TechNet Evaluation Webinar

June 29, 2015

Agenda

- Implementation Evaluation
- Impact Evaluation
  - Data Collection
- Next Steps

Organizing the Evaluation

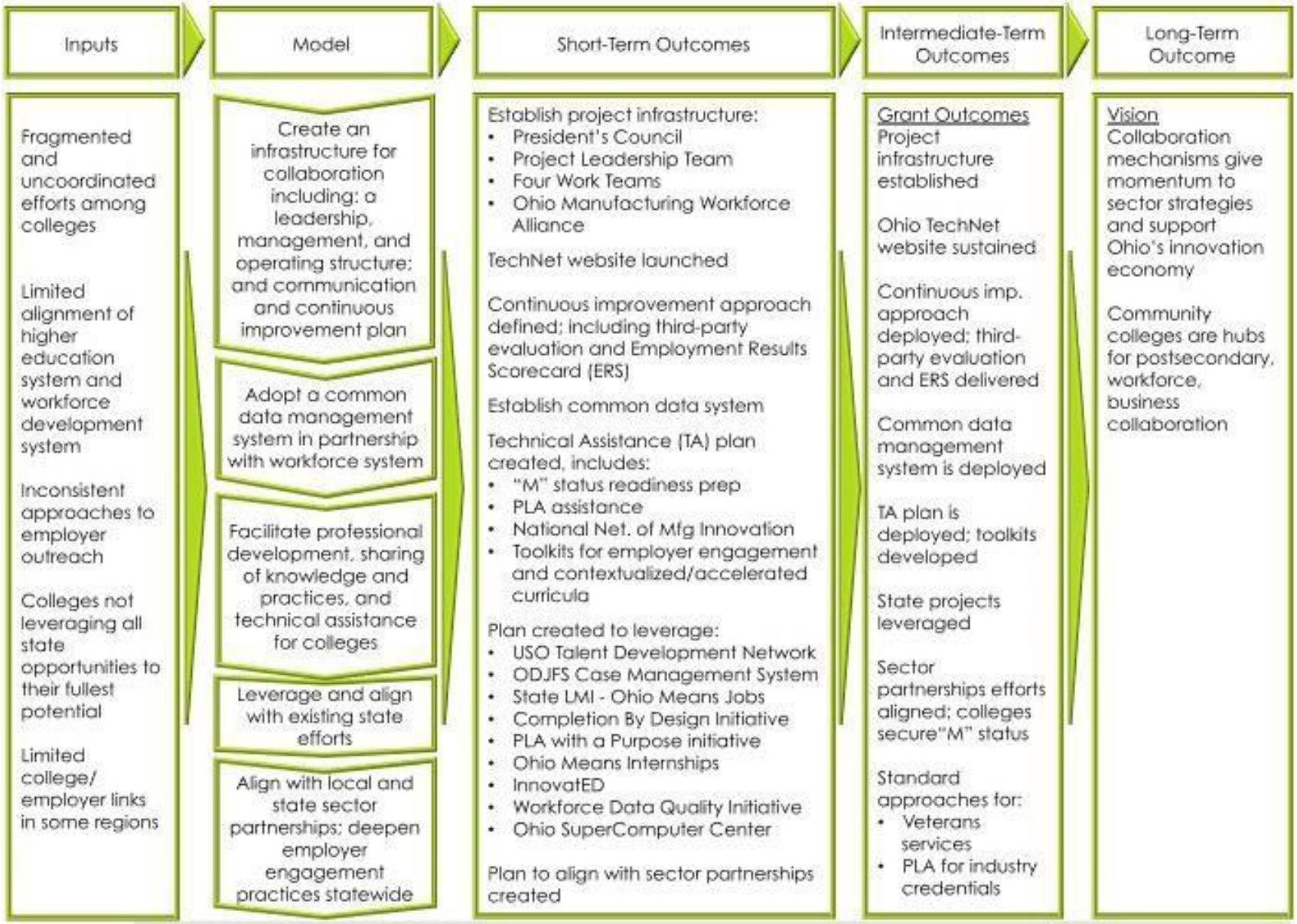
- Finalize and approve logic models
- Formulate evaluation questions
- Develop inquiry plans, including data plan
- Build the infrastructure  We are here
  - Data templates, training, etc.
- Begin collecting Participant Intake Forms now
- Data transmission begins in Fall 2015

Implementation Evaluation

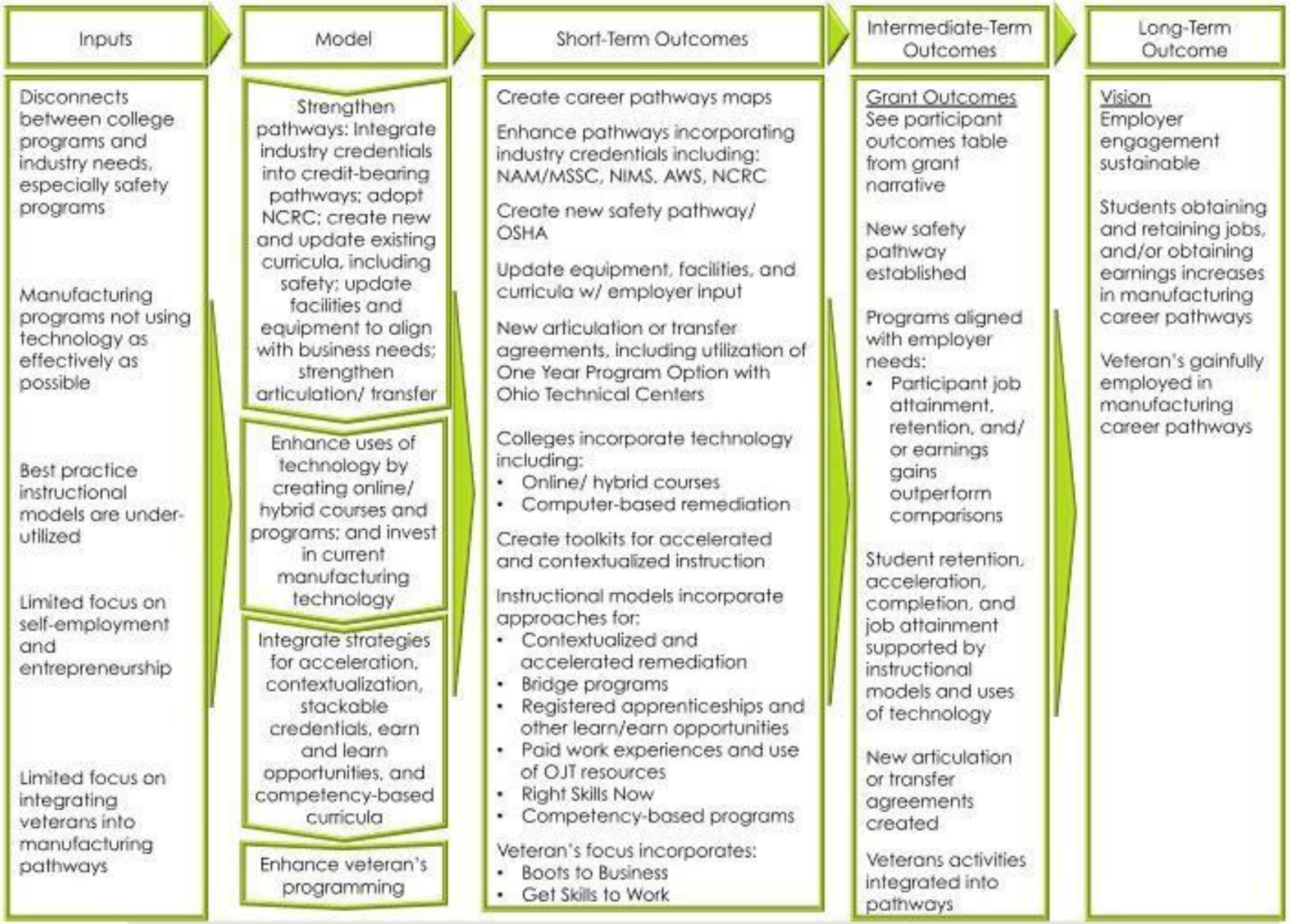
Implementation Evaluation

- Utilizes site visits, interviews, questionnaires, etc.
- Investigates the mechanisms driving outcomes
- Discovers factors enabling or hindering the work
- Documents approaches at each college in how the grant is implemented
- Informs continuous improvement efforts in later stages
- Sets the stage for future student success agenda

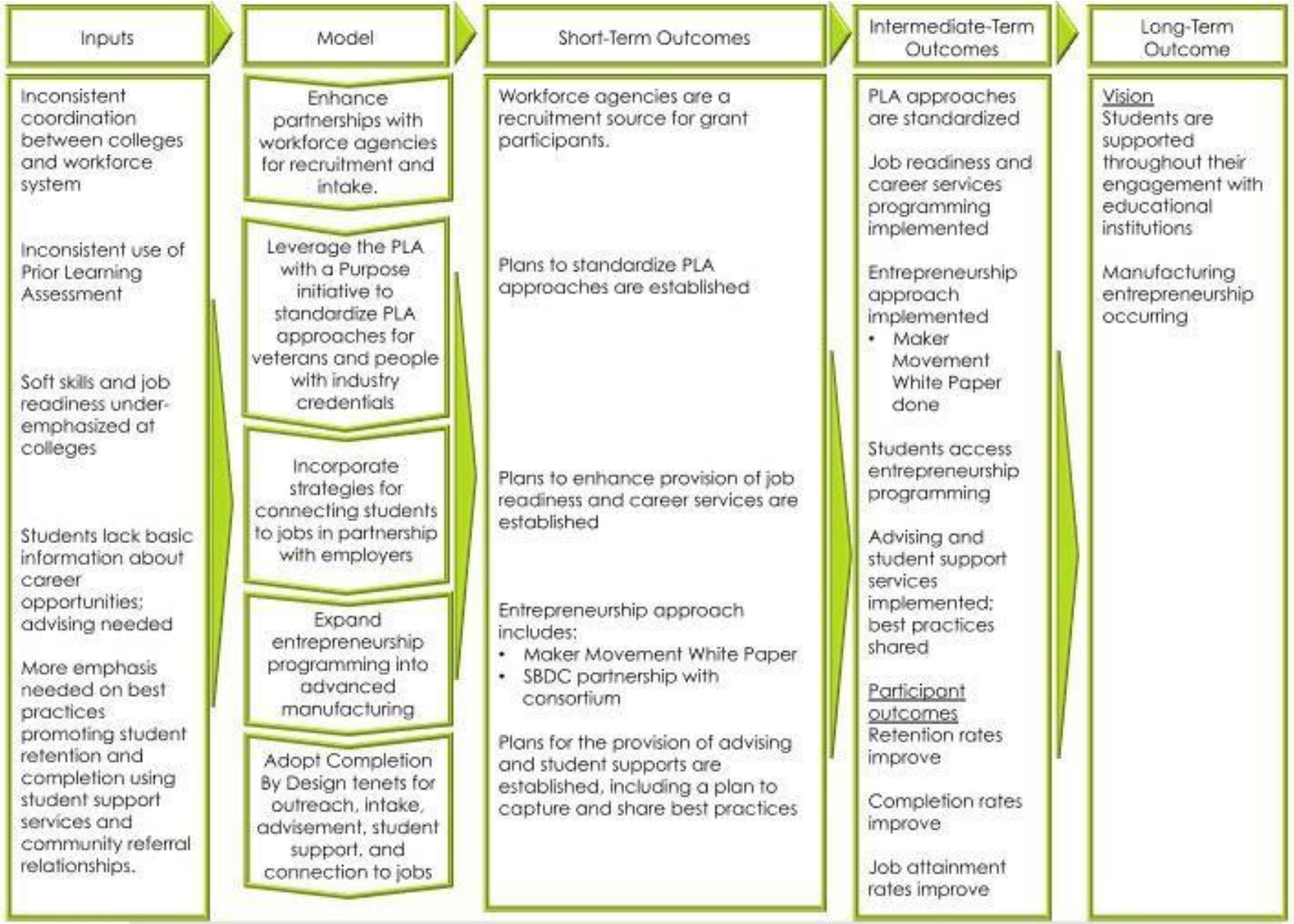
Logic Model – Strategy 1



Logic Model – Strategy 2



Logic Model – Strategy 3



Evaluation Questions

- What is being implemented and how is it theorized to drive impacts?
- Has implementation occurred on time and as intended?
- Is there fidelity to the model?
- When variation exists, is it effective and consistent with project outcomes?
- Plus, specific questions pertaining to each grant strategy

Post-Completion Survey

- Only participants providing consent on the intake form
- Administered via email and phone
- Considered part of the implementation analysis
  - Higher likelihood that survey will not provide statistically useful data; Impact evaluation questions designed to rely on administrative and college data
- Captures details not available in other data, such as:
  - Work history
  - Post-completion occupation
  - Hourly wages and benefits
  - Promotions
  - Intensity of work

Timeline

- Implementation evaluation stages:
  - Colleges' planning stage: Fall 2015
  - Colleges' early stage implementation: Spring 2016
  - Colleges' later stage implementation: Spring 2017

Impact Evaluation

Impact Evaluation

- Measures grant outcomes based on data collected from colleges and other sources
- Assesses effectiveness of grant activities through a comparative analysis
- Answers questions:
  - Do these strategies achieve their intended goals?
  - Are changes in outcomes attributable to grant activities or are there other factors affecting outcomes?

Evaluation Questions

Questions defined by DOL reporting requirements, benchmarked against comparison groups:

1. How many unique participants have been served?
2. How many participants have completed a grant-funded program of study?
   a) Of those, how many are incumbent workers?
3. How many participants are still retained in their program of study (or other grant-funded program)?
4. How many participants are retained in other education programs?

Completions

Retention

Evaluation Questions

Questions defined by DOL reporting requirements (cont):

5. How many credit hours have been completed aggregated across all participants?
   a) How many students have completed credit hours?

Credits

6. How many credentials have been earned aggregated across all participants?
   a) How many students have earned certificates (<1 year)?
   b) How many students have earned certificates (>1 year)?
   c) How many students have earned degrees?

Credentials

Evaluation Questions

Questions defined by DOL reporting requirements (cont):

7. How many students are pursuing further education after program of study completion?
8. How many participants are employed after program of study completion?
9. How many participants are retained in employment after program of study completion?

Employment

Evaluation Questions

10. What are the earnings of participants relative to before enrollment?
    a) How many of those employed at enrollment received a wage increase post-enrollment?

Additional evaluation question:

11. What is the time-to-completion of participants?

Definition of Participants

- Program participants: adults who, during the grant implementation period:
  - Declare for a grant-affected program of study, or
  - Take a core course in a grant-affected program of study
  - NOTE: Seeking clarification on new DOL language of "REQUIRED core courses" vs. "core courses". Currently, no change to definition
- Comparison persons: similar definition, but for defined comparison programs
  - Parallel comparison: similar programs during the grant period
  - Historical comparison: grant-affected programs of study, prior to the grant period (when possible)

Program Worksheet

- Defines grant-affected and comparison programs and core courses for each
- Developed and agreed upon between colleges, New Growth, OSU, and project leadership

COLLEGE NAME	CIP CODE	Awards Available (e.g., Non-credit certificate, certificate<1yr, certificate 1 yr or greater, AAS, industry certifications)	Credit Status	Duration (how long does it take to complete program?) Indicate in terms of # weeks, #terms or #years	Tenure (how long prior to grant award was the program offered at your college?)	Grant Implemented (What year/ term do you anticipate that the program will become grant affected?	Core Courses (list by course catalogue name)	Reasons for grant affected status (X all that apply)							
CONTACT & EMAIL for questions pertaining to this worksheet								All new program	Modified curriculum	New equipment	New supplies	Instructor paid by grant funds	Instructor trained using grant funds	Space renovated using grant funds	Other: indicate in text
Program 1 Official Name															
Program 2 Official Name															
Program 3 Official Name															
Program 4 Official Name															
Program 5 Official Name															

Program/Course Codes

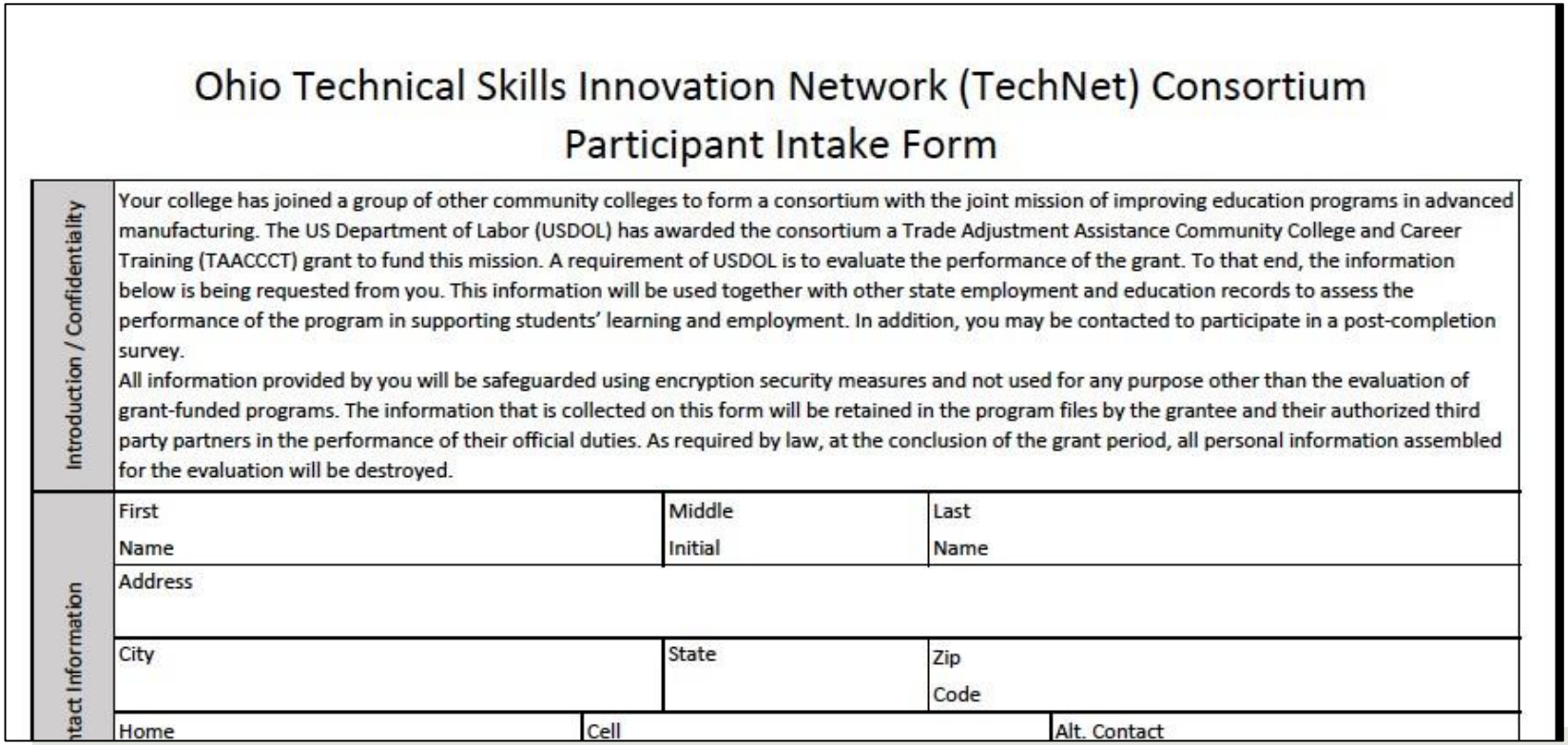
Institution	Institution Code	Program Title	Program Code	Course Title	Course Code	Subject Area (6-digit CIP code)	Subject Area (2-digit CIP code)
Cuyahoga	CYCC	(no title)	971	Machinery Installation	ATMW1720	48.9999	48 - Precision Production
Lakeland	LKCC	(no title)	9429	Electric Utility Tech 1	AEUT1000	15.0303	15 - Engineering Technologies and Engineering-Related Fields
Rhodes State	LMTC	Mechanical Engineering Technology	AASMET	CNC Programming	FMS103	15.0899	15 - Engineering Technologies and Engineering-Related Fields
Zane State	MATC	Electric/Electronics Engineering Technology	EET	Power Control Electronics	EET 211	15.0399	15 - Engineering Technologies and Engineering-Related Fields
Owens State	OSCC	Welding Major	WELD	Iron Workers App Block II	SKT262D	48.0508	48 - Precision Production

Program/Course Codes

- CIP Code Related Resources:
  - http://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55
  - http://regents.ohio.gov/hei/datasubdoc/vertables/veritabsubject.html
- Program/Course Codes:
  - Specific to each institution
  - Used in HEI reporting

Participant Intake Form

- Collect PIF for each participant as soon as possible
- Used for data, contact info, and documentation



Ohio Technical Skills Innovation Network (TechNet) Consortium
Participant Intake Form

Introduction / Confidentiality	Your college has joined a group of other community colleges to form a consortium with the joint mission of improving education programs in advanced manufacturing. The US Department of Labor (USDOL) has awarded the consortium a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant to fund this mission. A requirement of USDOL is to evaluate the performance of the grant. To that end, the information below is being requested from you. This information will be used together with other state employment and education records to assess the performance of the program in supporting students' learning and employment. In addition, you may be contacted to participate in a post-completion survey. All information provided by you will be safeguarded using encryption security measures and not used for any purpose other than the evaluation of grant-funded programs. The information that is collected on this form will be retained in the program files by the grantee and their authorized third party partners in the performance of their official duties. As required by law, at the conclusion of the grant period, all personal information assembled for the evaluation will be destroyed.		
ntact Information	First Name	Middle Initial	Last Name
	Address		
	City	State	Zip Code
	Home	Cell	Alt. Contact

Data Templates

- PIF data template: collects data from the paper PIFs
- Ongoing (OG) data template:
  - Data that changes or accumulates over time (e.g., credits attained, programs completed)
  - Is sent to Lorain CCC for each semester of tracking; then collated and transmitted to OSU
- Note: Instructions will be provided with the templates defining terms and describing where and how to upload; another webinar likely will be scheduled for the data people covering these instructions.

Administrative Data

- Other data sources relevant to the evaluation:
- Ohio Longitudinal Data Archive (OLDA) centralizes cross-matched data including (among others):
  - Higher education records from OBOR
  - Unemployment Insurance (UI) records from ODJFS
- ODJFS's Workforce Case Management System (WCMS) to be used as a data transmission system

Timeline

- College data submissions scheduled twice per year
  - Each Fall (~Sept 15), submit data for preceding Spring and Summer semesters
  - Each Spring (~Feb 15), submit data for preceding Fall semester
- Annual Performance Report (APR) due to DOL mid-Nov based on best numbers as of Fall data submission

Next Steps

Next Steps for Summer 2015

- Contact information for Institutional Research personnel
- Data sharing agreements
  - Legal agreements that allow colleges to send data to Lorain County Community College, and for LCCC to send to OSU need to be written and signed
- Institutional Research Board (IRB) approval if needed (TBD by college)
- Participant intake forms
  - Should be used for all participants as programs are implemented
- Program Worksheet
  - To be developed at each college with New Growth/ OSU
  - Amended to include program/course codes used in HEI reporting
- "First run" of the data system in Sept, in prep for Annual Performance Report (Nov)

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