



CLEAR: Using Evidence for Better Decision-Making

Lauren Damme, *U.S. DOL Chief Evaluation Office*

October 28, 2022

Today's Plan

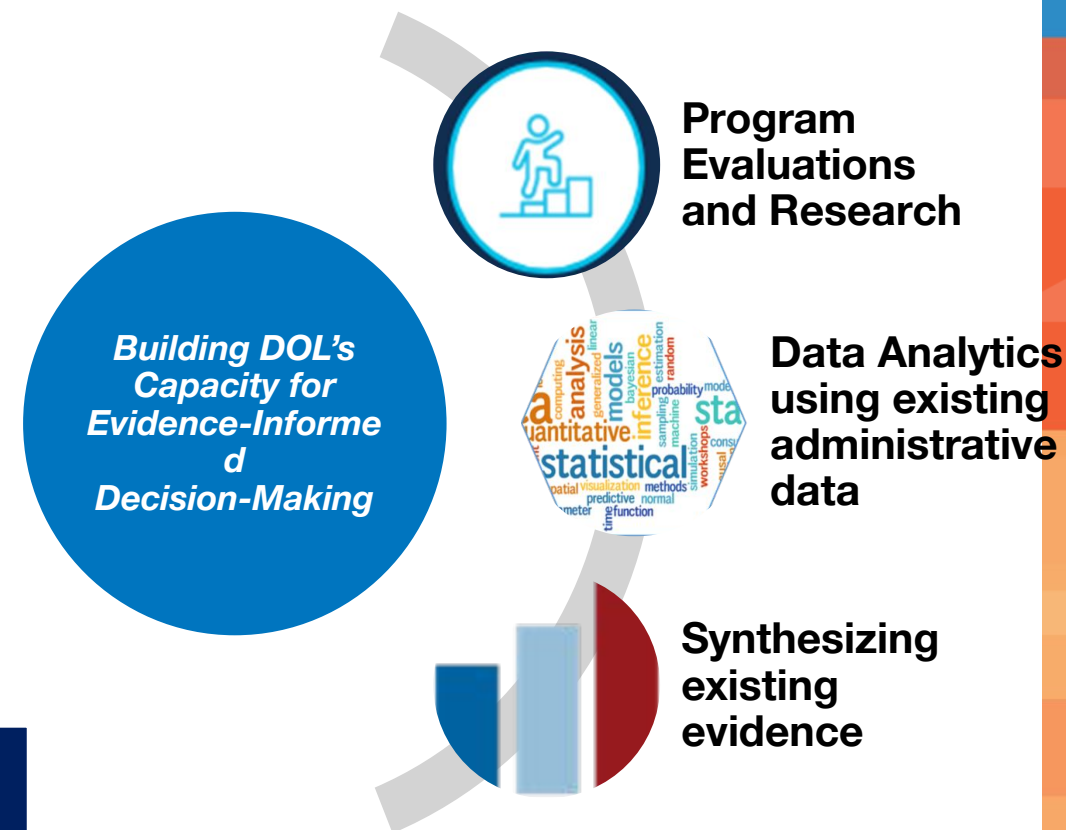
- Brief introductions
- CLEAR overview
 - What is CLEAR?
 - When to use CLEAR
 - What's currently in CLEAR
- Peer sharing
- Demonstration and Breakout
- Questions and Discussion

Introductions

- Lauren Damme
Deputy Director
U.S. Department of Labor, Chief
Evaluation Office (CEO)
- Ben Holquist
Manager of Strategic Workforce
Initiatives and Federal Grants
Texas Workforce Commission
- Andrew Clarkwest
CLEAR Contractor Project Director
Abt Associates
- Eliza Kean
CLEAR Contractor Task Lead
Abt Associates

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



Want to learn more? Visit:

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

Overview of CLEAR

Find CLEAR at:
<https://clear.dol.gov/>



About CLEAR

- CLEAR's mission: 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
- CLEAR does this by conducting systematic **evidence reviews** of research and evaluation reports
 - Example guiding question: *What is the impact of services to justice-involved populations on their employment outcomes?*




CLEAR Summarizes Studies in Different Ways

- All studies in CLEAR’s searchable database have:
 - Profiles with summaries of study design and findings
 - Links to original publications
- Icons signal the strength of the methods used in causal studies, and the effectiveness of outcomes
- Syntheses provide an overall look at the state of the evidence



Example: Reemployment Services and Eligibility Assessments (RESEA)
What do we know about what works in reemployment? Check out CLEAR’s reemployment synthesis.



CLEAR
Clearinghouse for
Labor Evaluation
and Research

Research Synthesis

NOVEMBER 2018

What do we know about the effectiveness of reemployment initiatives?

Losing a job can be devastating for individuals, their families, and their communities. Federal and state governments have helped by providing temporary financial support through the unemployment insurance (UI) program and by providing reemployment interventions for UI claimants (Table 1). Studies of these reemployment interventions examine the extent to which they help people return to work quickly, draw lower UI benefits, and improve their employment and earnings.

This synthesis highlights key findings from studies identified through a CLEAR systematic evidence review that examined the impacts of reemployment interventions on employment, earnings, or receipt of UI benefits.¹ CLEAR found 43 reports of such studies published from 1978 to August 2018.² These reports included 50 distinct studies that received a high or moderate causal evidence rating in CLEAR.³ This means that we have a good degree of confidence that the studied interventions caused the measured impacts on individuals’ employment, earnings, or UI benefit receipt outcomes.⁴

Key takeaways

► **The majority of reemployment interventions reduced weeks of benefit receipt and amount of benefits paid.** All but one of the interventions (less stringent contact requirements) succeeded in their core goal of reducing the receipt of UI benefits without compromising the employment and earnings of UI claimants.

► **The reemployment interventions had varying degrees of effectiveness.** Although the interventions varied a great deal in what they offered, all had at least one study that found effectiveness. No intervention was consistently effective across all outcomes and all studies.

Table 1. Key features of reemployment interventions examined

Intervention	Key features
Reemployment and Eligibility Assessment (REA) program	UI claimants selected to participate in REA receive up to three mandatory in-person sessions in which workforce staff assess their eligibility for UI benefits, provide an orientation to the American Job Center and its services, share labor market information, develop a reemployment plan, and make referrals to additional services. Failure to attend these REA sessions can affect continuance of benefits. In 2015, the Reemployment Services and Eligibility Assessment program replaced REA, supplementing REA program services by providing direct reemployment services.
Job search assistance (JSA)	UI claimants receive assistance and training in job search techniques, including, for example, job search

MG_5330 (1).jpg ^

IMG_5330.jpg ^

IMG_5329.jpg ^

Ways to Use CLEAR?

- **Search CLEAR's database of 1200+ studies**
 - *How much research is out there? How can I find studies on specific populations or outcomes of interest?*
- **Review 25+ evidence reviews (e.g., reemployment, community colleges, etc.)**
 - *What does the evidence base look like in a particular area? How can I find specific studies of interventions I'm interested in?*

Tips to find the study you want...

- Export results into Excel
- Examine individual study profiles for short summaries of interventions studied, results, and methods
- Link to original publications to read more

Search for studies & filter to refine your results

Quick Help | Glossary | More About Tags

Search By

Contains all of these words

Enter keywords

Year of Publication

Between Start (yyyy)

And End (yyyy)

Search Reset

Refine By

OUTCOMES

TARGET POPULATION

FIRM CHARACTERISTICS

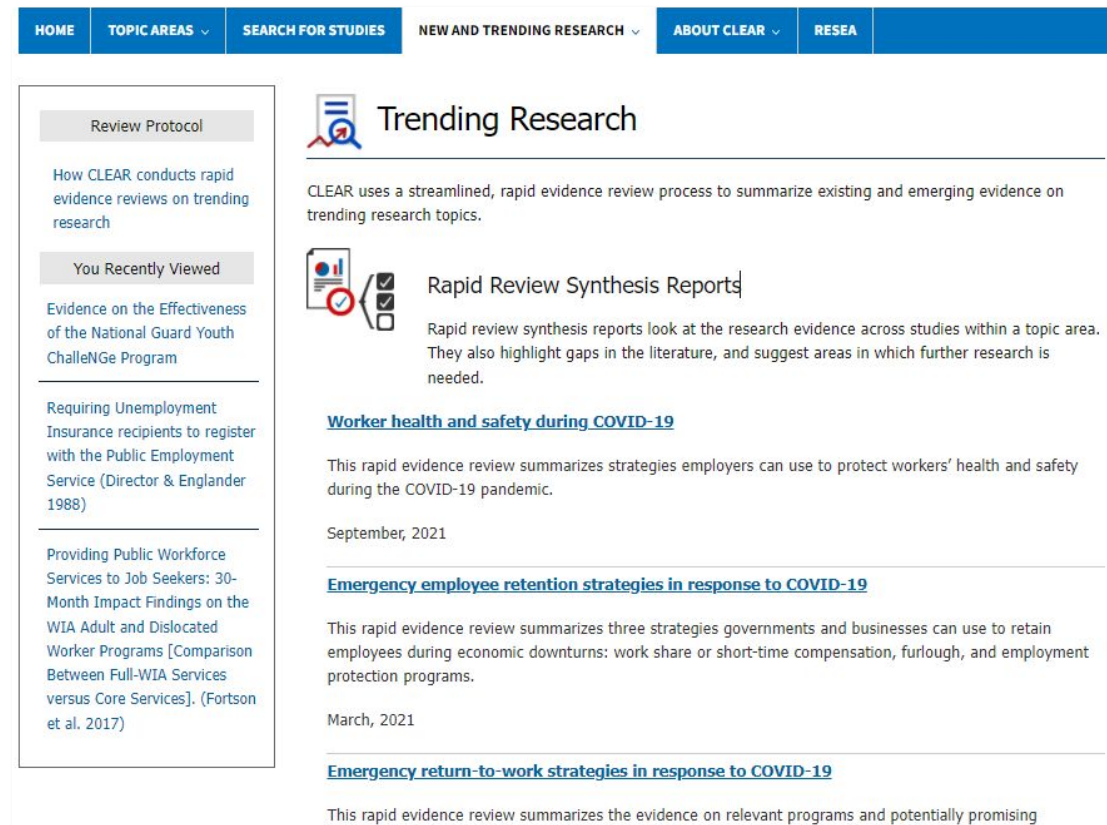
GEOGRAPHIC SETTING

STUDY TYPE

EVIDENCE RATING

Ways to Use CLEAR? (con't)

- **Review syntheses for short, high-level summaries of the state of the evidence**
 - *What do we know so far about “what works”? Where do we need to build evidence?*
 - See: topic area syntheses and rapid evidence review syntheses
- **Support the development of higher quality studies**
 - See: evidence guidelines
- **Communicate with us!** *Have a specific question?*



The screenshot shows the CLEAR website interface. At the top is a navigation bar with links: HOME, TOPIC AREAS (dropdown), SEARCH FOR STUDIES, NEW AND TRENDING RESEARCH (dropdown), ABOUT CLEAR (dropdown), and RESEA. The main content area is titled 'Trending Research' and includes a sub-header 'CLEAR uses a streamlined, rapid evidence review process to summarize existing and emerging evidence on trending research topics.' Below this, there are three sections: 'Rapid Review Synthesis Reports' (with a sub-header 'Rapid review synthesis reports look at the research evidence across studies within a topic area. They also highlight gaps in the literature, and suggest areas in which further research is needed.'), 'Worker health and safety during COVID-19' (with a sub-header 'This rapid evidence review summarizes strategies employers can use to protect workers' health and safety during the COVID-19 pandemic.' and a date 'September, 2021'), and 'Emergency employee retention strategies in response to COVID-19' (with a sub-header 'This rapid evidence review summarizes three strategies governments and businesses can use to retain employees during economic downturns: work share or short-time compensation, furlough, and employment protection programs.' and a date 'March, 2021'). A fourth section, 'Emergency return-to-work strategies in response to COVID-19', is partially visible at the bottom.

Example: [Rapid Evidence Review of Remote Service Delivery](#)

Explore More!

- 25+ evidence reviews, including*:
 - By population (e.g., *Low-income adults, Veterans, Older workers*)
 - By outcome (e.g., *Literacy, Reemployment, Equitable Post-COVID Recovery*)
 - By intervention type (e.g., *Apprenticeship & Work-based Training, Remote Postsecondary Education, Remote Service Delivery Strategies*)
 - By date ([tagged](#) in the searchable database)
- Searchable database*
 - Reviews by topic area*
 - Rapid Evidence Review Syntheses*
- Evidence guidelines*
 - Causal evidence guidelines
 - Quantitative descriptive guidelines
 - Implementation study guidelines
- RESEA causal evidence ratings*
- Growing body of evidence syntheses*
- Learn how CLEAR conducts evidence reviews*
 - Policies and Procedures
 - Frequently Asked Questions
- Contact CLEAR with your questions!

* Informed by expert peer review



Peer Sharing Q&A Session

Lauren Damme, *U.S. DOL Chief Evaluation Office*

Ben Holquist, *Texas Workforce Commission*

How are you using CLEAR?



What is your impression of how grantees are reacting to your use of CLEAR and new standards, so far?

Where would you like to go from here?





Demonstration: Accessing Information in CLEAR to Support Evidence-Informed Decision Making

Andrew Clarkwest, *Abt Associates*

Goals of This Session

In this part of the session, attendees will:

- Learn how to find relevant research on CLEAR
- Understand where key pieces of information in CLEAR that are relevant to using evidence for decision making can be found
- Have a chance to use CLEAR and ask questions of CLEAR staff



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/

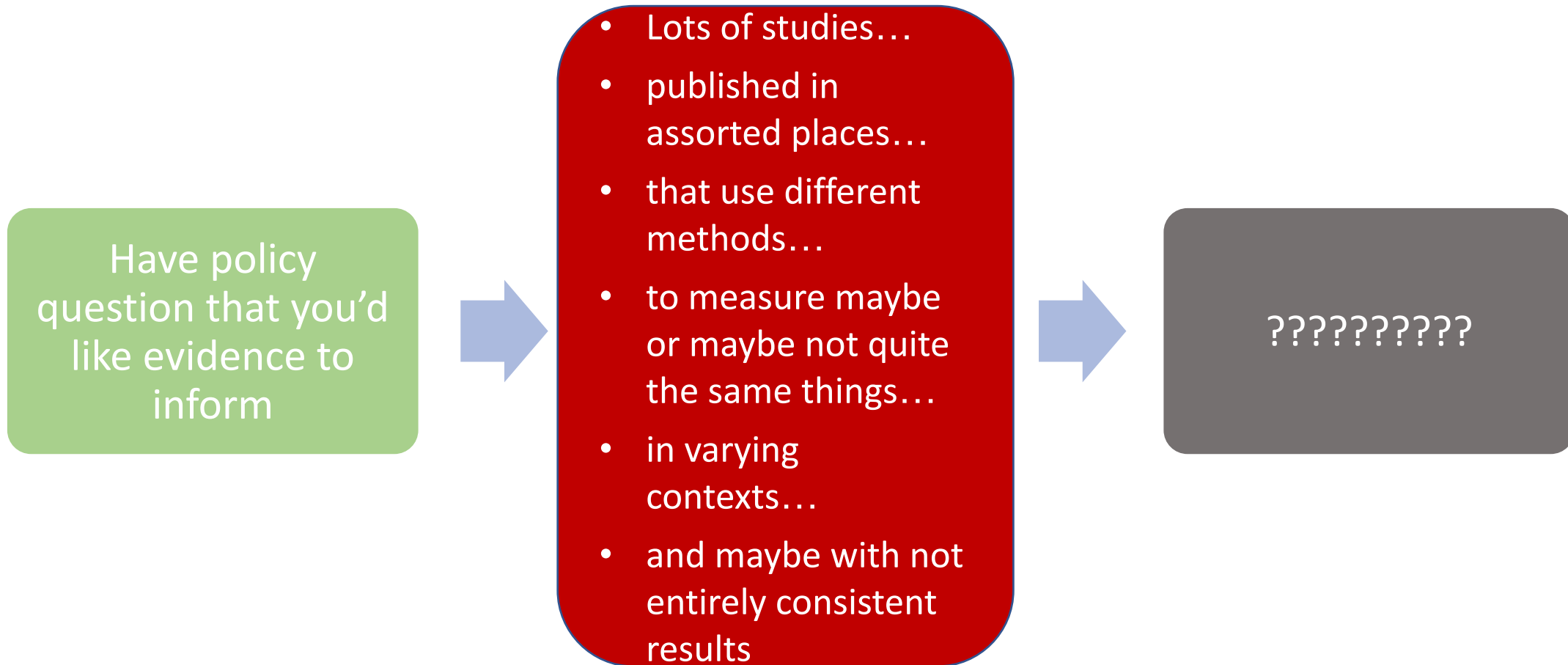
CLEAR: clear.dol.gov



Evidence-Informed Policy in Theory



Evidence-Informed Policy in Practice



Key Evidence-Related Qs for Decision Making



Substance: What have studies on a 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



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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** 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

Where Information Is Found

 UNITED STATES DEPARTMENT OF LABOR

 **CLEAR**
Clearinghouse for Labor Evaluation and Research




[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.



CLEAR navigation tabs

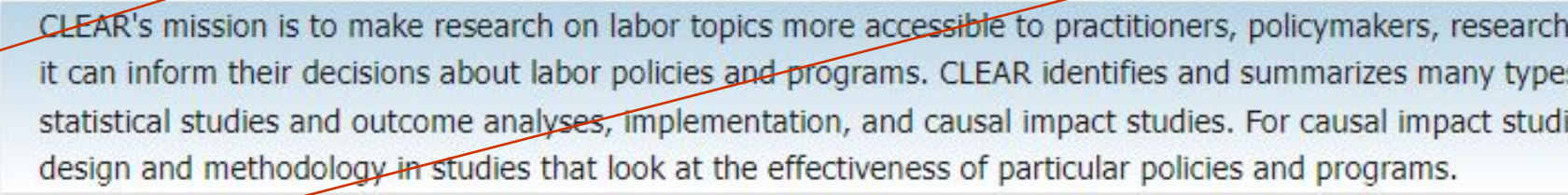
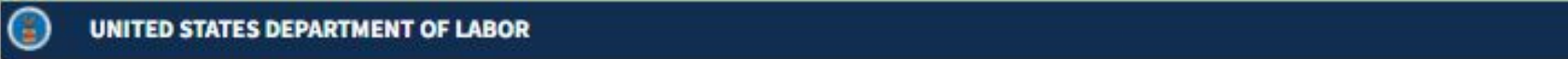
Drop-down of evidence reviews by topic area

Search for studies page

Documentation on CLEAR's standards for reviewing & rating evidence



Where Information Is Found



CLEAR navigation tabs

Drop-down of evidence reviews by topic area

Search for studies page

Documentation on CLEAR's standards for reviewing & rating evidence



Example: Strategies to Increase Training Persistence

- **User:** Community college administrator
- **Challenge:** How to improve low training program persistence and completion
- **Example:** Use CLEAR to identify research-based insights on interventions to improve program persistence and completion

“Search for Studies” Function

Look through or across CLEAR’s
Evidence Reviews



Search for
studies page

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“Search for Studies” Function

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 effectiveness differed by child characteristics
- Unconditional cash transfers (UCT) reduced
- 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 pl term earnings, with impacts on long-term ea
- Interventions designed to improve the devel

Search By

Contains all of these words

Enter keywords

Year of Publication

Between Start (yyyy)

And End (yyyy)

Search **Reset**

Refine By

OUTCOMES

TARGET POPULATION

FIRM CHARACTERISTICS

GEOGRAPHIC SETTING

STUDY TYPE

Causal Impact Analysis (1101)

Descriptive Analysis (118)

Implementation Analysis (54)

EVIDENCE RATING

High Causal Evidence (367)

Moderate Causal Evidence (177)

Low Causal Evidence (565)

“Search for Studies” Function

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 By

Contains all of these words

training completion

Year of Publication

Between Start (yyyy)

And End (yyyy)

Search Reset

Refine By

OUTCOMES

TARGET POPULATION

FIRM CHARACTERISTICS

GEOGRAPHIC SETTING



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:

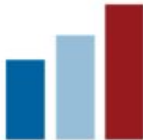
- Many community college-based interventions improved education outcomes but few improved earnings or employment outcomes.
- Paid performance incentives improved education outcomes and show promise to increase earnings.
- Accelerated learning interventions increased the rates of course enrollment and 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


Look through or across CLEAR's Evidence Reviews

Research Synthesis:
Summarizes findings

Supplement: Lists
reviewed studies by
intervention



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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
--------------	-------------

Research Syntheses

Look through or across CLEAR's
Evidence Reviews

Community College Synthesis

Research Synthesis:
Summarizes findings

Supplement: Lists
reviewed studies by
intervention

View Synthesis Report

[ResearchSynthesis_Community
Colleges.pdf](#) (418.8 KB)

[ResearchSynthesisSupplement
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(891.92 KB)

**What do
based int**

Community col
education and
programs, in p
associate degre

Research Syntheses

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

Research
Synthesis
report (PDF)



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”

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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

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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

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

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



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Transition programs and support services	4 ¹	3 ^a		1 ^b	n.a.	n.a.

Many studies have found
favorable outcomes

Research Syntheses: Findings Table

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



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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

Research Synthesis:
Summarizes findings

Supplement: Lists
reviewed studies by
intervention



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

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Intervention	Description
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Synthesis Supplement

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 full 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



Search for
studies page

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Study Search Example

Search by “accelerated learning”



[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

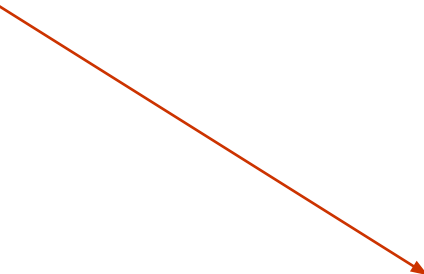
✓ High Causal Evidence

✓ Moderate Causal Evidence

Low Causal Evidence (29)

Filter by

- Education outcomes
- High/Moderate causal evidence rating



Look through or across CLEAR’s Evidence Reviews

Study Search Example

Look through or across CLEAR's Evidence Reviews

“Export Results” generates spreadsheet with full list of results

[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 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

[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

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 Type	Causal Evi	Educatio	Summary	the Crede	Capacity b	Adult, Dislocated or c		United Sta	2020	https://www.communitycollegeclear.org/review-protocol	Community College Review Protocol			
3	Final evalu	Bragg, D.,	Communit	Study Type	Causal Evi	Earnings	Summary	Salt Lake C	Capacity b	Adult		United Sta	2018	http://www.communitycollegeclear.org/review-protocol	Community College Review Protocol			
4	University	Hendricks	Communit	Study Type	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 Type	Causal Evi	Educatio	Summary	JCCCâ€™s	Capacity b	Adult, Dislocated or c		United Sta	2018	https://www.communitycollegeclear.org/review-protocol	Community College Review Protocol			
6	Get IT pro	Singer, S. (Communit	Study Type	Causal Evi	Educatio	Summary	NHTIâ€™s	Capacity b	Adult		United Sta	2018	http://www.communitycollegeclear.org/review-protocol	Community College Review Protocol			
7	Trade Adj	The Great	Communit	Study Type	Causal Evi	Educatio	Summary	the SCCDC	Capacity b	Adult, Dislocated or c		United Sta	2018	https://www.communitycollegeclear.org/review-protocol	Community College Review Protocol			
8	Final evalu	Pacific Res	Communit	Study Type	Causal Evi	Earnings	Summary	Nevada Cc	Capacity b	Adult		United Sta	2018	https://www.communitycollegeclear.org/review-protocol	Community College Review Protocol			
9	Northwest	Dockery, J	Communit	Study Type	Causal Evi	Educatio	Summary	Industrial	Capacity b	Adult		United Sta	2018	https://www.communitycollegeclear.org/review-protocol	Community College Review Protocol			
10	SUN PATH	Dauphine	Communit	Study Type	Causal Evi	Earnings	Summary	the Skillâ€	Capacity b	Adult, Dislocated or c		United Sta	2018	https://www.communitycollegeclear.org/review-protocol	Community College Review Protocol			

Comma-delimited spreadsheet file

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

Study Search Example

Look through or across CLEAR's Evidence Reviews

Click link to go to study profile

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

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U.S. DEPARTMENT OF LABOR

CLEAR
Clearinghouse for Labor Evaluation and Research

Study Profile

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

Find individual studies' **profile summaries**



Details of what the intervention consisted of

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.



Details of study design, including

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

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

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.




Rapid Reviews

Look through or across CLEAR's
Evidence Reviews

“Trending
Research”, to
get to Rapid
Evidence
Reviews

 UNITED STATES DEPARTMENT OF LABOR



CLEAR

Clearinghouse for Labor Evaluation and Research

HOME

TOPIC AREAS ▾

SEARCH FOR STUDIES

NEW AND TRENDING RESEARCH ^

ABOUT CLEAR ▾

CLEAR's mission is to make research on labor topics it can inform their decisions about labor policies and statistical studies and outcome analyses, implement design and methodology in studies that look at the

New Health and Safety Rapid Review Report

NEW AND TRENDING RESEARCH

TRENDING RESEARCH

NEW REVIEWS

FLASH REVIEWS

SYSTEMATIC ANNUAL SEARCH AND REVIEW

policymakers, research summarizes many types For causal impact studie and programs.

What strateg help reduce

Rapid Evidence Reviews

Look through or across CLEAR's
Evidence Reviews



Trending Research

CLEAR uses a streamlined, rapid evidence review process to summarize existing and emerging evidence on trending research topics.



Rapid Review Synthesis Reports

Rapid review synthesis reports look at the research evidence across studies within a topic area. They also highlight gaps in the literature, and suggest areas in which further research is needed.

Evidence syntheses on topics including

- Equitable recovery
- Remote postsecondary education
- Worker health and safety during COVID-19
- Remote service delivery strategies
- And more...

Equitable Recovery

The rapid evidence review summarizes strategies governments and businesses can use to support a more equitable labor market recovery: education and training interventions, employment supports and other supportive services, supports for small businesses, and place-based interventions. It also includes ways to measure equitable recovery that have been or could be used to assess recovery among women, BIPOC, and other marginalized groups.

June, 2022

Remote Postsecondary Education

Breakout

Explore CLEAR on your own!



Questions and Discussion

Stay in touch!

- Contact CLEAR

- How are you using CLEAR?
- Do you have studies you hope we include in our future evidence reviews?
- Do you have other questions?

- Sign up for CEO's newsletter to stay up to date on our latest research

- **Save the date!** Join us for future CEO events:

- Nov 16: How to use CLEAR for decision-making
- Dec 13: Using CLEAR to find strategies that address equity



Thank you!

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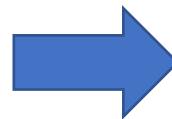
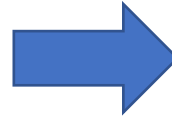


Appendix



More about CLEAR's causal evidence ratings

- Study causal evidence ratings
 - Assigned only to impact studies
 - Pertain to the *study* (not the intervention studied)
 - Describe the strength of the methods used and how well the study was carried out
- RESEA intervention causal evidence ratings
 - Apply only to the RESEA topic area
 - Indicate how much good-quality evidence is available showing that an *intervention* is effective
 - Can change as more evidence is available



- CLEAR has 3 study causal evidence ratings:

- High causal evidence
- Moderate causal evidence
- Low causal evidence



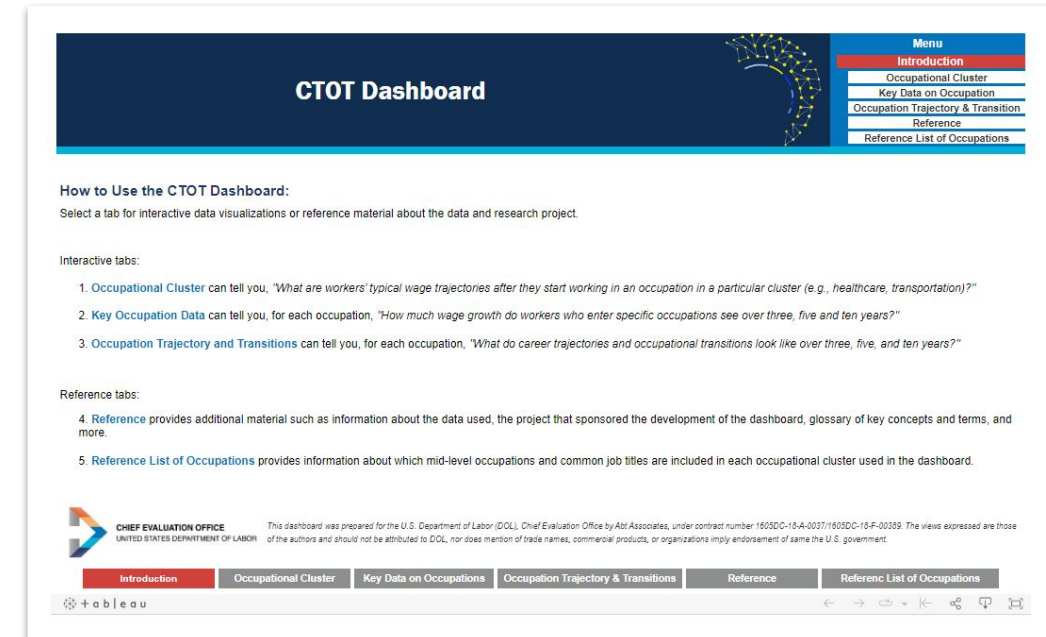
- CLEAR has 4 RESEA intervention causal evidence ratings:

- High
- Moderate
- Potentially promising
- No rating



Additional Resources

- Find out more about CLEAR:
 - Policies and Procedures
 - FAQ
 - See how CLEAR conducts rapid evidence reviews on trending research
 - See how we organize research via our CLEAR Topic Tagging Protocol
 - See the standards for how we rate causal studies Causal Evidence Guidelines
- Other tools you can use:
 - Check out our Career Pathways Evidence Coffee Break Video Series for actionable takeaways from this new research



- Explore the Career Trajectories and Occupational Transitions Dashboard
 - See our past webinar on how to use it
- Check out DOL's Behavioral Interventions Program's Practitioner's Playbook, Quick Steps to Improve Programs, or Communications Checklist
- DOL's Evaluation Policy outlines the 5 key principles that govern DOL's evaluation program: rigor, relevance, transparency, independence, and ethics

Other Ways to Engaged with CEO

- See our list of current studies
- See our completed reports
- Check out DOL's Evidence Hub to learn more about how we implement the Foundations for Evidence-Based Policymaking Act of 2018
- Access public use data
- Find out more about DOL's Behavioral Intervention's Program
- Find out more about DOL's academic engagement