TAACCCT Approaches, Targeted Industries, and Partnerships

The Trade Adjustment Assistance Community College and Career Training Grant Program Brief 3

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The Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program is a $2 billion federal workforce investment aimed at helping community colleges across the nation increase their capacity to provide education and training programs for in-demand jobs. The US Department of Labor (DOL) administers the seven-year grant program in partnership with the US Department of Education.[1]

This brief provides an overview of the various approaches the TAACCCT grantees planned to implement, the industries targeted at the start of their grants, the degrees and certifications they planned to develop, and the types of partnerships grantees would leverage during the grants. These activities are the core of what the grantees intended to do during their grant period. This brief uses data from grantees' original grant applications and the North American Industry Classification System (NAICS) to provide a better understanding of the programs developed by TAACCCT grantees.[2] The brief begins with a discussion of the grantees' planned program components and supports and continues with a summary of the industries targeted by the grantees in their respective programs. The brief then identifies the degrees and certifications the grantees planned to develop. Finally, it highlights the variety of partnerships the grantees planned to develop and expand with employers, the public workforce system, and other organizations.

BOX 1

National Evaluation of the TAACCCT Grant Program

This brief is the third of four briefs from the national evaluation of the TAACCCT grants produced by the Urban Institute under contract to the US Department of Labor (DOL). The national evaluation[3] will document and assess the implementation and outcomes of the TAACCCT grants and synthesize the evidence from the third-party evaluations of the grants. This brief focuses on the various approaches planned by grantees, the industries targeted, and the partnerships to be built during the grant period. Three other briefs focus on grant goals, design, and evaluation; grantee characteristics; and early results from the grants. 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 US Government.

TAACCCT Approaches: Planned Program Components and Supports

The variety of approaches and strategies planned across the 256 TAACCCT grantees in Rounds 1–4 reflects grantees' intent on designing education and training efforts that addressed the range of their community's needs. As instructed in the solicitation for grant applications (SGAs) for all four rounds, grantees could indicate up to 25 program components or supports they planned to implement in their proposal based on 47 categories.[4] This listing does not include all the program components or supports that grantees proposed or all of those actually implemented during the grant, but it indicates some of the major approaches the grantees planned to focus on at the start of the grant.[5] Regardless of method, the TAACCCT grant program has provided opportunities for colleges across the country to expand their institutional capacity.

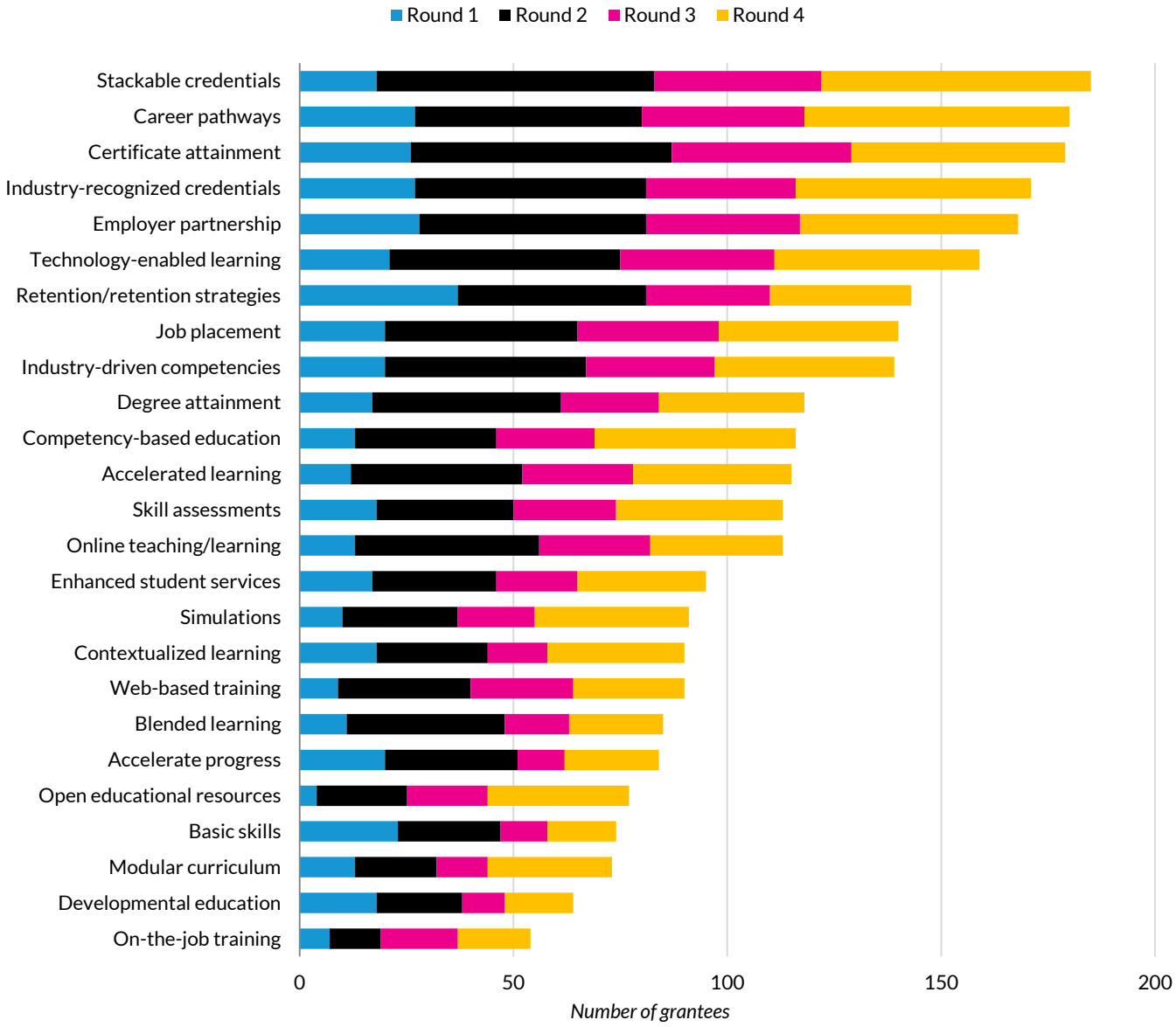
Figure 1 shows the top 25 categories of program components and supports identified by grantees in their applications across all rounds. (For a breakdown of all 47 categories by round, see table A.1.) The top three planned program components grantees reported across the rounds are stackable credentials, career pathways, and certificate attainment. This aligns with the goals of the TAACCCT grants because they are meant to support the creation of career pathways by developing stackable credentials, most typically in the form of certificates (box 2).

The top three planned program components and supports differed between Round 1 and Rounds 2–4 (table A.1). Rounds 2–4 are relatively similar in their top three planned program components and supports, but Round 1 grantees' top three were retention, basic skills, and accelerated progress. Round 1 grantees' focus on these components reflects the overarching goal of the Round 1 grants, "accelerating progress for low-skilled and other workers by increasing success rates in obtaining basic skills." Although accelerating progress and improving retention and achievement rates were two of the voluntary areas of focus identified in the Round 1 SGA, they were not mandatory core elements specified in the Rounds 2–4 SGAs. Instead, accelerating progress and improving retention and achievement rates were represented in other ways throughout the SGAs because they were embedded

under the other core elements of stacked and latticed credentials and online and technology-enabled learning.[6]

FIGURE 1

TAACCCT Grantees' Planned Program Components and Supports (Top 25), All Rounds



Source: Urban Institute TAACCCT grantee database.

Notes: Grantees could use up to 25 component and support "tags" to describe their TAACCCT grant activities in their grant applications. Retention and retention strategies, as well as online teaching and online learning, were listed as unique categories that have been combined into one category in figure 1, because it is unclear how or if grantees were able to distinguish between these two tags. In addition, although employer engagement and open educational resources were requirements for all Rounds 1–4 grantees, not all grantees selected those tags.

BOX 2

Career Pathways and Stacked and Latticed Credentials

The term "credential" refers to educational certificates, degrees, registered apprenticeship certificates, occupational licenses, and other industry-recognized certifications. Stacked or latticed credentials are a sequence of credentials that can be accrued, building an individual's skills to help them along a career pathway or up a career ladder. A career pathway or ladder is a sequence of education and training coursework that prepares individuals for different and potentially higher-paying positions within the same occupation or industry.

In the health care field, for example, although specific requirements vary by state, a certified nursing assistant license precedes a licensed practical nurse license. Licensed practical nurses may then pursue additional education and training to obtain a registered nursing degree.

Source: Jane Oates, "Increasing Credential, Degree, and Certificate Attainment by Participants of the Public Workforce System," Employment and Training Administration, US Department of Labor, December 15, 2010, https://wdr.doleta.gov/directives/attach/TEGL15-10acc.pdf.

TAACCCT Grantees' Target Industries

TAACCCT grantees used real-time labor market information (LMI) to identify and target growing industry sectors when developing their proposed grant projects. During the application process, to the extent possible, grantees were required to use LMI data collected from partners in their workforce system: local workforce investment boards, other local or state government agencies, employers and industry associations, labor organizations, or other local education agencies. As outlined in the SGAs, the LMI needed to provide strong evidence that the industry or industries targeted by the TAACCCT projects would lead to high-skill, high-wage opportunities for Trade Adjustment Assistance–eligible workers and other adults in need of education and training. LMI data are needed to address both current and projected opportunities for participants for each targeted occupation and industry. Common examples of LMI were cited from the US Bureau of Labor Statistics' Employment and Wage Estimates or Occupational Outlook Handbooks, DOL's Workforce Investment Act Wagner Peyser plans, individual states' labor department reports, and reports from data aggregation companies. As a precondition for eligibility, the Round 3 SGA required additional LMI analysis in the technical proposal describing the LMI, how the data would be used to prioritize training programs, and how the LMI would be shared with program participants to affect course selection and counseling.

Sector strategies—coordinated efforts to create workforce development activities that meet the needs of employers in a particular industry—are also an important focus of TAACCCT and are meant to encourage grantees to partner with workforce intermediaries, employers and industry associations, and other educational institutions. SGAs required that grantees identify the industry or industries they would target for their TAACCCT approaches. In the SGAs for Rounds 1 and 2, grantees were not required to use any specific series of sector codes to identify their target industries. Round 3 and Round 4 grantees had to identify their target industries based on the two-digit 2012 NAICS codes. Grantees

could select up to 10 targeted industries in their applications, but the maximum number of industries identified by any grantee in a single application is six.[7]

As shown in figure 2, the top three targeted industries grantees focused on are manufacturing; professional, scientific, and technical services; and health care and social assistance (see box 3 for industry definitions). These are the top three industries for all four rounds combined as well as for each round separately. Per NAICS, some of the occupations within these industries include:

- **Manufacturing:** welding and mechanical or electrical engineering
- **Professional, Scientific, and Technical Services:** legal or accounting services, architectural and engineering services, or computer system design services
- **Health Care and Social Assistance:** licensed practical nursing, emergency medical services, physical or occupational therapy, and social work

BOX 3

Definitions of Top Three TAACCCT Industries from NAICS

Manufacturing "comprises establishments engaged in the mechanical, physical, or chemical transformation of materials, substances or components into new products… Establishments in the manufacturing sector are often described as plants, factories, or mills and characteristically use power-driven machines and materials-handling equipment."

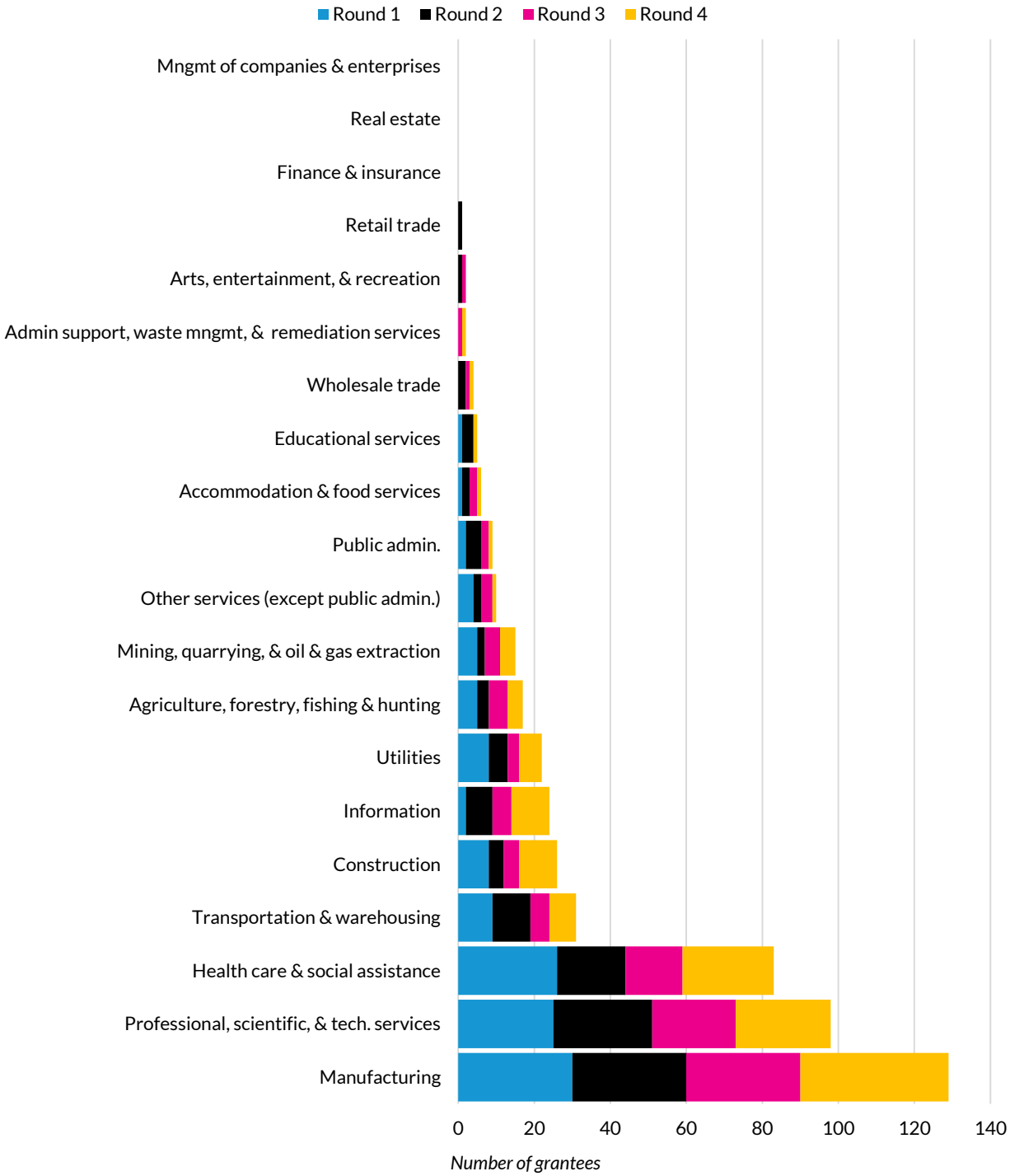
Professional, scientific, and technical services comprises "establishments engaged in processes where human capital is the major input. These establishments make available the knowledge and skills of their employees, often on an assignment basis, where an individual or team is responsible for the delivery of services to the client. The individual industries of this subsector are defined on the basis of the particular expertise and training of the services provider."

Health care and social assistance "comprises establishments providing health care and social assistance for individuals. The sector includes both health care and social assistance because it is sometimes difficult to distinguish between the boundaries of these two activities. The industries in this sector are arranged on a continuum starting with those establishments providing medical care exclusively, continuing with those providing health care and social assistance, and finally finishing with those providing only social assistance."

Source: "North American Industry Classification System 2012," US Census Bureau, last revised November 7, 2011, accessed December 12, 2016, https://www.census.gov/cgi-bin/sssd/naics/naicsrch?chart=2012.

FIGURE 2

Target Industries of TAACCCT Grantees, All Rounds



Source: Urban Institute TAACCCT grantee database and the North American Industry Classification System 2012.

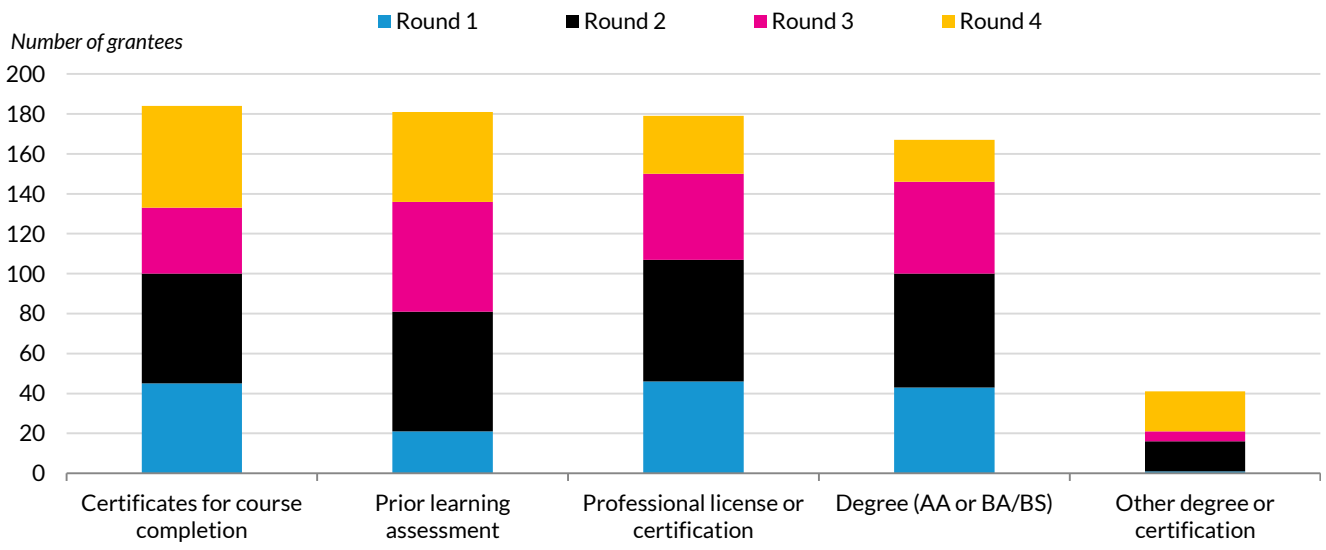
Degrees and Certificates Planned for TAACCCT Programs

In their original proposals, TAACCCT grantees identified new or enhanced degrees and certifications that were planned as part of the education and training programs developed for their grant projects.[8] Certificates for course completion are the most common newly designed offering, included by 72 percent of grantees in Rounds 1—4 (figure 3). The proportion of programs granting certificates for course completion declined from 92 percent in Round 1 to 70 percent and 58 percent, respectively, in Rounds 2 and 3. The percentage then increased again to 85 percent in Round 4 (see table A.3 for more detail). Those changes may have occurred because institutions developing new certificate programs in Round 1 that enhanced programs in Rounds 2 or 3 would not have the enhanced certificates counted as a new creation. Round 3 grantees in particular were encouraged to leverage and build off of previously funded TAACCCT grant projects.[9] The increase in Round 4 was likely because the majority of Round 4 grantees did not participate in an earlier round of TAACCCT; as such, their programs created new rather than enhanced certificate programs.

Nearly two-thirds (65 percent) of projects across the four rounds include programs of study yielding a new associate of art or associate of science degree or a bachelor of arts or bachelor of science degree. In most cases, grantees developed a new associate's degree at the community college and partnered with a four-year institution to create an articulation agreement[10] to lead to a new bachelor's degree.

FIGURE 3

Total Numbers of Planned Degrees and Certifications for TAACCCT Grantees, All Rounds



Source: Urban Institute TAACCCT grantee database.

Seventy percent of grantees across Rounds 1–4 planned programs leading to new professional licenses or certifications (table A.3). In Round 1, 94 percent of grant projects include education and training programs leading to a new professional license or certification, but the percentage of grantees implementing new professional licenses or certifications decreases in each subsequent round (77 percent, 75 percent, and 48 percent in Rounds 2–4, respectively). The decrease in newly planned degrees, licenses, and certifications, particularly in Round 4, could be because of an increased focus on developing stacked and latticed credentials (a greater focus on developing certificates for course completion), or it may be because many Round 4 grantees proposed enhancing or realigning existing programs rather than developing new programs.

Finally, prior learning assessments (PLAs)[11] are a component for 71 percent of the grants. However, PLAs became increasingly common, rising from 43 percent in Round 1 to 76 percent in Round 2 and 96 percent in Round 3, before decreasing somewhat to 75 percent in Round 4. The growth in the number of grantees establishing PLAs after Round 1 likely occurred because the inclusion of PLA strategies in proposed stacked and latticed credential programs was part of the evaluation criteria for grant awards in Rounds 2–4. The decline between Rounds 3 and 4 is because this analysis only includes new PLAs. Similar to the trends for new certificate programs, institutions receiving more than one grant that established a PLA in an earlier round and did not create a new one for a later round are not counted as creating a new PLA.

Strategic Alignment: Planned TAACCCT Partnerships

As shown in the TAACCCT conceptual framework in Brief 1, a core element of the grants is encouraging strategic alignment with other systems in the community in which the TAACCCT colleges operate (Mikelson et al. 2017). Emphasis on strategic alignment with other systems grew across the rounds of grants (with a focus on the public workforce system and employers and industry) to ensure the TAACCCT activities are responsive to labor market demands and support effective state and local workforce systems. TAACCCT grantees were required to partner with various entities—such as employers and industry associations, community-based organizations, and other potential intermediaries—to ensure their training programs align with current industry and employer needs. TAACCCT grantees were also required to engage and collaborate with the public workforce system, including state and local workforce investment boards, American Job Centers, or other system partners identified in the Workforce Investment Act of 1998,[12] such as state Trade Adjustment Assistance coordinators, adult education agencies, career and technical education agencies, and other postsecondary education agencies.

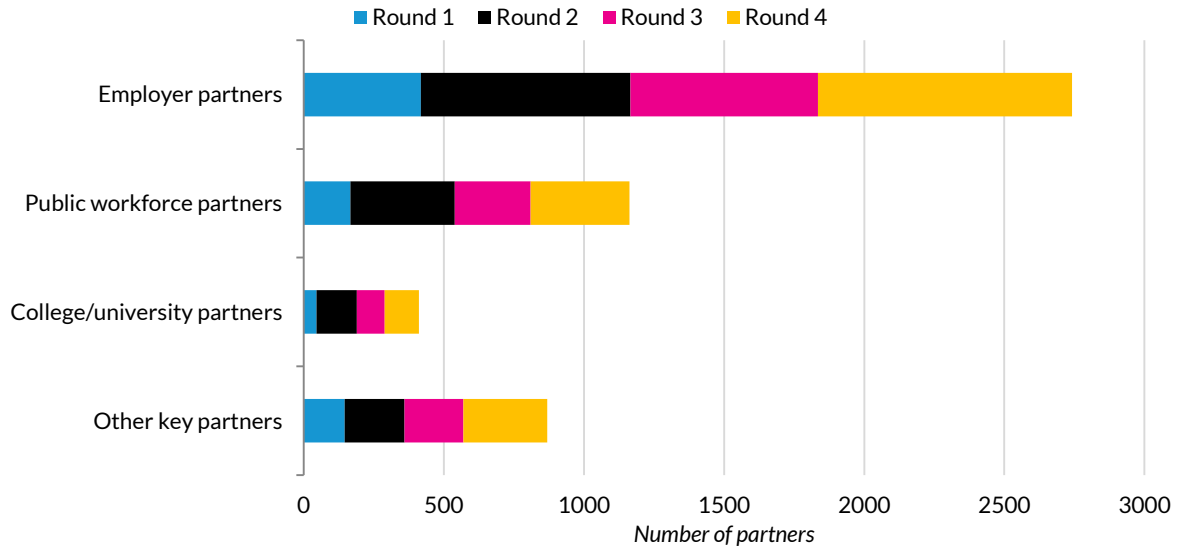
The expected role of TAACCCT grant partners differs by the type of partner and for each grantee. For example, TAACCCT grantees had to build relationships with employers through several ways, such as creating work-based training opportunities like apprenticeships and paid or for-credit internships. Employer partners could also help define, develop, and strengthen the connection between student learning and the needs of employers through curriculum development and the creation of new certificates or other educational or professional credentials. Providing support services to participants,

such as career counseling or access to child care and transportation, is another goal of TAACCCT. In many instances, grantees could help participants access support services by partnering with community-based organizations or social service agencies. The public workforce system, another important potential partner, could work with the TAACCCT grantees to identify and recruit potential program participants; provide labor market information that may be useful in designing or adapting training programs; match graduates with employers seeking workers with their skills and credentials; and provide access to wage records for tracking participant employment outcomes.

As shown in figure 4, TAACCCT grantees vary in the number and types of planned partnerships reported in their technical proposals. All grantees were required to partner with employers within relevant industries and occupations and were also encouraged to partner with relevant industry associations. TAACCCT grantees are required to partner with at least one employer, and multiple employer partnerships are encouraged. (See table A.4 for more detailed information.)

FIGURE 4

Planned Partnerships for TAACCCT Grants, All Rounds



Source: Urban Institute TAACCCT grantee database.
Notes: Partnership counts were calculated looking across rounds and therefore are not necessarily unique. For example, if a grantee had a partnership in Round 2 and then again in Round 4, those would count as two separate partnerships. Additionally, several grantees could partner with the same employer or other trade groups.

Partnering with employers is the most common type of planned partnership by TAACCCT grantees. They average 10 employer partners per grant project across all four rounds, and this average increased from 9 employer partners in both Rounds 1 and 2 to 12 employer partners in Round 3 before falling to 7 in Round 4, where the focus was on engaging industry partners to pursue a sector strategy. The second most commonly reported partners are public workforce partners, such as state or local workforce investment boards and local American Job Centers. Grantee applications include plans to partner with

three to five public workforce entities. College and university partners and other partners (such as those in private sector, philanthropies, and community-based organizations) were less commonly mentioned in Rounds 1 and 2 than in Rounds 3 and 4. In Rounds 3 and 4 grantees were more likely than in previous rounds to mention previous TAACCCT grantees as partners, suggesting TAACCCT is fostering greater collaboration between institutions across the nation.

The number of planned partnerships varies substantially by type of grantee (table A.5). Competitive grantees[13] reported planned partnerships with many more employers than state-designated grantees. DOL evaluated applications based on the strength of their partnerships, so competitive grantees may have had more planned partnerships explicitly identified than state-designated grantees did in their proposals. On average, competitive consortium grantees planned partnerships with 17 employers and seven colleges outside of their consortia compared with 8 employers and three colleges for competitive single-institution grantees. The difference for competitive grantees likely occurred because consortia are composed of multiple institutions and therefore would have a larger network of potential partners. Furthermore, state-designated consortium grantees planned partnerships with only two employers and three colleges on average compared with five employers and two colleges for state-designated single-institution grantees. It is unclear why state-designated single institution grantees planned more employer partnerships than state-designated consortium grantees.

Conclusion

TAACCCT grantees are using the $1.93 billion in TAACCCT grant funding to design diverse programs that vary in the types of program components and support they planned to implement. These primarily public, two-year institutions are using three key approaches—stacked credentials, career pathways, and certificate attainment—to improve education and training for Trade Adjustment Assistance–eligible workers and other adults to obtain in-demand jobs. However, the wide range of other approaches grantees plan to use highlights the complex nature of grant implementation, which the TAACCCT national evaluation will examine in upcoming reports.

Grantees' TAACCCT designs also highlight how TAACCCT grantees responded to labor market needs in their geographic regions by targeting many different industries. However, the top three industries—manufacturing; professional, scientific, and technical services; and health care and social assistance—indicate that grantees' focus on these growing industries align with national labor market trends. Future reports will detail the occupations within these industries for which grantees developed their education and training programs during the grant.

By leveraging partnerships with employers, public workforce entities, and others, TAACCCT grantees are seeking to increase the long-term employment prospects and careers of participants by ensuring their TAACCCT programs and activities are responsive to employer demand and their own needs to succeed in work and school. These partnerships will eventually help grantees support the sustainability of the grant programs and activities, and the relationships with partners will strengthen as the benefits of the TAACCCT grants are realized.

Appendix A. Data Tables

TABLE A.1

TAACCCT Projects with Various Program Components and Supports, All Rounds

	All rounds		Round 1		Round 2		Round 3		Round 4		Ranking			
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	R1	R2	R3	R4
Stackable credentials	185	72%	18	37%	65	82%	39	68%	63	89%	=11	**1**	**2**	**1**
Career pathways	180	70%	27	55%	53	67%	38	67%	62	87%	**=3**	**=5**	**3**	**2**
Certificate attainment	179	70%	26	53%	61	77%	42	74%	50	70%	**5**	**2**	**1**	**5**
Industry-recognized credentials	171	67%	27	55%	54	68%	35	61%	55	77%	**=3**	**=3**	**6**	**3**
Employer partnership	168	66%	28	57%	53	67%	36	63%	51	72%	**2**	**=5**	**=4**	**4**
Technology-enabled learning	159	62%	21	43%	54	68%	36	63%	48	68%	**7**	**=3**	**=4**	**6**
Retention/retention strategies	143	56%	37	76%	44	56%	29	51%	33	46%	**1**	**=9**	**9**	=14
Job placement	140	55%	20	41%	45	57%	33	58%	42	59%	**=8**	**8**	**7**	**=8**
Industry-driven competencies	139	54%	20	41%	47	59%	30	53%	42	59%	**=8**	**7**	**8**	**=8**
Degree attainment	118	46%	17	35%	44	56%	23	40%	34	48%	=15	**=9**	=14	13
Competency-based education	116	45%	13	27%	33	42%	23	40%	47	66%	=18	14	=14	**7**
Accelerated learning	115	45%	12	24%	40	51%	26	46%	37	52%	=21	12	**=10**	11
Skill assessments	113	44%	18	37%	32	41%	24	42%	39	55%	=11	15	=12	**10**
Online teaching/learning	113	44%	13	27%	43	54%	26	46%	31	44%	=18	11	**=10**	17
Enhanced student services	95	37%	17	35%	29	37%	19	33%	30	42%	=15	18	=16	18
Simulations	91	36%	10	20%	27	34%	18	32%	36	51%	=25	19	=18	12
Contextualized learning	90	35%	18	37%	26	33%	14	25%	32	45%	=11	20	21	16
Web-based training	90	35%	9	18%	31	39%	24	42%	26	37%	27	=16	=12	20
Blended learning	85	33%	11	22%	37	47%	15	26%	22	31%	=23	13	20	=21
Accelerate progress	84	33%	20	41%	31	39%	11	19%	22	31%	**=8**	=16	=27	=21
Open educational resources	77	30%	4	8%	21	27%	19	33%	33	46%	=35	22	=16	=14
Basic skills	74	29%	23	47%	24	30%	11	19%	16	23%	**6**	21	=27	=28
Modular curriculum	73	29%	13	27%	19	24%	12	21%	29	41%	=18	24	=23	19
Developmental education	64	25%	18	37%	20	25%	10	18%	16	23%	=11	23	31	=28
On-the-job training	54	21%	7	14%	12	15%	18	32%	17	24%	30	30	=18	=25
Self-paced learning	53	21%	11	22%	17	22%	11	19%	14	20%	=23	=25	=27	31
Virtual environments	52	20%	6	12%	17	22%	12	21%	17	24%	=31	=25	=23	=25
Enhanced course articulation	50	20%	6	12%	16	20%	12	21%	16	23%	=31	=27	=23	=28

TABLE A.1

TAACCCT Projects with Various Program Components and Supports, All Rounds (continued)

	All rounds		Round 1		Round 2		Round 3		Round 4		Ranking			
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	R1	R2	R3	R4
Digital materials	45	18%	8	16%	10	13%	8	14%	19	27%	=28	=33	32	=23
Paid internships	43	17%	2	4%	11	14%	11	19%	19	27%	42	=31	=27	=23
Assessment technology	42	16%	5	10%	16	20%	13	23%	8	11%	=33	=27	22	=33
Achievement rates	36	14%	16	33%	9	11%	6	11%	5	7%	17	35	=35	41
Mentoring	36	14%	10	20%	13	16%	7	12%	6	8%	=25	29	=33	=37
Learning communities	35	14%	12	24%	11	14%	3	5%	9	13%	=21	=31	=40	32
Registered apprenticeships	35	14%	3	6%	3	4%	12	21%	17	24%	=39	=43	=23	=25
Personalized instruction	27	11%	4	8%	10	13%	5	9%	8	11%	=35	=33	=37	=33
Real time online interaction	24	9%	4	8%	6	8%	6	11%	8	11%	=35	=39	=35	=33
Game design	22	9%	1	2%	7	9%	7	12%	7	10%	=43	=37	=33	36
Block scheduling	22	9%	8	16%	5	6%	3	5%	6	8%	=28	=41	=40	=37
Sharable content object reference model	20	8%	5	10%	8	10%	3	5%	4	6%	=33	36	=40	=42
Mobile devices	18	7%	3	6%	6	8%	5	9%	4	6%	=39	=39	=37	=42
Online community of practice	17	7%	3	6%	5	6%	3	5%	6	8%	=39	=41	=40	=37
Earn and learn	16	6%	4	8%	3	4%	3	5%	6	8%	=35	=43	=40	=37
Civic and community engagement	15	6%	1	2%	7	9%	5	9%	2	3%	=43	=37	=37	44
Dual degrees	5	2%	0	0%	2	3%	2	4%	1	1%	=45	=45	45	=45
Cognitive tutors	4	2%	0	0%	2	3%	1	2%	1	1%	=45	=45	46	=45
Number of grantees	256		49		79		57		71					

Source: Urban Institute TAACCCT grantee database.

Notes: An "=" indicates a ranking tie within a given round. Grantees could use up to 25 component and support "tags" to describe their TAACCCT grant activities in their grant applications. Retention and retention strategies were listed as unique categories that have been combined into one category; however, it is unclear whether grantees knew how to distinguish, and therefore they are combined for this analysis. As such, although 47 descriptors were provided, this table shows only 46 rows. In addition, although employer engagement and open educational resources were requirements for all Round 1–4 grantees, not all grantees selected those tags.

TABLE A.2

TAACCCT Grantees Targeting Various Industries by Round, All Rounds

Rank	Planned industry (NAICS code)	All rounds	Round 1	Round 2	Round 3	Round 4
1	Manufacturing (31)	129	30	30	30	39
2	Professional, scientific, and technical services (54)	98	25	26	22	25
3	Health care and social assistance (62)	83	26	18	15	24
4	Transportation and warehousing (48)	31	9	10	5	7
5	Construction (23)	26	8	4	4	10
6	Information (51)	24	2	7	5	10
7	Utilities (22)	22	8	5	3	6
8	Agriculture, forestry, and fishing and hunting (11)	17	5	3	5	4
9	Mining, quarrying, and oil and gas extraction (21)	15	5	2	4	4
10	Other services (except public administration) (81)	10	4	2	3	1
11	Public administration (92)	9	2	4	2	1
12	Accommodation and food services (72)	6	1	2	2	1
13	Educational services (61)	5	1	3	0	1
14	Wholesale trade (42)	4	0	2	1	1
15	Administrative and support and waste management and remediation services (56)	2	0	0	1	1
16	Arts, entertainment, and recreation (71)	2	0	1	1	0
17	Retail trade (44)	1	0	1	0	0
18	Finance and insurance (52)	0	0	0	0	0
19	Real estate and rental and leasing (53)	0	0	0	0	0
20	Management of companies and enterprises (55)	0	0	0	0	0
	Total number of instances of planned industries targeted	484	126	120	103	135
Number of grantees		256	49	79	57	71

Source: Urban Institute TAACCCT grantee database.

Notes: NAICS = North American Industry Classification System. Grantees could choose up to 10 targeted industries, but the maximum number of targeted industries was six. These 20 industries were recoded from over 70 industries in Rounds 1 and 2 using NAICS codes. Industries in Rounds 3 and 4 were identified in their applications by NAICS codes and therefore did not need to be recoded.

TABE A.3

Planned Degrees and Certifications for TAACCCT Grantees, All Rounds

	All rounds		Round 1		Round 2		Round 3		Round 4	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*
Certificates for course completion	184	72	45	92	55	70	33	58	51	85
Prior learning assessment	181	71	21	43	60	76	55	96	45	75
Professional license or certification	179	70	46	94	61	77	43	75	29	48
Degree (AA/AS or BA/BS)	167	65	43	88	57	72	46	81	21	35
Other degree or certification	41	16	1	2	15	19	5	9	20	33
Number of grantees	256		49		79		57		71	

Source: Urban Institute TAACCCT grantee database.
Notes: AA/AS = associate of arts/associate of science; BA/BS = bachelor of arts or bachelor of science. Grantees could plan to design or enhance as many planned degrees and certifications as were relevant to their program. This table looks only at new degrees and certifications.

TABLE A.4

Planned Partnerships for TAACCCT Grants, All Rounds

	All rounds		Round 1		Round 2		Round 3		Round 4	
	N	Avg.	*N*	Avg.	*N*	Avg.	*N*	Avg.	*N*	Avg.
Employer partners	2,741	10	418	9	748	9	669	12	906	7
Public workforce partners	1,162	4	167	3	372	5	270	5	353	5
College/university partners	411	1	45	1	144	2	100	2	122	2
Other key partners	869	3	146	3	213	3	211	4	299	4
Total across all types	5,183		776		1,47 7		1,25 0		1,68 0	
Number of grantees	256		49		79		57		71	

Source: The Urban Institute TAACCCT grantee database.
Notes: Avg. = average per grantee. Grantees could choose to establish as many planned partnerships as deemed necessary for developing their TAACCCT programs.

TABLE A.5

Planned Partnerships for TAACCCT Grants by Type of Grantee, All Rounds

Average per grantee

	Competitive		State-Designated	
	Single institution	Consortium	Single institution	Consortium
Employer partnerships	8	17	5	2
College partnerships	3	7	2	3
Public workforce partnerships	2	2	1	0
Other partnerships	3	5	2	2

Source: Urban Institute TAACCCT grantee database.
Note: *N* = 256.

Notes

1. The seven years are federal fiscal years, from October 1, 2011 through September 30, 2018.
2. The Urban Institute created a database that contains key information from grantee documents, including applications, agreements, modifications, and third-party evaluation plans for all four rounds of grants. It also includes data from the US Department of Education's Integrated Postsecondary Education Data System on institutional characteristics. The Division of Strategic Investments team from DOL's Employment and Training Administration provided the grantee documents to Urban to build and populate the database. The information in the database captures grantees' plans for their TAACCCT activities and does not represent what they actually did. The implementation study conducted by the Urban Institute research team and its partners will document and assess the implementation of the TAACCCT grants.
3. A coordinated group of nationally recognized research organizations are conducting the TAACCCT national evaluation, a seven-year effort to capture the lessons and build the evidence across all four rounds of TAACCCT grants. The Urban Institute is leading the national evaluation of the Rounds 1–3 TAACCCT grants and Abt Associates is leading the national evaluation for the Round 4 grants. They currently partner on all rounds with Capital Research Corporation, George Washington University, and NORC at the University of Chicago. Additionally, Urban Institute collaborates with Jobs for the Future on Rounds 1–3.
4. These descriptor tags are part of the Learning Resource Metadata Initiative to establish a common framework for describing learning resources. Another resource for understanding these strategies can be found in DOL's Career Pathway Toolkit (2016), https://wdr.doleta.gov/directives/attach/TEN/TEN_17-15_Attachment_Acc.pdf. The toolkit glossary provides definitions of many of the approaches funded through the TAACCCT grants. If none of the standard descriptors were sufficiently precise, grantees were allowed to provide their own alternative descriptors as long as they were each no more than three words in length. Very few (if any) grantees in a given round used this option, and in most cases, their alternative descriptors fell under one of the standard set of descriptors provided and were recoded.
5. For more information on the areas of focus and core elements of the TAACCCT grants across all four rounds, see table A.1 in Brief 1 of this series, TAACCCT Goals, Design, and Evaluation (Mikelson et al., 2017).
6. For more information, see the SGA for the Round 1 TAACCCT grants: "Notice of Availability of Funds and Solicitation for Grant Applications for Trade Adjustment Assistance Community College and Career Training Grants Program," US Department of Labor, accessed December 13, 2016, https://www.doleta.gov/grants/pdf/SGA-DFA-PY-10-03.pdf.
7. Rounds 1 and 2 industries were recoded to align with their corresponding NAICS codes for analysis. Results in this brief may differ slightly from other sources, such as DOL's online open source library, SkillsCommons, in which TAACCCT grantees from all rounds self-reported targeted industries based on NAICS codes. For more information about industries targeted, see the SkillsCommons industry wheel: "Browsing by Industry," SkillsCommons, accessed December 13, 2016, https://www.skillscommons.org/browse?type=industrywheel.
8. Grantees outlined both new or enhanced degrees and certifications that they planned to implement. This analysis looks only at new programs the grantees planned to design and implement.
9. For more information about alignment with previously-funded TAACCCT projects, see I.B.6 in the Round 3 SGA: "Notice of Availability of Funds and Solicitation for Grant Applications for Trade Adjustment Assistance Community College and Career Training Grants Program," US Department of Labor, accessed December 13, 2016, https://www.doleta.gov/grants/pdf/taaccct_sga_dfa_py_12_10.pdf.
10. Articulation agreements are formal agreements between two or more community colleges and four-year colleges that outline academic program or degree transfer policies.
11. To accelerate students toward credential and degree attainment, PLAs award credit for relevant education and training, which may have been obtained through academic credit, non-credit or professional development certificates, or work experience.
12. The Workforce Innovation and Opportunity Act of 2014, legislation that replaced the Workforce Investment Act, passed in July 2014 as the last round of TAACCCT grants were being awarded. The Workforce Innovation and Opportunity Act continues and increases emphasis on key partners in state and local workforce systems.

13. For more information on the differences in grantee type, see Brief 2 in the TAACCCT brief series, TAACCCT Grantee Characteristics (Cohen et al., 2017).

References

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