Back to Work 50+: Women's Economic Stability Initiative

Final Implementation Evaluation Report

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The Social Innovation Fund (SIF) was a program that received funding from 2010 to 2016 from the Corporation for National and Community Service, a federal agency that engages millions of Americans in service through its AmeriCorps, Senior Corps, and Volunteer Generation Fund programs, and leads the nation's volunteer and service efforts. Using public and private resources to find and grow community-based nonprofits with evidence of results, SIF intermediaries received funding to award subgrants that focus on overcoming challenges in economic opportunity, healthy futures, and youth development. Although CNCS made its last SIF intermediary awards in fiscal year 2016, SIF intermediaries will continue to administer their subgrant programs until their federal funding is exhausted.

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Executive Summary

In 2014, the Corporation for National and Community Service (CNCS) selected AARP Foundation to receive a three-year grant under the Social Innovation Fund (SIF) to operate and evaluate the Back to Work 50+: Women's Economic Stability Initiative (BTW50+: WESI) in multiple locations between 2015 and 2018. Using this funding, AARP Foundation sought to build the capacity of local education and training institutions to address the needs of older women workers between 50 and 64 years of age with incomes between 130 percent and 200 percent of poverty level. They sought to do so by helping them prepare for employment in high-growth sectors in their local economies.

AARP Foundation awarded Social Policy Research Associates (SPR) a contract to evaluate the overall effectiveness of the BTW50+: WESI program and to identify lessons from its implementation that might inform future programming. The evaluation includes an implementation study, an outcomes study, and an impact study. This report presents final findings from the implementation study as well as preliminary findings from the outcomes study. Data collection activities that informed the report include three rounds of site visits to each BTW50+: WESI subgrantee and additional remote data collection with program managers after the final site visit; analysis of records on demographics and program services from the Foundation Impact System (FIS) database; and follow-up telephone surveys with BTW50+: WESI participants three, six and 12 months after program enrollment.

What Is BTW50+: WESI?

BTW50+: WESI built on the prior experiences of 20 AARP Foundation partners in the Back to Work 50+ Classic program, which also supported local education and training institutions to meet the needs of low-income workers between 50 and 64 years of age. The BTW50+: WESI program model differed in some important ways from the previous BTW50+ Classic program, however. It included an increased focus on recruiting and serving women, with priority given to unemployed and underemployed women with at least a high school diploma and some prior work experience. In addition, program funding provided to subgrantees under the BTW50+: WESI subgrants was substantially greater than previous grants under BTW50+ Classic, thus allowing participating subgrantees to increase the number of program staff members and build capacity to serve larger numbers of participants.

The six subgrantees included in the implementation study were:

- Austin Community College (ACC), Austin, Texas;
- Eastern Florida State College (EFSC), Cocoa, Florida, which transferred subgrantee responsibilities to Career Source Brevard, the local workforce development agency, during the final 12 months of the grant;
- Jefferson State Community College (JSCC), Birmingham, Alabama;

- Miami Dade College (MDC), Miami, Florida;
- Santa Fe College (SF-FL), Gainesville, Florida; and
- Santa Fe Community College (SFCC-NM), Santa Fe, New Mexico.

In developing their BTW50+: WESI programs, each subgrantee was required to develop partnerships with local American Job Centers and employers, recruit and train staff, and implement marketing and outreach strategies. Furthermore, they were required to conduct group information sessions for prospective participants and elicit applications for participation, design and launch a sequence of core services, offer appropriate training options for individuals interested in participating in occupational skills training, support them during the transition to training or employment, and track services and outcomes.

For individual participants—referred to as job candidates—the most essential features of BTW50+: WESI included the delivery of six key program elements during a "core services" period: career coaching, computer skills training, financial capability building, job search skills, employer engagement, and connection to training. Job candidates moved through BTW50+: WESI core services in cohorts, referred to as waves. The duration of core services ranged from four days to three weeks. Following completion of core services, some job candidates enrolled in short-term occupational skills training, while others sought immediate employment in their chosen occupational fields. Intended impacts included increased post-program employment and increased post-program average earnings relative to a matched comparison group.

What Does the BTW50+: WESI Evaluation Entail?

AARP Foundation engaged SPR to design and implement a unified subgrantee evaluation across all of the participating community colleges. The evaluation comprises three components:

- The **implementation study** is designed to describe and assess the program's fidelity to the prescribed model, implementation challenges, and best practices. Data collection for the implementation study occurred during three annual site visits to each participating college and through additional remote data collection—telephone interviews and a video focus group with program managers—conducted just prior to the close of the implementation study period.
- The **outcomes study** is designed to measure service intensity and participant outcomes using two data sources: the program's electronic client profile and FIS database and telephone surveys of job candidates at three months, six months and 12 months after program enrollment. Specific self-reported outcome measures include post-program employment rate, changes in financial capability, computer use attitudes, and quality of life. For job candidates who enrolled in training, it also includes completion of training.
- The **impact study**, whose findings will be reported in the evaluation's final impact report, will use propensity score matching to create a quasi-experimental comparison group using administrative data from Workforce Innovation and Opportunity Act (WIOA)

program data maintained at the state level.[1] The members of the matched comparison group will have access to standard job search support services available through the public workforce system's American Job Centers.[2] Using data obtained from state Unemployment Insurance quarterly earnings records, comparison group members will be compared with BTW50+: WESI job candidates on three key measures: post-program employment rate, post-program average earnings, and, for training participants, completion of training. Overall, the expected sample size for the impact study is approximately 2,200, which includes 1,100 BTW50+: WESI job candidates and 1,100 individuals in the matched comparison group.

What Questions Does the Report Answer?

One of the important functions of the implementation study is to document the key features of the program model being tested in the impact study. This will allow the evaluation team to interpret and identify lessons from the impact study findings. To understand program implementation, the report addresses research questions on implementation experiences and features, implementation variations, and job candidate characteristics and perspectives:

Implementation Experiences and Features

- How do subgrantees develop local partnerships that allow the project to leverage community resources to connect candidates with supportive services and job opportunities?
- What skills and experience do BTW50+: WESI staff members need to be effective in serving older workers?
- What challenges have the participating colleges encountered as they have implemented the BTW50+: WESI model?
- What do subgrantees identify as their greatest accomplishments and strengths, and what do they describe as their greatest challenges in achieving the goals of BTW50+: WESI?
- To what extent do subgrantees have the internal capacity and commitment to offer effective training services to the 50+ population after the conclusion of the program period?

[1] To ensure that the subgrantees had reached a mature state of implementation, enrollment of job candidates into the impact study did not begin until August 2016, about one year after the launch of services for the original five subgrantees.

[2] The WIOA services received by comparison group members may, in some cases, include career and labor market information, referral to available support services, job search workshops, and/or access to occupational skills training. However, these services are not expected to replicate the intensive sequence of core services provided to BTW50+: WESI job candidates nor to be customized for the needs of older workers or women.

Implementation Variations

- What are the key features of the BTW50+: WESI program model as intended by AARP Foundation, and to what extent have subgrantees achieved fidelity to this model, as measured through a standardized fidelity assessment checklist?
- How does BTW50+: WESI, as implemented by subgrantees, differ from the services available to comparison group members through the public workforce system and other available resources?
- How do the different colleges vary in their service designs, community partnerships, and institutional commitment to providing "generationally relevant" services to individuals 50 and older?

Job Candidate Characteristics and Perspectives

- To what extent do subgrantees target different subsets of job candidates, such as women who have experienced economic hardship as a result of limited work experience or long spells of unemployment, women with limited English language or literacy skills, or women over 60 years of age?
- How have BTW50+: WESI job candidates responded to the program?
- What do job candidates identify as the most valuable components of BTW50+: WESI services?

This report also answers a subset of questions from the outcomes study, listed below. The final impact and outcomes report, due in 2020, will delve more deeply into job candidate outcomes.

- What are the characteristics of the individuals who decide to participate in the program, and how do these characteristics vary across subgrantees?
- What changes in attitudes and behavior (related to quality of life, financial management, and computer use) do job candidates exhibit during the year after enrollment?
- What percentage of job candidates obtain and retain employment?
- What percentage of job candidates who elect to enter training complete the planned training?

What Are the Key Findings in the Report?

Key findings on program implementation indicate that BTW50+: WESI has largely operated as intended in terms of the number and types of job candidates enrolled, as well as the design, delivery, and receipt of services:

- **Subgrantees enrolled enough job candidates to exceed the overall target set by AARP Foundation and create a sufficient sample for the impact study**. In its initial application for

the SIF grant, AARP Foundation anticipated serving 1,400 job candidates; subgrantees ultimately enrolled 1,868 individuals across the entire program implementation period. Enrollment into the impact study, which began approximately one year into program implementation for most subgrantees, yielded a sample of 1,163 female job candidates who consented to participate in the impact study.

- **Job candidates' demographic characteristics align with the program's target population in terms of age, gender, education level, income, and employment status**. Overall, subgrantees were successful in reaching and enrolling the target population. Most job candidates were female (87 percent), unemployed (74 percent), aged 50–64 (80 percent), and had annual incomes under $40,000 (87 percent).
- **Over the course of the program implementation period, subgrantees made significant progress implementing all components of the BTW50+: WESI model.** The highest levels of implementation fidelity were in computer skills training, which all subgrantees had fully implemented by the final site visit in 2017, and in career coaching. Consistent with findings in previous reports, the employer engagement component of the model continued to be the most challenging for subgrantees to implement. As might be expected, subgrantees that closely involved their workforce development system (which has expertise in engaging with employers) from the start of the program period were most successful in this regard.
- **There was some variation in the details of how program components were provided, but subgrantees generally coalesced on a replicable BTW50+: WESI model.** The components with the least variation in implementation fidelity tended to be those for which AARP Foundation had provided additional guidance. The subtle variations that remained indicate that the model allowed for flexibility that considered the needs of subgrantees' specific job candidate populations and institutional contexts.
- **Job candidates' individual service records indicate that they generally received services at the targeted level of intensity and covering intended content**. Recorded levels of service delivery and intensity for most core services elements in the FIS are consistent with subgrantees' reported implementation practices and, generally, with AARP Foundation guidance.

Job candidate feedback largely supports the above findings on the success of implementation. Follow-up surveys and focus groups surfaced the following findings:

- **Job candidates who completed surveys and participated in focus groups gave high satisfaction ratings on all core components of the BTW50+: WESI program.** In particular, computer training courses and career coaching services were especially valued. Job candidates also placed a high value on the peer support they received through the program. Consistent with overall implementation findings, however, many job candidates felt that connections with employers needed to be stronger.
- **Attitudes and behaviors as measured on three dimensions—difficulty using computers, financial capability, and quality of life—varied depending on respondent characteristics,**

particularly age, income, and education. Respondents who were older, had incomes under $40,000 per year, and had lower levels of education had more difficulty with computers. Respondents who were older, had incomes over $40,000 per year, and higher levels of education had higher financial capability scores. Older candidates, those with incomes over $40,000 per year, and who were employed full time had higher quality of life scores after completing the program.

Preliminary outcomes, similarly, show job candidates achieved targeted milestones in training enrollment, training completion, and employment. There was some expected variation:

- Most job candidates did not enroll in occupational skills training, preferring instead to immediately begin their job searches upon completion of core services. Occupational skills training was an optional pathway that allowed job candidates to access scholarship funding from AARP Foundation to finance their training. Just over one quarter of job candidates ultimately participated.
- For job candidates who did enroll in training, FIS data indicate that most (about seven in 10) completed the courses they enrolled in; about one quarter continued on to additional courses. Career coaches reported that job candidates who went on to occupational skills training sometimes struggled due to lack of academic preparation and did not complete the training. Multivariate analyses using FIS data illuminate that job candidates 66 and older, in particular, were less likely to enroll in training in the first place and to complete training once enrolled.
- Self-reported employment rates increased over time. While nearly half (47.5 percent) of candidates reported being employed full or part time three months after enrollment, a solid majority reported they were employed by the six (55.8 percent) and 12-month surveys (61.5 percent). While it is not possible at this stage of the evaluation to definitively attribute employment to program participation, it may be that the confidence-building that was prioritized in coaching sessions enabled job candidates to persist during the lengthy job searches often experienced by older workers.

What's Next for the Evaluation?

With the completion of this report, the implementation study draws to a close. Remaining activities for the outcomes and impact studies include the following:

- SPR will continue to conduct follow-up surveys with job candidates at three, six and 12 months after enrollment. These surveys will continue until October 2019, 12 months after the end of enrollment under the BTW50+: WESI subgrants.
- SPR will obtain data needed to conduct the impact analysis, including Unemployment Insurance quarterly earnings records from state workforce agencies and Participant Individual Record Layout data with which to create a matched comparison group.
- SPR will provide the results of this analysis in a final impact and outcomes report to AARP Foundation in the spring of 2020.

Chapter I: Introduction

This report by Social Policy Research Associates (SPR) documents the implementation of the Back to Work 50+: Women's Economic Stability Initiative (BTW50+: WESI), a program funded by the Social Innovation Fund (SIF), administered by AARP Foundation, and carried out by six subgrantees between 2015 and 2018. This introductory chapter reviews and updates the current evidence on the labor market status of older women (which provided the foundation for BTW50+: WESI) and on relevant job training models, describes the BTW50+: WESI program model, and summarizes the research questions and research methods that inform this report. The chapter also summarizes findings reported in the previous interim implementation report (Betesh et al., 2017) and provides a roadmap for the remainder of the report.

How Did BTW50+: WESI Begin?

From 2010 to 2016, SIF was a program of the Corporation for National and Community Service (CNCS), a federal agency that engages millions of Americans in service through its AmeriCorps, Senior Corps, and Volunteer Generation Fund programs, and leads the nation's volunteer and service efforts. Using public and private resources to find and grow community-based nonprofits with evidence of results, SIF intermediaries received funding to award subgrants focused on overcoming challenges in economic opportunity, healthy futures, and youth development.[3]

In 2014, CNCS selected AARP Foundation as the intermediary to receive a three-year grant under SIF's economic opportunity priority area to operate the Women's Economic Stability Initiative (WESI) in multiple locations. Using this funding, AARP Foundation sought to build the capacity of local education and training institutions to address the needs of older women workers between 50 and 64 years of age with incomes between 130 percent and 200 percent of the federal poverty level by helping them prepare for stable employment at a living wage in high-growth sectors in their local economies. Acknowledging the origins of the SIF program model in AARP Foundation's pre-existing Back to Work 50+ program, the SIF-funded initiative was referred to as the Back to Work 50+: Women's Economic Stability Initiative, or BTW50+: WESI. In the terminology used by the program, participants were referred to as job candidates.

AARP Foundation initially awarded subgrants to five community colleges to implement BTW50+: WESI. In late 2015, at the end of the first year of the SIF program, the Foundation determined that one of the original five subgrantees would no longer be part of the initiative. The Foundation then awarded an additional two subgrants in the winter of 2016, for a total of six subgrantees in its SIF portfolio.

The six subgrantees included in the implementation study include:

[3] Although CNCS made its last SIF intermediary awards in fiscal year 2016, SIF intermediaries will continue to administer their subgrant programs until they exhaust their federal funding and complete their planned process, outcome, and impact evaluations.

- Austin Community College (ACC) in Austin, Texas;
- Eastern Florida State College (EFSC) in Cocoa, Florida, with CareerSource Brevard (CSB) as a major partner in subgrant operations;[4]
- Jefferson State Community College (JSCC) in Birmingham, Alabama;
- Miami Dade College (MDC) in Miami, Florida;
- Santa Fe College (SF-FL) in Gainesville, Florida; and
- Santa Fe Community College (SFCC-NM) in Santa Fe, New Mexico.[5]

Under the SIF program, subgrantees planned to serve a total of 1,400 job candidates between August 2015 and September 2018. At each participating subgrantee, job candidates were anticipated to move through the program in eight or more cohorts or "waves" of about 30 participants each.

AARP Foundation engaged SPR to design and implement a unified evaluation across all participating subgrantees. The evaluation is anticipated to yield a moderate level of evidence about the impacts of the BTW50+: WESI program model, based on SIF's evidence tiers (Zandniapour & Deterding, 2017). The evaluation comprises three components: an implementation study, an outcomes study, and an impact study. This report summarizes the final results from the implementation study, along with initial findings from the outcomes study.

Why BTW50+: WESI?

Over the last decade, older workers have steadily become a larger share of the U.S. workforce, and this trend is expected to continue into the future (Gendell, 2008; National Institute on Aging, 2007; Toossi, 2012). By 2024, nearly one in four people in the labor force is projected to be age 55 or over (Toossi & Torpey, 2017). According to the Bureau of Labor Statistics, workers 55 and older have an unemployment rate that is lower than that of other groups (Schwartz Center for Economic Policy Analysis, 2017), but the official unemployment rate for older workers is likely to hide a number of discouraged and involuntary part-time workers that is much higher than in other age cohorts. This is because the official rate only takes into account individuals who have looked for work during the past month; one estimate of a more accurate measure of involuntary unemployment among older workers is over eight percent (Schwartz Center for Economic Policy Analysis, 2017).

Further, it is well documented that workers over 55 remain out of work longer than their younger peers when they lose a job. This trend started before the Great Recession and has continued during the economic recovery. Long-term unemployment, which refers to people who

[4] In January 2018, CareerSource Brevard took over from EFSC as the official subgrantee. CareerSource Brevard is the administrator of publicly funded workforce programs in Brevard County and had served as a key partner on the local subgrant since its inception.

[5] Santa Fe Community College only participated in the first two years of the initiative.

have been looking for work for at least 27 weeks, was documented at 32.9 percent for the 55+ age group in July 2017, about ten percentage points higher than for the labor force as a whole (Schram, 2017).

While living longer and healthier lives has meant that older people can continue to work past traditional retirement age if they want to, involuntary loss of employment has taken a toll on the economic well-being of older workers; unexpected loss of retirement savings during economic downturns has forced many older workers to keep working (or looking for work) past when they had planned to retire. Research has shown that, in addition to the direct financial impact of unemployment, the unemployed person suffers lower self-esteem, poorer overall well-being, increased isolation, and negative health outcomes as a result of these struggles (Belle & Bullock, 2009). Moreover, nearly one third of older Americans have seen the value of their homes decline substantially, and a sizable proportion have fallen behind on credit card payments or accumulated additional credit card debt (Traub, 2013).

In addition to struggling to pay current living costs, individuals approaching traditional retirement age are woefully unprepared to maintain their current standard of living in retirement. In describing "the retirement savings crisis," the National Institute on Retirement Security (Boivi & Rhee, 2015) recently reported that 62 percent of working households with adult members age 55 to 64 have retirement savings less than the amount of their annual income, suggesting that most older workers will be unable to retire and many will be living in poverty. A recent survey published by Transamerica Center for Retirement Studies (Collinson, 2017) reported that only 26 percent of baby boomers plan to immediately stop working and retire when they reach a certain age or savings goal. Two thirds plan to work (or are already working) past age 65 or do not plan to retire for a variety of reasons that include financial needs and a continued capacity to work associated with healthy aging.

Compared to men, women are increasing as a percentage of the aging workforce. They face particular challenges in achieving stable employment, earnings sufficient to support basic needs, and a strategy to achieve economic security in retirement. Recent research shows that women age 50 and older face substantially more age discrimination in the workplace than do older men (Button, Burn, & Neumark, 2015; Farber, Silverman, & von Wachter, 2015). Older women workers were also the group hardest hit by the Great Recession in terms of rate of long-term unemployment. Between 2007 and 2013, the incidence of long-term unemployment among all women workers over 65 who had lost their jobs surged from 14 percent to 50 percent (Monge-Naranjo & Sohail, 2015). Data also show that women age 55 years and older are more likely than other women to work in part-time and low-skill jobs—jobs that are much less likely to offer benefits such as paid sick leave, retirement plans, or health insurance (USDOL Women's Bureau, 2013). As the result of a lifetime of reduced income due to multiple factors, including gender- and age-based employment discrimination and employment in lower-skilled and lower-wage jobs, women have less in savings and retirement benefits than men. In fact, almost twice as many retired women as retired men currently live in poverty (Older Women's League, 2012).

Although the public workforce investment system has a mandate to respond to the needs of disadvantaged job seekers, it has a mixed record of accomplishment to date in meeting the needs of older workers and women. The Senior Community Service Employment Program (SCSEP)—the only federal workforce program targeted specifically to older workers—serves only very low-income workers age 55 or older, and is estimated to serve less than 1 percent of those eligible for participation (Kogan et al., 2012). Under the Workforce Investment Act (WIA), adult and dislocated worker training programs have been increasing their enrollment of workers age 55 or older, measured as a percentage of all enrollees over time. However, studies suggest that older workers are less likely than other enrollees to receive training services (Stevens, 2004).

Gender is also associated with differences in the services received from the workforce system and the outcomes achieved by those who exit from those services. A study of women served under WIA's Adult and Dislocated Worker programs noted that although women received training more often than men, that training was concentrated in sales, clerical, and administrative support jobs that led to relatively low average earnings after program exit. In contrast, training for men was concentrated in managerial, administrative, professional, or technical jobs that tended to have higher post-program earnings (Hock et al., 2012).

How Does This Evaluation Build on Existing Evidence?

The design of the BTW50+: WESI program model was influenced by findings from previous studies of employment programs for aging workers, as well as by previous evaluations of programs that encourage participants to prepare for and seek employment in high-growth sectors of the local economy and to progress along career pathways in targeted fields. Previous findings from rigorous evaluations of the public workforce development system's core and intensive services are also relevant to the evaluation of the BTW50+: WESI program model.

Findings from Evaluations of Employment Programs for Aging Workers

The design and evaluation of the BTW50+: WESI program model were informed by findings from two previous evaluations of employment programs for older workers. Although both of these studies were based on data collected from multiple program sites, neither evaluation used a control or comparison group to assess program impacts.

First, an evaluation of a U.S. Department of Labor program targeted to older workers described features that appeared to be best practices in serving older workers (Kogan et al., 2013; see sidebar on the next page). Second, AARP Foundation's preliminary observations of the experiences of participants served during initial pilots of the BTW50+ model in 11 community colleges during 2014 and 2015—referred to as the BTW50+ Classic program model—suggest that more intensive career coaching increases the rate of post-program employment.[6]

[6] These findings were from early analyses of unpublished data from the Foundation Impact System (FIS) for the first round of BTW50+ Classic partners. In the 11 BTW50+ Classic pilot sites, only 30 percent of job candidates who had received coaching services had been hired into full- or part-time jobs by April 2015, three months

The SIF program provided the opportunity for AARP Foundation to develop the BTW50+: WESI initiative by investing in a more highly specified program model, with strong technical assistance and support for subgrantees by the Foundation, along with increased levels of subgrant funding. In addition, the SIF program enabled AARP Foundation to fund an independently conducted evaluation that would provide evidence of the effectiveness of the service model by comparing outcomes for job candidates to outcomes for a matched comparison group.

The BTW50+: WESI program model builds on earlier research that has identified the challenges facing older women workers. The service model that emerged from this research placed a strong emphasis on individual counseling, peer support, and basic computer skills training to address their needs.

Findings from Evaluations of Programs Using Career Pathways and Sectoral Employment Strategies

The BTW50+: WESI program model, as originally designed, emphasized using sectoral strategies to help participants prepare for employment in high-demand occupations in higher-wage industries to achieve increased rates of employment and increased wages (The Workforce Alliance, 2008). Like the sectoral employment model, the BTW50+: WESI program model originally called for program operators to target occupations with opportunities for high

Relevant Previous Work

The *Evaluation of the Aging Worker Initiative* (Kogan et al., 2013) identified five program features effective with older workers, all of which were incorporated in the BTW50+:WESI program model:

- Personalized attention and encouragement using peer-group or individualized coaching to build participant self-confidence.
- Individualized service plans that build on prior work and life experience, transferable skills, and personal interests and income needs to identify employment and career goals.
- Opportunities to prepare for rapid employment using short-term intensive training programs.
- Training that emphasizes hands-on learning, a supportive classroom environment, and the use of competency-based assessments rather than formal academic testing.
- Opportunities to learn and practice using computer applications relevant for job search and on-the-job work tasks.

after the end of the first year of implementation. However, employment rates were substantially higher (47 percent) for those who received at least five coaching sessions and substantially lower (20 percent) for those who attended just one coaching session.

wages and career advancement in expanding sectors of the local economy and to engage other partners, such as workforce development boards and community colleges.

Impact evaluations of programs that have used sectoral strategies to improve employment rates and earnings for low-income individuals have generally found that such models improve employment and earning outcomes (Fein & Hamadyk, 2018; Hendra et al., 2016; Maguire et al., 2010; Michaelides et al., 2015; Peck et al., 2018; Schaberg, 2017). Findings from evaluations of previous sectoral employment programs have emphasized several findings that may be relevant for BTW50+: WESI. These include:

- The importance of program maturity. The evaluations indicated that programs benefited from having been in place long enough to work through initial challenges and build strong relationships with local partners. The evaluation of BTW50+: WESI incorporated this lesson by allowing for a full year of program implementation at most subgrantees prior to enrolling job candidates in the impact study.[7]
- The importance of strong links to local employers. Several studies noted that connections to local employers cannot be superficial. The Sectoral Employment Impact Study identified the need to include employer partners from the beginning of program design (Maguire et al., 2010), and a report on effective government/business partnerships suggested that businesses be given a "lead role" in defining job training (Duke et al., 2006). Individual BTW50+: WESI subgrantees developed a variety of ways to involve employers but generally did not involve them in the design phase.
- The importance of effective screening of potential participants. Multiple studies mentioned the importance of effective screening of potential participants to ensure a good fit with the program (Maguire et al., 2010; Oertle et al., 2010; Taylor & Rubin, 2005). AARP Foundation provided BTW50+: WESI subgrantees with a rubric to assess fit for the program; as noted later in the report, most job candidates met the rubric criteria.

The BTW50+: WESI program differed from many of the sectoral employment programs studied to date in two important ways:

- BTW50+:WESI emphasized designing program services to meet the needs of job candidates rather than designing program intake and design around the needs of particular employers. This suggests that BTW50+: WESI subgrantees faced a slightly different challenge: rather than ensuring that applicants were a good fit for the targeted occupation, BTW50+: WESI subgrantees had to figure out how to refine program components, including occupational skills training offerings, to fit the needs of the job candidates who had enrolled in the program. Thus, whereas most sectoral strategies

[7] Two of the six subgrantees received later grants and only operated their BTW 50+:WESI programs for one wave before the start of impact study enrollment.

have tried to balance the interests of job candidates and employers as dual customers, the BTW50+: WESI model emphasized job candidates as the primary customers.

- **BTW50+: WESI leveraged existing training programs at subgrantee institutions rather than creating new sectoral training programs**. Subgrantees developed an individualized training plan for each participant and drew on available training programs rather than screening and referring individuals into a training pipeline developed specifically for a specific industry sector.

Findings from Research on Public Workforce System Services

Because of the individualized assessment and service planning approach used by BTW50+: WESI, as well as the fact that most WESI job candidates did not select occupational skills training as part of their service plan, previous research findings on the effectiveness of career pathway programs and programs that train participants for work in high-growth sectors of local economies may not be accurate as predictors of the impacts of the BTW50+: WESI model. Perhaps more relevant to the services received by most of the BTW50+: WESI job candidates are the findings from recent research into the effectiveness of the career counseling and job search support services offered by local American Job Centers (AJCs). These studies have found that women tend to benefit more than men from public workforce development services. The first rigorous study (Decker, 2011) to assess the impact of Job Partnership Training Act services found moderate but statistically significant positive impacts of participation for economically disadvantaged men and women on employment rates and earnings over the 10 quarters following random assignment, with substantially larger earnings increases for women than for men. Of particular relevance for the BTW50+: WESI job candidates was the finding that career support services (other than classroom training or on-the-job training) improved employment and earnings outcomes for women, though not for men.

A recently released report from a random assignment evaluation of the WIA Adult and Dislocated Worker programs similarly shows that "intensive" personal career counseling, labor market information, and job search support services—similar to the core services received by BTW50+: WESI job candidates—had positive impacts on employment and earnings (Fortson et al., 2017). These positive impacts from WIA intensive services were higher than the impacts documented for the subgroup that had access only to the core (self-service) information services available to the general public, as well as higher than the impacts for a study subgroup that also had access to training services.

Thus, previous research on services that are similar to those received by the BTW50+: WESI job candidates suggests that these services have generally positive impacts on employment and earnings. However, the comparison group for the BTW50+: WESI study comprises individuals who were enrolled in public workforce services in the same local areas in which the BTW50+: WESI projects were operating, and who presumably had access to similar services (with the exception of computer skills training and financial competency training, which were provided to WESI job candidates but were not generally offered within local American Job Centers).

How Did BTW50+: WESI Plan to Support Older Women Workers?

The BTW50+: WESI program model emphasized individual choice of employment and service goals, confidence building through coach and peer group support, job search skills training, computer skills training, employer access, and short-term training in occupations in high-growth, high-wage sectors of the local economy. The goal was to prepare job candidates for stable employment at a living wage and opportunities for career advancement.

At the system level, the objectives of BTW50+: WESI were to increase the sensitivity of community colleges and public workforce development systems to the needs of low-income women workers age 50 years and over and to increase the development of local partnerships to provide generationally relevant services to this target population. At the individual job candidate level, the objectives of BTW50+: WESI were to produce measurable increases in employment and income for job candidates during the 12 months after enrollment in the program, to improve their economic stability, and to increase their financial management skills[8] and quality of life.

The long-term objectives of the initiative at the system and individual job candidate level were to (1) systematize these system- and individual-level gains into the future through a sustained commitment to the needs of older women workers by local education and workforce development entities, and (2) create communities within which low-income women age 50 years and older are able to obtain stable employment in high quality jobs and develop the financial capacity to manage their incomes effectively.

Exhibit I-1 on the following page shows the logic model developed for the program and included in the SIF evaluation plan (Betesh et al., 2016). As shown in the second column, the BTW50+: WESI logic model called for each subgrantee to implement a series of program-level activities that include:

- Developing partnerships with local resource networks and employers;
- Recruiting and training subgrantee staff;
- Implementing marketing and outreach strategies;
- Conducting group information sessions for prospective job candidates and eliciting applications for participation in the program;
- Designing and launching a sequence of core services for job candidates;

[8] Financial capability training (combining both financial knowledge and skill building) was included in the program model, in part in response to feedback from BTW50+ Classic partners on the need for such training within this population. Subsequent evidence emphasizes the importance of the applied practice of financial skills, which supports informed financial decision making more than factual financial education by itself (Walker et al., 2018).

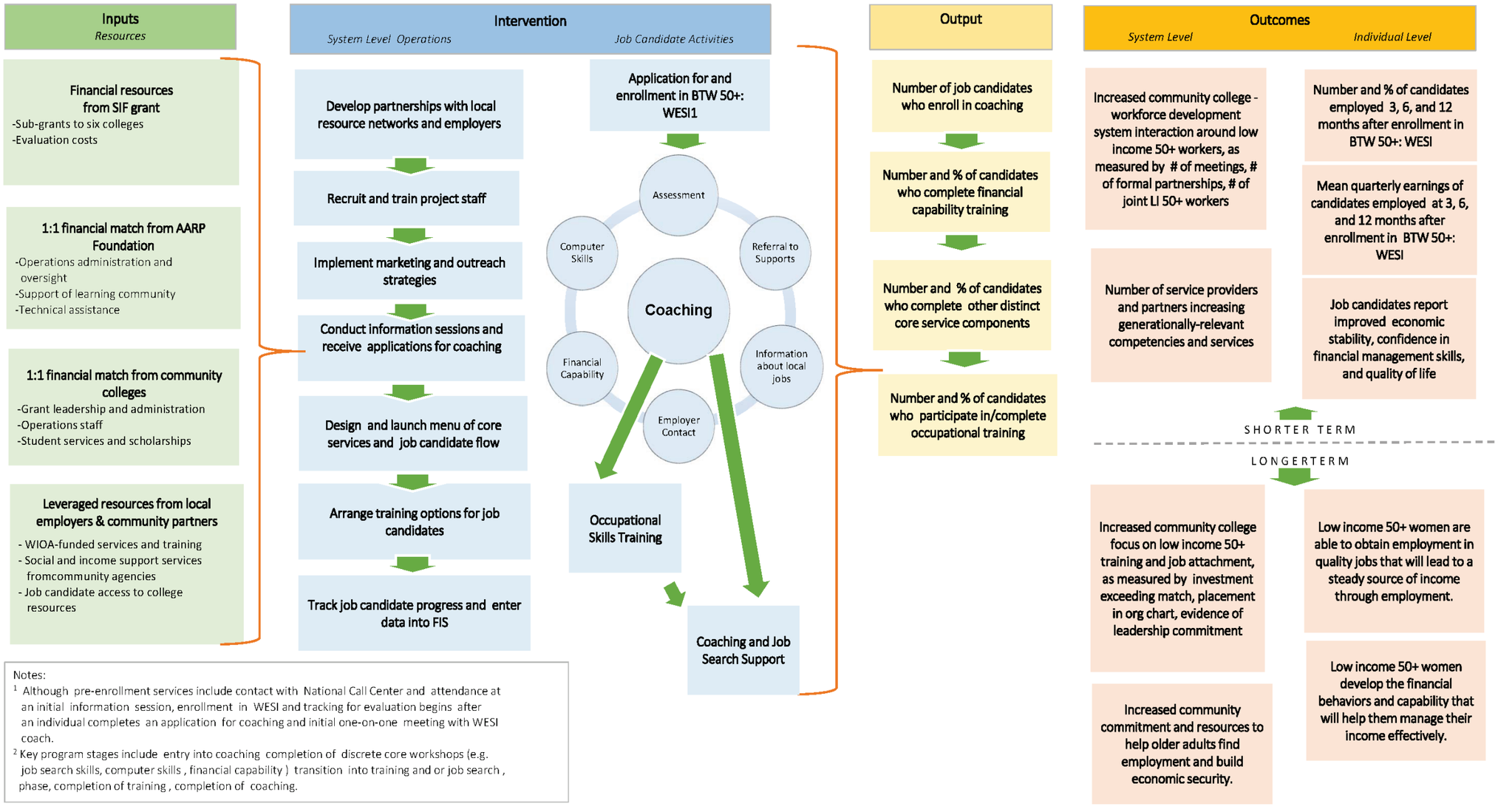
- Offering appropriate training options for job candidates interested in participating in occupational skills training; and
- Supporting job candidates during the transition to training or employment, tracking job candidate progress, and entering service and outcome data into the Foundation Impact System (FIS) database.

For job candidates, in addition to job search skills training and support, and ongoing coaching as needed throughout the participation period, the essential features of BTW50+: WESI shown in Exhibit I-1 include assessment, referrals to supportive services, guidance and information about local jobs, employer contact, financial capability training, and computer skills upgrade training.

Job candidates moved through BTW50+: WESI services in cohorts or "waves." Generally, waves included between 15 and 30 job candidates. They entered the program at the same time and completed core services—including coaching, computer skills instruction, job search skills training, and financial capability training—in the same time frame. Most subgrantees had only one active wave moving through core services at one time. Following completion of core services, some job candidates enrolled in short-term occupational skills training; others sought immediate employment in their chosen occupational fields.

Exhibit I-1: BTW50+: WESI Program Logic Model

BACK TO WORK 50+: Women's Economic Stability Initiative Logic Model



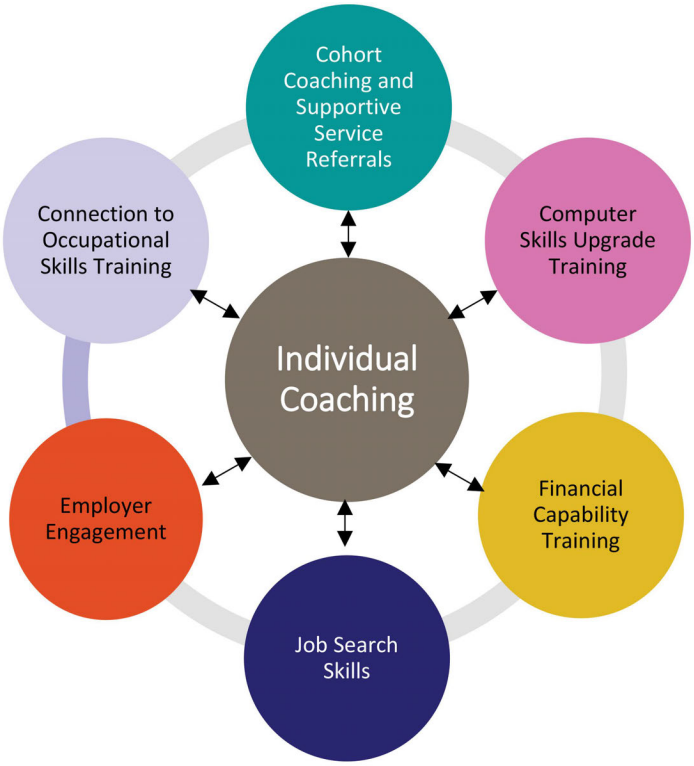
Notes:

[1] Although pre-enrollment services include contact with National Call Center and attendance at an initial information session, enrollment in WESI and tracking for evaluation begins after an individual completes an application for coaching and initial one-on-one meeting with WESI coach.

[2] Key program stages include entry into coaching completion of discrete core workshops (e.g. job search skills, computer skills , financial capability) transition into training and or job search , phase, completion of training , completion of coaching.

Using color coding for each element which will appear throughout the report, Exhibit I-2 illustrates graphically how the elements of the BTW50+: WESI program model (denoted with colors used throughout this report for each element) were woven together by the delivery of individual coaching throughout the program period. Initially, the core services phase of program participation (services received prior to entry into any occupational skills training) was designed to be completed within 10 weeks of program enrollment. Ultimately, most subgrantees targeted completion of core services in a shorter time frame (approximately one to three weeks).[9]

Exhibit I-2: BTW50+: WESI Core Services



What Does the Evaluation Entail?

AARP Foundation engaged SPR to design and implement a unified evaluation across all participating subgrantees. The evaluation is anticipated to yield a moderate level of evidence about the impacts of the BTW50+: WESI program model (based on SIF's evidence tiers). The evaluation comprises three components:

[9] About half the subgrantees shortened the duration of core services—for example, from six to two or three weeks—partway through the program period. This was in response to the desire of many job candidates to find employment as soon as possible, as well as to encourage a larger percentage of participants to stay engaged with the program until the completion of core services.

- The **implementation study**, the primary subject of this report, was designed to describe key program features, assess the program's fidelity to the prescribed model, and identify implementation challenges and lessons learned during the implementation period. Much of the data collection for the implementation study was conducted during three site visits in the first, second, and third subgrant years to each participating college. As the end of the implementation period approached, these data were supplemented with a follow-up telephone discussion with each subgrantee and a telephone focus group with the grant managers for each subgrantee. This provided an opportunity for program managers and key program staff to compare notes about their individual implementation experiences and effective program features.
- The **outcomes study** measures service intensity and participant outcomes using two data sources: AARP Foundation's FIS database and telephone surveys of job candidates conducted at three months, six months, and 12 months after program enrollment. Specific self-reported outcome measures collected in the telephone surveys include post-program employment rate, post-program average earnings, changes in financial capability, computer use attitudes, and quality of life. For job candidates who enrolled in training, the outcomes study also measures whether training was completed and the anticipated credentials earned. Early results from the outcomes study are included in this report.
- The **impact study**, whose findings will be reported in the evaluation's final impact report, will use propensity score matching to create a quasi-experimental comparison group using administrative data from Workforce Innovation and Opportunity Act (WIOA) program data maintained at the state level.[10] The members of the matched comparison group will have access to standard job search support services available through the public workforce system's One-Stop Career Centers.[11] Using data obtained from state Unemployment Insurance quarterly earnings records, the comparison group members will be compared with BTW50+: WESI job candidates on three key measures: post-program employment rate, post-program average earnings, and, for training participants, completion of training. Overall, the expected sample size for the impact study is approximately 2,200. This includes approximately 1,100 BTW50+: WESI job candidates and approximately 1,100 individuals in the matched comparison group.

[10] To ensure that the subgrantees had reached a mature state of implementation, enrollment of job candidates into the impact study did not begin until August 2016, about one year after the launch of services for the original five subgrantees.

[11] The WIOA services received by comparison group members may in some cases include career and labor market information, referral to available support services, job search workshops, and/or access to occupational skills training. However, these services are not expected to replicate the intensive sequence of core services provided to BTW50+: WESI job candidates or to be customized for the needs of older workers or women.

What Questions Does This Report Answer and How?

The implementation study was designed to describe and assess the program's fidelity to the prescribed model, as well as to document implementation challenges and emerging best practices. One of the most important functions of the implementation study was to document the key features of the program model being tested in the impact study so that the evaluation team could interpret and identify lessons from the impact study. For example, if the impact study, when completed, shows that the program has (or does not have) statistically significant impacts for BTW50+: WESI participants compared to members of the matched comparison group sample, understanding how the subgrantees implemented the program will be important to assessing what the findings mean and how the goals of the program were or were not achieved.

Research Questions

To understand program implementation, the report addresses research questions on implementation experiences and features, implementation variations, and job candidate characteristics and perspectives:

Implementation Experiences and Features

- How do subgrantees develop local partnerships that allow the project to leverage community resources to connect candidates with supportive services and job opportunities?
- What skills and experience do BTW50+: WESI staff members need to be effective in serving older workers?
- What challenges have the participating colleges encountered as they have implemented the BTW50+: WESI model?
- What do subgrantees identify as their greatest accomplishments and strengths, and what do they describe as their greatest challenges in achieving the goals of BTW50+: WESI?
- To what extent do subgrantees have the internal capacity and commitment to offer effective training services to the 50+ population after the conclusion of the program period?

Implementation Variations

- What are the key features of the BTW50+: WESI program model as intended by AARP Foundation, and to what extent have subgrantees achieved fidelity to this model, as measured through a standardized fidelity assessment checklist?
- How does BTW50+: WESI, as implemented by subgrantees, differ from the services available to comparison group members through the public workforce system and other available resources?

- How do the different colleges vary in their service designs, community partnerships, and institutional commitment to providing "generationally relevant" services to individuals 50 and older?

Job Candidate Characteristics and Perspectives

- To what extent do subgrantees target different subsets of job candidates, such as women who have experienced economic hardship as a result of limited work experience or long spells of unemployment, women with limited English language or literacy skills, or women over 60 years of age?
- How have BTW50+: WESI job candidates responded to the program?
- What do job candidates identify as the most valuable components of BTW50+: WESI services?

This report also answers a subset of questions from the outcomes study, listed below. The final impact and outcomes report, due in 2020, will delve more deeply into job candidate outcomes.

- What are the characteristics of the individuals who decide to participate in the program, and how do these characteristics vary across subgrantees?
- What changes in attitudes and behavior (related to quality of life, financial management, and computer use) do job candidates exhibit during the year after enrollment?
- What percentage of job candidates obtain and retain employment?
- What percentage of job candidates who elect to enter training complete the planned training?

Data Collection Methodology

To answer the research questions, the implementation study drew on four data sources: site visits, telephone interviews and a video focus group, surveys, and administrative data. Each of data source is described below.

Site Visits to Subgrantees

SPR conducted three annual on-site visits to each subgrantee. When possible, the same SPR site visitor conducted all visits to a given subgrantee so that they could better gauge program progress over time. One or two site visitors conducted each visit, and over the course of the evaluation, there were a total of nine site visitors. All site visitors had graduate level training (master's degree or higher) in fields including public policy, public health, and education. Prior to each round of visits, site visitors received training on BTW50+: WESI, the evaluation, the goals of the visit, and the relevant tools and protocols. These trainings were facilitated by the evaluation director and the qualitative data collection task lead.

Each visit included the following data collection activities to document program implementation:

- Semi-structured interviews with program staff and partners. Each visit included five interviews with program staff that covered program management; core services; coaching and supportive services; recruitment and enrollment; and training. Respondents included program directors, program coordinators, career coaches, and other subgrantee administrators involved with BTW50+: WESI as well as partner organizations that served job candidates.
- Observations of program activities. Site visitors conducted program observations during each site visit to achieve a clearer picture of program activities. Observations varied by visit, subgrantee, and schedule but included core coaching workshops and individual coaching sessions. Site visitors used a standardized observation tool to collect this data. The tool prompted site visitors to record information about setting, pace, the interactions between job candidates and staff, and the level of tailoring taking place to meet individual job candidate needs.
- Focus groups with selected job candidates. Each visit included one focus group with selected job candidates. Across the three rounds of visits, focus groups with job candidates ranged in size from one to eight job candidates, with an average of six job candidates participating in each focus group (see Appendix E for details). SPR trained BTW50+: WESI career coaches to purposively select job candidates to participate in the focus groups. Career coaches received guidance, a recruitment script, and focus group consent forms to complete this task. For each round of site visits, the evaluation team targeted job candidates in different stages of the program to get a more complete understanding of services and outcomes. For the first round of site visits, career coaches were asked to select focus group participants who were then receiving coaching services, for the second round of site visits, career coaches were asked to select focus group participants who were then receiving training services, and for the final round of site visits, career coaches were asked to select focus group participants who had completed BTW50+: WESI services and who were either employed or looking for work. Site visitors moderated the focus groups during each site visit using the same series of questions at each subgrantee.
- Discussion with staff at an AJC. Site visitors conducted discussions with staff at an AJC within the program's service area to document the services available to comparison group members through the public workforce system. Such discussions were guided by a semi-structured protocol.
- Use of a standardized fidelity assessment tool. During each visit, site visitors used a standardized fidelity assessment checklist to assess the extent of fidelity to the intended program model. This activity was completed in conversation with the BTW50+: WESI program director and took into account site visit interviews and observations. More details about this activity are described in Chapter IV (the tool is also included as Appendix B). The sample for the fidelity assessment was the universe of subgrantees.

Remote Data Collection with Subgrantees

Because the third round of site visits occurred at the end of 2017, when subgrantees still had nearly a year of implementation left, SPR conducted two additional remote data collection activities in the summer of 2018. First, telephone interviews with the project director and additional key staff at each of the individual subgrantee sites provided an opportunity for updates on program implementation during the final year and plans for sustainability after the SIF subgrant. Then, a video focus group with the directors of subgrantee programs provided an opportunity to compare their implementation experiences and identify key factors that influenced implementation and effectiveness of the BTW50+: WESI program model for job candidates enrolled in the program.

Surveys of Job Candidates

The report also draws on information gathered from telephone surveys with BTW50+: WESI participants three months, six months, and one year after program enrollment. The findings included in this report draw most heavily from the three-month surveys. Topics covered include information on program services received, changing status on a quality of life indicator and a measure of financial capacity, and information on employment and training outcomes at the time of each survey. The survey instrument is included in Appendix C of this report, and the full survey methodology is included in Appendix D.

Administrative Data from the Foundation Impact System

Finally, this report documents participant characteristics and service delivery using an extract of individual-level participant data secured from AARP Foundation's FIS, a Salesforce™ database used by subgrantees. Data presented in this report are based on analysis of an extract from the FIS obtained in November of 2018, which covers the implementation period from August 2015 to October 2018. This system contains data about characteristics of job candidates enrolled in the program and the flow of job candidates through services. In this report, FIS data were particularly important in providing information about the patterns of services used by individual job candidates, including the types and doses of services received, as well as information on training and employment outcomes documented by BTW50+: WESI program staff members for individual job candidates.

What Has the Evaluation Found So Far?

The evaluation's interim implementation report (Betesh et al., 2017) presented preliminary findings from the implementation study based on the first two annual site visits, as well as initial findings from the ongoing three-month follow-up telephone surveys of job candidates described above. The interim report described the key role played by AARP Foundation in providing technical assistance to subgrantees and pointed out ways that individual subgrantees delicately balanced conformity to program guidelines with refinements that recognized their individual program contexts. Findings included the following:

- **Subgrantees had fully or partially implemented most elements of the program model.** Implementation of the career coaching, computer skills training, and job search skills

training elements—on which AARP Foundation provided updated guidance and technical assistance between the first and second implementation study visits—showed the highest fidelity to the intended model.

- **Subgrantees struggled most to realize full implementation of the employer engagement component of the program model.** This represented a key area in which the public workforce development system services available to comparison group members might have been as strong or stronger than what was offered through BTW50+: WESI.
- **Even within elements of the program that were implemented with fidelity, subgrantees showed notable variations in their service delivery strategies.** For example, the format and intensity of computer skills training options varied across sites, and only half of subgrantees offered intermediate-level computer skills training classes. Similarly, the proportion of job candidates who went on to occupational skills training and the number and types of occupational skills trainings offered also varied.
- **Subgrantee familiarity with the target population and with providing similar services was correlated with fidelity of implementation.** Prior staff experience with the BTW50+ Classic program model and/or working in the public workforce system appeared to have strengthened the fidelity with which subgrantees implemented the program model, both overall and for specific components.
- **Job candidates were moderately satisfied with the core components of the program, though feedback from focus groups indicated that more interactive and personalized delivery would have been appreciated.** Additionally, focus group feedback showed wide variation in the strength of connection to training opportunities across subgrantees.
- **Although follow-up survey respondents reported positive attitudes and behaviors three months after enrollment, self-reported employment rates were somewhat lower than anticipated.** Most respondents were no longer receiving core services at the time of the three-month follow-up, yet just under half reported being employed either full or part time.

What Does This Report Cover?

This final implementation report updates the above findings using data from site visits, telephone discussions, and surveys, and provides information from the FIS on the types and levels of services received by individual job candidates, as well as their demographic characteristics.

The remainder of this report is organized as follows:

- Chapter II describes the structure of the initiative at the intermediary and subgrantee level, as well as key challenges and accomplishments in program management.

- Chapter III describes subgrantee recruitment and enrollment approaches, and summarizes the characteristics of the individuals enrolled in the program across all subgrantees.
- Chapter IV describes the services provided to BTW50+: WESI job candidates and assesses whether the services were implemented with fidelity to the program model.
- Chapter V documents the types and dosage of services received by individuals enrolled in BTW50+: WESI.
- Chapter VI provides the participant perspective, including satisfaction with services received and shifts in attitudes and behaviors.
- Chapter VII presents preliminary outcomes, based on FIS and survey data, for job candidates' enrollment in training and placement in employment.
- Chapter VIII discusses the implications of the report's findings in general and with respect to outcome and impact evaluation findings.

Chapter II: Program Structure and Institutional Context

This chapter describes the structure and management of BTW50+: WESI at the intermediary and subgrantee levels throughout the initiative. It includes details on the local context at the subgrantee level, the challenges subgrantees faced and the promising practices they reported, and, finally, how the subgrantees anticipated retaining aspects of the BTW50+: WESI model after the end of the grant.

Key Findings

- **The challenges reported by subgrantees generally concerned issues common to grant-funded workforce development programs.** Specifically, they reported issues such as limitations in the types of jobs available in the local labor market, difficulty maintaining a stable staff given time-limited grant funding, difficulty tracking job candidate outcomes over time, and limited financial capacity to take over funding the program when the grant ended.
- **Key accomplishments reported by subgrantees focused program staff developing effective relationships.** For example, they were proud of being able to hire career coaches skilled in developing trusting relationships with job candidates. They were also proud of institutional relationships that supported implementation, both with key college administrators who acted as "champions" for BTW50+: WESI and with other college divisions that could offer additional support and resources to job candidates.
- **Subgrantees reported two distinct models for sustaining the program, largely contingent on their ability to secure additional funds.** Three subgrantees anticipated sustaining BTW50+: WESI through cohort programs targeted to older workers, notably intensive coaching. In contrast, two others planned to integrate core services components, such as the computer skills upgrade, into existing supports available through continuing education departments that served—but did not exclusively target—individuals over 50.

How Did AARP Foundation Manage and Support the BTW50+: WESI Subgrantees?

As the intermediary for the SIF grant, AARP Foundation selected subgrantees using a competitive proposal process, and provided oversight and technical assistance to subgrantees on program implementation. The Foundation selected subgrantees using an internal review panel, site visits to finalists to assess their institutional capacity and commitment, and input from SPR on subgrantees' readiness and ability to participate in the evaluation. Once subgrantees were selected, AARP Foundation provided guidance on the key features of program design and

implementation practices using a BTW50+: WESI "Playbook" that described the program goals and philosophy, key features of the program, expectations for program design, and operations and best practices. The Playbook was updated several times as the growing experience of AARP Foundation and the subgrantees yielded refinements to the model.[12]

While AARP Foundation was the recipient of the SIF grant and managed its operation, the Foundation engaged the American Association of Community Colleges (AACC) as a strategic partner. AACC's primary day-to-day involvement in the initiative was by the program manager for BTW50+ (both BTW50+: WESI and BTW50+ Classic), who was employed by AACC. The program manager conducted regular one-on-one calls with subgrantees to stay abreast of concerns and troubleshoot program management and service delivery issues. These calls occurred weekly during the first several months of each subgrantee's implementation, and monthly thereafter. The program manager also conducted annual monitoring visits to each college to ensure that subgrantees were following required procedures for AARP Foundation and the SIF grant as documented in the Playbook, as well as to observe program operations and address any challenges with enrollment, service delivery, or partnerships.

In addition to these targeted technical assistance activities, AARP Foundation facilitated activities aimed at promoting cross-site learning and sharing. For the first two years of the grant, AARP Foundation also held a monthly call for BTW50+: WESI subgrantees, as well as one for the entire BTW50+ network (both BTW50+: WESI and BTW50+ Classic). The BTW50+: WESI calls were discontinued at the end of 2016 based on feedback from subgrantees that such frequent calls were no longer necessary, with the larger network calls being sufficient. The monthly ongoing BTW50+ network calls for all BTW50+ partners allowed the Foundation to continue to provide updates on new forms, procedures, and resources, as well as time for local programs to share best practices in areas such as recruitment and engaging employers and community partners.

In response to subgrantee requests for more opportunities for peer sharing and collaboration, AARP Foundation created an online site for all BTW50+ programs on BaseCamp, a collaboration platform that allowed members to communicate with each other, share links and files, and access key documents such as the program Playbook, a PowerPoint presentation for the 7 Smart Strategies workshop (an information session for interested individuals), recordings of conference calls, and recordings of SPR's evaluation trainings on data quality and informed consent.

During the program period, the BTW50+: WESI subgrantees gathered each January for an in-person Learning Exchange, timed to occur just before AACC's annual Workforce Development Institute. This daylong meeting enabled subgrantees to discuss evaluation findings (from site visits and participant surveys) and strategize on program implementation plans for the year ahead. For example, during the first Learning Exchange, after reviewing evaluation findings on

[12] One such refinement was the requirement that each job candidate would receive at least two individual face-to-face coaching sessions; another was that each job candidate would have at least three opportunities for employer contact.

variations in the use of assessments to inform computer skills upgrade training, subgrantees discussed their approaches to finding and customizing curriculum resources.

Another program management function executed by AARP Foundation was training and support on data entry and data management practices. Subgrantees entered participant service and outcome data into the FIS database, which was designed and maintained by AARP Foundation. These data—discussed and analyzed in more detail in later chapters of this report—included attendance at workshops and coaching sessions, completion of core services, and achievement of key milestones such as enrollment in occupational skills training and placement into employment. The FIS used a data visualization add-on called Birst to produce performance measure reports by subgrantee that showed progress towards key goals in recruitment, enrollment, completion of core services, connection to training, and placement in employment. To assist subgrantees with data entry and navigation of the system, AARP Foundation assigned dedicated FIS analyst staff to provide technical assistance on data quality issues. AARP Foundation also provided FIS technical assistance through a user guide, in-person training (during monitoring visits), and a webinar for subgrantees, including recorded modules developed in response to subgrantees' feedback on the need for such assistance.

What Did BTW50+: WESI Look Like at the Local Level?

At the subgrantee level, BTW50+: WESI programs varied in their institutional and local contexts and in their program structures. As shown in Exhibit II-1, the subgrantees to which AARP Foundation made the initial awards for the BTW50+: WESI initiative were all community colleges.[13] This was in keeping with the system-level objective of the initiative to increase the sensitivity of community colleges and their local public workforce development system partners to the needs of low-income jobseekers 50 years of age and over. It was anticipated that community colleges would be the local entities best able to develop partnerships with other agencies to provide generationally relevant education and training services to this target population as well as to engage employers in program design and operation.

The community colleges participating in BTW50+: WESI shared some characteristics and varied on others. As community colleges, all of the schools offered a mix of academic programs designed for students interested in transferring to four-year colleges and technical programs leading to an associate degree or credit-bearing certificate. As noted in Exhibit II-1, most of the colleges also offered not-for-credit vocational programs and continuing education programs, and most served a mix of full- and part-time students.

Three of the colleges were located in small urban areas (JSCC in Birmingham, Alabama; SF in Gainesville, Florida; SFCC-NM in Santa Fe, New Mexico), one college was in a medium-sized urban area (EFSC/CSB in Cocoa, Florida), and two colleges were located in major urban areas with large central cities (ACC in Austin, Texas; MDC, in Miami, Florida). The community setting

[13] In the final year of the grant, one of the community college subgrantees, Eastern Florida State College, arranged to hand over administration of the grant to the local American Job Center.

affected the diversity and number of jobs in the local economy as well as the extent of public transportation available for travel to the college and to jobs. The setting also affected the size of the population pool from which job candidates could be recruited.

The number of students attending each of these institutions was strongly influenced by the population of the local service area. In addition, colleges that served a larger population or an extended geographic area tended to use multiple campuses to make programs accessible to students throughout the service area. The participating colleges ranged from the very large MDC, which had over 165,000 students enrolled at seven campuses, to the more modestly sized JSCC, which, with an enrollment of 8,000 students served by four campuses, was the second largest community college in the state of Alabama.

Exhibit II-1: Subgrantee Characteristics

Subgrantee	Type of Community Served	Size of School	Targeted Industries or Occupations for BTW50+: WESI
Austin Community College (TX)	Large city/ urban area	Large: 43,000 for-credit students, 15,000 non-credit students	Technology; health care; business services
Eastern Florida State College (FL)*	Medium-sized urban/ suburban area	Medium: 23,000 students across four campuses	Advanced manufacturing; Machining; aviation, aerospace and emerging technology; construction; health care; leisure and hospitality
Jefferson State Community College (AL)	Small city/ urban and suburban/ rural	Small: 8,000 for-credit students, 2,000 non-credit students at four campuses across four counties	Health care; office occupations
Miami Dade College (FL)	Very large city/urban area	Very large: Over 165,000 students across seven campuses	Hospitality; health care; finance; information technology; logistics
Santa Fe College (FL)	Small city/ urban area	Medium: 18,000 students across seven campuses	Health care; marketing; office occupations
Santa Fe Community College (NM)	Small city with rural fringe areas	Small: 15,000 students including credit, non-credit, and continuing education	Health occupations; secondary and elementary education; accounting specialist; computer support/network specialist; culinary arts

Because of variations in the population size and demographics of each service area, the number of job candidates expected to be interested in the program, the level of funding available to each college from the SIF grant and other funding streams, and the expected capacity of the program, the subgrantees anticipated enrolling differing numbers of job candidates during the program period (and subsequently adjusted their enrollment targets based on actual demand and capacity). Despite these variations in local context, all of the subgrantees were selected by AARP Foundation for funding because they were assessed as having a strong commitment to the goals

of BTW50+: WESI at the highest levels of college administration, and as having the capacity to both successfully serve the target population and partner with the Foundation to realize the program model.

In addition to broader contextual differences, subgrantees also varied in the structure and management of their BTW50+: WESI programs. As shown in Exhibit II-2, they varied in the location of the program within the subgrantee institution as well as in the leadership structure and division of labor for program management.

Exhibit II-2: Structure and Management Characteristics of BTW50+: WESI Programs

Subgrantee	Location of BTW50+: WESI Within Subgrantee Institution	Leadership Structure and Division of Labor
ACC	College academic support division	A **grant lead** provided strategic guidance and monitored spending; a **program director** provided daily oversight of coaches and ensured the quality of core services delivery.
EFSC/CSB	2015–2017: College career planning and development center 2018: American Job Center	2015–2017: One **program manager** provided oversight of the program and collaborated with a **program manager** at the AJC to implement WESI across the two organizations. 2018: A **program manager** at the AJC provided oversight of program activities.
JSCC	College workforce and continuing education division	One **project director** provided oversight of program activities.
MDC	College academic affairs division	One to two **grant leads** shared oversight of spending and strategic guidance; a **program manager** oversaw daily program implementation.
SF-FL	College student affairs division	A **project director** provided strategic direction and oversaw the program; a **project manager** oversaw daily program implementation.
SFCC-NM	College academic support division	A **project director** was responsible for administrative oversight and staffing; a **program manager** led core services delivery and oversaw coaches.

As shown in the first column, one program (JSCC) was located within the workforce and continuing education division of its subgrantee community college, and three (MDC, ACC and

SFCC-NM) operated within academic support divisions. The remaining programs, EFSC/CSB and SF-FL, were initially housed in the career planning and development center and student affairs division of the colleges, respectively. EFSC/CSB's program also had career coaches stationed at its local AJC, which ultimately took over the program during the final year of implementation. The student affairs division at SF-FL had strong relationships with both the academic support and workforce and continuing education divisions of the college. The program's location had important implications for staff experience and skills, as discussed in more detail later in the chapter. In particular, coaches in academic support divisions brought their experience in providing guidance on training and connections to campus resources, while those in workforce and continuing education divisions brought experience with career interest assessments and job search assistance.

In terms of leadership structure and division of labor, most subgrantees used a shared approach, wherein multiple individuals split management responsibilities. This setup enabled them to have separate individuals responsible for strategic direction and daily program management. At EFSC/CSB, program leadership was initially shared to ensure there were key liaisons at both the community college and the AJC, which assisted with the provision of core services. However, during the final year of implementation, as noted in the previous chapter, CSB was the sole subgrantee and no longer used this shared leadership approach.

What Structural and Contextual Challenges Arose, and How Did Subgrantees Address Them?

Subgrantees noted several challenges related to program structure and local context:

- Local labor market contexts posed challenges in connecting job candidates to desirable employment opportunities. Two of the community colleges were located in small urban areas that had limited employment opportunities. This created a substantial challenge in helping candidates find stable employment that paid enough to cover their household expenses. As a number of respondents from one subgrantee explained, while the employment rate in their county was at a record low, many of the available jobs were in retail and customer service, which did not pay the wages job candidates needed for financial stability. Similar labor market limitations existed in another area where the local economy lacked a sufficient number of jobs paying living wages. In both of these locations, career coaches encouraged job clients to aim for higher paying jobs and to be aware of how much they would need to meet their basic financial needs.

  In a region where the labor market was experiencing an influx of younger workers in the technology industry, subgrantee staff also identified age discrimination in the local labor market as a serious problem in placing job candidates. To address this challenge, the program was working with other local agencies to research and publicize results on the extent of age discrimination in the local job market, educate employers about the potential benefits of hiring older workers, and encourage businesses to assess the extent to which they met criteria for being "age friendly."

- **As time-limited projects, some subgrantees found it difficult to retain a stable staff throughout the program period.** In general, the subgrantees were very successful in hiring staff members with experience and skills relevant to the BTW50+: WESI initiative and retaining staff throughout the program period. However, two subgrantees reported that staffing was particularly challenging. One experienced substantial turnover of management and coaching staff during the first two years of the program and was thus delayed in reaching the staffing stability needed to finalize and clarify the model until the middle of the program period. Another was also slow to finalize its management and coaching staff, and experienced understaffing again late in the program period. The program director stepped in to help provide coaching services to job candidates toward the end of the program period.
- **Subgrantees found it challenging to document employment outcomes after job candidates completed core services.** Most subgrantees maintained frequent contact with job candidates throughout the core services period, but in most cases the frequency of contact was reduced after individuals completed core services and entered occupational skills training or as they continued to work on their job search efforts. Staff from one subgrantee indicated that they made an effort to follow up regularly with all former participants but had no ability to require program completers to stay in touch with them after they had completed core services. These staff suggested that an incentive payment to participants for maintaining contact with the project over time might improve their ability to track outcomes for former participants. Alternatively, staff from another subgrantee reported that they had increased the amount of time staff spent trying to contact former participants and had significantly increased the number of employment outcomes they were able to document.

What Worked Well for Program Administration?

The following features of program structure and staffing appeared to support effective implementation and sustainability of BTW50+: WESI.

- **Subgrantees were proud that their staff members were representative of the target population and could develop trusting relationships with job candidates**. Most subgrantees recruited career coaches who were themselves older women or who had experiences similar to the life transitions that many job candidates had experienced before enrolling in the program. In addition, subgrantees often hired individuals with professional training and experience in counseling or mental health services and, less often, job placement services.
- **Subgrantees benefited from the support of key college administrators.** Respondents from two of the subgrantees indicated that it was tremendously helpful to them that they had project "champions" from the higher echelons of their institution's management. Program managers from one subgrantee reported that access to upper management at the college not only increased project visibility within the college but also provided champions who were able to advocate for the project's long-term sustainability. Another

subgrantee found it extremely helpful that the project director was an associate dean and a member of the college leadership team. This individual was able to see how the college—and all of its students—could benefit from an enhanced student guidance and support system.

- **Subgrantees that developed strong connections with other college resources were able to provide enriched services to job candidates.** Two subgrantees offered examples of the benefits of developing strong partnerships with other programs within the college. BTW50+: WESI project staff at one community college were able to use its dual role as a WESI subgrantee and operator of an on-campus career center to access an expanded set of job listings and make individualized job referrals to job candidates within the project. Of equal or greater importance, this college implemented its WESI program in close partnership with the institution's not-for-credit workforce development division, which enabled a large number of job candidates to access existing short-term occupational skills training programs developed with strong employer input. Another subgrantee located its BTW50+: WESI project within an existing community college outreach center that already offered an array of services, including connections to supportive services (such as housing and transportation assistance) and academic support, in one place to maximize convenience for job candidates and coaches. It also had a computer lab, food pantry, and clothing closet that job candidates could utilize. A further advantage enjoyed by both of these subgrantees was the ability to draw on strong computer training offerings that already existed within the colleges prior to BTW50+: WESI. This made it possible to sustain the computer skills training after the end of the program period.

How Will Subgrantees Incorporate the BTW50+: WESI Program Model Moving Forward?

In telephone interviews conducted near the end of program implementation, the five subgrantees who were still active (all but SFCC-NM) highlighted two different ways their institutions might apply the lessons learned from their BTW50+: WESI implementation experience. These were not mutually exclusive.

First, all five of the subgrantees hoped they would be able to continue supporting the re-employment needs of older women. Three planned to do so through additional funding; two of these subsequently won smaller continuation grants of $75,000 each from AARP Foundation under the BTW50+ Classic program model. Using this lower level of funding, these subgrantees planned to offer an abridged version of career coaching and core services workshops (perhaps one-day workshops) and piece together additional program components as possible using other resources available through their institutions. The third of these subgrantees was seeking substantial funding ($175,000) from the college to develop a "Senior Institute" that would continue to serve older students; this subgrantee had secured strong institutional support for its proposal. The remaining two subgrantees hoped to offer one-time or lighter-touch services, such as a workshop or job club, but were not planning to secure specific additional funding to do so.

Beyond sustaining specific services for women age 50 and older, three of the five subgrantees also planned to adopt some of the strategies and services tested as part of the BTW50+: WESI grants for dissemination to a broader group of students at their colleges. For example, one subgrantee hoped to replicate some of the core services workshops within the college's continuing education department. Another hoped to support enriched career services for all students at the college. A third planned to continue to offer short-term computer skills training and occupational skills training courses to all students through its workforce education division, although it had not yet secured any funding to provide tuition scholarships for students enrolled in these courses.

Subgrantee respondents also indicated that, as a result of their participation in the BTW50+: WESI grant, their institutions had been sensitized to the needs of older women and to the opportunities associated with serving them. These respondents anticipated that the college career coaches would "look at the population of older students totally differently now" when they interacted with them as career center managers; a program manager at CSB noted similar potential for the workforce development system, reporting that the program (and working with AARP Foundation to implement it) "definitely opened our eyes to a group of customers that we weren't servicing before," and surfaced the value that mature workers have for employers. Regardless of sustaining specific program elements, then, subgrantees felt that they could sustain the program's broader message about the importance of serving older women due to this heightened awareness of the population's needs and potential.

What Do These Findings Mean?

BTW50+: WESI subgrantees operated their programs in diverse contexts and had access to significant implementation support from AARP Foundation to do so. Subsequent chapters explore how these subgrantees drew on their unique local contexts to attract and enroll job candidates and to customize the program model to be appropriate for their institutions. Additionally, because subgrantee institutions plan to sustain elements of the program model moving forward, understanding the essential features of implementation under the SIF program and the extent to which job candidates were satisfied with these services is of particular relevance, as it will help these institutions prioritize which components to continue with more limited funding.

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Chapter III: BTW50+: WESI Job Candidates

To provide context for findings on both program implementation and participant experiences, this chapter describes BTW50+: WESI subgrantees' experiences recruiting job candidates for the program, including the challenges they faced in doing so. The chapter also presents the demographic characteristics of the job candidates who participated in the program. Taken together, this information provides an understanding of how the subgrantees recruited and enrolled individuals who closely matched the population for which the program was designed, providing context for later chapters on their satisfaction, attitudes, behaviors, and outcomes.

Key Findings

- **Subgrantees used AARP Foundation guidance and communication materials as the core of their outreach.** They also implemented various customized recruitment strategies, from community outreach to more sophisticated social media advertising.
- **Collectively, subgrantees enrolled more than the original target set by AARP Foundation, and generally enrolled most applicants.** Because of this, a selection rubric provided by AARP Foundation was used more as a general guide than a determining factor for accepting job candidates into the program.
- **Job candidates' demographic characteristics align with the program's target population in terms of age, gender, education level, income, and employment status.** Overall, program data show that subgrantees were successful in reaching and enrolling the target population. Most enrolled candidates were female (87 percent), unemployed (74 percent), aged 50–64 (80 percent), and had annual incomes under $40,000 (87 percent).

What Populations Did the Program Target?

As reported in the interim implementation report, AARP Foundation designed the BTW50+: WESI program to meet the needs of low-income women aged 50 to 64 who were unemployed or underemployed and seeking full-time work. AARP Foundation defined the ideal job candidate as having prior work experience but needing skill upgrades or computer training to compete in the current job market. For example, job candidates were required to hold a high school diploma or GED so that they already had a basic educational foundation. AARP Foundation also advised subgrantees that job candidates who were homeless or had serious mental health challenges were expected to be referred to other programs, to meet their immediate needs, until they could fully engage in training or a job search. In addition, while BTW50+: WESI was designed to

focus on the needs of women aged 50–64, the program did not exclude men or those outside the target age range who were otherwise qualified for participation.[14]

How Did Subgrantees Recruit Job Candidates?

As described in the interim implementation report, to assist in attracting the target population, AARP Foundation offered extensive marketing guidance and tools, administered a call center that represented the first point of contact with the program for most interested job candidates, and provided a standard PowerPoint template for the introductory 7 Smart Strategies workshop. These resources leveraged the AARP Foundation brand and experience with the eligible population and reduced the burden on individual subgrantees to develop appropriate recruitment and outreach models from scratch. Exhibit III-1 illustrates the basic BTW50+: WESI outreach and recruitment model from the perspective of a potential job candidate.

Exhibit III-1: Standard BTW50+: WESI Outreach and Recruitment Model

In each subgrantee location, job candidates first learned about the program from outreach materials, word of mouth, or a referral. To get connected to the program, they called an AARP Foundation call center via a toll-free number, and operators screened for initial eligibility and signed potential job candidates up for the next local 7 Smart Strategies workshop. The call center also mailed potential applicants a 7 Smart Strategies guide, which included program information and advice about the job search process.

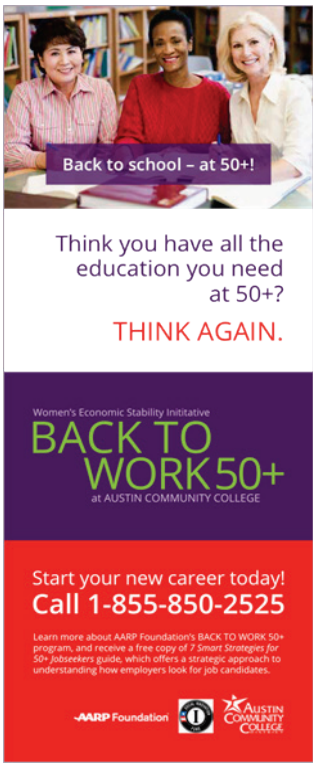
As part of the standardized recruitment and outreach approach, AARP Foundation provided subgrantees with detailed marketing and communications guidance and tools. These included suggested messaging, marketing copy, a radio ad script, approved social media posts, grassroots marketing ideas, and a variety of flyers, posters, postcards, and other outreach materials. Messaging highlighted the resiliency and strength of the target applicant group by featuring pictures of diverse older women at work and in classroom settings.

In addition to providing this messaging, AARP Foundation recommended that subgrantees contextualize these tools in their own communities, such as by conducting outreach with local partners. For the most part, subgrantees adhered closely to this model and used AARP Foundation guidance and materials as the core of their outreach.

[14] After the award of the SIF grant, AARP Foundation and CNCS determined that, because the program received federal funding, it could target women within the desired age group but had to be open to all applicants. Marketing materials therefore included a standard disclaimer: "This program is available to all, without regard to race, color, national origin, disability, sex, age, political affiliation, or religion."

Various customized outreach strategies were implemented by subgrantees, from community outreach to more sophisticated social media advertising. Most subgrantees also recruited candidates from other programs within their community colleges. For instance, SF-FL drew a few applicants in each wave from its Displaced Homemaker Program, and EFSC/CSB sent postcards to older women who had been previously connected to the community college, such as women who enrolled in a program or course but subsequently dropped out.

In addition to the considerable support they received from AARP Foundation, some subgrantees also relied on assistance from their institution's own marketing departments. For example, MDC worked with its marketing department to purchase interior bus ads and advertisements on Pandora online radio to promote BTW50+: WESI. The program director reported that the marketing department helped them think through and fine tune their existing outreach and recruitment strategies. For example, while they were already promoting BTW50+: WESI on radio stations, the marketing department advised them to run their advertisements at 7am and 5pm, during the morning and afternoon commutes.



All subgrantees hosted websites and Facebook pages promoting their programs. For example, JSCC advertised the 7 Smart Strategies workshop on its website home page as "Free Job Seeker Workshops for Ages 50 and Over," with links to the AARP Foundation call center number and a web page that described the BTW50+: WESI coaching and training program. Staff explained that these initial information sources were "shared like crazy" online. They were proud that a recent post on Facebook had 460 likes and 147 shares. ACC designed a BTW50+: WESI website that was mobile friendly and included a "call now" button for the call center, as well as short videos of participants' success stories.

How Were Job Candidates Selected?

In order to select job candidates who fit the target criteria, subgrantees relied mostly on the application for coaching, which interested individuals completed at the end of the 7 Smart Strategies workshop. This application contained information such as occupations of interest, highest level of education completed, current employment status, work experience, employment goals, interest in BTW50+: WESI program services, and whether their self-reported income was under or over $40,000 a year. To complement this application, career coaches at two subgrantees also conducted one-on-one interviews to get a more complete picture of applicants' strengths and needs. One subgrantee's career coaches used a prescreening checklist to help assess these potential challenges. Beyond this checklist, no subgrantees used additional suitability assessments to select job candidates.

Program administrators and career coaches from all subgrantees met to select wave members together, and they used a rubric developed by AARP Foundation to do so. This rubric awarded one point for each of the preferred criteria listed below in Exhibit III-2.

Exhibit III-2: AARP Foundation Job Candidate Selection Rubric

- Interest in in-demand jobs highlighted by this subgrantee
- Educational level between high school diploma/GED and bachelor's degree
- Unemployed or underemployed
- Income below $40,000
- Seeking full-time work
- Not currently receiving job search training
- Previous long-term work experience
- Expressed interest in skills training provided through BTW50+: WESI

Subgrantees varied somewhat as to how flexible they were with the criteria and whether they made exceptions. One program administrator said, for example, that she preferred job candidates who met at least three of the criteria. Two subgrantees made exceptions to the requirement that candidates were looking for full-time employment; at one subgrantee, staff found that, although full-time employment was always the preferred goal, part-time employment was sometimes a stepping stone toward the goal of full-time employment. The project director remarked that several participants needed to work part time because of responsibilities caring for children living in the home (either their own or their grandchildren), as well as caregiving responsibilities for older relatives.

How Successful Were Recruitment and Enrollment Efforts?

Overall, subgrantees reported that they received sufficient applications from individuals who fit the age range and who had strong educational backgrounds and work histories, though not in such large numbers as to necessitate turning qualified candidates away. Most subgrantees enrolled all applicants who met the selection rubric criteria and completed a 7 Smart Strategies workshop.

Typical candidates were well educated yet still had trouble securing employment due to outdated skills, age discrimination, or efforts to make a career change. For example, at one subgrantee, coaches described the ideal applicant as someone with a desire to get into the workforce, who needed to "update her job search skills and develop more confidence." Staff from another subgrantee described the ideal job candidate as someone who had worked part time and needed a full-time job for economic stability, or someone who had worked for a single

employer for a long time, became unemployed, and needed training to expand her narrow job-specific skills to find a new job.

Notably, one concern was reported early in the evaluation and did not ultimately materialize: Multiple subgrantee respondents were initially concerned about cohort cohesion when they learned that they were required by law not to turn away qualified men who wanted to enroll in the program, which was designed and advertised for women specifically; they ultimately found that the few men who enrolled were able to integrate socially into their waves and that they did not require programming changes.

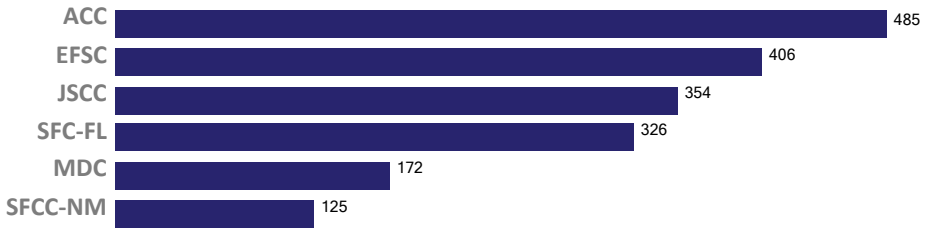
Subgrantees noted several challenges related to recruiting and serving their target populations: reaching subpopulations, serving the long-term unemployed, and competition for applicants.

- Reaching subpopulations. As described in the interim report, some program administrators and career coaches said that their ability to enroll certain targeted subpopulations—such as women from rural, Spanish-speaking, or Native American communities—had been limited, perhaps because the program did not always meet their needs. For example, transportation posed a significant barrier to participation for those living farther away from campus. Language barriers were also a challenge: Staff members from two subgrantees noted they tried to reach women in the Hispanic community through community outreach and Spanish radio ads, but neither of these subgrantees offered fully bilingual services, which limited the program's relevance for monolingual Spanish-speaking women. Program staff from another subgrantee questioned whether the program was culturally appropriate for Native American women in the area, citing that fewer were looking for full-time work due to caretaking and other community responsibilities.
- Serving the long-term unemployed. Program staff reported that they found it more challenging to serve candidates who had been out of the job market for longer periods, preferring to work with those who were underemployed or had recently become unemployed. At one college, for example, career coaches thought that the ideal job candidate was one who had been unemployed for six months or less. They noted that the longer someone had been out of the labor force, the longer it would take to reconnect. They also noted that job candidates faced competitive job markets and sometimes had unrealistic salary expectations. This was especially noted when candidates were trying to move into a new fields or specializations. One coach expressed that sometimes candidates had unrealistic expectations about how hard it is to change fields, explaining that "[t]hey often don't want to take a step back in salary or hours to get a foot in the door for a new career area."
- Competition for applicants. One college struggled with enrollment throughout the implementation period because a nearby AJC was operating a BTW50+ Classic program. Despite encouragement and support from AARP Foundation, the two programs were unable to coordinate timing of their enrollment or develop a partnership to triage candidates in support of both programs' enrollment goals.

Who Were BTW50+: WESI Job Candidates?

As noted in Chapter I, AARP Foundation's SIF grant application specified that subgrantees would, collectively, enroll 1,400 individuals. As shown below in Exhibit III-3, by the end of program implementation, subgrantees were able to surpass that target and enroll 1,868 individuals collectively. There was, however, wide variation with respect to how many job candidates each subgrantee enrolled.

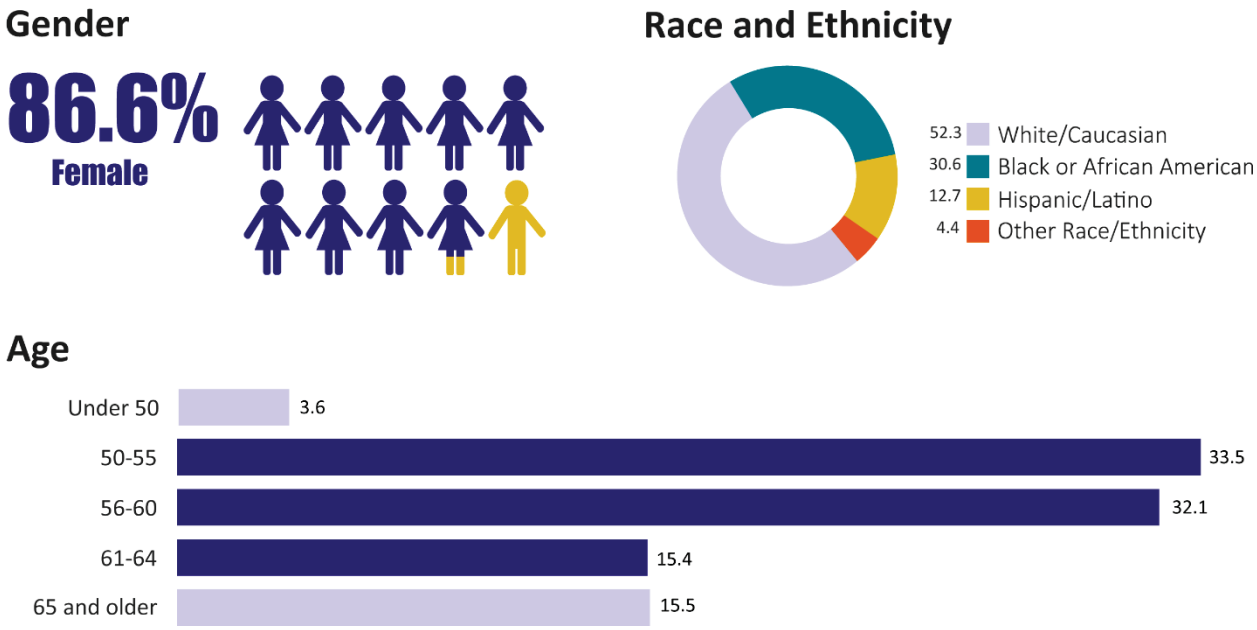
Exhibit III-3: Total Job Candidate Enrollment by Subgrantee (N=1,868), 2015-2018



Source: FIS Extract Data Analysis, 2018

Subgrantees enrolled job candidates who closely matched the criteria in the selection rubric for participation in BTW50+: WESI. Exhibit III-4 displays the data for age, gender, and race/ethnicity. As targeted by the program's focus on the needs of older women, the vast majority of job candidates were female (86.6 percent) and over the age of 50 (96.4 percent). In keeping with the program's eligibility criteria, 80 percent (denoted with darker shading) were in the target age range of 50 to 64 years old. The average age of the job candidates was 58, with ages ranging from 34 to 83 years old. Exhibit III-4 also displays the breakdown of job candidates by race/ethnicity, though subgrantees did not have any specific goals or targets for these characteristics.

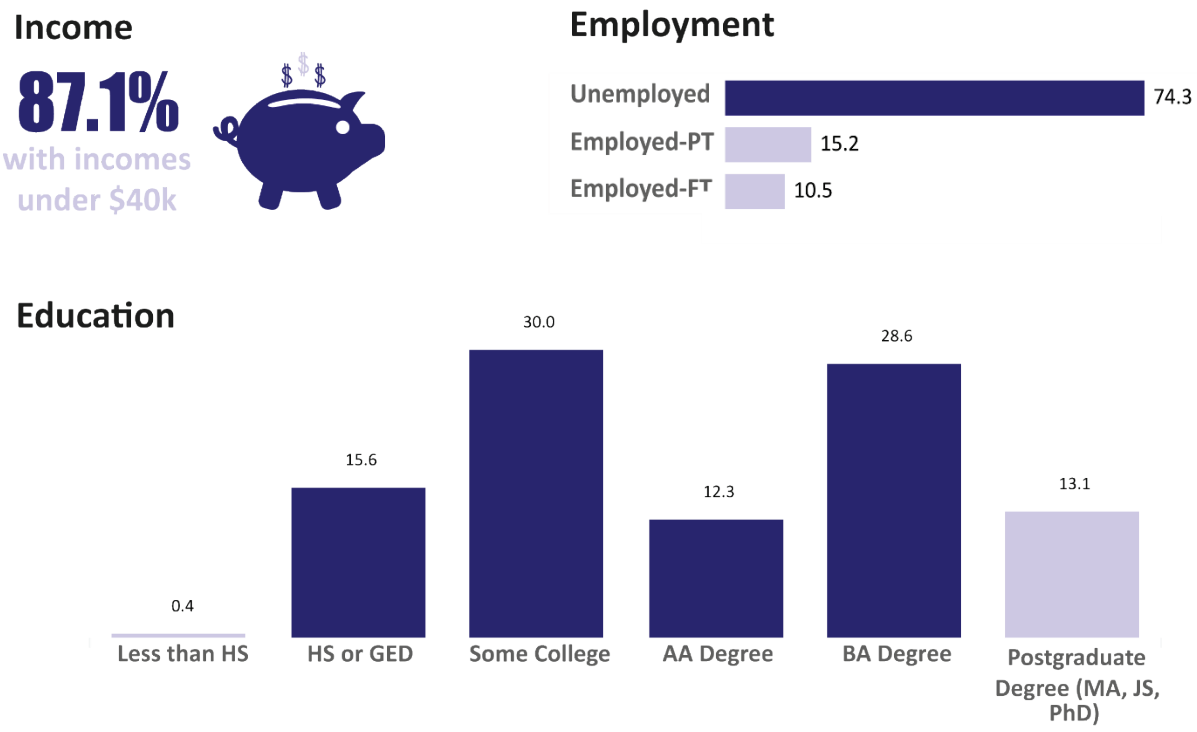
Exhibit III-4: Age, Gender, Race, and Ethnicity of BTW50+: WESI Job Candidates



Source: FIS Extract Data Analysis, 2018

Overall, subgrantees also generally enrolled candidates who met the criteria in the selection rubric for income and employment, as shown in Exhibit III-5. For example, most job candidates (87.1 percent) reported having an income under $40,000 at the time of enrollment; similarly, almost three quarters of all job candidates were unemployed. One quarter were working part time (15.2 percent) or full time (10.5 percent), but they were often in less skilled jobs in order to make ends meet while they tried to find better-paying full-time work. Finally, consistent with anecdotal reports from subgrantee staff, job candidates had sufficient educational attainment to succeed in the workforce: most (86.5 percent) met the criteria of having an educational attainment level between a high school diploma or GED and a bachelor's degree. Of the remainder, less than 1 percent lacked a high school diploma or GED, and 13.1 percent had a postgraduate degree.

Exhibit III-5: Income, Education, and Employment of BTW50+: WESI Job Candidates



Source: FIS Extract Data Analysis, 2018

What Do These Findings Mean?

Subgrantees used AARP Foundation's materials and guidelines to conduct targeted recruitment of job candidates, resulting in enrollment levels that exceeded the Foundation's initial target and job candidates who closely matched the selection criteria established for the program in terms of age, gender, previous educational attainment, income, and employment status. Given that the initiative was able to successfully recruit and enroll its target population, subgrantees were in an ideal position to deliver a model designed specifically for women age 50 and older. The next chapter explores the extent to which that model was implemented as intended.

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Chapter IV: Service Design and Quality

This chapter describes the design of subgrantees' BTW50+: WESI services, including individual elements of services, how services evolved over the course of the program implementation period, how they varied by subgrantee, and the extent to which service elements were implemented with fidelity to the program model. These findings provide context for later chapters that address service intensity and dosage, as well as job candidates' satisfaction with services received.

Key Findings

- **Over the course of the implementation period, subgrantees made significant progress implementing all components of the BTW50+: WESI model.** For the most part, subgrantees demonstrated growth in the strength of their models as implementation went on, with the exception of some limited reductions in fidelity between the second and third implementation site visits. The highest levels of implementation fidelity were seen for the computer skills training and career coaching.
- **There was some variation in the details of how program components were provided, but subgrantees generally coalesced on a replicable BTW50+: WESI model.** The components with the least variation tended to be those for which AARP Foundation had provided additional guidance. The model still allowed for flexibility that took into account the needs of subgrantees' specific job candidate populations and institutional contexts.
- **Consistent with previous findings, employer engagement remained the most challenging component of the model for subgrantees to implement.** As might be expected, subgrantees that closely involved their workforce development system with the program from the start of the implementation period were most successful in engaging employers.

How Did the Evaluation Measure Implementation Fidelity?

As noted in the introduction, the evaluation team developed a fidelity assessment checklist (included in this report as Appendix B) to document subgrantee progress toward fidelity to the BTW50+: WESI program model. The fidelity assessment checklist specified six critical elements of the model: career coaching, computer skills training, financial capability building, job search skills, employer engagement, and connections to training. For each of these key elements, the checklist described what particular practices needed to be in place in order for a subgrantee program to achieve fidelity (shown in Exhibit IV-1 below).

The checklist was used as a formal guide at each site visit to ensure consistency in how site visitors evaluated the colleges' progress toward required core elements. To help ensure this

consistency, prior to each round of implementation study site visits, site visitors received training in how to use the fidelity assessment checklist to promote inter-rater reliability. Where possible, the same site visitor (or pair of site visitors) conducted all three visits to a particular college in order to promote understanding of the subgrantee's program and progress.

Exhibit IV-1: Key Elements of the BTW50+: WESI Model (Fidelity Checklist)

Key Element 1: Career Coaching	
1.1	Coaching provides a sequence of activities that help job candidates assess their skills and interests, identify transferable skills, and focus on career paths they want to pursue.
1.2	Coaching provides the support necessary to build job candidate confidence.
1.3	Coaches link candidates to appropriate supportive services and outside resources to help them achieve their employment and training goals.
Key Element 2: Computer Skills Training	
2.1	Computer skills training is tailored to the needs of each job candidate specifically and older workers generally.
2.2	The curriculum of the computer skills upgrade is flexible and geared towards both job search and workplace needs.
Key Element 3: Financial Capability Building	
3.1	The financial capability building component includes best practices from Finances 50+, such as being interactive, and is geared towards the needs of job candidates who are 50 or older.
3.2	The financial capability building component is contextualized within the local community and takes advantage of its resources.
Key Element 4: Job Search Skills Training	
4.1	Career coaches are able to provide job candidates with targeted advice about job searching, have developed relationships with local employers, and are knowledgeable about recruitment, screening, and hiring practices of local employers in the occupations of interest to job candidates.
4.2	The program provides its own targeted support for job placement/job search skills training that is tailored to the needs of job candidates.
Key Element 5: Employer Engagement	
5.1	The program engages in employer outreach and education activities to inform local employers of the value of the 50+ workforce and BTW50+: WESI job candidates and provides opportunities for job candidates to have contact with local employers.
Key Element 6: Connections to Training	
6.1	Training options are both tailored to the needs of the job candidate population and broad enough to give them adequate choice.
6.2	Support is provided to job candidates in training and is tailored to their needs.

Was the Model Implemented as Intended?

Subgrantees had some flexibility in designing their services. However, over the course of the grant and after receiving guidance from AARP Foundation, most began offering services during a condensed but intensive core services period of coaching and workshops that lasted from one to three weeks. Subgrantees reported that a shorter core services period increased job candidate retention in BTW50+: WESI and could be supplemented with additional support as needed.

In addition to core services, the other major element of the BTW50+: WESI model involved connecting interested job candidates to occupational skills training and providing them with support throughout their time in training. The model assumed that only a subset of job candidates who needed to upgrade existing skills or to develop new skills to prepare for their employment goals would enroll in training. Subgrantees were expected to develop or connect job candidates to a range of training options that would be of interest to them and that would prepare them for employment in local, in-demand jobs that could offer economic stability.

Based on data collected during the site visit interviews, observations, and focus groups, site visitors rated each subgrantee as having "fully implemented," "partially implemented," or "not yet implemented" each element of the program model. The checklist and fidelity ratings did not contain specific thresholds, but rather allowed the site visitor to indicate progression over the course of program implementation. After each visit, the study team analyzed fidelity checklist data to rank the implementation progress of each program element. The analysis below illustrates the evolution of fidelity to specific elements and to the overall BTW50+: WESI program model, and notes variations across subgrantees within the parameters of implementation fidelity.

How to Interpret Fidelity Scores in This Chapter

Numerical scores in graphs for each element indicate the extent of implementation fidelity, where "not yet implemented" has a value of 0, "partially implemented" has a value of .5, and "fully implemented" had a value of 1. For example, if an element is rated as .75, it falls between partially and fully implemented.

Key Element 1: Career Coaching

The career coaching component of the model involved career coaches working directly with job candidates to help them achieve their training and employment goals. This was conducted through a series of one-on-one and group coaching sessions where confidence building was a major focus. Career coaches also developed opportunities for job candidates to learn from and support each other, such as during brown bag sessions or job clubs. The coaching component of BTW50+: WESI was well defined by AARP Foundation. Across subgrantees, adherence to the coaching model was very high, nearly fully implemented by most subgrantees. Each of the three recommended elements of the career coaching model is described below.

1 **The BTW50+: WESI career coaching model offered a sequence of activities to help job candidates assess their skills and interests, identify transferable skills, and focus on the career paths they wanted to pursue.** In assessing whether a subgrantee met this model element, site visitors reviewed program design and operations to determine whether:

- Career coaches conducted assessments and skill-and-interest inventories of job candidates starting from the first one-on-one coaching session.
- Job candidates created realistic service plans with achievable goals and updated these plans as needs changed.
- Career coaches used labor market information to make recommendations for appropriate career paths.
- Career coaches encouraged job candidates to apply for scholarship support or other programs that could help them achieve their goals.

By the third implementation site visit, all of the subgrantees had achieved full fidelity to this first element of the career coaching model.

2 **The BTW50+: WESI career coaching model provided job candidates with the support necessary to build confidence.** In assessing whether a subgrantee met this model element, site visitors reviewed program design and operations to determine whether:

- Career coaches completed at least one coaching session with each cohort or job candidate.
- Career coaches had experience working with older workers or had training on how best to serve this population.
- Career coaches conducted case conferencing with other career coaches or staff who worked with job candidates.
- Job candidates met one-on-one with career coaches to address sensitive issues.
- Job candidates had access to peer support groups to learn from each other.

By the third implementation site visit, all of the subgrantees had achieved full fidelity to the second element of the coaching model.

3 **In the BTW50+: WESI career coaching model, career coaches linked job candidates to supportive services and outside resources to help them achieve their employment and training goals.** In assessing whether a subgrantee met this model element, site visitors reviewed program design and operations to determine whether:

- Career coaches conducted supportive services assessments so that they understood job candidates' unique situations and needs.

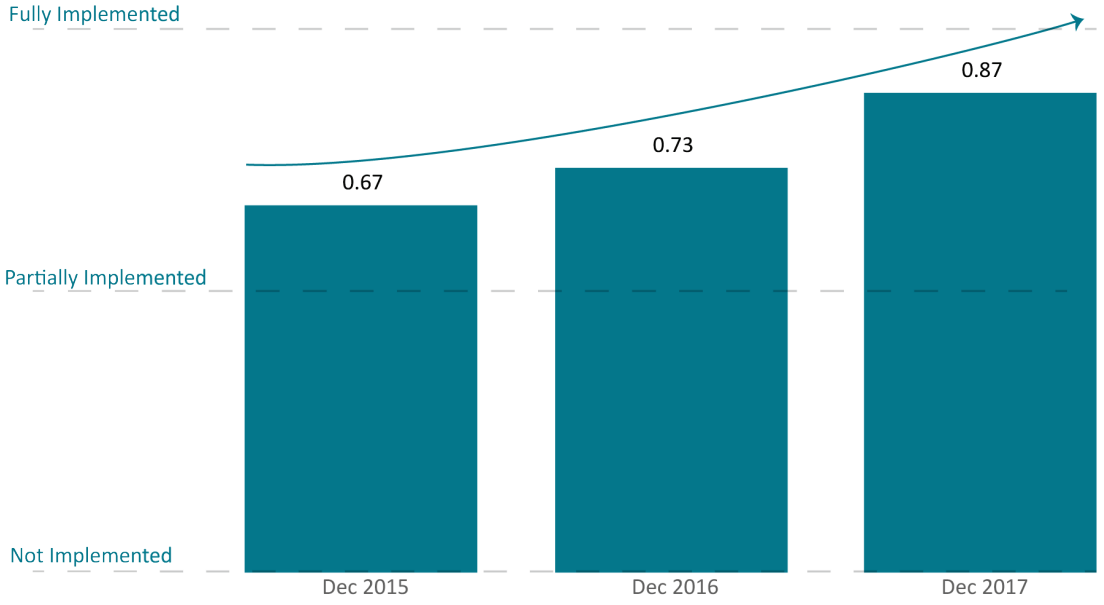
- Career coaches worked with job candidates to develop plans to address barriers to training and work including transportation, child care, work clothing, books, and uniforms.
- Career coaches established relationships with primary referral agencies and conducted warm referrals for job candidates to these agencies.

Subgrantees were less complete in their implementation of this element, with only one subgrantee achieving full fidelity. All of the other subgrantees only partially implemented this element. The reason they were rated as less than fully successful on this element is that they did not tend to follow up on the referrals they made for job candidates to outside organizations; in fact, career coaches did not report making many outside referrals. Subgrantee staff tended to think that this element of the model was not necessary, given the needs of the job candidate population. Either job candidates did not need many supportive services or career coaches thought that having them follow up with a referral better protected job candidate privacy and gave them an important opportunity to practice self-advocacy. As a result, by the final site visit in 2017, subgrantee staff members were not actively trying to increase fidelity to this coaching element.

Evolution of Career Coaching

Subgrantee fidelity to BTW50+: WESI's coaching component rose steadily across the three rounds of implementation site visits. As seen in Exhibit IV-2, it approached full implementation by the 2017 visit.

Exhibit IV-2: Career Coaching Fidelity Over Time



Source: Fidelity Checklist Data Analysis, 2018

To achieve this higher level of fidelity, across the program implementation period subgrantees generally increased their number of one-on-one coaching sessions, began incorporating labor

market information into coaching, and paid more attention to developing individualized service plans for job candidates. These improvements occurred organically, as subgrantees had more time to develop a mature program model, as well as in response to clarification about the required elements and the desired intensity of career coaching provided by AARP Foundation in early 2016.

Variations in Career Coaching

For the most part, subgrantees used similar designs for delivering coaching services that tended to emphasize one-on-one support, confidence building, and opportunities for job candidates to learn from each other. Less attention was paid to referrals to off-campus supportive services organizations. By the final implementation site visit, there was little significant variation across subgrantees in the fidelity ratings of coaching and cohort-building services. The one exception was the aforementioned warm referrals one subgrantee provided to an on-campus resource center; this enabled them to achieve full implementation of the third element.

Key Element 2: Computer Skills Training

Across subgrantees, training was provided to help job candidates develop computer skills, with an eye toward achieving the level of competency required for a successful job search and employment in a desired occupation. Career coaches and program administrators indicated that helping job candidates improve their computer confidence and expertise was critical for employment. They also noted, however, that the component was challenging to design, given the substantial variation in job candidates' computer experience and preexisting knowledge.

Despite these inherent challenges, all subgrantees achieved full fidelity to the desired computer skills training model by the final implementation site visit, making it the most fully implemented component. The two elements of the computer skills training fidelity are described below.

1

Computer skills training was tailored to the needs of each job candidate specifically, and older workers generally. In assessing whether a subgrantee met this model element, site visitors reviewed program design and operations to determine whether:

- The college conducted an assessment of each job candidate's current level of experience, knowledge, and skills using computers in order to place them in an appropriate skills upgrade class. This assessment covered a broad range of computer skills, including those needed for job searching, employment, and training.
- The level of computer skills training targeted for a job candidate was matched to the job skills required in the occupations the job candidate was targeting.
- The design and delivery of computer skills training took into account the particular needs of job candidates for confidence-building exercises, extra time for questions, extended time for hands-on practice, one-on-one instruction as needed (through instruction or tutoring), and a choice of the mode of training (e.g., online, blended, classroom-based).

- Several levels of instruction could be arranged to meet the varying needs of job candidates, starting at a basic skills computer literacy workshop and working up to more advanced software classes.

By the final implementation site visit, all five subgrantees had fully implemented this element of the computer skills training.

2 **The curriculum of the computer skills training was flexible and geared toward both job search and workplace needs.** In assessing whether a subgrantee met this model element, site visitors reviewed program design and operations to determine whether:

- The computer skills training provided appropriate breadth to each job candidate, including instruction in at least three areas (e.g., web browsing, social media, online job search sites and tools, completing online job applications) in order to support job searching, promote success in training, and ensure facility with software most frequently used in the workplace.
- Trainings on special computer skills needed for specific occupations were available to candidates who needed them.
- The computer skills training allowed for progress over time and built on a stackable model. Job candidates could build on current skills and continue learning beyond the 10-week core services program, if interested.
- Whenever possible, the program adapted and drew on existing computer training resources available in the community.
- The program identified other resources for computer skills trainings as needed—for example, through an Individual Training Account or other community resources.

As with the first element of the computer skills training, all subgrantees had achieved full fidelity to this second element by the final round of site visits.

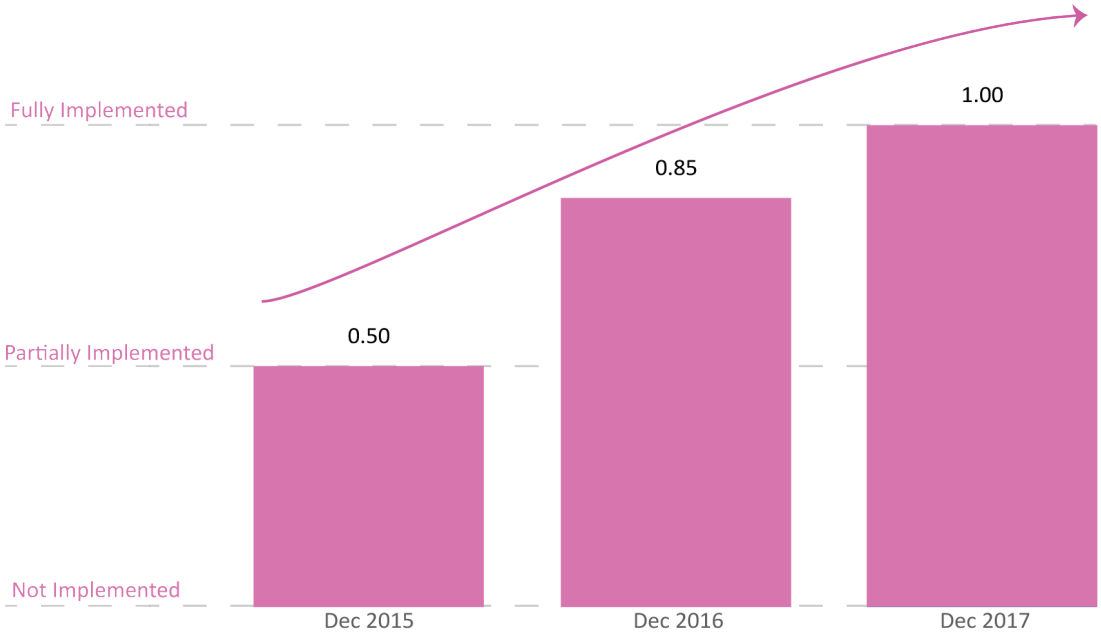
Evolution of Computer Skills Training

As seen in Exhibit IV-3, subgrantee fidelity to BTW50+: WESI's computer skills training component rose greatly over the three visits, with an especially big jump between the 2015 visit and the 2016 visit. All subgrantees had achieved full implementation fidelity by the 2017 visit.

There were several reasons for the progress in computer skills training implementation. First, subgrantees became increasingly aware of the importance of computer skills for job candidate success as they heard more about employer needs and job candidate confidence levels with computers. Second, AARP Foundation provided more guidance and support about this element after the first site visit. At that time, they emphasized the value of using the NorthStar Digital Literacy Assessment to ensure job candidates received the type of upgrade that matched their needs; they also provided subgrantees with licenses for Lynda.com, an online platform that provides training in a variety of areas, including computer skills, and that can be used for

independent, online computer training. In addition, subgrantees noticed the variation in job candidate computer skill levels and began to develop multiple levels of training, including intermediate and advanced options.[15]

Exhibit IV-3: Computer Skills Training Fidelity Over Time



Source: Fidelity Checklist Data Analysis, 2018

Variations in Computer Skills Training

Even though all subgrantees achieved full fidelity to the computer skills training element, there was a fair amount of variation in how it was provided. This reflected both the different ways the subgrantees approached the service and the differing computer skills needs within the job candidate population. One major variation was whether subgrantees created dedicated computer skills programming for BTW50+: WESI, connected job candidates to existing college or online resources, or did a combination of both.

The majority of subgrantees used a combination of instructional sources. In these cases, they provided dedicated computer skills training to BTW50+: WESI job candidates during the core services period and also connected them to Lynda.com, GCF Learn Free, or college courses for more advanced instruction. There was variation in whether subgrantees used online, in-person, or a blended online/in-person format for the delivery of computer skills training, with most using a blended approach.

[15] Even after the third site visit, subgrantees continued to add additional computer skills options. For example, during the final phone calls in the summer of 2018, ACC reported adding a Google Suite certificate and short, supplemental "lunch and go" classes. In contrast, reliance on Lynda.com lessened over time, with some subgrantee staff members reporting that job candidates struggled to use the platform without in-person support.

Key Element 3: Financial Capability Building

The BTW50+: WESI model also included support for financial capability building to help job candidates manage their finances and think about their future stability. Toward this end, AARP Foundation provided subgrantees with a fully developed curriculum, including a workbook and recorded modules for Finances 50+, "a financial capability program designed to motivate and empower participants…to take charge of their financial future and make the most of the financial resources that they have."[16] The course included budgeting and goal setting, taking charge of credit and debt, developing a savings plan, and protecting assets.

As this was a very standardized program component, it is not surprising that, by the final site visit in 2017, all subgrantees had achieved the same overall level of fidelity, between partially and fully implemented. The two elements of the fidelity measure are described below.

1 **The financial capability building component included best practices from Finances 50+, such as being interactive and geared towards the needs of job candidates who were 50 or older.** In assessing whether a subgrantee met this model element, site visitors reviewed program design and operations to determine whether:

- The curriculum mapped onto Finances 50+, which could be adapted to the local context as needed. It included the recommended depth of instruction on:
  - setting goals and making a plan to achieve them,
  - creating a budget and prioritizing needs and wants,
  - understanding and managing debt and credit as well as consumer rights,
  - maximizing credit scores,
  - saving money by increasing income or reducing spending,
  - recognizing the signs of a scam,
  - knowing where to turn with concerns about financial fraud or a scam, and
  - having the motivation and opportunity to put knowledge gained into action immediately to increase financial stability.
- Real life financial examples relevant to those age 50+ (e.g., retirement goal setting, social security, financial planning for health needs) were included.
- The program included interactive activities.

All subgrantees had achieved full fidelity to this element of the financial capability building component by the second site visit and had maintained this score at the final site visit in 2017. This fidelity was due to consistent use of the Finances 50+ curriculum.

2 **The financial capability building component was contextualized within the local community and took advantage of its resources.** In assessing whether a subgrantee

[16] From AARP Foundation's *Back to Work 50+: WESI Playbook*, revised April 2016.

met this model element, site visitors reviewed program design and operations to determine whether:

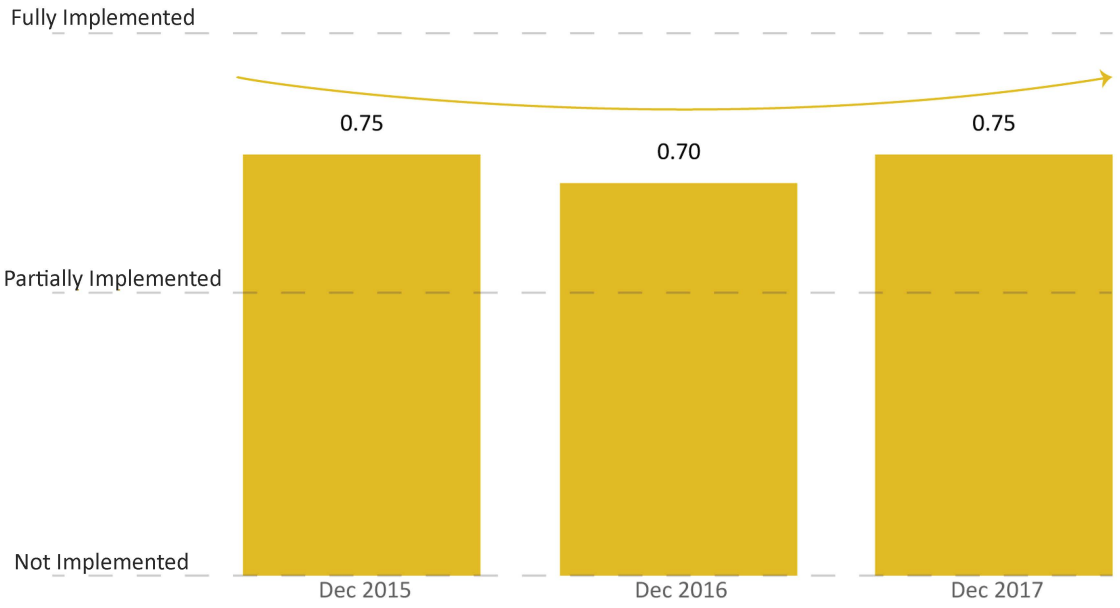
- The program referred job candidates to resources in the community that assisted with building savings and reducing debt.
- The program provided information about income supports and financial aid that were available to job candidates.

As of the third implementation study site visit, all of the subgrantees had partially achieved fidelity to this second element of the component. While subgrantees provided information about income supports and financial aid, they chose not to connect job candidates to local community resources (including those designed to assist with building savings and reducing debt). Some subgrantee staff members explained that this was because they did not want to be seen as promoting specific financial products or institutions.

Evolution of Financial Capability Building

As seen in Exhibit IV-4, subgrantee fidelity to the financial capability training component was nearly stable across all three study visits, with just a very slight dip during the fall 2016 visit. No subgrantees achieved full fidelity to the element because, as described above, they decided that involving outside financial institutions did not align with their goals for the program.

Exhibit IV-4: Financial Capability Building Fidelity Over Time



Source: Fidelity Checklist Data Analysis, 2018

The lower level of fidelity in the second year was due in part to the fact that two subgrantees did not yet provide information about income supports or financial aid, but later added on more

services in this area.[17] Staff members from one subgrantee noted that they worried at first that it would be an invasion of job candidate privacy to do an assessment to see if income supports were needed. By the final site visit in 2017, however, this subgrantee was directing job candidates to an online self-assessment to educate them about their income and savings needs in a more confidential way.

Another evolution in the provision of financial capability training was that several subgrantee staff grew to appreciate the component more as time went on. Some expressed initial concern that the component was less engaging than others or that the content was difficult for job candidates without an income to put into practice. Over time, however, these subgrantees added supplemental content (described below) to make the component better suited to the needs of the job candidates they served.

Variations in Financial Capability Building

All subgrantees achieved the same fidelity score for the financial capability training component, and overall there was little significant variation in its timing or intensity. However, as noted above, some subgrantees added their own additional content beyond the set curriculum to enrich the material. For example, ACC and JSCC added videos on topics like credit scores, identify theft, or personal finance to liven up the sessions; at EFSC/CSB, a coach modeled affordable interview outfits she had purchased at local thrift stores.

Key Element 4: Job Search Skills Training

Per the program model, job search skills training was a critical element of BTW50+: WESI. This service was provided both during the initial delivery of core services and as a continuing support, as needed, to individual job candidates during their search for employment after core services ended. It included workshops on topics like crafting resumes and conducting a job search as well as activities like mock interviews, all offered in close alignment with career coaching.

By the final site visit in 2017, implementation of the job search skills component fell between partially and fully implemented. The component consisted of two elements, described below.

1

Staff members were familiar with local labor market trends and opportunities and were knowledgeable about local hiring practices in the targeted occupations. In assessing whether a subgrantee met this model element, site visitors reviewed program design and operations to determine whether:

- Program staff members used up-to-date labor market information and provided job candidates with details about training needed, working conditions, wages at

[17] One subgrantee that was participating in BTW50+: WESI during the first visit had invited a representative from a local credit union, and therefore achieved a higher fidelity score for the second element of this component. This subgrantee was no longer receiving grant funds during the second and third visits, and so scores for these visits are lower than they might otherwise have been.

entry level, and opportunities for advancement for the careers in which they were interested.

- Program staff members had established relationships with local employers in the fields of interest to job candidates and could describe employer hiring practices.
- The program had established connections to the local workforce development system and connected job candidates to the resources available from local AJCs.

Subgrantee fidelity varied on this element, with two of the institutions achieving full fidelity and three only partially implementing the element. All subgrantees used up-to-date labor market information and training details; even as of the third visit, however, those that failed to fully implement this element either lacked a strong connection to their local AJC, lacked a strong connection to local employers, or both.

2 **The program provided job search skills training and job placement support that was tailored to the needs of job candidates.** In assessing whether a subgrantee met this program element, site visitors reviewed program design and operations to determine whether:

- The program offered workshops dedicated to project participants covering the job search skills topics that incorporated the 7 Smart Strategies provided by the AARP Foundation.
- Job candidates received instruction in current job search skills, including online applications and job search websites, social media, and current resume, cover letter, and interviewing methods (either in the above workshops dedicated to BTW50+: WESI job candidates or through other programming offered by the subgrantee).
- Job candidates had access to peer support during their job searches, for example through participation in a job club or group coaching sessions.
- Job candidates in both the core services and training subgroups had access to job search skills training and placement support, though they may have received it at different times or through different channels.

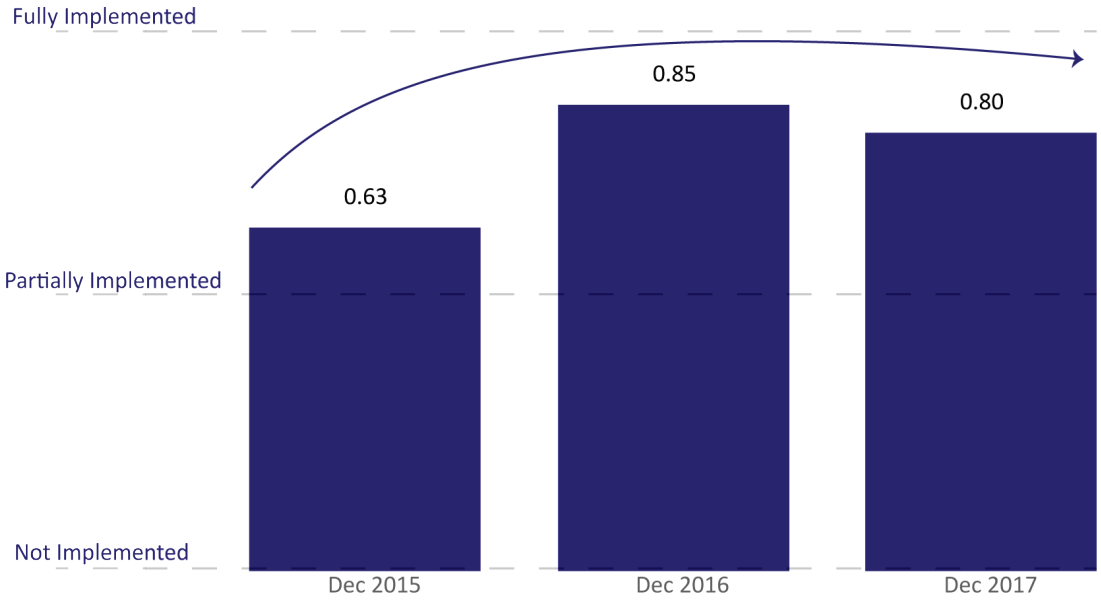
Overall fidelity to this element was rated as high, with four of the subgrantees rated as achieving full implementation, and the fifth rated as having partially implemented the job search skills element. The subgrantee that was rated lower on fidelity to this element provided everything but peer support for job candidates during the job search process.

Evolution of Job Search Skills Training

As seen in Exhibit IV-5 on the next page, subgrantee fidelity to BTW50+: WESI's job search skills component increased over time, with a slight dip between the 2016 and 2017 visits. This dip is mostly due to the fact that one subgrantee piloted an employer-based training internship but then had to stop it due to lack of funds.

In general, subgrantees demonstrated significant progress towards the job search skills component over the course of the program implementation period, especially with regards to using labor market information (particularly after AARP Foundation provided some clarification around this after the 2015 site visit) and developing relationships with workforce system partners. While two subgrantees employed AJC staff as career coaches from the beginning of the program implementation period, the others needed time to develop strong relationships with these outside organizations. Communication and coordination between BTW50+: WESI and local AJCs tended to improve over the course of the program implementation period, with later job candidates more likely to receive additional services (such as one-on-one AJC counseling sessions and employer panels) that program staff believed led to increased job opportunities.

Exhibit IV-5: Job Search Skills Training Fidelity Over Time



Source: Fidelity Checklist Data Analysis, 2018

Over time, most subgrantees identified working with job candidates on resumes as increasingly important. As they came to this realization, they added new resume workshops and provided more one-on-one resume support. As the job search skills component evolved, most subgrantees also increased training content on how to use computers to conduct job searches.

Variations in Job Search Skills

By the final site visit in 2017, the biggest variation the provision of this component was that two subgrantees which fully implemented the component earlier than other subgrantees had particularly close relationships with their local AJCs: In one case, career coaches were also AJC staff, and in another case, the local AJC took over complete management of BTW50+: WESI. Due to these preexisting relationships, and the extensive prior experience of staff in providing job search skills, these subgrantees had an easier time developing strong job search skills training.

Key Element 5: Employer Engagement

Connecting job candidates to employment was perhaps the most important goal of BTW50+: WESI, so engaging employers throughout and after core services was an important component of the program model. Across subgrantees, related services included staff members reaching out to potential employers; employers connecting with job candidates during panels, job fairs, and mock interviews; and the occasional provision of work-based learning opportunities. Rather than being unique to BTW50+: WESI, such engagement was often arranged through an outside organization (such as an AJC) or another existing workforce-related division at the college.

By the final site visit in 2017, employer engagement had the lowest fidelity score of any program component, though it still fell between partially and fully implemented overall. This component only had one element, described below.

1 **Programs arranged for employer engagement in the design and delivery of core services and created opportunities for employer contact with job candidates during the individual job search phase.** To assess the level of fidelity to this program element, site visitors reviewed program design and operations to determine whether:

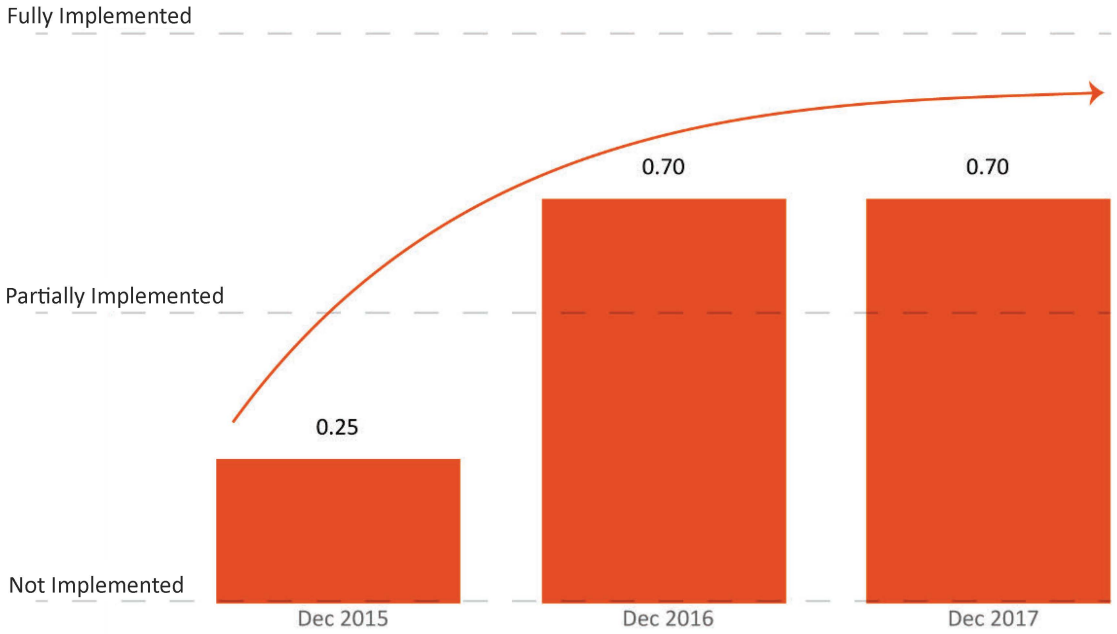
- The program developed relationships with local employers in the targeted occupations.
- Employers helped the program planners identify unmet labor market and training needs.
- The program created opportunities to involve employers in work-based training (e.g., internships, on-the-job training).
- Employers participated in job fairs at which BTW50+: WESI job candidates were featured.

Subgrantee fidelity varied on the employer engagement element, with two achieving full fidelity, but the other three only partially achieving it. Those that did not reach full fidelity either did not provide internship or on-the-job training opportunities or did not provide support to job candidates in attending job fairs.

Evolution of Employer Engagement

While subgrantees struggled most with full implementation of the employer engagement component, they still made significant progress over time. As seen in Exhibit IV-6, subgrantees made a large leap in fidelity between the 2015 and 2016 visits (which may be due to AARP Foundation amending the Playbook, after discussion of findings from the first visit at the Learning Exchange, to specify that all job candidates should have three employer contacts), but then remained at the same level of fidelity for the third visit.

Exhibit IV-6: Employer Engagement Fidelity Over Time



Source: Fidelity Checklist Data Analysis, 2018

At the time of the final site visit in 2017, employer engagement was strongest for the two subgrantees that shared staff with their local AJCs and thus had access to those organizations' longstanding employer relationships and existing services, such as job fairs and employer advisory panels. At that time, the other three subgrantees were still working to develop relationships with employers; they reported that doing so could be difficult, especially when the staff responsible for this work had not previously been involved in their college's employer engagement efforts.

Program administrators hoped to prioritize building relationships with companies that offered higher-wage jobs in their communities in order to support not just connection to employment, but employment at a living wage. This meant they had to be more careful about which employers to build relationships with and could not necessarily rely on the largest employers or those with frequent openings to meet job candidates' needs for adequate income. These program administrators reported that job candidate employment rates increased near the end of the program, which they attributed partly to BTW50+: WESI programming enhancements, such as keeping in contact with job candidates longer after core services or engaging employers to participate in panels, mock interviews, and internships.

Variations in Employer Engagement

Not surprisingly, the two subgrantees that were most connected to their local AJCs were able to achieve the highest fidelity to the employer engagement component and were the only ones to fully implement it. Other than the extent to which subgrantees could rely on preexisting employer relationships, other variation across the employer engagement component included (1) the local labor market context (two subgrantees felt that their labor markets did not have many higher wage opportunities); (2) whether work-based learning, such as internships and on-

the-job trainings, were available; and (3) the extent to which employers were involved in core services, for example by participating in employer panels or mock interviews.

Key Element 6: Connections to Training

When they initially created their BTW50+: WESI program designs, all subgrantees decided to connect job candidates to existing training offerings available at the participating colleges, either through credit-bearing or non-credit-bearing courses. Consequently, training services were focused on helping job candidates choose and succeed in appropriate trainings rather than on training development. Connections to training consisted of two key elements, described below. Across subgrantees, overall adherence to this component varied, ranging from partially implemented at one subgrantee to fully implemented at two others, with the remaining two falling in between fully and partially implemented.

1

The program offered a range of training options tailored to the needs of job candidates. In assessing whether a subgrantee implemented this model element, site visitors reviewed program design and operations to determine whether:

- Training options targeted local, in-demand occupations.
- Career coaches were familiar with the available training offerings across a wide variety of occupational areas and parts of the college.
- Job candidates received individual coaching from the career coach or other college staff to help them select training relevant to their employment goals.
- The recommended training options were of interest to older workers and targeted towards their skill levels (building on skills they might already have).
- Short-term training was available to job candidates who wanted to get back to work quickly.

Subgrantee fidelity to the first element of the connections to training component varied from partially to fully implemented. All career coaches were familiar with training options, provided individual coaching to help job candidates select training, and connected job candidates to training options that targeted locally in-demand occupations. Not all subgrantees offered short-term trainings (eight weeks or less) or connected job candidates to training options that built on their existing skills.

2

Providing support to job candidates during and after training. In assessing whether a subgrantee realized this model element, site visitors reviewed program design and operations to determine whether:

- BTW50+: WESI career coaches or other support persons checked in regularly with training job candidates to ensure that their needs were being met during training.

- Job candidates in training received support from their peers (e.g., through peer study groups or other activities involving contacts with other BTW50+: WESI program participants).
- Job candidates identified with and felt supported by the BTW50+: WESI program after completing core services and entering training.

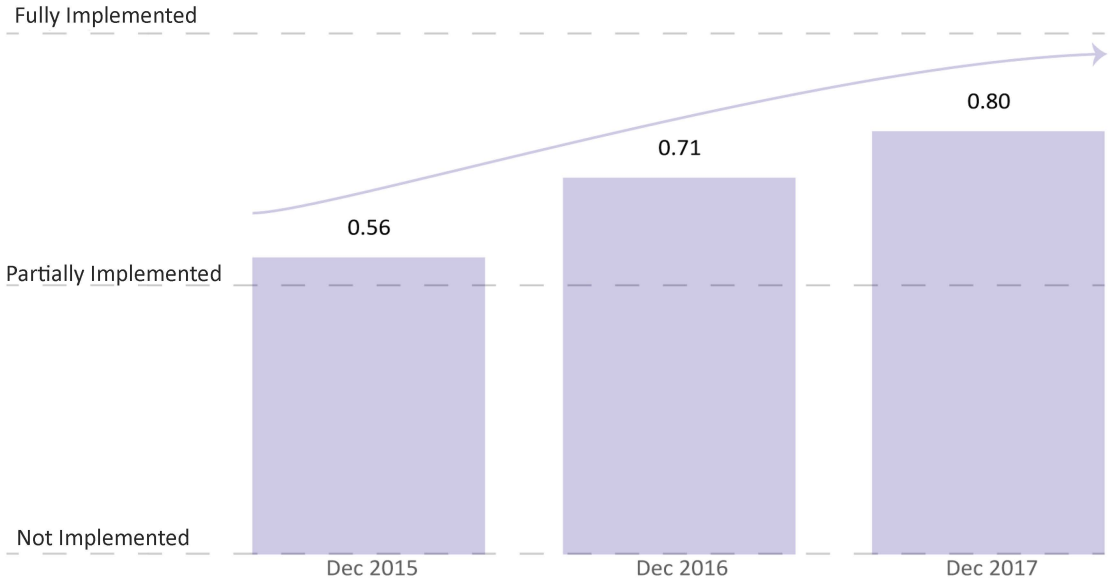
Subgrantee fidelity to the second element of the connections to training component also varied from partially to fully implemented. The two subgrantees that were not assessed as reaching full fidelity to this element did not create opportunities for job candidates in training to receive support from their peers, or they failed to have career coaches check in regularly with job candidates who were in training.

Evolution of Connections to Training

As displayed in Exhibit IV-7, subgrantees made steady progress with the implementation of the connections to training program component. Even those subgrantees that were slow to get training options off the ground provided job candidates with multiple choices by the final site visit in 2017. At the same time, for many subgrantees, the program's emphasis on training (and subsequently on job candidate enrollment in training) also declined over time. This seemed to stem both from job candidates' desire to get back to work as quickly as possible (and to forgo training) and a shift in the program's focus to align more with that goal. Enrollment in training remained highest for subgrantees that offered very short-term training options. Nevertheless, fidelity to the component continued to rise because subgrantees provided the training connections and support outlined in the model, even if fewer job candidates than expected chose to follow this path.

Program administrators reported that connecting job candidates to occupational skills training was complex because many were simply not prepared for it, despite the increased confidence they had gained from the program. Often, interest in and readiness for training did not align. According to program administrators, job candidates with more formal education (who might therefore be ready for community college coursework) did not always find it necessary to pursue additional training and preferred to get back to work quickly. By contrast, job candidates who were interested in training generally were not as prepared for community college programming and had trouble successfully completing it. Program administrators therefore found connections to training more challenging than anticipated, because job candidates who actually pursued training tended to need more support to do well. Some subgrantees began assessing or providing basic skills to job candidates going into training to ensure they would be able to succeed.

Exhibit IV-7: Connections to Training Fidelity Over Time



Source: Fidelity Checklist Data Analysis, 2018

Variations in Connections to Training

Subgrantees achieved different levels of fidelity to the connections to training component depending on whether they connected job candidates to appropriate trainings for their needs and whether they continued to offer BTW50+: WESI-specific support to job candidates throughout their time in training. While the support offered to job candidates in training tended to be fairly similar across subgrantees, there was variation in the types of training available. For example, all subgrantees required that training be in locally in-demand fields, but some offered access to a streamlined list of training options, while others were more flexible in the number of training opportunities available to job candidates. In addition, two subgrantees added additional training options even after the final site visit, with job candidates at JSCC given access to a new automotive manufacturing training program developed by the college's workforce education division and EFSC/CSB connecting job candidates to new information technology trainings available through a for-profit provider.

What Do These Findings Mean?

During the program implementation period, subgrantees made clear gains in fidelity to the six elements of the model. They achieved between partial and full implementation on each program component, tending towards full implementation on most elements. They also offered a similar model with fairly minimal variation in their provision of services across subgrantees. The employer engagement component remained the most difficult for subgrantees to implement, which may have implications for the impact study if challenges with employer engagement made it harder for job candidates to find jobs offering economic stability. Because only some job candidates chose to enroll in occupational skills training, the impact study will also provide an

opportunity to assess whether participation in such training provided any additional benefit to those job candidates.

Chapter V: Services Received By Job Candidates

This chapter documents job candidates' enrollment in and completion of BTW50+: WESI services, both overall and for each of the six elements whose implementation was detailed in the previous chapter. Here, the discussion is extended to describe the frequency and intensity of services at the participant level utilizing FIS data, the individual-level participant data collected by subgrantees in AARP Foundation Impact System.

Key Findings

- **FIS data were not consistently populated across the implementation period.** Inconsistencies in the data are likely due to a combination of variability in data collection and data entry practices across coaches, and changes in data collection procedures during implementation.
- **Nearly all job candidates (over 96 percent) received individual coaching, primarily on job searches and career planning.** Across and within subgrantees, on average, job candidates received more than the required two sessions of individual coaching.
- **Service delivery and intensity for core services delivered in a group format were largely consistent with subgrantees' reported implementation practices**. The exception to this pattern was computer skills upgrade training, which was implemented with high fidelity but showed lower uptake than expected; it may be that job candidates with more advanced computer skills pursued self-directed, online trainings that coaches did not record.

How Did the Evaluation Measure Service Receipt?

This chapter uses data from the FIS, a Salesforce database designed and maintained by AARP Foundation for its local programs, including BTW50+: WESI. At each subgrantee, coaches were instructed and trained to enter participant service and outcomes data into the FIS. They recorded job candidates' attendance at individual and group coaching sessions as well as their participation in workshops and classes on financial capability, computer skills upgrade training, and occupational skills training. Data included short descriptions of types of training, date(s) of participation, and whether the activity was completed. In presenting these data on receipt of each of these elements of core services, this chapter uses the color coding presented in earlier chapters for each element.

As with any multi-user, multi-site database, a key limitation of FIS data is that not all fields were consistently populated. This is likely due to a combination of the challenges subgrantees reported in the first year of using the FIS (described in more detail in the interim implementation report), variability in data collection and data entry practices across coaches, and changes in data collection procedures over the course of program implementation. For example, subgrantees did not start recording whether job candidates completed core services until 2017, and even then

they developed their own site-specific definitions of what completing core services meant. These types of inconsistencies limit the types of analyses that can be conducted. For example, given missing data, it is not possible to present analyses by job candidate characteristics or timing of enrollment. As discussed in this chapter, however, FIS data are largely consistent with the patterns reported by subgrantees during site visit interviews and the features of program implementation described in the previous chapters.

What Services Did Job Candidates Receive?

As described in Chapter II, subgrantees enrolled and provided at least some services to 1,868 job candidates in core services from July 2015 through the end of October 2018. Job candidates were considered enrolled if they were selected for coaching services, attended individual or group coaching sessions, and had a core services start date. Once enrolled, job candidates participated in individual and group coaching sessions focused on four of the elements of the model (career coaching, job search skills, connection to training, and employer engagement), as well as separate, dedicated workshops on financial capability building and computer skills upgrade training.

Coaching

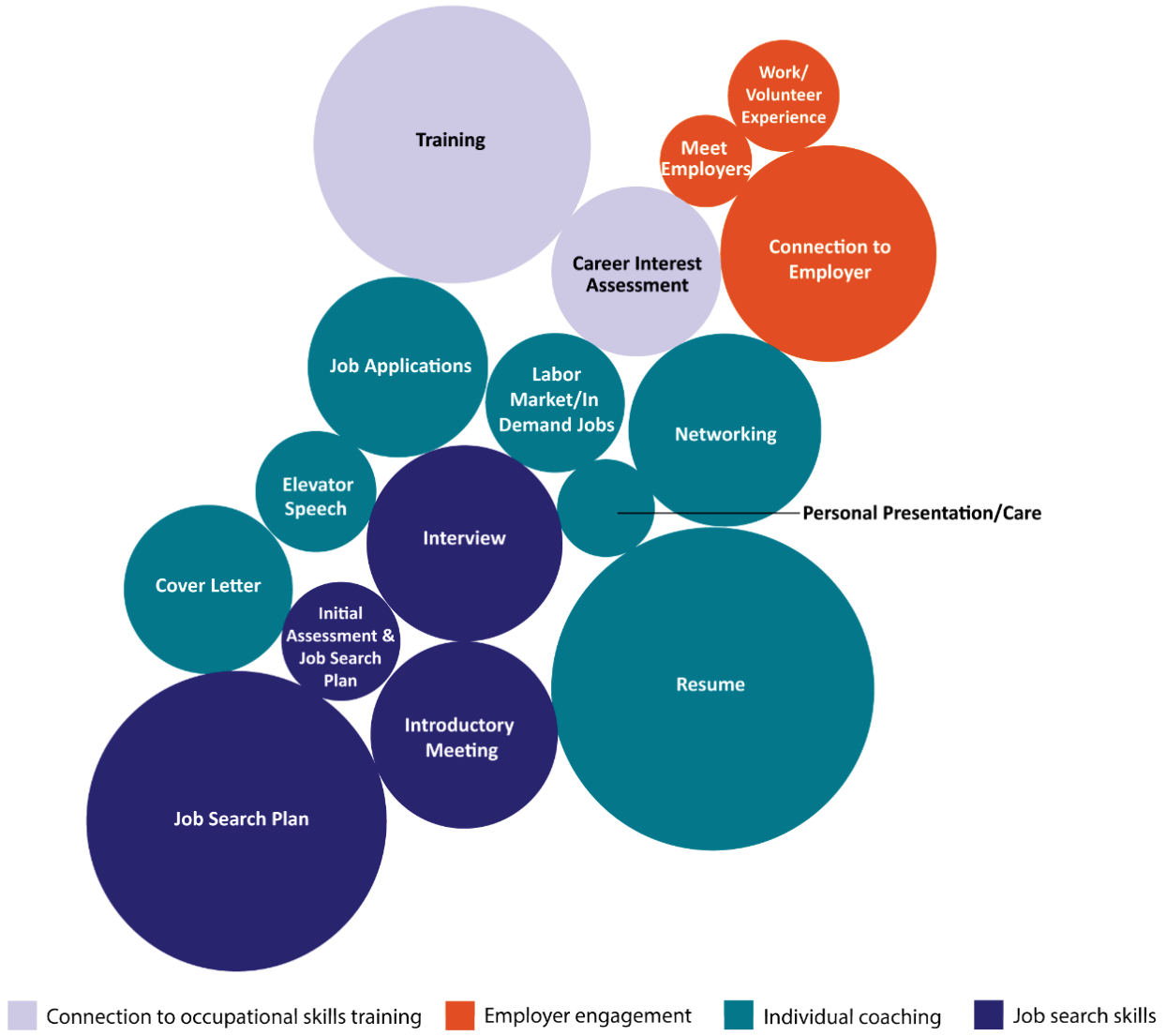
Individual coaching was a central feature of BTW50+: WESI. After the first year of implementation, AARP Foundation specified that each job candidate should receive at least two individual coaching sessions during the core services period. FIS data indicate that nearly all job candidates (96 percent) received this service (Exhibit V-1). Coaching receipt was consistently high across and within subgrantees, ranging from 91 percent to 99 percent of job candidates. Job candidates also received individual coaching at or above the level of intensity specified by AARP Foundation: On average across all subgrantees, each job candidate received three individual coaching sessions, exceeding the prescribed minimum of two. While AARP Foundation did not specify a session length for coaching sessions, on average they lasted more than 45 minutes and, at some subgrantees, up to or over an hour.

Exhibit V-1: Individual Coaching Session Attendance and Duration

Source: FIS Extract Data Analysis, 2018

Individual coaching sessions varied in thematic content but were focused primarily on four key program elements: 1) job search skills (job search plans, initial assesements, interview preparation); 2) career coaching (advice on resumes, cover letters, personal presentation, and job applications); 3) connection to training (career assessments and discussion of training options); and 4) employer engagement (work/volunteer experience and meeting employers). As shown below in Exhibit V-2, content analysis of individual coaching session topics (color coded by key element) indicated they largely focused on career coaching, followed by job search skills, connections to training, and employer engagement.

Exhibit V-2: Thematic Content of Individual Coaching Sessions



Source: FIS Extract Data Analysis, 2018
Notes: The size of each bubble corresponds to the number of sessions recorded on that topic; larger bubbles represent topics covered more frequently. Color codes by key element: Connection to occupational skills training (lavender); employer engagement (orange); individual coaching (turquoise); job search skills (purple).

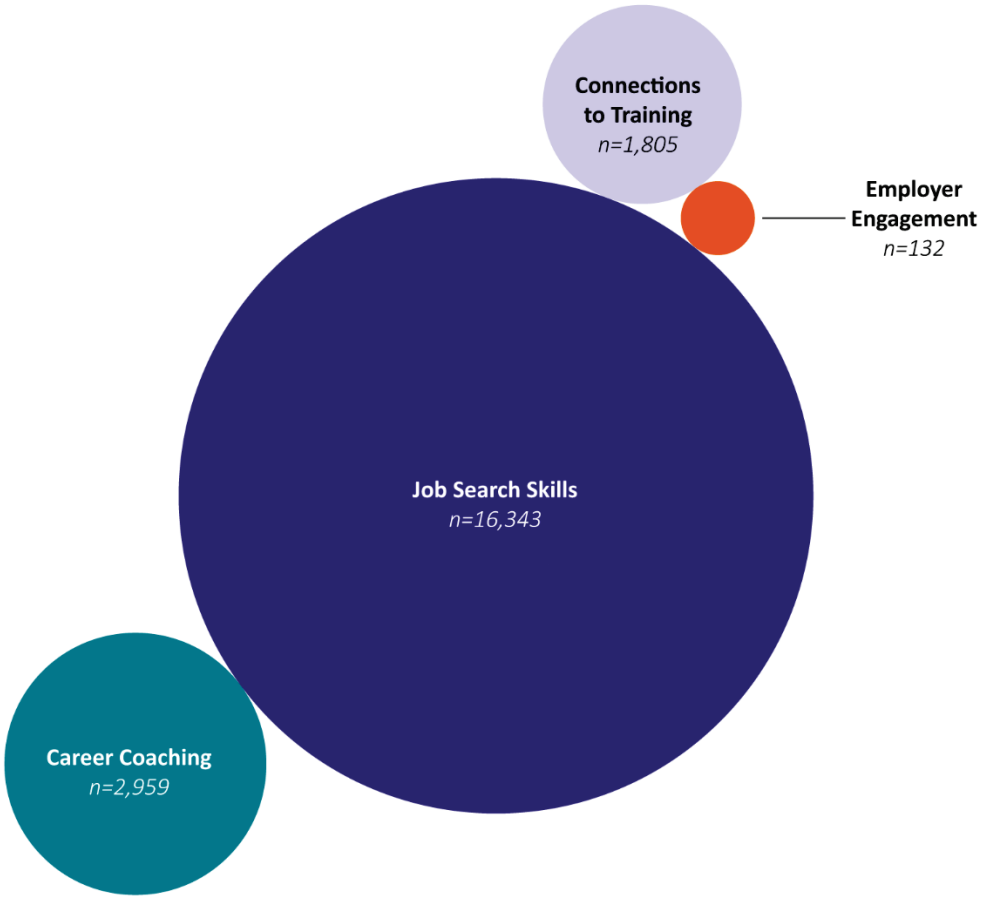
Some core services were delivered in group workshops and recorded as "group coaching sessions." Career coaches often led coaching workshops focused on delivery of key elements of the program (career coaching, job search skills, employer engagement, and connection to training). As shown below in Exhibit V-3, over 90 percent of job candidates attended at least one such group coaching session, and on average—in keeping with the fact that most core services were delivered in this format—job candidates attended more than 12 group coaching sessions covering a range of topics. Exhibit V-4 shows that the group coaching workshops largely focused on job search skills and, to a lesser degree, on career coaching, connections to training, and employer engagement. The subsections that follow describe the frequency and intensity of group workshops related to these key program elements.[18]

Exhibit V-3: Group Coaching Session Attendance

Source: FIS Extract Data Analysis, 2018

[18] Participation data on group coaching workshops had some gaps but, due to the large variability of the number of workshops per job candidate recorded on each of the four elements (n=21,239 workshop records), the missing percentage for each type of element tends to be low. About a quarter of observations either were missing information or indicated that job candidates did not attend one of the sessions. In general, most job candidates attended several group coaching sessions.

Exhibit V-4: Thematic Content of Group Coaching Workshops



Source: FIS Extract Data Analysis, 2018
Notes: The size of each bubble corresponds to the number of sessions recorded on that topic; larger bubbles represent topics covered more frequently.

Job Search Skills

As Exhibit V-5 shows, consistent with the implementation fidelity findings in the previous chapter, levels of service receipt for this element were high, with 85 percent of job candidates attending at least one job search skills group workshop; on average, each job candidate attended about eight. Some subgrantees relied more than others on this format for the delivery of this program element and had higher averages of job search skills workshops per job candidate—from 6 to 10, depending on the subgrantee. At these workshops, job candidates strengthened skills to pursue new job opportunities. The workshops focused on three main aspects: deeper exploration of job search tools available; discussion of crafting effective resumes and cover letters; and practice interviewing and networking.

Exhibit V-5: Job Search Skills Workshops Attendance

Source: FIS Extract Data Analysis, 2018

Career Coaching

Seventy percent of job candidates attended career coaching workshops. These workshops were focused mainly on initial assessment of skills, interests, and abilities, and on self-care strategies during the job search process, including understanding how to address any discrimination they might face as older jobseekers. Exhibit V-6 shows that, on average, job candidates attended one career coaching group workshop, though this varied by subgrantee. Those with larger waves and fewer coaches relied more heavily on group coaching, and therefore had an average of three or more group career coaching workshops per job candidate.

Exhibit V-6: Career Coaching Workshop Attendance

Source: FIS Extract Data Analysis, 2018

Connection to Training

Because of the optional nature of this element, less than one quarter of job candidates participated in group workshops focused on connections to training. When available, these workshops focused mostly on reviewing course options, with a smaller portion focused on financial aid and scholarship options. As shown in Exhibit V-7, on average, each job candidate attended fewer than two workshops in order to plan for their individual training needs.

Exhibit V-7: Connections to Training Workshops Attendance

Source: FIS Extract Data Analysis, 2018

Employer Engagement

About 40 percent of job candidates participated in employer engagement activities. These activities were varied and included employer panels, job/hiring events, review of transitional job options, and information about how to utilize local AJCs. on average, they attended between one and two (Exhibit V-8). This relatively low uptake aligns with the finding in Chapter IV that subgrantees struggled most to implement this element of the model, just under 40 percent of job candidates had at least one employer engagement activity. AARP Foundation specified that each job candidate should have three employer engagement opportunities, but no subgrantee had an average this high, with averages between 1 and 2.5.

Exhibit V-8: Employer Engagement Activity Participation

Source: FIS Extract Data Analysis, 2018

Financial Capability Building

Financial capability building activities included Finances 50+ sessions and workshops to delve more deeply into the material and to learn how to set goals and achieve them, as well as how to create budgets and manage debt and credit. As shown in Exhibit V-9, across subgrantees, nearly all job candidates (94 percent) who enrolled in the program participated in financial capability building. Within subgrantees, consistent with Chapter IV's findings on subgrantees' fairly uniform approach to delivering this element of the model, nearly all subgrantees recorded that more than 90 percent of job candidates received this service.

Exhibit V-9: Financial Capability Building Attendance

Source: FIS Extract Data Analysis, 2018
Notes: Average number of sessions attended is not included in this exhibit because of variations, described in the prior chapter, in how many sessions subgrantees held to cover the same timed Finances 50+ recorded webinars.

Computer Skills Upgrade Training

Computer skills upgrade training was the only element of the model where fidelity scores in the prior chapter—which focused on what subgrantees offered and how—did not align with data from the FIS on whether and how often job candidates received that service. Exhibit V-10 illustrates the rate of job candidates' participation in a variety of computer skills trainings and workshops. Overall, just under 60 percent participated in at least one computer skills upgrade training course or workshop.

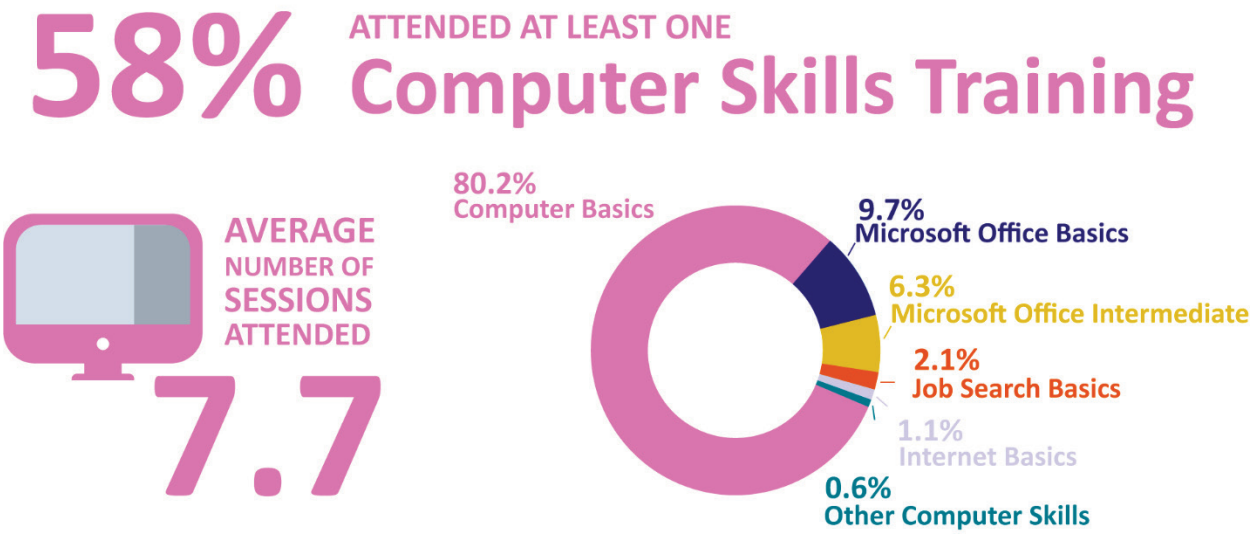
It is possible that this lower-than-expected level of participation is because job candidates pursued self-directed activities not recorded by their coaches (for example, on Lynda.com) or "placed out" of computer skills upgrade training based on their Northstar Digital Literacy assessment score, or that delivery of this element was inconsistent in early waves of the initiative.[19] On average, each job candidate participated in nearly eight computer skills trainings, with a range from one to 10 sessions.

As described in earlier chapters, job candidates enrolled in the program with varying levels of computer proficiency, and subgrantees ultimately offered a range of levels of instruction and opportunities for them to upgrade their skills according to needs and interests. However, as Exhibit V-10 also shows, more than three quarters of job candidates who received this service attended sessions focused on gaining basic computer skills, as opposed to more advanced options such as Microsoft Office basics (9.7 percent) and Microsoft Office intermediate (6.3 percent).[20] The content of these sessions supports the hypothesis that job candidates with more advanced skills either placed out of computer skills upgrade training or pursued individualized online programs that were not recorded in the FIS as consistently as in-person, group trainings.

[19] For example, one subgrantee did not offer computer skills upgrade training consistently during the first year of implementation due to lack of adequate staffing, and several subgrantees took longer to develop intermediate and advanced training options. As such, job candidates at higher levels in earlier waves did not always receive computer skills upgrade training.

[20] *Computer basics* included courses on computer competencies, keyboarding, beginning computer skills, computers for beginners, and digital literacy. *Microsoft Office basics* included general introductory courses and introductions to Word, Excel, and Power Point. *Job search basics* included courses introducing job candidates to LinkedIn or using Microsoft Office software to tailor resumes. *Internet basics* included courses focused on internet navigation, Google, or email basics, among other topics.

Exhibit V-10: Computer Skills Training Courses and Workshops Attendance



Source: FIS Extract Data Analysis, 2018

What Do These Findings Mean?

Previous chapters described the "who," "how," and "what" of program implementation; FIS data presented in this chapter illustrate "whether" and "how much." Overall, FIS and site visit data show a high degree of alignment in their portrayals of how services were delivered. Subgrantees implemented coaching, job search skills, connections to training (through group workshops), and financial capability building with the expected service elements (as reported in Chapter IV) and at expected levels of intensity, as reported in this chapter. Similarly, consistent with Chapter IV's findings that subgrantees had the most difficulty implementing employer engagement, FIS data show that job candidates did not receive the recommended level of service for this element. For computer skills upgrades, FIS data show lower participation, despite high ratings for fidelity to the program model. Recorded participation was largely for basic types of training, which aligns with site visit data showing that subgrantees developed more advanced training later in implementation, and delivered it more frequently through individualized, online formats.

Essentially, then, the evaluation can assume a fairly consistent understanding of how the program was operated based on multiple sources of implementation data. This can form the basis for understanding, at the impact study stage, whether and how these services relate to any changes in employment and earnings outcomes

Chapter VI: Job Candidate Perspectives

This chapter presents the perspectives of job candidates in BTW50+: WESI as measured through follow-up surveys and focus groups conducted during the final round of site visits. The chapter begins with an overview of the survey sample and then reviews survey respondents' satisfaction with key elements of the program by key subgroups. It then describes survey findings on participants' attitudes around computer use, financial capability, and quality of life at three and six months after enrollment, including by different subgroups. The chapter concludes with a summary of feedback gathered through focus groups, which largely aligns with findings from the surveys.

Key Findings

- **Job candidates expressed satisfaction—through surveys and focus groups—with the individual components of the BTW50+: WESI program and with their overall experience.** Overall, surveys and focus groups point to high levels of satisfaction with core services, especially computer training courses and career coaching services, as well as with peer support received through the program.
- **Satisfaction levels, attitudes, and behaviors varied somewhat by respondent characteristics, generally in relation to their expectations of and experiences in the labor market.** Satisfaction varied, for certain components, by key characteristics such as education, income level, age, and current employment status.
- **Job candidates struggled to find employment despite their qualifications and the confidence they gained in the program.** While expressing relatively high levels of satisfaction with the job search skills elements of the program, focus group respondents perceived age discrimination and also noted a need for stronger connections to employers. This is consistent with findings described in earlier chapters indicating that subgrantees experienced the most challenges in implementing the employer engagement component of the program.

How Did the Evaluation Solicit Job Candidate Perspectives?

As noted in the introduction, SPR used two methods to capture job candidate perspectives: follow-up surveys administered at three, six, and 12 months after enrollment, and focus groups during each implementation study site visit.

Follow-Up Surveys

SPR's subcontractor, the Social and Economic Science Research Center (SESRC) at Washington State University, was hired to conduct telephone surveys with job candidates at three, six, and

12 months after enrollment. Surveys began in November of 2015, at the three-month mark for those who enrolled in August of 2015, and will continue through October of 2019, 12 months after the end of enrollment.

Results in this chapter draw from surveys administered at three and six months after enrollment, between November of 2015 and August of 2018. Because longitudinal analyses require a minimum of three waves of data and these data only include three and six-month follow-ups, analyses presented here are cross-sectional in nature (Singer & Willet, 2003; Rogosa, Brandt, & Zimowski, 1982). The three-month sample includes 574 out of 1,291 contacts eligible for the survey—an overall response rate of 44.5 percent. Respondents who completed these surveys had already completed core services. The six-month sample included 389 out of 1,128 job candidates eligible for the survey, with an overall response rate of 34.5 percent. Cases determined ineligible in the 3-month follow-up were not included in the six-month follow-up. Ineligible cases were largely comprised of disconnected telephone numbers, numbers where no one answered, or numbers that had busy signals on all call attempts. Few cases were ineligible because contacts reported they had not participated in the program, or because respondents had health impediments or were deceased.

All results in the report are weighted to account for non-response bias based on observable characteristics. However, this does not preclude the existence of other sources of non-response bias. It is still possible that potential and actual survey respondents differ based on characteristics that were unmeasured (e.g., level of motivation and commitment to the program) and that these characteristics were associated with the likelihood of responding to the survey. Appendix C of this report provides more details on survey methodology, including descriptions of the characteristics of those who responded to the survey information and the process for computing weights.

Focus Groups

SPR site visitors conducted focus groups during each implementation study site visit to learn about the job candidate experience. This chapter presents findings from focus groups conducted during the third round of implementation study site visits in the fall of 2017. SPR site visitors asked coaches to invite eight people to each focus group, with a goal of having 4 to 6 focus group participants at each subgrantee. Ultimately, between one and eight people attended each of the five focus groups in the fall of 2017. Site visitors spoke with a total of 29 job candidates who had recently completed core services and were either already employed or actively looking for work. (See Appendix E for focus group sample details.)

Were Survey Respondents Satisfied With Their Experience in BTW50+: WESI?

The three-month survey instrument (included in Appendix D of this report) asked respondents about their satisfaction with the key elements of the BTW50+: WESI model: coaching, computer

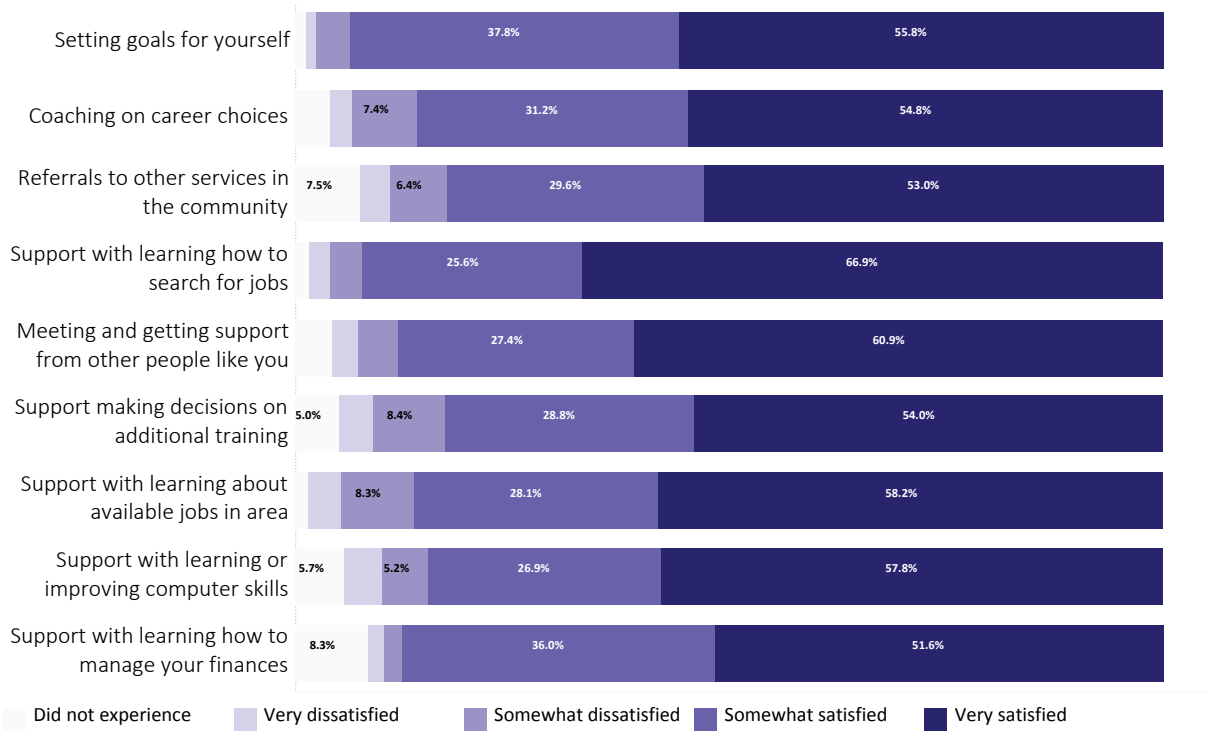
skills, financial capability building, job search skills, employer engagement, and connection to training. This section presents results from satisfaction questions on each of these elements.

As shown in Exhibit VI-1, candidates reported high levels of satisfaction on all key elements of the BTW50+: WESI model. At least 80 percent said they were either very satisfied or somewhat satisfied with all elements. Close to or over 90 percent were very or somewhat satisfied with support in three areas: setting goals for themselves, opportunities to meet and get support from other people like them, and learning how to search for jobs.

One particular item is notable for the percentage of respondents who were *not* satisfied: While more than three-quarters were either satisfied (53 percent) or somewhat satisfied (29.6 percent) with referrals to other services in the community, respondents were more likely to be somewhat dissatisfied or very dissatisfied with this support than with other elements. This is not surprising given findings on fidelity to and frequency of this aspect of the model.

Other items are notable for the percentage of respondents who reported not receiving the service: Close to 90 percent reported they were either very satisfied (51.6 percent) or somewhat satisfied (36 percent) with the support they received in learning how to manage their finances; however, about 8 percent said they had not received any support in this area. This may be because of variations in when this component was offered by different subgrantees (discussed in Chapter IV)—some job candidates may have dropped out of the program prior to this workshop. Similarly, nearly 8 percent said they had not received referrals to other services in the community.

Exhibit VI-1: Job Candidates' Satisfaction with Key Program Elements



Source: Three-Month Survey Data Analysis, 2018

Additionally, differences in satisfaction between related services are also worth noting. In particular, respondents' levels of satisfaction with the support they received in learning how to search for jobs and in learning about available jobs in the area were both high. Satisfaction with the former was higher than with the latter, however. This is consistent with earlier chapters' findings that job search skills focused more on the process than on connection to specific opportunities.

Did Satisfaction Vary by Respondent Characteristics?

To provide insight on whether levels of satisfaction varied significantly by respondent characteristics, this section reports the results of analyses conducted using a multivariate modeling framework. The main advantage of using multivariate modeling is the ability to estimate association between levels of satisfaction and respondent characteristics that may be associated with it while holding all the other variables constant. Overall, there were only two satisfaction items on which the multivariate analysis found significant demographic differences: coaching on career choices and support received in learning to search for jobs.[21]

[21] Satisfaction was examined using weighted logistic mixed-level models with a 0/1 dependent variable, where 1 represents either "very satisfied" or "somewhat satisfied," and 0 represents "dissatisfied" or "somewhat dissatisfied." Independent variables included in the models were gender, age, race/ethnicity, educational background, and employment status. Descriptive differences are presented in the chapter for statistically significant differences detected in multivariate models

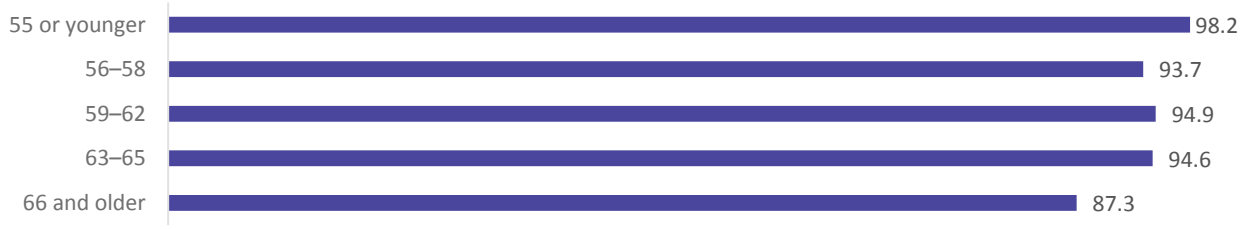
Levels of satisfaction with coaching on career choices varied by educational attainment: As shown in Exhibit VI-2, respondents with postgraduate education—who may have had a clearer idea of target careers or higher expectations for types of jobs they could obtain—were less likely to be satisfied with coaching on career choices than respondents with less education.

Exhibit VI-2: Percentage of Job Candidates Satisfied with Coaching on Career Choices, Three Months After Enrollment, by Educational Attainment

Source: Three-Month Survey Data Analysis, 2018

On learning how to search for jobs, survey respondents who were 66 years or older were less satisfied with the support they received with learning how to search for jobs than younger respondents (Exhibit VI-3). As discussed later in the chapter, older job candidates struggled to use computers and therefore may have had difficulty with the online job search process.

Exhibit VI-3: Percentage of Job Candidates Satisfied with Support on Learning How to Search for Jobs, by Age Group



Source: Three-Month Survey Data Analysis, 2018

What Did the Survey Find About Attitudes and Behaviors?

In addition to questions about program experiences, the survey measured respondents' attitudes and behaviors on three constructs: computer use, financial capability, and quality of life. The following subsections describe the survey items used in developing the scales that measured each of these constructs. These descriptions include a summary of the initial questions included in the scales, a note about the results of the reliability analyses, and a histogram to illustrate the distribution of survey respondents along different values in each of the scales. (Appendix C provides additional detail on these analyses.)

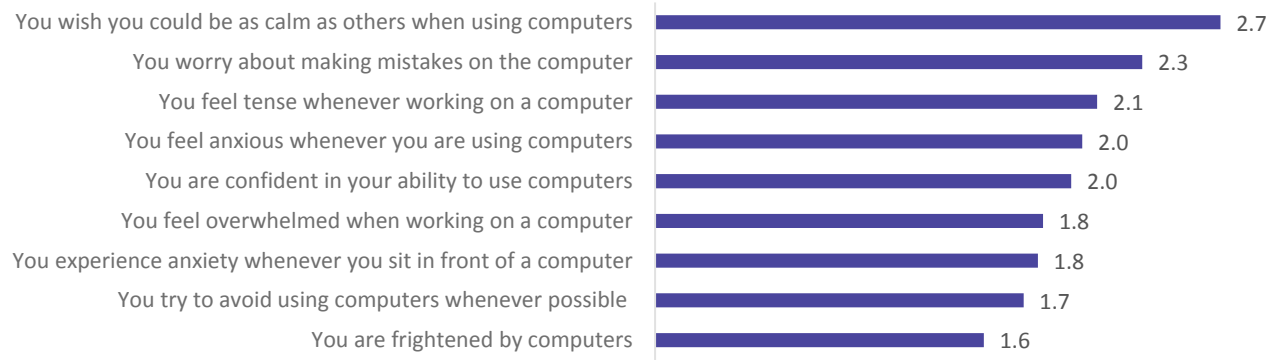
(p= < 0.10). The overall effect and differences in categorical variables were examined after each statistical procedure using postestimation tests. Results of logistic regressions are available upon request.

Computer Use

Because computer skills upgrade training is a key component of the BTW50+: WESI model, the survey included several items designed to better understand respondents' attitudes toward computer use. The items included in the survey were based on a scale that has been used and validated by prior research (Wild et al., 2012). Exhibits VI-4 and VI-5 below list these 16 items and their respective means.

The first nine survey items were statements indicating difficulty with computers; the response choices were (1) = strongly disagree, (2) = disagree, (3) = neither agree or disagree, (4) = agree, and (5) = strongly agree. Lower values (less agreement) indicate that respondents felt more at ease using computers, meaning they experienced less difficulty. Mean scores for these items (shown in Exhibit VI-4) show moderate (2.7) to low (1.6) agreement with the statements, indicating that respondents felt at least somewhat at ease using computers.

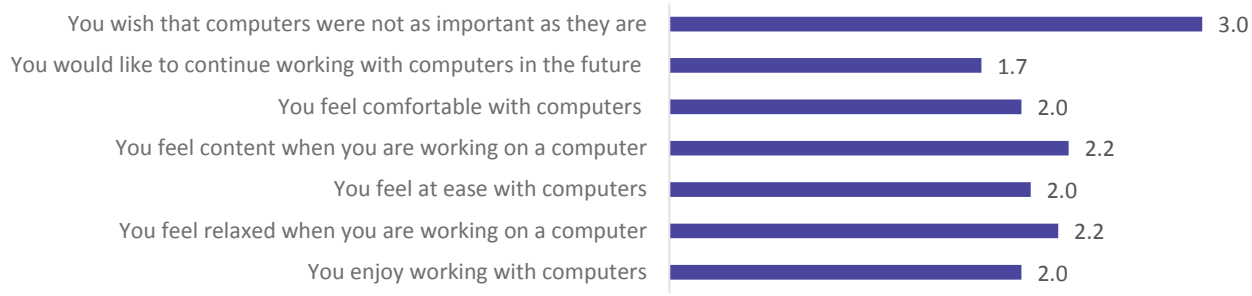
Exhibit VI-4: Job Candidates' Mean Scores on Computer Difficulty Items (Set 1)



Source: Three-Month Survey Data Analysis, 2018
Notes: Response choices were (1) = Strongly disagree; (2) = Disagree; (3) = Neither agree nor disagree; (4) = Agree; (5) = Strongly agree.

The remaining seven items related to computer use were statements indicating comfort with using computers; for these items, the scale was reversed: (1) = strongly agree; (5) = strongly disagree. As is the case for the nine items described above, lower values (in this case, more agreement) reflect participants feeling more at ease using computers. Exhibit VI-5 shows that the means for these items were between 1.7 and 3.0.

Exhibit VI-5: Job Candidates' Mean Scores on Computer Difficulty Items (Set 2)

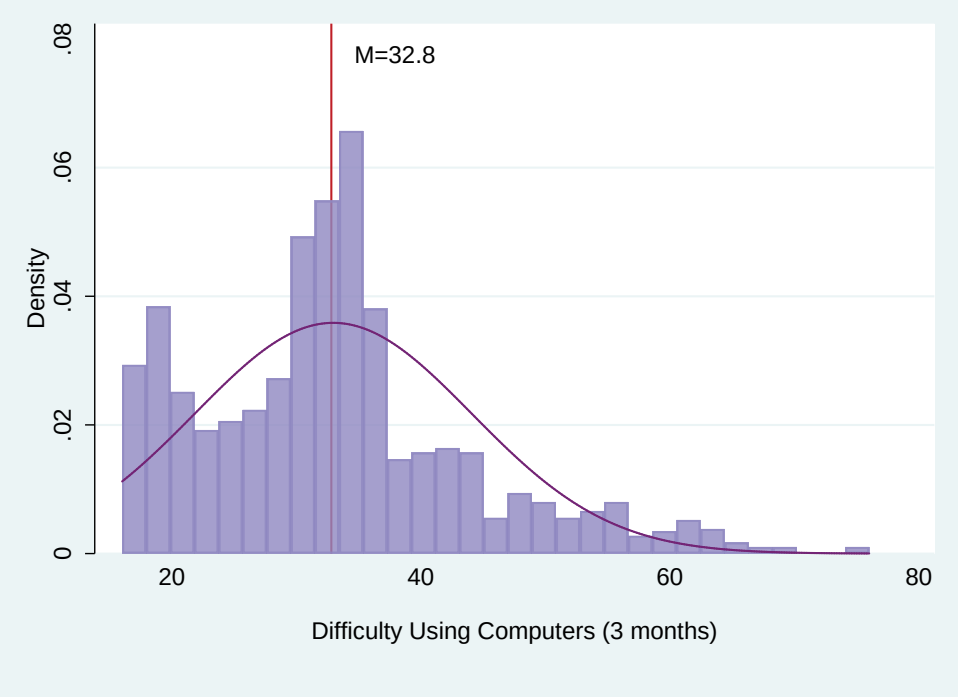


Source: Three-Month Survey Data Analysis, 2018
Notes: Response choices were (1) = Strongly agree; (2) = Agree; (3) = Neither agree nor disagree; (4) = Disagree; (5) = Strongly disagree.

Attitudes towards computers as a construct were measured by computing a scale based on these 16 survey items. They were coded such that lower values indicate that respondents experienced less difficulty using computers, and thus were more at ease using them. The total sum of individuals' responses to the 16 items makes up their overall computer use scale score.[22] As shown in Exhibit VI-6, the distribution of respondents along the values of the scale is skewed to the right with some respondents scoring high on the difficulty scale and denoting more difficulty using computers. It also shows many more respondents scoring low on the scale, which means they experienced less difficulty using computers and felt at ease using them in general.

[22] Scores for difficulty with computers had an average of 32.8 (SD=11.138) and ranged from 16 to 76 points. When information was available, missing scores were imputed with their predicted value according to candidates' demographic characteristics (gender, age, race/ethnicity, and educational background). See Appendix C for more details on this scale.

Exhibit VI-6: Distribution of Job Candidates' Mean Computer Difficulty Scores



Source: Three-Month Survey Data Analysis, 2018

Difficulty with computer scores varied across subgroups, as shown in Exhibit VI-7.[23] Holding other respondent characteristics constant and accounting for differences across subgrantees, respondents who were 63 years or older, those with incomes under $40,000 per year, and those with lower levels of education also had more difficulty using computers. There were no differences in computer difficulty scores by race/ethnicity or by employment status.

[23] Differences were examined in a weighted multivariate regression framework where the dependent variable was the computer difficulty score. The independent variables included in the model were gender, age, race/ethnicity, income, educational background, and employment status. Fixed effects were included in the individual models to account for variation at the subgrantee level. Overall effects and differences were examined after each statistical procedure using postestimation tests.

Exhibit VI-7: Job Candidates' Mean Computer Difficulty Scores, by Subgroups

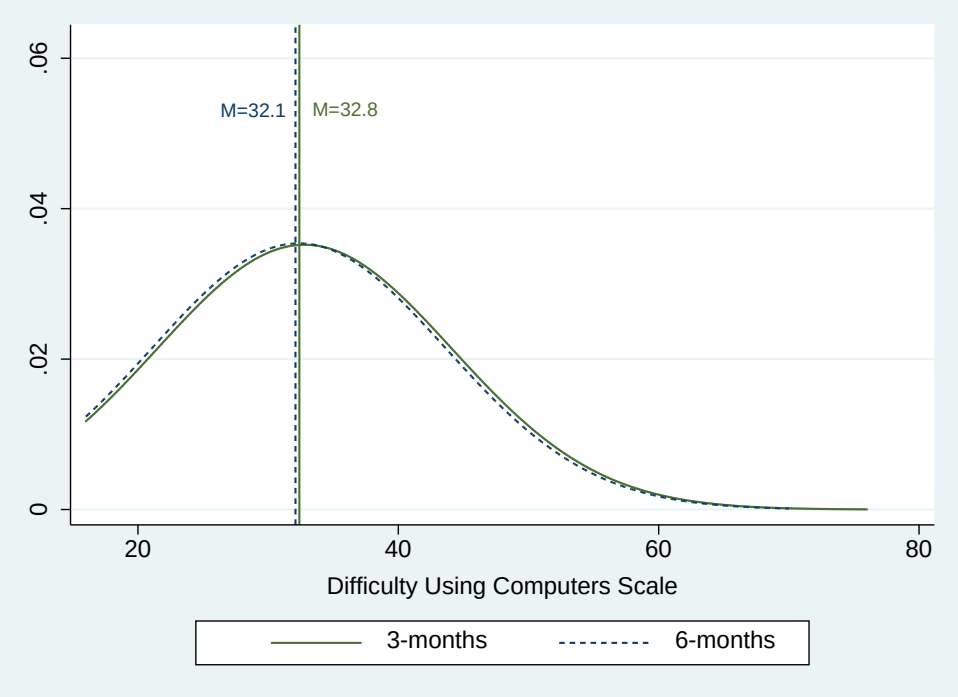
		Computer Difficulty Score
Overall		32.8
Age	55 or younger (R)	30.9
	56–58	33.8
	59–62	31.2
	63–65	34.5*
	66 and older	36.1*
Race/Ethnicity	Black or African American	33.9
	Hispanic/Latino	33.6
	White/Caucasian (R)	32.0
	Other race/ethnicity	32.6
Education	Less than HS/HS/GED (R)	35.6 *
	Some college/AA degree	33.5
	BA degree	31.2
	Postgraduate degree	30.9
Income under 40K	No	30.3
	Yes	33.1*
Employment Status	Employed-FT	32.3
	Employed-PT	32.0
	Unemployed (R)	33.1

Source: Three-Month Survey Data Analysis, 2018
Notes: (*) Denotes differences in scores associated with participant characteristics ($p < 0.10$). (R) Denotes group was used as reference category in the multivariate models. Scores ranged from 16 to 76 points.

These computer difficulty scores generally remained constant between the three-month survey and the six-month survey (Exhibit VI-8).[24] This may reflect respondents' lack of opportunities to sufficiently practice what they learned, as subgrantee staff reported that some job candidates did not have computers in their own homes.

[24] As mentioned earlier, an important limitation of the survey data available is that they do not provide baseline measures to allow estimation of the effect on computer difficulty scores of completing the program's core services components.

Exhibit VI-8: Distribution of Job Candidates' Mean Computer Difficulty Scores, Three and Six Months After Enrollment



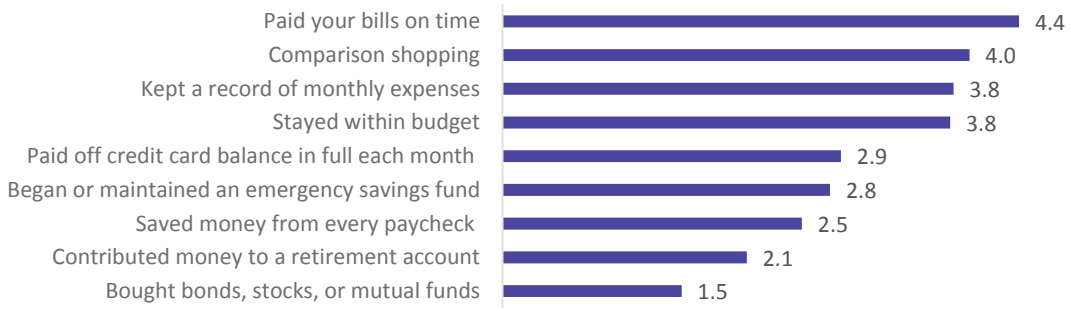
Source: Three- and Six-Month Survey Data Analysis, 2018

Financial Capability

A key element of the BTW50+: WESI model was providing financial capability training for job candidates. As such, the survey asked about the frequency (never, seldom, sometimes, often, or always) with which respondents engaged in 11 different financial behaviors. To measure financial capability, SPR used the Financial Management Behavior Scale (Dew & Xiao, 2011), which was psychometrically validated in a large nationally representative sample of adults. Exhibit VI-9 and VI-10 show the items SPR used to compute the financial capability scale.

As shown below in Exhibit VI-9, most respondents said they often or always engaged in positive behaviors related to short-term planning: paying their bills, comparison shopping, keeping track of expenses, and staying on budget. However, the more long-term a behavior was and the more assets it required, the less frequently respondents reported engaging in it. In particular, they reported only sometimes saving money from each paycheck or contributing money to a retirement account; they reported seldom investing in retirement or stocks and bonds.

Exhibit VI-9: Job Candidates' Mean Scores on Financial Capability Items (Set 1), Three Months After Program Enrollment



Source: Three-Month Survey Data Analysis, 2018
Notes: Response choices were (1) = Never; (2) = Seldom; (3) = Sometimes; (4) = Often; (5) = Always.

Exhibit VI-10 shows the remaining two items from this scale related to negative financial behaviors, with the scale reversed for ease of comparison.[25] Similar to results in Exhibit VI-9, in the short term, respondents demonstrated financial capability: On average, they sometimes made just the minimum payment on a loan, and they almost never maxed out the limit on their credit cards.

Exhibit VI-10: Job Candidates' Means Scores on Financial Capability Items (Set 2), Three Months After Program Enrollment

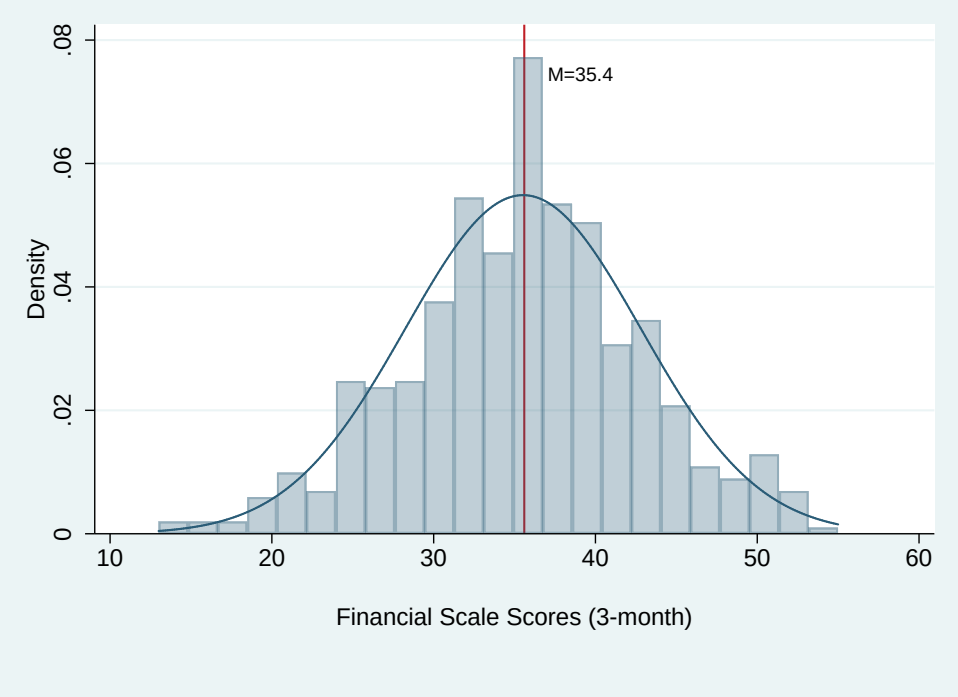
Source: Three-Month Survey Data Analysis, 2018
Notes: Response choices were (1) = Always; (2) = Often; (3) = Sometimes; (4) = Seldom; (5) = Never.

The total sum of a respondent's answers on these 11 items made up the overall financial capability score, where a higher financial capability score indicated greater financial capability.[26] Exhibit VI-11 shows that the distribution of respondents along the scale looks more normally distributed, with most respondents obtaining scores near the mean. It also shows that some respondents had scores in the extremes of the scales, either very low or very high with respect to others.

[25] When candidates' financial capability scores were calculated, "never" received a value of 5 and "always" received a value of 1, denoting that less frequency of these behaviors indicates more financial capability. For all other items, "never" received a value of 1.

[26] Financial capability scores had an average of 35.4 (*SD*=7.311) and ranged from 13 to 55 points. When information was available, missing scores were imputed with their predicted value according to candidates' demographic characteristics (gender, age, race/ethnicity, and educational background). See Appendix C for more details.

Exhibit VI-11: Distribution of Job Candidates' Mean Financial Capability Scores, Three Months After Program Enrollment



Source: Three-Month Survey Data Analysis, 2018

Financial capability scores varied by demographic characteristics.[27] As shown in Exhibit VI-12, holding other characteristics constant and accounting for differences across subgrantees, financial capability scores were lower for respondents who were younger than 66, African-American, and/or had incomes under $40,000 per year. These analyses also indicate that financial capability varied by educational attainment: respondents with a high school diploma, GED, or less had lower financial capability scores compared to respondents who had completed at least some college; respondents with a postgraduate degree had higher scores than those with a bachelor's degree or less.

[27] Differences were examined in a multivariate OLS regression framework where the dependent variable was the financial capability score. The independent variables included in the model were gender, age, race/ethnicity, income, educational background, and employment status. Fixed effects were included in the individual models to account for variation at the subgrantee level. Overall effect and differences were examined after each statistical procedure using postestimation tests.

Exhibit VI-12: Job Candidates' Mean Financial Capability Scores by Subgroups

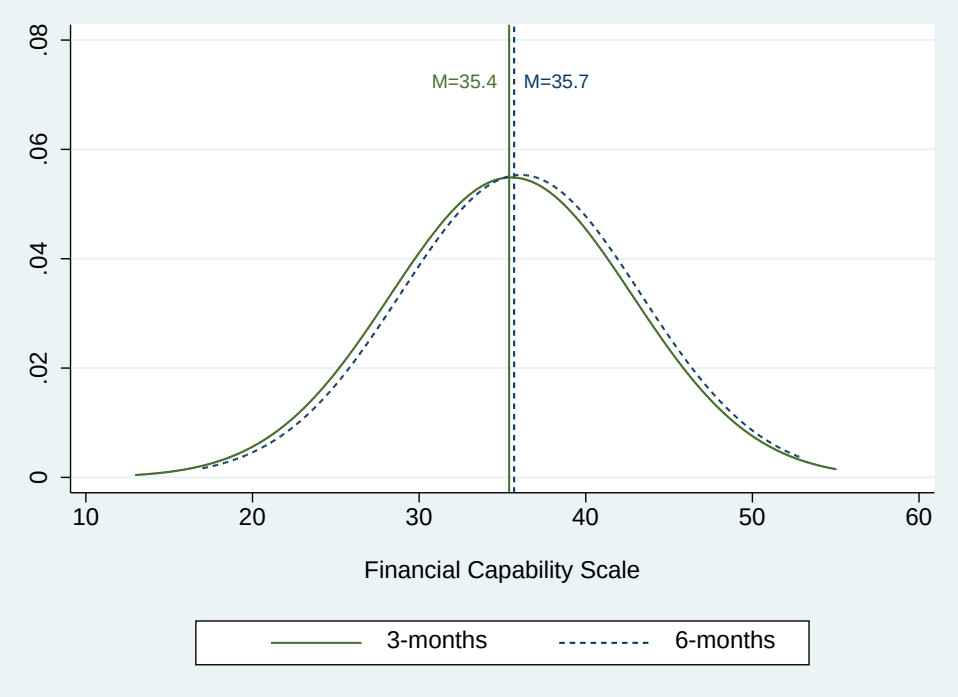
		Financial Capability Scale
Overall		35.4
Age	55 or younger (R)	34.6
	56–58	34.8
	59–62	35.6
	63–65	35.8
	66 and older	37.3*
Race/Ethnicity	Black or African American	32.4*
	Hispanic/Latino	37.9
	White/Caucasian (R)	36.5
	Other race/ethnicity	36.7
Education	Less than HS/HS/GED (R)	32.4
	Some college/AA degree	34.7
	BA degree	36.8
	Postgraduate degree	38.6
Income under 40K	No	38.5
	Yes	35.1*
Employment Status	Employed-FT	35.2
	Employed-PT	36.1
	Unemployed (R)	35.3

Source: Three-Month Survey Data Analysis, 2018
Notes: (*) Denotes differences in scores associated with participant characteristics ($p < 0.10$). (R) Denotes group was used as reference category in the multivariate models. Scores ranged from 13 to 55 points.

Financial capability scores generally remained constant between the three-month survey and the six-month survey. Exhibit VI-13 shows that respondents who completed the three- and six-month survey had no significant changes in their scores between the two surveys. This may be because it can be difficult to implement new financial behaviors in the short term, even if circumstances change; prior levels of financial experience may matter more than the extent of formal instruction (Kaiser & Menkhoff, 2017; Wagner, 2015; Lyons, Chang, Scherpf, 2016).[28]

[28] An important limitation of the survey data available is that they do not provide baseline measures to allow for estimation of the effect of core services components on attitudes and behaviors. At the outset of the evaluation, it was determined that due to subgrantees' enrollment timelines, provision of initial job search skills training during the 7 Smart Strategies workshop, and variations in the sequencing of core services elements, it was not feasible to administer a baseline survey to job candidates prior to beginning core services.

Exhibit VI-13: Distribution of Job Candidates' Mean Financial Capability Scores, Three and Six Months After Enrollment



Source: Three and Six-Month Survey Data Analysis, 2018

Quality of Life

The BTW50+: WESI model encourages job candidates to develop strategies for self-care to promote higher quality of life. To measure changes in quality of life, the survey instrument included items from the Older People's Quality of Life Questionnaire (OPQOL-brief), a scale that has been used in prior research to measure the construct (Bowling, Hankins, Windle, Bilotta, & Grant, 2013). The survey included 13 items on the topic, listed below in Exhibit VI-14. For each of the 13 items, respondents were asked to select among the following five choices: (1) = strongly disagree, (2) = disagree, (3) = neither agree nor disagree, (4) = agree, or (5) = strongly agree.

Exhibit VI-14: Job Candidates' Mean Scores on Quality of Life Items, Three Months After Enrollment

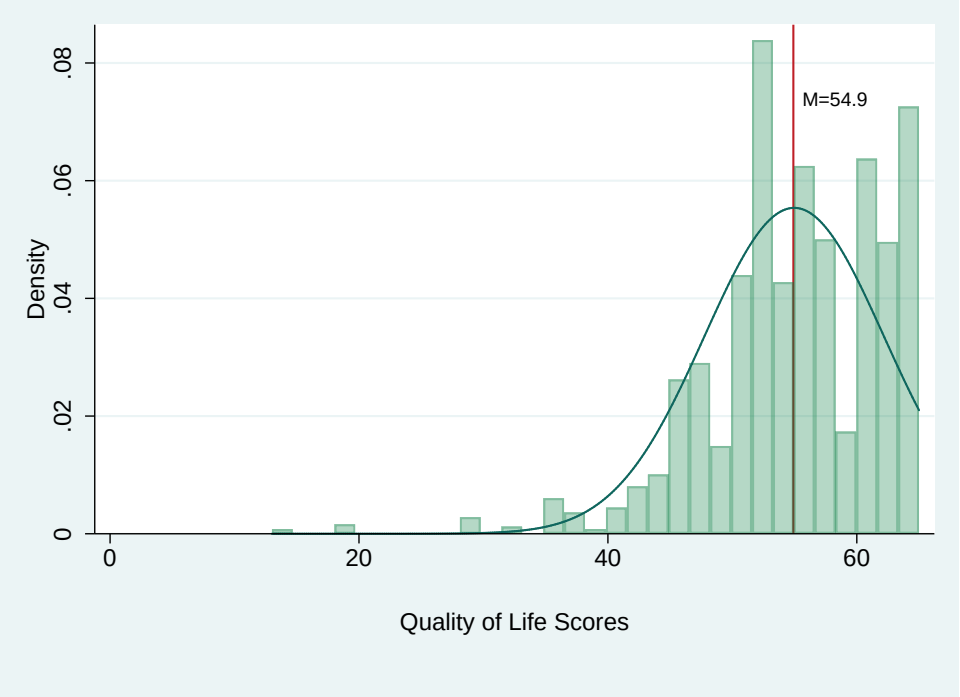
Source: Three-Month Survey Data Analysis, 2018

Note: Response choices were (1) = Strongly disagree; (2) = Disagree; (3) = Neither agree nor disagree; (4) = Agree; (5) = Strongly agree.

The total sum of respondents' answers to those 13 items makes up their overall quality of life score. Across all items, greater agreement—reflected by a higher score—indicates a higher perceived level of quality of life.[29] As Exhibit VI-15 shows, respondents had high scores on quality of life.

[29] Quality of life scores had an average of 54.9 (SD=7.234) and ranged from 13 to 65 points. When information was available, missing scores were imputed with their predicted value according to candidates' demographic characteristics (gender, age, race/ethnicity, and educational background). See Appendix C for more details on this scale.

Exhibit VI-15: Distribution of Job Candidates' Mean Quality of Life Scores, Three Months After Enrollment



Source: Three-Month Survey Data Analysis, 2018

Quality of life scores varied across subgroups.[30] As shown in Exhibit VI-16, holding other characteristics constant and accounting for differences across subgrantees, respondents who were older, had higher incomes, and were employed at the time of the survey had higher quality of life scores. These differences were statistically significant.

[30] As before, differences were examined in a multivariate regression framework where the dependent variable was the quality of life score. The independent variables included in the model were gender, age, race/ethnicity, income, educational background, and employment status. Fixed effects were included in the individual models to account for variation at the subgrantee level. Overall effects and differences were examined after each statistical procedure using postestimation tests.

Exhibit VI-16: Job Candidates' Mean Quality of Life Scores, Three Months After Enrollment, by Subgroups

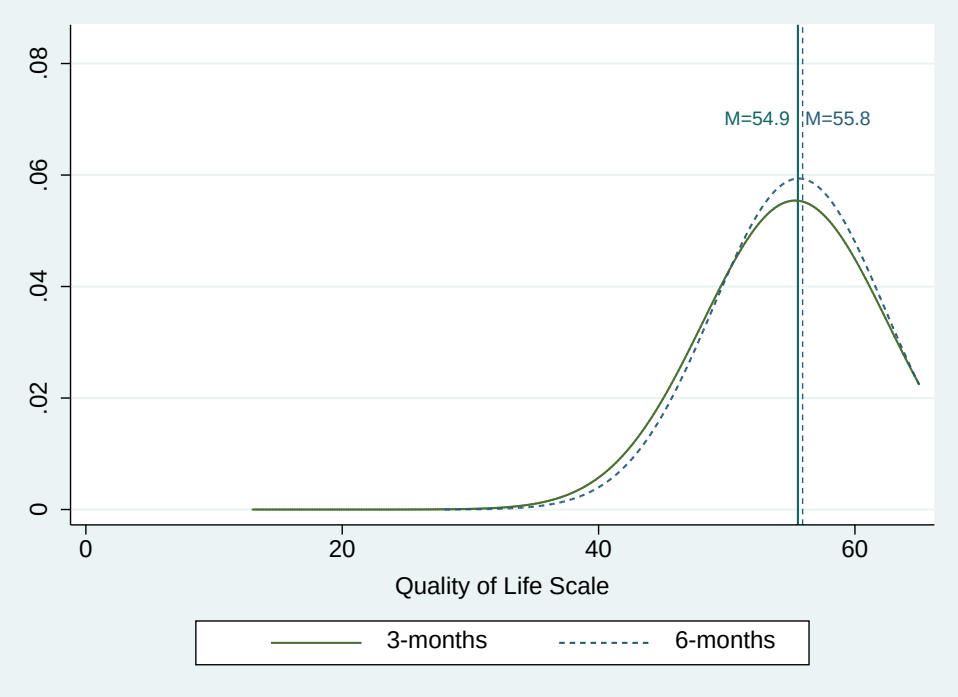
		Quality of Life Scale
Overall		54.9
Age	55 or younger (R)	54.1
	56–58	54.8
	59–62	55.4
	63–65	55.4
	66 and older	55.9*
Race/Ethnicity	Black or African American	54.0
	Hispanic/Latino	55.3
	White/Caucasian (R)	55.5
	Other race/ethnicity	55.6
Education	Less than HS/HS/GED (R)	54.8
	Some college/AA degree	54.5
	BA degree	56.0
	Postgraduate degree	54.7
Income under 40K	No	56.6
	Yes	54.8*
Employment Status	Employed-FT	56.8*
	Employed-PT	54.9
	Unemployed (R)	54.7

Source: Three-Month Survey Data Analysis, 2018

Notes: *Denotes differences in scores associated with participant characteristics ($p < 0.10$). (R) Denotes group was used as reference category in the multivariate models. Scores ranged from 13 to 65 points.

As with the other attitude and behavior constructs measured in the survey, quality of life scores remained largely similar between the three- and six-month surveys (see Exhibit VI-17).

Exhibit VI-17: Distribution of Job Candidates' Mean Quality of Life Scores, Three and Six Months After Enrollment



Source: Three and Six-Month Survey Data Analysis, 2018

What Feedback Did Focus Group Participants Share?

Consistent with previous focus group findings from earlier site visits, and consistent with the survey results discussed above, focus group participants expressed that program staff cared about them as individuals and that they were grateful for the support they received from the program, especially from the career coaches. They also commonly discussed the social capital they had built with their peers, including through lasting relationships formed with other job candidates they met in the program.

Focus group participants said they were more confident in their abilities to find employment. One noted that the program "gave me confidence that I can go out [and find] my dream job"; another highlighted the value of learning about the need to customize one's resume for each opportunity, since "there's not a master resume that represents yourself." Focus group participants said the program helped improve their resumes and interview techniques through one-on-one practice and feedback. One woman stated, "I'm doing a job in an area I had never worked in before; they've helped me get the skills I needed."

Computer skills upgrade training was cited as essential to the job search process: one woman appreciated that, due to the program, she was able to tell recruiters exactly what she knows how to do (e.g., use Excel 2016 to create and manipulate formulas, or use Word 2016 to embed hyperlinks); another agreed that it was helpful to "name-drop specific programs." Several focus

group participants were already enrolled in or had completed short-term trainings to improve computer skills, including QuickBooks, Word, Excel, and PowerPoint.

Despite their appreciation of the program and its support, focus group participants—who were all either on the job market or employed in recently obtained positions—expressed that they found their job searches challenging due to age discrimination. The following are illustrative examples:

- One focus group participant noted that millennial interviewers "don't want to hire their mother."
- Another, who had recently accepted a new job after a long search, said that she was concerned that employers reading her resume were "picturing a little old lady who could barely walk, so I started adding my picture and did lowlights so my hair is more black than grey." She also watched tutorials on how to use makeup to look younger.
- A third focus group participant shared that when she was inquiring about a position over the phone: The representative abruptly hung up after learning how old she was.

In addition to age discrimination, focus group participants noted other challenges for finding employment, such as lack of quality job opportunities. Low wages and part-time work with poor or no benefits were cited frequently as challenges. This was especially true for those who were trying to move into new career areas. For instance, one focus group participant who hoped to do administrative work had had previous careers earning a middle-class income as a textile designer and landscape designer; she ended up employed at a Lowe's garden center, making $11.30 an hour, with only 25 hours of work a week—a salary she could not live on. Another said that she was reluctant to respond to job application questions about her previous salary, because it was so much higher than some of the positions she was applying for. Benefits were a common concern; a focus group participant shared that she was offered a part-time job as an administrative assistant but declined it because it didn't come with any health benefits. Despite support and guidance on the job search process, then, focus group participants still struggled to contend with the realities of the labor market in terms of both age discrimination and job quality.

Additionally, dovetailing with findings on implementation fidelity and service intensity, focus group participants felt that the employer engagement element of the model could have been stronger. They believed that if coaches had more rapport with local employers, then it would be easier for them to get interviews and possibly jobs. For example, one focus group participant reported that her wave included an "employer panel," but it only had one employer representing a department at the college. Another focus group participant was recruited to the program by a coach who promised that "there are companies out there that want to hire women over 50"; ultimately, however, she felt the program hadn't done much to make any connections to those employers.

What Do These Findings Mean?

Consistent with the findings in the interim report, candidates expressed high levels of satisfaction with key elements of the program: coaching, job search skills, and computer skills. As in the interim report, survey findings and focus group feedback both showed that job candidates were generally satisfied with the BTW50+: WESI program and they highly valued the peer support system built into it. However, feedback from focus groups indicates that job candidates struggled to find employment in a labor market where they felt at a disadvantage due to age discrimination, despite their qualifications and the confidence they had gained in the program. While expressing relatively high levels of satisfaction with the job search skills elements of BTW50+: WESI, focus group respondents noted a need for stronger connections to employers. This is consistent with findings in earlier chapters indicating that subgrantees experienced the most challenges in implementing the employer engagement component of the program. Overall, then, survey and focus group findings both align with and provide more nuance to prior chapters' discussions of how services were delivered and how frequently they were received.

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Chapter VII: Preliminary Outcomes

This chapter documents BTW50+: WESI job candidates' outcomes to date in occupational skills training enrollment and completion as well as in employment, both overall and for subgroups of interest. These outcomes findings are preliminary, as they do not capture a full year after enrollment for most job candidates. Additionally, the chapter describes job candidates' outcomes using data from the FIS and follow-up surveys, both of which have data limitations. As such, the findings should be interpreted with caution.

Key Findings

- **Most job candidates did not enroll in occupational skills training, preferring instead to immediately begin their job searches upon completion of core services**. Occupational skills training was an optional pathway, and just over one quarter of job candidates ultimately participated.
- **Among job candidates who did enroll in training, 71 percent completed at least one course; with one quarter of them completing two courses or more.** Less than 10 percent struggled due to lack of academic preparation and therefore did not complete the training. Older job candidates, in particular, were less likely to enroll in training in the first place and to complete training once enrolled.
- **Employment rates increased as time since enrollment elapsed**. While 47.5 percent of candidates reported being employed full or part time in the three-month survey, a solid majority did so in the six- (55.8 percent) and 12-month surveys (61.5 percent). While it is not possible at this stage to definitively attribute employment to program participation, the confidence-building prioritized in coaching sessions may have enabled job candidates to persist during the lengthy job searches often experienced by older workers.

How Does This Chapter Measure Outcomes?

The chapter examines two types of outcomes: training and employment. To measure training outcomes, the chapter presents FIS data on the unadjusted proportion of candidates who enrolled in trainings and the average number of courses they enrolled in, as well as results of exploratory analyses on the likelihood of completion of one occupational course in a multivariate framework. As noted in the previous chapter, the main advantage of using multivariate modeling is the ability to estimate association between completion and candidate characteristics (age, gender, race/ethnicity, educational background, income level, and employment status) that may be associated with it, while holding all the other variables constant. These analyses provide insight on whether outcomes varied significantly by subgroups.

To measure employment outcomes, the chapter presents cross-sectional data from the three-, six- and 12-month surveys. Cross-sectional results were weighted to account for non-response bias. However, candidate employment trajectories were not estimated due to the high non-response rate in the 12-month survey (described in Appendix C). Likewise, not enough time had elapsed to be able to include self-reported employment status for candidates who enrolled in later waves, when subgrantees were implementing more mature iterations of the model (and, in particular, had made more progress connecting job candidates to employers, as noted in Chapter IV).

Results only draw on survey data because, records in the FIS are insufficient for use in outcome analysis. While coaches conducted follow-up with job candidates after core services, employment status was mostly recorded for candidates who reported being employed; for records with no information, it is unclear whether individuals were unemployed or simply could not be reached for follow-up. (See coaches' reports of challenges with follow-up contacts, described in Chapter II.)[31] It is also important to note, as detailed in Chapter IV, that coaches anecdotally reported that job candidate employment rates increased near the end of the program, which they attributed partly to attempts to keep in contact with job candidates longer after core services.

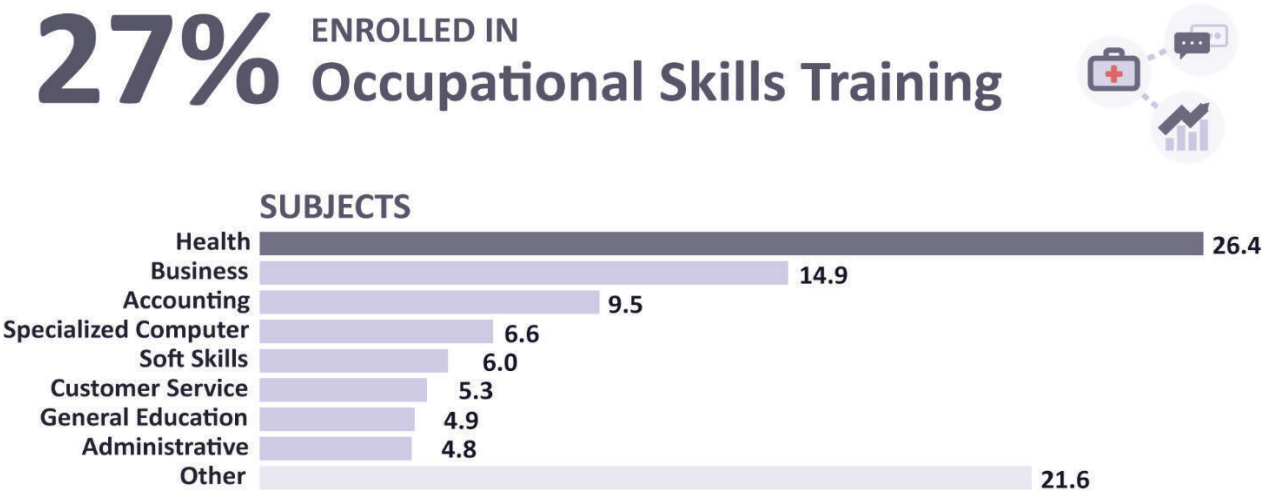
What Occupational Skills Training Outcomes Did Job Candidates Achieve?

As described in earlier chapters, occupational skills training was an optional avenue. It was available to job candidates after completion of core services to upgrade their existing skills or develop new skills in order to prepare for their selected employment goals. Only a subset of candidates enrolled in occupational skills training; this is consistent with findings in Chapter IV on the optional nature of this component and with how some subgrantees reduced their emphasis on training as implementation progressed. As shown in Exhibit VII-1 on the next page, only about one quarter of job candidates (27.1 percent) enrolled in occupational skills training across subgrantees; the majority of job candidates did not pursue this option.

For those job candidates who did enroll in occupational skills training, chosen courses reflect their variety of career interests and the individualized approach most subgrantees took to connecting job candidates to training. As shown in Exhibit VII-1, the most common courses were related to health (26.4 percent), business (14.9 percent), and accounting (9.5 percent). The rest include not only other occupations (e.g., specialized computer training, information technology customer service, administrative support, human resources), but also some pre-employment skills trainings (e.g., soft skills and general education).

[31] In addition to completeness issues, follow-up information was collected at multiple points in time for some candidates, but others only had one follow-up contact recorded. For this reason, consistent estimates of employment status changes in the long term were not possible.

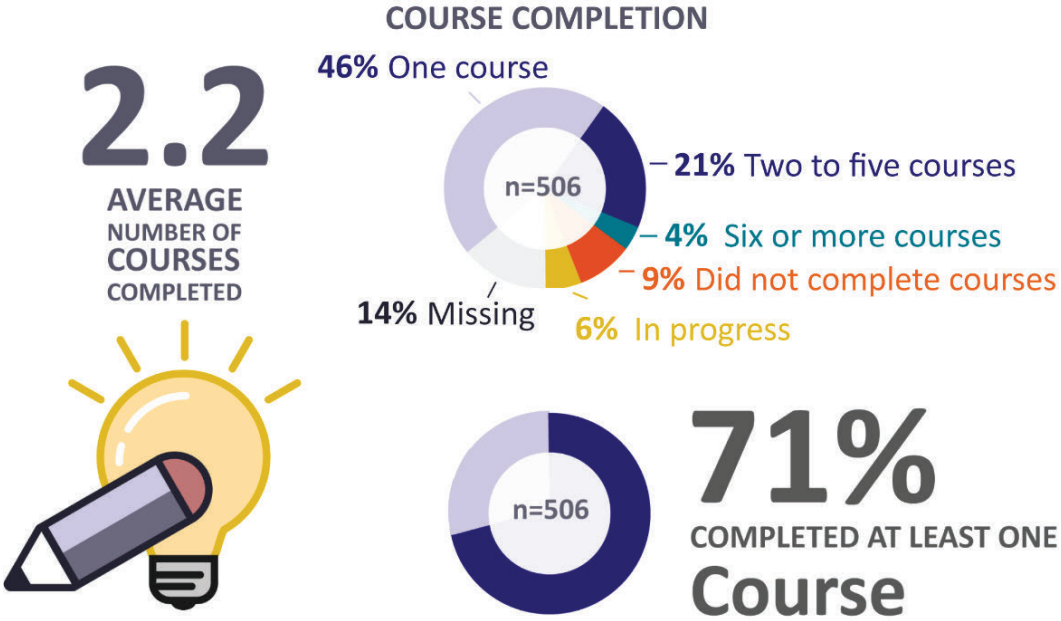
Exhibit VII-1: Job Candidates' Enrollment in and Subjects of Occupational Skills Training Courses



Source: FIS Extract Data Analysis, 2018

In terms of the intensity of occupational skill training, Exhibit VII-2 shows that, on average, candidates enrolled in about two occupational skills training courses. Among those who chose to enroll, just under three quarters completed at least one course; about one quarter completed two or more courses, and less than 10 percent did not complete any courses.[32]

Exhibit VII-2: Job Candidates' Completion of Occupational Skills Training Courses



Source: FIS Extract Data Analysis, 2018

[32] Job candidates without completion data recorded could represent either those still in training who could not be reached for follow-up, or cases where the coach did not enter information because the job candidate did not complete the course. Based on review of missing data and discussions with FIS analysts, data collection practices on recording non-completion appear to be inconsistent across subgrantees and across the implementation period.

Multivariate analyses provide additional insight on occupational skills training outcomes, examining the likelihood that candidates who chose to enroll in training would complete one course.[33] Exhibit VII-3 shows the results of an exploratory model estimating this likelihood; it offers a snapshot of candidates' initial progress in their additional training goals.[34] Associations between job candidate characteristics and course completions include:

- Older job candidates were less likely to complete one course. Holding other characteristics constant, those who were 66 years or older had 12.8 percent lower probability of completing one course. Based on reports from career coaches, a frequent reason for not completing training across all job candidates was unexpected health issues, which may have been a more frequent issue for older job candidates.
- Job candidates who reported being employed at intake had about 8 percent lower probability of completing one course compared to their peers who were unemployed. These candidates may have continued to be employed part time throughout core services and training, or simply had better employment prospects and found new jobs midway through training. In either scenario, completing an entire course would have had a higher opportunity cost.

Exhibit VII-3: Likelihood of Job Candidates Completing Occupational Skills Training Course, by Subgroups

	Likelihood of completing one course
Individual-level Characteristics	
Female (vs. male)	-4.4%
Age (55 years old - reference category)	
56–58 years old	2.7%
59–62 years old	-4.8%
63–65 years old	-7.5%
66 and older	-12.8%*
Race / Ethnicity (White/Caucasian - reference category)	
Black or African American	1.2%
Hispanic or Latino	-3.5%
Other	5.5%
Income under 40K	4.7%
Education (High School - reference category)	

[33] Outcomes analyses on occupational skills training are limited in nature because data do not show whether job candidates enrolled in courses that led to specific credentials or certificates. Without this information, it is not possible to assess completion of a training program, only completion of individual courses.

[34] Likelihood of completing one course was examined using logistic level models with a 0/1 dependent variable, where 1 represents completion and 0 represents a course that was not completed. Independent variables included in the models were gender, age, race/ethnicity, educational background, income level, and employment status.

Some college/AA degree	0.2%
BA degree	0.3%
Postgraduate degree	4.6%
Employed	-8.2%**
Constant included	Yes
Fixed effects- Subgrantees	Yes
Pseudo-R-Square	0.0501

Source: Three-Month Survey Data Analysis, 2018

Notes: Numbers represent percentage point changes in predicted probability of reporting being employed associated with category of a variable.

*** p<0.01, ** p<0.05, * p<0.10

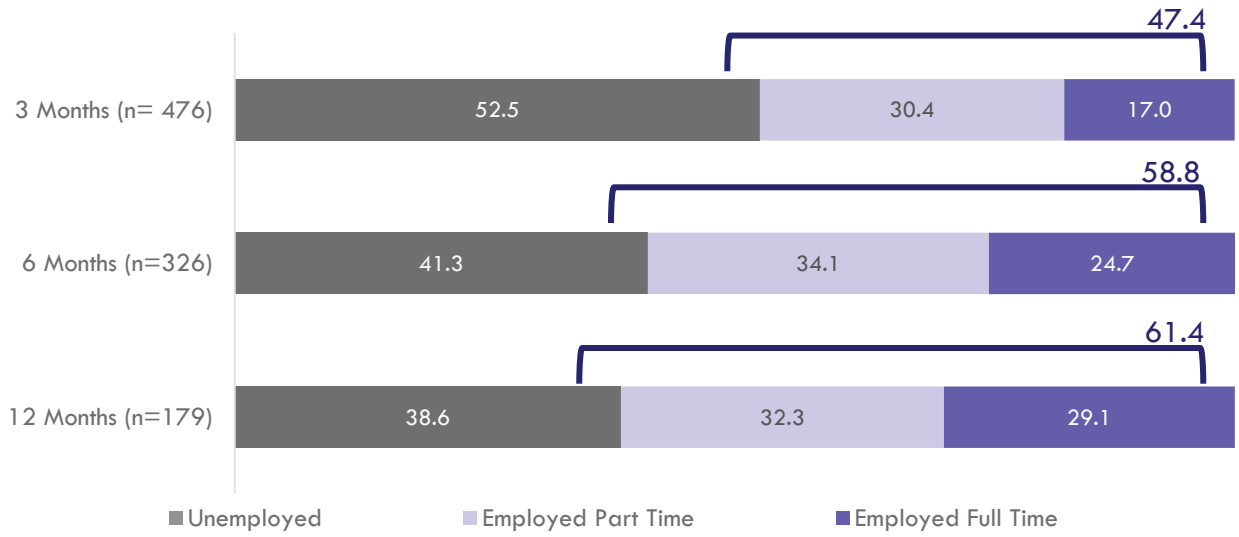
What Employment Outcomes Did Job Candidates Achieve?

Unlike occupational skills training, which was optional, employment was the primary goal of BTW50+: WESI. As noted earlier in this chapter, preliminary employment outcomes were limited to employment status questions on the three-, six-, and 12-month follow-up surveys, which have important limitations. The surveys rely on job candidates' self-reports and, as such, may be prone to measurement error originated by possible effects of social desirability bias and non-response.[35] In addition, the 12-month survey sample does not include those who enrolled in the final year of implementation when subgrantees were implementing more mature iterations of the program model, including stronger employer engagement (per fidelity scores in Chapter IV). The only other potential option for assessing employment outcomes at this time are records of follow-up contacts in the FIS. However, these records do not have sufficient data for use in this type of analysis, as explained at the beginning of this chapter. Employment outcomes should therefore be considered cautiously; at a later point in the evaluation, the impact study will use Unemployment Insurance earnings records to provide more precise and reliable estimates of employment status.

In the interim implementation report, three-month survey data show just under half of survey respondents were employed; as shown in Exhibit VII-4, that trend remains constant. However, the proportion who reported being employed was higher in the six- and 12-month surveys. This could be due to the fact that, as noted in the introduction to this report, older workers and older women in particular tend to have longer job search periods. Additionally, it could reflect that those who were still in training at the three-month mark had completed their courses and were ready for employment at six and/or 12 months after enrollment. Finally, while it is not possible at this stage of the evaluation to definitively attribute employment to program participation, it may be that the confidence-building prioritized in coaching sessions enabled job candidates to persist during the lengthy job search periods often experienced by older workers.

[35] Social desirability bias is a tendency of survey respondents to answer questions in a manner that will be viewed more favorably to themselves and others (Groves et al., 2009; Holgraves, 2004).

Exhibit VII-4: Job Candidates' Self-Reported Employment Status, at Three, Six, and 12 Months After Program Enrollment



Source: Three, Six, and Twelve-Month Survey Data, 2018
Notes: Figure reflects weighted averages for cross-sectional results.

Exhibit VII-5 presents the results of a multivariate analysis that examined subgroup differences in the likelihood of a respondent reporting being employed on the three-, six-, and 12-month surveys. As shown below, those who had postgraduate education were nearly 20 percent less likely to report being employed on the three-month survey. This aligns with findings presented in Chapter VI that showed survey respondents holding a postgraduate degree were less likely to be satisfied with the job search component of the program on the three-month survey. Echoing findings from the focus groups, candidates with higher levels of education may be more sensitive to the lack of quality job opportunities in their local labor markets, given the types of jobs they had earlier in their careers. It may also be that the job search skills component was most effective for candidates with less specialized employment goals. Respondents over 66 were also 5 percent less likely to report being employed on the three-month survey, consistent with findings in Chapter VI that this group was less satisfied with support received on how to search for jobs.

There were no other statistically significant subgroup differences in the likelihood of reporting being employed on the three, six or twelve month surveys.

Exhibit VII-5: Job Candidates' Self-Reported Employment Status Three Months After Program Enrollment, by Subgroups

	Likelihood of Being Employed
Individual-Level Characteristics	
Female *(Male- reference category)*	-1.4%

Age *(55 years old and younger- reference category)*	
56-58 years old	-2.8%
59-62 years old	-0.9%
63-65 years old	-3.4%
66 and older	-5.3%*
Race / Ethnicity *(White/Caucasian - reference category)*	
Black or African American	-2.7%
Hispanic or Latino	6.6%
Other	-9.4%
Income under 40K	-3.7%
Education (High School)	
Some college/AA degree	-3.8%
BA degree	-0.1%
Postgraduate degree	-18.5%**
Constant included	Yes
Fixed effects- Subgrantees	Yes
Pseudo-R-Square	0.203

Source: Three-Month Survey Data Analysis, 2018

Notes: Numbers represent percentage point changes in predicted probability of reporting being employed associated with category of a variable.
*** p<0.01, ** p<0.05, * p<0.10

What Do These Findings Mean?

Findings on preliminary outcomes largely align with information reported in prior chapters on how subgrantees delivered services, what services job candidates received, and how satisfied survey respondents were with program elements. For example, preliminary findings on occupational skills training showed that candidates enrolled in a wide range of training options depending on their interests; this is consistent with findings in Chapter IV on how subgrantees relied primarily on individual choice and preferences in recommending training pathways. Employment outcomes reported on the surveys also align with other survey findings reported in the previous chapter. In particular, those less likely to be employed at the three-month mark (older job candidates and those with more education) also reported lower satisfaction with job search skills instruction at that same point.

However, as noted at the beginning of this chapter, the employment and occupational skills training outcomes presented here are subject to the limitations of the data from which they are derived. In particular, survey data used to measure employment outcomes rely on self-reported employment; despite correcting for non-response biases on observable characteristics, it is possible that data presented on employment status overestimate employment rates for the full universe of job candidates. Specifically, survey answers are prone to social desirability bias such that those who were unemployed may have been less likely to answer the survey due to unobservable characteristics such as motivation and commitment to the program. The impact

study will provide a more complete picture of employment outcomes and address this limitation by using Unemployment Insurance earnings records to independently measure employment in the year after enrollment. Additionally, the impact study will be able to isolate the effect of attending the program on employment outcomes by assessing these outcomes relative to people who share similar characteristics but who did not enroll in the program.

Chapter VIII: Conclusion

This chapter synthesizes key themes from the analysis of data concerning implementation of BTW50+: WESI that was presented in earlier chapters. It reviews key accomplishments and challenges of implementation and concludes with a discussion of what the implementation study findings mean for the upcoming impact study phase of the evaluation.

What Were the Key Implementation Accomplishments?

As reported in prior chapters, BTW50+: WESI subgrantees were successful in realizing most of the plans for the program model. Specific accomplishments include:

- **Subgrantees enrolled enough job candidates to exceed the overall target set by AARP Foundation and to create a sufficient sample for the impact study.** In its initial application for the SIF grant, AARP Foundation anticipated serving 1,400 job candidates. Subgrantees ultimately enrolled 1,868 individuals. Enrollment into the impact study, which began approximately one year into program implementation for most subgrantees, yielded 1,163 female job candidates who consented to participate in the impact study.
- **Outreach efforts successfully attracted job candidates who matched the desired target population**. Most job candidates, consistent with AARP Foundation's priorities, were unemployed and/or underemployed women between the ages of 50 and 64 with incomes below $40,000 per year and education between a high school diploma and a bachelor's degree.
- **With substantial guidance and technical assistance from AARP Foundation and AACC, the subgrantees ultimately implemented services that were consistent with the desired program model**. The learning community formed by AARP Foundation, AACC, and the subgrantees themselves enabled program managers to learn about effective service designs and practices as the BTW50+: WESI initiative evolved. For example, dissemination and discussion of program implementation in this forum led to guidance that supported model fidelity, including AARP Foundation's recommendations that subgrantees offer at least two individual coaching sessions, use the NorthStar Computer Literacy Assessment to assess computer skills at intake, and leverage online computer skills training modules available from Lynda.com. By the end of the grant, due in part to this iterative technical assistance, subgrantees had collectively achieved full fidelity to the model for most program elements (coaching, computer skills upgrade, financial capability building, and job search skills training). While employer engagement and connection to training were not fully implemented across all subgrantees, they made progress on these elements over the program period.
- **Key strengths of service delivery at the subgrantee level were sensitivity to the needs of older women and a pre-existing orientation towards employment coaching**. Subgrantees identified the personalized guidance and support provided by career coaches and the peer support provided by other job candidates as one of the primary strengths of

BTW50+: WESI. Subgrantees helped develop trust and confidence in many different settings, including during individual job search skills workshops, individual coaching sessions, peer networking, and mock interviews. Although they agreed that confidence building was not sufficient to ensure successful outcomes for participants, job candidates noted that the sensitivity and support of project staff members and the trust and feeling of safety were key to their success. Unsurprisingly, prior work experience among staff with the BTW50+ Classic program model and/or the public workforce system appears to have strengthened the fidelity with which subgrantees implemented the program model, both overall and for specific elements.

- **Reflecting these implementation successes, most job candidates reported positive experiences in the program.** Data from follow-up surveys and focus groups both indicate high levels of satisfaction with most program elements. Likewise, these data sources indicate that job candidates had appreciation for the supportive environment and relationships to which subgrantees enabled access.
- **Self-reported employment rates increased over time.** The interim implementation report only analyzed data from the three-month surveys, finding that just under half of respondents were employed. This report includes data from across the three-, six-, and 12-month surveys; it therefore captures not just a larger sample of job candidates but also an increasing number of those who enrolled later in implementation and therefore participated in a more mature iteration of BTW50+: WESI services. At the three-month mark, results were similar to those previously reported, with just under half of respondents employed. Employment rates increased, however, by the six- and 12-month marks. While it is not possible at this stage of the evaluation to definitively attribute employment to program participation, it may be that the confidence building prioritized in coaching sessions enabled job candidates to persist during the lengthy job searches often experienced by older workers.
- **Through BTW50+: WESI, subgrantees were able to build awareness of the needs of older women, which has the potential to last beyond the program period**. In most cases, subgrantees were able to generate funding to continue to provide at least some form of the services offered under BTW50+: WESI. At an institutional level, subgrantees built the capacity of their staff and institutions to understand the value of and need for services for older women.

What Were the Key Implementation Challenges?

Two common challenges to implementing the model, and to successful achievement of employment and training outcomes, emerged from site visits and surveys (and were reflected in the FIS data on service receipt and outcomes):

- **Some job candidates who chose to enroll in occupational skills training had a hard time completing these courses successfully.** Occupational skills training was an optional pathway that allowed job candidates to access scholarship funding from AARP Foundation to finance their training. However, career coaches reported that job

candidates who went on to this training sometimes struggled due to lack of academic preparation and did not always complete it. Multivariate analyses using FIS data illuminated that older job candidates in particular were less likely to enroll in training in the first place, and less likely to complete training once enrolled.

- **Connecting job candidates to employers and to employment opportunities was more challenging for subgrantees than realizing other elements of the model.** According to subgrantee staff, factors including local labor market conditions, age discrimination, and job candidates' varying employment interests and needs made it difficult for subgrantees to develop strong relationships with employers. Employer engagement was the element of the model with the lowest level of fidelity by the end of the implementation period. FIS data confirm that job candidates did not consistently experience a high level of employer connections: on follow-up surveys, job candidates reported a lower level of satisfaction with this element than with any other feature of the model. Not surprisingly, the subgrantees that were not able to achieve full fidelity to this element also struggled to connect to their local AJCs. This underscores the importance of AARP Foundation's guidance to subgrantees to develop and strengthen relationships with the workforce development system.

What Do the Report's Findings Mean for the Impact Study?

The findings presented in this final implementation report have the following implications for the impact study:

- **Implementation study findings provide a clear and relatively consistent picture of how services were delivered, which will facilitate identifying how and why the BTW50+: WESI program facilitated any observed impacts.** By the end of implementation, model fidelity was generally high and consistent across sites, indicating that it is appropriate to pool impacts for job candidates across all subgrantees. As described in the SIF evaluation plan, pooling is necessary because individual subgrantees do not have adequate sample sizes for the evaluation to estimate impacts for each one individually.
- **Subgrantees were able to enroll most interested applicants who met the selection criteria, thus validating the decision to use a quasi-experimental evaluation design.** Prior to finalization of the impact study design, subgrantee staff said they would likely not have enough applicants to randomly assign them to treatment and control groups. SPR therefore designed the evaluation to use propensity score matching for the impact study rather than implement a randomized control trial. The applicant yield rate validated the subgrantees' understanding of the local demand for their services and the decision to use a quasi-experimental design.
- **Using a matched comparison group created with public workforce system data will be an important test of the value of population-specific services.** The demographics of the final sample pool of job candidates—primarily women ages 50–64—are consistent enough to facilitate easy identification of a comparison group within public workforce system data. However, other than financial capacity building and basic computer training services,

which were not generally available to comparison group members, the services included in the BTW50+: WESI model may not have been very different from those available to comparison group members served by the public workforce system. In fact, in the areas of employer engagement and connection to training, the public workforce system's services may have been more intensive. The main advantage of the BTW50+: WESI coaching is that it was customized to their needs and experiences as women age 50 and older; the workforce development system, as noted in the introduction to this report, has not provided much targeted support to this population nor has it seen such jobseekers succeed in their general programming at levels observed for younger and/or male jobseekers. The impact study, then, will be an important test of whether a customized approach can yield better outcomes for this population.

- **Assessing employment impacts using Unemployment Insurance earnings records will provide the most precise estimate to date of long-term employment outcomes.** Given subgrantees' reported difficulties tracking employment outcomes—and the limitations of the available data from the FIS and survey—the impact study's use of Unemployment Insurance earnings records will be important to address questions about whether and for how long job candidates were employed after completing BTW50+: WESI. (This is in addition to the impact study's specific purpose of ascertaining whether any changes in employment outcomes are due to participation in BTW50+: WESI.)

What's Next for the Evaluation?

With the completion of this report, the implementation study draws to a close. Remaining activities for the outcomes and impact studies include the following:

- SPR will continue to have its subcontractor, SESRC, conduct follow-up surveys with job candidates at three, six and 12 months after enrollment. These surveys will continue until October 2019, 12 months after the end of enrollment under the BTW50+: WESI subgrants.
- SPR will obtain data needed to conduct the impact analysis, including Unemployment Insurance earnings records from state workforce agencies and Participant Individual Record Layout data with which to create a matched comparison group.
- SPR will provide the results of this analysis in a final impact and outcomes report to AARP Foundation in the spring of 2020.

Appendix A: References

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Appendix B: Fidelity Checklist

Fidelity Checklist (College Name/Site Visit Date:)

Site visitor instructions: Insert name of college and date of visit above, and print out two versions prior to your visit. Fill this form out with the program manager while on site. Provide the BTW50+ WESI program manager with a version so he or she can look at it also as you fill it out.

This tool tracks fidelity to best practices for employment and training programs designed for older workers as well as to the BTW50+ WESI model as outlined by the AARP Foundation. The key elements include (1), assessment and career coaching (2), computer skills training (3), financial capability building (4), job search skills training (5),arranging employer access , and (6) providing academic advising and arranging occupational skills training. The assumption of the tool is that in the beginning stages most of these elements will either not be implemented, or they will be partially implemented, but that over time implementation of required or best practices will increase. Results will be used to inform peer learning and technical assistance efforts, including for the project learning community.

Core Element 1: Initial Assessment and Career Coaching

1.1 Coaching provides a sequence of activities that help job candidates assess their skills and interests, identify transferable skills, and focus on career paths they want to pursue.

How are they meeting this goal?

☐ Career coach conducts assessments and skill and interest inventories of job candidates starting at the first individual coaching session. These assessments and inventories are used to determine occupations of interest as well as appropriate training and job search skills services.

☐ Using the above assessments and inventories, the job candidate creates an activity plan that includes realistic, achievable goals. This plan is revisited and updated as job candidate needs change.

☐ Career coach offers recommendations for appropriate career paths using up-to-date labor market information and suggests career paths that are in-demand, appropriate for older workers, and that provide the level of income needed by the job candidate.

☐ Career coaches encourage job candidates to apply for scholarship support or other programs (such as WIOA) that may help them achieve their career goals.

☐ Other. Specify:

Rating:	☐ Fully Implemented	College has procedures in place to ensure that each job candidate is assessed for training and job search skills needs, that career coaches help job candidates create activity plans to reach their employment goals, and that job candidates are linked to appropriate additional programming and supportive services as needed. The college can provide examples of how these procedures have been implemented.
	☐ Partially Implemented	College can identify plans for how they will provide a sequence of activities to link job candidates to their desired career path, but they do not yet have processes for all steps or have not yet started offering everything that is planned.
	☐ Not Yet Implemented	College is still working through their plans for how they will offer these services.
Explanation of Rating:		

1.2 Coaching provides the support necessary to build job candidate confidence.

How are they meeting this goal?

☐ Career coaches complete at least one coaching session with each cohort (for group coaching) or job candidate (for individual coaching). The intensity and duration of coaching is matched to the job candidates needs.

☐ Career coaches have experience working with older workers and/or have received training on how to best serve this population.

☐ Career coaches encourage job candidates to consider careers in fields that are nontraditional for women and provide the support and information necessary to make such a choice. **[Note that this criterion is optional]**

☐ Career coaches have the opportunity to conduct case conferencing with other career coaches or staff who have contact with candidates.

☐ Job candidates can meet individually with coaches for one-on-one support or to address sensitive/personal issues.

☐ Job candidates also have access to peer support groups/cohorts to learn from each other, share experiences, build their network, and gain confidence.

☐ Other. Specify:

Rating:	☐ Fully Implemented	College has procedures in place to ensure a minimum number of coaching sessions for each job candidate, job candidate has access to both individual and peer based support, and career coaches are experienced working with the older worker population. The college can also provide examples of how these procedures have been implemented.
	☐ Partially Implemented	College has plans in place to implement some of the above ways to build job candidate confidence, but has not yet implemented all steps or has not yet met all checkboxes.
	☐ Not Yet Implemented	College is working through how to best articulate how the coaching program provides the support job candidates need to build confidence and is still thinking through possible plans.
Explanation of Rating:		

1.3 Coaches link candidates to appropriate supportive services and outside resources to help them achieve their employment and training goals.

How are they meeting this goal?

☐ Career coaches conduct assessments to determine candidates' supportive service needs, including for housing, food, health, legal assistance, mental health needs, and financial credit, and continue to look for opportunities to meet supportive service needs as they learn more about the job candidate's situation and barriers faced.

☐ Career coaches are able to identify and work with the job candidate to develop strategies to address barriers to training and work, including transportation, child care, work clothing, books, uniforms, etc.

☐ Coaches have established relationships with primary referral agencies (the career coach contacts the organization to let staff there know that the candidate is coming and then follows up with either that organization or the participant to ensure needed services were procured).

☐ Other. Specify:

Rating:	☐ Fully Implemented	College has procedures in place to ensure candidates are assessed for any supportive services needs, as well as appropriate connections in place to provide candidates with warm referrals to meet these needs. The college can also provide examples of how these procedures have been implemented.
	☐ Partially Implemented	College has plans in place to implement some of the above ways to meet candidate supportive services needs, but has not yet implemented all steps or has not yet met all checkboxes.
	☐ Not Yet Implemented	College is working through how to best implement their supportive services vision and is still thinking through possible plans.
Explanation of Rating:		

Core Element 2: Assessing Baseline and Upgrading Computer Skills

2.1 The computer skills training is tailored to the needs of each job candidate specifically and older workers generally.

How are they meeting this goal?

☐ College conducts an assessment of job candidate's current level of experience, knowledge, and skills using computers in order to place them in an appropriate skills upgrade class. This assessment covers a broad range of computer skills, including those needed for job searching, employment, and training.

☐ The level of computer skills training targeted for a job candidate is matched to the job skills required in the occupations the job candidate is targeting.

☐ The design and delivery of computer skills training takes into account the particular needs of job candidates for confidence building exercises, extra time for questions, extended time for hands-on practice, one-on-one instruction as needed (through instruction or tutoring), and a choice of the mode of training (e.g. online, blended, classroom based).

☐ Several levels of instruction can be arranged to meet the varying needs of job candidates, starting at a basic skills computer literacy workshop and working up to more advanced software classes.

☐ Other. Specify:

Rating:		
	☐ Fully Implemented	College has procedures in place to ensure that job candidates are fully assessed to determine their computer skill level, that there is a computer skills upgrade class that corresponds to their background and experience, and that such classes are tailored toward the needs of older workers. The college can also provide examples of how these procedures have been implemented.
	☐ Partially Implemented	College has plans to assess students and ensure they are placed in an appropriate computer skills upgrade, but they have not yet formalized the procedure and/or started the classes.
	☐ Not Yet Implemented	College is working through how to articulate clear plans for assessing students and putting them into an appropriate computer skills upgrade.

Explanation of Rating:

2.2	The curriculum of the computer skills upgrade is flexible and geared towards both job search and workplace needs.	
How are they meeting this goal? ☐ The computer skills upgrade provides appropriate breadth to each job candidate, including instruction in at least three areas: to support job search (web browsing, social media, online job search sites and tools, and completing online job applications), to ensure success in training, and for use in the workplace (software most frequently used in the workplace). ☐ Trainings on special computer skills needed for specific occupations are available for candidates who need them. ☐ The computer skills upgrade allows for progress over time and builds on a stackable model. Job candidates can build on current skills and continue learning beyond the ten week core services program, if interested. ☐ Whenever possible, the program adapts and draws on existing computer training resources available in the community. ☐ The program identifies other resources for computer skills upgrades as needed (for example, through an ITA or other community resource). ☐ Other. Specify:		
Rating:	☐ Fully Implemented	College has procedures in place to provide a computer skills upgrade with the kind of flexible, stackable curriculum described above. The college can also provide examples of how these procedures have been implemented.
	☐ Partially Implemented	College has plans to provide computer skills upgrades with the kind of flexible, stackable curriculum described above, but has not yet started the classes or fully implemented their plans.
	☐ Not Yet Implemented	College is working through how to articulate clear plans for providing the kind of flexible, stackable curriculum described above.
Explanation of Rating:		

Core Element 3: Financial Capability Building

3.1 The financial capability building component includes best practices from Finances 50+, such as being interactive and geared towards the needs of job candidates who are 50 or older.

How are they meeting this goal?

☐ The curriculum maps to Finances 50+, adapted to the local context as needed. It includes the recommended depth of instruction on:

- Setting goals and making a plan to achieve them
- Creating a budget and prioritizing needs and wants
- Understanding and managing debt and credit and consumer rights
- Maximizing credit scores
- Saving money through increasing income or reducing spending
- Recognizing the signs of a scam
- Where to turn with concerns about financial fraud or a scam
- Motivation and opportunity to put knowledge gained into action immediately to increase financial stability

☐ Real life financial examples relevant to those 50+ (retirement goal setting, social security, financial planning for health needs) are included.

☐ The program includes interactive activities.

☐ Other. Specify

Rating:		
	☐ Fully Implemented	College has procedures in place to provide Finances 50+ as described above or a curriculum of equivalent scope and depth and can give examples of how it has been implemented.
	☐ Partially Implemented	College has plans to provide Finances 50+ as described above, but has not yet fully implemented the plan.
	☐ Not Yet Implemented	College is working through how to articulate clear plans for providing the Finances 50+ as described above.

Explanation of Rating:

3.2	The financial capability building component is contextualized within the local community and takes advantage of its resources.	
How are they meeting this goal? ☐ The program refers job candidates to resources in the community that assist with building savings and reducing debt. ☐ There is participation (guest speaker, volunteer instructor) from a local finance professional. ☐ The program provides information about income supports and financial aid that may be available to job candidate. ☐ Other. Specify:		
Rating:	☐ Fully Implemented	College has procedures in place to provide Finances 50+ as described above and can give examples of how it has been implemented.
	☐ Partially Implemented	College has plans to provide Finances 50+ as described above, but has not yet fully implemented the plan.
	☐ Not Yet Implemented	College is working through how to articulate clear plans for providing the Finances 50+ as described above.
Explanation of Rating:		

Core Element 4: Enhancing Job Search Skills

4.1	Career coaches are able to provide job candidates with targeted advice about job searching, have developed relationships with local employers, and are knowledgeable about recruitment, screening, and hiring practices of local employers in the occupations of interest to job candidates.
How are they meeting this goal? ☐ Career coaches or college have established relationships with local employers in the fields of interest to job candidates and can describe what these relationships entail. ☐ Career coaches use up-to-date labor market information, and provide job candidates with details about academic skill level needed, working conditions, wages at entry level, and opportunities for advancement for the careers in which they are interested. ☐ College is connected to its local American Job Center (demonstrated through active referrals, being an eligible training provider, and/or having an AJC on site) and refers job candidates to their services as needed. ☐ Job candidates have the opportunity to connect with employers during the job search skills component through On-the-Job Training (OJT) positions, internships, presentations from employers, or job fairs. ☐ Other. Specify:	

Rating:	☐ Fully Implemented	College has procedures in place to ensure career coaches are providing connections to employers as described above. College can give examples about how it has connected job candidates with employers in ways that benefit the job candidate's job search.
	☐ Partially Implemented	College has plans to connect job candidates to employers as described above, but has not yet fully implemented the plan.
	☐ Not Yet Implemented	College is working through its plans for connecting job candidates to employers as described above.

Explanation of Rating:

4.2 The program provides its own targeted support for job placement/job search skills training that is tailored to the needs of job candidates.

How are they meeting this goal?

☐ Program offers a minimum number of dedicated workshops with job search skills topics. These workshops incorporate the "7 Smart Strategies" from the AARP Foundation:

- Target local hot jobs
- Create your own personal marketing tools to impress employers
- Conquer the job application process
- Get new work experience and skills
- Meet people who know people
- Connect with organizations that find job candidates for employers
- Take time to focus on yourself

☐ Job candidates receive instruction in current job search skills, including online applications and job search sites, social media, and current resume, cover letter, and interviewing methods, either in the above workshops or through other programming offered by the college.

☐ Job candidates have access to peer support while job searching (for example, a job club or group coaching).

☐ Job candidates in both the core services and training groups have access to job search skills programming, though they may receive it at different times or through different channels.

☐ Other. Specify:

Rating:	☐ Fully Implemented	College has procedures in place to ensure tailored job search skills training support, as described above, is provided to all job candidates. College can give examples about how this implementation has occurred.
	☐ Partially Implemented	College has plans to provide tailored job search skill training support to job candidates, but has not yet fully implemented the plan.
	☐ Not Yet Implemented	College is working through how to articulate clear plans for providing job candidates with job search training as described above.
Explanation of Rating:		

Core Element 5: Encouraging Employers to Engage with Job Candidates

5.1	**The program engages in employer outreach and education activities to inform local employers of the value of the 50+ workforce and BTW50+ WESI job candidates.**

How are they meeting this goal?

☐ Program staff have direct contact with employers in the fields into which job candidates hope to be hired. This includes, for example, the program hosting employer workshops, attending chamber of commerce events, and inviting employers to career fairs.

☐ The program engages with employers to help articulate skills-upgrading paths that make job candidates more likely to be considered for open positions and for direct placement into open positions (OJTs and internships are available).

☐ The program hosts hiring fairs exclusively for BTW50+ WESI job candidates or provides support and coaching to candidates before and after they attend college-wide career fairs.

☐ Other. Specify:

Rating:	☐ Fully Implemented	College had procedures in place to ensure employer outreach. College can give examples about how this has occurred.
	☐ Partially Implemented	College has plans to conduct employer outreach, but has yet to fully implement the plan.
	☐ Not Implemented	College is working through how to articulate clear plans for conducting employer outreach as described above.
Explanation of Rating:		

Core Element 6: Academic Advising and Arranging Occupational Skills Training

6.1	**Training options are both tailored to the needs of the job candidate population and broad enough to give them adequate choice.**

How are they meeting this goal?

- ☐ Job candidates receive individual coaching from the career coach or other college staff to help them select a training that leads to employment in a field that suits their needs.
- ☐ Career coaches are familiar with training offerings in a wide variety of occupational areas.
- ☐ Targeted trainings are of interest to older workers and targeted towards their skills (trainings build on skills they may already have).
- ☐ Trainings target local in-demand occupations.
- ☐ Short trainings (8 weeks or less, as is the SSA definition) are available for those job candidates that want to get back to work quickly.
- ☐ Other. Specify:

Rating:	☐ Fully Implemented	College has procedures in place to ensure that there is choice in training options, while still being tailored to the job candidate population. College can give examples about how this has been implemented.
	☐ Partially Implemented	College has plans to provide training options as detailed above, but has yet to fully implement the plan.
	☐ Not Yet Implemented	College is working through how to articulate clear plans for allowing choice in training options while still tailoring them to the job candidate population.

Explanation of Rating:

6.2	**Support is provided to job candidates in training and is tailored to their needs.**

How are they meeting this goal?

- ☐ Career coach or other support person (e.g. academic advisor) checks in with training job candidates to ensure that needs are met during training.
- ☐ Job candidates in training receive support from their peers (through study groups, by having training in a cohort model, by simultaneously attending cohort based coaching, etc).
- ☐ Job candidates in training are still connected to the greater BTW50+ WESI program (through concurrent attendance of other workshops, peer support groups, continued meetings with career coaches, etc).
- ☐ Other. Specify:

Rating:	☐ Fully Implemented	College has procedures to ensure job candidates in training receive tailored support, as described above. College can give examples of how this support has been implemented.
	☐ Partially Implemented	College has plans to provide training support as detailed above, but has yet to fully implement the plan.
	☐ Not Yet Implemented	College is working through how to articulate clear plans for providing support during training.
Explanation of Rating:		

Appendix C: Survey Methodology

This technical appendix provides further details on the survey instrument and analysis process used to inform the findings presented in Chapter VI.

About the Survey

The list of individuals eligible for the survey is obtained from an automated query in the Foundation Impact System (FIS) based on participants' date of enrollment in the program. Once a month, SPR reviews the query and generates a list of all individuals who have reached the three-month, six-month, and 12-month post-enrollment marks, yielding phone and email contact information for transmission to the Social and Economic Sciences Research Center (SESRC), SPR's survey subcontractor.

Each month, those who enrolled three, six, and 12 months prior were considered for the survey. SESRC sends a personalized invitation letter to each potential respondent to be surveyed during the current month. The letter informs potential respondents about the survey and invites them to complete a telephone survey. The invitation letter includes a $1 bill as a token of appreciation for the time potential respondents would take to complete the survey. The survey questionnaires are installed on SESRC's computer-assisted telephone interview system. SESRC attempts to contact each potential respondent by telephone. After five unsuccessful attempts to contact the person by phone, SESRC stops calling for that survey. Individuals who cannot be reached at the three-month mark will still be contacted for subsequent six- and 12-month surveys.

Survey Response Rates

Just under half of BTW50+: WESI participants responded to the follow-up survey three months after enrollment; the response rate is lower after six and 12 months (see Exhibit C-1). Response rates represent the number of program participants who completed or partially completed the survey divided by the number of participants SESRC attempted to contact minus those contacts considered ineligible. These include largely cases of unknow eligibility (e.g., disconnected telephones, busy signals, and no answers) after reaching the sixth attempt. Ineligible contacts also include a few cases where no interview was obtainable (e.g. contacts who reported not participating in the program, or contacts with health impediments or who were deceased). The interim report could not present results of the six- and 12-month surveys due to small samples sizes, and to improve response rates, beginning in the spring of 2017, colleges started receiving a list of job candidates who were going be contacted for the survey during a given month so that they could encourage candidates to participate in the survey. Compared to the response rates in the interim report, response rates increased for the six-month survey (from 25.8% to 34.5%) and for the twelve-month survey (from 21.7% to 25.1%). The response rates for the three-month survey remained constant at about 44 percent.

Exhibit C-1: Survey Response Rates

	3-month	6-month	12-month
Eligible program participants	1,291	1,128	944
Completed surveys	574	389	237
Response rate	44.5%	34.5%	25.1%

Non-Response Bias

Given the moderate response rates for all three surveys, the evaluation team considered the possibility of systematic differences between the survey respondents and the full pool of program participants, yielding bias in the survey findings. To estimate the extent of potential non-response bias, the evaluation team compared the characteristics of survey respondents to those of all program participants. The pool of program participants' information on age, gender, race and ethnicity, college of attendance, and prior education was obtained from FIS data extracts. As shown below in Exhibits C-2, C-3, and C-4, there were statistically significant differences between actual and potential survey respondents on these characteristics. Therefore, results were weighted based on observable characteristics to correct for non-response. Importantly, this does not preclude the existence of other sources of non-response bias. It is still possible that potential and actual survey respondents differ based on characteristics that were unmeasured (e.g., level of motivation and commitment toward the program) and that these characteristics were associated with the likelihood of responding to the survey.

Exhibit C-2: Comparison Between 3-Month Survey Respondents and Universe

Demographic Characteristics	Percentage of Survey Respondents (n=574)	Percentage of All Job Candidates Contacted (n= 1,868)	Difference
Age			
55 or younger	33.8	37.1	3.3
56–58	22.4	20.8	-1.6
59–62	21.4	20.0	-1.4
63–65	9.8	9.4	-0.4
66 and older	12.6	12.8	0.2
Gender [(1)]			
Male	9.4	13.4	4.0
Female	90.6	86.6	-4.0
Racial/Ethnic Background			
Black or African American	30.9	30.6	-0.3
Hispanic/Latino	11.2	12.7	1.5
White/Caucasian	53.5	52.3	-1.2
Other Race/Ethnicity	4.3	4.4	0.1
Highest Degree Completed			
Less than HS/GED	14.2	16.1	1.9
Some College/AA Degree	40.3	42.2	1.9
BA Degree	31.1	28.6	-2.5
Postgraduate Degree	14.4	13.1	-1.3
Master's, JD, PhD, etc.			
Subgrantee [(2)]			
Austin Community College	26.0	26.0	0.0
Eastern Florida State College/Career Source Brevard	19.3	21.7	2.4
Sante Fe College, Gainesville, FL	19.0	17.5	-1.5
Santa Fe Community College Santa Fe, NM	9.2	6.7	-2.5
Jefferson State Community College	21.3	19.0	-2.3
Miami Dade College	5.2	9.2	4

Note: Chi-square tests for equality of proportions between survey participants and the universe revealed significant differences between these two populations. [(1)] *Differences were statistically significant,* X^2 *(2, N = 573) = 7.3, p = .007;* [(2)] *Differences were statistically significant,* X^2 *(6, N = 574) = 19.8, p = .001*

Exhibit C-3: Comparison Between 6-Month Survey Respondents and Universe

Demographic Characteristics	Percentage of Survey Respondents (n=389)	Percentage of All Job Candidates Contacted (n= 1,868)	Difference
Age [(1)]			
55 or younger	29.2	37.1	7.9
56–58	22.7	20.8	-1.9
59–62	23.0	20.0	-3.0
63–65	12.3	9.4	-2.9
66 and older	12.8	12.8	0.0
Gender [(2)]			
Male	8.7	13.4	4.7
Female	91.3	86.6	-4.7
Racial/Ethnic Background			
Black or African American	27.8	30.6	2.8
Hispanic/Latino	12.1	12.7	0.6
White/Caucasian	55.4	52.3	-3.1
Other Race/Ethnicity	4.7	4.4	-0.3
Highest Degree Completed [(3)]			
Less than HS/GED	12.8	16.1	3.3
Some College/AA Degree	37.5	42.2	4.7
BA Degree	37.5	28.6	-8.9
Postgraduate Degree Master's, JD, PhD, etc.	12.2	13.1	0.9
Subgrantee [(4)]			
Austin Community College	27.8	26.0	-1.8
Eastern Florida State College/Career Source Brevard	13.4	21.7	8.3
Sante Fe College, Gainesville, FL	19.5	17.5	-2.0
Santa Fe Community College Santa Fe, NM	12.6	6.7	-5.9
Jefferson State Community College	22.4	19.0	-3.4
Miami Dade College	4.4	9.2	4.8

Note: Chi-square tests for equality of proportions between survey participants and the universe revealed significant differences between these two populations. *[(1)] Differences were statistically significant, X^2 (5, N = 389) = 7.2, p = .007; [(2)] Differences were statistically significant, X^2 (2, N = 383) = 19.8, p = .018; [(3)] Differences were statistically significant, X^2 (4, N = 344) = 14.1, p = .003; [(4)] Differences were statistically significant, X^2 (6, N =389) = 46.1, p = .001*

Exhibit C-4: Comparison Between 12-Month Survey Respondents and Universe

Demographic Characteristics	Percentage of Survey Respondents (n=237)	Percentage of All Job Candidates Contacted (n= 1,868)	Difference
Age			
55 or younger	33.2	37.1	3.9
56–58	25.2	20.8	-4.4
59–62	21.0	20.0	-1.0
63–65	11.2	9.4	-1.8
66 and older	9.4	12.8	3.5
Gender [(1)]			
Male	8.3	13.4	5.1
Female	91.7	86.6	-5.1
Racial/Ethnic Background			
Black or African American	28.3	30.6	2.3
Hispanic/Latino	12.7	12.7	0.0
White/Caucasian	54.3	52.3	-2.0
Other Race/Ethnicity	4.7	4.4	-0.3
Highest Degree Completed			
Less than HS/GED	11.0	16.1	5.1
Some College/AA Degree	43.5	42.2	-1.3
BA Degree	34.0	28.6	-5.4
Postgraduate Degree Master's, JD, PhD, etc.	11.5	13.1	1.6
Subgrantee [(2)]			
Austin Community College	25.2	26.0	0.8
Eastern Florida State College/Career Source Brevard	18.4	21.7	3.4
Sante Fe College, Gainesville, FL	18.8	17.5	-1.3
Santa Fe Community College Santa Fe, NM	15.1	6.7	-8.4
Jefferson State Community College	17.9	19.0	1.1
Miami Dade College	4.6	9.2	4.6

Note: Chi-square tests for equality of proportions between survey participants and the universe revealed significant differences between these two populations. [(1)] *Differences were statistically significant,* X^2 *(2, N = 237) = 4.8, p = .028;* [(2)] *Differences were statistically significant,* X^2 *(6, N =237) = 28.5, p = .000*

Developing Scales Measuring Attitudes Towards Computer Use, Financial Capability, and Quality of Life

The three-, six-, and 12-month surveys include items designed to measure three constructs of interest among BTW 50+: WESI job candidates: attitudes towards computer use, financial capability, and quality of life. Using results from the three-month survey, this section describes in more detail how the scales were developed. For each of the three scales, the section lists the survey items that made up each scale and describes the values given to candidates' responses as well as the results of the reliability assessment on whether items included in the scales should be part of the overall scale measures.

Attitudes Towards Computer Use

To understand BTW50+: WESI job candidates' attitudes towards computer use, SPR included 16 survey items measuring how they felt about using computers. SPR selected these 16 items based on previous research examining computer anxiety in older adults (Wild et al., 2012). The computer anxiety scale found in the literature appeared to be adequate for inclusion because it had a sufficient number and variety of items designed to capture respondents' subjective experiences when using a computer and all items were measured using a 5-point Likert scale. In addition, the scale had been validated by prior research using a representative sample of older adults similar to the population participating in the BTW50+: WESI program in terms of age (Hinkin et al., 1997; Wild et al., 2012).

The survey instruments include the following question: "I am going to read a series of statements about computer use. For each one please tell me how much you agree or disagree that the statement pertains to you. Do you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree with this statement?" As shown in Exhibit C-5, the 16 statements elicit respondents' feelings when using a computer.

Because of the way statements were worded, the values assigned to individuals' responses were different for items 1 through 8 and item 16. As Exhibit C-5 shows, for statements indicating unease with computer use, "strongly disagree" responses received a value of 1 and "strongly agree" responses received a value of 5. For the remainder of the statements—that is, those indicating ease with computer use—values were reversed so that "strongly agree" responses received a value of 1 and "strongly disagree" responses received a value of 5. The total sum of individuals' responses to the 16 items makes up their overall computer use scale score. Participants with lower computer use scale scores expressed less overall difficulty in using computers. In the sample used for these analyses, computer use scale scores had an average of 32.8 (SD=11.138) and ranged from 16 to 76 points.

Exhibit C-5: Survey Items Measuring Attitudes Towards Computer Use

Survey Items Measuring Attitudes Toward Computer Use	Responses Assigned Values				
1. You try to avoid using computers whenever possible (q14a)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
2. You wish you could be as calm as others appear to be when they are using computers (q14b)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
3. You feel tense whenever working on a computer (q14c)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
4. You feel anxious whenever you are using computers (q14d)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
5. You experience anxiety whenever you sit in front of a computer terminal (q14e)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
6. You are frightened by computers (q14f)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
7. You feel overwhelmed when working on a computer (q14g)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
8. You worry about making mistakes on the computer (q14h)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
9. You are confident in your ability to use computers (q14i)	Strongly agree [1]	Agree [2]	Neither agree nor disagree [3]	Disagree [4]	Strongly disagree [5]
10. You enjoy working with computers (q14j)	Strongly agree [1]	Agree [2]	Neither agree nor disagree [3]	Disagree [4]	Strongly disagree [5]
11. You feel relaxed when you are working on a computer (q14k)	Strongly agree [1]	Agree [2]	Neither agree nor disagree [3]	Disagree [4]	Strongly disagree [5]
12. You feel at ease with computers (q14l)	Strongly agree [1]	Agree [2]	Neither agree nor disagree [3]	Disagree [4]	Strongly disagree [5]
13. You feel content when you are working on a computer (q14m)	Strongly agree [1]	Agree [2]	Neither agree nor disagree [3]	Disagree [4]	Strongly disagree [5]
14. You feel comfortable with computers (q14n)	Strongly agree [1]	Agree [2]	Neither agree nor disagree [3]	Disagree [4]	Strongly disagree [5]
15. You would like to continue working with computers in the future (q14o)	Strongly agree [1]	Agree [2]	Neither agree nor disagree [3]	Disagree [4]	Strongly disagree [5]
16. You wish that computers were not as important as they are (q14p)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]

Note: The numbers in are the scores for the answers. The sum of these represents a participant's overall score on the computer use scale. A higher score denotes greater difficulty using computers.

To determine whether the 16 items in the computer scale measured the same construct, we computed inter-item correlations for all the items, shown in Exhibit C-6. These analyses help detect low correlations of items in the scale. Low correlations, typically below .4, indicate that the item(s) may not be measuring the same domain as other items included the scale (Thorndike, 2005). The last row in Exhibit C-6 shows that the overall scale reliability coefficient, Cronbach's alpha, is .9 (α=0.9392). Alpha coefficients range in value from 0 to 1 and the closer they are to 1, the more consistency there is among the items. The overall alpha for the scale of .9 suggests that all 16 items in the computer scale do reliably measure a single construct.

To improve reliability and consistency of the overall scale, one can also examine how each of the items correlates with the overall scale. Column (a) in Exhibit C-6 shows the results of these single item correlations. All items were above the .4 threshold. As mentioned earlier, items that correlate at less than .4 may not be measuring the same construct as the other items in the scale. Column (c) in Exhibit C-6 shows how the overall alpha score for the scale would change if the item was dropped from the scale. After observing item 16, the decision was to retain it in the scale since removing it would only marginally improve reliability.

Exhibit C-6. Assessment of Survey Items Measuring Attitudes Towards Computer Use

Survey Items	Item-Test Correlation (a)	Interitem Covariance (b)	Alpha (c)
1. You try to avoid using computers whenever possible (q14a)	0.6208	0.521003	0.939
2. You wish you could be as calm as others appear to be when they are using computers (q14b)	0.6479	0.500931	0.9402
3. You feel tense whenever working on a computer (q14c)	0.7935	0.491212	0.9348
4. You feel anxious whenever you are using computers (q14d)	0.8387	0.491463	0.9335
5. You experience anxiety whenever you sit in front of a computer terminal (q14e)	0.7581	0.508097	0.9358
6. You are frightened by computers (q14f)	0.6875	0.527824	0.9377
7. You feel overwhelmed when working on a computer (q14g)	0.7989	0.501198	0.9347
8. You worry about making mistakes on the computer (q14h)	0.7648	0.488541	0.9359
9. You are confident in your ability to use computers (q14i)	0.8089	0.496715	0.9343
10. You enjoy working with computers (q14j)	0.7467	0.50896	0.936
11. You feel relaxed when you are working on a computer (q14k)	0.8276	0.493949	0.9338
12. You feel at ease with computers (q14l)	0.8592	0.495212	0.9332
13. You feel content when you are working on a computer (q14m)	0.8087	0.496504	0.9343
14. You feel comfortable with computers (q14n)	0.8671	0.497256	0.9331
15. You would like to continue working with computers in the future (q14o)	0.5474	0.534026	0.9403
16. You wish that computers were not as important as they are (q14p)	0.4128	0.535413	0.9468
Test scale	**0.6208**	**0.521003**	**0.9392**

Financial Capability

Managing personal finances is an important training component of BTW50+: WESI. For this reason, the survey asked a series of questions to better understand financial capability. The

survey included 11 items designed to measure a variety the Financial Management Behavior Scales (FMBS). The items appeared to be adequate to measure financial capability because they included a range of short-and long-term financial behaviors. In addition, previous research found that the FMBS scale displayed close to adequate reliability (α=0.8) in a nationally representative sample of adults (Dew & Xiao, 2011).

Survey respondents were asked the following question: "I am now going to read a list of financial activities. Please tell me how often you engaged in each activity during the last three months. In the past three months, would you say you did this activity never, seldom, sometimes, often, or always?" Exhibit C-7 lists the 11 statements included in the financial capability scale score and the value assigned to each of the responses. The statements were designed to learn about the frequency with which respondents engaged in financial management behaviors. Apart from items 6 and 7, where less frequency of the behavior indicated more financial savviness, "never" received a value of 1 and "always" received a value of 5. The total sum of a respondent's answers on these 11 items makes up her overall financial capability score, where a higher financial capability score indicates greater financial capability. In the sample used for this analysis, financial capability scores had an average of 35.4 (SD=7.311) and ranged from 13 to 55 points.

Exhibit C-7: Survey Items Measuring Financial Capability

Survey Items Measuring Financial Capability	Responses Assigned Values				
1. Comparison shopping (q11a)	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
2. Paid your bills on time (q11b)	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
3. Kept a record of monthly expenses (q11c)	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
4. Stayed within budget (q11d)	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
5. Paid off credit card balance in full each month (q11e)	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
6. Maxed out the limit on one or more credit cards (q11f)	Always [1]	Often [2]	Sometimes [3]	Seldom [4]	Never [5]
7. Made only minimum payments on a loan (q11g)	Always [1]	Often [2]	Sometimes [3]	Seldom [4]	Never [5]
8. Began or maintained an emergency savings fund (q11h)	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
9. Saved money from every paycheck (q11i)	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
10. Contributed money to a retirement account (q11j)	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
11. Bought bonds, stocks, or mutual funds (q11k)	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]

Note: The numbers in are the scores for the answers. The sum of these represents a participant's score on the financial capability scale. A higher score denotes greater financial capability.

As with the computer use scale described above, the evaluation team examined whether the 11 items in the financial capability scale measured the same construct by computing correlations for all the items. These analyses helped detect low correlations of items in the scale. Exhibit C-8 shows that the overall scale reliability coefficient, Cronbach's alpha, is .7 (α=0.7615), suggesting that all 11 items in the scale reliably measure financial capability. While there were few

correlations of around .4 in the scale, removing any one item would not yield higher alpha scores for the overall scale. As alpha scores listed in column (c) in Exhibit C-8 show eliminating items do not improve the scale noticeably.

Exhibit C-8: Assessment of Financial Capability Survey Items

Survey Items	Item-Test Correlation (a)	Interitem Covariance (b)	Alpha (c)
1. Comparison shopping (q11a)	0.4670	0.449763	0.7615
2. Paid your bills on time (q11b)	0.5844	0.396291	0.7223
3. Kept a record of monthly expenses (q11c)	0.4080	0.416937	0.7491
4. Stayed within budget (q11d)	0.5610	0.386772	0.7238
5. Paid off credit card balance in full each month (q11e)	0.6550	0.344191	0.7118
6. Maxed out the limit on one or more credit cards (q11f)	0.4366	0.416686	0.7385
7. Made only minimum payments on a loan (q11g)	0.4712	0.399472	0.7426
8. Began or maintained an emergency savings fund (q11h)	0.6961	0.334207	0.7023
9. Saved money from every paycheck (q11i)	0.6815	0.343473	0.7048
10. Contributed money to a retirement account (q11j)	0.5869	0.37048	0.722
11. Bought bonds, stocks, or mutual funds (q11k)	0.4960	0.407297	0.7315
Test scale	**0.2670**	**0.449763**	**0.7615**

Quality of Life

The BTW50+: WESI program emphasizes the importance of self-care during and beyond the job search period, and the survey therefore included 13 items related to quality of life. SPR used items from the Older People's Quality of Life questionnaire (OPQOL-brief), which was originally developed to understand the perspectives of older people about their lives. Previous research has assessed the items conceptually and has validated the scale utilizing samples of older adults (Bowling et al., 2012).

All survey respondents were asked the following question: "I am going to read a series of statements about quality of life. For each one, please tell me how much you agree or disagree that the statement pertains to you. Do you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree with this statement?" As shown in Exhibit C-9, the 13 statements were designed to learn about respondents' overall sense of well-being in relation to their health, social relationships, leisure activities, and financial circumstances.

Exhibit C-9 lists the 13 statements included in the quality of life scale. For all 13 items, "strongly disagree" received a value of 1 and "strongly agree" received a value of 5. The total sum of respondents' answers to the 13 items makes up their overall quality of life, where higher scores indicate higher quality of life. In the sample used for these analyses, overall quality of life scale scores had an average of 54.9 (SD=7.234) and ranged from 13 to 65 points.

Exhibit C-9: Survey Items Measuring Quality of Life

Survey Items Measuring Quality of Life	Responses Assigned Values				
1. You enjoy your life overall (q13a)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
2. You look forward to things (q13b)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
3. You are healthy enough to get out and about (q13c)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
4. Your family, friends, or neighbors would help you if needed (q13d)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
5. You have social or leisure activities or hobbies that you enjoy doing (q13e)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
6. You try to stay involved with things (q13f)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
7. You are healthy enough to have your independence (q13g)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
8. You can do things that please you (q13h)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
9. You feel safe where you live (q13i)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
10. You get pleasure from your home (q13j)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
11. You take life as it comes and make the best of things (q13k)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
12. You feel lucky compared to most people (q13l)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]
13. You have enough money to pay for household bills (q13m)	Strongly disagree [1]	Disagree [2]	Neither agree nor disagree [3]	Agree [4]	Strongly agree [5]

Note: The numbers in are the scores for the answers. The sum of these represents a participant's score on the quality of life scale. A higher score denotes a higher quality of life.

Exhibit C-10 shows the information used to examine the correlations for all 13 items. The overall scale reliability coefficient, Cronbach's alpha, is .8 (α=0.8851), suggesting that all 13 items in the scale reliably measure quality of life. After assessing the reliability and consistency of each of the items in the scale, shown in column (a) of Exhibit C-10 below, the evaluation team found no correlations below .4 in the scale. Thus, at this point there is no need to consider removing any quality of life survey items.

Exhibit C-10: Assessment of Quality of Life Survey Items

Survey Items	Item-Test Correlation (a)	Interitem Covariance (b)	Alpha (c)
1. You enjoy your life overall (q13a)	0.7515	0.285583	0.8851
2. You look forward to things (q13b)	0.7419	0.288277	0.8856
3. You are healthy enough to get out and about (q13c)	0.6273	0.308234	0.8914
4. Your family, friends, or neighbors would help you if needed (q13d)	0.5649	0.30155	0.8977
5. You have social or leisure activities or hobbies that you enjoy doing (q13e)	0.7390	0.286378	0.8859
6. You try to stay involved with things (q13f)	0.7652	0.289984	0.8845
7. You are healthy enough to have your independence (q13g)	0.6955	0.306969	0.8890
8. You can do things that please you (q13h)	0.7713	0.295759	0.8849
9. You feel safe where you live (q13i)	0.6903	0.300221	0.8885
10. You get pleasure from your home (q13j)	0.6747	0.294869	0.8895
11. You take life as it comes and make the best of things (q13k)	0.6566	0.308439	0.8903
12. You feel lucky compared to most people (q13l)	0.6256	0.30295	0.8917
13. You have enough money to pay for household bills (q13m)	0.5817	0.294113	0.9008
Test scale	**0.7515**	**0.285583**	**0.8851**

Appendix D: Survey Instruments—Three, Six, and Twelve-Month

Three-Month Survey Results

This appendix shows the questionnaire items and skip logic for the 3-month follow-up survey, annotated with frequencies for the 574 survey responses included in Chapter VI. Percentages shown may not add to 100 due to rounding.

Q01

How did you first hear about BACK TO WORK 50+at <COLNAME>?

27.3%	From an AARP newspaper or radio ad
20.6%	A friend, co-worker or family member
7.7%	College staff
5.7%	A church or other organization in the community
38.6%	Other source

Q02

We'd like to know more about your reasons for participating in BACK TO WORK 50+. One reason people enroll in programs like this is to get help with finding a job. In terms of finding a job, how important were each of the following reasons in your decision to enroll in BACK TO WORK 50+ at <COLNAME>?

(The first reason is/The next reason is . . .)

(Was this reason very important, important, slightly important or not important in your decision to enroll in the program?)

	Very Important	Important	Slightly Important	Not Important
A. Finding a job as soon as possible	47.7%	30.0%	17.3%	5.0%
B. Finding a better paying job	42.7%	23.1%	14.4%	19.8%
C. Finding a job with more hours	22.6%	18.3%	14.8%	44.3%
D. Learning about new opportunities for employment	65.5%	28.5%	3.3%	2.7%

Q03

We'd also like to know about any other reasons you enrolled in the program. How important were each of the following reasons in your decision to enroll in BACK TO WORK 50+?

(The first reason is/The next reason is . . .)

(Was this reason VERY IMPORTANT, IMPORTANT, SLIGHTLY IMPORTANT or NOT IMPORTANT in your decision to enroll in the program?)

	Very Important	Important	Slightly Important	Not Important
A. Training for a new field	49.2%	19.5%	17.4%	14.0%
B. Upgrading skills gained from your previous jobs	50.8%	22.7%	12.3%	14.2%
C. Learning or improving computer skills	53.5%	20.4%	8.3%	17.9%
D. Learning how to manage your finances	21.1%	20.5%	19.8%	38.7%

Q03E

Are there any other reasons you enrolled in the BACK TO WORK 50+ program at <COLLNAME>?

Yes → "What are those reasons?" _____	72.6%
No → GO TO Q04	27.4%

Q03F

How important was this reason in your decision to enroll in the program? (n=424)

83.2%	Very important
14.2%	Important
2.3%	Slightly important
0.2%	Not important

{ALL CHOICES SKIP TO Q07}

Q08

What are your current employment goals?

_____

_____

Q09

How would you rate your current household's financial situation today, compared to how it was before you started participating in the program? Would you say it is . . .

9.3%	Much better
15.9%	Somewhat better
64.4%	About the same
7.3%	Somewhat worse
3.1%	Much worse

Q10

Next, we would like to know more about your current financial situation. Remember, all of your responses will be kept confidential. I am going to read a list of financial concerns and for each one please tell me how concerned you are.

(The first one is/the next one is . . .)

Are you NOT AT ALL CONCERNED, A LITTLE CONCERNED, SOMEWHAT CONCERNED, or VERY CONCERNED about this aspect of your current financial situation?

	Not at all Concerned	A Little Concerned	Somewhat Concerned	Very Concerned
A. Basic food and clothing needs	46.1%	18.8%	20.0%	15.2%
B. Monthly rent or mortgage payments	36.2%	17.4%	20.8%	25.7%
C. Transportation expenses	38.5%	16.7%	23.3%	21.5%
D. Monthly payments on loans or credit balance	40.1%	15.9%	21.9%	22.1%
E. Long-term savings	14.9%	13.6%	20.7%	50.8%
F. Retirement planning	16.2%	12.2%	18.9%	52.8%
G. Heath care costs	17.7%	11.4%	22.3%	48.6%
H. Education or career advancement costs	34.2%	15.8%	26.0%	24.0%

Q10I

Are there any other concerns you have about your current financial situation?

Yes → "What are those concerns?" _____	25.5%
No → GO TO Q11	74.5%

Q10J

How concerned are you about this aspect (Q10I) of your financial situation? **(n=153)**

0.0%	Not at all concerned
5.3%	A little concerned
14.6%	Somewhat concerned
80.1%	Very concerned

Q11

I am now going to read a list of financial activities. Please tell me how often you engaged in each activity during the last three months.

(The first one/next one is . . .)

In the past three months would you say you did this activity NEVER, SELDOM, SOMETIMES, OFTEN or ALWAYS?

	Never	Seldom	Sometimes	Often	Always
A. Comparison shopping	6.3%	8.7%	16.8%	20.7%	47.5%
B. Paid your bills on time	1.9%	3.8%	10.7%	21.1%	62.5%
C. Kept a record of monthly expenses	12.9%	6.8%	15.7%	13.5%	51.1%
D. Stayed within budget	7.6%	7.7%	19.9%	26.2%	38.5%
E. Paid off credit card balance in full each month	35.3%	9.9%	15.4%	10.2%	29.2%
F. Maxed out the limit on one or more credit cards	74.9%	9.6%	7.6%	3.7%	4.3%
G. Made only minimum payments on a loan	48.2%	10.3%	13.6%	12.6%	15.3%
H. Began or maintained an emergency savings fund	36.5%	11.4%	16.3%	10.2%	25.6%
I. Saved money from every paycheck	40.9%	12.3%	18.3%	8.6%	19.9%
J. Contributed money to a retirement account	59.6%	10.4%	9.4%	4.5%	16.1%
K. Bought bonds, stocks, or mutual funds	77.8%	7.2%	6.3%	2.9%	5.9%

Q12

How would you rate your overall quality of life TODAY, compared to before participating in the BACK TO WORK 50+ program? Would you say it is . . .

16.6%	Much better
32.5%	Somewhat better
43.0%	About the same
5.9%	Somewhat worse
2.0%	Much worse

Q13

I am going to read a series of statements about QUALITY OF LIFE. For each one please tell me how much you agree or disagree that the statement pertains to you.

(The first statement is/the next statement is . . .)

Do you STRONGLY AGREE, AGREE, NEITHER AGREE NOR DISAGREE, DISAGREE or STRONGLY DISAGREE with this statement?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A. You enjoy your life overall	34.3%	48.6%	8.8%	6.8%	1.7%
B. You look forward to things	41.6%	41.4%	10.7%	4.9%	1.4%
C. You are healthy enough to get out and about	60.4%	34.7%	1.7%	2.7%	0.5%
D. Your family, friends or neighbors would help you if needed	40.1%	43.5%	5.8%	6.3%	4.3%
E. You have social or leisure activities or hobbies that your enjoy doing	40.3%	44.9%	5.1%	7.7%	2.0%
F. You try to stay involved with things	39.6%	49.5%	5.1%	4.5%	1.3%
G. You are healthy enough to have your independence	58.2%	38.5%	1.1%	1.5%	0.6%
H. You can do things that please you	49.3%	44.5%	2.4%	3.2%	0.7%
I. You feel safe where you live	52.6%	39.6%	3.6%	2.8%	1.4%
J. You get pleasure from your home	42.4%	44.3%	6.7%	4.1%	2.6%
K. You take life as it comes and make the best of things	48.5%	45.6%	3.9%	1.8%	0.3%
L. You feel lucky compared to most people	40.5%	44.2%	9.8%	4.8%	0.8%
M. You have enough money to pay for household bills	23.3%	42.9%	11.2%	15.2%	7.5%

{IWR, IF R SAYS: “What do these questions have to do with evaluating the program” RESPOND WITH: “Although these questions are not direct evaluations of the program, AARP is also interested in how completing the program has affected your overall well-being as a result of the BACK TO WORK 50+ Program. “}

Q14

Next, I am going to read a series of statements about COMPUTER USE. For each one please tell me how much you agree or disagree that the statement pertains to you.

(The first statement is/the next statement is . . .)

Do you STRONGLY AGREE, AGREE, NEITHER AGREE NOR DISAGREE, DISAGREE or STRONGLY DISAGREE with this statement?

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A.	You try to avoid using computers whenever possible	2.5%	5.6%	6.0%	35.3%	50.6%
B.	You wish you could be as calm as others appear to be when they are using computers	9.1%	19.1%	24.9%	23.7%	23.3%
C.	You feel tense whenever working on a computer	4.5%	10.4%	8.9%	41.8%	34.4%
D.	You feel anxious whenever you are using computers	3.0%	10.5%	6.8%	45.1%	34.8%
E.	You experience anxiety whenever you sit in front of a computer terminal	1.9%	6.1%	7.5%	40.0%	44.5%
F.	You are frightened by computers	0.7%	2.5%	3.1%	39.2%	54.7%
G.	You feel overwhelmed when working on a computer	1.7%	8.1%	6.4%	39.4%	44.4%
H.	You worry about making mistakes on the computer	3.7%	21.3%	6.5%	38.3%	30.1%
I.	You are confident in your ability to use computers	36.7%	43.1%	8.9%	9.2%	2.0%
J.	You enjoy working with computers	31.1%	51.9%	8.2%	7.0%	1.7%
K.	You feel relaxed when you are working on a computer	26.8%	44.5%	16.0%	10.2%	2.5%
L.	You feel at ease with computers	30.2%	49.5%	11.0%	7.2%	2.1%
M.	You feel content when you are working on a computer	23.4%	45.2%	19.2%	9.8%	2.4%
N.	You feel comfortable with computers	31.2%	51.4%	9.3%	6.3%	1.9%
O.	You would like to continue working with computers in the future	41.1%	49.9%	4.3%	3.2%	1.5%
P.	You wish that computers were not as important as they are	9.4%	32.2%	18.8%	25.7%	14.0%

Q15

We would like to know more about your experience as a participant in the program?

About how often do you interact with your BACK TO WORK 50+ coach at <COLLNAME>? Do you work with your coach . . .

7.1%	More than once a week
17.4%	About once a week
20.4%	About 2-3 times a month
20.9%	About once a month
18.4%	Less than once a month
15.2%	Or never → GO TO Q17
0.0%	Don't know → GO TO Q17
0.0%	Refused → GO TO Q17
0.6%	R says they do not have a coach → GO TO Q17

Q16

How often do you interact with your coach in each of the following ways? (n=459)

(The first is/the next is . . .)

Do you interact with your coach in this way NEVER, SOMETIMES or OFTEN?

	Never	Sometimes	Often
A. Face to face meetings	18.8%	59.5%	21.7%
B. Phone calls	30.6%	55.4%	14.1%
C. Email messages	5.5%	45.1%	49.4%
D. Text messages	71.5%	19.9%	8.6%
E. Social media	79.0%	15.8%	5.2%

Q16F

Do you interact with your coach in any other way we haven't mentioned? (n=37)

7.7%	Yes → "In what other way do you interact with your coach?" _____
92.3%	No → GO TO Q17

Q16G

How often do you interact with coach in this way (Q16F)? Is it . . . (n=37)

0.0%	Never
72.9%	Sometimes
27.1%	Often

Q17

Have you received information on any of the following topics from BACK TO WORK 50+ staff at <COLNAME>?

(The first is/the next is . . .)

Have you received this type of information (from BACK TO WORK 50+ staff at <COLNAME>)?

	Yes	No
A. Types of jobs available in your area	89.9%	10.1%
B. How to set realistic goals	82.2%	17.8%
C. Online job search strategies	91.4%	8.7%
D. How to market yourself to employers	92.3%	7.7%
E. How to care for yourself during the job search process	88.0%	12.0%

Q17F

Have you received any other types of information from BACK TO WORK 50+ staff at <COLNAME>?

62.0%	Yes → "What kind of information did you receive?" _____
38.0%	No

Q18

Have you done any online job searches while in the program?

90.6%	Yes
9.4%	No

Q19

Have you applied for any jobs online while in the program?

73.3%	Yes
26.7%	No

Q20A

Which of the following best describes the training you received in the program for skills you need to look for a job?

Are you currently receiving training, have you already received training or have you not yet received training on the skills you need to look for a job?

23.1%	Currently receiving training → GO TO Q21
55.0%	Already received training → GO TO Q21
21.9%	Not yet received training

Q20B

Do you plan to receive BACK TO WORK 50+ training in the future on the skills you need to look for a job? (n=111)

73.4%	Yes → GO TO Q22A
26.6%	No → GO TO Q22A

Q21

Which of the following activities related to looking for a job have you engaged in while in the program? (n=424)

(The first activity is/the next activity is . . .)

Have you engaged in this activity (while in BACK TO WORK 50+ at <COLNAME>)?

	Yes	No
A. Creating or updating a resume	96.9%	3.1%
B. Learning about strategies for looking for a job	95.0%	5.0%
C. Learning about online job search tools	96.0%	4.0%
D. Getting individual assistance with your job search	85.7%	14.3%

Q21E

Have you engaged in any other activities related to looking for a job (while in BACK TO WORK 50+ at <COLNAME>)? (n=415)

51.7%	Yes → "What are those activities?" _____
48.3%	No

Q22A

Which of the following best describes the training you received in the program to learn or improve your computer skills?

Are you currently receiving training, have you already received training or have you not yet received training to learn or improve your computer skills?

19.6%	Currently receiving training → GO TO Q23
50.6%	Already received training → GO TO Q23
29.8%	Not yet received training

Q23

Is/was this computer training TOO ADVANCED, ABOUT RIGHT or TOO EASY for you? (n=363)

6.7%	Too advanced
78.1%	About right
15.2%	Too easy

Q24

To what extent do you think this computer training has made you better prepared for your next job? Would you say . . . (n=363)

4.2%	Not at all
16.6%	A little
32.3%	Somewhat
46.9%	Very much prepared

Q25A

Are you currently receiving training, have you already received training or have you not yet received training through BACK TO WORK 50+ on how to manage your finances?

2.9%	Currently receiving training → GO TO Q26A
79.4%	Already received training → GO TO Q26A
17.8%	Not yet received training

Q25B

Do you plan to receive BACK TO WORK 50+ training in the future on how to manage your finances? (n=85)

32.6%	Yes
67.5%	No

Q26A

Are you currently receiving support, have you already received support or have you not yet received support through BACK TO WORK 50+ with deciding whether to pursue additional training at <COLNAME>?

14.0%	Currently receiving support →GO TO Q27
59.8%	Already received support →GO TO Q27
26.2%	Not yet received support

Q27

Did BACK TO WORK 50+ at <COLNAME> provide you with a scholarship for your tuition for a college training program?

46.5%	Yes
53.5%	No → GO TO Q34

Q28

What is the name of the college training program in which you enrolled?

_____ Name of program

Q29

When did you enroll in the college training program?

___ Month _____ Year

Q30

For what type of job <did/will> the college training program prepare you?

_____ Name of job

Q31

To what extent did the training meet your expectations? Did it . . . (n=202)

38.9%	Exceed your expectations
51.7%	Meet your expectations
9.4%	Not meet your expectations

Q32

How useful was the training in helping you find a job? Was it . . . (n=220)

20.1%	Very useful
12.2%	Useful
5.6%	Somewhat useful
0.8%	Not useful
61.3%	You have not yet found a job → GO TO Q34

Q33

How useful was the training in helping you perform the job you are currently doing? Was it . . . (n=92)

44.1%	Very useful
13.4%	Useful
13.4%	Somewhat useful
10.4%	Not useful
18.8%	You have not yet found a job → GO TO Q34

Q34

Next, please tell me of how satisfied or dissatisfied you are with each of the following features of the BACK TO WORK 50+ program, and just let me know if you have not experienced the feature.

(The first one is/the next one is . . .)

Are you VERY SATISFIED, SOMEWHAT SATISFIED, SOMEWHAT DISSATISFIED or VERY DISSATISFIED with this feature of the program?

	Did Not Experience	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
A. Coaching on career choices	4.0%	54.8%	31.2%	7.4%	2.6%
B. Support with learning about available jobs in your area	1.4%	58.2%	28.1%	8.3%	3.9%
C. Setting goals for yourself	1.3%	55.8%	37.8%	4.0%	1.1%
D. Referrals to other services in the community	7.5%	53.0%	29.6%	6.4%	3.4%
E. Support with learning how to search for jobs	1.7%	66.9%	25.6%	3.5%	2.3%
F. Support with learning or improving computer skills	5.7%	57.8%	26.9%	5.2%	4.4%
G. Support with learning how to manage your finances	8.3%	51.6%	36.0%	2.1%	1.9%
H. Meeting and getting support from other people like you	4.2%	60.9%	27.4%	4.6%	3.0%
I. Support with making a decision about additional education or training	5.0%	54.0%	28.8%	8.4%	3.9%

Q34J

Are there any other features of the BACK TO WORK 50+ program that you experienced and I haven't already mentioned?

26.3%	Yes → "What are they?" _____
73.7%	No → GO TO Q35

Q34K

How satisfied are you with <Q34J>? Are you VERY SATISFIED, SOMEWHAT SATISFIED, SOMEWHAT DISSATISFIED or VERY DISSATISFIED with this feature of the program? (n=136)

81.0%	Very satisfied
5.2%	Somewhat satisfied
4.4%	Somewhat dissatisfied
9.4%	Very dissatisfied

Q38A {ASK IF Q27=1}

Now I would like to ask a few questions about your current program and employment status. Have you moved on to any additional education or training? (n=238)

31.7%	Yes → "What is that training?" _____ → GO TO Q39
68.3%	No → GO TO Q40

Q38B {ASK IF Q27<>1}

Now I would like to ask a few questions about your current program and employment status. Are you currently in school? (n=305)

13.3%	Yes
86.7%	No → GO TO Q40

Q39

When do you expect to complete this additional education or training?

_____ Month _____ Year

Q40

What is your current employment status? Are you . . .

17.0%	Employed full-time
10.3%	Employed part-time but not looking for full-time work
20.2%	Employed part-time but looking for full-time work
37.3%	Not employed but looking for work → GO TO Q50
6.9%	Not employed and not looking for work → GO TO Q50
7.8%	Retired → GO TO Q50
0.5%	Or something else -->"What is that?" _____ → GO TO Q50

Q41

What is your current job title?

_____ Job title

Q42

Who is your current employer?

_____ Employer name

Q43

What type of job is this? Can you describe it for me?

_____

Q44

About how many hours per week do you work in an average month?

_____ Hours per week

Q45

What are your gross hourly/monthly/yearly earnings (before taxes)?

_____ $ per hour/month/year

Q46

How secure or insecure is your current job? Would you say it is . . . (n=260)

28.7%	Very secure
43.4%	Somewhat secure
15.8%	Somewhat insecure
12.1%	Very insecure

Q47

Which of the following opportunities have been offered to you in your current job?

(The first one is/the next one is . . .)

Was this opportunity offered to you in your current job? (n=260)

	Yes	No
A. Health insurance and other benefits	38.5%	61.5%
B. Wage increases since beginning of your job	32.0%	68.0%
C. Additional training	40.0%	60.0%
D. A promotion	14.2%	85.9%

Q47E

Were there any other opportunities offered to you in your current job? (n=262)

17.5%	Yes → "What were those opportunities?" _____
82.5%	No

Q48

How satisfied are you with your current employment? Are you . . . (n=257)

32.6%	Very satisfied
36.6%	Somewhat satisfied
18.3%	Somewhat dissatisfied
12.5%	Very dissatisfied

Q49

How satisfied are you with your earnings? Are you . . . **(n=260)**

12.2%	Very satisfied
32.1%	Somewhat satisfied
23.3%	Somewhat dissatisfied
32.4%	Very dissatisfied

Q50

Now I would like to ask a few questions about your future plans.

Do you have plans for any additional education or training? **(n=517)**

66.2%	Yes
33.8%	No → **GO TO Q53**

Q51

What type of additional education or training do you plan to attend? Is it . . . **(n=334)**

27.9%	A short-term program
36.9%	A certificate program
21.7%	A degree program → "Which degree program?" _____
13.5%	Something else →"Could you describe this additional training for me?" _____

Q52

What is your main reason for planning additional education or training? Is it . . . **(n=339)**

29.6%	Increase earnings potential
18.2%	Requirement in your profession
14.1%	Increase job stability
	Personal development
0.0%	Career change/enhancement
38.1%	Some other reason → "What is that reason?" _____

Q53

How much longer are you planning to work? Would you say . . . (n=470)

0.6%	Less than one more year
3.1%	1 to 3 more years
11.9%	3 to 5 more years
29.9%	5 to 10 more years
31.2%	10 to 15 more years
23.4%	More than 15 more years

Q54

That is my last question. I would like to thank you for taking the time to speak with me today. You are one of the first program participants we have interviewed for this survey. I'd like to ask if you had any comments or concerns about the survey itself. Were there things you felt we may have missed or were there some questions that were worded awkwardly? Also, if you have any comments about the BACK TO WORK 50+ program or about this survey, I can note them now.

_____

_____

_____

Six-Month Survey Results

This appendix shows annotated with frequencies for the 389 survey responses included in Chapter VI for questions that were asked in the six-month survey. Percentages shown may not add to 100 due to rounding.

Q01- Q08 [Not asked]

Q09

How would you rate your current household's financial situation today, compared to how it was before you started participating in the program? Would you say it is . . .

13.0%	Much better
21.2%	Somewhat better
53.6%	About the same
8.1%	Somewhat worse
4.1%	Much worse

Q10

Next, we would like to know more about your current financial situation. Remember, all of your responses will be kept confidential. I am going to read a list of financial concerns and for each one please tell me how concerned you are.

(The first one is/the next one is . . .)

Are you NOT AT ALL CONCERNED, A LITTLE CONCERNED, SOMEWHAT CONCERNED, or VERY CONCERNED about this aspect of your current financial situation?

	Not at all Concerned	A Little Concerned	Somewhat Concerned	Very Concerned
A. Basic food and clothing needs	55.5%	18.0%	18.4%	8.2%
B. Monthly rent or mortgage payments	45.3%	20.9%	16.2%	17.6%
C. Transportation expenses	50.0%	22.1%	15.9%	12.0%
D. Monthly payments on loans or credit balance	42.9%	19.3%	20.0%	17.8%
E. Long-term savings	19.6%	18.7%	20.1%	41.6%
F. Retirement planning	16.7%	16.4%	24.2%	42.7%
G. Heath care costs	21.7%	14.5%	24.8%	38.9%
H. Education or career advancement costs	40.6%	17.7%	23.7%	18.0%

Q10I

Are there any other concerns you have about your current financial situation?

Yes → "What are those concerns?"	26.8%
No → GO TO Q11	73.2%

Q10J

How concerned are you about this aspect (Q10I) of your financial situation? (n=107)

0.9%	Not at all concerned
7.9%	A little concerned
17.1%	Somewhat concerned
74.1%	Very concerned

Q11

I am now going to read a list of financial activities. Please tell me how often you engaged in each activity during the last three months. (The first one/next one is . . .)

In the past three months would you say you did this activity NEVER, SELDOM, SOMETIMES, OFTEN or ALWAYS?

	Never	Seldom	Sometimes	Often	Always
A. Comparison shopping	7.3%	11.6%	17.7%	21.1%	42.3%
B. Paid your bills on time	1.9%	3.3%	9.2%	22.1%	63.5%
C. Kept a record of monthly expenses	13.4%	9.4%	19.9%	10.9%	46.4%
D. Stayed within budget	10.2%	8.1%	23.4%	27.0%	31.3%
E. Paid off credit card balance in full each month	35.2%	12.7%	13.7%	8.8%	29.6%
F. Maxed out the limit on one or more credit cards	72.8%	9.1%	8.2%	6.9%	3.0%
G. Made only minimum payments on a loan	47.5%	10.4%	16.0%	11.3%	14.8%
H. Began or maintained an emergency savings fund	39.1%	10.4%	13.7%	10.2%	26.6%
I. Saved money from every paycheck	38.8%	11.9%	16.4%	12.1%	20.9%
J. Contributed money to a retirement account	53.5%	11.7%	9.6%	5.6%	19.7%
K. Bought bonds, stocks, or mutual funds	78.9%	4.1%	7.7%	3.9%	5.3%

Q12

How would you rate your overall quality of life TODAY, compared to before participating in the BACK TO WORK 50+ program? Would you say it is . . .

18.4%	Much better
30.3%	Somewhat better
44.0%	About the same
4.5%	Somewhat worse
2.9%	Much worse

Q13

I am going to read a series of statements about QUALITY OF LIFE. For each one please tell me how much you agree or disagree that the statement pertains to you.

(The first statement is/the next statement is . . .)

Do you STRONGLY AGREE, AGREE, NEITHER AGREE NOR DISAGREE, DISAGREE or STRONGLY DISAGREE with this statement?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A. You enjoy your life overall	40.1%	45.9%	6.6%	6.0%	1.3%
B. You look forward to things	43.2%	45.4%	7.5%	2.5%	1.4%
C. You are healthy enough to get out and about	62.4%	33.5%	2.7%	1.5%	0.0%
D. Your family, friends or neighbors would help you if needed	42.9%	39.9%	6.1%	7.2%	3.8%
E. You have social or leisure activities or hobbies that you enjoy doing	41.3%	46.8%	5.5%	4.9%	1.6%
F. You try to stay involved with things	39.9%	52.4%	4.0%	3.1%	0.7%
G. You are healthy enough to have your independence	61.8%	36.8%	0.8%	0.6%	0.0%
H. You can do things that please you	52.1%	43.0%	3.1%	1.1%	0.7%
I. You feel safe where you live	58.5%	35.9%	4.0%	1.4%	0.3%
J. You get pleasure from your home	46.6%	42.3%	6.5%	3.2%	1.4%
K. You take life as it comes and make the best of things	49.1%	44.6%	4.4%	1.7%	0.3%
L. You feel lucky compared to most people	42.6%	42.9%	9.2%	5.0%	0.3%
M. You have enough money to pay for household bills	22.9%	46.6%	9.2%	14.0%	7.3%

{IWR, IF R SAYS: "What do these questions have to do with evaluating the program" RESPOND WITH: "Although these questions are not direct evaluations of the program, AARP is also interested in how completing the program has affected your overall well-being as a result of the BACK TO WORK 50+ Program. "}

Q14

Next, I am going to read a series of statements about COMPUTER USE. For each one please tell me how much you agree or disagree that the statement pertains to you. (The first statement is/the next statement is . . .) Do you STRONGLY AGREE, AGREE, NEITHER AGREE NOR DISAGREE, DISAGREE or STRONGLY DISAGREE with this statement?

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A.	You try to avoid using computers whenever possible	3.6%	6.8%	4.4%	27.3%	58.0%
B.	You wish you could be as calm as others appear to be when they are using computers	8.0%	21.5%	19.9%	24.6%	26.0%
C.	You feel tense whenever working on a computer	4.1%	10.9%	9.8%	33.7%	41.5%
D.	You feel anxious whenever you are using computers	3.7%	10.4%	7.3%	39.0%	39.6%
E.	You experience anxiety whenever you sit in front of a computer terminal	2.5%	4.4%	5.9%	42.2%	45.0%
F.	You are frightened by computers	0.9%	2.8%	4.3%	34.8%	57.1%
G.	You feel overwhelmed when working on a computer	2.1%	8.4%	8.4%	34.5%	46.7%
H.	You worry about making mistakes on the computer	4.5%	17.9%	7.9%	32.5%	37.1%
I.	You are confident in your ability to use computers	40.5%	38.2%	9.1%	9.7%	2.4%
J.	You enjoy working with computers	34.0%	50.8%	10.1%	4.6%	0.6%
K.	You feel relaxed when you are working on a computer	30.1%	41.8%	17.8%	9.4%	0.9%
L.	You feel at ease with computers	33.0%	49.6%	8.9%	7.4%	1.1%
M.	You feel content when you are working on a computer	26.1%	41.3%	21.8%	9.6%	1.2%
N.	You feel comfortable with computers	34.3%	52.6%	5.9%	6.6%	0.6%
O.	You would like to continue working with computers in the future	47.4%	47.2%	3.4%	1.6%	0.5%
P.	You wish that computers were not as important as they are	9.5%	34.8%	13.9%	26.6%	15.2%

Q15

We would like to know more about your experience as a participant in the program?

About how often do you interact with your BACK TO WORK 50+ coach at <COLLNAME>? Do you work with your coach . . .

8.9%	More than once a week
12.6%	About once a week
25.8%	About 2-3 times a month
33.8%	About once a month
17.7%	Less than once a month
1.2%	Never → GO TO Q17

Q16

How often do you interact with your coach in each of the following ways? (n=236)

(The first is/the next is . . .)

Do you interact with your coach in this way NEVER, SOMETIMES or OFTEN?

	Never	Sometimes	Often
A. Face to face meetings	32.0%	52.5%	15.5%
B. Phone calls	22.8%	62.9%	14.3%
C. Email messages	2.3%	45.2%	52.5%
D. Text messages	72.3%	19.4%	8.3%
E. Social media	78.3%	14.4%	7.2%

Q16F

Do you interact with your coach in any other way we haven't mentioned? (n=235)

15.1%	Yes → "In what other way do you interact with your coach?" _____
85.0%	No → GO TO Q17

Q16G

How often do you interact with coach in this way (Q16F)? Is it . . . (n=31)

5.3%	Never
66.0%	Sometimes
28.8%	Often

Q17 - Q26A [Not Asked]

Q27

Did BACK TO WORK 50+ at <COLNAME> provide you with a scholarship for your tuition for a college training program?

43.7%	Yes
56.3%	No → GO TO Q34

Q28

What is the name of the college training program in which you enrolled?

_____ Name of program

Q29

When did you enroll in the college training program?

___ Month _____ Year

Q30

For what type of job <did/will> the college training program prepare you?

_____ Name of job

Q31

To what extent did the training meet your expectations? Did it . . . (n=155)

38.8%	Exceed your expectations
51.2%	Meet your expectations
10.0%	Not meet your expectations

Q32

How useful was the training in helping you find a job? Was it . . . (n=63)

21.1%	Very useful
9.0%	Useful
8.2%	Somewhat useful
4.8%	Not useful
56.9%	You have not yet found a job → GO TO Q34

Q33

How useful was the training in helping you perform the job you are currently doing? Was it . . . (n=63)

36.2%	Very useful
16.9%	Useful
23.8%	Somewhat useful
15.0%	Not useful
1%	You have not yet found a job → GO TO Q34

Q34- Q34K [Not Asked]

Q38A {ASK IF Q27=1}

Now I would like to ask a few questions about your current program and employment status. Have you moved on to any additional education or training? (n=163)

44.7%	Yes → "What is that training?" _____ → GO TO Q39
55.4%	No → GO TO Q40

Q38B {ASK IF Q27<>1}

Now I would like to ask a few questions about your current program and employment status. Are you currently in school? (n=217)

10.7%	Yes
89.7%	No → GO TO Q40

Q39

When do you expect to complete this additional education or training?

_____ Month _____ Year

Q40

What is your current employment status? Are you . . .

24.7%	Employed full-time
15.2%	Employed part-time but not looking for full-time work
18.9%	Employed part-time but looking for full-time work
29.8%	Not employed but looking for work → GO TO Q50
6.5%	Not employed and not looking for work → GO TO Q50
4.9%	Retired → GO TO Q50

Q41

What is your current job title?

_____ Job title

Q42

Who is your current employer?

_____ Employer name

Q43

What type of job is this? Can you describe it for me?

_____

Q44

About how many hours per week do you work in an average month?

_____ Hours per week

Q45

What are your gross hourly/monthly/yearly earnings (before taxes)?

_____ $ per hour/month/year

Q46

How secure or insecure is your current job? Would you say it is . . . (n=177)

26.4%	Very secure
49.8%	Somewhat secure
13.7%	Somewhat insecure
10.1%	Very insecure

Q47

Which of the following opportunities have been offered to you in your current job?(The first one is/the next one is . . .)

Was this opportunity offered to you in your current job? (n=174)

	Yes	No
A. Health insurance and other benefits	44.0%	56.0%
B. Wage increases since beginning of your job	29.0%	70.8%
C. Additional training	44.0%	56.0%
D. A promotion	11.0%	89.1%

Q47E

Were there any other opportunities offered to you in your current job? (n=174)

15.3%	Yes → "What were those opportunities?" _____
84.7%	No

Q48

How satisfied are you with your current employment? Are you . . . (n=175)

27.5%	Very satisfied
43.8%	Somewhat satisfied
19.4%	Somewhat dissatisfied
9.2%	Very dissatisfied

Q49

How satisfied are you with your earnings? Are you . . . (n=175)

11.1%	Very satisfied
37.3%	Somewhat satisfied
23.3%	Somewhat dissatisfied
28.3%	Very dissatisfied

Q50

Now I would like to ask a few questions about your future plans.

Do you have plans for any additional education or training?

66.7%	Yes
33.3%	No → GO TO Q53

Q51

What type of additional education or training do you plan to attend? Is it . . . (n=232)

25.5%	A short-term program
30.2%	A certificate program
28.2%	A degree program → "Which degree program?" _____
16.1%	Something else →"Could you describe this additional training for me?" _____

Q52

What is your main reason for planning additional education or training? Is it . . . (n=237)

31.8%	Increase earnings potential
10.7%	Requirement in your profession
13.4%	Increase job stability
44.0%	Some other reason → "What is that reason?" _____

Q53

How much longer are you planning to work? Would you say . . . (n=334)

0.1%	Less than one more year
5.2%	1 to 3 more years
16.5%	3 to 5 more years
26.9%	5 to 10 more years
28.7%	10 to 15 more years
21.8%	More than 15 more years

Q54

That is my last question. I would like to thank you for taking the time to speak with me today. You are one of the first program participants we have interviewed for this survey. I'd like to ask if you had any comments or concerns about the survey itself. Were there things you felt we may have missed or were there some questions that were worded awkwardly? Also, if you have any comments about the BACK TO WORK 50+ program or about this survey, I can note them now.

_____

_____

_____

Twelve-Month Survey Results

This appendix shows annotated with frequencies for the 237 survey responses included in Chapter VI for questions that were asked in the 12-month survey. Percentages shown may not add to 100 due to rounding.

Q01- Q08 [Not asked]

Q09

How would you rate your current household's financial situation today, compared to how it was before you started participating in the program? Would you say it is . . .

20.7%	Much better
20.1%	Somewhat better
52.1%	About the same
5.6%	Somewhat worse
1.5%	Much worse

Q10

Next, we would like to know more about your current financial situation. Remember, all of your responses will be kept confidential. I am going to read a list of financial concerns and for each one please tell me how concerned you are.

(The first one is/the next one is . . .)

Are you NOT AT ALL CONCERNED, A LITTLE CONCERNED, SOMEWHAT CONCERNED, or VERY CONCERNED about this aspect of your current financial situation?

	Not at all Concerned	A Little Concerned	Somewhat Concerned	Very Concerned
A. Basic food and clothing needs	60.7%	17.2%	17.0%	5.2%
B. Monthly rent or mortgage payments	44.2%	24.4%	15.7%	15.8%
C. Transportation expenses	55.0%	17.4%	18.8%	8.8%
D. Monthly payments on loans or credit balance	39.9%	25.1%	18.6%	16.4%
E. Long-term savings	16.6%	19.1%	25.1%	39.2%
F. Retirement planning	14.8%	17.9%	24.0%	43.3%
G. Heath care costs	25.3%	15.2%	20.2%	39.4%
H. Education or career advancement costs	43.9%	13.3%	22.2%	20.6%

Q10I

Are there any other concerns you have about your current financial situation?

Yes → "What are those concerns?" _____	29.8%	30.6%
No → GO TO Q11	70.2%	69.4%

Q10J

How concerned are you about this aspect (Q10I) of your financial situation? (n=66)

0.0%	Not at all concerned
10.6%	A little concerned
28.9%	Somewhat concerned
60.5%	Very concerned

Q11

I am now going to read a list of financial activities. Please tell me how often you engaged in each activity during the last three months. (The first one/next one is . . .)

In the past three months would you say you did this activity NEVER, SELDOM, SOMETIMES, OFTEN or ALWAYS?

	Never	Seldom	Sometimes	Often	Always
A. Comparison shopping	5.4%	6.1%	16.5%	28.5%	43.5%
B. Paid your bills on time	0.5%	2.4%	11.2%	23.0%	63.0%
C. Kept a record of monthly expenses	10.5%	8.6%	16.3%	17.5%	47.1%
D. Stayed within budget	6.1%	5.6%	27.3%	30.3%	30.7%
E. Paid off credit card balance in full each month	29.1%	11.8%	15.2%	12.5%	31.5%
F. Maxed out the limit on one or more credit cards	66.6%	15.0%	10.6%	4.7%	3.1%
G. Made only minimum payments on a loan	42.2%	12.5%	15.6%	11.9%	17.8%
H. Began or maintained an emergency savings fund	33.0%	11.3%	22.1%	9.9%	23.8%
I. Saved money from every paycheck	35.0%	9.1%	18.5%	15.8%	21.5%
Contributed money to a retirement account	55.0%	8.6%	8.4%	6.2%	21.7%
Bought bonds, stocks, or mutual funds	81.2%	4.6%	7.9%	1.7%	4.6%

Q12

How would you rate your overall quality of life TODAY, compared to before participating in the BACK TO WORK 50+ program? Would you say it is . . .

27.3%	Much better
29.3%	Somewhat better
39.5%	About the same
3.5%	Somewhat worse
0.5%	Much worse

Q13

I am going to read a series of statements about QUALITY OF LIFE. For each one please tell me how much you agree or disagree that the statement pertains to you.

(The first statement is/the next statement is . . .)

Do you STRONGLY AGREE, AGREE, NEITHER AGREE NOR DISAGREE, DISAGREE or STRONGLY DISAGREE with this statement?

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A.	You enjoy your life overall	37.0%	49.7%	6.1%	6.7%	0.5%
B.	You look forward to things	44.7%	44.0%	6.7%	4.6%	0.0%
C.	You are healthy enough to get out and about	65.8%	29.1%	2.0%	3.1%	0.0%
D.	Your family, friends or neighbors would help you if needed	47.2%	34.7%	8.4%	6.8%	3.0%
E.	You have social or leisure activities or hobbies that your enjoy doing	47.5%	41.2%	4.5%	5.7%	1.0%
F.	You try to stay involved with things	41.5%	50.4%	3.6%	4.6%	0.0%
G.	You are healthy enough to have your independence	63.3%	34.0%	2.1%	0.6%	0.0%
H.	You can do things that please you	53.0%	38.9%	3.6%	4.1%	0.4%
I.	You feel safe where you live	56.2%	37.1%	3.5%	3.2%	0.0%
J.	You get pleasure from your home	46.3%	42.9%	6.6%	2.5%	1.7%
K.	You take life as it comes and make the best of things	53.2%	41.6%	5.2%	0.0%	0.0%
L.	You feel lucky compared to most people	42.5%	47.7%	4.8%	5.0%	0.0%
M.	You have enough money to pay for household bills	27.7%	46.1%	7.9%	12.9%	5.4%

{IWR, IF R SAYS: "What do these questions have to do with evaluating the program" RESPOND WITH: "Although these questions are not direct evaluations of the program, AARP is also interested in how completing the program has affected your overall well-being as a result of the BACK TO WORK 50+ Program. "}

Q14

Next, I am going to read a series of statements about COMPUTER USE. For each one please tell me how much you agree or disagree that the statement pertains to you. (The first statement is/the next statement is . . .) Do you STRONGLY AGREE, AGREE, NEITHER AGREE NOR DISAGREE, DISAGREE or STRONGLY DISAGREE with this statement?

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A.	You try to avoid using computers whenever possible	2.3%	6.6%	7.3%	30.9%	53.0%
B.	You wish you could be as calm as others appear to be when they are using computers	12.1%	19.2%	21.0%	19.2%	28.5%
C.	You feel tense whenever working on a computer	5.6%	11.3%	6.1%	36.4%	40.7%
D.	You feel anxious whenever you are using computers	3.7%	11.0%	7.7%	39.3%	38.3%
E.	You experience anxiety whenever you sit in front of a computer terminal	2.4%	8.3%	8.0%	36.2%	45.1%
F.	You are frightened by computers	2.4%	1.9%	4.8%	39.3%	51.5%
G.	You feel overwhelmed when working on a computer	2.7%	10.4%	3.6%	40.9%	42.4%
H.	You worry about making mistakes on the computer	4.9%	22.1%	5.7%	33.2%	34.1%
I.	You are confident in your ability to use computers	35.8%	41.3%	10.3%	10.9%	1.7%
J.	You enjoy working with computers	32.1%	48.0%	14.4%	4.4%	1.1%
K.	You feel relaxed when you are working on a computer	28.1%	41.0%	18.2%	7.9%	4.7%
L.	You feel at ease with computers	31.8%	42.8%	12.9%	8.5%	4.1%
M.	You feel content when you are working on a computer	22.7%	40.5%	21.9%	13.3%	1.6%
N.	You feel comfortable with computers	31.6%	49.9%	8.7%	8.5%	1.3%
O.	You would like to continue working with computers in the future	43.6%	47.8%	4.8%	3.8%	0.0%
P.	You wish that computers were not as important as they are	10.3%	32.1%	16.3%	29.8%	11.6%

Q15

We would like to know more about your experience as a participant in the program?

About how often do you interact with your BACK TO WORK 50+ coach at <COLLNAME>? Do you work with your coach . .

2.4%	More than once a week
14.3%	About once a week
21.7%	About 2-3 times a month
35.5%	About once a month
19.1%	Less than once a month
7.1%	Never → GO TO Q17

Q16

How often do you interact with your coach in each of the following ways?

(The first is/the next is . . .)

Do you interact with your coach in this way NEVER, SOMETIMES or OFTEN? (n=88)

	Never	Sometimes	Often
A. Face to face meetings	35.6%	56.1%	8.4%
B. Phone calls	29.4%	49.6%	21.0%
C. Email messages	6.0%	41.5%	52.5%
D. Text messages	70.2%	17.1%	12.7%
E. Social media	75.1%	18.8%	6.1%

Q16F

Do you interact with your coach in any other way we haven't mentioned? (n=88)

8.6%	Yes → "In what other way do you interact with your coach?"
	_____
91.4%	No → GO TO Q17

Q16G

How often do you interact with coach in this way (Q16F)? Is it . . . (n=37)

0.0%	Never
86.0%	Sometimes
14.0%	Often

Q17 - Q26A [Not Asked]

Q27

Did BACK TO WORK 50+ at <COLNAME> provide you with a scholarship for your tuition for a college training program?

34.3%	Yes
65.7%	No → GO TO Q34

Q28

What is the name of the college training program in which you enrolled?

_____ Name of program

Q29

When did you enroll in the college training program?

___ Month _____ Year

Q30

For what type of job <did/will> the college training program prepare you?

_____ Name of job

Q31

To what extent did the training meet your expectations? Did it . . . (n=72)

34.0%	Exceed your expectations
55.4%	Meet your expectations
10.7%	Not meet your expectations

Q32

How useful was the training in helping you find a job? Was it . . . (n=70)

23.7%	Very useful
10.4%	Useful
12.5%	Somewhat useful
5.3%	Not useful
48.1%	You have not yet found a job → GO TO Q34

Q33

How useful was the training in helping you perform the job you are currently doing? Was it . . . (n=32)

43.7%	Very useful
18.3%	Useful
23.7%	Somewhat useful
9.1%	Not useful
5.2%	You have not yet found a job → GO TO Q34

Q34- Q34K [Not Asked]

Q38A {ASK IF Q27=1}

Now I would like to ask a few questions about your current program and employment status. Have you moved on to any additional education or training? (n=71)

35.8%	Yes → "What is that training?" _____ → GO TO Q39
64.2%	No → GO TO Q40

Q38B {ASK IF Q27<>1}

Now I would like to ask a few questions about your current program and employment status. Are you currently in school? (n=144)

14.2%	Yes
85.8%	No → GO TO Q40

Q39

When do you expect to complete this additional education or training?

_____ Month _____ Year

Q40

What is your current employment status? Are you . . .

29.1%	Employed full-time
12.7%	Employed part-time but not looking for full-time work
19.6%	Employed part-time but looking for full-time work
25.4%	Not employed but looking for work → **GO TO Q50**
6.7%	Not employed and not looking for work → **GO TO Q50**
5.9%	Retired → **GO TO Q50**
0.6%	Something else

Q41

What is your current job title?

_____ Job title

Q42

Who is your current employer?

_____ Employer name

Q43

What type of job is this? Can you describe it for me?

_____

Q44

About how many hours per week do you work in an average month?

_____ Hours per week

Q45

What are your gross hourly/monthly/yearly earnings (before taxes)?

_____ $ per hour/month/year

50.7%	Hourly
16.3%	Monthly
33.1%	Yearly

Q46

How secure or insecure is your current job? Would you say it is . . . (n=111)

41.5%	Very secure
43.1%	Somewhat secure
7.2%	Somewhat insecure
8.2%	Very insecure

Q47

Which of the following opportunities have been offered to you in your current job?(The first one is/the next one is . . . (n=111)

Was this opportunity offered to you in your current job?

	Yes	No
A. Health insurance and other benefits	54.9%	45.1%
B. Wage increases since beginning of your job	45.8%	54.2%
C. Additional training	63.4%	36.6%
D. A promotion	14.3%	85.7%

Q47E

Were there any other opportunities offered to you in your current job? (n=110)

17.3%	Yes → "What were those opportunities?" _____
82.8%	No

Q48

How satisfied are you with your current employment? Are you . . . (n=111)

10.7%	Very satisfied
42.2%	Somewhat satisfied
30.1%	Somewhat dissatisfied
17.0%	Very dissatisfied

Q49

How satisfied are you with your earnings? Are you . . . (n=110)

12.7%	Very satisfied

41.8%	Somewhat satisfied
30.9%	Somewhat dissatisfied
14.6%	Very dissatisfied

Q50

Now I would like to ask a few questions about your future plans.

Do you have plans for any additional education or training?

62.6%	Yes
37.4%	No → GO TO Q53

Q51

What type of additional education or training do you plan to attend? Is it . . . (n=128)

31.2%	A short-term program
36.1%	A certificate program
20.7%	A degree program → "Which degree program?" _____
	Something else →"Could you describe this additional training for me?" _____
11.9%	

Q52

What is your main reason for planning additional education or training? Is it . . . (n=131)

34.9%	Increase earnings potential
12.1%	Requirement in your profession
15.1%	Increase job stability
37.9%	Some other reason → "What is that reason?" _____

Q53

How much longer are you planning to work? Would you say . . . (n=195)

1.0%	Less than one more year
4.6%	1 to 3 more years
14.2%	3 to 5 more years
31.0%	5 to 10 more years
28.9%	10 to 15 more years
20.3%	More than 15 more years

Q54

That is my last question. I would like to thank you for taking the time to speak with me today. You are one of the first program participants we have interviewed for this survey. I'd like to ask if you had any comments or concerns about the survey itself. Were there things you felt we may have missed or were there some questions that were worded awkwardly? Also, if you have any comments about the BACK TO WORK 50+ program or about this survey, I can note them now.

_____

_____

_____

Appendix E: Focus Group Sample

Exhibit E-1: Site Visit Focus Group Sample Details

Subgrantee	Number of Job Candidates in First Focus Group	Date(s) of First Round Site Visit	Number of Job Candidates in Second Focus Group	Date(s) of Second Round Site Visit	Number of Job Candidates in Third Focus Group	Date(s) of Third Round Site Visit
Austin Community College (TX)	7	12/3, 2015	4	11/30-12/1, 2016	6	11/30-12/1, 2017
Eastern Florida State College (FL)	3	12/2-12/3, 2015	6	12/6-12/7, 2016	1	11/6-11/7, 2017
Jefferson State Community College (AL)	N/A (not yet participating at time of first round of site visits)	N/A	6	12/5-12/6, 2016	8	11/30-12/1, 2017
Miami Dade College (FL)	N/A (not yet participating at time of first round of site visits)	N/A	6	1/18-1/19, 2017	6	12/11-12/12, 2017
Santa Fe College (FL)	8	12/8-12/9, 2015	6	11/29-11/30, 2016	8	11/15-11/16, 2017
Santa Fe Community College (NM)	6	12/3-12/4, 2015	2	11/18-11/19, 2016	N/A (no longer participating at time of third round of site visits)	N/A