

ACT Foundation Actionable Evidence Grants

Researcher	Actionable Evidence Summary	Outcomes	Completion Date
<p>Dan Ash, Ph.D. Associate Professor of Psychology - Jefferson Community and Technical College</p>	<p><b><u>Working Learners and Employers Partnering in “Work &amp; Learn”</u></b> <b>Contexts:</b> Actionable evidence exploring in what way the relationship between Working Learners and employers that can be characterized as one of “partnering” – a mutually beneficial interaction in which both the working learner and the employer benefit. <b>Grant: \$29,700</b> <b>Grantee: Greater Louisville Foundation, Inc.</b></p>	<ul style="list-style-type: none"> <li>• Report (including literature review)</li> <li>• Working Learners and employers partnership survey</li> <li>• Interactive Working Learners and employers dashboard</li> </ul>	September 2015
<p>Merrilea Mayo, Ph.D. Chief Information and Research Officer - Innovate + Educate</p>	<p><b><u>Primary study of applied learning curriculums ability decrease need for remedial coursework:</u></b> Grantee will (1) review the literature on curriculum effects in remedial mathematics, (2) design and setup a study with a U.S. community college, (3) collect data on college placement exam test scores, hours spent in each curricular approach, lessons/units passed in each curricular approach, and posttest scores, (4) analyze results, and (5) develop and disseminate findings via a final report. <b>Grant: \$52,530</b> <b>Grantee: Innovate-Educate</b></p>	<p>Final Report Containing</p> <ul style="list-style-type: none"> <li>• Literature Review</li> <li>• Research Design and Methodology</li> <li>• Results/Outcomes and Recommendations</li> <li>• Recommendations for future initiatives</li> </ul>	August 2015
<p>Amy Kaslow Independent Economic Development Consultant and Journalist</p>	<p><b><u>Engaging Stakeholders by Connecting Working Learners to the National Learning Economy:</u></b> Amy will combine her expertise and passion in the areas of underserved individuals’ stories and the larger economic picture by investigating the connections between the issues related to Working Learners and the National Learning Economy. <b>Grant: \$40,093</b></p>	<p>Four articles in on-line publications (HBR, Slate, Huff. Post) that link Working Learners’ stories to the National Learning Economy.</p>	August 2015
<p>Franci Phelan, Ph.D. Senior Vice President Grow People - Krause Holdings</p>	<p><b><u>Hiring Barriers for Working Learners:</u></b> Actionable evidence related to determining the hiring barriers for Working Learners including the organizational philosophies, culture, and subsequent policies that influence these hiring barriers. <b>Grant: \$25,600</b></p>	<p>Report including literature review and multiple business case studies.</p>	June 2015
<p>Michelle Van Noy, Ph.D. Researcher - Heldrich Center for Workforce Development Rutgers, The State University of New Jersey</p>	<p><b><u>Informal Learning:</u></b> Define the full range of ways that working learners learn outside of formal learning environments including the challenges and opportunities associated with each of these ways of learning in promoting working learners' life success. <b>Grant: \$36,779</b> <b>Grantee: Rutgers, The State University of New Jersey</b></p>	<ul style="list-style-type: none"> <li>• Draft (2-page) digest of initial observations for the Foundation's October meeting</li> <li>• Final report to ACT Foundation including literature review</li> <li>• Present findings at relevant conferences</li> </ul>	May 2015