

Introduction to the National TAACCCT Evaluation

Wednesday, May 22, 2013

3:00 p.m. – 4:15 p.m.



Topics

- Introduction of Key Team Members
- The National Evaluation
- Our Work with the Third-Party Evaluators
- Examples of Third-Party Evaluations
- Discussion and Q&A

Introductions of Key Team Members

National Evaluation Team

- U.S. Department of Labor
 - Erika Liliedahl, Chief Evaluation Office
 - Thomas Hooper, Employment and Training Administration
- The Urban Institute (lead organization)
 - Lauren Eyster

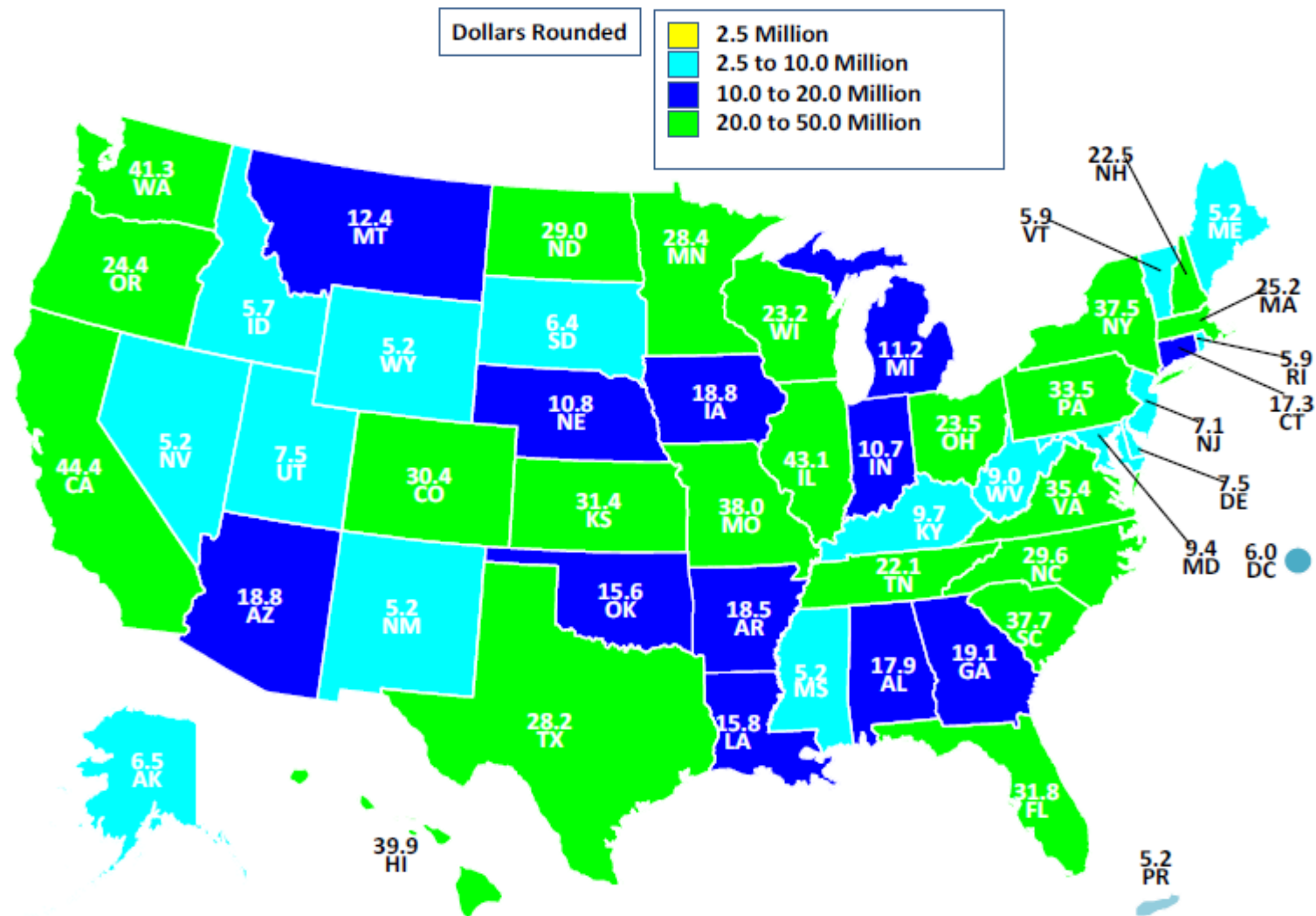
National Evaluation Team Partners

- Burt Barnow, George Washington University
- John Trutko, Capital Research Corporation
- Carol Hafford, NORC at the University of Chicago
- Randall Wilson, Jobs for the Future

Scope of the Grants to Date

- There were 49 grants awarded in Round 1 and 79 grants in Round 2.
- Grantees can be a single post-secondary institution or a consortium of institutions.
- Approximately \$1 billion has been awarded in Rounds 1 and 2.
- Several Round 1 grants and all Round 2 grants have third-party evaluations.

TAACCCT Round One and Round Two Combined – Grant Totals



Overall Evaluation Objective

- To develop and implement a mixed-method evaluation design including outcome analysis, formal implementation analysis, performance assessment, and evaluability assessment to better understand the TAACCCT grants program

Key Research Questions

- What service delivery and/or system reform innovations resulted in improved impacts for participants?
- Under what conditions can these innovations most effectively be replicated?

Key Research Questions

- What are the types of emerging ideas for service delivery change and/or system reform that seem the most promising for further research? Under what conditions are these ideas most effective?
- What directions for future research on the country's public workforce system, and workforce development in general, were suggested?

National Evaluation Activities

- Program Evaluation
 - Implementation Analysis
 - Synthesis of Grant Performance and Evaluation Results
 - Cross-Site Non-Experimental Analysis
- Communications with and Support for the Third-Party Evaluators

Implementation Analysis

- Conduct qualitative data collection and analysis to document the implementation of the TAACCCT grants
 - Units of analysis: lead grant organizations, colleges, partners, and students
 - Analysis used to draw out patterns and trends across grants and highlight innovations
 - Inclusion of findings in interim and final reports

Implementation Analysis College Survey

- In-depth web-based survey of implementation of grant activities of all TAACCCT colleges
- Administered in:
 - Spring 2014 for Round 1
 - Spring 2015 for Round 2

Implementation Analysis

Survey Topics

- Planning & Goals
- Industries & Occupations
- Target Populations & Recruitment
- Capacity-Building Activities
- Training Activities
- Partnerships & Systems Change
- Outcomes
- Sustainability

Implementation Analysis

Fieldwork to Round 2 Grants

- Select a purposive sample of 10 grantee sites for fieldwork
- Base selection on geographic region, industry sector, grant size or structure, and evaluation design
- Conduct in the fall of 2014 and spring of 2015

Implementation Analysis

Interviews for Site Visits

Grantee Staff	Key Stakeholders
Grant Directors	Employers
College Leadership	Industry Associations
Faculty and Instructors	Technical Assistance Contractors
Advisors and Other Student Support Staff	External Curriculum Developers and Other Consultants
Institutional Research or Data Staff	Workforce Investment System
Technology Staff	Community- and Faith-Based Organizations
Curriculum Developers	Social Services Agencies
	Students

Synthesis of Performance and Evaluation Results

- Analyze and report on annual grant performance data submitted to DOL
- Review and summarize evaluation results presented in interim and final reports from third-party evaluations

Cross-Site Non-Experimental Impact Analysis

- Determine which program and evaluation designs are similar enough for pooling data for impact estimates
 - Identification of 2-3 common program and evaluation designs to allow for pooled analyses of program impacts on participants
 - Currently conducting calls with selected grantees and their third-party evaluators

Common Grant Interventions

- Accelerated learning models
 - Modularized learning
 - Stackable credentials
 - Integrated Basic Education and Skills Training
- Technology-enabled learning
 - Online, self-paced learning
 - Blended classroom/online learning

Round 2

Evaluation Designs

Evaluation Method	# of Evaluations Using Method (N=79)
Experimental Design (Random Assignment)	7
Quasi-Experimental Design	68
Regression Discontinuity Design	2
Propensity Score Matching	21
Other Quantitative Method (Outcome, Pre-Post, etc.)	ALL
Process/Implementation/Qualitative Analysis	ALL

Goals for Working with Third-Party Evaluators

- Identify areas where third-party evaluators may need additional support
- Provide resources and coordinate events for third-party evaluators
- Foster peer-learning among third-party evaluators
- Track progress of third-party evaluations

TAACCCT Evaluation Events

- Convene conferences (possibly virtual) for grantees and third-party evaluators in 2013 and 2014
- Provide semi-annual webinars on evaluation topics
- Hold regular conference calls with third-party evaluators to track evaluation progress and identify evaluation topics of interest

Potential Evaluation Topics for Peer-Learning Events

- Obtaining evaluation data that may not be available in the college system
- Drawing valid comparison groups for impact analysis when no random assignment used
- Using formative findings for program improvement
- Tailoring evaluations to specific types of program interventions

TAACCCT Evaluation Communication

- Email: TAACCCTEval@urban.org
 - Shared webspace (SharePoint) with:
 - Evaluation articles and examples (methods and program design)
 - Archived webinars
 - Online forums for peer-learning
- ***Invitees to this webinar will be automatically signed up to the SharePoint site. Others should send an email to the Urban Institute to sign up.*

Examples of Third-Party Evaluations

Ann Person, Mathematica Policy
Research

Soko Starobin, Iowa State University



Overview of TAACCCT Grant Evaluation for Sinclair Community College Consortium

Introductory Webinar on the National TAACCCT Evaluation

May 22, 2013

Ann Person, Mathematica Project Director

MATHEMATICA
Policy Research

TAACCCT Project Overview

- **“Adapting and Adopting Competency-based IT Instruction to Accelerate Learning for TAA-eligible Veterans and Other Adult Learners”**
- **Co-grantees:**
 - Sinclair Community College (OH, lead)
 - Austin Community College (TX)
 - Broward College (FL)
- **Sub-contractors:**
 - Western Governors University: Consulting re competency-based model
 - Mathematica: External evaluator

Mathematica Evaluation Goals

- **Assess project implementation**
 - “Planning Guide and Deliverables Schedule” data
 - Document review
 - Site visits
- **Assess project outcomes/impact**
 - Regression discontinuity (RD) design
 - Propensity score methods
- **Support DOL compliance**
- **Support continuous improvement of colleges’ programs**

Continuous Improvement: Planning Guide

- **Identifies key inputs, activities, milestones for each deliverable to be tracked; names individual responsible; specifies start and end dates**
- **Identifies key implementation and progress indicators; establishes baseline on key indicators and supports tracking over time**
- **Management tool for Consortium National Office, partner college project managers**
- **Feeds into QNPRs and implementation study**

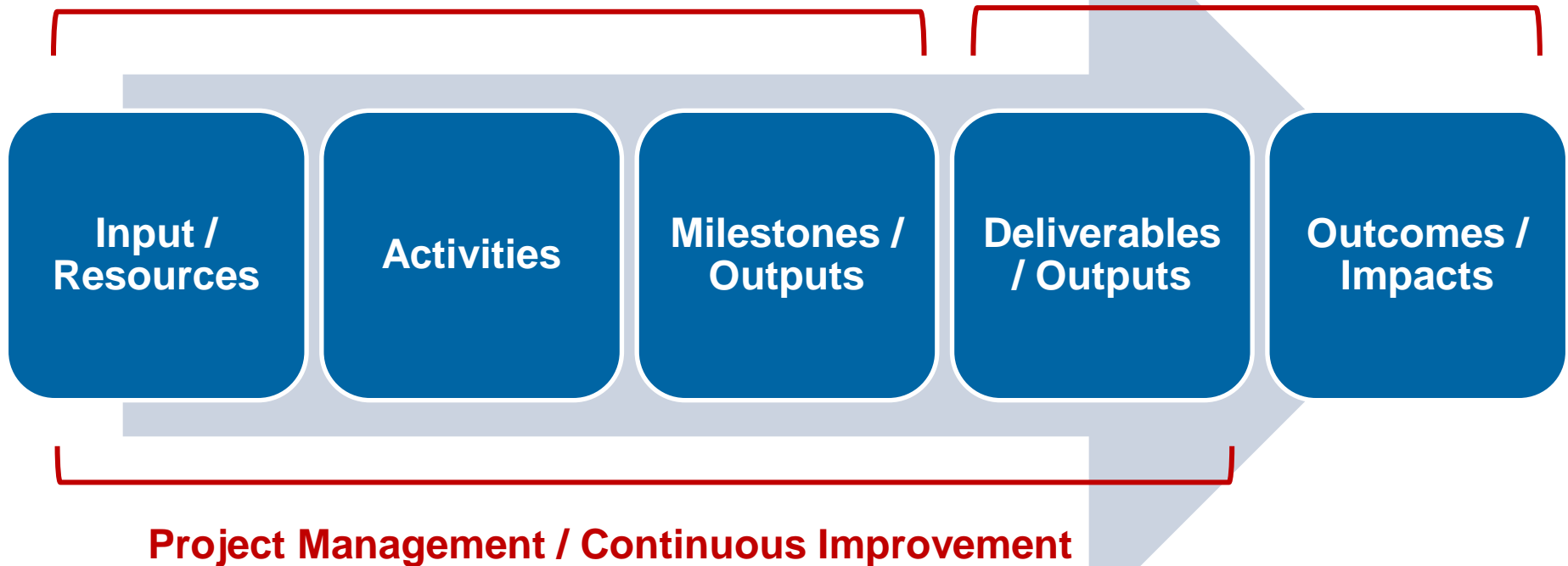
Continuous Improvement: Outcomes Data Processing

- **Data Dictionary provides item definitions and calculations; supports consistent reporting for DOL and evaluation**
- **Experience with state workforce agencies supports collection and analysis of employment data**
- **Tables for DOL Annual Reports and benchmarking templates support compliance and structure improvement discussions**
- **Impact findings can support project replication and scaling efforts**

How the pieces fit together...

**QNPRs, Interim Report,
Implementation Report**

**APRs, Outcomes /
Impacts Report**



Evaluation of Iowa-Advanced Manufacturing (I-AM): A Talent Success Strategy for the 21st Century Workforce

Soko S. Starobin, Ph.D.

Andrew Ryder, Ph.D.

Know your State



Not Just Corn and Beans!

Out of 1.97m jobs, only 91,000 are farm-based.

Trade, transportation, and utilities (368,000 workers) and **Manufacturing** (212,000 workers) are larger sectors of the Iowa labor market.

Source: U.S. Bureau of Economic Analysis, 2011 data.

Know your State



Workforce Challenges ...

Brain Drain – Stemming the loss of Iowa-educated graduates and workers is a state priority.

But Manufacturing Opportunities

Iowa is **ranked #1** in percentage of total energy generated from wind and **#3** in total wind energy production.

Biofuels – energy from corn (ethanol) and biomass is big business.

Know your State

- Learn culture of 15 community colleges, CTE programs within Iowa
- Develop relationships with community college personnel and program instructors, grant administrators, and business/industry partners
- Take time to understand complexities of programs, size and scope, geo-political issues
- Understand a unique challenge of demographic changes in the state

Quantitative Evaluation

Program Outcomes

Design

- Comparison cohort using propensity score matching (PSM)
- Matched on demographic and academic/training program characteristics

Data Sources

- I-AM Project Application/In-Take Form
- Community College MIS (Iowa Dept. of Ed.)
- Post-College Earnings Data (Iowa Workforce Development)

Qualitative Evaluation

Program Implementation

Approach and Methods

- A-E-I-O-U approach
- Document analysis, focus groups, interviews

Data Sources

- Project records
- Project leaders
- Faculty, advisers, students
- Community Partners

Discussion and Q&A

