

Contract No.: DOLJ081A20615  
MPR Reference No.: 06465.400

**MATHEMATICA**  
Policy Research, Inc.

**Improving the Effectiveness  
of Individual Training  
Accounts: Long-Term  
Findings from an  
Experimental Evaluation of  
Three Service Delivery  
Models**

*Final Report*

*October 2011*

Irma Perez-Johnson  
Quinn Moore  
Robert Santillano

Submitted to:

U.S. Department of Labor  
Employment and Training Administration  
200 Constitution Avenue, NW  
Room N-5637  
Washington, DC 20210

Submitted by:

Mathematica Policy Research, Inc.  
P.O. Box 2393  
Princeton, NJ 08540  
Telephone: (609) 799-3535  
Facsimile: (609) 799-0005

Project Officer:  
Janet Javar

Project Director:  
Irma Perez-Johnson

This report was prepared under Contract No. DOLJ081A20615 from the U.S. Department of Labor. The views expressed herein are those of the authors and do not necessarily reflect the policies or opinions of the U.S. Department of Labor.

## ACKNOWLEDGMENTS

---

Conducting the Individual Training Account (ITA) experiment and completing this report would not have been possible without the contributions of many people working over a long period of time across a variety of organizations. The authors wish to gratefully acknowledge these contributions.

At the U.S. Department of Labor, Janet Javar and Wayne Gordon have overseen the extended evaluation. They have provided valuable guidance, support, and feedback every step of the way.

The experiment could not have been conducted without the support of the dedicated staff in the study sites. We wish to highlight the contributions of the ITA experiment coordinators—Shelly Joseph in North Cook County, Cynthia Spell in Phoenix, Diana Shepherd in Maricopa County, Tom Hickinbotham in Jacksonville, Nestor Leon in Bridgeport, Anna Thompson in Atlanta, Carol Rayburn in Northeast Georgia, and Sheila Hemphill in Charlotte—who dutifully managed the experiment’s implementation, responded to many requests for information, and generally served as our eyes and ears in the sites. We also applaud the innovative leadership of the administrators in these sites, and thank the many counselors and data entry staff for their hard work and support for the experiment.

At Mathematica Policy Research, Inc., a large number of staff have contributed to the evaluation. Paul Decker and Sheena McConnell served as project directors of the original evaluation. Jeanne Bellotti and Lesley Hildebrand contributed to the development of demonstration procedures. Elizabeth Stuart, Ken Fortson, and Barbara Harris contributed to the short-term impacts and cost-benefit analysis. Patricia Nemeth expertly directed the 15-month and long-term follow-up surveys. Emily Dwoyer was the deputy director for the long-term survey. We are especially grateful for the hard work and dedication of the on-site and field interviewers for the long-term survey, who tirelessly worked to locate study participants, gain their cooperation, and obtain their interview responses. Andrew McGuirk and Anne Bloomenthal provided invaluable programming assistance for this report. Kenneth Fortson reviewed drafts of this report and provided many insightful comments. We also benefitted from discussions of analytic issues and findings with Sheena McConnell and Peter Schochet. Walter Brower edited the report. Jane Nelson, Jill Miller, Linda Heath, and Marjorie Mitchell provided production support.

We thank all these individuals for their important contributions to this study, as well as any others that we may have omitted unintentionally.



# CONTENTS

---

Chapter	Page
	EXECUTIVE SUMMARY..... xix
I	INTRODUCTION..... 1
	A. POLICY CONTEXT FOR THE ITA EXPERIMENT..... 3
	B. ROADMAP TO THE REPORT ..... 5
II	STUDY DESIGN..... 7
	A. THE THREE ITA SERVICE DELIVERY MODELS ..... 7
	B. THE ITA STUDY SITES ..... 9
	C. EVALUATION DESIGN..... 14
	1. Conceptual Framework and Research Questions ..... 14
	2. Sample Development and Random Assignment ..... 16
	3. Evaluation Components and Data Sources ..... 18
III	IMPLEMENTATION OF THE ITA MODELS..... 27
	A. TRAINING AND TECHNICAL ASSISTANCE..... 28
	B. ITA STRUCTURE ..... 29
	1. Effect on Customer Choice..... 29
	2. Provider Responses to the ITA Structure ..... 30

<b>Chapter</b>	<b>Page</b>
III (CONTINUED)	
C. ITA COUNSELING ACTIVITIES.....	30
1. Choice of Occupation .....	31
2. Program Research .....	33
3. Comparing Training Options .....	35
4. Assessing the Feasibility of Completing Training .....	37
5. Counseling Under Maximum Choice.....	38
D. FINAL PROGRAM APPROVAL .....	39
E. SITES' PREFERRED MODEL.....	40
IV. CUSTOMERS' EXPERIENCES OBTAINING AN ITA.....	43
A. CONDITIONS FOR PARTICIPATING IN ITA-FUNDED TRAINING .....	44
1. Attending an ITA Orientation .....	44
2. Participating in ITA Counseling .....	45
3. Obtaining an ITA.....	46
B. PARTICIPATION IN ITA COUNSELING AND RELATED SERVICES .....	46
1. Number of ITA Counseling Sessions .....	47
2. Assessments and Workshops .....	48
3. Timing of ITA Awards.....	50
C. NUMBER OF TRAINING PROGRAMS CONSIDERED.....	50
D. SATISFACTION WITH ITA PROCESS AND INFORMATION AVAILABLE .....	52
E. AMOUNT OF THE ITA AWARD.....	55
F. COST OF THE ITA-FUNDED TRAINING PROGRAMS .....	57

<b>Chapter</b>	<b>Page</b>
V. TRAINING OUTCOMES.....	59
A. WHETHER, WHEN, AND HOW LONG CUSTOMERS PARTICIPATED IN TRAINING.....	60
1. Participation in, Timing of, and Length of Training .....	60
2. Characteristics of Customers.....	63
3. Reasons for Not Participating in Training .....	63
B. SOURCES OF FUNDING USED TO PAY FOR TRAINING .....	67
C. CHARACTERISTICS OF TRAINING PROGRAMS .....	69
1. Type of Training Provider.....	69
2. Number of Training Programs and Reasons for Attending Training.....	71
3. Occupational Choices in Training.....	71
D. TRAINING PROGRAM COMPLETION.....	74
1. Completion of Programs .....	75
2. Reasons for Not Completing Training .....	75
VI. LABOR MARKET OUTCOMES.....	79
A. LABOR FORCE PARTICIPATION AND EMPLOYMENT.....	81
B. CHARACTERISTICS OF EMPLOYMENT.....	81
1. Occupational Choice .....	81
2. Job Quality .....	85
3. Frequency and Reason for Transitions Between Jobs.....	88
C. EARNINGS .....	88
D. COMPARISON OF SURVEY- AND ADMINISTRATIVE-BASED FINDINGS.....	89
VII. IMPACTS ON PUBLIC ASSISTANCE AND HOUSEHOLD INCOME .....	95
A. UNEMPLOYMENT INSURANCE.....	96
B. OTHER PUBLIC ASSISTANCE.....	96
C. HOUSEHOLD INCOME .....	99

<b>Chapter</b>	<b>Page</b>
VIII. RELATIVE BENEFITS AND COSTS OF EACH ITA MODEL.....	101
A. FRAMEWORK FOR THE BENEFIT-COST ANALYSIS .....	102
1. Different Perspectives .....	102
2. Time Period .....	103
3. Benefits .....	105
4. Costs .....	106
5. Estimating Net Benefits and the Statistical Precision.....	109
B. ESTIMATES OF BENEFITS.....	109
C. ESTIMATES OF COSTS .....	111
D. THE NET BENEFITS OF SWITCHING ITA MODEL .....	114
1. Benchmark Estimates.....	114
2. Sensitivity Analysis.....	115
IX. ITA MODEL EFFECTS BY CUSTOMER SUBGROUPS AND SITES.....	119
A. FINDINGS BY CUSTOMER CHARACTERISTICS.....	121
B. FINDINGS BY SITE.....	129
X. CONCLUSIONS AND LESSONS LEARNED.....	133
A. MAIN FINDINGS FROM THE ITA EXPERIMENT .....	133
B. LESSONS FOR WORKFORCE INVESTMENT AGENCIES .....	136
C. THE ITA FINDINGS IN CONTEXT AND REMAINING QUESTIONS .....	140
REFERENCES.....	143
APPENDIX A: DATA COLLECTION FOR IMPACT ANALYSES .....	A.1
APPENDIX B: WEIGHTING FOR SAMPLING AND NONRESPONSE AND TREATMENT OF MISSING VALUES AND OUTLIERS.....	B.1
APPENDIX C: ESTIMATION OF IMPACTS, STANDARD ERRORS, AND NET BENEFITS .....	C.1

---

<b>Chapter</b>	<b>Page</b>
APPENDIX D: SENSITIVITY ANALYSES.....	D.1
APPENDIX E: SUPPLEMENTAL TABLES ON TRAINING OUTCOMES (CHAPTER V) .....	E.1
APPENDIX F: SUPPLEMENTAL TABLES ON EMPLOYMENT OUTCOMES (CHAPTER VI).....	F.1
APPENDIX G: SUPPLEMENTAL TABLES FOR BENEFIT-COST ANALYSIS (CHAPTER VIII) .....	G.1
APPENDIX H: SUPPLEMENTAL TABLES ON ANALYSIS OF IMPACTS BY SUBGROUPS AND SITES (CHAPTER IX) .....	H.1
APPENDIX I: DIFFERENCES IN MEASURES OF EMPLOYMENT AND EARNINGS BASED ON SURVEY AND ADMINISTRATIVE DATA.....	I.1
APPENDIX J: FORMS AND WORKSHEETS USED TO SUPPORT IMPLEMENTATION OF THE ITA EXPERIMENT .....	J.1



## T A B L E S

---

Table	Page
II.1	THE THREE SERVICE DELIVERY MODELS TESTED IN THE ITA EXPERIMENT ..... 8
II.2	KEY FEATURES OF THE ITA SERVICE DELIVERY MODELS..... 10
II.3	KEY DIFFERENCES ACROSS THE ITA STUDY SITES ..... 13
II.4	BASELINE CHARACTERISTICS OF ITA STUDY PARTICIPANTS ..... 17
II.5	DISTRIBUTION OF THE STUDY SAMPLE ACROSS SITES ..... 18
III.1	PROGRAM RESEARCH REQUIREMENTS ..... 34
III.2	MODELS ADOPTED BY LOCAL SITES AFTER THE ITA EXPERIMENT ENDED IN JUNE 2004..... 40
III.3	CAPS USED BY SITES BEFORE, DURING, AND AFTER THE EXPERIMENT ..... 41
IV.1	PERCENTAGE OF ALL CUSTOMERS PARTICIPATING AT KEY STAGES OF THE PROCESS TO OBTAIN AN ITA ..... 45
IV.2	NUMBER OF SESSIONS ATTENDED BY CUSTOMERS WHO ATTENDED ANY COUNSELING AFTER ITA ORIENTATION ..... 47
IV.3	IMPACTS ON RECEIPT OF ASSESSMENTS AND ATTENDANCE AT WORKSHOPS ..... 49
IV.4	NUMBER OF WEEKS BETWEEN BEING DETERMINED ELIGIBLE FOR TRAINING AND RECEIPT OF AN ITA, AMONG ITA CUSTOMERS..... 50

<b>Table</b>	<b>Page</b>
IV.5	NUMBER OF TRAINING PROGRAMS CONSIDERED ..... 51
IV.6	CUSTOMER SATISFACTION ..... 52
IV.7	THE AMOUNT OF THE ITA AWARD ..... 56
IV.8	THE COST OF THE TRAINING PROGRAM CHOSEN..... 58
V.1	BASELINE CHARACTERISTICS OF ITA CUSTOMERS WHO PARTICIPATED AND DID NOT PARTICIPATE IN TRAINING ..... 64
V.2	REASONS FOR NOT PARTICIPATING IN TRAINING AMONG CUSTOMERS WHO DID NOT TRAIN..... 66
V.3	CHARACTERISTICS OF TRAINING PROGRAMS ATTENDED BY ITA CUSTOMERS WHO TRAINED ..... 72
V.4	TOP TRAINING OCCUPATIONS FOR ITA CUSTOMERS WHO PARTICIPATED IN TRAINING ..... 73
V.5	REASONS FOR NOT COMPLETING TRAINING FOR ITA CUSTOMERS WHO BEGAN A TRAINING PROGRAM THEY DID NOT COMPLETE ..... 77
VI.1	TRAINING RATES WITHIN THE FIRST THREE YEARS AFTER RANDOM ASSIGNMENT AND EMPLOYMENT RATES IN THE FINAL TWO YEARS OF THE FOLLOW-UP FOR THE MOST COMMON OCCUPATIONS FOR TRAINING AND THE MOST COMMON OCCUPATIONS OF EMPLOYMENT..... 86
VI.2	IMPACTS ON JOB QUALITY DURING THE FINAL TWO YEARS OF FOLLOW-UP..... 87
VI.3	NUMBER OF JOBS AND PREVALENCE OF JOB SEPARATIONS BY TYPE IN LAST TWO YEARS OF FOLLOW-UP ..... 88
VII.1	IMPACTS ON HOUSEHOLD RECEIPT OF UNEMPLOYMENT INSURANCE ..... 97
VII.2	IMPACTS ON HOUSEHOLD RECEIPT OF PUBLIC ASSISTANCE ..... 98
VII.3	IMPACTS ON HOUSEHOLD INCOME AND POVERTY STATUS..... 100

---

<b>Table</b>	<b>Page</b>
VIII.1	BENEFITS OF SWITCHING FROM GUIDED CHOICE FOR CUSTOMERS, GOVERNMENT, AND SOCIETY, IN 2002 DOLLARS..... 110
VIII.2	ITA AWARD COSTS ..... 112
VIII.3	NON-ITA-FUNDED TRAINING COSTS..... 112
VIII.4	COMPONENTS OF THE COSTS OF COUNSELORS' TIME ..... 113
VIII.5	COSTS OF SWITCHING FROM GUIDED CHOICE FOR CUSTOMERS, GOVERNMENT, AND SOCIETY, IN 2002 DOLLARS ..... 114
VIII.6	SENSITIVITY CHECKS ON NET BENEFITS OF SWITCHING FROM GUIDED CHOICE FOR CUSTOMERS, GOVERNMENT, AND SOCIETY, IN 2002 DOLLARS ..... 116
IX.1	SUBGROUPS EXAMINED IN ITA IMPACT ANALYSIS ..... 121
IX.2	IMPACTS ON PRIMARY OUTCOMES, BY DISLOCATED WORKER STATUS..... 123
IX.3	IMPACTS ON PRIMARY OUTCOMES, BY GENDER..... 125
IX.4	IMPACTS ON PRIMARY OUTCOMES, BY RACE/ETHNICITY..... 127
IX.5	IMPACTS OF SWITCHING ITA MODELS ON PRIMARY OUTCOMES FOR ALL SITES COMBINED, NORTH COOK COUNTY, AND CHARLOTTE ..... 130



## FIGURES

---

Figure		Page
II.1	NUMBER OF ADULTS AND DISLOCATED WORKERS WHO EXITED WIA IN PY 2001 .....	12
II.2	CONCEPTUAL FRAMEWORK FOR THE ITA EVALUATION .....	14
IV.1	REASONS FOR DISSATISFACTION WITH TRAINING PROGRAM OPTIONS .....	54
IV.2	REASONS FOR DISSATISFACTION WITH COUNSELING .....	55
V.1	PARTICIPATION IN TRAINING .....	61
V.2	TIMING AND LENGTH OF TRAINING AMONG THOSE WHO TRAINED.....	62
V.3	SOURCES OF FUNDING FOR TRAINING .....	68
V.4	TRAINING PROVIDER TYPE AMONG THOSE WHO TRAINED .....	70
V.5	COMPLETION OF TRAINING PROGRAMS.....	76
VI.1	LABOR FORCE PARTICIPATION RATES AT THE TIME OF LONG-TERM FOLLOW-UP .....	82
VI.2	PERCENTAGE OF QUARTERS EMPLOYED.....	82
VI.3	AVERAGE HOURS WORKED PER QUARTER .....	83
VI.4	EMPLOYMENT BY QUARTER FOLLOWING RANDOM ASSIGNMENT.....	83

---

<b>Figure</b>		<b>Page</b>
VI.5	PERCENTAGE OF PEOPLE EMPLOYED DURING THE FOLLOW-UP PERIOD IN AN OCCUPATION MATCHING THEIR TRAINING PROGRAM .....	85
VI.6	AVERAGE QUARTERLY EARNINGS DURING FOLLOW-UP PERIOD .....	90
VI.7	EARNINGS BY QUARTER FOLLOWING RANDOM ASSIGNMENT .....	90
VI.8	AVERAGE QUARTERLY EARNINGS DURING FOLLOW-UP PERIOD .....	92
VI.9	DIFFERENCE IN AVERAGE QUARTERLY EARNINGS BASED ON SURVEY AND ADMINISTRATIVE DATA.....	92
VI.10	EARNINGS BY QUARTER FOLLOWING RANDOM ASSIGNMENT .....	93
VIII.1	NET BENEFITS OF SWITCHING FROM GUIDED CHOICE FOR CUSTOMERS, GOVERNMENT, AND SOCIETY, IN 2002 DOLLARS.....	115

## EXHIBITS

---

<b>Exhibit</b>	<b>Page</b>
II.1	PROFILE OF THE STRUCTURED CHOICE ITA SERVICE-DELIVERY MODEL ..... 22
II.2	PROFILE OF THE GUIDED CHOICE ITA SERVICE-DELIVERY MODEL..... 25
II.3	PROFILE OF THE MAXIMUM CHOICE ITA SERVICE-DELIVERY MODEL ..... 26



## EXECUTIVE SUMMARY

---

Following passage of the Workforce Investment Act of 1998 (WIA), local workforce investment areas have been required to use individual training accounts (ITAs) to fund most occupational training activities. With some restrictions, customers of the One-Stop system can use ITAs to select training from a wide array of state-approved programs and providers. States and local offices have a great deal of flexibility in deciding how to structure ITAs. At one extreme, local counselors can play a pivotal role in directing customers to particular training programs and closely tailoring ITA award amounts to each customer's needs. At the other extreme, local staff can play a minor role, providing all customers with the same fixed ITA amounts, allowing customers to choose their training programs independently, and providing counseling only on request.

This report presents long-term results from an experimental evaluation of the effectiveness of three different models for delivering ITA services, with impacts measured six to eight years after program enrollment. The Employment and Training Administration (ETA) at the U.S. Department of Labor designed the ITA experiment to provide federal, state, and local policymakers, administrators, and program managers with information on the tradeoffs inherent in different ITA service delivery models.

As a part of the experiment, nearly 8,000 customers of One-Stop Centers in eight different sites were randomly assigned to one of the three ITA service delivery models tested in the ITA Experiment. These models varied along three policy-relevant dimensions (Table ES.1): (1) *the ITA award structure* (that is, whether the award amount was fixed for all customers or tailored to the customer's needs); (2) *required counseling* (that is, whether ITA counseling was mandatory or optional, and its intensity); and (3) *program approval* (that is, whether counselors could reject customers' training choices and deny an ITA, or had to approve them if the customer had completed his or her ITA requirements).

**Table ES.1. The Three Service Delivery Models Tested in the ITA Experiment**

	Model 1: Structured Choice	Model 2: Guided Choice	Model 3: Maximum Choice
ITA Award Structure	Customized	Fixed	Fixed
Required Counseling	Mandatory, most intensive	Mandatory, moderate intensity	Voluntary
Counselor Discretion to Reject Customer's Program Choice	Yes	No	No

### THE THREE ITA SERVICE DELIVERY MODELS

WIA gives states and local areas a great deal of flexibility in setting the value and other parameters of ITAs, and in deciding how much guidance and direction counselors provide to customers as they formulate their training decisions. Because of this flexibility, the ITA experiment tested models designed to reflect both the policies that local workforce agencies commonly use to administer ITAs and the diversity of approaches allowable under WIA. Table ES.2 describes the elements of the three ITA models tested in the experiment in more detail.

In the middle of the spectrum of models tested, Guided Choice was designed to represent the ITA model that most local workforce agencies would adopt absent the experiment. At one end of the spectrum, the Structured Choice model placed greater emphasis on counselor guidance and somewhat less on customer choice. The Maximum Choice model, at the opposite end of the spectrum, reversed this emphasis and specified a much smaller role for local counselors.

The ITA amount also varied across the approaches. Under Structured Choice, the counselor could tailor the ITA amount to the customer's need, subject to a high cap on awards. Under Guided Choice and Maximum Choice, the ITA amount available to the customer was a modest, fixed value award.

**Table ES.2. Key Features of the ITA Service Delivery Models**

<b>Structured Choice</b>	<b>Guided Choice</b>	<b>Maximum Choice</b>
<b>Model Philosophy</b>		
Maximize return on local WIA investments on training	Balance customer choice and counselor guidance	Maximize customer choice and flexibility
<b>ITA Structure</b>		
ITA amounts are “customized” to the customer’s needs, subject to an upper limit or “cap”	Customers receive a fixed ITA amount that is much lower than the Structured Choice cap	Same as Guided Choice
Only counselors are aware of the cap on ITA expenditures	Both customers and counselors are aware of the fixed ITA amount before choosing a training provider	Same as Guided Choice
ITAs cover direct training costs and other training-related expenses	Same as Structured Choice	Same as Structured Choice
<b>Required Counseling</b>		
After ITA orientation, customers must participate in sessions covering: <ul style="list-style-type: none"> <li>- High-return training</li> <li>- High-wage occupations in demand</li> <li>- Training options in customer’s selected occupation</li> <li>- Returns-to-training for prospective programs</li> <li>- Feasibility of customer’s training selection</li> </ul>	After ITA orientation, customers must participate in sessions covering: <ul style="list-style-type: none"> <li>- Training options in customer’s selected occupation</li> <li>- Feasibility of customer’s training selection</li> </ul>	After ITA orientation, customers are not required to participate in further activities, but ITA counseling is available if requested.
<b>Program Approval</b>		
Direct customers to training selections on the ETP list that maximize return on investment	Guide customers to appropriate training strategies	Available as a resource to customers as they make training decisions
Approve customer’s choice only if: <ul style="list-style-type: none"> <li>- Selection is on the ETP list</li> <li>- Customer has completed the required counseling activities</li> <li>- Counselor recommends the program as a “high return” selection</li> </ul>	Approve customer’s choice if: <ul style="list-style-type: none"> <li>- Selection is on the ETP list</li> <li>- Customer has completed the required counseling activities</li> <li>- Selection appears feasible with ITA and other available resources</li> </ul>	Approve customer’s choice if: <ul style="list-style-type: none"> <li>- Selection is on the ETP list</li> </ul>

ETP = Eligible Training Provider List.

## **THE ITA EXPERIMENT STUDY SITES**

Through a grant competition, ETA selected six grantees to participate in the ITA experiment. Two grantees applied as consortia of two local workforce investment areas each. Because the local workforce investment areas in each consortium were quite different in important respects, our analyses treat them as separate study sites. Thus, eight local sites implemented the ITA experiment:

- Phoenix, AZ
- Maricopa County, AZ
- Bridgeport, CT
- Jacksonville, FL
- Atlanta, GA
- Northeast Georgia
- North Cook County, IL

## **STUDY SAMPLE**

All new customers determined eligible for training at the study sites during the study's implementation period were informed about the experiment and asked to participate in the study. Consenting to random assignment was a condition for receipt of any WIA-funded training services and support. Enrollment of ITA study participants in the eight sites began on a rolling basis between December 2001 (in Chicago) and August 2002 (in Bridgeport). Enrollment continued for about 18 months, ending in all sites by March 2004.

In total, 7,920 customers were enrolled in the experiment; about one-third of these customers were assigned to each of the models tested. Table ES.3 shows the characteristics of customers in each of the three models. As expected, there were few significant differences between models in customers' background characteristics. However, as Table ES.3 shows, there were no more significant differences than one would expect by random chance, and the statistically significant differences were qualitatively small.

**Table ES.3. Baseline Characteristics of the ITA Study Participants**

Characteristics	Structured Choice	Guided Choice	Maximum Choice
Dislocated Worker	67%**	71%	69%
Earnings in Year Before RA	\$21,192	\$20,608	\$20,289
Receiving Public Assistance at Baseline	17%	16%	16%
Employment			
Working at time of RA	11	9	9
Worked within month prior to RA	20	20	19
Worked within one year prior to RA	65	66	69
Worked over one year prior to RA	15	14	11*
Duration of Last Job (Months)	54	52	50
Age (Years)	41	41	41
Female	55	55	56
Married	42	41	40
Has Children	53	54	54
Race/Ethnicity			
White non-Hispanic	43	45	44
Black non-Hispanic	37	39	38
Hispanic	9	8	10*
Primary Language Is English	91	92	92
Highest Level of Education			
Less than high school degree	5	6	5
High school diploma or GED	59	58	63**
Associate's degree	7**	10	8
Bachelor's degree	22*	19	19
Graduate degree	7	7	5*
Has Vocational or Business Degree or Certificate	23	26	24
<b>Sample Size</b>	<b>2,644</b>	<b>2,649</b>	<b>2,627</b>

Source: Study Tracking System, extract as of July 2004.

RA = random assignment.

\* / \*\* / \*\*\* Mean is significantly different from Guided Choice mean at the 0.10 / 0.05 / 0.01 level.

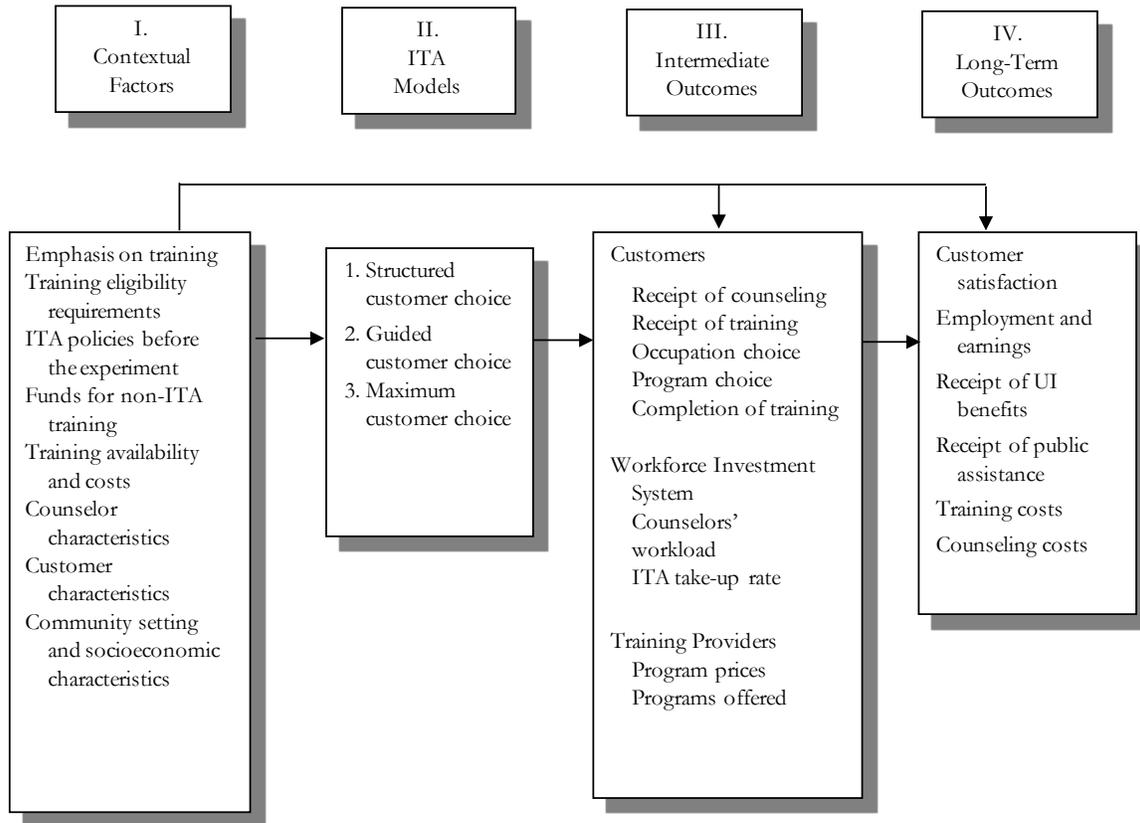
## POTENTIAL EFFECTS OF THE ITA MODELS ON DIFFERENT STAKEHOLDERS

The ITA experiment was designed to evaluate the effects of the ITA models tested on a wide range of outcomes. Figure ES.1 summarizes the conceptual framework that guided the design of the evaluation.

Contextual factors that could affect the implementation of the ITA models and their final outcomes are shown in column I of Figure ES.1. Such factors include the emphasis the local area puts on training versus placing the customer in employment quickly; the requirements for being determined eligible for training; the availability of training programs and their costs; the availability of other funds for training; the characteristics of the customers (including whether they are dislocated workers and their demographic

characteristics); the counselors' characteristics (such as their backgrounds and experience); and the socioeconomic characteristics of the community.

**Figure ES.1. Conceptual Framework for the ITA**



The different ITA models could affect three stakeholders: (1) customers, (2) the local workforce investment system, and (3) training providers. Column III of the conceptual framework summarizes the intermediate outcomes for each of these stakeholders.

1. The intermediate outcomes on customers include receipt of counseling, receipt of training, occupation choice, training program choice, and completion of training.
2. The ITA models could also affect the workforce development system. Therefore, the evaluation explored the impact of each model on counselors and their workloads. By affecting the likelihood of customers receiving training and the type of training program chosen, the models could also affect the cost of training.
3. Training providers could change the programs offered or prices in response to different ITA models.

The final outcomes of interest are presented in column IV of the conceptual framework in Figure ES.1. These outcomes include customers' satisfaction with their training choices and with the process of receiving an ITA. They also include employment and earnings after entry into the experiment, the types of jobs obtained, and the receipt of unemployment insurance (UI) and public assistance. Also of interest is the cost of counseling and training provided by the workforce development system.

## RESEARCH QUESTIONS

Guided by this framework, the evaluation of the ITA experiment was designed to answer three broad research questions:

1. *Can the ITA models be implemented?* Are the three models in column II feasible? What challenges emerge in implementing each model? Does the success of the implementation of the model depend on contextual factors such as the availability of training programs and counselor and customer characteristics?
2. *What are the impacts of each ITA model relative to another?* How do the models differentially affect the intermediate outcomes (column III) and the final outcomes (column IV)? How do the impacts differ for different types of customers? Do the impacts depend on contextual factors (column I)?
3. *How do the benefits and costs vary by model?* How do the benefits of each model in terms of customers' outcomes compare to the costs of counseling and training under each model?

## EVALUATION COMPONENTS AND DATA SOURCES

The evaluation of the ITA experiment had three components: (1) an implementation analysis, (2) an impact analysis, and (3) a benefit-cost analysis. Each component addressed one of the broad research questions above.

**Implementation Analysis.** The implementation analysis drew on data collected during three rounds of in-depth visits to each of the eight study sites. The first round occurred in 2002, about three months after the start of random assignment; the second in spring 2003, and the third in spring 2004. In each round, we interviewed administrators from the local workforce agency, ITA managers, and local counselors. During the second round, we also interviewed several ITA customers about their counseling and training experiences. In the third, we interviewed local training providers and collected data on time spent by counselors on activities related to ITAs.

**Impact Analysis.** The impact analysis was designed to estimate the impacts of the ITA models on a wide range of outcomes. We calculated the relative effects of the three models by comparing the average outcomes of customers assigned to each model. We selected Guided Choice as our reference model since it approximates most closely the procedures that local sites would have followed in the absence of the ITA experiment. Impacts were

estimated in a regression framework to adjust for any differences that occur by chance in the background characteristics of customers assigned to the three models and to improve the statistical precision of the impact estimates.

The impact analysis draws on several sources of data:

- ***Study Tracking System (STS)***. This information system was designed to support the operations of the ITA experiment in each study site and collect data related to participant activities in the experiment. Data were collected on all 7,920 customers enrolled in the ITA experiment.
- ***Follow-up Surveys***. A random sample of 4,800 ITA study participants was selected to be interviewed about 15 months after random assignment, from November 2003 to July 2005. This same sample was contacted again for a second follow-up interview between August 2009 and May 2010. A total of 3,933 15-month follow-up interviews were completed, for a response rate of 82 percent; 3,264 study participants (which includes 373 nonrespondents to the first survey) completed the second survey, for a response rate of 69 percent.<sup>1</sup>
- ***Administrative Data***. State administrative records on the receipt of UI-covered employment and wages were collected for all 7,920 study participants. Extracted UI earnings records cover the period from January 2000 through June 2010.

**Benefit-Cost Analysis.** The benefit-cost analysis synthesizes the impacts of each model on training and related counseling services, on employment and earnings, and on receipt of public assistance. We estimate the benefits and costs of switching (1) from Guided Choice to Structured Choice, and (2) from Guided Choice to Maximum Choice.

## MAIN FINDINGS ON THE IMPLEMENTATION OF THE ITA MODELS

Each site in the ITA experiment was asked to implement the three ITA models described above, side by side. The ITA structure, counseling requirements, and requirements for program approval were clearly defined. To eliminate any variation in outcomes due to specific counselors, local counselors were trained in how to implement all three models. In order to assess how the models were actually implemented in the real-world conditions of the One-Stop Centers and how they deviated from the planned models, the evaluation collected implementation information through in-person interviews, focus groups, reviews of case files, and observations of counseling sessions.

***Both Guided Choice and Maximum Choice were implemented as planned.*** Of the three models tested, local counselors felt most comfortable implementing Guided

---

<sup>1</sup> For outcomes based on data from the follow-up surveys, our analysis uses weights so that results can be generalized to the full population of ITA study participants. Our report presents details on our weighting procedures and analysis of the characteristics of customers who did and did not respond to our surveys.

Choice and all of the study sites adopted a variant of this model after the experiment ended. Counselors were not comfortable with not providing ITA-related counseling unless customers requested it, but still implemented this model as planned, largely because of high caseloads. Study participants assigned to the Maximum Choice model rarely requested ITA-related counseling, which was not required for them.

***Structured Choice was generally not implemented as planned, mainly because counselors were uncomfortable being directive in their interactions with customers.*** Structured Choice was designed to represent a staff-driven, directive model that would steer customers to high-return training. However, counselors were not directive in their interactions with Structured Choice customers and tended instead to defer to customers' preferences. Counselors gave two main reasons for their reluctance to be directive. First, they felt that it was not in the best interest of customers. They believed that respecting customers' choices was essential to their success in training and feared that being directive would cause customers to be less committed or forgo training altogether. Second, counselors felt ill equipped to be directive. They viewed much of the available labor market information as unreliable and quickly outdated and thus insufficient as a basis on which to gauge the likely return on a training program. Some counselors felt they were not knowledgeable enough, especially about highly specialized fields, to judge customers' choices.

Under Structured Choice, counselors were also instructed to customize ITAs to customer needs. Subject to a higher cap on ITA awards, counselors were expected to award higher-value ITAs to those Structured Choice customers who chose high-return training and to make low ITA awards or deny training altogether to the customers who chose low-return training. This was intended to help ensure that the ITA models tested were "cost neutral" for the study sites. In practice, counselors were unable to constrain spending under Structured Choice. Instead of rationing ITA resources, they tended to award Structured Choice customers ITAs that enabled them to attend their preferred training programs. On average, counselors awarded Structured Choice customers ITA awards that were about \$1,800 higher than the ITAs awarded to Guided Choice or Maximum Choice customers.

## **MAIN FINDINGS ON CUSTOMER EXPERIENCES OBTAINING AN ITA**

The ITA models differed in both their requirements for obtaining an ITA and the potential ITA amount. While Structured Choice and Guided Choice customers were required to participate in further counseling after being determined eligible for WIA-funded training, Maximum Choice customers were not. And while Guided Choice and Maximum Choice customers faced the same cap on the ITA award, Structured Choice customers could potentially receive a higher ITA award. These differences could affect customers' experiences and decisions in the process of obtaining an ITA. The models could also affect whether customers participate in any training, how training is funded, what type of program is selected, and whether customers successfully complete training.

***Customers are satisfied with the support offered under all three ITA models.*** Between two-thirds and three-fourths of customers expressed satisfaction with (1) their ITA training options, (2) available information on training programs, and (3) ITA counseling regardless of the model to which they were assigned.

***Mandatory ITA counseling discourages participation in ITA-funded training.***

Before being deemed eligible for training and randomly assigned to one of the ITA models, all customers received core and staff-assisted intensive services offered at the One-Stop Centers, which could include several hours of counseling. While Maximum Choice customers were not required to participate in counseling after the ITA orientation, both Guided Choice and Structured Choice customers had additional counseling requirements. This mandatory counseling lowered both the overall training rate and the ITA take-up rate by about 7 percentage points—66 percent of Maximum Choice customers received an ITA compared with 59 percent of Guided Choice customers. Most of this difference is attributable to differences in the rate at which customers assigned to these models showed up to the ITA orientations (74 percent under Maximum Choice and 67 percent under Guided Choice). For this reason, we conclude that it was mostly the *anticipation* of additional counseling, rather than the ITA counseling itself, that discouraged participation in ITA-funded training. If this conclusion is correct, ITA take-up rates could be improved by providing more information about the nature of ITA-related counseling when eligibility for training is determined, to encourage customers to remain engaged in services.

***When ITA counseling is voluntary, few customers request it.*** Once they were determined eligible for WIA-funded training and had attended an ITA orientation, Maximum Choice customers were not required to participate in any additional training-related counseling, although it was available if they requested it. Few Maximum Choice customers—only 4 percent—requested counseling, and most of the ones who did participated in only one additional session. Counselors reported that, more commonly, Maximum Choice customers came to the ITA orientation having already chosen a training program, and immediately afterward completed the paperwork for obtaining an ITA. However, all customers in the ITA experiment—including Maximum Choice customers—had already participated in an average of about five hours of counseling *before* being determined eligible for WIA-funded training. Hence, we do not know how customers would respond if *all* counseling—including counseling that occurs prior to the determination of eligibility for WIA-funded training—were made voluntary, or what the effects of such a change would be on customer outcomes.

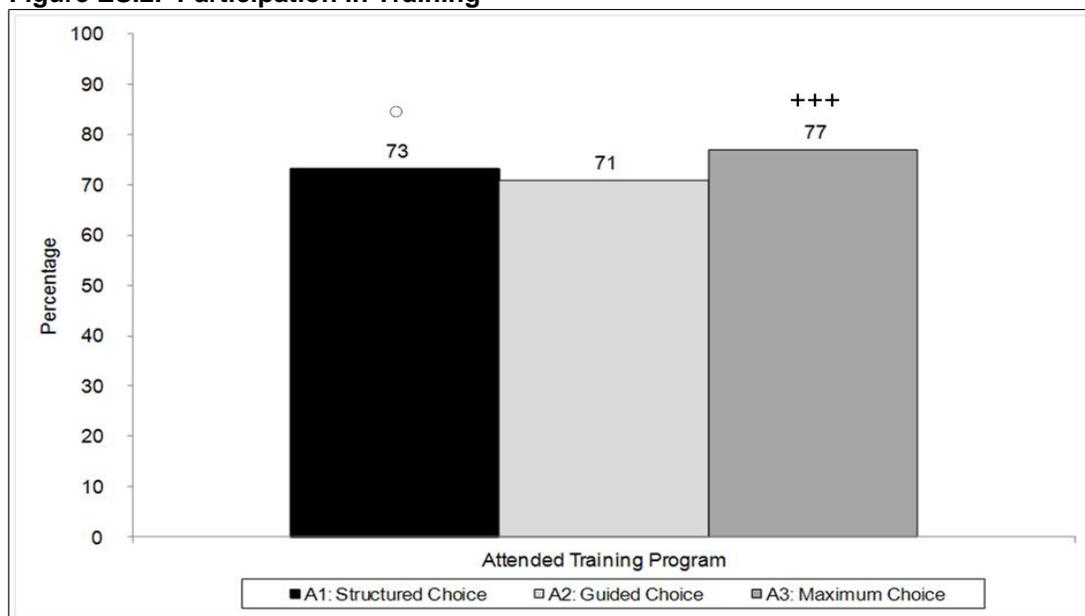
**MAIN FINDINGS ON THE EFFECTS OF THE ITA MODELS ON TRAINING OUTCOMES**

An important question for the evaluation was whether the model used to administer ITAs influenced the choices customers make regarding training. The model could affect, for example, whether customers participate in any training, how training is funded, what type of program is selected, and whether customers successfully complete training. Notable findings regarding the effects of the ITA models on training outcomes included the following:

- ***The ITA models influenced customer participation in training.*** More than three-quarters of Maximum Choice customers entered training compared to 71 and 73 percent of Guided Choice and Structured Choice customers (Figure ES.2). This finding runs counter to the initial expectations of some counselors, who were concerned that, without professional guidance, Maximum Choice customers would struggle to finalize their training choices and fail to enroll in training. However, counselors reported that all ITA customers typically came to the ITA

orientations with a strong sense of the program they wanted to attend and often completed the award paperwork immediately after the orientation.

**Figure ES.2. Participation in Training**



Source: 15-month follow-up survey (see Appendix Table E.1).

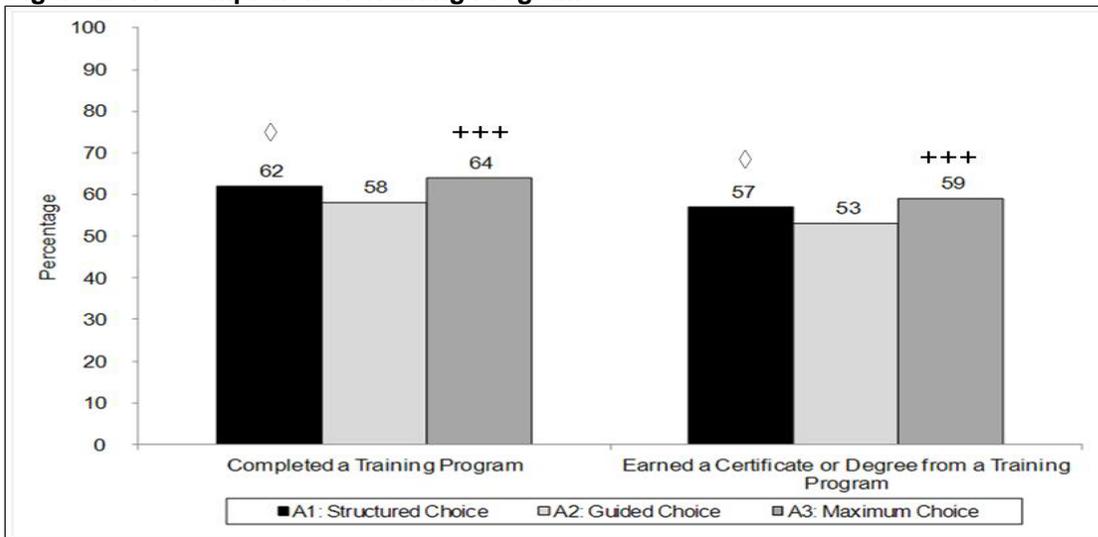
Notes: Sample sizes range from 1,078 to 1,105 by ITA model.

◇, ◇◇, ◇◇◇ Difference between A1 and A2 is significantly different from zero at the 0.10, 0.05, 0.01 level.  
 ○, ○○, ○○○ Difference between A1 and A3 is significantly different from zero at the 0.10, 0.05, 0.01 level.  
 +, ++, +++ Difference between A3 and A2 is significantly different from zero at the 0.10, 0.05, 0.01 level.

- ***The ITA models also influenced how training was funded and the type of provider chosen.*** Maximum Choice customers were more likely than Guided Choice customers to fund their training with ITAs. Consistent with the larger awards made available under Structured Choice, customers assigned to this model were less likely than either Guided Choice or Maximum Choice customers to use personal savings to pay for training. Structured Choice customers were also more likely than Guided Choice customers to obtain training from a private vendor and less likely to attend a (public) community college.
- ***The ITA models had little or no effect on training for specific occupations.*** There were no significant differences across the models in the types of occupations that ITA customers chose to train for. Notably, Maximum Choice customers were not any more likely than customers with required ITA counseling to choose training for low-wage or high-turnover occupations.
- ***Both Structured Choice and Maximum Choice customers were more likely than Guided Choice customers to complete a training program and to receive a certificate or degree.*** Sixty-two percent of Structured Choice customers completed at least one training program that started within three years of random assignment, compared to 58 percent of Guided Choice customers (Figure ES.3). Structured Choice customers were also more likely than Guided

Choice customers to have earned a certificate or degree upon completion of their program (57 versus 53 percent). This suggests that the larger ITA awards and/or more intensive counseling helped make Structured Choice customers more successful in completing the programs they entered. Compared to Guided Choice customers, Maximum Choice customers were also more likely to complete a training program within three years after random assignment (64 versus 58 percent) and to earn a certificate or degree (59 versus 53 percent). These differences were largely attributable to the higher training rate among Maximum Choice customers, however.

**Figure ES.3. Completion of Training Programs**



Sources: 15-month and long-term follow-up surveys (see Appendix Table E.8).

Notes: Sample sizes range from 1,078 to 1,105 by ITA model.

◇, ◇◇, ◇◇◇ Difference between A1 and A2 is significantly different from zero at the 0.10, 0.05, 0.01 level.  
 ○, ○○, ○○○ Difference between A1 and A3 is significantly different from zero at the 0.10, 0.05, 0.01 level.  
 +, ++, +++ Difference between A3 and A2 is significantly different from zero at the 0.10, 0.05, 0.01 level.

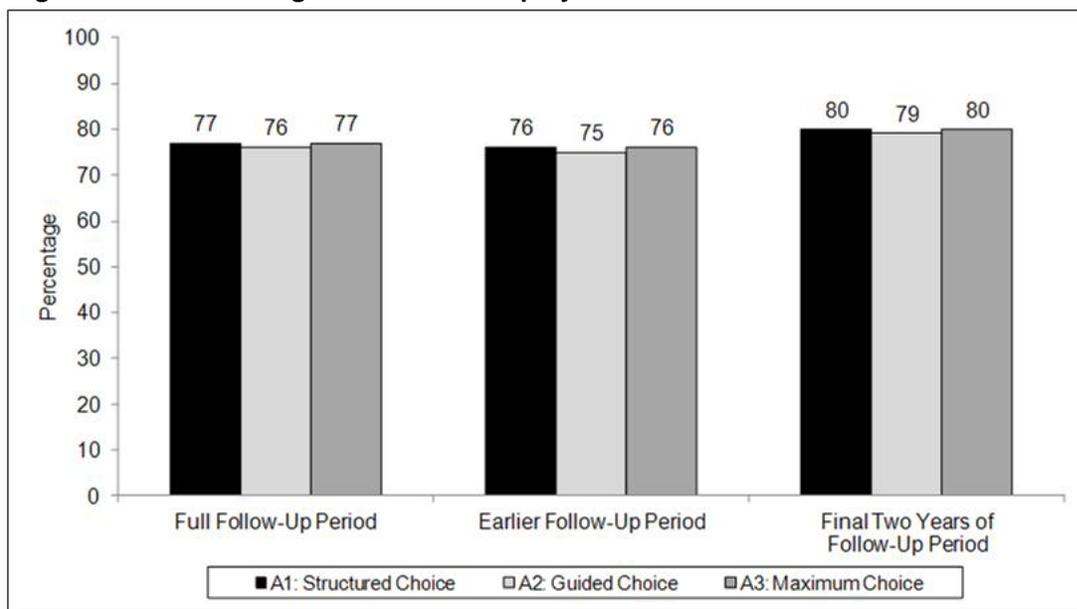
## MAIN FINDINGS ON THE EFFECTS OF THE ITA MODELS ON LABOR MARKET OUTCOMES<sup>2</sup>

The primary goal of ITAs is to facilitate the training of customers for productive employment. By either teaching new skills or strengthening existing skills, training can increase the likelihood that customers find jobs and increase their earnings once employed. If the ITA service-delivery model influences the type, quality or relevance of training, it may also affect labor market outcomes such as employment and earnings.

<sup>2</sup> This analysis focuses primarily on labor market outcomes drawn from the long-term survey responses, which we regard as primary for our evaluation and use in the benefit cost analysis. The report explores the robustness of findings from the survey data using impacts on employment and earnings based on administrative records.

- *The ITA models did not affect how much customers worked during the follow-up period.* Levels of labor force participation and employment were similar for customers in all three models throughout the follow-up period. Based on survey data that collected information on job start and stop dates, customers in all three models were employed for about four-fifths of the final eight quarters of the follow-up period (Figure ES.4).

**Figure ES.4. Percentage of Quarters Employed**



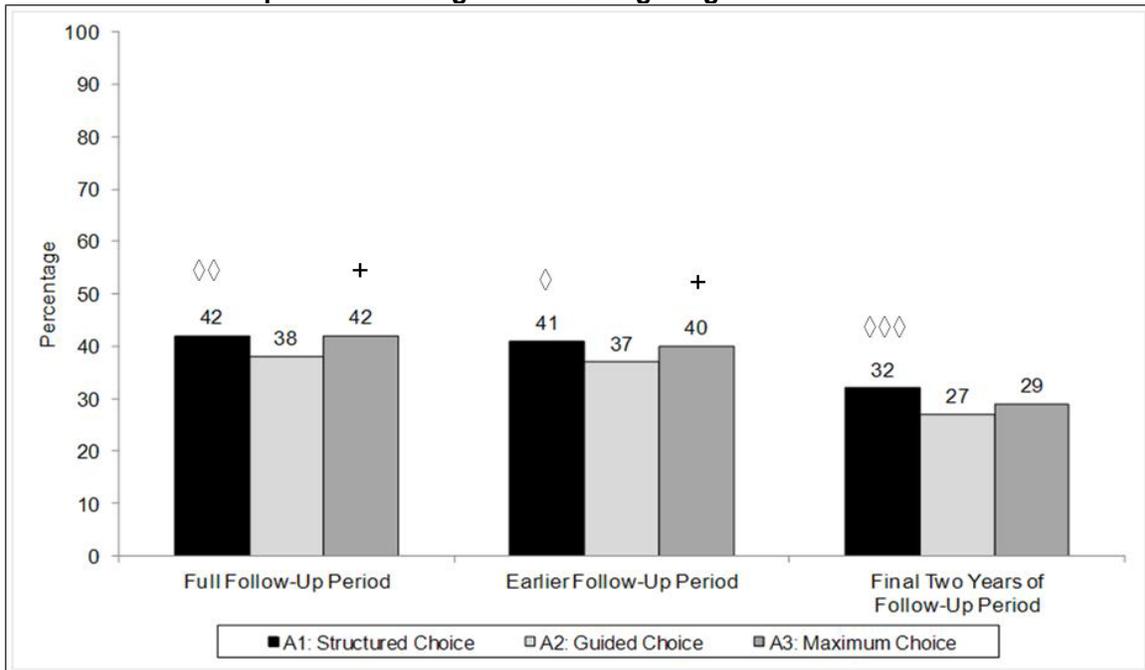
Source: Long-term follow-up survey (see Appendix Table F.2).

Notes: Sample sizes range from 1,076 to 1,104 by ITA model.

- ◇◇◇ / ◇◇◇ Difference between A1 and A2 is significantly different from zero at the 0.01/0.05/0.10 level.  
 ○○○ / ○○○ Difference between A1 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.  
 +++ / +++ Difference between A2 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

- *Structured Choice customers spent more time employed in high-wage jobs than Guided Choice or Maximum Choice customers (24 versus 20 percent).* However, they were not more likely to be employed in jobs with other desirable characteristics, such as those offering fringe benefits.
- *In the last two years of follow-up, Structured Choice customers were significantly more likely than Guided Choice customers to have been employed in the occupation for which they trained.* About one-third of Structured Choice customers were employed in an occupation for which they received training in the late follow-up period, compared to about one-quarter of Guided Choice and Maximum Choice customers (Figure ES.5). This finding is consistent with customers in the Structured Choice model receiving training that provides skills better matched to the jobs available in the chosen occupation.

**Figure ES.5. Percentage of People Employed During the Follow-Up Period in an Occupation Matching Their Training Program**



Sources: 15-month and long-term follow-up surveys (see Appendix Table F.3).

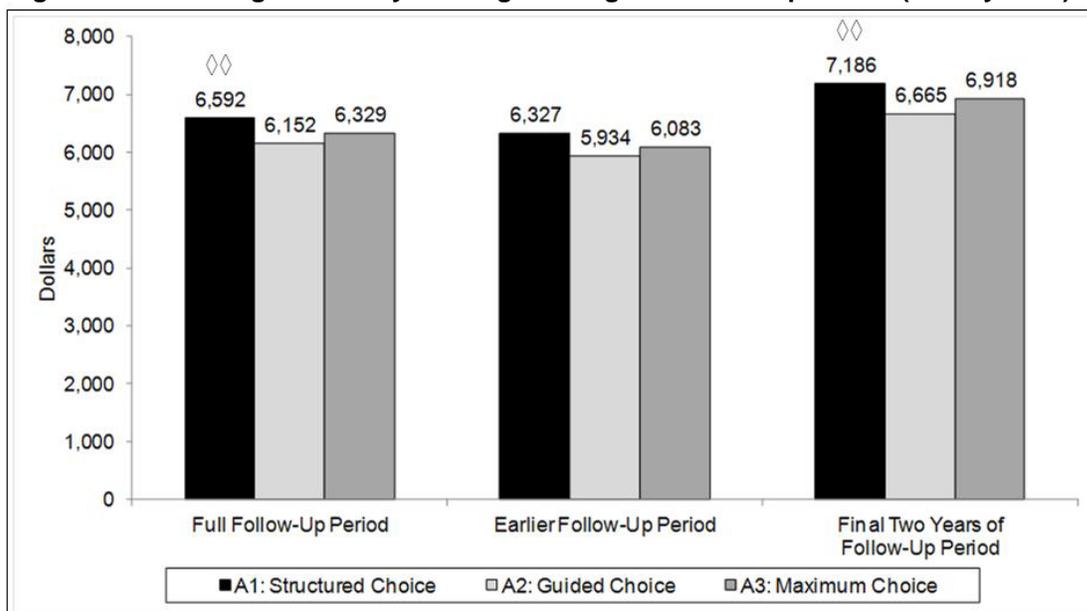
Notes: Sample sizes range from 768 to 830 by ITA model.

◇◇◇/◇◇◇◇ Difference between A1 and A2 is significantly different from zero at the 0.01/0.05/0.10 level.

○○○/○○○ Difference between A1 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

+++ / ++++ Difference between A2 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

- The higher wages of Structured Choice customers translated into higher earnings than those of Guided Choice customers, particularly in the late follow-up period.*** During the final two years of the follow-up, Structured Choice customers earned about \$7,200 per quarter, over \$500 more than Guided Choice customers (Figure ES.6). The difference in average earnings between Structured Choice and Guided Choice customers was also large and statistically significant earlier in the follow-up period. Maximum Choice customers had average quarterly earnings during the follow-up period that were not significantly different from the earnings of customers in either other model.

**Figure ES.6. Average Quarterly Earnings During the Follow-Up Period (Survey Data)**

Source: Long-term follow-up survey (see Appendix Table F.5).

Notes: Sample sizes range from 1,105 to 1,078 by ITA model.

◇◇◇ / ◇◇◇ Difference between A1 and A2 is significantly different from zero at the 0.01/0.05/0.10 level.

○○○ / ○○○ Difference between A1 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

+++ / +++ Difference between A2 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

## FINDINGS ON THE RELATIVE BENEFITS AND COSTS OF THE ITA MODELS

The ultimate criterion for determining whether an ITA model is worth implementing is not whether it is effective in improving customers' training or employment or employment outcomes, but whether it is *effective enough* to justify its costs. To assess the relative benefits and costs of each model, the evaluation synthesized impacts on a broad range of outcomes measured in the evaluation. For example, a positive earnings impact is a benefit, and a positive impact on the value of ITA awards is a cost. The ITA experiment revealed important differences in the relative benefits and costs of the three models tested.

- Switching to a model with higher value, customized ITA awards and intensive counseling, as under Structured Choice, could substantially benefit customers and society as a whole without increasing net government costs, but could increase costs for the workforce system.*** Findings from the ITA experiment imply that customers and society would benefit markedly from a switch from the predominant ITA service delivery model (represented in the ITA experiment by Guided Choice) to a model with intensive counseling and higher potential ITA award amounts (represented in the ITA experiment by Structured Choice). Estimates from the benefit-cost analysis indicate that society would benefit by about \$46,600 per ITA customer from this switch, while the benefit for customers would be about \$41,000. The government also benefits from this switch, by about \$5,000, because increased taxes more than offset the higher costs of larger ITA awards and somewhat more intensive counseling. A switch to Structured Choice could nevertheless represent a net increase in costs for the workforce

system, which would bear the higher ITA and counseling costs without the offsetting revenue from increased taxes.<sup>3</sup>

- ***The benefits of switching to Structured Choice stem mainly from the higher-value, customized ITA awards possible under this model.*** Because of the limited differences in counseling between the Guided Choice and Structured Choice models, we conclude that the impacts of the latter model are attributable mainly to its more generous ITA awards and the training choices that these awards made possible. However, it is difficult to know the extent to which customers' training choices under Structured Choice, and their outcomes, were influenced by counselor-customer interactions. For instance, it is possible that counselors enhanced awareness among both Structured Choice and Guided Choice customers (and encouraged both groups of customers to consider) the types of programs that Structured Choice customers ultimately attended, but that such programs proved infeasible for Guided Choice customers to attend because of their fixed ITA awards. Alternatively, it is possible that all ITA customers were already aware of the availability of such programs, but that Guided Choice and Maximum Choice customers ultimately judged them infeasible with their fixed ITA awards. Therefore, we do not know whether similar outcomes would come about if higher-value, customized ITAs were awarded without the associated ITA counseling
- ***Switching from Guided Choice to Maximum Choice may prompt more customers to use ITAs to pay for training, but yield similar benefits and costs for society as a whole.*** We find no evidence that switching from the predominant ITA model, Guided Choice, to Maximum Choice would benefit or cost customers, the government, or society as a whole. The net benefit to society of a switch to Maximum Choice is about \$16,900. Our benefit-cost analysis suggests that customers would be the main beneficiaries from such a switch (by \$17,600), mostly because of higher earnings. Relative to Guided Choice, we also estimate modest cost increases (\$700) to the government, mainly because the households of Maximum Choice customers may be more likely to receive UI benefits and other public assistance. None of these estimates are statistically distinguishable from zero, however. Therefore, we conclude that switching from the predominant Guided Choice model to Maximum Choice would be neither beneficial nor harmful from a social perspective.

---

<sup>3</sup> Costs for the workforce system would increase if the number of customers receiving ITA training assistance remained unchanged. Alternatively, fewer customers could get (more generous) ITA assistance with training.

---

## THE ITA FINDINGS IN CONTEXT AND REMAINING QUESTIONS

Although ITAs have become well integrated into the practices of local workforce agencies today, their introduction when WIA was passed in 1998 represented an important shift for the workforce system, away from contract-based training and in favor of individually managed accounts. This shift was intended to afford customers greater flexibility and control over their training decisions. While WIA required that local workforce agencies use ITAs for most training, it also granted these agencies flexibility in how to structure and manage these individual accounts. The ITA experiment was designed to help inform such decisions.

By rigorously examining the implementation and relative impacts of three ITA models that differed along important policy dimensions, the experiment provides the best available evidence on the tradeoffs inherent in different approaches to managing customer choice under ITAs. The ITA experiment has found that society and customers would benefit greatly from a switch from the predominant Guided Choice model—which offers fixed ITAs and counseling support as customers formulate their training decisions—toward a model that preserves counseling supports but sets more generous caps on ITA awards and customizes them to customer needs. It also finds that such a switch need not be costly to the government as a whole, although it could increase costs for the workforce system. Relative to Guided Choice, the experiment also finds that embracing models that reduce or eliminate training-related counseling requirements and provide more customer flexibility need not be harmful and could encourage more WIA customers to use ITAs.

No single study can provide definitive evidence on the effectiveness or value of a particular program or policy intervention. To gain additional confidence and insights into the findings from the ITA experiment, these must be considered within the larger body of evidence to which they contribute. Recent studies by Heinrich et al. (2009) and Hollenbeck et al. (2005, 2009) help provide context for findings from the ITA experiment. Both studies use non-experimental methods; hence, the evidence they generate must be considered tentative and interpreted with caution. Heinrich et al. and Hollenbeck et al. estimate that the impacts of WIA training may average from several hundred dollars to more than \$1,000 per quarter and persist over time. These estimates could be interpreted to represent the net impact on customer earnings of providing training support mainly through ITAs, as required by WIA, and under the predominant Guided Choice model. If so, they suggest that a switch to Structured Choice could significantly improve the return on investment for WIA training services.

The extended evaluation of the ITA experiment follows a sample of 4,800 study participants for six to eight years after random assignment. Regardless of model assignment, we found that customers' employment rates were very low at intake—when customers were searching for work or enrolling in training—and grew steadily over time, stabilizing at around 80 percent about a year and a half after random assignment. Customers assigned to each of the three ITA models also experienced steady increases from the very low average quarterly earnings observed at program intake. However, earnings increase more steeply and plateau at a higher level—about \$500 more per quarter—for Structured Choice customers. Further, the differences in quarterly earnings between Structured Choice and other ITA customers remain positive and statistically significant in most observed quarters beyond two

years after random assignment. Projecting the estimated earnings gains for the median ITA customer (age 42 at intake) until retirement (at age 62), we estimate that a switch from the predominant Guided Choice model to Structured Choice (which would cost about \$1,200 per customer) could generate benefits to society of almost \$48,000, for a net benefit of more than \$46,000 per customer. Few studies find net benefits of such magnitude.

Both service delivery systems and the overall policy context in which they operate are constantly evolving. Hence, it is also important to consider that the ITA models evaluated were implemented between December 2001 and March 2004, and the workforce development system may have changed in important ways since then. Two studies that examined WIA implementation (Barnow and King 2005; D'Amico et al. 2005) concluded that many local areas (absent the ITA experiment) used a Guided Choice model that constrained customer choice in notable ways. When the experiment ended, we also found that most study sites implemented ITA policies that resembled a Guided Choice model. Therefore, findings from the ITA experiment appear to remain relevant today.

Because WIA and ITA programs, as well as training markets, have surely evolved since the ITA experiment and the Barnow and King and D'Amico et al. studies were all completed, remaining questions that could be explored in the context of this evolving system include the following:

- How central is counseling overall to achieving the effects of training? What elements of WIA counseling are most beneficial?
- What is the optimal cap for ITA awards? What factors should influence the cap amount?
- If higher ITA caps were implemented across the board, may training providers offer different programs, increase prices, or respond in other ways? How would such changes influence customers' training choices and outcomes?

# CHAPTER I

## INTRODUCTION

---

Following passage of the Workforce Investment Act of 1998 (WIA), local workforce investment areas have been required to use individual training accounts (ITAs) to fund most occupational training activities. With some restrictions, customers of the One-Stop system can use ITAs to select training from a wide array of state-approved programs and providers. States and local offices have a great deal of flexibility in deciding how to structure ITAs. States and local areas are responsible for deciding how best to allocate their limited training resources and promote sound decision-making while preserving customer choice. At one extreme, local counselors can play a pivotal role in directing customers to particular training programs and closely tailoring ITA award amounts to each customer's needs. At the other extreme, local staff can play a minor role, providing all customers with the same fixed ITA amounts, allowing customers to choose their training programs independently, and providing counseling only on request.

This report presents results from an experimental evaluation of the effectiveness different models for delivering ITA services, with impacts measured six to eight years after program enrollment. The Employment and Training Administration (ETA) at the U.S. Department of Labor designed the ITA experiment to provide federal, state, and local policymakers, administrators, and program managers with information on the tradeoffs inherent in different ITA service delivery models.<sup>4</sup> The experiment tested three models that differed along three dimensions: (1) the ITA award structure, (2) counseling requirements, and (3) staff approval of program choices. Below is a brief summary of the philosophy and key features of each of the models tested. (The next chapter describes the ITA models tested and overall design of the experiment in greater detail.)

---

<sup>4</sup> The original study, completed in 2006, was funded by ETA and conducted by Mathematica Policy Research and its subcontractors, Social Policy Research Associates and Decision Information Resources. The extended evaluation was also funded by ETA and conducted by Mathematica.

- ***Structured Choice.*** Designed to represent a staff-driven and directive model, Structured Choice required that customers participate in a structured sequence of ITA counseling activities that would steer them toward “high-return” training—that is, selections expected to significantly increase their lifetime earnings relative to the costs of training. Local staff customized the ITA award amount to meet the training needs of these customers and also had the authority to reject choices they deemed inconsistent with a high-return philosophy.
- ***Guided Choice.*** Guided Choice was designed to represent the ITA model that most local areas were implementing on their own under WIA. All Guided Choice customers were awarded a fixed ITA award, which they could use on any state-approved training program. This model also required participation in a minimum set of ITA counseling activities, aimed at helping to ensure that customers made informed training decisions. Counselors assisted customers as they completed these activities but could not reject their final program selections.
- ***Maximum Choice.*** Maximum Choice was designed to approximate a pure voucher model. Under this model, customers received the same fixed ITA as Guided Choice customers and could also use their ITA awards on any state-approved training program. However, unlike under Guided Choice, the only mandatory element was attendance at an orientation session at which customers learned their ITA award and the range of services available to help them decide on training (that is, all counseling required under Structured Choice or Guided Choice). Participation in any services beyond the ITA orientation was voluntary. Hence, Maximum Choice customers could secure approval of their chosen program with minimal interaction with local staff.

The ITA experiment used an experimental design to explore how these different service delivery models influenced customers, program staff, and training providers; whether the different models resulted in different training choices, employment, and earnings outcomes and customer satisfaction; and the return on investment for each model. Eight sites implemented the three ITA models, side by side, between December 2001 and March 2004.<sup>5</sup> All WIA customers deemed eligible for training in these sites were randomly assigned to one of the three models. The original evaluation, completed in 2006, collected information on each ITA study participant by using a form completed before random assignment, data recorded by counselors and entered into a Study Tracking System, data drawn from state unemployment insurance earnings and benefits records, and a follow-up survey conducted 15 months after random assignment. Three rounds of site visits, also conducted as part of the original evaluation, provided information on the implementation of the three ITA models and their effects on WIA program staff and local training providers. Findings from the original evaluation are reported in McConnell et al. 2006.

An important limitation of the original study was the 15-month follow-up period. About 17 percent of Structured Choice customers and 14 percent of Guided Choice and

---

<sup>5</sup> Enrollment of participants at the study sites began on a rolling basis between December 2001 and August 2002.

---

Maximum Choice customers were still in training at the end of the 15-month follow-up period, and their training and employment outcomes could not be observed. It was also possible that the full effects of the three models may not have completely played out within 15 months after random assignment. To help address these concerns, ETA funded an extended evaluation of the ITA Experiment, which made it possible to follow the ITA study participants for a longer period—6 to 8 years after random assignment. To complement the data collected in the original study, the extended evaluation conducted a second follow-up survey of ITA study participants (administered between August 2009 and May 2010) and collected additional state unemployment insurance earnings records (through the second quarter of 2010).

This report presents summative findings for the evaluation of the ITA Experiment. It brings together the most important findings from the original evaluation—on the implementation and operation of the three ITA service delivery models, customer participation in ITA counseling services, receipt of ITA-funded versus other training, and occupation and training program choices—with new experimental estimates of the long-term impacts of the models on several outcomes, including customers’ further participation in training, employment and earnings, characteristics of jobs held, household income, and receipt of public assistance. The report also examines the relative returns on investment of the three ITA models.

The next section of this introductory chapter provides important policy context for the evaluation. Section B provides a roadmap to the full report.

## **A. POLICY CONTEXT FOR THE ITA EXPERIMENT**

An important goal of WIA was to reform the workforce development system by placing customer needs before program and administrative needs. Three overarching principles of WIA were especially relevant for the design of the ITA experiment. First, WIA emphasized empowering customers by giving them meaningful training choices through ITAs and information about training providers via “consumer reports.” Second, WIA increased the accountability of states, localities, and training providers. As ITAs gave customers a choice of providers, the expectation was that market forces would compel providers to be accountable for customers’ outcomes. Third, WIA gave states and localities flexibility in setting ITA and related policies, which we discuss in more detail below.

WIA Title I programs provide a wide range of services designed to help dislocated workers and adults (people aged 18 or older who are not dislocated workers) increase their employment opportunities. WIA divides such services into three categories:

1. **Core services** are basic services intended to help people obtain and keep employment, and include job search and placement assistance. Anyone can receive self-service and informational services that are part of core services without registering for WIA. Staff-assisted services require registration.

2. ***Intensive services*** generally include counseling, assessment, development of an individual employment plan, and short-term prevocational services. Intensive services are available only to registered WIA customers.
3. ***Training and ITA-related counseling services*** include primarily occupational and work-readiness training. Under the tiered structure established by WIA, training services are available only to registered customers who have completed a minimum set core and intensive service requirements (defined by the local workforce agency). ETA issued guidance clarifying that, despite these requirements, WIA did not require a “work first” philosophy.<sup>6</sup> As noted, WIA requires that local areas provide training services mainly through ITAs.

The use of ITAs was intended to transform the delivery of training services by empowering WIA customers to choose their training providers, rather than relying on counselors in the local workforce agencies to decide who should receive what type of training from which provider. At the same time, ETA recognized the need to maintain an appropriate role for local workforce agencies in the administration of ITAs. Therefore, WIA granted states and local areas a great deal of flexibility in setting the value and other parameters of ITAs, and in deciding how much guidance and direction counselors provide to customers as they formulate their training decisions.

WIA regulations allow states and local areas to restrict the type or duration of training selections they will fund. For example, training may be funded only for positions that relate to job opportunities in the local area or to the broader geographic area if the customer is willing to relocate. States and local areas can also impose limits on the duration or cost of training, which may be based on individual circumstances or established across the board.

In addition, training customers must select from among state-approved training programs on the state’s ***Eligible Training Provider (ETP) list***. To be included on the list, the state and local areas must certify that the program meets acceptable levels of performance. States and local areas are also charged with ensuring that high-quality information is available to support the training choices that customers make. To help customers make informed decisions, ***Consumer Report Systems*** offer information on provider performance and other characteristics (for example, program cost and duration).

Although ITAs are the primary means of funding training activities under WIA, there are exceptions to the use of ITAs. For example, ITAs do not fund on-the-job training, customized training provided by an employer, or training provided by an organization designed to help special populations facing multiple barriers to employment.

ETA sponsored two qualitative evaluations of the implementation of WIA that provide useful context regarding local responses to the introduction of ITAs. The more extensive

---

<sup>6</sup> That is, ETA clarified that One-Stop customers were not required to first demonstrate that they could not secure employment by receiving only WIA-funded core or intensive services before being determined eligible for training services. Instead, WIA staff had to determine that the customer was unlikely to secure suitable employment without receiving occupational (re)training.

---

study, conducted by Social Policy Research Associates, involved visits to 40 local areas in 21 states (D’Amico et al. 2005). In the other study, Barnow and King (2005) examine WIA implementation in eight states.

Findings from both studies indicate that most local areas had embraced the WIA principle of customer choice by establishing ITAs and using them for most locally sponsored training. They also found that most local areas implemented a “guided choice” model that limited customer choices to some extent. Consistent with the flexibility afforded by WIA, both studies found important variation in how local ITA programs operationalized customer choice. For example, D’Amico et al. found that, across 29 sites, ITA caps ranged from \$1,200 to \$10,000, while four sites had no caps on ITA awards. Some programs permitted training only for occupations with strong anticipated local demand, while others allowed it for any occupation covered in the state’s ETP list. Notably, both evaluations noted challenges related to the ETP list and CRS requirements. They concluded that the current approach for assembling program and performance information from training providers may be too expensive and burdensome relative to the benefits provided, and recommended efforts to make the system more flexible.

## **B. ROADMAP TO THE REPORT**

This report provides a comprehensive assessment of the ITA experiment, including the implementation of the three ITA models tested and their impacts on customer outcomes over a period of 6 to 8 years after their random assignment. The remainder of this report is organized as follows:

- Chapter II describes in detail the three ITA service delivery models and the evaluation’s overall design.
- Chapter III presents evaluation findings about the implementation and administration of the three ITA models.
- Chapter IV examines the impacts of the three ITA models on customers’ participation in counseling and on their use of ITAs.
- Chapter V examines impacts on training outcomes, including the types of occupations in which customers chose to train, training providers chosen, and program completion.
- Chapter VI examines impacts on employment, earnings, and job characteristics.
- Chapter VII examines impacts on receipt of public assistance and on household income.
- Chapter VIII examines the benefits and costs of the three ITA models.
- Chapter IX examines differences in impacts for key subgroups and across study sites.

- Chapter X concludes with a summary and discussion of our findings.

Following these chapters is a series of appendices that detail the data collection process (Appendix A), how the analysis dealt with missing data (Appendix B), how the analysis estimated the relative impacts and net benefits of the three ITA models (Appendix C), and the sensitivity of key impacts to alternative analysis methods (Appendix D). Appendices E through H provide supplemental tables for chapters V through IX. Appendix I examines differences between the administrative and survey-based earnings data collected for the impact analysis. Appendix J includes the tools developed to support implementation of the three service delivery models tested in the ITA Experiment.

## CHAPTER II

### STUDY DESIGN

---

**W**IA allows local workforce agencies flexibility in administering training funds through ITAs. To guide policymakers on the effects of different ITA service delivery models, the ITA experiment tested three models, which varied along three dimensions: (1) whether the award amount was the same for each customer or customized to individual needs, (2) the amount and type of training-related counseling that was required, and (3) whether the local counselor could reject the program that the customer ultimately chose. The experiment used to test these models took place in One-Stop Centers in eight different sites. These settings could affect the ability of the sites to implement the models, as well as the impacts of each model.

This chapter details the design of the three ITA models tested in the experiment and the design of the study as a whole. The chapter begins by describing the three models, highlighting key differences among them (Section A). Next, to provide the context for the experiment, the chapter briefly describes the eight local sites where the experiment was implemented (Section B). It then describes the design of the evaluation, including the research questions addressed, the creation of the evaluation sample, and the implementation, impact, and benefit-cost analyses conducted (Section C).

#### **A. THE THREE ITA SERVICE DELIVERY MODELS**

The ITA experiment was designed to test the effectiveness of three distinct models to managing customer choice in the administration of ITAs. Table II.1 summarizes the key dimensions of variation among these service delivery models, all of which allowed customer choice, but differed in the role that local counselors played and the structure of the ITA award.

Three broad objectives guided the selection of these three models. First, it was desirable for the models to represent the spectrum of ITA models that were emerging in the early days of WIA. Based on our examination of these emerging ITA models, we defined a set of models that represented different balances between customer choice and counselor

**Table II.1. The Three Service Delivery Models Tested in the ITA Experiment**

	Model 1: Structured Choice	Model 2: Guided Choice	Model 3: Maximum Choice
Award Amount	Customized	Fixed	Fixed
Counseling	Mandatory, most intensive	Mandatory, moderate intensity	Voluntary
Can Counselors Reject Customers' Program Choices?	Yes	No	No

guidance in the formulation of training decisions.<sup>7</sup> The model that sites were most likely to adopt without the experiment (Guided Choice) falls in the middle of the spectrum. Then, at one end of the spectrum, we specified a model that placed greater emphasis on counselor guidance and somewhat less on customer choice (Structured Choice). At the opposite end, we specified an ITA model that reversed this emphasis and specified a much smaller role for counselors (Maximum Choice). The limit or cap on the ITA amount also varied along this spectrum. Under Structured Choice, the counselor could decide the amount of the ITA; under the other two models, the ITA award amount was fixed.

The second objective in selecting the models to test was to promote innovation in the use of vouchers. In the early days of WIA, most local agencies adopted ITA models along the lines of the “constrained choice” model identified by Barnow and Trutko (1999), and there was little deviation from this model.<sup>8</sup> Because of the limited evidence available on the effects of alternative models and their own limited experience with vouchers, states and local areas appeared reluctant to develop ITA models that provided substantial customer choice or, alternatively, that restricted customer choice in substantial ways. Therefore, to make the experiment as informative as possible, we selected models that, while feasible, pushed sites a bit beyond their “comfort zone” in the spectrum described above. That is, we selected models that offered either greater customer choice or more intensive counseling than local workforce agencies were inclined to provide on their own. However, the ITA models selected were still fully consistent with WIA and likely to be of interest to other local sites implementing these types of programs.

<sup>7</sup> We identified these approaches through (1) a review of findings from the evaluation of the Career Management Account demonstration (Public Policy Associates 1999); (2) site visits to two WIA early implementation states (Pennsylvania and Texas); and (3) site visits to One-Stop Centers in Phoenix, Arizona; Baltimore, Maryland; Lowell, Massachusetts; Marlette, Michigan; and Killeen, Texas.

<sup>8</sup> We identified these approaches through (1) a review of findings from the evaluation of the Career Management Account demonstration (Public Policy Associates 1999); (2) site visits to two WIA early implementation states (Pennsylvania and Texas); and (3) site visits to One-Stop Centers in Phoenix, Arizona; Baltimore, Maryland; Lowell, Massachusetts; Marlette, Michigan; and Killeen, Texas.

---

Third, we selected the models to be different enough from each other that one could reasonably expect differences in customers' training choices and employment outcomes to emerge.

Counselors in the eight local sites were trained in implementing the three ITA models being tested and used structured procedures to deliver ITA-related services to customers assigned to each model. *It is important to highlight that, before being deemed eligible for training and randomly assigned to one of the ITA models, all customers received core and staff-assisted intensive services offered at the One-Stop Centers, which could include several hours of career counseling. The experiment did not alter the procedures that local sites used to deliver those services.* Research staff monitored closely the implementation of the ITA models being tested and provided technical assistance to the sites to promote fidelity to study procedures throughout the experiment.

Table II.2 describes the basic elements of each ITA service delivery model tested. Exhibits II.1 through II.3, at the end of this chapter, provide more detailed profiles of each ITA model.

## B. THE ITA STUDY SITES

Through a grant competition, ETA selected six grantees to participate in the ITA experiment. In fall 2000, ETA issued a request for proposals to participate and chose the six viewed as best able to implement the experiment and issue about 550 ITAs during an 18-month period. Two grantees—one in Arizona and one in Georgia—each applied as a consortium of two local workforce investment areas. Because the local workforce investment areas in each consortium were quite different in important respects, our analyses treat them as separate study sites. Thus, eight sites implemented the ITA experiment:

1. ***Phoenix, Arizona.*** The grantee was the Employment and Training Division of the Human Services Department in the City of Phoenix. (It applied in a consortium with Maricopa County, Arizona). Serving an area with about 1.3 million people at the time of the ITA experiment, this grantee had three full-service One-Stop Centers serving both adults and dislocated workers, and three affiliate centers that served only adult WIA clients.

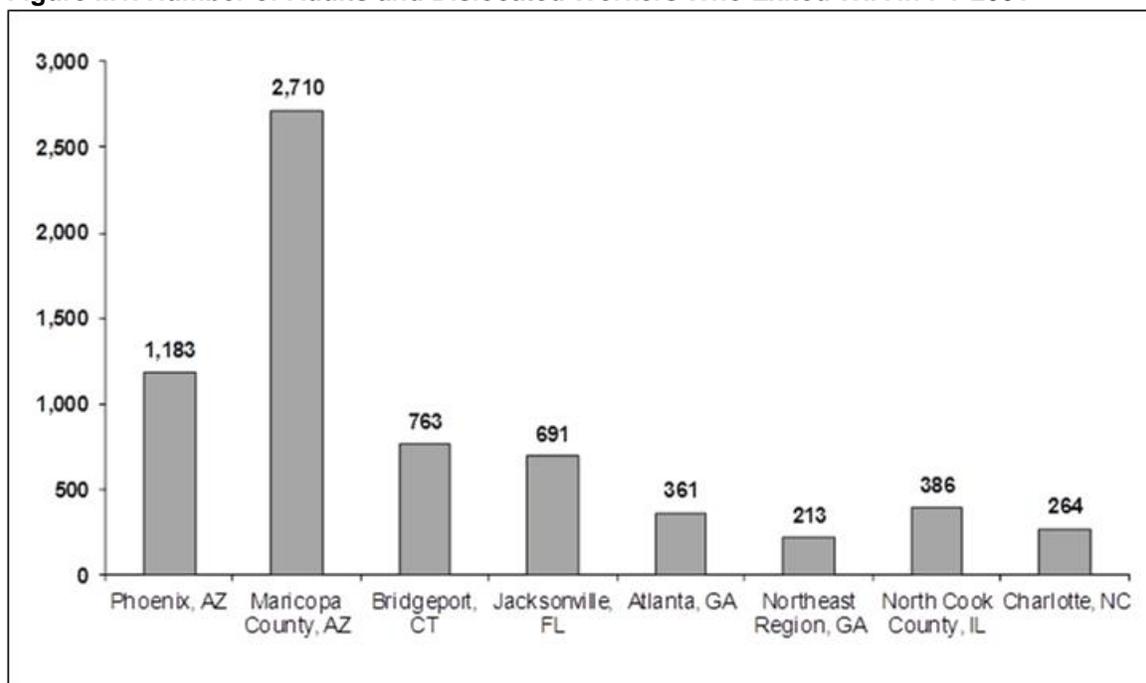
**Table II.2. Key Features of the ITA Service Delivery Models**

<b>Structured Choice</b>	<b>Guided Choice</b>	<b>Maximum Choice</b>
<b>Model Philosophy</b>		
Maximize return on local WIA investments on training	Balance customer choice and counselor guidance	Maximize customer choice and flexibility
<b>ITA Structure</b>		
ITA amounts are “customized” to the customer’s needs, subject to an upper limit or “cap”	Customers receive a fixed ITA amount that is much lower than the Structured Choice cap	Same as Guided Choice
Only counselors are aware of the cap on ITA expenditures	Both customers and counselors are aware of the fixed ITA amount before choosing a training provider	Same as Guided Choice
ITAs cover direct training costs and other training-related expenses	Same as Structured Choice	Same as Structured Choice
<b>Required Counseling</b>		
After ITA orientation, customers must participate in weekly sessions covering:	After ITA orientation, customers must participate in weekly sessions covering:	After ITA orientation, customers are not required to participate in further activities, but counseling is available if requested.
<ul style="list-style-type: none"> <li>- High-return training</li> <li>- High-wage occupations in demand</li> <li>- Training options in customer’s selected occupation</li> <li>- Returns-to-training for prospective programs</li> <li>- Feasibility of customer’s training selection</li> </ul>	<ul style="list-style-type: none"> <li>- Training options in customer’s selected occupation</li> <li>- Feasibility of customer’s training selection</li> </ul>	
<b>Program Approval</b>		
Direct customers to training selections on the ETP list that maximize return on investment	Guide customers to appropriate training strategies	Available as a resource to customers as they make training decisions
Approve customer’s choice only if:	Approve customer’s choice if:	Approve customer’s choice if:
<ul style="list-style-type: none"> <li>- Selection is on the ETP list</li> </ul>	<ul style="list-style-type: none"> <li>- Selection is on the ETP list</li> </ul>	<ul style="list-style-type: none"> <li>- Selection is on the ETP list</li> </ul>
Customer has completed the required counseling activities	Customer has completed the required counseling activities	
<ul style="list-style-type: none"> <li>- Counselor recommends the program as a “high return” selection</li> </ul>	<ul style="list-style-type: none"> <li>- Selection appears feasible with ITA and other available resources</li> </ul>	

2. ***Maricopa County, Arizona.*** The grantee was the Workforce Development Division of the Human Services Department of Maricopa County. Maricopa County surrounds Phoenix, and at the time of the experiment, the local workforce investment area included all areas in the county except Phoenix (an area containing 1.7 million people). Maricopa County had two full-service One-Stop Centers and two satellite offices.
3. ***Bridgeport, Connecticut.*** This grantee was the Southwestern Connecticut's Workforce Development Board, also known as The Workplace Inc. It served a population of 800,000 in 20 cities and towns, mostly in Fairfield County. The grantee had one full-service One-Stop Center in Bridgeport and two satellite centers.
4. ***Jacksonville, Florida.*** The grantee was WorkSource/First Coast Workforce Development, Inc.—the Workforce Development Board for Region VIII. At the time of the ITA experiment, this agency served an area containing 1.2 million people across six counties (Duval, Clay, Baker, St. Johns, Putnam, and Nassau) in seven full-service One-Stop Centers and two satellite offices.
5. ***Atlanta, Georgia.*** This grantee was the Atlanta Regional Commission/Atlanta Regional Workforce Board, which applied to participate in the ITA experiment in a consortium with Northeast Georgia. At the time of the experiment, the agency served seven counties in suburban Atlanta (Cherokee, Clayton, Douglas, Gwinnett, Henry, Fayette, and Rockdale) with a population of 1.3 million. Services were provided in three full-service One-Stop Centers and four satellite offices.
6. ***Northeast Georgia.*** This grantee was the Northeast Georgia Regional Development Center/Northeast Georgia Workforce Board. It was the smallest study site—it served 400,000 people in 12 counties in mostly rural northeast Georgia. Services were provided at one full-service One-Stop Center, but customers could access WIA services at affiliated sites throughout the area.
7. ***North Cook County, Illinois.*** This grantee was Workforce Development, Inc., which served an area of about a million people in the northern part of the county that surrounds Chicago. This grantee provided services in two full-service One-Stop Centers and in its central office.
8. ***Charlotte, North Carolina.*** The grantee was the Charlotte-Mecklenburg Workforce Development Board, which served 700,000 people in Charlotte-Mecklenburg County. It operated four full-service One-Stop Centers.

The ITA study sites varied considerably in the size of their WIA programs (Figure II.1). The two sites in Arizona were by far the largest in the total number of adults and dislocated workers (including those who did not receive ITAs) who exited WIA in Program Year (PY) 2001.<sup>9</sup> Phoenix served more than 1,000 customers annually; Maricopa County served nearly 3,000. In contrast, Northeast Georgia and Charlotte both served fewer than 300 customers annually.

**Figure II.1. Number of Adults and Dislocated Workers Who Exited WIA in PY 2001**



Source: Workforce Investment Act Standardized Record Data.

Several other pre-experiment policy and program differences across sites were identified and described in detail in the interim report for the original evaluation (Perez-Johnson et al. 2005). Table II.3 summarizes key differences.

Importantly, the ITA experiment grantees were selected purposively and thus are not representative of the universe of local workforce investment agencies. Indeed, many of the grantees were recognized as leaders in the workforce development field. For example, both Phoenix and Atlanta had participated in ETA's Career Management Account demonstration.<sup>10</sup> Most of the local areas had also operated individual-purchase or voucher-based models for training services for five or more years before implementing the ITA experiment. Jacksonville, for example, had implemented a program of "scholarship accounts" for its training customers in 1995. Atlanta first used vouchers for training in 1991.

<sup>9</sup> PY 2001 refers to the period from July 1, 2001 through June 30, 2002.

<sup>10</sup> This demonstration was implemented prior to the passage of WIA and was designed to assess the feasibility of using of vouchers to pay for training for dislocated workers. See Public Policy Associates (1999) for more information on this study.

North Cook County had abandoned the traditional JTPA approach of contracted training 10 years before the passage of WIA, relying instead on voucher-based training purchases for all its customers since 1988.

**Table II.3. Key Differences Across the ITA Study Sites**

Site	Emphasis on Training	Extent of Occupational Counseling Before Random Assignment	ITA Policies Used Before the Experiment	Local Availability of Training Programs	Funding Stream Covering ITA Study Customers
Phoenix, AZ	Low	Frequently provided	Approximately Guided Choice	Wide range	Majority dislocated workers
Maricopa County, AZ	Low	Frequently provided	Approximately Guided Choice	Wide range	Majority dislocated workers
Bridgeport, CT	Medium	Sometimes provided	Between Guided Choice and Maximum Choice	Wide range	Majority adults
Jacksonville, FL	High	Rarely provided	Between Structured Choice and Guided Choice	Wide range	Majority dislocated workers
Atlanta, GA	High	Rarely provided	Approximately Guided Choice	Wide range	Majority dislocated workers
Northeast Region, GA	High	Rarely provided	Approximately Guided Choice	Limited	Majority adults
North Cook County, IL	High	Rarely provided	Between Guided Choice and Maximum Choice	Wide range	Large majority dislocated workers
Charlotte, NC	Medium	Sometimes provided	Approximately Guided Choice	Wide range	Majority dislocated workers

## C. EVALUATION DESIGN

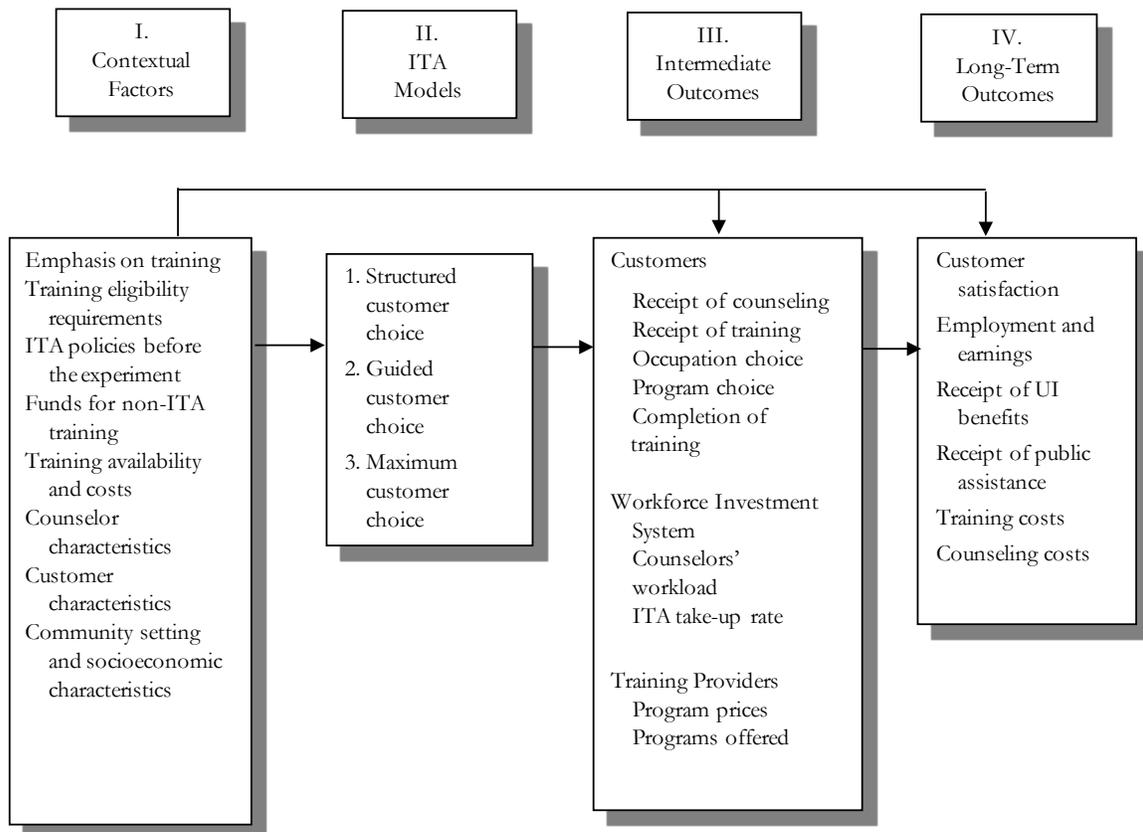
The three models included in the ITA experiment were evaluated by examining the implementation and operations of the models in the field and by assessing the activities and outcomes for the local customers who entered the experiment and were assigned to one of the three.

### 1. Conceptual Framework and Research Questions

The ITA experiment was designed to evaluate the effects of the ITA models on a wide range of outcomes. Figure II.2 summarizes the conceptual framework that guided the design of the evaluation. Column II in the figure represents the three models that are tested in the ITA experiment.

Contextual factors that could affect the implementation of the ITA models, their impact, and the final outcomes directly are shown in column I of Figure II.2. Such factors include the emphasis the local area puts on training versus placing the customer in employment quickly; the requirements for being determined eligible for training; the availability of training programs and their costs; the availability of other funds for training; the characteristics of the customers (including whether they are dislocated workers and their demographic characteristics); the counselors' characteristics (such as their backgrounds and experience); and the socioeconomic characteristics of the community. These factors in the eight ITA sites are described more fully in Perez-Johnson et al. (2004).

**Figure II.2. Conceptual Framework for the ITA Evaluation**



---

The different ITA models could affect three stakeholders: (1) customers, (2) the local workforce investment system, and (3) training providers. Column III of the conceptual framework summarizes the intermediate outcomes for each of these stakeholders.

1. The intermediate outcomes on customers include receipt of counseling, receipt of training, occupation choice, training program choice, and completion of training.
2. The ITA models could also affect the workforce development system. Therefore, the evaluation explored the impact of each model on counselors and their workloads. By affecting the likelihood of customers receiving training and the type of training program chosen, the models could also affect the cost of training.
3. Training providers could change the programs offered or prices in response to different ITA models.

The final outcomes of interest are presented in column IV of the conceptual framework in Figure II.2. These outcomes include customers' satisfaction with their training choice and with the process of receiving an ITA. They also include employment and earnings after entry into the experiment, the types of jobs obtained, and the receipt of unemployment insurance (UI) and public assistance. Also of interest is the cost of counseling and training provided by the workforce development system.

Within this framework, the objectives of the evaluation can be summarized in three broad research questions:

1. ***Can the ITA models be implemented?*** Are the three models in column II feasible? What challenges emerge in implementing each model? Does the success of the implementation of the model depend on contextual factors such as the availability of training programs and counselor and customer characteristics?
2. ***What are the impacts of each ITA model relative to another?*** How do the models differentially affect the intermediate outcomes (column III) and the final outcomes (column IV)? How do the impacts differ for different types of customers? Do the impacts depend on contextual factors (column I)?
3. ***How do the benefits and costs vary by model?*** How do the benefits of each model in terms of customers' outcomes compare to the costs of counseling and training under each model?

The evaluation of the ITA experiment had three components: (1) an implementation analysis, (2) an impact analysis, and (3) a benefit-cost analysis. Each component addressed one of the broad research questions above.

## 2. Sample Development and Random Assignment

To answer the broad research questions presented above, the evaluation used a rigorous experimental design to test the three ITA models side by side in the eight study sites. All new customers determined eligible for training at these sites during the study's implementation period were randomly assigned to one of the three experimental models. To eliminate any variation in outcomes due to specific counselors, all counselors worked with customers assigned to all three models.

The use of random assignment ensures that customers assigned to the three models will have the same characteristics, on average. As a result, any observed differences in participant outcomes can be attributed directly to differences in the ITA models with a known degree of statistical precision. Table II.4 shows the characteristics of customers in each of the three models. As expected, there were few significant differences between models in these characteristics. Even in a randomized experiment, there will generally be a few differences between groups when looking at a broad set of baseline characteristics, and we observe a handful of significant differences between the groups. However, there are no more significant differences than we would expect by random chance, and the statistically significant differences are qualitatively small.

All customers who were determined eligible for WIA-funded training during the study intake period were informed about the experiment and asked to participate in the study. Consenting to random assignment was a condition for receipt of any WIA-funded training services and support. Therefore, the few customers who refused to participate in the experiment were automatically disqualified from receiving training services.

Mathematica staff conducted random assignment, generally within 48 hours of being notified by a site that a new customer was ready for random assignment. To ensure the integrity of random assignment, we followed three general rules: (1) *all* customers found eligible for training during the intake period for the evaluation were randomly assigned, (2) customers could be sent for random assignment only once, and (3) each customer had to participate in the model to which they were assigned.

Enrollment of ITA study participants in the eight sites began on a rolling basis between December 2001 (in Chicago) and August 2002 (in Bridgeport). Enrollment continued for about 18 months, ending in all sites by March 2004. In total, nearly 8,000 customers were enrolled in the experiment. They were not, however, evenly distributed across the sites (Table II.5). Atlanta and North Cook County were the largest sites, serving 18 and 23 percent of all customers respectively, while Northeast Georgia served only 2 percent. About one-third of these customers were assigned to each of the three models.

**Table II.4. Baseline Characteristics of ITA Study Participants**

Characteristics	Structured Choice	Guided Choice	Maximum Choice
Dislocated Worker	67%**	71%	69%
Earnings in Year Before RA	\$21,192	\$20,608	\$20,289
Receiving Public Assistance at Baseline	17%	16%	16%
<b>Employment</b>			
Working at time of RA	11	9	9
Worked within month prior to RA	20	20	19
Worked within one year prior to RA	65	66	69
Worked over one year prior to RA	15	14	11*
Duration of Last Job (Months)	54	52	50
Age (Years)	41	41	41
Female	55	55	56
Married	42	41	40
Has Children	53	54	54
<b>Race/Ethnicity</b>			
White non-Hispanic	43	45	44
Black non-Hispanic	37	39	38
Hispanic	9	8	10*
Primary Language Is English	91	92	92
<b>Highest Level of Education</b>			
Less than high school degree	5	6	5
High school diploma or GED	59	58	63**
Associate's degree	7**	10	8
Bachelor's degree	22*	19	19
Graduate degree	7	7	5*
Has Vocational or Business Degree or Certificate	23	26	24
<b>Sample Size</b>	<b>2,644</b>	<b>2,649</b>	<b>2,627</b>

Source: Study Tracking System, extract as of July 2004.

RA = random assignment.

\* / \*\* / \*\*\* Mean is significantly different from Guided Choice mean at the 0.10 / 0.05 / 0.01 level.

**Table II.5. Distribution of the Study Sample across Sites**

Site	Number of Customers	Percentage of Total Sample
Phoenix, AZ	646	8.2
Maricopa County, AZ	673	8.5
Bridgeport, CT	1,033	13.0
Jacksonville, FL	779	9.8
Atlanta, GA	1,408	17.8
Northeast Region, GA	171	2.2
North Cook County, IL	1,807	22.8
Charlotte, NC	1,401	17.7
<b>Total</b>	<b>7,920</b>	<b>100.0</b>

### 3. Evaluation Components and Data Sources

As described previously, the evaluation had three components, each dedicated to one of the three key research questions. They each contribute important information about the tradeoffs inherent in different models for managing customer choice under ITAs.

#### a. The Implementation Analysis

The implementation analysis had three main objectives: (1) to address whether each model was feasible; (2) to provide qualitative information on the effects of the models on customers, workforce investment staff, and training providers; and (3) to assess qualitative cross-site differences in the implementation of the ITA models.

The implementation analysis drew on data collected during three rounds of in-depth visits to each of the eight study sites. The first round occurred in 2002, about three months after the start of random assignment; the second was in spring 2003, the third in spring 2004. In each round, we interviewed administrators from the local workforce agency, ITA managers, and local counselors. During the second round, we also interviewed several ITA customers about their counseling and training experiences. In the third, we interviewed local training providers and collected data on time spent by counselors on activities related to ITAs. Chapter III presents our findings.

#### b. The Impact Analysis

The impact analysis was designed to estimate the impacts of the ITA models on a wide range of outcomes. The use of random assignment implies a fairly straightforward approach to determining the relative impacts of the different ITA models—the impacts can be estimated by comparing the mean outcomes for people assigned to each model. We calculate the relative effects of the three models by comparing the average outcomes of customers.

We concentrate on the comparisons of outcomes for customers assigned to Structured Choice and Maximum Choice versus Guided Choice. We selected Guided Choice as our reference since it approximates most closely the procedures our study sites would have

---

followed in the absence of the ITA experiment. For reference, we also show comparisons of Structured Choice and Maximum Choice.

The impact analysis draws on several sources of data:

- ***Study Tracking System (STS)***. The STS, a customized management information system, was designed to support the operations of the ITA experiment in each study site and collect data related to participant activities in the experiment. Using paper forms corresponding to the data fields in the STS, local staff were asked to track participant intake information, participation in services, training status, training expenditures, and basic training outcomes (to the extent known). Data were collected on all 7,920 customers in the ITA experiment.
- ***Follow-up Surveys***. A random sample of 4,800 ITA study participants was selected to be interviewed about 15 months after random assignment, from November 2003 to July 2005. This same sample was contacted again for a second follow-up interview between August 2009 and May 2010. The first follow-up survey contained questions about the customer's ITA counseling experiences, satisfaction with counseling, participation in training and program selections, employment and earnings, and receipt of public assistance. The second asked about further participation in training, employment and earnings, and receipt of public assistance since the first survey was completed. A total of 3,933 15-month follow-up interviews were completed, for a response rate of 82 percent; 3,264 study participants (which includes 373 nonrespondents to the first survey) completed the second survey, for a response rate of 69 percent. Respondents to both surveys or to the second survey alone (3,264) are included in the analyses in this report.
- ***Administrative Data***. To supplement the information gathered through the STS and follow-up surveys, we collected state administrative records on the receipt of UI-covered employment and wages for all 7,920 study participants. Extracted UI earnings records cover the period from January 2000 through June 2010.<sup>11</sup>

Because customers were randomly assigned to one of the models, we could obtain unbiased estimates of the relative effects of the models by simply comparing the average outcomes for customers in any two models. In practice, we estimated impacts in a regression

---

<sup>11</sup> State administrative records on receipt of UI benefits were collected and examined as part of the original evaluation, but not for this extended evaluation for two main reasons. First, we found collecting these data for the 15-month follow up particularly costly and time consuming. For example, one state could only provide hard copy reports that had to be data entered. Second, data on receipt of UI benefits are collected in the survey. The survey-based findings on UI receipt were similar to those based on administrative data in original study.

framework to adjust for any differences that occur by chance in the background characteristics of customers assigned to the three models and to improve the statistical precision of the impact estimates. Appendix C provides more details on the impact estimation, and Appendix D discusses the sensitivity of findings to the estimation method.

To obtain estimates of the impacts of a model, we compare the regression-adjusted average outcome of all customers assigned to one model to the average outcome for all customers assigned to another model. Sometimes we also compare the outcomes of subgroups of customers, where the subgroups are defined by another outcome. For instance, we may be interested in comparing the length of time customers in the models spent in training among customers who entered a training program. Because the customers who entered training are not a random sample of all customers—and, in particular, entering training at all may be affected by which model a customer was assigned—we cannot interpret differences across models in the outcomes of this group as the “impact” of the model. We call these differences *conditional*—since they are conditional on an outcome measure—and do not interpret the results as implying a causal relationship.

Our impact estimates reflect the relative impacts of the three models among the customers in the eight sites in the experiment. For some outcomes, such as those from the STS or the UI wage data, we have measures for all customers assigned to one of the three models in the eight sites. However, for outcomes based on data from the follow-up surveys, we use weights so that results can be generalized to the full population of ITA study participants across the eight study sites. The weights were designed to allow the customers who responded to the survey to represent the population of customers in the ITA experiment, accounting for differences in the baseline characteristics of respondents and nonrespondents. Appendix B provides more details on our weighting procedures and the characteristics of customers who did and did not respond to the survey.

Our discussion of impacts focuses on overall differences in outcomes across all models for all study sites combined. We obtained these overall differences by pooling all study participants assigned to a given model across our study sites, giving each equal weight. Our rationale for pooling across sites is based on three factors: (1) all sites were asked to implement the same three models; (2) the implementation of the models was similar across our study sites; and (3) while the contextual factors varied across the sites, we saw them as having a limited influence on the outcomes of ITA study participants by model (see Chapter III).

To assess the variability of impacts across sites and customer characteristics, we also developed estimates of impacts separately for each of the eight study sites and for selected subgroups of customers. The subgroup analyses were based on the following customer characteristics:

- Dislocated or adult worker status (as defined by WIA)
- Education level
- Vocational certification at the time of random assignment
- Whether 40 or older at the time of random assignment

- 
- Gender
  - Race and ethnicity
  - Whether enrolled in training at the time of random assignment

This report presents the impacts of the models on customers' experiences obtaining an ITA (Chapter IV), training outcomes (Chapter V), employment and earnings (Chapter VI), and other income-related outcomes (Chapter VII). Chapter IX summarizes key findings from our site and subgroup analyses.

### **c. The Benefit-Cost Analysis**

If the impact analysis shows significant differences in outcomes across the three ITA service delivery models, policymakers will need to determine which model is the most cost-effective investment of public funds. The key criterion for determining whether a given model is worth implementing is not whether it is effective in improving outcomes, but whether it is effective *enough* to justify its costs. The benefit-cost analysis synthesizes the impacts of each model on training and related counseling services, on employment and earnings, and on receipt of public assistance. To compare the benefits and costs of each model in the same metric, we place a dollar value on each outcome. We estimate the benefits and costs of switching (1) from Guided Choice to Structured Choice, and (2) from Guided Choice to Maximum Choice. The findings from this analysis are reported in Chapter VIII.

## Exhibit II.1. Profile of the Structured Choice ITA Service-Delivery Model

### Overview

Structured Choice was the most intensive of the ITA service-delivery models tested. Counselors were instructed to direct customers to “high-return” training programs—those expected to generate large gains in the customer’s lifetime earnings relative to the costs of training—and could reject choices that were not consistent with this approach.

### ITA Structure

Under Structured Choice, the ITA award was set at a different amount for each customer, based on the program the customer chose and the counselor approved. The value of this customized ITA equaled the total cost of the program minus any other financial support the customer was expected to receive (for example, from Pell grants).

Originally, Structured Choice was designed with no ceiling or “cap” on ITA awards, so that counselors would have complete flexibility to set ITA awards to cover training expenditures they viewed as appropriate. However, administrators at the study sites were uncomfortable with this model. Instead, the cap for Structured Choice awards in each site was set to be high enough—and much higher than the cap under Guided Choice and Maximum Choice—to allow Structured Choice customers to select, from the ETP list, relatively high-cost programs that might yield high returns.

Although the ITA cap under Structured Choice was much higher than under Guided Choice and Maximum Choice, the study sites were also asked to strive to spend about the same total amount on each model. Because counselors determined ITA awards and could reject customer’s choices under Structured Choice, the expense of some higher awards could be offset by some smaller awards or by the counselor’s rejection of some training choices altogether.

Counselors were instructed not to disclose the Structured Choice cap to customers but rather to tell them that their ITA awards would be customized based on their training needs.

In all models, the ITAs of Structured Choice customers covered only direct training costs, including tuition, fees, and other required expenses, such as books or tools. Customers could receive WIA assistance with other training-related needs (such as child care or transportation), but not through ITA funds.

### Required Counseling

Local staff were asked to guide Structured Choice customers through a structured sequence of training-related counseling activities, designed to help the customers and counselors identify high-return strategies and help the counselors determine the appropriate ITA amount. These counseling activities were *mandatory* for Structured Choice customers.

Counseling activities were facilitated by a set of forms to be completed by the ITA customers and other tools developed by the research team to help counselors carry out the activities required under each model. These tools were intended to help standardize the content and structure of the ITA counseling activities across study sites.

**Orientation.** After customers were randomly assigned and notified of their assigned model, they were invited to a mandatory orientation. A separate orientation was held for each model and could be conducted individually or in a group. The Structured Choice orientation was intended to provide customers with a comprehensive review of the services that would help them choose an appropriate training program. Counselors were given a script for administering the orientation.

**Selecting a High-Return Occupation.** The next set of activities for Structured Choice customers were designed to help them to identify one or two occupations that they were interested in, were expected to offer strong prospects for employment and relatively high wages, and were appropriate given their skills and experience. To identify these potentially high-return occupations, Mathematica developed two tools that counselors were asked to share with their Structured Choice customers:

1. **Guide to High-Return Training.** This handbook was designed to introduce customers to the concept of high-return training. It discussed factors that might affect customers' chances of realizing the expected gains from training, and explained how the concept of "high return" could guide customers' exploration of training options.
2. **List of High-Wage, High-Demand Occupations.** This was a list of occupations considered to offer high wages and enjoy high demand in the local area. Each study site, together with Mathematica staff, developed an initial list, which local administrators could update as appropriate. The list was intended as a resource, rather than a constraint on training choices. Structured Choice customers were allowed to choose occupations not on the list if the counselor believed that the customer's choice represented an occupation with strong prospects for employment in the local area and the potential for relatively high wages.

Mathematica also developed an **Occupational Research Worksheet** to help Structured Choice customers explore options. Use of this worksheet was not mandatory, however. The worksheet guided customers in researching the education, skills, and experience needed to enter each occupation; the demand for the occupation in the local economy; the providers of training for the occupations; starting salaries and benefits; typical work schedules; and the potential for growth in each occupation.

**Program Research.** After selecting from the ETP list at least one high-wage occupation and two training programs to research, the customer was asked to research the training programs. Four tools were developed to aid the customer in this and, with the counselor's help, analyze the benefits and costs of each program:

1. **Program Research Form.** This worksheet was designed to help customers investigate important features of prospective training programs. The customers were encouraged to collect some of the information during a visit to the program.
2. **Training Costs Form.** This worksheet was designed to help customers assess how a program's training costs compare to the resources they are likely to have to pay for training. Structured Choice customers had to complete this form for each prospective program.
3. **Training Costs and Benefits Worksheet.** This was designed to help *counselors* estimate the returns to training for each program that the Structured Choice customer researched. It guided the counselor through estimating (1) the costs of the training to the local agency, (2) the total earnings gains the customer could expect to receive from completing training, and (3) the net present value of the returns to training.
4. **Program Endorsement Worksheet.** This was designed to help *counselors* consider financial and nonfinancial factors likely to influence the customer's success in training and determine whether to endorse specific training options. Examples of these factors would be the net returns to training, the appropriateness of the program, the probability of completing training, the probability of finding employment, and the length of the course. Counselors were to endorse those programs they believed could yield a high return on investment for the Structured Choice participant.

**Program Feasibility.** After the Structured Choice customer selected a program and the counselor endorsed the selection, the counselor had to determine whether the customer would have enough resources to be able to complete the program. Together, the counselor and customer completed two worksheets:

1. **Income and Expenses Worksheet,** which was designed to examine whether customers would be able to support themselves and any dependents while attending training.

2. **Training Budget Worksheet**, which helped customers determine how their household's cash flow may be affected by out-of-pocket costs for training.

After completing these activities, counselors could disapprove previously endorsed programs that customers were unlikely to be able to complete because of financial constraints.

#### **Program Approval**

A unique feature of the Structured Choice model was that counselors could reject training choices that were not consistent with the *high-return* philosophy of the model. The approval of Structured Choice program selections was based on three conditions: (1) the program had to be on the ETP list (as in all models), (2) it had to be considered high-return and had to be endorsed by the counselor, and (3) the customer had to be able to complete the training. Under Structured Choice, counselors could reject a customer's training selection if it failed to meet any one of the three conditions. Moreover, counselors determined the awards made to these customers. Thus, counselors had a high degree of control in directing customers to programs that promised the highest returns on investment.

---

## Exhibit II.2. Profile of the Guided Choice ITA Service-Delivery Model

### Overview

Guided Choice was designed to broadly represent the model that most local areas were implementing on their own under WIA. Relative to Structured Choice, Guided Choice reduced the counseling requirements and the ability of local staff to veto the customer's choice. Counselors were instructed to help Guided Choice customers make informed decisions about training, but unlike under Structured Choice, they were not required to be directive. Customers were limited by a fixed cap on the ITA funds available to them.

### ITA Structure

An important distinction between Guided Choice and Structured Choice was that Guided Choice customers received a "fixed" ITA award, which limited the resources they could spend on training. This fixed ITA amount was established for each participating local area, and no exceptions were allowed.

Guided Choice customers learned the amount of their fixed ITA award at the orientation at the start of their counseling.

As with Structured Choice customers, fixed ITA awards could be used to pay for direct training costs only. If the customer chose a training program that cost less than the fixed ITA award, the workforce agency retained the difference and could use it for other customers.

### Required Counseling

Counselors were instructed to help Guided Choice customers identify training options that were appropriate (given their skills, interests, and background) and feasible (given their fixed ITA awards and other resources available to them).

Compared to Structured Choice, customers assigned to Guided Choice were required to complete a more limited set of training-related counseling activities.

The first counseling activity was the Guided Choice **Orientation**.

Like Structured Choice customers, Guided Choice customers then had to:

- Research proposed programs using the **Program Research Form**.
- Estimate the full costs of the program chosen using the **Training Costs Form**.
- Inventorying likely income sources and expenses for the household while in training, using the **Income and Expenses Worksheet** and the **Training Budget Worksheet**.

Guided Choice customers did *not* have to review the Guide to High-Return Training, consider the List of High-Wage, High-Demand Occupations, or estimate the return of their proposed training investment. However, counselors were asked to inform Guided Choice customers that these resources and services were available upon request.

In addition, Guided Choice customers used a **Training Options Comparison Worksheet** to evaluate side-by-side the training programs they had researched. In contrast to Structured Choice, the *customer* completed this worksheet, and counselors used a set of open-ended questions at the end of the form to begin a conversation with customers about the pros and cons of their various training options.

**Program Approval**

Counselors were instructed to approve the program selections of Guided Choice customers based on only two criteria: (1) the program had to be on the ETP list, and (2) the customer had to complete the Guided Choice counseling requirements.

While counselors could encourage Guided Choice customers to consider modest-cost programs that met their specific needs, Guided Choice customers had ultimate control over their program selections.

If counselors disagreed with a customer's selection, they could voice their opinions but were instructed to approve the program being requested if it met the approval criteria specified above.

---

**Exhibit II.3. Profile of the Maximum Choice ITA Service-Delivery Model****Overview**

Maximum Choice was designed to be the most flexible ITA model; it was intended to approximate a true voucher model.

**ITA Structure**

Maximum Choice customers received the same fixed ITA award as Guided Choice customers and could use their ITA awards on any training program on the ETP list. Maximum Choice customers were apprised of the cap at their orientation.)

As in the other models, ITA awards could be used only to defray direct training expenses, and the local workforce agency kept the difference between the cost of the training program chosen and the ITA award.

**Required Counseling**

Customers assigned to this model had only to attend a mandatory Maximum Choice orientation, at which they learned their ITA award and were told about the full range of counseling services available to help them decide on training (that is, all services required of Structured Choice and Guided Choice customers).

Participation in any counseling services beyond this orientation was voluntary.

**Program Approval**

The only conditions for approval of Maximum Choice customers' training selections were (1) that the selection be on the ETP list, and (2) that the customer had attended the mandatory Maximum Choice orientation. Hence, Maximum Choice customers could submit and secure approval of their training selections with only minimal interaction with counselors. For instance, they could get their chosen program approved immediately after the Maximum Choice orientation.

---

## CHAPTER III

### IMPLEMENTATION OF THE ITA MODELS

---

Each local site participating in the ITA experiment was asked to implement the three ITA service delivery models described in Chapter II. The ITA structure, counseling requirements, and requirements for program approval were clearly defined, and each local counselor was trained in all three models. This chapter draws on evidence collected through in-person interviews, focus groups, reviews of case files, and observations of counseling sessions to describe how the models were actually implemented in the real-world conditions of the One-Stop Centers and how they deviated from the planned models. It also provides qualitative evidence on the responses to the models from customers, counselors, and training providers.

- 
- ***Structured Choice was generally not implemented as planned.*** This happened mainly because counselors were uncomfortable with being highly directive in their interactions with customers. They did not push customers toward high-return training and rarely, if ever, vetoed customers' training choices.
  - ***Maximum Choice was implemented as planned.*** Although counselors were uncomfortable with not providing ITA-related counseling unless customers requested it, counselors still implemented this model as planned. When ITA-related counseling was not required, customers rarely asked for it.
  - ***Counselors felt most comfortable implementing Guided Choice.*** This model was also implemented as planned. After the experiment, all the study sites adopted a variant of this model.

This chapter begins with a description of the training and technical assistance provided to counselors and administrators who participated in the experiment (Section A). It then discusses the three distinctive components of each model—the ITA award structure, the required counseling, and the counselor’s role in approving the award (sections B, C, and D). It concludes with a discussion of the sites’ preferred models and the models they chose to implement after the experiment (Section E).

## **A. TRAINING AND TECHNICAL ASSISTANCE**

Considerable attention was paid to training the counselors in each study site on implementing the three models and the experiment procedures, as well as to providing ongoing technical assistance to promote fidelity to experimental procedures. No counselors or other site staff complained about inadequate training or assistance.

Before the experiment, all counselors who were to work with customers in the experiment attended a two-day training session. One or two managers or supervisors also attended training, so they could monitor the work of the counselors and be able to train, at a later date, any new counselors who would work with experiment participants. Mathematica staff conducted the training at each of the grantee sites. Each participant received a detailed, grantee-specific training manual (Perez-Johnson and Bellotti 2001).

The training covered the specific requirements for each model. It also described in detail how to complete the forms and worksheets. Counselors were walked through how to counsel customers under each model. In addition, training covered the experiment’s requirements, including the Baseline Information Form and Participation Agreement, random assignment, and completion of data collection forms. An additional day of training was devoted to the operation of the Study Tracking System.

After this initial training, designated site liaisons at Mathematica were available to answer questions and provide additional assistance. Regularly scheduled conference calls (biweekly at the beginning of the study and later monthly) were held with site staff to address their questions and monitor implementation. Site staff frequently contacted MPR with questions at other times, both by telephone and by email.

About three months after intake into the experiment began, we conducted visits to each study site. The goals of these visits were primarily to monitor the implementation of the models and the experiment and to provide further technical assistance. During these visits, we observed orientations, conducted case file reviews, and had semi-structured discussions with counselors and local managers. Based on these visits, we determined that most procedural aspects of the ITA experiment were proceeding as planned. We provided further training and technical assistance on aspects of the models that were not always being implemented correctly or about which local staff felt uncertain. Examples of the most frequently addressed issues included:

- Asking staff not to disclose the Structured Choice cap during orientation;

- 
- Making sure staff provided detailed information on the full range of counseling services available to Maximum Choice customers during orientation;
  - Minimizing the provision of unsolicited counseling to Maximum Choice customers; and
  - Addressing questions about completion of the *Training Costs and Benefits Worksheet*.<sup>12</sup>

## **B. ITA STRUCTURE**

One of the main ways in which the three ITA models differed was the method used to control how much each customer could spend on training. Under Structured Choice, counselors were responsible for controlling spending, and customers received a customized ITA to fully defray their training costs. The award amount under Structured Choice was capped, but at a figure that was not expected to be binding. Customers assigned to Guided Choice and Maximum Choice all received a fixed ITA award of the same amount, which was much lower than the Structured Choice cap.

### **1. Effect on Customer Choice**

Evidence collected from discussions with counselors and customers suggests that while the higher possible award amount under Structured Choice influenced customers' choices to some degree, its effect on training choices was attenuated by two factors. First, in all sites, the cap under Guided Choice and Maximum Choice was high enough that many programs were still affordable. To some extent, this occurred because community colleges were important providers of training, and as they are partially subsidized by public funds, most of the programs they offered were affordable to customers under all three models.

Second, as discussed below, evidence suggests that providers may have responded to the different models by lowering prices for customers under Guided Choice and Maximum Choice and perhaps raising prices for Structured Choice customers. To the extent this occurred, it would reduce any effects of the difference in the ITA amount across models.

The difference in ITA structure appeared to influence customers' choices in two ways. First, the higher Structured Choice cap made some higher-cost programs more accessible. Therefore, although training programs did exist for most occupations that cost less than the cap under Guided Choice and Maximum Choice, the higher Structured Choice cap may have allowed customers to choose from a wider range of training programs.

Second, the different ITA structures could have influenced the number of training programs or certifications customers enrolled in. Local staff reported that some Structured

---

<sup>12</sup> This worksheet was one of the tools developed to help implement the Structured Choice model. It is included in Appendix J.

Choice customers knew the cap on their potential award (or knew at least that it was higher than the cap under Guided Choice and Maximum Choice) and used this knowledge to request additional courses and certifications. Providers were often willing to add additional courses or certifications, especially in open-entry, open-exit programs, where the cost of providing additional courses or certifications was low. However, tempering this influence somewhat was the fact that customers assigned to Guided Choice and Maximum Choice could request additional training if they had not spent their entire ITA award on their first training program. Staff in some sites noted that some Guided Choice and Maximum Choice customers did come back for approval of a second training program.<sup>13</sup>

## **2. Provider Responses to the ITA Structure**

Before the experiment, many One-Stop Center staff alleged that providers changed the prices of their training programs in response to changes in their ITA caps. Evidence collected from counselors, customers, and providers suggests that some providers—primarily proprietary schools—reacted to the experiment by “discounting” the prices of their training programs for customers under Guided Choice and Maximum Choice. Local staff and counselors reported that some schools—especially those teaching information technology programs—had experienced diminished overall demand for their services and therefore had strong motivation to increase the number of ITA holders in their programs.

Counselors and ITA managers in several sites also reported that some providers “raised” their prices by adding additional certifications or courses to existing programs for Structured Choice customers. These reports were more common in the four sites—Phoenix, Maricopa County, North Cook County, and Charlotte—that had a substantial number of proprietary training providers. However, we found little evidence that this practice was widespread. To some extent, this may be because other providers, such as community colleges and universities, do not have the same flexibility to customize their prices for individual customers and, because they do not rely on WIA customers as much, they have less incentive to do so.

## **C. ITA COUNSELING ACTIVITIES**

The three ITA models varied in the counseling required, with customers under Structured Choice having the most counseling requirements and nearly all counseling being voluntary under Maximum Choice. Some structured counseling was also required under Guided Choice, but it was not as directive or intensive as under Structured Choice.

Next, we describe how counseling was implemented under Structured Choice and Guided Choice. We organize the discussion around four main counseling topics: (1) choosing the occupation for which to train, (2) researching training options, (3) comparing training options, and (4) assessing the feasibility of completing training. We end the section with a description of the extent that counseling took place under Maximum Choice.

---

<sup>13</sup> Our understanding is that this was something that local sites would not typically allow absent the experiment.

## 1. Choice of Occupation

The first decision customers typically had to make was which occupation to train for. Under Structured Choice, counselors were instructed to steer customers to well-paying occupations in high demand locally. Guided Choice had no specific requirements for choice of occupation, but counselors were encouraged to review customers' selections. Maximum Choice had no counseling requirements.

We found that under any model, counselors had only a small effect on such decision making; they reported influencing a customer's choice only rarely. The counseling process did not significantly alter the occupation choice of any customer we interviewed during the site visits or observed in a counseling session. This was true in all sites and did not seem to vary by the extent of occupational counseling that had occurred prior to random assignment. The limited influence of counseling on occupational choices was confirmed by information from the 15-month follow-up survey, which revealed almost no differences across models in the occupations customers selected for training (Chapter V).

The extent to which counselors directed Structured Choice customers toward high-return occupations also appears to be limited. For example, counselors frequently allowed Structured Choice customers laid off from the information technology industry to train for occupations in the same field, even though demand for such jobs was no longer high. The most direction to Structured Choice customers was given in Jacksonville—the site that before the experiment had used a model closest to Structured Choice. It required all Structured Choice customers to train for an occupation on the high-wage, high-demand list.

**Limited Opportunities for Counseling.** Counselors saw few opportunities to counsel ITA customers on occupation choice for three main reasons:

- ***Many customers were reluctant to change occupations.*** Counselors consistently reported that few expressed interest in a major career change. Many, especially dislocated workers, wished to return to work as soon as possible and thus gravitated to short-term training. Therefore, many customers wished to take one or two courses to brush up on existing skills or to learn an additional skill so that they could be more competitive in the labor market for their current occupation.
- ***Many customers had already chosen an occupation by the time they were randomly assigned.*** Counselors estimated that well over half had strong ideas about the occupation they would train for. We corroborated this estimate through our customer interviews during the site visits: of the 31 customers on whom we documented information about occupation choice (before random assignment would have happened), 29 stated that they had already chosen. Even in those sites that provided minimal occupation counseling before random assignment—Jacksonville, Atlanta, Northeast Georgia, and North Cook County—customers had clear ideas about their desired occupation. This suggests that most customers had made their choice before they initially came to the One-Stop Centers.

- *For the most part, customers' occupational choices were reasonable.* Counselors reported that many customers, especially dislocated workers, had done substantial research on their own and had based their choices on good labor market information.

**Counselor Reluctance to Be Directive.** Even when customers had not made choices before random assignment or when those choices were not based on good information, counselors were reluctant to push customers toward high-return occupations. We identified four main reasons for this.

- *Asking counselors to be more directive ran counter to the methods they had used throughout their careers at the One-Stop Centers.* Counseling had always been a collaborative process in which the counselors made suggestions but did not direct customers into occupations or training programs. In just one site (Jacksonville) did counselors direct customers only to those occupations on the high-wage, high-demand occupation list, and this requirement was imposed by the administrators of the One-Stop Centers and not left to counselor discretion.
- *Counselors believed strongly that respecting customers' choices was essential to their success.* They believed that, if they were directive, customers would be much less likely to complete the training program that was prescribed.
- *Counselors viewed the available labor market information as unreliable and therefore insufficient as a basis for requiring customers to change their occupation choices.* For example, they viewed information on the high-wage, high-demand occupation list as frequently out of date, inaccurate, and not specific enough to their particular local area.
- *Counselors felt well qualified to help customers reflect on important generic considerations when making occupation and training choices, but were not comfortable prescribing specific occupations to customers.* When dealing with customers with extensive experience in a highly specialized field (such as information technology), some counselors felt they were not knowledgeable enough about distinctions between available options to judge the customer's occupation choice. As discussed in Perez-Johnson et al. (2004), some counselors were relatively inexperienced, were not trained in vocational counseling, or lacked postsecondary degrees. Yet, counselors were sometimes advising customers with extensive experience and/or advanced degrees.

**Use of High-Wage, High-Demand Occupation List.** Jacksonville was the only site that required ITA customers to choose training for an occupation on this list. Interestingly, Jacksonville was also the only site to emphasize high-return training in its ITA policies before the experiment. Four other sites—Phoenix, Bridgeport, Charlotte, and Atlanta—stopped short of requiring that the chosen occupation be on the list, but they actively used the list to get Structured Choice customers to reconsider occupations. Three other sites—Maricopa County, North Cook County, and Northeast Georgia—used the list very little.

---

**Use of Other Occupational Research Tools.** Other tools developed to help Structured Choice and Guided Choice customers with occupational research were not consistently used. Our evidence suggests that this was not due so much to limitations in the tools, but rather to the fact that counselors were unwilling or unable to be directive to customers regarding their occupation choice. For example:

- ***Guide to High-Return Training.*** This guide was widely distributed, usually at the orientation. Counselors were required to discuss the guide with the customers in Structured Choice during the first counseling session. In practice, however, counselors did not review the guide with customers systematically under any model.
- ***Occupational Research Worksheet.*** This was not a required tool and was used in only three sites—Phoenix, Maricopa County, and Jacksonville.<sup>14</sup>

**Guidance on Occupation Choice.** While counselors reported having little effect on most customers' occupation choices, they reported helping some customers with their decisions. These included customers who, in the counselor's judgment, were making poor choices. For example, a Jacksonville counselor cautioned a customer that long-distance truck driving would not be suitable for a single parent. They also included a small number of customers, usually WIA adult workers, who had no idea what occupation to train for.

Counselors sometimes helped customers make their occupational choices more specific. For example, counselors in Phoenix and Maricopa County reported that they sometimes helped customers interested in the medical field decide between occupations such as phlebotomy versus surgical technician. Similarly, counselors sometimes suggested adding certifications to a customer's choice of occupation. For example, they might have suggested adding phlebotomy to a nursing assistant program.

## 2. Program Research

Counselors in all sites believed that researching training programs was extremely important. Consequently, they were rigorous in enforcing the experiment's research requirements for customers under Structured Choice and Guided Choice across all sites. Almost all counselors and customers interviewed for this study considered the program research forms developed for the experiment to be useful. Several counselors reported, and customer interviews confirmed, that the consideration of other providers opened the customers' eyes to a wider range of programs and led some customers to change their minds about a training program that they would have gone to without counseling.

Under Structured Choice and Guided Choice, all sites required customers to research at least two programs (Table III.1). Four sites required Guided Choice customers to research at least three; six sites required the same of Structured Choice customers. In all sites, however,

---

<sup>14</sup> The "Guide to High-Return Training" and "Occupational Research Worksheet" tools are provided in Appendix J.

the research requirement for Structured Choice and Guided Choice customers was relaxed if the required number of programs on the ETP list did not exist within a reasonable commuting distance or if the alternatives were unsuitable for the customer.

**Table III.1. Program Research Requirements**

	Number of Programs That Customers Must Generally Consider	
	Structured Choice	Guided Choice
Phoenix	3	3
Maricopa County	3	3
Bridgeport	3	3
Jacksonville	2-3 <sup>a</sup>	2-3 <sup>a</sup>
Atlanta	3	2
Northeast Region	2	2
North Cook County	3	3
Charlotte	3	2

<sup>a</sup> Varied by counselor.

Sites differed in other requirements for how this research should be conducted. Three—Jacksonville, North Cook County, and Charlotte—allowed counselors substantial discretion to determine the scope of the research conducted by the customer. Customers in these sites could research programs in one or more occupations depending on the certainty of the customer’s occupational preference and the number of potential training providers. The other sites, in contrast, typically required that customers research several programs in the same occupation, although exceptions were made to allow customers to consider programs in closely related occupations if warranted.

Sites also varied in the extent to which they required their customers to conduct program research through in-person visits to providers’ training programs as opposed to through Internet research or telephone calls. Although counselors in all sites were enthusiastic about the efficacy of on-site program research and strongly encouraged such visits, only one site (Bridgeport) required that all customers under Structured Choice and Guided Choice visit at least one provider in person.

Just as many ITA customers appeared to come to the One-Stop Centers with well-formed occupation choices, many customers also came with a strong idea about the training program in which they wanted to enroll. These ideas were developed in three ways:

1. **Reverse Referrals.** Under a reverse referral, people who come to a school inquiring about training are informed about potential funding available from the local workforce investment board. School staff in one site sometimes even accompanied their potential students to the model-specific orientation sessions (although they were not permitted to attend the orientation itself).

2. **Marketing.** Some counselors believed that providers marketing directly to the unemployed had a significant effect on ITA customers' program choices. Several of the proprietary providers we interviewed confirmed that their schools advertised extensively through television or radio and considered these advertisements effective in bringing in customers.
3. **Personal Recommendations.** Many customers came to the One-Stop Center wanting to go to a school that a friend or relative had recommended.

Counselors considered mandatory program research especially important for customers who were “reverse referred” by providers. Because the referral can lead to customers obtaining public resources to pay for training that they would have otherwise paid for on their own, a reverse referral can produce a strong loyalty to a provider, independent of the program's suitability for the customer.

The extent of reverse referrals varied considerably across the sites. Counselors in three sites—Northeast Georgia, North Cook County, and Charlotte—stated that providers referred at least 20 percent of ITA holders. Counselors in the other sites suggested that the practice was relatively uncommon.

### 3. Comparing Training Options

After customers had completed program research, counselors were to work with them to compare the training programs researched.

#### a. Structured Choice

Under Structured Choice, counselors were asked to use the *Training Costs and Benefits Worksheet* to determine the net financial benefits from each program and direct customers to training determined to be high-return based on the calculations on the form. The qualitative evidence suggests that counselors did *not* use the results of this exercise to direct customers to a training program in any site. Indeed, at the beginning of the experiment, some counselors manipulated the inputs into the calculations so that the program the customer wanted had the highest “net benefit.” For example, some placed a higher starting wage for a training program that the customer preferred, even if all the training programs were for the same occupation.

After counselors had been told not to manipulate the calculations in this way, our assessment was that many counselors used nonfinancial factors to override the net benefit results if they did not generate what the customer wanted. Consideration of nonfinancial factors was allowed under the Structured Choice requirements. However, counselors were expected to override the financial findings only when the nonfinancial factors were overwhelming. In some cases, counselors did perceive these factors as overwhelming but also reported that, in general, they did not hesitate to override the net benefit results for Structured Choice customers. The nonfinancial factors used to override the net benefit results included:

- **Location.** Counselors cited this as one of the most important factors in the customer's training decision.
- **Starting Dates.** Prompt starting time for a program was important because it could speed customers' reentry into the work force.
- **Program Duration.** Customers were often eager to return to work and therefore frequently strongly preferred shorter programs.
- **Instruction Characteristics.** These included class size and whether instruction was self-paced, computer-based, or delivered in lecture format.
- **Schedules.** Day versus evening schedules or how much time needed to be spent each day might have been important in ensuring that the program fit with the customer's family responsibilities.

Two main factors may explain why counselors did not direct Structured Choice customers to the programs with higher net benefits as indicated by the calculations on the *Training Costs and Benefits Worksheet*:

- **Counselors did not think the net benefit calculations indicated the best program for the customer.** It was difficult to estimate the wages given up during training. The available data on expected wages after training were not sensitive to differences in programs, such as the quality of instruction or whether the programs provided placement assistance. Moreover, counselors viewed nonfinancial factors as important in determining whether customers would complete training. Second, directing customers to specific programs was counter to the collaborative nature of the counseling they conducted.
- **Counselors felt that completing the *Training Costs and Benefits Worksheet* was not a useful exercise.** In practice, there might not be more than one training program to compare, or the available training programs are so similar that they yield the same net benefits.

The overall result of these practices was that counselors generally did not direct Structured Choice customers to high-return training, nor did they modify these customers' original ideas in significant ways. Moreover, they rarely denied training to Structured Choice customers.

#### **b. Guided Choice**

Counselors did not need to complete a *Training Costs and Benefits Worksheet* for Guided Choice customers or direct customers to a particular training program. Instead, they worked with customers on the *Training Options Comparison Form*, which asked customers open-ended questions about the programs. Counselors viewed this as a useful tool because it helped organize the information collected during program research.

#### 4. Assessing the Feasibility of Completing Training

Under both Structured Choice and Guided Choice, after customers selected a program, counselors were required to discuss the feasibility of completing the chosen program with them. This included whether the ITA award and other available resources could cover the costs of training and whether the customer had enough household income to meet expected living expenses during the training period. The counseling requirements under Structured Choice and Guided Choice were similar. Customers were to be guided through the *Training Costs Form* to compare program costs and training resources, the *Income and Expenses Worksheet* to help them determine whether they had enough income to cover their household income while in training, and the *Training Budget Worksheet* to show how training costs would affect their household budgets.<sup>15</sup> As described in Section D, the only difference between the program approval process for Structured Choice and Guided Choice was that under Structured Choice, counselors could veto any training program they thought might not really be feasible.

Although, in general, the experimental tools were new to counselors, the review of customers' training decisions for financial feasibility was not. In most sites, counselors indicated that feasibility was a central component of ITA counseling before the experiment because sites were concerned about funding training that customers might not be able to complete.

WIA customers were also commonly required to explore feasibility considerations and the opportunity cost of participating in training before approval for training services. Such discussions would be more general, however, and focused on the overall feasibility of participating in training, and they would have taken place before random assignment and enrollment in the study. The experiment's feasibility activities were specifically focused on the customer's likelihood of completing the selected program.

Although counselors recognized that feasibility decisions were important, their opinions about the *Training Budget Worksheet* and *Income and Expenses Worksheet* for their Structured Choice and Guided Choice customers were varied. Some counselors viewed these forms favorably. They believed that many customers would have made casual decisions about budgetary matters without being forced to reconsider these decisions. Counselors saw the forms as helping customers think realistically about budget constraints and the need to choose a shorter training program, adjust expenses, or figure out alternative income sources during the training period. As one counselor in Atlanta remarked, "When they see the costs and their financial responsibilities laid out on paper, some will decide to pursue a shorter training program."

On the other hand, a few counselors thought that feasibility discussions were only moderately helpful because most customers had already considered feasibility in sufficient detail before random assignment, either on their own or through planning for training during core or intensive services. Some counselors also felt that the worksheets did not

---

<sup>15</sup> These worksheets are provided in Appendix J.

accurately portray the factors in the feasibility decision because customers did not fill out the forms accurately, or they deliberately exaggerated income or understated expenses to ensure that the cash flow would be positive.

In general, customers accepted the feasibility exercises willingly. A few, however, felt that the need to furnish personal financial information for the Income and Expenses Worksheet was intrusive.

Counselors rarely used the results of these exercises to veto a Structured Choice customer's training choice. If the customer's choice did not look feasible given their other financial responsibilities, counselors might suggest to customers (but not insist) that they consider shorter-term training. Alternatively, they would prod customers to think of ways of making up a budget shortfall, either by cutting household expenses or by seeking other sources of income. Counselors noted that it was easy for Structured Choice customers to overcome shortages in the cash flow if they simply asserted that "my mother will help" or "I will refinance my mortgage." Counselors tended to accept these representations readily.

## **5. Counseling Under Maximum Choice**

At the Maximum Choice orientation, counselors were to offer to help customers select a training program but to provide assistance only if the customer explicitly requested it. With some exceptions, counselors adhered to the requirements of this model. Observations of orientations and interviews with counselors suggest that counselors offered counseling to Maximum Choice customers and made it clear that it was not mandatory. All counselors acknowledged substantial differences in the way they handled customers in Maximum Choice versus those in Structured Choice and Guided Choice.

Some counselors did, however, provide a small amount of unstructured counseling to Maximum Choice customers, regardless of any request. For example, counselors in Charlotte, Phoenix, and Maricopa County—sites that stressed occupational counseling—admitted discussing the feasibility of the training with their Maximum Choice customers informally during the orientation sessions, without worksheets. Some counselors also brought up this issue informally when customers came in for their training vouchers. One factor that prevented counselors from counseling Maximum Choice customers was high caseloads; counselors felt they did not have time to provide additional counseling to these customers unless they explicitly requested it.

Other factors may have led Maximum Choice customers to conduct some research into training programs. For example, in Bridgeport, Phoenix, and Maricopa County, all training customers, regardless of the model to which they were assigned, were asked to submit (along with their program request) a written plan outlining the reasons for wanting to pursue their selected training program, evidence that the training was for an occupation or skill set in demand, and evidence that the customer had the skills to complete the program.<sup>16</sup> This

---

<sup>16</sup> These were procedures that these sites used prior to implementing the ITA Experiment and wished to preserve during the study.

---

meant that all ITA study participants in these sites had to collect some information about the school and program they chose. In addition, some *providers* strongly promoted in-person visits before customers made their training decisions, and some even required that the customer visit in-person before enrolling.

Counselors in all sites reported that Maximum Choice customers used little counseling. Counselors reported that many Maximum Choice customers requested an ITA at the orientation or soon afterward, and the STS data corroborated this (Chapter IV). Counselors were nonetheless concerned about customers making their training decisions without professional guidance. A few counselors believed that the absence of significant contact with staff contributed to a higher rate of attrition among Maximum Choice customers because nobody was available to help with their personal problems or difficulties in making the choice. However, as we discuss in chapters IV and V, the quantitative data do not support this view. Maximum choice customers were, in fact, more likely to enroll in training (with support from any source) and to accept and receive an ITA.

#### **D. FINAL PROGRAM APPROVAL**

A major difference between Structured Choice and Guided Choice or Maximum Choice was that counselors could veto customers' program selections under Structured Choice but not under Guided Choice or Maximum Choice. Structured Choice customers' final program selections had to meet three requirements. They had to be (1) considered a high-return training option, (2) a program that the customer had a reasonable chance of completing with their available resources, and (3) on the ETP list.

In practice, our evidence suggests that counselors rarely, if ever, vetoed the programs chosen by Structured Choice customers for not meeting the first two requirements. This was not because the customers' choices always met the requirements; rather, counselors were reluctant to exercise their veto power. Counselors did not hesitate to override the results of the comparison of the financial returns of different programs based on nonfinancial factors or to accept customers' representations of their ability to complete a training program. In no site did we hear that managers and supervisors who reviewed the final program choice would ask counselors of Structured Choice customers to reconsider their approval.

Counselors reported that their reluctance to veto choices stemmed from their belief that the matching of training choices to customers' preferences was a critical determinant of the customers' success in achieving program completion and good employment outcomes. Counselors worked on making decisions collaboratively, building upon a good rapport established between counselors and customers. Thus, while counselors suggested alternatives to customers or might have pointed out factors that the customers should consider when pursuing training, they were uncomfortable being directive.

As counselors rarely vetoed customers' choices, they reported that program approval ended up looking very similar under all three models. Counselors noted that the biggest difference they saw between their roles in working with customers under Structured Choice and Guided Choice was that the former entailed more paperwork.

## E. SITES' PREFERRED MODEL

Of the experiment's three models, most sites preferred Guided Choice. As mentioned earlier, counselors were uncomfortable being directive under Structured Choice. In addition, they viewed completing the Structured Choice required forms and worksheets as burdensome. On the other hand, they were also uncomfortable with not providing any counseling under Maximum Choice. Guided Choice embraced the two elements that counselors believed to be most important in counseling: (1) encouraging program research and (2) assessing the feasibility of completing the training program. Guided Choice was also most similar to the model that most sites had used before the experiment.

Managers and counselors were in a fair amount of agreement in their views about the ITA models. Perhaps this was because managers recognized the inherent difficulties in implementing a model that frontline staff disliked.

The sites' preferences on the model to managing ITAs are reflected in their choice of model after the experiment (Table III.2). None of the sites chose to adopt the exact specifications of any of the experiment's models. Most sites reverted to the general model they used before the experiment. However, Phoenix and Bridgeport implemented somewhat more structured counseling than they had before the experiment.

**Table III.2. Models Adopted by Local Sites After the ITA Experiment Ended in June 2004**

Site	Model Adopted After ITA Experiment	Major Modifications to Model Used Before ITA Experiment
Phoenix	Between Structured Choice and Guided Choice	<i>Training Costs and Benefits Worksheet</i> used for information only Modified <i>Occupational Research Form</i>
Maricopa County	Between Structured Choice and Guided Choice	<i>Training Costs and Benefits Worksheet</i> used for information only Modified <i>Occupational Research Form</i>
Bridgeport	Between Structured Choice and Guided Choice	Required customers to research two providers Counselors allowed to use Structured Choice if considered best for the customer
Jacksonville	Between Structured Choice and Guided Choice	Modified <i>Training Costs and Benefits Worksheet</i> Extensive counseling provided
Atlanta	Guided Choice	None
Northeast Region	Guided Choice	Counselors can use forms at their discretion for some customers
North Cook County	Guided Choice	Mandatory program research, including use of <i>Program Research Form</i>
Charlotte	Guided Choice	Counselors can use forms at their discretion for some customers

The major modifications to the experimental models the sites made were aimed at reducing paperwork they viewed as unnecessary. The counselors viewed some of the tools used during the experiment as useful for some customers, but not for all. For example, North Cook County retained the Program Research Form but made its use voluntary. In several sites, use of forms was left up to counselors' discretion. For example, counselors in Atlanta were encouraged to use the Training Budget Form if feasibility questions remained after an informal discussion of the topic. Use of the Training Costs and Benefits Worksheet was continued in three sites, but the counselors were not required to direct customers to the highest-return training program.

Most sites chose to return to the caps they had used before the experiment (Table III.3), including Maricopa County, Bridgeport, Atlanta, Northeast Georgia, North Cook County, and Charlotte. In most of these sites, the cap chosen after the experiment was also the one for Guided Choice and Maximum Choice during the experiment. Jacksonville returned to using the three-tier cap model it had used before the experiment, but used caps commensurate with those used during the experiment. The cap for the lowest-wage tier was the one for Guided Choice and Maximum Choice; the cap for the highest-wage tier was the one for Structured Choice. Only Phoenix raised its cap after the experiment, its rationale being that it wanted to accommodate customer demand for certain high-cost programs in popular fields such as information technology, nursing and other health care, automobile repair, refrigeration, and mechanical maintenance.

**Table III.3. Caps Used by Sites Before, During, and After the Experiment**

Site	Pre-experiment Caps	Caps Under Experiment	Post-experiment Caps
Phoenix	\$3,000-\$4,000 (depending on length)	\$3,000 (A2 and A3) \$8,000 (A1)	\$6,000
Maricopa County	\$3,500	\$3,000 (A2 and A3) \$8,000 (A1)	\$3,500
Bridgeport	\$3,000	\$3,000 (A2 and A3) \$7,000 (A1)	\$3,000
Jacksonville	Tiered: \$4,600-\$8,900	\$3,000 (A2 and A3) \$6,000 (A1)	Tiered: \$3,000-\$6,000
Atlanta	\$5,000 (first year)	\$5,000 (A2 and A3) \$8,000 (A1)	\$5,000 (first year)
Northeast Region	\$3,000 (first year)	\$4,000 (A2 and A3) \$8,000 (A1)	\$3,000 (first year)
North Cook County	\$3,000 (first year)	\$3,000 (A2 and A3) \$8,000 (A1)	\$3,000 (first year)
Charlotte	\$4,000	\$4,000 (A2 and A3) \$8,000 (A1)	\$4,000

A1 = Structured Choice; A2 = Guided Choice; A3 = Maximum Choice.



## CHAPTER IV

### CUSTOMERS' EXPERIENCES OBTAINING AN ITA

---

The ITA models differed in both their requirements for obtaining an ITA and the potential ITA amount. While Structured Choice and Guided Choice customers were required to participate in further counseling after being determined eligible for WIA-funded training, Maximum Choice customers were not. And while Guided Choice and Maximum Choice customers faced the same cap on the ITA award, Structured Choice customers could potentially receive a higher ITA. These differences could affect customers' experiences and decisions in the process of obtaining an ITA.

This chapter examines how the models influenced intermediate customer outcomes—that is, outcomes related to customers' experiences prior to receiving an ITA. Drawing on data from both the STS and the 15-month follow-up survey of ITA customers, we examine the differences across models in the receipt of counseling and other services, the receipt of ITAs, customers' satisfaction with the process of obtaining an ITA, the value of the ITA awarded, the number of training programs chosen, and the cost of the program(s) chosen.

- 
- *Maximum Choice customers chose to accept an ITA more often than customers assigned to Guided Choice or Structured Choice.*
  - *Structured Choice customers chose more expensive training programs than Guided Choice and Maximum Choice ITA customers.*
  - *The average ITA award was much higher under Structured Choice (\$4,625) than under Maximum Choice (\$2,888) and Guided Choice (\$2,861).*
  - *Customers across all three models were generally satisfied with the process for obtaining an ITA.*

## A. CONDITIONS FOR PARTICIPATING IN ITA-FUNDED TRAINING

Not everyone who is found eligible for WIA-funded training actually receives an ITA—some customers decide not to train, and others participate in training but use other funds to pay for it. We envisioned three ways in which the ITA models could have influenced the likelihood that a customer fulfilled the necessary conditions to receive an ITA. First, the higher potential value of the ITA under Structured Choice increased the potential benefits of receiving an ITA and may have encouraged customers to fulfill their requirements. Second, the mandatory counseling under Structured Choice and Guided Choice could raise the costs to customers of receiving an ITA and discourage pursuit of ITAs. Third, under Structured Choice, counselors could have rejected customers' program choices, which might have discouraged pursuit of ITAs.

As soon as customers were found eligible for WIA-funded training, the sites sent their information to Mathematica for random assignment to one of the three models. After assignment, we entered the results into the evaluation's STS. The sites could then print customized letters describing the model to which the customer was assigned and citing its major features. The letters also invited customers to a model-specific ITA orientation where counselors discussed the procedures for the customer to follow to obtain an ITA.

### 1. Attending an ITA Orientation

A notable share of customers assigned to each model did not attend the ITA orientation (Table IV.1). Interviews with counselors suggested that the customers who dropped out right after random assignment commonly did so because they found a job or decided that training was not the right strategy for them at the time.

- **Comparing Guided Choice with Structured Choice.** About 69 percent of Structured Choice customers attended their ITA orientation, compared with 67 percent of Guided Choice customers—a difference that is not statistically significant. We interpreted this finding to suggest that any perceived benefits of a potentially higher ITA award under Structured Choice were offset by the perceived costs of additional counseling requirements.
- **Comparing Guided Choice with Maximum Choice.** An interesting finding was that the mere receipt of a letter notifying customers of their assignment to Maximum Choice increased their likelihood of attending the ITA orientation, relative to customers assigned to Guided Choice (or Structured Choice). About 74 percent of Maximum Choice customers attended the orientation compared to 67 percent of Guided Choice (and 69 percent of Structured Choice) customers. We interpreted this finding as an indication that the counseling requirements under Guided Choice (or Structured Choice) discouraged customers from pursuing an ITA.

**Table IV.1. Percentage of All Customers Participating at Key Stages of the Process to Obtain an ITA**

	Means			Impacts		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Attended or Was Excused from an Orientation	69%	67%	74%	2	7***	-6***
Received Counseling After the Orientation	66	59	4	7***	-55***	62***
Received an ITA	59	58	66	1	7***	-6***
<b>Sample Size</b>	<b>2,644</b>	<b>2,649</b>	<b>2,627</b>			

Source: Study Tracking System, July 2004 extract.

Notes: The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity) and baseline characteristics, including marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Reported impacts may differ from the difference in reported means due to rounding.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

## 2. Participating in ITA Counseling

After attending an orientation, customers assigned to Structured Choice and Guided Choice were required to participate in a number of training-related counseling activities. Maximum Choice customers could participate in any of those activities if they chose, but they did not have to participate in order to obtain an ITA. Note, however, that *all* ITA customers received *some* counseling before being found eligible for ITA training and being randomly assigned to a model.

- Comparing Guided Choice with Structured Choice.** Structured Choice customers were significantly more likely than Guided Choice customers to continue with ITA-related counseling after the orientation (Table IV.1). Overall, 66 percent of Structured Choice customers attended at least one counseling session after the orientation, compared with only 59 percent of Guided Choice customers (Table IV.1). About 3 percent of Structured Choice customers attended an orientation but then decided not to pursue the mandatory ITA-related counseling and thus dropped out of the process of receiving an ITA. In contrast, 8 percent of Guided Choice customers dropped out after attending orientation. This suggests, that during the Structured Choice orientations, counselors likely conveyed to these customers that they could receive a larger ITA award, and this potentially higher award offset some of the customers' concerns about the burden of additional counseling requirements.

- **Comparing Guided Choice with Maximum Choice.** When ITA-related counseling was voluntary, as under Maximum Choice, few customers took advantage of it. Overall, only 4 percent of Maximum Choice customers received any counseling after the ITA orientation, compared to 58 percent of Guided Choice customers (Table IV.1). The low rate is consistent with reports from local staff that many Maximum Choice customers (and other ITA customers) arrived at the ITA orientation with a strong sense of the training program they wanted to attend and submitted their requests for ITAs at that time.

### 3. Obtaining an ITA

Once Structured Choice and Guided Choice customers had completed their ITA counseling requirements, they could receive an ITA. Maximum Choice customers could receive an ITA as soon as they had attended an ITA orientation.

- **Comparing Guided Choice with Structured Choice.** Structured Choice and Guided Choice customers were equally likely to complete their counseling requirements—just under 60 percent of customers in both models received an ITA (Table IV.1). Although significantly more Structured Choice than Guided Choice customers began counseling, the fact that the two groups ultimately had similar ITA take-up rates suggests that more Structured Choice customers must have dropped out of the process *during* counseling. This could have occurred for three reasons. First, while ITA counseling was mandatory under both Structured Choice and Guided Choice, Structured Choice customers were required to complete more activities, some of which also took more effort. Second, it took longer on average to complete the counseling activities under Structured Choice, so there was more time for the customer to find a job before entering training. Third, it was possible for counselors to reject customers' choices under Structured Choice, and this could have discouraged Structured Choice customers from continuing. However, we think this third explanation is unlikely, since counselor reported rarely if ever rejecting customers' occupation or training choices.
- **Comparing Guided Choice with Maximum Choice.** Maximum Choice customers were 7 percentage points more likely than Guided Choice customers to receive an ITA—66 percent to 58 percent. This impact was due almost entirely to the difference in the rates at which the customers under these two models attended orientation. Nearly all Guided Choice customers who began counseling completed it and received an ITA. Therefore, it was the *expectation* of counseling, rather than the counseling itself, that led to the difference in the percentages of Guided Choice and Maximum Choice customers who received ITAs.

## B. PARTICIPATION IN ITA COUNSELING AND RELATED SERVICES

As discussed above, the ITA model had a significant effect on the rate at which customers received any counseling after the orientation, with Structured Choice customers most likely and Maximum Choice customers least likely to participate in any counseling after the ITA orientation. This section discusses the amount of counseling received by those customers who received any counseling after the ITA orientation, participation in

assessments and workshops at the One-Stop Centers, and the length of time between when a customer was found eligible for training and when an ITA was received. As these outcomes are *conditional* on customer participation in counseling or receipt of an ITA, the differences cannot be interpreted as having been caused by the model. However, the findings are still informative.

## 1. Number of ITA Counseling Sessions

On average, Structured Choice and Guided Choice customers who received any counseling after their ITA orientations participated in two sessions with a counselor (Table IV.2). Just over one-third of Structured Choice and Guided Choice customers participated in only one counseling session, and another third participated in two sessions; the rest participated in three or more. Maximum Choice customers participated in an average of just over one session after orientation, with nearly three-fourths of Maximum Choice customers participating in only one.

**Table IV.2. Number of Sessions Attended by Customers Who Attended Any Counseling After ITA Orientation**

	Means			Conditional Differences		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Average	2.1	1.9	1.3	0.2	-0.6	0.8
Distribution						
1	37%	42%	74%	-5	32	-37
2	34	38	21	-4	-17	13
3	18	13	4	5	-9	14
4	7	5	0	2	-5	7
5	2	1	1	1	0	1
6 or more	2	1	0	1	-1	2
<b>Sample Size</b>	<b>1,734</b>	<b>1,558</b>	<b>100</b>			

Source: Study Tracking System, extract as of July 2004.

Note: Means were computed using only people who attended counseling after the orientation. Because these are nonrandom samples of the full groups, differences in means across models cannot be interpreted as the impact of one model as compared with another. Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Because of collinearity, regression adjustment could not be done. Reported conditional differences may differ from the difference in reported means due to rounding.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

However, customers had already received some counseling on the decision to participate in training and other topics before random assignment. Specifically, before being deemed eligible for training and randomly assigned to one of the ITA models, all customers received core and staff-assisted services offered at the One-Stop Centers, which could include several hours of counseling. The counseling sessions that occurred *after* the ITA orientation were therefore additional.

The 15-month follow-up survey asked customers how many times, *in total*, they had met with a counselor while participating in the WIA program. (Respondents were not asked to distinguish between sessions that occurred before and after random assignment or ITA orientation, since we judged this to be a difficult distinction for customers to make.) On average, Structured Choice and Guided Choice customers reported participating in a total of six sessions, and Maximum Choice customers reported an average of five. This difference was statistically significant. Customer reports of participation in WIA counseling suggest that the average ITA customer had participated in between 2 and 3 counseling sessions before random assignment.

## **2. Assessments and Workshops**

To help customers decide on training and employment, One-Stop Centers offer a variety of assessments of aptitudes and interests, as well as workshops on topics such as job search, career planning, and basic skills. Customers can receive assessments and attend workshops at any time, but they typically do so before they are found eligible for ITA training. The 15-month follow-up survey asked ITA customers about their receipt of assessments and attendance at workshops, but did not ask them to distinguish between assessments and workshops that occurred before or after random assignment.

Assessment was not a required activity under any ITA model. However, Structured Choice customers were more likely than Guided Choice customers to receive an assessment. About 68 percent of Structured Choice customers received assessments, compared with 64 percent of Guided Choice customers (Table IV.3). We interpret this difference as indicating that Structured Choice customers were more likely to receive assessments *after* random assignment. As the assignment to models is random, we would not expect the receipt of assessments before random assignment to vary by model.

Structured Choice customers were significantly more likely than Guided Choice customers to receive an assessment in reading, occupational interests, English-language skills, and occupational aptitudes. While these assessments were not required as part of the Structured Choice counseling requirements, the more intensive counseling or the wider selection of available training programs that could be considered may have led customers to receive additional assessments.

We found no difference in overall assessment receipt between Guided Choice and Maximum Choice customers. The ITA models also had no impact on customer participation in workshops.

**Table IV.3. Impacts on Receipt of Assessments and Attendance at Workshops**

	Means			Impacts		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Received an Assessment	68%	64%	66%	3*	1	2
Assessment Type						
English language	51%	47%	49%	4**	1	3
Reading	51	46	48	4**	1	3
Math	56	54	55	2	0	2
Occupational interests	54	46	48	7***	2	6***
Occupational aptitudes and interests	49	42	42	7***	0	7***
Computer skills	1	0	1	1*	1**	0
Typing and data entry	0	0	1	0	0	0
Writing and spelling	0	0	0	0	0	0
Other	1	0	1	1***	1**	0
Participated in a Workshop	42%	41%	41%	1	0	2
Workshop Type						
Resume writing	30%	27%	27%	3*	0	3*
Job search	32	31	29	1	-2	3*
Career planning	24	22	23	2	1	1
Job interviewing skills	4	3	3	0	0	0
Computer skills	1	2	1	-1	0	0
Money management	0	0	0	0	0	0
Opportunities for further education	1	1	0	0	0	0
Job networking	2	1	1	1	0	1*
Available assistance	0	0	0	0	0	0**
WIA resources	0	0	0	0	0	0
Stress management	0	0	0	0	0	0
Other	2	1	1	1*	0	0
<b>Sample Size</b>	<b>1,322</b>	<b>1,309</b>	<b>1,302</b>			

Source: 15-month follow-up survey.

Notes: The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Reported impacts may differ from the difference in reported means due to rounding.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

### 3. Timing of ITA Awards

It took Structured Choice customers longer than Guided Choice customers to obtain an ITA, and it took Guided Choice customers longer than Maximum Choice customers. As expected, there was no difference across models in the time between when the customer was determined eligible for training and random assignment—it was just under two weeks for all customers (Table IV.4). However, after random assignment, it took Structured Choice customers 8.5 weeks to obtain an ITA, compared with 7.2 weeks for Guided Choice customers and 6.4 weeks for Maximum Choice customers. In total, customers received an ITA about 8 to 10 weeks after they were found eligible for training.

**Table IV.4. Number of Weeks Between Being Determined Eligible for Training and Receipt of an ITA, Among ITA Customers**

	Means			Conditional Differences		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
WIA Training Eligibility to Random Assignment	1.8	1.8	1.9	0.0	0.1	-0.1
Random Assignment to ITA Approval	8.5	7.2	6.4	1.3***	-0.8***	2.1***
WIA Training Eligibility to ITA Approval	10.2	8.9	8.2	1.3***	-0.7**	2.0***
<b>Sample Size</b>	<b>1,569</b>	<b>1,541</b>	<b>1,725</b>			

Source: Study Tracking System, extract as of July 2004.

Notes: Means are computed using only people who received an ITA. Because these are nonrandom samples of the full groups, differences in means across models cannot be interpreted as the impact of one model as compared with another. The model means and conditional differences are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Reported conditional differences may differ from the difference in reported means due to rounding.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

### C. NUMBER OF TRAINING PROGRAMS CONSIDERED

While we were designing the ITA experiment, WIA counseling staff frequently expressed the concern that, without prompting from local staff, ITA customers would not consider a variety of training programs. For this reason, Structured Choice and Guided Choice customers were required to conduct research on at least two training programs. To explore the extent to which the model influenced whether customers considered multiple programs, the 15-month follow-up survey asked customers how many training programs they had investigated in making their decision.

- **There were few differences between Structured Choice and Guided Choice customers in the number of programs considered.** On average, Structured Choice and Guided Choice customers considered between two and three. A few customers (5 percent) who dropped out of the process early on reported having considered no programs (Table IV.5).
- **On average, Maximum Choice customers also considered two programs, which suggests that staff concerns about customers not considering a variety of programs were unfounded.** However, Maximum Choice customers (who lacked explicit program research requirements) did consider fewer programs than Structured Choice and Guided Choice customers.

**Table IV.5. Number of Training Programs Considered**

	Means			Impacts		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Average	2.4	2.3	2.2	0.0	-0.1*	0.2**
Distribution						
0	5%	5%	6%	0	1	-1
1	29	30	35	-2	5***	-7***
2	24	25	27	-1	2	-3
3	29	25	18	4**	-7***	10***
4	7	8	6	0	-2*	1
5 or more	6	7	7	-1	0	-1
<b>Sample Size</b>	<b>1,322</b>	<b>1,309</b>	<b>1,302</b>			

Source: 15-month follow-up survey.

Note: The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Reported impacts may differ from the difference in reported means due to rounding.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

#### D. SATISFACTION WITH ITA PROCESS AND INFORMATION AVAILABLE

One indicator of the success of an ITA model is the customers' satisfaction with the process of obtaining an ITA. The 15-month follow-up survey asked customers their level of satisfaction along three dimensions: (1) training options, (2) available information on training programs, and (3) counseling. In general, customers under all three models were satisfied with the process. Along each of the three dimensions, two-thirds to three-fourths of all customers indicated that they were either very satisfied or satisfied with the model (Table IV.6).

**Table IV.6. Customer Satisfaction**

	Means			Impacts		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Satisfied with the Training Options	72%	71%	66%	0	-5***	6***
Satisfaction with Information on Training Programs						
Very satisfied	33	31	30	2	-1	3*
Satisfied	49	50	50	-1	1	-2
Dissatisfied	12	14	14	-2	0	-2
Very dissatisfied	4	4	5	0	1	-1
Don't know or refused	2	2	1	0	0	1
Satisfaction with Training Counseling						
Very satisfied	46	42	42	4**	-1	5**
Satisfied	36	39	39	-3*	0	-3
Dissatisfied	10	11	11	-1	0	-1
Very dissatisfied	6	6	7	0	1	0
Don't know or refused	1	1	1	0	0	0
<b>Sample Size</b>	<b>1,322</b>	<b>1,309</b>	<b>1,302</b>			

Source: 15-month follow-up survey.

Note: The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Reported impacts may differ from the difference in reported means due to rounding.

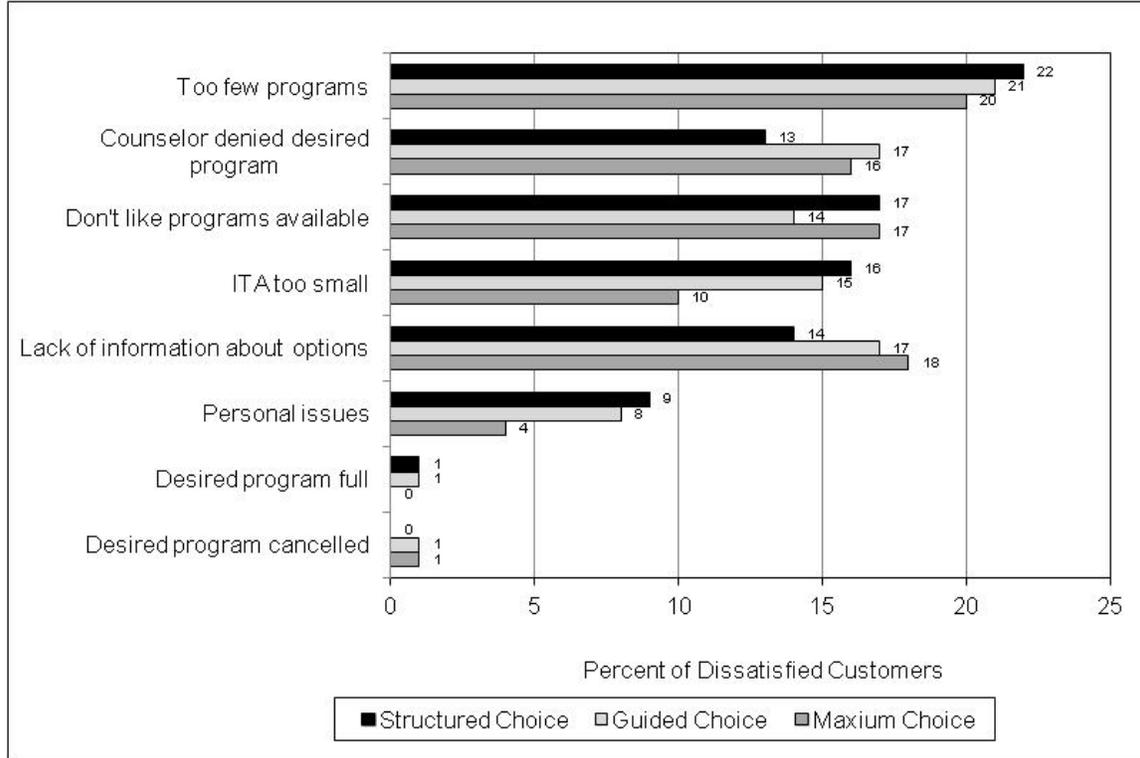
\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

---

The ITA model did, however, have some small impacts on satisfaction. While Structured Choice and Guided Choice customers were equally satisfied with the number of training options, Maximum Choice customers were 5 percentage points less likely than Guided Choice customers to be satisfied. Since Guided Choice and Maximum Choice customers chose from the same set of options (and had the same potential ITA award amount to help pay for their training), our interpretation of this finding is that local counselors increased Guided Choice customers' awareness of their options.

While Structured Choice and Guided Choice customers were equally satisfied with their training options and the available information on them, Structured Choice customers were more satisfied with the counseling they received on training. Thus, the more extensive counseling requirements under Structured Choice do not appear to have soured these customers on the process for obtaining an ITA. In fact, customers appear to have appreciated them. Somewhat surprisingly, Guided Choice and Maximum Choice customers were equally satisfied with counseling on average.

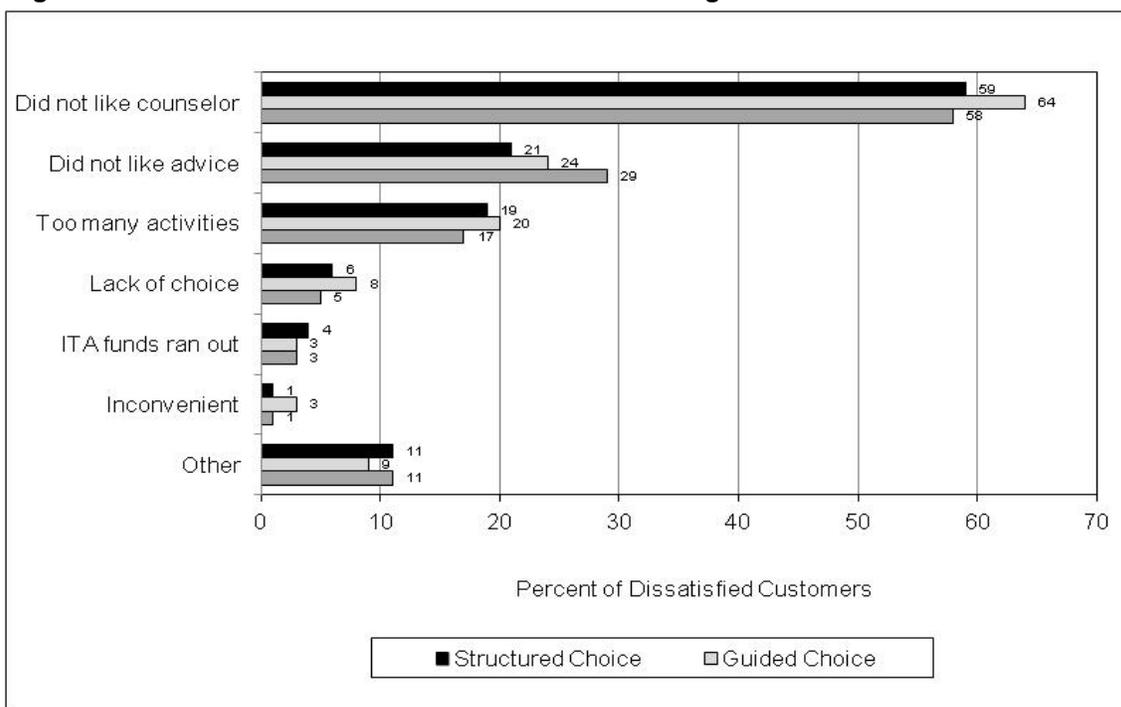
The reasons given for dissatisfaction with training options and counseling are presented in Figure IV.1. The reason given most frequently was that there were too few programs available. However, between 13 and 17 percent of survey respondents who were dissatisfied with the number of training options reported that their counselor had denied them the desired program. This is a puzzling finding, since counselors were asked not to deny choices made by Guided Choice and Maximum Choice customers. Even under Structured Choice, in which counselors could deny customers' choices, counselors reported that they did so rarely, if ever. Our explanation for this apparent inconsistency is that respondents may have referred to denial for an ITA that exceeded the cap as "a counselor denying their program choice." This would be consistent with the smaller proportion of Structured Choice customers giving this as a reason for dissatisfaction, although the differences across models are not statistically significant.

**Figure IV.1. Reasons for Dissatisfaction with Training Program Options**

Source: 15-month follow-up survey.

Note: This figure shows the reasons given for dissatisfaction by those ITA customers who indicated that they were dissatisfied or very dissatisfied with their training options. Between 28 and 34 percent of ITA customers assigned to any model reported dissatisfaction with their training options (see Table IV.6).

Figure IV.2 presents the main reasons given for dissatisfaction with training counseling. The primary reason was that the customer “did not like the counselor.” More than half the ITA customers who were dissatisfied with counseling cited this as a reason (Figure IV.2). Nearly one-fifth of customers were dissatisfied because there were “too many activities.” However, Maximum Choice customers complained about the number of activities nearly as frequently as Guided Choice customers. This was probably because they were referring to activities conducted prior to being found eligible for an ITA.

**Figure IV.2. Reasons for Dissatisfaction with Counseling**

Source: 15-month follow-up survey.

Note: This figure shows the reasons given for dissatisfaction by those ITA customers who indicated that they were dissatisfied or very dissatisfied with ITA counseling. Only between 16 and 18 percent of ITA customers assigned to any model reported dissatisfaction with ITA counseling (see Table IV.6).

## E. AMOUNT OF THE ITA AWARD

A key decision facing workforce investment agencies is how to allocate limited WIA training dollars. The model that sites used most frequently prior to the experiment, and the one used under Guided Choice and Maximum Choice, was to set a cap for the award and apply it uniformly to every customer. Customers can choose a training program that costs more than the cap, but they must find other funds to pay the difference. Our study sites set their ITA caps for Guided Choice and Maximum Choice at between \$3,000 and \$5,000.

Counselors were given more freedom to set the ITA amount for Structured Choice customers. While there was a cap under Structured Choice—between \$7,000 and \$8,000—this cap was not expected to be binding. Counselors were expected to award a higher ITA amount for customers choosing high-return training and to make a lower award, or no award, for those choosing lower-return options. In other words, counselors were expected to award ITAs of the same average value across all three models.

In practice, local counselors were unable to constrain spending under Structured Choice. Under this model, the average ITA award exceeded \$4,600, or about 62 percent more than the average ITA award under Guided Choice (Table IV.7). Nearly half of the Structured Choice customers who were given an ITA received \$5,000 or more. Structured

Choice customers were also more likely to be given an ITA large enough to pay not just for direct training costs but also for training materials and supplies, such as books, uniforms, and tools. About 12 percent of the Structured Choice customers who received an ITA were awarded an amount equal to or exceeding their site's cap. On average, the value of ITAs awarded to Structured Choice customers were 61 percent of the cap.

**Table IV.7. The Amount of the ITA Award**

	Means			Conditional Differences		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
<b>Amount of ITA Award</b>						
Average	\$4,625	\$2,861	\$2,888	\$1,764***	\$27	\$1,736***
Less than \$1,000	3%	3%	3%	-1	0	-1
\$1,000 to \$1,999	8	11	9	-3***	-2	-1
\$2,000 to \$2,999	15	56	55	-41***	-1	-40***
\$3,000 to \$3,999	13	18	21	-5***	3*	-8***
\$4,000 to \$4,999	15	9	9	7***	0	6***
\$5,000 or more	47	3	3	44***	0	44***
ITA Covered Materials and Supplies	8%	5%	7%	3***	2**	1
<b>Amount of ITA Award Relative to Cap</b>						
Average	61%	83%	83%	-21***	1	-22***
Less than 50%	34	12	10	23***	-1	24***
50% to 74%	37	11	11	27***	0	26***
75% to 99%	16	38	39	-21***	1	-23***
100%	11	40	40	-30***	0	-30***
More than 100%	1	0	0	1***	0	1***
<b>Sample Size</b>	<b>1,569</b>	<b>1,541</b>	<b>1,725</b>			

Source: Study Tracking System, extract as of July 2004.

Notes: Amount of ITA vouchers presented in 2002 dollars; when compared with the ITA cap, presented in current dollars. Means were computed using only people who received an ITA. Because these are nonrandom samples of the full groups, differences in means across models cannot be interpreted as the impact of one model as compared with another. The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Reported conditional differences may differ from the difference in reported means due to rounding.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

---

The average ITA awards of Guided Choice and Maximum Choice customers who received an award were almost identical, at about \$2,900. Most awards given to Guided Choice and Maximum Choice customers were between \$2,000 and \$3,000. About 40 percent of Guided Choice and Maximum Choice customers who received an ITA were given an award equal to the cap. On average, the value of ITAs awarded to Guided Choice and Maximum Choice customers was 83 percent of the cap.

#### **F. COST OF THE ITA-FUNDED TRAINING PROGRAMS**

In the next chapter we will discuss in greater depth the training programs chosen by customers. Here, we discuss the relative effects of the ITA models on the cost of the training programs *funded by ITAs*. While the value of the ITA might affect the training programs that customers choose, the cost of the program is not constrained by the value of the ITA. This is because customers could supplement the ITA with personal funds or funding from other sources.

Compared to Guided Choice customers, on average, Structured Choice customers chose significantly more costly training programs and were less likely to use supplemental funding. On average, they chose a training program that cost nearly \$5,000—about \$1,300 more than the average cost of the programs chosen by Guided Choice customers (Table IV.8). Also, on average, the ITA covered the entire cost of the training program for Structured Choice customers. In fact, in some cases, the Structured Choice ITA exceeded the cost of the program and also covered some of the required materials and supplies.

In contrast, Guided Choice and Maximum Choice customers chose programs that cost about the same—on average, \$3,600 (Table IV.8). The ITA covered the entire program costs for only 3 to 4 percent of Guided Choice and Maximum Choice customers (not shown in table). However, the ITA did generally cover a large proportion of the total cost (about 90 percent).

**Table IV.8. The Cost of the Training Program Chosen**

	Means			Conditional Differences		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
<b>Cost of Training Program Chosen</b>						
Average	\$4,947	\$3,608	\$3,579	\$1,340***	-\$29	\$1,368***
Less than \$1,000	3%	4%	4%	-1	0	-1
\$1,000 to \$1,999	8	11	9	-3***	-2	-2*
\$2,000 to \$2,999	14	35	37	-21***	2	-23***
\$3,000 to \$3,999	13	20	22	-7***	3*	-9***
\$4,000 to \$4,999	14	17	16	-3*	-1	-2
\$5,000 or more	48	14	12	34***	-2*	36***
<b>Amount of ITA Award Relative to Cost of Training Program</b>						
Average	100%	90%	91%	10***	1*	8***
Less than 50%	3	9	7	-5***	-2*	-3***
50% to 74%	7	21	21	-14***	0	-14***
75% to 100%	87	69	71	17***	1	16***
More than 100%	3	1	1	2***	0	2***
<b>Sample Size</b>	<b>1,569</b>	<b>1,541</b>	<b>1,725</b>			

Source: Study Tracking System, extract as of July 2004.

Notes: All dollar values are in 2002 dollars. Means computed using only people who received an ITA. Because these are nonrandom samples of the full groups, differences in means across models cannot be interpreted as the impact of one model as compared with another. The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Reported conditional differences may differ from the difference in reported means due to rounding.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

## CHAPTER V

### TRAINING OUTCOMES

---

ITAs are designed to provide customers with choice in the training programs funded by WIA. An important question is how does the model used to administer ITAs affect the choices customers make regarding training? The model could affect, for example, whether customers participate in any training, how training is funded, what type of program is selected, and whether customers successfully complete training.

- 
- ***The ITA model influenced customer participation in training.*** Maximum Choice customers were more likely to enter into training than Guided Choice customers (71 percent) or Structured Choice customers (73 percent).
  - ***The ITA model also influenced how training was funded.*** Maximum Choice customers were more likely than Guided Choice customers to fund training with ITAs. Structured Choice customers were less likely than either Guided Choice or Maximum Choice customers to use personal savings to pay for training.
  - ***The ITA model influenced the type of training provider chosen.*** Structured Choice customers were more likely than Guided Choice customers to obtain training from a private vendor and less likely to attend a (public) community college.
  - ***The ITA models had little or no effect on training for specific occupations.*** There were no significant differences across the models in the types of occupations that ITA customers chose to train for.
  - ***Among ITA customers who participated in training, Structured Choice customers were more likely than Guided Choice customers to complete a training program and to receive a certificate or degree.***

The specific characteristics of the ITA models that could influence customers' training selections included (1) the ITA award amount, and (2) the guidance given to customers during the counseling process. The larger ITA award amount available under the Structured Choice model might have given customers access to a wider selection of programs. At the same time, counselor guidance under Structured Choice was designed to steer customers toward high-return training (although implementation findings suggest that counselors were not particularly directive in such interactions). In contrast, Maximum Choice customers were not required to participate in counseling after the ITA orientation (and, in fact, participated in few sessions), which may have affected their training choices.

To examine impacts on training outcomes, we draw primarily on information reported by ITA customers in two surveys administered about 15 months and seven years after random assignment (see Appendix A). The surveys asked respondents for information on all training in which they had participated, not just ITA-funded training. The survey data also allow us to examine all sources of funding for training (not just ITAs), the characteristics of programs attended, and program completion rates.

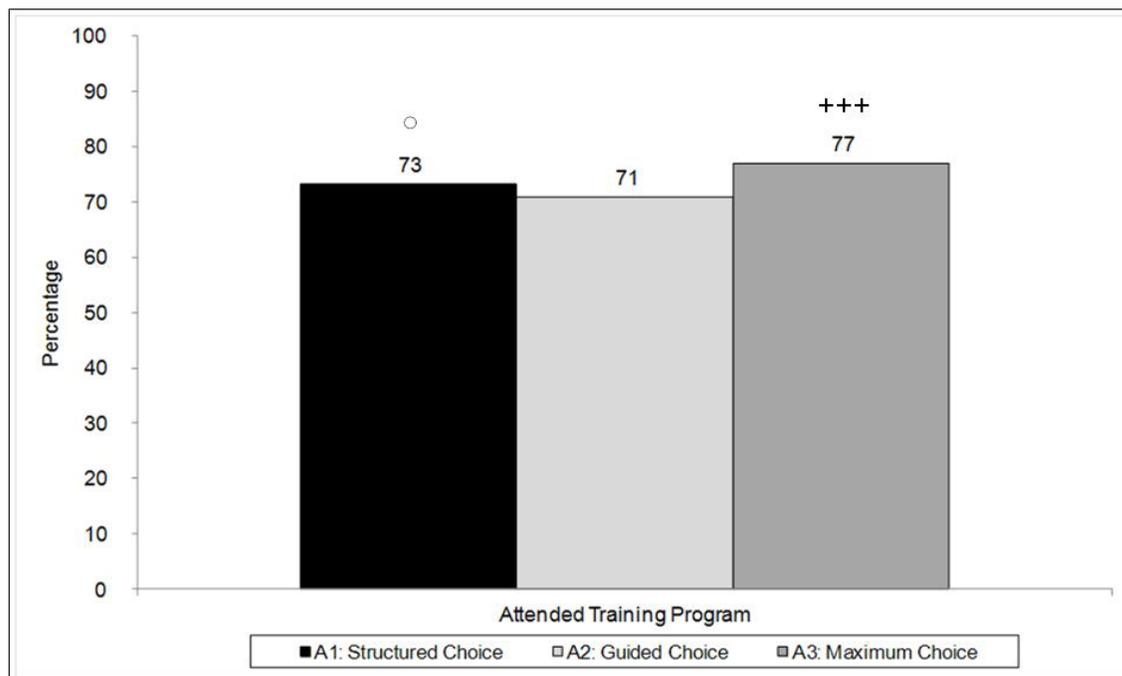
When examining impacts on training outcomes, we focus on training that began within the first three years of the follow-up period. We selected this period because ITA customers had a three-year window in which to use their ITAs. Therefore, a three-year window after random assignment should capture training choices most directly influenced by the availability of an ITA. For completeness, Appendix E includes findings for selected training outcomes beyond the first three years of the follow-up period.

## **A. WHETHER, WHEN, AND HOW LONG CUSTOMERS PARTICIPATED IN TRAINING**

We begin our examination of training outcomes by considering the rate at which customers participated in training, the timing of first program entry, and the number of weeks customers spent in training during the first three years after random assignment. We then examine the characteristics of customers who did not participate in any training during this three-year window and their reported reasons for not participating in training.

### **1. Participation in, Timing of, and Length of Training**

**Comparing Structured Choice with Guided Choice.** The larger potential award amount and more structured counseling under Structured Choice did not affect the percentage of customers who participated in training, as compared to Guided Choice (Figure V.1). More than 70 percent of ITA customers assigned to either Structured Choice or Guided Choice participated in training at some point during the first three years after random assignment.

**Figure V.1. Participation in Training**

Source: 15-month follow-up survey (see Appendix Table E.1).

Notes: Sample sizes range from 1,078 to 1,105 by ITA model.

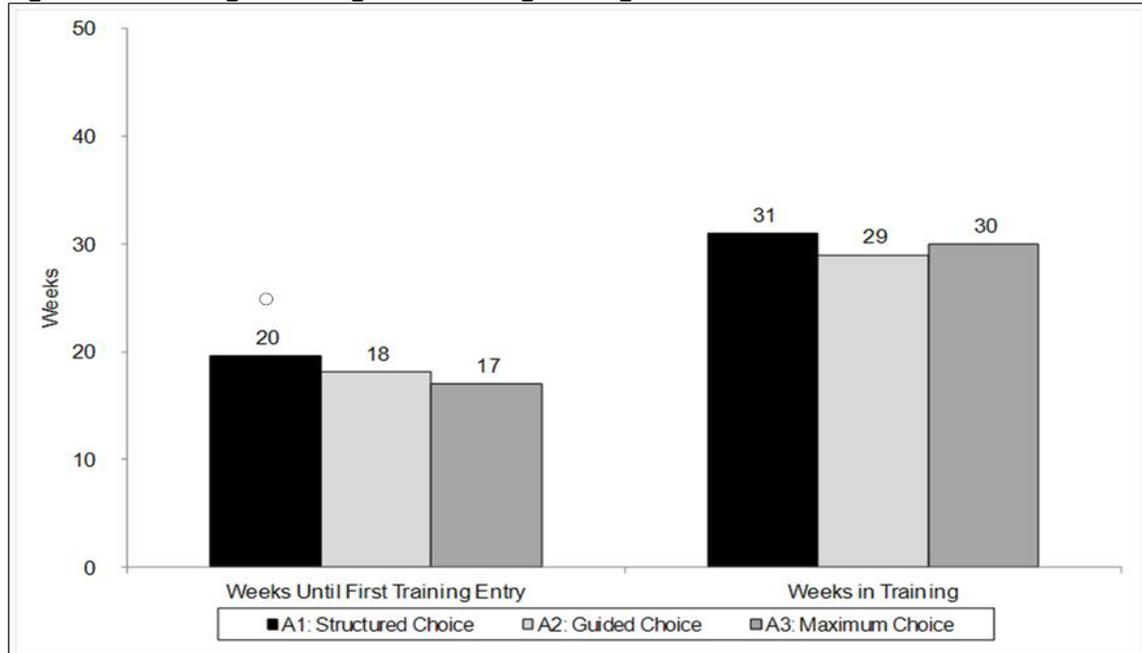
◊, ◊◊, ◊◊◊ Difference between A1 and A2 is significantly different from zero at the 0.10, 0.05, 0.01 level.  
 ○, ○○, ○○○ Difference between A1 and A3 is significantly different from zero at the 0.10, 0.05, 0.01 level.  
 +, ++, +++ Difference between A3 and A2 is significantly different from zero at the 0.10, 0.05, 0.01 level.

Among those who participated in training, Structured Choice customers entered their first training program two weeks after Guided Choice customers on average, but this difference was not statistically significant (Figure V.2).<sup>17</sup> This suggests that the additional counseling requirements under Structured Choice did not strongly influence the timing of program entrance when compared with Guided Choice.

Among customers who participated in training, Structured Choice customers spent about two weeks longer in training, on average, than Guided Choice customers, but this difference was not statistically significant (Figure V.2).<sup>18</sup>

<sup>17</sup> These are conditional differences and not impact estimates, since those who did not participate in training do not have a time until program entry. Conditional differences cannot be interpreted as experimental impacts, since the approach could influence who chose to enter into training.

<sup>18</sup> Survey respondents were asked when they had started and stopped attending each of their training programs, not the intended duration of those programs. Further, our discussions with local counselors while the ITA experiment was being implemented indicate that there is not always a direct correspondence between program cost and overall duration or intensity. The type of training provider, the training occupation, and other factors also can influence the costs of training programs.

**Figure V.2. Timing and Length of Training Among Those Who Trained**

Sources: 15-month and long-term follow-up surveys (see Appendix Table E.2).

Notes: Sample sizes range from 1,056 to 1,092 by ITA model.

◇, ◇◇, ◇◇◇ Difference between A1 and A2 is significantly different from zero at the 0.10, 0.05, 0.01 level.  
 ○, ○○, ○○○ Difference between A1 and A3 is significantly different from zero at the 0.10, 0.05, 0.01 level.  
 +, ++, +++ Difference between A3 and A2 is significantly different from zero at the 0.10, 0.05, 0.01 level.

**Comparing Guided Choice with Maximum Choice.** We find evidence that reducing the ITA counseling requirements had a positive impact on overall training rates. Within the first three years after random assignment, 77 percent of Maximum Choice customers participated in training, compared to 71 percent of Guided Choice customers (Figure V.1). (Maximum Choice customers were also more likely than Structured Choice customers to participate in training.)

Notably, at the time of the 15-month follow-up survey, we did *not* find significant differences in overall training rates for Maximum Choice and Guided Choice. (About two-thirds of customers in each model had participated in training at some point in the 15-month follow-up period.) This suggests that a larger share of Maximum Choice than Guided Choice customers enrolled in training 15 or more months after random assignment. Such delayed *first* entry into training for a notable share of Maximum Choice customers would be consistent with our current finding of no significant differences in the *average* timing of first entry into training between Guided Choice and Maximum Choice over the three-year follow-up period. At the end of the 15-month follow-up, Maximum Choice customers appeared to enter into training more quickly than Guided Choice customers. However, this statistically significant difference disappeared by the end of our three-year follow-up. This suggests that the late entry into training of some Maximum Choice customers offset the early entry into training of other Maximum Choice customers.

We still find some evidence that reducing ITA counseling requirements can influence the timing of entry into training. Maximum Choice customers, on average, entered their first program three weeks earlier than Structured Choice customers, who were subject to more intensive counseling requirements (Figure V.2). This difference was only marginally significant, however.

Compared to Guided Choice, Maximum Choice did not influence the total number of weeks that customers spent in training over the three-year follow-up period (Figure V.2).<sup>19</sup> Since we also found no differences between Maximum Choice and Guided Choice in training program costs (Chapter IV), the number of training programs entered among those who participated in training (Section C of this chapter), and completion rates among those who participated in training (Section D of this chapter), we conclude that there is no evidence that customers across these two models selected programs with different durations.

## 2. Characteristics of Customers

We expect the customers who decide to participate in training to differ from those who do not, and the differences might vary across models. In general, ITA customers who participated in any training during the three-year follow-up period had somewhat more favorable characteristics before random assignment than those who did not (Table V.1).

The Structured Choice model had the most differences between customers who did versus did not participate in training. Structured Choice customers who participated in training were more likely to already have a vocational or business degree or certificate at the time of random assignment (Table V.1). Male customers and nonminority customers in this model were also more likely than female and minority customers to participate in training (Table V.1). Within the Guided Choice and Maximum Choice models, there were fewer differences between customers who participated in training and those who did not. However, non-Hispanic black customers were less likely to participate in training regardless of the ITA model to which they were assigned (Table V.1).

## 3. Reasons for Not Participating in Training

Despite their eligibility for an ITA, about one-fourth of customers did not participate in any training program within the three-year period after random assignment. Staff interviews suggest that customers who dropped out of the ITA process soon after random assignment commonly did so because they had found a job (Perez-Johnson et al. 2004). In this section, we examine the reasons given by those customers who indicated that they had not participated in any training over the follow-up period. First we examine patterns in overall responses across all models, and then differences in the reasons cited by customers assigned to different models.

---

<sup>19</sup> The differences presented are conditional differences, but we also found no (experimental) impacts on the number of weeks spent in training when we counted people who did not participate as having spent “0” weeks in training (Appendix Table E.1).

**Table V.1. Baseline Characteristics of ITA Customers Who Participated and Did Not Participate in Training (Percentage Unless Otherwise Indicated)**

Characteristics	Structured Choice		Guided Choice		Maximum Choice	
	Participated	Did Not	Participated	Did Not	Participated	Did Not
<b>Employment History</b>						
Dislocated Worker	68	63	71	70	69	70
Adult Worker	32	37	29	30	31	30
Earnings in Year Before RA	\$23,128	\$16,422***	\$21,539	\$19,028	\$20,911	\$19,081
Receiving Public Assistance at Baseline	17	20	16	17	16	16
Employment						
Working at time of RA	12	10	9	6*	9	8
Worked within month prior to RA	23	18	20	18	19	18
Worked within one year prior to RA	64	66	68	64	69	71
Worked over one year prior to RA	14	16	12	18**	12	11
Duration of Last Job (months)	56	49	56	48	51	44
<b>Educational Characteristics</b>						
Highest Level of Education						
Less than high school degree	6	7	6	4	7	4
High school diploma or GED	57	60	59	65**	59	62
Associate's degree	8	7	9	9	8	9
Bachelor's degree	23	19	19	16	20	17
Graduate degree	6	7	7	5	6	8
Has a Vocational or Business Degree or Certificate	24	17***	25	28	24	25
<b>Demographic Characteristics</b>						
Age (years)	41	41	41	41	40	41
Female	52	60**	56	52	56	57
Married	43	41	41	40	42	36*
Has Children	53	57	55	53	55	51
Race/Ethnicity						
White non-Hispanic	45	37**	47	44	44	40
Black non-Hispanic	36	46***	36	45***	37	45**
Hispanic	10	9	9	5**	12	9
Other	9	9	8	7	7	5
Primary Language Is English	90	93	91	94	91	93
<b>Sample Size</b>	<b>812</b>	<b>293</b>	<b>773</b>	<b>308</b>	<b>819</b>	<b>259</b>

Sources: 15-month follow-up survey, long-term follow-up survey, and Study Tracking System extract as of 2004.

Note: Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

RA = random assignment.

Overall, customer responses to the two ITA follow-up surveys confirm staff reports that the primary reason WIA customers do not participate in training is that they either succeed in finding a job or need to look for a job (Table V.2).<sup>20</sup> Across the three models, 35 to 40 percent of customers cited these as reasons for not participating in any training during the three-year follow-up period. The next-most-common reason for not participating, reported by 16 to 22 percent of customers, was financial (Table V.2). Other commonly cited reasons were “no available program,” “no longer interested in training,” and “personal.”

Among those who did not participate in training, Structured Choice customers were significantly less likely than Maximum Choice customers to cite “financial reasons” or “insufficient funding” as reasons (Table V.2). This is consistent with the potentially higher ITA awards available to customers under the Structured Choice model. However, there was no statistically significant difference in the proportion of customers assigned to Structured Choice and Guided Choice who cited financial reasons for not participating in training. This suggests that the ITA counseling required under these two models may have helped customers align their financial resources and costs of training.

The different levels of effort required from counseling interactions across the ITA models could have led to differences in the reasons customers cited for not participating in training. Differences could show up in reports of problems with counseling, no longer being interested in training, or deciding that training is not worthwhile. Counseling requirements under Structured Choice and Guided Choice could have decreased training participation because they required additional effort, or increased it if counselors encouraged customers to persevere or helped them identify worthwhile opportunities. Overall, we find limited evidence that the different ITA counseling requirements influenced the reasons customers did not participate in training. Across the models, we found no significant differences in the proportion of customers citing problems with counselors or deciding that training was not worthwhile as a reason for not participating (Table V.2). Structured Choice customers were nevertheless more likely to report no longer being interested in training, as compared to customers assigned to the either of the other two models.

One concern voiced by counselors about Maximum Choice was that without mandatory counseling, customers assigned to this model might not be able to accurately determine their likelihood of admission to particular programs and so might apply to programs inappropriate for their background and skills. However, we find no evidence of this in the reasons customers cited for not participating in training. There was no difference in the percentage of Maximum Choice customers who reported not participating because they did not get into a training program as compared to either Guided Choice or Structured Choice customers.

---

<sup>20</sup> These differences are presented as conditional differences, but experimental impacts on participants’ reason for not training follow similar patterns (Appendix Table E.3).

**Table V.2. Reasons for Not Participating in Training Among Customers Who Did Not Train**

Reason	Means			Conditional Differences		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Got a Job or Looking for a Job	35	40	33	-5	-8	2
Financial Reasons/ Insufficient Funding	16	18	22	-3	4	-6*
Not Interested in Training	12	6	5	6**	-2	8***
Personal Reasons	8	7	6	1	-1	2
No Available Programs	4	7	9	-2	3	-5*
Other	4	4	8	-0	3	-3
Problems with Counseling	5	3	4	2	0	2
Unaware of Program	4	4	4	0	-1	1
Did Not Get into a Program	3	3	5	-0	1	-2
No Suitable Program	3	2	2	0	-0	1
Timing Too Late/Too Long	2	3	2	-1	-2	1
Decided Training Not Worthwhile	2	0	2	2*	1	0
<b>Sample Size</b>	<b>232</b>	<b>240</b>	<b>209</b>			

Sources: 15-month follow-up survey and long-term follow-up survey.

Notes: Means were computed using only people who did not participate in any training. Because these are nonrandom samples of the full groups, differences in means across models cannot be interpreted as the impact of one model as compared with another. The model means and conditional differences are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics.

## B. SOURCES OF FUNDING USED TO PAY FOR TRAINING

While all customers enrolled in the study were eligible for ITA funds, some turned to other sources to pay for their training, either in place of or in addition to their ITA.<sup>21</sup> This section examines what funding sources customers used to pay for training, including ITAs, personal savings, student loans, need-based financial aid such as Pell Grants, scholarships, Trade Adjustment Assistance, and other sources.<sup>22</sup>

**Comparing Structured Choice with Guided Choice.** Despite its larger potential ITA amount and more intensive counseling, Structured Choice did not affect the percentage of customers who received an ITA compared to Guided Choice. About three of every five customers assigned to either Structured Choice or Guided Choice (including those who did not participate in any training) reported receiving an ITA to pay for their training (Figure V.3). Of those participating in training, almost 80 percent of customers in both models used an ITA to fund at least part of it (Appendix Table E.5).

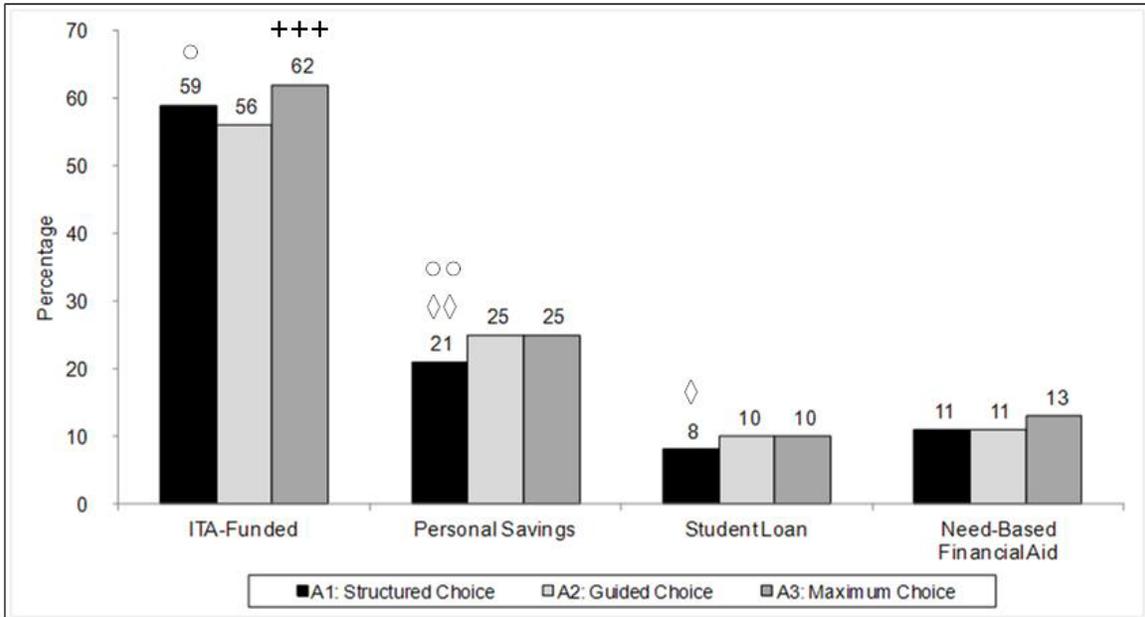
How the larger potential ITA award for Structured Choice customers would influence the use of non-ITA funding sources was unclear. The larger potential ITA award could have two separate effects on the training costs faced by a consumer. First, it could make more expensive programs more affordable and lead Structured Choice customers to choose higher-cost programs. At the same time, it could cover a greater portion of the costs for any given training program, thus decreasing the need for other sources of funding.

As we discussed in Chapter IV, Structured Choice customers did in fact choose more expensive programs. From the survey data, we find evidence that the higher costs of these programs were more than offset for Structured Choice consumers by their larger ITA awards. Specifically, Structured Choice lowered the need for customers to tap personal savings or use student loans to defray training costs as compared to customers assigned to Guided Choice (Figure V.3). There were no statistically significant impacts between Structured Choice and Guided Choice in the use of need-based financial aid or other funding sources to pay for training.

---

<sup>21</sup> Since customers can pay for each of their trainings from multiple sources, we include all a person's reported sources across all programs attended. Correspondingly, categories can sum to more than 100 percent, since individual customers might report receiving funding from more than one source.

<sup>22</sup> Our analysis of sources of funding for training is based on survey reports. Self-reported rates of ITA receipt by approach are 2 to 3 percentage points lower than the estimates discussed in Chapter IV, which are based on a July 2004 extract from the evaluation's STS. These differences remain after we account for ITA-funded training that began after the July 2004 STS extract was taken (about 30 programs, or less than 1 percent of all ITA training episodes). Despite these differences, our impact estimates are largely consistent across the two measures of ITA receipt. Some customers may have underreported their receipt of ITAs, perhaps owing to confusion regarding their funding sources.

**Figure V.3. Sources of Funding for Training**

Sources: 15-month and long-term follow-up surveys (see Appendix Table E.4).

Notes: Sample sizes range from 1,078 to 1,105 by ITA model.

◇, ◇◇, ◇◇◇ Difference between A1 and A2 is significantly different from zero at the 0.10, 0.05, 0.01 level.  
 ○, ○○, ○○○ Difference between A1 and A3 is significantly different from zero at the 0.10, 0.05, 0.01 level.  
 +, ++, +++ Difference between A3 and A2 is significantly different from zero at the 0.10, 0.05, 0.01 level.

Notably, our findings regarding the reduced need to use personal savings or loans to pay for training for Structured Choice customers are consistent with customers' responses to questions on whether they would have attended a different program if more money had been available. Based on findings from the 15-month follow-up period, Structured Choice customers were less likely than Guided Choice (or Maximum Choice) customers to say that they would have attended a different program if more funds had been available (McConnell et al. 2006).

**Comparing Maximum Choice with Guided Choice.** As we discussed in Chapter IV, Maximum Choice customers were more likely than Guided Choice or Structured Choice customers to receive an ITA to pay for training. The survey data confirm this finding, with 62 percent of Maximum Choice customers reporting receipt of an ITA, compared with 56 to 59 percent of customers assigned to the other two models (Figure V.3). As discussed earlier, Maximum Choice customers also were the most likely, across all models, to participate in training (Figure V.1).

Further, we found no significant differences in the value of the ITA awards received or in the cost of ITA-funded programs chosen when comparing customers assigned to Guided Choice versus Maximum Choice. Therefore, it was uncertain whether there should be differences in their use of non-ITA funding sources to pay for training. The survey data show that Maximum Choice customers were no more likely than Guided Choice customers to use personal savings, student loans, or need-based financial aid (Figure V.3). We also

*V: Training Outcomes*

---

found no differences in how Maximum Choice and Guided Choice customers financed their training when we examined other funding sources or restricted our analyses to customers who participated in training (Appendix Tables F.4 and F.5).

**Receipt of Other Financial Assistance from One-Stop Centers.** In addition to ITAs, customers in all three models could obtain assistance from the One-Stop Centers for training-related expenses other than tuition and fees. More than half of all customers reported receiving funding for tuition, fees, or books; about 15 percent reported receiving assistance for tools and 8 percent for clothing (McConnell et al. 2006).

Maximum Choice customers were more likely than customers assigned to the other two models to report having received any of the above types of financial assistance and, in particular, to have received funding for tuition, fees, and books. Because the additional funding was often attached to an ITA, it is not surprising that Maximum Choice customers, who were more likely to receive an ITA, were also more likely to have received additional assistance. There were few differences across models in the percentage of customers who received any of the specific types of additional assistance we examined.

## C. CHARACTERISTICS OF TRAINING PROGRAMS

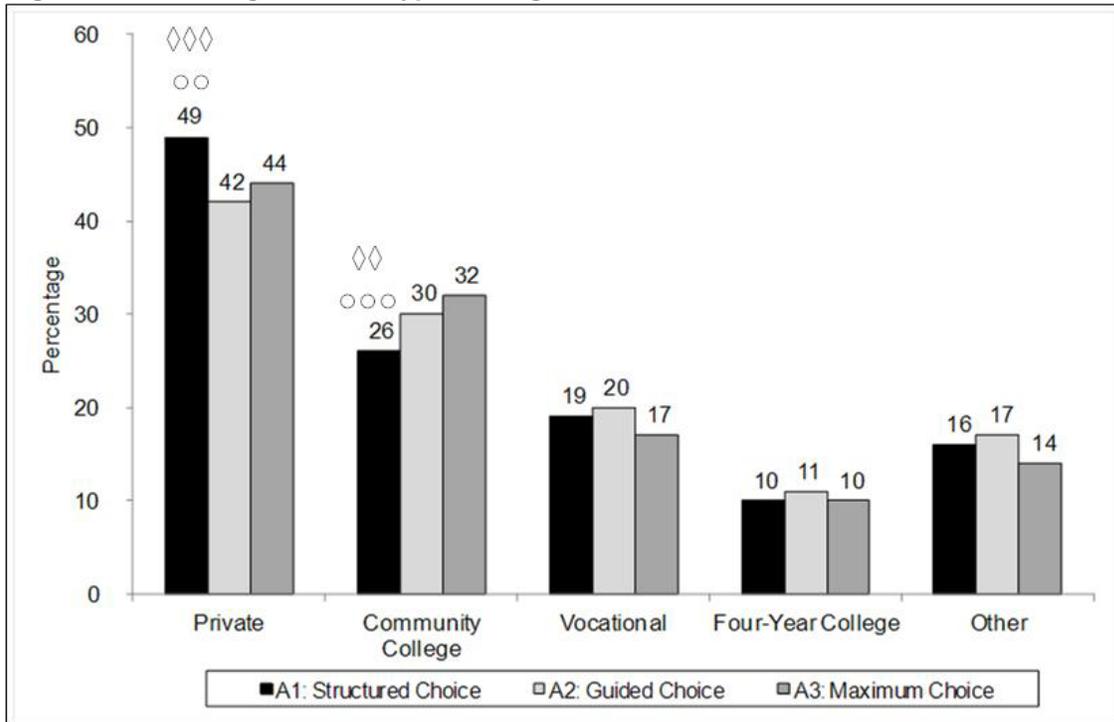
The types of programs attended by customers may differ by model because of the differences in counseling by model. This section examines the types of programs customers participated in, including the type of providers, the number of programs attended, and the occupations for which customers trained.<sup>23</sup> The discussion focuses on differences among customers who participated in training. Analogous experimental impacts for the outcomes presented, which include customers that did not participate in training, are presented in (Appendix Table E.6).

### 1. Type of Training Provider

**Comparing Structured Choice with Guided Choice.** Among customers who participated in training, Structured Choice customers were more likely than those in either of the other two models to have received training from a private vendor (Figure V.4). Private vendors were the most common training providers for all models, and almost half the Structured Choice customers who participated in training received training from one, compared to 42 percent of Guided Choice customers (Figure V.4). The popularity of private vendors across models is consistent with staff reports that ITA customers were generally interested in shorter-term training. Relative to other types of training providers, private ones are more likely to offer shorter or open-entry/open-exit programs that can be started and completed more quickly.

---

<sup>23</sup> Since customers can participate in multiple training programs, we include all a person's training when categorizing types of programs. Correspondingly, categories can sum to more than 100 percent, since a customer might participate in different types of training programs provided by different types of providers.

**Figure V.4. Training Provider Type Among Those Who Trained**

Sources: 15-month and long-term follow-up surveys (see Appendix Table E.7).

Notes: Sample sizes range from 773 to 819 by ITA model.

◇, ◇◇, ◇◇◇ Difference between A1 and A2 is significantly different from zero at the 0.10, 0.05, 0.01 level.  
 ○, ○○, ○○○ Difference between A1 and A3 is significantly different from zero at the 0.10, 0.05, 0.01 level.  
 +, ++, +++ Difference between A3 and A2 is significantly different from zero at the 0.10, 0.05, 0.01 level.

Structured Choice customers were also less likely than Guided Choice (and Maximum Choice) customers to have received training from community colleges. About a quarter of Structured Choice customers participated in training at a community college, compared to 30 percent of Guided Choice customers (Figure V.4). Community colleges may be somewhat more visible than other types of providers. Therefore, this finding suggests that, in their interactions with customers, counselors may have increased customers' awareness of programs offered by other providers, especially for Structured Choice customers.

Overall, we found no differences in the proportions of Structured Choice and Guided Choice customers who received training from vocational training centers, four-year colleges, or other types of providers (Figure V.4).

**Comparing Maximum Choice with Guided Choice.** Among customers who participated in training, we found no statistically significant differences in the provider types chosen by Maximum Choice and Guided Choice customers (Figure V.4). Compared to Guided Choice customers, Maximum Choice customers were somewhat more likely to receive training from a private provider or a community college and somewhat less likely to attend a vocational training center, but these differences were not statistically significant.

---

## 2. Number of Training Programs and Reasons for Attending Training

Among customers who participated in training, there was no difference across models in the number of programs attended (Table V.3). As discussed in Chapter III, Guided Choice and Maximum Choice customers could go back to the One-Stop Center and request more training if they had not used their entire ITA amount on the first training program chosen. However, we find little evidence that this led those customers to participate in more programs.

We also found no differences across models in whether customers attended training for a specific occupation versus training of a more general nature (Table V.3). Across all three models, more than 90 percent of customers who participated in training reported training for a specific skill or occupation, and about 20 percent reported receiving general education, such as GED or English as a Second Language classes (Table V.3).<sup>24</sup>

Customers generally participated in training with the aim of moving to a new field or occupation rather than improving skills in their current occupation. In all three models, about two-thirds of customers who participated in training were preparing for a new occupation, with no significant differences in that rate across models.

Although counseling under Structured Choice was intended to steer customers to high-return training strategies, survey results indicate that this did not always translate into a change in occupation. In fact, compared to Maximum Choice customers, those in Structured Choice were more likely to report participating in training intended to improve their skills in their current occupation (Table V.3).<sup>25</sup>

## 3. Occupational Choices in Training

We observe almost no differences across the three ITA models in the occupations chosen by customers who participated in training (Table V.4). The most common areas customers chose were computer specialist, health care support, general education, and office and administrative support.<sup>26</sup> About 20 percent of customers in all three models were training as computer specialists, 20 percent for a job in health care support, 20 percent in general education, and 15 to 19 percent for a job in office and administrative support. Transportation was the fifth-most-common area, with about 10 percent of customers across all three models training for a job in that field (Table V.4).

---

<sup>24</sup> Reporting training for general education purposes or for a specific skill were not mutually exclusive options in the survey.

<sup>25</sup> For each training program that the customer reported attending, the follow-up surveys asked, “Are/were you training mainly to prepare yourself for a new occupation or to improve your skills in your current occupation?”

<sup>26</sup> Customers who reported training for general education purposes were not asked to specify an occupation for their training, so they were treated as a separate category. The occupation categories for “Healthcare Support” and “Healthcare Practitioners & Technical” were combined because of evidence that similar, and sometimes the same, training programs were reported under either category.

**Table V.3. Characteristics of Training Programs Attended by ITA Customers Who Trained**

	Means			Conditional Differences		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Number of Training Programs Attended	1.4	1.4	1.4	0.0	0.0	-0.0
Attended Training for:						
General education	20	20	21	-0	1	-1
Occupation or specific skill	90	91	89	-1	-2	1
Attended Training Intended to:						
Prepare for new occupation	62	65	64	-3	-1	-1
Improve skills in current occupation	40	38	36	2	-2	4*
<b>Sample Size</b>	<b>812</b>	<b>773</b>	<b>819</b>			

Sources: 15-month follow-up survey and long-term follow-up survey.

Notes: People were considered to have received training for a characteristic if they reported that any of their trainings were for that characteristic. Means were computed using only people who participated in any training within the first 3 years of follow-up. Because these are nonrandom samples of the full groups, differences in means across approaches cannot be interpreted as the impact of one model as compared with another.

The model means and conditional differences are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Reported conditional differences may differ from the difference in reported means due to rounding.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

**Table V.4. Top Training Occupations for ITA Customers Who Participated in Training**

Top 20 Occupational Choices	Means			Conditional Differences		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Computer & Mathematical	23	21	19	1	-2	3*
Healthcare Support	20	21	20	-1	-1	0
General Education	20	20	21	-0	1	-1
Office & Administrative Support	16	15	19	1	4**	-3*
Transportation & Material Moving	11	9	9	2*	0	2
Installation, Maintenance, Repair	4	4	5	-0	1	-1
Business & Financial Operations	5	4	4	0	-0	1
Management	3	4	3	-1	-1	0
Personal Care & Service	3	2	3	1	1	0
Education, Training & Library	2	2	3	0	0	-0
Arts, Design, Entertainment, Sports, Media	2	3	2	-1	-1	0
Architecture & Engineering	3	2	1	0	-1*	1**
Sales & Related	2	2	2	0	0	-0
Legal	2	2	1	1	-1	1**
Production	1	2	2	-1	0	-1*
Construction & Extraction	1	2	2	-1	-0	-0
Community & Social Services	1	2	1	-1	-1	-0
Food Preparation & Serving Related	1	1	0	-0	-0	0
Protective Service	1	0	1	1*	1*	-0
Life, Physical & Social Sciences	0	0	1	0	0	-0
<b>Sample Size</b>	<b>812</b>	<b>773</b>	<b>819</b>			

Sources: 15-month follow-up survey and long-term follow-up survey.

Notes: Customers were counted as training for a certain occupation of any of their reported trainings were for a given occupation. Means were computed using only people who participated in training within 3 years since random assignment. Because these are nonrandom samples of the full groups, differences in means across approaches cannot be interpreted as the impact of one model as compared with another.

The model means and conditional differences are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Reported conditional differences may differ from the difference in reported means due to rounding.

/ \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

Despite counselors' responsibility to direct Structured Choice customers to high-return occupations, we do not see any differences in the specific occupations for which customers in the three models were training (Table V.4). A chi-squared test confirmed this, failing to reject the null hypothesis of no association between occupational choices and model.<sup>27</sup> The similarity in occupational choices across approaches is consistent with counselor reports that (1) customers often had strong, preconceived ideas about the occupation for which they planned to train; and (2) counselors found it challenging to steer customers in a different direction, even within Structured Choice. As discussed in Chapter III, counselors rarely rejected the training choices of Structured Choice customers, despite having the authority to do so.

The results also indicate that, despite counselors' fears regarding the types of programs Maximum Choice customers might select, these customers were not more likely to choose low-paying or high-turnover occupations. In fact, Maximum Choice customers chose training programs and occupations remarkably similar to those selected by customers assigned to the other ITA models.

#### **D. TRAINING PROGRAM COMPLETION**

Differences in counseling and ITA awards across the approaches influenced overall training rates, but they could also influence the completion of training programs. Because of their larger ITA awards, Structured Choice customers could have been under less financial pressure and thus better able to complete the programs in which they enrolled. The counseling requirements under Structured Choice and Guided Choice could have resulted in a better match between the customer's needs and the training programs selected or could help prepare customers for challenges they might encounter while in training, making program completion more likely. Next, we examine the impacts of the ITA models on program completion and on receipt of a certificate or degree.<sup>28</sup> We also examine the reasons those customers who stopped training did not complete their programs.<sup>29</sup>

---

<sup>27</sup> A weighted chi-squared test comparing occupations chosen across approaches produced a *p*-value of 0.4345.

<sup>28</sup> Since customers can participate in multiple training programs, we consider them as having completed a program or having received a degree if they did so for at least one program that started within the initial three-year follow-up period.

<sup>29</sup> Since customers can participate in and not complete multiple training programs, we counted them as having reported a reason for not completing a program for each program they started within the initial three-year follow-up period and did not complete.

## 1. Completion of Programs

Structured Choice customers were more likely than Guided Choice customers to complete a training program or receive a degree or certificate (Figure V.5). Sixty-two percent of Structured Choice customers completed at least one training program that started within three years of random assignment, compared to 58 percent of Guided Choice customers. Fifty-seven percent of Structured Choice customers earned a certificate or degree upon completion of their program; for Guided Choice customers, the figure was 53 percent. This suggests that the more intensive counseling and/or the larger ITA awards helped make Structured Choice customers more successful in completing the programs they entered.

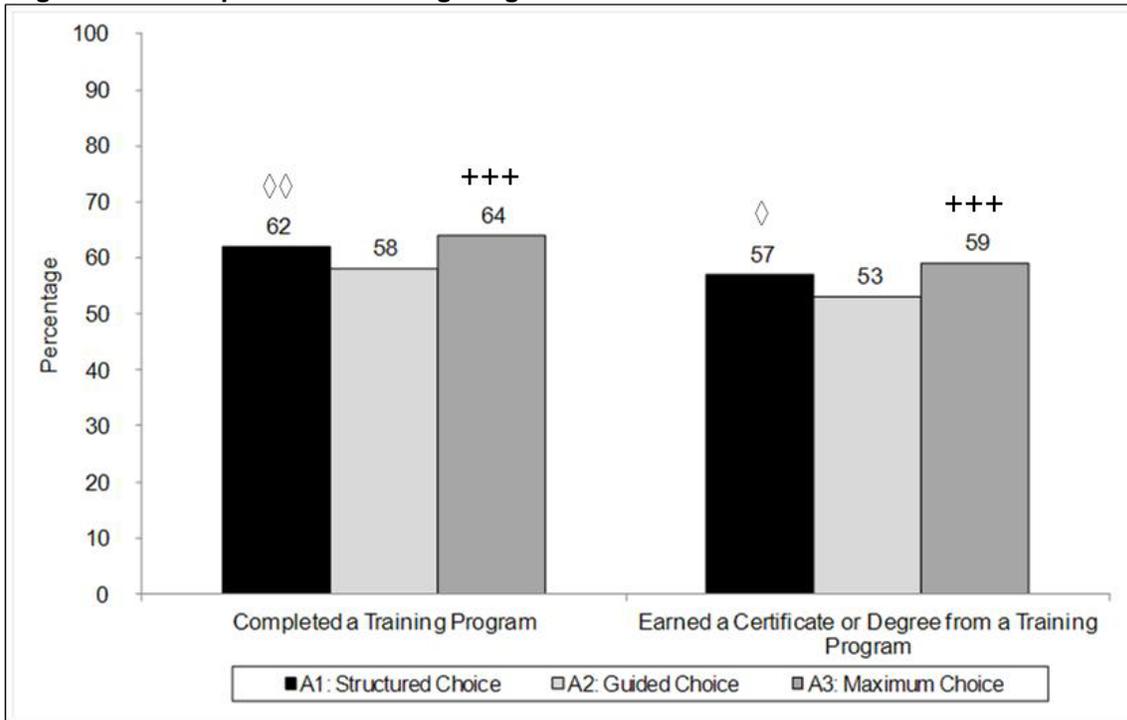
Counselors feared that because counseling after orientation was not mandatory for Maximum Choice customers, they might not select appropriate programs and thus would experience difficulty in completing training. Those fears were not borne out. In fact, compared to Guided Choice customers, Maximum Choice customers were more likely to complete a training program or receive a degree or certificate within three years after random assignment (Figure V.5).

Although Maximum Choice customers were more likely than Guided Choice customers to receive a degree or certificate overall, they were also more likely to participate in training. Therefore, it is still possible for Maximum Choice customers to have had higher rates of non-completion among those who trained. However, we still find higher rates of completion and certification or degree attainment for Maximum Choice relative to Guided Choice when we restrict our analysis to customers who participated in training during the three-year follow-up period (Appendix Table E.9). The differences in completion and attainment rates between Guided Choice and Maximum Choice are no longer statistically significant, however. This suggests that the differences in training completion and attainment between these two models are largely driven by the differences in training rates.

## 2. Reasons for Not Completing Training

About 13 percent of all customers—17 percent of those who participated in training—started a program that they did not complete. We find few differences across the three models in the reasons customers gave for not completing a training program (Table V.5). The most common reasons reported were getting a job or needing to look for a job (23 to 28 percent), financial reasons (16 to 18 percent), and personal reasons (14 to 20 percent).

We found only two statistically significant differences across approaches in reasons cited for not having completed training. The first was that Structured Choice customers were more likely than either Guided Choice or Maximum Choice customers to drop out of training because they were not performing well or were asked to leave the program (Table V.5). The second was that Structured Choice customers were less likely than Maximum Choice customers to leave for personal reasons. The first difference suggests that Structured Choice customers may have been slightly more likely to enroll in training

**Figure V.5. Completion of Training Programs**

Sources: 15-month and long-term follow-up surveys (see Appendix Table E.8).

Notes: Sample sizes range from 1,078 to 1,105 by ITA model.

◇, ◇◇, ◇◇◇ Difference between A1 and A2 is significantly different from zero at the 0.10, 0.05, 0.01 level.  
 ○, ○○, ○○○ Difference between A1 and A3 is significantly different from zero at the 0.10, 0.05, 0.01 level.  
 +, ++, +++ Difference between A3 and A2 is significantly different from zero at the 0.10, 0.05, 0.01 level.

**Table V.5. Reasons for Not Completing Training for ITA Customers Who Began a Training Program They Did Not Complete**

Reasons <sup>a</sup>	Means			Conditional Differences		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Financial Reasons	16	18	18	-2	0	-3
Personal Reasons	14	20	20	-7	0	-7*
Was Not Performing Well, Was Expelled, or Was Asked to Leave Program	10	5	5	5*	0	5*
Didn't Like Program, Staff, or Students at Program	7	11	8	-4	-3	-1
School or Program Closed	4	5	6	-0	1	-1
Changed School, Course, or Program	4	4	3	-0	-1	0
Got a Job or Needed to Find a Job	27	23	28	4	5	-1
Other Reasons	21	20	18	1	-2	3
<b>Sample Size</b>	<b>157</b>	<b>179</b>	<b>175</b>			

Sources: 15-month follow-up survey and long-term follow-up survey.

Notes: Reasons for not completing a training program are counted for all people who did not complete any of their training programs. Means were computed using only people who began at least one training program within 3 years since random assignment that they did not complete. Because these are nonrandom samples of the full groups, differences in means across approaches cannot be interpreted as the impact of one model as compared with another.

The model means and conditional differences are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Reported conditional differences may differ from the difference in reported means due to rounding.

<sup>a</sup> Percentage citing each reason may sum to more than 100, because respondents could have failed to complete more than one training program.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

programs that were too difficult or too ambitious for them.<sup>30</sup> As discussed, we did not find much evidence that local counselors steered Structured Choice customers toward particular occupations or training programs. Hence, we do not believe this to be a counseling-driven difference. It is an intriguing finding nonetheless, since frontline staff anticipated completion challenges to be more likely under Maximum Choice than under Structured Choice. It suggests that local counselors may not have been particularly effective when assessing the challenges that Structured Choice customers might encounter in completing their more costly (and possibly more intensive) selected training programs, that counselors might have been insufficiently assertive when they had reservations about the soundness of these customers' training choices, or a combination of these scenarios.

---

<sup>30</sup> This finding is also consistent with staff reports that training providers would rarely prevent customers from enrolling in programs that might not be suitable for them—for example, by denying admission.

## CHAPTER VI

### LABOR MARKET OUTCOMES

---

ITAs are intended to facilitate the training of customers for productive employment. By either teaching new skills or strengthening existing skills, training can increase the likelihood that customers find jobs and increase their earnings once employed. This chapter examines the impacts of the ITA models on a wide range of labor market outcomes, and whether and how these impacts changed during the follow-up period. It begins by discussing levels of labor market activity, including labor force participation rates, quarters worked, and hours worked. It then examines the characteristics of those jobs that ITA customers obtained, such as whether the jobs were in an occupation for which the customer had received training, whether they offered high wages, and whether they offered fringe benefits. Next, the chapter explores how impacts on employment and job quality translate into impacts on earnings. Supplemental tables are in Appendix F.

- 
- *The ITA model did not affect the number of quarters that customers worked during the follow-up period.*
  - *In the last two years of follow-up, Structured Choice customers were significantly more likely to be employed in the occupation for which they trained (32 percent) than Guided Choice customers (27 percent).*
  - *Structured Choice customers spent more time employed in high-wage jobs than Guided Choice or Maximum Choice customers (24 versus 20 percent).* However, they were no more likely to be employed in jobs with other desirable characteristics, such as those offering fringe benefits.
  - *Although there were no differences in how much customers worked, the higher wages of Structured Choice customers translated into higher earnings.* This was particularly true in the late follow-up period, when the quarterly earnings of Structured Choice customers were about \$500 higher than those of Guided Choice customers.

This analysis focuses primarily on labor market outcomes drawn from long-term survey responses. One advantage of survey-based measures is that they include more types of employment than do measures based on administrative records from the state UI agencies, including self-employment, work in informal jobs, work in certain occupations not covered by UI (such as military jobs and many jobs in agriculture), and work with employers located in states other than the state at random assignment. Survey-based measures also offer much more detailed information on job characteristics, such as wages, fringe benefits, occupation, and timing of employment. For these reasons, we regard the survey-based findings as the primary ones and use the survey-based earnings estimates in the benchmark benefit-cost analysis in Chapter VIII. We explored the robustness of findings from our survey data by estimating impacts on employment and earnings using quarterly earnings based on administrative records. We discuss this analysis in the final section of this chapter and in Appendix J.

Throughout this chapter, we examine outcomes for (a) the full follow-up period (that is, from random assignment until the long-term survey interview), (b) the two years preceding the long-term survey interview, and (c) the balance of the follow-up period (that is, from random assignment until two years before the long-term survey interview). We regard (b) the final two years of the follow-up as our main outcome reference period because (1) it is most likely to capture meaningful differences in long-term employment outcomes associated with the ITA models; (2) it is less likely than longer or earlier reference periods to be affected by recall error; and (3) it excludes the early follow-up period, when labor market outcomes were most likely to be affected by participation in training.

In addition to these outcome reference periods, we examine quarterly employment and earnings timelines from random assignment. These timelines are useful for showing how outcome levels and model impacts change over time after receipt of an ITA. However, these timelines are able to provide information for all customers through only the first 22 quarters (5.5 years) following random assignment, because that is the shortest time customers had between random assignment and the long-term follow-up survey. The long-term survey took place 28 quarters (7 years) after random assignment on average, and ranged up to 34 quarters (8.5 years) after random assignment, depending on when customers enrolled in the study and when the long-term survey took place. Therefore, for most customers, the 22-quarter timelines do not include the most recent employment and earnings information, which is likely to be of the highest quality since it is less likely to be affected by recall bias.

A key finding based on these timelines is that levels of employment and earnings, as well as the associated impacts, reach a steady level within two years of random assignment and change little from that point forward. This pattern of stabilization further justifies our use of the final two years of the follow-up as the primary outcome reference period. The late follow-up period captures these “stabilized” outcome levels, and the period is defined in a consistent way for all customers, regardless of the timing of the long-term survey interview relative to random assignment.

---

## A. LABOR FORCE PARTICIPATION AND EMPLOYMENT

By improving skill levels and job preparedness, ITAs could affect customers' willingness to seek employment and their ability to find it. However, we find that the ITA model did not affect how much customers worked during the follow-up period. Levels of labor force participation and employment were similar for customers in all three models throughout the follow-up period. At the time of the long-term follow-up survey, about 9 in 10 customers in all three models reported either being employed or looking for work (Figure VI.1).<sup>31</sup> Based on survey data that collected information on job start and stop dates, each group was employed for about three-fourths of the time between random assignment and the second follow-up survey, and averaged about 400 hours of work per quarter during this period (Figures VI.2 and VI.3).

The quarterly profile of employment presented in Figure VI.2 further supports the finding that the ITA model did not affect employment levels. In the first quarter of the follow-up period, the employment rates of all three groups were very low, as customers engaged in employment search and/or training activities. The employment rates for all three groups increase steadily over time, stabilizing around 80 percent about a year and a half after random assignment. For each of the 22 quarters following random assignment for which we have data for all customers, we make three comparisons of average employment rates: (1) Structured Choice customers compared to Guided Choice customers, (2) Structured Choice customers compared to Maximum Choice customers, and (3) Maximum Choice customers compared to Guided Choice customers. Only 3 of these 66 comparisons produce differences that are statistically significant at the 5 percent level (Figure VI.4).

## B. CHARACTERISTICS OF EMPLOYMENT

The ITA models could have influenced the types of jobs in which customers found employment by influencing the occupations for which the customers trained, the skills they obtained, and their qualifications for jobs with high wages, fringe benefits, or other desirable characteristics. This section examines the extent to which ITA customers found employment in the occupation for which they trained, and the quality of customers' jobs in terms of their wages and benefits.

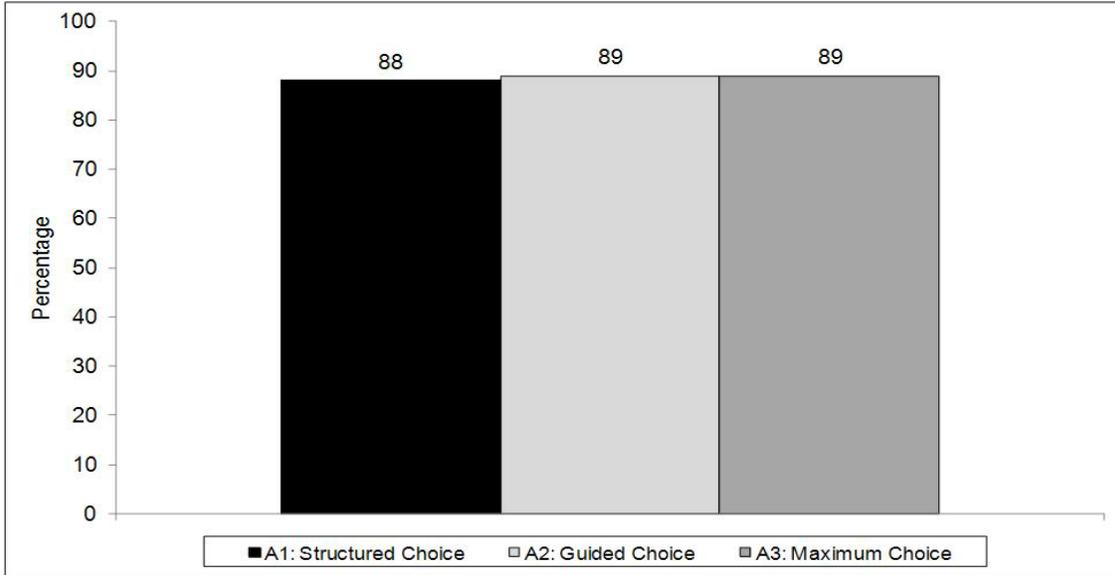
### 1. Occupational Choice

One of the central goals of ITAs is to provide customers with specific skills that can be applied in future employment. One measure of the suitability of the training received is whether customers find employment in the occupation in which they receive training. We

---

<sup>31</sup> To improve the precision of the impact estimates, we report impacts that have been adjusted with multivariate regression methods that control for a set of baseline demographic and socioeconomic variables. Reported means for each group have also been regression adjusted. Findings from unadjusted t-tests are consistent with the results presented here (Appendix F).

**Figure VI.1. Labor Force Participation Rates at the Time of Long-Term Follow-Up**



Source: Long-term follow-up survey (see Appendix Table F.2).

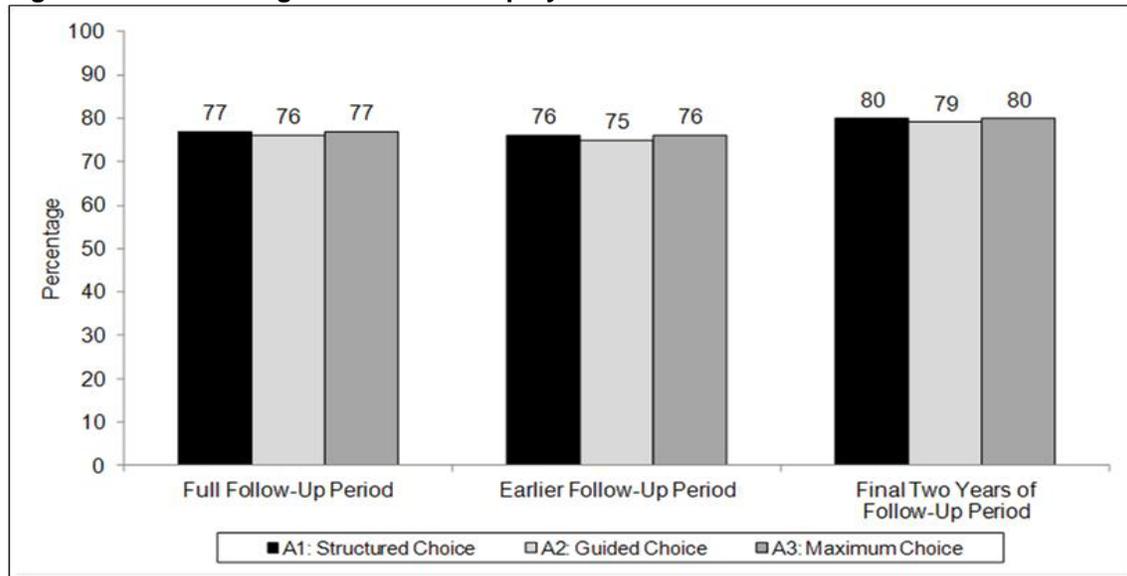
Notes: Sample sizes range from 1,076 to 1,104 by ITA model.

◇◇◇/◇◇◇ Difference between A1 and A2 is significantly different from zero at the 0.01/0.05/0.10 level.

○○○/○○○ Difference between A1 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

+++ /+++ Difference between A2 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

**Figure VI.2. Percentage of Quarters Employed**



Source: Long-term follow-up survey (see Appendix Table F.2).

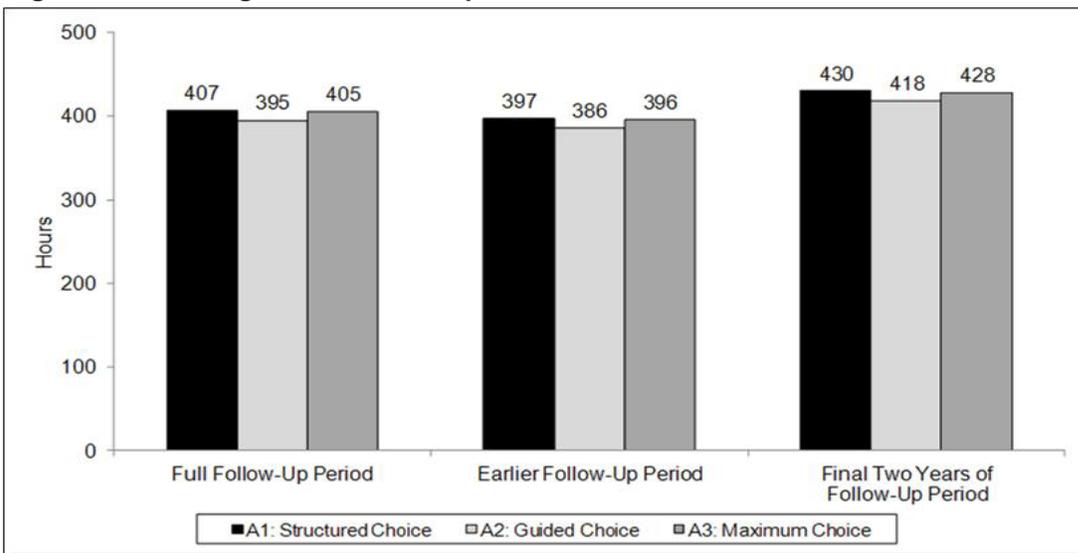
Notes: Sample sizes range from 1,076 to 1,104 by ITA model.

◇◇◇/◇◇◇ Difference between A1 and A2 is significantly different from zero at the 0.01/0.05/0.10 level.

○○○/○○○ Difference between A1 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

+++ /+++ Difference between A2 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

**Figure VI.3. Average Hours Worked per Quarter**



Source: Long-term follow-up survey (see Appendix Table F.2).

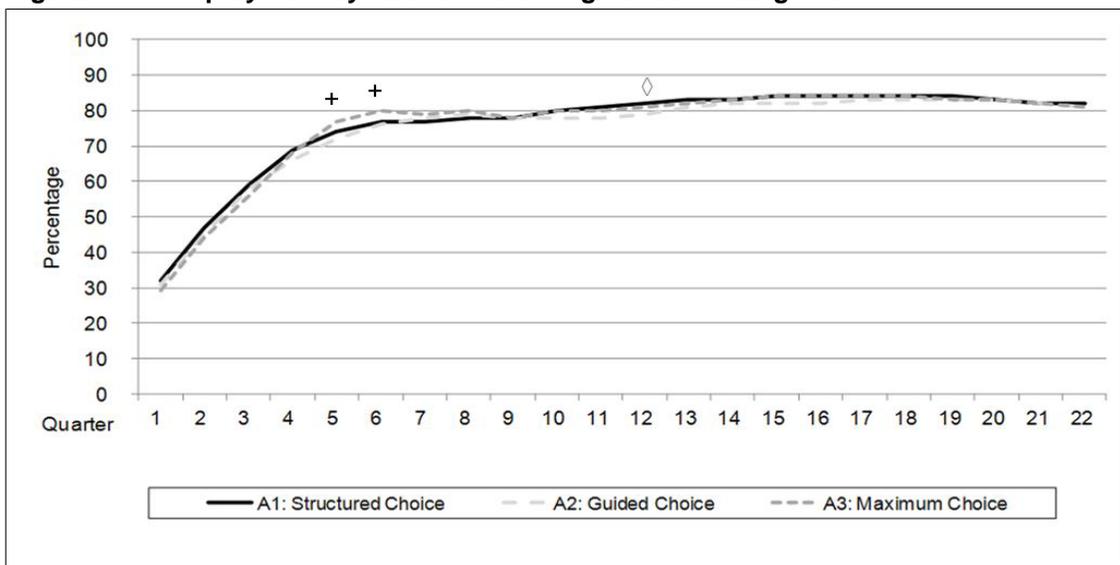
Notes: Sample sizes range from 1,076 to 1,104 by ITA model.

◇◇◇ / ◇◇◇ / ◇ Difference between A1 and A2 is significantly different from zero at the 0.01/0.05/0.10 level.

○○○ / ○○○ / ○ Difference between A1 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

+++ / +++ / + Difference between A2 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

**Figure VI.4. Employment by Quarter Following Random Assignment**



Sources: 15-month and long-term follow-up surveys (see Appendix Table F.1).

Notes: Sample sizes range from 1,076 to 1,097 by ITA model.

◇ Difference between A1 and A2 is significantly different from zero at the 0.05 level.

○ Difference between A1 and A3 is significantly different from zero at the 0.05 level.

+ Difference between A2 and A3 is significantly different from zero at the 0.05 level.

examined whether, during the follow-up period, ITA customers were ever employed in an occupation for which they received training (within 3 years after random assignment).

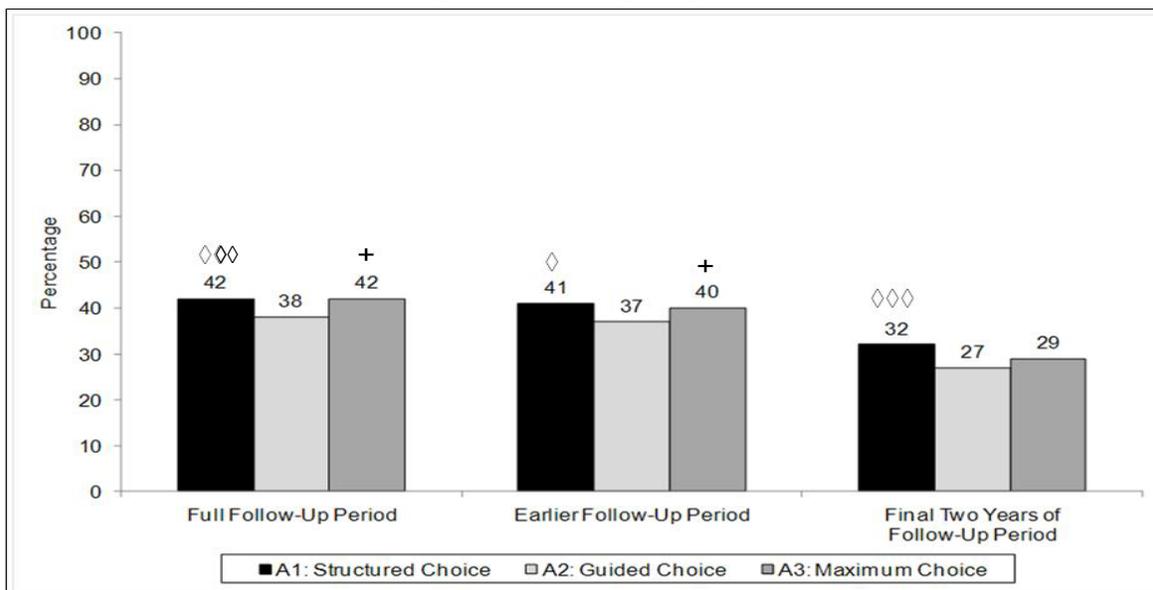
Over the full follow-up period, we find that both Structured Choice and Maximum Choice customers were significantly more likely than Guided Choice customers to be employed at some point in an occupation matching their training program, although the difference for Maximum Choice customers is only marginally significant (Figure VI.4). Interestingly, the pattern of impacts for this outcome is different at different points of the follow-up period. In the earlier portion, both Structured Choice and Maximum Choice customers were more likely than Guided Choice customers to be employed in an occupation matching a training program, with marginally significant positive impacts. Across all three models, rates of employment in an occupation matching a training program are higher in the earlier than in the later follow-up period. However, the falloff in this outcome is smaller for Structured Choice customers. In the last two years of follow-up, only Structured Choice customers were significantly more likely than Guided Choice customers to have been employed in an occupation matching a training program. About one-third of Structured Choice customers were employed in an occupation in which they received training in the late follow-up period, compared to about one-quarter of Guided Choice customers (Figure VI.5). This finding, which is statistically significant at the 1 percent level, is consistent with customers in the Structured Choice model receiving training that provides skills better matched to the jobs available in the chosen occupation. However, long-term employment rates in an occupation matching a training program are fairly low (between 27 and 32 percent) for all three groups. It may be that the benefits of training have less to do with learning specific skills for a narrowly defined occupation and more to do with learning general skills that can be transferred to a range of occupations.

In addition to looking at employment in an occupation matching a training program, it is useful to look at how customers' choices of training occupation compare to the occupations in which they find employment more broadly. Table VI.1 provides rates of training and rates of employment for the five most common occupations of training and the five most common of employment. Specifically, the top panel of this table shows what percentage of customers in each model received training in the five most common occupations of training, and what percentage found employment in these five. The bottom panel shows analogous numbers for the most common occupations of employment.

Customers in all three models were generally employed in similar occupations. One exception is that Structured Choice customers were significantly more likely to have been employed in the computer and mathematical occupation compared to employed customers in other approaches (Table VI.1). This finding may be important, since the computer and mathematical occupation was the most popular occupation of training for all three models, which indicates that it is a desirable field.

Although four of the five most common occupations of training are also among the five most common employment occupations, there are some important differences in the distributions of training and employment occupation. For example, while only 1 to 2 percent

**Figure VI.5. Percentage of People Employed During the Follow-Up Period in an Occupation Matching Their Training Program**



Sources: 15-month and long-term follow-up surveys (see Appendix Table F.3).

Notes: Sample sizes range from 768 to 830 by ITA model.

◇◇◇ / ◇◇◇ Difference between A1 and A2 is significantly different from zero at the 0.01/0.05/0.10 level.

○○○ / ○○○ Difference between A1 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

+++ / +++ Difference between A2 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

of customers trained in sales, nearly one in six were employed in sales. Similarly, employment in office and administrative support is much more common than training in that field.

## 2. Job Quality

By affecting customers' skill levels, the ITA model may have affected the types of jobs for which customers were qualified. We investigated this possibility by examining the percentage of quarters during the follow-up that customers spent employed in jobs that were stable, full-time, provided fringe benefits, or offered high wages. We define stable jobs as those with tenure greater than six months. We define high-wage jobs as those offering at least \$20 per hour, which corresponds to approximately the 75th percentile in the sample wage distribution.

Most job characteristics were similar for customers in different ITA models, but Structured Choice customers spent the most time employed in high-wage jobs. Customers in each model spent about 70 percent of the quarters in the late follow-up period working in full-time jobs, and about 77 percent of quarters in stable jobs that they held for at least six months (Table VI.2). Customers also spent similar portions of the follow-up period in jobs offering benefits such as health insurance, paid leave, or retirement plans (Table VI.2). However, Structured Choice customers were employed in high-wage jobs in about one in four quarters during the final two years of the follow-up, compared to about one in five quarters for customers in the other two models, differences that are statistically significant at the 5 percent level (Table VI.2).

**Table VI.1. Training Rates Within the First Three Years After Random Assignment and Employment Rates in the Final Two Years of the Follow-Up for the Most Common Occupations for Training and the Most Common Occupations of Employment**

	Training Program			Employment		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice
<b>Top 5 Training Occupations</b>						
Computer & Mathematical	17	15	15	12 ◇◇◇	9	9
Health Care Support	14	15	15	12	13	12
Office & Administrative Support	11 ○○	10	14 ++	21	20	21
Transportation & Material Moving	8	6	7	11	10	10
Installation, Maintenance, Repair	3	3	4	4	4	4
<b>Top 5 Employment Occupations</b>						
Office & Administrative Support	11 ○○	10	14 ++	21	20	21
Sales & Related	1	1	2	12	12	11
Transportation & Material Moving	8	6	7	11	10	10
Computer & Mathematical	17	15	15	12 ◇◇◇	9	9
Health Care Support	14	15	15	12	13	12
<b>Sample Size</b>	<b>1,105</b>	<b>1,081</b>	<b>1,078</b>	<b>1,097</b>	<b>1,080</b>	<b>1,076</b>

Sources: 15-month follow-up survey and long-term follow-up survey.

Notes: Percentage of respondents in each two-digit Standard Occupational Classification. Numbers may sum to more than 100 because many customers have multiple jobs or training programs.

The model means are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics.

◇◇◇ / ◇◇ / ◇ Difference between A1 and A2 is significantly different from zero at the 0.01/0.05/0.10 level.

○○○ / ○○ / ○ Difference between A1 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

+++ / ++ / + Difference between A2 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

**Table VI.2. Impacts on Job Quality During the Final Two Years of Follow-Up**

	Means			Impacts		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Percentage of Quarters Employed in Job with the Following Characteristics						
High-wage job <sup>a</sup>	24	20	20	4***	1	3**
Full-time job <sup>b</sup>	71	69	70	2	1	1
Stable job <sup>c</sup>	78	76	77	1	1	0
Union	5	5	7	-1	2	-2**
Percentage of Quarters Employed in Job with the Following Benefits						
Health insurance	62	61	62	1	1	0
Paid leave	63	62	64	1	2	-0
Retirement benefits	57	55	56	2	1	1
<b>Sample Size</b>	<b>1,097</b>	<b>1,080</b>	<b>1,076</b>			

Source: Long-term follow-up survey.

Notes: The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Reported impacts may differ from the difference in reported means due to rounding.

<sup>a</sup>A high-wage job pays \$20 or more an hour in 2002 dollars.

<sup>b</sup>A full-time job is one in which the customer works at least 35 hours per week.

<sup>c</sup>A stable job is one in which the customer is employed continuously for at least six months.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

That Structured Choice customers were more successful in finding employment in high-paying jobs may suggest that they acquired higher value or more durable skills in their training than did other customers. Higher rates of high-wage employment for this group may also be related to the finding discussed earlier that Structured Choice customers were more likely to be employed in their occupation matching a training program—among all customers, those employed in their field of training are employed in a high-wage job for about one-third of the final two years of the follow-up, compared to one-fifth of this period for other customers.<sup>32</sup>

<sup>32</sup> The difference in employment in high-wage jobs by whether employed in the occupation of training, which should not be interpreted as a causal relationship or otherwise regarded as an experimental finding, is statistically significant at the 1 percent level.

### 3. Frequency and Reason for Transitions Between Jobs

One measure of the quality of the customer-job match can be the extent to which customers move from job to job over time. From the survey, we know the number of jobs held by each customer during the follow-up period. We also know whether any job separation was voluntary (i.e., the customer quit the job) or involuntary (i.e., the customer was laid off or fired). Customers across all three models held, on average, 1.4 jobs during the final two years of the follow-up (Table VI.3). This number includes customers who did not work at all during the follow-up period and hence had no jobs. Maximum Choice customers were more likely than Guided Choice customers to have had a voluntary separation during this period. No significant differences occurred between approaches in involuntary separations.

**Table VI.3. Number of Jobs and Prevalence of Job Separations by Type in Last Two Years of Follow-Up**

	Means			Impacts		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Average Number of Jobs	1	1	1	-0	-0	-0
Ever Had a Voluntary Separation (%)	14	14	11	-0	-3*	2*
Ever Had an Involuntary Separation	27	29	28	-2	-1	-0
<b>Sample Size</b>	<b>1,097</b>	<b>1,080</b>	<b>1,076</b>			

Source: Long-term follow-up survey.

Notes: The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

### C. EARNINGS

By teaching new skills or strengthening existing skills, training may provide customers opportunities to increase their earnings. Although we found no differences across approaches in how much customers worked, differences in job quality could have translated into differences in earnings for the ITA customers.

We find that the higher hourly wages of Structured Choice customers translated into average quarterly earnings that were higher than those of Guided Choice customers throughout the follow-up period, and particularly in the late follow-up period. During the final two years of the follow-up, Structured Choice customers earned about \$7,200 per

quarter, over \$500 more than Guided Choice customers (Figure VI.6). This difference is statistically significant at the 5 percent level. For the earlier portion of the follow-up, the difference in average earnings between Structured Choice and Guided Choice customers was about \$400, also statistically significant at the 5 percent level. In both the early and the late follow-up period, Maximum Choice customers had average quarterly earnings that were not significantly different from the earnings of customers in either other model.

These patterns are supported by findings from quarterly earnings timelines, which show that customers in all three models experienced steady increases in average quarterly earnings from the very low earnings experienced during the early follow-up period, when customers were often engaged in training (Figure VI.7). However, average quarterly earnings increase more steeply for Structured Choice customers than for other customers, and plateau at a higher level. Average quarterly earnings for Structured Choice customers plateau at about \$7,500 three years after random assignment, while earnings plateau at about \$7,000 for other ITA customers. Differences in quarterly earnings between Structured Choice and Guided Choice customers are positive and statistically significant at the 5 percent level in 12 of the 14 quarters beginning 9 quarters after random assignment. The difference in quarterly earnings between Structured Choice and Maximum Choice customers is also statistically significant in two of these quarters.

#### **D. COMPARISON OF SURVEY- AND ADMINISTRATIVE-BASED FINDINGS**

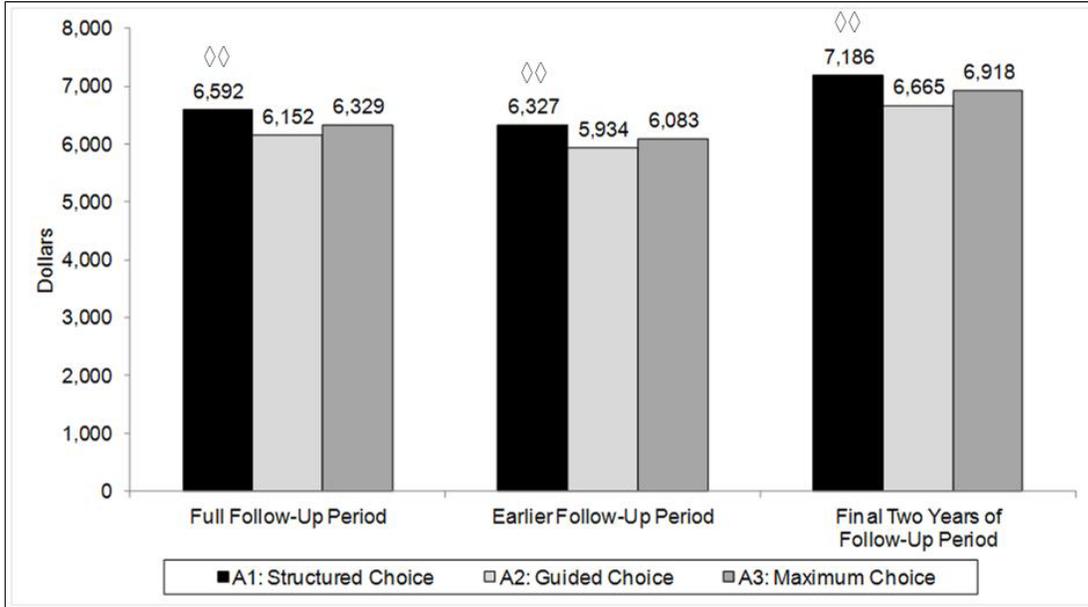
We explored the robustness of the findings from our survey data by estimating impacts on employment and earnings using quarterly earnings records from the state UI agencies. The records are available for all 7,920 customers randomly assigned to one of the three models. The data are described in detail in Appendix A. The advantages of these administrative data are that they are available for the entire sample and are not subject to the recall error that is always a potential problem in surveys. The UI earnings records can also provide data on customers prior to random assignment.

However, we view the administrative data as less accurate than the survey data because they do not cover all jobs.<sup>33</sup> Workers excluded from UI earnings records include self-employed workers, railroad employees, workers in service for relatives, most agricultural labor, some domestic service workers, part-time employees of nonprofit organizations, and some workers who are casually employed “not in the course of the employer’s business” (U.S. Department of Labor 2004). Workers in these sectors comprise about 10 percent of workers in the U.S. economy (Hotz and Scholz 2009; Kornfeld and Bloom, 1999). UI records also exclude workers whose employers (illegally) do not report their earnings to the UI agency. An audit study of Illinois employers’ UI reports suggests that failure to report wages affects about one in seven workers, even in the formal sector, because of the prevalence of flexible staffing arrangements such as casual or part-time workers and independent contractors (Blakemore et al. 1996). There is reason to believe that type of

---

<sup>33</sup> See Hotz and Scholz (2009) for a detailed discussion of the strengths and weaknesses of survey and UI data.

**Figure VI.6. Average Quarterly Earnings During Follow-Up Period (Survey Data)**



Source: Long-term follow-up survey (see Appendix Table F.5).

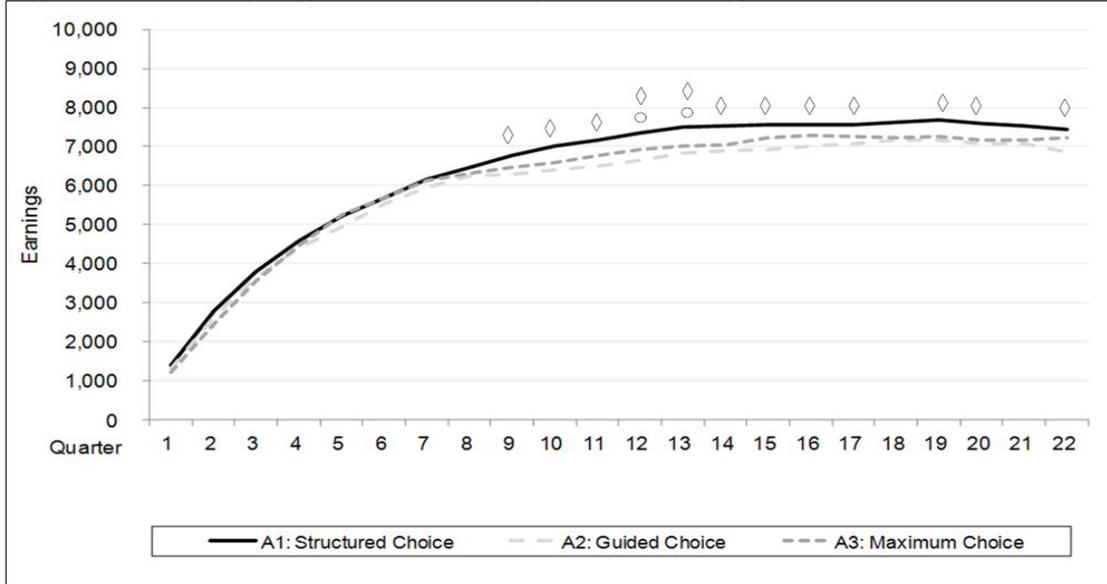
Notes: Sample sizes range from 1,105 to 1,078 by ITA model.

◇◇◇/◇◇◇◇ Difference between A1 and A2 is significantly different from zero at the 0.01/0.05/0.10 level.

○○○/○○○◇ Difference between A1 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

+++ / ++++ Difference between A2 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

**Figure VI.7. Earnings by Quarter Following Random Assignment (Survey Data)**



Sources: 15-month and long-term follow-up surveys (see Appendix Table F.4).

Notes: Sample sizes range from 1,076 to 1,097 by ITA model.

◇ Difference between A1 and A2 is significantly different from zero at the 0.05 level.

○ Difference between A1 and A3 is significantly different from zero at the 0.05 level.

+

---

undercoverage may be increasing because flexible staffing arrangements have become much more common in recent years (Hotz & Scholz 2009; Houseman 1999).

UI records also exclude earnings from customers' out-of-state jobs, as well as earnings from customers who moved to a different state at some point during the follow-up period. Finally, UI records rely on the accuracy of reported social security numbers (SSNs); earnings will be excluded if there is a discrepancy in the SSN reported at program intake and the SSN reported to or by employers, or if there are problems in the matching process conducted by state UI agencies. Previous studies have suggested that inconsistently reported SSNs are an important problem when collecting wage records from state UI agencies (Schochet et al. 2003).

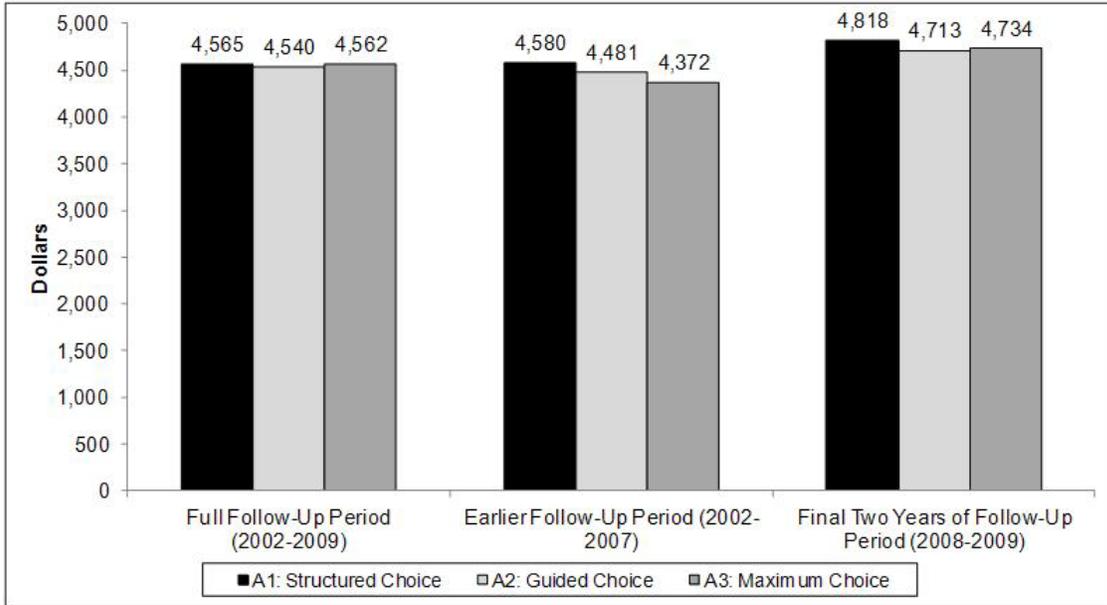
Based on the likelihood that UI data excludes a number of types of employment, we use the survey-based earnings estimates in the benchmark benefit-cost analysis in Chapter VIII and regard the survey-based findings as the primary ones.

Across all three models, both the employment rate and average earnings measured by the administrative data are substantially lower than the employment rate and earnings measured in the survey data. These differences in survey-based and UI-records-based earnings levels are similar in magnitude to those found in other studies that have examined data from both sources, including Job Corps, National JTPA, and various welfare-to-work demonstration programs (Schochet et al. 2003; Kornfeld and Bloom 1999; Cave 1995; Meckstroth et al. 2008).

Although the UI-based earnings are lower than the survey-based earnings for customers under all three models, the difference between the earnings reported on the two data sources is largest for Structured Choice customers (Figures VI.6, VI.8, and VI.9). For example, during calendar years 2008 and 2009 (the last two years for which UI data are available and a period that corresponds roughly to the "last two years of follow-up" for survey-based measures), the earnings for Structured Choice customers reported in the survey are \$2,368 (49 percent) higher than the earnings for Structured Choice customers reported in the administrative data (Figures VI.6, VI.8, and VI.9). The survey-based earnings for Guided Choice customers are \$1,952 (41 percent) higher than their administrative-data-based earnings. As a result, impact estimates are about \$400 smaller in the analysis based on UI records data than in the survey-based analysis—during the 2008-2009 period, the difference in average quarterly earnings between Structured Choice and Guided Choice customers in the administrative data is about \$100 and is not statistically significant, while the analogous difference for the late follow-up period based on survey data is about \$500 and is statistically significant at the 5 percent level (Figures VI.6, VI.8, and VI.9).

The pattern of larger impacts in the survey-based analysis compared with the administrative-data-based analysis is similar in the quarterly earnings timelines. The pattern of the increasing difference in quarterly earnings between Structured Choice and Guided Choice customers is similar in both data sources—the impact becomes steadily more positive during the early follow-up period (Figures VI.7 and VI.10). However, about two years after random assignment this difference stabilizes at about \$100 in the administrative data, whereas it stabilizes at about \$500 in the survey data.

**Figure VI.8. Average Quarterly Earnings During Follow-Up Period (Administrative Data)**

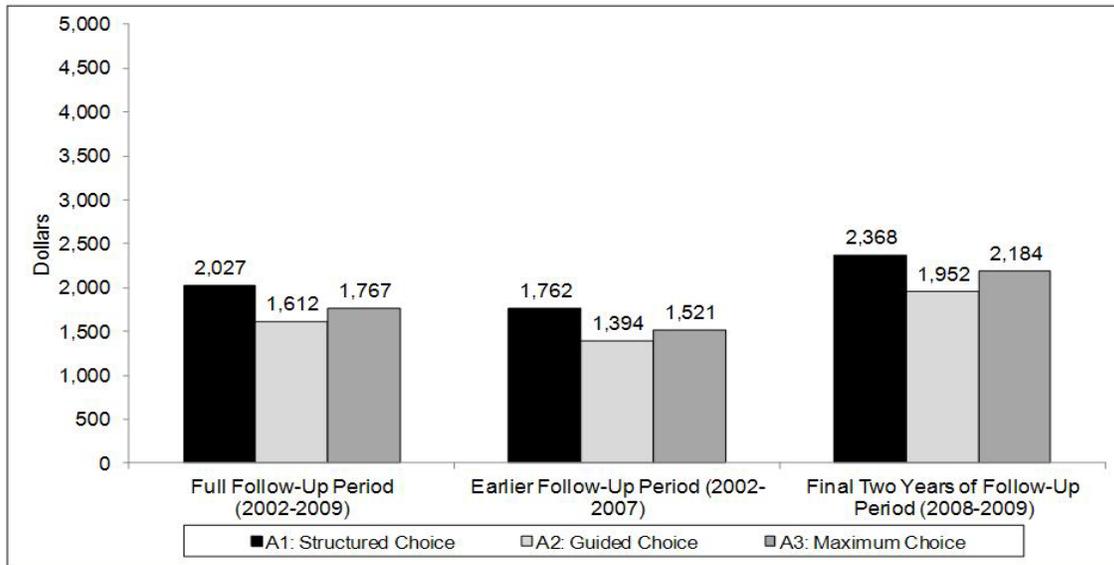


**Source:** State Unemployment Insurance wage records (see Appendix Table F.8).

**Notes:** Sample sizes range from 2,647 to 2,627 by ITA model.

◇◇◇ / ◇◇◇ / ◇ Difference between A1 and A2 is significantly different from zero at the 0.01/0.05/0.10 level.  
 ○○○ / ○○○ / ○ Difference between A1 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.  
 +++ / +++ / + Difference between A2 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

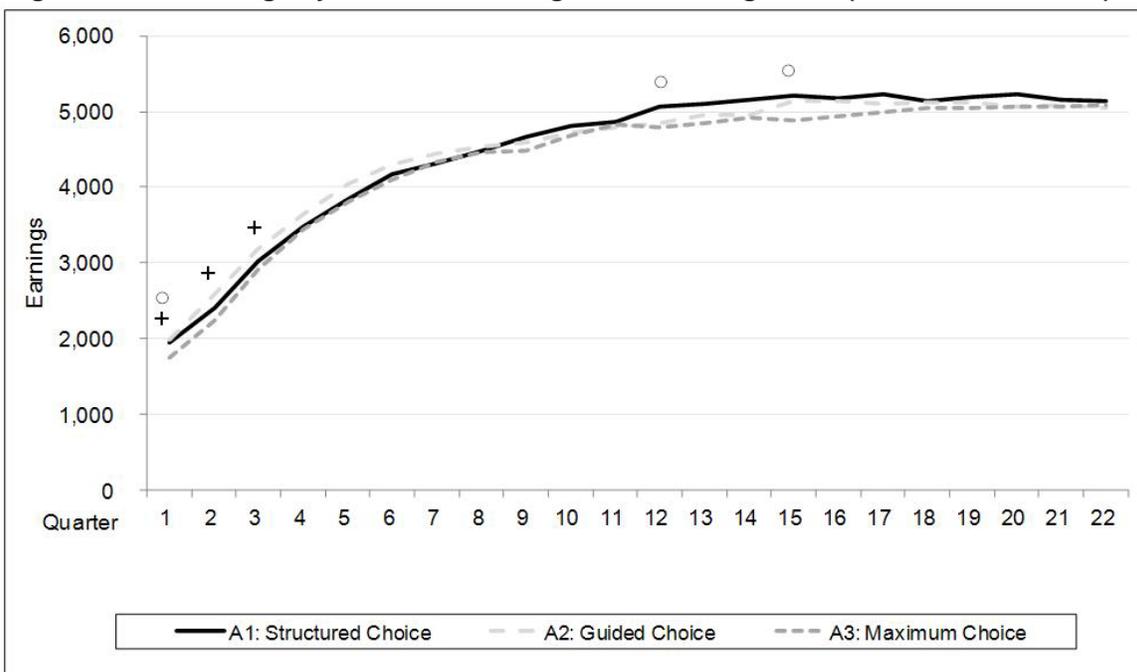
**Figure VI.9. Difference in Average Quarterly Earnings Based on Survey and Administrative Data**



**Sources:** 15-month and long-term follow-up surveys (see Appendix Table F.3) and state Unemployment Insurance wage records (see Appendix Table F.8).

**Notes:** Sample sizes range from 768 to 830 by ITA model for the survey data and from 2,647 to 2,627 by ITA model for the administrative records data.

◇◇◇ / ◇◇◇ / ◇ Difference between A1 and A2 is significantly different from zero at the 0.01/0.05/0.10 level.  
 ○○○ / ○○○ / ○ Difference between A1 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.  
 +++ / +++ / + Difference between A2 and A3 is significantly different from zero at the 0.01/0.05/0.10 level.

**Figure VI.10. Earnings by Quarter Following Random Assignment (Administrative Data)**

Source: State Unemployment Insurance wage records (see Appendix Table F.7).

Notes: Sample sizes range from 2,647 to 2,627 by ITA model.

- ◇ Difference between A1 and A2 is significantly different from zero at the 0.05 level.
- Difference between A1 and A3 is significantly different from zero at the 0.05 level.
- + Difference between A2 and A3 is significantly different from zero at the 0.05 level.

The larger difference in earnings between the two data sources for Structured Choice customers may indicate that they were more likely than Guided Choice customers to have earnings that were not captured in the UI administrative records. Appendix I provides a detailed analysis of the differences in survey- and UI-based earnings measures. This analysis indicates that more than two-thirds of the gap between survey- and UI-based earnings is due to differences in employment rates in the two data sources, rather than differences in earnings reports. The analysis also examines particular types of customers that are more likely to be omitted from UI records. Although the analysis is limited by our ability to identify all types of workers who may not be covered by UI, we find that about one-third of the gap between survey- and UI-based earnings can be explained by the omission from UI records of employment for customers who moved to a different state during the study or who were employed in sectors less likely to be covered by UI. These findings, along with the large quarter-to-quarter fluctuations in quarterly earnings impacts when compared to those found in the survey data, suggest that UI-based earnings may be measured less precisely and less completely than survey-based earnings.

From the outset, we regarded the evaluation's follow-up surveys as the primary source of data to estimate the impacts of the ITA models on customers' employment and earnings. This decision is based on the greater detail on job characteristics available in survey data and on its coverage of more types of jobs. It is further supported by evidence comparing

earnings and other income data collected from national surveys to IRS tax returns, which finds that survey-based earnings are within 10 percent of tax return earnings (Coder and Scoon-Rogers 1996). Although the context of these national surveys is quite different than that of an experimental evaluation, the similarity of survey-based earnings reports to audited figures is reassuring. In addition, survey-based earnings from self-employment in the study tend to be *under*-reported. This is relevant to our study since reconciling the survey-to-UI earnings gap requires either that survey-based earnings are *over*-reported or UI-based earnings are under-reported.

Based on the results of our discrepancy analysis and the fact that many important types of employment are not covered in UI earnings records, we conclude that it is still appropriate to regard employment and earnings findings based on the survey data as the primary results for our study. However, because our primary results are not robust to the administrative records analysis, they should be interpreted with care. Note also that employment and earnings outcomes are generally the main outcomes of interest for evaluations of a wide range of interventions. Since our study is one among many that encounter discrepancies between UI-based estimates of employment and earnings and estimates based on data from other sources, studies that are explicitly designed to shed light on the factors that contribute to such discrepancies may also be warranted.

## CHAPTER VII

### IMPACTS ON PUBLIC ASSISTANCE AND HOUSEHOLD INCOME

---

By potentially affecting employment and earnings, the ITA models could also affect customers' eligibility and need for Unemployment Insurance (UI) and other public assistance, such as Supplementary Nutritional Assistance (food stamps) or General Assistance. Initially, ITA customers may be likely to receive benefits from these programs because of low employment and income levels experienced while seeking training and employment. Therefore, a key goal of ITAs is to provide customers with the training and skills necessary to find employment and achieve self-sufficiency. Understanding the relative impacts of the ITA models on public assistance benefits is important, because they affect both the customers' household income and the costs incurred by the government in providing the benefits. Using data from the long-term follow-up survey, this chapter examines the relative impacts of the ITA models on the receipt of UI, the receipt of public assistance, and household income.

- 
- *There were few differences among customers assigned to the different ITA models in UI household payments during the last year of follow-up.* The ITA models did not have any substantively notable effects on the receipt of other public assistance over the same period.
  - *Despite the impacts on earnings noted earlier, Structured Choice and Guided Choice customers had similar levels of household income and poverty during the last year of follow-up.* Maximum Choice customers had lower average household income levels than Guided Choice customers, although the difference is only marginally significant.

## A. UNEMPLOYMENT INSURANCE

One objective of ITA training is to help customers find employment and reduce or eliminate the need for public assistance. This section examines the impact of the ITA models on the receipt of UI. Our estimates are based on customers' self-reports of UI receipt on the long-term follow-up survey, including the likelihood of receipt, the duration of receipt, and the amount of UI benefits received.<sup>34</sup> The long-term follow-up survey asked respondents if they or anyone in their household received UI or Trade Adjustment Assistance (TAA) in the past year. If they did, the survey asked how much they received on average per week. Receipt of TAA was uncommon—only four survey respondents reported receiving these benefits.

There is no evidence of any difference in UI receipt across the three models. About one in five customers in each model reported household receipt of UI at some point during the year preceding the long-term follow-up survey (Table VII.1). Customers assigned to all three models reported that someone in their household received benefits for about five weeks on average, and collected slightly more than \$1,200 in benefits on average (including people who did not receive any UI benefits during the follow-up period).

## B. OTHER PUBLIC ASSISTANCE

Customers whose household income falls low enough may be eligible for public assistance (such as food stamps) or cash assistance (such as Temporary Assistance for Needy Families, Supplemental Security Income, or General Assistance). The long-term follow-up survey asked respondents whether they or anyone in their households received each of these types of assistance at any point during the previous year. If they did, the survey asked for how many months and in what amounts the assistance was received.

The ITA models did not have any notable effects on the receipt of public assistance. Across all three models, about one in five customers reported that their households received food stamps at some point during the year before the long-term follow-up survey, and about one in six reported receiving some other form of cash assistance (Table VII.2). No differences in the rates of public assistance receipt of different approaches were statistically significant, with one exception. Maximum Choice customers reported that their households received cash assistance benefits for one-third of one month longer than Guided Choice customers (Table VII.2). However, this difference is only marginally significant, quite small, and consistent with the conclusion that the approaches did not have any qualitatively important effects on receipt of public assistance.

---

<sup>34</sup> In the first ITA study, information on the receipt of UI benefits was collected in the 15-month follow-up survey and also from administrative records. Administrative records on UI benefit collection were not collected for the long-term follow-up study, because such data were costly to obtain and process. In addition, UI administrative records and the 15-month survey yielded very similar estimates of the impacts of the ITA models on UI benefit receipt.

**Table VII.1. Impacts on Household Receipt of Unemployment Insurance**

	Means			Impacts		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Unemployment Insurance in Past 12 Months						
Received UI (%)	21	22	21	-0	-1	0
Weeks received <sup>a</sup>	5.1	5.2	4.9	-0.2	-0.4	0.2
Total amount received <sup>a</sup>	\$1,216	\$1,205	\$1,300	\$11	\$95	-\$84

**Sample Size**

Source: Long-term follow-up survey.

Notes: The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Reported impacts may differ from the difference in reported means due to rounding.

<sup>a</sup>Individuals who do not receive unemployment insurance are assigned values of 0.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

**Table VII.2. Impacts on Household Receipt of Public Assistance**

	Means			Impacts		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Food Stamps in Past 12 Months						
Received food stamps	18	19	18	-1	-1	-1
Months received <sup>a</sup>	1.4	1.6	1.4	-0.2	-0.2	0.0
Total amount received <sup>a</sup>	341	356	321	-14	-35	21
Other Cash Assistance in Past 12 Months						
Received cash assistance	14	14	16	-0	2	-2
Months received <sup>a</sup>	1.5	1.4	1.7	0.1	0.3*	-0.2
Total amount received <sup>a</sup>	1,141	1,199	1,300	-59	100	-159

**Sample Size**

Source: Long-term follow-up survey.

Notes: All measures are for entire household. Weeks of receipt and total amount received are set to 0 for households that did not receive public assistance. Poverty threshold accounts for family size. The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Reported impacts may differ from the difference in reported means due to rounding.

<sup>a</sup>Individuals who do not receive unemployment insurance are assigned values of 0.

<sup>b</sup>Ranges are inclusive of the highest value.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

---

### C. HOUSEHOLD INCOME

Household income is of critical concern to customers. As discussed earlier, the ITA model could affect household income via its effects on customers' earnings or receipt of UI and other public assistance. The ITA model could also affect other types of income, such as from spousal employment. For example, higher earnings resulting from training might induce a spouse to work less or to work in a different type of job.

To examine impacts on household income, we examine customers' responses to survey questions about their household's total family income during the year prior to the long-term survey. We also examine household income relative to the federal poverty threshold, which is determined based on household size.

Despite the large difference in the earnings of Structured Choice and Guided Choice customers during the late follow-up period, the difference in household income for these two groups is not statistically significant. Because the quarterly earnings of Structured Choice customers were about \$500 higher than those of Guided Choice customers, we would expect household income during the year before the final survey to be about \$2,000 higher for Structured Choice customers. The actual figure, however, is only about \$1,000; perhaps the differences in earnings were offset by differences in other types of income. Since there were no differences in UI or public assistance receipt (as discussed earlier), it may be that compared to Guided Choice customers, Structured Choice customers had lower levels of income from private sources, such as spousal employment. Another possibility is that the measures of household income, which are not broken down by source, might be more vulnerable to recall error.

We do find a couple of differences in the household income and poverty status of customers in different approaches. Structured Choice customers had an average income \$1,815 higher than that of Maximum Choice customers, but again this difference is only marginally significant (Table VII.3). Long-term follow-up survey responses also indicate that Structured Choice customers were 2 percentage points less likely than Guided Choice customers to be in severe poverty (income less than 50 percent of the poverty threshold). This difference is also only marginally significant, and rates of severe poverty are fairly low for all three groups (Table VII.3).

**Table VII.3. Impacts on Household Income and Poverty Status**

	Means			Impacts		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Household Income	40,675	39,655	38,859	1,019	-796	1,815*
Income Relative to Poverty Line						
Less than 50% of poverty <sup>b</sup>	5	7	7	-2*	-1	-1
Between 50% and 100% of poverty <sup>b</sup>	12	10	11	2	1	1
Between 100% and 200% of poverty <sup>b</sup>	24	27	27	-3	0	-3
Greater than 200% of poverty <sup>b</sup>	59	57	56	3	-1	3

**Sample Size**

Source: Long-term follow-up survey.

Notes: All measures are for entire household. Weeks of receipt and total amount received are set to 0 for households that did not receive public assistance. Poverty threshold accounts for family size. The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Reported impacts may differ from the difference in reported means due to rounding.

<sup>a</sup>Households with no individuals who receive Unemployment Insurance are assigned values of 0.

<sup>b</sup>Ranges are inclusive of the highest value.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

## CHAPTER VIII

### RELATIVE BENEFITS AND COSTS OF EACH ITA MODEL

---

The key criterion for determining whether an ITA model is worth implementing is not *whether* it is effective in improving training or employment outcomes, but whether it is effective *enough* to justify its costs. In this chapter, we synthesize the impacts discussed in previous chapters by examining the relative benefits and costs of the three models tested in the ITA experiment.

Because most local workforce agencies were using a model similar to Guided Choice prior to the experiment, we use this model as our reference. Hence, we compare the benefits and costs of switching from Guided Choice to Structured Choice, and then examine the benefits and costs of switching from Guided Choice to Maximum Choice. We focus mainly on benefits and costs from the perspective of society as a whole—the perspective most relevant to policymakers—but also examine benefits and costs from the perspective of customers and of the government.

- 
- ***Switching from Guided Choice to Structured Choice would benefit society by about \$47,000 per customer.*** Our benchmark estimates suggest that, although fewer customers would get ITA support for training, there may be substantial net benefits to offering larger, customized ITA awards coupled with intensive counseling, as compared to the typical ITA model.
  - ***Switching from Guided Choice to Maximum Choice would yield similar results for the government and for society as a whole.*** While more customers could get ITA support with training, there is little advantage in providing ITA benefits through a more flexible, hands-off approach, as compared to the typical ITA model.

The chapter begins with a discussion of our general framework for analyzing the benefits and costs of each ITA model (Section A). It then discusses the estimates of the benefits of each model, including increased earnings, increased receipt of employee fringe benefits, and decreased receipt of Unemployment Insurance (UI) or public assistance (Section B). Costs are then discussed, including the costs of the ITA award, the costs of training that are not funded by ITAs, the costs of the counselors' time spent in activities related to ITAs, and administrative costs (Section C). The chapter concludes by comparing the relative benefits and costs of the approaches and discussing the sensitivity of the overall findings to underlying assumptions (Section D). Impact estimates used in the net benefit calculations but are not presented in the main body of the report are in Appendix G.

## **A. FRAMEWORK FOR THE BENEFIT-COST ANALYSIS**

The benefit-cost analysis uses an accounting framework that itemizes the relative benefits and costs of each ITA model. All estimates of these relative benefits and costs are based on impact estimates, which measure directly the benefit or cost of switching from one ITA model to another. For example, a positive earnings impact is a benefit, and a positive impact on the value of ITA awards is a cost. Sometimes the impact has to be converted into a dollar value. For example, the impact on the time spent by counselors is converted to a cost by applying an estimate of the hourly rate for their time. We include the benefit or cost even if it is based on an impact estimate not statistically different from zero, because even if that estimate is imprecise, it is our best estimate of the size of the impact.

Our analysis focuses solely on benefits and costs that can be measured in monetary terms. It is possible that we fail to capture other benefits of the three ITA models, such as whether customers are personally fulfilled by training or have increased job satisfaction. Along with zero earnings, we exclude, as a cost, estimates of customers' potential earnings lost during their time spent in counseling or training, although we do include the cost of the time spent by counselors.

Our presentation of the benefit-cost framework begins with a discussion of the different perspectives examined. We then discuss the relevant time period for net benefit calculations and the assumptions required to compare benefits across time. A presentation of the different benefits and costs included follows. Last, we discuss the calculation of net benefits and the statistical precision of those estimates. Since many decisions were required to generate the net benefits estimates, sensitivity analyses help assess the robustness of findings. For this reason, we suggest sensitivity checks of each assumption as it is discussed in this section, and we perform the checks in the final section. Appendix C provides further details on the calculation of net benefits.

### **1. Different Perspectives**

The ITA models affect multiple stakeholders. Any increase in earnings, for example, obviously benefits customers, but government also benefits through increases in money collected in taxes. An increase in the value of ITA awards is a cost to the government. For the ITA models, most of the benefits accrue to customers, while the government pays most

---

of the costs. Because the distinction between benefits and costs is dependent on whose perspective we consider, we examine the benefits and costs from three perspectives, those of (1) customers, (2) the government, and (3) society as a whole.

The benefits and costs to society are the sum of the benefits and costs of switching from one model to another, irrespective of who reaps the benefits or pays the costs. This perspective is the most relevant to policymakers, because it indicates how net resources in the economy are affected by the ITA model. Any benefit to either customers or the government is a benefit to society, and likewise any cost to either customers or the government is a cost to society. In this accounting framework, some benefits and costs cancel each other out from the perspective of society. For example, since taxes are a cost to customers but an equal benefit to government, from society's perspective they are neither a benefit nor a cost.<sup>35</sup>

## 2. Time Period

Program costs from the ITA models are incurred at the time of program implementation. However, impacts on relative benefits from the ITA models can continue beyond the observable follow-up period. Impacts on earnings, for example, could persist until the time of retirement, and future impacts on employment and earnings could be associated with impacts on future receipt of UI and other public assistance. Therefore, it is important that future unobserved benefits be incorporated into net benefits calculations.

We include unobserved benefits into net benefits by assuming that the observed impacts on earnings and impacts related to employment and earnings outcomes—such as those on fringe benefits, UI receipt, and other public assistance receipt—continue until an expected retirement age of 62. Here we discuss the decisions required and assumptions made in order to perform net benefit calculations over this unobservable time period.

We decided to standardize the time frame across customers before making assumptions about net benefits in the unobservable time period. Because the duration of follow-up differs by as much as three years across customers, net benefits for those with different follow-up durations are not directly comparable. Standardizing the time frame across customers, however, makes net benefits comparable for all, and also facilitates the interpretation of an overall net benefits estimate. Therefore, we chose the customer with the median age at program entry and the customer with the median follow-up duration to represent the median ITA customer for whom we would calculate net benefits.

Our time frame decisions begin with a discussion of the median ITA customer that determines the period over which we calculate net benefits. Next, we discuss assumptions on the decay of impacts on future benefits over the unobserved time periods. Finally, we discuss the discounting of benefits that accrue after the time of initial program implementation, to reflect the value of these future benefits at the time that costs were incurred.

---

<sup>35</sup> We do not consider the deadweight loss of taxes that are created from any transaction costs.

**Benefit-Cost Analysis for the Median Customer.** The median age of an ITA customer at program entry was 42. The median follow-up duration was 6.8 years, or about 27 quarters. These median values form the basis of our benefit-cost analysis. A retirement age of 62 implies an unobserved future benefits period of about 13.2 years, or 53 quarters. As a sensitivity check, we also estimate net benefits for a retirement age of 65. Quarterly impacts over the observable time period come directly from observed quarterly impacts, and future impacts are based on the final year of follow-up.

**Decay of Impact Estimates in Future Time Periods.** Impacts on future benefits are assumed to be the same as the impacts on benefits in the final year of follow-up. Alternatively, we could assume that impacts on future benefits do not exist, or that they decline by some portion over time, such as in Ashenfelter (1978) and Lillard and Tan (1992). We decided to base future impact estimates on the full amount of benefits in the final year of follow-up because of the sustained pattern of long-term impacts on employment and earnings observed in the final years of the customers' follow-up periods (Chapter VI), which is similar to the assumption made in McConnell and Glazerman (2001). As a sensitivity check, we also present net benefits over the observable time period to put a bound on any estimated net benefits. Calculating net benefits over this observable time period is equivalent to assuming that impacts on benefits do not last into the future.

**Discounting Benefits.** Costs are incurred at the time of program implementation, but benefits can accrue over time. Because money today can be invested in alternative productive activities, benefits that accrue over time are discounted to reflect a present-day value that can then be directly compared to costs incurred at the time of program implementation. The value of the chosen discount rate should reflect beliefs of a return on an accessible, long-term investment. We chose the U.S. Treasury's daily real long-term interest rate to reflect these beliefs on long-term investments.<sup>36</sup>

Benefits are first converted into 2002 dollars and then discounted annually by 2.5 percent (the average of the U.S. Treasury's daily real long-term interest rate from 2000 to 2010).<sup>37</sup> Because, on average, these rates were historically low over this period, they may not truly reflect reasonable expectations on a long-term investment. Therefore, we also estimated net benefits using a larger rate of 10 percent to measure the sensitivity of this assumption.

---

<sup>36</sup> The "Daily Treasury Real Long-Term Rates" is defined as the unweighted average of bid real yields on all outstanding [Treasury Inflation Protected Securities] with remaining maturities of more than 10 years and is intended as a proxy for long-term real rates."

<sup>37</sup> The real daily rates from January 3, 2000, through December 31, 2010, were accessed on January 24, 2011 at <http://www.treasury.gov/resource-center/data-chart-center/interest-rates/Pages/TextView.aspx?data=reallongtermrateAll>. Previous studies have used averages of the real rate of return on 30-year treasury bonds (Schochet et al. 2006), but the government did not publish these rates from February 18, 2002, through February 8, 2006.

### 3. Benefits

We measure five potential benefits of each ITA model:

1. **Earnings.** Increased earnings are a benefit to customers and to society.
2. **Fringe benefits.** Like earnings, additional fringe benefits (including health insurance, retirement benefits, paid leave, and legally required benefits such as workers' compensation insurance) are a benefit to customers and to society.
3. **Taxes.** The higher taxes associated with increased earnings are a cost to customers, a benefit to government, and neither a benefit nor a cost from society's perspective.
4. **Unemployment insurance.** UI benefits (including TAA benefits) are a benefit to customers but a cost to the government. In addition to the payments made to UI beneficiaries, the government also bears the administrative costs of operating the UI program. From the perspective of society, UI payments are merely a transfer from the government to customers, but the UI administrative costs are a cost to both government and society.
5. **Public assistance receipt.** Food stamp benefits and cash assistance are both transfers from the government to customers within society. The costs of administering these programs represent a cost to the government and also to society.

The estimates of the benefits from increased earnings and from UI and public assistance receipt are derived mostly from impacts estimated in previous chapters. Our benchmark estimates of benefits are derived from survey data, which we believe provide the most reliable estimates of these impacts (with the exception of UI receipt). Although administrative records on UI receipt were used in the 15-month follow-up analysis, these data were not collected for this long-term analysis. However, our confidence applying survey-based estimates of UI receipt in the final year of follow-up to other time periods is based on the following findings: (1) there was no statistically significant impact on the receipt of UI benefits using administrative records in the 15-month follow-up analysis; (2) there was no statistically significant impact on survey reporting of UI receipt in the final year of follow-up; and (3) there was no pattern of statistically significant impacts on employment rates in the survey or administrative data over the follow-up period.

The estimation of three benefits merits further explanation:

- **Fringe benefits.** Although customers reported on the survey whether they received health benefits, paid leave, and retirement benefits at each of their jobs, we do not know the monetary value of these fringe benefits. Based on surveys

from the Bureau of Labor Statistics in 2010,<sup>38</sup> we include health benefits, paid leave benefits, retirement benefits, and legally required benefits as 22 percent, 13 percent, 12 percent, and 11 percent of earnings, respectively, when customers reported receiving these benefits from their employer. These percentages are based on total employee costs reported by employers of civilian workers and employee receipt of those benefits in nationally representative surveys. The exact source of these values and the calculation of these percentages are in Appendix G., Table H.1.

- **Taxes.** We assume that all ITA customers paid 17 percent of their earnings in taxes. This tax rate is derived from combining the effective federal income tax rates reported by the Congressional Budget Office (2004) with state consumption and property tax rates reported by the Institute on Taxation and Economic Policy (2003). Although tax rates have changed over time and are likely to fluctuate in the future, we do not perform any sensitivity analyses, primarily because tax payments are considered a direct transfer from customers to the government and so are neutral from the perspective of society—our primary perspective of interest.
- **Administrative costs of UI and public assistance receipt.** We use estimates of the administrative costs of UI and TAA, food stamps, and other cash assistance programs from the U.S. House of Representatives Committee on Ways and Means (2004). The administrative costs are about 9 percent of UI and TAA benefits, 24 percent of the value of food stamp benefits, and 10 percent of the value of cash assistance.

#### 4. Costs

We measure four main types of costs of an ITA model: (1) costs of the ITA awards; (2) training costs not funded by ITAs; (3) the cost of counselors' time; and (4) WIA administrative costs.

**ITA Award Costs.** These are costs to the government and society. Estimates were derived from administrative records (that is, the evaluation's Study Tracking System [STS]). As discussed in Chapter IV, the vast majority of ITA costs are based on a July 2004 extract from the STS. However, some customers reported using an ITA for training after the date of the extract. Although we believe the ITA costs captured in the STS data are the most accurate, for the benefit-cost analysis we included these additional costs to be conservative in our calculations. That is, we did not want to exclude costs of the program that were reported by customers after the time of the STS extract. This is especially important given the differences across approaches in weeks until program entry, discussed in Chapter V.

---

<sup>38</sup> *Employer Costs for Employee Compensation*, updated December 8, 2011, accessed January 18, 2011, at [<http://www.bls.gov/news.release/eccc.toc.htm>], and *Employee Benefits Survey*, March 2010, accessed January 18, 2011, at [<http://www.bls.gov/news.release/pdf/ebs2.pdf>].

**Training Costs Not Funded by an ITA.** Many customers used funding sources other than the ITA award to pay, partially or completely, for training costs. Training costs not funded by ITAs are costs to society and can be costs to customers or government. If training costs are paid for using customers' personal funds, they are a cost to the customer; if they are paid for using government funds (such as Pell grants), they are a cost to the government.

We used a combination of survey and STS data to estimate the training costs not covered by an ITA award. All trainings that were at least partially funded by an ITA award as of July 2004 had their total costs recorded by counselors in the STS. For these partially funded ITA trainings, we calculated non-ITA-funded costs as the difference between the amount of the ITA award and the cost of the training. Trainings that were not funded by an ITA or captured by the STS were estimated in two ways, depending on whether the training was reported in the 15-month or the long-term follow-up survey.

The 15-month follow-up survey did not ask respondents to report training costs, so we do not know the cost of training programs that were paid for entirely by sources other than an ITA. For these trainings, we assumed that programs had costs comparable to similar programs in the same geographic area. For each training program attended by a sample member and not paid for at least partially by an ITA, we identified another program in the same site that was reported in the STS data, had a similar duration, and was provided by a similar training provider (such as community college or private school). We used the cost of that similar program as an estimate of the cost of the non-ITA-funded program. For new training programs reported in the long-term follow-up survey but not in the 15-month survey, we were able to use the reported training costs of the program in the analysis. This was possible because the second survey asked customers to report total training costs directly.

To estimate how much of the non-ITA-funded costs are borne by the government and how much by customers, we again used two different methods, depending on whether the training was reported in the 15-month or the long-term follow-up survey. For the former, we used the distribution of customers who reported using government funding and/or personal sources to pay for training. With this method, we estimated that the government bore 41 percent of non-ITA-funded training costs and that customers themselves funded the other 59 percent. For the long-term follow-up survey, since costs and all funding sources are reported for each of the training episodes, we assigned equal proportions of the total training costs to each source based on the fraction of funding sources they represent. For example, if personal savings and a Pell grant were used for training, then half the training costs would be considered a cost to the customer and half a cost to the government.

**Costs of Counselors' Time.** These are costs to society and the government. They include the cost of the time counselors spent conducting the four main tasks related to ITAs:

1. ***Conducting ITA orientations.*** These were the orientations that occurred after the customer was found eligible for training. Typically, they were held one-on-one with the customer.

2. *Counseling customers after ITA orientations and before training.* These were the counseling sessions that helped customers make decisions about training programs.
3. *Preparation and paperwork before the training decision.* Counselors spent time before or after the counseling sessions preparing, collecting information for the customer, reviewing customer files, completing paperwork, and following up with customers by phone.
4. *Paperwork, administration, and counseling after the training decision.* After the customer had made a training choice, counselors spent time arranging for final approval of the ITA, preparing paperwork, monitoring participation in the program, and for some customers, providing job search assistance, resume preparation, or other activities to help customers prepare for the transition from training to employment.

We obtained estimates of the average time counselors spent on each of these tasks through interviews with 37 counselors involved in the ITA experiment. Each counselor was asked to provide an estimate of the average time spent on each of the activities outlined above under each model. From these counselors' reports, an average time spent on each activity was calculated for each site and model.

We calculated the cost of counselors' time by applying their hourly rate. To estimate the average time counselors spent on customers under each model, we combined an estimate of the average time they spent on each activity with information from the STS on (1) whether the customer attended an orientation, (2) the number of counseling sessions the customer attended, and (3) whether the customer received an ITA.

The cost of counselors' time was calculated from their average annual salary and fringe benefit rate. These rates were obtained from each site. The counseling cost per hour did not vary by model, since counselors provided services to customers in all three models. The counseling cost varied from \$16 to \$21 per hour across the eight study sites.

**WIA Administrative Costs.** These are costs to the government and society. They include the costs of general administrative functions (accounting and management), monitoring WIA activities, goods and services required for performing administrative functions (such as rent, utilities, and office supplies), travel incurred during WIA administrative activities, and information systems required for administrative activities. The site administrators estimated these costs to be 10 percent—the administrative cost ceiling set by WIA—of the ITA award and counseling costs.

**Unmeasured Costs.** We do not measure all the overhead costs related to the One-Stop Centers' building and utilities other than those covered by the WIA administrative costs. These costs are excluded from the analysis because they are difficult to measure and do not vary much by model. Also, we do not include any costs incurred by customers for the time and effort spent attending ITA orientations or counseling sessions, as they too are difficult to measure. However, the difference in these costs is likely to be small across customers in

different ITA models and is also small when compared to the costs of forgone earnings from training, which are implicitly captured in the comparisons.

In analyzing the costs of each model, we consider only costs incurred after random assignment. Because customers were randomly assigned to each model, we expect that costs incurred afterward—such as counseling prior to the determination of training eligibility—were the same on average for customers in all three ITA models.

## 5. Estimating Net Benefits and the Statistical Precision

The beauty of a benefit-cost analysis is that it summarizes in one variable: net benefits—the many different impacts of the different ITA models. Net benefits—the difference between total benefits and total costs—are calculated separately for customers, the government, and society. Society’s net benefits are equal to the sum of customers’ and the government’s net benefits.

While our estimates of net benefits tell us which ITA model has the highest benefits relative to its costs, it is also important to consider how much confidence we can have in such estimates. The components of net benefits are themselves impact *estimates*, which are subject to random estimation error, as are, consequently, our estimates of net benefits.

We account for the statistical variability of estimated net benefits by using our survey sample of about 3,250 customers—for whom we have measures of all the benefit and cost outcomes that compose net benefits—to estimate the variability in net benefits for the full population. For each customer in our survey sample, we construct person-specific net benefits by summing that customer’s earnings and other benefits, then subtracting his or her customer-specific costs, including any ITA award and the costs of the counselors’ time used. The extent to which these person-specific net benefits vary over the survey sample can inform us of the statistical precision of our net benefits estimates, in the same way that the extent to which earnings vary over the sample can inform us of the statistical precision of any impacts on earnings.

### B. ESTIMATES OF BENEFITS

The impact on earnings is the largest component of ITA benefits (Table VIII.1). We estimate that switching from Guided Choice to Structured Choice would increase earnings by about \$32,000. Switching from Guided Choice to Maximum Choice would increase them by about \$13,500, but this is not precisely estimated. The impacts on fringe benefits, which are closely related to earnings, are correspondingly large. Across all fringe benefits, switching from Guided Choice to Structured Choice contributes about \$16,000 more to customers and society. Switching from Guided Choice to Maximum Choice contributes about \$4,000, although, like earnings, these benefits are not precisely estimated. The benefits from changes in receipt of UI or public assistance are small compared with impacts on earnings and fringe benefits, and the impacts are not statistically significant for either of the comparisons.

**Table VIII.1. Benefits of Switching from Guided Choice for Customers, Government, and Society, in 2002 Dollars**

	Structured Choice vs. Guided Choice			Maximum Choice vs. Guided Choice		
	Customers	Government	Society	Customers	Government	Society
<b>Earnings (survey)</b>	31,965**	0	31,965**	13,509	0	13,509
<b>Fringe Benefits (survey)</b>						
Health benefits	5,564*	0	5,564*	1,218	0	1,218
Paid leave	4,095**	0	4,095**	1,217	0	1,217
Retirement	2,453	0	2,452	-115	0	-115
Legally required	3,580**	0	3,580**	1,513	0	1,513
<b>Taxes</b>	-5,434**	5,434**	0	-2,297	2,297	0
<b>Unemployment Insurance</b>						
Benefits	175	-175	0	1,513	-1,513	0
Administrative costs	0	-16	-16	0	-136	-136
<b>Public Assistance Receipt</b>						
Food stamp benefits	-229	229	0	-562	562	0
Food stamp administrative costs	0	55	55	0	135	135
Other cash assistance benefits	-936	936	0	1,604	-1,604	0
Other cash assistance administrative costs	0	94	94	0	-160	-160
<b>Total Benefits</b>	<b>41,233**</b>	<b>6,557</b>	<b>47,790**</b>	<b>17,602</b>	<b>-420</b>	<b>17,182</b>

Sources: Table VII.1, Table VII.2, Appendix Table G.1, Appendix Table G.2, Appendix Table G.3, Appendix Table G.4, and Appendix Table G.5.

Note: Calculations are based on the median customer as described in the chapter and detailed in Appendix C. The following assumptions are applied: (1) discount rate is 2.5 percent; (2) retirement age is 62; (3) future unobserved impacts are the same as impacts in the final year of follow-up. Total benefits amount is based on adding impacts over different benefits, but significance levels are based on significance level of individual-level total benefits regressions as described in the chapter.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

**Benefits of Switching from Guided Choice to Structured Choice.** This switch would benefit society by \$47,790 per customer at the time of program implementation (Table VIII.1). This benefit derives mainly from the increase in earnings and fringe benefits. The government also benefits from this switch, by \$6,500, mostly from increased taxes, but this benefit is not precisely estimated (Table VIII.1).

**Benefits of Switching from Guided Choice to Maximum Choice.** This switch would benefit society by \$17,182, although this estimate is not precise (Table VIII.1). The benefit arises mostly from higher lifetime earnings and associated fringe benefits, but these benefits are also not precisely estimated. The switch is costly for the government (-\$400) because of increased use of UI and public assistance benefits among Maximum Choice consumers. Although Maximum Choice customers, on average, earn higher incomes, the additional amount they pay in taxes does not offset the increased government costs for UI and other public benefits (Table VIII.1). Given the lack of statistical precision, there is no

strong evidence that switching from Guided Choice to Maximum Choice affects benefits across the three perspectives.

### C. ESTIMATES OF COSTS

The first component of costs—the ITA awards—varies significantly across approaches and is the largest component of the costs of switching between approaches. The ITA award varies across approaches for two reasons. First, for customers who received an ITA, the average award was around \$1,800 more for Structured Choice customers than for those in the other two models who received one (Table VIII.2).<sup>39</sup> Second, the rate at which customers received an ITA varied by model. Maximum Choice customers were 6 to 7 percentage points more likely than customers in the other approaches to obtain an ITA (Chapter IV). Together, these two factors imply that across all three models, the average ITA costs per customer were highest under Structured Choice and lowest under Guided Choice. Taking the average over all customers and setting the ITA award cost to zero for those who did not receive an ITA, the difference in the cost of the ITA awards between Structured Choice and Guided Choice was \$1,200 per customer, and the difference between Maximum Choice and Guided Choice was \$300.

The second component of costs—training not covered by ITAs—was similar in magnitude across the three models. When including costs both to the individual and to the government, customers spent \$1,600 to \$1,800 in non-ITA-funded training across ITA models (Table VIII.3). However, the difference in these costs across approaches was not statistically significant.

The third component of costs—counselors' time—did vary by model. However, while the differences were statistically significant, the magnitudes of these differences were small. As expected, the total time spent by counselors on customers was highest for Structured Choice and lowest for Maximum Choice. On average, counselors spent about one hour (61 minutes) more on Structured Choice customers than on Guided Choice customers and two hours (119 minutes) less on Maximum Choice customers than on Guided Choice customers (Table VIII.4). This time difference translates into an additional cost of \$20 per customer for switching from Guided Choice to Structured Choice and a \$37 savings for switching from Guided Choice to Maximum Choice.

**Cost of Switching from Guided Choice to Structured Choice.** We estimate that society would bear a cost of \$1,164 from a switch from Guided Choice to Structured Choice, which is precisely estimated (Table VIII.5). It arises because Structured Choice customers' higher ITA awards were only partially offset by decreased non-ITA-funded training costs. The government would bear a cost of \$1,288 per customer eligible for WIA-funded training as a result of such a switch.

---

<sup>39</sup> This value differs slightly from the estimated ITA award in Table IV.7 (by about \$100) for two reasons: (1) to be conservative in our inclusion of costs, we included additional ITA trainings from the long-term follow-up that were reported after the STS extract date of July 2004; and (2) this sample contains only people who responded to the long-term follow-up.

**Table VIII.2. ITA Award Costs**

	Means			Differences/Impacts		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
ITA Cost per ITA Trainee (\$)	4,792	2,905	3,052	1,886***	147**	1,739***
Percentage Who Received an ITA <sup>a</sup>	59	58	66	1	7***	-6***
ITA Cost per Customer (\$)	2,965	1,725	2,027	1,240***	302***	938***

Sources: 15-month follow-up survey, long-term follow-up survey, and Study Tracking System (extract as of July 2004).

Note: The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Reported impacts may differ from the difference in reported means due to rounding.

<sup>a</sup>The entire STS extract sample was used for the creation of this variable.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

**Table VIII.3. Non-ITA-Funded Training Costs**

	Means			Impacts		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Costs to Customers	964	1,088	1,076	-124	-12	-112
Costs to Government	621	709	706	-88	-2	-86
Costs to Society	1,585	1,797	1,782	-212	-14	-197

Sources: 15-month follow-up survey, long-term follow-up survey, and Study Tracking System (extract as of July 2004).

Note: The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Reported impacts may differ from the difference in reported means due to rounding.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

**Table VIII.4. Components of the Costs of Counselors' Time**

	Means			Differences/Impacts		
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
<b>Orientation</b>						
Percentage who attended orientation	69%	67%	74%	2	7***	-5***
Orientation duration for those who attended orientation (minutes)	34	31	21	3	-10***	12
Orientation duration for all customers (minutes)	23	21	16	2***	-5***	7***
<b>Counseling</b>						
Percentage who attended counseling beyond orientation	66%	59%	4%	7***	-55***	62***
Number of counseling sessions for those who attended counseling	2	2	1	0	-1	1
Duration of a counseling session (minutes)	96	74	28	22	-46	68
Counseling duration for all customers (minutes)	63	44	1	19***	-43***	62***
<b>Preparation and Paperwork</b>						
Percentage who attended counseling beyond orientation	66%	59%	4%	7***	-55***	62***
Time spent for those who attended counseling beyond orientation (minutes)	153	107	48	46	-59	105
Time spent for all customers (minutes)	100	63	2	38***	-61***	98***
<b>Counseling Activities After Training Decision</b>						
Percentage who received an ITA	59%	58%	66%	1	7***	-6***
Time spent for those who received an ITA (minutes)	122	121	92	1	-29	31
Time spent for all customers (minutes)	72	71	60	2	-10***	12***
<b>Total Time (minutes)</b>	<b>258</b>	<b>197</b>	<b>79</b>	<b>61***</b>	<b>-119***</b>	<b>180***</b>
Counseling cost per minute	\$0.32	\$0.32	\$0.32	\$0	\$0	\$0
<b>Total Cost of Counseling Time</b>	<b>\$83</b>	<b>\$63</b>	<b>\$26</b>	<b>20***</b>	<b>-37***</b>	<b>57***</b>

Sources: Study Tracking System and data collected from counselors and administrative staff during site visits.

Notes: As the means of the following outcomes are calculated for only a subsample of customers, the differences between approaches cannot be interpreted as impacts: orientation duration for customers who attended orientation, counseling session duration for those who attended counseling sessions, time spent in preparation and paperwork for those who attended counseling beyond orientation, and post-training decision counseling duration for those who receive an ITA. Means for each model, conditional differences, and impacts are all regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Reported impacts may differ from the difference in reported means due to rounding.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

**Table VIII.5. Costs of Switching from Guided Choice for Customers, Government, and Society, in 2002 Dollars**

	Structured Choice vs. Guided Choice			Maximum Choice vs. Guided Choice		
	Customers	Government	Society	Customers	Government	Society
ITA Awards	0	1,240***	1,240***	0	302***	302***
Non-ITA-Funded Costs	-124	-88	-212	-12	-2	-14
Counselors' Time	0	20***	20***	0	-37***	-37***
WIA Administration	0	115***	115***	0	18***	18***
<b>Total Costs</b>	<b>-124</b>	<b>1,288***</b>	<b>1,164***</b>	<b>-12</b>	<b>281</b>	<b>269</b>

Sources: Table VIII.2, Table VIII.3, and Table VIII.4.

Note: Total costs amount is based on adding impacts over different costs, but significance levels are based on significance level of individual-level total costs regressions as described in the chapter.

\*/\*\*/\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

**Cost of Switching from Guided Choice to Maximum Choice.** We estimate that society would bear almost no cost from a switch from Guided Choice to Maximum Choice (Table VIII.5). The additional ITA award costs that occurred because more ITAs were awarded to Maximum Choice customers were partially offset by customers' lower use of counseling.

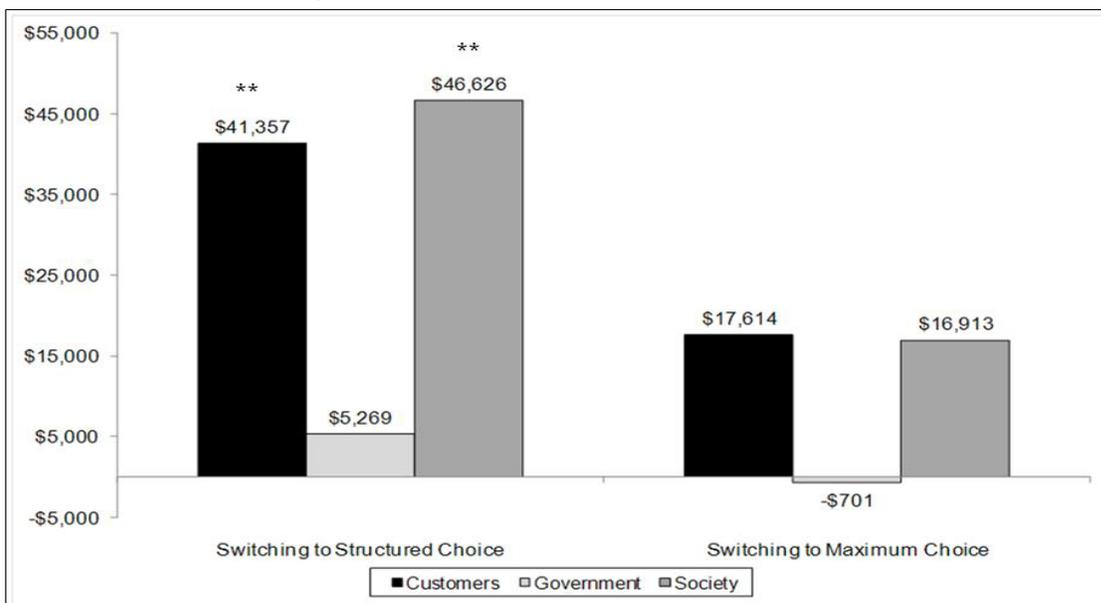
#### D. THE NET BENEFITS OF SWITCHING ITA MODEL

Policymakers are interested in the net benefits of switching from one ITA model to another, that is, the benefit of switching net of its cost. This section begins by presenting our benchmark estimates of the net benefits—those based on the best available data and, in our judgment, the most appropriate assumptions. We then discuss the robustness of our findings to alternative assumptions.

##### 1. Benchmark Estimates

**Net Benefits of Switching from Guided Choice to Structured Choice.** Society would benefit by about \$46,600 by switching from Guided Choice to Structured Choice when considering the median worker's earnings until retirement (Figure VIII.1). The government would also benefit—by about \$5,000—from the switch, mostly through increased taxes, which more than offset the higher costs from the larger ITA awards and increased counseling costs of the Structured Choice model, although this net benefit is not precisely estimated (Figure VIII.1).

**Figure VIII.1. Net Benefits of Switching from Guided Choice for Customers, Government, and Society, in 2002 Dollars**



Sources: Authors' calculations based on analyses for the impact evaluation of the ITA Experiment (see Tables VIII.1 and VIII.5).

Note: Net benefits are estimated by adding total benefits and total costs, but significance levels are based on significance level from net benefit regressions (as described in the chapter).

\*\*/\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

**Net Benefits of Switching from Guided Choice to Maximum Choice.** The net benefit to society of a switch from Guided Choice to Maximum Choice is about \$16,900. However, this estimate is not statistically significant. Customers are the main beneficiaries from such a switch, mostly because of higher earnings. The additional costs to the government arise because Maximum Choice customers are more likely to receive UI and other public assistance.

## 2. Sensitivity Analysis

Our benefit-cost analysis requires assumptions about key parameters, and the values of these parameters are not known with certainty. Although we believe our benchmark estimates to be based on reasonable assumptions, sensitivity analyses help assess whether the conclusions are driven by the assumptions we have made or are robust to modest changes in the parameter values.

When estimating net benefits, we were particularly concerned about the robustness of the estimated impacts on benefits. The calculation of benefits required many different assumptions, and the resulting benchmark impacts are large in magnitude. To test the validity of the assumptions, we recalculated the impacts on benefits after adjusting one assumption at a time. Appendix G. contains tables that present the estimated impacts on benefits of switching from Guided Choice to the two other approaches for each of the sensitivity checks discussed below.

We are less concerned with checking the sensitivity of impacts on the cost estimates, since differences in the ITA award amounts comprise nearly all the differences in costs across the ITA models. Since data on ITA awards came mostly from well-maintained administrative records, few meaningful assumptions were required when estimating impacts on costs.

**The Precision and Direction of Net Benefit Results Are Robust When Retirement Age Is 65.** When we assume a retirement age of 65 instead of 62, switching from Structured Choice to Guided Choice increases the estimated net benefit to society by nearly \$6,000 per customer (Table VIII.6). Since we have found a positive impact on earnings from this switch, it is not surprising that net benefits will increase from longer time spent working. The benefit to government also increases, mostly because of the higher taxes received, but this benefit is not precisely estimated.

**The Precision and Direction of Net Benefit Results Are Robust When Limiting Analysis to the Observable Follow-up Period.** It is highly unlikely that any identified long-term impact on earnings would cease altogether after the follow-up period ends. Whether this impact deteriorates over time, however, is unknown. As a lower bound on the net benefits of switching approaches, we recalculated benefits over the observable follow-up period only. The direction and precision of the impacts from switching approaches is maintained (Table VIII.6). Over the observable follow-up period, switching from Guided Choice to Structured Choice increases the net benefit to society by \$15,500. The estimate from this switch is appreciably smaller than our benchmark estimate, but we consider it a lower bound on estimated net benefits because there is no reason to believe that the positive impacts on earnings observed in Chapter VI would reverse beyond the follow-up period. The estimated net benefit remains positive and statistically significant.

**Table VIII.6. Sensitivity Checks on Net Benefits of Switching from Guided Choice for Customers, Government, and Society, in 2002 Dollars**

Assumption	Structured Choice vs. Guided Choice			Maximum Choice vs. Guided Choice		
	Customers	Government	Society	Customers	Government	Society
Benchmark	41,357**	5,269	46,626**	17,614	-701	16,913
Retire at Age 65	46,330**	6,047	52,377**	19,919	-706	19,213
Over Observable Follow-Up	14,399**	1,053	15,453**	5,115	-672	4,443
Discount Rate = 10 Percent	22,959**	2,395	25,353**	9,356	-652	8,704
Administrative Data	-11,474	-1,203	-12,677	5,575	-2,592	2,983

Sources: Table VIII.1, Table VIII.5, Appendix Table G.6, Appendix Table G.7, Appendix Table G.8, and Appendix Table G.9.

Note: Net benefits amount is estimated by adding impacts on the different total benefits and total costs, but significance levels are based on significance levels from net benefit regressions (as described in the chapter).

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

---

**The Precision and Direction of Net Benefit Results Are Robust to a Discount Rate of 10 Percent.** The benchmark discount rate of 2.5 percent is based on long-term real rates from treasury bonds over the 2000s. If alternative and more productive activities were available to program administrators, this discount rate might not be sufficiently high. Increasing the discount rate to 10 percent does not change the direction or precision of the estimated impact on net benefits of switching from Guided Choice to one of the other two models (Table VIII.6). The net benefit to society of switching from Guided Choice to Structured Choice is \$25,400. This impact is appreciably smaller than the benchmark estimate because most of the benefits are derived from customer earnings over 20 years that are discounted back to the time of random assignment. Even when using a discount rate of 10 percent, which is higher than interest rates currently available to investors, the magnitude of net benefits for society from this switch is still large.

**The Precision and Direction of Net Benefit Results Are Not Robust to Using UI Administrative Records to Estimate ITA Impacts on Earnings.** When replacing survey earnings data with administrative data on earnings, the findings do change—there is no longer a positive net benefit to customers and society of switching from Guided Choice to Structured Choice. This difference is due to the absence of a positive impact on earnings from the switch. When using administrative data on earnings, switching from Guided Choice to Structured Choice costs society \$12,700, although this is not precisely estimated.

Overall, our estimates are robust to changes in assumptions when calculating net benefits using survey data. The precision and direction of these impacts were maintained under a wide range of assumptions, even under conditions that favored a null finding, such as the assumption that there were no benefits of the program beyond the observation period. Even though the magnitude of estimated benefits varied depending on assumptions, the benefits to customers and society of switching from Guided Choice to Structured Choice were generally large. The lone exception is that our net benefit findings were not robust when using administrative records as the source of earnings data. However, as we discuss in Chapter VI, we believe that the long-term follow-up survey provides more accurate information on ITA customers' earnings.

While our sensitivity analyses reveal some uncertainty about the exact magnitude of the net benefits, we conclude that customers and society would benefit markedly from a switch to Structured Choice over Guided Choice without costing the government. In contrast, there is no evidence that switching from Guided Choice to Maximum Choice would either benefit or cost customers, the government, or society, since all net benefits from this switch are imprecisely estimated.



## CHAPTER IX

### ITA MODEL EFFECTS BY CUSTOMER SUBGROUPS AND SITES

---

The ITA models might have been more effective for some types of customers than for others. For example, if dislocated workers had more intensive training needs than other customers, and if higher caps on ITA awards made such training more accessible, then these workers might have experienced larger benefits from Structured Choice. In addition, adult workers and other less-educated or -experienced customers might perform worse under Maximum Choice if they are less familiar with both the training and the employment market and thus more likely to make uninformed choices without counseling support.

- 
- There is little evidence of differences in the relative impacts of the ITA models based on customers' age, educational status, and vocational certificate status.
  - Structured Choice was effective in promoting participation in and completion of training and long-term self-sufficiency for male, but not for female, customers.
  - Maximum Choice increased the weeks in training, the likelihood of completing a program, and the average earnings for dislocated workers but not for adult workers.
  - Maximum Choice was effective at increasing employment and earnings for white, non-Hispanic customers, but not observed for customers of other racial or ethnic backgrounds.
  - The impacts of Structured Choice relative to Guided Choice on employment in an occupation matching the training program and on earnings appear to be robust to differences in customer characteristics.
  - The impacts of Structured Choice on earnings relative to Guided Choice were not observed in North Cook County.
  - Structured Choice was effective at increasing employment rates and reducing receipt of unemployment benefits relative to Guided Choice in Charlotte, but not in other study sites.

Similarly, the effectiveness of ITA models could have varied across individual study sites. For example, the overall availability of training vendors or of particular types of vendors might be constrained in some sites. If it is, then compared to customers in other sites, those with fewer private vendors available might not benefit from the additional counseling of the Structured Choice model, which could expose the customer to more productive training options. The caps on fixed ITAs under Guided Choice and Maximum Choice and on customized ITAs under Structured Choice also varied across sites, and this could have contributed to differences in outcomes as well.

We examined the relative impacts of the ITA models separately for a variety of subgroups and for each study site. We selected the subgroups (listed in Table IX.1) before analysis began, based on the likelihood of variation in impacts across them and their importance for WIA program operations. We compared impacts for each subgroup against impacts for those not in that subgroup, and impacts within each study site against the combined impacts across all other sites.

Examining effects on a large set of outcomes for many subgroups creates a risk of finding, between research groups, statistically significant differences that are in fact due to chance. To reduce this risk, we examined only 10 key study outcomes for the subgroups and ITA study sites identified in Table IX.1. These key outcomes included three training outcomes, three labor market outcomes, and four income and self-sufficiency outcomes. The three training outcomes pertain to programs started within three years of random assignment: (1) whether the customer attended any training, (2) the number of weeks spent in training within this three-year period, and (3) whether the customer completed any training program. The three labor market outcomes refer to the final two years of the follow-up period: (1) the percentage of quarters employed, (2) whether the customer was ever employed in an occupation that matches one of the customer's training programs, and (3) average quarterly earnings. The four measures of income and self-sufficiency refer to the year before the long-term follow-up survey: (1) household income, (2) whether household income was below the poverty line, (3) whether anyone in the household received unemployment insurance benefits, and (4) whether anyone in the household received SNAP or cash assistance benefits.

Even with the restricted number of outcomes, the number of subgroups and sites considered still leaves open the possibility of estimating statistically significant impacts by chance. Thus, we are more attentive to the pattern of results for a given subgroup or site than to individual impact estimates. This model emphasizes differences that are likely to be meaningful in the effectiveness of ITA models. Our discussions focus on those subgroups and sites that exhibit statistically significant differences in impacts (at the 5 percent level) for multiple key outcomes. If estimated impacts are significantly different across subgroup categories or sites on no more than one key outcome, we characterize our findings as showing little evidence of impact differences. For example, because the estimated impacts of Structured Choice relative to Guided Choice for older workers are significantly different from the analogous impacts estimated for younger workers on only 1 of the 10 key outcomes, we categorize this pattern as showing little evidence of differences in impacts. Conversely, because we found significant differences between the impacts of Maximum

Choice (compared to Guided Choice) on two outcomes for dislocated versus adult workers, we discuss these differences in more detail. Appendix H provides our full set of subgroup and site findings.

**Table IX.1. Subgroups Examined in ITA Impact Analysis**

Subgroup Measure	Subgroup Categories
<b>Based on Site</b>	
Site	<ul style="list-style-type: none"> <li>• Phoenix</li> <li>• Maricopa County</li> <li>• Bridgeport</li> <li>• Jacksonville</li> <li>• Atlanta</li> <li>• Northeast Georgia Region</li> <li>• North Cook County</li> <li>• Charlotte</li> </ul>
<b>Based on Customer Characteristics</b>	
Dislocated Worker Status	<ul style="list-style-type: none"> <li>• Dislocated worker</li> <li>• Adult worker</li> </ul>
Age	<ul style="list-style-type: none"> <li>• Age at baseline over 40</li> <li>• Age at baseline 40 or less</li> </ul>
Gender	<ul style="list-style-type: none"> <li>• Female</li> <li>• Male</li> </ul>
Race/Ethnicity	<ul style="list-style-type: none"> <li>• White, non-Hispanic</li> <li>• Race/ethnicity other than white, non-Hispanic</li> </ul>
Education Status	<ul style="list-style-type: none"> <li>• Had a high school diploma or less education</li> <li>• Had more education than a high school diploma</li> </ul>
Vocational Certificate Status	<ul style="list-style-type: none"> <li>• Had vocational certification</li> <li>• Did not have vocational certification</li> </ul>

## A. FINDINGS BY CUSTOMER CHARACTERISTICS

We investigated differences in the effectiveness of the ITA models on subgroups defined based on dislocated worker status, age, gender, race/ethnicity, educational status, and vocational certificate status. Subgroups were defined based on customer characteristics reported on the baseline information form completed prior to random assignment. This section discusses findings from this subgroup analysis.

We find little evidence of differences in relative impacts for subgroups defined by baseline age, educational status, or vocational certificate status. Importantly, we find no evidence of subgroup differences in the effectiveness of Structured Choice relative to Guided Choice on labor market outcomes. Thus, the large Structured Choice impacts on earnings and employment in an occupation matching a training program (discussed in Chapter VI) appear to be robust to differences in customer characteristics. We do find some

differences in the relative effectiveness of the Maximum Choice model for subgroups defined by dislocated worker status, gender, and race/ethnicity, which suggests that this model is more sensitive to customer characteristics. Findings for these subgroups are discussed in turn below.

***Findings by Dislocated Worker Status.*** We find evidence that the Maximum Choice model was more effective in spurring training and increasing earnings for dislocated workers than for adult workers (Table IX.2). Among dislocated workers, Maximum Choice customers received four more weeks of training than Guided Choice customers (32 versus 28 weeks). This translated into greater earning capacity for Maximum Choice dislocated workers, as they experienced significantly higher earnings than their Guided Choice counterparts in the final two years of the follow-up (\$7,499 and \$6,920, respectively).

Analogous impacts on these outcomes for adult workers were significantly smaller when compared to those of dislocated workers. Among adult workers, Maximum Choice customers had fewer weeks of training and lower average earnings than Guided Choice customers, although neither of these impacts is statistically different from zero.

***Findings by Gender.*** The relative impacts by gender suggest that the Structured Choice model was more effective for male than for female customers in spurring training participation, training completion, and long-term self-sufficiency (Table IX.3). Among male customers, those assigned to the Structured Choice model had training participation rates 7 percentage points higher than their Guided Choice counterparts (76 versus 69 percent). Moreover, their training completion rates were 9 percentage points higher (66 versus 57 percent). In the long term, male Structured Choice customers were less likely than male Guided Choice customers to report household receipt of SNAP or cash assistance (26 versus 20 percent). Each of these impacts is significantly more favorable among male customers than among female customers. Female Structured Choice and Guided Choice customers had similar levels of training program attendance, training completion, and long-term SNAP or cash assistance receipt.

***Findings by Race/Ethnicity.*** The Maximum Choice model was more effective at improving labor market outcomes for white, non-Hispanic customers than for customers of other racial or ethnic backgrounds (Table IX.4). Among white, non-Hispanic customers, Maximum Choice customers were employed for a higher proportion of quarters during the final two years of the follow-up than were Guided Choice customers (80 percent versus 75 percent). Their average quarterly earnings during this period were also significantly higher than average quarterly earnings for their Guided Choice counterparts (\$7,358 versus \$6,588). These impacts on employment and earnings for white, non-Hispanic customers are significantly greater than impacts for customers of other racial or ethnic backgrounds. For customers with race/ethnicity other than white, non-Hispanic, employment rates and average quarterly earnings levels were similar for Maximum Choice and Guided Choice.

**Table IX.2. Impacts on Primary Outcomes, by Dislocated Worker Status**

	Dislocated Worker						Adult Worker					
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
<b>Training Outcomes</b>												
Attended Training Program	74	71	76	3	4**	-2	72	73	79	-1	6	-7*
Weeks in Training Program	32	28	32	4**	4**†	-0	28	30	26	-2	-4†	2
Completed a Training Program	63	57	63	6**	6**	-0	61	61	66	-0	5	-5
<b>Labor Market Outcomes During Final Two Years of Follow-Up<sup>b</sup></b>												
Percentage of Quarters employed	82	81	84	1	3*	-2†	76	74	71	2	-4	5*†
Average Quarterly Earnings	7,459	6,920	7,499	539*	580**†	-41†	6,568	6,099	5,626	469	-474†	943***†
Ever Employed in an Occupation Matching Training Program <sup>a</sup>	33	25	29	8***	3	4*	30	30	29	-0	-1	1
<b>Income and Self-Sufficiency Outcomes During Final Year of Follow-Up<sup>c</sup></b>												
Household Income	42,423	42,171	41,525	252	-646	898	36,696	33,880	33,052	2,816	-828	3,644**
Household Income Below the Poverty Line	14	14	13	0	-1	1	23	24	27	-1	2	-3

	Dislocated Worker						Adult Worker					
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Received Unemployment Insurance <sup>d</sup>	21	22	21	-1	-1	0	22	20	21	1	1	0
Received SNAP or Cash Assistance <sup>d</sup>	24	22	24	1	1	-0	33	38	39	-5	1	-6
<b>Sample Size</b>	<b>779</b>	<b>815</b>	<b>790</b>				<b>326</b>	<b>266</b>	<b>288</b>			

Sources: 15-month follow-up and long-term follow-up survey.

Notes: The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Because the outcomes presented could not be defined for some customers, the sample sizes ranges for dislocated workers are A1: 699 to 779, A2: 737 to 815, A3: 713 to 790; and for adult workers are A1: 311 to 326, A2: 250 to 266, A3: 275 to 288.

<sup>a</sup> Training outcome measures are defined for training that started within the first three years of follow-up.

<sup>b</sup> The final two years of follow-up are defined as the eight 13-week quarters immediately preceding the interview date of the long-term follow-up survey. The long-term follow-up survey was collected from August 6, 2009, through May 26, 2010.

<sup>c</sup> The final year of follow-up is defined as the 12 months immediately preceding the date of the long-term follow-up survey.

<sup>d</sup> Receipt of unemployment insurance, SNAP, or cash assistance is based on reports of receipt by anyone in the household.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

<sup>†</sup> Subgroup impacts are significantly different from one another at the 0.05 level.

**Table IX.3. Impacts on Primary Outcomes, by Gender**

	Female Customer						Male Customer					
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
<b>Training Outcomes</b>												
Attended Training Program	71	74	77	-2 <sup>†</sup>	3	-5 <sup>**</sup>	76	69	77	7 <sup>***†</sup>	7 <sup>**</sup>	-1
Weeks in Training Program	35	31	35	3	4	-0	27	26	25	1	-1	2
Completed a Training Program	59	59	62	-0 <sup>†</sup>	3	-3	66	57	66	9 <sup>***†</sup>	9 <sup>***</sup>	-0
<b>Labor Market Outcomes During Final Two Years of Follow-up<sup>b</sup></b>												
Percentage of Quarters Employed	81	79	80	2	2	1	78	79	79	-1	0	-1
Average Quarterly Earnings	6,473	6,324	6,254	149	-69	219	8,057	7,066	7,733	991 <sup>***</sup>	667 <sup>*</sup>	325
Ever Employed in an Occupation Matching Training Program <sup>a</sup>	31	28	28	3	0	3	33	26	30	7 <sup>**</sup>	4	3
<b>Income and Self-Sufficiency Outcomes During Final Year of Follow-up<sup>c</sup></b>												
Household Income	38,784	39,388	38,889	-605	-500	-105	43,008	39,846	38,863	3,162 <sup>*</sup>	-984	4,145 <sup>**</sup>
Household Income Below the Poverty Line	18	16	19	1	3	-1	16	18	15	-2	-2	0

	Female Customer						Male Customer					
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Received Unemployment Insurance <sup>d</sup>	22	22	19	0	-3	3	21	22	25	-1	3	-4
Received SNAP or Cash Assistance <sup>d</sup>	32	29	32	3 <sup>†</sup>	3	-0	20	26	24	-5 <sup>**†</sup>	-1	-4 <sup>*</sup>
<b>Sample Size</b>	<b>589</b>	<b>589</b>	<b>596</b>				<b>516</b>	<b>492</b>	<b>482</b>			

Sources: 15-month follow-up and long-term follow-up survey.

Notes: The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Because the outcomes presented could not be defined for some customers, the sample sizes ranges for females are A1: 539 to 589, A2: 548 to 589, A3: 539 to 596; and for males are A1: 471 to 516, A2: 439 to 492, A3: 449 to 482.

<sup>a</sup> Training outcome measures are defined for training that started within the first three years of follow-up.

<sup>b</sup> The final two years of follow-up are defined as the eight 13-week quarters immediately preceding the interview date of the long-term follow-up survey. The long-term follow-up survey was collected from August 6, 2009, through May 26, 2010.

<sup>c</sup> The final year of follow-up is defined as the 12 months immediately preceding the date of the long-term follow-up survey.

<sup>d</sup> Receipt of unemployment insurance, SNAP, or cash assistance is based on reports of receipt by anyone in the household.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

<sup>†</sup> Subgroup impacts are significantly different from one another at the 0.05 level.

**Table IX.4. Impacts on Primary Outcomes, by Race/Ethnicity**

	White, Non-Hispanic Customer						Customer with Other Race/Ethnicity					
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
<b>Training Outcomes</b>												
Attended Training Program Weeks in Training Program	73	69	74	4	5*	-1	73	74	78	-0	5*	-5*
Completed a Training Program	33	30	32	3	2	1	29	28	29	1	1	0
Completed a Training Program	63	55	63	8***	8**	0	62	61	65	1	4	-3
<b>Labor Market Outcomes During Final Two Years of Follow-up<sup>b</sup></b>												
Percentage of Quarters Employed	78	75	80	2	4*. <sup>†</sup>	-2	81	82	80	-0	-2 <sup>†</sup>	2
Average Quarterly Earnings Ever	7,141	6,588	7,358	554	771**. <sup>†</sup>	-217	7,221	6,726	6,582	495*	-144 <sup>†</sup>	639**
Employed in an Occupation Matching Training Program <sup>a</sup>	31	25	25	6**	-0	6**	33	28	32	4	4	1
<b>Income and Self-Sufficiency Outcomes During Final Year of Follow-up<sup>c</sup></b>												
Household Income	43,405	43,602	42,891	-197	-711	514	38,525	36,440	35,741	2,085	-699	2,784**
Household Income Below the Poverty Line	18	16	16	2	-0	2	16	17	18	-1	1	-2

*IX: Customer Subgroups and Sites*

	White, Non-Hispanic Customer						Customer with Other Race/Ethnicity					
	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Received Unemployment Insurance <sup>d</sup>	21	21	20	-0	-1	0	22	22	22	-1	-0	-0
Received SNAP or Cash Assistance <sup>d</sup>	27	27	28	1	1	-1	26	28	29	-2	1	-3
<b>Sample Size</b>	<b>601</b>	<b>548</b>	<b>584</b>				<b>504</b>	<b>533</b>	<b>494</b>			

Sources: 15-month follow-up and long-term follow-up survey.

Notes: The model means and impacts are regression adjusted. The regression predictors include demographics (age, sex, race/ethnicity), marital status, has children (yes or no), education level (associate's degree, bachelor's degree or higher), vocational certification, primary language (English or not), type of worker (dislocated or adult), and baseline employment characteristics (employed at baseline, earnings in 12 months prior to baseline). Estimates were obtained using weights to adjust for differences between respondents and nonrespondents in baseline characteristics. Because the outcomes presented could not be defined for some customers, the sample sizes ranges for White, non-Hispanic workers are A1: 558 to 601, A2: 509 to 548, A3: 536 to 584; and for other workers are A1: 452 to 504, A2: 478 to 533, A3: 452 to 494.

<sup>a</sup> Training outcome measures are defined for training that started within the first three years of follow-up.

<sup>b</sup> The final two years of follow-up are defined as the eight 13-week quarters immediately preceding the interview date of the long-term follow-up survey. The long-term follow-up survey was collected from August 6, 2009, through May 26, 2010.

<sup>c</sup> The final year of follow-up is defined as the 12 months immediately preceding the date of the long-term follow-up survey.

<sup>d</sup> Receipt of unemployment insurance, SNAP, or cash assistance is based on reports of receipt by anyone in the household.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

† Subgroup impacts are significantly different from one another at the 0.05 level.

---

## B. FINDINGS BY SITE

We find little evidence of differences in relative impacts for Phoenix, Maricopa County, Bridgeport, Jacksonville, Atlanta, and the Northeast Georgia region. In these sites, we found no differences between Structured Choice and Guided choice for any of the key training or labor market outcomes.

We do find evidence of differences in impacts for employment and self-sufficiency outcomes for North Cook County and Charlotte. To facilitate the comparison of differences across these two sites, Table IX.5 presents impact estimates for the primary outcomes across all sites combined, as well as those for North Cook County and Charlotte. The differences for these two sites are discussed below, and site-level impact estimates for all sites are provided in Appendix H.

***Findings in North Cook County.*** For all sites combined, assignment to Structured Choice increased customers' quarterly earnings by \$522 as compared to assignment to Guided Choice (Table IX.5). However, these positive earnings gains did not materialize in North Cook County. In this site, Structured Choice customers earned \$484 *less* per quarter than Guided Choice customers, although this impact estimate is not statistically significant.

Relative to Guided Choice, Maximum Choice did not appear to have a significant impact on earnings for all sites combined. In North Cook County, however, customers assigned to Maximum Choice earned \$959 *less* per quarter, which is statistically significant at the 10 percent level (Table IX.5). Maximum Choice customers in North Cook County were also more likely to report that someone in their household received UI in the final year of follow-up.

***Findings in Charlotte.*** Relative to Guided Choice, Structured Choice had no significant impacts on employment when all sites were combined. However, Structured Choice customers in Charlotte were employed in 8 percent more of the quarters during the last two years of follow-up, and this difference was statistically significant. Compared to Guided Choice customers, customers assigned to Structured Choice in Charlotte were also 13 percent *less* likely to report household receipt of UI in the last year of follow-up.

**Table IX.5. Impacts of Switching ITA Models on Primary Outcomes for All Sites Combined, North Cook County, and Charlotte**

	All Sites Combined			North Cook County			Charlotte		
	Structured vs. Guided	Maximum vs. Guided	Structured vs. Maximum	Structured vs. Guided	Maximum vs. Guided	Structured vs. Maximum	Structured vs. Guided	Maximum vs. Guided	Structured vs. Maximum
<b>Training Outcomes<sup>a</sup></b>									
Attended Training Program	2	5**	-3*	6	3	3	3	6	-3
Weeks in Training Program	2	2	1	6*	6*	0	0	-1	1
Completed a Training Program	4**	6***	-2	7*	2	5	5	8	-3
<b>Labor Market Outcomes During Final Two Years of Follow-Up<sup>b</sup></b>									
Percentage of Quarters Employed	1	1	0	-4	-4	-0	8**†	0	8**†
Average Quarterly Earnings	522**	254	268	-484†	-959*†	475	751	498	253
Ever Employed in an Occupation Matching Training Program <sup>a</sup>	5***	2	3	7*	-1	8**	6	7	-0
<b>Well-Being and Self-Sufficiency During Final Year of Follow-Up<sup>c</sup></b>									
Household Income	1,019	-796	1,815*	-1,550	-1,292	-258	65	-572	638
Household Income Below the Poverty Line	0	0	0	-2	-4	2	-0	3	-4
Received Unemployment Insurance <sup>d</sup>	0	-1	0	3	8**†	-5	-13***†	-7	-6
Received SNAP or Cash Assistance <sup>d</sup>	-1	1	-2	-0	5	-5	-6	-4	-2

Sources: Appendix Table E.1, Appendix Table E.8, Table VII.1, Table VII.2, Table VII.3, Appendix Table F.2, Appendix Table F.3, Appendix Table F.5, Appendix Table H.10, and Appendix Table H.11.

<sup>a</sup> Training outcome measures are defined for training that started within the first three years of follow-up.

<sup>b</sup> The final two years of follow-up are defined as the eight 13-week quarters immediately preceding the interview date of the long-term follow-up survey. The long-term follow-up survey was collected from August 6, 2009, through May 26, 2010.

---

<sup>c</sup>The final year of follow-up is defined as the 12 months immediately preceding the date of the long-term follow-up survey.

<sup>d</sup>Receipt of unemployment insurance, SNAP, or cash assistance is based on reports of receipt by anyone in the household.

\* / \*\* / \*\*\* Estimate significantly different from zero at the 0.10 / 0.05 / 0.01 level.

<sup>†</sup> Subgroup impacts are significantly different from one another at the 0.05 level.



## CHAPTER X

### CONCLUSIONS AND LESSONS LEARNED

---

The ITA experiment was designed to provide federal, state, and local policymakers and workforce agency administrators with information about the relative effectiveness of different ITA models. The three ITA models tested in the experiment were designed to reflect both the policies that workforce agencies were most likely to adopt and the diversity of approaches that are allowable under WIA. The approaches tested varied along three policy-relevant dimensions: (1) *the ITA award structure* (that is, whether the award amount was fixed for all customers or tailored to the customer’s needs); (2) *required counseling* (that is, whether ITA counseling was mandatory or optional, and its intensity); and (3) *program approval* (that is, whether counselors could veto customers’ training choices and deny an ITA, or had to approve them if customers had completed their ITA requirements). By methodically examining the implementation of the three ITA models tested, their relative impacts on a wide range of outcomes—from customers’ receipt of counseling, training choices, and overall satisfaction, to their training outcomes and employment and earnings six to eight years after random assignment—and the net benefits of switching between approaches, the experiment provides the best available evidence on the tradeoffs inherent in managing customer choice under different ITA models for customers, the government, and society as a whole.

This chapter highlights the main findings from the ITA experiment and discusses lessons learned that ETA and workforce agencies can consider when deciding how to implement ITAs or how to refine this component of WIA programs. It concludes by considering findings from the ITA experiment within the larger body of evidence on the effects of employment and training services and posing research questions that remain about the continuously evolving workforce investment system.

#### A. MAIN FINDINGS FROM THE ITA EXPERIMENT

The ultimate criterion for determining whether an ITA model is worth implementing is not whether it is effective in improving customers’ training or employment or employment outcomes, but whether it is *effective enough* to justify its costs. The ITA experiment revealed important differences in the relative benefits and costs of the three models tested.

- 1. Switching to a model with higher value, customized ITA awards and intensive counseling, as under Structured Choice, could substantially benefit customers and society as a whole without increasing net government costs, but would increase costs for the workforce system.**

Findings from the ITA experiment imply that customers and society would benefit markedly from a switch from the predominant ITA service delivery model (represented in the ITA experiment by Guided Choice) to a model with intensive counseling and higher potential ITA award amounts (represented in the ITA experiment by Structured Choice). Estimates from the benefit-cost analysis indicate that society would benefit by about \$46,600 per ITA customer from this switch, while the benefit for customers would be about \$41,000 (see Chapter VIII). The government also benefits from this switch, by about \$5,000, because increased taxes more than offset the higher costs of larger ITA awards and somewhat more intensive counseling under Structured Choice.<sup>40</sup> However, a switch to Structured Choice would represent a net increase in costs for the workforce system, which would bear the ITA and counseling costs without the offsetting revenue from increased taxes.

- 2. The benefits of switching to Structured Choice stem mainly from the higher-value, customized ITA awards possible under this model.**

Structured Choice was designed as a staff-driven and directive ITA model that would require customers to participate in a structured sequence of counseling activities and steer them to “high-return” training—that is, selections expected to significantly increase their earnings relative to the costs of training. To support this goal, under Structured Choice, counselors were given the authority to customize ITA awards to the needs of customers, award larger ITA amounts than under Guided Choice and Maximum Choice, and reject choices for which the expected returns were low. However, this model was not implemented as designed. In practice, counselors were uncomfortable being highly directive in their interactions with customers; they did not push customers toward high-return training and rarely, if ever, rejected customers’ training choices. As a result, differences in counseling between the Guided Choice and Structured Choice models were very limited.

- **Structured Choice and Guided Choice customers had similar ITA counseling experiences.** Reflecting the reluctance of counselors to be directive, we found few significant differences between the ITA counseling experiences of Guided Choice and Structured Choice customers. The latter were as likely as the former to attend ITA orientations, participated in a similar number of ITA-related counseling sessions (two on average) after ITA orientations, and considered a similar number of training programs (slightly more than two). Assignment to Structured Choice appeared to delay slightly (by one to two weeks) these customers’ ITA approval and entry into training. But ultimately, Guided Choice and Structured Choice customers were equally likely to receive ITAs to help pay for their training—about 60 percent of customers assigned to either model

---

<sup>40</sup> The net benefits to the government are not statistically distinguishable from zero, however.

---

received an ITA. Of those participating in training, almost 80 percent of customers assigned to either model used an ITA to fund at least part of their training.

- **Structured Choice ITA awards were not as highly customized by counselor discretion as intended.** In contrast to the Guided Choice and Maximum Choice models, Structured Choice tailored the ITA award for each customer depending on the training program that the customer chose and the counselor approved. Because of the higher cap under Structured Choice, counselors could award larger ITA amounts to these customers. However, counselors were also instructed to award higher ITAs only to those Structured Choice customers who chose training with high expected returns, and to award lower ITAs or deny training altogether to Structured Choice customers who chose low-return training. Again, this is not how Structured Choice was implemented. In practice, counselors generally deferred to customer preferences and rarely, if ever, denied training. Counselors tended to award Structured Choice customers ITAs that enabled them to attend their preferred training program. Overall, counselors awarded Structured Choice customers ITAs with an average value of \$4,625—about \$1,800 (or more than 60 percent) higher than the average awards for Guided Choice (and Maximum Choice) customers. Structured Choice awards typically covered 100 percent of the costs of the chosen training program, compared to about 90 percent of training costs for Guided Choice (and Maximum Choice) customers.
- **The higher ITAs awarded to Structured Choice customers appear to have led them to make somewhat different training choices from those of Guided Choice customers, and to achieve better training outcomes.** Structured Choice customers chose more expensive programs, but overall such programs were for occupations similar to those of the programs Guided Choice customers selected. Structured Choice and Guided Choice customers also spent a similar number of weeks in training during the follow-up period. However, Structured Choice customers were significantly more likely to obtain their training from a private vendor and less likely to attend a community college. They were also less likely to tap personal savings or receive student loans to help pay for their training, which may have contributed to their greater likelihood of completing training and getting a credential. These outcomes, in turn, could have contributed to Structured Choice customers' greater likelihood of being employed in their occupation of training and their higher wages at follow-up.

Because of the limited differences in counseling between the Guided Choice and Structured Choice models, we conclude that the impacts of the latter model are attributable mainly to its more generous ITA awards and the training choices that these awards made possible. However, it is difficult to know the extent to which customers' training choices under Structured Choice, and their outcomes, were influenced by counselor-customer interactions. For instance, it is possible that counselors enhanced awareness among both Structured Choice and Guided Choice customers (and encouraged both groups of customers to consider) the types of programs that Structured Choice customers ultimately attended, but that such programs proved infeasible for Guided Choice customers to attend because of their fixed ITA awards. Alternatively, it is also possible that all ITA customers were already aware of the availability of such programs, but that Guided Choice and Maximum Choice

customers ultimately judged them infeasible with their fixed ITA awards. Therefore, we do not know whether similar outcomes would come about if higher-value, customized ITAs were awarded without the associated ITA counseling.

**3. The positive impacts related to switching to Structured Choice were found for a broad range of subgroups and sites.**

We found little evidence of differences in the impacts of Structured Choice relative to Guided Choice for subgroups defined based on the customer's age, educational status, or vocational certificate status at baseline. The large impacts of Structured Choice on employment in an occupation matching training and on earnings were robust to differences in customer characteristics. The positive impacts of Structured Choice on earnings were also observed in seven of the eight study sites.

**4. Switching from Guided Choice to Maximum Choice may prompt more customers to use ITAs to pay for training, but yield similar benefits and costs for society as a whole.**

Under Maximum Choice, more customers would use ITAs to enroll in training. But, we find no evidence that switching from the predominant ITA model, Guided Choice, to Maximum Choice would benefit or cost customers, the government, or society as a whole. The net benefit to society of a switch to Maximum Choice is about \$16,900. Our benefit-cost analysis suggests that customers would be the main beneficiaries from such a switch (by \$17,600), mostly because of higher earnings. Relative to Guided Choice, we also estimate modest cost increases (\$700) to the government, mainly because the households of Maximum Choice customers may be more likely to receive UI benefits and other public assistance. However, none of these estimates are statistically distinguishable from zero. Therefore, we conclude that switching from the predominant Guided Choice ITA model to Maximum Choice would be neither harmful nor beneficial from a social perspective.

**5. Switching to Maximum Choice would benefit dislocated workers.**

The relative effects of Maximum Choice differed somewhat for dislocated worker and adult worker ITA customers. Dislocated workers who were assigned to Maximum Choice spent more time in training, were more likely to complete their training, and had higher average earnings than dislocated workers assigned to Guided Choice. Adult workers did not appear to derive similar benefits when assigned to Maximum Choice, but neither did fewer counseling requirements lead them to have worse outcomes.

**B. LESSONS FOR WORKFORCE INVESTMENT AGENCIES**

The ITA experiment offers a host of other lessons that ETA and workforce investment agencies could consider in choosing or refining their ITA models.

---

**1. Customers were satisfied with the training options, available information, and counseling services offered under *all three* ITA service delivery models.**

The 15-month follow-up survey asked ITA customers about their satisfaction with the process for obtaining an ITA along three dimensions: (1) training options, (2) available information on training programs, and (3) counseling. Between two-thirds and three-fourths of customers expressed satisfaction with the ITA process on each dimension *regardless of model assignment*.

**2. Offering larger ITA amounts could improve customers' training choices and outcomes.**

As noted, because differences in counseling experiences were limited between the Structured Choice and Guided Choice models, we conclude that in practice the main difference between these two models was the structure of ITA. Under Structured Choice, counselors tailored the ITAs to customers' needs and, because the cap was higher, could award a larger amount. Moreover, the cap on Structured Choice ITA awards was set high enough in each study site to make most programs in the state's ETP list affordable. In contrast, under Guided Choice all customers were offered the same fixed ITA amount.

The average ITA award under Structured Choice was \$4,625—almost \$1,800 higher than the average under Guided Choice, \$2,861—and typically covered the full costs of training. With access to these more generous awards, Structured Choice customers were more likely to choose programs offered by private providers and less likely to attend a community college. They were also less likely to tap personal savings or receive student loans to help pay for their training. While Structured Choice customers chose programs for similar occupations and spent a similar number of weeks in training as Guided Choice customers, these differences in ITA awards and training choices translated into significant differences in rates of training completion and credential attainment, as well as differences in rates of employment in the occupation of training and earnings in the long term.

**3. It is difficult for counselors to be directive or constrain spending.**

As noted, Structured Choice was designed to represent a staff-driven, directive model that would steer customers to high-return training. However, counselors were not directive in their interactions with Structured Choice customers and tended instead to defer to these customers' preferences. Counselors gave two main reasons for their reluctance to be directive. First, they felt that it was not in the best interest of customers. They believed that respecting customers' choices was essential to the customers' success in training and feared that being more directive would cause customers to lose their commitment and drop out of training or forgo training altogether. Second, counselors felt ill equipped to be directive. They viewed much of the available labor market information as unreliable and quickly outdated and thus insufficient as a basis on which to gauge the likely return on a training program. Moreover, some counselors felt they were not knowledgeable enough, especially about highly specialized fields, to judge customers' choices.

Under Structured Choice, counselors were also instructed to customize ITAs to customer needs. Subject to a higher cap on ITA awards, counselors were expected to award higher-value ITAs to those Structured Choice customers who chose high-return training and to make low ITA awards or deny training altogether to customers who chose low-return training. This was intended to help ensure that the ITA models tested were “cost neutral” for the ITA study sites—that is, that sites spent about the same average amount on each ITA model. In practice, counselors were unable to constrain spending under Structured Choice. Instead of rationing ITA resources, they tended to work collaboratively with all ITA customers and to award Structured Choice customers tailored ITAs that would enable them to attend their preferred training programs. On average, counselors awarded Structured Choice customers ITA awards that were about \$1,800, or more than 60 percent, higher than the ITAs awarded to Guided Choice or Maximum Choice customers. The average ITA award under Structured Choice represented 60 percent of the cap for the model.

#### **4. ITA-related counseling *alone* has little effect on customers’ training choices or outcomes.**

When the ITA experiment was first introduced in the study sites, many counselors were concerned about allowing some customers to make their training decisions without professional guidance. Some counselors expected Maximum Choice customers to struggle finalizing their choices and fail to enroll in training. Others anticipated that Maximum Choice customers would make less-informed decisions, encounter unanticipated difficulties while in training, and drop out of their chosen programs more often. Counselors also feared that Maximum Choice customers would be more likely to choose training for low-wage or high-turnover occupations and thus ultimately to have poorer outcomes. Evidence from the ITA experiment does not support any of these expectations, however.

In practice, Maximum Choice customers were *more* likely to enroll in ITA-funded training (66 percent) than Guided Choice customers (59 percent). As noted, counselors reported that these customers typically came to the ITA orientations with a strong sense of the program they wanted to attend and often completed the award paperwork immediately after the orientation. Maximum Choice customers considered a similar number of training programs as Guided Choice customers, and chose programs offered by similar vendors. Among customers who enrolled in training, both Maximum Choice and Guided Choice customers were equally likely to complete training and earn a credential.

Despite counselors’ fears that Maximum Choice customers would gravitate toward training for low-paying or high-turnover occupations, the training programs and occupations chosen by these customers were remarkably similar to those selected by customers assigned to Guided Choice. We also found no significant differences in the occupations that Guided Choice and Structured Choice customers chose to train for. These findings are consistent with counselor reports that they had limited opportunities to counsel customers on their occupational choices, since most customers (1) were reluctant to change careers, (2) already had a strong sense of the occupation they would train for, and/or (3) proposed sensible occupational choices.

In sum, the additional ITA counseling associated with Guided Choice and Structured Choice appeared to have a limited influence on customers' occupational choices or their choice of training providers. ITA counseling also did not appear to influence customers' likelihood of completing training or receiving a credential. Note, however, that all ITA customers made their selections within the constraints of their states' Eligible Training Provider (ETP) lists and with the support of information available from Consumer Report Systems (CRS). In addition, customers in all the study sites had participated in some counseling before being determined eligible for WIA-funded training and being randomly assigned to one of the ITA models. Regardless of the ITA model to which they were assigned, customers also received follow-up and additional support once they enrolled in training or secured employment. Therefore, we do not know whether our findings would hold if *all* counseling—including the counseling that typically occurs before the determination of eligibility for WIA-funded training—or other important WIA program features—including ETP lists, CRS supports, and follow-up after enrolling in training or securing employment—were eliminated.

#### **5. Mandatory ITA counseling discourages participation in ITA-funded training.**

Before being deemed eligible for training and randomly assigned to one of the ITA models, all customers received core and staff-assisted intensive services offered at the One-Stop Centers, which could include several hours of counseling. While Maximum Choice customers were not required to participate in counseling after the ITA orientation, both Guided Choice and Structured Choice customers had additional counseling requirements. This mandatory counseling lowered both the overall training rate and the ITA take-up rate by about 7 percentage points—66 percent of Maximum Choice customers received an ITA compared with 59 percent of Guided Choice customers. Most of this difference is attributable to differences in the rate at which customers assigned to these models showed up to the ITA orientations (74 percent under Maximum Choice and 67 percent under Guided Choice). For this reason, we conclude that it was mostly the *anticipation* of additional counseling, rather than the ITA counseling itself, that discouraged participation in ITA-funded training. If this conclusion is correct, ITA take-up rates could be improved by providing more information about the nature of ITA-related counseling requirements when eligibility for training is determined, to encourage customers to remain engaged and prevent dropout from services.

#### **6. When ITA counseling is voluntary, few customers request it.**

Once they were determined eligible for WIA-funded training and had attended an ITA orientation, Maximum Choice customers were not required to participate in any additional training-related counseling, although it was available if they requested it. Few Maximum Choice customers—only 4 percent—requested counseling, and most of the ones who did participated in only one additional session. Counselors reported that, more commonly, Maximum Choice customers came to the ITA orientation having already chosen a training program, and immediately afterward completed the paperwork for obtaining an ITA.

However, all customers in the ITA experiment—including Maximum Choice customers—had already participated in an average of about five hours of counseling *before*

being determined eligible for WIA-funded training. Hence, we do not know how customers would respond if *all* counseling—including counseling that occurs prior to the determination of eligibility for WIA-funded training—were made voluntary, or what the effects of such a change would be on customer outcomes.

### **C. THE ITA FINDINGS IN CONTEXT AND REMAINING QUESTIONS**

Although ITAs have become well integrated into the practices of local workforce agencies today, their introduction when WIA was passed in 1998 represented an important shift for the workforce system, away from contract-based training in favor of individually managed accounts intended to afford customers greater flexibility and control over their training decisions. While WIA required that local workforce agencies use ITAs for most training, it also granted these agencies flexibility in how to structure and manage these individual accounts. The ITA experiment was designed to help inform such decisions.

By rigorously examining the implementation and relative impacts of three ITA models that differed along important policy dimensions, the experiment provides the best available evidence on the tradeoffs inherent in different approaches to managing customer choice under ITAs. The ITA experiment has found that society and customers would benefit greatly from a switch from the predominant Guided Choice model—which offers fixed ITAs and counseling support as customers formulate their training decisions—toward a model that preserves counseling supports but sets more generous caps on ITA awards and customizes them to customer needs. It also finds that such a switch need not be costly to the government as a whole, although it would increase costs for the workforce system. Relative to Guided Choice, the experiment also finds that embracing models that reduce or eliminate training-related counseling requirements and provide more customer flexibility need not be harmful and may be beneficial, especially for dislocated workers. Such a change could also encourage more WIA customers to use ITAs.

No single study can provide definitive evidence on the effectiveness or value of a particular program or policy intervention. To gain additional confidence and insights into the findings from the ITA experiment, these must be considered within the larger body of evidence to which they contribute.

Recent studies by Heinrich et al. (2009) and Hollenbeck et al. (2005, 2009) examine the impacts of WIA services on participant earnings and employment, and can help provide context for findings from the ITA experiment. Two important distinctions between these studies and the ITA experiment are worth noting before examining how their findings relate to one another. First, the Heinrich et al. and Hollenbeck et al. studies are net impact evaluations. That is, they examine the effects of receiving WIA training assistance (including ITAs) versus not receiving such assistance. In contrast, everyone in the ITA experiment was offered some WIA support with training; what differed was the offer that participants received. Second, although carefully executed with state-of-the-art methods, the Heinrich et al. and Hollenbeck et al. studies use non-experimental methods vulnerable to selection bias. Hence, the evidence they generate must be considered tentative and interpreted with caution.

---

Keeping these important differences in mind, findings from the ITA experiment are notable. Heinrich et al. and Hollenbeck et al. estimate that the impacts of WIA training may average from several hundred dollars to more than \$1,000 *per quarter* and persist over time. These estimates could be interpreted to represent the net impact on customer earnings of providing training support mainly through ITAs, as required by WIA, and *under the predominant Guided Choice model*. If so, they suggest that a switch to Structured Choice could significantly improve the return on investment for WIA training services.

The extended evaluation of the ITA experiment follows a sample of 4,800 study participants (who were randomly assigned to one of the three models tested) for six to eight years after random assignment. Regardless of model assignment, we found that customers' employment rates were very low at intake—when customers were searching for work or enrolling in training—and grew steadily over time, stabilizing at around 80 percent about a year and a half after random assignment. Customers assigned to each of the three ITA models also experienced steady increases from the very low average quarterly earnings observed at program intake. However, earnings increase more steeply and plateau at a higher level—about \$500 more per quarter—for Structured Choice customers. Further, the differences in quarterly earnings between Structured Choice and other ITA customers remain positive and statistically significant in most observed quarters beyond two years after random assignment. Projecting the estimated earnings gains for the median ITA customer (age 42 at intake) until retirement (at age 62), we estimate that a switch from the predominant Guided Choice model to Structured Choice (which would cost about \$1,200 per customer) could generate benefits to society of almost \$48,000, for a net benefit of more than \$46,000 per customer. Few studies find net benefits of such magnitude.

The ongoing WIA Adult and Dislocated Worker Programs Gold Standard Evaluation and Impact Evaluation of the Trade Adjustment Assistance (TAA) Program should further enhance the available body of evidence on the effects of WIA services and ITA training. In particular, the WIA Gold Standard Evaluation should provide the first experimental evidence on the net impacts of WIA services overall, and of ITA and other WIA-funded training services, for all WIA customers and for key subgroups. Although this evaluation will not test directly different ITA models, it could also offer insights into the relative effectiveness of different models, because it includes a nationally representative sample of 30 sites with varying ITA policies. The TAA impact evaluation will similarly yield insights into the net impacts of providing access to relatively generous training benefits—as did Structured Choice—for a population that is broadly similar to WIA dislocated worker customers.<sup>41</sup>

Both service delivery systems and the overall policy context in which they operate are constantly evolving. Hence, it is also important to consider that the ITA models evaluated were implemented between December 2001 and March 2004, and the workforce development system may have changed in important ways since then. Two studies that

---

<sup>41</sup> In addition to intensive reemployment counseling and generous training assistance, the TAA program provides to qualifying individuals other supports that were not available under the ITA experiment, including extended UI benefits (for up to two years), relocation allowances, and a health care tax credit.

examined WIA implementation (Barnow and King 2005; D'Amico et al. 2005) concluded that many local areas (absent the ITA experiment) used a Guided Choice model that constrained customer choice in notable ways. When the experiment ended, we also found that most study sites implemented ITA policies that resembled a Guided Choice model. Therefore, findings from the ITA experiment appear to remain relevant today.

Because WIA and ITA programs, as well as training markets, have surely evolved since the ITA experiment and the Barnow and King and D'Amico et al. studies were all completed, remaining questions that could be explored in the context of this evolving system include the following:

- How central is counseling overall to achieving the effects of training? What elements of WIA counseling are most beneficial?
- What is the optimal cap for ITA awards? What factors should influence the cap amount?
- If higher ITA caps were implemented across the board, may training providers offer different programs, increase prices, or respond in other ways? How would such changes influence customers' training choices and outcomes?

## REFERENCES

---

- Ashenfelter, Orley. "Estimating the Effect of Training Programs on Earnings." *Review of Economics and Statistics*, vol. 6, no.8, 1978.
- Barnow, Burt S., and John W. Trutko. "Experiences with Training Vouchers Under the Job Training Partnership Act and Implications for Individual Training Accounts Under the Workforce Investment Act." Washington, DC: U.S. Department of Labor, Employment and Training Administration, 1999.
- Blakemore, Arthur E., Paul L. Burgess, Stuart A. Low, and Robert D. St. Louis. "Employer Tax Evasion in the Unemployment Insurance Program." *Journal of Labor Economics*, vol. 14, no. 2, 1996.
- Brogan, Donna. "Software for sample survey data, misuse of standard packages." In *Encyclopedia of Biostatistics*, Vol. 5 (P. Armitage and T. Colton, eds.). New York: Wiley, pp. 4167-4174, 1998.
- Cave, George, Hans Bos, Fred Doolittle, and Cyril Toussaint. "Jobstart: Final Report on a Program for School Dropouts." New York: Manpower Development Research Corporation, October 1993.
- Carlson, Barbara, Brenda Cox, and Linda Bandeh. "SAS Macros Useful in Imputing Missing Survey Data". *Proceedings of the Twentieth Annual SAS Users Group International Conference*. Cary, NC: SAS Institute, Inc. 1995.
- Coder, John and L.S. Scoon-Rogers. "Evaluating the Quality Income Data Collection in the Annual Supplement to the March Current Population Survey and the Survey of Income and Program Participation." SIPP Working Paper 96-04, 1996.
- Congressional Budget Office. *Effective Federal Taxes Under Current Law: 2001-2014*, 2004.
- Dale, Stacy and Alan Krueger. "Estimating the payoff to attending a more selective college: An application of selection on observables and unobservables." *Quarterly Journal of Economics* 117 (4): 1491-1527, 2002.
- D'Amico, Ronald and Jeffrey Salzman. "An Evaluation of the Individual Training Account/Eligible Training Provider Demonstration: Final Report." Oakland, CA: Social Policy Research Associates, 2004.
- D'Amico, Ronald, Deborah Kogan, Suzanne Kreutzer, Andrew Wiegand, Alberta Baker, Gardner Carrick, and Carole McCarthy. "Interim Report: A Report on Early State and Local Progress Towards WIA Implementation." Washington, DC: U.S. Department of Labor, Employment and Training Administration, February 2001.

- Decker, Paul T. and Irma Perez-Johnson. "Individual Training Accounts, Eligible Training Provider Lists, and Consumer Report Systems." In *Job Training Policy in the United States*, Christopher O'Leary, Robert Straits, and Stephen Wandner, editors. Kalamazoo, MI: Upjohn Institute for Employment Research, 2004.
- Heinrich, Caroline J., Peter R. Mueser, Kenneth R. Troske, Kyung-Seong Jeon, and Daver C. Kahvecioglu. "New Estimates of Public Employment and Training Program Net Impacts: A Nonexperimental Evaluation of the Workforce Investment Act Program." Institute for the Study of Labor (IZA) Discussion Paper No. 4569. Bonn, Germany: IZA, November 2009.
- Hollenbeck, K. "Workforce Investment Act Net Impact Estimates and Rates of Return." Kalamazoo, MI: W.E. Upjohn Institute for Employment Research, 2009.
- Hollenbeck, K., D. Schroeder, C.T. King, and W.J. Huang. "Net Impact Estimates for Services Provided Through the Workforce Investment Act." *Employment and Training Administration Occasional Paper 2005-06*. Washington, DC: U.S. Department of Labor, 2005.
- Houseman, Susan N. "Flexible Staffing Arrangements: A Report on Temporary Help, On-Call, Direct-Hire Temporary, Leased, Contract Company, and Independent Contractors Employment in the United States." Washington, DC: U.S. Department of Labor, 1999.
- Hotz, V. Joseph and John Karl Scholz. "Measuring Employment Income for Low-Income Populations with Administrative and Survey Data." Washington, DC: U.S. Department of Health and Human Services, Assistant Secretary for Planning and Evaluation, 2009.
- Institute on Taxation and Economic Policy. *A Distributional Analysis of the Tax Systems in All 50 States*, 2003.
- Kling, Jeffrey. "Incarceration length, employment and earnings." *American Economic Review*, 96(3): 863-876, 2006.
- Kornfeld, Robert, and H. Bloom. "Measuring Program Impacts on Earnings and Employment: Do Unemployment Insurance Wage Records from Employers Agree with Surveys of Individuals?" *Journal of Labor Economics*, vol. 17, 1999.
- Lillard, Lee A., and Hong W. Tan. "Private Sector Training: Who Gets It and What Are Its Effects?" In *Research in Labor Economics 13*, edited by E. Ehrenberg. Greenwich, CT: JAI Press, Inc., 1992.
- Little, Roderick J.A. and Donald B. Rubin. *Statistical Analysis with Missing Data*. 2nd edition. Wiley Series in Probability and Statistics. Hoboken, NJ: John Wiley and Sons, Inc., 2002.
- McConnell, Sheena, and Steven Glazerman. "National Job Corps Study: The Benefits and Costs of Job Corps." Princeton, NJ: Mathematica Policy Research, June 2001.
- McConnell, Sheena, Elizabeth Stuart, Kenneth Fortson, Paul Decker, Irma Perez-Johnson, Barbara Harris, and Jeffrey Salzman. "Managing Customers' Training Choices: Findings From The Individual Training Account Experiment" Washington, D.C.: Mathematica Policy Research, 2006.

- Meckstroth, Alicia, Ann E. Person, Quinn Moore, Andrew S. Burwick, Andrew McGuirk, Michael G. Ponzia, Shawn Marsh, Timothy J. Novak, Zhanyun Zhao, and Justin Wheeler. "Testing Case Management in a Rural Context: An Impact Analysis of the Illinois Future Steps Program. Findings from the Rural Welfare-to-Work Strategies Demonstration Evaluation." Final report. Princeton, NJ: Mathematica Policy Research, 2008.
- Neter, John, Michael H. Kutner, Christopher J. Nachtsheim, and William Wasserman. *Applied Linear Regression Models*, 3rd Edition. Boston: Irwin, 1996.
- Perez-Johnson, Irma, and Jeanne Bellotti. "The Individual Training Account Experiment: Generic Procedures Manual." Princeton, NJ: Mathematica Policy Research, April 2001.
- Perez-Johnson, Irma, Sheena McConnell, Paul Decker, Jeanne Bellotti, Jeffrey Salzman, and Jessica Pearlman. "The Effects of Customer Choice: First Findings from the Individual Training Account Experiment." Washington, DC: Mathematica Policy Research, December 2004.
- Public Policy Associates. "Dislocated Worker Program Report: Findings from the Career Management Account Demonstration." Washington, DC: U.S. Department of Labor, Employment and Training Administration, 1999.
- Schochet, Peter Z., Sheena McConnell, and John Burghardt. "National Job Corps Study: Findings Using Administrative Earnings Records Data." Washington, D.C.: Mathematica Policy Research, 2003.
- Schochet, Peter Z., John Burghardt, and Sheena McConnell. "National Job Corps Study and Longer-Term Follow-Up Study: Impact and Benefit-Cost Findings Using Survey and Summary Earnings Records Data." Washington, DC.: Mathematica Policy Research, 2006.
- Stuart, Elizabeth A, Robert Olsen, Allen Schirm, Julie Young, and David DesRoches. "The impacts of regular Upward Bound on postsecondary educational activities within 4-6 years after scheduled high school graduation." Washington, DC: Mathematica Policy Research, 2006.
- U.S. Department of Labor (2004). "Comparison of State Unemployment Insurance Laws." U.S. Department of Labor: Employment and Training Administration Office of Workforce Security. Washington, D.C. Available at <http://workforcesecurity.ETAeta.gov/unemploy/comparison.asp>.
- U.S. Department of Labor, Bureau of Labor Statistics. Employee Benefits Survey, March 2010. Available at <http://www.bls.gov/news.release/pdf/ebs2.pdf> accessed 1/18/2011.
- U.S. Department of Labor, Bureau of Labor Statistics. Employer Costs for Employee Compensation, 2011. Available at <http://www.bls.gov/news.release/eccc.toc.htm> accessed 1/18/2011.
- U.S. House of Representatives, Committee on Ways and Means. Green Book, 2004.