



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

Initial Education and Employment Outcomes Findings for Students Enrolled In the General Services Technician Program 2006-2009

**Workforce Development Council of Seattle-King County
and Shoreline Community College Partnership
Seattle, Washington**

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Introduction

This document describes initial findings from research on the education and employment outcomes of 126 students who enrolled in the General Services Technician (GST) program between 2006 and 2009. The GST is operated by a partnership between the Workforce Development Council of Seattle-King County and Shoreline Community College in Seattle, Washington. Launched in 2004, the GST is designed to provide industry-recognized, entry-level automotive service skills training to adult basic education and English-as-a-Second Language learners. GST courses are taught by a team consisting of a technical instructor and an ESL/ABE instructor, using Washington State's Integrated Basic Education Skills Training or I-BEST approach. Students who complete the GST program earn a certificate consisting of 36 credit hours of classroom training and a 9 credit hour internship, for a total of 45 credits over the course of a full academic year (three quarters). Classes are necessarily small, given that much of the curriculum involves shop floor instruction, requiring a low student to teacher ratio.

The GST curriculum is based on a set of skills standards developed by the National Automotive Training and Education Foundation, and is tailored by instructors for relevance to local employment. The GST program also involves an internship, and the faculty who teach the course are generally responsible for ensuring that all of the students obtain internships. Some General Service Technician program graduates are selected by area automobile dealers to participate in a manufacturer-sponsored technician training program at Shoreline or Renton Technical College. These two-year programs use a cooperative education model, in which students alternate academic quarters between working at a dealership and training at the college.

With funding through *Courses to Employment*, the Workforce Development Council of Seattle-King County hired a Career Navigator (through a contract with Pacific Associates) in 2008. The Career Navigator position was designed to help GST students and graduates access employment and advancement opportunities (such as the manufacturer-sponsored training), and to help students overcome barriers to persisting in college. The Career Navigator is also employed to help connect General Service Technician students to nonacademic support services on an as-needed basis to address a variety of barriers to completing their education or obtaining employment. From 2008 through the end of 2009, 55

participants enrolled in Career Navigator services. For additional information about the structure of the Workforce Development Council of Seattle-King County and Shoreline Community College partnership, please see <http://www.aspenwsi.org/WSIwork-HigherEdsites.asp>.

Courses to Employment

The Workforce Development Council of Seattle-King County and Shoreline Community College have participated in a range of research and learning activities as part of the *Courses to Employment (CTE)* project. *CTE* is a three-year demonstration (2008-2010), funded by the Charles Stewart Mott Foundation and conducted by The Aspen Institute's Workforce Strategies Initiative (AspenWSI). *CTE* is designed to learn about how partnerships between community colleges and non-profit organizations can help low-income adults achieve greater success in post-secondary education and, ultimately, the workforce. *CTE* builds upon what has been learned through AspenWSI's research and evaluation conducted over the past decade—research that has identified the promise of sectoral approaches for improving low-income adults' employment outcomes.

A range of capacities and resources are needed for workforce development programming to effectively serve both business and low-income participants. Partnerships between community colleges and non-profit organizations are a promising approach to improving the effectiveness and scale of services for low-income populations. In many communities and for many industries, no one single education or community-based organization has all of the necessary capacities and resources in-house to implement a sectoral employment development strategy that is both effective at learning about and responding to the needs of industry and/or of sufficient scale to meet the needs of the large numbers of low-income adults who need quality workforce development services. We define a sectoral strategy as a systems approach to workforce development—typically on behalf of low-income individuals—that:

- **Targets a specific industry or cluster of occupations**, developing a deep understanding of the interrelationships between business competitiveness and the work needs of the targeted industry;
- **Intervenes through a credible organization, or set of organizations**, crafting workforce solutions tailored to that industry and its region;

- **Supports workers in improving their range of employment-related skills**, improving their ability to compete for work opportunities of higher quality;
- **Meets the needs of employers**, improving their ability to compete within the marketplace; and
- **Creates lasting change in the labor market system to the benefit of both workers and employers.**

Courses to Employment research and learning activities have been designed to learn in-depth about how, using a sectoral approach to education and employment development, six different partnerships between community colleges and non-profit organizations, working in a range of different industries and with a diverse set of community college-based education and training approaches, meet the needs of low-income adult learners and job-seekers. The six community college-non-profit partnerships were selected competitively from a pool of 89 applicants in late 2007.¹ AspenWSI has been conducting formative evaluations of the six partnership's activities as well as participant outcome assessments for each site. Grantees have been engaged extensively in research activities designed to promote learning throughout the demonstration. Specifically, the *CTE* project is working to inform the following learning questions:

- What are the roles, responsibilities, tasks and services involved in collaboration to better serve low-income adults? Which are taken on by colleges and which by non-profits?
- How do policies, funding, governing and capacity issues enable (or restrict) the college or non-profit organization in serving different roles or providing specific services? What institutional variables affect flexibility, authority, efficiency or other aspects of successful collaboration?
- How are the non-academic needs of low-income adults met, and how does this relate to education and employment persistence and success? What are the costs of non-academic support services and how are these funded?
- What are the education, employment and income experiences of participants? How do these relate to outcomes of similar groups outside this demonstration?
- What does a successful collaboration cost? What are the elements of these costs, and how are they financed? What financial and other benefits accrue over time, to the college, the non-profit, business, worker and other stakeholders? How are these benefits measured?

¹Profiles of all six partnerships are available at <http://www.aspenwsi.org/WSIwork-HigherEd.asp>.

- Does this type of collaboration offer opportunities for “scaling up” to address a community-wide need in a more systemic way? Can collaboration between a college and non-profit strengthen the ability of partner organizations to address systemic problems? What types of problems? In what ways?
- Can collaboration impact how intensive and extensive relationships with businesses are managed and leveraged? How are the needs, interests, and outcomes for business balanced relative to those of low-income adult students?

Participant Outcomes Study Methodology

An important goal of *CTE* research activities is to not only inform key learning questions about the partnerships’ activities and outcomes but also to help build capacity within each partnership for ongoing learning independent of AspenWSI. Toward this end, each of the six participant outcomes studies was designed based on the existing data management systems in use by the six partnerships. Having said this, each site received substantial technical assistance from AspenWSI researchers in assessing their existing systems, and all made significant modifications in response to specific input. In most cases, outside data sources were needed to inform key learning questions. In particular, gathering information about education progress and employment outcomes proved to be particularly challenging at each site. Each site implemented different processes and used a variety of different data sources to obtain the data needed to inform questions about outcomes. In no case did either the non-profit organization or the community college partner have all of the information needed to answer relevant questions about outcomes. Thus on a case-by-case basis, AspenWSI researchers worked with the different partners and outside data providers to build the datasets needed to answer questions both about education and employment outcomes.

AspenWSI research staff worked with the Career Navigator, Shoreline College staff, and staff at the WDC of Seattle-King County to compile data on the 126 participants who enrolled in the General Service Technician program from 2006 to 2009. Data collection on these participants ended in July of 2010, soon after the last class of GST students, who enrolled in Fall 2009, were expected to finish and complete the program. Data used in the study were obtained from a mix of sources.

Demographic and enrollment data was obtained from student registration forms and other administrative records. GST completion data was obtained from GST instructors at Shoreline Community College, from the Career Navigator and in some cases obtained from students directly. Employment and wage data was obtained from a variety of sources including student reports to the Career Navigator, employers, and Washington State's *Service, Knowledge and Information Exchange System (SKIES)*, which tracks employment data for participants enrolled in training and funded by Workforce Investment Act (WIA) funds. Continuing education data detailing students' experiences after exiting the GST program was obtained from students, instructors, and other Shoreline administrative staff. For example, post-GST program college credit information was obtained from Shoreline Community College's Institutional Effectiveness & Strategic Planning Department for students enrolled at Shoreline and directly from students who attended colleges or universities other than Shoreline.

AspenWSI researchers compiled a new dataset based on spreadsheets containing information detailed above and forwarded by the Career Navigator and other program staff. AspenWSI researchers conducted extensive review to address data inconsistencies. The resulting dataset formed the basis for analysis and findings reported in this document.

The following charts and tables offer a detailed examination of the education and employment experiences of GST students. We have summarized a great deal of information in charts and tables, and provide a wide range of summary highlights. But we also present information in more raw formats. We believe that information detailing the complexity of paths taken by students who face high barriers to successfully completing college will be welcomed by policy, workforce program practice, college and research communities who are all wrestling with questions of how to design, administer, fund and learn about long-term education programs that work for low-income adult learners. Our hope is that by providing as much information as possible in different formats, this document will serve as a helpful resource toward this end.

Highlights of Findings

Demographic Summary

- Participants in the General Service Technician (GST) program at Shoreline are young, diverse, low-income, and most had never attended college before enrolling in the GST.
 - The median age of participants at enrollment is 25.
 - 31.7% of participants are of Asian ethnicity, 12.7% are Hispanic, and 11.1% are African-American.
 - 12.7% of participants are female.
 - 92.1% of participants are eligible for Washington State Opportunity Grants. To be eligible for an Opportunity Grant, a student must be at or below 200% of the federal poverty level.
 - 71.4% of participants had never attended college prior to the GST program.

Enrollment and GST Certificate Completion

- 64.3% of the 126 participants in the data study completed the entire three quarters to earn the GST certificate. Students completed the three quarter certificate in a median of 8 months. 77.8% of these graduates had never attended college previously.
 - For students who did not complete the GST, 4.8% of them still went on to enroll in another auto-related training, and 3.2% continued their education in a different field of study.

Pre- and Post-GST Training Employment and Earnings

- 42.1% of the participants in the program (completers and non-completers) were employed at enrollment and were earning a median wage of \$9.02 per hour.
 - After GST training, 78.6% of all GST participants were working, including 56.3% in auto-related fields and 59.6% working full-time. Participants earned a median of \$10.00 per hour in their initial job after training, a 10.7% increase per hour for those who were also employed prior to GST. Participants working in auto-related positions also earned a median of \$10.00 per hour.
 - Approximately one year after GST, 79.8% of all GST participants were still working and 47.9% were working in an auto-related position. Participants earned a median wage of \$11.50 per hour.
 - Two years after GST, 76.1% of all GST participants were still working, 50.7% in auto-related jobs, and earning a median hourly wage of \$12.31.

- GST graduates and non-graduates both earned a median hourly wage of \$10.00 after GST in their initial job, but GST graduates outperform non-graduates in employment rates and in the percentage working in an auto-related field.
 - 88.9% of GST graduates were employed in an initial job after GST (versus 60% of non-graduates).
 - 77.8% of GST graduates were employed in an auto-related field (versus only 17.8% of non-graduates).
 - In addition, the median earnings of \$10.00 per hour represented an 11.1% increase for graduates since enrollment, but only a 2.2% increase for non-graduates (who entered the program earning higher wages).
- GST graduates outperform students who did not complete the certificate (non-graduates) during the one-year and two-year follow ups.
 - 90.2% of graduates were employed approximately one year after completing the GST (versus 60.6% of non-GST graduates).
 - 65.6% of GST graduates were working in an auto-related position one year later (versus 15.2% of non-graduates).
 - GST graduates were earning a median hourly wage of \$11.81 (versus \$10.61 for non-graduates).
 - While only 59.3 of graduates were working full-time at their first job placement after completing the GST, 83.6% were working full-time one year later.
 - 90.7% of graduates were employed approximately two years after completing GST (versus 50% of non-graduates).
 - 72.1% of graduates were employed in auto-related positions two years after graduating (versus only 12.5% of non-graduates).
 - Graduates earned a median hourly wage of \$12.50 after two years (versus \$11.64 for non-graduates).
- It appears, by looking at rates of employment and hours worked, that GST graduates experienced greater employment stability than non-graduates during the height of the economic recession.
- The ethnic-, racial- and gender-diverse pool of qualified technicians the GST program provides to the auto industry has been noticed by employers in Seattle. According to Susan Hoyne of Shoreline Community College, this increase in diversity in the workforce has already resulted in auto dealers and others in the local auto industry seeing the value of having a workforce that better reflects their customer base (and to express with increasing frequency the need to continue to increase diversity in their workplaces).

Continuing Education after GST Training

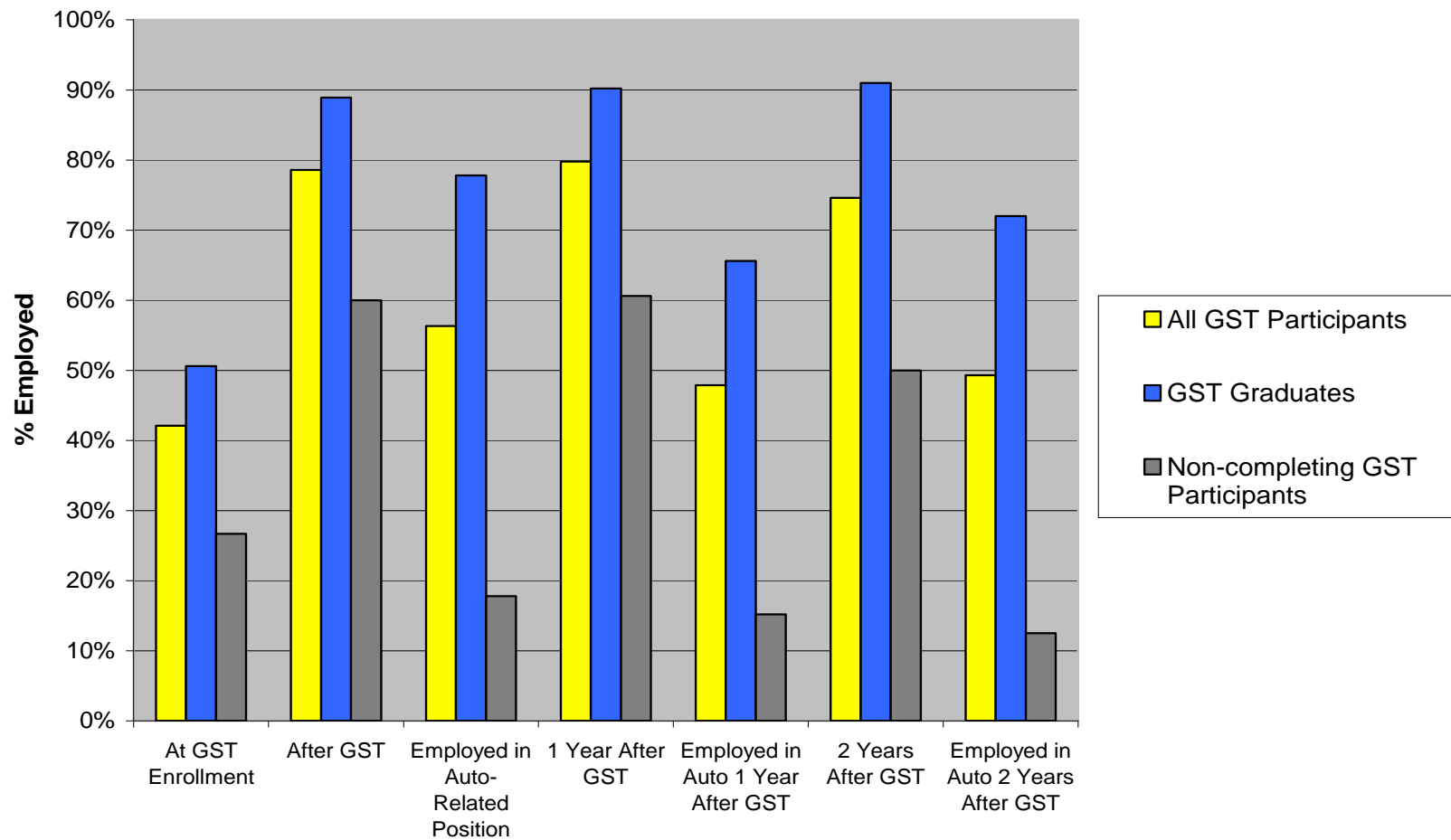
- 45.2% of the 126 students (57 students) are known to have continued their education after GST
 - 77.2 % of those continuing their education did so in an auto-related field.
 - 61.4% (or 35 of those participants who continued their education) enrolled in a dealer-sponsored training leading to an A.A.A.S degree. 62.9% (or 22 participants) completed the program.
 - 11 students are still active in dealer-sponsored training, and two have dropped.
- Forty-nine or 38.9% of all GST participants continued their education at Shoreline (including those who enrolled in dealer-sponsored training).
 - 69.4% of these students had never attended college prior to enrolling in the GST program.
 - Students earned a median of 56 credits after GST.
- Four students have continued on to a four-year university to pursue a Bachelor's Degree.

Career Navigator Impact

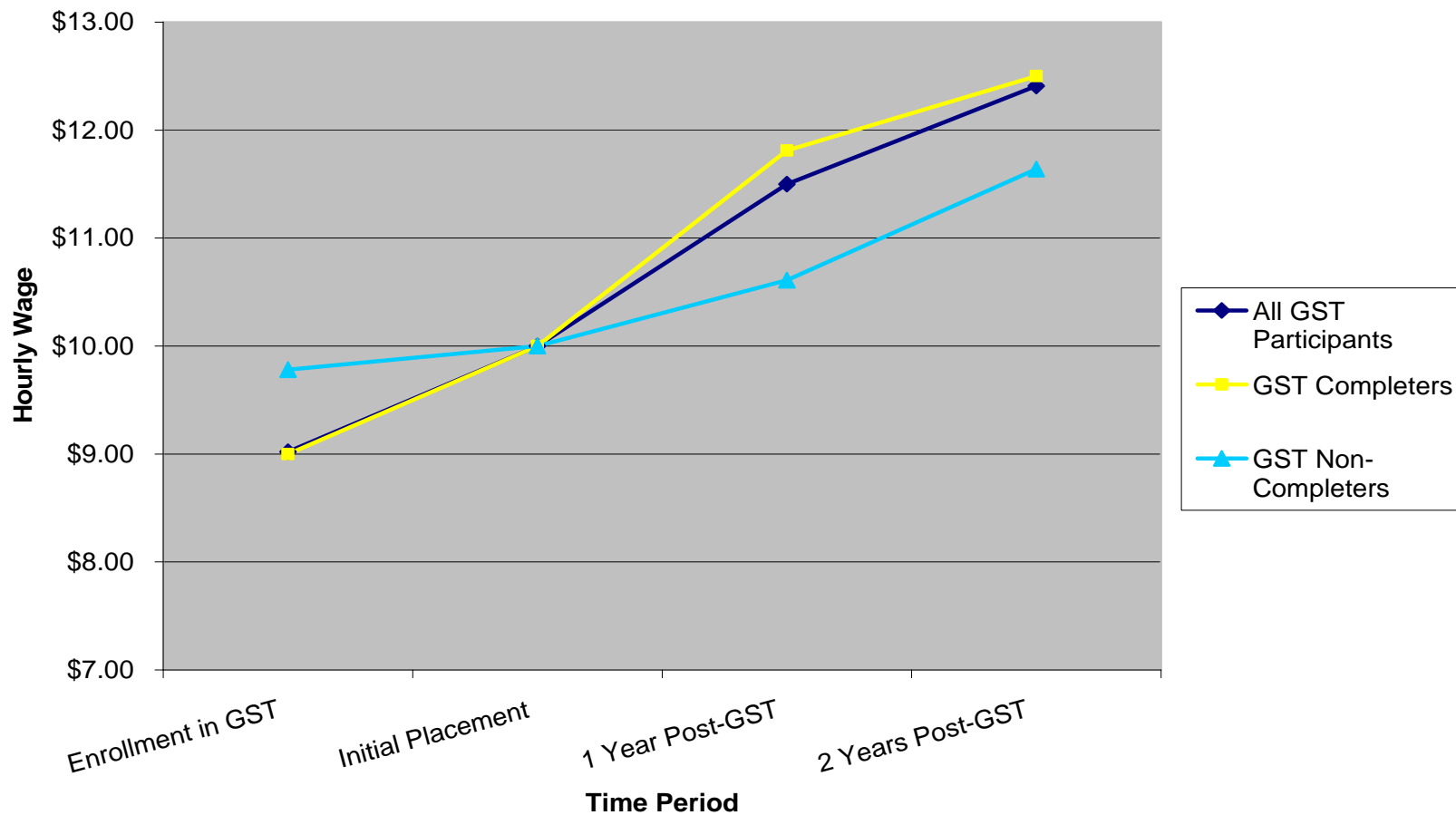
- Students who enrolled for Navigator services at the start of or during GST training were more likely to finish GST than those GST students who didn't enroll in services during the same time period. 81% of Navigator students completed GST (versus 30% of students who were not Navigator students).
- In their first job after GST, Navigator students who enrolled prior to completing GST were more likely to be employed, working in an auto-related field, and working full-time.
 - 92.9% of Navigator students were employed following GST (compared to 30% of non-Navigator students).
 - 71.4% of Navigator students were employed in an auto-related position (compared to 20% of non-Navigator students).
 - 69% of Navigator students were employed full-time in their initial job (compared to 15% of non-Navigator students).
- All of these trends above continued for the year following GST. Navigator students were still more likely to be employed (85.2% vs. 66.7%), working in auto-related jobs (44.4% vs. 33.3%), and working full-time (74.1% vs. 33.3%).
- Navigator students who enrolled prior to finishing GST were also more likely to continue their education, continue it in an auto-related field, and continue at Shoreline Community College
 - 52.4% of Navigator students continued on to additional training (compared to 10% of non-Navigator students).

- 42.9% of Navigator students continued auto-related training (compared to 5% of non-Navigator students).
- 33.3% of Navigator students entered a manufacturer-sponsored training (compared to 0% of non-Navigator students).
- 45.2% of Navigator students continued at Shoreline Community College (compared to 5% of non-Navigator students).

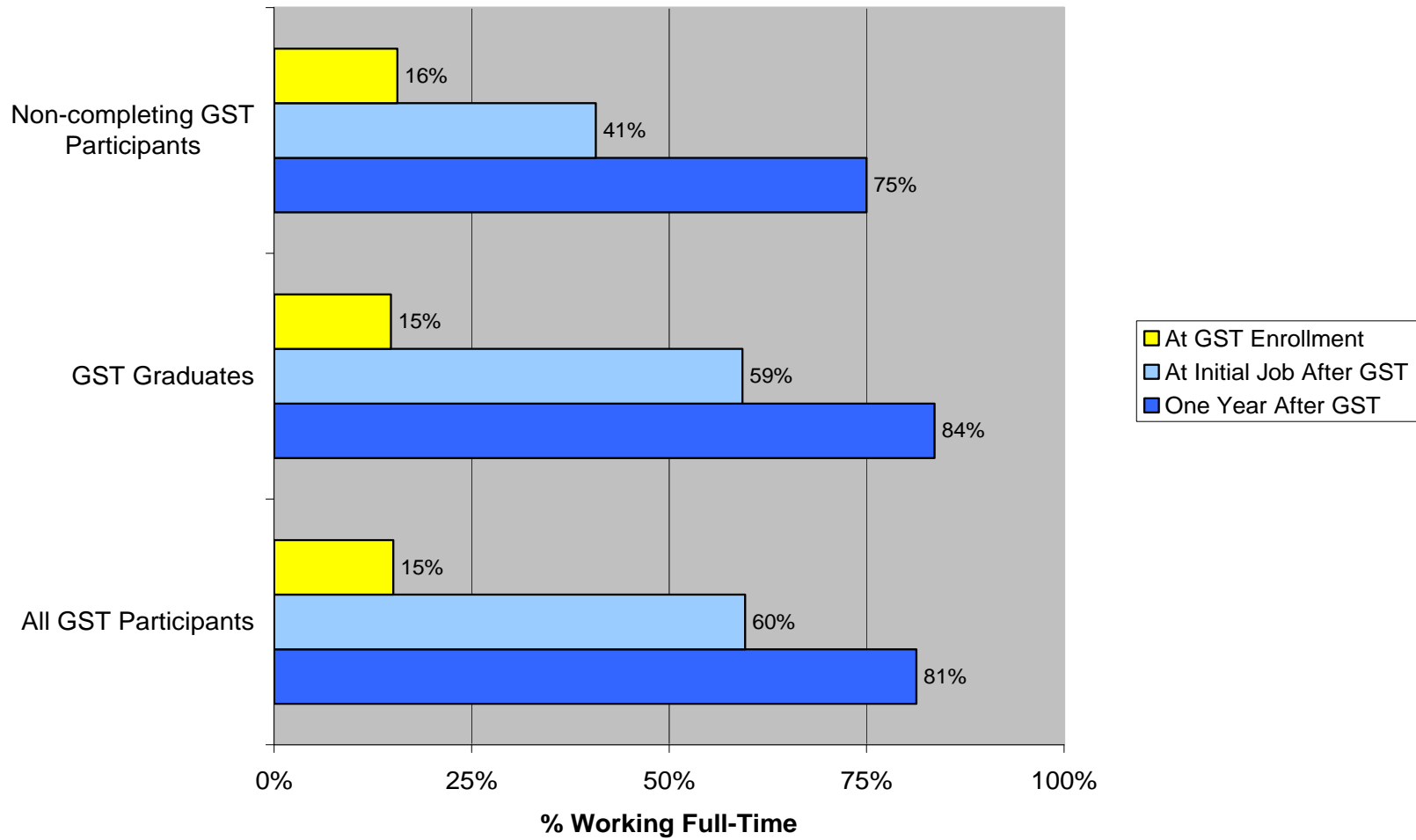
GST Participants 2006-2009 Employment Status



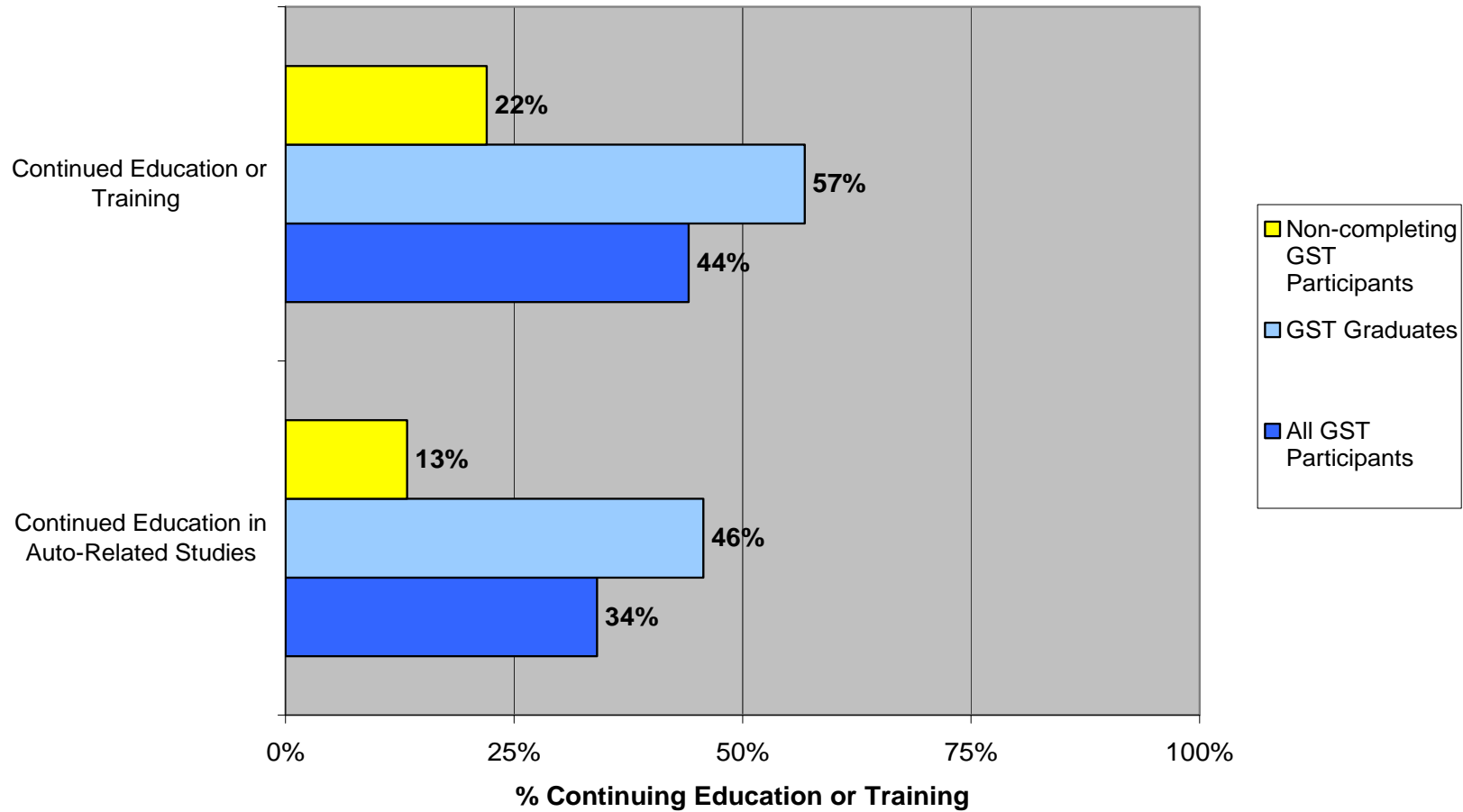
Median Hourly Wage Earnings for GST Participants



2006 to 2009 GST Participants Working Full-Time



2006 to 2009 GST Participants Continued Education or Training After GST



Data Tables

Participant Demographics at Enrollment

Gender

	Frequency	Percent
Female	16	12.7%
Male	110	87.3%
Total	126	100.0%

Age

Valid	109
Missing	17
Mean	28.6
Median	25

Ethnicity

	Frequency	Percent
AFRICAN	2	1.6%
AFRICAN-AMERICAN	14	11.1%
AFRICAN/WHITE	1	0.8%
ASIAN	40	31.7%
HISPANIC	16	12.7%
NATIVE AMERICAN	3	2.4%
PACIFIC ISLANDER	1	0.8%
WHITE	45	35.7%

MISSING		
Total	126	100.0

Eligible for Opportunity Grant (Proxy for Low-Income)

	Frequency	Percent
NO	10	7.9%
YES	116	92.1%
Total	126	100%

Participant Had Children Prior to GST Enrollment

	Frequency	Percent
NO	79	62.7%
YES	22	17.5%
MISSING	25	19.8%
TOTAL	126	100.0%

Participant Had Ex-offender Status at GST Enrollment

	Frequency	Percent
NO	105	83.3%
YES	8	6.3%
MISSING	13	10.3%
Total	126	100.0%

Highest Education Attained at GST Enrollment

	Frequency	Percent
Less than High School	3	2.4%
Some High School	16	12.7%
GED	17	13.5%
H.S. Diploma	54	42.9%
One Year College	4	3.2%
Two Years of College	2	1.6%
Associate's Degree	1	0.8%
Four Years of College	1	0.8%
Bachelor's Degree	5	4.0%
Master's Degree	1	0.8%
MISSING	22	17.5%
Total	126	100.0%

GST Enrollment and Completion

Enrollment by Year

Year	Frequency	Percent
2006	60	47.6%
2007	10	7.9%
2008	22	17.5%
2009	34	27.0%
Total	126	100.0%

Enrollment Year and GST Completion Status Frequencies

	Year Enrolled				Total
	2006	2007	2008	2009	
Completed GST and Earned GST Certificate	36	10	15	20	81 (64.3%)
Dropped GST, Pursued Other Auto Training	5	0	0	1	6 (4.8%)
Dropped GST, Switched Course of Study and Continued	3	0	1	0	4 (3.2%)
Did not Complete and Did not Continue Education	14	0	6	13	33 (26.2%)
Total	60	10	22	34	126 (100%)

Quarter of Withdrawal for Non-Completing Students

Quarter of Withdrawal (GST is Three Quarters Long)	Frequency	Percent
Quarter 1	5	11.1%
Quarter 2	10	22.2%
Quarter 3	10	22.2%
Unknown	20	44.4%
Total	45	100%

Withdrawal Reason

Withdrawal Reason Given By Student	Frequency	Percent
academic	1	2.2%
attendance	7	15.6%
attendance, academic	1	2.2%
attendance, work	1	2.2%
changed course of study	1	2.2%
conflict with instructor	1	2.2%
dropped by instructor	1	2.2%
health	2	4.4%
moved	3	6.7%
no internship	5	11.1%
Pregnancy	1	2.2%
transfer	2	4.4%
unknown	16	35.6%
work	1	2.2%
work, lack of interest	1	2.2%
work, no interest in internship	1	2.2%
Total	45	100.0%

Employment Outcomes All GST Participants

Employment at Enrollment and Initial Placement All GST Participants

Year of Enrollment	Number of Students	Median Years of Work Experience	% Employed at Enrollment	Median Wage at Enrollment	Mean Wage at Enrollment	Median Hours Worked at Enrollment	# and % Placed in Initial Job	# and % Placed in Auto Related Job	Median Wage at Initial Placement	Mean Wage at Initial Placement	% Working Full-time at Placement
2006	60	2	20 (33.3%)	\$9.00	\$9.33	40	50 (83.3%)	34 (56.7%)	\$10.55	\$11.61	25 (50%)
2007	10	1	6 (60%)	\$8.93	\$9.90	25	10 (100%)	8 (80%)	\$11.00	\$11.40	6 (60%)
2008	22	2	12 (54.5%)	\$10.25	\$12.28	32	19 (86.4%)	13 (59.1%)	\$10.00	\$13.56	13 (68.4%)
2009	34	2	15 (44.1%)	\$9.28	\$9.58	32	20 (58.8%)	16 (47.1%)	\$10.00	\$10.44	15 (75%)
Total	126	2	53 (42.1%)	\$9.02	\$10.24	32	99 (78.6%)	71 (56.3%)	\$10.00	\$11.73	59 (59.6%)

One Year Follow-up All Participants

Year of Enrollment	Number of Students	# and % Employed at 1 Year Post-GST	# and % Employed in Auto at 1 Year Post-GST	Median Wage 1 Year Post-GST	Mean Wage 1 Year Post-GST	# and % Median Hourly Wage Change Since Enrollment	# and % Mean Hourly Wage Change Since Enrollment	# and % Median Hourly Wage Change Since Placement	# and % Mean Hourly Wage Change Since Placement	% Working Full-time at 1 Year Follow-up
2006	60	46 (76.7%)	30 (50%)	\$12.10	\$13.66	+\$2.10, (+23.3%)	+4.33, (+46.4%)	+\$1.55, (+14.7%)	+\$2.05, (+17.7%)	36 (78.3%)
2007	10	9 (90%)	6 (60%)	\$10.50	\$10.93	\$1.57, (+17.6%)	\$1.03 (+10.4%)	-\$0.50 (-4.5%)	-\$0.47 (-4.1%)	8 (88.9%)
2008	22*	15 (78.9%)	6 (31.6%)	\$10.24	\$10.86	-\$0.01 (0%)	-\$1.42 (-11.6%)	+0.24 (+2.4%)	-\$2.70 (-19.9%)	12 (80%)
2009	34**	5 (100%)	3 (60%)	\$11.00	\$11.28	+\$1.72 (+18.5%)	+\$1.70 (+17.7%)	+\$1.00 (10%)	+0.84 (8%)	5 (100%)
Total	126***	75 (79.8%)	45 (47.9%)	\$11.50	\$12.67	+\$2.48 (27.5%)	+\$2.43 (+23.7%)	\$1.50 (+15%)	+\$0.94 (8%)	61 (81.3%)

* Three of the 22 students who enrolled in 2008 were not included in the one year follow-up as one year had not yet passed since they left GST.

**Twenty-nine of the 34 students enrolled in 2009 were not included in the one year follow-up as one year had not yet passed since they left GST.

***In sum, 32 of the 126 students enrolled in GST were not included in the one year follow-up as one year had not yet passed since they left GST.

Two Year Follow-up All Participants

Year of Enrollment	Number of Students	# and % Employed at 2 Year Post-GST	# and % Employed in Auto at 2 Year Post-GST	Median Wage 2 Year Post-GST	Mean Wage 2 Year Post-GST	# and % Median Hourly Wage Change Since Enrollment	# and % Mean Hourly Wage Change Since Enrollment	# and % Median Hourly Wage Change Since Placement	# and % Mean Hourly Wage Change Since Placement	# and % Median Hourly Wage Change Since 1 Year Follow-up	# and % Mean Hourly Wage Change Since 1 Year Follow-up
2006	60*	42 (72.4%)	27 (46.6%)	\$12.71	\$17.95	+\$3.71 (+41.2%)	+8.62 (+92.4%)	+\$2.16 (+20.5%)	+\$6.34 (+54.6%)	+\$0.61 (+5.0%)	+\$4.29 (+31.4%)
2007	10**	6 (100%)	5 (83.3%)	\$11.19	\$11.75	+\$2.26 (+25.3%)	+\$1.85 (+18.7%)	+\$0.19 (+1.7%)	+\$0.35 (+3.1%)	+\$0.69 (+6.6%)	+\$0.82 (+7.5%)
2008	22***	2 (66.7%)	1 (33.3%)	\$14.24	\$14.24	+\$3.99 (+38.9%)	+\$1.96 (+16%)	+\$4.24 (+42.4%)	+\$0.68 (+5.0%)	+\$4.00 (+39.1%)	+\$3.38 (+31.1%)
Total	67****	51 (76.1%)	34 (50.7%)	\$12.31	\$16.94	+\$3.29 (+36.5%)	+\$6.70 (+65.4%)	+\$2.31 (+23.1%)	+\$5.21 (+44.4%)	+\$0.81 (7.0%)	+\$4.27 (33.7%)

* Two students enrolled in 2006 were not included in the two year follow-up as two years had not yet passed since they left GST.

** Four students enrolled in 2007 were not included in the two year follow-up as two years had not yet passed since they left GST.

*** Nineteen students enrolled in 2008 were not included in the two year follow-up as two years had not yet passed since they left GST.

**** Twenty-five students enrolled between 2006 and 2008 were not included in the two year follow-up as two years had not yet passed since they left GST.

Employment Outcomes for GST Graduates

GST Graduates Employment at Enrollment and Initial Placement

Year of Enrollment	Number of Students	Median Years of Work Experience	# and % Employed at Enrollment	Median Wage at Enrollment	Mean Wage at Enrollment	Median Hours Worked at Enrollment	# and % Placed in Initial Job	# and % Placed in Auto Related Job	Median Wage at Initial Placement	Mean Wage at Initial Placement	# and % of Employed Working Full-time at Placement
2006	36	1.5	14 (38.9%)	\$9.00	\$9.46	36	33 (91.7%)	30 (83.3%)	\$11.25	\$11.57	21 (63.6%)
2007	10	1	6 (60%)	\$8.93	\$9.90	25	10 (100%)	8 (80%)	\$11.00	\$11.40	6 (60%)
2008	15	2	10 (66.7%)	\$9.75	\$11.94	31	14 (93.3%)	11 (73.3%)	\$10.00	\$14.49	9 (64.3%)
2009	20	2	11 (55%)	\$9.00	\$9.60	28.5	15 (75%)	14 (70%)	\$10.00	\$10.19	12 (80%)
Total	81	2	41 (50.6%)	\$9.00	\$10.22	31	72 (88.9%)	63 (77.8%)	\$10.00	\$11.76	48 (59.3%)

Green indicates graduates outperforming non-graduates.

GST Graduates One Year Follow-up

Year of Enrollment	Number of Students	# and % Employed at 1 Year Post-GST	# and % Employed in Auto at 1 Year Post-GST	Median Wage 1 Year Post-GST	Mean Wage 1 Year Post-GST	# and % Median Hourly Wage Change Since Enrollment	# and % Mean Hourly Wage Change Since Enrollment	# and % Median Hourly Wage Change Since Placement	# and % Mean Hourly Wage Change Since Placement	% of Employed Working Full-time at 1 Year Follow-up
2006	36	33 (91.7%)	27 (75%)	\$12.50	\$13.60	+\$3.50 (+38.9%)	+\$3.14 (+33.2%)	+\$1.25 (+11.1%)	+\$2.03 (+17.5%)	27 (75%)
2007	10	9 (90%)	6 (60%)	\$10.50	\$10.93	\$1.57 (+17.6%)	\$1.03 (+10.4%)	-\$0.50 (-4.5%)	-\$0.47 (-4.1%)	8 (88.9%)
2008	13*	11 (84.6%)	5 (38.5%)	\$10.37	\$10.92	+\$0.62 (+6.4%)	-\$1.02 (-8.55)	+\$0.37 (+3.7%)	-\$3.57 (-24.6%)	9 (81.8%)
2009	2**	2 (100%)	2 (100%)	\$11.00	\$11.00	+\$2.00 (+18.2%)	+\$1.40 (+14.6%)	+\$1.00 (+10%)	+\$0.81 (+7.9%)	2 (100%)
Total	61	55 (90.2%)	40 (65.6%)	\$11.81	\$12.57	+\$2.81 (+31.2%)	+\$2.35 (+23%)	+\$1.81 (+18.1%)	+\$0.81 (+6.9%)	46 (83.6%)

Green indicates graduates outperforming non-graduates.

**Two graduates enrolled in 2008 were not included in the one- year follow-up as one year had not yet passed since they left GST.*

***Eighteen graduates enrolled in 2009 were not included in the one- year follow-up as one year had not yet passed since they left GST.*

GST Graduates Two Year Follow-up

Year of Enrollment	Number of Students	# and % Employed at 2 Year Post-GST	# and % Employed in Auto at 2 Year Post-GST	Median Wage 2 Year Post-GST	Mean Wage 2 Year Post-GST	# and % Median Hourly Wage Change Since Enrollment	# and % Mean Hourly Wage Change Since Enrollment	# and % Median Hourly Wage Change Since Placement	# and % Mean Hourly Wage Change Since Placement	# and % Median Hourly Wage Change Since 1 Year Follow-up	# and % Mean Hourly Wage Change Since 1 Year Follow-up
2006	35*	31 (88.6%)	24 (68.6%)	\$13.34	\$18.82	+\$4.34 (+48.2%)	+\$9.36 (+98.9%)	+\$2.09 (+18.6%)	+\$7.25 (62.7%)	+\$0.84 (+6.7%)	+\$5.22 (+38.4%)
2007	6**	6 (100%)	5 (83.3%)	\$11.19	\$11.75	+\$2.26 (+25.3%)	+\$1.85 (+18.7%)	+\$0.19 (+1.7%)	+\$0.35 (+3.1%)	+\$0.69 (+6.6%)	+\$0.82 (+7.5%)
2008	2***	1 (50%)	1 (50%)	\$11.98	\$11.98	+\$2.23 (+22.9%)	+\$0.04 (0%)	+\$1.98 (+\$19.8%)	-\$2.51 (-17.3%)	+\$1.61 (+15.5%)	+\$1.06 (+9.7%)
Total	43	39 (90.7%)	31 (72.1%)	\$12.50	\$17.36	+\$3.50 (+38.9%)	+\$7.14 (+69.8%)	+\$2.50 (+25%)	+\$5.60 (+47.6%)	+\$0.69 (+5.8%)	+\$4.79 (+38.1%)

Green indicates graduates outperforming non-graduates.

**One graduate enrolled in 2006 was not included in the two year follow-up as two years had not yet passed since they left GST.*

*** Four graduates enrolled in 2007 were not included in the two year follow-up as two years had not yet passed since they left GST.*

****Eleven graduates enrolled in 2008 were not included in the two year follow-up as two years had not yet passed since they left GST.*

Employment Outcomes Non-GST Graduates

Non-GST Graduates Employment at Enrollment and Initial Placement

Year of Enrollment	Number of Students	Median Years of Work Experience	% Employed at Enrollment	Median Wage at Enrollment	Mean Wage at Enrollment	Median Hours Worked at Enrollment	# and % Placed in Initial Job	# and % Placed in Auto Related Job	Median Wage at Initial Placement	Mean Wage at Initial Placement	% of Employed Working Full-time at Placement
2006	24	2.5	6 (25%)	\$7.63	\$8.75	40	17 (70.8%)	4 (16.7%)	\$9.64	\$11.94	4 (23.5%)
2007	0	-	-	-	-	-	-	-	-	-	-
2008	7	1	2 (28.6%)	\$14.00	\$14.00	40	5 (71.4%)	2 (28.6%)	\$11.00	\$10.75	4 (80%)
2009	14	2.25	4 (28.6%)	\$9.55	\$9.52	40	5 (35.7%)	2 (14.3%)	\$11.00	\$11.50	3 (60%)
Total	45		12 (26.7%)	\$9.78	\$10.35	40	27 (60%)	8 (17.8%)	\$10.00	\$11.64	11 (40.7%)

Red indicates non-graduates underperforming graduates.

Non-GST Graduates One Year Follow-up

Year of Enrollment	Number of Students	# and % Employed at 1 Year Post-GST	# and % Employed in Auto at 1 Year Post-GST	Median Wage 1 Year Post-GST	Mean Wage 1 Year Post-GST	% of Employed Working Full-time at 1 Year Follow-up
2006	24	13 (54.2%)	3 (12.5%)	\$10.79	\$13.80	9 (69.2%)
2007	0	-	-	-	-	-
2008	6*	4 (66.7%)	1 (16.7%)	\$10.00	\$10.67	3 (50%)
2009	3**	3 (100%)	1 (33.3%)	\$11.56	\$11.56	3 (100%)
Total	33	20 (60.6%)	5 (15.2%)	\$10.61	\$12.98	15 (75%)

Red indicates non-graduates underperforming graduates.

* One student enrolled in 2008 was not included in the one year follow-up as one year had not yet passed since they left GST.

** Eleven students enrolled in 2008 were not included in the one year follow-up as one year had not yet passed since they left GST.

Non-GST Graduates Two Year Follow-up

Year of Enrollment	Number of Students	# and % Employed at 2 Year Post-GST	# and % Employed in Auto at 2 Year Post-GST	Median Wage 2 Year Post-GST	Mean Wage 2 Year Post-GST
2006	23*	11 (47.8%)	3 (13%)	\$10.96	\$15.50
2007	--	-	-	-	-
2008	1*	1 (100%)	0 (0%)	\$16.50	\$16.50
2006-2008 Combined	24	12 (50%)	3 (12.5%)	\$11.64	\$15.58

Red indicates non-graduates underperforming graduates.

* One student enrolled in 2006 was not included in the two year follow-up as two years had not yet passed since they left GST.

** Five students enrolled in 2008 were not included in the two year follow-up as two years had not yet passed since they left GST.

Continuing Education for All GST Participants

Continued Education or Training Beyond GST

Year Enrolled in GST	No	Yes
2006	30 (50%)	30 (50%)
2007	1 (10%)	9 (90%)
2008	12 (54.5%)	10 (45.5%)
2009*	26 (76.5%)	8 (23.5%)
Total	69 (54.8%)	57 (45.2%)

*Most students who enrolled in GST in 2009 completed the program in the Spring or Summer of 2010, when data collection for this study was ending. Findings about the continuing education experiences of 2009 enrollees should be considered in light of this.

Continued at Shoreline Community College

Year Enrolled in GST	No	Yes
2006	34 (56.7%)	26 (43.3%)
2007	2 (20%)	8 (80%)
2008	14 (63.6%)	8 (36.4%)
2009	27 (79.4%)	7 (17.6%)
Total	77 (61.1%)	49 (38.9%)

Number of Credits Earned Post-GST at Shoreline Community College

Valid	41
Missing	8
Mean	69.3
Median	56.0

Continued Auto-Related Training

Year Enrolled in GST	No	Yes
2006	36 (60%)	24 (40%)
2007	4 (40%)	6 (60%)
2008	15 (68.2%)	7 (31.8%)
2009	27 (79.4%)	7 (17.6%)
Total	82 (65.1%)	44 (20.6%)

Entered Manufacturer-Sponsored Training for an A.A.A.S. Degree at Shoreline After GST

Year Enrolled in GST	No	Yes
2006	39 (65%)	21 (35%)
2007	6 (60%)	4 (40%)
2008	17 (77.3%)	5 (22.7%)
2009	29 (85.3%)	5 (14.7%)
Total	91 (72.2%)	35 (27.8%)

Median Wage for dealer sponsored training completers is \$12.12 per hour; mean is \$20.17 (with most recent wage available)

Status of Students Participating in Manufacturer-Sponsored Training

Year of GST Enrollment	Number of Students Enrolled in Manufacturer-Sponsored Training	Completed and Earned A.A.A.S. Degree	Currently Taking Classes	Withdrew from the Program
2006	21	18	2	1
2007	4	3	1	0
2008	5	0	4	1
2009	5	1	4	0
Total	35	22 (64.7%)	10 (29.4%)	2 (5.7%)

Additional Notes on Continuing Education

- Four students (GST graduates) are pursuing Bachelor's Degrees at the University of Washington.
- Five students are attending another community college (three of whom are in auto-related fields).
 - Two non-completers attended other community colleges for auto-related programs.
- Two students attended both Shoreline and another community college after GST.

Comparison Notes on Continuing Education for GST Graduates vs Non-Completers

- 56.8% of GST graduates continued their education (versus 22.2% of non-graduates).
- 45.7% of GST graduates pursued additional auto-related training (versus 13.3% of non-graduates).
- 37% of GST graduates pursued an A.A.A.S degree through manufacturer-sponsored training (versus 8.9% of non-graduates).

Enrollment in Career Navigator Services

Enrollment in Career Navigator Services

Enrolled in Career Navigator Services	Frequency	Percent
No	71	56.3%
Yes	55	43.7%
Total	126	100%

Enrolled in Navigator Services at GST Start, During GST, Post-GST

Time Period for Enrollment in Career Navigator Services	Frequency	Percent
At Start of GST	24	43.6%
During GST	18	32.7%
Post-GST	13	23.6%
Total	55	100.00%

Enrollment in Navigator Services by Year

Year Enrolled in Navigator Services	Frequency	Percent
2008	36	65.5%
2009	17	30.9%
2010	2	3.6%
Total	55	100.00%

Career Navigator Comparison Table

The Career Navigator was hired in 2008, and participants began enrolling in Career Navigator services early that same year. The table below details employment and education outcomes for students enrolled in GST 2008-2009 who received Career Navigator services compared with those who did not. All GST students (including both current and past classes) are eligible for Career Navigator services. In addition to the 42 students who enrolled in Career Navigator services while they were enrolled in GST, 13 students enrolled with the Career Navigator after they graduated from GST. Their education and employment experiences are not included in this table.

	Participants who began Receiving Career Navigator Services while Enrolled in GST (2008-2009) n=62	
	Enrolled with Career Navigator	Did Not Enroll with Career Navigator
Number of Students	42	20
Completed GST	34 (81%)	6 (30%)
Initial Job Placement following GST	39 (92.9%)	6 (30%)
Initial Placement in Auto Related Job following GST	30 (71.4%)	4 (20%)
Initial Placement in Full-time Position following GST	29 (69%)	3 (15%)
Employed 1 Year later*	23 (85.2%)	2 (66.7%)
Employed in Auto-related position 1 Year later*	12 (44.4%)	1 (33.3%)
Employed Full-Time 1 Year later*	20 (74.1%)	1 (33.3%)
Continued School or Training	22 (52.4%)	2 (10%)
Continued at Shoreline Community College	19 (45.2%)	1 (5%)
Continued Auto-related training	18 (42.9%)	1 (5%)
Entered Manufacturer-Sponsored Training	14 (33.3%)	0 (0%)
Completed Manufacturer- Sponsored Training	5 (11.2%)	0 (0%)

* Includes students for whom 1 year has passed since completing GST.