



**School of Computer Science and Information Systems
Education and Work Consortium
Welfare to Careers Project
Research Design**

The Education and Work Consortium believes that the Welfare to Careers Project will serve as a replicable national model for other communities interested in effective methods of intervention to enhance the economic prospects of welfare and former welfare recipients. To facilitate the dissemination of information and to collect the requisite data that supports the success of the project, Pace University's School of Computer Science and Information Systems developed a research study and implemented a database. The purpose of the study is to determine if education in the form of a baccalaureate degree concomitant with comprehensive career counseling leads to a higher standard of living and ultimately moves participants out of poverty. The study will also try to ascertain if particular programs are more effective than others. Since the Welfare to Careers Project has been designed to provide comprehensive support to participants in the form of career counselors and academic support specialists, the study will also attempt to measure the effectiveness of these services.

Consortium staff members will collect information about the participants, their families, academic histories, employment histories, financial information, and public assistance histories during the intake interviews. The Consortium staff will monitor the progress of the participants throughout their participation in the project. A monthly student assessment will be conducted by the Student Service Coordinator. Anecdotal information will be collected, such as motivation for participating in this project, as well as information on their academic progress and employment status. Incoming student-participants will be

required to consent to participation in the follow-up interviews for a two-year period after exiting the program, in addition to an exit interview.

The research helps to provide feedback about the project, documents the project, and demonstrates the effectiveness of the Welfare to Careers Project as a means of permanently lifting low-income families out of poverty. The research and evaluation component will not only provide important programmatic information, but also may serve to inform other welfare to work interventions.

Research Questions:

- I. Does education, in the form of skills training and a Bachelor's degree, lead to a higher standard of living and ultimately move participants out of poverty?*
- II. Are certain programs, majors of study, or course sequences more effective than others in terms of participants completing a degree?
- III. Does the amount and type of comprehensive support services that a participant receives correlate with the success of participants?

* A higher standard of living will be measured against the Federal guidelines used in the TANF Certification of individuals at or below 200 % of the Federal Poverty Level as outlined in OTDA documentation. Participants will have obtained a higher standard of living if the net family income within one year of completing the program is above 200% of the Federal Poverty Level.

(Gross family income may include benefits, such as medical and dental benefits, tuition assistance, and retirement benefits)

Methodology

The following outlines the methods used to collect and analyze data upon which the findings are based.

- I. The study will compare the level of net family income at the time of entering the program to the level within 1 year of completing the

program, to determine if the level is above 200% of the federal poverty level (at the time of entry into the program and at the time of exit from the program).

- II. A correlation will be done between graduation and major, >200% of poverty and major, graduation and institution, >200% of poverty and institution to compare effectiveness of certain programs at the two institutions and the majors at both. (Course sequences is yet to be determined.)
- III. A correlation will be done between graduation and the amount of services, >200% of poverty and the amount of services, graduation and the type of services and outcomes, >200% of poverty and the type of services and outcomes.

Characteristics of Subject Population:

The participants in the Welfare to Careers Project, who complete the program intake form, are TANF certified, and are accepted into one of the participating educational institutions will comprise the sample for this study. The participants' gross family incomes are at or below 200% of the Federal Poverty level. For example, as of June 1, 2002 a family of four needed to have a gross monthly income at or below \$3,016 or an annual income at or below \$36, 200. The participants are residents of New York City and have a minor child under the age of 18 or under the age of 19 if the child is still in school. The participants are working, or collecting unemployment insurance and are expected to obtain employment with assistance from the job developer before the expiration of the insurance. Participants are not receiving cash public assistance, including family assistance, safety net, or SSI.

Procedures:

- Data will initially be obtained through the Welfare-to-Careers Program Intake Application, Needs Assessment Survey, Academic Intake Survey, and TANF Certification forms.
- The Consortium staff will enter research data into the database as it is collected. The database reporting system is anticipated to be available

through a secure encrypted server, on-line. Prior to the database being on-line, the reporting for the Project Director will be provided by Pace.

- Academic reports will be entered, by the Consortium staff, into the database within 4 weeks after the close of the grading period or 8 weeks after the semester end date.
- Applicants will be asked to provide information at specified intervals about their personal information, family, housing, public assistance status, financial information, and anecdotal information. The consortium staff will need to update this information at least once a semester.
- The Quality of Life Survey was implemented in November 2003. Data will be entered after the interface is created in 2004.
- The Consortium staff will have to obtain information on new employment that participants obtain throughout and after leaving the project. Employment retention information will be tracked for two years at six month intervals.
- The Consortium staff will complete exit interviews with each participant.
- It is the responsibility of the counselor to follow up with participants who fail to appear to fill out any part of the applications and surveys used in this study.
- There may be additional questions or changes to the research design which will reflect changes made in the program.

**Welfare to Careers Project
Education and Work Consortium
Database Design**

Case Managers will interview every student, who enrolls in the project, to determine the following:

Student Information: (from Intake Application)

Name, Address, City, State, Zip

Borough: Brooklyn, Bronx, Manhattan, Queens, Staten Island

Gender: Male/Female

Phone Number 1

Phone Number 2

Phone Number 3

Birth date (Calculate Age)

Social Security Number

U.S. Citizen– Yes/No

Qualified Non–U.S. citizen– Yes/No

Alien Registration Number

Native Language

Ethnicity:

American Indian/Alaska Native: Tribal Affiliation: _____

Asian/Pacific Islander, Black/African American, Caucasian,
Hispanic/Latino, Mexican American, Puerto Rican,

Other: _____, Decline to State___

Marital Status–Married, Single, Divorced, legally separated,
separated, domestic partner

TANF:

Participants will need to be TANF certified on an annual basis.

Some data from TANF form will be entered into the database:

Section 1B, 1E, 1F, 2A, 2B, 3A, 3B1(applicant),

Review Form: 4a, 4c, 4d, certification decision & date

- 1B Family Members: Name, DOB, Relationship to Applicant
- 1E Primary Caretaker
- 1F Non Custodial Parent
- 2A/B Citizen/Non-Citizen Status
- 3A Public Assistance & SSI are captured
- 3B1 (applicant) Income from all source
- 4A Total Gross Income (TANF Family)
- 4C Net Gross Income (after child support payment)
- 4D Total TANF family size (calculated from Household Information

Applicant Status: (Keep a History) Intake Form

Primary Institution

Currently enrolled at ME or ACC (*upon entry to WTCP*)

Re-Admission -Two types (*A student may have both types*)

1. Project re-admission
2. Institution re-admission (previously enrolled at the institution)

New applicant to the institution

Transfer Student

Family: Intake Form

Family Size (TANF application family size)

TANF Application date (when signed by applicant)

Single parent or two-parent household

#Of applicant's children (all children in household)

#Of applicant's minor children (TANF definition)

Are there any other minor children living in the household? Yes/No

If yes, how many?

Household size (includes everyone)

Non-Custodial Parent -Yes/No

Applicant's Children's Names, Birth dates, & Relationship (TANF)

(Type: Custodial & Non-Custodial)

Childcare: (Keep History) Needs Assessment

Type of Childcare - Certified Childcare provider, In-home care,
On-campus care, day care center.

Cost of Childcare

- a) Current Childcare & cost
- b) Childcare Need & Cost you can afford
- c) Childcare Outcome & Cost

Housing: Needs Assessment

Housing- permanent, temporary

Cost per month

Cost subsidized- Yes/No /Section 8

Cost shared- Yes/No

Support - parent, partner, spouse, relative

Public Benefits History:

(Intake) Have you ever received Public Assistance? Yes/No

If yes, what are the dates?

(TANF) Are you currently receiving any of these benefits?–

Yes/No/Pending

If yes, check all that apply:

Type: Family Assistance, Safety Net, Medicaid, Food Stamps,
HEAP, SSI (more than one may be selected)

Income/Financial:

(Intake) Current Gross Annual Income (*Entire Household*)

(Intake) Current Employer/Income Source

(Intake) Other income sources

*All income sources listed on the TANF certification form will
be included as well as other recurring income.*

Combined Gross Household Income (TANF)

(Intake) Child Support:

– Receiving _____ amount per _____ week/month

Calculate amount paid for child support (TANF Gross family
income–Net Family Income)

Employment –Employment Assessment Form

Were you employed prior to entering the project?

Did the project staff assist you in finding this position?

In what ways has your education influenced your success at your current
job?

Employment history will be collected for the following:

Prior to entering WTCP

At Graduation

6 months after Graduation

12 months after Graduation

18 months after Graduation

24 months after Graduation

Full Time, Part Time, or Unemployed

If employed:

Name of employer

Employer contact information

Supervisor Name

Department

Job Title

Responsibilities

Start Date

Salary, hourly or annually

#Hours per week

Benefits, Yes/No

If yes, type:

Medical

Dental

Tuition Reimbursement

Other

How did you learn about this position?

Job developer

Internship

Newspaper

Career Service

ESP center

Other

Type of employer/occupation (Drop down list)

What employment skills do you possess? (Drop down list)

Motivation to be in the program: (Intake)

Affordability of the program

College Reputation

Programs offered (different majors)

Location of campus site

Education (degrees offered)

Career Opportunities at the completion of the program

Childcare on campus

Other

None

Other information: (Intake) (Prescreen)

How did you hear about the Welfare-to-Careers project? (Choose 1 or more)

1. Television:

a) Crosswalks

b) BCAT

c) Bronxnet

d) QPTV

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2. Word of Mouth
 3. Newspaper
 4. Community Based Organization
 5. Government Agency (City, State, or Federal)
 6. Religious Organization
 7. Day Care Center
 8. Other

Educational Background:

HS diploma – Yes/No;

If yes, date earned

If no, HS–highest grade completed

GED – Yes/No

If yes, date earned

Neither – Ability to Benefit Score

Number of College Credits prior to enrollment in this program

Program Academics:

Entrance Scores

Medgar Edgars: CUNY SAT

Audrey Cohen: TABE

Passed Entrance Exam – Yes/No (History)(Only for students who eventually enroll & pass)

Entrance date

Courses attempted & completed

Semester, Course #, Grades & Date

Degree Awarded, Date, & Number of Credits

Degree Awarded, Date, & Number of Credits

Case Management:

Drop down list of Counselor's names
Dates of advisement
Advisement Type (direct & indirect—automatically selected based on Support TYPE provided selection
Advisement Status (attended/not attended)
Support TYPE provided (Choose 1 or more):

Indirect:

Indirect Case Management Advisement

Referral (Choose 1 or more):

- a) Housing –NYCHA, Section 8, Shelter
- b) ~~Transportation~~ (Moved 4/19/04) All Students receive Metro Card during Direct Advisement
- c) Childcare
- d) Domestic Violence
- e) Mental Health
- f) Medical
- g) Food Stamps

Indirect Case Management & Employment Advisement

- h) Financial

Indirect Employment Advisement

- i) Employment Assistance

Indirect Academic Advisement

- j) GED Assistance
- k) Remedial tutoring to pass entrance test

Direct:

1. WTCP Workshop/group session
2. Monthly Assessment
3. Career Counseling
4. Academic Counseling
5. Supportive Counseling

Support Outcomes:

Academic Support Outcomes:

1. Registration for classes
2. Tutoring
3. Workshops
4. Library Skills
5. Research Skills
6. Meeting with Professor
7. Regular Class Attendance
8. Advanced Degree Advisement
9. Student does NOT FEEL the NEED for advisement

Employment Counseling Outcomes:

1. Employed
2. Retain Employment
3. Promotion at job
4. Career Action Plan
5. Resume
6. Attend Career Workshops
7. Self-directed job search
 - a. One-stop visit
 - b. Own search
8. Student does NOT FEEL the NEED for advisement

Case Management Counseling Outcomes:

1. Accessed Benefits qualified for
2. Metro Card Received
3. Found Child Care
4. Admissions/Registration Assistance Received
5. Supportive Counseling Received
 - a. Domestic Issues
 - b. Family Emergencies

- c. Pregnancy
 - d. Time Management
 - e. Life Goals/ Self Assessment Counseling
6. Student does NOT FEEL the NEED for advisement

Internships:

Did you participate in an internship? Yes/No

If yes, how many? (FORCE ENTRY to the following):

Internship Form

Internship #1

Name of company

Begin Date

End Date

Hours Completed

Name of supervisor

What were your responsibilities?

Was your internship instrumental in integrating theory and practice?

Was this internship paid or unpaid?

If it was paid, what was your salary?

Were you offered a full-time position at this site as a result of your internship? Yes/No

If yes, did you accept? Yes/No

Other comments?

Exit Interview:

Why are you leaving WTC? Completion, Withdrawal, Not TANF qualified

Completion:

Title of Degree completed

Withdrawal:

1. Unemployed
2. Homeless
3. Medical
4. Childcare
5. Academic
6. Expulsion
7. Not a resident of New York City
8. Personal Reasons
9. Receiving Public Assistance (Cash-Family Assistance or Safety Net)

Not TANF certified:

1. Applicant is Not a Resident of New York State
2. Applicant's family does not include a minor child, pregnant woman, caretaker of a minor child or the applicant is not a non-custodial parent
3. Applicant is not a U.S. Citizen or qualified non-citizen
4. The income of the family members is above 200% of poverty
5. Other

Was the Welfare to Careers Project effective in meeting your:

Educational goals? Yes/No

Employment/Career goals? Yes/No

Personal goals? Yes/No

What did you enjoy most about participating in the project?

What did you enjoy least about participating in the project?

What could the project have provided to help you be more productive or successful?

How was your relationship with project staff?

Please describe any obstacles that you encountered?

Which of the following suggestions might enhance the Welfare to Careers project?

1. More counselors
2. Better resource information
3. More flexible scheduling
4. More program options
5. More job referrals

Please comment on the staff and project.

Would you recommend someone to the project? Yes/No

In your opinion, how could the Education and Work consortium reach eligible candidates?

Employment Retention:

Date to follow up (Calculated on Exit Date)

Who to follow up (Job Developer)(Force Name)

Actual Date of follow up

Date entered

Are you Employed– Yes/No

If yes, FULL TIME or PART TIME,

If yes, is this a new position within 1 year of leaving the project? Yes/No

Annual Income (*exact #*)

Benefits– Yes/No

Employment retention –3 months, 6 months, 1 year, 2 years

Staff Monthly Reporting:

Prescreening Individuals:

Where did they hear about the program? (See prior list)

prescreened

qualified

applied to project

not qualified

Why not qualified:

a) Not TANF certified

b) Not a NY City resident

c) Unemployed

d) Receiving cash public assistance

e) Failed entrance exam

f) Financial Aid Ineligible (Medgar Evers only)

g) No high school diploma or GED (Medgar Evers only)

Applicants:

of Students by project and Institution

of Families served

Gender & ethnicity by project and Institution

Dropouts by project and Institution

Degrees Earned by project and Institution

Type of Degree by Major

Advisements by staff member, project, and Institution

Individual Advisement breakdown

Type of Advisement by staff member, project, and Institution

Standard of Living–TANF Net Family Income vs. 200% poverty

Quality of Life Survey:

Social

1. Are you a registered voter? _____ Yes _____ No

If yes, when _____.

2. Have you built new relationships in/with: (circle any that apply)

- your community
- your church
- your child's school
- your educational institution
- your place of employment

3. You volunteer in/with: (circle any that apply)

- your community
- your church
- your child's school
- your educational institution
- your place of employment

Familial

(Poor, Fair, Good, Excellent)

4. Your relationship with your family is:

5. The emotional support I receive from my family is:

(Never, Almost Never, Sometimes, Frequently)

6. Activities done with your children:

Parent/ Teacher conferences

Attend School's Open House

Leisure time (playing, movies etc.)

Cultural events (concerts, plays, museums etc.)

Religious Activities

Family Vacations

Visit extended family

Educational

7. I have a library card. _____ Yes _____ No

(Never, Almost Never, Sometimes, Frequently)

8. I read books (for leisure).

9. I read or listen to news and current events.

10. I attend workshops, lectures, seminars or conferences that are not school related.

Health (Student's)

11. I have health insurance. _____ Yes _____ No

12. I visit a healthcare provider.

_____ Never _____ Only when needed _____ Regularly

13. I visit a dentist.

_____ Never _____ Only when needed _____ Regularly

14. I am aware of health risks associated with my gender, age or race.

_____ Yes _____ No

15. I rate my health as:

_____ Poor _____ Fair _____ Good _____ Excellent

Health (Family's)

16. My family has health insurance coverage.. _____ Yes _____ No

17. My family visits a healthcare provider.

_____ Never _____ Only when needed _____ Regularly

18. My family visits a dentist.

_____ Never _____ Only when needed _____ Regularly

19. I am aware of health risks associated with my family's gender, age or race.

_____ Yes ___ No

20. I rate my family's health as:

_____ Poor _____ Fair _____ Good _____ Excellent

Mental Wellness

21. I cope with stress.

_____ Poor _____ Fair _____ Good _____ Excellent

22. In stressful situations, I am logical. _____ Yes _____ No

(Never, Almost Never, Sometimes, Frequently)

23. I worry about what others think.

24. When I make a mistake, I feel terrible.

25. I need a great deal of assurance.

26. I worry a great deal about the future.

27. I feel confident.

Financial

28. Do you have a savings account? _____ Yes _____ No

If yes, how long? _____

29. Do you have money set aside for vacations? _____ Yes _____ No

30. Do you prepare a budget every month? _____ Yes _____ No

31. Do you have a retirement plan (either through work or independently)?
_____ Yes _____ No

32. Most of your salary is spent on:

_____ Clothing for you

_____ Clothing for your family

_____ Bills

_____ Leisure Activities

_____ Food & Groceries