



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

Inputs

Model

Short-Term Outcomes

Intermediate-Term Outcomes Long-Term Outcome

Fragmented and uncoordinated efforts among colleges

Limited alignment of higher education system and workforce development system

Inconsistent approaches to employer outreach

Colleges not leveraging all state opportunities to their fullest potential

Limited college/ employer links in some regions Create an infrastructure for collaboration including: a leadership, management, and operating structure; and communication and continuous

Adopt a common data management system in partnership with workforce system

improvement plan

Facilitate professional development, sharing of knowledge and practices, and technical assistance for colleges

Leverage and align with existing state efforts

Align with local and state sector partnerships; deepen employer engagement practices statewide Establish project infrastructure:

- President's Council
- Project Leadership Team
- Four Work Teams
- Ohio Manufacturing Workforce Alliance

TechNet website launched

Continuous improvement approach defined; including third-party evaluation and Employment Results Scorecard (ERS)

Establish common data system

Technical Assistance (TA) plan created, includes:

- "M" status readiness prep
- PLA assistance
- · National Net. of Mfg Innovation
- Toolkits for employer engagement and contextualized/accelerated curricula

Plan created to leverage:

- USO Talent Development Network
- ODJFS Case Management System
- State LMI Ohio Means Jobs
- · Completion By Design Initiative
- PLA with a Purpose initiative
- · Ohio Means Internships
- InnovatED
- Workforce Data Quality Initiative
- Ohio SuperComputer Center

Plan to align with sector partnerships created Grant Outcomes Project infrastructure

established

Ohio TechNet website sustained

Continuous imp. approach deployed; thirdparty evaluation and ERS delivered

Common data management system is deployed

TA plan is deployed; toolkits developed

State projects leveraged

Sector partnerships efforts aligned; colleges secure"M" status

Standard approaches for:

- Veterans services
- PLA for industry credentials

Vision
Collaboration
mechanisms give
momentum to
sector strategies
and support

Ohio's innovation

economy

Community
colleges are hubs
for postsecondary,
workforce,
business
collaboration

Logic Model – Strategy 2

Inputs

Model

Short-Term Outcomes

Intermediate-Term Outcomes Long-Term Outcome

Disconnects between college programs and industry needs, especially safety programs

Manufacturing programs not using technology as effectively as possible

Best practice instructional models are underutilized

Limited focus on self-employment and entrepreneurship

Limited focus on integrating veterans into manufacturing pathways Strengthen
pathways: Integrate
industry credentials
into credit-bearing
pathways; adopt
NCRC; create new
and update existing
curricula, including
safety; update
facilities and

equipment to align

with business needs:

strengthen

articulation/ transfer

Enhance uses of technology by creating online/ hybrid courses and programs; and invest in current manufacturing technology

Integrate strategies for acceleration, contextualization, stackable credentials, earn and learn opportunities, and competency-based curricula

Enhance veteran's programming Create career pathways maps

Enhance pathways incorporating industry credentials including: NAM/MSSC, NIMS, AWS, NCRC

Create new safety pathway/ OSHA

Update equipment, facilities, and curricula w/ employer input

New articulation or transfer agreements, including utilization of One Year Program Option with Ohio Technical Centers

Colleges incorporate technology including:

- · Online/ hybrid courses
- Computer-based remediation

Create toolkits for accelerated and contextualized instruction

Instructional models incorporate approaches for:

- Contextualized and accelerated remediation
- · Bridge programs
- Registered apprenticeships and other learn/earn opportunities
- Paid work experiences and use of OJT resources
- · Right Skills Now
- · Competency-based programs

Veteran's focus incorporates:

Boots to Business
 Get Skills to Work

Grant Outcomes See participant outcomes table from grant narrative

New safety pathway established

Programs aligned with employer needs:

 Participant job attainment, retention, and/ or earnings gains outperform comparisons

Student retention, acceleration, completion, and job attainment supported by instructional models and uses of technology

New articulation or transfer agreements created

Veterans activities integrated into pathways <u>Vision</u> Employer engagement sustainable

Students obtaining and retaining jobs, and/or obtaining earnings increases in manufacturing career pathways

Veteran's gainfully employed in manufacturing career pathways

Logic Model – Strategy 3

Inputs

Inconsistent coordination between colleges and workforce system

Inconsistent use of Prior Learning Assessment

Soft skills and job readiness underemphasized at colleges

Students lack basic information about career opportunities; advising needed

More emphasis needed on best practices promoting student retention and completion using student support services and community referral relationships. Model

Enhance partnerships with workforce agencies for recruitment and

intake.

Leverage the PLA
with a Purpose
initiative to
standardize PLA
approaches for
veterans and people
with industry
credentials

Incorporate strategies for connecting students to jobs in partnership with employers

Expand entrepreneurship programming into advanced manufacturing

Adopt Completion By Design tenets for outreach, intake, advisement, student support, and connection to jobs Short-Term Outcomes

Workforce agencies are a recruitment source for grant participants.

Plans to standardize PLA approaches are established

Plans to enhance provision of job readiness and career services are established

Entrepreneurship approach includes:

- · Maker Movement White Paper
- SBDC partnership with consortium

Plans for the provision of advising and student supports are established, including a plan to capture and share best practices Intermediate-Term Outcomes

PLA approaches are standardized

Job readiness and career services programming implemented

Entrepreneurship approach implemented

Maker
 Movement
 White Paper
 done

Students access entrepreneurship programming

Advising and student support services implemented; best practices shared

Participant outcomes Retention rates improve

Completion rates improve

Job attainment rates improve Long-Term Outcome

Vision Students are supported throughout their engagement with educational institutions

Manufacturing entrepreneurship occurring

- 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?

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

- 1. How many unique participants have been served?
- 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?

completion

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Questions defined by DOL reporting requirements (cont):

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



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?

- 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 gart 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 a 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 1 yr or greater, AAS, industry certifications)	CreditStatus	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	grantaffecte	d status (X all	that apply)		
CONTACT & EMAIL for questions pertaining to this worksheet								All new program	Modified curriculum	New equipment	Newsupplies	Instructor paid by grant funds		Space renovated usinggrant funds	Other: indicate in text
Program 1 Official Name															
Program 2 Official Name															
Togram 2 Omelanvame															
Program 3 Official Name															
Program 4 Official Name															
Program 5 Official Name															

Program/Course Codes

Institution	Instituti on 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 Programmin g	FMS103	15.0899	15 - Engineering Technologies and Engineering-Related Fields
Zane State	MATC	Electric/Electronics Engineering Technology	EET	Power Control Electronics	EET211	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/veritabsu bject.html
- Program/Course Codes:
 - Specific to each institution
 - Used in HEI reporting

Participant Intake Form

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

Ohio Technical Skills Innovation Network (TechNet) Consortium Participant Intake Form Your college has joined a group of other community colleges to form a consortium with the joint mission of improving education programs in advanced Introduction / Confidentiality 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. First Middle Last Name Initial Name Address tact Information City State Zip Code 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 arossmatched 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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