

Side-by-Side Comparison of TAACCCT Grant Requirements and Features, by Round

	Round 1	Round 2	Round 3	Round 4
Number of grants	49	79	57	71
Period of performance	October 2011 to September 2014 (originally 36 months; extended by 6 months for 12 grants and by 12 months for 37 grants)	October 2012 to September 2016 (final six months of grant period used for reporting and evaluation activities only)	October 2013 to September 2017 (final six months of grant period used for reporting and evaluation activities only)	October 2014 to September 2018 (final six months of grant period used for reporting and evaluation activities only)
Total funding	\$500 million	\$500 million	\$475 million	\$451 million
Funding cap: single institution	\$5 million	\$3 million	\$2.75 million	\$2.5 million
Funding cap: consortium	\$20 million	\$15 million	\$25 million	3 to 10 members: \$10 million 11 or more members: \$20 million
Exceptions to funding cap	Yes, if the grant project would replicate evidenced-based strategies or implement online or technology-enabled learning	No	No	Yes, for projects focused on regional or statewide capacity building activities, including career pathway systems, statewide data integration, or nationally recognized competencies and credentials
Third-party evaluation	Not required, but evaluation of grant projects was encouraged	Required; grantees had to submit short evaluation design plan with application	Required; grantees had to submit short evaluation plan with application and detailed evaluation plan later; plans were subject to DOL approval	Required; grantees had to submit short evaluation plan with application and detailed evaluation plan later; plans were subject to DOL approval
Major strategy focus	Online learning	Online learning	Employer-sponsored, work-based training	Sector-based systems change
Additional areas of focus, core elements, and priorities^a	Evidence-based design: use moderate or preliminary evidence to develop program designs and strategies	Evidence-based design: use existing or preliminary data to develop new strategies or use strong or moderate evidence to support replication of existing evidence-based strategies	Evidence-based design: use existing or preliminary data to develop new strategies or use strong or moderate evidence to support replication of existing evidence-based strategies	Evidence-based design: use existing or preliminary data to develop new strategies or use strong or moderate evidence to support replication of existing evidence-based strategies

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Additional areas of focus, core elements, and prioritiesa (cont.)	<u>Accelerated progress for low-skilled and other workers:</u> redesigned developmental education; contextualized learning; augmented student services; enhanced relationships with community organizations to provide support services	<u>Stacked and latticed credentials:</u> interoperable programs; course clusters for credentials; stackable certifications, certificates, and diplomas; competency-based assessments; entrepreneurship; outcomes-based approaches	<u>Stacked and latticed credentials:</u> course clusters for credentials; stackable certifications, certificates, and diplomas; competency-based assessments; certificates designed in collaboration with industry associations or employers; latticed, side-by-side credentialing; prior learning credits; simulations	<u>Stacked and latticed credentials:</u> course clusters for credentials; stackable certifications, certificates, and diplomas; competency-based assessments; certificates designed in collaboration with industry associations or employers; latticed, side-by-side credentialing; prior learning credits; simulations
	<u>Programs that meet industry needs, including career pathways:</u> earn and learn education models; on-the-job training; clinical or cooperative education; paid internships; registered apprenticeships; partnerships with employers; entrepreneurship training, including mentoring and peer-to-peer training	<u>Transferability and articulation of credit:</u> increased cooperation among institutions on postsecondary career and technical education, preapprenticeship, and apprenticeship programs; credit transferability and articulation	<u>Transferability and articulation of credit:</u> increased cooperation among institutions within a state or across state lines on postsecondary career technical education, pre-apprenticeship, and apprenticeship program; credit transferability and articulation; bridge programs from noncredit to credit-bearing courses	<u>Career pathways:</u> sequenced coursework and/or training credentials that align with industry-recognized skills/credentials; accelerated remediation; student support services and career guidance; PLAs; modularized curricula; stacked and latticed credentials; online and technology-based learning; competency-based education; credit transferability and articulation
	<u>Strengthened online and technology-enabled learning:</u> fully accessible online courses; technology-enabled learning courses; interactive simulations; personalized instruction; elements of game design; asynchronous and real-time collaboration; competency-based assessments; feedback mechanisms	<u>Advanced online and technology-enabled learning:</u> online and hybrid learning strategies; access for underserved areas; scalability; hands-on learning; accelerated learning strategies; interactive simulations; personalized and virtual instruction; game design; asynchronous and real-time collaboration	<u>Advanced online and technology-enabled learning:</u> online and hybrid learning strategies; rolling and open enrollment processes; modularized content delivery; simulated assessments and training; accelerated course delivery strategies; interactive simulations; personalized and virtual instruction; game design; digital tutors; asynchronous and real-time collaboration; large-scale systemic educational mining and learning analytics; personal tutor educational software; next generation assessments; capstone projects	<u>Advanced Online and Technology-Enabled Learning:</u> online and hybrid learning strategies; rolling and open enrollment processes; modularized content delivery; simulated assessments and training; accelerated course delivery strategies; interactive simulations; personalized and virtual instruction; game design; digital tutors; asynchronous and real-time collaboration; feedback technologies; predictive analytics; feedback loops; visualization; A/B testing approaches; next generation assessments

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Additional areas of focus, core elements, and prioritiesa (cont.)	Improved retention and achievement rates and reduced time to completion: self-paced learning; block scheduling; modular curricula; articulation processes or agreements for matriculation to four-year institutions; learning communities; restructured course scheduling	Strategic alignment: programs aligned with: (i) at least one employer for each targeted industry; (ii) the public workforce system; and (iii) educational institutions and other organizations	Strategic alignment: programs aligned with: (i) governors' economic development and WIA-WP integrated state workforce plans; (ii) at least one employer per industry targeted per site location; (iii) public workforce system; and (iv) at least one of: philanthropic organizations, business-related and other nonprofit organizations, community organizations, or labor organizations	Strategic alignment: programs aligned with: (i) governors' economic development and WIA-WP integrated state workforce plans; (iii) public workforce system; and (iv) at least one of: philanthropic organizations, business-related and other nonprofit organizations, community organizations, or labor organizations
			Alignment with previously-funded TAACCCT projects: research TAACCCT Rounds 1 and/or Round 2 grants to decrease duplication and promote coordination; collaboration with state higher education associations and/or governing boards	Alignment with previously-funded TAACCCT projects: research and coordinate with previous TAACCCT grantees in Rounds 1 –3 targeting same occupations or industries; incorporate existing open educational resources; collaboration with state higher education associations and/or governing boards
			Sector strategies: use real-time labor market information and engage employer and industry partners	Sector strategies and employer engagement: use traditional and real-time labor market information to improve education; partner with at least two employers and one regional industry representative per industry targeted; registered apprenticeship sponsorships; cognitive task analysis
Outreach	Required to perform outreach to and gather information on all communities to be served by the project	Required to perform outreach to and gather information on at least one community to be served by the project	Required to reach out to Round 1 grantees to coordinate efforts and expand program reach, and perform outreach to philanthropic and nonprofit organizations to incorporate previously developed projects and tools	Required to perform outreach to and gather information on all communities to be served by the project, leverage existing support services in the area, and seek out and collaborate with other regional initiatives
Required partnerships	(i) At least one employer; (ii) public workforce system	(i) At least one employer for each targeted industry; (ii) public workforce system	(i) Governor; (ii) at least one employer for each targeted industry; (iii) public workforce system; (iv) philanthropic organization, business-related and other nonprofit organization, community-based organization, or labor organization	(i) Governor; (ii) at least one employer for each targeted industry; (iii) regional and/or national industry representatives; (iv) public workforce system; (v) philanthropic organization, business-related and other nonprofit organization, community-based organization, or labor organization

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Prior learning assessment	Encouraged as part of improved retention and completion rates but not required	Required as part of stacked and latticed credentialing	Required as part of stacked and latticed credentialing	Required as part of career pathways
Sustainability	Use program data to determine successful strategies and activities; plan for securing nonfederal funding sources or funding commitments, or develop low-cost integration strategies into general operations during grant period	Use program data to determine effective strategies and activities; explain how to integrate effective practices into curriculum offerings; plan for securing nonfederal funding sources or funding commitments; maintain and sustain employer partnerships	Use program data to determine effective strategies and activities; explain how to integrate effective practices into curriculum offerings; maintain and sustain employer partnerships	Use program data to develop a strategy for institutionalization of activities

Sources: TAACCCT Rounds 1-4 grant announcements.

Note: Areas of focus for Round 1 grants were considered “voluntary” in the grant announcement rather than required.