## **Arkansas Career Pathways Initiative**

CPI invests resources from TANF, Arkansas two-year colleges, ADHE, DWS, WIB, Career Education, and

Inputs

So that...

- \$13,000,000 Annual TANF grant
- In-kind contributions from AR two-year colleges
- In-kind services from ADHE, DWS, WIB, Career Education, and DHS
- CPI staff/case management resources
- Data systems

So that...

CPI can assist Arkansas parents living at or below 250% of the federal poverty level access work-related education and training opportunities at local two-year colleges

Activities

- Case management/intrusive counseling
- Program delivery at 25 sites
- Student support services
- Student testing/assessment and remediation

So that...

CPI participants can take courses and enroll in degree or certificate programs

Outputs

- Enrollments of CPI students taking assessments
- # of CPI students earning Career Readiness Certificates
- # of CPI students in degree programs
- # of community colleges with active CPI programs on campus
- # of workshops, classes, tests offered

**Outcomes** 

Short -term

CPI students make progress toward earning a degree or other career credential

So that...

Medium-term

CPI students
complete a
degree/certificate
and gain
employment

So that...

## Long-term

CPI students are able to maintain stable employment after program completion

## Students gain new skills

Indicator: #/% of students moving from remediation into degree/certificate courses

Indicator: #/% of students completing courses that count toward a degree or certificate

*Indicator:* Changes in students' test scores

Indicator: # of students participating in workshops to increase employment soft skills

Source: Student records

Students attain credentials

Indicator: # of certificates and degrees granted to CPI students

Source: Student records

Students gain employment

*Indicator:* #/% of students gaining employment

Source: UI data match

**Unintended Outcome** 

Arkansas two-year colleges become more employment oriented Students increase wages

Indicator: Total and average wages before program and after employment

Source: UI data match

Students no longer receive public assistance

Indicator: #/% participating in TEA

*Indicator:* Total amount of public assistance collected before and after

Source: State, UI data match

Increase tax payer base

Indicator: Projected income taxes collected before program and after

Source: State, Tax analysis, UI data match

So that...

Ultimately: CPI students become self-sufficient and add value to Arkansas' economy

# cliMb Wyoming

**Situation:** Nearly 45% of all Wyoming children raised in single-parent families are living in poverty and in Wyoming one in four children lives in a family where no parent has full-time year-round employment.

## Inputs

Staff

TANF eligible

participants

Funding

Regional labor

market

expertise

Mental health

expertise

**Employer** 

partnerships

Organizational

values

## Activities

#### Phase1: Research and Planning Research local labor markets to identify in-demand occupations and skills

Identify employers

Develop a trainers and curriculum to match local labor market needs

Identify parameters for recruitment

# Phase 2: Participant Recruitment Recruit participants

Participant barriers are identified

Refer non-candidates to other agencies

# Phase 3: Comprehensive Training Provide comprehensive job training in

Provide comprehensive job training is targeted occupation/industry

Provide comprehensive CLIMB training, including counseling, and parenting and life skills training

#### Phase 4: Job Placement

Place participants in targeted occupations/industries

Complete performance evaluations for participants with employers

## Phase 5: Ongoing Support

Provide ongoing support for participants through continued contact with program staff

Perform quarterly follow up surveys with participants for two years

## Outputs

## Phase1: Research and Planning

Identify 30 potential job opening for every 10 participants

Contract with trainer and develop curriculum

## **Phase 2: Participant Recruitment**

Identify 10-12 TANF eligible participants who are "most in need and most likely to succeed"

## Phase 3: Comprehensive Training

Participants complete job training curriculum and achieve certification

Participants complete all CLIMB days training

Participants with barriers who are referred to other services obtain the service

#### Phase 4: Job Placement

Participants are place with employers under a subsidized plan

## Phase 5: Ongoing Support

Participant maintain employment

Participants complete follow up surveys

Participants continue to receive other services, as needed

# Short-term Outcomes

# Development of pool of successful trainers

Develop various curriculum that is appropriate for moms and employers and that has proven successful

Increase knowledge of CLIMB program through community saturation

CLIMB develops a pool of potential candidates that are most in need and most likely to succeed

Participants demonstrate job readiness skills

Decrease symptoms of anxiety and depression

Secured employers willing to become employment partners

Participants secure higher paying full time employment

Increase in participants' access to private health insurance

## Medium-term Outcomes

CLIMB increases/improves relationships with employers, trainers and other community stakeholders

Develops an in-depth awareness of regional labor markets

CLIMB candidates increase awareness of CLIMB program and some adjust job search behaviors

CLIMB improves efficiency through identification of barriers

Participants increase their knowledge of and ability to access community resources

Participants demonstrate work success skills

Participants demonstrate personal life skills

Participants and families experience a decrease in family conflict

Participants maintain fulltime higher paying employment

Participants demonstrate work success in work environment

Participants decrease use of public assistance

## Long-term Outcomes

CLIMB becomes an expert on real time trends in regional labor markets

Candidates address personal barriers through assessment and referral process

Participants develop and utilize skills to decrease barriers in their lives

Participants increase efficacy

Participants improved mental health and well being

Participants and families receive private health insurance

Families experience increased parental access

Participants increase self sufficiency

Decrease in generational poverty

Decrease in incarceration rate

Assumptions: CLIMB Moms thrive with a combination of services and a group practice model, relationships are central to program success

**External Factors:** Emerging/declining industries, family circumstances, funding, political and public support, employer partners, etc.

## Inputs Resources: **Professional Staff:** Grants - Corporate & Foundation, Annual Fund, Staff Development Education Faculty, Job Trainers, Case Department of Education, Governor's Workforce Board, Management, Referrals Department of Labor and Training **Activities** Developmental Education; Health Care, Hospitality, IT Outreach, Recruitment, Intake testing, Develop staff to work with contextualized training; Develop relationship with industry Counseling, Barrier removal, Goal low-income labor market. partners cultural mix setting **Outputs** Staff learns to assess Integrated Education & Employment Training; Enter student characteristics in college past Developmental Education level; Enter college Formation of relationships in the order to encourage them or workforce; Industry informed internships and job industry, creation of opportunities to use their skills to placements; Breakdown silos of Education and Workforce manage life changes **Short Term** Participants are understood as contirbuting Industry specific & Soft Skills; Complete Educational Client knowledge of how to use the to their community and threshold; Persistence; More effective programming system to create change their own success **Medium Term** Staff focus is on breaking Internship → Job placement; Use Educational or Career cycle of poverty (Improve Pathway Courses at Community College; Job Client takes responsibility for education next generation's capacity, Opportunities and placements; Education or skills training and goals learn to make choices, changes potential for income and fulfilling employment follow goals to success). **Long Term** Employment, certificate, AA degree;

Career pathways and financial security

03/05/2012

Client has improved self-perception

## **JumpStart**

**Situation:** Low-Income families need access to a reliable vehicle to obtain and retain living wage employment.

## Inputs

West CAP Administrative and Board support

JumpStart Program
Staff

West CAP non-profit dealership services

Financial Institution partner with advantageous finance program

Vehicle major repair assurance

Local Mechanic Partners

Funding/Funders

Low and moderate income customers (Up to 250% of the federal poverty line)

Vehicle education materials

Vehicle expertise

Local Human Service Agencies

Volunteers

Other West CAP Programs

## Outputs

#### **Activities**

Low-Income Transportation Needs Assessment

Vehicle Research

Purchase and maintenance of vehicle inventory

Maintain collaborative partnerships with local mechanics

Pursue ongoing funding opportunities

Explain program to potential customers

Review customer application, budget and

Review customer application, budget and credit report

In-person consultation with customer/ referral to other appropriate West CAP and other non-West CAP resources

JumpStart vehicle selection

Facilitate financing with customer down payment and loan commitment

Execute JumpStart Program Agreement
Provide vehicle education and deliver vehi-

Provide ongoing vehicle consultation

Administer maintenance escrow account

Administer program major repair assurance

fund

Evaluate program effectiveness

## **Participation**

Low and moderate income customers (Up to 250% of the federal poverty line)

## Outcomes—Impact

# Short Term (Car Delivery)

Customer increase their financial literacy

Vehicle loan approved

Customer resolves transportation needs by purchasing a reliable, fuel efficient JumpStart vehicle

Customer increases protection of assets by obtaining full coverage vehicle insurance

Customer increases knowledge about vehicle maintenance and safety

# Medium Term (0-2 years)

Customer transportation needs are met with a reliable, affordable, fuel efficient vehicle

Customers reduce their carbon footprint through lower greenhouse gas emissions by moving to more fuel efficient later model vehicles

Customers demonstrate financial responsibility

Customers improve credit score by 20 points

Customers gain better employment

Customers maintain earned income

Customers reduce dependence on low-income public benefits by at least 25% Long Term (2-5 years)

Customers improve financial security

Customers have paid off vehicle loan

Customers own a reliable vehicle

Customers reduce dependence on public benefits by

Customers improve quality of life as measured by gains in education, quality of housing, homeownership, community participation, and child care

Evaluations inform continuous program improvement

## **Assumptions**

Transportation is a barrier to successful employment for many low-income households. For the customer to gain long term outcomes, transportation needs to be reliably met for at least five years.

Ownership of a JumpStart vehicle will improve the self-esteem, confidence and independence of the customers, contributing to positive long-term outcomes for both the customer and program.

#### **External Factors**

Economic slowdown has increased challenges for employment derived income generation; Uncertainties in program funding; Cost of fuel; Availability and affordability of JumpStart approved vehicle inventory; and Cost of money

## Kentucky Ready to Work (RTW) Program Logic Model

**SITUATION:** 63% of adults in the K-TAP caseload have high school degrees or GEDs, but less than 1% have completed college. Associate degrees and diplomas result in large labor market payoff: 20%-22% for men, 39%-41% for women. Barriers to completing degrees and diplomas for K-TAP participants include lack of reliable child care and transportation, not understanding or feeling comfortable accessing academic support services, lack of support from family members, and challenges balancing employment and school.

INPUTS

- Federal TANF fundsRTW Coordinators
- DCBS staff, cash assistance, and supportive services (transportation and child care subsidies, emergency/ car related funds, supportive service funds,
- WPR requirements
- Employers/jobs
- Federal student aid (PELL, Federal work study)

summer tuition and fees)

- College curriculum/educators/ staff, financial aid offices staff, HR and payroll staff and process, and student support services staff
- PeopleSoft IT support

Ultimately,

RTW students

are employed

in a career

pathway that

is a good fit

for their

interests and

talents, and

that allows

them to

support their

families

without

public

assistance.

- KCTCS state office staff support
- TANF sanctioning process
- KCTCS indirect/in-kind support

**ACTIVITIES** 

- RTW Coordinators perform case management (deliver workshops, engage in personal and professional advising/ counseling/ mentoring/ advocacy, develop realistic contingency plans with students, help students access and maintain child care and transportation subsidies and other community services, act as mentors/role models to students, act as liaisons to DCBS offices, provide job retention services post-separation, perform academic advising/counseling/mentoring/advocacy, refer students to source of academic assessments to determine college readiness/eligibility, help students select and apply to 4-year degree programs, collect timesheets bi-monthly), perform end of semester reporting to KCTCS SO, share best practices with each other and KCTCS SO, coordinate work study placements and unpaid work activities (develop, identify, match, place, support, coordinate with payroll/HR, and assist students in completing criminal background checks and provide counseling on results), perform program marketing/outreach/recruitment, and provide career counseling and coaching (connect students to sources of career and aptitude assessments and counsel them on results, review Work Site Performance Evaluations with students)
- Students take classes, complete necessary documentation of WPR (complete PA-33 forms and turn them in to DCBS Case Managers monthly, complete timesheets and turn them into RTW Coordinators bi-monthly), and apply for PELL grants
- DCBS Case Managers perform case management (engage in personal and professional advising/counseling, determine interest in higher education as part of K-TAP participant's work plan)
- Work study supervisors manage students (sign timesheets bi-monthly, act as mentors/role models to students before and after graduation, complete Work Site Performance Evaluations and review them with students)
- College student support services offers academic support (provide counseling and tutoring, coordinate learning communities/study groups/peer support groups)
- KCTCS supports and monitors local college sites (visits local college sites, provides technical assistance/training/support, performs end of semester reporting to state TANF office, includes RTW in annual A-133 fiscal audit, hosts quarterly RTW meetings/trainings)
- State TANF office supports and monitors RTW program (visits KCTCS SO and 1-2 local sites annually, responds to issues that arise with technical assistance, training, and support) and pays tuition for summer courses

OUTPUTS

Workshops, counseling sessions, contingency plans, referrals made, class enrollments, transportation subsidies, child care subsidies. EOS reports, work study placements (subsidized employment), unpaid work placements (WEP/COM, internships/practica, job shadowing/coaching), criminal background checks, career counseling sessions, mentoring/coaching, Work Site Performance Evaluations, referrals to RTW, events attended for outreach/marketing, K-TAP participant work plans, tuition payments, completed PA-33 forms, completed work study timesheets, tutoring sessions, learning communities, study groups, peer support groups, site visits, EOS monitoring reports, A-133 audit findings, quarterly RTW meetings/trainings, RTW Program Manual

#### • Students

- Perform successfully at work study placements and beyond

  Most work requirement with a core activity (subsidized).
- Meet work requirement with a core activity (subsidized employment)
- Develop higher levels of self-esteem, awareness, and confidence
- Have more complete work histories and professional experience
- Complete classes and make satisfactory academic progress
- Complete degrees/certificates/diplomas that take longer than the 12 months of vocational education allotted by TANF rules
- Transfer to a 4-year degree program
- Obtain unsubsidized employment
- RTW student GPA meets or exceeds that of the KCTCS general student population
- RTW student retention rate meets or exceeds that of the KCTCS general student population
- · Students' children aspire to go to college
- KCTCS:
- meets contractual obligations and contributes to success of state
   TANF agency meeting Federal expectations
- KCTCS remains in compliance with federal audit requirements

#### Students:

- Demonstrate employability skills at work study placements
- Demonstrate life skills and financial skills
- Attend school/work as scheduled
- Demonstrate improved ability to manage academic, professional, personal, and financial commitments
- Increase income from work study placements
- Improve connections with professionals and organizations in their chosen profession
- More K-TAP participants enroll in KCTCS schools and are in the RTW program
- KCTCS SO improves technical assistance based on challenges reported in end of semester reports, college site visits, monitoring, and audit reports
- RTW Coordinators improve program delivery based on new ideas from quarterly meetings

#### • Students have increased:

- Employability/JRA, life, and financial skills
- Understanding of how to appropriately use academic support (college student support services, peer groups, and RTW Coordinators)
- Knowledge of their chosen profession
- Understanding of how their performance at the workplace is perceived by employers
- Understanding of the relevancy of classroom instruction to their profession
- Level of trust in RTW Coordinators
- Self-esteem and self-awareness
- Willingness to ask for help
- Perception that they are being supported in continuing their college education
- RTW Coordinators have increased knowledge of:
- Status and daily challenges of each individual student
- Effective program delivery
- Relevant topics (domestic violence, etc.)
- K-TAP participants have increased knowledge and awareness of RTW program
- KCTCS SO has increased ability to document local sites' contractual compliance
- State TANF office has increased knowledge of RTW activities and outcomes

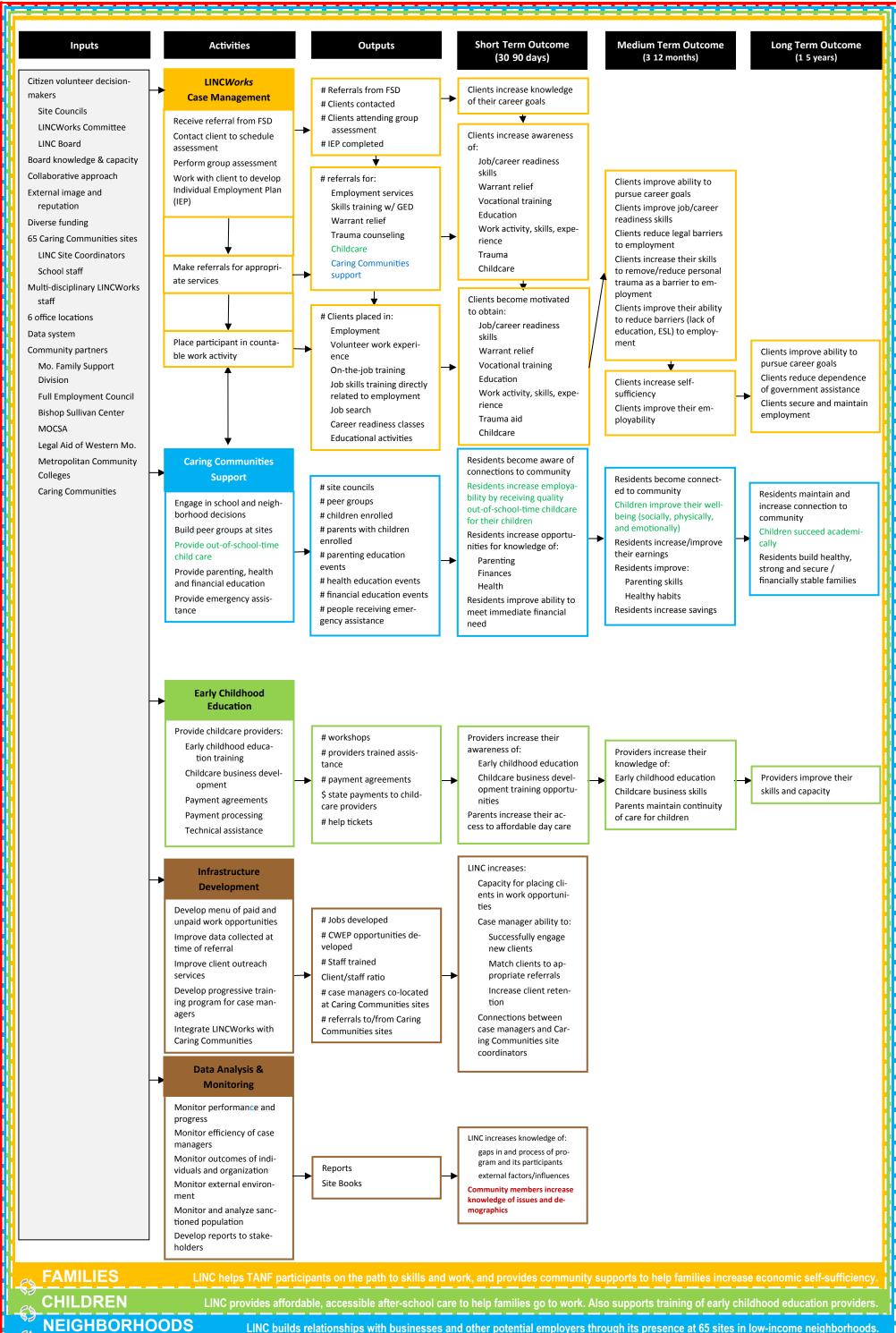
**LONG-TERM OUTCOMES** 

**MEDIUM-TERM OUTCOMES** 

**SHORT-TERM OUTCOMES** 

COMMUNITY

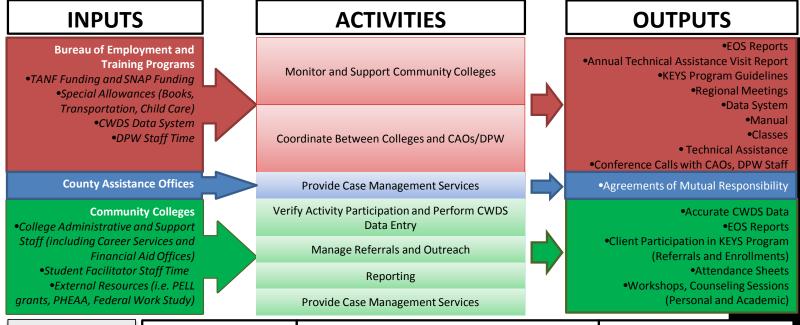
# **LOGIC MODEL**



LINC engages the community in broad-based discussions about long-term efforts including workforce development and welfare reform.

LINC builds relationships with businesses and other potential employers through its presence at 65 sites in low-income neighborhoods.

## Pennsylvania KEYS Logic Model



## **ULTIMATELY:**

More students move from TANF to the workforce.

#### **LONG TERM**

•Increase in value placed on education by students.

- •Students graduate with a degree/diploma/certificate. •Students transfer to 4-year
- program.
  •Colleges meet contractual
- •Colleges meet contractual obligations and contribute to success of the State.
- •State TANF agency meets Federal requirements.

#### **MEDIUM TERM**

- •Improved documented WPR achievement(through activity participation and submission of weekly attendance sheets).
- •Improved progression towards graduation.
- •Students access all available supports seamlessly and continuously.
- •Improved program performance outcomes related to employment, class completion, and retention.
- •Improved coordination between school and CAO.
- •Improved consistency of program delivery across program sites.
- •Improved accuracy and responsiveness in data entry and reporting.
- •Managers are able to take action based on data coming out of data system.

#### **SHORT TERM**

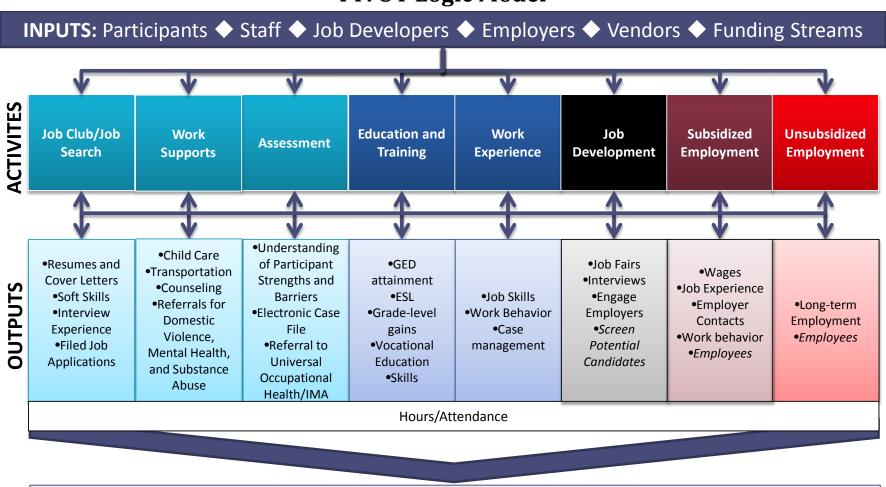
- •Students increase employment soft skills, like keeping a timesheet and time management.
- •Students increase engagement with the college/campus.
- •Students increase trust in student facilitators.
- •Student facilitators increase program knowledge.
- •Student facilitator increase knowledge of DPW rules and regulations.
- •Student facilitators increase understanding of what data is collected and how.

## **OUTCOMES**

# **SEE Hawaii Work Logic Model**

INPUTS ——	> ACTIVITIES -	→ OUTPUTS —	→ OUTCOMES
NON-GOVERNMENT, CARF CERTIFIED PROVIDER-GOODWILL Client-centered approach Outcome-focused approach	CLIENTS SCHEDULE INTAKE MEETING INTAKE INTERVIEW AND SEE HAWAII WORK ORIENTATION  Review Plan  Discuss program expectations, success stories, and establish rapport with clients  Review job goals and openings  Tailor resumes, match skills, provide employertailored job readiness (mock interviews, soft/life skill enhancement)  Provide access to interview attire  Facilitate employment interviews  EMPLOYERS  MARKETING AND OUTREACH TO BUSINESS COMMUNITY  DEVELOP JOB ORDERS  COORDINATE JOB REFERRALS, INTERVIEWS, AND HIRING PROCESS WITH EMPLOYERS  EXECUTE FORMAL SEE AGREEMENT  POST-EMPLOYMENT SERVICES FOR CLIENTS AND EMPLOYERS  VERIFICATION OF EMPLOYER REIMBURSEMENT CLAIM OF UP TO 40 HOUR/WEEK AND INPUT INTO ONLINE PAYMENT SYSTEM  REIMBURSEMENT TO EMPLOYERS  RETENTION SUPPORT  Minimum two times/month contact with clients  Monthly contact with employers  90-day formal evaluation from employer  90-day formal evaluation from employer  Formal evaluation at the completion of the SEE agreement  Satisfaction survey of employers and clients on completion of SEE agreements  STAFF  ONGOING STAFF TRAINING AND DEVELOPMENT  Staff trainings including tracking systems, case management, leadership, and other topics tailored to staff needs	JOB ORDERS	Short-Term  CLIENTS INCREASE SKILLS TO APPLY FOR AND ATTAIN JOBS EMPLOYERS JOB PLACEMENT NEEDS ARE MET BUSINESS COMMUNITY IS EDUCATED ABOUT THE "FACE" OF TANF CLIENTS SUBSIDIZED EMPLOYMENT PLACEMENTS INCREASED KNOWLEDGE OF WHAT IT TAKES TO PLACE CLIENTS WITH CERTAIN SKILL LEVELS
Culturally-sensitive, community- focused staff: Job retention coaches Employer relations specialists		EXECUTED FORMAL SEE AGREEMENTS	
ANNUAL TANF FUNDING-\$5.1M \$2.1 M vendor services		MONTHLY REPORTS	
\$3 M employer wage subsidies  FISCAL VENDOR- PATRIOT		INDIVIDUAL SERVICE PLAN	<ul> <li>Medium-Term</li> <li>INCREASED ABILITY OF CLIENTS TO RETAIN JOBS</li> <li>STRENGTHENED BUSINESS COMMUNITY</li> <li>TRAINED WORKFORCE</li> <li>INCREASED JOB SKILLS AND COMPETENCIES</li> <li>UNSUBSIDIZED EMPLOYMENT</li> </ul>
PRIVATE-SECTOR PARTNERSHIPS		DEMOGRAPHICINFORMATION	
DATA TRACKING SYSTEMS		INDUSTRY PLACEMENT REPORT  - Job Title  - Salary  - Sectorial placement	WORK HISTORY      WORK HISTORY      WAGE AND WEEKLY HOUR     PROGRESSION AND     ADVANCEMENT WITHINTHE     WORKFORCE     ONGOING COMMUNITY SUPPOR     THROUGH EMPLOYER     ENGAGEMENT     SELF-SUFFICIENT, CONFIDENT     FAMILIES     POSITIVE IMPACT ON CHILDREN,     INCLUDING IMPROVED CHILD     WELL-BEING     POSITIVE ROLE MODELS     STRONGER ECONOMIC BASE
TANF CLIENT REFERRALS-AFTER ELIGIBILITY AND THREE WEEKS OF WORK COMPLIANCE			
Up-front assessment Job-readiness training Job Search Employment Plans Support Services		PAYMENTS TO EMPLOYERS	

## **PIVOT Logic Model**



#### **SHORT TERM OUTCOMES**

- •Increase in participant self-confidence.
- •Increase in job skills and soft skills.
- •Community Beautification.
- •Quality job opportunities/work experience.
- •Employers immediate hiring needs are met.

#### **MEDIUM TERM OUTCOMES**

- •Increased ability of participants to obtain unsubsidized employment.
- •Trained employees with specialized skill set.

#### **LONG TERM OUTCOMES**

- •Community development.
- •Increased placement opportunities through county employer network.
- Participants become self-sufficient.
- •Increase in tax revenue.
- •Decrease in expenditures on public benefits.
- •Labor force needs of Erie County employers are met.

# I I T C D M F G

## Tanana Chiefs Conference Subsidized Employment Program Logic Model

#### **Output Indicators** Outputs Activities # of Workshops/Sessions Held Athabascan Cultural **Workshop Sessions Training and Learning Objectives** # of Topics per Workshop/Session **Targeted Participants Attended** #. % Attended Per Workshop **Interviewing Skills** # Attended Interviewing Skills Workshop Work Search Skills # Attended Work Search Skills Workshop # Attended Work Behavior Skills **Relevant Industry** Training Work Behavior Skills Workshop Research/Knowledge **GILA Giveaways** # Received Giveaways **Other Partners** Alaska Job Services # Received Interview Clothes and # of Interview Clothes and Hairstyle State & Federal Agencies **Vouchers for Haircuts** Back-to-School Clothes and School # Received Back-to-School Clothes and **Employment & Training School Supplies** Supplies for Children ng Work Equipment and Clothes # Received Work Equipment and Clothes Youth Employment Child Care Provided for 30 Days Social Services # Receiving PASS 1 Child Care Resumes # Completed, Updated Resume Job Coaches' Logs # of Calls to Participants and Employers **Input Indicators** Written Plan for Future Employment # of Completed Plans, # of Non-(Monitoring/Measuring) and Career Goals and Objectives **Completed Plans** Mentoring **Employer Contacts** # of Employer Contacts Made #, % Participants in Subsidized Job Placement # of Employers Employment # of Participants Hours # of Hours Participated Per Week in Amount (\$) of Subsidized Employment Jobs Created # of Jobs Created # of Partners #, % of Participants Who Are Employed in # of Native Businesses Job Retention Subsidized Employment For Six Months Wages # Earning Above Minimum Wage

## Outcomes

## **SHORT TERM OUTCOMES**

- GILA is successful as shown through GILA Survey Responses
- Participants are Job Search Ready (Train/Motivate)
- Participants Take Job Pursuit Actions (Motivate/Mentor)
- Participants Successfully Complete Subsidized **Employment (Mirror)**
- Participants Increase Household Income During **Employment**

#### MEDIUM TERM OUTCOMES

- Participants Earn Seasonal and Part-time Unsubsidized **Employment**
- Participants Earn Full-Time **Unsubsidized Employment**
- Increase in Household Income

#### LONG TERM OUTCOMES

- Improve the Economy Long-Term in Villages
- Increase in Native-Owned **Businesses**
- Participants Become Self-Sufficient
- Reallocation in funding to sustain self-sufficiency

## Activities Indicators (Monitoring/Measuring)

**Inputs** 

Tribes

Values

**Employers** 

**Funding** 

**Participants** 

Non-Profits

Churches

Education

**Job Coaches** 

# of Tribes

# of Staff

Funding

Staff

(		
Training	# of Trainings	
Motivating	# of Case Managers/Staff, # of Job Coaches, # of Participants	
Mentoring	# of Case Managers/Staff, # of Job Coaches, #, % Participants Assigned Job Coaches, # of Participants	
Mirroring	# Placed in Subsidized Employment, # of Hours in Subsidized Employment	

#### **Short Term**

- **GILA Evaluation Survey Responses**
- Self-Sufficiency Achievement Survey
- **Employer and Employee Feedback** Surveys
- #, % Completed Subsidized **Employment**
- #, % Increase Household Income **During Employment Before-After**

#### **Medium Term**

Self-Sufficiency Achievement

Outcome Indicators (Monitoring/Measuring)

- **Employer and Employee Feedback** Surveys
- #. % Obtain Seasonal and Parttime Unsubsidized Employment
- #, % Who Earn Full-Time **Unsubsidized Employment**
- #, % Increase Household Income Before-After

#### **Long Term**

- #. % Native-Owned **Businesses Before-After**
- # Who Remain Off Caseload
- # Who Retain Employment 5-7 Years After Program
- # With Benefits 5-7 Years After Program