



WorkFirst Parents in Vocational Education at State Community and Technical Colleges

The Role of Basic Food Education & Training

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In Collaboration with the DSHS Economic Services Administration and the Washington State Board for Community and Technical Colleges

PARENTS participating in the Temporary Aid for Needy Families (TANF) WorkFirst program may meet work participation requirements by enrolling full-time in vocational education provided through Washington's state community and technical colleges (CTCs). If the parent cannot complete his or her credential within 12 months¹ and desires to remain on TANF throughout the entire educational program, he or she must participate in work activities to meet WorkFirst program requirements. Alternatively, parents may leave TANF and continue their education through the Basic Food Education & Training program (BFET) and/or with state and federal aid. BFET provides for vocational education (and other employment and training support services) for Basic Food recipients who are not participating in TANF. This study describes the experiences of parents pursuing education through WorkFirst with a special focus on parents who do and do not continue their education through the BFET program.

Key Findings

- 1. Twenty percent of WorkFirst students completed a degree or certificate over three years.** WorkFirst parents were more likely to complete a credential if they had no basic skills need (Adult Basic Education (ABE) or English as a Second Language (ESL)), were enrolled full-time, or were enrolled in the Integrated Basic Education and Skills Training Program (I-BEST). While only 20 percent of WorkFirst students completed a degree or certificate, 70 percent made some educational progress (basic skills gains or college credit), over the three years.
- 2. Nearly 31 percent of WorkFirst students who enrolled in BFET completed a degree or certificate, compared to 17 percent of those who did not enroll in BFET.** BFET enrollment was not common; only one in four WorkFirst students ever enrolled in BFET. Students who accessed state or federal financial aid (Pell Grant, State Need Grant, and/or Opportunity Grant) had a completion rate over 37 percent, compared to 3 percent among those who never accessed other forms of financial aid.
- 3. WorkFirst students who enrolled in BFET were more educationally prepared and had stronger work histories than those who never enrolled in BFET.** While WorkFirst students who enrolled in BFET had better completion outcomes than those who did not, much of the difference may be due to preparedness or motivation of students accessing the additional forms of aid.

¹ The 12 month limit for vocational education was extended to 24 months effective July 23, 2017. The 12 month limit applied to the cohort of WorkFirst students included in this study, but does not apply to current WorkFirst students.

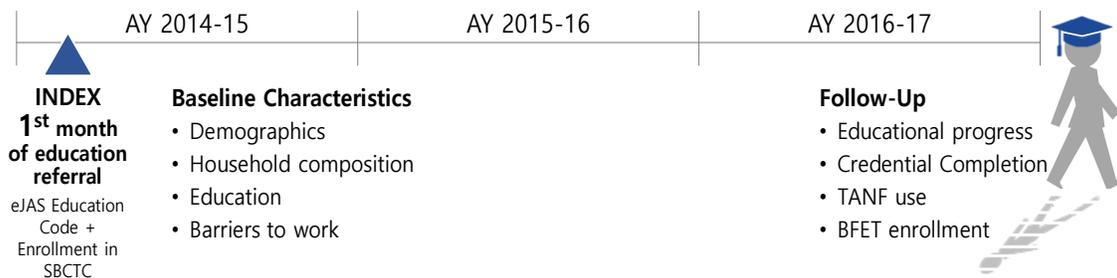
Study Cohort

This study focused on a cohort of WorkFirst clients with a vocational or basic education component in eJAS² in Academic Year (AY) 2014-15 who also had enrollment records from the State Board for Community and Technical Colleges (SBCTC) in AY 2014-15. See the Technical Notes for more details.

Educational progress, credential completions, TANF use, and BFET enrollment were measured over three years: the baseline year (AY 2014-15) and two follow up years (AY 2014-15-16 and AY 2016-17). Every cohort member was enrolled in college and on TANF in AY 2014-15 and SBCTC records were used to determine whether each student completed a credential within three years.

FIGURE 1

Three-Year Study Timeline



The study focused on three groups of WorkFirst parents:

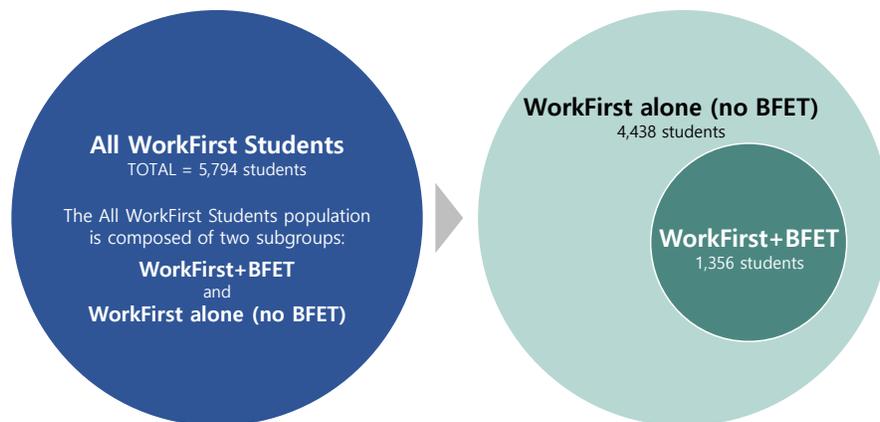
- **WorkFirst students** (N = 5,794): All WorkFirst parents with an education referral in AY 2014-15 who enrolled in education at CTCs in AY 2014-15
 - **WorkFirst+BFET** (N = 1,356): WorkFirst students (as defined above) who ever enrolled in the BFET program between AY 2014-15 and AY 2016-17
 - **WorkFirst alone** (N = 4,438): WorkFirst students (as defined above) who did not ever enroll in the BFET program between AY 2014-15 and AY 2016-17

Both the 'WorkFirst+BFET' and 'WorkFirst alone' groups may have used state and federal financial aid, and are only distinguished by enrollment.

The first section of the report focuses on outcomes and experiences of all WorkFirst students, while the latter section of the report compares WorkFirst+BFET and WorkFirst alone (no BFET) students.

FIGURE 2

The Study Population



² eJAS refers to the web-based JOBS Automated System which is used for WorkFirst case management.

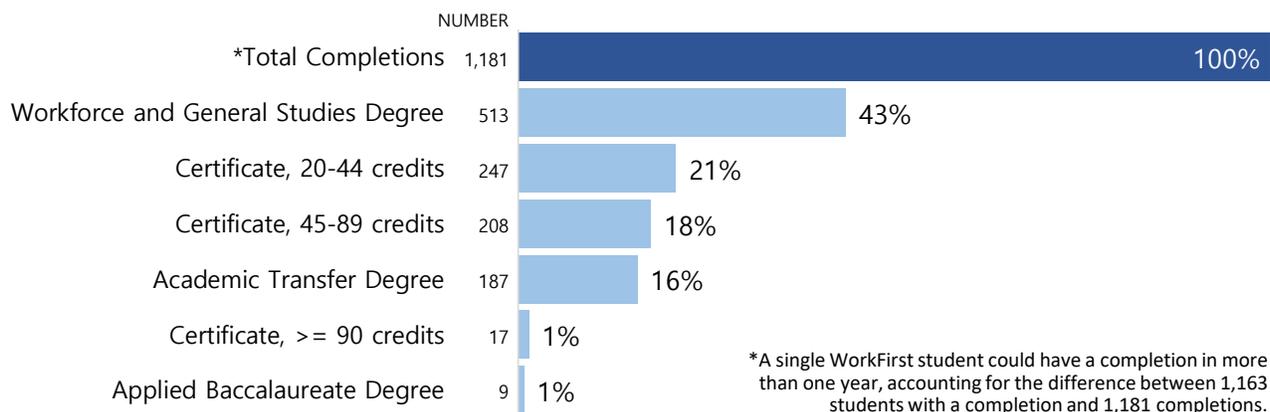
Q. What are the completion outcomes for all WorkFirst students?

About 20 percent of WorkFirst students completed a credential over three academic years.

The most frequent completions (43 percent) were of workforce/general studies degrees, followed by short-term certificates requiring 20-44 credits (21 percent) and longer-term certificates requiring 45-89 credits (18 percent). About 16 percent of completions were academic transfer degrees (AS-T, AA-T, AAS-T, or a major-related program). Due to the data source, certificates of 1-19 credits were not identified. Some WorkFirst students may have completed these short-term certificates.

FIGURE 3

Level of Completion

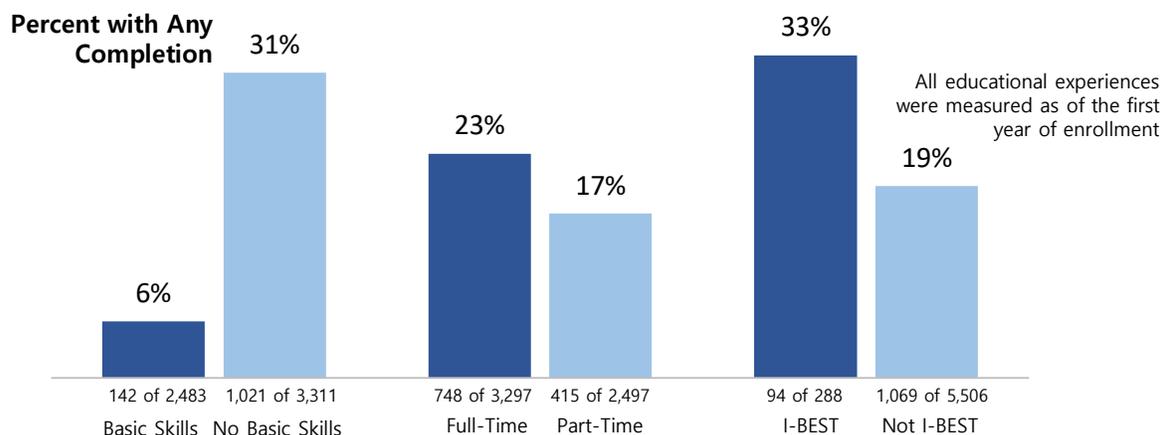


Rates of completion differed by education experiences.

Only 6 percent of WorkFirst students who required basic skills coursework when they began their education completed a credential, while 31 percent of those not classified as basic skills had a completion. About 23 percent of WorkFirst students who enrolled in CTCs full-time had a completion, while 17 percent of WorkFirst students who enrolled part-time had a completion. Nearly 33 percent of WorkFirst students who enrolled in I-BEST had a completion, while 19 percent of those not in I-BEST had a completion. However, only about 5 percent of WorkFirst students were enrolled in an I-BEST program. All of these experiences were measured as of the baseline year (AY 2014-15).

FIGURE 4

Completion Rates Differ by Educational Experiences



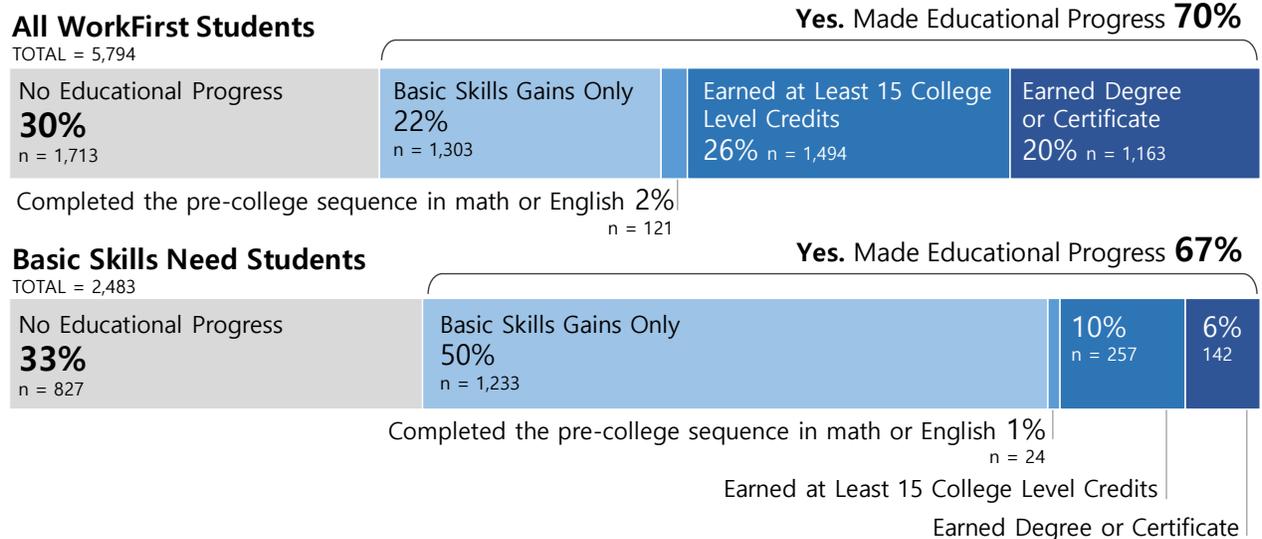
The majority of WorkFirst students who had basic skills needs made educational gains.

While only 6 percent of WorkFirst students with basic skills needs completed a degree or certificate, about two-thirds (67 percent) earned at least one momentum point, which are hierarchical measures of educational progress in the CTC system. For example, 50 percent earned basic skills gains but nothing higher, 10 percent earned some college credit without a completion, and 6 percent had a completion, as previously stated. Seventy percent of all WorkFirst students (with or without basic skills needs) made some educational progress over the three years.

FIGURE 5

Most WorkFirst Students Made Educational Gains

Student Made Educational Progress?



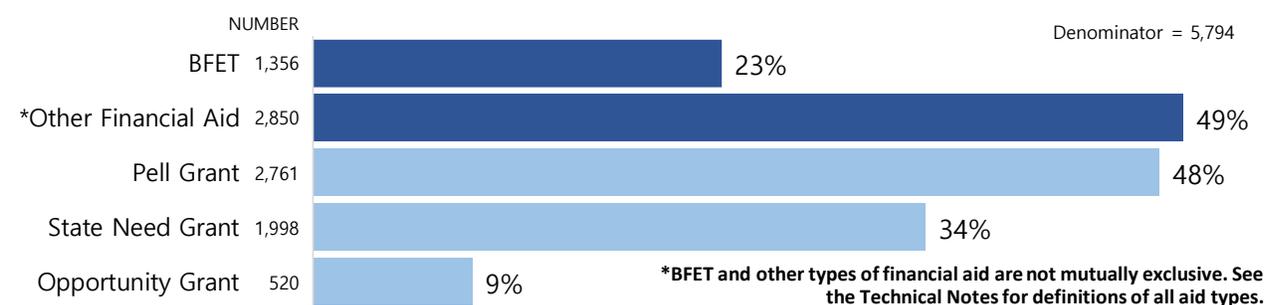
Q. How common is it for WorkFirst students to continue their education in the BFET program and/or with federal or state financial aid?

About 23 percent of WorkFirst students enrolled in BFET over the three academic years, while 49 percent used federal or state financial aid.

The most common source of state or federal aid was the federal Pell Grant, with 48 percent of all WorkFirst students accessing this source. Approximately 71 percent of the 1,356 students who enrolled in BFET also used other forms of state or federal financial aid.

FIGURE 6

WorkFirst Students Enrollment in BFET and Use of State and Federal Financial Aid



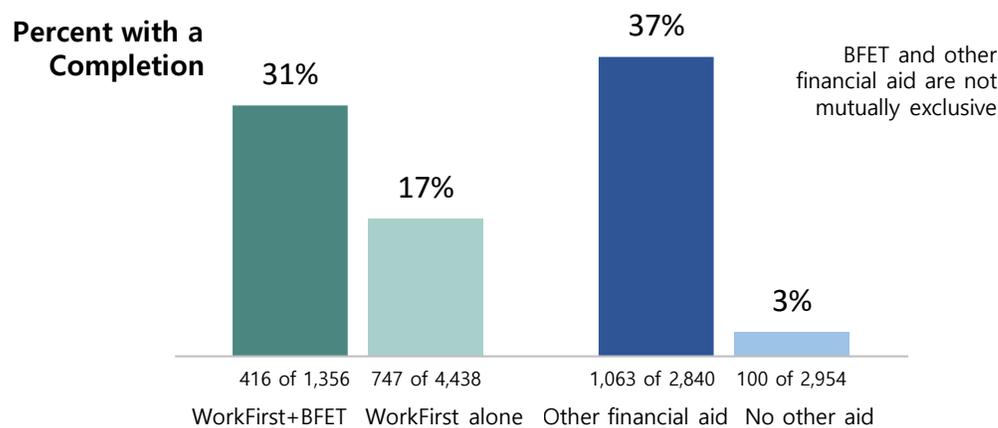
Q. Do WorkFirst+BFET students have different completion outcomes compared to WorkFirst alone students?

Nearly 31 percent of WorkFirst+BFET students completed a degree or certificate, compared to 17 percent of WorkFirst alone students.

Rates of completion also differed for those who used state or federal financial aid. Over 37 percent of clients who accessed state or federal financial aid completed a credential or degree, as compared to 3 percent of those who never accessed those sources of aid.

FIGURE 7

Completion Rates by Use of BFET and Other Forms of Aid



Q. Did WorkFirst+BFET students differ from WorkFirst alone students before enrolling? Did they have different educational experiences?

WorkFirst+BFET students differed in a few important ways from WorkFirst alone students, primarily in prior education and work history, but on a number of measures both groups were similar.

DEMOGRAPHICS: WorkFirst+BFET students were similar to WorkFirst alone students in terms of age and gender. WorkFirst+BFET students were less likely to be Hispanic and more likely to be Black compared to WorkFirst alone students.

HOUSEHOLD: Household characteristics were similar between WorkFirst students who did and did not use BFET. WorkFirst+BFET students and WorkFirst alone students had similar rates of two-parent households, and similar numbers of children. WorkFirst+BFET students were somewhat less likely to have a youngest child under 1 year old or an unborn youngest child (17 percent) compared to WorkFirst alone students (22 percent) when they started at the CTC.

PREVIOUS EDUCATION: WorkFirst+BFET students had more years of education than WorkFirst alone students when they started at the CTC. Twenty-eight percent of WorkFirst+BFET students had more than a high school education, as compared to 18 percent of WorkFirst alone students. Fifty-five percent of WorkFirst+BFET students had a high school diploma or equivalent, as compared to 49 percent of WorkFirst alone students. Only 17 percent of WorkFirst+BFET students had less than a high school diploma, compared to 33 percent of WorkFirst alone students.

TABLE 1

WorkFirst + BFET Compared to WorkFirst Alone

	WorkFirst+BFET PERCENT	WorkFirst Alone PERCENT
Demographics		
Number	1,356	4,438
Age (mean)	31	30
Female	79%	76%
Non-Hispanic white	46%	45%
Any minority (not mutually exclusive)	53%	54%
Hispanic	12%	16%
Black	26%	20%
American Indian/Alaska Native	6%	8%
Asian	6%	6%
Native Hawaiian or other Pacific Islander	4%	5%
Household Characteristics		
Two-parent assistance unit	29%	30%
Number of recipient children (mean)	1.8	1.7
No youngest child (pregnancy)	3%	5%
Youngest child under 1	14%	17%
Youngest child 1 to 4 years old	49%	47%
Youngest child 5 to 11 years old	23%	23%
Youngest child 12 or more years old	10%	8%
Previous Education		
Highest education less than high school or unknown	17%	33%
Highest education high school or equivalent	55%	49%
Highest education more than high school	28%	18%
Work-Related Experiences (12 months prior to enrollment)		
Working Connections Child Care	53%	37%
Any employment in Employment Security Department Data	51%	44%
Hours from Employment Security Department Data	248	194
Wages from Employment Security Department Data	\$2,995	\$2,258
Barriers		
Mental health issues (24 months)	47%	43%
Substance use issues (24 months)	18%	20%
Criminal justice involvement (12 months)	9%	11%
Homelessness or housing instability (12 months)	21%	24%
WorkFirst Experiences		
TANF months prior to enrollment (mean)	22	20

WORK-RELATED EXPERIENCES: WorkFirst+BFET students were more likely to have used Working Connections Child Care (WCCC) prior to enrollment relative to WorkFirst alone students (53 percent vs. 37 percent) and to be employed prior to entering school (51 percent vs. 44 percent). WorkFirst+BFET students also worked more hours and earned more prior to entering school when compared to WorkFirst alone students (248 vs 194 hours; \$2,995 vs. \$2,258).

BARRIERS: WorkFirst+BFET students had a slightly higher prevalence of mental health issues than WorkFirst alone students (47 vs. 43 percent), but a slightly lower prevalence of substance use issues (18 percent vs. 20 percent). WorkFirst+BFET students had similar criminal justice history when compared to WorkFirst alone students (9 percent vs. 11 percent). WorkFirst+BFET students were somewhat less likely to have homeless or housing instability experiences than WorkFirst alone students (21 percent vs. 24 percent).

WORKFIRST EXPERIENCES: WorkFirst+BFET students spent slightly more months on TANF (22 months) relative to WorkFirst alone students (20 months) prior to enrollment in CTCs. For those WorkFirst+BFET students with a valid TANF exit reason prior to BFET enrollment, 34 percent were due to exceeding the earned income limit and 26 percent were because the assistance unit requested closure.

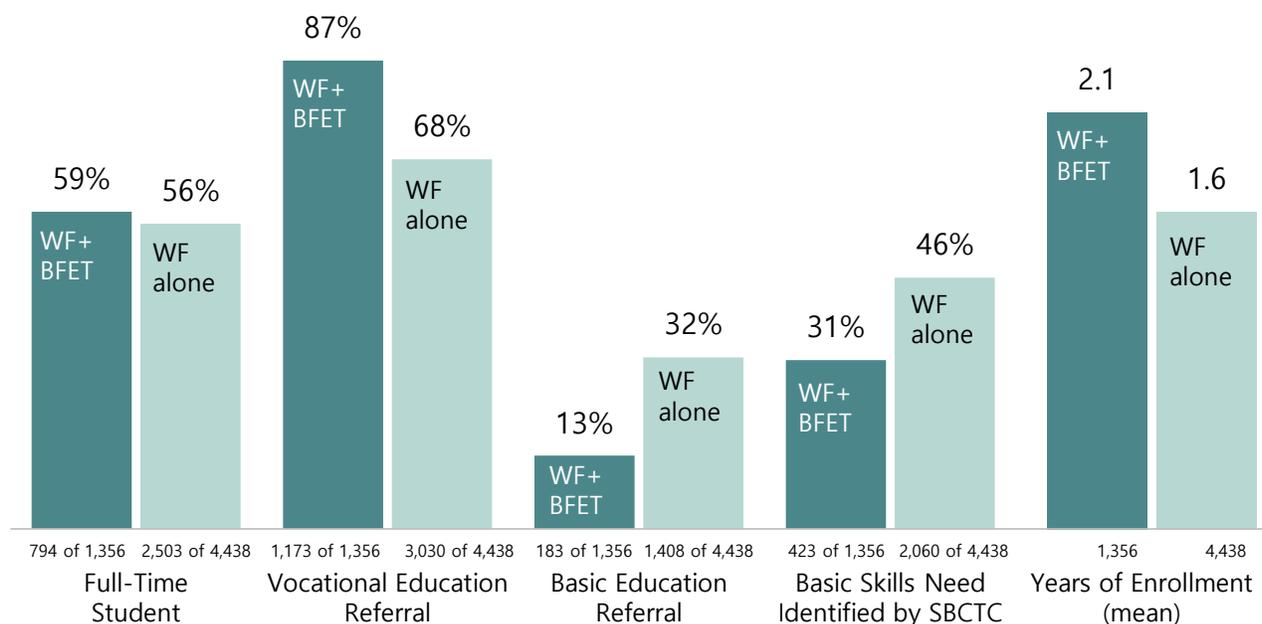
WorkFirst+BFET students had different experiences at CTCs than WorkFirst alone students.

ENROLLMENT: WorkFirst+BFET students were slightly more likely to have started their education full-time (59 percent) than WorkFirst alone students (56 percent). WorkFirst+BFET students were more likely to have been referred for a vocational education activity than for a basic education activity (87 percent and 13 percent) than WorkFirst alone students (68 percent and 32 percent), according to eJAS codes. WorkFirst+BFET students were also less likely to have basic skills needs (31 percent) when compared to WorkFirst alone students (46 percent).

PERSISTENCE: WorkFirst+BFET students attended CTCs for more time. WorkFirst+BFET students were in CTC enrollment records on average 2.1 years of a possible 3 years, while WorkFirst alone students were enrolled for an average of 1.6 years.

FIGURE 8

WorkFirst Students’ Experiences at Community and Technical Colleges



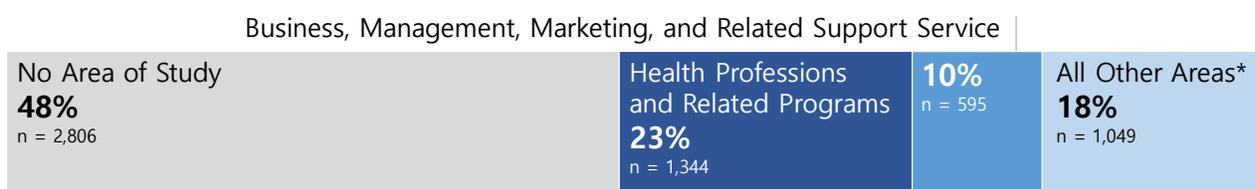
Q. What areas of study are pursued by WorkFirst students?

Nearly half (48 percent) of all WorkFirst clients enrolled in CTCs did not have an area of study identified in their first year of enrollment.

About 23 percent were pursuing 'health professions and related programs' and 10 percent were pursuing 'business, management, or marketing.' WorkFirst+BFET students were less likely to have no area of study identified in their first year (29 percent) than WorkFirst alone students (54 percent). The difference was likely related to WorkFirst+BFET students being less likely to have been referred for basic education. 'Health professions and related programs' and 'business, management, or marketing' were the most popular areas of study among both the WorkFirst+BFET and WorkFirst alone students.

FIGURE 9

Areas of Study among all WorkFirst students



*'All Other Areas' includes over 20 areas of study including computer and information sciences, precision production, education, mechanic and repair technologies/technicians, personal and culinary services, engineering technologies and engineering-related fields and others.

FIGURE 10

Area of Study among WorkFirst+BFET and WorkFirst Alone Students

WorkFirst+BFET Students



WorkFirst Alone Students



Completion rates were much higher among WorkFirst students who had a declared area of study: 35 percent of WorkFirst students with a declared area of study completed a degree or credential, compared to 4 percent of WorkFirst students without a declared area.

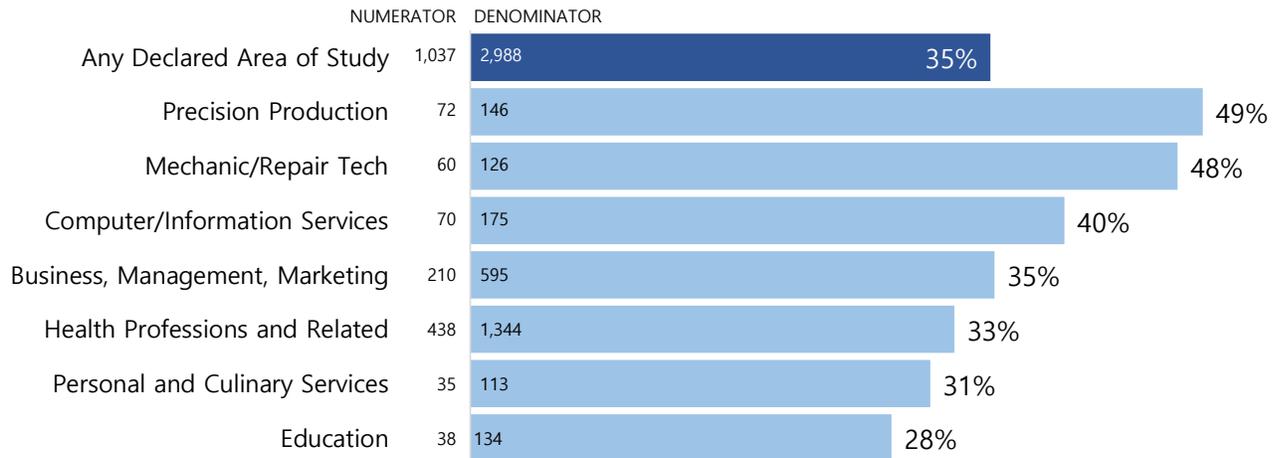
When limiting to areas of study with at least 100 students in the study sample, completion rates vary somewhat. WorkFirst students in 'precision production' and 'mechanic and repair technologies/technicians' had a nearly 1 in 2 chance of finishing a degree or certificate (49 percent and 48 percent, respectively). The next highest completion rates were for 'computer and information sciences and support services' at 40 percent and 'business, management, marketing, and related support service' at 35 percent.

About 1 in 3 WorkFirst students in 'health profession and related programs' (33 percent) or 'personal and culinary services' (31 percent) completed a degree or credential. WorkFirst students in 'education' programs were least likely to complete a degree or certificate, at 28 percent. These differences may be due to different credit requirements across these areas.

FIGURE 11

Completion rates by area of study among all WorkFirst students

For areas of study with at least 100 WorkFirst students



Q. How did WorkFirst+BFET students and WorkFirst alone students differ in their TANF use while pursuing education?

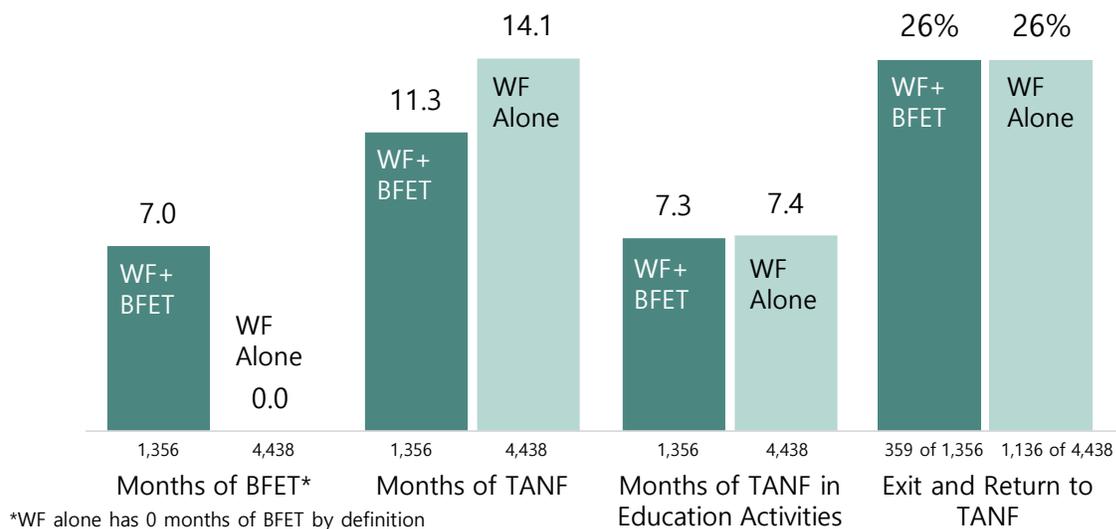
WorkFirst+BFET students used on average 7 months of BFET and 11 months of TANF over the three academic years, while WorkFirst alone students used 0 months of BFET (by definition) and 14 months of TANF in the three academic years.

While WorkFirst+BFET students were on TANF fewer months than WorkFirst alone students, they had similar counts of months of education-related activities. WorkFirst+BFET students and WorkFirst alone students both had education-related activities in an average of 7 months during the three academic years. WorkFirst+BFET and WorkFirst alone students were equally likely to have left TANF for 3 consecutive months and return, 26 percent in both groups.

FIGURE 12

TANF and BFET Service Use

AY 2014-15 through AY 2016-17



Conclusions

WorkFirst students at CTCs, when looked at broadly, have low completion rates: about 20 percent over 3 years. However, the low completion rate is partially driven by the 43 percent of WorkFirst students who arrive in need of basic skills courses. While some WorkFirst students with basic skills needs were referred to CTCs for basic education, a significant portion were referred for vocational education but a need for basic skills coursework was identified upon enrollment at a CTC.

Nearly 31 percent of WorkFirst students without a basic skills need completed a degree or certificate, relative to 6 percent of WorkFirst students with a basic skills need. While a majority of WorkFirst students with basic skills needs do at least make basic skill gains, such low completion rates are concerning. Of note is that WorkFirst students enrolled in I-BEST, which integrates basic skills and vocational education, had a 33 percent completion rate. Approaches like I-BEST, that allow WorkFirst students to get vocational job training right away at the same time they work on basic skills, could improve completion rates.

WorkFirst students who transition to the BFET program tend to be more educationally prepared and have stronger work histories than WorkFirst students who do not transition to BFET. While there are not large differences in demographics, household composition, or identified barriers between the WorkFirst+BFET and WorkFirst alone groups, WorkFirst+BFET students were much more likely to have at least a high school diploma and to have worked prior to entering a CTC. WorkFirst+BFET students were also less likely to need basic skills courses when they started at a CTC. Therefore, while WorkFirst+BFET students were more likely to complete a degree or credential (31 percent), this analysis was unable to determine whether this was the impact of the transition to the program, or due to more educationally successful WorkFirst students tending to transition to BFET.

Even with this limitation, the study does indicate that well-prepared WorkFirst parents are more likely to succeed at CTCs. Parents who are able to navigate different funding sources such as BFET, Pell Grants, etc., are also more likely to complete their programs. For parents who have basic skills needs, it may be unrealistic to complete a degree or certificate in 12 months. Even those without basic skills needs might find it difficult to complete their desired program in 12 months. Therefore, increased advising and navigation assistance that supports parents to identify funding sources for which they are eligible and choose the path that is right for them could be helpful in leading more WorkFirst parents toward completion.

TECHNICAL NOTES

STUDY POPULATION

This study examines parents on TANF/WorkFirst who had an educational component code (vocational or basic) in Academic Year (AY) 2014-15 and were also enrolled in a state community or technical college in AY 2014-15. While 10,983 WorkFirst parents had an educational component code in AY 2014-15, only 5,794 of them were found in enrollment records. The 5,794 WorkFirst parents comprise the cohort for this analysis.

DATA SOURCES

TANF/WorkFirst parents in AY 2014-15 were identified using the ACES Data Warehouse. The following component codes were used to select WorkFirst parents who were referred to an education activity:

- Vocational education: VE, HW, DC, PE, JT
- Basic education: BE, ES, HS, GE
- Unapproved vocational education: VU

The State Board for Community and Technical Colleges (SBCTC) matched the WorkFirst parents identified through the ACES Data Warehouse to their Student Achievement Initiative (SAI) database (see <https://www.sbctc.edu/about/agency/initiatives-projects/student-achievement-initiative.aspx>). SBCTC provided RDA with a de-identified dataset for analysis.

MEASURES

Education experiences and outcomes come from SBCTC's SAI database.

- **Educational progress:** The highest level of educational progress comes from the SAI element 'Highest Cumulative Momentum Earned.' The element is hierarchical for a given student in a given year. For the report, levels of educational progress were collapsed across AY 2014-15 through AY 2016-17 to identify the single highest level each student achieved as follows:

Momentum Point	Level of Educational Progress
Student earned the Completion Point	Completed a degree or certificate
Student earned the Quant Course Point, but not the Completion Point	Earned at least 15 college-level credits
Student earned 45 CLVL points, but not the Tipping Point or Quant Point	Earned at least 15 college-level credits
Student earned the 30 CLVL credits point but not the Tipping Point or Quant Point	Earned at least 15 college-level credits
Student earned the 15 CLVL credits point but nothing higher	Earned at least 15 college-level credits
Student earned College Ready Math points, but no college-level points	Completed the pre-college sequence in math or English
Student earned College Ready English points, but no college-level points	Completed the pre-college sequence in math or English
Student earned Basic Skills gains, but no other momentum gains	Basic skills gains only
Student made no momentum gains in the year	No educational progress

Note that for succinctness, a single category of "Earned at least 15 college-level credits" was created for the figures in the text. The category is further broken down below:

Subcategories	All WorkFirst students	Basic skills students
Earned at least 15 college-level credits	7%	4%
Earned at least 30 college-level credits	6%	2%
Earned at least 45 college-level credits	5%	2%
Completed college-level math but not a credential	8%	3%

- **Completion:** Using the educational progress hierarchy above, students who had a completion in any year were identified.
- **Completion type:** Within each year and college, the highest completion was identified using the SAI element ‘Highest Attainment This Year Exit Code.’ This element identifies the highest completion within a single college and AY. Therefore, while an individual who completes multiple degrees or certificates across years or colleges would be counted for each completion, an individual who completes multiple degrees or certificates within the same college and year would only be counted once for their highest achievement in that year. Exit codes were collapsed as follows (only those exit codes that appear in the data for this cohort are included):

Highest Attainment	Completion Type
Workforce and General Studies Degree	Workforce and General Studies Degree
Certificate, >= 90 credits	Certificate, >= 90 credits
Certificate, 45-89 credits	Certificate, 45-89 credits
Certificate, 20-44 credits	Certificate, 20-44 credits
Associate of Science – Transfer, Track 1 (AS Degree)	Academic Transfer Degree
Associate of Science – Transfer, Track 2 (AS Degree)	Academic Transfer Degree
Associate in Arts – Transfer Non-DTA (local transfer agreement)	Academic Transfer Degree
Associate in Arts – Transfer DTA	Academic Transfer Degree
Associate in Business – DTA/MRP	Academic Transfer Degree
Associate in Pre-Nursing – DTA/MRP	Academic Transfer Degree
Associate in Biology DTA/MRP	Academic Transfer Degree
Associate in Applied Science - T (AAS-T Degree)	Academic Transfer Degree
Applied Baccalaureate Degree	Applied Baccalaureate Degree

- **Basic skills need:** Students flagged as having a basic skills needs were identified as participating in any basic skills (Adult Basic Education (ABE) or English as a Second Language (ESL)) coursework in the baseline year (AY 2014-15) according to the SAI database.
- **Part-time versus full-time enrollment:** Full-time versus part-time categorization comes directly from the ‘FT PT Indicator’ in the SAI database. The SAI element identifies full-time status as 12+ credits of enrollment in the first quarter of the year. Students enrolled in fewer than 12 credits in the first quarter of the year would be considered part-time. FT/PT status is measured as of the first quarter of the baseline year (AY 2014-15).
- **I-BEST program enrollment:** Washington’s Integrated Basic Education and Skills Training Program (I-BEST) integrates vocational education and basic skills education in reading, math or English language so that students can work on college-level studies immediately instead of taking a set sequence of remedial courses before enrolling in college-level courses. I-BEST participation was identified through the SAI element ‘Targeted Program Indicator’ which flags students who were in I-BEST during any quarter in the baseline year (AY 2014-15).
- **Other financial aid:** Specific types of aid students received was identified directly from the SAI element ‘Aid Type Indicator.’ The element identified whether students were Pell Grant, State Need Grant, and Opportunity Grant recipients at any time in the baseline year (AY 2014-15).
 - **Pell Grant:** The Federal Pell Grant Program provides need-based grants to low-income undergraduate and certain post-baccalaureate students to promote access to postsecondary education.
 - **State Need Grant:** The State Need Grant program provides need-based financial aid to income-eligible students pursuing postsecondary education. Eligible students have a household income that is less than 70 percent of the state’s median family income. Grant recipients can use the financial aid at Washington’s eligible institutions, including public two- and four-year colleges and universities and many accredited private/independent colleges, universities, and career schools in the state.
 - **Opportunity Grant:** The Opportunity Grant program helps low-income students complete up to one year of college and a certificate in a high-wage, high-demand career.

- **Enrollment:** SAI database records were used to measure enrollment. Since RDA received de-identified yearly summary data, years of enrollment from AY 2014-15 through AY 2016-17 could be calculated, but more detailed measures of quarters of enrollment were not possible.
- **Area of study:** Areas of study were identified using 'Program CIP Last.' CIP codes (Classification of Instructional Programs) are created by the US Department of Education to describe the subject area of courses and major areas of study (<https://nces.ed.gov/ipeds/cipcode/>). The first two digits of the 6-digit CIP codes were used to identify broad areas of study. The CIP codes came from the last quarter of the baseline year (AY 2014-15).

Demographics, DSHS service use, employment and barriers come from the Integrated Client Database (ICDB), while household information, and TANF history and experiences were drawn from the ACES data warehouse.

- **Demographics:** Age, gender, and race/ethnicity were measured using client records in the ICDB.
- **Household characteristics:** Household information included whether the assistance unit was classified as a two parent household, number of TANF recipient children, and age of youngest child.
- **Previous education:** Previous education came from the comprehensive evaluation (CE). The CE is an automated tool for WorkFirst Program Specialists or WorkFirst Social Service Specialists to learn more about an individual's strengths, readiness and ability to succeed in the work place. Parents whose education level was classified as unknown (<1 percent) were coded as less than high school.
- **Working Connections Child Care (WCCC):** WCCC use in the prior 12 months was identified using the ICDB.
- **Employment:** Employment, wages, and hours in the prior 12 months were identified from the ICDB using Employment Security Department Unemployment Insurance data.
- **Mental health issue:** Parents with mental health issues were identified using mental health diagnoses, mental health treatment, and psychotropic prescription records from the two years prior to CTC enrollment.
- **Substance use issue:** Parents with substance use issues were identified using substance use diagnosis and treatment information, and substance related arrest records from the two years prior to CTC enrollment.
- **Criminal justice involvement:** Criminal justice involvement includes any arrest, conviction, or Department of Corrections incarcerations from the prior 12 months.
- **Homelessness or housing instability:** This measure uses living arrangement information from ACES, summarized in the ICDB and identifies individuals who were both literally homeless (e.g. in a shelter or on the street) and homeless with housing (e.g. couch surfing).
- **TANF ticks:** TANF ticks were identified using RDA calculations as of the start of the education referral.
- **TANF use, exits, and exit reasons:** TANF history during the AY 2014-15 to AY 2016-17 study period were identified from the ACES data warehouse.
- **Basic Food Employment and Training (BFET) use:** BFET months were identified using business rules provided by the ESA Management Accountability and Performance Statistics (EMAPS) unit. Data comes from the ACES data warehouse and identified students who used at least one month of BFET between AY 2014-15 and AY 2016-17. BFET provides training and education with a goal of assisting Basic Food clients to attaining a living wage career. Services include job search and job search training, education and skills training, and support services to Basic Food recipients not participating in the state's Temporary Assistance for Needy Families (TANF) program. All 34 community and technical colleges in Washington participate in the BFET program. However, BFET use was not limited to months where the contractor was a community or technical college, so some cohort members may have used BFET benefits at a community-based organization.



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VISIT US AT: <https://www.dshs.wa.gov/SESA/research-and-data-analysis>

ACKNOWLEDGEMENT

We want to acknowledge the work of our colleagues throughout the research and data analysis division and our partner programs for all the work they do in serving Washington's vulnerable populations.