EVALUATION OF ROUND 4 TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING (TAACCCT) GRANTS

Outcomes Study Overview

March 10, 2016

3:00-4:00 p.m. EST

Today's Agenda

- Welcome from Round 4 Team
- Introduction
- Overview of outcomes study
- Next steps
- Questions

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TAACCCT Round 4 Evaluation Team

U.S. Department of Labor, Chief Evaluation Office

- Molly Irwin and Janet Javar, Federal Project Officers

U.S. Department of Labor, Employment and Training Administration

- Cheryl Martin, Program Manager, TAACCCT Grants

Abt Associates

- Karen Gardiner, Project Director
- Adrienne Smith, Deputy Project Director
- David Judkins, Co-Principal Investigator

The Urban Institute

- Lauren Eyster, Co-Principal Investigator

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Primary Components of TAACCCT Round 4 Evaluation

- **National Evaluation**
  - Implementation research visits
  - Survey of all colleges participating in R4 grants
  - Outcomes study of select grantees
  - Synthesis of third-party evaluation findings
  - Employer study
- **Support to third-party evaluators**
  - Evaluation resources website (www.taacccteval.org)
  - Roundtables, webinars, convenings
  - Feedback on detailed evaluation plans

Outcomes Study Overview

- Describe the characteristics of TAACCCT participants, their service receipt and their outcomes related to education and employment

- Support and promote the rigor of grantee third-party evaluations

- Focus on a subset of grantees (up to 10)

- Involves gathering information from participants in TAACCCT-supported programs

- Does not involve random assignment

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Outcomes Study Data Collection

- **At "baseline" when participant starts program**
  - **Informed consent form** (purpose of study, data that will be collected)
  - **Baseline Information Form**
    - Demographic (e.g., marital status, age, race/ethnicity, children)
    - Education (e.g., highest level completed, highest level expected)
    - Public assistance receipt, employment history, income
    - Contact information for 12-month survey
  - **Self-Administered Questionnaire**
    - Attitudes about oneself (e.g., motivation, feelings about different aspects of life)
    - Math and computer skills

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Outcomes Study Data Collection (continued)

- **12-month follow-up survey**
  - Training receipt, type of instruction, hours of instruction, credits earned (including from prior learning), credential(s)
  - Services received (e.g., advising, job assistance)
  - Employment status and job characteristics (wages, benefits, alignment with training/credential)
  - Economic independence (public assistance, income)

- **Nationally available quarterly wage data**
  - Pre- and post-program entry

Focus on Programs

- TAACCCT funds support a range of capacity-building activities, programs of study, and student services

- We are interested in isolatable **programs**
  - Designated sequences of courses
  - Lead to a specific credential (or stackable credentials)
  - Are relatively short-term (1 to 6 months)
  - Have a uniform entry point
  - Will enroll 50+ participants in the next academic year
  - Supported by TAACCCT

A Sample Program: Careers from College Advanced Manufacturing

- **Sequence of courses**: Three-course core curriculum to be taken within a participants' first semester of study, leading to a pathway in mechatronics

- **Credential**: Certified Production Technician certificate

- **Short-term**: One semester – i.e., 16 weeks

- **Identifiable entry point**: College advisors meet with students, gauge their interest, and enroll them in the program

- **Projected enrollment**: Approximately 800 participants per academic year

Outcomes Study = Collaboration

- In partnership with grantees and their evaluators, the national evaluation team will:
  - Identify programs to include in the study
  - Determine procedures for administering the baseline data collection instruments on site
  - Determine how data collected can be used to support and strengthen the third-party evaluation

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Outcomes Study = Collaboration (continued)

- The national evaluation team will:
    - Administer the 12-month survey
    - Access quarterly wage records
    - Support grantees in collecting baseline data

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Next Steps: National Evaluation

- Review information collected (February-March)
- Recommend grantees to DOL for follow-up calls (March)
- Schedule and conduct follow-up calls (March-April)
- Recommend to DOL up to 10 grantees for inclusion in study (April)
- Work with selected grantees and their TPEs to design data collection procedures, obtain institutional research approval as needed (May-June)
- Start data collection (Fall cohort)

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Follow-up Call Specifics

- 60 to 90 minutes
    - Include grantee and third-party evaluator
- Focus on several topics:
    - Third-party evaluation—design, changes, sample
    - Grant specifics—enrollment goals, enrollment remaining, expected changes to grant-funded services
    - Programs supported by the grant—credential(s) available, length, enrollment procedures, expected enrollment in next academic year, location of program (i.e., number of campuses/colleges), level of TAACCCT support
    - College IRB—if needed, steps and timing

Questions?

After today's webinar, submit any additional questions to taacccteval@urban.org