



A Picture of the Trade Adjustment Assistance Community College and Career Training Grants

Special Topics Findings from the College Surveys



SUBMITTED TO

U.S. Department of Labor
Chief Evaluation Office
200 Constitution Avenue, NW
Washington, DC 20210

SUBMITTED BY

Abt Associates
6130 Executive Boulevard
Rockville, MD 20852

IN PARTNERSHIP WITH

Capital Research Corporation
The George Washington University
The Urban Institute

December 2020

About This Report

This report was prepared for the U.S. Department of Labor (DOL), Chief Evaluation Office by Abt Associates under Contract Number DOL-ETA-14-F-00013. The views expressed are those of the authors and should not be attributed to DOL, nor does mention of trade names, commercial products, or organizations imply endorsement of same by the U.S. Government.

Authors

Adrienne Smith
Jennifer Turnham
Julie Williams
Karen Gardiner
Tara Adams



Abt Associates | 6130 Executive Boulevard | Rockville, MD 20852

CONTENTS

Executive Summary x

1. Introduction 1

 1.1. Overview of the TAACCCT Program..... 1

 1.2. Overview of the Evaluation..... 3

 1.2.1 Special Topics 3

 1.2.2 Research Questions 4

 1.2.3 Methodology 5

 1.2.4 Organization of Report..... 5

2. Implementing Grant Activities in Rural Colleges 6

 2.1. Service Provision..... 7

 2.2. Recruitment 11

 2.3. Partnerships..... 14

 2.4. Sustainability..... 16

3. TAACCCT Grants and Local Economic Context 19

 3.1. Local Economic Context: An Overview and Trends Across Rounds 20

 3.2. Service Provision..... 20

 3.3. Recruitment 23

 3.4. Partnerships..... 27

 3.5. Sustainability..... 29

4. TAACCCT Grants and Work-Based Learning Opportunities..... 32

 4.1. Service Provision..... 33

 4.2. Recruitment 39

 4.3. Partnerships..... 43

 4.4. Sustainability..... 48

5. Conclusion 52

6. References 54

Appendix A: Rural Colleges Compared to Other Colleges..... 55

Appendix B: Economy-focused Colleges Compared to Other Colleges..... 70

Appendix C: Work-based Learning Colleges Compared to Other Colleges..... 85

LIST OF BOXES

Grantees and Colleges by Round X
Overarching Research Questions X
Highlighted Finding xi
Highlighted Findingxii
Highlighted Finding xiii
About This College Survey Special Topics Report 1
TAACCCT National Evaluation Components..... 3
TAACCCT National Evaluation College Survey 4
Key Takeaways: Colleges Serving Rural Areas 6
Key Takeaways: Colleges Focused on the Local Economy 19
Key Takeaways: Colleges Providing Work-Based Learning..... 32

LIST OF EXHIBITS

Exhibit 1-1. Number of Grantees and Colleges Varied by Round 2

Exhibit 2-1. Largest Differences in Focus Industries of Rural and Other Colleges..... 8

Exhibit 2-2. Introduction of New Programs Developed and Enhancement of Existing Programs by Rural and Other Colleges 8

Exhibit 2-3. Types of Credentials Developed for Training Programs Developed or Enhanced by Rural and Other Colleges 9

Exhibit 2-4. Largest Differences in Accelerated Learning Strategies Implemented by Rural and Other Colleges 10

Exhibit 2-5. Largest Differences in Connections to Employment Strategies Implemented by Rural and Other Colleges 11

Exhibit 2-6. Subgroups Actively Recruited by Rural and Other Colleges 12

Exhibit 2-7. Largest Differences in Outreach and Recruitment Strategies Used by Rural and Other Colleges 13

Exhibit 2-8. Largest Differences in Outreach or Recruitment Challenges as Rated by Rural and Other Colleges 13

Exhibit 2-9. Largest Differences in Enrollment Requirements for Non-TAA Participants of Rural and Other Colleges 14

Exhibit 2-10. Largest Differences in the Types of External Organizations With Which Rural and Other Colleges Expanded Current or Developed New Partnerships 15

Exhibit 2-11. Largest Differences in Instructional and Training Strategies That Rural and Other Colleges Plan to Sustain 16

Exhibit 2-12. Largest Challenges in Rural and Other Colleges’ Sustainability Plans..... 17

Exhibit 2-13. Largest Differences in Roles of Partner Organizations in Sustaining Grant Activities for Rural and Other Colleges 18

Exhibit 3-1. Largest Differences in Focus Industries of Economy-focused and Other Colleges..... 21

Exhibit 3-2. Types of Credentials for Training Programs Developed or Enhanced by Economy-focused and Other Colleges..... 22

Exhibit 3-3. Implementation of New Types of Articulation or Transfer Policies or Agreements by Economy-focused and Other Colleges..... 22

Exhibit 3-4. Largest Differences in Accelerated Learning Strategies Implemented by Economy-focused and Other Colleges..... 23

Exhibit 3-5. Subgroups Actively Recruited by Economy-focused and Other Colleges 24

Exhibit 3-6. Subgroups Newly Targeted for Recruitment by Economy-focused and Other Colleges..... 25

Exhibit 3-7. Outreach and Recruitment Strategies Most Frequently Used by Economy-focused and Other Colleges 26

Exhibit 3-8. Largest Differences in the Types of External Organizations With Which Economy-focused and Other Colleges Expanded Current or Developed New Partnerships..... 27

Exhibit 3-9. Largest Differences in Partnerships Expected to Continue After Grant End at Economy-focused and Other Colleges..... 28

Exhibit 3-10. Success of Partnerships of Economy-focused and Other Colleges 29

Exhibit 3-11. Sustainability Challenges of Economy-focused and Other Colleges..... 30

Exhibit 3-12. Largest Differences in Roles of Employer or Industry Associations in Sustaining Grant Activities for Economy-focused and Other Colleges..... 31

Exhibit 4-1. Largest Differences in Focus Industries of Work-based Learning and Other Colleges..... 33

Exhibit 4-2. Types of Work-Based Learning Opportunities Offered in Top Focus Industries at Work-based Learning Colleges 34

Exhibit 4-3. Introduction of New Programs and Enhancement of Existing Programs at Work-based Learning and Other Colleges..... 35

Exhibit 4-4. Types of Credentials for Training Programs Developed or Enhanced by Work-based Learning and Other Colleges..... 36

Exhibit 4-5. Largest Differences in the Implementation of New Types of Articulation or Transfer Policies or Agreements by Work-based Learning and Other Colleges 37

Exhibit 4-6. Accelerated Learning Strategies Implemented by Work-based Learning and Other Colleges 37

Exhibit 4-7. College Persistence and Completion Strategies Implemented by Work-based Learning and Other 38

Exhibit 4-8. Non-Work-Based Learning Connections to Employment Strategies Implemented by Work-based Learning and Other Colleges 39

Exhibit 4-9. Subgroups Actively Recruited by Work-based Learning and Other Colleges 40

Exhibit 4-10. Largest Differences in Enrollment Requirements at Work-based Learning and Other Colleges 41

Exhibit 4-11. Outreach and Recruitment Strategies Used by Work-based Learning and Other Colleges 42

Exhibit 4-12. Largest Differences in Outreach or Recruitment Challenges as Rated by Work-based Learning and Other Colleges..... 43

Exhibit 4-13. Types of External Organizations With Which Work-based Learning and Other Colleges Expanded Current or Developed New Partnerships 44

Exhibit 4-14. Resources and Services Provided by the Public Workforce System for Participants at Work-based Learning and Other Colleges 45

Exhibit 4-15. Resources and Services Provided by Employers or Industry Associations for Participants at Work-based Learning and Other Colleges..... 46

Exhibit 4-16. Partnership Types Rated as “Very Successful” or “Somewhat Successful” by Work-based Learning and Other Colleges..... 47

Exhibit 4-17. Partnerships Activities Rated as “Very Successful” or “Somewhat Successful” by Work-based Learning and Other Colleges..... 48

Exhibit 4-18. Accelerated Learning Strategies That Work-based Learning and Other Colleges Plan to Sustain 49

Exhibit 4-19. College Persistence and Completion Strategies That Work-based Learning and Other Colleges Plan to Sustain 50

Exhibit 4-20. Employment Connection Strategies That Work-based Learning and Other Colleges Plan to Sustain 51

Exhibit A-1. Percentage of Rural-Serving and Not-Exclusively Rural-Serving Colleges..... 55

Exhibit A-2. Focus Industries of Rural and Other Colleges 55

Exhibit A-3. Introduction of New Programs and Enhancement of Existing Programs by Rural and Other Colleges 56

Exhibit A-4. Average Number of Newly Introduced and Enhanced Existing Programs by Rural and Other Colleges 56

Exhibit A-5. Development of New Career Pathway Programs by Rural and Other Colleges 56

Exhibit A-6. Average Numbers of Career Pathway Programs Offered by Rural and Other Colleges 56

Exhibit A-7. Credit-Bearing Programs Offered by Rural and Other Colleges..... 57

Exhibit A-8. New Credential Development by Rural and Other Colleges 57

Exhibit A-9. Types of Credentials for Training Programs Developed or Enhanced by Rural and Other Colleges 57

Exhibit A-10. Implementation of New Types of Articulation or Transfer Policies or Agreements by Rural and Other Colleges 57

Exhibit A-11. Accelerated Learning Strategies Implemented by Rural and Other Colleges 58

Exhibit A-12. College Persistence and Completion Strategies Implemented by Rural and Other Colleges 58

Exhibit A-13. Connection to Employment Strategies Implemented by Rural and Other Colleges..... 59

Exhibit A-14. Types of Individuals Actively Recruited by Rural and Other Colleges..... 59

Exhibit A-15. New Types of Individuals Actively Recruited by Rural and Other Colleges 60

Exhibit A-16. Enrollment Requirements at Rural and Other Colleges 60

Exhibit A-17. Outreach and Recruitment Strategies Used by Rural and Other Colleges..... 61

Exhibit A-18. Outreach or Recruitment Challenges as Rated by Rural and Other Colleges 61

Exhibit A-19. Types of External Organizations With Which Rural and Other Colleges Expanded Current or Developed New Partnerships 62

Exhibit A-20. Resources and Services Provided by the Public Workforce System for Participants at Rural and Other Colleges 62

Exhibit A-21. Resources and Services Provided by Employers or Industry Associations for Participants at Rural and Other Colleges 63

Exhibit A-22. Partnerships Expected to Continue After Grant End at Rural and Other Colleges..... 64

Exhibit A-23. Success of Partnership Activities of Rural and Other Colleges..... 64

Exhibit A-24. Perceived Success of Rural and Other Colleges in Supporting and Strengthening Partnerships With Different Institution Types 65

Exhibit A-25. Number of Grant-Funded Programs Rural and Other Colleges Plan to Continue Operating After the End of the TAACCCT Grant Period 65

Exhibit A-26. Quartiles of Programs of Study Planned to Continue After TAACCCT Grant Ends for Rural and Other Colleges 65

Exhibit A-27. Accelerated Learning Strategies Rural and Other Colleges Plan to Sustain After TAACCCT Grant Ends..... 66

Exhibit A-28. College Persistence and Completion Strategies Rural and Other Colleges Plan to Sustain After TAACCCT Grant Ends 66

Exhibit A-29. Connections to Employment Strategies Rural and Other Colleges Plan to Sustain After TAACCCT Grant Ends..... 67

Exhibit A-30. Sustainability Challenges of Rural and Other Colleges 67

Exhibit A-31. Roles of the Public Workforce System in Sustaining Grant Activities for Rural and Other Colleges 68

Exhibit A-32. Roles of Employer or Industry Associations in Sustaining Grant Activities by Rural and Other Colleges 68

Exhibit A-33. Role of Other Partner Organizations in Sustaining Grant Activities for Rural and Other Colleges 69

Exhibit B-1. Percentage of Colleges Economy-focused Versus Other 70

Exhibit B-2. Focus Industries of Economy-focused and Other Colleges 70

Exhibit B-3. Introduction of New Programs and Enhancement of Existing Programs by Economy-focused and Other Colleges..... 71

Exhibit B-4. Average Number of Newly Introduced and Enhanced Existing Programs by Economy-focused and Other Colleges..... 71

Exhibit B-5. Development of New Career Pathways Programs by Economy-focused and Other Colleges 71

Exhibit B-6. Average Numbers of Career Pathways Programs by Economy-focused and Other Colleges 71

Exhibit B-7. Credit-Bearing Programs Offered by Economy-focused and Other Colleges 72

Exhibit B-8. New Credential Development by Economy-focused and Other Colleges 72

Exhibit B-9. Types of Credentials for Training Programs Developed or Enhanced by Economy-focused and Other Colleges..... 72

Exhibit B-10. Implementation of New Types of Articulation or Transfer Policies or Agreements by Economy-focused and Other Colleges..... 72

Exhibit B-11. Accelerated Learning Strategies Implemented by Economy-focused and Other Colleges.... 73

Exhibit B-12. College Persistence and Completion Strategies Implemented by Economy-focused and Other Colleges 73

Exhibit B-13. Connection to Employment Strategies Implemented by Economy-focused and Other Colleges 74

Exhibit B-14. Types of Individuals Actively Recruited by Economy-focused and Other Colleges..... 74

Exhibit B-15. New Types of Individuals Actively Recruited by Economy-focused and Other Colleges 75

Exhibit B-16. Enrollment Requirements at Economy-focused and Other Colleges..... 75

Exhibit B-17. Outreach and Recruitment Strategies Used by Economy-focused and Other Colleges..... 76

Exhibit B-18. Outreach or Recruitment Challenges as Rated by Economy-focused and Other Colleges.... 76

Exhibit B-19. Types of External Organizations with which Economy-focused and Other Colleges Expanded Current or Developed New Partnerships 77

Exhibit B-20. Resources and Services Provided by the Public Workforce System for Participants at Economy-focused and Other Colleges..... 77

Exhibit B-21. Resources and Services Provided by Employers or Industry Associations for Participants at Economy-focused and Other Colleges 78

Exhibit B-22. Partnership Expected to Continue after Grant End at Economy-focused and Other Colleges 79

Exhibit B-23. Success of Partnership Activities of Economy-focused and Other Colleges..... 79

Exhibit B-24. Perceived Success of Economy-focused and Other Colleges in Supporting and Strengthening Partnerships With Different Institution Types 80

Exhibit B-25. Number of Grant-Funded Programs Economy-focused and Other Colleges to Continue Operating After the End of the TAACCCT Grant Period 80

Exhibit B-26. Quartiles of Programs of Study Planned to Continue After TAACCCT Grant Ends for Economy-focused and Other Colleges..... 80

Exhibit B-27. Accelerated Learning Strategies Economy-focused and Other Colleges Plan to Sustain After TAACCCT Grant Ends 81

Exhibit B-28. College Persistence and Completion Strategies Economy-focused and Other Colleges Plan to Sustain After TAACCCT Grant Ends 81

Exhibit B-29. Connections to Employment Strategies Economy-focused and Other Colleges Plan to Sustain After TAACCCT Grant Ends 82

Exhibit B-30. Sustainability Challenges of Economy-focused and Other Colleges 82

Exhibit B-31. Roles of the Public Workforce System in Sustaining Grant Activities for Economy-focused and Other Colleges..... 83

Exhibit B-32. Roles of Employer or Industry Associations in Sustaining Grant Activities for Economy-focused and Other Colleges..... 83

Exhibit B-33. Roles of Other Partner Organizations in Sustaining Grant Activities for Economy-focused and Other Colleges..... 84

Exhibit C-1. Percentage of Work-Based Learning and Non-Work Based Learning Colleges..... 85

Exhibit C-2. Types of Work-Based Learning Opportunities Offered among Work-based Learning Colleges 85

Exhibit C-3. Focus Industries of Work-based Learning and Other Colleges..... 85

Exhibit C-4. Introduction of New Programs and Enhancement of Existing Programs by Work-based Learning and Other Colleges..... 86

Exhibit C-5. Average Number of Newly Introduced and Enhanced Existing Programs by Work-based Learning and Other Colleges..... 86

Exhibit C-6. Development of New Career Pathway Programs by Work-based Learning and Other Colleges 86

Exhibit C-7. Average Numbers of Career Pathway Programs Offered by Work-based Learning and Other Colleges 87

Exhibit C-8. Credit-Bearing Programs Offered by Work-based Learning and Other Colleges..... 87

Exhibit C-9. New Credential Development by Work-based Learning and Other Colleges..... 87

Exhibit C-10. Types of Credentials for Training Programs Developed or Enhanced by Work-based Learning and Other Colleges..... 87

Exhibit C-11. Implementation of New Types of Articulation or Transfer Policies or Agreements by Work-based Learning and Other Colleges 88

Exhibit C-12. Accelerated Learning Strategies Implemented by Work-based Learning and Other Colleges 88

Exhibit C-13. College Persistence and Completion Strategies Implemented by Work-based Learning and Other Colleges 89

Exhibit C-14. Connections to Employment Strategies Implemented by Work-based Learning and Other Colleges 89

Exhibit C-15. Types of Individuals Actively Recruited by Work-based Learning and Other Colleges 90

Exhibit C-16. New Types of Individuals Actively Recruited by Work-based Learning and Other Colleges 90

Exhibit C-17. Enrollment Requirements at Work-based Learning and Other Colleges 91

Exhibit C-18. Outreach and Recruitment Strategies Used by Work-based Learning and Other Colleges 91

Exhibit C-19. Outreach or Recruitment Challenges as Rated by Work-based Learning and Other Colleges 92

Exhibit C-20. Types of External Organizations With Which Work-based Learning and Other Colleges Expanded Current or Developed New Partnerships 92

Exhibit C-21. Resources and Services Provided by the Public Workforce System for Participants at Work-based Learning and Other Colleges 93

Exhibit C-22. Resources and Services Provided by Employers or Industry Associations for Participants at Work-based Learning and Other Colleges..... 94

Exhibit C-23. Partnerships Expected to Continue After Grant End at Work-based Learning and Other Colleges 94

Exhibit C-24. Success of Partnership Activities of Work-based Learning and Other Colleges 95

Exhibit C-25. Perceived Success of Work-based Learning and Other Colleges in Supporting and Strengthening Partnerships with Different Institution Types 95

Exhibit C-26. Number of Grant-Funded Programs Work-based Learning and Other Colleges Plan to Continue Operating After the End of the TAACCCT Grant Period 96

Exhibit C-27. Quartiles of Programs of Study Planned to Continue After TAACCCT Grant Ends for Work-based Learning and Other Colleges 96

Exhibit C-28. Accelerated Learning Strategies Work-based Learning and Other Colleges Plan to Sustain After TAACCCT Grant Ends 96

Exhibit C-29. College Persistence and Completion Strategies Work-based Learning and Other Colleges Plan to Sustain After TAACCCT Grant Ends 97

Exhibit C-30. Connections to Employment Strategies Work-based Learning and Other Colleges Plan to Sustain After TAACCCT Grant Ends 98

Exhibit C-31. Sustainability Challenges of Work-based Learning and Other Colleges 98

Exhibit C-32. Roles of the Public Workforce System in Sustaining Grant Activities for Work-based Learning and Other Colleges..... 98

Exhibit C-33. Roles of Employer or Industry Associations in Sustaining Grant Activities for Work-based Learning and Other Colleges 99

Exhibit C-34. Role of Other Partner Organizations in Sustaining Grant Activities for Work-based Learning and Other Colleges..... 100

Executive Summary

The Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program provided capacity-building grants to community colleges and other postsecondary institutions. The U.S. Department of Labor (DOL) administered TAACCCT in partnership with the U.S. Department of Education between 2011 and 2018, providing a total of \$1.9 billion in funding across four funding rounds. In total, TAACCCT funded 256 grantees comprising 1,113 colleges across all 50 states, the District of Columbia, and Puerto Rico.¹

Grantees and Colleges by Round

Round 1: 49 grantees, 353 colleges

Round 2: 79 grantees, 310 colleges

Round 3: 57 grantees, 187 colleges

Round 4: 71 grantees, 263 colleges

TAACCCT aimed to help colleges build their capacity to deliver education and training to unemployed workers and other adult learners to prepare them for in-demand jobs. These grant efforts included changing systems to be better connected and integrated, more effectively addressing employer needs for skilled workers, and transforming how community colleges deliver education and training to adult learners. In order to build evidence on grant-funded strategies, DOL funded a national

evaluation of each grant round to collect and assess data across all colleges. One component of the round-specific evaluations was an implementation study to document colleges' grant activities.

This *TAACCCT College Survey Special Topics Report* presents survey results across all four rounds of grants to describe how the implementation of grant activities differed for three subgroups of colleges: rural colleges, colleges whose grant activities focused on their local economy's recovery and expansion, and colleges that implemented work-based learning activities.² For each subgroup the report describes variation in the type of services funded by the grant, the target population and recruitment strategies, partnerships, and expectations for sustaining the grant activities. The data source for the report is a survey of the colleges that participated in each round of the grants.³ The survey collected detailed descriptive information on how colleges implemented grant-funded activities, including three categories of strategies to build colleges' capacity to serve adult learners:

Overarching Research Questions

- What were the experiences of colleges using grants that served a *rural population*?
- What were the experiences of colleges implementing grant activities that focused on *local economic recovery or expansion*?
- What were the experiences of colleges using grants that provided *work-based learning activities*?

¹ Grantees could be a single institution or a lead institution of a consortium of colleges.

² A companion report, the *TAACCCT College Survey Report*, presents detailed results of grant activities from the Round 4 college survey only.

³ The response rate for the survey increased with each funding round. In Round 1, 87 percent of colleges completed the survey, in Round 2, 99 percent did so, and in Rounds 3 and 4, all colleges completed the survey.

- *Accelerated learning-related strategies* intended to reduce adult learners' time to complete training programs and make participation in training feasible for students who may have families or work or live far distances from a campus.
- *Persistence and completion-related strategies* intended to support adult learners' enrollment in, progress in, and completion of training programs.
- *Employment-related strategies* intended to connect adult learners to the workforce.

FINDINGS: IMPLEMENTATION OF GRANT ACTIVITIES FOR THREE COLLEGE SUBGROUPS

The national evaluation aimed to provide in-depth information on key topics of interest to DOL, policymakers, and program administrators, including community colleges and other stakeholders. Based on the TAACCCT goals and in collaboration with DOL, the research team selected three special topics for analysis. Each special topic chapter combined survey data from all four grant rounds.

- The experiences of colleges using grants to serve a rural population;
- The experiences of colleges implementing grant activities focused on their local economy's recovery or expansion; and
- The experiences of colleges using grants to provide work-based learning activities.

Below is a summary of findings by special topic. The highlighted findings reflect differences between the special topic focus colleges (e.g., rural colleges) and all other colleges. Findings varied by special topic.

Findings for Rural Colleges

Colleges operating in rural areas faced specific challenges in meeting local and regional demand for a skilled labor force. Some of these challenges relate to education levels, and others stem from logistical challenges associated with the geographic dispersion of the population and of employers.

Key findings on where **rural colleges** differed from urban and suburban colleges (*other colleges*):

- Program development: In terms of programs, greater percentages of rural colleges modified existing programs, whereas greater percentages of other colleges developed new programs.
- Credentials: Rural colleges more often developed longer-term credentials, such as certificates of college completion of more than one year and academic degrees, compared to other colleges.
- Accelerated learning strategies: greater percentages of rural colleges implemented credits for work experience and prior learning assessments than did other colleges.
- College persistence: greater percentages of rural colleges implemented restructuring of developmental education, whereas greater percentages of other colleges implemented contextualized learning.

Highlighted Finding

Both rural and other colleges focused their grant activities on a broad range of industries, with a few differences among less common industries.

- Employer-related strategies: more rural colleges used simulations, in either a physical or virtual setting, to promote connections to employment than did other colleges.
- Learning formats: Despite the potential of online or hybrid learning strategies to address the geographic dispersion of participants, instructors, and employers, rural colleges did not implement these strategies at a higher rate than other colleges.
- Target populations: Rural colleges engaged in less targeted recruitment of specific populations than did other colleges.
- Partnerships: Rural colleges partnered with new organizations and enhanced existing partnerships at lower rates than other colleges.

Findings for Economy-focused Colleges

The TAACCCT grant program was authorized in 2009, at the height of the economic recession, and implemented in 2011 through 2018. The program aimed to increase colleges' capacity to meet local and regional labor demand for a skilled workforce. Given the context, the report examines the extent to which colleges may have responded to prevailing economic conditions when implementing their grant activities.

Key findings on colleges that focused on **local economic recovery and expansion** (*economy-focused colleges*) compared to colleges without this focus (*other colleges*):

- Focal industries: Similar percentages of both types of colleges reported concentrating on a broad array of industries. However, greater percentages of economy-focused colleges concentrated on manufacturing, whereas other colleges concentrated more on healthcare and social assistance.
- TAACCCT strategies: Larger shares of economy-focused colleges implemented various types of accelerated learning, college persistence and completion strategies, and connections to employment.
- Target population: Economy-focused colleges engaged in more targeted recruitment than did other colleges. Greater percentages of economy-focused colleges also identified populations that they had not previously targeted.
- Partnerships: Greater percentages of economy-focused colleges reported partnering with new organizations or enhancing existing partnerships.
- Sustaining grant activities: Greater percentages of economy-focused colleges planned to sustain a number of education and learning strategies after their grants ended.

Highlighted Finding

A greater percentage of economy-focused than other colleges implemented accelerated learning, college persistence, and connections to employment strategies.

Findings for Colleges that Implemented Work-Based Learning Activities

Colleges use work-based learning opportunities to prepare students for and connect them to employment. Furthermore, the grant announcements encouraged colleges to design and expand work-based learning opportunities.

Key differences between the colleges that focused on work-based learning (*work-based learning colleges*) and those that did not focus on work-based learning (*other colleges*) include:

- **Programs:** Greater percentages of work-based learning colleges developed new programs, enhanced existing programs, and offered credit-bearing programs. Work-based learning colleges also offered more programs of study, on average.
- **Career pathways:** Greater proportions of work-based learning colleges developed one or more new career pathways programs.
- **TAACCCT strategies:** Greater percentages of work-based learning colleges developed capacity-building strategies to serve adult learners: accelerated learning, college persistence and completion, and connections to employment.
- **Target populations:** Work-based learning colleges targeted their outreach to racial/ethnic minorities, new entry-level workers, older workers, women, and TAA-eligible workers at higher rates.
- **Partnerships:** Greater percentages of work-based learning colleges established new partnerships, had active partnerships, and rated their partnerships as successful.
- **Sustaining grant activities:** Greater percentages of work-based learning colleges expected to sustain their accelerated learning, college persistence and completion, and connections to employment strategies after the end of their grants.

Highlighted Finding

Work-based learning and other colleges reported recruiting similar target populations under the grant. However, a greater proportion of work-based learning colleges reported recruiting each target subgroup.

1. Introduction

About This College Survey Special Topics Report

This report provides findings from survey data across the four rounds of grants by examining a set of special topics that are of interest to community colleges, policymakers, and other stakeholders.

The Trade Adjustment Assistance Community College and Career Training (TAACCCT) program aimed to improve the capacity of community colleges and other postsecondary institutions⁴ to deliver training programs to prepare unemployed workers and other adult learners for in-demand jobs. Administered by the U.S. Department of Labor (DOL) in partnership with the U.S. Department of Education, and operating between 2011 and 2018, TAACCCT provided \$1.9 billion in the form of 256 four-year grants. Grantees could be a single institution or a lead institution of a consortium of colleges.⁵

Through four rounds of grants, TAACCCT provided funding to more than 60 percent of the nation's publicly-funded community colleges and included at least one college from every state, the District of Columbia, and Puerto Rico in each round (Cohen et al. 2017). The fourth and final round of grants ended in September 2018. Through grant activities, colleges aimed to improve their own outcomes and outcomes for students, employers, and state and regional college systems. They sought to improve both their own capacity to deliver training that responded to the needs of local and regional industries and employers and to provide their students with the new skills or skills upgrades needed to obtain well-paying jobs. With their grants, colleges implemented an array of programs, made policy changes, and developed organizational capacity in diverse ways. The remainder of this chapter provides an overview of the grant program and then describes the national evaluation and this study.

1.1. OVERVIEW OF THE TAACCCT PROGRAM

Community colleges and other postsecondary educational institutions were eligible to apply for grants. Across all rounds, the 256 TAACCCT-funded grantees comprised 1,113 colleges.⁶ **Exhibit 1-1** shows the number of grant awards (grantees) and colleges involved in grant activities for each round.

⁴ Throughout this report we refer to all TAACCCT-eligible institutions and grantees as "colleges."

⁵ Funding varied by the type of grantee. In Round 4, for example, grant awards for single institution grantees ranged between \$2.32 and \$3.25 million, whereas consortium grantees received between \$6.44 and \$20.0 million. Three single grantees and four consortia were awarded funding at a level that exceeded DOL funding cap guidelines. Such activities could include those that "(1) Advance State Career Pathway Systems; (2) Improve Statewide Data Collection, Integration, and Use; or (3) Create Nationally Recognized Competencies and Credentials" (<https://www.doleta.gov/grants/pdf/SGA-DFA-PY-13-10.pdf>, pp. 20-27).

⁶ Eligible institutions were institutions of higher education, as defined in the Higher Education Act of 1965 as amended (20 USC 1002), that offer programs that can be completed in two years or less. Institutions of higher education include public, proprietary, or other nonprofit educational institutions or postsecondary vocational institutions.

DOL announced the solicitations for grant applications in spring of fiscal year (FY) 2011 (Round 1), FY 2012 (Round 2), FY 2013 (Round 3), and FY 2014 (Round 4). For more information, see "Applicant Information," Trade Adjustment Assistance Community College and Career Training Grant Program, last updated April 27, 2017, <https://www.dol.gov/agencies/eta/skills-training-grants/community-colleges>.

The overarching goals of the grant program were to:

- Better prepare Trade Adjustment Assistance (TAA)-eligible workers⁷ and other adults for high-wage, high-skill employment or reemployment in growth industry sectors by increasing their attainment of degrees, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers.
- Introduce or replicate innovative and effective methods for designing and delivering instruction that addresses specific industry needs and leads to improved learning, completion, and other outcomes for TAA-eligible workers and other adults.
- Improve employment outcomes for participants.⁸

Exhibit 1-1. Number of Grantees and Colleges Varied by Round

Round	Number of Grants Awarded	Number of Colleges
1	49	353
2	79	310
3	57	187
4	71	263
Total	256	1,113

Source: Cohen et al. 2017

Note: A single college may appear in multiple rounds.

To address these goals, all rounds of grants focused on developing and implementing career pathways approaches to build colleges’ capacity for providing education and training to adult learners. Career pathways approaches offer articulated education and training steps between occupations in an industry sector, combined with support services, to enable individuals to enter and exit the job market at various levels and to advance over time to higher skills, recognized credentials, and better jobs with higher pay.⁹

With the goal of supporting “sector strategies” that target specific industries and clusters of occupations, the grant announcements also required increased coordination with key stakeholders in the local and regional workforce system, including governors’ workforce development and economic plans, employers, industry representatives, and other organizations. The grant announcements also encouraged grantees to scale and create policy and systems changes within and across community colleges.

Within the career pathways and sector strategies, grantees implemented three types of strategies to build colleges’ capacity to serve adult learners:

- *Accelerated learning-related strategies* intended to reduce adult learners’ time to complete training programs and make participation in training feasible for students who may have families or work or live far distances from a campus. Strategies include redesigning curriculum, credentials, and programs; providing credit for prior learning; and designing stacked and latticed credentials.

⁷ Workers who have involuntarily lost their jobs or wages due to increased foreign competition and imports and may therefore be eligible for the Trade Adjustment Assistance program. The TAA program offers benefits to such workers, including training opportunities and job search and relocation payments. See <https://www.dol.gov/general/topic/training/tradeact> for more information.

⁸ More information on the goals of the TAACCCT grant program overall and by round can be found at <http://www.urban.org/research/publication/taaccct-goals-design-and-evaluation>.

⁹ There are many definitions of *career pathways* in the literature. The definition used for the TAACCCT national evaluation aligns with the definition for the Career Pathways Design Study, which provides a high-level synthesis of the findings from career pathways research and design. See Sarna and Strawn (2018) and Schwartz, Strawn, and Sarna (2018) for more information. Appendix A provides the full definition of *career pathways* from the Workforce Innovation and Opportunity Act of 2014.

- *Persistence and completion-related strategies* intended to support adult learners' enrollment in, progress in, and completion of training programs. Examples included academic and nonacademic support services, and articulation and transfer agreements.
- *Employment-related strategies* intended to connect adult learners to the workforce, such as work-based learning, simulated classrooms, career navigation, employment services, and partnerships with employers and the public workforce system.

1.2. OVERVIEW OF THE EVALUATION

In order to build evidence on grant-funded programs and strategies, DOL funded national evaluations of each grant round to collect and assess data across all colleges. The textbox below lists the national evaluation activities and data sources.

TAACCCT National Evaluation Components

- An *implementation analysis* (Rounds 1–4) of the service delivery approaches developed and the systems changed through the grants.
- An *outcomes study* of nine Round 4 grantees and 34 programs using survey data and administrative records to better understand the characteristics of participants, their service receipt, and their training and employment outcomes.
- *Syntheses of third-party evaluation findings* (Rounds 1–4) to develop a national picture of the implementation of the capacity-building strategies and build evidence of the effectiveness of the strategies on participants' training and employment outcomes.
- A *study of employer relationships* with selected Round 4 employer partners, to better understand employers' perspectives on how to develop and maintain strong relationships with colleges.

1.2.1 SPECIAL TOPICS

One goal of the national evaluation is to provide in-depth information on key topics of interest to DOL, policymakers, and program administrators, including community colleges and other stakeholders. In collaboration with DOL, the research team selected three special topics for inclusion in this report:

- The experiences of colleges using grants to serve a rural population;
- The experiences of colleges that reported the implementation of their grant activities was focused on their local economy's recovery or expansion; and
- The experiences of colleges using grants to provide work-based learning activities.¹⁰

¹⁰ These topics were chosen because addressing rural employment issues is a focus of other DOL grant programs, the TAACCCT grant program was designed to help colleges respond to the Great Recession, and there is significant recent interest in how to learn skills on the job, respectively.

The data source for these analyses is a survey of colleges participating in each round of grants.¹¹ The textbox below describes the college survey structure and methodology.

TAACCCT National Evaluation College Survey

- Topics covered: Basic information about colleges' grant; the local and regional economy; participant recruitment; development of programs of study; progress for participants as of survey administration; partnering with inside and outside institutions; employer relationships*; sustainability of programming; accomplishments
- Response rate by round:
 - Round 1: 308 out of 353 colleges (87 percent)
 - Round 2: 306 out of 310 colleges (99 percent)
 - Round 3: 187 out of 187 colleges (100 percent)
 - Round 4: 263 out of 263 colleges (100 percent)
- Timing of administration by round:
 - Round 1: December 2015-February 2016 (Grant period of performance: October 2011-September 2015)
 - Round 2: February-April 2016 (Grant period of performance: October 2012-September 2016)
 - Round 3: September-December 2016 (Grant period of performance: October 2013-September 2017)
 - Round 4: August 2017-January 2018 (Grant period of performance: October 2014-September 2018)

*Asked only in the Round 4 survey

1.2.2 RESEARCH QUESTIONS

For each special topic, the report addresses the following research questions:

Did [special topic] colleges...

- Offer different services than other colleges?
- Exhibit different recruitment patterns and strategies than other colleges?
- Have different partnerships than other colleges?
- Have different sustainability perceptions than other colleges?

¹¹ A separate document, the *TAACCCT College Survey Report* (Trutko et al. 2020), presents detailed results from the Round 4 college survey only. It provides a comprehensive description of how colleges implemented their programs, including the regions and economic contexts in which the colleges operated, the programs of study they developed, the participants they sought to recruit and their recruitment strategies, their partnerships with employers and other organizations, their perceptions of the sustainability of their grant-funded activities, and their accomplishments and challenges.

1.2.3 METHODOLOGY

For each special topic, the report compares the *percentage* of colleges in that subgroup (e.g., rural) versus the percentage of colleges that were not in the subgroup (e.g., other) that *offered a particular learning strategy, recruited target groups, and partnered with various organizations*. The report discusses the *magnitudes and differences in magnitudes* between each subgroup and its comparison group.

Because the college survey was administered to all grant-funded colleges (and did not include sampling), differences between the two groups that were *greater than seven percentage points* are considered “notable” difference and highlighted in the discussion.

Full tables of results are provided in Appendix A (rural versus other colleges), Appendix B (economy-focused versus other colleges), and Appendix C (work-based learning versus other colleges).

1.2.4 ORGANIZATION OF REPORT

The remainder of this report is organized as follows:

- **Chapter 2** examines rural-population-serving colleges.
- **Chapter 3** examines economy-focused colleges.
- **Chapter 4** provides analyses of colleges that provided work-based learning activities.
- **Chapter 5** offers conclusions and areas for future research.

2. Implementing Grant Activities in Rural Colleges

Colleges operating in rural areas face specific challenges in meeting local and regional demand for a skilled labor force. Some of these challenges relate to education levels, and others stem from logistical challenges associated with the geographic dispersion of the population and of employers.

Adults in rural areas on average have lower levels of educational attainment than those in urban areas.¹² One of the biggest differences in educational attainment is the share of adults with some type of postsecondary education. In addition, the geographic dispersion of the rural population makes accessing in-person education and training more costly in time and money and makes direct contact with employers more difficult.

Researchers and policymakers have noted that other common challenges for workforce development in rural areas include the scarcity of employers, varying quality of career technical education pathways, a weak career technical education teacher pipeline, scarce funding for instructors and facilities, and inadequate IT infrastructure and support.¹³ These issues can also make it more difficult for colleges to adapt their

Key Takeaways: Colleges Serving Rural Areas

- A majority of all colleges both developed new programs and enhanced existing programs as part of their grant activities. However, a larger share of other colleges developed new programs whereas a larger share of rural ones enhanced existing programs.
- Larger shares of rural colleges developed longer-term credentials such as certificates of college completion or more than one year and academic degrees.
- Among accelerated learning strategies, greater percentages of rural colleges implemented credits for work experience and prior learning assessments.
- To foster college persistence, greater percentages of rural colleges implemented restructuring of developmental education, while greater percentage of other colleges implemented contextualized learning. Greater percentages of rural colleges used simulations to promote connections to employment.
- Rural colleges engaged in targeted recruitment of program participants less frequently than other colleges.
- Rural colleges partnered with new organizations or enhancing existing partnerships at lower rates than other colleges. The main challenges to sustainability of grant-funded activities was insufficient funding for both rural and other colleges.

¹² The national statistics presented for context in this chapter are based on U.S. Census definitions of *urban* and *rural*, which are somewhat different from how the research team defined *rural* and *other* for the purposes of the analysis. The Census Bureau defines urban areas as including urbanized areas of 50,000 or more people and urban clusters of at least 2,500 and fewer than 50,000 people. It defines rural areas to cover all the population, housing, and territory not included within an urban area. For the purposes of the TAACCCT college survey analysis, the research team used the colleges' self-reported descriptions of the areas they served to designate colleges as rural or not as discussed later.

¹³ See, for example, Western Governor's Development Initiative, *Rural Workforce Development Challenges*, March 2018 webinar, accessed March 2019 at <https://westgov.org/news/article/register-for-webinar-rural-workforce-development-challenges>; Rosenfeld, Stuart A. 2018. "Skills to Sustain Rural Economies," *Investing in America's Workforce: Improving*

programs or develop new programs in response to changes in the types of skills and experience in demand.¹⁴

TAACCCT grants enabled rural colleges to better meet local needs by designing or enhancing training programs or services, including technology-based learning. Given the challenges for workforce development in rural areas, one might expect to see rural grantees investing in programming and infrastructure to mitigate the effects of geographic dispersion, such as online or hybrid learning and virtual career opportunities and employment connections.

This chapter uses TAACCCT college survey data across all four rounds to compare the implementation of grant activities by colleges operating in rural areas, compared to those that operate in urban or suburban areas, in terms of service provision, recruitment practices, partnerships, and sustainability of grant activities. The analyses compare survey responses for the 407 *rural colleges* that indicated on the survey that they serve only rural areas (i.e., not urban or suburban areas) to 312 *other colleges* that indicated on the survey that they serve only urban or suburban areas (i.e., not rural areas).¹⁵ The analyses exclude colleges that reported they serve a combination of urban/suburban and rural areas, because their responses could not allow a comparison of the rural experience. The Conclusion (Chapter 5) provides a set of questions that may help guide an exploration of why the differences between rural and other colleges might exist.

2.1. SERVICE PROVISION

This section examines whether rural and other colleges focused on similar industries when implementing their TAACCCT grants. It also compares the two college types in terms of the components of their training programs and in the learning and education strategies offered.

Overall, both types of colleges generally focused on similar industries; the few differences were for less common industries. Both groups developed new programs and enhanced existing ones, with differences in the proportion that developed new versus enhanced programs. Both types of colleges developed new credentials, but the types varied. Rural and other colleges developed college persistence strategies as well as employment connections, each with small differences in the focus of their activities.

Both rural and other colleges focused their TAACCCT activities on a broad range of industries, with a few differences among less common industries.

The college survey asked colleges to select their industries of focus from among 22 possible response categories. A similar percentage of rural and other colleges reported focusing on a broad array of industries. For most industries, the percentage point differences between the two types of colleges ranged from zero to three, suggesting the two types of colleges made similar choices (not shown in exhibit). However, there were a few differences in the survey responses related to less common

Outcomes for Workers and Employers, Andreason et al. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research, pp. 195-211.

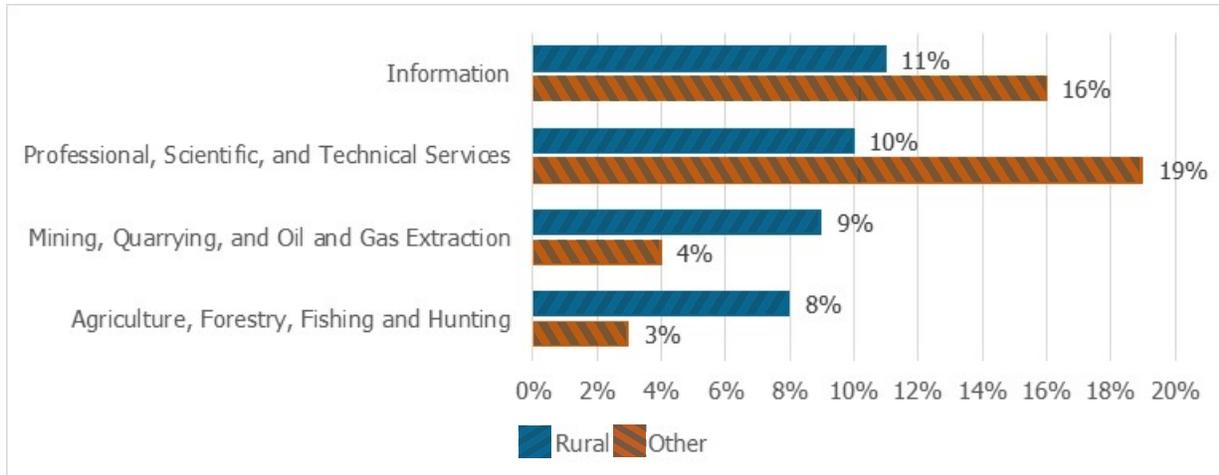
¹⁴ Advance CTE: State Leaders Connecting Learning to Work, *CTE on the Frontier: Catalyzing Local Efforts to Improve Program Quality*, accessed March 2019 at <https://careertech.org/resource/cte-frontier-program-quality>.

¹⁵ This is the universe of 719 rural and other colleges surveyed. For any given survey question, the number of colleges responding from either group might be lower. Appendix A provides full survey response tables for rural and other colleges.

CHAPTER 2: IMPLEMENTING GRANT ACTIVITIES IN RURAL COLLEGES

industries, shown in **Exhibit 2-1**. For example, a greater percentage of rural colleges focused on agriculture (eight percent versus three percent), and a lower percentage focused on professional, scientific, and technical services (10 percent versus 19 percent).

Exhibit 2-1. Largest Differences in Focus Industries of Rural and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=399$ rural colleges (8 missing respondents) and 312 other colleges (0 missing respondents).

A greater percentage of rural colleges used grant funds to enhance existing training and career pathways programs, and a lower percentage used funds to institute new programs.

As shown in **Exhibit 2-2** below, a majority of colleges developed new programs and enhanced existing ones as part of their grant activities. However, a larger share of other colleges developed new programs whereas a larger share of rural ones enhanced existing programs. Some 72 percent of other colleges created at least one new program, compared to 61 percent of rural colleges. By contrast, 74 percent of rural colleges enhanced existing programs, compared to 67 percent of other colleges. The number of new programs and program enhancements were somewhat smaller for rural colleges than for other colleges.

Exhibit 2-2. Introduction of New Programs Developed and Enhancement of Existing Programs by Rural and Other Colleges

	Rural	Other
Percentage of colleges that developed at least 1 new program	61%	72%
Percentage of colleges that enhanced at least 1 existing program	74%	67%
Average number of new programs developed	1.48	2.04
Average number of existing programs enhanced	2.07	2.19

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=407$ rural colleges (0 missing respondents) and 288 other colleges (24 missing respondents).

Rural and other colleges developed new career pathways programs at the same rate (76 percent) (not shown in exhibit).

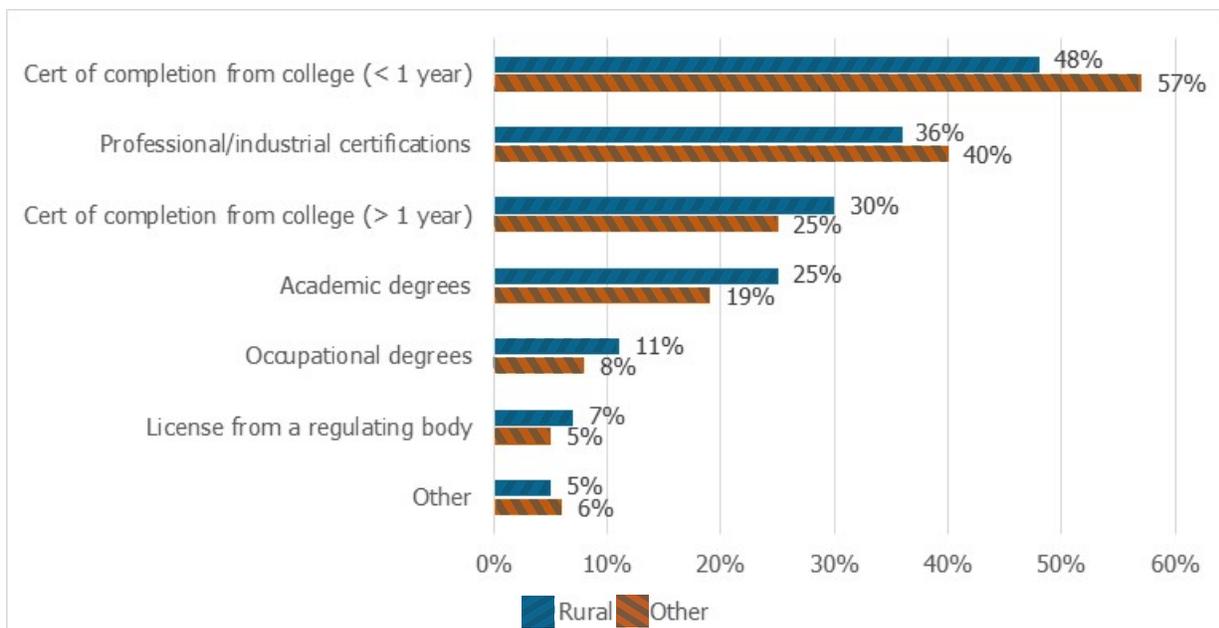
CHAPTER 2: IMPLEMENTING GRANT ACTIVITIES IN RURAL COLLEGES

A larger share of other colleges developed new credentials, but more rural colleges developed longer-term credentials.

A majority of both types of colleges developed new credentials, but a smaller percentage of rural colleges did so (69 percent compared to 77 percent of other colleges) (not shown in exhibit).

As shown in **Exhibit 2-3**, there were some differences in the types of credentials that rural and other colleges developed. Compared to the rural colleges, a greater percentage of other colleges developed certificates of completion of *less* than one year (57 percent versus 48 percent) and professional or industrial certifications (40 percent versus 36 percent). By contrast, a greater percentage of rural colleges developed certificates of completion of *more* than one year (30 percent versus 25 percent) and new academic degrees (25 percent versus 19 percent).

Exhibit 2-3. Types of Credentials Developed for Training Programs Developed or Enhanced by Rural and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=393 rural colleges (14 missing respondents) and 291 other colleges (21 missing respondents).

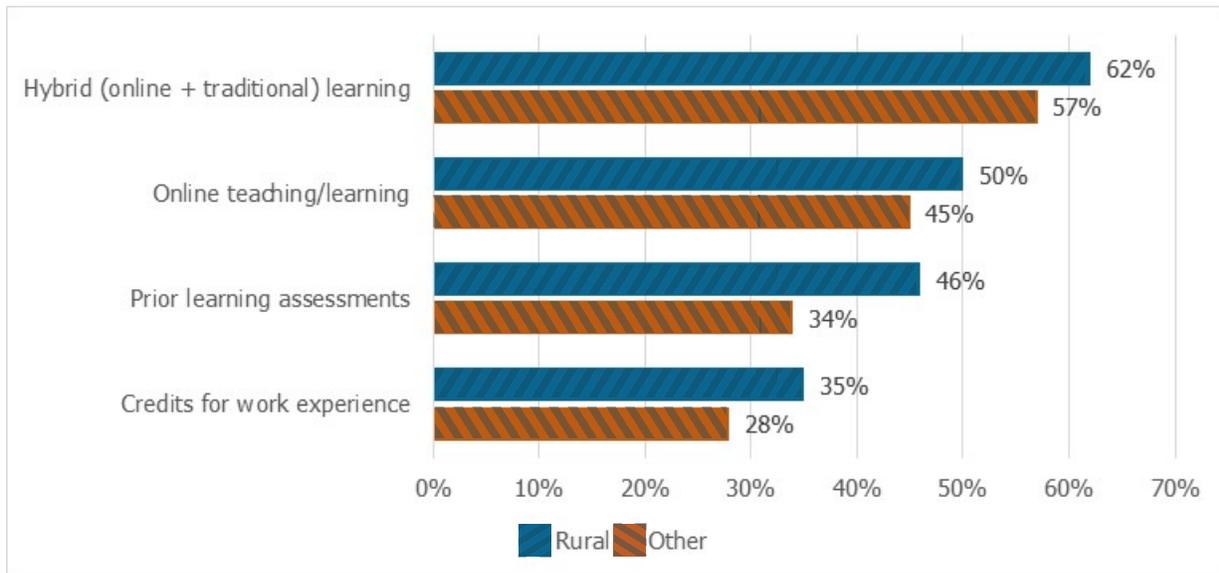
A larger percentage of rural colleges implemented new prior learning assessments and credits for work experience to accelerate learning.

With regard to accelerated learning strategies, 30 to 40 percent of both types of colleges implemented articulation and transfer policies and agreements as part of their grants (not shown in exhibit). However, compared to other colleges, as shown in **Exhibit 2-4**, some 46 percent of rural colleges (compared to 34 percent of others) implemented prior learning assessments, and 35 percent of rural colleges (compared to 28 percent of others) implemented credit for work experience.

CHAPTER 2: IMPLEMENTING GRANT ACTIVITIES IN RURAL COLLEGES

Exhibit 2-4 also shows that 50 percent of rural colleges implemented online teaching or learning strategies, and 62 percent implemented hybrid strategies; rates that are similar to those of other colleges (five percentage point differences). The research team hypothesized that rural colleges might implement online strategies at higher rates than their counterparts, because of the potential for online learning to overcome geographic distance between learners and instructors. However, online strategies were commonly used by both types of colleges. Lack of access to high-speed internet in rural areas could also have been a limiting factor for rural colleges considering online strategies (Rosenboom and Blagg 2018).

Exhibit 2-4. Largest Differences in Accelerated Learning Strategies Implemented by Rural and Other Colleges



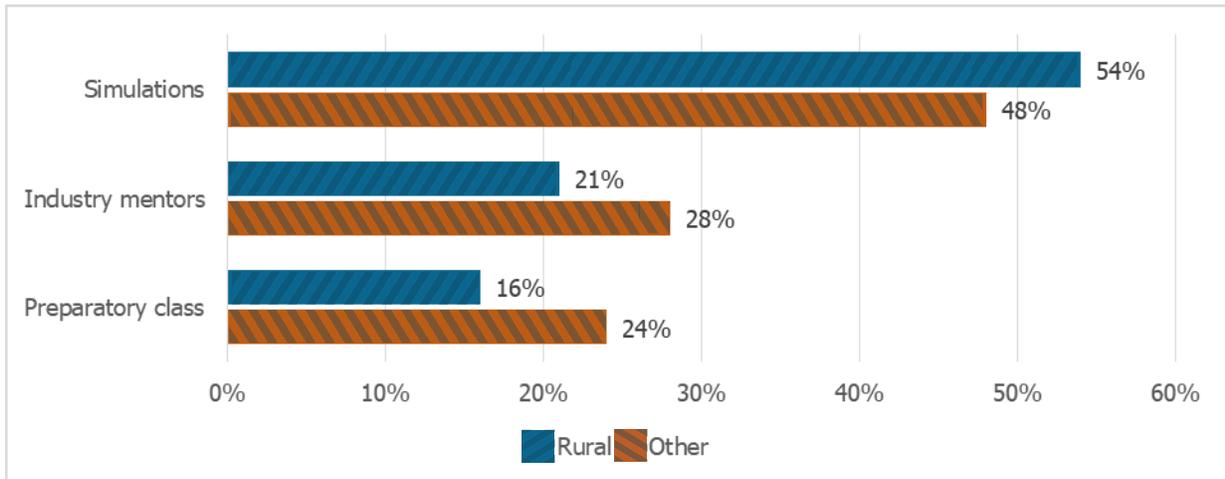
Source: Urban Institute Survey of TAACCT Colleges, Rounds 1-4.

Note: $N=307$ rural colleges (100 missing respondents) and 285 other colleges (27 missing respondents).

A greater share of rural colleges implemented restructured developmental education and simulations to promote employment connections.

Exhibit 2-5 shows the differences between the two types of colleges' implementation of employment connection strategies. Rural colleges implemented simulations at higher rates but industry mentors and a preparatory class at lower rates. This is consistent with the geographic dispersion of the population and the scarcity of employers in rural areas.

Exhibit 2-5. Largest Differences in Connections to Employment Strategies Implemented by Rural and Other Colleges



Source: Urban Institute Survey of TAACCT Colleges, Rounds 1-4.
 Note: N=307 rural colleges (100 missing respondents) and 285 other colleges (27 missing respondents).

2.2. RECRUITMENT

This section examines rural and other colleges’ recruitment for TAACCT-supported activities, including target populations, recruitment strategies and challenges, and enrollment requirements. Overall, rural colleges engaged in targeted recruitment less frequently than did other colleges, and they used somewhat different recruitment methods. The two college types generally identified similar recruitment challenges, with a few notable differences related to the target population’s skills and the local economy. Rural and other colleges largely had similar enrollment requirements, but with rural colleges reporting more use of college entrance exams and use of interviews.

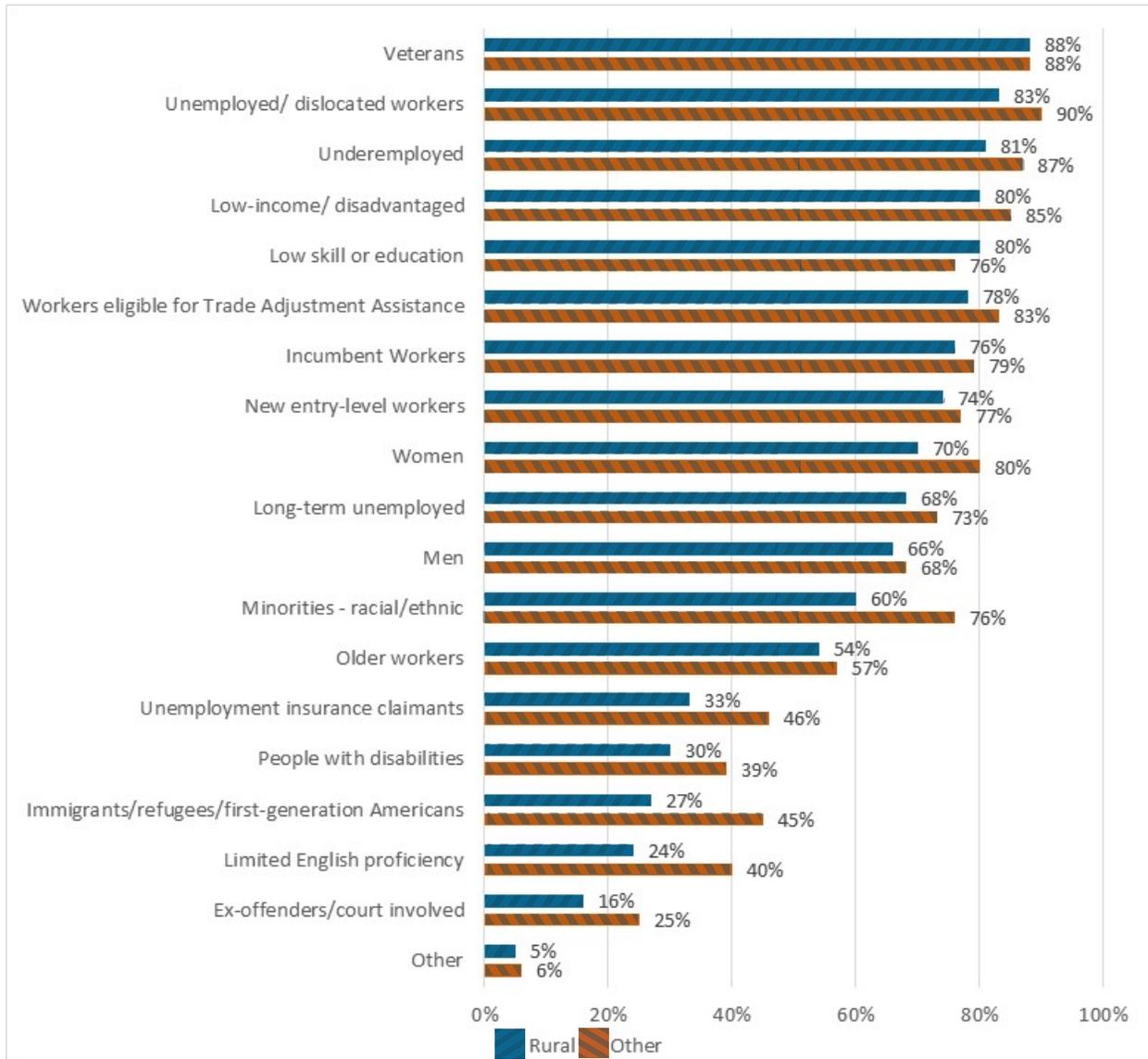
A smaller percentage of rural colleges than others targeted specific populations for enrollment in grant-supported activities.

The college survey included questions to identify the populations recruited for grant-supported activities. Colleges could select from among 19 populations and identify multiple populations as their targets for recruitment. Rural colleges targeted 17 of the 19 populations at a lower rate than did other colleges (**Exhibit 2-6** below). The exceptions were individuals with low skills or education, recruited by a greater percentage of rural colleges; and veterans, recruited at about the same rate by rural and other colleges.

Exhibit 2-6 also shows five populations that rural colleges targeted at rates at least 10 percentage points lower than did other colleges: women; racial or ethnic minorities; Unemployment Insurance (UI) claimants; immigrants, refugees, or first-generation Americans; and people with limited English proficiency. These differences in the populations targeted by rural and other colleges may reflect, at least in part, the different demographic and economic characteristics of the areas they serve. For example, some rural areas have lower shares of immigrants and racial or ethnic minorities (and by extension people with limited English proficiency) than do urban and suburban areas (Parker et al. 2018).

CHAPTER 2: IMPLEMENTING GRANT ACTIVITIES IN RURAL COLLEGES

Exhibit 2-6. Subgroups Actively Recruited by Rural and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

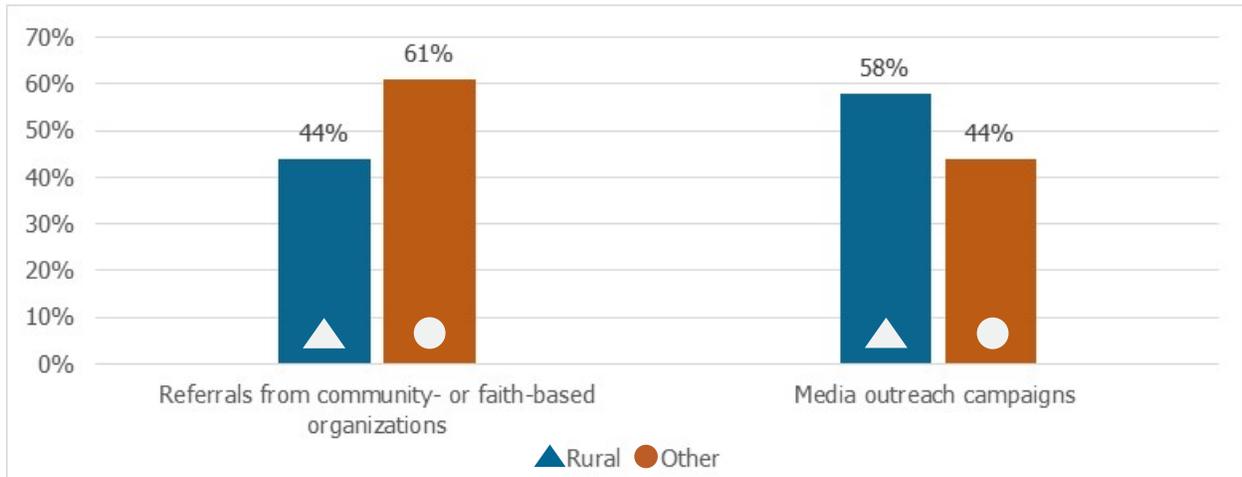
Note: N=397 rural colleges (10 missing respondents) and 300 other colleges (12 missing respondents).

A lower share of rural colleges used referrals from community- or faith-based organizations and a higher share used media campaigns.

Similar proportions of rural and other colleges used common recruitment strategies to identify potential participants for TAACCCT-supported activities. More than three-quarters of both used flyers and other promotional materials, partnerships with employers and industry associations, referrals from the workforce system, and informational websites. However, there were two differences in recruitment methods. First, compared to other colleges, a lower share of rural colleges used referrals from community- or faith-based organizations to recruit participants (44 percent versus 61 percent of other colleges) (**Exhibit 2-7**). Second, a larger share of rural colleges than other colleges used media outreach, such as TV or radio ads (58 percent versus 44 percent).

CHAPTER 2: IMPLEMENTING GRANT ACTIVITIES IN RURAL COLLEGES

Exhibit 2-7. Largest Differences in Outreach and Recruitment Strategies Used by Rural and Other Colleges

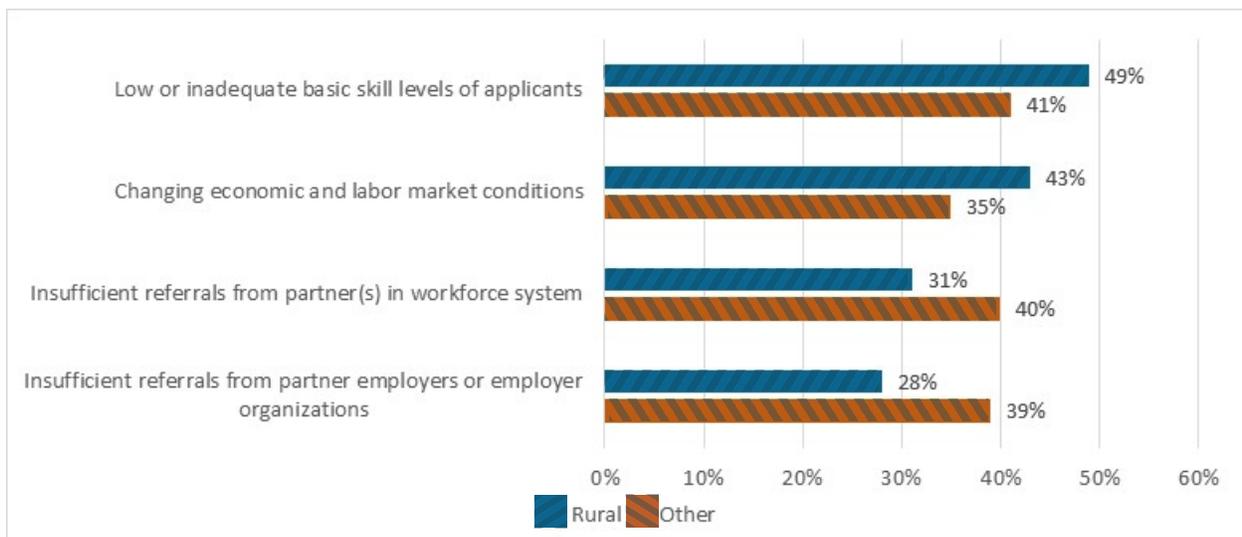


Source: Urban Institute Survey of TAACCT Colleges, Rounds 1-4.
 Note: *N*=400 rural colleges (7 missing respondents) and 306 other colleges (6 missing respondents).

Rural colleges more frequently identified low skill levels of applicants and changing market conditions as recruitment challenges.

The most common recruitment challenges for both types of colleges were conflicts between work and school hours and difficulties finding eligible participants. However, as **Exhibit 2-8** shows, greater percentages of rural colleges than others reported low or inadequate basic skills of potential participants as a challenge (49 percent versus 41 percent). A greater percentage of rural colleges also reported changing economic and labor market conditions as a challenge (43 percent versus 35 percent of other colleges). In contrast, other colleges reported insufficient referrals from employers and the workforce system as recruitment challenges at a higher rate than did rural colleges.

Exhibit 2-8. Largest Differences in Outreach or Recruitment Challenges as Rated by Rural and Other Colleges



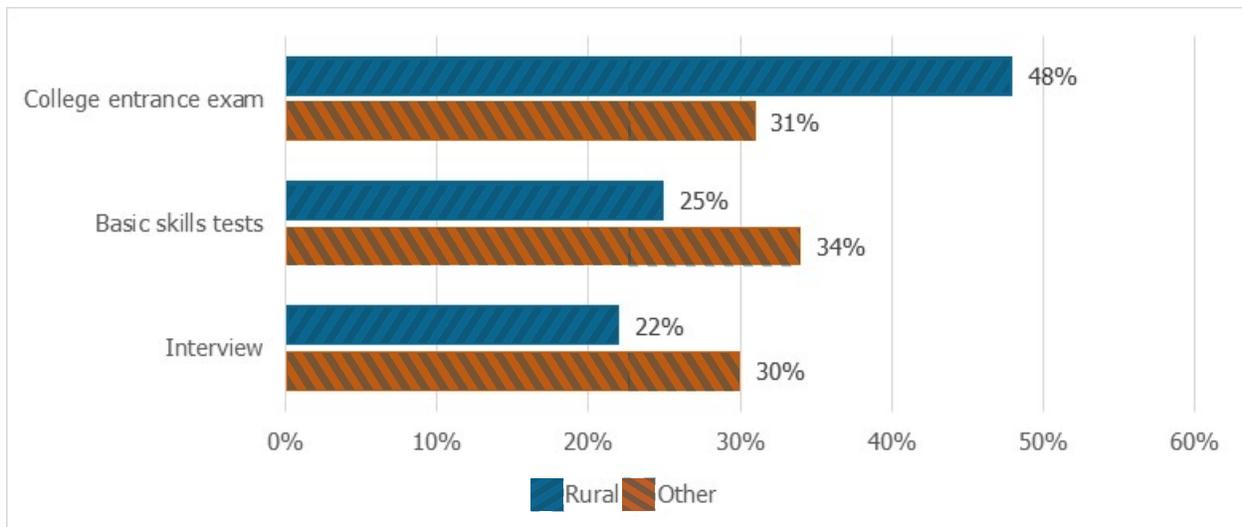
Source: Urban Institute Survey of TAACCT Colleges, Rounds 1-4.
 Note: *N*=400 rural colleges (7 missing respondents) and 303 other colleges (9 missing respondents).

CHAPTER 2: IMPLEMENTING GRANT ACTIVITIES IN RURAL COLLEGES

A greater percentage of rural colleges required college entrance exams for enrollment in grant-funded programs, whereas a lower percentage required basic skills tests or interviews.

For both rural and other colleges, a high school diploma or GED was the most common enrollment requirement for applicants to grant-funded programs. Eighty-three (83) percent of rural colleges and 77 percent of others reported requiring a high school diploma or GED (not shown in exhibit). For other enrollment requirements or screening tools there were some differences between rural and other colleges. As **Exhibit 2-9** shows, a greater percentage of rural colleges required a college entrance exam, such as the SAT, ACT, or COMPASS, than did other colleges (48 percent versus 31 percent). In contrast, a lower percentages of rural colleges used basic skills testing (25 percent versus 34 percent) or required interviews at application (22 percent versus 30 percent) than did other colleges.

Exhibit 2-9. Largest Differences in Enrollment Requirements for Non-TAA Participants of Rural and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=393$ rural colleges (14 missing respondents) and 301 other colleges (11 missing respondents).

2.3. PARTNERSHIPS

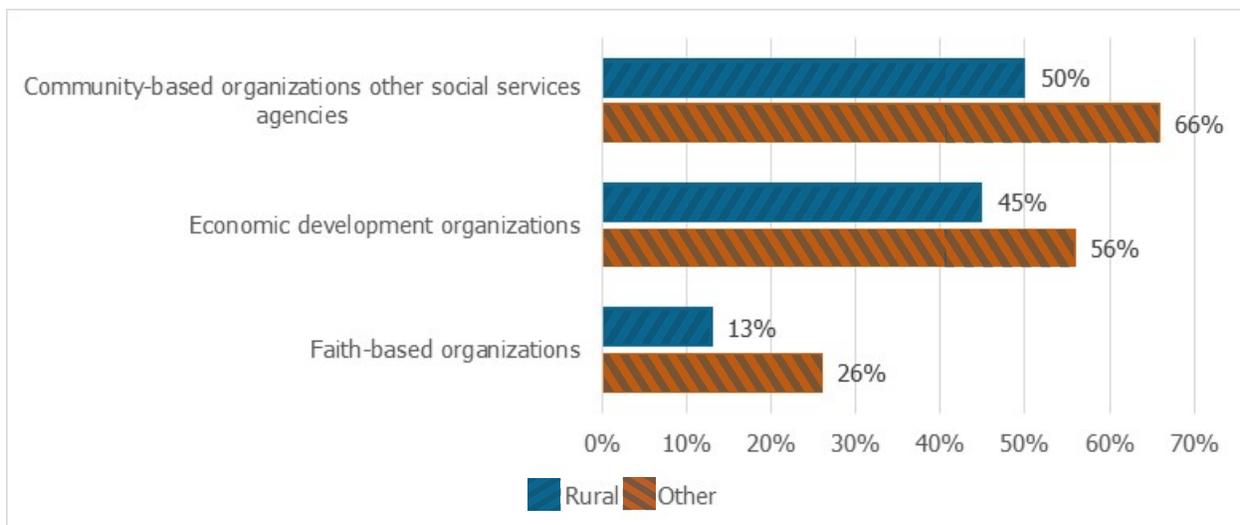
This section describes rural and other colleges' reported experiences engaging partners for grant-related activities. Overall, rural colleges reported partnering with new organizations or enhancing existing partnerships at lower rates but receiving more resources, such as equipment, from industry partners, and more participation from workforce agencies in areas such as steering committee participation than did other colleges. Similar proportions of both types of colleges rated the organizational partnerships they established as part of the grant as very or somewhat likely to continue after the end of the grant.

CHAPTER 2: IMPLEMENTING GRANT ACTIVITIES IN RURAL COLLEGES

A lower proportion of rural colleges partnered with community-based organizations and other social service agencies, economic development organizations, and faith-based organizations.

Rural colleges reported partnering with new organizations or enhancing existing partnerships at lower rates than did other colleges. **Exhibit 2-10** below shows the partner organizations for which the largest gaps between rural and other colleges exist. The largest difference between the two types of colleges was partnerships with community-based organizations and social service agencies (50 percent of rural colleges versus 66 percent of other), followed by faith-based organizations (13 percent of rural colleges versus 26 percent of other). A smaller percentage of rural colleges than others partnered with economic development organizations (45 percent versus 56 percent). It is important to note that more than 60 percent of rural colleges and other colleges developed or enhanced partnerships with local workforce investment boards or American Job Centers as part of their grants.

Exhibit 2-10. Largest Differences in the Types of External Organizations With Which Rural and Other Colleges Expanded Current or Developed New Partnerships



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=383$ rural colleges (24 missing respondents) and 298 other colleges (14 missing respondents).

A greater percentage of rural colleges received equipment, space, and facilities assistance from industry partners, as well as advisory or steering committee participation and job search assistance from workforce system partners.

About 80 percent of both rural colleges and other colleges developed or enhanced partnerships with industry associations, employers, or chambers of commerce as part of their grants (not shown in exhibit). For the most part, these partners provided similar types of assistance to both types of colleges. However, a greater proportion of rural colleges received equipment, space, and facilities than did other colleges (34 percent versus 25 percent). Likewise, 25 percent of rural colleges reported using facilities provided by these partners, compared to 18 percent of other colleges.

As with the industry associations, workforce investment boards generally provided similar types of assistance to rural and other colleges. However, a greater share of rural colleges compared to other colleges received assistance in the form of advisory or steering committee participation (46 percent versus 38 percent) and job placement assistance (55 percent versus 48 percent).

CHAPTER 2: IMPLEMENTING GRANT ACTIVITIES IN RURAL COLLEGES

Similar shares of rural and other colleges rated their partnerships as very or somewhat successful and likely to continue after the end of the grant.

Rural and other colleges did not differ in their perceived success in working with partners. A majority of both types of colleges rated their partnerships as very or somewhat successful in terms of communication, making program changes, and engagement throughout the grant period.

There were few differences between rural and other colleges in the likelihood of partnerships continuing post grant. However, a lower percentage of rural colleges compared to others rated their partnerships with faith-based organizations as likely to continue (49 percent versus 61 percent). As discussed above, rural colleges reported partnering with faith-based organizations less frequently than did other colleges.

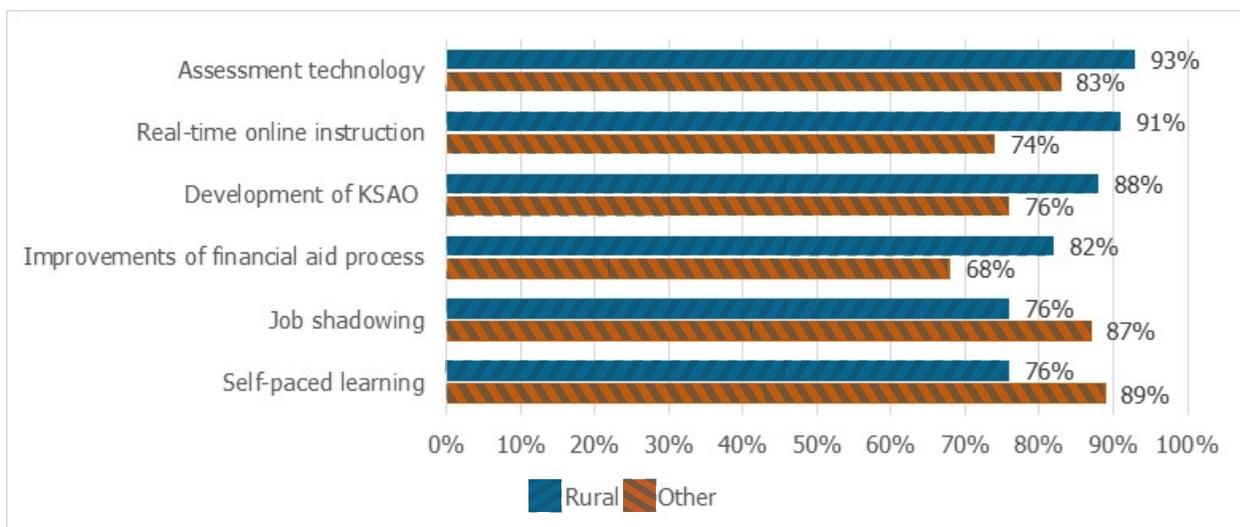
2.4. SUSTAINABILITY

This section examines rural and other colleges' reported likelihood of sustaining their TAACCT-funded activities and partnerships. Overall, rural and other colleges indicated interest in continuing most strategies, but higher shares of rural colleges planned to continue real-time online instruction. Generally, rural and other colleges expected their partners to help them sustain programming in similar ways. Differences in the expected future contributions of partners aligned with differences in how the partners contributed during the grant period.

Similar shares of rural and other colleges indicated interest in continuing most grant-funded activities with some notable differences.

Generally, similar shares of rural and other colleges planned to continue the learning and training strategies implemented under the grant, including career coaching and counseling (78 percent versus 74 percent), stackable or latticed credentials (95 percent versus 91 percent), and articulation between programs (94 percent of both groups). However, six notable differences are highlighted in **Exhibit 2-11**.

Exhibit 2-11. Largest Differences in Instructional and Training Strategies That Rural and Other Colleges Plan to Sustain



KSAO = knowledge, skills, abilities and other characteristics

Source: Urban Institute Survey of TAACCT Colleges, Rounds 1-4.

Note: N=384 rural colleges (23 missing respondents) and 293 other colleges (19 missing respondents).

CHAPTER 2: IMPLEMENTING GRANT ACTIVITIES IN RURAL COLLEGES

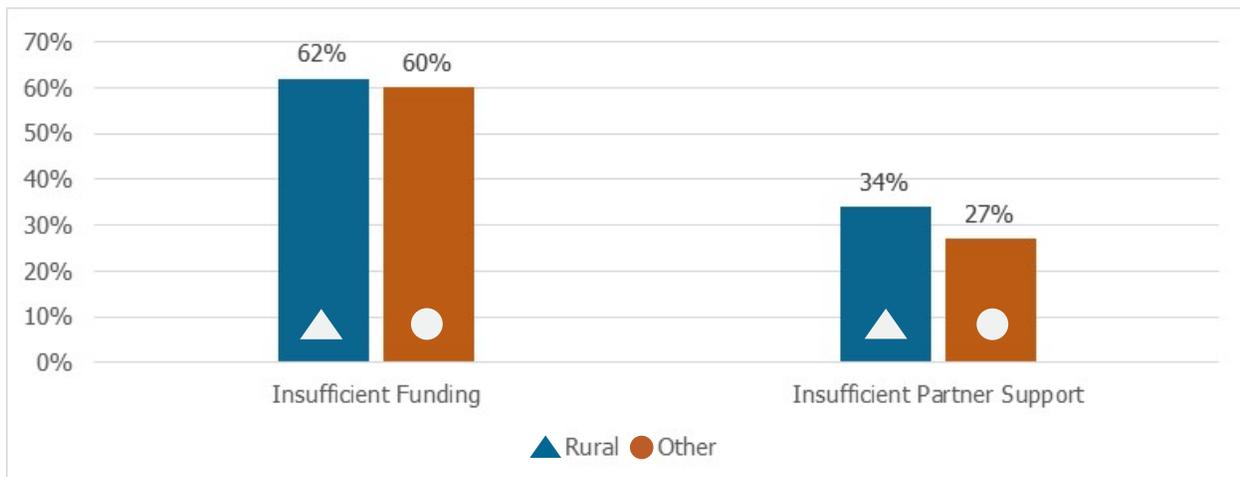
Among accelerated learning strategies, a greater percentage of rural colleges compared to others planned to continue assessment technology (93 percent versus 83 percent) and real-time online instruction (91 percent versus 74 percent). In contrast, a greater percentage of other colleges planned to sustain self-paced learning strategies than do rural ones (89 percent versus 76 percent). The gap in real-time online instruction is notable. As discussed in Section 3.1 above, the research team hypothesized that greater percentages of rural colleges than other colleges would use online learning strategies to address the geographic distance between students and instructors. This hypothesis did not bear out in the service provision section. However, in terms of sustainability, a greater percentage of rural colleges planned to sustain real-time online instruction after the grant term.

Among college persistence strategies, a greater percentage of rural colleges compared to other colleges planned to continue development of knowledge, skills, and abilities and improvements in financial aid processes. In terms of employment-related activities, a greater percentage of other colleges compared to rural ones planned to continue job shadowing.

A higher share of rural colleges reported insufficient partner support as a challenge to sustaining program activities after the end of the grants.

The most commonly reported challenge to sustaining program activities after the end of the grant for both rural colleges and other colleges was insufficient funding. As shown in **Exhibit 2-12**, similar proportions of rural colleges and other colleges reported that challenge. The next most common challenge was insufficient partner support; rural colleges reported this challenge at a higher rate than did other colleges (34 percent versus 27 percent). This may relate to the finding that rural colleges developed or enhanced partnerships at a lower rate overall (see Section 2.3). Rural and other colleges experienced other, less common sustainability challenges at similar rates.

Exhibit 2-12. Largest Challenges in Rural and Other Colleges' Sustainability Plans



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

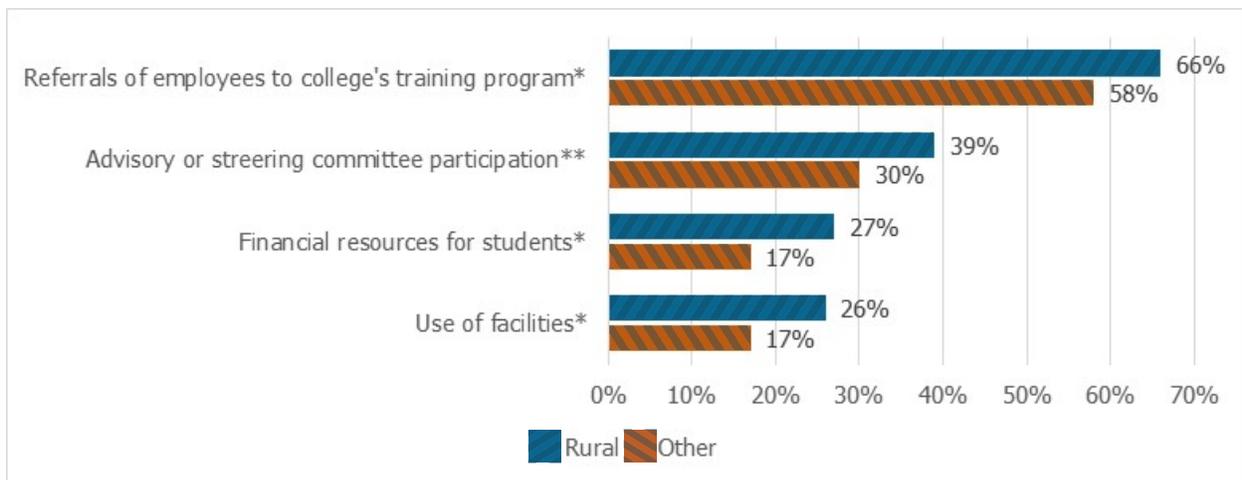
Note: $N=389$ rural colleges (18 missing respondents) and 296 other colleges (16 missing respondents).

CHAPTER 2: IMPLEMENTING GRANT ACTIVITIES IN RURAL COLLEGES

Rural and other colleges expected their partners to help them sustain programming in similar ways.

Overall, rural and other colleges expected their employer and workforce system partners to contribute to sustaining programming in similar ways. However, as shown in **Exhibit 2-13** below, greater percentages of rural colleges than others planned to rely on employer and industry association partners for referrals of employees to the college's training programs (66 percent versus 58 percent), financial resources for students (27 percent versus 17 percent), and use of facilities (26 percent versus 17 percent). A greater percentage of rural colleges planned to rely on public workforce system partners for advisory or steering committee participation. Rural colleges planned to receive similar types of assistance from their partners in the future as they received during the period of the grant.

Exhibit 2-13. Largest Differences in Roles of Partner Organizations in Sustaining Grant Activities for Rural and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=381$ rural colleges (26 missing respondents) and 296 other colleges (16 missing respondents).

* Role expected from employer or industry association partners.

** Role expected from public workforce system partners.

3. TAACCCT Grants and Local Economic Context

The TAACCCT grant program was authorized in 2009, at the height of the economic recession, to increase colleges' capacity to meet local and regional labor demand for a skilled workforce. This chapter examines the extent to which TAACCCT colleges may have responded to prevailing economic conditions when implementing their grant activities. This chapter describes the extent to which colleges *perceive* themselves as responding to local economic recovery and expansion in the design and implementation of their grant activities.

Many colleges reported that major plant closings and layoffs affected the geographic area they served in the five years prior to grant award as well as since the start of their grant. The analyses compare the survey responses from two groups: colleges that indicated on the survey that local economic recovery and expansion did influence their grant design or implementation (*economy-focused colleges*) and colleges that did not (*other colleges*).¹⁶

The remainder of this chapter presents findings that compare survey responses of economy-focused and other colleges in the areas of service provision, recruitment, partnerships, and sustainability. The Conclusion (Chapter 5) provides a set of questions that may help guide an exploration of why the differences between economy-focused and other colleges might exist.

Key Takeaways: Colleges Focused on the Local Economy

- Colleges focused on local economic recovery and expansion engaged in more grant-funded activities than did other colleges.
- Similar percentages of both types of colleges reported focusing on a broad array of industries. However, greater percentages of economy-focused colleges targeted manufacturing. The reverse was true for the healthcare and social assistance industry.
- Larger shares of economy-focused colleges implemented various types of accelerated learning, college persistence and completion strategies, and connections to employment.
- Economy-focused colleges engaged in more targeted recruitment than did other colleges. Greater percentages also targeted more types of new subgroups, such as the long-term unemployed, underemployed, unemployed and dislocated workers.
- Greater percentages of economy-focused colleges reported partnering with new organizations or enhancing their existing partnerships.
- Greater percentages of economy-focused colleges planned to sustain various types of education and learning strategies, whereas greater percentages of other colleges expected to experience sustainability challenges.

¹⁶ Appendix B provides full survey response tables for economy-focused and other colleges.

3.1. LOCAL ECONOMIC CONTEXT: AN OVERVIEW AND TRENDS ACROSS ROUNDS

This section reports colleges' responses to survey questions about whether economic factors prior to and during their grant implementation affected the local areas they served. It also describes trends in colleges' perceptions of the local economic context across rounds. More than two-thirds of colleges reported that local plant closings and layoffs were a concern before their grants began. Local economic contextual factors or the extent to which economic recovery and expansion affected grant implementation differed little across grant rounds.

Across rounds, colleges reported that the geographic area served by their grant-funded activities was affected by large employer plant closings and layoffs in the five years prior to their grant and also in the years since the start of their grant. However, a greater percentage of colleges reported that plant closings and layoffs were a concern before their grant began (68 percent) than during implementation (48 percent). Challenging local economic conditions may have been among the reasons why colleges applied for the grant program. For some colleges, these conditions appeared to subside or stabilize during their grant period.

The survey also asked colleges to identify factors that influenced the design or implementation of their grant-funded programs. Staff appeared to take local economic conditions, including the post-Great Recession expansion, into consideration when planning for and executing their grant activities. Nearly 70 percent of colleges across rounds reported that economic recovery or expansion in the three years post grant award influenced the design or implementation of their grant-funded activities.

3.2. SERVICE PROVISION

This section examines whether economy-focused and other colleges concentrated on similar industries for their grant-supported activities. It also examines similarities and differences between the two college types in the components of their training programs, such as whether programs were part of a career pathway, whether programs were for credit, and what learning and education strategies programs offered. Similar percentages of economy-focused and other colleges reported concentrating on a broad array of industries; however, greater percentages of economy-focused colleges concentrated on manufacturing, whereas the reverse was true for healthcare and social assistance. More economy-focused colleges implemented college persistence and completion strategies and connections to employment.

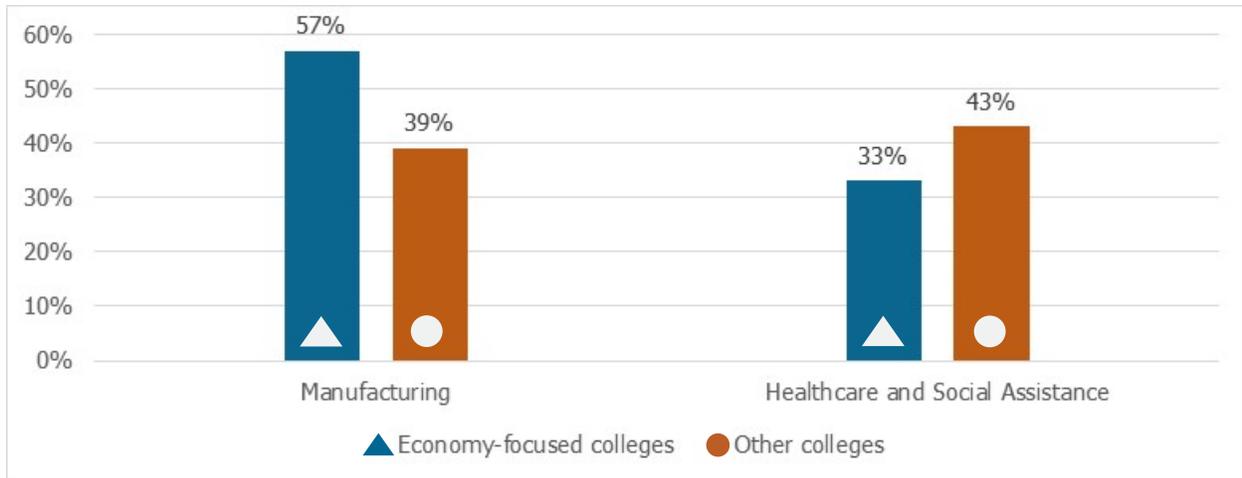
Economy-focused and other colleges concentrated on a broad array of industries at similar rates, with the exception of manufacturing and healthcare and social assistance.

The college survey asked colleges to select their industries of concentration from among 22 possible response categories, ranging from IT to public administration to wholesale trade to construction.¹⁷ For 20 of these 22 categories, there were no large (i.e., seven percentage point) differences between the two college types; rather, differences ranged from zero to three percentage points.

¹⁷ Colleges could select more than one focus industry.

As reported in the *TAACCCT College Survey Report* (Trutko et al. 2020), colleges most commonly concentrated on manufacturing and healthcare and social assistance (Eyster, Cohen, Mikelson, and Durham 2017). As shown in **Exhibit 3-1**, there were large differences in concentration between the two types of colleges. Fifty-seven (57) percent of economy-focused colleges and 39 percent of other colleges offered manufacturing programs, an 18 percentage point difference. With regard to healthcare and social assistance, the ratios flipped. Other colleges offered programs in the healthcare and social assistance industry at higher rates than did economy-focused ones.

Exhibit 3-1. Largest Differences in Focus Industries of Economy-focused and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=706 economy-focused colleges (2 missing colleges) and 306 other colleges (1 missing college).

Greater percentages of economy-focused colleges instituted new training programs.

Most colleges, regardless of subgroup, developed at least one new training program as part of their grant activities. However, a larger share of economy-focused colleges (71 percent) did so than other colleges (64 percent). The two groups of colleges did not differ much in terms of enhancing existing programs (73 percent and 70 percent, respectively).

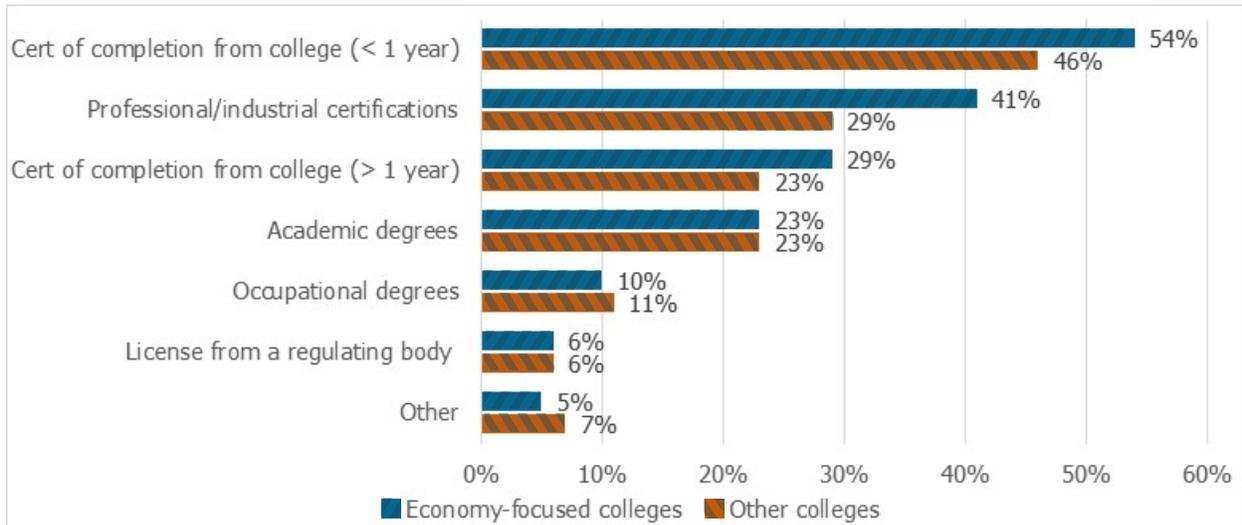
Similar percentages of economy-focused and other colleges offered for-credit training programs and credentials.

Sixty-six (66) percent of economy-focused colleges offered credit-bearing programs versus 63 percent of other colleges. There was a larger gap between the groups in development of new credentials. More than three-quarters of economy-focused colleges (76 percent) developed new credentials, compared to 69 percent of other colleges. Hence, majorities of both types of colleges developed new credentials, but economy-focused colleges did so more frequently.

As shown in **Exhibit 3-2** below, economy-focused and other colleges developed similar types of credentials with two exceptions. More economy-focused colleges developed certificates of completion of less than one year (54 percent versus 46 percent) and professional and industrial certifications (41 percent versus 29 percent).

CHAPTER 3: TAACCCT GRANTS AND LOCAL ECONOMIC CONTEXT

Exhibit 3-2. Types of Credentials for Training Programs Developed or Enhanced by Economy-focused and Other Colleges



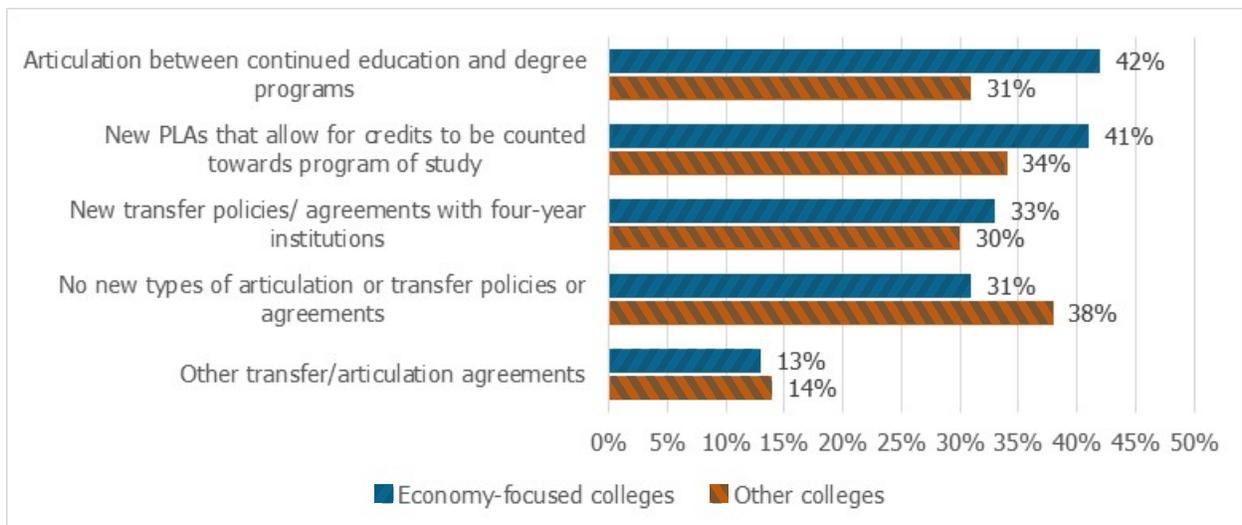
Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=687 economy-focused colleges (21 missing colleges) and 293 other colleges (14 missing colleges).

A greater percentage of economy-focused colleges implemented articulation and transfer policies and agreements.

As shown in **Exhibit 3-3** below, more economy-focused colleges than other colleges implemented articulation or transfer policies or agreements: 42 percent implemented articulation agreements between continued education and degree programs, compared to 31 percent; and 41 percent implemented new prior learning assessments (PLAs) to allow credits to be counted towards programs of study, compared to 34 percent.

Exhibit 3-3. Implementation of New Types of Articulation or Transfer Policies or Agreements by Economy-focused and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

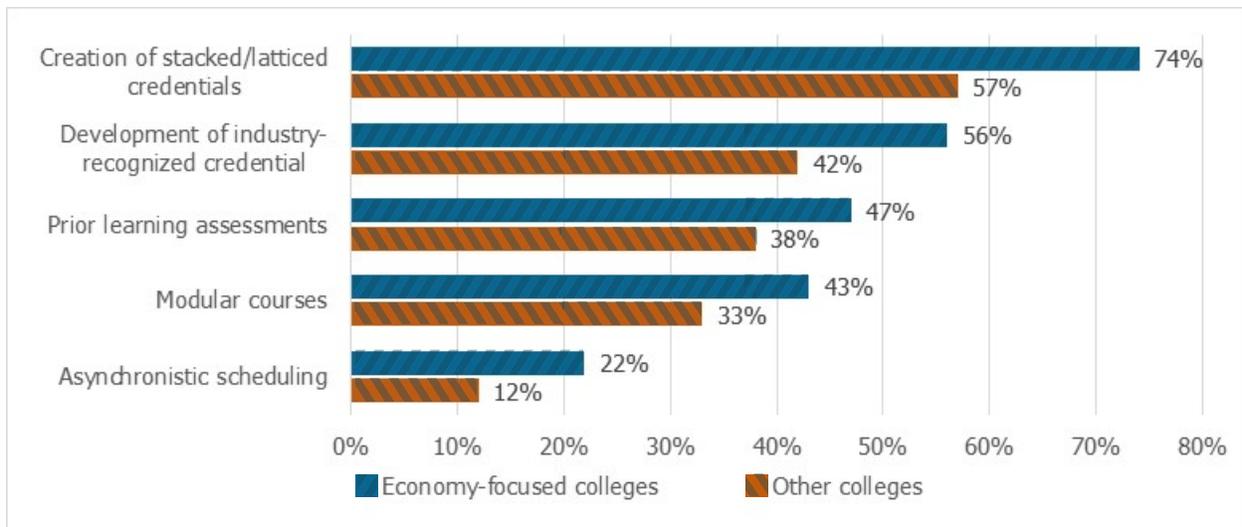
Note: *N*=655 economy-focused colleges (53 missing colleges) and 284 other colleges (23 missing colleges).

More other colleges reported no new policies or agreements (38 percent versus 31 percent of economy-focused ones). It should be noted, however, that overall, fewer than half of colleges in either group implemented new articulation agreements and policies.

A greater percentage of economy-focused colleges implemented strategies to support accelerated learning, college persistence, and connections to employment.

As **Exhibit 3-4** shows, more economy-focused colleges implemented accelerated learning strategies than did other colleges. More economy-focused colleges created stacked and latticed credentials (74 percent versus 57 percent) and developed industry-recognized credentials (56 percent versus 42 percent). Greater percentages of economy-focused colleges also implemented PLAs, modular courses, and asynchronistic scheduling.

Exhibit 3-4. Largest Differences in Accelerated Learning Strategies Implemented by Economy-focused and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N=702 economy-focused colleges (6 missing colleges) and 306 other colleges (1 missing college).

Both types of colleges offered connections to employment (not shown in exhibit). Greater percentages of economy-focused colleges provided career coaching and counseling (74 percent versus 64 percent of other colleges, or a 10 percentage point difference). There were also differences between economy-focused and other colleges in terms of offering internships (53 percent and 44 percent, respectively) and industry mentors (27 percent and 18 percent, respectively). Finally, more economy-focused colleges than other colleges implemented college persistence strategies (not shown in exhibit). The most commonly implemented college persistence strategy—student remediation and enhanced academic support—was implemented by 56 percent of economy-focused colleges, compared with 49 percent of other colleges.

3.3. RECRUITMENT

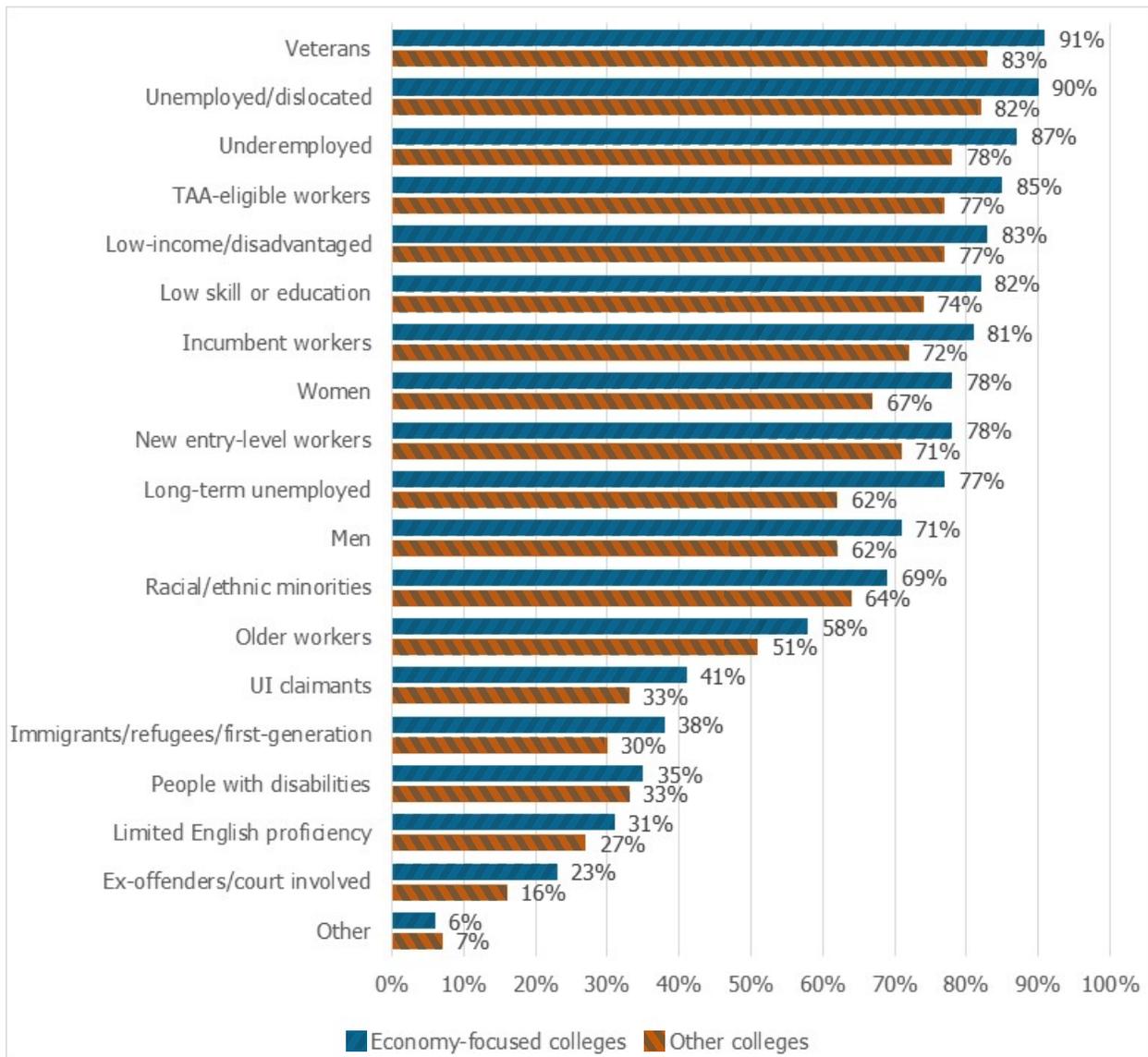
This section examines participant recruitment, including targeted subgroups, enrollment requirements, and recruitment strategies and challenges. Economy-focused colleges engaged in more targeted recruitment than did others, but both types of colleges used similar recruitment strategies and experienced similar recruitment challenges.

CHAPTER 3: TAACCCT GRANTS AND LOCAL ECONOMIC CONTEXT

A greater percentage of economy-focused colleges engaged in targeted recruitment.

Greater percentages of economy-focused colleges targeted every population subgroup listed in the survey, including long-term unemployed individuals (77 percent versus 62 percent), underemployed workers (87 percent versus 78 percent), and unemployed and dislocated workers (90 percent versus 82 percent) (see [Exhibit 3-5](#) below). However, it is also important to note that the two college types targeted many subgroups at similar rates (e.g., racial/ethnic minorities at 64 percent by other colleges versus 69 percent by economy-focused colleges; people with disabilities at 33 percent by other colleges versus 35 percent by economy-focused colleges).

Exhibit 3-5. Subgroups Actively Recruited by Economy-focused and Other Colleges



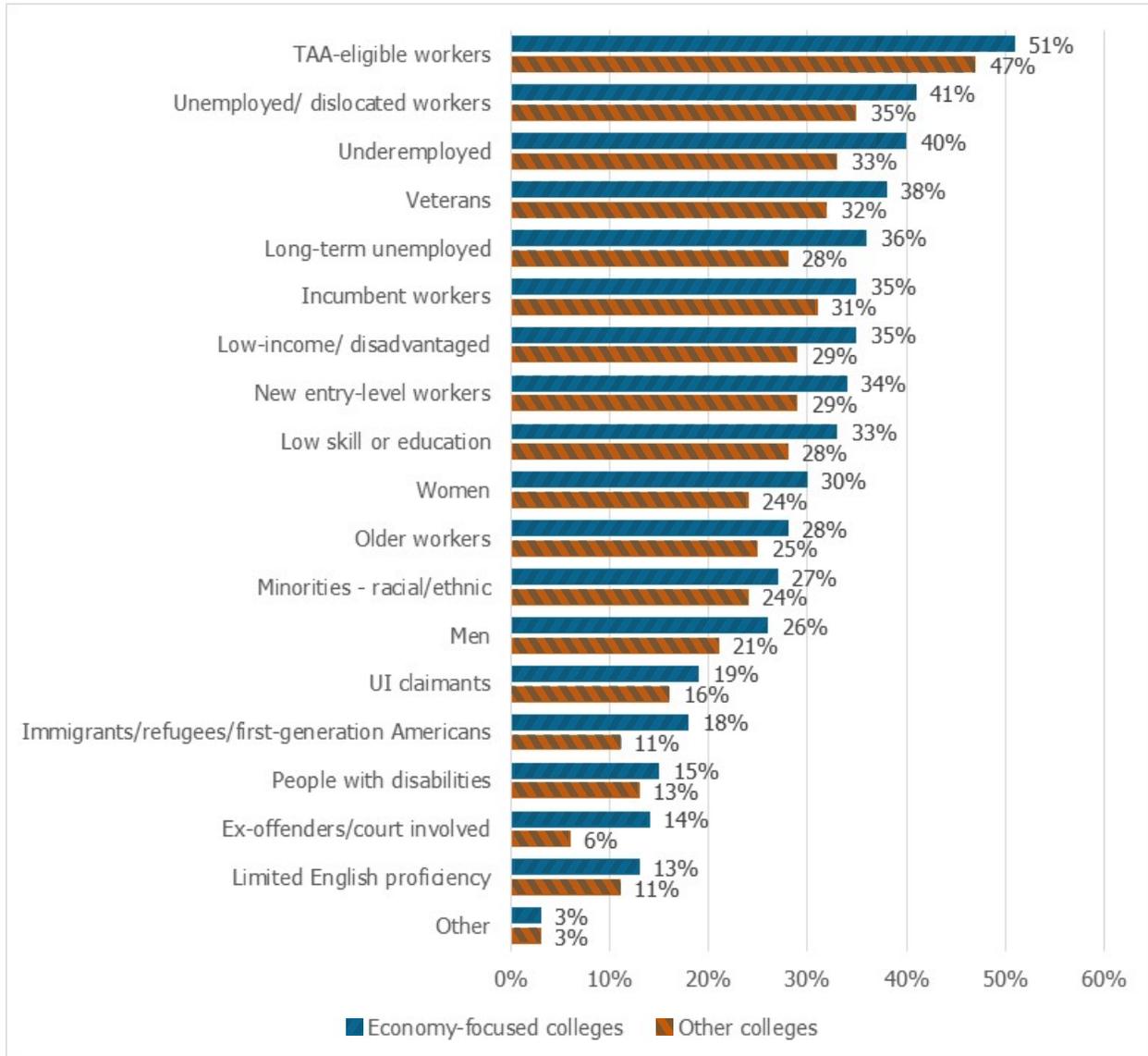
Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N=697 economy-focused colleges (11 missing colleges) and 299 other colleges (8 missing colleges).

CHAPTER 3: TAACCCT GRANTS AND LOCAL ECONOMIC CONTEXT

Greater proportions of economy-focused colleges reported recruiting new target populations during the grant period (**Exhibit 3-6** below). The percentage point gaps between economy-focused and other colleges were largest for long-term unemployed individuals (36 percent versus 28 percent) and ex-offenders/court-involved individuals (14 percent versus 6 percent).

Exhibit 3-6. Subgroups Newly Targeted for Recruitment by Economy-focused and Other Colleges



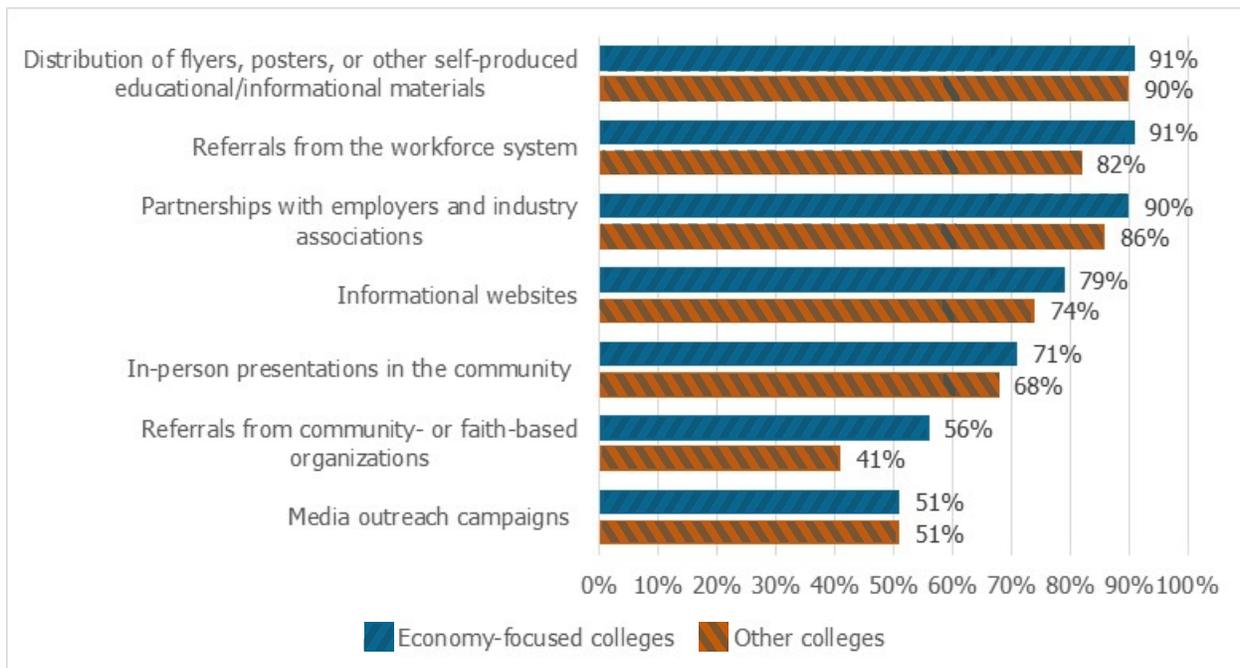
Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N=697 economy-focused colleges (11 missing colleges) and 304 other colleges (3 missing colleges).

Both types of colleges used similar recruitment strategies and reported similar recruitment challenges.

Exhibit 3-7 below shows recruitment strategies used by greater than 50 percent of either type of college. More than three-quarters of both economy-focused and other colleges used flyers, posters, or other self-produced materials (91 percent versus 90 percent), referrals from the workforce system (91 percent versus 82 percent), and partnerships with employers and industry associations (90 percent versus 86 percent) to recruit participants. The most pronounced gap between economy-focused and other colleges were referrals from the workforce system (91 percent and 82 percent) and referrals from community- or faith-based organizations (56 percent versus 41 percent).

Exhibit 3-7. Outreach and Recruitment Strategies Most Frequently Used by Economy-focused and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N=704 economy-focused colleges (4 missing colleges) and 305 other colleges (2 missing colleges).

Both types of colleges reported that participants’ conflicts between work and school hours was their top recruitment challenge (61 percent of economy-focused and 58 percent of other colleges) (not shown in exhibit). About half of each subgroup reported difficulty identifying and finding eligible participants.

The most pronounced difference in recruitment challenges between economy-focused colleges and others was low or inadequate basic skill levels of applicants (47 percent versus 38 percent). Other notable differences in recruitment challenges were changing economic and labor market conditions that do not align with the programs of study offered (40 percent versus 32 percent) and participants’ lack of access to reliable transportation (42 percent versus 30 percent).

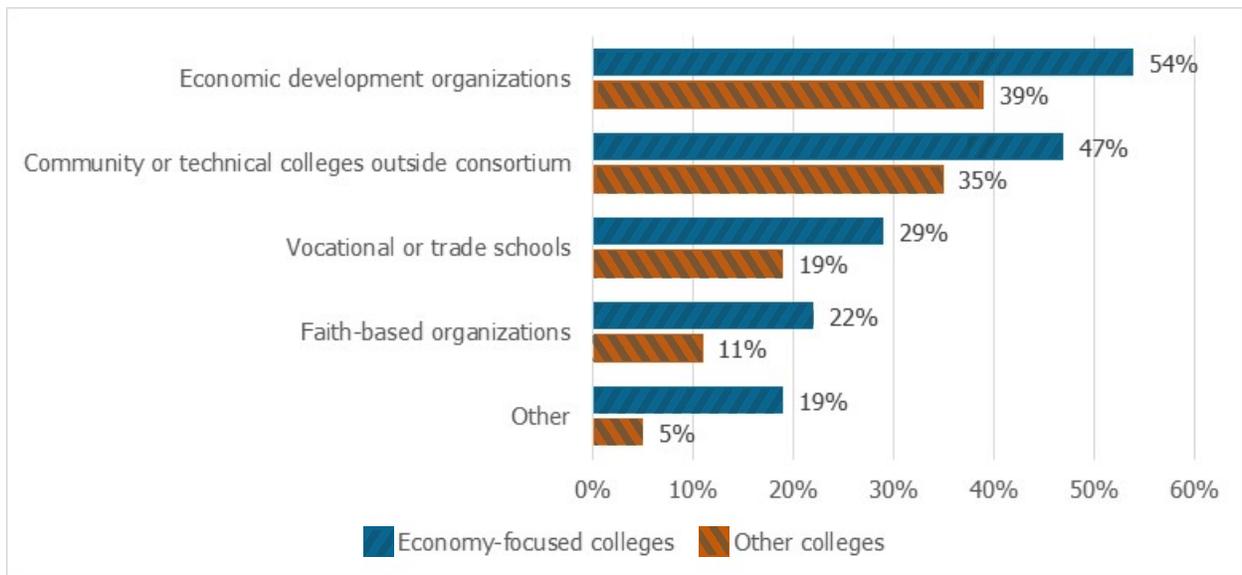
3.4. PARTNERSHIPS

This section describes the colleges’ experiences engaging with partners and the types of partnerships they established. Greater percentages of economy-focused colleges than other colleges reported partnering with new organizations or enhancing their existing partnerships. There were no differences between the two college types in the resources provided by employers and industry associations and workforce investment system partners. Both college types were optimistic that their partnerships would continue after the grant term, and they reported experiencing successes with partnerships.

A greater percentage of economy-focused colleges reported partnering with new organizations or enhancing existing partnerships.

Exhibit 3-8 shows the partner organizations for which the gaps between the two college types were greater than 10 percentage points. The largest differences were for economic development organizations (54 percent versus 39 percent, or a 15 percentage point gap) and community or technical colleges outside of the college’s own consortium (47 percent versus 35 percent).

Exhibit 3-8. Largest Differences in the Types of External Organizations With Which Economy-focused and Other Colleges Expanded Current or Developed New Partnerships



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=677 economy-focused colleges (31 missing colleges) and 291 other colleges (16 missing colleges). Colleges that selected the “Other” response category were asked to specify who these other partners were. However, only ten colleges filled in the open-ended field. For those ten, responses included partners such as a local industry training center, a statewide university system, a military base, and a university research center.

Large shares of both economy-focused and other colleges partnered with industry associations, employers, and chambers of commerce (81 percent and 75 percent, respectively), local workforce development boards and American Job Centers (AJCs) (59 percent and 55 percent), and community-based organizations and other social service agencies (60 percent and 51 percent) (not shown in exhibit).

CHAPTER 3: TAACCCT GRANTS AND LOCAL ECONOMIC CONTEXT

Both types of colleges relied on employer, industry associations, and workforce investment system partners for similar resources.

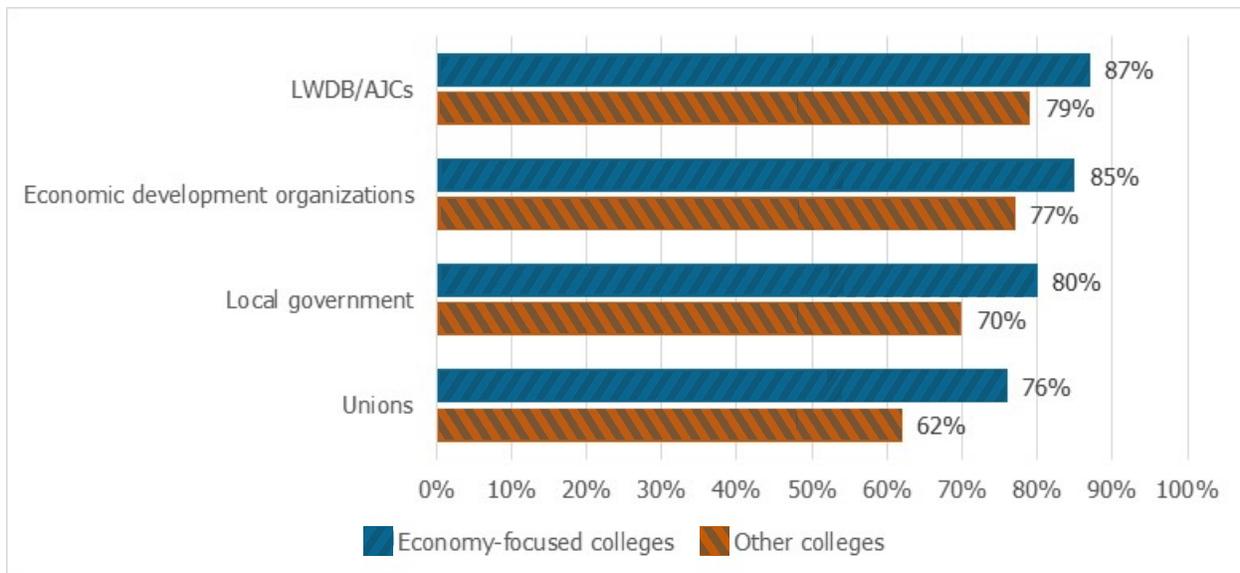
Colleges reported employers and industry associations played a number of roles with regard to grant activities. They participated on advisory or steering committees (68 percent of economy-focused versus 65 percent of other colleges), referred employees to training programs (50 percent versus 44 percent), and interviewed program graduates (50 percent versus 41 percent).

Colleges also reported that workforce system partners provided referrals to their grant-funded program (60 percent of economy-focused versus 55 percent of other colleges), access to financial supports for participants (55 percent versus 46 percent), job placement services (54 percent versus 44 percent), and connections to employers or industry associations (53 percent versus 45 percent).

Both types of colleges reported their partnerships were successful and were optimistic they would continue.

With one exception, at least half of economy-focused and other colleges expected their partnerships would continue post grant. As shown in **Exhibit 3-9**, greater shares of economy-focused colleges than other colleges reported that they believed their partnerships would continue with local workforce development boards and AJCs (87 percent versus 79 percent), economic development organizations (85 percent versus 77 percent), local government (80 percent versus 70 percent), and unions (76 percent versus 62 percent).

Exhibit 3-9. Largest Differences in Partnerships Expected to Continue After Grant End at Economy-focused and Other Colleges



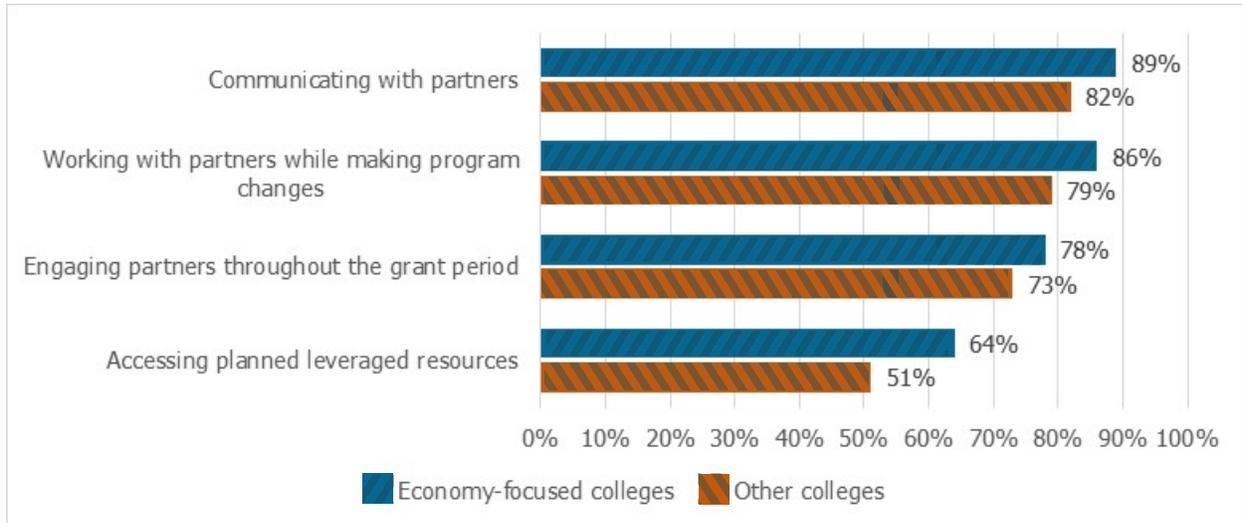
LWDB = local workforce development boards

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=674$ economy-focused colleges (34 missing colleges) and 288 other colleges (19 missing colleges). Colleges must have previously indicated they had this partner type to be asked this question. Exhibit shows percentage of colleges rating each partnership type as likely to continue or definitely will continue. Colleges could indicate for each partnership type that it definitely will continue, is likely to continue, unsure, is not likely to continue, or definitely will not continue.

Although the majority of both college groups reported success with partners, more economy-focused colleges reported successes. As shown in Exhibit 3-10 below, the largest percentage point differences in reported partnership successes were communicating with partners (89 percent versus 82 percent) and accessing planned leveraged resources (64 percent versus 51 percent).

Exhibit 3-10. Success of Partnerships of Economy-focused and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=669 economy-focused colleges (39 missing colleges) and 292 other colleges (15 missing colleges). Exhibit shows percentage of colleges rating each activity as very successful or somewhat successful. Colleges could indicate for each partnership activity that it was very successful, somewhat successful, a little successful, not at all successful, or too soon to tell.

3.5. SUSTAINABILITY

This section examines economy-focused and other colleges’ perspectives on the sustainability of their grant-supported education and learning strategies and partnerships with external organizations. It also describes sustainability challenges. A greater percentage of economy-focused colleges planned to sustain education and learning strategies, whereas a larger share of other colleges expected to experience a number of sustainability challenges. There were no sizeable differences between the two groups of colleges in the role of the public workforce system in sustaining grant activities post grant.

Economy-focused and other colleges planned to sustain a variety of education and learning strategies at similar rates.

This general trend held true for the accelerated learning strategies. For example, 90 percent or more of both groups of colleges planned to sustain stacked or latticed credentials, hybrid learning, online teaching and learning, and the industry-recognized credentials they had developed. The two college types planned to sustain their college persistence and connections to employment strategies at similar rates, as well.

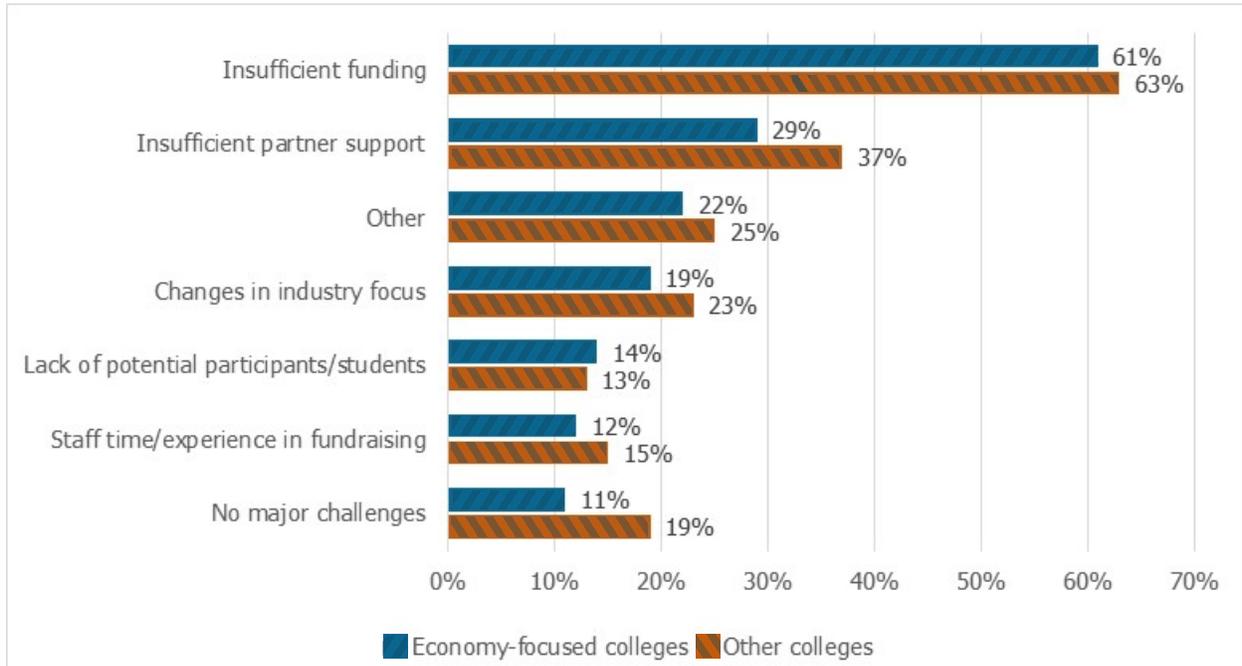
However, there were several exceptions to this general trend. Greater percentages of economy-focused colleges than other colleges planned to sustain improvements to their financial aid process (81 percent versus 69 percent), improvements to English as a Second Language (ESL) instruction (70 percent versus 32 percent), on-the-job training (79 percent versus 66 percent), and DOL registered apprenticeships (85 percent versus 77 percent).

CHAPTER 3: TAACCCT GRANTS AND LOCAL ECONOMIC CONTEXT

A greater percentage of other colleges reported sustainability challenges compared to economy-focused ones.

As shown in **Exhibit 3-11**, for almost all categories, other colleges reported more challenges than did economy-focused ones. The only exception was lack of potential participants/students, and the difference was only one percentage point.

Exhibit 3-11. Sustainability Challenges of Economy-focused and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

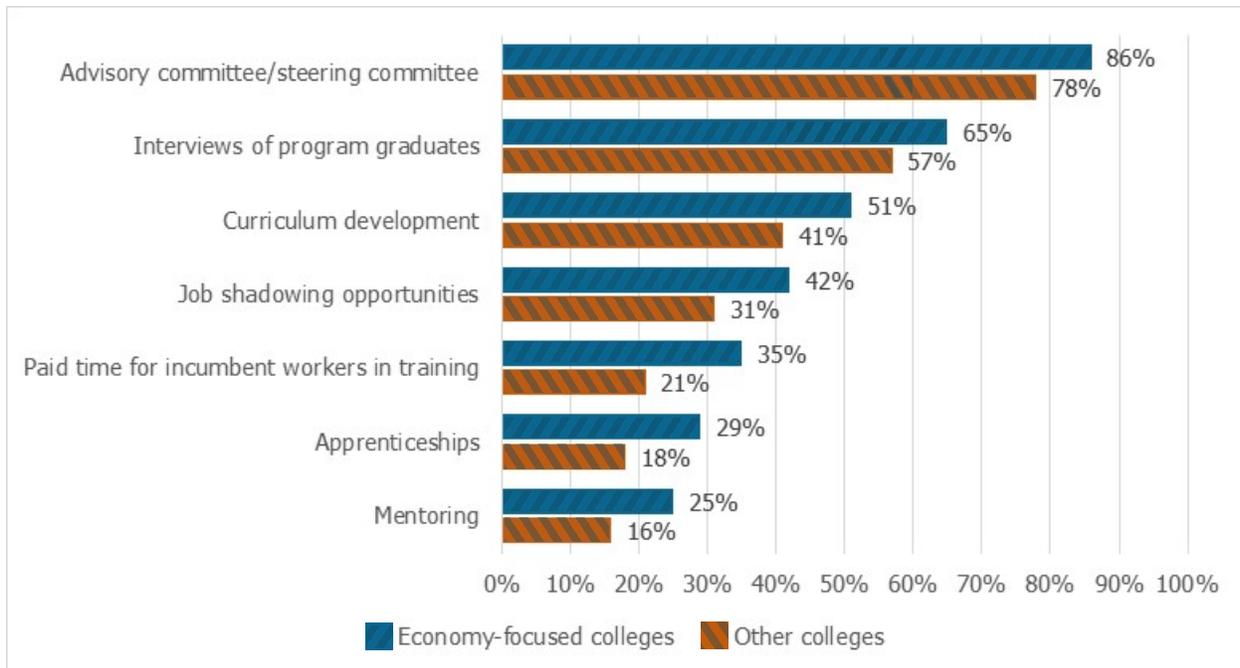
Note: $N=681$ economy-focused colleges (27 missing colleges) and 296 other colleges (11 missing colleges). Colleges that selected the "Other" response category were asked to specify what their other sustainability challenges were. Responses included industry advances that made the curriculum obsolete, college hiring freezes, low unemployment rates, maintaining up-to-date curricula or equipment, recruiting and hiring qualified instructors, lack of support from college administrators, changes in the local economy and demand for workers in a given industry, among related topics.

CHAPTER 3: TAACCCT GRANTS AND LOCAL ECONOMIC CONTEXT

A greater percentage of economy-focused colleges planned to rely on employers and industry associations to sustain grant activities.

As shown in **Exhibit 3-12**, the gaps between economy-focused and other colleges were largest for curriculum development (51 versus 41 percent), job shadowing opportunities (42 versus 31 percent), paid time for incumbent workers in training or other incentives to workers in training (35 versus 21 percent), and apprenticeships (29 percent versus 18 percent).

Exhibit 3-12. Largest Differences in Roles of Employer or Industry Associations in Sustaining Grant Activities for Economy-focused and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=673$ economy-focused colleges (35 missing colleges) and 292 other colleges (15 missing colleges).

4. TAACCCT Grants and Work-Based Learning Opportunities

Colleges use work-based learning opportunities to prepare students for and connect them to employment. The *TAACCCT Employer Engagement Fact Sheet*¹⁸ notes that “work-based learning opportunities produce students ready to succeed in the workplace.” TAACCCT grant announcements also encourage work-based learning opportunities.

Across all rounds, 76 percent of colleges reported offering at least one of six types of work-based learning activities and 24 percent did not.¹⁹ The six types of work-based learning activities were internships (66 percent of work-based learning colleges), clinical placements (28 percent), job shadowing (28 percent), on-the-job training (22 percent), cooperative education (19 percent), and registered apprenticeships (10 percent).²⁰

This chapter compares how colleges that implemented work-based learning opportunities differed from those that did not in terms of other grant activities. The research team classified as work-based learning colleges those that reported implementing any of the six activities listed above. The analysis compares the survey responses of *work-based learning colleges* to responses of *other colleges* that did not implement any of the six activities²¹ with regard to service provision, recruitment (including recruitment challenges and strategies), partnerships, and sustainability. The Conclusion (Chapter 5) provides a set of questions that may help guide an exploration of why the differences between work-based learning and other colleges might exist.

Key Takeaways: Colleges Providing Work-Based Learning

- Greater percentages of colleges that offered work-based learning opportunities compared to other colleges developed new programs, enhanced existing programs, and offered credit-bearing programs.
- Greater percentages of work-based learning colleges offered services under each of the three capacity-building strategies: accelerated learning, college persistence and completion, and connections to employment.
- Work-based learning colleges reported a new focus on recruiting racial/ethnic minorities, new entry-level workers, older workers, women, and TAA-eligible workers.
- Greater percentages of work-based learning colleges established new partnerships, had active partnerships, and rated their partnerships as successful.
- Greater percentages of work-based learning colleges expected to sustain their capacity-building after the end of the grant.

¹⁸ https://doleta.gov/taaccct/pdf/TAACCCT_Fact_Sheet_Employer_Engagement_10.21.2016.pdf, accessed 3/26/2019.

¹⁹ The research team excluded from the remainder of analyses presented in this chapter 13 colleges that did not respond to the survey question.

²⁰ The list of opportunities included in the work-based learning definition is restricted to those listed as “work-based learning” opportunities in the college survey, question D9/E9. Simulations are not included in the work-based learning definition because these are not based in the workplace.

²¹ Appendix C provides full survey response tables for work-based learning and other colleges.

4.1. SERVICE PROVISION

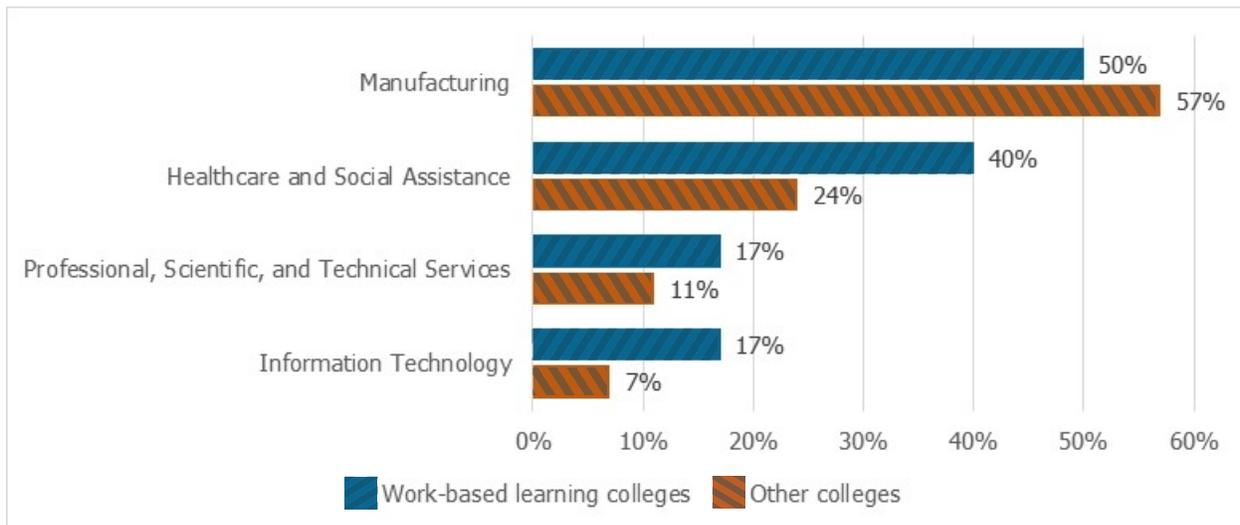
This section examines whether work-based learning colleges and other colleges offered similar services to students. It reports survey responses with respect to new and enhanced programs developed, including career pathway and credit-bearing programs; credential development; and the implementation of new types of articulation agreements or transfer policies.

Work-based learning and other colleges focused on manufacturing and on healthcare and social assistance, but at different rates.

As **Exhibit 4-1** below shows, both types of colleges reported manufacturing and healthcare and social assistance as the top two focus industries. As noted in other chapters, these were the most common focus industries across grantees. A greater percentage of work-based learning colleges than other colleges, however, focused on healthcare and social assistance (40 percent versus 24 percent) whereas the reverse was true for manufacturing (50 percent of work-based learning colleges versus 57 percent of other colleges). In addition, a higher proportion of work-based learning colleges than other colleges focused on information technology and on professional, scientific, and technical services, although fewer than one in five colleges did so. The differences between work-based learning and other colleges were smaller for the remaining 19 focus industries.

Work-based learning opportunities are common practice in the healthcare field (e.g., clinical placements). Thus, that a greater share of work-based learning colleges focused on healthcare and social assistance is not surprising. The somewhat similar focus on manufacturing among work-based learning and other colleges suggests that work-based learning is not a consistent component of manufacturing programs.²²

Exhibit 4-1. Largest Differences in Focus Industries of Work-based Learning and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=771$ work-based learning colleges (5 missing colleges) and 246 other colleges (5 missing colleges).

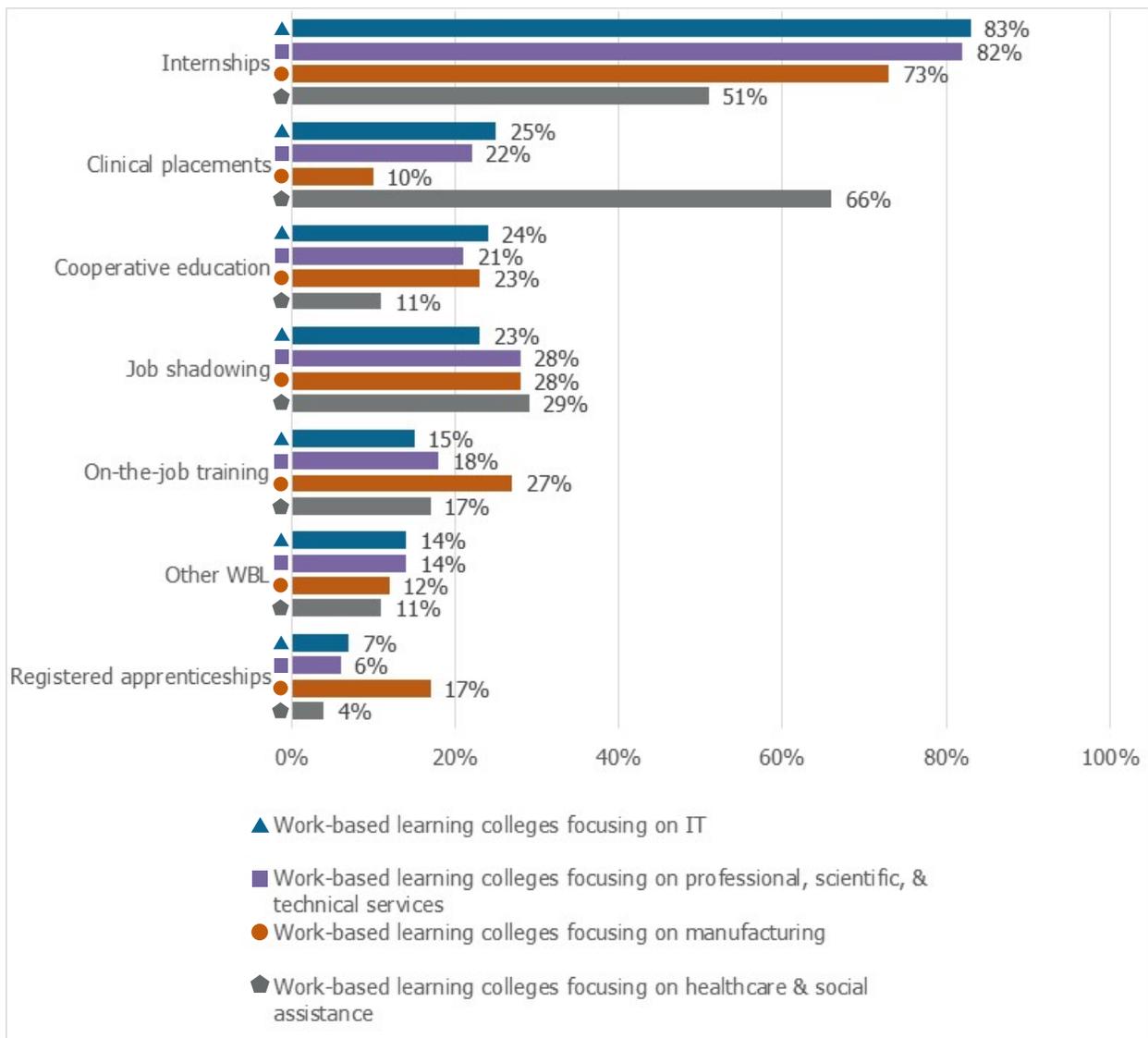
²² It does not appear that the exclusion of simulations from the work-based learning definition accounts for the similarities between work-based learning and other colleges in offering manufacturing: of colleges that focused on manufacturing, 48 percent offered simulations and 52 percent did not.

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

Among work-based learning colleges, internships were the most commonly offered opportunity.

As **Exhibit 4-2** shows, among the colleges that focused on IT, manufacturing, and/or professional, scientific, and technical services, internships were the most common work-based learning opportunity. Between 73 percent and 83 percent of such colleges offered internships, depending on the industry. Fewer of them (28 percent or less) offered other types of work-based learning opportunities. Among work-based learning colleges that focused on healthcare and social assistance, clinical placements were the most common opportunity. Two-thirds of such colleges offered clinical placements, compared to 51 percent that offered internships and about a third or fewer that offered other work-based learning opportunities.

Exhibit 4-2. Types of Work-Based Learning Opportunities Offered in Top Focus Industries at Work-based Learning Colleges



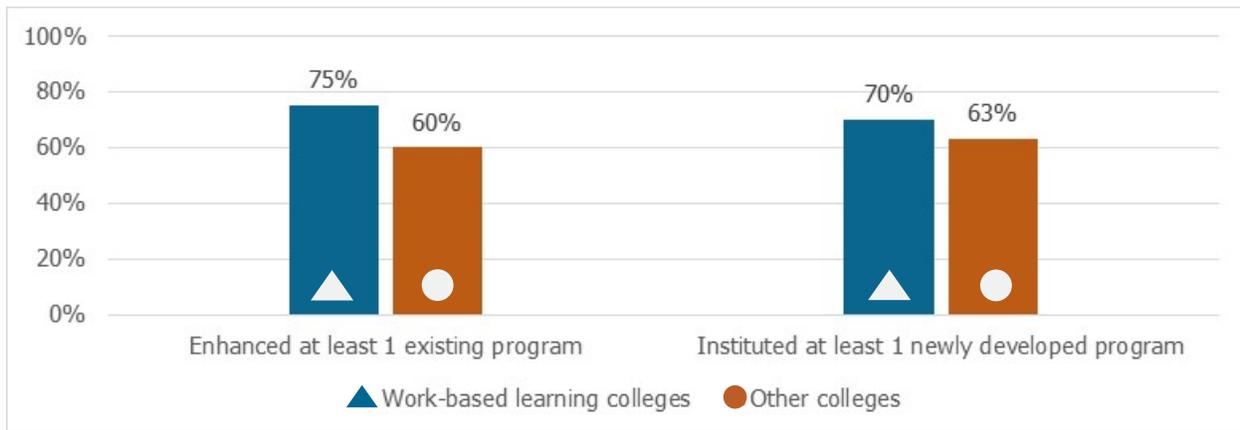
Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.
 Note: N=776 work-based learning colleges (0 missing colleges).

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

A greater percentage of work-based learning colleges developed new programs or enhanced existing ones.

Though the majority of work-based learning and other colleges developed new programs or enhanced existing ones, a larger share of work-based learning colleges did so (see **Exhibit 4-3**). Seventy (70) percent of work-based learning colleges implemented at least one newly developed program, compared to 63 percent of other colleges. Additionally, 75 percent of work-based learning colleges enhanced one or more existing programs, compared to 60 percent of other colleges. Furthermore, on average, work-based learning colleges introduced and enhanced more programs overall.²³

Exhibit 4-3. Introduction of New Programs and Enhancement of Existing Programs at Work-based Learning and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=776$ work-based learning colleges (0 missing colleges) and 251 other colleges (0 missing colleges).

Greater proportions of work-based learning than other colleges developed one or more new career pathways programs with grant funds (82 percent versus 63 percent). Overall work-based learning colleges also developed new and offered more career pathways programs on average.²⁴ Finally, a greater proportion of work-based learning than other colleges offered credit-bearing programs, although like career pathways programs, the majority of both types of colleges reported doing so (66 percent versus 59 percent).

²³ Work-based learning colleges introduced an average of 2.0 new programs and enhanced an average of 2.5 existing programs; other colleges introduced an average of 1.5 new programs and enhanced an average of 1.5 existing programs.

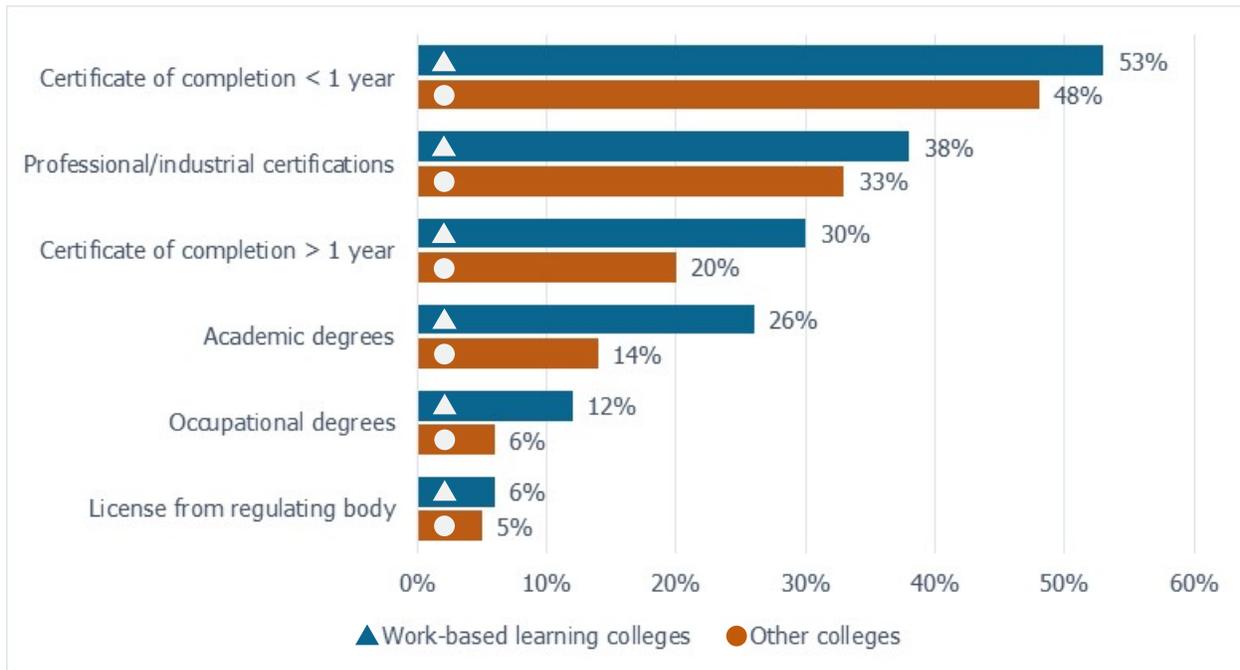
²⁴ Work-based learning colleges developed an average of three new career pathways programs and offered an average of four career pathways programs in total; other colleges developed an average of two new career pathways programs and offered an average of three career pathways programs in total.

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

Higher proportions of work-based learning colleges developed credentials.

More than three-quarters of work-based learning colleges (76 percent) developed a credential with grant funds, compared to 67 percent of other colleges. As **Exhibit 4-4** shows, greater shares of work-based learning colleges developed each type of credential inquired about in the survey. The biggest differences were in certificates of completion of more than one year (30 percent versus 20 percent) and academic degrees (26 percent versus 14 percent), although fewer than one third of the work-based learning colleges developed these types of credentials. Among both work-based learning and other colleges, the most frequently developed credentials were certificates of completion of less than one year, but only about half of colleges did so.

Exhibit 4-4. Types of Credentials for Training Programs Developed or Enhanced by Work-based Learning and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

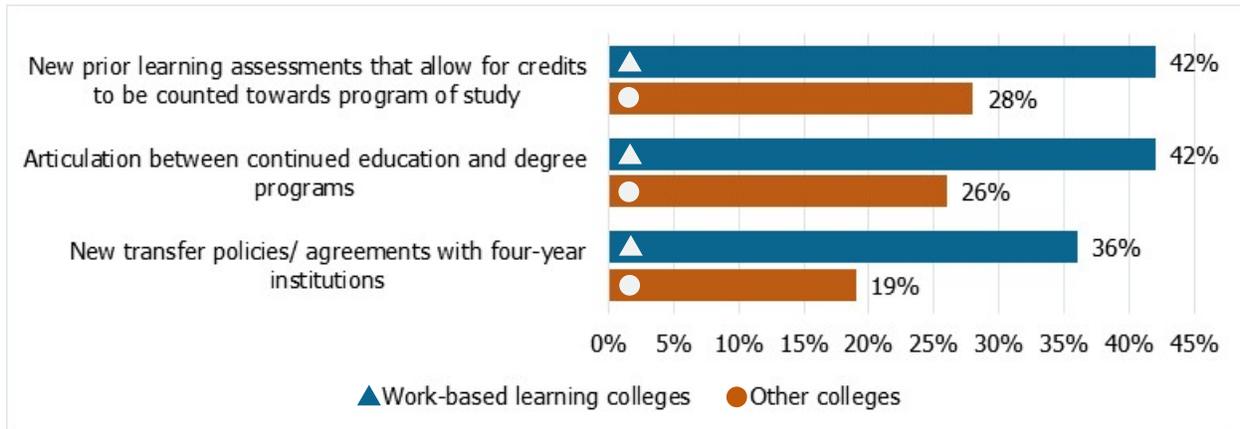
Note: $N=752$ work-based learning colleges (24 missing colleges) and 231 other colleges (20 missing colleges).

A greater share of work-based learning colleges implemented new types of articulation or transfer policies or agreements.

More than seven in 10 work-based learning colleges (71 percent) implemented any new type of articulation or transfer policies or agreements, compared to slightly more than half of other colleges (not shown in exhibit). **Exhibit 4-5** displays the types of articulation or transfer policies or agreements that work-based learning and other colleges implemented. Higher proportions of work-based learning than other colleges implemented new articulation agreements between continuing education and degree programs, prior learning assessments allowing for credits to be counted towards a program of study, and transfer policies with four-year institutions.

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

Exhibit 4-5. Largest Differences in the Implementation of New Types of Articulation or Transfer Policies or Agreements by Work-based Learning and Other Colleges

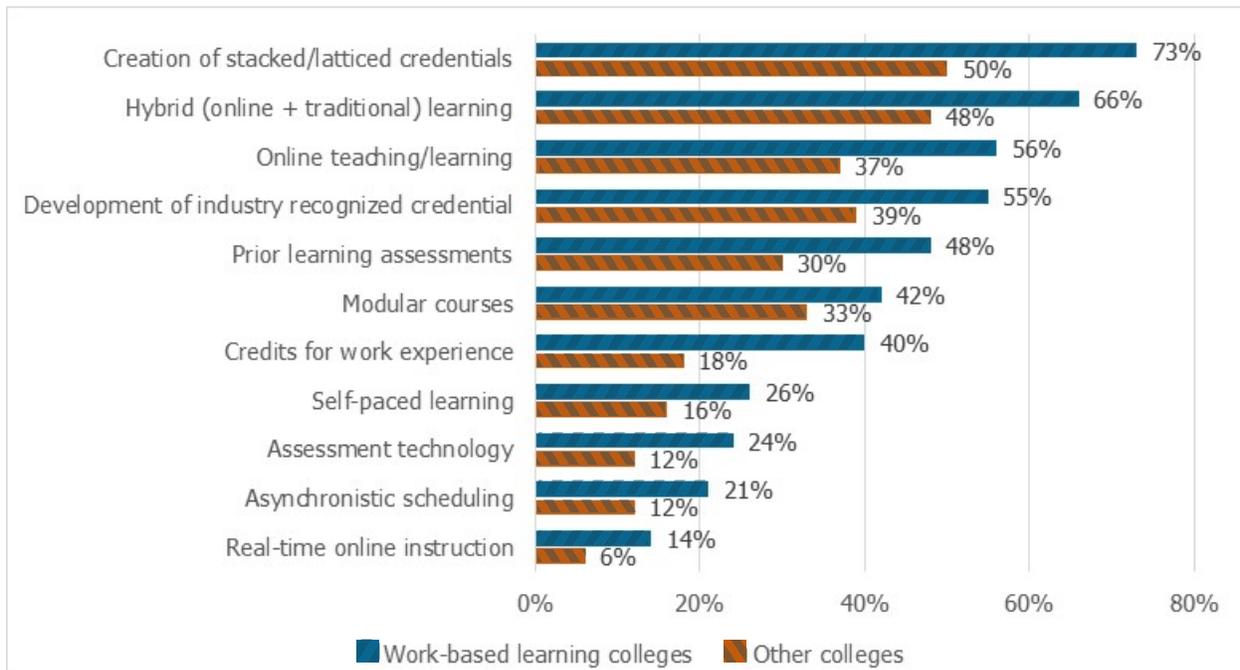


Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.
 Note: *N*=734 work-based learning colleges (42 missing colleges) and 216 other colleges (35 missing colleges).

More work-based learning colleges used accelerated learning strategies.

As **Exhibit 4-6** shows, a higher proportion of work-based learning than other colleges created stacked or latticed credentials (73 percent versus 50 percent) and developed industry-recognized credentials (55 percent versus 39 percent). As well, two-thirds of work-based learning colleges reported using hybrid learning, which combines online and traditional in-person learning, compared to fewer than half of other colleges. More than half of work-based learning colleges (56 percent) used online teaching/learning exclusively in all or some portion of their programs versus 37 percent of other colleges.

Exhibit 4-6. Accelerated Learning Strategies Implemented by Work-based Learning and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.
 Note: *N*=776 work-based learning colleges (0 missing colleges) and 251 other colleges (0 missing colleges).

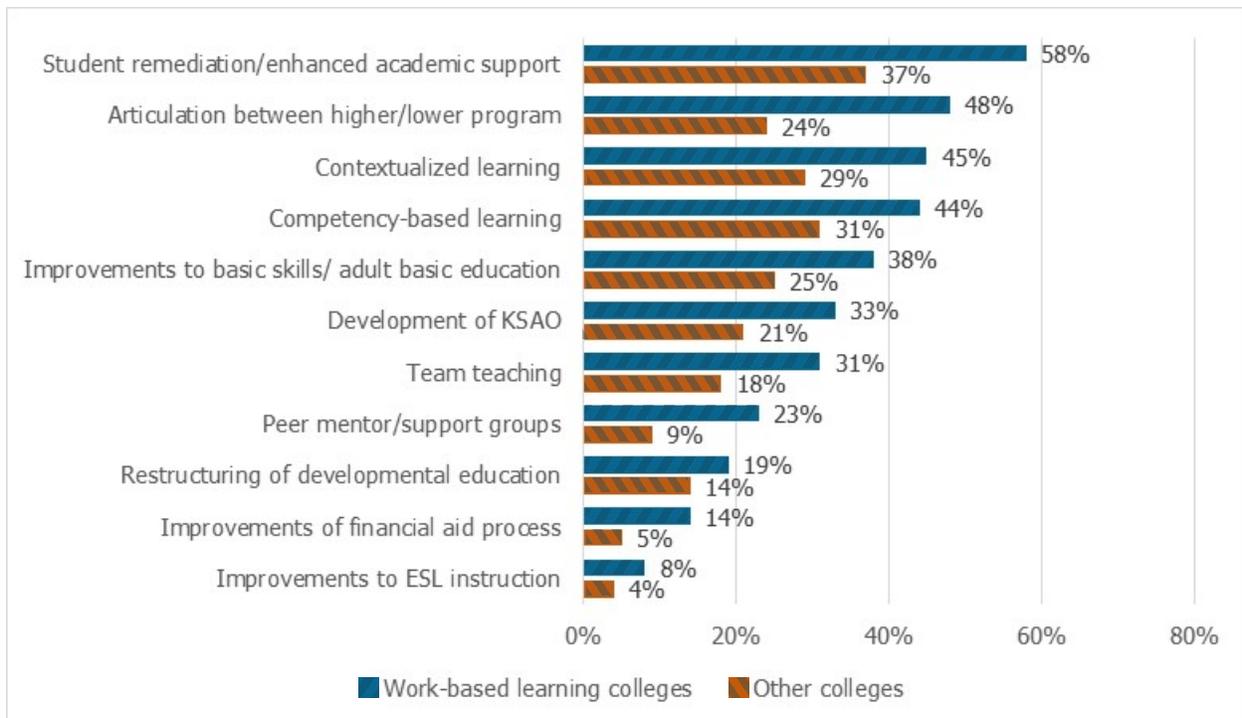
CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

Higher proportions of work-based learning colleges reported using college persistence and completion strategies.

Ninety-four (94) percent of work-based learning colleges used college persistence and completion strategies, compared to 78 percent of other colleges (not shown in exhibit). However, as **Exhibit 4-7** shows, only one college persistence and completion strategy was used by a majority (58 percent) of work-based learning colleges: student remediation/enhanced academic support. Thirty-seven (37) percent of other colleges used this strategy.

Greater proportions of work-based learning colleges reported using all other strategies inquired about in the survey, with differences versus other colleges varying from four percentage points (improvements to ESL instruction) to 24 percentage points (articulation between higher/lower program).

Exhibit 4-7. College Persistence and Completion Strategies Implemented by Work-based Learning and Other



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

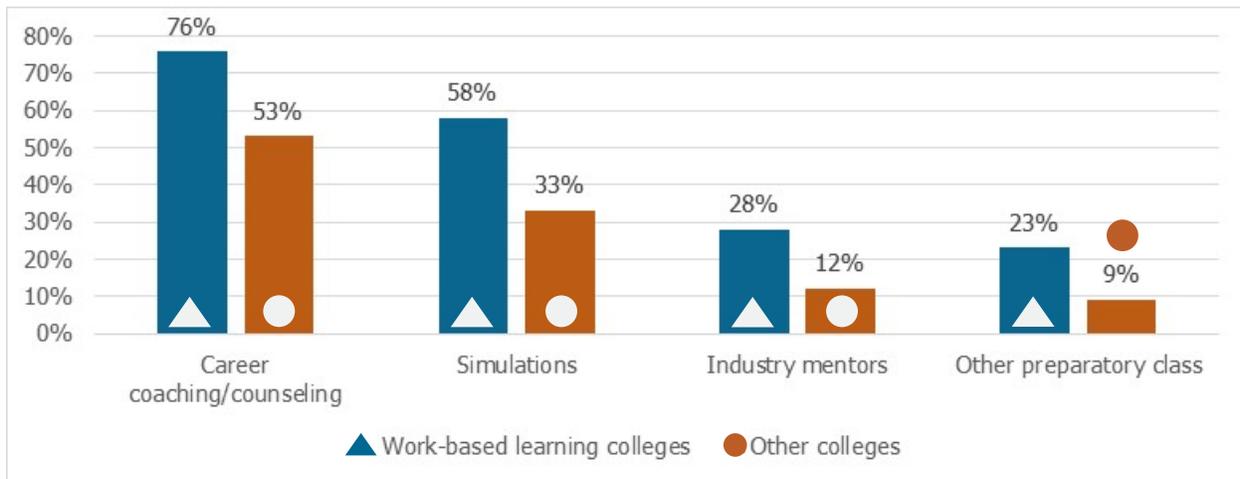
Note: N=776 work-based learning colleges (0 missing colleges) and 251 other colleges (0 missing colleges).

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

Higher proportions of work-based learning colleges provided other connections to employment.

As **Exhibit 4-8** below shows, the majority of work-based learning and other colleges alike offered career coaching and/or counseling, although higher percentages of work-based learning than other colleges did so (76 percent versus 53 percent). Additionally, the majority (58 percent) of work-based learning colleges offered simulations, compared to 33 percent of other colleges. Although a minority of work-based learning colleges used industry mentors, more did so than other colleges (28 percent versus 12 percent).²⁵

Exhibit 4-8. Non-Work-Based Learning Connections to Employment Strategies Implemented by Work-based Learning and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=776$ work-based learning colleges (0 missing colleges) and 251 other colleges (0 missing colleges).

4.2. RECRUITMENT

This section examines recruitment by work-based learning and other colleges. It reports on responses to survey questions about target subgroups for TAACCCT-supported services, enrollment requirements for participants, and recruitment strategies and challenges. Overall, there were many similarities between work-based learning and other colleges (e.g., the two types reported similar patterns of subgroups recruited, enrollment requirements, recruitment strategies used, etc.), although greater proportions of work-based learning colleges instituted enrollment requirements and experienced recruitment challenges.

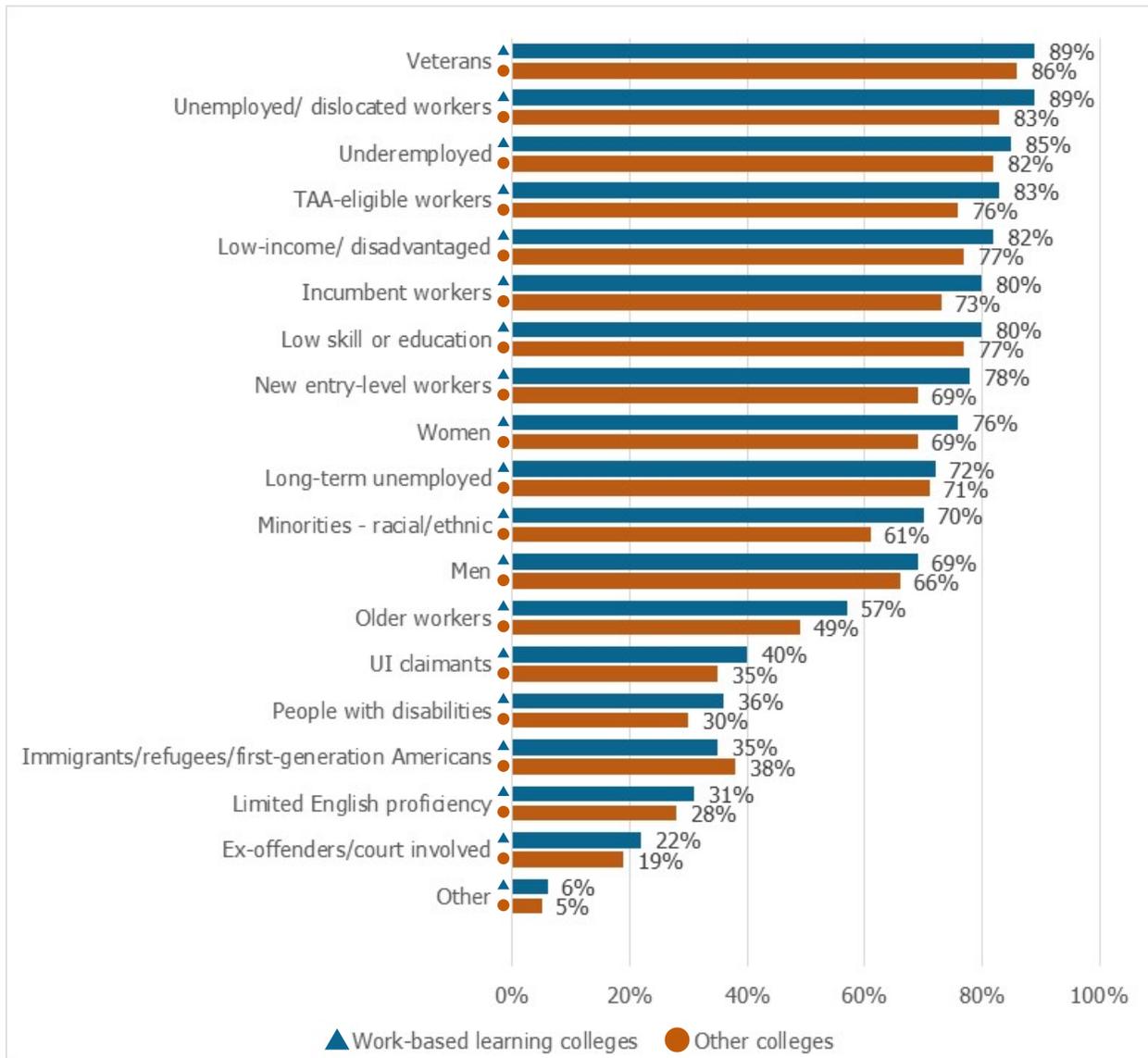
²⁵ This analysis of connections to employment excludes those six activities that are part of the definition of a work-based learning college.

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

Work-based learning and other colleges reported recruiting similar target populations; however, a greater proportion of work-based learning colleges reported recruiting each target group.

Work-based learning and other colleges focused on recruiting similar populations (**Exhibit 4-9**), but for 10 of the 19 target populations included in the survey, more work-based learning colleges reported focusing on those specific groups. For example, higher proportions of work-based learning colleges reported recruiting racial/ethnic minorities (70 percent versus 61 percent), new entry-level workers (78 percent versus 69 percent), and women (76 percent versus 69 percent), among others.

Exhibit 4-9. Subgroups Actively Recruited by Work-based Learning and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

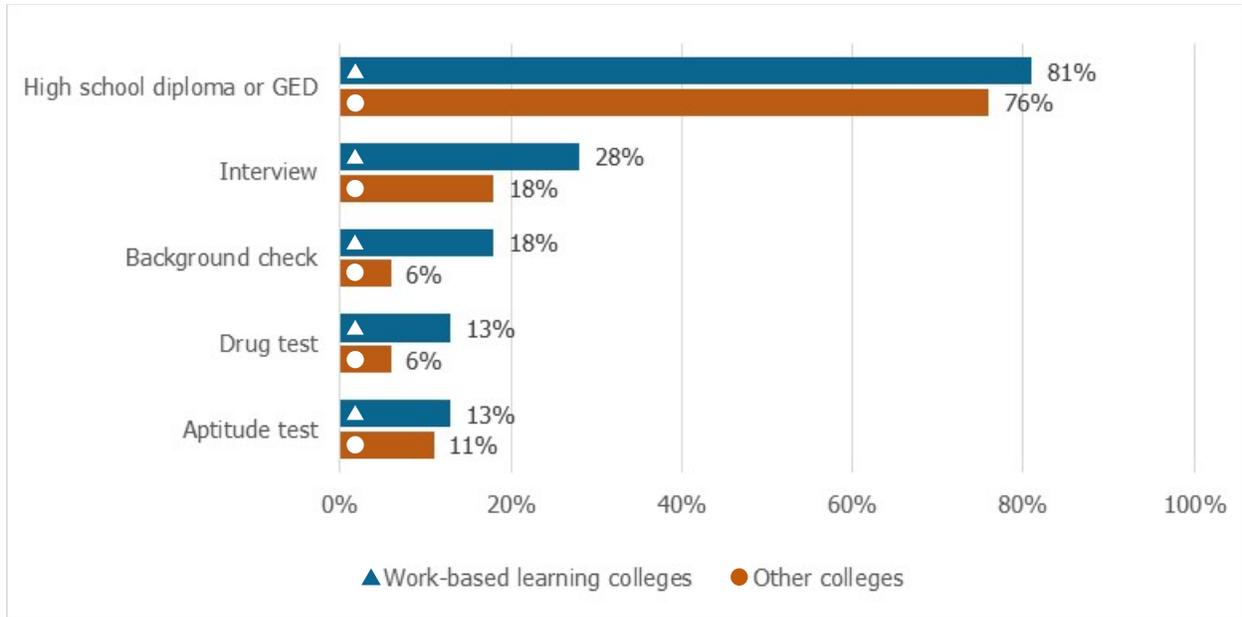
Note: N=763 work-based learning colleges (13 missing colleges) and 237 other colleges (14 missing colleges).

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

Work-based learning and other colleges had similar program enrollment requirements.

As **Exhibit 4-10** shows, the majority of work-based learning and other colleges required prospective students to have a high school diploma or GED, with a higher proportion of work-based learning colleges reporting this requirement (81 percent versus 76 percent). The biggest differences in requirements were interviews, background checks, and drug tests, although few of either type of colleges reported these requirements.

Exhibit 4-10. Largest Differences in Enrollment Requirements at Work-based Learning and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

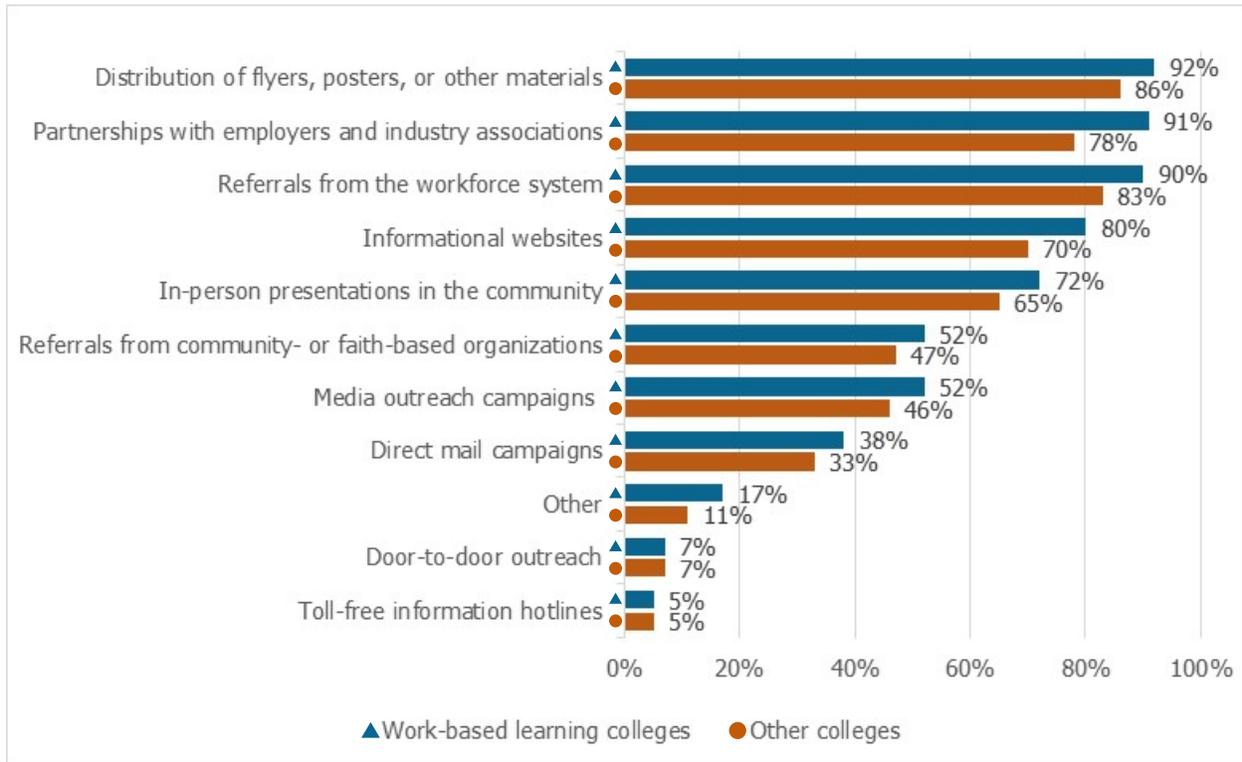
Note: $N=757$ work-based learning colleges (19 missing colleges) and 235 other colleges (16 missing colleges).

Work-based learning and other colleges reported some differences in recruitment strategies.

Exhibit 4-11 below shows that the most common recruitment strategy for either type of college was distribution of flyers, posters, or other materials (92 percent of work-based learning colleges and 86 percent of other colleges). More than three-quarters of both reported partnerships with employers and industry associations to recruit students, although a greater share of work-based learning colleges used this strategy than did other colleges (91 percent versus 78 percent). More than 80 percent of both work-based learning and other colleges received referrals from the workforce system (90 percent versus 83 percent), although again, a greater share of work-based learning colleges used this strategy.

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

Exhibit 4-11. Outreach and Recruitment Strategies Used by Work-based Learning and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=771 work-based learning colleges (5 missing colleges) and 241 other colleges (10 missing colleges).

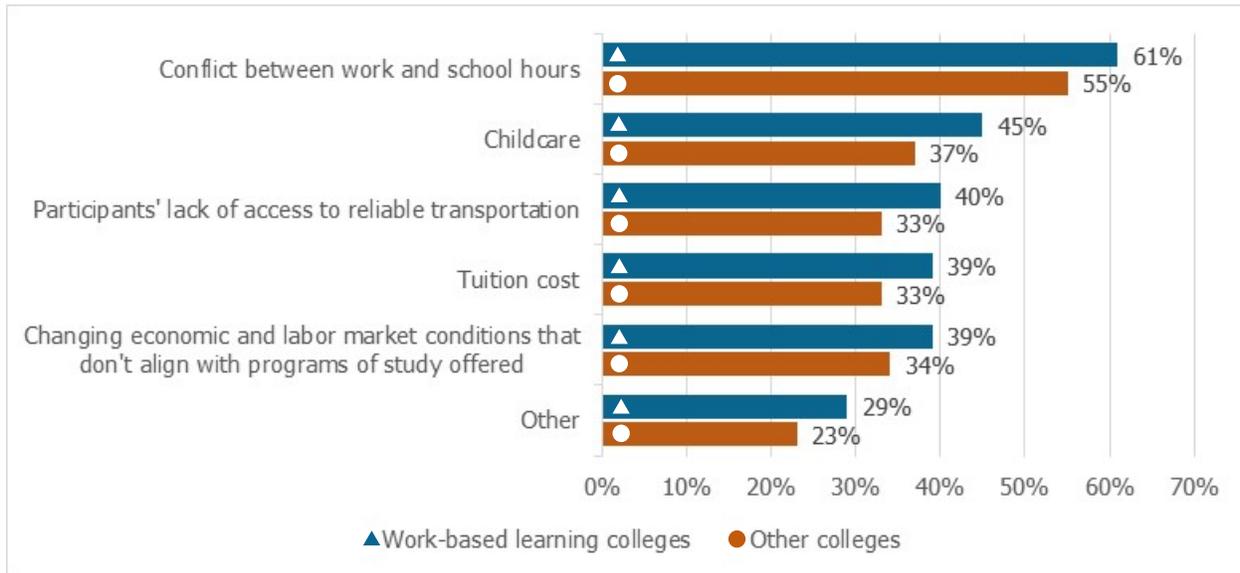
A larger share of work-based learning colleges reported challenges.

Work-based learning and other colleges reported similar recruitment challenges (**Exhibit 4-12**), including low basic skills levels of applicants and insufficient referrals. However, there were a few areas in which a higher proportion of work-based learning colleges reported a challenge than did other colleges.

The most frequently reported challenge among both types of colleges was conflict between work and school hours (61 percent of work-based learning colleges versus 55 percent of other colleges). Other challenges were reported by fewer than half of colleges in either group, including childcare (45 percent of work-based learning colleges versus 37 percent of other colleges) and participants' lack of access to reliable transportation (40 percent versus 33 percent).

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

Exhibit 4-12. Largest Differences in Outreach or Recruitment Challenges as Rated by Work-based Learning and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=769$ work-based learning colleges (7 missing colleges) and 241 other colleges (10 missing colleges). Exhibit shows factors rated as a great challenge or somewhat of a challenge. Colleges could indicate for each factor that it was a great challenge/problem, somewhat of a challenge/problem, a minor challenge/problem, not a challenge/problem, or was not applicable.

4.3. PARTNERSHIPS

This section describes the colleges' experiences engaging with partners. It reports survey responses with respect to establishing partnerships, receipt of resources from partners, expected continuation of partnerships post TAACCCT grant, and rating of partnership success. Overall, a greater percentage of work-based learning colleges than other colleges created partnerships during the grant period and reported successful partnerships.

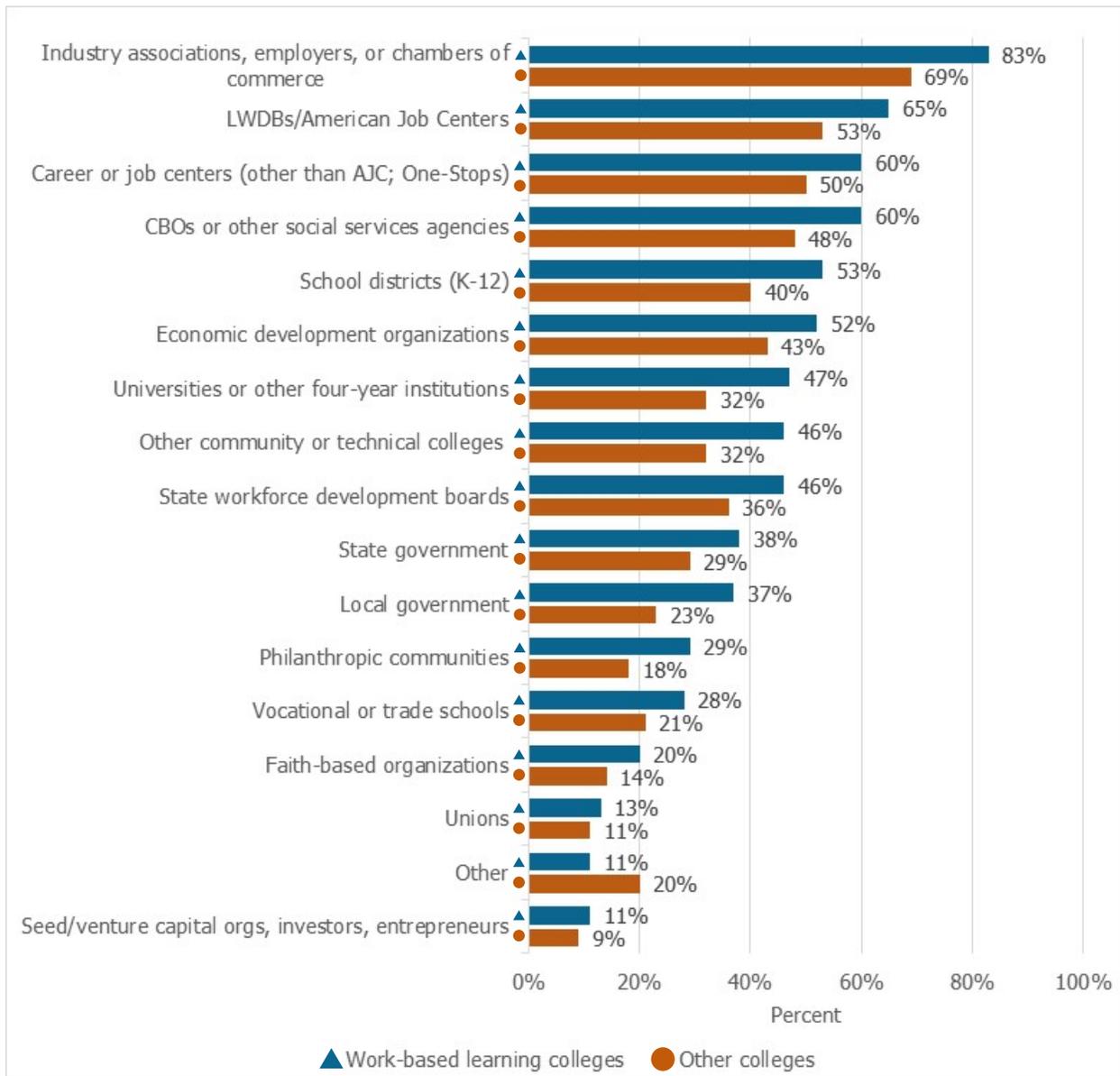
A larger proportion of work-based learning colleges established new or enhanced existing partnerships.

Work-based learning and other colleges reported many differences in their establishment of new or enhancement of existing partnerships. As **Exhibit 4-13** shows, among the 16 partner types asked about in the survey, higher percentages of work-based learning than other colleges reported establishing or enhancing the partnership for all but one type (other).

Partnerships with industry associations, employers, or chambers of commerce were the most commonly created or enhanced partnership among both types of colleges, although more work-based learning colleges (83 percent) than other colleges (69 percent) created or enhanced this type of partnership. A greater share of work-based learning colleges had partnerships with local workforce development boards or American Job Centers (AJCs) (5 percent) than other colleges (53 percent). Similarly, the majority of both college types created or enhanced partnerships with career or job centers other than AJCs, with a greater proportion of work-based learning colleges creating or enhancing this type of partnership (60 percent) compared to other colleges (50 percent).

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

Exhibit 4-13. Types of External Organizations With Which Work-based Learning and Other Colleges Expanded Current or Developed New Partnerships



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

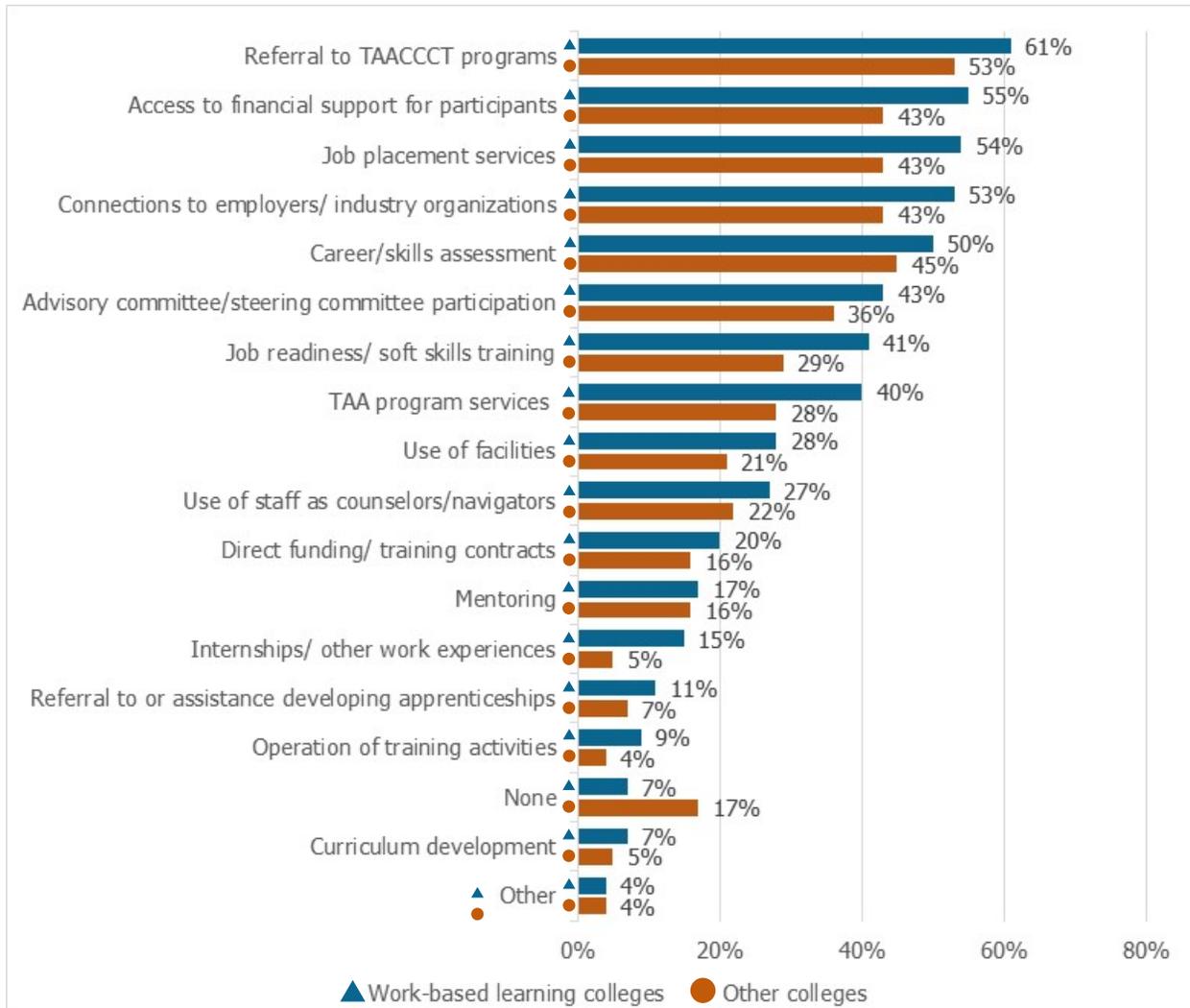
Note: N=744 work-based learning colleges (32 missing colleges) and 238 other colleges (13 missing colleges).

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

Higher proportions of work-based learning colleges reported receipt of public workforce system resources.

A greater percentage of work-based learning colleges reported partnerships with public workforce system entities. Thus, it is not surprising that larger proportions of work-based learning colleges than other colleges reported receiving resources or services from the public workforce system (**Exhibit 4-14**). These included referrals to grant-supported programs, access to financial support for participants, job placement services, connections to employers/industry organizations, and career/skills assessments.²⁶

Exhibit 4-14. Resources and Services Provided by the Public Workforce System for Participants at Work-based Learning and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=737 work-based learning colleges (39 missing colleges) and 230 other colleges (21 missing colleges).

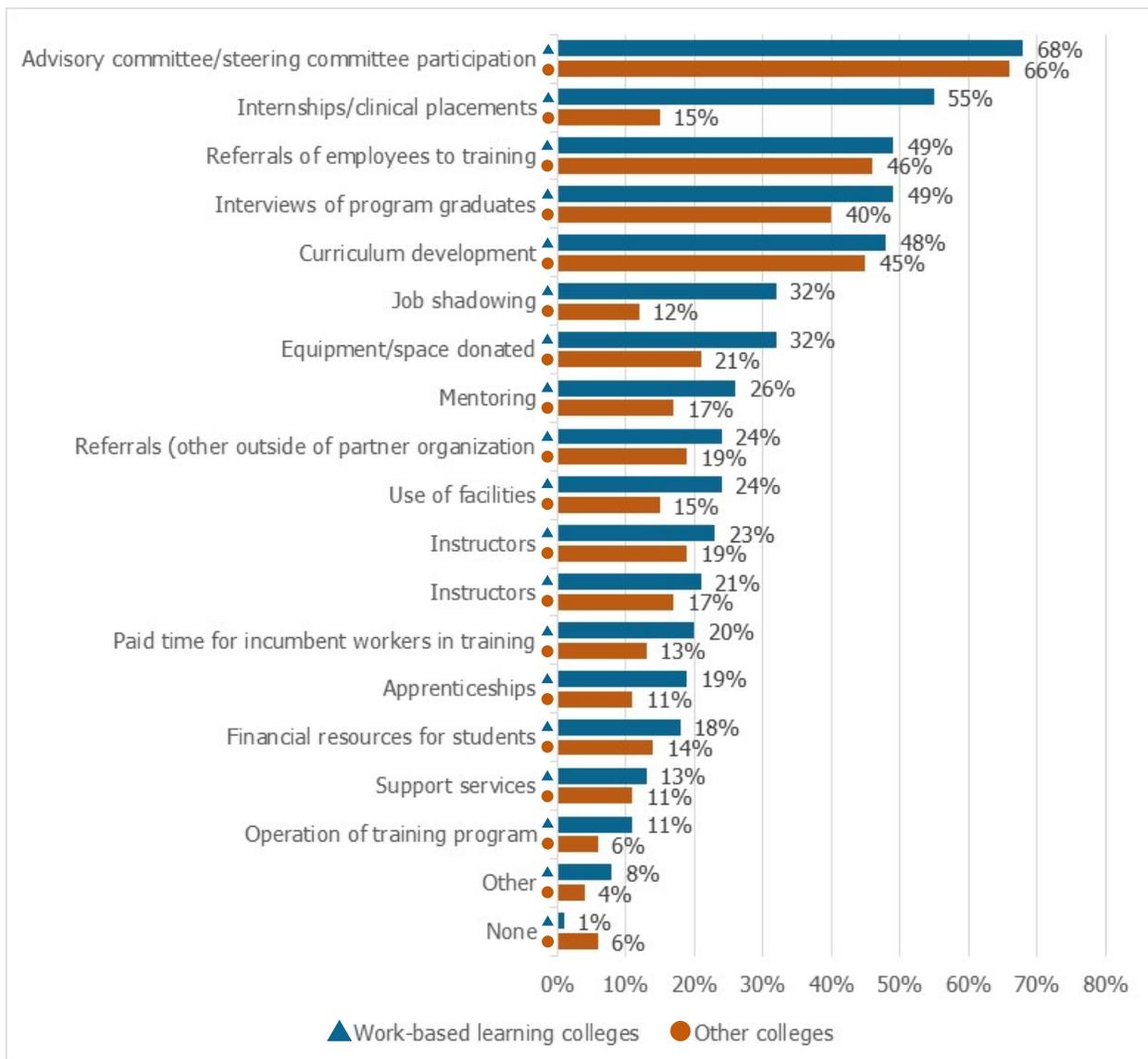
²⁶ Five percent of other colleges reported that the public workforce system provided internships or other work experiences services. Because these colleges did not report offering internships or other work-based learning activities in an earlier survey question used to categorize colleges by type, the finding is surprising. This discrepancy could be due to misunderstanding survey questions or incorrect reporting by the colleges.

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

Similar proportions of work-based learning and other colleges received employer-provided resources.

The work-based learning opportunities as defined in this chapter necessitate collaboration with employers. As such, it would not be surprising if greater shares of work-based learning colleges reported employer-provided resources than other colleges did. However, as **Exhibit 4-15** shows, similar proportions of work-based learning and other colleges received employer-provided resources for more than half of the categories in the survey. For the remaining categories, the differences were mostly small (the two exceptions were internships/clinical placements and job shadowing). The largest percentage point differences were in the receipt of equipment/space donations, mentoring, and interviews of program graduates; however, a minority of colleges reported receiving these.

Exhibit 4-15. Resources and Services Provided by Employers or Industry Associations for Participants at Work-based Learning and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N=759 work-based learning colleges (17 missing colleges) and 231 other colleges (20 missing colleges).

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

As with workforce-provided services, a portion of other colleges reported receipt of work-based learning-type resources from employers and industry associations. Fifteen (15) percent of other colleges reported employer-provided internships or clinical placements, 12 percent reported job shadowing, and 11 percent reported employer-provided apprenticeships.²⁷

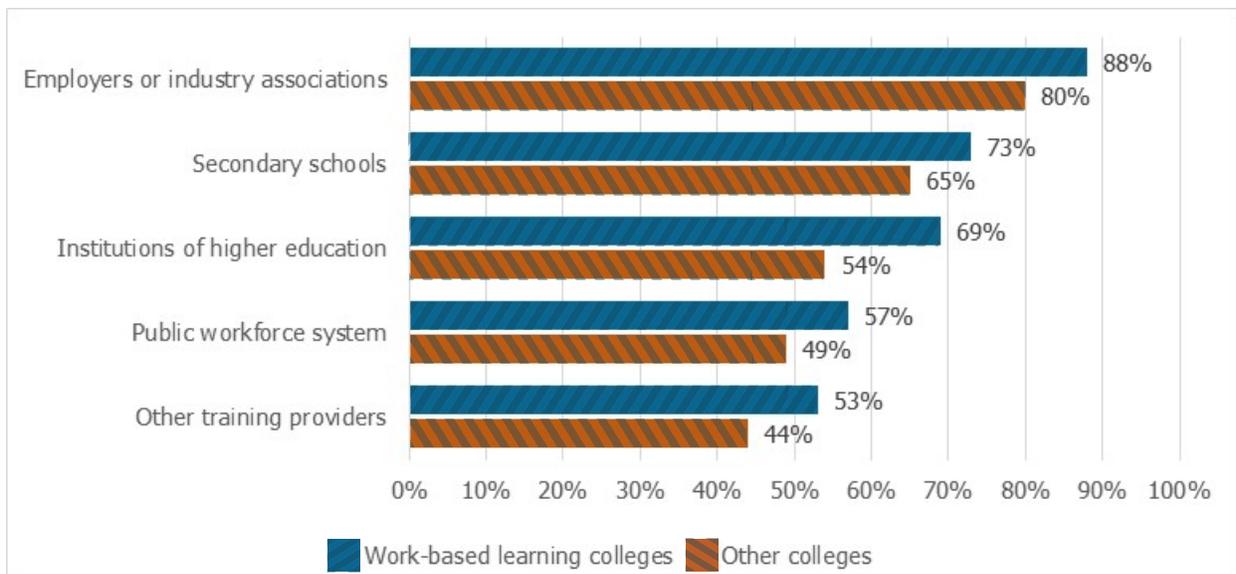
There were few differences between work-based learning colleges and other colleges as to whether partnerships will continue post TAACCCT.

The perceived sustainability of partnerships was similar between work-based learning and other colleges, and it was generally high. For most partnership types, 71 percent to 93 percent of both types of colleges expected most partnerships to continue. The only notable difference was seed and venture capital organizations (37 percent of work-based learning colleges versus 45 percent of other colleges).

A higher percentage of work-based learning colleges rated their partnerships as successful.

The survey asked two questions about the perceived success of the partnerships: whether the partnerships themselves were successful, and whether partnership activities were successful. To the first question, a greater proportion of work-based learning colleges viewed their partnerships as somewhat or very successful (**Exhibit 4-16**). The highest reported success rate for both types of colleges was with employers or industry associations (88 percent of work-based learning colleges versus 80 percent of other colleges). The greatest difference between work-based learning and other colleges was partnerships with institutions of higher education (69 percent versus 54 percent).

Exhibit 4-16. Partnership Types Rated as “Very Successful” or “Somewhat Successful” by Work-based Learning and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

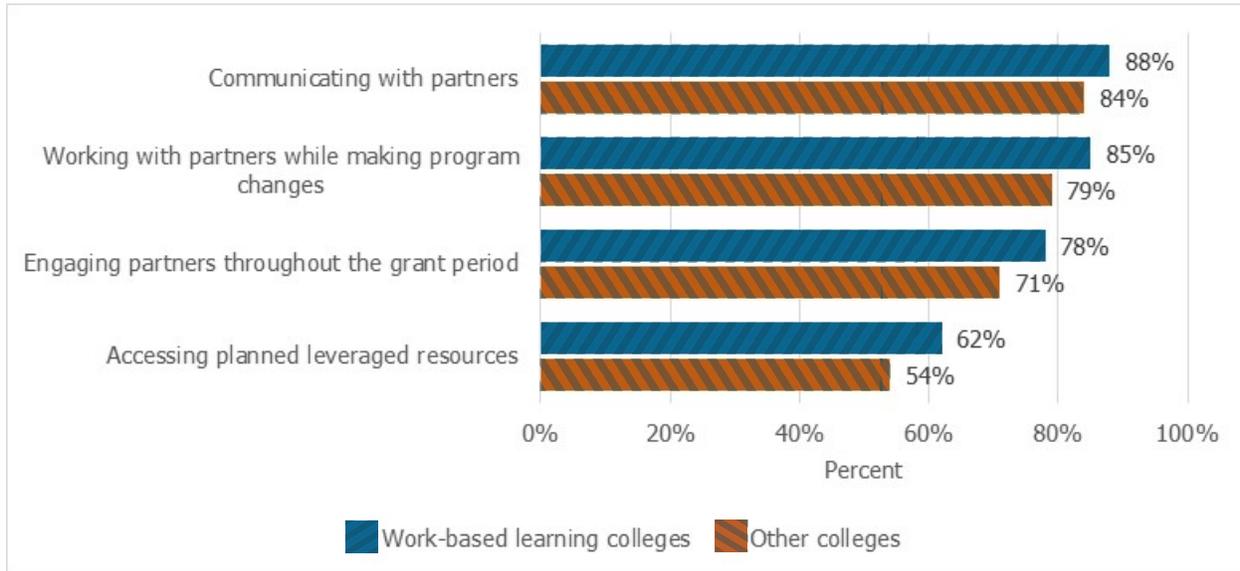
Note: $N=747$ work-based learning colleges (29 missing colleges) and 236 other colleges (15 missing colleges). Colleges could indicate for each partnership activity that it was very successful, somewhat successful, a little successful, not at all successful, too soon to tell, or is not applicable.

²⁷ This discrepancy could be due to misunderstanding survey questions or incorrect reporting by the colleges.

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

To the second question, the majority of both types of colleges reported success with each partnership activity, but larger proportions of work-based learning colleges did so. As **Exhibit 4-17** shows, greater proportions of work-based learning colleges rated each partnership activity as very or somewhat successful than did other colleges.

Exhibit 4-17. Partnerships Activities Rated as “Very Successful” or “Somewhat Successful” by Work-based Learning and Other Colleges



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=735$ work-based learning colleges (41 missing colleges) and 236 other colleges (15 missing colleges). Colleges could indicate for each activity that it was very successful, somewhat successful, a little successful, not at all successful, too soon to tell, or is not applicable.

4.4. SUSTAINABILITY

This section examines the differences between work-based learning and other colleges' perspectives on the sustainability of their grant activities. It reports responses to questions about sustaining programs post grant and strategies and challenges to sustaining grant-funded activities. Overall, work-based learning and other colleges expected to sustain grant-funded programs at similar rates, with a larger share of work-based learning colleges expecting to sustain accelerated learning and persistence strategies and connections to employment.

Similar proportions of work-based learning and other colleges expected the programs of study created with TAACCCT support to continue post grant.

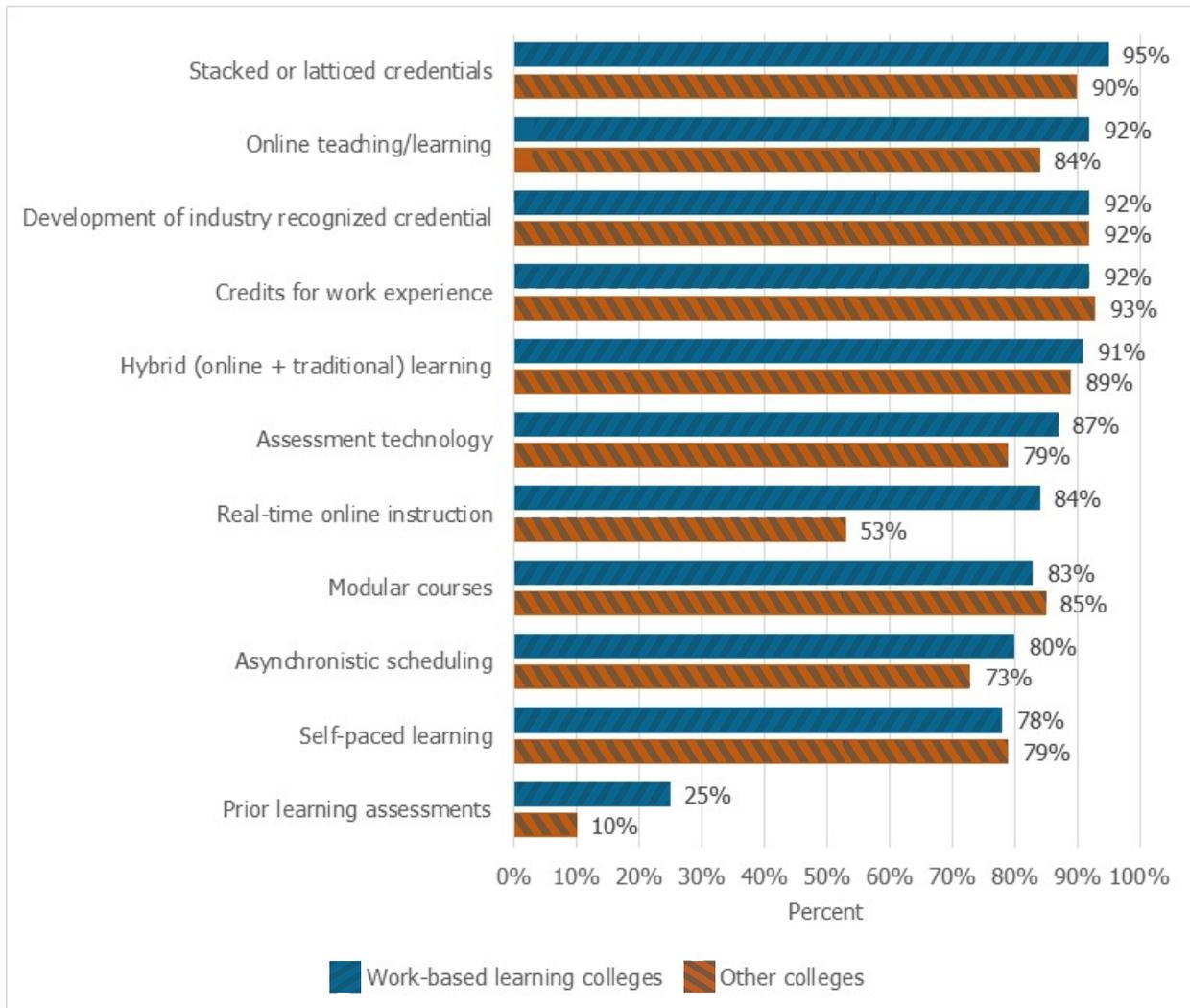
Overall, work-based learning and other colleges perceived sustainably similarly. In line with the finding that work-based learning colleges offered more programs than other colleges, work-based learning colleges reported, on average, a higher number of programs of study that would continue post-TAACCCT—about four programs in work-based learning colleges versus three in other colleges. However, a large share of both work-based learning and other colleges reported plans to continue programs developed or enhanced through TAACCCT funding, with more than three-quarters of colleges in both groups reporting that 76 percent to 100 percent of programs would continue after the grant ended.

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

Higher proportions of work-based learning than other colleges expected to sustain accelerated learning strategies and connections to employment strategies unrelated to work-based learning.

As shown in **Exhibit 4-18**, higher proportions of work-based learning than other colleges expected to sustain online teaching and learning (92 percent versus 84 percent), assessment technology (87 percent versus 79 percent), real-time online instruction (84 percent versus 53 percent), and prior learning assessments (25 percent versus 10 percent).²⁸

Exhibit 4-18. Accelerated Learning Strategies That Work-based Learning and Other Colleges Plan to Sustain



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

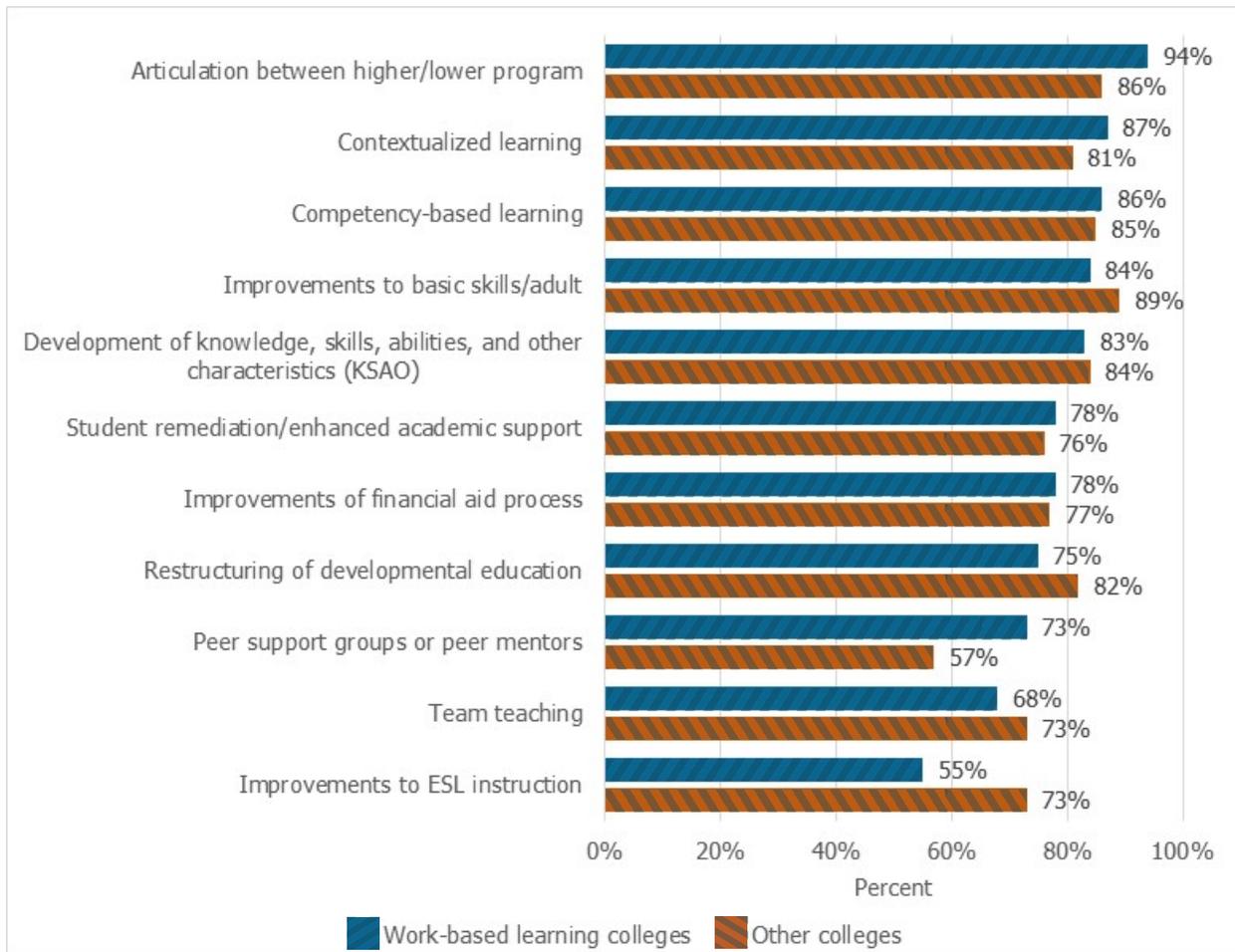
Note: $N=754$ work-based learning colleges (22 missing colleges) and 229 other colleges (22 missing colleges). Colleges included in the analyses are those that indicated use of the strategy during the TAACCCT grant in an earlier survey question; therefore, the number of colleges for each question varies slightly.

²⁸ The questions about each type of accelerated learning, college persistence and completion, and connections to employment strategy were asked only of those colleges that indicated that they had implemented the strategy under TAACCCT, and so differences in implementation do not explain the differences in sustainability.

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

As **Exhibit 4-19** shows, higher proportions of work-based learning than other colleges expected to sustain articulation between lower- and higher-level programs (94 percent versus 86 percent) and peer support groups or mentors (73 percent versus 57 percent). However, greater percentages of other colleges than work-based learning colleges planned to sustain restructured developmental education (82 percent versus 75 percent) and improvements to ESL instruction (73 percent versus 55 percent).

Exhibit 4-19. College Persistence and Completion Strategies That Work-based Learning and Other Colleges Plan to Sustain



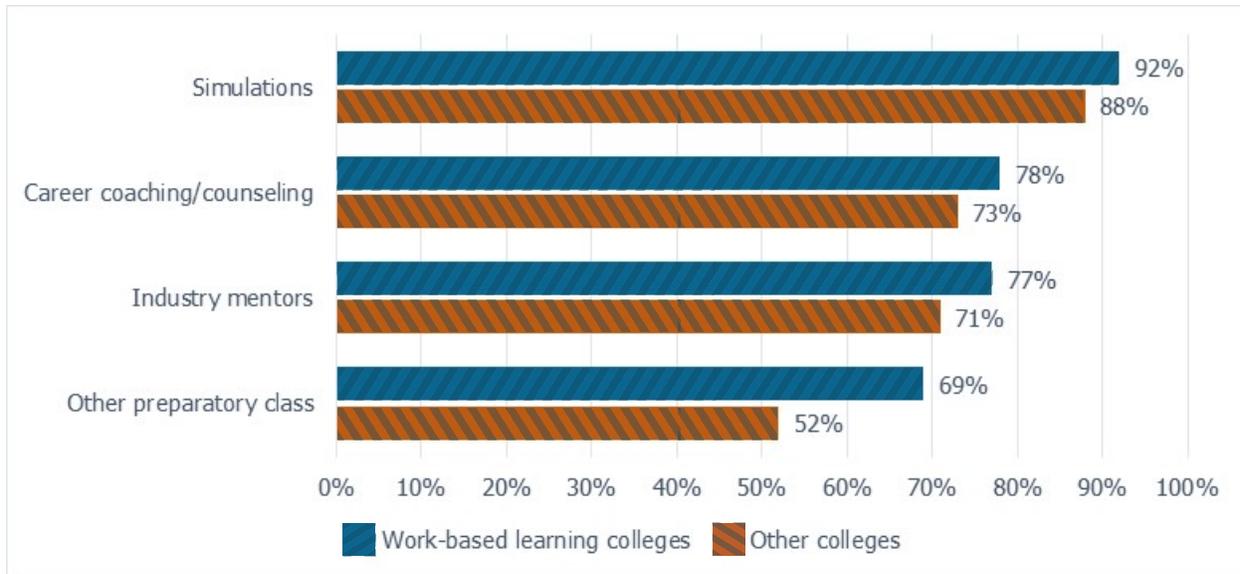
Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=753 work-based learning colleges (23 missing colleges) and 229 other colleges (22 missing colleges). Colleges included in the analyses are those that indicated use of the strategy during the TAACCCT grant in an earlier survey question; therefore, the number of colleges for each question varies slightly.

CHAPTER 4: TAACCCT GRANTS AND WORK-BASED LEARNING OPPORTUNITIES

Finally, greater proportions of work-based learning colleges than other colleges planned to sustain each of the four employment connection strategies excluding work-based learning (**Exhibit 4-20**). A majority of work-based learning colleges expected to sustain simulations (92 percent) and career coaching/counseling (78 percent), compared to 88 percent of other colleges for simulations and 73 percent of other colleges for career coaching/counseling. Greater shares of work-based learning than other colleges also expected to continue using industry mentors and providing other preparatory classes.

Exhibit 4-20. Employment Connection Strategies That Work-based Learning and Other Colleges Plan to Sustain



Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=753$ work-based learning colleges (23 missing colleges) and 229 other colleges (22 missing colleges). Colleges included in the analyses are those that indicated use of the strategy during the TAACCCT grant in an earlier survey question; therefore, the number of colleges for each question varies slightly.

Work-based learning and other colleges expected similar challenges to sustaining TAACCCT-funded activities.

Though greater proportions of work-based learning colleges expected to sustain most activities, as reported above, work-based learning and other colleges reported similar sustainability challenges. The largest difference was insufficient funding (64 percent of work-based learning colleges versus 57 percent of other colleges, not shown).

5. Conclusion

The TAACCCT grant program was a four-round, \$1.9 billion effort to “spur innovation and the development of model training programs” at community colleges across the country through the provision of capacity-building grants.²⁹ The grants were intended to change systems to be better connected and integrated, more effectively address employer needs for skilled workers, and transform how community colleges deliver education and training to adult learners.

This report presented findings from survey data across the four rounds of the TAACCCT grant program, examining three types of colleges: rural colleges, economy-focused colleges, and work-based learning colleges. This chapter summarizes key findings and potential issues to explore in future research.

The analysis found that in many ways, the special topics colleges and other colleges to which they are compared have many similarities. Even when there were notable differences in a particular activity or strategy (i.e., a difference of seven or more percentage points), the proportion of colleges implementing it was generally similar. For example, one type of college might focus on recruiting a particular population to a greater extent than others, but overall, similar shares of colleges recruited the particular population.

That said, there are some notable differences between the groups of colleges. Given the study design, it is not possible to determine what factors underlie the differences. An outcomes study report produced for this evaluation of Round 4 TAACCCT grants explored the range of potential outcomes for participants of future occupational training programs based on outcomes stemming from colleges’ grant activities (Judkins et al 2020). The special topics analyses conducted for this study provide a roadmap of issues colleges can take into account when designing occupational training programs in the future. It also suggests areas for further inquiry. For example:

- *Expanding existing versus creating new occupational training programs.* Findings were mixed across the special topics colleges. A larger share of economy-focused colleges implemented new training programs, whereas a larger share of rural colleges expanded existing occupational training programs. Relative to other colleges, more work-based colleges developed new programs and enhanced existing programs.³⁰ What could account for the differences in approaches? For example, did economy-focused colleges need to create new programs to address the employment challenges in their communities? Do rural colleges have less access to faculty and staff to design and instruct new occupational training programs? What factors account for work-based learning colleges both creating and expanding more programs than other colleges? Do they have more experience providing occupational training and receiving grants to design programs and other activities?
- *Accelerated learning strategies.* Greater percentages of rural colleges implemented credits for work experience and prior learning assessments than other colleges. More economy-focused colleges created stacked and latticed credentials, developed industry-recognized credentials, and implemented prior learning assessments than did other colleges. Similarly, a higher proportion of work-based learning than other colleges created stacked or latticed credential and developed industry-recognized

²⁹ See the Round 4 grant announcement at <https://www.doleta.gov/grants/pdf/SGA-DFA-PY-13-10.pdf> (p. 3) for more information.

³⁰ The findings highlighted in this conclusion reflect differences between the special topic focus colleges (e.g., rural colleges) and all other colleges.

credentials than other colleges. As well, more work-based learning colleges used online teaching/learning exclusively than did other colleges. What could account for these differences? Do rural colleges draw more students with prior work experience than do other colleges? Do economy-focused colleges face new labor markets that require potential employees to have stacked and/or industry-recognized credentials to compete for jobs? Does the nature of work-based learning colleges' occupational training programs lend themselves to an online format more so than other colleges' programs?

- *College persistence and completion strategies.* A larger share of rural colleges restructured their developmental education courses and programs than did other colleges. More economy-focused colleges and work-based learning colleges implemented student remediation and enhanced academic support than did other colleges. Is it possible that rural colleges recruit more students who have been out of school for a longer period of time than other colleges, thus need developmental education before they can attend occupational training programs? Do economy-focused colleges and work-based learning ones need to provide more assistance to participants once they enroll in occupational training programs?
- *Connections to employment strategies.* More rural colleges used simulations, in either a physical or virtual setting, to promote connections to employment than did other colleges. Larger shares of economy-focused colleges provided career coaching and counseling and offered internships. Work-based learning colleges, by definition, implemented activities at job sites (e.g., internships). As well, more work-based learning colleges offered career coaching and counseling and simulations than did other colleges. What accounts for the difference in career coaching and counseling between work-based learning and economy-focused colleges relative to other colleges? Why did this pattern not persist for rural colleges? Are rural colleges less likely to have designated staff to provide this type of guidance?
- *Partnerships.* Fewer rural colleges created new or enhanced existing partnerships with community- or faith-based organizations, but they reported receiving more resources, such as equipment, from industry partners and more participation from workforce agencies (e.g., steering committee participation). Greater percentages of economy-focused colleges than other colleges reported partnering with new organizations or enhancing their existing partnerships. Greater percentages of work-based learning than other colleges reported establishing or enhancing partnerships and similar shares established relationships with workforce agencies and industry associations. As well, more work-based learning colleges established or expanded partnerships with workforce agencies and industry associations. Why would rural colleges develop fewer partnerships with organizations? Is it possible there are fewer potential community- and faith-based partners available in rural colleges' service areas?

Answers to questions like these could help colleges implement occupational training programs funded under future grants or enhance programs already operational. They also suggest areas for future research into occupational training programs.

6. References

- Cohen, Elissa, Kelly S. Mikelson, Christin Durham, and Lauren Eyster. 2017. "TAACCCT Grantee Characteristics: The Trade Adjustment Assistance Community College and Career Training Grant Program Brief 2." Washington, DC: Urban Institute.
- Eyster, Lauren, Elissa Cohen, Kelly S. Mikelson, and Christin Durham. 2017. "TAACCCT Approaches, Targeted Industries, and Partnerships: The Trade Adjustment Assistance Community College and Career Training Grant Program Brief 3." Washington, DC: Urban Institute.
- Judkins, David, Karen Gardiner, Adrienne Smith, and Douglas Walton. 2020. Trade Adjustment Assistance Community College and Career Training: Round 4 Outcomes Study. Final Report, Rockville, MD: Abt Associates.
- National Academies of Sciences, Engineering, and Medicine. 2017. *Building America's Skilled Technical Workforce*. Washington, DC: National Academies Press.
- Sarna, Maureen, and Julie Strawn. 2018. *Career Pathways Implementation Synthesis*. (Research Report). Prepared for the U.S. Department of Labor, Chief Evaluation Office. Rockville, MD: Abt Associates.
- Schwartz, Deena, Julie Strawn, and Maureen Sarna. 2018. *Career Pathways Research and Evaluation Synthesis*. (Research Report). Prepared for the U.S. Department of Labor, Chief Evaluation Office. Rockville, MD: Abt Associates.
- Parker, Kim, Juliana Menasce Horowitz, Ann Brown, Richard Fry, D'Vera Cohn, and Ruth Igielnik. 2018. "What Unites and Divides Urban, Suburban and Rural Communities," Washington, DC: Pew Research Center.
- Rosenboom, Victoria and Kristin Blagg. 2018. "Disconnected from Higher Education: How Geography and Internet Speed Limit Access to Higher Education," Washington, DC: Urban Institute.
- Rosenfeld, Stuart A. 2018. "Skills to Sustain Rural Economies," *Investing in America's Workforce: Improving Outcomes for Workers and Employers*, Andreason, Stuart, Todd Greene, Heath Prince, and Carl E. Van Horn. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research, pp. 195-211.
- Trutko, John, Alex Trutko, Lauren Eyster, Nathan Sick, Carolyn O'Brien, and Adrienne Smith. 2020. *A Picture of the Trade Adjustment Assistance Community College and Career Training Grants: Results from a Survey of Round 4 Colleges*. Report prepared for the U.S. Department of Labor. Rockville, MD: Abt Associates.
- Western Governor's Development Initiative, *Rural Workforce Development Challenges*, March 2018 webinar, accessed March 2019 at <https://westgov.org/news/article/register-for-webinar-rural-workforce-development-challenges>.

Appendix A: Rural Colleges Compared to Other Colleges

Exhibit A-1. Percentage of Rural-Serving and Not-Exclusively Rural-Serving Colleges

Geographic Area Served	% Yes (n)
Rural	56.61% (407)
Non-Rural	43.39% (312)
Total	100.00 % (719)

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: 33 institutions did not provide a response and were dropped from the sample. 288 institutions served a mix of rural, suburban, and urban geographic regions and were therefore excluded from the sample.

Exhibit A-2. Focus Industries of Rural and Other Colleges

Focus Industries	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Accommodation and food services	3	5	-2
Administrative and support and waste management and remediation services	2	2	0
Administrative and support and waste management and remediation services	2	2	0
Agriculture, forestry, fishing and hunting	8	3	5
Arts, entertainment, and recreation	0	0	0
Construction	11	8	3
Educational services	7	7	0
Mining, quarrying, and oil and gas extraction	9	4	5
Finance and insurance	2	3	-1
Healthcare and social assistance	37	35	2
Information	11	16	-5
Management of companies and enterprises	4	2	2
Manufacturing	50	52	-2
Other	15	18	-3
Other services (except public administration)	3	3	0
Professional, scientific, and technical services	10	19	-9
Public administration	2	2	0
Real estate and rental and leasing	0	0	0
Retail trade	1	1	0
Transportation and warehousing	10	12	-2
Utilities	7	7	0
Wholesale trade	0	2	-2

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N=399 Rural Colleges (8 missing colleges) and 312 Other Colleges (0 missing colleges).

APPENDIX A: RURAL COLLEGES COMPARED TO OTHER COLLEGES

Exhibit A-3. Introduction of New Programs and Enhancement of Existing Programs by Rural and Other Colleges

Type of Program	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Instituted at least 1 newly developed program	61	72	-11
Enhanced at least 1 existing program	74	67	7

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=407 Rural Colleges (0 missing colleges) and 312 Other Colleges (0 missing colleges).

Exhibit A-4. Average Number of Newly Introduced and Enhanced Existing Programs by Rural and Other Colleges

Type of Program	Rural Colleges					Other Colleges				
	Min	Mean	Median	Max	Std. Dev.	Min	Mean	Median	Max	Std. Dev.
Number of newly introduced programs	0.00	1.48	1.00	17.00	1.99	0.00	2.04	1.00	16.00	2.31
Number of enhanced existing programs	0.00	2.07	1.00	21.00	2.56	0.00	2.19	1.00	19.00	3.15

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=407 Rural Colleges (0 missing colleges) and 312 Other Colleges (0 missing colleges).

Exhibit A-5. Development of New Career Pathway Programs by Rural and Other Colleges

New Career Pathway Developed	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Yes	76	76	0
No	24	24	0

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: 312 Rural Colleges (95 missing colleges) and 288 Other Colleges (24 missing colleges).

Exhibit A-6. Average Numbers of Career Pathway Programs Offered by Rural and Other Colleges

Type of Career Pathway Program	Rural Colleges					Other Colleges				
	Min	Mean	Median	Max	Std. Dev.	Min	Mean	Median	Max	Std. Dev.
Number of newly developed pathways	0.00	2.38	2.00	20.00	2.81	0.00	2.78	2.00	20.00	3.23
Total number of pathways	0.00	3.52	3.00	21.00	3.19	0.00	4.19	3.00	25.00	3.94

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=407 Rural Colleges (0 missing colleges) and 312 Other Colleges (0 missing colleges).

APPENDIX A: RURAL COLLEGES COMPARED TO OTHER COLLEGES

Exhibit A-7. Credit-Bearing Programs Offered by Rural and Other Colleges

Type of Program	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Offered at least 1 credit bearing program	61	63	-3
Offered at least 1 non-credit bearing program	39	37	3

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=407 Rural Colleges (0 missing colleges) and 312 Other Colleges (0 missing colleges)

Exhibit A-8. New Credential Development by Rural and Other Colleges

Developed Any Type of New Credential	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Yes	69	77	-7
No	31	23	7

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=393 Rural Colleges (14 missing colleges) and 291 Other Colleges (21 missing colleges).

Exhibit A-9. Types of Credentials for Training Programs Developed or Enhanced by Rural and Other Colleges

Type of Credential	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Certificate of completion from college (less than one year)	48	57	-9
Certificate of completion from college (more than one year)	30	25	5
Academic degrees	25	19	7
Occupational degrees	11	8	3
Professional/industrial certifications	36	40	-3
License from a regulating body (e.g., state agency)	7	5	2
Other	5	6	-1

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=393 Rural Colleges (14 missing colleges) and 291 Not-Exclusively Rural-Serving Colleges-Serving Colleges (21 missing colleges)

Exhibit A-10. Implementation of New Types of Articulation or Transfer Policies or Agreements by Rural and Other Colleges

Type of Articulation or Transfer Policy	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Articulation between continued education and degree programs	37	40	-3
New prior learning assessments that allow for credits to be counted towards program of study	38	31	7
New transfer policies/ agreements with four-year institutions	32	30	2
No new types of articulation or transfer policies or agreements	32	34	-2
Other transfer/articulation agreements	12	15	-3

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=267 Rural Colleges (144 missing colleges) and 289 Other Colleges (23 missing colleges).

APPENDIX A: RURAL COLLEGES COMPARED TO OTHER COLLEGES

Exhibit A-11. Accelerated Learning Strategies Implemented by Rural and Other Colleges

Strategy	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Creation of stacked/latticed credentials	66	71	-5
Credits for work experience	35	28	7
Hybrid (online + traditional) learning	62	57	5
Online teaching/learning	50	45	5
Development of industry recognized credential	51	55	-5
Prior learning assessments	46	34	12
Modular courses	38	39	-1
Self-paced learning	21	22	-1
Assessment technology	20	22	-1
Asynchronistic scheduling	19	17	2
Real-time online instruction	14	10	3

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=405 Rural Colleges (2 missing colleges) and 307 Other Colleges (5 missing colleges).

Exhibit A-12. College Persistence and Completion Strategies Implemented by Rural and Other Colleges

Strategy	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Student remediation/enhanced academic support	55	50	5
Competency-based learning	42	44	-2
Articulation between higher/lower program	39	44	-5
Contextualized learning	36	46	-10
Development of knowledge, skills, abilities, and other characteristics (KSAO)	31	36	-5
Improvements to basic skills/ Adult Basic Education	35	36	-2
Team teaching	24	30	-6
Peer mentor/support groups	18	23	-5
Restructuring of developmental education	22	14	8
Improvements of financial aid process	14	11	3
Improvements to ESL instruction	6	10	-4

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=405 Rural Colleges (2 missing colleges) and 307 Other Colleges (5 missing colleges).

APPENDIX A: RURAL COLLEGES COMPARED TO OTHER COLLEGES

Exhibit A-13. Connection to Employment Strategies Implemented by Rural and Other Colleges

Strategy	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Career coaching/counseling	69	73	-3
Simulations	54	48	7
Internship	47	51	-4
Clinical placement	22	21	1
Job shadowing	21	21	0
Industry mentors	21	28	-7
Other preparatory class	16	24	-8
On-the-job training (non-apprenticeship)	16	17	-1
Cooperative education	15	12	3
DOL approved, registered apprenticeship	8	7	1

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=405 Rural Colleges (2 missing colleges) and 307 Other Colleges (5 missing colleges).

Exhibit A-14. Types of Individuals Actively Recruited by Rural and Other Colleges

Type of Individual	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Ex-offenders/court involved	16	25	-9
Immigrants/refugees/first-generation Americans	27	45	-17
Incumbent workers	76	79	-3
Low skill or education	80	76	4
Limited English proficiency	24	40	-16
Long-term unemployed	68	73	-6
Low-income/ disadvantaged	80	85	-5
Minorities – racial/ethnic	60	76	-16
New entry-level workers	74	77	-3
Older workers	54	57	-3
People with disabilities	30	39	-9
Underemployed	81	87	-7
Unemployed/ dislocated workers	83	90	-7
Unemployment insurance claimants	33	46	-13
Veterans	88	88	0
Workers eligible for Trade Adjustment Assistance	78	83	-5
Women	70	80	-11
Men	66	68	-1
Other	5	6	0

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=397 Rural Colleges (10 missing colleges) and 300 Other Colleges (7 missing colleges).

APPENDIX A: RURAL COLLEGES COMPARED TO OTHER COLLEGES

Exhibit A-15. New Types of Individuals Actively Recruited by Rural and Other Colleges

Type of Individual Newly Targeted	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Ex-offenders/court involved	8	14	-6
Immigrants/refugees/first-generation Americans	14	18	-4
Incumbent Workers	34	30	4
Limited English proficiency	10	17	-7
Long-term unemployed	33	35	-2
Low-income/ disadvantaged	34	36	-2
Minorities – racial/ethnic	25	29	-4
New entry-level workers	34	34	0
Older workers	29	26	3
People with disabilities	14	17	-3
Underemployed	39	40	-1
Unemployed/ dislocated workers	40	43	-3
Unemployment insurance claimants	17	22	-5
Veterans	39	35	4
Workers eligible for Trade Adjustment Assistance	48	49	-1
Women	28	32	-4
Men	26	25	1
Other	2	3	0

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=397 Rural Colleges (20 missing colleges) and 300 Other Colleges (7 missing colleges).

Exhibit A-16. Enrollment Requirements at Rural and Other Colleges

Enrollment Requirement	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
High school diploma or GED	83	77	6
College entrance exam (such as SAT, ACT, COMPASS)	48	31	18
Basic skills tests	25	34	-9
Interview	22	30	-8
Background check	16	13	3
Drug test	12	8	4
Aptitude test	11	15	-5
Other	17	25	-8

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=393 Rural Colleges (14 missing colleges) and 301 Other Colleges (11 missing colleges).

APPENDIX A: RURAL COLLEGES COMPARED TO OTHER COLLEGES

Exhibit A-17. Outreach and Recruitment Strategies Used by Rural and Other Colleges

Outreach/Recruitment Strategy	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Direct mail campaigns	37	32	4
Distribution of flyers, posters, or other self-produced educational/informational materials	90	92	-3
Door-to-door outreach	7	7	0
In-person presentations in the community (e.g., at schools, neighborhood centers, libraries)	72	70	2
Informational websites	76	79	-4
Media outreach campaigns (e.g., TV, radio, newspapers, professionally prepared ads on buses/ bus shelters)	58	44	14
Partnerships with employers and industry associations	89	88	1
Referrals from community- or faith-based organizations	44	61	-17
Referrals from the workforce system	87	85	2
Toll-free information hotlines	5	5	0
Other	12	19	-7

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: 400 Rural Colleges (7 missing colleges) and 306 Other Colleges (6 missing colleges).

Exhibit A-18. Outreach or Recruitment Challenges as Rated by Rural and Other Colleges

Factor Rated as "A Great Challenge" or "Somewhat of a Challenge"	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Low or inadequate basic skill levels of applicants	49	41	8
Child care	47	41	5
Changing economic and labor market conditions that don't align with programs of study offered	43	35	8
Difficulties with identifying and finding eligible participants	50	49	1
Conflict between work and school hours	62	57	5
Lack of effectiveness of selected outreach strategies	21	22	-1
Negative perceptions of or a lack of interest in particular occupations by potential participants	32	34	-1
Insufficient resources devoted to outreach and recruitment	27	28	-1
Insufficient referrals from partner community-based organizations	31	37	-6
Insufficient referrals from partner employees or employer organizations	28	39	-11
Insufficient referrals from partner(s) in workforce system	31	40	-8
Participants' lack of access to reliable transportation	40	36	5
Tuition cost	41	35	6
Other	30	22	8

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N=400 Rural Colleges (7 missing colleges) and 303 Other Colleges (9 missing colleges).

APPENDIX A: RURAL COLLEGES COMPARED TO OTHER COLLEGES

Exhibit A-19. Types of External Organizations With Which Rural and Other Colleges Expanded Current or Developed New Partnerships

Type of External Partnership	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Community-based organizations other social services agencies	50	66	-16
Career or job centers (other than AJC; One-Stops)	55	59	-4
Community or technical colleges other than those in your consortium	43	40	3
Economic development organizations	45	56	-11
Industry associations, employers, or chambers of commerce	79	80	-1
Faith-based organizations	13	26	-12
Seed and venture capital organizations or individuals, investor networks, or entrepreneurs	11	11	-1
Local government	31	39	-7
Local workforce development boards (LWDB)/American Job Centers	61	64	-2
Other	9	20	-11
Philanthropic communities	26	27	-1
School districts (K-12)	51	52	0
State government	32	34	-2
State workforce development boards	42	44	-2
Unions	11	13	-3
Universities or other four-year institutions	43	42	1
Vocational or trade schools	25	28	-3

Source: Urban Institute Survey of TAACCT Colleges, Rounds 1-4.

Note: *N*=383 Rural Colleges (29 missing colleges) and 298 Other Colleges (14 missing colleges).

Exhibit A-20. Resources and Services Provided by the Public Workforce System for Participants at Rural and Other Colleges

Type of Resource/Service	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Advisory committee/steering committee participation	46	38	8
Referral to or assistance developing registered apprenticeships	12	7	5
Career/skills assessment	46	45	1
Connections to employers/ industry organizations	53	47	6
Curriculum development	6	7	-1
Use of facilities (e.g., space for training activities, meetings with employers, job fairs)	26	24	3
Access to financial support for participants (e.g., Individual Training Accounts)	50	49	1
Direct funding/ training contracts	19	18	1
Mentoring	18	11	6
Job placement services	55	48	8
Referral to TAACCT programs	57	55	3

APPENDIX A: RURAL COLLEGES COMPARED TO OTHER COLLEGES

Type of Resource/Service	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Job readiness/ soft skills training	38	34	4
Use of staff as counselors/navigators	22	25	-3
TAA program services (e.g., case management)	35	36	-1
Operation of training activities	8	9	-1
Internships/ other work experiences	12	14	-2
None	9	10	-1
Other	3	5	-2

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=378 Rural Colleges (29 missing colleges) and 288 Other Colleges (24 missing colleges).

Exhibit A-21. Resources and Services Provided by Employers or Industry Associations for Participants at Rural and Other Colleges

Type of Resource/Service	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Advisory committee/steering committee participation	69	65	4
Apprenticeships	17	13	4
Curriculum development	46	49	-3
Equipment/space donated	34	25	10
Use of facilities	25	18	8
Financial resources for students	19	13	6
Instructors	22	23	-2
Internships/clinical placements	44	45	-1
Interviews of program graduates	46	47	-1
Mentoring	25	22	2
None	3	2	1
Other	5	8	-3
Paid time for incumbent workers in training	19	16	3
Referrals of employees to training	51	46	5
Referrals (other outside of partner organization)	24	19	6
Job shadowing	28	25	3
Instructors	23	17	6
Support services	16	11	5
Operation of training program	12	8	3

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=390 Rural Colleges (17 missing colleges) and 294 Other Colleges (13 missing colleges).

APPENDIX A: RURAL COLLEGES COMPARED TO OTHER COLLEGES

Exhibit A-22. Partnerships Expected to Continue After Grant End at Rural and Other Colleges

Type of Partnership	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Community-based organizations or other social services agencies	78	81	-3
Community or other technical colleges than those in your consortium	71	73	-1
Career or job centers (other than AJCs; One-Stops)	78	77	0
Economic development organizations	83	85	-2
Industry associations, employers, or chambers of commerce	92	91	1
Faith-based organizations	49	61	-12
Seed and venture capital organizations or individuals, investor networks, or entrepreneurs	34	44	-10
Local government	75	79	-3
Local workforce development boards (LDWB)/ AJCs	85	83	2
Philanthropic community (e.g., foundations)	0	0	0
School districts (K-12)	63	60	4
State government agencies	88	81	8
State workforce development boards	77	81	-4
Unions	71	69	2
Universities or other four-year institutions	72	72	0
Vocational or trade schools	52	60	-8

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=380 Rural Colleges (27 missing colleges) and 293 Other Colleges (19 missing colleges).

Exhibit A-23. Success of Partnership Activities of Rural and Other Colleges

Activity Rated as “Very Successful” or “Somewhat Successful”	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Accessing planned leveraged resources	62	61	1
Engaging partners throughout the grant period	76	76	0
Communicating with partners	87	89	-2
Working with partners while making program changes	84	83	1
Other	23	14	8

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=384 Rural Colleges (23 missing colleges) and 285 Other Colleges (27 missing colleges).

APPENDIX A: RURAL COLLEGES COMPARED TO OTHER COLLEGES

Exhibit A-24. Perceived Success of Rural and Other Colleges in Supporting and Strengthening Partnerships With Different Institution Types

Type of Institutional Partnership Rated as “Very Successful” or “Somewhat Successful”	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Secondary schools	72	70	2
Institutions of higher education	64	67	-3
Other training providers	48	52	-4
Employers or industry associations	87	84	3
Public workforce system	58	50	8
Other	16	10	6

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=386 Rural Colleges (21 colleges missing) and 291 Other Colleges (22 missing colleges).

Exhibit A-25. Number of Grant-Funded Programs Rural and Other Colleges Plan to Continue Operating After the End of the TAACCCT Grant Period

	Rural Colleges					Other Colleges					Pct. Pt. Difference (Rural – Other)
	Min	Mean	Median	Max	Std. Dev.	Min	Mean	Median	Max	Std. Dev.	
Number of programs of study planned to continue after TAACCCT end	0	3.16	2	21	2.92	0	3.93	3	25	3.74	0

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=392 Rural Colleges (15 colleges missing) and 294 Other Colleges (19 missing colleges).

Exhibit A-26. Quartiles of Programs of Study Planned to Continue After TAACCCT Grant Ends for Rural and Other Colleges

Quartile of Programs of Study Planned to Continue after TAACCCT end	Rural Colleges		Other Colleges		Pct. Pt. Difference (Rural – Other)
	# of Colleges	% of Colleges	# of Colleges	% of Colleges	
0-25%	24	6	20	7	-1
26-50%	22	6	14	5	1
51-75%	31	8	21	7	1
76-100%	315	80	257	81	-1

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=392 Rural Colleges (15 colleges missing) and 294 Other Colleges (19 missing colleges).

APPENDIX A: RURAL COLLEGES COMPARED TO OTHER COLLEGES

Exhibit A-27. Accelerated Learning Strategies Rural and Other Colleges Plan to Sustain After TAACCCT Grant Ends

Strategy	Rural Colleges		Other Colleges		Pct. Pt. Difference (Rural – Other)
	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	
Stacked or latticed credentials	260	95	211	91	3
Credits for work experience	138	89	83	92	-2
Hybrid (online + traditional) learning	248	92	171	88	4
Online teaching/learning	199	95	137	88	7
Development of industry recognized credential	202	94	165	90	4
Prior learning assessments	181	22	101	22	0
Modular courses	154	81	115	85	-4
Self-paced learning	83	76	64	89	-13
Assessment technology	81	93	65	83	10
Asynchronistic scheduling	75	76	50	82	-6
Real-time online instruction	53	91	31	74	16

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N varies by strategy. Only colleges that indicated use of the strategy during the TAACCCT grant in an earlier survey question are included in the analyses.

Exhibit A-28. College Persistence and Completion Strategies Rural and Other Colleges Plan to Sustain After TAACCCT Grant Ends

Strategy	Rural Colleges		Other Colleges		Pct. Pt. Difference (Exclusively Rural – Not)
	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	
Student remediation/enhanced academic support	217	82	149	78	4
Competency-based learning	164	89	130	83	6
Articulation between higher/lower program	154	94	131	94	0
Contextualized learning	145	86	136	88	-2
Development of KSAO	120	88	107	76	12
Improvements to basic skills/ Adult Basic Education	138	83	106	89	-5
Team teaching	98	66	89	67	-1
Peer support groups or peer mentors	68	71	71	70	0
Restructuring of developmental education	90	77	41	83	-6

APPENDIX A: RURAL COLLEGES COMPARED TO OTHER COLLEGES

Strategy	Rural Colleges		Other Colleges		Pct. Pt. Difference (Exclusively Rural – Not)
	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	
Improvements of financial aid process	56	82	31	68	14
Improvements to ESL instruction	24	58	29	59	0

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N varies by strategy: see “# of Colleges Responding to Question” column. Only colleges that indicated use of the strategy during the TAACCCT grant in an earlier survey question are included in the analyses.

Exhibit A-29. Connections to Employment Strategies Rural and Other Colleges Plan to Sustain After TAACCCT Grant Ends

Strategy	Rural Colleges		Other Colleges		Pct. Pt. Difference (Rural – Other)
	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	
Career coaching/counseling	276	78	219	74	3
Simulations	216	95	140	89	6
Internship	183	91	152	91	0
Clinical placement	86	95	61	98	-3
Job shadowing	82	76	60	87	-11
Industry mentors	85	75	81	75	0
Other preparatory class	63	67	71	63	3
On-the-job training (non-apprenticeship)	63	79	50	74	5
Cooperative education	60	85	36	83	2
DOL approved, registered apprenticeship	33	85	23	78	7

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N varies by strategy: see “# of Colleges Responding to Question” column. Only colleges that indicated use of the strategy during the TAACCCT grant in an earlier survey question are included in the analyses.

Exhibit A-30. Sustainability Challenges of Rural and Other Colleges

Type of Challenge	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Insufficient funding	62	60	2
Changes in industry focus	19	19	0
Lack of potential participants/students	13	15	-2
Staff time/experience in fundraising	12	9	3
Insufficient partner support	34	27	7
Changes in industry focus	19	19	0
No major challenges	10	13	-3
Other	23	18	5

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N=389 Rural Colleges (18 missing colleges) and 296 Other Colleges (16 missing colleges).

APPENDIX A: RURAL COLLEGES COMPARED TO OTHER COLLEGES

Exhibit A-31. Roles of the Public Workforce System in Sustaining Grant Activities for Rural and Other Colleges

Roles of Public Workforce System	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Access to financial support for participants (e.g., Individual support training)	47	50	-3
Access to support services	40	40	0
Career or skill assessments	44	38	6
Advisory committee/steering committee participation	39	30	9
Connections to employers or industry associations	42	39	4
Curriculum development	5	6	-2
Direct funding/training activities	21	24	-4
Internships or other work experience activities	15	13	2
Job placement services	54	49	6
Job readiness/soft skills training	34	33	1
Mentoring	10	7	3
Operation of training activities	4	8	-4
Referral or assistance developing registered apprenticeships	19	13	6
Referrals to your institution's TAACCCT programs	51	47	4
TAA program services (e.g., case management)	31	28	2
TAA training	10	11	-2
Use of facilities	14	15	0
Use of staff as counselors/navigators	16	19	-3
None	11	14	-4
Other	3	6	-2

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=381 Rural Colleges (26 missing colleges) and 296 Other Colleges (16 missing colleges).

Exhibit A-32. Roles of Employer or Industry Associations in Sustaining Grant Activities by Rural and Other Colleges

Roles of Employer or Industry Association Partners	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Advisory committee/steering committee participation	84	83	1
Apprenticeships	22	25	-3
Curriculum development	48	46	1
Use of facilities	26	17	9
Financial resources for students	27	17	10
Hiring of graduates	84	83	2
Internships/clinical placements	60	61	-2
Interviews of program graduates	60	64	-4
Job shadowing opportunities	37	41	-4
Mentoring	22	23	-1
Paid time for incumbent workers in training, or other incentives to workers in training	30	28	2
Referrals of employees to your training program	66	58	8

APPENDIX A: RURAL COLLEGES COMPARED TO OTHER COLLEGES

Roles of Employer or Industry Association Partners	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Referrals to individuals outside partner organization to your training program	34	31	3
Use of staff/ employees as instructors	28	27	1
Support services	13	10	3
Operation of training program	10	9	1
None	3	3	0
Other	2	5	-3

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=380 Rural Colleges (27 missing colleges) and 293 Other Colleges (19 missing colleges).

Exhibit A-33. Role of Other Partner Organizations in Sustaining Grant Activities for Rural and Other Colleges

Roles of Other Partners	Rural Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Rural – Other)
Advisory committee/steering committee participation	62	56	6
Curriculum development	30	30	-1
Use of facilities	15	12	3
Financial resources for students	23	28	-5
Internships/clinical placements	31	36	-5
Mentoring	17	19	-2
Referrals of participants to TAACCCT program	43	43	0
Use of staff/employees as instructors	15	14	1
Support services	26	22	4
Operation of training programs	7	6	1
None	7	7	1
Other	1	2	-1

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=376 Rural Colleges (31 missing colleges) and 286 Other Colleges (26 missing colleges).

Appendix B: Economy-focused Colleges Compared to Other Colleges

Exhibit B-1. Percentage of Colleges Economy-focused Versus Other

Economic Context	% Yes (<i>n</i>)
Economy-focused	69.75% (708)
Other	30.25% (307)
Total	100% (1,015)

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: 25 institutions/consortiums did not provide a response and were dropped from the sample.

Exhibit B-2. Focus Industries of Economy-focused and Other Colleges

Focus Industries	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Accommodation and food services	4	1	2
Administrative and support and waste management and remediation services	2	1	1
Administrative and support and waste management and remediation services	2	1	1
Agriculture, forestry, fishing and hunting	5	4	0
Arts, entertainment, and recreation	0	1	-1
Construction	10	7	3
Educational services	7	7	-1
Mining, quarrying, and oil and gas extraction	7	5	1
Finance and insurance	2	1	1
Healthcare and social assistance	33	43	-11
Information	16	13	3
Management of companies and enterprises	3	1	2
Manufacturing	57	39	18
Other	15	16	-1
Other services (except public administration)	4	2	2
Professional, scientific, and technical services	16	15	1
Public administration	2	1	1
Real estate and rental and leasing	0	0	0
Retail trade	2	1	1
Transportation and warehousing	12	8	3
Utilities	8	5	3
Wholesale trade	1	1	0

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=706 Economy-focused Colleges (2 missing colleges) and 306 Other Colleges (1 missing college).

APPENDIX B: ECONOMY-FOCUSED COLLEGES COMPARED TO OTHER COLLEGES

Exhibit B-3. Introduction of New Programs and Enhancement of Existing Programs by Economy-focused and Other Colleges

Type of Program	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Instituted at least 1 newly developed program	71	64	7
Enhanced at least 1 existing program	73	70	3

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=708 Economy-focused Colleges (0 missing colleges) and 307 Other Colleges (0 missing colleges).

Exhibit B-4. Average Number of Newly Introduced and Enhanced Existing Programs by Economy-focused and Other Colleges

Type of Program	Economy-focused Colleges					Other Colleges				
	Min	Mean	Median	Max	Std. Dev.	Min	Mean	Median	Max	Std. Dev.
Number of newly introduced programs	0.00	1.91	1.00	17.00	2.30	0.00	1.51	1.00	12.00	1.83
Number of enhanced existing programs	0.00	2.49	2.00	21.00	3.18	0.00	1.95	1.00	16.00	2.41

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=708 Economy-focused Colleges (0 missing colleges) and 307 Other Colleges (0 missing colleges).

Exhibit B-5. Development of New Career Pathways Programs by Economy-focused and Other Colleges

New Career Pathway Developed	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Yes	80	75	5
No	20	25	-5

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=708 Economy-focused Colleges (0 missing colleges) and 307 Other Colleges (0 missing colleges).

Exhibit B-6. Average Numbers of Career Pathways Programs by Economy-focused and Other Colleges

Type of Career Pathway Program	Economy-focused Colleges					Other Colleges				
	Min	Mean	Median	Max	Std. Dev.	Min	Mean	Median	Max	Std. Dev.
Number of newly developed career pathway programs	0.00	2.98	2.00	20.00	3.32	0.00	2.15	1.00	20.00	2.52
Total number of career pathway programs offered	0.00	4.38	3.00	25.00	3.94	0.00	3.37	3.00	20.00	2.76

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=708 Economy-focused Colleges (0 missing colleges) and 307 Other Colleges (0 missing colleges).

APPENDIX B: ECONOMY-FOCUSED COLLEGES COMPARED TO OTHER COLLEGES

Exhibit B-7. Credit-Bearing Programs Offered by Economy-focused and Other Colleges

Type of Program	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Offered at least 1 credit bearing program	66	63	3
Offered at least 1 non-credit bearing program	34	37	-3

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=708 Economy-focused Colleges (0 missing colleges) and 307 Other Colleges (0 missing colleges).

Exhibit B-8. New Credential Development by Economy-focused and Other Colleges

Developed Any Type of New Credential	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Yes	76	69	7
No	24	31	-7

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=687 Economy-focused Colleges (21 missing colleges) and 293 Other Colleges (14 missing colleges).

Exhibit B-9. Types of Credentials for Training Programs Developed or Enhanced by Economy-focused and Other Colleges

Type of Credential	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Certificate of completion from college (<1 year)	54	46	9
Certificate of completion from college (>1 year)	29	23	6
Academic degrees	23	23	0
Occupational degrees	10	11	-1
Professional/industrial certifications	41	29	11
License from a regulating body (e.g., state agency)	6	6	0
Other	5	7	-3

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=687 Economy-focused Colleges (21 missing colleges) and 293 Other Colleges (14 missing colleges).

Exhibit B-10. Implementation of New Types of Articulation or Transfer Policies or Agreements by Economy-focused and Other Colleges

Type of Articulation or Transfer Policy	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Articulation between continued education and degree programs	42	31	12
New prior learning assessments that allow for credits to be counted towards program of study	41	34	7
New transfer policies/ agreements with four-year institutions	33	30	3
No new types of articulation or transfer policies or agreements	31	38	-7
Other transfer/articulation agreements	13	14	-1

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=655 Economy-focused Colleges (53 missing colleges) and 284 Other Colleges (23 missing colleges).

APPENDIX B: ECONOMY-FOCUSED COLLEGES COMPARED TO OTHER COLLEGES

Exhibit B-11. Accelerated Learning Strategies Implemented by Economy-focused and Other Colleges

Strategy	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Creation of stacked/latticed credentials	74	57	17
Credits for prior learning or work experience	35	33	3
Hybrid (online plus traditional) learning	64	57	7
Online teaching/learning	53	47	6
Development of industry-recognized credentials	56	42	14
Prior learning assessments	47	38	9
Modular or chunked courses	43	33	10
Self-paced learning	25	19	7
Assessment technology	23	16	7
Asynchronistic scheduling	22	12	10
Real-time online instruction	13	9	3

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=702 Economy-focused Colleges (6 missing colleges) and 306 Other Colleges (1 missing college).

Exhibit B-12. College Persistence and Completion Strategies Implemented by Economy-focused and Other Colleges

Strategy	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Student remediation/enhanced academic support	56	49	6
Competency-based learning	45	35	10
Articulation from programs to more advanced programs	45	36	9
Contextualized learning	43	37	6
Development of knowledge, skills, abilities, and other characteristics (KSAO)	31	29	2
Improvements to basic skills/ Adult Basic Education	38	30	8
Team teaching	29	24	6
Peer support groups or peer mentors	21	19	2
Restructuring of developmental education	18	18	1
Improvements of financial aid processes	13	10	3
Improvements to English as a Second Language instruction	7	8	-2
Student remediation/enhanced academic support	8	13	-5

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=702 Economy-focused Colleges (6 missing colleges) and 306 Other Colleges (1 missing college).

APPENDIX B: ECONOMY-FOCUSED COLLEGES COMPARED TO OTHER COLLEGES

Exhibit B-13. Connection to Employment Strategies Implemented by Economy-focused and Other Colleges

Strategy	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Career coaching or counseling	74	64	10
Simulations	53	51	2
Internships	53	44	9
Clinical placements	20	24	-4
Job shadowing	23	16	7
Industry mentors	27	18	8
Other preparatory class	22	14	7
On-the-job training (other than registered apprenticeship)	19	13	6
Cooperative education or work-study program	16	11	5
DOL approved registered apprenticeships	9	4	5

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=702 Economy-focused Colleges (6 missing colleges) and 306 Other Colleges (1 missing college).

Exhibit B-14. Types of Individuals Actively Recruited by Economy-focused and Other Colleges

Type of Individual	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Ex-offenders/court involved	23	16	7
Immigrants/refugees/first-generation Americans	38	30	8
Incumbent workers	81	72	9
Low skill or education	82	74	8
Limited English proficiency	31	27	4
Long-term unemployed	77	62	15
Low-income/ disadvantaged	83	77	6
Minorities – racial/ethnic	69	64	5
New entry-level workers	78	71	7
Older workers	58	51	7
People with disabilities	35	33	2
Underemployed	87	78	9
Unemployed/ dislocated workers	90	82	9
Unemployment insurance claimants	41	33	9
Veterans	91	83	8
Workers eligible for Trade Adjustment Assistance	85	77	8
Women	78	67	11
Men	71	62	9
Other	6	7	-1

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=697 Economy-focused Colleges (11 missing colleges) and 299 Other Colleges (8 missing colleges).

APPENDIX B: ECONOMY-FOCUSED COLLEGES COMPARED TO OTHER COLLEGES

Exhibit B-15. New Types of Individuals Actively Recruited by Economy-focused and Other Colleges

Type of Individual Newly Targeted)	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Ex-offenders/court involved	14	6	8
Incumbent workers	35	31	4
Immigrants/refugees/first-generation Americans	18	11	6
Low skill or education	33	28	5
Limited English proficiency	13	11	2
Long-term unemployed	36	28	8
Low-income/ disadvantaged	35	29	5
Minorities – racial/ethnic	27	24	3
New entry-level workers	34	29	5
Older workers	28	25	3
People with disabilities	15	13	2
Underemployed	40	33	6
Unemployed/ dislocated workers	41	35	5
Unemployment insurance claimants	19	16	4
Veterans	38	32	6
Workers eligible for Trade Adjustment Assistance	51	47	4
Women	30	24	6
Men	26	21	6
Other	3	3	0

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=697 Economy-focused Colleges (11 missing colleges) and 299 Other Colleges (8 missing colleges).

Exhibit B-16. Enrollment Requirements at Economy-focused and Other Colleges

Enrollment Requirement	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
High school diploma or GED	79	80	-1
College entrance exam (such as SAT, ACT, COMPASS)	39	44	-6
Basic skills tests	29	24	5
Interview	27	22	6
Background check	15	17	-2
Drug test	11	12	0
Aptitude test	16	7	9
Other	22	21	1

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=687 Economy-focused Colleges (21 missing colleges) and 302 Other Colleges (6 missing colleges).

APPENDIX B: ECONOMY-FOCUSED COLLEGES COMPARED TO OTHER COLLEGES

Exhibit B-17. Outreach and Recruitment Strategies Used by Economy-focused and Other Colleges

Outreach/Recruitment Strategy	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Direct mail campaigns	38	33	5
Distribution of flyers, posters, or other self-produced educational/informational materials	91	90	2
Door-to-door outreach	7	8	-1
In-person presentations in the community (e.g., at schools, neighborhood centers, libraries)	71	68	3
Informational websites	79	74	6
Media outreach campaigns (e.g., TV, radio, newspapers, professionally prepared ads on buses/ bus shelters)	51	51	0
Partnerships with employers and industry associations	90	86	4
Referrals from community- or faith-based organizations	56	41	14
Referrals from the workforce system	91	82	9
Toll-free information hotlines	5	5	0
Other	15	18	-3

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=704 Economy-focused Colleges (4 missing colleges) and 305 Other Colleges (3 missing colleges).

Exhibit B-18. Outreach or Recruitment Challenges as Rated by Economy-focused and Other Colleges

Factor Rated as "A Great Challenge" or "Somewhat of a Challenge"	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Low or inadequate basic skill levels of applicants	47	38	9
Child care	44	40	4
Changing economic and labor market conditions that don't align with programs of study offered	40	32	8
Difficulties with identifying and finding eligible participants	49	50	-1
Conflict between work and school hours	61	58	3
Lack of effectiveness of selected outreach strategies	23	23	0
Negative perceptions of or a lack of interest in particular occupations by potential participants	34	31	2
Insufficient resources devoted to outreach and recruitment	31	24	7
Insufficient referrals from partner community-based organizations	34	30	4
Insufficient referrals from partner employees or employer organizations	35	30	5
Insufficient referrals from partner(s) in workforce system	38	32	6
Participants' lack of access to reliable transportation	42	30	12
Tuition cost	38	37	2
Other	27	27	0

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=703 Economy-focused Colleges (5 missing colleges) and 302 Other Colleges (5 missing colleges).

APPENDIX B: ECONOMY-FOCUSED COLLEGES COMPARED TO OTHER COLLEGES

Exhibit B-19. Types of External Organizations with which Economy-focused and Other Colleges Expanded Current or Developed New Partnerships

Type of External Partnership	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Community-based organizations other social services agencies	60	51	9
Career or job centers (other than AJC; One-Stops)	59	55	4
Community or technical colleges other than those in your consortium	47	35	12
Economic development organizations	54	39	15
Industry associations, employers, or chambers of commerce	81	75	6
Faith-based organizations	22	11	11
Seed and venture capital organizations or individuals, investor networks, or entrepreneurs	10	11	0
Local government	36	27	9
Local workforce development boards (LWDB)/American Job Centers	65	55	10
Other	19	5	15
Philanthropic communities	29	20	10
School districts (K-12)	54	44	10
State government	37	31	6
State workforce development boards	45	39	6
Unions	13	11	3
Universities or other four-year institutions	45	40	4
Vocational or trade schools	29	19	11

Source: Urban Institute Survey of TAACCT Colleges, Rounds 1-4.

Note: *N*=677 Economy-focused Colleges (31 missing colleges) and 291 Other Colleges (16 missing colleges).

Exhibit B-20. Resources and Services Provided by the Public Workforce System for Participants at Economy-focused and Other Colleges

Type of Resource/Service	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Advisory committee/steering committee participation	43	40	3
Referral to or assistance developing registered apprenticeships	11	7	4
Career/skills assessment	49	47	2
Connections to employers/ industry organizations	53	45	8
Curriculum development	6	7	-1
Use of facilities (e.g., space for training activities, meetings with employers, job fairs)	28	22	6
Access to financial support for participants (e.g., Individual Training Accounts)	55	46	9
Direct funding/ training contracts	22	13	8
Mentoring	17	16	1
Job placement services	54	44	11
Referral to TAACCT programs	60	55	5
Job readiness/ soft skills training	39	35	4

APPENDIX B: ECONOMY-FOCUSED COLLEGES COMPARED TO OTHER COLLEGES

Type of Resource/Service	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Use of staff as counselors/navigators	27	21	6
TAA program services (e.g., case management)	39	34	4
Operation of training activities	9	7	2
Internships/ other work experiences	13	11	2
None	8	12	-4
Other	3	6	-2

Source: Urban Institute Survey of TAACCT Colleges, Rounds 1-4.

Note: *N*=664 Economy-focused Colleges (44 missing colleges) and 286 Other Colleges (20 missing colleges).

Exhibit B-21. Resources and Services Provided by Employers or Industry Associations for Participants at Economy-focused and Other Colleges

Type of Resource/Service	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Advisory committee/steering committee participation	68	65	2
Apprenticeships	19	12	7
Curriculum development	48	46	2
Equipment/space donated	30	28	2
Use of facilities	22	22	-1
Financial resources for students	18	14	4
Instructors	23	21	2
Internships/clinical placements	45	46	-1
Interviews of program graduates	50	41	9
Mentoring	24	23	0
None	1	3	-2
Other	7	6	1
Paid time for incumbent workers in training	20	15	5
Referrals of employees to training	50	44	6
Referrals (other outside of partner organization)	23	23	0
Job shadowing	29	23	6
Instructors	21	17	5
Support services	13	12	1
Operation of training program	11	7	4

Source: Urban Institute Survey of TAACCT Colleges, Rounds 1-4.

Note: *N*=684 Economy-focused Colleges (24 missing colleges) and 297 Other Colleges (10 missing colleges).

APPENDIX B: ECONOMY-FOCUSED COLLEGES COMPARED TO OTHER COLLEGES

Exhibit B-22. Partnership Expected to Continue after Grant End at Economy-focused and Other Colleges

Partnership Type Rated as “Definitely will Continue” or “Likely to Continue”	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Community-based organizations or other social services agencies	79	81	-2
Community or other technical colleges than those in your consortium	76	69	6
Career or job centers (other than AJCs; One-Stops)	79	73	6
Economic development organizations	85	77	8
Industry associations, employers, or chambers of commerce	92	92	0
Faith-based organizations	58	52	6
Seed and venture capital organizations or individuals, investor networks, or entrepreneurs	39	37	2
Local government	80	70	10
Local workforce development boards (LDWB)/ AJCs	87	79	8
Philanthropic community (e.g., foundations)	63	60	3
School districts (K-12)	88	81	7
State government agencies	81	76	5
State workforce development boards	74	68	6
Unions	76	62	14
Universities or other four-year institutions	56	56	-1
Vocational or trade schools	80	73	7

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=674 Economy-focused Colleges (34 missing colleges) and 288 Other Colleges (19 missing colleges).

Exhibit B-23. Success of Partnership Activities of Economy-focused and Other Colleges

Activity Rated as “Very Successful” or “Somewhat Successful”	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Accessing planned leveraged resources	64	51	13
Engaging partners throughout the grant period	78	73	5
Communicating with partners	89	82	8
Working with partners while making program changes	86	79	7
Other	19	8	11

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=664 Economy-focused Colleges (44 missing colleges) and 292 Other Colleges (15 missing colleges).

Institutions could indicate for each activity that it was very successful, somewhat successful, a little successful, not at all successful, too soon to tell, or is not applicable.

APPENDIX B: ECONOMY-FOCUSED COLLEGES COMPARED TO OTHER COLLEGES

Exhibit B-24. Perceived Success of Economy-focused and Other Colleges in Supporting and Strengthening Partnerships With Different Institution Types

Type of Institutional Partnership Rated as "Very Successful" or "Somewhat Successful"	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Secondary schools	75	62	12
Institutions of higher education	68	59	8
Other training providers	54	44	9
Employers or industry associations	88	83	5
Public workforce system	57	49	8
Other	16	3	12

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=675 Economy-focused Colleges (33 missing colleges) and 293 Other Colleges (14 missing colleges). Institutions could indicate for each activity that it was very successful, somewhat successful, a little successful, not at all successful, too soon to tell, or is not applicable.

Exhibit B-25. Number of Grant-Funded Programs Economy-focused and Other Colleges to Continue Operating After the End of the TAACCCT Grant Period

	Economy-focused Colleges					Other Colleges					Pct. Pt. Difference (Economy-focused – Non)
	Min	Mean	Median	Max	Std. Dev.	Min	Mean	Median	Max	Std. Dev.	
Number of programs of study planned to continue after TAACCCT end	0	4.04	3	25.0	3.74	0	3.04	2	20	2.68	1.00

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=683 Economy-focused Colleges (25 missing colleges) and 298 Other Colleges (9 missing colleges).

Exhibit B-26. Quartiles of Programs of Study Planned to Continue After TAACCCT Grant Ends for Economy-focused and Other Colleges

Quartiles of Programs of Study Planned to Continue after TAACCCT end	Economy-focused Colleges		Other Colleges		Pct. Pt. Difference (Economy-focused – Non)
	Number of Colleges	Percent of Colleges	Number of Colleges	Percent of Colleges	
0-25%	33	5	25	8	-3
26-50%	28	4	22	7	-3
51-75%	56	8	20	7	1
76-100%	566	83	231	78	5

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=683 Economy-focused Colleges (25 missing colleges) and 298 Other Colleges (9 missing colleges).

APPENDIX B: ECONOMY-FOCUSED COLLEGES COMPARED TO OTHER COLLEGES

Exhibit B-27. Accelerated Learning Strategies Economy-focused and Other Colleges Plan to Sustain After TAACCCT Grant Ends

Strategy	Economy-focused Colleges		Other Colleges		Pct. Pt. Difference (Economy-focused – Non)
	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	
Stacked or latticed credentials	507	94	168	92	2
Credits for work experience	244	93	96	89	5
Hybrid (online+ traditional) learning	441	90	168	93	-3
Online teaching/learning	369	90	141	93	-3
Development of industry recognized credential	388	92	126	92	0
Prior learning assessments	321	23	111	21	3
Modular courses	296	83	99	86	-2
Self-paced learning	174	78	56	84	-6
Assessment technology	160	86	49	86	0
Asynchronistic scheduling	149	79	36	78	1
Real-time online instruction	84	79	28	82	-4

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N varies by strategy; see “# of Colleges Responding to Question” column. Only colleges that indicated use of the strategy during the TAACCCT grant in an earlier survey question are included in the analyses.

Exhibit B-28. College Persistence and Completion Strategies Economy-focused and Other Colleges Plan to Sustain After TAACCCT Grant Ends

Strategy	Economy-focused Colleges		Other Colleges		Pct. Pt. Difference (Economy-focused – Non)
	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	
Student remediation/enhanced academic support	384	79	145	77	2
Competency-based learning	306	87	103	83	3
Articulation between higher/lower program	312	93	107	93	0
Contextualized learning	298	87	111	86	1
Development of KSAO	213	83	84	85	-1
Improvements to basic skills/Adult Basic Education	260	85	90	83	2
Team teaching	204	70	71	66	3
Peer support groups or peer mentors	141	72	54	69	3
Restructuring of developmental education	124	75	53	81	-6

APPENDIX B: ECONOMY-FOCUSED COLLEGES COMPARED TO OTHER COLLEGES

Strategy	Economy-focused Colleges		Other Colleges		Pct. Pt. Difference (Economy-focused – Non)
	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	
Improvements of financial aid process	88	81	29	69	12
Improvements to ESL instruction	47	70	25	32	38

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N varies by strategy: see “# of Colleges Responding to Question” column. Only colleges that indicated use of the strategy during the TAACCCT grant in an earlier survey question are included in the analyses.

Exhibit B-29. Connections to Employment Strategies Economy-focused and Other Colleges Plan to Sustain After TAACCCT Grant Ends

Strategy	Economy-focused Colleges		Other Colleges		Pct. Pt. Difference (Economy-focused – Non)
	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	
Career coaching/counseling	514	77	193	78	-1
Simulations	367	90	152	94	-4
Internship	362	90	130	96	-6
Clinical placement	133	95	70	96	0
Job shadowing	156	76	48	75	1
Industry mentors	184	77	53	72	5
Other preparatory class	148	67	41	66	1
On-the-job training (non-apprenticeship)	125	79	38	66	13
Cooperative education	111	82	32	88	-6
DOL approved, registered apprenticeship	65	85	13	77	8

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N varies by strategy: see “# of Colleges Responding to Question” column. Only colleges that indicated use of the strategy during the TAACCCT grant in an earlier survey question are included in the analyses.

Exhibit B-30. Sustainability Challenges of Economy-focused and Other Colleges

Type of Challenge	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Insufficient funding	61	63	-1
Changes in industry focus	19	23	-5
Lack of potential participants/students	14	13	1
Staff time/experience in fundraising	12	15	-4
Insufficient partner support	29	37	-8
Changes in industry focus	19	23	-5
No major challenges	11	19	-8
Other	22	25	-4

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N=681 Economy-focused Colleges (27 missing colleges) and 296 Other Colleges (11 missing colleges).

APPENDIX B: ECONOMY-FOCUSED COLLEGES COMPARED TO OTHER COLLEGES

Exhibit B-31. Roles of the Public Workforce System in Sustaining Grant Activities for Economy-focused and Other Colleges

Roles of Public Workforce System	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Access to financial support for participants	50	48	2
Access to support services	42	38	4
Career or skill assessments	43	41	2
Advisory/steering committee participation	34	37	-3
Connections to employers or industry associations	43	41	2
Curriculum development	6	5	1
Direct funding/training contracts	23	20	3
Internships or other work experience activities	15	15	1
Job placement services	54	49	4
Job readiness/soft skills training	36	35	0
Mentoring	10	7	3
Operation of training activities	7	4	3
Referral to/ assistance developing registered apprenticeships	16	18	-1
Referrals to your institution's TAACCCT programs	54	50	4
TAA program services	34	32	2
TAA training	12	12	0
Use of facilities (e.g., training activities/meetings/job fairs)	16	16	0
Use of staff as counselors/navigators	19	16	3
None	9	18	-9
Other	3	7	-4

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=673 Economy-focused Colleges (35 missing colleges) and 294 Other Colleges (13 missing colleges).

Exhibit B-32. Roles of Employer or Industry Associations in Sustaining Grant Activities for Economy-focused and Other Colleges

Roles of Employer or Industry Association Partners	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Advisory/steering committee participation	86	78	8
Apprenticeships	29	18	10
Curriculum development	51	41	10
Use of facilities	22	23	0
Financial resources for students	25	20	5
Hiring of graduates	85	79	6
Internships/clinical placements	63	61	2
Interviews of program graduates	65	57	8
Job shadowing	42	31	11
Mentoring	25	16	8
Paid time for incumbent workers in training	35	21	14
Referrals of employees to training program(s)	67	60	7
Referrals of individuals from outside partner org	36	30	5
Use of staff/ employees as instructors	29	22	7
Support services	10	13	-3

APPENDIX B: ECONOMY-FOCUSED COLLEGES COMPARED TO OTHER COLLEGES

Roles of Employer or Industry Association Partners	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Operation of training program	10	7	3
None	2	6	-4
Other	3	4	-1

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=673 Economy-focused Colleges (35 missing colleges) and 292 Other Colleges (15 missing colleges).

Exhibit B-33. Roles of Other Partner Organizations in Sustaining Grant Activities for Economy-focused and Other Colleges

Roles of Other Partners	Economy-focused Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Economy-focused – Non)
Advisory/steering committee participation	59	57	1
Curriculum development	30	32	-2
Use of facilities	12	15	-2
Financial resources for students	24	21	3
Internships/clinical placements	31	36	-6
Mentoring	18	15	3
Referrals of participants to TAACCCT program	46	38	8
Use of staff/employees as instructors	14	14	0
Support services	23	22	1
Operation of training programs	6	6	1
None	7	10	-4
Other	1	1	0

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=656 Economy-focused Colleges (52 missing colleges) and 291 Other Colleges (16 missing colleges).

Appendix C: Work-based Learning Colleges Compared to Other Colleges

Exhibit C-1. Percentage of Work-Based Learning and Non-Work Based Learning Colleges

Type of College	% Yes (<i>n</i>)
Work-based learning college	75.56% (776)
Other college	24.44% (251)
Total	100.00 % (1,027)

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: 13 institutions/consortiums did not provide a response and were dropped from the sample.

Exhibit C-2. Types of Work-Based Learning Opportunities Offered among Work-based Learning Colleges

Type of Work-Based Learning Opportunity	Work-based Learning Colleges (%)
Internship	66
Clinical placement	28
Job shadowing	28
On-the-job training (non-apprenticeship)	22
Cooperative education	19
DOL approved, registered apprenticeship	10
Other work-based learning	13

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=776 work-based learning colleges (0 missing colleges).

Exhibit C-3. Focus Industries of Work-based Learning and Other Colleges

Focus Industries	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Accommodation and food services	3	3	0
Administrative and support and waste management and remediation services	2	1	1
Agriculture, forestry, fishing and hunting	5	4	0
Arts, entertainment, and recreation	0	0	0
Construction	9	10	0
Educational services	7	6	1
Mining, quarrying, and oil and gas extraction	6	6	0
Finance and insurance	2	1	1
Healthcare and social assistance	40	24	17
Information technology	17	7	10
Management of companies and enterprises	2	4	-1
Manufacturing	50	57	-8
Other	16	14	2
Other services (except public administration)	3	2	1

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Focus Industries	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Professional, scientific, and technical services	17	11	6
Public administration	1	2	-1
Real estate and rental and leasing	0	0	0
Retail trade	1	2	-1
Transportation and warehousing	10	13	-3
Utilities	7	7	0
Wholesale trade	1	1	0

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=771 work-based learning colleges (5 missing colleges) and 246 other colleges (5 missing colleges).

Exhibit C-4. Introduction of New Programs and Enhancement of Existing Programs by Work-based Learning and Other Colleges

Type of Program	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Instituted at least 1 newly developed program	70	63	7
Enhanced at least 1 existing program	75	60	15

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=776 work-based learning colleges (0 missing colleges) and 251 other colleges (0 missing colleges).

Exhibit C-5. Average Number of Newly Introduced and Enhanced Existing Programs by Work-based Learning and Other Colleges

Type of Program	Work-based Learning Colleges					Other Colleges				
	Min	Mean	Median	Max	Std. Dev.	Min	Mean	Median	Max	Std. Dev.
Number of newly introduced programs	0.00	1.86	1.00	17.00	2.25	0.00	1.51	1.00	10.00	1.94
Number of enhanced existing programs	0.00	2.52	2.00	21.00	3.05	0.00	1.66	1.00	18.00	2.63

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=777 work-based learning colleges (0 missing colleges) and 251 other colleges (0 missing colleges).

Exhibit C-6. Development of New Career Pathway Programs by Work-based Learning and Other Colleges

New Career Pathway Developed	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning – Other)
Yes	82	63	20
No	18	37	-20

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=776 work-based learning colleges (0 missing colleges) and 251 other colleges (0 missing colleges).

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Exhibit C-7. Average Numbers of Career Pathway Programs Offered by Work-based Learning and Other Colleges

Type of Career Pathway Program	Work-based Learning Colleges					Other Colleges				
	Min	Mean	Median	Max	Std. Dev.	Min	Mean	Median	Max	Std. Dev.
Number of newly developed career pathway programs	0.00	3.00	2.00	20.00	3.23	0.00	1.84	1.00	18.00	2.61
Total number of career pathway programs offered	0.00	4.34	3.00	25.00	3.74	0.00	3.12	2.00	20.00	3.27

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=776$ work-based learning colleges (0 missing colleges) and 251 other colleges (0 missing colleges).

Exhibit C-8. Credit-Bearing Programs Offered by Work-based Learning and Other Colleges

Type of Program	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Offered at least 1 credit bearing program	66	59	8
Offered at least 1 non-credit bearing program	34	41	-8

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=776$ work-based learning colleges (0 missing colleges) and 251 other colleges (0 missing colleges).

Exhibit C-9. New Credential Development by Work-based Learning and Other Colleges

Developed Any Type of New Credential	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Yes	76	67	9
No	24	33	-9

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=752$ work-based learning colleges (24 missing colleges) and 231 other colleges (20 missing colleges).

Exhibit C-10. Types of Credentials for Training Programs Developed or Enhanced by Work-based Learning and Other Colleges

Type of Credential	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Certificate of completion from college (less than one year)	53	48	5
Certificate of completion from college (more than one year)	30	20	10
Academic degrees	26	14	11
Occupational degrees	12	6	6
Professional/industrial certifications	38	33	5
License from a regulating body (e.g., state agency)	6	5	1
Other	5	6	-1

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=752$ work-based learning colleges (24 missing colleges) and 231 other colleges (20 missing colleges).

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Exhibit C-11. Implementation of New Types of Articulation or Transfer Policies or Agreements by Work-based Learning and Other Colleges

Type of Articulation or Transfer Policy	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Articulation between continuing education and degree programs	42	26	16
New prior learning assessments that allow for credits to be counted towards program of study	42	28	14
New transfer policies/ agreements with four-year institutions	36	19	17
No new types of articulation or transfer policies or agreements	29	47	-18
Other transfer/articulation agreements	13	13	0

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=734 work-based learning colleges (42 missing colleges) and 216 other colleges (35 missing colleges).

Exhibit C-12. Accelerated Learning Strategies Implemented by Work-based Learning and Other Colleges

Strategy	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Creation of stacked/latticed credentials	73	50	23
Credits for prior learning or work experience	40	18	22
Hybrid (online plus traditional) learning	66	48	17
Online teaching/learning	56	37	18
Development of industry-recognized credentials	55	39	16
Prior learning assessments	48	30	18
Modular or chunked courses	42	33	9
Self-paced learning	26	16	10
Assessment technology	24	12	13
Asynchronistic scheduling	21	12	9
Real-time online instruction	14	6	7

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=776 work-based learning colleges (0 missing colleges) and 251 other colleges (0 missing colleges).

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Exhibit C-13. College Persistence and Completion Strategies Implemented by Work-based Learning and Other Colleges

Strategy	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Student remediation/enhanced academic support	58	37	21
Competency-based learning	44	31	14
Articulation from programs to more advanced programs	48	24	25
Contextualized learning	45	29	15
Development of knowledge, skills, abilities, and other characteristics (KSAO)	33	21	12
Improvements to basic skills / ABE	38	25	14
Team teaching	31	18	12
Peer support groups or peer mentors	23	9	14
Restructuring of developmental education	19	14	5
Improvements of financial aid processes	14	5	9
Improvements to English as a Second Language instruction	8	4	4

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=776 work-based learning colleges (0 missing colleges) and 251 other colleges (0 missing colleges).

Exhibit C-14. Connections to Employment Strategies Implemented by Work-based Learning and Other Colleges

Strategy	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Career coaching or counseling	76	53	23
Simulations	58	33	25
Internships	66	0	66
Clinical placements	28	0	28
Job shadowing	28	0	28
Industry mentors	28	12	15
Other preparatory class	23	9	13
On-the-job training (other than registered apprenticeship)	22	0	22
Cooperative education or work-study program	19	0	19
DOL approved registered apprenticeships	10	0	10

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=776 work-based learning colleges (0 missing colleges) and 251 other colleges (0 missing colleges).

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Exhibit C-15. Types of Individuals Actively Recruited by Work-based Learning and Other Colleges

Type of Individual	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Ex-offenders/court involved	22	19	3
Immigrants/refugees/first-generation Americans	35	38	-3
Incumbent workers	80	73	6
Low skill or education	80	77	2
Limited English proficiency	31	28	2
Long-term unemployed	72	71	1
Low-income/ disadvantaged	82	77	5
Minorities – racial/ethnic	70	61	9
New entry-level workers	78	69	9
Older workers	57	49	8
People with disabilities	36	30	6
Underemployed	85	82	3
Unemployed/ dislocated workers	89	83	6
Unemployment insurance claimants	40	35	6
Veterans	89	86	3
Workers eligible for Trade Adjustment Assistance	83	76	7
Women	76	69	7
Men	69	66	3
Other	6	5	1

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=763 work-based learning colleges (13 missing colleges) and 237 other colleges (14 missing colleges).

Exhibit C-16. New Types of Individuals Actively Recruited by Work-based Learning and Other Colleges

Type of Individual Newly Targeted	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Ex-offenders/court involved	12	9	4
Immigrants/refugees/first-generation Americans	16	15	1
Incumbent Workers	35	33	1
Low skill or education	32	31	1
Limited English proficiency	13	11	2
Long-term unemployed	34	35	-1
Low-income/ disadvantaged	34	31	3
Minorities – racial/ethnic	38	22	6
New entry-level workers	35	28	7
Older workers	28	22	7
People with disabilities	15	14	2
Underemployed	39	35	4
Unemployed/ dislocated workers	40	38	2
Unemployment insurance claimants	19	15	4
Veterans	36	37	0
Workers eligible for Trade Adjustment Assistance	52	45	6

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Type of Individual Newly Targeted	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Women	30	26	4
Men	25	24	2
Other	3	3	0

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=757 work-based learning colleges (19 missing colleges) and 241 other colleges (10 missing colleges).

Exhibit C-17. Enrollment Requirements at Work-based Learning and Other Colleges

Enrollment Requirement	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
High school diploma or GED	81	76	5
College entrance exam (such as SAT, ACT, COMPASS)	41	38	3
Basic skills tests	28	24	4
Interview	28	18	10
Background check	18	6	12
Drug test	13	6	7
Aptitude test	13	11	2
Other	22	20	2

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=757 work-based learning colleges (19 missing colleges) and 235 other colleges (16 missing colleges).

Exhibit C-18. Outreach and Recruitment Strategies Used by Work-based Learning and Other Colleges

Outreach/Recruitment Strategy	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Direct mail campaigns	38	33	4
Distribution of flyers, posters, or other self-produced educational/informational materials	92	86	6
Door-to-door outreach	7	7	0
In-person presentations in the community (e.g., at schools, neighborhood centers, libraries)	72	65	7
Informational websites	80	70	10
Media outreach campaigns (e.g., TV, radio, newspapers, professionally prepared ads on buses/ bus shelters)	52	46	6
Partnerships with employers and industry associations	91	78	13
Referrals from community- or faith-based organizations	52	47	5
Referrals from the workforce system	90	83	7
Toll-free information hotlines	5	5	1
Other	17	11	6

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=771 work-based learning colleges (5 missing colleges) and 241 other colleges (10 missing colleges).

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Exhibit C-19. Outreach or Recruitment Challenges as Rated by Work-based Learning and Other Colleges

Factor Rated as “A Great Challenge” or “Somewhat of a Challenge”	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Low or inadequate basic skill levels of applicants	45	42	4
Child care	45	37	9
Changing economic and labor market conditions that don’t align with programs of study offered	39	34	5
Difficulties with identifying and finding eligible participants	48	50	-2
Conflict between work and school hours	61	55	7
Lack of effectiveness of selected outreach strategies	22	23	0
Negative perceptions of or a lack of interest in particular occupations by potential participants	32	33	-1
Insufficient resources devoted to outreach and recruitment	29	30	-1
Insufficient referrals from partner community-based organizations	32	35	-2
Insufficient referrals from partner employees or employer organizations	34	31	3
Insufficient referrals from partner(s) in workforce system	37	36	1
Participants’ lack of access to reliable transportation	40	33	7
Tuition cost	39	33	7
Other	29	23	6

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=769 work-based learning colleges (7 missing colleges) and 241 other colleges (10 missing colleges).

Institutions could indicate for each factor that it is a great challenge/problem, somewhat of a challenge/problem, a minor challenge/problem, not a challenge/problem, or is not applicable.

Exhibit C-20. Types of External Organizations With Which Work-based Learning and Other Colleges Expanded Current or Developed New Partnerships

Type of External Partner	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Community-based organizations other social services agencies	60	48	12
Career or job centers (other than AJC; One-Stops)	60	50	9
Community or technical colleges other than those in your consortium	46	32	14
Economic development organizations	52	43	9
Industry associations, employers, or chambers of commerce	83	69	14
Faith-based organizations	20	14	6
Seed and venture capital organizations or individuals, investor networks, or entrepreneurs	11	9	2
Local government	37	23	15
Local workforce development boards (LWDB)/American Job Centers	65	53	11

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Type of External Partner	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Other	11	20	-9
Philanthropic communities	29	18	10
School districts (K-12)	53	40	13
State government	38	29	9
State workforce development boards	46	36	9
Unions	13	11	2
Universities or other four-year institutions	47	32	15
Vocational or trade schools	28	21	6

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=744 work-based learning colleges (32 missing colleges) and 238 other colleges (13 missing colleges).

Exhibit C-21. Resources and Services Provided by the Public Workforce System for Participants at Work-based Learning and Other Colleges

Type of Resource/Service	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Advisory committee/steering committee participation	43	36	7
Referral to or assistance developing registered apprenticeships	11	7	4
Career/skills assessment	50	45	5
Connections to employers/ industry organizations	53	43	10
Curriculum development	7	5	2
Use of facilities (e.g., space for training activities, meetings with employers, job fairs)	28	21	7
Access to financial support for participants (e.g., Individual Training Accounts)	55	43	12
Direct funding/ training contracts	20	16	4
Mentoring	17	16	1
Job placement services	54	43	10
Referral to TAACCCT programs	61	53	8
Job readiness/ soft skills training	41	29	12
Use of staff as counselors/navigation	27	22	4
TAA program services (e.g., case management)	40	28	12
Operation of training activities	9	4	5
Internships/ other work experiences	15	5	9
None	7	17	-10
Other	4	4	1

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=737 work-based learning colleges (39 missing colleges) and 230 other colleges (21 missing colleges).

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Exhibit C-22. Resources and Services Provided by Employers or Industry Associations for Participants at Work-based Learning and Other Colleges

Type of Resource/Service	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Advisory committee/steering committee participation	68	66	1
Apprenticeships	19	11	8
Curriculum development	48	45	3
Equipment/space donated	32	21	11
Use of facilities	24	15	9
Financial resources for students	18	14	4
Instructors	23	19	4
Internships/clinical placements	55	15	41
Interviews of program graduates	49	40	9
Mentoring	26	17	8
None	1	6	-5
Other	8	4	4
Paid time for incumbent workers in training	20	13	7
Referrals of employees to training	49	46	3
Referrals (other outside of partner organization)	24	19	4
Job shadowing	32	12	20
Instructors	21	17	4
Support services	13	11	2
Operation of training program	11	6	5

Source: Urban Institute Survey of TAACCT Colleges, Rounds 1-4.

Note: *N*=759 work-based learning colleges (17 missing colleges) and 231 other colleges (20 missing colleges).

Exhibit C-23. Partnerships Expected to Continue After Grant End at Work-based Learning and Other Colleges

Partnership Type Rated as “Definitely will Continue” or “Likely to Continue”	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Community-based organizations or other social services agencies	79	78	2
Community or other technical colleges than those in your consortium	75	70	5
Career or job centers (other than AJCs; One-Stops)	78	75	4
Economic development organizations	83	82	1
Industry associations, employers, or chambers of commerce	91	93	-2
Faith-based organizations	56	54	2
Seed and venture capital organizations or individuals, investor networks, or entrepreneurs	37	45	-8
Local government	78	75	2
Local workforce development boards/American Job Centers	85	82	3
Philanthropic community (e.g., foundations)	62	65	-3
School districts (K-12)	85	87	-2
State government agencies	80	79	1
State workforce development boards	73	71	2

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Partnership Type Rated as “Definitely will Continue” or “Likely to Continue”	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Unions	73	71	2
Universities or other four-year institutions	56	56	0
Vocational or trade schools	78	80	-3

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=736$ work-based learning colleges (40 missing colleges) and 232 other colleges (19 missing colleges). Institutions must have previously indicated the college had this partner type to be asked this question; therefore, the number of colleges for each question varies slightly. Institutions could indicate for each partnership type that it definitely will continue, is likely to continue, unsure, is not likely to continue, or definitely will not continue.

Exhibit C-24. Success of Partnership Activities of Work-based Learning and Other Colleges

Activity Rated as “Very Successful” or “Somewhat Successful”	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Accessing planned leveraged resources	62	54	8
Engaging partners throughout the grant period	78	71	7
Communicating with partners	88	84	5
Working with partners while making program changes	85	79	6
Other	15	14	1

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=735$ work-based learning colleges (41 missing colleges) and 236 other colleges (15 missing colleges). Institutions could indicate for each activity that it was very successful, somewhat successful, a little successful, not at all successful, too soon to tell, or is not applicable.

Exhibit C-25. Perceived Success of Work-based Learning and Other Colleges in Supporting and Strengthening Partnerships with Different Institution Types

Type of Institutional Partnership Rated as “Very Successful” or “Somewhat Successful”	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Secondary schools	73	65	7
Institutions of higher education	69	54	15
Other training providers	53	44	9
Employers or industry associations	88	80	8
Public workforce system	57	49	8
Other	10	14	-3

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: $N=747$ work-based learning colleges (29 missing colleges) and 236 other colleges (15 missing colleges). Institutions could indicate for each partnership activity that it was very successful, somewhat successful, a little successful, not at all successful, too soon to tell, or is not applicable.

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Exhibit C-26. Number of Grant-Funded Programs Work-based Learning and Other Colleges Plan to Continue Operating After the End of the TAACCCT Grant Period

	Work-based Learning Colleges					Other Colleges					Pct. Pt. Difference (Work-based Learning–Other)
	Min	Mean	Median	Max	Std. Dev.	Min	Mean	Median	Max	Std. Dev.	
Number of programs of study planned to continue after TAACCCT end	0	3.97	3	25	3.55	0	2.94	2	20	3.12	1.06

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=755 work-based learning colleges (21 missing colleges) and 239 other colleges (12 missing colleges).

Exhibit C-27. Quartiles of Programs of Study Planned to Continue After TAACCCT Grant Ends for Work-based Learning and Other Colleges

Quartile of Programs of Study Planned to Continue after TAACCCT end	Work-based Learning Colleges		Other Colleges		Pct. Pt. Difference (Work-based Learning–Other)
	# of Colleges	% of Colleges	# of Colleges	% of Colleges	
0-25%	39	5	22	9	-4
26-50%	48	6	11	5	1
51-75%	56	7	19	8	-1
76-100%	624	82	186	78	4

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=755 work-based learning colleges (21 missing colleges) and 239 other colleges (12 missing colleges).

Exhibit C-28. Accelerated Learning Strategies Work-based Learning and Other Colleges Plan to Sustain After TAACCCT Grant Ends

Strategy	Work-based Learning Colleges		Other Colleges		Pct. Pt. Difference (Work-based Learning – Other)
	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	
Stacked or latticed credentials	556	95	124	90	5
Credits for work experience	300	92	44	93	-2
Hybrid (online + traditional) learning	499	91	118	89	2
Online teaching/learning	425	92	92	84	9
Development of industry recognized credential	418	92	97	92	0
Prior learning assessments	366	25	71	10	16
Modular courses	320	83	80	85	-2

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Strategy	Work-based Learning Colleges		Other Colleges		Pct. Pt. Difference (Work-based Learning – Other)
	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	
Self-paced learning	194	78	39	79	-1
Assessment technology	182	87	29	79	8
Asynchronistic scheduling	159	80	30	73	7
Real-time online instruction	101	84	15	53	31

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N varies by strategy: see “# Colleges Responding to Question” column. Only colleges that indicated use of the strategy during the TAACCCT grant in an earlier survey question are included in the analyses.

Exhibit C-29. College Persistence and Completion Strategies Work-based Learning and Other Colleges Plan to Sustain After TAACCCT Grant Ends

Strategy	Work-based Learning Colleges		Other Colleges		Pct. Pt. Difference (Work-based Learning – Other)
	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	
Student remediation/enhanced academic support	441	78	93	76	2
Competency-based learning	337	86	74	85	1
Articulation between higher/lower program	363	94	59	86	8
Contextualized learning	341	87	73	81	7
Development of KSAO	250	83	50	84	-1
Improvements to basic skills/ Adult Basic Education	290	84	61	89	-5
Team teaching	233	68	45	73	-5
Peer support groups or peer mentors	175	73	23	57	17
Restructuring of developmental education	146	75	34	82	-8
Improvements of financial aid process	104	78	13	77	1
Improvements to ESL instruction	62	55	11	73	-18

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N varies by strategy: see “# Colleges Responding to Question” column. Only colleges that indicated use of the strategy during the TAACCCT grant in an earlier survey question are included in the analyses.

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Exhibit C-30. Connections to Employment Strategies Work-based Learning and Other Colleges Plan to Sustain After TAACCCT Grant Ends

Strategy	Work-based Learning Colleges		Other Colleges		Pct. Pt. Difference (Work-based Learning – Other)
	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	# of Colleges Responding to Question	% of Colleges Expect to Sustain the Strategy	
Career coaching/counseling	581	78	132	73	5
Simulations	441	92	82	88	4
Industry mentors	209	77	31	71	6
Other preparatory class	170	69	23	52	17

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N varies by strategy: see “# Colleges Responding to Question” column. Only colleges that indicated use of the strategy during the TAACCCT grant in an earlier survey question are included in the analyses.

Exhibit C-31. Sustainability Challenges of Work-based Learning and Other Colleges

Type of Challenge	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Insufficient funding	64	57	7
Changes in industry focus	21	18	4
Lack of potential participants/students	13	14	-1
Staff time/experience in fundraising	13	11	2
Insufficient partner support	30	35	-4
Changes in industry focus	21	18	4
No major challenges	14	9	5
Other	22	23	-1

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: N=753 work-based learning colleges (23 missing colleges) and 239 other colleges (12 missing colleges).

Exhibit C-32. Roles of the Public Workforce System in Sustaining Grant Activities for Work-based Learning and Other Colleges

Roles of Public Workforce System	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Access to financial support for participants	50	46	4
Access to support services	43	35	8
Career or skill assessments	44	38	6
Advisory/steering committee participation	35	32	3
Connections to employers or industry associations	45	35	10
Curriculum development	6	3	3
Direct funding/training contracts	24	19	4
Internships or other work experience activities	18	8	9
Job placement services	54	47	8
Job readiness/soft skills training	39	26	13
Mentoring	11	6	5
Operation of training activities	7	2	6

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Roles of Public Workforce System	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Referral to/ assistance developing registered apprenticeships	18	12	6
Referrals to your institution’s TAACCCT programs	53	51	2
TAA program services	35	29	6
TAA training	14	8	6
Use of facilities (e.g., training activities/meetings/job fairs)	17	13	5
Use of staff as counselors/navigators	20	16	4
None	9	18	-8
Other	5	3	2

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=749 work-based learning colleges (27 missing colleges) and 231 other colleges (20 missing colleges).

Exhibit C-33. Roles of Employer or Industry Associations in Sustaining Grant Activities for Work-based Learning and Other Colleges

Roles of Employer or Industry Associations	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Advisory/steering committee participation	84	80	4
Apprenticeships	27	19	8
Curriculum development	49	43	6
Use of facilities	25	17	8
Financial resources for students	24	21	3
Hiring of graduates	86	75	11
Internships/clinical placements	72	29	43
Interviews of program graduates	65	51	14
Job shadowing	44	22	22
Mentoring	24	15	10
Paid time for incumbent workers in training	32	26	6
Referrals of employees to training program(s)	65	64	1
Referrals of individuals from outside partner org	34	34	0
Use of staff/ employees as instructors	28	23	5
Support services	13	5	8
Operation of training program	10	6	4
None	2	7	-6
Other	3	4	0

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=749 work-based learning colleges (27 missing colleges) and 228 other colleges (23 missing colleges).

APPENDIX C: WORK-BASED LEARNING COLLEGES COMPARED TO OTHER COLLEGES

Exhibit C-34. Role of Other Partner Organizations in Sustaining Grant Activities for Work-based Learning and Other Colleges

Roles of Other Partners	Work-based Learning Colleges (%)	Other Colleges (%)	Pct. Pt. Difference (Work-based Learning–Other)
Advisory/steering committee participation	58	58	1
Curriculum development	31	28	3
Use of facilities	13	13	0
Financial resources for students	23	23	0
Internships/clinical placements	38	13	25
Mentoring	18	13	5
Referrals of participants to TAACCCT program	44	42	3
Use of staff/employees as instructors	15	12	3
Support services	24	21	3
Operation of training programs	7	5	1
None	7	13	-6
Other	1	1	0

Source: Urban Institute Survey of TAACCCT Colleges, Rounds 1-4.

Note: *N*=735 work-based learning colleges (41 missing colleges) and 219 other colleges (32 missing colleges).