



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

Results from a Survey of the Round 4 Colleges



## SUBMITTED TO

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December 2020

## About This Report

The Trade Adjustment Assistance Community College and Career Training (TAACCT) grant initiative provided funding to community colleges and other postsecondary institutions across the nation to increase their capacity to deliver education and training programs for unemployed workers and other adult learners to prepare for in-demand jobs. This report describes the activities among all 263 of the Round 4 colleges based on a survey conducted in the fourth and final year of their grants. The findings support a growing body of evidence—from the national evaluation and third-party evaluations across all rounds—on the colleges’ partnerships, participant recruitment activities, and the strategies that encourage *accelerated and enhanced learning*, *college persistence and completion*, and *connections to employment*. The report also highlights the colleges’ accomplishments, implementation challenges, and plans for sustaining grant activities.

This report was prepared for the U.S. Department of Labor (DOL), Chief Evaluation Office by Abt Associates, Urban Institute, Capital Research Corporation, and The George Washington University 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.

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**Suggested citation:** 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, Chief Evaluation Office. Rockville, MD; and Washington, DC: Authors.



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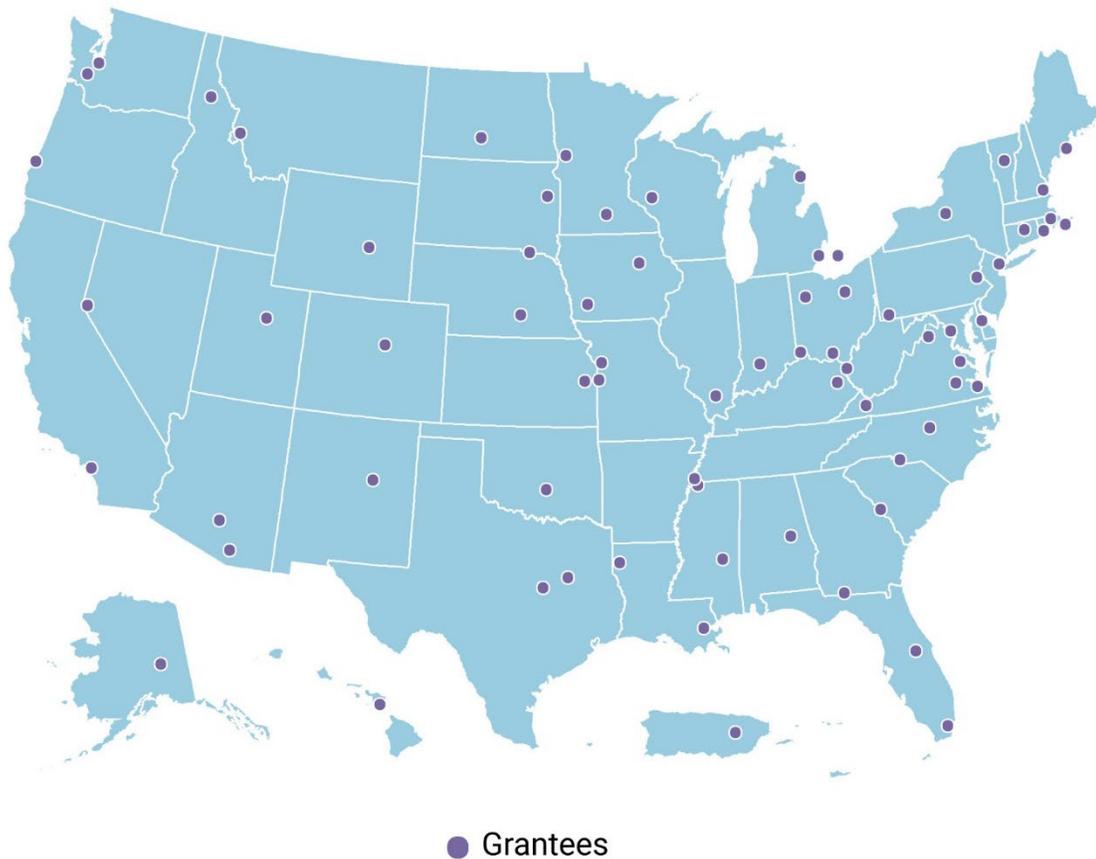
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# Executive Summary

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 the program in partnership with the U.S. Department of Education between 2011 and 2018 through four rounds of grants, providing a total of \$1.9 billion to 256 grantees, comprising 1,113 colleges in all 50 states, the District of Columbia, and Puerto Rico.<sup>1</sup> Grantees could be single institutions or lead colleges in a consortium. Round 4, the focus of this report, included 71 grantees comprising 263 colleges.

## Exhibit ES-1. Geographic Locations of Round 4 TAACCCT Grantees



<sup>1</sup> Grantees could be a single institution or a lead institution of a consortium of colleges.

TAACCCT was designed to help community colleges build organizational capacity and partnerships to deliver education and training to unemployed workers and other adult learners to prepare them for in-demand jobs. While DOL extended grantees broad discretion in structuring their capacity-building activities, three overarching objectives of the grants were to:

- **Objective #1:** Better prepare Trade Adjustment Assistance (TAA)-eligible workers and other adults for high-wage, high-skill employment or reemployment in growth industry sectors by increasing attainment of degrees, certificates, diplomas, and other industry-recognized credentials that match in-demand skills;
- **Objective #2:** 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; and
- **Objective #3:** Improve employment outcomes for participants.<sup>2</sup>

Round 4 funding, like the preceding rounds, focused on developing and implementing *career pathways* approaches to build capacity for providing education and training. These approaches offered a sequence of programs in an industry sector, combined with support services, to enable individuals to enter and exit the job market at various levels and to gain higher skills, recognized credentials, and advance to better jobs with improved pay and benefits.<sup>3</sup> **Exhibit ES-2** provides an overview of how career pathways approaches were incorporated in colleges' grant-funded activities.

This report presents the results from a survey of all Round 4 colleges administered from August through December 2017, in the last year of their four-year grants. Specifically, the report covers: (1) grant and college context, (2) participant recruitment, (3) partnerships, and (4) grant strategies implemented. It also provides findings on the colleges' perspectives on the major accomplishments and challenges of their grants, and the sustainability of their grant-funded activities. A total of 263 Round 4 colleges completed the survey: 71 grantees (either single institution or consortium leads) and 192 consortium member colleges.<sup>4</sup>

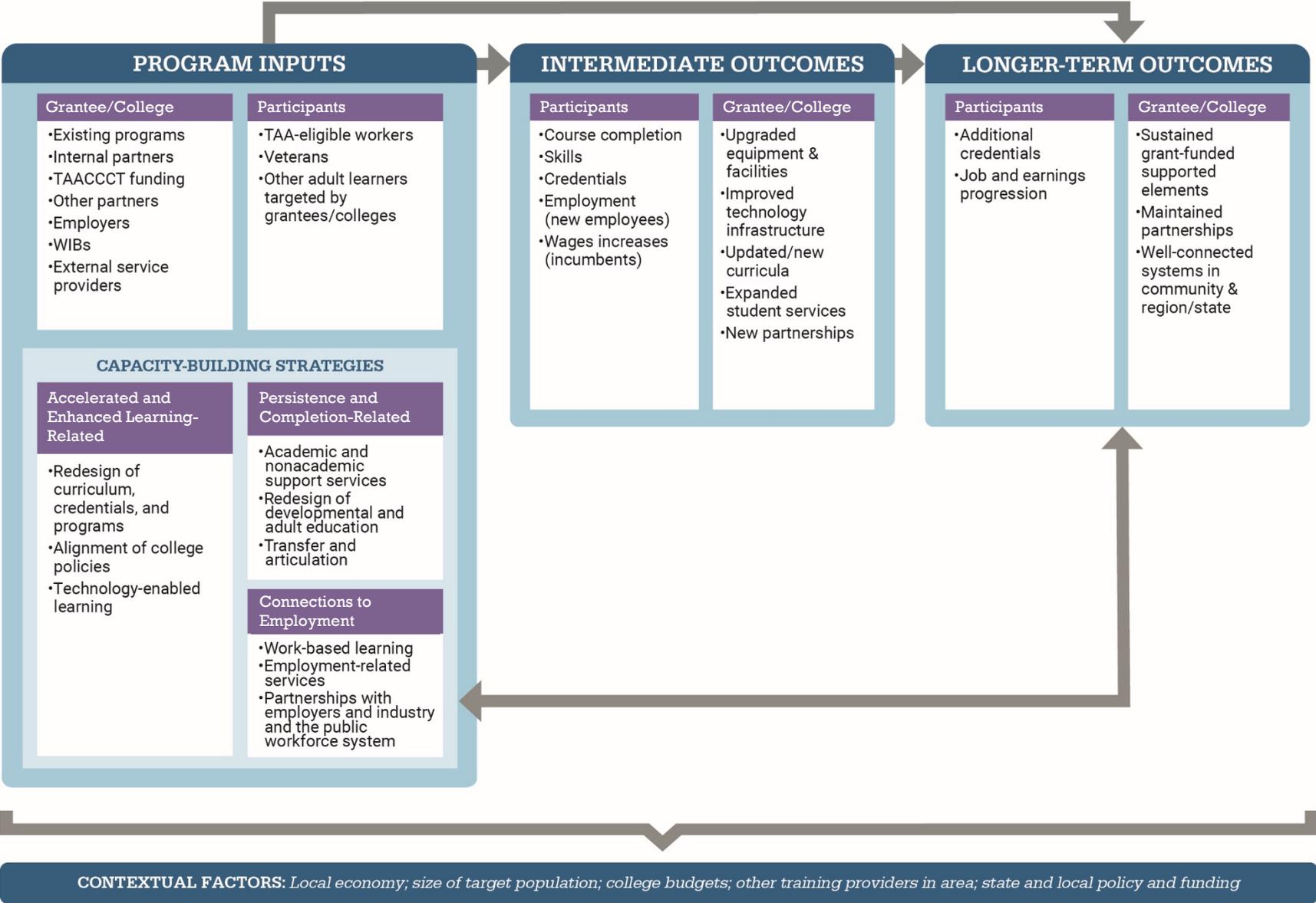
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<sup>2</sup> For more information on the goals of the TAACCCT grant program overall and by round, see Mikelson et al. (2017).

<sup>3</sup> There are many definitions of *career pathways* in the literature. The definition used for the TAACCCT national evaluation aligns with the definition used in the Department of Labor's 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.

<sup>4</sup> Tabulations of each question are included Appendix B. The survey included mostly closed-ended questions, aimed at documenting key features of activities implemented across all Round 4 colleges (including single-institution grantees, consortium leads, and consortium member colleges). To provide depth and nuance to the tabulations, where relevant, the report also includes examples from site visits conducted to nine grantees that were included in the Round 4 outcomes study (Judkins et al. 2020). The findings discussed in this report are based on survey responses from all Round 4 colleges and indicate what respondents from the colleges reported, rather than being independently verified.

Exhibit ES-2. Career Pathways as an Organizing Framework for TAACCCT Grants



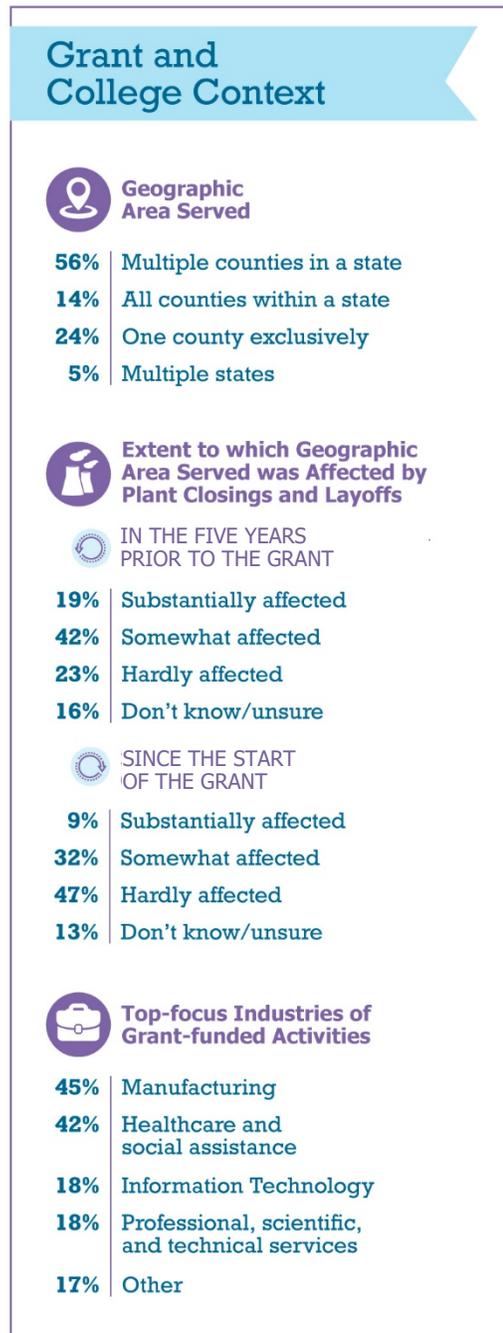
## GRANT AND COLLEGE CONTEXT

The colleges reported serving a wide range of geographic locations and most served more than one county. Colleges indicated that they implemented grant activities during a time of generally improving local economic conditions and focused activities on key industry sectors in their service areas.

As shown in **Exhibit ES-3**, key findings related to grant and college context include:

- Three fourths of colleges served more than one county, sometimes including the entire state or stretching across multiple states; nearly two thirds of colleges served rural areas (not shown).
- The colleges generally indicated that economic conditions improved during their grant period compared with the five years prior to grant receipt. Nearly two thirds of colleges indicated that economic recovery or expansion significantly affected grant implementation.
- Colleges developed new or enhanced existing occupational training programs in targeted sectors and across a variety of industries and occupations, with a focus on the manufacturing, health care, information technology, and professional and technical services.
- Within the targeted sectors, colleges focused their grant activities on training for specific occupations, based on needs identified by employers in their service areas (not shown). In the manufacturing industry, the top occupations targeted were welders and related positions (27 percent) and machinists (24 percent). In the healthcare industry, the top occupations for training were nursing assistants (19 percent) and medical records and health information assistants (19 percent). In information technology, the targeted occupations included computer and information system managers (17 percent) and computer systems analysts (16 percent).
- On average, colleges funded 4.2 programs of study under the grant, with a maximum of 20 programs of study funded by one college (not shown). Most colleges funded one program of study (21 percent), while 10 percent funded 10 or more programs of study.

**Exhibit ES-3. Key Grant and College Context Findings**



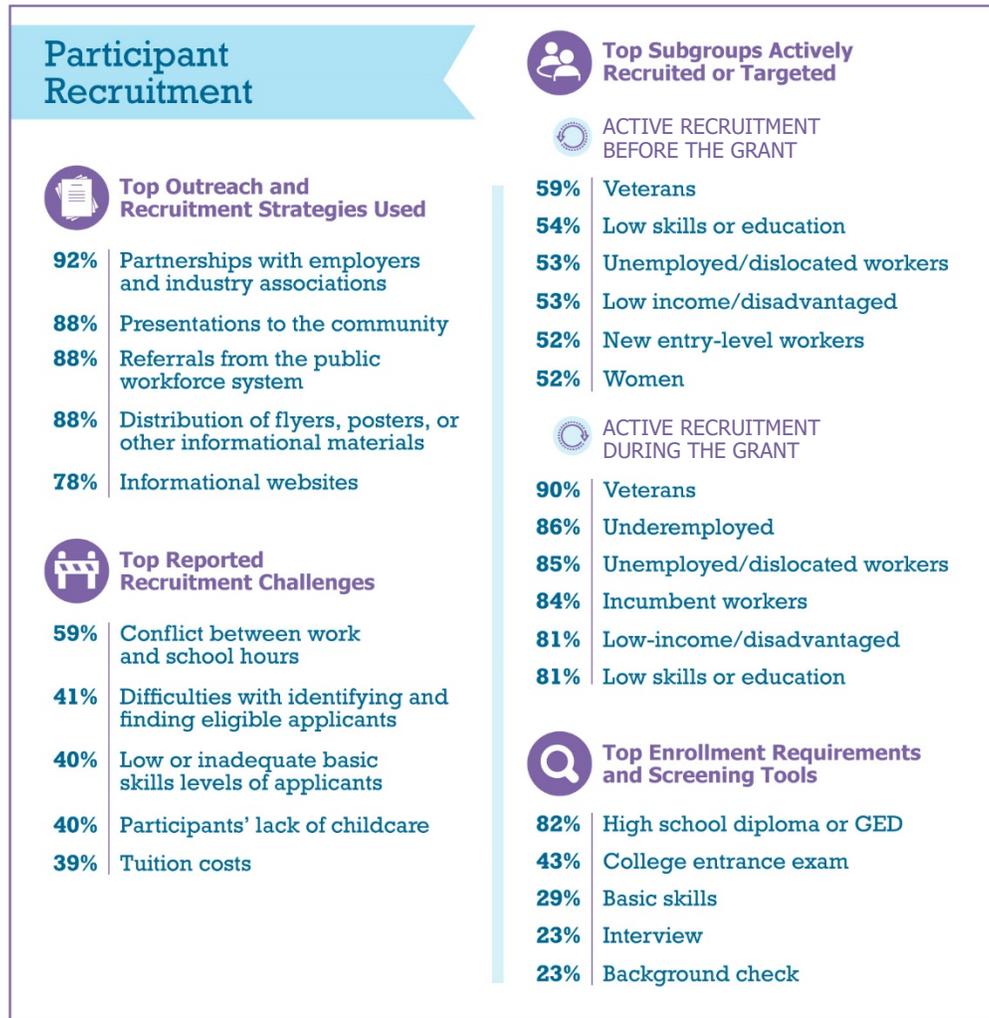
Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: N varies by question (ranging from 249 to 258 colleges). Percentages may not add to 100 because of rounding. Percentages do not add to 100 on the Top Focus Industries of Grant-funded Activities table because respondents could select more than one option. See Appendix B for specific Ns for each response category.

## PROGRAM INPUTS: PARTICIPANT RECRUITMENT

As shown in **Exhibit ES-4**, the colleges reported recruiting a range of targeted populations and employed a variety of recruitment strategies.

**Exhibit ES-4. Key Participant Recruitment Findings**



Source: Urban Institute Survey of TAACCT Round 4 Colleges.

Note: *N* varies by question (ranging from 256 to 260 colleges). Percentages do not add to 100 because respondents could select more than one option. See Appendix B for specific *Ns* for each response category.

- During the grant period, colleges substantially expanded their focus on targeting or actively recruiting diverse populations. Eighty percent or more recruited veterans, underemployed workers, unemployed/dislocated workers, incumbent workers, low-income, disadvantaged, or low-skilled individuals, and entry-level workers during the grant period, whereas about half of colleges targeted these groups prior to their grants.
- Colleges used a variety of outreach and recruitment strategies to market their grant-funded programs to potential participants. Nearly all leveraged partnerships with employers and industry associations (92 percent) and the public workforce system (88 percent) to promote their training programs and encourage referral of potential participants.

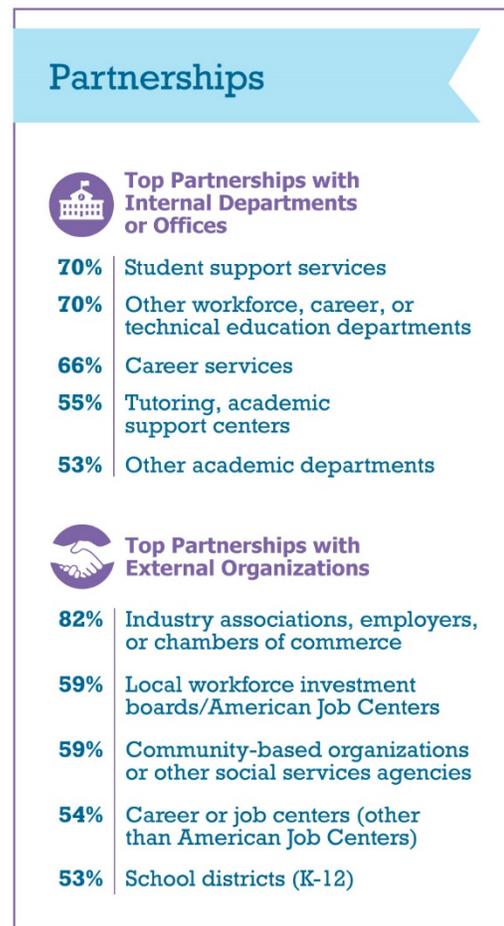
- Colleges conducted other outreach activities to promote their training programs, including distributing flyers, posters or other self-produced educational/informational materials (88 percent), conducting in-person presentations in the community (88 percent), and websites (78 percent).
- Colleges implemented assessment tools to screen for eligibility for programs. Most (82 percent) required applicants to have a high school diploma or GED.
- The top recruiting challenge cited by colleges was potential participants' conflict between work and school schedules (59 percent). Other challenges included difficulties identifying eligible participants (41 percent), low or inadequate basic skills of applicants (40 percent), lack of childcare (40 percent), and tuition costs (39 percent).

## PROGRAM INPUTS: PARTNERSHIPS

To build capacity to serve adult learners, colleges reported partnering with internal departments and offices (**Exhibit ES-5**). They also indicated that they established or expanded external partnerships with employers and industry associations, the public workforce system, and community-based organizations.

- More than two thirds of colleges expanded existing or developed new partnerships with participant support services or other workforce, career and technical education departments (both 70 percent) and career services offices (66 percent) within their institution. About half of colleges expanded or developed partnerships with tutoring and academic support centers (55 percent) and other academic departments (53 percent). Colleges reported that the departments they partnered with most commonly assisted with participant recruitment and outreach (86 percent), academic support and tutoring (83 percent), access and referral to supportive services (80 percent), program development (76 percent), and counseling on program selection and enrollment (76 percent).
- Colleges expanded or formed new partnerships with external organizations.<sup>5</sup> The most common external partners were industry associations, employers, or chambers of commerce (82 percent), local workforce investment boards and American Job Centers (59 percent), community-based

**Exhibit ES-5. Key Partnerships Findings**



Source: Urban Institute Survey of TAACCT Round 4 Colleges.

Note: *N* varies by question (ranging for internal partnerships, from *N*=242 to 247, and for external partnerships from *N*=231 to 239). Percentages do not add to 100 because respondent could select more than one option. See Appendix B for specific *N*s for each response category.

<sup>5</sup> In comparison to earlier rounds of TAACCT funding, Round 4 focused more explicitly on engaging employers in sector strategies. See Mikelson et al. (2017) for more information.

organizations or other social services agencies (59 percent), career or jobs centers other than American Job Centers (54 percent), and school districts (53 percent).

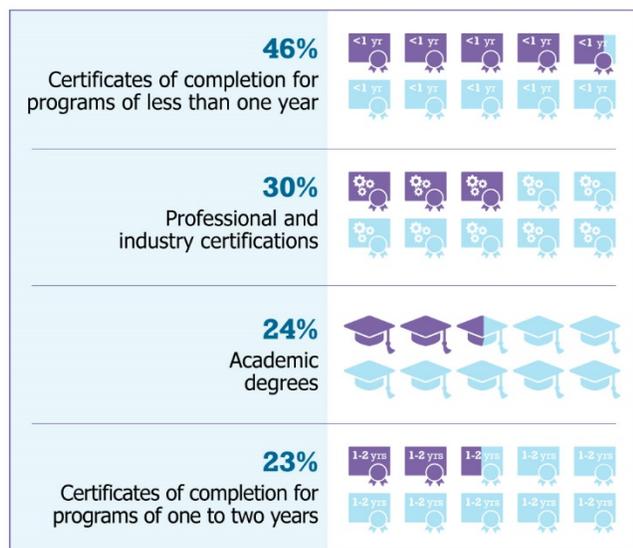
- Almost 90 percent of colleges reported that the public workforce system provided one or more resources or services, the most common being referrals to the colleges’ grant-funded programs.
- Employers and industry associations served on advisory or steering committees (79 percent), referred employees to training (59 percent), and provided internships and clinical placements (57 percent). Seventy-eight percent of colleges reported their relationship with employers and industry associations was either somewhat or very successful.
- Community-based organizations provided support, most commonly by participating in advisory/steering committees (65 percent) and by providing referrals (58 percent).

## PROGRAM INPUTS: CAPACITY-BUILDING STRATEGIES

The grant announcement encouraged colleges to implement new, and strengthen existing instructional methods and training strategies. As highlighted in the career pathways framework presented earlier, these included a variety of approaches, broadly encompassed within the categories of accelerated learning, college persistence and completion, and connections to employment.

Colleges reported using grants to expand for-credit and non-credit programs (not shown). The 263 colleges surveyed collectively used grant funds to support the development and enhancement of 772 for-credit programs of study (an average of 2.9 programs per college). They were less likely to develop non-credit programs (232 non-credit programs of study, or an average of 0.9 programs per college).

**Exhibit ES-6. Newly Developed Credentials**

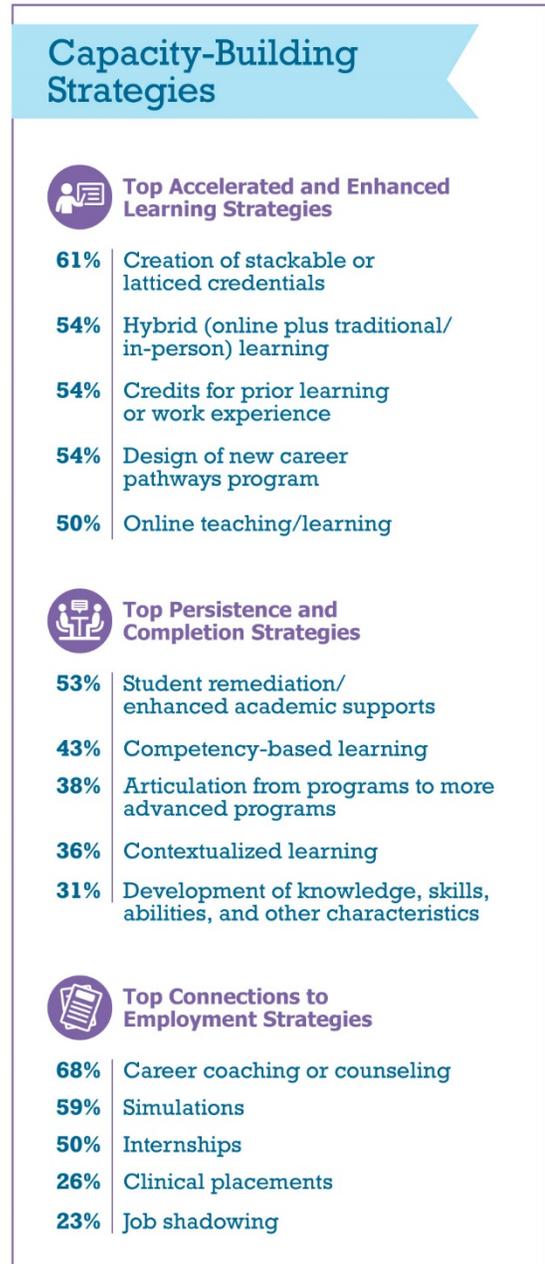


Source: Urban Institute Survey of TAACCCT Round 4 Colleges. Note: *N*=255 (8 missing colleges). Percentages do not add to 100 because respondent could select more than one option.

- The colleges developed or enhanced a considerable range of short-term credentials (**Exhibit ES-6**). For example, 46 percent of colleges created new certificates of completion for programs of less than one year. About one quarter of colleges created new professional and industry certifications (30 percent), academic degrees (24 percent), and certificates of completion for programs one to two years long (23 percent).

- Nearly all (96 percent) colleges reported they had implemented at least one *accelerated learning strategy* and more than three fourths (78 percent) reported they had implemented at least three (not shown).<sup>6</sup> The most frequently implemented strategies were stackable or latticed credentials (61 percent), hybrid learning (54 percent), credits for prior learning or work experience (54 percent), and development of new career pathways programs (54 percent) (50 percent) (**Exhibit ES-7**).
- Nearly all colleges (90 percent) reported implementing at least one strategy to increase *college persistence and completion*, and 63 percent implemented at least three (not shown). The most common strategies were participant remediation/enhanced academic supports such as participant counseling sessions, mentoring, tutoring and personal instruction (53 percent) and competency-based learning (43 percent) (**Exhibit ES-7**).
- Nearly all colleges (95 percent) reported implementing at least one strategy to *connect participants to employment*, and 56 percent implemented three or more (not shown). The most common strategies utilized included providing career coaching and counseling (68 percent), simulations (59 percent), internships (50 percent), clinical placements (26 percent), and job shadowing (23 percent) (**Exhibit ES-7**).
- Over 80 percent of colleges implemented at least one strategy within the three categories—accelerated learning, persistence and completion, and connections to employment—with colleges bundling strategies in multiple ways (not shown). Some of the groupings focused on various categories of strategies such as persistence and completion and connections to employment. However, outside of the six groupings identified, there still remained a significant amount of variation in which strategies were bundled together.

**Exhibit ES-7. Key TAACCCT Strategies Findings**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.  
 Note: N =256 (7 missing colleges). Percentages do not add to 100 because respondent could select more than one option.

<sup>6</sup> In comparison to earlier rounds of funding, Round 4 placed a greater emphasis on career pathways in Round 4, which may have led colleges to embrace several of these strategies as part of a larger career pathways strategy. See Mikelson et al. (2017) for more information.

## INTERMEDIATE AND LONGER-TERM OUTCOMES: COLLEGE PERSPECTIVES ON MAJOR ACCOMPLISHMENTS, CHALLENGES, AND SUSTAINABILITY OF GRANT ACTIVITIES

As reflected in the framework above, the accomplishments the colleges identified highlight the immediate outcomes they achieved such as upgraded equipment and facilities and development of new curriculum. The findings on sustainability provide a sense of what the colleges plan to achieve in the longer-run. The survey asked colleges to describe key accomplishments, implementation challenges, and likelihood of sustaining grant-funded activities and partnerships. Key findings included (not shown in an exhibit):

- The two most frequently identified accomplishments of their grants, each cited by 41 percent of colleges, were enhancing existing programs or curricula and purchasing or upgrading equipment and machinery. These included, for instance, purchasing and installing new shop equipment to enhance the hands-on training, developing new curriculum or updating existing curriculum, or introducing online courses. The third most frequently identified accomplishment was initiating a new training program (23 percent). Other accomplishments included creating new or expanding existing partnerships, increasing program enrollments and completions, and enhancing outreach.
- The most frequently identified challenges included establishing and maintaining program partnerships (19 percent of colleges), program start-up and early implementation (18 percent), participant outreach and recruitment (16 percent), hiring and retaining program staff, and data collection and grant reporting requirements (15 percent each).
- The colleges planned to sustain 88 percent of programs developed or enhanced with grant funds beyond the grant period.
- The colleges reported that they expected to maintain accelerated learning, college persistence, and connections to employment strategies developed during the grant period. In terms of *accelerated learning strategies*, most colleges reported that they planned to sustain giving credits for prior learning or work experience (95 percent), stackable or latticed credentials (92 percent), hybrid learning strategies, including online and traditional/in-person (89 percent), or development of industry-recognized credentials (89 percent). Of the *college persistence/completion strategies*, colleges said they were most likely to continue articulation agreements to more advanced programs (92 percent), contextualized learning (83 percent), and competency-based learning (82 percent). For sustaining *connections to employment*, colleges reported they were most likely to sustain apprenticeships (96 percent), established clinical placements (95 percent), and simulations and simulated learning (92 percent).
- When asked about expected challenges to sustaining grant activities post grant, three-quarters of colleges reported insufficient funding was a challenge to sustaining grant activities. About one-quarter noted a lack of potential participants (25 percent) and a scarcity of staff time and experience in fundraising (23 percent).
- More than three-fourths of colleges expected to maintain partnerships developed or enhanced as part of the grant activities. Colleges reported they were likely to sustain partnerships with industry associations, employers, chambers of commerce (90 percent), and school districts (87 percent). More than 80 percent reported they would, or likely would, continue partnerships with universities and other four-year colleges (83 percent), local workforce development boards and American Job Centers, and government agencies (80 percent each).

## CONCLUSIONS

The survey findings suggest that colleges made substantial progress on two of the three key initiative objectives: Objective #1, preparing TAA-eligible workers and other adults for high wage, high skill employment, and Objective #2, introduce or replicating innovative and effective methods for designing and delivering instruction. The findings are:

- **With regard to Objective #1, survey results suggest that Round 4 colleges made progress in implementing strategies/approaches to recruit and preparing TAA-eligible workers and other adults for high wage, high skill employment.** There are several important dimensions of this first objective that the survey addressed from the perspective of the colleges: 1) targeting and recruitment of TAA-eligible and other adults under the initiative; 2) the extent to which participants served under the grants were prepared for high-skill jobs in growth sectors; and 3) the extent to which TAACCCT funding supported “increased attainment of degrees, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers.” The survey results (highlighted above and discussed in detail in the main body of the report) addressed each of these three dimensions, suggesting that colleges made important strides toward achieving the first objective of TAACCCT.
- **With regard to Objective #2, survey results suggest that Round 4 colleges made progress in introducing and expanding use of innovative methods for delivering instruction that address specific industry needs.** As highlighted above, to meet this objective, colleges implemented approaches in three key areas: introduction of new accelerated learning and career pathways strategies, facilitation of college persistence and completion, and provision of new approaches to help connect TAACCCT participants to work-based learning experiences and employment.

Objective #3, improving employment outcomes for participants, was not addressed by the survey but is the focus of a separate study and report.<sup>7</sup>

Finally, colleges reported that they planned to sustain programs, innovative instructional approaches, and partnerships after their grants ended.

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<sup>7</sup> See Judkins et al. (2020).

# 1. Introduction

## TAACCCT Colleges

Colleges that participated in the TAACCCT grants sought to deliver education and training responsive to the needs of local and regional industries and employers and to provide participants with the skills needed to obtain well-paying jobs. As a result of their grants, colleges implemented an array of programs, made policy changes, and developed organizational capacity in diverse ways. In line with the grant announcement, colleges focused on developing career pathways approaches to improving education and employment outcomes for students. Colleges could participate in the grants as single institution grantees, lead consortium colleges, and consortium member colleges.

The **Trade Adjustment Assistance Community College and Career Training** (TAACCCT) grant initiative provided funding to community colleges and other postsecondary institutions across the nation to increase their capacity to deliver education and training programs for unemployed workers and other adult learners to prepare for in-demand jobs. Administered by the U.S. Department of Labor (DOL), in partnership with the U.S. Department of Education, TAACCCT provided \$1.9 billion in funding to colleges from 2011 to 2018 through 256 grants.<sup>8</sup> For the fourth and final round (active from 2014 to 2018), DOL awarded 71 grants, representing 263 colleges.

This report describes the activities of the Round 4 colleges based on a survey conducted in the fourth and final year of the grant.<sup>9</sup> The findings support a growing body of evidence—from the national evaluation and third-party evaluations across all rounds—on the colleges’ partnerships, participant recruitment activities, and the strategies that encourage *accelerated and enhanced learning, college persistence and completion,*

and *connections to employment*. The report also highlights the colleges’ perceived accomplishments, implementation challenges, and expectations for sustaining grant activities.

This introduction provides an overview of the grant program, including its conceptual framework, an organizing principle for grant-funded activities. It then discusses the college survey methodology and its limitations, and concludes with a roadmap to the remainder of the report.

<sup>8</sup> Funding varied by type of grantee. In Round 4, for example, awards for single institution grantees ranged from \$2.32 to \$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).

<sup>9</sup> DOL funded a national evaluation of each grant round to collect and assess data across all colleges. DOL contracted with Abt Associates and its subcontractors the Urban Institute, Capital Research Corporation, and the George Washington University to conduct the Round 4 National Evaluation.

**Four Components of the  
TAACCCT National Evaluation**

- An **implementation study** (Rounds 1–4) of the service delivery approaches developed and the systems changed through the grants based on a survey of colleges and visits to selected colleges
  - *The Trade Adjustment Assistance Community College and Career Training Grant Program: Implementation of the Rounds 1 and 2 Grants – Final Report*
  - *Implementation of the Round 3 Trade Adjustment Assistance Community College and Career Training Grants – Final Report*
  - **A Picture of the Trade Adjustment Assistance Community College and Career Training Grants: Results from a Survey of Round 4 Colleges – Final Report (this report)**
    - Topic Briefs from Round 4: *Context, Infrastructure, and Alignment Matter: Statewide Systems Change in Round 4 of TAACCCT; Building Career Pathways Programs and Systems: Insights from TAACCCT Round 4; and Employer Perspectives on Building Partnerships with Community Colleges: Lessons for Local Leaders and Practitioners*
    - Early Descriptive Briefs: *TAACCCT Goals, Design, and Evaluation; Grantee Characteristics, Approaches, Targeted Industries, and Partnerships; and Early Results of the TAACCCT Grants*
- **Syntheses of third-party evaluation findings** (Rounds 1–4) to draw a national picture of the implementation of the TAACCCT capacity-building strategies and build evidence of the effectiveness of the strategies on participants’ education and employment outcomes
  - *A Synthesis of Findings from the Rounds 1 and 2 Trade Adjustment Assistance Community College and Career Training Third-Party Evaluations – Final Report*
  - *Systems Change in Community Colleges: Lessons from a Synthesis of the Round 3 TAACCCT Third-Party Evaluation Findings – Final Report*
  - *A Synthesis of Impact Findings from the Round 3 Trade Adjustment Assistance Community College and Career Training Third-Party Evaluations – Final Report*
  - *Implementation and Impact Synthesis Report: Round 4 TAACCCT Third-Party Evaluation – Final Report*
- An **outcomes study** of nine Round 4 grantees using survey data and administrative records to better understand the characteristics of TAACCCT participants, their service receipt, and their education and employment outcomes
  - *Trade Adjustment Assistance Community College and Career Training Grants: Round 4 Outcomes Study – Final Report and Grantee Profiles*
- 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
  - *The Employer Perspectives Study: Insights on How to Build and Maintain Strong Employer-College Partnerships – Final Report*

## 1.1. OVERVIEW OF THE TAACCCT PROGRAM

Through grants to individual colleges and multi-college consortia, the TAACCCT program aimed to:

- Better prepare Trade Adjustment Assistance (TAA)-eligible workers<sup>10</sup> 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 (Objective #1);
- 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 (Objective #2); and
- Improve employment outcomes for participants (Objective #3).<sup>11</sup>

To address these goals, grantees focused on developing and implementing a *career pathways* framework to build colleges' capacity for providing education and training to adult learners. Career pathways offer a sequence of articulated education and training programs within 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.<sup>12</sup> With the goal of supporting "sector strategies" that target specific industries and clusters of occupations, the grant program required increased coordination with key stakeholders in the local and regional workforce system, including governors, employers, and industry representatives. The grant also encouraged grantees to scale and create policy and systems changes within and across community colleges.

**Exhibit 1-1** below shows how the career pathways framework applies to the grant program. This framework describes how grant activities were expected to lead to improved outcomes for participants and colleges. As such, it also guided the analysis of college survey data.

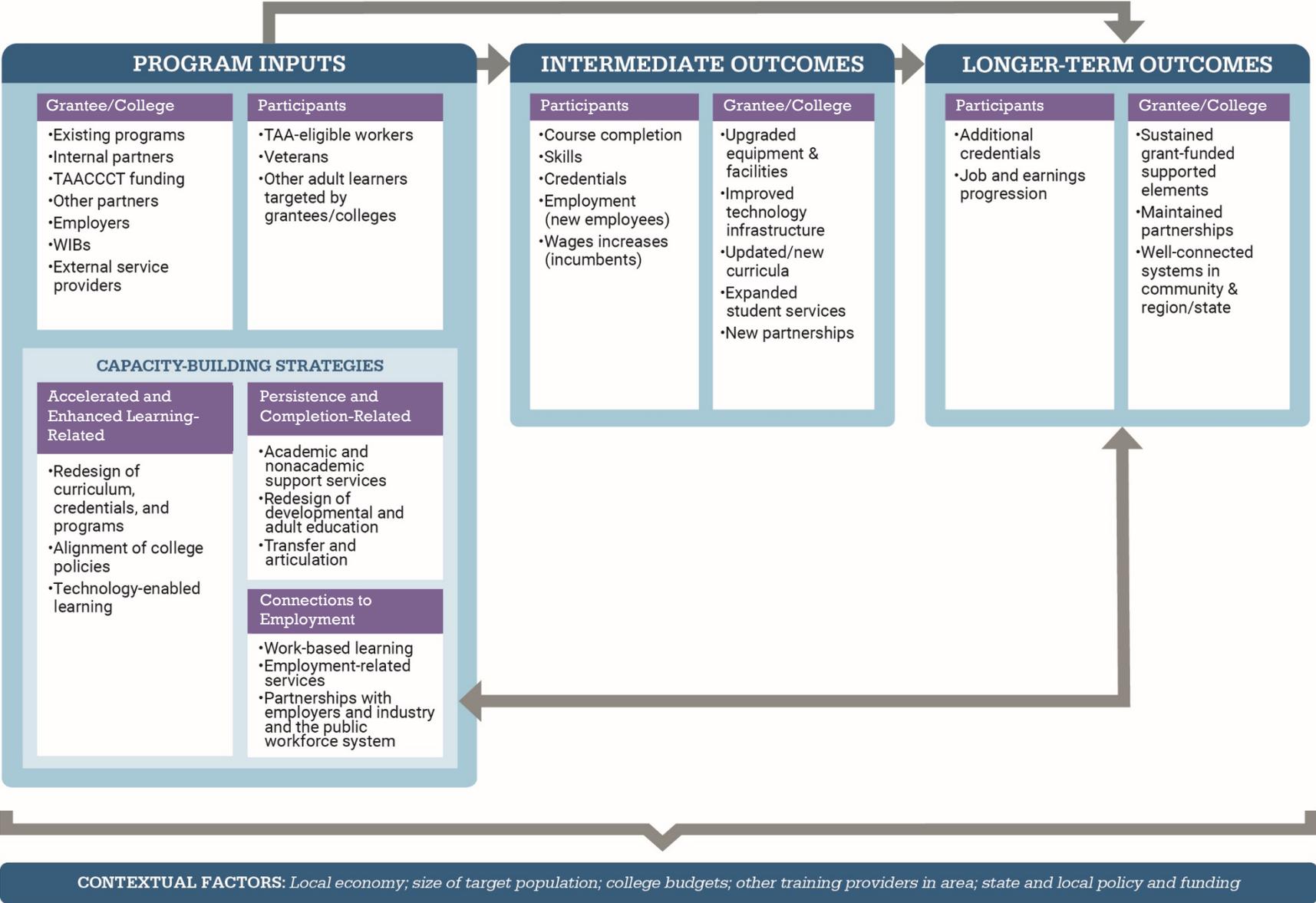
Starting at the left of the exhibit, there are two types of **program inputs**. The first type is grantee and colleges efforts to develop and enhance education and training programs and build capacity to serve adult learners. Colleges built on existing training programs and institutional infrastructure, such as the classrooms, labs, and training equipment. Internal and external partners provided additional inputs. The second type of input is participants who need skill upgrades or new training to compete in the labor market or advance in their careers. Participants included TAA-eligible workers, veterans, and other adult learners targeted by colleges, such as incumbent workers.

<sup>10</sup> Workers who have involuntarily lost their jobs or wages due to increased foreign competition and imports may be eligible for the TAA program. The 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.

<sup>11</sup> 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>.

<sup>12</sup> 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 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.

**Exhibit 1-1. Career Pathways as an Organizing Framework for TAACCCT Grants**



Under inputs are three categories of **capacity-building strategies** in the framework:

- *Accelerated and enhanced learning-related strategies* to reduce time to complete training programs, such as redesigning curriculum, credentials, and programs; providing credit for prior learning; and designing stacked and latticed credentials.
- *Persistence- and completion-related strategies* to support progress in and completion of training programs, such as career counseling, academic advising, nonacademic supports (e.g., financial aid advising, life skills advising), and articulation and transfer agreements.
- *Employment-related strategies* to connect adult learners to the workforce. For the national evaluation’s outcomes study these are divided into two groups: work-based learning (e.g., simulations in virtual settings, training in work-like physical environments) and employment-related services (e.g., job placement).

The middle column in the framework is **intermediate outcomes**, focusing on how grant-funded activities were expected to affect participant and college outcomes in the short term. For participants, these were completing a program and attaining industry-recognized credentials; obtaining training-related employment; increasing earnings; and reducing need for public benefits. Intermediate outcomes for colleges included upgraded facilities and equipment, improved technological infrastructure, updated and new curricula, and expanded support services for participants.

The column on the right shows **longer-term outcomes** for participants and colleges. For participants, these included enrolling in other trainings, obtaining additional credentials, progressing in their employment, and further increasing their earnings. Longer-term outcomes for colleges included sustaining their grant-supported activities and maintaining partnerships.

Finally, **contextual factors** can influence the implementation of grant activities and outcomes. For example, local economic conditions can affect the supply of potential participants for training programs, as well as the availability of jobs for program completers.

## 1.2. SURVEY METHODOLOGY AND LIMITATIONS

The overarching research question for this report is: **What service delivery and system change innovations did funded colleges implement to support improved outcomes for participants?**

To address this question, the research team administered an online survey to all 263 grant-funded Round 4 colleges—single-institution grantees, consortium-lead institutions, and consortium-member institutions—from August to December 2017. The survey had a 100 percent response rate. This report presents descriptive statistics for key survey questions. Appendix B includes full tables of results. The main unit of analysis is the college, as opposed to the grantee, although for single institution grants they are one in the same.<sup>13</sup> Because the college survey was administered to all colleges (and did not include sampling), the analysis did not require significance tests.<sup>14</sup> The report also includes examples of colleges’

<sup>13</sup> For a small number of questions, the unit of analysis is the programs implemented by the colleges. Program is used to better understand some implementation activities, such as credentials and credits awarded. However, due to concerns of the burden on respondents, the report does not include program-level findings for most topics.

<sup>14</sup> Significance testing is used when the available data represent some sample of the population of interest. Statistical significance quantifies how likely an observed result is due to chance. Because the survey included the entire population of grant-funded colleges, differences between two subgroups of interest are not due to sampling error.

strategies, challenges, and accomplishments drawn from site visits conducted at nine grantees as part of the outcomes study.<sup>15</sup>

The limitation of this study is that the survey analyses describe *what* activities the colleges implemented during their four-year grants but not *how* or *why* they selected and implemented these activities.<sup>16</sup> Additionally, the survey inquired about plans to sustain grant-funded activities, not activities that actually continued after the grant period. Thus, reports of sustainability should be considered aspirations and not concrete plans.

### 1.3. ORGANIZATION OF REPORT

The remainder of the report is organized as follows:

- **Chapter 2** describes the context in which the colleges implemented their grant activities;
- **Chapter 3** discusses internal and external partnerships colleges built over the course of the grant;
- **Chapter 4** presents participant recruitment strategies;
- **Chapter 5** describes the implementation of accelerated and enhanced learning, persistence and completion, and connections to employment strategies;
- **Chapter 6** discusses the accomplishments and implementation challenges, as well as colleges' plans for sustaining grant activities following their grants; and
- **Chapter 7** presents implications for future community college and workforce initiatives.

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<sup>15</sup> See Judkins et al. (2020) and Turnham et al. (2020) for more information on the nine outcomes study sites.

<sup>16</sup> Other reports that address “how” and “why” questions are: the Rounds 1–2 and Round 3 implementation reports (Eyster, Hafford et al. 2019; Eyster et al. 2019) that analyze the college survey and interview data collected for early components of the national evaluation; the synthesis of the implementation findings from the Round 4 third-party evaluations (Scott et al. 2020); and grantee profiles developed as a part of the Round 4 outcomes study (Turnham et al. 2020).

## 2. Grant and College Context

This chapter provides an overview of the context in which colleges implemented their grant activities. In structuring capacity-building activities, colleges examined labor force needs and employer-demanded occupational skills within the areas served by their grants. The economies and geographic reach of the colleges' service areas affected the goals, occupational focus, partnerships and design of grant activities, as well as changes made during the period of performance and, ultimately whether grant goals were achieved. The college survey included questions about the geographic region that the grant served, the industries and occupations of focus, number of programs implemented, and whether the colleges built on previous rounds' efforts.

### Key Findings on Grant and College Context

- Three-fourths of colleges served more than one county, sometimes including their entire state or stretching across multiple states; nearly two thirds of colleges served rural areas.
- The colleges generally indicated that economic conditions improved during the period of their grants compared to the five years prior to grant receipt.
- The colleges developed new or enhanced existing occupational training programs across a variety of industries and occupations, with a focus on the manufacturing; healthcare and social assistance; information technology; professional, scientific; and technical services sectors.
- Within the targeted industry sectors, colleges focused their activities on training for specific occupations, based on needs identified by employers in their service areas. In the manufacturing industry, the top occupations targeted by colleges were welders and related positions and machinists. In the healthcare industry, the top occupations were nursing assistants and medical records and health information assistants. In information technology, the targeted occupations included computer and information system managers and computer systems analysts.
- On average, colleges funded 4.2 programs of study under the grant, with a maximum of 20 programs of study funded by one college. About 20 percent of colleges funded one program of study, while 10 percent funded 10 or more.

#### *Three fourths of colleges served more than one county.*

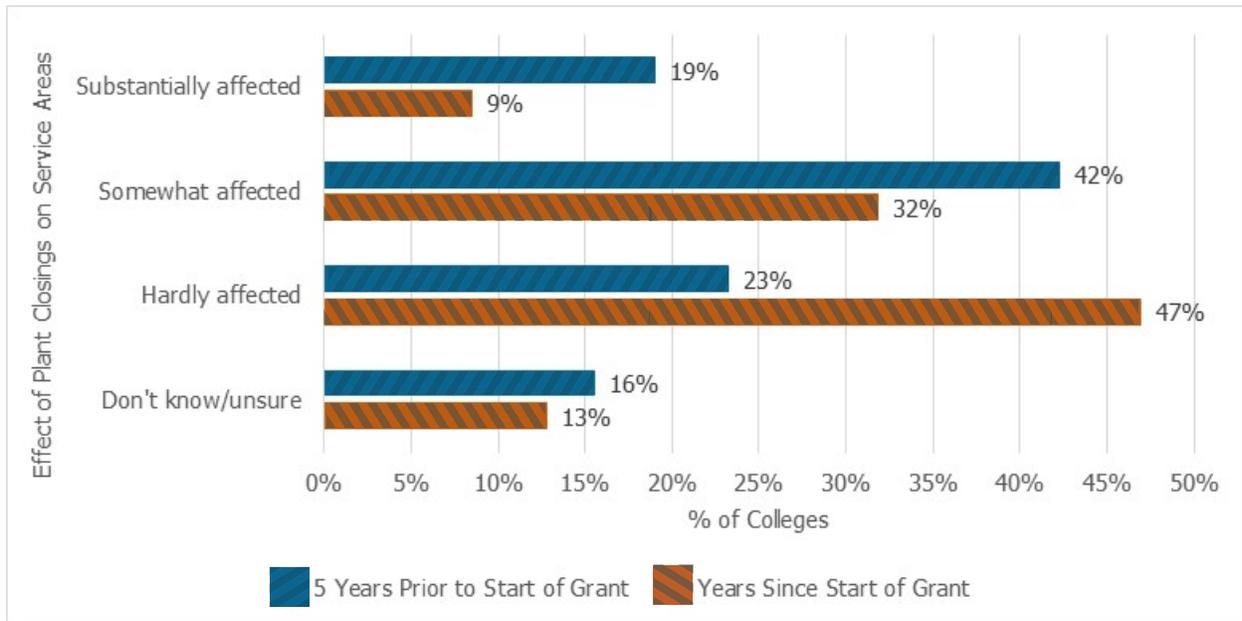
The colleges indicated that they served a wide variety of geographic areas, with about three-fourths serving more than a single county in their states, and slightly more than half multiple, but not all, counties in a state. Fewer served all counties within a state (14 percent) or multiple states (5 percent).

About-two thirds of colleges characterized at least a portion of the geographical area served by their grant as rural. Slightly less than half characterized their service area as including suburban or urban areas.

*Colleges reported that economic conditions generally improved during their grant period compared to five years prior to grant receipt.*

As **Exhibit 2-1** shows, colleges reported economic conditions in their service areas improved during their grant periods compared with the five years prior to grant receipt.<sup>17</sup> In the five years prior to receiving grant funding, 61 percent of colleges were substantially or somewhat affected by plant closings and layoffs, nearly three times more than those that were hardly affected by plant closings or layoffs. In comparison, the colleges reporting they were hardly affected by plant closings and layoffs in the years after funding began more than doubled (from 23 percent to 47 percent), and the colleges substantially affected decreased to just under a tenth of colleges.

**Exhibit 2-1. Extent to Which Area Served by Colleges Had Been Affected by Plant Closings and Layoffs in the Five Years Prior to Versus the Years since the Start of the Grant**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: *N*=258 (5 missing colleges). Percentages may not add to 100 because of rounding.

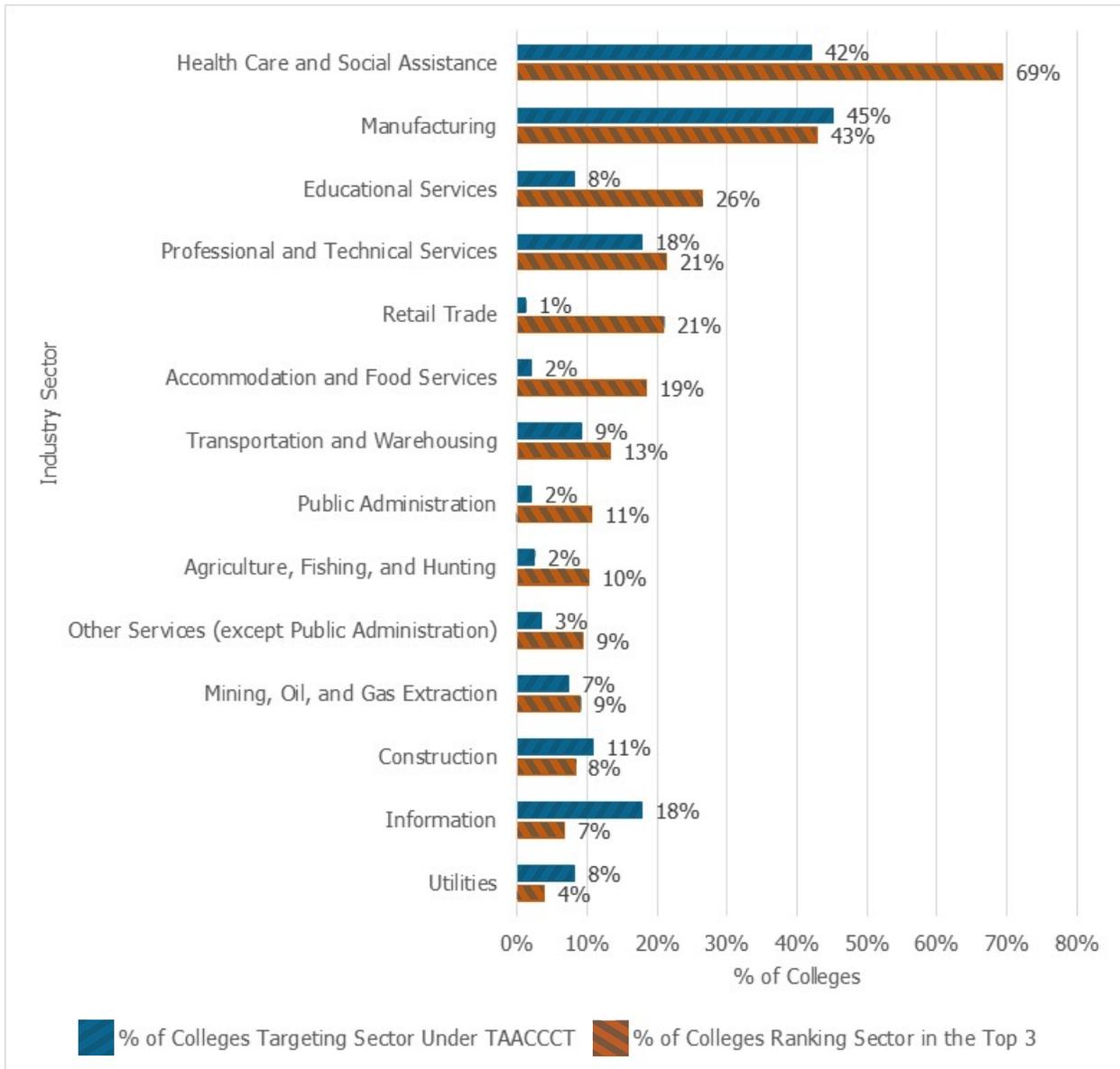
The survey also asked colleges to identify significant factors over the prior three years that influenced the design or implementation of their programs. Nearly two thirds of colleges identified economic recovery or expansion occurring in their region or locality as significantly affecting project design or implementation. Fewer colleges (14 percent) reported that an increase or decrease in TAA-certified plant closings was a significant implementation factor.

<sup>17</sup> The college survey asked the following two questions about plant closings and layoffs: (1) To what extent has the geographic area served by your TAACCCT programs been impacted by major employer plant closings/layoffs in the five years *prior to your grant*? and (2) To what extent has the geographic area served by your TAACCCT programs been impacted by major employer plant closings/layoffs in the years *since the start of your grant*?

*Colleges typically focused grant funds on industry sectors that were key employers in their service areas.*

Colleges identified the three industry sectors with the highest employment in the area served by their grants. As shown in **Exhibit 2-2**, more than two thirds of colleges ranked the healthcare and social assistance sector either first, second, or third. Other leading sectors of focus included manufacturing (43 percent), educational services (26 percent), professional and technical services (21 percent), and retail trade (21 percent).

**Exhibit 2-2. Industry Sectors Ranked First, Second, or Third in Terms of Employment in the Colleges’ Service Areas versus Sector(s) that Colleges Targeted with their Grants**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: N=254 (9 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

**Exhibit 2-2** shows the sectors that colleges targeted for grant-funded activities generally (though not always) focused on industries in the service area with employment opportunities. Specifically, colleges targeted the manufacturing and healthcare/social assistance sectors most often, followed by information technology, and professional and technical services.

The exhibit shows that some industry sectors had more alignment between grant activities and employment, such as the healthcare and social assistance, manufacturing, and professional and technical services. However, educational services, retail trade, and accommodation and food services were not aligned.<sup>18</sup>

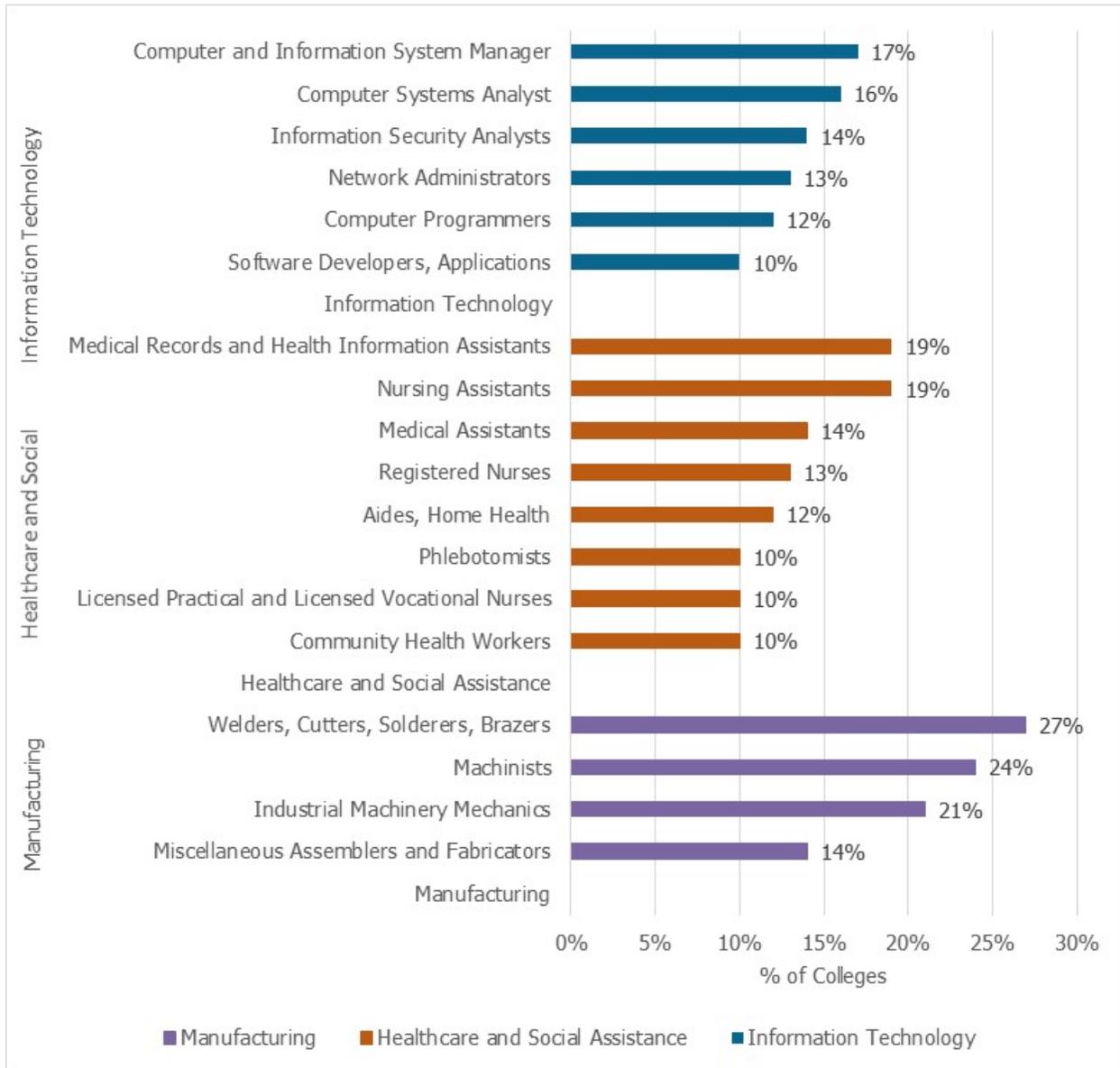
**Exhibit 2-3** shows the most common *occupations* on which colleges focused their grant-funded programs were in three key sectors: manufacturing, healthcare/social assistance, and information technology. Within the targeted industry sectors, colleges focused on programs for specific occupations identified by employers in their service area. As shown in the exhibit, leading training programs in manufacturing included training for welders and related positions, (27 percent of colleges) and machinists (24 percent). Leading occupations for programs in the healthcare sector were nursing assistants (19 percent) and medical records and health information assistants (19 percent). Within the information technology sector, occupations colleges focused on included computer and information system managers (17 percent) and computer systems analysts (16 percent). Three colleges that linked grant activities to leading industrial sectors in their service area with strong growth possibilities were:

- **Cincinnati State Community College** focused grant activities on the supply chain and logistics sector, and implemented forklift and Commercial Drivers' License training programs. The college serves the greater Cincinnati area, at the confluence of the Ohio River, several major highways, and railroad lines. As a result of its strategic location, the Cincinnati area is a hub for warehousing, trucking, and logistics.
- The **College of the Desert**, part of the **Chaffey College** consortium, updated and expanded its heating, ventilation, and air conditioning (HVAC) program, an industry that was expected to rapidly expand employment, due to new energy conservation regulations implemented in California (including the "net-zero energy" laws related to future construction). In addition, according to program administrators and instructors, local employers needed an influx of new HVAC technicians because of a "graying" of the existing workforce, which resulted in a current and expected shortage of skilled technicians in residential, commercial and industrial settings.

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<sup>18</sup> While most colleges tended to focus on industry sectors with high employment within the geographic area served by the grant, there were a variety of other factors that affected selection of focus industry sectors. In some instances, colleges targeted industries that were expected to grow in the future (such as the information technology sector); others targeted industries and occupations that local employers indicated a need for training and where the college perceived they needed to improve capacity or update curricula; and sometimes the partnerships and expertise of various institutions or faculty played a role in the selection industry focus.

**Exhibit 2-3. Colleges' Targeted Occupations within the Top Three Industries**



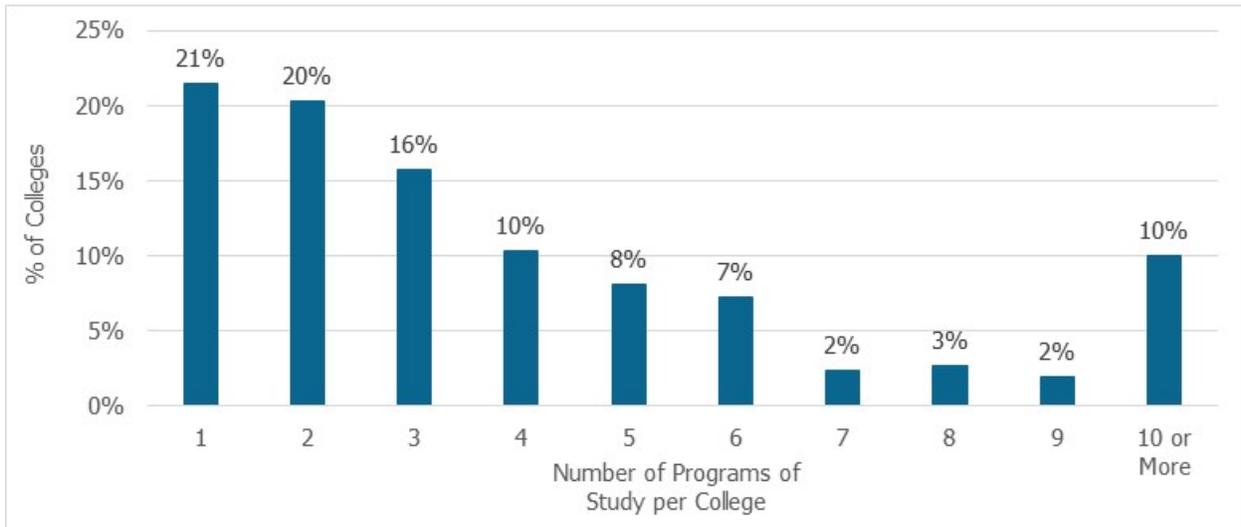
Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: *N*=259 (4 missing colleges). Percentages do not add to 100 because respondents could select more than one option. Not all possible response categories are shown. See Appendix Exhibit B-10 for more detail.

*On average, colleges implemented about four different grant-funded programs.*

Colleges reported funding an average of 4.2 programs of study under the grant, with a maximum of 20 programs funded by one college. As shown in [Exhibit 2-4](#), about one-fifth of colleges funded one program and slightly over half of colleges funded between one and three programs, while 10 percent of colleges funded 10 or more programs of study.

**Exhibit 2-4. Number of Programs of Study Funded under Grant per College**



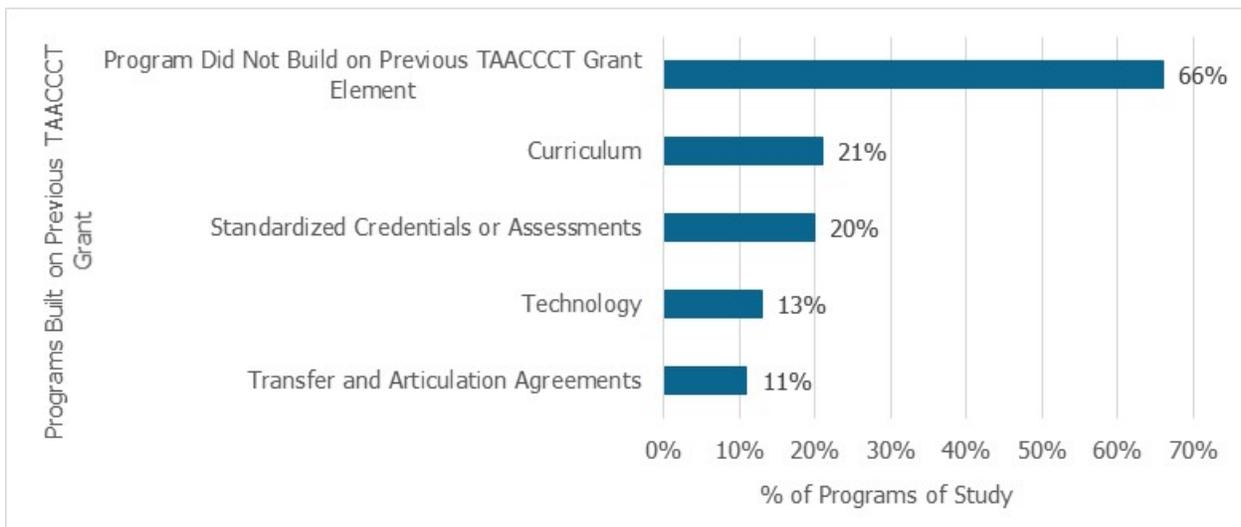
Source: Urban Institute Survey of TAACCT Round 4 Colleges.

Note:  $N=261$  (2 missing colleges). Percentages do not add to 100 because of rounding.

*Few programs leveraged efforts and resources from previous rounds of grants.*

As shown in **Exhibit 2-5**, two thirds of the programs indicated that they did not build on strategies implemented during previous grant rounds. One fifth of programs built upon previously developed curriculum or standardized credentials or assessments.

**Exhibit 2-5. Extent to Which Programs of Study Built on Efforts or Used Resources Developed Under Previous TAACCT Grants**



Source: Urban Institute Survey of TAACCT Round 4 Colleges.

Note:  $N=1,068$  programs at 256 colleges (6 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

## 3. Participant Recruitment

Colleges reported targeting a range of adult learners for programs of study funded with grants. They substantially expanded their focus on targeting or actively recruiting diverse populations. This chapter describes colleges' target groups, strategies for recruiting participants, and eligibility and screening of potential participants.

### Key Findings on Participant Recruitment

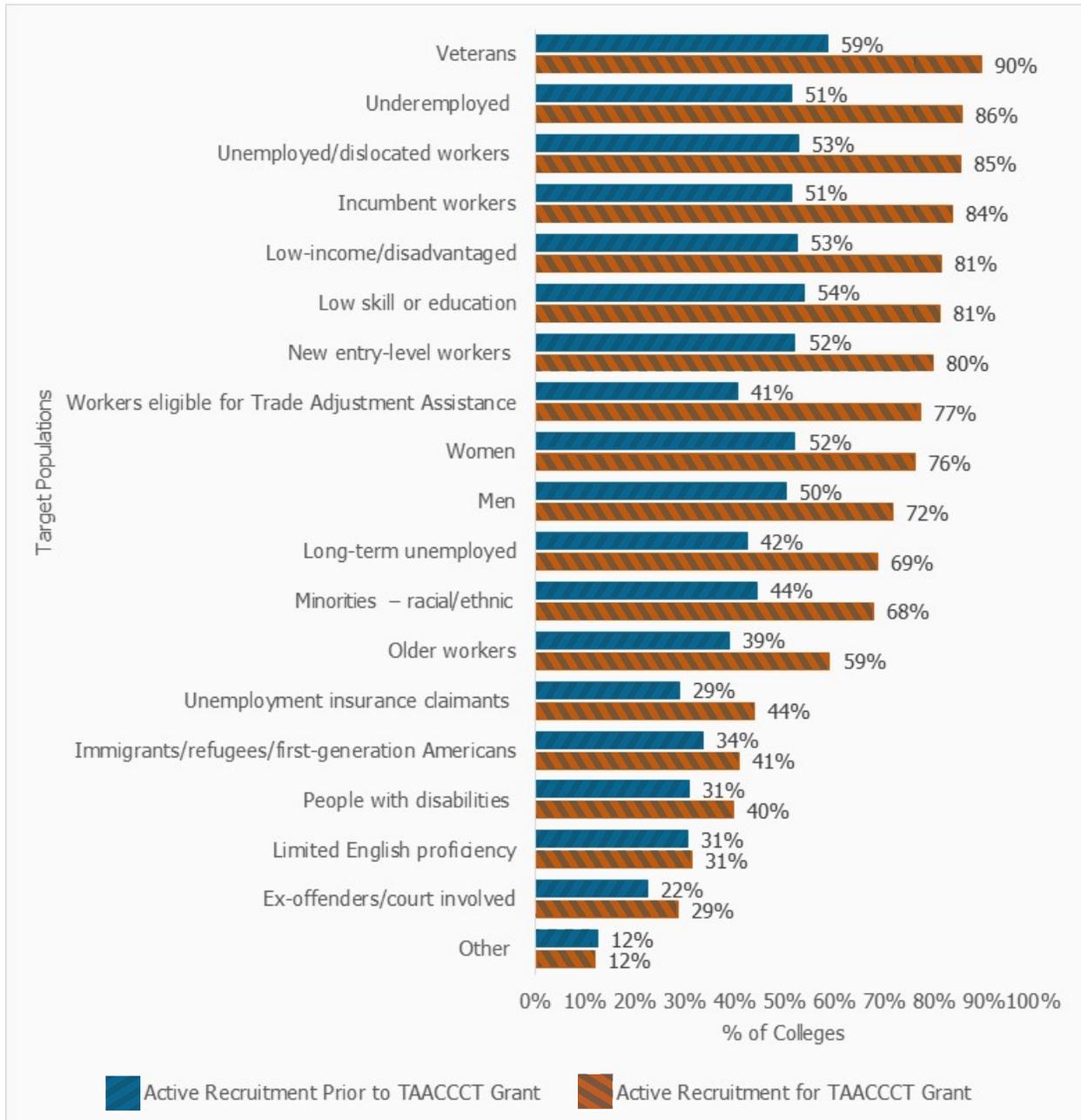
- During the grant period, colleges substantially expanded recruitment of diverse groups of adult learners.
- They used a variety of recruitment strategies to market to potential participants. Most commonly, they leveraged partnerships with employers and industry associations to promote their training programs and encourage referrals.
- Other recruitment activities to promote training programs most often included distributing flyers, posters, or other self-produced educational/informational materials.
- Colleges used various screening tools to determine eligibility and suitability for grant-funded programs. Most required applicants to have a high school diploma or GED.
- The top recruitment challenge cited by colleges was potential participants' conflict between work and school schedules.

*During the grant period, colleges substantially expanded recruitment of diverse groups of adult learners.*

As shown in **Exhibit 3-1**, while colleges targeted an array of populations prior to the grant, a larger percentage indicated doing so during the grant period. For example, 90 percent of colleges recruited veterans during the grant period, compared to 59 percent prior to receiving grant funds. Additionally, 80 percent of colleges recruited underemployed workers, unemployed/dislocated workers, incumbent workers, low-income and disadvantaged or low-skilled individuals, and new entry-level workers during the grant period,<sup>19</sup> whereas about half did prior to their grants. Colleges were least likely to report recruiting people with disabilities, those with limited English proficiency, and formerly incarcerated and court-involved individuals.

<sup>19</sup> Round 4 colleges actively recruited TAA-eligible individuals in their localities. However, there were often few TAA-eligible individuals available to recruit because of a lack of trade-related closures or downsizings.

**Exhibit 3-1. Populations Actively Recruited or Targeted by Colleges and Whether Population Was Previously Recruited or Targeted Prior to the Grant**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: N=259 (4 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

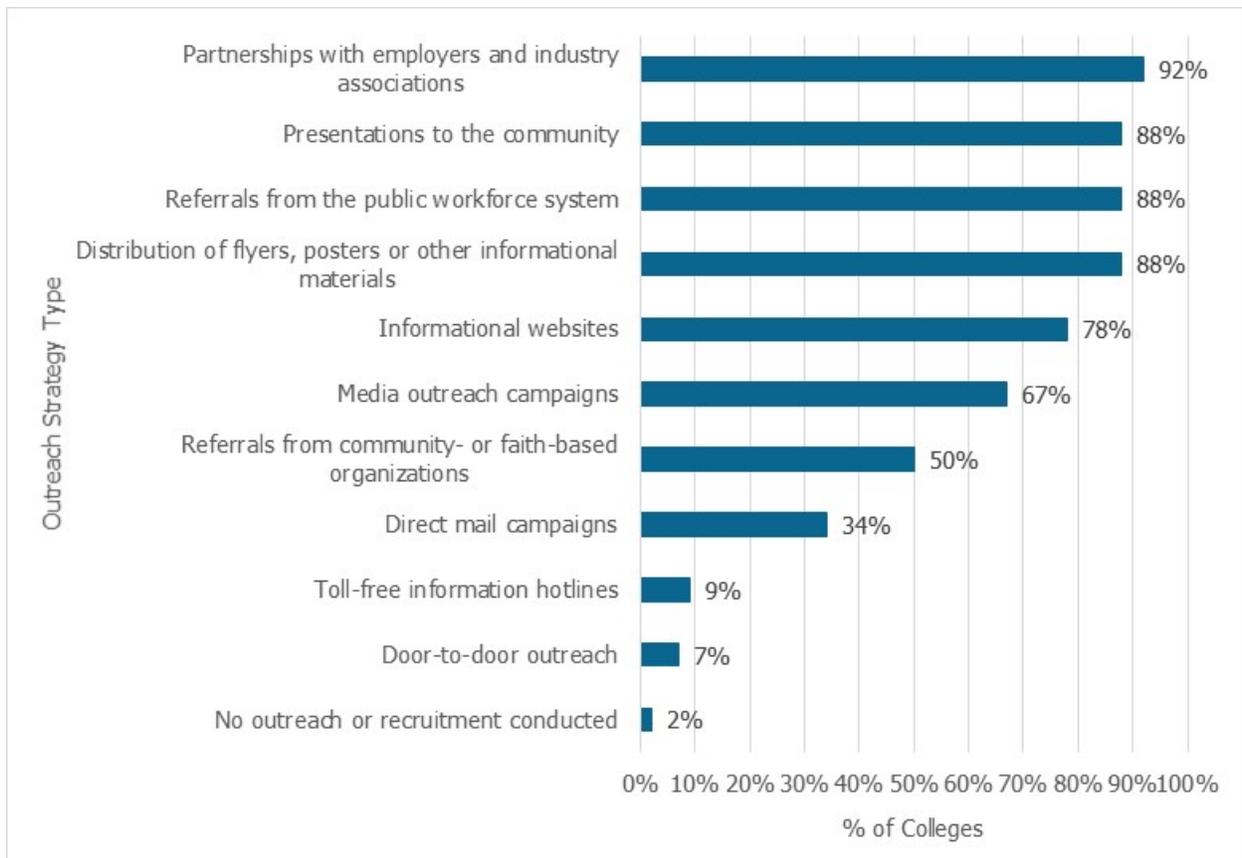
An example of a college that targeted and actively recruited a diverse range of adult learners was:

- **Mira Costa College**, part of the **Chaffey College consortium**, targeted veterans, high schoolers, people with disabilities, and unemployed adults for its programs in advanced manufacturing and engineering. Full-time, daytime training programs targeted unemployed and other individuals who could attend during the day, while evening and weekend programs targeted incumbent workers.

*Colleges implemented a broad range of recruitment activities and relied upon partner referrals.*

**Exhibit 3-2** shows that colleges reported using a variety of strategies to market grant-funded training programs directly to potential participants and to partner organizations and employers that might refer interested individuals. The most common strategy was leveraged partnerships with employers and industry associations (90 percent) followed by staff presentations in the community, establishing referral arrangements with the public workforce system, and distributing information promoting grant-funded programs via flyers, posters or other self-produced educational/informational (88 percent each). Few colleges operated toll-free information hotlines (9 percent) or conducted door-to-door outreach efforts (6 percent). Just 2 percent of colleges reported conducting no outreach or recruitment.

**Exhibit 3-2. Colleges’ Outreach and Recruitment Strategies**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: N=260 (3 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

Three examples of recruitment strategies used by grant-funded colleges were:

- **San Bernardino Valley College**, part of the **Chaffey College consortium**, targeted incumbent workers. The college conducted outreach through previously established networks of employers, which were expanded during the grant through connections facilitated by local industry councils. The **College of the Desert**, also part of the Chaffey College consortium, sought to recruit both incumbent workers from area employers, as well as a broad range of unemployed and underemployed individuals, including veterans, women, graduating high school students, and career changers for its grant-funded HVAC program. For example, the College of the Desert conducted outreach in high schools to inform juniors and seniors about its program and, more generally, to inform high school students about high demand/high paying jobs for HVAC technicians in residential, commercial, and industrial settings. The college also partnered with area firms in need of HVAC technicians (including hotels and HVAC installation/repair companies) to encourage referral of newly-hired and incumbent workers.
- **Miami Dade College**, the lead college in the **Miami Dade consortium**, directed the development and implementation of training for the manufactured construction industry. All colleges in the consortium used a variety of recruitment methods, including job fairs, digital ads, print ads in magazines, direct mailers to employers (to refer entry-level workers for training), and flyers posted in the community. In addition, consortium colleges relied on referrals from key partners, including employers (such as a large diversified construction company) and local American Job Centers.

*Colleges used various screening methods to determine eligibility and suitability for grant-funded programs.*

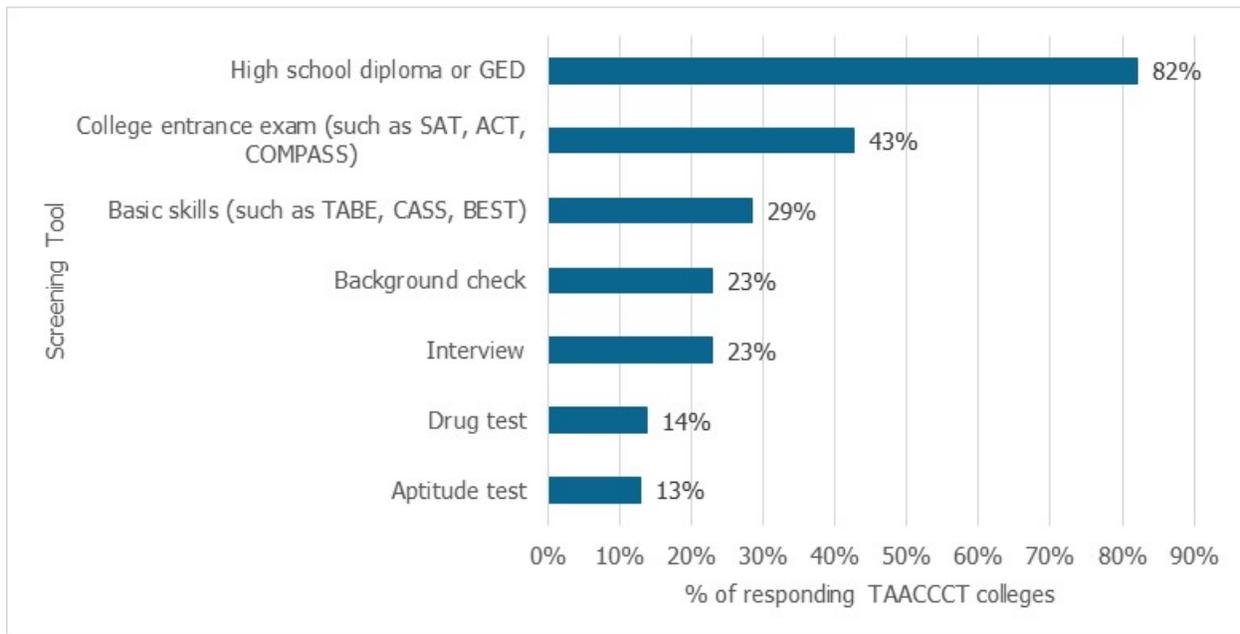
Colleges indicated that they assessed eligibility of applicants to grant-funded programs in a variety of ways (see **Exhibit 3-3**). Over 80 percent required applicants to have a high school diploma or GED.<sup>20</sup> Fewer than half of colleges required applicants to have taken a college entrance exam. As part of the intake process, about one quarter of colleges required a specific score on a basic skills assessment (e.g., Test of Adult Basic Education, TABE; Comprehensive Adult Student Assessment Systems, CASAS), participation in an interview, and/or completion of a background check. One college used several types of assessments to determine suitability of applicants for entry into a grant-funded program:

- **Ivy Tech Community College** screened all applicants to IT programs to determine whether they were “program-ready” by reviewing each applicant’s college entrance exam scores (e.g., ACT, SAT); high school grade point average; and/or previous college courses taken or associates degree received. If none of these sources were available, the colleges conducted a course placement assessment (e.g., Accuplacer).

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<sup>20</sup> This is notable given that 81 percent of colleges reported actively recruiting individuals with low skills or education (see Exhibit 3.1, earlier).

**Exhibit 3-3. Round 4 Colleges’ Enrollment Requirements and Screening Tools for Non-TAA Eligible Participants**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

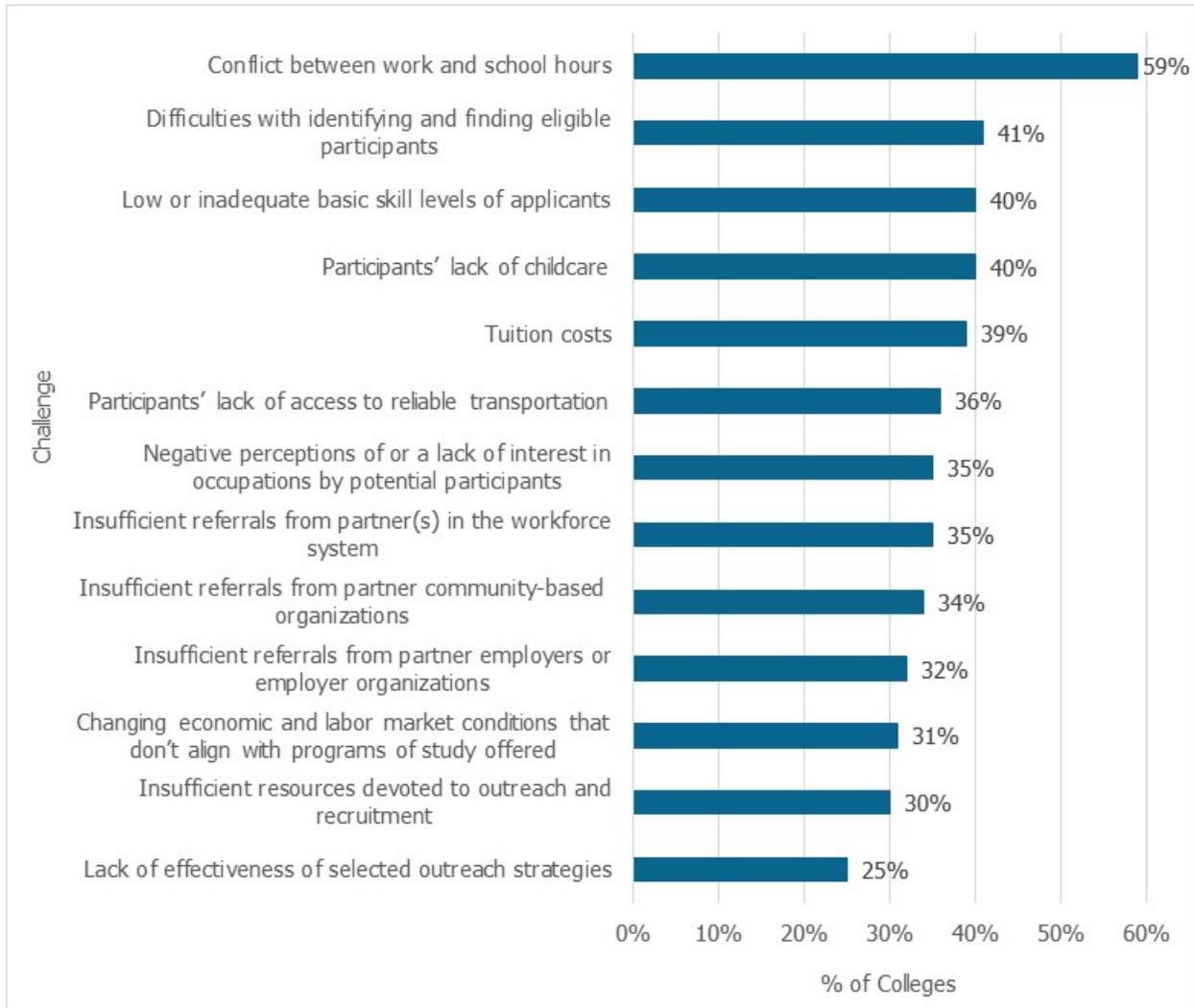
Note: *N*=260 (3 missing colleges). Percentages do not add to 100 because respondents could select more than one option. SAT = Scholastic Aptitude Test. ACT = American College Test. COMPASS is a computerized test that helps colleges evaluate individuals’ skills and place them in the appropriate courses. TABE = Test of Adult Basic Education. CASAS = Comprehensive Adult Student Assessment Systems. BEST = Basic Integrated Skills Test.

*The most reported recruitment challenge was potential participants’ conflict between work and school schedules.*

As shown in **Exhibit 3-4**, the majority of colleges reported that potential participants’ conflicts between work and school hours was the most frequent recruitment challenge. About 40 percent cited difficulties identifying eligible participants for their programs, low or inadequate basic skills levels of applicants (required to be successful in completing training), potential participants’ lack of childcare, and participants being unable or unwilling to pay tuition costs. One college that adjusted its outreach strategies in response to a recruitment challenge was:

- The **Manchester Community College consortium** colleges did not receive as many referrals from local workforce agencies as anticipated. To publicize the grant-funded advanced manufacturing programs and increase applications, the grant director asked each college in the consortium to contribute \$50,000 of its grant funds to a “Make it Here” statewide advertisement campaign. Consortium college program directors reported the campaign was successful at generating interest in advanced manufacturing and boosting applications. Marketing activities of the campaign included t-shirts, radio spots, online ads, and a television commercial filmed onsite at a local employer partner’s facilities.

**Exhibit 3-4. Outreach or Recruitment Challenges as Rated by Colleges as Great/Somewhat of a Challenge**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: *N*=256 to 258. Percentages do not add to 100 because respondents could select more than one option. Colleges could indicate for each factor that it was a great challenge, somewhat of a challenge, a minor challenge, not a challenge, or not applicable. A small number of colleges did not provide a response on each of the factors; therefore, the number of colleges for each question varies slightly. See Appendix Exhibit B-21 for the *N*s for each response category.

## 4. Partnerships

To successfully implement grant activities, colleges built internal partnerships with other staff in their institutions, such as faculty, administrators, advisors, and financial aid and adult education staff. In addition, they expanded upon external partnerships with employers, industry associations, chambers of commerce, and local workforce investment boards or American Job Centers.<sup>21</sup> Colleges also reported on successes and challenges with their partnerships. This chapter presents survey findings about the partnerships developed during the grant period.

### Key Findings on Partnerships

- Colleges built or strengthened internal partnerships with colleagues in other departments, advisors, college administrators, and adult education staff.
- Colleges expanded or formed new partnerships with external organizations, including industry associations, employers, or chambers of commerce.
- Almost 90 percent of colleges reported that the public workforce system provided one or more resources or services, the most common being referrals to the grant-funded programs.
- Employers and industry associations also provided resources and services, most commonly serving on advisory or steering committees, and most colleges reported their relationship with employers and industry associations was either somewhat or very successful.

*The colleges built or strengthened internal partnerships with colleagues in other departments, advisors, college administrators, and adult education staff.*

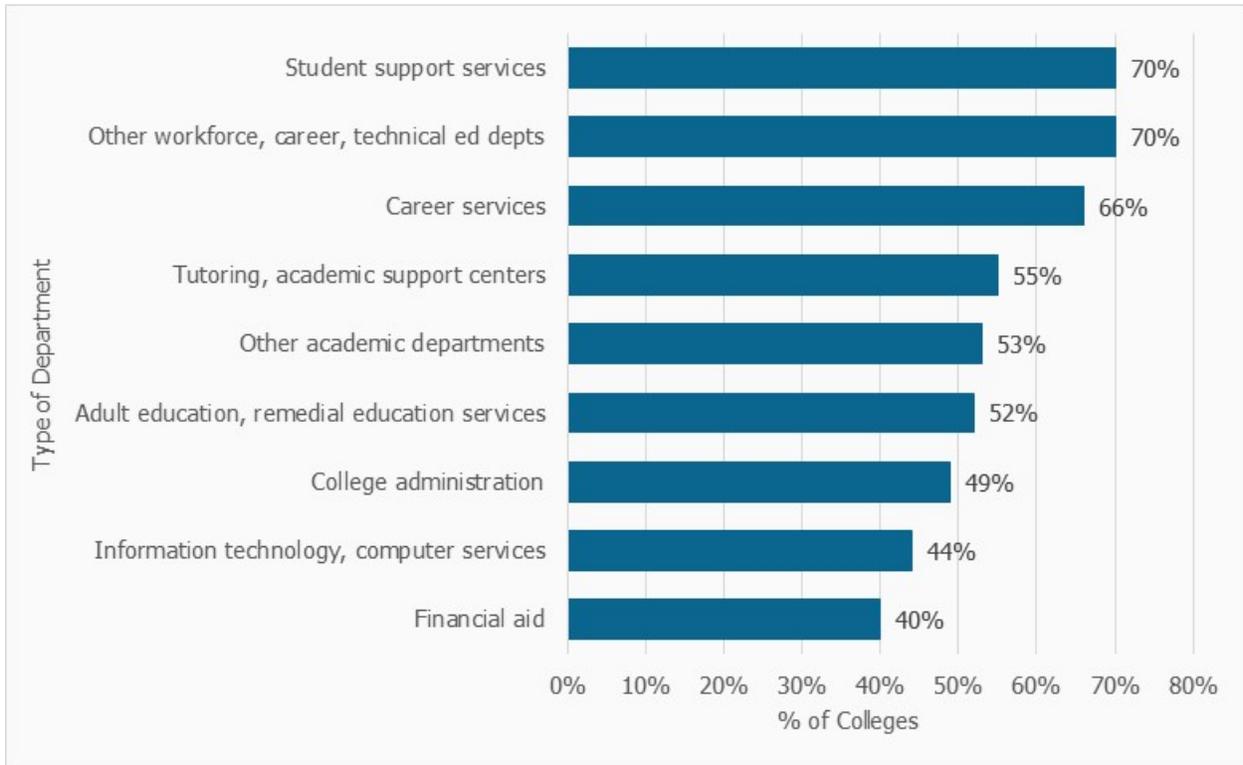
Nearly all colleges reported they developed or expanded relationships with other staff or departments within their own institution as part of grant implementation. As shown in **Exhibit 4-1**, partners included participant support services or other workforce, career and technical education departments (both 70 percent), and career services (66 percent) within their institution. Less common were partnerships with information technology and computer services or financial aid. Two examples of a colleges strengthening partnerships between staff and departments within their own institution as a part of their grant activities were:

- **Ridgewater College**, a member of the **South Central College consortium**, developed a Certified Production Technician program, an initial credential in its advanced manufacturing programs. Numerous faculty members from throughout the college were involved in the development and review of this curriculum, and as a result, the college reported relationships between its non-credit and for-credit faculty were expanded and intensified.

<sup>21</sup> When asked to report on external partnerships, colleges were provided “local workforce development boards/American Job Centers” as a response category. In another survey question, colleges were asked about the resources and services that “the public workforce system (e.g., through American Jobs Centers/One Stops)” provided to their grant activities. The report uses the terminology that aligns with the survey question wording.

- Santa Fe Community College**, part of the **Miami Dade consortium** found that the grant strengthened the School of Construction’s relationship with the college administration. According to instructors, the grant was the college’s first in the construction area. To implement the initiative, the School of Construction worked closely with the grants and finance departments. Program staff noted that the experience positioned the School of Construction well for other grant opportunities.

**Exhibit 4-1. Internal Departments or Offices with Which Round 4 Colleges Expanded Current or Developed New Partnerships**

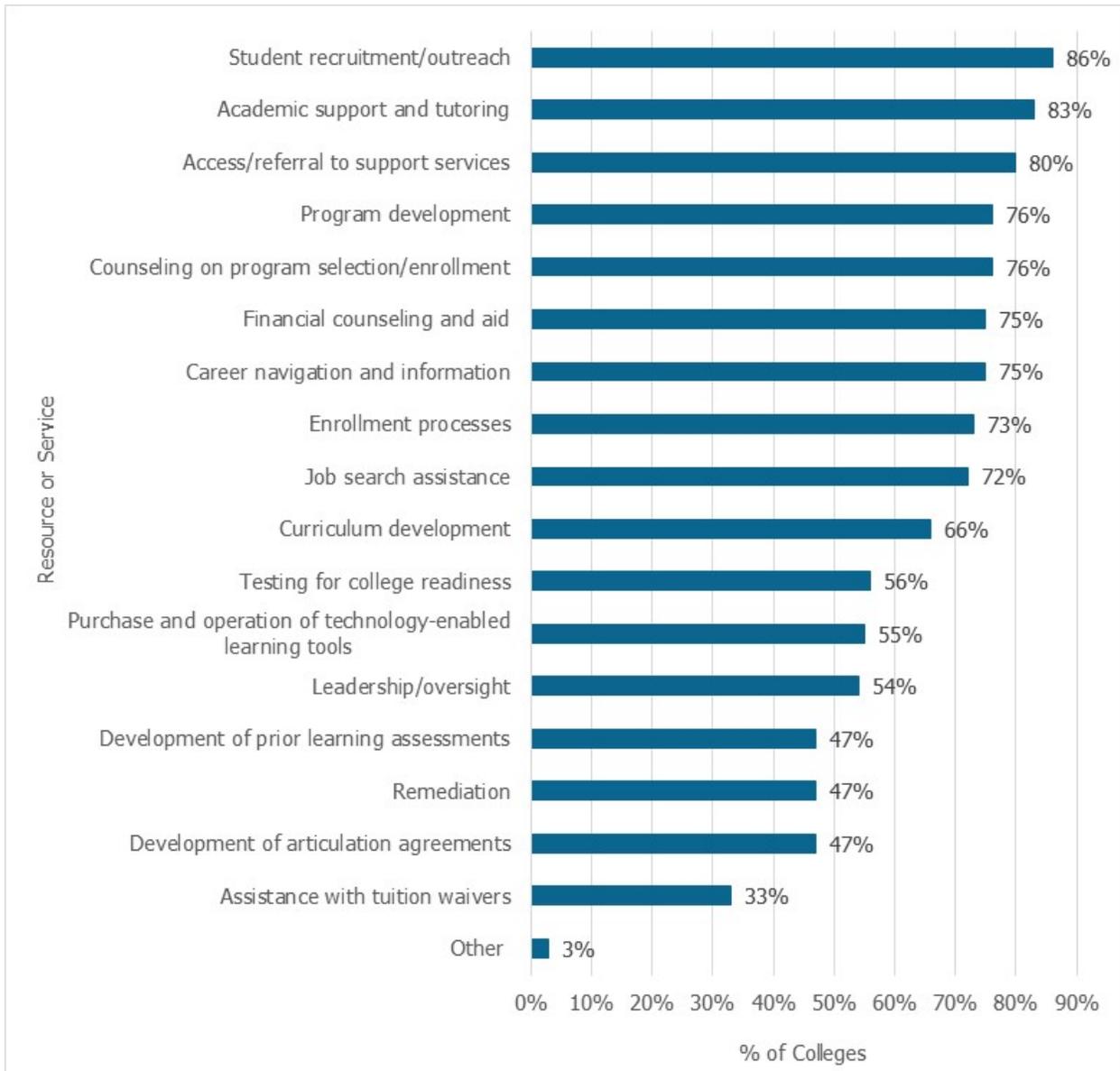


Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: *N*=242 to 247. Colleges could indicate for various types of internal departments or offices if they had developed a new partnership, expanded a current partnership, the partnership was unchanged, or there was no partnership. A very small number of institutions did not provide a response relating to each of the factors; therefore, the number of colleges for each question varies slightly. See Appendix Exhibit B-22 for specific *N*s for each response category. Percentages do not add to 100 because respondents could select more than one option.

Exhibit 4-2 shows the resources and services internal college departments or offices provided to support activities under the grant. Over 80 percent of colleges reported that the departments commonly provided participant recruitment and outreach services, academic support and tutoring, and access and referral to support services. More than 70 percent reported internal partners provided counseling on program selection and enrollment, career navigation and information, financial counseling and aid, program development, enrollment processes, and job search assistance.

**Exhibit 4-2. Resources and Services Provided to TAACCCT Participants by Departments or Offices within the Colleges**



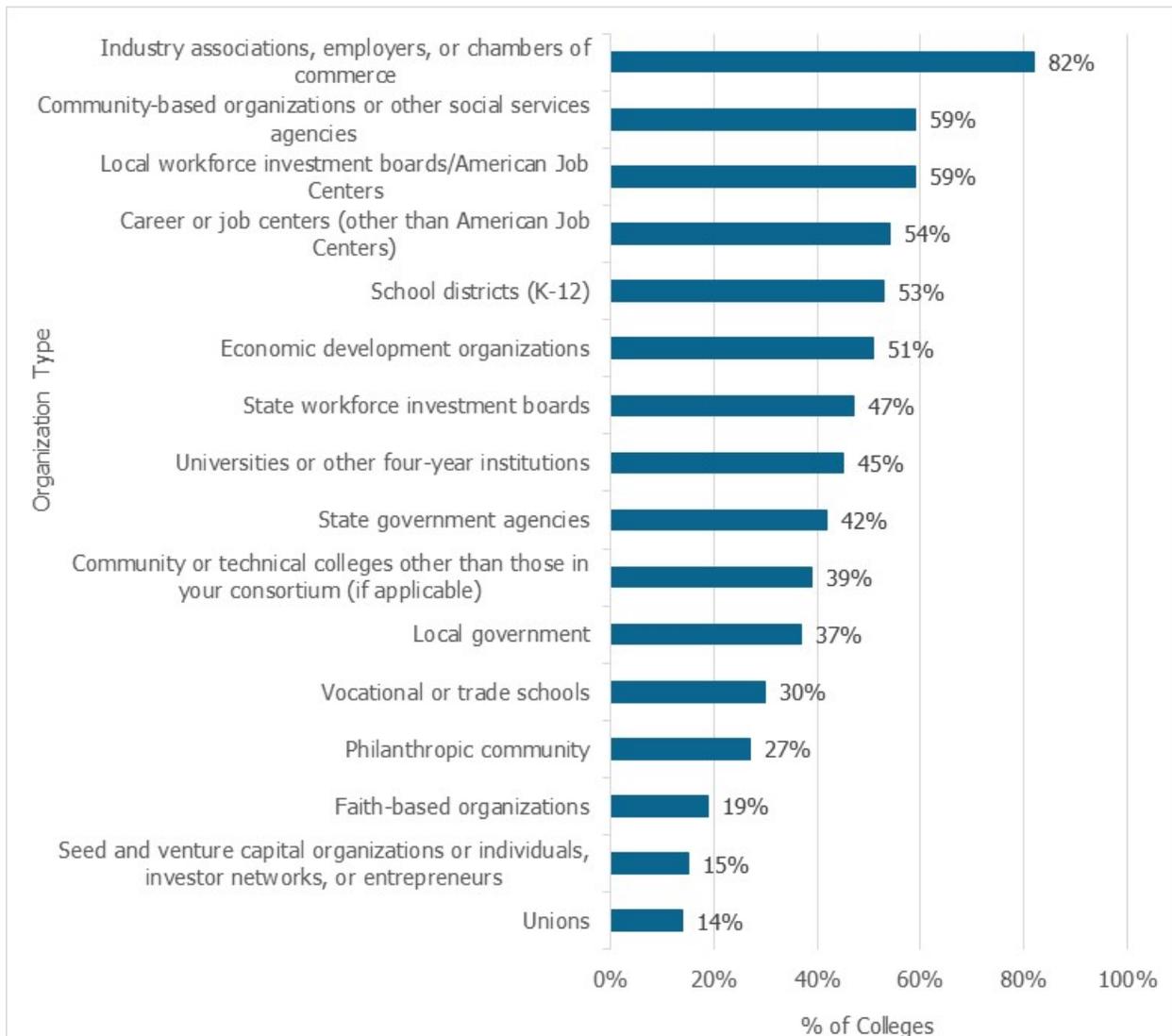
Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: N=249 (14 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

*The most common external partners were industry associations, employers, and chambers of commerce.*

Exhibit 4-3 shows that colleges reported expanding or formed new partnerships with a range of external organizations as part of grant activities. Over 80 percent of colleges indicated that they had expanded or formed new partnerships with industry associations, employers, or chambers of commerce. At least half of colleges reported forming or expanding partnerships with community-based organizations or other social service agencies, local workforce investment boards/American Job Centers, career or job centers (other than American Job Centers), school districts, and economic development organizations.

**Exhibit 4-3. Types of External Organizations with Which Colleges Expanded Current or Developed New Partnerships**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: N=231 to 239. Percentages do not add to 100 because respondent could select more than one option. Respondents could indicate for each factor if they had developed a new partnership, expanded a current partnership, the partnership was unchanged, or there was no partnership. A small number of institutions did not provide a response relating to each of the factors; therefore, the number of colleges for each question varies slightly. See Appendix Exhibit B-23 for more detail.

Two examples of colleges that partnered with the public workforce system were:

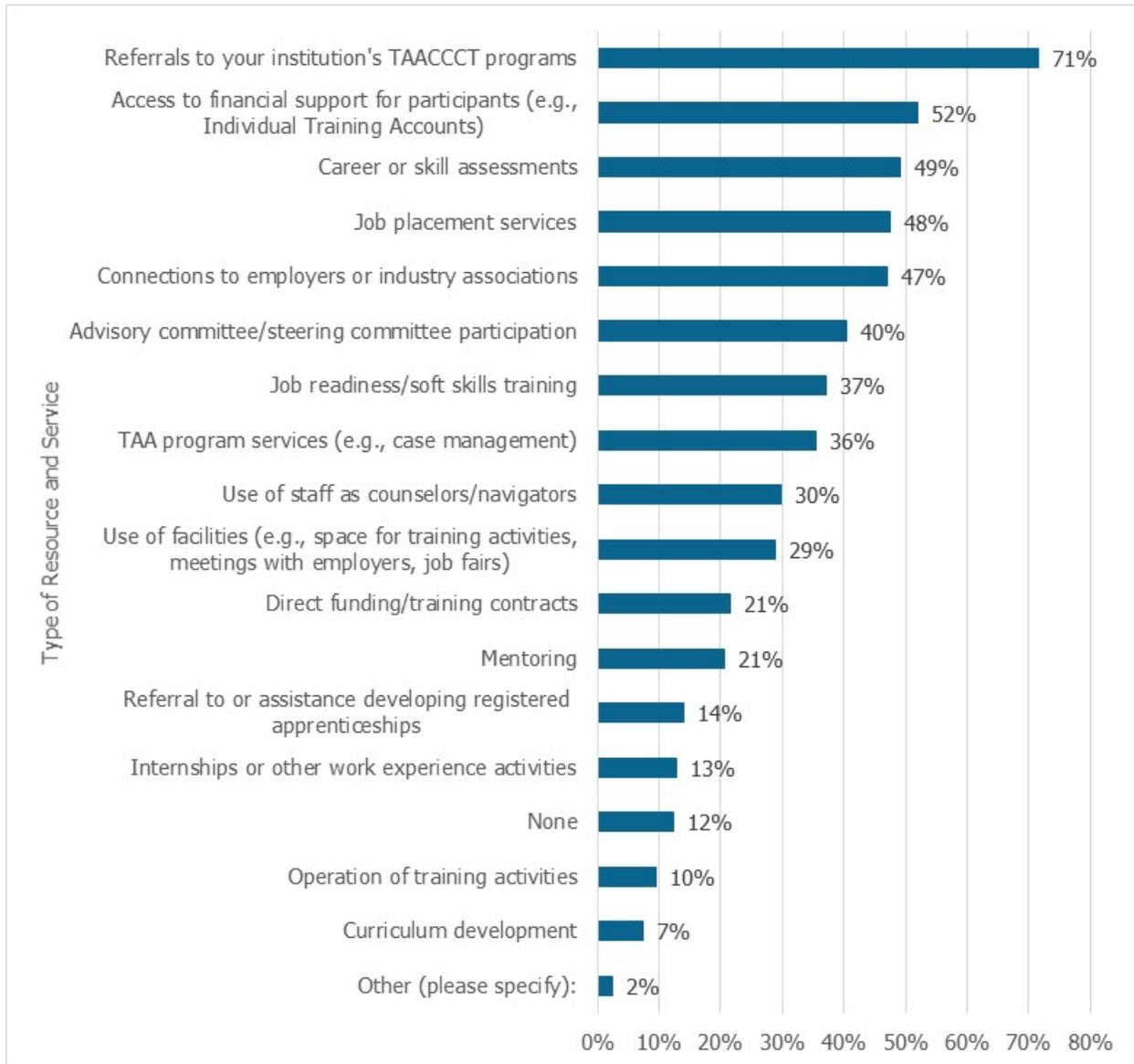
- **The College of the Desert**, a member of the **Chaffey College** consortium, subcontracted with the Employment Development Agency (i.e., the Riverside County American Job Center) to help with participant recruitment, as well as help with placement in internships and jobs. This job center also enrolled some participants in the Workforce Innovation and Opportunity Act programs to cover tuition cost and provide access to work-based learning opportunities.
- **Delgado Community College** staff developed close partnerships with the local workforce system and area employers, which helped align its advanced manufacturing training programs with local industry workforce needs and requirements. Delgado Community College received grant about the same time as the City of New Orleans's received a DOL Workforce Innovation Fund grant. College staff worked closely with local workforce development administrators to build a referral pipeline for grant-funded programs and enable participants to access supportive services offered under both grants. The college staff's relationship with the employers ensured that the college's advanced manufacturing training program met the needs of employers-demand jobs, and that program participants had the opportunity to interact with employers through job fairs, work-based learning opportunities, and job interviews.

The survey asked colleges specifically about resources and services provided by the workforce development system. Nearly 9 in 10 colleges reported that the public workforce system provided one or more resources or services. As **Exhibit 4-4** shows, colleges reported that workforce systems most frequently provided participant referrals to grant-funded programs (71 percent), followed by access to financial support for participants (52 percent). Colleges indicated that workforce systems were least likely to develop curricula (7 percent) or operate training activities (10 percent).

*Employers and industry associations served on advisory or steering committees, referred workers for training, and provided work-based learning opportunities and job placement services.*

The grant announcement emphasized expanding and deepening sectoral strategies and partnerships with employers and regional/national employer representatives. The survey inquired about five key areas of employers and industry engagement: (1) serving on the grant's leadership team; (2) helping implement program strategies and goals; (3) identifying and mapping the necessary skills and competencies for the program(s); (4) assisting with curriculum development and designing the program; and (5) where appropriate, assisting with the design of an assessment or credential that will address industry skill needs. The survey results suggest that employers and industry were actively engaged with colleges in these five areas. However, there was substantial variation in the extent of involvement and roles played by employers across the colleges. For example, employers served in an advisory role on program or curriculum design, referred new or incumbent workers for training, provided internship opportunities, scheduled tours of employer facilities for participants, donated equipment or space for hands-on training of participants, and/or hired program completers.

**Exhibit 4-4. Resources and Services Provided to Colleges by the Public Workforce System**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

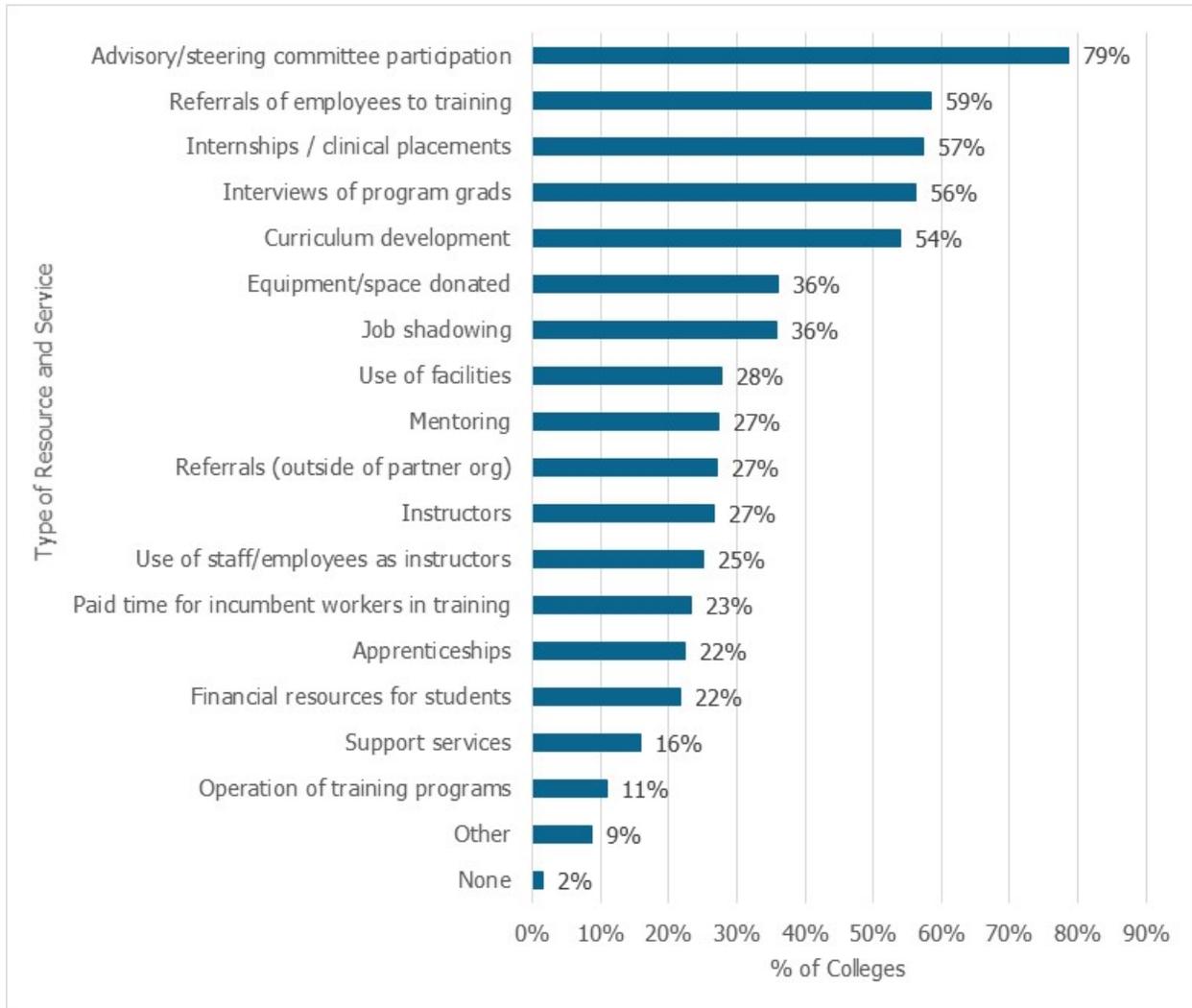
Note: N=242 (21 missing colleges). Percentages do not add to 100 because respondent could select more than one option.

**Exhibit 4-5** shows that more than three fourths of colleges reported that employers and industry associations participated on advisory or steering committees. More than half of colleges reported receiving employee referrals to their programs, sponsorship of internships and clinical placements, interviews for program graduates, and help with curriculum development. The exhibit also shows the many other ways in which employers and industry associations played vital roles in supporting the grant-funded efforts of colleges, including donations of equipment/space, providing job shadowing opportunities for participants, providing facilities for use in training participants, mentoring participants, providing participants with referrals to other employers/organizations, and a range of other types of assistance. Although not shown in the exhibit, over three fourths of colleges rated their relationships with employers and industry associations as either somewhat or very successful.

Two examples of employer partnerships were:

- **Cincinnati State Community College** staff worked closely with local employers to structure its forklift program and establish arrangements for incumbent worker training. Per employer input, the training program included classroom and hands-on training on safely operating several types of forklift equipment in a warehouse setting. Employers referred incumbent workers to upgrade their skills and to secure a forklift operator certification. For example, a local manufacturer of custom sealing solutions referred 30 of its workers for forklift operator training.
- The Manufacturing Council of the Inland Empire, a consortium of local employers, helped staff at the **San Bernardino Community College**, part of the **Chaffey College consortium**, develop the training programs, identified relevant employee competencies, and advised on curriculum development and equipment purchases. Area employers involved in the Manufacturing Council referred new and incumbent workers for training, gave participants tours of employer facilities, attended class graduations and served as guest speakers, donated equipment and supplies for classroom laboratories/shops, provided work-based learning opportunities such as internships, and interviewed and hired participants as they successfully completed training.

**Exhibit 4-5. Resources and Services Provided to Round 4 Colleges by Employers or Industry Associations**



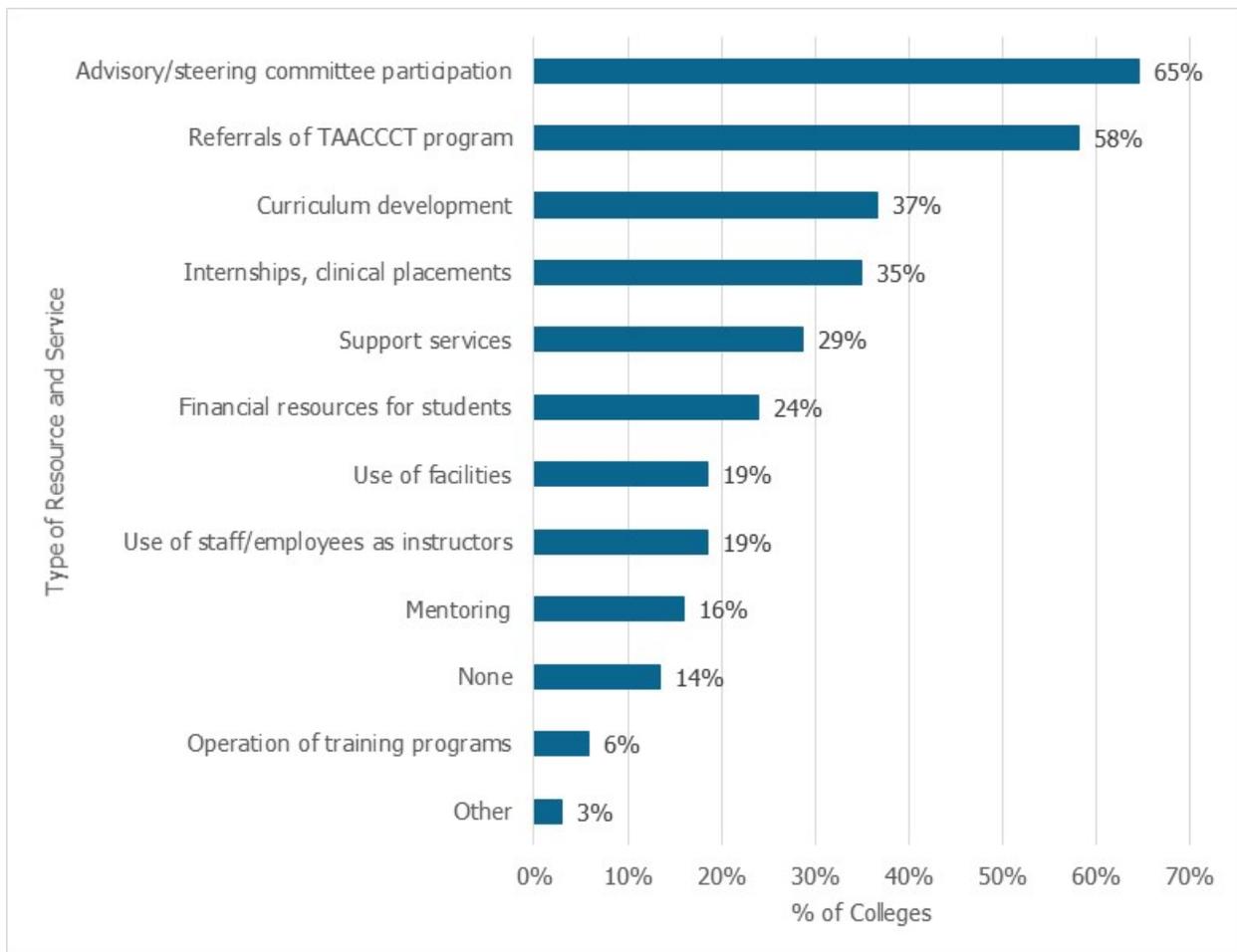
Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: N=263 (0 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

*Community-based organizations most commonly supported colleges through participation on advisory/steering committees and by providing referrals.*

The survey asked about the role of community-based organizations, school districts, universities, trade schools, and human service agencies in grant operations. As **Exhibit 4-6** shows, over half of colleges reported these types of organizations served on an advisory or steering committee and/or provided potential participant referrals to the grant-funded programs. About a third of colleges also indicated they received help from these partners with curriculum development, internships and clinical placements, and support services.

**Exhibit 4-6. Resources and Services Provided to Round 4 Colleges by Other Partners**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: N=237 (26 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

## 5. Capacity-Building Strategies

This chapter describes capacity-building strategies colleges implemented during their grant period. The grant announcement encouraged colleges to implement new, and strengthen existing, instructional methods and training strategies. As highlighted in the career pathways framework (Chapter 1) these strategies included:

- **Accelerated and enhanced learning strategies** designed to reduce participants' time to complete a program (e.g., redesigning curriculum, credentials, and programs to help participants move through coursework and earn credentials more quickly; using technology and course scheduling to support learning for working participants or participants with families).
- **Persistence and completion strategies** to support enrollment, progress, and completion of programs of study (e.g., providing academic and nonacademic support services; redesigning developmental and adult education programming; helping participants easily transfer to more advanced programs).
- **Connections to employment strategies** to help participants prepare for and find employment (e.g., developing curriculum to help participants learn technical skills through on-the-job and simulated work experiences; providing guidance on career options, building job readiness skills, and supporting job search activities; and building partnerships with employers, industry associations, the public workforce system, and other organizations to support successful transitions to the workforce).

### Key Findings on Capacity-Building Strategies Implemented by Colleges

- Nearly all (96 percent) colleges reported they implemented at least one *accelerated learning strategy* and 78 percent reported they implemented at least three. The most common accelerated learning strategy implemented by stackable and latticed credentials.
- Colleges most often developed or enhanced short-term credentials and developed programs that awarded credit.
- Nearly all colleges (90 percent) reported implementing at least one strategy to increase *college persistence and completion*, and 63 percent implemented at least three. Colleges most often implemented participant remediation as a persistence and completion strategy.
- Approximately two thirds of colleges developed new transfer and articulation agreements.
- Nearly all colleges (95 percent) reported implementing at least one strategy to *connect participants to employment*, and 56 percent implemented at least three or more. Colleges most commonly used career coaching or counseling to support participants' connections to employment.
- Over 80 percent of colleges implemented at least one strategy within the three categories, with colleges bundling strategies in multiple ways.

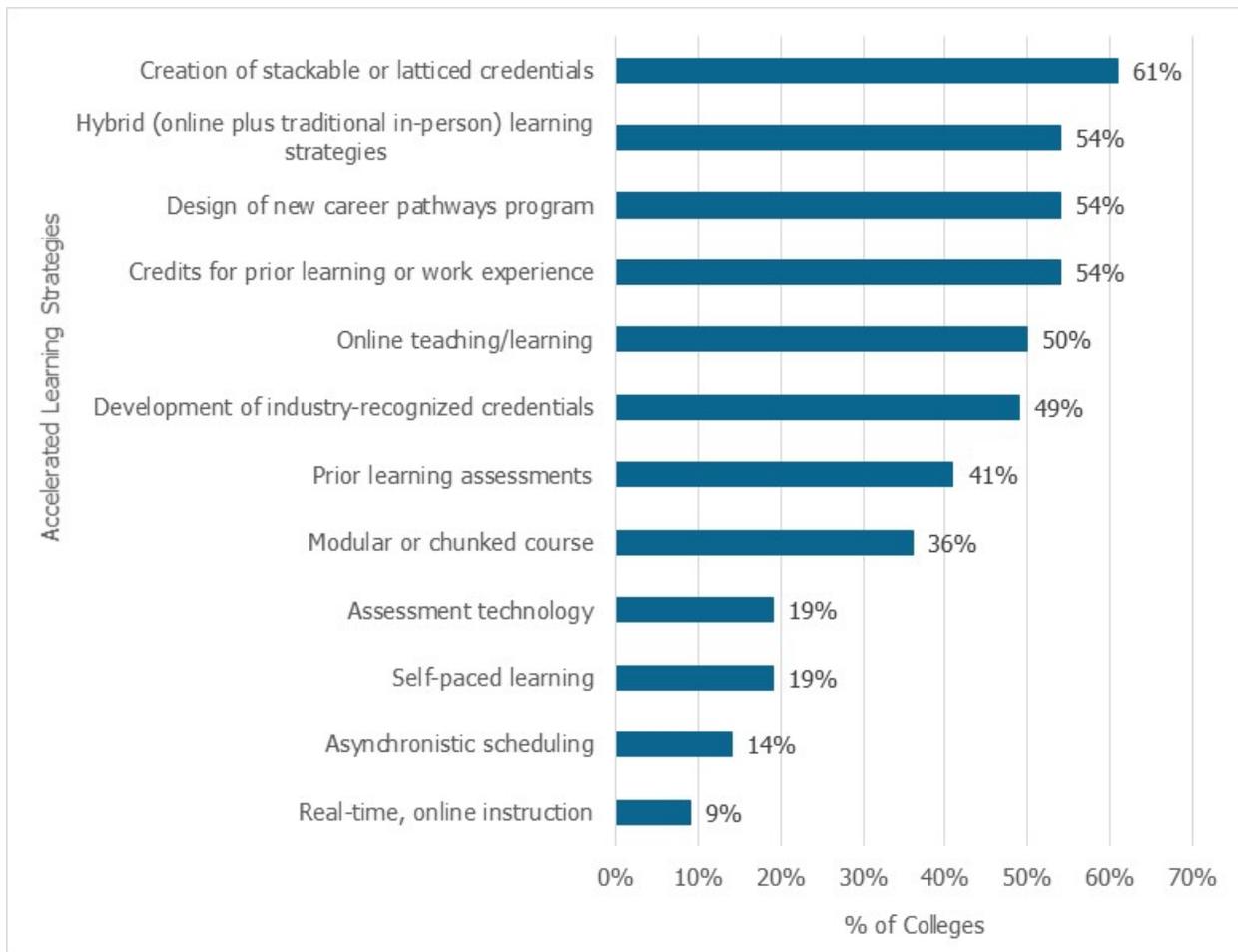
The survey included questions about the implementation of specific strategies within these three categories. Specifically, it asked about new programs of study, enhancements to existing programs, and the use of grant funds to support the development and enhancement of for-credit and non-credit programs. The survey also explored the creation of new certificates of completion for programs, development of new professional and industry certifications, and academic degrees. Finally, it asked about new types of articulation or transfer policies or agreements developed as a result of grant funding.

## 5.1. ACCELERATED AND ENHANCED LEARNING STRATEGIES

*Colleges most often implemented stacked and latticed credentials.*

Nearly all (96 percent) colleges reported they had implemented at least one accelerated learning strategy and more than three-fourths (78 percent) reported they had implemented at least three (not shown in exhibit). **Exhibit 5-1** shows 61 percent of colleges implemented stackable or latticed credentials. About half implemented hybrid learning (whereby instruction in a single course is delivered both online and in person), credits for prior learning or work experience, design of new career pathways, and online teaching and learning. Slightly less than half developed industry-recognized credentials.

**Exhibit 5-1. Accelerated and Enhanced Learning Strategies Implemented by the Colleges**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: N=256 (7 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

Colleges used accelerated learning strategies in healthcare, information technology, manufacturing, and the construction programs. Several examples of colleges implementing accelerated learning strategies under their grants included:

- **Barstow College**, part of the **Chaffey College consortium**, redesigned curriculum, added new equipment and capacity to its welding and industrial maintenance programs, as well as created a pathway of stackable credentials leading to an associate degree. College staff used the grant to refine and revise the existing welding program curriculum and to add a welding simulator. Participants received three credits for each welding course completed, and after completing seven welding courses, received a certificate of completion. Participants could take several additional general educational classes to obtain their associate degree.
- **Delgado Community College** integrated online learning components with more traditional classroom instruction, such as online lessons, quizzes, and assignments into its advanced manufacturing programs. Participants could complete the online training components on their own, outside of the classroom and at a convenient time. The online content typically reinforced what was learned through classroom lectures and hands-on laboratory/shop exercises.
- The **South Central College consortium** used grant funds to develop +Connect, an online mediated telepresence classroom that allowed participants to attend classes remotely. Participants could join an online application, where instructors could share PowerPoints, videos, and other media. Instructors and participants used cameras and microphones to communicate with each other. Additionally, each college in the South Central College consortium developed a career pathway for advanced manufacturing training programs that incorporated the Manufacturing Skill Standards Council's Certified Production Technician credential as an entry-level certificate. The credential comprised four core courses that colleges embedded into several advanced manufacturing pathways in machining and mechatronics.

*Colleges most often developed or enhanced short-term credentials and developed programs that awarded credit.*

Colleges reported developing different types of short-term credentials with their grants.<sup>22</sup> As shown in **Exhibit 5-2**, 46 percent of colleges created new certificates of completion for programs of less than one year. About a quarter of colleges created new professional and industry certifications, academic degrees, and certificates of completion for programs of one to two years in duration. Colleges also reported they adapted or enhanced existing credentials under their grants, including certificates of completion for

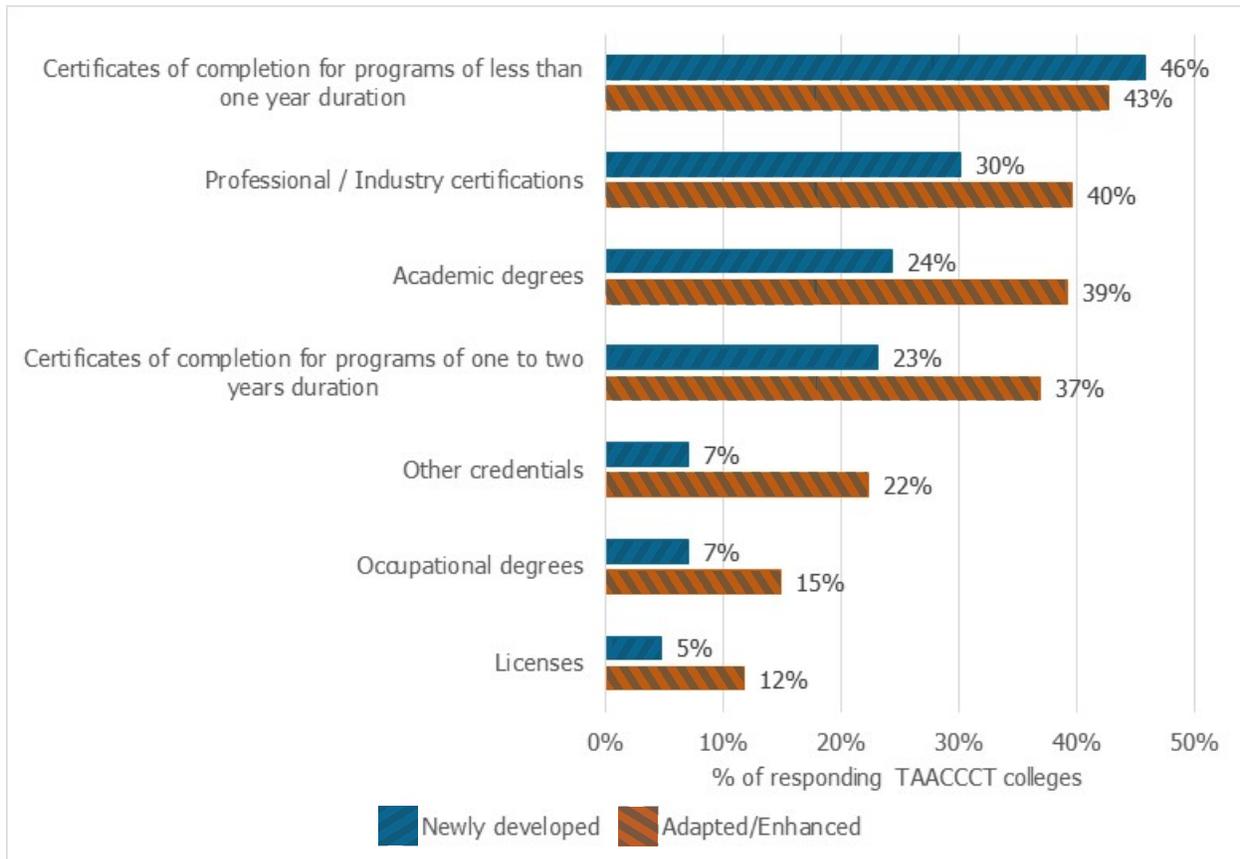
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<sup>22</sup> DOL required grantees to develop new or enhance existing credentials as part of their grant activities, prioritizing the development of credentials that were particularly relevant to the industries they had targeted under their grants. According the Round 4 grant announcement: "Applicants will incorporate a variety of credit-bearing postsecondary credentials, including certificates, certifications, diplomas, and degrees, into the proposed program design. Successful applicants will design or adapt credentials that are competency-based, attest to the mastery of specific skills and knowledge learned by students, and are valued by employers. For certifications, applicants should actively engage employers and/or industry associations to identify any certifications that are either necessary for employment in the field of study or are widely used by employers or hiring and promotion purposes, and embed these into the career pathway training programs. Each of these credentials can be earned in sequence and build on previously-learned content, or "stacked," as students' progress through their programs, allowing them to build a portfolio of credentials that can serve them well as they transition from learning to employment." See: <https://www.doleta.gov/grants/pdf/SGA-DFA-PY-13-10.pdf>, p. 7.

programs one to two years in duration, certificates of completion for programs shorter than one year, academic degrees, and professional and industry certifications.

The colleges collectively used grant funds to support the development and enhancement of 772 for-credit programs of study (an average of 2.94 programs per college) (not shown). They were less likely to develop non-credit programs (232 programs of study, or an average of 0.88 programs per college).

**Exhibit 5-2. Types of Credentials for Training Programs Colleges Developed or Enhanced**



Source: Urban Institute Survey of TAACCCT Round 4 Grants.

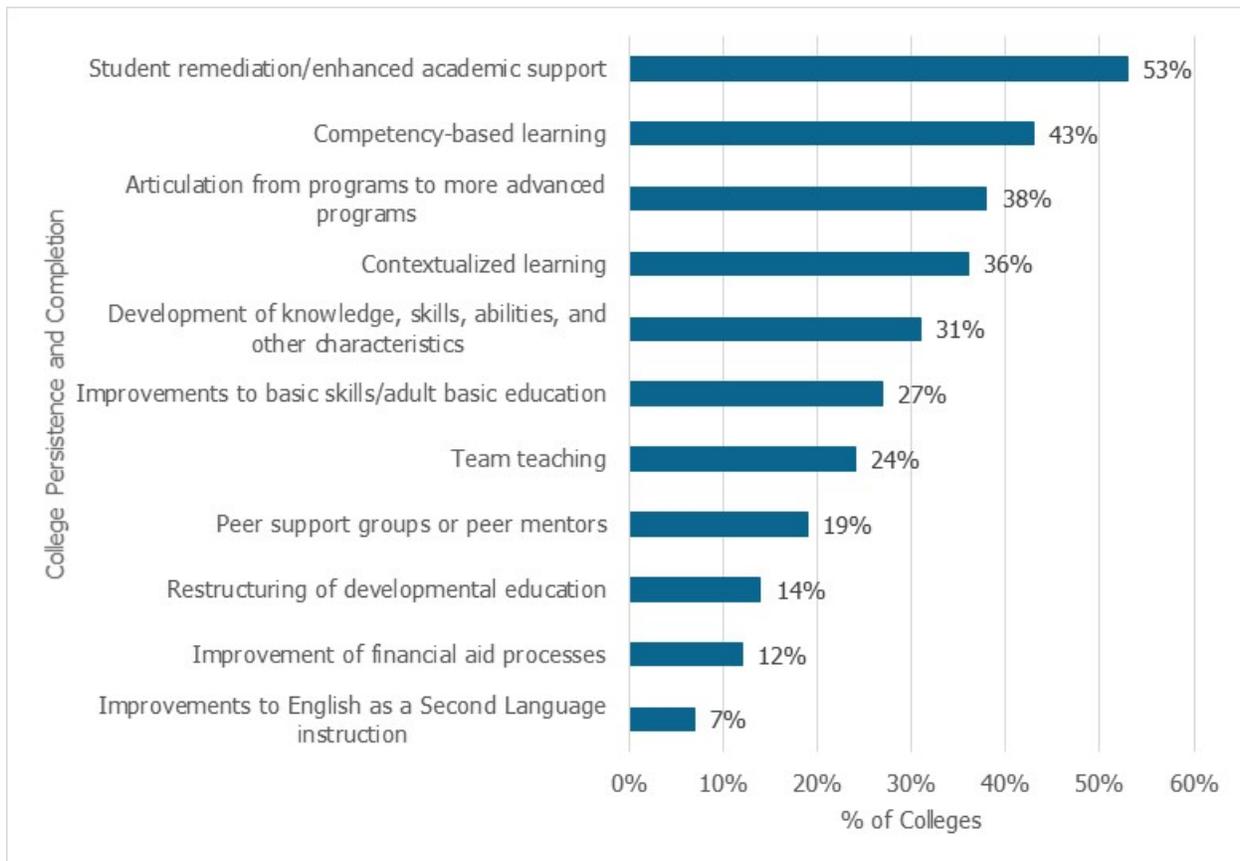
Note: N=255 (8 missing colleges). Percentages do not add to 100 because respondent could select more than one option.

## 5.2. PERSISTENCE AND COMPLETION STRATEGIES

*Colleges most often implemented participant remediation to support college persistence and completion.*

Nearly all (90 percent) colleges reported implementing at least one strategy to increase college persistence and completion, and 63 percent implemented at least three. As shown in **Exhibit 5-3**, the most commonly implemented persistence and completion strategy (implemented by slightly more than half of colleges) was participant remediation/enhanced academic supports. Such remediation or academic supports could include counseling, mentoring, tutoring, and/or personalized instruction.

**Exhibit 5-3. College Persistence and Completion Strategies Implemented by Round 4 Colleges**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: *N*=256 (7 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

Other persistence and completions strategies implemented by over a third of colleges were: competency-based learning, articulation agreements from programs to more advanced programs, and contextualized learning. Colleges often used their grants to support a variety of academic supports to help participants navigate and successfully complete programs, including the following:

- Each **South Central Community College** consortium college used grant funds to hire an Education and Placement Advisor. This advisor helped participants identify and address challenges to persisting in training. For example, an advisor could help a participant identify and secure work-based learning opportunities, assist with resume development, help identify relevant job openings, and help prepare for job interviews. Additionally, the advisor provided referrals as needed to organizations offering a range of supportive services.
- **Delgado Community College**-funded Program Navigators to develop an Individual Service Strategy for each participant. The Individual Service Strategies documented the participant’s educational history, work history, transportation plans, involvement in the criminal justice system, and professional goals. It described challenges to program completion and supportive service needs (e.g., childcare, counseling, housing, legal assistance). Program Navigators scheduled regular interactions with participants.

- **Washburn University**, the lead of the **Washburn University consortium**, funded an allied health career navigator who conducted in-class presentations in allied health programs to review career pathways, including each program’s requirements and length. The navigator also provided referrals to supports as needed and offered one-on-one career and educational advising. The navigator proactively distributed a list of commonly needed supports, such as assistance with study skills or test anxiety.
- **Ivy Tech Community College** developed a virtual career pathway advising tool for the School of Information Technology. This advising tool helped participants choose an IT program and understand the jobs and salaries for which they would be trained. After the participant chose a program, the tool mapped out course requirements, when those courses were offered, sequenced pre-requisites, and recommended against certain “killer combinations” of difficult courses taken in the same semester.

Colleges also used in-classroom strategies to encourage program persistence and completion. For example:

- **Delgado Community College** used grant funds to implement team teaching in the TECH 101 and Core Plus advanced manufacturing programs. The teaching team included an occupational skills instructor and a basic skills instructor. The basic skills instructor was in class at least a quarter of the time and provided individual assistance to participants who needed additional support and supplemental instruction on foundational academic skills (e.g., basic math, reading, and writing). At times, the basic skills instructor participated in class discussions by asking the occupational skills instructor probing questions to clarify material that appeared to confuse participants.
- **The College of the Desert**, part of the **Chaffey College consortium**, used grant funding to hire three peer mentors for its manufacturing program to serve as lab assistants, help instruct program participants, help run the tool room, and ensure that participants used lab equipment safely.

*Approximately two thirds of colleges developed new transfer and articulation agreements.*

Colleges indicated that they used articulation and transfer agreements to help participants complete programs and move along a career pathway.<sup>23</sup> Thirty-nine percent of colleges created new prior learning assessments, which allow credits to be awarded for learning completed outside of the college. A similar number (38 percent) developed new articulation agreements between continuing education and degree programs, primarily with four-year institutions. About one-third of colleges reported they had *not* developed new types of articulation or transfer policies or agreements. Examples of colleges implementing articulation agreements and prior learning assessments were:

- The **Washburn University consortium** used grant funds to hire a veteran specialist to help establish credit for prior learning for veterans by aligning skills acquired in the military with training program requirements. Veterans could enter their job code and level of expertise into an online

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<sup>23</sup> The Round 4 grant announcement provided strong encouragement for development of both transfer and articulation agreements (p. 9): “The Department is interested in the transferability and articulation of academic credit that will facilitate progress along career pathways for TAA-eligible workers and other adults to further their education. This will be accomplished through increased cooperation among institutions within regions or state education systems, as well as through linkages with programs, such as postsecondary career and technical education, pre-apprenticeship and apprenticeship programs, and other programs that lead to credit-bearing coursework and employment.” For more information, see <https://www.dol.gov/sites/dolgov/files/ETA/grants/pdfs/SGA-DFA-PY-13-10.pdf>.

system that provided the number of credits they could receive at training programs in the Kansas postsecondary education system.

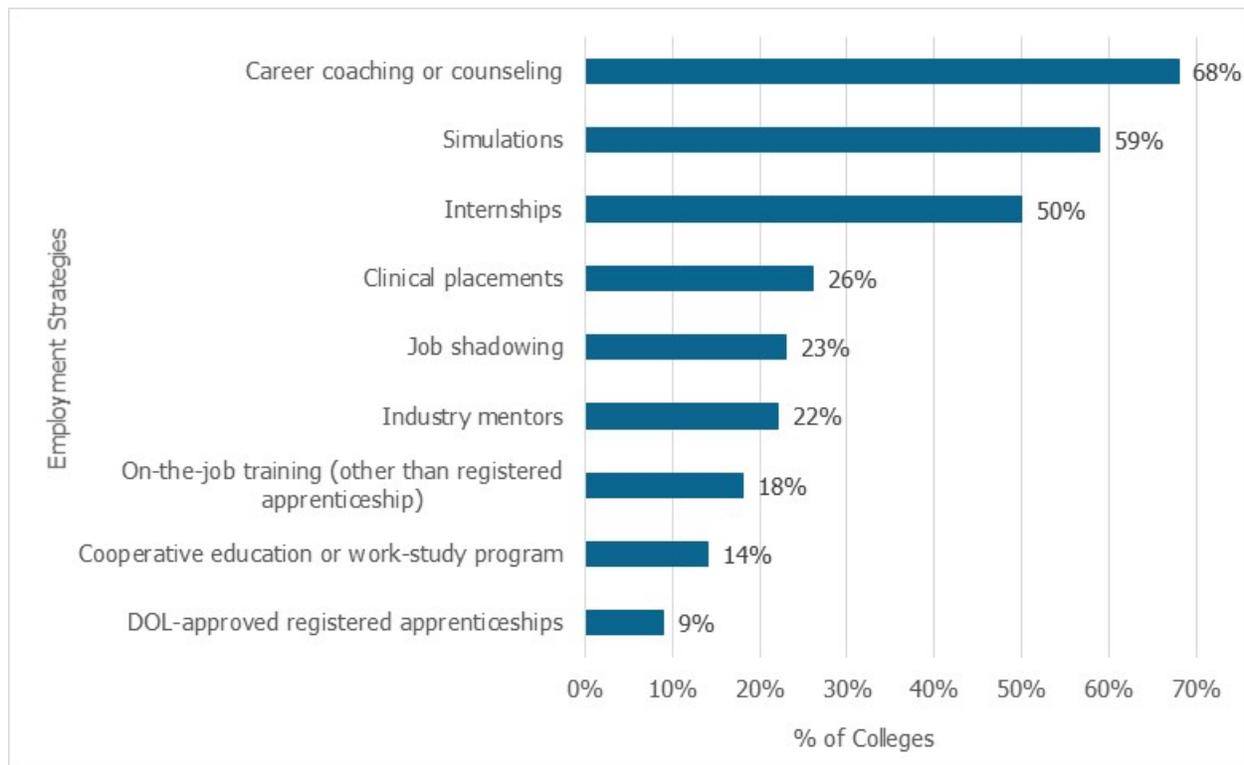
- The **Miami Dade College consortium** colleges developed a non-credit manufacturing program along with articulation agreements within their own institutions. Participants could earn credit for their coursework if they enrolled in credit-bearing programs.

### 5.3. CONNECTIONS TO EMPLOYMENT STRATEGIES

*Colleges most commonly used career coaching or counseling to support participants' connections to employment.*

Nearly all (95 percent) colleges reported they implemented at least one strategy to connect participants to employment, and 56 percent implemented three or more. As shown in **Exhibit 5-4**, the most commonly implemented strategy was career coaching or counseling (68 percent). Coaching or counseling aimed to help participants determine their career interests, identify programs aligned with career interests, address challenges to program completion and employment, and support job search activities. Colleges also implemented work-based learning activities. Nearly 60 percent offered simulated learning opportunities that replicated skills and processes used in the workplace. Half partnered with employers to provide work-based learning opportunities at the workplace through strategies such as internships.

**Exhibit 5-4. Connections to Employment Strategies Implemented by Colleges**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: *N*=256 (7 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

An example of a college that utilized strategies that enabled participants to practice job-related skills in the classroom to better prepare for and ease the transition to the workplace was:

- The **Washburn University consortium** used grant funds to develop the Regional Simulation Center (Sim Center), a state-of-the-art center in which allied health program participants could practice their diagnostic and treatment skills and work in a “real life” setting. For example, a participant could practice helping a patient recovering from hip surgery navigate the restroom, key in the requisite codes to dispense medication from a locked medicine cabinet, or provide instrument assistance during a surgery. The Sim Center was designed to look like a hospital, with an operating room, nurses station, and other hospital settings.

Colleges also often provided participants with placements with employer partners, either through employment-upon-completion agreements, or various paid and unpaid workplace experiences, including internships and clinical placements; for example:

- The **Miami Dade College** consortium developed a partnership with a large local construction company that agreed to hire all participants who successfully completed the college’s manufacturing construction training program.
- In **Cincinnati State Technical and Community College’s** forklift program, job placement specialists brought employers onsite to both offer job search advice and, in some instances, conduct interviews with participants. Participants worked with a job placement specialist to refine their resume, identify potential job openings, and submit job applications and resumes to firms, particularly within the logistics and warehousing sector.
- The **Manchester Community College consortium’s** advanced manufacturing program included a paid internship. Participants had to interview for internships, but program staff provided assistance identifying potential employers. At **Manchester Community College**, participants were required to spend the last eight weeks of their advanced manufacturing program in a paid internship, which often transitioned into a full-time job. At **Naugatuck Valley Community College**, participants were placed in paid internships for two days per week over an eight-week period. Colleges required participants to have a recommendation from their full-time instructor and good attendance to qualify for an internship.

## 5.4. HOW COLLEGES COMBINED CAPACITY-BUILDING STRATEGIES

*Over 80 percent of colleges implemented at least one strategy within the three categories—accelerated learning, persistence and completion, and connections to employment—with colleges bundling strategies in multiple ways.*

As noted above, 84 percent of colleges reported developing and implementing at least one strategy in each of the three capacity-building categories—accelerated learning, persistence and completion, and connections to employment. However, across all capacity-building strategies, colleges implemented some groups of strategies in tandem with each other more often than with other strategies. An exploratory analysis identified six groups of strategies that colleges tended to implement together, shown in **Exhibit 5-5** through **Exhibit 5-10**.<sup>24</sup>

It is not possible from the survey to know the specific reasons why colleges bundled certain strategies but there are some patterns in the six groupings identified in the analysis:

- Group 1's strategies seem centered around **competency-based education**. Competency-based education often requires redesigning courses to be modularized or chunked with self-paced learning toward earning industry-recognized credentials (see **Exhibit 5-5** on p. 37).
- Group 2's strategies seem more focused on **technology-enabled learning** strategies including simulations, real-time online instruction, and assessment technology than other groups (see **Exhibit 5-6** on p. 37).
- Group 3's strategies are all within the **connections to employment** category. Many colleges may have implemented each of those strategies as part of a broader effort to improve the chances of participant employment (see **Exhibit 5-7** on p. 37).
- Group 4's strategies are primarily comprised of accelerated learning strategies that seem to support **educational advancement**, especially credit accumulation (credits for prior learning and work experience and prior learning assessments) and credential attainment (stackable and latticed credentials) and articulation to more advanced programs (see **Exhibit 5-8** on p. 38).
- Group 5's strategies include mostly **college persistence and completion strategies**, especially to support participants who needed remediation and supports to succeed in the classroom (see **Exhibit 5-9** on p. 38).
- The pattern highlighted in Group 6 says less about a bundle of strategies as they are all strategies categorized as "other" in the survey. This may indicate that colleges did not feel the listed strategies represented those that they had used (see **Exhibit 5-10** on p. 38).

The exploratory analysis only identifies six of the most likely combinations of strategies and does not represent the full range of combinations that colleges implemented. The intent of TAACCCT was for colleges to select and customize multiple strategies that met the needs of their participants and employers so there is still a variety of combinations of strategies implemented by colleges beyond these six groupings.

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<sup>24</sup> The research team used a cluster analysis to explore which combinations of strategies colleges were more likely to be implemented together.

**Exhibit 5-5. Capacity-Building Strategies Group 1**

Group 1	
Self-paced learning	✓
Modular or chunked course	✓
Development of industry-recognized credentials	✓
Contextualized learning	✓
Competency-based learning	✓

**Exhibit 5-6. Capacity-Building Strategies Group 2**

Group 2	
Simulations	✓
Real-time, online instruction	✓
Peer support groups or peer mentors	✓
Other activities	✗
Development of knowledge, skills, abilities, and other characteristics (KSAO)	✓
Cooperative education or work-study program	✓
Asynchronistic scheduling	✓
Assessment technology	✓

**Exhibit 5-7. Capacity-Building Strategies Group 3**

Group 3	
Job shadowing	✓
Other preparatory classes (e.g. pre-apprenticeship, occupational boot camps)	✓
On-the-job training (other than registered apprenticeship)	✓
Industry mentors	✓
DOL-approved registered apprenticeships	✓

**KEY**   **Connections to Employment** ✓   **Persistence and Completion** ✓   **Accelerated and Enhanced Learning** ✓   **Other Activities** ✗

Source: Urban Institute Survey of TAACCCT Round 4 Colleges.  
 Note: N=256 (7 missing colleges). Results based on cluster analysis conducted by the research team.

**Exhibit 5-8. Capacity-Building Strategies Group 4**

Group 4	
Credits for prior learning or work experience	✓
Creation of stackable or latticed credentials	✓
Prior learning assessments	✓
Online teaching/learning	✓
Internships	⚠
Articulation from programs to more advanced programs	✓

**Exhibit 5-9. Capacity-Building Strategies Group 5**

Group 5	
Team teaching	✓
Student remediation/enhanced academic support	✓
Hybrid (online plus traditional in-person) learning strategies	✓
Improvement of financial aid process	✓
Improvements to English as a Second Language instruction	✓
Enhanced academic support (such as personalized instruction, tutoring)	✓
Restructuring of developmental education	✓
Clinical placements	⚠
Design of new career pathways program	✓
Career coaching or counseling	⚠
Improvements to basic skills/Adult basic education	✓

**Exhibit 5-10. Capacity-Building Strategies Group 6**

Group 6	
Other work-based learning strategies	⚠
Other technology-enabled learning strategies	✓
Other career pathway approaches	✓
Other accelerated learning strategies	✓

**KEY**

Connections to Employment ⚠
 Persistence and Completion ✓
 Accelerated and Enhanced Learning ✓

Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: N=256 (7 missing colleges). Results based on cluster analysis conducted by the research team.

## 6. Accomplishments, Challenges, and Sustainability of Colleges' Grant Activities and Partnerships

As described in earlier chapters, colleges implemented a range of capacity-building strategies with their grants. The survey asked colleges to report their implementation accomplishments and challenges. Colleges also described their expected sustainability plans.

### Key Findings on Major Accomplishments, Challenges, and Sustainability of Grant Activities and Partnerships

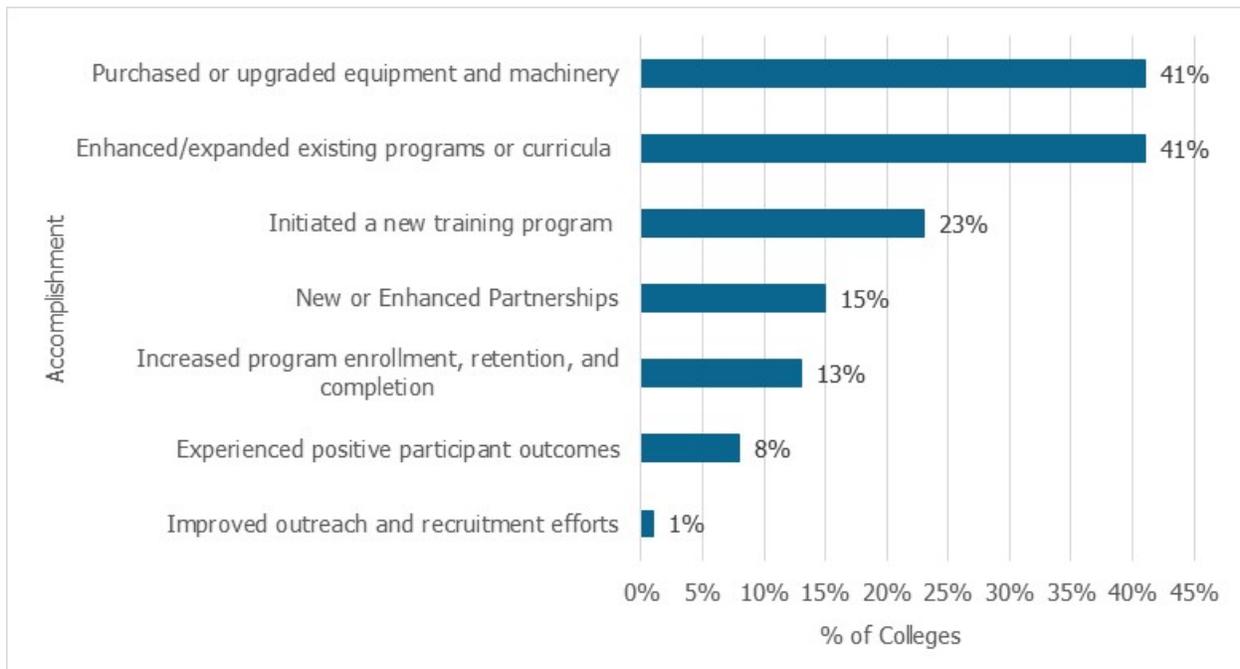
- The two most frequently identified accomplishments by colleges were enhancing existing programs or curricula and purchasing or upgrading equipment and machinery.
- The most frequently identified challenges were establishing and maintaining program partnerships, program start-up and early implementation, participant outreach and recruitment, hiring and retaining program staff and data collection.
- Most colleges aimed to sustain grant activities beyond the grant and build upon and extend the partnerships.

### 6.1. ACCOMPLISHMENTS

The survey asked colleges to identify “what were the greatest accomplishments of your program?”<sup>25</sup> Of the 263 colleges, 231 (88 percent) provided written responses to open-ended questions, with responses coded into seven categories of major accomplishments. **Exhibit 6-1** shows the major accomplishments identified by the colleges that responded to the question.

<sup>25</sup> An open-ended question included in the survey asked each college to identify up to the three “greatest” accomplishments of their program. If the college led a consortium, the college was to limit its accomplishments to its own college (and not include those of other colleges). Because only some colleges provided more than one accomplishment and because analysis of the additional responses that were provided found little variation in the types of additional accomplishments cited, this discussion is limited to the first top accomplishment identified by the colleges. The research team coded open-ended responses of colleges into seven response categories: enhancing or expanding existing programs or curricula; purchasing or upgrading equipment and machinery; initiating a new training program; creating new partnerships or enhancing existing partnerships; increasing program enrollment, retention, and/or completion; experiencing positive participant outcomes; and improving outreach and recruitment efforts.

**Exhibit 6-1. Major Accomplishments as Reported by Round 4 Colleges**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note:  $N=231$  (32 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

***Colleges enhanced/expanded existing programs or curricula and purchased/upgraded equipment and machinery.***

The two most frequently identified accomplishments, each cited by 41 percent of colleges were (1) *enhanced/expanded existing programs or curricula* and (2) *purchased or upgraded equipment and machinery*. For example, one college noted the importance of the grant funding in facilitating programmatic success: “Building of all the technical programs and curriculum was a major accomplishment. Career and Tech education is very costly, and the supplies and equipment couldn’t have been purchased without [grant] funding.”

***Some colleges cited the development of new programs as a major accomplishment.***

Twenty-three percent of colleges reported their “greatest accomplishment” was to *initiate a new program* under the grant. The grant funded development of new curricula, purchase of new equipment for hands-on training, and time spent obtaining necessary approvals for the new training program. For example, one college indicated the grant was instrumental in “the development of programs with high need in our community, such as the Commercial Driver’s License and Heavy Equipment programs. Without the assistance of our TAACCCT grant, we would not have been able to afford the start-up cost and expensive equipment purchases for these programs.”

### *Some colleges reported their greatest accomplishment under their grant involved formation of new partnerships or enhancement of existing partnerships.*

Fifteen percent of colleges reported their greatest accomplishment under their grant was development of *new partnerships or enhancing existing ones*, including with internal college departments and offices and with other institutions of higher education, secondary schools, employers, industry associations, and the public workforce system. One college described how the grant helped strengthen its partnerships with employers in the region: “Applied Laboratory Technician has grown into a program that meets the needs of many facets of the community: water treatment, quality control, and chemical technology. In this, the institution is addressing specific skill sets that meet the needs of new companies and fill the gaps in existing organizations.”<sup>26</sup>

### *Some colleges reported that a main accomplishment was supporting participant outreach, enrollment, and completion.*

Thirteen percent of colleges reported that *increased program enrollment, retention, and completion* was their greatest accomplishment. One college indicated, “Increasing the numbers of participants enrolled in programs that sustain our regional economic engines has helped us improve our standing as a resource for skilled talent, drawing in participants from local, national, and international locations.”

Though less commonly noted, 8 percent of colleges mentioned *positive participant outcomes*, and 1 percent singled out *improved outreach efforts and activities* as the biggest accomplishment under the grant. These colleges noted they had implemented more carefully planned and successful recruitment activities under the grant, which had spurred increased interest in entering advanced manufacturing positions, and that participants experienced positive developments in their career paths and credential earning.

## 6.2. KEY IMPLEMENTATION CHALLENGES

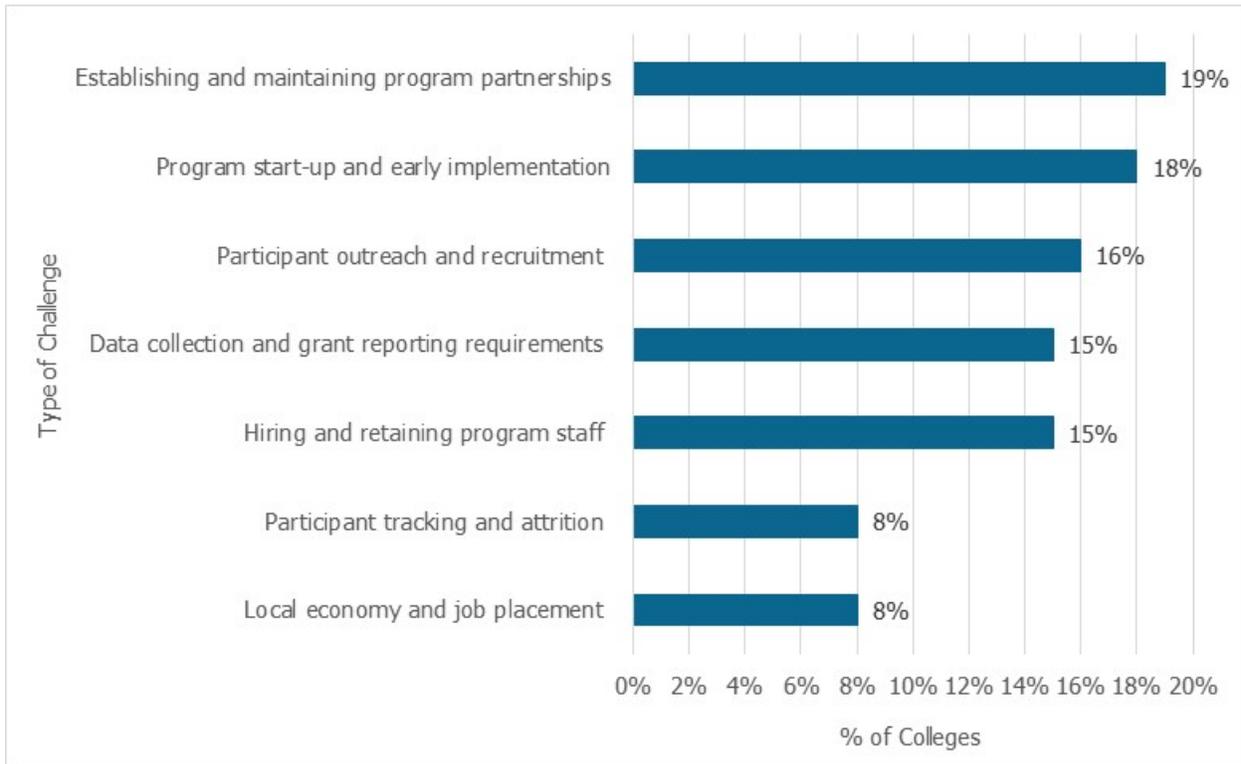
The survey asked colleges to describe the three biggest challenges of their grant-funded programs.<sup>27</sup> Eighty-four percent provided written responses to this open-ended question, with responses coded into seven categories of implementation challenges. **Exhibit 6-2** illustrates the major implementation challenges reported by colleges that responded to the question.

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<sup>26</sup> See Chapter 4, Partnerships, for examples of colleges that expanded existing partnerships or forged new ones with other organizations as a result of TAACCCT funding.

<sup>27</sup> An open-ended question included in the Round 4 survey asked the TAACCCT colleges to identify up to three of the biggest challenges or obstacles they encountered as they tried to accomplish goals. Because only a few colleges provided more than one challenge or obstacle and because analysis of the additional responses that were provided found little variation in the types of additional challenges cited, this discussion is limited to the first challenge identified by the TAACCCT colleges. The research team coded implementation challenges into the following seven categories: establishing and maintaining program partnerships; program start-up and implementation; participant outreach and recruitment; hiring and retaining program staff; data collection and grant reporting requirements; the local economy and job placement; and participant tracking and attrition.

**Exhibit 6-2. Key Implementation Challenges as Reported by Round 4 Colleges**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note:  $N=220$  (43 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

*Although some colleges reported that establishing and maintaining partnerships was an accomplishment of their grant, others reported that partnerships could be challenging to form and maintain.*

The most frequently identified challenge, cited by 19 percent of colleges that responded to the question, was *establishing and maintaining program partnerships*. This included partnerships between departments within the institution, with fellow consortium members (if applicable), and with local employers and industry associations. Partnering with other organizations was cited as both one of the greatest accomplishments under their grant as well as a potential challenge. In some instances, a college may have been successful in implementing new partnerships under their grant, yet organizations that they might have planned to partner with as part of their grant proposal did not materialize once grant funds were received or partnerships may have diminished (or intensified) over time.

*Program start-up and early implementation were challenges.*

Eighteen percent of colleges reported their biggest challenge was *program start-up and early implementation*. These challenges included delays in curriculum development and gaining approval within the institution for new curriculum, gaining necessary approvals for new equipment purchases and securing new program facilities, and delays in gaining approvals for hiring of new staff. One college stated that they had issues with “adapting the developmental math department to effectively deliver new programming and model.”

*Other challenges included participant outreach and recruitment, program staffing, and data management as challenges.*

The next most frequently identified challenges by colleges responding to the question were *participant outreach and recruitment* (16 percent) and *hiring and retaining program staff, and data collection and grant reporting requirements* (15 percent each). Colleges described sparsely populated service areas, low unemployment rates, and an inability to generate interest in the industries of focus as making recruitment difficult.<sup>28</sup> One college noted: “Staff turnover at the college was a challenge, with three different deans assigned to the project ultimately leaving for new employment, a staff restructuring, and finally, a serious medical diagnosis. With each new dean came further distance from the original grant goals and less institutional knowledge for implementation.”

### 6.3. SUSTAINABILITY OF THE GRANT ACTIVITIES AND PARTNERSHIPS

Sustaining grant-funded programs and activities post grant was a key objective of the grant program.<sup>29</sup> This section describes colleges’ reported plans to sustain their grant activities. The survey asked colleges about plans for sustaining grant-funded activities after their grants expired, as well as potential challenges they might encounter in sustaining such activities and accomplishments under their grants.

*Most colleges expected to sustain grant-funded programs after their grants ended.*

Colleges reported that they expected to continue 88 percent of grant-funded programs. Four percent indicated they would not sustain any of the programs. The remainder were unsure (not shown).

Many colleges also reported that they expected to sustain the capacity-building strategies implemented with grant funding. **Exhibit 6-3** shows colleges’ plans to sustain 13 types of *accelerated learning strategies*. Three-quarters or more colleges planned to continue 12 of the 13 strategies. For example, almost all (95 percent) of colleges indicated they were likely to sustain credits for prior learning or work experience. The only strategy that a minority of colleges planned to sustain (34 percent) as prior learning assessments.

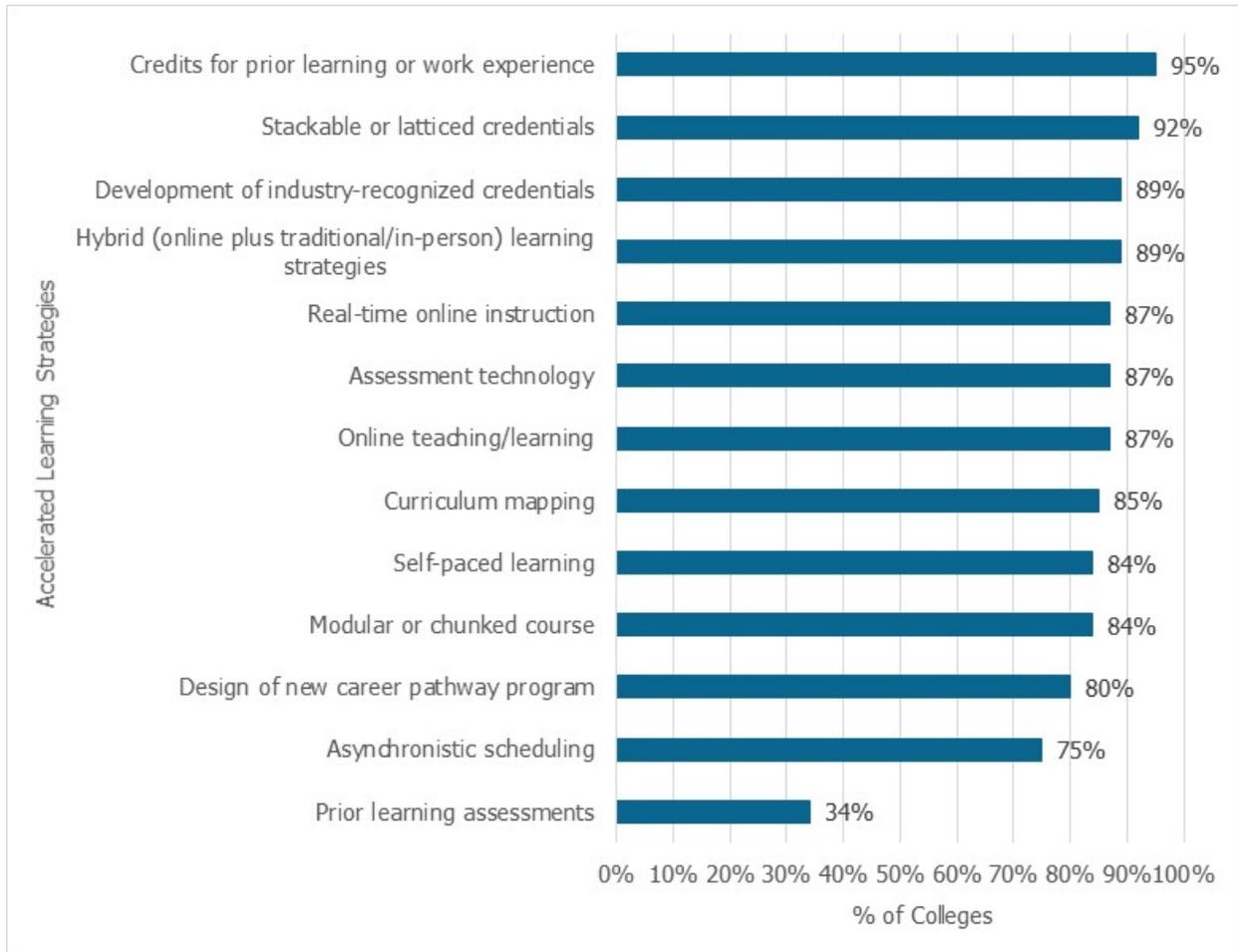
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<sup>28</sup> While some colleges cited participant outreach and recruitment as a challenge, other colleges (and even some that were challenged in the area of recruitment), indicated that grant funding had contributed substantially to improving the college’s outreach/marketing of training programs and resulted in increased recruitment to grant-funded programs.

<sup>29</sup> As part of their grant submission, the grant announcement required applicants to detail a “Sustainability Plan,” which would “describe how data will be used to determine which strategies and activities were effective, and explain how the applicant will integrate these strategies and activities into their non-grant funded program(s) for continued success” (p. 57). See <https://www.dol.gov/sites/dolgov/files/ETA/grants/pdfs/SGA-DFA-PY-13-10.pdf>.

## CHAPTER 6: ACCOMPLISHMENTS, CHALLENGES, & SUSTAINABILITY

**Exhibit 6-3. Colleges' Plans to Sustain Accelerated Learning Strategies**



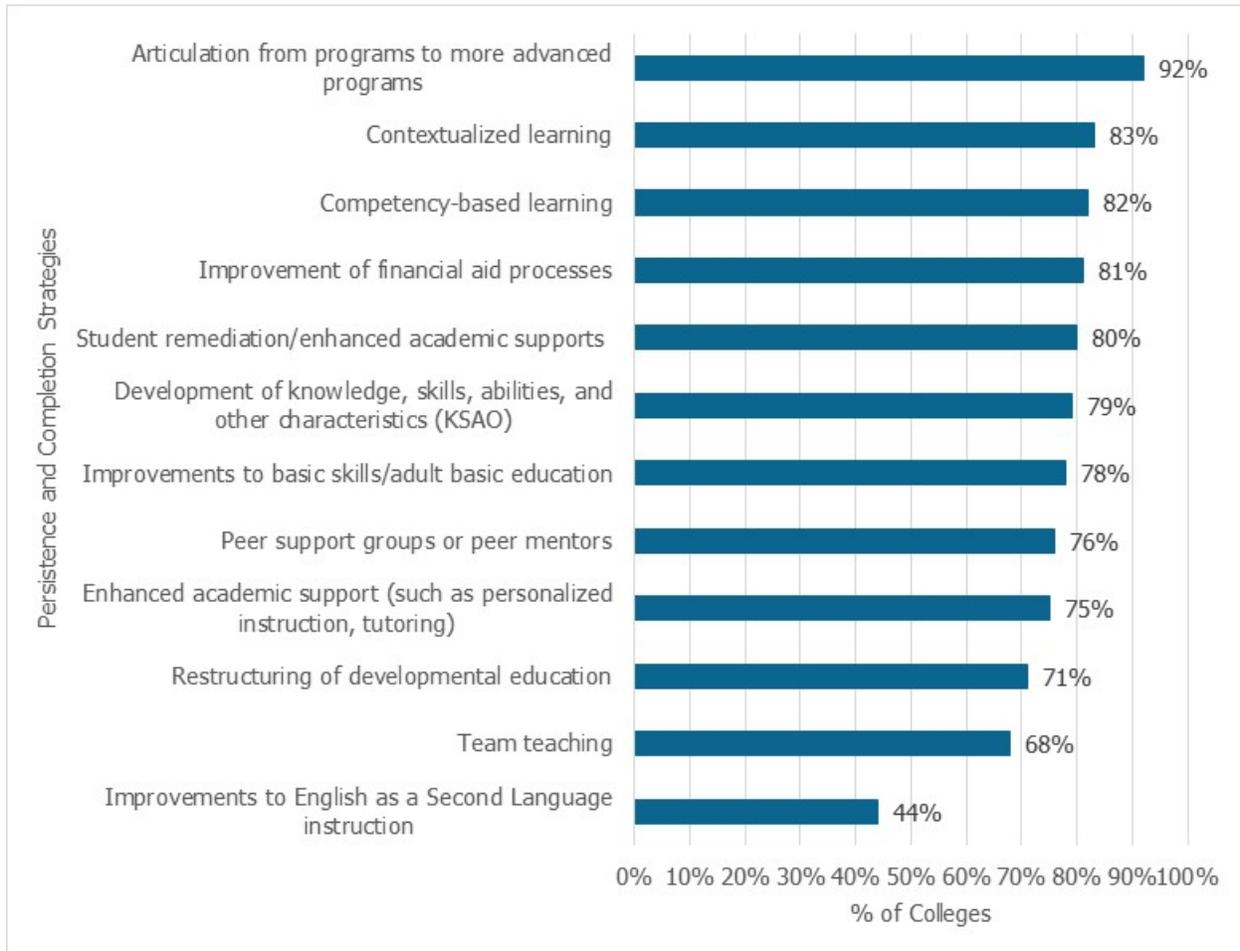
Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: Each percentage is based on the number of colleges using a particular strategy during the grant period that plan to sustain the strategy post-grant. The number using each strategy during the grant period (e.g., the denominator) varied from 23 colleges for real-time online instruction to 149 colleges for stackable and latticed credentials. See Appendix Exhibit B-31 for more detail on the numerators and denominators for each of the 13 accelerated learning strategies. Percentages do not add to 100 because respondents could select more than one option.

## CHAPTER 6: ACCOMPLISHMENTS, CHALLENGES, & SUSTAINABILITY

**Exhibit 6-4** shows that the majority of colleges plan to sustain 11 of 12 *college persistence/completion strategies* (with the exception of improvements to English as a Second Language). For example, colleges indicated they were most likely to sustain articulation agreements with four-year colleges or other more advanced programs (92 percent). Over 80 percent of colleges expected to sustain contextualized learning strategies, competency-based learning and improvements in financial aid processes.

**Exhibit 6-4. Colleges' Plans to Sustain College Persistence and Completion Strategies**



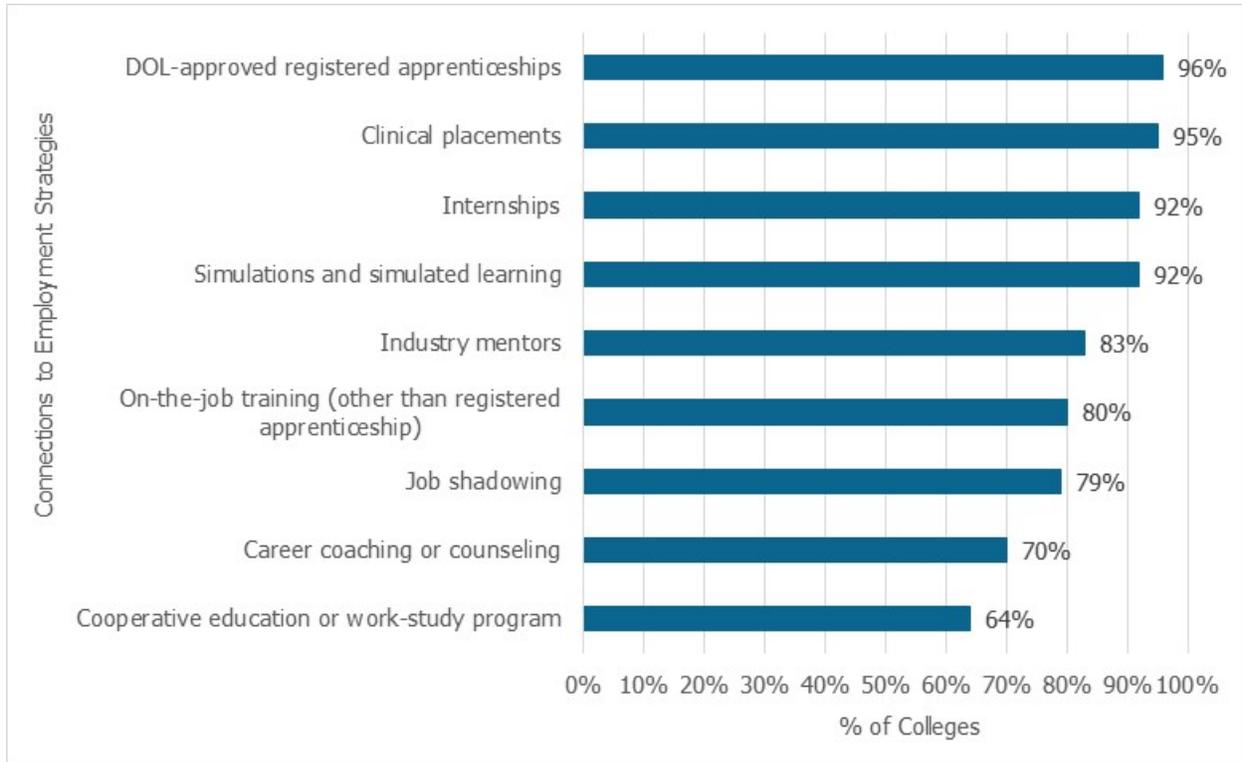
Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: Each percentage is based on the number of colleges using a particular strategy during the grant period that plan to sustain the strategy post-grant. The number using each strategy during the grant period (e.g., the denominator) varied from 16 colleges for improvements to English as a Second Language to 136 colleges for participant remediation/enhanced academic supports. See Appendix Exhibit B-31 for more detail on the numerators and denominators for each of the 12 college persistence and completion strategies. Percentages do not add to 100 because respondents could select more than one option.

## CHAPTER 6: ACCOMPLISHMENTS, CHALLENGES, & SUSTAINABILITY

Finally, **Exhibit 6-5** shows that the majority of colleges plan to sustain all nine *connections to employment strategies*. Almost all colleges expected to continue DOL-approved registered apprenticeships (96 percent). Over 90 percent expect to sustain clinical placements, internships, and simulations and simulated learning.

**Exhibit 6-5. Colleges' Plans to Sustain Connections to Employment Strategies**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: Each percentage is based on the number of colleges using a particular strategy during the grant period that plan to sustain the strategy post-grant. The number using each strategy during the grant period (e.g., the denominator) varied from 24 colleges for DOL-approved registered apprenticeships to 166 colleges for career coaching/counseling. See Appendix Exhibit B-31 for more detail on numerators and denominators for each of the nine connections to employment strategies. Percentages do not add to 100 because respondents could select more than one option.

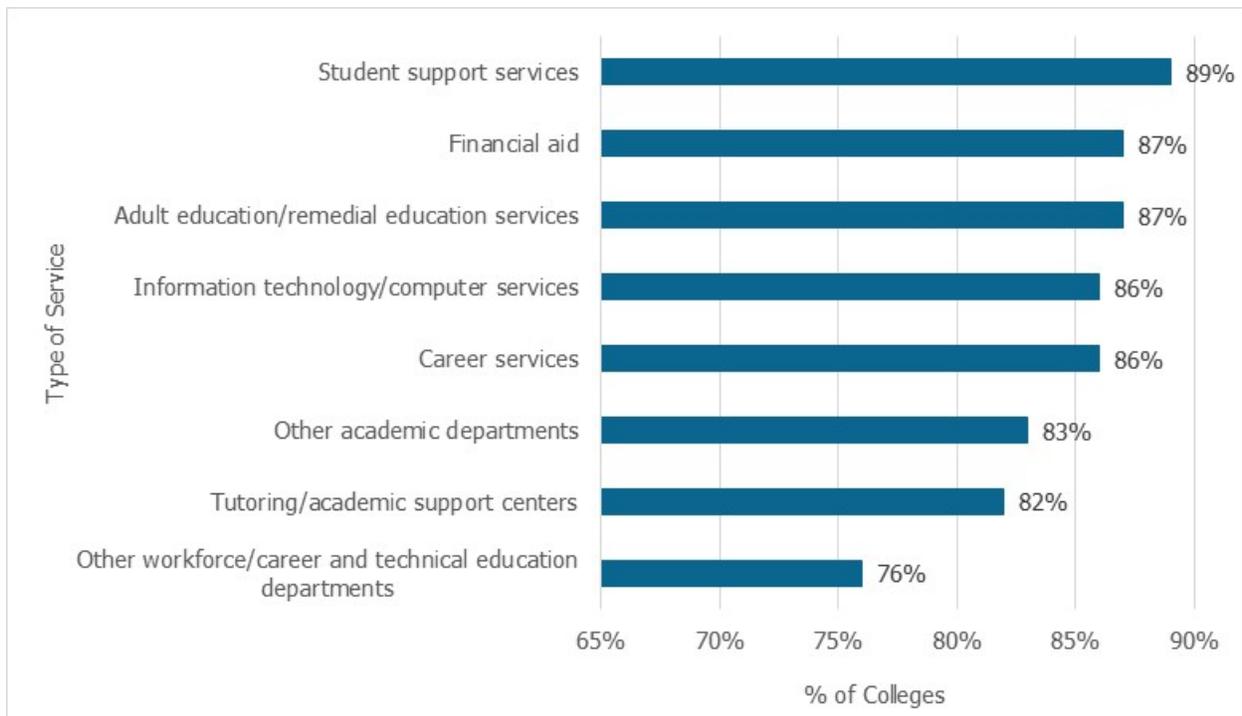
## CHAPTER 6: ACCOMPLISHMENTS, CHALLENGES, & SUSTAINABILITY

### *Colleges expected to sustain participant services developed with grant funding.*

The survey asked colleges whether they planned to continue services developed specifically for the grant after its end. **Exhibit 6-6** shows that most colleges expected to continue all services they developed for the grant. This included participant support services, adult education/remedial education services and financial aid, career services and information technology/computer services, services from other academic departments, tutoring/academic support centers, and services from other workforce/career and technical education departments.

For the services that colleges identified as “will continue,” the survey asked whether they will continue at the same, reduced, or greater intensity after the grant ended. More than 85 percent of colleges reported that they planned to continue the services at the same or greater intensity.

**Exhibit 6-6. Colleges’ Plans to Sustain Services Developed for the Grant**



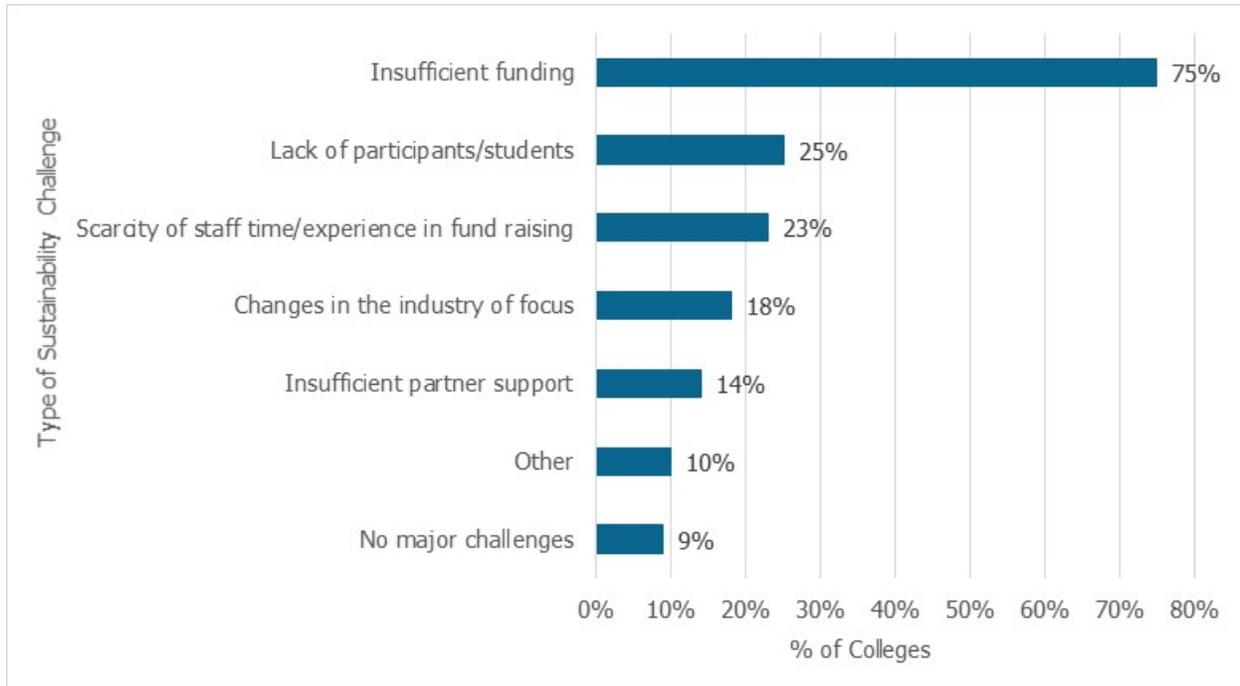
Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: Each percentage is based on the number of colleges using a particular service during the grant period that plan to sustain the service. The number using each service during the grant period (e.g., the denominator) varied from 46 colleges for other workforce/career and technical education departments to 172 colleges for student support services. See Appendix Exhibit B-30 for more detail on numerators and denominators for each of the support services. Percentages do not add to 100 because respondents could select more than one option.

*Colleges reported that insufficient funding might hinder the sustainability of activities after their grant ended.*

Although the colleges indicated that they planned to continue grant activities at high rates, they acknowledged a range of challenges could impede their ability to continue offering activities after the grant period. The most commonly cited challenge, as shown on **Exhibit 6-7**, was insufficient funding (75 percent). About a quarter of respondents noted a lack of potential participants and a scarcity of staff time and experience in fundraising.

**Exhibit 6-7. Colleges' Sustainability Challenges**



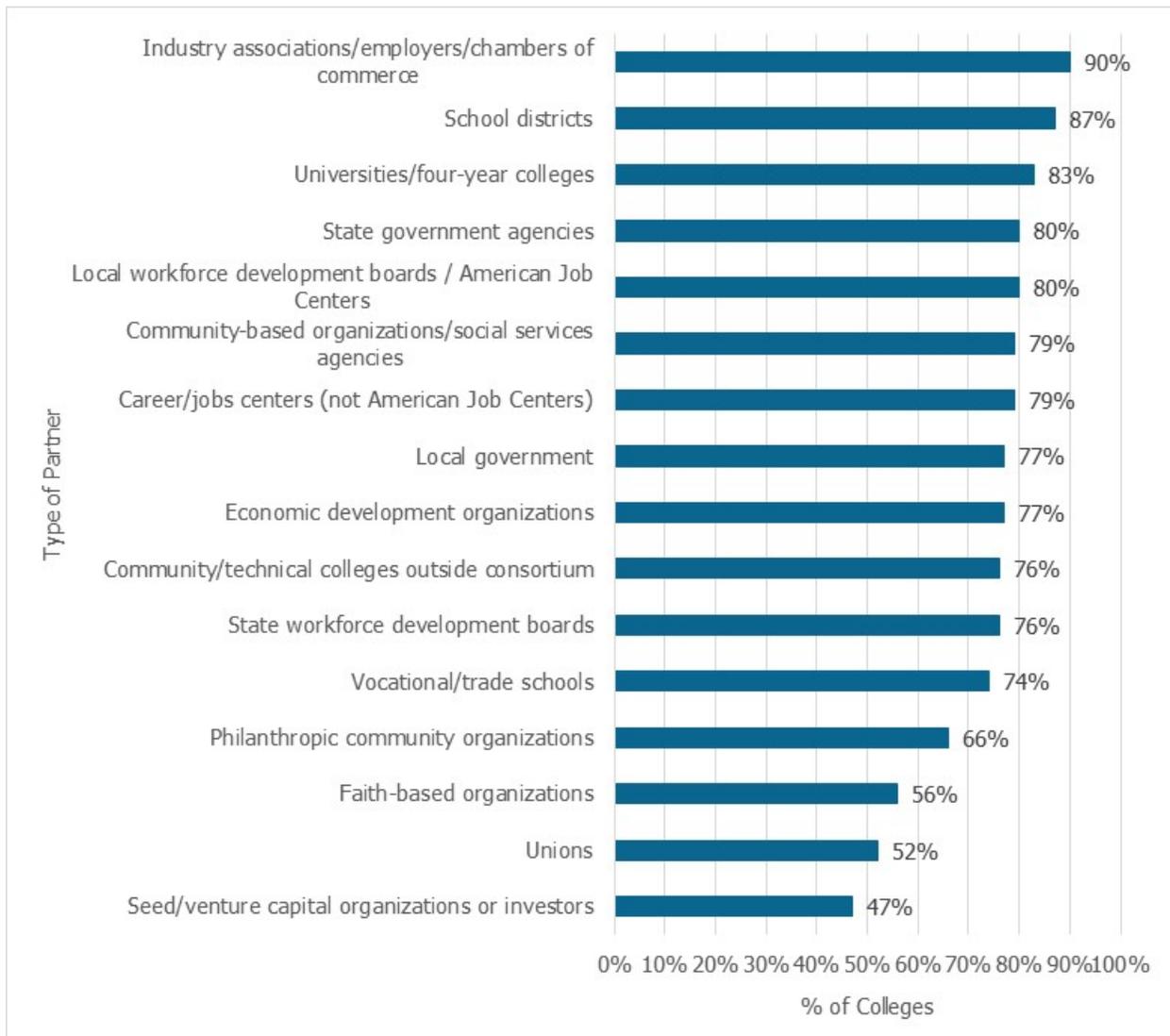
Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note:  $N=263$  (0 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

*Colleges expected to maintain partnerships with industry associations, employers, chambers of commerce, and a variety of other workforce and educational organizations.*

The survey asked colleges about plans to continue partnerships developed during the grant period. Overall, more than three-fourths of colleges expected to maintain partnerships with most of the organizations that collaborated on their grants. As shown in **Exhibit 6-8**, colleges reported they were most likely to sustain partnerships with industry associations, employers, and chambers of commerce and school districts. More than 80 percent of colleges reported they either would, or likely would, continue partnerships with universities and other four-year colleges and with local workforce development boards and American Job Centers and government agencies.

**Exhibit 6-8. Likelihood That Round 4 Colleges' Partnerships Will Continue**



Source: Urban Institute Survey of TAACCT Round 4 Colleges.

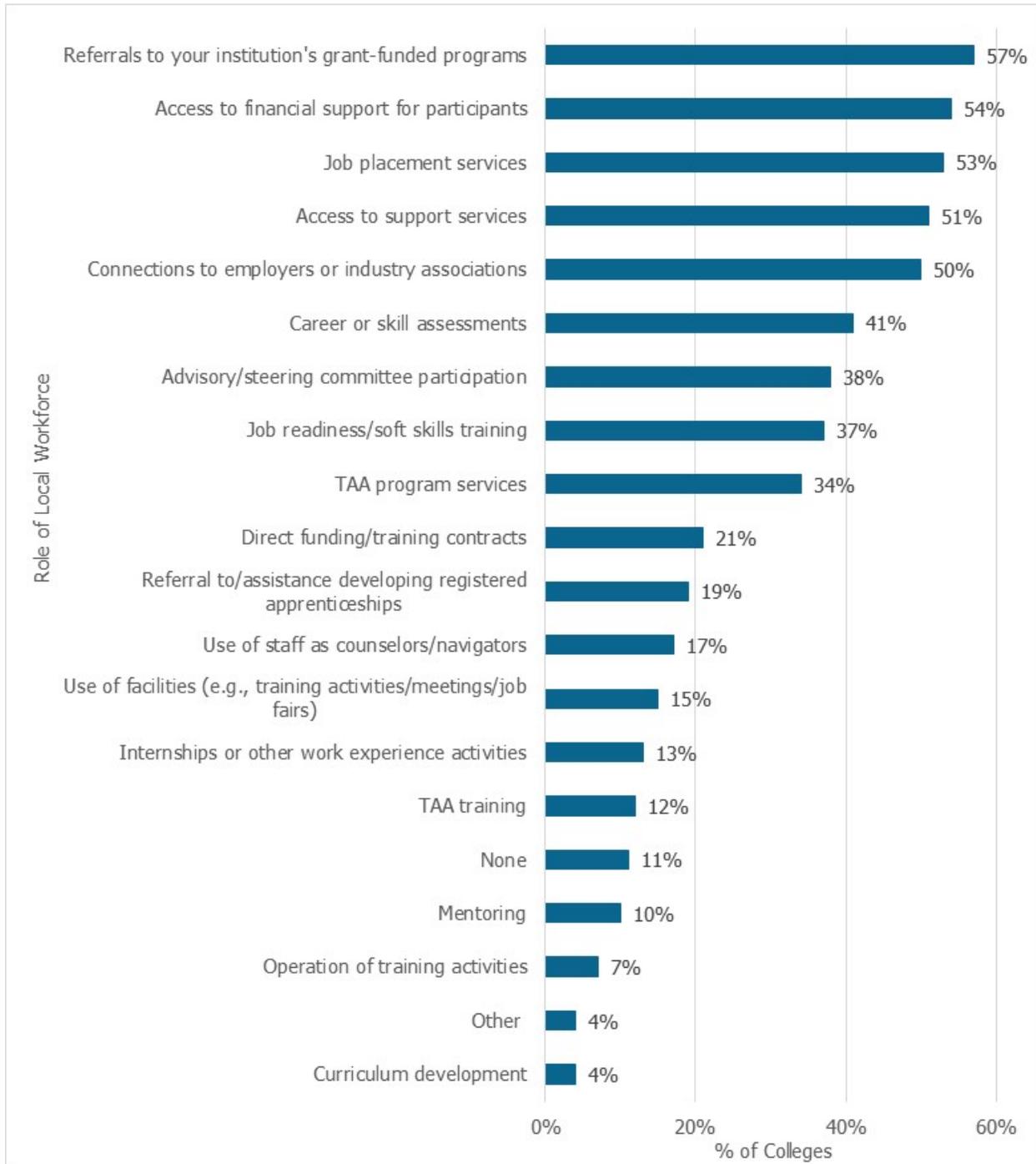
Note:  $N=263$  (0 missing colleges). Colleges must have previously indicated they had this partner type to be asked this question; therefore, the number of colleges for each question varied slightly (ranging from 229 to 102 colleges). They could indicate for each partnership type that it definitely will continue, is likely to continue, unsure, is not likely to continue, or definitely will not continue. See Appendix Exhibit B-33 for more detail on the  $N$ s for each response category. Percentages do not add to 100 because respondents could select more than one option.

*Colleges expected the public workforce system and employers and industry associations to play a key role in sustaining grant activities.*

The survey asked colleges about the expected roles of the public workforce system ([Exhibit 6-9](#)) and employers and industry associations ([Exhibit 6-10](#)) in sustaining grant-funded activities after the grant ended. Colleges reported those partnerships were likely to continue in their same role as during the grant. About half of the colleges expected the public workforce system to help in areas such as referrals to the college's grant-funded programs and connections to employers. More than 80 percent expected employers and industry associates to help participate in advisory/steering committees and hire graduates.

## CHAPTER 6: ACCOMPLISHMENTS, CHALLENGES, & SUSTAINABILITY

**Exhibit 6-9. Expected Role of the Public Workforce System in Sustaining Round 4 Colleges' Grant-Funded Activities**

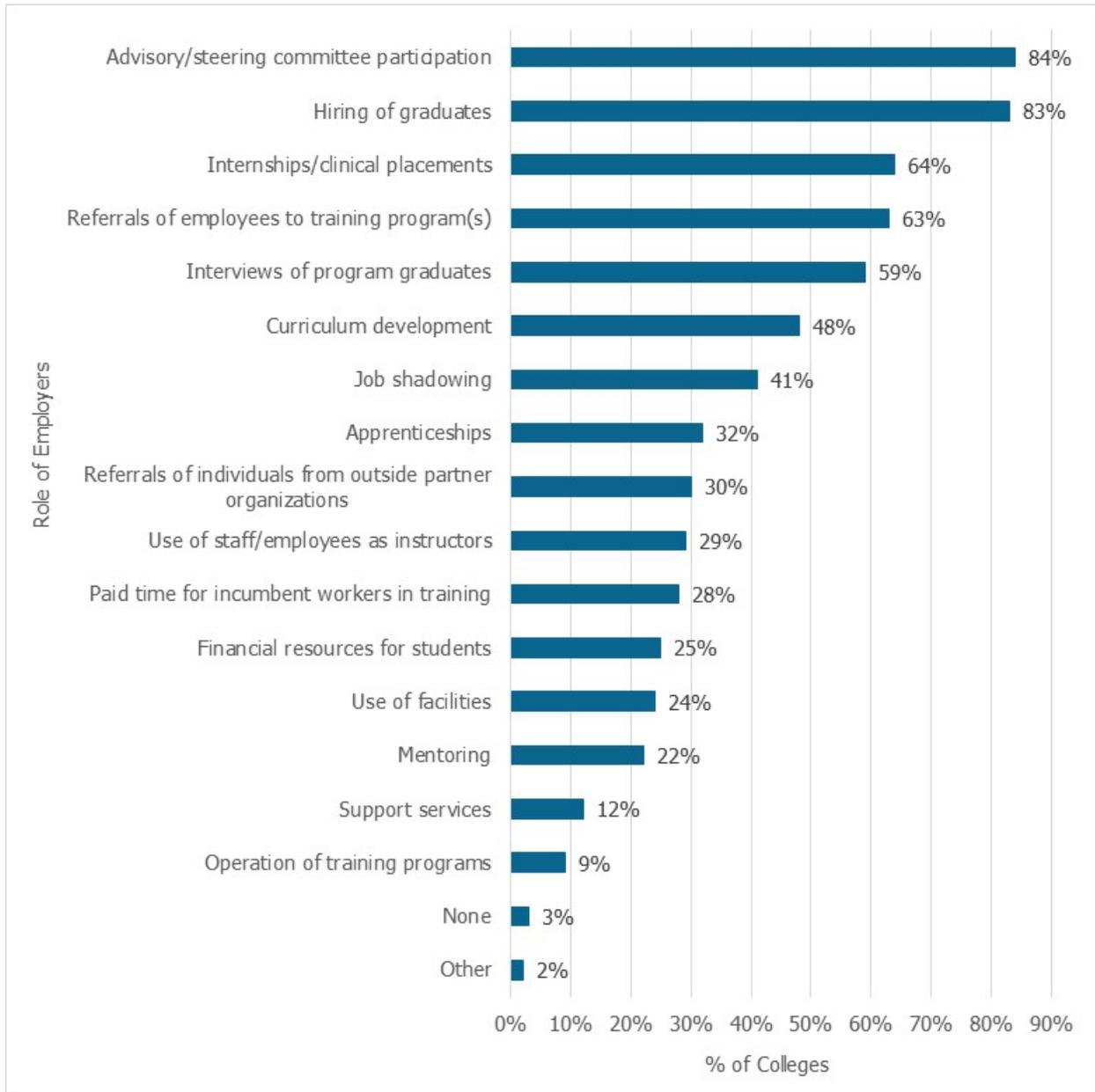


Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note: N=242 (21 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

## CHAPTER 6: ACCOMPLISHMENTS, CHALLENGES, & SUSTAINABILITY

**Exhibit 6-10. Expected Role of Employers or Industry Associations in Sustaining Colleges' Grant-Funded Activities**



Source: Urban Institute Survey of TAACCCT Round 4 Colleges.

Note:  $N=263$  (0 missing colleges). Percentages do not add to 100 because respondents could select more than one option.

## 7. Conclusions

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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.<sup>30</sup> 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. As noted in Chapter 1, the grant program had three overarching objectives.<sup>31</sup> This concluding chapter focuses on two objectives. It assesses the extent to which survey results indicated that colleges: 1) met the first two overarching objectives of the initiative; and 2) achievements and system changes brought on by the grants that are likely to be sustained into the future.<sup>32</sup>

### 7.1. MEETING KEY OBJECTIVES OF TAACCCT

The Round 4 survey results suggest that colleges made substantial progress on two of the three key initiative objectives:

- **Objective #1:** Better prepare Trade Adjustment Assistance (TAA)-eligible workers and other adults for high-wage, high-skill employment or reemployment in growth industry sectors by increasing attainment of degrees, certificates, diplomas, and other industry-recognized credentials that match in-demand skills;
- **Objective #2:** 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; and

Key findings from the survey are highlighted below.

#### 7.1.1 MEETING OBJECTIVE #1

There are several important dimensions of the first objective that the survey addressed from the perspective of the colleges: 1) targeting and recruitment of TAA-eligible and other adults under the initiative; 2) extent to which participants served under the grants were prepared for high-skill jobs in growth sectors; and 3) the extent to which grant funding supported “increased attainment of degrees, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers.” The survey results addressed each of these, suggesting that the colleges made important strides toward achieving the first goal of the grant program.

**Extent to Which Grants Expanded Colleges’ Targeting and Recruitment Efforts.** The findings suggest that colleges expanded their outreach and recruitment efforts to recruit TAA-eligible individuals

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<sup>30</sup> See the Round 4 grant announcement at <https://www.doleta.gov/grants/pdf/SGA-DFA-PY-13-10.pdf> (p. 3) for more information.

<sup>31</sup> For more information on the goals of the TAACCCT grant program overall and by round go to <https://www.dol.gov/asp/evaluation/completed-studies/20170308-taacct-brief-1.pdf>.

<sup>32</sup> See Judkins et al. (2020). This report addresses the third objective, which presents findings from the Round 4 outcomes study and addresses questions about intermediate participant experiences and outcomes, including course completion, credential receipt, and employment and wage increases.

and a broad range of other adults in need of skill upgrades. Key survey findings related to targeting and recruitment included the following:

- **Colleges reported substantially expanding their focus on targeting or actively recruiting diverse populations under their grant.** For example, 80 percent or more of colleges recruited veterans, underemployed workers, unemployed/dislocated workers, incumbent workers, low-income and disadvantaged or low-skilled individuals, and new entry-level workers during the grant period, whereas about half did so prior to their grants.
- **Colleges indicated that they used a variety of outreach and recruitment strategies to market grant-funded training programs.** Nearly all colleges leveraged partnerships with employers and industry associations (92 percent) and the public workforce system (88 percent) to promote grant-funded programs and encourage referral of potential participants. Colleges also conducted a range of outreach activities to, including distribution of flyers, posters or other self-produced educational/informational materials (88 percent), conducting in-person presentations in the community (88 percent).
- **The main challenge cited by colleges to recruiting participants was potential participants' conflict between work and school schedules.** The majority of colleges (59 percent) reported that potential participants' conflicts between work and school hours were either a great challenge or somewhat of a challenge to recruitment. In addition, about 40 percent of colleges reported several other types of challenges, including difficulty identifying eligible participants (41 percent), participant childcare issues (40 percent), low or inadequate basic skill levels of applicants (40 percent), or tuition costs (39 percent). Another recruitment challenge was insufficient referrals from employers and the public workforce system, despite such referrals being a common recruitment strategy.<sup>33</sup>

**Extent to Which Participants Served Under Grants Were Prepared for High-Skill Jobs in Growth Sectors.** The findings suggest that colleges aligned their training program to occupations in growing sectors within the region or local areas served. Survey findings related to preparing participants for high skills jobs in growing industry sectors included the following:

- **Colleges reported developing new or enhanced existing occupational training programs across a variety of industries and occupations.** The most common sectors were manufacturing, healthcare, and IT.
- **Colleges indicated that they focused grant activities on training for high-demand occupations, based on needs and skill requirements identified by employers in their service areas.** The leading occupations for which training was developed and provided were:
  - Manufacturing: welders and related positions (27 percent of colleges); machinists (24 percent), and; industrial machinery mechanics (21 percent).
  - Healthcare: nursing assistants (19 percent), and; medical records and health information assistants (19 percent).
  - Information Technology: computer and information system managers (17 percent), and; computer systems analysts (16 percent).

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<sup>33</sup> See Eyster (2019) to learn more about partnerships with the public workforce system. It highlights some of the challenges faced in working with the public workforce systems, including a lack of referrals.

**Extent to Which Grant Funds Increased Attainment of Degrees, Certificates, Diplomas, and Other Industry-Recognized Credentials Matching Skill Needed by Employers.** The findings suggest that colleges designed credentials to support advancement along a career pathway that met employer needs. The survey identifies efforts by colleges to develop credentials linked to employer skill requirements:

- **Colleges reported expanding for-credit programs.** The colleges collectively used grant funds to support the development and enhancement of 772 for-credit programs of study (an average of 2.94 programs per college).
- **Colleges indicated that they developed or enhanced a range of short-term credentials.** For example, 46 percent of colleges created new certificates of completion for programs less than one year. Additionally, about a quarter of colleges created new professional and industry certifications (30 percent), academic degrees (24 percent), and certificates of completion for programs of one to two years long (23 percent).
- **Colleges reported developing articulation and transfer agreements.** Thirty-nine percent of colleges created new prior learning assessments that award credits for learning completed outside of college. A similar proportion (38 percent) developed new articulation agreements between continuing education and degree programs. Nearly a third of colleges (31 percent) implemented new transfer policies or agreements with four-year institutions.<sup>34</sup>

### 7.1.2 MEETING OBJECTIVE #2

Under the grant, colleges were encouraged to implement new and enhance existing instructional methods and training strategies. The survey results suggest that the colleges made progress toward achieving the second goal of the grant program, especially as it relates to the three capacity-building strategies identified in the framework (**Exhibit 1-1** in Chapter 1):

- **Nearly all colleges reported they had implemented *accelerated learning strategies*.** Ninety-six percent of colleges implemented at least one strategy, and more than 78 percent reported they implemented at least three. The most frequently implemented accelerated learning strategies was stackable or latticed credentials (61 percent), and credits for prior learning or work experience, development of new career pathways, and hybrid learning strategies (54 percent each).
- **Almost all (90 percent) colleges reported implementing at least one strategy to increase *college persistence and completion*.** Sixty-three percent implemented at least three. The most frequently implemented persistence and completion strategy was participant remediation/enhanced academic supports, such as participant counseling sessions, mentoring, tutoring and personal instruction (53 percent).
- **The majority of colleges reported they implemented strategies to *connect participants to employment*.** Most (95 percent) used at least one strategy and 56 percent implemented three or

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<sup>34</sup> Close collaboration with industry traded groups and local employers helped to ensure that the degrees and credentials matched skill needs of employers. Additionally, partnerships with employers on development of work-based learning opportunities played an important part in helping to ensure skills and credentials of program participants matched needs of employers. For example, colleges partnered with employers to provide work-based learning opportunities at the workplace through strategies such as internships (50 percent); clinical placements (26 percent), on-the-job training (18 percent), cooperative education and work-study (14 percent), and apprenticeships (9 percent).

more. The most common strategies included providing career coaching and counseling (68 percent), simulated learning opportunities (59 percent).

## 7.2. SUSTAINABILITY

A primary objective of the grant program was that programs and strategies developed and implemented with grant funds would be sustained after the grant period. The survey results suggest that the colleges made progress toward the sustainability of their grant activities:

- **Most colleges expected to sustain grant-funded programs and activities after their grants ended.** Colleges expected 88 percent of programs developed and implemented under the grant to continue beyond the grant period.
- **Many colleges expected to sustain capacity-building strategies implemented with grant funds.** With regard to *accelerated learning strategies*, over 90 percent of colleges planned to sustain credit for prior learning or work experience (95 percent) and stackable or latticed credentials (92 percent); 89 percent planned to sustain hybrid learning strategies and industry-recognized credentials. For *college persistence/completion strategies*, 92 percent of colleges reported they were likely to continue articulation agreements to advanced programs; fewer planned to continue contextualized learning (83 percent) and competency-based learning (82 percent). Regarding *connections to employment*, colleges reported plans to sustain DOL-approved registered apprenticeships (96 percent), clinical placements (95 percent), and simulations and simulated learning (92 percent).
- **Colleges expected to continue providing a range of non-training strategies.** Colleges were most likely to report continuing participant support services (89 percent), adult education/remedial education services and financial aid (87 percent each), and career services and information technology/computer services (86 percent each).
- **Colleges expected to maintain partnerships with industry associations, employers, chambers of commerce, and a variety of other workforce and educational organizations.** Overall, more than three fourths of colleges expected to maintain partnerships with most of the organizations that collaborated on their grants, reporting they were most likely to sustain partnerships with industry associations, employers, and chambers of commerce (90 percent) and school districts (87 percent).

## Appendix A: Workforce Innovation and Opportunity Act of 2014 (WIOA) Definition of Career Pathways

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A combination of rigorous and high-quality education, training, and other services that—

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options;
- (C) includes counseling to support an individual in achieving the individual's education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the education and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and (G) helps an individual enter or advance within a specific occupation or occupational cluster" (29 U.S. Code § 3102 Definitions).

## Appendix B: Survey Tables for Round 4 College Responses

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**Exhibit B-1. Under the TAACCCT Grant, Is Your College Part of a TAACCCT Consortium?**

Response Category	Percent
Yes	82%
No	18%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.  
Note: *N*=263 (0 missing colleges).

**Exhibit B-2. Under the TAACCCT Grant, Is Your College the Lead of the Consortium?**

Response Category	Percent
Yes	12%
No	88%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.  
Note: *N*=263 (0 missing colleges).

**Exhibit B-3. Under Your TAACCCT Grant, What Type of Geographical Area Is Served by Your College?**

Response Category	Percent
Single county	24%
Multiple counties but not all counties within a state	56%
All counties within a state	14%
Multiple states	5%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.  
Note: *N*=249 (14 missing colleges). Percentages do not add up to 100 because of rounding.

**Exhibit B-4. How Would You Characterize the Geographic Areas Served by Your Grant?**

Response Category	Percent
Rural	69%
Urban	45%
Suburban	45%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.  
Note: *N*=243 (20 missing colleges). Column does not add to 100 percent because respondents could select more than one option.

**Exhibit B-5. To What Extent Has the Geographic Area Served by Your TAACCCT Project Been Affected by Major Employer/Plant Closings/Layoffs in the Five Years Prior to the Grants?**

Response Category	Percent
Substantially affected	19%
Somewhat affected	42%
Hardly affected	23%
Don't know/unsure	16%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.  
Note: *N*=258 (5 missing colleges).

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

### Exhibit B-6. To What Extent Has the Geographic Area Served by Your TAACCCT Project Been Affected by Major Employer/Plant Closings/Layoffs in the Year Since the Start of Your Grant?

Response Category	Percent
Substantially affected	9%
Somewhat affected	32%
Hardly affected	47%
Don't know/unsure	13%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note:  $N=258$  (5 missing colleges). Percentages do not add up to 100 because of rounding.

### Exhibit B-7. Significant Factors Over the Past Three Years That Influenced the Design or Implementation of the TAACCCT Project?

Response Category	Percent
Economic recovery/expansion in the region/locality	63%
Organizational/management changes or restructuring	32%
Receipt of new funding/grants by your institution	31%
Population/demographic changes in the region/locality	22%
Loss of funding/grants by your institution	18%
Increase/decrease in TAA-certified plant closings	14%
Other (please specify):	21%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note:  $N=256$  (7 missing colleges). Column does not add to 100 percent because respondents could select more than one option.

### Exhibit B-8. Industry Sectors Ranked by TAACCCT College as First, Second, or Third (in Terms of Employment) in the Areas Served by the TAACCCT Grants

Response Category	Percent
Healthcare and social assistance	69%
Manufacturing	43%
Educational services	26%
Retail trade	21%
Professional and technical services	21%
Accommodation and food services	19%
Transportation and warehousing	13%
Public administration	11%
Agriculture, fishing, and hunting	10%
Mining, oil, and gas extraction	9%
Other services (except public administration)	9%
Construction	8%
Information	7%
Utilities	4%
Administrative and support and waste management and remediation services	3%
Finance and insurance	2%
Management of companies and enterprises	2%
Real estate and rental and leasing	1%
Wholesale trade	0%
Arts and recreation	0%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note:  $N=254$  (9 missing colleges). Column does not add to 100 percent because respondents could select more than one option.

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

**Exhibit B-9. What Is/Are the Focus Industry/Industries of TAACCCT Colleges?**

Response Category	Percent
Manufacturing	45%
Healthcare and social assistance	42%
Professional and technical services	18%
Information	18%
Construction	11%
Transportation and warehousing	9%
Educational services	8%
Utilities	8%
Mining, oil, and gas extraction	7%
Finance and insurance	3%
Management of companies and enterprises	3%
Other services (except public administration)	3%
Accommodation and food services	2%
Agriculture, fishing, and hunting	2%
Public administration	2%
Retail trade	1%
Wholesale trade	1%
Administrative and support and waste management and remediation services	0%
Arts and recreation	0%
Real estate and rental and leasing	0%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note: *N*=259 (4 missing colleges). Column does not add to 100 percent because respondents could select more than one option.

**Exhibit B-10. For Which Occupations (or Job Titles) in the TAACCCT Grant Is Your College Developing TAACCCT Programs?**

Response Category	Percent
Welders, Cutters, Solderers, and Brazers	27%
Machinists	24%
Industrial Machinery Mechanics	21%
Medical Records and Health Information Technicians	19%
Nursing Assistants	19%
Computer and Information Systems Managers	17%
Computer Systems Analysts	16%
Computer-Controlled Machine Tool Operators, Metal and Plastic	16%
Information Security Analysts	14%
Medical Assistants	14%
Miscellaneous Assemblers and Fabricators	14%
Network Administrators	13%
Registered Nurses	13%
Aides, Home Health	12%
Computer Programmers	12%
Community Health Workers	10%
Licensed Practical and Licensed Vocational Nurses	10%
Phlebotomists	10%

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

Response Category	Percent
Software Developers, Applications	10%
Electricians	9%
Emergency Medical Technicians and Paramedics	9%
Pharmacy Technicians	9%
Construction Laborers	8%
Electromechanical Equipment Assemblers	8%
Web Developers	8%
Aircraft Mechanics and Service Technicians	6%
Carpenters	6%
Aerospace Engineering and Operations Technicians	5%
Agricultural and Food Science Technicians	5%
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	5%
Industrial Engineers	5%
Surgical Technologists	5%
Customer Service Representatives	4%
Drafters, includes Computer-Aided Designers	4%
Radiologic Technologists	4%
Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	3%
Automotive Service Technicians and Mechanics	3%
Energy Engineers	3%
Occupational Therapy Assistants	3%
Physical Therapist Assistants	3%
Cardiovascular Technologists and Technicians	2%
Dental Assistants	2%
Diagnostic Medical Sonographers	2%
Energy Auditors	2%
Executive Secretaries and Executive Administrative Assistants	2%
Respiratory Therapists	2%
Accountants and Auditors	1%
Ambulance Drivers and Attendants, except Emergency Medical Technicians	1%
Combined Food Preparation and Serving Workers, including Fast Food	1%
Massage Therapists	1%
Materials Scientists	1%
Meter Readers, Utilities	1%
Workers, Hazardous Materials Removal	1%
Market Research Analysts and Marketing Specialists	0%
Other, not listed	46%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note: *N*=259 (4 missing colleges). Column does not add to 100 percent because respondents could select more than one option.

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

### Exhibit B-11. How Have Employment Opportunities for These Occupations Changed in Your Region Since the Start of Your Grant?

Focus Industries	Percent
Increased a lot	16%
Increased somewhat	43%
About the same	28%
Decreased somewhat	7%
Decreased a lot	2%
Don't know/unsure	4%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.  
Note: *N*=257 (6 missing colleges).

### Exhibit B-12. Which Credentials Has Your College Developed (or Helped Develop) for Your TAACCCT Program(s)?

Response Category	Newly Developed	Adapted/ Enhanced
Certificates of completion for programs of one to two years' duration	23%	43%
Certificates of completion for programs of less than one year duration	46%	40%
Academic degrees	24%	39%
Professional / industry certifications	30%	37%
Occupational degrees	7%	22%
Licenses	5%	15%
Other credentials	7%	12%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.  
Note: *N*=255 (8 missing colleges). Columns do not add to 100 percent because respondents could select more than one option.

### Exhibit B-13. With TAACCCT Funding, Has Your College Implemented Any New Types of Articulation or Transfer Policies or Agreements?

Response Category	# of Colleges	Percent
New prior learning assessments that allow for credits to be counted towards program of study	95%	39%
Articulation between continued education and degree programs	92%	38%
New transfer policies/agreements with four-year institutions	75%	31%
No new types of articulation or transfer policies or agreements	83%	34%
Other transfer/articulation agreements	26%	11%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.  
Note: *N*=242 (21 missing colleges). Columns do not add to 100 percent because respondents could select more than one option.

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

**Exhibit B-14. What Specific Education and Training Approaches or Strategies Have Been Implemented Under Your TAACCCT Project?**

Response Category	Percent
<b>Accelerated Learning</b>	
Creation of stackable or latticed credentials	61%
Hybrid learning strategies	54%
Design of new career pathway program	54%
Credits for work experience	54%
Online teaching/learning	50%
Development of industry-recognized credentials	49%
Prior learning assessments	41%
Modular courses	36%
Self-paced learning	19%
Assessment technology	19%
Asynchronistic scheduling	14%
Real-time online instruction	9%
<b>College Persistence and Completion</b>	
Participant Remediation/enhanced academic supports (such as personalized instruction, tutoring)	53%
Competency-based learning	43%
Articulation from programs to more advanced programs	38%
Contextualized learning	36%
Development of knowledge, skills, abilities, and other characteristics (KSAO)	31%
Improvements to basic skills/adult basic education	27%
Team teaching	24%
Peer support groups or peer mentors	19%
Restructuring of developmental education	14%
Improvement of financial aid processes	12%
Improvements to English as a second language instruction	7%
<b>Work-Based Learning</b>	
Career coaching or counseling	68%
Simulations	59%
Internships	50%
Clinical placements	26%
Job shadowing	23%
Occupational preparatory classes (e.g., pre-apprenticeship, occupational boot camps)	19%
On-the-job training other than registered apprenticeship	18%
Cooperative education or work-study program	14%
DOL-approved registered apprenticeships	9%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note:  $N=256$  (7 missing colleges). Column does not add to 100 percent because respondents could select more than one option.

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

### Exhibit B-15. In Addition to Education and Training Activities, What *Existing* Support Services Has Your College Leveraged for TAACCCT Participants, Either Within Your Institution or From Partners?

Response Category	Provided at Your Institution (%)	Provided by a Partner (%)
Coordination with public assistance	28%	39%
Transportation assistance	31%	33%
Emergency assistance (e.g., rental or utility assistance)	27%	31%
Child care assistance	21%	24%
Other financial aid	73%	17%
Personal/family counseling	33%	17%
Case management or proactive advising	63%	15%
Financial counseling	52%	12%
Peer support groups	31%	7%
Pell grants	75%	4%
None	8%	7%
Other	7%	6%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note: Note:  $N=252$  (11 missing colleges). Columns do not add to 100 percent because respondents could select more than one option.

### Exhibit B-16. What *Existing* Career or Employment Services Does Your College or Its Partners Make Available for TAACCCT Participants?

Response Category	At Your Institution %	From a Partner %
Referrals to job openings	85%	35%
Job search assistance	82%	35%
Interviewing skills/résumé workshops	89%	33%
Employment/career counseling	87%	33%
Job readiness/soft skills training	83%	29%
None	3%	5%
Other	5%	4%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note:  $N=251$  (12 missing colleges). Columns do not add to 100 percent because respondents could select more than one option.

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

**Exhibit B-17. What Are the Enrollment Requirements for Non-TAA Participants for Your TAACCCT Project?**

Response Category	Percent
High school diploma or GED	82%
College entrance exam (such as SAT, ACT, COMPASS)	43%
Basic skills (such as TABE, CASAS, BEST)	29%
Interview	23%
Background check	23%
Drug test	14%
Aptitude test	13%
Other (please specify)	23%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note:  $N=258$  (5 missing colleges). Column does not add to 100 percent because respondents could select more than one option. SAT = Scholastic Aptitude Test; ACT = American College Test; and COMPASS is an online test used to evaluate individuals' skills and place them in the appropriate level of courses. TABE = Test of Adult Basic Education; CASAS = Comprehensive Adult Student Assessment Systems; and BEST = Basic Integrated Skills Test.

**Exhibit B-18. Which of the Following Groups of Individuals Do Your College's TAACCCT Programs Actively Recruit or Target? Has Your College Previously Targeted Any of These Groups for Similar Programs of Study?**

Response Category	Yes, Actively Recruits %	Targeted Group Previously %
Veterans	90%	59%
Underemployed	86%	51%
Unemployed/dislocated workers	85%	53%
Incumbent workers	84%	51%
Low-skill or education	81%	54%
Low-income/disadvantaged	81%	53%
New entry-level workers	80%	52%
Workers eligible for Trade Adjustment Assistance	77%	41%
Women	76%	52%
Men	72%	50%
Long-term unemployed	69%	42%
Minorities—racial/ethnic	68%	44%
Older workers	59%	39%
Unemployment insurance claimants	44%	29%
Immigrants/refugees/first-generation Americans	41%	34%
People with disabilities	40%	31%
Limited English proficiency	31%	31%
Ex-offenders/court-involved	29%	22%
Other (please specify)	12%	12%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note:  $N=259$  (4 missing colleges). Columns do not add to 100 percent because respondents could select more than one option.

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

**Exhibit B-19. Which of the Following Recruitment Strategies Does Your TAACCCT Project Use?**

Response Category	Percent
Partnerships with employers and industry associations	92%
Distribution of flyers, posters or other self-produced educational/informational materials	88%
Referrals from the workforce system	88%
In-person presentations in the community (e.g., at schools, neighborhood centers, libraries)	88%
Informational websites	78%
Media outreach campaigns (e.g., TV, radio, newspapers, professionally prepared ads on buses/bus shelters)	67%
Referrals from community- or faith-based organizations	50%
Direct mail campaigns	34%
Toll-free information hotlines	9%
Door-to-door outreach	7%
Did not have a recruitment strategy	2%
Other (please specify)	14%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note:  $N=260$  (3 missing colleges). Column does not add to 100 percent because respondents could select more than one option.

**Exhibit B-20. For Each of the Following Recruitment Strategies, How Effective Did You Find Each Strategy for Recruiting into Your TAACCCT Programs?**

Response Category	Using Strategy (#)	Rating Strategy as Effective (%)
Partnerships with employers and industry associations	234	75%
In-person presentations in the community (e.g., at schools, neighborhood centers, libraries)	224	65%
Referrals from the workforce system	226	53%
Media outreach campaigns (e.g., TV, radio, newspapers, professionally prepared ads on buses/bus shelters)	171	47%
Referrals from community- or faith-based organizations	125	46%
Door-to-door outreach	17	41%
Distribution of flyers, posters, or other self-produced educational/informational materials	225	38%
Informational websites	201	31%
Toll-free information hotlines	23	22%
Direct mail campaigns	87	15%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note: Column does not add to 100 percent because each row has its own N.

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

**Exhibit B-21. On a Scale of “A Great Challenge/Problem” to “Not a Challenge/Problem at All,” Do Any of the Following Potential Problems Affect Your Recruitment or Enrollment of TAACCCT Participants?**

Response Category	Responding to the Question (#)	Rating Factor as Great/Somewhat of a Challenge (%)
Conflict between work and school hours	258	59%
Difficulties with identifying and finding eligible participants	258	41%
Low or inadequate basic skill levels of applicants	257	40%
Lack of child care	256	40%
Tuition cost	257	39%
Participants' lack of access to reliable transportation	256	36%
Insufficient referrals from partner(s) in the workforce system	257	35%
Negative perceptions of or a lack of interest in occupations by potential participants	257	35%
Insufficient referrals from partner community-based organizations	257	34%
Insufficient referrals from partner employers or employer organizations	258	32%
Changing economic and labor market conditions that don't align with programs of study offered	258	31%
Insufficient resources devoted to outreach and recruitment	257	30%
Lack of effectiveness of selected outreach strategies	256	25%
Other (please specify)	181	17%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note: Column does not add to 100 percent because each row has its own N. Respondents could check more than one challenge.

**Exhibit B-22. With Which Departments or Offices in Your Institution Have You Developed New or Expanded Existing Partnerships for the TAACCCT Grant?**

Response Category	Responding to the Question (#)	Expanded or Developed Partnerships (#)
Participant support services	247	70%
Other workforce/career and technical education departments	242	70%
Career services	245	66%
Tutoring/academic support centers	245	55%
Other academic departments	242	53%
Adult education/remedial education services	244	52%
College administration	243	49%
Information technology/computer services	242	44%
Financial aid	246	40%
Other (specify)	97	12%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note: Column does not add to 100 percent because each row has its own N. Respondents could check more than one challenge.

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

### Exhibit B-23. What Resources and/or Services Did Departments or Offices in Your College Provide to TAACCCT Participants?

Response Category	Percent
Participant recruitment/outreach	86%
Academic support and tutoring	83%
Access/referral to support services	80%
Counseling on program selection/enrollment	76%
Program development (e.g., career pathways, course sequencing, modularization of courses, incorporation of technology-enabled tools, internships)	76%
Career navigation and information	75%
Financial counseling and aid	75%
Enrollment processes	73%
Job search assistance	72%
Curriculum development (course specify instructional design and content)	66%
Testing for college readiness	56%
Purchase and operation of technology-enabled learning tools	55%
Leadership/oversight	54%
Development of articulation agreements	47%
Development of prior learning assessments	47%
Remediation	47%
Assistance with tuition waivers	33%
Other (please specify):	3%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note:  $N=249$  (14 missing colleges). Column does not add to 100 percent because respondents could select more than one option.

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

**Exhibit B-24. With What Types of External Organizations Have You Developed New or Enhanced Current Partnerships with During Your TAACCCT Grant?**

Response Category	Responding to the Question (#)	Expanded or Developed Partnerships (%)
Industry associations, employers, or chambers of commerce	239	82%
Local workforce investment boards (LWIB)/American Job Centers	238	59%
Community-based organizations or other social services agencies	232	59%
Career or job centers (other than American Job Centers)	235	54%
School districts (K-12)	235	53%
Economic development organizations	236	51%
State workforce investment boards	234	47%
Universities or other four-year institutions	233	45%
State government agencies	233	42%
Community or technical colleges other than those in your consortium (if applicable)	235	39%
Local government	234	37%
Vocational or trade schools	232	30%
Philanthropic community	230	27%
Faith-based organizations	234	19%
Seed and venture capital organizations or individuals, investor networks, or entrepreneurs	232	15%
Unions	231	14%
Other (please specify):	73	5%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note: Column does not add to 100 percent because each row has its own N.

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

### Exhibit B-25. What Resources and/or Services Does (Did) the Public Workforce System (e.g., Through American Job Centers) Provide to Your TAACCCT Project?

Response Category	Percent
Referrals to your institution's TAACCCT programs	71%
Access to financial support for participants (e.g., Individual Training Accounts)	52%
Career or skill assessments	49%
Job placement services	48%
Connections to employers or industry associations	47%
Advisory committee/steering committee participation	40%
Job readiness/soft skills training	37%
TAA program services (e.g., case management)	36%
Use of staff as counselors/navigators	30%
Use of facilities (e.g., space for training activities, meetings with employers, job fairs)	29%
Direct funding/training contracts	21%
Mentoring	21%
Referral to or assistance developing registered apprenticeships	14%
Internships or other work experience activities	13%
Operation of training activities	10%
Curriculum development	7%
None	12%
Other (please specify):	2%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note:  $N=242$  (21 missing colleges). Column does not add to 100 percent because respondents could select more than one option.

### Exhibit B-26. What Resources and/or Services Does (Did) Employers or Industry Associations Provide to Your TAACCCT Project?

Response Category	Percent
Advisory/steering committee participation	79%
Referrals of employees to training	59%
Internships/clinical placements	57%
Interviews of program graduates	56%
Curriculum development	54%
Equipment/space donated	36%
Job shadowing	36%
Use of facilities	28%
Mentoring	27%
Referrals (outside of partner organizations)	27%
Instructors	27%
Use of staff/employees as instructors	25%
Paid time for incumbent workers in training	23%
Apprenticeships	22%
Financial resources for participants	22%
Support services	16%
Operation of training program	11%
Other	9%
None	2%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note:  $N=263$  (0 missing colleges). Column does not add to 100 percent because respondents could select more than one option.

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

### Exhibit B-27. What Resources and/or Services Does (Did) Other Partners Provide to Your TAACCCT Project?

Response Category	Percent
Advisory/steering committee participation	65%
Referrals to TAACCCT program	58%
Curriculum development	37%
Internships, clinical placements	35%
Support services	29%
Financial resources for participants	24%
Use of facilities	19%
Use of staff/employees as instructors	19%
Mentoring	16%
Operation of training programs	6%
Other	3%
None	14%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note:  $N=237$  (26 missing colleges). Column does not add to 100 percent because respondents could select more than one option.

### Exhibit B-28. To Date, How Successful Has Your College Been in Working with Partners?

Response Category	Responding to the Question (#)	Were Very or Somewhat Successful in Working with Partners (%)
Communicating with partners	250	77%
Working with partners while making program changes	250	73%
Engaging partners throughout the grant period	249	71%
Accessing planned leveraged resources	250	51%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note: Columns do not add to 100 percent because each row has its own N.

### Exhibit B-29. In Your Opinion, How Successful Has Your Program Been in Supporting and Strengthening Partnerships with the Following Organizations?

Response Category	Responding to the Question (#)	Very or Somewhat Successful in Supporting/ Strengthening Partnerships (%)
Employers or industry associations	251	76%
Secondary schools (high schools)	251	53%
Public workforce system	250	49%
Institutions of higher education (four-year colleges and universities, community and technical colleges)	251	45%
Other training providers (community-based organizations, trade schools, etc.)	251	41%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note: Column does not add to 100 percent because each row has its own N.

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

**Exhibit B-30. On a Scale of One to Five, With One Being “Definitely Not” and Five Being “Definitely Will,” Which Services Developed Specifically for the TAACCCT Grant Are Likely to Continue After the End of the Grant?**

Response Category	Responding to the Question (#)	Definitely or Likely Will Continue Service After TAACCCT (%)
Participant support services	172	89%
Financial aid	97	87%
Adult education/remedial education services	126	87%
Information technology/computer services	107	86%
Career services	162	86%
Other academic departments	128	83%
Tutoring/academic support centers	135	82%
Other workforce/career and technical education departments	46	76%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note: Column does not add to 100 percent because each row has its own N.

**Exhibit B-31. Colleges’ Plans to Sustain Instructional and Training Strategies**

Response Category	Responding to the Question (#)	Plan to Sustain Strategy (%)
<b>Accelerated Learning</b>		
Credits for prior learning or work experience	133	95%
Stackable or latticed credentials	149	92%
Hybrid (online plus traditional) learning strategies	132	89%
Development of industry-recognized credentials	120	89%
Online teaching/learning	126	87%
Assessment technology	46	87%
Real-time online instruction	23	87%
Curriculum mapping	86	85%
Modular or chunked course	89	84%
Self-paced learning	49	84%
Design of new career pathway program	132	80%
Asynchronistic scheduling	36	75%
Prior learning assessments	97	34%
<b>College Persistence and Completion</b>		
Articulation from programs to more advanced programs	92	92%
Contextualized learning	90	83%
Competency-based learning	108	82%
Improvement of financial aid processes	31	81%
Participant remediation	136	80%
Development of knowledge, skills, abilities, and other characteristics (KSAO)	73	79%
Improvements to basic skills/adult basic education	69	78%
Peer support groups or peer mentors	34	76%
Enhanced academic support (such as personalized instruction, tutoring)	118	75%
Restructuring of developmental education	35	71%
Team teaching	60	68%
Improvements to English as a Second Language instruction	16	44%

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

Response Category	Responding to the Question (#)	Plan to Sustain Strategy (%)
<b>Connections to Employment</b>		
DOL-approved registered apprenticeships	24	96%
Clinical placements	63	95%
Simulations	144	92%
Internships	124	92%
Industry mentors	53	83%
On-the-job training (other than registered apprenticeship)	44	80%
Job shadowing	58	79%
Career coaching or counseling	169	70%
Cooperative education or work-study program	33	64%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note: Percentages are out of total respondents who reported implementing each strategy (see Exhibit B-14). *N*=242 (21 missing colleges). Column does not add to 100 percent because respondents could select more than one option.

### Exhibit B-32. Sustainability Challenges

Response Category	Percent
Insufficient funding	73%
Lack of potential participants, participants	25%
Staff time, experience in fundraising	23%
Changes in industry focus	18%
Insufficient partner support	14%
Other	10%
No major challenges	9%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note: *N*=263 (0 missing colleges). Column does not add to 100 percent because respondents could select more than one option.

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

**Exhibit B-33. Likelihood That Partnerships Will Continue**

Response Category	Responding to the Question (#)	Partnership Definitely Will or Likely Will Continue (%)
Industry associations/employers/chambers of commerce	229	90%
School districts	209	87%
Universities/four-year colleges	189	83%
Local workforce development boards / American Job Centers	221	80%
State government agencies	189	80%
Career/jobs centers (not American Job Centers)	199	79%
Community-based organizations/social services agencies	201	79%
Economic development organizations	206	77%
Local government	190	77%
State workforce development boards	202	76%
Community/technical colleges outside consortium	152	76%
Vocational/trade schools	144	74%
Philanthropic community organizations	158	66%
Faith-based organizations	122	56%
Unions	105	52%
Seed/venture capital organizations or investors	102	47%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note: Respondents must have previously indicated they had this partner type to be asked this question; therefore, the number of colleges for each question varied slightly. They 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 B-34. Role of the Public Workforce System in Sustaining Colleges' Grant Activities**

Response Category	Percent
Referrals to your institution's TAACCCT programs	57%
Access to financial support for participants	54%
Job placement services	53%
Access to support services	51%
Connections to employers or industry associations	50%
Career or skill assessments	41%
Advisory/steering committee participation	38%
Job readiness/soft skills training	37%
TAA program services	34%
Direct funding/training contracts	21%
Referral to/assistance developing registered apprenticeships	19%
Use of staff as counselors/navigators	17%
Use of facilities (e.g., training activities/meetings/job fairs)	15%
Internships or other work experience activities	13%
TAA training	12%
Mentoring	10%
Operation of training activities	7%
Curriculum development	4%
Other	4%
None	11%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note: N=242 (21 missing colleges).

## APPENDIX B: SURVEY TABLES FOR ROUND 4 COLLEGE RESPONSES

**Exhibit B-35. Role of Employers or Industry Associations in Sustaining Colleges' Grant Activities**

Response Category	Percent
Advisory/steering committee participation	84%
Hiring of graduates	83%
Internships/clinical placements	64%
Referrals of employees to training program(s)	63%
Interviews of program graduates	59%
Curriculum development	48%
Job shadowing	41%
Apprenticeships	32%
Referrals of individuals from outside partner organizations	30%
Use of staff/employees as instructors	29%
Paid time for incumbent workers in training	28%
Financial resources for participants	25%
Use of facilities	24%
Mentoring	22%
Support services	12%
Operation of training programs	9%
None	3%
Other	2%

Source: Urban Institute Survey of TAACCCT Colleges, Round 4.

Note:  $N=263$  (0 missing colleges). Column does not add to 100 percent because respondents could select more than one option.

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