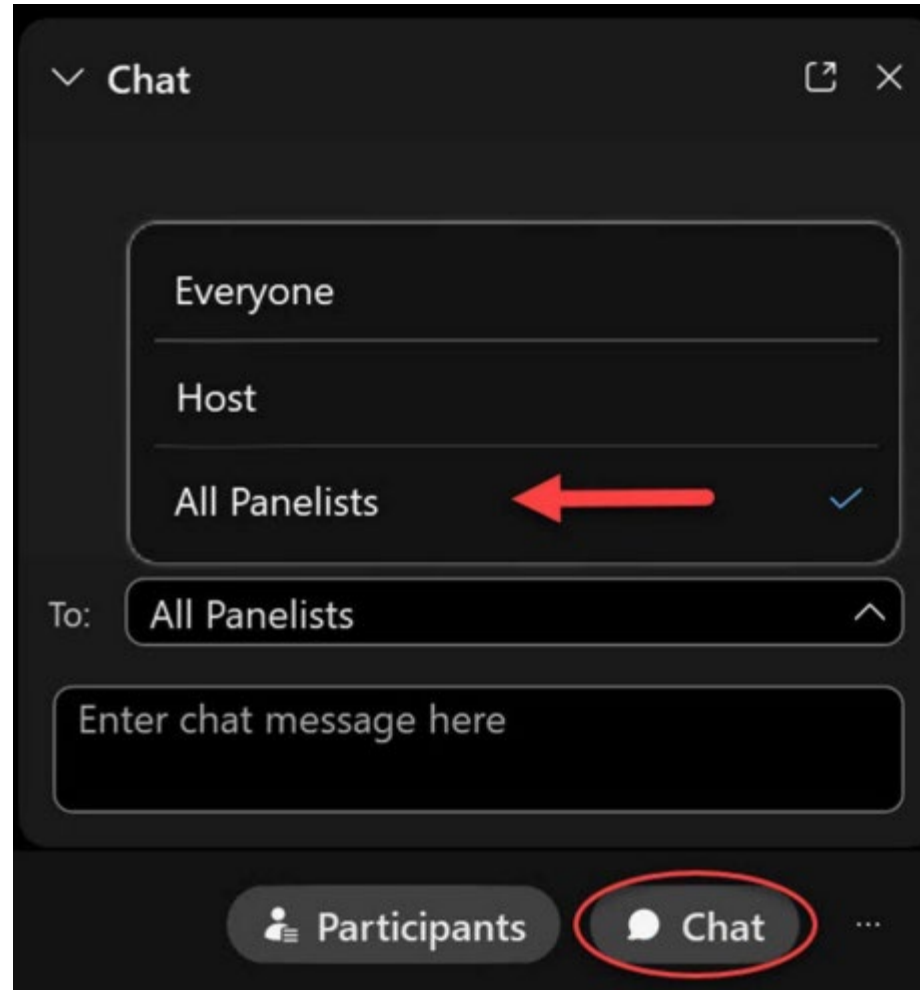




How to use CLEAR for decision making

CLEAR 10 Year Anniversary Webinar Series

How to ask questions



Welcome and Introductions

Welcome

Lauren Damme

U.S. Department of Labor (DOL), Chief Evaluation Office (CEO)
Deputy Director

Today's Presenters



Megan Lizik
CLEAR Project Officer



Chris Weiss, PhD
Abt CLEAR Principal Investigator



Andrew Clarkwest, PhD
Abt CLEAR Project Director



Rhaia Hull
Abt CLEAR Study Review Manager



Today's Panelists



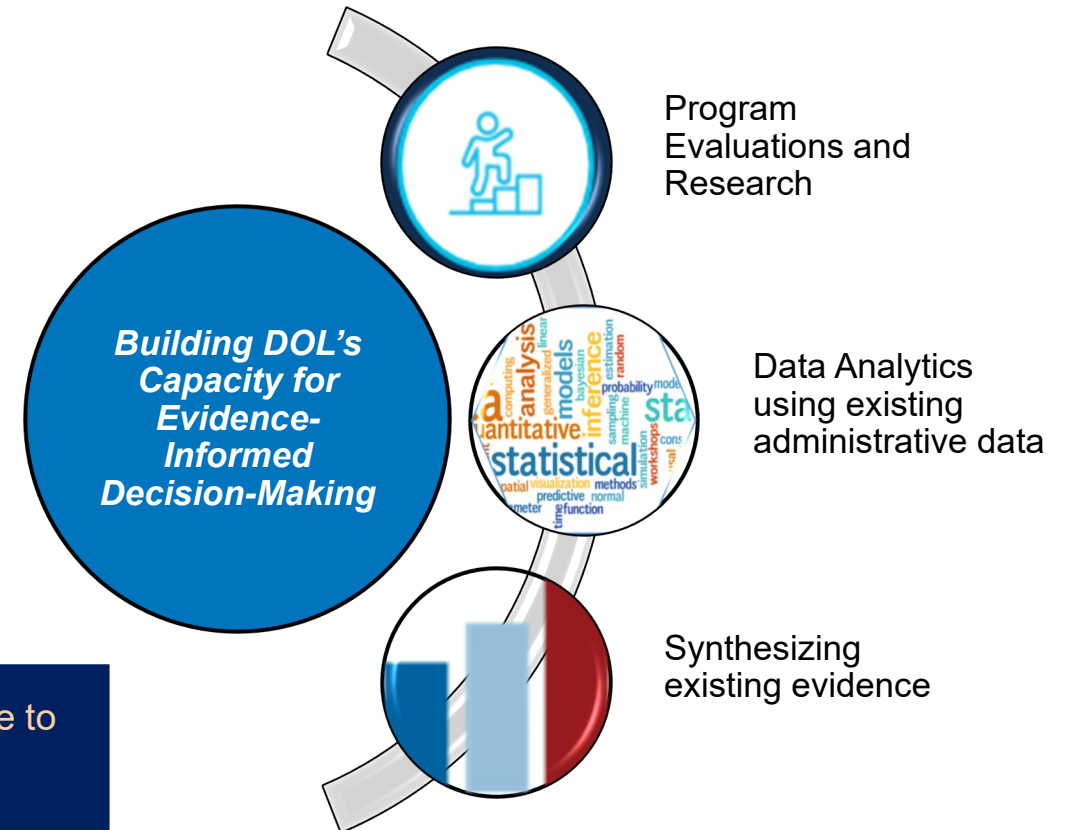
Benjamin Holquist
Manager of Strategic
Workforce Initiatives and
Federal Grants



Lisa Salazar
Executive Director of the City of
Los Angeles Youth Development
Department (YDD)

About DOL's Chief Evaluation Office (CEO)

- Established in 2010 to coordinate, manage, and implement the DOL's evaluation program
- Independent evaluation office in DOL
- Works closely with DOL offices and agencies to develop and implement evaluations that advance evidence about DOL programs and priorities
- Approximately 60 projects



CEO does a bunch, click here to learn more:

- [CEO's webpage](#)
- [CEO's current studies](#)
- [CEO's completed reports](#)

Goals of Today's Webinar

By the end of this webinar, session attendees will:

- Learn how to navigate CLEAR to find key information on research and evaluation evidence
- Hear multiple examples of how evidence in CLEAR is or could be used to support policy or program-related decision-making
- Understand where to look next to learn more



LINKS

CEO's webpage: dol.gov/agencies/oasp/evaluation/about

CLEAR project summary on CEO's current studies webpage: dol.gov/agencies/oasp/evaluation/currentstudies/

CLEAR: clear.dol.gov

Today's Plan

- Short recap of concepts from CLEAR 101 webinar
- How CLEAR can inform decision-making
- Example: How a Community College Manager might use CLEAR to find evidence for program improvement
- Panel of Workforce Leaders
- Resource recap
- Discussion and questions

Recap of CLEAR 101 webinar

Recap of Prior Webinar: CLEAR 101 (1)

- **Mission**
- **Evidence review process**
- **Study summary icons**

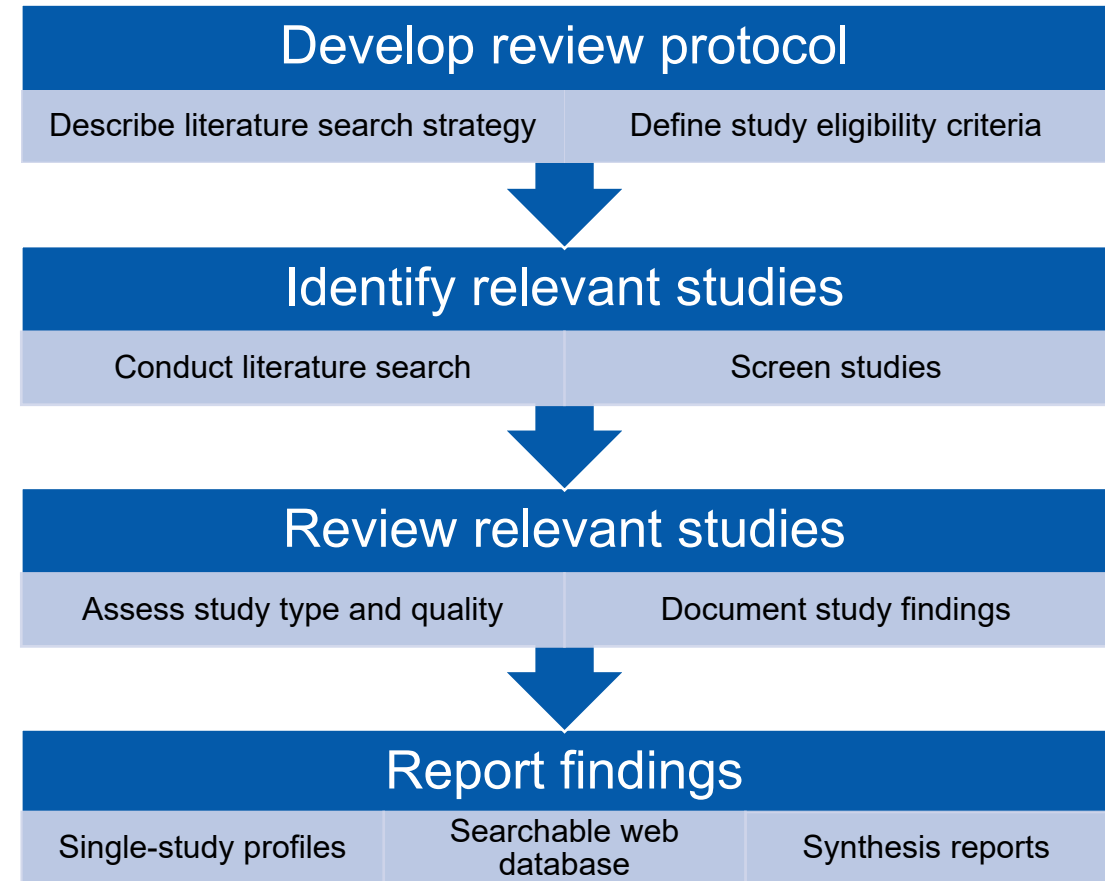
Recap of Prior Webinar: CLEAR 101 (2)

- **Mission**
- Evidence review process
- Study summary icons

To make research on labor topics more accessible to practitioners, policymakers, researchers, and the public so that it can inform decisions about labor policies and programs

Recap of Prior Webinar: CLEAR 101 (3)

- Mission
- **Evidence review process**
- Study summary icons



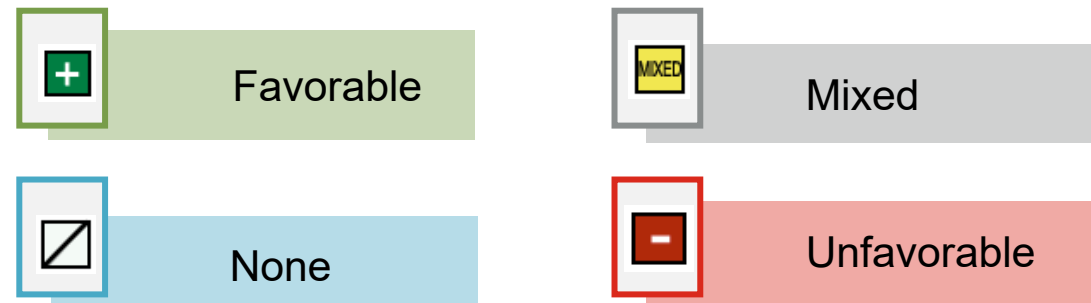
Recap of Prior Webinar: CLEAR 101 (4)

- Mission
- Evidence review process
- **Study summary icons**

Study quality ratings



Effectiveness Icons

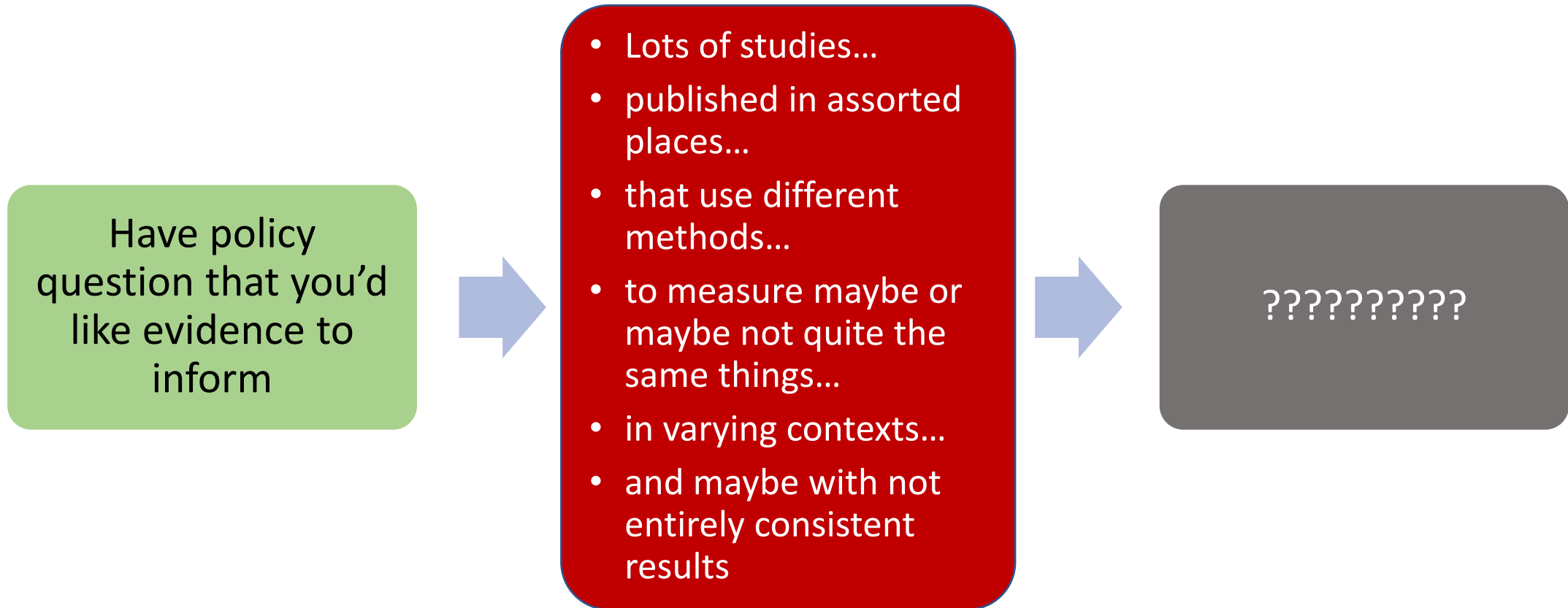


How CLEAR can inform decision-making

Evidence-Informed Policy in Theory



Evidence-Informed Policy in Practice



Key Evidence-Related Qs for Decision Making



Substance: What have studies on a given topic found?



Credibility: How much credence should we give to a study's findings?



Applicability:

- What did interventions consist of?
- In what context were they studied?
- How might I use it?

Key Evidence-Related Qs for Decision Making (Continued)



Substance: What have studies on a given topic found?



Credibility: How much credence should we give to a study's findings?



Applicability:

- What did interventions consist of?
- In what context were they studied?
- How might I use it?

CLEAR has resources to help with each of those questions!

Where Evidence Is Found on CLEAR

- **Profile summaries**

- **Evidence reviews**

- **Evidence syntheses**

Where Evidence Is Found on CLEAR (Continued)

- **Profile summaries** of individual studies.
 - Identified under a protocol that guides the search
 - Occasionally, a “flash” review of a single study that falls under an existing protocol
- **Evidence reviews.** Collected research on a topic, defined by:
 - Population (e.g., *Low-income adults, Veterans, Older workers*)
 - Outcome (e.g., *Literacy, Reemployment, Equitable Post-COVID Recovery*)
 - Intervention type (e.g., *Apprenticeship & Work-based Training, Remote Postsecondary Education, Remote Service Delivery Strategies*)
- **Evidence syntheses.** Short narrative on evidence bases’ findings on “what works” on a given topic and where the gaps are

Navigation overview

CLEAR
navigation
tabs



The screenshot shows the CLEAR website header and navigation. At the top is the United States Department of Labor logo and the text "UNITED STATES DEPARTMENT OF LABOR". Below this is the CLEAR logo, which consists of three vertical bars of increasing height (blue, light blue, red) followed by the word "CLEAR" in large, bold, black letters. Underneath the logo is the text "Clearinghouse for Labor Evaluation and Research". To the right of the logo is a search bar with the placeholder text "Search the Site" and a magnifying glass icon. Below the search bar is a horizontal navigation menu with seven tabs: "HOME", "TOPIC AREAS" (with a dropdown arrow), "SEARCH FOR STUDIES", "NEW AND TRENDING RESEARCH" (with a dropdown arrow), "ABOUT CLEAR" (with a dropdown arrow), "RESEA", and a partially visible tab on the right. Below the navigation menu is a light blue box containing the CLEAR mission statement. Below the mission statement is a featured article titled "Reemployment and Eligibility Assessment (REA) program cuts UI duration, increases employment and earnings". The article text states: "The study found that Unemployment Insurance (UI) claimants who participated in REA received significantly fewer weeks of UI benefits, worked more quarters, and earned more, than claimants who did not participate in the program." To the right of the article text is a large blue circle containing a black briefcase icon. To the left of the briefcase icon is the text: "REA participants received UI for 1.3 fewer weeks and earned \$465 more over one year."

UNITED STATES DEPARTMENT OF LABOR

CLEAR

Clearinghouse for Labor Evaluation and Research

Search the Site

HOME TOPIC AREAS SEARCH FOR STUDIES NEW AND TRENDING RESEARCH ABOUT CLEAR RESEA

CLEAR's mission is to make research on labor topics more accessible to practitioners, policymakers, researchers, and the public more broadly so that it can inform their decisions about labor policies and programs. CLEAR identifies and summarizes many types of research, including descriptive statistical studies and outcome analyses, implementation, and causal impact studies. For causal impact studies, CLEAR assesses the strength of the design and methodology in studies that look at the effectiveness of particular policies and programs.

Reemployment and Eligibility Assessment (REA) program cuts UI duration, increases employment and earnings

The study found that Unemployment Insurance (UI) claimants who participated in REA received significantly fewer weeks of UI benefits, worked more quarters, and earned more, than claimants who did not participate in the program.

REA participants received UI for 1.3 fewer weeks and earned \$465 more over one year.

Navigation overview (Continued)

Drop-down of evidence reviews by topic area

Search for studies page (across evidence reviews)

Documentation on CLEAR's standards for reviewing & rating evidence

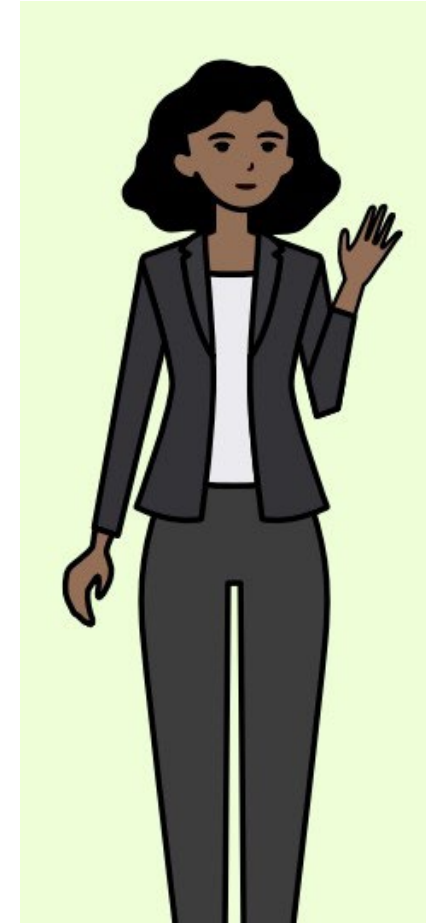
The screenshot shows the top portion of the CLEAR website. At the top is a dark blue header with the text "UNITED STATES DEPARTMENT OF LABOR" and a small circular logo. Below this is the CLEAR logo, which consists of three vertical bars of increasing height (blue, light blue, red) followed by the word "CLEAR" in large, bold, black letters. Underneath the logo is the text "Clearinghouse for Labor Evaluation and Research". A horizontal navigation bar with a blue background contains five white buttons: "HOME", "TOPIC AREAS" with a downward arrow, "SEARCH FOR STUDIES", "NEW AND TRENDING RESEARCH" with a downward arrow, and "ABOUT CLEAR" with a downward arrow. Below the navigation bar is a light blue box containing the text: "CLEAR's mission is to make research on labor topics more accessible to practitioners, policymakers, research it can inform their decisions about labor policies and programs. CLEAR identifies and summarizes many type: statistical studies and outcome analyses, implementation, and causal impact studies. For causal impact studi design and methodology in studies that look at the effectiveness of particular policies and programs."



Example: Using CLEAR to inform program improvement

How Can We Find Evidence on Strategies to Increase Training Persistence?

- **User:** Community college administrator (“Teri”)
- **Challenges:**
 - **Policy:** How can we improve low training program persistence and completion?
 - **Evidence:** How can we use CLEAR to identify research-based insights on interventions that improve program persistence and completion?



“Search for Studies” Function (1)

Look through or across CLEAR’s Evidence Reviews

Search for studies page

The screenshot shows the CLEAR website interface. At the top, it says 'UNITED STATES DEPARTMENT OF LABOR' and 'CLEAR Clearinghouse for Labor Evaluation and Research'. A search bar is on the right. The navigation menu includes 'HOME', 'TOPIC AREAS', 'SEARCH FOR STUDIES', 'NEW AND TRENDING RESEARCH', 'ABOUT CLEAR', and 'RESEA'. A red arrow points to the 'SEARCH FOR STUDIES' menu item. Below the navigation is a mission statement: 'CLEAR's mission is to make research on labor topics more accessible to practitioners, policymakers, researchers, and the public more broadly so that it can inform their decisions about labor policies and programs. CLEAR identifies and summarizes many types of research, including descriptive statistical studies and outcome analyses, implementation, and causal impact studies. For causal impact studies, CLEAR assesses the strength of the design and methodology in studies that look at the effectiveness of particular policies and programs.'

Reemployment and Eligibility Assessment (REA) program cuts UI duration, increases employment and earnings

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REA participants received UI for 1.3 fewer weeks and earned \$465 more over one year.

“Search for Studies” Function (2)

Look through or across CLEAR’s Evidence Reviews

Search by keyword

Filter by

- Date range
- Outcomes examined
- Target population
- Firm characteristics
- Geographic setting
- Evidence rating

HOME TOPIC AREAS SEARCH FOR STUDIES NEW AND TRENDING RESEARCH

Quick Help | Glossary | More About Tags

Search for Studies

Search for Studies will search all study profiles and search for all site content such as the CLEAR review

EXPORT RESULTS

Displaying 1 - 10 of 1293 results

Synthesis Report: [Child Labor Synthesis](#)

Topic Area: Child Labor

Findings:

- Conditional cash transfers (CCTs) reduced ch effectiveness differed by child characteristics
- Unconditional cash transfers (UCT) reduced c
- Training/TA programs may decrease child wo
- Food programs had mixed impacts on child w
- Only one high-rated study of a scholarship pr participation outcomes.
- The only high-rated study of an "other" inter

Tags: Child labor

Synthesis Report: [Entrepreneurship and](#)

Topic Area: Entrepreneurship and Self-En

Findings:

- Evidence indicates that business education p term earnings, with impacts on long-term ea
- Interventions designed to improve the devel

“Search for Studies” Function (3)

Look through or across CLEAR’s Evidence Reviews

Search by “training completion”

Pulls up Community College Synthesis, other topic syntheses and a set of studies

Quick Help | Glossary | More About Tags

Search for Studies

Search for Studies will search all study profiles and synthesis reports. Use *Search the Site* in the upper right to search for all site content such as the CLEAR review process. View [Help using this Search](#).

EXPORT RESULTS

Displaying 1 - 10 of 482 results

Synthesis Report: [Community College Synthesis](#)

Topic Area: Community College

Findings:

- Many community college-based interventions improved education outcomes but few improved earnings or employment outcomes.
- Paid performance incentives improved education outcomes and show promise to increase earnings.
- Accelerated learning interventions increased the rates of course enrollment and completion as well as the rates of degree/certificate completion.
- Some studies showed that work-based learning interventions improved education and employment outcomes, but the evidence base is small.
- Career pathways interventions had varying degrees of effectiveness across the outcomes.
- Evidence on the effectiveness of blended interventions funded by TAACCCT is mixed.

Research Syntheses (1)

Look through or across CLEAR's Evidence Reviews

Research Synthesis:
Summarizes findings

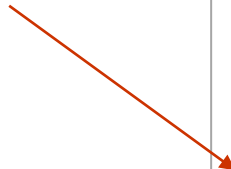
Supplement: Lists reviewed studies by intervention

The screenshot shows the CLEAR website interface. At the top is the CLEAR logo and the text 'Clearinghouse for Labor Evaluation and Research'. A search bar is located on the right. Below the logo is a navigation menu with items: HOME, TOPIC AREAS, SEARCH FOR STUDIES, NEW AND TRENDING RESEARCH, ABOUT CLEAR, and RESEA. The main content area is titled 'Community College Synthesis'. On the left side of this section, there are three links: 'View Synthesis Report', 'ResearchSynthesis Community Colleges.pdf (418.8 KB)', and 'ResearchSynthesisSupplement Community Colleges.pdf (891.92 KB)'. Below these links is a 'Review Process In Brief' section with the text 'This synthesis highlights key findings from studies identified'. On the right side, there is a main heading 'What do we know about the effectiveness of community college-based interventions?' followed by a paragraph of text. Below the text is a table caption 'Table 1. Types of community college-based interventions examined'. The table has two columns: 'Intervention' and 'Description'.

Research Syntheses (2)

Look through or across CLEAR's Evidence Reviews

Research Synthesis:
Summarizes findings



Community College Synthesis

[View Synthesis Report](#)

[ResearchSynthesis Community Colleges.pdf \(418.8 KB\)](#)

[ResearchSynthesisSupplement Community Colleges.pdf \(891.92 KB\)](#)


What do you want to know based on?

Community college education and programs, in particular associate degree programs

Research Syntheses (3)

Review short Evidence Syntheses about “what works”

Research Synthesis report (PDF)



Research Synthesis

JANUARY 2022

What do we know about the effectiveness of community college-based interventions?

Community colleges offer a variety of affordable programs that lead to educational attainment and further education and in some cases improved employment outcomes. Employment-focused community college programs, in particular, may provide students with industry-recognized certificates, credentials, and associate degrees that can lead to improved labor market outcomes.

This synthesis highlights key findings from studies identified through a CLEAR systematic evidence review that examined the impacts of community college-based interventions on education, earnings, and employment outcomes.¹ CLEAR found 193 reports of 238 distinct studies published from January 1994 to October 2019.² Of these studies, 67 received a high or moderate causal evidence rating which means that we have a good degree of confidence that the studied interventions caused the measured impacts on individuals' education and labor market outcomes.³ This synthesis presents a summary of the evidence from these 67 high and moderate-rated studies.⁴

Table 1 illustrates the broad types of interventions found in the studies. Studies of community college-based interventions examine the extent to which they improve academic persistence, degree/certificate completion, and labor market outcomes.

Table 1. Types of community college-based interventions examined

Intervention	Description
Linked learning community	A program in which students are placed in cohort groups with shared curricular goals.
Accelerated learning	An approach that allows students to complete courses in a shorter period of time than a traditional semester. Sometimes referred to as “fast track” programs.
Paid performance incentive	A program that provides students with financial rewards for exhibiting behaviors associated with student achievement.
Transition programs and support services	An approach that prepares students for community college and beyond using a variety of activities and services such as: academic preparation; basic skills support in mathematics, reading, and writing; and student support services such as counseling, tutoring, time and resource management (e.g., financial aid).

List of interventions examined

Research Syntheses: Included Studies

Review short **Evidence Syntheses**
about “what works”

This synthesis highlights key findings from studies identified through a CLEAR systematic evidence review that examined the impacts of community college-based interventions on education, earnings, and employment outcomes.¹ CLEAR found 193 reports of 238 distinct studies published from January 1994 to October 2019.² Of these studies, 67 received a high or moderate causal evidence rating which means that we have a good degree of confidence that the studied interventions caused the measured impacts on individuals' education and labor market outcomes.³ This synthesis presents a summary of the evidence from these 67 high and moderate-rated studies.⁴



This synthesis focuses on findings from studies deemed credible (High or Moderate rating)

Research Syntheses: Interventions

Review short Evidence Syntheses about “what works”

Strategies to support completion among students in existing programs



Includes high-level description of what the interventions consist of

Table 1. Types of community college-based interventions examined

Intervention	Description
Linked learning community	A program in which students are placed in cohort groups with shared curricular goals.
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Transition programs and support services	An approach that prepares students for community college and beyond using a variety of activities and services such as: academic preparation; basic skills support in mathematics, reading, and writing; and student support services such as counseling, tutoring, time and resource management (e.g., financial aid), study skills, and child care services.
Career pathways	A series of structured and connected education and training programs that enable students to secure a job or advance in a high-demand industry or occupation with multiple entry and exit points.
Work-based learning	A program in which community college classroom instruction is paired with workplace experience, allowing participants to gain or enhance their skills while employed or while engaged in an experience similar to employment.
Blended interventions funded by Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants	TAACCCT was a federal capacity-building grant program designed to increase the ability of community colleges to provide education and training to adults for in-demand jobs by funding strategies such as industry-aligned curriculum, competency-based education, credit for prior learning, contextualized instruction, stacked and latticed credentials, educational technology, hands-on experiences, and student support services. Blended interventions funded by TAACCCT were implemented and evaluated by community colleges and/or consortia of community colleges and included a variety of services such as career pathways and work-based learning; however, they are analyzed separately here given the integral nature of their capacity-building feature.

Research Syntheses: Findings Table (1)

Review short **Evidence Syntheses** about “what works”



Table 2. Summary of the evidence base

Intervention	1	2			3		4
	#	Education and skills gain			Earnings and wages		Employment
Linked learning communities	14	7 ^a	7 ^c		1 ^c	1 ^c	
Accelerated learning	14	10 ^a	1 ^c	3 ^d	n.a.		n.a.
Paid performance incentives	6	6 ^a			1 ^a	1 ^c	2 ^c
Transition programs and support services	4 ¹	3 ^a		1 ^b	n.a.		n.a.

Research Syntheses: Findings Table (2)

Review short **Evidence Syntheses** about “what works”



Summary of findings by outcome domain

Table 2. Summary of the evidence base

Intervention	1	2			3		4
	#	Education and skills gain			Earnings and wages		Employment
Linked learning communities	14	7 ^a	7 ^c		1 ^c		1 ^c
Accelerated learning	14	10 ^a	1 ^c	3 ^d	n.a.		n.a.
Paid performance incentives	6	6 ^a			1 ^a	1 ^c	2 ^c
Transition programs and support services	4 ¹	3 ^a		1 ^b	n.a.		n.a.

of studies with **Favorable** findings

of studies with **Mixed** findings

of studies with **Null** findings

of studies with **Unfavorable** findings

Research Syntheses: Findings Table (3)

Review short Evidence Syntheses about “what works”



Table 2. Summary of the evidence base

Intervention	1	2		3		4
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Linked learning communities	14	7 ^a	7 ^c		1 ^c	1 ^c
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Paid performance incentives	6	6 ^a			1 ^a 1 ^c	2 ^c
Transition programs and support services	4 ¹	3 ^a		1 ^b		n.a.

Many studies have found favorable outcomes

Research Syntheses: Findings Table (4)

Review short Evidence Syntheses about “what works”



Table 2. Summary of the evidence base

Intervention	1	2		3		4
	#	Education and skills gain		Earnings and wages		Employment
Linked learning communities	14	7 ^a	7 ^c	1 ^c	1 ^c	
Accelerated learning	14	10 ^a	1 ^c	3 ^d	n.a.	
Paid performance incentives	6	6 ^a		1 ^a	1 ^c	2 ^c
Transition programs and support services	4 ¹	3 ^a		1 ^b	n.a.	n.a.

Suppose you want to learn more about **accelerated learning**

Research Synthesis: Narrative

Review short Evidence Syntheses about “what works”

 Key takeaways from studies of Accelerated learning

Key takeaways

- ▶ **Many community college-based interventions improved education outcomes but few improved earnings or employment outcomes.** The studies found that participation in community college-based interventions increased rates of course enrollment, course completion, and credit accumulation. Community college-based interventions also increased the rates of degree, credential, or certificate completion as well as transfers to a four-year institution. A smaller percentage of studies found higher quarterly earnings, larger wage gains, or higher employment rates among program participants.
- ▶ **Paid performance incentives improved education outcomes and show promise to increase earnings.** All studies of paid performance incentives found increased academic persistence, credit accumulation, or degree/certificate completion, providing a small body of credible, quality evidence of promising interventions to improve education outcomes. One study of year-round Pell (YRP) funding also found higher earnings among YRP recipients three years later. More evidence is needed to draw stronger conclusions of the effectiveness on earnings.
- ▶ **Accelerated learning interventions increased the rates of course enrollment and completion as well as the rates of degree/certificate completion.** The studies focused on accelerated learning interventions designed for individuals in developmental learning courses who traditionally have lower rates of academic persistence and degree completion.

 Contextual detail: Populations served

Synthesis Supplement

Find individual studies' **profile summaries**

CLEAR
Clearinghouse for Labor Evaluation and Research

Search the Site

HOME TOPIC AREAS SEARCH FOR STUDIES NEW AND TRENDING RESEARCH ABOUT CLEAR RESEA

Community College Synthesis

View Synthesis Report

[ResearchSynthesis Community Colleges.pdf](#) (418.8 KB)

[ResearchSynthesisSupplement Community Colleges.pdf](#) (891.92 KB)

Review Process In Brief

This synthesis highlights key findings from studies identified

What do we know about the effectiveness of community college-based interventions?

Community colleges offer a variety of affordable programs that lead to educational attainment and further education and in some cases improved employment outcomes. Employment-focused community college programs, in particular, may provide students with industry-recognized certificates, credentials, and associate degrees that can lead to improved labor market outcomes.

Table 1. Types of community college-based interventions examined

Intervention	Description
--------------	-------------

Supplement: Lists reviewed studies by intervention

Synthesis Supplement (Continued)

Find individual studies' **profile summaries**

Supplement reference lists are organized by intervention type

Study information includes:



- Full citation
- Findings overview by outcome domain
- Causal evidence rating
- **Link to study profile**

B. Accelerated Learning

Overview: Accelerated learning programs include coursework or programs that are completed in a shorter amount of time. Evidence reviewed on accelerated learning included 14 studies with high or moderate causal evidence and 10 studies with low causal evidence. Results from the studies with low causal evidence were not included in the synthesis because the synthesis only included studies with high or moderate causal evidence ratings.

Included in the synthesis

Cho, S. W., Kopko, E., Jenkins, D., & Jaggars, S. S. (2012). *New evidence of success for community college remedial English students: Tracking the outcomes of students in the Accelerated Learning Program (ALP) (CCRC Working Paper No. 53)*. New York: Columbia University, Community College Research Center.

- Study 1: Accelerated Learning Program at the Community College of Baltimore County
 - Mixed impacts on education outcomes
 - Causal evidence rating: Moderate
 - Access profile here: <https://clear.dol.gov/study/new-evidence-success-community-college-remedial-english-students-tracking-outcomes-students>
 - Related reports:
 - Jaggars, S. S., Hodara, M., Cho, S. W., & Xu, D. (2015). Three accelerated developmental education programs: Features, student outcomes, and implications. *Community College Review*, 43(1), 3-26.
 - Jenkins, D., Speroni, C., Belfield, C., Jaggars, S., & Edgecombe, N. (2010). *A model for accelerating academic success of community college remedial English students: Is the Accelerated Learning Program (ALP) effective and affordable? (CCRC Working Paper No. 21)*. New York: Columbia University, Community College Research Center.

Edgecombe, N., Jaggars, S. S., Baker, E., & Bailey, T. (2013). *Acceleration through a holistic support model: An implementation and outcomes analysis of FastStart@CCD*. Community College Research Center Report. New York: Teachers College, Columbia University.

- Study 2: FastStart Program at the Community College of Denver

Study Search

Look through or across CLEAR's Evidence Reviews

The screenshot shows the CLEAR website interface. At the top, it says "UNITED STATES DEPARTMENT OF LABOR" and "CLEAR Clearinghouse for Labor Evaluation and Research". There is a search bar labeled "Search the Site". The navigation menu includes "HOME", "TOPIC AREAS", "SEARCH FOR STUDIES", "NEW AND TRENDING RESEARCH", "ABOUT CLEAR", and "RESEA". A red arrow points from the text "Search for studies page" to the "SEARCH FOR STUDIES" menu item. Below the navigation, there is a paragraph about CLEAR's mission. A featured study is highlighted with the title "Reemployment and Eligibility Assessment (REA) program cuts UI duration, increases employment and earnings". The study summary states: "The study found that Unemployment Insurance (UI) claimants who participated in REA received significantly fewer weeks of UI benefits, worked more quarters, and earned more, than claimants who did not participate in the program." To the right of the summary, there is a callout box with a briefcase icon and the text: "REA participants received UI for 1.3 fewer weeks and earned \$465 more over one year."

Search for studies page

Study Search Example (1)

Look through or across CLEAR's Evidence Reviews

Search by "accelerated learning"

- Filter by
- Education outcomes
 - High/Moderate causal evidence rating

Quick Help | Glossary | More About Tags

Search By

Contains all of these words
accelerated learning

Year of Publication

Between Start (yyyy)
And End (yyyy)

Search Reset

Refine By

OUTCOMES

- ▶ Earnings and wages (9)
- ✓ Education and skill gains
Found favorable education and skills gains impacts (8)
- ▶ Employment (8)

TARGET POPULATION

FIRM CHARACTERISTICS

GEOGRAPHIC SETTING

STUDY TYPE

Causal Impact Analysis (16)

EVIDENCE RATING

- ✓ High Causal Evidence
- ✓ Moderate Causal Evidence
- Low Causal Evidence (29)

Search By

Contains all of these words
accelerated learning

Study Search Example (2)

Look through or across CLEAR's Evidence Reviews

Search by "accelerated learning"

Filter by

- Education outcomes
- High/Moderate causal evidence rating



Quick Help | Glossary | More About Tags

Search By

Contains all of these words
accelerated learning

Year of Publication

Between Start (yyyy)

And End (yyyy)

Search Reset

Refine By

OUTCOMES

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TARGET POPULATION

FIRM CHARACTERISTICS

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STUDY TYPE

- ▶ Causal Impact Analysis (16)

EVIDENCE RATING

- ✓ High Causal Evidence
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Refine By

OUTCOMES

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EVIDENCE RATING

- ✓ High Causal Evidence
- ✓ Moderate Causal Evidence
- Low Causal Evidence (29)

Study Search Example (3)

Look through or across CLEAR's Evidence Reviews

“Export Results” generates spreadsheet with full list of results

The screenshot shows the 'Search for Studies' page on the CLEAR website. On the left is a search filter sidebar with sections for 'Search By', 'Year of Publication', 'Refine By', and 'EVIDENCE RATING'. The 'Search By' section has a dropdown set to 'Contains all of these words' with the text 'accelerated learning' entered. The 'Year of Publication' section has 'Start (yyyy)' and 'End (yyyy)' fields. The 'Refine By' section includes categories like 'OUTCOMES', 'TARGET POPULATION', 'FIRM CHARACTERISTICS', 'GEOGRAPHIC SETTING', 'STUDY TYPE', and 'EVIDENCE RATING'. The 'EVIDENCE RATING' section has 'High Causal Evidence' checked. A red arrow points from the text '“Export Results” generates spreadsheet with full list of results' to the 'EXPORT RESULTS' button in the main search area. The main search area has a search icon, the title 'Search for Studies', and a search button. Below the search bar is a text box with the search criteria 'accelerated learning'. There are also links for 'Education and skill gains', 'High Causal Evidence', and 'Moderate Causal Evidence'. The search results section shows 'Displaying 1 - 10 of 16 results' and a list of results, including a study titled 'Three accelerated developmental education programs: Features, student outcomes, and implications' by Jaggars, S. S., Hodara, M, Cho, S., & Xu, D. (2015).

Export Search Results

Look through or across CLEAR's Evidence Reviews

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	Title	Citation	Topic_area	Study_type	Study_evidence	Outcome	Findings	Intervention	Topics	Target_population	Firm_characteristics	Geography	Original_publication_year	Original_publication_url	Review	Protocol		
2	Oregon Cr	Watrus, B.	Communit	Study Typ	Causal Evi	Educatio	Summary	the Crede	Capacity b	Adult, Dislocated or		United Sta	2020	https://w	Community College Review Protocol			
3	Final evalu	Bragg, D.,	Communit	Study Typ	Causal Evi	Earnings	Summary	Salt Lake C	Capacity b	Adult		United Sta	2018	http://ww	Community College Review Protocol			
4	University	Hendricks	Communit	Study Typ	Causal Evi	Earnings	Summary	the Univer	Basic skills	Adult, Low-skilled		United Sta	2018		Community College Review Protocol			
5	Johnson C	York, V. (2	Communit	Study Typ	Causal Evi	Educatio	Summary	JCCCâ€™s	Capacity b	Adult, Dislocated or		United Sta	2018	https://w	Community College Review Protocol			
6	Get IT pro	Singer, S. (Communit	Study Typ	Causal Evi	Educatio	Summary	NHTIâ€™s	Capacity b	Adult		United Sta	2018	http://ww	Community College Review Protocol			
7	Trade Adj	The Great	Communit	Study Typ	Causal Evi	Educatio	Summary	the SCCDC	Capacity b	Adult, Dislocated or		United Sta	2018	https://w	Community College Review Protocol			
8	Final evalu	Pacific Res	Communit	Study Typ	Causal Evi	Earnings	Summary	Nevada Cc	Capacity b	Adult		United Sta	2018	https://w	Community College Review Protocol			
9	Northwest	Dockery, J	Communit	Study Typ	Causal Evi	Educatio	Summary	Industrial	Capacity b	Adult		United Sta	2018	https://w	Community College Review Protocol			
10	SUN PATH	Dauphine	Communit	Study Typ	Causal Evi	Earnings	Summary	the Skillâ€	Capacity b	Adult, Dislocated or		United Sta	2018	https://w	Community College Review Protocol			

Comma-delimited spreadsheet file

- Sortable and searchable
- With full citation and basic information from CLEAR's review

Study Search Example (4)

Look through or across CLEAR's Evidence Reviews

[Quick Help](#) | [Glossary](#) | [More About Tags](#)

Search for Studies

Search for Studies will search all study profiles and synthesis reports. Use *Search the Site* in the upper right to search for all site content such as the CLEAR review process. View [Help using this Search](#).

[\(-\) Education and skill gains](#)
[\(-\) High Causal Evidence](#)
[\(-\) Moderate Causal Evidence](#)

EXPORT RESULTS

Displaying 1 - 10 of 16 results

[Three accelerated developmental education programs: Features, student outcomes, and implications](#)

Jaggars, S. S., Hodara, M, Cho, S., & Xu, D. (2015). Three accelerated developmental education programs: Features, student outcomes, and implications. *Community College Review* 43(1), 3-26. doi: 10.1177/0091552114551752

Topic Area: Community College
Study Type: Causal Impact Analysis
Causal Evidence Rating: Moderate Causal Evidence

Outcome Effectiveness:
+ Education and skills gains


Tags: Community college education and other classroom training

Click link to go to study profile



Study Profile (1)

Find individual studies' profile summaries

Three accelerated developmental education programs: Features, student outcomes, and implications (Jaggars et al. 2015)

 Summary characterization of effects found

 Evidence rating


 Link to full text of study (if available)

Findings

- + Education and skills gains

Evidence Rating

- Moderate Causal Evidence

Find More

- [Community College](#)

Review Protocol

- [Community College Review Protocol](#)

Review Guidelines

- [Causal Evidence Guidelines, Version 2.1](#)

Absence of conflict of interest.

Citation

Jaggars, S. S., Hodara, M, Cho, S., & Xu, D. (2015). Three accelerated developmental education programs: Features, student outcomes, and implications. *Community College Review* 43(1), 3-26. doi: 10.1177/0091552114551752

[Find Original Publication](#)

Highlights

- The study's objective was to examine the impact of three accelerated developmental education programs on gatekeeper (entry-level) course completion and college-level credit accumulation. **This summary focuses on the accelerated developmental reading/writing program at Chabot College in California.**
- This nonexperimental study used regression analysis and propensity score matching to compare the outcomes of students who participated in the accelerated reading/writing program to those who did not. The study reported outcomes one year and three years after students first enrolled in the course.
- The study found that students who participated in the accelerated program had significantly higher course completion rates, course enrollment rates, and credit accumulation than comparison students one year and three years after enrollment.
- The quality of causal evidence presented in this study is moderate because it was based on a well-implemented nonexperimental design. This means we are somewhat confident that the estimated effects are attributable to the accelerated reading/writing program, but other factors might also have contributed.

Study Profile (2)

Find individual studies' **profile summaries**



Details of what the intervention consisted of



Details of study design, including

- Populations studied
- Differences in services available to treatment & comparison groups



Intervention Examined

Accelerated Developmental Education

Features of the Intervention

In the 1990s, Chabot College, a community college located in Hayward, CA, started an option for an accelerated version of their two developmental reading and writing English courses. The accelerated version took what would normally be eight credits over two semesters and offered a version that was four credits in one semester, covering the same material. The coursework and style of the course did not change; the accelerated version was just faster paced and reduced time for practice and review. Staff thought the accelerated version was more reflective of the actual workload for a college level course. Initially, the accelerated courses were part of a learning community but in the later cohorts there were no additional supports offered to students in the accelerated course.

Features of the Study

The study used regression analysis and propensity score matching to estimate the impact of the accelerated reading/writing program on gatekeeper course completion and college-level credit accumulation for students entering the college between the Summer of 1999 and the Fall of 2010. The college provided anonymous individual-level data for the analyses. Students were designated as program participants or comparison group based on which style of course they attempted first. Based on course transcript data, students who enrolled in the accelerated developmental English course were the treatment group and students who enrolled in the non-accelerated developmental English course were the comparison group. The authors calculated one-year outcomes using students who enrolled from Summer 1999-Fall 2009 (treatment = 3,853; comparison = 4,757) and three-year outcomes for those who enrolled from Summer 1999-Fall 2007 (treatment = 2,644; comparison = 3,732). The authors used statistical models with controls for baseline characteristics to examine differences between the groups, both one year and three years after enrollment.

Study Profile (3)

Find individual studies' **profile summaries**



Details of findings



Findings

Education and skills gain

- The study found that students in the accelerated program were significantly more likely to complete a gatekeeper English course than the comparison group (24% more likely after one year and 17% more likely over three years).
- The study found that students in the accelerated program were significantly more likely to enroll in a gatekeeper English course than the comparison group (29% more likely after one year and 21% more likely over three years). There was no significant difference in the pass rates once enrolled.
- When compared to students in the comparison group, the study found that participation in the accelerated program significantly increased credit accumulation with accelerated students earning 3.41 more college-level credits after one year and 4.23 more after three years.



Caveats relevant to interpreting causal findings



Considerations for Interpreting the Findings

Although the authors used a well-implemented nonexperimental design, treatment group participants self-selected into the accelerated developmental course. Students who self-selected into the course could differ in observable and unobservable ways, affecting the observed outcomes.

Causal Evidence Rating

The quality of causal evidence presented in this study is moderate because it was based on a well-implemented nonexperimental design. This means we are somewhat confident that the estimated effects are attributable to the accelerated reading/writing program, but other factors might also have contributed.

Takeaways for Teri

- **Found evidence for:** Multiple possibly promising strategies, including
 - Linked learning communities
 - Paid performance incentives
 - **Accelerated learning**
- **Each intervention:**
 - 💡 Has evidence of favorable impacts on student persistence and completion
 - 🏆 HIGH Has findings from credible studies (high/moderate rated)
 - 🧩 Was carried out with relevant student populations



Next Steps for Teri

Further steps to take:

1. Review individual studies and publicly available resources
2. Gather more information on designing and implementing the intervention
3. Read full article from CLEAR profile page
4. Discuss pros and cons with colleagues





Panel

Megan Lizik, *U.S. DOL Chief Evaluation Office*

Ben Holquist, *Texas Workforce Commission*

Lisa Salazar, *Los Angeles Youth Development Department*

Chief Evaluation Office
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Additional Resources

Additional CLEAR resources

- Find out more about [CLEAR](#)
 - See our list of [Policies and Procedures](#)
 - See our [FAQ](#)
 - See our [Study Review Guide for Casual Reviews](#)
 - See our [How CLEAR conducts rapid evidence reviews on trending research](#)
 - See our [CLEAR Topic Tagging Protocol](#)
 - See our [Causal Evidence Guidelines](#)
- **Save the date!**
 - December 13: [Using CLEAR to find strategies that address equity](#)
 - View all event recordings on the CEO events page and CLEAR
- Have a question? [Contact CLEAR!](#)
- Want to hear more from CEO?
 - Join us for future [CEO events](#)
 - [Sign up for CEO's newsletter](#), **Building the Evidence Base**, to stay up to date on our latest research.

Thank you for joining us!

Today, session attendees:

- Learned how to navigate CLEAR to find key information on research and evaluation evidence
- Heard multiple examples of how evidence in CLEAR is or could be used to support policy or program-related decision-making
- Know where to look next to learn more



LINKS

CEO's webpage: dol.gov/agencies/oasp/evaluation/about

CLEAR project summary on CEO's current studies webpage: dol.gov/agencies/oasp/evaluation/currentstudies/

CLEAR: clear.dol.gov

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Discussion and Questions

Thank you!

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Contact us:

DOL CEO: ChiefEvaluationOffice@dol.gov

CLEAR: <https://clear.dol.gov/about/contact-us>

