Community Colleges Synthesis Supplement: Detailed Report List and Summary of Findings

January 2022

This supplement to the community colleges topic area research synthesis, “What do we know about the effectiveness of community college interventions?” provides a brief description of the research findings for all reports reviewed in the community colleges topic area of the Clearinghouse for Labor Evaluation and Research (CLEAR). The research synthesis includes 67 studies that received high or moderate causal evidence ratings, which means we have greater confidence that the impacts reported by those studies are attributable to the policies and programs examined.¹ This supplement includes all the studies reviewed in this topic area, regardless of whether the study received a high, moderate, or low causal evidence rating. For a more detailed summary of each study—including an overview of the study design, intervention, findings, and considerations for interpreting the findings—please review the study’s profile online at the CLEAR community colleges topic area (https://clear.dol.gov/topic-area/community-college) or by following the study-specific profile links below.

About the community colleges topic area

CLEAR’s community colleges topic area includes causal research examining the impacts of community college-based interventions designed to improve education, earnings, and employment outcomes. CLEAR searched the existing literature for causal research based on search parameters and specific criteria described in the Review Protocol for Community Colleges (https://clear.dol.gov/reference-documents/community-college-review-protocol). CLEAR’s search included all reports published from January 1994 to July 2019.

About the evidence base

For the community colleges topic area, CLEAR identified 193 reports as eligible for review. Within these reports, 67 distinct studies received a high or moderate causal evidence rating, which means that we have a good degree of confidence that the impacts reported in those studies are attributable to the interventions examined. Key findings from these 67 studies are presented in Table 1, including the seven community college-based intervention categories (column 1), the number of studies receiving a high or moderate causal evidence rating for each intervention category (column 2), and the number of studies that produced favorable impacts (green boxes labeled with “a”), unfavorable impacts (red boxes labeled with “b”), no detectable impacts (gray boxes labeled with “c”), or mixed impacts (yellow boxes labeled with “d”) for each outcome (columns 3, 4, and 5). Please see the community colleges synthesis for a concise summary of these interventions along with a high-level discussion of what we know about their effectiveness based on existing research.

This supplement lists each of the 193 reports, describes how the studies map to the reports, and provides links to each study’s CLEAR profile summary to learn more. Note, the number of studies is not the same as the number of reports because findings from multiple studies may be presented in a single report (for example, one report included nine separate studies of the intervention).

## Table 1. Overview of the evidence base

<table>
<thead>
<tr>
<th>Intervention</th>
<th>#</th>
<th>Education and skills gain</th>
<th>Earnings and wages</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linked learning communities</td>
<td>14</td>
<td>7a 7c</td>
<td>1c</td>
<td>1c</td>
</tr>
<tr>
<td>Accelerated learning</td>
<td>14</td>
<td>10a 1c 3d</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>Paid performance incentives</td>
<td>6</td>
<td>6a</td>
<td>1a 1c</td>
<td>2c</td>
</tr>
<tr>
<td>Transition programs and support services</td>
<td>4</td>
<td>3a 1b</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>Career pathways</td>
<td>12</td>
<td>6a 1c 4d</td>
<td>3a 3c 3d 2b 4a 3c 3d</td>
<td></td>
</tr>
<tr>
<td>Work-based learning</td>
<td>4</td>
<td>2a</td>
<td>3c</td>
<td>1d</td>
</tr>
<tr>
<td>Blended interventions funded by TAACCCT grants</td>
<td>13</td>
<td>8a 2d 1a 2a 6c 1b 3a 5c 1b</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: 
- a Indicates the number of studies that found at least one favorable impact in the outcome domain. These studies had at least one statistically significant favorable impact in the outcome domain and no statistically significant unfavorable impacts.
- b Indicates the number of studies that found at least one unfavorable impact in the outcome domain. These studies had at least one statistically significant unfavorable impact in the outcome domain and no statistically significant favorable impacts.
- c Indicates the number of studies that found no statistically significant impacts in the outcome domain.
- d Indicates the number of studies with mixed impacts in the outcome domain. These studies had some statistically significant favorable and some statistically significant unfavorable impacts in the outcome domain.
- n.a. indicates that none of the studies examined these outcomes.

Notes:
1. Two studies examined bridge programs, one examined a dual enrollment program, and one study examined developmental math with a college success course.
2. Although classified as either work-based learning or career pathways programs due to the primary intervention component, these workforce programs included additional components (such as student support services, technology, accelerated learning, and developmental education).
3. One study examined short-term stackable certificates as part of a career pathways program.
4. This synthesis includes a small percentage of studies of TAACCCT funded grant programs, implemented by individual community colleges or consortia. Those that are included received a moderate causal evidence rating (and none received a high rating). Studies of these TAACCCT interventions represented 60 percent of all studies in the overall Community College systematic evidence review. To view synthesis reports of TAACCCT evaluations, please see the U.S. Department of Labor, Chief Evaluation Office’s Completed Reports webpage: [https://www.dol.gov/agencies/oasp/evaluation/completedstudies](https://www.dol.gov/agencies/oasp/evaluation/completedstudies).

### REPORTS AND STUDIES OF COMMUNITY COLLEGE POLICIES AND PROGRAMS

This section of the supplement provides a complete listing of the reports and studies in this topic area. The section is organized in subsections corresponding to the seven categories listed in Table 1.

A. **Linked learning communities**
B. **Accelerated learning**
C. **Paid performance incentives**
D. **Transition programs and support services**
E. **Career pathways**
F. **Work-based learning**
G. **Blended interventions funded by Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants**

In the subsections below, we provide a brief description of the intervention listed in Table 1 and cite the reports examining the interventions and the studies contained per report, with links to profiles that summarize each study.
The reference list also includes additional sources and related reports for some of the studies reviewed. Related reports examine the same study as the listed study, but information from related reports was not used to complete CLEAR’s review of the listed study. In contrast, additional sources examine the same study as the listed study, and information from additional sources was used to complete CLEAR’s review of the listed study. In some cases, additional sources are the published versions of a working paper or research report. As noted below, some of these additional sources or related reports were not reviewed separately by CLEAR because they contained the same data and analyses as the reviewed study.

A. Linked Learning Communities

Overview: A linked learning community is a model of student engagement that integrates shared curricular content and peer cohorts. Evidence reviewed on linked learning communities included 14 studies with high or moderate causal evidence and 18 studies with low causal evidence. Results from the studies with low causal evidence were not included in the synthesis because the synthesis only included studies with high or moderate causal evidence ratings.

Included in the synthesis


- Study 1: Learning communities
  - No detectable impacts on education outcomes
  - Causal evidence rating: Moderate


- Study 2: Opening Doors Learning Communities at Kingsborough Community College
  - Favorable impacts on education outcomes
  - Causal evidence rating: High
  - Additional source:
  - Related reports:


- Study 3: Engineering TLC: Tutors and Learning Communities
− No detectable impacts on education outcomes
− Causal evidence rating: Moderate


• Study 4: Opening Doors Learning Communities at Lorain County Community College and Owens Community College
  − Favorable impacts on education outcomes
  − Causal evidence rating: High
  − Access profile here: https://clear.dol.gov/study/opening-doors-more-guidance-better-results-three-year-effects-enhanced-student-services


• Study 5: Opening Doors Learning Communities at Kingsborough Community College
  − Favorable impacts on education outcomes
  − Causal evidence rating: High
  − Related reports:
    ▪ Bloom and Sommo (2005)
    ▪ Sommo et al. (2012)
    ▪ Weiss et al. (2014)


• Study 6: Opening Doors Program at Chaffey Community College
  − No detectable impacts on education outcomes
  − Causal evidence rating: High
  − Access profile here: https://clear.dol.gov/study/getting-back-track-effects-community-college-program-probationary-students-scrivener-et-al

• Study 7: Enhanced Opening Doors Programs at Chaffey Community College
  − Favorable impacts on education outcomes
  − Causal evidence rating: High
  − Access profile here: https://clear.dol.gov/study/getting-back-track-effects-community-college-program-probationary-students-scrivener-et-al
  − Related reports:
    ▪ Weiss, M., Brock, T., Sommo, C., Rudd, T., & Turner, M. C. (2011). Serving community college students on probation: Four-year findings from Chaffey College’s Opening Doors Program. New York: MDRC.


• Study 8: Opening Doors Learning Communities at Kingsborough Community College
  − No detectable impacts on education outcomes
  − Causal evidence rating: High
– Access profile here: https://clear.dol.gov/study/commencement-day-six-year-effects-freshman-learning-community-program-kingsborough-community
– Related reports:
  ▪ Bloom and Sommo (2005)
  ▪ Scrivener et al. (2008)
  ▪ Weiss et al. (2014)


• Study 9: Career-Focused Learning Communities at Kingsborough Community College
  – No detectable impacts on education outcomes
  – Causal evidence rating: High

Weiss, M., Brock, T., Sommo, C., Rudd, T., & Turner, M.C. (2011). *Serving community college students on probation: Four-year findings from Chaffey College’s Opening Doors Program*. New York: MDRC.

• Study 10: Enhanced Opening Doors Program at Chaffey Community College
  – No detectable impacts on education outcomes
  – Causal evidence rating: High
  – Access profile here: https://clear.dol.gov/study/serving-community-college-students-probation-four-year-findings-chaffey-college%E2%80%99s-opening
  – Related reports:


• Study 11: Opening Doors Learning Communities at Kingsborough Community College
  – No detectable impacts on education, earnings, or employment outcomes
  – Causal evidence rating: High
  – Access profile here: https://clear.dol.gov/study/random-assignment-evaluation-learning-communities-kingsborough-community-college-seven-years
  – Related reports:
    ▪ Bloom and Sommo (2005)
    ▪ Scrivener et al. (2008)
    ▪ Sommo et al. (2012)


• Study 12: Learning Communities Demonstration
  – Favorable impacts on education outcomes
  – Causal evidence rating: High
  – Related reports:

- Study 13: Learning Communities Demonstration
  - Favorable impacts on education outcomes
  - Causal evidence rating: High


- Study 14: Learning Communities Demonstration
  - Favorable impacts on education outcomes
  - Causal evidence rating: High
  - Access profile here: https://clear.dol.gov/study/learning-communities-students-developmental-english-impact-studies-merced-college-and

Not included in the synthesis


- Study 15: First-Year Academies. This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 16: Learning communities. This study was excluded from the synthesis because it received a low causal evidence rating.
  - Access profile here: https://clear.dol.gov/study/efficacy-learning-communities-assisting-developmental-students-achieving-graduation-and


- Study 17: Learning communities. This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 18: Learning communities. This study was excluded from the synthesis because it received a low causal evidence rating.

- Study 19: Learning communities. This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 20: Opening Doors Learning Communities. This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 21: Learning communities. This study was excluded from the synthesis because it received a low causal evidence rating.
  - Access profile here: https://clear.dol.gov/study/learning-better-together-impact-learning-communities-persistence-low-income-students-engstrom


- Study 22: Learning communities. This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 23: Integrated Studies Community (ISC). This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 24: Cohort-based learning model. This study was excluded from the synthesis because it received a low causal evidence rating.

- Study 25: Advancement via Individual Determination Higher Education (AVID HE). This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 26: Learning Community Program. This study was excluded from the synthesis because it received a low causal evidence rating.

Rogers, S. S. (2015). First Year Initiative's impact on developmental students' re-enrollment and course success at a community college. (Unpublished doctoral dissertation). Wilmington University, New Castle, DE.

- Study 27: First Year Initiative program. This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 28: Achieving the Dream. This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 29: Learning communities. This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 30: Coordinated studies program. This study was excluded from the synthesis because it received a low causal evidence rating.

- **Study 31**: (pooled results): Learning Communities. *This study was excluded from the synthesis because it pooled results from studies included in the synthesis and did not constitute a separate study.*
  - Access profile here: [https://clear.dol.gov/study/effects-learning-communities-students-developmental-education-synthesis-findings-six-community](https://clear.dol.gov/study/effects-learning-communities-students-developmental-education-synthesis-findings-six-community)
  - Related reports:
    - Scrivener et al. (2008)
    - Weiss et al. (2010)
    - Weissman et al. (2011)
    - Weissman et al. (2012)


- **Study 32**: Learning communities. *This study was excluded from the synthesis because it received a low causal evidence rating.*

**B. Accelerated Learning**

**Overview:** Accelerated learning programs include coursework or programs that are completed in a shorter amount of time. Evidence reviewed on accelerated learning included 14 studies with high or moderate causal evidence and 10 studies with low causal evidence. Results from the studies with low causal evidence were not included in the synthesis because the synthesis only included studies with high or moderate causal evidence ratings.

**Included in the synthesis**


- **Study 1**: Accelerated Learning Program at the Community College of Baltimore County
  - Mixed impacts on education outcomes
  - Causal evidence rating: Moderate
  - Related reports:


- **Study 2**: FastStart Program at the Community College of Denver
− Favorable impacts on education outcomes
− Causal evidence rating: Moderate
− Access profile here: https://clear.dol.gov/study/acceleration-through-holistic-support-model-implementation-and-outcomes-analysis-faststartccd
− Related report:
  ▪ Jaggars et al. (2015)


• Study 3: Accelerated Developmental Education at City University of New York (CUNY) community colleges
  − Mixed impacts on education outcomes
  − Causal evidence rating: Moderate


• Study 4: Accelerated Learning Program (ALP) at the Community College of Baltimore
  − Favorable impacts on education outcomes
  − Causal evidence rating: Moderate
  − Related reports:
    ▪ Cho et al. (2012)

• Study 5: Accelerated developmental reading/writing program at Chabot College in California
  − Favorable impacts on education outcomes
  − Causal evidence rating: Moderate
  − Access profile here: https://clear.dol.gov/study/three-accelerated-developmental-education-programs-features-student-outcomes-and-0

• Study 6: FastStart Math Program at Denver Community College
  − Favorable impacts on education outcomes
  − Causal evidence rating: Moderate
  − Related report:
    ▪ Edgecombe et al. (2013)


• Study 7: Accelerated Learning Program (ALP) at the Community College of Baltimore County
  − Favorable impacts on education outcomes
  − Causal evidence rating: Moderate
• Access profile here: https://clear.dol.gov/study/model-accelerating-academic-success-community-college-remedial-english-students-accelerated
• Related reports:
  ▪ Cho et al. (2012)
  ▪ Jaggars et al. (2015)


• Study 8: Accelerated Emporium Developmental Math Course
  – No detectable impacts on education outcomes
  – Causal evidence rating: Moderate


• Study 9: CUNY Start Program
  – Mixed impacts on education outcomes
  – Causal evidence rating: High
  – Access profile here: https://clear.dol.gov/study/becoming-college-ready-early-findings-cuny-start-evaluation-scrivener-2018
  – Related report:

Scrivener, S., Weiss, M., & Sommo, C. (2012). What can a multifaceted program do for community college students? Early results from an evaluation of Accelerated Study in Associate Programs (ASAP) for developmental education students. New York: MDRC.

• Study 10: Accelerated Study in Associate Program (ASAP)
  – Favorable impacts on education outcomes
  – Causal evidence rating: High
  – Related report:


• Study 11: Accelerated Study in Associate Program (ASAP)
  – Favorable impacts on education outcomes
  – Causal evidence rating: High
  – Access profile here: https://clear.dol.gov/study/doubling-graduation-rates-three-year-effects-cuny%E2%80%99s-accelerated-study-associate-programs-asap
  – Related report:
Scrivener et al. (2012)


- Study 12: Ohio Accelerated Study in Associate Programs (ASAP)
  - Favorable impacts on education outcomes
  - Causal evidence rating: High
  - Additional source:
    - Sommo, C., & Ratledge, A. (2016). Bringing CUNY Accelerated Study in Associate Programs (ASAP) to Ohio. New York: MDRC.


- Study 13: CUNY Start Program
  - Favorable impacts on education outcomes
  - Causal evidence rating: Moderate
  - Access profile here: https://clear.dol.gov/study/starting-succeed-impact-cuny-start-academic-momentum-webber-2018
  - Related report:
    - Scrivener et al. (2018)


- Study 14: Accelerated Developmental Education
  - Favorable impacts on education outcomes
  - Causal evidence rating: Moderate

Not included in the synthesis


- Study 15: Accelerated paired courses. This study was excluded from the synthesis because it received a low causal evidence rating.
  - Access profile here: https://clear.dol.gov/study/developmental-students-persistence-towards-graduation-paired-coursework-programs-among-african


- Study 16: Accelerate You! (AY!) program. This study was excluded from the synthesis because it received a low causal evidence rating.

- **Study 17: Statway® math program.** *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Related report:


- **Study 18: Accelerated Study in Associate Program (ASAP).** *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Related reports:
    - Scrivener et al. (2012)
    - Scrivener et al. (2018)


- **Study 19: Project Accel.** *This study was excluded from the synthesis because it received a low causal evidence rating.*


- **Study 20: Compression accelerated model.** *This study was excluded from the synthesis because it received a low causal evidence rating.*

- **Study 21: Course redesign accelerated model.** *This study was excluded from the synthesis because it received a low causal evidence rating.*


- **Study 22: Accelerating Career & Technical Education (CTE) Program.** *This study was excluded from the synthesis because it received a low causal evidence rating.*


- **Study 23: Statway®.** *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Study 24: Quantway®. *This study was excluded from the synthesis because it received a low causal evidence rating.*

## C. Paid Performance Incentives

### Overview:
Paid performance incentives provide immediate financial benefits, including the use of monetary awards or scholarships, to improve student outcomes (e.g., academic persistence). Evidence reviewed on paid performance incentives included six studies with high or moderate causal evidence.

### Included in the synthesis


- **Study 1:** Performance-based Scholarships
  - Favorable impacts on education outcomes
  - Causal evidence rating: High
  - Access profile here: https://clear.dol.gov/study/paying-persistence-early-results-louisiana-scholarship-program-low-income-parents-attending


- **Study 2:** Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) program
  - Favorable impacts on education outcomes
  - Causal evidence rating: Moderate


- **Study 3:** Year-Round Pell (YRP) funding
  - Favorable impacts on education and earnings outcomes
  - No detectable impacts on employment outcomes
  - Causal evidence rating: Moderate
  - Access profile here: https://clear.dol.gov/study/essays-economics-higher-education-academic-and-labor-market-outcomes-four-two-year-transfer


- **Study 4:** One-Year Performance-based scholarship program
  - Favorable impacts on education outcomes
- No detectable impacts on employment and earnings outcomes
- Causal evidence rating: High


- Study 5: Performance-based Scholarship at Delgado Community College and Louisiana Technical College-West Jefferson
  - Favorable impacts on education outcomes
  - Causal evidence rating: High


- Study 6: Mathematics Access Performance Scholarship (MAPS)
  - Favorable impacts on education outcomes
  - Causal evidence rating: High

D. Transition Programs and Support Services

**Overview:** Transition programs prepare students for community college and beyond using a variety of activities and services. This includes academic preparation and, for some students, improving basic skills in mathematics, reading, and writing. It also includes student support services, such as counseling, tutoring, time management, study skills, resource management (e.g., financial aid), and child care services. Bridge programs and dual enrollment programs are two common transition programs. Bridge programs are designed to improve student preparation and ease the transition into community college or a four-year university. Dual enrollment programs allow high school students to complete and earn college course credit while still in high school. Evidence reviewed on transition programs and support services included four studies with high or moderate causal evidence and four studies with low causal evidence. Results from the studies with low causal evidence were not included in the synthesis because the synthesis only included studies with high or moderate causal evidence ratings.

**Included in the synthesis**


- Study 1: Developmental Summer Bridge Program
  - Unfavorable impacts on education outcomes
  - Causal evidence rating: High

• Study 2: Early Colleges
  – Favorable impacts on education outcomes
  – Causal evidence rating: High


• Study 3: GED Bridge to Health and Business Program
  – Favorable impacts on education outcomes
  – Causal evidence rating: High


• Study 4: Developmental Math Paired with Student Success Course
  – Favorable impacts on education outcomes
  – Causal evidence rating: Moderate

Not included in the synthesis


• Study 5: Des Moines Area Community College’s Mandatory Placement Project. This study was excluded from the synthesis because it received a low causal evidence rating.
  – Access profile here: https://clear.dol.gov/study/leading-them-water-study-efficacy-mandatory-placement-project-first-year-academic-courses


• Study 6: Joint/Dual Program. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 7: Engineering Admission Partnership Program (E-APP). This study was excluded from the synthesis because it received a low causal evidence rating.
  – Access profile here: https://clear.dol.gov/study/engineering-admissions-partnership-program-navigation-strategy-community-college-students

- **Study 8: Single Parent and Displaced Homemaker Program.** *This study was excluded from the synthesis because it received a low causal evidence rating.*

### E. Career Pathways

**Overview:** Career pathways programs are a series of structured and connected education and training programs that enable students to secure a job or advance in a high-demand industry or occupation. Evidence reviewed on career pathways included 12 studies with high or moderate causal evidence and three studies with low causal evidence. Results from the studies with low causal evidence were not included in the synthesis because the synthesis only included studies with high or moderate causal evidence ratings.

**Included in the synthesis**


- **Study 1: Illinois Accelerating Opportunity program**
  - Mixed impacts on education, earnings, and employment outcomes
  - Causal evidence rating: Moderate

- **Study 2: Kansas Accelerating Opportunity program**
  - Mixed impacts on education outcomes
  - Favorable impacts on earnings and employment outcomes
  - Causal evidence rating: Moderate

- **Study 3: Kentucky Accelerating Opportunity program**
  - Favorable impacts on education and employment outcomes
  - Unfavorable impacts on earnings outcomes
  - Causal evidence rating: Moderate

- **Study 4: Louisiana Accelerating Opportunity program**
  - Mixed impacts on education, earnings, and employment outcomes
  - Causal evidence rating: Moderate


- **Study 5: Accelerated Training for Illinois Manufacturing (ATIM) program**
  - Favorable impacts on education outcomes
  - Mixed impacts on earnings and employment outcomes
– Causal evidence rating: High for the education outcomes; Moderate for the employment and earnings outcomes


- **Study 6:** Short-term stackable certificates
  – Favorable impacts on education outcomes
  – No detectable impacts on earnings outcomes
  – Causal evidence rating: Moderate


- **Study 7:** Columbia Gorge Community College’s (CGCC) Certified Nursing Assistant (CNA) program
  – Unfavorable impacts on earnings outcomes
  – Causal evidence rating: Moderate


- **Study 8:** Pathways to Healthcare program
  – Favorable impacts on education outcomes
  – No detectable impacts on employment outcomes
  – Causal evidence rating: High


- **Study 9:** Grand Rapids Community College (GRCC) Pathways to Prosperity program
  – Favorable impacts on education outcomes
  – No detectable impacts on earnings or employment outcomes
  – Causal evidence rating: High


- **Study 10:** Accelerating Connections to Employment (ACE) Program
  – Mixed impacts on education outcomes
Favorable impacts on earnings and employment outcomes
Causal evidence rating: High for the education outcome measure enrolled in additional training or education program; Moderate for all other outcomes
Additional source:


- Study 11: Project Growing Regional Opportunities for the Workforce (GROW)
  - No detectable impacts on education, earnings, and employment outcomes
  - Causal evidence rating: Moderate
  - Additional source:


- Study 12: Health Profession Opportunity Grant (HPOG) program
  - Favorable impacts on education, earnings, and employment outcomes
  - Causal evidence rating: High for employment and earnings; Moderate for educational progress and employment in healthcare
  - Access profile here: [https://clear.dol.gov/study/health-profession-opportunity-grants-hpog-10-impact-study-interim-report-program](https://clear.dol.gov/study/health-profession-opportunity-grants-hpog-10-impact-study-interim-report-program)
  - Additional source:

Not included in the synthesis

- Study 13: Workforce Innovation and Opportunity Act (WIOA) workforce development program (community college program participants versus non-participants). *This study was excluded from the synthesis because it received a low causal evidence rating.*
• Study 14: Workforce Innovation and Opportunity Act (WIOA) workforce development program (community college program participants versus state workforce program participants). This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 15: Pathways to Careers program. This study was excluded from the synthesis because it received a low causal evidence rating.
  – Access profile here: https://clear.dol.gov/study/transitioning-students-adult-education-postsecondary-education-through-co-enrollment-career

F. Work-Based Learning

Overview: In work-based learning, community college classroom instruction is paired with workplace experience, allowing students to experience the tasks required in a given career field. Evidence reviewed on work-based learning included four studies with high or moderate causal evidence and four studies with low causal evidence. Results from the studies with low causal evidence were not included in the synthesis because the synthesis only included studies with high or moderate causal evidence ratings.

Included in the synthesis


• Study 1: CareerAdvance program
  – Favorable impacts on education and employment outcomes
  – No detectable impacts on earnings outcomes
  – Causal evidence rating: Moderate
  – Access profile here: https://clear.dol.gov/study/effects-two-generation-human-capital-program-low-income-parents%E2%80%99-education-employment-and


• Study 2: Washington State Integrated Basic Education and Skills Training (I-BEST) program
  – Favorable impacts on education outcomes
  – Causal evidence rating: High
  – Access profile here: https://clear.dol.gov/study/washington-state%E2%80%99s-integrated-basic-education-and-skills-training-i-best-program-three


  – No detectable impacts on earnings outcomes
  – Causal evidence rating: Moderate

- Study 4: Displaced Workers Educational Training Program (DWETP)
  - No detectable impacts on earnings outcomes
  - Causal evidence rating: Moderate

**Not included in the synthesis**


- Study 1: Job Training Partnership Act program. *This study was excluded from the synthesis because it received a low causal evidence rating*.


- Study 2: South Texas College (STC) Advanced Manufacturing Apprenticeship Program. *This study was excluded from the synthesis because it received a low causal evidence rating*.


- Study 3: Eastern Mississippi Community College's Workforce Services Training. *This study was excluded from the synthesis because it received a low causal evidence rating*.


- Study 4: Cooperative education. *This study was excluded from the synthesis because it received a low causal evidence rating*.

**G. Blended Interventions Funded by Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants**

**Overview:** The U.S. Department of Labor’s (DOL) Trade Adjustment Assistance Community College and Career Training (TAACCCT) program provided $1.9 billion in grants to community colleges to improve the capacity of the nation’s publicly-funded community colleges to prepare adults for employment in growing industry sectors, notably manufacturing, health care, information technology, energy, and transportation. TAACCCT programs included a variety of services such as industry-aligned curriculum, accelerated learning strategies, developmental education, stacked and latticed credentials, educational technology, hands-on experiences, and student support services. In this evidence review synthesis, CLEAR has summarized the evidence for blended interventions funded by TAACCCT separately, noting the overlap with other types of services captured in this report. Evidence reviewed on blended interventions funded by
TAACCCT included 13 studies with moderate causal evidence and 130 studies with low causal evidence. Results from the studies with low causal evidence were not included in the synthesis because the synthesis only included studies with high or moderate causal evidence ratings.

**Included in the synthesis**


- **Study 1**: Accelerated Study in the West Virginia Bridging the Gap (BTG) Program
  - Mixed impacts on education outcomes
  - No detectable impacts on earnings or employment outcomes
  - Causal evidence rating: Moderate


- **Study 2**: BlendFlex
  - Mixed impacts on education outcomes
  - Causal evidence rating: Moderate


- **Study 3**: Skill-UP Network Pathways Acceleration in Technology and Healthcare (SUN PATH) Program
  - Favorable impacts on education, earnings, and employment outcomes
  - Causal evidence rating: Moderate
  - Access profile here: [https://clear.dol.gov/study/sun-path-comparison-group-study-dauphinee-bishwakarma-2018](https://clear.dol.gov/study/sun-path-comparison-group-study-dauphinee-bishwakarma-2018)
  - Additional source:


- **Study 4**: Enhancing Programs for IT Certification (EPIC) Project [students who enrolled in EPIC LoD courses vs. students who enrolled in non-EPIC LoD courses]
  - Favorable impacts on education outcomes
  - Causal evidence rating: Moderate

- **Study 5**: Enhancing Programs for IT Certification (EPIC) Project [students who enrolled in EPIC LoD courses vs. students who enrolled in traditional format courses]
  - Favorable impacts on education outcomes
  - Causal evidence rating: Moderate
- Access profile here: https://clear.dol.gov/study/kctcs-enhancing-programs-it-certification-epic-independent-evaluation-contracted-kentucky-0


- **Study 6: Online-2-Workforce (O2W) Program**
  - Favorable impacts on education outcomes
  - Unfavorable impacts on employment outcomes
  - No detectable impacts on earnings outcomes
  - Causal evidence rating: Moderate
  - Access profile here: https://clear.dol.gov/study/online2workforce-o2w-elizabethtown-community-technical-college-taaccct-round-ii-grant-final


- **Study 7: Joint program between Coconino Community College (CCC) and Northern Arizona University (NAU) (CCC2NAU)**
  - Favorable impacts on education outcomes
  - Causal evidence rating: Moderate


- **Study 8: Leveraging, Integrating, Networking, and Coordinating Supplies (LINCS) program**
  - No detectable impacts on earnings and employment outcomes
  - Causal evidence rating: Moderate


- **Study 9: Making the Future**
  - Favorable impacts on education outcomes
  - No detectable impacts on earnings and employment outcomes
  - Causal evidence rating: Moderate


- **Study 10: Advancing Careers and Training for Healthcare (ACT for Healthcare)**
  - Favorable impacts on education, earnings, and employment outcomes
  - Causal evidence rating: Moderate

- Study 11: Design it–Build it–Ship it (DBS) Program
  - Unfavorable impacts on education and earnings outcomes
  - No detectable impacts on employment outcomes
  - Causal evidence rating: Moderate
  - Access profile here: [https://clear.dol.gov/study/contra-costa-community-college-district-design-it%E2%80%93build-it%E2%80%93ship-it-dbs-final-evaluation-report](https://clear.dol.gov/study/contra-costa-community-college-district-design-it%E2%80%93build-it%E2%80%93ship-it-dbs-final-evaluation-report)


- Study 12: Intentional Networks Transforming Effective and Rigorous Facilitation of Assessment, Collaboration, and Education (INTERFACE) Program
  - Favorable impacts on education and employment outcomes
  - No detectable impacts on earnings outcomes
  - Causal evidence rating: Moderate


- Study 13: New Jersey Health Professions Pathways to Regional Excellence Project (NJ-PREP)
  - No detectable impacts on earnings and employment outcomes
  - Causal evidence rating: Moderate

**Not included in the synthesis**


- Study 14: Community College Consortium for Bioscience Credentials (c3bc) Course Redesigns. This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 15: Training programs on Welding and Mechanical Engineering Technology Manufacturing and Design. This study was excluded from the synthesis because it received a low causal evidence rating.

• Study 16: Logistics Training and Education Center (LTEC) Initiative: Fork Lift Essentials (FLE) program. *This study was excluded from the synthesis because it received a low causal evidence rating.*

• Study 17: Logistics Training and Education Center (LTEC) Initiative: Tractor-Trailer Driver Training (TTDT) program. *This study was excluded from the synthesis because it received a low causal evidence rating.*


• Study 18: Competency-based education (CBE) program. *This study was excluded from the synthesis because it received a low causal evidence rating.*


• Study 19: Health Professions Pathways (H2P) Consortium. *This study was excluded from the synthesis because it received a low causal evidence rating.*


• Study 20: National Information Security & Geospatial Technology Consortium (NISGTC). *This study was excluded from the synthesis because it received a low causal evidence rating.*


• Study 21: Minnesota Advanced Manufacturing Partnership (MnAMP) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*


• Study 22: Waubonsee Community College (WCC) programs: 1) Healthcare Bridge Program, 2) Manufacturing Bridge Program, 3) Laboratory Technology, and 4) Office Software Specialist. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Study 23: Inclusive Nursing and Radiologic Technology Programs. *This study was excluded from the synthesis because it received a low causal evidence rating.*


- Study 24: Better Occupational Outcomes with Simulation Training (BOOST) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*

Corporation for a Skilled Workforce & The New Growth Group. (2016). *Multi-State Advanced Manufacturing Consortium (M-SAMC) TAACCCT Round II grant final evaluation report*. Ann Arbor, MI: Corporation for a Skilled Workforce (CSW); Cleveland, OH: The New Growth Group, LLC.

- Study 25: Multi-State Advanced Manufacturing Consortium (M-SAMC): Alamo College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Study 26: Multi-State Advanced Manufacturing Consortium (M-SAMC): Bluegrass Community and Technical College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Study 27: Multi-State Advanced Manufacturing Consortium (M-SAMC): Bridge Valley Community and Technical College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Study 28: Multi-State Advanced Manufacturing Consortium (M-SAMC): Danville Community College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Study 29: Multi-State Advanced Manufacturing Consortium (M-SAMC): Gadsden State Community College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Study 30: Multi-State Advanced Manufacturing Consortium (M-SAMC): Henry Ford College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Study 31: Multi-State Advanced Manufacturing Consortium (M-SAMC): Jefferson Community and Technical College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Study 32: Multi-State Advanced Manufacturing Consortium (M-SAMC): Oakland Community College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Study 33: Multi-State Advanced Manufacturing Consortium (M-SAMC): Pellissippi State Community College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Study 34: Multi-State Advanced Manufacturing Consortium (M-SAMC): Rhodes State College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Study 35: Multi-State Advanced Manufacturing Consortium (M-SAMC): Rock Valley College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Study 36: Multi-State Advanced Manufacturing Consortium (M-SAMC): Spartanburg Community College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Study 37: Multi-State Advanced Manufacturing Consortium (M-SAMC): Tennessee College of Applied Technology at Murfreesboro. *This study was excluded from the synthesis because it received a low causal evidence rating.*


- Study 38: Crowder College Public Safety and Emergency Medical Initiative (PSP) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*


- Study 39: MoSTEMWINs. *This study was excluded from the synthesis because it received a low causal evidence rating.*


- Study 40: MoHealthWINS. *This study was excluded from the synthesis because it received a low causal evidence rating.*

• Study 41: Missouri’s Manufacturing Workforce Innovation Networks (MMW). This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 42: New Mexico Junior College’s (NMJC) TAACCCT Program. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 43: Pennsylvania’s Advanced Training and Hiring (PATH) Initiative. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 44: Iowa’s Information Technology, Healthcare, Utilities, and Manufacturing (IHUM) Network Consortium. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 45: Information Technology – Credentials to Careers (ITC²) Program. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 46: Pathways to Engineering Technology Careers (PETC) Program. This study was excluded from the synthesis because it received a low causal evidence rating.
• Study 47: Iowa Advanced Manufacturing Consortium (I-AM). This study was excluded from the synthesis because it received a low causal evidence rating.
  – Access profile here: https://clear.dol.gov/study/2016-i-am-annual-evaluation-report-iowa-advanced-manufacturing-statewide-consortium-de-la-mora


• Study 48: Training for Regional Energy in North Dakota (TREND) program. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 49: Industrial Automation Manufacturing innovative Strategic Training Achieving Results (IAM iSTAR) Initiative: education outcomes. This study was excluded from the synthesis because it received a low causal evidence rating.

• Study 50: Industrial Automation Manufacturing innovative Strategic Training Achieving Results (IAM iSTAR) Initiative: earnings and employment outcomes. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 51: ShaleNET program. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 52: Ivy Tech’s TAACCCT IT program. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 53: Consortium for Healthcare Education Online (CHEO) Program: Pueblo Community College. This study was excluded from the synthesis because it received a low causal evidence rating.
- Access profile here: https://clear.dol.gov/study/consortium-healthcare-education-online-final-evaluation-report-edwards-et-al-2016-0

- Study 54: Consortium for Healthcare Education Online (CHEO) Program: Flathead Valley Community College. This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 55: University of Vermont STEM-Connect Program. This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 56: Amplifying Montana’s Advanced Manufacturing and Innovation and Industry (AMAMII) Program. This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 57: Shipbuilding/Marine Advanced Manufacturing Institute (SAMI). This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 58: Kansas Technical Re/training Among Industry-targeted Networks (KanTRAIN). This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 59: Colegio Universitario de San Juan’s (CUSJ) Modified Courses. This study was excluded from the synthesis because it received a low causal evidence rating.


- Study 60: Orthotics, Prosthetics & Pedorthics (HOPE) Careers Consortium Program. This study was excluded from the synthesis because it received a low causal evidence rating.

- **Study 61:** Florida Information Technology Careers for Rural Areas (XCEL-IT). *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Additional source:


- **Study 62:** University of Alaska's TAACCCT Grant Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*


- **Study 63:** Golden Triangle Modern Manufacturing Project. *This study was excluded from the synthesis because it received a low causal evidence rating.*


- **Study 64:** Advanced Manufacturing to Compete in a Global Economy (AMCGE) program. *This study was excluded from the synthesis because it received a low causal evidence rating.*


- **Study 65:** Veterans-Focused Engineering Technology Project. *This study was excluded from the synthesis because it received a low causal evidence rating.*


- **Study 66:** The University of the District of Columbia Community College (UDC-CC) TAACCCT Hospitality program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: [https://clear.dol.gov/Study/University-District-Columbia-Final-annual-evaluation-report-TAACCT-grant-program-round-4-0](https://clear.dol.gov/Study/University-District-Columbia-Final-annual-evaluation-report-TAACCT-grant-program-round-4-0)
• Study 67: The University of the District of Columbia Community College (UDC-CC) TAACCCT Healthcare program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  
  Access profile here: [https://clear.dol.gov/Study/University-District-Columbia-Final-annual-evaluation-report-TAACCCCT-grant-program-round-4](https://clear.dol.gov/Study/University-District-Columbia-Final-annual-evaluation-report-TAACCCCT-grant-program-round-4)


• Study 68: Advanced Manufacturing Education (AME) Alliance. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  


• Study 69: RevUp Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  


• Study 70: Heroes for Hire (H4H) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  


• Study 71: Maine is IT! Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  


• Study 72: Project IMPACT. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  


• Study 73: Butler Community College TAACCCT Project. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  

• Study 74: LB iLearn Campus Program. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 75: Accelerated Career and Education Pathway Program (ACEPP). This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 76: Manufacturing Assessment and Advancement Centers (MAAC) Program. This study was excluded from the synthesis because it received a low causal evidence rating.

Lawrence, M. (2017). Thaddeus Stevens College of Technology TAACCCT final evaluation report. Denton, MD: Community Workforce Advancements, LLC.

• Study 77: TAACCCT-funded Programs at Thaddeus Stevens College of Technology. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 78: Michigan Coalition for Advanced Manufacturing (M-CAM) Program. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 79: Camden County College Workforce Development Program. This study was excluded from the synthesis because it received a low causal evidence rating.
  – Additional source:

• Study 80: Kansas City Kansas Community College’s Training for Employment (T4E) Program. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 81: Mississippi River Transportation, Distribution and Logistics (MRTDL) TAACCCT Program: Arkansas State University Mid-South. This study was excluded from the synthesis because it received a low causal evidence rating.

• Study 82: MRTDL TAACCCT Program: Delgado Community College. This study was excluded from the synthesis because it received a low causal evidence rating.

• Study 83: MRTDL TAACCCT Program: Hinds Community College. This study was excluded from the synthesis because it received a low causal evidence rating.

• Study 84: MRTDL TAACCCT Program: John Wood Community College. This study was excluded from the synthesis because it received a low causal evidence rating.
  – Access profile here: https://clear.dol.gov/study/trade-adjustment-assistance-community-college-career-training-grant-final-report-mississippi-0

• Study 85: MRTDL TAACCCT Program: Lewis & Clark Community College. This study was excluded from the synthesis because it received a low causal evidence rating.

• Study 86: MRTDL TAACCCT Program: Minnesota State College – Southeast Technical. This study was excluded from the synthesis because it received a low causal evidence rating.

• Study 87: MRTDL TAACCCT Program: Southwest Tennessee Community College. This study was excluded from the synthesis because it received a low causal evidence rating.

• Study 88: MRTDL TAACCCT Program: St. Louis Community College. This study was excluded from the synthesis because it received a low causal evidence rating.

• Study 89: MRTDL TAACCCT Program: West Kentucky Community and Technical College. This study was excluded from the synthesis because it received a low causal evidence rating.

- **Study 90**: Technology-Enabled Pathways to Healthcare (TEPH) TAACCCT grant. *This study was excluded from the synthesis because it received a low causal evidence rating.*


- **Study 91**: Contextualized Teaching and Learning (CTL) Training. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: https://clear.dol.gov/study/stem-education-workforce-development-through-online-contextualized-training-mohammadi-2018


- **Study 92**: Health and Life Sciences Career Initiative (HL-SCI) program. *This study was excluded from the synthesis because it received a low causal evidence rating.*


- **Study 93**: Mission Critical Operations (MCO) Program: Cleveland Community College. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: https://clear.dol.gov/study/final-evaluation-report-round-3-taaccct-grant-mission-critical-operations-nc-state-industry

- **Study 94**: Mission Critical Operations (MCO) Program: Nash Community College. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: https://clear.dol.gov/study/final-evaluation-report-round-3-taaccct-grant-mission-critical-operations-nc-state-industry-0

- **Study 95**: Mission Critical Operations (MCO) Program: Wake Tech Community College. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: https://clear.dol.gov/study/final-evaluation-report-round-3-taaccct-grant-mission-critical-operations-nc-state-industry-1


- **Study 96**: Idaho Center of Excellence Healthcare Partnership (ICE). *This study was excluded from the synthesis because it received a low causal evidence rating.*

- **Study 97: Mechatronics Re-envisioned (MRE) Program.** *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: [https://clear.dol.gov/study/third-party-evaluation-dol-round-4-taaccct-grant-mechatronics-re-envisioned-final-evaluation](https://clear.dol.gov/study/third-party-evaluation-dol-round-4-taaccct-grant-mechatronics-re-envisioned-final-evaluation)


- **Study 98: CyberSecurity Career Pathways Program (CSCPP).** *This study was excluded from the synthesis because it received a low causal evidence rating.*


- **Study 99: Pathways to Allied Health Professions (PATH) Program.** *This study was excluded from the synthesis because it received a low causal evidence rating.*


- **Study 100: Implementing an Island-wide Strategy for Industry Cluster Formation and Community Revitalization in Hawai‘i (C3T) Project.** *This study was excluded from the synthesis because it received a low causal evidence rating.*


- **Study 101: Fast Track to Success Program.** *This study was excluded from the synthesis because it received a low causal evidence rating.*


- **Study 102: Nevada Community College Consortium (NCCC).** *This study was excluded from the synthesis because it received a low causal evidence rating.*

• Study 103: Greater Memphis Alliance for a Competitive Workforce (GMACW) Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program. This study was excluded from the synthesis because it received a low causal evidence rating.
  – Access profile here: https://clear.dol.gov/study/greater-memphis-alliance-competitive-workforce-taaccct-round-4-grant-impact-evaluation-final

Patnaik, A., & Prince, A. (2016). Retraining the Gulf Coast through Information Technology Pathways: Final Impact evaluation report. Austin, TX: The University of Texas at Austin, Lyndon B. Johnson School of Public Affairs.

• Study 104: Gulf Coast IT Pathways Program. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 105: Florida Transforming Resources for Accelerated Degrees and Employment (TRADE) Consortium. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 106: Northeast Resiliency Consortium (NRC): Continuing education to credit-based educational pathways strategy. This study was excluded from the synthesis because it received a low causal evidence rating.

• Study 107: Northeast Resiliency Consortium (NRC): Comprehensive support services strategy. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 108: Alabama-Florida Technical Employment Network (AF-TEN). This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 109: Advanced Manufacturing Pathways (AMP) PLUS Program. This study was excluded from the synthesis because it received a low causal evidence rating.

• Study 110: Arizona Sun Corridor Get Into Energy Consortium (ASC-GIEC) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*


• Study 111: Project IMPACT. *This study was excluded from the synthesis because it received a low causal evidence rating.*


• Study 112: NHTI’s Get IT Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*


• Study 113: Credentials to Careers (C2C) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*


• Study 114: South West Arkansas Community College Consortium (SWACCC): College of the Ouachitas. *This study was excluded from the synthesis because it received a low causal evidence rating.*

• Study 115: SWACCC: Cossatot Community College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

• Study 116: SWACCC: National Park College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

• Study 117: SWACCC: Rich Mountain Community College. *This study was excluded from the synthesis because it received a low causal evidence rating.*

• Study 118: SWACCC: South Arkansas Community College. *This study was excluded from the synthesis because it received a low causal evidence rating.*
• Study 119: SWACCC: Southern Arkansas University Tech. This study was excluded from the synthesis because it received a low causal evidence rating.
  – Access profile here: https://clear.dol.gov/study/southwest-arkansas-community-college-consortium-trade-adjustment-assistance-community-4

• Study 120: SWACCC: University of Arkansas Community College at Hope. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 121: PluggedIn and WorkREADY! Program. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 122: M-PATH: Advanced Manufacturing Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 123: Southeastern Economic and Education Leadership Consortium (SEELC). This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 124: DC Construction Academy (DCCA). This study was excluded from the synthesis because it received a low causal evidence rating.
  – Access profile here: https://clear.dol.gov/Study/University-District-Columbia-Community-College-TAACCCT-round-3-final-evaluation-report-Takyi


• Study 125: Los Angeles Healthcare Competencies to Careers Consortium (LAH3C). This study was excluded from the synthesis because it received a low causal evidence rating.

• Study 126: SCCDC’s Supply Chain Management and Materials Handling & Logistics Technologies Programs. This study was excluded from the synthesis because it received a low causal evidence rating.
  – Access profile here: https://clear.dol.gov/study/trade-adjustment-assistance-community-college-career-training-grant-taaccct-final-evaluation


• Study 127: Rural Information Technology Alliance (RITA). This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 128: TAACCCT-enhanced Additive Manufacturing Programs. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 129: Building Illinois’ Bio-economy (BIB) Consortium. This study was excluded from the synthesis because it received a low causal evidence rating.


• Study 130: Ohio Technical Skills Innovation Network Initiative. This study was excluded from the synthesis because it received a low causal evidence rating.
  – Access profile here: https://clear.dol.gov/study/ohio-technical-skills-innovation-network-ohio-technet-trade-adjustment-assistance-community

Topper, A., Munn, W., Bor, E., Clery, S., & Smith, B. (2016). Final evaluation of Southwest Virginia Community College’s PluggedInVA TAACCCT Grant initiative.

• Study 131: PluggedInVA (PIVA). This study was excluded from the synthesis because it received a low causal evidence rating.
  – Access profile here: https://clear.dol.gov/study/final-evaluation-southwest-virginia-community-college%E2%80%99s-pluggedinva-taaccct-grant-initiative


• Study 132: Quincy College’s Biotechnology and Compliance Program. This study was excluded from the synthesis because it received a low causal evidence rating.

Study 133: Knowledge to Work (K2W) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*


Study 134: Credentials, Acceleration and Support for Employment (CASE) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*


Study 135: Illinois Network for Advanced Manufacturing (INAM). *This study was excluded from the synthesis because it received a low causal evidence rating.*


Study 136: East Los Angeles College’s (ELAC) Technology and Logistics Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*


Study 137: Health Information Technology Career Mobility (HITCM) program. *This study was excluded from the synthesis because it received a low causal evidence rating.*


Study 138: North Dakota Advanced Manufacturing Skills Training Initiative (NDAMSTI) - earnings and employment outcomes. *This study was excluded from the synthesis because it received a low causal evidence rating.*


Study 139: NDAMSTI - education, earnings, and employment outcomes. *This study was excluded from the synthesis because it received a low causal evidence rating.*


Study 140: Commercial Food Equipment Service Technician (CFEST) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
H. Other interventions

Overview: Two studies examined the differences in earnings between displaced workers who completed community college schooling and displaced workers who did not. These studies were reviewed by CLEAR, but they were excluded from the synthesis as they did not examine the impact of a community college intervention.


- Study 1: Community college schooling. This study was excluded from the synthesis because it examined enrollment and participation, not a community college intervention.


- Study 2: Community college schooling. This study was excluded from the synthesis because it examined enrollment and participation, not a community college intervention.