

Appendix A: Evaluation and Data Source Exhibits

This Appendix includes the two exhibits first referenced in Chapter 2. Exhibit A.1 provides detail on the completed and ongoing impact evaluations that are potential sources for future re-analyses or follow-up data collection and associated analyses. Exhibit A.2 provides detail on the other, survey and administrative sources that are candidates for informing other analyses.

Exhibit A.1. Summary of Completed and Ongoing Impact Evaluations as Potential Data Sources, by Type and Group

Study	Location	Intervention	Sample Size ^a	Duration	Evaluator, Funder	Data Access ^b
Experimentally Designed Evaluations						
Career Focused Learning Communities at Kingsborough Community College	Brooklyn, NY	The career-focused learning communities program involved enrolling small cohorts of students in three linked courses during one semester. https://www.mdrc.org/sites/default/files/full_30.pdf	<u>Total:</u> 917 <u>Treatment:</u> 537 <u>Control:</u> 380 <u>Analysis sample:</u> 917	<u>Study period:</u> 2007-2011 <u>Follow-up:</u> two semesters	<u>Evaluator:</u> National Center for Postsecondary Research <u>Funder:</u> U.S. Department of Education	Unknown
Cascades Job Corps College and Career Academy Pilot Evaluation	Sedro-Woolley, WA	The pilot program will test innovative and promising models that could improve outcomes for Job Corps participants, particularly youth ages 16-21. Innovations being tested include a lengthier program, a focus on college-level trainings, and clearly articulated and defined career pathways. https://www.dol.gov/asp/evaluation/currentstudies/Evaluation_Design_of_Job_Corps_Experimental_Center_Cascades.htm	<u>Target:</u> 600-1000	<u>Study period:</u> 2016-2021 <u>Follow-up:</u> 18 months	<u>Evaluators:</u> Abt Associates, MDRC <u>Funder:</u> U.S. Department of Labor	Restricted use data set expected
Center for Employment and Training Studies						
Center for Employment Training Replication	12 sites in 7 states	Full-time program that offered concurrent occupational and basic skills training delivered in a work-like setting. Provided open access to training for those without a high school diploma and for its close ties to employers. Program also provided assistance with job search and placement. http://www.mdrc.org/publication/challenge-repeating-success-changing-world	<u>Total:</u> 1,485 <u>T:C ratio</u> of 1:1 <u>Analysis sample:</u> 1,136	<u>Study period:</u> 1995-2005 <u>Follow-up:</u> 4½ years	<u>Evaluator:</u> MDRC <u>Funder:</u> U.S. Department of Labor	Public use data set not available
JOBSTART Demonstration	13 programs in 9 states	JOBSTART programs combined intensive basic education, occupational skills training, training-related support services (assistance with child care and transportation), and job development and placement assistance to serve economically and educationally disadvantaged youth. http://www.mdrc.org/sites/default/files/full_416.pdf http://www.mdrc.org/project/jobstart#related-content	<u>Total:</u> 2,311 <u>Treatment:</u> 1,163 <u>Control:</u> 1,149 <u>Analysis sample:</u> 1,941	<u>Study period:</u> 1985-1988 <u>Follow-up:</u> 4 years	<u>Evaluator:</u> MDRC <u>Funders:</u> Multiple, including the U.S. Department of Labor	Public use data set not available

Study	Location	Intervention	Sample Size ^a	Duration	Evaluator, Funder	Data Access ^b
Minority Female Single Parent Demonstration at the Center for Employment Training	San Jose, CA	Provided job training with integrated and concurrent remedial education. Program operated with an open-entry open-exit approach that allowed individuals without high school diplomas and lower skills to immediately begin training. http://www.mathematica-mpr.com/-/media/publications/pdfs/family_support/mfsp_fifthyearmpacts.pdf	<u>Total:</u> 962 <u>Treatment:</u> 549 <u>Control:</u> 413 <u>Analysis sample:</u> 738	<u>Study period:</u> 1982-1988 <u>Follow-up:</u> 5 years	<u>Evaluator:</u> Mathematica Policy Research Group <u>Funder:</u> The Rockefeller Foundation	Public use data set not available
GED Bridge to Business and Health Careers Program	Queens, NY	The program integrates materials from healthcare and business fields with GED curriculum, provides advising on postsecondary education and career possibilities, extends the number of hours in class, and provides additional general support. It does not provide postsecondary education or training. http://www.mdrc.org/sites/default/files/Enhancing_GED_Instruction_brief.pdf	<u>Total:</u> 369 <u>Analysis sample:</u> 369	<u>Study period:</u> 2010-2016 <u>Follow-up:</u> 1 year	<u>Evaluator:</u> MDRC <u>Funders:</u> Robin Hood Foundation, MetLife Foundation	Public use data set not available
Green Jobs and Health Care Impact Evaluation	4 programs in 4 states	Four programs provided occupational training and a range of supports including career and academic advising, financial assistance to attend school, and employment services. Programs funded by the U.S. Department of Labor's Pathways Out of Poverty and Health Care and Other Emerging Industries grant programs as part of the American Reinvestment and Recovery Act of 2009. https://wdr.doleta.gov/research/FullText_Documents/ETAOP-2017-07%20Findings%20from%20the%20Impact%20Study.pdf	<u>Total:</u> 2,643 <u>Treatment:</u> 1,426 <u>Control:</u> 1,217 <u>Analysis sample:</u> 1,854	<u>Study period:</u> 2010-2015 <u>Follow-up:</u> 18 months	<u>Evaluators:</u> Abt Associates, Mathematica Policy Research <u>Funder:</u> U.S. Department of Labor	Restricted use data set expected
ACF Career Pathways Research Portfolio						
Health Profession Opportunity Grants (HPOG) 1.0 Impact Evaluation	23 grantees in 23 states	The program funds career pathways training programs in the healthcare sector targeted to Temporary Assistance for Needy Families (TANF) recipients and other low-income individuals. This study is an impact evaluation of the first round of grants. As part of this impact evaluation, several grantees implemented program enhancements theorized to be "impact drivers" that cause favorable impacts to occur or to be greater in magnitude. These program enhancements included facilitated peer support groups, emergency assistance, and non-cash incentives. https://www.acf.hhs.gov/opre/research/project/health-profession-opportunity-grants-hpog-impact-studies	<u>Total:</u> 14,463	<u>Study period:</u> 2010-2021 Follow-on study period for intermediate and long-term impacts <u>Follow-up:</u> 15 months; 36-month; 72 month follow-ups scheduled	<u>Evaluators:</u> Abt Associates, Urban Institute <u>Funder:</u> U.S. Department of Health and Human Services	Restricted use data set expected

Study	Location	Intervention	Sample Size ^a	Duration	Evaluator, Funder	Data Access ^b
Health Profession Opportunity Grants (HPOG) 2.0 National and Tribal Evaluation	32 grantees in 21 states, including 5 tribal organizations	The program funds career pathways training programs in the healthcare sector targeted to TANF recipients and other low-income individuals. This study is an impact and implementation study of the second round of HPOG grants. Tribal grantees are not part of the experiment. https://www.acf.hhs.gov/opre/research/project/evaluation-and-system-design-for-career-pathways-programs-2nd-generation-of-hpog	<u>Total target:</u> 43,000	<u>Study period:</u> 2015-2025 <u>Follow-up:</u> 15 and 36 months (36 month follow-up is pending funding)	<u>Evaluators:</u> Abt Associates, MEF Policy Associates, Insight Policy Research, NORC at the University of Chicago, and Urban Institute <u>Funder:</u> U.S. Department of Health and Human Services	Restricted use data set expected
Pathways for Advancing Careers and Education (PACE)	9 programs in 11 states and DC	While the nine programs vary in design, they all include multiple elements of career pathways: (1) comprehensive assessment; (2) promising approaches to basic and occupational skills training; (3) academic and non-academic supports; and (4) strategies for connecting participants to employers. http://www.career-pathways.org/acf-sponsored-studies/pace/	<u>Total:</u> 9,259 <u>T:C ratio</u> of 1:1 for all programs with the exception of one 8-site program (2:1 ratio) <u>Analysis sample:</u> 7,141	<u>Study period:</u> 2009-2018. <u>Follow-up</u> varied, generally 18 months post RA <u>Follow-up:</u> intermediate impacts 36 months; long-term impacts 72 months (both under separate contracts)	<u>Evaluator:</u> Abt Associates <u>Funder:</u> U.S. Department of Health and Human Services	Restricted use data set expected
Project Quest	San Antonio, TX	QUEST provides comprehensive support and resources to help individuals complete occupational training programs at local community colleges, pass certification exams, and obtain jobs in targeted industries. QUEST's services include the following: <ul style="list-style-type: none"> • financial assistance to cover tuition and fees • remedial instruction to improve math and reading skills • counseling to address personal and academic concerns, • weekly meetings that focus on life skills, and • job placement assistance. http://economicmobilitycorp.org/uploads/images/EscalatingGains-web.pdf	<u>Total:</u> 410 <u>Treatment:</u> 207 <u>Control:</u> 203 <u>Analysis sample:</u> 343 Treatment: 175 Control: 168	<u>Study period:</u> 2006-2017 <u>Follow-up:</u> 6 years	<u>Evaluator:</u> Economic Mobility Corporation <u>Funder:</u> Charles Stewart Mott Foundation	Unknown
Ready to Work Partnership Grants	4 sites in 4 states	Programs include a comprehensive, up-front assessment of long-term unemployed individuals' needs and skills, resulting in customized interventions across three tracks: (1) coaching and other short-term, specialized services culminating in direct job placement into middle and high-skilled jobs; (2) short-term interventions leading to employment into middle- and high-skilled jobs; and (3) accelerated skills training along a career pathway to middle- and high-skilled jobs. The Ready to Work grant program focuses on occupations and industries for which employers are using H-1B visas to hire foreign workers for jobs that are generally defined as middle- to high-skill level.	<u>Target total:</u> 4,000-5,000 <u>T:C ratio</u> of 1:1	<u>Study period:</u> 2015-2020 <u>Follow-up:</u> 2½ years	<u>Evaluator:</u> Abt Associates and MEF Associates <u>Funder:</u> U.S. Department of Labor	Public use data set not available

Study	Location	Intervention	Sample Size ^a	Duration	Evaluator, Funder	Data Access ^b
SNAP E&T Pilots	10 states	The SNAP E&T evaluation was funded by the Agricultural Act of 2014, providing \$200 million for up to 10 new SNAP employment and training pilot projects and their evaluations. The E&T pilot projects (some of which connect participants to career pathways) test new ways that E&T programs and services might increase the number of SNAP work registrants who obtain unsubsidized employment, increase their earned income, and reduce their reliance on public assistance. https://fns-prod.azureedge.net/sites/default/files/snap/Annual-Report-Congress-2017.pdf	<u>Target total:</u> 3,000–14,000 per site <u>Total:</u> 53,918 <u>T:C ratio</u> of 1:1 for most grantees	<u>Study period:</u> 2014-2021 <u>Follow-up:</u> 3 years	<u>Evaluator:</u> Mathematica Policy Research Group, MDRC, Insight Policy Research, Kone Consulting, and Decision Information Resources. <u>Funder:</u> U.S. Department of Agriculture, Food and Nutrition Service	Restricted use data set expected
Sectoral Employment Impact Study	3 programs in 3 states	Sites provided sector-specific job training, coupled with support services. The amount and nature of training varied by site, from two to 22 weeks and included training for manufacturing, construction, healthcare, clerical and information technology occupations. http://www.issuelab.org/resource/tuning_in_to_local_labor_market_s_findings_from_the_sectoral_employment_impact_study	<u>Total:</u> 1,286 <u>T:C ratio</u> of 1:1 <u>Analysis sample:</u> 1,014	<u>Study period:</u> 2003-2008 <u>Follow-up:</u> 2 years	<u>Evaluator:</u> Public/Private Ventures <u>Funder:</u> The Charles Stewart Mott Foundation	Public use data set not available
WorkAdvance	4 programs in 3 states	The program emphasizes attainment of industry-recognized certifications for jobs that have career pathways. Applicants are initially screened to ensure they can benefit from skills training and can become qualified for specific occupations within the industry they pursue. The program provides participants with pre-employment and career readiness services, occupational skills training, and job development and placement services that are sector-appropriate. Program graduates are provided postemployment retention and advancement services. https://www.mdrc.org/publication/encouraging-evidence-sector-focused-advancement-strategy-0 https://www.mdrc.org/sites/default/files/WorkAdvance_3-Year_Brief.pdf	<u>Total:</u> 2,564 <u>Treatment:</u> 1,293 <u>Control:</u> 1,271 <u>Analysis sample:</u> 2,058 for 3-year follow-up	<u>Study period:</u> 2011-present <u>Follow-up:</u> 3 years (complete); additional follow-up planned at 5 years	<u>Evaluator:</u> MDRC <u>Funders:</u> Multiple including the NYC Center for Economic Opportunity	Unknown
Workforce Innovation Fund (WIF) Third-Party Evaluations						
Accelerating Connections to Employment	5 grantees in 4 states	The Accelerating Connections to Employment program introduces or scales up training programs in nine partner communities. The programs incorporate: (1) basic skills, occupational skills, and job readiness training; (2) support services; (3) an optional internship or clinical placement; and (4) job placement support and long-term career navigation targeting the healthcare industry. The program will also work to coordinate and align resources and referral systems among agencies and organizations serving low-skilled individuals.	<u>Total:</u> 2,169 <u>Analysis sample:</u> 1,212 for 1-year follow-up; 487 for 2-year follow-up	<u>Study period:</u> 2013-2016 <u>Follow-up:</u> 1 year; 2 years for subsample	<u>Evaluator:</u> ICF International <u>Funder:</u> Third-party evaluation funded by U.S. Department of Labor grant	Restricted use data set will be available

Study	Location	Intervention	Sample Size ^a	Duration	Evaluator, Funder	Data Access ^b
Accelerated Training for Illinois Manufacturing (ATIM)	Springfield, IL	The ATIM program provided funding to support the development of five regional sector partnerships designed to develop accelerated training opportunities based on regional employer needs in order to address skilled worker shortages in manufacturing. These partnerships are intended to create “demand-driven” training programs in machine production, welding, machine maintenance (mechatronics), and logistics occupations. The services provided through the regional partnerships include individualized assessment, career counseling, and service planning; “bridge” training to provide basic skills training in an applied manufacturing context, occupational skills training using training schedules that accelerate participant readiness for job openings, and work-based internships or on-the-job training opportunities.	<u>Total:</u> 738 <u>Analysis sample:</u> 711 for 1-year follow-up; 357 for 2-year follow-up	<u>Study period:</u> 2013-2016 <u>Follow-up:</u> 2 years	<u>Evaluator:</u> Social Policy Research Associates <u>Funder:</u> Third-party evaluation funded by U.S. Department of Labor grant	Restricted use data set will be available
Summer Career Pathways Project	New Orleans, LA	The Summer Career Pathways Project establishes a cross-sector job pipeline that aims to transition unemployed and underemployed workers into careers in advanced manufacturing, energy, and IT sectors. The program will provide job-specific training through a two-month core training program followed by the possibility of an additional two-month “stackable” credit program. The training course will include Adult Basic Education coursework and job skills training in the advanced manufacturing, energy, and Information Technology sectors. The trainees completing the program will be introduced to potential employers, with the potential for subsidized on-the-job training for up to seven weeks.	Unknown	<u>Study period:</u> 2015-2018 <u>Follow-up:</u> 1 year	<u>Evaluator:</u> RAND Corporation <u>Funder:</u> Third-party evaluation funded by U.S. Department of Labor grant	Restricted use data set will be available
Year Up: Development of College- and Employer-based Career Pathways Models that Build on the Year Up Program Logic	Puget Sound-Bellevue, WA, Miami, FL, Phoenix, AZ, and Baltimore, MD	Researchers will develop and pilot cost-effective, scalable versions of the existing Year Up career pathway program. Year Up includes advising and social supports, college classes, and an internship. The team will develop and pilot-test new program models that are embedded in college or employment settings in ways that reduce the cost and facilitate implementation in new sites.	Target Total: 1,375	<u>Study period:</u> 2015-2019 <u>Follow-up:</u> N/A	<u>Evaluator:</u> Abt Associates <u>Funder:</u> U.S. Department of Education	
Year Up Evaluation ¹	Boston, New York City, and Providence, RI	Year Up is a one-year program that provides young adults with 21 weeks of occupational training, classes in professional skills and business communications, guidance and supports, and connections to employment including a six-month internship. http://economicmobilitycorp.org/uploads/sustained-gains-economic-mobility-corp.pdf	<u>Total:</u> 195 <u>Treatment:</u> 135 <u>Control:</u> 60	<u>Study period:</u> 2007-2011 <u>Follow-up:</u> 4 years	<u>Evaluator:</u> Economic Mobility Corporation <u>Funders:</u> Edna McConnell Clark Foundation, Charles Stewart Mott	Public use data set not available

¹ Year Up sites are also included in the PACE evaluation described above.

Study	Location	Intervention	Sample Size ^a	Duration	Evaluator, Funder	Data Access ^b
YouthBuild Evaluation	75 programs throughout U.S.	YouthBuild involves construction training, where participants rehabilitate or build housing for low-income or homeless people. Most YouthBuild participants spend 8-12 months full-time in the program receiving a variety of services, and stipends, wages, or living allowances. Services typically include assessment, a “mental toughness” orientation, educational activities, vocational training, leadership training and community service, counseling, support services, job placement, and follow-up services. https://www.mdr.org/project/youthbuild-evaluation#overview	<u>Total:</u> 3,929 <u>Treatment:</u> 2,700 <u>Control:</u> 1,229	<u>Study period:</u> 2010-2018 <u>Follow-up:</u> 2½ years (planned follow-up at 4 years)	<u>Evaluators:</u> MDRC, Social Policy Research Associates, Mathematica Policy Research <u>Funder:</u> U.S. Department of Labor	Restricted use data set will be available
Quasi-experimentally Designed Evaluations						
Accelerating Opportunity	54 colleges in 4 states	Participating community/technical colleges and states developed and implemented pathways to occupational credentials and college credits for lower-skilled adults. The model includes several elements: (1) articulation of two or more educational pathways, linked to career pathways; (2) acceleration strategies; (3) comprehensive academic and social student supports; (4) achievement of marketable, stackable, credit-bearing certificates and degrees and college readiness; (5) award of some college-level credits; and (6) partnerships with Workforce Investment Boards and/or employers. http://www.urban.org/research/publication/new-evidence-integrated-career-pathways/view/full_report	<u>Total:</u> 8,287 <u>Analysis sample:</u> 4,361	<u>Study period:</u> 2011-2016 <u>Follow-up:</u> 3 years	<u>Evaluators:</u> Urban Institute, Aspen Institute <u>Funders:</u> Bill and Melinda Gates Foundation, Joyce Foundation, Open Society Foundations, Kellogg Foundation, Kresge Foundation, University of Phoenix Foundation	Unknown
Arkansas Career Pathways Initiative: CollegeCounts Evaluation	25 sites across the state of AR	The Career Pathways Initiative provides a comprehensive set of academic and support services designed to enable low-income, low-skill individuals to acquire the degrees and/or credentials required to obtain and hold jobs in selected high-demand, high-wage industries. http://www.collegecounts.us/results/	<u>Total:</u> 275,631 <u>Treatment:</u> 27,517 <u>Comparison:</u> 248,114 <u>Analysis sample:</u> 275,631	<u>Study period:</u> 2006-2016 <u>Follow-up:</u> 1 year up to 9 years, depending on the cohort	<u>Evaluators:</u> Metis Associates and the Arkansas Research Center <u>Funders:</u> Winthrop Rockefeller Foundation, Annie E. Casey Foundation, Ford Foundation	Unknown

Study	Location	Intervention	Sample Size ^a	Duration	Evaluator, Funder	Data Access ^b
Effects of Accelerated Basic Skills Instruction on Adults' GED Attainment and Enrollment in Postsecondary Education	10 community colleges in O	This evaluation is assessing adult basic skills (ABS) learners' participation in the Oregon Pathways for Adult Basic Skills Transition to Education and Work (OPABS) Initiative. OPABS involved the design and implementation of accelerated and contextualized ABS reading, writing, and math courses and a Career and College Awareness course to facilitate ABS learners' attainment of a GED and transition to postsecondary education and training. OPABS courses have detailed lesson plans and student materials that are contextualized to Oregon's high-demand occupations. The evaluation is comparing OPABS learners to similar learners who participated in non-OPABS courses during the same period as OPABS learners and is assessing learners' GED attainment, earning of postsecondary credits, and attainment of postsecondary credentials. http://abtsociates.com/Projects/2015/Examining-Adult-Learners-Transition-to-Education-a.aspx	<u>Total:</u> To be determined <u>Treatment sample:</u> 4,203 <u>Comparison sample:</u> To be determined	<u>Study period:</u> 2014-2018 <u>Follow-up:</u> 1-4 years, depending on cohort	Evaluator: Abt Associates Funder: US Dept. of Education	Public use data set not available
Integrated Basic Education and Skills Training (I-BEST) ²	34 community and technical colleges in WA	A statewide, multi-occupation program that targeted individuals with low basic skills and/or limited English skills, especially those without a high school diploma. By integrating basic skills instruction with occupational training and providing other support services, I-BEST aimed to accelerate basic skills students' transition into and through a college-level occupational field of study. https://ccrc.tc.columbia.edu/media/k2/attachments/i-best-evidence-effectiveness.pdf	<u>Total:</u> 77,147 <u>Treatment:</u> 1,390	<u>Study period:</u> 2006-2013 <u>Follow-up:</u> 2 years	<u>Evaluator:</u> Community College Research Center at Columbia University <u>Funders:</u> Bill and Melinda Gates Foundation, Ford Foundation	Public use data set not available
Local Initiatives Support Corporation Bridge to Career Opportunities	7 sites in IL, KY, MN, PA & TX	LISC's Bridge to Career Opportunities (BCO) is a supported bridge program to address the chronic problem of low-wage stagnation among hard-to-employ, low-skilled adults. The model involves the following services: (1) Contextualized adult basic education or English-as-a-Second Language so that participants can reach the levels of math, reading, and English proficiency needed to enter and succeed in technical skills training programs; (2) Connections to education or training leading to industry-recognized credentials and career pathways in locally in-demand occupations; and (3) Integrated career coaching, financial coaching, and supportive services to help participants manage the financial, navigational, and logistical challenges associated with participation in such educational and training programs. The evaluation is assessing BCO participants' education, employment, and financial well-being outcomes compared to similar individuals who do not receive BCO services.	<u>Target total:</u> 1, 400 <u>T:C ratio</u> of 1:1	<u>Study period:</u> 2015-2020 <u>Follow-up:</u> 1 year	<u>Evaluator:</u> Abt Associates <u>Funder:</u> Third-party evaluation for Corporation for National and Community Service Social Innovation Fund grant	Public use data set not available

² I-BEST programs in three Washington state community and technical colleges are part of the PACE evaluation described above.

Study	Location	Intervention	Sample Size ^a	Duration	Evaluator, Funder	Data Access ^b
<i>Trade Adjustment Assistance Community College and Career Training Grants Third-Party Evaluations</i>						
Advancing Careers and Training for Healthcare at Chippewa Valley Technical College	Chippewa Valley Technical College, WI	The project will create educational pathways by developing and enhancing healthcare training programs. The approach includes three college-specific strategy areas: (1) new or modified healthcare career pathways with stacked and latticed credentials; (2) comprehensive academic and non-academic support services; and (3) partnership engagement. It also includes three consortium-wide strategies: (1) new digital literacy and culture of healthcare courses; (2) Augmented Reality Integrated Simulation Education; and (3) a VA Medic to Nursing Pathway.		<u>Study period:</u> 2015-2018	<u>Evaluators:</u> Equal Measure with DVP-PRAXIS LTD and Brandon Roberts + Associates, LLC <u>Funder:</u> Third party-evaluation funded by U.S. Department of Labor grant	Unknown
Connecting Competencies to Employers through Clover Park Technical College (CPTC)	Puget Sound, WA	The C2E grant is part of an initiative underway within CPTC's Aerospace and Advanced Manufacturing program cluster to create competency-driven career pathways in advanced manufacturing. The stated goal of the initiative was to prepare program completers for high-paying mechanical, electronics, computer, and control engineering jobs in aeronautics, food processing, and IT sectors of the regional advanced manufacturing economy.		<u>Study period:</u> 2015-2018	<u>Evaluator:</u> Social Policy Research Associates <u>Funder:</u> Third party-evaluation funded by U.S. Department of Labor grant	Unknown
Health Professions Pathway (H2P) Consortium	9 community colleges in 5 states	The program was designed to: (1) enhance credit for prior learning processes designed to accelerate time to completion; (2) provide contextualized and integrated developmental education that improves students' foundational skills; (3) offer healthcare occupations core curriculum that expands access to diverse student populations, raises student awareness of career options, and prepares students for the rigor of healthcare studies; (4) implement incumbent healthcare programs that advance lower-skilled healthcare workers into professional positions; (5) provide intrusive retention and student success services; and (6) build industry-recognized stackable credentials and incumbent healthcare programs that align with education.	<u>Target:</u> 220	<u>Study period:</u> 2015-2018	<u>Evaluator:</u> The Office of Community College Research and Leadership (OCCRL) at the University of Illinois at Urbana-Champaign <u>Funder:</u> Third party-evaluation funded by U.S. Department of Labor grant	Unknown

Study	Location	Intervention	Sample Size ^a	Duration	Evaluator, Funder	Data Access ^b
Information Technology Healthcare Utilities and Manufacturing (IHUM) Network	Hawkeye Community College, IA	<p>The purpose of this grant is to create a model to serve the region's industry needs and produce curriculum and materials that can be distributed among consortium and to Open Education Resources. Curriculum redesign to expand and increase short-term certificates offerings, specifically industry-recognized certificates is a major component of this grant, as well as: (1) expanded and enhanced sector-driven career pathways (Registered Apprenticeships, curriculum alignment with industry needs and industry credentials, pathways from non-credit offerings to credit courses); (2) advanced online and technology enabled learning; and (3) expanded and individualized student support services. The program will also include prior learning assessments, competency-based programs, modularized curricula, and interconnected credentials, many of which will be transferable.</p> <p>http://www.rise.hs.iastate.edu/evaluation.php?id=27 http://www.beitwise.com/</p>		<u>Study period:</u> 2015-2018	<p><u>Evaluator:</u> Research Institute for Studies in Education, Iowa State University</p> <p><u>Funder:</u> Third party-evaluation funded by U.S. Department of Labor grant</p>	Unknown
HealthCARE Montana	Missoula College, University of Montana	<p>HealthCARE MONTANA is a collaborative project that helps train, recruit, and retain healthcare professionals in rural and frontier Montana by:</p> <ol style="list-style-type: none"> 1) Helping prospective students identify and access pathways toward a healthcare certificate or 2-year degree, as well as supporting them throughout their healthcare education to ensure academic success; 2) Developing an accelerated nursing curriculum to guide healthcare providers toward higher levels of practice and to ease the nursing shortage in Montana; 3) Increasing opportunities for on-the-job training by developing healthcare apprenticeships; and, 4) Building and sustaining a rural, "home-grown" healthcare workforce that serves the smallest communities in the farthest regions of Montana. <p>http://www.healthcaremontana.org/</p>		<u>Study period:</u> 2015-2018	<p><u>Evaluator:</u> RTI International</p> <p><u>Funder:</u> Third party-evaluation funded by U.S. Department of Labor grant</p>	Unknown

Study	Location	Intervention	Sample Size ^a	Duration	Evaluator, Funder	Data Access ^b
New Jersey Health Professions Pathways to Regional Excellence Project (NJ-PREP)	NJ	NJ-PREP is a partnership that includes 12 community colleges, over 20 employers, and 10 local Workforce Investment Boards. The project employs a career pathways approach with multiple exit and entry points and supports to provide the upward mobility of adults into high-skill, high-wage employment opportunities in the region's healthcare sector. NJ-PREP's goal is to create and build a blueprint for a regional healthcare career pathways system that coordinates and aligns strategic partnerships, resources, funding, policies, data and accountability measures. https://smir.rutgers.edu/sites/default/files/images/Research_Documents/nj_prep_interim_report_final_final.pdf	<u>Total:</u> 1,987	<u>Study period:</u> 2015-2018 <u>Follow-up:</u> 3-4 years	<u>Evaluator:</u> Rutgers Education and Employment Research Center <u>Funder:</u> Third party-evaluation funded by U.S. Department of Labor grant	Unknown
Workforce Innovation Fund Third-Party Evaluations						
On-Ramps to Career Pathways	RI	On-Ramps to Career Pathways intended to develop and implement a new set of services for workforce participants to be delivered through One-Stop centers and affiliated partners in three key areas: (1) work readiness training, (2) work experience, and (3) career coaching. The initiative also intended to develop and implement a state systems change agenda in collaboration with state agencies and other partners to bring greater efficiencies and better participant outcomes across Rhode Island's workforce system. This systems-reform work focused on specific opportunities to better align state workforce funding streams, improve state workforce policies and service delivery strategies, and bring greater coherence to state performance metrics.	<u>Total:</u> 1,787 <u>Analysis sample:</u> 1,787 for one quarter after exit, 1,777 for two quarters after exit	<u>Study period:</u> 2012-2015 <u>Follow-up:</u> Two quarters after program exit	<u>Evaluator:</u> Public Policy Associates and Brandon Roberts Associates <u>Funder:</u> Third party-evaluation funded by U.S. Department of Labor grant	Restricted use data set will be available
The Pathways to Competitiveness Project, West Central Job Partnership	Two counties in OH and PA	To address manufacturing skills shortages in the OH-Penn Interstate Region, the Pathways to Competitiveness project aims to: (1) promote nationally recognized assessments, credentials, and career pathways to employers and job seekers; (2) increase the availability of hands-on learning; and (3) create more opportunities for professional development and industry exposure.	<u>Total:</u> 1,465,764 <u>Treatment:</u> 36,672 <u>Comparison:</u> 1,429,092	<u>Study period:</u> 2012-2015 <u>Follow-up:</u> 4 quarters post application	<u>Evaluator:</u> Impaq international <u>Funder:</u> Third-party evaluation funded by U.S. Department of Labor grant	Restricted use data set will be available

Notes:

N/A is not available.

^a The overall sample size listed is the number of individuals randomized into the study. Where treatment and control (or comparison) group sizes and/or ratios are available, those are provided. Also where available, the size of the analysis sample is listed: this is generally the number of study individuals who responded to the follow-up survey.

^b Data access is listed as "Unknown" if the information is not available from public materials.

Exhibit A.2. Administrative and Survey Data Sets

Data Source	General Description	Administrative or Survey?	Population / Sample It Covers	Sample Size	Time Coverage	Variables Relevant to This Study/Proposed Analyses	Access Process/Restrictions (Is There a Public Use File? If So, Provide URL)
National Directory of New Hires (NDNH)	Individual-level employment and wage data reported by State Directories of New Hires, state workforce agencies, and federal agencies. Includes demographic information such as name, date of birth, and Social Security Number, employment status, and income.	Administrative	Workers covered by the Unemployment Insurance program	Most U.S. workers	Data retained for 24 months after entry; data can be retained longer if in use for research	Includes data on employment and quarterly earnings. Full list of variables here: https://www.acf.hhs.gov/sites/default/files/programs/css/a_guide_to_the_national_directory_of_new_hires.pdf	Statutory authority required to request and receive NDNH data. A guide for requesting data is available here: https://www.acf.hhs.gov/css/resource/ndnh-guide-for-data-submission
Unemployment Insurance (UI) data	Data available on UI benefits received (amount and duration), wages, and characteristics of UI recipients.	Administrative	Workers covered by the Unemployment Insurance program	Most U.S. workers	Extracts available weekly, monthly, quarterly, or for the calendar year	Includes data on employment and quarterly earnings. Full list of variables here, by topic area: https://workforcesecurity.doleta.gov/unemploy/searchKeyword.asp	Microdata must be requested from individual states. National- and state-level aggregate data available for public use from the ETA website: https://workforcesecurity.doleta.gov/unemploy/DataDownloads.asp
Longitudinal Employer-Household Dynamics (LEHD) data	UI data from multiple states (see UI data above) merged with Census survey data on households.	Hybrid	Workers covered by the Unemployment Insurance program	Most workers in the 49 continental U.S.; only some of these participate in annual Census surveys but almost all in the Decennial Census	All data, annually since 2000. Some data available as early as 1985	Employment, quarterly earnings, and many variables from Census surveys such as the Decennial Census and the American Community Survey	Outside researchers can only use the data at the Census's Research Data Centers, and can only use the data for that subset of states (17 states plus DC); estimates for other states can be made using public tabulations and imputation
Internal Revenue Service (IRS) data	Data available on income, tax, and credits on individual taxpayers in U.S.	Administrative	Individuals who filed federal income tax returns			Includes aggregate data on earnings. Full list of variables here: https://www.irs.gov/uac/tax-stats	Public use data available from IRS website: https://www.irs.gov/uac/tax-stats
National Student Clearinghouse (NSC) data	Student-level data on postsecondary educational enrollment status, dates of attendance, and graduation. Credential type, level, and major, as well as demographic information, is also available.	Administrative	Individuals enrolled in Title IV, degree-granting institutions	97% of all enrollments in Title IV, degree-granting institutions	Data available from 2005 onwards. Data typically updated every 30-45 days	Includes data on educational enrollment, completion, and credentials received (includes 2- and 4-year colleges). Full list of variables here: https://nscresearchcenter.org/wp-content/uploads/NSC-as-an-Integral-Part-of-the-National-Postsecondary-Data-Infrastructure.pdf	Data available to researchers who qualify under FERPA. Data requests may be submitted through StudentTracker: http://www.studentclearinghouse.org/colleges/studenttracker/
Social Security Administration (SSA) data	Microdata on annual earnings and demographics (date of birth and gender).	Administrative	1 percent sample of all individuals with a Social Security number prior to January 1, 2007	3.1 million individuals	Includes individuals with positive earnings reported for at least one year between 1951 and 2006	Includes data on annual earnings. Full list of variables here: https://www.ssa.gov/policy/docs/microdata/epuf/epuf_dictionary.pdf	Public use data available from the SSA website: https://www.ssa.gov/policy/docs/microdata/epuf/index.html

EVALUATION AND DATA SOURCE EXHIBITS

Data Source	General Description	Administrative or Survey?	Population / Sample It Covers	Sample Size	Time Coverage	Variables Relevant to This Study/Proposed Analyses	Access Process/Restrictions (Is There a Public Use File? If So, Provide URL)
Current Population Survey (CPS) data	Employment data by occupation, industry, hours of work, duration of unemployment, median earnings, educational attainment, and demographic information.	Survey	Civilians ages 16 and older. Does not include active duty members of the Armed Forces, and people residing in institutions	60,000 U.S. households	Survey data is collected monthly and remains available for all years collected	Includes data on employment status, occupation, earnings, and educational attainment	Public use data available on the Census Bureau's website: https://www.census.gov/programs-surveys/cps/data-detail.html
National Longitudinal Survey of Youth-97 (NLSY-97)	Data on employment, unemployment, job search, schooling, training, income, attitudes, behavior, health, political and pro-social participation and demographic information.	Survey	Youth who were 12 to 16 years of age as of December 21, 1996	9,000 individual records	Survey data is collected biennially (annually prior to 2011). Public use data is available for 17 rounds of data collection from 1997 to 2016	Includes information on employment, education status, training received (e.g., program types, duration of training program, and degrees received), and prior year's income from wages	Public-use data files and documentation available on the NLS website. Confidential geocode data may be requested: www.NLSinfo.org
Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood Initiative data	Program data on participants in the T.E.A.C.H. Early Childhood Initiative, which supports individuals along an ECE career pathway.	Administrative	Program participants in 23 states and DC	17,000 in fiscal year 2017	Data is collected from states each year	Includes data on credit hours completed, hourly wage increases, retention rates, and demographic characteristics	Public use data file is not currently available
WIOA data (WIASRD and PIRL)	Demographic information and background characteristics (e.g., previous wages and educational outcomes) on all clients who receive services at an American Job Center.	Administrative	All clients who receive services at an American Job Center (AJC)	2 million+ individual records, using public-use WIASRD data (on DOL ETA website)	Tracks individuals up to three quarters prior to AJC entry and up to four quarters after AJC exit. Records from public-use WIASRD are as early as 2005	Data on previous educational outcomes, previous wages (up to three quarters prior to AJC entry), and post-exit wages (up to four quarters after AJC exit), as well as detailed demographic characteristics	Public use files on DOL ETA website
State/local postsecondary educational data sets	Longitudinal postsecondary educational data systems, particularly for community and technical college administrative data systems, or individual college data systems.	Administrative	All students who enroll in at least one course at a community or technical college	Varies by state and college system	Varies by state and college system	Usually includes student-level transcripts; information on credential completion, financial aid receipt, and demographics	Usually requires data use agreements with the state and college systems
State registries in healthcare and ECE	All 50 states have registries in the healthcare field, though not in all healthcare delivery settings, and 40 states have registries in ECE, though data quality may be an issue.	Administrative	Professional workers in healthcare and ECE	Data Set Report from the National Workforce Registry Alliance includes sample of 124,000 workers	Most recent Report (2015) covers individual records from 2013 to 2015	Report with list of variables can be found here: http://www.registryalliance.org/index.php	

Data Source	General Description	Administrative or Survey?	Population / Sample It Covers	Sample Size	Time Coverage	Variables Relevant to This Study/Proposed Analyses	Access Process/Restrictions (Is There a Public Use File? If So, Provide URL)
National Survey of Early Care and Education (NSECE)	Four integrated, nationally representative surveys: Household Survey, Home-Based Provider Survey, Center-Based Provider Survey, ECE Workforce Survey.	Survey	<u>Household:</u> adults with children < age 13 <u>Home-based Provider:</u> registered and unregistered providers <u>Center-based Provider:</u> directors of ECE/SA programs <u>Workforce Provider:</u> classroom staff of center-based providers	<u>Household:</u> 12,000 <u>Home-based Provider:</u> 4,000 <u>Center-based Provider:</u> 8,200 <u>Workforce Provider:</u> 5,600	Surveys conducted in 2012	Includes data on years of experience, educational attainment, wages, and hours worked. List of variables in survey instruments here: https://www.acf.hhs.gov/opre/research/project/national-survey-of-early-care-and-education-nsece-2010-2014	Data files available through Research Connections: http://www.researchconnections.org/childcare/studies/35519/version/4