Tuesday, October 23, 2018

Session Two

Title: **Research Underway**

Moderated by: **Heidi Silver-Pacuilla**, State Director, Virginia

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Insights into 4 National Studies and Programs

- PIAAC Small-Area Estimates

- National Study of the Implementation of Adult Education Under the *Workforce Innovation and Opportunity Act*

- Effective Adult Education Strategies and Services

- Evaluating Program Effectiveness, NRS 2018 Trainings

What is the PIAAC?

- International study that assesses key cognitive and workplace skills
  - Literacy
  - Reading (for those with low literacy skills)
  - Numeracy
  - Problem solving in technology-rich environments
- Includes an extensive background survey
- You may be familiar with the online version that can be used to assess individuals for diagnostic purposes: *Education & Skills Online*

What is PIAAC's Small Area Estimation?

- Currently, PIAAC estimates can only be produced at the national level

- A new statistical modeling approach has been developed that will result in "synthetic" estimates of literacy and numeracy at the *county* or *state* level

- Estimates will be based on the combined 2012/14 and 2017 PIAAC data

- Will be released in early 2020

Why Should You Be Excited?

- National estimates are useful for federal policymakers and researchers

- Small area estimates will be useful for <u>YOU</u>!

- Can use to…
  - Assess county and state skill levels
  - Compare counties to each other or to state or national averages
  - Compare state to other states or national averages
  - Explore skill levels within the context of county- or state-level characteristics

What Exactly Will You Be Able to Do?

- The small area estimates will be presented via an accessible, interactive map-format web site

- The website will allow you to produce average literacy and numeracy estimates for the county (or state) adult population

- You will also be able to produce estimates of the *percentages* of adults at three PIAAC proficiency levels (level 1 and below, level 2 and level 3+)

Where Can You Learn More?

- The PIAAC Gateway at http://piaacgateway.com/

- The National Center for Education Statistics at https://nces.ed.gov/surveys/piaac/

- Contact Jaleh Soroui at jsoroui@air.org

What Are The Study's Research Questions?

- To what extent are the reforms to adult education promoted by WIOA being implemented at the state and local levels?

- In what other ways has implementation changed since before WIOA?

- What challenges are state agencies and local providers experiencing in implementing adult education under WIOA?

What Data Will We Use?

- Study will be descriptive and primarily based on two census surveys
  - State directors of adult education (January—April 2020)
  - Local adult education providers (October 2019—April 2020)
- We will also use estimates from the 2003 Adult Education Provider Survey (AEPS) for comparison purposes
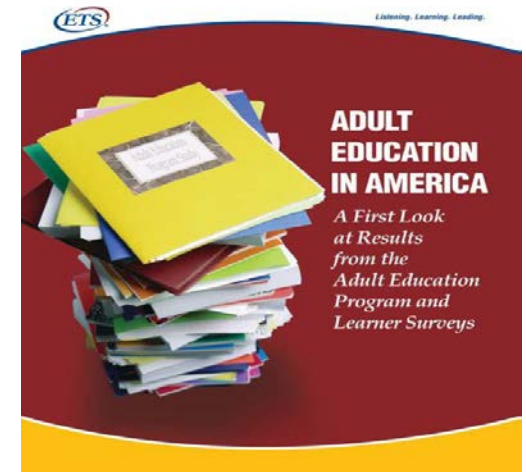
What Data Will We Use? (continued)

- We will use the National Reporting System (NRS) of Adult Education and other supporting data to describe
  - Trends in program size and participant characteristics
  - Context of adult education in each state

State Director Survey Content

- Funding sources and amounts

- Policies for grantee awards and services

- Collaboration with workforce development and other partners

- Technical assistance offered by states

- Using data (for decision making, monitoring and evaluation)

- Challenges in implementing adult education under WIOA

Local Provider Survey Content

- Provider characteristics

- Funding sources and amounts

- Expenditures

- Instructional and support services provided

- Collaboration with workforce development and other partners

- Using data (for decision making, monitoring and evaluation)

- Challenges in implementing adult education under WIOA

When Will Findings Be Available?

- First report will be released in 2021

    - Will include national estimates based on the State Director Survey

- Second report will be released in 2022

    - Will include national- and state-level findings from the Provider Survey and national-level comparisons to the 2003 AEPS estimates

What Important Role Can You Play?

- Provide a list of local providers when requested

  - We are also considering asking you for provider-level NRS data to use in descriptive analyses

- Encourage program directors to complete their survey

- Please complete your own survey when you get it!

What Will You Learn?

- How providers in your state are implementing adult education and what challenges they are experiencing

    - Can be compared to findings in other states and nationally

    - Some findings can be compared to data from 2003

- How your own (state-level) activities and challenges differ—or are similar—to those of other states

For More Information Contact:
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THANK YOU

MAKING
RESEARCH
RELEVANT

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Evaluating Program Effectiveness

SUMMARY OF EVALUATION TRAINING AND TOPICS FROM THE NRS REGIONAL TRAINING

October 2018

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for Adult Education

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NRS Regional Training, June-July 2018

- Evaluating Program Effectiveness

- General approach to evaluation

- State teams selected a topic and question

  - Evaluation planning tool and logic models

    - Identified inputs, outputs and outcomes in a logic model

- Attended by 36 states, DC, Puerto Rico, Northern Marianas and Virgin Islands and 106 participants

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Training Objectives

To develop the evaluation approach, state teams:

- Explored purposes and approaches to evaluation.

- Identified state priorities that define effective performance.

- Selected data elements and approaches to collecting data for the evaluation.

- Determined how to use evaluation data to improve state performance.

- Developed a plan for a statewide performance evaluation system.

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Preparing for WIOA Evaluation

Evaluation is required by WIOA, Section 116

Training was designed to help states prepare by:

- Identifying a topic of focus

- Teaching the basics of evaluation and how to apply them

- Informing you about evaluation for discussion with partners and evaluation contractors

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Evaluation Topics: WIOA Examples

WIOA requires the evaluation of services and activities related to WIOA

WIOA Examples:

- Integrated education and training (IET) and workforce outcomes

- Distance learning

- Outcomes of partnerships

- Employer satisfaction

Relationship of Evaluation and Monitoring

Evaluation is future oriented

- Identifies what works, how process affects outcomes

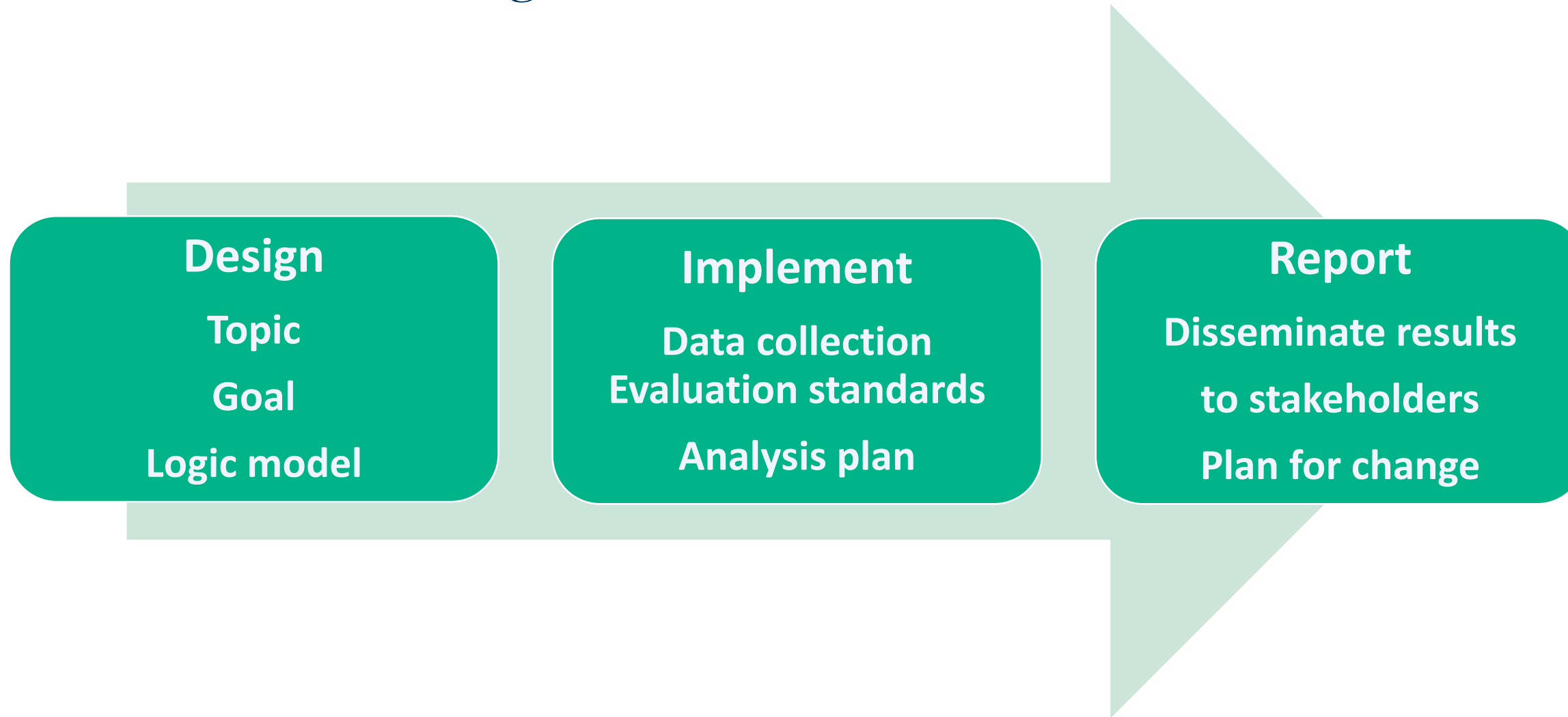- Identifies the relationship of activities to outcomes

Monitoring is present oriented

- Assesses whether things are going as planned or desired

- Monitoring is often part of evaluation

- Allows corrections and changes as the evaluation goes on

- Informs what is happening—can be part of a formative evaluation or implementation study

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Evaluation Planning Process

Design

Topic

Goal

Logic model

Implement

Data collection
Evaluation standards

Analysis plan

Report

Disseminate results

to stakeholders

Plan for change

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Simple Logic Model

Topic or Problem: **Topic or Problem Question:**

Goal

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Intermediate	Long-term

ASSUMPTIONS	EXTERNAL FACTORS
1.	1.
2.	2.
3.	3.

Evaluation Topics: What do States Want to Evaluate?

Topic	Number of States
1. How to increase measurable skill gain (MSG)?	16
2. How to Increase enrollment?	11
3. How to increase posttest rates?	5
4. Is professional development effective in improving MSG?	3
5. How to improve retention?	2
6. How to increase contact hours?	1
7. Is adult education cost effective (return on investment study)?	1

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Improving MSG and Posttesting Rates

- State approaches from logic model "outputs"

  - Increase local programs use of data, reports from data system

  - Improve retention and posttesting rates

  - Make materials and instruction more

     learner-centered

  - Incentivize programs for improving MSG

Increasing Enrollment

- State approaches from logic model "outputs"

  - Increase IET enrollment by awarding funds, building partnerships and providing TA to local programs

  - Improve IELCE by awarding more grants

  - Increase co-enrollment with partner programs

  - Work with partners to increase referrals to adult education

  - Expand classes and providers

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Evaluating Professional Development (PD), Retention and Participation

- Topics for PD evaluation from logic model

    - STAR reading have better student outcomes?

    - Do teachers who participated in training on College and Career Read standards have better student outcomes?

- State approaches to improving retention and participation from logic model "outputs"
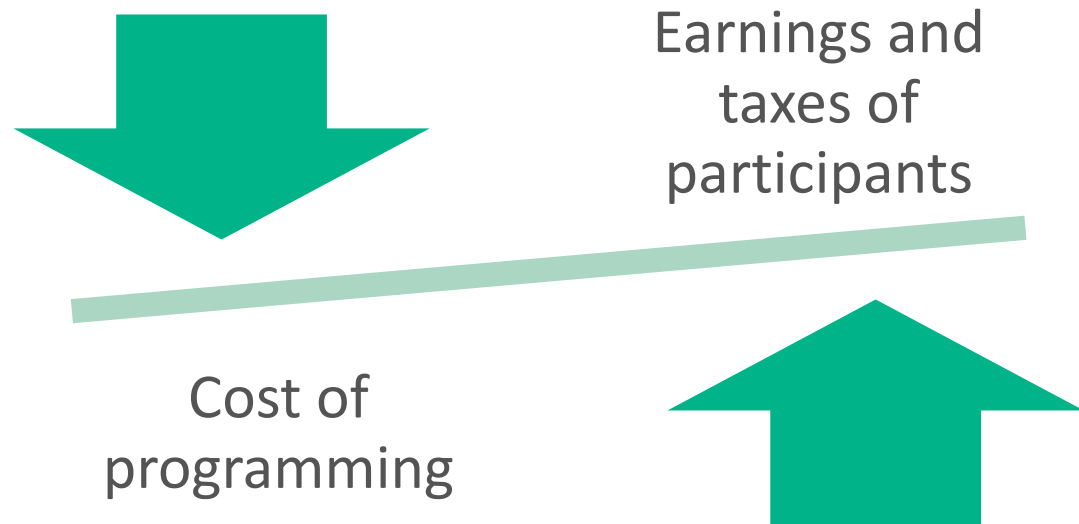
    Make instruction and materials more relevant to learners' needs

    - Increase ongoing contact with students

    - Enhance recruitment efforts

Return on Investment Study

- State approach from logic model "outputs"

  - Estimate earning and taxes paid from student employment data

  - Compare to cost of instruction

Earnings and taxes of participants

Cost of programming

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Next Steps

- States are expected to work on their evaluation

- Further training and assistance is available

  through the NRS Support Project

- Identify which state topics are of interest for further larger scale, multi-state evaluation

Assessing Evidence of Effectiveness in Adult Education

Feasibility and Design Study

National Association of State Directors of Adult Education, National Training Institute

Savannah, Georgia

October 23, 2018

Peter Schochet

Evaluation Team: Researchers and Practitioners

- **Mathematica Policy Research**

- **Manhattan Strategy Group**
  - **Laura Lanier**
  - **Sue Liu**

- **Social Policy Research**

- **Consultants from Rutgers University**
  - **Alisa Belzer**
  - **Michelle Van Noy**
  - **Susan Finn Miller**

- **Technical Working Group**

Purpose of Study is to Identify Possible Interventions for Evaluation

- Practices, approaches, and strategies

- Those in widespread use

- Those that could be expanded to more sites

- Specific interventions or categories (bundles)

Wide Range of Interventions Will Be Considered

- Career pathways

- Family literacy

- Bridge programs

- Integrated English literacy and civics education

- Integrated education and training

- Co-enrolled programs

- Employer-sponsored programs

- Evidence-based reading instruction

- Career navigators

- Contextualized instruction

- Accelerated instruction

- Personalized support in correctional facilities

- Pre-apprenticeship work-based learning

- Flipped classrooms

- Interventions to improve program persistence

- Computer-based tutoring

The Study Will Also Design Future Evaluations

- **Assess the feasibility of evaluating the interventions**

- **Design impact studies by looking for <u>opportunities</u> for "random assignment"**

  - **Excess demand for a program**

  - **Limited resources to roll out a new intervention or to implement it in stages**

Random Assignment Is the Gold Standard for Determining Whether an Intervention Works

Example of a study:

- **Program group: site receives Career Navigators <u>now</u>**

- **Delayed group: site receives Career Navigators <u>later</u>**

Using a lottery to assign groups creates <u>balanced</u> groups

Program and Delayed Groups

We Need Your Help for a Successful Study

- **To identify priority interventions for evaluation**
  - **- Discussions with key stakeholders at conferences**
  - **- Interviews with 7 state and 2 local adult education directors**

- **To assess feasibility of evaluating the interventions**
  - **- Interviews with 50 adult education programs**

- **To identify and recruit suitable sites for the evaluation**

Ways to Provide Input on Your Priority Interventions for Possible Evaluation

Pick up a study brochure that describes the study and provides e-mail addresses to send us your ideas

For more information

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MATHEMATICA
Policy Research

Table-top Discussion Questions

❖ What do you expect to learn from national research projects related to national and state-level decision-making?

❖ How might states use information from national research projects to inform WIOA evaluation requirements?

❖ What adult education intervention (program, activity or service) should be considered for a future impact evaluation, including those in widespread use and those that could be expanded to more sites?