

IDENTIFYING SUCCESS FACTORS IN COMMUNITY COLLEGE GRANTS
AWARDED UNDER THE U.S. DEPARTMENT OF LABOR'S
COMMUNITY-BASED JOB TRAINING GRANTS PROGRAM,
2005-2008

by

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A DISSERTATION

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ABSTRACT

This study provides an in-depth analysis of the Community-Based Job Training Grants awarded by the U.S. Department of Labor from 2005 to 2008. The primary research question is designed to identify the most important factors in meeting grant-training outcomes; however, numerous secondary questions were addressed to provide the reader with in-depth knowledge of this specific funding track. Literature on the mission and history of community colleges, federal funding for workforce training, and the funding struggles facing community colleges was used to support the research.

Logistic regression analysis was used to answer the primary research question, and descriptive statistics was used to identify regional differences, most popular target industry sectors, and funding patterns based on the Carnegie Basic Classification system. Following data analyses, the researcher discussed findings, conclusions, and recommendations for policy, practice, and future study.

DEDICATION

Dedicated to the memory of Dencie Frances Linley and to secretaries all over the world.

LIST OF ABBREVIATIONS AND SYMBOLS

n	Sample size
p	Probability value
t	Computed value of t test
$<$	Less than
$>$	Greater than
\bar{M}	Mean: the sum of a set of measurements divided by the number of measurements in the set
$=$	Equal to

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CHAPTER I:

INTRODUCTION TO THE STUDY

Since the 1980s, significant developments in the world's economic and political arenas have changed the way people in the United States think about education and the demands of the public education system (Boyd, 1992). This heightened concern has led to debates about what policies and programs should be developed and implemented to achieve particular societal goals (Heck, 2004). Social context dictates what and how a topic is studied and to the extent that policy changes are implemented (Berliner, 2002).

In his book, *How Colleges Work: The Cybernetics of Academic Organization and Leadership*, Birnbaum (1988) stated that “there is often a disconnect among the worlds of policymakers, practitioners, and researchers” (p. 2). The political arena faces high turnover and pressure for quick results (Firestone, 1989). Therefore, by the time research can be conducted and data can be analyzed, the nature of the problem could have changed (Birnbaum, 2000). Even though legislators often require evidence for decision making, their actions are the result of many complex factors including societal values (e.g., equality, liberty), accumulation of power, resources, and knowledge (Fowler, 2000).

Education is viewed as a function of state government; however, civil rights, desegregation, poverty, and other societal problems caused federal policymakers to become more active in allocating funds for education beginning in the 1950s and 1960s (Gutierrez, 1997). When the *Elementary and Secondary Education Act* (ESEA) was passed in 1965, the issue of evaluating efforts and accountability required the need for scholarly research (Heck, 2004). One

scholar has suggested that research used to frame policy has focused on specific issues in specific timeframes and, thus, has been of little use (Mawhinney, 1993). This claim has been supported by federal policymakers funding research that produces evidence of effects based on experimental trials among established school reform programs rather than the broader scope of educational policy problems (Heck, 2004). The most important factor in developing policy is that the decision making takes place in a political arena, not an academic arena (Fowler, 2000).

Since they were established more than one hundred years ago, two-year colleges have increased access and opportunity to new populations from rural and urban settings. Recent figures from the American Association of Community Colleges indicate that almost half (46 %) of first-time freshmen choose community colleges as their first entry to postsecondary education. Modern-day, comprehensive community colleges offer technical and career programs ranging from forensic computing to biotechnology to robotics/automation – a far cry from earlier courses in upholstery and watch repair.

Many community colleges offer credit and non-credit training programs through multiple instructional delivery methods. Some institutions have developed new programs and structures to serve specific populations such as welfare recipients (Katsinas, Banachowski, Bliss, & Short, 1999). Many new programs originate from the needs of local employers in the colleges' service areas, but innovative faculty, administrative support, grant funding, strategic planning and politics also play key roles in the program development process (Seymour, 1988).

The original vocational programs offered by community colleges to World War II veterans focused on training workers who would typically work in large manufacturing industries (Katsinas, 1994). Those workers typically held the same job for many years, unlike today's workers who are expected to change jobs at least five times in a lifetime (Bolles, 2009).

Workforce training is categorized in the work of Cohen and Brawer (2008) as vocational-technical education, one of five curricular functions of the community colleges: academic transfer, vocational-technical, continuing education, developmental education and community service. These famous community college scholars stress that these five functions are inherently intertwined “because education is rarely discrete” (p. 26). For example, science courses are required in an academic transfer program, but science classes are also required for students majoring in healthcare fields. The same is true for a student who requires developmental education but plans to graduate in a technical program (Cohen & Brawer, 2008).

Although volumes of literature have been written about community colleges, most of the research has been performed by political scientists, not by educational practitioners (Katsinas, 1994). One thing remains constant—community colleges represent many things to many people. As a community resource for workforce and economic development, community colleges serve traditional and non-traditional students in search of careers (Van Noy, Jacobs, Korey, Bailey, & Hughes, 2008). Because community colleges’ tuition is less than half of their four-year colleges’ counterparts (AACC, 2009), high school graduates often enroll at two-year institutions immediately after graduation. Older students seeking a second career or “late bloomers” who find themselves as single parents working full-time and living barely above poverty level see the community college as hope for a better future. This trend is reflected in the latest data from the American Association of Community Colleges (AACC), which indicated that the average community college student is 29 and she or he is employed at least on a part-time basis (AACC, 2009).

Simply stated, community colleges serve an increasingly diverse public with various perspectives and priorities (Bragg, 2000). The students and faculty at community colleges are

changing rapidly and colleges are struggling to keep up with those changes (Phillippe, 1997). Colleges must also face changes in instructional and student support services with increased emphasis on learner-centered approaches (O'Banion, 1997).

Statement of the Problem

America leads the world in technology and innovation, but has struggled to maintain its role as the top-manufacturing nation amidst growing competition from China and other foreign markets. A highly-skilled workforce is vital to reviving America's lead role in the global marketplace. Although it is common to hear local, state, and national leaders cite the educational system as a major cause of the global competitiveness problem, community colleges are rarely seen as the solution (Roe, 1989). This philosophy seems contradictory when considering the latest information from the American Association of Community Colleges (AACC, 2009), which indicates that community colleges currently enroll 11.5 million students. Not only do community colleges serve millions of students, they often play leading roles in their various communities by offering innovative programs in numerous formats.

Over the past 30 years, community college enrollment has skyrocketed while state funding levels have decreased. States have been faced with increased costs for healthcare, corrections and K-12 education while tax revenue has declined (Katsinas, 2005). This dilemma has forced community colleges to seek other sources of funding to support equipment-intensive training programs like machine tool operation, nursing and aerospace technology.

With enrollment in non-credit workforce training programs increasing, community college leaders are capitalizing on vocational/job training grants to fund such high-tech programs (Van Noy et al., 2008). Workforce training grants have become an important way of funding these expensive programs. "In fact, community college participation in grant-funded workforce

development programs is in some ways a marriage of necessity driven by state and employer needs to provide workforce training” (Brumbach, 2005, p. 49).

Typically, federal agencies show no favoritism to community colleges when awarding grants. However, the Community-Based Job Training Grant (CBJTG) funded by the U.S. Department of Labor is different. The primary purpose of the CBJTG grants has been to “build the capacity of community colleges to train workers to develop the skills required to succeed in high growth/high demand industries” (DOL, 2009a).

As state appropriations for higher education decrease and expectations increase, community colleges face difficult decisions about personnel, technology, student services, and instructional programs. Finding the funding to support new, innovative programs without jeopardizing existing budgets is a growing concern. Although government grants come with numerous strings attached and extensive reporting requirements, college administrators are willing to take the risk (Brumbach, 2005).

Purpose of the Study

The CBTJG Program offers great opportunities for community colleges across the nation. That being the case, how have community colleges across the nation benefited from the CBJTG Program since it began in 2005? This study analyzed the Community-Based Job Training Grants Program and the grants awarded from 2005 to 2008 and provided data that can be used to determine which variables play important roles in predicting whether or not colleges will meet training objectives.

Performance outcomes were evaluated for all grantees to determine which type(s) of institutions have been more successful at meeting the goals that they established for their programs. In addition, the researcher extracted and analyzed data by groups to determine the

number of grantees, most popular industry sectors, and other descriptive statistics. Logistic, regression, and correlation analyses were performed to identify the most significant factors in determining grant success as defined by meeting training goals.

Also, because this study focused on such a large number of community colleges across the country, the Carnegie Basic Classification System was used to classify each college in order to make statistical comparisons. To establish a point of reference for all grantees that reflected size and economic status, enrollment and financial data from the National Center on Education Statistics was integrated with grant award information and performance data. The geographic distribution of the grants was reviewed to identify regional trends.

Research Questions

This study provided an in-depth analysis of the Community-Based Job Training Grant Program and the grants awarded from 2005 to 2008. The primary research question was designed to identify the characteristics of the most successful grant projects in terms of meeting grant-training outcomes. Numerous secondary questions were addressed to provide the reader with in-depth knowledge of this specific funding track.

Multiple analyses of data regarding the 61 Associate's Colleges that have completed received Community-Based Job Training Grants within the period of study were conducted to address the following research question. Were any of the following characteristics significant in predicting successful attainment of the training goals of CBJTG awardees: 1) geographic location based on Census regions; 2) Carnegie Basic Classification; 3) target industry; 4) size of grant award; 5) annual total operating revenues; and 6) implementation of new programs (Y/N)? Descriptive statistics were calculated and analyzed to address the following secondary research questions:

1. Which Carnegie Basic Classification of Associate's Colleges received the most CBJTG awards in 2005, 2006 and 2008;
2. Were there regional differences in the CBJTG awards related to the Carnegie Basic Classification System;
3. Were there regional differences in the CBJTG awards related to target industry;
4. Which types of Associate's Colleges (rural, suburban, urban) trained more students at the lowest cost through CBJTGs at the end of the three-year project period;
5. What were the most popular industry sectors for the CBJTG projects awarded in 2005, 2006, and 2008;
6. Which states received the highest number of CBJTG awards in 2005, 2006, and 2008;
7. Which states received the highest dollar value in CBJTG awards in 2005, 2006, and 2008;
8. What was the average award amount for the CBJTG projects awarded in 2005, 2006, and 2008;
9. What was the distribution of dollars invested per student trained; and
10. How many institutions have received multiple awards?

Significance of the Study

This study was significant because it provides an in-depth look at a federally-funded grant program targeted specifically at community colleges, a rarity in the world of federal grants. Even though there are billions of dollars in federal grants awarded each year, most of the funding is awarded to large research universities (Council for Resource Development, 2007). One

federal agency that supports education—particularly in areas of math and science—is the National Science Foundation.

The National Science Foundation awards millions in grants each year, and community colleges are eligible to apply for funding. However, data do not reflect that community colleges are receiving large amounts of these grants. For example, in fiscal year (FY) 2008, the National Science Foundation awarded \$37,056,000 in total grants to Alabama colleges and universities. Of this \$37 million, only \$2,221,000 (6%) was awarded to Alabama community colleges (NSF, 2008)

The U.S. Department of Education also awards billions in grants each year, but a review of one grant program entitled *Funds for the Improvement of Secondary Education* (FIPSE) revealed that of \$10,297,193 awarded in FY 2007, only \$1,035,482 (10%) was awarded to two-year colleges (Council for Resource Development, 2007). These two examples provide a better understanding of the magnitude of the problem facing community colleges in the competitive world of grant seeking. When competing with four-year colleges and universities, community colleges often fall short.

Alternatively, the U.S. Department of Labor's CBJTG grants offer community colleges the chance to meet regional employment needs by providing funds to purchase expensive equipment to support such training. CBJTG grant funds also support career awareness activities, faculty professional development, and community partnerships. The Community-Based Job Training Grant Program is truly a "milestone" in community college history (Vaughan, 2006).

The CBJTG Program offers community colleges the unique opportunity to strengthen their capacity to deliver high tech programs and a great opportunity to confirm the vital role community colleges play in American higher education. Results from this study will explore the

overall success of the CBJTG Program in meeting its goal to increase the capacity of community colleges to provide training programs in high growth, high-demand areas. With a large federal investment of \$375 million in just three years and more funding in process, the CBJTG Program is a significant asset to community colleges (DOL, 2008b). Its success could encourage the allocation of more federal grant programs that specifically target community colleges.

Data from this study could also assist the U.S. Department of Labor in *predicting* the elements of success that must be present if institutions are to be successful in meeting performance goals. Colleges seeking funding for new programs or expanding existing programs will be able to see if they possess some of the more favorable *predictors* of success before the proposal process begins. Further, community colleges can use the results of this study in strategic planning related to institutional advancement and workforce development.

State and national policymakers may also use data from this study to demonstrate the role of community colleges in workforce training and the importance of funding streams to strengthen that primary function, particularly in challenging economic times. College and university leaders, economic developers, researchers and employers will have the opportunity to view community colleges in a different light. The research will also assist Department of Labor representatives in determining which characteristics or factors may or may not impact success and use the data to convince policymakers to revise grant guidelines and eligibility requirements.

It is no secret that politicians want quick results (Firestone, 1989); however, research and analyses take months and years to conduct. This study is in “real time” and provides a great opportunity for community colleges to spotlight the innovative programs that are being offered. While regular performance reports are required by the Department of Labor, the reports are not made public. At the time of this writing, the CBJTG Program is very active and being reviewed

by the new administration (Obama looks to refocus, 2009). Therefore, the timing of this study is critical.

Finally, the general public sometimes views government programs as corrupt or a waste of taxpayer money because of the strong media attention on the “bad” rather than the good that is being done with taxpayer dollars. Funding from the CBJTG Program is allowing community colleges to train thousands of workers across numerous fields and are providing “second chances” to many who have lost their jobs and found themselves facing middle age with no marketable skills. The projects also offer flexibility to community college leaders who think innovatively about the programs they offer, when they are offered, and by what means they are offered.

Acronyms/Definitions

ADVANCED MANUFACTURING – Includes jobs in manufacturing production plants that use high-tech processes in the manufacturing plant, not the output of high-tech products. There are numerous sub-sectors of the advanced manufacturing industry including aerospace, automotive, metalworking, food processing, shipbuilding, and plastics (DOL, 2009c).

AEROSPACE INDUSTRY – Includes jobs related to airframe manufacture, aircraft components and engines, missiles, avionics, satellite and space launch equipment and refurbishment work. Avionics covers electrical and electronic control systems for use on aircraft and also ground-based software and systems for flight management. Space equipment covers communications and earth observation satellites, launch systems and launch vehicles. Refurbishment work includes maintenance work carried out by the major manufacturers where such work cannot be distinguished from the remainder of the company’s turnover (DOL, 2009d).

ASSOCIATE'S DEGREE – Degree granted for the successful completion of a sub-baccalaureate program of study, usually requiring at least two years of full-time, college-level study. This includes degrees granted in a cooperative or work-study program (NCES, 2009a).

AUTOMOTIVE INDUSTRY – Includes jobs related to automotive services and manufacturing. Automotive services include mechanical and body repairs of automobiles and light trucks, and manufacturing includes the production and assembly of automobiles, light trucks and their associated parts (DOL, 2009e).

BIOTECHNOLOGY INDUSTRY – Includes jobs related to all four stages of development for the biotech industry: Conception, Formation, Growth and Maturity. The Conception stage focuses on the research and discovery of new products, services, and ultimately, the opportunities for advancing novel solutions to address health care, agriculture, and other challenges that face the nation. Conception often occurs in small companies that employ between one and 49 people. The Formation stage focuses on the creation of firms and technology to transfer products and services into the marketplace. During the Growth and Maturity stages, companies focus on expansion and commercialization as well as development of industry clusters and networks. The Maturity stage is further defined by global competitiveness similar to that faced by a publicly traded corporation (DOL, 2009f).

CBJTG – Community-Based Job Training Grant – “These grants are employer-focused and build on the [High Growth Job Training Initiative](#), a national model for demand-driven workforce development implemented by strategic partnerships between the workforce investment system, employers, and community colleges and other training providers. The primary purpose of the CBJTG grants is to build the capacity of community colleges to train

workers to develop the skills required to succeed in high growth/high demand industries” (DOL, 2009a).

COMMON MEASURES – A term used by the U.S. Department of Labor to describe three standard performance measures by which grants are evaluated. These performance measures are required in all job training grant programs funded by the agency. These measures were implemented July 1, 2005. In summary, they are: 1) Entered employment; 2) Employment retention; and 3) Average earnings (DOL, 2009g).

CONSTRUCTION INDUSTRY – Includes jobs in three primary sectors: construction of buildings contractors, heavy and civil engineering construction contractors, and specialty trade contractors. Construction contractors build residential, industrial and commercial buildings. Heavy and civil engineering construction contractors are involved in building sewers, roads, highways, bridges, tunnels, and other types of heavy-construction projects. Specialty trade contractors are engaged in specialized activities such as carpentry, painting, plumbing and electrical work (DOL, 2009h).

DOL – U.S. Department of Labor

ETA – Employment and Training Administration – ETA is the largest division of the Department of Labor and provides oversight to the public workforce investment system, which includes over 1,800 comprehensive One Stop Career Centers and about 1,400 affiliate centers across the nation. ETA administers federal government job training and worker dislocation programs, federal grants to states for public employment service programs, and unemployment insurance benefits. These services are primarily provided through state and local workforce development systems (DOL, 2009i).

ENERGY INDUSTRY – Includes jobs in four broad sectors: 1) oil and natural gas; 2) mining, 3) electric; and 4) renewable energy. Nuclear energy is classified as a fifth sector by itself because the regulatory framework within which it operates, among several other factors, distinguishes it from the rest of the electric power industry (DOL, 2009j)

FINANCIAL SERVICES INDUSTRY – Includes jobs in banking, securities, commodities, insurance and real estate sectors. For purposes of the Community-Based Job Training Grant Initiative, the U.S. Department of Labor focuses primarily on the first three sectors. This industry handles financial transactions such as the creation, liquidation, or change in ownership of financial assets (DOL, 2009k)

GEOSPATIAL INDUSTRY – Although there is not yet an industry-wide definition of jobs in the geospatial industry, key occupations include surveyors, cartographers, photogrammetrists, and surveying technicians (DOL, 2009l).

HEALTHCARE INDUSTRY – Includes jobs in acute care (hospital settings), long-term care (facility-based), home care, and primary care settings based primarily in large and small physician practices. The healthcare industry is the broadest employment sector covered under the President’s High Growth Job Training Initiative (DOL, 2009m).

HGJTI – High Growth Job Training Initiative – “This initiative is a strategic effort to prepare workers to take advantage of new and increasing job opportunities in high growth, high demand and economically vital sectors of the American economy. Fields like health care, information technology, and advanced manufacturing have jobs and solid career paths left untaken due to a lack of people qualified to fill them. The High Growth Job Training Initiative targets worker training and career development resources toward helping workers gain the skills they need to build successful careers in these and other growing industries”(DOL, 2009n)

HOSPITALITY INDUSTRY – Includes jobs in the arts, entertainment, leisure, accommodation and food services sector (DOL, 2009o).

INFORMATION TECHNOLOGY (IT) INDUSTRY – Includes jobs in computer systems design, maintenance, hardware/software development, and numerous supporting positions. The IT industry is among the economy’s largest and fastest sources of employment growth (DOL, 2009p).

INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM (IPEDS) –IPEDS is a system of interrelated surveys conducted annually by the U.S. Department’s National Center for Education Statistics (NCES). IPEDS is used to gather information from every college, university, and technical and vocational postsecondary institution that participates in the federal student financial aid programs. The Higher Education Act of 1965 was reauthorized as The Higher Education Opportunity Act (HEOA) on August 14, 2008 and requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. (NCES, 2009b).

ITA – Individual Training Accounts –Vouchers issued to participants to cover costs for both occupational training and training in basic skills. Participants use an ITA to fund an appropriate training program from a qualified training provider (DOL, 2009q).

NATIONAL CENTER FOR EDUCATION STATISTICS (NCES) – Housed within the U.S. Department of Education, NCES is the primary federal entity for collecting and analyzing data related to education (NCES, 2009c).

PARTICIPANTS – Individuals receiving training services supported by CBJTG funds (Notice of Availability, 2008).

POSTSECONDARY EDUCATION – “Any program at an accredited degree-granting institution that leads to an academic degree (e.g., A.A., A.S., B.A., B.S.). Programs offered by degree-granting institutions that do not lead to an academic degree (e.g., certificate programs) do not count as a placement in postsecondary education, but may count as a placement in ‘advanced training/occupational skills training’” (NCES, 2009a).

RETAIL INDUSTRY – Includes jobs in commercial trade focusing on customer service, marketing, communications, loss prevention and merchandise sourcing (DOL, 2009r).

SGA – Solicitation for Grant Applications – “The document requesting potential suppliers to make offers or submittals to the buyer. Solicitations are also referred to as bid requests or submittal requests. For example, a request for information (RFI), request for proposal (RFP) or a request for quotation (RFQ)” (Government Dictionary, 2009).

TRANSPORTATION INDUSTRY – Includes jobs involving transportation of passengers and cargo, warehousing and storage for goods, scenic and sightseeing and support activities related to modes of transportation. These modes of transportation include highway, air, pipeline, water and rail transportation. The transportation industry includes time-specific delivery and electronic tracking of cargo (DOL, 2009s).

UNDEREMPLOYED – Any worker who is employed at a level below his/her skill level (DOL, 2009t).

WIA – Workforce Investment Act – This bill was passed by Congress 1998 and became effective July 1, 2000 “to reform federal job training programs and create a new, comprehensive workforce investment system. The reformed system is intended to be customer-focused, to help Americans access the tools they need to manage their careers through information and high quality services, and to help U.S. companies find skilled workers. WIA aims to improve the

quality of the workforce and enhance the productivity and competitiveness of the nation” (DOL, 2009u).

WORKFORCE DEVELOPMENT – Any program or effort directed at training people for work. These programs are directed at a range of participants from recent high school dropouts and graduates to currently employed/underemployed workers to long-term unemployed welfare recipients as a way of either improving or maintaining their socioeconomic status (Katsinas, Winter 1994).

Assumptions

Accuracy of the data collection procedures, according to Newman and Benz (1998), is one underlying assumption of good research. It is important to note that this study relies on the accuracy and validity of the data reported to the U.S. Department of Labor by the 188 grantees. The data collected by the NCES were assumed to be reported accurately by the institutions.

Delimitations

This study was delimited to include only the CBJTG Program and the grants awarded to associate’s degree granting institutions in the United States from 2005 to 2008 and the measurable outcomes related to worker training. Other grant objectives such as career awareness, curriculum development, etc. were not addressed. The study was further delimited to the use of quantitative performance data collected by the U.S. Department of Labor and entered on the ETA Form 9134 and institutional data reported to the NCES via IPEDS for each CBJTG participant institution.

Limitations

This study analyzed data from Quarterly Performance Reports submitted to the U.S. Department of Labor for 188 CBJTG grantees. Since these reports are not public, a Freedom of Information Act (FOIA) request was submitted to the DOL to obtain the data required for the study. The length of time required for the DOL to respond to the request could have been an issue. Since this study focused on three separate grant competitions awarded over a period, institutions in the study were at different degrees of implementation. For that reason, the researcher reviewed quarterly performance reports for each grantee at the quarter closest to the one-year point of performance. The institutions represented in this study were diverse. Not only did they differ geographically, the variation in demographics of the student body, the target industry, the grant award amount, and institutional resources made it impossible to form generalizations that would relate to all community colleges or all federal grant programs.

Organization of the Study

As noted, this study provides an in-depth look at the CBJTG Program funded by the U S Department of Labor. This study is organized into five distinct chapters: I) Introduction to the Study; II) Review of the Literature; III) Research Methodology; IV) Data Analyses; and V) Findings, Conclusions and Recommendations for Further Research. Chapter I sets the tone for the study and provides the reader the statement of the problem as seen by the researcher, the data used to study the topic, and the limitations of the research. An extensive review of the literature related to the history of community colleges, their shifting/evolving missions, and ever-present funding struggles are discussed in Chapter II. Chapter II concludes with a detailed history of federal funding to support workforce training and a description of the Community-Based Job Training Grant Program and how it was established. Chapter III outlines the methodology, data

collection, data source, analysis and procedures used in this study. Chapter IV will include statistical analyses of the data as well as numerous descriptive statistics illustrated in tables and figures. Finally, Chapter V will include conclusions from the research and recommendations for further research, policy and practice.

CHAPTER II:
REVIEW OF THE RELATED LITERATURE

The changing economy can leave people behind if we're not wise. But the changing economy also is good news. It creates higher-paying, higher-quality jobs. And that's what's happening here in America. And that's why it's essential that these kind of programs that we're talking about provide willing souls with the skills necessary to take advantage of it.

— President George W. Bush
Mesa Community College
January 21, 2004
Phoenix, Arizona

Introduction

This chapter contains a review of the literature on the development of community colleges, the *shifting* mission of community colleges as related to workforce/economic development and the challenges of funding those missions. A brief history of federal funding for workforce training is of significant interest and provides the framework for understanding the way federal workforce training programs are funded. Additionally, background information on the President's High Growth Job Training Initiative and the Community-Based Job Training Grant Program is provided.

Community Colleges

The first community colleges formed in the early 1900s were considered to be an extension of high school (Tillery & Deegan, 1985). The first such college, Joliet Junior College, was established in 1901 as an extension of Joliet High School in Joliet, Illinois (Vaughan, 2006). Junior college instructors were not as well educated as their university counterparts in the early

1900s. The proportion of instructors holding graduate degrees was much lower than faculty teaching at other higher education institutions (Koos, 1925). The three other distinct phases of development cited by Tillery and Deegan (1985) are the junior college; the community college; and finally, the comprehensive community college popular today.

The entrance of veterans of World War II into postsecondary institutions caused a huge increase in college enrollment. In 1947-48, enrollment totaled 2,659,000. Dramatic expansion of the community college continued in the 1960s — particularly in big cities as the increased focus on worker training changed the original transfer mission of the junior college to that of the comprehensive community college, which included both transfer and vocational/technical courses of study (Gleazer, 1968). As the need for post-high school education continued to increase, community colleges were viewed as an alternative for students attempting to enter state colleges and universities because the curriculum would be “much better suited to their capacities and needs” (Starrak & Hughes, 1954, p. 22).

In the 1960s, junior colleges were not included in most states’ plans for higher education even though a lot of money was available from states for public colleges and universities. “A major deterrent to community college development and a barrier to equalization of educational opportunity was removed as the states increased their share of financial support for both operations and buildings” (Gleazer, 1968, p. 32). The *Higher Education Facilities Act of 1963* authorized 22% of available federal facilities funds to build public junior colleges, but required state or local matching funds (Gleazer, 1968).

Some feel the community college concept resulted from societal and economic changes, rather than a change in thinking at colleges and universities (Callan, 2001). Two famous community college scholars, Arthur Cohen and Florence Brawer (2008), stated that “social

forces contributed to the rise of the American community college – most prominent were the need for workers trained to operate the nation’s expanding industries; the lengthened period of adolescence, which mandated custodial care of the young for a longer time; and the drive for social equality, which supposedly would be enhanced if more people had access to higher education” (p. 1). Community colleges are the logical option for increased access because of low tuition and open door policies (Wilson, 2001).

The number of community colleges continues to expand to accommodate the increased population and demand for higher education. Between 1966 and 2006, the total U.S. population grew from 196,560,338 to 300 million. During that same 40-year period, more than 900 two-year colleges were formed (Rhodes, 2006).

Shifting Missions

“The community college is not a static institution and neither are its missions. They have changed over time with new missions appearing and older ones changing in importance” (Townsend & Dougherty, 2006, p. 6). Transfer was the primary mission of the original junior college, but not the only one (Townsend & Wilson, 2006). The workforce and economic development mission appeared as early as the 1910s, but really flourished only in the 1960s. Similarly, the mission of providing adult education and community services emerged in the 1930s, but did not command much attention until the 1970s (Ratcliffe, 1994).

What forces have shaped the community college mission? External societal changes and demands have played an important role. “For example, the rise of the workforce and economic development mission – focused on occupational education – is directly related to changes in the structure of the economy and rising demands for new skills from businesses, students, and stakeholders” (Townsend & Dougherty, 2006, p. 7). Townsend and Dougherty (2006) further

attributed the increased attention and soaring enrollment at community colleges to the growing number of high school graduates pursuing higher education and the increased tuition at colleges and universities. Katsinas (1994) indicated that many community colleges include the words “economic development” in their mission statements, but distinctions exist between the types of community colleges and their roles in economic development. Rural community colleges play a key role in local workforce training programs, but struggle with high rates of adult illiteracy and poverty. Because most of the population and job growth has taken place in the suburbs, suburban community colleges have contributed to local economic development through customized training. Urban community colleges are the largest institutions and, as a result, are involved in the traditional workforce training programs, but are also active in entrepreneurial efforts and research activities.

There are numerous aspects of the community college, and some argue that the mission to train and educate low-income or working poor population with remedial education is a large piece of the puzzle (Jenkins, 2002). Because community colleges offer low tuition and open door policies, they are the most accessible option for all populations (Wilson, 2001). Community colleges are also called on to provide basic English language skills to a growing immigrant population (Phillippe & Sullivan, 2005).

Community colleges often have trouble defining their real missions (Townsend & Dougherty, 2006). Community college scholars Cohen and Brawer cite five consistent functions/services provided by community colleges: 1) general education transfer courses for the first two years of college; 2) vocational, occupational or technical education; 3) developmental or college preparation; 4) continuing education; and 5) community services (Cohen & Brawer, 2008). The general education function provides students the first two years towards a

baccalaureate degree. The vocational/technical education function prepares workers through associate of applied science degrees and certificate programs. Developmental services prepares unprepared students from secondary schools, and the continuing education/community services functions of the community colleges support lifelong learning and offer cultural events in the community (Cohen & Brawer, 2008).

The original mission to provide transfer programs and the increased pressure to provide high quality technical training can mean tension within a community college (Townsend & Dougherty, 2006). “The transfer mission was highly criticized in the latter part of the 20th century. It is currently experiencing both challenges and opportunities due to changing enrollment demographics and governmental interest in transfer and articulation” (Townsend & Wilson, 2006, p. 33). In the early 1980s, community colleges responded to the needs of businesses seeking to reduce training costs. The U.S. economy was in trouble, and many state governments funded training in hopes of attracting or maintaining business investment (Jacobs & Dougherty, 2006).

Traditionally, the economic development role of community colleges focused on vocational curricula designed to produce technicians for a manufacturing-based economy (Katsinas & Lacey, 1989). The extent of enrollment in vocational programs varies greatly by state, partly because of differing state-mandated foci for two-year colleges. However, across the nation, only 49% of the degrees awarded by community colleges in 2001-02 were in liberal arts and sciences, general studies and humanities; 51 % were in vocationally-oriented fields such as business management and administrative services, and health professions and related sciences (Phillippe & Sullivan, 2005). This figure compares with only 26% of total enrollments in terminal occupational programs in the early 1960s (Cohen & Brawer, 2003). The demand for

short-term workforce training program may help community colleges retain more students to completion. Vincent Tinto (1994) stated that “two-year institutions are painfully aware of the need to increase their rates of program completion, which nationally are barely a third of all beginning full-time students” (p. 16).

Workforce training has become an increasing part of the community college mission (Doucette, 1993). A study conducted in 1992 by the League for Innovation in the Community College revealed that nearly all community colleges have accepted workforce training as a legitimate mission, “generally as an extension of their longstanding career preparation, continuing education, and community service missions” (Doucette, 1993, p. 6). Principal results from the study indicated the largest percentage of training activities supported employers in the manufacturing industry (39.2%). Perhaps the most significant findings from the study reflected the perceived effectiveness and obstacles faced by community colleges in delivering workforce training: More than one-third (34.6%) of colleges reported inadequate budgets to support training activities. This figure compared with 25.3% stating that employers could not afford the training costs. Difficulty in gaining recognition as a provider of workforce training was also identified by almost one-fourth (22.8%) of the respondents.

Over time, the changing mission toward a focus on technical education evolved in concert with private sector values (Ayers, 2005). More recently, the long-standing mission of facilitating educational opportunity — particularly the pursuit of the bachelor’s degree — has changed as several states (most notably Florida) have permitted community colleges to confer their own baccalaureate degrees (Floyd, 2005). In an effort to support students pursuing a bachelor’s degree, many community colleges have been partnering with four-year colleges to offer upper-division courses on the community college campus that count towards the bachelor’s

degree. These credits count towards the baccalaureate, yet do not require students to physically attend another institution (Townsend & Wilson, 2006). This trend supports the community colleges' longstanding commitment to students. Unlike institutions with a wider range of duties, community colleges have also heeded the call for increased accountability through student learning outcomes. This focus on learning is consistent with the fundamental mission of community colleges (Hanson, 2006).

Authors Barr and Tagg (1995) stated the importance of community colleges remaining focused on the teaching and learning mission of the community college, saying: "Our mission is that of producing learning with every student by whatever means" (p. 9). However, today's tight economic times mean increased competition among colleges to increase enrollment. Therefore, many colleges focus on their marketing efforts and fundraising with not enough focus on teaching and learning even though technology has enabled us to have more data on those core missions (Carey, 2006). With growing enrollment, it is easy to focus on enrollment management and recruitment exercises to keep numbers high rather than think deeply about the unique characteristics and needs of individual learners who are attending already (Cohen, Brawer, & Associates, 1994).

With community colleges trying to stay true to their mission of teaching, the role of community college faculty becomes critical. Community college faculty members have little control over which students they teach, limited access to professional development, and often work in isolation from one another (Outcalt, 2002). Even though community colleges vary by institution type and mission, all institutions employ a large number of part-time faculty and, usually an even larger percentage of part-time faculty are engaged in vocational teaching typically drawn from the local workforce (Palmer & Zimbler, 2000). Brewer and Gray (1997)

concluded that vocational faculty were more acutely aware of and engaged in community issues than their academic counterparts. Results from the 2000 Center for the Study of Community Colleges (CSCC) national faculty survey indicated part-time faculty feel particularly isolated (Outcalt, 2002). This is very troubling considering that “more and more instruction at community colleges is delivered by instructors who spend less and less time on their campuses” (Outcalt, 2002, p. 113).

Community college faculty have also been faced with academic “classism” – perhaps a by-product of the widening gaps in our nation’s higher education system. Faculty who teach at large, research universities see themselves as “elite” when compared to a community college instructor, even if they teach in the same discipline and have the same credentials (Botshon, 2006). “Classism is dangerous because it divides us – faculty members and students alike – at a moment when financing for higher education is eroding, when grants for professional development and research are shrinking, when even the largest and most prestigious universities are still cutting faculty positions” (Botshon, 2006, p. B5).

Another issue facing community college faculty is the limited access to professional development (Garrison, 1967). According to authors Cohen and Brawer (1972), “community colleges will not reach their full potential until their faculty become *professional* and *mature*” (p. 4). Even though funding is tight, it is critical that community colleges offer professional development programs that facilitate closer working relationships with full- and part-time faculty. Teaching should be the primary focus of such programs so that “the historically central role of teaching within the multiple missions of the community colleges could be affirmed” (Outcalt, 2002, p. 114).

Clearly, all community colleges are not created equal. Many regions of the country see distinct variations in missions and in the way community colleges are utilized (Katsinas, 1994). There is also great diversity among the states and even within states regarding assigned roles, missions, and funding of community colleges (Fountain & Tollefson, 1989). A study conducted by the Nelson A. Rockefeller Institute of Government in 2005 highlights vast differences in the way states utilize and support their community colleges. This study found that states vary in the portion of their state's population attending community colleges by as much as five to one. For example, Wyoming ranks number one in the 2-year share of enrollment with 47.3% while Vermont ranks at the bottom with only 7.6% of enrollment (Jaschik, 2008). These state-by-state differences make it difficult to sustain national political support.

Funding Struggles

Over the past decade, community colleges have received increased publicity for their role in higher education. This is evidenced by the fact that Presidents George W. Bush and Barack Obama have mentioned community colleges specifically in State of the Union speeches. Unfortunately, that attention has not translated into hard dollars (Katsinas, 2005). The latest data available from the U.S. Department of Education indicated that, in 2000-01, the nation spent \$140 billion on four-year public universities compared to less than \$30 billion for public two-year colleges (Marklein, 2008). Additionally, the U.S. spends three times more to educate students at four-year institutions than at community colleges. The National Center for Education Statistics 2007 data indicated that public two-year institutions spent \$10,707 per full-time equivalent (FTE) student in 2006-07 as opposed to the \$32,613 per FTE spent by public four-year institutions in the same year (NCES, 2009b).

In his book, *Shaping Educational Policy*, James Conant emphasized the need for a nationwide educational policy to adequately fund all levels of education. Conant (1964) stated that “educational policy in the United States has been developed through a “haphazard” interaction of 1) leaders of public school teachers, administrators and professors of education, 2) state educational authorities, 3) a multitude of state colleges and universities, 4) private colleges and universities, and 5) the variety of agencies of the federal government through which vast sums of money have flowed to individual institutions and the states” (p. 109). Conant also supported the need for planning at the state level with the cooperation of local communities because most funding differences occur at the state level.

Shrinking education budgets have forced community colleges to change their images to compete with the growing number of for-profit training institutions that emerged in the early 1990s (Boggs, 2005). States have been faced with increased costs for healthcare, corrections and K-12 education while tax revenue has declined (Katsinas, 2005). Elite institutions receive large federal grants and endowments while community colleges fight for their share of funding (Marklein, 2008).

Lack of fiscal resources limits the effectiveness of the community college as demands upon the community college far outweigh current resources. In addition to increasing tuition and fees, more and more colleges must turn to external funding sources. The pressure to respond to business and industry needs is also increasing, and institutions must be proactive (Roe, 1989). Community colleges have strengthened their commitment to workforce development by funding new programs with federal and state support (Bragg, 2000).

Higher education has traditionally favored the best and brightest (Marklein, 2008). Therefore, it is very important for community colleges to highlight the societal and public nature

of their work to gain continued funding and support (Ayers, 2005). As community colleges move to the forefront as respected providers of workforce education, the opportunity to raise external funds is growing. Community colleges have some distance to cover, however, as combined endowments at two-year colleges do not equal even 1% of the value of four-year sector endowments (Milliron, de los Santos, & Browning, 2003).

Resource Development

Because financial support from the state is no longer adequate, institutional advancement is a huge area of focus for all major universities with private fundraising and grant seeking playing an important role. It is not uncommon to hear about public research universities completing billion-dollar-plus capital campaigns (Strout, 2006). The 2005 annual survey conducted by the Council for Aid to Education shows vast differences in private gifts among public universities (Strout, 2006). Table 1 lists a sampling of the differences among public universities in several states that recently completed capital campaigns.

Table 1

Total Raised by Institutions Completing Capital Campaigns in 2005

	<i>Total Gifts 2005</i>
University of Washington	\$259,118,639
University of Michigan	\$251,353,272
University of California at Berkeley	\$198,863,654
Texas A & M University	\$144,482,782
Michigan State University	\$90,973,951
Texas Tech University	\$48,568,647
University Eastern Michigan	\$5,008,439
Western Carolina University	\$3,950,003
Eastern Washington University	\$2,766,180
Mansfield University of Pennsylvania	\$821,797

Source: Council for Aid to Education Annual Survey, 2005 as printed in The Chronicle of Higher Education, 9/8/2006: *In the same state, yet worlds apart.*

Fundraising is also becoming more and more important for community colleges. Ideally, college goals drive the pursuit of external funding (Brumbach & Villadsen, 2002). Two advantages that universities have over community colleges in the institutional advancement arena are research and a strong alumni base (Strout, 2006). When colleges apply for funding for a grant project, it is critical to have a clear vision for the future. “Productive change is the hallmark of the most effective resource development efforts in the community college” (Brumbach & Villadsen, 2002, p. 78). Because community colleges are fluid organizations, they are the hardest to define because of the diversity of the student demographics. Thus, community colleges must focus on what grant and private funding can accomplish with new programs, new ideas or removing barriers (Brumbach & Villadsen, 2002). According to Strout (2006), John Lippincott, president of the Council for Advancement and Support of Education, predicted that the money raised by two-year colleges would double in the next ten years, as it has in the last decade at four-year institutions.

Federal Funding for Workforce Training

The roots of the American government’s role in workforce training date back to 1862 and the passage of the *Morrill Act*. The *Morrill Act* granted 30,000 acres of federal land in each state to establish universities that introduced the teaching of new courses and included types of students previously excluded from higher education (Gutierrez, 1997). This historic achievement laid the groundwork for higher education for all citizens. Phillippe and Sullivan (2005) stated, “the seeds of the American community college were planted” with the passage of the *Morrill Act* because the legislation was the first to extend access to higher education.

The next significant piece of legislation targeted at workforce training was the *Smith-Hughes National Vocational Act of 1917, Public Law No. 347*, authorized by the Sixty-fourth Congress-S. 703 on February 23, 1917.

AN ACT to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure.

The *Smith-Hughes Act* basically established an instructionally-segregated system of academics and training. The Act required separate State Boards for Vocational Education, annual reporting to Congress, and contributed to the isolation of vocational education from other parts of the comprehensive high school curriculum (North Carolina State University, 2009). Yet, one of the most significant accomplishments of the *Smith-Hughes Act* was the establishment of cooperative activities between the federal government and the States. Because the Act granted federal funds for vocational education, the *Smith-Hughes Act* also caused vocational education to be heavily influenced by federal legislation (Gutierrez, 1997).

In 1933, President Franklin D. Roosevelt signed the *Wagner-Peyser Act* as part of his New Deal. This legislation established public employment services across the country. The *Wagner-Peyser Act* was very significant in the history of workforce development because it funded a national system of employment offices to provide “employment-related labor exchange services to assist job-seekers in finding jobs and to assist employers in finding qualified workers” (Rubenstein & Mayo, 2007, p. 21). A nationwide employment data system also was established by the *Wagner-Peyser Act* to maintain statistical labor market information (Rubenstein & Mayo, 2007).

The *Wagner-Peyser Act* was amended in 1998 as part of the *Workforce Investment Act* (WIA) to require all Wagner-Peyser services to become part of the One-stop system. However, funding streams, administration, and performance reporting remained separate (Rubenstein & Mayo, 2007). It is important to note that Wagner-Peyser funds are administered by the U.S. Department of Labor.

In 1944, efforts to avoid “a looming social and economic crisis and perhaps, another Great Depression” resulted in the passage of the *Servicemen’s Readjustment Act*, commonly known as the GI Bill. The GI Bill made it possible for World War II Veterans to seek vocational training, but also provided unemployment allowances each week for up to one year (Rubenstein & Mayo, 2007). “After the Great Depression, economic policy concentrated on finding jobs for people to reduce the unemployment rate” (Gutierrez, 1997, p.1).

The *National Defense Education Act* (NDEA) was passed in 1958 to promote the advancement of education in the areas of science and mathematics, but also supported technical education, geography, counseling and school libraries. NDEA was authorized during the Sputnik era when there was great public concern over education. In addition to academic improvements, NDEA contains statutory language prohibiting federal control over the curriculum of any educational institution (Rubenstein & Mayo, 2007).

The *Manpower Development and Training Act of 1962* established programs administered and funded by the U.S. Department of Labor. The *Manpower Development and Training Act* also provided training funds for unemployed and *underemployed* workers. This act is viewed as the first major federal job training program (Rubenstein & Mayo, 2007). During the 1960s, federal policymakers began to view training and education as two separate things (Gutierrez, 1997).

The *Adult Education Act* (AEA) was passed in 1966 as the first adult education legislation in history (Rubenstein & Mayo, 2007). AEA supported a long-term national strategy to improve economic condition of disadvantaged populations. Funds for basic adult education services were provided to states under this act. The *Adult Education Act* later became part of the *Workforce Investment Act (WIA) Adult Education and Family Literacy Act* (Rubenstein & Mayo, 2007).

The Basic Educational Opportunity Grant of 1972 provided funding for low-income undergraduate and certain post-baccalaureate students to attend college (Gutierrez, 1997). The Basic Educational Opportunity Grant is more commonly known as the Pell Grant as it was renamed in 1980 for Senator Claiborne Pell (D-RI) to honor his efforts in creating the program (Rubenstein & Mayo, 2007). The Pell Grant Program is administered through the U.S. Department of Education.

In 1973, the *Comprehensive Employment and Training Act* (CETA) Program was enacted to consolidate manpower programs and to grant local authorities the power to tailor job training programs to specific needs (Rubenstein & Mayo, 2007). CETA targeted job training and related services for the most severely disadvantaged populations. “CETA was marred by a poor public image due to corruption, poor management, and lack of effective programs . . . and was amended in 1978 to limit discretionary authority of local and state governments” (Gutierrez, 1997, p. 8).

By the 1980s, the reality of an aging workforce and slow economic productivity prompted a change in policy to improve the education and job training system. The *Job Training Partnership Act* (JTPA) of 1982 replaced the poorly managed CETA Program. The JTPA Program gave most oversight authority to states instead of the federal government in order to

help curb corruption. Private industry councils (PICs) were in equal partnership with local elected officials for administering JTPA Programs in local service areas (Gutierrez, 1997).

It was hoped JTPA would improve program effectiveness by mandating performance standards on all its programs. Each service delivery area is responsible for its outcomes and required to meet federal standards. States could also add standards of their own and could use either a federal adjustment model or one of their own design to take into account the demographic and labor market characteristics of individual service delivery areas. (Carnevale, Gainer, & Villet, 1990, p. 38e)

Legislation establishing the *Workforce Investment Act* (WIA) began in 1998; however, WIA became effective July 1, 2000, and served two primary purposes: replacing the JTPA Program and integrating Adult Basic Education and Vocational Education (Rubenstein & Mayo, 2007). The Act supported a “community-based system of one-stop centers to allow access to a range of distinct federal workforce programs” (Rubenstein & Mayo, 2007, p. 9). WIA-funded activities focus on three distinct populations: adults (18 and older), dislocated workers, and youth (14 – 21 years old) (Rubenstein & Mayo, 2007). WIA-funded services are divided into three areas:

1. Core services - self-service access to job listings, career information, and local labor market information;
2. Intensive services - life-skills workshops, case management and comprehensive assessments leading to the development of an individual employment plan; and
3. Training services - employer-linked programs and classroom-based skills training leading to a specific occupation (DOL, 2009u).

Training services funded by WIA must be provided through the use of Individual Training Accounts (ITAs) vouchers issued to dislocated workers (Rubenstein & Mayo, 2007). Today, the “WIA is the largest single source of federal funding for workforce development activities” (Rubenstein and Mayo, 2007, p. 9). In order to grasp the large amount of funding available

through WIA, Table 2 provides a snapshot of the WIA funding streams at the national level beginning with the first year of implementation.

Table 2

WIA Funding at the National Level, 2000 – 2008

WIA Funding Stream	PY 00-01	PY 04-05	PY 07-08
Adult	\$950,000,000	\$893,194,800	\$864,199,000
Youth	\$1,000,965,000	\$995,059,306	\$940,500,000
Dislocated Workers (includes National Emergency Grant funds)	\$1,589,025,000	\$1,445,939,116	\$1,471,903,000
Total	\$3,539,990,000	\$3,334,193,222	\$3,276,602,000

Source: US Department of Labor. Workforce Investment Act Funding. 2009

Two significant pieces of legislation that provided workforce training funds were authorized in 2002: The *Jobs for Veterans Act* and the Trade Adjustment Assistance Program. As the name implies, The *Jobs for Veterans Act* provides funds for veterans for job training programs, but the most significant provision of this act is the specific preference for veterans for projects funded through the U.S. Department of Labor (Rubenstein & Mayo, 2007). The Trade Adjustment Assistance Program provides funds to assist workers who lost jobs because of increased competition from imports (Rubenstein & Mayo, 2007). In summary, Table 3 provides an overview of the current major funding sources and legislative acts administered through DOL.

Table 3

Current Federal Workforce Funding at a Glance

Act	Administering Agency	Federal Funding (FY 2006)	Population Served (Program Year 2005)
Basic Educational Opportunity Grant (Pell Grant Program)	US Department of Education	\$17.345 billion	5.3 million
Workforce Investment Act (WIA)	US Department of Labor	\$3 billion	1.1 million
Wagner-Peyser	US Department of Labor	\$749.3 million	13.3 million
Trade Adjustment Assistance (Trade Act of 2002)	US Department of Labor	\$259.4 million	120,000

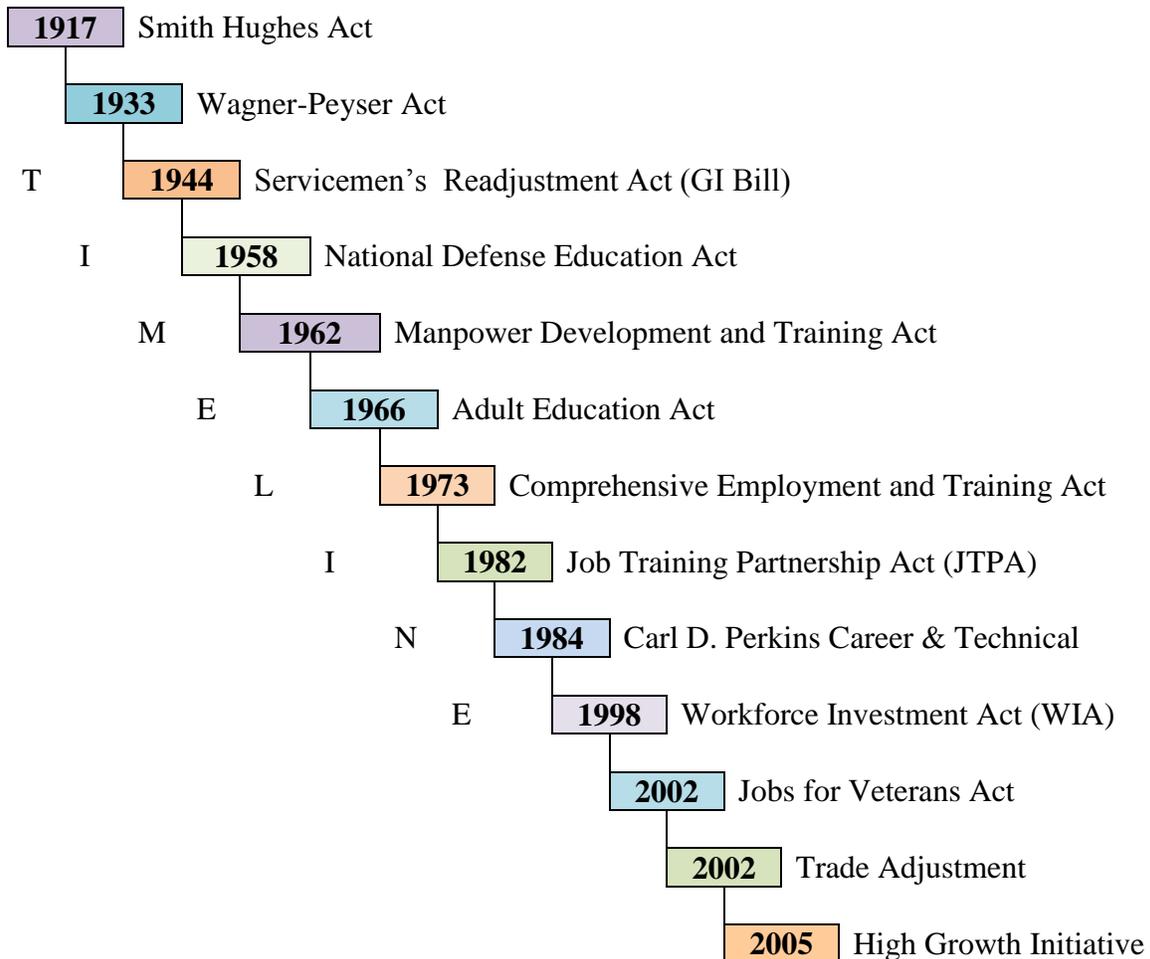
Source: Training Policy in Brief: An Overview of Federal Workforce Development Policies (2007). Gwen Rubenstein & Andrea Mayo, The Workforce Alliance, Washington, DC.

The United States has had a number of initiatives for reforming the educational system. Programs such as Tech Prep and School-to-Work stress the importance and value of technical education and workforce development in helping students transition from high school to college (Dare, 2006). Yet, increased federal dollars mean increased accountability by state and federal leaders. Many of those leaders do not realize the economic impact community colleges provide through technical training and associate's degree-level technicians (Laanan, Hardy, & Katsinas, 2006).

As indicated, numerous legislative acts directed at workforce training and education are documented throughout the 20th century. This systematic approach by policymakers has led to a myriad of programs in numerous areas of job training resulting in great bureaucracy (Gutierrez, 1997). Figure 1 provides a historical review of the key legislative acts directly supporting

education and training. These acts have strengthened community colleges' capacity to develop new occupational programs (Vaughan, 2006).

Figure 1. Key Legislative Acts Supporting Workforce Training



Source: Rubenstein, G. & Mayo, A. (2007) Training policy in brief: An Overview of federal workforce development policies (2007). Washington, DC: The Workforce Alliance.

High-Growth Job Training Initiative

The High Growth Job Training Initiative was first mentioned in a speech given by President George W. Bush to operating engineers in Ohio on Labor Day in 2003. President Bush laid out his administration's thoughts and approaches for meeting training needs in America. "The High Growth Job Training Initiative in this administration is aiming to give workers the

skills they need to realize their dreams. It's a collaborative effort to help team up people with the jobs that are needed, to make sure that the changes in our economy don't leave people behind" (DOL, 2009n).

President Bush's High Growth Job Training Initiative (HGJTI) was an effort to prepare workers for increasing job opportunities in high-growth, high-demand sectors. In support of this approach, the U.S. Department of Labor identified fourteen sectors that fit within two criteria: 1) they are projected to add substantial numbers of new jobs to the economy or affect the growth of other industries; or 2) they are existing or emerging businesses being transformed by technology and innovation requiring new skills sets for workers (DOL, 2009n).

According to the U.S. Department of Labor, the fourteen sectors identified as high-growth, high-demand were 1) advanced manufacturing; 2) aerospace; 3) automotive; 4) biotechnology; 5) construction; 6) energy; 7) financial services; 8) geospatial technology; 9) healthcare; 10) homeland security; 11) hospitality; 12) information technology; 13) retail; and 14) transportation.

The U.S. Department of Labor also identified a core set of priority solution elements common to all target industries. Community colleges were mentioned specifically in the following elements ((DOL, 2009n):

1. Developing a pipeline of young workers;
2. Building competency models, career ladders, and career lattices for new and incumbent workers;
3. Expanding postsecondary training alternatives including apprenticeships and community colleges' workforce development programs;
4. Accessing new and/or untapped labor pools;

5. Transitioning workers from declining industries;
6. Developing strategies for retaining incumbent workers and updating their skills; and
7. Engaging small businesses.

Specific outcomes were also developed by the U.S. Department of Labor for High Growth Job Training Initiative projects (DOL, 2009n). They included the following:

1. Targeted investment of workforce development resources and support for private and public sector partnerships to ensure the development of workers' skills in demand occupations based on industry need;
2. Increased integration of community and technical college efforts with business and public workforce system activities to meet the skills training needs of high growth industries;
3. Increased opportunities for employers to use apprenticeship training as skills development methodology, combining on-the-job training and academics to ensure a pipeline of skilled workers; and
4. Provided workers with paths to career enhancing opportunities in high growth occupations.

At the time of this writing, the U.S. Department of Labor website indicated 173 HGJTI grants totaling more than \$310 million have been awarded. A complete list of these grants can be found in Appendix A.

Community-Based Job Training Grants

The Community-Based Job Training Grants program is a “by-product” of the High Growth Job Training Initiative and is administered by the Employment and Training Administration (ETA). ETA is the largest division of the Department of Labor and provides

oversight to the public workforce system, which includes over 1,800 comprehensive One-Stop Career Centers and about 1,400 affiliate centers across the nation (DOL, 2009i). As a close “cousin” of the HGJTI, the first Solicitation for Grant Applications (SGA) for Community-Based Job Training grants (CBJTG) was announced in the May 3, 2005, *Federal Register*. According to information posted on the U.S. Department of Labor website (2009), the mission of the CBJTG program is to strengthen the role of community colleges in promoting the U.S. workforce’s full potential. The website states that the grants are employer-focused and build on the President’s High Growth Job Training Initiative, a national model for demand-driven workforce development implemented by strategic partnerships between the workforce investment system, employers, and community colleges and other training providers. The primary purpose of the CBJTG grants is to build the capacity of community colleges to train workers to develop the skills required to succeed in high growth/high demand industries. As shown in Table 4, competition for CBJTG funding was very stiff and averaged about 1 of 5 grants.

Table 4

CBJTG Applications and Awards, 2005 – 2008

Date Grants Awarded	# of Grant Applications Received by DOL	# of Grants Funded by DOL
October 2005	388 applications	70 awards (18%)
December 2006	429 applications	72 awards (17%)
January 2008	341 applications	69 awards (20%)

Source: U.S. Department of Labor

The U.S. Department of Labor outlined the following specific grant activities for the CBJTG program:

- Increase the capacity of community colleges to provide training in a local high growth, high demand industry through activities such as the development of training curricula with local industry, hiring qualified faculty, arranging on-the-job experiences with industry, and using up-to-date equipment; and
- Train new and experienced workers in identified high growth, high demand industries, with the aim of employing and/or increasing the retention and earnings of trained workers, while meeting the skill needs of businesses within targeted industries (DOL, 2009a).

Unlike other federal grant programs, the CBJTG program is listed as a milestone in community college history (Vaughan, 2006). Some community colleges implemented new programs using CBJTG funds. For example, The College of Menominee Nation in Wisconsin received a CBJTG grant to develop a bridge nursing program that allows students to earn credentials as a Certified Nursing Assistant, Licensed Practical Nurse, and Associate Degree Registered Nurse. This new bridge program allows students to work part time in the healthcare field while attending school (CMN to prepare, 2007). Another example of new program development using CBJTG funding is from Forsyth Tech Community College in North Carolina. The *Textiles to Technology* project focuses on the emerging field of biotechnology and trains workers who have been displaced from textile factories (Katz, 2008). While the CBJTG Program has certainly raised the profile of community colleges, Congress has made cuts in numerous workforce-training programs, many that funded training programs at community colleges (Heitman, 2005).

Summary

Today, higher education in the U.S. is struggling to solve challenges, and community colleges are receiving unprecedented attention. Community colleges are gaining increased support from policymakers and students as enrollment increases and they become the “go-to” place for job retraining with such high current unemployment. The news is not all positive,

however. Community colleges must keep their tuition low and still pay for expensive training programs like machine tool technology, allied health, and aerospace. Education is driven, to some degree, by rapid changes in technology and globalization as our economy becomes more knowledge- and service-based (Pope, 2008).

“As the economy spirals downward, colleges face *a tsunami of students* that many institutions don’t have space to accommodate, especially at peak times and in high-demand programs” (Biemiller, 2009, p. B11). The enrollment increase is attributed, at least in part, to the people who have lost jobs or may be afraid of losing them. Community colleges must be creative in course offerings and scheduling to balance the academic needs of students seeking job training programs and traditional transfer students (Biemiller, 2009).

Public community colleges are bureaucratic institutions where the primary missions are low cost and accessibility. Such an environment does not typically support innovative practices, but places a high priority on clear roles and responsibilities of employees (Birnbaum, 1988). In tough financial times, colleges struggle just to maintain status quo. This is particularly true in community colleges that typically serve financially-needy, at-risk students who are often more challenging and expensive to educate (Carey, 2006). Community colleges may be tempted to use grant funding to support for day-to-day operations, but it is highly unlikely that federal agencies or private donors will support the cost of doing business (Brumbach & Villadsen, 2002).

In the following chapter, the methodology and procedures are detailed to provide the reader a basic understanding of the data analyses to be performed. The results provide critical information for taxpayers, policymakers, and community college leaders and could strengthen support to sustain the Community-Based Job Training Grant Program. As state appropriations

for higher education decrease and expectations increase, community colleges face difficult decisions about personnel, technology, student services and instructional programs. Funding to support new, innovative programs without jeopardizing existing budgets is a growing concern.

CHAPTER III:

METHODOLOGY AND PROCEDURES

The purpose of this study was to analyze various aspects of the Community-Based Job Training Grants (CBJTG) Program funded by the U.S. Department of Labor. Specifically, this study examined the factors affecting the success of CBJTG grantees in meeting training outcomes. Further, the study has provided descriptive statistics related to the distribution of grants, targeted industries, and Carnegie Basic Classifications. This chapter describes the methodology, data collection, analysis and procedures used in this study. Data were derived from the U.S. Department of Labor's website and Performance Reporting System, the National Center for Education Statistics (NCES), and the Integrated Postsecondary Education Data System (IPEDS). This quantitative research "makes it possible to generalize from the sample to the total population" (Bamberger, 1999, p. 10). There were no new surveys administered for this study as it utilized only previously collected data in national datasets.

The purpose of information is to "assist in the making of decisions" (Richmond, 1964, p. 3). Therefore, frameworks, theories, and research models are critical in using data to create a foundation for scientific knowledge (Everhart, 1988). However, research findings are "at best, imperfect representations of reality" and fail to reflect the contexts of historical settings, culture, social and political environments (Cibulka, 1999, p. 23). This study of the Community-Based Job Training Grants Program is from the macro level, and, therefore, "focuses on outcomes rather than processes" (Bamberger, 1999, p. 8).

Authors Linn, Howard, and Miller (2004) have emphasized the importance of considering all stakeholders when designing a study. The primary stakeholders in this study were not only the grantees, but the hundreds of people served through the new programs and capacity-building activities. The faculty and administration of each institution, federal policymakers, taxpayers, and U.S. Department of Labor staff also had, and continue to have, a valid interest in these projects and have been considered in the research design. Multiple factors were considered in data analyses including geographic region, target industry, size of grant award, size of the institution, and Carnegie Basic Classification. Policymakers will benefit from knowing the number of workers being trained at community colleges through the CBJTG projects; DOL staff will be able to *predict* the likelihood of success in future CBJTG awards; taxpayers will see positive, tangible results from their tax money; and community college faculty and administrators will see how their CBJTG projects compare with those at similar institutions.

Data from this study are considered descriptive in nature with characteristics of a specific universe at a specific time (Gall, Gall, & Borg, 2003). The universe for this study consisted of Associate's Colleges that received CBJTG awards from 2005 to 2008, and the study focused on training outcomes for each project as of the end of the quarter closest to the one-year implementation point.

Accuracy of the data collection procedures, according to Newman and Benz (1998), is one underlying assumption of good research. It is important to note that this study relied on the accuracy and validity of the data reported by the grantees to the U. S. Department of Labor and to the U.S. Department of Education.

Research Questions

As previously indicated, this study provides an in-depth analysis of the Community-Based Job Training Grants awarded from 2005 to 2008. During this time period, 211 grants were awarded, and 188 of the 211 (90%) went to Associate's Colleges. The remaining 23 grants were awarded to universities and other workforce development entities. Data from these 23 universities and workforce development entities were not be included in this study. The primary research question was designed to identify the most important factors in meeting grant training outcomes; however, numerous secondary questions were addressed to provide the reader with in-depth knowledge of this specific funding track.

Multiple analyses of data regarding the 62 Associate's Colleges that have completed Community-Based Job Training Grants within the period of study were conducted to address the following primary research question. Were any of the following characteristics significant in predicting successful attainment of the training goals of CBJTG awardees? The characteristics included 1) geographic location based on Census regions; 2) Carnegie Basic Classification; 3) target industry; 4) size of grant award; 5) annual total operating revenues; or 6) implementation of new programs (Y/N)?

Descriptive statistics were calculated as well and analyzed to address the following secondary research questions:

1. Which Carnegie Basic Classification of Associate's Colleges received the most CBJTG awards in 2005, 2006 and 2008;
2. Were there regional differences in the CBJTG awards related to the Carnegie Basic Classification System;
3. Were there regional differences in the CBJTG awards related to target industry;

4. Which types of Associate's Colleges (rural, suburban, urban) trained more students at the lowest cost through CBJTGs at the end of the three-year project period;
5. What were the most popular industry sectors for the CBJTG projects awarded in 2005, 2006, and 2008;
6. Which states received the highest number of CBJTG awards in 2005, 2006, and 2008;
7. Which states received the highest dollar value in CBJTG awards in 2005, 2006, and 2008;
8. What was the average award amount for the CBJTG projects awarded in 2005, 2006, and 2008;
9. What was the distribution of dollars invested per student trained; and
10. How many institutions have received multiple awards?

Materials and Data Collection

Initial identification of grantees, award amount, focus industry, and year of award were obtained from news releases and grantee abstracts obtained from the U.S. Department of Labor's Education and Training Administration website. These data were recorded in pre-coded categories into a master database so that additional data fields could easily added to each record as the study evolved.

In addition, data from each of the Quarterly Performance Reports filed by each grantee were compiled into the master database so that statistical analyses could be performed. A blank copy of the quarterly reporting Form ETA-9134 is located in Appendix B. The primary source of quantitative data for this study was the Quarterly Performance Reports submitted by each of the 188 grantees to the U.S. Department of Labor. Quarterly Performance Reports (Form ETA-

9134) for the fourth quarterly reporting period for each grantee was obtained from the U.S. Department of Labor through a Freedom of Information Act (FOIA) request.

Since the 188 projects have been awarded over a three-year period, grant projects were at different levels of implementation at the time of this study. To ensure consistency, data from each grantee was evaluated as of the end of the quarter closest to the one-year point of implementation. For example, projects awarded in October 2005 were evaluated in the quarter ending December 31, 2006; projects awarded in November 2006 were evaluated in the quarter ending December 31, 2007; and projects awarded January 2008 were evaluated with the quarter ending March 31, 2009. The Department of Labor implemented a new, electronic, cumulative reporting format beginning with the June 30, 2008 quarter (DOL, 2009w).

Since this study focused on such a large number of community colleges across the country, it is important to use a standard classification system to make statistical comparisons. The Carnegie Foundation for the Advancement of Teaching classification system for higher education institutions was used to identify specific classifications for each grantee. The Carnegie Basic Classification System for Associate's Colleges is recognized as the foremost classification system for higher education institutions and categorizes community colleges as public or private and, within the public sector, as rural, suburban, or urban (Hardy & Katsinas, 2006). The system also distinguishes between small, medium, large rural colleges, and single or multi-campus institutions urban and suburban colleges. By using these specific characteristics, researchers are able to make more accurate comparisons and identify trends among types of institutions. Each institution's Carnegie basic classification is also available in the Integrated Postsecondary Data System (IPEDS) database and was used in this study.

The National Center for Education Statistics (NCES) Integrated Postsecondary Data System (IPEDS) website was accessed to collect unduplicated annual headcount data and total operating revenues for each institution for the fall semester of the year the grant was awarded (NCES, 2009c). Pell, SEOG, and special capital appropriations were excluded from the total revenues listed in IPEDS to provide a truer picture of the college's fiscal resources. Once this information was obtained for each grantee, the data was entered into the master database.

The regional designations adopted by the U.S. Census Bureau were also used to determine geographic regions for each project. This information was obtained by going to the NCES website and choosing *Map* option under the *College Navigator* function. The map is divided into eight regions that include several states within each section. Based on the state location of each grantee, these eight regions were used to assign the appropriate Census region in columnar format in the master database. This tool is located at www.nces.ed.gov/collegenavigator, and a table listing each region and its composition is included in Appendix C.

The mapping website, MapQuest (www.mapquest.com), was used to pinpoint the exact location of each grantee so that geographic or regional differences such as target industry, Carnegie classification, revenues, enrollments, and other characteristics could be analyzed.

Analysis

Upon completion of the data collection, a master database was developed to conduct two types of statistical analysis: descriptive and inferential. Descriptive statistics were used to determine the number of grantees, most popular industry sectors, and other relevant data. Since this study focused on such a large number of community colleges across the country, the Carnegie Basic Classification System was used to classify each college in order to make

statistical comparisons. To establish a point of reference for all grantees that reflects size and economic status, enrollment and financial data from the National Center on Education Statistics was integrated with grant award information and performance data. The geographic distribution of the grants was also reviewed to identify regional trends and differences. Logistic regression and correlation analyses were performed to determine significant factors impacting the CBJTG awardees' ability to meet their training goals. Specifically, Chi-square and Spearman's Rho (Lehman, 2005a) tests were used to measure statistical dependence between the dependent variable (meeting training goals) and the independent variables (geographic location, target industry, etc.). Logistical regression was selected because response variable was coded as a nominal variable as either met (1) did not meet (0) goals (Lehman, 2005b). Alternatively, analysis was also performed with success coded as a continuous variable as a ratio of actual number of students trained divided by the target number of students to be trained from the original proposal. This alternative analysis yielded the same conclusion. Only the logistical regression will be described here.

The database was structured in columnar format to include the following categories of data: 1) index number (assigned for filtering purposes); 2) grantee; 3) city; 4) state; 5) target industry; 6) award amount; 7) year awarded; 8) Carnegie Basic Classification; 9) net revenues; 10) latitude; 11) longitude; 12) Census region; 13) target number to be trained; and 13) number completed education/job training activities.

After obtaining the exact location of each institution, the XY coordinates for each institution based on its location on the U.S. map were determined. The coordinates for each institution were then used with the bubble-chart feature of MS-Excel to make a plot of the institutions which was then overlaid onto the same U.S. map within MS-PowerPoint. The

resulting map displays the location of the institution on the U.S. map, the size of the "bubble" reflects the size of the grant, and the bubble color was used to denote other attributes of the grant as needed. This process allowed for the creation of multiple maps to illustrate regional or industrial patterns. Cross-tabulations were used to organize data by groups to perform descriptive data analyses such as the number of grantees by Carnegie Basic Classification and the most popular industry sectors.

Inferential Statistics

Correlation analysis was used to determine significant correlations among the continuous independent variables. Additionally, logistic regression analysis was performed to determine the strength of the relationship between the dependent variable and the independent variables. In this study, the success of the grantee was defined by whether or not the grantees met their training goals stated in the grant proposal after completing the three-year projects. Thus, "success" is the dependent variable, and the independent variables are 1) size of institution (based on enrollment; 2) Carnegie basic classification; 3) target industry; 4) geographic region; 5) size of grant award; actual number trained; 6) total annual institutional operating revenues; and 7) implementation of new programs (Y/N). The results of this study indicated a close relationship between "success" and any one of the independent variables such as target industry or a close relationship between "success" and the size of the grant award. T-tests were also used to compare the average grant awards by target sectors to identify funding patterns. Table 5 lists each data element, the definition, type, format and source for each variable used in the research.

Table 5

Data Table/Dictionary

Data Element	Data Definition	Data Type	Data Format	Data Source
Grantee	Name of Associate's College awarded CBJTG	Nominal	String	DOL Website
City	City where grantee is located	Nominal	String	DOL Website
State	State where grantee is located	Categorical	String	DOL Website
Geographic Region	One of 8 NCES-designated regions based on geographic location in the US (See Appendix C)	Categorical	Numeric	IPEDS Website
Size of Institution	Unduplicated headcount: <ul style="list-style-type: none"> • Fall 2005 for 2005 awardees • Fall 2006 for 2006 awardees • Fall 2008 for 2008 awardees 	Continuous	Numeric	IPEDS Database
Carnegie Basic Classification for Associate's Colleges	Small, Medium, or Large Rural, Suburban, or Urban (See Appendix D)	Categorical	Numeric	IPEDS Database
Target Industry	One of 14 high-growth, high tech sectors identified by DOL: Advanced Mfg; Aerospace; Automotive; Biotechnology; Construction; Energy; Financial Services; Geospatial; Healthcare; Homeland Sec; Hospitality; Info Tech; Retail; and Transportation	Categorical	Numeric	DOL Website
Size of Grant Award	Exact dollar amount of CBJTG	Continuous	Numeric	DOL Website
Total Annual Institutional Operating Revenues	Operating revenues without Pell, SEOG, and capital appropriations	Continuous	Numeric	IPEDS Website
Implementation of New Programs	Whether or not grantees began new programs using CBJTG funds (Y/N)	Logical	Numeric	DOL Website
Year of Award	2005, 2006, or 2008	Categorical	Numeric	DOL Website
Latitude	X Axis coordinate based on location on the United States map	Nominal	Numeric	Mapquest Website
Longitude	Y Axis coordinate based on location on the United States map	Nominal	Numeric	Mapquest Website
Grantee Training Target	Training Goal set in CBJTG grant proposal	Continuous	Numeric	ETA Form 9134
Number completed education/job training activities	Number reported by CBJTG grantee on quarterly performance report	Continuous	Numeric	ETA Form 9134

Outliers

This research revealed one outlier from the population that lies an abnormal distance from others in the dataset when determining the training cost per student. This outlier was identified as L.E. Fletcher Technical Community College in Louisiana. L.E. Fletcher Technical Community College had a training goal of 3,013 students; the actual number trained was 6,695 resulting in a training cost per student of only \$538. This data point was not eliminated from the database because it did not eliminate the data analysis, but did skew the frequency distribution.

Output

In addition to cross-tabulation tables and reporting of the results of statistical analyses, the data analysis is presented in a number of visual illustrations including tables, regional and U.S. maps, bar graphs, histograms, and pie charts . Since this study covers a three-year period, data was produced in both annual and aggregate form, where appropriate.

Timeline for Study Completion

Research began in August 2008 with a comprehensive literature review that continued through spring of 2009. The first of two Freedom of Information Act (FOIA) requests was submitted to DOL February 12, 2009, to secure the quarterly performance reports for the grants awarded in 2005 and 2006. A second request was necessary to secure the quarterly performance reports for the grants awarded in 2008 because the reports were not due to DOL until May 15, 2009. The second and final FOIA request was submitted to DOL on May 18, 2009. The proposal defense was held on July 1, 2009. The researcher performed data analyses and document the findings between July 2009 and January 2010. The researcher defended the dissertation March 2010 to meet requirements for graduation in Spring Semester, 2010.

Research Process

A master database was developed to conduct two types of statistical analysis: descriptive and logistical. Descriptive statistics were used to determine the number of grantees, most popular industry sectors, and other relevant data. Since this study focused on such a large number of community colleges across the country, the Carnegie Basic Classification System was used to classify each college in order to make statistical comparisons. To establish a point of reference for all grantees that reflects economic status, financial data from the National Center on Education Statistics was integrated with grant award information and performance data. The geographic distribution of the grants was reviewed to identify regional trends and differences. Regression and correlation analyses were performed using Statistical Package for the Social Sciences (SPSS) software to determine statistically significant factors impacting the CBJTG awardees' ability to meet their training goals.

Statement of Researcher Positionality

I have served as grants coordinator at Calhoun Community College for six years and have participated in writing two CBJTG proposals. I have also attended numerous workshops, professional meetings, and Calhoun departmental meetings related to CBJTGs reporting requirements and allowable/unallowable activities. For this reason, I have formed my opinions and feelings about this program and resulting researcher bias. Being familiar with the challenges our college has experienced in meeting training goals, I was naturally curious to see how other colleges have performed. I am also familiar with other Alabama community colleges that have received CBJTG awards and the successes and failures associated with those projects. Since these grants are large and target community colleges, I wondered if some institutions applied for these grants without the capacity to meet the outcomes. However, since this study uses purely

quantitative data, I believe I have been objective in my findings. This topic is of key interest to me, and the research has allowed me to do my job more effectively by having a better understanding of the legislation behind the funding and the pressure the DOL is facing from policymakers with ever-increasing accountability concerns.

Informed Consent

This study was based on non-medical research and is considered exempt by the University of Alabama Institutional Review Board (IRB). Since no new data was collected and no individually identifiable data are included in the analyses, no informed consent was required. An official correspondence was received from the IRB on October 29, 2009, which stated that “According to the Office for Human Research Protection (OHRP) under policy 45 CFR 46.102(d), the proposed work is research, however it is not considered human subjects research. Because the work is not considered human research, it does not require IRB approval and is therefore excluded from review by the IRB.”

Summary

In summary, the intent of this study was to review various characteristics of CBJTG grantees to determine whether or not any of those characteristics made a difference in grantees meeting their training goals. The descriptive data used in the study was taken from national databases and has been checked for accuracy. However, the quantitative data from the Quarterly Performance Reports is self-reported by the institutions and contains inconsistencies. For this reason, it is not possible to use the findings from this study to make generalizations about other grant programs. Chapter IV provides detailed results of the study and addresses the primary research question and subsequent secondary research questions.

CHAPTER IV:
RESULTS OF THE STUDY

Introduction

The purpose of this study was to analyze the grants awarded from 2005 to 2008 under the Community-Based Job Training Grant (CBJTG) Program administered by the U.S. Department of Labor to determine which variables, if any, play important roles in predicting whether or not colleges will meet training objectives. The CBJTG program is monumental for community colleges in that the guidelines *require* a community college to take a lead role. The actual SGA (Solicitation of Grant Announcement) in the May 3, 2005, *Federal Register* stated, “Funds will be awarded to community colleges to engage in a combination of capacity building and training activities targeted at high-growth or high-demand industries in the local economy.”

Did the Department of Labor hold true to the guidelines and award these grants to community colleges? If so, how many were awarded and how many were successful? Did it matter in which region of the country the community college was located? Did it matter if they were rural-serving or located in the middle of New York City? Were they more successful if they were providing healthcare training or training in energy-related technologies? Were the institutions that received larger grant awards more successful than the institutions that received smaller awards?

The researcher believed that there could be some commonalities among *successful* institutions (those who met training goals) that would create a perfect *profile* for success. Therefore, the impetus for this study revolved around this primary, multi-faceted research

question. Were any of the following characteristics significant in predicting successful attainment of the training goals of CBJTG awardees: 1) geographic location based on Census regions; 2) Carnegie Basic Classification; 3) target Industry; 4) size of grant award; 5) annual total operating revenues; or 6) implementation of new programs (Y/N)? Numerous secondary research questions were also addressed in this study to provide an overview of this large federal initiative aimed at helping community colleges.

Descriptive Statistics

To provide a better understanding of the results of this study, it is important to have a basic knowledge of how, when, and where these grants were awarded. A total of 195 grants were awarded to various types of Associate's Colleges over three separate rounds of grant competitions. The first round of CBJTG grants was awarded in October 2005 (68 awards); the second round was awarded in December 2006 (66 awards), and the third and final round was awarded in January 2008 (61 awards). Grants were awarded across the United States in 14 different target industries. More than half (65%) of the institutions receiving CBJTG grants enhanced existing programs rather than starting new programs. The size of the grant awards range from \$500,000 - \$3,600,768. To simplify data analyses and reporting, the categories of institutions were combined into four groups according to the Carnegie Basic Classification system. Small, medium, and large rural-serving institutions were grouped together under one category entitled "Rural." Urban-serving institutions, both single campus and multi-campus were grouped together. The same grouping technique was used on suburban colleges and both single and multi-campus institutions were grouped together. The category "Other" includes private non-profit colleges, private tribal colleges, baccalaureate/associate's colleges, 4-year primarily associate's colleges, public 2-year colleges under 4-year university, and systems of

colleges. Table 6 shows the four groups and the classification of colleges contained in each group while Table 6 shows the breakdown of CBJTGs awarded over the three-year period by type of institution.

Table 6

Carnegie Classification System Subgroups

Rural	Urban	Suburban	Other
Rural Serving – Large	Urban serving – Single campus	Suburban serving – Single campus	Private non-profit
Rural Serving – Medium	Urban serving – Multicampus	Suburban serving – Multicampus	Private Tribal College
Rural Serving – Small			Baccalaureate/ Associate’s Colleges
			4-year Primarily Associates
			Public 2-year colleges under 4-year university
			Systems of Colleges

Table 7

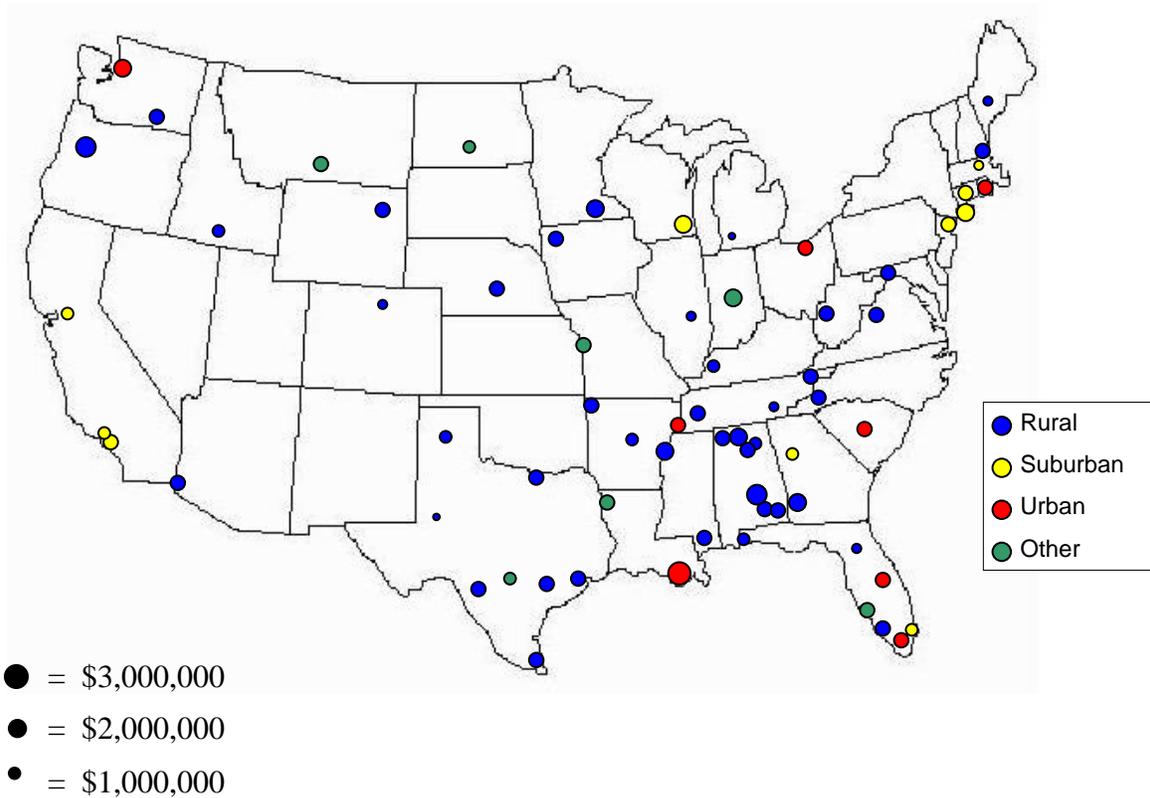
Number of CBJTG Awards by Institution Type

	2005	2006	2008
4-year Primarily Associate's	1 (1%)	1 (2%)	1 (2%)
Baccalaureate/Associate's Colleges	0 (0%)	0 (0%)	1 (2%)
Private Non-Profit	0 (0%)	1 (2%)	0 (0%)
Private Tribal College	1 (1%)	1 (2%)	1 (2%)
Public 2-year under 4-year University	2 (3%)	2 (3%)	3 (5%)
Rural-Serving	43 (63%)	33 (50%)	28 (46%)
Suburban	10 (15%)	14 (21%)	13 (21%)
Systems of Colleges	3 (4%)	2 (3%)	2 (3%)
Urban	8 (12%)	12 (18%)	12 (20%)
Total	68	66	61

Grants Awarded in 2005

The 2005 competition gave preference to states serving Hurricane Katrina victims resulting in 43 of the 68 grants (63%) awarded to rural-serving Associate's Colleges in the southeastern United States. This fact is illustrated in Figure 2 where the rural-serving colleges are noted in blue. Grants awarded in 2005 ranged from \$617,291 to \$3,600,768, the largest CBJTG award in the history of the study. The size of the circle on the map is indicative of the size of the grant award. For example, L.E. Fletcher Technical Community College, an urban-serving college located in Southern Louisiana, received the largest grant award of \$3,600,768. In contrast, Midland College, a rural-serving institution located in West Central Texas, received the smallest award of \$617,921. There were no Associate's Colleges in Alaska or Hawaii that had received CBJTG grants.

Figure 2. 2005 CBJTG Grantees by Modified Carnegie Classification

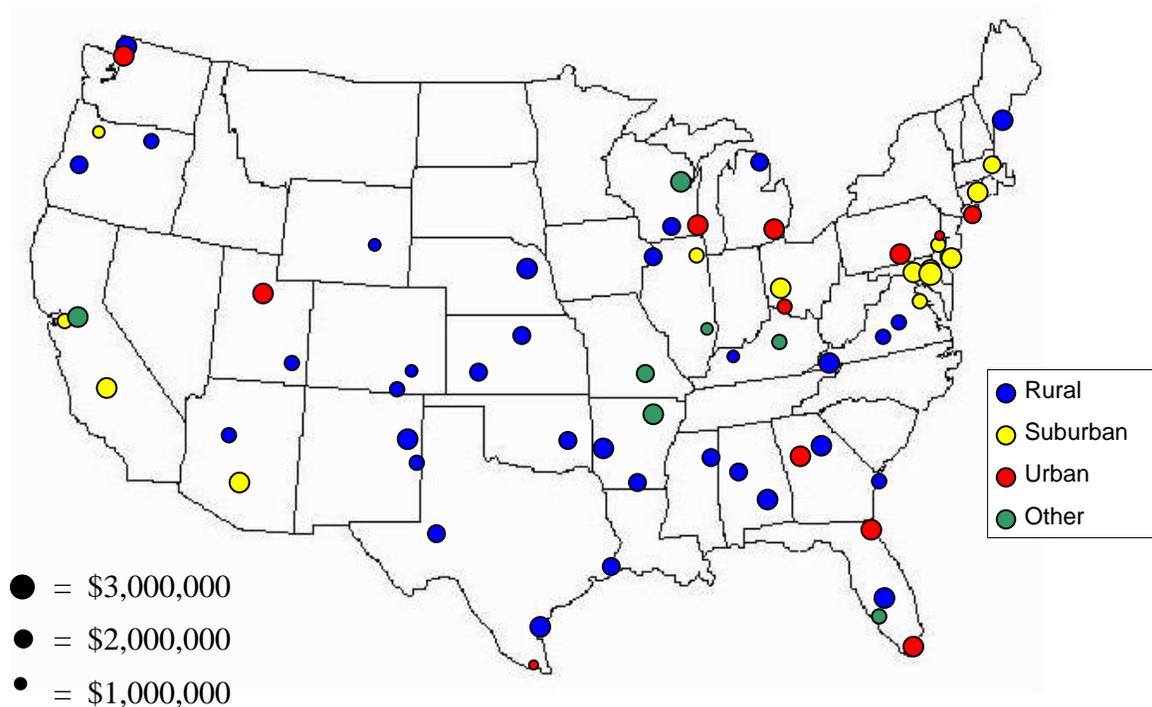


Grants Awarded in 2006

The grants awarded in 2006 were more geographically diverse with more urban and suburban Associate's Colleges receiving funds. The number of grants awarded to rural-serving colleges dropped by 25% from 2005. Also worth noting in the 2006 competition is the first grant award to a private, non-profit Associate's College, Texas County Technical Institute, located in Missouri. This is the one and only grant awarded to a private, non-profit institution across the three-year period of this study. Figure 3 illustrates the grants awarded in the 2006 competition by Modified Carnegie Classification. Grants awarded in 2006 ranged from \$708,476 to \$2,585,471. The size of the circle is indicative of the size of the grant award. In 2006, the smallest grant was awarded to South Texas College, an urban-serving institution. The largest

grant was awarded to The Community College of Baltimore County in Maryland, a suburban-serving institution.

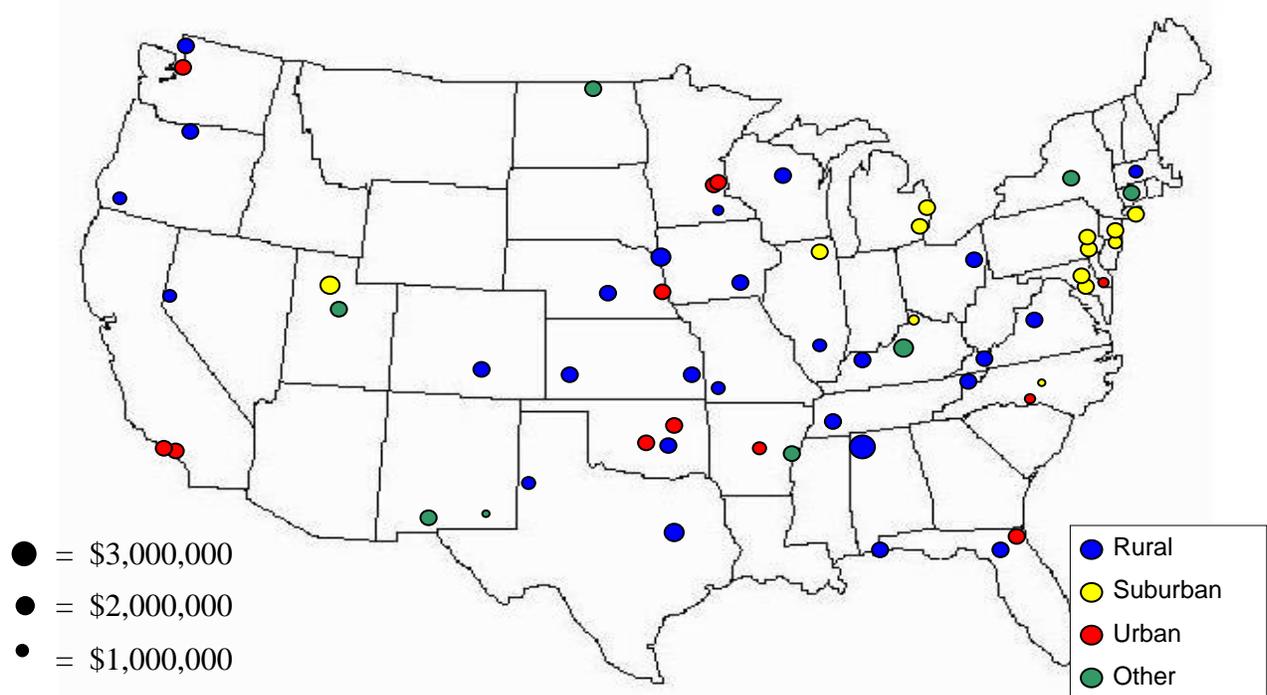
Figure 3. 2006 CBJTG Grantees by Modified Carnegie Classification



Grants Awarded in 2008

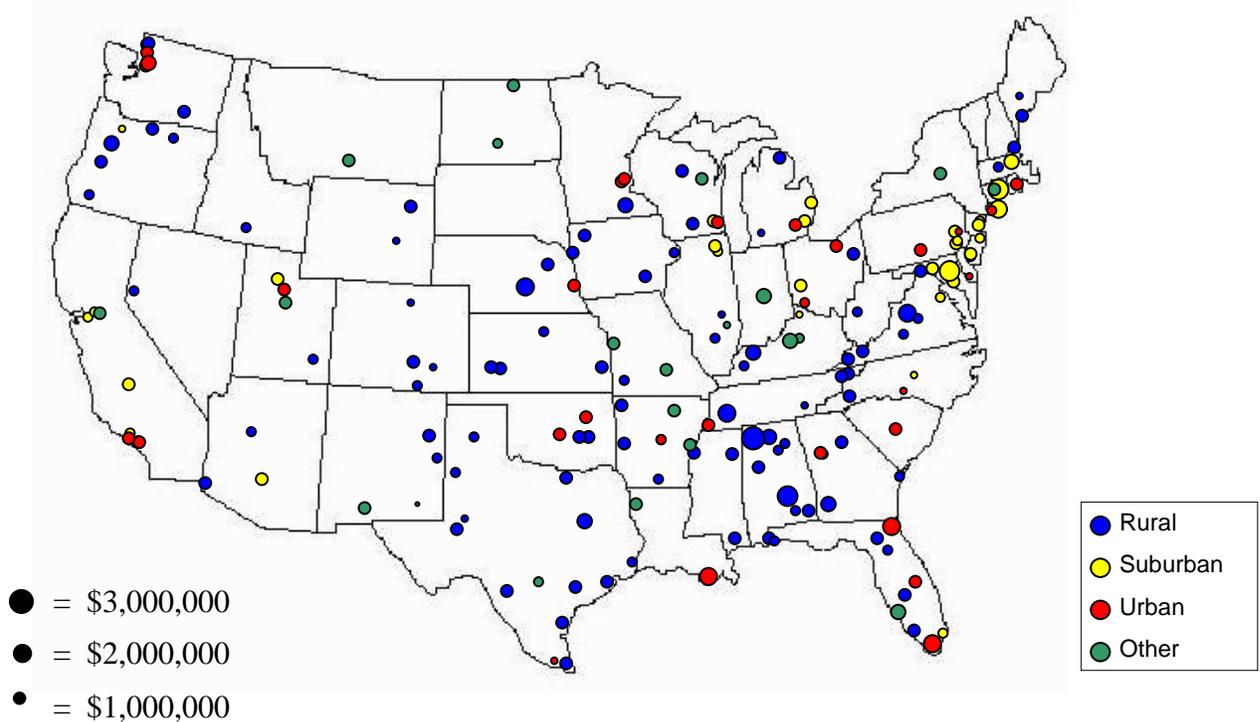
In 2008, the grants were again geographically diverse, but with a heavy concentration in the mid-section of the country. Again, rural colleges were well represented, but received only 46% of the awards while urban and suburban colleges combined received 41% of the total awards. The distribution of grants by modified Carnegie Classification for 2008 is depicted in Figure 4. Grant awards in 2008 ranged from \$500,000 to \$2,397,624. Again, the size of the circle is indicative of the size of the grant award. Navarro College, a rural-serving institution located in Texas, received the largest grant award in 2008. New Mexico State University, a public 2-year college under a 4-year university, received the smallest grant award in 2008.

Figure 4. 2008 CBJTG Grantees by Modified Carnegie Classification



Overall, rural-serving colleges benefited greatly from this grant program and received over half (53%) the total awards. The enormity of this grant program and its impact on community colleges is evident in Figure 5, which depicts the total grants (195) awarded under the CBJTG Program by modified Carnegie Classification. The map shows a clear relationship between the most heavily populated regions of the country and the location of grant awards. Only two of the 48 contiguous states have not received CBJTG awards to Associate’s Colleges – Vermont and South Dakota. The size of the circle is indicative of the size of the grant award. Note the very small green dot in Southeastern New Mexico that represents the smallest grant awarded under the CBJTG Program: New Mexico State University for \$500,000. The very large blue dot in Northwest Alabama represents the 3 grant awards totaling \$5,497,859 to Northwest Shoals Community College.

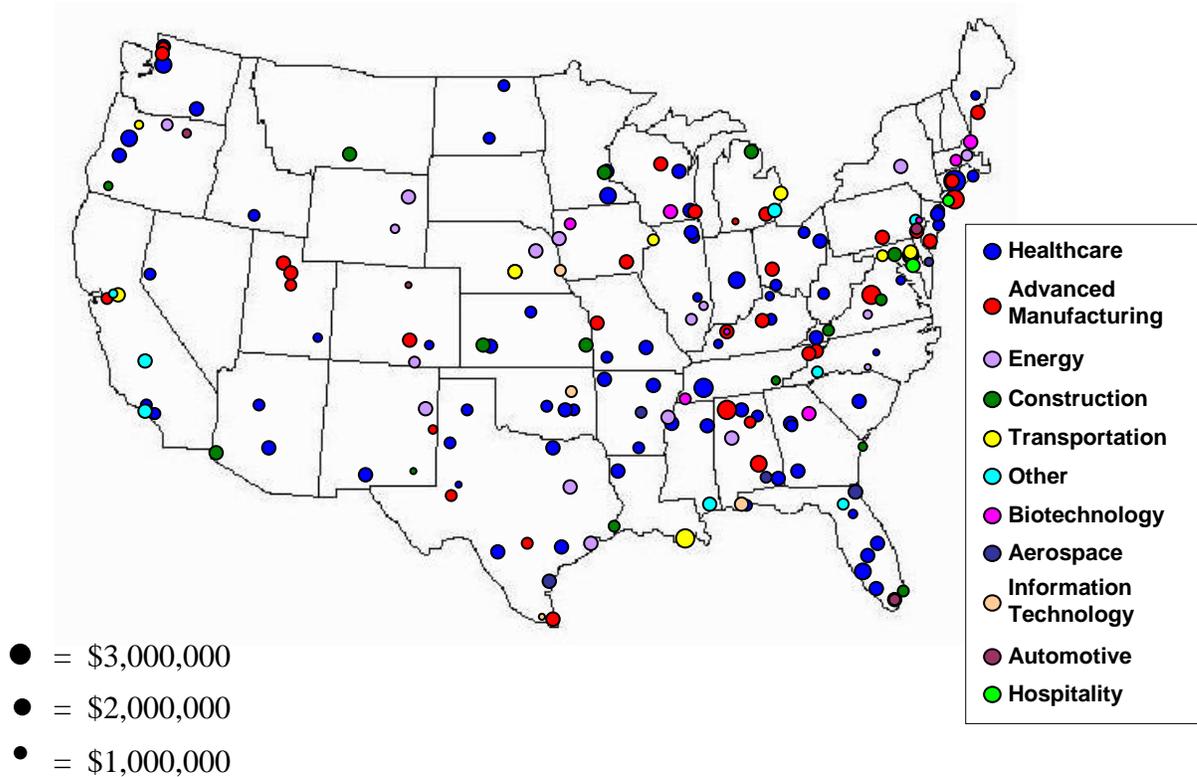
Figure 5. All CBJTG Grantees by Modified Carnegie Classification



Target Industries

Healthcare and advanced manufacturing were the most popular target industries for CBJTG awards. Almost half (43%) of the 195 grants were awarded in healthcare, and 18% were awarded in advanced manufacturing. Figure 6 depicts all 195 grantees by target industry. For purposes of mapping, the category “Other” includes financial services, forestry, geospatial, movie/TV production, logistics, nanotechnology, and multi-industry projects – each receiving one grant. Again, the size of the circle is indicative of the size of the grant award. For example, Trenholm State Technical College in South Central Alabama received the largest advanced manufacturing grant totaling \$3,018,928 while Chemeketa Community College in Oregon received the largest healthcare grant totaling \$2,900,000. Notice the large amount of dollars (\$11.3 million) awarded for healthcare projects in Florida.

Figure 6. All CBJTG Grantees by Target Industry



Research Population

Even though there were 68 Associate’s Colleges that received Community-Based Job Training Grants in 2005, only 61 submitted final reports. Of those 61 that submitted final reports, one did not specify a projected training goal; therefore, only 60 of the 68 institutions had complete data at the end of the three-year project period. There were 66 Associate’s Colleges that received CBJTG grants in 2006; however, one of those did not submit a report at the end of Year Two. In 2008, 61 Associate’s Colleges received CBJTG grants, but only 57 submitted a report at the end of Year One. For data analyses purposes, institutions that did not report were counted as not meeting training goals. Table 8 outlines these figures.

Table 8

Characteristics of Sample Size

CBJTGs Awarded to Associate's Colleges in 2005	68
Grantees with complete Year 3 training/outcomes data	60 (88%)
CBJTGs Awarded to Associate's Colleges in 2006	66
Grantees with complete Year Two training/outcomes data	65 (98%)
CBJTGs Awarded to Associate's Colleges in 2008	61
Grantees with complete Year One training/outcomes data	57 (93%)
Total CBJTGs Awarded to Associate's Colleges, 2005-2008	195

Primary Research Question

Since this particular grant program is directed at increasing the community college's capacity to deliver training, the training outcomes achieved by the institutions that received these grants and the demographics of those institutions were the focus of this study. Descriptive and quantitative data for this study were obtained from the project abstracts available on the U.S. Department of Labor's website and quarterly performance reports submitted by all grantees. These grants were awarded under three separate competitions (2005, 2006, and 2008) resulting in varying points of implementation. Therefore, only institutions receiving grants in 2005 have completed the three-year grant period and provided necessary data to perform statistical analyses to determine if any of the characteristics outlined in this study were significant in "predicting" success. Success is defined as grantees' meeting the training goals specified in the grant proposal. Data was also entered at the completion of the 1-year, 2-year, and three-year points to monitor progress of grantees. This chapter presents the results of these data analyses and

addresses the primary research question in six areas: 1) geographic region; 2) Carnegie Basic Classification; 3) target industry; 4) size of grant award; 5) annual operating revenues; and 6) implementation of new program. Ten secondary research questions are also addressed.

Is geographic location based on Census regions a significant factor in predicting successful attainment of the training goals of CBJTG awardees? The first step in addressing this research question was to code the grantees as successful or not successful in meeting training outcomes. Two logical numbers were assigned: *did not meet expectation* (zero) or *met expectation* (one). *Met expectation* or *did not meet expectation* then became the dependent variable, and Census region the independent variable. Some of the variables had a count less than five; therefore, the Chi-square test could not be used. The Cramer’s V test indicated a .231 level of significance. Therefore, geographic location based on census region is NOT a factor in predicting successful attainment of the training goals of CBJTG awardees. Table 9 contains a cross-tabulation that shows the number and percentage of grantees by census region who met or did not meet training goals. Table 10 shows the results of the Cramer’s V coefficient test for a relationship between the Census region and met training goals.

Table 9

Cross-tabulation by Census Region

Region	Met Training Goals		Total
	No 0	Yes 1	
Midwest	8 (15%)	2 (12%)	10 (15%)
Northeast	6 (12%)	1 (6%)	7 (10%)
South	27 (53%)	13 (76%)	40 (59%)
West	10 (20%)	1 (6%)	11 (16%)
Total	51	17	68

Table 10

Symmetric Measure by Census Region

Nominal by Nominal	Value	Approx. Significance
Phi	.259	.231
Cramer's	.259	.231
N of Valid Cases	68	

Is Carnegie Basic Classification a significant factor in predicting successful attainment of the training goals of CBJTG awardees? In this case, *met expectation* or *did not meet expectation* was the dependent variable, and modified Carnegie Classification was the independent variable. Some of the variables had a count less than five; therefore, the Chi-square test could not be used. The Cramer's V test indicated a .626 level of significance. Therefore, Carnegie Classification is NOT a factor in predicting successful attainment of the training goals of CBJTG awardees. Table 11 contains a cross-tabulation that shows the number of grantees by modified Carnegie Classification who met or did not meet training goals. Table 12 shows the results of the Cramer's V coefficient test for a relationship between the modified Carnegie Classification and met training goals.

Table 11

Cross-tabulation by Modified Carnegie Classification

Modified Carnegie	<u>Met Training Goals</u>		
	No 0	Yes 1	Total
Other	5 (10%)	2 (12%)	7 (10%)
Rural	31 (61%)	12 (70%)	43 (63%)
Suburban	9 (18%)	1 (6%)	10 (15%)
Urban	6 (11%)	2 (12%)	8 (12%)
Total	51	17	68

Table 12

Symmetric Measures by Modified Carnegie Classification

Nominal by Nominal	Value	Approx. Significance
Phi	.233	.626
Cramer's	.233	.626
N of Valid Cases	68	

Is target industry a significant factor in predicting successful attainment of the training goals of CBJTG awardees? In this case, *met training goal* or *did not meet training goal* was the dependent variable, and target industry was the independent variable. Some of the variables had a count less than five; therefore, the Chi-square test could not be used. The Cramer's V test indicated a .614 level of significance. Therefore, target industry is *not* a factor in predicting successful attainment of the training goals of CBJTG awardees. Table 13 contains a cross-tabulation that shows the number of grantees by target industry who met or did not meet

expectations. Table 14 shows the results of the Cramer's V coefficient test for a relationship between the target industry and met expectation.

Table 13

Cross-tabulation by Target Industry

Target Industry	Met Training Goals		Total
	No	Yes	
	0	1	
Advanced Manufacturing	8 (16%)	3 (18%)	11 (16%)
Aerospace	1 (2%)	0 (0%)	1 (1%)
Automotive	2 (4%)	0 (0%)	2 (3%)
Biotechnology	2 (4%)	1 (6%)	3 (4%)
Construction	3 (6%)	1 (6%)	4 (6%)
Energy	2 (4%)	0 (0%)	2 (3%)
Financial Services	1 (2%)	0 (0%)	1 (1%)
Forestry	0 (0%)	1 (6%)	1 (1%)
Geospatial	0 (0%)	1 (6%)	1 (1%)
Healthcare	29 (57%)	9 (53%)	38 (56%)
Transportation	3 (6%)	1 (6%)	4 (6%)
Total	51	17	68

Table 14

Symmetric Measures by Target Industry

Nominal by Nominal	Value	Approx. Significance
Phi	.357	.614
Cramer's	.357	.614
N of Valid Cases	68	

Is size of grant award a significant factor in predicting successful attainment of the training goals of CBJTG awardees? The Spearman's rho correlation test was used to determine the level and positive or negative association between two variables: *met expectation* and size of award. Data show there is no association between size of award and met expectation since the correlation coefficient is .084, very close to 0. The correlation also tells us that there is a weak positive relationship between the two variables. Therefore, there is no association between the two variables resulting in a null hypotheses. Therefore, size of award is *not* a factor in predicting successful attainment of the training goals of CBJTG awardees. Table 15 contains the Spearman's rho correlation results.

Table 15

Correlation Results for Training Goals Based on Award

			Met Training Goals	Award
Spearman's rho	Met expectation	Correlation coefficient	1.000	.084
		Sig. (2-tailed)	.	.509
		N	68	68
	Award	Correlation coefficient	.084	1.000
		Sig. (2-tailed)	.509	
		N	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

Are annual total operating revenues a significant factor in predicting successful attainment of the training goals of CBJTG awardees? Again, the Spearman's rho correlation test was used to determine the level and positive or negative association between two variables: *met expectation* and net operating revenues of the institution. Data show there is no association

between net operating revenues and met expectation since the correlation coefficient is $-.021$, very close to 0. The correlation also tells us that there is a weak negative relationship between the two variables. Therefore, there is no association between the two variables resulting in a null hypotheses. Therefore, net operating revenues at the institution is *not* a factor in predicting successful attainment of the training goals of CBJTG awardees. Table 16 contains the Spearman's rho correlation results.

Table 16

Correlation Results for Training Goals Based on Net Revenues

			Met Training Goals	Award
Spearman's rho	Met expectation	Correlation coefficient	1.000	-.021
		Sig. (2-tailed)	.	.866
		N	68	68
	Award	Correlation coefficient	-.021	1.000
		Sig. (2-tailed)	.866	
		N	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

Is implementation of new programs (Y/N) a significant factor in predicting successful attainment of the training goals of CBJTG awardees? In this case, *met expectation* or *did not meet expectation* was the dependent variable, and new program was the independent variable.

The Cramer's V test indicated a .244 level of significance. Therefore, starting a new program is NOT a factor in predicting successful attainment of the training goals of CBJTG awardees.

Table 17 contains a cross-tabulation that shows 39 institutions out of 68 (57%) started new programs. Of those 39 institutions, only 11 met expectations (28%). Table 18 shows the results of the Cramer's V coefficient test for a relationship between the two variables.

Table 17

Cross-tabulation for New Programs

New Program	<u>Met Training Goals</u>		Total
	No	Yes	
	0	1	
Yes	28 (55%)	11 (65%)	39 (57%)
No	23 (45%)	6 (35%)	29 (43%)
Total	51	17	68

Table 18

Cramer's V Coefficient Test Results

Nominal by Nominal	Value	Approx. Significance
Phi	-.145	.244
Cramer's V	.145	.244
N of Valid Cases	68	

After conducting individual statistical analyses on each independent variable, an attempt was made to develop a logistic regression model using all variables in the study (Lehman, 2005). Logistic regression was used to describe the relationship between the independent variables (e.g., target industry, Carnegie Classification, award, etc.), and the dependent variable (met or did not meet training goals). Basic modeling was used on all variables, some of which were continuous and some of which were nominal with discrete values. The response variable was coded as 0 (did not meet training goals) or 1 (did meet training goals). This coding resulted in institutions that met 95% of their goal being assigned a 0. However, the results were the same as the results

already shown – none of the factors studied were statistically significant in predicting whether or not CBJTG grantees would meet training outcomes. These results are shown in Table 19.

Table 19

Statistical Modeling Using All Variables

	B	S.E.	Wald	Df	Sig.	Exp(B)
Target Industry			.851	10	1.000	
Advanced Mfg	.511	1.766	.084	1	.772	1.666
Aerospace	-18.374	40192.970	.000	1	1.000	.000
Automotive	-20.984	23691.727	.000	1	.999	.000
Biotechnology	1.225	1.897	.417	1	.519	3.404
Construction	1.475	2.090	.498	1	.480	4.372
Energy	-18.947	28338.211	.000	1	.999	.000
Finance	-16.468	40192.970	.000	1	1.000	.000
Forestry	23.629	40192.970	.000	1	1.000	1.828E10
Geospatial	22.534	40192.970	.000	1	1.000	6.116E9
Healthcare	.410	1.522	.073	1	.788	1.507
Award	.000	.000	1.663	1	.197	1.000
Modified Carnegie			1.443	5	.919	
4-Year Public	-21.940	40192.970	.000	1	1.000	.000
Private	-18.482	40192.970	.000	1	1.000	.000
Rural	.394	1.482	.071	1	.791	1.482
Suburban	-1.991	1.970	1.022	1	.312	.136
Under 4-Year	-19.244	27731.757	.000	1	.999	.000
Net Revenues without Pell SEOG and Special	.000	.000	1.532	1	.216	1.000
Census Region			.143	3	.986	
Midwest	.593	1.801	.109	1	.742	1.810
Northeast	.187	1.962	.009	1	.924	1.206
South	.415	1.446	.082	1	.774	1.515
New Programs YN (1)	.765	.938	.665	1	.415	2.148
Constant		3.572	1.995	1	.158	.006

Secondary Research Question One

Which Carnegie Basic Classification of Associate's Colleges received the most CBJTG awards in 2005, 2006 and 2008? Figure 7 clearly shows the majority of grant funding was awarded to rural-serving institutions in 2005, 2006, and 2008, but the overall percentage of grants awarded to rural institutions decreased each year. The value of the grants awarded to suburban- and urban-serving institutions increased in 2006, but decreased slightly in 2008. Awards to institutions classified as "other" increased by a small percentage in 2008. Table 20 shows the dollar values (in millions) of CBJTG awards by Modified Carnegie for all years.

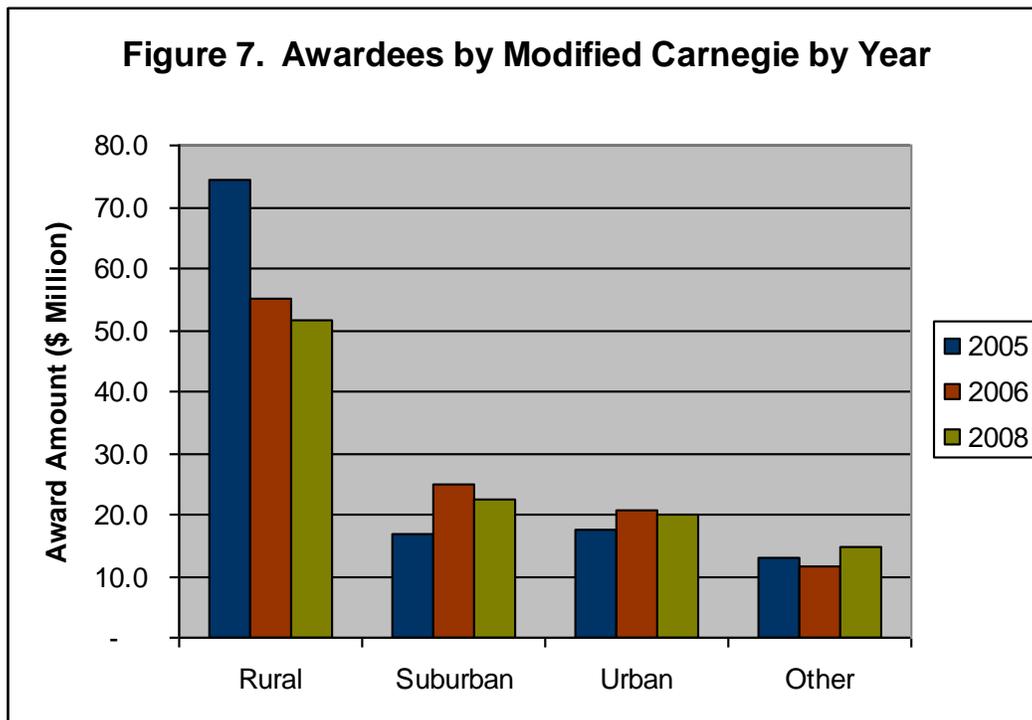


Table 20

CBJTG Awards by Modified Carnegie by Year in Millions

Modified Carnegie Classification	2005	2006	2008	Total
Rural	74.3	55.2	51.6	181.1
Suburban	16.7	25.1	22.6	64.3
Urban	17.4	20.8	20.0	58.3
Other	13.0	11.5	14.6	39.0
Grand Total Other	121.4	112.6	108.7	342.7

Secondary Research Question Two

Are there regional differences in the CBJTG awards related to the Carnegie Basic Classification System? Yes, clearly. Figure 8 shows that rural community colleges in the south received the greatest amount of funding at \$99.8 million. This figure compares to \$38.7 million received by rural-serving institutions located in the Midwest. Institutions located in the northeast region of the United States received the least amount of funding overall at \$41.8 million. Table 21 shows exact dollar values of CBJTG awards by census region reflected in Figure 8.

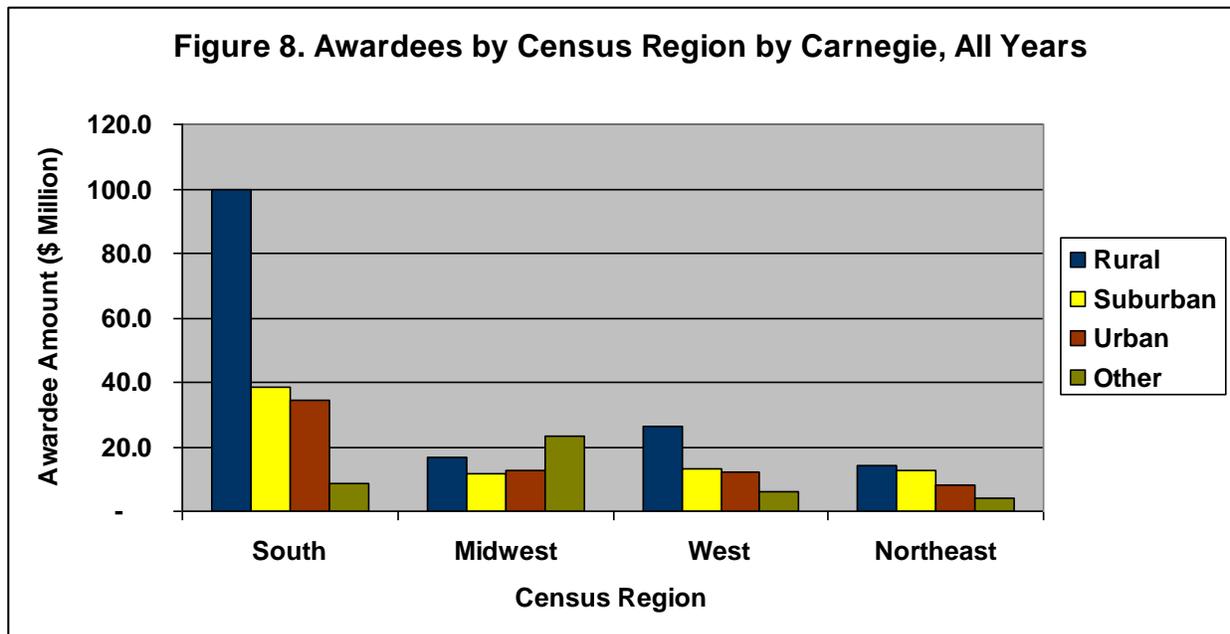


Table 21

CBJTG Awards by Census Region

Census Region	Rural	Suburban	Urban	Other	Total
South	\$99,814,554	\$16,630,489	\$26,357,912	\$14,021,951	\$156,824,906
Midwest	\$38,713,167	\$11,709,490	\$13,385,954	\$12,574,076	\$76,382,687
West	\$34,186,354	\$12,905,967	\$12,353,163	\$8,217,234	\$67,662,718
Northeast	\$8,380,344	\$23,102,478	\$6,168,441	\$4,191,039	\$41,842,302
Total	\$181,094,419	\$64,348,424	\$58,265,470	\$39,004,300	\$342,712,613

Secondary Research Question Three

Are there regional differences in the CBJTG awards related to target industry? Yes. Not surprisingly, a large amount of federal dollars was awarded to institutions across the south in all target industries. More than \$148 million was awarded in healthcare projects with most of those dollars (\$70 million) being awarded in the south. Advanced manufacturing was the second largest target industry with approximately \$69 million in total funding. Again, the southern part of the country received the largest amount of funding in advanced manufacturing projects with the northeastern United States coming in second. Somewhat surprising is the low total federal dollars awarded to energy projects — \$28,999,351, only 8 percent of the total grants. These facts are illustrated in Figure 9 and Table 22.

Figure 9. Awards by Target Industry by Census Region, All Years

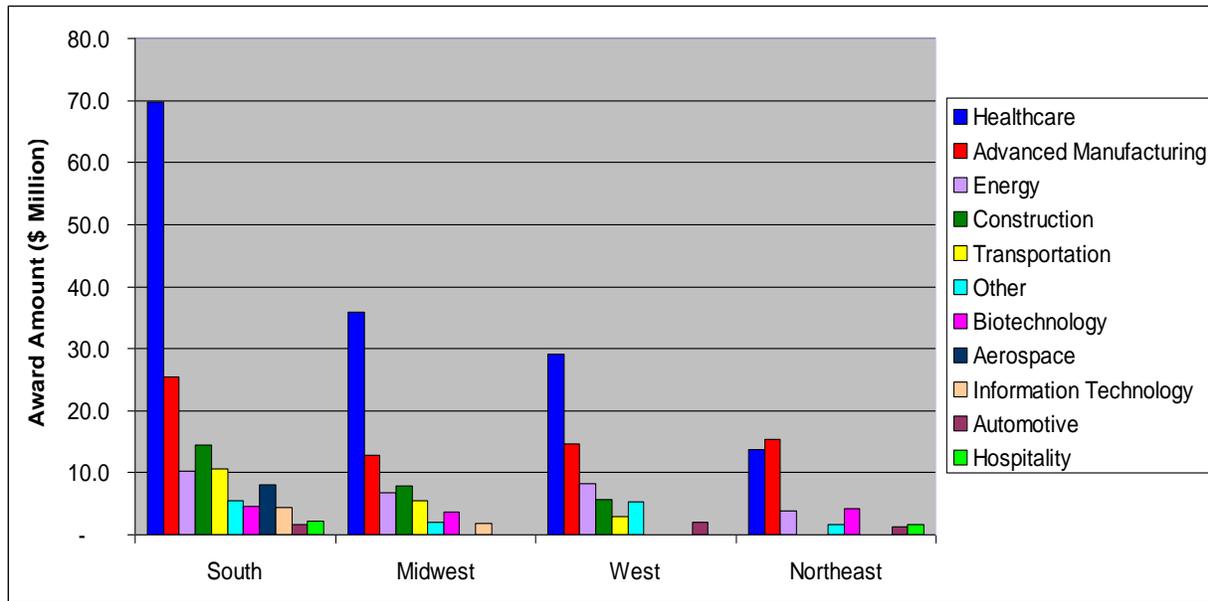


Table 22

CBJTG Awards by Target Industry in Millions

Census Region	Hlth	Mfg	Egy	Con	Trans	Biot	Aero	IT	Auto	Hosp	Other	Total
South	69.7	25.5	10.2	14.4	10.6	4.7	8.0	4.4	1.6	2.2	5.5	156.8
Midwest	36.0	12.7	6.7	7.9	5.5	3.7	--	1.9	--	--	2.0	76.4
West	29.1	14.6	8.2	5.7	2.8	--	--	--	2.0	--	--	67.7
Northeast	13.6	15.3	3.9	--	--	4.3	--	--	1.4	1.6	--	41.8
Total	148.0	68.1	29.0	28.0	18.9	12.7	8.0	6.3	5.0	3.8	7.5	342.7

Secondary Research Question Four

Which types of Associate’s Colleges (rural, suburban, urban) trained more students through CBJTGs at the lowest cost at the end of the three-year project period? Figure 10 illustrates the high number of students trained by rural-serving colleges (15,573) compared to the low number served by suburban-serving colleges (1,031). The contrasting red line indicates the

average cost per student ranging from a low of \$1,920 at urban-serving colleges compared to a high of \$16,184 per student trained at the suburban colleges. Table 23 shows rural-serving community colleges trained the most students at the end of the three-year project period at an average cost of \$4,770. Urban colleges maintained the lowest average training cost per student at \$1,920. Suburban colleges trained only 1,031 students at the end of the three-year project period at an average cost of \$16,184 per student.

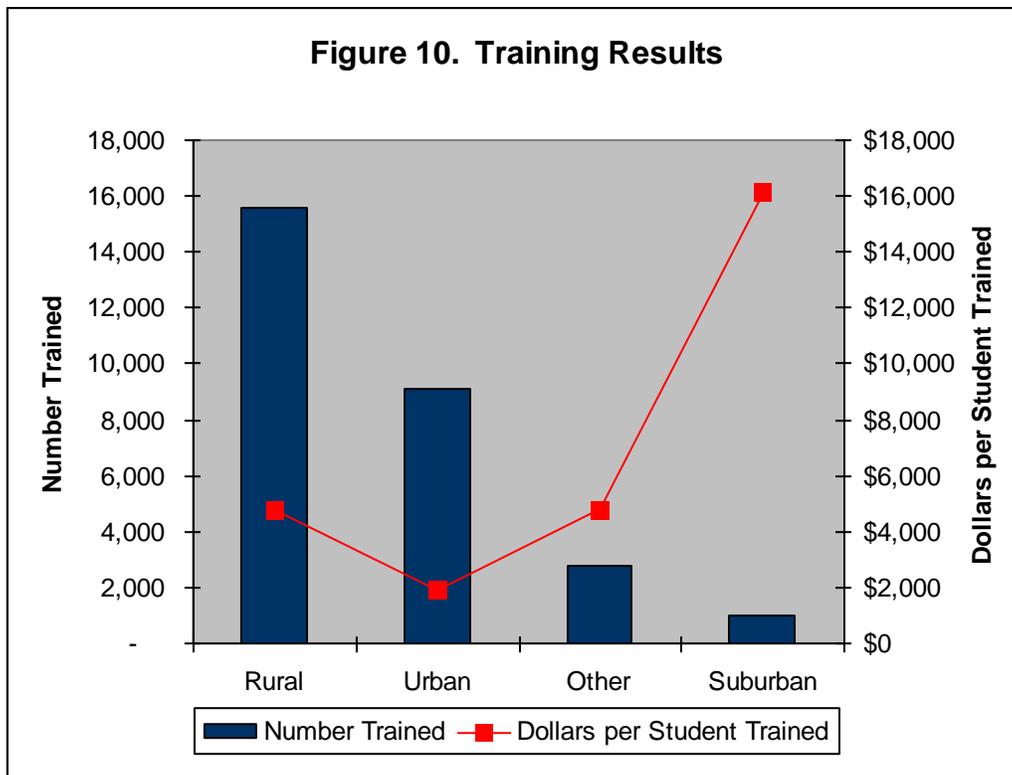


Table 23

Average Cost Per Student by Modified Carnegie Classification

Modified Carnegie Classification	Number Trained		Grant Award		Average Cost per Student
Rural	15,573	55%	\$74,289,164	61%	\$4,770
Urban	9,079	32%	\$16,686,029	14%	\$1,920
Other	2,742	10%	\$17,432,688	14%	\$4,733
Suburban	1,031	4%	\$12,977,300	11%	\$16,184
Total	28,425	100%	\$121,385,181	100%	n/a

Secondary Research Question Five

What were the most popular industry sectors for the CBJTG projects awarded in 2005, 2006, and 2008? Healthcare grants received the most funding in 2005, 2006, and 2008. However, the number of advanced manufacturing grants almost equaled the number of healthcare grants in the 2008 competition. Additional grants in Energy and Construction were awarded in the 2006 and 2008 competitions. The category “Other” includes Financial Services, Forestry, Geospatial, Movie/TV Production, Logistics, Nanotechnology, and Multi-Industry projects. These items are colorfully illustrated in Figure 11. The data is shown in Table 24.

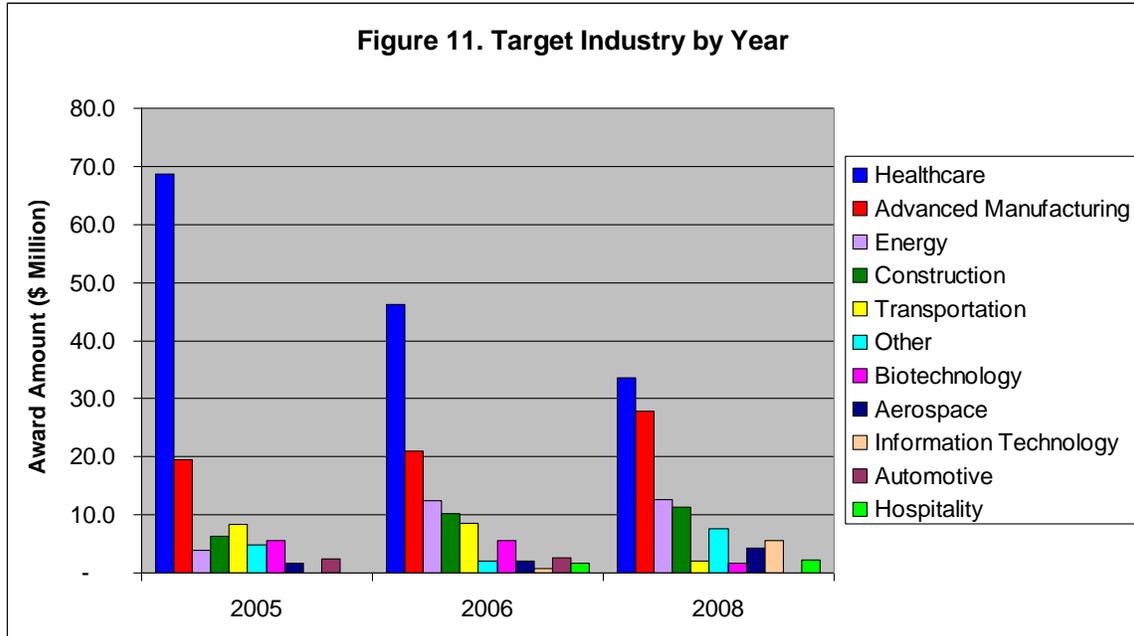


Table 24

CBJTG Target Industry Grant Awards by Year in Millions

Year	Hlth	Mfg	Egy	Con	Trans	Biot	Aero	IT	Auto	Hosp	Other	Total
2005	68.7	19.4	3.9	6.4	8.4	5.6	1.6	--	2.4	--	4.9	121.4
2006	46.1	20.9	12.4	10.2	8.5	5.5	2.0	0.7	2.6	1.6	2.0	112.6
2008	33.5	27.9	12.7	11.4	2.0	1.6	4.4	5.5	--	2.2	7.6	108.7
Total	148.4	68.2	29.0	28.0	18.9	12.6	8.0	6.3	5.0	3.9	14.4	342.7

Secondary Research Question Six

Which states received the highest number of CBJTG awards in 2005, 2006, and 2008?

As indicated in Table 25, Texas and Florida tied for the highest number of grant awards overall with 14 each at the end of the three-year period. Texas and Florida tied in 2006 with each state receiving four grants. In 2008, Florida (3) and Texas (2) again received the highest number of grant awards. Alabama came in at third place overall by receiving 11 grant awards over the three-year period. Several states tied for fourth place overall by receiving six grant awards each.

Table 25

Top 10 States Receiving Highest Number of CBJTG Awards, 2005, 2006, and 2008

State	2005		2006		2008		Total	
Texas	8	12%	4	6%	2	3%	14	7%
Florida	7	10%	4	6%	3	5%	14	7%
Alabama	7	10%	2	3%	2	3%	11	6%
California	3	4%	3	5%	2	3%	8	4%
Virginia	1	1%	4	6%	2	3%	7	4%
Washington	2	3%	2	3%	2	3%	6	3%
Maryland	1	1%	3	5%	2	3%	6	3%
Oregon	1	1%	3	5%	2	3%	6	3%
Tennessee	4	6%		0%	2	3%	6	3%
Arkansas	2	3%	2	3%	2	3%	6	3%
All Other States	32	47%	39	59%	40	66%	105	56%
Grand Total	68	100%	66	100%	61	100%	189	100%

Secondary Research Question Seven

Which states received the highest dollar value in CBJTG awards in 2005, 2006, and 2008? Alabama received the highest dollar value in CBJTG awards in 2005 at \$13,860,905, followed closely by Texas at \$13,231,146. In 2006, Florida was awarded over \$7 million followed closely by Maryland with \$6.6 million. Again in 2008, Florida was the state with the highest dollar value of CBJTG awards with an additional \$5,803,840 in CBJTG awards. Florida is the only state listed in 2005, 2006, and 2008 as one of the top states in terms of highest dollar value of grants received. These and other facts are detailed in Table 26.

Table 26

Highest Dollar Value of CBJTG Awards by State by Year

Year Awarded	State	Award Amount (\$)	Percentage
2005	Alabama	13,860,905	11%
	Texas	13,231,146	11%
	Florida	11,206,352	9%
	Tennessee	6,572,588	5%
	Louisiana	5,593,008	5%
	All Other States	70,921,182	58%
2005 Total		121,385,181	100%
2006	Florida	7,245,325	6%
	Maryland	6,660,384	6%
	Texas	5,969,166	5%
	Wisconsin	5,961,109	5%
	Virginia	5,949,352	5%
	All Other States	80,792,610	72%
2006 Total		112,577,946	100%
2008	Florida	5,803,840	5%
	Kentucky	5,251,089	5%
	Minnesota	5,009,283	5%
	Iowa	4,194,562	4%
	Maryland	4,139,414	4%
	All Other States	84,351,298	78%
2008 Total		108,749,486	100%
Grand Total - All Grants		342,712,613	

Secondary Research Question Eight

What was the average award amount for the CBJTG projects awarded in 2005, 2006, and 2008? Table 27 indicates that the average CBJTG award amount was the highest in 2005 at \$1,785,076. In 2006, the average award amount dropped to \$1,705,726 and increased again in

2008. Worth noting is that the number of awards decreased in 2008, but the average award amount increased.

Table 27

Average CBJTG Award Amounts by Year

Year	# of Awards	Total Awarded	Mean
2005	68	\$121,385,181	\$1,785,076
2006	66	\$112,577,919	\$1,705,726
2008	61	\$108,749,486	\$1,782,778

Secondary Research Question Nine

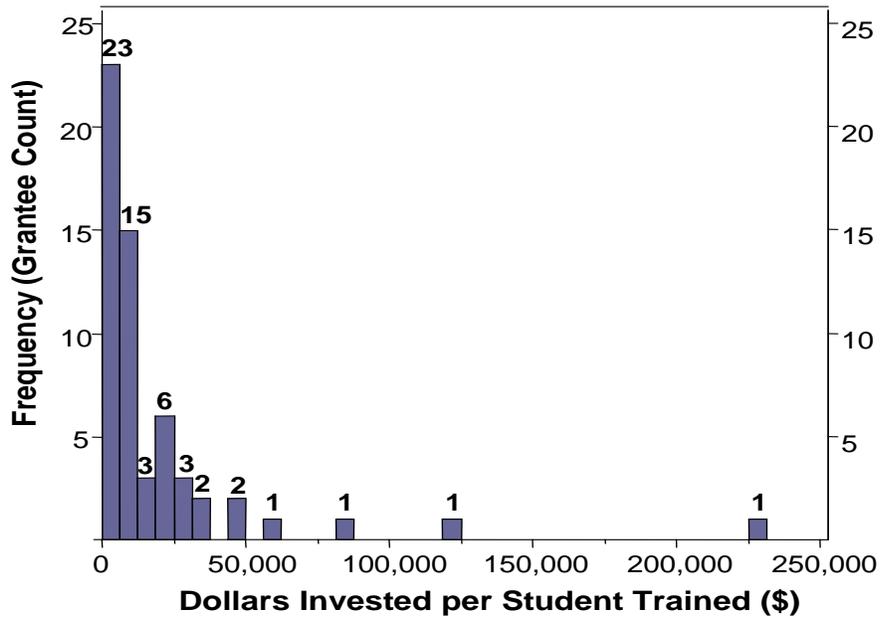
What is the distribution of dollars invested per student trained? As shown in Table 28 and Figure 12, there are several outliers in this dataset. The average dollars invested per student trained is \$19,362 while the median is \$7,490 as shown in Table 28. The difference between the mean and the median is attributable to the breadth of the range of the distribution and the fact that there are several outliers as shown in Figure 12. Furthermore, the wide range in dollars invested per student trained is also illustrated by the large range and standard deviation given in Table 28.

Table 28

Descriptive Statistics—Dollars Invested Per Student Trained

Mean	19,362
Standard Error	4,645
Median	7,490
Mode	N/A
Standard Deviation	35,376
Range	228,552
Minimum	538
Maximum	229,090
Count	58
Confidence Level (95.0%)	9,302

Figure 12. Frequency Distribution — Dollars Invested Per Student



Research Question Ten

How many institutions have received multiple awards? As shown in Table 29 and colorfully illustrated in Figure 13, a total of 15 institutions received multiple CBJTG grants. Nine of those institutions received grants in two different target industries, and six institutions received multiple grants in the same target industry. For example, Middlesex Community College in Massachusetts received an advanced manufacturing grant in 2005 and an energy grant in 2006. One institution has received three CBJTG grants – Northwest Shoals Community College in Alabama: Two advanced manufacturing grants (2005 and 2008) and one healthcare grant (2008). Additionally, Northwest Shoals Community College is the only institution that received two CBJTG grants in one year. These three grants totaled \$5,497,859.

Figure 13. Grantees with Multiple Awards

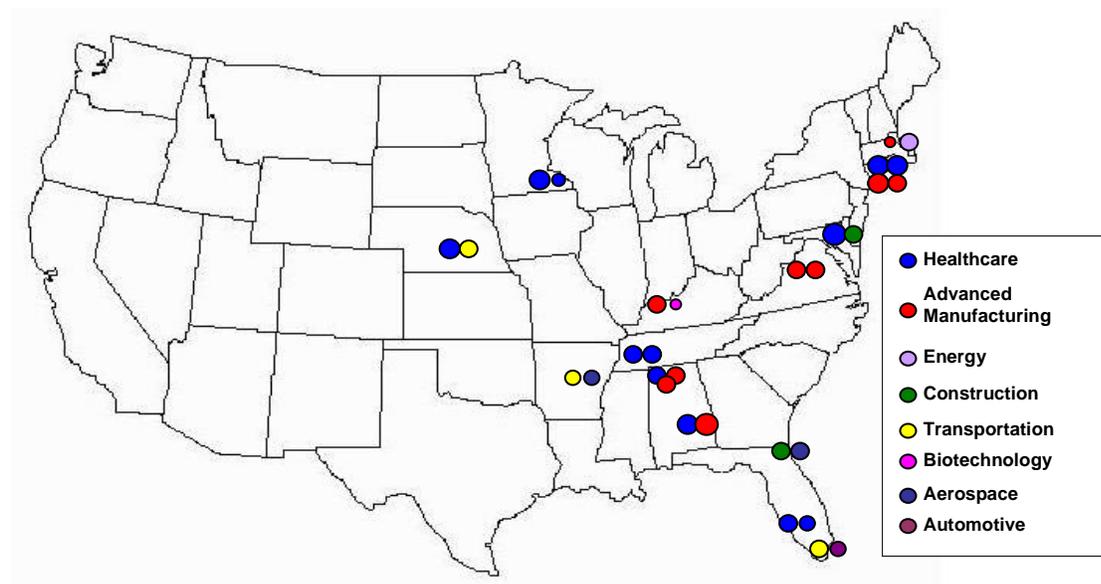


Table 29

Institutions Receiving Multiple Awards

Institution/State	2005	2006	2008
Blue Ridge CC (VA)	X		X
Broward CC (FL)	X	X	
Central Community College (NE)	X		X
Florida CC at Jacksonville (FL)		X	X
Jackson State CC (TN)	X		X
Manchester CC (CT)	X	X	
Middlesex CC (MA)	X	X	
NW Shoals CC (AL)	X		X (2)
Pensacola Junior College (FL)	X		X
Pulaski Technical College (AR)	X		X
Riverland CC (MN)	X		X
St. Petersburg College (FL)	X	X	
Suffolk County CC (NY)	X		X
The Community College of Baltimore County (MD)		X	X
Trenholm State Technical College (AL)	X	X	

Summary

The primary research question was designed to analyze performance data and various descriptive statistics from the CBJTG grantees to determine whether or not any of them played important roles in colleges' meeting training goals established in the grant. The results of this study show that the answer to this question is that there appear to be none. No common characteristics existed among successful CBJTG grantees, making it impossible to predict *success* in future grant awards. Neither the size of the award, the target industry, the region of the country, the Carnegie Classification, nor the fiscal strength of the institution made a difference in whether or not institutions met their training goals.

When this study was planned, it was hoped that enough data could be gleaned from these quarterly performance reports to develop a *perfect profile* to help college administrators and the U.S. Department of Labor predict which institutions would be most successful and use tax dollars most efficiently. However, the number of colleges completing the three-year project period was too small, and there were too many unknown variables.

This study used data from quarterly performance reports submitted by grantees to determine whether or not the training goals established by the institutions were met. Many of the quarterly performance reports were incomplete, inconsistent, and contained very little information. Because the reports were prepared by the institutions, there is no way to determine whether or not the data reported is accurate. There were numerous times when information was being entered into the master database that discrepancies were noted. For example, North Central Texas College reported 225 people had been trained by the end of Year Two; that same institution reported a cumulative total of 219 people trained by the end of Year Three. Does this mean that the number reported at the end of Year Two was incorrect or that the number of people trained by the end of Year Three is truly the correct number? These types of errors were noted throughout the data collection period and caused difficulty and frustration in analyzing the data and the “exact” performance outcomes.

Reports from institutions that completed the three-year project period indicate a total of 28,425 people being trained at an average cost of \$4,270 per person. Rural community colleges trained the most students, but not at the lowest cost. Urban community colleges trained fewer students than the rural colleges at a cost of only \$1,920 per student. Suburban community colleges averaged the highest training cost per student at \$16,184 – far more than the average

2008 annual tuition and fees at public community colleges of \$2,361 as reported on the American Association of Community Colleges website (AACC, 2009).

In summary, the U.S. Department of Labor invested \$342,712,613 in CBJTG grant projects to Associate's Colleges over a three-year period. Performance data from these colleges indicate that only 25% of the 68 colleges met their training goals at the end of the three-year project period. Amazingly, three colleges reported zero people trained at the end of the project period. However, many colleges trained large numbers of students, purchased expensive training equipment, hired additional full-time faculty, provided professional development opportunities and developed new programs with grant dollars. These are all achievements that could not have been accomplished without federal dollars.

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and developed new programs with grant dollars. These are all achievements that could not have been accomplished without federal dollars.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study examined the Community-Based Job Training Grants (CBJTG) awarded to Associate's Colleges by the U.S. Department of Labor from 2005 to 2008 and the *success* of those institutions in meeting training outcomes. This topic was chosen because the CBJTG program is monumental for community colleges in that the guidelines *require* a community college to take a lead role – a rarity in federal grants. Numerous aspects of the grants and the institutions receiving them were studied to determine which variables, if any, had a significant impact on colleges' meeting training objectives. These variables included geographic location based on census region, target industry, Carnegie Basic Classification, size of award, annual total operating revenues and implementation of new programs. Performance outcomes were evaluated for all grantees to determine which type(s) of institutions were more successful at meeting the goals that they established for their programs. In addition, descriptive statistics were used to determine the number of grantees by census region, most popular industry sectors, and which institutions received multiple awards. An overview of the study, the findings, conclusions and recommendations for policy and further research are presented in this chapter.

Summary

There were 195 CBJTG grants awarded to various types of Associate's Colleges across the United States from 2005 to 2008, and they were the focus of this study. Grants were awarded in 14 different target industries including advanced manufacturing, aerospace, automotive, biotechnology, construction, energy, financial services, forestry, geospatial, healthcare,

hospitality, information technology, nanotechnology, and transportation. The first round of CBJTG grants was awarded in October 2005 (68 awards); the second round was awarded in December 2006 (66 awards), and the third and final round was awarded in January 2008 (61 awards). Grant awards ranged from a low of \$500,000 to a high of \$3,600,768.

Descriptive data for the study were obtained from the project abstracts available on the U.S. Department of Labor's website and from the National Center for Education Statistics (NCES). Quantitative data were derived from the quarterly performance reports submitted by the grantees at the end of the three-year project period. The researcher felt that there could be some commonalities among *successful* institutions (those who met training goals) that would create a perfect *profile* for success.

A review of the literature revealed a long and storied history of federal funding for workforce training beginning with the *Morrill Act of 1862* through the High Growth Job Training Initiative of 2003. This history provided the framework for understanding the way federal workforce training programs are funded and the ever-increasing federal reporting requirements.

Findings

A total of 195 Community-Based Job Training Grants (CBJTG) were awarded to various types of Associate's Colleges across the United States in 14 different target industries. With the exception of South Dakota and Vermont, every state in the 48 contiguous United States has received a CBJTG grant award to an Associate's College. The University of Alaska-Fairbanks was awarded two CBJTG grants, but no grants were awarded in Hawaii either to a 2- or 4-year university. The first round of CBJTG grants was awarded in October 2005 (68 awards); the second round was awarded in December 2006 (66 awards), and the third and final round was

awarded in January 2008 (61 awards). The grant awards ranged from a low of \$500,000 to a high of \$3,600,768.

The primary research question was multi-faceted and designed to determine if there were common characteristics among successful CBJTG grantees. Were any of the following characteristics significant in predicting successful attainment of the training goals of CBJTG awardees: 1) geographic location based on Census regions; 2) Carnegie Basic Classification; 3) target industry; 4) size of grant award; 5) annual total operating revenues; and 6) implementation of new programs (Y/N)?

Geographic Location Based on Census Regions

The results of the study show that the answer to this question was “no.” There were successful institutions in all Census regions of the United States. There were 13 successful institutions in the South, two successful institutions in the Midwest, one successful institution in the Northeast, and one successful institution in the West. Therefore, geographic location is not a significant factor in predicting successful attainment of the training goals.

Carnegie Basic Classification

The results of the study show that the answer to this question was “no.” Of the 17 institutions that met their training goals, 12 were rural-serving institutions, two were urban-serving institutions, one was a suburban-serving institution, and two were systems of colleges. Therefore, Carnegie Classification is not a significant factor in predicting successful attainment of the training goals.

Target Industry

The results of the study show that the answer to this question was “no.” Successful grantees ran the gamut across the target industry sectors. There were nine successful healthcare

grants, three successful advanced manufacturing grants, and one successful grant in biotechnology, transportation, forestry, geospatial and construction sectors. Therefore, target industry is not a significant factor in predicting successful attainment of the training goals.

Size of Grant Award

The results of the study show that the answer to this question was “no.” Successful grantees received awards ranging from a low of \$1,072,339 (Sante Fe Community College in Florida) to a high of \$3,600,768 (L.E. Fletcher Technical Community College in Louisiana). Therefore, size of grant award is not a significant factor in predicting successful attainment of the training goals.

Annual Total Operating Revenues

The results of the study show that the answer to this question was “no.” Successful institutions receiving CBJTG grants had annual operating revenues ranging from \$8,570,857 to \$110,625,431. Therefore, Annual Total Operating Revenues is not a significant factor in predicting successful attainment of the training goals.

Implementation of New Programs

The results of the study show that the answer to this question was “no.” Research shows that 25% of the CBJTG grantees were successful at the end of the three-year project period. Of those successful institutions, 65% used an existing program rather than starting a new program. This number is not a large enough sample to prove a statistically significant correlation between implementing a new program and meeting training goals. Therefore, implementation of new program is not a significant factor in predicting successful attainment of the training goals.

Secondary Research Questions

There were ten secondary research questions addressed in this study using descriptive statistics. Those questions and the results are listed below.

1. Which Carnegie Basic Classification of Associate's Colleges received the most CBJTG awards in 2005, 2006 and 2008? The majority of grant funding was awarded to rural-serving institutions in 2005, 2006, and 2008, even though the overall percentage of grants awarded to rural institutions decreased each year. In 2005, rural-serving institutions received \$74.3 million in funding. In 2006, rural-serving institutions received \$55.2 million. That number decreased to \$51.6 million in 2008, the final year of CBJTG competition.

2. Were there regional differences in the CBJTG awards related to the Carnegie Basic Classification System? Results indicated that rural-serving institutions in the south received the greatest amount of funding at \$99.8 million. This number compares to \$38.7 million received by rural-serving institutions located in the Midwest, \$34.2 million received by rural-serving institutions located in the West and \$8.4 million received by rural-serving institutions located in the Northeast. The large amount of funding awarded to rural-serving institutions in the south could have resulted from the preference given to institutions serving victims of Hurricane Katrina in the 2005 competition.

3. Were there regional differences in the CBJTG awards related to target industry? Results indicated that there are; institutions across the south received the largest amount of federal dollars in all target industries with healthcare grants the most popular. Healthcare projects received the most CBJTG funding (\$148 million) across all three years with more than half of those dollars (\$70 million) being awarded in the South. The second most popular target industry was advanced manufacturing with approximately \$69 million in total CBJTG funding.

Again, the southern part of the country received the largest amount of funding in advanced manufacturing projects with the northeastern United States coming in second.

4. Which types of Associate's Colleges (rural, suburban, urban) trained more students through CBJTGs at the lowest cost at the end of the three-year project period? Once again, results indicate that rural-serving institutions trained the most students at the end of the three-year project period at 15,573. Urban-serving institutions trained a total of 9,079, suburban-serving institutions trained 1,031, and institutions under the broad category of "other" (systems of colleges, 2-year colleges under 4-year university, tribal colleges, and private-for-profit institutions) trained 2,742 workers. When considering lowest cost per student, urban-serving institutions were the most efficient with an average cost per student of \$1,920. Even though rural-serving institutions trained the highest number of students, the average cost per student was \$4,770. Suburban-serving institutions had the highest average cost per student at \$16,184.

5. What were the most popular industry sectors for the CBJTG projects awarded in 2005, 2006, and 2008? Results indicated that healthcare grants received the most funding in 2005, 2006, and 2008. This fact could be due to the national shortage of nurses, and the fact that community colleges train 59% of new nurses and the majority of new healthcare workers (AACC, 2009). However, the number of advanced manufacturing grants almost equaled the number of healthcare grants in the 2008 competition (healthcare – 20 awards, advanced manufacturing – 18 awards).

6. Which states received the highest number of CBJTG awards in 2005, 2006, and 2008? Results indicated that Texas received the highest number of awards in 2005. In 2006, Texas and Florida tied for the highest number of grants with four each. Florida received the highest number of grants (3) in 2008. Alabama came in at third place overall by receiving 11

grant awards over the three-year period. Several states tied for fourth place overall by receiving 6 grant awards each. Again, the preference in the 2005 competition to states serving victims of Hurricane Katrina could have been a major factor in the large number of awards to Texas, Florida and Alabama.

7. Which states received the highest dollar value in CBJTG awards in 2005, 2006, and 2008? Results indicated that Alabama received the highest dollar value in CBJTG awards in 2005 at \$13,860,905. In 2006, Florida was awarded \$7,245,325 and again in 2008, Florida received the highest dollar value in CBJTG awards with \$5,803,840. Of particular interest in the 2005 competition is the fact that the top five states (Alabama, Texas, Florida, Tennessee, Louisiana) received almost half (42%) of the total funding. In the 2006 competition, the percentage of overall funding received by the top five states totaled only 28% of the total funding. That number decreased in the 2008 competition to 22% of the total funding. Again these results reflect the preference to states serving victims of Hurricane Katrina in the 2005 competition.

8. What was the average award amount for the CBJTG projects awarded in 2005, 2006, and 2008? Results indicated that the average CBJTG award amount was the highest in 2005 at \$1,785,076. In 2006, the average award amount dropped to \$1,705,726 and increased to \$1,782,778 in 2008. The year 2005 was also the year of the highest number of awards received by Associate's Colleges with 68 awards. The number of awards to Associate's Colleges decreased to 66 in the 2006 competition and 62 awards in the 2008 competition.

9. What was the distribution of dollars invested per student trained? Results indicated a range of \$538 per student up to \$229,090 per student. The lowest figure is derived from L.E. Fletcher Technical Community College in Louisiana. L.E. Fletcher trained 6,695

people – more than any other grantee after receiving a \$3,600,768. On the other end of the spectrum, Broward Community College in Florida received a \$1,603,627 grant award and trained only seven people. The mean amount for dollars invested per student trained was \$19,362.

10. How many institutions have received multiple awards? Results indicated that a total of 15 institutions received multiple CBJTG grants. Nine of those institutions received grants in two different target industries, and six institutions received multiple grants in the same target industry. Only one institution has received three CBJTG grants – Northwest Shoals Community College in Alabama; two awards in 2005 and one award in 2008.

Conclusions

The Community-Based Job Training Grants program offered millions in federal funding for workforce training to community colleges struggling to make ends meet. The Program, developed under the Bush administration, has helped put community colleges in the spotlight. The number of students trained at the end of the project period was a simple variable used to determine “success.” However, the variable does not reflect the diversity of training programs among these 195 projects. Some colleges conducted very short-term training sessions consisting of one day, two weeks, ten weeks, etc., leading to an industry-recognized credential, while others targeted one-year certificates or two-year associate degrees. This conundrum led to some institutions achieving high numbers of students “trained” while others struggled to meet a goal of 54 nurses trained over a three-year project period. The following conclusions are based on the results of this in-depth study:

1. There are no common characteristics among the quantitative and descriptive data analyzed in this study that can *predict* which institutions can be successful in the community-

based job training grants program. The 178 institutions represented in these 195 projects are diverse in geographic location, size, training delivery methods, and community resources. The success of the projects may be attributed to other factors not explored in the current study – leadership, the college’s capacity to deliver the training, the planning for the project relative to the mission of the institution, the power of the Project Director – just to name a few. Therefore, the real answers to whether or not colleges will meet training goals lie within the institutions and the communities they serve, not within a statistical model for success.

2. Community colleges should be realistic when setting goals for training programs. It is evident by the range of goals specified in these 195 projects that many institutions set goals that were unattainable. One such college (Manchester Community College in Connecticut) planned to train 4,067 healthcare workers. At the end of the three-year period, the College reported that no one had completed training. Another college (Lakeland College in Illinois) planned to train 60 healthcare workers. At the end of the three-year period, the College reported 43 students had completed training. These two examples reflect the dilemma colleges face when developing grant projects and setting training goals high enough to impress the readers and receive the grant while being reasonable and attainable by the institution. The grant writers feel an obligation to justify the funds being requested, but many times, the colleges have a hard time meeting high numbers, particularly in new programs where time is needed to develop the program, gain appropriate approvals and recruit new students. Some smaller colleges that lack grants management experience may not realize the time it takes for start-up activities such as hiring a Project Director, gaining new program approval, bidding/ordering/installing new laboratory equipment, recruiting students, etc. Also, colleges under-estimate the time it takes to accomplish some of these tasks and do not familiarize themselves with federal guidelines for

ordering equipment or allowable cost procedures until later in the grant project period.

Meanwhile, the clock is ticking and no outcomes are being achieved.

3. Colleges should submit accurate, complete reports throughout the project period. This study focused on training outcomes reached at the end of the three-year project period. Grantees are required to submit quarterly performance reports to the U.S. Department of Labor throughout the entire project period. These reports are cumulative in nature and should provide a clear picture of growth as the project proceeds to completion. There were numerous times during the data collection portion of this study when discrepancies were noted on quarterly performance reports. For example, North Central Texas College reported 225 people had been trained by the end of Year Two; that same institution reported a cumulative total of 219 people trained by the end of Year Three. These types of errors were noted throughout the data collection period and caused difficulty and frustration in analyzing the data and the “exact” performance outcomes. If community colleges want to see more grant programs that target community colleges, policymakers must be able to report on the successes of these programs. This is not possible with inconsistent or unreported outcomes.

4. Colleges should dedicate the required resources to manage a large, federally-funded project and the fiscal and programmatic reporting that accompanies the grant award. Along with the good news of the federal grant award comes a huge “burden” of fiscal and programmatic accountability, tracking, and reporting. The quarterly performance reports are lengthy and require great attention to detail. Not only are training numbers broken down by race, ethnicity, and gender, they are also broken down by industry codes. If the project involves numerous institutions providing training, the Project Director must gather all the information from the multiple sites and combine them into one report. In addition, the Project Director is

expected to monitor the outcomes as the grant progresses to make sure activities and spending is in line with the project period. The Project Director must also communicate regularly with the Federal Program Officer assigned to the institution by DOL. All of these activities require at least a full-time director assigned to the project as well as a Grants Accountant knowledgeable in federal guidelines and accompanying Office of Management and Budget (OMB) Circulars.

5. Community colleges need more federal funding programs like CBJTG so that competition with research universities is not an issue. Most federal grant programs group all (two- and four-year) higher education institutions into one category when determining eligibility. This “lumping” together means that community colleges compete with large, research universities with lots of political power and years of experience in research and funding. This scenario is supported by recent data from the National Science Foundation (NSF). NSF awards millions in grants each year, and community colleges are eligible to apply for funding as institutions of higher education. However, in fiscal year (FY) 2008, the National Science Foundation awarded \$37,056,000 in total grants to Alabama colleges and universities. Of this \$37 million, only \$2,221,000 (6%) was awarded to Alabama community colleges (NSF, 2008). Another example of how community colleges fare in federal grant competitions is the program entitled “Funds for the Improvement of Secondary Education” (FIPSE) funded by the U.S. Department of Education. The U.S. Department of Education also awards billions in grants each year, but data indicate only \$1,035,482 (10%) of total funds (\$10,297,193) were awarded to community colleges in FY 2007 under the FIPSE grant program. (Council for Resource Development, 2007). These two examples provide a better understanding of the magnitude of the problem facing community colleges in the competitive world of grants seeking. When competing with four-year colleges and universities, community colleges often fall short. This

seems unfair when considering the latest figures from the American Association of Community Colleges (AACC) that indicate community colleges serve almost half of the undergraduate students in the United States (AACC, 2009). It is critical that community college leaders and organizations such as AACC continue to inform the political leaders about the mission of the community college and the programs underway at those institutions.

6. The U.S. Department of Labor followed the intent of the grant program and awarded most of the grants (92%) directly to community colleges. The data in this study revealed only one private, for-profit institution was awarded a CBJTG: Texas County Technical Institute in Missouri. Other grantees include WIA entities and workforce development groups.

Recommendations for Policy

1. Funding agencies should allow a six-month “start-up” period (at a minimum) when awarding workforce training grants so that specific outcomes are reported (project director hired, equipment purchased and installed, etc.). The institution should prepare a job announcement when the grant is being written so that no time is wasted if the grant is awarded. If the grant program provides funding for a new academic program, the academic dean at the institution should begin preparing the necessary forms for state approval to start a new program when the grant is submitted. The academic dean should also prepare a “letter of intent” for the state governing agency to inform them that the institution is seeking funding for a new program, if funding is received. If these preliminary steps are taken while the institution is awaiting word from the funding agency, a large amount of time could be saved. When purchasing equipment over \$5,000 per item, institutions must seek approval from the U.S. Department of Labor before purchasing the item(s) listing the exact bid price for the item(s). This means that the equipment must be bid before written approval from DOL can be sought. Written approval from the

Department of Labor can take months. Therefore, complete equipment lists with complete specifications ready for bidding would also save time. This proposed policy allowing a six-month start-up period would ensure that the institution receiving the grant recognizes the importance of staying on track.

2. Funding agencies should require quarterly performance reports to be submitted before grantees are allowed to draw down funds. Institutions must recognize the importance of keeping accurate records, tracking grant participants and relaying those numbers to the funding agency. The grant was awarded based on the activities and outcomes stated in the proposal, and every effort should be made by the institution to reach the goals. There will always be challenges in meeting goals, but the institution must work with the program officer to resolve those challenges. The proposed policy to withhold grant funds if quarterly performance reports are not submitted must be reinforced by the program officers who are in regular contact with the institutions.

3. Funding agencies should work with the grantees to provide on-site technical assistance if performance objectives are not being met. The U.S. Department of Labor could provide a model for other federal agencies on providing technical assistance workshops on an annual basis. This technical assistance is critical as some community colleges are not adept at managing federal grants. Colleges must develop a close relationship with their program officer assigned to them by the funding agency so that the lines of communication remain open and honest. However, most federal program officers are assigned numerous projects to manage and, as a result, may not be able to respond to a request for assistance in a timely manner. Many federal agencies host a *required* technical assistance meeting with all grantees to review federal

guidelines and reporting structures. This is a policy that is practiced with all U.S. Department of Labor grants. Other federal agencies could benefit from this model.

4. Federal agencies should link fiscal and performance reporting more closely. This action would encourage grantees to submit more timely and accurate programmatic reports and provide the federal agencies another option for monitoring projects electronically.

5. The U.S. Department of labor should make efforts to provide feedback to grantees through site visits and other monitoring activities on a regular basis. When conducting site visits to grantees, the evaluation report should be returned to the institution within 30 days to allow maximum time for improvement.

6. All federal agencies should require external program evaluation of all future grant projects to include a qualitative component to capture stories of students served. These qualitative data could provide additional justification for policymakers to continue grant programs like the CBJTG.

Recommendations for Practice

The following recommendations are intended to be helpful to community college leaders and the U.S. Department of Labor representatives directly involved in the grants management area. These recommendations resulted from all aspects of this study including the literature review, data collection, and data analyses.

1. Community college leaders must do a better job of supporting faculty and staff charged with managing large, federal grants and ensuring that they receive the training they need. These employees must be given time off to attend technical training sessions sponsored by the funding agency.

2. The Project Director should meet at least twice each year with the President's Staff to update them on the progress of the grant project. Large grant projects like the CBJTG training grants require involvement from the whole institution – the Grants Office, the Business Office, the Academic Affairs Office, the Student Services Office, etc.

3. The Department of Labor must monitor grant outcomes more closely as the project progresses. Many institutions received CBJTG grants and reported very small training numbers at the end of the three-year project period. In at least two instances, institutions were awarded multiple grants without reporting any people trained. Taxpayers should question the accountability and reasoning behind such activity.

4. The Department of Labor should update the quarterly performance report to make it more in line with grant requirements. The current DOL reporting structure is “one size fits all” and was developed with WIA requirements in mind. Therefore, the challenges or successes institutions are experiencing cannot be reflected in the quantitative data.

Recommendations for Further Research

A qualitative study of the top ten institutions that met or exceeded their training goals in the CBJTG grant is needed to identify *best practices* and *lessons learned*. Although there were no significant factors to *predict* success identified through this study, there are surely some great things taking place at these institutions that could help others struggling to meet outcomes. These top ten institutions are listed in Table 30.

Table 30

Highest Performing CBJTG Projects at End of Three-year Period

<u>Institution</u>	<u>Target Industry</u>	<u>Goal</u>	<u>Actual</u>	<u>% Met</u>
Santa Fe Community College	Healthcare	553	885	160%
Pensacola Junior College	Healthcare	230	389	169%
Mississippi Gulf Coast Comm College	Geospatial	150	325	217%
L.E. Fletcher Technical Comm College	Transportation	3013	6695	222%
Alamo Community College District	Adv Manufacturing	156	351	225%
North Central Texas College	Healthcare	90	219	243%
Georgia Perimeter College	Healthcare	151	419	277%
Haywood Community College	Forestry	150	460	307%
Community College of Rhode Island	Healthcare	60	249	415%
Northwest Iowa Community College	Biotechnology	280	1315	470%

Conversely, a qualitative study of the ten lowest-performing institutions that did not meet their training goals in the CBJTG grant is needed to identify common issues that impacted performance. Information gleaned from such a study could keep future grantees from making the same mistakes and allow DOL to address these issues in the technical assistance meetings. These low-performing institutions are listed in Table 31.

Table 31

Lowest Performing CBJTG Projects at End of Three-year Period

<u>Institution</u>	<u>Target Industry</u>	<u>Goal</u>	<u>Actual</u>	<u>% Met</u>
Manchester Community College	Healthcare	4067	0	0%
Palm Beach Community College	Construction	460	0	0%
Suffolk County Community College	Advanced Manufacturing	400	0	0%
Solano Community College	Financial Services	752	28	4%
Broward Community College	Automotive	120	7	6%
Middlesex Community College	Adv Manufacturing	110	10	9%
Cleveland State Community College	Construction	180	19	11%
Chemeketa Community College	Healthcare	5352	622	12%
Columbia Basin College	Healthcare	104	16	15%
<u>Amarillo College</u>	<u>Healthcare</u>	<u>545</u>	<u>101</u>	<u>19%</u>

More research is needed to learn about other large federal grant programs targeted at workforce training and how they are evaluated. There is a need to learn whether or not these grants improve access to programs and services. Since most of the CBJTG grants were awarded to rural-serving institutions, this information could help policymakers direct more funding to rural-serving institutions.

There is also a need to better understand expectations of the U.S. Department of Labor for their grant programs and how those compare with programs such as the Advanced Technology Education (ATE) track funded by the National Science Foundation. Perhaps the results of this study were in line with the Department of Labor's expectations with only 25% of

the grantees meeting training goals. Were there benchmarks set by Congress when the CBJTG grants were funded through the High Growth Job Training Initiative?

Another area for further study concerns the role and characteristics of the project director in the success of the project. A qualitative study focused on the number of project directors working full-time on the project vs. those who may have had other duties during the project period could prove to be insightful when compared to the success of the project. Also of interest is further research that compares oversight of the U.S. Department of Labor under various federal executive administrations. Since the CBJTG Program was funded under the George W. Bush administration, how have community colleges fared under other administrations, democratic or republican?

Finally, further research is needed on those 13 institutions receiving multiple CBJTG grants to determine whether *success* with the first project lends credibility to their second or third grant application. This does not seem to be the case as a preliminary review of data indicates that only one of the 13 institutions receiving multiple CBJTG grants met their training goals (Pensacola Junior College in Florida). In fact, two of the colleges that received multiple grants reported zero number trained at the end of the three-year project period (Suffolk County Community College in New York and Manchester Community College in Connecticut). A qualitative study of the reporting habits of those institutions receiving multiple CBJTG grants and relationships with local congressional representatives and DOL staff at the national level would be noteworthy.

Closing Remarks

At a time when colleges are faced with tough decisions about cutting programs, hiring faculty, and dealing with sometimes conflicting missions of workforce development versus

general education transfer, the CBJTG Program offered a great solution. The real stories behind the challenges and successes at these institutions do not appear in the quantitative data, but the broader impacts of these federal investments at a time when resources are scarce are clear. Federal investments totaling \$342,712,586 were awarded to 178 Associate's Colleges. These investments supported infrastructure, equipment, personnel, and provided "seed money" so that the broader impacts of the CBJTG Program will be felt for many years to come. In addition, the collaborative partnerships with universities and employers formed in these projects could open doors to untapped community and regional resources.

With state appropriations for higher education decreasing and expectations increasing (Katsinas, 2005), community colleges will continue to face difficult decisions about personnel, technology, student services, and instructional programs. Finding the funding to support new, innovative programs without jeopardizing existing budgets is a growing concern. As stated by Brumbach (2005), government grants come with numerous strings attached and extensive reporting requirements, but college administrators are willing to take the risk.

Today, American higher education is struggling to solve challenges, and community colleges are receiving unprecedented attention. As enrollment increases and they become the "go-to" place for job retraining, community colleges are gaining increased support from policymakers and students (Pope, 2008). But they still lag way behind their four-year counterparts in federal grant funding. The results of this study provide critical information for taxpayers, policymakers, and community college leaders and could strengthen support to sustain the Community-Based Job Training Grant Program or something similar.

As noted in the review of literature, numerous legislative acts directed at workforce training and education are documented throughout history. These acts have led to a myriad of

programs in numerous areas of job training resulting in great bureaucracy (Gutierrez, 1997).

However, this researcher agrees with George Vaughan who stated in 2006, “The Community-Based Job Training Grants Program is a milestone in community college history” (p. 42).

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APPENDIX A

PRESIDENT’S HIGH GROWTH JOB TRAINING INITIATIVE GRANTEES

HIGH GROWTH JOB TRAINING INITIATIVE GRANTEES

Grantee	Target Industry	Amount
1199 SEIU League raining/Upgrading Fund	Health Care	\$192,500.00
360vu Research and Education Foundation	Advanced Manufacturing	\$2,000,322.00
ARCH Training Center	Financial Services	\$269,193.00
Aerospace Development Corporation	Aerospace	\$1,898,820.00
Alabama Dept of Economic/Community Affairs	Not Sector – Specific	\$3,000,000.00
Alabama Dept of Economic/Community Affairs (Calhoun Community College)	Advanced Manufacturing	\$3,548,115.00
Alameda County Workforce Investment Board	Biotechnology	\$2,000,000.00
Alaska Energy (State of Alaska Dept. of Labor)	Energy	\$7,000,000.00
American College of Building Arts (ACBA)	Construction/Skilled Trades	\$2,750,000.00
American Health Care Association Foundation	Health Care	\$113,296.00
Arkansas Department of Workforce Services	Transportation	\$1,350,655.00
Arkansas Department of Workforce Services	Advanced Manufacturing	\$5,935,402.00
Associated General Contractors of America (AGC)	Construction/Skilled Trades	\$235,500.00
Automotive Retailing Today (ART)	Automotive	\$150,000.00
Automotive Youth Educational Systems (AYES) (1)	Automotive	\$600,000.00
Automotive Youth Educational Systems - Expanding AYES's Auto Tech 2	Automotive	\$2,200,000.00
Berger Health System	Health Care	\$200,000.00
Board of Regents of University of Wisconsin (State of Wisconsin)	Health Care	\$1,365,101.00
Brevard Community College	Aerospace	\$98,560.00
CVS Regional Learning Center	Health Care	\$1,757,981.00
Capital Idea	Health Care	\$224,088.00
Capital Workforce Partners (CWP)	Health Care	\$506,836.00
Carpenters Joint Apprenticeship Program (CJAP)	Construction/Skilled Trades	\$2,187,107.00
Catalyst Learning	Health Care	\$3,176,000.00
Center for Energy Workforce Development	Energy	\$98,270.00
Central Massachusetts Regional Employment Board (CMREB)	Not Sector – Specific	\$2,000,000.00
Chicago Women in Trades (CWIT)	Construction/Skilled Trades	\$2,092,343.00
City of Los Angeles, Community Development Department	Health Care	\$1,196,000.00
Claflin University	Biotechnology	\$750,000.00
College of Eastern Utah	Energy	\$2,737,804.00
College of Southern Maryland	Energy	\$1,000,000.00
Colorado Department of Labor and Employment	Biotechnology	\$1,600,000.00
Colorado Department of Labor and Employment	Health Care	\$1,600,000.00

Grantee	Target Industry	Amount
Columbia Gorge Community College	Health Care	\$1,250,000.00
Community Action Partnership of Sonoma County	Energy	\$500,000.00
Community Learning Center, Inc. -1	Aerospace	\$2,860,000.00
Community Learning Center, Inc. -2	Aerospace	\$1,168,400.00
Community Transportation Development Center	Transportation	\$2,000,000.00
Computing Technology Industry Association (CompTIA)	Information Technology	\$2,818,795.00
Connecticut Business and Industry Association	Advanced Manufacturing	\$1,775,030.00
Connecticut Department of Economic and Community Development	Financial Services	\$2,748,405.00
Council for Adult and Experiential Learning (CAEL)	Health Care	\$2,555,706.00
Delaware Valley Industrial Resource Center	Advanced Manufacturing	\$3,000,000.00
Delaware Workforce Investment Board	Biotechnology	\$250,000.00
Downriver Community Conference (Auto Alliance)	Automotive	\$5,000,000.00
Eastern Connecticut Workforce Investment Board	Not Sector – Specific	\$2,000,000.00
Eastfield College	Automotive	\$837,424.00
Edmonds Community College	Aerospace	\$1,475,045.00
Evangelical Lutheran Good Samaritan Society - Good Samaritan	Health Care	\$1,877,517.00
Excelsior College	Health Care	\$516,154.00
Florida Agency for Workforce Innovation	Financial Services	\$793,000.00
Florida International University School of Nursing	Health Care	\$1,419,266.00
Florida Space Research Institute	Aerospace	\$355,628.00
Forsyth Technical Community College – National Center for Bio Tech Workforce	Biotechnology	\$5,000,000.00
Forsyth Technical CC - Textiles to Technology	Biotechnology	\$754,146.00
Gateway Community and Technical College	Energy	\$394,933.00
Gateway Technical College	Automotive	\$900,000.00
Georgia Department of Technical and Adult Education (DTAE)	Energy	\$998,995.00
Geospatial Information & Technology Association	Geospatial	\$695,362.00
Girl Scouts of the USA	Automotive	\$200,000.00
Greater Peninsula Workforce Investment Board	Advanced Manufacturing	\$1,965,000.00
HCA Cares (States: Georgia, Colorado, Texas, Florida - Workforce Development)	Health Care	\$4,541,205.00
HCA Specialty Nurse Training (Hospital Corporation of America)	Health Care	\$4,000,000.00
Henderson-Henderson County Chamber of Commerce	Advanced Manufacturing	\$2,991,840.00
High Plains Technology Center	Energy	\$1,546,463.00
Home Builder's Institute	Construction/Skilled Trades	\$4,268,454.00
Honolulu Community College (HCC)	Construction/Skilled Trades	\$1,400,000.00
Houston-Galveston Area Council for the Gulf Coast Workforce Board	Aerospace	\$1,000,000.00
Indian Hills Community College	Biotechnology	\$996,250.00
Indianapolis Private Industry Council	Not Sector – Specific	\$1,999,946.00
Indianapolis Private Industry Council (IPIC)	Biotechnology	\$1,000,000.00
Institute for GIS Studies/Central Piedmont Community College (IGISS)	Geospatial	\$2,000,000.00
International Association of Jewish Voc Services	Financial Services	\$1,000,000.00
International Association of Nanotechnology	Advanced Manufacturing	\$1,500,000.00

Grantee	Target Industry	Amount
Ivy Tech Community College of Indiana	Advanced Manufacturing	\$1,860,515.00
Ivy Tech Community College of Indiana	Energy	\$1,000,000.00
JobPath, Inc.	Biotechnology	\$276,393.00
Jobs for the Future (JFF), Workforce Innovation Networks 1	Not Sector – Specific	\$927,068.00
Jobs for the Future (JFF), Workforce Innovation Networks 2	Not Sector – Specific	\$4,194,709.00
Johns Hopkins Health System	Health Care	\$3,000,000.00
Johnson & Wales University	Hospitality	\$977,992.00
Kentucky Community and Technical College System (KCTCS)	Automotive	\$2,480,852.00
Key Training Corporation, dba Northwest Lineman College	Energy	\$1,000,000.00
Kidz Online	Geospatial	\$1,000,000.00
LaGuardia Community College	Hospitality	\$494,386.00
Lakeland Community College	Biotechnology	\$333,485.00
Lakeshore Technical College	Energy	\$987,904.00
Lancaster County Workforce Investment Board	Advanced Manufacturing	\$1,354,585.00
Lorain County Community College	Not Sector – Specific	\$2,599,979.00
Los Angeles Valley College (LAVC)	Advanced Manufacturing	\$1,500,000.00
Louisiana Community and Technical College System	Construction/Skilled Trades	\$4,998,800.00
Louisiana Department of Labor	Not Sector – Specific	\$3,000,000.00
Louisiana Technical College (LTC)	Energy	\$1,151,287.00
Lower Rio Grande Valley WF Development Board	Advanced Manufacturing	\$2,000,000.00
Maine Department of Economic and Community Development	Advanced Manufacturing	\$2,996,724.00
Management and Training Corporation	Health Care	\$1,500,000.00
Manufacturing Institute/National Association of Manufacturers	Advanced Manufacturing	\$498,520.00
Maryland Department of Labor / Governor's Workforce Investment Board	Health Care	\$1,500,000.00
Massachusetts Biotechnology Education Foundation	Biotechnology	\$1,372,250.00
Miami-Dade College	Biotechnology	\$1,000,000.00
Minnesota State Colleges and Universities	Energy	\$1,000,000.00
Mississippi Department of Employment Security	Not Sector – Specific	\$3,000,000.00
Mississippi Department of Employment Security	Construction/Skilled Trades	\$4,998,800.00
Mississippi Hospital Association Health Research & Educational Foundation	Health Care	\$500,000.00
National Center for Integrated Systems Technology	Advanced Manufacturing	\$5,774,420.00
National Center for Integrated Systems Technology - States of Illinois and Ohio	Advanced Manufacturing	\$9,461,606.00
National Institute for Automotive Service Excellence	Advanced Manufacturing	\$300,000.00
National Institute for Metalworking Skills (NIMS) (1)	Advanced Manufacturing	\$1,956,700.00
National Institute for Metalworking Skills (NIMS) (2)	Advanced Manufacturing	\$939,815.00
National Restaurant Association Educational Foundation	Hospitality	\$1,765,000.00
National Retail Federation	Retail	\$99,900.00
National Retail Federation Foundation	Retail	\$2,815,000.00
National Retail Federation Foundation Leadership Initiative	Retail	\$2,250,000.00
Nebraska Central Community College	Advanced Manufacturing	\$1,639,403.00

Grantee	Target Industry	Amount
Neosho County Community College	Health Care	\$535,248.00
North Carolina Department of Commerce Commission on Workforce Development	Health Care	\$1,500,000.00
North Central Texas Workforce Board	Advanced Manufacturing	\$1,562,382.00
Northern Wyoming Community College District	Energy	\$975,881.00
Northwest Michigan Council of Governments	Health Care	\$500,000.00
Ohio Board of Regents	Financial Services	\$1,178,425.00
Oklahoma Dept. of Career/Technical Education	Energy	\$2,363,539.00
Orange County Workforce Investment Board (CA)	Biotechnology	\$1,000,000.00
Orange County Workforce Investment Board (NY)	Health Care	\$1,048,300.00
Oregon Manufacturing Extension Partnership	Advanced Manufacturing	\$3,199,709.00
Paraprofessional Healthcare Institute	Health Care	\$999,902.00
Paul Hall Institute of Human Development (PHIHD)	Transportation	\$2,499,618.00
Pennsylvania Automotive Association / Harrisburg Career & Technology Academy	Automotive	\$95,000.00
Pennsylvania State University	Energy	\$503,210.00
Pennsylvania WIB Plastics Initiative	Advanced Manufacturing	\$3,750,000.00
Philadelphia Workforce Investment Board	Advanced Manufacturing	\$1,500,000.00
Pittsburgh Life Sciences Greenhouse	Biotechnology	\$2,433,160.00
Pueblo Community College	Health Care	\$715,402.00
RISEbusiness	Not Sector – Specific	\$150,000.00
Rancho Santiago Community College District	Geospatial	\$187,939.00
Rochester Institute of Technology	Advanced Manufacturing	\$1,158,983.00
San Bernardino Community College District	Advanced Manufacturing	\$1,618,334.00
San Diego Workforce Partnership	Biotechnology	\$2,510,117.00
San Juan College	Energy	\$2,113,127.00
Shoreline Community College	Automotive	\$1,496,680.00
SkillsUSA-VICA	Not Sector – Specific	\$142,000.00
Southern Nevada Workforce Development Board	Hospitality	\$1,121,166.00
Southwest Washington Workforce Development Council	Not Sector – Specific	\$2,000,000.00
St.Louis Workforce Investment Board	Advanced Manufacturing	\$1,499,998.00
State of Arizona Department of Commerce	Information Technology	\$3,403,168.00
State of Oklahoma	Advanced Manufacturing	\$1,500,000.00
State of Oregon (Dept. of Community Colleges & Workforce Development)	Health Care	\$300,000.00
Tacoma/Pierce County WF Development Council	Health Care	\$762,659.00
TechSolve, Inc.	Advanced Manufacturing	\$1,464,470.00
Temple College	Biotechnology	\$920,495.00
Texas Workforce Commission	Not Sector – Specific	\$3,000,000.00
U.S. Hispanic Chamber of Commerce Foundation	Automotive	\$136,000.00
US Chamber of Commerce, Center for Workforce Preparation	Not Sector – Specific	\$1,502,700.00
United Parcel Service of America	Transportation	\$1,789,970.00
United Regional Health Care System	Health Care	\$846,325.00
University of Alaska – Anchorage	Health Care	\$499,988.00
University of Missouri – Columbia	Energy	\$2,305,995.00
University of Southern Mississippi (USM)	Geospatial	\$1,565,227.00
University of Utah	Health Care	\$871,707.00
Valley Initiative for Development and Advancement	Health Care	\$4,000,000.00

Grantee	Target Industry	Amount
Vermont Governor's IT Initiative	Information Technology	\$1,595,019.00
Virginia Biotechnology Association	Advanced Manufacturing	\$1,494,369.00
West Kentucky WIB/Pennyrile Area Dev District	Energy	\$3,025,260.00
West Virginia University	Energy	\$3,000,000.00
Western Iowa Tech Community College	Advanced Manufacturing	\$1,498,548.00
William F. Goodling Regional Adv Skills Center	Geospatial	\$990,125.00
Wisconsin Healthcare Workforce Network	Health Care	\$215,600.00
WorkFORCE Solutions for Lower Rio Grande Valley	Not Sector – Specific	\$1,999,180.00
WorkNet Pinellas, Inc.	Energy	\$1,000,000.00
WorkPlace, Inc. (Southwestern Connecticut's Regional Workforce Development Board)	Advanced Manufacturing	\$2,000,000.00
Workforce Alliance, Inc. (Florida Atlantic University)	Biotechnology	\$2,325,303.00
Workforce Investment Boards of Herkimer, Madison and Oneida counties	Health Care	\$497,576.00
Wyoming Department of Workforce Services	Energy	\$2,400,000.00
YouthBuild USA	Construction/Skilled Trades	\$12,202,600.00

APPENDIX B
ETA FORM 9134

**QUARTERLY PERFORMANCE REPORT
HIGH GROWTH and COMMUNITY-BASED JOB TRAINING INITIATIVES**

OMB No. 1205-0465
Expires: 5/31/2011

A. GRANTEE IDENTIFYING INFORMATION			
1. Grantee Name:		2. Grant Number:	
3. Program/Project Name:			
4. Grantee Address:		5. Report Quarter End Date:	
City _____	State _____	Zip Code _____	
6. Report Due Date:			
Performance Items	Previous Quarter (A)	Current Quarter (B)	Cumulative Grant-to-Date (C)
B. CUSTOMER SUMMARY INFORMATION			
1. Total Entires			
2. Total Participants Served			
3. New Participants Served			
Gender	3a. Male		
	3b. Female		
Ethnicity/Race	3c. Hispanic/Latino		
	3d. American Indian or Alaska Native		
	3e. Asian		
	3f. Black or African American		
	3g. Native Hawaiian or Other Pacific Islander		
	3h. White		
	3i. More Than One Race		
	3j. Hispanic/Latino and More Than One Race		
3k. Eligible Veterans			
3. Persons with a Disability			
C. CUSTOMER SERVICES AND ACTIVITIES			
1. Number Began Education/Job Training Activities			
2. Number Completed Education/Job Training Activities			
2a. Number Received Degree/Certificate			
2b. Number Entered Employment			
2c. Number Entered Training-Related Employment			
Industry Code	(1) NAICS Sector 11 - Agriculture, Forestry, Fishing & Hunting		
	(2) NAICS Sector 21 - Mining (including Oil and Gas Exploration)		
	(3) NAICS Sector 22 - Utilities		
	(4) NAICS Sector 23 - Construction		
	(5) NAICS Sectors 31-33 - Manufacturing		
	(6) NAICS Sector 42 - Wholesale Trade		
	(7) NAICS Sectors 44-45 - Retail Trade		
	(8) NAICS Sectors 48-49 - Transportation & Warehousing		
	(9) NAICS Sectors 51 - Information		
	(10) NAICS Sector 52 - Finance & Insurance		
	(11) NAICS Sector 53 - Real Estate Rental & Leasing		
	(12) NAICS Sector 54 - Professional, Scientific, and Technical Services		
	(13) NAICS Sector 55 - Management of Companies & Enterprises		
	(14) NAICS Sector 56 - Administrative & Support and Waste Management & Remediation Services		
	(15) NAICS Sector 61 - Educational Services		
	(16) NAICS Sector 62 - Health Care & Social Assistance		
	(17) NAICS Sector 71 - Arts, Entertainment, and Recreation		
	(18) NAICS Sector 72 - Accommodation and Food Services		
	(19) NAICS Sector 81 - Other Services (except Public Administration)		
	(20) NAICS Sector 92 - Public Administration		
D. REPORT CERTIFICATION/ADDITIONAL COMMENTS			
1. Report Comments/Narrative: Attach a separate document that provides a discussion of the grant narrative items outlined in the reporting instructions found under Section D.1 in "High Growth and Community-Based Job Training Grants: General Quarterly Reporting Forms and Instructions."			
2. Name of Grantee Certifying Official/Title		3. Telephone Number	4. Email Address

Persons are not required to respond unless this form displays a currently valid OMB number. Obligation to respond is required to obtain or retain benefits (Workforce Investment Act [Section 185(N)(2)]. Public reporting burden for this collection of information, which is to assist with planning and program management and to meet Congressional and statutory requirements, averages 20 hours per response, including time to review instructions, search existing data sources, gather and maintain the data needed, and complete and review the collection of information. Send comments regarding this burden estimate to the U.S. Department of Labor, ETA, Room N-4643, 200 Constitution Avenue, NW, Washington, DC 20210.

APPENDIX C

CENSUS DEFINED REGIONS

WEST	SOUTH	NORTHEAST	MIDWEST
Washington Oregon Idaho Montana Wyoming Colorado Utah Nevada California Arizona New Mexico	Delaware Maryland Virginia West Virginia Kentucky North Carolina South Carolina Tennessee Georgia Florida Alabama Mississippi Arkansas Louisiana Oklahoma Texas	Maine Vermont New Hampshire Massachusetts Rhode Island Connecticut New York New Jersey Pennsylvania	North Dakota South Dakota Nebraska Kansas Minnesota

APPENDIX D

CARNEGIE BASIC CLASSIFICATIONS

Definitions Based on Size:

Public, rural-serving institutions (Based on IPEDS data for 2003-04):

Small	<2,500 full-year unduplicated credit headcount
Medium	2,500 – 5,000 full-year unduplicated credit headcount
Large	>7,500 full-year unduplicated credit headcount

Definitions Based on Setting:

Rural-Serving

Institutions in PMSAs or MSAs with a lower total population, or not in a PMSA or MSA.

Urban- or Suburban-Serving

Physically located within Primary Metropolitan Statistical Areas (PMSAs) or Metropolitan Statistical Areas (MSAs), respectively, with populations exceeding 500,000 people according to the 2000 Census.

APPENDIX E
MASTER DATABASE

**CBJTG MASTER DATABASE
YEAR ONE DATA**

	A	B	C	D	E	F	G
	Grantee	State	Target Industry	Award	Year Awarded	Carnegie Classification	Net Revenues (without Pell, SEOG, and Special Approp) 07 FY
1							
2	Aims Community College	CO	Automotive	\$ 818,691	2005 Rural Serving - Large		\$ 50,621,158
3	Alamo Community College District	TX	Advanced Manufacturing	\$ 1,344,569	2005 System of Colleges	District	
4	Alpena Community College	MI	Construction	\$ 1,941,935	2006 Rural Serving - Medium		\$ 17,285,128
5	Amarillo College	TX	Healthcare	\$ 1,386,525	2005 Rural Serving - Large		\$ 60,725,773
6	Anne Arundel Community College	MD	Transportation	\$ 2,077,137	2006 Suburban Serving - Single Campus		\$ 101,635,688
7	Arizona Western College	AZ	Construction	\$ 1,996,654	2005 Rural Serving - Large		\$ 46,565,318
8	Athens Technical College	GA	Biotechnology	\$ 1,996,326	2006 Rural Serving - Medium		\$ 21,481,081
9	Atlanta Technical College	GA	Healthcare	\$ 2,102,900	2006 Urban Serving - Single Campus		\$ 21,288,000
10	Bellevue Community College	WA	Healthcare	\$ 1,815,198	2008 Urban Serving - Multicampus		\$ 85,311,916
11	Bellingham Technical College District	WA	Advanced Manufacturing	\$ 1,850,000	2008 Rural Serving - Medium		\$ 17,785,659
12	Bevill State Community College	AL	Energy	\$ 1,909,973	2006 Rural Serving - Medium		\$ 32,756,181
13	Blue Mountain Community College	OR	Automotive	\$ 1,220,423	2006 Rural Serving - Medium		\$ 20,987,183
14	Blue Ridge Community College	VA	Advanced Manufacturing	\$ 1,937,786	2005 Rural Serving - Medium		\$ 18,588,173
15	Blue Ridge Community College	VA	Advanced Manufacturing	\$ 1,977,131	2008 Rural Serving - Medium		\$ 18,588,173
16	Bluegrass Community and Technical College	KY	Healthcare	\$ 1,416,947	2006 Public 2 year colleges under 4 year		\$ 49,650,088
17	Board of Trustees of Connecticut Community- Technical Colleges	CT	Advanced Manufacturing	\$ 2,191,400	2008 System of Colleges	District	
18	Brookdale Community College	NJ	Healthcare	\$ 1,384,379	2008 Suburban Serving - Single Campus		\$ 89,263,375
19	Broward Community College	FL	Automotive	\$ 1,603,627	2005 Urban Serving - Multicampus		\$ 164,437,601
20	Broward Community College	FL	Transportation	\$ 1,998,621	2006 Urban Serving - Multicampus		\$ 164,437,601
21	Calhoun Community College	AL	Healthcare	\$ 2,465,656	2005 Rural Serving - Large		\$ 47,003,014
22	California Community Colleges	CA	Transportation	\$ 1,992,481	2006 System of Colleges	District	
23	Casper College	WY	Energy	\$ 1,015,602	2006 Rural Serving - Medium		\$ 36,971,458
24	Central Arizona College	AZ	Healthcare	\$ 1,985,204	2006 Suburban Serving - Multicampus		\$ 49,494,307
25	Central Community College	NE	Healthcare	\$ 2,106,694	2008 Rural Serving - Large		\$ 39,996,167
26	Central Community College	NE	Transportation	\$ 1,910,185	2005 Rural Serving - Large		\$ 39,996,167
27	Central Piedmont Community College	NC	Energy	\$ 745,957	2008 Urban Serving - Multicampus		\$ 102,166,702
28	Central Virginia Community College	VA	Energy	\$ 1,249,527	2006 Rural Serving - Medium		\$ 16,229,707
29	Chemeketa Community College	OR	Healthcare	\$ 2,900,000	2005 Rural Serving - Large		\$ 110,385,136
30	Cincinnati State Technical and Community College	OH	Healthcare	\$ 1,493,299	2006 Urban Serving - Single Campus		\$ 60,798,639
31	Clackamas Community College	OR	Transportation	\$ 848,486	2006 Suburban Serving - Multicampus		\$ 59,343,983
32	Cleveland State Community College	TN	Construction	\$ 861,840	2005 Rural Serving - Medium		\$ 16,086,727

**CBJTG MASTER DATABASE
YEAR ONE DATA**

	A	B	C	D	E	F	G
	1 Grantee	State	Target Industry	Award	Year Awarded	Carnegie Classification	Net Revenues (without Pell, SEOG, and Special Approp) 07 FY
33	Clovis Community College	NM	Advanced Manufacturing	\$ 1,270,705	2006	Rural Serving - Medium	\$ 17,899,070
34	Coahoma Community College	MS	Healthcare	\$ 2,250,560	2005	Rural Serving - Small	\$ 20,099,562
35	College of DuPage	IL	Healthcare	\$ 1,422,342	2006	Suburban Serving - Single Campus	\$ 168,665,961
36	College of Eastern Utah	UT	Healthcare	\$ 1,260,893	2006	Rural Serving - Medium	\$ 30,509,965
37	College of Menominee Nation	WI	Healthcare	\$ 2,000,000	2006	Private Tribal College	\$ 3,657,356
38	College of Southern Idaho	ID	Healthcare	\$ 1,459,411	2005	Rural Serving - Large	\$ 55,170,397
39	College of the Mainland	TX	Energy	\$ 1,909,380	2005	Rural Serving - Medium	\$ 40,868,767
40	Columbia Basin College	WA	Healthcare	\$ 1,992,675	2005	Rural Serving - Large	\$ 43,667,071
41	Columbia Gorge Community College	OR	Energy	\$ 1,668,043	2008	Rural Serving - Small	\$ 11,059,212
42	Community College of Rhode Island	RI	Healthcare	\$ 1,826,689	2005	Urban Serving - Multicampus	\$ 88,466,513
43	Crowder college	MO	Healthcare	\$ 1,426,086	2008	Rural Serving - Medium	\$ 19,712,315
44	Cumberland County College	NJ	Healthcare	\$ 1,632,530	2006	Rural Serving - Medium	\$ 19,192,864
45	CUNY Kingsborough Community College	NY	Hospitality	\$ 1,620,987	2006	Urban Serving - Multicampus	\$ 100,917,813
46	Cuyahoga Community College	OH	Healthcare	\$ 1,863,833	2005	Urban Serving - Multicampus	\$ 220,099,839
47	Cypress Community College	CA	Healthcare	\$ 1,663,164	2005	Suburban Serving - Multicampus	\$ 89,454,544
48	Darton College	GA	Healthcare	\$ 2,484,456	2005	Rural Serving - Medium	\$ 24,822,877
49	Davidson County Community College	NC	Healthcare	\$ 668,540	2008	Suburban Serving - Single Campus	\$ 22,887,622
50	Davis Applied Technology College	UT	Advanced Manufacturing	\$ 2,271,000	2008	Suburban Serving - Multicampus	\$ 15,594,627
51	Del Mar College	TX	Aerospace	\$ 1,982,812	2006	Rural Serving - Large	\$ 83,135,753
52	Delaware Community and Technical College	DE	Aerospace	\$ 856,127	2008	Urban-Serving Multicampus	\$ 34,638,128
53	Delaware County Community College	PA	Advanced Manufacturing	\$ 1,999,926	2008	Suburban Serving - Single Campus	\$ 65,810,695
54	Dodge City Community College	KS	Healthcare	\$ 1,926,238	2006	Rural Serving - Medium	\$ 15,655,746
55	Dona Ana Community College	NM	Healthcare	\$ 1,988,074	2008	Public 2-year Colleges under 4-year	\$ 28,970,377
56	East Los Angeles College	CA	Healthcare	\$ 1,777,710	2008	Urban Serving - Multicampus	\$ 144,538,327
57	Eastern Iowa Community College District	IA	Transportation	\$ 1,564,012	2006	Rural Serving - Large	\$ 55,172,730
58	Eastern Oklahoma State College	OK	Healthcare	\$ 1,786,780	2006	Rural Serving - Medium	\$ 15,308,002
59	Edison College	FL	Healthcare	\$ 1,986,371	2005	Rural Serving - Large	\$ 46,249,936
60	Edison State Community College	OH	Advanced Manufacturing	\$ 2,030,387	2006	Suburban Serving - Single Campus	\$ 14,120,542
61	Elgin Community College	IL	Healthcare	\$ 1,988,958	2008	Suburban Serving - Multicampus	\$ 83,628,121
62	Enterprise-Ozark Community College	AL	Aerospace	\$ 1,636,688	2005	Rural Serving - Medium	\$ 23,913,953
63	Everett Community College	WA	Advanced Manufacturing	\$ 2,000,000	2006	Urban Serving - Single Campus	\$ 55,464,675
64	Florida Community College at Jacksonville	FL	Aerospace	\$ 1,995,589	2008	Urban Serving - Multicampus	\$ 147,844,169

**CBJTG MASTER DATABASE
YEAR ONE DATA**

	A	B	C	D	E	F	G
	Grantee	State	Target Industry	Award	Year Awarded	Carnegie Classification	Net Revenues (without Pell, SEOG, and Special Approp) 07 FY
1							
65	Florida Community College at Jacksonville	FL	Construction	\$ 1,999,835	2006	Urban Serving - Multicampus	\$ 147,844,169
66	Fort Scott Community College	KS	Construction	\$ 1,994,474	2008	Rural Serving - Medium	\$ 11,707,120
67	Frederick Community College	MD	Construction	\$ 1,997,776	2006	Suburban Serving - Single Campus	\$ 37,793,518
68	Garden City Community College	KS	Construction	\$ 1,999,939	2008	Rural Serving - Medium	\$ 18,739,962
69	Gateway Community and Technical College	KY	Healthcare	\$ 866,095	2008	Suburban Serving - Multicampus	\$ 16,572,837
70	Georgia Perimeter College	GA	Healthcare	\$ 1,513,281	2005	Suburban Serving - Multicampus	\$ 110,625,431
71	Gloucester County College	NJ	Advanced Manufacturing	\$ 2,000,000	2006	Suburban Serving - Single Campus	\$ 31,846,349
72	Hagerstown Community College	MD	Transportation	\$ 1,649,348	2005	Rural Serving - Medium	\$ 27,341,123
73	Harrisburg Area Community College	PA	Advanced Manufacturing	\$ 2,007,740	2006	Urban Serving - Multicampus	\$ 119,077,076
74	Illinois Eastern Community College District	IL	Energy	\$ 859,214	2006	System of Colleges	\$ 29,420,897
75	Indian Hills Community College	IA	Advanced Manufacturing	\$ 1,939,686	2008	Rural Serving - Medium	\$ 43,596,085
76	Iawamba Community College	MS	Healthcare	\$ 1,951,138	2006	Rural Serving - Medium	\$ 42,928,690
77	Ivy Tech Community College of Indiana	IN	Healthcare	\$ 2,572,436	2005	System of Colleges	unknown
78	Jackson State Community College	TN	Healthcare	\$ 1,941,632	2005	Rural Serving - Medium	\$ 23,061,639
79	Jackson State Community College	TN	Healthcare	\$ 1,997,683	2008	Rural Serving - Medium	\$ 23,061,639
80	James A. Rhodes State college	OH	Healthcare	\$ 1,999,054	2008	Rural Serving - Medium	\$ 20,623,869
81	Kennebec Valley Community College	ME	Healthcare	\$ 956,831	2005	Rural Serving - Medium	\$ 9,492,050
82	System	KY	Advanced Manufacturing	\$ 2,388,552	2008	System of Colleges	District
83	L.E. Fletcher Technical Community College	LA	Transportation	\$ 3,600,768	2005	Urban Serving - Multicampus	\$ 8,570,857
84	Lake City Community College	FL	Logistics	\$ 1,886,337	2008	Rural Serving - Medium	\$ 22,307,965
85	Lake Land College	IL	Healthcare	\$ 863,321	2005	Rural Serving - Large	\$ 41,784,242
86	Lamar State College - Orange	TX	Construction	\$ 1,526,700	2006	Rural Serving - Medium	\$ 14,300,371
87	Lane Community College	OR	Healthcare	\$ 1,969,923	2006	Rural Serving - Large	\$ 101,603,836
88	Lehigh Carbon Community College	PA	Transportation, Distribution, &	\$ 1,711,334	2008	Suburban Serving - Single Campus	\$ 37,981,770
89	Los Medanos College	CA	Advanced Manufacturing	\$ 1,484,918	2006	Suburban Serving - Multicampus	\$ 40,219,763
90	Madison Area Technical College	WI	Biotechnology	\$ 1,961,110	2006	Rural Serving - Large	\$ 140,725,431
91	Madisonville Community College	KY	Healthcare	\$ 1,210,008	2005	Rural Serving - Medium	\$ 23,889,327
92	Manchester Community College	CT	Healthcare	\$ 2,147,325	2005	Suburban Serving - Single Campus	\$ 42,173,257
93	Manchester Community College	CT	Healthcare	\$ 2,174,000	2006	Suburban Serving - Single Campus	\$ 42,173,257
94	MesaLands Community College	NM	Energy	\$ 2,000,000	2006	Rural Serving - Small	\$ 6,371,004
95	Metropolitan Community College	NE	Information Technology	\$ 1,879,612	2008	Urban Serving - Multicampus	\$ 66,993,734
96	Middlesex Community College	MA	Advanced Manufacturing	\$ 853,736	2005	Suburban Serving - Multicampus	\$ 53,321,520

**CBJTG MASTER DATABASE
YEAR ONE DATA**

	A		B	C	D	E	F	G
	Grantee	State	Target Industry	Award	Year Awarded	Carnegie Classification	Net Revenues (without Pell, SEOG, and Special Approp) 07 FY	
1								
97	Middlesex Community College	MA	Energy	\$ 1,886,569	2006	Suburban Serving - Multicampus	\$ 53,321,520	
98	Midland College	TX	Healthcare	\$ 617,291	2005	Rural Serving - Large	\$ 47,188,207	
99	Midlands Technical College	SC	Healthcare	\$ 1,946,563	2005	Urban Serving - Multicampus	\$ 72,230,437	
100	Milwaukee Area technical College	WI	Advanced Manufacturing	\$ 1,999,999	2006	Urban Serving - Multicampus	\$ 219,959,194	
101	Minneapolis Community and Technical College	MN	Construction	\$ 2,000,000	2008	Urban Serving - Single Campus	\$ 48,197,000	
102	Mississippi Gulf Coast Community College	MS	Geospatial	\$ 1,928,457	2005	Rural Serving - Large	\$ 66,819,973	
103	Montana State University Billings College of technology	MT	Construction	\$ 1,980,042	2005	Public 2-year Colleges under 4-year	\$ 54,853,996	
104	Montgomery County Community College	PA	Automotive	\$ 1,371,264	2006	Suburban Serving - Multicampus	\$ 74,650,684	
105	Morrisville State College	NY	Energy	\$ 1,999,639	2008	Public 4-year, primarily Associate's	\$ 64,026,462	
106	Mount Wachusett Community College	MA	Biotechnology	\$ 1,578,550	2008	Rural Serving - Medium	\$ 33,846,115	
107	Mountain Empire Community College	VA	Healthcare	\$ 1,999,266	2006	Rural Serving - Medium	\$ 14,781,903	
108	Navarro College	TX	Energy	\$ 2,397,624	2008	Rural Serving - Large	\$ 31,506,105	
109	New Hampshire Community Technical College (name change to Great Bay CC)	NH	Biotechnology	\$ 1,999,039	2005	Rural Serving - Medium	\$ 14,977,952	
110	New Mexico State University - Carlsbad	NM	Construction	\$ 500,000	2008	Public 2-year Colleges under 4-year Universities		
111	North Central Kansas Technical College	KS	Healthcare	\$ 1,600,000	2006	Rural Serving - Small	\$ 6,688,462	
112	North Central Texas College	TX	Healthcare	\$ 1,999,564	2005	Rural Serving - Medium	\$ 27,225,648	
113	Northampton County Area Community College	PA	Biotechnology	\$ 713,025	2006	Urban Serving - Multicampus	\$ 60,341,745	
114	Northcentral Technical College	WI	Advanced Manufacturing	\$ 1,998,522	2008	Rural Serving - Medium	\$ 46,497,902	
115	Northeast Community College	NE	Energy	\$ 1,999,999	2006	Rural Serving - Medium	\$ 29,654,210	
116	Northeast State Technical Community College	TN	Advanced Manufacturing	\$ 1,946,563	2008	Rural Serving - Medium	\$ 23,251,957	
117	Northern Virginia Community College	VA	Healthcare	\$ 1,221,062	2006	Suburban Serving - Multicampus	\$ 176,300,875	
118	Northern Wyoming Community College District - Gillette Campus (now Sheridan College)	WY	Energy	\$ 1,997,385	2005	Rural Serving - Small	\$ 27,183,929	
119	Northwest Arkansas Community College	AR	Healthcare	\$ 1,895,564	2005	Rural Serving - Medium	\$ 31,320,342	
120	Northwest Iowa community College	IA	Biotechnology	\$ 1,740,322	2005	Rural Serving - Small	\$ 16,553,744	
121	Northwest Shoals Community College	AL	Advanced Manufacturing	\$ 1,656,636	2005	Rural Serving - Medium	\$ 31,680,097	
122	Northwest Shoals Community College	AL	Advanced Manufacturing	\$ 1,911,507	2008	Rural Serving - Medium	\$ 31,680,097	
123	Northwest Shoals Community College	AL	Healthcare	\$ 1,929,716	2008	Rural Serving - Medium	\$ 31,680,097	
124	Oakland Community College	MI	Nanotechnology	\$ 1,960,497	2008	Suburban Serving - Multicampus	\$ 170,888,664	
125	Odesa College	TX	Advanced Manufacturing	\$ 1,751,178	2006	Rural Serving - Medium	\$ 34,228,885	
126	Oklahoma City Community College	OK	Healthcare	\$ 1,719,318	2008	Urban Serving - Single Campus	\$ 55,830,566	

**CBJTG MASTER DATABASE
YEAR ONE DATA**

	A	B	C	D	E	F	G
	Grantee	State	Target Industry	Award	Year Awarded	Carnegie Classification	Net Revenues (without Pell, SEOG, and Special Approp) 07 FY
1	Otero Junior College	CO	Healthcare	\$ 998,453	2006	Rural Serving - Small	\$ 15,206,050
127	Owensboro Community and Technical College	KY	Advanced Manufacturing	\$ 1,996,442	2008	Rural Serving - Medium	\$ 19,877,146
128	Owensboro Community and Technical College	KY	Biotechnology	\$ 824,779	2006	Rural Serving - Medium	\$ 19,877,146
129	Palm Beach Community College	FL	Construction	\$ 1,561,713	2005	Suburban Serving - Multicampus	\$ 101,039,891
130	Passaic County Community College	NJ	Healthcare	\$ 1,608,948	2005	Suburban Serving - Single Campus	\$ 31,329,997
131	Pensacola Junior College	FL	Healthcare	\$ 1,329,145	2005	Suburban Serving - Large	\$ 59,995,940
132	Pensacola Junior College	FL	Information Technology	\$ 1,922,914	2008	Rural Serving - Large	\$ 59,995,940
133	Phillips Community College of the University of Arkansas	AR	Energy	\$ 1,986,735	2008	Public 2 year colleges under 4 year university	\$ 17,162,664
134	Piedmont Virginia Community College	VA	Construction	\$ 1,479,497	2006	Rural Serving - Medium	\$ 16,292,422
135	Polk Community College	FL	Healthcare	\$ 2,000,000	2006	Rural Serving - Large	\$ 35,303,622
136	Prince George's Community College	MD	Hospitality	\$ 2,235,235	2008	Suburban Serving - Single Campus	\$ 76,789,959
137	Pueblo Community College	CO	Advanced Manufacturing	\$ 1,998,571	2008	Rural Serving - Large	\$ 20,113,750
138	Pueblo Community College	CO	Aerospace	\$ 1,506,652	2008	Urban serving - single campus	\$ 27,206,601
139	Puaski Technical College	AR	Transportation	\$ 1,271,550	2005	Rural Serving - Small	\$ 27,206,601
140	Rend Lake College	IL	Energy	\$ 1,622,155	2008	Rural Serving - Large	\$ 25,293,531
141	Riverland Community College	MN	Healthcare	\$ 2,219,453	2005	Rural Serving - Medium	\$ 23,467,000
142	Riverland Community College	MN	Healthcare	\$ 1,010,429	2008	Rural Serving - Medium	\$ 23,467,000
143	Rogue Community College District	OR	Construction	\$ 1,188,144	2008	Rural Serving - Large	\$ 38,638,132
144	Saint Paul College - A community and Technical College	MN	Healthcare	\$ 1,998,854	2008	Urban Serving - Single Campus	\$ 29,506,000
145	Salt Lake Community College	UT	Advanced Manufacturing	\$ 1,997,759	2006	Urban Serving - Multicampus	\$ 138,290,014
146	Santa Fe Community College	FL	Healthcare	\$ 1,072,339	2005	Rural Serving - Large	\$ 78,295,269
147	Santa Monica College	CA	Healthcare	\$ 1,393,442	2005	Suburban Serving - Multicampus	\$ 165,235,031
148	Savannah Technical College	GA	Construction	\$ 1,298,411	2006	Rural Serving - Medium	\$ 22,654,563
149	Seattle Central Community College	WA	Healthcare	\$ 2,762,496	2005	Urban Serving - Multicampus	\$ 58,066,413
150	Snead State Community College	AL	Healthcare	\$ 1,560,550	2005	Rural Serving - Small	\$ 12,213,121
151	Solano Community College	CA	Financial Services	\$ 1,260,000	2005	Suburban Serving - Single Campus	\$ 65,618,012
152	South Arkansas Community College	AR	Healthcare	\$ 1,573,688	2006	Rural Serving - Small	\$ 11,356,867
153	South Plains College	TX	Healthcare	\$ 1,625,313	2008	Rural Serving - Large	\$ 44,716,149
154	South Texas College	TX	Information Technology	\$ 708,476	2006	Urban Serving - Single Campus	\$ 101,703,375
155	Southern Maine Community College	ME	Advanced Manufacturing	\$ 2,214,394	2006	Rural Serving - Medium	\$ 26,032,438
156							

**CBJTG MASTER DATABASE
YEAR ONE DATA**

	A	B	C	D	E	F	G
1	Grantee	State	Target Industry	Award	Year Awarded	Carnegie Classification	Net Revenues (without Pell, SEOG, and Special Approp) 07 FY
157	Southern University at Shreveport	LA	Healthcare	\$ 1,992,240	2005	Public 2 year colleges under 4 year university	\$ 20,049,083
158	Southwest Tennessee Community College	TN	Biotechnology	\$ 1,829,320	2005	Urban Serving - Multicampus	\$ 63,687,840
159	Southwest Texas Junior College	TX	Healthcare	\$ 1,929,645	2005	Rural Serving - Medium	\$ 24,943,363
160	Southwest Virginia Community College	VA	Construction	\$ 1,792,729	2008	Rural Serving - Medium	\$ 20,144,157
161	Southwestern Michigan College	MI	Advanced Manufacturing	\$ 634,677	2005	Rural Serving - Medium	\$ 21,331,045
162	St. Clair County Community College	MI	Transportation	\$ 2,000,000	2008	Suburban Serving - Single Campus	\$ 26,652,049
163	St. Petersburg College	FL	Healthcare	\$ 1,653,765	2005	4-Year Primarily Associates	\$ 144,820,963
164	St. Petersburg College	FL	Healthcare	\$ 1,246,869	2006	4-Year Primarily Associates	\$ 144,820,963
165	Stark State college of Technology	OH	Healthcare	\$ 2,000,000	2008	Rural Serving - Large	\$ 42,375,531
166	Suffolk County Community College	NY	Advanced Manufacturing	\$ 2,377,114	2005	Suburban Serving - Multicampus	\$ 155,817,923
167	Suffolk County Community College	NY	Advanced Manufacturing	\$ 1,668,270	2008	Suburban Serving - Multicampus	\$ 155,817,923
168	Texas County Technical Institute	MO	Healthcare	\$ 1,949,954	2006	Private non-profit	\$ 1,261,270
169	Texas State Technical College Harlingen	TX	Advanced Manufacturing	\$ 2,064,161	2005	Rural Serving - Medium	\$ 35,016,109
170	The Community College of Baltimore County	MD	Construction	\$ 1,904,179	2008	Suburban Serving - Multicampus	\$ 134,541,455
171	The Community College of Baltimore County	MD	Healthcare	\$ 2,585,471	2006	Suburban Serving - Multicampus	\$ 134,541,455
172	The Junior College District of Kansas City	MO	Advanced Manufacturing	\$ 1,970,252	2005	System of Colleges	unknown
173	The University of Arkansas Community College at Batesville	AR	Healthcare	\$ 1,992,247	2006	Public 2-year Colleges under 4-year Universities	\$ 8,026,671
174	Trenholm State Technical College	AL	Advanced Manufacturing	\$ 3,018,928	2005	Rural Serving - Small	\$ 19,349,039
175	Trenholm State Technical College	AL	Healthcare	\$ 2,300,000	2006	Rural Serving - Small	\$ 19,349,039
176	Trinidad State Junior College	CO	Energy	\$ 1,496,673	2006	Rural Serving - Medium	\$ 13,225,672
177	Truckee Meadows Community College, NV System of Higher Ed	NV	Healthcare	\$ 1,544,233	2008	Rural Serving - Large	\$ 58,692,000
178	Trustees of Haywood Community College	NC	Forestry	\$ 1,696,974	2005	Rural Serving - Medium	\$ 15,745,024
179	Tulsa Community College	OK	Information Technology	\$ 1,744,767	2008	Urban Serving - Multicampus	\$ 102,607,735
180	Turtle Mountain Community College	ND	Healthcare	\$ 1,758,224	2008	Private Tribal College	\$ 5,666,823
181	Union County College	NJ	Healthcare	\$ 1,919,713	2008	Suburban Serving - Multicampus	\$ 56,324,587
182	United Tribes Technical College	ND	Healthcare	\$ 1,613,996	2005	Private Tribal College	\$ 9,314,037
183	Utah Valley State College	UT	Advanced Manufacturing	\$ 1,756,637	2008	Baccalaureate/Associate's Colleges	\$ 157,141,474
184	Valencia Community College	FL	Healthcare	\$ 1,999,392	2005	Urban Serving - Multicampus	\$ 138,970,008
185	Victoria County Junior College District	TX	Healthcare	\$ 1,980,011	2005	Rural Serving - Medium	\$ 30,782,612
186	Wallace-Dothan Community College	AL	Healthcare	\$ 1,921,841	2005	Rural Serving - Large	\$ 30,453,118

**CBJTG MASTER DATABASE
YEAR ONE DATA**

	A	B	C	D	E	F	G
	Grantee	State	Target Industry	Award	Year Awarded	Carnegie Classification	Net Revenues (without Pell, SEOG, and Special Approp) 07 FY
187	Wallace-Hanceville Community College	AL	Advanced Manufacturing	\$ 1,600,606	2005	Rural Serving - Large	\$ 31,283,138
188	Walters State Community College	TN	Advanced Manufacturing	\$ 1,939,796	2005	Rural Serving - Large	\$ 37,732,565
189	Washtenaw Community College	MI	Advanced Manufacturing	\$ 2,150,357	2006	Urban Serving - Single Campus	\$ 108,415,104
190	Waukesha County Technical College	WI	Healthcare	\$ 2,307,306	2005	Suburban Serving - Multicampus	\$ 85,867,330
191	West Hills Community College	CA	Multi-Industry	\$ 1,999,753	2006	Suburban Serving - Multicampus	\$ 11,986,786
192	West Los Angeles College	CA	Movie/TV production	\$ 2,000,000	2008	Urban Serving - Multicampus	\$ 46,023,686
193	West Virginia State community and Technical College	WV	Healthcare	\$ 1,598,212	2005	Rural Serving - Small	\$ 48,334,098
194	Western Iowa Tech Community College	IA	Energy	\$ 2,254,876	2008	Rural Serving - Large	\$ 32,191,061
195	Whatcom Community College	WA	Healthcare	\$ 2,145,400	2006	Rural Serving - Medium	\$ 26,242,842
196	Yavapai College	AZ	Healthcare	\$ 1,394,475	2006	Rural Serving - Large	\$ 52,835,104
197				\$ 342,712,586			

**CBJTG MASTER DATABASE
YEAR ONE DATA**

	A	B	H	I	J	K	L
	Grantee	State	Census Region	Projected Training	Number completed education/Training	% Training Goal Met	New Programs (Y/N)
1		CO	West	130	0	0%	Yes
2	Aims Community College	TX	South	156	0	0%	No
3	Alamo Community College District	MI	Midwest	500	44	9%	Yes
4	Alpena Community College	TX	South	545	0	0%	No
5	Amarillo College	MD	South	300	0	0%	Yes
6	Anne Arundel Community College	AZ	West	Unknown	0	#VALUE!	Yes
7	Arizona Western College	GA	South	343	0	0%	No
8	Athens Technical College	GA	South	575	0	0%	No
9	Atlanta Technical College	WA	West	192	1	1%	No
10	Bellevue Community College	WA	West	1237	6	0%	No
11	Bellingham Technical College District	AL	South	120	0	0%	Yes
12	Bevill State Community College	OR	West	253	12	5%	Yes
13	Blue Mountain Community College	VA	South	1535	198	13%	No
14	Blue Ridge Community College	VA	South	600	16	3%	Yes
15	Blue Ridge Community College	KY	South	1615	57	4%	No
16	Bluegrass Community and Technical College						
17	Board of Trustees of Connecticut Community-Technical Colleges	CT	Northeast	331	0	0%	Yes
18	Brookdale Community College	NJ	Northeast	160	7	4%	Yes
19	Broward Community College	FL	South	120	0	0%	Yes
20	Broward Community College	FL	South	1420	0	0%	No
21	Calhoun Community College	AL	South	444	0	0%	Yes
22	California Community Colleges	CA	West	1200	73	6%	Yes
23	Casper College	WY	West	45	0	0%	No
24	Central Arizona College	AZ	West	630	27	4%	Yes
25	Central Community College	NE	Midwest	312	0	0%	Yes
26	Central Community College	NE	Midwest	1775	0	0%	Yes
27	Central Piedmont Community College	NC	South	145	0	0%	Yes
28	Central Virginia Community College	VA	South	390	7	2%	Yes
29	Chemeketa Community College	OR	West	5352	120	2%	No
30	Cincinnati State Technical and Community College	OH	Midwest	150	82	55%	No
31	Clackamas Community College	OR	West	300	46	15%	Yes
32	Cleveland State Community College	TN	South	180	0	0%	Yes

**CBJTG MASTER DATABASE
YEAR ONE DATA**

	A	B	H	I	J	K	L
		State	Census Region	Projected Training	Number completed education/Training	% Training Goal Met	New Programs (Y/N)
1	Grantee						
33	Clovis Community College	NM	West	75	0	0%	Yes
34	Coahoma Community College	MS	South	76	0	0%	Yes
35	College of DuPage	IL	Midwest	110	0	0%	No
36	College of Eastern Utah	UT	West	67	19	28%	No
37	College of Menominee Nation	WI	Midwest	200	8	4%	No
38	College of Southern Idaho	ID	West	1166	383	33%	No
39	College of the Mainland	TX	South	2907	71	2%	No
40	Columbia Basin College	WA	West	104	No report	#VALUE!	No
41	Columbia Gorge Community College	OR	West	204	No report	#VALUE!	No
42	Community College of Rhode Island	RI	Northeast	60	No report	#VALUE!	No
43	Crowder college	MO	Midwest	580	51	9%	No
44	Cumberland County College	NJ	Northeast	128	30	23%	No
45	CUNY Kingsborough Community College	NY	Northeast	520	139	27%	Yes
46	Cuyahoga Community College	OH	Midwest	616	0	0%	Yes
47	Cypress Community College	CA	West	128	38	30%	No
48	Darton College	GA	South	179	123	69%	No
49	Davidson County Community College	NC	South	935	60	6%	Yes
50	Davis Applied Technology College	UT	West	1100	55	5%	No
51	Del Mar College	TX	South	180	0	0%	No
52	Delaware Community and Technical College	DE	South	70	0	0%	Yes
53	Delaware County Community College	PA	Northeast	500	49	10%	No
54	Dodge City Community College	KS	Midwest	220	3	1%	Yes
55	Dona Ana Community College	NM	West	493	0	0%	No
56	East Los Angeles College	CA	West	144	No report	#VALUE!	No
57	Eastern Iowa Community College District	IA	Midwest	934	19	2%	No
58	Eastern Oklahoma State College	OK	South	150	0	0%	No
59	Edison College	FL	South	200	33	17%	No
60	Edison State Community College	OH	Midwest	200	0	0%	Yes
61	Eign Community College	IL	Midwest	160	0	0%	No
62	Enterprise-Ozark Community College	AL	South	455	183	40%	Yes
63	Everett community College	WA	West	600	17	3%	Yes
64	Florida Community College at Jacksonville	FL	South	150	1	1%	Yes

**CBJTG MASTER DATABASE
YEAR ONE DATA**

	A	B	H	I	J	K	L
	Grantee	State	Census Region	Projected Training	Number completed education/Training	% Training Goal Met	New Programs (Y/N)
1							
65	Florida Community College at Jacksonville	FL	South	738	0	0%	Yes
66	Fort Scott Community College	KS	Midwest	204	0	0%	Yes
67	Frederick Community College	MD	South	974	0	0%	No
68	Garden City Community College	KS	Midwest	270	No report	#VALUE!	Yes
69	Gateway Community and Technical College	KY	South	200	0	0%	No
70	Georgia Perimeter College	GA	South	151	30	20%	No
71	Gloucester County College	NJ	Northeast	4960	197	4%	No
72	Hagerstown Community College	MD	South	150	93	62%	Yes
73	Harrisburg Area Community College	PA	Northeast	1000	0	0%	No
74	Illinois Eastern Community College District	IL	Midwest	200	115	58%	No
75	Indian Hills Community College	IA	Midwest	252	3	1%	No
76	Iawamba Community College	MS	South	1308	43	3%	Yes
77	Ivy Tech Community College of Indiana	IN	Midwest	1222	132	11%	Yes
78	Jackson State Community College	TN	South	150	28	19%	No
79	Jackson State Community College	TN	South	300	0	0%	No
80	James A. Rhodes State college	OH	Midwest	710	0	0%	No
81	Kennebec Valley Community College	ME	Northeast	148	0	0%	Yes
82	Kentucky Community and Technical College System	KY	South	1500	134	9%	Yes
83	L.E. Fletcher Technical Community College	LA	South	3013	1898	63%	No
84	Lake City Community College	FL	South	1585	262	17%	Yes
85	Lake Land College	IL	Midwest	60	0	0%	No
86	Lamar State College - Orange	TX	South	Unknown	32	#VALUE!	No
87	Lane Community College	OR	West	36	15	42%	No
88	Lehigh Carbon Community College	PA	Northeast	994	76	8%	No
89	Los Medanos College	CA	West	210	63	30%	No
90	Madison Area Technical College	WI	Midwest	435	30	7%	No
91	Madisonville Community College	KY	South	1154	349	30%	No
92	Manchester Community College	CT	Northeast	5639	0	0%	Yes
93	Manchester Community College	CT	Northeast	921	0	0%	No
94	Mesalands Community College	NM	West	1285	0	0%	Yes
95	Metropolitan Community College	NE	Midwest	564	0	0%	No
96	Middlesex Community College	MA	Northeast	110	0	0%	Yes

**CBJTG MASTER DATABASE
YEAR ONE DATA**

	A		B	H	I	J	K	L
	Grantee	State	Census Region	Projected Training	Number completed education/training	% Training Goal Met	New Programs (Y/N)	
1								
97	Middlesex Community College	MA	Northeast	156	0	0%	Yes	
98	Midland College	TX	South	55	10	18%	No	
99	Midlands Technical College	SC	South	429	0	0%	No	
100	Miwaukee Area technical College	WI	Midwest	2000	0	0%	Yes	
101	Minneapolis Community and Technical College	MN	Midwest	400	62	16%	No	
102	Mississippi Gulf Coast Community College	MS	South	150	114	76%	No	
103	Montana State University Billings College of technology	MT	West	1010	75	7%	No	
104	Montgomery County Community College	PA	Northeast	255	0	0%	No	
105	Morrisville State College	NY	Northeast	1380	0	0%	No	
106	Mount Wachusett Community College	MA	Northeast	190	0	0%	Yes	
107	Mountain Empire Community College	VA	South	300	0	0%	No	
108	Navarro College	TX	South	644	0	0%	No	
109	New Hampshire Community Technical College (name change to Great Bay CC)	NH	Northeast	2295	2	0%	Yes	
110	New Mexico State University - Carlsbad	NM	West	105	0	0%	No	
111	North Central Kansas Technical College	KS	Midwest	2000	95	5%	Yes	
112	North Central Texas College	TX	South	90	111	123%	No	
113	Northampton County Area Community College	PA	Northeast	140	0	0%	Yes	
114	Northcentral Technical College	WI	Midwest	203	39	19%	Yes	
115	Northeast Community College	NE	Midwest	1380	0	0%	Yes	
116	Northeast State Technical Community College	TN	South	1215	3	0%	No	
117	Northern Virginia Community College	VA	South	126	0	0%	Yes	
118	Northern Wyoming Community College District - Gillette Campus (now Sheridan College)	WY	West	2110	63	3%	No	
119	Northwest Arkansas Community College	AR	South	200	0	0%	Yes	
120	Northwest Iowa community College	IA	Midwest	280	0	0%	Yes	
121	Northwest Shoals Community College	AL	South	220	5	2%	Yes	
122	Northwest Shoals Community College	AL	South	230	2	1%	No	
123	Northwest Shoals Community College	AL	South	150	21	14%	Yes	
124	Oakland Community College	MI	Midwest	370	0	0%	Yes	
125	Odessa College	TX	South	480	19	4%	No	
126	Oklahoma City Community College	OK	South	150	0	0%	Yes	

**CBJTG MASTER DATABASE
YEAR ONE DATA**

	A	B	H	I	J	K	L
	Grantee	State	Census Region	Projected Training	Number completed education/Training	% Training Goal Met	New Programs (Y/N)
127	Otero Junior College	CO	West	380	132	35%	Yes
128	Owensboro Community and Technical College	KY	South	150	83	55%	No
129	Owensboro Community and Technical College	KY	South	150	0	0%	No
130	Palm Beach Community College	FL	South	460	0	0%	Yes
131	Passaic County Community College	NJ	Northeast	200	0	0%	Yes
132	Pensacola Junior College	FL	South	230	0	0%	No
133	Pensacola Junior College	FL	South	1030	0	0%	No
134	Phillips Community College of the University of Arkansas	AR	South	550	0	0%	Yes
135	Piedmont Virginia Community College	VA	South	565	32	6%	Yes
136	Polk Community College	FL	South	4625	405	9%	Yes
137	Prince George's Community College	MD	South	960	0	0%	No
138	Pueblo Community College	CO	West	450	0	0%	Yes
139	Puaski Technical College	AR	South	600	0	0%	Yes
140	Puaski Technical College	AR	South	520	291	56%	Yes
141	Rend Lake College	IL	Midwest	294	763	260%	No
142	Riverland Community College	MN	Midwest	633	42	7%	Yes
143	Riverland Community College	MN	Midwest	60	110	183%	No
144	Rogue Community College District	OR	West	342	0	0%	No
145	Saint Paul College - A community and Technical College	MN	Midwest	334	0	0%	No
146	Salt Lake Community College	UT	West	375	0	0%	No
147	Santa Fe Community College	FL	South	553	368	67%	No
148	Santa Monica College	CA	West	120	0	0%	Yes
149	Savannah Technical College	GA	South	330	71	22%	Yes
150	Seattle Central Community College	WA	West	528	70	13%	Yes
151	Snead State Community College	AL	South	478	0	0%	No
152	Solano Community College	CA	West	752	0	0%	Yes
153	South Arkansas Community College	AR	South	318	0	0%	Yes
154	South Plains College	TX	South	823	No report	#VALUE!	No
155	South Texas College	TX	South	1271	1027	81%	No
156	Southern Maine Community College	ME	Northeast	806	2	0%	No
157	Southern University at Shreveport	LA	South	210	0	0%	No

**CBJTG MASTER DATABASE
YEAR ONE DATA**

	A	B	H	I	J	K	L
1	Grantee	State	Census Region	Projected Training	Number completed education/Training	% Training Goal Met	New Programs (Y/N)
158	Southwest Tennessee Community College	TN	South	215	3	1%	No
159	Southwest Texas Junior College	TX	South	174	0	0%	No
160	Southwest Virginia Community College	VA	South	434	83	19%	Yes
161	Southwestern Michigan College	MI	Midwest	148	0	0%	No
162	St. Clair County Community College	MI	Midwest	516	0	0%	Yes
163	St. Petersburg College	FL	South	48	0	0%	No
164	St. Petersburg College	FL	South	335	0	0%	No
165	Stark State college of Technology	OH	Midwest	156	0	0%	Yes
166	Suffolk County Community College	NY	Northeast	400	4	1%	No
167	Suffolk County Community College	NY	Northeast	225	0	0%	No
168	Texas County Technical Institute	MO	Midwest	2070	101	5%	No
169	Texas State Technical College Harlingen	TX	South	766	518	68%	No
170	The Community College of Baltimore County	MD	South	577	0	0%	Yes
171	The Community College of Baltimore County	MD	South	400	0	0%	No
172	The Junior College District of Kansas City	MO	Midwest	300	37	12%	No
173	The University of Arkansas Community College at Batesville	AR	South	746	8	1%	Yes
174	Trenholm State Technical College	AL	South	725	40	6%	Yes
175	Trenholm State Technical College	AL	South	450	26	6%	No
176	Trinidad State Junior College	CO	West	180	12	7%	Yes
177	Truckee Meadows Community College, NV System of Higher Ed	NV	West	264	0	0%	No
178	Trustees of Haywood Community College	NC	South	150	4	3%	Yes
179	Tulsa Community College	OK	South	200	39	20%	Yes
180	Turtle Mountain Community College	ND	Midwest	102	0	0%	Yes
181	Union County College	NJ	Northeast	300	0	0%	No
182	United Tribes Technical College	ND	Midwest	210	23	11%	Yes
183	Utah Valley State College	UT	West	100	0	0%	No
184	Valencia Community College	FL	South	Unknown	45	#VALUE!	No
185	Victoria County Junior College District	TX	South	413	125	30%	No
186	Wallace-Dothan Community College	AL	South	735	0	0%	Yes
187	Wallace-Hanceville Community College	AL	South	390	84	22%	No
188	Walters State Community College	TN	South	69	0	0%	No

**CBJTG MASTER DATABASE
YEAR ONE DATA**

	A	B	H	I	J	K	L
	Grantee	State	Census Region	Projected Training	Number completed education/training	% Training Goal Met	New Programs (Y/N)
189	Washtenaw Community College	MI	Midwest	3000	0	0%	Yes
190	Waukesha County Technical College	WI	Midwest	534	77	14%	No
191	West Hills Community College	CA	West	1060	0	0%	Yes
192	West Los Angeles College	CA	West	1200	11	1%	Yes
193	West Virginia State community and Technical College	WV	South	160	0	0%	No
194	Western Iowa Tech Community College	IA	Midwest	525	105	20%	Yes
195	Whatcom Community College	WA	West	378	1	0%	No
196	Yavapai College	AZ	West	112	173	154%	No

**CBJTG MASTER DATABASE
YEAR TWO DATA**

	A	B	C	D	E	F	G
	1	State	Target Industry	Award	Year Awarded	Carnegie Classification	Net Revenues (without Pell, SEOG, and Special Approp) 07 FY
1	Granitee	CO	Automotive	\$ 818,691	2005	Rural Serving - Large	\$ 50,621,158
2	Aims Community College	TX	Advanced Manufacturing	\$ 1,344,569	2005	System of Colleges	District
3	Alamo Community College District	TX	Healthcare	\$ 1,386,525	2005	Rural Serving - Large	\$ 60,725,773
4	Amarillo College	AZ	Construction	\$ 1,996,654	2005	Rural Serving - Large	\$ 46,565,318
5	Arizona Western College	VA	Advanced Manufacturing	\$ 1,937,786	2005	Rural Serving - Medium	\$ 18,588,173
6	Blue Ridge Community College	FL	Automotive	\$ 1,603,627	2005	Urban Serving - Multicampus	\$ 164,437,601
7	Broward Community College	AL	Healthcare	\$ 2,465,656	2005	Rural Serving - Large	\$ 47,003,014
8	Calhoun Community College	NE	Transportation	\$ 1,910,185	2005	Rural Serving - Large	\$ 39,996,167
9	Central Community College	OR	Healthcare	\$ 2,900,000	2005	Rural Serving - Large	\$ 110,385,136
10	Chemeketa Community College	TN	Construction	\$ 861,840	2005	Rural Serving - Medium	\$ 16,096,727
11	Cleveland State Community College	MS	Healthcare	\$ 2,250,560	2005	Rural Serving - Small	\$ 20,099,562
12	Coahoma Community College	ID	Healthcare	\$ 1,459,411	2005	Rural Serving - Large	\$ 55,170,397
13	College of Southern Idaho	TX	Energy	\$ 1,909,380	2005	Rural Serving - Medium	\$ 40,868,767
14	College of the Mainland	WA	Healthcare	\$ 1,992,675	2005	Rural Serving - Large	\$ 43,667,071
15	Columbia Basin College	RI	Healthcare	\$ 1,826,689	2005	Urban Serving - Multicampus	\$ 88,486,513
16	Community College of Rhode Island	OH	Healthcare	\$ 1,863,833	2005	Urban Serving - Multicampus	\$ 220,099,839
17	Cuyahoga Community College	CA	Healthcare	\$ 1,663,164	2005	Suburban Serving - Multicampus	\$ 89,454,544
18	Cypress Community College	GA	Healthcare	\$ 2,484,456	2005	Rural Serving - Medium	\$ 24,822,877
19	Darton College	FL	Healthcare	\$ 1,986,371	2005	Rural Serving - Large	\$ 46,249,936
20	Edison College	AL	Aerospace	\$ 1,636,688	2005	Rural Serving - Medium	\$ 23,913,953
21	Enterprise-Ozark Community College	GA	Healthcare	\$ 1,513,281	2005	Suburban Serving - Multicampus	\$ 110,625,431
22	Georgia Perimeter College	MD	Transportation	\$ 1,649,348	2005	Rural Serving - Medium	\$ 27,341,123
23	Hagerstown Community College	IN	Healthcare	\$ 2,572,436	2005	System of Colleges	unknown
24	Ivy Tech Community College of Indiana	TN	Healthcare	\$ 1,941,632	2005	Rural Serving - Medium	\$ 23,061,639
25	Jackson State Community College	ME	Healthcare	\$ 955,831	2005	Rural Serving - Medium	\$ 9,492,050
26	Kennebec Valley Community College	LA	Transportation	\$ 3,600,768	2005	Urban Serving - Multicampus	\$ 8,570,857
27	L.E. Fletcher Technical Community College	IL	Healthcare	\$ 863,321	2005	Rural Serving - Large	\$ 41,784,242
28	Lake Land College	KY	Healthcare	\$ 1,210,008	2005	Rural Serving - Medium	\$ 23,889,327
29	Madisonville Community College	CT	Healthcare	\$ 2,147,325	2005	Suburban Serving - Single Campus	\$ 42,173,257
30	Manchester Community College	MA	Advanced Manufacturing	\$ 853,736	2005	Suburban Serving - Multicampus	\$ 53,321,520
31	Middlesex Community College	TX	Healthcare	\$ 617,291	2005	Rural Serving - Large	\$ 47,188,207
32	Midland College	SC	Healthcare	\$ 1,946,563	2005	Urban Serving - Multicampus	\$ 72,230,437
33	Midlands Technical College						

**CBJTG MASTER DATABASE
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	A	B	C	D	E	F	G
34	Mississippi Gulf Coast Community College	MS	Geospatial	\$ 1,928,457	2005 Rural Serving - Large		\$ 66,819,973
35	Montana State University Billings College of technology	MT	Construction	\$ 1,980,042	2005 Public 2-year Colleges under 4-year Universities		\$ 54,853,996
36	New Hampshire Community Technical College (name change to Great Bay CC)	NH	Biotechnology	\$ 1,999,039	2005 Rural Serving - Medium		\$ 14,977,952
37	North Central Texas College	TX	Healthcare	\$ 1,999,564	2005 Rural Serving - Medium		\$ 27,225,648
38	Northern Wyoming Community College District - Gillette Campus (now Sheridan College)	WY	Energy	\$ 1,997,385	2005 Rural Serving - Small		\$ 27,183,929
39	Northwest Arkansas Community College	AR	Healthcare	\$ 1,895,564	2005 Rural Serving - Medium		\$ 31,320,342
40	Northwest Iowa community College	IA	Biotechnology	\$ 1,740,322	2005 Rural Serving - Small		\$ 16,563,744
41	Northwest Shoals Community College	AL	Advanced Manufacturing	\$ 1,656,636	2005 Rural Serving - Medium		\$ 31,680,097
42	Palm Beach Community College	FL	Construction	\$ 1,561,713	2005 Suburban Serving - Multicampus		\$ 101,039,891
43	Passaic County Community College	NJ	Healthcare	\$ 1,608,948	2005 Suburban Serving - Single Campus		\$ 31,329,997
44	Pensacola Junior College	FL	Healthcare	\$ 1,329,145	2005 Rural Serving - Large		\$ 59,995,940
45	Pulaski Technical College	AR	Transportation	\$ 1,271,550	2005 Rural Serving - Small		\$ 27,206,601
46	Riverland Community College	MN	Healthcare	\$ 2,219,453	2005 Rural Serving - Medium		\$ 23,467,000
47	Santa Fe Community College	FL	Healthcare	\$ 1,072,339	2005 Rural Serving - Large		\$ 78,295,269
48	Santa Monica College	CA	Healthcare	\$ 1,393,442	2005 Suburban Serving - Multicampus		\$ 165,235,031
49	Seattle Central Community College	WA	Healthcare	\$ 2,762,496	2005 Urban Serving - Multicampus		\$ 58,066,413
50	Snead State Community College	AL	Healthcare	\$ 1,560,550	2005 Rural Serving - Small		\$ 12,213,121
51	Solano Community College	CA	Financial Services	\$ 1,260,000	2005 Suburban Serving - Single Campus		\$ 65,618,012
52	Southern University at Shreveport	LA	Healthcare	\$ 1,992,240	2005 Public 2 year colleges under 4 year ui		\$ 20,049,083
53	Southwest Tennessee Community College	TN	Biotechnology	\$ 1,829,320	2005 Urban Serving - Multicampus		\$ 63,667,840
54	Southwest Texas Junior College	TX	Healthcare	\$ 1,929,645	2005 Rural Serving - Medium		\$ 24,943,363
55	Southwestern Michigan College	MI	Advanced Manufacturing	\$ 634,677	2005 Rural Serving - Medium		\$ 21,331,045
56	St. Petersburg College	FL	Healthcare	\$ 1,653,765	2005 4-Year Primarily Associates		\$ 144,820,963
57	Suffolk County Community College	NY	Advanced Manufacturing	\$ 2,377,114	2005 Suburban Serving - Multicampus		\$ 155,817,923
58	Texas State Technical College Hardingan	TX	Advanced Manufacturing	\$ 2,064,161	2005 Rural Serving - Medium		\$ 35,016,109
59	The Junior College District of Kansas City	MO	Advanced Manufacturing	\$ 1,970,252	2005 System of Colleges	unknown	
60	Trenholm State Technical College	AL	Advanced Manufacturing	\$ 3,018,928	2005 Rural Serving - Small		\$ 19,349,039
61	Trustees of Haywood Community College	NC	Forestry	\$ 1,696,974	2005 Rural Serving - Medium		\$ 15,745,024
62	United Tribes Technical College	ND	Healthcare	\$ 1,463,996	2005 Private Tribal College		\$ 9,314,037
63	Valencia Community College	FL	Healthcare	\$ 1,999,392	2005 Urban Serving - Multicampus		\$ 138,970,008
64	Victoria County Junior College District	TX	Healthcare	\$ 1,980,011	2005 Rural Serving - Medium		\$ 30,782,612
65	Wallace-Dothan Community College	AL	Healthcare	\$ 1,921,841	2005 Rural Serving - Large		\$ 30,453,118
66	Wallace-Hanceville Community College	AL	Advanced Manufacturing	\$ 1,600,606	2005 Rural Serving - Large		\$ 31,283,138

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	A	B	C	D	E	F	G
67	Walters State Community College	TN	Advanced Manufacturing	\$ 1,939,796	2005 Rural Serving - Large		\$ 37,732,565
68	Waukesha County Technical College	WI	Healthcare	\$ 2,307,306	2005 Suburban Serving - Multicampus		\$ 85,867,330
69	West Virginia State community and Technical College	WV	Healthcare	\$ 1,598,212	2005 Rural Serving - Small		\$ 48,334,098
70	Alpena Community College	MI	Construction	\$ 1,941,935	2006 Rural Serving - Medium		\$ 17,285,128
71	Anne Arundel Community College	MD	Transportation	\$ 2,077,137	2006 Suburban Serving - Single Campus		\$ 101,635,688
72	Athens Technical College	GA	Biotechnology	\$ 1,996,326	2006 Rural Serving - Medium		\$ 21,481,081
73	Atlanta Technical College	GA	Healthcare	\$ 2,102,900	2006 Urban Serving - Single Campus		\$ 21,288,000
74	Bevill State Community College	AL	Energy	\$ 1,909,973	2006 Rural Serving - Medium		\$ 32,756,181
75	Blue Mountain Community College	OR	Automotive	\$ 1,220,423	2006 Rural Serving - Medium		\$ 20,987,183
76	Bluegrass Community and Technical College	KY	Healthcare	\$ 1,416,947	2006 Public 2 year colleges under 4 year		\$ 49,650,088
77	Broward Community College	FL	Transportation	\$ 1,998,621	2006 Urban Serving - Multicampus		\$ 164,437,601
78	California Community Colleges	CA	Transportation	\$ 1,992,481	2006 System of Colleges	District	
79	Casper College	WY	Energy	\$ 1,015,602	2006 Rural Serving - Medium		\$ 36,971,458
80	Central Arizona College	AZ	Healthcare	\$ 1,985,204	2006 Suburban Serving - Multicampus		\$ 49,494,307
81	Central Virginia Community College	VA	Energy	\$ 1,249,527	2006 Rural Serving - Medium		\$ 16,229,707
82	Cincinnati State Technical and Community College	OH	Healthcare	\$ 1,493,299	2006 Urban Serving - Single Campus		\$ 60,798,639
83	Clackamas Community College	OR	Transportation	\$ 848,486	2006 Suburban Serving - Multicampus		\$ 59,343,983
84	Clovis Community College	NM	Advanced Manufacturing	\$ 1,270,705	2006 Rural Serving - Medium		\$ 17,899,070
85	College of DuPage	IL	Healthcare	\$ 1,422,342	2006 Suburban Serving - Single Campus		\$ 168,665,961
86	College of Eastern Utah	UT	Healthcare	\$ 1,260,893	2006 Rural Serving - Medium		\$ 30,509,965
87	College of Menominee Nation	WI	Healthcare	\$ 2,000,000	2006 Private Tribal College		\$ 3,657,356
88	Cumberland County College	NJ	Healthcare	\$ 1,632,530	2006 Rural Serving - Medium		\$ 19,192,864
89	CUNY Kingsborough Community College	NY	Hospitality	\$ 1,620,987	2006 Urban Serving - Multicampus		\$ 100,917,813
90	Del Mar College	TX	Aerospace	\$ 1,982,812	2006 Rural Serving - Large		\$ 83,135,753
91	Dodge City Community College	KS	Healthcare	\$ 1,926,238	2006 Rural Serving - Medium		\$ 15,655,746
92	Eastern Iowa Community College District	IA	Transportation	\$ 1,564,012	2006 Rural Serving - Large		\$ 55,172,730
93	Eastern Oklahoma State College	OK	Healthcare	\$ 1,786,780	2006 Suburban Serving - Single Campus		\$ 14,120,542
94	Edison State Community College	OH	Advanced Manufacturing	\$ 2,030,387	2006 Suburban Serving - Single Campus		\$ 55,464,675
95	Everett Community College	WA	Advanced Manufacturing	\$ 2,000,000	2006 Urban Serving - Single Campus		\$ 147,844,169
96	Florida Community College at Jacksonville	FL	Construction	\$ 1,999,835	2006 Urban Serving - Multicampus		\$ 37,793,518
97	Fredenick Community College	MD	Construction	\$ 1,997,776	2006 Suburban Serving - Single Campus		\$ 31,846,349
98	Gloucester County College	NJ	Advanced Manufacturing	\$ 2,000,000	2006 Suburban Serving - Single Campus		\$ 119,077,076
99	Harrisburg Area Community College	PA	Advanced Manufacturing	\$ 2,007,740	2006 Urban Serving - Multicampus		\$ 29,420,897
100	Illinois Eastern Community College District	IL	Energy	\$ 859,214	2006 System of Colleges		\$ 42,928,690
101	Itawamba Community College	MS	Healthcare	\$ 1,951,138	2006 Rural Serving - Medium		\$ 42,928,690

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	A	B	C	D	E	F	G
102	Lamar State College - Orange	TX	Construction	\$ 1,526,700	2006 Rural Serving - Medium		\$ 14,300,371
103	Lane Community College	OR	Healthcare	\$ 1,969,923	2006 Rural Serving - Large		\$ 101,603,836
104	Los Medanos College	CA	Advanced Manufacturing	\$ 1,484,918	2006 Suburban Serving - Multicampus		\$ 40,219,763
105	Madison Area Technical College	WI	Biotechnology	\$ 1,961,110	2006 Rural Serving - Large		\$ 140,725,431
106	Manchester Community College	CT	Healthcare	\$ 2,174,000	2006 Suburban Serving - Single Campus		\$ 42,173,257
107	Mesalands Community College	NM	Energy	\$ 2,000,000	2006 Rural Serving - Small		\$ 6,371,004
108	Middlesex Community College	MA	Energy	\$ 1,866,569	2006 Suburban Serving - Multicampus		\$ 53,321,520
109	Milwaukee Area technical College	WI	Advanced Manufacturing	\$ 1,999,999	2006 Urban Serving - Multicampus		\$ 219,959,194
110	Montgomery County Community College	PA	Automotive	\$ 1,371,264	2006 Suburban Serving - Multicampus		\$ 74,650,684
111	Mountain Empire Community College	VA	Healthcare	\$ 1,999,266	2006 Rural Serving - Medium		\$ 14,781,903
112	North Central Kansas Technical College	KS	Healthcare	\$ 1,600,000	2006 Rural Serving - Small		\$ 6,698,462
113	Northampton County Area Community College	PA	Biotechnology	\$ 713,025	2006 Urban Serving - Multicampus		\$ 60,341,745
114	Northeast Community College	NE	Energy	\$ 1,999,999	2006 Rural Serving - Medium		\$ 29,654,210
115	Northern Virginia Community College	VA	Healthcare	\$ 1,221,062	2006 Suburban Serving - Multicampus		\$ 176,300,875
116	Odessa College	TX	Advanced Manufacturing	\$ 1,751,178	2006 Rural Serving - Medium		\$ 34,228,885
117	Otero Junior College	CO	Healthcare	\$ 998,453	2006 Rural Serving - Small		\$ 15,206,050
118	Owensboro Community and Technical College	KY	Biotechnology	\$ 824,779	2006 Rural Serving - Medium		\$ 19,877,146
119	Piedmont Virginia Community College	VA	Construction	\$ 1,479,497	2006 Rural Serving - Medium		\$ 16,292,422
120	Polk Community College	FL	Healthcare	\$ 2,000,000	2006 Rural Serving - Large		\$ 35,303,622
121	Salt Lake Community College	UT	Advanced Manufacturing	\$ 1,997,759	2006 Urban Serving - Multicampus		\$ 138,290,014
122	Savannah Technical College	GA	Construction	\$ 1,298,411	2006 Rural Serving - Medium		\$ 22,654,563
123	South Arkansas Community College	AR	Healthcare	\$ 1,573,688	2006 Rural Serving - Small		\$ 11,356,867
124	South Texas College	TX	Information Technology	\$ 708,476	2006 Urban Serving - Single Campus		\$ 101,703,375
125	Southern Maine Community College	ME	Advanced Manufacturing	\$ 2,214,394	2006 Rural Serving - Medium		\$ 26,032,438
126	St. Petersburg College	FL	Healthcare	\$ 1,246,869	2006 4-Year Primarily Associates		\$ 144,820,963
127	Texas County Technical Institute	MO	Healthcare	\$ 1,949,954	2006 Private non-profit		\$ 1,261,270
128	The Community College of Baltimore County	MD	Healthcare	\$ 2,585,471	2006 Suburban Serving - Multicampus		\$ 134,541,455
129	Trenholm State Technical College	AL	Healthcare	\$ 2,300,000	2006 Rural Serving - Small		\$ 19,349,039
130	Trinidad State Junior College	CO	Energy	\$ 1,496,673	2006 Rural Serving - Medium		\$ 13,225,672
131	The University of Arkansas Community College at Batesville	AR	Healthcare	\$ 1,992,247	2006 Public 2-year Colleges under 4-year U		\$ 8,026,671
132	Washenaw Community College	MI	Advanced Manufacturing	\$ 2,150,357	2006 Urban Serving - Single Campus		\$ 108,415,104
133	West Hills Community College	CA	Multi-Industry	\$ 1,999,753	2006 Suburban Serving - Multicampus		\$ 11,986,786
134	Whitcomb Community College	WA	Healthcare	\$ 2,145,400	2006 Rural Serving - Medium		\$ 26,242,842
135	Yavapai College	AZ	Healthcare	\$ 1,394,475	2006 Rural Serving - Large		\$ 52,835,104

**CBJTG MASTER DATABASE
YEAR TWO DATA**

	A	B	H	I	J	K	L
	Grantee	State	Census Region	Projected Training	Number completed education/Training	% Training Goal Met	New Programs (Y/N)
1		CO	West	130	3	2%	Yes
2	Aims Community College	TX	South	156	351	225%	No
3	Alamo Community College District	MI	Midwest	500	86	17%	Yes
4	Alpena Community College	TX	South	545	32	6%	No
5	Amarillo College	MD	South	300	14	5%	Yes
6	Anne Arundel Community College	AZ	West	Unknown	0	#VALUE!	Yes
7	Arizona Western College	GA	South	343	26	8%	No
8	Athens Technical College	GA	South	575	161	28%	No
9	Atlanta Technical College	AL	South	120	152	127%	Yes
10	Bevill State Community College	OR	West	253	53	21%	Yes
11	Blue Mountain Community College	VA	South	1535	271	18%	No
12	Blue Ridge Community College	KY	South	1615	246	15%	No
13	Bluegrass Community and Technical College	FL	South	120	0	0%	Yes
14	Broward Community College	FL	South	1420	0	0%	No
15	Broward Community College	AL	South	444	63	14%	Yes
16	Calhoun Community College	CA	West	1200	610	51%	Yes
17	California Community Colleges	WY	West	45	8	18%	No
18	Casper College	AZ	West	630	35	6%	Yes
19	Central Arizona College	NE	Midwest	1775	51	3%	Yes
20	Central Community College	VA	South	390	1115	286%	Yes
21	Central Virginia Community College	OR	West	5352	787	15%	No
22	Chemeketa Community College	OH	Midwest	150	0	0%	No
23	Cincinnati State Technical and Community College	OR	West	300	92	31%	Yes
24	Ciackamas Community College	TN	South	180	0	0%	Yes
25	Cleveland State Community College	NM	West	75	0	0%	Yes
26	Clovis Community College	MS	South	76	68	89%	Yes
27	Coahoma Community College	IL	Midwest	110	37	34%	No
28	College of DuPage	UT	West	67	106	158%	No
29	College of Eastern Utah	WI	Midwest	200	274	137%	No
30	College of Menominee Nation	ID	West	1166	609	52%	No
31	College of Southern Idaho	TX	South	2907	617	21%	No
32	College of the Mainland						

**CBJTG MASTER DATABASE
YEAR TWO DATA**

	A										B	H	I	J	K	L	
1	Grantee	State	Census Region	Projected Training	Number completed education/Training	% Training Goal Met	New Programs (Y/N)										
33	Columbia Basin College	WA	West	104	3	3%	No										
34	Community College of Rhode Island	RI	Northeast	60	0	0%	No										
35	Cumberland County College	NJ	Northeast	128	238	186%	No										
36	CUNY Kingsborough Community College	NY	Northeast	520	320	62%	Yes										
37	Cuyahoga Community College	OH	Midwest	616	36	6%	Yes										
38	Cypress Community College	CA	West	128	No report	#VALUE!	No										
39	Darton College	GA	South	179	263	147%	No										
40	Del Mar College	TX	South	180	0	0%	No										
41	Dodge City Community College	KS	Midwest	220	32	15%	Yes										
42	Eastern Iowa Community College District	IA	Midwest	934	34	4%	No										
43	Eastern Oklahoma State College	OK	South	150	30	20%	No										
44	Edison College	FL	South	200	0	0%	No										
45	Edison State Community College	OH	Midwest	200	0	0%	Yes										
46	Enterprise-Ozark Community College	AL	South	455	519	114%	Yes										
47	Everett Community College	WA	West	600	150	25%	Yes										
48	Florida Community College at Jacksonville	FL	South	738	203	28%	Yes										
49	Frederick Community College	MD	South	974	111	11%	No										
50	Georgia Perimeter College	GA	South	151	71	47%	No										
51	Gloucester County College	NJ	Northeast	4960	1427	29%	No										
52	Hagerstown Community College	MD	South	150	121	81%	Yes										
53	Harrisburg Area Community College	PA	Northeast	1000	67	7%	No										
54	Illinois Eastern Community College District	IL	Midwest	200	217	109%	No										
55	Iawamba Community College	MS	South	1308	386	30%	Yes										
56	Ivy Tech Community College of Indiana	IN	Midwest	1222	733	60%	Yes										
57	Jackson State Community College	TN	South	150	28	19%	No										
58	Kennebec Valley Community College	ME	Northeast	148	0	0%	Yes										
59	L.E. Fletcher Technical Community College	LA	South	3013	4172	138%	No										
60	Lake Land College	IL	Midwest	60	0	0%	No										
61	Lamar State College - Orange	TX	South	Unknown	147	#VALUE!	No										
62	Lane Community College	OR	West	36	20	56%	No										
63	Los Medanos College	CA	West	210	108	51%	No										
64	Madison Area Technical College	WI	Midwest	435	150	34%	No										

**CBJTG MASTER DATABASE
YEAR TWO DATA**

	A	B	H	I	J	K	L
	Grantee	State	Census Region	Projected Training	Number completed education/Training	% Training Goal Met	New Programs (Y/N)
1							
65	Madisonville Community College	KY	South	1154	735	64%	No
66	Manchester Community College	CT	Northeast	4067	533	13%	Yes
67	Manchester Community College	CT	Northeast	921	493	54%	No
68	Mesalands Community College	NM	West	1285	0	0%	Yes
69	Middlesex Community College	MA	Northeast	110	7	6%	Yes
70	Middlesex Community College	MA	Northeast	156	45	29%	Yes
71	Midland College	TX	South	55	23	42%	No
72	Midlands Technical College	SC	South	429	80	19%	No
73	Milwaukee Area technical College	WI	Midwest	2000	61	3%	Yes
74	Mississippi Gulf Coast Community College	MS	South	150	214	143%	No
75	Montana State University Billings College of technology	MT	West	1010	27	3%	No
76	Montgomery County Community College	PA	Northeast	255	11	4%	No
77	Mountain Empire Community College	VA	South	300	17	6%	No
78	New Hampshire Community Technical College (name change to Great Bay CC)	NH	Northeast	2295	No report	#VALUE!	Yes
79	North Central Kansas Technical College	KS	Midwest	2000	418	21%	Yes
80	North Central Texas College	TX	South	90	225	250%	No
81	Northampton County Area Community College	PA	Northeast	140	0	0%	Yes
82	Northeast Community College	NE	Midwest	1380	0	0%	Yes
83	Northern Virginia Community College	VA	South	126	7	6%	Yes
84	Northern Wyoming Community College District - Gillette Campus (now Sheridan College)	WY	West	2110	694	33%	No
85	Northwest Arkansas Community College	AR	South	200	167	84%	Yes
86	Northwest Iowa community College	IA	Midwest	280	417	149%	Yes
87	Northwest Shoals Community College	AL	South	220	32	15%	Yes
88	Odesa College	TX	South	480	257	54%	No
89	Otero Junior College	CO	West	380	363	96%	Yes
90	Owensboro Community and Technical College	KY	South	150	14	9%	No
91	Palm Beach Community College	FL	South	460	0	0%	Yes

**CBJTG MASTER DATABASE
YEAR TWO DATA**

	A	B	H	I	J	K	L
1	Grantee	State	Census Region	Projected Training	Number completed education/Training	% Training Goal Met	New Programs (Y/N)
92	Passaic County Community College	NJ	Northeast	200	52	26%	Yes
93	Pensacola Junior College	FL	South	230	0	0%	No
94	Piedmont Virginia Community College	VA	South	565	308	55%	Yes
95	Polk Community College	FL	South	4625	0	0%	Yes
96	Pulaski Technical College	AR	South	520	135	26%	Yes
97	Riverland Community College	MN	Midwest	633	121	19%	Yes
98	Salt Lake Community College	UT	West	375	0	0%	No
99	Santa Fe Community College	FL	South	553	730	132%	No
100	Santa Monica College	CA	West	120	0	0%	Yes
101	Savannah Technical College	GA	South	330	168	51%	Yes
102	Seattle Central Community College	WA	West	528	203	38%	Yes
103	Snead State Community College	AL	South	478	21	4%	No
104	Solano Community College	CA	West	762	0	0%	Yes
105	South Arkansas Community College	AR	South	318	67	21%	Yes
106	South Texas College	TX	South	1271	145	11%	No
107	Southern Maine Community College	ME	Northeast	806	19	2%	No
108	Southern University at Shreveport	LA	South	210	56	27%	No
109	Southwest Tennessee Community College	TN	South	215	42	20%	No
110	Southwest Texas Junior College	TX	South	174	133	76%	No
111	Southwestern Michigan College	MI	Midwest	148	16	11%	No
112	St. Petersburg College	FL	South	48	41	85%	No
113	St. Petersburg College	FL	South	335	519	155%	No
114	Suffolk County Community College	NY	Northeast	400	4	1%	No
115	Texas County Technical Institute	MO	Midwest	2070	53	3%	No
116	Texas State Technical College Haringan	TX	South	766	2012	263%	No
117	The Community College of Baltimore County	MD	South	400	168	42%	No
118	The Junior College District of Kansas City	MO	Midwest	300	131	44%	No
119	The University of Arkansas Community College at Batesville	AR	South	746	No report	#VALUE!	Yes
120	Trenholm State Technical College	AL	South	725	2	0%	Yes
121	Trenholm State Technical College	AL	South	450	386	86%	No
122	Trinidad State Junior College	CO	West	180	121	67%	Yes

**CBJTG MASTER DATABASE
YEAR TWO DATA**

	A	B	H	I	J	K	L
	Grantee	State	Census Region	Projected Training	Number completed education/Training	% Training Goal Met	New Programs (Y/N)
1							
123	Trustees of Haywood Community College	NC	South	150	No report	#VALUE!	Yes
124	United Tribes Technical College	ND	Midwest	210	34	16%	Yes
125	Valencia Community College	FL	South	Unknown	118	#VALUE!	No
126	Victoria County Junior College District	TX	South	413	156	38%	No
127	Wallace-Dathan Community College	AL	South	735	334	45%	Yes
128	Wallace-Hanceville Community College	AL	South	390	168	43%	No
129	Walters State Community College	TN	South	69	0	0%	No
130	Washtenaw Community College	MI	Midwest	3000	0	0%	Yes
131	Waukesha County Technical College	WI	Midwest	534	212	40%	No
132	West Hills Community College West Virginia State community and Technical College	CA	West	1060	56	5%	Yes
133	College	WV	South	160	17	11%	No
134	Whatcom Community College	WA	West	378	32	8%	No
135	Yavapai College	AZ	West	112	307	274%	No

**CBJTG MASTER DATABASE
YEAR THREE DATA**

	A	B	C	D	E	F	G
	Grantee	State	Target Industry	Award	Year Awarded	Carnegie Classification	Net Revenues (without Pell, SEOG, and Special Approp) 07 FY
1	Aims Community College	CO	Automotive	\$ 818,691	2005	Rural Serving - Large	\$ 50,621,158
2	Alamo Community College District	TX	Advanced Manufacturing	\$ 1,344,569	2005	System of Colleges	Unknown
3	Amarillo College	TX	Healthcare	\$ 1,386,525	2005	Rural Serving - Large	\$ 60,725,773
4	Arizona Western College	AZ	Construction	\$ 1,996,654	2005	Rural Serving - Large	\$ 46,565,318
5	Blue Ridge Community College	VA	Advanced Manufacturing	\$ 1,937,786	2005	Rural Serving - Medium	\$ 18,588,173
6	Broward Community College	FL	Automotive	\$ 1,603,627	2005	Urban Serving - Multicampus	\$ 164,437,601
7	Calhoun Community College	AL	Healthcare	\$ 2,465,656	2005	Rural Serving - Large	\$ 47,003,014
8	Central Community College	NE	Transportation	\$ 1,910,185	2005	Rural Serving - Large	\$ 39,996,167
9	Chemeketa Community College	OR	Healthcare	\$ 2,900,000	2005	Rural Serving - Large	\$ 110,385,136
10	Cleveland State Community College	TN	Construction	\$ 861,840	2005	Rural Serving - Medium	\$ 16,096,727
11	Cleveland State Community College	TN	Construction	\$ 861,840	2005	Rural Serving - Medium	\$ 16,096,727
12	Coahoma Community College	MS	Healthcare	\$ 2,250,560	2005	Rural Serving - Small	\$ 20,099,562
13	College of Southern Idaho	ID	Healthcare	\$ 1,459,411	2005	Rural Serving - Large	\$ 55,170,397
14	College of the Mainland	TX	Energy	\$ 1,909,380	2005	Rural Serving - Medium	\$ 40,868,767
15	Columbia Basin College	WA	Healthcare	\$ 1,992,875	2005	Rural Serving - Large	\$ 43,667,071
16	Community College of Rhode Island	RI	Healthcare	\$ 1,826,689	2005	Urban Serving - Multicampus	\$ 88,466,513
17	Cuyahoga Community College	OH	Healthcare	\$ 1,863,833	2005	Urban Serving - Multicampus	\$ 220,099,839
18	Cypress Community College	CA	Healthcare	\$ 1,663,164	2005	Suburban Serving - Multicampus	\$ 89,454,544
19	Darton College	GA	Healthcare	\$ 2,484,456	2005	Rural Serving - Medium	\$ 24,822,877
20	Edison College	FL	Healthcare	\$ 1,986,371	2005	Rural Serving - Large	\$ 46,249,936
21	Enterprise-Ozark Community College	AL	Aerospace	\$ 1,636,688	2005	Rural Serving - Medium	\$ 23,913,953
22	Georgia Perimeter College	GA	Healthcare	\$ 1,513,281	2005	Suburban Serving - Multicampus	\$ 110,625,431
23	Hagerstown Community College	MD	Transportation	\$ 1,649,348	2005	Rural Serving - Medium	\$ 27,341,123
24	Ivy Tech Community College of Indiana	IN	Healthcare	\$ 2,572,436	2005	System of Colleges	unknown
25	Jackson State Community College	TN	Healthcare	\$ 1,941,632	2005	Rural Serving - Medium	\$ 23,061,639
26	Kennebec Valley Community College	ME	Healthcare	\$ 955,831	2005	Rural Serving - Medium	\$ 9,492,050
27	L.E. Fletcher Technical Community College	LA	Transportation	\$ 3,600,768	2005	Urban Serving - Multicampus	\$ 8,570,857
28	Lake Land College	IL	Healthcare	\$ 863,321	2005	Rural Serving - Large	\$ 41,784,242
29	Madisonville Community College	KY	Healthcare	\$ 1,210,008	2005	Rural Serving - Medium	\$ 23,889,327
30	Manchester Community College	CT	Healthcare	\$ 2,147,325	2005	Suburban Serving - Single Campus	\$ 42,173,257
31	Middlesex Community College	MA	Advanced Manufacturing	\$ 853,736	2005	Suburban Serving - Multicampus	\$ 53,321,520

**CBJTG MASTER DATABASE
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	A	B	C	D	E	F	G
32	Midland College	TX	Healthcare	\$ 617,291	2005 Rural Serving - Large		\$ 47,188,207
33	Midlands Technical College	SC	Healthcare	\$ 1,946,563	2005 Urban Serving - Multicampus		\$ 72,230,437
34	Mississippi Gulf Coast Community College	MS	Geospatial	\$ 1,928,457	2005 Rural Serving - Large		\$ 66,819,973
35	Montana State University Billings College of technology	MT	Construction	\$ 1,980,042	2005 Public 2-year Colleges under 4-year		\$ 54,853,996
36	New Hampshire Community Technical College (name change to Great Bay CC)	NH	Biotechnology	\$ 1,999,039	2005 Rural Serving - Medium		\$ 14,977,952
37	North Central Texas College	TX	Healthcare	\$ 1,999,564	2005 Rural Serving - Medium		\$ 27,225,648
38	Northern Wyoming Community College District - Gillette Campus (now Sheridan College)	WY	Energy	\$ 1,997,385	2005 Rural Serving - Small		\$ 27,183,929
39	Northwest Arkansas Community College	AR	Healthcare	\$ 1,895,564	2005 Rural Serving - Medium		\$ 31,320,342
40	Northwest Iowa community College	IA	Biotechnology	\$ 1,740,322	2005 Rural Serving - Small		\$ 16,553,744
41	Northwest Shoals Community College	AL	Advanced Manufacturing	\$ 1,656,636	2005 Rural Serving - Medium		\$ 31,680,097
42	Palm Beach Community College	FL	Construction	\$ 1,561,713	2005 Suburban Serving - Multicampus		\$ 101,039,891
43	Passaic County Community College	NJ	Healthcare	\$ 1,608,948	2005 Suburban Serving - Single Campus		\$ 31,329,997
44	Pensacola Junior College	FL	Healthcare	\$ 1,329,145	2005 Rural Serving - Large		\$ 59,995,940
45	Pulsaski Technical College	AR	Transportation	\$ 1,271,550	2005 Rural Serving - Small		\$ 27,206,601
46	Riverland Community College	MN	Healthcare	\$ 2,219,453	2005 Rural Serving - Medium		\$ 23,467,000
47	Santa Fe Community College	FL	Healthcare	\$ 1,072,339	2005 Rural Serving - Large		\$ 78,295,269
48	Santa Monica College	CA	Healthcare	\$ 1,393,442	2005 Suburban Serving - Multicampus		\$ 165,235,031
49	Seattle Central Community College	WA	Healthcare	\$ 2,762,496	2005 Urban Serving - Multicampus		\$ 58,066,413
50	Snead State Community College	AL	Healthcare	\$ 1,560,550	2005 Rural Serving - Small		\$ 12,213,121
51	Solano Community College	CA	Financial Services	\$ 1,260,000	2005 Suburban Serving - Single Campus		\$ 65,618,012
52	Southern University at Shreveport	LA	Healthcare	\$ 1,992,240	2005 Public 2 year colleges under 4 year		\$ 20,049,083
53	Southwest Tennessee Community College	TN	Biotechnology	\$ 1,829,320	2005 Urban Serving - Multicampus		\$ 63,667,840
54	Southwest Texas Junior College	TX	Healthcare	\$ 1,929,645	2005 Rural Serving - Medium		\$ 24,943,363
55	Southwestern Michigan College	MI	Advanced Manufacturing	\$ 634,677	2005 Rural Serving - Medium		\$ 21,331,045
56	St. Petersburg College	FL	Healthcare	\$ 1,653,765	2005 4-Year Primarily Associates		\$ 144,820,963
57	Suffolk County Community College	NY	Advanced Manufacturing	\$ 2,377,114	2005 Suburban Serving - Multicampus		\$ 155,817,923
58	Texas State Technical College Harlingen	TX	Advanced Manufacturing	\$ 2,064,161	2005 Rural Serving - Medium		\$ 35,016,109
59	The Junior College District of Kansas City	MO	Advanced Manufacturing	\$ 1,970,252	2005 System of Colleges		unknown
60	Trenholm State Technical College	AL	Advanced Manufacturing	\$ 3,018,928	2005 Rural Serving - Small		\$ 19,349,039
61	Trustees of Haywood Community College	NC	Forestry	\$ 1,696,974	2005 Rural Serving - Medium		\$ 15,745,024
62	United Tribes Technical College	ND	Healthcare	\$ 1,463,996	2005 Private Tribal College		\$ 9,314,037
63	Valencia Community College	FL	Healthcare	\$ 1,999,392	2005 Urban Serving - Multicampus		\$ 138,970,008
64	Victoria County Junior College District	TX	Healthcare	\$ 1,980,011	2005 Rural Serving - Medium		\$ 30,782,612
65	Wallace-Dothan Community College	AL	Healthcare	\$ 1,921,841	2005 Rural Serving - Large		\$ 30,453,118

**CBJTG MASTER DATABASE
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	A	B	C	D	E	F	G
66	Wallace-Hanceville Community College	AL	Advanced Manufacturing	\$ 1,600,606	2005 Rural Serving - Large		\$ 31,283,138
67	Walters State Community College	TN	Advanced Manufacturing	\$ 1,939,796	2005 Rural Serving - Large		\$ 37,732,565
68	Waukesha County Technical College	WI	Healthcare	\$ 2,307,306	2005 Suburban Serving - Multicampus		\$ 85,867,330
69	West Virginia State community and Technical College	WV	Healthcare	\$ 1,598,212	2005 Rural Serving - Small		\$ 48,334,098

**CBJTG MASTER DATABASE
YEAR THREE DATA**

A	B	H	I	J	K	L	M
1 Grantee	State	Census Region	Projected Training	Number completed education/Training	% Training Goal Met	New Programs (Y/N)	Dollars Invested Per student trained
2	CO	West	130	no report	#VALUE!	Yes	#VALUE!
3	TX	South	156	351	225%	No	\$ 3,831
4	TX	South	545	101	19%	No	\$ 13,728
5	AZ	West	500	536	107%	Yes	\$ 3,725
6	VA	South	1535	794	52%	No	\$ 2,441
7	FL	South	120	7	6%	Yes	\$ 229,090
8	AL	South	444	210	47%	Yes	\$ 11,741
9	NE	Midwest	1775	1382	78%	Yes	\$ 1,382
10	OR	West	5352	622	12%	No	\$ 4,662
11	TN	South	180	19	11%	Yes	\$ 45,360
12	MS	South	76	84	111%	Yes	\$ 26,792
13	ID	West	1166	no report	#VALUE!	N	#VALUE!
14	TX	South	2907	1077	37%	N	\$ 1,773
15	WA	West	104	16	15%	N	\$ 124,542
16	RI	Northeast	60	249	415%	No	\$ 7,336
17	OH	Midwest	616	259	42%	Yes	\$ 7,196
18	CA	West	128	60	47%	No	\$ 27,719
19	GA	South	179	68	38%	No	\$ 36,536
20	FL	South	200	no report	#VALUE!	No	#VALUE!
21	AL	South	455	434	95%	Yes	\$ 3,771
22	GA	South	151	419	277%	N	\$ 3,612
23	MD	South	150	no report	#VALUE!	Yes	#VALUE!
24	IN	Midwest	1222	1736	142%	Yes	\$ 1,482
25	TN	South	150	no report	#VALUE!	No	#VALUE!
26	ME	Northeast	148	33	22%	Yes	\$ 28,965
27	LA	South	3013	6695	222%	N	\$ 538
28	IL	Midwest	60	43	72%	N	\$ 20,077
29	KY	South	1154	1146	99%	No	\$ 1,056
30	CT	Northeast	4067	0	0%	Yes	#DIV/0!
31	MA	Northeast	110	10	9%	Yes	\$ 85,374

**CBJTG MASTER DATABASE
YEAR THREE DATA**

	A	B	H	I	J	K	L	M
	Grantee	State	Census Region	Projected Training	Number completed education/training	% Training Goal Met	New Programs (Y/N)	Dollars Invested Per student trained
1								
32	Midland College	TX	South	55	37	67% No		\$ 16,684
33	Midlands Technical College	SC	South	429	199	46% No		\$ 9,782
34	Mississippi Gulf Coast Community College	MS	South	150	325	217% No		\$ 5,934
35	Montana State University Billings College of technology	MT	West	1010	566	56% No		\$ 3,498
36	New Hampshire Community Technical College (name change to Great Bay CC)	NH	Northeast	2295	623	27% Yes		\$ 3,209
37	North Central Texas College	TX	South	90	219	243% No		\$ 9,130
38	Northern Wyoming Community College District - Gillette Campus (now Sheridan College)	WY	West	2110	1454	69% No		\$ 1,374
39	Northwest Arkansas Community College	AR	South	200	248	124% Yes		\$ 7,643
40	Northwest Iowa Community College	IA	Midwest	280	1315	470% Yes		\$ 1,323
41	Northwest Shoals Community College	AL	South	220	95	43% Yes		\$ 17,438
42	Palm Beach Community College	FL	South	460	0	0% Yes		#DIV/0!
43	Passaic County Community College	NJ	Northeast	200	169	85% Yes		\$ 9,520
44	Pensacola Junior College	FL	South	230	389	169% No		\$ 3,417
45	Pujski Technical College	AR	South	520	184	35% Yes		\$ 6,911
46	Riverland Community College	MN	Midwest	633	422	67% Yes		\$ 5,259
47	Santa Fe Community College	FL	South	553	885	160% No		\$ 1,212
48	Santa Monica College	CA	West	120	23	19% Yes		\$ 60,584
49	Seattle Central Community College	WA	West	528	424	80% Yes		\$ 6,515
50	Snead State Community College	AL	South	478	277	58% No		\$ 5,634
51	Solano Community College	CA	West	752	28	4% Yes		\$ 45,000
52	Southern University at Shreveport	LA	South	210	99	47% No		\$ 20,124
53	Southwest Tennessee Community College	TN	South	215	86	40% No		\$ 21,271
54	Southwest Texas Junior College	TX	South	174	180	103% No		\$ 10,720
55	Southwestern Michigan College	MI	Midwest	148	30	20% No		\$ 21,156
56	St. Petersburg College	FL	South	48	45	94% No		\$ 36,750
57	Suffolk County Community College	NY	Northeast	400	0	0% No		#DIV/0!
58	Texas State Technical College Harlingen	TX	South	766 no report	0	#VALUE!		#VALUE!
59	The Junior College District of Kansas City	MO	Midwest	300	233	78% No		\$ 8,456

**CBJTG MASTER DATABASE
YEAR THREE DATA**

	A	B	H	I	J	K	L	M
1	Grantee	State	Census Region	Projected Training	Number completed education/training	% Training Goal Met	New Programs (Y/N)	Dollars Invested Per student trained
60	Trenholm State Technical College	AL	South	725	246	34%	Yes	\$ 12,272
61	Trustees of Haywood Community College	NC	South	150	460	307%	Yes	\$ 3,689
62	United Tribes Technical College	ND	Midwest	210	63	30%	Yes	\$ 23,238
63	Valencia Community College	FL	South	Unknown	1160	#VALUE!	No	\$ 1,724
64	Victoria County Junior College District	TX	South	413	284	69%	No	\$ 6,972
65	Wallace-Dothan Community College	AL	South	735	702	96%	Yes	\$ 2,738
66	Wallace-Hanceville Community College	AL	South	390	391	100%	No	\$ 4,094
67	Walters State Community College	TN	South	69	82	119%	No	\$ 23,666
68	Waukesha County Technical College	WI	Midwest	534	322	60%	No	\$ 7,166
69	West Virginia State community and Technical College	WV	South	160	No report	#VALUE!	No	#VALUE!