

Evaluations of Programs with Work-Based Learning

RESEARCH QUESTIONS

To what extent are work based learning strategies effective at raising the employment rates and earnings of program participants relative to non-participants?

What other benefits do work based learning strategies provide to participants relative to non-participants? How do these vary by target population?

This info-sheet highlights results from rigorous research studies on programs that include work based learning strategies. These studies were identified through a search of the U.S. Department of Labor's WorkforceGPS and Clearinghouse for Labor Evaluations and Research (CLEAR). See search terms under "Where we Looked."

DRAFT



WBL MODELS	PROGRAM DESCRIPTIONS <i>Click on program titles to go directly to the reports</i>		RESEARCH QUESTIONS	EARNINGS GAINS <i>as compared to non-participants</i>	<i>Shorter term</i> EMPLOYMENT RATES <i>as compared to non-participants</i>	<i>Longer term</i> OTHER OUTCOMES <i>as compared to non-participants</i>
Internships 	Year Up RCT n=2,544	<u>Year Up</u> provides job readiness services, 6 months of industry validated technical skills training, and a 6-month internship to disadvantaged young adults aged 18-24	What were the effects of access to Year Up on earnings, career-track employment, postsecondary education, and related outcomes? How did these effects vary across subgroups and across eight local offices?	\$1,895 higher average earnings over sixth and seventh quarters after random assignment*	4-5PP increase immediately after program exit*	No significant difference past 1 year after exit*
	Young Adult Internship Program RCT n=2,678	<u>Young Adult Internship Program</u> offers disconnected youth aged 16-24 a temporary paid internship and supportive services	What impact did YAIP have on employment and earnings, education and training, and well-being relative to what would have happened in the absence of the program? Did YAIP appear to be more effective for certain subgroups of young people?	\$400 over the 6 months after internships end†	3PP increase in 1 st quarter after internships end†	No effect past 2 nd quarter after internships end
	Per Scholas RCT n=443 	<u>Per Scholas</u> prepares low-income youth and adults for the CompTIA A+ exam in IT, employing some graduates in its own computer refurbishing center	Do mature sector-focused programs result in significant labor market gains for low-income, disadvantaged workers and job seekers? Were participants more likely to earn higher wages? Did participants find jobs with better access to benefits?	\$4,663 over the year after program exit*	9PP increase in the year after program end*	Longer term outcomes unavailable
Transitional Jobs 	CEO RCT n=997 	<u>CEO</u> provides temporary paid jobs and other supportive services to former prisoners with the goal of reducing recidivism and boosting their labor market prospects	Do individuals assigned to the program group, who were given access to CEO's jobs and other services have better outcomes (increased employment and reduced recidivism) than those assigned to the control group, who were offered basic job search assistance?	No effect	No effect in the 1 st year after program end†	No effect in the 2 nd year after program end
	TWC RCT n=1,217 	<u>TWC</u> placed long-term TANF recipients into temporary subsidized jobs along with work-related supportive services and job search assistance	Not available	No effect	No effect in the 1 st year after program end	No effect in the 3 rd year after program end
	PRIDE RCT n=2,648 	<u>PRIDE</u> provided specialized unpaid job placement and search assistance services to TANF recipients with medical barriers to participation	To what extent does the program improve employment rates, job retention, advancement, and other key outcomes? Looking across programs, which approaches are most effective, and for whom?	No effect	4.3PP increase in the 1 st year after random assignment*	5.1PP increase in the 2 nd year after random assignment*
	TJRD RCT n=1,813 	<u>TJRD</u> four Midwestern cities provided former prisoners with temporary subsidized jobs, support services, and job placement assistance	How did the transitional jobs program affect employment and recidivism during the two years after people entered the study?	No effect	No effect in 1 st year after program end	Longer term outcomes unavailable
On-the-Job Training 	South Dakota WIA OJT QED n=344 	<u>South Dakota WIA OJT</u> workers are placed with an employer, who trains the worker on the job, for a trial period with partially subsidized wages	Can training programs effectively influence the employment prospects of trainees at an advanced stage in their work lives?	\$567 in the 3 rd quarter after program exit†	8.6PP increase 1 st quarter after program exit*	7.4PP increase 3 rd quarter after program exit†
	WIA Adult/Dislocated Workers RCT n=5,069 	<u>WIA Adult/Dislocated Workers</u> participants have access to the full suite of WIA core, intensive, and training services	Did the availability of core, intensive, and training services improve employment-related outcomes (such as earnings, employment, and job quality) more than the availability of core services only?	No measurable difference between recipients of basic services such as resource centers, and work-shops vs. full services, including work-based learning	7.8PP increase in the 5 th quarter after random assignment†	Longer term outcomes unavailable
Apprenticeships 	Washington State Apprenticeship QED n=3,301 (short term) n=4,082 (long term) 	<u>Washington State Apprenticeship</u> apprentices receive classroom instruction and close training and supervision, culminating in a credential	Can participants' successes be attributed to participation in the program or might some other factor coincidental to the program have played a role?	\$3,243 per quarter in 1 st –3 rd quarters after exit*; \$3,511 per quarter in 9 th –12 th quarters after exit* (in 2005 dollars)	7.8PP increase over 1 st –3 rd quarters after program exit*	9.8PP increase over 9 th –12 th quarters after program exit*
	Registered Apprenticeship (RA) in 10 States QED n=21,426 	<u>Registered Apprenticeship (RA) in 10 States</u> apprentices receive classroom instruction and close training and supervision, culminating in a credential	Is RA effective in raising the annual earnings and employment of participants?	\$6,595 in 6 th year after RA enrollment*; \$5,839 in 9 th *; estimated \$98,718 over a career*	2.5PP increase in 6 th year after RA enrollment*	1.9PP decrease in 9 th year after RA enrollment*

TARGET POPULATION	WORK-BASED LEARNING MODELS	METHODOLOGIES	GLOSSARY	WHERE WE LOOKED
Disconnected Youth  Welfare Recipients	Internships Paid, subsidized, or unpaid short term work experience Transitional Jobs Temporary, subsidized jobs that usually focus on adults with multiple barriers to employment (ex-offenders, TANF recipients, etc) On-the-Job Training Subsidized jobs for new hires to compensate for on-the-job training costs Apprenticeship On-the-job training combined with formal job-related instruction, often connected to national skills certificates	RCT Randomized Controlled Trial People are randomly assigned to participate or not participate in a program QED Quasi-Experimental Design Program participants are compared to non-participants who are selected because they closely match the participants' demographics and economic situation Statistical significances levels are measured as follows: * = .01, † = .05, ‡ = .10	CEO Center for Employment Opportunities TWC Transitional Work Corporation PRIDE Personal Roads to Individual Deployment and Employment TJRD Transitional Jobs Reentry Demonstration WBL Work-Based Learning RA Registered Apprenticeship PP Percentage Points TANF Temporary Assistance for Needy Families SNAP Supplemental Nutritional Assistance Program	 194 Workforce GPS -> Workforce System Strategies (WSS) Collection Resource Library "Registered Apprenticeship Work Based Learning" subcategory (194) 94 "Experimental Impact Analyses Random Control Trials" methodology filter (94) 6 Clearinghouse for Labor Evaluation and Research (CLEAR) "Apprenticeship and OJT" (6) 11 11 Impact Evaluations on Work Based Learning Programs