Accelerating Connections to Employment Volume II

Appendices

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ACE: ACCELERATING CONNECTIONS TO EMPLOYMENT

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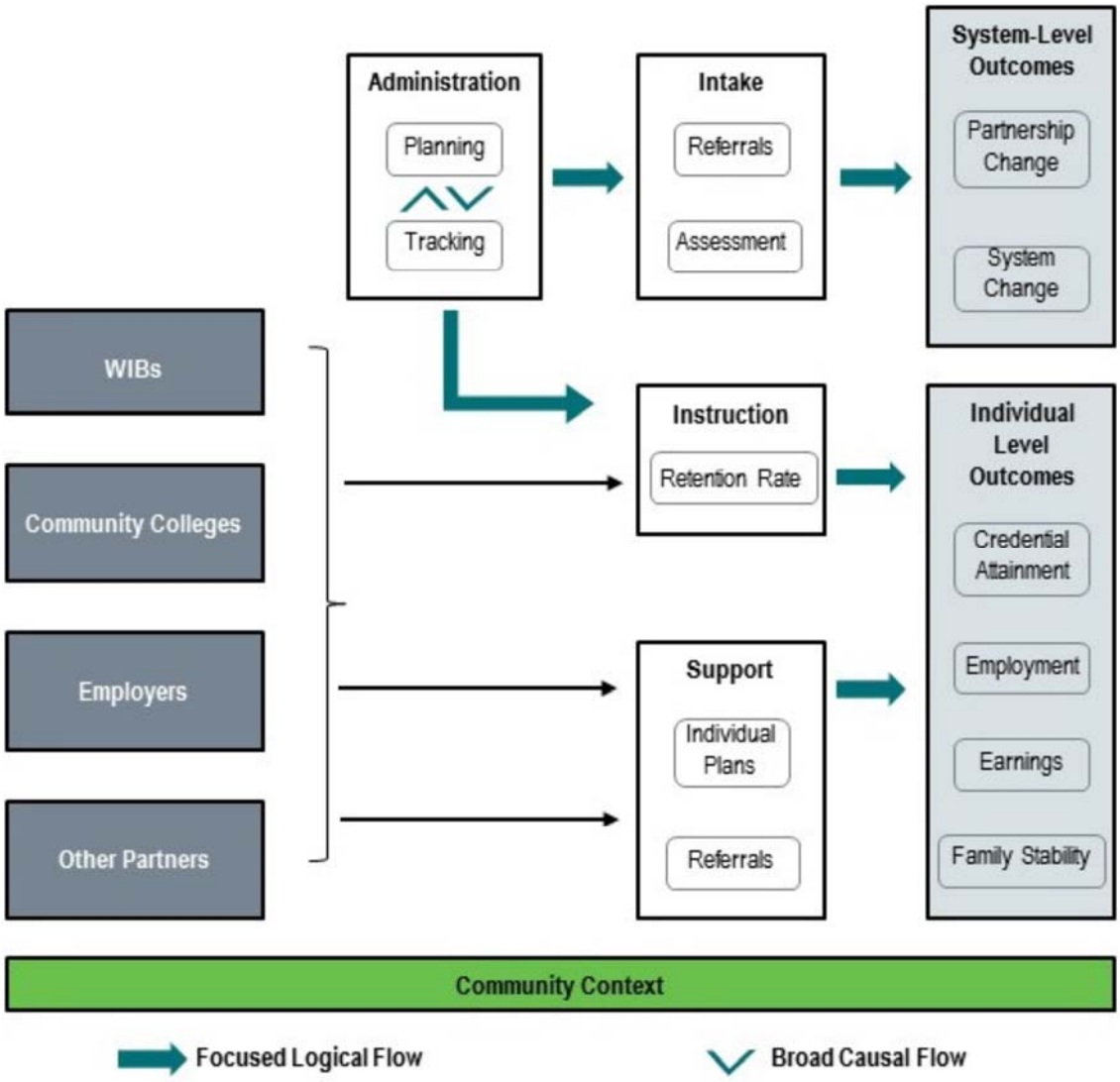
Appendix A:
Program Description/Overview

(Appendices for Section 2)

Appendix 2.1: ACE Measurement Model

<table>
<tr><th>Inputs</th><th>Activities</th><th>Outputs</th><th>Outcomes</th><th>Impacts</th></tr>
<tr><td>WIBs
• Intake processes (track modifications to process)
• Career Navigator experience
• Services offered (training, support)</td><td>Planning
• Assess labor market demand
• Engage community
• Planning with community colleges
• Establish programs
• Establish career pathways
• Leadership</td><td>Referrals
• Increased number of referrals from partners
• Alignment of training with labor market demand</td><td rowspan="2">Systems
• Increased coordination among partners
• Tighter social network, increased communication among partners
• Increased capacity to serve more customers
• More efficiency in workforce system, placement and intake times decreased</td><td>Credentials
• Increased attainment of training-related credentials</td></tr>
<tr><td>Community Colleges
• Training program history
• Experience serving population</td><td>Intake
• Recruitment
• Assessment
• Orientation</td><td>Assessments
• TABE Scores
• CASAS Scores
• Suitability for training</td><td rowspan="4">Employment
• Increased earnings
o Annual
o Hourly
• Increased rates of employment
o Employed at end of follow-up period
o Amount of time employed
• Less time elapsed between training completion and first job placement
• Higher rates of receiving employment related benefits (e.g. health, life insurance, retirement)
• Higher quality jobs (living wage, benefits, pathway)</td></tr>
<tr><td>Employers
• Employment needs
• Communicate skills desired
• Internship experience
• Experience working with WIB</td><td>Training
• Integrated curriculum (occupational and basic skills)
• Co-teaching strategy
• Job readiness training
• Internships
• Length of Training
• Number of hours per week</td><td>Training Provided
• 1,200-1,600 students trained
• Training enrollment rate
• High fidelity to the co-teaching model
• Internship participation
• Alignment of internships with career pathways
• Number of job readiness training participants
• Instructor experience</td><td rowspan="3">Individual
• Completion rate for training
• Attainment of GED
• Credential
• Increase in skills assessment scores
• Increase in persistence rates in education
• Working in field that aligns with career interests
• High levels of customer satisfaction
• Improved knowledge of career pathway</td></tr>
<tr><td>Other Partners
• Service offered
• Capacity
• Experience working with population
• Experience working with WIB</td><td>Support Services
• Individual coaching
• Academic support services
• Career navigation
o Caseload
o Frequency of contact between career navigator and customer</td><td>Individual Development Plans
• Participation rate in individual coaching services
• Individual coaching duration/ intensity
• Participation rate in re-employment services</td><td>Career Pathways
• Increase in promotions
• Higher percentage of participants staying on same career pathway</td></tr>
<tr><td>Community Context
• Urban city
• Education level
• Labor market (unemployment rate)
• Availability of career pathways
• Primary employers
• Economic trends</td><td>Transition and Tracking
• Job placement support
• Leverage partnerships
• Tracking progress
• Service duration/intensity (number of days, number of hours per day)</td><td>Referrals
• Participation rate in job placement support
• Number of customers who obtain jobs with WIB/CC partners</td><td>Other
• Lower rates of receiving public assistance
• Higher rates of economic security</td></tr>
</table>

Appendix 2.2: Analysis Model



Appendix 2.3: Population Characteristics by Site Location

	Atlanta City, GA		Austin City, TX		New Haven City, CT		Anne Arundel Co., MD	
	2011	2015	2011	2015	2011	2015	2011	2015
POPULATION CHARACTERISTICS								
Total:	419,250	448,901	782,149	887,061	129,213	130,612	532,369	555,280
White	40.2%	41.4%	70.5%	77.9%	48.6%	45.2%	78.8%	77.7%
Black or African American	54.9%	53.9%	9.0%	9.0%	36.5%	35.8%	16.7%	17.6%
American Indian and Alaska Native	0.7%	0.8%	1.1%	1.2%	1.4%	1.2%	1.0%	0.9%
Asian	4.0%	4.5%	6.9%	8.0%	5.3%	5.7%	4.3%	4.8%
Native Hawaiian and Other Pacific Islander	0.1%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.2%
Other race	2.0%	1.3%	14.9%	7.1%	11.2%	15.5%	2.1%	2.4%
Hispanic or Latino (of any race)	5.0%	5.0%	35.3%	34.5%	26.3%	28.1%	5.8%	6.9%
EDUCATIONAL ATTAINMENT								
Population 25 years and over	281,645	300,667	507,934	588,153	78,562	81,112	364,871	378,655
Less than 9th grade	3.8%	3.1%	7.6%	6.8%	8.0%	7.1%	2.9%	2.5%
9th to 12th grade, no diploma	8.8%	7.9%	6.6%	5.7%	11.6%	9.9%	6.7%	5.9%
High school graduate (includes equivalency)	20.9%	19.2%	16.7%	16.6%	29.0%	29.1%	25.9%	25.0%
Some college, no degree	16.7%	17.3%	19.0%	18.8%	14.6%	15.0%	21.4%	20.8%
Associate's degree	3.7%	4.6%	5.5%	5.2%	5.0%	4.5%	7.0%	7.5%
Bachelor's degree	27.8%	27.3%	28.1%	29.7%	14.7%	15.4%	21.5%	22.5%
Graduate or professional degree	18.3%	20.6%	16.5%	17.2%	17.2%	18.9%	14.7%	15.8%
INCOME / POVERTY								
Percent Below Poverty Level	26.2%	24.6%	20.3%	18.0%	30.1%	26.6%	5.7%	5.9%
Median Household Income	$44,559	$47,527	$50,654	$57,689	$36,784	$37,192	$84,409	$89,860
Median Earnings for Workers	$32,200	$33,848	$29,603	$31,783	$25,003	$25,755	$43,658	$45,641
LABOR FORCE								
Civilian Labor Force	225,918	241,795	460,307	521,208	67,860	67,089	289,334	301,868
Labor Force Participation Rate	65.4%	65.0%	73.7%	73.2%	65.4%	64.1%	70.8%	70.9%
Unemployment Rate	11.3%	11.5%	7.0%	5.9%	12.7%	12.7%	6.0%	5.9%

	Baltimore Co., MD		Baltimore City, MD		Montgomery Co., MD		Prince George's Co., MD		Upper Shore, MD	
	2011	2015	2011	2015	2011	2015	2011	2015	2011	2015
POPULATION CHARACTERISTICS										
Total:	802,487	822,959	620,210	622,454	959,738	1,017,859	858,539	892,816	170,576	171,517
White	67.2%	65.4%	31.6%	32.0%	60.4%	58.9%	23.6%	22.2%	82.1%	83.2%
Black or African American	26.8%	28.6%	65.3%	64.4%	18.5%	19.3%	66.0%	65.2%	15.7%	15.4%
American Indian and Alaska Native	0.8%	0.9%	1.2%	1.0%	0.9%	1.1%	1.1%	1.1%	0.6%	0.8%
Asian	5.5%	6.4%	2.7%	3.1%	15.2%	16.3%	4.7%	5.0%	1.1%	1.4%
Native Hawaiian and Other Pacific Islander	0.1%	0.1%	0.1%	0.2%	0.1%	0.2%	0.1%	0.1%	0.2%	0.2%
Other race	1.7%	1.3%	1.4%	1.9%	8.4%	8.7%	7.3%	9.4%	1.8%	1.5%
Hispanic or Latino (of any race)	4.0%	4.8%	3.9%	4.6%	16.5%	18.3%	14.5%	16.2%	4.1%	4.8%
EDUCATIONAL ATTAINMENT										
Population 25 years and over	547,368	564,976	409,004	420,156	667,766	698,595	557,867	590,874	118,933	121,016
Less than 9th grade	3.6%	3.3%	6.7%	5.3%	5.0%	5.0%	7.1%	7.5%	3.7%	3.9%
9th to 12th grade, no diploma	6.9%	6.1%	14.1%	12.2%	4.2%	3.9%	7.3%	6.9%	9.9%	8.7%
High school graduate (includes equivalency)	27.1%	27.2%	29.9%	29.8%	14.2%	14.0%	27.7%	26.1%	33.4%	33.4%
Some college, no degree	20.8%	19.8%	19.1%	19.5%	14.8%	14.3%	22.5%	22.5%	20.3%	19.4%
Associate's degree	6.3%	7.0%	4.4%	4.5%	5.1%	5.0%	6.0%	5.9%	6.9%	6.9%
Bachelor's degree	20.2%	20.9%	14.1%	15.3%	26.4%	26.6%	17.3%	18.1%	14.1%	16.3%
Graduate or professional degree	15.0%	15.6%	11.8%	13.4%	30.3%	31.3%	12.1%	13.0%	10.1%	11.5%
INCOME / POVERTY										
Percent Below Poverty Level	9.6%	9.4%	25.1%	23.7%	6.5%	6.7%	9.3%	9.7%	10.7%	10.3%
Median Household Income	$64,814	$67,095	$39,561	$42,241	$94,358	$99,435	$72,178	$74,260	$63,301	$65,113
Median Earnings for Workers	$38,665	$40,213	$29,722	$31,713	$46,398	$47,979	$38,439	$37,843	$32,103	$32,804
LABOR FORCE										
Civilian Labor Force	439,627	442,686	311,692	311,656	548,454	575,171	497,423	509,962	90,097	89,206
Labor Force Participation Rate	68.0%	66.6%	62.4%	61.9%	73.1%	71.9%	74.1%	72.1%	65.6%	64.1%
Unemployment Rate	6.8%	6.9%	12.6%	13.1%	5.7%	6.1%	8.8%	8.7%	7.9%	7.4%

*Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates.

Appendix B:
Evaluation Design and Methodology

(Appendices for Section 3)

Appendix 3.1: Survey Response Rates[1]

Survey	Total Surveyed	Total Completed Surveys	Response Rate
Year 1 Follow Up			
Treatment	1,144	691	60.4%
Control	970	521	53.7%
Total	**2,114**	**1,212**	**57.3%**
Year 2 Follow Up			
Treatment	601	280	46.6%
Control	459	207	45.1%
Total	**1,060**	**487**	45.9%

[1] All randomized study participants received the Year 1 Follow Up survey. Only randomized study participants from the August 2013 through July 2014 cohorts received the Year 2 Follow Up survey. Year 2 Follow-Up Survey Response Rates are calculated by dividing the total number of Year 2 survey respondents by the total number of respondents eligible to complete the Year 2 survey (i.e., those participating in the July 2014 cohort and prior). Veterans who were identified as eligible for Priority of Service (n=87) are excluded from these totals because they were not randomized and therefore are not part of the outcomes analysis.

Appendix 3.2: Qualitative Analysis Codes (NVivo Qualitative Analysis Software)

Name	Description
Adaptations Lessons Learned	Remarks relating lessons learned and adaptations.
Budgetary Implications	Comments about the budget and funding provided for ACE. Effects of flexibility, greater funding, any budgetary limitations.
CC & WIB Partnership	Comments / observations about the partnership between the WIB and the Community College
control group	all processes and procedures that involve the control group
Employer engagement	General engagement with employers (that does not fit another category such as planning, intake, etc.)
Evaluation Capacity	Comments from site staff related to data collection, management, tracking, using data in new ways because of ACE
External Partnerships	Partnerships created for or through ACE with partners other than CC or WIB
Great Quote	Important quotes that could be used for a report; should use this node in combination with another node if possible
Intake	Comments about intake process - vestibule, assessment of applicants, orientation - activities after recruitment and before class
Interviewee Role	Pre-coded: CODERS DO NOT USE
Long Term Impacts	ACE Impacts beyond the grant period
Most important ACE component	Perspectives on the most important component of the ACE model (e.g., co-teaching, partnership between the WIB and CC, etc.)
Planning	Comments about planning stage - identifying training classes, engaging community, establishing programs, etc.
Reflections on ACE	A general category to capture their big pictures thoughts looking back on their time in ACE
Retention	Comments about student retention and completion rates
Roles and Responsibilities	Remarks about role – what's involved in the job description, responsibilities, how responsibilities have
Student Barriers	Comments about barriers faced by student population - e.g., literacy skills, housing, transportation, etc.
Success	General success
Support Services	Comments about support services provided to ACE participants; what they needed, how it was provided, the impact, etc.
Sustainability	Thoughts and reflections relating to the ACE model's sustainability in the future.
Training	Comments about ACE training - attendance, integrated curriculum/co-teaching, internships, job readiness, etc.
Transition and Tracking	Comments and transition after training and tracking students after training; includes engagement with employers, placement
WIOA References	References to WIOA, implications of WIOA

Appendix 3.3: Industry Employment Trends for ACE Sites

	Atlanta city, GA			Austin city, TX			New Haven city, CT		
INDUSTRY	2011	2015	% Change	2011	2015	% Change	2011	2015	Change
Civilian employed population 16 years and over	197,278	213,949	8%	430,300	490,632	14%	58,476	58,556	0%
Agriculture, forestry, fishing and hunting, and mining	313	339	8%	2,038	2,945	45%	351	270	-23%
Construction	7,132	6,287	-12%	32,929	34,572	5%	1,833	1,946	6%
Manufacturing	9,732	10,564	9%	32,206	34,924	8%	4,850	4,717	-3%
Wholesale trade	6,577	5,685	-14%	8,570	9,202	7%	857	1,169	36%
Retail trade	19,957	20,738	4%	45,214	50,410	11%	5,177	5,185	0%
Transportation and warehousing, and utilities	11,310	11,479	1%	11,122	13,555	22%	2,136	2,201	3%
Information	8,471	8,199	-3%	11,044	14,597	32%	1,247	1,102	-12%
Finance and insurance, and real estate and rental and	15,544	17,779	14%	29,310	35,380	21%	2,359	2,241	-5%
Professional, scientific, and management, and	37,160	42,678	15%	65,388	81,201	24%	4,550	4,806	6%
Educational services, and health care and social	41,470	46,929	13%	91,454	101,597	11%	24,030	24,068	0%
Arts, entertainment, and recreation, and	22,384	24,526	10%	50,462	56,578	12%	6,953	6,744	-3%
Other services, except public administration	9,550	9,906	4%	23,355	26,526	14%	2,081	2,236	7%
Public administration	7,678	8,840	15%	27,208	29,145	7%	2,052	1,871	-9%
	Anne Arundel Co., MD			**Baltimore Co., MD**			**Baltimore city, MD**		
INDUSTRY	2011	2015	% Change	2011	2015	% Change	2011	2015	Change
Civilian employed population 16 years and over	272,710	284,092	4%	405,291	412,199	2%	265,354	270,930	2%
Agriculture, forestry, fishing and hunting, and mining	587	795	35%	1,301	1,170	-10%	323	416	29%
Construction	20,146	20,591	2%	23,283	23,913	3%	14,530	13,177	-9%
Manufacturing	15,592	14,400	-8%	24,721	23,348	-6%	14,640	12,748	-13%
Wholesale trade	8,253	7,782	-6%	10,020	9,368	-7%	4,471	5,213	17%
Retail trade	27,467	29,578	8%	41,835	43,696	4%	22,267	25,979	17%
Transportation and warehousing, and utilities	12,005	10,920	-9%	20,042	19,357	-3%	13,937	13,806	-1%
Information	6,133	6,251	2%	8,826	7,930	-10%	5,794	5,258	-9%
Finance and insurance, and real estate and rental and leasing	16,997	16,826	-1%	34,285	32,542	-5%	15,465	14,912	-4%
Professional, scientific, and management, and administrative and waste management services	40,153	43,778	9%	48,825	51,068	5%	30,729	33,185	8%
Educational services, and health care and social assistance	53,265	56,571	6%	110,482	114,009	3%	80,460	84,889	6%
Arts, entertainment, and recreation, and accommodation and food services	19,744	22,946	16%	28,788	33,416	16%	23,777	24,117	1%
Other services, except public administration	15,265	14,224	-7%	19,024	19,558	3%	13,203	13,307	1%
Public administration	37,103	39,430	6%	33,859	32,824	-3%	25,758	23,923	-7%
	Montgomery Co., MD			**Prince George's Co., MD**			**Upper Shore, MD***		
INDUSTRY	2011	2015	% Change	2011	2015	% Change	2011	2015	Change
Civilian employed population 16 years and over	520,515	540,333	4%	448,798	465,639	4%	80,979	82,569	2%
Agriculture, forestry, fishing and hunting, and mining	932	1,037	11%	1,240	829	-33%	2,280	2,709	19%
Construction	30,943	31,421	2%	33,234	37,287	12%	7,472	6,610	-12%
Manufacturing	15,089	16,350	8%	11,873	10,177	-14%	6,773	6,423	-5%
Wholesale trade	6,309	6,783	8%	6,048	6,078	0%	2,732	2,455	-10%
Retail trade	38,500	40,502	5%	39,512	42,506	8%	8,962	9,183	2%
Transportation and warehousing, and utilities	12,294	13,923	13%	25,063	26,459	6%	3,587	3,347	-7%
Information	16,713	15,375	-8%	10,726	10,320	-4%	1,012	1,149	14%
Finance and insurance, and real estate and rental and leasing	35,705	36,486	2%	22,441	22,349	0%	4,319	4,010	-7%
Professional, scientific, and management, and administrative and waste management services	113,619	117,979	4%	66,307	71,007	7%	7,878	8,796	12%
Educational services, and health care and social assistance	111,756	116,788	5%	97,981	103,920	6%	18,212	19,102	5%
Arts, entertainment, and recreation, and accommodation and food services	43,762	45,144	3%	36,498	39,780	9%	7,578	8,298	10%
Other services, except public administration	36,276	37,966	5%	28,101	27,843	-1%	3,943	4,505	14%
Public administration	58,617	60,579	3%	69,774	67,084	-4%	6,231	5,982	-4%

Appendix 3.4: Occupational Employment Trends for ACE Sites

	Atlanta city, GA			Austin city, TX			New Haven city, CT		
OCCUPATION	2011	2015	% Change	2011	2015	% Change	2011	2015	% Change
Civilian employed population 16 years and over	197,278	213,949	8%	430,300	490,632	14%	58,476	58,556	0%
Management, business, and financial occupations	41,227	47,145	14%	72,191	87,902	22%	4,831	5,523	14%
Computer, engineering, and science occupations	13,859	15,581	12%	39,042	48,544	24%	3,941	3,598	-9%
Education, legal, community service, arts, and media occupations	33,432	36,656	10%	63,677	70,294	10%	10,519	10,057	-4%
Healthcare practitioner, technical, and support occupations	11,239	12,859	14%	22,522	29,896	33%	5,920	6,847	16%
Protective service occupations:	3,360	3,737	11%	5,603	6,355	13%	1,550	1,179	-24%
Food preparation and serving related occupations	12,532	13,373	7%	31,305	34,450	10%	4,585	5,028	10%
Building and grounds cleaning and maintenance occupations	6,926	6,270	-9%	18,923	19,555	3%	2,871	2,971	3%
Personal care and service occupations	6,745	7,180	6%	15,824	16,612	5%	2,610	2,470	-5%
Sales and related occupations	24,010	25,307	5%	48,060	52,177	9%	4,858	4,562	-6%
Office and administrative support occupations	20,388	23,597	16%	51,084	56,909	11%	6,890	6,187	-10%
Farming, fishing, and forestry occupations	240	155	-35%	469	557	19%	183	288	57%
Construction and extraction occupations	5,184	4,038	-22%	28,538	27,386	-4%	1,667	2,113	27%
Production, Installation, maintenance, and repair occupations	3,239	2,770	-14%	8,829	10,163	15%	727	623	-14%
Transportation and material moving occupations	6,004	6,520	9%	6,684	9,749	46%	1,637	2,011	23%
	Anne Arundel Co., MD			**Baltimore Co., MD**			**Baltimore city, MD**		
OCCUPATION	2011	2015	% Change	2011	2015	% Change	2011	2015	% Change
Civilian employed population 16 years and over	272,710	284,092	4%	405,291	412,199	2%	265,354	270,930	2%
Management, business, and financial occupations	52,279	57,227	9%	69,655	67,914	-2%	33,160	35,682	8%
Computer, engineering, and science occupations	26,404	28,483	8%	27,283	29,225	7%	15,165	16,343	8%
Education, legal, community service, arts, and media occupations	27,565	29,906	8%	47,837	50,353	5%	35,565	39,663	12%
Healthcare practitioner, technical and support occupations	17,803	19,977	12%	37,780	41,182	9%	24,923	27,792	12%
Protective service occupations	9,021	8,196	-9%	11,876	12,072	2%	10,442	10,242	-2%
Food preparation and serving related occupations	12,621	14,032	11%	18,154	19,885	10%	15,624	14,625	-6%
Building and grounds cleaning and maintenance occupations	7,783	6,718	-14%	10,841	11,562	7%	13,302	12,600	-5%
Personal care and service occupations	9,026	9,196	2%	13,709	13,371	-2%	9,626	9,177	-5%
Sales and related occupations	27,971	29,476	5%	42,994	43,186	0%	20,890	23,972	15%
Office and administrative support occupations	40,445	38,349	-5%	61,662	59,176	-4%	40,992	38,505	-6%
Farming, fishing, and forestry occupations	384	334	-13%	369	520	41%	229	134	-41%
Construction and extraction occupations	13,312	12,380	-7%	15,132	16,243	7%	11,785	9,761	-17%
Production, Installation, maintenance, and repair occupations	16,486	17,489	6%	27,163	25,721	-5%	15,522	14,048	-9%
Transportation and material moving occupations	11,610	12,329	6%	20,836	21,789	5%	18,129	18,386	1%
	Montgomery Co., MD			**Prince George's Co., MD**			**Upper Shore, MD**		
OCCUPATION	2011	2015	% Change	2011	2015	% Change	2011	2015	% Change
Civilian employed population 16 years and over	520,515	540,333	4%	448,798	465,639	4%	80,979	82,569	2%
Management, business, and financial occupations	111,723	120,064	7%	71,052	71,972	1%	11,873	12,304	4%
Computer, engineering, and science occupations	66,338	70,419	6%	31,128	32,249	4%	3,425	3,313	-3%
Education, legal, community service, arts, and media occupations	80,862	81,237	0%	44,741	48,992	10%	8,180	8,582	5%
Healthcare practitioner, technical, and support occupations	40,731	41,444	2%	30,641	33,790	10%	6,130	6,839	12%
Protective service occupations	8,530	8,536	0%	21,819	21,360	-2%	1,791	2,226	24%
Food preparation and serving related occupations	22,798	22,697	0%	19,044	21,393	12%	5,019	5,151	3%
Building and grounds cleaning and maintenance occupations	19,742	22,059	12%	21,340	25,296	19%	3,383	3,811	13%
Personal care and service occupations	20,555	21,117	3%	15,540	16,498	6%	2,580	3,047	18%
Sales and related occupations	43,223	44,399	3%	36,870	37,540	2%	9,322	8,310	-11%
Office and administrative support occupations	55,412	53,696	-3%	75,541	72,300	-4%	11,609	10,883	-6%
Farming, fishing, and forestry occupations	238	490	106%	649	702	8%	1,439	1,274	-11%
Construction and extraction occupations	21,541	22,425	4%	27,584	30,317	10%	5,946	4,793	-19%
Production, Installation, maintenance, and repair occupations	15,482	16,524	7%	24,982	24,832	-1%	7,339	7,407	1%
Transportation and material moving occupations	13,340	15,226	14%	27,867	28,398	2%	4,967	4,629	-7%

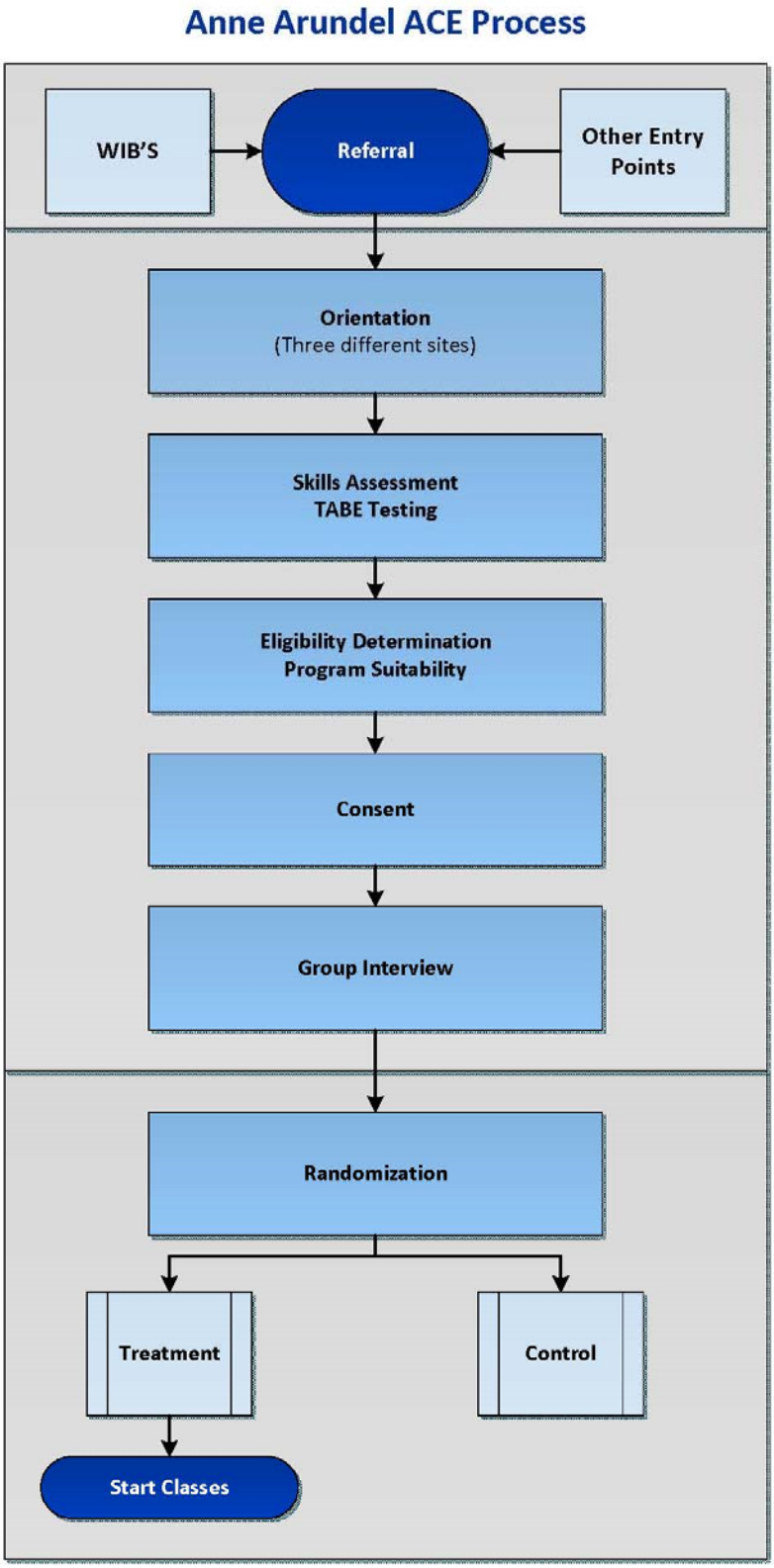
Appendix 3.5: ACE Programs and Employment Trends by Metropolitan Area (employment in thousands)

Site	ACE Program	Relevent Occupation	Employment					
			2012	2013	2014	2015	2016	Percent Change 2012-2016
Anne Arundel	Dental Assisting	Dental Hygiensts	2.816	2.906	2.964	3.006	3.068	8.9%
Anne Arundel	A+	Computer support specialists	10.803	10.972	11.141	11.398	11.67	8.0%
Anne Arundel	Casino Dealer	Gaming service worker	1.157	1.165	1.18	1.2	1.22	5.4%
Anne Arundel	Bus Driver	Bus Driver	8.785	8.723	8.73	8.774	8.817	0.4%
Anne Arundel	C.N.A./G.N.A.	Nursing Assistants	17.867	18.172	18.531	18.833	19.208	7.5%
Anne Arundel	CDL 3	Driver/sales workers and truck drivers	28.762	29.229	29.457	30.008	30.554	6.2%
Atlanta	Welding	Welding, soldering, and brazing workers	7.122	7.317	7.375	7.58	7.758	8.9%
Atlanta	Drafter's Assistant	Drafters, all other	2.415	2.466	2.478	2.533	2.584	7.0%
Atlanta	Pharmacy Tech	Health Technologists and Technicians	55.801	57.676	59.24	60.789	62.609	12.2%
Atlanta	Medical Billing	Medical records and health information technicians	3.793	3.902	4.004	4.104	4.22	11.3%
Atlanta	Warehouse/Forklift	Shipping, Receiving, and Traffic Clerks	18.696	18.992	19.007	19.112	19.245	2.9%
Austin	Administrative Assistant	Secretaries and administrative assistants	38.481	39.528	40.241	41.168	42.08	9.4%
Austin	CNA + Acute Care Skills	Nursing Assistants	6.223	6.406	6.59	6.758	6.94	11.5%
Austin	Apartment Maintenance	Building and Ground Maintenance Occupations	21.676	22.356	22.854	23.46	24.066	11.0%
Baltimore City	Multi-skilled Medical Tech	Health Technologists and Technicians	37.228	38.211	39.16	40.066	41.142	10.5%
Baltimore City	Medical Billing Specialist	Medical Records and Health Information Techs	2.517	2.575	2.637	2.696	2.765	9.9%
Baltimore City	Pharmacy Tech	Health Technologists and Technicians	37.228	38.211	39.16	40.066	41.142	10.5%
Baltimore City	Dietary Aide	Occupational Therapy and Physical Therapist Assistants and Aides	2.077	2.16	2.236	2.303	2.385	14.8%
Baltimore City	C.N.A.	Nursing Assistants	17.867	17.172	18.531	18.833	19.208	7.5%
Baltimore City	CNC Manufacturing	Machinists	2.211	2.239	2.24	2.26	2.281	3.2%
Baltimore City	Warehouse Logistics	Production, Planning and Expediting clerks Shipping, Receiving, and Traffic Clerks	10.071	10.142	10.135	10.196	10.263	1.9%
Baltimore County	Dental Assistant	Dental Hygiensts	2.816	2.906	2.964	3.006	3.068	8.9%
Baltimore County	Utility Installer	Line Installer and Repairers Radio and Telecom Equipment Installers	6.147	6.215	6.261	6.441	6.6	7.4%
Baltimore County	Logistics	Production, Planning and Expediting clerks Shipping, Receiving, and Traffic Clerks	10.071	10.142	10.135	10.196	10.263	1.9%
Baltimore County	Construction	Construction Trade Workers	55.256	57.097	58.144	62.608	66.455	20.3%
Baltimore County	CAMT	Building and Ground Maintenance Occupations	35.771	36.322	36.909	37.734	38.535	7.7%
Baltimore County	Medical Office Support	Medical Secretaries	7.167	7.39	7.576	7.73	7.929	10.6%
Baltimore County	C.N.A./G.N.A.	Nursing Assistants	17.867	17.172	18.531	18.833	19.208	7.5%
Montgomery County	C.N.A.	Nursing Assistants	24.043	24.616	24.95	25.114	25.573	6.4%
New Haven	Patient Care Technician	Health Technologists and Technicians	11.26	11.52	11.824	12.099	12.415	10.3%
New Haven	Prof. Food and Beverage Server	Food and beverage serving workers	19.191	19.461	19.968	20.472	20.957	9.2%
New Haven	Community Health Worker	Miscellaneous health practitioners and technical workers	0.286	0.29	0.296	0.302	0.309	8.0%
New Haven	Small Engine Repair & Technology	Small engine mechanics	0.263	0.266	0.268	0.271	0.274	4.2%
New Haven	IT Help Desk Trainee	Computer support specialists	2.447	2.478	2.51	2.554	2.6	6.3%
Prince George's	C.N.A.	Nursing Assistants	24.043	24.616	24.95	25.114	25.573	6.4%
Prince George's	Security Officer	Security guards and gaming surveillance officers	37.345	37.777	38.202	38.831	39.493	5.8%
Prince George's	Medical Office Assistant	Medical Secretaries	11.536	12.061	12.282	12.389	12.656	9.7%
Upper Shore	C.N.A.	Nursing Assistants	1.000	1.015	1.036	1.055	1.076	7.6%
Upper Shore	Culinary Arts	Food preparation and serving related occupations	11.582	11.793	12.126	12.474	12.805	10.6%

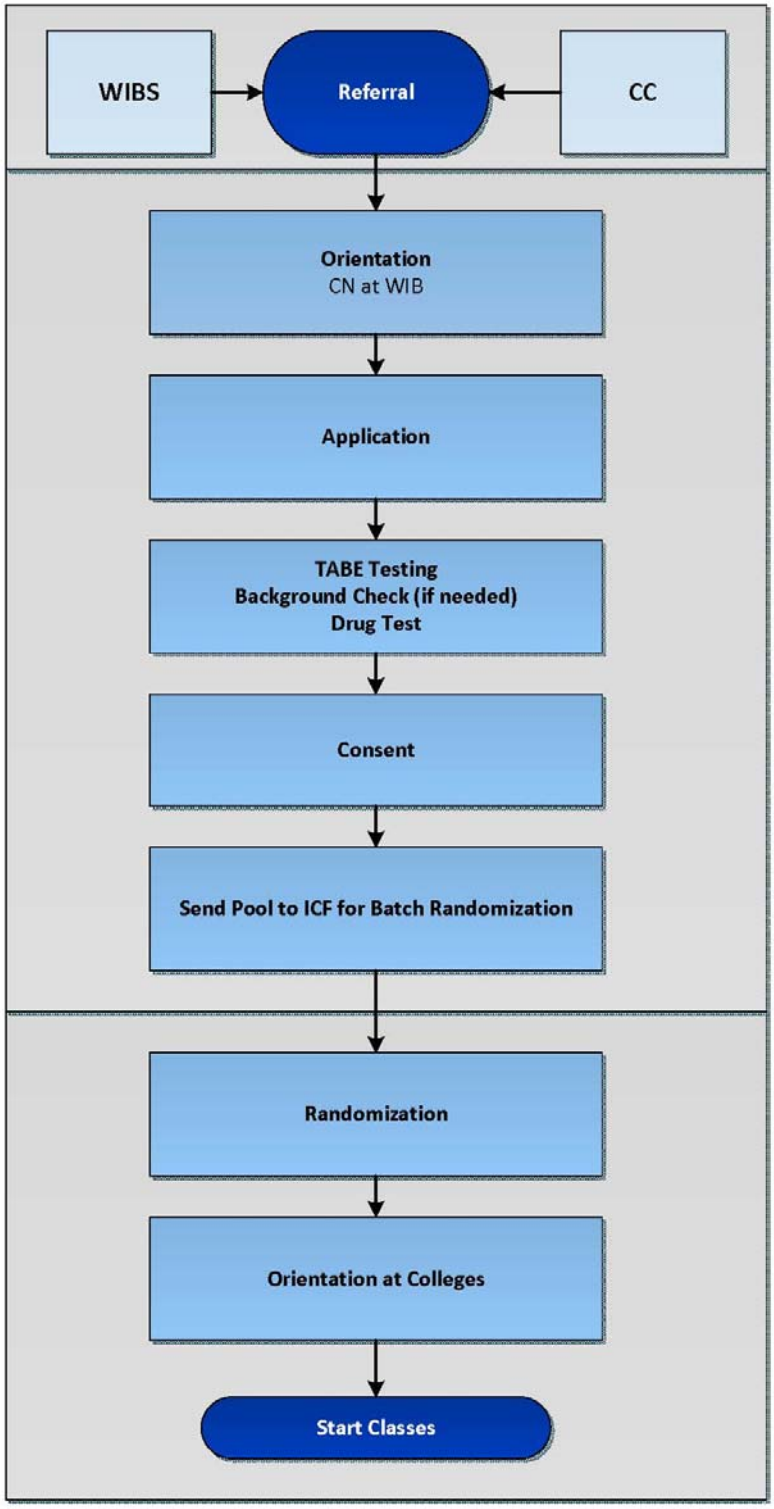
Appendix C:
Outcomes/Impact Study

(Appendices for Section 4)

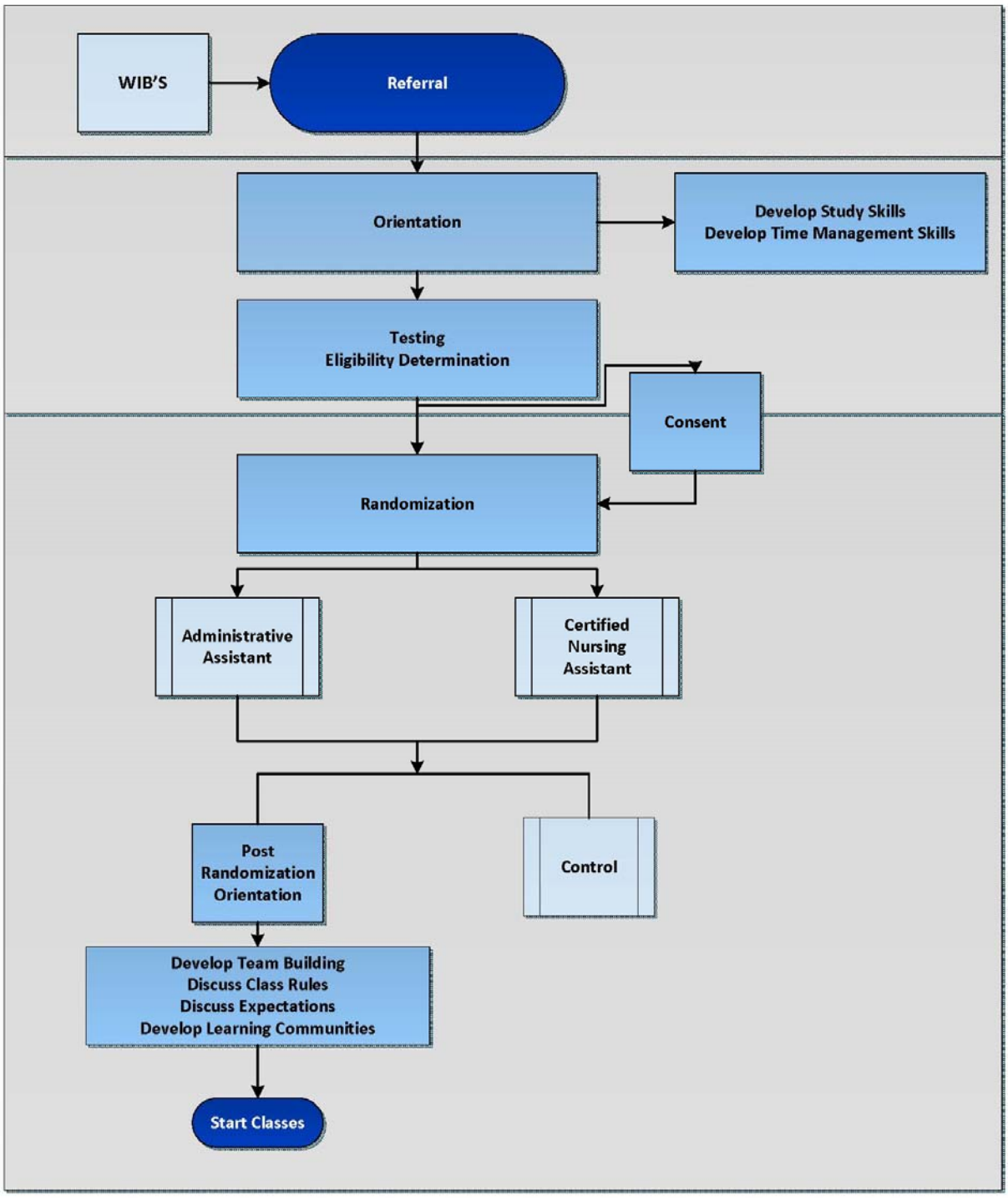
Appendix 4.1: ACE Process Flow Charts



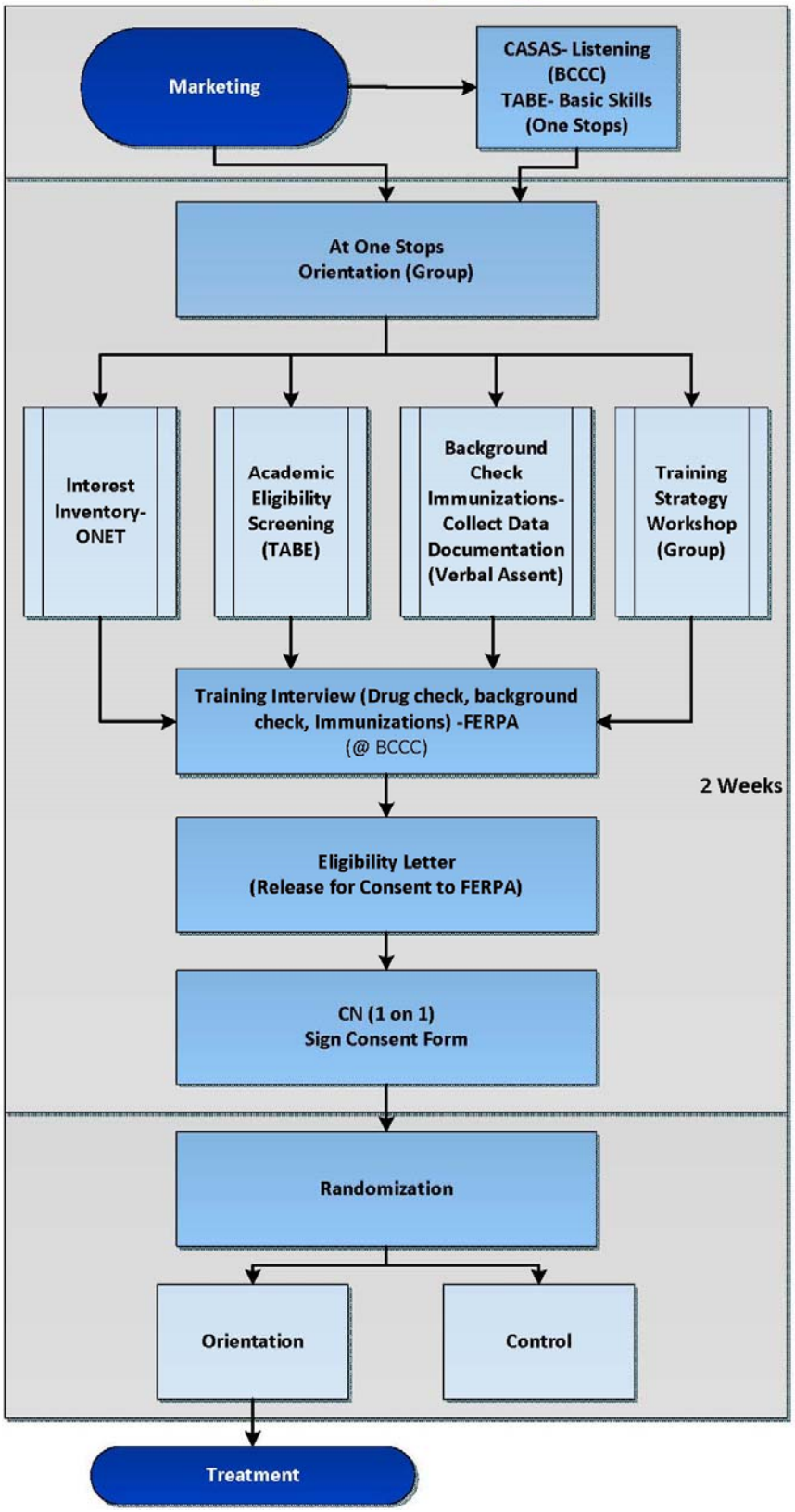
Atlanta ACE Process



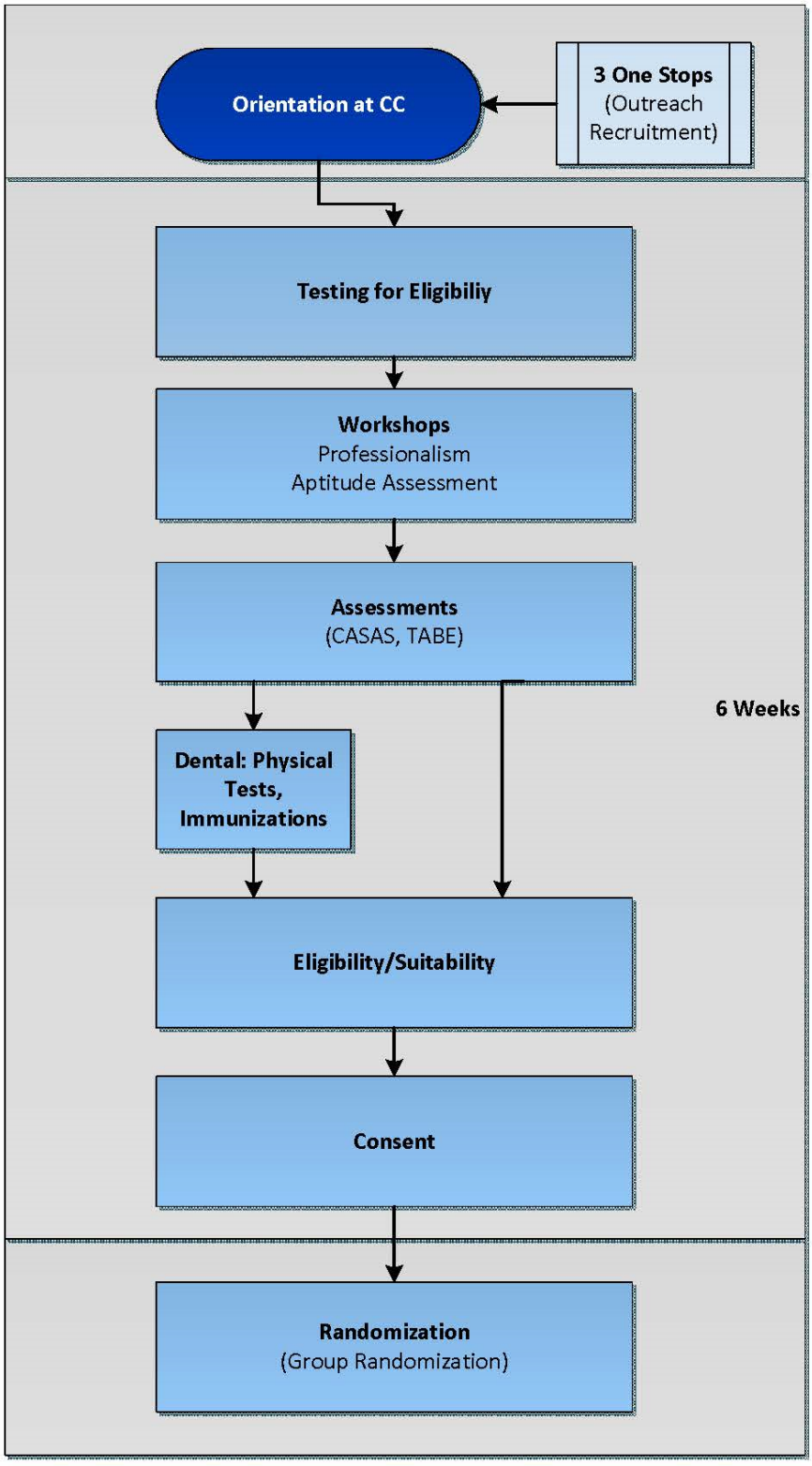
Austin ACE Process



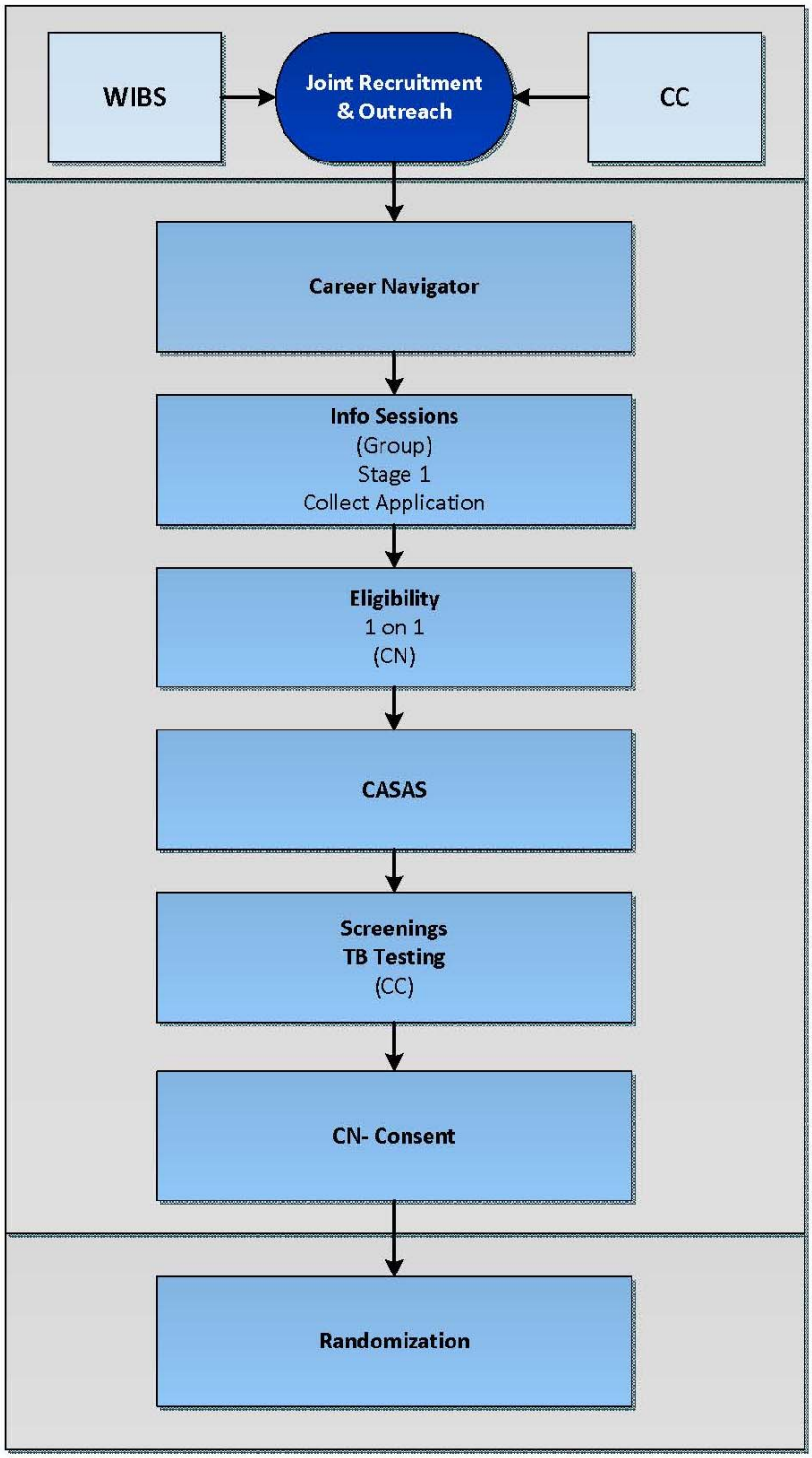
Baltimore City Community College ACE Process

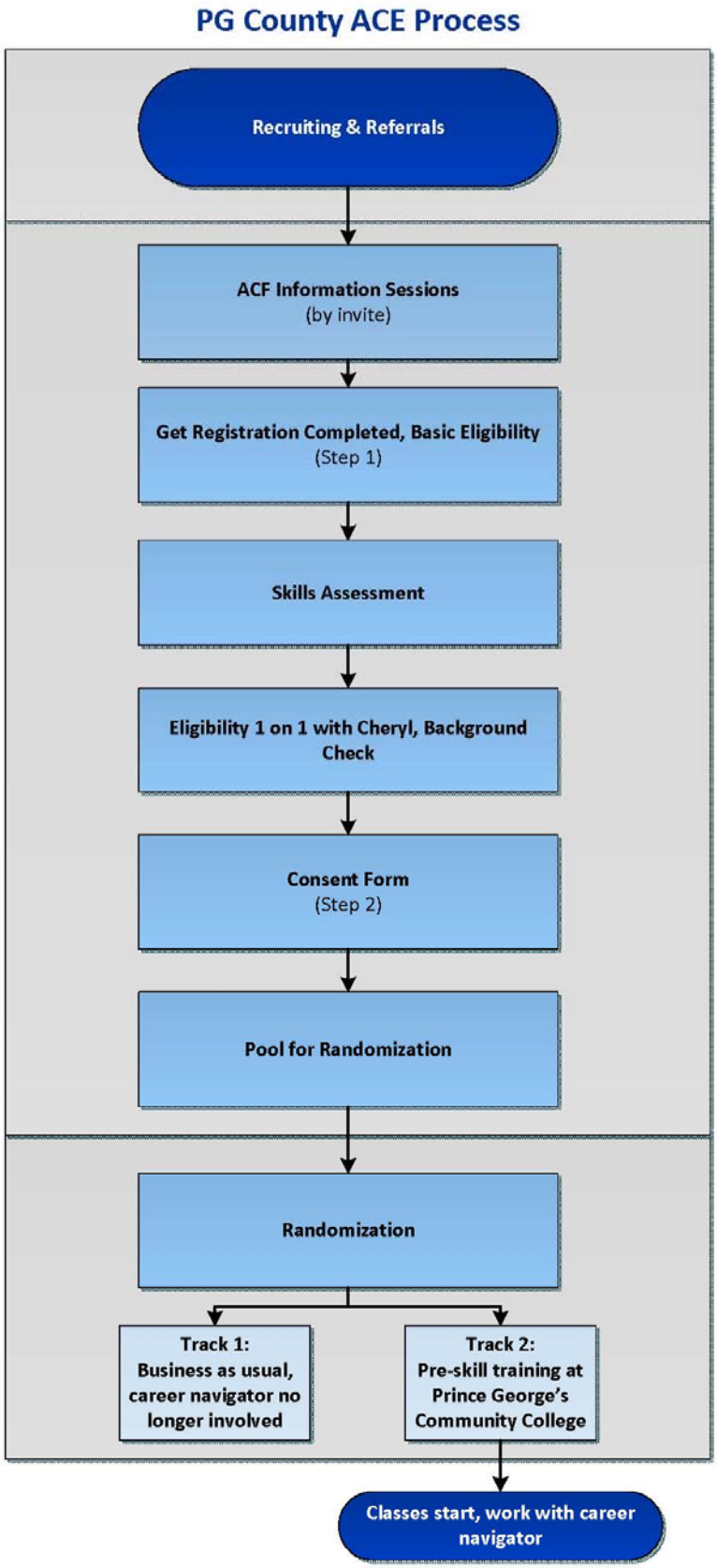


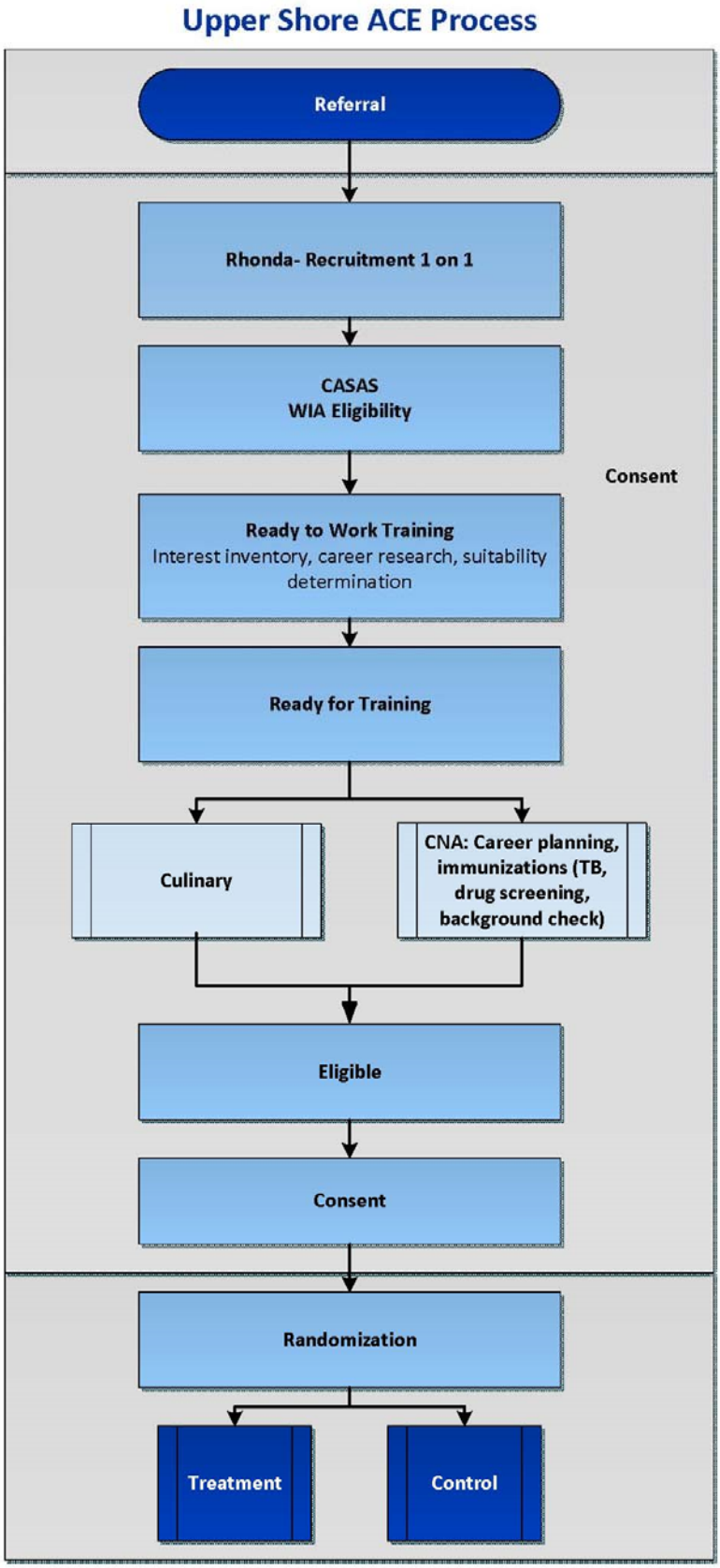
Baltimore County ACE Process



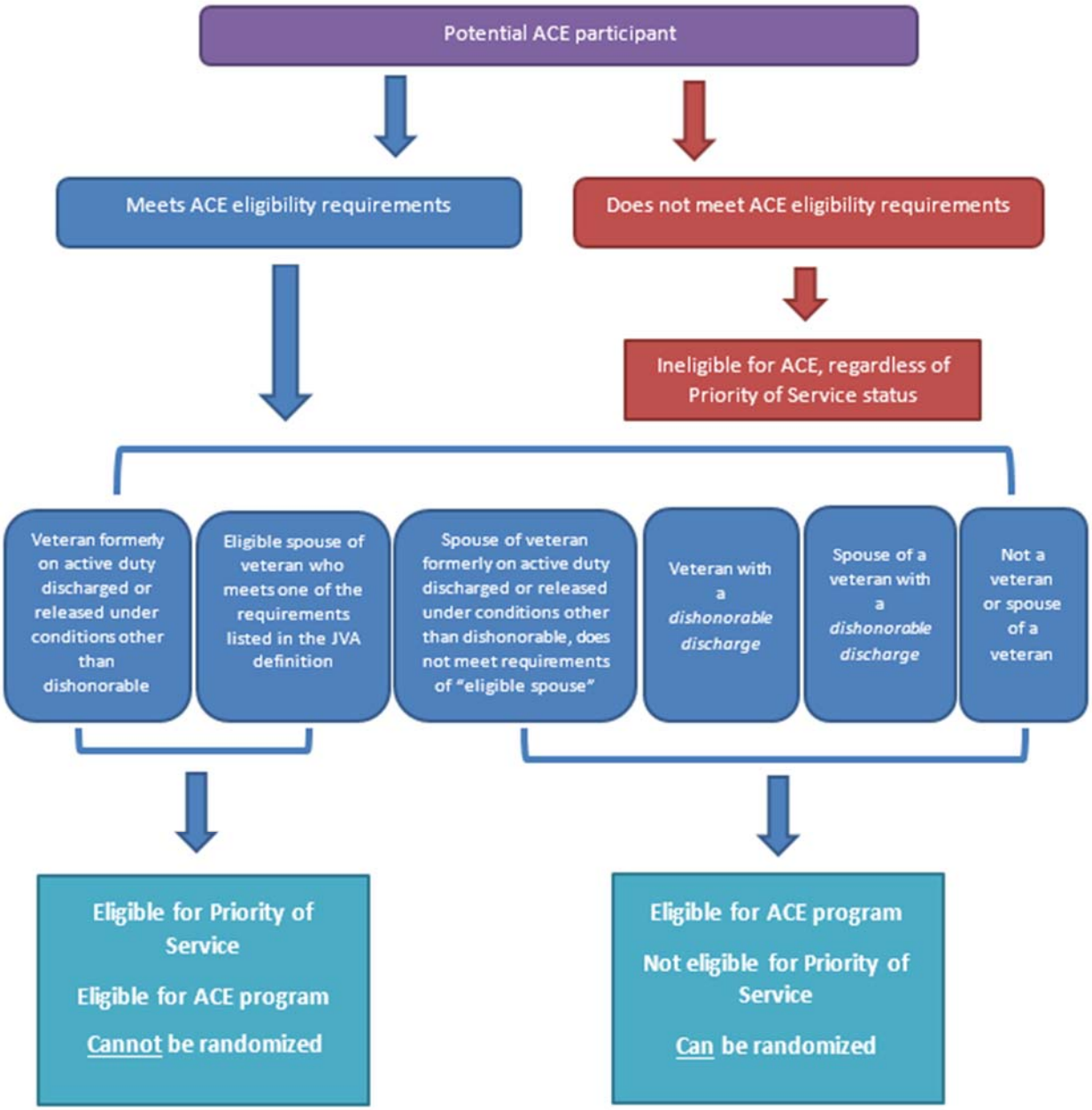
Montgomery County ACE Process




PG County ACE Process
Recruiting & Referrals
ACF Information Sessions
(by invite)
Get Registration Completed, Basic Eligibility
(Step 1)
Skills Assessment
Eligibility 1 on 1 with Cheryl, Background Check
Consent Form
(Step 2)
Pool for Randomization
Randomization
Track 1:
Business as usual, career navigator no longer involved
Track 2:
Pre-skill training at Prince George's Community College
Classes start, work with career navigator


Upper Shore ACE Process
Referral
Rhonda- Recruitment 1 on 1
CASAS
WIA Eligibility
Consent
Ready to Work Training
Interest inventory, career research, suitability determination
Ready for Training
Culinary
CNA: Career planning, immunizations (TB, drug screening, background check)
Eligible
Consent
Randomization
Treatment
Control

Appendix 4.2: Veterans Priority of Service Decision Tree



Appendix 4.3: Crosswalk of Research Questions and Data Sources

Research Question	Source of Data Treatment Group	Source of Data Control Group
Does the ACE program have an effect on employment rates and retention?		
Do ACE participants have higher or lower employment rates than participants in the control group?	UI Data	UI Data
Do ACE participants have longer or shorter periods of continuous employment (as measured by the number of months worked in the past year) than the control group? Do ACE participants obtain full-time employment in a longer or shorter period of time than control group participants?	UI Data/ Surveys	UI Data/ Surveys
Does the ACE program have an effect on earnings?		
Do ACE participants have higher or lower annual earnings at each follow-up time period than control group participants?	UI Data	UI Data
Do ACE participants have higher or lower hourly earnings at each follow-up time period than control group participants?	Survey	Survey
Do ACE participants have higher or lower rates of receiving benefits (e.g., health, life insurance, retirement) at each follow-up time period than control group participants?	Survey	Survey
Does the ACE program have a positive or negative effect on the amount of time needed to secure employment, as measured as the time elapsed between training completion and the first job placement?	UI Data	UI Data
Does the ACE program have an effect on the likelihood that one will receive a high-quality job, defined as a job that is at least 35 hours a week, offering more than $13/hour, with access to benefits such as health insurance and paid leave?	Survey	Survey
Does the ACE program have an effect on reliance on TANF and other public benefits?	Survey	Survey
Does the ACE program have an effect on credential attainment?		
Do ACE participants have higher or lower rates of credential attainment (GED, occupational credentials, postsecondary awards) relative to the control group?	ETO	Survey
Do ACE participants earn more or less cumulative college credits relative to the control group?	Survey	Survey
Do ACE participants enroll in work-related education or training at a higher or lower rate than the control group following their completion of the ACE program?	Survey	Survey
Does the ACE program have an effect on career pathways?		
Are ACE participants promoted at higher or lower rates than their counterparts in the control group?	Survey	Survey
Do ACE participants have a better or worse chance of remaining on the same career pathway at 12 and 24 months following training?	Survey	Survey
Do ACE program impacts vary by participant characteristics (e.g., age, race, and gender), prior work experience, income, or occupational focus?	ETO/ Survey/ UI Data	ETO/Survey/ UI Data

Appendix 4.4: Summary Statistics, ACE Randomized Participants (Continuous Measures)[2]

	N	mean	P50	SD	min	max
Age (Years)	2166	35.46	34	11.69	18	76
Standardized Reading Score (TABE/CASAS)	2129	9.06	9.1	2.36	1	12.9
Standardized Math Score (TABE/CASAS)	1935	7.57	7.2	2.43	1	12.9

[2] *Source*: ACE participant data collected using the Efforts to Outcomes (ETO®) case management software. Calculations do not include ACE participants identified as Veterans because these individuals were not randomized. *Note*: Standardized Reading Score and Standardized Math Score are grade level equivalent scores. Highest Degree Earned: 1=Less than High School, 2=High School Diploma or GED, 3=Some College or Associates Degree, 4=Bachelors' Degree or Higher.

Appendix 4.5: Summary Statistics, ACE Randomized Participants (Categorical Measures)[3]

	N	Percent
Education		
(Highest Degree Earned)		
Less than High School	391	18
High School or GED	1045	48.2
Some college or Assoc.	624	28.8
Bachelors or Higher	108	5
Total (N)	2168	
Employment Status (Baseline)		
Unemployed	1247	64.9
Employed	664	34.5
Not in labor force	12	0.6
Total (N)	1923	
Race		
African American	1543	71.3
White	333	15.4
American Indian	25	1.2
Asian	54	2.5
Native Hawaiian	12	0.5
Other	197	9.1
Total (N)	2164	
Ethnicity		
Hispanic	238	11
Not Hispanic	1930	89
Total (N)	2168	
Gender		
Male	639	29.5
Female	1529	70.5
Total (N)	2168	

[3] *Source*: ACE participant data collected using the Efforts to Outcomes (ETO ®) case management software. Calculations do not include ACE participants identified as Veterans because these individuals were not randomized. *Notes*: Percentages do not add to 100 because of rounding.

Appendix 4.6: Employment Rates and Retention Outcomes (Survey Data): Attrition

	Overall Attrition	Treatment Attrition	Control Attrition	Differential Attrition
Year 1 Follow Up Survey (All Cohorts) N=2168				
Employment Status	47.60	45.79	49.75	3.96
Year 2 Follow Up Survey (August 2013 through July 2014 cohorts) N=1087				
Employment Status	56.39	55.34	57.78	2.44

Appendix 4.7: Employment Rates and Retention Outcomes (Survey Data): Baseline Equivalence for Non-Missing Employment Status Outcomes Data

	N		Mean		Difference	T-test		Chi-square
	T	C	T	C	Standardized difference in means [a]	T value	p-value	p-value
Employment Status, Year 1								
Reading	627	490	9.34	9.21	0.06*	-0.98	0.33	--
Math	583	464	7.74	7.64	0.04	-0.72	0.47	--
Age	637	498	36.95	35.61	0.11*	-1.89	0.06	--
Race	637	498	--	--	--	--	--	0.76
Asian	13	13	2.0%	2.6%	--	--	--	--
Black or African American	455	350	71.4%	70.3%	--	--	--	--
White	109	80	17.1%	16.1%	--	--	--	--
Other	60	55	9.4%	11%	--	--	--	--
Education	637	499			--	--	--	0.61
Less than High School	98	70	15.4%	14%	--	--	--	--
High School or GED	296	236	46.5%	47.3%	--	--	--	--
Some College	200	167	31.4%	33.5%	--	--	--	--
Bachelors	43	26	6.8%	5.2%	--	--	--	--
Employment [b]	576	447	--	--	--	--	--	0.17
Employed	186	166	32.3%	37.1%	--	--	--	--
Unemployed	382	278	66.3%	62.2%	--	--	--	--
Not in labor force	8	3	1.4%	0.7%	--	--	--	--
Ethnicity	637	499	--	--	--	--	--	0.58
Hispanic	65	56	10.2%	11.2%	--	--	--	--
Gender	637	499	--	--	--	--	--	0.11
Female	481	356	75.5%	71.3%	--	--	--	--
Employment Status, Year 2								
Reading	267	193	9.02	9.32	0.13*	1.40	0.16	--
Math	234	179	8.06	8.13	0.03	0.33	0.74	--
Age	276	198	37.25	37.97	0.06*	0.66	0.51	--
Race	276	198	--	--	--	--	--	0.43
Asian	8	8	2.9%	1.5%	--	--	--	--
Black or African American	196	142	71.0%	71.7%	--	--	--	--
White	53	28	19.2%	14.1%	--	--	--	--
Other	19	20	6.9%	10.1%	--	--	--	--
Education	276	198	--	--	--	--	--	0.77
Less than High School	46	38	16.7%	19.2%	--	--	--	--
High School or GED	120	86	43.5%	43.4%	--	--	--	--
Some College	89	63	32.3%	31.8%	--	--	--	--
Bachelors	21	11	7.6%	5.6%	--	--	--	--
Employment [b]	239	167	--	--	--	--	--	0.22
Employed	60	55	25.1%	32.9%	--	--	--	--
Unemployed	177	111	74.1%	66.5%	--	--	--	--
Not in labor force	2	1	0.8%	0.6%	--	--	--	--
Ethnicity	276	198	--	--	--	--	--	0.83
Hispanic	31	21	11.2%	10.6%	--	--	--	--
Gender	276	198	--	--	--	--	--	0.06
Female	221	144	80.1%	72.7%	--	--	--	--

Source: Intake and tracking data collected by site staff and recorded in the ETO system were used to test for baseline equivalence.
Notes: * Indicates that baseline difference is significant (Standardized Difference in Means >0.05 for continuous measures; chi-squared test p-value >0.05 for categorical measures). [a] Standardized difference in means is calculated as the absolute value of the difference in Treatment mean and Control mean divided by the pooled (Treatment and Control) standard deviation for that measure. [b] Employment refers to the baseline employment status of the study participant at the time of recruitment (Employed, Unemployed, or Not in Labor Force). [c] Prior earnings are calculated as the sum of wages earned by the study participant during the four quarters prior to enrollment in the ACE program.

Appendix 4.8: Employment and Wage Outcomes: Baseline Equivalence Tests by State

	N		Mean / Percent		Difference	T-test		Chi-square
	T	C	T	C	Standardized difference in means[a]	T-value	p-value	p-value
Maryland Sites and Austin								
Prior Earnings[c]	816	697	7743.5	8140.0	0.03	0.62	0.53	--
Reading	799	687	8.96	8.93	0.01	-0.23	0.82	--
Math	693	600	7.88	7.65	0.09*	-1.66	0.10	--
Age	816	697	36.6	36.0	<0.01	-0.96	0.34	--
Race	815	697	--	--	--	--	--	0.33
Education	816	746	--	--	--	--	--	0.89
Employment[b]	753	651	--	--	--	--	--	0.43
Ethnicity	816	697	--	--	--	--	--	0.55
Gender	816	697	--	--	--	--	--	0.85
Maryland sites								
Prior Earnings[c]	714	619	7588.6	7846	0.02	0.38	0.70	--
Reading	697	609	8.93	8.93	<0.01	0.03	0.98	--
Math	591	523	7.8	7.60	0.08*	-1.28	0.20	--
Age	714	619	36.37	35.87	0.04	-0.77	0.44	--
Race	713	616	--	--	--	--	--	0.21
Education	714	619	--	--	--	--	--	0.52
Employment[b]	655	574	--	--	--	--	--	0.44
Ethnicity	714	619	--	--	--	--	--	0.96
Gender	714	619	--	--	--	--	--	0.85
Atlanta								
Prior Earnings[c]	121	82	4258.2	3634.4	0.09*	-0.62	0.54	--
Reading	118	79	9.00	9.08	0.03	0.22	0.83	--
Math	118	79	7.64	7.62	0.01	-0.06	0.96	--
Age	121	82	31.04	31.32	0.03	0.18	0.86	--
Race	121	82	--	--	--	--	--	0.83
Education	121	82	--	--	--	--	--	0.11
Employment [b]	61	15	--	--	--	--	--	0.27
Ethnicity	121	82	--	--	--	--	--	0.35
Gender	121	82	--	--	--	--	--	0.20
Austin								
Prior Earnings[c]	102	78	8827.8	10473.3	0.14*	0.93	0.35	--
Reading	102	78	9.21	8.96	0.11*	-0.78	0.43	--
Math	102	77	8.38	7.99	0.18*	-1.16	0.25	--
Age	102	78	38.25	37.21	0.09*	-0.60	0.55	--
Race	102	78	--	--	--	--	--	0.58
Education Employment[b]	102	78	--	--	--	--	--	0.56
Ethnicity	98	77	--	--	--	--	--	0.85
Gender	102	78	--	--	--	--	--	0.10
	102	78	--	--	--	--	--	0.82
New Haven								
Prior Earnings[c]								
Reading	181	162	9.22	9.41	0.09*	0.83	0.41	--
Math	180	161	6.74	6.98	0.10*	0.94	0.35	--
Age	183	165	35.51	34.34	0.10*	-0.95	0.34	--
Race	183	165	--	--	--	--	--	0.29
Education	183	165	--	--	--	--	--	0.61
Employment[b]	183	163	--	--	--	--	--	0.35
Ethnicity	183	165	--	--	--	--	--	<0.01*
Gender	183	165	--	--	--	--	--	0.31

Source: Intake and tracking data collected by site staff and recorded in the ETO system were used to test for baseline equivalence.
Notes: * Indicates that baseline difference is significant (Standardized Difference in Means >0.05 for continuous measures; chi-squared test p-value >0.05 for categorical measures). [a] Standardized difference in means is calculated as the absolute value of the difference in Treatment mean and Control mean divided by the pooled (Treatment and Control) standard deviation for that measure. [b] Employment refers to the baseline employment status of the study participant at the time of recruitment (Employed, Unemployed, or Not in Labor Force). [c] Prior earnings are calculated as the sum of wages earned by the study participant during the four quarters prior to enrollment in the ACE program.

Appendix 4.9: Self-Reported Hourly Earnings Outcomes (Survey Data): Attrition

	Overall Attrition	Treatment Attrition	Control Attrition	Differential Attrition
Year 1 Follow Up Survey (All Cohorts) N=2168				
Hourly Wage (Primary Job)	47.60	45.79	49.75	3.96
Benefits [a]	54.75	53.11	56.70	3.59
Year 2 Follow Up Survey (August 2013 through July 2014 cohorts) N=1087				
Hourly Wage (Primary Job)	56.39	55.34	57.78	2.44
Benefits [a]	59.15	58.90	59.49	0.59

Notes: [a] Attrition is the same for all questions referring to Benefits from an employer (dental insurance, life insurance, vision insurance, short-term disability insurance, long-term disability insurance, and retirement plans) because these outcomes are drawn from a single survey question ("Are you covered by any of the following from your employer?").

Appendix 4.10: Self-Reported Hourly Earnings Outcomes (Survey Data): Baseline Equivalence

	N		Mean		Difference	T-test		Chi-square
	T	C	T	C	Standardized difference in means [a]	T value	p-value	p-value
Hourly Wage, Year 1 [a]								
Reading	226	195	9.82	9.43	0.19*	-1.91	0.06	--
Math	218	186	7.83	7.77	0.02	-0.23	0.82	--
Age	230	200	37	34.5	0.22*	-2.24	0.03	--
Race	230	201	--	--	--	--	--	0.70
Education	230	201	--	--	--	--	--	0.82
Employment	211	181	--	--	--	--	--	0.06
Ethnicity	230	201	--	--	--	--	--	0.75
Gender	230	201	--	--	--	--	--	0.37
Benefits, Year 1								
Reading	544	422	9.39	9.16	0.11*	-1.63	0.10	--
Math	510	400	7.77	7.61	0.06*	-0.94	0.35	--
Age	551	429	36.40	35.41	0.08*	-1.30	0.19	--
Race	551	430	--	--	--	--	--	0.82
Education	551	430	--	--	--	--	--	0.93
Employment	494	386	--	--	--	--	--	0.26
Ethnicity	551	430	--	--	--	--	--	0.58
Gender	551	430	--	--	--	--	--	0.38
Hourly Wage, Year 2 [a]								
Reading	164	73	8.94	9.51	0.26*	1.89	0.06	--
Math	145	70	7.88	8.09	0.09*	0.62	0.54	--
Age	166	76	36.37	37	0.05*	0.39	0.70	--
Race	166	76	--	--	--	--	--	0.57
Education	166	76	--	--	--	--	--	0.68
Employment	148	63	--	--	--	--	--	0.06
Ethnicity	166	76	--	--	--	--	--	0.13
Gender	166	76	--	--	--	--	--	0.03*
Benefits, Year 2								
Reading	246	185	9.05	9.34	0.03	1.27	0.20	--
Math	218	173	8.03	8.12	0.04	0.39	0.70	--
Age	254	190	37.54	37.89	0.03	0.32	0.75	--
Race	254	190	--	--	--	--	--	0.49
Education	254	190	--	--	--	--	--	0.70
Employment	221	161	--	--	--	--	--	0.31
Ethnicity	254	190	--	--	--	--	--	0.90
Gender	254	190	--	--	--	--	--	0.12

Source: Intake and tracking data collected by site staff and recorded in the ETO system were used to test for baseline equivalence.
Notes: Balance checks are the same for all questions referring to Benefits from an employer (dental insurance, life insurance, vision insurance, short-term disability insurance, long-term disability insurance, and retirement plans) because these outcomes are drawn from a single survey question ("Are you covered by any of the following from your employer?"). [a] Hourly wages are defined as the

hourly wage earned at a respondents primary job (i.e., the job that makes up the most hours in a week). Respondents with no job are not included in the hourly wage analyses.

Appendix 4.11: Credentials Outcome Analyses: Attrition

	Overall Attrition	Treatment Attrition	Control Attrition	Differential Attrition
Year 1 Follow Up Survey (All Cohorts) N=2168				
Vocational, Technical, or Professional License	50.7	49.3	52.4	3.1
GED, High School Diploma, or higher	50.7	49	52.6	3.6
Enrolled in additional training or education program	48.9	48.8	49	0.2
Year 2 Follow Up Survey (August 2013 through July 2014 cohorts) N=1087				
Vocational, Technical, or Professional License	59	58.6	59.5	0.9
GED, High School Diploma, or higher	59.4	58.9	60.1	1.2
Enrolled in additional training or education program	59.9	59.9	59.9	<0.01

Appendix 4.12: Credentials Outcomes: Baseline Equivalence Tests, Analytic Samples

	N		Mean		Difference	T-test		Chi-square
	T	C	T	C	Standardized difference in means [a]	T value	p-value	p-value
Vocational License, Year 1								
Reading	586	464	9.42	9.24	0.08*	-1.35	0.18	--
Math	552	440	7.8	7.67	0.05	-0.90	0.37	--
Age	596	471	36.8	35.7	0.10*	-1.56	0.12	--
Race	596	472	--	--	--	--	--	0.63
Education	596	472	--	--	--	--	--	0.85
Employment [b]	537	424	--	--	--	--	--	0.32
Ethnicity	596	472	--	--	--	--	--	0.46
Gender	596	472	--	--	--	--	--	0.23
GED or High School, Year 1								
Reading	595	468	9.43	9.20	0.06*	-1.71	0.09	--
Math	561	443	7.82	7.63	0.08*	-1.26	0.21	--
Age	605	474	36.94	35.82	0.09*	-1.53	0.13	--
Race	605	475	--	--	--	--	--	0.76
Education	605	475	--	--	--	--	--	0.91
Employment [b]	525	428	--	--	--	--	--	0.29
Ethnicity	605	475	--	--	--	--	--	0.42
Gender	605	475	--	--	--	--	--	0.38
Other training, Year 1								
Reading	592	497	9.43	9.23	0.09*	-1.51	0.13	--
Math	559	469	7.81	7.65	0.07*	-1.08	0.28	--
Age	602	505	36.98	35.42	0.13*	-2.20	0.03	--
Race	602	506	--	--	--	--	--	0.62
Education	602	506	--	--	--	--	--	0.72
Employment [b]	542	454	--	--	--	--	--	0.22
Ethnicity	602	506	--	--	--	--	--	0.42
Gender	602	506	--	--	--	--	--	0.26
Vocational License, Year 2								
Reading	248	185	9.05	9.42	0.16*	1.68	0.09	--
Math	220	174	7.99	8.12	0.06*	0.56	0.58	--
Age	256	190	37.68	37.77	<0.01	0.08	0.94	--
Race	256	190	--	--	--	--	--	0.55
Education	256	190	--	--	--	--	--	0.63
Employment [b]	223	161	--	--	--	--	--	0.23
Ethnicity	256	190	--	--	--	--	--	0.93
Gender	256	190	--	--	--	--	--	0.16

GED or High School, Year 2								
Reading	249	184	9.08	9.43	0.15*	1.57	0.12	--
Math	222	173	8.0	8.14	0.06*	0.58	0.56	--
Age	257	189	37.63	37.83	0.02	0.18	0.86	--
Race	257	189	--	--	--	--	--	0.58
Education	257	189	--	--	--	--	--	0.59
Employment [b]	224	160	--	--	--	--	--	0.24
Ethnicity	257	189	--	--	--	--	--	0.81
Gender	257	189	--	--	--	--	--	0.15
Other training, Year 2								
Reading	240	183	9.08	9.46	0.17*	1.72	0.09	--
Math	213	173	8.04	8.14	0.04	0.43	0.67	--
Age	248	188	37.29	37.75	0.04	0.4	0.69	--
Race	248	188	--	--	--	--	--	0.60
Education	248	188	--	--	--	--	--	0.72
Employment [b]	215	159	--	--	--	--	--	0.26
Ethnicity	248	188	--	--	--	--	--	0.73
Gender	248	188	--	--	--	--	--	0.14

Source: Intake and tracking data collected by site staff and recorded in the ETO system were used to test for baseline equivalence.
Notes: * Indicates that baseline difference is significant (Standardized Difference in Means >0.05 for continuous measures; chi-squared test p-value >0.05 for categorical measures). [a] Standardized difference in means is calculated as the absolute value of the difference in Treatment mean and Control mean divided by the pooled (Treatment and Control) standard deviation for that measure.
[b] Employment refers to the baseline employment status of the study participant at the time of recruitment (Employed, Unemployed, or Not in Labor Force).

Appendix 4.13: Quality Jobs Outcome Analyses: Attrition

	Overall Attrition	Treatment Attrition	Control Attrition	Differential Attrition
Year 1 Follow Up Survey (All Cohorts) N=2168				
Hours worked per week at primary job	63.4	67.0	59.2	7.8
Wages earned at primary job	65.8	65.5	66.1	0.6
Health insurance through employer	61.4	59.4	63.9	4.5
Year 2 Follow Up Survey (August 2013 through July 2014 cohorts) N=1087				
Hours worked per week at primary job	64.9	65.9	63.8	1.9
Wages earned at primary job	66.3	65.1	68.0	2.9
Health insurance through employer	66.2	67.8	64.2	3.6

Appendix 4.14: Quality Jobs Outcomes: Baseline Equivalence Tests, Analytic Samples

	N		Mean		Difference	T-test		Chi-square
	T	C	T	C	Standardized difference in means [a]	T value	p value	p-value
Hours per week, Year 1								
Reading	398	382	9.19	9.42	0.10*	-1.46	0.15	--
Math	377	355	7.78	7.64	0.06*	-0.80	0.43	--
Age	404	388	36.81	35.3	0.12*	-1.79	0.07	--
Race	388	404	--	--	--	--	--	0.96
Education	388	404	--	--	--	--	--	0.84
Employment [b]	347	364	--	--	--	--	--	0.10
Ethnicity	388	405	--	--	--	--	--	0.64
Gender	388	405	--	--	--	--	--	0.02*
Wages per hour, Year 1								
Reading	396	329	9.67	9.15	0.24*	-3.18	<0.01	--
Math	380	312	7.85	7.60	0.06*	-1.36	0.18	--
Age	404	336	37.09	35.80	0.11*	-1.48	0.14	--
Race	404	337	--	--	--	--	--	0.68
Education	404	337	--	--	--	--	--	0.99
Employment [b]	359	307	--	--	--	--	--	0.10
Ethnicity	404	337	--	--	--	--	--	0.18
Gender	404	337	--	--	--	--	--	0.95
Health Insurance, Year 1								
Reading								
Math	469	353	9.47	9.09	0.17*	-2.46	0.01	--
Age	443	337	7.78	7.59	0.08*	-1.14	0.25	--
Race	477	358	37.30	36.02	0.11*	-1.51	0.13	--
Education	477	359	--	--	--	--	--	0.69
Employment [b]	477	359	--	--	--	--	--	0.83
Ethnicity	429	327	--	--	--	--	--	0.48
Gender	477	359	--	--	--	--	--	0.26
	477	359	--	--	--	--	--	0.23
Hours per week, Year 2								
Reading	204	166	9.01	9.33	0.14*	1.36	0.18	--
Math	179	154	8.14	8.14	<0.01	0.01	0.99	--
Age	211	170	37.43	37.25	0.02	-0.16	0.88	--
Race	211	170	--	--	--	--	--	0.72
Education	211	170	--	--	--	--	--	0.52
Employment [b]	186	143	--	--	--	--	--	0.11
Ethnicity	211	170	--	--	--	--	--	0.57
Gender	211	170	--	--	--	--	--	0.03*

Wages per hour, Year 2								
Reading	209	146	8.98	9.35	0.16*	1.52	0.13	--
Math	185	136	8.0	8.07	0.03*	0.25	0.80	--
Age	216	150	36.84	37.43	0.05*	0.47	0.64	--
Race	216	150	--	--	--	--	--	0.86
Education	216	150	--	--	--	--	--	0.56
Employment [b]	188	125	--	--	--	--	--	0.29
Ethnicity	216	150	--	--	--	--	--	0.89
Gender	216	150	--	--	--	--	--	0.03*
Health Insurance, Year 2								
Reading								
Math	193	163	9.04	9.42	0.16*	1.54	0.12	--
Age	172	153	8.01	8.23	0.09*	0.83	0.41	--
Race	199	168	38.59	38.29	0.02	-0.24	0.81	--
Education	199	168	--	--	--	--	--	0.56
Employment [b]	199	168	--	--	--	--	--	0.65
Ethnicity	170	144	--	--	--	--	--	0.39
Gender	199	168	--	--	--	--	--	0.68
	199	168	--	--	--	--	--	0.54

Source: Intake and tracking data collected by site staff and recorded in the ETO system were used to test for baseline equivalence.
Notes: * Indicates that baseline difference is significant (Standardized Difference in Means >0.05 for continuous measures; chi-squared test p-value >0.05 for categorical measures). [a] Standardized difference in means is calculated as the absolute value of the difference in Treatment mean and Control mean divided by the pooled (Treatment and Control) standard deviation for that measure.
[b] Employment refers to the baseline employment status of the study participant at the time of recruitment (Employed, Unemployed, or Not in Labor Force).

Appendix 4.15: Public Assistance Outcomes Analysis: Attrition

	Overall Attrition	Treatment Attrition	Control Attrition	Differential Attrition
Year 1 Follow Up Survey (All Cohorts) N=2168				
Receives Public Assistance	50.55	48.94	52.47	3.53
Year 2 Follow Up Survey (August 2013 through July 2014 cohorts) N=				
Receives Public Assistance	59.61	59.55	59.70	0.15

Appendix 4.16: Public Assistance Outcomes Analysis: Balance Checks

	N		Mean		Difference	T-test		Chi-square
	T	C	T	C	Standardized difference in means [a]	T-value	p-value	p-value
Year 1								
Reading	590	464	9.42	9.21	0.09*	-1.56	0.12	--
Math	555	440	7.80	7.66	0.06*	-0.92	0.36	--
Age	600	471	36.89	35.79	0.09*	-1.50	0.13	--
Race	600	472	--	--	--	--	--	0.60
Education	600	472	--	--	--	--	--	0.70
Employment [b]	541	424	--	--	--	--	--	0.31
Ethnicity	600	472	--	--	--	--	--	0.56
Gender	600	472	--	--	--	--	--	0.25
Year 2 Follow Up Survey (August 2013 through July 2014 cohorts)								
Year 2								
Reading	242	184	9.07	9.42	0.15*	1.61	0.11	--
Math	215	174	8.06	8.13	0.03	0.32	0.75	--
Age	250	189	37.25	37.63	0.03	0.34	0.73	--
Race	250	189	--	--	--	--	--	0.59
Education	250	189	--	--	--	--	--	0.67
Employment [b]	218	160	--	--	--	--	--	0.34
Ethnicity	250	189	--	--	--	--	--	0.87
Gender	250	189	--	--	--	--	--	0.20

Source: Intake and tracking data collected by site staff and recorded in the ETO system were used to test for baseline equivalence.
Notes: * Indicates that baseline difference is significant (Standardized Difference in Means >0.05 for continuous measures; chi-squared test p-value >0.05 for categorical measures). [a] Standardized difference in means is calculated as the absolute value of the difference in Treatment mean and Control mean divided by the pooled (Treatment and Control) standard deviation for that measure. [b] Employment refers to the baseline employment status of the study participant at the time of recruitment (Employed, Unemployed, or Not in Labor Force).

Appendix 4.17: Career Pathways Outcomes Analysis: Attrition

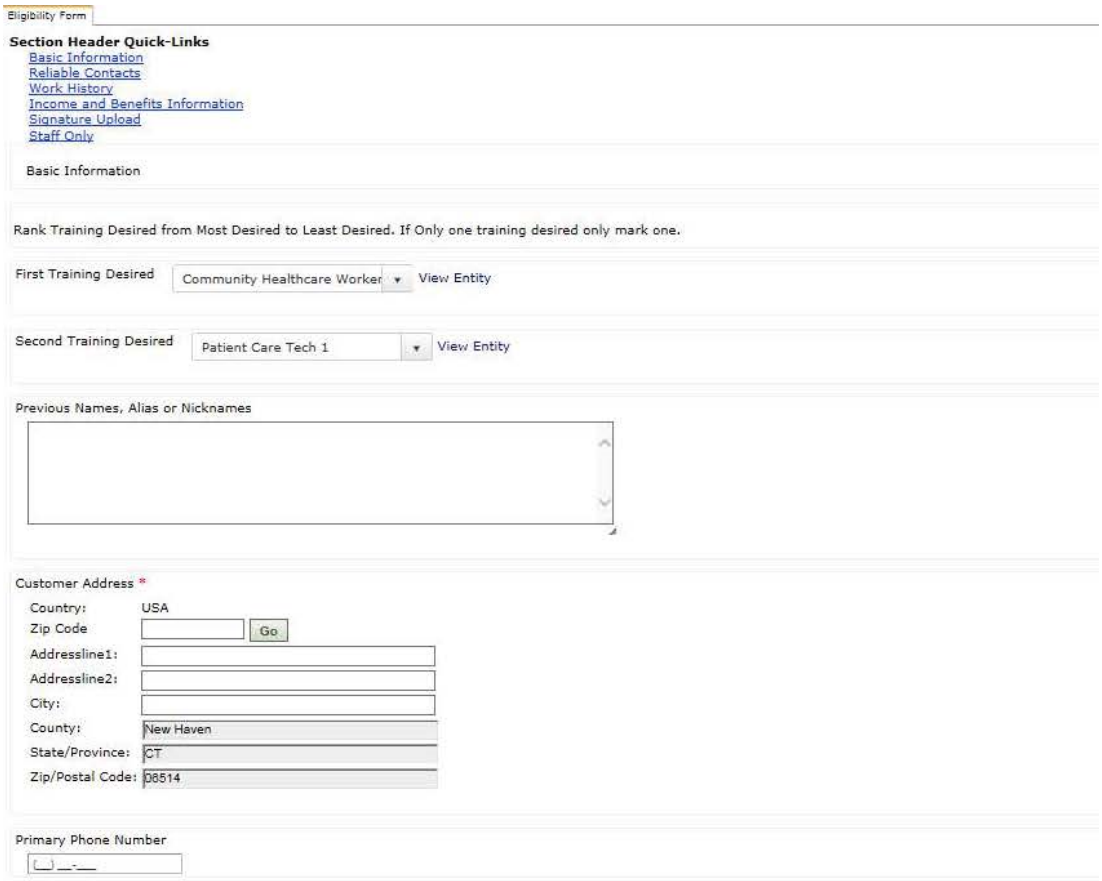
	Overall Attrition	Treatment Attrition	Control Attrition	Differential Attrition
Year 1 Follow Up Survey (All Cohorts) N=2168				
Received Promotion	66.65	64.17	69.59	5.42
Year 2 Follow Up Survey (August 2013 through July 2014 cohorts) N=				
Received Promotion	71.94	68.45	76.55	8.10

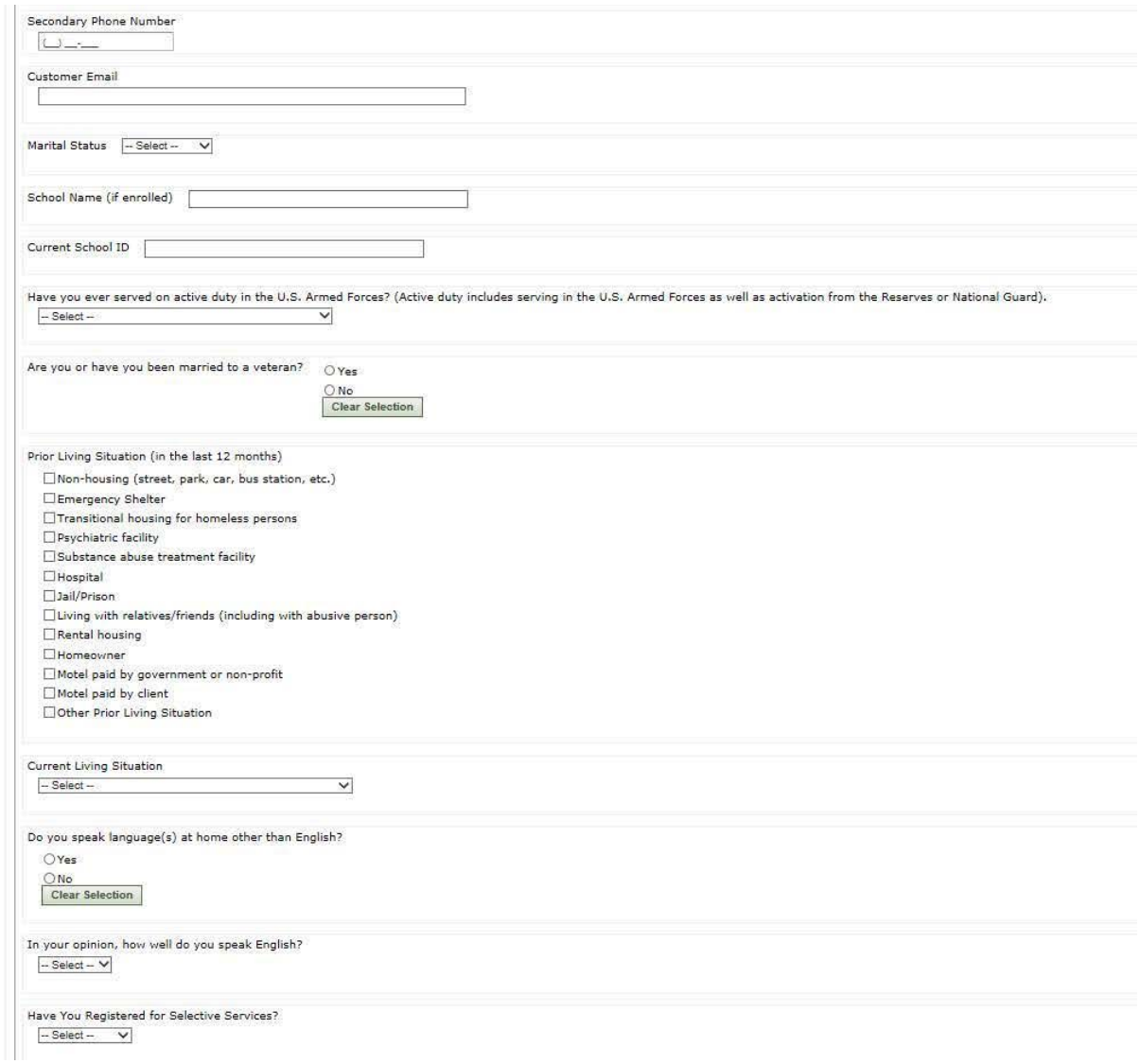
Appendix 4.18: Public Assistance Outcomes Analysis: Balance Checks

	N		Mean		Difference	T-test		Chi-square
	T	C	T	C	Standardized difference in means [a]	T-value	p-value	p-value
Year 1								
Reading	417	296	9.34	9.37	0.01	0.18	0.86	--
Math	387	283	7.69	7.77	0.03	0.43	0.67	--
Age	421	301	36.40	34.6	0.15*	-1.95	0.05	--
Race	421	301	--	--	--	--	--	0.74
Education	421	302	--	--	--	--	--	0.27
Employment [b]	387	266	--	--	--	--	--	0.06
Ethnicity	421	302	--	--	--	--	--	0.63
Gender	421	302	--	--	--	--	--	0.47
Year 2								
Reading	193	106	9.06	9.44	0.17*	1.41	0.16	--
Math	173	101	7.95	8.22	0.12*	0.96	0.34	--
Age	195	110	36.99	37.42	0.04	0.31	0.76	--
Race	195	110	--	--	--	--	--	0.61
Education	195	110	--	--	--	--	--	0.67
Employment [b]	173	92	--	--	--	--	--	0.01*
Ethnicity	195	110	--	--	--	--	--	0.14
Gender	195	110	--	--	--	--	--	0.07

Source: Intake and tracking data collected by site staff and recorded in the ETO system were used to test for baseline equivalence.
Notes: * Indicates that baseline difference is significant (Standardized Difference in Means >0.05 for continuous measures; chi-squared test p-value >0.05 for categorical measures). [a] Standardized difference in means is calculated as the absolute value of the difference in Treatment mean and Control mean divided by the pooled (Treatment and Control) standard deviation for that measure. [b] Employment refers to the baseline employment status of the study participant at the time of recruitment (Employed, Unemployed, or Not in Labor Force).

Appendix 4.19: ETO Participant Intake Form





Secondary Phone Number
(__) __-____

Customer Email

Marital Status -- Select --

School Name (if enrolled)

Current School ID

Have you ever served on active duty in the U.S. Armed Forces? (Active duty includes serving in the U.S. Armed Forces as well as activation from the Reserves or National Guard).
-- Select --

Are you or have you been married to a veteran?
Yes
No
Clear Selection

Prior Living Situation (in the last 12 months)
- Non-housing (street, park, car, bus station, etc.)
- Emergency Shelter
- Transitional housing for homeless persons
- Psychiatric facility
- Substance abuse treatment facility
- Hospital
- Jail/Prison
- Living with relatives/friends (including with abusive person)
- Rental housing
- Homeowner
- Motel paid by government or non-profit
- Motel paid by client
- Other Prior Living Situation

Current Living Situation
-- Select --

Do you speak language(s) at home other than English?
Yes
No
Clear Selection

In your opinion, how well do you speak English?
-- Select --

Have You Registered for Selective Services?
-- Select --

Where were you born?
-- Select --

Are you a US Citizen?
-- Select --

Do you have Hepatitis B (the disease)?
-- Select --

Do you have a diagnosed disability?
-- Select --

Have you previously been in or are you currently in foster care?
-- Select --

Do you consider yourself to have limited computer skills?
-- Select --

Do you require child care assistance in order to participate in training?
-- Select --

Do you require assistance with other dependents in order to participate in training?
-- Select --

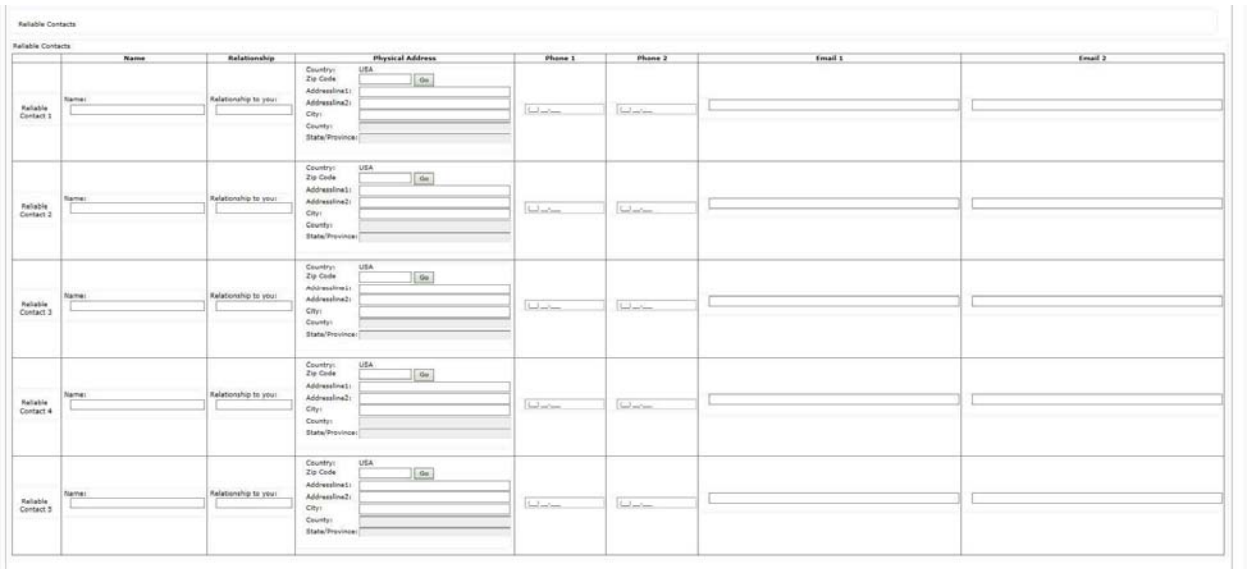
Do you have a medical condition which would interfere with training?
-- Select --

Do you require transportation assistance?
-- Select --

Do you have challenges that would impact your ability to participate training?
-- Select --

Are you enrolled in any other training or education programs?
-- Select --

Are there any barriers that should preclude this person from participating in ACE?
-- Select --



Reliable Contacts

Reliable Contacts

	Name	Relationship	Physical Address	Phone 1	Phone 2	Email 1	Email 2
Reliable Contact 1	Name:	Relationship to you:	Country: USA Zip Code Go Addressline1: Addressline2: City: County: State/Province:	(__)__-____	(__)__-____		
Reliable Contact 2	Name:	Relationship to you:	Country: USA Zip Code Go Addressline1: Addressline2: City: County: State/Province:	(__)__-____	(__)__-____		
Reliable Contact 3	Name:	Relationship to you:	Country: USA Zip Code Go Addressline1: Addressline2: City: County: State/Province:	(__)__-____	(__)__-____		
Reliable Contact 4	Name:	Relationship to you:	Country: USA Zip Code Go Addressline1: Addressline2: City: County: State/Province:	(__)__-____	(__)__-____		
Reliable Contact 5	Name:	Relationship to you:	Country: USA Zip Code Go Addressline1: Addressline2: City: County: State/Province:	(__)__-____	(__)__-____		

Number of Individuals Living in Your Household and Individuals for Whom I Have Financial Responsibility

-- Select --

Reminder to Complete Family Information Form Touchpoint

- ☐ **Schedule Follow-up Alert** to show up on your To-Do list
- ☐ **Schedule Follow-up Alert** to show up on Other Staff's To-Do list

Work History

In what industry do you have the most experience either through work or volunteering?

-- Select --

How many years of experience do you have in the industry you chose in the previous question? (allows numbers with decimals only)

Are you currently

- ☐ Employed for Wages
- ☐ Self-Employed
- ☐ A Homemaker
- ☐ Out of work and looking for work
- ☐ Out of work but not currently looking for work
- ☐ A Student
- ☐ Retired
- ☐ Unable to Work

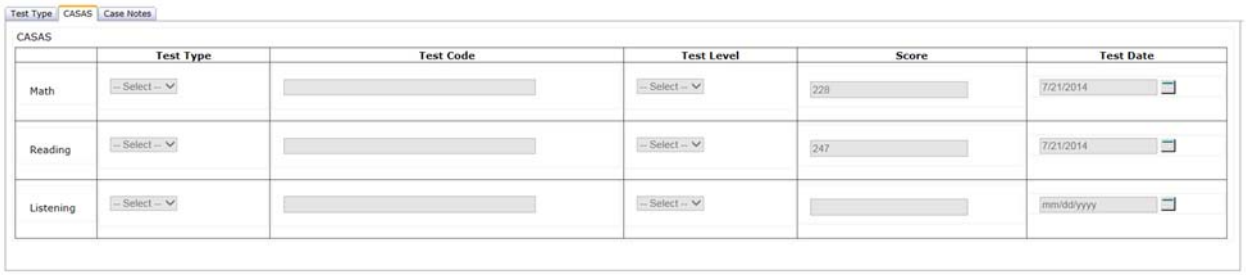
How many jobs have you held in the last two years?

-- Select --

Why do you think your last job ended?

- ☐ Not Applicable
- ☐ Laid Off
- ☐ Did not pass drug screening
- ☐ Criminal Record
- ☐ Quit
- ☐ No Transportation
- ☐ Too busy to work
- ☐ Did not enjoy the work
- ☐ Did not want to work
- ☐ Scheduling/Shift Issues
- ☐ Low Wages/Hours
- ☐ Poor or No Benefits
- ☐ Issues with Supervisory Staff
- ☐ Behavior Issues
- ☐ Tardiness/Absence
- ☐ Inadequate Experience
- ☐ Inadequate Education/Training
- ☐ Pregnancy
- ☐ Language Barrier
- ☐ Returned to School

Physical Health
Mental Health/Stress
Childcare Issues
Family Instability
Location of Job
No Permanent Housing
Injured and Unable to Perform Duties
Other
Income and Benefits Information
Job Wage Information
Wage per Hour
Hours per Week
Job 1:
Job 2:
Job 3:
Estimated Current Income from Wages
Frequency of Wage Income
-- Select --
Do you have additional household income?
Are you collecting any public assistance?
I am not collecting any public assistance
Temporary Assistance for Needy Families (TANF) or Temporary Cash Assistance (TCA)
Foster Care Youth
Supplemental Nutrition Assistance (SNAP) (also known as Food Stamps)
Supplemental Security Income
Veteran's Benefits
Other
Signature Upload
Attach Signed Applications Here:
Select


Test Type
CASAS
Case Notes
CASAS
Test Type
Test Code
Test Level
Score
Test Date
Math
-- Select --
228
7/21/2014
Reading
247
7/21/2014
Listening
mm/dd/yyyy

Staff Only

Proof of Documentation

- ☐ Age (Required)
- ☐ Citizenship (Required)
- ☐ Social Security Number (Required)
- ☐ Selective Service (Required)
- ☐ Veteran Status (Required)
- ☐ Public Assistance
- ☐ Family Income
- ☐ Food Stamps
- ☐ Homelessness
- ☐ Foster Child
- ☐ Ex-Offender
- ☑ Other

Specify Other Proof of Documentation

The following are a list of acceptable documents:

Picture ID/ Driver's License

Permanent Residence Card

Social Security Card

Tax Return with full Social Security number displayed

Pay stub with full Social Security number displayed

Birth Certificate

Naturalization Certificate

DD-214

Passport

Selective Service Acknowledgement letter

Attach All Documentation Here [Select]

Upload Consent Form [Select]

Upload Signed FERPA Consent Form [Select]

Upload Individual Education Plan (IEP) or 504 Form [Select]

Upload College Application or Registration [Select]

Notes

Appendix 4.20 Follow-up Survey (Treatment Group)

Accelerating Connections to Employment (ACE) Student Questionnaire
Follow-Up Survey – Treatment Group

Programming Directions

Include "97 DON'T KNOW" & "99 REFUSED" option for every CATI question unless otherwise specified
Do not force questions unless otherwise noted.
Display "PREVIOUS", "NEXT", "STOP" navigation buttons on all screens
Display instructions at bottom of each page:

Please use the NEXT or PREVIOUS button to navigate through the survey. Do not use the BACK button of your browser as this may cause you to exit the survey and your responses will be lost.

Questions <<hyperlink to ACE_Evaluation@icfi.com >>?

Instructions:

Please read the following instructions before beginning this survey.

TO MOVE FORWARD:

Click on the NEXT button located at the bottom of the page to save your responses and continue to the next page.

TO MOVE BACK:

Use the PREVIOUS button located at the bottom of the page to view your responses on a previous page. You may change your answers to previously entered responses.

Do not use the BACK button of your browser to return to the previous page. Using your browser's BACK button may cause you to exit the survey, and your responses will be lost.

Please note: if you close or exit the survey without clicking the "STOP" button first, you will need to wait 10 minutes to re-enter the survey, and you will need to re-enter your response to the question where you exited the survey.

//ASK IF MODE=PHONE//
INTRO1
Hi, my name is [NAME] and I am calling to speak to [**INSERT NAME FROM SAMPLE**] about his/her experiences since completing the ACE program. May I please speak to [**INSERT NAME FROM SAMPLE**]?

1 Yes, Respondent on the phone (SKIP TO INTRO2)
2 Yes, Respondent coming to the phone (SKIP TO INTRO2)
3 No, not available
9 Terminate

INTRO2

//IF INTRO1=2 INSERT "Hi, my name is [NAME] and I am calling to speak to you about your experiences since completing the ACE program."//

As a reminder, you participated in the _____ (Course name) class at _____ (College Name) in _____ (City, State). The course was a part of a national study, Accelerating Connections to Employment or ACE, and this follow up survey is meant to help us learn more about how you are doing after completing the ACE class. For completing the survey, you will receive a gift card in the mail for $20. In addition, your thoughts on ACE will help inform future efforts to make these types of programs available to other students across the country.

Before we begin, I want to remind you that your participation is voluntary, the information you share will be kept confidential, and you can decline to answer any questions or discontinue the survey at any time.

Do you consent to participate?

1 Yes
2 No

//ASK IF MODE=WEB//
//FORCE//
As a reminder, you participated in the _____ (Course name) class at _____ (College Name) in _____ (City, State). The course was a part of a national study, Accelerating Connections to Employment or ACE, and this follow up survey is meant to help us learn more about how you are doing after completing the ACE class. For completing the survey, you will receive a gift card in the mail for $20. In addition, your thoughts on ACE will help inform future efforts to make these types of programs available to other students across the country.

Before we begin, I want to remind you that your participation is voluntary, the information you share will be kept confidential, and you can decline to answer any questions or discontinue the survey at any time.

Do you consent to participate?

1 Yes

2 No (Label them screened out)

//ASK ALL//

//FORCE//

Q1. Before we start, could you please confirm your current mailing address, phone number, and email address?

- Mailing address: [insert from sample]
- Phone number: [insert from sample]
- Email: [insert from sample]

1 CONTINUE ALL INFO CORRECT
2 UPDATE MAILING ADDRESS
//ASK IF Q1=2 AND MODE=PHONE//
Q1MAIL. [ENTER RESPONSE]_____
3 UPDATE PHONE NUMBER
//ASK IF Q1=3 AND MODE=PHONE//
Q1PHONE. [ENTER RESPONSE]_____
4 UPDATE EMAIL
//ASK IF Q1=4 AND MODE=PHONE//
Q1EMAIL. [ENTER RESPONSE]_____

//ASK ALL IF MODE=PHONE//

Q2TXT. Great, now I will ask some questions about your experience in your ACE class.

1 CONTINUE

//ASK ALL//

Q2. Did you complete your ACE training (or ACE course)?

1 Yes **[If yes, skip to Q4]**
2 No **[If no, continue to Q3]**

//ASK IF Q2=2//

Q3. Why did you stop attending the training? *[IF WEB INSERT: "Please select all that apply." IF PHONE INSERT: "INTERVIEWER SELECT ALL THAT APPLY"]*

1 Job obligations/work schedule
2 Child care or dependent care needs
3 Did not like the training
4 The training was too hard
5 Other Please specify: _____
//ASK IF Q3=5 AND MODE=PHONE//
Q3OTH //TEXT FIELD LENGTH=50//
Q3OTH. [ENTER RESPONSE] _____

~~**[Skip to Q7]**~~

//ASK IF Q2=1//

Q4. Were you employed during your ACE training?

1 Yes **[If yes, continue to Q5]**
2 No **[If no, skip to Q6]**

//ASK IF Q4=1//

Q5. Was your job related to the training you received (for example, could you apply what you learned in class to your job)?

1 Yes
2 No

//ASK IF Q4=2 OR IF Q5=1,2//

Q6. Did you receive a formal certificate or diploma for your ACE training?

1 Yes
2 No

//ASK ALL//

Q7TXT. The next few questions ask about the types of assistance ACE staff (e.g., career navigator, instructor, job developer, or transition specialist) provided.

1 CONTINUE

//ASK ALL//

Q7. Did you receive or were you given referrals to any of the following support services to help you complete the ACE program? *[IF WEB INSERT: "Please select all that apply." IF PHONE INSERT: "INTERVIEWER SELECT ALL THAT APPLY"]*

1 Transportation assistance
2 Child care assistance
3 Workplace clothing assistance
4 Classroom supplies/clothing/equipment
5 Housing assistance
6 Utilities assistance
7 Food assistance
8 Counseling (e.g., substance abuse, domestic violence, mental health)
9 Other. Please specify: _____

//ASK IF Q7=9 AND MODE=PHONE//
Q7OTH //TEXT FIELD LENGTH=50//
Q7OTH. [Enter Response]_____

//ASK ALL//

Q8. Did you receive or were you given referrals to any of the following **job readiness** services or assistance? *[IF WEB INSERT: "Please select all that apply." IF PHONE INSERT: "INTERVIEWER SELECT ALL THAT APPLY"]*

1 Help preparing a resume
2 Interview skills training
3 Mock interview practice
4 Appropriate/professional workplace behavior
5 Diversity and workplace harassment training
6 Verbal and nonverbal communication

7 Help selecting or buying workplace clothing or footwear
8 None

//ASK ALL//

Q9. Did you receive or were you given referrals to any of the following **job search** services or assistance? *[IF WEB INSERT: "Please select all that apply." IF PHONE INSERT: "INTERVIEWER SELECT ALL THAT APPLY"]*

1 Help preparing a job application
2 Help using job search websites and tools
3 Help identifying job opportunities
4 Help obtaining job opportunities
5 None

PAGE BREAK
//ASK ALL//
//FORCE//

Q10. Did ACE staff (e.g., career navigator, instructor, job developer, transition specialist) provide you with **Academic Support?**
This includes academic counseling, GED help, tutoring, and study sessions.

1 Yes **[If yes, continue to Q11]**
2 No **[If no, skip to Q13]**

//ASK Q11 – Q12 IF Q10=1//
//FORCE//

Q11. Did they provide this service directly or refer you to someplace else?

1 Service provided directly
2 Referred someplace else

//FORCE//

Q12. On a scale of 1 to 5, with 1 being Very Dissatisfied and 5 being Very Satisfied, how would you rate this **Academic Support**?

1 Very dissatisfied	2	3 Neither satisfied nor dissatisfied	4	5 Very satisfied	97 Don't know or N/A

PAGE BREAK
//ASK ALL//
//FORCE//

Q13. Did ACE staff (e.g., career navigator, instructor, job developer, transition specialist) provide you with **Personal Issues/Life Stressors Support?**
This includes assistance addressing personal issues or life stressors that may form barriers to your success in the classroom or on the job (e.g., transportation assistance, counseling).

1 Yes **[If yes, continue to Q14]**
2 No **[If no, skip to Q16]**

//ASK Q14 – Q15 IF Q13=1//
//FORCE//

Q14. Did they provide this service directly or refer you to someplace else?
1 Service provided directly
2 Referred someplace else

//FORCE//
Q15. On a scale of 1 to 5, with 1 being Very Dissatisfied and 5 being Very Satisfied, how would you rate this **Personal Issues/Life Stressors Support**?

1 Very dissatisfied	2	3 Neither satisfied nor dissatisfied	4	5 Very satisfied	97 Don't know or N/A

PAGE BREAK
//ASK ALL//
//FORCE//

Q16. Did ACE staff (e.g., career navigator, instructor, job developer, transition specialist) provide you with **Personalized Employment Support?**

This includes <u>one-on-one</u> resume help, job application help, career counseling, using job search tools, assistance applying to and obtaining jobs.

1 Yes **[If yes, continue to Q17]**
2 No **[If no, skip to Q19]**

//ASK Q17 – Q18 IF Q16=1//
//FORCE//

Q17. Did they provide this service directly or refer you to someplace else?
1 Service provided directly
2 Referred someplace else

//FORCE//
Q18. On a scale of 1 to 5, with 1 being Very Dissatisfied and 5 being Very Satisfied, how would you rate this **Personalized Employment Support**?

1 Very dissatisfied	2	3 Neither satisfied nor dissatisfied	4	5 Very satisfied	97 Don't know or N/A

PAGE BREAK

//ASK ALL//
//FORCE//

Q19. Did ACE staff (e.g., career navigator, instructor, job developer, transition specialist) provide you with **Employment Support in a Group/Class Setting?**

This includes resume help, appropriate workplace behavior, interview skills, basic computer skills, using job search tools, applying to jobs, job clubs, speed interviewing, or money management, in a group or classroom setting.

1 Yes **[If yes, continue to Q20]**
2 No **[If no, skip to Q22]**

//ASK Q20 – Q21 IF Q19=1//
//FORCE//

Q20. Did they provide this service directly or refer you to someplace else?
1 Service provided directly
2 Referred someplace else

//FORCE//
Q21. On a scale of 1 to 5, with 1 being Very Dissatisfied and 5 being Very Satisfied, how would you rate this **Employment Support in a Group/Class Setting**?

1 Very dissatisfied	2	3 Neither satisfied nor dissatisfied	4	5 Very satisfied	97 Don't know or N/A

PAGE BREAK
//ASK ALL//
//FORCE//
Q22. Did ACE staff (e.g., career navigator, instructor, job developer, transition specialist) help you find **Internship or Other On-the-Job Opportunities?**

This includes internships, externships, job shadowing, and worksite/field trips.

1 Yes **[If yes, continue to Q23]**
2 No [**If no, skip to Q25]**

//ASK Q23 – Q24 IF Q22=1//

//FORCE//
Q23. Did they provide this service directly or refer you to someplace else?
1 Service provided directly
2 Referred someplace else

//FORCE//

Q24. On a scale of 1 to 5, with 1 being Very Dissatisfied and 5 being Very Satisfied, how would you rate this **Internship or Other On-the-Job Opportunities**?

1 Very dissatisfied	2	3 Neither satisfied nor dissatisfied	4	5 Very satisfied	97 Don't know or N/A

PAGE BREAK

//ASK ALL//
//FORCE//

Q25. Did your **Career Navigator**, specifically, help you with any of the following during the ACE training period? [READ LIST] *[IF WEB INSERT: "Please select all that apply." IF PHONE INSERT: "INTERVIEWER SELECT ALL THAT APPLY"]*

1 Academic Support
2 Personal Issues/Life Stressors Support
3 Personalized Employment Support
4 Employment Support in a Group/Class Setting
5 Internship or Other On-the-Job Opportunities

//ASK ALL//

Q26TXT. The next few questions ask about how much you think ACE has helped or not helped you. Your responses will help us understand if ACE needs to be improved.

For each statement, let us know how much you agree or disagree on scale of 1 to 5 – with 1 being Strongly Disagree, 5 being Strongly Agree, and 3 being in the middle or indifferent.

1 CONTINUE

//ASK ALL//
//FORCE//

Q26. The ACE training provided by the community college will help me find a job.

1 Strongly Disagree	2	3 Neither Agree nor Disagree	4	5 Strongly Agree	97 Don't know or N/A

//ASK ALL//
//FORCE//

Q27. The ACE training provided by the community college will help me advance my career more quickly than I would have been able to do on my own.

1 Strongly Disagree	2	3 Neither Agree nor Disagree	4	5 Strongly Agree	97 Don't know or N/A

//ASK ALL//

//FORCE//

Q28. The Career Navigator helped me find a job.

1 Strongly Disagree	2	3 Neither Agree nor Disagree	4	5 Strongly Agree	97 Don't know or N/A

//ASK ALL//
//FORCE//

Q29. The ACE training provided by the community college was too hard.

1 Strongly Disagree	2	3 Neither Agree nor Disagree	4	5 Strongly Agree	97 Don't know or N/A

//ASK ALL//
//FORCE//

Q30. I knew what career I wanted to enter before I joined the ACE program.

1 Strongly Disagree	2	3 Neither Agree nor Disagree	4	5 Strongly Agree	97 Don't know or N/A

//ASK ALL//
//FORCE//

Q31. I would have rather had separate basic skills training and vocational training.

1 Strongly Disagree	2	3 Neither Agree nor Disagree	4	5 Strongly Agree	97 Don't know or N/A

//ASK ALL//
//FORCE//

Q32. I have a clear idea of what skills I need to be promoted.

1 Strongly Disagree	2	3 Neither Agree nor Disagree	4	5 Strongly Agree	97 Don't know or N/A

//ASK ALL//
//FORCE//

Q33. My chosen career has opportunities for advancement.

1 Strongly Disagree	2	3 Neither Agree nor Disagree	4	5 Strongly Agree	97 Don't know or N/A

//ASK ALL//
//FORCE//

Q34. I want to pursue more education.

1 Strongly Disagree	2	3 Neither Agree nor Disagree	4	5 Strongly Agree	97 Don't know or N/A

//ASK ALL//
//FORCE//

Q35. I will remain in the occupation I was trained for by ACE for at least five years.

1 Strongly Disagree	2	3 Neither Agree nor Disagree	4	5 Strongly Agree	97 Don't know or N/A

//ASK ALL//
//FORCE//

Q36. I am satisfied with the instruction provided by my basic skills instructor.

1 Strongly Disagree	2	3 Neither Agree nor Disagree	4	5 Strongly Agree	97 Don't know or N/A

//ASK ALL//
//FORCE//

Q37. I am satisfied with the instruction provided by my vocational skills instructor.

1 Strongly Disagree	2	3 Neither Agree nor Disagree	4	5 Strongly Agree	97 Don't know or N/A

//ASK ALL//
//FORCE//

Q38. I feel that my basic skills instructor and vocational skills instructor worked together well.

1 Strongly Disagree	2	3 Neither Agree nor Disagree	4	5 Strongly Agree	97 Don't know or N/A

//ASK ALL//

Q39TXT. Thank you for your participation so far. The next few questions ask about your work history. Your answers will be kept confidential and will help us understand how ACE has impacted your career path.

1 CONTINUE

//ASK ALL//

Q39. How many jobs do you have <u>right now</u>?

0 0 **[If 0, continue to Q40, then skip to Q58]**
1 1 **[If 1, complete Q40-47, then skip to Q58]**
2 2 **[If 2, complete Q40-52, then skip to Q58]**
3 3 **[If 3, complete Q40-57]**
4 More than 3 **[If more than 3, complete Q40-57]**

//ASK ALL//

Q40. Since leaving your ACE training, have you been offered a job, but turned it down?

1 Yes
2 No

//ASK Q41-47 IF Q39=1-4//

Q41YES – Q41NO //TEXT FIELD LENGTH=100//

Q41. Is this job(s) meeting your needs?

1 Yes. Please Explain: _____

//ASK IF Q41=1 and MODE=PHONE//
Q41YES. [Enter Response]_____

2 No. Please Explain: _____

//ASK IF Q41=2 and MODE=PHONE//
Q41NO. [Enter Response]_____

97 Don't know

PAGE BREAK

Q42TXT. For the following questions, please focus on the job that makes up most of your work hours in the week.

1 CONTINUE

Q42 – Q43 //Text Field Length=50//

//ASK IF MODE=PHONE//

PREQ42. Who is your current employer at Job 1?
1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or preQ42=1//

Q42. Who is your current employer at **Job 1**? _____

//ASK IF MODE=PHONE//

PREQ43. What is your current occupation?

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or preQ43=1//

Q43. What is your current occupation? _____

//ASK IF MODE=PHONE//

Q44. In what month and year did you start your job?

1 ANSWERED IN MONTHS
2 ANSWERED IN YEARS
3 ANSWERED IN MONTHS AND YEARS
97 DON'T KNOW

//ASK IF Q44=1,3 OR MODE=WEB//

Q44MTH. In what month did you start your job? *[IF PHONE INSERT: "READ QUESTION ONLY IF NECESSARY"]* **[**RANGE 1-12]

//ASK IF Q44=2,3 OR MODE=WEB//

Q44YR. In what year did you start your job? *[IF PHONE INSERT: "READ QUESTION ONLY IF NECESSARY"]* **[**RANGE 2000-CURRENT YEAR]

Q45. In months, how long did it take for you to find this job?
Months [RANGE 0-36]_____
97 DON'T KNOW

Q46. Please provide an estimate of how much you make at this job:

1 Annual salary_____.00
//ASK IF Q46=1//
Q46S. [ENTER RESPONSE] [RANGE = 0 – 150,000]

2 Hourly wage _____.__
//ASK IF Q46=2//
Q46H. [ENTER RESPONSE] [RANGE=0.00 - 100.00]

Q46HPW. How many hours do you work per week?

[RANGE 1- 100] ___

Q46TIP. Do you receive tips?

1 Yes
2 No

//ASK IF Q46TIP=1//

Q46TIP2. Please provide an estimate of how much you make in tips per week (Note: this information will be kept confidential, will not be shared with the IRS or used for tax purposes, and will only be viewed by ACE evaluation staff) _____.__

[RANGE 0.00 – 150,000.00]

Q47. Have you received any promotions or raises since beginning this job?

1 Yes
2 No

PAGE BREAK
//ASK Q48-Q52 IF Q39=2-4//

Q48TXT. For additional jobs you currently hold, please answer the following questions.

1 CONTINUE

Q48 – Q49 //Text Field Length=50//

//ASK IF MODE=PHONE//

PREQ48. Who is your current employer at **Job 2**?

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or preQ48=1//

Q48. Who is your current employer at **Job 2**? _____

//ASK IF MODE=PHONE//

PREQ49. What is your current occupation?

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or preQ49=1//
Q49. What is your current occupation? _____

//ASK IF MODE=PHONE//

Q50. In what month and year did you start your job?
1 ANSWERED IN MONTHS
2 ANSWERED IN YEARS
3 ANSWERED IN MONTHS AND YEARS
97 DON'T KNOW
99 REFUSED
//ASK IF MODE=WEB or Q50=1,3//
Q50MTH. In what month did you start your job? *[IF PHONE INSERT: "READ QUESTION ONLY IF NECESSARY"]* [RANGE 1-12]
//ASK IF Q50=2,3 OR MODE=WEB//
Q50YR. In what year did you start your job? *[IF PHONE INSERT: "READ QUESTION ONLY IF NECESSARY"]* [RANGE 2000-CURRENT YEAR]

Q51. In months, how long did it take for you to find this job? _____
Months [RANGE 0-36]_____
97 DON'T KNOW
99 REFUSED

Q52. Please provide an estimate of how much you make at this job:

1 Annual salary_____.00
//ASK IF Q52=1//
Q52S. [ENTER RESPONSE] [RANGE = 0 – 150,000]

2 Hourly wage _____.__
//ASK IF Q52=2//
Q52H. [ENTER RESPONSE] [RANGE 0.00 – 100.00]

Q52HPW. How many hours do you work per week?

[RANGE 1-100] ___

Q52TIP. Do you receive tips?

1 Yes
2 No

//ASK IF Q52TIP=1//

Q52TIP2. please provide an estimate of how much you make in tips per week (Note: this information will be kept confidential, will not be shared with the IRS or used for tax purposes, and will only viewed by ACE evaluation staff) _____.__

[RANGE 0.00 – 150,000.00]

PAGE BREAK
//ASK Q53-Q57 IF Q39=3-4//

Q53 – Q54 //Text Field Length=50//

//ASK IF MODE=PHONE//

PREQ53. Who is your current employer at **Job 3**?
1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or preQ53=1//
Q53. Who is your current employer at **Job 3**? _____

//ASK IF MODE=PHONE//
PREQ54. What is your current occupation?

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or preQ54=1//
Q54. What is your current occupation? _____

//ASK IF MODE=PHONE//

Q55. In what month and year did you start your job?

1 ANSWERED IN MONTHS
2 ANSWERED IN YEARS
3 ANSWERED IN MONTHS AND YEARS
97 DON'T KNOW
99 REFUSED

/ASK IF Q55=1,3 OR MODE=WEB/

Q55MTH. In what month did you start your job? *[IF PHONE INSERT: "READ QUESTION ONLY IF NECESSARY"]* [RANGE 1-12]

/ASK IF Q55=2,3 OR MODE=WEB/

Q55YR. In what year did you start your job? *[IF PHONE INSERT: "READ QUESTION ONLY IF NECESSARY"]* [RANGE 2000-CURRENT YEAR]

Q56. In months, how long did it take for you to find this job? _____
Months [RANGE 0-36]_____
97 DON'T KNOW
99 REFUSED

Q57. Please provide an estimate of how much you make at this job and how many hours you work:

1 Annual salary_____.00
//ASK IF Q57=1//
Q57S. [ENTER RESPONSE] [RANGE = 0 - 150,000]

2 Hourly wage _____.__
//ASK IF Q57=2//
Q57H. [ENTER RESPONSE] [RANGE=0.00 - 100.00]

Q57HPW. How many hours do you work per week?

[RANGE 1- 100] ___

Q57TIP. Do you receive tips?

1 Yes
2 No

//ASK IF Q57TIP=1//

Q57TIP2. Please provide an estimate of how much you make in tips per week (Note: this information will be kept confidential, will not be shared with the IRS or used for tax purposes, and will only be viewed by ACE evaluation staff) _____.__ [RANGE 0.00 – 150,000.00]

PAGE BREAK
//ASK ALL//

Q58TXT. The next questions ask about health insurance and job benefits.

1 CONTINUE

//ASK ALL//

Q58. Are you currently covered by health insurance?
1 Yes **[If yes, continue to Q59]**
2 No **[If no or don't know, skip to Q62]**
97 Don't know **[skip to Q62]**

//ASK IF Q58=1 AND Q39=1-4//

Q59. Do you receive this health insurance through your employer?
1 Yes **[If yes, skip to Q61]**
2 No **[If no or don't know, continue to Q60]**
97 Don't know **[continue to Q60]**

//ASK IF Q59=2,97// OR //ASK IF Q58=1 AND Q39=0//

Q60. Do you have health insurance through a government assistance program?
1 Yes **[If yes, continue to Q61]**
2 No **[If no or don't know, skip to Q62]**
97 Don't know **[skip to Q62]**

//ASK IF Q58=1//

Q61. Did you have this health insurance prior to joining the ACE study?
1 Yes
2 No
97 Don't know

//ASK IF Q39=1-4//

Q62. Are you covered by any of the following **from your employer**? *[IF WEB INSERT: "Please select all that apply." IF PHONE INSERT: "INTERVIEWER SELECT ALL THAT APPLY"]*
1 Dental insurance
2 Life insurance
3 Vision insurance
4 Short-term disability insurance
5 Long-term disability insurance
6 Retirement plan, e.g. 401k plan
7 Not Applicable
8 NONE

//ASK ALL//

PAGE BREAK

Q63TXT. The next few questions ask about any other jobs that you've had since signing up for ACE, not including your current job (s).

1 CONTINUE

//ASK ALL//

Q63. Did you have any additional jobs since signing up for ACE, not including your current job(s)?

1 Yes **[If yes, continue to Q64 and complete the next series of questions for up to 3 jobs]**
2 No **[If no or don't know, skip to Q73]**
97 Don't know **[skip to Q73]**

Q64 – Q65 //Text Field Length=50//

//ASK Q64-Q66 and JOB2 IF Q63=1//

//ASK IF MODE=PHONE//

PREQ64. Who was your employer at Previous **Job 1?**

1 RECORD RESPONSE
97 DON'T KNOW
98 REFUSED

//ASK IF MODE=Web or PREQ64=1//

Q64. Who was your employer at **Job 1**? _____

//ASK IF MODE=PHONE//

PREQ65. What was your occupation?

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or PREQ65=1//

Q65. What was your occupation? _____

Q66. Please provide an estimate of how much you made at this job:

1 Annual salary_____.00
//ASK IF Q66=1//
Q66S. [ENTER RESPONSE] [RANGE=0 – 150,000]

2 Hourly wage _____.__
//ASK IF Q66=2//
Q66H [ENTER RESPONSE] [RANGE=0.00 – 100.00]

Q66HPW. How many hours did you work per week?

[RANGE=1-100] ___

Q66TIP. Did you receive tips?

1 Yes
2 No

//ASK IF Q66TIP=1//

Q66TIP2. Please provide an estimate of how much you made in tips per week (Note: this information will be kept confidential, will not be shared with the IRS or used for tax purposes, and will only be viewed by ACE evaluation staff) _____.__

[RANGE=0.00 – 150,000.00]

PAGE BREAK

JOB2. Did you have any other jobs since signing up for ACE, not including your current job(s)?

1 Yes
2 No

Q67 – Q68 //Text Field Length=50//
//ASK Q67-Q69, JOB3 IF JOB2=1//
//ASK IF MODE=PHONE//

PREQ67. Who was your employer at **Job 2?**

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB OR PREQ67=1//

Q67. Who was your employer at Previous **Job 2**? _____

//ASK IF MODE=PHONE//

PREQ68. What was your occupation?

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or PREQ68=1//

Q68. What was your occupation? _____

Q69. Please provide an estimate of how much you made at this job:

1 Annual salary_____.00
//ASK IF Q69=1//
Q69S. [ENTER RESPONSE] [RANGE=0– 150,000]
2 Hourly wage _____.__
//ASK IF Q69=2//
Q69H. [ENTER RESPONSE] [RANGE=0.00 – 100.00]

Q69HPW. How many hours did you work per week?

[RANGE=1-100] ___

Q69TIP. Did you receive tips?

1 Yes
2 No

//ASK IF Q69TIP=1//

Q69TIP2. Please provide an estimate of how much you made in tips per week (Note: this information will be kept confidential, will not be shared with the IRS or used for tax purposes, and will only be viewed by ACE evaluation staff) _____.__ [RANGE 0.00 – 150,000.00]

PAGE BREAK

JOB3. Did you have any other jobs since signing up for ACE, not including your current job(s)?

1 Yes
2 No

Q70 – Q71 //Text Field Length=50//
//ASK Q71-Q72 IF JOB3=1//
//ASK IF MODE=PHONE//

PREQ70. Who was your employer at Previous **Job 3?**

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB OR PREQ70=1//

Q70. Who was your employer at **Job 3**? _____

//ASK IF MODE=PHONE//

PREQ71. What was your occupation?

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB OR PREQ71=1//

Q71. What was your occupation? _____

Q72. Please provide an estimate of how much you made at this job and how many hours you worked:

1 Annual salary___,___.00
//ASK IF Q72=1//

Q72S. [ENTER RESPONSE] [RANGE=0 – 150,000]

2 Hourly wage __.__

//ASK IF Q72=2//

Q72H. [ENTER RESPONSE] [RANGE=0.00 – 100.00]

Q72HPW. How many hours did you work per week?

[RANGE 1 -100] ___

Q72TIP. DID YOU RECEIVE TIPS?

1 Yes
2 No

//ASK IF Q72TIP=1//

Q72TIP2. Please provide an estimate of how much you made in tips per week (Note: this information will be kept confidential, will not be shared with the IRS or used for tax purposes, and will only be viewed by ACE evaluation staff) _____.__[RANGE=0.00 – 150,000.00]

PAGE BREAK
//ASK ALL//

Q73. What is the highest degree or level of school that you have completed? If currently enrolled, give the previous grade or highest degree received. I will read off the options, stop me when I reach the one that applies to you.

1 No schooling completed
2 Nursery school to 8th grade
3 9th, 10th, or 11th grade
4 12th grade, no diploma
5 High school graduate or GED
6 Some college, but less than 1 year
7 One or more years of college, no degree
8 Associate's degree (e.g., AA, AS)
9 Bachelor's degree (e.g., BA, AB, BS]

//ASK ALL//

Q74. Do you hold any vocational, technical, or professional certificates or licenses?

1 Yes **[If yes, continue to Q75]**
2 No **[If no, skip to Q76]**

//ASK Q75 – Q75_2 IF Q74=1//

Q75. Please describe these professional certificates or licenses Specify the type and expiration date. _____

Let's start with the first …

1 continue

Q75_1A //TEXT FIELD LENGTH 100//

Q75_1B //TEXT FIELD LENGTH 10//

//ASK IF MODE=PHONE//

Q75_1A INTERVIEWER – ENTER THE TYPE
Q75_1B INTERVIEWER – ENTER THE EXPIRATION DATE
[INTERVIEWER NOTE: ENTER 00 FOR NO EXPIRATION DATE]

Q75_2. Are there any other professional certificates or licenses?

1 yes
2 no

Q75_2A //TEXT FIELD LENGTH 100//

Q75_2B //TEXT FIELD LENGTH 10//

//ASK IF Q75_2=1//

Q75_2A INTERVIEWER – ENTER THE TYPE

Q75_2B INTERVIEWER – ENTER THE EXPIRATION DATE
[INTERVIEWER NOTE: ENTER 00 FOR NO EXPIRATION DATE]

//ASK IF Q75_2=1//

Q75_3. Are there any other professional certificates or licenses

1 yes
2 no

Q75_3A //TEXT FIELD LENGTH 100//

Q75_3B //TEXT FIELD LENGTH 10//

//ASK IF Q75_3=1//

Q75_3A INTERVIEWER – ENTER THE TYPE
Q75_3B INTERVIEWER – ENTER THE EXPIRATION DATE
[INTERVIEWER NOTE: ENTER 00 FOR NO EXPIRATION DATE]

//ASK IF Q75_3=1//

Q75_4. Are there any other professional certificates or licenses

1 yes
2 no

Q75_4A //TEXT FIELD LENGTH 100//

Q75_4B //TEXT FIELD LENGTH 10//

//ASK IF Q75_4=1//

Q75_4A INTERVIEWER – ENTER THE TYPE
Q75_4B INTERVIEWER – ENTER THE EXPIRATION DATE
[INTERVIEWER NOTE: ENTER 00 FOR NO EXPIRATION DATE]

//ASK IF Q75_4=1//

Q75_5. Are there any other professional certificates or licenses

1 yes
2 no

Q75_5A //TEXT FIELD LENGTH 100//

Q75_5B //TEXT FIELD LENGTH 10//

//ASK IF Q75_5=1//

Q75_5A INTERVIEWER – ENTER THE TYPE
Q75_5B INTERVIEWER – ENTER THE EXPIRATION DATE
[INTERVIEWER NOTE: ENTER 00 FOR NO EXPIRATION DATE]

//ASK ALL//

PAGE BREAK

Q76. Are you enrolled in any other training or education programs?

1 Yes **[If yes, continue to Q77]**
2 No **[If no, skip to Q82]**

//ASK Q77-Q81 IF Q76=1//

Q77 – Q78 //Text Field Length=25//

Q79 – 81 // Text Field Length=200//

Q77. How long have you been enrolled in this program(s)? _____

Q78. How long until you complete this program(s)? _____

Q79. What is the name of the program(s) you are enrolled in? _____

Q80. What is the name of the school(s) you are enrolled in? _____

Q81. What do you want to do, in terms of your career goals, once you complete this training?

_____

//ASK ALL//

PAGE BREAK

Q82. What is your marital status?

1 Married
2 Widowed
3 Divorced
4 Separated
5 Single

//ASK ALL//

Q83. How many dependents, or persons for whom you have financial responsibility, live in the home with you (do not include yourself)? _____[RANGE=0-10]

//ASK ALL//

Q84. Do you have stable housing?

1 Yes
2 No

//ASK ALL//

Q85. Are you collecting any public assistance?

1 Yes **[If yes, continue to Q86]**
2 No **[If no, skip to Q87]**

//ASK IF Q85=1//

Q86. Are you receiving any of the following types of public assistance? I will read the options off, please tell me yes or no after each one.

1 Temporary Assistance for Needy Families (TANF)
2 Foster Care Youth
3 Supplemental Nutrition Assistance (SNAP)
4 Supplemental Security Income
5 Transportation Assistance
6 Veteran's benefits
7 Are there any others not on this list that you receive, please describe:

_____

//ASK IF Q86=7//

Q86OTH. [ENTER RESPONSE] _____

//ASK ALL//

Q87. Sometimes having a criminal record can hinder someone's ability to get a job. Have you been convicted of any criminal offense other than a minor traffic violation **since joining the ACE study?**

1 Yes **[If yes, continue to Q88]**

2 No **[If no, skip to Q89]**
3 Prefer not to answer **[If prefer not to answer, skip to Q89]**

//ASK IF Q87=1//

Q88. What type of offense was it? Felony or misdemeanor?
1 Felony
2 Misdemeanor

//ASK ALL//

Q89. Do you speak any language other than English at home?
1 Yes **[If yes, continue to Q90]**
2 No **[If no, the survey is completed]**

//ASK Q90 – Q91 IF Q89=1//

Q90. What is that language? _____
1 Arabic
2 Awadhi
3 Azerbaijani
4 Bengali
5 Bhojpuri
6 Burmese
7 Chinese
8 Dutch
9 French
10 German
11 Gujarati
12 Hausa
13 Hindi
14 Italian
15 Japanese
16 Kannada
17 Korean
18 Maithili
19 Malayalam
20 Marathi
21 Oriya
22 Panjabi
23 Persian
24 Polish
25 Portuguese
26 Romanian
27 Russian
28 Serbo-Croatian, SERBIAN, CROATIAN, BOSNIAN

29 Sindhi
30 Spanish
31 Sunda
32 Tamil
33 Telugu
34 Thai
35 Turkish
36 Ukrainian
37 Urdu
38 Vietnamese
39 Yoruba
40 Other Specify

//ASK IF Q90=40//
Q90OTH. [ENTER RESPONSE] _____

//ASK IF Q90=1-40//

Q91. In your opinion how well do you speak English?
1 Very well
2 Well
3 Not well
4 Not at all

//ASK ALL//

CLOSING. The survey is now complete. Thank you for your participation. Your thoughts and answers will help to improve the ACE program and programs like it in the future. You will receive your $20 gift certificate in the mail for your participation. Have a great [day/afternoon/evening]!

1 CONTINUE

//ASK IF MODE=WEB//

Disclosure Statement

The Accelerating Connections to Employment (ACE) project is funded by the US Department of Labor under contract #IF-23245-12-61-A-24. The ACE evaluation is part of a national evaluation being conducted by the Department of Labor Workforce Innovation Fund (WIF). The ACE evaluation is being conducted by ICF International (Fairfax, VA). Questions regarding the evaluation can be submitted to the ACE call in line at 877-709-7314 or emailed to ACE_Evaluation@icfi.com. The evaluation design has been reviewed and approved by the ICF Institutional Review Board (IRB): #4292013. Inquiries regarding IRB human subject's issues can be submitted to the ICF IRB call in line at 877-556-2218 or emailed to IRB@icfi.com

Exhibit 4.21 Follow-up Survey (Control Group)

Accelerating Connections to Employment (ACE) Student Questionnaire
Follow-Up Survey – Control

Programming Directions

Include "97 DON'T KNOW" & "99 REFUSED" option for every CATI question unless otherwise specified
Do not force questions unless otherwise noted.
Display "PREVIOUS", "NEXT", "STOP" navigation buttons on all screens
Display instructions at bottom of each page:

Please use the NEXT or PREVIOUS button to navigate through the survey. Do not use the BACK button of your browser as this may cause you to exit the survey and your responses will be lost.

Questions <<hyperlink to ACE_Evaluation@icfi.com >>?

//ASK IF MODE=PHONE//
INTRO1A
Hi, my name is [NAME]. May I please speak to [**INSERT NAME FROM SAMPLE**]?

4 Yes, Respondent on the phone (SKIP TO INTRO1)
5 Yes, Respondent coming to the phone (SKIP TO INTRO1)
6 No, not available
10 Terminate

//ASK IF MODE=PHONE//
INTRO1
//IF INTRO1A=2 INSERT "Hi, my name is [NAME]."//

About a year ago you signed up to participate in the ACE National Evaluation. For your participation, as part of the group that did not receive training through ACE, you received a gift card. I'm calling to ask you a few questions about your experiences since signing up to be in the study. For completing the survey, you will receive another gift card in the mail for $20. Do you have a few minutes to talk?

3 Yes
4 No

INTRO2

As a reminder, you signed up to be a part of the ACE study in _____(Month/Year) at your local Community College or One-Stop in _____ (City, State). This follow up survey is meant to help us learn more about how you are doing since becoming part of the ACE study.

Before we begin, I want to remind you that your participation is voluntary, the information you share will be kept confidential, and you can decline to answer any questions or discontinue the survey at any time.

Do you consent to participate?

1 Yes
2 No

//ASK IF MODE=WEB//
//FORCE//
As a reminder, you signed up to be a part of the ACE study in _____(Month/Year) at your local Community College or One-Stop in _____ (City, State). This follow up survey is meant to help us learn more about how you are doing since becoming part of the ACE study.

Before we begin, I want to remind you that your participation is voluntary, the information you share will be kept confidential, and you can decline to answer any questions or discontinue the survey at any time.

Do you consent to participate?

1 Yes

3 No (Label them screened out)

Instructions:

Please read the following instructions before beginning this survey.

TO MOVE FORWARD:

Click on the NEXT button located at the bottom of the page to save your responses and continue to the next page.

TO MOVE BACK:

Use the PREVIOUS button located at the bottom of the page to view your responses on a previous page. You may change your answers to previously entered responses.

Do not use the BACK button of your browser to return to the previous page. Using your browser's BACK button may cause you to exit the survey, and your responses will be lost.

Please note: if you close or exit the survey without clicking the "STOP" button first, you will need to wait 10 minutes to re-enter the survey, and you will need to re-enter your response to the question where you exited the survey.

//ASK ALL//
//FORCE//

Q1. Before we start, could you please confirm your current mailing address, phone number, and email address?

- Mailing address: [insert from sample]

- Phone number: [insert from sample]
- Email: [insert from sample]

1 CONTINUE ALL INFO CORRECT
2 UPDATE MAILING ADDRESS
//ASK IF Q1=2 AND MODE=PHONE//
Q1MAIL. [ENTER RESPONSE]_____
3 UPDATE PHONE NUMBER
//ASK IF Q1=3 AND MODE=PHONE//
Q1PHONE. [ENTER RESPONSE]_____
4 UPDATE EMAIL
//ASK IF Q1=4 AND MODE=PHONE//
Q1EMAIL. [ENTER RESPONSE]_____

//ASK IF MODE=PHONE//
Q2TXT. The next few questions ask about any training or career services you have received since joining the ACE study.

1 CONTINUE

//ASK ALL//

Q2. Have you been enrolled in any other education or training programs outside of the ACE program since joining the ACE study?
1 Yes **[If yes, continue to Q3]**
2 No **[If no, skip to Q8]**

//ASK Q3-Q7 IF Q2=1//

Q3,Q5,Q6 //TEXT FIELD LENGTH=200

Q3. What is(are) the name(s) of the program(s) you have been enrolled in? _____

Q4. Was this program(s) in a similar topic or field as the ACE training you would have taken?
1 Yes
2 No

Q5. What is(are) the name(s) of the school(s) you have been enrolled in? _____

Q6. What do you want to do, in terms of your career goals, once you complete this training?
_____

Q7. Did you receive or were you given referrals to any of the following support services to help you complete this training? *[IF WEB INSERT: "Please select all that apply." IF PHONE INSERT: "INTERVIEWER SELECT ALL THAT APPLY"]*
1 Transportation assistance
2 Child care assistance
3 Workplace clothing assistance

4 Classroom supplies/clothing/equipment
5 Housing assistance
6 Utilities assistance
7 Food assistance
8 Counseling (e.g., substance abuse, domestic violence, mental health)
9 Other. Please specify: _____
//ASK IF Q7=9 AND MODE=PHONE//
Q7OTH //TEXT FIELD LENGTH=50//
Q7OTH. [ENTER RESPONSE] _____

~~**[Skip to Q9]**~~

//ASK IF Q2=2//

Q8. What barriers have prevented you from seeking out or enrolling in another training? *[IF WEB INSERT: "Please select all that apply." IF PHONE INSERT: "INTERVIEWER SELECT ALL THAT APPLY"]*

1 Transportation
2 Child Care
3 Work schedule/obligations
4 Paying for the training
5 Paying for class supplies/clothing
6 No similar training was available
7 Not interested in training anymore
8 Other. Please specify: _____
//ASK IF Q8=8 AND MODE=PHONE//
Q8OTH //TEXT FIELD LENGTH=50//
Q8OTH. [ENTER RESPONSE] _____

//ASK ALL//

Q9TXT. The next few questions ask about assistance you may have received from your local One-Stop/Workforce Development Center/Workforce Investment Board.

1 CONTINUE

//ASK ALL//

Q9. Have you received any assistance or counseling from a local One-Stop/Workforce Development Center/Workforce Investment Board since joining the ACE study?

1 Yes **[If yes, continue to Q10]**
2 No **[If no, skip to Q28]**

//ASK Q10-Q27 IF Q9=1//

Q10 //TEXT FIELD LENGTH=50//

Q10. Which One-Stop/Workforce Development Center/Workforce Investment Board did you receive assistance from? _____

Q11. Did you receive or were you given referrals to any of the following **job readiness** services or assistance since joining the ACE Study? [READ LIST] *[IF WEB INSERT: "Please select all that apply." IF PHONE INSERT: "INTERVIEWER SELECT ALL THAT APPLY"]*

1 Help preparing a resume
2 Interview skills training
3 Mock interview practice
4 Appropriate/professional workplace behavior
5 Diversity and workplace harassment training
6 Verbal and nonverbal communication
7 Help selecting or buying workplace clothing or footwear
8 None

Q12. Did you receive or were you given referrals to any of the following **job search** services or assistance since joining the ACE Study? *[IF WEB INSERT: "Please select all that apply." IF PHONE INSERT: "INTERVIEWER SELECT ALL THAT APPLY"]*

1 Help preparing a job application
2 Help using job search websites and tools
3 Help identifying job opportunities
4 Help obtaining job opportunities
5 None

PAGE BREAK

//FORCE//
//ASK ALL//

Q13. Did the One-Stop/Workforce Development Center/Workforce Investment Board provide you with **Academic Support?**

This includes academic counseling, GED help, tutoring, and study sessions.

1 Yes **[If yes, continue to Q14]**
2 No **[If no, skip to Q16]**

//ASK Q14 – Q15 IF Q13=1//
//FORCE//

Q14. Did it provide this service directly or refer you to someplace else?

3 Service provided directly
4 Referred someplace else

//FORCE//

Q15. On a scale of 1 to 5, with 1 being Very Dissatisfied and 5 being Very Satisfied, how would you rate this **Academic Support**?

1	2	3	4	5 Very satisfied	97 Don't know

Very dissatisfied		Neither satisfied, nor dissatisfied			or N/A

PAGE BREAK
//FORCE//
//ASK ALL//

Q16. Did the One-Stop/Workforce Development Center/Workforce Investment Board provide you with **Personal Issues/Life Stressors Support?**

This includes assistance addressing personal issues or life stressors that may form barriers to your success in the classroom or on the job (e.g., transportation assistance, counseling).

1 Yes **[If yes, continue to Q17]**
2 No **[If no, skip to Q19]**

//ASK Q17 – Q18 IF Q16=1//
//FORCE//

Q17. Did it provide this service directly or refer you to someplace else?
1 Service provided directly
2 Referred someplace else

//FORCE//

Q18. On a scale of 1 to 5, with 1 being Very Dissatisfied and 5 being Very Satisfied, how would you rate this **Personal Issues/Life Stressors Support**?

1 Very dissatisfied	2	3 Neither satisfied, nor dissatisfied	4	5 Very satisfied	97 Don't know or N/A

PAGE BREAK
//FORCE//
//ASK ALL//

Q19. Did the One-Stop/Workforce Development Center/Workforce Investment Board provide you with **Personalized Employment Support?**

This includes <u>one-on-one</u> resume help, job application help, career counseling, using job search tools, assistance applying to and obtaining jobs.

1 Yes **[If yes, continue to Q20]**
2 No **[If no, skip to Q22]**

//ASK Q20 – Q21 IF Q19=1//
//FORCE//

Q20. Did it provide this service directly or refer you to someplace else?
1 Service provided directly
2 Referred someplace else

//FORCE//

Q21. On a scale of 1 to 5, with 1 being Very Dissatisfied and 5 being Very Satisfied, how would you rate this **Personalized Employment Support**?

1 Very dissatisfied	2	3 Neither satisfied, nor dissatisfied	4	5 Very satisfied	97 Don't know or N/A

PAGE BREAK
//FORCE//
//ASK ALL//

Q22. Did the One-Stop/Workforce Development Center/Workforce Investment Board provide you with **Employment Support in a Group/Class Setting?**

This includes resume help, appropriate workplace behavior, interview skills, basic computer skills, using job search tools, applying to jobs, job clubs, speed interviewing, or money management, in a group or classroom setting.

1 Yes **[If yes, continue to Q23]**
2 No **[If no, skip to Q25]**

//ASK Q23 – Q24 IF Q22=1//
//FORCE//

Q23. Did it provide this service directly or refer you to someplace else?

1 Service provided directly
2 Referred someplace else

//FORCE//

Q24. On a scale of 1 to 5, with 1 being Very Dissatisfied and 5 being Very Satisfied, how would you rate this **Employment Support in a Group/Class Setting**?

1 Very dissatisfied	2	3 Neither satisfied, nor dissatisfied	4	5 Very satisfied	97 Don't know or N/A

PAGE BREAK
//FORCE//
//ASK ALL//

Q25. Did the One-Stop/Workforce Development Center/Workforce Investment Board help you find **Internship or Other On-the-Job Opportunities?**

This includes internships, externships, job shadowing, and worksite/field trips.

1 Yes **[If yes, continue to Q26]**
2 No **[If no, skip to Q28]**

//ASK Q26 – Q27 IF Q25=1//
//FORCE//

Q26. Did it provide this service directly or refer you to someplace else?

3 Service provided directly
4 Referred someplace else

//FORCE//

Q27. On a scale of 1 to 5, with 1 being Very Dissatisfied and 5 being Very Satisfied, how would you rate this **Internship or Other On-the-Job Opportunities**?

1 Very dissatisfied	2	3 Neither satisfied, nor dissatisfied	4	5 Very satisfied	97 Don't know or N/A

//ASK ALL//

Q28TXT. Thank you for your participation so far. The next few questions ask about your work history since signing for the ACE study. Your answers will be kept confidential.

//ASK ALL//

Q28. How many jobs do you have right now?

0 0 **[If 0, continue to Q29, THEN SKIP TO Q47]**
1 1 **[If 1, complete Q29-36, then skip to Q47]**
2 2 **[If 2, complete Q29-41, then skip to Q47]**
3 3 **[If 3, complete Q29-47]**
4 More than 3 **[If more than 3, complete Q29-47]**

//ASK ALL//

Q29. Since joining the ACE study, have you been offered a job, but turned it down?

1 Yes
2 No

//ASK Q30-Q36 IF Q28=1-4//

Q30YES – Q30NO //TEXT FIELD LENGTH=100//

Q30. Is this job(s) meeting your needs?

98 Yes. Please Explain: _____
//ASK IF Q30=1 and MODE=PHONE//
Q30YES. [Enter Response]_____
99 No. Please Explain: _____
//ASK IF Q30=2 and MODE=PHONE//
Q30NO. [Enter Response]_____
97 Don't know

PAGE BREAK

Q31TXT. For the following questions, please focus on the job that makes up most of your work hours in the week.

1 CONTINUE

Q31 – Q32 //Text Field Length=50//

//ASK IF MODE=PHONE//

PREQ31. Who is your current employer at Job 1?
1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or preQ31=1//

Q31. Who is your current employer at **Job 1**? _____

//ASK IF MODE=PHONE//

PREQ32. What is your current occupation?

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or preQ32=1//

Q32. What is your current occupation? _____

//ASK IF MODE=PHONE//

Q33. In what month and year did you start your job?
4 ANSWERED IN MONTHS
5 ANSWERED IN YEARS
6 ANSWERED IN MONTHS AND YEARS
97 DON'T KNOW
99 REFUSED
//ASK IF Q33=1,3 OR MODE=WEB//
Q33MTH. In what month did you start your job? *[IF PHONE INSERT: "READ QUESTION ONLY IF NECESSARY"]* [RANGE 1-12]
//ASK IF Q33=2,3 OR MODE=WEB//
Q33YR. In what year did you start your job? *[IF PHONE INSERT: "READ QUESTION ONLY IF NECESSARY"]* [RANGE 2000-CURRENT YEAR]

Q34. In months, how long did it take for you to find this job? _____
MONTHS [RANGE 0-36] __

Q35. Please provide an estimate of how much you make at this job:
1 Annual salary_____.00

//ASK IF Q35=1//
Q35S. [ENTER RESPONSE] [RANGE= 0 – 150,000]

2 Hourly wage _____.__

//ASK IF Q35=2//
Q35H. [ENTER RESPONE] [RANGE=0.00-100.00]

Q35HPW. How many hours do you work per week?

[RANGE 1- 100] ___

Q35TIP. Do you receive tips?

3 Yes
4 No

//ASK IF Q35TIP=1//

Q35TIP2. Please provide an estimate of how much you make in tips per week (Note: this information will be kept confidential, will not be shared with the IRS or used for tax purposes, and will only be viewed by ACE evaluation staff) _____.__[RANGE 0.00 - 150,000.00]

Q36. Have you received any promotions or raises since beginning this job?

1 Yes
2 No

//ASK Q37- Q41 IF Q28=2-4//

PAGE BREAK

Q37TXT. For additional jobs you currently hold, please answer the following questions.

2 CONTINUE

Q37 – Q38 //Text Field Length=50//

//ASK IF MODE=PHONE//

PREQ37. Who is your current employer at **Job 2**?

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or preQ37=1//

Q37. Who is your current employer at **Job 2**? _____

//ASK IF MODE=PHONE//

PREQ38. What is your current occupation? _____

1 RECORD RESPONSE
97 DON'T KNOW

99 REFUSED

//ASK IF MODE=WEB or preQ38=1//

Q38. What is your current occupation? _____

//ASK IF MODE=PHONE//

Q39. In what month and year did you start your job?

4 ANSWERED IN MONTHS
5 ANSWERED IN YEARS
6 ANSWERED IN MONTHS AND YEARS
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or Q39=1,3//
Q39MTH. In what month did you start your job? *[IF PHONE INSERT: "READ QUESTION ONLY IF NECESSARY"]* [RANGE 1-12]
//ASK IF Q39=2,3 OR MODE=WEB//
Q39YR. In what year did you start your job? *[IF PHONE INSERT: "READ QUESTION ONLY IF NECESSARY"]* [RANGE 2000-CURRENT YEAR]

Q40. In months, how long did it take for you to find this job? _____
Months [RANGE 0-36]_____
97 DON'T KNOW
99 REFUSED

Q41. Please provide an estimate of how much you make at this job:

1 Annual salary_____.00
//ASK IF Q41=1//
Q41S. [ENTER RESPONSE] [RANGE= 0 – 150,000]
2 Hourly wage _____.__
//ASK IF Q41=2//
Q41H. [ENTER RESPONE] [RANGE=0.00-100.00]

Q41HPW. How many hours do you work per week?

[RANGE 1- 100] ___

Q41TIP. Do you receive tips?

1 Yes
2 No

//ASK IF Q41TIP=1//

Q41TIP2. Please provide an estimate of how much you make in tips per week (Note: this information will be kept confidential, will not be shared with the IRS or used for tax purposes, and will only be viewed by ACE evaluation staff) _____.__ [RANGE 0.00 - 150,000.00]

PAGE BREAK

//ASK Q42-Q46 IF Q28=3-4//

Q42 – Q43 //Text Field Length=50//

//ASK IF MODE=PHONE//

PREQ42. Who is your current employer at **Job 3**?
1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or preQ42=1//

Q42. Who is your current employer at **Job 3**? _____

//ASK IF MODE=PHONE//

PREQ43. What is your current occupation?

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or preQ43=1//

Q43. What is your current occupation? _____

//ASK IF MODE=PHONE//

Q44. In what month and year did you start your job?

1 ANSWERED IN MONTHS
2 ANSWERED IN YEARS
3 ANSWERED IN MONTHS AND YEARS
97 DON'T KNOW
99 REFUSED

//ASK IF Q44=1,3 OR MODE=WEB//

Q44MTH. In what month did you start your job? [IF PHONE INSERT: "READ QUESTION ONLY IF NECESSARY"] [RANGE 1-12]

//ASK IF Q44=2,3 OR MODE=WEB//

Q44YR. In what year did you start your job? [IF PHONE INSERT: "READ QUESTION ONLY IF NECESSARY"] [RANGE 2000-CURRENT YEAR]

Q45. In months, how long did it take for you to find this job?
Months [RANGE 0-36] __

Q46. Please provide an estimate of how much you make at this job:

3 Annual salary_____
//ASK IF Q46=1//
Q46S. [ENTER RESPONSE] [RANGE = 0 – 150,000]

4 Hourly wage _____

//ASK IF Q46=2//
Q46H. [ENTER RESPONSE] [RANGE=0.00 - 100.00]

Q46HPW. How many hours do you work per week?

[RANGE 1- 100] ___

Q46TIP. Do you receive tips?

1 Yes
2 No

//ASK IF Q46TIP=1//

Q46TIP2. Please provide an estimate of how much you make in tips per week (Note: this information will be kept confidential, will not be shared with the IRS or used for tax purposes, and will only be viewed by ACE evaluation staff) _____.__ [RANGE 0.00 - 150,000.00]

//ASK ALL//

Q47TXT. The next questions ask about health insurance and job benefits.

1 CONTINUE

//ASK ALL//

Q47. Are you currently covered by health insurance?
98 Yes **[If yes, continue to Q48]**
99 No **[If no, skip to Q51]**
97 Don't know **[If don't know, skip to Q51]**

//ASK IF Q47=1 AND Q28=1-4//

Q48. Do you receive this health insurance through your employer?
1 Yes **[If yes, skip to Q50]**
2 No **[If no, continue to Q49]**
97 Don't know **[If don't know, continue to Q49]**

//ASK IF Q48=2,97// or //ASK IF Q47=1 AND Q28=0//

Q49. Do you have health insurance through a government assistance program?
1 Yes **[If yes, continue to Q50]**
2 No **[If no, skip to Q51]**
97 Don't know **[If don't know, skip to Q51]**

//ASK IF Q47=1//

Q50. Did you have this health insurance prior to joining the ACE study?
1 Yes
2 No
97 Don't know

//ASK IF Q28=1-4//

Q51. Are you covered by any of the following **from your employer**? *[IF WEB INSERT: "Please select all that apply." IF PHONE INSERT: "INTERVIEWER SELECT ALL THAT APPLY"]*

1 Dental insurance
2 Life insurance
3 Vision insurance
4 Short-term disability insurance
5 Long-term disability insurance
6 Retirement plan, e.g. 401k plan
7 NONE

//ASK ALL//

PAGE BREAK

Q52TXT. The next few questions ask about any other jobs that you've had since signing up for ACE, not including your current job (s).

1 CONTINUE

//ASK ALL//

Q52. Have you had any additional jobs, besides your current job(s), since the start of ACE?

1 Yes **[If yes, continue to Q53 and complete the next series of questions for up to 3 jobs]**
2 No **[If no, skip to Q62]**
97 Don't know **[If don't know, skip to Q62]**

Q53 – Q54 //Text Field Length=50//

//ASK Q53-Q55 and JOB2 IF Q52=1//

//ASK IF MODE=PHONE//

PREQ53. Who was your employer at Previous **Job 1?**

2 RECORD RESPONSE
99 DON'T KNOW
100 REFUSED

//ASK IF MODE=Web or PREQ53=1//

Q53. Who was your employer at Previous **Job 1**? _____

//ASK IF MODE=PHONE//

PREQ54. What was your occupation?

1 RECORD RESPONSE
97 DON'T KNOW

99 REFUSED

//ASK IF MODE=WEB or PREq54=1//

Q54. What was your occupation? _____

Q55. Please provide an estimate of how much you made at this job:

3 Annual salary_____.00
//ASK IF Q55=1//
Q55S. [ENTER RESPONSE] [RANGE= 0 – 150,000]

4 Hourly wage _____
//ASK IF Q55=2//
Q55H. [ENTER RESPONSE] [RANGE=0.00-100.00]

Q55HPW. How many hours did you work per week?

[RANGE=1-100] ___

Q55TIP. Did you receive tips?

3 Yes
4 No

//ASK IF Q55TIP=1//

Q55TIP2. Please provide an estimate of how much you made in tips per week (Note: this information will be kept confidential, will not be shared with the IRS or used for tax purposes, and will only be viewed by ACE evaluation staff) _____.__

[RANGE=0.00 - 150,000.00]

PAGE BREAK

JOB2. Did you have any other jobs since signing up for ACE, not including your current job(s)?

3 Yes
4 No

Q56 – Q57 //Text Field Length=50//

//ASK Q56-Q58, JOB3 IF JOB2=1//
//ASK IF MODE=PHONE//

PREQ56. Who was your employer at Previous **Job 2?**

2 RECORD RESPONSE
98 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB OR PREQ56=1//

Q56. Who was your employer at Previous **Job 2**? _____

//ASK IF MODE=PHONE//

PREQ57. What is your current occupation?

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB or preQ57=1//

Q57. What was your occupation? _____

Q58. Please provide an estimate of how much you made at this job:

3 Annual salary_____.00
//ASK IF Q58=1//
Q58S. [ENTER RESPONSE] [RANGE= 0 – 150,000]

4 Hourly wage _____.__
//ASK IF Q58=2//
Q58H. [ENTER RESPONSE] [RANGE=0.00-100.00]

Q58HPW. How many hours did you work per week?

[RANGE=1-100] ___

Q58TIP. Did you receive tips?

1 Yes
2 No

//ASK IF Q58TIP=1//

Q58TIP2. Please provide an estimate of how much you made in tips per week (Note: this information will be kept confidential, will not be shared with the IRS or used for tax purposes, and will only be viewed by ACE evaluation staff) _____.__

[RANGE=0.00 - 150,000.00]

PAGE BREAK

JOB3. Did you have any other jobs since signing up for ACE, not including your current job(s)?

3 Yes
4 No

Q59 – Q60 //Text Field Length=50//
//ASK Q59-Q61 IF JOB3=1//
//ASK IF MODE=PHONE//

PREQ59. Who was your employer at Previous **Job 3?**

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB OR PREQ59=1//

Q59. Who was your employer at Previous **Job 3**? _____

//ASK IF MODE=PHONE//

PREQ60. What was your occupation?

1 RECORD RESPONSE
97 DON'T KNOW
99 REFUSED

//ASK IF MODE=WEB OR PREQ60=1//

Q60. What was your occupation? _____

Q61. Please provide an estimate of how much you made at this job:

3 Annual salary_____
//ASK IF Q61=1//
Q61S. [ENTER RESPONSE] [RANGE= 0 – 150,000]

4 Hourly wage _____
//ASK IF Q61=2//
Q61H. [ENTER RESPONSE] [RANGE=0.00-100.00]

Q61HPW. How many hours did you work per week?

[RANGE=1-100] ___

Q61TIP. Did you receive tips?

1 Yes
2 No

//ASK IF Q61TIP=1//

Q61TIP2. Please provide an estimate of how much you made in tips per week (Note: this information will be kept confidential, will not be shared with the IRS or used for tax purposes, and will only be viewed by ACE evaluation staff) _____.__

[RANGE=0.00 - 150,000.00]

//ASK ALL//

Q62. What is the highest degree or level of school that you have completed? If currently enrolled, give the previous grade or highest degree received. [IF PHONE INSERT: "I will read off the options, stop me when I reach the one that applies to you."]

1 No schooling completed
2 Nursery school to 8th grade
3 9th, 10th, or 11th grade
4 12th grade, no diploma

5 High school graduate or GED
6 Some college, but less than 1 year
7 One or more years of college, no degree
8 Associate's degree (e.g., AA, AS)
9 Bachelor's degree (e.g., BA, AB, BS]

//ASK ALL//

Q63. Do you hold any vocational, technical, or professional certificates or licenses?
1 Yes **[If yes, continue to Q64]**
2 No **[If no, skip to Q65]**

//ASK Q64 - Q64_2 IF Q63=1//

Q64. Please describe these professional certificates or licenses? Specify the type and expiration date.
Let's start with the first one…
1 CONTINUE

Q64_1A //TEXT FIELD LENGTH 100//

Q64_1B //TEXT FIELD LENGTH 10//

//ASK IF MODE=PHONE//

Q64_1A. INTERVIEWER – ENTER THE TYPE

Q64_1B. INTERVIEWER – ENTER THE EXPIRATION DATE
[INTERVIEWER NOTE: ENTER 00 FOR NO EXPIRATION DATE]

Q64_2. Are there any other professional certificates or licenses?

1 Yes
2 No

Q64_2A //TEXT FIELD LENGTH 100//

Q64_2B //TEXT FIELD LENGTH 10//

//ASK IF Q64_2=1//

Q64_2A. INTERVIEWER – ENTER THE TYPE

Q64_2B. INTERVIEWER – ENTER THE EXPIRATION DATE
[INTERVIEWER NOTE: ENTER 00 FOR NO EXPIRATION DATE]

//ASK IF Q64_2=1//

Q64_3. Are there any other professional certificates or licenses?

1 Yes
2 No

Q64_3A //TEXT FIELD LENGTH 100//

Q64_3B //TEXT FIELD LENGTH 10//

//ASK IF Q64_3=1//

Q64_3A. INTERVIEWER – ENTER THE TYPE

Q64_3B. INTERVIEWER – ENTER THE EXPIRATION DATE
[INTERVIEWER NOTE: ENTER 00 FOR NO EXPIRATION DATE]

//ASK IF Q64_3=1//

Q64_4. Are there any other professional certificates or licenses?

1 Yes
2 No

Q64_4A //TEXT FIELD LENGTH 100//

Q64_4B //TEXT FIELD LENGTH 10//

//ASK IF Q64_4=1//

Q64_4A. INTERVIEWER – ENTER THE TYPE

Q64_4B. INTERVIEWER – ENTER THE EXPIRATION DATE
[INTERVIEWER NOTE: ENTER 00 FOR NO EXPIRATION DATE]

//ASK IF Q64_4=1 //

Q64_5. Are there any other professional certificates or licenses?

1 Yes
2 No

Q64_5A //TEXT FIELD LENGTH 100//

Q64_5B //TEXT FIELD LENGTH 10//

//ASK IF Q64_5=1//

Q64_5A. INTERVIEWER – ENTER THE TYPE

Q64_5B. INTERVIEWER – ENTER THE EXPIRATION DATE
[INTERVIEWER NOTE: ENTER 00 FOR NO EXPIRATION DATE]

//ASK ALL//

Q65. What is your marital status?

1 Married
2 Widowed
3 Divorced
4 Separated
5 Single

//ASK ALL//

Q66. How many dependents, or persons for whom you have financial responsibility, live in the home with you (do not include yourself)? _____[RANGE=0-10]

//ASK ALL//

Q67. Do you have stable housing?

1 Yes
2 No

//ASK ALL//

Q68. Are you collecting any public assistance?

3 Yes **[If yes, continue to Q69]**
4 No **[If no, skip to Q70]**

//ASK IF Q68=1//

Q69. Are you receiving any of the following types of public assistance? I will read the options off, please tell me yes or no after each one. *[IF WEB INSERT: "Please select all that apply." IF PHONE INSERT: "INTERVIEWER SELECT ALL THAT APPLY"]*

8 Temporary Assistance for Needy Families (TANF)
9 Foster Care Youth
10 Supplemental Nutrition Assistance (SNAP)
11 Supplemental Security Income
12 Transportation Assistance
13 Veteran's benefits
14 Are there any others not on this list that you receive, please describe:

_____
//ASK IF Q69=7//
Q69OTH //TEXT FIELD LENGTH=100//
Q69OTH. [ENTER RESPONSE]_____

//ASK ALL//

Q70. Sometimes having a criminal record can hinder someone's ability to get a job. Have you been convicted of any criminal offense other than a minor traffic violation **since joining the ACE study?**

4 Yes **[If yes, continue to Q71]**
5 No **[If no, skip to Q72]**
6 Prefer not to answer **[If prefer not to answer, skip to Q72]**

//ASK IF Q70=1//

Q71. What type of offense was it? Felony or misdemeanor?

1 Felony
2 Misdemeanor

//ASK ALL//

Q72. Do you speak any language other than English at home?

1 Yes **[If yes, continue to Q73]**
2 No **[If no, the survey is completed]**

//ASK Q73-Q74 IF Q72=1//

Q73. What is that language?

41 Arabic
42 Awadhi
43 Azerbaijani
44 Bengali
45 Bhojpuri
46 Burmese
47 Chinese
48 Dutch
49 French
50 German
51 Gujarati
52 Hausa
53 Hindi
54 Italian
55 Japanese
56 Kannada
57 Korean
58 Maithili
59 Malayalam
60 Marathi
61 Oriya
62 Panjabi
63 Persian
64 Polish
65 Portuguese
66 Romanian
67 Russian
68 Serbo-Croatian, SERBIAN, CROATIAN, BOSNIAN
69 Sindhi
70 Spanish

71 Sunda
72 Tamil
73 Telugu
74 Thai
75 Turkish
76 Ukrainian
77 Urdu
78 Vietnamese
79 Yoruba
80 Other Specify

//ASK IF Q73=40//
Q73OTH. [ENTER RESPONSE] _____

//ASK IF Q73=1-40//
Q74. In your opinion how well do you speak English?
5 Very well
6 Well
7 Not well
8 Not at all

//ASK ALL//

CLOSING. The survey is now complete. Thank you for your participation. Your thoughts and answers will help to improve the ACE program and programs like it in the future. You will receive your $_20__ gift certificate in the mail for your participation. Have a great [day/afternoon/evening]!

1 CONTINUE

//ASK IF MODE=WEB//

Disclosure Statement

The Accelerating Connections to Employment (ACE) project is funded by the US Department of Labor under contract #IF-23245-12-61-A-24. The ACE evaluation is part of a national evaluation being conducted by the Department of Labor Workforce Innovation Fund (WIF). The ACE evaluation is being conducted by ICF International (Fairfax, VA). Questions regarding the evaluation can be submitted to the ACE call in line at 877-709-7314 or emailed to ACE_Evaluation@icfi.com. The evaluation design has been reviewed and approved by the ICF Institutional Review Board (IRB): #4292013. Inquiries regarding IRB human subject's issues can be submitted to the ICF IRB call in line at 877-556-2218 or emailed to IRB@icfi.com

Appendix D:
Implementation Study

(Appendices for Section 5)

Appendix 5.1: Measuring Fidelity of Implementation

Implementation fidelity measures the extent to which the program was implemented as intended. As part of the implementation study, it adds valuable information on why and how interventions work. Systematically measuring implementation fidelity confirms intervention delivery, supports replicability and scale-up, and if on-going, provides opportunities for program improvement. To harness similar information on the ACE model, an implementation fidelity rubric was developed to measure the fidelity of the ACE program implementation, retrospectively; to measure how well the ACE sites implemented the ACE model as intended at each site.

1. The first step of developing the rubric was to define the model components that would be measured. Using the ACE Measurement Logic Model (see Appendix 2.1) as the guiding framework, the major components of the rubric were identified as:
    - Planning
    - Intake
    - Training
    - Support Services
    - Transition and Tracking

    These key components are activities and inputs that are under the direct control of the ACE sites and are considered essential for implementing the ACE model.
2. Secondly, ancillary components stemming from each major component were defined as indicators. For example, one of the major activities and components of the ACE model is the integrated training curriculum (the integration of occupational and basic skills). Ancillary components identified under this major model component was student perception of how well the training content was integrated and how well the vocational and basic skills instructor worked together in the classroom. Indicators were identified for each major and ancillary component
3. For the next step, fidelity was measured separately for each key component and associated indicators. Measuring fidelity involved specifying a threshold for determining whether, for the entire sample, the components where implemented with fidelity. If fidelity measure is greater than or equal to the prescribed threshold, the key components will be judged to have been implemented with fidelity. “Implementation with fidelity” for the ACE rubric does not necessarily mean that an ideal implementation or impactful implementation; it simply means that implementation was a “fair test” of the model. For example, to determine if job readiness support services such as resume support were implemented or offered, we looked at the percentage of people who indicated on the survey that they received that service. The prescribed threshold for that indicator was 50%. Therefore, if 55% of participants at a particular site indicated that “Yes” they received that service then that indicator, or part of that job readiness component was implemented with fidelity and was given a score of 2= Met Requirement. Each indicator had their threshold and associated score.

Data sources identified for scoring the indicators included program documentation, survey data on participants, data from the ETO data system and qualitative data from site visits. Data for scoring on services implemented is primarily estimated from participant data from the Year 1

follow-up survey. All ACE study participants received the Year 1 Follow-up survey one year after randomization into the Treatment or Control (n=691).

Fidelity of Implementation Indicators and Scores for Key Components of the ACE Measurement Model – *Planning Phase*.

Key Component 1 = *Planning* – Assess Labor Market Demand					
#	Indicators	Operational Definitions	Data Source	Indicator Implementation Score	Scoring Notes
1A	Assessment of labor market demands	WIB team conducted LMI or analysis of local labor market demands prior to design of the training programs.	WIF Grant Application, interviews with program staff	Indicator Scoring: Indicator — Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	N= ACE partners did not utilize labor market analysis in selecting in-demand training programs Y= ACE partners utilized labor market analysis in selecting in-demand training programs
Key Component 2 = *Planning* – Engage Community:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
2A	Community engagement	ACE Team interacted with community partners by visiting or holding meetings with churches, refugee centers, and community centers.	Site visit information: interviews with program staff.	Indicator Scoring: 0-2 Indicator — Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	N= the partners did not make an effort to interact with community partners Y= ACE partners communicated and collaborated with community partners
Key Component 3 = *Planning* – Planning with Community Colleges:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
3A	Collaboration and planning with Community Colleges	WIB partners with Community Colleges to plan and stand-up training programs through the use of regularly scheduled meetings and other forms of effective communication.	Site visit information: interviews with program staff. WIF Application	Indicator Scoring: 0-2 Indicator — Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	N= Weak collaboration between partners in planning phase Y= ACE partners communicated and collaborated closely with community partners in planning phase
Key Component 4 = *Planning* – Establish Programs:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
4A	Development of training programs	ACE Team close collaboration in designing training programs for in-demand employment opportunities	Site visit information: interviews with program staff. WIF Application	Indicator Scoring: 0-2 Indicator — Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	N= ACE Partners did not collaborate in the development of training programs Y= ACE Partners collaborated in the development of training programs

Key Component 5 = *Planning* Establish Career Pathways:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
5A	Identification of career pathways that lead to economic self-sufficiency	Establish programs that lead to an attainable career pathway	Grant Application; site visit information: interviews with program staff.	Indicator Scoring: 0-1 Indicator — Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	N= ACE partners offered training programs that do not lead to effective pathways Y= ACE partners identified program pathways that are attainable for the target population

Fidelity of Implementation Indicators and Scores for Key Components of the ACE Measurement Model – *Intake Phase*.

Key Component 1 = *Intake* – Recruitment:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
1A	Achievement of recruitment targets	ACE teams reach their recruitment targets.	ACE Program Dashboard	Indicator Scoring: 0-2 Indicator — Implementation Score 0-99% — 0 =Did not meet requirement 100% — 2 = Met requirement	Goal = 100%
Key Component 2 = *Intake* – Assessment:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
2A	Assessment of ACE students	Community Colleges assess participants on basic literary and numeric skills prior to project enrollment.	ETO data on assessments (e.g. TABE/CASAS)	Indicator Scoring: 0-2 Indicator — Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	N= Site did not use TABE/CASAS or other test to assess students Y= Site used TABE/CASAS or other test to assess students
Key Component 3 = *Intake* Orientation:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
3A	Development and implementation of orientation process at Community Colleges	Community Colleges offered informational session on study, randomization and other required components of the study	Business As Usual Case Study Staff interviews: Process for orientation	Indicator Scoring: 0-2 Indicator — Implementation Score 0 — 0 = Did not meet requirement 1 — 1 = Met requirement 2 — 2 = Exceeded requirement	0 = Site did not have a structured orientation process 1 = Orientation involved a workshop and participants understood the purpose of the study 2 = Orientation involved a workshop, vestibule and interview process

Fidelity of Implementation Indicators and Scores for Key Components of the ACE Measurement Model – *Training Phase*.

Key Component 1 = *Training* Integrated Curriculum:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
1A	Integration of basic/vocational skills content	Feedback on integration of basic and vocational skills content	ACE Follow-up Survey (Treatment Group) Q.31: *I would have rather had separate basic skills training and vocational training.*	Indicator Scoring: 0-2 Indicator / Implementation Score 0-49% / 0 = Did not meet requirement 50-100% / 2 = Met requirement	5-point Likert % of participants that indicate that they *Strongly Disagree + Disagree*
1B	Satisfaction with basic skills instructor	Student perception on basic skills instruction	ACE Follow-up Survey (Treatment Group) Q.36: *I am satisfied with the instruction provided by my basic skills instructor*.	Indicator Scoring: 0-2 Indicator / Implementation Score 0-49% / 0 = Did not meet requirement 50-100% / 2 = Met requirement	5-point Likert % of participants that indicate that they *Strongly Agree+ Agree*
1C	Satisfaction with vocational skills instructor	Student perception on vocational Skills instruction	ACE Follow-up Survey (Treatment Group) Students indicate on "agree" Likert scale with statement "*I am satisfied with the instruction provided by my vocational skills instructor*" (Q.37)	Indicator Scoring: 0-2 Indicator / Implementation Score 0-49% / 0 = Low 50-100% / 2 = Met requirement	5-point Likert % of participants that indicate that they *Strongly Agree+ Agree with statement*
Key Component 2 = *Training* Co-teaching Strategy:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
2A	Integration of operational skills content	Student perception on classroom collaboration between basic and occupational/vocational training instructor	ACE Follow-up Survey (Treatment Group) Q.38: *I feel that my basic skills instructor and vocational skills instructor worked together well.*	Indicator Scoring: 0-2 Indicator / Implementation Score 0-49% / 0 = Did not meet requirement 50-100% / 2 = Met requirement	5-point Likert % of participants that indicate that they *Strongly Agree+ Agree*

Key Component 3 = *Training* Job Readiness Training:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
3A	Resume writing	Community Colleges and WIB provided job readiness training with resume preparation sessions.	ACE Follow-up Survey (Treatment Group) Q8_1*: Did you receive … - Help preparing a resume?*	Indicator Scoring: 0-2 Indicator / Implementation Score N / 0 = Did not meet requirement Y / 2 = Met requirement	0-Low= 49% or less said they received service 2-High= 50 % or more said they received the service
3B	Interview skills training	Community Colleges and WIB provided job readiness training with interview skills training	ACE Follow-up Survey (Treatment Group) Q8_2*: Did you receive … - Interview skills training?*	Indicator Scoring: 0-2 Indicator / Implementation Score N / 0 = Did not meet requirement Y / 2 = Met requirement	Same as above
3C	Mock interview practice	Community Colleges and WIB provided job readiness training with Mock interview practice	ACE Follow-up Survey (Treatment Group) Q8_3*: Did you receive … - Mock interview practice?*	Indicator Scoring: 0-2 Indicator / Implementation Score N / 0 = Did not meet requirement Y / 2 = Met requirement	Same as above
3D	Professional Behavior	Community Colleges and WIB provided job readiness training with professional behavior sessions	ACE Follow-up Survey (Treatment Group) Q8_4*: Did you receive … - Appropriate/professional workplace behavior?*	Indicator Scoring: 0-2 Indicator / Implementation Score N / 0 = Did not meet requirement Y / 2 = Met requirement	Same as above
3E	Workplace and diversity harassment training	Community Colleges and WIB provided job readiness training with Workplace and diversity harassment information sessions	ACE Follow-up Survey (Treatment Group) Q8_5*: Did you receive … - Diversity and workplace harassment training?*	Indicator Scoring: 0-2 Indicator / Implementation Score N / 0 = Did not meet requirement Y / 2 = Met requirement	Same as above
3F	Verbal and non-verbal communication	Community Colleges and WIB provided job readiness training with Verbal and non-verbal communication sessions	ACE Follow-up Survey (Treatment Group) Q8_6*: Did you receive … - Verbal and nonverbal communication?*	Indicator Scoring: 0-2 Indicator / Implementation Score N / 0 = Did not meet requirement Y / 2 = Met requirement	Same as above
Key Component 4 = *Training* Internships:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
4A	Participants received internships	Program placed participant in an internship	ACE Follow-up Survey (Treatment Group) Q22: *Did ACE provide an Internship or Other On-the-Job Opportunities?*	Indicator Scoring: 0-2 Indicator / Implementation Score N / 0 = Did not meet requirement Y / 2 = Met requirement	Same as above

Fidelity of Implementation Indicators and Scores for Key Components of the ACE Measurement Model – *Support Services*.

Key Component 1 = *Support Services* Individual Coaching:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
1A	Participants received individual coaching from ACE staff	ACE staff provided one-on-one coaching	ACE Follow-up Survey (Treatment Group) Q10: *Did ACE provide you with Academic Support*?	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	0-Low= 49% or less said they received service 2-High= 50 % or more said they received the service
1B	Participants received direct academic support	ACE staff provided one-on-one academic support	ACE Follow-up Survey (Treatment Group) Q11: *Provided directly or by referral*?	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	0-Low= ACE partners provided service directly 49% or less of the time 2-High= ACE partners provided service directly 50% or more of the time
Key Component 2 = *Support Services* Support Services:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
2A	Transportation Assistance	Participants received support services – Transportation Assistance	ACE Follow-up Survey (Treatment Group) Q7_1: *Did you receive… -Transportation assistance?*	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	0-Low= 49% or less said they received service 2-High= 50 % or more said they received the service
2B	Classroom supplies and equipment	Participants received support services – Classroom supplies and equipment	ACE Follow-up Survey (Treatment Group) Q7_4: *Did you receive… - Classroom supplies and equipment?*	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	Same as above

Key Component 3 = *Support Services* – Career Navigation:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
3A	Academic Support from Career Navigator	Participants received Academic Support from Career Navigator	ACE Follow-up Survey (Treatment Group) Q25_1: *Did Career Navigator help you with any of the following-Academic Support?*	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	0-Low= 49% or less said they received service 2-High= 50 % or more said they received the service
3B	Personal Issues/Life Stressors Support from Career Navigator	Participants received Personal Issues/Life Stressors Support from Career Navigator	ACE Follow-up Survey (Treatment Group) Q25_2: *Did Career Navigator help you with any of the following-Personal Issues/Life Stressors Support?*	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	Same as above
3C	Personalized Employment Support from Career Navigator	Participants received Personalized Employment Support from Career Navigator	ACE Follow-up Survey (Treatment Group) Q25_3: *Did Career Navigator help you with any of the following-Personalized Employment Support?*	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	Same as above
3D	Employment Support in a Group/Class Setting from Career Navigator	Participants received Employment Support in a Group/Class Setting from Career Navigator	ACE Follow-up Survey (Treatment Group) Q25_4: *Did Career Navigator help you with any of the following-Employment Support in a Group/Class Setting?*	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	Same as above
3E	Internship or Other On-the-Job Opportunities from Career Navigator	Participants received Internship or Other On-the-Job Opportunities from Career Navigator	ACE Follow-up Survey (Treatment Group) Q25_5: *Did Career Navigator help you with any of the following-Internship or Other On-the-Job Opportunities?*	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	Same as above

Fidelity of Implementation Indicators and Scores for Key Components of the ACE Measurement Model – *Transition & Tracking*.

Key Component 1 = *Transition & Tracking* Job Placement Support:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
1A	Job Application	Participants received help preparing a job application	ACE Follow-up Survey (Treatment Group) Q9_1: *Did you receive…- Help preparing a job application?*	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	0-Low= 49% or less said they received service 2-High= 50 % or more said they received the service
1B	Online job search	Participants received help using job search websites and tools	ACE Follow-up Survey (Treatment Group) Q9_2*: Did you receive…- Help using job search websites and tools?*	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	Same as above
1C	Finding job opportunities	Participants received help identifying job opportunities	ACE Follow-up Survey (Treatment Group) Q9_3*: Did you receive…- Help identifying job opportunities?*	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	Same as above
1D	Obtaining job opportunities	Participants received help obtaining job opportunities	ACE Follow-up Survey (Treatment Group) Q9_4*: Did you receive…- Help obtaining job opportunities?*	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	Same as above
1E	Personal Issues/Life Stressors Support	Participants received Personal Issues/Life Stressors Support assistance	ACE Follow-up Survey (Treatment Group) Q13: *Did ACE provide you with Personal Issues/Life Stressors Support?*	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	Same as above
1F	Employment Support	Participants received Employment Support assistance	ACE Follow-up Survey (Treatment Group) Q.16: *Did ACE provide you with Personalized Employment Support?*	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	Same as above
1G	Employment Support in a Group/Class Setting	Partners provided employment support in a group setting. This includes job search workshops, resume writing workshops, etc.	ACE Follow-up Survey (Treatment Group) Q19: *Did ACE provide you with Employment Support in a Group/Class Setting?*	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	Same as above

Key Component 2 = *Transition & Tracking* Leverage partnerships:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
2A	Partnerships formed are leveraged to provide job placement	Job developer leverages employer partnerships to support job placement efforts	Site visits data and program staff interviews	Indicator Scoring: 0-2 Indicator / Implementation Score N — 0 = Did not meet requirement Y — 2 = Met requirement	N= Job developer was not present Y= Job developer engaged existing partners in job placement efforts

Key Component 3 *Transition & Tracking* – Tracking Progress:					
#	Indicators	Operational definitions	Data Source	Indicator Implementation Score	Scoring Notes
3A	Employment Rate (%)	Percentage of participants that entered into employment	ACE Program Dashboard	Indicator Scoring: 0-2 Indicator / Implementation Score 0-74% / 0 =Did not meet requirement 75% / 1= Met requirement 76-100% / 2 = Exceeded requirement	Note. ACE target is 75%
3B	Completion Rate (%)	Percentage of participants that have earned all the required credit hours for training certification or degree attainment	ACE Program Dashboard	Indicator Scoring: 0-2 Indicator / Implementation Score 0-74% / 0 = Did not meet requirement 75% / 1 = Met requirement 76-100% / 2 = Exceeded requirement	Note. ACE target is 75%
3C	Average wage in training-related jobs	Average wage of participants jobs that are related to their career pathway	ACE Program Dashboard	Indicator Scoring: 0-2 Indicator / Implementation Score 0-$8.99 / 0 = Did not meet requirement $9.00-$15.00 / 1 = Met requirement $15.01 - high / 2 = Exceeded requirement	Note. The grant goal is for 75% of program completers to find employment paying between $9.00-$15.00 per hour, Wages range from $9.25 to $14.03. Average across ACE is $12.57.
3D	% of completers in training-related jobs	Percentage of participants in jobs that are related to their career pathway	ACE Program Dashboard	Indicator Scoring: 0-2 Indicator / Implementation Score 0-74% / 0 = Did not meet requirement 75% / 1 = Met requirement 76-100% / 2 = Exceeded requirement	Percentages range from 7% - 80%. Average for ACE is 49%
3E	% of completers placed in jobs working 30+ hrs /week	Percentage of participants working 30 hours or more a week	ACE Program Dashboard	Indicator Scoring: 0-2 Indicator / Implementation Score 0-75% / 0 = Did not meet requirement 75% / 1 = Met requirement 76-100% / 2 = Exceeded requirement	Percentages range from 18% -85%. Average for ACE is 54%

Appendix 5.2: Documenting the Treatment Contrast- ACE Business as Usual

From September through November 2014, the evaluation team contacted staff at ACE sites (seven WIBs and community colleges)[4] and control group participants who were randomized between May 2014 through September 2014 at all nine original ACE sites. The surveys and interviews were conducted to gather data to:

- compare services received by the ACE treatment group with the ACE control group as part of business as usual;
- create a preliminary inventory of what constitutes business as usual for the ACE control group; and
- gain information about the nature of the interaction between site staff and the ACE control group and how the ACE control group perceives the randomization process.

Respondents were asked about the procedures surrounding randomization and the services offered to the control group. Data were collected via four methods:

1. Short email surveys of all current ACE sites.
2. In-depth phone interviews with four sites.[5]
3. Online surveys of recently randomized ACE study control group participants (290 participants).
4. Implementation study site visits with seven sites.

Site visits and email surveys were conducted with all seven WIBs and community colleges and phone conferences were subsequently conducted with four sites chosen for in-depth interviews. Figure 2 provides a summary of the online survey of the control group participants. A total of 290 emails were sent to control group participants from all nine sites and at the end of the online survey period, October 31, 2014, and the response rate was 36%.

Response Rate for Control Group Members Randomized Between May 2014 and September 2014

ACE Site	Responded		Non-Response		Non-Valid Email		Total
	N	%	N	%	N	%	N
Anne Arundel	3	13	16	67	5	21	24
Atlanta	2	13	14	88	0	0	16
Austin	19	58	13	39	1	3	33
Baltimore City	18	38	28	58	2	4	48
Baltimore County	20	41	27	55	2	4	49
Montgomery	8	25	23	72	1	3	32
New Haven	14	34	22	54	5	12	41
Prince Georges	20	43	26	55	1	2	47
Total	104	36	169	59	17	6	290

Source: Control Group Online Survey, October 2014

[4] At the time of this case study, Atlanta and Upper Shore were no longer part of the ACE study.
[5] The four sites chosen were representative of the range of ACE sites within the study

Analysis

Pre- and Post- Randomization Process

The accuracy of the results stemming from the evaluation depends heavily on the randomization process. The randomization process ensures that both treatment and control have similar characteristics at baseline and that changes in participant outcomes can be attributed to the program rather than some other factor. If there are variations in the pre- and post-randomization process across sites, the evaluation team needs to make a note of those differences and factor them into its estimates of participant outcomes.

ACE partners, the community colleges and WIBs, fared well in terms of implementing standardized messaging before and following the randomization process. For example, Baltimore County and New Haven community colleges held orientations with all potential ACE candidates prior to randomization. Orientations at the WIBs involved the presentation of information on ACE and other workforce programs to potential participants and also the determination of eligibility into the ACE program.

Following randomization, ACE sites provided handouts or other shareable resources often referring control group members to other Workforce Investment Act (WIA) funding opportunities for which they may have been eligible or to other funding sources at the college. Control group members (72%) that were surveyed confirmed that they were directed toward alternative services (training or employment) by ACE staff. In addition, about one-third (36%) of those surveyed reported receiving written materials or resources.

Communication with the ACE Control Group
The ACE program model is unique in that the control group participants can access alternative services at the WIB as part of business as usual. Therefore, both the treatment and control groups may have engaged in similar activities in their respective locations throughout the study. Due to this overlap of services, there may have been an increased likelihood of interaction between program staff, treatment group members and those in the control group, i.e. contamination of the control group.

Across both ACE community colleges and WIBs, regular and planned communication with the control group was uncommon. None of the community colleges kept in formal contact with members of the ACE control group after randomization; and among WIBs, only Montgomery County noted maintaining regular contact with the ACE control group. At Montgomery County, staff members communicated with the ACE control group on an ad hoc basis if individuals email or call, as well as through an email communication every four to six weeks. The email typically contained information on available resources.

ACE control group members in the online survey were also asked about their interactions with the treatment group and they reported little or no contact with them. Among respondents, nine percent reported they had family or friends enrolled in an ACE training class, 23 percent had been in contact with the college, and 17 percent had been in contact with the WIB. The vast majority of this communication with either the college or the WIB took place on an ad hoc basis.

Services Offered to the Control Group as Part of Control Business as Usual

In order to understand how ACE works and which strategies were critical to the program's success, detailed data on services offered were collected for both the treatment and control groups. Since control group participants had access to services provided by the WIB, it was critical to collect those data and to understand what types of services were being offered to the control group. The control group served as a baseline for comparison, therefore, the quality and quantity of services offered to the control group can influence the differences estimated between the treatment and control groups.

ACE partners offered a variety of services to the ACE control group as part of business as usual, either as part of specific ACE control group procedures or regular WIB and community college services. WIBs and community colleges provided different types of services. Community colleges focused on academic support, the most common of which included academic counseling and GED assistance. WIBs focused on employment supports such as career counseling, assistance with résumés, interview practice, job search assistance, and workplace behavior coaching.

Academic Support

- **All ACE sites provided some form of academic counseling and GED assistance to members of the ACE control group.**

Academic support services were typically available to members of the ACE control group through the community college. All sites provided general academic counseling services and assistance with completing a GED, if necessary. In addition to general academic counseling services and GED assistance, some sites provided other assistance. Austin, Baltimore County, and New Haven organized study sessions for participants. Anne Arundel, Austin, and Baltimore County also offered tutoring services.

Employment Services

- **All ACE sites provided a broad variety of employment services to control group members**.

All sites provided employment services such as career counseling; resume preparation; professionalism training (e.g., guidance related to appropriate workplace behavior and communication), as well as help with searching for jobs and basic computer skills and other employment services. These services were typically provided through the WIB. However, several colleges provided help with computer literacy skills needed to search and apply for a job.

Although all sites helped participants develop job readiness skills, some sites provided additional employment supports and services. For example, the Anne Arundel, Austin, Montgomery County, and New Haven WIBs provided assistance with selecting and buying appropriate workplace clothing. The Anne Arundel and New Haven WIBs also provided help with speed interviewing; Baltimore City, Baltimore County, and New Haven offered diversity and workplace harassment training; and the Austin, Baltimore City, Baltimore County, and New Haven WIBs also provided training and advice in money management. Five WIBs and six community colleges reported referring control group members to training or classes similar to

the ACE training for which they applied. While similar training may exist in terms of subject matter or credential attainment, some noted that the control group would not have access to the ACE-like or I-BEST model or to a career navigator.

On-the-Job Training Opportunities

Relatively few sites offered on-the-job training opportunities to members of the ACE control group as part of business as usual. Although three sites offered internships to ACE control group members as part of their business as usual, other sites provided training services that did not fit in to the defined survey categories. For example, the Austin WIB offered subsidized employment to business as usual customers including ACE control group members enrolled in other WIB programs. The Baltimore City WIB had customized training agreements in place with employers to help funnel business as usual customers into on-the-job training opportunities. The Baltimore City WIB also referred ACE control group members to Train Baltimore (http://trainbaltimore.org), a website offering resources for job training opportunities, and offered control group members Individual Training Accounts (ITA) funding through WIA.

Personal Issues and Life Stressors Support

- **All sites referred the ACE control group to government and nonprofit organizations that provide personal issue and life stressor support, and some sites provided this support directly.**

Many sites offered support for personal issues and common life stressors that may have prevent participants from attending and completing ACE courses and finding employment. However, many services were not offered directly by the WIB or community college. The most common personal supports that community colleges and WIBs offered directly included transportation, child care, workplace clothing, and classroom supplies. The least common included housing, utilities, food, health care, and counseling. If there were no direct WIB or community college support in-house, members of the control group were referred to other organizations that provide these services.

Four colleges and one WIB provided counseling with personal issues such as substance abuse, domestic violence, and mental health. Three sites (Anne Arundel, Baltimore City, and Baltimore County) provided some form of food assistance. Other services provided by a handful of sites include help with utilities (Baltimore City WIB, Baltimore County CC, and New Haven WIB) as well as housing and healthcare services (Baltimore City WIB and Baltimore County CC). The Baltimore City WIB also offered assistance for ex-offenders, assistance with child arrears, traffic ticket assistance, legal advice, and state identification services.

Comparing ACE Treatment Services to Control Business as Usual Services

During the in-depth interviews, ACE staff were asked to compare and contrast the services available to ACE treatment group members with those available to control group members in terms of quantity and quality. The thoughts of ACE staff on the differences between treatment and control business as usual services are summarized below:

- **ACE treatment group may have a comparative advantage over control group**

According to a New Haven WIB staff member, the treatment group had several advantages. The treatment group had access to services at the WIB, as well as through ACE, which includes referrals to employers and job coaching. In general, ACE site staff felt ACE treatment participants got more one-on-one attention because multiple staff members were keeping track of them and were available to assist with any struggles in or out of class. The control group did not have the built-in support system of the ACE model. As an example, New Haven staff were able to prevent an ACE treatment group member from dropping out of the program by helping the participant avoid eviction from his home.

According to Austin staff, the main difference between treatment services and control business as usual is that treatment services provided wraparound support to help participants succeed in class and treatment classes were more focused on soft skills (e.g. interviewing skills, work behavior, time management, etc.) than the traditional community college class. Prince George's County staff noted that treatment participants had access to tutoring, computer skills training, interview practice, counseling, and job clubs. In contrast, according to New Haven staff, ACE control group members were not given in-depth information about course options. Furthermore, ACE control business as usual did not include basic skills instruction, direct employment guidance, a dedicated career navigator or job developer, or internship coordination. There are some parallel services at one site for SNAP-eligible individuals that may apply to some ACE control group members, but the services were not as focused as those provided by ACE. ACE control group members may also have some opportunities to obtain WIA funding or Trade Adjustment Assistance (TAA) benefits.

- **ACE treatment group participants are more likely to use available resources than control group**

Nearly all staff felt that treatment participants were more likely to use available resources. According to New Haven, the control group is less likely to receive the guidance needed to identify these resources, so utilization would depend primarily on their desire, need, or motivation. New Haven has found that while control group members may come to the program staff for advice after randomization, few follow through afterwards. Austin staff echo this notion that the treatment group is more likely to be informed and aware of the possibilities than the control group. Baltimore City staff felt, again, that service use depended on motivation, but that for some, the disappointment associated with finding out the randomization result can reduce their motivation to pursue other options.

How Are ACE Treatment Services Influencing Control Business as Usual?

To serve as an effective comparison, the control group represented individuals receiving "typical" services and support from community colleges and WIBs (i.e., services that these individuals would have received in the absence of the ACE study). From the perspective of the evaluator, it is important that the ACE trial not influence these typical services so that the control group can serve as an effective comparison and allow for a valid estimation of treatment effects.

Data from these in-depth phone interviews with the four ACE sites show that:

- **Although, ACE has not significantly influenced control business as usual at either the WIBs or community colleges at this time, the ACE sites are enthusiastic about incorporating elements of ACE going forward**

Generally, community college staff at ACE sites responded that the ACE program did not have a strong influence over the services and supports provided through control business as usual. Community colleges generally responded that because the ACE program provides an entirely new curriculum, the ACE training classes operate separately and did not influence the classes that the community college normally offers. Others, however, responded that the community college was enthusiastic about the co-teaching model implemented by ACE, and that training focused on developing job skills had become more popular among non-ACE classes since the beginning of the evaluation.

Responses from WIB staff also indicated that the ACE evaluation had not significantly impacted the way they conduct control business as usual, but that some marginal elements of ACE may have found their way into everyday practice. One site notes that the ACE evaluation helped make the intake process more efficient by streamlining paperwork. However, WIB staff, in general, clearly stated that the ACE evaluation did not alter the way that the WIB conducts programs or orientations, and that the services offered to customers as part of control business as usual were unaffected by the ACE implementation.

In contrast to these observations, during our fall site visits, several sites discussed ways ACE had influenced them and demonstrated an interest in continuing elements of the ACE model after the funding period. At Austin, co-teaching was increasingly being integrated into adult basic education. Baltimore County was interested in expanding its use of elements of the ACE model, and felt that ACE had encouraged them to align resources and establish lines of communication across social welfare agencies. New Haven indicated that the State of Connecticut was interested in the ACE model and New Haven envisioned growing collaborations between WIBs and colleges as well as integrating job development within the community college environment. Baltimore City had seen an influence of ACE on other grants, particularly with regards to incorporating job readiness into training programs. Montgomery County noted that ACE had provided leverage to begin a conversation about increasing the job development presence at the community college. At Anne Arundel, the ACE program had inspired them to do more outreach in the community. They found that many people who could benefit from non-credit job training were not inclined to attend college.

Business as Usual Summary Findings

The findings from our surveys, in-depth phone interviews, and site visits revealed the following:

- The community colleges and WIBs fared well in terms of implementing standardized messaging following the randomization process.
- The control group did, in fact, receive some services as part of control business as usual. These services varied by site. Some control group participants were directed towards a standardized set of services, and others receive services that were tailored to their circumstances. Sites generally did a good job ensuring that these services matched

closely with services offered to typical WIB customers but were different from those offered to the treatment group.

- ❖ Elements of the ACE model were gradually being integrated into business as usual offerings at a few sites while others planned on adopting ACE program elements in future programming. Co-teaching, job readiness and job placement were the most cited ACE elements that community colleges were trying to emulate throughout their other adult education and training programs.

Service Offerings at ACE Community Colleges and WIBs

WIB Business-as-Usual Services	Responses from Seven WIBs		
	Yes	No	Referrals
Academic Support			
Academic counseling	1	5	1
GED assistance	1	3	3
Tutoring	1	5	1
Study sessions	1	5	1
Employment Support			
Career Counseling	7	0	0
Help preparing a resume	7	0	0
Interview skills training	7	0	0
Mock interview practice	7	0	0
Speed interviewing	2	5	0
Job clubs	7	0	0
Money management	4	3	0
Appropriate/professional workplace behavior	7	0	0
Diversity and workplace harassment training	3	4	0
Verbal and nonverbal communication	5	2	0
Help selecting or buying workplace clothing or footwear	4	3	0
Help preparing a job application	7	0	0
Basic computer skills	7	0	0
Help using job search websites and tools	7	0	0
Help identifying job opportunities	7	0	0
Help obtaining job opportunities	7	0	0
On-the-Job Training Opportunities			
Internships	1	6	0
Externships	0	7	0
Job shadowing	0	7	0
Worksite/field trips	0	7	0

Personal Issues/Life Stressors Support			
Transportation assistance	5	2	0
Child care assistance	5	2	0
Workplace clothing assistance	6	1	0
Food	2	4	1
Classroom supplies/clothing/equipment	5	2	0
Housing	2	4	1
Utilities	2	4	1
Assistance with benefits	3	3	1
Healthcare services	1	5	1
Counseling (e.g., substance abuse, domestic violence, mental health)	1	4	2

Source: ACE Site Email and In-depth Phone Surveys, October 2014

	Responses from Seven Community Colleges		
Community College Business-as-Usual Services	Yes	No	Referrals
Academic Support			
Academic counseling	5	2	0
GED assistance	6	1	0
Tutoring	3	4	0
Study sessions	2	5	0
Employment Support			
Career Counseling	2	5	0
Help preparing a resume	2	5	0
Interview skills training	2	5	0
Mock interview practice	1	6	0
Speed interviewing	0	7	0
Job clubs	0	7	0
Money management	0	7	0
Appropriate/professional workplace behavior	1	6	0
Diversity and workplace harassment training	0	7	0
Verbal and nonverbal communication	1	6	0
Help selecting or buying workplace clothing or footwear	0	7	0
Help preparing a job application	2	5	0
Basic computer skills	4	3	0
Help using job search websites and tools	3	4	0
Help identifying job opportunities	2	5	0
Help obtaining job opportunities	1	6	0
On-the-Job Training Opportunities			
Internships	2	5	0
Externships	1	6	0
Job shadowing	1	6	0
Worksite/field trips	1	6	0

Personal Issues/Life Stressors Support			
Transportation assistance	2	5	0
Child care assistance	1	5	1
Workplace clothing assistance	1	5	1
Food	2	4	1
Classroom supplies/clothing/equipment	2	4	1
Housing	1	5	1
Utilities	1	5	1
Assistance with benefits	1	5	1
Healthcare services	1	5	1
Counseling (e.g., substance abuse, domestic violence, mental health)	4	3	0

Source: ACE Site Email and In-depth Phone Surveys, October 2014

Appendix 5.3 Site Visit Protocols

Accelerating Connections to Employment (ACE)

Implementation Study

Site Visit Protocols

Austin Community College

November 7, 2013

Evaluation of ACE Program

Austin Community College

Year Two Site Visit Protocol

November 7, 2013

Draft for Discussion Only

Submitted by:

ICF International

9300 Lee Hwy

Fairfax, VA 22031

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Site Visit Protocols

Career Navigator Protocol

Date: November 7, 2013

Time: 8:15am - 8:30 am, 9:30am - 12:15 pm

Location: Austin Community College, Room 410

Participants: ICF Staff, Austin CC Instructors, Students

ACE IMPLEMENTATION STUDY

CAREER NAVIGATOR INDIVIDUAL INTERVIEW

Note to interviewer: Begin by reading introduction and asking consent. For prompts/subquestions, treat these as separate questions to ask if the person interviewed doesn't address them on their own. For mark all that apply, check these off as you hear them, follow up by asking about unmentioned items. Use notes to record any unlisted items.

Date of Interview:

Interviewer (s):

ACE Site:

Respondent Name:

Title:

Respondent Affiliation:

Email:

Phone:

Introduction/Purpose of Study

My name is _____ and I am part of the ACE National Evaluation team. Thank you for agreeing to participate in today's interview regarding the ACE program at [*site name*]. We appreciate you taking time to assist with this evaluation because your input on how this program works is important. This interview gives us the opportunity to learn from you. We want to hear

about whether you think ACE works and if so, how it works. The aim is to can share lessons learned with others around the country that are in workforce development and education.

Before we begin, we want to remind you that your participation in this interview is voluntary and the information you share with us will be kept confidential. Specifically, this means that (1) you can decline to answer any questions, or discontinue the interview at any time; (2) we will not connect your name with what was said in any written reports; and (3) only evaluation staff will have access to the interview data. In our report on the evaluation of the ACE program we will provide overviews of what was learned during the interviews and site visits and will connect anecdotes to other data we have collected. However, we will not report or present the information you share with us in any way that will identify a specific person. Your WIB or Community College may be identified in the reports but only if prior permission is given from both organizations. The interview will last about 30 minutes. I will be recording the interview because I don't want to miss any of your comments.

Are there any questions about what I have just explained?

Are you willing to participate in this interview? _____Yes _____ No

BEGIN INTERVIEW - *22 if using ICF Recording Service

Role in ACE/Workforce development experience

1. Tell us a little about yourself. Can you elaborate on the specific roles and responsibilities you have in the ACE program?

    - ☐ Recruitment
    - ☐ Enrollment
    - ☐ Intake
    - ☐ Job readiness
    - ☐ Job searching
    - ☐ Job placement
    - ☐ Identifying barriers
    - ☐ Addressing barriers
    - ☐ Linking students to support services
    - ☐ Establishing class or program policies

    a. How long you have been with the WIB?

b. How many years have you been in workforce development?

2. What are the training programs that you have offered through the ACE program?

   a. How long are students in class per day? How many times per week do they meet? How long does the training last? Is there an on-the-job component?

   b. How is your enrollment process going? Has it changed since last year?

Let's talk about the target population for your WIB

3. Describe your target population.

   a. Have you adjusted your target population or enrollment requirements since the ACE program started? If yes, why? If no, why not?

Recruitment and Eligibility

4. How is recruitment going at your site?

   a. Have you made any changes to your recruitment process since last year? If so, why? If no, why not?
   b. What is your current recruitment process like?
   c. What successes can you share regarding that process?
   d. What challenges can you share regarding that process?
   e. How would you change that process going forward?

Support Services and Barriers

5. Which of the following support services do you currently offer at your site?

   - ☐ Transportation
   - ☐ Child care
   - ☐ Food
   - ☐ Housing
   - ☐ Utilities
   - ☐ Assistance with benefits
   - ☐ Healthcare services

6. What support services did participants need most? What are their biggest barriers to success in the program?

7. How have support services been helpful to the customer?

8. How could they be improved?

9. What additional resources not anticipated in the program design and budget were necessary to coordinate your services?

10. Are there any other services you think customers might need or appreciate?

11. Do you think the ACE program has resulted in any secondary benefits for the student and his/her family?

12. Do you think the ACE program has resulted in any secondary benefits for the student's community?

13. What services do members of the control group (i.e., study participants not chosen for an ACE class) receive as part of "business-as-usual"?

Job Readiness

14. What is your role is providing job readiness assistance?

15. Which of the following job readiness supports does your site offer?

- ☐ Resumes
- ☐ Interviewing
- ☐ Work behavior
- ☐ Dressing for work
- ☐ Using job search tools

a. Do ACE customers take advantage of job readiness assistance? If yes, why? If no, why not?
b. What successes are you having with job readiness at your site?
c. What challenges are you having with job readiness at your site?
d. How can job readiness services be improved?

Job Placement

16. What is your role in the job placement process?

a. Does your site have a dedicated job developer?
b. Do you work with employers or have any employer partnerships? Are there any successes or challenges you can share about partnering with employers?

17. What assistance with job placement is available?

a. Do ACE customers take advantage of job placement assistance? If yes, why? If no, why not?
b. What job placement assistance do customers take the most advantage of? Why do you think that is?
c. What successes are you having with job placement at your site?
d. What challenges are you having with job placement at your site?
e. How can job placement services be improved?

ACE Model

Now let's talk a little bit about the ACE model

18. In your opinion, what elements of the ACE model are the most important? (***If respondent doesn't know or is unsure, please read statement below, followed by question***)

    a. Perhaps it would be helpful if I describe some of the ACE elements.
       The ACE model has a strong focus on understanding labor market demand, by working with communities and employers. It provides students with skills testing, support services, transition and employment services. ACE integrates recruitment, screening, and orientation, and combines occupational and basic skills training. Programs also track student data.
       - Do any of these elements stand out to you as the most important?

19. Has the ACE model resulted in a big shift in how you coordinate and deliver services for your customers? If yes, what are the biggest adjustments you've had to make to administer ACE?

Partnerships

The ACE model calls for Career Navigators to work with community partners including One-Stop, employers, and community colleges.

20. What was your initial experience like engaging with partners for ACE?

21. How has the relationship between the WIB and the Community College been going?

22. How frequently do you all meet as a group?

23. How do the partners divide program management tasks? How do you make decisions in this process?

24. How have relationships between the partners changed over time?

    a. What successes can you share in forming those collaborative relationships?
    b. What challenges can you share in forming those collaborative relationships?

Lessons Learned

25. What lessons have you learned about how the ACE program works?

a. In what ways is it working as intended?
b. In what ways is it not working as intended?

26. What do you see as a major challenge going forward for the ACE program?

27. What do you think about this model's sustainability after the funding period?

28. What takeaways would you like to share from your experiences?

29. Is there anything else you would like to add?

That's the end of the interview. We really appreciate your time today. Thank you!

Interview Length:_____

Interviewer comments:

Disclosure: The Accelerating Connections to Employment (ACE) project is funded by the US Department of Labor under contract #IF-23245-12-61-A-24. The ACE evaluation is part of a national evaluation being conducted by the Department of Labor Workforce Innovation Fund (WIF). The ACE evaluation is being conducted by ICF International (Fairfax, VA). Questions regarding the evaluation can be submitted to the ACE call in line at 877-709-7314 or emailed to ACE_Evaluation@icfi.com The evaluation design has been reviewed and approved by the ICF Institutional Review Board (IRB): #4292013. Inquiries regarding IRB human subject's issues can be submitted to the ICF IRB call in line at 877-556-2218 or emailed to IRB@icfi.com

Classroom Observation Protocol

Date: November 7, 2013

Time: 8:15am - 8:30 am, 9:30am - 12:15 pm

Location: Austin Community College, Room 410

Participants: ICF Staff, Austin CC Instructors, Students

Date of Interview:	Interviewer:
ACE Site:	State:
Instructor 1 Name:	Instructor 2 Name:
Title:	Title:
Respondent Affiliation:	Respondent Affiliation:
Email:	Email:
Phone:	Phone:

Introduction/Purpose of Study (to be read to instructors before interview)

My name is _____ and I am part of the ACE National Evaluation team. Thank you for agreeing to participate in today's interview and classroom observation for the ACE program at [*site name*]. We appreciate you taking time to assist with this evaluation because your input on how this program works is important. This interview gives us the opportunity to learn from you about how the ACE Model is being implemented in your classroom so we can share lessons learned with others around the country that are in workforce development and education.

Before we begin, we want to remind you that your participation in this interview is voluntary and the information you share with us will be kept confidential. Specifically, this means that (1) you can decline to answer any questions, or discontinue the interview at any time; (2) we will not connect your name with what was said in any written reports; and (3) only evaluation staff will have access to the interview data. In our report on the evaluation of the ACE program we will provide overviews of what was learned during the interviews and site visits and will connect anecdotes to other data we have collected. However, we will not report or present the information you share with us in any way that will identify a specific person. Your Workforce Investment Board or Community College may be identified in the reports but only if prior permission is given from both organizations. The interview will last about 30 minutes. I will be recording the interview because I don't want to miss any of your comments.

Are there any questions about what I have just explained?

Are you willing to participate in this interview? _____Yes _____ No

BEGIN INTERVIEW

Pre-Observation Questions (*to be asked of instructor prior to class beginning*):

1. How have you found working together as coteachers?

   a. How did you prepare to teach the class?
   b. How do you typically split instruction time?

2. What do you anticipate doing with the class today? Is this a typical day? If not, what do you do during a typical class?

3. What, if anything, should I know about the students in this class?

4. How many students typically attend this class? What factors influence attendance?

5. Do you feel that the students are engaged in the material?

6. Are there any services they need that they are not being offered that would help them to succeed in the class?

7. Do you teach any soft skills/professional skills with the class?

STOP INTERVIEW

Classroom Observation

1. Class title: _____

2. Training program (e.g., certified nursing assistant, welding): _____

3. Attendance (# of students): _____

4. Absences (# of students): _____

5. Class duration (minutes): _____
   a. Overall duration of basic skills training (minutes): _____
   b. Overall duration of vocational training (minutes): _____

6. Time on task (teachers actively engaged in instruction):
   a. Time on task for basic skills training (minutes): _____
   b. Time on task for vocational training (minutes): _____

7. Student engagement scale for basic skills instruction (*circle appropriate choice*)

1	2	3	4
Students were intellectually unengaged with the content.	A few of the students were intellectually engaged with the content related to the lesson activities. The lesson challenged a few students to think at high cognitive levels.	Some of the students were intellectually engaged with the content. The lesson challenged some students to think at high cognitive levels.	Most of the students were intellectually engaged with the content. The learning tasks challenged most students to think at high cognitive levels.

8. Student engagement scale for vocational instruction (*circle appropriate choice*)

1	2	3	4
Students were intellectually unengaged with the content.	A few of the students were intellectually engaged with the content related to the lesson activities. The lesson challenged a few students to think at high cognitive levels.	Some of the students were intellectually engaged with the content. The lesson challenged some students to think at high cognitive levels.	Most of the students were intellectually engaged with the content. The learning tasks challenged most students to think at high cognitive levels.

9. Classroom discourse scale for basic skills instruction (*circle appropriate choice*):

1	2	3	4

Classroom culture did not support and encourage student discourse.	Generally teachers support and encourage constructive discourse but some students exhibit a disregard for the ideas of others.	For the most part, students and teachers support and encourage constructive discourse, however only some students seem comfortable being engaged.	Students and teachers all support and encourage constructive discourse. Most students are engaged in asking questions and discussing ideas with one another.

10. Classroom discourse scale for vocational instruction (*circle appropriate choice*):

1	**2**	**3**	**4**
Classroom culture did not support and encourage student discourse.	Generally teachers support and encourage constructive discourse but some students exhibit a disregard for the ideas of others.	For the most part, students and teachers support and encourage constructive discourse, however only some students seem comfortable being engaged.	Students and teachers all support and encourage constructive discourse. Most students are engaged in asking questions and discussing ideas with one another.

Post-Observation Questions (*to be asked of instructor after class*)

START INTERVIEW

We appreciate the opportunity to observe your class today. If you have the time, I'd like to ask you some follow-up questions.

1. How typical was this lesson for your students?

2. Was the level of engagement that we saw today typical for the students?

3. How are your students handling the pace of the curriculum?
    a. What, if any adjustments have you made in the pace of the class?

4. What do you think about the content of the curriculum? What would you add; what would you remove?

5. How do you communicate/collaborate with the other ACE staff (e.g., Career Navigator, Community College, WIB staff)?

6. What successes have you encountered with this class?

7. What challenges have you encountered with this class?

8. Are there any other thoughts you'd like to share about ACE?

STOP INTERVIEW

That's the end of the interview. We really appreciate your time today. Thank you!

Interviewer comments:

Filename: ACE Classroom Observation Protocol and Instructor PrePost Interview Final.docx

Disclosure: The Accelerating Connections to Employment (ACE) project is funded by the US Department of Labor under contract #IF-23245-12-61-A-24. The ACE evaluation is part of a national evaluation being conducted by the Department of Labor Workforce Innovation Fund (WIF). The ACE evaluation is being conducted by ICF International (Fairfax, VA). Questions regarding the evaluation can be submitted to the ACE call in line at 877-709-7314 or emailed to ACE_Evaluation@icfi.com The evaluation design has been reviewed and approved by the ICF Institutional Review Board (IRB): #4292013. Inquiries regarding IRB human subject's issues can be submitted to the ICF IRB call in line at 877-556-2218 or emailed to IRB@icfi.com

Community College Staff Protocol

Date: November 7, 2013

Time: 8:15am - 8:30 am, 9:30am - 12:15 pm

Location: Austin Community College, Room 410

Participants: ICF Staff, Austin CC Instructors, Students

ACE IMPLEMENTATION STUDY

COMMUNITY COLLEGE SITE STAFF INTERVIEW

Note to interviewer: Begin by reading introduction and asking consent. For prompts/subquestions, treat these as separate questions to ask if the person interviewed doesn't address them on their own. For mark all that apply, check these off as you hear them, follow up by asking about unmentioned items. Use notes to record any unlisted items.

Date of Interview:	Interviewer:
ACE Site:	State:
Respondent 1 Name:	Respondent 2 Name:
Title:	Title:
Respondent Affiliation:	Respondent Affiliation:
Email:	Email:
Phone:	Phone:

Introduction/Purpose of Study

My name is _____ and I am part of the ACE National Evaluation team. Thank you for agreeing to participate in today's interview regarding the ACE program at [*site name*]. We appreciate you taking time to assist with this evaluation because your input on how this program works is important. This interview gives us the opportunity to learn from you. We want to hear about whether you think ACE works and if so, how it works. The aim is to can share lessons learned with others around the country that are in workforce development and education.

Before we begin, we want to remind you that your participation in this interview is voluntary and the information you share with us will be kept confidential. Specifically, this means that (1) you can decline to answer any questions, or discontinue the interview at any time; (2) we will not connect your name with what was said in any written reports; and (3) only evaluation staff will have access to the interview data. In our report on the evaluation of the ACE program we will provide overviews of what was learned during the interviews and site visits and will connect anecdotes to other data we have collected. However, we will not report or present the information you share with us in any way that will identify a specific person. Your Workforce Investment Board or Community College may be identified in the reports but only if prior permission is given from both organizations. The interview will last about 30 minutes. I will be recording the interview because I don't want to miss any of your comments.

Are there any questions about what I have just explained?

Are you willing to participate in this interview? _____Yes _____ No

BEGIN INTERVIEW - *22 if using ICF Recording Service

Role in ACE/workforce development experience

1. Tell us a little about yourself. Can you elaborate on the specific roles and responsibilities you have in the ACE program?

   - ☐ Recruitment
   - ☐ Enrollment
   - ☐ Intake
   - ☐ Job readiness
   - ☐ Job searching
   - ☐ Job placement
   - ☐ Identifying barriers
   - ☐ Addressing barriers
   - ☐ Linking students to support services
   - ☐ Establishing class or program policies

   a. How long you have been with the college?

   b. How many years have you been in workforce development?

Initial Implementation

2. What successes did you experience when initially implementing the ACE Model?

3. What challenges did you experience when initially implementing the ACE Model?

Support Services

Let's talk about the support services for students in ACE

4. Which of the following support services do you currently offer at the college?

- ☐ Transportation
- ☐ Child care
- ☐ Food
- ☐ Housing
- ☐ Utilities
- ☐ Assistance with benefits
- ☐ Healthcare services

5. What support services did participants need most? What are their biggest barriers to success in the program?

6. How have support services been helpful to the customer?

7. How could they be improved?

8. Are there any other services you think customers might need or appreciate?

9. What additional resources not anticipated in the program design and budget were necessary to coordinate your services?

10. Do you think the ACE program has resulted in any secondary benefits for the student and his/her family?

11. Do you think the ACE program has resulted in any secondary benefits for the student's community?

12. What services do members of the control group (i.e., study participants not chosen for an ACE class) receive as part of "business-as-usual"?

ACE Model

Now let's talk a little bit about the ACE model

13. In your opinion, what elements of the ACE model are the most important? (***If respondent doesn't know or is unsure, please read statement below, followed by question***)

    a. Perhaps it would be helpful if I describe some of the ACE elements.
    The ACE model has a strong focus on understanding labor market demand, by working with communities and employers. It provides students with skills testing, support services, transition and employment services. ACE integrates recruitment, screening, and orientation, and combines occupational and basic skills training. Programs also track student data.
    - Do any of these elements stand out to you as the most important?

14. Has the ACE model resulted in a big shift in how you coordinate and deliver training and support services for your students? If yes, what are the biggest adjustments you've had to make to administer ACE?

Partnerships

The ACE model calls for WIBS to work with community partners including One-Stop, employers, and community colleges.

15. What was your initial experience like engaging with partners for ACE?

16. How has the relationship between the WIB and the Community College been going?

17. How frequently do you all meet as a group?

18. How do the partners divide program management tasks? How do you make decisions in this process?

19. How have relationships between the partners changed over time?

    a. What successes can you share in forming those collaborative relationships?
    b. What challenges can you share in forming those collaborative relationships?

Lessons Learned

20. What lessons have you learned about how the ACE program works?

    a. In what ways is it working as intended?
    b. In what ways is it not working as intended?

21. What do you see as a major challenge going forward for the ACE program?

22. What do you think about this model's sustainability after the funding period?

23. What takeaways would you like to share from your experiences?

24. Is there anything else you would like to add?

That's the end of the interview. We really appreciate your time today. Thank you!

Interview Length:_____

Interviewer comments:

Disclosure: The Accelerating Connections to Employment (ACE) project is funded by the US Department of Labor under contract #IF-23245-12-61-A-24. The ACE evaluation is part of a national evaluation being conducted by the Department of Labor Workforce Innovation Fund (WIF). The ACE evaluation is being conducted by ICF International (Fairfax, VA). Questions regarding the evaluation can be submitted to the ACE call in line at 877-709-7314 or emailed to ACE_Evaluation@icfi.com The evaluation design has been reviewed and approved by the ICF Institutional Review Board (IRB): #4292013. Inquiries regarding IRB human subject's issues can be submitted to the ICF IRB call in line at 877-556-2218 or emailed to IRB@icfi.com

Employer Protocol

Date: November 7, 2013

Time: 8:15am - 8:30 am, 9:30am - 12:15 pm

Location: Austin Community College, Room 410

Participants: ICF Staff, Austin CC Instructors, Students

ACE IMPLEMENTATION STUDY

EMPLOYER INTERVIEW

Note to interviewer: Begin by reading introduction and asking consent. For prompts/subquestions, treat these as separate questions to ask if the person interviewed doesn't address them on their own. For mark all that apply, check these off as you hear them, follow up by asking about unmentioned items. Use notes to record any unlisted items.

Date of Interview:	Interviewer:
ACE Site:	State:
Respondent 1 Name:	Respondent 2 Name:
Title:	Title:
Respondent Affiliation:	Respondent Affiliation:
Email:	Email:
Phone:	Phone:

Introduction/Purpose of Study

My name is _____ and I am part of the ACE National Evaluation team. As an evaluator, I study how a program is working. Thank you for agreeing to participate in today's interview regarding the ACE program at [*site name*]. We appreciate you taking time to assist with this evaluation because your input on how this program works is important. This interview gives us the opportunity to learn from you. We want to hear about whether you think ACE works and if so, how it works. The aim is to can share lessons learned with others around the country that are in workforce development and education.

Before we begin, we want to remind you that your participation in this interview is voluntary and the information you share with us will be kept confidential. Specifically, this means that (1) you can decline to answer any questions, or discontinue the interview at any time; (2) we will not connect your name with what was said in any written reports; and (3) only evaluation staff will have access to the interview data. In our report on the evaluation of the ACE program we will provide overviews of what was learned during the interviews and site visits and will connect anecdotes to other data we have collected. However, we will not report or present the information you share with us in any way that will identify a specific person. Your local WIB or Community College may be identified in the reports but only if prior permission is given from both organizations. The interview will last about 30 minutes. I will be recording the interview because I don't want to miss any of your comments.

Are there any questions about what I have just explained?

Are you willing to participate in this interview? _____Yes _____ No

BEGIN INTERVIEW - *22 if using ICF Recording Service

Job Placement / Recruiting

1. How would you describe your relationship with the WIB and Community College?

2. How has your relationship with the WIB changed over time? What about your relationship to the Community College? How has the ACE program influenced these relationships?

3. How were collaborative relationships developed between you and other ACE partners? What would you say are the keys to the development of high-quality, collaborative relationships?

4. Did you have any input in the selection and design of the ACE courses or subject matter of the classes? What about the ACE program implementation?

5. Did you work with an ACE Career Navigator to identify job candidates and recruit new employees? If not, why not?

6. Would you please describe any shifts in the labor market over the study period that may have influenced the absorption of ACE graduates?

Job Readiness

7. How satisfied are you with the quality of training ACE participants received?

8. How do ACE graduates compare to other employees with the same job title?

9. Are there any industry-specific skills that ACE students should have learned in the program but did not? What about soft skills?

Lessons Learned

10. Do you plan to actively seek out ACE graduates in the future? Why or why not?

11. Do you have any other thoughts on the ACE program or ACE graduates that we haven't discussed?

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Participant Focus Group Protocol

Date: November 7, 2013

Time: 8:15am - 8:30 am, 9:30am - 12:15 pm

Location: Austin Community College, Room 410

Participants: ICF Staff, Austin CC Instructors, Students

ACE TREATMENT CUSTOMER FOCUS GROUP DISCUSSION GUIDE

Date of Focus Group:

Facilitator:

Co-Facilitator:

ACE Site:

Introduction/Purpose of Study

My name is (Facilitator)_____ and this is (Co-facilitator)_____. We are part of the ACE National Evaluation team. As an evaluator, I see how a program is working. I'll be asking you questions and (Co-facilitator) is here to take notes on our conversation. Thank you for agreeing to participate in today's focus group regarding the Accelerating Connections to Employment or ACE program at [insert site name]. A focus group is a discussion that involves us asking you for your opinions about a program. It is almost like an interview except that it happens with a group. Our session today will last about an hour. We appreciate you taking time to assist with this evaluation because your input on how this program works is important. This focus group gives us the opportunity to learn from you. We want to hear about whether you think ACE works and if so, how it works so we can share lessons learned with others around the country that are in workforce development.

Before we begin, we want to remind you that your participation in this focus group is voluntary and the information you share with us will be kept confidential. Specifically, this means that (1) you can decline to answer any questions, or leave at any time; (2) we will not connect your name with what was said in any written reports; and (3) only evaluation staff will have access to the interview data. In our report on the evaluation of the ACE program we will provide overviews of what was learned during the site visits and will connect your feedback to other data

we have collected. However, we will not report or present the information you share with us in any way that will identify a specific person. Your Workforce Investment Board or Community College may be identified in the reports but only if prior permission is given from both organizations.

What we discuss today is private. We ask that you don't talk about what was said here today. That includes not sharing information about what you said, or what others said.

To help the focus group work, we would like to ask each of you to:

1. During the focus group, use your first names only when necessary
2. Be respectful of other participants and the facilitators. This includes being respectful about not sharing outside of this room without the participant's permission.
3. Fully participate to the best of your abilities by sharing your experiences with your peers.
4. Ask questions and make suggestions that will help everyone.
5. Turn off cell phones and/or pagers or place them on vibrate.

Has everyone signed a consent form to participate in the discussion today*?* *(Un-consented participants need to sign form to be included in discussion)*

(Start the recorder)

Introductions/ACE Training

1. Let's go around the room and each person please tell us your first name and what ACE training program you're in:
    a. First name

2. What are some of the reasons that you're taking the ACE training?

Now let's talk about your classes

3. Describe your experience with the training classes?

4. How much time do you spend on your classes during the week?
   Probe: Too much, too little, just right?

5. What do you think about having two instructors?

   Probe: Is it distracting? If yes, in what way?
   Probe: Is it helpful? If yes, in what way?
   Probe: Would you prefer to have just one instructor?

   a. Are the class materials easy to understand?

      i. If yes, in what way?
      ii. If not, how can they be improved?

   b. How do you feel you're progressing (have progressed) in the class? (*Note verb tense for cohorts that have finished the first training*)

6. How do you think the information you're learning in class will help you get a job?

   Probe: Are there any other things you think you should be learning? What are they?

Career Navigator

Let's shift to talking about your experiences with your Career Navigator

7. How often do you meet with your Career Navigator?

   a. In what ways does your Career Navigator help you?
   b. Is there anything else you need from the Career Navigator that you're currently not getting?

Support Services

Let's talk about support services with the ACE program. These are things such as childcare, meal cards, tutoring, and transportation services.

8. What kinds of supports are you getting?

   a. What support has been the most helpful?
   b. What support would you have liked to have that you didn't get?

9. Have you started to receive any training or support for finding a job? For example, resumes, interviewing, using job search websites.
    a. If so, who do you get that support from?

Satisfaction with ACE

OK, this is the last question.

10. Has the ACE program been helpful to you?

11. Is there anything else you think the program could be doing to help you?

12. Overall, are you satisfied with the ACE program?

    a. On a scale of 1 to 5 with 1 being the worst and 5 being the best, how would you rate the ACE program? Let's go around the room, how many 1s? (count), how many 2s? (count) how many 3s? (count) how many 4s? (count), how many 5s? (count).

13. Are there any final thoughts about your experience with the ACE Program?

That's the end of the discussion. We really appreciate your spending time with us today. Thank you very much and good luck as you continue your career.

Facilitator/Notetaker Comments

Disclosure: The Accelerating Connections to Employment (ACE) project is funded by the US Department of Labor under contract #IF-23245-12-61-A-24. The ACE evaluation is part of a national evaluation being conducted by the Department of Labor Workforce Innovation Fund (WIF). The ACE evaluation is being conducted by ICF International (Fairfax, VA). Questions

regarding the evaluation can be submitted to the ACE call in line at 877-709-7314 or emailed to ACE_Evaluation@icfi.com The evaluation design has been reviewed and approved by the ICF Institutional Review Board (IRB): #4292013. Inquiries regarding IRB human subject's issues can be submitted to the ICF IRB call in line at 877-556-2218 or emailed to IRB@icfi.com

WIB Staff Protocol

Date: November 7, 2013

Time: 8:15am - 8:30 am, 9:30am - 12:15 pm

Location: Austin Community College, Room 410

Participants: ICF Staff, Austin CC Instructors, Students

ACE IMPLEMENTATION STUDY

WIB SITE STAFF INTERVIEW

Note to interviewer: Begin by reading introduction and asking consent. For prompts/subquestions, treat these as separate questions to ask if the person interviewed doesn't address them on their own. For mark all that apply, check these off as you hear them, follow up by asking about unmentioned items. Use notes to record any unlisted items.

Date of Interview:	Interviewer:
ACE Site:	State:
Respondent 1 Name:	Respondent 2 Name:
Title:	Title:
Respondent Affiliation:	Respondent Affiliation:
Email:	Email:
Phone:	Phone:

Introduction/Purpose of Study

My name is _____ and I am part of the ACE National Evaluation team. As an evaluator, I see how a program is working. Thank you for agreeing to participate in today's interview regarding the ACE program at [*site name*]. We appreciate you taking time to assist with this evaluation because your input on how this program works is important. This interview gives us the opportunity to learn from you. We want to hear about whether you think ACE works and if so, how it works. The aim is to can share lessons learned with others around the country that are in workforce development and education.

Before we begin, we want to remind you that your participation in this interview is voluntary and the information you share with us will be kept confidential. Specifically, this means that (1) you can decline to answer any questions, or discontinue the interview at any time; (2) we will not connect your name with what was said in any written reports; and (3) only evaluation staff will have access to the interview data. In our report on the evaluation of the ACE program we will provide overviews of what was learned during the interviews and site visits and will connect anecdotes to other data we have collected. However, we will not report or present the information you share with us in any way that will identify a specific person. Your WIB or Community College may be identified in the reports but only if prior permission is given from both organizations. The interview will last about 30 minutes. I will be recording the interview because I don't want to miss any of your comments.

Are there any questions about what I have just explained?

Are you willing to participate in this interview? _____Yes _____ No

BEGIN INTERVIEW - *22 if using ICF Recording Service

Role in ACE/workforce development experience

1. Tell us a little about yourself. Can you elaborate on the specific roles and responsibilities you have in the ACE program?

    - ☐ Recruitment
    - ☐ Enrollment
    - ☐ Intake
    - ☐ Job readiness
    - ☐ Job searching
    - ☐ Job placement
    - ☐ Identifying barriers
    - ☐ Addressing barriers
    - ☐ Linking students to support services
    - ☐ Establishing class or program policies

    a. How long you have been with the WIB?
    b. How many years have you been in workforce development?

2. What are the training programs that you have offered through the ACE program?

a. How long are students in class per day? How many times per week do they meet? How long does the training last? Is there an on-the-job component?
b. How is your enrollment process going? Has it changed since last year?
c. What process did you use to select your training programs? Did you utilize labor market information? If so, what sources?

Let's talk about the target population for your WIB

3. Describe your target population.

   a. Does your target population for ACE differ from your typical clientele at the WIB? If yes, in what way?
   b. Have you adjusted your target population or enrollment requirements since the ACE program started? If yes, why?

4. Has the ACE model changed the way you coordinate and deliver training and support services for your target population? If yes, what are the biggest adjustments you've had to make to administer ACE?

Implementation

5. What successes did you experience when initially implementing the ACE Model?

6. What challenges did you experience when initially implementing the ACE Model?

Support Services

Let's continue talking about customers that you've enrolled in ACE.

7. Which of the following support services do you currently offer at your site?

   - ☐ Transportation
   - ☐ Child care
   - ☐ Food
   - ☐ Housing
   - ☐ Utilities
   - ☐ Assistance with benefits
   - ☐ Healthcare services

8. What support services did participants need most? What are their biggest barriers to success in the program?

9. How have support services been helpful to the customer?

10. How could they be improved?

11. Are there any other services you think customers might need or appreciate?

12. What additional resources not anticipated in the program design and budget were necessary to coordinate your services?

13. Do you think the ACE program has resulted in any secondary benefits for the student and his/her family?

14. Do you think the ACE program has resulted in any secondary benefits for the student's community?

15. What services do members of the control group (i.e., study participants not chosen for an ACE class) receive as part of "business-as-usual"?

Job Readiness

16. What is your role is providing job readiness assistance?

17. Which of the following job readiness supports does your site offer?

- ☐ Resumes
- ☐ Interviewing
- ☐ Work behavior
- ☐ Dressing for work
- ☐ Using job search tools

a. Do ACE customers take advantage of job readiness assistance? If yes, why? If no, why not?
b. What job placement assistance do customers take the most advantage of? Why do you think that is?
c. What successes are you having with job readiness at your site?
d. What challenges are you having with job readiness at your site?
e. How can job readiness services be improved?

Job Placement

18. What is your role in the job placement process?

a. Does your site have a dedicated job developer?
b. Do you work with employers or have any employer partnerships? Are there any successes or challenges you can share about partnering with employers?

19. What assistance with job placement is available?

a. Do ACE customers take advantage of job placement assistance? If yes, why? If no, why not?
b. What successes are you having with job placement at your site?

c. What challenges are you having with job placement at your site?
d. How can job placement services be improved?

ACE Model

20. In your opinion, what elements of the ACE model are the most important? (***If respondent doesn't know or is unsure, please read statement below, followed by question***)

    a. Perhaps it would be helpful if I describe some of the ACE elements.
    The ACE model has a strong focus on understanding labor market demand, by working with communities and employers. It provides students with skills testing, support services, transition and employment services. ACE integrates recruitment, screening, and orientation, and combines occupational and basic skills training. Programs also track student data.
    - Do any of these elements stand out to you as the most important?

21. Has the ACE model resulted in a big shift in how you coordinate and deliver services for your customers? If yes, what are the biggest adjustments you've had to make to administer ACE?

Partnerships

The ACE model calls for WIBS to work with community partners including One-Stop, employers, and community colleges.

22. What was your initial experience like engaging with partners for ACE?

23. How has the relationship between the WIB and the Community College been going?

24. How frequently do you all meet as a group?

25. How do the partners divide program management tasks? How do you make decisions in this process?

26. How have relationships between the partners changed over time?

    a. What successes can you share in forming those collaborative relationships?
    b. What challenges can you share in forming those collaborative relationships?

Lessons Learned

27. What lessons have you learned about how the ACE program works?

    c. In what ways is it working as intended?
    d. In what ways is it not working as intended?

28. What do you see as a major challenge going forward for the ACE program?

29. What do you think about this model's sustainability after the funding period?

30. What takeaways would you like to share from your experiences?

31. Is there anything else you would like to add?

That's the end of the interview. We really appreciate your time today. Thank you!

Interview Length:_____

Interviewer comments:

Disclosure: The Accelerating Connections to Employment (ACE) project is funded by the US Department of Labor under contract #IF-23245-12-61-A-24. The ACE evaluation is part of a national evaluation being conducted by the Department of Labor Workforce Innovation Fund (WIF). The ACE evaluation is being conducted by ICF International (Fairfax, VA). Questions regarding the evaluation can be submitted to the ACE call in line at 877-709-7314 or emailed to ACE_Evaluation@icfi.com The evaluation design has been reviewed and approved by the ICF Institutional Review Board (IRB): #4292013. Inquiries regarding IRB human subject's issues can be submitted to the ICF IRB call in line at 877-556-2218 or emailed to IRB@icfi.com

Job Developer Protocol

Date: November 7, 2013

Time: 8:15am - 8:30 am, 9:30am - 12:15 pm

Location: Austin Community College, Room 410

Participants: ICF Staff, Austin CC Instructors, Students

ACE IMPLEMENTATION STUDY

JOB DEVELOPER/BUSINESS LIASON INDIVIDUAL PHONE INTERVIEW

Note to interviewer: Begin by reading introduction and asking consent. For prompts/subquestions, treat these as separate questions to ask if the person interviewed doesn't address them on their own. For mark all that apply, check these off as you hear them, follow up by asking about unmentioned items. Use notes to record any unlisted items.

Date of Interview:

Interviewer (s):

ACE Site:

Respondent Name:

Title:

Respondent Affiliation:

Email:

Phone:

Introduction/Purpose of Study

My name is _____ and I am part of the ACE National Evaluation team. Thank you for agreeing to participate in today's interview regarding the ACE program at [*site name*]. We appreciate you taking time to assist with this evaluation because your input on how this program works is important. This interview gives us the opportunity to learn from you. We want to hear about whether you think ACE works and if so, how it works. The aim is to can share lessons learned with others around the country that are in workforce development and education.

Before we begin, we want to remind you that your participation in this interview is voluntary and the information you share with us will be kept confidential. Specifically, this means that (1) you can decline to answer any questions, or discontinue the interview at any time; (2) we will not connect your name with what was said in any written reports; and (3) only evaluation staff will have access to the interview data. In our report on the evaluation of the ACE program we will provide overviews of what was learned during the interviews and site visits and will connect anecdotes to other data we have collected. However, we will not report or present the information you share with us in any way that will identify a specific person. Your WIB or Community College may be identified in the reports but only if prior permission is given from both organizations. The interview will last about 30 minutes. I will be recording the interview because I don't want to miss any of your comments.

Are there any questions about what I have just explained?

Are you willing to participate in this interview? _____Yes _____ No

BEGIN INTERVIEW - *22 if using ICF Recording Service

Role in ACE/Workforce development experience

30. Tell us a little about yourself. Can you elaborate on the specific roles and responsibilities you have in the ACE program?

- ☐ Recruitment
- ☐ Enrollment
- ☐ Intake
- ☐ Job readiness
- ☐ Job searching
- ☐ Job placement
- ☐ Identifying barriers
- ☐ Addressing barriers
- ☐ Linking students to support services
- ☐ Establishing class or program policies

a. How long you have been with the WIB?

b. How many years have you been in workforce development?

31. What are the training programs that you have been involved with through the ACE program?

    c. Is there an on-the-job component offered as part of the training?

    d. How is the job readiness and placement process going? Do you feel it has changed since you first started working at your site?

Let's talk about the target population for your WIB

32. Describe your target population.

    b. Do you feel that the ACE participants you serve are different from the typical WIB customer you have worked with previously? If yes, why? If no, why not?

    c.

Job Readiness

33. What is your role is providing job readiness assistance?

34. Which of the following job readiness supports does your site offer?

- ☐ Resumes
- ☐ Interviewing
- ☐ Work behavior
- ☐ Dressing for work
- ☐ Using job search tools

a. Do ACE customers take advantage of job readiness assistance? If yes, why? If no, why not?
b. What successes are you having with job readiness at your site?
c. What challenges are you having with job readiness at your site?
d. How can job readiness services be improved?

Job Placement

35. What is your role in the job placement process?

    a. Do you work with employers or have any employer partnerships? Are there any successes or challenges you can share about partnering with employers?

36. What assistance with job placement is available?

    a. Do ACE customers take advantage of job placement assistance? If yes, why? If no, why not?
    b. What job placement assistance do customers take the most advantage of? Why do you think that is?
    c. What successes are you having with job placement at your site?
    d. What challenges are you having with job placement at your site?

e. How can job placement services be improved?

ACE Model

Now let's talk a little bit about the ACE model

37. In your opinion, what elements of the ACE model are the most important? (***If respondent doesn't know or is unsure, please read statement below, followed by question***)

    a. Perhaps it would be helpful if I describe some of the ACE elements.
       The ACE model has a strong focus on understanding labor market demand, by working with communities and employers. It provides students with skills testing, support services, transition and employment services. ACE integrates recruitment, screening, and orientation, and combines occupational and basic skills training. Programs also track student data.
       - Do any of these elements stand out to you as the most important?

38. Has the ACE model resulted in a big shift in how you coordinate and deliver services for your customers? If yes, what are the biggest adjustments you've had to make to administer ACE?

Partnerships

The ACE model calls for Job developers to work with community partners including One-Stop, employers, and community colleges.

39. What was your initial experience like engaging with partners for ACE?

40. How has the relationship between the WIB and the Community College been going?

41. How frequently do you all meet as a group?

42. How do the partners divide program management tasks? How do you make decisions in this process?

43. How have relationships between the partners changed over time?

    a. What successes can you share in forming those collaborative relationships?
    b. What challenges can you share in forming those collaborative relationships?

44. How has the relationship between the WIB, the Community College and employers been going?
    a. What successes can you share in the collaborative relationships with employers?
    b. What challenges can you share in the collaborative relationships with employers?

Lessons Learned

45. What lessons have you learned about how the ACE program works?

    a. In what ways is it working as intended?
    b. In what ways is it not working as intended?

46. What do you see as a major challenge going forward for the ACE program?

47. What do you think about this model's sustainability after the funding period?

48. What takeaways would you like to share from your experiences?

49. Is there anything else you would like to add?

That's the end of the interview. We really appreciate your time today. Thank you!

Interview Length:_____

Interviewer comments:

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Appendix 5.4 ACE Implementation Fidelity Results

Key Component	Ancillary Component	Indicator	Performance Data (N=9)	Scoring Details
Planning	KC1.1. Assess Labor Market Demand	Assessment of labor market demands	9 of 9 met fidelity requirements	N (0) = ACE partners did not utilize labor market analysis in selecting in-demand training programs Y (2) = ACE partners utilized labor market analysis in selecting in-demand training programs
	KC1.2. Engage Community	Community engagement		N (0) = the partners did not make an effort to interact with community partners Y (2) = ACE partners communicated and collaborated with community partners
	KC1.3. Planning with Community Colleges	Collaboration and planning with community colleges		N (0) = Weak collaboration between partners in planning phase Y (2) = ACE partners communicated and collaborated closely with community partners in planning phase
	KC1.4 Establish Programs	Development of training programs		N (0) = ACE Partners did not collaborate in the development of training programs Y (2) = ACE Partners collaborated in the development of training programs
	KC1.5. Establish Career Pathways	Identification of career pathways that lead to economic self-sufficiency		N (0) = ACE partners offered training programs that do not lead to effective pathways Y (2) = ACE partners identified program pathways that are attainable for the target population
Intake	KC2.1 Recruitment	Achievement of recruitment targets	7 of 9 met fidelity requirements	Goal = 100%
	KC2.2 Assessment	Assessment of ACE students	9 of 9 met fidelity requirements	Goal = 100%
	KC2.3. Orientation	Development and implementation of orientation process at community colleges	8 of 9 met fidelity requirements 1 of 9 exceeded fidelity requirement	0 = Site did not have a structured orientation process 1 = Orientation involved a workshop and participants understood the purpose of the study 2 = Orientation involved a workshop, vestibule and interview process

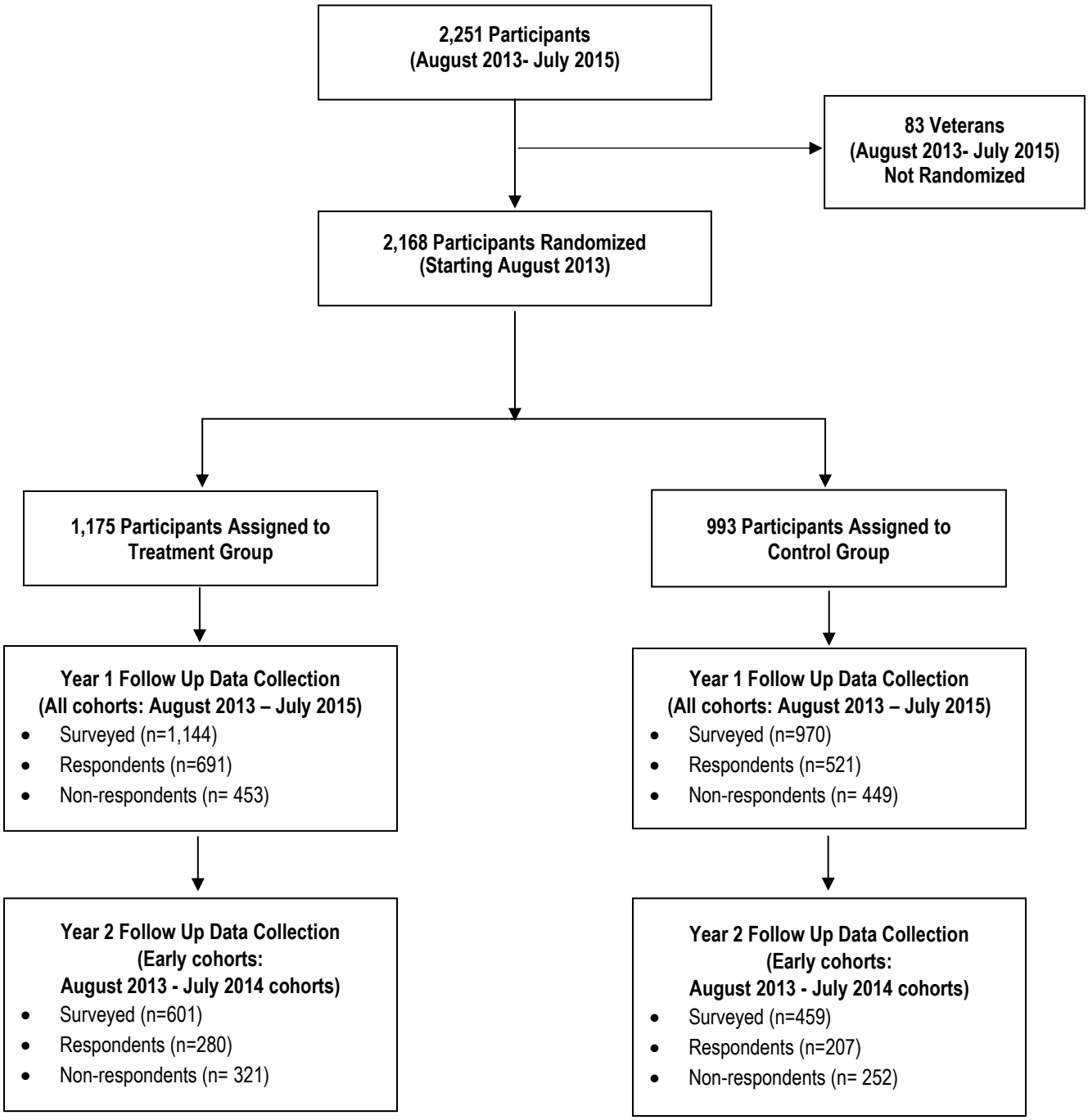
Key Component	Ancillary Component	Indicator	Performance Data (N=9)	Scoring Details
Training	KC3.1 Integrated Curriculum	Integration of basic/vocational skills content	8 of 9 met fidelity requirements	Indicator and Implementation Score: 0-49% - 0=Low 50-100% - 2=High 5-point Likert % of participants that indicate that they Strongly Disagree + Disagree
		Satisfaction with basic skills instructor	9 of 9 met fidelity requirements	Indicator and Implementation Score: 0-49% - 0=Low 50-100% - 2=High 5-point Likert % of participants that indicate that they Strongly Agree + Agree
		Satisfaction with vocational skills instructor	9 of 9 met fidelity requirements	Indicator and Implementation Score: 0-49% - 0=Low 50-100% - 2=High 5-point Likert % of participants that indicate that they Strongly Agree + Agree
	KC3.2 Co-Teaching Strategy	Integration of operational skills content	9 of 9 met fidelity requirements	Indicator Scoring: 0-2 Indicator and Implementation Score: 0-49% - 0=Low 50-100% - 2=High 5-point Likert % of participants that indicate that they Strongly Agree + Agree
	KC3.3. Job Readiness Training	Resume writing	9 of 9 met fidelity requirements	Indicator Scoring: 0-2 0 - low = 49% or less said they received service 2 - high = 50% or more said they received service
		Interview skills training	7 of 9 met fidelity requirements	See above
		Mock interview practice	6 of 9 met fidelity requirements	See above
		Professional behavior	8 of 9 met fidelity requirements	See above
		Workplace and diversity harassment training	5 of 9 met fidelity requirements	See above
		Verbal and non-verbal communication	8 of 9 met fidelity requirements	See above
	KC3.4. Internships	Participants received internships	5 of 9 met fidelity requirements	See above

Key Component	Ancillary Component	Indicator	Performance Data (N=9)	Scoring Details
Support Services	KC4.1. Individual Coaching	Participants received individual coaching from ACE staff	9 of 9 met fidelity requirements	0 - low = 49% or less said they received service 2 - high = 50% or more said they received service
		Direct academic support	9 of 9 met fidelity requirements	0 - low = ACE partners provided service directly 49% or less of the time 2 - high = ACE partners provided service directly 50% or more of the time
	KC4.2. Support Services	Transportation assistance	4 of 9 met fidelity requirements	0 - low = 49% or less said they received service 2 - high = 50% or more said they received service
		Classroom supplies and equipment	5 of 9 met fidelity requirements	See above
	KC4.3. Career Navigation	Academic support from career navigator	6 of 9 met fidelity requirements	0 - low = 49% or less said they received service 2 - high = 50% or more said they received service
		Personal issues/life stressors support from career navigator	3 of 9 met fidelity requirements	See above
		Personalized employment support from career navigator	4 of 9 met fidelity requirements	See above
		Employment support in a group/class setting from career navigator	6 of 9 met fidelity requirements	See above
		Internship or other on-the-job opportunities from career navigator	3 of 9 met fidelity requirements	See above

Key Component	Ancillary Component	Indicator	Performance Data (N=9)	Scoring Details
Transition and Tracking	KC5.1. Job Placement Support	Job application	6 of 9 met fidelity requirements	0 - low = 49% or less said they received service 2 - high = 50% or more said they received service
		Online job search	8 of 9 met fidelity requirements	See above
		Finding job opportunities	7 of 9 met fidelity requirements	See above
		Obtaining job opportunities	7 of 9 met fidelity requirements	See above
		Personal issues/life stressors support	4 of 9 met fidelity requirements	See above
		Employment support	8 of 9 met fidelity requirements	See above
		Employment support in a group/class setting	9 of 9 met fidelity requirements	See above
	KC5.2. Leverage Partnerships	Partnerships formed are leveraged to provide job placement	7 of 9 met fidelity requirements	N (0) = Job developer was not present Y (2) = Job developer engaged existing partners in job placements efforts
	KC5.3. Tracking Progress	Employment rate (%)	1 of 9 met fidelity requirements 5 of 9 exceeded fidelity requirement	Indicator and Implementation Score (Target= 75%): 0-74% - 0=Did not meet requirements 75% - 1=Met requirements 76-100% - 2=Exceeded requirements
		Completion rate (%)	1 of 9 met fidelity requirements 4 of 9 exceeded fidelity requirement	Indicator and Implementation Score (Target= 75%): 0-74% - 0=Did not meet requirements 75% - 1=Met requirements 76-100% - 2=Exceeded requirements
		Average wage in training-related jobs	9 of 9 met fidelity requirements	Indicator and Implementation Score (Target= $9): 0-$8.99 - 0=Did not meet requirements $9.00-$15.00 - 1=Met requirements $15.01-high - 2=Exceeded requirements
		# of completers placed in jobs working 30+ hours/week	5 of 9 met fidelity requirements 1 of 9 exceeded requirements	Indicator and Implementation Score (Target= 75%): 0-49% - 0=Low 50-74% - 1= Met requirements

Key Component	Ancillary Component	Indicator	Performance Data (N=9)	Scoring Details
				75-100% - 2=Exceeded requirement Percentages range from 18% to 85%

Appendix 5.5 ACE CONSORT Diagram



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Founded in 1969 as the Inner City Fund, ICF got its start as a venture capital firm with a mission to finance inner-city businesses in the Washington, D.C area of the United States. Today, we are a global consulting and technology services firm comprised of more than 5,000 business analysts, policy specialists, technologists, researchers, digital strategists, social scientists and creatives worldwide. We provide data, insights, and deep implementation expertise that businesses and governments need today to deliver results that matter to consumers, citizens, and communities tomorrow. Our clients are leaders in markets ranging from health to energy to transportation, as well as government agencies in the United States and Europe. From program management and project assessment to digital marketing and social media strategy, our work delivers deeper engagement, more confident decisions, and measurable impact.

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