

The Role of Federal Government in Driving Research and Evaluation

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Why should the federal government invest in employment and training services?

- Individual economic advancement, particularly of those most in need
- National prosperity

ETA: “Our vision is to promote pathways to economic liberty for individuals and families working to achieve the American Dream. On behalf of American taxpayers, the Employment and Training Administration will administer **effective** programs that have at their core the goals of enhanced employment opportunities and business prosperity.”

How are we doing on effectiveness?

- Adult training – “Little is known on a national level about the outcomes of those being trained.” (GAO 2005)
- One-stops – “Little is known about the impact of various one-stop delivery approaches on these and other outcomes.” (GAO, 2003)
- State programs – “None have used sufficiently rigorous research designs to allow them to make conclusive statements about the impact of their programs” (GAO, 2004)
- Trade Adjustment Assistance On-the-job training – “No information is currently available to accurately measure program effectiveness” (GAO 2004)

Why don't we know more?

Federal R&D spending is one answer

- 2009 Department of Labor Discretionary Budget = \$10.5 billion
- 2009 Department of Labor R&D Budget = \$4 million
- Ratio of research investment DOL ~ 0.04%
- Ratio of research investment ED ~ 0.40%
- Ratio of research investment HHS ~ 42.00%
-

R&D by federal agency

	FY 2008 Actual	FY 2009 Estimate	ARRA Estimate	FY 2010 Budget
TOTAL R&D (Conduct of R&D and R&D Facilities)				
Defense (military)	81,166	81,959	300	79,989
<i>S&T (6.1-6.3 + medical)</i>	13,045	14,537	193	12,263
<i>All Other DOD R&D</i>	68,122	67,421	107	67,727
Health and Human Services	29,250	30,413	11,103	30,935
<i>Nat'l Institutes of Health</i>	28,532	29,747	10,400	30,184
NASA	11,183	10,547	950	11,194
Energy	9,769	10,163	2,446	10,671
<i>Atomic Energy Defense</i>	3,963	3,750		4,004
<i>Office of Science</i>	3,807	4,326		4,468
<i>Energy R&D</i>	1,999	2,087		2,199
Nat'l Science Foundation	4,506	4,833	2,900	5,290
Agriculture	2,332	2,402	176	2,243
Commerce	1,180	1,292	411	1,330
NOAA	625	700	1	644
NIST	498	550	410	637
Veterans Affairs	886	1,020	0	1,160
Homeland Security	995	1,096	0	1,125
Transportation	875	913	0	939
Interior	683	693	74	730
Environ Protection Agency	548	563	0	587
Education	313	323	0	384
Smithsonian	194	232	0	224
Housing and Urban Dev	50	58	0	170
Int'l Assistance Programs	152	152	0	152
State	103	103	0	103
Nuclear Reg Comm	71	71	0	91
Justice	81	85	0	78
Social Security	27	35	0	49
Postal Service	43	43	0	43
Tennessee Valley Authority	20	18	0	15
Corps of Engineers	11	11	0	11
Telecom Development	5	6	0	7
Labor	4	4	0	4
Total R&D	144,448	147,033	18,360	147,525



Some consequences of underinvestment

How many programs rated effective by OMB?

DOL = 1 (Bureau of Labor Statistics)

ED = 6

HHS = 18

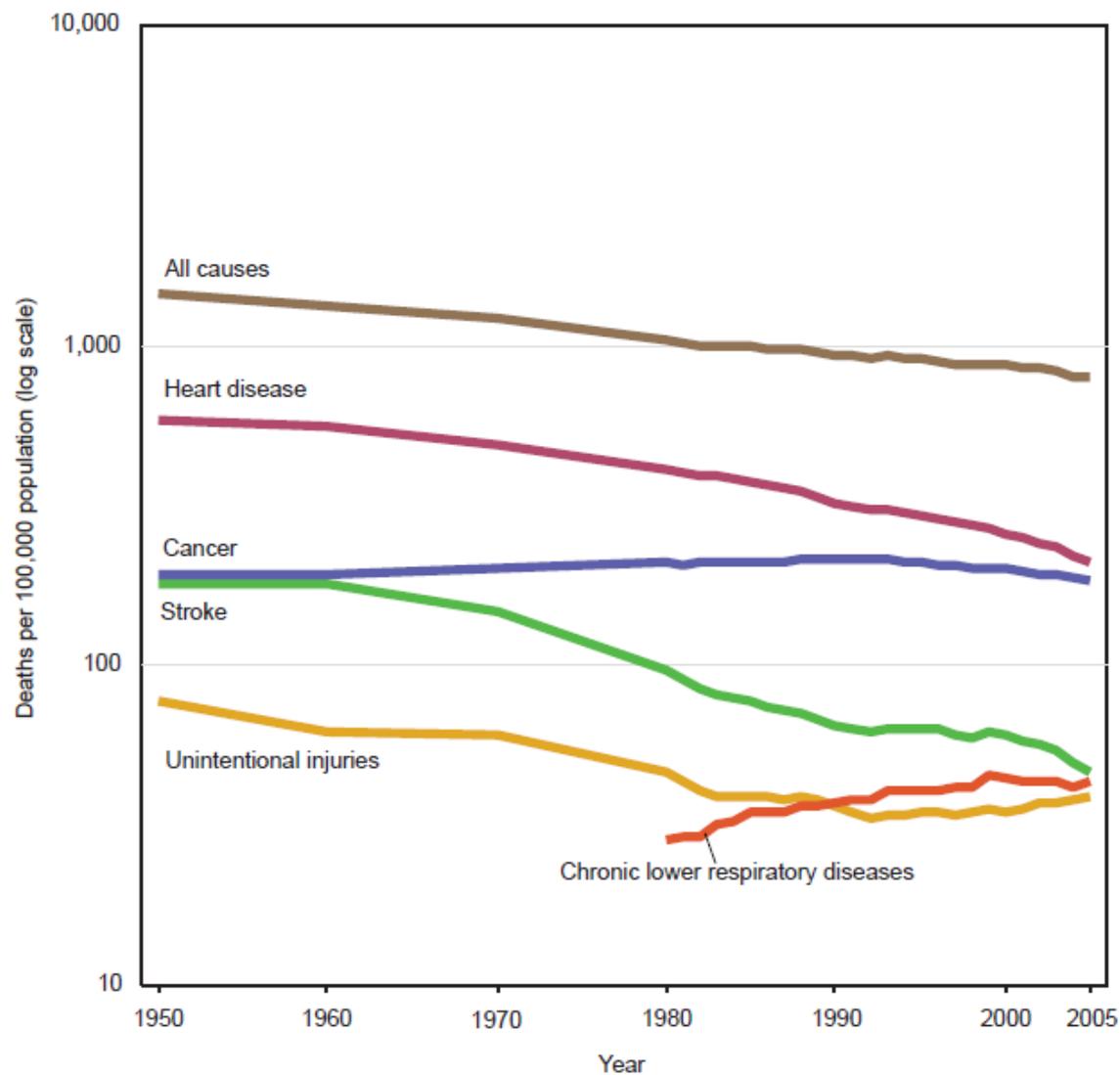
Which federal cabinet-level agency has the lowest number of effective programs?

DOL (1)

Veteran's Affairs (0)

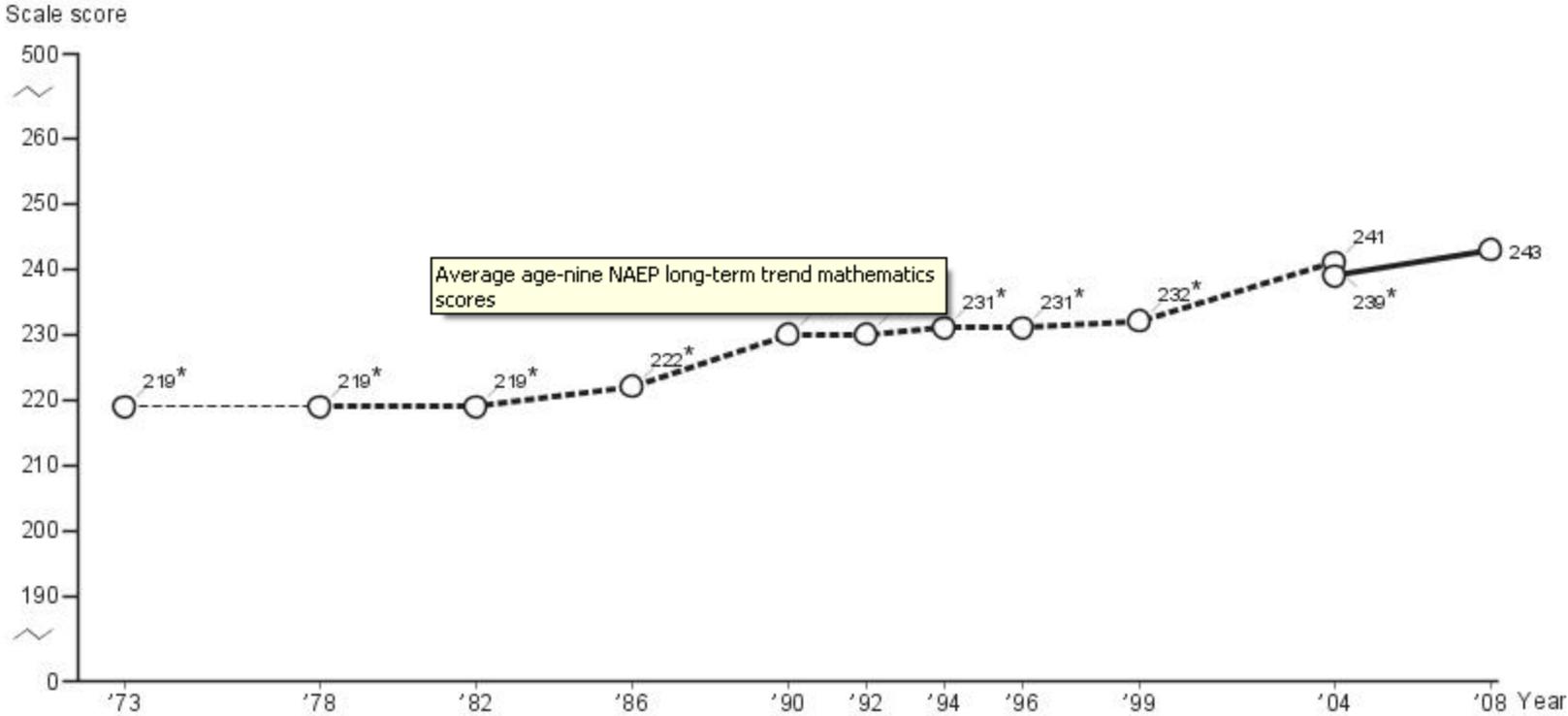
progress
in health

Figure 16. Death rates for leading causes of death for all ages: United States, 1950–2005



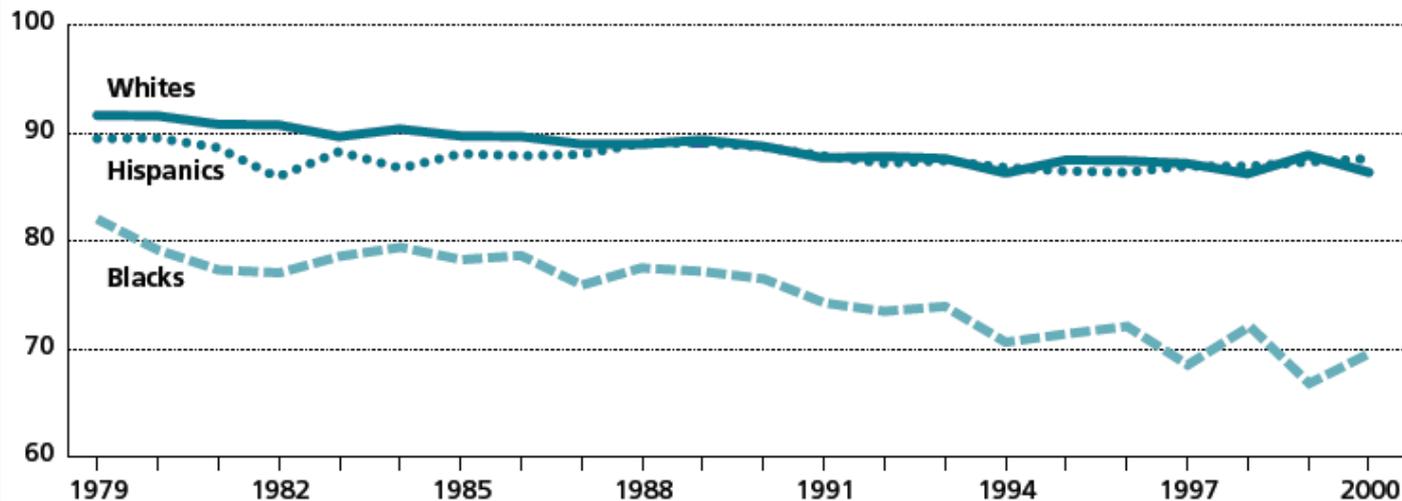
progress in education

Trend in NAEP mathematics average scores for 9-year-old students

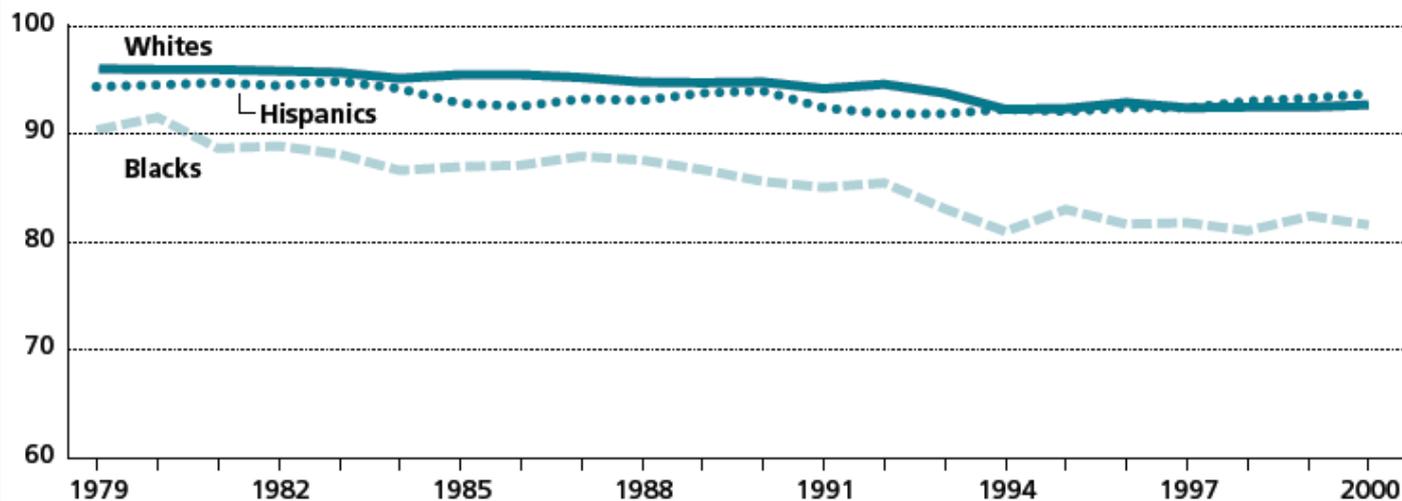


Negative progress in labor force participation

Labor Force Participation Rates for Young Less-Educated Men, ages 16-24, 1979-2000



Labor Force Participation Rates for Young Less-Educated Men, ages 25-34, 1979-2000



Source: U.S. Census Bureau, CPS Outgoing Rotation Groups, 1979-2000.

Note: Samples include only those with high school education or less who are not currently enrolled in school and are not institutionalized.

Good science is being done in Labor (recent studies)

- The Enhanced Services for the Hard-to-Employ Demonstration (CEO Transitional Jobs for Ex-Prisoners)

Outcome	Program Group	Control Group	Difference (Impact)
Employed and not incarcerated (%)			
Quarter 1 (quarter of random assignment)	57.6	23.9	33.8 ***
Quarter 2	59.0	34.6	24.3 ***
Quarter 3	41.5	35.1	6.4 **
Quarter 4	33.2	33.6	-0.4

<http://www.mdrc.org/publications/468/full.pdf>

It is being done in Labor

- The Individual Training Account Experiment

	A1: Structured Choice	A2: Guided Choice	A3: Maximum Choice	Between A1 & A2	Between A3 & A2	Between A1 & A3
Employment Outcomes						
Employed anytime during follow-up period	80%	79%	81%	1	2	0
Total weeks worked during follow-up period	30.8	29.9	29.6	0.9	-0.2	1.2
Total earnings in follow-up period	\$17,032	\$16,464	\$15,724	\$568	-\$740	\$1,308*

<http://www.mathematica-mpr.com/publications/PDFs/managecust.pdf>

Labor sciences

How to bring more and better evidence to
the field and encourage its use

Money matters

ED vs. DOL investments and results

\$4 million for Labor vs. \$323 million for Education

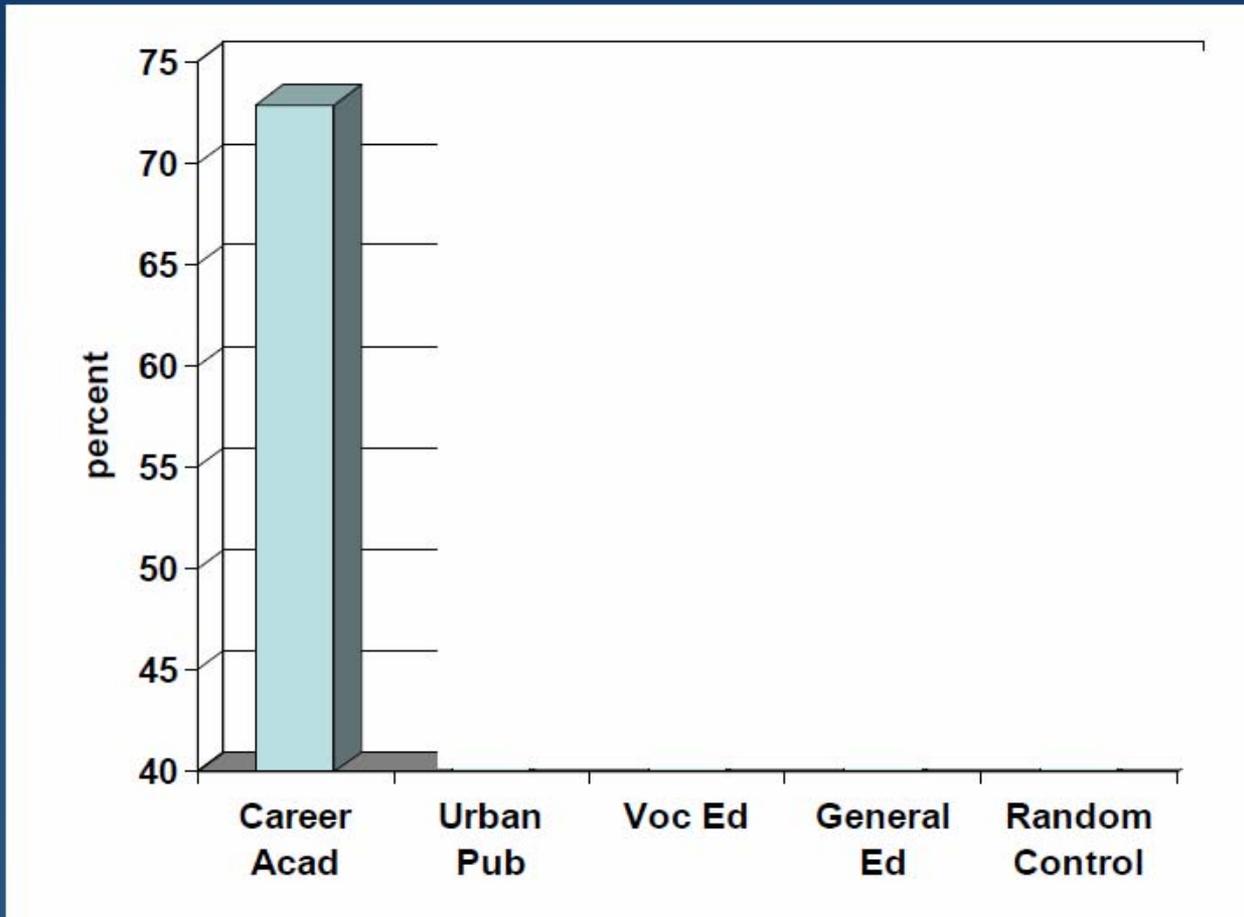
- 330 NBER papers in labor studies 2008 - 2009:
 - ~ 1 on training or placement services for unemployed workers; nothing on government employment services
 - ~ 30 on schools and teachers
- What Works Clearinghouse has identified ~ 70 programs and practices with rigorous evidence of effectiveness in enhancing outcomes in reading, mathematics, dropout prevention, character education, preschool education, and ELL education

Making the most of the funding you've got (using program funds)

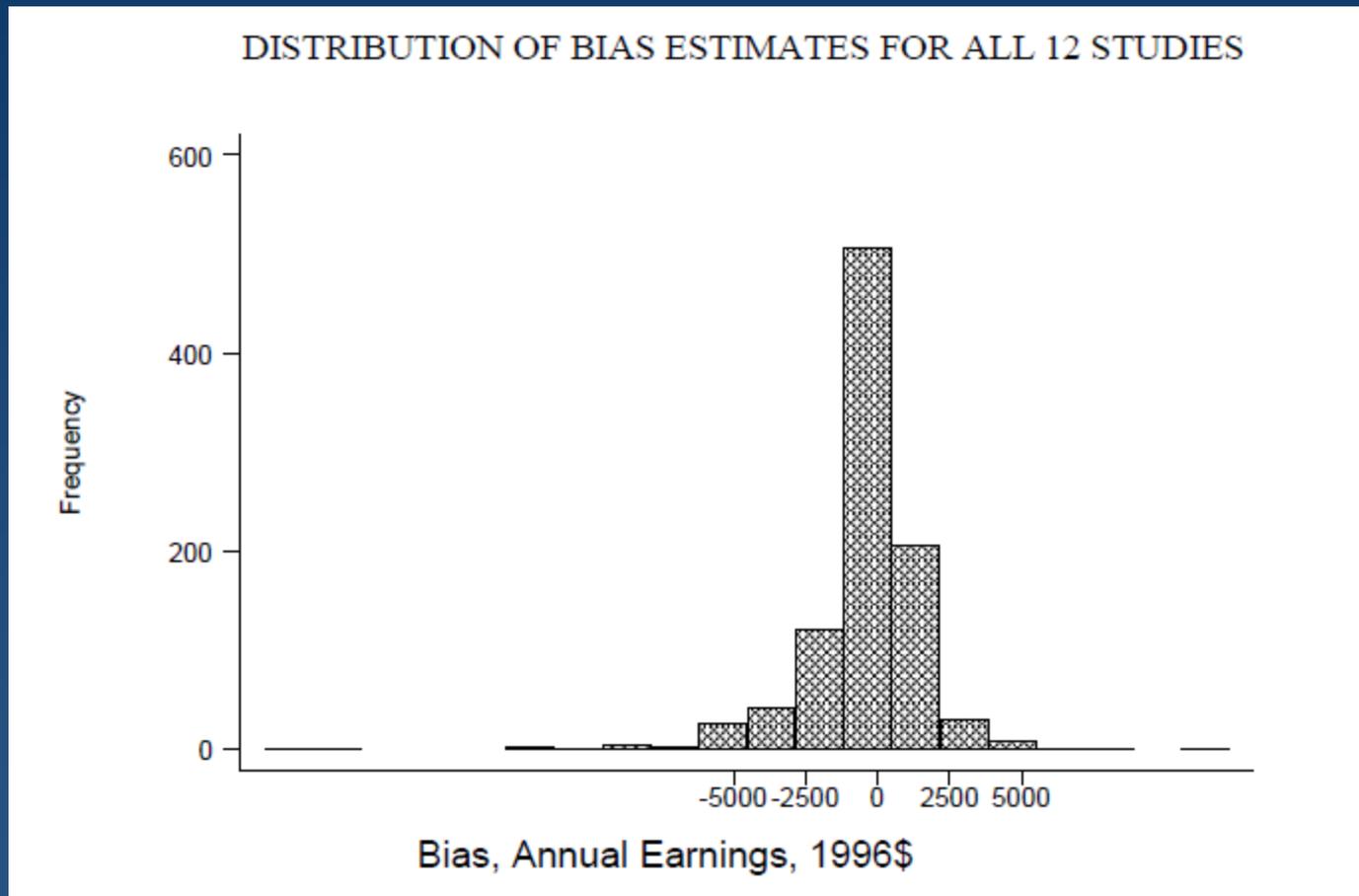
- **Competitive Priority.** The program gives priority consideration to award applicants that propose to conduct a scientifically-rigorous evaluation of their project. Such applicants are given additional points in the proposal evaluation process, and may also be awarded additional funds to conduct the evaluation.
- **Required of all applicants.** The program requires award applicants to conduct a scientifically-rigorous evaluation of their project, and may award them additional funds to conduct the evaluation. Agency issues standards to govern quality of evaluations.

Methods matter

Career Academies High School Completion

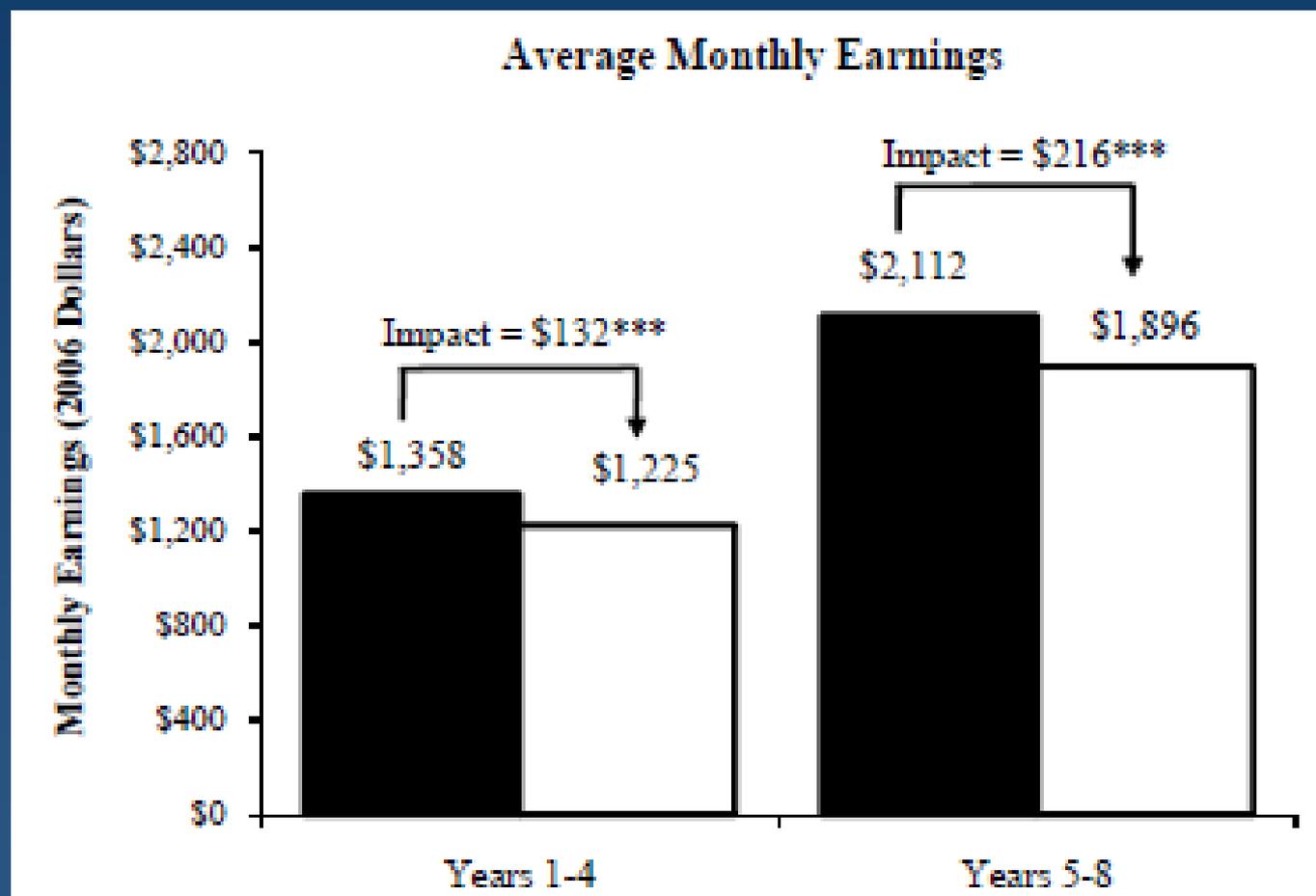


Weaker Methods Require Many Replications To Converge on Correct Answer



Strong Methods > Assertive Policy

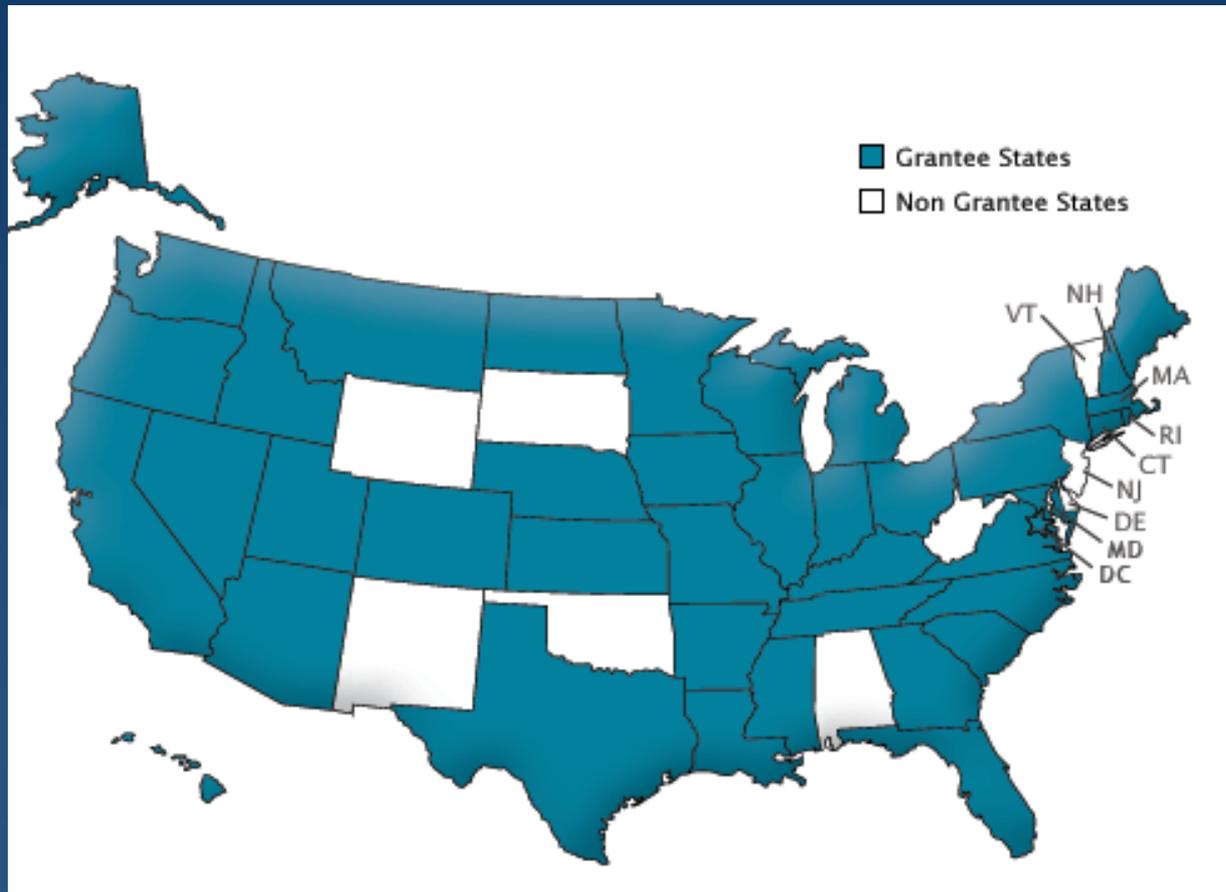
Career Academies: Labor market returns



Longitudinal Administrative Data Matters

“Because of questions about the comparability of data elements, states’ (WIA) performance data are of limited value for national comparisons, or even comparisons within a single state.” (GAO, 2005)

Statewide longitudinal Data Systems in Education – Grantee States



If you provide the data they will come



The screenshot shows the CALDER website interface. At the top right, the Urban Institute logo is visible, along with navigation links for 'Subscribe | Contact Us | Site Map' and a search bar. The CALDER logo, featuring a line graph and silhouettes of people, is on the left. A vertical navigation menu on the left lists: 'about', 'experts', 'publications', 'data and methods', 'events', 'press', and 'special projects'. The main content area is titled 'Publications' and contains two paragraphs of text. The first paragraph states that CALDER researchers use state administrative longitudinal databases to address critical questions about educational policy. The second paragraph details the focus on teacher policies, governance, and social/economic conditions. To the right of the text is a photograph of a young boy sitting on a step, reading a book. Below the text, there is a link for 'Research by state' with options for Florida, Missouri, New York, North Carolina, and Texas, followed by a 'Jump to: Policy Briefs' link.

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CALDER

- about
- experts
- publications
- data and methods
- events
- press
- special projects

Publications

CALDER researchers are tapping into state administrative longitudinal databases- what is emerging as the richest new source of information about schools, teachers, and students in the U.S.- to address some critical questions about educational policy.

CALDER research focuses most centrally on how teacher policies (hiring practices, compensation, and certification); governance policies (accountability and choice) and changing social and economic community conditions (changing student demographics and resources) affect outcomes for both teachers and students. We explore these questions across different states. Below you'll find all working papers and policy briefs.

Research by state: [Florida](#) | [Missouri](#) | [New York](#) | [North Carolina](#) | [Texas](#) | Jump to: [Policy Briefs](#)



- 27 analytic papers

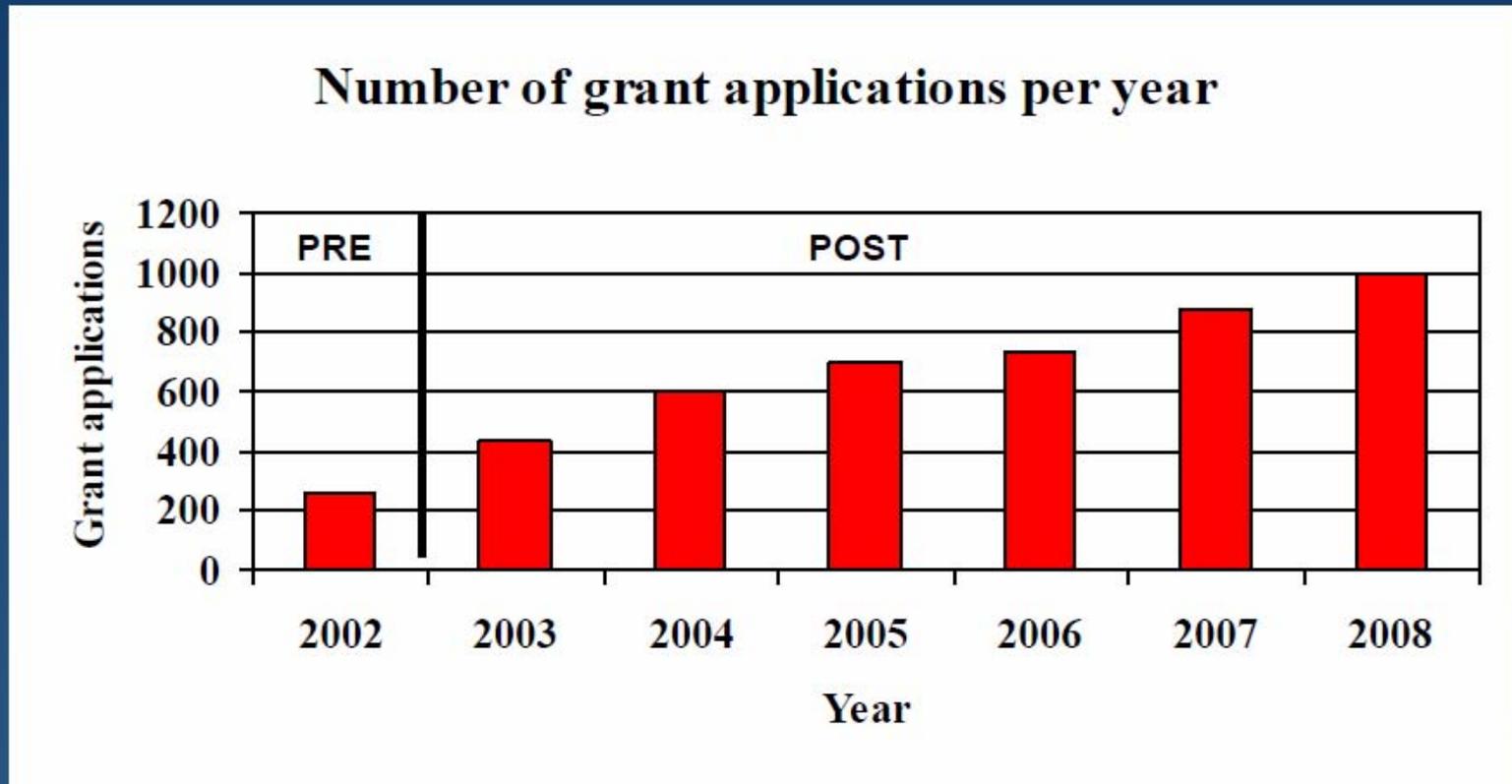
Independence matters

Critical components of independence in the Institute of Education Sciences that could be replicated in Labor

- Separate office with director reporting to the Secretary
- Independent publication authority
- Oversight board
- Fixed term senate-confirmed appointment for director
- Statutory focus on rigorous scientific standards
- Statutory delegation of authority

“ Notwithstanding section 412 of the Department of Education Organization Act (20 U.S.C. 3472), the Secretary shall delegate to the Director all functions for carrying out this title”

Before and after IES statute



Recommendations

- Provide more funding for research and evaluation in labor sciences
 - predictability, sustainability, and award processes are critical to building capacity
- Establish longitudinal data systems with common definitions and data quality standards
- Determine the policy and research priorities and assure some alignment to assure relevance
- Commit to methodological rigor
- Provide an organizational home and give it prominence and independence

