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


Capital IDEA and Austin Community College Partnership
Austin, Texas

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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/Cl_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. 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?

- 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 consistencies, 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. 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 2008 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.

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 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.
### Additional Pre-reqs 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-reqs, 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-reqs
  - 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-reqs, 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.

### Analysis of Capital IDEA and Austin Community College Partnership’s Healthcare Training Pathway
- 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-reqs, 24 during healthcare training, 3 while in ACC English Prep, 5 while in THEA, 4 while in GED, 2 during ESL.

### Additional Pre-reqs 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).
Highlights of Findings

Academic
- 692 or 69.8% of the 991 students enrolled 2003-2008 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, 34 in GED). Only 30.3% of students who entered pre-requisites supported by Capital IDEA had previously attended college or in other words 69.7% took their first college course supported by Capital IDEA.
- 368 or 37.1% of all 991 students entered a 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 a 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 certificate or prior to early placement did so 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 program (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 outperformed students who withdrew or went into suspension. 77.2% of suspended or withdrawn students were working in the year prior to enrollment, with 25.7% working in healthcare. In the first full year after exiting the program, 82.3% of early placements were employed, and 33.9% were employed 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 withdrawing 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 impacts 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 program, saw their employment rate of 81% in the year prior to enrollment increase to 85.4% after leaving the program, and while only 32.8% worked in healthcare in the year prior to enrollment, 46% did after leaving the program.
  - The percentage of students working in healthcare before enrollment and after also increased for student who completed pre-reqs, ACC English Preparation, or GED as a final step, but the sample size for those populations was relatively 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%.
- 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 employment 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 while pre-requisite completers also saw significant gains in earnings. However, the sample size of these three groups was relatively small.
Addressing Student Barriers

Single Parents

- 17.4% of the 363 single parents who enrolled in Capital IDEA have completed a healthcare program. These 63 students make up 32.6% of all the healthcare graduates.
  - 106 or 29.2% of the 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, 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 during that same year. In the first full year after graduating, these students earned a median of $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 a 85.5% employment rate and 40.9% working in healthcare.

Other Barriers (Childcare, Transportation, Debt or Bankruptcy)
- 473 students entered Capital IDEA with a barrier to childcare, transportation or debt/bankruptcy.
- 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 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 barriers and subsequently graduated from a healthcare program 86.4% were employed in the year prior to enrollment with 47.7% working in healthcare. In this same year, students earned a median annual income of $13,675.90. 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.
## Demographics at Enrollment

### Gender

<table>
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<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
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<tr>
<td>Female</td>
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<tr>
<td>Male</td>
<td>115</td>
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<tr>
<td>Total</td>
<td>991</td>
<td>100.0%</td>
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</table>

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

### Ethnicity

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<th>Ethnicity</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
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<tr>
<td>African</td>
<td>3</td>
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<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>29</td>
<td>2.9%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Biracial</td>
<td>11</td>
<td>1.1%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>260</td>
<td>26.2%</td>
<td>30.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>434</td>
<td>43.8%</td>
<td>74.3%</td>
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<td>Middle Eastern</td>
<td>4</td>
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<td>74.7%</td>
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<td>Multiracial</td>
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<td>Native American</td>
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<td>75.2%</td>
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<tr>
<td>Other</td>
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<td>White or Anglo</td>
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<tr>
<td>Total</td>
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<td>100.0%</td>
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### Age of Participants at Enrollment

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<tr>
<td>Mean</td>
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<tr>
<td>Median</td>
<td>27</td>
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<tr>
<td>Minimum</td>
<td>18</td>
</tr>
<tr>
<td>Maximum</td>
<td>56</td>
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### Citizenship Status at Enrollment

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<th>Citizenship Status</th>
<th>Frequency</th>
<th>Percent</th>
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<tbody>
<tr>
<td>US Citizen</td>
<td>783</td>
<td>79.0%</td>
</tr>
<tr>
<td>Permanent Resident I-155</td>
<td>147</td>
<td>14.8%</td>
</tr>
<tr>
<td>Refugee</td>
<td>31</td>
<td>3.1%</td>
</tr>
<tr>
<td>Other Eligible Non-Citizen</td>
<td>13</td>
<td>1.3%</td>
</tr>
<tr>
<td>Missing</td>
<td>18</td>
<td>1.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>991</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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

### Felony Conviction Prior to Enrollment

<table>
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<th>Felony Conviction</th>
<th>Frequency</th>
<th>Percent</th>
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<tbody>
<tr>
<td>No</td>
<td>925</td>
<td>93.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>66</td>
<td>6.7%</td>
</tr>
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<td><strong>Total</strong></td>
<td><strong>991</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Living Status</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living on Own</td>
<td>18</td>
<td>1.8%</td>
</tr>
<tr>
<td>Living with Relatives</td>
<td>48</td>
<td>4.8%</td>
</tr>
<tr>
<td>Married or Living with Partner</td>
<td>296</td>
<td>29.9%</td>
</tr>
<tr>
<td>Single (Divorced or Separated)</td>
<td>624</td>
<td>63.0%</td>
</tr>
<tr>
<td>Missing</td>
<td>5</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>991</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

*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.*
<table>
<thead>
<tr>
<th>Single Parent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>628</td>
<td>63.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>363</td>
<td>36.6%</td>
</tr>
<tr>
<td>Total</td>
<td>991</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participant Had Children at Enrollment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>292</td>
<td>29.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>699</td>
<td>70.5%</td>
</tr>
<tr>
<td>Total</td>
<td>991</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Status at Enrollment</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th Grade</td>
<td>8</td>
<td>0.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Some High School</td>
<td>85</td>
<td>8.6%</td>
<td>9.4%</td>
</tr>
<tr>
<td>General Equivalency Diploma (GED)</td>
<td>150</td>
<td>15.1%</td>
<td>24.5%</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>436</td>
<td>44.0%</td>
<td>68.5%</td>
</tr>
<tr>
<td>Some College</td>
<td>296</td>
<td>29.9%</td>
<td>98.4%</td>
</tr>
<tr>
<td>Associate's</td>
<td>7</td>
<td>0.7%</td>
<td>99.1%</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>6</td>
<td>0.6%</td>
<td>99.7%</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>0.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>991</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Aid Recipient at Enrollment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>724</td>
<td>73.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>267</td>
<td>26.9%</td>
</tr>
<tr>
<td>Total</td>
<td>991</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*TANF, Food Stamps, WIC, Medicaid, SSI, Public Housing Included*
<table>
<thead>
<tr>
<th>Participant was Homeless in Past Year</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>971</td>
<td>98.0%</td>
</tr>
<tr>
<td>Yes</td>
<td>20</td>
<td>2.0%</td>
</tr>
<tr>
<td>Total</td>
<td>991</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participant Barriers Identified at Enrollment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant Barriers Identified at Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childcare Barrier Identified at Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>703</td>
<td>70.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>288</td>
<td>29.1%</td>
</tr>
<tr>
<td>Total</td>
<td>991</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Debt or Bankruptcy Barrier Identified at Enrollment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>774</td>
<td>78.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>217</td>
<td>21.9%</td>
</tr>
<tr>
<td>Total</td>
<td>991</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Barrier (&lt; 8th Grade Level) Identified at Enrollment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>620</td>
<td>62.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>371</td>
<td>37.4%</td>
</tr>
<tr>
<td>Total</td>
<td>991</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### Reading Barrier (< 9th Grade Level) Identified at Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>728</td>
<td>73.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>263</td>
<td>26.5%</td>
</tr>
<tr>
<td>Total</td>
<td>991</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Limited English Barrier Identified at Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>947</td>
<td>95.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>44</td>
<td>4.4%</td>
</tr>
<tr>
<td>Total</td>
<td>991</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Transportation Barrier Identified at Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>871</td>
<td>87.9%</td>
</tr>
<tr>
<td>Yes</td>
<td>120</td>
<td>12.1%</td>
</tr>
<tr>
<td>Total</td>
<td>991</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
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.

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

Median Earnings

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

*Three of 10 were employed and had earnings. But seven participants had $0 earnings. Thus the median is $0.
Employment Rate Pre and Post Capital IDEA

- Healthcare Training: 85% Employed in Year After Exit, 96% Employed in Year Before Enrollment
- Pre-reqs: 92% Employed in Year After Exit, 100% Employed in Year Before Enrollment
- ACC English Prep: 58% Employed in Year After Exit, 92% Employed in Year Before Enrollment
- THEA Prep: 85% Employed in Year After Exit, 100% Employed in Year Before Enrollment
- GED: 80% Employed in Year After Exit, 100% Employed in Year Before Enrollment
- ESL: 30% Employed in Year After Exit, 83% Employed in Year Before Enrollment
- No Training Program Completed: 80% Employed in Year After Exit, 80% Employed in Year Before Enrollment
Employment Rates in Healthcare Pre and Post Capital IDEA

Highest Training Step Completed with Capital IDEA

- Healthcare Training
  - Employed in Healthcare in Year after Exit: 46%
  - Employed in Healthcare in Year Before Enrollment: 25%

- Pre-reqs
  - Employed in Healthcare in Year after Exit: 43%
  - Employed in Healthcare in Year Before Enrollment: 8%

- ACC English Prep
  - Employed in Healthcare in Year after Exit: 58%
  - Employed in Healthcare in Year Before Enrollment: 33%

- THEA Prep
  - Employed in Healthcare in Year after Exit: 46%
  - Employed in Healthcare in Year Before Enrollment: 33%

- GED
  - Employed in Healthcare in Year after Exit: 50%
  - Employed in Healthcare in Year Before Enrollment: 17%

- ESL
  - Employed in Healthcare in Year after Exit: 32%
  - Employed in Healthcare in Year Before Enrollment: 10%

No Training Program Completed

% of Students Employed in Healthcare

No Training Program Completed: 10%
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 or certificate 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.

<table>
<thead>
<tr>
<th>Employment Rates</th>
<th>Year Before Enrollment</th>
<th>Enrollment Year</th>
<th>Year of Exit</th>
<th>Year after Exit (First Full Year after Program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Graduates (N=403)</td>
<td>80.6%</td>
<td>30.3%</td>
<td>82.9%</td>
<td>30.3%</td>
</tr>
<tr>
<td>Graduates (N=142)</td>
<td>84.5%</td>
<td>45.6%</td>
<td>83.1%</td>
<td>57.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Median Earnings</th>
<th>Year Before Enrollment</th>
<th>Enrollment Year</th>
<th>Year of Exit</th>
<th>Year After Exit (First Full Year After Program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Graduates</td>
<td>$8,541.47</td>
<td>$7,996.85</td>
<td>$11,071.50</td>
<td>$14,422.79</td>
</tr>
<tr>
<td>Graduates</td>
<td>$12,951.83</td>
<td>$9,361.93</td>
<td>$18,104.59</td>
<td>$44,222.39</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Employment Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Before Enrollment</td>
</tr>
<tr>
<td>83.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Median Annual Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Before Enrollment</td>
</tr>
<tr>
<td>$13,334.14</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>Year Before Enrollment</th>
<th>Enrollment Year</th>
<th>Year of Exit</th>
<th>Year after Exit (First Full Year after Program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Placement</td>
<td>86.1%</td>
<td>38.6%</td>
<td>91.1%</td>
<td>42.8%</td>
</tr>
<tr>
<td>(N=101)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdrawals</td>
<td>77.2%</td>
<td>25.7%</td>
<td>80.4%</td>
<td>26.5%</td>
</tr>
<tr>
<td>(N=408)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Median Annual Earnings

<table>
<thead>
<tr>
<th></th>
<th>Year Before Enrollment</th>
<th>Enrollment Year</th>
<th>Year of Exit</th>
<th>Year After Exit (First Full Year After Program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Placements</td>
<td>$13,559.57</td>
<td>$15,098.08</td>
<td>$16,589.06</td>
<td>$22,376.85</td>
</tr>
<tr>
<td>(N=101)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdrawals/In</td>
<td>$8,037.87</td>
<td>$6,980.06</td>
<td>$8,463.83</td>
<td>$10,797.46</td>
</tr>
<tr>
<td>Suspense (N=408)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 %)

<table>
<thead>
<tr>
<th>Enrollment Year</th>
<th>N</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>190</td>
<td>84.2</td>
<td>36.3</td>
<td>83.2</td>
<td>34.7</td>
<td>80.0</td>
<td>38.4</td>
<td>82.1</td>
<td>44.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>97</td>
<td>81.4</td>
<td>25.8</td>
<td>80.4</td>
<td>27.8</td>
<td>83.5</td>
<td>37.1</td>
<td>79.4</td>
<td>42.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>134</td>
<td>72.4</td>
<td>25.4</td>
<td>71.6</td>
<td>27.6</td>
<td>76.1</td>
<td>36.6</td>
<td>81.3</td>
<td>36.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>23.4</td>
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<td>73.0</td>
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</table>

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

### All Capital IDEA Students Median Earnings

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*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)

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<th>Graduation Year</th>
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<th>2004</th>
<th>2005</th>
<th>2006</th>
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<th>2008</th>
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<td>92.9</td>
<td>84.3</td>
<td>92.9</td>
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<td>74.4</td>
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<tr>
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<td>71.2</td>
<td>38.5</td>
<td>73.1</td>
<td>76.9</td>
<td>80.8</td>
<td>48.1</td>
<td>84.8</td>
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<tr>
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<td>46</td>
<td>65.2</td>
<td>30.4</td>
<td>71.7</td>
<td>78.3</td>
<td>84.8</td>
<td>60.9</td>
<td>78.3</td>
<td>78.9</td>
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</table>

* Data collection ended during the first quarter of 2010.

### All Capital IDEA Students Median Earnings

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<th></th>
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<tbody>
<tr>
<td>2003</td>
<td>1</td>
<td>$6,406.56</td>
<td>$9,511.54</td>
<td>$22,488.73</td>
<td>$25,329.87</td>
<td>$24,730.08</td>
<td>$25,827.18</td>
<td>$29,571.61</td>
<td>$32,618.56</td>
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<tr>
<td>2004</td>
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<td>$12,572.21</td>
<td>$8,026.74</td>
<td>$12,285.38</td>
<td>$33,461.75</td>
<td>$37,315.02</td>
<td>$32,403.00</td>
<td>$34,366.77</td>
<td>$38,985.54</td>
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<td>$12,440.03</td>
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<td>$39,790.77</td>
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<td>$13,749.41</td>
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<td>$2,600</td>
<td>$6,060.00</td>
<td>$4,450.68</td>
<td>$8,315.39</td>
<td>$10,484.70</td>
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</table>

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

First Training Program (Entry Point)

- Healthcare Training Program: 16 months
- Pre-requisites: 35 months
- ACC English Preparation: 47 months
- THEA Preparation: 67 months
- GED: 66 months
- ESL: 53.5 months

The diagram shows the median number of months required to graduate from healthcare programs based on their first training program.
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)**

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>N</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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<tr>
<td>2005</td>
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<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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<tr>
<td>2006</td>
<td>11</td>
<td>100</td>
<td>54.5</td>
<td>81.8</td>
<td>72.7</td>
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<td>72.7</td>
<td>100</td>
<td>75.0</td>
</tr>
<tr>
<td>2007</td>
<td>22</td>
<td>90.9</td>
<td>40.9</td>
<td>68.2</td>
<td>40.9</td>
<td>81.9</td>
<td>50.0</td>
<td>81.8</td>
<td>54.5</td>
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<td>2008</td>
<td>19</td>
<td>63.2</td>
<td>21.1</td>
<td>57.9</td>
<td>21.1</td>
<td>73.7</td>
<td>15.8</td>
<td>73.7</td>
<td>36.9</td>
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<tr>
<td>2009</td>
<td>22</td>
<td>63.6</td>
<td>27.3</td>
<td>77.3</td>
<td>31.8</td>
<td>81.8</td>
<td>27.3</td>
<td>77.3</td>
<td>22.7</td>
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<tr>
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<td>100</td>
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<td>100</td>
<td>0</td>
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</tbody>
</table>

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

**Median RN Graduate Earnings**

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<tr>
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<td>$3,450.31</td>
<td>$1,330.00</td>
<td>$0</td>
<td>$2,600.00</td>
<td>$6,060.00</td>
<td>$4,450.68</td>
<td>$8,315.39</td>
<td>$10,484.7</td>
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</tbody>
</table>

*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*
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)

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<tr>
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<td>53.3</td>
<td>93.3</td>
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*No shade = overall employment rate, Shaded = rate of employment in healthcare*

### Median LVN Graduate Earnings

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<tbody>
<tr>
<td>2003</td>
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<td>$6,404.56</td>
<td>$9,511.54</td>
<td>$22,488.73</td>
<td>$23,329.87</td>
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<td>$25,827.18</td>
<td>$29,571.61</td>
<td>$32,618.56</td>
</tr>
<tr>
<td>2004</td>
<td>4</td>
<td>$8,608.68</td>
<td>$4,862.50</td>
<td>$8,529.11</td>
<td>$29,517.73</td>
<td>$33,324.08</td>
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<td>$19,377.67</td>
<td>$10,419.37</td>
<td>$19,588.32</td>
<td>$43,335.54</td>
</tr>
<tr>
<td>2009</td>
<td>15</td>
<td>$13,598.56</td>
<td>$16,759.3</td>
<td>$15,174.1</td>
<td>$20,231.41</td>
<td>$17,315.13</td>
<td>$19,370.93</td>
<td>$15,090.53</td>
<td>$20,589.26</td>
</tr>
</tbody>
</table>

*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, give Dental Hygienists, and eleven Diagnostic Medical Sonographers.

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>N</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>8</td>
<td>87.5</td>
<td>37.5</td>
<td>62.5</td>
<td>37.5</td>
<td>75</td>
<td>37.5</td>
<td>87.5</td>
<td>75.0</td>
</tr>
<tr>
<td>2007</td>
<td>14</td>
<td>78.5</td>
<td>28.6</td>
<td>78.6</td>
<td>42.9</td>
<td>92.9</td>
<td>50.0</td>
<td>78.6</td>
<td>50.0</td>
</tr>
<tr>
<td>2008</td>
<td>11</td>
<td>72.7</td>
<td>18.2</td>
<td>90.9</td>
<td>9.1</td>
<td>72.7</td>
<td>36.4</td>
<td>72.7</td>
<td>27.3</td>
</tr>
<tr>
<td>2009</td>
<td>9</td>
<td>55.6</td>
<td>11.1</td>
<td>66.7</td>
<td>11.1</td>
<td>66.7</td>
<td>11.1</td>
<td>55.6</td>
<td>11.1</td>
</tr>
<tr>
<td>2006-2008 Grads</td>
<td>33</td>
<td>78.8</td>
<td>27.3</td>
<td>78.8</td>
<td>84.8</td>
<td>42.4</td>
<td>75.8</td>
<td>39.4</td>
<td>78.8</td>
</tr>
</tbody>
</table>

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

**Median Healthcare (Non-Nurse) Graduate Earnings**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>8</td>
<td>$23,215.53</td>
<td>$15,508.09</td>
<td>$7,492.16</td>
<td>$12,014.47</td>
<td>$9,755.96</td>
<td>$32,782.72</td>
<td>$39,749.73</td>
<td>$55,278.82</td>
</tr>
<tr>
<td>2007</td>
<td>14</td>
<td>$11,000.93</td>
<td>$9,926.26</td>
<td>$4,405.40</td>
<td>$5,831.78</td>
<td>$3,849.21</td>
<td>$12,327.44</td>
<td>$35,683.38</td>
<td>$43,676.73</td>
</tr>
<tr>
<td>2008</td>
<td>11</td>
<td>$4,674.09</td>
<td>$8,549.19</td>
<td>$5,616.23</td>
<td>$6,500.01</td>
<td>$15,728.42</td>
<td>$878.00</td>
<td>$19,050.49</td>
<td>$47,128.46</td>
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<tr>
<td>2009</td>
<td>9</td>
<td>$6,372.01</td>
<td>$12,489.76</td>
<td>$19,234.37</td>
<td>$299.25</td>
<td>$15,382.21</td>
<td>$0</td>
<td>$9,295.61</td>
<td>$1,373.75</td>
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<tr>
<td>2006-2008 Grads</td>
<td>33</td>
<td>$13,344.14</td>
<td>$9,211.71</td>
<td>$5,616.23</td>
<td>$6,500.01</td>
<td>$4,602.08</td>
<td>$12,285.92</td>
<td>$30,783.68</td>
<td>$45,663.99</td>
</tr>
</tbody>
</table>

*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*
Other Early Placement Data

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

<table>
<thead>
<tr>
<th>Placement Year</th>
<th>N</th>
<th>ESL</th>
<th>ACC English Prep</th>
<th>GED</th>
<th>THEA</th>
<th>Pre-reqs</th>
<th>LVN</th>
<th>RN</th>
<th>Other Healthcare Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
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<tr>
<td>2004</td>
<td>15</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2005</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2006</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>2007</td>
<td>22</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>14</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>17</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>63</td>
<td>14</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
### In Suspense / Withdrawn Student Data

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

#### Training Step Where Drop Occurred

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

* One student transferred to an Accounting program and dropped.
<table>
<thead>
<tr>
<th>Drop Year</th>
<th># of Students Withdrawn/In Suspension</th>
<th>Year of Last Class at Austin Community College</th>
<th>Total Continuing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2003</td>
<td>2004</td>
<td>2005</td>
</tr>
<tr>
<td>2003</td>
<td>42</td>
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<td>2005</td>
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<td>3</td>
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<tr>
<td>2007</td>
<td>87</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2008</td>
<td>42</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>408</td>
<td>1 (0.3%)</td>
<td>1 (0.3%)</td>
</tr>
<tr>
<td>Estimated Drop Year from Capital IDEA</td>
<td>Number of Students Who Continued at ACC</td>
<td>Remedial or Developmental Education</td>
<td>Nursing Pre-requisites</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------------------------------</td>
<td>------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>2003</td>
<td>9</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2004</td>
<td>9</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2005</td>
<td>18</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2006</td>
<td>29</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>2007</td>
<td>16</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>2008</td>
<td>23</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>2009</td>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>23 (20.7%)</td>
<td>30 (27%)</td>
</tr>
</tbody>
</table>

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

---

**ESL**

-55 or 5.5% of students began here
-33 (60%) completed, 4 (7.3%) are active, 2 (3.6%) were early placements, 16 (29.1%) dropped out
-1 student completed ESL twice

**ACC English Prep**

-22 (40%) students advanced to ACC English Prep
-10 (45.5%) completed, 2 are active, 1 early placement, and 9 (40.9%) dropped

**GED**

-2 students advanced to GED and both dropped out.
-1 came from ESL, 1 came from ACC English Prep

**Pre-reqs**

-17 (30.9%) of students beginning in ESL advanced to pre-reqs
-8 came from ESL, 9 came from ACC English Prep
-2 completed, 11 are active, 2 early placements, 2 dropped out

**Healthcare Training**

-2 students or 3.6% of students beginning in ESL advanced to healthcare training
-1 student graduated from Diagnostic Medical Sonography and the other is active in the LVN program.
**Paths taken by Students Starting at** GED **as Step 1**

**GED**
- 66 or 6.7% of students began in GED
- 45 (68.2%) completed, 2 (3%) are active, 3 (4.5%) were early placements, 16 (24.2%) dropped out

**THEA Prep**
- 42 students or 63.6% advanced to THEA after GED
- 32 (76.2%) completed, 3 are active, 7 (16.7%) dropped out

**ACC English Prep**
- 1 student went to and completed ACC English Prep after GED

**Pre-reqs**
- 5 completed, 11 are active, 14 dropped, 4 early placements
- 3 students came directly from GED, 1 from ACC English Prep, and 30 came from THEA

**Healthcare Training**
- 6 or 9.1% of students who began in GED advanced to healthcare training.
- 1 is an active RN student, 1 is active in a 911 call response program, 1 was a early placement for EMT Basic, 2 went to the LVN program (1 active, and 1 drop), 1 graduated from Surgical Tech
Paths taken by Students Starting at **THEA Prep, as Step 1**

- **ESL**
  - 1 student completed ESL after THEA

- **THEA Preparation**
  - 315 or 31.8% of students began in THEA Prep
  - 257 (81.6%) completed, 5 (1.6%) were early placements, 53 (16.8%) dropped

- **ACC English Prep**
  - 2 (1%) completed ACC English Prep after THEA

- **Pre-Reqs**
  - 254 or 80.6% of students beginning in THEA advanced to pre-reqs
  - 251 came from THEA directly, 1 from ESL and 2 from ACC English Prep
  - 60 (23.6%) completed, 51 (20.1%) are active, 37 (14.6%) were early placements, 106 (41.7%) dropped or withdrew

- **Healthcare Training**
  - 63 or 20% of students who began in THEA advanced to healthcare training
  - 22 have graduated, 27 are active in healthcare training, 6 were early placements while in healthcare training, and 8 dropped

- **Additional Pre-reqs**
  - 1 student took additional pre-reqs after completing Diagnostic Medical Sonography

- **Additional Healthcare Training**
  - 1 graduate RN, 1 active in RN program, 1 active in Surgical Tech. program
Paths taken by Students Starting at **ACC English Preparation as Step 1**

**ACC English Prep**  
(71 students)  
- 71 or 7.2% of all students began here  
- 38 (53.5%) completed, 10 (14.1%) are active, 2 were early placements, 21 (29.6%) dropped out.  
- 1 student completed English Prep twice  

**GED**  
(3 or 4.2%)  
- 3 students advanced to GED after ACC English Prep  
- 2 completed and 1 dropped  

**THEA Prep**  
(1 or 1.4%)  
- 1 student came from GED and dropped  

**Pre-reqs**  
(36 or 50.7%)  
- 36 or 50.7% of students beginning in ACC English Prep advanced to Pre-reqs  
- 12 (33.3%) completed, 12 (33.3%) are active, 2 early placement, 10 (27.8%) dropped  

**Healthcare Training**  
(12 or 15.5%)  
- 12 or 16.9% of students starting in ACC English Prep entered healthcare training  
- 3 Diagnostic Medical Sonography (2 active, 1 graduate), 4 LVNs (2 graduates, 2 active), 1 active in Surgical Tech program, 2 X-Ray Techs (1 graduate, 1 active), 2 active in RN program  

**Additional Healthcare Training**  
(1 or 1.4%)  
- 1 X-Ray Tech grad is now active in Ophthalmic Technician program
Paths taken by Students Starting at Pre-Requisites, as Step 1

- **Pre-Requisites**
  - 351 or 35.4% of students started here
  - 155 (44.2%) completed, 68 (19.4%) are active in pre-reqs, 110 (31.3%) dropped out, 18 (5.1%) were early placements

- **Healthcare Training**
  - 152 or 43.3% of students beginning in pre-reqs entered a healthcare program
  - 65 of the 152 have graduated, 62 are active, 16 dropped, 9 were early placements while in training

- **Additional Pre-reqs**
  - 1 student who completed LVN completed additional pre-reqs

- **Additional Healthcare Training**
  - 3 students who completed their LVNS are active in RN program
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

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

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.