.4	82.1	44.7	86.3	52.1	88.4	55.3	84.7	55.3	81.6	54.2
2004	97	81.4	25.8	80.4	27.8	83.5	37.1	79.4	42.3	85.6	47.4	87.6	51.5	82.5	49.5	81.4	48.5
2005	134	72.4	25.4	71.6	27.6	76.1	36.6	81.3	36.6	84.3	47.8	88.8	57.5	90.3	59.0	89.6	56.0
2006	256	60.5	19.1	64.5	23.0	75.4	26.2	78.5	27.7	82.8	33.6	83.6	46.5	84.0	47.7	79.7	49.6
2007	161	56.5	18.6	62.7	21.7	65.2	26.7	75.8	32.3	77.0	39.8	80.1	44.7	80.1	53.4	77.6	54.7
2008	153	49.7	16.3	49.0	15.0	58.8	16.3	64.7	19.0	75.8	23.5	80.4	28.8	83.0	34.6	82.4	32.7
All 2003-2008 Students	991	66.4	23.4	67.9	24.9	73.0	29.6	77.1	33.0	81.9	39.9	84.6	47.1	84.1	49.7	81.6	49.4

White boxes = overall employment rate, Shaded = Rate of employment in healthcare

All Capital IDEA Students Median Earnings									
Enrollment Year	N	2002 Earnings	2003 Earnings	2004 Earnings	2005 Earnings	2006 Earnings	2007 Earnings	2008 Earnings	2009 Earnings
2003	190	\$9,789.97	\$7,563.00	\$7,599.85	\$11,566.25	\$16,663.24	\$18,729.24	\$20,687.18	\$24,480.09
2004	97	\$8,392.70	\$8,451.13	\$7,656.60	\$6,891.02	\$8,734.70	\$15,120.00	\$16,551.08	\$17,672.17
2005	134	\$6,642.72	\$5,711.82	\$9,539.27	\$12,351.70	\$9,534.54	\$15,785.36	\$19,861.48	\$22,428.27
2006	256	\$3,139.57	\$5,145.39	\$8,078.97	\$9,992.66	\$10,050.19	\$10,213.92	\$13,545.61	\$16,339.17
2007	161	\$1,151.88	\$1,722.33	\$3,733.10	\$6,500.01	\$8,257.93	\$10,126.19	\$10,958.66	\$12,897.86
2008	153	\$0	\$0	\$0	\$1,530.64	\$4,678.19	\$11,870.61	\$11,200.50	\$9,886.77
All 2003-2008	991	\$4,718.88	\$4,662.35	\$6,324.84	\$9,024.88	\$10,350.29	\$12,814.07	\$14,879.45	\$16,472.75

Red = Year Before Enrollment

Green = Year of Enrollment

Bold = Most Recent Year of Employment Data

Healthcare Graduates' Employment and Earnings Outcomes

The tables below show employment and earnings outcomes for all 193 participants who completed a healthcare program.

All Healthcare Program Graduate Employment Rates (% employed)																	
Graduation Year	N	2002		2003		2004		2005		2006		2007		2008		2009	
2003	1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2004	9	100	77.8	100	66.7	100	100	100	100	88.9	88.9	100	100	88.9	88.9	88.9	88.9
2005	17	94.1	58.8	94.1	58.8	88.2	64.7	94.1	82.4	100	100	100	88.2	88.2	76.5	88.2	82.4
2006	28	92.9	46.4	78.6	50.0	89.3	57.1	92.9	64.3	89.3	75.0	92.9	89.3	92.9	89.3	89.3	78.6
2007	39	87.2	35.9	74.4	41.0	87.2	48.7	79.5	51.3	74.4	59.0	89.7	87.2	92.3	87.2	94.9	84.6
2008	52	71.2	38.5	73.1	36.5	76.9	42.3	80.8	48.1	84.6	61.5	88.5	73.1	98.1	92.3	98.1	92.3
2009	46	65.2	30.4	71.7	28.3	78.3	32.6	78.3	30.4	84.8	54.3	84.8	60.9	78.3	65.2	84.8	73.9
2010*	1	100	0	100	0	0	0	100	0	100	100	100	100	100	100	100	100

* Data collection ended during the first quarter of 2010.

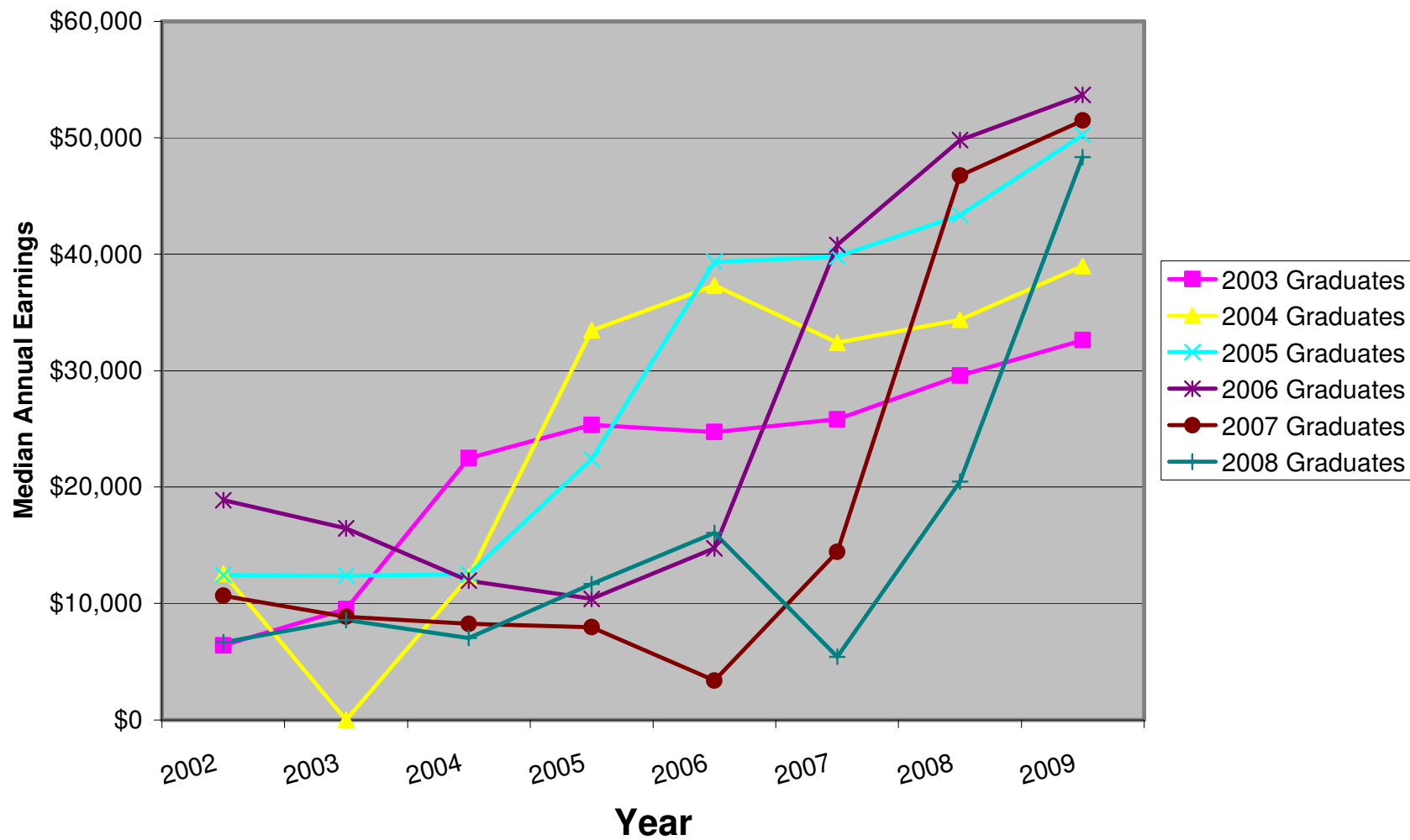
All Capital IDEA Students Median Earnings									
Graduation Year	N	2002 Earnings	2003 Earnings	2004 Earnings	2005 Earnings	2006 Earnings	2007 Earnings	2008 Earnings	2009 Earnings
2003	1	\$6,406.56	\$9,511.54	\$22,488.73	\$25,329.87	\$24,730.08	\$25,827.18	\$29,571.61	\$32,618.56
2004	9	\$12,572.21	\$8,026.74	\$12,285.38	\$33,461.75	\$37,315.02	\$32,403.00	\$34,366.77	\$38,985.54
2005	17	\$12,440.03	\$12,385.96	\$12,502.57	\$22,385.61	\$39,328.53	\$39,790.77	\$43,353.94	\$50,238.34
2006	28	\$18,859.09	\$16,444.58	\$11,949.93	\$10,406.13	\$14,746.14	\$40,803.64	\$49,797.07	\$53,673.39
2007	39	\$10,665.50	\$8,854.40	\$8,255.78	\$7,953.12	\$3,381.90	\$14,431.15	\$46,741.29	\$51,495.15
2008	52	\$6,673.44	\$8,566.80	\$7,033.23	\$11,666.98	\$16,059.88	\$5,424.61	\$20,476.03	\$48,338.75
2009	46	\$11,078.38	\$12,298.48	\$11,918.07	\$12,771.55	\$13,749.41	\$14,969.71	\$6,751.46	\$15,695.73
2010	1	\$3,450.31	\$1,330	\$0	\$2,600	\$6,060.00	\$4,450.68	\$8,315.39	\$10,484.70

Bold = Year after graduation year, which is likely the first full year of earnings post-graduation.

Green = Year most students in that graduating class entered Capital IDEA.

Red = Year prior to most students in that graduating class entering Capital IDEA

Median Annual Earnings for Healthcare Program Graduates (2003 to 2008)



Registered Nurse (R.N.) Graduates Employment and Earnings Outcomes

The tables below show employment rates and earnings over time for students who completed healthcare training to be Registered Nurses.

RN Graduate Employment Rates (% employed)																	
Graduation Year	N	2002		2003		2004		2005		2006		2007		2008		2009	
2004	4	100	100	100	100	100	100	100	100	75.0	75.0	100	100	75.0	75.0	75.0	75.0
2005	3	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2006	11	100	54.5	81.8	72.7	90.9	72.7	100	90.9	100	100	90.9	90.9	90.9	90.9	81.8	72.7
2007	22	90.9	40.9	68.2	40.9	81.9	50.0	81.8	54.5	81.8	63.6	95.5	95.5	95.5	95.5	95.5	95.5
2008	19	63.2	21.1	57.9	21.1	73.7	15.8	73.7	36.9	84.2	63.2	89.5	78.9	100	100	94.7	94.7
2009	22	63.6	27.3	77.3	31.8	81.8	27.3	77.3	22.7	90.9	59.1	86.4	68.2	86.4	81.8	90.9	90.9
2010	1	100	0	100	0	0	0	100	0	100	100	100	100	100	100	100	100

No shade = overall employment rate, Shaded = Rate of employment in healthcare

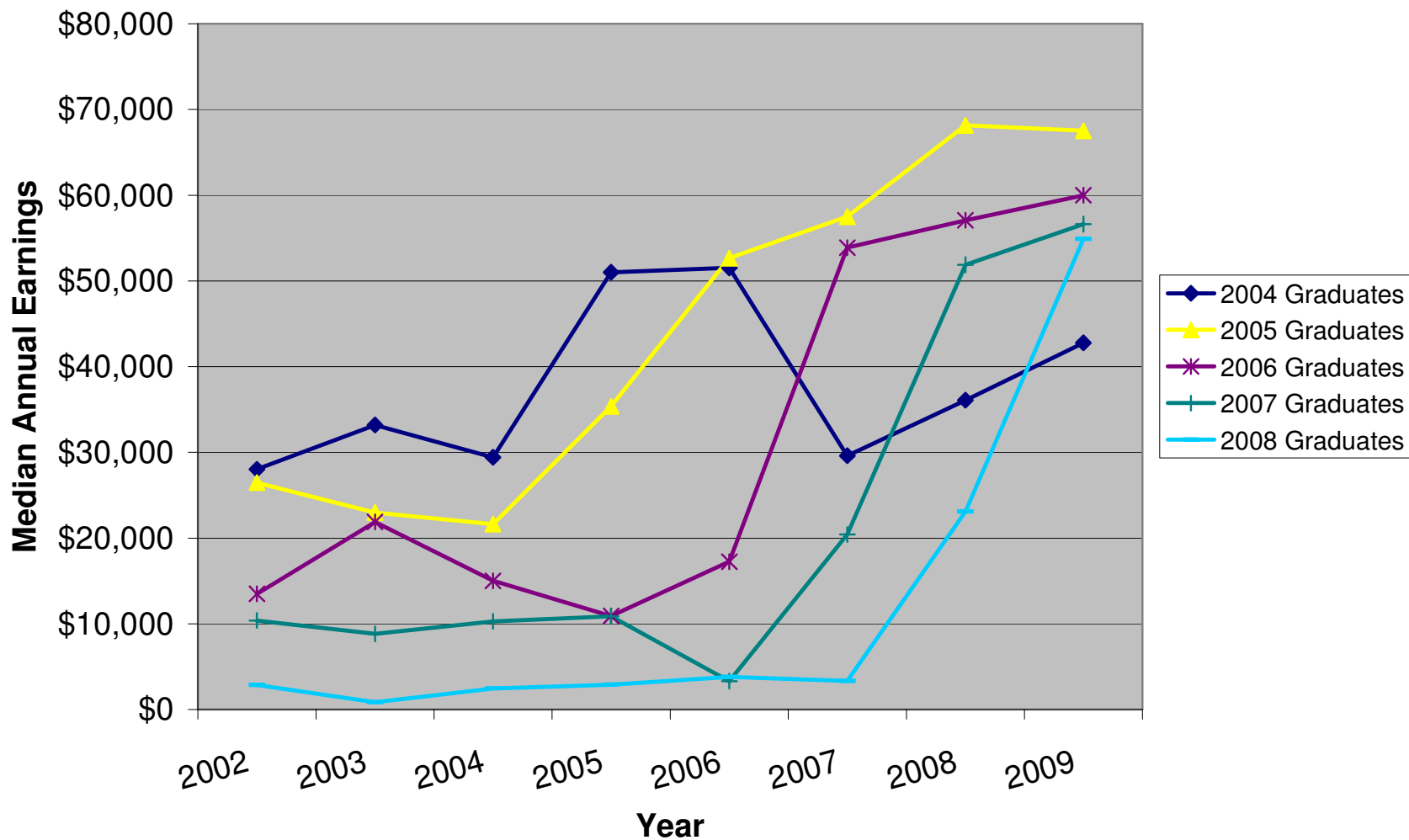
Median RN Graduate Earnings									
Graduation Year	N	2002 Earnings	2003 Earnings	2004 Earnings	2005 Earnings	2006 Earnings	2007 Earnings	2008 Earnings	2009 Earnings
2004	4	\$28,034.90	\$33,181.36	\$29,433.84	\$51,003.37	\$51,532.86	\$29,613.78	\$36,075.24	\$42,770.97
2005	3	\$26,463.93	\$22,998.15	\$21,643.09	\$35,386.95	\$52,666.00	\$57,489.98	\$68,163.13	\$67,518.59
2006	11	\$13,491.29	\$21,891.41	\$15,023.05	\$10,912.55	\$17,252.5	\$53,885.22	\$57,086.88	\$60,009.15
2007	22	\$10,386.95	\$8,831.845	\$10,299.66	\$10,897.69	\$3,324.915	\$20,407.92	\$51,888.78	\$56,631.53
2008*	19	\$2,866.5	\$866.25	\$2,474.23	\$2,888.07	\$3,806.83	\$3,330.89	\$23,097.65	\$54,907.34
2009	22	\$11,361.77	\$9,454.215	\$8,565.17	\$10,575.15	\$12,811.40	\$15,162.65	\$7,612.695	\$21,798.60
2010	1	\$3,450.31	\$1,330.00	\$0	\$2,600.00	\$6,060.00	\$4,450.68	\$8,315.39	\$10,484.7

Bold = Year after graduation year, which is likely the first full year of earnings post-graduation.

Green = Year most students in that graduating class entered Capital IDEA.

Red = Year prior to most students in that graduating class entering Capital IDEA

Median Annual Earnings for Registered Nurse (R.N.) Graduates (2004 to 2008)



LVN Grads Employment and Earnings Outcomes

The tables below show employment rates and earnings over time for students who completed healthcare training to be Licensed Vocational Nurses (LVN).

LVN Graduate Employment Rates (% employed)																	
Graduation Year	N	2002		2003		2004		2005		2006		2007		2008		2009	
2003	1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2004	4	100	50.0	100	50.0	100	100	100	100	100	100	100	100	100	100	100	100
2005	12	91.7	50.0	91.7	50.0	83.3	58.3	91.7	75.0	100	100	100	83.3	83.3	66.7	83.3	75.0
2006	9	88.9	44.4	88.9	33.3	88.9	55.6	100	55.6	77.8	66.7	100	100	100	100	100	88.9
2007	3	100	33.3	100	33.3	100	33.3	66.7	33.3	33.3	33.3	66.7	66.7	66.7	33.3	66.7	33.3
2008	22	77.3	63.6	77.3	63.6	81.8	68.2	90.9	68.2	90.9	77.3	100	81.2	95.5	86.4	100	86.4
2009	15	77.3	46.7	66.7	33.3	80.0	53.3	93.3	53.3	86.7	53.3	93.3	60.0	86.7	66.7	93.3	66.7

No shade = overall employment rate, Shaded = rate of employment in healthcare

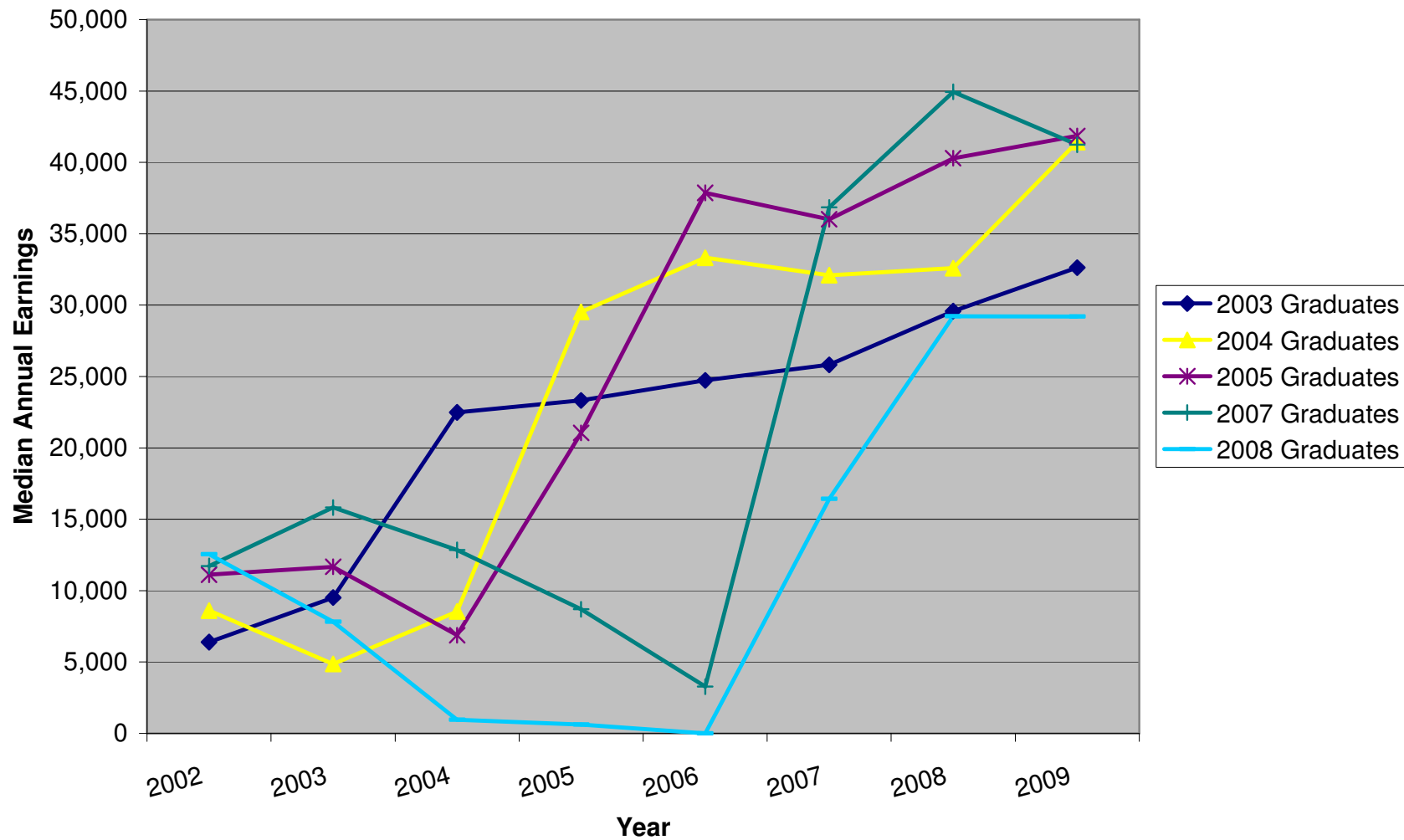
Median LVN Graduate Earnings									
Graduation Year	N	2002 Earnings	2003 Earnings	2004 Earnings	2005 Earnings	2006 Earnings	2007 Earnings	2008 Earnings	2009 Earnings
2003	1	\$6,404.56	\$9,511.54	\$22,488.73	\$23,329.87	\$24,730.08	\$25,827.18	\$29,571.61	\$32,618.56
2004	4	\$8,608.68	\$4,862.50	\$8,529.11	\$29,517.73	\$33,324.08	\$32,083.96	\$32,594.95	\$41,433.39
2005	12	\$11,117.08	\$11,674.52	\$6,880.22	\$21,037.91	\$37,871.84	\$36,013.84	\$40,294.44	\$41,854.60
2006	9	\$11,718.44	\$15,821.40	\$12,853.32	\$8,697.63	\$3,279.20	\$36,850.92	\$44,937.62	\$41,234.46
2007	3	\$12,538.92	\$7,820.48	\$956.00	\$618.75	\$0	\$16,424.18	\$29,222.98	\$29,206.09
2008	22	\$17,803.49	\$18,928.77	\$20,810.47	\$20,179.46	\$19,377.67	\$10,419.37	\$19,588.32	\$43,335.54
2009	15	\$13,598.56	\$16,759.3	\$15,174.1	\$20,231.41	\$17,315.13	\$19,370.93	\$15,090.53	\$20,589.26

Bold = Year after graduation year, which is likely the first full year of earnings post-graduation.

Green = Year most students in that graduating class entered Capital IDEA.

Red = Year prior to most students in that graduating class entering Capital IDEA

Median Annual Earnings Licensed Vocational Nurse Graduates (2003-2008)



Other Healthcare Graduates (Non-Nurses) Employment Outcomes

The tables below show employment and earning outcomes for participants who earned a healthcare degree or certificate that was not nursing. This includes 12 X-Ray Technicians, seven Surgical Technicians, one Occupational Therapist, six Physical Therapy Assistants, six Dental Hygienists, and eleven Diagnostic Medical Sonographers.

Healthcare (Non-Nurse) Graduate Employment Rates (in % employed)																	
Graduation Year	N	2002		2003		2004		2005		2006		2007		2008		2009	
2006	8	87.5	37.5	62.5	37.5	87.5	37.5	75	37.5	87.5	50.0	87.5	75.0	87.5	75.0	87.5	75.0
2007	14	78.5	28.6	78.6	42.9	92.9	50.0	78.6	50.0	71.4	57.1	85.7	78.6	92.9	85.7	100	78.6
2008	11	72.7	18.2	90.9	9.1	72.7	36.4	72.7	27.3	72.7	27.3	63.6	45.4	100	90.9	100	100
2009	9	55.6	11.1	66.7	11.1	66.7	11.1	55.6	11.1	66.7	44.4	66.7	44.4	44.4	22.2	55.6	44.4
2006-2008 Grads	33	78.8	27.3	78.8	30.3	84.8	42.4	75.8	39.4	75.8	45.4	78.8	66.7	93.9	84.8	97.0	84.8

No shade = overall employment rate, Shaded = rate of employment in healthcare

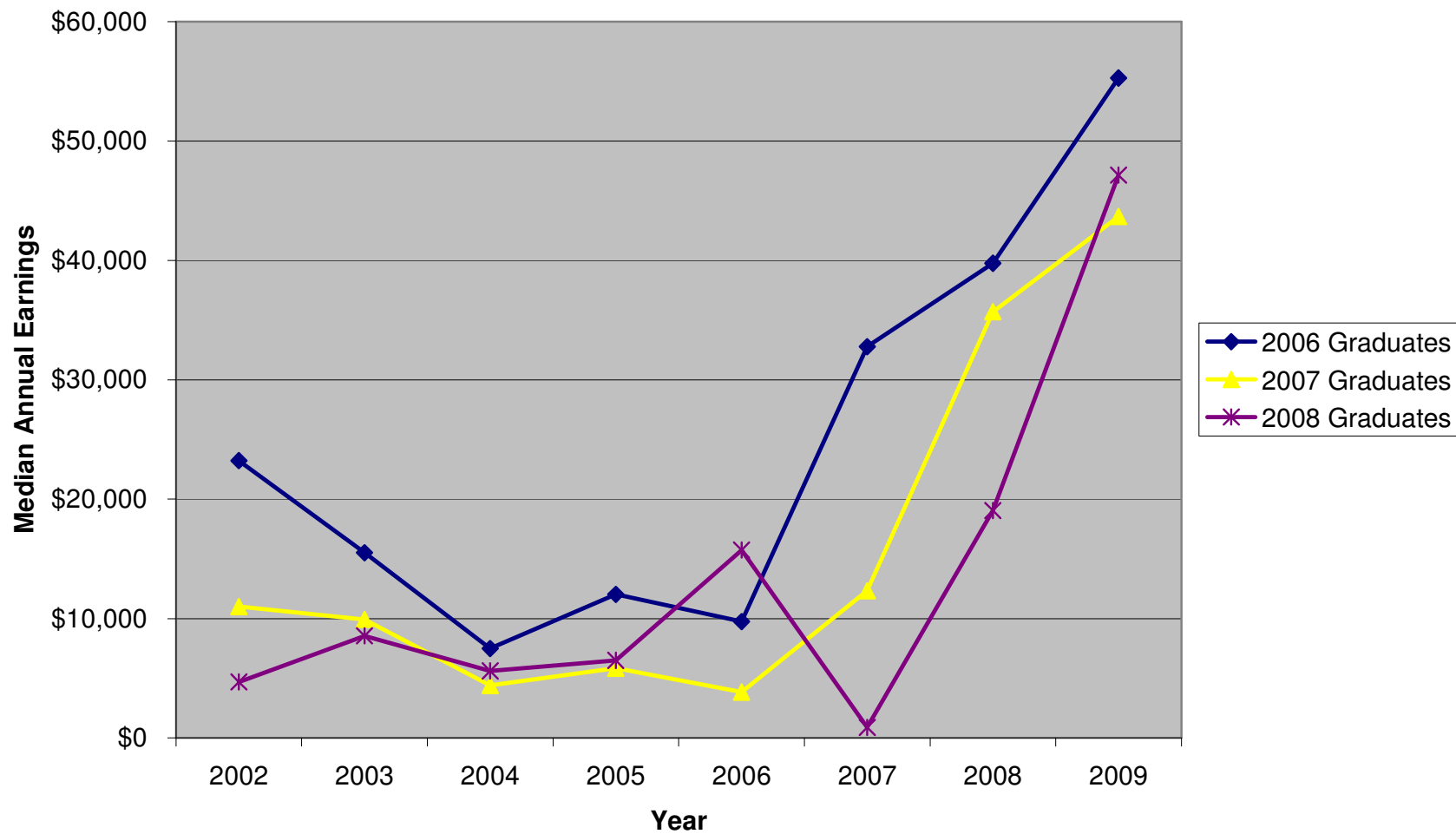
Median Healthcare (Non-Nurse) Graduate Earnings									
Graduation Year	N	2002 Earnings	2003 Earnings	2004 Earnings	2005 Earnings	2006 Earnings	2007 Earnings	2008 Earnings	2009 Earnings
2006	8	\$23,215.53	\$15,508.09	\$7,492.16	\$12,014.47	\$9,755.96	\$32,782.72	\$39,749.73	\$55,278.82
2007	14	\$11,000.93	\$9,926.26	\$4,405.40	\$5,831.78	\$3,849.21	\$12,327.44	\$35,683.38	\$43,676.73
2008	11	\$4,674.09	\$8,549.19	\$5,616.23	\$6,500.01	\$15,728.42	\$878.00	\$19,050.49	\$47,128.46
2009	9	\$6,372.01	\$12,489.76	\$19,234.37	\$299.25	\$15,382.21	\$0	\$9,295.61	\$1,373.75
2006-2008 Grads	33	\$13,344.14	\$9,211.71	\$5,616.23	\$6,500.01	\$4,602.08	\$12,285.92	\$30,783.68	\$45,663.99

Bold = Year after graduation year, which is likely the first full year of earnings post-graduation.

Green = Year most students in that graduating class entered Capital IDEA.

Red = Year prior to most students in that graduating class entering Capital IDEA

Median Annual Earnings Non-Nurse Healthcare Program Graduates (2006 to 2008)



Other Early Placement Data

Students who did not finish healthcare training, but who Capital IDEA helped find a job when they exited training early.

Training Step Where Early Placements Occurred									
Placement Year	N	ESL	ACC English Prep	GED	THEA	Pre-reqs	LVN	RN	Other Healthcare Program
2003	2	0	0	0	0	1	0	1	0
2004	15	1	0	1	0	11	2	0	0
2005	18	1	1	0	1	13	1	1	0
2006	18	0	0	1	1	11	3	0	3
2007	22	0	1	1	2	14	2	3	1
2008	17	0	1	1	1	9	5	0	0
2009	5	0	0	0	0	4	1	0	0
2010	1	0	0	0	0	0	0	0	1
Total	101	2 (2%)	3 (3%)	4 (4%)	5 (5%)	63 (62%)	14 (14%)	5 (5%)	5 (5%)

In Suspense / Withdrawn Student Data

Students Who Ceased Training with Capital IDEA but did not use program services for early placement (Withdrew or In Suspense).

Training Step Where Drop Occurred									
Estimated Drop Year	N	ESL	ACC English Prep	GED	THEA	Pre-reqs	LVN	RN	Other Healthcare Program
2003	42	0	1	1	11	25	1	2	1
2004	67	5	0	3	6	46	5	0	2
2005	36	1	3	0	5	26	1	0	0
2006*	97	3	12	6	15	56	2	1	1
2007	87	3	7	5	11	50	7	3	1
2008	42	1	5	3	6	21	5	0	1
2009	36	3	2	1	7	18	1	2	2
2010	1	0	0	0	0	0	0	1	0
Total	408	16 (3.9%)	30 (7.4%)	19 (4.7%)	61 (15%)	242 (59.3%)	22 (5.4%)	9 (2.2%)	8 (2.2%)

* One student transferred to an Accounting program and dropped.

Students Who Continued taking ACC Classes Without Capital IDEA Support

Drop Year	# of Students Withdrawn/In Suspension	Year of Last Class at Austin Community College								Total Continuing
		2003	2004	2005	2006	2007	2008	2009	2010	
2003	42		1	0	1	2	2	2	1	9 (21.4%)
2004	67			1	1	2	0	3	2	9 (13.4%)
2005	36				7	3	3	3	2	18 (50%)
2006	97					8	3	8	10	29 (29.9%)
2007	87						5	5	6	16 (18.4%)
2008	42							14	9	23 (54.8%)
2009	36								7	7 (19.4%)
2010	1									0 (0%)
Total	408		1 (0.3%)	1 (0.3%)	9 (2.2%)	15 (3.7%)	13 (3.2%)	35 (8.6%)	37 (9.1%)	111 (27.2%)

Last ACC Class Taken by Students Who Continued Without Capital IDEA Support

Estimated Drop Year from Capital IDEA	Number of Students Who Continued at ACC	Remedial or Developmental Education	Nursing Pre-requisites	Nursing Course or Nurse's Aide Course	Other Health Related Course	ESL Course	Other
2003	9	0	2	1	1	1	4
2004	9	2	2	0	1	0	4
2005	18	3	3	0	1	0	11
2006	29	4	11	6	0	2	6
2007	16	6	5	1	2	2	0
2008	23	5	7	2	1	0	8
2009	7	3	0	0	2	1	1
Total	111	23 (20.7%)	30 (27%)	10 (9%)	8 (7.2%)	6 (5.4%)	34 (30.6%)

Length of Time Spent in Training Programs

The table below shows the range of time and the average time in months that participants took to complete each training program as a Capital IDEA-supported student. For participants who enrolled in or completed pre-requisites twice for two different healthcare programs and for students who completed two healthcare programs such as L.V.N. and R.N., the time spent in each program was counted separately and not aggregated for the calculations below. For example, a student who completed L.V.N. in 12 months and then a R.N. in 14 months would have had two entries (12, 14) in the calculation, not one (26).

Training Program	Range of Time (in months)	Median Time Spent (in months)	Mean Time Spent (in months)
ESL	1 to 37 months	4 months	8.3 months
GED	1 to 28 months	6 months	7.4 months
THEA Preparation	1 to 18 months	3 months	3.1 months
ACC English Preparation	3 to 40 months	11 months	13.6 months
Pre-requisites	3 to 61 months	19 months	19.7 months
Healthcare Degree Program	3 to 64 months	18 months	18.7 months

Length of Time Taken to Enter and Complete Pre-requisites Based on Starting Point with Capital IDEA

The table below shows the range and average number of months it took for students who began in a pre-college program supported by Capital IDEA to advance to and complete pre-requisites for a healthcare degree program.

Starting Point at Enrollment with Capital IDEA	Mean Months to Start Pre-requisites	Median Months to Start Pre-requisites	Range of Months to Start Pre-requisites	Mean Months to Finish Pre-requisites	Median Months to Finish Pre-requisites	Range of Months to Finish Pre-requisites
ESL	24.5 months	19 months	4 to 60 months	39 months	39 months	35 to 43 months
GED	13.2 months	11 months	4 to 35 months	34 months	36 months	9 to 54 months
THEA Preparation	5.2 months	4 months	2 to 71 months	28.6 months	27 months	10 to 61 months
ACC English Preparation	12.3 months	11 months	3 to 35 months	32.1 months	33 months	19 to 48 months
Pre-requisites	----	----	----	18.1 months	18 months	3 to 64 months

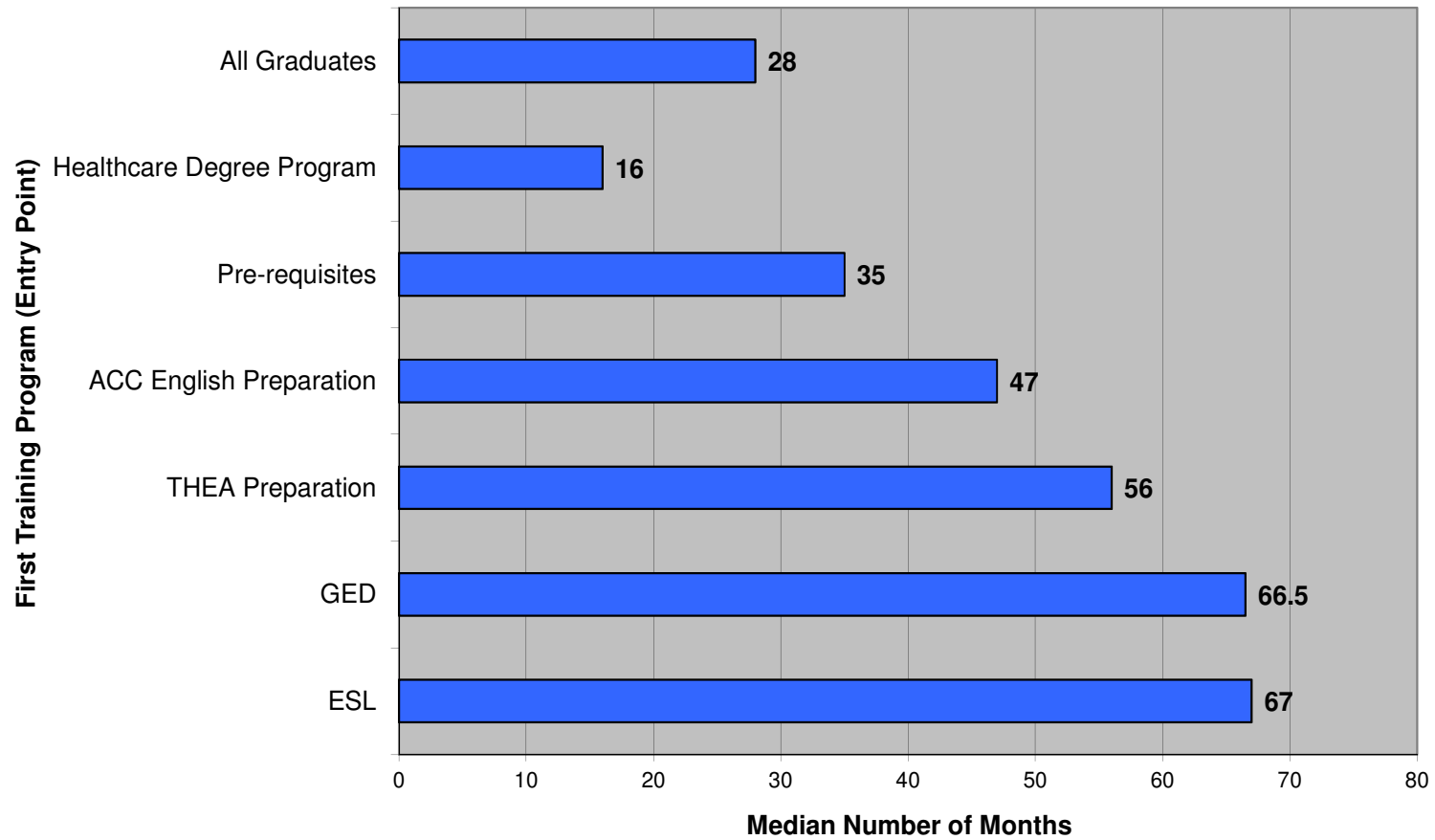
Length of Time Taken to Enter and Complete First Healthcare Degree Based on Starting Point with Capital IDEA

The table below shows the range and average number of months it took for students to advance to and complete a healthcare degree based on what program they started in when they enrolled with Capital IDEA for support.

Starting Point at Enrollment with Capital IDEA	Mean Months to Start Degree Program	Median Months to Start Degree Program	Range of Months to Degree Program	Mean Months to Complete Degree Program	Median Months to Complete Degree Program	Range of Months to Complete Degree Program
ESL	49 months	49 months	47 to 51 months	67 months	67 months	0*
GED	36.6 months	37 months	8 to 55 months	66.5 months	66.5 months	66 to 67 months
THEA Preparation	37.8 months	35 months	10 to 76 months	52 months	56 months	18 to 76 months
ACC English Preparation	38.9 months	37.5 months	19 to 67 months	46 months	47 months	35 to 55 months
Pre-requisites	21.3 months	20 months	3 to 55 months	37 months	35 months	14 to 64 months
Healthcare Degree Program	----	----	----	18.5 months	16 months	3 to 64 months

* Only one student who started in ESL completed a healthcare degree during the data study period. Therefore the range of months is 0.

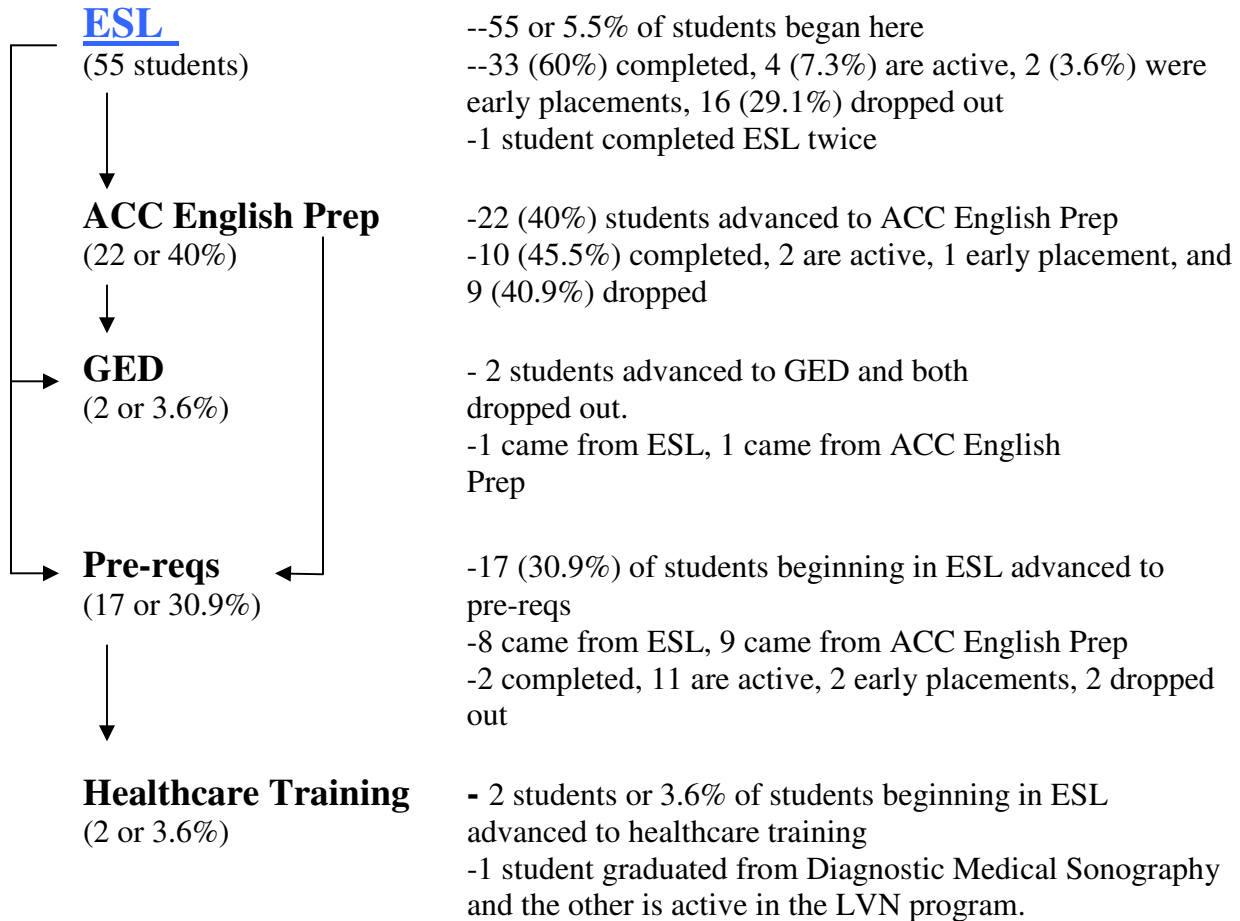
Median Number of Months to Graduation for Healthcare Program Graduates Based on First Training Program



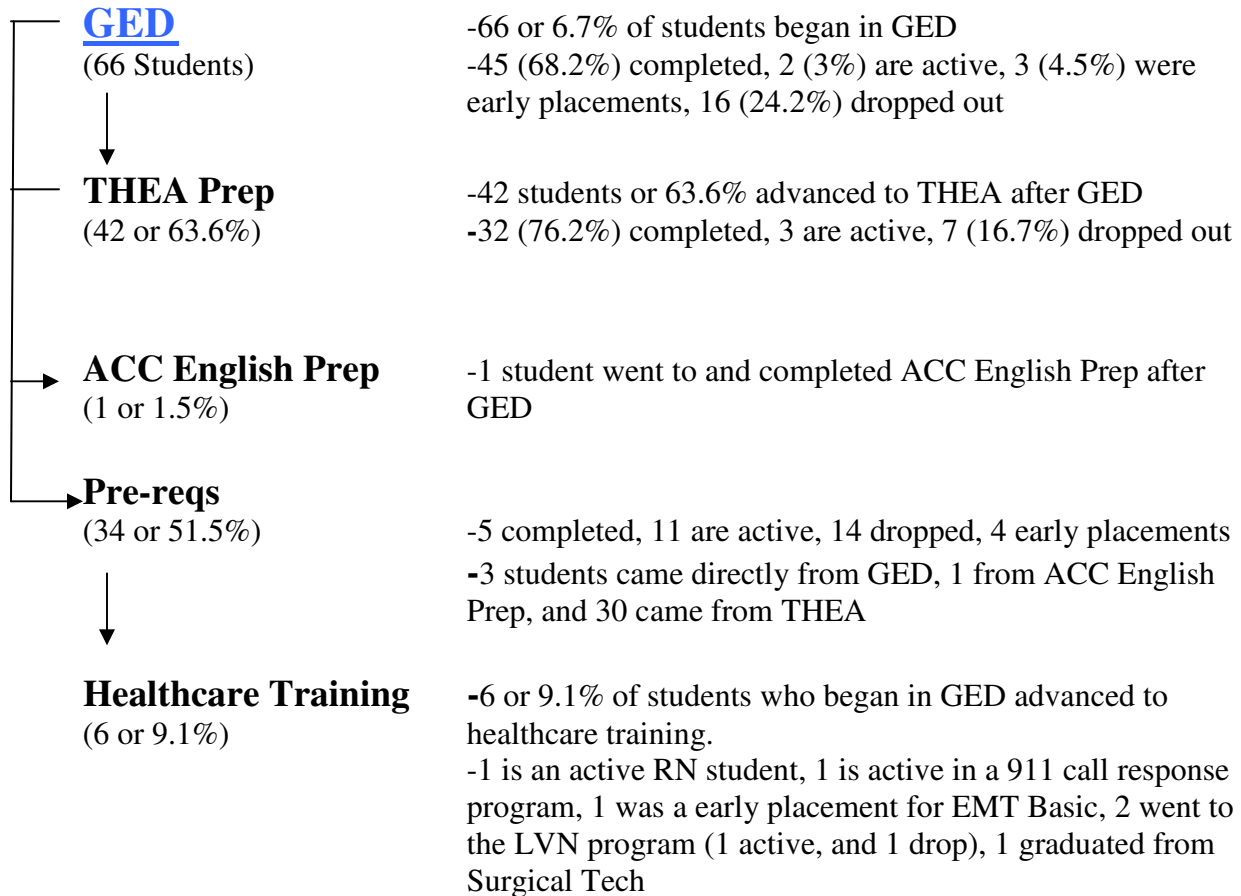
Step by Step Analysis of Entry Points and Pathway Advancement

The following diagrams show where students enter Capital IDEA's program and what proportion advance to additional training programs along the pathway. For instance, the diagram on the following page shows students who entered at ESL Health and how many of them advanced to higher training programs at Capital IDEA or ACC along with the different paths they took to those higher steps.

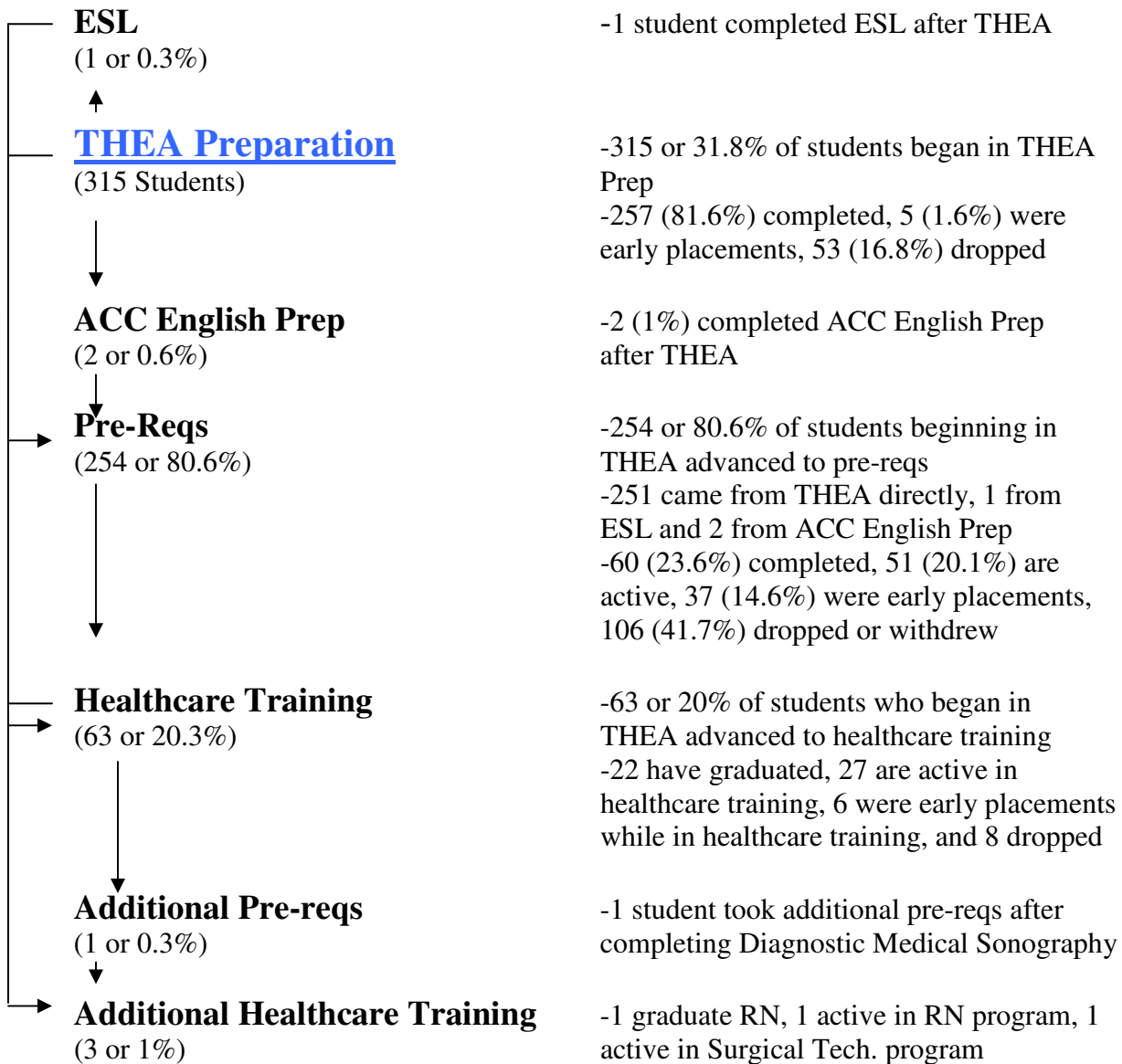
Paths taken by Students Starting at ESL Health as Step 1



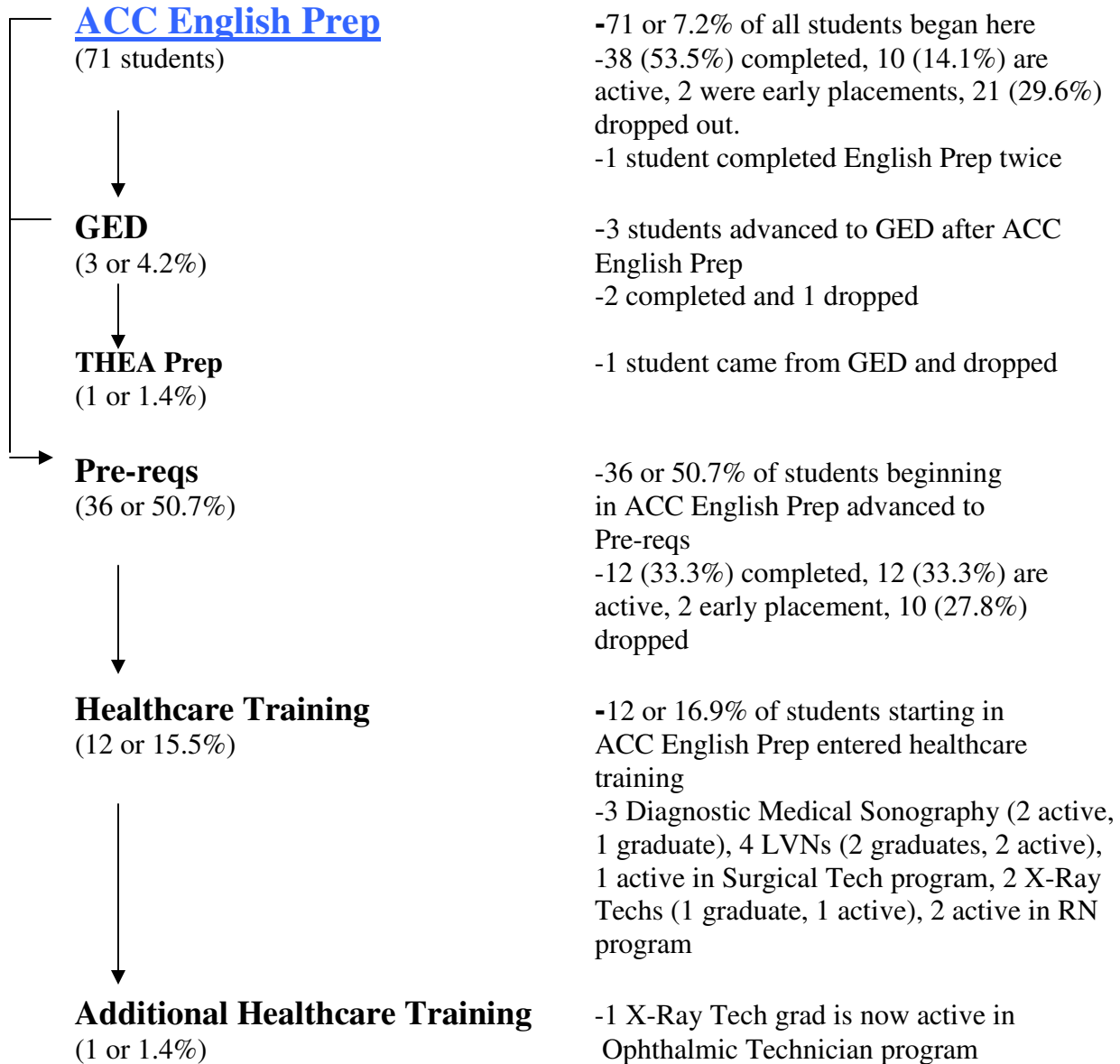
Paths taken by Students Starting at GED as Step 1



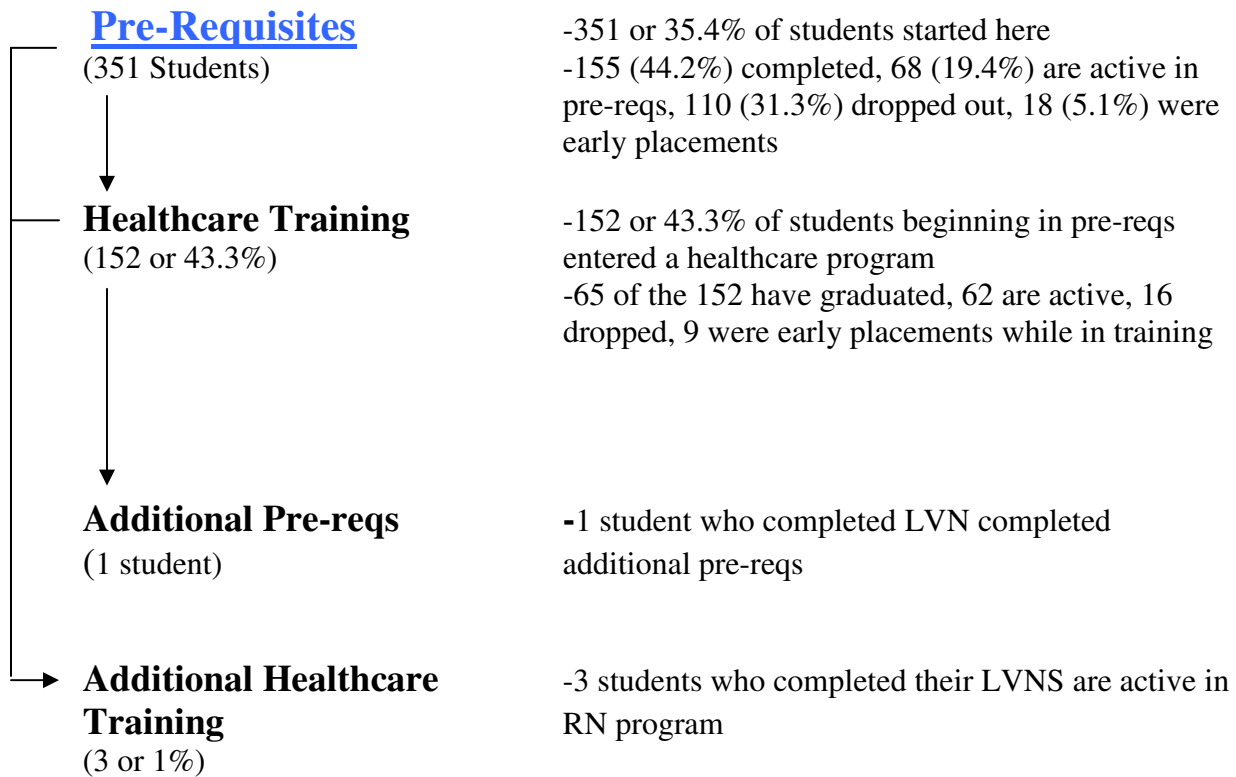
Paths taken by Students Starting at THEA Prep, as Step 1



Paths taken by Students Starting at ACC English Preparation as Step 1



Paths taken by Students Starting at Pre-Requisites, as Step 1



Paths taken by Students Starting at [Healthcare Training as Step 1](#)

Healthcare Training

-133 or 13.4% of all students start here

-10 students had started in Capital IDEA prior to 2003 when the analysis for this study began. 7 of these students had previously completed and come from a healthcare program, 2 from pre-requisites, and 1 from THEA.

-100 grads, 11 active, 8 early placements, 14 drops

-The table below breaks down the numbers by individual healthcare program

	LVN	RN	X-Ray Tech	Surgical Tech	Lab Tech	EMT	Physical Therapy Assistant	Diagnostic Medical Sonography	Dental Hygiene	Occupational Therapy Assistant	Total
Number enrolled	47	55	9	5	1	1	6	3	5	1	133
Number (%) Graduated	31 (66%)	43 (78.2%)	7 (77.8%)	4 (80%)			6 (100%)	3 (100%)	5 (100%)	1 (100%)	100 (75.2%)
Number (%) Active	4 (8.5%)	6 (10.9%)			1 (100%)						11 (8.3%)
Number (%) Early Placement	5 (10.6%)	2 (3.6%)	1 (11.1%)								8 (6.0%)
Number (%) Dropped	7 (14.9%)	4 (7.3%)	1 (11.1%)	1 (20%)		1 (100%)					14 (10.5%)

Additional Pre-requisites

3 LVN graduates took additional pre-requisites. 2 completed and 1 is active.

Additional healthcare training

2 students took and completed additional RN training.