Riverside County Economic Development Agency

Evaluation of the
Linking Innovation, Knowledge, and Employment Program

Interim Evaluation Report

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IMPAQ
INTERNATIONAL

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EXECUTIVE SUMMARY

In July 2012, the U.S. Department of Labor (USDOL), through the Workforce Innovation Fund (WIF), awarded a grant to the Riverside County Economic Development Agency (EDA) in Riverside, California. The purpose of the grant was to implement the Linking Innovation, Knowledge, and Employment (@LIKE) program in three counties in Southern California. The architects of the @LIKE program designed it to address skill gaps and provide educational and employment services to disconnected young adults ages 18 and 24. To be 'disconnected,' these individuals must be disconnected from education and employment for at least 90 days, and face one or more of the following barriers: low income, gang involved, ex-offender, receiving public assistance, or recently separated veteran.

A consortium of three southern California counties (Riverside, Imperial, and San Bernardino) is implementing the @LIKE program. Each county conducts activities according to the program's three goals: (1) help participants achieve educational and employment goals; (2) create a network through which the consortium members can collaborate to better serve this hard-to-reach population; and (3) develop a service delivery model that can be replicated across the country to improve the lives of disconnected young adults nation-wide. @LIKE's primary goal is for program participants to earn credentials and develop skills that will enable them to transition their careers, remain employed, and increase their earnings.

In November 2012, the Riverside County EDA awarded a contract to IMPAQ International, LLC (IMPAQ) to conduct an evaluation of the @LIKE program. This Interim Evaluation Report provides a detailed understanding of the program as of September 2015, at which point some participants were still receiving services.[1] Specifically, we used participant-level data collected by the @LIKE program for each county from January 2013 through September 2015. IMPAQ worked closely with program staff in each county to obtain all available participant-level information. With this information, we assessed the characteristics, services received, and outcomes of participants served by the program during the study period.

The findings presented here, which are based on both descriptive and multiple regression analyses, are useful for assessing the potential effectiveness of the @LIKE program in recruiting and serving its target population. The report also presents critical information for assessing the potential impacts of the @LIKE program on participant outcomes.

We found that the @LIKE program was effective in recruiting and serving its target population. Specifically, the program recruited and served 664 individuals, nearly meeting its original goal of 675 participants as stated in its WIF grant application. Of the individuals served, 335 (50.45 percent) were 18-21 year olds; the remaining 329 (49.55 percent) were 22-24 year olds. Because the program uses different strategies for individuals in these two age groups, due to differing needs and expectations, included are *separate analyses for these two age groups*.

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[1] The program has a four-year evaluation period spanning October 2012 to October 2016.

Analyses of Participant Characteristics

Young adults are disconnecting from the education and labor market mainstream at alarming rates. This disconnect has persisted for more than a decade—in part because systems, policies, funding streams, and even advocacy related to adolescents and young adults are obsolete. @LIKE seeks to reverse this trend by helping young adults reconnect to society's mainstream. Overall to date, the program has served 664 low income and disadvantaged workers across the three counties, including unemployed job seekers, at-risk young adults (including the criminally involved), and racial/ethnic minorities.

Program participants are evenly split between 18-21 and 22-24 year olds (50.5 percent and 49.5 percent, respectively), with males accounting for slightly more than half (55.9 percent). The majority are Hispanic (at 58.7 percent) and Hispanics make up the largest share of participants in all three counties—Imperial County (73.2 percent), followed by Riverside County (54.8 percent), and San Bernardino County (50.6 percent).

@LIKE's participants face a wide range of socioeconomic barriers. At program entry, only 2.1 percent were employed. With respect to education, 42.4 did not have a High School Diploma or its equivalent. Public assistance receipt was limited, with only 11.9 percent receiving some form of public assistance, mostly from the Supplemental Nutrition Assistance Program. Although participants reported gang involvement at very low rates (3.5 percent), 16.7 percent across the three counties reported as ex-offenders. Finally, nearly one in five (19.5 percent) had family responsibilities (defined as being pregnant and/or parenting).

Analyses of Assessments Administered to Participants

The vast majority of @LIKE participants received a basic skill assessment—with each county using the same basic academic skills assessment it uses for WIA Youth participants—to determine basic skill levels and uncover any subject areas requiring improvement. Riverside and San Bernardino counties use the Comprehensive Adult Student Assessment System (CASAS), and Imperial County uses the Test of Adult Basic Education (TABE). Imperial County had the highest percentage of participants who completed the basic skill pre-tests for Math and Reading. @LIKE staff use the assessment results to understand participant needs and assist participants in achieving their goals.

- *CASAS.* For participants in Riverside and San Bernardino counties, the average CASAS Math pre-test scores among those who completed both pre- and post-tests were in the 216-220 range (5th grade equivalency) and Reading pre-test scores was were in the 231-235 range (8th grade equivalency). The same group averaged a Math post-test scores in the 226-230 range (7th grade equivalency) and a Reading post-test scores inthe 231-235 range (8th grade equivalency). This shows that while there was an improvement in Math scores between the pre- and post-tests in Riverside and San Bernardino counties, Reading scores showed no change.

- **TABE.** In Imperial County, among those who completed both pre- and post-tests, the average TABE Math pre-test score was 8.2 (8th grade equivalency) and the Reading pre-test score 8.9 (8th grade reading equivalency). The corresponding average post-test scores for TABE Math and Reading were 9.5 (9th grade equivalency) and 10.5 (10th grade equivalency), respectively. This shows that in Imperial county, participants saw improvements in both Math and Reading scores, in contrast to the other two counties where participants saw an improvement between the pre- and post-tests only in CASAS Math scores.

In addition to the basic academic skills assessment, program staff administered the following social/psychological assessments to each participant. The findings below are also for participants who took both the pre- and post-tests:

- **Self-Appraisal and Perceived Barriers Assessment,** to measure resiliency through self-perception, self-worth, and perceived barriers. For the Self-Appraisal test, 65 percent scored in the "very good self-image" range on the post-test, compared to 54 percent in the same score range on the pre-test. For the Perceived Barriers test, 44 percent scored in the "no barriers" range on the post-test, compared to only 29 percent in the same range on the pre-test.

- **Career Development Self-Efficacy Scale–Short Form (CDSES-SF),** to measure confidence , and in ability to complete major career decision tasks. For the self-efficacy test, 53 percent scored in the "extreme confidence" range on the post-test, as opposed to only 33 percent of the pre-tests.

- **CenterMark Personality Profile Assessment,** a Myers-Briggs type personality and career profile assessment.[2]

The social/psychological assessments were completed at slightly lower rates than the basic skill assessment tests, with San Bernardino having the highest completion rate. These assessments also provide program staff and participants with critical information for empowering participants to be active agents in shaping their future. This includes a participant's assets—their abilities, aptitudes, and interests; and their barriers, internal drivers of behavior, levels of confidence, and self-perceptions. Although these social/psychological tests are not included as program outcomes, an improvement in them at the post-test stage is a critical component of achieving the program's goals—as such improvement matters for the eventual success of the program in terms of its specified outcomes.

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[2] The results of this assessment are qualitative and we did not analyze them.

Analyses of Services Received

The @LIKE program provides five general categories of services to participants: Life Coaching[3], Career Exploration, Education, Employment, and Work Readiness Preparation. Individuals can participate in an array of different activities within each of these general categories. The program provided training and other services to nearly all program participants, with 97.9 percent *receiving at least one type of service* over the course of the program.

Career Exploration services were the most popular among participants, followed closely by Life Coaching services—with 90.8 percent choosing to participate in Career Exploration services, and 83 percent in life coaching services. This was followed by Employment services (87 percent), and Work Readiness Preparation services (75 percent). Education services had the lowest participation rate (51 percent). County-specific success rates were mixed. Riverside County led participation in life coaching and Education services, while Imperial County saw the highest participation in Work Readiness Preparation services. With respect to the average number of service hours, across all services program participants completed an average of 625 hours of services over an average length of stay in the program (i.e., program tenure) of 14.5 months. Within service types, Employment services had the highest average hours of service, followed by Education services.

Analyses of Program Participation and Completion

As noted above, the @LIKE program provided training, education, and other services to nearly all program participants. Given the extended nature of program participation, many participants are still currently enrolled in the program; of those who have exited the program, the majority were deemed successful completers (67.5 percent). While @LIKE allows participants to cycle in and out of the program without any penalty, most (70 percent) have been continuously engaged in program services.

Analyses of Outcomes

The outcomes study provides a glimpse into the outcomes of @LIKE participants. The results reveal many positive aspects of the @LIKE program, illustrating that the three counties are meeting their objective of helping participants achieve their educational and employment goals. Our analyses find that participants experienced significant gains in math and reading skills.[4] Specifically, 46.8 percent of participants who completed both pre- and post-tests of CASAS Math showed improvement in their skills by two or more educational levels within one year. The corresponding finding for CASAS Reading skills is 53.2 percent. Training-oriented outcomes also

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[3] Life Coaches are trained individuals who work directly with participants to identify existing internal and external assets and resources. They help participants recognize their inherent strengths with the help of assessment tools and one-on-one conversations. Through the coaching process, Life Coaches guide participants to a deeper understanding of themselves and assist them in achieving their goals.

[4] The one exception is in the case of CASAS Reading scores for Riverside and San Bernardino counties as described earlier.

saw high success rates. The majority of participants (66.4 percent) completed a Career Awareness Component and nearly 39 percent obtained the National Career Readiness Certificate (NCRC), with the majority of those receiving bronze or silver certificates. Unemployed participants were generally successful at securing employment upon entering the program—with 42.2 percent of participants placed in unsubsidized employment and 38.1 percent in a paid internship program.

There is no consistent evidence from the multiple regression analyses that program outcomes varied significantly based on participant demographic and socioeconomic characteristics. The single exception is participants' educational level, which was positively related to outcome achievement. Program-specific variables, in contrast, were more related to outcomes—with both the number of services and program tenure (in months) strongly positively related to outcome attainment.

Analyses of Especially Hard-to-Reach Subgroups

One of the key achievements of the @LIKE program has been the ability of the program to reach *especially* hard-to-serve populations. That is, those individuals experiencing demographic barriers, for example, individuals with family responsibilities, gang affiliates and ex-offenders.

- *Program participation and completion*: Both younger and older participants who were gang involved or ex-offenders at program entry had quite high program completion rates. In fact, rates of program disconnectedness did not vary greatly by criminal involvement.

- *Services:* For most service categories, the proportion of these subgroups participating was only slightly lower than overall program participation, with some exceptions. For example, those who were crime involved at program entry actually participated in employment activities at a slightly higher rate than the overall participant population (89.6 percent versus 87.3 percent). Similarly, those with family responsibilities participated in education services at a slightly higher rate than the overall participant population (54.1 percent versus 51.2 percent).

- *Service intensity*: Service intensity patterns, as measured by mean service hours, were about the same for these disadvantaged groups as for the overall participant population for Life Coach, Career Exploration, and Work Readiness Preparation.

Conclusion

Overall, findings from the interim evaluation of the @LIKE program suggest that the program is achieving its major goals. There is evidence of successful access to services and achievement of outcomes, even in the case of especially disadvantaged subgroups. The program continues to evolve, but it has already made great progress in meeting outcome targets, and is successfully moving toward full achievement of its goals and targets.

CHAPTER 1 - INTRODUCTION

In July 2012, the U.S. Department of Labor (USDOL), through the Workforce Innovation Fund (WIF), awarded a grant to the Riverside County Economic Development Agency (EDA) in Riverside, California. The purpose of the grant was to implement the Linking Innovation, Knowledge, and Employment (@LIKE) program in Riverside, San Bernardino, and Imperial counties in Southern California. The original program design sought to serve 'disconnected' young adults between ages 18 and 24, defined as those who are unemployed, not in school, and any one of the following: low income, gang involved, ex-offender, public assistance recipient, or recently separated veteran. The definition of disconnectedness has evolved over the past three years to better meet the service needs of young adults ages 22-24 in the region.[5]

The @LIKE program has three primary program goals:

1. Help participants achieve educational and employment goals.

2. Create a network through which the three counties in the consortium can collaborate better to serve disconnected young adults.

3. Develop a service delivery model that can be replicated across the country to improve the lives of disconnected young adults nationwide.

As part of the WIF funding requirements, grantees are required to engage a third party independent evaluator to evaluate the grant initiative. In November 2012, the Riverside County EDA awarded a contract to IMPAQ International, LLC (IMPAQ) to conduct the @LIKE evaluation. This evaluation is designed to address the following research questions:

1. Does @LIKE improve the education and employment outcomes for disconnected young adults? If so, what improvements are achieved?

2. How do the education and employment outcomes of @LIKE participants compare to the outcomes of disconnected young adults who did not participate in the @LIKE program, but participated in the Workforce Investment Act (WIA) Youth program?

3. What are the costs and benefits of implementing the @LIKE program?

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[5] The original design of the @LIKE program defined disconnectedness as those individuals between 18-24 who were not in school or were unemployed for at least 90 days. In August 2014, the @LIKE program issued the *@LIKE Policy Guidance #14-02, Modified Definition of Disconnected Young Adults Ages 22-24,* which altered the definition of "disconnected" for young adults 22–24 years of age to consider individuals who, within the preceding 90 days, had worked for 100 hours or less in a sporadic manner. The original definition of "disconnected" determined at the beginning of the program continues to apply for individuals aged 18-21.

4. How effectively are participating organizations able to implement the @LIKE program model? What are the strengths and challenges of the approach?

5. What does it take to build effective partnerships across three large and distinct counties to create institutional change and improve employment and education outcomes for disconnected young adults? What strategies for sharing information and expertise are most beneficial? What are the challenges? What are effective ways of overcoming the challenges?

To address each of these questions, IMPAQ designed an evaluation with four main components: implementation study, process study, impact evaluation study, and cost-benefit analysis. This Interim Report focuses on Research Question *1, analyzing the education and employment outcomes for program participants*. The Final Evaluation Report will contain the impact analysis and detailed cost-benefit analysis, which will address Research Questions 2 and 3, respectively. Research Questions 4 and 5 were addressed in the process and implementation studies, which were completed in December 2013 and February 2015, respectively.

The process and implementation studies—which thoroughly documented the @LIKE program's operations and services over the first two years of the grant—identified the following accomplishments, best practices, and challenges:

- ▪ ***@LIKE leaders established an effective strategic planning decision framework.*** To successfully implement a program such as @LIKE, program leaders ensured that sufficient time and resources were dedicated to all phases of the program—planning, implementation, and transition as the grand period ends. By adopting a leadership system that included distinct teams (including a steering committee and an advisory council), the program was, and can continue to be, responsive to the needs and challenges of participants and staff. Additionally, because @LIKE is resource intensive, program management and leadership must continually focus on sustainability beyond the life of the grant.

- ▪ ***A uniform data collection system was established across all @LIKE sites.*** Each of the three participating counties agreed to collect an identical set of data elements on program participants. The program thus promoted uniformity among the @LIKE sites, which helps ensure ongoing, consistent data collection for both the program and the evaluation.

- ▪ ***Program staff developed a well-defined role for the Life Coach.*** Prior to program implementation, there was no consortium definition of a Life Coach, and the role was referred to as a mentor. During implementation, the Project Director and the Grant Coordinators made a clear distinction between the role of the Life Coach and other

program roles, such as Career Coach and Case Manager.[6] As the role developed over the course of two years, all Life Coaches received training and certification to fulfill their specific role. When speaking of their successes in the program, participants readily pointed to the role their Life Coaches played. Participants described successful coaches as being non-judgmental, supportive guides who were available to participants whenever they needed help.

- ▪ ***Program enrollment processes were streamlined to facilitate participant engagement.*** @LIKE created a uniform, streamlined enrollment process by using a one-page application form that allows applicants to self-attest to their eligibility. This streamlined enrollment process allows staff to focus on engaging participants and customizing services to suit the needs of each participant. The tailored, customer service-oriented approach allows participants to get the most out of the program by keeping them engaged.

- ▪ ***@LIKE provided flexibility on program participation and completion for disconnected young adults.*** The @LIKE program gives sites the flexibility to re-engage participants at any point if they have extended periods of absence from the program—an important difference from WIA Youth program requirements. Additionally, as young adults go through such periods of disconnectedness, the program allows staff to use a mix of standardized and individualized tools to evaluate participants who are potential candidates for successful completion.

- ▪ ***The initial definition of disconnected young adults was constraining and lacked flexibility.*** As noted, sites initially agreed to a definition of disconnected young adults that required a potential participant to be between 18 and 24 years of age, unemployed, not in school, and any one of the following: low income, gang involved, ex-offender, on public assistance, or recently separated veteran; the young adult must also have been disconnected from education, employment, and any services for at least 90 days. During the implementation study site visits, program staff reported issues with the requirement that a potential participant must have been disconnected from the education and workforce system for 90 days and not be currently on probation or parole. In response, the program revised the definition to include the provision that if a potential participant is enrolled in a system such as probation, parole, or foster care, but has not received any substantive, ongoing assistance with education or employment over the preceding 90-day period, that individual is eligible for @LIKE.

- ▪ ***Program staff were concerned about meeting the recruitment and certification performance measure targets***. Staff across the program sites expressed concern in the first year about their ability to meet the performance measurement targets for recruitment and the National Career Readiness Certification (NCRC).

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[6] @LIKE Life Coach Description and Duties Final – 9.17.12.

The IMPAQ findings highlighted above show that, although the program confronted early challenges in its implementation, @LIKE evolved over the course of the grant to meet the resource-intensive needs of disconnected young adults in Riverside, San Bernardino, and Imperial counties.

1.1   @LIKE's Innovative Approach to Serving Disconnected Young Adults

The @LIKE program operates in the broader public workforce development system that provides education, employment, and training services to the public at large, and among other target populations, specifically to disconnected young adults. Currently, the public workforce system is undergoing a number of reforms due to enactment of the Workforce Innovation and Opportunity Act (WIOA) passed into law July 2014. WIOA changed a number of service delivery requirements for youth programs governed under the Workforce Investment Act (WIA) as it relates to program funding, eligibility, and services. While a broad literature relates to effective strategies in serving youth and young adults through the public workforce system, the lessons learned from the @LIKE program can provide valuable information to workforce practitioners on how to reach and meet the specific needs of disconnected young adults.

WIOA governs the nation's public workforce system delivered through a network of nearly 2,500 American Job Centers (AJCs) across the country. WIOA strengthens the AJC system by aligning and streamlining federally funded education, employment, and training resources to provide job seekers with the skills needed by employers. It represents a renewed commitment to workforce development and is aimed at increasing opportunities, particularly for disconnected young adult populations similar to those served by @LIKE.

WIOA presents an opportunity for youth service providers to improve access and service delivery to disconnected young adults and out-of-school youth. Key changes contained in WIOA include:

- ▪ **Refocus to Out-of-School Youth** – WIOA increases the minimum out-of-school youth expenditure rate from 30 percent to 75 percent for a given Program Year (PY). The requirement applies to local workforce development areas and will require service areas to recruit additional out-of-school youth to meet this new requirement. In PY 2011 and PY 2012, 57 percent of formula WIA Youth funds were spent on out-of-school youth.[7]

- ▪ **New Programmatic Elements of WIOA Youth Program** – WIOA adds five new program elements to the original 10 program elements provided under WIA. The five new elements are: financial literacy education; entrepreneurial skills training; labor market information about in-demand industry sectors or occupations available in a local area; activities that help youth prepare for and transition to post-secondary education and training; and education offered concurrently with and in the same context as workforce preparation activities, as well as training for a specific occupation or occupational cluster.

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[7] http://wdr.doleta.gov/directives/attach/TEGL/TEGL_23-14_Acc.pdf

▪ **_Emphasis on Work Experience for Youth_** – WIA requires local areas to spend, at a minimum, 20 percent of WIOA Youth formula funds on work experience activities as part of the overall services provided to youth. Different types of work experiences authorized under WIOA for youth include paid and unpaid work experiences such as: summer employment opportunities and other employment opportunities throughout the year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities.

In addition to the new programmatic elements, WIOA makes changes to the eligibility requirements for WIOA Youth participants. Exhibit 1 provides a comparison of WIA and WIOA Youth eligibility provisions, highlighting different eligibility requirements for individuals under WIA and WIOA's Out-of-School and In-School Youth requirements.

Exhibit 1: Comparison of WIA and WIOA Youth Eligibility Provisions

WIA Youth	WIOA Out-of-School Youth	WIOA In-School Youth

▪ **Between ages 14-21;**
▪ **Low income; and**
▪ **Any of the following:**
  a) Deficient in basic literacy skills
  b) School dropout
  c) Homeless, runaway, or foster child
  d) Pregnant or parenting
  e) Offender
  f) Requires additional assistance to complete a program, or to secure and hold employment.
	▪ **Between ages 16-24;**
	▪ **Not attending any school; and**
	▪ **Any of the following:**
	  a) School dropout
	  b) Not attended school for at least the most recent complete calendar quarter of the school year
	  c) Secondary school diploma holder or equivalent who is low income and either basic skills deficient or an English language learner
	  d) Subject to the justice system
	  e) Homeless, runaway, or subject to the foster care system
	  f) Pregnant or parenting
	  g) Has a disability
	  h) Low income individual who requires assistance to complete education or obtain employment.
		▪ **Between ages 14-21;**
		▪ **Attending school;**
		▪ **Low-income; and**
		▪ **Any of the following:**
		  a) Basic skills deficient
		  b) English language learner
		  c) Offender
		  d) Homeless, runaway, or subject to the foster care system
		  e) Pregnant or parenting
		  f) Has a disability
		  g) Low income individual who requires assistance to complete education or obtain employment.

Exhibit 1 shows WIOA's new distinction in service eligibility between out-of-school youth and in-school youth. WIOA also expands the age range for out-of-school youth from 21 to 24, presenting an opportunity for youth service providers to meet the unique needs of this older group of young people.

1.1.1 @LIKE Service Model

While WIOA generally maintains the same structure that was in place under WIA, its new reforms are closely aligned with the services @LIKE provides its target population. The @LIKE program started the process of implementation upon receipt of the grant in 2012. @LIKE's model uses several innovative and resource intensive service components that differentiate it from the WIA/WIOA youth model in several ways:

Outreach and Recruitment – Staff members recruit participants by visiting homes and non-traditional locations such as tattoo parlors, skate parks, and convenience stores. This approach, which aims to target a hard-to-reach population that does not congregate in one place, is in contrast to the traditional outreach and recruitment model—which relies on young adults coming into AJCs for services and on traditional referral services from other programs and non-profits serving young adults.

Registration – Potential participants fill out a one-page application to enroll in the program, which is far shorter than the typical youth program application. The @LIKE application also allows applicants to self-attest regarding their status as low income, not working, or not attending school for the past 90 days. Once the application is completed and submitted to program staff, enrollees are immediately engaged in the program's activities. While WIA did and WIOA continues to allow for self-attestation, it is unclear to the extent to which these provisions are being used, if at all, by local service providers. The result of this uncertainty is that potential participants have to provide all supporting documentation at registration while at the same time completing several-page applications. This is in contrast to @LIKE where, after registration, the participant is given 2 weeks or 30 days, depending on the required form, to provide the necessary information. This includes things such as a Social Security number, selective service registration, and valid government identification. The staff helps participants obtain these documents by walking them through the application process and providing transportation to obtain the required forms.

Eligibility Determination – @LIKE focuses on disconnected young adults between ages 18-24 who are not connected to, or have only sporadically engaged in, employment, education, or any other institution or social service during the preceding 90 days. As mentioned earlier, @LIKE eligibility can be determined by extensive use of self-attestation to facilitate immediate engagement between participants and staff. WIOA allows young adults who have not necessarily dropped out of high school but have not attended for the most recent quarter of the school year to be eligible for services.

Objective Assessment – Academic and social/psychological assessments play an important role in providing @LIKE services, even though participants do not need to complete any assessment before enrolling in the program. These assessments help case managers to understand participants' needs, personality, and assets, and to guide their interactions with participants. Case Managers also use the assessments to track progress over time and adjust the personal,

educational, and employment goals included in each participant's Individual Service Strategy (ISS). WIOA usually only assesses an individual's basic skill levels through standardized assessments such as the CASAS or TABE.

Dual Role of Life Coach and Case Manager – A core component of the @LIKE program model, as noted, is availability of a trained Life Coach as well as a traditional Case Manager. Case Managers are responsible for much of the program's administrative duties—including program enrollment and eligibility determination, tracking the progress of participants as they complete activities throughout the program, and interacting with employers that provide work experiences for participants.

The Life Coach role complements the tasks performed by the Case Manager through establishing personal relationships and trust, and building self-efficacy of program participants to solve problems and work toward their goals.

@LIKE Life Coaches and Case Managers both assist participants to reach their personal goals. The difference is that life coaching focuses more on personal issues, whereas case management emphasizes coordinating service needs and meeting program requirements. In WIOA programs, by contrast, individuals only interact with an AJC Case Manager.

Specific program services received by @LIKE participants include services similar to those they may receive under WIOA. However, by having both a Case Manager and a Life Coach, @LIKE participants receive more intensive, individualized, and differentiated services through the different roles played by the two positions. @LIKE services provided by program Case Managers and Life Coaches taken together include: soft skills training, career exploration, work experience opportunities, obtaining certifications, licenses, and educational development, with the specific requirement that all participants complete and receive the ACT, Inc. National Career Readiness Certificate (NCRC).

Individual Service Strategy (ISS) – All @LIKE participants create an ISS, which is updated over the course of the program in order for program staff to respond to each participant's needs. The customized services make participants feel personally empowered, which is key to serving the complex needs of disconnected young adults. In many one-on-one meetings, participants, with the help of a Life Coach, identify areas of strengths and personal challenges. They then outline short-, medium-, and long-term goals, both personal and external, which can potentially be achieved while they are in the program. Life Coaches help participants focus on personal goals, and they support Case Managers in managing participants' external goals. The program also tailors the way it addresses any barriers to participation by providing accommodation through such services as transportation assistance and childcare.

Program Exit – @LIKE Participants are able to proceed through the program at their own pace and determine their own goals with assistance from program staff. Under WIOA, by comparison, individuals are often required to conform to the services and goals the program makes available, and must make predetermined skill gains, acquire certifications, or obtain employment to remain

eligible. Furthermore, participants exit the @LIKE program as either "successful completers" or "non-completers"—with non-completers permitted to re-engage with the program at any time and able to receive program services again. @LIKE policy guidance states that sites should allow young adults to cycle through periods of engagement, disengagement, and re-engagement, and does not establish any time limit on re-engaging participants after periods of absence. Individuals in WIOA who are absent for 90 days, in contrast, are exited from the program and ineligible to receive services.

Follow-up Services – @LIKE program staff are responsible for following up with program completers 30, 60, 90, and up to 180 days after completion. The purpose of the follow-up is to maintain contact with completers to see if they are still working or enrolled in school, and to inquire about their housing and family situation. Under WIOA, similar follow-up services are conducted for a period of 12 months, although there are no specified intervals between follow-up contacts.

1.1.2   @LIKE Data and Performance Management

@LIKE differentiates itself from WIA by using the principles of continuous quality improvement (CQI) and quality management for both program and process management. The purpose of implementing these principles is to build a service delivery culture that ensures customers (in this case young adults) consistently receive the highest level of quality. Furthermore, processes, systems, and methods are in place to sustain high performance and exceed customer expectations.[8,9] @LIKE specifically uses Baldrige Quality Improvement standards to promote CQI as an ongoing strategy to learn, practice, and effectively measure development of new knowledge.

To facilitate CQI, the @LIKE program gathers, analyzes, and manages real-time data for team-based decision-making. These data are used to continuously assess progress, benchmarks, and targets, and to facilitate corrective action and improvements. To further these efforts, program staff use the following:

- *Scorecards and dashboards* – The Project Director and Lead Grant Coordinator use scorecards and dashboards to turn program data into information that can guide future direction and inform CQI. These key process management tools have been designed by the Project Director in consultation with program staff to be simple and easy to use—communicating the information visually to minimize confusion in its interpretation.

- *Weekly Activity Hours Reports* – The Lead Grant Coordinator creates and disseminates weekly scorecards by pulling data from @LIKE's case management system. The Weekly

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[8] Dean, J. W., and Bowen, D. E. (1994). Management theory and total quality improving research and practice through theory development and practice. *Academic Management Review*, 19(3): 392-418.

[9] Decker, M. D. (1992). Continuous quality improvement. *Infection Control and Hospital Epidemiology*, 13(3): 165-169.

Activity Hours Reports detail the time spent on each service activity—a proxy measure of the intensity of services each participant receives. These weekly reports allow the Project Director, Grant Coordinators, and Site Directors to monitor whether participants are receiving an appropriate service mix.

- *Monthly Assessment Score Reports* – These monthly scorecards show participants' basic academic assessment scores and scores from participants' social/psychological assessments--which are administered to participants within the first 60 days of enrollment and again before program completion. Staff use these reports to determine the starting point for and progress of each participant. The assessments are not used to measure participants' basic academic skills, but rather to instill and reinforce the program goal of helping disconnected young adults identify and achieve their career goals.

- *Demographics Scorecard* – This is a governance tool used by the Steering Committee to track participant demographic information. The scorecard reports data on participant age, gender, ethnicity, race, and education.

- *Monthly tracking of performance outcomes* – The Weekly Activity Hours Reports, Monthly Assessment Score Reports, and the Demographics Scorecard are all analyzed by the Project Director and Lead Grant Coordinator to track progress and make course corrections toward the performance outcomes specified in the grant.

- *Stoplight Dashboard* – This is a quarterly report that provides key stakeholders with at-a-glance summaries of cumulative progress toward meeting key performance indicators in the current quarter. The Project Director and Lead Grant Coordinator create the dashboard using @LIKE program data as the primary source. They designate progress toward each indicator using traffic light designations—green for "on or above target," yellow for "needs corrective action to meet goal," and red for "in danger of not meeting goals." The initial designation is discussed at Steering Committee meetings, where a final determination is made that includes additional factors beyond the green/yellow/red range metric. Strategies for making improvements if the light is not green are then discussed.

- *Customer feedback* – The program regularly asks participants and employers to provide their feedback via an anonymous online comment card survey. To facilitate collection of feedback from participants, an icon with a link to the participant comment card survey is loaded on at least one computer at each delivery site. In addition to making participants aware that they can complete a comment card at any point, program staff encourage participants to complete the comment card survey as they leave each day.

1.2 Objectives of the Interim Evaluation Report and Data Overview

The primary goal of this interim evaluation report is to assess the outcomes of disconnected young adults since the beginning of the @LIKE program. We specifically address the following research questions:

- What is the rate of program participation and completion in the @LIKE program?

- What is the rate of improvement in participants' social/psychological assessments?

- What are the labor market and other outcomes of participants during program participation or following program exit? Specifically, how many and/or what percentage of participants attained the following outcomes of interest?

    - Completion of a Career Awareness Component
    - Improvement of Reading Basic Skills by two educational levels within one year
    - Improvement of Math Basic Skills by two educational levels within one year
    - Completion of a GED or high school diploma within two years
    - Placement in a paid internship
    - Placement in unsubsidized employment
    - Enrollment in vocational training or college
    - Receipt of the NCRC

- Do program participation, completion, and achievement of the above outcomes vary between 18-21 year olds and 22-24 year olds?

- Do program participation, completion, and participant outcomes for each of the two age groups vary by other demographic characteristics, for example, gender?

- Does outcome attainment for each of the two age groups depend upon other types of variables, such as the level of program tenure (measured in months)?

- Are participant outcomes significantly associated with participant demographic and socioeconomic characteristics?

- Are participant outcomes significantly associated with number of services received?

- Are participant outcomes significantly associated with program tenure?

Our review of the participant-level data shows that the @LIKE program collects rich, high-quality data on program participants on all three key areas—namely, participant characteristics, services received, and outcomes attained—to help answer each of the above research questions.

Participant Characteristics. Participant demographic and socioeconomic characteristics of that were tracked include, but are not limited to, age, gender, ethnicity, race, educational level, employment status, citizenship, public assistance, and disability status. (Further detail on the tracking system can be found in Appendix A.)

Services Received. The @LIKE program collected data on basic academic skills assessment and the following types of social/psychological assessments (the Self-Appraisal and Perceived Barriers Assessment, and the Career Development Self-Efficacy Scale–Short Form (CDSES-SF).[10] In addition, participants received the following five types of services through the program:

- Life Coaching
- Career Exploration
- Education
- Employment
- Work Readiness Preparation

Outcomes. In addition to examining the rates of program participation and completion, and the rates of improvement in social/psychological assessments, we analyzed the following outcomes tracked by the @LIKE program:

- Completion of a Career Awareness Component
- Improvement of Reading Basic Skills by two educational levels within one year
- Improvement of Math Basic Skills by two educational levels within one year
- Completion of a GED or high school diploma within two years
- Placement in a paid internship
- Placement in unsubsidized employment
- Enrollment in vocational training or college
- Receipt of the National Career Readiness Certificate (NCRC)

We first present detailed ***descriptive analysis*** of participants' demographic and socioeconomic characteristics and services received—exploring individual characteristics such as age, gender, and ethnicity; number and types of services received; and activity hours. We also look at the results from the different assessments @LIKE uses—namely, the TABE and CASAS Math and Reading assessments and the social/psychological assessments. We compare and contrast these individual and program characteristics across the three counties and for the two age groups (18-21 and 22-24).

We then present the findings from our ***outcomes analysis***, to provide a sense of the program and individual characteristics that are associated with educational and employment outcomes for @LIKE participants. The outcomes analysis also provides information on the number of

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[10] The ***CenterMark Personality Profile Assessment,*** a Myers-Briggs type personality and career profile assessment, was also administered to @LIKE participants. The results of this assessment are qualitative, however, and not included in our analyses.

participants who become employed, obtain a degree or credential, and achieve other quantifiable program measures captured by staff.

1.3   Report Structure

The rest of the report is organized in the following manner. Chapter 2 provides a descriptive analysis of @LIKE participants across several variables such as age, gender, ethnicity, education, and employment status. It also assesses the services received by participants. Chapter 3 presents the outcomes analysis, which assesses the outcomes of participants and the factors associated with outcomes.

Appendix A provides an overview of the data sources used to conduct the descriptive and outcomes analyses of @LIKE. Appendix B provides further details on descriptive analyses of participant characteristics. Appendices C and D provide additional analyses of @LIKE program participation, completion, and participant outcomes.

CHAPTER 2 - ANALYSIS OF PARTICIPANT CHARACTERISTICS AND SERVICES RECEIVED

This chapter provides a detailed description of the demographic and socioeconomic characteristics of @LIKE participants at the program and county level. In addition, we include a summary analysis of the basic skill assessments, social/psychological assessments, and the services participants receive to provide the necessary context for the outcomes study in Chapter 3.

The @LIKE program is a collaborative effort among three Workforce Development Boards in Southern California—the Riverside County EDA Workforce Board, the San Bernardino County Workforce Board, and the Imperial County Workforce Board. The EDA manages the overall program across nine service delivery sites in the three counties (see Exhibit 2).[11]

Exhibit 2: County Consortium Map
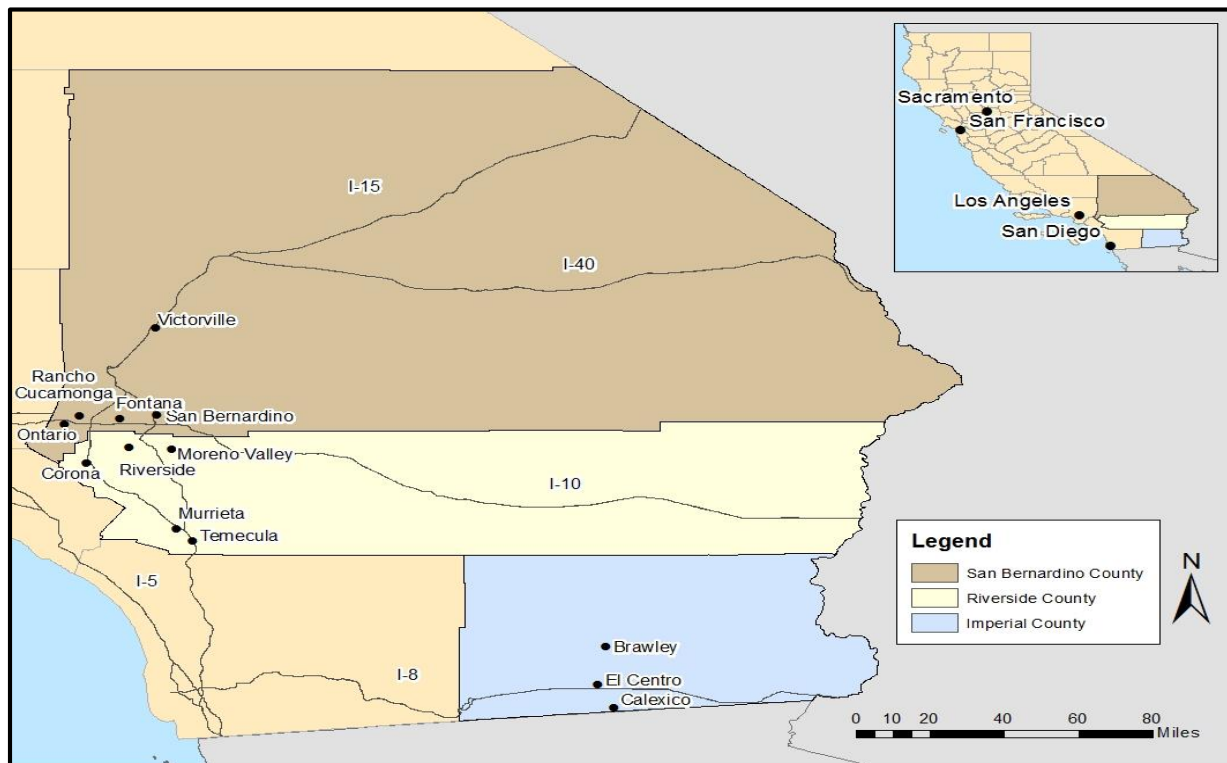
Note: In San Bernardino and Riverside counties, cities with a population of over 100,000 are marked on the map. In Imperial County, which has no cities with 100,000 or more people, cities with a population of more than 20,000 are identified.

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[11] The nine service delivery sites across the three counties are as follows: **Imperial County** – RWS-Arbor Employment & Training and Imperial Valley Regional Occupational Program; **Riverside County** – Empower Youth Center, Rubidoux Youth Opportunity Center, and Indio WIN Center; **San Bernardino County** – Apple Valley Unified School District, Colton-Redlands-Yucaipa ROP, Chino Valley USD Alternative Education, and Family Service Association.

These counties vary greatly in area size as well as population: San Bernardino is the largest, spanning 20,062 square miles, with a population of 2,091,618; Riverside County spans 7,208 square miles, with a population of 2,295,298; Imperial County spans 4,175 square miles, with a population of 181,103.[12] For young adults across the State of California, unemployment rates are significantly higher than those for the general population—at 21.1 percent for ages 16-19 in 2014, and 11 percent for ages 20-24 for the same year.[13] Overall monthly unemployment rates in San Bernardino and Riverside counties are closer to the national and state averages, with unemployment rates in the two counties of 5.8 and 6.1 percent, respectively, in December 2015. Imperial County, however, has extremely high unemployment, with an overall unemployment rate of 19.6 percent in December 2015.[14]

The data for this chapter are for the most part drawn from the Virtual OneStop (VOS) system. Originally developed for the American Job Centers in California, VOS is the platform used to maintain @LIKE's program data. This system records detailed information on the demographic characteristics of participants and program-related activities. The nine delivery sites across the three counties have been using this system since @LIKE's launch. VOS also separately tracks @LIKE's assessment results and program completion data. (For more on the data sources discussed in this chapter, see Appendix A.)

Section 2.1 provides a detailed description of the demographic characteristics of @LIKE participants program-wide at program entry. Sections 2.2, 2.3, and 2.4 provide similar demographic descriptions specific to Riverside County, Imperial County, and San Bernardino County, respectively. Section 2.5 summarizes the chapter's findings and conclusions.

2.1   Program-Wide Demographic, Assessment, and Services Profile

The original program design for @LIKE sought to serve "disconnected" young adults between ages 18-24 who are unemployed and not in school, and any one of the following: low income, gang involved, ex-offender, receiving public assistance, or recently separated veteran. As noted, the specific level of disconnectedness was defined as being not in school or unemployed for at least 90 days. As the program evolved, the definition of disconnected was changed for older young adults (those aged 22–24) to consider individuals who, within the preceding 90 days, had worked for 100 hours or less in a sporadic manner. The original definition continued to apply to individuals 18-21.[15]

@LIKE enrolled 664 participants over two years of operation in Riverside, Imperial, and San Bernardino counties, nearly meeting its original goal of 675 participants. Program enrollment ended in October 2014. Enrolled individuals continue to receive program services, as described in Chapter 1, as of October 2015.

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[12] 2014 United States Census Bureau Population Estimates.
[13] http://www.labormarketinfo.edd.ca.gov/specialreports/CA_Employment_Summary_Table.pdf
[14] http://www.labormarketinfo.edd.ca.gov/file/lfmonth/countyur-400c.pdf
[15] @LIKE Policy Guidance #14-02, Modified Definition of Disconnected Young Adults Ages 22-24.

Exhibit 3 and Exhibit 4 provide a detailed summary of the demographic and socioeconomic characteristics at program entry of participants in each county and across @LIKE as a whole. For all exhibits in this section, numbers in parentheses denote the number of participants unless otherwise noted. (Appendix B contains further detail on program-wide and county-specific demographic characteristics.)[16]

Exhibit 3: @LIKE Participants' Age at Program Entry, Gender, and Race/Ethnicity

Participant Characteristics	All Three Counties	Riverside County	Imperial County	San Bernardino County
Age				
Total Participants	100.0% (664)	100.0% (325)	100.0% (179)	100.0% (160)
Age 18-21	50.5% (335)	47.7% (155)	52.0% (93)	54.4% (87)
Age 22-24	49.5% (329)	52.3% (170)	48.0% (86)	45.6% (73)
Gender				
Total Participants	100.0% (664)	100.0% (325)	100.0% (179)	100.0% (160)
Female	44.1% (293)	43.1% (140)	42.5% (76)	48.1% (77)
Male	55.9% (371)	56.9% (185)	57.5% (103)	51.9% (83)
Ethnicity				
Total Participants	100.0% (664)	100.0% (325)	100.0% (179)	100.0% (160)
Not Hispanic	41.3% (274)	45.2% (147)	26.8% (48)	49.4% (79)
Hispanic	58.7% (390)	54.8% (178)	73.2% (131)	50.6% (81)
Race/Ethnicity				
Total Participants	100.0% (664)	100.0% (325)	100.0% (179)	100.0% (160)
African American/Black	13.6% (90)	19.1% (62)	2.2% (4)	15.0% (24)
American Indian/Alaskan Native	1.8% (12)	1.8% (6)	2.2% (4)	1.3% (2)
Asian	0.9% (6)	1.5% (5)	0.6% (1)	0.0% (0)
Ethnic Hispanic or Latino	58.7% (390)	54.8% (178)	73.2% (131)	50.6% (81)
Hawaiian/Other Pacific Islander	0.3% (2)	0.6% (2)	0.0% (0)	0.0% (0)
White	18.8% (125)	20.6% (67)	3.9% (7)	31.9% (51)
Not Identified	5.9% (39)	1.5% (5)	17.9% (32)	1.3% (2)

Age and Gender: Exhibit **3** shows that across the three counties, program participants were evenly split between age groups 18-21 (50.5 percent) and 22-24 (49.5 percent). The @LIKE program tailored its outreach, recruitment, and overall program engagement to the unique needs of participants in each group. For example, when recruiting the older age group, @LIKE staff emphasized the work experience and employment services available to help them obtain

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[16] Appendix B includes analyses based upon, for example, additional gender subgroups. One finding was that program-wide, 40.6% of females did not have a high school diploma or equivalent at program entry, compared to 44.0% of males.

long-term sustainable employment. In Riverside County, the 22-24 age group made up a majority of participants (52.3 percent). In San Bernardino and Imperial counties, the 18-21 age group made up the majority (54.4 percent and 52.0 percent, respectively).

Across the entire @LIKE program, more than half the participants were male (55.9 percent). This holds true for each county as well.

**Ethnicity and Race**: The majority of @LIKE participants are Hispanic (58.7 percent). The percentage of Hispanics is highest in Imperial County (73.2 percent), followed by Riverside (54.8 percent) and San Bernardino (54.8 percent) counties. Overall, African Americans make up 13.6 percent of participants and Whites 18.8 percent.

The percentage of African Americans is highest in Riverside County (19.1 percent), followed by San Bernardino County (15.0 percent), with Imperial County the lowest (just 2.2 percent). San Bernardino county has the highest proportion of Whites (31.9 percent) of participants, followed by Riverside County (20.6 percent), and Imperial County (just 3.9 percent). For the program as a whole, other races include: American Indians/Alaskan Natives (1.8 percent), Asians (0.9 percent), and Hawaiian/Other Pacific Islander (0.3 percent) of participants. Nearly 6 percent of participants chose not to identify their race or ethnicity.

Exhibit 4: @LIKE Participants' Education, Employment, and Other Characteristics

Participant Characteristics	All Three Counties	Riverside County	Imperial County	San Bernardino County
Education Level				
Total Participants	**100.0% (664)**	**100.0% (325)**	**100.0% (179)**	**100.0% (160)**
Under 10th Grade	5.4% (36)	5.5% (18)	9.5% (17)	0.6% (1)
10-12th Grade Completed but no diploma	37.0% (246)	43.1% (140)	36.9% (66)	25.0% (40)
High School Diploma	47.9% (318)	40.0% (130)	44.1% (79)	68.1% (109)
High School Equivalency Diploma	4.8% (32)	4.3% (14)	4.4% (8)	6.3% (10)
Some College or Vocational School	3.6% (24)	4.9% (16)	4.4% (8)	0.0% (0)
Vocational School Certificate	0.9% (6)	1.8% (6)	0.0% (0)	0.0% (0)
Bachelor's Degree	0.3% (2)	0.3% (1)	0.6% (1)	0.0% (0)
Employment Status on Entry				
Total Participants	**100.0% (664)**	**100.0% (325)**	**100.0% (179)**	**100.0% (160)**
Employed	2.1% (14)	4.0% (13)	0.6% (1)	0.0% (0)
Not Employed	97.9% (650)	96.0% (312)	99.4% (178)	100.0% (160)
Citizenship Status				
Total Participants	**100.0% (664)**	**100.0% (325)**	**100.0% (179)**	**100.0% (160)**
Non-Citizen	3.9% (26)	4.0% (13)	6.1% (11)	1.3% (2)
Citizen	96.1% (638)	96.0% (312)	93.9% (168)	98.8% (158)

Participant Characteristics	All Three Counties	Riverside County	Imperial County	San Bernardino County
Public Assistance Receipt				
Total Participants	**100.0% (664)**	**100.0% (325)**	**100.0% (179)**	**100.0% (160)**
Supplemental Security Income	1.2% (8)	2.2% (7)	0.0% (0)	0.6% (1)
Social Security Disability Income	0.2% (1)	0.0% (0)	0.0% (0)	0.6% (1)
Temporary Assistance for Needy Families	2.4% (16)	1.2% (4)	5.6% (10)	1.3% (2)
Supplemental Nutrition Assistance Program	7.7% (51)	7.7% (25)	10.1% (18)	5.0% (8)
Other Public Assistance	0.5% (3)	0.6% (2)	0.0% (0)	0.6% (1)
No Receipt of Public Assistance	88.1% (585)	88.3% (297)	84.4% (151)	91.9% (147)
Disability Status				
Total Participants	**100.0% (664)**	**100.0% (325)**	**100.0% (179)**	**100.0% (160)**
Disabled	8.1% (54)	6.2% (20)	4.5% (8)	16.3% (26)
Not Disabled	91.9% (610)	93.8% (305)	95.5% (171)	83.8% (134)
Veteran				
Total Participants	**100.0% (664)**	**100.0% (325)**	**100.0% (179)**	**100.0% (160)**
Non-Veteran	99.1% (658)	99.4% (323)	100.0% (179)	97.5% (156)
Veteran	0.9% (6)	0.6% (2)	0.0% (0)	2.5% (4)

Education Level: Over 42 percent of program participants had less than a high school diploma or equivalent at program entry. A higher proportion of participants in Riverside County had completed some high school (43.1 percent) than in Imperial (36.9 percent) or San Bernardino (25.0 percent) counties. Individuals with a high school diploma or its equivalent made up the largest relative share of participants in San Bernardino County (74.4 percent), followed by Imperial (48.5 percent) and Riverside (44.3 percent) counties.

Employment, Citizenship, Public Assistance, and Disability Status: Of the three @LIKE counties, Riverside County had the largest share of participants employed at program entry (4.0 percent).

Nearly all participants are U.S. citizens (96.1 percent). Non-citizens make up the largest percentage in Imperial County (6.1 percent), followed by Riverside (4.0 percent) and San Bernardino (1.3 percent) counties.

Overall, public assistance receipt by participants was limited at program entry, with only 11.9 percent of program participants receiving some form of public assistance. Of the participants who did receive some form of public assistance, most received Supplemental Nutrition Assistance Program (SNAP) benefits (7.7 percent), followed by Temporary Assistance for Needy Families (TANF) (2.4 percent), and Supplemental Security Income (SSI) (1.2 percent).

Overall, approximately nine out of 10 participants (91.9 percent) did not report any disability. Slightly more than 16 percent of participants in San Bernardino County reported having a disability, followed by Riverside (6.2 percent) and Imperial (4.5 percent) counties. Less than one percent of all participants are veterans (0.9 percent).

Exhibit 5 shows demographic barriers of program participants, including foster care, gang involvement, ex-offender, low income, and having family responsibilities (being pregnant and/or parenting).

Exhibit 5: @LIKE Program Participant Demographic Barriers

Participant Demographic Barriers	All Participants	Riverside County	Imperial County	San Bernardino County
Foster Care Young Adults				
Total Participants	100.0% (654)[1]	100.0% (318)	100.0% (176)	100.0% (160)
Not Foster Care Young Adults	93.4% (611)	91.5% (291)	98.3% (173)	91.9% (147)
Foster Care Young Adults	6.6% (43)	8.5% (27)	1.7% (3)	8.1% (13)
Gang Involvement				
Total Participants	100.0% (664)	100.0% (325)	100.0% (179)	100.0% (160)
Not Gang Involved	96.5% (641)	96.9% (315)	98.9% (177)	93.1% (149)
Affiliated	3.5% (23)	3.1% (10)	1.1% (2)	6.9% (11)
Ex-Offender				
Total Participants	100.0% (664)	100.0% (325)	100.0% (179)	100.0% (160)
Not Ex-Offender	83.3% (553)	83.7% (272)	88.8% (159)	76.3% (122)
Ex-Offender	16.7% (111)	16.3% (53)	11.2% (20)	23.8% (38)
Low Income				
Total Participants	100.0% (664)	100.0% (325)	100.0% (179)	100.0% (160)
Not Low Income	1.5% (10)	0.6% (2)	1.7% (3)	3.1% (5)
Low Income	98.5% (654)	99.4% (323)	98.3% (176)	96.9% (155)
Family Responsibilities				
Total Participants	100.0% (662) [1]	100.0% (323)	100.0% (179)	100.0% (160)
With Family Responsibilities	80.5% (533)	82.7% (267)	84.4% (151)	71.9% (115)
Without Family Responsibilities	19.5% (129)	17.3% (56)	15.6% (28)	28.1% (45)

[1]Note: Totals for some characteristics sum to less than 664 due to missing data.

Foster Care, Gang Involvement, Ex-offender, Low Income, and Family Responsibilities: The vast majority of program participants (93.4 percent) were not in foster care at program entry.

Gang involvement was reported as very low, at 3.5 percent. However, 16.7 percent of participants across the three counties reported as ex-offenders. San Bernardino County had the highest ex-offender rate (23.8 percent), followed by Riverside (16.3 percent) and Imperial (11.2 percent) counties.

Nearly one in five participants were pregnant or had parenting responsibilities at program entry (19.5 percent). San Bernardino County had the highest rate (28.1 percent), followed by Riverside (17.3 percent) and Imperial (15.6 percent) counties.

2.1.1   Program-Wide Age Subgroup Analysis

Since one of the primary ways @LIKE customizes its services is by recognizing specific needs of the two participant age groups (18-21 and 22-24), this section summarizes the demographic characteristics at program entry of the two age groups separately.

Age and Gender: As Exhibit 6 shows, males made up the majority of @LIKE participants in both age groups, with slightly higher male predominance in the 18-21 age group (57.3 percent) than in the 22-24 age group (54.4 percent).

Exhibit 6: @LIKE Participants Age Distribution by Gender
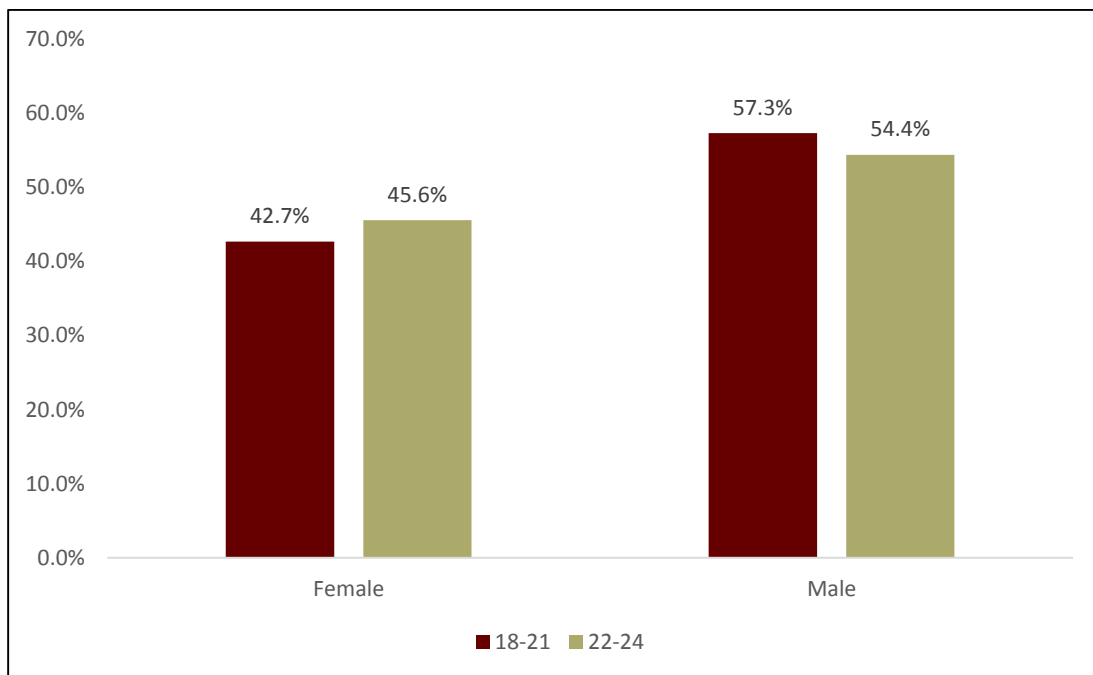
Age and Race: As seen in

Exhibit 7, the racial composition for the three primary categories—ethnic Hispanic or Latino, African American/Black, and White—was similar across both age groups and reflects the overall distribution. The majority were ethnic Hispanic or Latino, followed by White, followed by African American/Black. Ethnic Hispanic or Latino participants tended to be slightly younger (62.1 percent in the 18-21 age group compared to 55.6 percent in the 22-24 age group).

Exhibit 7: @LIKE Participants by Age and Race

Race and Ethnicity	All Participants	18-21	22-24
African American/Black	13.9% (92)	12.8% (43)	14.9% (49)
American Indian/Alaskan Native	1.7% (11)	0.9% (3)	2.4% (8)
Asian	0.6% (4)	0.6% (2)	0.6% (2)
Ethnic Hispanic or Latino	58.9% (391)	62.1% (208)	55.6% (183)
Hawaiian/Other Pacific Islander	0.3% (2)	0.3% (1)	0.3% (1)
White	18.8% (125)	19.7% (66)	17.9% (59)
I do not wish to answer.	5.9% (39)	3.6% (12)	8.2% (27)
Total Participants	**100.0% (664)**	**100.0% (335)**	**100.0% (329)**

Age and Education Level: Exhibit 8 and

Exhibit 9 summarize education levels at program entry for participants overall. Participants aged 18-21 had higher completion rates for secondary education without receiving a diploma (39.1 percent) compared to their 22-24 year old counterparts (35.0 percent). High School Diploma rates were also higher for the younger age group (50.4 percent vs. 45.3 percent).

Exhibit 8: @LIKE Participants by Age and Educational level

Education Level	All Participants	18-21	22-24
Under 10th Grade	5.4% (36)	5.4% (18)	5.5% (18)
10-12 Grade Completed but no diploma	37.0% (246)	39.1% (131)	35.0% (115)
High School Diploma	47.9% (318)	50.4% (169)	45.3% (149)
High School Equivalency Diploma	7.4% (49)	4.8% (16)	10.0% (33)
Some College or Vocational School	1.1% (7)	0.0% (0)	2.1% (7)
Vocational School Certificate	0.9% (6)	0.3% (1)	1.5% (5)
Bachelor's Degree	0.3% (2)	0.0% (0)	0.6% (2)
Total Participants	**100.0% (664)**	**100.0% (335)**	**100.0%(329)**

Exhibit 9: @LIKE Participants Education Distribution by Age
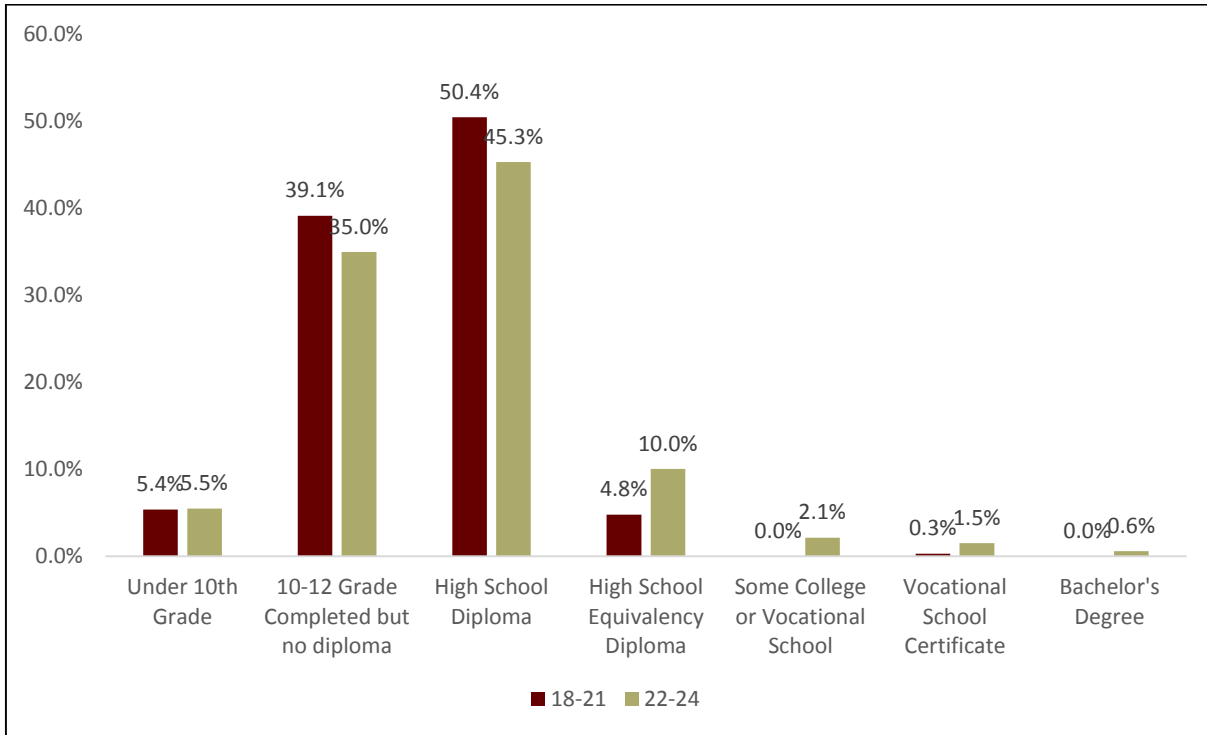
Age and Employment Status: Exhibit 10 shows that the majority of participants were not employed at program entry in both the 18-21 (98.8 percent) and 22-24 (97.0 percent) age groups.

Exhibit 10: @LIKE Participants Age Distribution by Employment Status
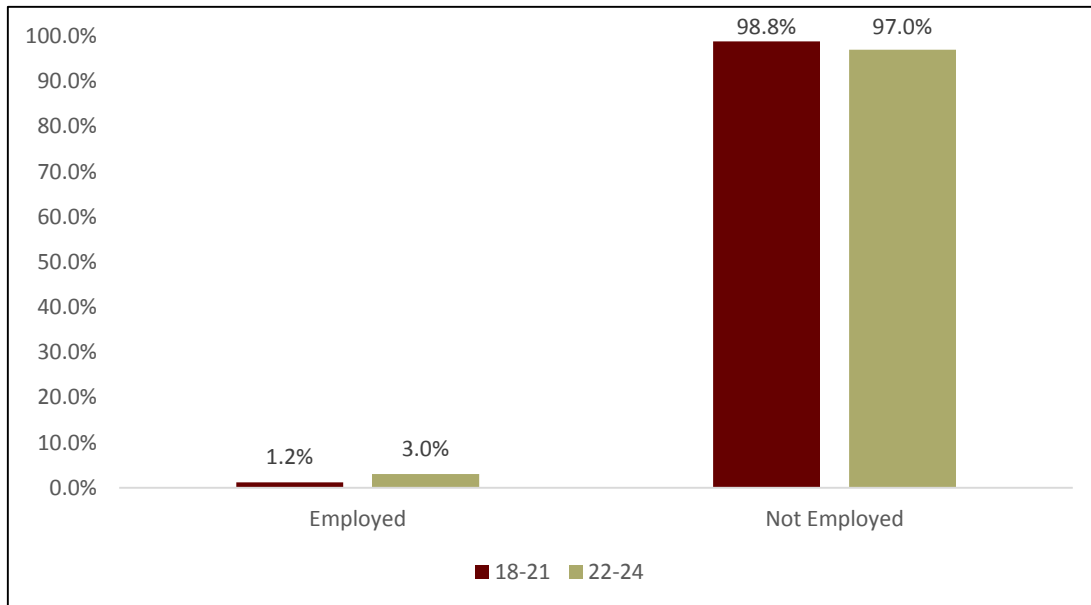
2.1.2 Program-Wide Hispanic Subgroup Analysis

Ethnicity is an important demographic component of @LIKE. Since the majority of participants are Hispanic (58.7 percent), this subsection describes the characteristics of the Hispanic participants at program entry across age, gender, education level, and employment status.

Distribution of Hispanics by Age and Gender: As seen in Exhibit 11, the majority of Hispanic participants were 22-24 years old (53.2 percent) and male (55.5 percent). This is consistent with the age and gender distribution of @LIKE program participants overall.

Exhibit 11: @LIKE Hispanic Participants by Age and Gender
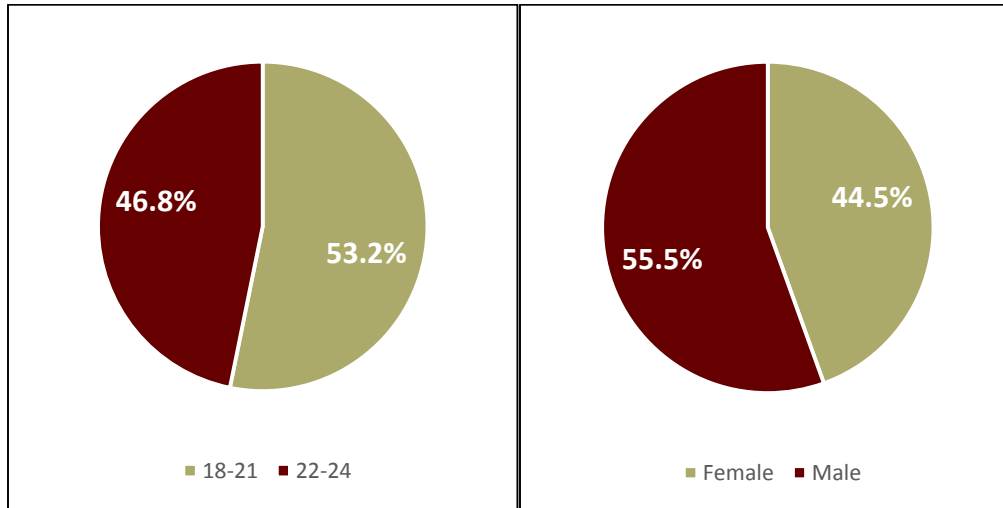
Distribution of Hispanics by Education Level: Exhibit 12 shows that the educational levels of non-Hispanics and Hispanics at program entry were similar, with a majority of both groups having a high school diploma or its equivalent (59 percent and 52.7 percent, respectively). About one-third of both groups had completed 10-12th grade but received no diploma (33.7 percent for non-Hispanics vs. 39.4 percent for Hispanics).

Exhibit 12: @LIKE Hispanic Participants by Educational Level
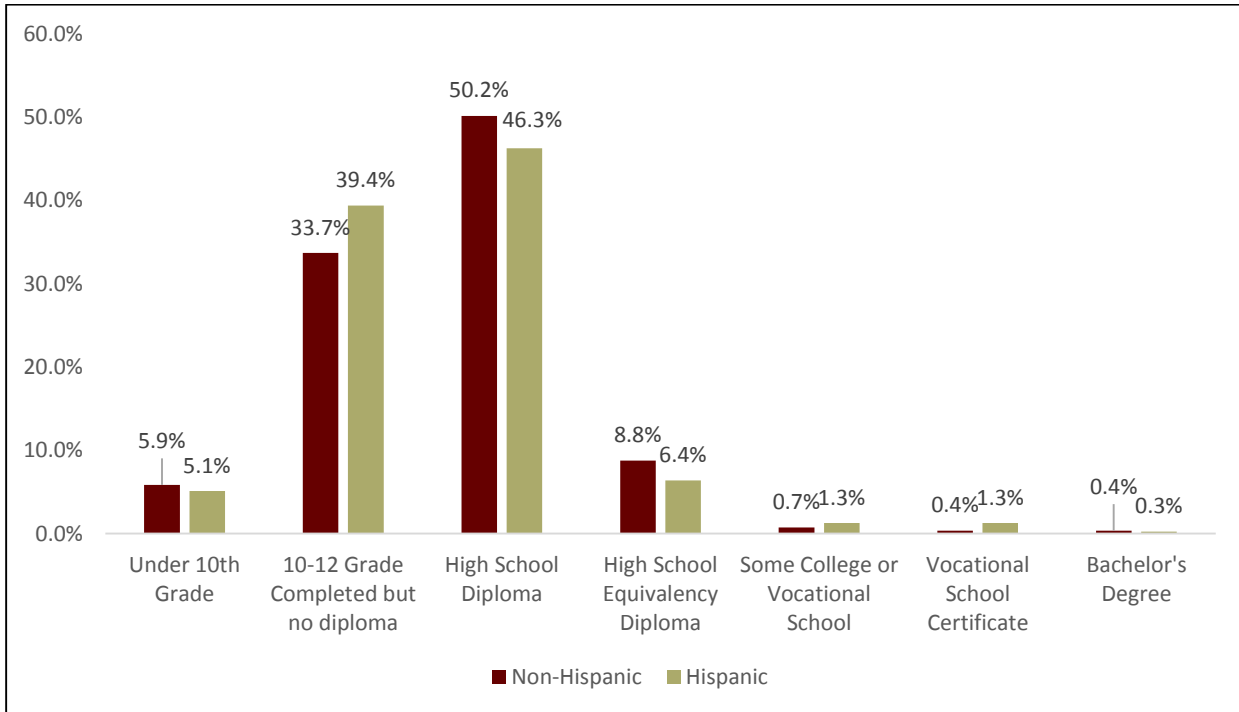
2.1.3 @LIKE Program-Wide Assessments Summary

While the program has set a standard of 60 days after enrollment for all participants to complete the assessments, participants usually take the basic academic skills assessments within the first month of receiving services. The assessments are used to determine participants' basic skill levels and uncover any subject areas requiring improvement. The results of those assessments also provide useful guidance in designing or updating the ISS.

Each county uses the same basic academic skills assessment as for their WIA Youth participants. Riverside and San Bernardino counties use the Comprehensive Adult Student Assessment System (CASAS); Imperial County uses the Test of Adult Basic Education (TABE). Staff provide support services to educate participants and improve their scores in the subject areas they are struggling with.

Along with the basic academic skills assessment, program staff administer the following social/psychological assessments to each participant:

- *Self-Appraisal and Perceived Barriers Assessment,* to measure resiliency through self-perception, self-worth, and perceived barriers. This consisted of a self-appraisal and a perceived barriers test.

- *Career Development Self-Efficacy Scale–Short Form (CDSES-SF),* to measure confidence in the ability to complete major career decision tasks.

▪ *CenterMark Personality Profile Assessment,* a Myers-Briggs type personality and career profile assessment.[17]

Similar to the skill assessments, for the social/psychological assessments as well, the program has set a standard of 60 days after enrollment for all participants to have completed the assessments, although most complete them within the first month. Once the assessment pre-tests are complete, the participant's Life Coach receives a report that provides an overview of the participant's personality type, strengths, and perceived barriers, plus a list of careers that might best suit the participant's personality traits. Life Coaches receive training on how to interpret the assessment results consistently and use them to contribute to the development of the ISS along with the Case Manager.

Exhibit 13 details the number and percentage of participants who completed the basic skill and social/psychological assessments upon program entry (pre-test) and prior to program exit (post-test), for the @LIKE program overall and by county.

Exhibit 13: Proportion of Population Taking Each Test, by County

Type of Test	All Participants	Riverside County	Imperial County	San Bernardino County
CASAS/TABE Math Pre-Test	91.6% (608)	89.9% (292)	94.4% (169)	91.9% (147)
CASAS/TABE Math Post-Test	17.3% (115)	15.7% (51)	3.4% (6)	36.3% (58)
CASAS/TABE Reading Pre-Test	91.6% (608)	88.6% (288)	95.5% (171)	93.1% (149)
CASAS/TABE Reading Post-Test	13.6% (90)	9.5% (31)	2.2% (4)	34.4% (55)
@LIKE Personality Pre-Test (No post-test)	84.6% (562)	83.7% (272)	84.4% (151)	86.9% (139)
@LIKE Self-Efficacy Pre-Test	84.6% (562)	82.5% (268)	84.9% (152)	88.8% (142)
@LIKE Self-Efficacy Post-Test	31.2% (207)	31.4% (102)	21.2% (38)	41.9% (67)
@LIKE Self-Appraisal Pre-Test	84.8% (563)	82.8% (269)	84.9% (152)	88.8% (142)
@LIKE Self-Appraisal Post-Test	31.0% (206)	31.4% (102)	20.7% (37)	41.9% (67)
@LIKE Perceived Barriers Pre-Test	84.8% (563)	82.8% (269)	84.9% (152)	88.8% (142)
@LIKE Perceived Barriers Post-Test	30.9% (205)	31.1% (101)	20.7% (37)	41.9% (67)
Total Participants	**664**	**325**	**179**	**160**

Each of the three counties administered basic skill assessments to the vast majority of participants enrolled in @LIKE, with 91.6 percent of all participants taking the CASAS/TABE Math and Reading pre-tests. Imperial County has the highest percentage of participants who have completed the basic skill pre-tests for Math (94.4 percent) and Reading (95.5 percent), followed by San Bernardino County (91.9 percent and 93.1 percent), and Riverside County (89.9 percent and 88.6 percent).

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[17] The results of this assessment are qualitative, however, and not included in our analyses.

Given the extended nature of @LIKE program participation, many participants are currently enrolled in the program. This is reflected in the fact that only 17.3 and 13.6 percent of participants, respectively, have taken a CASAS/TABE Math Post-Test and Reading Post-Test. San Bernardino has the highest post-test completion rates for Math (36.3 percent) and Reading (34.4 percent). The other two counties have much lower post-test completion rates, with Riverside County at 15.7 percent for Math and 9.5 percent for Reading, and Imperial County at only 3.4 percent for Math and 2.2 percent for Reading.

The social/psychological assessments have slightly lower completion rates. Overall, approximately, 85 percent of participants have completed the Personality, Self-Efficacy, and Self-Appraisal and Perceived Barriers pre-tests. San Bernardino County has the highest per-test completion rates for each assessment, followed by Imperial and Riverside Counties in that order.

Similar to the basic skills post-test assessments, smaller percentages have completed the social/psychological post-test assessments. Average program-wide completion rates for the Self-Efficacy (31.2 percent), Self-Appraisal (31.0 percent), and Perceived Barriers (30.9 percent) post-tests are around the same. As with the pre-tests, San Bernardino County has the highest completion rates for the post-test assessments; for the post-tests, however, Imperial County has higher completion rates than Riverside County.

Exhibit 14 illustrates the average pre- and post-test scores for each county, for those who completed *both* pre- and post-tests. For participants in Riverside and San Bernardino, the average CASAS Math pre-test score was 5.8 (5th grade equivalent[18]) and the average Reading pre-test score was 8.2 (8th grade equivalent). The same group had an average Math post-test score of 7.1 (7th grade equivalent) and an average Reading post-test score of 8.2 (8th grade equivalent). In Imperial County among those who completed both pre- and post-tests, the average TABE Math Pre-Test score was 8.2 (8th grade equivalent) and Reading Pre-Test was 8.9 (8th grade equivalent). Participants who have taken TABE Math and Reading post-tests have average scores of 9.5 (9th grade equivalent) and 10.5 (10th grade equivalent), respectively. The overall post-test average scores for the Reading tests rose for the TABE but not for the CASAS assessment. The overall post-test average scores rose for both Math tests, indicating that on average program participants improved their math capabilities between pre- and post-testing.

For the Self-Efficacy pre-test, the program average score was 3.7 (much confidence); for the respective post-test the program average rose to 4.1 (extreme confidence). For the Self-Appraisal pre-test, program participants averaged a score of 79.7 (good self-image). For the Self-Appraisal post-test, the average improved to 81.3 (extreme confidence). For the Perceived Barriers pre-test, the average score was 3.7 (few barriers). The post-test average score fell to 3.0 (few barriers), indicating that on average program participants experienced fewer perceived barriers after the program compared to before the program.

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[18] We calculated grade level equivalents for CASAS raw test scores using the test creator's instruction guides:
CASAS: https://www.casas.org/docs/default-source/pagecontents/casas-intake-process.pdf?sfvrsn=4?Status=Master, retrieved 2/1/2016
TABE raw scores require no grade level equivalence conversion.

Exhibit 14: Means and Standard Deviations of Assessment Scores for Participants taking both Pre- and Post-tests

Type of Test	All Participants	Riverside County	Imperial County	San Bernardino County
CASAS Math Pre-Test	5.8 (2.4)	5.8 (2.4)	N/A	5.9 (2.4)
CASAS Math Post-Test	7.1 (2.2)	8.4 (2.6)	N/A	6.8 (2.3)
CASAS Reading Pre-Test	8.2 (3.0)	7.3 (2.0)	N/A	8.4 (2.7)
CASAS Reading Post-Test	8.2 (2.3)	8.2 (2.2)	N/A	8.3 (2.4)
TABE Math Pre-Test	8.2 (3.0)	N/A	8.2 (3.0)	N/A
TABE Math Post-Test	9.5 (1.5)	N/A	9.5 (1.5)	N/A
TABE Reading Pre-Test	8.9 (3.5)	N/A	8.9 (3.5)	N/A
TABE Reading Post-Test	10.5 (2.0)	N/A	10.5 (1.9)	N/A
@LIKE Self-Efficacy Pre-Test	3.7 (0.8)	3.9 (0.9)	3.5 (0.6)	3.8 (0.7)
@LIKE Self-Efficacy Post-Test	4.1 (0.6)	4.0 (0.7)	4.1 (0.5)	4.1 (0.6)
@LIKE Self-Appraisal Pre-Test	79.7 (11.4)	80.4 (11.2)	78.1 (11.6)	80.0 (11.5)
@LIKE Self-Appraisal Post-Test	81.3 (12.9)	78.7 (14.1)	83.5 (11.3)	84.1 (11.1)
@LIKE Perceived Barriers Pre-Test	3.7 (2.3)	3.6 (2.3)	3.7 (2.3)	3.8 (2.3)
@LIKE Perceived Barriers Post-Test	3.0 (2.3)	2.7 (2.1)	3.3 (2.5)	3.4 (2.5)

Note: Standard deviations are reported in parentheses.

Exhibit **15** through

Exhibit **17** show the program-wide distribution of the pre- and post-test scores for the social/psychological assessment tests, again for those who took *both* pre- and post-tests. For all three of these tests, the post-test results showed sizable improvements over the pre-test results, revealing that participants saw themselves improving in terms of perceiving fewer barriers, and rating themselves higher on self-efficacy and self-appraisal. Specifically, for the Perceived Barriers test, 44 percent of this group scored their post-test in the "no barriers" range, compared to only 29 percent of pre-tests. For the Self-Efficacy tests, 53 percent of the group's post-tests scored in the "extreme confidence" range, compared to only 33 percent of their pre-tests. For the Self-Appraisal test, 65 percent of the group's post-tests scored in the "very good self-image" range, compared to only 54 percent of the group's pre-tests. Although these social/psychological tests are not included as program outcomes, an improvement in them at the post-test stage is a critical component of achieving the program's goals—as such improvement matters for the eventual success of the program in terms of its specified outcomes.

Exhibit 15: Perceived Barriers Test Results
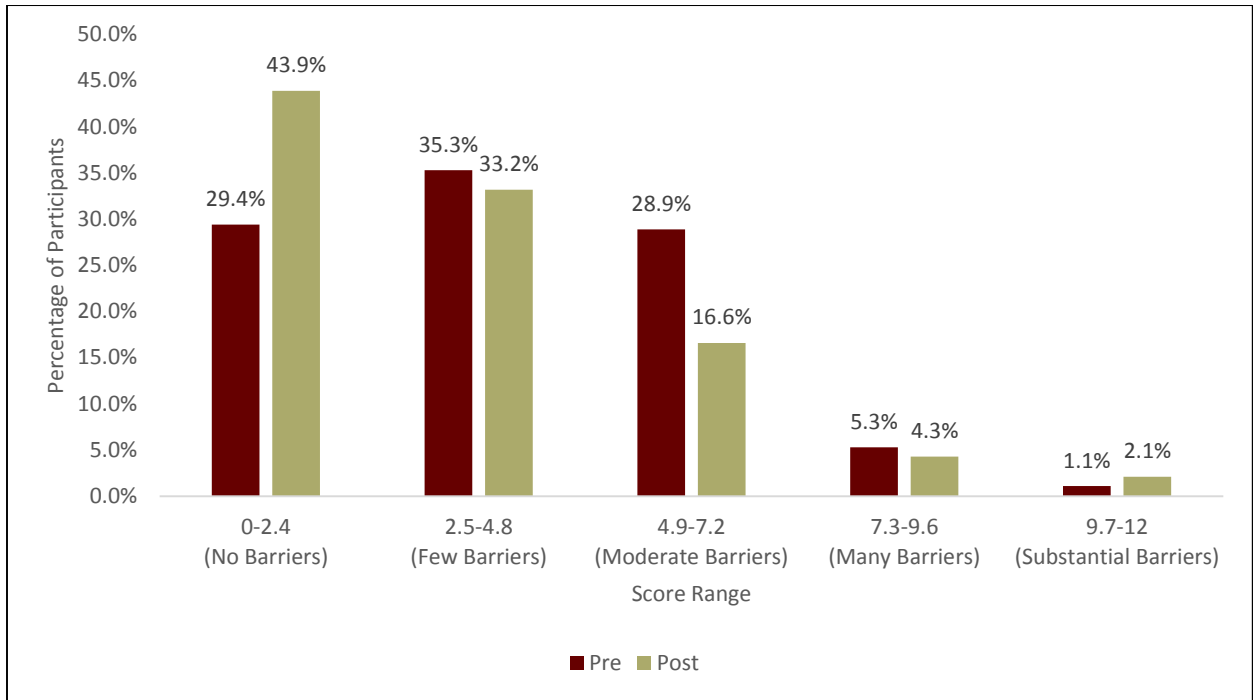
Exhibit 16: Self-Efficacy Test Results
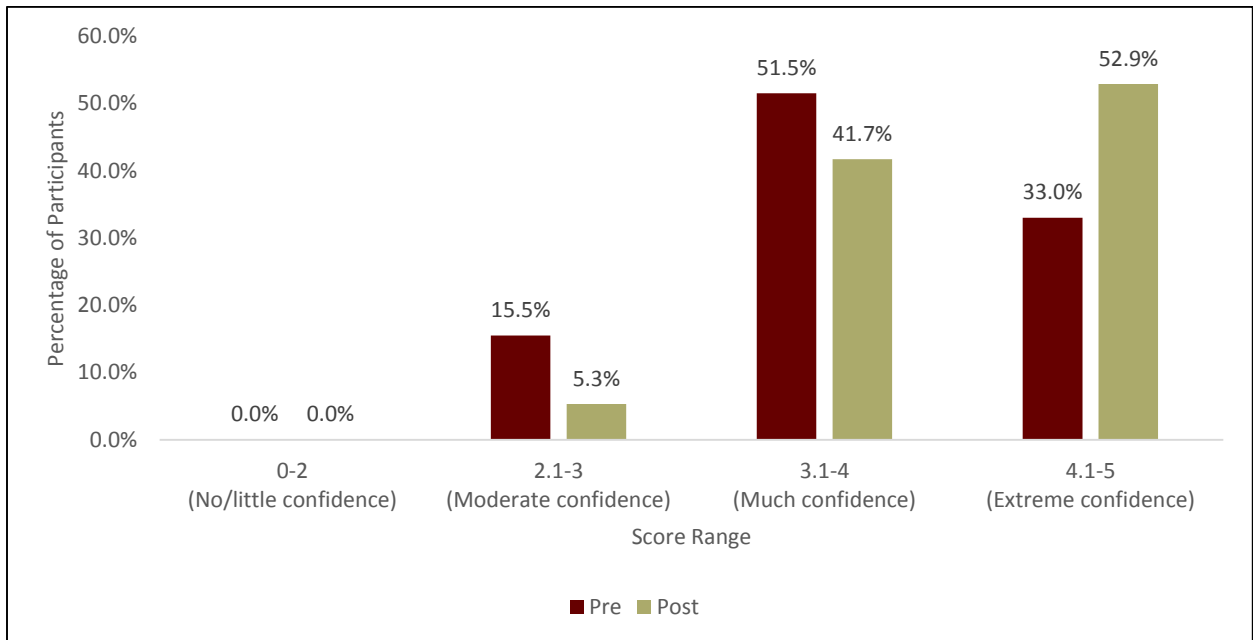
Exhibit 17: Self-Appraisal Test Results
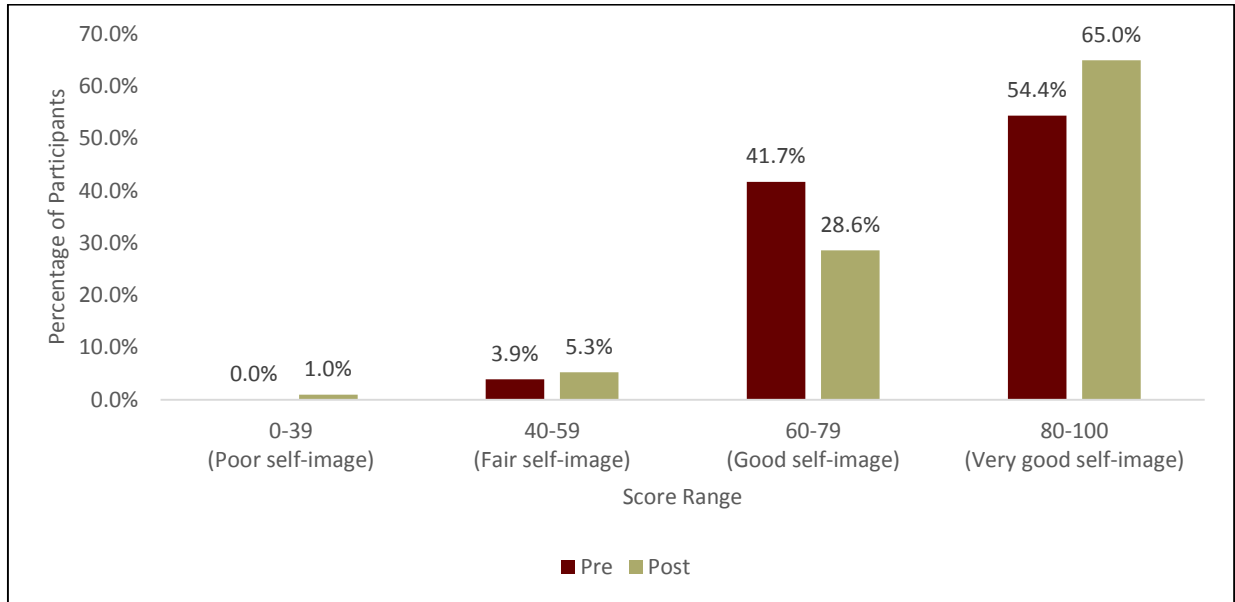
2.1.4 @LIKE Program-Wide Services Summary

@LIKE provides five general categories of services to participants: Life Coach, Career Exploration, Education, Employment, and Work Readiness Preparation. The specific activities @LIKE participants could receive within these general service categories are displayed in Exhibit 18.

Exhibit 18: Types of Services and Corresponding Activities

Type of Service	Activity
Education	Adult Basic Education for Credit Recovery
	Adult Basic Education for GED
	Return to High School
	Post-Secondary Education for Certificate
	Post-Secondary Education for an AA Degree
	Post-Secondary Education for Other Credential
	Vocational Training
	Apprenticeship
Life Coaching	Life Coach Guidance
Employment	Job Shadowing
	Paid Work Experience
	Paid Internship
	On the Job Training
	Part-time Employment
	Full-time Employment
Work Readiness	Work Readiness Preparation
Career Exploration	Explore Interest
	Goal Setting
	Career Decision Making
	Portfolio Development

As detailed in Exhibit 19, nearly all participants (97.9 percent) received at least one service from the respective service delivery sites over the course of the program. Below is a summary of the percentage of participants who received these services:

- **Life Coaching** – Slightly more than 80 percent of all participants received Life Coach services. Proportionally more participants in Riverside County received Life Coach services (89.9 percent), followed by San Bernardino County (78.1 percent), and Imperial County (76.0 percent).

- **Career Exploration** – Most participants (90.8 percent) received Career Exploration services. All sites had similar participation rates.

- **Education** – Education services was the service least participated in by all participants (51.2 percent). Riverside County had the largest share of participants that have received Education services (54.5 percent), followed by Imperial County (49.2 percent), and San Bernardino County (46.9 percent).

- **Employment** – 87.3 of participants received Employment services across all counties. Imperial and San Bernardino counties had relatively similar proportions of participants receiving Employment services (92.2 and 91.3 percent, respectively). Proportionally fewer Riverside participants received Employment services (82.8 percent).

- **Work Readiness Preparation** – 75.2 percent of participants received Work Readiness Preparation services. Higher shares of participants in Imperial (79.9 percent) and San Bernardino (78.8 percent) counties received Work Readiness Preparation services than in Riverside County (70.8 percent).

Exhibit 19: Proportion of Population Receiving Each Type of Service

Type of Service	All Participants	Riverside County	Imperial County	San Bernardino County
All Services	97.9% (650)	96.9% (315)	97.8% (175)	100.0% (160)
Life Coach Services	83.3% (553)	89.9% (292)	76.0% (136)	78.1% (125)
Career Exploration Services	90.8% (603)	90.8% (295)	91.1% (163)	90.6% (145)
Education Services	51.2% (340)	54.5% (177)	49.2% (88)	46.9% (75)
Employment Services	87.3% (580)	82.8% (269)	92.2% (165)	91.3% (146)
Work Readiness Preparation Services	75.2% (499)	70.8% (230)	79.9% (143)	78.8% (126)
Total Participants	**664**	**325**	**179**	**160**

Hours of Service Activity Completed: Exhibit 20 shows the *average* number of hours completed by the participants for each type of service. The associated standard deviation for each mean

value is shown in parentheses.[19] Overall, program participants completed an average of 625 hours of services within the program. The overall Riverside and San Bernardino County averages were slightly lower; the Imperial County average was higher. The standard deviations for the all three counties taken together, for each county, and for each service type are large, indicating wide dispersion of hours completed among participants.

Exhibit 20: Means and Standard Deviations of Total Hours of Services Completed

Type of Service	All Three Counties	Riverside County	Imperial County	San Bernardino County
Life Coach Services	17 (25)	24 (32)	7 (9)	15 (18)
Career Exploration Services	20 (29)	21 (29)	27 (36)	12 (13)
Education Services	95 (263)	75 (230)	123 (325)	105 (244)
Employment Services	450 (679)	441 (672)	441 (709)	479 (664)
Work Readiness Preparation Services	20 (32)	15 (24)	12 (18)	37 (50)
All Services	**625 (768)**	**609 (759)**	**665 (796)**	**613 (757)**

In each of the three counties, Employment services had by far the highest average hours of service (441 in Riverside and Imperial, 479 in San Bernardino). Educational services were second. Even so, as shown above in Exhibit 19, fewer participants received Educational services than any other service type—indicating that Educational services were very intense for some participants, but non-existent for others. The other three types of services (Life Coach, Career Exploration, and Work Readiness Preparation) all had much lower average hours of service.

Of the three counties, Imperial County participants completed, on average, the highest number of hours of service (665 hours). Imperial County participants, on average, completed 123 hours of Education services, 18 more than the San Bernardino County average and 48 more than the Riverside County average. Participants in San Bernardino and Riverside Counties were similar in their average numbers of hours (613 and 609, respectively).

Exhibit 21 builds on Exhibit 20 by presenting a more disaggregated picture of hours, placing participants in various hour "bins." The exhibit shows the share of participants in each of six bins, both program-wide and for each county. The exhibit is further broken down between Education and Employment services. As can be seen, the largest share of participants (41.9 percent) completed 1 to 250 hours of any service, but almost as large a share (40.8 percent) completed over 500 hours of any service. While San Bernardino County had the largest proportion of participants receiving 1 to 250 hours of services, Imperial County had the largest proportion receiving over 500 hours.

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[19] Individuals who received no services of a given type are considered to have received 0 hours of a service in calculating the means.

Exhibit 21: Hours of Services by County: Education, Employment, and All Services

Hours Completed	All Participants	Riverside County	Imperial County	San Bernardino County
Any Service				
Total Participants	**100.0% (664)**	**100.0% (325)**	**100.0% (179)**	**100.0% (160)**
0 Hours	2.1% (14)	3.1% (10)	2.3% (4)	0.0% (0)
1-250 Hours	41.9% (278)	38.5% (125)	39.1% (70)	51.9% (83)
251-500 Hours	15.2% (101)	18.8% (61)	14.0% (25)	9.4% (15)
501-1000 Hours	21.1% (140)	21.2% (69)	25.1% (45)	16.3% (26)
1001-2000 Hours	11.0% (73)	10.8% (35)	8.9% (16)	13.8% (22)
2001+ Hours	8.7% (58)	7.7% (25)	10.6% (19)	8.8% (14)
Education Services				
Total Participants	**100.0% (664)**	**100.0% (325)**	**100.0% (179)**	**100.0% (160)**
0 Hours	48.8% (324)	45.5% (148)	50.8% (91)	53.1% (85)
1-250 Hours	39.2% (260)	45.2% (147)	35.2% (63)	31.3% (50)
251-500 Hours	7.4% (49)	7.4% (24)	5.0% (9)	10.0% (16)
501-1000 Hours	3.5% (23)	1.5% (5)	6.7% (12)	3.8% (6)
1001-2000 Hours	0.8% (5)	0.0% (0)	1.1% (2)	1.9% (3)
2001+ Hours	0.5% (3)	0.3% (1)	1.1% (2)	0.0% (0)
Employment Services				
Total Participants	**100.0% (664)**	**100.0% (325)**	**100.0% (179)**	**100.0% (160)**
0 Hours	12.7% (84)	17.2% (56)	7.8% (14)	8.8% (14)
1-250 Hours	48.5% (322)	42.8% (139)	58.1% (104)	49.4% (79)
251-500 Hours	10.5% (70)	10.8% (35)	8.9% (16)	11.9% (19)
501-1000 Hours	13.4% (89)	16.0% (52)	10.1% (18)	11.9% (19)
1001-2000 Hours	10.1% (67)	8.6% (28)	8.9% (16)	14.4% (23)
2001+ Hours	4.8% (32)	4.6% (15)	6.2% (11)	3.8% (6)

Exhibit 22 displays hours completed for Life Coach, Work Readiness, and Career Exploration services, but uses much smaller hour "bin" size ranges. For all these activities, over half of

program participants received between 1-25 hours of each service. Extremely small proportions of participants received more than 200 hours of any service.

Exhibit 22: **Hours of Services by County: Career Preparation Services**

Hours Completed	All Participants	Riverside County	Imperial County	San Bernardino County
Life Coach Services				
Total Participants	**100.0% (664)**	**100.0% (325)**	**100.0% (179)**	**100.0% (160)**
0 Hours	16.7% (111)	10.1% (33)	24.0% (43)	21.9% (35)
1-25 Hours	60.2% (400)	60.0% (195)	70.4% (126)	49.4% (79)
26-50 Hours	15.4% (102)	16.6% (54)	5.6% (10)	23.8% (388)
51-100 Hours	5.6% (37)	8.9% (29)	0.0% (0)	5.0% (8)
101-200 Hours	2.1% (14)	4.3% (14)	0.0% (0)	0.0% (0)
201+ Hours	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Work Readiness Services				
Total Participants	**100.0% (664)**	**100.0% (325)**	**100.0% (179)**	**100.0% (160)**
0 Hours	24.9% (165)	29.2% (95)	20.1% (36)	21.3% (34)
1-25 Hours	51.2% (340)	51.1% (166)	66.5% (119)	34.4% (55)
26-50 Hours	14.3% (95)	11.4% (37)	8.9% (16)	26.3% (42)
51-100 Hours	5.9% (39)	7.4% (24)	3.4% (6)	5.6% (9)
101-200 Hours	3.3% (22)	0.9% (3)	1.1% (2)	10.6% (17)
201+ Hours	0.5% (3)	0.0% (0)	0.0% (0)	1.9% (3)
Career Exploration Services				
Total Participants	**100.0% (664)**	**100.0% (325)**	**100.0% (179)**	**100.0% (160)**
0 Hours	9.2% (61)	9.2% (30)	8.9% (16)	9.4% (15)
1-25 Hours	67.9% (451)	68.6% (223)	55.9% (100)	80.0% (128)
26-50 Hours	10.5% (70)	7.7% (25)	18.4% (33)	7.5% (12)
51-100 Hours	9.8% (65)	11.7% (38)	12.3% (22)	3.1% (5)
101-200 Hours	2.4% (16)	2.8% (9)	3.9% (7)	0.0% (0)
201+ Hours	0.2% (1)	0.0% (0)	0.6% (1)	0.0% (0)

2.1.5 @LIKE Program-Wide Services Summary by Age

As shown in Exhibit 23, the proportion of participants receiving each type of service did not vary substantially between 18-21 year olds and 22-24 year olds. Nearly all participants from both age groups (around 98 percent) received at least one service of some type. Over 80 percent of participants in both age groups received Life Coach Services. The vast majority of participants in both age groups (around 91 percent) received Career Exploration services. About 87 percent of both groups received Employment services, about 75 percent of both groups received Work Readiness services, and about half of both age groups participated in Education services.

Exhibit 23: Proportion of Population Receiving Each Type of Service by Age

Type of Service	All Participants	Ages 18-21	Ages 22-24
All Services	97.9% (650)	97.0% (325)	98.8% (325)
Life Coach Services	83.3% (553)	84.5% (283)	82.1% (270)
Career Exploration Services	90.8% (603)	92.2% (309)	89.4% (294)
Education Services	51.2% (340)	51.0% (171)	51.4% (169)
Employment Services	87.3% (580)	87.2% (292)	87.5% (288)
Work Readiness Preparation Services	75.2% (499)	74.9% (251)	75.4% (248)
Total Participants	**664**	**335**	**329**

Exhibit 24 shows average service hours by age group and the associated standard deviations. For Life Coach, Career Exploration, and Work Readiness services, both age groups participated at about the same intensity (averaging roughly 20 hours of service in each of these categories). Older participants (ages 22-24) had a significantly higher average of hours spent in employment activities compared with their younger counterparts (486 hours, compared to 414 hours). Older participants had slightly lower average of hours spent in education activities though (90 hours, compared to 101 hours). The standard deviations, as before, are large, indicating wide dispersion around the averages.

Exhibit 24: Means and Standard Deviations of Total Hours of Services Completed by Age

Type of Service	All Participants	Ages 18-21	Ages 22-24
Life Coach Services	17 (25)	17 (24)	18 (26)
Career Exploration Services	20 (29)	20 (31)	21 (26)
Education Services	95 (263)	101 (294)	90 (227)
Employment Services	450 (679)	414 (690)	486 (668)
Work Readiness Preparation Services	20 (32)	19 (30)	20 (34)
All Services	**625 (768)**	**597 (769)**	**654 (768)**

Note: Standard deviations are reported in parentheses. Individuals who received no services of a given type are considered to have received 0 hours of a service in calculating means.

2.1.6 @LIKE Program-Wide Services Summary for Especially Hard-to-Reach Populations

Significant portions of the @LIKE participant population were involved in crime at program entry (as a gang member and/or an ex-offender) or have family responsibilities (a single parent or pregnant). These characteristics could potentially make it more difficult to engage these individuals in the @LIKE program. However, for most categories of services, the proportion of these subgroups participating was only slightly lower than for the overall program, as seen in Exhibit 23. In fact, those who were crime involved participated in employment activities at a slightly *higher* rate than the overall participant population (89.6 percent vs. 87.3 percent). Similarly, those with family responsibilities participated in Education services at a slightly higher rate than the overall participant population (54.1 percent versus 51.2 percent).

Exhibit 25: Proportion of Population Receiving Each Type of Service for Especially Hard-to-Reach Populations

Type of Service	All Participants	Those with Criminal Involvement	Those with Family Responsibilities
All Services	97.9% (650)	94.8% (109)	95.9% (188)
Life Coach Services	83.3% (553)	80.0% (92)	83.2% (163)
Career Exploration Services	90.8% (603)	87.8% (101)	86.2% (169)
Education Services	51.2% (340)	50.4% (58)	54.1% (106)
Employment Services	87.3% (580)	89.6% (103)	85.7% (168)
Work Readiness Preparation Services	75.2% (499)	80.0% (92)	67.4% (132)
Total Participants	**664**	**115**	**196**

A similar picture is shown in Exhibit 26 regarding intensity of services for Life Coach, Career Exploration, and Work Readiness services. For these services, the means were approximately the same for both groups in comparison to the overall program participant mean. For Employment services, those with criminal involvement averaged more hours (465) compared to the overall program (450), but those with family responsibilities averaged significantly fewer (375). However, for Education services, those with criminal involvement averaged far fewer hours (53) than the overall program (95), as did those with family responsibilities (75).

Exhibit 26: Means and Standard Deviations of Total Hours of Services Completed for Especially Hard-to-Reach Populations

Type of Service	All Participants	Those with Criminal Involvement	Those with Family Responsibilities
Life Coach Services	17 (25)	16 (24)	15 (18)
Career Exploration Services	20 (29)	20 (28)	17 (31)
Education Services	95 (263)	53 (103)	75 (149)
Employment Services	450 (679)	465 (704)	375 (573)
Work Readiness Preparation Services	20 (32)	21 (35)	21 (35)
All Services	**625 (768)**	**597 (771)**	**527 (657)**

Note: Standard deviations are reported in parentheses. Individuals who received no services of a given type are considered to have received 0 hours of a service for the purposes of calculating means.

2.1.7 @LIKE Program-Wide Follow-up Contacts

@LIKE program staff are responsible for following up with program completers at 30, 60, 90, and up to 180 days after completion, as noted, to find out if they are still employed and/or enrolled in school and if they have stable housing and family situations. As shown in Exhibit 27, as of October 2015, @LIKE staff have had at least one follow-up contact with 37.8 percent of @LIKE completers. This percentage varies by county, however, with San Bernardino having the highest percentage (50.7 percent), Imperial the lowest (14.6 percent). Riverside established at least one follow-up contact with 38 percent of their completers.

For follow-up contact mode, proportionally more completers had at least one face-to-face contact (32.4 percent program-wide) than the other two contact modes. Electronic contacts were second most frequent (23.2%), followed by on-site contacts (15.7 percent). These patterns held true for all three counties—most dramatically for Imperial County, where no follow-up contacts were made on-site.

Exhibit 27: Proportion of Completers with at least one Follow-up Contact

Type of Contact	All Participants	Riverside County	Imperial County	San Bernardino County
Any Type of Contact	37.8% (70)	38.0% (27)	14.6% (6)	50.7% (36)
Face-to-Face Contact	32.4% (60)	23.9% (17)	14.6% (6)	50.7% (36)
Electronic Contact	23.2% (43)	16.9% (12)	9.8% (4)	37.0% (27)
On-Site Contact	15.7% (29)	8.5% (6)	0.0% (0)	31.5% (23)
Total Completers	**185**	**71**	**41**	**73**

2.2 @LIKE Riverside County Demographic, Assessment, and Services Profile

Riverside County has the largest number of participants across the three counties, accounting for nearly half of all @LIKE participants (48.9 percent). This section summarizes the demographic, assessment, and services profile specific to Riverside County, including subgroup analyses by age and other demographics.

Riverside County Demographic Characteristics

Riverside County's detailed demographic characteristics were shown in Exhibit 3 through Exhibit 5 in Section 2.1 (pages 15-17). We present the highlights of that display below:

- The participant population was relatively evenly split between age groups 18-21 (47.7 percent) and 22-24 (52.3 percent)

- Males are the majority gender, comprising 56.9 percent of participants.

- Hispanic participants make up the majority of participants, at 54.8 percent.

- Most of the other participants are White (20.6 percent) and African American (19.1 percent).

- Almost half (48.6 percent) of the participants had not obtained a high school diploma at program entry.

- The vast majority of participants were not employed at program entry (96.0 percent), are U.S. Citizens (96.0 percent), and are not disabled (93.8 percent).

2.2.1   @LIKE Riverside County Age Subgroup Analysis

Age and Gender: Exhibit 28 shows @LIKE Riverside County participants' age distribution by gender. Males constitute very similar majorities of participants for both the 18-21 and 22-24 age groups, at 56.8 percent and 57.1 percent, respectively.

Exhibit 28: @LIKE Riverside Participants Age Distribution by Gender
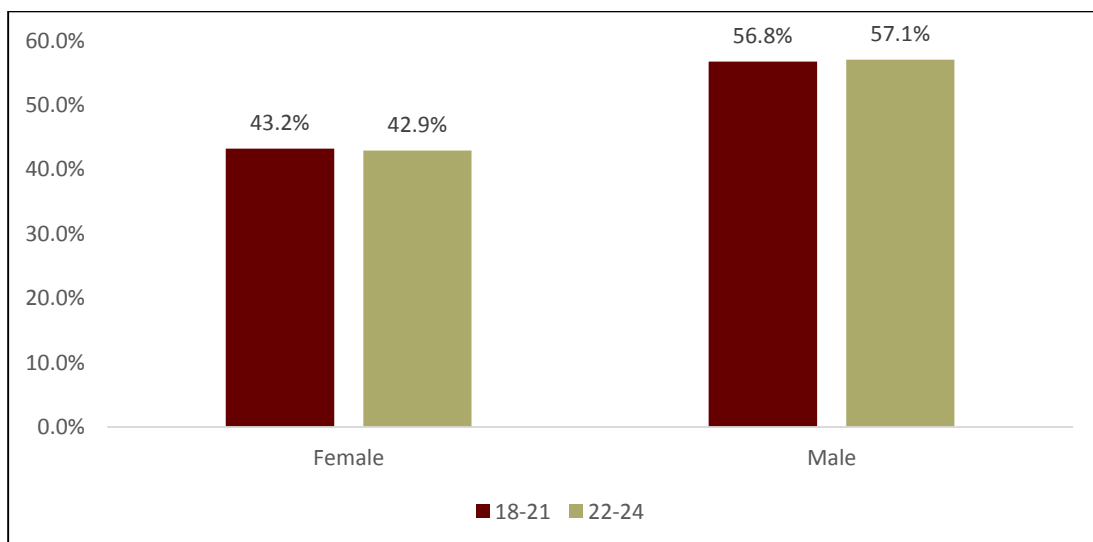
Age and Race/Ethnicity: Exhibit 29 summarizes the age and race/ethnicity for Riverside County participants. African American (22.4 percent) and Ethnic Hispanic or Latino (55.3 percent) participants have larger relative shares among 22-24 year olds than 18-21 year olds. White participants make up a larger relative share of 18-21 year olds than 22-24 year olds (24.5 percent vs. 17.1 percent).

Exhibit 29: @LIKE Riverside Participant Age Distribution by Race/Ethnicity

Race	All Participants	Ages 18-21	Ages 22-24
African American/Black	19.4% (62)	15.5% (24)	22.4% (38)
American Indian/Alaskan Native	1.8% (6)	0.6% (1)	2.9% (5)
Asian	0.9% (5)	1.9% (3)	1.2% (2)
Ethnic Hispanic or Latino	55.1% (178)	54.1% (84)	55.3% (94)
Hawaiian/Other Pacific Islander	0.6% (2)	0.6% (1)	0.6% (1)
White	20.6% (67)	24.5% (38)	17.1% (29)
Not Identified	1.5% (5)	2.6% (4)	0.6% (1)
Total Participants	**100.0% (325)**	**100.0% (155)**	**100.0% (170)**

Age and Education Level: Exhibit 30 summarizes education levels at program entry for Riverside County participants. The 18-21 year olds have higher rates of having a high school diploma or its equivalent (49.0 percent) compared to the 22-24 age group (40.0 percent). Additionally, older participants have considerably higher rates of having some college or vocational school, a vocational certificate, or a bachelor's degree (10.6 percent vs. 3.2 percent).

Exhibit 30: @LIKE Riverside Participants Age Distribution by Educational Level
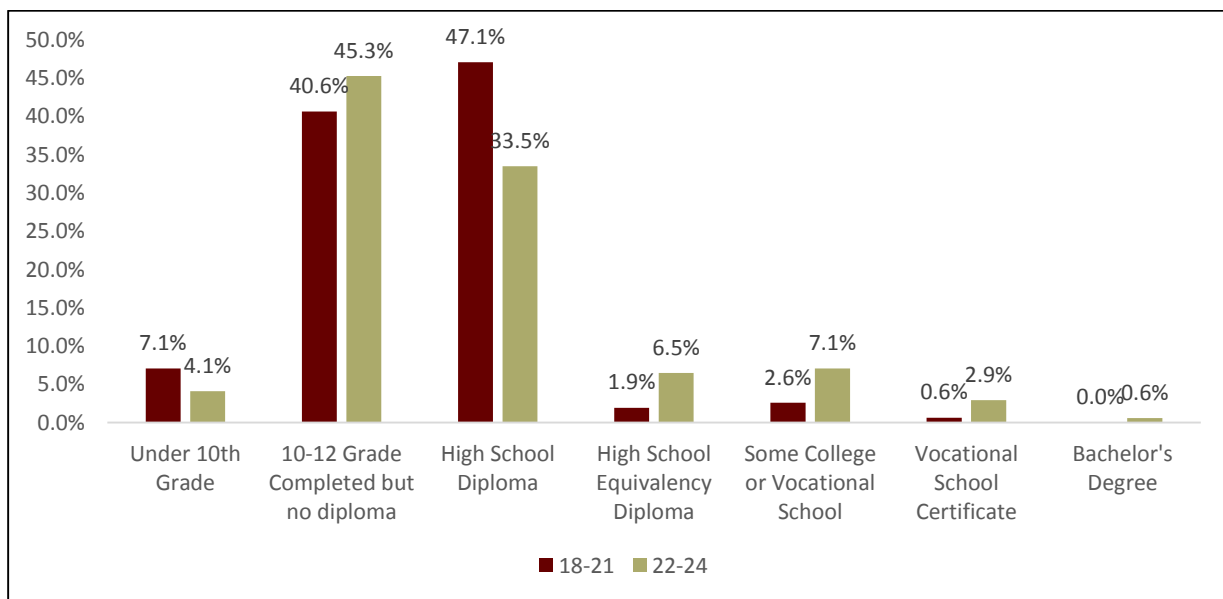
Age and Employment Status: Exhibit 31 shows that virtually all the Riverside County participants were not employed at program entry in both the 18-21 (97.4 percent) and 22-24 (94.7 percent) age groups.

Exhibit 31: @LIKE Riverside Participants Age Distribution by Employment Status at Program Entry
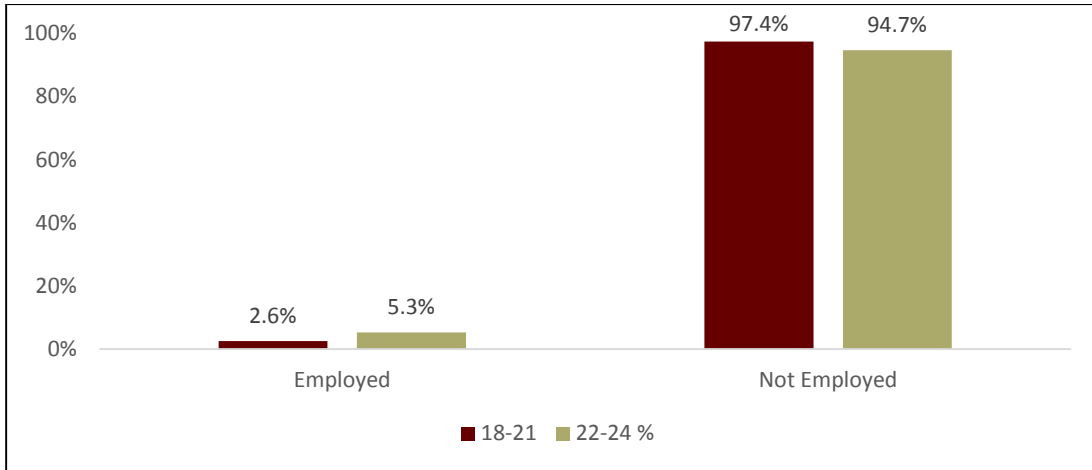
2.2.2 @LIKE Riverside County Hispanic Subgroup Analysis

Distribution of Hispanics by Age and Gender: Exhibit 32 shows that the majority of Riverside County Hispanic participants are 18-21 years old (52.5 percent) and male (56.7 percent). This is consistent with the overall age and gender distribution in Riverside County.

Exhibit 32: @LIKE Riverside Hispanic Participants by Age and Gender
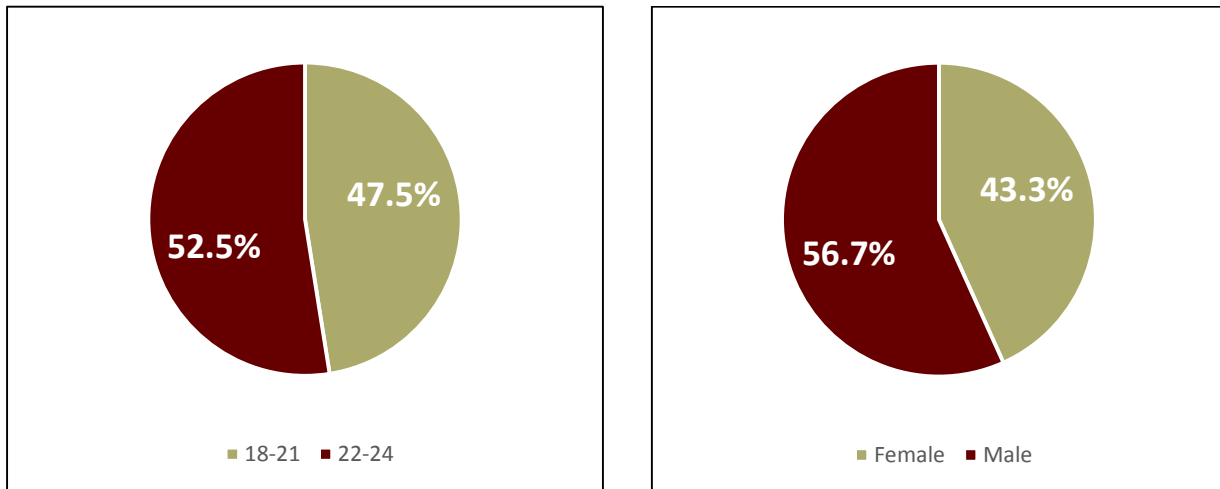
Distribution of Hispanics by Education Level: Exhibit 33 shows that Hispanic participants in Riverside County had similar educational achievement distributions at program entry as all participants in Riverside County taken together. About the same proportions of Hispanic as non-

Hispanic participants had completed high school but did not receive a diploma (43.8 percent and 42.5 percent, respectively). Hispanics had slightly lower rates of obtaining high school diploma or its equivalent (43.0 percent versus 45.9 percent).

Exhibit 33: @LIKE Riverside Hispanic Participants by Educational Level
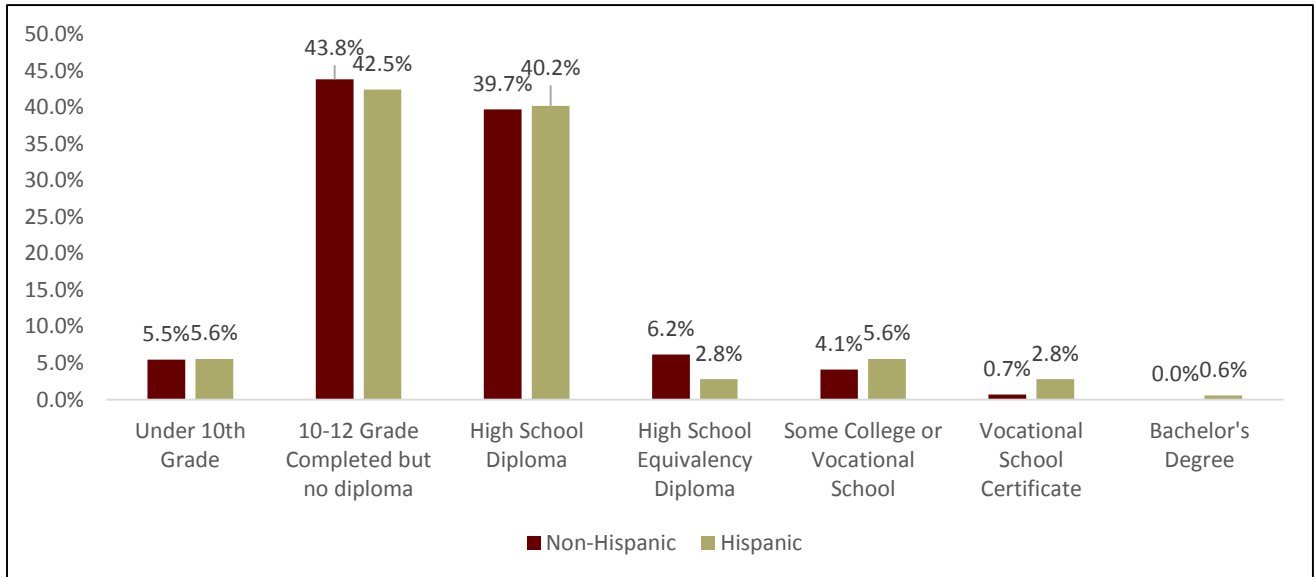
2.2.3   @LIKE Riverside County Assessments and Services Summary

Riverside County's detailed assessments and services summary was included in Exhibit 13-Exhibit 27 of Section 2.1.3 (pages 24-33). We present the highlights of that display below:

- Approximately 90 percent of Riverside County participants completed CASAS Math (89.9 percent) and Reading (88.6 percent) pre-tests with average level scores of 5.8 (5th grade equivalency) and 7.3 (7th grade equivalency), respectively. The corresponding CASAS average post-test scores were 8.4 and 8.2 (both 8th grade equivalency). This shows that during program participation, the average Riverside County participant who took both pre- and post-tests increased their CASAS grade level scores by 2.6 for Math and 0.9 for Reading.

- The low completion rates of the CASAS Math (15.7 percent) and Reading (9.5 percent) post-tests for Riverside County are due in large part to the large number of participants still in the program—with around 72 percent of those who did not take the post-tests still in the program and expected to take the tests at a future date.

- Between 82 percent and 84 percent of Riverside County participants completed the @LIKE Self-Efficacy, Self-Appraisal, and Perceived Barriers pre-tests. The relatively low completion rates of the post-tests of these assessments (all around 31 percent) again reflect that most participants are still enrolled in the program.

- For the relatively small group who took both pre- and post-tests for the Perceived Barriers, Self-Appraisal, and Self-Efficacy tests, the post-test results were generally higher than the pre-test results. For the Perceived Barriers test, 45 percent of post-test takers scored in the "no barriers" range, compared to only 24 percent of pre-tests. For the Self-Appraisal tests, 49 percent of post-tests scored in the "extreme confidence" range as opposed to only 35% of the pre-tests. For the Self-Efficacy test, 59 percent of post-tests scored in the "very good self-image" range, compared to only 48 percent of pre-tests.

- Almost all Riverside County participants received @LIKE services of some type (96.9 percent). The vast majority received Life Coach (89.9 percent) and Career Exploration services (90.8 percent). Smaller majorities received Work Readiness Preparation (70.8 percent), Employment (66.5 percent), and Education services (60.0 percent).

- Riverside County participants completed, on average, 609 hours of services. For most, the bulk of these hours were spent participating in Employment services (an average of 441 hours). The standard deviations for all averages were large, however, indicating that the range of hours of services, in total and by type, varied significantly across participants.

- Program staff established at least one follow-up contact with 38 percent of Riverside completers—with 23.9 percent of completers having at least one follow-up face-to-face contact, 16.9 percent at least one follow-up electronic contact, and 8.5 percent at least one on-site contact.

2.3   @LIKE Imperial County Demographic, Assessment, and Services Profile

Imperial County has the second largest number of participants across the three @LIKE counties, accounting for slightly more than a quarter of all participants (27.0 percent). This section summarizes the demographic, assessment, and services profile specific to Imperial County, including subgroup analyses by age and other demographics.

***Imperial County Demographic Characteristics***

Detailed information on the demographic characteristics of the @LIKE program, as a whole and by county, is presented in Exhibit 3-Exhibit 5 in Section 2.1 on pages 15-17. We present the Imperial County highlights of that display below:

- The age distribution in Imperial County @LILKE participants is split relatively evenly between 18-21 (52.0 percent) and 22-24 age groups (48.0 percent).

- Males are the majority gender in Imperial County, comprising 57.5 percent of participants.

- Almost three-quarters of Imperial County participants (73.2 percent) identify as Hispanic.

- Almost 18 percent of Imperial County participants chose not to identify their race. Of those who did, only 3.9 percent identified as White and 2.2 percent as African American.

- Almost half of Imperial County participants (48.5 percent) had a high school diploma or its equivalent at program entry.

- All but one Imperial County participant was not employed at program entry.

2.3.1 @LIKE Imperial County Age Subgroup Analysis

Age and Gender: Exhibit 34 shows Imperial County participants' age distribution by gender, with relatively similar shares between 18-21 and 22-24 year olds. The majority of participants in both age groups (59.1 percent and 55.8 percent, respectively) are male.

Exhibit 34: @LIKE Imperial Participants Age Distribution by Gender
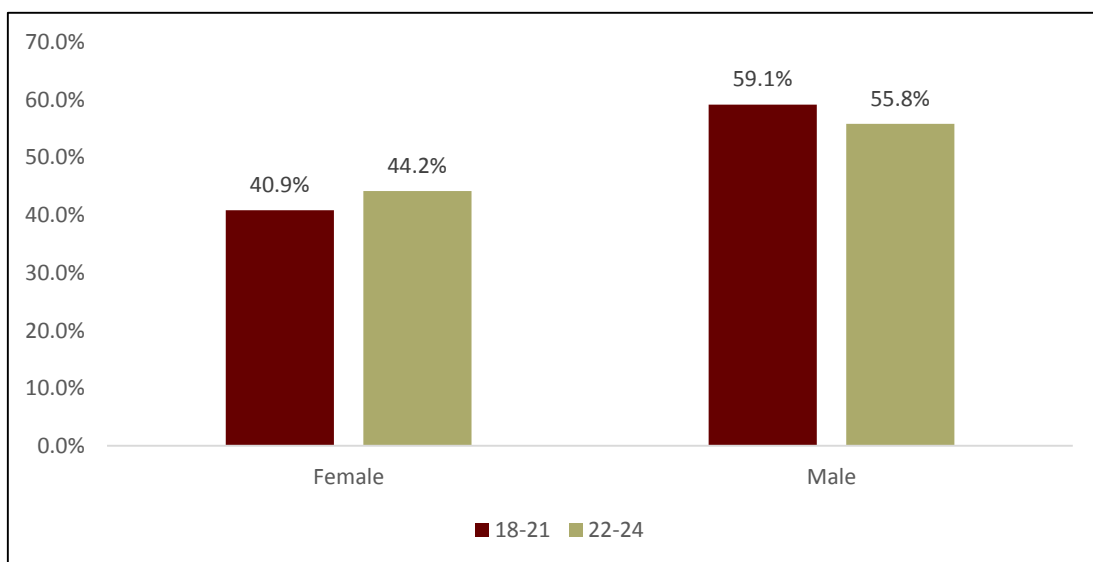
Age and Race/Ethnicity: Exhibit 35 summarizes the age and race/ethnicity for Imperial County participants. Those who identify themselves as Ethnic Hispanic or Latino have higher relative shares in the 18-21 age group (82.8 percent) than in the 22-24 age group (62.8 percent). Participants who chose not to identify their race comprise a considerably larger relative share of 22-24 year olds (27.9 percent) than of 18-21 year olds (8.6 percent).

Exhibit 35: @LIKE Imperial Participants by Age and Race

Race	All Participants	Ages 18-21	Ages 22-24
African American/Black	2.2% (4)	3.2% (3)	1.2% (1)
American Indian/Alaskan Native	2.2% (4)	1.1% (1)	3.5% (3)
Asian	0.6% (1)	1.1% (1)	0.0% (0)
Ethnic Hispanic or Latino	73.2% (131)	82.8% (77)	62.8% (54)
Hawaiian/Other Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)
White	3.9% (7)	3.2% (3)	4.7% (4)
Not Identified	17.9% (32)	8.6% (8)	27.9% (24)
Total Participants	**100.0% (179)**	**100.0% (93)**	**100.0% (86)**

Age and Education Level: Exhibit 36 summarizes education levels at program entry for Imperial County participants. The majority of the 22-24 year olds (60.5 percent) had a high school diploma or higher, compared to the majority of 18-21 year olds (52.7 percent), who had less education than a high school diploma.

Exhibit 36: @LIKE Imperial Participants Age Distribution by Educational Level
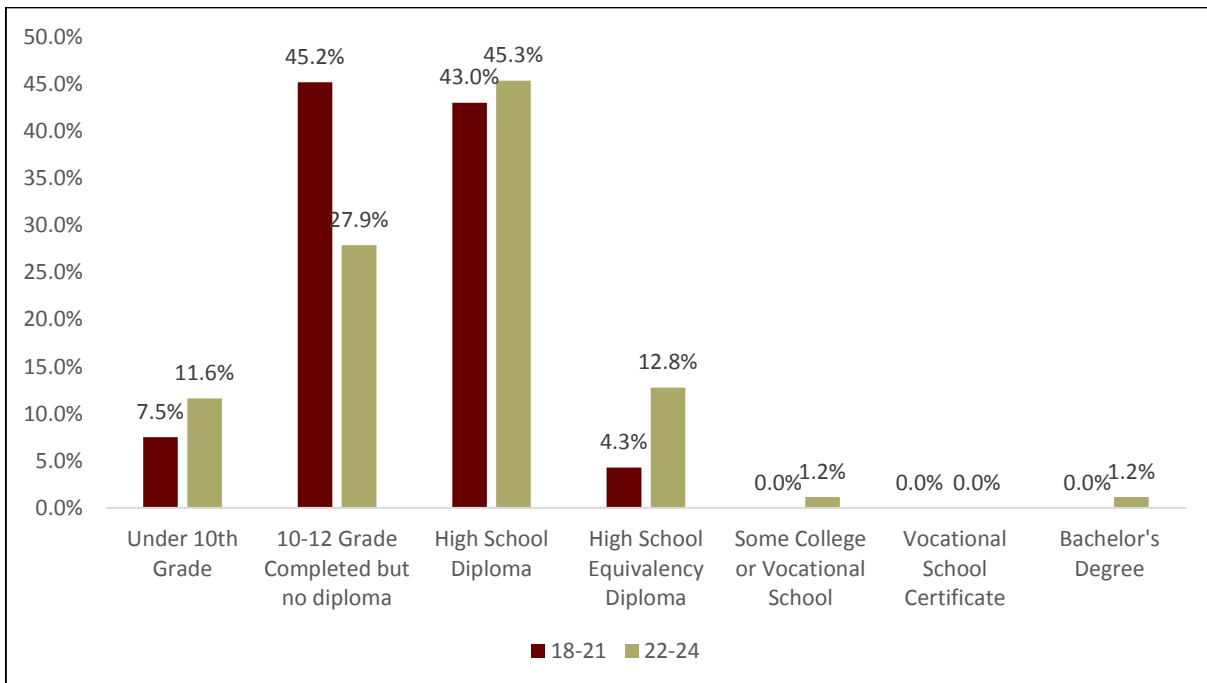
Age and Employment Status: Exhibit 37 shows that all but one 22-24 year old participant in Imperial County were not employed at program entry.

Exhibit 37: @LIKE Imperial Participants Age by Employment Status at Program Entry

Employment Status	All Participants	Ages 18-21	Ages 22-24
Employed	0.6% (1)	0.0% (0)	1.2% (1)
Not Employed	99.4% (178)	100.0% (93)	98.8% (85)
Total Participants	**100.0% (179)**	**100.0% (93)**	**100.0% (86)**

2.3.2   @LIKE Imperial County Hispanic Subgroup Analysis

Distribution of Hispanics by Age and Gender: Exhibit 38 shows that the majority of Imperial County Hispanic participants are 18-21 (58.8 percent) and male (58.8 percent), as is true for Imperial County participants overall.

Exhibit 38: @LIKE Imperial Hispanic Participants by Age and Gender
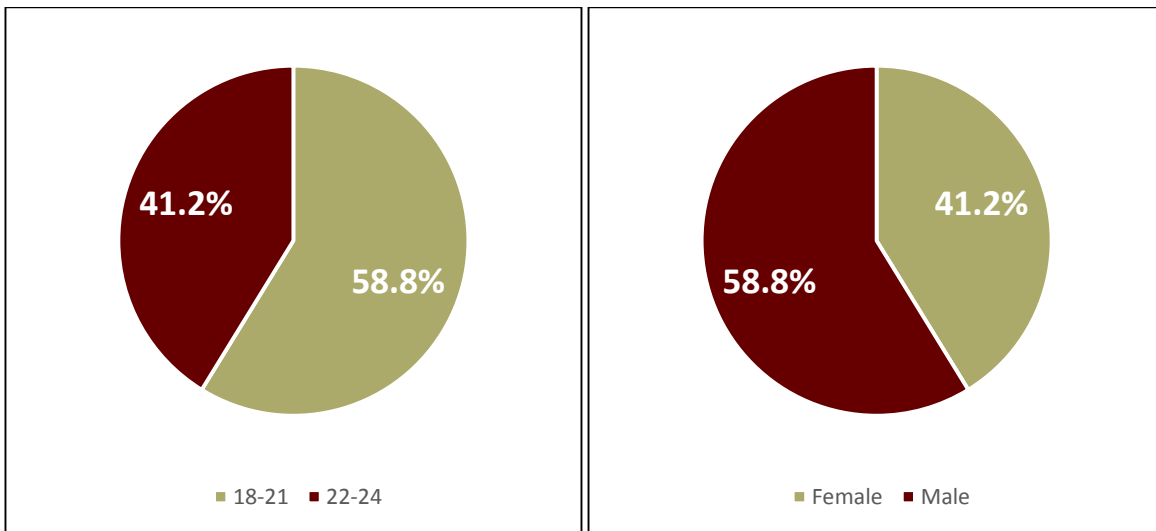
Distribution of Hispanics by Education Level: As seen in Exhibit 39, almost half the Hispanic participants in Imperial County (47.3 percent) had a High School Diploma or its equivalent at program entry, which is similar to the educational distribution of Imperial County participants overall.

Exhibit 39: @LIKE Imperial Hispanic Participants by Educational Level at Program Entry
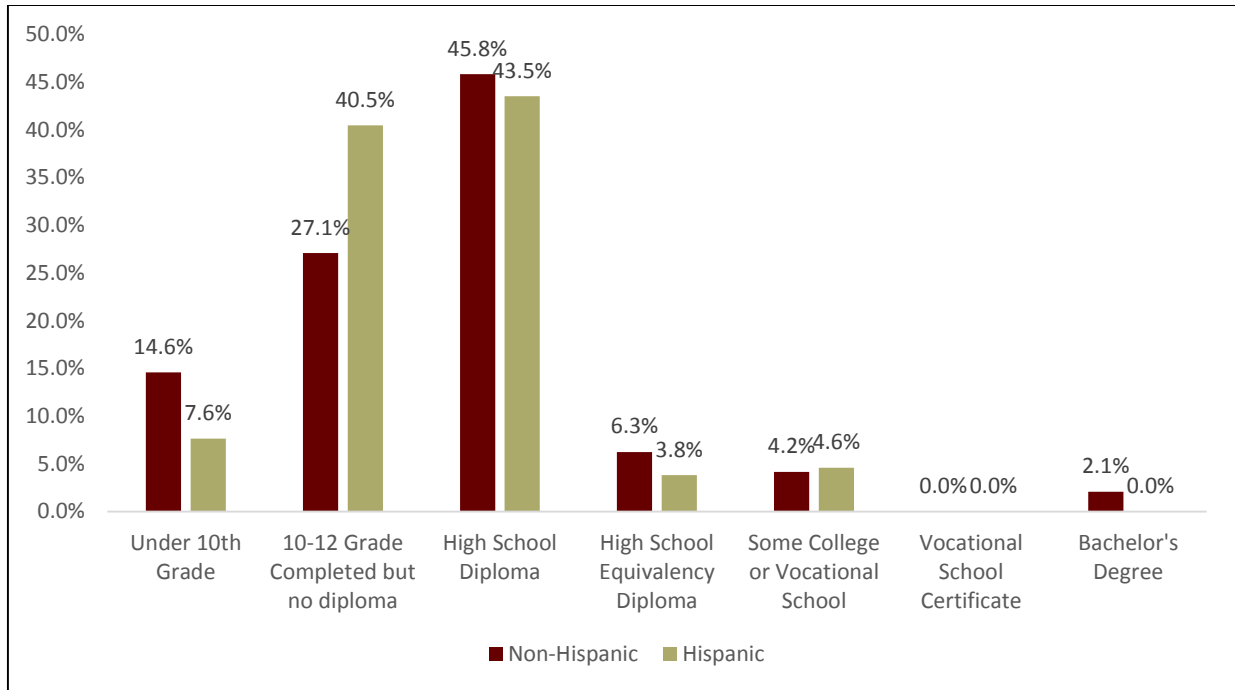
2.3.3   @LIKE Imperial County Assessments and Services Summary

Detailed information on assessments and services received for the @LIKE program, as a whole and by county, was presented in Exhibit 13-Exhibit 27 of Section 2.1.3 (pages 24-33). We present the Imperial County highlights of that display below:

- Approximately 90 percent of Imperial County participants completed TABE Math (94.4 percent) and Reading (95.5 percent) pre-tests with average grade level scores of 8.2 and 8.9 (both 8th grade equivalency), respectively. TABE Math post-scores averaged a grade level score of 9.5 (9th grade equivalency) and TABE Reading scores averaged 10.5 (10th grade equivalency). This shows an average grade level score improvement of 1.3 in Math and 1.6 in Reading among those who took both pre- and post-tests. However, these results cannot be generalized to all Imperial County participants is, since few Imperial County participants had taken the TABE Math and Reading post-tests as of September 2015. We will perform more analyses of assessments for the Final Evaluation Report, when assessment completion rates are expected to increase significantly.

- Completion rates of the TABE Math (3.4 percent) and Reading (2.2 percent) post-tests for Imperial County are due in large part to the substantial proportion of participants still in the program. For both tests, around 57 percent of those who did not take the post-tests are still in the program, and are expected take those tests at a future date.

- A little over 80 percent of all Imperial County participants completed the @LIKE Self-Efficacy (84.9 percent), Self-Appraisal (84.9 percent), and Perceived Barriers (84.9 percent) pre-tests. The relatively lower completion rates of the Self-Efficacy (21.2 percent), Self-Appraisal (20.7 percent), and Perceived Barriers (20.7 percent) post-tests again reflect that most participants are still enrolled in the program.

- For those who took both pre- and post-test for the Perceived Barriers, Self-Appraisal, and Self-Efficacy tests, the post-test results generally showed improvement. For the Perceived Barriers test, 41 percent of post-tests scored in the "no barriers" range, compared to only 24 percent of pre-tests. For the Self-Appraisal tests, 55 percent of post-tests scored in the "extreme confidence" range as opposed to only 24 percent of the pre-tests. For the Self-Efficacy test, 68 percent of post-tests scored in the "very good self-image" range, compared to only 54 percent of pre-tests.

- Almost all Imperial County participants received @LIKE services (97.8 percent). Most received Work Readiness Preparation (79.9 percent) and Career Exploration (91.1 percent). Smaller majorities received Life Coach (76 percent), Employment (68.1 percent), or Education services (55.8 percent).

- @LIKE Imperial County participants averaged 665 hours of services. For most, the bulk of these hours were spent participating in Employment services (an average of 441 hours). The standard deviations for all averages are large, however, indicating the range of hours of services, in total and by type, varied substantially by participant.

- Program staff established at least one follow-up contact with 14.6 percent of completers from Imperial County; 14.6 percent had at least one follow-up face-to-face contact; 9.8 percent had at least one follow-up electronic contact; none had any on-site contacts.

2.4   @LIKE San Bernardino Demographic, Assessment, and Services Profile

San Bernardino County has the smallest number of participants across the three counties, with slightly less than a quarter of all @LIKE participants (24.1 percent). This section summarizes the demographic, assessment, and services profile specific to San Bernardino County, including subgroup analyses by age and other demographics.

San Bernardino County Demographic Characteristics

San Bernardino County's detailed demographic characteristics can be found in Exhibit 3-Exhibit 5 in Section 2.1 on page 15-17. We present the San Bernardino highlights of that display below:

- The majority of San Bernardino County participants (54.4 percent) are 18-21 years old.

- The gender distribution in San Bernardino County is relatively evenly split between males (51.9 percent) and females (48.1 percent).

- Hispanics (50.6 percent) and Non-Hispanics (49.4 percent) in San Bernardino County are more evenly split than in the other two counties.

- Most of the other San Bernardino participants are White (31.9 percent) or African American (15.0 percent).

- The majority of participants had a high school diploma or its equivalent (74.4 percent) at program entry.

- None of the San Bernardino participants was employed at program entry.

2.4.1 @LIKE San Bernardino County Age Subgroup Analysis

Age and Gender: Exhibit 40 illustrates that the majority of females in San Bernardino County are 22-24 (53.4 percent), while the majority of male participants are 18-21 (56.3 percent).

Exhibit 40: @LIKE San Bernardino Age Distribution by Gender
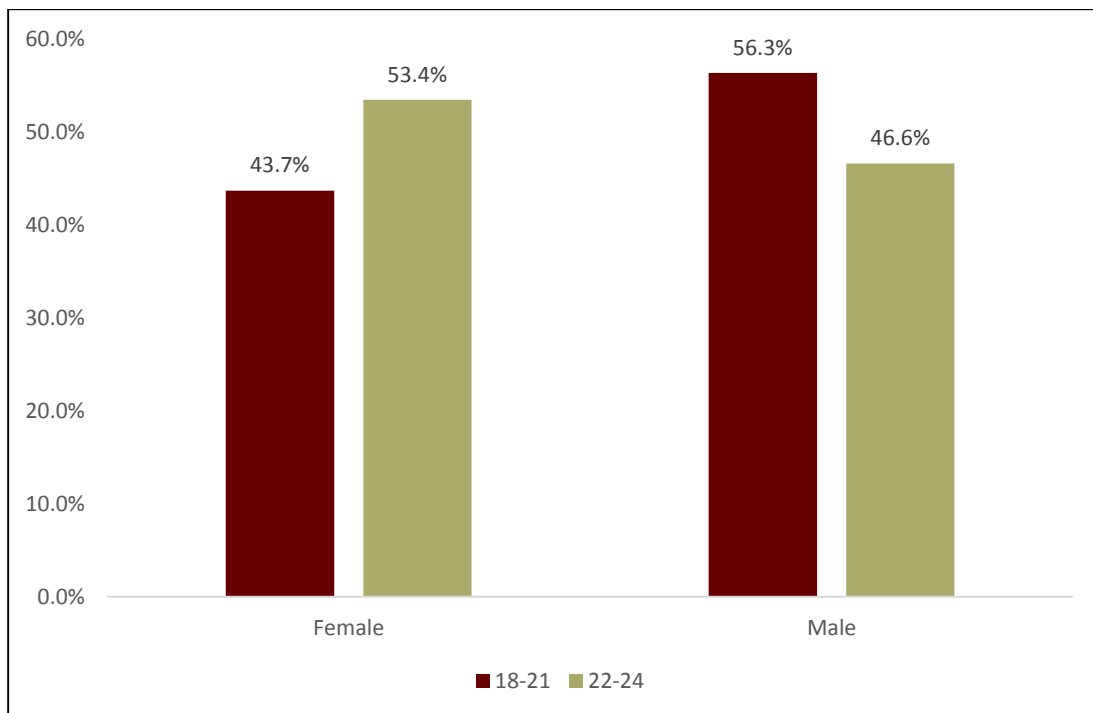
Age and Race/Ethnicity: Exhibit 41 shows that African American (16 percent) and Ethnic Hispanic or Latino (52.9 percent) participants make up somewhat larger relative shares of 18-21 year olds in San Bernardino County than of 22-24 year olds (13.2 percent and 48.7 percent, respectively).

Exhibit 41: @LIKE San Bernardino Participants by Age and Race/Ethnicity

Race	All Participants	Ages 18-21	Ages 22-24
African American/Black	15.0% (24)	16.0% (14)	13.2% (10)
American Indian/Alaskan Native	1.3% (2)	2.3% (2)	0.0% (0)
Asian	0.0% (0)	0.0% (0)	0.0% (0)
Ethnic Hispanic or Latino	50.6% (81)	52.9% (46)	48.7% (35)
Hawaiian/Other Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)
White	31.9% (51)	28.7% (25)	35.5% (26)
Not Identified	1.3% (2)	0.0% (0)	2.6% (2)
Total Participants	**100.0 % (160)**	**100.0 % (87)**	**100.0% (73)**

Age and Education Level: Exhibit 42 summarizes education levels at program entry for San Bernardino County participants. Those in the 18-21 year old group had lower rates of achievement of a high school diploma or its equivalent (70.1 percent) than their 22-24 year old counterparts (79.4 percent).

Exhibit 42: @LIKE San Bernardino Participants Age Distribution by Educational Level
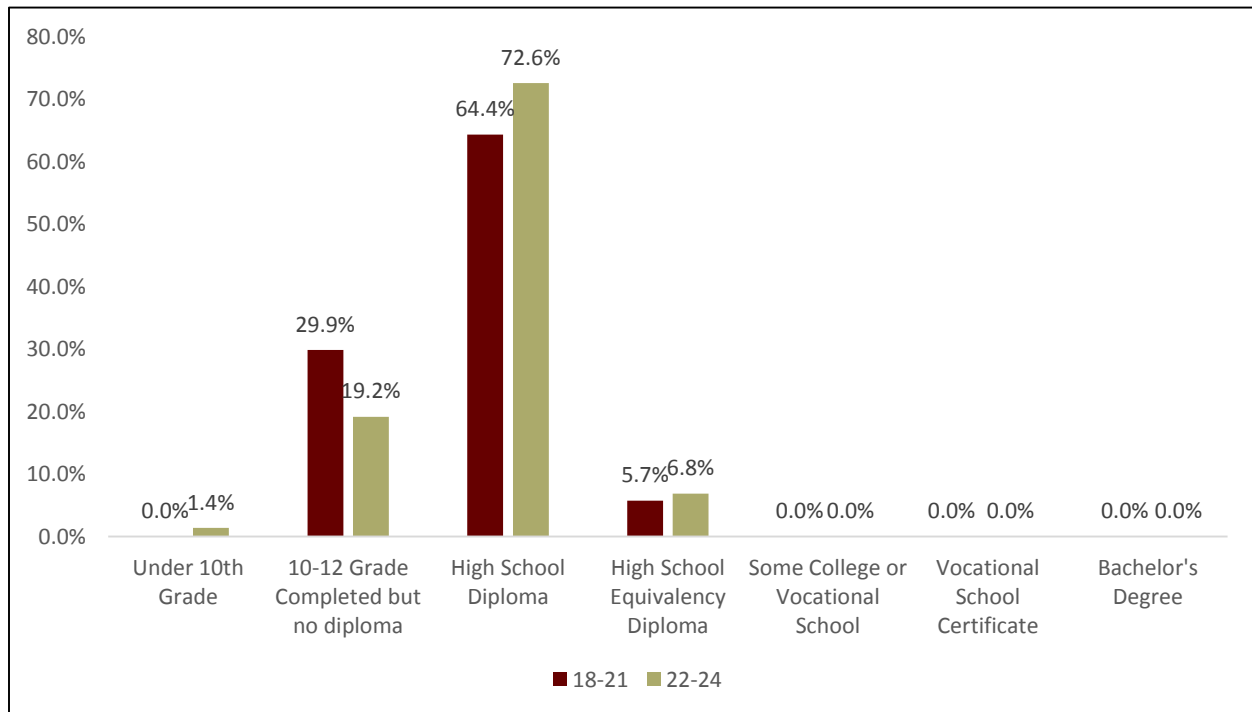
Age and Employment Status: Exhibit 43 shows that no San Bernardino County participant was employed at program entry.

Exhibit 43:@LIKE San Bernardino Age by Employment Status at Program Entry

Employment Status	All Participants	Ages 18-21	Ages 22-24
Employed	0.0% (0)	0.0% (0)	0.0% (0)
Not Employed	100.0% (160)	100.0% (87)	100.0% (73)
Total Participants	**100.0% (160)**	**100.0% (87)**	**100.0% (73)**

### 2.4.2   @LIKE San Bernardino County Hispanic Subgroup Analysis

Distribution of Hispanics by Age and Gender: Exhibit 44 shows that the majority of San Bernardino County Hispanic participants are 18-21 years old (56.8 percent) and male (51.9 percent), which is consistent with the overall age and gender distribution in San Bernardino County.

Exhibit 44: @LIKE San Bernardino Hispanic Participants by Age
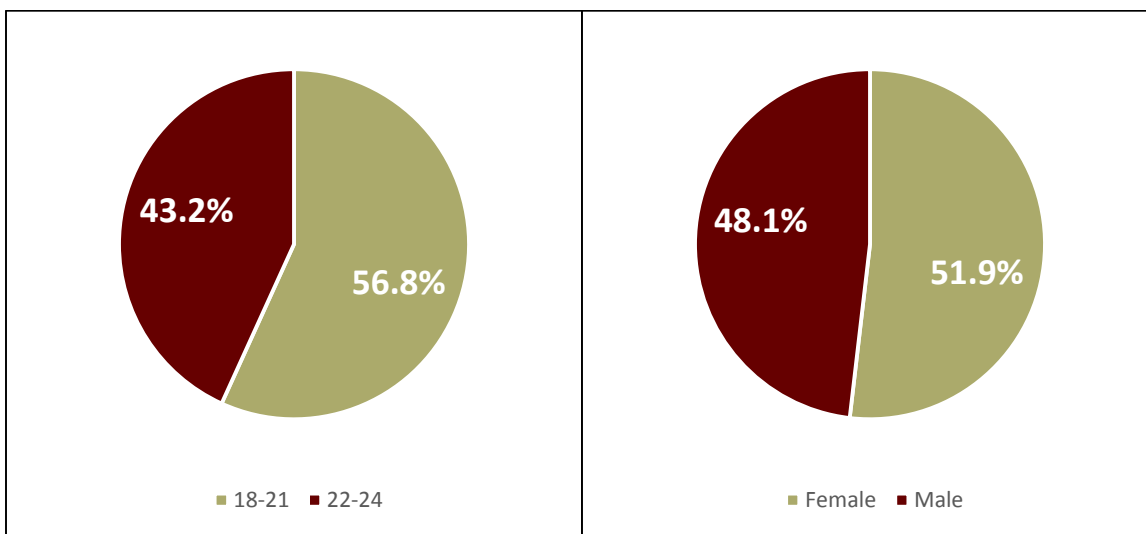
Distribution of Hispanics by Education Level: Exhibit 45 shows that the majority of Hispanic participants (69.1 percent) had a high school diploma or equivalent at program entry, which is similar to the education achievement distribution of the county's @LIKE participants as a whole.

Exhibit 45: @LIKE San Bernardino Hispanic Participants by Educational Level at Program Entry
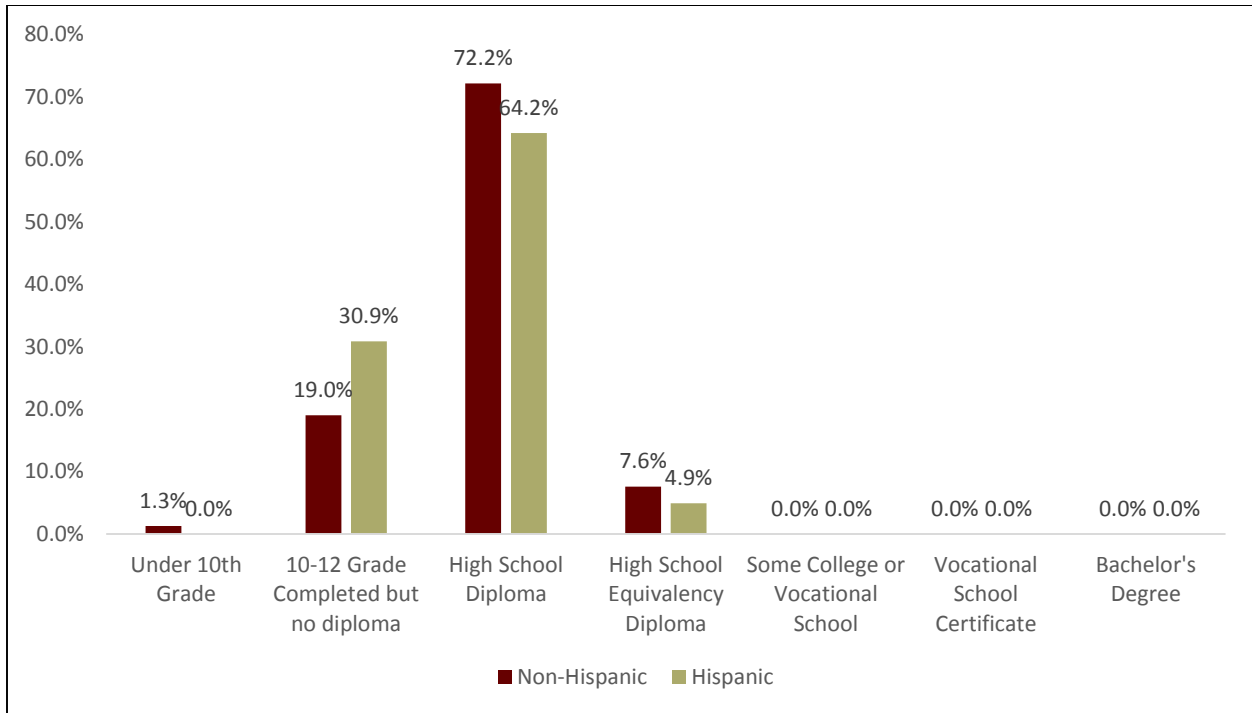
2.4.3 @LIKE San Bernardino County Assessments and Services Summary

Detailed information on assessments and services received, for the @LIKE program as a whole and by county, can be found in Exhibit 13-Exhibit 27 in Section 2.1.3 (pages 24-33). We present the San Bernardino County highlights of that display below:

- Slightly over 90 percent of San Bernardino County participants completed CASAS Math (91.9 percent) and Reading (93.1 percent) pre-tests with average grade level scores of 5.9 (grade 5 equivalency) and 8.4 (grade 8 equivalent), respectively. The average post-test grade level score for Math was 6.8 (grade 6 equivalency) and for Reading was 8.3 (grade level equivalency). This shows that during program participation, the average San Bernardino County participant who took both pre- and post-tests increased their grade level score by 0.9 for Math and decreased their grade level score by 0.1 for Reading.

- These scores are not generalizable to San Bernardino county as a whole, however, because of the low completion rates of both the CASAS Math (36.3 percent) and Reading (34.4 percent) post-tests, which are due in large part to the substantial numbers of participants still in the program. For both tests, around 55 percent of those who did not take the post-test are still in the program, and are expected to take the test at a future date.

- Slightly under 90 percent of 10 San Bernardino County participants completed the @LIKE Self-Efficacy (88.8 percent), Self-Appraisal (88.8 percent), and Perceived Barriers (88.8

percent) pre-tests. The relatively lower completion rates of the Self-Efficacy (41.9 percent), Self-Appraisal (41.9 percent), and Perceived Barriers (41.9 percent) post-tests again reflect that most participants are still enrolled.

- For those who took both pre- and post-tests for the Perceived Barriers, Self-Appraisal, and Self-Efficacy tests, the post-test results were generally more positive than the pre-test results. For the Perceived Barriers test, 44 percent of post-tests scored in the "no barriers" range, compared to only 39 percent of pre-tests. For the Self-Appraisal tests, 58% of post-tests scored in the "extreme confidence" range as opposed to only 36 percent of the pre-tests. For the Self-Efficacy test, 73 percent of post-tests scored in the "very good self-image" range, compared to only 64 percent of pre-tests.

- All San Bernardino County participants received some type of service. Most received Work Readiness Preparation (78.8 percent), Life Coach (78.1 percent), Career Exploration (90.6 percent), and Employment services (73.8 percent). Half (50 percent) received Education services.

- San Bernardino County participants averaged 613 hours of services. For most, the bulk of these hours were spent participating in Employment services (an average 479 hours). The standard deviations for all averages are large, however, indicating that the range of hours of services, in total and by type, varied significantly across participants.

- Program staff established at least one follow-up contact with 50.7 percent of completers from San Bernardino County, with 50.7 percent having at least one follow-up face-to-face contact, 37 percent at least one follow-up electronic contact, and 31.5 percent at least one on-site contact.

2.5   Conclusion

Overall, the @LIKE program is serving young adults with multiple barriers to employment. Only 2.1 percent of program participants were employed at program entry, less than half (42.4 percent) did not have a high school diploma or equivalent, and 98.5 percent of participants were low income. Less than one fifth of participants were ex-offenders (16.7 percent) or had family responsibilities (19.5 percent).

In addition, the services provided by the @LIKE program were varied and intense. The average participant spent 625 hours receiving services under the program—the equivalent of almost three months in a full-time job. These are important points to keep in mind when interpreting the results of the outcomes study in the next chapter.

CHAPTER 3 - ANALYSIS OF PARTICIPANT OUTCOMES

The quantitative evaluation of the @LIKE program consists of two components: (1) an **outcomes assessment study** that uses @LIKE participant-level data, to assess program participation and outcomes; and (2) a **quasi-experimental evaluation study** that uses @LIKE participant-level data matched with WIA/WIOA data, to provide rigorous estimates of the impacts of the @LIKE program on participant labor market and other outcomes, *relative to the existing WIA/WIOA program*. In this chapter, we present the findings of the first of these—the outcomes assessment study for the @LIKE program. The program recruited 664 participants from January 2013 through October 2014, as noted, and stopped recruiting new participants thereafter. Data on these participants collected until September 2015 were used for this interim report. The Final Evaluation Report will include data collected after September 2015.

Our outcomes assessment study is based on @LIKE participant-level data for each county. This data includes information on: (1) participant socioeconomic characteristics (e.g., gender, race/ethnicity, age, and education); (2) types of training and other services received by participants (e.g., Life Coach, Work Readiness Preparation, and Employment); and (3) participant labor market and training/education outcomes following program entry (e.g., completion of a Career Awareness Component, receipt of a training credential, and placemen in paid internship, among others).

In the previous chapter we present descriptive analyses of participant demographic and socioeconomic characteristics, and the number and types of services received. In this chapter, we present analyses of participant outcomes and their relationship to participant characteristics and program-related factors. For all exhibits in this chapter unless otherwise noted, numbers in parentheses denote the number of participants.

The chapter is organized as follows. In Section 3.1, we describe the main research questions explored through the Outcomes Analysis. In Section 3.2, we present a brief summary of the main findings of the Outcomes Analysis. In Sections 3.3 and 3.4, we present detailed descriptive analyses of participant labor market and other outcomes during program participation or following program exit. In Section 3.5, we present the results of multivariate regression analyses that identify whether participant characteristics and services received are associated with improved outcomes. Section 3.6 concludes the chapter.

The analyses presented in this and the previous chapter do not provide evidence on the effectiveness of the @LIKE program, but rather represent an assessment of participant characteristics, services received, and determinants of outcomes during the study period. Although this outcomes study cannot establish a causal relationship between participant outcomes and program participation, the results provide critical information for assessing the potential impacts of the program on participant outcomes through the quasi-experimental impact study.

3.1 Outcomes Study Research Questions

The outcomes assessment study addresses key research questions about the outcomes of disconnected young adults who entered the @LIKE program during the study period. The following subsections define the research questions underlying the outcomes assessment study.

3.1.1 Descriptive Analyses of Outcomes

All Participants and by Age Group

@LIKE serves disconnected young adults between the ages of 18 and 24. However, the program uses different strategies for individuals in these two age groups due to differences in their needs and expectations.[20] To capture those differences, we include separate outcome analyses of the two age groups (see Section 3.3). Key research questions informing these analyses include the following:

- What is the rate of program participation and completion in the @LIKE program?

- What are the labor market and other outcomes of participants during program participation or following program exit? Specifically, how many and/or what percentage of participants attained the following outcomes of interest?

  o Completion of a Career Awareness Component
  o Improvement of Reading Basic Skills by two educational levels within one year
  o Improvement of Math Basic Skills by two educational levels within one year
  o Completion of a GED or high school diploma within two years
  o Placement in a paid internship
  o Placement in unsubsidized employment
  o Enrollment in vocational training or college
  o Receipt of the National Career Readiness Certificate (NCRC)

- Do program participation and completion, and achievement of the above outcomes, vary between 18-21 and 22-24 year olds?

By Age Group and Other Subgroups

We present the results from our analyses of outcomes for subgroups defined by age *as well as* other demographic and socioeconomic characteristics, such as gender and race/ethnicity, among others (see Section 3.4). For example, we examine separately the outcomes of 18-21 year old males as compared to those of 18-21 year old females, and 22-24 year old males and females. Similarly, we examine the outcomes of 18-21 year old Hispanics distinctly from those of 22-24

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[20] For example, program staff generally reported that it was easier to contact and recruit individuals in the 18-21 age group than those in the 22-24 age group, since the former were more ready to enroll in the program. Since individuals ages 22-24 were more likely to have been unemployed and/or separated from educational institutions longer than their younger counterparts, their recruitment required more resource-intensive outreach methods.

year old Hispanics, 18-21 year old non-Hispanics, and 22-24 year old non-Hispanics. This is in contrast to Section 3.3 which analyzes subgroup outcomes only on the basis of age. Key research questions informing these analyses include the following:

- Do program participation and completion, and participant outcomes, for each of the two age groups, vary by other demographic characteristics, for example, gender?

- Does outcome attainment by age group depend upon other types of variables, such as months in the program (tenure)? For example, are outcomes of 18-21 and 22-24 year olds with *above average* program tenure systematically different from those of their counterparts with *below average* program tenure?

- Do the above outcomes by age group differ for participant subgroups defined by whether they experienced program disconnectedness or not?

3.1.2   Multivariate Regression Analyses of Outcomes

Above, we described research questions pertaining to descriptive or regression unadjusted analyses of program outcomes. In Section 3.5, we discuss multivariate regression analyses of outcomes to examine the association, if any, between outcomes, demographic and socioeconomic characteristics of participants, and program-related variables. Key research questions informing the regression analyses include the following:

- Are participant outcomes significantly associated with participant demographic and socioeconomic characteristics? Specifically, what is the direction and magnitude of association between each outcome and participant demographic and socioeconomic characteristics?

- Are participant outcomes significantly associated with the number of services received? What is the direction and magnitude of association between each outcome and the number of services received?

- Are participant outcomes significantly associated with tenure in the program? What is the direction and magnitude of association between each outcome and months spent in the @LIKE program?

3.2   Summary of Findings

Exhibit 46: Summary of Main Findings
 is a snapshot of the main findings of the outcomes assessment study. In the sub-sections that follow, we present more detailed findings from our analyses of participant outcomes.

Exhibit 46: Summary of Main Findings

Participant Recruitment

▪ During the study period, the @LIKE program served 664 participants. Of these, 335 (50.45 percent) were 18-21 year olds.

Participant-Level Data

▪ The @LIKE program collected rich, high-quality data on program participants on three key areas: participant characteristics, services received, and outcomes attained.

Descriptive Analyses Results

▪ The @LIKE program had high rates of **program completion**. Of the pool of participants who exited the program, the majority (67.5 percent) were deemed successful completers

▪ Program participants experienced significant gains in **math and reading skills**. For example, over 45 percent of participants who completed both pre- and post-tests of CASAS math and reading skills saw an improvement in their skills by two or more educational levels within one year.

▪ With respect to completion of **career-oriented training**, the @LIKE program saw good success rates. Over 60 percent of participants completed a Career Awareness Component and a substantial share (nearly 39 percent) obtained the NCRC as a career credential.

▪ Of the individuals who did not have a **GED or HS Diploma** at program entry, approximately 15 percent obtained one through the @LIKE program.

▪ A substantial share of participants received placement in some form of **employment**, either a paid internship or unsubsidized employment (over 35 percent for each).

▪ Results by age group were mixed. In some cases, the 22-24 year olds experienced greater outcome achievement, while in other cases their younger counterparts were more successful.

Results from Multivariate Regression Analyses

▪ In general, the most important demographic characteristic related to outcome achievement was participants' **educational level**, *controlling for all else*. Specifically, educational level at program entry bore a positive relationship with outcome achievement, *controlling for all else*.

▪ Program-related variables such as **number of services** and **program tenure** mattered more than demographic and socioeconomic variables, and were positively related to outcome achievement.

3.3   Descriptive Analysis of Program Completion and Participation

The @LIKE program is unique in the services it provides to disconnected young adults when compared to the traditional WIA Youth model—in that it gives participants as much time as needed to complete their own employment, education, and training goals. Additionally, @LIKE allows individuals to cycle in and out of the program without losing participation status as a result of periods of disconnectedness. In this subsection, we present the results of detailed descriptive analyses of: (1) individuals exited from the program who were determined completers or non-completers by program staff, and (2) program participants who experienced periods of disconnectedness while in the program.

Program Completers. The @LIKE program defines completers as young adults who achieve their desired outcomes and no longer need the day-to-day services provided by the program to stay connected to school, work, and their own support systems. All participants must obtain the NCRC to be considered a successful completer. They must also be able to sustain their engagement in program activities—including a job (if placed in one) and any enrollment in postsecondary education—and must have attained some stability in housing and with family issues. In addition to these requirements, the completion policy instructs Site Directors to make completion determinations based on a participant's achievement of a mix of six individualized factors. As applicable to the individual participant, these are:

- Completion of the Career Awareness Component
- Increase in educational level by two grade levels/grade level equivalencies
- Completion of a GED program or high school diploma
- Completion of at least one paid internship
- Current work in unsubsidized employment
- Admission to postsecondary education (vocational training or college).

The completion policy states that all completion candidates are to be evaluated based on their individual goals and plans for reaching those goals. Exceptions to the policy are made on an individual basis by the Project Director.

Program Non-Completers. A request to identify a participant as a "non-completer" may be submitted to the Project Director only after the participant has been "absent" for a period of time and the Site Director has determined that every effort has been made to re-engage the individual. The reason for that determination and all efforts to re-engage the participant must be recorded in the participant's case notes. As with completers, each request to designate a participant as a non-completer is considered on an individual basis by the Project Director.

As of the end of December 2015, 149 participants across all three counties were designated as non-completers by the Project Director and exited from the program.[21] Exhibit 47 summarizes the reasons for participants to be exited from the program as non-completers. The four main reasons are: change of residence/moved, incarceration, stop participating or disengaged from the program, and an "other" category to capture miscellaneous reasons.[22]

As seen from Exhibit 47, almost two-thirds (63.8 percent) of participants deemed non-completers by program staff were so designated because they became *disengaged from program services*, despite @LIKE's policy of allowing participants to cycle in and out of the program over extended periods of time, as described above. Reasons for disengagement included repeatedly not

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[21] In San Bernardino and Imperial Counties approximately 30 percent of all participants were designated as non-completers. Riverside County had a non-completion rate of approximately 15 percent.

[22] The "other" category includes items such as health issues, becoming employed without completing other program requirements, or extenuating family issues.

returning phone calls, emails, text messages, and other outreach efforts made by program staff to get updates on participant life circumstances, as well as not following through or completing required @LIKE activities, primarily the NCRC.[23] The next most frequent reason for exiting the program as a non-completer was that the participant changed his/her residence/moved.

Exhibit 47: @LIKE Non-Completers Reasons Cited for Program Exit
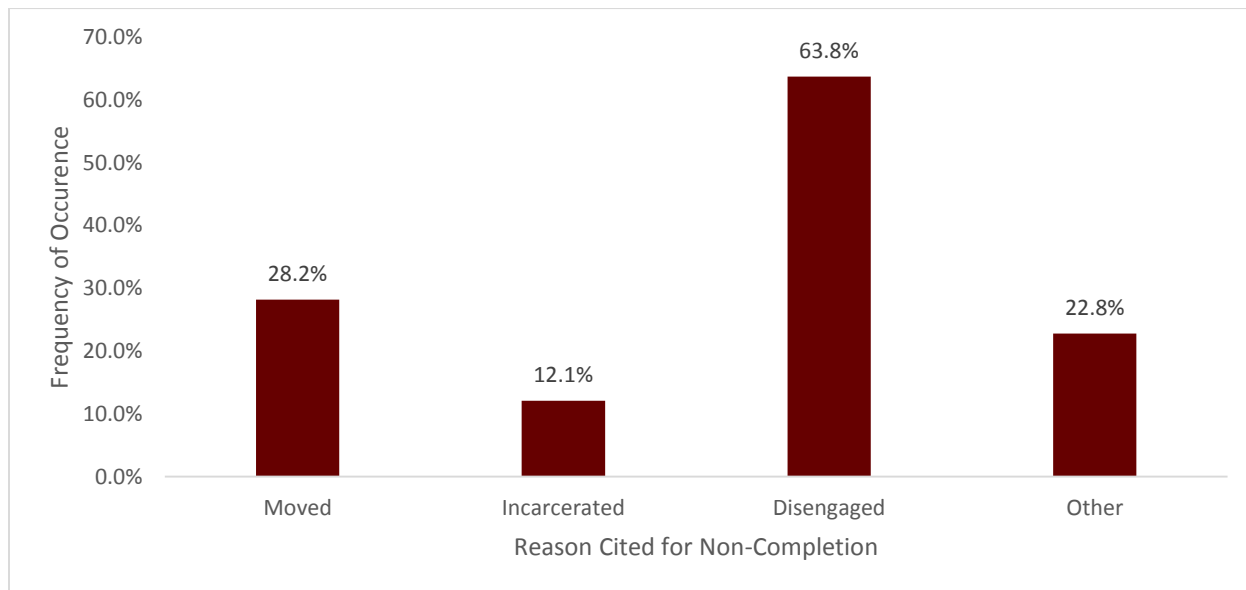
The percentages do not sum to 100 percent since @LIKE program staff cited multiple reasons for 37 of the 149 participants' designation non-completers.

3.3.1 All Participants and Analysis by Age Group

Exhibit 48 through Exhibit 58 present the results for program completion and disconnectedness, for the full sample and by age group.

Exhibit 48 shows that—as of September 2015—274 @LIKE participants, (approximately 40 percent of the 664 @LIKE participants) have exited the program. Of those, slightly more than two-thirds (67.5 percent) were determined successful completers, while the remaining were determined non-completers. The 22-24 year olds had a higher completion rate than their 18-21 year old counterparts (71.9 percent vs. 63.3 percent).

Exhibit 48: @LIKE Completion and Non-Completion Status by Age Group[24]

Completion Status	All Participants	Ages 18-21	Ages 22-24
Not Completed	32.5% (89)	36.7% (51)	28.1% (38)
Completed	67.5% (185)	63.3% (88)	71.9% (97)
Total Participants	**100.0% (274)**	**100.0% (139)**	**100.0% (135)**

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[23] Six of the 149 non-completers completed all @LIKE program requirements except the NCRC.
[24] Total excludes individuals who are still enrolled in program and receiving services.

Exhibit 49 and Exhibit 50 provide information on the prevalence of disconnectedness and the length of time for which @LIKE participants became absent and disconnected from the program, respectively. Disconnectedness was determined on the basis of whether an individual experienced a continuous period of absence from the program of at least 90 days between July 2013 and September 2015.[25] As noted, while @LIKE allows participants to cycle in and out of the program without being penalized, Exhibit 49 shows that the majority of participants (70 percent) were continuously engaged in program services. Continuous program engagement was almost identical for the 18-21 and 22-24 year olds (70.5 percent and 69.6 percent, respectively).

Exhibit 49: Experienced Disconnectedness during Program

Experienced Period of Disconnectedness from Program	All Participants	Ages 18-21	Ages 22-24
No	70.0% (465)	70.5% (236)	69.6% (229)
Yes	27.9% (185)	26.6 % (89)	29.2% (96)
Missing Information	2.1% (14)	2.9% (10)	1.2 %(4)
Total Participants	**100.0% (664)**	**100.0% (335)**	**100.0% (329)**

Among participants who did experience at least one period of disconnectedness, extended durations of disconnectedness were not common. As seen in Exhibit 50, a substantial share of participants (48.1 percent) were absent for less than half a year before returning to the program. Comparing the two age groups reveals that a greater share of older participants had longer durations of disconnectedness with 34.5 percent of 22-24 year olds disconnected for at least nine months, compared to 24.7 percent of 18-21 year olds who are disconnected for the same length of time.

Exhibit 50: Duration of Disconnectedness

Experienced Period of Disconnectedness from Program	All Participants	Ages 18-21	Ages 22-24
3-5 Months	48.1% (89)	49.4% (44)	46.9% (45)
6-8 Months	22.2% (41)	25.8% (23)	18.8% (18)
9-12 Months	16.2% (30)	14.6% (13)	17.7% (17)
>12 Months	13.5% (25)	10.1% (9)	16.8% (16)
Total Participants	**100.0% (185)**	**100.0% (89)**	**100.0% (96)**

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[25] For this analysis, we created an indicator variable for disconnectedness. An indicator variable is a binary variable that takes value 1 or 0 depending on whether a condition exists or not. For example, an indicator variable for disconnectedness would take the value 1 if participants experienced at least one period of disconnectedness, and 0 for participants who did not experience any such periods.

3.3.2 Analysis by Demographic Subgroups

In this subsection, we provide a detailed summary of @LIKE participant completion and program participation by age group and participant characteristics. (We provide additional program subgroup analysis in Appendix C.[26])

Age Group and Gender: As shown in Exhibit 51, in general completion rates for males and females were very similar. However, younger female (63.8 percent) and male completers (63.0 percent) had lower completion rates than their older counterparts (72.1 percent and 71.6 percent, respectively).

> In general, completion rates did not vary much by **gender**. Younger individuals **without family responsibilities** had higher rates of program completion than those the same age with family responsibilities. **Hispanic** participants had higher rates of completion than non-Hispanics in both age groups. Finally, younger and older participants with **criminal involvement** had significantly lower program completion rates than their non–criminally involved counterparts.

Exhibit 51: Completion Status by Age Group and Gender

Gender	Completion Status	Ages 18-21	Ages 22-24
Female	Non-Completers	36.2% (21)	27.9% (17)
	Completers	63.8% (37)	72.1% (44)
	Total Participants	**100.0% (58)**	**100.0% (61)**
Male	Non-Completers	37.0% (30)	28.4% (21)
	Completers	63.0% (51)	71.6% (53)
	Total Participants	**100.0% (81)**	**100.0% (74)**

As Exhibit 52 shows, younger female participants had higher rate of disconnectedness than their male counterparts (36.4 percent vs. 19.3 percent). The same general pattern holds true for the older age group as well, although the difference is substantially smaller (30.8 percent vs. 27.9 percent).

Exhibit 52: Experienced any Disconnectedness by Age Group and Gender

Gender	Experienced Period of Disconnectedness from Program	Ages 18-21	Ages 22-24
Female	No	61.5% (88)	68.0% (102)
	Yes	36.4% (52)	30.8% (46)
	Missing Information	2.1% (3)	1.3% (2)
	Total Participants	**100.0% (143)**	**100.0% (150)**
Male	No	77.1% (148)	71.0% (127)

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[26] Appendix C includes analyses based upon, for example, educational level. That analysis reveals that the majority of @LIKE participants who exited the program were concentrated in the education levels of 10-12th Grade but No Diploma and a High School Diploma. Completion rates for individuals with 10-12th Grade but No Diploma show substantial differences between the 18-21 (52.2 percent) and 22-24 (69.9 percent) age groups.

	Yes	19.3% (37)	27.9% (50)
	Missing Information	3.6% (7)	1.1% (2)
	Total Participants	**100.0% (192)**	**100.0% (179)**

Age Group and Family Responsibilities: Exhibit 53 and Exhibit 54 show the completion and disconnectedness rates for the younger and older participant groups with and without family responsibilities.[27] Younger participants with no family responsibility had higher rates of program completion than those in the same age group with family responsibilities (65.1 percent vs. 56.7 percent). One reason for such a result could be that individuals with family responsibilities may be less willing to devote time to activities outside the family. However, for older participants, the rates of completion were almost the same for those with and without family responsibilities.

Exhibit 53: Completion Status by Age Group and Family Responsibilities

Family Responsibility	Completion Status	Ages 18-21	Ages 22-24
Family Responsibility	Non-Completers	43.3% (13)	27.8% (15)
	Completers	56.7% (17)	72.2% (39)
	Total Participants	**100.0% (30)**	**100.0% (54)**
No Family Responsibility	Non-Completers	34.9% (38)	28.4% (23)
	Completers	65.1% (71)	71.6% (58)
	Total Participants	**100.0% (109)**	**100.0% (81)**

Consistent with the results on program completion, participants with family responsibilities had higher rates of disconnectedness than participants with no family responsibility, for both age groups—with the difference in rates of disconnectedness by family responsibility status smaller for the older than the younger group.

Exhibit 54: Experienced any Disconnectedness by Age Group and Family Responsibility

Family Responsibility	Experienced Period of Disconnectedness from Program	Ages 18-21	Ages 22-24
Family Responsibility	No	53.6% (37)	66.1% (84)
	Yes	39.1% (27)	31.5% (40)
	Missing Information	7.3% (5)	2.4% (3)
	Total Participants	**100.0% (69)**	**100.0% (127)**
No Family Responsibility	No	74.8% (199)	71.8% (145)
	Yes	23.3% (62)	27.7% (56)
	Missing Information	1.9% (5)	0.5% (1)
	Total Participants	**100.0% (266)**	**100.0% (202)**

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[27] For this analysis, an indicator variable for Family Responsibilities was created to take value 1 participants had any family responsibilities measured by whether they are pregnant, or are single parents, or have any dependents. Conversely, the Family Responsibilities variable takes value 0 for participants who are neither pregnant nor are single parents nor have any dependents.

Age Group and Ethnicity: As shown in Exhibit 55, Hispanic participants had higher rates of completion than non-Hispanics in both age groups (64.7 vs. 61.1 percent for younger non-Hispanics and 74.7 percent vs. 68.8 percent for older non-Hispanics).

Exhibit 55: Completion Status by Age Group and Ethnicity

Ethnicity	Completion Status	Ages 18-21	Ages 22-24
Hispanic	Non-Completers	35.3% (30)	25.4% (18)
	Completers	64.7% (55)	74.7% (53)
	Total Participants	**100.0% (85)**	**100.0% (71)**
Non-Hispanic	Non-Completers	38.9% (21)	31.3% (20)
	Completers	61.1% (33)	68.8% (44)
	Total Participants	**100.0% (54)**	**100.0% (64)**

Rates of disconnectedness between Hispanics and non-Hispanics were similar across both age groups, as seen in Exhibit 56. For the younger age group, the rates were almost identical (26.8 percent for Hispanic participants and 26.3 percent for non-Hispanics). Older Hispanic participants had a slightly higher rate of disconnectedness (30.1 percent) than their younger counterparts (26.8 percent).

Exhibit 56: Experienced Disconnectedness by Age Group and Ethnicity

Ethnicity	Experienced Period of Disconnectedness from Program	Ages 18-21	Ages 22-24
Hispanic	No	68.9% (144)	68.9% (126)
	Yes	26.8% (56)	30.1% (55)
	Missing Information	**4.3% (9)**	**1.1% (2)**
	Total Participants	**100.0% (209)**	**100.0% (183)**
Non-Hispanic	No	73.0% (92)	70.6% (103)
	Yes	26.2% (33)	28.1% (41)
	Missing Information	0.8% (1)	**1.3% (2)**
	Total Participants	**100.0% (126)**	**100.0% (146)**

Age Group and Criminal Involvement: Exhibit 57 below shows the completion and disconnectedness rates for younger and older participants with and without criminal involvement.[28] As Exhibit 57 shows, younger participants with criminal involvement have significantly lower program completion rates than those in the same age group without criminal involvement (42.9 percent versus 68.5 percent). A similar pattern can be seen for older participants, but the gap is smaller (64.5 percent versus 74.3 percent).

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[28] For this analysis, an indicator variable for criminal involvement was created to take value 1 participants had any criminal involvement measured by whether they are a gang member or were an ex-offender. Conversely, the criminal involvement variable takes value 0 for participants who are neither affiliated with a gang nor are ex-offenders.

Exhibit 57: Completion Status by Age Group and Criminal Involvement

Criminal Involvement	Completion Status	Ages 18-21	Ages 22-24
Criminal Involvement	Non-Completers	57.1% (16)	38.5% (10)
	Completers	42.9% (12)	61.5% (16)
	Total Participants	**100.0% (28)**	**100.0% (26)**
No Criminal Involvement	Non-Completers	31.5% (35)	25.7% (28)
	Completers	68.5% (76)	74.3% (81)
	Total Participants	**100.0% (111)**	**100.0% (109)**

Rates of disconnectedness did not vary greatly by criminal involvement, as Exhibit 58 shows. Among older participants, those with criminal involvement had a slightly higher rate of disconnectedness than their non–criminally involved counterparts (33.3 percent versus 28.3 percent). However, there was no measurable difference among the younger participants.

Exhibit 58: Experienced Disconnectedness by Age Group and Criminal Involvement

Criminal Involvement	Experienced Period of Disconnectedness from Program	Ages 18-21	Ages 22-24
Criminal Involvement	No	67.2% (39)	64.9% (37)
	Yes	24.1% (14)	33.3% (19)
	Missing Information	8.6% (5)	1.8% (1)
	Total Participants	**100.0% (58)**	**100.0% (57)**
No Criminal Involvement	No	71.1% (197)	70.6% (192)
	Yes	27.1% (75)	28.3% (77)
	Missing Information	1.8% (5)	1.1% (3)
	Total Participants	**100.0% (277)**	**100.0% (272)**

3.3.3   Analysis of Program Completion by Type and Hours of Services Completed

This subsection provides a detailed analysis of participants still in the program and those who exited the program (that is, completers and non-completers) by number and types of services received, and hours completed of each service type.[29]

*The picture for **non-completers** is quite encouraging. Participation rates in different types of activities are high, and exceed 50 percent in all but one type of activity. A substantial share of non-completers completed over 250 hours of service of any activity while they were enrolled in the program.*

Number and Types of Services Received: Participants, as noted, can enroll in five general types of services: Education, Life Coach, Employment, Work Readiness, and Career Exploration. As shown in Exhibit 59, Career Exploration (90.8 percent), Employment (87.3 percent), and Life Coach services (83.3 percent) are the top three activities across @LIKE

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[29] We also conducted an analysis of the establishment of post-program contacts by completer status. However, non-completers did not really establish any kind of contact after exiting the program, whether face-to-face, on-site, or electronic.

participants as a whole. Although participation rates in each activity were highest among successful completers, it is noteworthy that even among non-completers, participation rates in different types of activities were high. For example, 88.8 percent of non-completers participated in one or more activities, and participation rates for non-completers exceeded 50 percent in all activity types except Education. Similarly, as shown in Exhibit 60, almost two-thirds (65.2 percent) of non-completers received 1-5 services and almost one-quarter (23. 6 percent) received 6-10.

Exhibit 59: Engagement in Each Service Type by Completer Status

Type of Service	All Participants	Still in Program	Not in program, Non-completer	Not in program, Completer
Any Education Service	51.2% (340)	52.3% (204)	28.1% (25)	60.0% (111)
Any Life Coach Service	83.3% (553)	86.7% (338)	53.9% (48)	90.3% (167)
Any Employment Service	87.3% (580)	86.4% (337)	71.9% (64)	96.8% (179)
Any Work Readiness Service	75.2% (499)	73.3% (390)	59.6% (53)	86.5% (160)
Any Career Exploration Service	90.8% (603)	91.8% (358)	73.0% (65)	97.3% (180)
Any Service	97.9% (650)	99.2% (387)	88.8% (79)	99.5% (184)
Total Participants	**664**	**390**	**89**	**185**

Exhibit 60: Number of Services Received by Completer Status

Number of Services Received	All Participants	Still in Program	Not in program, Non-completer	Not in program, Completer
No Services Received	2.1% (14)	0.8% (3)	11.2% (10)	0.5% (1)
1-5 Services Received	44.6% (296)	47.9% (187)	65.2% (58)	27.6% (51)
6-10 Services Received	50.5% (335)	50.0% (195)	23.6% (21)	64.3% (119)
11+ Services Received	2.9% (19)	1.3% (5)	0.0% (0)	7.6% (14)
Total Participants	**664**	**390**	**89**	**185**

Hours Completed of Service Activity: Exhibit 61 shows hours completed by different types of program participants for any service, as well as for Education and Employment services. Although proportionately more completers were in the 501-1000 hours, 1001-2000, and 2001+ hours groups than either those still in the program or non-completers, the picture is quite encouraging for non-completers. The majority of non-completers (55.1 percent) completed 1-250 hours of service of any activity, and one-third of non-completers (33.7 percent) completed over 250 hours of service of any activity while enrolled in the program. Within activity type, the share of non-completers undertaking Employment services was well over twice the share of non-completers participating in Education services (72.0 percent vs. 28.2 percent).

Exhibit 61: Hours of Services by Completer Status: Education and Employment Services

Hours Completed	All Participants	Still in Program	Not in program, Non-completer	Not in program, Completer
Any Service				
Total Participants	**100.0% (664)**	**100.0% (390)**	**100.0% (89)**	**100.0% (185)**
0 Hours	2.1% (14)	0.8% (3)	11.2% (10)	0.5% (1)
1-250 Hours	41.9% (278)	45.1% (176)	55.1% (49)	28.7% (53)
251-500 Hours	15.2% (101)	17.2% (67)	5.6% (5)	15.7% (29)
501-1000 Hours	21.1% (140)	20.5% (80)	13.5% (12)	26.0% (48)
1001-2000 Hours	11.0% (73)	8.5% (33)	9.0% (8)	17.3% (32)
2001+ Hours	8.7% (58)	8.0% (31)	5.6% (5)	11.9% (22)
Education Services				
Total Participants	**100.0% (664)**	**100.0% (390)**	**100.0% (89)**	**100.0% (185)**
0 Hours	48.8% (324)	47.7% (186)	71.9% (64)	40.0% (74)
1-250 Hours	39.2% (260)	42.3% (165)	22.5% (20)	40.5% (75)
251-500 Hours	7.4% (49)	5.4% (21)	2.3% (2)	14.1% (26)
501-1000 Hours	3.5% (23)	3.3% (13)	3.4% (3)	3.8% (7)
1001-2000 Hours	0.8% (5)	0.8% (3)	0.0% (0)	1.1% (2)
2001+ Hours	0.5% (3)	0.5% (2)	0.0% (0)	0.5% (1)
Employment Services				
Total Participants	**100.0% (664)**	**100.0% (390)**	**100.0% (89)**	**100.0% (185)**
0 Hours	12.7% (84)	13.6% (53)	28.1% (25)	3.2% (6)
1-250 Hours	48.5% (322)	51.0% (199)	46.1% (41)	44.3% (82)
251-500 Hours	10.5% (70)	11.0% (43)	2.3% (2)	13.5% (25)
501-1000 Hours	13.4% (89)	12.1% (47)	10.1% (9)	17.8% (33)
1001-2000 Hours	10.1% (67)	7.4% (29)	10.1% (9)	15.7% (29)
2001+ Hours	4.8% (32)	4.9% (19)	3.4% (3)	5.4% (10)

Exhibit 62 displays hours completed for Life Coach, Work Readiness, and Career Exploration services, but with narrower hour categories than in Exhibit 61. For Life Coach and Career Exploration activities, over half of non-completers (51.7 percent) received between 1-25 hours of services. Even for Work Readiness services a substantial share of non-completers (46.1 percent) received 1-25 hours of services.

Exhibit 62: Hours of Services by Completer Status: Career Preparation Services

Hours Completed	All Participants	Still in Program	Not in program, Non-completer	Not in program, Completer
Life Coach Services				
Total Participants	**100.0% (664)**	**100.0% (390)**	**100.0% (89)**	**100.0% (185)**
0 Hours	16.7% (111)	13.3% (52)	46.1% (41)	9.7% (18)
1-25 Hours	60.2% (400)	68.2% (266)	51.7% (46)	47.6% (88)
26-50 Hours	15.4% (102)	12.8% (50)	1.1% (1)	27.6% (51)
51-100 Hours	5.6% (37)	3.3% (13)	1.1% (1)	12.4% (23)
101-200 Hours	2.1% (14)	2.3% (9)	0.0% (0)	2.7% (5)
201+ Hours	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Work Readiness Services				
Total Participants	**100.0% (664)**	**100.0% (390)**	**100.0% (89)**	**100.0% (185)**
0 Hours	24.9% (165)	26.7% (104)	40.5% (36)	13.5% (25)
1-25 Hours	51.2% (340)	52.6% (205)	46.1% (41)	50.8% (94)
26-50 Hours	14.3% (95)	13.9% (54)	4.5% (4)	20.0% (37)
51-100 Hours	5.9% (39)	5.1% (20)	3.4% (3)	8.7% (16)
101-200 Hours	3.3% (22)	1.8% (7)	5.6% (5)	5.4% (10)
201+ Hours	0.0% (0)	0.0% (0)	1.6% (3)	0.5% (3)
Career Exploration Services				
Total Participants	**100.0% (664)**	**100.0% (390)**	**100.0% (89)**	**100.0% (185)**
0 Hours	9.2% (61)	8.2% (32)	27.0% (24)	2.7% (5)
1-25 Hours	67.9% (452)	66.7% (260)	64.0% (57)	72.4% (134)
26-50 Hours	10.5% (70)	11.3% (44)	6.7% (6)	10.8% (20)
51-100 Hours	9.8% (65)	11.0% (43)	2.3% (2)	10.8% (20)
101-200 Hours	2.6% (10)	0.0% (0)	3.2% (6)	2.4% (16)
201+ Hours	0.3% (1)	0.0% (0)	0.0% (0)	0.2% (1)

3.4   Descriptive Analysis of Program Outcomes

3.4.1   All Participants and Analysis by Age Group

Exhibit 63 presents descriptive analyses of @LIKE participant outcomes. In all, nine outcomes are monitored by the program. Also shown, for each outcome, the program targets are measured by the percentage of participants completing that outcome. Results are shown for all participants, as well as by age group.

With respect to skill gains from the program, of the subset of participants who completed both pre- and post-tests under the CASAS Math curriculum, nearly 47 percent witnessed an improvement in CASAS Basic Math Skills by two educational levels within one year. Similarly, of the 86 participants who completed both pre- and post-tests under the CASAS Reading curriculum, about 54 percent of them experienced an improvement in CASAS Basic Reading Skills by two educational levels within one year. The skill gains of participants were higher when examining *any* level of improvement in CASAS Basic Math and Reading Skills. For the CASAS Math curriculum, about 65 percent of participants experienced an improvement in CASAS Basic Math Skills by *at least one* educational level, and the corresponding success rate for CASAS Basic Reading Skills was nearly 69 percent. Interestingly, an improvement of two educational levels in Math skills was more prevalent among 18-21 year olds, whereas a two-level educational improvement in Reading skills was more prevalent among 22-24 year olds.[30] No noticeable differences by age group emerged for the more general measure of *any* level of improvement in CASAS Basic Math and Reading Skills.

Program participants completed an array of training and job placement services as part of the @LIKE program. As seen, two-thirds (66.4 percent) of @LIKE participants completed a Career Awareness Component, a critical piece in delivering customized individual services. Completion of the Career Awareness Component was also somewhat higher among the older than the younger group. Similarly, about 19 percent of all @LIKE participants entered a vocational training program, with the success rate moderately higher among the younger group. Finally, as a result of career training, nearly 39 percent of @LIKE participants received the NCRC, an important credential. Of those, the majority received bronze and silver certificates.[31] A higher share of 22-24 year olds received the NCRC than 18-21 year olds.

For educational outcomes, of the subset of @LIKE participants who did not have a GED or High School Diploma at program entry, only small percentages received a GED or High School Diploma (6.7 percent and 8.2 percent, respectively), with receipt of an educational credential slightly higher among 22-24 year olds than among their younger counterparts. For job placement outcomes, about 42.2 percent of participants were placed in unsubsidized employment and 38.1 percent in a paid internship program. Participants in the 18-21 age group fared better with respect to placement in an internship program, whereas their older counterparts experienced greater placement success in unsubsidized employment. This is not surprising, since older individuals can be expected to feel in greater need of long-term, stable employment.

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[30] Although not shown, for the TABE math curriculum, only six participants completed both pre- and post-tests, and all six experienced an improvement in TABE Basic Math Skills of two educational levels within one year. For the TABE reading curriculum, of the four participants who completed both pre- and post-tests, three experienced an improvement in TABE Basic Reading Skills by two educational levels within one year, and all four experienced an improvement in TABE Basic Reading Skills by at least one level.

[31] The NCRC level is determined by the level score achieved by participants on all three of the required ACT WorkKeys assessments. See https://www.act.org/certificate/earn.html.

Exhibit 63: Participant Outcomes

Outcome	All Participants	Ages 18-21	Ages 22-24
Improvement of CASAS Basic Math by Two Education Levels or More – Program Target 75%			
Total Participants (of those who took both pre- and post-tests)	**100.0% (109)**	**100.0% (65)**	**100.0% (44)**
Improved Basic Math Skills (2 grade levels+)	46.8% (51)	49.2% (32)	43.2% (19)
Did not Improve Basic Math Skills (2 grade levels+)	53.2% (58)	50.8% (33)	56.8% (25)
Improvement of CASAS Basic Reading by Two Education Levels or More – Program Target 75%			
Total Participants (of those who took both pre- and post-tests)	**100.0% (86)**	**100.0% (51)**	**100.0% (35)**
Improved Basic Reading Skills (2 grade levels+)	53.5% (46)	47.0% (24)	62.9% (22)
Did not Improve Basic Reading Skills (2 grade levels+)	46.5% (40)	53.0% (27)	37.1% (13)
Improvement of CASAS Basic Math by One Education Level or More[32]			
Total Participants (of those who took both pre- and post-tests)	**100.0% (109)**	**100.0% (65)**	**100.0% (44)**
Improved Basic Math Skills (1 grade level+)	65.1% (71)	64.6% (42)	65.9% (29)
Did not Improve Basic Math Skills (1 grade level+)	34.9% (38)	35.4% (23)	34.1% (15)
Improvement of CASAS Basic Reading by One Education Level or More			
Total Participants (of those who took both pre- and post-tests)	**100.0% (86)**	**100.0% (51)**	**100.0% (35)**
Improved Basic Reading Skills (1 grade level+)	68.6% (59)	68.6% (35)	68.6% (24)
Did not Improve Basic Reading Skills (1 grade level+)	31.4% (27)	31.4% (16)	31.4% (11)
Completion of Career Awareness Component – Program Target 90%			
Total Participants	**100.0% (664)**	**100.0% (335)**	**100.0% (329)**
Completed Component	66.4% (441)	65.9% (214)	67.0% (227)
Did not Complete Component	33.6% (223)	34.1% (121)	33.0% (102)
Entered Vocational Training Program – Program Target 50%			
Total Participants	**100.0% (664)**	**100.0% (335)**	**100.0% (329)**
Did not enter vocational training program	81.0% (538)	80.9% (271)	81.2% (267)
Entered vocational training program	19.0% (126)	19.1% (64)	18.8% (63)
Career Readiness Certificate Receipt – Program Target 100%			
Total Participants	**100.0% (664)**	**100.0% (335)**	**100.0% (329)**
Did not receive Career Readiness Certificate	61.3% (407)	64.2% (215)	58.4% (192)
Received Career Readiness Certificate – Bronze	17.9% (119)	17.3% (58)	18.5% (61)
Received Career Readiness Certificate – Silver	17.5% (116)	15.5% (52)	19.5% (64)
Received Career Readiness Certificate – Gold	3.3% (22)	3.0% (10)	3.6% (12)
Received GED/High School Diploma – Program Target 60%			
Total Participants (of those who had not already had a GED/HS Diploma on entry)	**100.0% (282)**	**100.0% (149)**	**100.0% (133)**

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[32] Improvement in CASAS Basic Math and Reading skills by *one* or more education levels is not tracked by the @LIKE program. The program only tracks improvement in skills by two or more education levels.

Outcome	All Participants	Ages 18-21	Ages 22-24
Did not receive GED/High School Diploma	91.8% (259)	91.9% (137)	91.7% (122)
Received GED/High School Diploma	14.9% (42)	14.1% (21)	15.8% (21)
Attained Unsubsidized Employment – Program Target 65%			
Total Participants	**100.0% (664)**	**100.0% (335)**	**100.0% (329)**
Did not attain unsubsidized employment	57.8% (384)	61.2% (205)	54.4% (179)
Attained unsubsidized employment	42.2% (280)	38.8% (130)	45.6% (150)
Attained Paid Internship – Program Target 80%			
Total Participants	**100.0% (664)**	**100.0% (335)**	**100.0% (329)**
Did not attain paid internship	61.9% (411)	60.3% (202)	63.5% (209)
Attained paid internship	38.1% (253)	39.7% (133)	36.5% (120)

3.4.2 Analysis by Demographic Subgroups

This subsection provides a detailed summary of @LIKE participant outcomes for participant subgroups defined by demographic characteristics at program entry. (Additional demographic subgroup analysis is provided in Appendix D.[33])

*In general, attainment of most outcomes was higher among individuals without **family responsibilities** as compared to their counterparts with family responsibilities. Also, participants with **criminal involvement** fared worse on all outcomes as compared to their counterparts without criminal involvement. Results by **ethnicity and age group** are rather mixed, with Hispanics performing better in some outcomes (e.g., skill gains) and non-Hispanics in others.*

Age Group and Gender: Exhibit 64 shows that similar proportions of older males and females improved their CASAS math scores by two or more grade levels (56.5 percent and 57.1 percent, respectively), with a similar pattern among the younger age group. With respect to CASAS Reading scores, younger males fared the worst in achieving an improvement of two or more grade levels (at only 36.7 percent compared with rates slightly above 60 percent for older males and both older and younger females).[34]

In general, completion of the Career Awareness Component was higher among males than females for both age groups. The highest completion rate for the Career Awareness Component (70.9 percent) was among males ages 22-24; the lowest rate (62.2 percent) was among younger females ages 18-21. The proportion of participants who entered vocational training varied little by age and gender (between 17 percent and 20 percent). Finally, with respect to the NCRC credential, males generally performed better than females on this outcome—with older males having the highest certificate achievement rate (45.3 percent) and younger females the lowest (30.8 percent).

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[33] Appendix D includes analyses, for example, based upon the educational level. @LIKE participants with a high school diploma had higher rates of unsubsidized employment than those without a high school diploma as well.

[34] Note that only participants who completed *both* the respective pre- and post-tests are included in the denominators of these proportions.

With respect to educational outcomes, females outperformed males in both age groups and older participants tended to do better than younger ones for both genders. Proportionally more older females completed their GED or high school diploma than of the younger females and males in both age groups.[35] Finally, for employment-related outcomes, males did better than females in attaining either unsubsidized employment or a paid internship. For unsubsidized employment, the highest rate of placement occurred among older males, whereas for paid internships, younger males had the highest rate (42.2 percent).

Exhibit 64: Participant Outcomes by Age and Gender

Outcome	Ages 18-21		Ages 22-24	
	Male	Female	Male	Female
Improvement of CASAS Basic Math Skills by Two Education Levels	51.3% (20/39)	50.0% (13/26)	56.5% (13/23)	57.1% (12/21)
Improvement of CASAS Basic Reading Skills by Two Education Levels	36.7% (11/30)	61.9% (13/21)	61.1% (11/18)	64.7% (11/17)
Completed Career Awareness Component	68.2% (131/192)	62.2% (89/143)	70.9% (127/179)	62.7% (94/150)
Entered Vocational Training Program	20.3% (39/192)	17.5% (25/143)	18.4% (33/179)	19.3% (29/150)
Received Career Readiness Certificate	39.6% (76/192)	30.8% (44/143)	45.3% (81/179)	37.3% (56/150)
Attained GED or High School Diploma	11.2% (10/89)	16.7% (10/60)	13.5% (10/74)	18.6% (11/59)
Attained Unsubsidized Employment	40.6% (78/192)	36.4% (52/143)	48.0% (86/179)	42.7% (64/150)
Attained Paid Internship	42.2% (81/192)	36.4% (52/143)	37.4% (67/179)	35.3% (35/150)

Age Group and Family Responsibilities: Exhibit 65 shows outcomes for @LIKE participants with and without family responsibilities. Family responsibilities were related to the rate of skill grade increases in both age groups, with participants with family responsibilities in each age group having a higher occurrence of skill grade increases in both CASAS Math and Reading assessments than their counterparts without such responsibilities. Younger participants with family responsibilities improved their CASAS Math and Reading skills by two education levels at rates of 69.2 and 50.0 percent, respectively (compared to around 46 percent for younger participants without such responsibilities). Their older counterparts improved their CASAS Math and Reading

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[35] Note that these proportions are calculated on the basis of denominators that only include participants who entered the program *without* a high school diploma or GED.

Skills by two education levels at rates of 65.2 and 66.7 percent, respectively (compared to 47.6 and 58.8 percent for the older group without such responsibilities).

Completion of the Career Awareness Component was generally somewhat higher among participants without family responsibilities than among those with family responsibilities—with the highest completion rate (68.8 percent) being for older participants with no family responsibilities and the lowest for younger participants with such responsibilities (63.8 percent). Participation in vocational training programs differed little across subgroups, ranging from 18.1 to 19.3 percent. Older participants with no family responsibilities received the NCRC at the highest rate (43.6 percent), with the lowest rate for younger participants with family responsibilities (33.3 percent).

Among older participants, attainment of a GED or High School Diploma was almost identical (at just below 16 percent) for those both with and without family responsibilities. However, only 11.6 percent of younger participants with family responsibilities attained an educational credential compared to 14.2 percent of their counterparts without. Family responsibilities were much more strongly associated with labor market outcomes. Participants without family responsibilities had higher rates of achievement of labor market outcomes, with the single exception of older participants enrolling in a paid internship program. Also, older participants without family responsibilities were more successful than their younger counterparts in securing unsubsidized employment (47.0 percent vs. 41.7 percent). Younger participants with family responsibilities had the lowest rates of obtaining unsubsidized employment and of placement in a paid internship program (27.5 percent and 31.8 percent, respectively).

Exhibit 65: Participant Outcomes by Age and Family Responsibility

Outcome	Ages 18-21		Ages 22-24	
	Family Responsibility	No Family Responsibility	Family Responsibility	No Family Responsibility
Improvement of CASAS Basic Math Skills by Two Education Levels	69.2% (9/13)	46.2% (24/52)	65.2% (15/23)	47.6% (10/21)
Improvement of CASAS Basic Reading Skills by Two Education Levels	50.0% (6/12)	46.2% (18/39)	66.7% (12/18)	58.8% (10/17)
Completed Career Awareness Component	63.8% (44/69)	66.2% (176/266)	64.6% (82/127)	68.8% (139/202)
Entered Vocational Training Program	18.8% (13/69)	19.15% (51/266)	18.1% (23/127)	19.3% (39/202)
Received Career Readiness Certificate (NCRC)	33.3% (23/69)	36.5% (97/266)	38.6% (49/127)	43.6% (88/202)
Attained GED or High School Diploma	11.6% (5/43)	14.2% (15/106)	15.7% (11/70)	15.9% (10/63)

Attained Unsubsidized Employment	27.5% (19/69)	41.7% (111/266)	43.3% (55/127)	47.0% (95/202)
Attained Paid Internship	31.8% (22/69)	41.7% (111/266)	37.8% (48/127)	35.6% (72/202)

Age Group and Ethnicity: Exhibit 66 shows the variation in outcome achievement across age and ethnicity. Among younger participants, non-Hispanics had higher achievement rates of CASAS skill gains for Math and Reading (60.0 percent and 70.0 percent, respectively) than their Hispanic counterparts (40.0 percent and 51.8 percent). Among older participants, in contrast, Hispanics had higher achievement rates of CASAS skill gains—59.3 percent for Math (vs. 51.9 percent) and 70.0 percent for Reading (vs. 53.3 percent).

For Career Awareness services, it is interesting to note that among younger participants, non-Hispanics had a substantially higher completion rate than Hispanics (71.1 percent vs. 62.3 percent), but this pattern was almost exactly reversed for older participants. Enrollment in vocational training was relatively uniform across age and ethnicity, ranging from 17.1 percent to 20.2 percent. Achievement of the NCRC was around 35 percent for all groups except older Hispanic participants, who had much the highest achievement rate (45.9 percent).

Attainment of a GED or High School Diploma was below 20 percent across all subgroups, with non-Hispanics in both age groups experiencing higher rates of attainment (17.2 percent for 18-21 year olds and 17.9 percent for 22-24 year olds) than their Hispanic counterparts (11.3 percent and 14.3 percent, respectively). For employment outcomes, ethnicity was relatively strongly associated with labor market outcomes. For gaining unsubsidized employment, Hispanics fared better than non-Hispanics—with younger Hispanics at 40.1 percent and older Hispanics at 51.4 percent, compared with non-Hispanic rates of 36.7 percent and 38.4 percent, respectively. The results are mixed for paid internship—with younger non-Hispanics doing better than younger Hispanics (44.5 percent versus 36.7 percent) but older Hispanics doing better than older non-Hispanics (40.4 percent versus 31.5 percent).

Exhibit 66: Participant Outcomes by Age and Ethnicity

	Ages 18-21		Ages 22-24	
Outcome	**Hispanic**	**Not Hispanic**	**Hispanic**	**Not Hispanic**
Improvement of CASAS Basic Math Skills by Two Education Levels	40.0% (12/30)	60.0% (21/35)	59.3% (16/27)	52.9% (9/17)
Improvement of CASAS Basic Reading Skills by Two Education Levels	51.8% (14/27)	70.0% (14/20)	70.0% (14/20)	53.3% (8/15)
Completed Career Awareness Component	62.3% (129/207)	71.1% (91/128)	72.1% (132/183)	61.0% (89/146)
Entered Vocational Training Program	19.3% (40/207)	18.8% (24/128)	20.2% (37/183)	17.1% (25/146)

Outcome	Ages 18-21		Ages 22-24	
	Hispanic	**Not Hispanic**	**Hispanic**	**Not Hispanic**
Received Career Readiness Certificate	36.7% (76/207)	34.4% (44/128)	45.9% (84/183)	36.3% (53/146)
Attained GED or High School Diploma	11.3% (11/97)	17.2% (9/52)	14.3% (11/77)	17.9% (10/56)
Attained Unsubsidized Employment	40.1% (83/207)	36.7% (47/128)	51.4% (94/183)	38.4% (56/146)
Attained Paid Internship	36.7% (76/207)	44.5% (57/128)	40.4% (74/183)	31.5% (46/146)

Age Group and Criminal Involvement:

Exhibit 67 shows how outcome achievement differed by age and criminal involvement. In general, participants with criminal involvement fared worse on all outcomes as compared to their counterparts without criminal involvement, among both older and younger participants. With respect to skill gains, younger criminally involved participants had markedly lower CASAS Math skills improvement rates compared to their peers without such involvement (30.0 percent versus 54.6 percent), although the two older groups were very similar (55.6 percent versus 57.1 percent). For CASAS Reading skills improvement, in both age groups participants with criminal involvement did worse on CASAS Reading skills improvement than their counterparts with no criminal involvement (47.7 percent vs. 42.9 percent for the 18-21 age group and 69.0 percent vs. 33.3 percent for the 22-24 age group).

For Career Awareness services, the younger participants with criminal involvement had lower completion rates (53.4 percent vs. 66.2 percent), although there was virtually no gap for the older age group (both at roughly 67 percent). For participation in Vocational Training, those with criminal involvement fared worse than those without among both younger and older participants (19.9 percent vs. 15.5 percent and 19.1 percent vs. 17.5 percent, respectively). For NCRC receipt, those with criminal involvement also fared worse than those without in both age groups (25.9 percent vs. 37.9 percent for the 18-21 age group and 35.1 percent vs. 43.0 percent for the 22-24 age group).

For educational outcomes, younger participants with criminal involvement had lower rates of GED/High school diploma attainment than their peers without such involvement (10.5 percent vs. 14.4 percent), as was the case for 22-24 year olds as well (14.8 percent vs. 16.0 percent). For attainment of unsubsidized employment, those without criminal involvement performed better than their counterparts with such involvement in both age groups (27.6 percent vs. 41.2 percent for the 18-21 age group and 38.6 percent vs. for the 22-24 age group). Finally, the results for attaining a paid internship were mixed. For the younger group, those with criminal involvement fared worse (31.0 percent versus 41.5 percent), but for the older group the reverse was the case (42.1 percent versus 35.3 percent).

Exhibit 67: Outcomes by Age and Criminal Involvement

Outcome	Ages 18-21		Ages 22-24	
	Criminal Involvement	No Criminal Involvement	Criminal Involvement	No Criminal Involvement
Improvement of CASAS Basic Math Skills by Two Education Levels	30.0% (3/10)	54.6% (30/55)	55.6% (5/9)	57.1% (20/35)
Improvement of CASAS Basic Reading Skills by Two Education Levels	42.9% (3/7)	47.7% (21/44)	33.3% (2/6)	69.0% (20/29)
Completed Career Awareness Component	53.4% (31/58)	66.2% (189/277)	66.7% (38/57)	67.3% (183/272)
Entered Vocational Training Program	15.5% (9/58)	19.9% (55/277)	17.5% (10/57)	19.1% (52/272)
Received Career Readiness Certificate	25.9% (15/58)	37.9% (105/277)	35.1% (20/57)	43.0% (117/272)
Attained GED or High School Diploma	10.5% (4/38)	14.4% (16/111)	14.8% (4/27)	16.0% (17/106)
Attained Unsubsidized Employment	27.6% (16/58)	41.2% (114/277)	38.6% (22/57)	47.1% (128/272)
Attained Paid Internship	31.0% (18/58)	41.5% (115/277)	42.1% (24/57)	35.3% (96/272)

3.4.3   Analysis by Program Engagement Subgroups

This subsection provides a detailed summary of @LIKE participant outcomes for participant subgroups defined by age and level of engagement with the program (for example, service level, program tenure in months, and disconnectedness).

Age Group and Level of Service Engagement: Outcomes for participants on the basis of age group and service engagement level are provided in Exhibit 68.[36] Skill gains occurred more among participants with above average service hours as compared to their counterparts with below average service hours. For example, only 38.6 percent of younger participants with below average service hours improved their CASAS Basic Math skills by two levels, compared to 71.4 percent of younger participants with above average hours. The one exception to this pattern was older participants completing the CASAS Basic Reading skills, among whom only 33.3 percent of 22-24 year olds with above average service hours achieve an improvement in their reading skills by two education levels vs. 38.5 percent of their counterparts with below average service hours.

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[36] For analysis by level of service engagement, service hours across all activities were combined into one indicator variable using the average of this variable for the full sample (that is, across all participants), which was 624.9. The indicator variable for Service Level was then created to take value 1 for participants whose service hours exceeded the 624.9 average and 0 for participants whose service hours were at or below that average.

Exhibit 68 also shows career-oriented service outcomes. For both older and younger participants, those with above average service hours completed the Career Awareness Component of the program more often than their counterparts with below average service hours. And a similar pattern can be seen among older and younger individuals with respect to participation in vocational training and receipt of the NCRC. For example, among 18-21 year

*For nearly all outcomes, participants with above average **service hours** had higher attainment rates than those with below average service hours.*

olds, 46.0 percent with above average service hours received the NCRC vs. 30.6 percent of their peers with below average service hours. Similarly, 56.6 percent of older participants with above average service hours received the NCRC relative to 32.9 percent of their counterparts with below average service hours.

For educational outcomes, attainment of a GED or High School Diploma was substantially higher for participants (both younger and older) with above average program service hours. For example, among 18-21 year olds, the rate of attainment of a GED or High School Diploma was 26.7 percent for above average vs. 7.7 percent for below average service hours' participants. The corresponding numbers for 22-24 year olds were 25.6 percent vs. 11.1 percent. Finally, with respect to labor market outcomes (that is, placement in unsubsidized employment or a paid internship), participants with above average service hours fared much better than their counterparts with below average service hours, among both older and younger participants. For attaining unsubsidized employment, younger participants with above average hours had a success rate of 60.2 percent vs. 27.9 percent for their below average hours counterparts. The comparable rates for older participants were 77.1 percent vs. 27.1 percent. For attaining a paid internship, the rates were lower and the differences, though in the same direction, were not as large.

Exhibit 68: Participant Outcomes by Age and Service Hours

Outcome	Ages 18-21		Ages 22-24	
	Above Average Service Hours	Below Average Service Hours	Above Average Service Hours	Below Average Service Hours
Improvement of CASAS Basic Math Skills by Two Education Levels	71.4% (15/21)	38.6% (17/44)	68.8% (11/16)	28.6% (8/28)
Improvement of CASAS Basic Reading Skills by Two Education Levels	84.6% (11/13)	32.1% (16/38)	33.3% (3/9)	38.5% (10/26)
Completed Career Awareness Component	77.9% (88/113)	59.5% (132/222)	85.2% (104/122)	56.5% (117/207)
Entered Vocational Training Program	29.2% (33/113)	13.9% (31/222)	25.4% (31/122)	15.0% (31/207)
Received Career Readiness Certificate	46.0% (52/113)	30.6% (68/222)	56.6% (69/122)	32.9% (68/207)

Outcome	Ages 18-21		Ages 22-24	
	Above Average Service Hours	Below Average Service Hours	Above Average Service Hours	Below Average Service Hours
Attained GED or High School Diploma	26.7% (12/45)	7.7% (8/104)	25.6% (11/43)	11.1% (10/90)
Attained Unsubsidized Employment	60.2% (68/113)	27.9% (62/222)	77.1% (94/122)	27.1% (56/207)
Attained Paid Internship	48.7% (55/113)	35.1% (78/222)	47.5% (58/122)	29.9% (62/207)

Age Group and Program Tenure: Exhibit 69 shows the variation in outcome achievement for the two age groups by program tenure (months spent in the program) of participants.[37] In general, participants who spent more months in the program saw higher skill gains as compared to their counterparts with shorter program tenure, for both CASAS Math and Reading assessments. Younger participants with above average program tenure had higher achievement rates of CASAS skill gains for Math (54.1 percent) and Reading (60.0 percent) than the corresponding participants with below average program tenure (42.9 percent for both tests). For CASAS Basic Math Skills, the gap in skill gains between participants with longer and shorter program tenure was much higher for older than younger participants. However, for CASAS Basic Reading Skills, program tenure was importantly associated with improvement for younger but not for older participants.

> ***Program tenure*** *also appears to matter heavily for achievement of most outcomes, such that those with above average tenure do better than those with below average tenure.*

Older participants with above average program tenure had a higher completion rate of the Career Awareness Component of the program (84.7 percent) than any of the other three age-tenure subgroups. Younger participants with below average program tenure had a lower completion rate of the same component (56.1 percent) than younger participants with above average program tenure (79.1 percent). Participation in vocational training was substantially higher for participants with above average than for participants with below average program tenure for both age groups, with the lowest rate (8.1 percent) for 22-24 year olds with below average program tenure and the highest rate (30.6 percent) for 22-24 year olds with above average program tenure. Achievement of the NCRC followed a similar pattern, although with uniformly higher rates. Older participants with above average program tenure had the highest rate of NCRC achievement (53.5 percent); older participants with below average tenure had the lowest rate (30.8 percent).

Program tenure was also strongly associated with achievement of educational and labor market outcomes. Younger and older participants had higher attainment rates of a GED or High School

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[37] For analysis by the level of program tenure, the average of the program tenure variable was calculated for the full sample, that is, across all participants, as 14.5 months. For this analysis, an indicator variable for Program Tenure was created to take value 1 for participants whose months in the program exceeded the average. Conversely, the Program Tenure variable takes value 0 for participants whose months in the program was at or below the average.

Diploma for those with longer program tenure, with older participants with above average tenure having the highest rate (28.1 percent) and older participants with below average tenure the lowest (4.4 percent). Similar patterns characterize both types of employment placement. The highest rate of unsubsidized employment was for older participants with higher than average tenure (65.0 percent), the lowest for older participants with below average tenure (27.9 percent). For attaining a paid internship, the highest rate was just over 52 percent for both younger and older participants with above average tenure, the lowest for older participants with below average tenure (22.1 percent).

Exhibit 69: Participant Outcomes by Age and Program Tenure

Outcome	Ages 18-21		Ages 22-24	
	Above Average Program Tenure	Below Average Program Tenure	Above Average Program Tenure	Below Average Program Tenure
Improvement of CASAS Basic Math Skills by Two Education Levels	54.1% (20/37)	42.9% (12/28)	48.9% (17/35)	22.2% (2/9)
Improvement of CASAS Basic Reading Skills by Two Education Levels	60.0% (18/30)	42.9% (9/21)	37.5% (9/24)	36.4% (4/11)
Completed Career Awareness Component	79.1% (110/139)	56.1% (110/196)	84.7% (133/157)	51.2% (88/172)
Entered Vocational Training Program	25.9% (36/139)	14.3% (28/196)	30.6% (48/157)	8.1% (14/172)
Received Career Readiness Certificate	42.5% (59/139)	31.1% (61/196)	53.5% (84/157)	30.8% (53/172)
Attained GED or High School Diploma	24.1% (14/58)	6.6%% (6/91)	28.1% (18/64)	4.4% (3/69)
Attained Unsubsidized Employment	53.2% (74/139)	28.6% (56/196)	65.0% (102/157)	27.9% (48/172)
Attained Paid Internship	52.5% (73/139)	30.6% (60/196)	52.2% (82/157)	22.1% (38/172)

**Age Group and Disconnectedness:** Outcomes for participants based on age group and whether they experienced at least one period of disconnectedness are shown in Exhibit 70. For CASAS Math skill improvement, for both age groups, there was relatively little difference between participants who did and did not experience a period of disconnectedness. However, for CASAS Reading skill improvement, younger participants who experienced

> _**Disconnectedness** matters less for outcomes, but in instances when it does, participants who had experienced any disconnectedness fared worse than those who had not._

at least one period of disconnectedness (66.7 percent) had a higher rate of reading skill improvement compared to participants in the same age group who experienced no disconnectedness (51.1 percent). Conversely, older participants who experienced no periods of disconnectedness (38.5 percent) had a higher rate of Reading skill gains than those of the same age who experienced at least one period of disconnectedness (33.3 percent).

Participants with at least one period of disconnectedness in both younger and older age groups had lower rates of completion of the Career Awareness Component than their counterparts who did not experience any disconnectedness—with the highest completion rates (almost 70 percent each) for both age groups with no disconnectedness and the lowest rate (53.9 percent) for the younger age group with at least one period of disconnectedness. Similarly, participants with no periods of disconnectedness among both younger and older participants had higher rates of participation in vocational training than their counterparts who experienced at least one period of disconnectedness—with the highest rate (22.4 percent) for younger participants with no period of disconnectedness and the lowest rate (10.1 percent) for younger participants with at least one period of disconnectedness. Attainment of the NCRC showed a similar pattern. Older participants with no disconnected periods had the highest rate of NCRC achievement (45.9 percent); younger participants with at least one period of disconnectedness had the lowest rate (23.6 percent).

Attainment of a GED or High School Diploma showed less variability by disconnectedness. Older participants with no disconnected periods had the highest rate of GED or High School diploma achievement (18.9 percent); older participants with at least one period of disconnectedness had the lowest rate (9.3 percent). With respect to employment outcomes, younger participants with no disconnectedness attained unsubsidized employment at a higher rate than their counterparts who experienced at least one disconnected period (42.3 percent vs. 29.2 percent). The pattern for older participants was similar, although the gap in achievement by disconnectedness was considerably smaller (46.4 percent vs. 43.8 percent). Participants with no periods of disconnectedness in both age groups also had higher attainment rates of paid internships than their counterparts (44.3 percent vs. 27.0 percent for the younger group, 41.6 percent vs. 24.0 percent for the older group).

Exhibit 70: Participant Outcomes by Age and Disconnectedness

Outcome	Ages 18-21		Ages 22-24	
	At least One Disconnected Period	**No Disconnected Periods**	**At least One Disconnected Period**	**No Disconnected Periods**
Improvement of CASAS Basic Math Skills by Two Education Levels	50.0% (6/12)	49.1% (26/53)	42.9% (3/7)	43.2% (16/37)
Improvement of CASAS Basic Reading Skills by Two Education Levels	66.7% (4/6)	51.1% (23/45)	33.3% (3/9)	38.5% (10/26)
Completed Career Awareness Component	53.9% (48/89)	69.9% 172/246)	61.5% (59/96)	69.5% (162/233)
Entered Vocational Training Program	10.1% (9/89)	22.4% (55/246)	15.6% (15/96)	20.2% (47/233)
Received Career Readiness Certificate	23.6% (21/89)	40.2% (99/246)	31.3% 30/96)	45.9% (107/233)

Outcome	Ages 18-21		Ages 22-24	
	At least One Disconnected Period	No Disconnected Periods	At least One Disconnected Period	No Disconnected Periods
Attained GED or High School Diploma	12.5% (5/40)	13.8% 15/109)	9.3% (4/43)	18.9% (17/90)
Attained Unsubsidized Employment	29.2% (26/89)	42.3% 104/246)	43.8% (42/96)	46.4% (108/233)
Attained Paid Internship	27.0% (24/89)	44.3% (109/246)	24.0% (23/96)	41.6% (97/233)

3.5   Multiple Regression Analyses and Findings

To further examine the extent to which there is an association between program outcomes, demographic and socioeconomic characteristics of participants, and program-related variables, we used regression models that, in their simplest form, can be expressed by the following equation,

$$Y = \alpha + \beta.X + \delta.SERVICE + \theta.TENURE + \varepsilon$$

The dependent variable in this model (Y) is the relevant dichotomous outcome of interest (for example, whether a participant completed the Career Awareness Component or not). Control variables include: (1) α, an intercept, (2) X, a vector which includes demographic and socioeconomic characteristics of individuals; (3) $SERVICE$, a continuous variable measuring the number of services received by participants; and (4) $TENURE$, a continuous variable measuring program tenure in months. The term ε is a mean zero disturbance term. The vector of parameters β captures the relationship between participant socioeconomic and demographic characteristics and the outcome of interest; the parameter δ captures the relationship between number of services and the outcome of interest; the parameter θ captures the relationship between program tenure and the outcome of interest.

While the non-regression analyses described above spanned all outcomes, for the regression analyses we analyzed only the five outcomes that had reasonable sample sizes.[38] These are: (1) completion of the Career Awareness Component, (2) enrollment in a paid internship, (3) enrollment in unsubsidized employment, (4) receipt of vocational training, and (5) receipt of the NCRC. Explanatory variables in these models include indicators for age group, gender, ethnicity, race, and education. Additional indicator variables were included to denote whether a participant had any family responsibilities, was gang involved or a previous offender, or received financial

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[38] We did not perform a regression analysis of receipt of a GED or high school diploma. This outcome is only valid for those who did not have a GED or high school diploma at program entry. Since more than half the sample had a high school diploma at entry, the sample size is too small to produce reliable results. We did not perform a regression analysis of the grade level improvement in CASAS Math and Reading assessments for similar reasons. These assessments are only valid for those who are not still in the program, but the majority of participants are still in the program. We will be able to analyze assessments in a regression framework for the Final Evaluation Report if, as expected, completion rates increase significantly by then.

assistance due to low income status. Furthermore, each model includes continuous variables measuring the total number of services received and program tenure (in months).

3.5.1 Regression Results

Exhibit 71 presents the regression results from Probit models for each of the five outcomes noted above. The dependent variable in each model is the probability of attaining that outcome, and takes value 1 if the outcome was attained and 0 otherwise. The exhibit reports coefficient estimates as "average marginal effects"; robust standard errors are noted in parentheses.[39] Marginal effects have the following interpretations depending on the explanatory variable type:

- For the binary explanatory variables that take value 0 or 1 (gender, ethnicity, etc.), the average marginal effects measure the average percentage change in the probability of achieving the outcome when the explanatory variable moves from the "0" condition to the "1" condition.

- For the continuous explanatory variables (number of services and program tenure), the average marginal effects measure the average percentage change in the probability of achieving the outcome given a one-unit change in the explanatory variable.

Exhibit 71: Regression Results

	Career Awareness	Paid Internship	Unsubsidized Employment	Vocational Training	Receipt of NCRC
Age Group 18-21 Years (Base = 22-24 Years)	-0.003 *(0.033)*	0.046 *(0.037)*	-0.087* *(0.037)*	0.014 *(0.026)*	-0.048 *(0.036)*
Male (Base = Females)	0.048 *(0.034)*	0.022 *(0.038)*	0.047 *(0.039)*	-0.007 *(0.027)*	0.078* *(0.036)*
Hispanic (Base = non-White/non-Hispanic)	-0.030 *(0.044)*	-0.051 *(0.049)*	0.060 *(0.049)*	0.000 *(0.038)*	0.074 *(0.050)*
White (Base = non-White/non-Hispanic)	-0.051 *(0.052)*	-0.011 *(0.058)*	0.034 *(0.060)*	-0.014 *(0.044)*	0.041 *(0.059)*
Education (Base = Less than 10th Grade)					
Grades 10 to 12	0.039 *(0.075)*	0.091 *(0.079)*	0.007 *(0.083)*	0.076 *(0.039)*	0.195** *(0.067)*

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[39] These standard errors are robust to the presence of heteroscedasticity.

	Career Awareness	Paid Internship	Unsubsidized Employment	Vocational Training	Receipt of NCRC
HS Diploma or HS Equivalency Diploma	0.144* (0.073)	0.201** (0.078)	0.151 (0.081)	0.132*** (0.038)	0.314*** (0.065)
Bachelor's Degree or Some College	0.179 (0.113)	0.219 (0.118)	0.265* (0.123)	0.065 (0.057)	0.429*** (0.107)
Education Dummies Jointly Significant	Yes	Yes	Yes	Yes	Yes
Have Family Responsibilities (Base = no Family Responsibilities)	0.057 (0.038)	0.035 (0.044)	0.001 (0.044)	-0.018 (0.033)	0.050 (0.041)
Gang Member or Ex-Offender (Base = no Criminal Involvement)	-0.046 (0.045)	-0.019 (0.049)	-0.103* (0.051)	-0.045 (0.039)	-0.082 (0.047)
Receive Low Income Assistance (Base = no Low-Income Assistance)	-0.046 (0.050)	-0.033 (0.064)	-0.086 (0.068)	0.008 (0.050)	0.006 (0.058)
Number of Services	0.075*** (0.007)	0.066*** (0.007)	0.039*** (0.008)	0.033*** (0.006)	0.085*** (0.006)
Months of Program Tenure	0.007** (0.002)	0.008** (0.002)	0.013*** (0.002)	0.005** (0.002)	-0.003 (0.002)
Number of observations	611	611	611	611	611
Chi-Squared Statistic	133.2	122.8	95.58	61.25	138.6
P-value	0.000	0.000	0.000	0.000	0.000

Coefficient estimates are marginal effects. - For the dummy variables they measure a discrete change of dummy variable from 0 to 1.
- For the categorical education variable they measure the discrete change of each education category from the base level.
- For the continuous service and tenure variables, they measure the effect of a one-unit increase in the hours of service or months of tenure.
Robust standard errors in italics
* $p<0.05$, ** $p<0.01$, *** $p<0.001$

Relationship between Outcomes and Age, Gender, and Ethnicity: As Exhibit 71 shows, with the exception of one outcome, the estimated parameter on the 18-21 age group variable lacks statistical significance. This implies that, on average, there were no statistical differences in the likelihood of attaining the outcome between participants ages 18-21 and 22-24 years. For the single exception—enrollment in unsubsidized employment—the sign is negative. Specifically,

participants ages 22-24 were nearly 9 percentage points more likely to be placed in unsubsidized employment than participants ages 18-21. Similarly, being male is significantly associated with the probability of achieving only one outcome—namely, receipt of the NCRC. The magnitude and sign of the estimated coefficient of gender indicates that on average, males were 7.8 percentage points more likely to obtain an NCRC than females. Interestingly, none of the results reveals any statistically significant relationship between outcomes and race or ethnicity.[40]

Relationship between Outcomes and Educational Level: To explore the relationship between outcomes and a participant's educational level, indicator variables were defined for each of four categories:
- Less than 10th grade
- 10th to 12th grade completed but no Diploma
- High School Diploma or High School Equivalency Diploma[41]
- Bachelor's Degree or Some College[42]

In this framework, an educational level less than 10th grade was denoted as the base category. Since the educational level variable is categorical, the effects of the estimated parameters for *each* of the education indicators have to be interpreted *relative to the base group*. As Exhibit 71 shows, there is a strong positive relationship between educational attainment and the likelihood of attaining the outcome. First, the estimated parameters on the education variables are statistically significant in several instances. Second, the likelihood of achieving each outcome increases with an increase in the educational level, as seen from the positive signs on all three educational categories. To get a sense of the magnitudes of the estimates, note that the probability of being placed in a paid internship is about 20 percentage points higher for participants with a HS Diploma or HS Equivalency Diploma than for participants with less than a 10th grade level of education. Similarly, the likelihood of receiving an NCRC is nearly 43 percentage points higher for those with a college-level education than for those with less than a 10th grade level of education.

Given the categorical nature of the educational level variable, in addition to looking at the statistical significance of the individual education indicators, we also conducted joint tests of statistical significance on the categorical education variable to determine its *overall* importance in determining outcomes. In other words: Is the likelihood of attaining an outcome significantly

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[40] For the Impact Analysis in the Final Evaluation Report, we will explore interactions of the race and ethnicity variables with other characteristics (for example, age group), to determine whether significant race and ethnicity effects on outcomes exist within particular subgroups. Similarly, interactions of race and ethnicity with county variables can be explored to determine whether, for example, being Hispanic is significantly associated with outcome attainment for participants in Imperial County (given the disproportionately large share of Hispanics in this particular county).

[41] Although these categories are analyzed separately for the non-regression analyses of outcomes, we combined them for the regression analyses in order to obtain a reasonable sample size.

[42] For this category, the following sub-categories were combined: Some College or Vocational School, Vocational School Certificate, and Bachelor's Degree. Although these categories are analyzed separately for the non-regression analyses of outcomes, we combined them for the regression analyses to obtain a reasonable sample size.

different for higher educated people *as a whole* as compared to their counterparts with less than a 10th grade level of education? For all outcomes, we were unable to reject the hypothesis of joint significance—suggesting that, on average, more educated participants have a higher probability of attaining the outcome.

Relationship between Outcomes and Family Responsibilities and Gang/Ex-Offender Involvement: In general, the estimated coefficients of family responsibility and gang or ex-offender status have the expected signs. Specifically, participants with family responsibilities (measured by single parent status, pregnant status, or having one or more dependents) are more likely to attain an outcome as compared to their counterparts with no family responsibilities, as seen by the positive sign on this variable for all but one outcome. These results may be explained by the fact that participants with family responsibilities may be keener to find and complete, for example, a paid internship. On the other hand, participants who were gang involved or ex-offenders are less likely to achieve outcomes. However, none of these estimates is statistically significant. The signs on the estimated low income assistance parameter are sometimes positive and at other times negative and the estimated parameter is also not statistically significant.

Relationship between Outcomes and Number of Services: In general, program-related bear a stronger relationship with the likelihood of achieving the outcome as compared to demographic and socioeconomic characteristics. The results for number of services received reveal a strong relationship between outcomes and level of service engagement. Specifically, estimated parameters on these variables are strongly statistically significant in all models. Furthermore, the sign on the estimated parameter is positive for all outcomes, suggesting that the likelihood of attaining an outcome increases with an increase in the number of services received. With respect to magnitudes of the estimated coefficients, a one unit increase in the number of services received is associated with an 8.5 percentage point increase in the of attaining an NCRC. Similarly, the likelihood of being placed in a paid internship increases by about 6.6 percentage points when the number of services received increase by one unit.[43] The relationship between the number of services and outcomes is depicted in

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[43] We experimented with models that use total hours of services received as a continuous explanatory variable. However, the estimated parameter on this variable was not statistically significant for most outcomes. Number of services is a stronger predictor of outcomes.

Exhibit 72. As can be seen, for each of the five outcomes, the probability of attaining the outcome steadily increases as the number of services completed by participants increases.

Exhibit 72: Number of Services and Probability of Attaining the Outcome
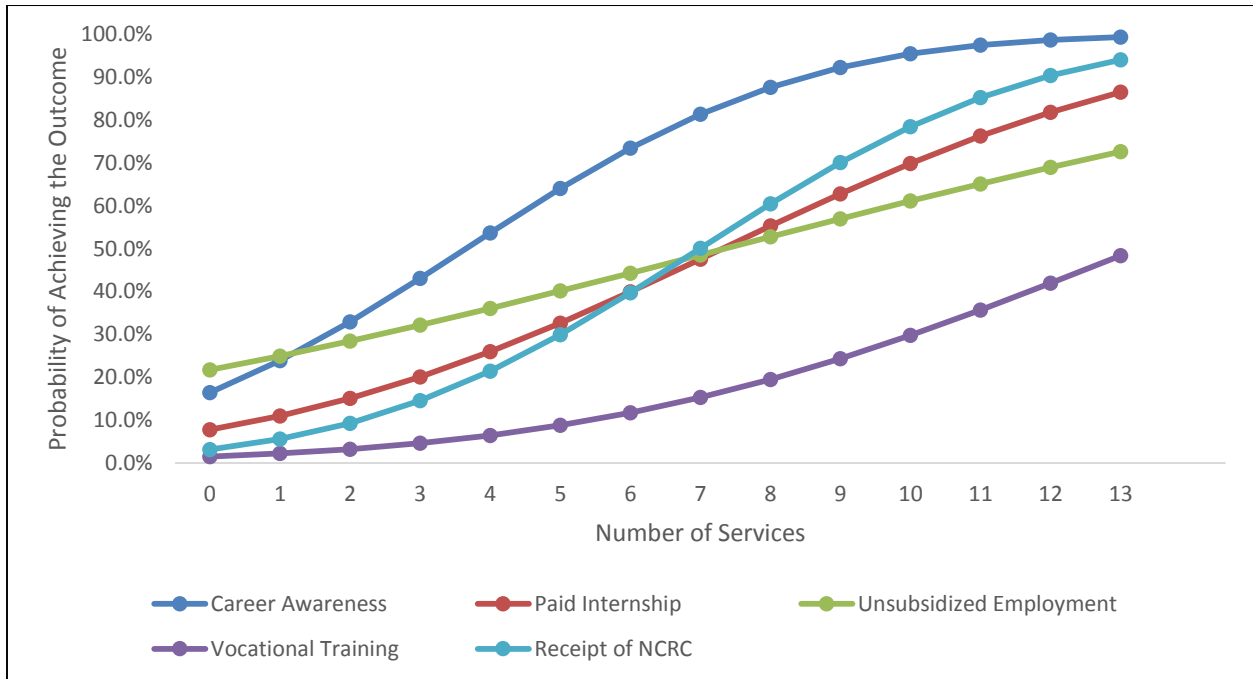
Relationship between Outcomes and Program Tenure: The program tenure variable also has a statistically significant relationship with outcomes in all but one case. Similar to the coefficients on number of services, program tenure is positively related to the probability of achieving the outcome. Notably, in the single case for which the estimated parameter on program tenure is negative (i.e., receipt of the NCRC), the coefficient lacks statistical significance. In terms of magnitudes, for example, the likelihood of being placed in unsubsidized employment increases by about 1.3 percentage points for an extra month spent in the program. The relationship between program tenure and outcomes, depicted in

Exhibit 73, shows, for each outcome, the likelihood of attaining that outcome for each *three-month increment* of program tenure.[44] Similar to the result for number of services, the likelihood of achieving each outcome increases with every three-month increase in program tenure.

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[44] The one outcome which bears a negative but statistically insignificant relationship with program tenure (receipt of NCRC) has been omitted from the graph.

Exhibit 73: Program Tenure and Probability of Attaining the Outcome
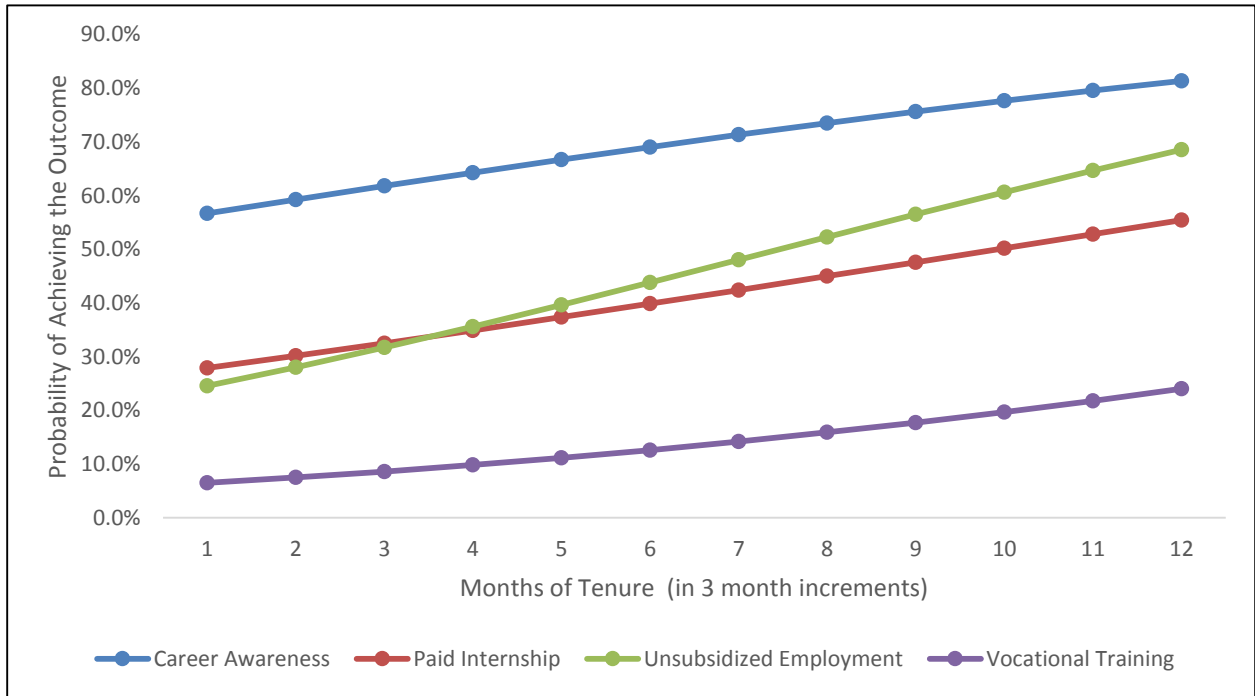
3.5.2 Subgroup-Based Estimated Average Probabilities of Each Outcome

Exhibit 73 displayed the results from regressions that measured the *change* or *difference* in the estimated average probability of attaining an outcome between demographic and socioeconomic groups of interest—for example, the gain in the average likelihood of attaining an outcome for people with a college-level education compared to their counterparts with less than a 10th grade education. However, the difference in estimated average probabilities does not throw light on the *level of probability* of achieving the outcome for each group of interest. In other words, an estimated difference in probability of, say, 5 percent could imply *any* probability of outcome attainment for each group, whether high or low.

To address this, in Exhibit 74, we report the estimated average probabilities of attaining each outcome for each demographic and socioeconomic group of interest. The purpose of this exhibit is to show that estimated probabilities of achieving outcomes are high for each subgroup of interest, regardless of the differences in probabilities. For example, as the exhibit shows, the estimated probability of completing the Career Awareness Component is 67.95 percent among 18-21 year olds and 68.23 percent among 22-24 year olds. Similarly, the estimated probability of being placed in a paid internship is 41.3 percentage points among males, and about 39.2 percentage points among females. The statistically significant variables (as shown in Exhibit 71) are shaded in Exhibit 74.[45]

Exhibit 74 shows that participants ages 18-21 and 22-24 have similar average probabilities of achieving each outcome. The largest difference in probabilities is for placement in unsubsidized employment, for which the difference is also statistically significant. The patterns are similar for gender, race, and ethnicity. For gang involvement, again the largest difference in probabilities is for placement in unsubsidized employment.

Finally, with respect to education, there are noticeable differences for the higher education groups as compared to the base category comprising participants with less than a 10th grade level of education. Moreover, the differences in probabilities themselves increase as educational level increases. For example, participants with a HS Diploma or a HS Equivalency Diploma are more than twice as likely to be placed in paid internships relative to the base category, as compared to participants with educational level between 10th and 12th grade. The magnitudes of the differences in probabilities appear to be related, in some part, to whether those changes are statistically significant (that is, there appears to be some relationship between statistical and economic significance). In other words, the difference in the probability of attaining an outcome

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[45] The relationship between Exhibit 71 and Exhibit 74 is as follows. As an example, consider the outcome "Unsubsidized Employment." From Exhibit 74, the probability of being placed in Unsubsidized Employment is 39.97 percent among 18-21 year olds, and 48.68 percent among 22-24 year olds. Accordingly, the difference in probability between 22-24 year olds and 18-21 year olds is 8.7 percentage points. Correspondingly, from Exhibit 71, we can see that the estimated coefficient on the age variable (18-21 years) is -0.087. This implies that, on average, participants' aged 22-24 are 8.7 percentage points more likely to be placed in unsubsidized employment as compared to their counterparts aged 18-21 years. Moreover, as shown in Exhibit 71 and Exhibit 74, this difference is statistically significant. The same crosswalk between Exhibit 71 and Exhibit 74 holds for other outcomes and explanatory variables as well.

between two groups is typically not statistically significant if the groups had fairly similar average probabilities of outcome attainment.

Exhibit 74: Estimated Average Probabilities of Attaining the Outcome

	Career Awareness	Paid Internship	Unsubsidized Employment	Vocational Training	Receipt of NCRC
Age Group					
18-21 Years	67.95%	42.65%	39.97%	14.40%	37.56%
22-24 Years	68.23%	38.04%	48.68%	13.01%	42.41%
Gender					
Male	70.22%	41.36%	46.30%	13.41%	43.36%
Female	65.38%	39.21%	41.62%	14.13%	35.52%
Ethnicity					
Hispanic	66.91%	38.49%	46.51%	13.73%	42.68%
Non-White/non-Hispanic	69.88%	43.59%	40.48%	13.71%	35.28%
Race					
White	63.90%	39.58%	46.92%	12.67%	43.22%
Non-White/non-Hispanic	69.08%	40.63%	43.52%	14.01%	39.08%
Have Family Responsibilities					
Yes	71.97%	42.92%	44.27%	12.46%	43.48%
No	66.35%	39.46%	44.18%	14.17%	38.52%
Gang Member or Ex-Offender					
Yes	64.21%	38.82%	35.76%	10.24%	33.20%
No	68.89%	40.74%	45.95%	14.41%	41.30%
Receive Low Income Assistance					
Yes	63.90%	37.39%	36.47%	14.46%	40.41%
No	68.59%	40.71%	44.94%	13.67%	39.85%
Education					
Less Than 10th Grade	57.98%	25.23%	34.57%	3.67%	13.85%
10th to 12th Grade	61.85%	34.32%	35.28%	11.22%	33.31%
HS Diploma or HS Equivalency Diploma	72.41%	45.31%	49.65%	16.83%	45.29%
Bachelor's Degree or Some College	75.88%	47.09%	61.12%	10.21%	56.74%
Number of observations	**611**	**611**	**611**	**611**	**611**

3.6 Conclusion

The outcomes assessment study uses participant-level data collected by the @LIKE program to examine program participation, completion, and outcomes. Our analyses of available participant data show that the @LIKE program was generally effective in recruiting and serving the target population. Further, the results provide promising evidence about the efficacy of the @LIKE

program in providing training and other services to disconnected individuals and in helping them access sustainable jobs.

For example, of the pool of participants who have exited the program, the majority were determined as successful completers (67.5 percent). Similarly, over 35 percent of participants were placed in some form of employment (either a paid internship or unsubsidized employment). Finally, regression analyses show that program-related variables (number of services and program tenure) appear to matter more for outcomes than demographic and socioeconomic variables.

As emphasized, findings from the outcomes assessment study reported here cannot be interpreted as causal estimates of the impact of the @LIKE program; rather, they provide an assessment of the key factors associated with participant outcomes. We will develop causal estimates of program impacts on participant outcomes through the quasi-experimental Impact Analysis, which will be included in the Final Evaluation Report.

APPENDIX A – DATA SOURCES

Participant Data (Virtual OneStop (VOS) system): The VOS system, which was originally developed for the American Job Centers in California, is the platform used to maintain @LIKE's program data. @LIKE collects detailed information on program-related activities of each participant on a weekly basis. In September and October 2015, IMPAQ received a final data set on all 664 @LIKE participants; this is the main source of data for the analysis presented in this report. IMPAQ conducted several coherence checks across these data to ensure the information contained in the VOS file was consistent and complete enough for analysis.

All nine delivery sites across the three counties have been using this system since the launch of the program.[46] Despite concerns expressed by program staff with experience using VOS in San Bernardino and Riverside Counties—specifically about limitations related to ease of access and analytics—@LIKE decided to use VOS instead of developing a new system. The @LIKE data elements collected through VOS help with both the on-site management of day-to-day operations and project-wide strategic management. The data management system is customized to provide site- and program-level information, as well as scorecards and dashboards used by each of the sites and the leadership. Case Managers and Life Coaches work closely with one another to capture accurate and current participant information in VOS.

In addition to service activities tracked in VOS, the program tracks assessment results and program completion rates separately. The monthly assessment scorecards show participants' basic academic assessment scores and scores from participants' social/psychological assessments. Once the assessment post-tests have been completed, these reports allow program staff to analyze the changes the participant has experienced over time. The Project Director and the Lead Grant Coordinator report their observations in the Monthly Assessment Score Reports. Data on completion status for each participant are tracked through Completer Forms maintained by the Project Director and Grant Coordinator and reviewed to determine program completion status for each individual participant.

Comparison Group Data: In addition to data on @LIKE participants, IMPAQ also received data from each county's WIA case management system on WIA/WIOA participants, to serve as a comparison cohort to estimate @LIKE program impacts. These WIA/WIOA participants are between ages 18-24 and received services in any of three counties starting January 2013 and continuing to the present.

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[46] For details on the VOS system, see https://www.geographicsolutions.com/virtual-onestop-solutions-overview.asp

@LIKE Program-Wide Gender Subgroup Analysis

Exhibit B-1: @LIKE Participants by Gender and Race

Race	Female	Male	Total Participants
African American/Black	11.9% (35)	15.4% (57)	13.9% (92)
American Indian/Alaskan Native	1.4% (4)	1.7% (7)	1.7% (11)
Asian	0.3% (1)	0.8% (3)	0.6% (4)
Ethnic Hispanic or Latino	59.4% (174)	58.5% (217)	58.9% (391)
Hawaiian/Other Pacific Islander	0.7% (2)	0.0% (0)	0.3% (2)
White	21.2% (62)	17.0% (63)	18.8% (125)
I do not wish to answer.	5.1% (15)	6.5% (24)	6.0% (40)
Total Participants	**100.0% (293)**	**100.0% (371)**	**100.0% (664)**

Exhibit B-2: @LIKE Participants by Gender and Education Level

Education Level	Female	Male	Total Participants
Under 10th Grade	6.1% (18)	4.9% (18)	5.4% (36)
10-12 Grade Completed but no diploma	34.5% (101)	39.1% (145)	37.0% (246)
High School Diploma	51.9% (152)	44.7% (166)	47.9% (318)
High School Equivalency Diploma	4.4% (13)	9.7% (36)	7.4% (49)
Some College or Vocational School	1.4% (4)	0.8% (3)	1.1% (7)
Vocational School Certificate	1.4% (4)	0.5% (2)	0.9% (6)
Bachelor's Degree	0.3% (1)	0.3% (1)	0.3% (2)
Total Participants	**100.0% (293)**	**100.0% (371)**	**100.0% (664)**

Exhibit B-3: @LIKE Participants by Gender Distribution and Education
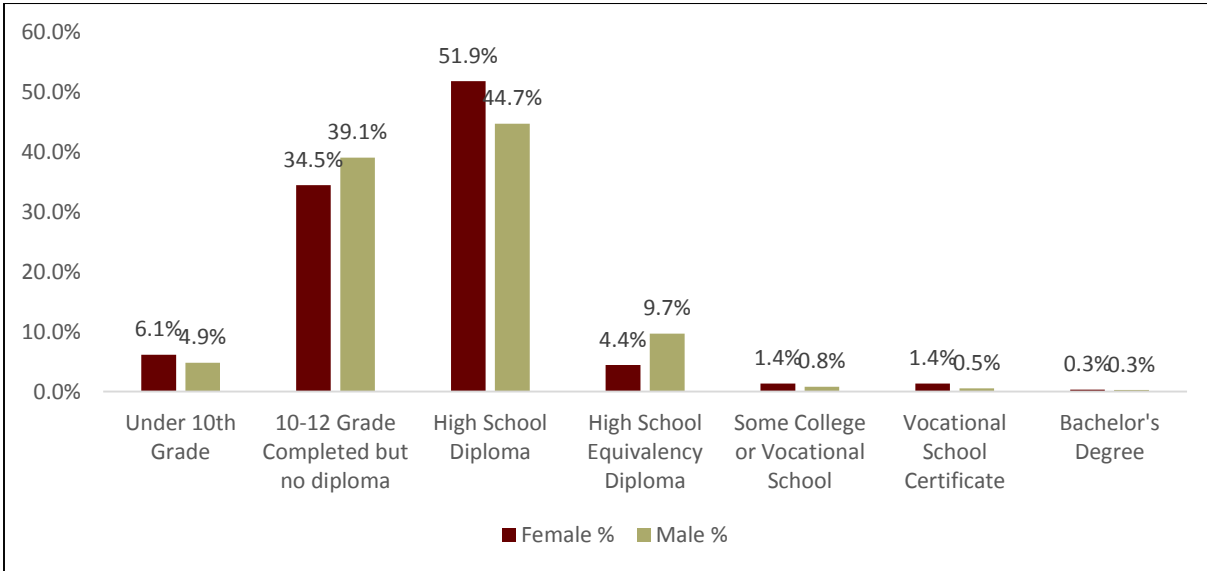
@LIKE Riverside County Gender Subgroup Analysis

Exhibit B-4: @LIKE Riverside Participants by Gender and Race

Race	Female	Male	Total Participants
African American/Black	15.7% (22)	22.2% (41)	19.4% (62)
American Indian/Alaskan Native	0.7% (1)	2.7% (5)	1.8% (6)
Asian	0.7% (1)	1.1% (2)	0.9% (3)
Ethnic Hispanic or Latino	55.7% (78)	54.6% (101)	55.1% (179)
Hawaiian/Other Pacific Islander	1.4% (2)	0.0% (0)	0.6% (2)
White	25.0% (35)	17.3% (32)	20.6% (67)
Not Identified	0.7% (1)	2.2% (4)	1.5% (5)
Total Participants	**100.0% (140)**	**100.0% (185)**	**100.0% (325)**

Exhibit B-5: @LIKE Riverside Participants by Gender and Education Level

Education Level	Female	Male	Total Participants
Under 10th Grade	7.1% (10)	4.3% (8)	5.5% (18)
10-12 Grade Completed but no diploma	40.7% (57)	44.9% (83)	43.1% (140)
High School Diploma	40.7% (57)	39.5% (73)	40.0% (130)
High School Equivalency Diploma	5.7% (8)	8.6% (16)	7.4% (24)
Some College or Vocational School	2.1% (3)	1.6% (3)	1.8% (6)
Vocational School Certificate	2.9% (4)	1.1% (2)	1.8% (6)
Bachelor's Degree	0.7% (1)	0.0% (0)	0.3% (1)
Total Participants	**100.0% (140)**	**100.0% (185)**	**100.0% (325)**

Exhibit B-6: @LIKE Riverside Participants Gender Distribution by Educational Level
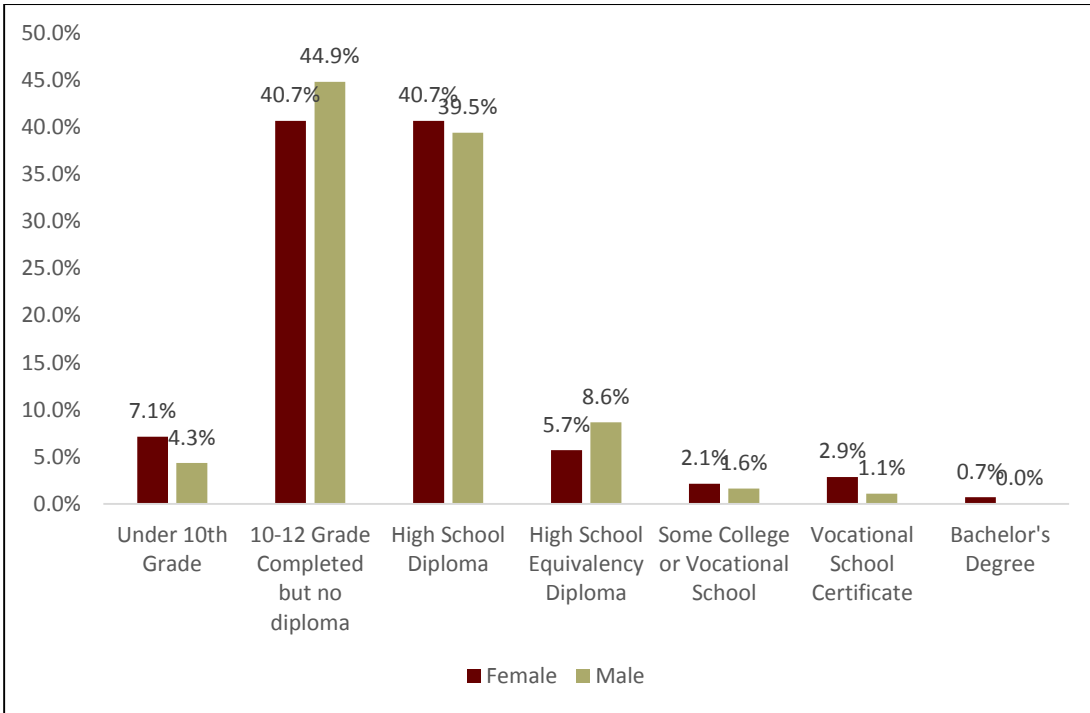
@LIKE Imperial County Gender Subgroup Analysis

Exhibit B-7: @LIKE Imperial Participants by Gender and Race

Race	Female	Male	Total Participants
African American/Black	2.6% (2)	1.9% (2)	2.2% (4)
American Indian/Alaskan Native	3.9% (3)	1.0% (1)	2.2% (4)
Asian	0.0% (0)	1.0% (1)	0.6% (1)
Ethnic Hispanic or Latino	71.1% (54)	74.8% (77)	73.2% (131)
Hawaiian/Other Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)
White	3.9% (3)	3.9% (4)	3.9% (7)
Not Identified	18.4% (14)	17.5% (18)	17.9% (32)
Total Participants	**100.0% (76)**	**100.0% (103)**	**100.0% (179)**

Exhibit B-8: @LIKE Riverside Participants by Gender and Education Level

Education Level	Female	Male	Total Participants
Under 10th Grade	9.2% (7)	9.7% (10)	9.5% (17)
10-12 Grade Completed but no diploma	31.6% (24)	40.8% (42)	36.9% (66)
High School Diploma	52.6% (40)	37.9% (39)	44.1% (79)
High School Equivalency Diploma	5.3% (4)	10.7% (11)	8.4% (15)
Some College or Vocational School	1.3% (1)	0.0% (0)	0.6% (1)
Vocational School Certificate	0.0% (0)	0.0% (0)	0.0% (0)
Bachelor's Degree	0.0% (0)	1.0% (1)	0.6% (1)
Total Participants	**100.0% (76)**	**100.0% (103)**	**100.0% (179)**

Exhibit B-9: @LIKE Imperial Participants Gender Distribution and Educational Level
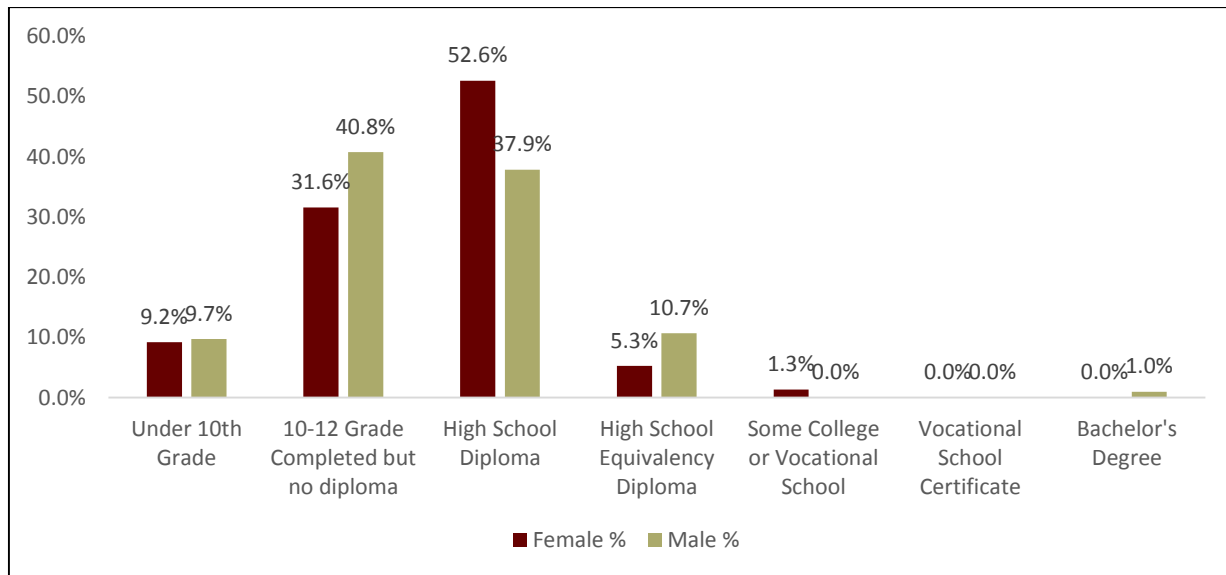
@LIKE San Bernardino County Gender Subgroup Analysis

Exhibit B-10: @LIKE San Bernardino by Gender and Race

Race	Female	Male	Total Participants
African American/Black	14.3% (11)	16.9% (14)	15.6% (25)
American Indian/Alaskan Native	0.0% (0)	1.2% (1)	0.6% (1)
Asian	0.0% (0)	0.0% (0)	0.0% (0)
Ethnic Hispanic or Latino	54.5% (42)	47.0% (39)	50.6% (81)
Hawaiian/Other Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)
White	31.2% (24)	32.5% (27)	31.9% (51)
Not Identified	0.0% (0)	2.4% (2)	1.3% (2)
Total Participants	**100.0% (77)**	**100.0% (83)**	**100.0% (160)**

Exhibit B-11: @LIKE San Bernardino Participants by Gender and Education Level

Education Level	Female	Male	Total Participants
Under 10th Grade	1.3% (1)	0.0% (0)	0.6% (1)
10-12 Grade Completed but no diploma	26.0% (20)	24.1% (20)	25.0% (40)
High School Diploma	71.4% (55)	65.1% (54)	68.1% (109)
High School Equivalency Diploma	1.3% (1)	10.8% (9)	6.3% (10)
Some College or Vocational School	0.0% (0)	0.0% (0)	0.0% (0)
Vocational School Certificate	0.0% (0)	0.0% (0)	0.0% (0)
Bachelor's Degree	0.0% (0)	0.0% (0)	0.0% (0)
Total Participants	**100.0% (77)**	**100.0% (83)**	**100.0% (160)**

Exhibit B-12: @LIKE San Bernardino Participants Gender Distribution by Educational Level
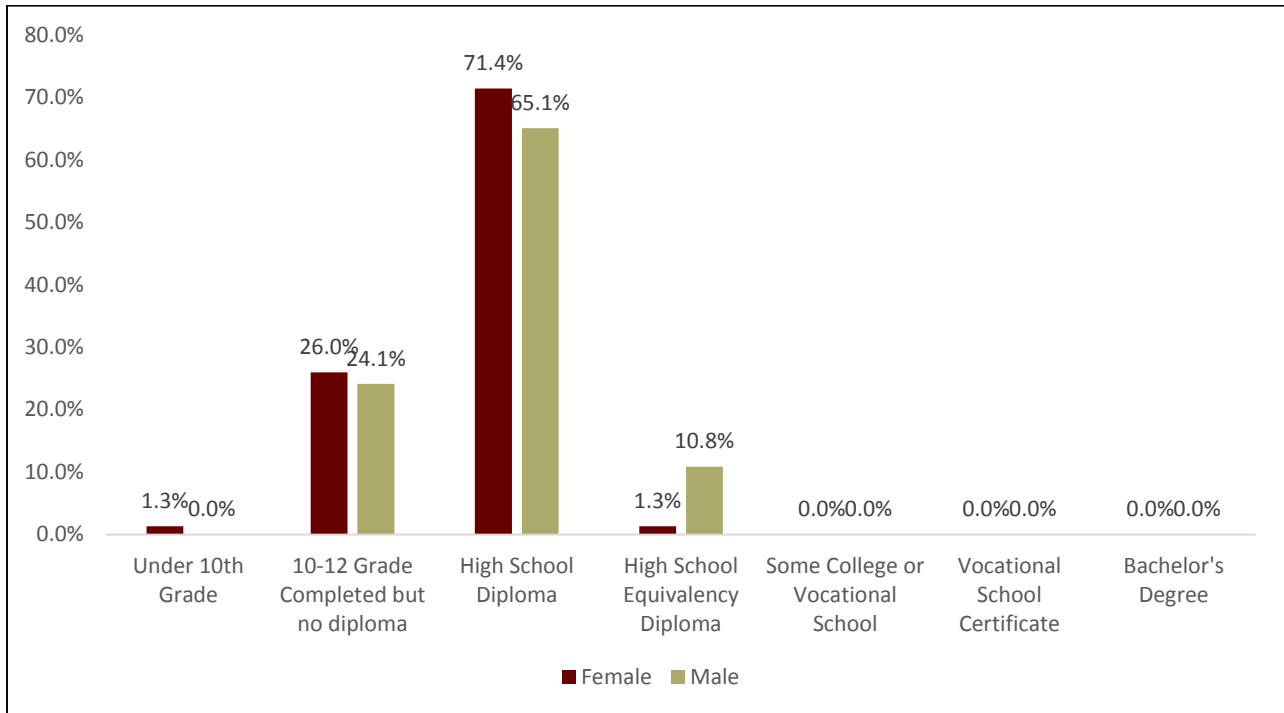
APPENDIX C – ADDITIONAL ANALYSES OF @LIKE PROGRAM PARTICIPATION AND COMPLETION

Exhibit C-1: Completion Status by Age and Education

Education Level	Completion Status	Ages 18-21	Ages 22-24
Under 10th Grade	Non-Completers	66.7% (4)	75.0% (3)
	Completers	33.3% (2)	25.0% (1)
	Total Participants	**100.0% (6)**	**100.0% (4)**
10-12th Grade but no diploma	Non-Completers	47.8% (22)	30.2% (13)
	Completers	52.2% (24)	69.8% (30)
	Total Participants	**100.0% (46)**	**100.0 (43)**
High School Diploma	Non-Completers	28.9% (22)	28.9% (20)
	Completers	71.1% (54)	71.1% (49)
	Total Participants	**100.0% (76)**	**100.0% (69)**
High School Equivalency Diploma	Non-Completers	50.0% (3)	28.6% (2)
	Completers	50.0% (3)	71.4% (5)
	Total Participants	**100.0% (6)**	**100.0% (7)**
Some College or Vocational School	Non-Completers	0.0% (0)	0.0% (0)
	Completers	100.0% (5)	100.0% (9)
	Total Participants	**100.0% (5)**	**100.0% (9)**
Vocational School Certificate	Non-Completers	N/A	0.0% (0)
	Completers	N/A	100.0% (1)
	Total Participants	**N/A**	**100.0% (1)**
Bachelor's Degree	Non-Completers	N/A	0.0% (0)
	Completers	N/A	100.0% (2)
	Total Participants	**N/A**	**100.0% (2)**

Exhibit C-2: Experienced Disconnectedness by Age and Education

Education Level	Experienced Period of Disconnectedness from Program	Ages 18-21	Ages 22-24
Under 10th Grade	No	72.2% (13)	55.6% (10)
	Yes	27.8% (5)	44.4% (8)
	Missing Information	**0.0% (0)**	**0.0% (0)**
	Total Participants	**100.0% (18)**	**100.0% (18)**
10-12th Grade but no diploma	No	67.9% (89)	67.8% (78)
	Yes	26.7% (35)	30.4% (35)
	Missing Information	5.4% (7)	**1.8% (2)**
	Total Participants	**100.0% (131)**	**100.0% (115)**
High School Diploma	No	71.0% (120)	73.2% (109)
	Yes	27.2% (46)	26.2% (39)
	Missing Information	1.8% (3)	**0.6% (1)**

Education Level	Experienced Period of Disconnectedness from Program	Ages 18-21	Ages 22-24
	Total Participants	**100.0% (169)**	**100.0% (149)**
High School Equivalency Diploma	No	80.0% (8)	72.7% (16)
	Yes	20.0% (2)	27.3% (6)
	Missing Information	0.0% (0)	**0.0% (0)**
	Total Participants	**100.0% (10)**	**100.0% (22)**
Some College or Vocational School	No	83.3% (5)	66.7% (12)
	Yes	16.7% (1)	33.3% (6)
	Missing Information	0.0% (0)	**0.0% (0)**
	Total Participants	**100.0% (6)**	**100.0% (18)**
Vocational School Certificate	No	100.0% (1)	40.0% (2)
	Yes	0.0% (0)	40.0% (2)
	Missing Information	0.0% (0)	**20.0% (1)**
	Total Participants	100.0% (1)	**100.0% (5)**
Bachelor's Degree	No	N/A	100.0% (2)
	Yes	N/A	0.0% (0)
	Missing Information	N/A	0.0% (0)
	Total Participants	N/A	100.0% (2)

Exhibit C-3: Completion Status by Age and Low Income Assistance

Ethnicity	Completion Status	Ages 18-21	Ages 22-24
Low Income Assistance	Non-Completers	33.3% (1)	62.5% (5)
	Completers	66.7% (2)	37.5% (3)
	Total Participants	**100.0% (3)**	**100.0% (8)**
Non-Low Income Assistance	Non-Completers	36.8% (50)	25.9% (33)
	Completers	63.2% (86)	74.1% (94)
	Total Participants	**100.0% (136)**	**100.0% (127)**

Exhibit C-4: Experienced Disconnectedness by Age and Low Income Assistance

Ethnicity	Experienced Period of Disconnectedness from Program	Ages 18-21	Ages 22-24
Low Income Assistance	No	63.3% (19)	74.2% (23)
	Yes	36.7& (11)	25.8% (8)
	Missing Information	**0.0% (0)**	**0.0% (0)**
	Total Participants	**100.0% (30)**	**100.0% (31)**
Non-Low Income Assistance	No	71.2% (217)	69.1% (206)
	Yes	25.6% (78)	29.5% (88)
	Missing Information	3.2% (10)	**1.4% (4)**
	Total Participants	**100.0% (305)**	**100.0% (298)**

APPENDIX D – ADDITIONAL ANALYSES OF PARTICIPANT OUTCOMES

Exhibit D-1: Completed Career Awareness Component by Age and Education Level

Education Level	Completion Status	Ages 18-21	Ages 22-24
Under 10th Grade	Did not complete Career Awareness Component	50.0% (9)	44.4% (8)
	Completed Career Awareness Component	50.0% (9)	55.6% (10)
	Total Participants	**100.0% (18)**	**100.0% (18)**
10-12th Grade but no diploma	Did not complete Career Awareness Component	39.7% (52)	36.5% (42)
	Completed Career Awareness Component	60.3% (79)	63.5% (73)
	Total Participants	**100.0% (131)**	**100.0% (115)**
High School Diploma	Did not complete Career Awareness Component	29.6% (50)	30.9% (46)
	Completed Career Awareness Component	70.4% (119)	69.1% (103)
	Total Participants	**100.0% (169)**	**100.0% (149)**
High School Equivalency Diploma	Did not complete Career Awareness Component	40.0% (4)	36.4% (8)
	Completed Career Awareness Component	60.0% (6)	63.6% (14)
	Total Participants	**100.0% (10)**	**100.0% (22)**
Some College or Vocational School	Did not complete Career Awareness Component	0.0% (0)	11.1% (2)
	Completed Career Awareness Component	100.0% (6)	88.9% (16)
	Total Participants	**100.0% (6)**	**100.0% (18)**
Vocational School Certificate	Did not complete Career Awareness Component	0.0% (0)	40.0% (2)
	Completed Career Awareness Component	100.0% (1)	60.0% (3)
	Total Participants	**100.0% (1)**	**100.0% (5)**
Bachelor's Degree	Did not complete Career Awareness Component	0.0% (0)	0.0% (0)
	Completed Career Awareness Component	0.0% (0)	100.0% (2)
	Total Participants	**100.0% (0)**	**100.0% (2)**

Exhibit D-2: Attained GED or High School Diploma by Age and Education Level

Education Level	Attainment Status	Ages 18-21	Ages 22-24
Under 10th Grade	Did not attain GED/HS Diploma	94.4% (17)	100.0% (18)
	Attained GED/HS Diploma	5.6% (1)	0.0% (0)
	Total Participants (of those who had not already had a GED/HS Diploma on entry)	**100.0% (18)**	**100.0% (18)**
10-12th Grade but no diploma	Did not attain GED/HS Diploma	85.5% (112)	81.7% (94)
	Attained GED/HS Diploma	14.5% (19)	18.3% (21)
	Total Participants (of those who had not already had a GED/HS Diploma on entry)	**100.0% (131)**	**100.0% (115)**
High School Diploma	Did not attain GED/HS Diploma	N/a	N/a
	Attained GED/HS Diploma	N/a	N/a
	Total Participants (of those who had not already had a GED/HS Diploma on entry)	**N/a**	**N/a**
High School	Did not attain GED/HS Diploma	N/a	N/a
	Attained GED/HS Diploma	N/a	N/a

Education Level	Attainment Status	Ages 18-21	Ages 22-24
Equivalency Diploma	**Total Participants (of those who had not already had a GED/HS Diploma on entry)**	N/a	N/a
Some College or Vocational School	Did not attain GED/HS Diploma	N/a	N/a
	Attained GED/HS Diploma	N/a	N/a
	Total Participants (of those who had not already had a GED/HS Diploma on entry)	N/a	N/a
Vocational School Certificate	Did not attain GED/HS Diploma	N/a	N/a
	Attained GED/HS Diploma	N/a	N/a
	Total Participants (of those who had not already had a GED/HS Diploma on entry)	N/a	N/a
Bachelor's Degree	Did not attain GED/HS Diploma	N/a	N/a
	Attained GED/HS Diploma	N/a	N/a
	Total Participants (of those who had not already had a GED/HS Diploma on entry)	N/a	N/a

Exhibit D-3: Attained Paid Internship by Age and Education Level

Education Level	Attainment Status	Ages 18-21	Ages 22-24
Under 10th Grade	Did not attain Paid Internship	77.8% (14)	83.3% (15)
	Attained Paid Internship	22.2% (4)	16.7% (3)
	Total Participants	**100.0% (18)**	**100.0% (18)**
10-12th Grade but no diploma	Did not attain Paid Internship	63.4% (83)	66.1% (76)
	Attained Paid Internship	36.6% (48)	33.9% (39)
	Total Participants	**100.0% (131)**	**100.0% (115)**
High School Diploma	Did not attain Paid Internship	56.8% (96)	58.4% (87)
	Attained Paid Internship	43.2% (73)	41.6% (62)
	Total Participants	**100.0% (169)**	**100.0% (149)**
High School Equivalency Diploma	Did not attain Paid Internship	70.0% (7)	77.3% (17)
	Attained Paid Internship	30.0% (3)	22.7% (5)
	Total Participants	**100.0% (10)**	**100.0% (22)**
Some College or Vocational School	Did not attain Paid Internship	16.7% (1)	50.0% (9)
	Attained Paid Internship	83.3% (5)	50.0% (9)
	Total Participants	**100.0% (6)**	**100.0% (18)**
Vocational School Certificate	Did not attain Paid Internship	0.0% (0)	60.0% (3)
	Attained Paid Internship	100.0% (1)	40.0% (2)
	Total Participants	**100.0% (1)**	**100.0% (5)**
Bachelor's Degree	Did not attain Paid Internship	0.0% (0)	100.0% (2)
	Attained Paid Internship	0.0% (0)	0.0% (0)
	Total Participants	**100.0% (0)**	**100.0% (2)**

Exhibit D-4: Attained Unsubsidized Employment by Age and Education Level

Education Level	Attainment Status	Ages 18-21	Ages 22-24
Under 10th Grade	Did not attain Unsubsidized Employment	72.2% (13)	72.2% (13)
	Attained Unsubsidized Employment	27.8% (5)	27.8% (5)
	Total Participants	**100.0% (18)**	**100.0% (18)**
10-12th Grade but no diploma	Did not attain Unsubsidized Employment	70.2% (92)	61.7% (71)
	Attained Unsubsidized Employment	29.8% (39)	38.3% (44)
	Total Participants	**100.0% (131)**	**100.0% (115)**
High School Diploma	Did not attain Unsubsidized Employment	53.2% (90)	49.7% (74)
	Attained Unsubsidized Employment	46.8% (79)	50.3% (75)
	Total Participants	**100.0% (169)**	**100.0% (149)**
High School Equivalency Diploma	Did not attain Unsubsidized Employment	70.0% (7)	59.1% (13)
	Attained Unsubsidized Employment	30.0% (3)	40.9% (9)
	Total Participants	**100.0% (10)**	**100.0% (22)**
Some College or Vocational School	Did not attain Unsubsidized Employment	33.3% (2)	33.3% (6)
	Attained Unsubsidized Employment	66.7% (4)	66.7% (12)
	Total Participants	**100.0% (6)**	**100.0% (18)**
Vocational School Certificate	Did not attain Unsubsidized Employment	100.0% (1)	20.0% (1)
	Attained Unsubsidized Employment	0.0% (0)	80.0% (4)
	Total Participants	**100.0% (1)**	**100.0% (5)**
Bachelor's Degree	Did not attain Unsubsidized Employment	0.0% (0)	50.0% (1)
	Attained Unsubsidized Employment	0.0% (0)	50.0% (1)
	Total Participants	**100.0% (0)**	**100.0% (2)**

Exhibit D-5: Entered Vocational Training Program by Age and Education Level

Education Level	Status	Ages 18-21	Ages 22-24
Under 10th Grade	Did not enter Vocational Training Program	94.4% (17)	88.9% (16)
	Entered Vocational Training Program	5.6% (1)	11.1% (2)
	Total Participants	**100.0% (18)**	**100.0% (18)**
10-12th Grade but no diploma	Did not enter Vocational Training Program	80.9% (106)	78.3% (90)
	Entered Vocational Training Program	19.1% (25)	21.7% (25)
	Total Participants	**100.0% (131)**	**100.0% (115)**
High School Diploma	Did not enter Vocational Training Program	79.9% (135)	81.1% (121)
	Entered Vocational Training Program	20.1% (34)	18.9% (28)
	Total Participants	**100.0% (169)**	**100.0% (149)**
High School Equivalency Diploma	Did not enter Vocational Training Program	70.0% (7)	86.4% (19)
	Entered Vocational Training Program	30.0% (3)	13.6% (3)
	Total Participants	**100.0% (10)**	**100.0% (22)**
Some College or Vocational School	Did not enter Vocational Training Program	83.3% (5)	83.3% (15)
	Entered Vocational Training Program	16.7% (1)	16.7% (3)
	Total Participants	**100.0% (6)**	**100.0% (18)**
Vocational School Certificate	Did not enter Vocational Training Program	100.0% (1)	80.0% (4)

Education Level	Status	Ages 18-21	Ages 22-24
	Entered Vocational Training Program	0.0% (0)	20.0% (1)
	Total Participants	**100.0% (1)**	**100.0% (5)**
Bachelor's Degree	Did not enter Vocational Training Program	0.0% (0)	100.0% (2)
	Entered Vocational Training Program	0.0% (0)	0.0% (0)
	Total Participants	**100.0% (0)**	**100.0% (0)**

Exhibit D-6: Received Career Readiness Certificate by Age and Education Level

Education Level	Status	Ages 18-21	Ages 22-24
Under 10th Grade	Did not receive Career Readiness Certificate	94.4% (17)	88.9% (16)
	Received Career Readiness Certificate	5.6% (1)	11.1% (2)
	Total Participants	**100.0% (18)**	**100.0% (18)**
10-12th Grade but no diploma	Did not receive Career Readiness Certificate	67.9% (89)	60.9% (70)
	Received Career Readiness Certificate	32.1% (42)	39.1% (45)
	Total Participants	**100.0% (131)**	**100.0% (115)**
High School Diploma	Did not receive Career Readiness Certificate	59.8% (101)	58.4% (87)
	Received Career Readiness Certificate	40.2% (68)	41.6% (62)
	Total Participants	**100.0% (169)**	**100.0% (149)**
High School Equivalency Diploma	Did not receive Career Readiness Certificate	70.0% (7)	40.9% (9)
	Received Career Readiness Certificate	30.0% (3)	59.1% (13)
	Total Participants	**100.0% (10)**	**100.0% (22)**
Some College or Vocational School	Did not receive Career Readiness Certificate	0.0% (0)	38.9% (7)
	Received Career Readiness Certificate	100.0% (6)	61.1% (11)
	Total Participants	**100.0% (6)**	**100.0% (18)**
Vocational School Certificate	Did not receive Career Readiness Certificate	100.0% (1)	60.0% (3)
	Received Career Readiness Certificate	0.0% (0)	40.0% (2)
	Total Participants	**100.0% (1)**	**100.0% (5)**
Bachelor's Degree	Did not receive Career Readiness Certificate	0.0% (0)	0.0% (0)
	Received Career Readiness Certificate	0.0% (0)	100.0% (2)
	Total Participants	**100.0% (0)**	**100.0% (0)**

Exhibit D-7: Outcomes by Age and Low Income Assistance Status

Outcome	Ages 18-21		Ages 22-24	
	Low Income Assistance	No Low Income Assistance	Low Income Assistance	No Low Income Assistance
Improvement of CASAS Basic Math Skills by Two Education Levels	50.0% (1/2)	50.8% (32/63)	50.0% (1/2)	57.1% (24/42)
Improvement of CASAS Basic Reading Skills by Two Education Levels	0.0% (0/0)	48.0% (24/50)	100.0% (1/1)	61.8% (21/34)
Completed Career Awareness Component	63.3% (19/30)	65.9% (201/305)	38.3% (12/31)	70.1% (209/298)
Entered Vocational Training Program	16.7% (5/30)	19.3% (59/305)	6.4% (2/31)	20.1% (60/298)
Received Career Readiness Certificate	36.7% (11/30)	35.7% (106/305)	29.0% (9/31)	43.0% (128/298)
Attained GED or High School Diploma	0.0% (0/16)	15.4% (20/133)	0.0% (0/12)	17.4% (21/121)
Attained Unsubsidized Employment	26.7% (8/30)	40.0% (122/305)	19.4% (6/31)	48.3% (144/298)
Attained Paid Internship	40.0% (12/30)	39.7% (121/305)	12.9% (4/31)	38.9% (116/298)

Exhibit D-8: Outcomes by Age and Post-Program Contacts Established

Outcome	Ages 18-21		Ages 22-24	
	Any Contacts Established	No Contacts Established	Any Contacts Established	No Contacts Established
Improvement of CASAS Basic Math Skills by Two Education Levels	39.1% (9/23)	47.6% (10/21)	15.4% (2/13)	52.6% (10/19)
Improvement of CASAS Basic Reading Skills by Two Education Levels	45.5% (10/22)	43.8% (7/16)	20.0% (2/10)	37.5% (6/16)
Completed Career Awareness Component	100.0% (38/38)	63.4% (64/101)	93.8% (30/32)	71.8% (74/103)
Entered Vocational Training Program	31.6% (12/38)	19.2% (20/101)	40.6% (13/32)	26.2% (27/103)
Received Career Readiness Certificate	89.5% (34/38)	39.6% (40/101)	96.7% (31/32)	52.4% (54/103)
Attained GED or High School Diploma	50.0% (4/8)	20.5% (9/44)	66.7% (4/6)	22.0% (9/41)
Attained Unsubsidized Employment	73.7% (28/38)	41.6% (42/101)	78.1% (25/32)	49.5% (51/103)
Attained Paid Internship	86.8% (33/38)	39.6% (40/101)	68.8% (22/32)	39.8% (41/103)