



INSTITUTE FOR  
WOMEN'S POLICY RESEARCH  
*Informing policy. Inspiring change. Improving lives.*

# Supports that **MATTER** in Workforce Development Programs

A NATIONAL CLIENT SURVEY ON  
ACCESS TO SERVICES

**JOB TRAINING**  
SUCCESS

## About This Report

This report presents findings from a national, online survey of more than 1,800 participants in job training programs. It captures their perspectives on the role of supportive services such as child care and transportation assistance in facilitating their success in job training, the availability of supportive services across different types of training programs, the unmet support needs of program participants, and the significance of job training for their lives. It also examines factors that are associated with job training success. The report was informed by expert interviews on the need for supportive services in the workforce development system and promising models for providing these services. It is the fourth report of a larger Institute for Women's Policy Research project that is funded by the Walmart Foundation. Previous reports in the series include a review and analysis of literature on the importance, effectiveness, and availability of supportive services for participants in job training programs in the United States, an analysis of data from an online survey of 168 administrators of job training programs, and a study profiling eight programs with innovative models for providing supportive services to job training participants.

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**Institute for Women's Policy Research**  
1200 18th Street NW, Suite 301 Washington, DC 20036  
Tel: 202/785.5100 Fax: 202/833.4362  
[www.iwpr.org](http://www.iwpr.org)

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# Supports that Matter in Workforce Development Programs: A National Client Survey on Access to Services

Cynthia Hess, Ph.D., Barbara Gault, Ph.D., Meika Berlan, Ph.D., Jessica Milli, Ph.D., and Emma Williams-  
Baron



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## Executive Summary

Workforce development programs help adults obtain quality skills and credentials for in-demand jobs, and leaders of these programs report that supportive services help clients deal with challenges that can prevent completion like child care problems, work scheduling conflicts, or health issues. Few studies, however, have examined which services participants need most or explored the relationship between these services and program and employment outcomes.

The Institute for Women's Policy Research (IWPR) fielded a nationwide, online survey of job training participants in the summer and fall of 2016 to collect information about the challenges participants face and to assess the need for, provision of, and effectiveness of supportive services in addressing these challenges and facilitating job training success. The survey yielded 1,887 responses from participants who enrolled in training programs at Job Corps centers (46 percent), workforce development programs offered at a college or university (17 percent), and training programs in other settings (36 percent). The sample included participants who were enrolled in the past (27 percent), currently enrolled (68 percent), and both currently enrolled and enrolled in the past (5 percent). Though the sample is not random or representative of all job training participants in the United States, it sheds light on the experiences of those in the IWPR study.

The vast majority of IWPR survey respondents report facing at least one challenge during their training, and nearly all who received supportive services consider them important to their ability to stay in their program. Yet, the survey data indicate that these services are not as available as participants would like: 40 percent of respondents who reported having unmet needs wish they received more supports. The research suggests that supportive services are associated with better outcomes: when controlling for a range of participant and program characteristics, individuals who received more services have higher program completion rates and a greater likelihood of finding a job than those who received fewer supports.

The IWPR Participant Survey provides a snapshot of the needs of job training participants in the sample, the availability of supportive services to address these challenges, and the role of these supports in improving outcomes. The survey also explores the respondents' motivations for pursuing job training and the impact of this training on their lives. The report is a part of a broader IWPR research project, the Job Training Success Project, which includes a research review of the role of supportive services in training success; an online, nationwide survey of 168 administrators of job training programs; and a study profiling eight programs that offer innovative models for supportive service provision. The project seeks to improve knowledge about supports that enable women and men to receive the training they need to obtain better-paying jobs that provide economic security for themselves and their families.

## Key Findings

### Motivations and Challenges of Women and Men in Job Training

- Respondents enroll in training for many different reasons, including improving their earnings and career prospects, achieving personal growth, and providing a positive role model for their children.

- Forty-four percent of respondents faced two or more challenges to completion while in job training. Among these respondents, the most common challenges were difficulty paying bills (36 percent), transportation issues (27 percent), and an inflexible work schedule (18 percent). Single mothers (55 percent) and low-income participants (39 percent) were especially likely to have struggled to pay bills, as were those training at a college or university (52 percent) or a place other than a Job Corps center, college, or university (46 percent).
- A substantial share of mothers and fathers said they faced some type of child care problem while in training (64 percent of mothers and 46 percent of fathers).

## The Availability of Supportive Services

- A large majority (at least 80 percent) of respondents reported that each support they received was important to their ability to complete the program. Assistance with transportation (92 percent), child care (90 percent), and health care services (90 percent) were the supports participants valued the most.
- Child care assistance was critical to many respondents with children under age five. One-third (34 percent) of respondents with young children who received child care assistance said they could not have attended training without this help; women with young children were more likely than men with young children to affirm this statement (38 percent compared with 17 percent).
- Respondents were most likely to say their training programs helped them access a computer or other technologies (52 percent), peer support (50 percent), and life coaching (41 percent). They were least likely to say their program helped them access services that require specialized expertise or facilities, including child care assistance (9 percent), domestic violence services (10 percent), pregnancy prevention services (12 percent), legal services (13 percent), substance abuse counseling (13 percent).
- Respondents from Job Corps centers were more likely to say their program helped them access services than those who enrolled in other training programs.
- Those who spent more hours in training (40 hours per week or more) were more likely to say their program helped them obtain services than those who spent less time in training. Respondents who trained at Job Corps centers, which provide a range of supportive services as a part of the program design, were much more likely than those in other programs to report training for at least 40 hours per week.
- Referrals helped participants to access supportive services, but few respondents reported receiving them. One-third (32 percent) said they were given a referral to an outside source. Among those who received a referral, 62 percent contacted the referral agency; 79 percent of those who reached out to the referral agency received a service as a result. Women were much more likely than men to report having received a referral (37 percent compared with 23 percent), and also more likely to have followed up on a referral and received a service as

a result (71 percent of women who received a referral contacted the referral agency compared with 41 percent men; among those who followed up on a referral, 82 percent of women and 65 percent of men said they received a service).

## Key Unmet Needs in Supportive Service Provision

- About one in five respondents (18 percent) said they had unmet supportive service needs while in training. Women were slightly more likely than men to report having unmet needs (19 percent compared with 17 percent). Among the racial and ethnic groups with sufficient sample sizes to analyze, White respondents were the least likely to say they have some unmet needs (14 percent), followed by Hispanic respondents (20 percent), Black respondents (16 percent), Asian/Pacific Islander respondents (22 percent), and those who identify with more than one race or another race or ethnicity (28 percent).
- IWPR found that 84 percent of respondents reported facing at least one of the challenges while in training, and 44 percent experienced two or more. Among those who experienced challenges, one-third (33 percent) said their training program did not help them access supports to address any of their challenges. Respondents in training at a college or university were much more likely to report receiving no supports (56 percent) than those training at a Job Corps center (18 percent) or in another setting (40 percent).
- When participants with unmet needs were asked what supports they wished they received (or received more of), they most often said transportation assistance (33 percent), help obtaining clothing and shoes (29 percent), or housing assistance (29 percent). Assistance with transportation and with clothing and shoes were also among the top five most commonly received services. Among parents with unmet needs, child care was the service most commonly wished for (by 38 percent).

## Factors Associated with Better Program Completion Outcomes

- Among previously enrolled respondents in the IWPR sample, receipt of supportive services is associated with higher completion rates. Eighty-five percent of those who received no services completed their program, compared with 93 percent of those who received one to three supportive services and 94 percent of those who received four or more. Longer programs, however, may offer higher quality credentials and better position trainees for success in the labor market.
- Respondents enrolled in shorter programs (who reported receiving more services) were more likely to complete their program than those in longer programs. Among previously enrolled respondents, 93 percent of those in programs lasting less than a year completed their training, compared with 86 percent of those in programs lasting more than a year.
- Respondents who spent more hours in job training per week were more likely to complete their program than those who trained for fewer hours. Ninety-six percent who trained for 40 hours or more per week completed a program compared with 93 percent who trained

for 20 to 39 hours per week and 88 percent who trained for 20 hours or less per week.

- The responsibility of caring for an adult dependent was associated with lower completion rates. Among previously enrolled respondents with this responsibility, 86 percent completed their program, compared with 91 percent who did not provide this type of care.

## Factors Associated with Better Employment Outcomes

- Receipt of supportive services was associated with greater likelihood of finding a job, particularly when the services were targeted to address specific challenges participants faced. When controlling for a range of program and participant characteristics, the probability of finding a job increased by two percentage points each time an additional supportive service was received.
- Among previously enrolled respondents, the probability of finding a job increased by 17 percentage points when the respondent worked with a case manager (controlling for a range of participant and program characteristics). Case managers who helped respondents access supportive services were even more strongly associated with positive employment outcomes: the probability of finding a job increased by 26 percentage points for respondents with a case manager who helped them access supports compared with otherwise similar respondents whose case manager did not help them access services.

## Recommendations

- Service providers and program administrators can ensure that job training participants receive services targeted to meet their specific needs. This may involve a detailed intake process to identify unmet needs and resources in the community to address them.
- Programs can ensure that case managers have adequate time to build relationships in the community that will help increase their awareness of available resources and equip them to connect their job training participants to those resources.
- Programs can maximize resources and impact by partnering with outside agencies that provide supportive services requiring specialized expertise or special facilities (e.g., child care, housing, and domestic violence services).
- Training programs can develop stronger referral partnerships for different services and track the effectiveness of their referrals to determine how well participants' needs are being met through outside sources.
- Researchers can explore successful models for supporting the child care and adult care needs of job training participants, with attention to whether there are effective partnership models for providing this care.
- State and federal funding agencies can encourage the use of flexible program dollars (such as the Workforce Investment and Opportunity Act and the Perkins Act) for targeted supportive services.

# Introduction

## Study Rationale and Research Questions

Research indicates that job training provides youth and adults with skills that can improve their position in the labor market, yet individuals often face life challenges that prevent them from enrolling in and completing training programs (Hess et al. 2016; Hess et al. 2016b). Obstacles such as limited access to child care and transportation, mental health issues, and financial problems make it difficult for many people to complete job training and secure quality employment with family-sustaining wages. Combining training with supportive services to address these challenges may improve retention and completion (Hess et al. 2016; Hess et al. 2016b), yet few studies have examined the prevalence of these services for job training participants or evaluated their relationship to program and employment outcomes.

A recent IWPR survey of 168 administrators of job training programs nationwide finds that program leaders perceive supportive services to be vital to job training success and describes their perspectives on the availability of supports in the workforce development field (Hess et al. 2016b). This report supplements those findings by assessing participants' views on the importance and availability of supportive services and the relationship between these services and program and employment outcomes. It examines the questions: Why do participants enroll in job training, and what challenges do they face to completion? Which supports do participants find most helpful in addressing these challenges, and which supports do they receive? Is receipt of supportive services associated with better training or employment outcomes? What, if any, gaps in supportive services do participants experience? The report summarizes survey findings addressing these questions, with attention to differences among different types of programs and population groups.

The survey is a part of IWPR's Job Training Success Project, which investigates gaps in supportive services across the workforce development system and how these gaps can be addressed. The initial publication from this series, *Supportive Services in Job Training and Education: A Research Review*, examined literature on supportive service provision in the workforce development system and strategies for increasing access to these services. The second report, *Supportive Services in Workforce Development Programs: Administrator Perspectives on Availability and Unmet Needs*, summarizes findings from the IWPR Job Training Administrator Survey. A third report, *Programs to Support Job Training Success: Innovations to Address the Unmet Needs of Job Training Participants*, explores models of supportive service provision in eight job training programs across the country. The project aims to provide information about supportive services in job training programs that can be used to strengthen these supports and improve program and employment outcomes.

## Overview of Methodology

This report is based on a nationwide, online survey of 1,887 participants in job training programs across the country. To develop the survey questionnaire, IWPR drew on multiple sources, including phone interviews with experts who provided information on research gaps regarding supportive services across the workforce development system, a review of relevant literature, and prior surveys that addressed related topics, including the Workforce Benchmark Networking data collection survey (Workforce Benchmarking Network 2015) and IWPR's Job Training Administrator Survey and Survey on Women in Mississippi Community Colleges (Hess et al. 2016b;

Hess et al. 2014). The IWPR Job Training Participant Survey contained open- and closed-ended questions on the need for and availability of 18 supportive services for job training participants. It also examined the perceptions of program participants about their reasons for enrolling in job training, the importance of supportive services in helping them complete their training programs, the challenges they faced while in training, and the significance of job training for their lives. The survey was available in English and Spanish and could be completed online or in hard copy; copies of the survey are available from IWPR upon request. The survey took participants an average of approximately 20 minutes to complete.

Between June and October 2016, IWPR disseminated the survey to multiple programs and networks throughout the United States. Thirty-three programs, about half of which had responded to the IWPR Job Training Administrator survey in the spring of 2016, disseminated the survey to their participants and networks. IWPR also worked with larger networks such as Goodwill International and the National Council of La Raza (NCLR) to distribute the survey more broadly. IWPR received responses with usable data from 1,887 respondents who, at the time of the survey, were completing or had already completed training at a Job Corps center, community college, or other training center. Respondents to the survey enrolled in training in 47 states, the District of Columbia, and Puerto Rico. Because of IWPR's distribution method, the sample is nonrandom and not representative of the larger job training population. While the results of the analyses are not generalizable to the workforce development participant population as a whole, they do shed light on how the survey respondents understand the importance and need for supportive services.

The findings discussed in the report draw on cross-tabulations of the survey data that explore the extent to which supportive service receipt and needs vary among population groups and programs with differing characteristics, such as size and duration of training. The report also presents the results of regression analysis (using probit models) that assess factors that predict program and employment outcomes for the participants in the survey when controlling for a range of participant and program characteristics. The outcomes of interest include program completion or intent to complete and finding a job after training. The analysis investigates the obstacles to job training completion that different groups in the sample face and the role of supportive services in helping them overcome these obstacles.

## Characteristics of the Sample

IWPR's sample of 1,887 includes 1,275 individuals (68 percent of the sample) who were enrolled in a job training program at the time of the survey ("currently enrolled respondents"), and 518 (27 percent) who were enrolled in the past ("previously enrolled respondents"). A small percentage (94 individuals, or 5 percent) were enrolled both at the time of the survey and in the past.

- Nearly half of respondents (46 percent) identified a Job Corps center as their training location, 17 percent said they participated in a workforce development program at a college or university, and 36 percent said they trained at another location.<sup>1</sup> The characteristics of participants in these types of programs differ considerably (Appendix Table C.1). For

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<sup>1</sup> Those who report completing job training at a college or university include both those in short-term training programs and in two-year associate's degree programs. About half (51 percent) are earning an industry certification/credential or a college certificate; 22 percent are earning an associate's degree. Nine percent say they are working on their high school diploma or GED, and the remaining respondents say they are working on another type of degree or credential (7 percent), no degree or credential (5 percent), or they don't know (6 percent).

example, the Job Corps sample is much younger (with 94 percent of participants aged 16–24 at the time of training) than the others and is less likely to be married. Respondents from Job Corps programs are more likely to be men than respondents from other programs and less likely to be parents; only 15 percent of Job Corps participants in the sample have dependent children, compared with 47 percent of participants at other programs. In addition, participants at Job Corps programs, who by program design are seeking a GED or industry certificate, have lower levels of education overall than those training in other programs. As a residential program, Job Corps participants are also less likely than others to work while in training and more likely to train for at least 40 hours per week; 46 percent of Job Corps participants in the sample report training for this many hours, compared with 18 percent of all other respondents.

- More than four in ten respondents in the sample overall (43 percent) said they received or expected to receive an industry certification or credential as a result of their training. One in five received or anticipated receiving a high school diploma or GED. Smaller shares said they received or would receive a college certification (7 percent) or an associate’s degree (5 percent). Eight percent said they received or would receive another credential, and nine percent said they did not receive or anticipate receiving any credential at all.
- The number of hours in training varies among respondents. Slightly more than one-third report spending or having spent 0 to 19 hours in training per week; an additional 35 percent say they are spending or did spend 20 to 39 hours in training each week. A slightly smaller share (30 percent) said they are spending or did spend 40 hours or more per week in training; as noted, respondents from Job Corps programs are considerably more likely to spend this much time in training than those in programs at other settings. Most respondents in the sample (69 percent) describe their training as lasting one year or less.

**Table A.1. Employment and Training Characteristics of the Sample**

	Number	Percent
<b>All</b>	1,887	100%
<b>Enrollment Status</b>		
Currently enrolled	1,275	68%
Enrolled in past	518	27%
Enrolled both in past and currently	94	5%
<b>Program Type</b>		
College or university	312	17%
Job Corps center	850	46%
Other	695	36%
<b>Credential*</b>		
Industry certification/credential	767	43%
High school diploma/GED	349	20%

<b>Table A.1. Employment and Training Characteristics of the Sample, continued</b>		
College certificate	126	7%
Associate's degree	96	5%
None	160	9%
Other	143	8%
<b>Hours of Training per Week</b>		
0-19	616	35%
20-39	615	35%
40 or more	528	30%
<b>Program Length</b>		
One year or less	1,250	69%
More than one year	481	27%
<b>Less than 3 months</b>		
3-6 months	299	17%
7-12 months	422	23%
13-18 months	529	29%
Between 19 months and two years	145	8%
Longer than two years	240	13%
<b>Number of Jobs**</b>		
0	96	5%
1	805	50%
2	702	44%
3 or more	84	5%
	14	1%
<b>Hours of Work per Week**</b>		
Fewer than 10	57	7%
10-19	107	14%
20-39	281	37%
40-49	262	34%
50 or more	55	7%
<b>Most Recent Year of Training***</b>		
1990-1999	20	4%
2000-2009	77	15%
2010-2016	409	81%
<b>Share in Nontraditional Training****</b>		
Women	232	29%

Notes: Percentages may not sum to 100 due to rounding and because responses of "don't know" are not shown but are included in calculations as a part of the denominator. \*Credentials received by past participants and expected by participants currently enrolled. \*\*Number of jobs and hours of work per week at the time of the survey. \*\*\*For those who were enrolled in the past and are not currently enrolled. \*\*\*\*Data represent the share of women training for jobs in fields where fewer than 25 percent of workers are women. Source: IWPR Job Training Participant Survey

IWPR compared the characteristics of its sample to those reflected in data available from the U.S. Department of Labor on Workforce Investment Act-funded programs and Job Corps centers (U.S. Department of Labor 2013 and U.S. Department of Labor 2015), and data on the community college student population from the U.S. Department of Education’s National Postsecondary Student Aid Study, or NPSAS (IWPR 2017). This comparison reveals some differences.

- IWPR’s sample overall has a higher share of women than all three comparison populations. Nearly two-thirds of respondents to the IWPR survey (65 percent) are women; Workforce Investment Act (WIA) Standard Record Data (WIASRD) indicate that among adults who exited a WIA program between April 2014 and March 2015, half (50 percent) were women (U.S. Department of Labor 2014). Nationally, about 56 percent of community college students and 40 percent of Job Corps participants are women. In IWPR’s sample, each of these three programs types has a higher share of women than the corresponding sample nationally (see Appendix Table C.1 for data by program type in the IWPR sample).
- Respondents to the IWPR survey are more likely than community college students and WIA exiters but less likely than Job Corps students to be people of color. White respondents comprise slightly more than one-third of IWPR’s sample (38 percent), compared with 55 percent of adults exiting from a WIA-funded program nationwide, 56 percent of community college students, and 26 percent of Job Corps participants.
- Respondents to the IWPR survey are, like the Job Corps and community college populations, generally young, with a substantial share in their late teens and early 20s. Four in ten (40 percent) of IWPR’s survey respondents were 18 to 21 years of age while enrolled in job training, and 50 percent of Jobs Corps participants were aged 18–20. Approximately 54 percent of the community college student population nationally is between the ages of 16 and 24 years. Among WIA exiters, 8 percent are between the ages of 18 to 21.
- About half of IWPR’s sample had a high school diploma or the equivalent prior to training (49 percent), and about one in four (24 percent) had a two- or four-year college degree. Among WIA exiters, 47 percent had a high school diploma or the equivalent upon exiting the program, and 14 percent had some postsecondary education. Among Job Corps participants, 54 percent had a high school diploma or the equivalent at program entry.

The programs at which respondents to the IWPR survey completed their training were highly concentrated in the West and the South (38 and 35 percent, respectively). Seventeen percent of respondents said they received their training in the Northeast, and 10 percent in the Midwest.<sup>2</sup> The region of training differs considerably by type of program. The colleges or universities and “other” training centers at which respondents said they enrolled in training were most heavily concentrated in the South (54 and 53 percent, respectively), whereas the Job Corps centers were largely located in the West (66 percent).

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<sup>2</sup> Regional data are based on the U.S. Census Bureau’s regions and divisions of the United States available at <[http://www2.census.gov/geo/pdfs/maps-data/maps/reference/us\\_regdiv.pdf](http://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf)> (U.S. Census Bureau N.d.).

**Table A.2. Demographics of the Sample**

	Number	Percent
<b>All</b>	1,887	100%
<b>Gender</b>		
Women	1,020	65%
Men	544	35%
<b>Race/Ethnicity</b>		
White	556	38%
Hispanic	380	26%
Black	326	22%
Asian and Pacific Islander	78	5%
American Indian & Alaska Native	38	3%
Other race or two or more races	96	7%
<b>Annual Household Income</b>		
Low income (\$0-\$20,000)	494	45%
Higher income (\$20,001 and above)	274	25%
\$0-\$10,000	368	33%
\$10,001-\$20,000	126	11%
\$20,001-\$30,000	83	8%
\$30,001-\$50,000	94	9%
\$50,001-\$100,000	72	7%
More than \$100,000	25	2%
<b>Parent Status*</b>		
All parents	509	32%
Nonparents	1,073	68%
Single mothers	250	17%
Single fathers	64	4%
0 children	1,073	68%
1 child	263	17%
2 children	148	9%
3 children	56	4%
4 children	15	1%
5 or more children	27	2%
<b>Care for a Dependent over 18 years of age*</b>		

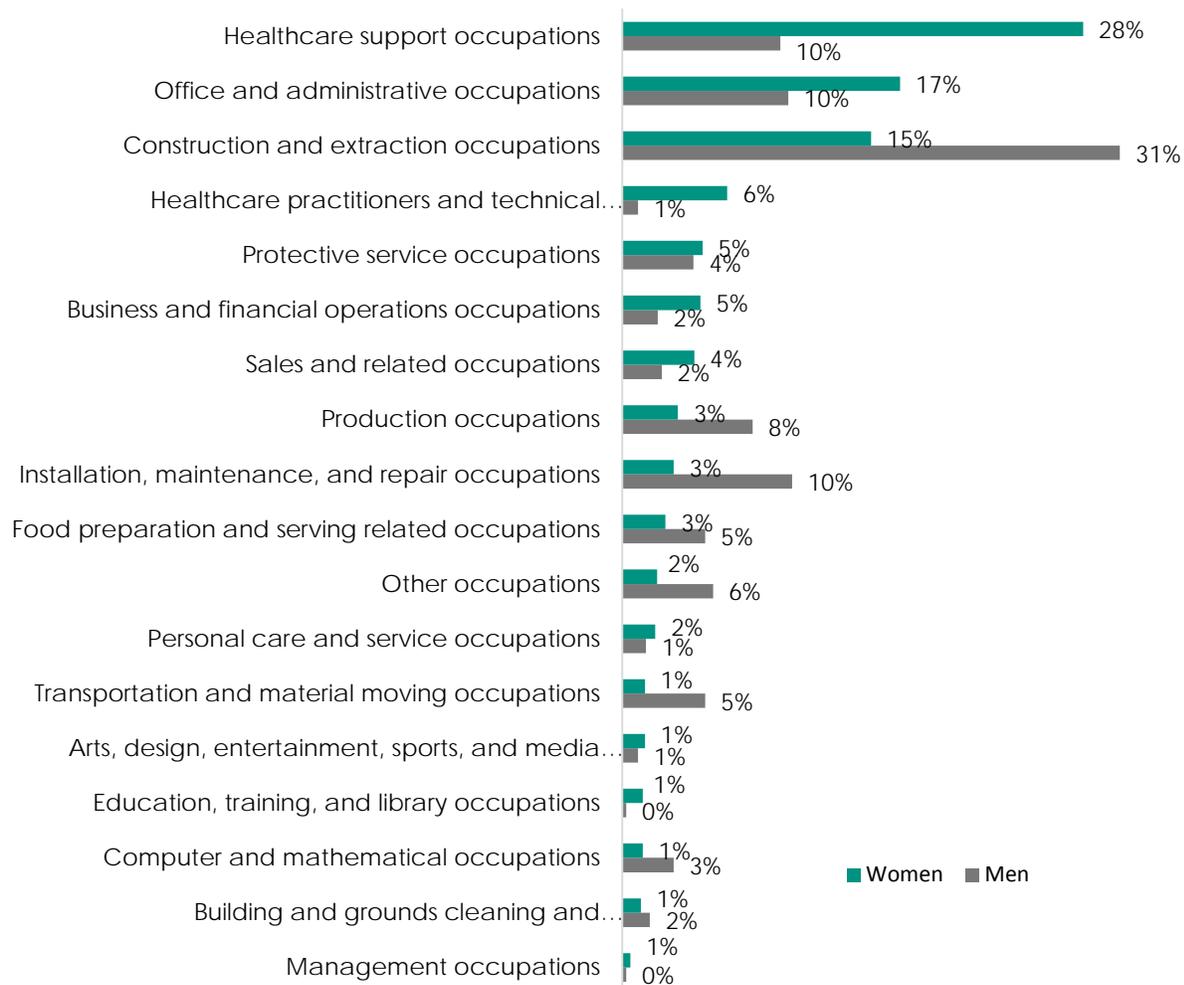
Caregiver to an adult	110	7%
Not a caregiver to an adult	1,398	93%
<b>Marital Status*</b>		
Single, never married	1,044	69%
Unmarried, cohabitating	121	8%
Married	220	15%
Separated/divorced	92	6%
Widowed	8	1%
<b>Highest Level of Education Completed Before Training</b>		
Less than a high school diploma	307	20%
High school diploma	741	49%
Vocational or technical school	98	6%
Community college	216	14%
Four-year college or more	153	10%
<b>Age*</b>		
Median age: 22		
16–24	932	62%
25–34	354	24%
35–44	134	9%
45–54	49	3%
55 and older	24	2%
<b>Region</b>		
Northeast	259	17%
Midwest	159	10%
South	544	35%
West	591	38%
<b>Language</b>		
Native English speakers	1,262	82%
Non-native English speakers	269	18%

Notes: Racial groups are non-Hispanic. Percentages may not sum to 100 due to rounding and because responses of "don't know" are not shown but are included in the calculations as a part of the denominator. Single mothers and fathers include those who are never married, separated/divorced, widowed, or unmarried but living with a romantic partner. Annual household income is from all sources for 2015 and for currently enrolled participants only. Region refers to location of training. \*Data are for the time of enrollment in training.

Source: IWPR Job Training Participant Survey

Respondents to the IWPR survey receive training in a range of fields. In general, these fields reflect both the gender segregation in the U.S. labor market and the substantial share of women in the sample who did or are training for nontraditional jobs. Health care support occupations and office and administrative occupations are the most common fields in which women in the sample received training (Figure 1.1); these fields employ a fairly large share (23 percent) of all female workers in the U.S. labor force (U.S. Bureau of Labor Statistics 2016). For men in the sample, the most common training field is construction (31 percent); in the United States, only 10 percent of male workers aged 16 and older are employed in construction, but 97 percent of construction workers are men (U.S. Bureau of Labor Statistics 2016). In the IWPR sample, 15 percent of women received training in construction; in the U.S. workforce, less than one percent of employed women aged 16 and older work in construction. Twenty-nine percent of women in the sample are training in nontraditional fields (defined as fields in which 25 percent of all workers or less are women), compared with 6 percent of women age 16 and older in the U.S. workforce who work in these fields (U.S. Bureau of Labor Statistics 2016).

**Figure A.1. Occupational Areas of Training among All Respondents by Gender**



Note: Participants could indicate more than one field of training. N=793 for women; N=413 for men.

Source: IWPR Job Training Participant Survey

## I. Motivations and Challenges of Women and Men in Job Training

### Participants Enroll in Training for Economic Reasons, To Achieve Personal Growth, and to Set a Positive Example for Their Children

Respondents to the IWPR Job Training Participant Survey articulated multiple reasons for pursuing job training. Most said they enrolled in job training because they felt it would lead to a better job or career, increasing their economic stability. One respondent said, “I was in a lot of dead end jobs, and I wanted training in something that I was interested in so I could start a career for myself.” Another said, “I was tired of making minimum wage. I work hard and would like to be able to provide for my family with my hard work.” A few respondents pointed to specific skills learned during training that they believed would enhance their career prospects: “I...needed to upgrade my skills to be more marketable. Employers want persons who have computer and math skills. At age 55 I had neither.”

Some participants also said they enrolled in training for personal growth reasons or to set a positive example for their children. One wrote, “I decided to enroll in job training because I wanted a better experience for life. I also wanted to

“[I wanted to enroll in job training] to show my child that if I can do anything, she can do anything. Plus, I want to prove to myself [that] I can do it.”

see myself as a successful

woman,

without depending on anybody.” Another said, “I believe I needed a structured environment to turn my life around and become a productive, contributing member of society...The training center I am in right

“I decided to enroll in job training because I wanted a better experience for life. I also wanted to see myself as a successful woman, without depending on anybody.”

now has given me an opportunity to rise above what I previously would have been complacent with, despite the time I spent doing so little with my life. This center has accepted many others who have had unfortunate circumstances...It offers an environment for those who have fallen to stand up again.” Still another respondent wrote, “[I wanted to enroll in job training] to show my child that if I can do anything, she can do anything. Plus, I want to prove to myself [that] I can do it.”

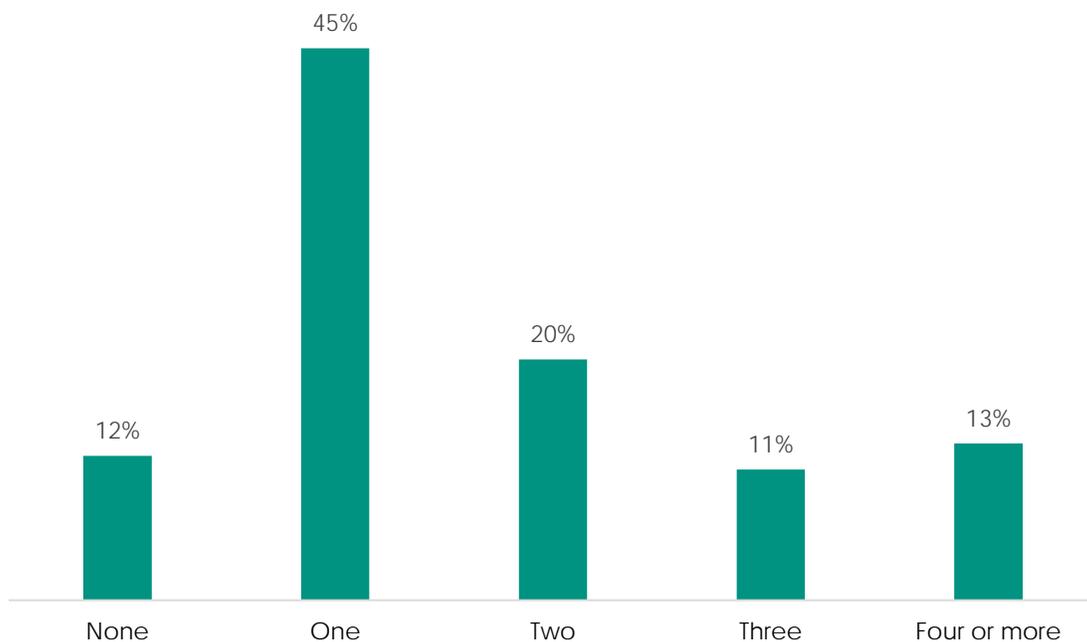
### Some Respondents Face Multiple Challenges While in Training; Difficulty Paying Bills and Transportation Issues Are the Most Common Challenges

Respondents identified a number of challenges they faced while in training. When considering both past and current enrollees together, 44 percent of respondents said they experienced two or more challenges in training (Figure 1.1).<sup>3</sup> Thirteen percent of the sample reported experiencing four or more challenges; single mothers were especially likely to say they have this many challenges (20 percent).

<sup>3</sup> Respondents were given a list of 17 potential challenges that included a category for “other” but did not include one for “none”; the 12 percent (see Figure 1.1) reporting no challenges represent those who selected “other” and wrote “none” in response to a prompt to describe what the other challenges were. The 12 percent may, therefore, represent an undercount of those who experienced no challenges.

The most common challenge among those who experienced at least one challenge was difficulty paying bills (cited by 36 percent; Figure 1.2). Single mothers (55 percent), parents overall (45 percent), and low-income participants (39 percent) were particularly likely to face this challenge (Appendix Table C.4). Those who trained or are training at a college or university (52 percent) or at a training center other than one located at a college, university, or Job Corps center (46 percent) were also especially likely to struggle paying bills, as were those who said they train or did train for 20 to 39 hours per week (45 percent; Appendix Tables C.5 and C.6). Other common challenges include transportation problems (27 percent), an inflexible work schedule (18 percent), physical (16 percent) or mental (14 percent) health problems, difficulty getting enough food (14 percent), and computer problems or lack of access to technology (14 percent).

**Figure 1.1. Share of Respondents Who Reported Experiencing Challenges during Training by Number of Challenges**

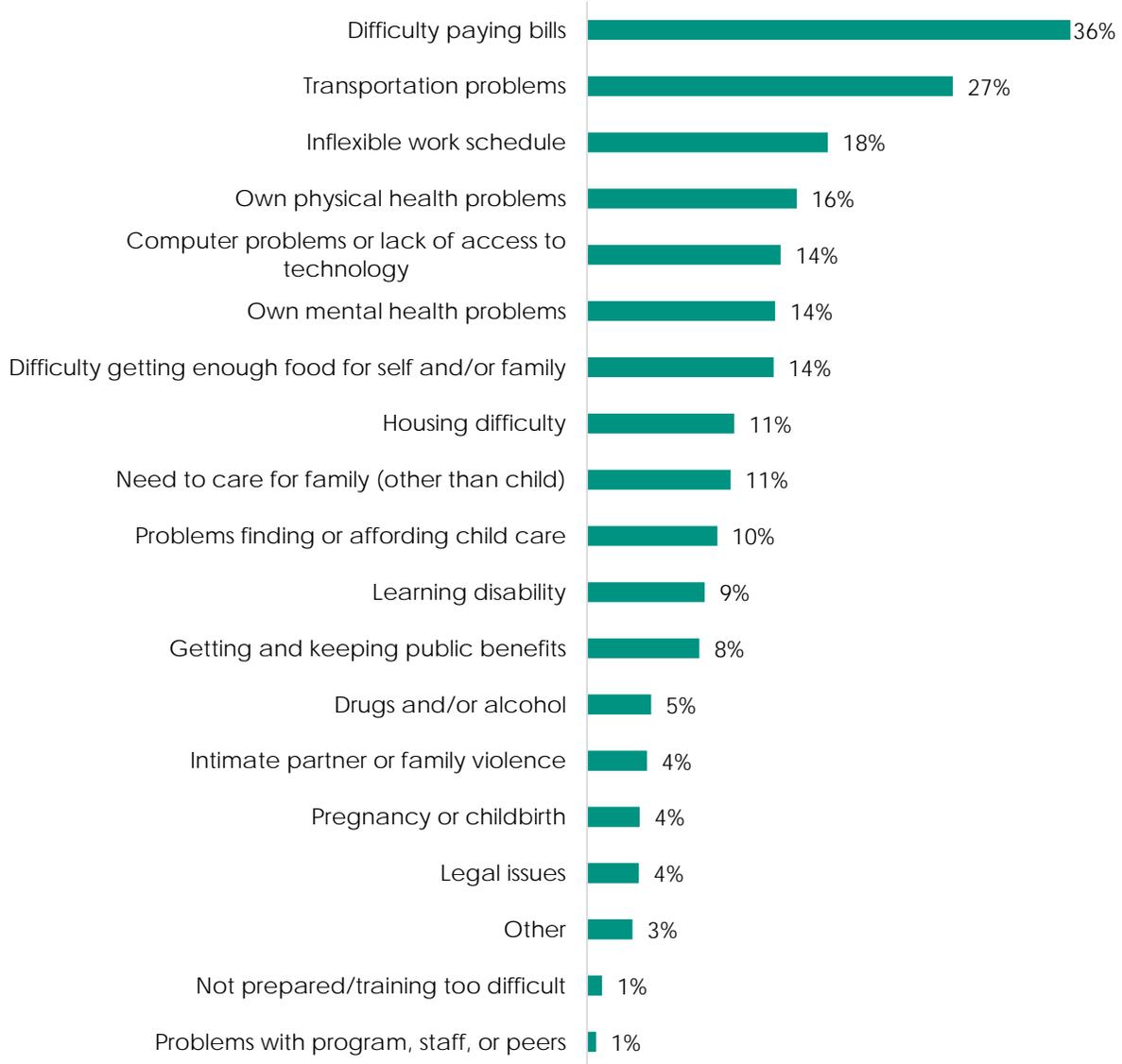


Notes: Respondents were asked to select from a list of 17 challenges. N=1,704

Source: IWPR Job Training Participant Survey

Among parents who report facing at least one challenge, the second most common obstacle (after difficulty paying bills) was family caregiving responsibilities (40 percent), including both problems finding or affording child care (cited by 27 percent of parents) and needing to care for a family member other than a child (cited by 13 percent of parents; Appendix Table C.4).

**Figure 1.2. Type of Challenge(s) Experienced by Respondents during Training among Those Who Report at Least One Challenge**

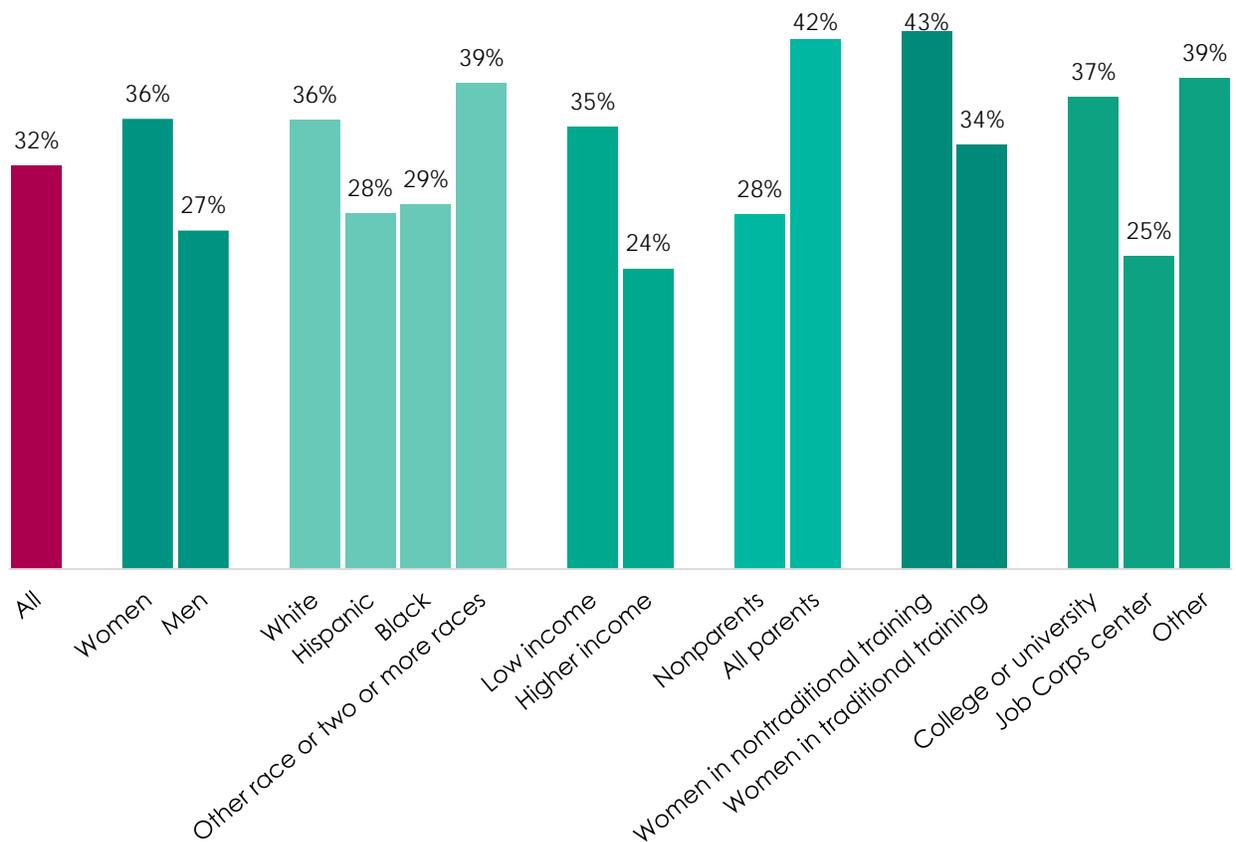


Notes: Respondents could report more than one challenge. Includes both individuals who were enrolled in training at the time of the survey and those who were enrolled in the past. N=1,503

Source: IWPR Job Training Participant Survey

These challenges make it difficult for some job training participants to persist in their programs. Overall, 32 percent of the IWPR sample said they found training either very or somewhat difficult to complete given the challenges and other responsibilities in their lives (Figure 1.3). Thirty-six percent of women reported that job training was either very or somewhat difficult compared with 27 percent of men. Parents and women training for nontraditional jobs in the sample were especially likely to report that they found training difficult (42 and 43 percent, respectively).

**Figure 1.3. Percent of Respondents Who Found Training Difficult Due to Challenges in Their Lives, by Participant and Program Characteristics**



Notes: Racial groups are non-Hispanic. "Other race or two or more races" includes those who identify as Asian or Pacific Islander, American Indian or Alaska Native, with another racial or ethnic group, or two or more races. "Low-income" refers to those with self-reported household income of \$20,000 or less in 2015 and is for currently enrolled respondents only. Parent status reflects status at the time of the training. Women in nontraditional jobs represent those training for jobs in fields where fewer than 25 percent of workers are women. N=1,748 for all and for the other categories ranges from 210 (for other race or two or more races) to 1,016 (for women).

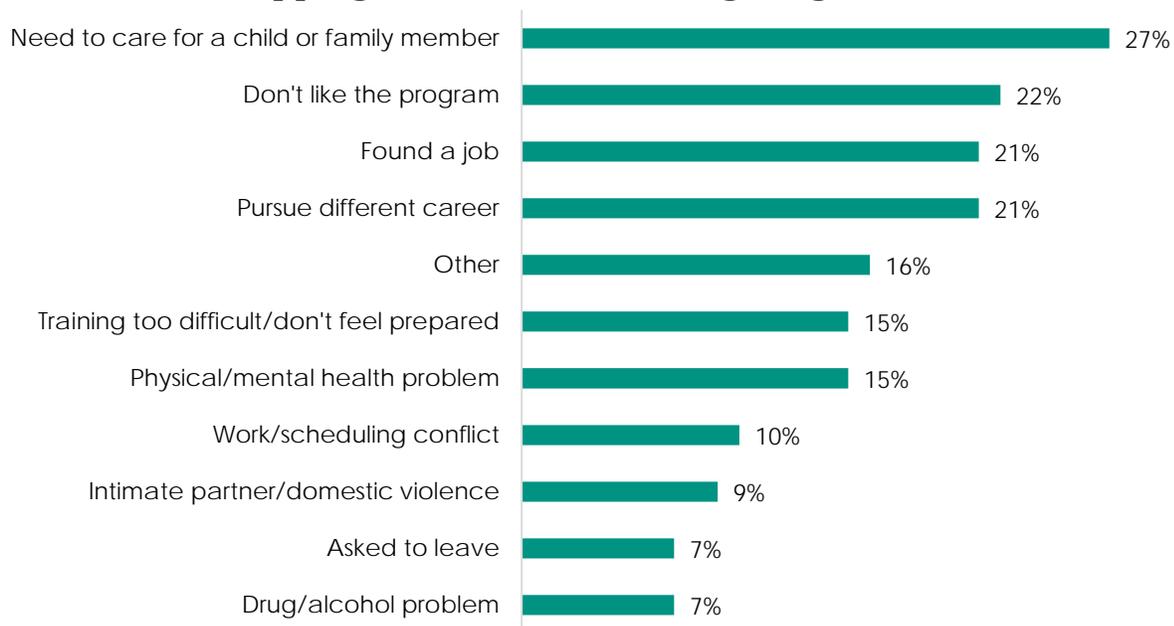
Source: IWPR Job Training Participant Survey

Despite facing difficulties, respondents to the IWPR survey have comparatively high completion rates: 92 percent who were enrolled in the past said they completed their program, and 89 percent of those enrolled at the time of the survey said they intend to complete the program (Appendix Table C.2). In the comparison samples for the IWPR survey, completion rates are much lower. National Job Corps performance results indicate that 62 percent of students complete career and technical training during enrollment in Job Corps and 77 percent receive an industry recognized credential (U.S. Department of Labor 2013). Other research has shown that among adults who participated in any Workforce Investment Act (WIA)-funded training program and received intensive or training services in PY 2013 (fourth quarter), about 70 percent who exited finished the

program (Social Policy Research Associates 2015).<sup>4</sup> In addition, IWPR analysis of data from the Beginning Postsecondary Students Longitudinal Study finds that among all first time, beginning students enrolled in certificate programs at postsecondary institutions in 2003–2004, 64 percent attained a credential or degree within six years (IWPR 2014).

Among those in the IWPR sample who reported having dropped out or said they were considering dropping out, the most common reasons were because they needed to care for a child or other family member other than a child (27 percent), did not like the program (22 percent), or found a job or decided to pursue a different career (21 percent each; Figure 1.4).

**Figure 1.4. Most Common Reasons Respondents Dropped Out or Considered Dropping Out of Their Training Program**



Notes: Respondents could report more than one reason for leaving or considering leaving a program. Data reflect percentages among previously enrolled respondents who dropped out and currently enrolled respondents who said they were considering dropping out. N=101

Source: IWPR Job Training Participant Survey

<sup>4</sup> The Workforce Investment Act identified three levels of service: core (which included outreach, job search and placement assistance, and labor market information to job seekers), intensive (which included more comprehensive assessments, the development of individual employment plans and career counseling), and training (which connected individuals to job opportunities in their communities, including occupational training and basic skills training; U.S. Department of Labor 2014).

## II. Supportive Service Receipt: Availability and Importance to Participants

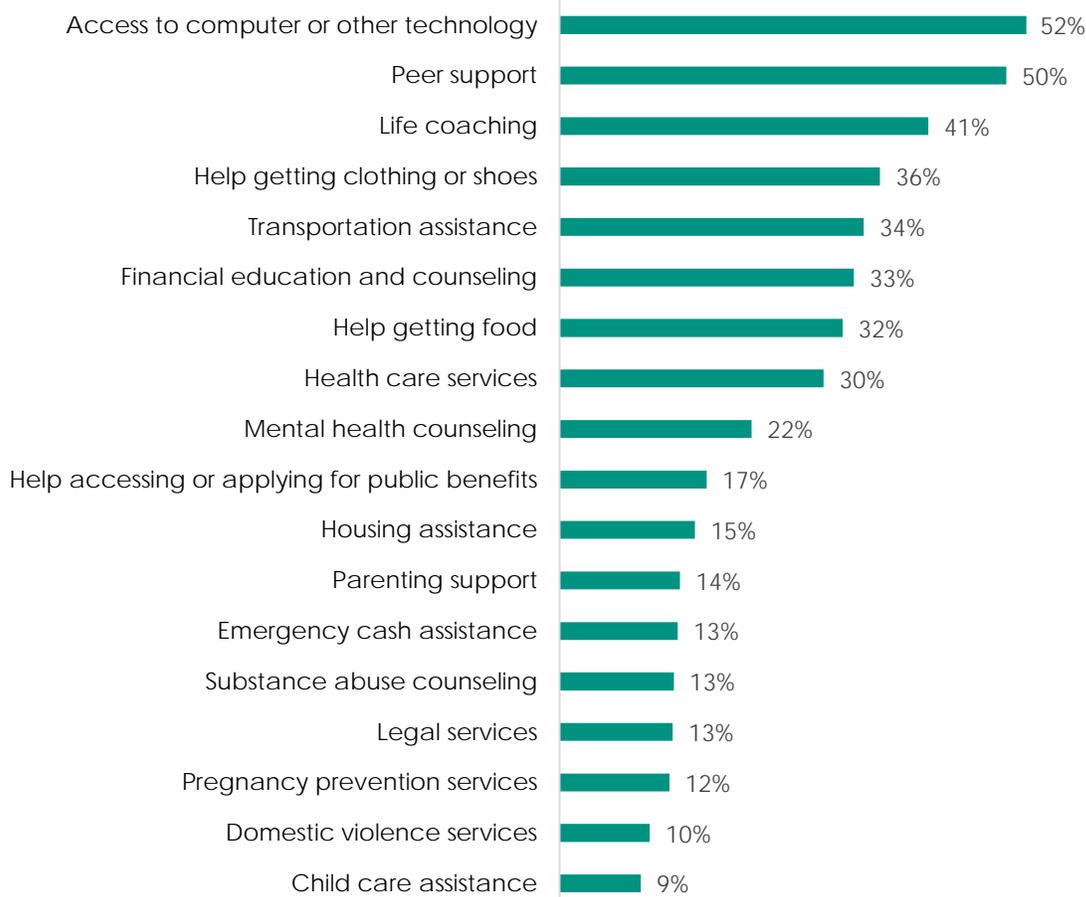
Job training participants may receive supportive services from a variety of sources, including from the organizations and institutions that provide their training, as well as from social service providers in their communities. About one-third of respondents (32 percent) to the IWPR Job Training Participant Survey report that they were referred by their training provider to other organizations for supportive services during their program. Overall, 62 percent of all participants who received referrals said they followed up and contacted the referral organization; of those who followed up, 79 percent received a service. Single mothers were the most likely group, among those shown in Appendix Table C.6, to say they received a referral and contacted the referral organization (and the second most likely to have received services based on a referral). Women were much more likely to report having received a referral than men (37 percent compared with 23 percent), and also much more likely to have followed up on a referral and received a service as a result (71 percent of women who received a referral contacted the referral agency compared with 41 percent of men; among participants who followed up on a referral, 82 percent of women and 65 percent of men received a service).

About one-third of respondents (32 percent) to the IWPR Job Training Participant Survey report that they were referred by their training provider to other organizations for supportive services during program...62 percent who received referrals said they followed up and contacted the referral organization; of those who followed up, 79 percent received a service.

### Help Accessing a Computer or Other Technologies, Peer Support, and Life Coaching Are the Most Commonly Received Services

The availability of supportive services varies by type of support. When asked whether their job training program helps or helped them access any of 18 supports, respondents most commonly said that they received assistance with accessing a computer or other technologies (52 percent), peer support (50 support), and life coaching (41 percent; Figure 2.1 and Appendix Table C.7). They were least likely to say that their program helps or helped them access services requiring specialized expertise or special facilities—such as child care assistance (9 percent), domestic violence services (10 percent), legal services (13 percent), substance abuse counseling (13 percent), and housing assistance (15 percent).

**Figure 2.1. Percent of Respondents Who Reported Their Program Helped Them Access Supportive Services, by Service Type**



Notes: Respondents could report more than one supportive service. Includes both individuals who were enrolled in training at the time of the survey and those who were enrolled in the past. N=1,597  
 Source: IWPR Job Training Participant Survey

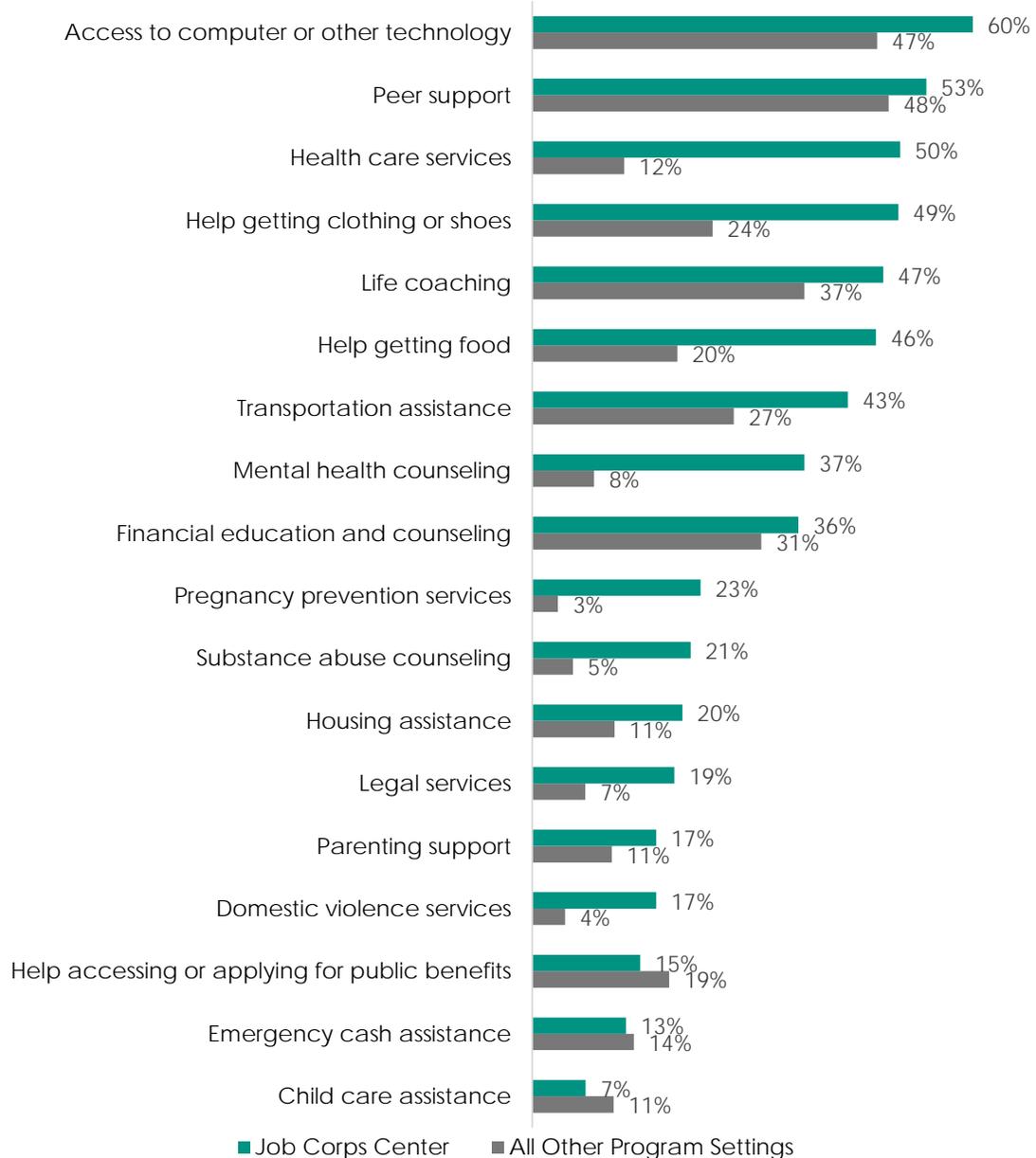
### Women, Low-Income Participants, and Single Mothers Report Receiving More Services; Participants at Job Corps Centers Receive More Services than Those in Other Programs

Analysis of data from IWPR’s Job Training Participant Survey also finds that the number of services received by participants varies, to some degree, by program characteristics, as well as by participant demographics (Appendix Tables C.8, C.9, and C10.). When asked which of 18 services, if any, their program helped them access:

- Those who are training or trained at a Job Corps Center, which provide a range of supportive services as a part of the program design, reported receiving more services than those who train in other programs (Figure 2.2).

- Individuals who undertook training for 40 hours per week or more reported receiving more services than those in training for fewer hours. Nearly seven in ten (68 percent) of those who were training for at least 40 hours per week were training at a Job Corps center.

**Figure 2.2. Percent of Respondents Who Reported Their Program Helped Them Access Supportive Services, by Program and Service Type**



Notes: Respondents could report more than one supportive service. Includes both individuals who were enrolled in training at the time of the survey and those who were enrolled in the past. N=734 for Job Corps and 837 for other programs.

Source: IWPR Job Training Participant Survey

- Women said they received slightly more services than men (a median of four services compared with three).
- Low-income training participants reported receiving more services than those with higher incomes (a median of five services compared with three).
- Single mothers said they received more services than parents overall and nonparents (a median of five services compared with three).

## Receipt of Case Management Varies by Program Characteristics and Participant Demographics

Respondents to the IWPR Job Training Administrator report that case management or career navigation is one of the most commonly received services among their program participants (Hess et al. 2016b), and many experts and program administrators interviewed as a part of IWPR’s project describe case management as integral to job training success (Anderson and Hess 2017). Interviewees noted that effective case managers assess participants’ needs and help them navigate systems to access a range of services. In some instances, case managers also provide career counseling; this additional focus can help participants address obstacles that might disrupt employment once they complete training and encourages them to discern a career path that entails continuing skills development. Programs interviewed by IWPR as a part of its study of innovative models for supportive service delivery also said that case management may improve completion rates by creating a sense of accountability to the program; participants may want to succeed, in part because they do not want to let their case manager down (Anderson and Hess 2017).

Forty-four percent of respondents to IWPR’s Job Training Participant Survey said they worked with a case manager or career navigator during their training, and 75 percent of those who had a case

Among respondents to the IWPR Job Training Participant Survey, 44 percent worked with a case manager, and 75 percent of those who had a case manager or navigator said that person helped them access services. About three-quarters (76 percent) found the case manager to be helpful or very helpful.

manager or navigator said that person helped them access services. About three-quarters (76 percent) found the case manager to be helpful or very helpful (Appendix Table C.11).

- Women are more likely than men to work with a case manager (46 percent compared with 38 percent), and single mothers and parents overall are more likely than nonparents to say they had a case manager (58 percent of single mothers and 51 percent of all parents, compared with 40 percent of nonparents). Women, parents overall, and single mothers are also more likely

to say their case manager helped them access services and to report finding their case manager helpful.

- Among the racial/ethnic groups with sufficient sample sizes to analyze, Black participants are the most likely to have worked with a case manager (48 percent), followed by White participants (44 percent), those who identify with another race or two or more races (43 percent), and Hispanic participants (41 percent). Black and Hispanic respondents are the

most likely to say their case manager helped them access services, while Hispanic respondents are the most likely to say their case manager was helpful or very helpful (Appendix Table C.11).

- Participants spending at least 20 hours in training per week are more likely than those with fewer hours of training to have a case manager; 53 percent of respondents who spend 20 to 30 hours in training have a case manager compared with 36 percent who spend fewer than 20 hours in training. Those in shorter programs (one year or less) are more likely to have a case manager than those in longer programs (47 percent compared with 38 percent; Appendix Table C11).
- Participants in programs at a location other than a college, university, or Job Corps center were more likely to report having a case manager than participants in other training programs. Thirty-seven percent who were enrolled in Job Corps training, 46 percent of those training at a college or university, and 51 percent receiving training in other locations had a case manager (Appendix Table C11).

## Job Training Participants Highly Value the Supports They Receive; Transportation, Child Care Assistance, and Health Care Services Are Seen as the Most Important Services

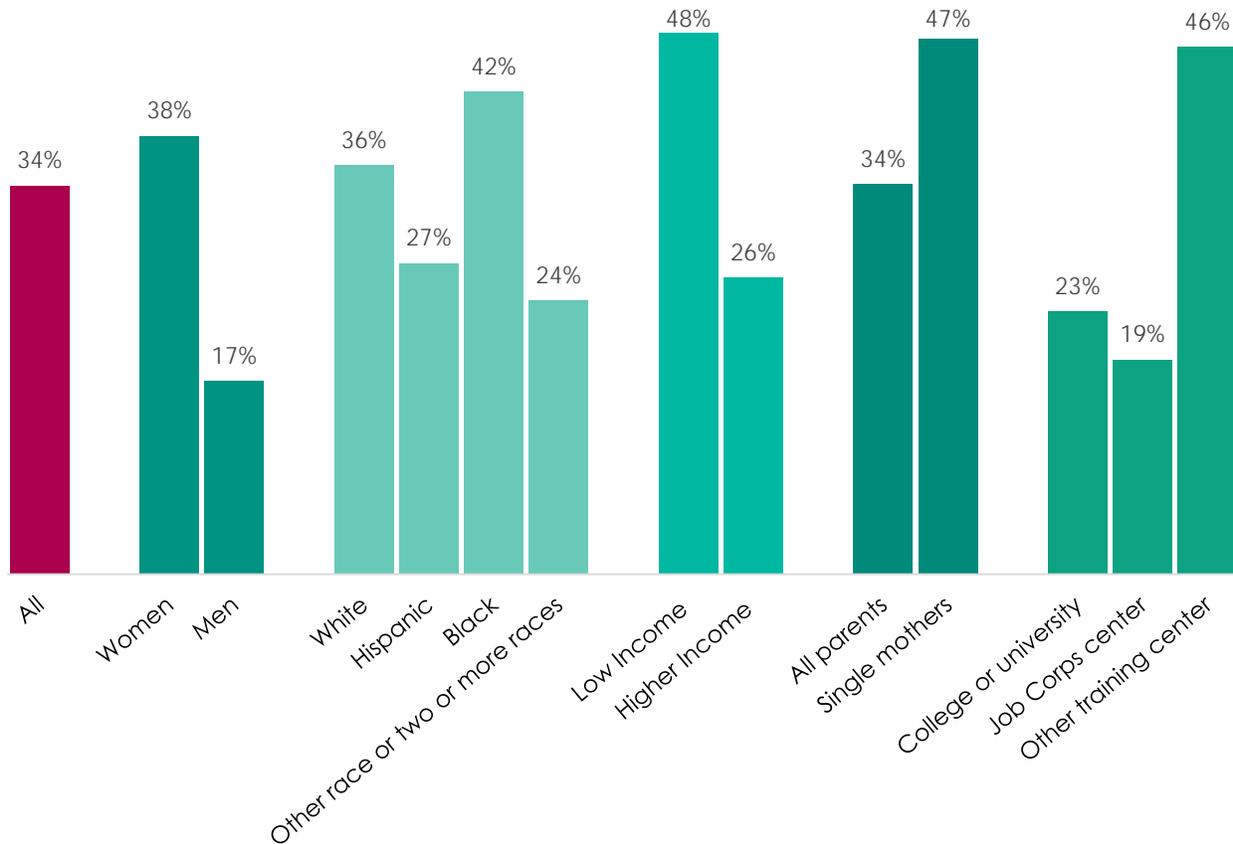
Respondents highly value the supportive services they received. When examining both previously and currently enrolled respondents' perspectives on 18 supports, IWPR's analysis finds that a large majority of those who received each service (at least 80 percent) found it important (either somewhat or very important) to their ability to persist in their program. Assistance with transportation (92 percent), paying for and finding child care (90 percent), and health care services (90 percent) were the services respondents valued the most; pregnancy prevention was perceived as the least important service received, though 81 percent of those who received it still described it as important.

Child care assistance represents an especially vital source of support for those with young children. As Figure 2.3 shows, 34 percent of those with children under age five who received child care assistance say they could not have attended training without this help; women were more than twice as likely to affirm this statement as men (38 compared with 17 percent). Among Black respondents, low-income respondents, single mothers, and respondents who trained or are training at a program located someplace other than at a college, university, or Job Corps Center, the shares of participants with young children who found child care assistance essential to their program enrollment are especially high. The types of child care assistance most commonly received by respondents during training are vouchers or subsidies from their program (38 percent of those who received help with child care) and referrals to a child care

Among those who have young children, child care assistance represents a vital source of support. Thirty-four percent of those with children under age five say they could not have attended training without child care assistance; women were more than twice as likely to affirm this statement as men (38 compared with 17 percent).

provider (32 percent), followed by help getting subsidies (24 percent). Eight percent received child care offered onsite by their training program, and 16 percent said they received some other form of child care assistance.

**Figure 2.3. Percent of Parents Who Received Child Care Assistance Who Say They Would Not Have Been Able to Attend Training without This Assistance, by Demographic and Program Characteristics**



Notes: Data are for respondents who had children aged five years or younger during their training. Racial groups are non-Hispanic; "other race or two or more races" includes those who identified as Asian and Pacific Islander, American Indian and Alaska Native, or with another racial and ethnic group or two or more races. Includes previously and currently enrolled respondents. N=314 for all respondents, 247 for women, 65 for men, 117 for White, 77 for Hispanic, 78 for Black, 34 for other or two or more races, 101 for low income, 74 for higher income, 313 for parents, 164 for single mothers, 78 for college or university, 69 for Job Corps, and 160 for other training programs. Low-income refers to those with self-reported annual household income in 2015 of \$20,000 or less. Parents are those with dependent children at the time of the training. Source: IWPR Job Training Participant Survey

### III. Key Unmet Needs in Supportive Service Provision

Even though the job training programs IWPR surveyed see helping participants access supportive services as a priority, resource limitations make it difficult for programs to offer all the services they would like, and some participants do not have all their needs met (Hess et al. 2016b). Program administrators who responded to the IWPR Job Training Administrator Survey indicated that their participants have many unmet needs, especially child care (for women) and emergency cash assistance, housing assistance, transportation, and mental health counseling (for both women and men; Hess et al. 2016b). Eighty percent of administrators felt their participants' needs were met only to some extent or not well or at all. Among respondents to the IWPR Job Training Participant Survey, a much larger share reported believing their support needs were taken care of; one in five (18 percent) said they have a few or many unmet needs (Appendix Table C.10). While the data do not allow analysis of the reason for this difference between the two surveys, the gap may stem partly from participants not expecting much support given their past life experiences, not wanting to see themselves as having unmet needs, or not wanting to appear critical of their training programs, among other factors.

#### Participants at Community College Programs or who are Pursuing Fewer Hours of Training Report Having More Unmet Needs

The share of participants reporting that they have unmet needs varies by type of training and the number of hours spent in training.

- Those training or having trained at a college or university are much more likely to report having unmet needs than those in training or having trained in other programs (23 percent compared with 17 percent at Job Corps centers and 17 percent at other training centers; Appendix Table C.10).
- Those who spent fewer hours in training (less than 20 hours per week) are more likely to say they have unmet needs than those who spent more hours in training. Twenty-one percent of respondents who spent less than 20 hours in training reported having unmet needs compared with 16 percent of those training for 20 to 39 hours per week and 18 percent training for more than 40 hours per week.

#### Women, Parents, Low-Income Participants, and People of Color Are More Likely to Say They Have Unmet Needs

The degree to which participants' needs are met also varies somewhat across population groups (Appendix Table C.10).

- Women in the sample are about as likely as men to say they have unmet needs (19 percent compared with 20 percent).
- Parents are also generally more likely than nonparents to report having unmet needs (21 percent compared with 17 percent)

- Twenty-one percent of currently enrolled respondents with low-incomes (self-reported household income in 2015 at \$20,000 or below) reported having unmet needs, compared with 18 percent of those with higher incomes.
- Among the racial and ethnic groups with sufficient sample sizes to analyze, White respondents are the least likely to say they have a few or many unmet needs (14 percent), followed by Black respondents (16 percent), Hispanic respondents (20 percent), Asian/Pacific Islander respondents (22 percent), and those who identify with more than one race or another race or ethnicity (28 percent).

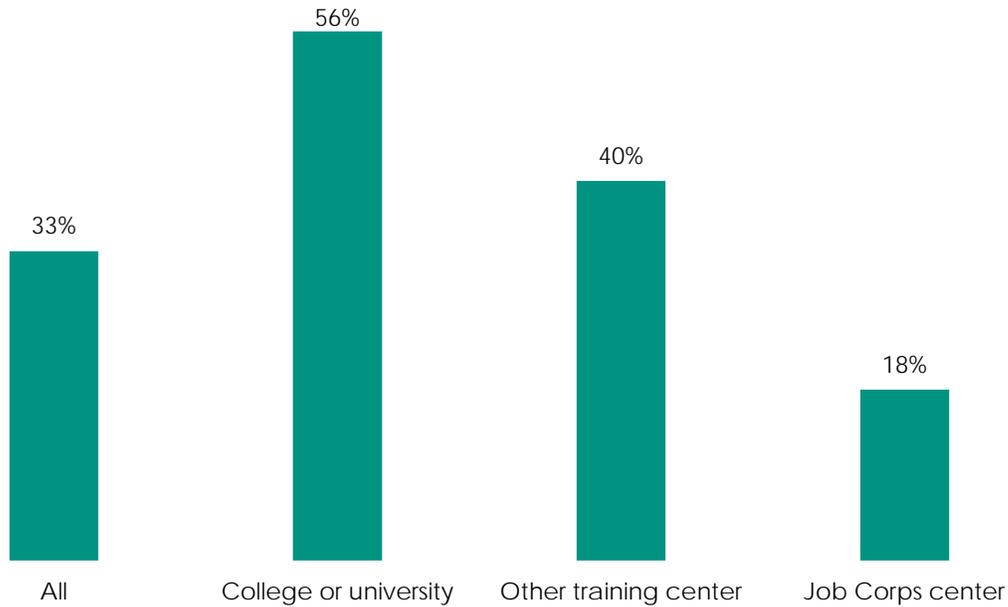
In addition to asking participants to report the extent of their unmet needs, IWPR also assessed the degree to which supportive service needs were met by examining 12 challenges respondents could face that each have a corresponding supportive service (e.g., transportation problems and transportation assistance), and determining how many respondents said their program helped them access services to address these challenge(s).<sup>5</sup> While not all participants may need a supportive service to address each challenge they face—some may address challenges through other means—the survey data indicate that many find supports useful or essential to overcoming the obstacles that can hinder program completion. In the IWPR sample, 84 percent of respondents reported facing at least one of the 12 challenges; among those included in the 84 percent who indicated whether they received a corresponding service, one-third (33 percent) reported that their program did not help them access any corresponding services to meet any of these challenges while they were in training (Figure 3.1). Participants could, of course, obtain help in accessing services from sources other than their training program.

Fifty-six percent of individuals training at a college or university, 18 percent training at a Job Corps center, and 40 percent training in other programs reported that their training program did not help them access services for any of these 12 challenges they faced while in training.

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<sup>5</sup> These challenges are: getting enough food, paying bills and receiving emergency assistance, securing housing or getting help paying for housing, finding or paying for child care, addressing physical health problems, addressing mental health problems, accessing computers or technology, legal issues, lack of access to transportation, getting and keeping public benefits, intimate partner or family violence, and problems with drugs and/or alcohol.

**Figure 3.1. Percent of Respondents Who Experienced Challenges and Did Not Receive Help from Their Programs in Accessing Services to Meet These Challenges, by Program Type**



Notes: Data show the percent of respondents who reported experiencing at least 1 of 12 challenges to completion and said they did not receive help from their program in accessing any supportive service to address the challenge(s). Includes previously and currently enrolled respondents. N=791 for all, N=140 for college or university, N=357 for Job Corps, and N=284 for other training programs. Ten respondents did not know their program type or did not report whether their needs were met and are included only in the “All” category.

Source: IWPR Job Training Participant Survey

The challenges that were most likely to be addressed by supportive services were computer problems or lack of access to technology, drugs and/or alcohol problems, and issues with physical or mental health. The challenges that were least likely to be addressed were legal issues, problems finding or affording child care, and housing difficulties (Table 3.1).

**Table 3.1. Percent of Respondents Who Experienced Challenges and Percent Whose Challenges Were Met with a Service, by Type of Challenge**

	Percent Experiencing Challenge	Percent with Challenge Met by a Service
Computer problems or lack of access to technology	19%	73%
Drugs and/or alcohol	6%	69%
Own physical health problems	16%	68%
Own mental health problems	20%	68%
Transportation problems	34%	65%
Intimate partner or family violence	4%	56%
Difficulty getting enough food for self and/or family	18%	51%
Getting and keeping public benefits	11%	35%
Difficulty paying bills	33%	34%
Housing difficulty	15%	33%
Problems finding or affording child care	14%	32%
Legal issues	4%	26%

Note: Data show the percent of respondents who report experiencing challenges and say they have their challenges met with a service among all those who reported facing at least one of the twelve challenges shown. N=796 for percent experiencing challenge. N ranges from a low of 34 for “intimate partner or family violence” to a high of 259 for “difficulty paying bills” for percent with challenge met by a service.

Source: IWPR Job Training Participant Survey

### Supportive Services That Participants Most Often Want More of Are Transportation, Clothing and Shoes, and Housing Assistance

In addition to asking respondents about their unmet needs, the IWPR survey asked those who reported having unmet needs whether they wished they had received more of any particular supportive services. Forty percent said they wished they had received (more of) one or more supports; among those who wished they received additional supportive services, assistance with transportation (33 percent), clothing and shoes (29 percent), and housing (29 percent) were the additional supports desired most often (Figure 3.2). These supports correspond with the top five most commonly received services (see Figure 2.1), indicating that these services are in heavy demand and the programs where respondents received training may struggle to meet the need for them.

Women were considerably more likely than men to say they would like to receive more child care, help accessing or applying for public benefits, mental health counseling, health care services, and financial education and counseling. Men were more likely to say they would like help getting food, peer support, substance abuse counseling, and parenting support.

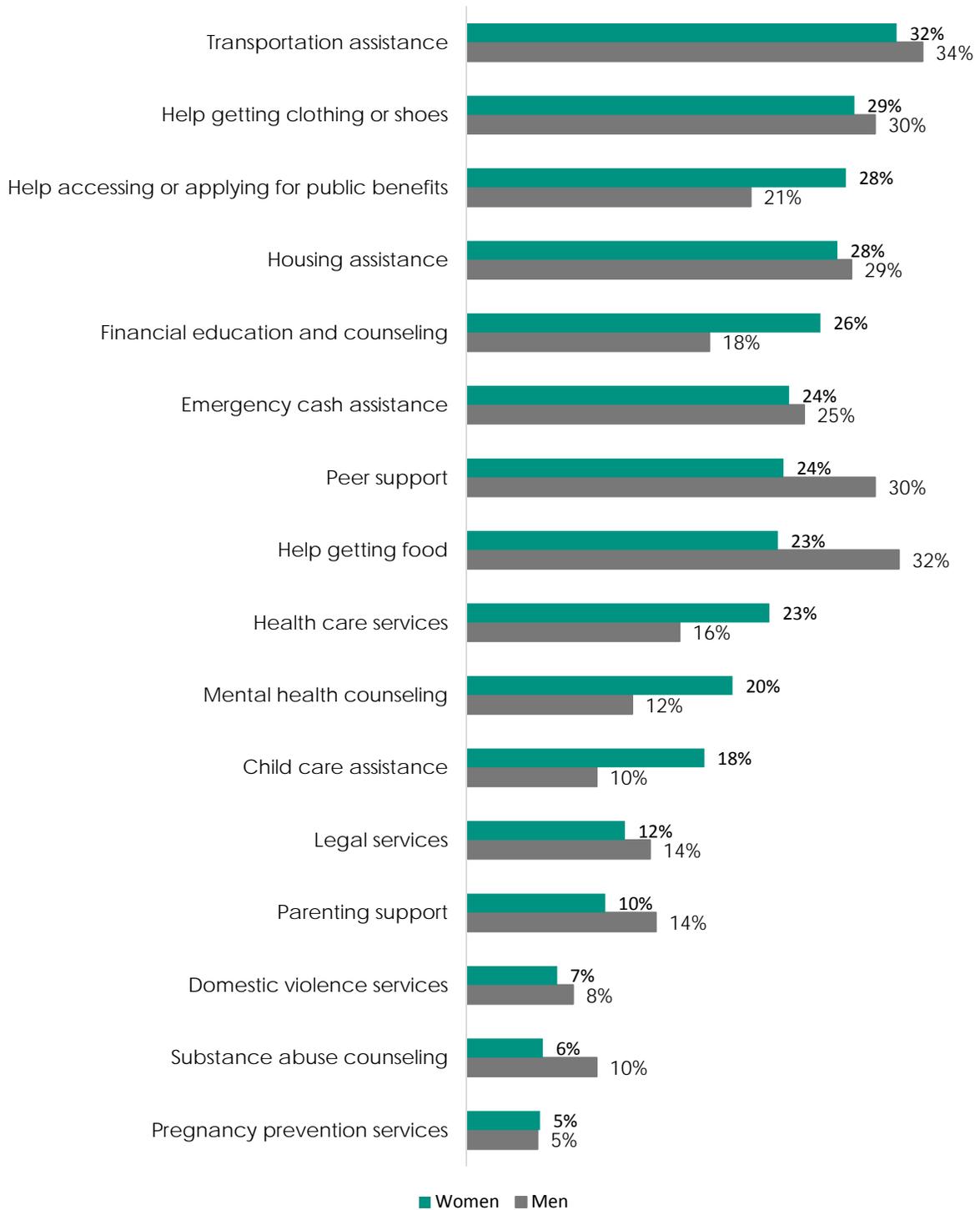
Analysis of the survey data for those who say they had unmet needs point to some differences across population groups and types of programs in the desire for additional services.

- Women were considerably more likely than men to say they would like to receive more child care, help accessing or applying for public benefits, mental health counseling, health care services, and financial education and counseling. Men were more likely to say they would like help getting food, peer support, substance abuse counseling, and parenting support (Figure 3.2; Appendix Table C.12).

- Among parents, child care was mostly commonly named as the service they wish they could access more, with 38 percent of parents indicating that they wished that they had received more access to child care services.
- Respondents of another race or two or more races wished for more services overall compared with other major racial ethnic groups.
- Although respondents who received training at Job Corps centers report higher rates of supportive service receipt overall, they are also more likely than respondents training at other locations to say they wished they received (more of) many services, especially help with accessing or applying for public benefits and help getting clothing or shoes (Appendix Table C.14).

Among parents, child care was mostly commonly named as the service they wish they could access more, with 38 percent of parents indicating that they wished that they had received more access to child care services.

**Figure 3.2. Percent of Respondents with Unmet Needs Who Wish They Received (More) Supportive Services, by Gender and Service Type**



Notes: Respondents could report more than one service. N=490 for women and 240 for men.  
 Source: IWPR Job Training Participant Survey

## IV. Factors Associated with Better Job Training Completion

### Those Who Receive More Supportive Services Report Having Better Completion Rates and Stronger Intentions to Complete a Program

Respondents to the IWPR survey indicate that supportive services were integral to their ability to enroll in and complete job training in multiple ways. Some pointed to the greater financial stability supportive services provided. One respondent said, “All the assistance I received from this program has been incredibly important in keeping me in my program. Without it, I have to make decisions like whether to pay for rent or food or pay for school fees.” Another wrote, “There were times that money was very tight and I was afraid I would not be able to get to class due to not having the finances for gas. There was also a time where my car broke down and without the [emergency cash assistance] from [the program] I would not have made it.”

Other respondents noted the importance of additional resources, such as peer support, in building confidence and helping them persist in the program:

“When you are down and out the support from the other members and instructors means the world to you. It did to me and I thank God every day that I had a chance to go to the program and get the emotional support from these wonderful women.” Another respondent said, “The support that [the program] has given me is far more than I can give back. They are very important to me because they have stood by me and pushed me to better myself and shown me that I can do much more than I could have ever thought.”

“The support that [the program] has given me is far more than I can give back. They are very important to me because they have stood by me and pushed me to better myself and shown me that I can do much more than I could have ever thought.”

Cross-tabulations of the survey data suggest that for participants in the sample, supportive services are associated with higher job training completion rates. Fifteen percent of previously enrolled respondents to the IWPR survey who reported receiving no supportive services did not complete their program, compared with 7 percent of those who received 1 to 3 services and 6 percent who received 4 or more. This amounts to a 53 percent reduction in the dropout rate when 1 to 3 services are received compared with none, and a 60 percent decline in the dropout rate when more than 3 services are received compared with none.

When controlling for a range of respondent and program characteristics—including gender, race, age, education, marital status, number of children under 18, adult dependents, immigrant status, U.S. Census region, program type (Job Corps, community college, or other training program), and ease or difficulty of participating in training—the association of supportive services with higher completion rates remains. IWPR found that a participant was 11 percentage points more likely to complete their program each time an additional service was received to address a challenge they faced (Appendix Table D.1).

Seven of the 18 supportive services received a raw correlation score above 0.10 and had sample sizes large enough to estimate regression models – access to computers and technology, life coaching, peer support, financial education and counseling, substance abuse counseling, pregnancy prevention services, and health care services.<sup>6</sup> The results from the probit models indicated that all seven supportive services were positively associated with intentions to complete for currently enrolled respondents. Substance abuse counseling had the largest effect, followed by life coaching and help accessing computers and other technology (Appendix Table D.3).

The survey also asked respondents, on a scale,<sup>7</sup> how well they felt their needs were being met overall. When controlling for the same factors as above, previously enrolled respondents who reported more positive feelings on this spectrum were more likely to complete their training; the

A participant was 15 percentage points more likely to complete their program each time an additional service was received to address a challenge they faced.

probability of completing training increased by two percentage points as these feelings improved incrementally (Appendix Table D.1). For example, those who reported that their support needs were being met extremely well were two percentage points more likely to have completed their program than those who reported their support needs were generally met.

Currently enrolled respondents who reported more positive feelings about having their needs met were also more likely to have intentions to stay in their program. As these feelings improved incrementally, those who were enrolled at the time of the survey were two percentage points more likely to report intentions to stay in a program (Appendix Table D.1).

IWPR regression analysis also found that receiving individual services was positively associated with completion. Nine of the 18 supportive services had a raw correlation score above 0.10, but only five had large enough sample sizes to estimate a regression model.<sup>8</sup> The probit models for all five supportive services—transportation assistance, food assistance, emergency cash assistance, access to computers or other technology, life coaching, and peer support—showed a positive relationship with program completion. Life coaching and peer support had the largest positive effects—a 10 percentage point increase in the probability of completing a program when each of these services were received separately. These were followed by transportation assistance (a 9 percentage point increase), access to computers and technology (a 7 percentage point increase), and food assistance (a 6 percentage point increase; Appendix Table D.2).

## Participants in Shorter Programs or Who Spend More Time in Training Have Higher Completion Rates

IWPR’s regression analysis finds that among previously enrolled respondents, those who participated in longer programs, as measured on a scale ranging from less than three months to

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<sup>6</sup> A raw correlation score of 0.10 was used as the threshold for conducting and reporting regression results.

<sup>7</sup> The scale for this ordinal variable ranged from “I have many needs for supports that aren’t being met” to “my support needs are being met extremely well,” including a response for “I don’t have any support needs.”

<sup>8</sup> The four supportive services with samples sizes too small to estimate a regression model include help accessing public benefits, help getting clothing or shoes, emergency cash assistance, and domestic violence services.

more than two years in length, were less likely to complete their training than those enrolled in shorter programs.<sup>9</sup> As program length incrementally increased, the probability of completing a program decreased by two percentage points (Appendix Table D.1). For example, respondents who spent three to six months in training were two percentage points less likely to complete training than their counterparts in programs lasting less than three months. This may be partially because shorter programs tend to offer more supportive services (Hess et al. 2016b). In addition, longer programs generally require a greater degree of persistence and more resources to complete.

Respondents who spent more hours in job training per week were more likely to finish their program than those who spent fewer hours in training. When controlling for the same participant and program characteristics, the analysis found that among previously enrolled respondents the probability of completing training increased by four percentage points as the number of hours spent in job training increased incrementally (up to 40 hours; Appendix Table D.1).<sup>10</sup> These findings may, to some extent, reflect the degree of commitment among respondents to the IWPR Participant Survey or the resources that were available to them; in the IWPR sample, participants at programs involving more hours of training receive more supportive services (Appendix Table C.9).

## Parents Are More Likely to Complete Than Nonparents, but Adult Caregiving Responsibilities Are Associated with Lower Completion Rates

Cross-tabulations of IWPR's survey data indicate that those in the sample who have dependent children are more likely to complete their program, while those who have adult caregiving responsibilities are less likely to finish. Among previously enrolled respondents, 88 percent of nonparents said they completed their program compared with 94 percent of parents. Among those caring for an adult, 86 percent finished their program, compared with 91 percent who did not have such responsibilities.

IWPR's probit analysis with controls for key participant and program characteristics found that previously enrolled respondents with children under age 18 were 11 percentage points more likely to complete than their counterparts without children under the age of 18 (Appendix Table D.1). This may be due partly to the higher rates of supportive services received by single mothers (see Appendix Table C.8), including case management (see Appendix Table C.11), which, as noted experts, have identified as an important support for helping individuals persist in and complete their training programs.

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<sup>9</sup> Program length was measured as a categorical variable and includes responses for "less than three months," "3 to 6 months," "7 to 12 months," "13 to 18 months," "between 19 months and 2 years," and "longer than two years."

<sup>10</sup> Hours spent in job training was measured as a categorical variable and ranged from 0 to 9 hours, 10 to 19 hours, 20 to 39 hours, and 40 hours or more.

Qualitative data from respondents with children also provide insight into reasons that many parents may persist in and complete their programs. Some parent respondents indicated that they wanted to complete their programs to provide for their children financially, serve as a role model, or get a job with more flexibility so they can be there for their children. One said, “[Job training] has

One respondent wrote, “I needed a way to provide a better life for my daughter and the most convenient and quickest way was through a job training program.”

meant that I can now provide for my children and give them financial security.” Another wrote, “I needed a way to provide a better life for my daughter and the most convenient and quickest way was through a job training program.” One respondent said, “This training has given me the inspiration to pull myself up and be a leader, provider, and a role model for my children.”

## V. Factors Associated with Better Employment Outcomes

Overall, 70 percent of previously enrolled respondents in IWPR’s sample reported that they found a job after completing their training program, and of those 77 percent said their earnings increased. Among the racial/ethnic groups shown in Appendix Table C.15, White respondents were the most

Women training in a nontraditional field have a 33 percent lower rate of joblessness after training than those training in other fields; 22 percent of women in nontraditional training did not find employment after their program compared with 33 percent of other women.

likely to get a job after training, and Hispanic respondents were the least likely; those who identify as multiracial or with another racial/ethnic group were the most likely to have experienced an increase in earnings. The employment rates and earnings of respondents also vary by other participant and program characteristics, though the results are somewhat mixed, with the groups that experience the highest employment rates often not those that are most likely to experience an increase in earnings (Appendix Table C.15).

For women in the sample, employment and earnings vary considerably by field of training. Those training in a

nontraditional field have a 35 percent lower rate of joblessness after training than those training in other fields; 22 percent of women in nontraditional training did not find employment after their program compared with 34 percent of other women. Women in nontraditional training were also more likely than other women to feel that their earnings will increase over time (85 compared with 74 percent; Appendix Table C.15).

IWPR regression analysis of the survey data identifies several factors that are associated with positive employment outcomes for previously enrolled respondents in the sample even when controlling for multiple factors, including gender, race, age, education, marital status, number of children under 18, adult dependents, immigrant status, U.S. Census region, program type, and ease or difficulty of participating in training—IWPR finds that spending more hours per week in training,

receiving services, and having a case manager are each associated with better employment outcomes (Appendix Table D.1).<sup>11</sup>

Probit analysis was used to examine individual level effects. The results from the analysis found that among otherwise similar respondents, those who spent more hours in training were four percentage points more likely to find employment upon program completion (Appendix Table D.1). For example, a respondent who was previously enrolled and spent 20 to 39 hours per week in training was four percentage points more likely to find a job than a similar respondent who spent 10 to 19 hours per week in training.<sup>12</sup> This may be because more time spent in training generally indicates that the program is more intensive and may better equip participants with the skills they need to secure employment.

Respondents who received supportive services had better employment outcomes. For previously enrolled respondents, the probability that an individual would secure a job after training increased by two percentage points with each additional service received. While the data do not allow for analysis of how supportive services may contribute to employment after training, one possible factor may be that the services sometimes continue after training and therefore help program graduates with their job search and employment stability once hired. In the IWPR Administrator Survey, 82 percent of administrators reported that at least some of the services continue after the program; case management is the service most commonly offered following program completion.

Twelve of the 18 supportive services had a raw correlation score above 0.10 with finding a job after training. Among the 12 supportive services, only 8 had sample sizes large enough to estimate a probit regression model – transportation assistance, help accessing or applying for public benefits, help getting clothing or shoes, food assistance, emergency cash assistance, life coaching, peer support, and financial education and counseling.<sup>13</sup> All eight supportive services estimated through probit regression models were positively associated with post-training employment. Help getting food had the largest effect (a 37 percentage point increase), followed by transportation assistance and emergency cash assistance (a 29 percentage point increase each; Appendix Table D.4).

When controlling for the same participant and program characteristics as above, having a case manager was also an important contributing factor to post-training employment. IWPR's probit analysis found that having a case manager increased the probability of finding employment by 17 percentage points for previously enrolled respondents in the IWPR sample (Appendix Table D.1). In addition, those who had a case manager who helped them access supportive services, and those who had a case manager whom they found helpful, were more likely to secure employment than those whose case manager did not help them access supports or was not helpful. The analysis shows that among previously enrolled respondents:

- The probability of finding employment increased by 26 percentage points for respondents with a case manager who helped them access supportive services compared with otherwise

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<sup>11</sup> As with the analysis of program outcomes, the effects measured represent how incremental changes in a factor of interest are associated with the likelihood of finding employment after training for two otherwise similar respondents (respondents sharing the same characteristics across all the variables controlled for).

<sup>12</sup> Hours spent in training was measured as a categorical variable; therefore, the incremental change reported by the regression model is based on moving from one category to the next.

<sup>13</sup> The four supportive services with sample sizes too small to estimate include child care assistance, housing assistance, health care services, and parenting support.

similar respondents who did not receive help with supportive services from their case manager (Appendix Table D.1).

- Having a case manager whom respondents found to be helpful (very helpful, helpful, or somewhat helpful) also increased the probability of finding a job by 26 percentage points (Appendix Table D.1).

Case management and other supports that help job training participants transition from their programs to employment can make a powerful difference in their lives. Many respondents said that because of their employment following training, they are now more financially stable and independent. For some, this means having a job that pays more than minimum wage; for others, it means no longer having to depend on state assistance or public benefits. One participant said, “I now own my own home and receive no assistance from the government. I am finding pleasure in responsibility and self-reliance.” Another wrote, “I made my way out of an impoverished neighborhood. That is a giant step for me and my family.” Still another said, “[Job training] has prevented me from being in debt for the rest of my life.”

Respondents also described other positive effects of job training and supportive services on their lives, including increased stability and personal growth. One survey respondent said his training program helped him with his substance abuse problem: “Sobriety has been much easier, and the accomplishment has given me incentive to not return to an irresponsible approach to adult living.” Another said, “My job training has changed my life by helping me understand who I want to be in life. I came into [the program] with no

“[T]his program is more than just job training. This program is more than just a place where you can get a diploma or a trade certificate. This program is a safe haven in the middle of a war zone. This program is a life changer. A second chance.”

direction...no clue as to who I should be. [It] has helped me to learn about myself...and learn that I can do good in this world.” One respondent summed up the benefits of training by saying: “[T]his program is more than just job training. This program is more than just a place where you can get a diploma or a trade certificate. This program is a safe haven in the middle of a war zone. This program is a life changer. A second chance.”

## VI. Conclusion and Recommendations

Respondents to the IWPR Job Training Participant Survey enrolled in training to improve their credentials and obtain higher quality jobs, achieve personal growth, and set a good example for their children, yet many face challenges such as child care or transportation problems that can make it difficult to persist in and complete their training programs. A substantial share (18 percent) reported having unmet needs during their training; while these needs can be met in a variety of ways, respondents overall affirmed the importance of the supportive services they received. Yet, the survey data indicate that these services are not widely enough available: 40 percent of respondents said they wished they had received more supports while in training; among all respondents, transportation assistance, help getting clothing or shoes, and housing assistance were the services most commonly wished for. Parents most often identified child care as the service they wished they had received or received more of.

For respondents to the IWPR survey, receiving more supportive services contributed to better program and employment outcomes; among previously enrolled respondents, those who received more supports were more likely to have completed training, and among currently enrolled respondents, those who felt their support needs were met were more likely to intend to stay in their program. On the whole, the completion rate for IWPR's sample—which is not representative of all job training participants in the United States—was high relative to completion rates found in other studies, suggesting that the IWPR sample may, in general, be comprised of individuals with access to the resources necessary to address the challenges they faced, either through supportive services or some other means. Still, the high value that respondents across the board placed on supportive services indicates that they are vital to individuals from a range of backgrounds and experiences and who are training in different types of programs and fields.

Findings from this survey suggest that increasing access to supportive services can benefit individual workers and the U.S. workforce as a whole. In facilitating the completion of job training programs, these services can play a key role in helping workers develop the skills businesses need. These services may also address larger racial/ethnic inequities in the labor force due to unequal access to educational attainment. Research indicates, for example, that Black, Native American, and Hispanic workers have lower rates of college degree attainment than White and Asian/Pacific Islander workers (Hess et al. 2015) and are more likely to work in lower-paying jobs. Supports that facilitate program completion may play a key role in promoting equitable access to the credentials needed to obtain quality jobs, advance in the labor market, and achieve economic security.

In the IWPR sample, the availability of supportive services varies across programs; respondents in Job Corps programs were more likely to receive supportive services. Each participant, however, faces a unique set of challenges, and a program's ability to help meet their needs can contribute to their ability to complete job training. Drawing on this report's findings about the obstacles women and men in job training face, the provision of supportive services to address these challenges, and the perceived importance of these services, IWPR has identified some recommendations to improve outcomes for job training participants.

## Identify Support Needs and Address Service Gaps

- Programs can conduct regular needs assessments to identify individual client needs, measure which supportive services are in greatest demand, and identify where the service gaps are. Regular assessments can help evaluate which services are in consistent demand over the long term. Further, a needs assessment can be helpful in securing funding for specific supportive services by demonstrating the need among job training participants.
- Programs that do not have case managers should consider adding them and ensure that they have adequate time to build relationships in the community that will help increase their awareness of available resources and equip them to connect their job training participants to those resources.

- Programs can maximize resources and impact by partnering with outside agencies that provide supportive services requiring specialized expertise or special facilities (child care, housing, and domestic violence services).
- Training programs can develop stronger referral partnerships for services and track the outcomes of their referrals to determine how well participants' needs are being met through outside sources.
- Community colleges can work to develop partnerships with social service and other community-based organizations to strengthen their students' access to supportive services.
- If possible, programs should increase their support for child care through referrals or other means, and pilot new models for supporting the child care needs of mothers and fathers in training.

### Increase Awareness and Understanding about Supportive Services

- Researchers can explore successful models for supporting the child care and adult care needs of job training participants, with attention to whether there are effective partnership models for providing this care.
- Researchers can study a range of organizational partnerships that appear successful in order to provide information that could help develop new models, or replicate existing models in order to increase access to supports.
- State and federal funding agencies can encourage the use of flexible program dollars (such as the Workforce Investment and Opportunity Act and the Perkins Act) for targeted supportive services.

## Appendix A. List of Experts Interviewed

### **Lucy Crane**

Director, Community Impact  
United Way of Greater Cincinnati

### **Meghan Cummings**

Executive Director  
The Women's Fund of the Greater Cincinnati  
Foundation

### **Linda Dworak**

Consultant  
Workforce Development Affinity Group  
Association of Baltimore Grantmakers

### **Dot Fallihee**

Chief Program Officer  
Workforce Development Council of Seattle-  
King County

### **Gerri Fiala**

Deputy Assistant Secretary  
Employment and Training Administration  
U.S. Department of Labor

### **Allison Gerber**

Senior Associate  
The Annie E. Casey Foundation

### **Bob Giloth, Ph.D.**

Vice President  
Center for Community and Economic  
Opportunity  
The Annie E. Casey Foundation

### **Rachel Gragg, Ph.D.**

SNAP Office of Employment and Training  
Food and Nutrition Services  
U.S. Department of Agriculture

### **Eileen Hopkins**

Director, Education and Training  
YWCA of Greater Cincinnati

### **Christina Hubbard**

Associate Director, Adult Career Pathways  
Program  
Northern Virginia Community College

### **James Jacobs, Ph.D.**

President  
Macomb Community College

### **Kevin Jordan**

Vice President for National Programs  
Local Initiative Support Corporation (LISC)

### **Marty Miles**

Workforce Development Consultant  
Workforce Benchmarking Initiative

### **Darlene Miller**

Executive Director  
National Council for Workforce Education

### **Jack Mills**

Chief Workforce Strategy Officer and Director  
National Network of Sector Partners  
Insight Center for Community Economic  
Development

### **Frieda Molina**

Deputy Director of Low-Wage Workers and  
Communities Policy  
MDRC

### **Robert Sainz**

Assistant General Manager of Operations  
Economic and Workforce Development  
Department  
City of Los Angeles

### **Paula Sammons**

Program Officer  
Family Economic Security  
W.K. Kellogg Foundation

### **Carissa Schutzman**

Vice President of Corporate College  
Gateway Community and Technical College

### **Whitney Smith**

Senior Program Director  
The Joyce Foundation

**Cindy Taylor**

Vice President of Social and Economic Policy  
Abt Associates

**Jim Torrens**

Associate Director  
Workforce Innovation and the National  
Network of Sector Partners

**Che Watkins**

President & CEO  
The Center for Working Families, Inc.  
(Atlanta, GA)

**Wonda Winkler**

Executive Vice President  
Brighton Center

**Janice Urbanik**

Executive Director  
Partners for a Competitive Workforce

**Eileen Poe-Yamagata**

Managing Director, Principal Associate Labor  
and Human Services  
IMPAQ International

## Appendix B. Methodology

### Survey Design and Dissemination

This report examines job training participants' perspectives on the importance and availability of supportive services and assesses factors associated with participant success in job training programs based on an IWPR nationwide survey of job training participants. The survey was fielded in English and Spanish between June and October 2016; it was available both online and in hard copy. The questionnaire was developed by drawing on multiple sources, including phone interviews with experts in the field, a research review on the availability of supportive services in the workforce development system, and previous relevant surveys, including the Workforce Benchmarking Network's data collection survey and IWPR surveys of job training administrators and women community college students in Mississippi. The IWPR Job Training Participant Survey was tested internally at IWPR and piloted by participants at several job training programs.

IWPR staff administered the survey questionnaire using the software QuestionPro. The survey was disseminated through program administrators and networks across the country that were identified through IWPR's Job Training Administrator Survey, conversations with experts in the field, and an online national program scan. Respondents were offered a \$30 honorarium for completing the survey. Because the distribution method entailed disseminating the survey through multiple partners and networks, IWPR does not have an exact count of the number of participants to whom it was sent and therefore is unable to calculate a response rate. A total of 1,887 respondents provided usable data for survey analysis; their programs were located in 47 states, the District of Columbia, and Puerto Rico (1,796 surveys were received in English and 91 in Spanish). Because of the sample distribution method, the sample is not random or representative of all job training participants in the United States. Although the findings may not be generalizable to the larger population of workforce development participants, they do offer insight into the patterns of supportive service receipt and the role of these services in promoting the success of participants responding to the survey.

The questionnaire contained open- and closed-ended questions designed to gather information about the need for and availability of supportive services among job training participants, as well as participants' perceptions of how well their needs were met, the challenges they faced while in training, and the importance of supportive services for their program and employment outcomes. In addition, it included questions about participants' motivations for pursuing training and which supportive services, if any, they would like to have received more of.

Almost all of the data were collected in QuestionPro, with the exception of a small number of surveys that were administered by paper and pencil. Data for the open-ended questions were analyzed for common patterns and themes and, in some cases, coded in Excel and analyzed in Stata. Data for closed-ended questions were analyzed in Stata. Cross-tabulations of the data explored differences in supportive service provision among participants in programs with differing characteristics (e.g., offering shorter or longer programs, or requiring a larger or smaller number of hours of training) and participants of different population groups (e.g., low-income individuals, women or men, and parents or nonparents). "Low-income" includes those who were enrolled in a training program at the time of the survey and whose self-reported annual household income in 2015 was \$0-\$20,000 (income data while in training are not available). Parents include those with

dependent children (under age 18) living with them at the time of their training, and single mothers and fathers are those who are never married, separated or divorced, widowed, or unmarried but living with a romantic partner.

The list of occupational training fields analyzed is based on the 23 major groups in the U.S. Bureau of Labor Statistics' Standard Occupational Classification system; due to small sample sizes, 5 of the 23 groups (legal occupations; farming, fishing, and forestry occupations; life, physical, and social science occupations; architecture and engineering occupations; and community and social service occupations) are not shown in IWPR's analysis. Nontraditional occupations for women are defined using the Carl D. Perkins Vocational and Technical Education Act of 2006, which specifies that occupational fields where women make up fewer than 25 percent of all workers are nontraditional fields for women. Using 2016 data from the Bureau of Labor Statistics, IWPR calculated the fields that had fewer than 25 percent representation of women. The exception to this rule was the inclusion of production occupations, in which women made up 28 percent. In the IWPR sample 80 percent of the respondents who were coded as training for a job in production were in training for specialized, technical fields (welding, aviation assembly, and advanced manufacturing) that would be considered nontraditional fields for women.

Respondents were asked to identify themselves as American Indian or Alaska Native, Asian or Asian American, Black or African American, Hispanic or Latino/a, Native Hawaiian or other Pacific Islander, White, or with another race/ethnicity. Respondents who selected more than one category were coded as "two or more races," unless one of the two categories chosen was Hispanic or Latino/a; IWPR's analyses separates Hispanics from racial categories, and those who selected Hispanic or Latino/a as well as a racial category were coded as Hispanic or Latino/a. Data by race/ethnicity are not presented separately for racial/ethnic groups where the sample sizes are less than 30; in those instances, the data for groups with a smaller sample size are included within the category of "other race/ethnicity and two or more races."

IWPR also conducted regression analyses using probit models to examine factors associated with job training outcomes. Logit models are another option for modeling binary outcome variables. Logit and probit models assume different underlying sample distributions, but generally produce similar estimates. IWPR ran the analyses using both probit and logit models and obtained similar estimates with both; for ease of interpretation and consistency, only the results of the probit models are reported. Because the sample includes both previously (27 percent of the sample) and currently enrolled (73 percent) program participants, in most cases participant success was evaluated for the two subsamples separately. Measures of participant success included program completion and securing employment after training.

Due to the nonrepresentative nature of the sample as a result of the nonrandomized sampling strategy, IWPR did not report significance tests, since these tests provide an indication of generalizability to the overall population. Generally, the larger a difference between two values, the more likely it is that the difference would be statistically significant in a generalizable sample. With careful sample weighting, the survey data could be used to generalize to the population at large, but a weighting strategy was beyond the scope of this analysis.

Some of the survey questions allowed respondents to choose a response of "don't know." In the cross-tabulations of the data, this response was included as a part of the denominator in the

analyses presented but is not shown in the tables and figures. Responses of “don’t know” were coded as missing for the regression analyses.

## Outcome Variables

Among previously enrolled participants, 92 percent reported that they completed their training program. For currently enrolled participants, whether they will complete their program or not is still unobserved. To assess program completion within this group, respondents were asked if they were considering leaving the program before completing it—95 percent of current participants said they were planning to complete their program. For the models estimated, both outcomes were coded as binary variables, taking a value of one if the respondent completed/intended to complete their program and zero if they did not complete/intended to leave their program.

Another possible outcome examined was whether respondents who completed job training found a job after their training program. Of the 370 previously enrolled respondents who completed their training program and answered this survey question, 258 (70 percent) found a job after finishing their program. For the analyses conducted, this outcome was coded as a binary variable, assigning a value of one if the respondent found a job after training and zero if they did not.

## Data Analysis

All outcome measures were coded as binary (yes/no) variables. In such instances, ordinary least squares (OLS) regression is not appropriate to evaluate the relationship of variables of interest to the outcome measures. Instead, probit models were utilized because they take into account the likely nonlinear relationship between the independent variables and the outcome measures. Each model includes a set of control variables that are constant across all models and one or more key variables of interest (described in more detail below). For ease of interpretation, the marginal effects (rather than the estimated coefficients) are reported for each model. All of the probit models reported reached a minimum sample size of 100.

Marginal effects are interpreted slightly differently depending on the type of variable being examined. For continuous variables, the marginal effect indicates that for every one unit increase in the variable, the probability of the outcome of interest increases or decreases by that amount, holding all other respondent characteristics constant. For example, if we were to look at whether age predicts program completion and the estimated marginal effect was 0.015, this means that for two participants who were otherwise similar except that one was one year older than the other, the older of the two would be 1.5 percentage points more likely to complete the program than the younger individual. For binary indicator variables, such as those for gender or individual racial groups, the marginal effects are interpreted relative to the excluded group.<sup>14</sup> In our analyses, for example, we include indicators for respondents who are Hispanic, Black, or of some other race or two or more races—White is the excluded group. This means that in a model of program completion, a marginal effect of 0.100 for Black respondents indicates that Black respondents are 10 percentage points more likely than White respondents to complete their program. It is not possible given the model estimates to compare the difference in probabilities across other

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<sup>14</sup> When including a characteristic as a set of binary indicator variables, such as racial/ethnic groups, it is necessary to exclude one of the categories and treat it as the comparison group. Models cannot be estimated due to collinearity if one group is not excluded.

racess/ethnicities. Finally, variables can be ordinal but not continuous, such as feelings of how useful respondents viewed their case managers. These variables are measured on scales, in this case from not helpful at all to very helpful. A marginal effect of 0.05 in this case indicates that for two otherwise similar participants, one reporting their case manager was very helpful would be five percentage points more likely to complete their program than one who reported that their case manager was helpful (the next lowest category on the scale). This applies to any two categories that are next to one another on the scale.

Relationships among indicator and outcome variables were reported only if the unadjusted correlation between the outcome variable and the variable of interest was at least 0.10, indicating a relatively strong relationship within the IWPR sample.

## Control Variables

A number of variables were included in every model to control for differences in respondent and program characteristics. These control variables were introduced primarily to control for the possibility that associations between potential predictor variables and program outcomes were not simply explainable by other factors such as differences in participants' backgrounds or other aspects of their programs.

The set of control variables include variables' reflecting the respondents' gender, race/ethnicity, immigration status, age, marital status, parenting status, presence of dependents, other than children, and their highest level of education attained. Marital status was coded as a binary measure, with unmarried respondents including those who were single/never married, separated or divorced, widowed, and unmarried and cohabitating; 26 respondents reported "other" for their marital status and were not included in the analysis because their relationship status was unidentifiable. Parenting status was coded as the number of children under 18 in the household at the time of training (and, alternatively, whether any children under 18 were in the household at the time of training), Indicators for the Census region in which the respondent attended job training, as well as the type of job training program they were/are enrolled in (college or university, Job Corps center, or some other training center) were included. Annual household income was included as a control variable, but only in models that restricted the sample to currently enrolled respondents.

## Key Variables of Interest (independent variables)

Analysis explored the relationships between a number of indicators (independent variables) and program outcome. Independent variables explored included the level of difficulty participants had in participating in their training programs, as measured in two different ways. First, respondents could respond to a subjective question about how easy or difficult it was to participate in their job training program, given other responsibilities and challenges in their lives on a scale of "extremely easy" to "very difficult." Most respondents indicated that participation was neither easy nor difficult (28 percent); few indicated participation was extremely easy (13 percent) or very difficult (6 percent). Second, respondents were asked whether during their training program they experienced any of the following, and were given options such as "difficulty getting enough food for yourself and/or your family," "difficulty paying bills," "inflexible work schedule," and "problems finding or paying for child care." From these responses, a variable was created counting the number of challenges that the respondents faced while in their program. Most respondents reported having three or fewer challenges (87 percent), with 12 percent reporting zero challenges.

Respondents were asked if their job training program helped them access an array of services, and were given options such as “help paying for and/or finding child care,” “help paying for and/or finding housing,” and “help paying for and/or arranging transportation.” Respondents could indicate that they either received or did not receive a supportive service, or that they did not need that particular support. From these responses, a variable was created counting the number of supportive services that respondents received access to their program.

To examine the degree to which supportive services met the needs of the program participants, three measures were used. First, respondents could respond to a subjective question about how well they felt their support needs were met. This variable was measured on a scale ranging from “I have many needs for supports that aren’t being met” to “I don’t have any support needs.” Second, respondents’ reports of the support services that their training program helped them access were matched to the challenges to participation that they reported experiencing. While the match was not perfect, 12 of the challenges corresponded to supportive services potentially offered. A set of indicators was created that assigned a value of one if a respondent indicated that they experienced a particular challenge and received a supportive service to assist them with it, and a value of zero if they experienced the challenge but did not receive a related supportive service. These indicators were combined into a single variable measuring the number of support needs that a respondent had that were met. The third measure was a count of how many services a respondent reported receiving. As noted above, a variable was created counting the number of supportive services (up to 18) that a respondent reported receiving from their program.

Program length was coded as a categorical variable ranging from less than three months to longer than two years. Hours spent in training was also a categorical variable ranging from 0 to 9 hours to 40 hours or more.

Several variables related to case management were included as independent variables in the analysis. One such measure was a simple binary indicator of whether the respondent worked with a case manager while in their program. Of those currently and previously enrolled, about half had worked with a case manager. For those who had worked with case managers, IWPR explored the relationship between perceived helpfulness of the case manager and program outcomes, based on responses to questions about whether their case manager had helped them access supportive services and how helpful they felt their case manager was. Both measures were coded as binary variables, with an assigned value of one if their case manager had helped them access support services or if they felt their case manager was somewhat helpful, helpful, or very helpful, and a value of zero if they did not help them access support services or they found them not helpful.

## Appendix C. Survey Data Tables

**Table C.1. Sample Characteristics by Program Type**

	All	College or University	Job Corps Center	Other
<b>Gender</b>				
Women	65%	72%	56%	72%
Men	35%	28%	43%	28%
Sample Size	1,564	265	706	574
<b>Race/Ethnicity</b>				
White	38%	34%	37%	42%
Hispanic	26%	35%	23%	24%
Black	22%	20%	21%	24%
Other Race or two or more races	14%	11%	19%	11%
Sample Size	1,474	260	659	530
<b>Annual Household Income</b>				
Low income (\$0-\$20,000)	45%	47%	41%	51%
Higher income (\$20,001 and above)	25%	45%	14%	39%
Sample Size	1,105	170	639	279
<b>Parent Status*</b>				
All parents	32%	44%	15%	48%
Nonparents	68%	56%	85%	52%
Sample Size	1,582	266	716	574
<b>Care for a Dependent over 18 Years of Age*</b>				
Caregiver to an adult	7%	11%	5%	9%

Not a caregiver to an adult	93%	89%	95%	91%
Sample Size	1,508	254	673	557
<b>Marital Status*</b>				
Married	15%	28%	5%	21%
Not married	85%	71%	95%	79%
Sample Size	1,511	255	679	553
<b>Education</b>				
Less than a high school diploma	20%	8%	33%	11%
High school diploma or the equivalent	49%	37%	51%	51%
Vocational or technical school	6%	8%	4%	9%
Community college	14%	30%	8%	14%
Four-year college or more	10%	18%	3%	15%
Sample Size	1,515	257	681	555
<b>Age*</b>				
Median age	22	27	19	27
16–24	62%	38%	94%	35%
25–34	24%	41%	5%	38%
35–44	9%	14%	1%	17%
45–54	3%	5%	0%	6%
55 and older	2%	2%	0%	3%
Sample Size	1,493	312	677	543
<b>Region**</b>				
Northeast	15%	13%	13%	22%
Midwest	11%	10%	7%	14%
South	37%	54%	13%	53%

West	37%	23%	66%	11%
Sample Size	1,553	259	702	567
<b>Language</b>				
Native English speakers	82%	82%	84%	81%
Non-native English speakers	18%	18%	16%	19%
Sample Size	1,531	255	694	558

Notes: Racial groups are non-Hispanic. Percentages may not sum to 100 due to rounding and because responses of “don’t know” are not shown but are included in calculations as a part of the denominator. Annual household income is from all sources in 2015 and for currently enrolled participants only.

\*Data are for the time of the training. \*\*Data represent region of the job training location.

Source: IWPR Job Training Participant Survey

**Table C.2. Job Training Program Completion, by Participant Demographics, Program Characteristics, and Enrollment Status**

	Previously Enrolled		Currently Enrolled	
	Completed program	Sample Size (N)	Intend to Complete	Sample Size (N)
<b>All</b>	92%	471	89%	1,266
<b>Gender</b>				
Women	91%	323	90%	660
Men	89%	83	91%	452
<b>Race/Ethnicity</b>				
White	86%	137	92%	403
Hispanic	94%	72	93%	303
Black	94%	124	90%	198
Other Race or Two or More Races	88%	58	83%	152
<b>Income</b>				
Low Income (\$0-\$20,000)	N/A	N/A	91%	488
Higher Income (\$20,001 and above)	N/A	N/A	90%	270
<b>Parent Status</b>				
Nonparents	88%	220	90%	819
All Parents	94%	187	89%	310
Single mothers	95%	95	89%	146
<b>Program Type</b>				
College or university	93%	111	91%	188
Job Corps center	90%	59	89%	732

Other training center	92%	289	91%	325
<b>Program Length</b>				
One year or less	93%	396	89%	797
More than one year	86%	64	92%	411
<b>Hours of Training per Week</b>				
0-19	88%	209	89%	397
20-39	93%	161	88%	417
40 or more	96%	96	91%	428

Notes: Racial groups are non-Hispanic. Due to small sample sizes, those who identify as Asian/Pacific Islander or American Indian/Alaska Native are included in the category of other race or two or more races. Annual household income is from all sources in 2015 and for currently enrolled participants only. Parent status reflects status at the time of the training.

Source: IWPR Job Training Participant Survey

**Table C.3. Type of Challenge(s) Experienced by Respondents during Training among Those Who Report at Least One Challenge, by Gender and Race/Ethnicity**

	Gender			Race/Ethnicity				
	All	Women	Men	White	Hispanic	Black	Asian and Pacific Islander	Other Race or Two or More Races
Difficulty paying bills	36%	39%	32%	38%	36%	36%	35%	36%
Transportation problems	27%	25%	31%	18%	38%	31%	20%	27%
Inflexible work schedule	18%	19%	16%	15%	19%	23%	28%	18%
Own physical health problems	16%	17%	13%	17%	10%	19%	22%	16%
Computer problems or lack of access to technology	14%	15%	14%	13%	16%	14%	9%	14%
Own mental health problems	14%	16%	10%	16%	12%	11%	10%	14%
Difficulty getting enough food for self and/or family	14%	13%	16%	12%	13%	14%	16%	14%
Housing difficulty	11%	10%	12%	10%	13%	8%	9%	11%
Need to care for family (other than child)	11%	11%	10%	11%	13%	8%	16%	11%
Problems finding or affording child care	10%	13%	4%	9%	10%	11%	10%	10%
Learning disability	9%	9%	9%	10%	6%	8%	4%	9%
Getting and keeping public benefits	8%	8%	7%	5%	10%	11%	4%	8%
Drugs and/or alcohol	5%	3%	8%	4%	5%	5%	1%	5%
Intimate partner or family violence	4%	5%	3%	5%	3%	5%	4%	4%
Pregnancy or childbirth	4%	5%	2%	4%	4%	4%	1%	4%
Legal issues	4%	4%	4%	2%	2%	5%	4%	4%
Other	3%	3%	3%	3%	6%	1%	6%	3%
Not prepared/training too difficult	1%	1%	2%	1%	1%	1%	3%	1%
Problems with program, staff, or peers	1%	1%	1%	1%	0%	1%	0%	1%
Sample size (N)	1,503	892	468	487	324	285	69	119

Notes: Data show the percentage of each group that selected each response. Racial groups are non-Hispanic. Due to small sample size, those who identify as American Indian or Alaska Native are included in the category of other race or two or more races.

Source: IWPR Job Training Participant Survey

**Table C.4. Type of Challenge(s) Experienced by Respondents during Training among Those Who Report at Least One Challenge, by Income and Parent Status**

	All	Income		Parent Status		
		Low Income (\$0-\$20,000)	Higher Income (\$20,001 and above)	Nonparents	All Parents	Single mothers
Difficulty paying bills	36%	39%	34%	31%	45%	55%
Transportation problems	27%	29%	20%	29%	24%	28%
Inflexible work schedule	18%	16%	22%	18%	20%	16%
Own physical health problems	16%	15%	17%	17%	13%	11%
Computer problems or lack of access to technology	14%	16%	15%	15%	13%	13%
Own mental health problems	14%	16%	15%	18%	8%	7%
Difficulty getting enough food for self and/or family	14%	15%	10%	12%	16%	18%
Housing difficulty	11%	10%	11%	10%	12%	15%
Need to care for family (other than child)	11%	9%	13%	9%	13%	9%
Problems finding or affording child care	10%	7%	14%	1%	27%	29%
Learning disability	9%	9%	8%	10%	7%	3%
Getting and keeping public benefits	8%	10%	7%	7%	10%	14%
Drugs and/or alcohol	5%	4%	5%	6%	3%	2%
Intimate partner or family violence	4%	3%	4%	4%	6%	6%
Pregnancy or childbirth	4%	4%	6%	2%	8%	8%
Legal issues	4%	3%	3%	3%	5%	3%
Other	3%	3%	3%	3%	2%	2%
Not prepared/training too difficult	1%	1%	3%	2%	1%	1%
Problems with program, staff, or peers	1%	1%	0%	1%	0%	0%
Sample size (N)	1,503	436	240	912	464	231

Notes: Respondents could select multiple services. Low-income refers to those with self-reported household income of \$20,000 or less in 2015 and is for currently enrolled respondents only. Parent status reflects status at the time of the training.

Source: IWPR Job Training Participant Survey

**Table C.5. Type of Challenge(s) Experienced by Respondents during Training among Those Who Report at Least One Challenge, by Program Characteristics**

	All	Program Type			Program Length		Hours of Training per Week		
		College or university	Job Corps center	Other training center	One year or less	More than one year	0-19	20-39	40 or more
Difficulty paying bills	36%	52%	21%	46%	36%	36%	32%	45%	30%
Transportation problems	27%	27%	28%	28%	27%	27%	25%	29%	28%
Inflexible work schedule	18%	25%	15%	17%	18%	18%	27%	15%	12%
Own physical health problems	16%	12%	21%	11%	16%	15%	16%	15%	17%
Computer problems or lack of access to technology	14%	14%	16%	12%	14%	17%	13%	15%	15%
Own mental health problems	14%	10%	22%	7%	13%	16%	9%	12%	21%
Difficulty getting enough food for self and/or family	14%	17%	12%	14%	13%	16%	12%	16%	14%
Housing difficulty	11%	13%	8%	13%	9%	15%	11%	10%	12%
Need to care for family (other than child)	11%	11%	11%	10%	9%	15%	13%	10%	10%
Problems finding or affording child care	10%	12%	4%	16%	10%	8%	12%	11%	5%
Learning disability	9%	5%	14%	5%	8%	10%	8%	7%	11%
Getting and keeping public benefits	8%	8%	8%	8%	9%	7%	5%	10%	11%
Drugs and/or alcohol	5%	4%	6%	4%	5%	6%	4%	5%	5%
Intimate partner or family violence	4%	3%	5%	4%	4%	6%	3%	4%	7%
Pregnancy or childbirth	4%	5%	3%	5%	3%	7%	5%	3%	4%
Legal issues	4%	5%	3%	4%	4%	4%	6%	2%	4%
Not prepared/training too difficult	1%	3%	1%	1%	1%	1%	1%	1%	1%
Problems with program, staff, or peers	1%	0%	2%	0%	1%	0%	1%	0%	1%
Other	3%	3%	3%	4%	3%	3%	4%	2%	3%
Sample size (N)	1,503	263	663	553	1,041	407	490	532	452

Notes: Data show the percentage of each group who experienced challenges that selected each response. Percentages may not sum to 100 due to rounding and because responses of "don't know" are not shown but are included in calculations as part of the denominator.

Source: IWPR Job Training Participant Survey

**Table C.6. Experiences with Supportive Service Referrals, by Participant Demographics and Program Characteristics**

	Referred to other organizations for supportive services	Sample Size (N)	Contacted referral organization	Sample Size (N)	Received supportive services based on referral, if contacted referral organization	Sample Size (N)
<b>All</b>	32%	1,619	62%	479	79%	293
<b>Gender</b>						
Women	37%	1,020	71%	340	82%	235
Men	23%	542	41%	124	65%	51
<b>Race/Ethnicity</b>						
White	38%	556	61%	191	82%	114
Hispanic	27%	379	57%	101	81%	58
Black	32%	326	69%	103	80%	71
Other Race or Two or More Races	25%	211	62%	52	72%	32
<b>Income</b>						
Low Income (\$0-\$20,000)	38%	494	61%	181	82%	109
Higher Income (\$20,001 and above)	31%	274	56%	81	78%	45
<b>Parent Status</b>						
Nonparents	28%	1,071	53%	272	75%	142
Parents	41%	509	76%	196	82%	146
Single mothers	53%	250	80%	123	84%	95
<b>Program Type</b>						
College or university	37%	275	61%	96	76%	58

Job Corps center	20%	728	40%	143	77%	57
Other training center	46%	590	76%	234	80%	174
<b>Program Length</b>						
One year or less	34%	1,121	66%	341	76%	221
More than one year	30%	437	52%	126	86%	65
<b>Hours of Training per Week</b>						
0-19	24%	554	59%	132	81%	78
20-39	45%	560	74%	216	80%	155
40 or more	27%	480	47%	125	74%	57

Notes: Racial groups are non-Hispanic. Due to small sample sizes, those who identify as Asian/Pacific Islander or American Indian/Alaska Native are included in the category of other race or two or more races. Low-income refers to those with self-reported household income of \$20,000 or less in 2015 and is for currently enrolled respondents. Parent status reflects status at the time of the training.

Source: IWPR Job Training Participant Survey

**Table C.7. Percent of Respondents Who Say Their Job Training Program Helped Them Access Supportive Services, by Service Type, Gender, and Race/Ethnicity**

	All	Gender		Race/Ethnicity					
		Women	Men	White	Hispanic	Black	Asian and Pacific Islander	American Indian and Alaska Native	Other Race or Two or More Races
Access to computer or other technology	52%	54%	48%	52%	52%	54%	49%	39%	57%
Peer support	50%	51%	47%	52%	50%	51%	46%	39%	53%
Life coaching	41%	44%	35%	41%	42%	44%	30%	32%	44%
Help getting clothing or shoes	36%	37%	34%	39%	31%	35%	36%	24%	52%
Transportation assistance	34%	34%	32%	32%	32%	38%	37%	26%	39%
Financial education and counseling	33%	35%	30%	35%	36%	32%	26%	11%	30%
Help getting food	32%	29%	36%	32%	32%	30%	30%	32%	39%
Health care services	30%	29%	31%	29%	31%	24%	28%	18%	48%
Mental health counseling	22%	21%	22%	22%	24%	16%	24%	21%	35%
Help accessing or applying for public benefits	17%	18%	13%	18%	15%	16%	18%	5%	15%
Housing assistance	15%	14%	17%	17%	14%	12%	13%	13%	16%
Parenting support	14%	15%	10%	13%	12%	13%	16%	11%	22%
Emergency cash assistance	13%	13%	13%	11%	13%	15%	14%	13%	13%
Substance abuse counseling	13%	11%	16%	10%	15%	10%	17%	13%	24%
Legal services	13%	12%	14%	11%	12%	16%	22%	3%	14%
Pregnancy prevention services	12%	13%	11%	11%	14%	8%	18%	11%	22%
Domestic violence services	10%	9%	11%	10%	10%	10%	13%	11%	11%
Child care assistance	9%	11%	5%	11%	6%	12%	12%	3%	6%
Sample Size (N)	1,597	951	530	524	370	320	76	38	93

Notes: Respondents could select multiple services. Racial groups are non-Hispanic.

Source: IWPR Job Training Participant Survey

**Table C.8. Percent of Respondents Who Say Their Job Training Program Helped Them Access Supportive Services, by Service Type, Income, and Parent Status**

	All	Income		Parent Status		
		Low Income (\$0–\$20,000)	Higher Income (\$20,001 and above)	Nonparents	Parents	Single mothers
Access to computer or other technology	52%	60%	42%	54%	49%	58%
Peer support	50%	57%	47%	52%	47%	56%
Life coaching	41%	49%	36%	41%	40%	55%
Help getting clothing or shoes	36%	47%	24%	37%	33%	45%
Transportation assistance	34%	41%	21%	35%	30%	39%
Financial education and counseling	33%	43%	32%	33%	34%	43%
Help getting food	32%	41%	18%	34%	27%	32%
Health care services	30%	39%	25%	35%	19%	21%
Mental health counseling	22%	30%	21%	25%	14%	13%
Help accessing or applying for public benefits	17%	21%	14%	12%	24%	29%
Housing assistance	15%	20%	10%	15%	16%	19%
Parenting support	14%	20%	9%	11%	19%	24%
Emergency cash assistance	13%	17%	9%	10%	20%	22%
Substance abuse counseling	13%	17%	11%	15%	9%	7%
Legal services	13%	17%	10%	13%	12%	14%
Pregnancy prevention services	12%	17%	12%	14%	8%	8%
Domestic violence services	10%	16%	9%	10%	10%	8%
Child care assistance	9%	13%	7%	3%	22%	28%
Sample Size (N)	1,597	481	267	1,017	482	231

Notes: Respondents could select multiple services. Low-income refers to those with self-reported household income of \$20,000 or less in 2015 and is for currently enrolled respondents only. Parent status reflects status at the time of the training.

Source: IWPR Job Training Participant Survey

**Table C.9. Percent of All Respondents Who Say Their Job Training Program Helped Them Access Supportive Services, by Program Characteristics**

	All	Program Type			Program Length		Hours of Training per Week		
		College or university	Job Corps center	Other training center	One year or less	More than one year	0–19	20–39	40 or more
Access to computer or other technology	52%	40%	60%	50%	53%	52%	43%	57%	59%
Peer support	50%	43%	53%	51%	51%	49%	43%	54%	54%
Life coaching	41%	33%	47%	39%	43%	40%	28%	50%	48%
Help getting clothing or shoes	36%	16%	49%	29%	36%	38%	21%	44%	45%
Transportation assistance	34%	26%	43%	28%	34%	38%	20%	39%	45%
Financial education and counseling	33%	33%	36%	30%	33%	36%	25%	39%	36%
Help getting food	32%	13%	46%	23%	31%	35%	19%	37%	41%
Health care services	30%	11%	50%	13%	26%	40%	21%	26%	43%
Mental health counseling	22%	12%	37%	7%	20%	26%	17%	18%	30%
Help accessing or applying for public benefits	17%	16%	15%	20%	16%	17%	12%	21%	17%
Housing assistance	15%	8%	20%	13%	14%	19%	9%	15%	23%
Parenting support	14%	7%	17%	13%	12%	17%	11%	15%	15%
Emergency cash assistance	13%	12%	13%	14%	13%	14%	13%	15%	13%
Substance abuse counseling	13%	6%	21%	5%	12%	17%	10%	9%	20%
Legal services	13%	10%	19%	6%	12%	16%	10%	11%	18%
Pregnancy prevention services	12%	5%	23%	3%	11%	17%	11%	8%	18%
Domestic violence services	10%	6%	17%	3%	9%	12%	10%	7%	13%
Child care assistance	9%	6%	7%	13%	10%	8%	7%	14%	7%
Sample Size (N)	1,597	285	734	552	1,095	443	565	529	487

Notes: Respondents could select multiple services.

Source: IWPR Job Training Participant Survey

**Table C.10. Median Number of Services Received and Percent of Respondents with a Few or Many Unmet Needs, by Participant Demographics and Program Characteristics**

	Median number of services received	Sample Size (N)	Share saying they have a few or many unmet needs	Sample Size (N)
<b>All</b>	3	1,597	18%	1,125
<b>Gender</b>				
Women	4	951	19%	637
Men	3	530	17%	447
<b>Race/Ethnicity</b>				
White	3	524	14%	390
Hispanic	3	370	20%	300
Black	3	320	16%	196
Asian and Pacific Islander	3	76	22%	49
Other Race or Two or More Races	4	131	28%	101
<b>Income</b>				
Low Income (\$0–\$20,000)	5	481	21%	481
Higher Income (\$20,001 and above)	3	267	18%	266
<b>Parent Status</b>				
Nonparents	3	1,017	17%	802
Parents	3	482	21%	297
Single mothers	5	231	21%	141

<b>Program Type</b>				
College or university	2	285	23%	172
Job Corps center	5	734	17%	655
Other training center	3	552	17%	281
<b>Program Length</b>				
One year or less	3	1,095	19%	701
More than one year	4	443	16%	375
<b>Hours of Training per Week</b>				
0-19	2	565	21%	356
20-39	4	529	16%	312
40 or more	5	487	18%	389

Notes: Racial groups are non-Hispanic. Due to small sample size, those who identify as American Indian or Alaska Native are included in the category of other race or two or more races. Median number of services received includes currently and previously enrolled; share saying they have a few or many unmet needs includes only currently enrolled. Low-income refers to those with self-reported household income of \$20,000 or less in 2015 and is for currently enrolled respondents only. Parent status reflects status at the time of the training.

Source: IWPR Job Training Participant Survey

**Table C.11. Case Management Experiences, by Participant Demographics and Program Characteristics**

	Worked with a case manager	Sample Size (N)	Case manager helped access services	Sample Size (N)	Found case manager helpful or very helpful	Sample Size (N)
<b>All</b>	44%	1,615	75%	657	76%	658
<b>Gender</b>						
Women	46%	1,019	78%	429	78%	431
Men	38%	543	68%	207	72%	206
<b>Race/Ethnicity</b>						
White	44%	556	71%	221	77%	222
Hispanic	41%	378	76%	156	81%	155
Black	48%	326	82%	156	77%	157
Asian and Pacific Islander	40%	78	74%	31	61%	31
Other Race or Two or More Races	43%	134	63%	57	67%	57
<b>Income</b>						
Low Income (\$0–\$20,000)	43%	494	76%	208	81%	208
Higher Income (\$20,001 and above)	45%	274	80%	119	81%	119
<b>Parent Status</b>						
Nonparents	40%	1,071	70%	399	75%	400
Parents	51%	509	82%	244	78%	244
Single mothers	58%	250	80%	133	81%	133
<b>Program Type</b>						
College or university	46%	270	83%	121	74%	121

Job Corps center	37%	728	64%	263	73%	263
Other training center	51%	591	81%	265	81%	266
<b>Program Length</b>						
One year or less	47%	1,119	77%	476	76%	478
More than one year	38%	434	69%	163	80%	162
<b>Hours of Training per Week</b>						
0-19	36%	555	80%	198	74%	196
20-39	53%	557	79%	258	80%	259
40 or more	42%	478	63%	196	73%	198

Notes: Racial groups are non-Hispanic. Due to small sample sizes, those who identify as Asian/Pacific Islander or American Indian/Alaska Native are included in the category of other race or two or more races. Low-income refers to those with self-reported household income of \$20,000 or less in 2015 and is for currently enrolled respondents only. Other data include both previously and currently enrolled respondents. Parent status reflects status at the time of the training.

Source: IWPR Job Training Participant Survey

**Table C.12. Percent of Respondents Who Wish They Received (More) Supportive Services, by Service Type, Gender, and Race/Ethnicity**

	All	Gender		Race/Ethnicity				
		Women	Men	White	Hispanic	Black	Asian and Pacific Islander	Other Race or Two or More Races
Transportation assistance	33%	32%	34%	32%	34%	30%	33%	31%
Housing assistance	29%	28%	29%	20%	30%	30%	33%	38%
Help getting clothing or shoes	29%	29%	30%	27%	34%	28%	25%	30%
Help getting food	26%	23%	32%	24%	27%	24%	28%	33%
Help accessing or applying for public benefits	26%	28%	21%	24%	26%	21%	45%	36%
Peer support	26%	24%	30%	22%	19%	34%	35%	21%
Emergency cash assistance	25%	24%	25%	21%	23%	27%	25%	27%
Financial education and counseling	24%	26%	18%	24%	22%	24%	20%	19%
Health care services	20%	23%	16%	16%	25%	20%	28%	10%
Mental health counseling	18%	20%	12%	16%	17%	15%	23%	27%
Child care assistance	15%	18%	10%	13%	13%	16%	28%	40%
Legal services	13%	12%	14%	11%	12%	11%	8%	25%
Parenting support	12%	10%	14%	9%	10%	15%	20%	9%
Domestic violence services	7%	7%	8%	8%	6%	6%	8%	19%
Substance abuse counseling	7%	6%	10%	7%	7%	6%	8%	16%
Pregnancy prevention services	5%	5%	5%	5%	7%	4%	5%	10%
Sample Size (N)	729	475	227	217	171	172	40	81

Notes: Respondents could select multiple services and were not asked about life coaching or access to computer or other technology. Racial groups are non-Hispanic. Due to small sample size, those who identify as American Indian or Alaska Native are included in the category of other race or two or more races.

Source: IWPR Job Training Participant Survey

**Table C.13. Percent of Respondents Who Wish They Received (More) Supportive Services, by Service Type, Income, and Parent Status**

	All	Income		Parent Status		
		Low Income (\$0-\$20,000)	Higher Income (\$20,001 and above)	Nonparents	Parents	Single mothers
Transportation assistance	33%	37%	26%	33%	31%	28%
Housing assistance	29%	32%	25%	28%	29%	31%
Help getting clothing or shoes	29%	37%	17%	32%	24%	28%
Help getting food	26%	30%	18%	27%	24%	26%
Help accessing or applying for public benefits	26%	30%	24%	28%	22%	25%
Peer support	26%	18%	30%	26%	24%	13%
Emergency cash assistance	25%	24%	30%	21%	30%	34%
Financial education and counseling	24%	25%	28%	22%	26%	29%
Health care services	20%	20%	15%	23%	15%	10%
Mental health counseling	18%	17%	18%	20%	14%	9%
Child care assistance	15%	13%	20%	3%	38%	38%
Legal services	13%	14%	14%	12%	13%	14%
Parenting support	12%	10%	9%	6%	23%	17%
Domestic violence services	7%	9%	5%	9%	4%	4%
Substance abuse counseling	7%	8%	8%	8%	5%	3%
Pregnancy prevention services	5%	5%	8%	6%	5%	6%
Sample Size (N)	729	239	120	464	246	127

Notes: Respondents could select multiple services and were not asked about life coaching or access to computers or other technology. Low-income refers to those with self-reported household income of \$20,000 or less in 2015 and is for currently enrolled respondents. Other data include both previously and currently enrolled respondents. Parent status reflects status at the time of the training.

Source: IWPR Job Training Participant Survey

**Table C.14. Percent of All Respondents Who Wish They Received (More) Supportive Services, by Service Type and Program Characteristics**

	All	Program Type			Program Length		Hours of Training per Week		
		College or university	Job Corps center	Other training center	One year or less	More than one year	0-19	20-39	40 or more
Transportation assistance	33%	31%	33%	33%	34%	28%	31%	36%	32%
Housing assistance	29%	29%	31%	25%	29%	28%	27%	28%	32%
Help getting clothing or shoes	29%	12%	43%	19%	25%	35%	23%	25%	39%
Help getting food	26%	21%	29%	24%	26%	25%	24%	22%	32%
Help accessing or applying for public benefits	26%	20%	31%	21%	23%	31%	23%	23%	32%
Peer support	26%	28%	19%	34%	28%	21%	37%	21%	18%
Emergency cash assistance	25%	24%	20%	31%	24%	25%	24%	25%	24%
Financial education and counseling	24%	35%	19%	24%	22%	28%	26%	26%	21%
Health care services	20%	15%	24%	19%	19%	22%	20%	18%	24%
Mental health counseling	18%	17%	21%	13%	18%	18%	19%	12%	21%
Child care assistance	15%	21%	8%	23%	15%	16%	17%	20%	9%
Legal services	13%	11%	14%	12%	12%	13%	13%	13%	12%
Parenting support	12%	15%	9%	13%	11%	14%	14%	11%	10%
Domestic violence services	7%	4%	11%	3%	5%	10%	8%	5%	7%
Substance abuse counseling	7%	6%	8%	6%	7%	7%	8%	7%	6%
Pregnancy prevention services	5%	5%	7%	4%	4%	9%	6%	4%	6%
Sample Size (N)	729	150	341	231	478	232	262	228	234

Notes: Respondents could select multiple services and were not asked about life coaching or access to computer or other technology.

Source: IWPR Job Training Participant Survey

**Table C.15. Experiences with Employment and Earnings after Training, by Participant Demographics and Program Characteristics**

			If Found a Job		Change in Earnings					
	Found a job	Sample Size (N)	Related to training	Sample Size (N)	Lower	Unchanged	Higher	Sample Size (N)	Expect future increase in earnings	Sample Size (N)
<b>All</b>	70%	371	90%	295	6%	9%	77%	241	78%	365
<b>Gender</b>										
Women	70%	286	90%	231	6%	10%	77%	188	76%	282
Men	67%	75	88%	56	7%	4%	80%	45	84%	73
<b>Race/Ethnicity</b>										
White	74%	113	90%	91	8%	8%	78%	80	81%	114
Hispanic	60%	68	87%	53	3%	5%	76%	38	69%	67
Black	69%	116	88%	96	8%	8%	80%	75	81%	113
Other Race or Two or More Races	67%	51	93%	42	3%	11%	83%	35	80%	50
<b>Parent Status</b>										
Nonparents	66%	191	87%	147	4%	7%	79%	118	74%	188
Parents	72%	171	92%	140	8%	10%	77%	115	81%	168
Single mothers	75%	88	91%	76	10%	13%	70%	61	80%	86
<b>Program Type</b>										
College or university	65%	84	87%	68	8%	12%	78%	49	75%	81
Job Corps center	64%	50	89%	37	3%	90%	6%	31	79%	48
Other training center	73%	232	91%	255	6%	9%	75%	160	79%	231

<b>Program Length</b>										
One year or less	71%	319	91%	255	6%	9%	78%	212	80%	316
More than one year	61%	46	79%	34	7%	4%	74%	27	64%	44
<b>Hours of Training per Week</b>										
0-19	62%	164	85%	122	1%	8%	80%	98	74%	164
20-39	81%	127	94%	107	6%	9%	82%	94	82%	124
40 or more	68%	77	91%	64	15%	10%	65%	48	80%	74
<b>Type of Training</b>										
Nontraditional	78%	103	91%	88	11%	11%	71%	76	85%	102
Other	67%	136	92%	107	4%	8%	81%	84	74%	133

Notes: Data are for previously enrolled respondents. Percentages may not sum to 100 due to rounding and because responses of “don’t know” are not shown but are included in the calculations as a part of the denominator. Change in earnings compares before the training to after it. Racial groups are non-Hispanic. Due to small sample sizes, those who identify as Asian/Pacific Islander or American Indian/Alaska Native are included in the category of other race or two or more races. Parent status refers to the time of the training. Women in nontraditional jobs represent those training for jobs in fields where fewer than 25 percent of workers are women.

Source: IWPR Job Training Participant Survey

## Appendix D. Regression Findings

**Table D.1. Marginal Effects and Raw Correlation Scores for Probit Models Employed to Predict Program Completion, Finding a Job, and Intentions to Complete**

	Completed/Did Not Complete Program					Found/Did Not Find Job					Intent to Complete
	Model 1	Model 2	Model 3	Model 4*	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11
<b>Control Variables</b>											
Female	-0.061	-0.062	-0.057	-0.151	-0.063	-0.035	-0.049	-0.038	-0.017	-0.078	0.001
Race/Ethnicity (compared with the omitted category of White)											
Hispanic	0.063	0.114	0.074	0.108	0.079	-0.062	-0.044	-0.026	-0.027	-0.009	-0.015
Black	0.116	0.128	0.110	0.091	0.120	-0.045	-0.031	-0.070	-0.143	-0.108	-0.015
Other or Two or More	0.069	0.055	0.064	0.075	0.086	0.060	0.090	0.075	0.005	0.011	-0.037
Age	0.002	0.002	0.003	0.003	0.003	-0.005	-0.005	-0.005	0.001	-0.003	0.003
Educational Attainment	0.007	0.012	0.006	-0.004	0.006	-0.005	-0.009	-0.016	-0.012	-0.004	-0.015
Married	-0.042	-0.018	-0.030	0.010	-0.018	-0.040	-0.039	-0.006	-0.058	-0.018	-0.054
Number of Children	0.061	0.056		0.051	0.065	0.042	0.041	0.029	-0.002	0.005	0.009
Annual Household Income											0.000
Any Adult Dependents	-0.053	-0.053	-0.058	-0.138	-0.055	-0.130	-0.146	-0.131	-0.069	0.099	-0.076
Immigrant	0.011	0.004	-0.011	0.032	-0.007	-0.085	-0.074	-0.122	-0.119	-0.165	0.004
Region (compared with the omitted category of northeast)											
Midwest	0.031	0.050	0.070	0.074	0.056	0.046	0.054	0.068	0.062	0.041	-0.073
South	0.042	0.053	0.081	0.015	0.071	0.030	0.019	0.060	0.074	0.036	-0.002
West	0.062	0.069	0.104	0.031	0.093	-0.029	-0.053	-0.052	-0.041	-0.134	0.001
Job Training Program Type (compared with the omitted category of college or university)											
Job Corps Center	0.008	-0.013	-0.001	-0.096	-0.003	-0.058	-0.079	-0.115	0.088	-0.017	-0.036
Other Training Center	-0.006	-0.015	0.005	-0.022	0.002	0.001	0.008	0.017	0.015	-0.050	-0.016
How Difficult Was Participation			-0.030	-0.024	-0.027		0.006	0.009	0.038	0.064	-0.017
<b>Variables of Interest</b>											
Any Children Under 18	0.106										
Program Length	-0.024										

Hours in Training Per Week	0.043					0.042					
Number of Support Needs Met	0.108										
Feelings About How Well Support Needs Are Being Met						0.017					
Number of Supportive Services Received						0.015					
Worked With a Case Manager						0.168					
Worked With a Case Manager That Helped You Get Support Services (Those with Case Managers Only)						0.255					
Feelings about How Helpful Case Managers Were (Those with Case Managers Only)						0.263					
<b>Raw Correlation Between Variable of Interest and Dependent Variable</b>	-0.159	0.141	0.116	0.146	0.104	0.135	0.116	0.181	0.343	0.256	0.156
<b>Number of Observations</b>	340	346	347	179	337	310	308	290	148	146	599

\*The key independent variable of interest for Model 4 is based on two questions from the survey - the first asking what challenges respondents experienced while in training and the second asking which services they received access to while in training. From these responses a single variable, based on 12 challenges and their corresponding supportive services, was created. The sample size for this model is smaller because it is constrained to respondents who reported facing one [or more] of the 12 challenges and reported whether they received a corresponding supportive service. Note: Results are presented as marginal effects and estimate the change in probability of the outcome of interest occurring based on a one unit increase. Models for currently enrolled respondents and the factors that predicted their intent to complete a program were also analyzed for the variables of interest, but did not meet the 0.10 raw correlation score that was used as the threshold for reporting. Models for program completion and finding a job were limited to previously enrolled participants. Models for intent to complete a program were limited to currently enrolled participants. All of the models reported in this table reached a minimum sample size of 100.

**Table D.2. Marginal Effects and Raw Correlation Scores for Probit Models Analyzing the Impact of Specific Supportive Services on Program Completion**

	Completed/Did Not Complete Program				
	Model 1	Model 2	Model 3	Model 4	Model 5
<b>Control Variables</b>					
Female	N/A	0.102	-0.154	N/A	-0.156
Race/Ethnicity (compared with the omitted category of White)					
Hispanic	0.062	0.178	0.128	0.059	0.083
Black	0.033	0.185	0.073	0.120	0.115
Other or Two or More	0.050	0.160	0.133	0.052	0.082
Age	0.001	0.008	0.001	0.003	0.002
Educational Attainment	0.014	0.014	0.013	-0.002	-0.003
Married	0.017	0.011	-0.004	0.027	-0.014
Number of Children	0.044	0.036	0.060	0.056	0.032
Any Adult Dependents	-0.058	-0.147	-0.019	-0.090	-0.093
Immigrant	-0.081	-0.115	-0.088	-0.093	-0.077
Region (compared with the omitted category of Northeast)					
Midwest	0.022	-0.051	0.208	-0.055	-0.039
South	0.013	0.061	0.255	0.043	0.038
West	-0.059	0.037	0.208	-0.018	0.012
Job Training Program Type (compared with the omitted category of college or university)					
Job Corps Center	-0.119	0.104	-0.129	-0.001	0.023
Other Training Center	-0.030	0.061	-0.039	0.003	0.032
How Difficult Was Participation	-0.014	-0.020	-0.044	-0.027	-0.024
<b>Variables of Interest</b>					
Transportation assistance	0.092				
Help getting food		0.058			
Access to computer or other technology			0.071		
Life coaching				0.101	
Peer support					0.095
<b>Raw Correlation Between Variable of Interest and Program Completion</b>	0.161	0.119	0.105	0.176	0.281
<b>Number of Observations</b>	139	125	183	141	214

Note: Results are presented as marginal effects and estimate the change in probability of the outcome of interest occurring based on a one unit increase. The samples for these models are limited to previously enrolled respondents. The variables of interest were based on the survey question that asked respondents what supportive services they received or did not receive access to while in job training. Other supportive services had raw correlation scores above the 0.10 threshold, however the sample sizes were too small to estimate through a regression model. All of the models reported in this table reached a minimum sample size of 100. Regression models for other supportive services including help accessing or applying for public benefits, help getting clothing or shoes, emergency cash assistance and domestic violence services met the 0.10 raw correlation score threshold, but could not be estimated through regression analysis due to small sample sizes; 5 of the 9 models were estimated.

### D.3. Marginal Effects and Raw Correlation Scores for Probit Models Analyzing the Impact of Specific Supportive Services on Finding a Job

	Found/Did Not Find Job							
	Model 6	Model 7	Model 8	Model 9	Model 10	Model 11	Model 12	Model 13
<b>Control Variables</b>								
Female	-0.078	-0.025	-0.133	-0.070	0.015	0.084	-0.073	0.053
Race/Ethnicity (compared with the omitted category of White)								
Hispanic	0.118	-0.006	-0.078	-0.014	0.085	-0.244	0.007	-0.277
Black	-0.122	-0.250	-0.217	-0.108	-0.162	-0.272	-0.099	-0.322
Other or Two or More	0.152	0.154	-0.034	0.131	0.128	-0.044	0.204	-0.128
Age	-0.005	-0.006	-0.009	-0.007	-0.006	-0.009	-0.002	-0.010
Educational Attainment	-0.035	-0.022	0.000	0.005	-0.005	0.008	0.013	0.032
Married	-0.072	0.041	-0.244	-0.023	-0.034	-0.070	0.061	-0.113
Number of Children	0.025	0.046	0.027	0.022	-0.005	0.055	0.050	0.050
Any Adult Dependents	-0.186	-0.158	-0.019	-0.075	-0.113	-0.108	-0.173	-0.168
Immigrant	-0.130	-0.203	0.029	-0.089	-0.100	0.203	-0.034	0.048
Region (compared with the omitted category of Northeast)								
Midwest	0.156	0.104	0.111	-0.021	0.125	0.039	0.073	0.045
South	0.112	0.088	0.152	-0.044	0.063	0.058	0.154	0.086
West	-0.105	-0.119	-0.016	-0.162	-0.113	-0.159	-0.052	-0.025
Job Training Program Type (compared with the omitted category of college or university)								
Job Corps Center	-0.090	-0.203	-0.188	-0.265	-0.092	-0.114	0.052	-0.059

Other Training Center	-0.042	0.031	0.004	-0.059	0.022	-0.014	0.021	0.022
How Difficult Was Participation	0.037	-0.008	-0.036	0.013	0.012	-0.031	0.005	-0.025
<b>Variables of Interest</b>								
Transportation assistance	0.290							
Help accessing or applying for public benefits		0.199						
Help getting clothing or shoes			0.206					
Help getting food				0.371				
Emergency cash assistance					0.289			
Life coaching						0.089		
Peer support							0.128	
Financial education and counseling								0.013
<b>Raw Correlation Between Variable of Interest and Finding a Job</b>	0.243	0.252	0.301	0.368	0.323	0.251	0.233	0.182
<b>Number of Observations</b>	146	112	127	114	110	149	196	134

Note: Results are presented as marginal effects and estimate the change in probability of the outcome of interest occurring based on a one unit increase. The samples for these models are limited to previously enrolled respondents. The variables of interest were based on the survey question that asked respondents what supportive services they received or did not receive access to while in job training. Other supportive services had raw correlation scores above the 0.10 threshold, however the sample sizes were too small to estimate through a regression model. All of the models reported in this table reached a minimum sample size of 100. Regression models for other supportive services including child care assistance, housing assistance, health care services and parenting support met the 0.10 raw correlation score threshold, but could not be estimated through regression analysis due to small sample sizes; 8 of the 12 models were estimated.

#### D.4. Marginal Effects and Raw Correlation Scores for Probit Models Analyzing the Impact of Specific Supportive Services on Intentions to Complete a Program

	Intent to Complete						
	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20
<b>Control Variables</b>							
Female	0.004	0.002	0.020	-0.022	0.021	0.040	-0.007
Race/Ethnicity (compared with the omitted category of White)							
Hispanic	0.018	0.003	-0.034	-0.023	-0.027	0.002	-0.051
Black	-0.051	-0.013	-0.051	-0.034	0.046	-0.059	-0.057
Other or Two or More	-0.007	-0.018	-0.045	-0.052	-0.059	0.006	-0.030
Age	0.002	0.002	0.003	0.002	0.000	0.001	0.000
Educational Attainment	-0.013	-0.017	-0.017	-0.006	0.002	-0.027	-0.004
Married	-0.043	-0.061	-0.041	-0.013	0.007	-0.076	-0.023
Number of Children	0.012	0.015	0.024	0.007	-0.005	0.016	0.003
Annual Household Income	0.009	0.022	0.009	0.013	0.010	0.019	0.009
Any Adult Dependents	-0.094	-0.059	-0.084	-0.094	-0.174	-0.178	-0.088
Immigrant	-0.008	-0.004	-0.002	0.014	0.007	0.039	0.001
Region (compared with the omitted category of Northeast)							
Midwest	-0.095	-0.117	-0.177	-0.057	-0.188	-0.264	-0.175
South	-0.020	-0.020	0.012	0.025	-0.112	-0.066	0.017
West	-0.072	-0.021	-0.008	0.007	-0.070	-0.089	-0.012
Job Training Program Type (compared with the omitted category of college or university)							
Job Corps Center	-0.038	-0.063	-0.063	-0.038	-0.057	-0.042	-0.040
Other Training Center	-0.065	-0.041	-0.083	-0.016	-0.030	-0.032	-0.015
How Difficult Was Participation	-0.008	-0.011	-0.018	-0.016	-0.020	0.005	0.008
<b>Variables of Interest</b>							
Access to computer or other technology	0.125						
Life coaching		0.132					
Peer support			0.108				
Financial education and counseling				0.047			
Substance abuse counseling					0.183		
Pregnancy prevention services						0.109	

Health care services								0.012
<b>Raw Correlation Between Variable of Interest and Intent to Complete</b>	0.190	0.234	0.209	0.115	0.170	0.172	0.104	
<b>Number of Observations</b>	388	342	382	327	146	137	275	

Note: Results are presented as marginal effects and estimate the change in probability of the outcome of interest occurring based on a one unit increase. The samples for these models are limited to currently enrolled respondents. The variables of interest were based on the survey question that asked respondents what supportive services they received or did not receive access to while in job training. Other supportive services had raw correlation scores above the 0.10 threshold, however the sample sizes were too small to estimate through a regression model. All of the models reported in this table reached a minimum sample size of 100.

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