



CREDENTIALS COUNT

HOW CALIFORNIA'S COMMUNITY COLLEGES HELP PARENTS MOVE FROM WELFARE TO SELF-SUFFICIENCY

**FINAL REPORT
AND APPENDICES**

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PREPARED BY THE
CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
FOR THE
CENTER FOR LAW AND SOCIAL POLICY

Center for Law and Social Policy
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Attending Lassen Community College has been a big milestone in my life. The instructors challenged me to be the best that I could be. I always felt like I was an important part of Lassen Community College. The instructors gave me the self-esteem that I needed to reach my goal and make my dreams come true. -- Janet Diestel-Hartzell, CalWORKs recipient

OVERVIEW

This report, prepared by the California Community Colleges Chancellor's Office for the Center for Law and Social Policy, provides an analysis of the employment, earnings, and educational outcomes of CalWORKs recipients that have enrolled in credit coursework in the California Community College system. To place the economic outcomes of these recipients in context, the outcomes are contrasted with those of the general CalWORKs population in California and with those of the general community college student body. The report also describes the many programs and services offered to CalWORKs recipients through community college CalWORKs/TANF funds and other categories of funding from the state and federal government. These programs and services aim to alleviate some of the hardships that disadvantaged parents face while attending college. The report concludes by offering recommendations for relevant state and federal policies.

BACKGROUND

In August 1997, California's Legislature created the California Work Opportunity and Responsibility to Kids (CalWORKs) program as the State's version of federal welfare reform, known nationally as the Temporary Assistance for Needy Families (TANF) block grant. CalWORKs requires all adult recipients to work or participate in 18-24 months of welfare-to-work activities to remain eligible for assistance. The recipient's welfare-to-work plan may include attendance at a California Community College (CCC) if the county welfare department agrees that it will help lead the recipient toward unsubsidized employment, and the college affirms the recipient's progress is satisfactory.¹ In the year 2000, twenty-eight percent of California's 400,000 adult welfare recipients enrolled in at least one course at one of the 108 community colleges in California.

Beginning in 1997-1998, the California State Legislature, in response in part to federal welfare reform, allocated \$65 million annually in new education spending to enable all 108 community colleges to better serve CalWORKs students by expanding and redesigning educational programs, by providing support services, such as child care, work-study, service coordination, and job development and job placement. The spending on these activities helps the state meet the TANF Maintenance of Effort requirement. The colleges receive an additional \$16 million in TANF funds, half federal funds and half state funds.

Under welfare reform legislation, recipients are required to conduct an initial job search for a minimum of four weeks. If the recipient does not find a job, then the recipient is assessed and referred to a work preparation activity. Individuals who are referred to education, are encouraged to enter programs, which are short term (less than a year) intensive programs that lead to jobs that are in demand in the local labor market. Through CCC CalWORKs funding, shorter, condensed classes leading toward certificates were established at colleges statewide. Beginning in 1997, over 3,000

¹ California Welfare and Institution Code Section 11454

Center for Law and Social Policy and the California Community Colleges Chancellor's Office

courses were either developed or redesigned throughout the California community college system to better meet the needs of students facing the time limits of welfare reform.

Instructional programs despite their length are developed or redesigned with the requisite that the program must prepare recipients to obtain family-supporting employment in an occupation that is in demand in the local labor market. Curricula are also designed to articulate with more advanced programs so those recipients can upgrade their skills once they have obtained employment. Practical work experience or internships, and, whenever possible, links to job development and job placement activities are included in the selected program.

While participating in a California Community College program, CalWORKs recipients must participate in welfare-to-work activities a minimum of 32 hours a week. Classroom, laboratory, and internship hours count toward that requirement. Outside class preparation (personal study time hours) may or may not count depending on each county's policies. Other work activities include work-study, part-time employment, work experience, on-the-job training, and community service. The work activity requirement may mean that students are required to attend college full-time if they were in lecture-only classes and, concurrently, be in a work activity 20 hours a week.²

PART I. EARNINGS, EMPLOYMENT, AND EDUCATIONAL OUTCOMES

DATA DESCRIPTION

The CCC Chancellor's Office is able to match student enrollment records for all 108 California campuses to state welfare records and state Unemployment Insurance wage records. The match makes it possible to track the employment and earnings of student recipients while they are in school and for several years after they leave.³ For this study, two groups of students that received public assistance while in school, then left community college are tracked. One group who left school in 1999-2000 for which one year of follow-up data is available, and another group who left school in 1996-1997 for which three years of follow-up data is available. In this section we will describe the two cohorts and also the comparison groups we use to place the economic outcomes of student welfare recipients in context: The California Community College General Student Body and the California General CalWORKs population. We will then present our findings.

1999-2000 Exit Cohort

We are able to review one year of follow-up wage data for a group of student recipients that exited college in 1999-2000. We refer to this group as the *CCC CalWORKs* group because they received CalWORKs income support, were fully subjected to other welfare reform regulations regarding work requirements and time limitations, and about 40 percent of them accessed college-provided California Community College CalWORKs programs and services. The major CCC CalWORKs funded programs and services that became available to welfare recipients via the community colleges after the implementation of welfare reform were: on site childcare, work-study, job development and job

² Most CalWORKs recipients at the campuses participate in related educational activities that reduce the work activity to fewer hours.

³ Since employment and earnings data is from unemployment insurance wage records, only those who worked in UI-covered employment are included. After leaving school, these students did not return to community college for at least one academic year and did not transfer to a four-year college within two years of exiting.

placement, and coordination of a workable welfare-to-work plan that includes education as an allowable activity. Post-employment services consisting of instruction, childcare and job placement services were also offered to former recipients (off cash-aid no longer than two years) to upgrade skills and advancement in a career.

For the CCC CalWORKs group with only one year of follow-up data, we compare employment and median annual earnings for those who worked year-round during the last year in school (1999-2000) to employment and earnings of those who worked year-round the first year out of school (2000-2001).⁴ Because there is no indication of hours worked in UI wage data, it is difficult to tell whether any change in earnings between last year in school and first year out of school is due to a change in wages or if it is simply an artifact of a change in number of hours worked. Therefore to keep the groups as comparable as possible, annual earnings comparisons are limited to those who were employed year-round.

1996-1997 Exit Cohort

In addition to the 1999-2000 CCC CalWORKs cohort, we also follow a pre-CCC CalWORKs group — referred to as the AFDC group — who left college in 1996-1997 and for which we have three years of wage data. The 1999-2000 data is limited because of the short follow-up period (only data for the first year out of school is available). The 1996-97 cohort, on the other hand, has three follow-up years of data available. With this data we can compare annual earnings of welfare recipient students from the first year out to third year out of school. This allows us to get a better idea of the economic mobility of student recipients over time. The first year out/third year out comparison is somewhat less biased than the last year in-first year out comparison in that students are more likely to be in the full time labor force in both periods.⁵ In our analysis, we will be primarily looking at the 1999-2000 cohort since their outcomes are most pertinent to the welfare reform debate. However, we will be periodically supplementing the 1999-2000 data with outcomes from the 1996-1997 cohort in order to estimate what the longer term economic outcomes of the 1999-2000 cohort are likely to be.

Demographic Comparison of 1999-00 and 1996-97 Cohorts

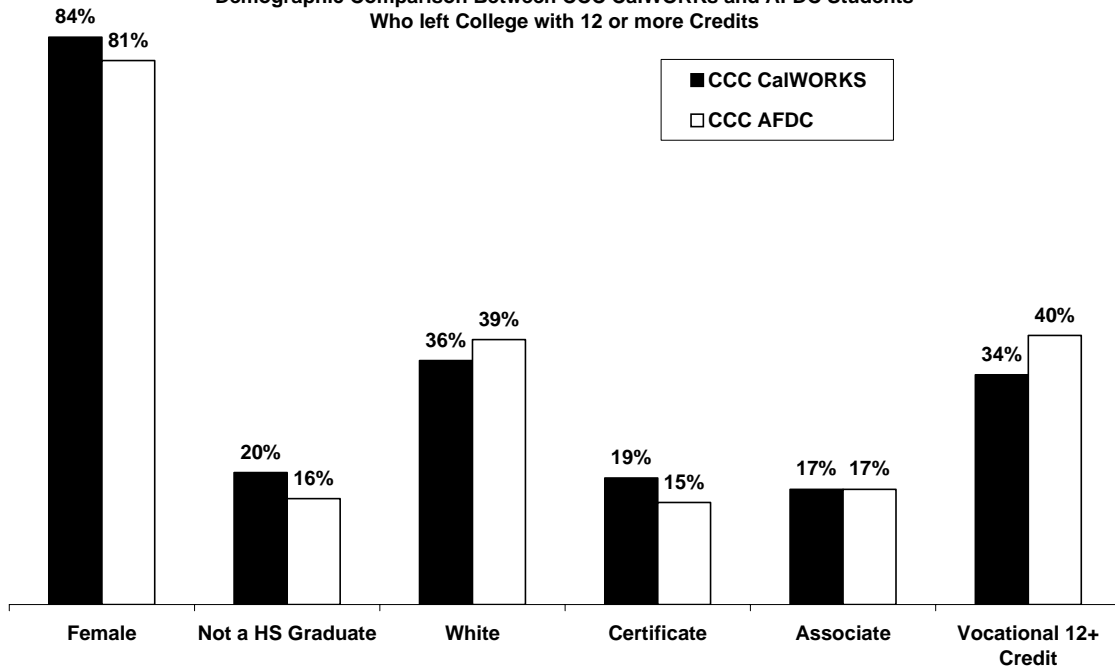
Because we are using two different cohorts to look at short term and longer term outcomes, it is important to know any differences between the two groups. Of the 718,636 credit-students that left college in 1999-2000, 5 percent of the students received public assistance at some point during the last year that they were enrolled in college. In 1996-1997, 647,248 students left community college and of that group, 7 percent received public assistance. We find that the 1999-2000 and 1996-1997 welfare recipient exit cohorts had similar proportions of young students, although the 1999-2000 cohort had a slightly greater percentage of students who entered school without a high school degree. Both cohorts had equal percentages of students that left with at least 12 units of coursework, although the 1999-2000 cohort had a somewhat smaller percentage of those who left with 12 or more units of vocational coursework than the 1996-1997 cohort (Figure 1 below).

⁴ Note that this is not necessarily the same group of people. Those who worked year-round the last year in school may not have worked year-round the first year out of school and vice versa.

⁵ However, it is very likely that recipients who attend school do not work substantially fewer hours than they would if not in school given work requirements and need for cash.

While comparable to the 1999-2000 cohort in many ways, the 1996-1997 cohort was not subject to state CalWORKs work requirements nor did they have access to CCC CalWORKs support services. They did, however, have access to new services being provided by the counties such as child care subsidies and higher earnings disregards that were not available to welfare recipients prior to 1996. Overall, we feel that the backgrounds of the two recipient cohorts are similar enough to use somewhat interchangeably in looking at economic outcomes of welfare recipients in the community college system. However, once more years of follow-up data are available for the 1999-2000 cohort, the use of the 1996-1997 cohort data will not be necessary. While it may be tempting to compare the “pre” and “post” welfare reform cohorts to ascertain the impact of welfare reform on the economic and educational outcomes of student recipients, we feel that the 1996-1997 AFDC cohort is simply too similar to the 1999-2000 CalWORKs cohort in terms of access to support services and expectation of impending reforms to give an accurate impact analysis.

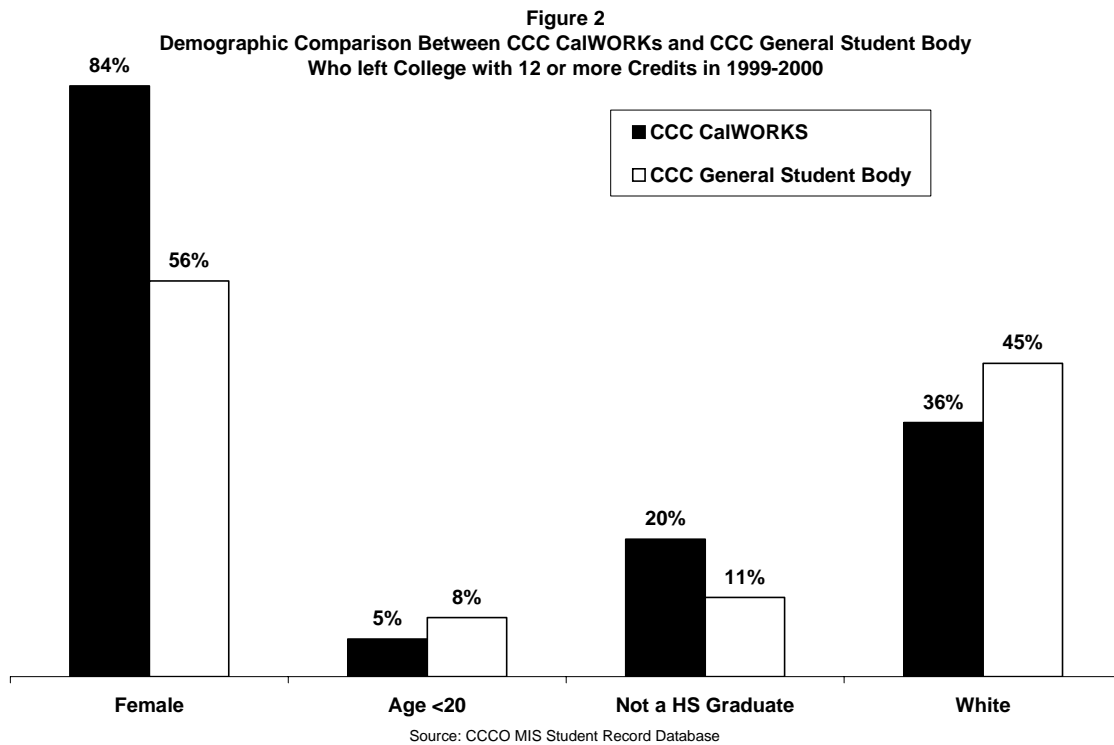
Figure 1
Demographic Comparison Between CCC CalWORKs and AFDC Students
Who left College with 12 or more Credits



Source: CCCO MIS Student Record Database

CCC General Student Body

For each AFDC (1996-1997) and CCC CalWORKs (1999-2000) exit cohort, we have a similar exit cohort that includes all students leaving the community college in those academic years (a combination of welfare and non-welfare recipients).⁶ We therefore compare the earnings and employment outcomes of the welfare-recipient cohorts to general student body cohorts to see how welfare recipients who earn similar academic credentials compare with more demographically advantaged students over time. One would expect to see higher employment and earnings both in school and out of school for the general student body than for welfare recipient students given that the general student body generally has fewer potential barriers to academic and employment success. CCC CalWORKs students are parents and are more likely to be women and ethnic minorities (for the most part African-Americans). Furthermore, CCC CalWORKs students are about twice as likely as the general student body to lack a high school diploma at entry into a community college. Therefore it will be of interest to see how welfare recipients are or are not able to close the earnings and employment gap with the general student body over time. (Figure 2 below, Table A-1 in Appendix A).



⁶ Although the general student body does contain welfare recipients within it, welfare recipients make up only 5-7 percent of the total student body who leave school in a given year; therefore including welfare recipients in the comparison group is unlikely to bias the percentages very much.

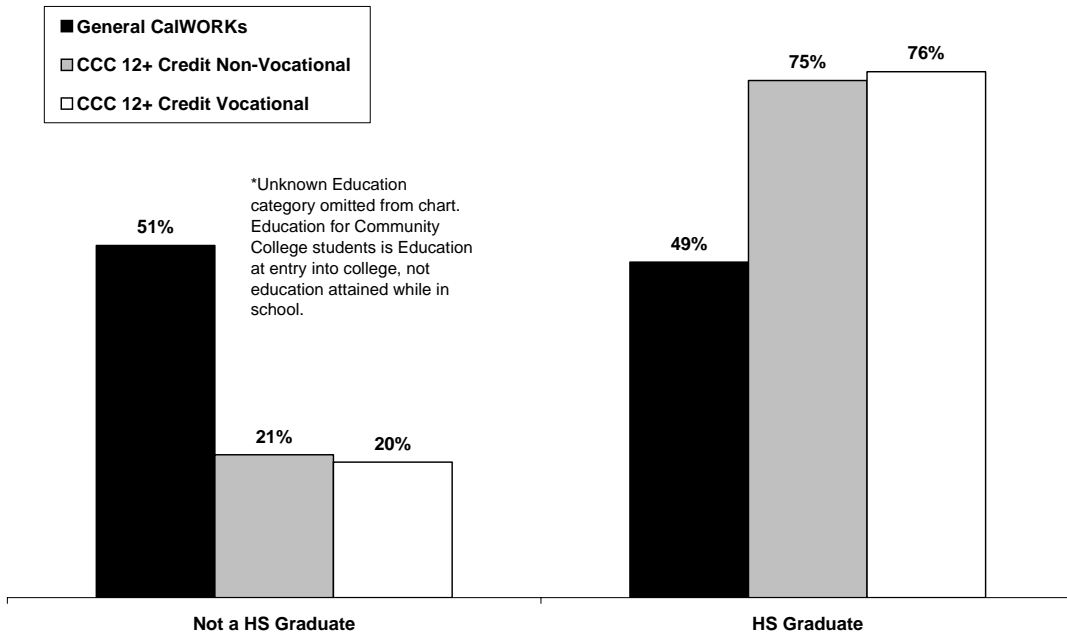
General CalWORKs Population

The California Department of Social Services provides information to the public on the quarterly earnings of all CalWORKs recipients in their *Adult Recipient Quarterly Earnings Data*. Data is currently available for Fiscal Year 1999-2001 quarters and can therefore be compared to the quarterly earnings of student recipients who left in 1999-2000. With this comparison, we can see whether CalWORKs recipients that attend community college earn more per quarter while in school and after leaving school than the General CalWORKs population does during the same quarter. While CCC welfare recipients to themselves over time or to the general CCC population does have some value, it does not answer the question of whether providing welfare recipients access to a community college education rather than straight employment is economically beneficial. A comparison with the general CalWORKs population of the state of California will allow us to determine with some certainty whether or not a community college education for welfare recipients has a positive impact on earnings.

At present, there are several problems in conducting this kind of comparison. First, we do not yet have data available on the sample of the general CalWORKs population to tell us what percent of those recipients were in fact in community college programs or allow us to control for other demographics such as age, ethnicity, or single parent status when conducting this comparison. Secondly, the general CalWORKs population is comprised of a different group of recipients each quarter. This means that we are unable to look at how the earnings of a cohort of the General CalWORKs population changes over time as we are with the California Community College CalWORKs cohorts. Third, the General CalWORKs sample is a selection of recipients that are receiving assistance for all three months of the quarter. We do know that CCC CalWORKs students received public assistance at some time during the last year they were in school, but we do not know the exact fiscal quarter they were receiving assistance. Furthermore, in the quarters following exit from college, we do not know whether or not students are receiving aid. Therefore, our sample is less restrictive on assistance receipt than the CDSS sample.

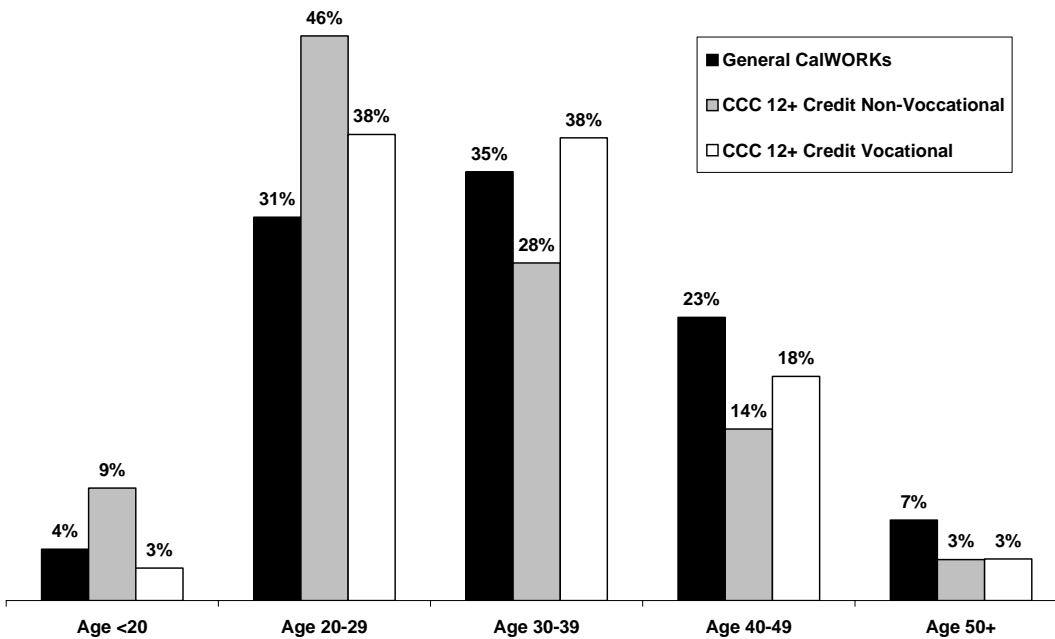
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Figure 3
Educational Composition* of General Population CalWORKs Recipients in 1999-00
and Community College CalWORKs Recipients who left school in 1999-00



Sources: CCCO MIS Student Record Database with EDD and CDSS Match and CDSS Research Department, "CalWORKs Characteristics Survey Federal Fiscal Year 2000: October 1999 through September 2000"

Figure 4
Age Composition of General Population CalWORKs Recipients in 1999-00
and Community College CalWORKs Recipients who left school in 1999-00



Sources: CCCO MIS Student Record Database with EDD and CDSS Match and CDSS Research Department, "CalWORKs Characteristics Survey Federal Fiscal Year 2000: October 1999 through September 2000"

Even though we don't have the ability to control for demographic characteristics in the comparison, we can get a general impression of some of the differences in background between the two samples based on demographic data from a smaller sample of the General CalWORKs population in 1999-2000.⁷ There are no substantial gender and ethnicity differences between student and general CalWORKs populations. However, 1999-2000 CCC CalWORKs students are considerably younger on average than the General CalWORKs population. Fifty-four percent of CCC CalWORKs students leaving in 1999-2000 were under age 29 compared to thirty-four percent of the General CalWORKs population in 1999-2000. Although CCC CalWORKs students that exited in 1999-2000 are younger on average than the general CalWORKs population, they enter school with a higher level of educational background than the general CalWORKs population has at a given point in time. Of those students who left college in 1999-2000, sixty-two percent had a high school diploma when they entered college, and of those that exited with at least 12 credits of coursework completed, seventy-seven percent entered with a high school diploma. In comparison, only forty-nine percent of the general CalWORKs population in 1999-2000 had a high school diploma (Figures 3 and 4 above, Table A-2 Appendix A).

Therefore, it would seem that college leavers (particularly those who complete a substantial amount of coursework while enrolled) came to school with an educational advantage over the general CalWORKs population. Given these differences we would expect to see higher earnings among the CCC CalWORKs group than the General CalWORKs population. Therefore, we analyze earnings outcomes separately for exiting CCC CalWORKs students that did not have a high school diploma at entry as compared with the general CalWORKs population. In future analysis, we hope to match the California Community College sample of CalWORKs recipients to a sample of the General CalWORKs population in order to control for demographic factors and public assistance receipt in earnings comparisons; and to ensure that the General CalWORKs sample does not include recipients that are enrolled in the community college system.

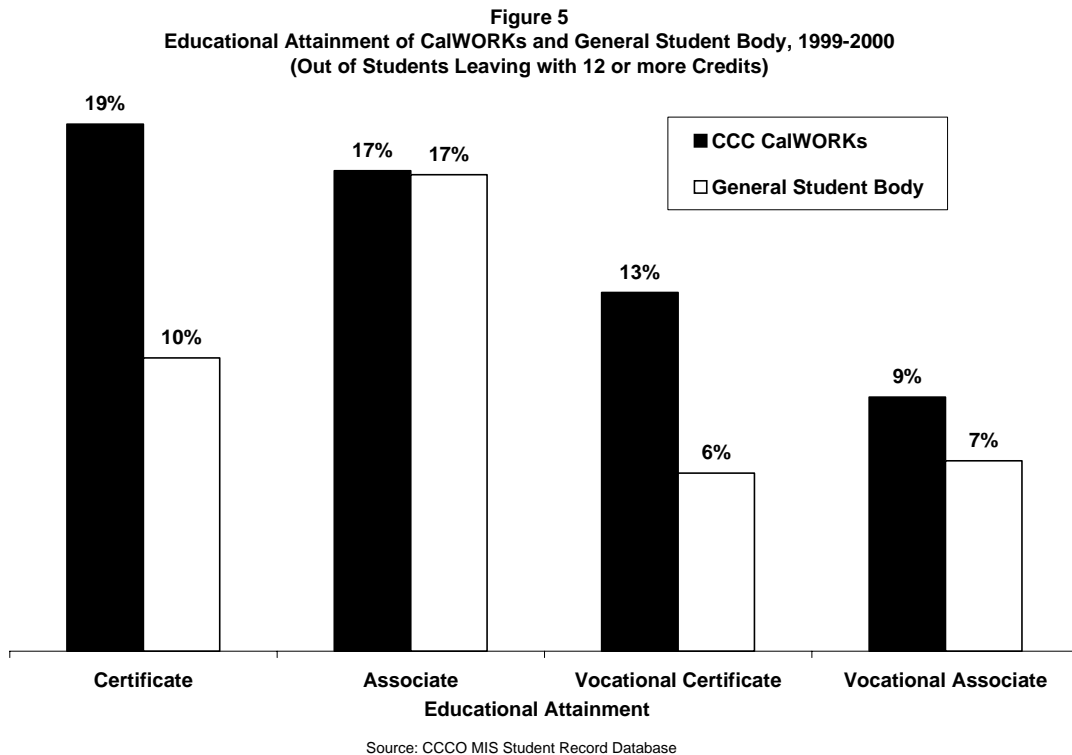
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⁷ Demographic data on the General CalWORKs population for comparison with community college CCC CalWORKs recipients is taken from the CDSS report, "CCC CalWORKs Characteristics Survey Federal Fiscal Year 2000: October 1999 through September 2000."

1. EDUCATIONAL OUTCOMES

Despite substantial compositional differences in gender, ethnicity, and education at entry into college, CalWORKs students are remarkably similar in educational attainment to the General Student Body. Approximately 35 percent of CalWORKs students who exited college in 1999-00 left with more than 12 credits completed. This percentage was the same for the General Student Body who left community college during the same time period. Among those who left with 12 or more credits, CalWORKs students were equally likely as the General Student Body to leave with an Associate degree and were about twice as likely as the General Student body to leave with a certificate (Figure 5). The fact that CalWORKs students achieve similar outcomes to the general student body despite their greater disadvantage is likely due to the income support and supportive services they receive from the colleges, as described later in Part II of the report.

On average, California Community College students need approximately 3.5 years to complete a “two-year” program. Associate degree programs in California are difficult to complete in two years in part because even though full-time attendance is considered to be 12 units a semester or 24 units a year, sixty units are needed to graduate. Attending full time each semester without summer courses, a student would need a minimum of 5 semesters (2.5 years) to finish. In order to finish in two years, a recipient would either have to take 15 units a semester, or 12 units a semester plus full time attendance during the summer.



TRANSFER TO A CALIFORNIA 4-YEAR COLLEGE

In general, earning a baccalaureate degree has been shown to result in earnings greater than individuals with Associate degrees and/or certificates. W. Norton Grubb (1996) used a national sample from the Survey of Income and Program Participation to compare annual earnings of those with a bachelor's degree, Associate degree, vocational certificate, and a high school diploma. Grubb controlled his sample for race and ethnicity, short-term training, marital status, disability, union coverage, still in school status, number of children, tenure on current job, and prior jobs related and unrelated to current job. He found that women who completed Associate degrees and vocational certificates had about 21-22 percent higher earnings than those with only a high school education. However, women who completed baccalaureate degrees earned about 43 percent more than women with a high school level education.

Table 1		
Effects of Postsecondary Education on Annual Earnings in 1990		
Survey of Income and Program Participation Data		
(comparison group is high school degree)		
	Men (N=10,601)	Women (N=9940)
BA/BS	.437* (0.026)	.428* (0.026)
Associate Degree	.166* (0.184)	.205* (0.205)
Vocational Certificate	.063* (0.067)	.219* (0.219)

*Significant at 5%, conventional 2-tailed t-test; standard errors are in parenthesis

Source: Grubb, W.N. 1996. *Working in the Middle: Strengthening Education and Training for the Mid-Skilled Labor Force*. San Francisco: Jossey-Bass Publishers. pp. 90.

One of the primary missions of the California Community College system is to prepare students for transfer into four-year colleges and universities. While CCC CalWORKs recipients have similar educational attainment as the general student body, they are considerably less likely than the general student body to transfer into a California 4-year college. Of the 40,195 CCC CalWORKs students that left college in 1999-2000, approximately 5 percent (2,162) transferred into a 4-year college or university in California within two years. This rate is about three times lower than the transfer rate among the General Student Body who left school in 1999-2000 (16 percent).

Tables 2 and 3 show that earning an Associate degree prior to leaving the community college is more important for transfer into a four year college or university for CalWORKs recipients than it is for the general student body. Of the CCC CalWORKs students that left community college in 1999-2000 and that continued education in the California State University or University of California system within two years, a far greater percentage (45 percent) had first completed an Associate degree compared to the general student body (24 percent). Because of the significance of the Associate degree among CCC CalWORKs students for transfer, it is important to ensure that CCC CalWORKs recipients receive the support they need to complete degree programs in a timely manner.

Table 2					
CCC CalWORKs Students Leaving College in 1999-2000 and Continuing at CSU/UC within Two Years					
Enrollment at CCC	Total Students	Non-Credit & 1-24 Units	24+ Units	Certificate	AA/AS
Continuing: All	2,162 (100%)	714 (33%)	365 (17%)	102 (5%)	981 (45%)
Continuing: Not Vocational	1,705 (100%)	711 (42%)	341 (20%)	10 (1%)	643 (38%)
Continuing: Vocational	457 (100%)	3 (1%)	24 (5%)	92 (20%)	338 (74%)

Source: CCCCCO MIS Student Record Database with CDSS Match

Table 3					
All CCC Students Leaving College in 1999-2000 and Continuing at CSU/UC within Two Years					
Enrollment at CCC	Total Students	Non-Credit & 1-24 Units	24+ Units	Certificate	AA/AS
Continuing: All	133,687 (100%)	68,455 (51%)	29,772 (22%)	3,077 (2%)	32,383 (24%)
Continuing: Not Vocational	120,270 (100%)	67,789 (56%)	28,028 (23%)	397 (0%)	24,056 (20%)
Continuing: Vocational	13,417 (100%)	666 (5%)	1,744 (23%)	2,680 (13%)	8,327 (62%)

Source: CCCCCO MIS Student Record Database with CDSS Match

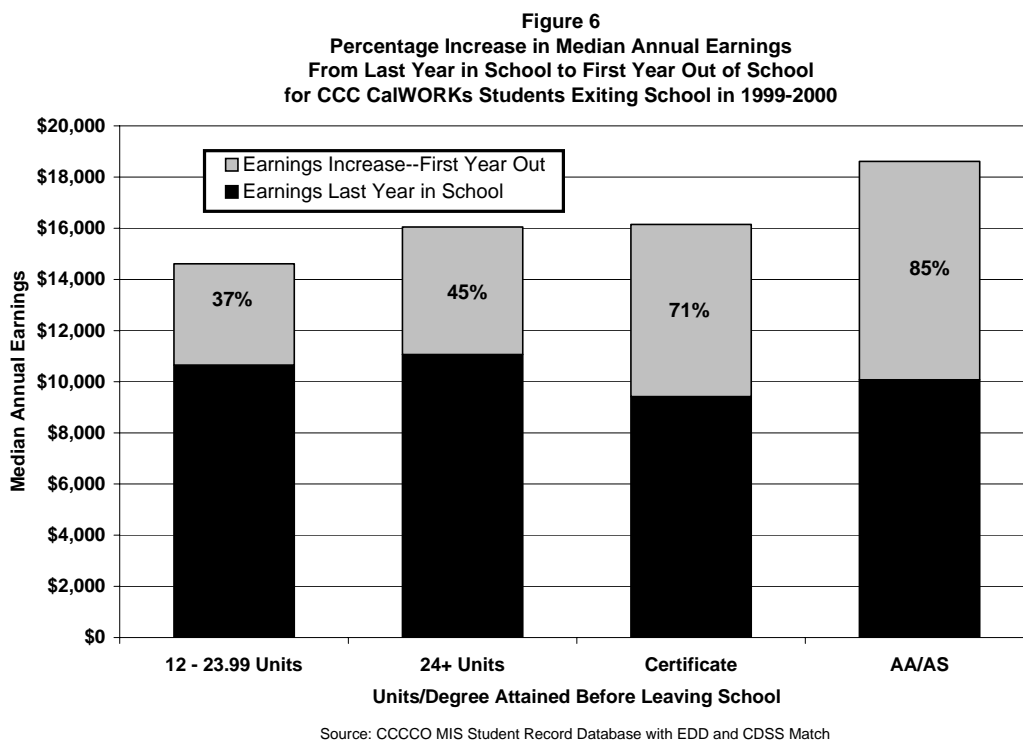
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2. EARNINGS OUTCOMES

WELFARE RECIPIENTS INCREASE THEIR EARNINGS SUBSTANTIALLY AFTER EXITING COLLEGE; CREDENTIALS PAY OFF MOST.

The more education CCC CalWORKs students complete, the greater the increase in median annual earnings from the last year in school to the first year out of school.

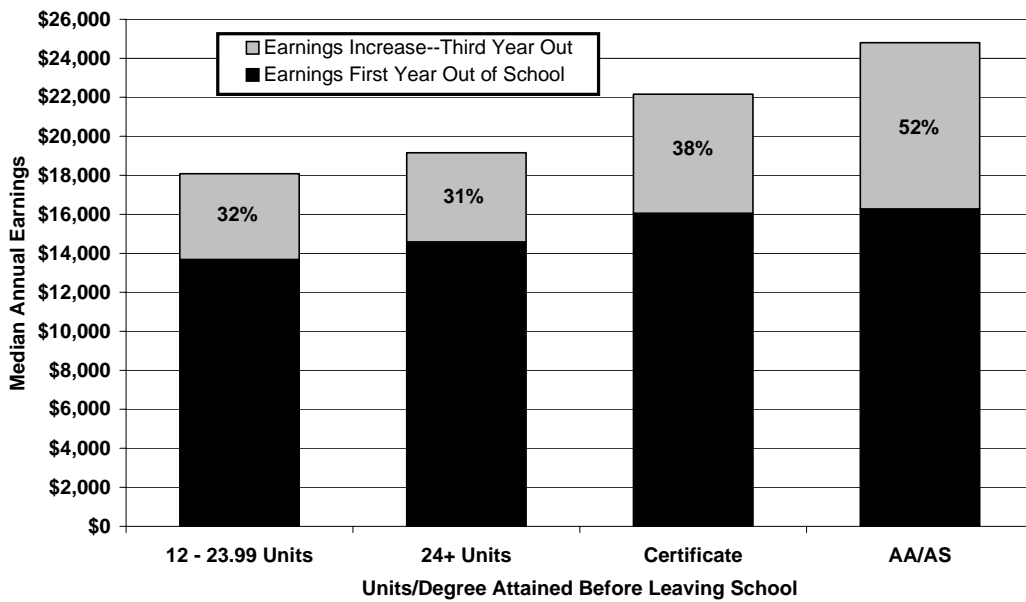
The last year they were in college, CalWORKs students that worked year-round had similar earnings regardless of their in-school educational experience. However, the more units students completed upon leaving college, the greater annual earnings increases were one year later. CCC CalWORKs students that left school in 1999-2000 with an Associate degree increased their median annual earnings by 85 percent after being out of school for one year. In contrast, those that left with 12-23.99 units saw only a 37 percent increase in earnings (Table B-1 in Appendix B and Figure 6). Absolute earnings one year after leaving school were also larger among CCC CalWORKs recipients who had taken a greater number of credits or left community college with a degree. For example, those with Associate degrees made approximately \$4,000 more per year their first year out of school than those that left with only 12-23.99 units completed (Table B-1 in Appendix B and Figure 6).



The more education AFDC students obtained, the more long-term earnings grew.

The more education with which AFDC students left school, the greater the increase in earnings between the first and third year in the labor market. Earnings increases between the first year out and third year out of school are also more likely to be due to an increase in wages earned, rather than simply an increase in hours worked after leaving school. AFDC recipients that left college with an Associate degree in 1996-97 had a 52 percent increase in earnings between their first and third years in the labor market. This compared to a 32 percent increase for those that left with 12-23.99 vocational units completed (Table B-2 in Appendix B and Figure 7).

Figure 7
Percentage Increase in Median Annual Earnings
From First Year Out to Third Year Out of School
for CCC AFDC Students Exiting School in 1996-1997



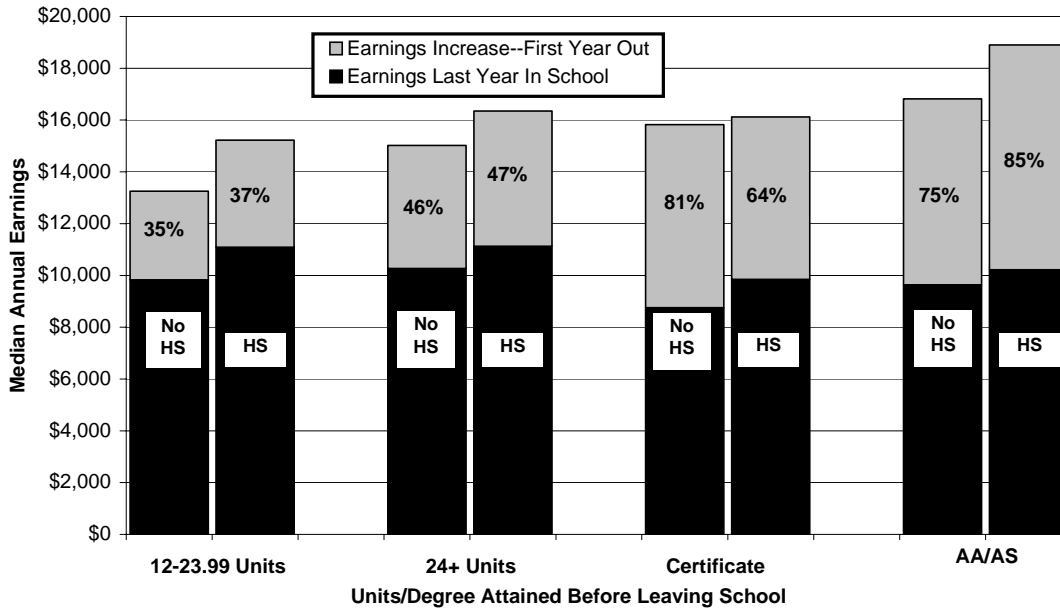
Source: CCCCCO MIS Student Record Database with EDD and CDSS Match

EARNINGS INCREASE SUBSTANTIALLY EVEN FOR WELFARE RECIPIENTS WHO ENTER COLLEGE WITHOUT A HIGH SCHOOL DIPLOMA

CCC CalWORKs students that enter college without a high school diploma increase earnings dramatically after exiting college. However, in the short term, they often still earn less than those who enter college with a high school diploma.

CCC CalWORKs students that entered community college without a high school diploma and exited in 1999-2000 with 12 units or more completed increased their earnings by 52 percent after one year out of school (Table B-5 in Appendix B). The overall increase in earnings was comparable to those that entered college with a high school diploma, but was larger for non-high school grads who completed a certificate but smaller for those who completed an AA degree (Figure 8).

Figure 8
Percentage Increase in Median Annual Earnings
From Last Year in School to First Year Out of School
for CCC CalWORKs Students Exiting School in 1999-2000
by Education at Entry (High School/No High School) and Educational Attainment

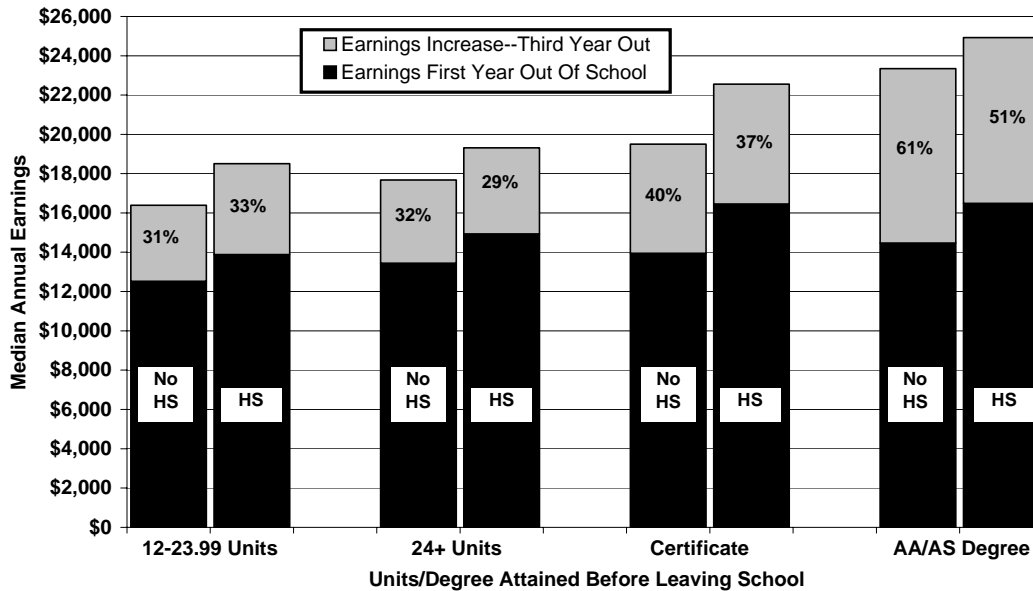


Source: CCCCO MIS Student Record Database with EDD and CDSS Match

AFDC students who entered college without a high school diploma increased median annual earnings one to three years out of college.

AFDC students entering without a high school diploma who exited college with 12 or more credits increased their annual median earnings by 33 percent from their first to third year out of school. The more units these initially disadvantaged students left with, the greater their earnings increase during this period. Those that left with a certificate increased earnings by 40 percent and those that left with an Associate degree increased earnings by 61 percent (Figure 9). In fact, three years after leaving school, initially disadvantaged students who earned an Associate degree nearly closed the earnings gap between themselves and similar AFDC students who were high school graduates upon entering college.

Figure 9
Percentage Increase in Median Annual Earnings
From First Year to Third Year Out of School
for CCC AFDC Students Exiting School in 1996-1997
by Education at Entry (High School/No High School) and Educational Attainment



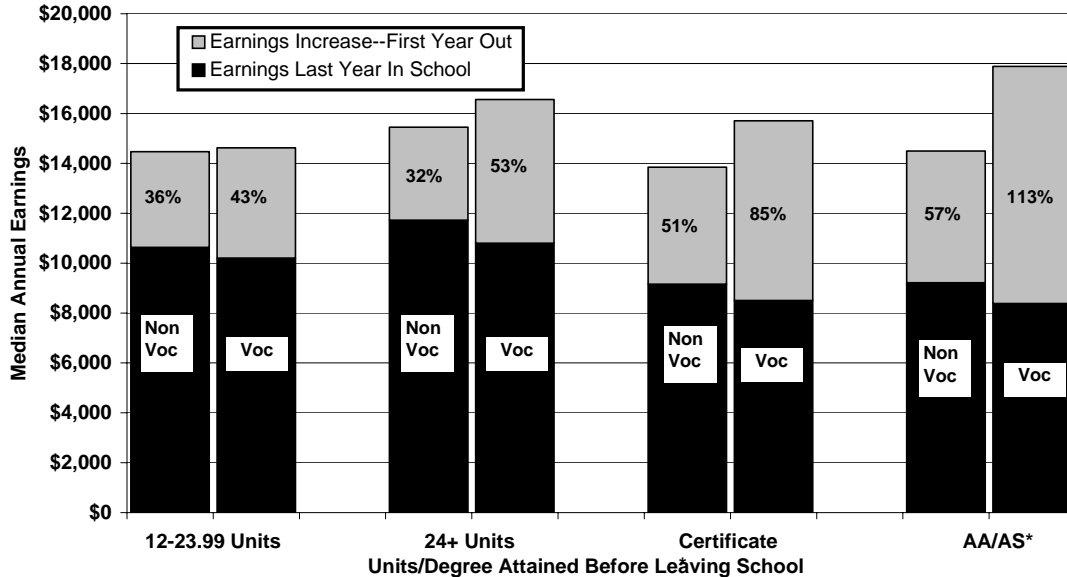
Source: CCCC MIS Student Record Database with EDD and CDSS Match

VOCATIONAL COURSES MAY PAY OFF MORE FOR WELFARE RECIPIENTS THAN OTHER COURSES

After one year in the labor market, CCC CalWORKs students that take a majority of vocational courses have greater median annual earnings than CCC CalWORKs students that took a majority of non-vocational courses.

Among those who left with 12 or more units of coursework completed, students with a vocational emphasis earned \$1,218 more on average than those with non-vocational coursework. Those who left school with a vocational Associate degree, earned about \$3,400 more than those who completed a non-vocational Associate degree. Percentage increases in earnings between the last year in school and the first year out, reflected these differences. For those that left with a non-vocational Associate degree in 1999-2000, the percentage increase between median in-school earnings and median earnings the first year out was 57 percent. In comparison, vocational students that left with a vocational Associate degree had a 113 percent increase (Figure 10). Overall, those that left with 12 or more units of vocational coursework saw an increase in earnings of 78 percent between the last year in school and the first year out while those with 12 or more units of non-vocational coursework had only a 38 percent increase in earnings (Table B-1 Appendix B).

Figure 10
Percentage Increase in Median Annual Earnings
From Last Year in School to First Year Out of School
for CCC CalWORKs Students Exiting School in 1999-2000
by Program Type (Non-Vocational/Vocational) and Educational Attainment

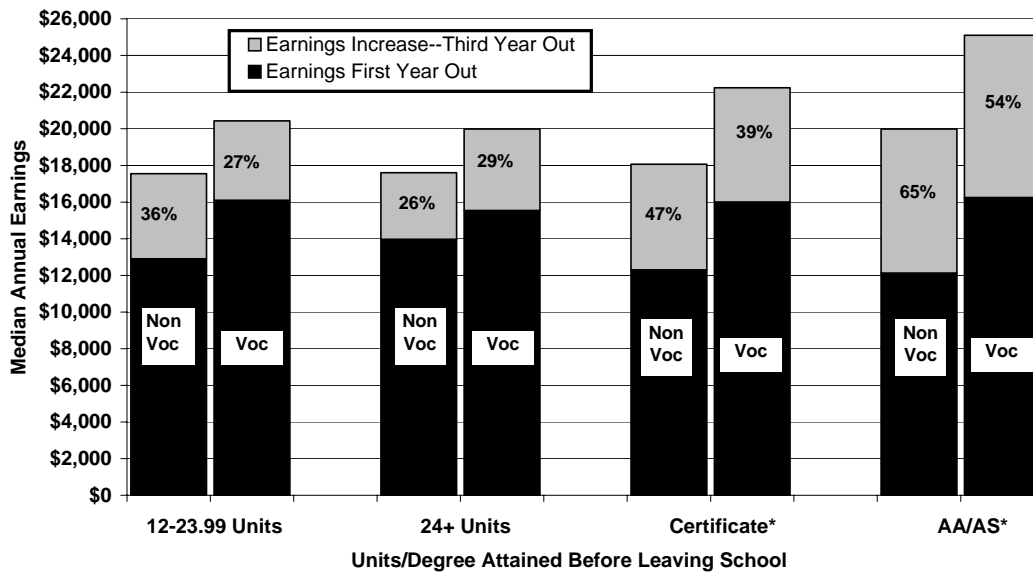


Source: CCCC MIS Student Record Database with EDD and CDSS Match
 *For vocational students only, those who had an AA degree or higher prior to entering program are excluded

Vocational AFDC students earned more than non-vocational AFDC students three years after leaving school, though the difference in earnings increases converged over time between the two groups.

After 3 years out in the labor market, the difference in earnings increases between vocational and non-vocational students narrowed. For example, there was a 46 percent increase in earnings for non-vocational AFDC students with 12 or more credits between the last year in school and the first year out compared to a 68 percent increase in earnings for vocational AFDC students with 12 or more credits from the last year in school to the first year out. This large difference in short-term earnings growth was similar for CCC CalWORKs students as well. However, from first to third year out of school, AFDC students with 12 or more non-vocational credits completed increased their earnings by 34 percent compared to 40 percent for vocational AFDC students (Table B-2 in Appendix B). Furthermore, when we look at differences by educational attainment, we find that at particular educational levels, non-vocational students have slightly *greater* earnings increases from one to three years out of school than vocational students (Figure 11). However, despite the convergence in earnings increases over the course of three years, vocational students retained substantially greater absolute earnings than non-vocational students over time. By the third year out of school, AFDC recipients who earned a vocational Associate degree were earning \$5,109 more than those with non-vocational Associate degrees.⁸

Figure 11
Percentage Increase in Median Annual Earnings
From First Year Out of School to Third Year Out of School
for CCC AFDC Students Exiting School in 1996-1997
by Program Type (Non-Vocational/Vocational) and Educational Attainment



Source: CCCC MIS Student Record Database with EDD and CDSS Match
 *For vocational students only, those who had an AA degree or higher prior to entering program are excluded

⁸ This compared to a \$4,114 difference in earnings among vocational and non-vocational AFDC recipients with Associate degrees the first year out.

WELFARE RECIPIENTS WHO ATTEND COLLEGE EARN MORE THAN THE GENERAL WELFARE POPULATION, EVEN IF THEY BEGAN COLLEGE WITHOUT A HIGH SCHOOL DIPLOMA

Those CCC CalWORKs recipients that entered college with less than a high school degree have greater quarterly earnings than the General CalWORKs population while in school and after leaving despite having less education initially.

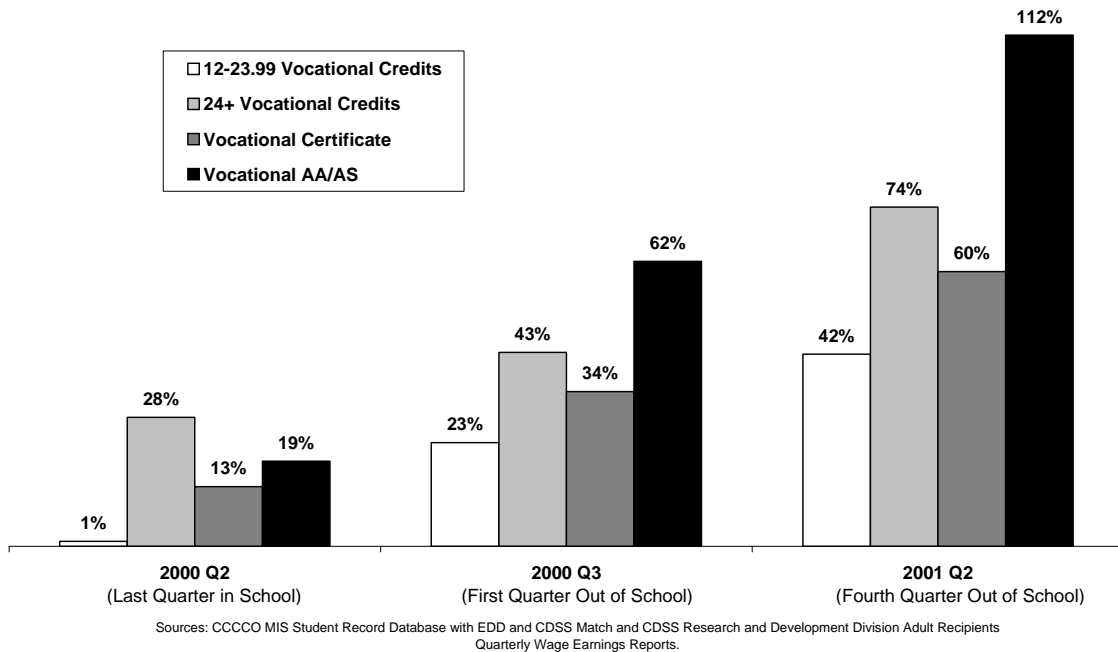
Recipients that enter school without a high school diploma have greater earnings in school and out of school than the general CalWORKs population even though nearly half of the general CalWORKs population has a high school diploma. Median earnings the last quarter in school of employed CCC CalWORKs students that began college without a high school diploma but left with at least 12 credits completed was \$2,616 -- 22 percent higher than the employed General CalWORKs population that quarter. The fourth quarter after exiting college, CCC CalWORKs students had median quarterly earnings that were 39 percent greater than the General CalWORKs population during that quarter. These fourth quarter earnings amount to \$3,320 more per year even for those that enter school at a relative educational disadvantage (Table C-2 Appendix C).

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The more credits student recipients leave school with, the greater the median earnings gain over the General CalWORKs population.

By the fourth quarter out of school, students who begin college without a high school degree but leave with vocational Associate degrees earned 112 percent more on average than the General CalWORKs population. By comparison, those that completed 24 or more credits without a certificate or degree earned 74 percent more, and those who completed a short term certificate earned 60 percent more. Those who left school with only 12-23.99 credits of vocational courses had a 42 percent earnings lead over the General CalWORKs population. While all these earning increases in a relatively short period were substantial, there is clearly an additional benefit to completing a greater number of units and also to coming away from school with a two-year degree (Figure 12).

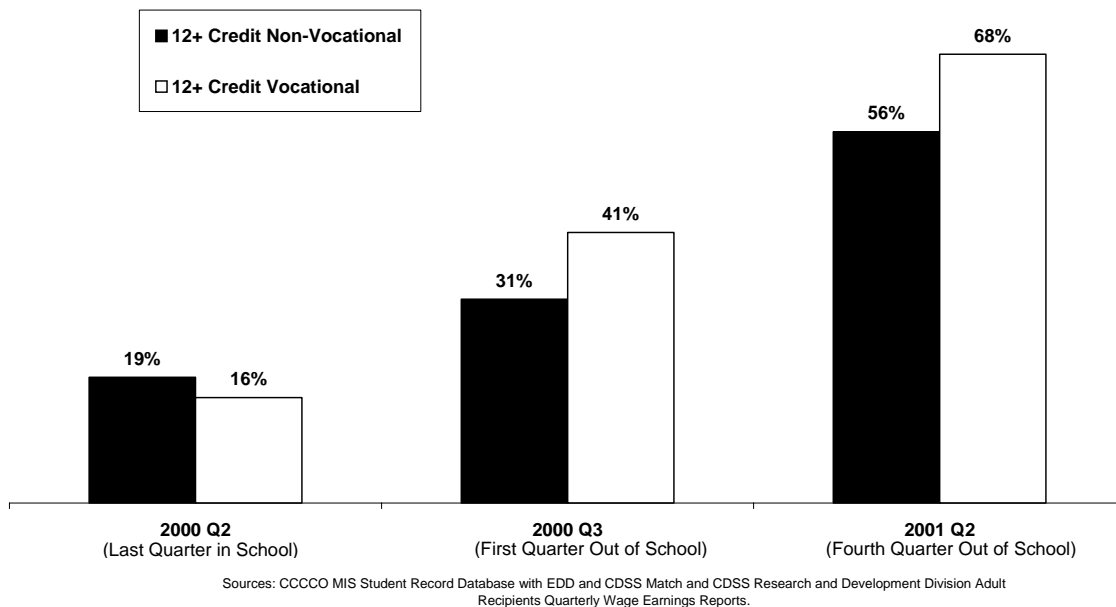
Figure 12
Percentage Lead in Median Quarterly Earnings Achieved by
CCC CalWORKs Students with No High School at Entry into College
Over the General Population of CalWORKs Recipients
By Educational Attainment



Four quarters out of school, vocational students that entered school without a high school credential have a greater earnings lead over the General CalWORKs Population than similar non-vocational students.

After leaving school, those that left school with 12 or more units of Vocational coursework had a greater earnings lead over the General CalWORKs population than those that left with 12 or more units of non-vocational coursework. The significance of this earnings gap, however, does not fully develop until the fourth quarter out of school. Students that left college with 12 or more vocational credits made 68 percent more on average than the General CalWORKs population. By comparison, those that left college with 12 or more non-vocational credits only attained a 56 percent lead over the General CalWORKs population (Figure 13).

Figure 13
Percentage Lead in Median Quarterly Earnings Achieved by
CCC CalWORKs Students with No High School at Entry into College
Over the General Population of CalWORKs Recipients
By Type of Program



Even while in school, median earnings of California Community College CalWORKs recipients are greater than the median earnings of the General CalWORKs Population.

Among CCC CalWORKs recipients that left school with at least 12 credits of any kind, median earnings for those employed the last quarter they were in school was \$2,790. In contrast, the median quarterly earnings for the general CalWORKs population that was employed that quarter was \$2,151, a 30 percent difference in median quarterly income. The amount that Community College students make above the General CalWORKs population while in school amounts to approximately \$639 more per quarter or \$2,556 more per year. CCC CalWORKs recipients who left school with an Associate degree were making 44 percent more than the General CalWORKs population the last quarter they were in school. This amounts to \$945 more per quarter and \$3,780 more per year. Even those who left school with only 12-23.99 credits completed still earned 24 percent more than the General CalWORKs population the last quarter they were in school (Table C-1 Appendix C).

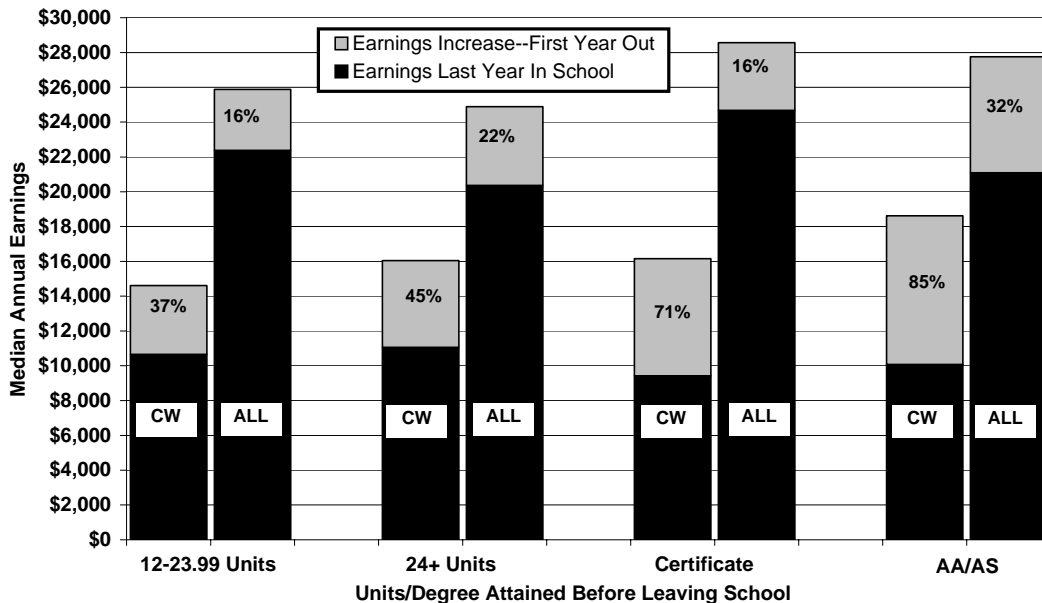
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WELFARE RECIPIENTS' EARNINGS AFTER COLLEGE GROW FASTER THAN THE GENERAL STUDENT BODY, NARROWING THE INITIAL GAP

Short-term median earnings grow faster among CCC CalWORKs students than among All Community College students who exited college with similar educational attainment.

While median earnings are considerably lower among CCC CalWORKs recipients than among the general student body, both while in-school and after exiting college, the short-term median earnings of CCC CalWORKs students grow faster than the general student body. One year after leaving school, the median annual earnings of CCC CalWORKs students with 12 or more credits completed increased by 52 percent compared to the general student body, which increased its median annual earnings by only 21 percent (Table B-1 and Table B-3 in Appendix B). For CCC CalWORKs students leaving with an Associate degree, increase in earnings was 85 percent after one year out of college, compared to 32 percent for all students leaving with Associate degrees. Therefore, while CCC CalWORKs students still struggle to match the earnings of the general student body, they get a big jump-start after first leaving school for the labor market (Figure 14).

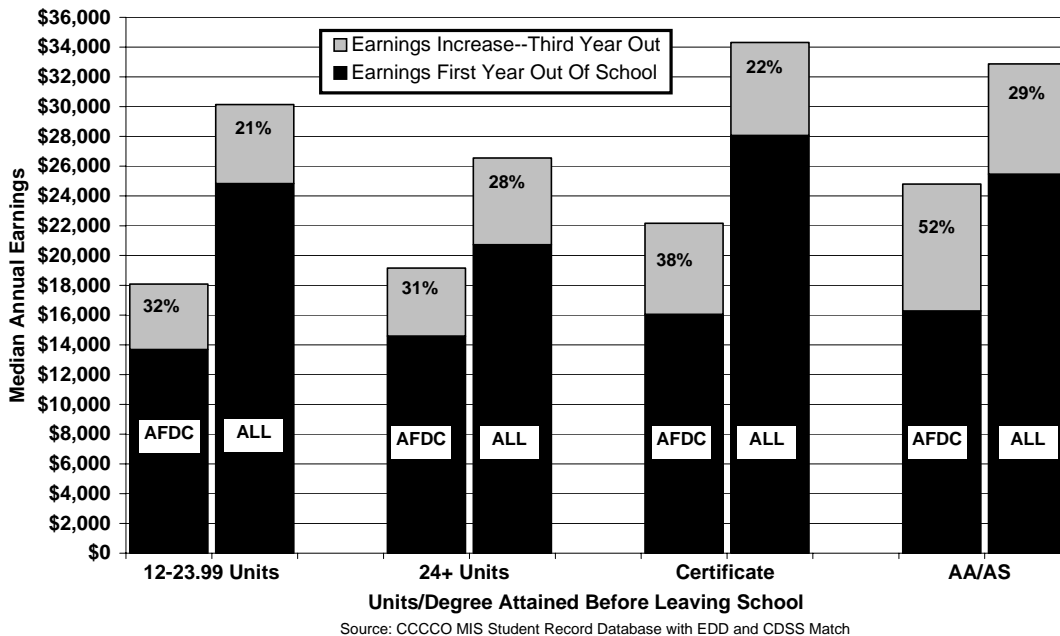
Figure 14
Percentage Increase in Median Annual Earnings
From Last Year in School to First Year Out
for CCC CalWORKs Credit Students and All CCC Students
Exiting School in 1999-2000 by Educational Attainment



AFDC students realize greater increases in earnings between their first and third year in the labor market than do All Community College students.

While AFDC students still earn considerably less than the general student body, AFDC students that left school in 1996-1997 had greater earnings increases from first to third year out of school than the general student body. For example, AFDC students who left with an Associate degree realized a 52 percentage increase in earnings between their first and third year in the labor market. In contrast, the general student body that left with similar credentials realized a 29 percentage increase in earnings between their first and third year in the labor market (Table B-2 and Table B-4 in Appendix B and Figure 15).

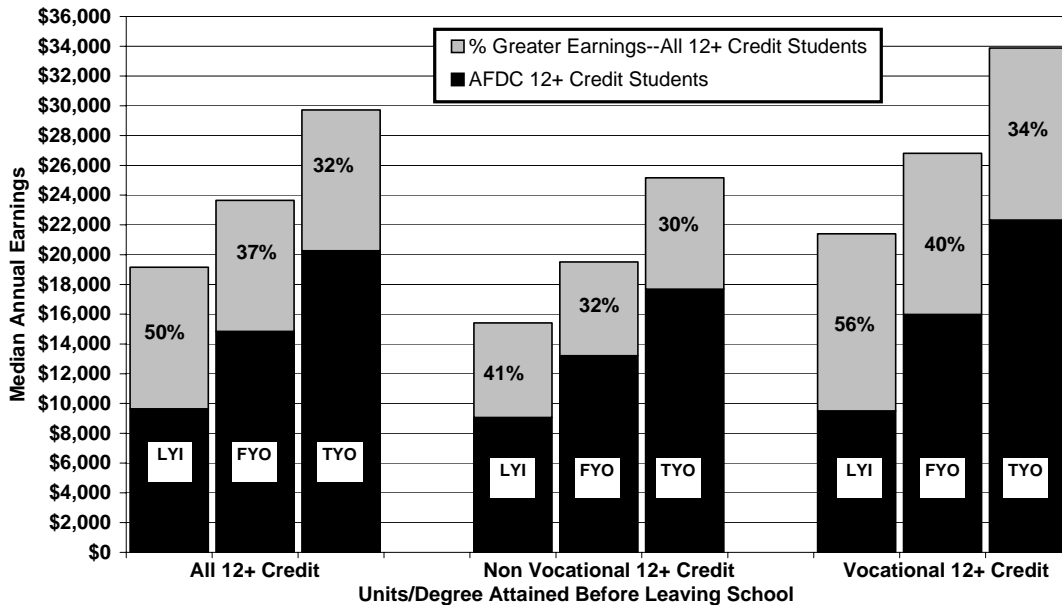
Figure 15
Percentage Increase in Median Annual Earnings
From First Year to Third Year Out of School
for CCC AFDC Students and All CCC Students
Leaving School in 1996-1997 by Educational Attainment



After three years in the labor market, AFDC recipients who left community college in 1996-1997 narrowed their earnings gap with the General Student Body that left community college during the same time period.

AFDC students that left college with 12 or more credits completed and worked year round while in school had about half the median annual earnings as the general student body the last year in school. However, the first year out of school, the earnings gap narrowed to 37 percent and then narrowed again to 32 percent by the third year. Vocational AFDC students had the widest gap to close (a 56 percentage point difference in median annual earnings the last year in school) but managed to successfully close the gap to 34 percent within three years out of school. Since there are large demographic differences between the AFDC population and the general student body (particularly gender), to close the earnings gap by this much in such a short period of time is a significant accomplishment (Figure 16).

Figure 16
Percentage Greater Median Annual Earnings Of All CCC Students Over CCC AFDC Students
the Last Year in (LYI), First Year Out (FYO), and Third Year Out (TYO) Of School
by Program Type

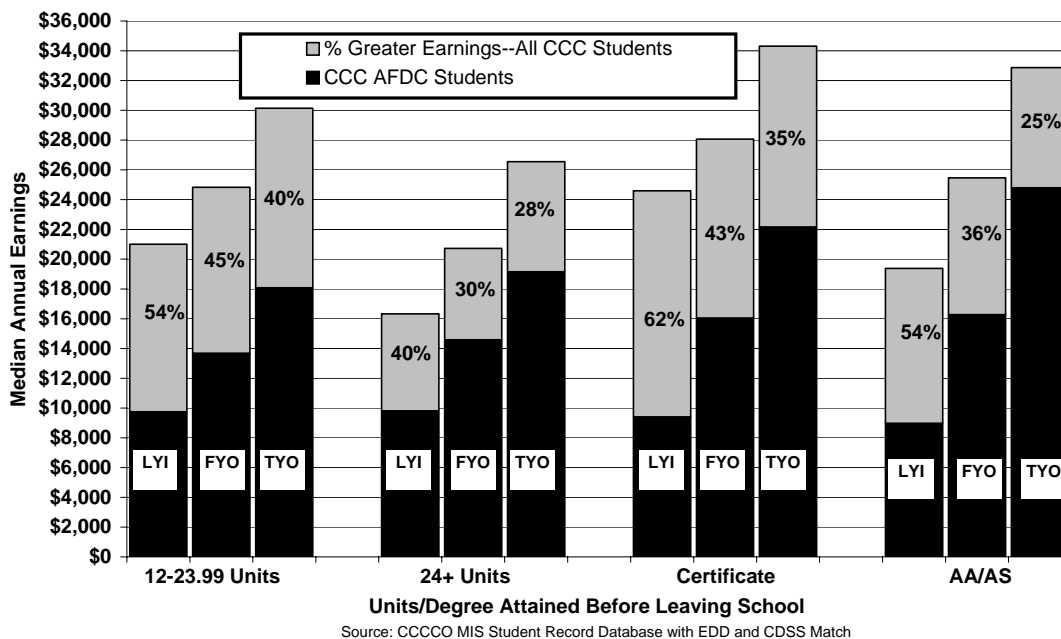


Source: CCCC MIS Student Record Database with EDD and CDSS Match
 *For vocational students only, those who had an AA degree or higher prior to entering program are excluded

AFDC students with Certificates and Associate Degrees narrow the earnings gap with All CCC Students more quickly than do those without credentials.

While in school, AFDC students that later exited with Certificates or Associate degrees had a significant gap in median earnings with All CCC students who exited with similar credentials (a 62 percent gap for those leaving with a Certificate and a 54 percent gap for those leaving with an Associate degree). However, these AFDC students were able to significantly close this gap by the third year out of school (by 27 and 29 percentage points respectively). By contrast, AFDC students that left school with 24 or more credits but no degree only decreased their gap with the general student body by 12 percentage points by the third year out. They did, however, also start out with a smaller gap while in school (Figure 17).

Figure 17
Percentage Greater Median Annual Earnings Of
All CCC Students Over CCC AFDC Students
Last Year in (LYI), First Year Out (FYO), and Third Year Out (TYO) Of School
by Educational Attainment



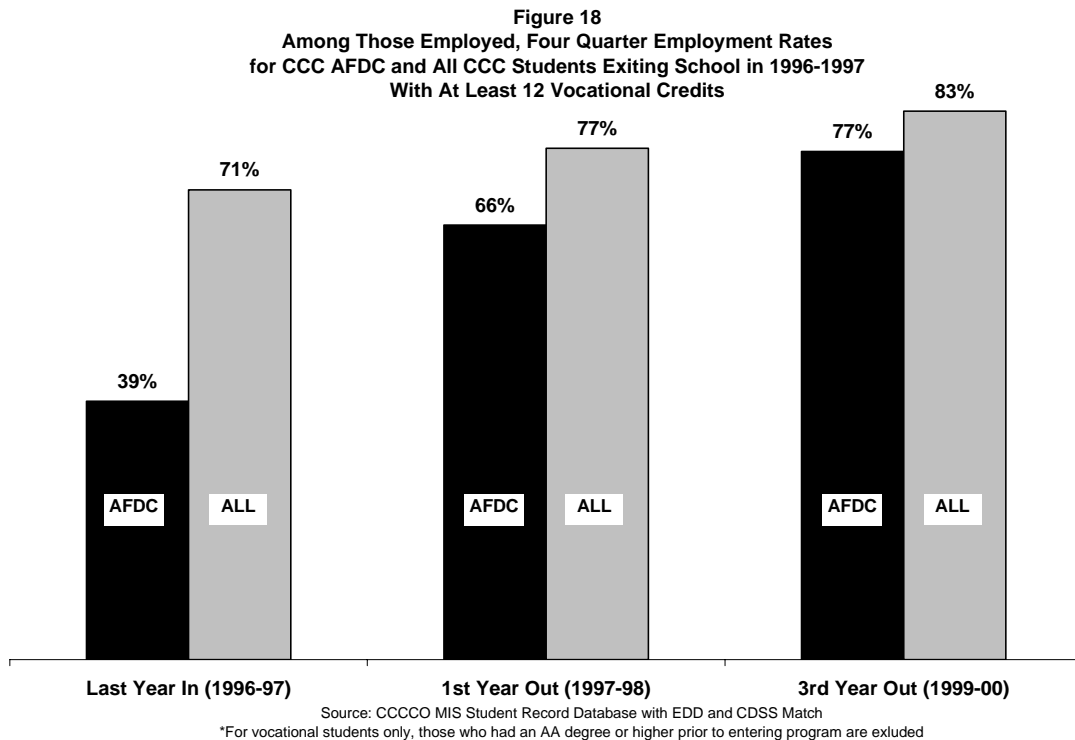
Source: CCCC MIS Student Record Database with EDD and CDSS Match

2. EMPLOYMENT OUTCOMES

CALIFORNIA COMMUNITY COLLEGE CALWORKS STUDENTS INCREASE STEADY EMPLOYMENT AFTER EXITING

While the vast majority of CCC CalWORKs students (71 percent) are employed while they are in school, after leaving college there is a substantial increase in the percentage of those employed that work all four quarters of the year. Among all credit CCC CalWORKs students, the percentage of those employed who worked all four quarters of the year increased from 45 percent the last year in school to 58 percent the first year out of school. For those who left school with at least 12 credits completed, four-quarter employment rates increased from 54 percent while in school to 66 percent the first year out of school. Among those that left school with Associate degrees, four-quarter employment rates increased from 65 percent while in school to 73 percent the first year out (Table B-1 in Appendix B).

CCC CalWORKs students that enter community college without a high school diploma typically have lower employment rates both during and after college than those that enter with a diploma, but interestingly, those in vocational programs close the gap. About three-fourths of vocational CCC CalWORKs students in both educational groups were employed one year after leaving college (Tables B-5 and B-6 in Appendix B). Despite lower initial employment rates among students receiving welfare than the general student body, student recipients catch up just three years after leaving college, especially those that leave with 12 or more vocational credits. One year out of school, the four-quarter employment rate is lower among AFDC students (39 percent) than it is for similar students in the general student body (71 percent). Three years out of college, however, overall employment rates between AFDC students and the general student body level off and the four-quarter employment rate gap narrows considerably (Figure 18).



CCC CALWORKS STUDENTS HAVE HIGHER EMPLOYMENT RATES WHILE IN SCHOOL THAN THE GENERAL CALWORKS POPULATION.

The last quarter CCC CalWORKs recipients were in school, fifty-seven percent of those who left that year with 12 or more credits were employed. In comparison, forty-four percent of the General CalWORKs population were employed that same quarter. Employment rates were not substantially different for vocational and non-vocational CCC CalWORKs students or by educational attainment while in school (Table C-1 in Appendix C).

Community College recipients who enter college without a high school diploma still have higher employment rates than the General CalWORKs population. The last quarter in school, approximately 56 percent of CCC CalWORKs recipients who began school with less than a high school degree but left with at least 12 credits completed were employed, in comparison with 44 percent of the General CalWORKs population in that quarter (Table C-2 in Appendix C).

SUMMARY

Using data from the California Department of Social Services, the California Community College Management Information System, and the Employment Development Department, this study tracks and compares the employment and earnings of samples drawn from three main groups: welfare recipients who were also students in California Community Colleges, the general California Community College student population, and welfare recipients from the California General Welfare population. This research found that the more education a welfare recipient obtained, the greater the increase in his or her earnings. Moreover, earnings increased substantially even for welfare recipients who entered community college without a high school diploma. Welfare recipient students still earn much less than members of the general community college body, but the gap narrows the longer the two groups are in the labor market. Earnings for employed welfare recipients who attended community college, even those who entered college lacking a high school diploma, were greater than those of the general California welfare population who were employed during the same time period. Welfare recipient students attain educational credentials similar to the general community college student body, however, they are less likely to transfer to a four-year college. For welfare recipient students, an Associate degree is an important vehicle for transfer to a four-year institution.

PART II. CALWORKS SERVICES

Beginning in 1997-1998, the California State Legislature, in response in part to federal welfare reform, has allocated \$65 million annually in new education spending to enable all 108 community colleges to better serve CalWORKs students by expanding and redesigning educational programs and by providing support services. The spending on these activities helps the state meet its TANF Maintenance of Effort requirement. The colleges receive an additional \$16 million in TANF funds, half federal funds and half state funds. CalWORKs and TANF funding provide a number of programs and services for CCC CalWORKs student-recipients.

The major CCC CalWORKs funded programs and services are childcare, work-study, job development and job placement, and coordination of a workable welfare-to-work plan that includes education as an allowable activity. Post-employment services consisting of instruction, childcare and job placement services may be offered to former recipients (off cash-aid no longer than two years) to upgrade skills and advancement in a career. Up to ten million dollars of the overall allocation may be

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used to serve these students (CCCCO, November 2001).

The number of student recipients receiving newly-funded CalWORKs services increased 57 percent since the beginning of the program, from 27,000 in 1997-98 to 47,118 in 2000-01 which represents approximately 12 percent of the adult welfare recipient caseload in California.

The major CCC CalWORKs funded programs and services are childcare, work-study, job development and/or job placement, post-employment services,⁹ and coordination of a workable welfare-to-work plan that includes education as a welfare-to-work activity. The next sections in Part I of this report describe in detail the child care, work-study, job development and job placement, and coordination services that are provided to CCC CalWORKs recipients through CalWORKs/TANF funding. Part I finishes by describing some of the other services that are provided to CCC CalWORKs students that are not funded by CalWORKs/TANF allocation.

CHILDCARE

Childcare is a critical component to ensure the success of CCC CalWORKs students while they are enrolled in community colleges and participating in work activities. CCC CalWORKs students must have childcare that meets their individual schedules and needs, such as providing services to children of various ages, and providing childcare during weekends and evenings. Childcare subsidies are provided to the children of CCC CalWORKs participants through campus-based centers or parental choice vouchers that allow parents to place their children in off-campus licensed centers or family childcare homes, and if appropriate, in license-exempt care which meets the California guidelines for Trustline registry, and health and safety self-certification. Childcare is provided during the period in which participants are engaged in qualifying state and federal work activities, and can be provided through attainment of their initial education and training plan, and thereafter up to three months or until the end of the academic year, whichever amount is greater. Childcare may also be provided as a post-employment service for students who were CCC CalWORKs recipients within two years of leaving college and met the criteria for post employment services. CCC CalWORKs childcare services were provided to 7,975 children in 2000-01 —nearly four times the number served (2,054) when the program began.

WORK STUDY

Work study funds are allocated for several purposes: To provide work opportunities that enable CCC CalWORKs students to meet CalWORKs work requirements while pursuing an educational program; to provide students with work experience that will make them more marketable when they finish their educational program; and to provide an experience that is directly related to, and in furtherance of the students' educational program (California Budget Act, 1998,1999,2000,2001)

Earned income from any college work-study program is exempt from Department of Social Services cash grant calculations. This exemption is applied to eligibility and grant determination whether or not the student has previously received aid. Work Study funds for employment are used to pay up to 75% of the wage for the work-study activity. The employer must pay a minimum of 25% of the

⁹ Since 1999, a portion of the community colleges' CCC CalWORKs budget can be used to provide post-employment services to former CCC CalWORKs recipients who have been off cash assistance for no longer than two years to assist them in upgrading skills, job retention and advancement.

work-study wage. Wage rates may not be less than the applicable minimum wage. To be eligible for work-study, employers must either currently participate in campus based work-study programs or they must provide work experiences that are directly related to the furtherance of the student's educational program. Employment may be on-campus, off-campus, non-profit, or for-profit as long as the requirements are met. Work-study funds can only be used if the total hours of education and employment are sufficient to meet both the state and federal minimum requirements for qualifying work-related activities. Work-study funding cannot be used for post-employment students.

Because the program is entirely state-funded, it is not subject to all of the regulations that apply to federal work-study programs. Eligibility requirements are set by the college and include requirements that students maintain satisfactory academic progress while participating in work-study. Some colleges administer these programs from the financial aid office, some from a job placement office, or directly from the CCC CalWORKs office. Typically, funding exists for approximately one-quarter of all CCC CalWORKs students to participate in programs that help them apply classroom learning on the job. In 2000-01, a total of 7,970 students received CCC CalWORKs work-study services. The majority of these students (70%) were placed in on-campus positions. The most common jobs were clerical (50%), childcare (16%), and tutoring (9%).

JOB DEVELOPMENT AND PLACEMENT

The purposes of the CCC CalWORKs funding for job development and placement are: to place CCC CalWORKs students in work activities that enable them to meet their work participation requirements; to provide them with practical experience that will make them more marketable when they complete their educational program; and to provide them with additional income. On-campus coordinators provide job development and placement services to students in work-study programs, internships, community service, and other paid and unpaid work activities. Job development and placement services also provide career education, and job seeking and job retention skills including vocational assessment to CCC CalWORKs recipients either through special workshops or classes, or integrated into the education and job training programs.

Job development and placement staff at the colleges work closely with the county welfare departments, the CA Employment Development Department (EDD), One-Stop-Career Centers, and other community resources to place CCC CalWORKs students into employment following completion of an educational program. Job development and placement services may be provided as a post-employment service if the student meets the criteria for post-employment, and the college has documented the need to provide such services. College staff also work with the state agencies to track former CCC CalWORKs students in employment, to record the job type, hours worked per week, wages, and date of hire. Approximately 18,313 student recipients were helped by job development and placement services in 2000-2001, and 5,807 were placed in employment.

CCC CALWORKS COORDINATION

In addition to student services, CCC CalWORKs funding is also used to employ staff at each community college campus to coordinate referrals to the college from the county welfare offices, track a student's progress, refer students to various student support services and place students in appropriate academic programs; and, to ensure that the welfare-to-work plan overall is workable. Campus coordinators also develop linkages with other local agencies including local workforce

investment boards and one-stop centers. A distinct difference of the new program is the strong emphasis on funding direct student services rather than staffing for a college.

OTHER SERVICE DEPARTMENTS WITHIN THE COLLEGE

CCC CalWORKs services are provided in coordination with all on-campus and off-campus services. CCC CalWORKs services were specifically established to supplement, not supplant existing services. Many service programs were well established when these new, extensive CCC CalWORKs services began; and, are almost always utilized when CCC CalWORKs students are eligible. The other major service programs are: Extended Opportunity Programs and Services (EOPS), and its adjunct program called Cooperative Agencies Programs and Services (CARE), Disabled Students Programs and Services, AmeriCorps, as well as academic counseling, transfer, and matriculation services.

The primary goal of EOPS is to encourage the enrollment, retention, and transfer of students with language, social, economic or educational disadvantages; and, to facilitate the successful completion of the student's college goals and objectives. EOPS offers academic and support counseling, financial aid, and other support services. EOPS recipients are required to be full-time students; i.e., enrolled for at least 12 units per semester.

The CARE program was established in 1982 to further assist EOPS-eligible students who are female, single head of household, welfare recipients, with a child under the age of 14 in the household. Through CARE staff, eligible students are given vouchers for meals on campus, rolling backpacks to carry books, and transportation or car repair vouchers up to \$200 per year. Both CARE and EOPS offer academic counseling. Disabled Students Programs and Services (DSP&S) provide support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate fully and benefit equally from the college experience as their peers.

There are three AmeriCorps programs available at 31 of the CCC campuses. AmeriCorps programs that focus on literacy development are located at 27 campuses and 4 campuses focus solely on providing mentoring services to foster youth. The ECEL program (located at 18 campuses) targets the involvement of TANF recipients (CalWORKs students), while the other two AmeriCorps programs, of course, accept TANF participants but don't specifically target their involvement. AmeriCorps and CCC CalWORKs programs work together closely to offer opportunities for students to apply learning and earn a AmeriCorps education award to pay for further education.

Matriculation services are available for all enrolled credit and noncredit students and include: counseling, assessment and testing, orientation and follow-up services. The intent of Matriculation is to assist students to learn to plan and implement their educational and vocational programs and to set goals leading to their eventual success in the community college or a transfer institution. CCC CalWORKs services are coordinated with academic counseling, transfer and matriculation services to ensure maximum utilization of these valuable campus services by CCC CalWORKs students.

FINANCIAL AID

CCC CalWORKs student recipients are usually eligible to receive some form of financial aid available through a campus financial aid office. CCC CalWORKs, and other categorical programs described in this report, work with the financial aid office to coordinate additional services such as

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child care to ensure students are not “overly-awarded” financial aid; and that they receive only enough supplemental services to meet the need or the federally-designated cost of attending a college program according to community standards. There are many forms of financial aid that are available to CCC CalWORKs recipients. Some of the major grants include the Board of Governor’s Fee Waiver, Cal Grants, and the Federal Pell Grant. While CCC CalWORKs students are generally eligible for financial aid such as tuition waivers, and may also receive some federal and/or state grants and loans, many students either receive no aid or only a very limited amount, making the CCC CalWORKs work-study jobs an especially critical aid supplement to the other programs.

Table 4		
Financial Aid Received by CCC CalWORKs Students Enrolled in 1999-2000		
<i>Students with financial aid can receive more than one type of aid</i>		
Type of Financial Aid	Number of CCC CalWORKs Students	% Receiving Aid*
Financial Aid	65,739	61%
Board of Governors Fee Waiver	65,320	61%
Pell Grant	34,854	33%
Federal Financial Aid	17,719	17%
Financial Aid Scholarship	171	0%
Other Financial Aid	6,293	6%
No Financial Aid	41,348	39%
Total CCC CalWORKs Enrolled in 1999-2000	107,087	

Source: California Community College Chancellor’s Office MIS Student Record Database

*Out of total CCC CalWORKs students enrolled in 1999-2000 (107,087)

The Board of Governor’s (BOG) fee waiver program is designed to ensure that the fee policies are not a financial barrier to education for any California resident. A BOG fee waiver allows financially needy students to bypass tuition fees, which are currently \$11 per unit for resident students. Students who are participating in a public assistance program (CCC CalWORKs/TANF, SSI/SSP or General Assistance) are automatically financially eligible to receive a BOG fee waiver. (Board of Governors Fee Waiver Program 2001-2002 Program Manual).

To be eligible for a BOG fee waiver, CCC CalWORKs students must enroll in credit coursework only. Students may take a combination of credit and non-credit courses, but will receive the fee waiver only for the credit courses. Approximately 61 percent of CCC CalWORKs students received a BOG fee waiver in 1999-2000. Part of the reason why a greater percentage of CCC CalWORKs recipients do not receive the BOG fee waiver may be that many CCC CalWORKs students begin by taking solely non-credit courses and therefore do not initially meet the BOG fee waiver eligibility requirements.

California offers two “Cal Grants.” CCC CalWORKs students may be eligible to receive both. Cal Grant "B grants" are used for tuition and fees, living expenses and expenses related to transportation, supplies and books for California residents attending any qualifying institution offering undergraduate academic programs of not less than one academic year. The annual award amount of a Cal Grant “B” for a CCC student is approximately \$1550. Cal Grant "C grants" assist students who

are enrolled in California occupational or vocational programs that last from four months to two years (California Student Aid Commission, 2001) and they average \$600 annually for a CCC student. Approximately three percent of CCC CalWORKs students received Cal Grants *B and C* in 1999-00. This may be due to once-a-year enrollment requirements and the relatively small number of grants awarded.

Other grants that CCC CalWORKs students may be eligible to receive from the college are vouchers and grants from the EOPS and CARE programs. Twelve percent of the CCC CalWORKs students received these types of grants in 1999-00. EOP Grants that are awarded are distributed through the financial aid office and assist in meeting students' unmet financial needs. Vouchers for books and other services are distributed directly from the EOP and CARE offices but disbursement of grants but must be reported to financial aid offices to coordinate the benefits with all other aid programs as required by federal and state law.

In addition to grants from the state and college, CCC CalWORKs students are also eligible to apply for need-based federal grants, loans, and scholarships. Approximately one-third of CCC CalWORKs students received Federal Pell grants in 1999-2000 (approximately \$3500 annually) and 17% received other forms of federal financial aid or assistance.

California's Master Plan for Education specifically provides for postsecondary education for all who seek it through the California Community College system, and creates a unique opportunity for California citizenry. However, the over-prescribed CCC system struggles to meet this mandate to provide for all the California citizenry seeking postsecondary education, and the community colleges have a high number of "unfunded full-time equivalent students".

CONCLUSION – CCC CALWORKS SERVICES

California community colleges play a critical and expanding role in the state's welfare reform system. Each college provides education, training, and work experiences — all essential components of a welfare-to-work plan that can result in welfare recipients gaining employment at a family-supporting wage. Each year since the inception of the CCC CalWORKs program, community colleges increased the number of welfare recipients that have accessed campus CCC CalWORKs services. This growth is expected to continue.

The task of assisting large numbers of welfare recipients to move up the career skill ladder into family-supporting employment requires an unprecedented level of on-going cooperation and commitment. The Chancellor's Office and College CCC CalWORKs staff continue to work with community colleges, county welfare offices, Department of Social Services, other private and public agencies as well as business and industry exploring how best to serve the changing needs of CCC CalWORKs students and prepare them for the workforce.

PART III. IMPLICATIONS FOR STATE AND FEDERAL POLICY

Our analysis shows that CCC CalWORKs students work more and increase their earnings substantially in one to three years after exiting college. This wage increase is especially true for those who are in vocational programs or who obtain an Associate degree. These findings are consistent with recent national research that showed one of the most successful welfare-to-work programs ever studied — the Portland, Oregon JOBS program — greatly increased participation in college and receipt of occupational certificates.¹⁰ This was likely an important factor in the program’s ability to help recipients find better and longer-lasting employment than they would have found on their own. And clearly, these welfare-to-work programs that operate within community colleges help people move from being tax recipients to tax payers.

Preliminary evidence from state evaluation systems indicates that CCC CalWORKs recipients who enroll in community college academic programs with the option of receiving CCC CalWORKs services see greater earnings than the general population of CCC CalWORKs recipients. Because postsecondary education and training plays an important role in improving economic outcomes for welfare recipients, states should be encouraged to fund on campus critical support and employment services for recipients who are students. Utilizing on-campus coordinators to provide child care, work-study, and job placement services ensures that student recipients receive the kind of support and employment-related education that pays off in higher-paid employment. Interviews with CCC CalWORKs students indicated that the specific support and employment services offered through CCC CalWORKs programs were a key factor in their successful transition. (See Appendix D).

Despite the large increase in employment and earnings that a community college education and support services provide, CCC CalWORKs students who do not complete certificates or degrees remain somewhat disadvantaged in the labor market. The majority of CCC CalWORKs students, and indeed all community college students, take three-and-a-half years to complete an Associate degree. Considering the additional barriers CCC CalWORKs recipients face, namely raising children on limited resources, it is not surprising that they on average take one year longer to complete an Associate program than “normative time”.

Given the current 18-24 month time limits imposed by welfare reform, the average CCC CalWORKs student who is trying to complete an Associate degree will ultimately have to face a decision to leave school before her program is completed, or be ineligible for cash assistance. CCC CalWORKs recipients clearly need more time than what is currently allowed to obtain an Associate degree. Although many community colleges have developed and redesigned specific programs to accommodate the time limits, programs that promise self-sufficiency¹¹ wages require a high

¹⁰ Hamilton, Gayle, Stephen Freedman, Lisa Gennetian, Charles Michalopoulos, Johanna Walter, Diana Adams-Ciardullo, and Anna Gassman-Pines, *The National Evaluation of Welfare-to-Work Strategies: How Effective Are Different Approaches? Five-Year Adult and Child Impacts for Eleven Programs*. Washington, DC: U.S. Department of Health and Human Services and U.S. Department of Education, December 2001.

¹¹ Self-Sufficiency Income Standards have been established for every county in California and for 70 different types of families based on a variety of variables that include family size, ages of children, and geographic location. The Self-Sufficiency Income Standard is designed to reflect what a family needs in order to adequately meet living expenses without public or private assistance. Costs contained in the standard include housing, childcare, food, transportation, health care and net taxes after relevant tax credits are applied.

proficiency level in academic courses that is, for most students, usually unattainable within a two-year period.

California considered legislation (AB 2386) that would have allowed an additional 12 months of time for all TANF/CalWORKs students who successfully complete 24 months in a community college program that may lead to employment at a wage that would provide for self-sufficiency. The bill was amended to just focus on those with disabilities. In Calendar Year 2001, state legislation was under consideration that would have allowed homework and study time to be counted as work hours in addition to time spent in lecture, laboratory, and/or internships. This allowance would have provided student-recipients with adequate time to study for current educational programs. The bill was vetoed.

At the national level, TANF reauthorization should allow and encourage the balanced approach that California uses to provide a mix of employment and quality education with training services in welfare-to-work programs. Research has shown repeatedly that this method is by far the most effective welfare-to-work strategy.¹²

Toward this end, reauthorization should:

- Ease some of the restrictions regarding using education and training participation for the federal work requirements so that states are not discouraged from providing a mix of employment and skill upgrading activities to TANF recipients;
- Allow sufficient time for welfare recipients to utilize both basic education and training to obtain occupational certificates and Associate degrees;
- Provide incentives for states to provide support services and work-study positions to low income parents who are students to better enable them to succeed in school; and,
- Make it easier to balance work, family, and school by keeping the overall number of hours required at a reasonable level, clarifying that student work-study is a countable activity toward work rates, and examining how federal student aid policies can better support both unemployed parents and low-wage workers in school.

The proposals currently before Congress offer some clear-cut choices on the question of education and training access.

- The Administration's reauthorization proposal, which the Herger and McKeon bills closely resemble, imposes a narrow, "one size fits all" approach on states, despite clear evidence that providing a range of employment and training services is the most effective welfare-to-work strategy. There is no evidence that requiring all states to place virtually all unemployed recipients in unpaid work programs is effective, moreover there is some evidence that it is not effective.¹³
- The Administration's proposal, and the Herger and McKeon bills, would sharply reduce access to education and training — reducing the time that full-time education and training can count toward

¹² Gueron, Judith M. and Gayle Hamilton. 2002. *The Role of Education and Training in Welfare Reform*. Welfare Reform and Beyond, Policy Brief #20. Washington, DC: The Brookings Institute.

¹³ Thomas Brock, David Butler, and David Long, "Unpaid Work Experience for Welfare Recipients: Findings and Lessons from MDRC Research," New York: Manpower Demonstration Research Corporation, September 1993. Marieka Klawitter, "Effects of Work-First Activities on Employment and Earnings," Evans School of Public Affairs, University of Washington, September 2001.

work requirements to three or four months instead of the current 12 months. Yet the newest research shows clearly that vocational training with postsecondary education and training play a key role in boosting recipients' earnings, and that, especially for those with lower skills, it took more than a year on average to obtain occupational credentials.¹⁴

- By contrast, several other proposals such as that by the Tripartisan Group of Senators (Breau, Hatch, Jeffords, Lincoln, Rockefeller, and Snowe) and those by Representatives Cardin, Mink, and Roukema would allow or encourage states to test a mixed services strategy while maintaining or increasing TANF's strong work focus. These proposals expand the extent to which full-time education and training can count toward the work requirements. Such changes would allow more recipients to gain occupational credentials that help them qualify for better-paying jobs. Several of these proposals also would make it easier to combine work with school.

The long-term success of welfare reform, and the well-being of the families aided by it, depends on basing State and Federal policy decisions on sound research and proven welfare-to-work strategies. Access to employment-focused postsecondary education and training, together with the supportive services that allow parents to succeed, is an essential component if welfare reform is to improve the lives of low-income parents and their children.

¹⁴ Karin Martinson and Julie Strawn, "Built to Last: Why Skills Matter for Long-Run Success in Welfare Reform," Center for Law and Social Policy, Washington, DC, 2002.

APPENDIX A: DEMOGRAPHIC TABLES

Table A-1				
Demographics of CCC CalWORKs and All Students Who Exited College in 1999-2000				
	CalWORKs Students		All Students	
	All Credit	12+ Credits	All Credit	12+ Credits
NUMBER OF STUDENTS	35,871	12,628	718,636	254,035
GENDER				
Female	80.2	84.0	52.8	56.2
Male	19.2	15.8	46.6	43.6
Unknown	0.6	0.2	0.6	0.2
Total	100.0	100.0	100.0	100.0
AGE				
<20	12.5	5.3	11.8	8.4
20-29	41.7	41.0	42.2	52.5
30-39	29.3	33.7	22.5	21.0
40-49	13.8	16.6	15.8	13.1
50+	2.7	3.4	7.8	5.1
Total	100.0	100.0	100.0	100.0
EDUCATION AT ENTRY				
Not a HS Graduate	29.1	19.5	13.7	11.2
HS Graduate	61.6	76.6	78.5	85.1
Unknown	9.3	3.9	7.8	3.7
Total	100.0	100.0	100.0	100.0
ETHNICITY				
Asian	9.0	11.0	10.8	12.0
Black	24.9	21.3	8.6	8.0
Hispanic	27.2	23.3	23.9	23.0
White	30.2	36.1	43.3	44.5
Other	5.1	5.0	6.8	7.2
Unknown	3.6	3.2	6.5	5.2
Total	100.0	100.0	100.0	100.0

Source: CCCCO MIS Student Record Database with CDSS Match

Table A-2			
Demographic Comparison of General CalWORKs Population^a and CCC CalWORKs Students			
	General CalWORKs Population (1999-00)	CCC CalWORKs Leaving College in 1999-2000	
		All Students	12+ Credits
ALL PARTICIPANTS	437,052	35,871	12,628
GENDER			
Female	80.3	80.2	84.0
Male	19.7	19.2	15.8
Unknown	0.0	0.6	0.2
Total	100.0	100.0	100.0
AGE			
<20	4.2	12.5	5.3
20-29	31.2	41.7	41.0
30-39	34.9	29.3	33.7
40-49	23.1	13.8	16.6
50+	6.6	2.7	3.4
Unknown	0.0	0.0	0.0
Total	100.0	100.0	100.0
EDUCATION*			
Not a HS Graduate	51.2	29.1	19.5
HS Graduate	48.8	61.6	76.6
Unknown	0.0	9.3	3.9
Total	100.0	100.0	100.0
ETHNICITY			
Asian	14.9	9.0	11.0
Black	20.9	24.9	21.3
Hispanic	32.4	27.2	23.3
White	30.3	30.2	36.1
Other	1.5	5.1	5.0
Unknown	0.0	3.6	3.2
Total	100.0	100.0	100.0

Sources: CCCCCO MIS Student Record Database with CDSS Match; CDSS Demographic Data from "CalWORKs Characteristics Survey Federal Fiscal Year 2000: October 1999 through September 2000".

*Current educational level of general CalWORKs population and education at entry into college for CCC CalWORKs population.

APPENDIX B: TABLES FOR CALIFORNIA COMMUNITY COLLEGE CALWORKS AND GENERAL STUDENT BODY EMPLOYMENT AND EARNINGS COMPARISONS

NOTE ON HOW TO READ TABLES

First row of Table B-1 reads: 35,871 CCC CalWORKs students exited the community college after the 1999-2000 school year and did not return for at least one year. Seventy-one percent of those who left were employed during their last year in school and 45 percent of those employed worked in all four quarters that year. The median annual earnings in 2000-2001 dollars during the last year in school of those employed all four quarters in 1999-2000 was \$10,318. One year after leaving school, 73 percent of those who left were employed and 58 percent of those employed were employed all four quarters of the year. One year after leaving school, the median annual earnings of those employed year-round was \$14,604. Therefore, one year after leaving school, median annual earnings had increased by 42 percent.

Table B-1
Economic Outcomes for CalWORKs Students who Exited Community College in 1999-2000^a

Earnings adjusted to 2000-2001 dollars using California Consumer Price Index

Educational Attainment	Total Exiting CalWORKs Students	Last Year in College 1999-2000			1st Year Out Of College 2000-2001			% Change in Median Annual Earnings ^b
		% Employed	% Working 4 Quarters	Median Annual Earnings ^b	% Employed	% Working 4 Quarters	Median Annual Earnings ^b	
All Credit Students	35,871	71%	45%	\$10,318	73%	58%	\$14,604	42%
12+ Credit Students	12,628	69%	54%	\$10,563	74%	66%	\$16,066	52%
12 - 23.99 Units	3,560	71%	48%	\$10,651	73%	59%	\$14,611	37%
24+ Units	4,549	70%	53%	\$11,060	71%	65%	\$16,045	45%
Certificate	2,364	67%	57%	\$9,423	78%	70%	\$16,151	71%
AA/AS	2,155	68%	65%	\$10,077	80%	73%	\$18,613	85%
All Non-Vocational Credit	22,551	71%	42%	\$10,187	72%	54%	\$13,539	33%
Non-Vocational 12+ Credit	3,980	69%	51%	\$10,928	70%	61%	\$15,038	38%
12 - 23.99 Units	1,737	69%	49%	\$10,631	71%	57%	\$14,464	36%
24+ Units	1,952	70%	53%	\$11,725	69%	64%	\$15,448	32%
Certificate	58	64%	35%	\$9,159	69%	58%	\$13,851	51%
AA or AS Degrees	233	64%	60%	\$9,214	70%	63%	\$14,496	57%
All Vocational Credit	9,372	70%	49%	\$9,704	76%	63%	\$15,606	61%
Vocational 12+ Credit	4,297	65%	54%	\$9,148	78%	67%	\$16,256	78%
12 - 23.99 Units	512	70%	42%	\$10,199	74%	59%	\$14,620	43%
24+ Units	1,036	68%	51%	\$10,801	73%	64%	\$16,559	53%
Certificate*	1,609	63%	54%	\$8,500	78%	67%	\$15,706	85%
AA/AS*	1,140	64%	63%	\$8,379	82%	73%	\$17,889	113%

Source: California Community College Chancellor's Office MIS Student Record Database with EDD and CDSS Match.

^a Exiting students are defined as those who left community college and did not return for at least 1 year.

Exiting students exclude 2,162 students who left community college to transfer into the California 4-year State University system (CSU/UC).

^b Median annual earnings are derived by summing median quarterly earnings for those working all four quarters in the academic year.

*Number excludes vocational students who had an AA degree or higher prior to entering program.

Table B-2

Economic Outcomes for AFDC Students who Exited Community College in 1996-1997^a

Earnings adjusted to 2000-2001 dollars using California Consumer Price Index

Educational Attainment	Total Exiting AFDC Students	Last Year in College 1996-1997			1st Year Out Of College 1997-1998			3rd Year Out Of College 1999-2000			% Change in Median Annual Earnings ^b	
		% Employed	% Working 4 Quarters	Median Annual Earnings ^b	% Employed	% Working 4 Quarters	Median Annual Earnings ^b	% Employed	% Working 4 Quarters	Median Annual Earnings ^b	Last Yr in - 1st Yr Out	1st Yr out - 3rd Yr out
		All Credit Students	46,723	63%	36%	\$9,558	70%	55%	\$13,508	71%	65%	\$18,013
12+ Credit Students	16,393	63%	41%	\$9,644	72%	63%	\$14,845	75%	72%	\$20,262	54%	36%
12 - 23.99 Units	5,045	65%	40%	\$9,755	72%	58%	\$13,686	73%	66%	\$18,078	40%	32%
24+ Units	6,074	63%	42%	\$9,815	69%	62%	\$14,587	72%	71%	\$19,157	49%	31%
Certificate	2,478	60%	39%	\$9,404	77%	68%	\$16,050	80%	77%	\$22,163	71%	38%
AA/AS	2,796	59%	42%	\$8,978	76%	67%	\$16,277	79%	81%	\$24,806	81%	52%
All Non-Vocational Credit	31,048	62%	33%	\$9,184	67%	51%	\$12,541	69%	61%	\$16,413	37%	31%
Non-Vocational 12+ Credit	5,261	62%	39%	\$9,067	68%	58%	\$13,207	70%	67%	\$17,689	46%	34%
12 - 23.99 Units	2,674	65%	36%	\$8,648	71%	56%	\$12,905	72%	64%	\$17,552	49%	36%
24+ Units	2,220	60%	41%	\$9,531	64%	60%	\$13,968	69%	70%	\$17,604	47%	26%
Certificate	69	58%	38%	\$7,402	70%	65%	\$12,305	68%	72%	\$18,068	66%	47%
AA or AS Degrees	298	47%	44%	\$8,078	61%	61%	\$12,133	72%	72%	\$19,991	50%	65%
All Vocational Credit	11,946	63%	40%	\$9,535	74%	62%	\$14,933	76%	73%	\$20,481	57%	37%
Vocational 12+ Credit	6,532	60%	39%	\$9,506	76%	66%	\$15,985	78%	77%	\$22,325	68%	40%
12 - 23.99 Units	615	64%	41%	\$12,333	73%	64%	\$16,097	76%	68%	\$20,433	31%	27%
24+ Units	1,957	65%	40%	\$10,631	73%	64%	\$15,545	74%	72%	\$19,983	46%	29%
Certificate*	1,967	57%	38%	\$8,774	77%	66%	\$16,004	81%	78%	\$22,242	82%	39%
AA/AS*	1,993	57%	38%	\$7,812	78%	67%	\$16,247	80%	83%	\$25,100	108%	54%

Source: California Community College Chancellor's Office MIS Student Record Database with EDD and CDSS Match.

^a Exiting students are defined as those who left community college and did not return for at least 1 year.

Exiting students exclude 3,334 students who left community college to transfer into the California 4-year State University system (CSU/UC).

^b Median annual earnings are derived by summing median quarterly earnings for those working all four quarters in the academic year.

*Number excludes vocational students who had an AA degree or higher prior to entering program.

Table B-3

Economic Outcomes for All Students who Exited Community College in 1999-2000^a

Earnings adjusted to 2000-2001 dollars using California Consumer Price Index

Educational Attainment	Total Exiting Students	Last Year in College 1999-2000			1st Year Out Of College 2000-2001			% Change in Median Annual Earnings ^b
		% Employed	% Working 4 Quarters	Median Annual Earnings ^b	% Employed	% Working 4 Quarters	Median Annual Earnings ^b	
All Credit Students	718,636	80%	72%	\$24,522	77%	74%	\$27,734	13%
12+ Credit Students	254,035	81%	73%	\$21,502	79%	75%	\$26,053	21%
12 - 23.99 Units	81,179	82%	73%	\$22,382	78%	75%	\$25,888	16%
24+ Units	103,384	81%	73%	\$20,369	77%	74%	\$24,885	22%
Certificate	26,467	82%	75%	\$24,684	84%	80%	\$28,562	16%
AA/AS	43,005	78%	76%	\$21,099	80%	76%	\$27,764	32%
All Non-Vocational Credit	399,955	79%	68%	\$19,520	75%	70%	\$22,579	16%
Non-Vocational 12+ Credit	109,532	81%	72%	\$18,937	77%	72%	\$22,973	21%
12 - 23.99 Units	43,198	81%	70%	\$18,872	78%	72%	\$22,650	20%
24+ Units	55,185	82%	72%	\$19,115	78%	73%	\$23,286	22%
Certificate	843	78%	68%	\$17,914	80%	73%	\$22,461	25%
AA or AS Degrees	10,306	76%	75%	\$18,054	76%	71%	\$22,447	24%
All Vocational Credit	142,205	81%	74%	\$24,928	80%	76%	\$29,078	17%
Vocational 12+ Credit	50,371	78%	71%	\$19,984	81%	76%	\$26,123	31%
12 - 23.99 Units	6,451	82%	71%	\$26,434	80%	76%	\$29,443	11%
24+ Units	10,647	79%	68%	\$19,236	78%	73%	\$24,991	30%
Certificate*	16,081	79%	71%	\$21,108	84%	78%	\$25,775	22%
AA/AS*	17,192	75%	74%	\$17,305	80%	75%	\$26,229	52%

Source: California Community College Chancellor's Office MIS Student Record Database with EDD and CDSS Match.

^a Exiting students are defined as those who left community college and did not return for at least 1 year.

Exiting students exclude 133,687 students who left community college to transfer into the California 4-year State University system (CSU/UC).

^b Median annual earnings are derived by summing median quarterly earnings for those working all four quarters in the academic year.

*Number excludes vocational students who had an AA degree or higher prior to entering program.

Table B-4

Economic Outcomes for All Students who Exited Community College in 1996-1997^a

Earnings adjusted to 2000-2001 dollars using California Consumer Price Index

Educational Attainment	Total Exiting Students	Last Year in College 1996-1997			1st Year Out Of College 1997-1998			3rd Year Out Of College		% Change in Median Annual Earnings ^b	
		% Employed	% Working 4 Quarters	Median Annual Earnings ^b	% Employed	% Working 4 Quarters	Median Annual Earnings ^b	% Employed	% Working 4 Quarters	Last Yr in - 1st Yr Out	1st Yr out- 3rd Yr out
		All Credit Students	647,248	77%	70%	\$22,935	75%	74%	\$25,967	72%	78%
12+ Credit Students	217,504	79%	70%	\$19,156	77%	74%	\$23,652	74%	79%	23%	26%
12 - 23.99 Units	76,922	80%	70%	\$21,009	77%	74%	\$24,832	73%	79%	18%	21%
24+ Units	78,381	78%	68%	\$16,328	75%	71%	\$20,726	73%	76%	27%	28%
Certificate	23,905	80%	72%	\$24,597	84%	79%	\$28,071	81%	84%	14%	22%
AA/AS	38,296	76%	71%	\$19,381	79%	75%	\$25,468	77%	82%	31%	29%
All Non-Vocational Credit	348,613	75%	64%	\$17,882	73%	69%	\$20,720	69%	74%	16%	24%
Non-Vocational 12+ Credit	78,398	78%	67%	\$15,416	75%	69%	\$19,514	72%	75%	27%	29%
12 - 23.99 Units	37,131	78%	67%	\$16,589	75%	70%	\$20,246	72%	76%	22%	27%
24+ Units	32,935	78%	66%	\$14,146	74%	68%	\$18,417	72%	74%	30%	30%
Certificate	647	77%	66%	\$15,633	83%	71%	\$19,385	81%	78%	24%	26%
AA or AS Degrees	7,685	74%	70%	\$16,490	74%	69%	\$21,199	72%	75%	29%	29%
All Vocational Credit	150,138	80%	72%	\$22,896	79%	77%	\$27,057	76%	81%	18%	23%
Vocational 12+ Credit	68,616	78%	71%	\$21,397	81%	77%	\$26,807	78%	83%	25%	26%
12 - 23.99 Units	9,931	84%	76%	\$27,585	83%	82%	\$34,770	79%	84%	26%	20%
24+ Units	17,486	79%	69%	\$19,299	77%	75%	\$23,358	74%	79%	21%	27%
Certificate*	19,182	79%	71%	\$25,003	84%	79%	\$28,440	82%	85%	14%	23%
AA/AS*	22,015	75%	70%	\$17,500	80%	75%	\$25,147	78%	83%	44%	33%

Source: California Community College Chancellor's Office MIS Student Record Database with EDD and CDSS Match.

^a Exiting students are defined as those who left community college and did not return for at least 1 year.

Exiting students exclude 117,020 students who left community college to transfer into the California 4-year State University system (CSU/UC).

^b Median annual earnings are derived by summing median quarterly earnings for those working all four quarters in the academic year.

*Number excludes vocational students who had an AA degree or higher prior to entering program.

Table B-5

Economic Outcomes for CalWORKs Students Without a High School Diploma at Entry who Exited Community College in 1999-2000^a

Earnings adjusted to 2000-2001 dollars using California Consumer Price Index

Educational Attainment	Total Exiting CalWORKs Students Without HS at Entry ^c	Last Year in College 1999-2000			1st Year Out Of College 2000-2001			% Change in Median Annual Earnings ^b
		% Employed	% Working 4 Quarters	Median Annual Earnings ^b	% Employed	% Working 4 Quarters	Median Annual Earnings ^b	
All Credit Students	10,421	69%	40%	\$9,333	71%	52%	\$13,092	40%
All 12+ Credit Students	2,468	69%	49%	\$9,660	75%	62%	\$14,691	52%
12 - 23.99 Units	906	68%	41%	\$9,830	74%	57%	\$13,251	35%
24+ Units	855	72%	52%	\$10,266	75%	62%	\$15,019	46%
Certificate	453	68%	54%	\$8,755	77%	67%	\$15,826	81%
AA/AS	254	65%	61%	\$9,639	76%	70%	\$16,820	75%
All Non-Vocational Credit	7,335	68%	37%	\$9,238	70%	49%	\$12,451	35%
Non-Vocational 12+ Credit	827	70%	50%	\$10,148	72%	59%	\$14,184	40%
12 - 23.99 Units	414	68%	44%	\$9,163	72%	54%	\$13,178	44%
24+ Units	374	73%	54%	\$11,622	74%	64%	\$15,050	29%
Certificate	9	****	****	****	****	****	****	****
AA or AS Degrees	30	67%	75%	\$11,901	67%	70%	\$17,885	50%
All Vocational Credit	2,274	70%	45%	\$8,978	75%	57%	\$14,204	58%
All Vocational 12+ Credit	848	65%	50%	\$9,124	76%	62%	\$15,180	66%
12 - 23.99 Units	169	66%	34%	\$10,020	72%	53%	\$14,257	42%
24+ Units	215	67%	52%	\$10,669	74%	63%	\$15,248	43%
Certificate*	325	65%	53%	\$8,524	78%	64%	\$15,271	79%
AA/AS*	139	62%	61%	\$8,396	79%	67%	\$16,256	94%

Source : California Community College Chancellor's Office MIS Student Record Database with EDD and CDSS Match.

^aExiting students are defined as those who left community college and did not return for at least 1 year.

Exiting students exclude 257 students who left community college to transfer into the California 4-year State University system (CSU/UC).

^bMedian annual earnings are derived by summing median quarterly earnings for those working all four quarters in the academic year.

^cAmong the total 1999-00 CalWORKs exiting cohort, 9% have unknown education at entry.

*Number excludes vocational students who had an AA degree or higher prior to entering program.

Table B-6

Economic Outcomes for CalWORKs Students With High School Diploma at Entry who Exited Community College in 1999-2000^a

Earnings adjusted to 2000-2001 dollars using California Consumer Price Index

Educational Attainment	Total Exiting CalWORKs Students With HS at Entry ^c	Last Year in College 1999-2000			1st Year Out Of College 2000-2001			% Change in Median Annual Earnings ^b
		% Employed	% Working 4 Quarters	Median Annual Earnings ^b	% Employed	% Working 4 Quarters	Median Annual Earnings ^b	
All Credit Students	22,108	73%	48%	\$10,693	75%	61%	\$15,473	45%
All 12+ Credit Students	9,671	70%	56%	\$10,708	74%	67%	\$16,477	54%
12 - 23.99 Units	2,514	72%	51%	\$11,092	73%	60%	\$15,227	37%
24+ Units	3,512	69%	53%	\$11,125	70%	65%	\$16,350	47%
Certificate	1,814	67%	57%	\$9,850	78%	70%	\$16,118	64%
AA/AS	1,831	69%	66%	\$10,215	81%	74%	\$18,900	85%
All Non-Vocational Credit	12,463	74%	45%	\$10,566	74%	57%	\$14,366	36%
Non-Vocational 12+ Credit	2,993	69%	52%	\$11,100	69%	61%	\$15,392	39%
12 - 23.99 Units	1,253	70%	51%	\$11,238	70%	58%	\$15,148	41%
24+ Units	1,497	69%	53%	\$11,332	68%	64%	\$15,589	44%
Certificate	46	70%	34%	\$9,239	67%	61%	\$13,851	56%
AA or AS Degrees	197	64%	58%	\$8,706	70%	63%	\$14,152	70%
All Vocational Credit	6,653	69%	51%	\$9,990	76%	64%	\$16,027	60%
All Vocational 12+ Credit	3,287	65%	55%	\$9,247	78%	68%	\$16,619	80%
12 - 23.99 Units	330	72%	45%	\$10,672	74%	62%	\$15,376	44%
24+ Units	780	68%	52%	\$10,888	73%	65%	\$17,166	58%
Certificate*	1,213	62%	55%	\$8,479	78%	67%	\$15,667	85%
AA/AS*	964	64%	64%	\$8,386	83%	74%	\$18,160	117%

Source: California Community College Chancellor's Office MIS Student Record Database with EDD and CDSS Match.

^aExiting students are defined as those who left community college and did not return for at least 1 year.

Exiting students exclude 1,834 students who left community college to transfer into the California 4-year State University system (CSU/UC).

^bMedian annual earnings are derived by summing median quarterly earnings for those working all four quarters in the academic year.

^cAmong the total 1999-00 CalWORKs exiting cohort, 9% have unknown education at entry.

*Number excludes vocational students who had an AA degree or higher prior to entering program.

Table B-7

Economic Outcomes for AFDC Students Without a High School Diploma at Entry who Exited Community College in 1996-97^a

Earnings adjusted to 2000-2001 dollars using California Consumer Price Index

Educational Attainment	Total Exiting AFDC Students Without HS at Entry ^c	Last Year in College 1996-97			1st Year Out Of College 1997-98			3rd Year Out Of College 1999-00			% Change in Median Annual Earnings ^b	
		% Employed	% Working 4 Quarters	Median Annual Earnings ^b	% Employed	% Working 4 Quarters	Median Annual Earnings ^b	% Employed	% Working 4 Quarters	Median Annual Earnings ^b	Last Yr in - 1st Yr Out	1st Yr out- 3rd Yr out
		All Credit Students	10,655	59%	29%	\$9,138	66%	48%	\$12,271	69%	58%	\$15,535
All 12+ Credit Students	2,569	61%	35%	\$9,816	70%	58%	\$13,380	72%	66%	\$17,786	36%	33%
12 - 23.99 Units	1,005	63%	32%	\$9,635	69%	55%	\$12,526	73%	60%	\$16,394	30%	31%
24+ Units	955	62%	38%	\$9,884	67%	58%	\$13,442	69%	68%	\$17,677	36%	32%
Certificate	363	54%	29%	\$10,348	75%	58%	\$13,950	76%	70%	\$19,504	35%	40%
AA/AS	246	56%	40%	\$9,116	78%	65%	\$14,469	78%	79%	\$23,349	59%	61%
Non Vocational Credit	8,190	58%	28%	\$8,756	65%	45%	\$11,772	68%	55%	\$14,639	34%	24%
Non Vocational 12+ Credit	998	61%	35%	\$9,396	67%	55%	\$12,503	69%	62%	\$16,104	33%	29%
12 - 23.99 Units	571	63%	32%	\$8,559	67%	54%	\$11,704	70%	60%	\$15,767	37%	35%
24+ Units	385	60%	39%	\$9,856	67%	55%	\$13,362	68%	65%	\$16,040	36%	20%
Certificate	9	56%	****	****	67%	****	****	67%	83%	\$25,324	****	****
AA or AS Degrees	33	46%	33%	\$7,095	64%	62%	\$11,044	67%	68%	\$19,431	56%	76%
All Vocational Credit	1,941	60%	33%	\$9,635	71%	57%	\$13,087	73%	66%	\$18,172	36%	39%
All Vocational 12+ Credit	888	55%	31%	\$10,028	73%	58%	\$13,575	75%	68%	\$19,794	35%	46%
12 - 23.99 Units	125	55%	20%	\$12,821	67%	51%	\$12,823	72%	50%	\$15,031	0%	17%
24+ Units	305	61%	35%	\$10,349	68%	60%	\$13,057	72%	69%	\$19,170	26%	47%
Certificate*	282	50%	28%	\$9,154	75%	55%	\$13,404	75%	68%	\$18,182	46%	36%
AA/AS*	176	53%	36%	\$8,102	81%	63%	\$14,303	81%	79%	\$24,109	77%	69%

Source: California Community College Chancellor's Office MIS Student Record Database with EDD and CDSS match

^a Exiting students are defined as those who left community college and did not return for at least 1 year.

Exiting students exclude 250 students who left community college to transfer into the California 4-year state university system (CSU/UC).

^b Median annual earnings are derived by summing median quarterly earnings for those working all four quarters in the academic year.

^c Among the total 1996-97 AFDC exiting cohort, 11% have unknown education at entry.

*Number excludes those who had an AA degree or higher prior to entering program.

Table B-8

Economic Outcomes for AFDC Students With a High School Diploma at Entry who Exited Community College in 1996-97^a

Earnings adjusted to 2000-2001 dollars using California Consumer Price Index

Educational Attainment	Total Exiting AFDC Students With HS at Entry ^c	Last Year in College 1996-97			1st Year Out Of College 1997-98			3rd Year Out Of College 1999-00			% Change in Median Annual Earnings ^b	
		%	%	Median	%	%	Median	%	%	Median	Last Yr in -	1st Yr out-
		Employed	Working 4 Quarters	Annual Earnings ^b	Employed	Working 4 Quarters	Annual Earnings ^b	Employed	Working 4 Quarters	Annual Earnings ^b	1st Yr Out	3rd Yr out
All Credit Students	31,088	65%	39%	\$9,712	72%	58%	\$14,278	73%	68%	\$19,190	47%	34%
All 12+ Credit Students	13,274	63%	42%	\$9,629	73%	64%	\$15,225	75%	74%	\$20,685	58%	36%
12 - 23.99 Units	3,865	66%	41%	\$9,765	72%	59%	\$13,885	73%	68%	\$18,511	42%	33%
24+ Units	4,905	64%	42%	\$9,815	69%	62%	\$14,931	72%	72%	\$19,313	52%	29%
Certificate	2,035	60%	41%	\$9,417	77%	69%	\$16,457	80%	78%	\$22,555	75%	37%
AA/AS	2,469	59%	42%	\$8,978	76%	67%	\$16,490	79%	81%	\$24,928	84%	51%
All Non-Vocational Credit	18,397	66%	36%	\$9,354	70%	54%	\$13,170	71%	64%	\$17,503	41%	33%
Non-Vocational 12+ Credit	4,069	63%	40%	\$9,067	67%	59%	\$13,523	71%	69%	\$18,120	49%	34%
12 - 23.99 Units	1,996	66%	38%	\$8,757	72%	57%	\$13,259	72%	66%	\$18,096	51%	36%
24+ Units	1,756	61%	41%	\$9,481	63%	61%	\$14,179	69%	72%	\$17,907	50%	26%
Certificate	59	58%	38%	\$6,463	70%	63%	\$11,962	68%	70%	\$17,357	85%	45%
AA or AS Degrees	258	48%	45%	\$8,318	61%	62%	\$12,134	73%	73%	\$19,953	46%	64%
All Vocational Credit	9,598	63%	42%	\$9,528	75%	63%	\$15,325	76%	74%	\$20,931	61%	37%
Vocational 12+ Credit	5,428	60%	40%	\$9,379	76%	67%	\$16,343	79%	78%	\$22,696	74%	39%
12 - 23.99 Units	469	65%	44%	\$11,733	74%	66%	\$15,877	76%	71%	\$20,494	35%	29%
24+ Units	1,576	66%	41%	\$10,763	74%	65%	\$16,244	75%	73%	\$20,307	51%	25%
Certificate*	1,625	57%	39%	\$8,696	77%	68%	\$16,457	82%	79%	\$22,772	89%	38%
AA/AS*	1,758	57%	39%	\$7,808	77%	68%	\$16,407	80%	83%	\$25,233	110%	54%

Source : California Community College Chancellor's Office MIS Student Record Database with EDD and CDSS match

^a Exiting students are defined as those who left community college and did not return for at least 1 year.

Exiting students exclude 2,979 students who left community college to transfer into the California 4-year state university system (CSU/UC).

^b Median annual earnings are derived by summing median quarterly earnings for those working all four quarters in the academic year.

^c Among the total 1996-97 AFDC exiting cohort, 11% have unknown education at entry.

*Number excludes those who had an AA degree or higher prior to entering program.

APPENDIX C: TABLES FOR CALIFORNIA COMMUNITY COLLEGE CALWORKS AND GENERAL CALWORKS POPULATION QUARTERLY EMPLOYMENT AND EARNINGS COMPARISON

NOTE ON HOW TO READ TABLES

The first row of Tables C-1, C-2, and C-3 are data for the General CalWORKs population. The first row reads: Out of a weighted sample of 354,800 General CalWORKs recipients, 44.2 percent had any earnings in the Second Quarter of the year 2000. Median quarterly earnings among that particular sample for the Second Quarter of the year 2000 were \$2,151. Out of a weighted sample of 339,459 General CalWORKs recipients, 44.3 percent had any earnings in the Third Quarter of the year 2000. Median quarterly earnings among that particular sample for the Third Quarter of the year 2000 was \$2,139. Out of a weighted sample of 307,543 General CalWORKs recipients, 41.8 percent had any earnings in the Second Quarter of year 2001. Median quarterly earnings among that particular sample for the Second Quarter of year 2001 was \$2,238.

The subsequent rows of Table C-1, Table C-2, and Table C-3 refer to the median earnings of the 1999-00 exit cohort of California community college CalWORKs students in the same quarters, by type of program, and units attained and credentials earned while in school. Table C-1 is for the entire 1999-00 Exit Cohort, while Table C-2 refers to those who entered college without a high school degree. Table B-3 refers to those who entered with a high school degree.

For example, the second row of Table C-1 reads: 33,510 CCC CalWORKs credit students (aged 19 and above) exited community college after the 1999-2000 school year and did not return for at least one year. Fifty-six percent of that group had any earnings during their last quarter in school (the Second Quarter of the year 2000). The median quarterly earnings was \$2,487. Those median earnings were 16 percent higher than the median earnings of employed General CalWORKs recipients in the same quarter. One quarter after leaving school (the Third Quarter of the year 2000), fifty-eight percent of the 33,510 that left college were employed and the median earnings of that group was \$2,845, thirty-three percent higher than the median earnings of the General CalWORKs population that quarter. One year after leaving school (the Second Quarter of the year 2001), fifty-seven percent of the 33,510 that left college were employed and the median earnings that quarter was \$3,464. These median earnings were 55 percent higher than the median earnings of the General CalWORKs population in that quarter.

Table C-1

Median Quarterly Earnings^a Comparison:
 CCC CalWORKs Students Vs. General CalWORKs Population

	2000 Quarter 2 (Last Quarter in School for CCC)				2000 Quarter 3 (1st Quarter Out of School for CCC)				2001 Quarter 2 (4th Quarter Out of School for CCC)			
	Total	% with any Qtr Earnings	Median Quarterly Earnings	% Increase in 2000 Q2 CCC Earnings Over Gen CW	Total	% with any Qtr Earnings	Median Quarterly Earnings	% Increase in 2000 Q3 CCC Earnings Over Gen CW	Total	% with any Qtr Earnings	Median Quarterly Earnings	% Increase in 2001 Q2 CCC Earnings Over Gen CW
General CalWORKs Population	354,800	44.2%	\$ 2,151	----	339,459	44.3%	\$ 2,139	----	307,543	41.8%	\$ 2,238	----
Community College CalWORKs^b												
All Credit Students	33,510	55.6%	\$ 2,487	16%	33,510	58.2%	\$ 2,845	33%	33,510	57.1%	\$ 3,464	55%
12+ Credit Students	12,360	56.8%	\$ 2,790	30%	12,360	61.2%	\$ 3,218	50%	12,360	61.3%	\$ 4,039	80%
12 - 23.99 Units	3,375	56.6%	\$ 2,666	24%	3,375	59.5%	\$ 2,900	36%	3,375	57.2%	\$ 3,539	58%
24+ Units	4,486	57.0%	\$ 2,791	30%	4,486	59.0%	\$ 3,218	50%	4,486	57.7%	\$ 3,977	78%
Certificate	2,349	56.0%	\$ 2,753	28%	2,349	63.0%	\$ 3,292	54%	2,349	67.0%	\$ 4,069	82%
AA/AS	2,150	57.6%	\$ 3,096	44%	2,150	66.6%	\$ 3,635	70%	2,150	69.2%	\$ 4,930	120%
All Non-Vocational Credit	20,477	53.8%	\$ 2,323	8%	20,477	55.6%	\$ 2,643	24%	20,477	54.1%	\$ 3,116	39%
Non-Vocational 12+ Credit	3,819	54.9%	\$ 2,645	23%	3,819	57.0%	\$ 3,002	40%	3,819	55.1%	\$ 3,615	62%
12 - 23.99 Units	1,619	53.9%	\$ 2,631	22%	1,619	56.9%	\$ 2,839	33%	1,619	53.9%	\$ 3,407	52%
24+ Units	1,911	56.7%	\$ 2,747	28%	1,911	57.4%	\$ 3,165	48%	1,911	55.9%	\$ 3,828	71%
Certificate	58	55.2%	\$ 2,593	21%	58	60.3%	\$ 2,436	14%	58	48.3%	\$ 3,351	50%
AA or AS Degrees	231	48.1%	\$ 2,321	8%	231	53.7%	\$ 3,008	41%	231	57.6%	\$ 3,423	53%
All Vocational Credit	9,147	56.0%	\$ 2,595	21%	9,147	60.9%	\$ 3,052	43%	9,147	61.1%	\$ 3,860	72%
Vocational 12+ Credit	4,265	54.0%	\$ 2,607	21%	4,265	62.1%	\$ 3,206	50%	4,265	65.6%	\$ 4,134	85%
12 - 23.99 Units	505	55.6%	\$ 2,737	27%	505	59.6%	\$ 3,073	44%	505	60.6%	\$ 3,629	62%
24+ Units	1,027	57.1%	\$ 2,843	32%	1,027	60.6%	\$ 3,365	57%	1,027	59.7%	\$ 4,066	82%
Certificate*	1,596	51.9%	\$ 2,409	12%	1,596	61.2%	\$ 3,038	42%	1,596	66.7%	\$ 3,831	71%
AA/AS*	1,137	53.3%	\$ 2,585	20%	1,137	65.7%	\$ 3,450	61%	1,137	71.6%	\$ 4,811	115%

Source 1: CCCCCO MIS Student Record Database with EDD and CDSS Match for CCC CalWORKs Students who left school in 1999-00

Source 2: CDSS Research and Development Division Adult Recipients Quarterly Wage Earnings Reports.

^aQuarterly earnings are not CPI adjusted, so earnings comparisons should be made within quarters, not across quarters.

^bSampling restrictions match the CDSS sampling criteria (aged 19 and over and quarterly earnings cap of \$16,000).

Table C-2

Median Quarterly Earnings^a Comparison:

CCC CalWORKs Students Without a High School Degree at Entry Vs. General CalWORKs Population

	2000 Quarter 2 (Last Quarter in School for CCC)				2000 Quarter 3 (1st Quarter Out of School for CCC)				2001 Quarter 2 (4th Quarter Out of School for CCC)			
	Total	% with any Qtr Earnings	Median Quarterly Earnings	% Increase in 2000 Q2 CCC Earnings Over Gen CW	Total	% with any Qtr Earnings	Median Quarterly Earnings	% Increase in 2000 Q3 CCC Earnings Over Gen CW	Total	% with any Qtr Earnings	Median Quarterly Earnings	% Increase in 2001 Q2 CCC Earnings Over Gen CW
General CalWORKs Population	354,800	44.2%	\$ 2,151	----	339,459	44.3%	\$ 2,139	----	307,543	41.8%	\$ 2,238	----
Community College CalWORKs^b												
All Credit Students	9,633	52.4%	\$ 2,189	2%	9,633	55.1%	\$ 2,498	17%	9,633	53.8%	\$ 2,997	34%
12+ Credit Students	2,380	56.0%	\$ 2,616	22%	2,380	60.7%	\$ 2,969	39%	2,380	60.6%	\$ 3,627	62%
12 - 23.99 Units	844	53.4%	\$ 2,319	8%	844	58.8%	\$ 2,596	21%	844	58.9%	\$ 3,212	44%
24+ Units	835	59.5%	\$ 2,729	27%	835	62.3%	\$ 3,092	45%	835	58.0%	\$ 3,802	70%
Certificate	448	55.1%	\$ 2,671	24%	448	60.3%	\$ 3,011	41%	448	66.7%	\$ 3,683	65%
AA/AS	253	54.5%	\$ 2,993	39%	253	62.5%	\$ 3,342	56%	253	64.4%	\$ 4,518	102%
All Non-Vocational Credit	6,647	50.5%	\$ 2,058	-4%	6,647	52.9%	\$ 2,359	10%	6,647	51.6%	\$ 2,771	24%
Non-Vocational 12+ Credit	776	59.9%	\$ 2,561	19%	776	59.9%	\$ 2,799	31%	776	56.8%	\$ 3,497	56%
12 - 23.99 Units	377	53.3%	\$ 2,355	9%	377	58.6%	\$ 2,514	18%	377	56.0%	\$ 2,982	33%
24+ Units	360	61.1%	\$ 2,787	30%	360	61.7%	\$ 3,065	43%	360	57.8%	\$ 3,835	71%
Certificate	9	****	****	****	9	****	****	****	9	****	****	****
AA or AS Degrees	30	56.7%	\$ 3,004	40%	30	56.7%	\$ 3,370	58%	30	63.3%	\$ 3,630	62%
All Vocational Credit	2,190	55.5%	\$ 2,386	11%	2,190	58.9%	\$ 2,789	30%	2,190	58.7%	\$ 3,401	52%
Vocational 12+ Credit	837	53.9%	\$ 2,495	16%	837	59.6%	\$ 3,016	41%	837	62.5%	\$ 3,760	68%
12 - 23.99 Units	166	50.6%	\$ 2,174	1%	166	55.4%	\$ 2,625	23%	166	57.8%	\$ 3,181	42%
24+ Units	213	57.7%	\$ 2,760	28%	213	64.3%	\$ 3,049	43%	213	56.8%	\$ 3,903	74%
Certificate*	320	53.1%	\$ 2,433	13%	320	58.1%	\$ 2,865	34%	320	68.1%	\$ 3,587	60%
AA/AS*	138	53.6%	\$ 2,552	19%	138	60.9%	\$ 3,476	62%	138	63.8%	\$ 4,747	112%

Source 1: CCCC MIS Student Record Database with EDD and CDSS Match for CCC CalWORKs Students who left school in 1999-00

Source 2: CDSS Research and Development Division Adult Recipients Quarterly Wage Earnings Reports.

^aQuarterly earnings are not CPI adjusted, so earnings comparisons should be made within quarters, not across quarters.

^bSampling restrictions match the CDSS sampling criteria (aged 19 and over and quarterly earnings cap of \$16,000).

Table C-3

Median Quarterly Earnings^a Comparison:

CCC CalWORKs Students With a High School Degree at Entry Vs. General CalWORKs Population

	2000 Quarter 2 (Last Quarter in School for CCC)				2000 Quarter 3 (1st Quarter Out of School for CCC)				2001 Quarter 2 (4th Quarter Out of School for CCC)			
	Total	% with any Qtr Earnings	Median Quarterly Earnings	% Increase in 2000 Q2 CCC Earnings Over Gen CW	Total	% with any Qtr Earnings	Median Quarterly Earnings	% Increase in 2000 Q3 CCC Earnings Over Gen CW	Total	% with any Qtr Earnings	Median Quarterly Earnings	% Increase in 2001 Q2 CCC Earnings Over Gen CW
General CalWORKs Population	354,800	44.2%	\$ 2,151	----	339,459	44.3%	\$ 2,139	----	307,543	41.8%	\$ 2,238	----
Community College CalWORKs^u												
All Credit Students	20,740	57.9%	\$ 2,662	24%	20,740	60.7%	\$ 3,039	42%	20,740	59.6%	\$ 3,749	67%
12+ Credit Students	9,503	57.0%	\$ 2,865	33%	9,503	61.3%	\$ 3,308	55%	9,503	61.5%	\$ 4,165	86%
12 - 23.99 Units	2,399	57.6%	\$ 2,790	30%	2,399	59.7%	\$ 3,021	41%	2,399	56.4%	\$ 3,716	66%
24+ Units	3,472	56.2%	\$ 2,833	32%	3,472	58.0%	\$ 3,284	54%	3,472	57.9%	\$ 4,033	80%
Certificate	1,805	56.3%	\$ 2,812	31%	1,805	63.5%	\$ 3,365	57%	1,805	66.8%	\$ 4,127	84%
AA/AS	1,827	58.5%	\$ 3,117	45%	1,827	67.5%	\$ 3,649	71%	1,827	69.8%	\$ 5,000	123%
All Non-Vocational Credit	11,269	56.9%	\$ 2,483	15%	11,269	58.4%	\$ 2,801	31%	11,269	56.7%	\$ 3,359	50%
Non-Vocational 12+ Credit	2,889	54.4%	\$ 2,673	24%	2,889	56.2%	\$ 3,075	44%	2,889	54.5%	\$ 3,696	65%
12 - 23.99 Units	1,176	54.1%	\$ 2,769	29%	1,176	56.4%	\$ 2,962	38%	1,176	52.9%	\$ 3,527	58%
24+ Units	1,472	55.6%	\$ 2,694	25%	1,472	56.2%	\$ 3,199	50%	1,472	55.6%	\$ 3,824	71%
Certificate	46	58.7%	\$ 2,468	15%	46	63.0%	\$ 2,682	25%	46	50.0%	\$ 3,452	54%
AA or AS Degrees	195	46.7%	\$ 2,309	7%	195	53.8%	\$ 2,891	35%	195	56.9%	\$ 3,419	53%
All Vocational Credit	6,523	56.3%	\$ 2,673	24%	6,523	61.9%	\$ 3,129	46%	6,523	62.2%	\$ 4,013	79%
Vocational 12+ Credit	3,268	54.0%	\$ 2,685	25%	3,268	62.5%	\$ 3,292	54%	3,268	66.3%	\$ 4,217	88%
12 - 23.99 Units	327	57.8%	\$ 2,814	31%	327	61.2%	\$ 3,172	48%	327	61.5%	\$ 3,901	74%
24+ Units	773	56.4%	\$ 2,892	34%	773	59.2%	\$ 3,538	65%	773	60.8%	\$ 4,133	85%
Certificate*	1,206	51.6%	\$ 2,422	13%	1,206	61.6%	\$ 3,065	43%	1,206	66.0%	\$ 3,854	72%
AA/AS*	962	53.8%	\$ 2,597	21%	962	66.8%	\$ 3,450	61%	962	72.8%	\$ 4,865	117%

Source 1: CCCC MIS Student Record Database with EDD and CDSS Match for CCC CalWORKs Students who left school in 1999-00

Source 2: CDSS Research and Development Division Adult Recipients Quarterly Wage Earnings Reports.

^aQuarterly earnings are not CPI adjusted, so earnings comparisons should be made within quarters, not across quarters.

^bSampling restrictions match the CDSS sampling criteria (aged 19 and over and quarterly earnings cap of \$16,000).

APPENDIX D: CCC CALWORKS STUDENT INTERVIEWS

I. WHAT HAS ATTENDING A COMMUNITY COLLEGE MEANT TO YOU?

JANET DIESTEL-HARTZELL: LASSEN COMMUNITY COLLEGE

Attending Lassen Community College has been a big milestone in my life. The instructors challenged me to be the best that I could be. I always felt like I was an important part of Lassen Community College. The instructors gave me the self-esteem that I needed to reach my goal and make my dreams come true. In May of 1999 I received my Certificate of Completion, Certificate of Achievement, and my Degree of Associate of Arts in Early Childhood Education.

LATOYA LUMSEY: NAPA VALLEY COLLEGE

Attending Napa Valley College gave me the opportunity to pursue my education at an affordable rate. This particular college also brought special people into my life such as Sable Hughes my counselor, who sat with me for hours at a time helping me with my classes or anything else that I would be going through. And also Eilene Knight, my English teacher of 3 semesters, she made me realize how important an education is and the doors it will open. She also told me never to give up even when things seem impossible to handle.

The main thing I had to overcome was FEAR. I was afraid to start all over again. I graduated in 1993 and after being out of school for almost 5 years starting again is scary. My life was completely different, I had two children and no job. But the first day I stepped onto the Napa Valley College campus I knew this was where I belonged and somehow the fear I felt beforehand was gone. This campus had a place for me to work and a safe place for my children to be. All of this and I could still get an education.

To close, attending a community college has meant a lot to me, and has showed me that learning can be a fun experience, Community College has also inspired me to continue my education at a four-year University.

LINDA ALLEN: PALOMAR COLLEGE

Attending a Community College has taught me to stand on my own two feet. The wide variety of life learning classes and academic classes as well, have made me a well-rounded person and helped me to succeed at my goals. I know as I go on through life, I will be well prepared to handle whatever comes my way because of the opportunities that I have been give in Community College.

MARY VARELA: FOOTHILL COLLEGE

Going to Foothill Community College has really improved my life. I have met many interesting people and have made new friends. I have acquired skills in the Health Sciences field, and have made professional contacts that have led to the two jobs I now hold. Going to school has basically given me a whole new life! I have almost completed my AS in Biotechnology, and have also earned a CNA Certificate. Having a Center for Law and Social Policy and the California Community Colleges Chancellor's Office

child care center right here on campus has allowed me to pursue my educational goals, knowing that my child is close by and well taken care of. For me, attending community college has meant that my daughter and I now have a future.

SHERI COLE: Foothill College

Attending Community College has been a sound economic investment in my future, but has also helped me to grow in other areas. I have been able to explore my own interests and talents, and have found an economic sector that not only prepares me to financially provide for my family, but also one that allows me to express my creative potential. I am working toward a Certificate in Interactive and Multimedia Technologies. Attending Foothill College has introduced me to new ideas, inspiring people, and growth opportunities. For the past year, I have been a student employee in Human Resources at the District Office, and am now also working as an HTML tutor.

TRACY E. SANT: Lassen Community College

As a single parent of eight children, (five still living at home) attending Lassen Community College has given me the opportunity to extend my education past the high school level. I have been able to envision and achieve long-term goals I would otherwise have not even been able to hope for.

II. WHAT HAS THE CCC CALWORKS PROGRAM MEANT TO YOU?

JANET DIESTEL-HARTZELL: Lassen Community College

There was only one obstacle that I had to overcome to be successful in reaching my goals. That obstacle was being a full-time student and a full-time mother at the same time. It was really hard to find the time to study and give my children the attention that they needed. The CCC CalWORKs Program played a very big part in my success at Lassen Community College. The CCC CalWORKs Program made it possible for me to get the experience I needed by letting me work at the Child Development Center, and paying me to be there.

LA TOYA LUMSEY: Napa Valley College

The CCC CalWORKs program has given me the opportunity to go to school while I work and still get help financially, so that I could still pay my debts. Without this program I would've had to work 8-hour shifts each day with no time for school or my children. To sum it up, CCC CalWORKs has been everything to me this past two years.

LINDA ALLEN: Palomar College

I can't say enough about the CCC CalWORKs Program. I would not have been able to make it through my educational program without it. The staff has been like a family to me. They have provided me with academic counseling, financial assistance, job assistance, and even an occasional word of encouragement when it was needed. I hope to one day help others the same way that they have helped me.

Center for Law and Social Policy and the California Community Colleges Chancellor's Office

MARY VARELA: Foothill College

The CCC CalWORKs program has expanded my career options. Without the program's support, I would have been very limited in choosing my major, since transportation and childcare put serious limits on my time and availability for school. With the help of CCC CalWORKs in these areas, I have been freed up to invest in a more demanding career program. My Associate's Degree in the Health Sciences will give me a competitive edge in the Silicon Valley economy, and will increase my earning potential. Without the assistance of CCC CalWORKs, I could never have pursued a dual major, or taken advantage of on the job internship training. The childcare, especially, has allowed me to move forward with my goals by providing back up daycare when campus childcare is not available. This has let me work off campus, gain on the job experience, and take the occasional night class. CCC CalWORKs has made my education financially possible, and, more importantly, has allowed me to pursue a career that I enjoy, and that will allow me to support my family in the Bay Area.

SHERI COLE: Foothill College

The CCC CalWORKs program has been the vehicle that allowed me to discover and pursue my talent for graphic design. As the single mother of two young children I had few illusions about the possibility of devoting time and resources to my own education, and even fewer opportunities. The CCC CalWORKs program, however, allowed me to actually take "time out" to find my niche. This chance to train in a high growth sector and increase my earning potential has completely changed my prospects for the future.

TRACY E. SANT: Lassen Community College

The CCC CalWORKs program has given me these opportunities. Without the CCC CalWORKs program I would not be attending Lassen Community College. I would not be able to look to the future with long-term goals and thoughts of furthering my dreams of a new career. All of the people and departments who have also worked so hard to help me and continue to support me in all the things I am doing now are what mean the most to me, without them I would have been lost. I feel that the only way I can truly show my Thanks is to keep going and continue showing them that I am trying to be one person they can feel proud of and that I am worthy of all their combined efforts to help me succeed. So Thank You! I Bow To You All.

III. NEXT STEPS IN YOUR LIFE?

JANET DIESTEL-HARTZELL: Lassen Community College

I was recently hired as a full-time teacher for Lassen College Child Development Center. I am planning on going back to school in a few years to get my Masters Degree in Early Childhood Education. Right now I am going to take the time to get all the experience I can by working with children. I would like to send a special thanks to

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the staff at the Child Development Center at Lassen Community College for giving me the chance to learn from such a wonderful group of people.

LATOYA LUMSEY: NAPA VALLEY COLLEGE

Currently I am attending Pacific Union College's degree completion program. I'm working towards my Bachelor's degree in Early Childhood Education.

LINDA ALLEN: PALOMAR COLLEGE

Currently I am striving for my Bachelor's Degree in Business Administration, and I plan to go on to get my Master's in the same field so that I can one day open up my own businesses; (I have three in mind). All of which I know will be successful due to the foundation that I have formed through Community College and the CCC CalWORKs Program.

MARY VARELA: FOOTHILL COLLEGE

My plans for the future are to become a Licensed Vocational Nurse, then eventually a Registered Nurse. This will probably require an additional 3 years of school, but I will take it one step at a time. I plan to apply for financial aid and scholarships so that I can finish what I started during my time in the CCC CalWORKs program. I hope to eventually work as a nurse in the pediatric ward of a Bay Area hospital.

SHERI COLE: FOOTHILL COLLEGE

After I complete my Certificate of Proficiency, I plan to obtain my AA Degree. I have applied for several scholarships, and hope to finance my education in this manner when my time on aid is over. Eventually, I would like to get a Bachelor's Degree in my new field, as this is an industry requirement if I want to work as a Web Designer. My career goal is to work for a large corporation or non-profit organization that specializes in children's education/entertainment.

TRACY E. SANT: LASSEN COMMUNITY COLLEGE

I intend to keep attending college and taking the same classes until I feel I have learned all there is to learn and I can retain the information I've learned. Since I have such a lousy memory after being hit by a drunk driver it just takes me a little longer than most people to be able to remember new things I learn.

AUTHORS

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