

# 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.<sup>1</sup> 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).

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<sup>1</sup> See the CLEAR Causal Evidence Guidelines, Version 2.1 (<https://clear.dol.gov/reference-documents/causal-evidence-guidelines-version-21>) for information on the evidence guidelines used to determine the causal evidence ratings.

**Table 1. Overview of the evidence base**

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

Key: <sup>a</sup> 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.  
<sup>b</sup> 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.  
<sup>c</sup> Indicates the number of studies that found no statistically significant impacts in the outcome domain.  
<sup>d</sup> 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:**

- <sup>1</sup>Two studies examined bridge programs, one examined a dual enrollment program, and one study examined developmental math with a college success course.
- <sup>2</sup>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).
- <sup>3</sup>One study examined short-term stackable certificates as part of a career pathways program.
- <sup>4</sup>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>.

**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*

Bandyopadhyay, P. (2010). *The impact of course delivery systems on student achievement and sense of community: A comparison of learning community versus stand-alone classroom settings in an open-enrollment inner city public community college* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3390450)

- Study 1: Learning communities
  - No detectable impacts on education outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/impact-course-delivery-systems-student-achievement-and-sense-community-comparison-learning>

Bloom, D., & Sommo, C. (2005). *Building learning communities: Early results from the Opening Doors Demonstration at Kingsborough Community College*. New York: MDRC.

- Study 2: Opening Doors Learning Communities at Kingsborough Community College
  - Favorable impacts on education outcomes
  - Causal evidence rating: High
  - Access profile here: <https://clear.dol.gov/study/building-learning-communities-early-results-opening-doors-demonstration-kingsborough-community>
  - Additional source:
    - U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2014). *Developmental Students in Postsecondary Education intervention report: Linked learning communities*. Retrieved from <http://whatworks.ed.gov>
  - Related reports:
    - Scrivener, S., Bloom, D., LeBlanc, A., Paxson, C., Rouse, C.E., & Sommo, C. (2008). *A good start: Two-year effects of a freshman learning community program at Kingsborough Community College*. New York: MDRC.
    - Sommo, C., Mayer, A.K., Rudd, T., & Cullinan, D. (2012). *Commencement day: Six-year effects of a freshman learning community program at Kingsborough Community College*. New York: MDRC.
    - Weiss, M. J., Mayer, A., Cullinan, D., Ratledge, A., Sommo, C., & Diamond, J. (2014). *A random assignment evaluation of learning communities at Kingsborough Community College: Seven years later*. New York: MDRC.

Maccariella, J. (2015). *Engaging community college students using an engineering learning community*. (Unpublished doctoral dissertation). Old Dominion University, Norfolk, VA.

- Study 3: Engineering TLC: Tutors and Learning Communities

- No detectable impacts on education outcomes
- Causal evidence rating: Moderate
- Access profile here: <https://clear.dol.gov/study/engaging-community-college-students-using-engineering-learning-community-maccariella-2015>

Scrivener, S., & Weiss, M. J. (2009). *Opening Doors: More guidance, better results? Three-year effects of an enhanced student services program at two community colleges*. New York: MDRC.

- 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>

Scrivener, S., Bloom, D., LeBlanc, A., Paxson, C., Rouse, C.E., & Sommo, C. (2008). *A good start: Two-year effects of a freshman learning community program at Kingsborough Community College*. New York: MDRC.

- Study 5: Opening Doors Learning Communities at Kingsborough Community College
  - Favorable impacts on education outcomes
  - Causal evidence rating: High
  - Access profile here: <https://clear.dol.gov/study/good-start-two-year-effects-freshman-learning-community-program-kingsborough-community-college>
  - Related reports:
    - Bloom and Sommo (2005)
    - Sommo et al. (2012)
    - Weiss et al. (2014)

Scrivener, S., Sommo, C., & Collado, H. (2009). *Getting back on track: Effects of a community college program on probationary students*. New York: MDRC.

- 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.

Sommo, C., Mayer, A. K., Rudd, T., & Cullinan, D. (2012). *Commencement day: Six-year effects of a freshman learning community program at Kingsborough Community College*. 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)

Visher, M., & Teres, J. (2011). *Breaking new ground: An impact study of career-focused learning communities at Kingsborough Community Colleges*. New York: National Center for Postsecondary Research.

- Study 9: Career-Focused Learning Communities at Kingsborough Community College
  - No detectable impacts on education outcomes
  - Causal evidence rating: High
  - Access profile here: <https://clear.dol.gov/study/breaking-new-ground-impact-study-career-focused-learning-communities-kingsborough-community>

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:
    - Scrivener, S., Sommo, C., & Collado, H. (2009). *Getting back on track: Effects of a community college program on probationary students*. New York: MDRC.

Weiss, M. J., Mayer, A., Cullinan, D., Ratledge, A., Sommo, C., & Diamond, J. (2014). *A random assignment evaluation of learning communities at Kingsborough Community College: Seven years later*. New York: MDRC.

- 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)

Weiss, M., Visher, M., & Wathington, M. (2010). *Learning communities for students in developmental reading: An impact study at Hillsborough Community College*. New York: MDRC.

- Study 12: Learning Communities Demonstration
  - Favorable impacts on education outcomes
  - Causal evidence rating: High
  - Access profile here: <https://clear.dol.gov/study/learning-communities-students-developmental-reading-impact-study-hillsborough-community>
  - Related reports:
    - U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2014). *Developmental Students in Postsecondary Education intervention report: Linked learning*

communities. Retrieved from  
[https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_linked\\_111814.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_linked_111814.pdf)

Weissman, E., Butcher, K. Schneider, E., Teres, J., Collado, H., Greenberg, D., & Welbeck, R. (2011). *Learning communities for students in developmental math: Impact studies at Queensborough and Houston Community Colleges*. New York: National Center for Postsecondary Research.

- Study 13: Learning Communities Demonstration
  - Favorable impacts on education outcomes
  - Causal evidence rating: High
  - Access profile here: <https://clear.dol.gov/study/learning-communities-students-developmental-math-impact-studies-queensborough-and-houston>

Weissman, E., Cullinan, D., Cerna, O., Safran, S., & Richman, P. (2012). *Learning communities for students in developmental English: Impact studies at Merced College and the Community College of Baltimore County*. New York: MDRC.

- 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**

Arcario, P., Clark, J., & Klages, M. (2007). Developing core skills in the major. In M. Smith & B. Williams (Eds.), *Learning communities and student affairs: Partnering for powerful learning*. Olympia, WA: Washington Center for Improving the Quality of Undergraduate Education, Evergreen State College.

- Study 15: First-Year Academies. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/developing-core-skills-major-arcario-et-al-2007>

Ashley, W. (2012). *The efficacy of learning communities in assisting developmental students in achieving graduation and accumulation of credit hours in a southern metropolitan community college* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3522188)

- 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>

Barnes, R., & Piland, W. (2010). Impact of learning communities in developmental English on community college student retention and persistence. *Journal of College Student Retention: Research, Theory, & Practice*, 12(1), 7-24.

- Study 17: 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/impact-learning-communities-developmental-english-community-college-student-retention-and>

Barnes, R., & Piland, W. (2013). Learning communities' impact on student success in developmental English. *Community College Journal of Research and Practice*, 37(12), 954-965.

- Study 18: 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-communities%E2%80%99-impact-student-success-developmental-english-barnes-piland-2013>

Budd, L. B. (2017). *The differences in first-year retention rates for adult and traditional community college students enrolled and not enrolled in learning communities*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 10639485)

- Study 19: 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/differences-first-year-retention-rates-adult-and-traditional-community-college-students>

Elabid, H. (2018). *The impact of developmental English learning communities on the academic performance of diverse freshmen at an urban community college* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. 10826529).

- Study 20: Opening Doors 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/impact-developmental-english-learning-communities-academic-performance-diverse-freshmen-urban>

Engstrom, C., & Tinto, V. (2008). Learning better together: The impact of learning communities on the persistence of low-income students. *Opportunity Matters: A Journal of Research Informing Educational Opportunity Practice and Programs*, 1(1), 5-21.

- 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>

McIntosh, J. (2012). *The impact of curricular learning communities on furthering the engagement and persistence of academically underprepared students at community colleges* (Doctoral dissertation). Retrieved from ProQuest Dissertation and Theses database. (UMI No. 3509985)

- Study 22: 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/impact-curricular-learning-communities-furthering-engagement-and-persistence-academically>

Moore, L. H. (2000). *A mixed-method approach to evaluating learning communities for underprepared community college students: The Integrated Studies Communities at Parkland College* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 9971142)

- Study 23: Integrated Studies Community (ISC). *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/mixed-method-approach-evaluating-learning-communities-underprepared-community-college-students>

Oldham, T. M. (2017). *The impact of a cohort-based learning model on student success within vocational technical certificates at a community college* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 10261248).

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

- Access profile here: <https://clear.dol.gov/study/impact-cohort-based-learning-model-student-success-within-vocational-technical-certificates>

Plinski, C. M. (2018). *Does AVID Higher Education (AVID HE) increase student term-to-term progression, persistence toward credited classes and social capital for first-generation college students placing into developmental education: A mixed methods study*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 10825692).

- 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.*
  - Access profile here: <https://clear.dol.gov/study/does-avid-higher-education-avid-he-increase-student-term-term-progression-persistence-toward>

Risolo, P. L. (2015). *Community value: The effect of an urban community college's learning community program on developmental English student retention, academic success, and graduation* (Unpublished doctoral dissertation). Creighton University, Omaha, NE.

- Study 26: Learning Community Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/community-value-effect-urban-community-colleges-learning-community-program-developmental>

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.*
  - Access profile here: <https://clear.dol.gov/study/first-year-initiatives-impact-developmental-students-re-enrollment-and-course-success>

Spencer, K. (2012). *A study of the impact of a first-year experience initiative on first-year developmental education student success and persistence* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3542047)

- Study 28: Achieving the Dream. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/study-impact-first-year-experience-initiative-first-year-developmental-education-student>

Tharp, T. (2009). *Learning communities for university students at risk of school failure: Can they make a difference?* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3389640)

- Study 29: 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-communities-university-students-risk-school-failure-can-they-make-difference-tharp>

Tinto, V., & Russo, P. (1994). Coordinated studies programs: Their effect on student involvement at a community college. *Community College Review*, 22(2), 16-25.

- Study 30: Coordinated studies program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/coordinated-studies-programs-their-effect-student-involvement-community-college-tinto-russo>



Visher, M., Weiss, M., Weissman, E., Rudd, T., & Wathington, H. (2012). *The effects of learning communities for students in developmental education: A synthesis of findings from six community colleges*. New York: National Center for Postsecondary Research.

- 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>
  - Related reports:
    - Scrivener et al. (2008)
    - Weiss et al. (2010)
    - Weissman et al. (2011)
    - Weissman et al. (2012)

VonHandorf, T. (2012). *Exploring the impact of learning communities at a community college: An effort to support students enrolled in a developmental math course* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3504070)

- Study 32: 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/exploring-impact-learning-communities-community-college-effort-support-students-enrolled>

## 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*

Cho, S. W., Kopko, E., Jenkins, D., & Jaggars, S. S. (2012). *New evidence of success for community college remedial English students: Tracking the outcomes of students in the Accelerated Learning Program (ALP) (CCRC Working Paper No. 53)*. New York: Columbia University, Community College Research Center.

- Study 1: Accelerated Learning Program at the Community College of Baltimore County
  - Mixed impacts on education outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/new-evidence-success-community-college-remedial-english-students-tracking-outcomes-students>
  - Related reports:
    - Jaggars, S. S., Hodara, M., Cho, S. W., & Xu, D. (2015). Three accelerated developmental education programs: Features, student outcomes, and implications. *Community College Review*, 43(1), 3-26.
    - Jenkins, D., Speroni, C., Belfield, C., Jaggars, S., & Edgecombe, N. (2010). *A model for accelerating academic success of community college remedial English students: Is the Accelerated Learning Program (ALP) effective and affordable?* (CCRC Working Paper No. 21). New York: Columbia University, Community College Research Center.

Edgecombe, N., Jaggars, S. S., Baker, E., & Bailey, T. (2013). *Acceleration through a holistic support model: An implementation and outcomes analysis of FastStart@CCD*. Community College Research Center Report. New York: Teachers College, Columbia University.

- 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)

Hodara, M., & Jaggars, S. S. (2014). An examination of the impact of accelerating community college students' progression through developmental education. *Journal of Higher Education*, 85(2), 246-276.

- Study 3: Accelerated Developmental Education at City University of New York (CUNY) community colleges
  - Mixed impacts on education outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/examination-impact-accelerating-community-college-students%E2%80%9999-progression-through-developmental>

Jaggars, S. S., Hodara, M., Cho, S. W., & Xu, D. (2015). Three accelerated developmental education programs: Features, student outcomes, and implications. *Community College Review*, 43(1), 3-26.

- Study 4: Accelerated Learning Program (ALP) at the Community College of Baltimore
  - 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-implications>
  - Related reports:
    - Cho et al. (2012)
    - Jenkins, D., Speroni, C., Belfield, C., Jaggars, S. S., & Edgecombe, N. (2010). *A model for accelerating academic success of community college remedial English students: Is the Accelerated Learning Program (ALP) effective and affordable?* (CCRC Working Paper No. 21). New York: Columbia University, Community College Research Center.
- 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
  - Access profile here: <https://clear.dol.gov/study/three-accelerated-developmental-education-programs-features-student-outcomes-and-1>
  - Related report:
    - Edgecombe et al. (2013)

Jenkins, D., Speroni, C., Belfield, C., Jaggars, S., & Edgecombe, N. (2010). *A model for accelerating academic success of community college remedial English students: Is the Accelerated Learning Program (ALP) effective and affordable?* (CCRC Working Paper No. 21). New York: Columbia University, Community College Research Center.

- 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)

Little, M. D. (2016). *Delivery of remedial community college mathematics instruction in an emporium learning environment: Predicting academic success, persistence, retention, and completion*. (Unpublished doctoral dissertation). University of North Carolina at Charlotte, Charlotte, NC.

- Study 8: Accelerated Emporium Developmental Math Course
  - No detectable impacts on education outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/delivery-remedial-community-college-mathematics-instruction-emporium-learning-environment>

Scrivener, S., Gupta, H., Weiss, M. J., Cohen, B., Cormier, M. S., & Brathwaite, J. (2018). *Becoming college-ready: Early findings from a CUNY Start evaluation*. New York: MDRC.

- 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:
    - Webber, A. J. (2018). *Starting to succeed: The impact of CUNY Start on academic momentum*. Retrieved from [http://www1.cuny.edu/sites/cunystart/wp-content/uploads/sites/51/2018/08/gateway\\_brief\\_final.pdf](http://www1.cuny.edu/sites/cunystart/wp-content/uploads/sites/51/2018/08/gateway_brief_final.pdf)

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
  - Access profile here: <https://clear.dol.gov/study/what-can-multifaceted-program-do-community-college-students-early-results-evaluation>
  - Related report:
    - Scrivener, S., Weiss, M., Ratledge, A., Rudd, T., Sommo, C., & Fresques, H. (2015). *Doubling graduation rates: Three-year effects of CUNY's Accelerated Study in Associate Programs (ASAP) for developmental education students*. New York: MDRC.

Scrivener, S., Weiss, M., Ratledge, A., Rudd, T., Sommo, C., & Fresques, H. (2015). *Doubling graduation rates: Three-year effects of CUNY's Accelerated Study in Associate Programs (ASAP) for developmental education students*. New York: MDRC.

- 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)

Sommo, C., Cullinan, D., Manno, M., Blake, S., & Alonzo, E. (2018). *Doubling graduation rates in a new state: Two-year findings from the ASAP Ohio demonstration*. New York: MDRC.

- Study 12: Ohio Accelerated Study in Associate Programs (ASAP)
  - Favorable impacts on education outcomes
  - Causal evidence rating: High
  - Access profile here: <https://clear.dol.gov/study/doubling-graduation-rates-new-state-two-year-findings-asap-ohio-demonstration-sommo-et-al-2018>
  - Additional source:
    - Sommo, C., & Ratledge, A. (2016). *Bringing CUNY Accelerated Study in Associate Programs (ASAP) to Ohio*. New York: MDRC.

Webber, A. J. (2018). *Starting to succeed: The impact of CUNY Start on academic momentum*. Retrieved from [http://www1.cuny.edu/sites/cunystart/wp-content/uploads/sites/51/2018/08/gateway\\_brief\\_final.pdf](http://www1.cuny.edu/sites/cunystart/wp-content/uploads/sites/51/2018/08/gateway_brief_final.pdf)

- 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)

Weisburst, E., Daugherty, L., Miller, T., Martorell, P., & Cossairt, J. (2017). Innovative pathways through developmental education and postsecondary success: An examination of developmental math interventions across Texas. *The Journal of Higher Education*, 88(2), 183-209.

- Study 14: Accelerated Developmental Education
  - Favorable impacts on education outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/innovative-pathways-through-developmental-education-and-postsecondary-success-examination>

### **Not included in the synthesis**

Davis, E. (2018). *Developmental students' persistence towards graduation in paired coursework programs among African American and Latino males in community colleges*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database.

- 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>

Henderson, T. F. (2017). *Impact of the Accelerate You! instructional model on student success*. (Unpublished doctoral dissertation). Murray State University, Murray, KY.

- Study 16: Accelerate You! (AY!) program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/impact-accelerate-you-instructional-model-student-success-henderson-2017>

Huang, M., & Yamada, H. (2017). *Maintaining success rates: Does Statway® sustain its impact as it scales to new classrooms and institutions?* Carnegie Foundation for the Advancement of Teaching: Stanford, CA.

- Study 17: Statway® math program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/maintaining-success-rates-does-statway%C2%AE-sustain-its-impact-it-scales-new-classrooms-and>
  - Related report:
    - Yamada, H., & Bryk, A. S. (2016). Assessing the first two years' effectiveness of Statway®: A multilevel model with propensity score matching. *Community College Review*, 44(3), 179-204.

Kolenovic, Z., Linderman, D., & Karp, M. (2013). Improving student outcomes via comprehensive supports: Three-year outcomes from CUNY's Accelerated Study in Associate Programs (ASAP). *Community College Review*, 41(4), 271-291.

- Study 18: Accelerated Study in Associate Program (ASAP). *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/improving-student-outcomes-comprehensive-supports-three-year-outcomes-cuny%E2%80%99s-accelerated-study>
  - Related reports:
    - Scrivener et al. (2012)
    - Scrivener et al. (2018)

Lacagnino, S. N. (2019). *The effect of participation in a Title V program on Latinx student success at a community college.* (Unpublished doctoral dissertation). Seton Hall University, South Orange, NJ.

- Study 19: Project Accel. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/effect-participation-title-v-program-latinx-student-success-community-college-lacagnino-2019>

Martinez, A. F. (2018). *Accelerating developmental math students in California community colleges: A comparative assessment of two acceleration models.* (Unpublished doctoral dissertation). California State University, Long Beach, CA.

- Study 20: Compression accelerated model. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/accelerating-developmental-math-students-california-community-colleges-comparative-assessment>
- Study 21: Course redesign accelerated model. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/accelerating-developmental-math-students-california-community-colleges-comparative-0>

Smith, T. (2019). *Reflections on Accelerating CTE: Final evaluation report.* Washington, DC: JFF.

- Study 22: Accelerating Career & Technical Education (CTE) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/reflections-accelerating-cte-final-evaluation-report-smith-2019>

Yamada, H., & Bryk, A. S. (2016). Assessing the first two years' effectiveness of Statway®: A multilevel model with propensity score matching. *Community College Review*, 44(3), 179-204.

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

- Access profile here: <https://clear.dol.gov/study/assessing-first-two-years%E2%80%99-effectiveness-statway%C2%AE-yamada-bryk-2016>
- Related report:
  - Huang & Yamada (2017)

Yamada, H., Bohannon, A. X., Grunow, A., & Thorn, C. A. (2018). Assessing the effectiveness of Quantway®: A multilevel model with propensity score matching. *Community College Review*, 46(3), 257-287.

- Study 24: Quantway®. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/assessing-effectiveness-quantway%C2%AE-multilevel-model-propensity-score-matching-yamada-et-al-2018>

### 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*

Brock, T., & Richburg-Hayes, L. (2006). *Paying for persistence: Early results of a Louisiana scholarship program for low-income parents attending community college*. New York: MDRC.

- 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>

Chapman, A. (2017). *Quantitative analysis of an urban community college S-STEM program*. (Unpublished doctoral dissertation). University of Phoenix, Phoenix, AZ.

- Study 2: Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) program
  - Favorable impacts on education outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/quantitative-analysis-urban-community-college-s-stem-program-chapman-2017>

Liu, Y. T. (2017). *Essays on the economics of higher education: The academic and labor market outcomes to four to two-year transfer, summer enrollment, and year-round Pell* (Unpublished doctoral dissertation). Columbia University, New York, NY.

- 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>

Mayer, A. K., Patel, R., & Gutierrez, M. (2016). Four-year degree and employment findings from a randomized controlled trial of a one-year performance-based scholarship program in Ohio. *Journal of Research on Educational Effectiveness*, 9(3), 283-306.

- 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
- Access profile here: <https://clear.dol.gov/study/four-year-degree-and-employment-findings-randomized-controlled-trial-one-year-performance>

Richburg-Hayes, L., Brock, T., LeBlanc, A., Paxson, C., Rouse, C.E., & Barrow, L. (2009). *Rewarding persistence: Effects of a performance-based scholarship program for low-income parents*. New York: MDRC.

- Study 5: Performance-based Scholarship at Delgado Community College and Louisiana Technical College-West Jefferson
  - Favorable impacts on education outcomes
  - Causal evidence rating: High
  - Access profile here: <https://clear.dol.gov/study/rewarding-persistence-effects-performance-based-scholarship-program-low-income-parents>

Sommo, C., Boynton, M., Collado, H., Diamond, J., Gardenhire, A., Ratledge, A., . . . Weiss, M. J. (2014). *Mapping success: Performance-based scholarships, student services, and developmental math at Hillsborough Community College*. New York: MDRC.

- Study 6: Mathematics Access Performance Scholarship (MAPS)
  - Favorable impacts on education outcomes
  - Causal evidence rating: High
  - Access profile here: <https://clear.dol.gov/study/mapping-success-performance-based-scholarships-student-services-and-developmental-math>

#### 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*

Barnett, E. A., Bork, R. H., Mayer, A. K., Pretlow, J., Wathington, H. D., & Weiss, M. J. (2012). *Bridging the gap: An impact study of eight developmental summer bridge programs in Texas*. New York: National Center for Postsecondary Research.

- Study 1: Developmental Summer Bridge Program
  - Unfavorable impacts on education outcomes
  - Causal evidence rating: High
  - Access profile here: <https://clear.dol.gov/Study/Bridging-gap-impact-study-eight-developmental-summer-bridge-programs-Texas-Barnett-et-al-2012>

Berger, A., Turk-Bicakci, L., Garet, M., Song, M., Knudson, J., Haxton, C., Zeiser, K., Hoshen, G., Ford, J., Stephan, J., Keating, K., & Cassidy, L. (2013). *Early college, early success: Early college high school initiative impact study*. Washington, DC: American Institutes for Research.

- Study 2: Early Colleges
  - Favorable impacts on education outcomes
  - Causal evidence rating: High
  - Access profile here: <https://clear.dol.gov/study/early-college-early-success-early-college-high-school-initiative-impact-study-berger-et-al>

Martin, V. & Broadus, J. (2013). *Enhancing GED instruction to prepare students for college and careers: Early success in LaGuardia Community College's Bridge to Health and Business program*. New York: MDRC.

- Study 3: GED Bridge to Health and Business Program
  - Favorable impacts on education outcomes
  - Causal evidence rating: High
  - Access profile here: <https://clear.dol.gov/study/enhancing-ged-instruction-prepare-students-college-and-careers-early-success-laguardia>

Weisburst, E., Daugherty, L., Miller, T., Martorell, P., & Cossairt, J. (2017). Innovative pathways through developmental education and postsecondary success: An examination of developmental math interventions across Texas. *The Journal of Higher Education*, 88(2), 183-209.

- Study 4: Developmental Math Paired with Student Success Course
  - Favorable impacts on education outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/innovative-pathways-through-developmental-education-and-postsecondary-success-examination-0>

#### **Not included in the synthesis**

Emmerson, J. (2009). *Leading them to water: A study of the efficacy of a Mandatory Placement Project in first-year academic courses at a community college*. Graduate Theses and Dissertations, paper 10661.

- 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>

Krudysz, M., Walser, A., & Alting, A. (2012). *Success of joint programs between junior and senior colleges*. Washington, DC: American Society for Engineering Education.

- Study 6: Joint/Dual Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/success-joint-programs-between-junior-and-senior-colleges-krudysz-et-al-2012>

Laugerman, M., Shelley, M., Mickelson, S., & Rover, D. (2013). The Engineering Admissions Partnership Program: A navigation strategy for community college students seeking a pathway into engineering. *International Journal of Engineering Education*, 29(5), 1260-1269.

- 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>



Rice, L. M. (1999). *An evaluation of an urban community college Single Parent and Displaced Homemaker Program* (Doctoral dissertation). Old Dominion University.

- Study 8: Single Parent and Displaced Homemaker Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/Study/evaluation-urban-community-college-Single-Parent-and-Displaced-Homemaker-Program-Doctoral>

## 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*

Anderson, T., Kuehn, D., Eyster, L., Barnow, B., & Lerman, R. I. (2017). *New evidence on integrated career pathways: Final impact report for Accelerating Opportunity*. Washington, DC: Urban Institute.

- Study 1: Illinois Accelerating Opportunity program
  - Mixed impacts on education, earnings, and employment outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/new-evidence-integrated-career-pathways-final-impact-report-accelerating-opportunity-anderson>
- Study 2: Kansas Accelerating Opportunity program
  - Mixed impacts on education outcomes
  - Favorable impacts on earnings and employment outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/new-evidence-integrated-career-pathways-final-impact-report-accelerating-opportunity-0>
- Study 3: Kentucky Accelerating Opportunity program
  - Favorable impacts on education and employment outcomes
  - Unfavorable impacts on earnings outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/new-evidence-integrated-career-pathways-final-impact-report-accelerating-opportunity-1>
- Study 4: Louisiana Accelerating Opportunity program
  - Mixed impacts on education, earnings, and employment outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/new-evidence-integrated-career-pathways-final-impact-report-accelerating-opportunity-2>

Betesh, H., Kim, H., Kogan, D., Lindy, R., & Paprocki, A. (2017). *Evaluation of Accelerated Training for Illinois Manufacturing (ATIM): Impact report*. Retrieved from [https://www.spra.com/wordpress2/wp-content/uploads/2017/05/ATIM-Impact-Report\\_Final.pdf](https://www.spra.com/wordpress2/wp-content/uploads/2017/05/ATIM-Impact-Report_Final.pdf).

- 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
- Access profile here: <https://clear.dol.gov/study/evaluation-accelerated-training-illinois-manufacturing-atim-impact-report-betesh-et-al-2017>

Bowers, J. M. (2018). Does stacking work? *The academic value of short-term, stackable certificates* (Unpublished doctoral dissertation). University of Washington, Seattle, WA.

- Study 6: Short-term stackable certificates
  - Favorable impacts on education outcomes
  - No detectable impacts on earnings outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/does-stacking-work-academic-value-short-term-stackable-certificates-unpublished-doctoral>

Eyster, L., Nightingale, D.S., Barnow, B., O'Brien, C., Trutko, J. & Kuehn, D. (2010). *Implementation and early training outcomes of the High Growth Job Training Initiative: Final report*. Washington, DC: Urban Institute Center on Labor, Human Services, and Population.

- Study 7: Columbia Gorge Community College's (CGCC) Certified Nursing Assistant (CNA) program
  - Unfavorable impacts on earnings outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/index.php/Study/Implementation-and-early-training-outcomes-High-Growth-Job-Training-Initiative-Final-report>

Gardiner, K., Rolston, H., Fein, D., & Cho, S-W. (2017). *Pima Community College Pathways to Healthcare Program: Implementation and early impact report* (Report No. 2017-10). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

- Study 8: Pathways to Healthcare program
  - Favorable impacts on education outcomes
  - No detectable impacts on employment outcomes
  - Causal evidence rating: High
  - Access profile here: <https://clear.dol.gov/study/pima-community-college-pathways-healthcare-program-implementation-and-early-impact-report>

Martinson, K., Williams, J., Needels, K., Peck, L., Moulton, S., Paxton, N., Mastri, A., Copson, E., Comfort, A., & Brown-Lyons, M. (2016). *The Green Jobs and Health Care impact evaluation: Findings from the impact study of four training programs for unemployed and disadvantaged workers*. Retrieved from [https://wdr.doleta.gov/research/FullText\\_Documents/ETAOP-2017-07%20Findings%20from%20the%20Impact%20Study.pdf](https://wdr.doleta.gov/research/FullText_Documents/ETAOP-2017-07%20Findings%20from%20the%20Impact%20Study.pdf)

- 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
  - Access profile here: <https://clear.dol.gov/study/green-jobs-and-health-care-impact-evaluation-findings-impact-study-four-training-programs>

Modicamore, D., Lamb, Y., Taylor, J., Takyi-Laryea, A., Karageorge, K., & Ferroggiaro, E. (2017). *Accelerating Connections to Employment volume I final evaluation report*. Fairfax, VA: ICF.

- 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
- Access profile here: <https://clear.dol.gov/Study/Accelerating-Connections-Employment-volume-I-final-evaluation-report-Modicamore-et-al-2017>
- Additional source:
  - Modicamore, D., Lamb, Y., Taylor, J., Takyi-Laryea, A., Karageorge, K., & Ferroggiaro, E. (2017). *Accelerating Connections to Employment volume II appendices*. Fairfax, VA: ICF.

Patnaik, A., O'Shea, D., & Prince, H. (2016). *Growing Regional Opportunity for the Workforce (Project GROW): Final evaluation report*. Austin, TX: The University of Texas, Austin Ray Marshall Center for the Study of Human Resources.

- Study 11: Project Growing Regional Opportunities for the Workforce (GROW)
  - No detectable impacts on education, earnings, and employment outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/Study/Growing-Regional-Opportunity-Workforce-Project-GROW-Final-evaluation-report-Patnaik-OShea>
  - Additional source:
    - O'Shea, D., Prince, H., Patnaik, A., Khan, A., & Cumpton, G. (2014). *Growing Regional Opportunity for the Workforce: Project GROW taking root in the Texas-Mexico border areas*. Austin, TX: The University of Texas, Austin Ray Marshall Center for the Study of Human Resources.

Peck, L. R., Werner, A., Harvill, E., Litwok, D., Moulton, S., Fountain, A. R., & Locke, G. (2018). *Health Profession Opportunity Grants (HPOG 1.0) impact study interim report: Program implementation and short-term impacts. (Report No. 2018-16a)*. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, US Department of Health and Human Services.

- 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>
  - Additional source:
    - Harvill, E., Litwok, D., Moulton, S., Fountain, A. R., & Peck, L. R. (2018). *Technical supplement to the Health Profession Opportunity Grants (HPOG) impact study interim report: Report appendices (Report No. 2018-16b)*. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

### **Not included in the synthesis**

Crumpton, J. A. (2019). *WIOA impacts on community college student success* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 13861007).

- 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.*
  - Access profile here: <https://clear.dol.gov/study/wioa-impacts-community-college-student-success-doctoral-dissertation-crumpton-2019>

- 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.*
  - Access profile here: <https://clear.dol.gov/study/wioa-impacts-community-college-student-success-doctoral-dissertation-crumpton-2019-0>

Maisak, N. (2017). *Transitioning students from adult education to postsecondary education through co-enrollment career pathways model*. (Unpublished doctoral dissertation). Charlotte, NC: Wingate University.

- 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*

Chase-Lansdale, P. L., Sabol, T. J., Eckrich Sommer, T., Chor, E., Cooperman, A. W., Brooks-Gunn, J., Yoshikawa, H., King, C., & Morris, A. (2019). Effects of a two-generation human capital program on low-income parents' education, employment, and psychological wellbeing. *Journal of Family Psychology, 33*(4), 433-443.

- 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>

Glosser, A., Martinson, K., Cho, S.W., & Gardiner, K. (2018). *Washington State's Integrated Basic Education and Skills Training (I-BEST) program in three colleges: Implementation and early impact report* (Report No. 2018-87). Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

- 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>

Jacobson, L., & LaLonde, R. (1997). *Net impact evaluation of retraining under ESHB 1988*. Rockville, MD: Westat.

- Study 3: Washington State Employment and Training Act of 1993 (ESHB 1988) Retraining programs
  - No detectable impacts on earnings outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/Study/Net-impact-evaluation-retraining-under-ESHB-1988-Jacobson-LaLonde-1997>

Jacobson, L., LaLonde, R., & Sullivan, D. G. (2001). *The returns to community college schooling for displaced workers*. Retrieved from: <https://files.eric.ed.gov/fulltext/ED481841.pdf>.

- Study 4: Displaced Workers Educational Training Program (DWETP)
  - No detectable impacts on earnings outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/Study/returns-community-college-schooling-displaced-workers-Jacobson-LaLonde-Sullivan-2001>

### **Not included in the synthesis**

Carter, D. L. (1999). *The employment and training outcomes of a job training partnership act program in a community college setting* (Unpublished doctoral dissertation). University of Florida.

- Study 1: Job Training Partnership Act program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/Study/employment-and-training-outcomes-job-training-partnership-act-program-community-college>

Eyster, L., Nightingale, D.S., Barnow, B., O'Brien, C., Trutko, J. & Kuehn, D. (2010). *Implementation and early training outcomes of the High Growth Job Training Initiative: Final report*. Washington, DC: Urban Institute Center on Labor, Human Services, and Population.

- 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.*
  - Access profile here: <https://clear.dol.gov/index.php/Study/Implementation-and-early-training-outcomes-High-Growth-Job-Training-Initiative-Final-report-0>

Hanson, B. J. (2012). *Case study of East Mississippi Community College's plan to assist the Sara Lee Corporation employees due to plant closing* (Unpublished doctoral dissertation). Mississippi State University.

- 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.*
  - Access profile here: <https://clear.dol.gov/Study/Case-study-East-Mississippi-Community-Colleges-plan-assist-Sara-Lee-Corporation-employees-due>

Johnson, L. R. (2000). *Follow-up on North Carolina community college cooperative education graduates: Additional education and salary gains* (Unpublished doctoral dissertation.). North Carolina State University.

- Study 4: Cooperative education. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/Study/Follow-North-Carolina-community-college-cooperative-education-graduates-Additional-education>

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

**Overview:** The U.S. Department of Labor's (DOL) Trade Adjustment Assistance Community College and Career Training (TAACCT) 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. TAACCT 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 TAACCT 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*

Bellville et al. (2017). *WV Bridging the gap TAACCCT round 3: Final evaluation report*. Indianapolis, IN: Thomas P. Miller & Associates.

- 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
  - Access profile here: <https://clear.dol.gov/study/wv-bridging-gap-taacct-round-3-final-evaluation-report-bellville-et-al-2017>

Center for Applied Research. (2017). *Central Georgia Technical College, TAACCCT*. Charlotte, NC.

- Study 2: BlendFlex
  - Mixed impacts on education outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/central-georgia-technical-college-taacct-center-applied-research-2017>

Dauphinee, T., & Bishwakarma, R. (2018). *SUN PATH comparison group study*. Albuquerque, NM: University of New Mexico, Career to Cradle Policy Institute.

- 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>
  - Additional source:
    - Davis, M. R., Hume, M., Carr, S. L., Dauphinee, T. L., & Heredia-Griego, M. (2018). *New Mexico Junior College Trade Adjustment Assistance Community College Career Training Program (TAACCCT) FY17 final evaluation report*. Albuquerque, NM: University of New Mexico, Center for Education Policy Research.

Hughes, K., Belfield, C., Ran, F., & Jenkins, D. (2018). *KCTCS Enhancing Programs for IT Certification (EPIC): Independent evaluation contracted by the Kentucky Community and Technical College System*. New York: Community College Research Center, Teacher's College, Columbia University.

- 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
  - Access profile here: <https://clear.dol.gov/study/kctcs-enhancing-programs-it-certification-epic-independent-evaluation-contracted-kentucky>
- 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>

Jensen, J., Horohov, J., & Wright, C. (2016). *Online2Workforce (O2W) Elizabethtown Community & Technical College TAACCCT Round II Grant Final Evaluation Report*. Lexington, KY: University of Kentucky College of Education Evaluation Center.

- 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-taacct-round-ii-grant-final>

Magnolia Consulting. (2016). *Coconino County Community College TAACCCT grant: Final report*. Retrieved from <https://www.skillscommons.org/handle/taacct/15564>

- Study 7: Joint program between Coconino Community College (CCC) and Northern Arizona University (NAU) (CCC2NAU)
  - Favorable impacts on education outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/coconino-county-community-college-taacct-grant-final-report-magnolia-consulting-2016>

Maxwell, N., Dolfen, S., Bruch, J., & Luca, D. L. (2017). *Outcomes from a certification program for early career professionals in supply chain management*. Princeton, NJ: Mathematica Policy Research.

- Study 8: Leveraging, Integrating, Networking, and Coordinating Supplies (LINCS) program
  - No detectable impacts on earnings and employment outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/outcomes-certification-program-early-career-professionals-supply-chain-management-maxwell-et>

Price, D., Sedlak, W., Roberts, B., & Childress, L. (2016). *Making the Future: The Wisconsin strategy: Final evaluation report*. Indianapolis, IN: Northeast Wisconsin Technical College.

- Study 9: Making the Future
  - Favorable impacts on education outcomes
  - No detectable impacts on earnings and employment outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/making-future-wisconsin-strategy-final-evaluation-report-price-et-al-2016>

Price, D., Valentine, J., Sedlak, W., & Roberts, B. (2018). *Advancing Careers and Training (ACT) for Healthcare in Wisconsin*.

- Study 10: Advancing Careers and Training for Healthcare (ACT for Healthcare)
  - Favorable impacts on education, earnings, and employment outcomes
  - Causal evidence rating: Moderate
  - Access profile here: <https://clear.dol.gov/study/advancing-careers-and-training-act-healthcare-wisconsin-price-et-al-2018>

Rayyes, N., Abe, Y., Sanchez, R., Lai, F., Akiya, K., Chan, V., & Jennings, E. D. (2016). *Contra Costa Community College District Design it–Build it–Ship it (DBS) final evaluation report*. Oakland, CA: Impaq International.

- 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>

Smith, L., Gregg, A., Roth, L., Stoeklen, P., Krueger, B., Lawton, G., & Knaeble, B. (2017). *TAACCCT3 INTERFACE project: Final evaluation report*. Menomonie, WI: University of Wisconsin-Stout, Applied Research Center, Wisconsin's Polytechnic University.

- 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
  - Access profile here: <https://clear.dol.gov/study/taaccct3-interface-project-final-evaluation-report-smith-et-al-2017>

Van Noy, M., Edwards, R., Haviland, S. B., McKay, H., Douglas, D., Mabe, W., Coty, V., Javed, S., Pardalis, N., Hubbard-Mattix, L., & Seith, D. (2018). *New Jersey Health Professions Pathways to Regional Excellence project TAACCCT evaluation: Final report: Implementation and impact*. Piscataway, NJ: Rutgers Education and Employment Research Center.

- 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
  - Access profile here: <https://clear.dol.gov/study/new-jersey-health-professions-pathways-regional-excellence-project-taaccct-evaluation-final>

### **Not included in the synthesis**

Alamprese, J. A., Costelloe, S., Price, C., & Zeidenberg, M. (2017). *Evaluation of the Community College Consortium for Bioscience Credentials (c3bc): Final report*. Cambridge, MA: Abt Associates.

- 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.*
  - Access profile here: <https://clear.dol.gov/study/evaluation-community-college-consortium-bioscience-credentials-c3bc-final-report-alamprese-et>

Belville, J., Romano, G., Frisby, M., Chamberlin, M., & Strem, L. (2017). *Final evaluation report: Cincinnati State Technical and Community College: Greater Cincinnati Manufacturing Careers Accelerator (GCMCA)*.

- 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.*
  - Access profile here: <https://clear.dol.gov/study/final-evaluation-report-cincinnati-state-technical-and-community-college-greater-cincinnati>

Belville, J., Schoepf, K., Leger, R., Jenner, E., Maddox, D., Lass, K., & Beres, S. (2016). *Vincennes University Logistics Training and Education Center: Final evaluation report*.



- 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.*
    - Access profile here: <https://clear.dol.gov/study/vincennes-university-logistics-training-and-education-center-final-evaluation-report-belville>
  - 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.*
    - Access profile here: <https://clear.dol.gov/study/vincennes-university-logistics-training-and-education-final-evaluation-report-belville-et-al>
- Bragg, D., Cosgrove, J., Cosgrove, M. & Blume, G. (2018). *Final evaluation of the ACED grant at Salt Lake Community College*. Salt Lake City, UT: Bragg & Associates, Inc.
- Study 18: Competency-based education (CBE) program. *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-aced-grant-salt-lake-community-college-bragg-et-al-2018>
- Bragg, D.D., Giani, M.S., Fox, H.L., Bishop, C., & Bridges, K. (2015). *Third party evaluation of the impact of the Health Professions Pathways (H2P) Consortium*. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.
- Study 19: Health Professions Pathways (H2P) Consortium. *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-impact-health-professions-pathways-h2p-consortium-bragg-et-al-2015>
- Bridges, K., Bishop, C., & Giani, M. (2015). *Third-party evaluation of the outcomes and impact of the National Information, Security & Geospatial Technologies Consortium (NISGTC)*. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.
- Study 20: National Information Security & Geospatial Technology Consortium (NISGTC). *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-outcomes-and-impact-national-information-security-geospatial>
- Bucci, P., Evans, W. D., Friesenborg, L., Fox, D. A., Bishop, K., Balraj, N., & Jang, B. (2018). *Minnesota advanced manufacturing project: Final external evaluation report*.
- Study 21: Minnesota Advanced Manufacturing Partnership (MnAMP) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
    - Access profile here: <https://clear.dol.gov/study/minnesota-advanced-manufacturing-project-final-external-evaluation-report-bucci-et-al-2018>
- Burgin, X. D., Akrom, A., Qin, H., Ball, A., & Pontarelli, J. (2016). *Waubonsee Community College Trade Adjustment Assistance Community College and Career Training (TAACCT) grant final report*. DeKalb, IL: The Office of Research, Evaluation, and Policy Studies, Northern Illinois University.
- 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.*
    - Access profile here: <https://clear.dol.gov/study/waubonsee-community-college-trade-adjustment-assistance-community-college-and-career-training>

Caffey, D. L. (2016). *Final external evaluation report: Trade Adjustment and Assistance Community College and Career Training Program Clovis Community College*. Fresno, CA: Clovis Community College.

- Study 23: Inclusive Nursing and Radiologic Technology Programs. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/final-external-evaluation-report-trade-adjustment-and-assistance-community-college-and-career>

Center for Applied Research. (2017). *Midlands Technical College TAACCCT Better Occupational Outcomes with Simulation Training: Program evaluation final report*. Charlotte, NC: Center for Applied Research.

- 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.*
  - Access profile here: <https://clear.dol.gov/study/midlands-technical-college-taacct-better-occupational-outcomes-simulation-training-program>

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.*
  - Access profile here: <https://clear.dol.gov/study/multi-state-advanced-manufacturing-consortium-m-samc-taacct-round-ii-grant-final-evaluation>

- 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.*
  - Access profile here: <https://clear.dol.gov/study/multi-state-advanced-manufacturing-consortium-m-samc-taacct-round-ii-grant-final-evaluation-0>

- 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.*
  - Access profile here: <https://clear.dol.gov/study/multi-state-advanced-manufacturing-consortium-m-samc-taacct-round-ii-grant-final-evaluation-1>

- 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.*
  - Access profile here: <https://clear.dol.gov/study/multi-state-advanced-manufacturing-consortium-m-samc-taacct-round-ii-grant-final-evaluation-2>

- 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.*
  - Access profile here: <https://clear.dol.gov/study/multi-state-advanced-manufacturing-consortium-m-samc-taacct-round-ii-grant-final-evaluation-3>

- 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.*
  - Access profile here: <https://clear.dol.gov/study/multi-state-advanced-manufacturing-consortium-m-samc-taacct-round-ii-grant-final-evaluation-4>

- 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.*

- Access profile here: <https://clear.dol.gov/study/multi-state-advanced-manufacturing-consortium-m-samc-taacct-round-ii-grant-final-evaluation-5>
  - 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.*
    - Access profile here: <https://clear.dol.gov/study/multi-state-advanced-manufacturing-consortium-m-samc-taacct-round-ii-grant-final-evaluation-6>
  - 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.*
    - Access profile here: <https://clear.dol.gov/study/multi-state-advanced-manufacturing-consortium-m-samc-taacct-round-ii-grant-final-evaluation-7>
  - 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.*

Access profile here: <https://clear.dol.gov/Study/Multi-State-Advanced-Manufacturing-Consortium-M-SAMC-TAACCT-Round-II-grant-final-0>
  - 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.*
    - Access profile here: <https://clear.dol.gov/study/multi-state-advanced-manufacturing-consortium-m-samc-taacct-round-ii-grant-final-evaluation-8>
  - 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.*
    - Access profile here: <https://clear.dol.gov/study/multi-state-advanced-manufacturing-consortium-m-samc-taacct-round-ii-grant-final-evaluation-9>
  - 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.*
    - Access profile here: <https://clear.dol.gov/study/multi-state-advanced-manufacturing-consortium-m-samc-taacct-round-ii-grant-final-10>
- Cosgrove & Associates. (2016). *Third-party evaluation of implementation & impact of the Southwest Missouri Public Safety and Emergency Medical Initiative TAACCCT grant*. St Louis, MO: Cosgrove & Associates.
- 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.*
    - Access profile here: <https://clear.dol.gov/study/third-party-evaluation-implementation-impact-southwest-missouri-public-safety-and-emergency>
- Cosgrove, J., & Cosgrove, M. (2018). *Third-party evaluation of MoSTEMWINS: Implementation, outcomes, and impact*. St. Louis, MO: Cosgrove & Associates, LLC.
- Study 39: MoSTEMWINS. *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-mostemwins-implementation-outcomes-and-impact-cosgrove-cosgrove-2018>
- Cosgrove, J. J., Cosgrove, M. S., & Bragg, D. D. (2015). *Evaluation of MoHealthWINS outcomes and impact*. St. Louis, MO: Cosgrove & Associates and Bragg & Associates.
- Study 40: MoHealthWINS. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Access profile here: <https://clear.dol.gov/study/evaluation-mohealthwins-outcomes-and-impact-cosgrove-et-al-2015>
- Cosgrove, J. J., Cosgrove, M. S., & Bragg, D. D. (2016). *Third party evaluation of MoManufacturingWINS: Implementation, outcomes, and impact*. St. Louis, MO: Cosgrove & Associates and Bragg & Associates.
- Study 41: Missouri’s Manufacturing Workforce Innovation Networks (MMW). *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-momanufacturingwins-implementation-outcomes-and-impact-cosgrove-et-al>
- Dauphinee, T., Davis, M., & Carr, S. (2017). *New Mexico Junior College TAACCCT evaluation report*. Albuquerque, NM: University of New Mexico, Center for Education Policy and Research.
- 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.*
    - Access profile here: <https://clear.dol.gov/study/new-mexico-junior-college-taacct-evaluation-report-dauphinee-et-al-2017>
- Davis, S., & Bill, N. (2018). *Evaluation of the Pennsylvania’s Advanced Training and Hiring Program: Final report*. Washington, DC: Impaq International.
- 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.*
    - Access profile here: <https://clear.dol.gov/study/evaluation-pennsylvania%E2%80%99s-advanced-training-and-hiring-program-final-report-davis-bill-2018>
- de la Mora, A., Abraham, W., & Callen, E. (2018). *Iowa’s Information Technology, Healthcare, Utilities, and Manufacturing Network Statewide Consortium (IHUM) final evaluation report*. Ames, IA: Research Institute for Studies in Education (RISE), Iowa State University.
- 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.*
    - Access profile here: <https://clear.dol.gov/study/iowa%E2%80%99s-information-technology-healthcare-utilities-and-manufacturing-network-statewide>
- de la Mora, A., Callen, E., Kemis, M., & Abraham, W. (2017). *Iowa Western 2017 ITC<sup>2</sup> annual evaluation report: Information technology - Credentials to Careers (ITC<sup>2</sup>), Iowa Western Community College*. Ames, IA: Research Institute for Studies in Education (RISE), Iowa State University.
- Study 45: Information Technology – Credentials to Careers (ITC<sup>2</sup>) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
    - Access profile here: <https://clear.dol.gov/study/iowa-western-2017-itc2-annual-evaluation-report-information-technology-credentials-careers>
- de la Mora, A., Callen, E., Kemis, M., & Abraham, W. (2017). *2016 PETC annual evaluation report, Eastern Iowa Community Colleges*. Ames, IA: Research Institute for Studies in Education (RISE), Iowa State University.
- Study 46: Pathways to Engineering Technology Careers (PETC) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
    - Access profile here: <https://clear.dol.gov/study/2016-petc-annual-evaluation-report-eastern-iowa-community-colleges-de-la-mora-et-al-2017>

- de la Mora, A., Kemis, M., Callen, E., & Starobin, S. (2016). *2016 I-AM annual evaluation report: Iowa Advanced Manufacturing Statewide Consortium*. Ames, IA: Research Institute for Studies in Education (RISE), Iowa State University.
- 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>
- Dervarics, C., Evans, W. D., Bucci, P. T., Fox, D. A., Bishop, K., & Balraj, N. (2018). *Summative evaluation report: Training for Regional Energy in North Dakota (TREND)*. Washington, DC: PTB and Associates.
- 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.*
    - Access profile here: <https://clear.dol.gov/study/summative-evaluation-report-training-regional-energy-north-dakota-trend-dervarics-et-al-2018>
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- 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.*
    - Access profile here: <https://clear.dol.gov/study/third-party-evaluation-services-trade-adjustment-assistance-community-college-and-career>
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- Study 111: Project IMPACT. *This study was excluded from the synthesis because it received a low causal evidence rating.*
    - Access profile here: <https://clear.dol.gov/study/project-impact-innovations-moving-people-achieve-certified-training-final-evaluation-report>
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- Study 112: NHTI's Get IT Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
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- Skilton-Sylvester, P., Myran, S., Myran, G., Ross, S., & Williams, M. (2016). *Final evaluation report: Implementation and outcomes of Credentials to Careers.* Canadian Lakes, MI: Myran & Associates LLC.
- Study 113: Credentials to Careers (C2C) Program. *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-implementation-and-outcomes-credentials-careers-skilton-sylvester-et>
- Southwest Arkansas Community College Consortium. (2017). *Southwest Arkansas Community College Consortium: Trade Adjustment Assistance Community College Training grant final report.*
- 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.*
    - Access profile here: <https://clear.dol.gov/study/southwest-arkansas-community-college-consortium-trade-adjustment-assistance-community-1>
  - Study 115: SWACCC: Cossatot 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/southwest-arkansas-community-college-consortium-trade-adjustment-assistance-community-college>
  - Study 116: SWACCC: National Park College. *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-0>
  - Study 117: SWACCC: Rich Mountain 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/southwest-arkansas-community-college-consortium-trade-adjustment-assistance-community-3>
  - Study 118: SWACCC: South Arkansas 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/southwest-arkansas-community-college-consortium-trade-adjustment-assistance-community-2>

- 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.*
    - Access profile here: <https://clear.dol.gov/study/southwest-arkansas-community-college-consortium-trade-adjustment-assistance-community-5>
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- Study 121: PluggedIn and WorkREADY! Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
    - Access profile here: <https://clear.dol.gov/study/pluggedin-and-workready-southwest-virginia-community-college-2018-final-report-styers-et-al>
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- 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.*
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- Study 123: Southeastern Economic and Education Leadership Consortium (SEELC). *This study was excluded from the synthesis because it received a low causal evidence rating.*
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- 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>
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- 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.*
    - Access profile here: <https://clear.dol.gov/study/developing-pathways-careers-health-los-angeles-healthcare-competencies-careers-consortium-tan>
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- 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-taacct-final-evaluation>

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- Study 127: Rural Information Technology Alliance (RITA). *This study was excluded from the synthesis because it received a low causal evidence rating.*
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- Study 128: TAACCT-enhanced Additive Manufacturing Programs. *This study was excluded from the synthesis because it received a low causal evidence rating.*
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  - Access profile here: <https://clear.dol.gov/study/taacct-building-illinois-bio-economy-bib-consortium-final-evaluation-report-new-growth-group>

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- 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-tech-net-trade-adjustment-assistance-community>

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- Study 131: PluggedInVA (PIVA). *This study was excluded from the synthesis because it received a low causal evidence rating.*
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- Study 132: Quincy College’s Biotechnology and Compliance Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/job-training-knowledge-based-economy-quincy-college-biotechnology-and-compliance-program-van>

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- Study 133: Knowledge to Work (K2W) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
    - Access profile here: <https://clear.dol.gov/study/knowledge-work-summative-evaluation-lord-fairfax-community-college-voorhees-2018>
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- 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.*
    - Access profile here: <https://clear.dol.gov/study/oregon-credentials-acceleration-and-support-employment-case-evaluation-report-results-key>
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- Study 135: Illinois Network for Advanced Manufacturing (INAM). *This study was excluded from the synthesis because it received a low causal evidence rating.*
    - Access profile here: <https://clear.dol.gov/study/evaluation-illinois-network-advanced-manufacturing-final-report-westat-2016>
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- 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.*
    - Access profile here: <https://clear.dol.gov/study/east-los-angeles-college-technology-logistics-program-taacct-final-evaluation-report-wiima>
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- Study 137: Health Information Technology Career Mobility (HITCM) program. *This study was excluded from the synthesis because it received a low causal evidence rating.*
    - Access profile here: <https://clear.dol.gov/study/weber-state-university-trade-adjustment-assistance-community-college-and-career-training>
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- 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.*
    - Access profile here: <https://clear.dol.gov/Study/North-Dakota-State-College-Science-TAACCT-Project-North-Dakota-Advanced-Manufacturing-Skills>
  - Study 139: NDAMSTI - education, earnings, and employment outcomes. *This study was excluded from the synthesis because it received a low causal evidence rating.*
    - Access profile here: <https://clear.dol.gov/Study/North-Dakota-State-College-Science-TAACCT-Project-North-Dakota-Advanced-Manufacturing-0>
- WorkED Consulting. (2018). *Oklahoma City Community College TAACCCT: Commercial Food Equipment Service Technician (CFEST) program third-party evaluation final report.* Burke, VA: WorkED Consulting, LLC.
- Study 140: Commercial Food Equipment Service Technician (CFEST) Program. *This study was excluded from the synthesis because it received a low causal evidence rating.*

- Access profile here: <https://clear.dol.gov/study/oklahoma-city-community-college-taacct-commercial-food-equipment-service-technician-cfest>

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- Study 141: Healthcare Career Works! (HCW). *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/southern-regional-technical-college-taacct-healthcare-career-works-hcw-program-third-party>

Yoder, B., & Ryland, A. (2016). *Trade Adjustment Assistance Community College and Career Training II Grant Program (TAACCT II): Summative evaluation of the University of District of Columbia, Community College's Transportation Academy*.

- Study 142: Transportation Academy Program. *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-and-career-training-ii-grant-program-taacct-ii>

York, V. (2018). *Johnson County Community College (JCCC) TAACCT final evaluation report*. Office of Educational Innovation and Evaluation. Manhattan, KS: Kansas State University.

- Study 143: JCCC's Accelerated, Collaborative Technology Training Services (ACTTS) project. *This study was excluded from the synthesis because it received a low causal evidence rating.*
  - Access profile here: <https://clear.dol.gov/study/johnson-county-community-college-jccc-taacct-final-evaluation-report-york-2018>

## 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.

Jacobson, L., LaLonde, R., & Sullivan, D. G. (2001). *The returns to community college schooling for displaced workers*. Retrieved from: <https://files.eric.ed.gov/fulltext/ED481841.pdf>.

- Study 1: Community college schooling. *This study was excluded from the synthesis because it examined enrollment and participation, not a community college intervention.*
  - Access profile here: <https://clear.dol.gov/Study/returns-community-college-schooling-displaced-workers-Jacobson-LaLonde-Sullivan-2001-0>

Jacobson, L., LaLonde, R., & Sullivan, D. (2004). *Estimating the returns to community college schooling for displaced workers*. (IZA discussion paper no. 1018). Bonn, Germany: Institute for the Study of Labor.

- Study 2: Community college schooling. *This study was excluded from the synthesis because it examined enrollment and participation, not a community college intervention.*
  - Access profile here: <https://clear.dol.gov/study/estimating-returns-community-college-schooling-displaced-workers-jacobson-et-al-2004>