A Common Vision for Workforce Preparation

ATE and TAACCCT

Part One 10:15 – 1 1AM

Part Two 11:15 AM - Noon

Part One

1. Perspective –

   - Mike Lesiecki, MATEC, The Maricopa Community Colleges

2. The Vision and Opportunity

   - Celeste Carter, ATE Lead Program Director, National Science Foundation

   - Ann Beheler, CTC and NISGTS, Collin College

3. The Debate

Part Two

1. Profile of a TAACCCT Consortium

   - Kathy Kirby, Advanced Manufacturing, Mechatronics, and Quality Consortium; Mt. Wachusetts Community College

2. Evaluation and Impact

   - Phil Centonze, POS-Impact, Florida

3. Opportunities we see

   - All

The Great Debate

Can ATE and TAACCCT

Work Together?

The Great Debate

ATE

TAACCCT

The Great Debate

Can ATE and TAACCCT

Industry Credentials for College Credit
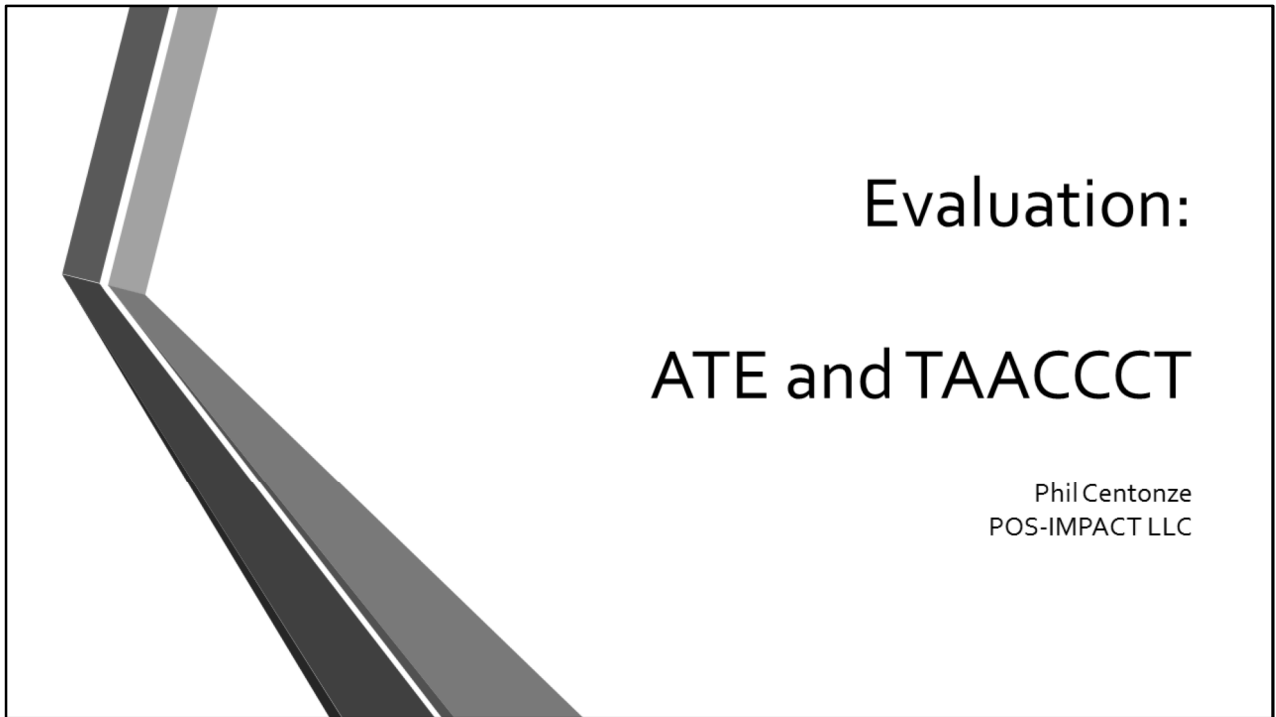
The Great Debate

ATE and TAACCCT Can

ATE

TAACCCT

There is more to it than Courses

There is more to it than Credentials

Work Together!!!

Evaluation:

ATE and TAACCCT

Phil Centonze
POS-IMPACT LLC

We will discuss some of the distinctions between evaluation of the two different types of grants.

Evaluation

- Definition: The process of making a judgment about the value, importance, or quality of something after considering it carefully.

- Translating into grant evaluation terms: Evaluation is intended to determine the effectiveness of a program/project/organization with respect to established objectives and outcomes.

- Effectiveness vs activity is a key point; any evaluation should focus on effectiveness which is strategic vs. activity which is tactical
- Effectiveness results at one level can be activity or tactical results relative to a higher level of strategy
- Activity/tactical results contribute to achievement of effectiveness results at a higher level

ATE Evaluation

- We must first understand context of ATE grant award and expectations of NSF.
- The overarching purposes of NSF, to:
  - Promote the progress of science
  - Advance the national health, prosperity, and welfare by supporting research and education in all fields of science and engineering.
- NSF is committed to ensuring the nation's supply of scientists, engineers, and science and engineering educators; capitalizing on new concepts in science and engineering; funding research and education in most fields of science and engineering

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- Evaluation must happen with in the context of the governing organization's strategies and mission

ATE Evaluation

- Grantees essentially set their own research objectives, outcomes, and goals; aligned with NSF strategies and mission
- Evaluation is focused on whether:
  - Objectives, outcomes, and goals are achieved
  - Whether the project is effective, based on its goals, with respect to alignment with NSF objectives
- Specific evaluation elements are not typically mandated. Effectiveness assessment is dependent on project specifics. There is no requirement for evaluation of the organization's ability and capacity to achieve its objectives.

- Evaluation is used to determine the effectiveness of the grant based on what the organization says is important; as long as it is alignment with the desires of NSF
- Again, more than activity measures are required to be monitored and measured. There needs to be data for both tactical and strategic objectives.
- NSF doesn't require that program implementation ability is evaluated, but it is important to include, because results obtained are the consequence of how the organization and its processes are managed; how processes across the entire system, in all aspects of the system, of an organization are managed. A an example, FLATE evaluation includes an assessment based on the Malcolm Baldrige management model.

TAACCCT Evaluation

- Again, we must understand context of the TAACCCT grant award and expectations of DOL
- Purpose and overarching goals of TAACCCT program are to provide eligible institutions of higher education with funds:
  - To expand and improve ability to deliver education/career training programs that can be completed In 2 years or less
  - That increase of attainment of skills/degrees/industry-recognized credentials to prepare participants and match skills needed by employers
  - To introduce/replicate innovative and effective methods for designing and delivering instruction addressing specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults
  - To demonstrate improved employment outcomes.

- Again, Evaluation is used to determine the effectiveness of the grant based on alignment with DOL/TAACCCT strategy and mission, as well as established outcome and impact targets/goals and program implementation

TAACCCT Evaluation

- Outcomes are established by DOL; seeking high-level impact on employability of participants vs. non-participants; mandates evaluation of Outcomes and Impact, and Program Implementation
- Grantee establishes activity-level goals contributing to the mandated high-level impacts
- Evaluation is focused on:
  - Whether the objectives, outcomes, and goals are achieved
  - Whether the project is effective, based on impact, aligned with TAACCCT overarching objectives
  - The grantee organization's ability and capacity to achieve objectives.

- Activity vs effectiveness is a consideration here as well. While there are a progressive set of targets such as persons served (generically), program participants, program completers, numbers of credentials attained, numbers of interns placed, numbers of employed; and even more targets relating to promotions and/or increases in wage rates due to participation in the program.
- Additionally, it needs to be determined whether the program itself has a positive impact on employability of participants/completers vs non-participants/non-completers
- Program implementation is an integral part of this evaluation. Here also the Baldrige model can be used to evaluate whether effective systems and processes are in place that afford the organization the capability to accomplish its objectives/goals.
- Sometimes the environment of multiple partner colleges in a TAACCCT grant consortium can be a disadvantage in program implementation because of the diversity of college cultures and sometimes reluctance to adjust and optimize processes/systems to facilitate implementation across the consortium .