



# TAACCCT Grantee Characteristics

## The Trade Adjustment Assistance Community College and Career Training Grant Program Brief 2

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

This brief provides an overview of the types of TAACCCT grants awarded, the geographic distribution of grant funding, and characteristics of the colleges receiving TAACCCT funding from the grants across the four rounds awarded (2011–14). The brief uses information from grantees' original proposals and supporting documentation and data from the US Department of Education's Integrated Postsecondary Education Data System to obtain a richer understanding of the types of institutions participating in TAACCCT.<sup>2</sup> Starting at the grant level, this brief provides an overall structure of the TAACCCT grant awards and breaks down the grant funding allocations. Then, at the college level, it provides an overview of the colleges' institutional structures and the types of students served, with a focus on Pell grant receipt and minority-serving institutions.

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## BOX 1

### National Evaluation of the TAACCCT Grant Program

This brief is the second in a series of four briefs from the national evaluation of the TAACCCT grants produced by the Urban Institute under contract to the US Department of Labor (DOL). The national evaluation<sup>3</sup> will document and assess the implementation and outcomes of the TAACCCT grants and synthesize the evidence from the third-party evaluations of the grants. This brief focuses on the characteristics of the postsecondary institutions that lead TAACCCT grants and those receiving funding and implementing TAACCCT-funded activities. Three other briefs focus on 1) grant goals, design, and implementation; 2) grant approaches, industries, and partnerships; and 3) early results from the grants. The views expressed are those of the authors and should not be attributed to DOL, nor does mention of trade names, commercial products, or organizations imply endorsement of same by the US Government.

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## Structure of TAACCCT Grant Awards

From 2011 to 2014, DOL awarded four rounds of TAACCCT grants to colleges in every state, the District of Columbia, and Puerto Rico.<sup>4</sup> This section provides an overview of the types of grants awarded, the geographic distribution of grants, and funding levels for grants in Rounds 1 through 4.

### Single-Institution, Consortium, and State-Designated Awards

Community colleges and other postsecondary institutions across the United States submitted applications for TAACCCT grant funding.<sup>5</sup> Authorized as part of the American Recovery and Reinvestment Act in 2009, the TAACCCT program requires at least 0.5 percent of the appropriated yearly grant funds to go to each state, ensuring all states benefit from the program.

For each round, applications' technical merit was assessed on criteria outlined in each round's solicitation for grant applications (SGA). While the explicit point breakdowns for each criterion differed across rounds, applicants in all four rounds had to provide a statement of need, a detailed work plan, and a methodology to measure and evaluate progress and outcomes (for a complete distribution of the point allocations, see appendix table A.1). If no applying institutions in a given state scored high enough on their grant applications to be funded, the state's higher education governing body designated one or more eligible institutions to participate.

The number of grant applications received by DOL varied by round (table 1). DOL received the greatest number of applications in Round 1 (269). Subsequent rounds saw fewer applications: 177 applications in Round 2, 167 applications in Round 3, and 217 in Round 4. From Round 2 forward, however, state-designated institutions made up a declining proportion of the grantee pool, suggesting even though the absolute number of applications declined, an increasing number of eligible institutions in all states applied for and developed proposals meeting TAACCCT grant requirements. Across the

four rounds, DOL awarded 256 grants: 49 grants in Round 1, 79 in Round 2, 57 in Round 3, and 71 in Round 4 (appendix table A.2).

TABLE 1

**Number of TAACCCT Grant Applications, All Rounds**

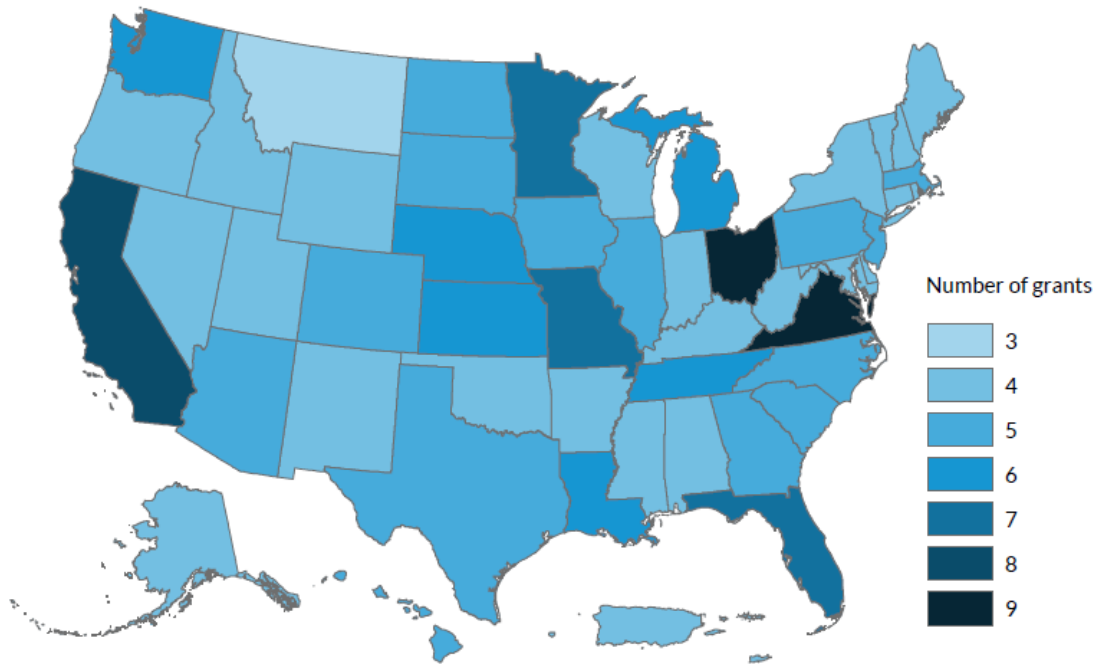
Round	Applications
1	269
2	177
3	167
4	217

Source: US Department of Labor, Employment and Training Administration, Office of Management and Administrative Services.

Institutions seeking TAACCCT funding could apply as single institutions or as consortia of multiple colleges. Single-institution grants support innovation and capacity building at the institutional level,<sup>6</sup> and consortium grants support broader systemic changes at the national level from multistate consortia or at the state level from single-state consortia. Of the 256 awarded grants, 56 percent were single-institution grants, and 44 percent were consortium grants. Consortia could include institutions within one state or across multiple states. All four rounds have both multistate and single-state consortia. Round 1 is the only round in which more consortium grants were awarded than single-institution grants. The 256 grants were awarded to and led by 216 unduplicated institutions, either as single institutions or as leads of consortia.<sup>7</sup> Of these 216 institutions, 34 were awarded more than one TAACCCT grant across multiple rounds.<sup>8</sup> Across single institution grantees, consortia grant leads, and nonlead consortia member colleges, 729 unduplicated colleges participated in TAACCCT projects.<sup>9</sup> We discuss the characteristics of these institutions in the section on individual colleges.

FIGURE 1

Geographic Distribution of TAACCCT Grants Awarded per State, All Rounds



Source: The Urban Institute TAACCCT grantee database.

Note: N = 256 grants.

### State-by-State TAACCCT Grant Distribution

Under TAACCCT, every state received a minimum amount of grant funding for each round. Although some states were not awarded grants as single or lead institutions for a particular round, all states had at least one college (from multistate consortia) receiving TAACCCT funding and participating in TAACCCT activities in all rounds. In 25 states, single or lead institutions received four TAACCCT grant awards across the four rounds (figure 1 and appendix table A.4).<sup>10</sup> Of the 25 states with institutions awarded four TAACCCT grants, 21 received one grant per round. In the remaining four states, single or lead institutions did not receive a grant in all four rounds but did receive at least two grants in either a preceding or subsequent round. In Wisconsin, no institutions were awarded grants (as lead) in Round 1, but two institutions were awarded grants in Round 2. In Alabama, two institutions were awarded grants in Round 2, but no grants were awarded to institutions (as leads) in Round 3. Twenty-five states had single or lead institutions receiving five to nine grants across the four rounds. Institutions in Ohio and Virginia received the most grants as leads (9 each). Only Montana institutions were awarded fewer than four grants (as leads) across the four rounds (3).

## Grant Funding Awarded

DOL awarded \$1.93 billion in TAACCCT grants to colleges from 2011 to 2014.<sup>11</sup> Potential maximum grant awards varied by round and by whether the grantee applicant was a single institution or consortium (table 2 and box 2). In Round 1, single institutions could receive grant awards ranging from \$2.5 to \$5 million. In Round 2, while the minimum potential grant award for single institutions remained the same, the maximum award decreased to \$3 million. In Round 3, because of sequestration, the minimum award for single institutions decreased to \$2.4 million, and the maximum award decreased to \$2.75 million. In Round 4, partly because of sequestration, single institutions could receive grant awards ranging from \$2.26 million to \$2.50 million.

TABLE 2

Potential Grant Award Amounts and Potential Funding above the Maximum Award, by Round

	Range of Potential Grant Funding		Could apply	"Cap Breaking"
	Single-institution grantees	Consortium grantees		If "cap breaking" allowed, by how much?
Round 1	\$2.5–\$5 million	\$2.5–\$20 million	X	Single institutions: \$2.5 million Consortia: "Commensurate with project scope"
Round 2	\$2.5–\$3.0 million	\$5.0–\$15 million		n.a.
Round 3	\$2.40–\$2.75 million	up to \$25 million		n.a.
Round 4	\$2.26–\$2.50 million	Tier 1 (3–10 institutions): \$10 million Tier 2 (11+ institutions): \$20 million	X	Single institutions: \$750,000 Consortia: Tier 1: \$2 million Tier 2: \$5 million

Source: "Applicant Information," US Department of Labor, Employment and Training Administration, last updated December 11, 2015, <https://www.doleta.gov/taaccct/applicantinfo.cfm>.

Notes: "n.a." = indicates not applicable. "Cap breaking" refers to grant awards exceeding the potential maximum funding amounts outlined in the SGAs.

In Round 1, consortia could receive between \$2.5 and \$20 million. In Round 2, the award floor increased to \$5 million, but the award ceiling declined to \$15 million. In Round 3, there was no minimum consortia grant amount, but the grant limit was \$25 million. In Round 4, there was again no floor, but consortia could receive different maximum grant funding allocations depending on the number of member colleges in the consortium:

- "Tier 1" consortia, comprising 3 to 10 colleges, could receive up to \$10 million.
- "Tier 2" consortia, comprising 11 or more colleges, could receive up to \$20 million.

Grant funding amounts awarded across the four rounds ranged from \$2.2 million to \$25 million (figure 2 and appendix table A.3). Most grants (88) ranged in funding between \$2.5 million and \$5 million (figure 2). Of these 88 grants, 57 were competitive single-institution grants, 18 were state-designated single-institution grants, and 13 were competitive consortium grants. All but four grants less than \$2.5 million were awarded to single-institution grantees (68 of 72); the remaining four grants less

than \$2.5 million were awarded to state-designated consortia. All 96 grants over \$5 million were awarded to competitive consortia.

Except for one grant in Round 1 and two grants in Round 2, all grant awards fell within the expected funding allocations from the SGAs.<sup>12</sup> Round 1 grants ranged from \$2.5 million to \$5 million for single-institution applicants and from \$2.43 million to \$24.65 million for consortium applicants. For Round 2, grants ranged from \$2.20 million to \$3.36 million for single-institution applicants and from \$2.5 million to \$15 million for consortium applicants. For Round 3, grants ranged from \$2.23 million to \$2.75 million for single-institution applicants and from \$8.42 million to \$25 million for consortium applicants. For Round 4, grants ranged from \$2.32 million to \$3.25 million for single-institution applicants and from \$6.44 million to \$20 million for consortium applicants.

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## BOX 2

### Smallest and Largest Grants Awarded

**Smallest grant award:** \$2.2 million to Round 2 competitive single-institution grantee University of West Alabama in Livingston, Alabama.

**Largest grant award:** \$25 million to two Round 3 competitive consortia: BridgeValley Community and Technical College in Montgomery, West Virginia, and Midlands Technical College in Columbia, South Carolina.

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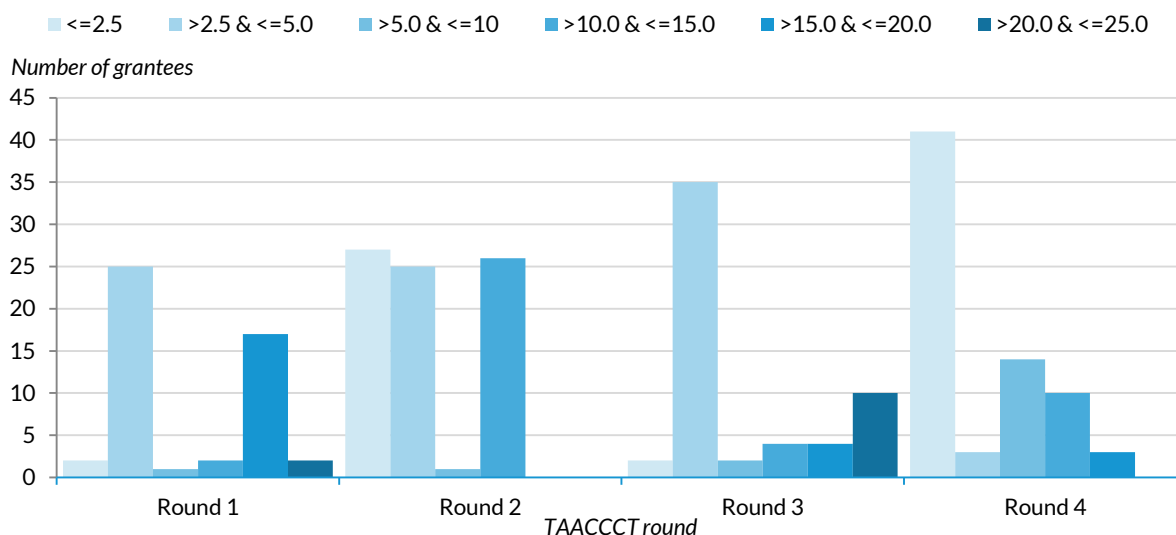
The average value of grants across Rounds 1–4 was \$7.5 million. The average grant amount was highest in Round 1 (\$10.2 million) and lowest in Round 2 (\$6.3 million). The individual funding reduction after Round 1 was implemented to allow more institutions to participate. In addition, consortia made up 71 percent of Round 1 grantees, whereas consortia made up less than 40 percent of Rounds 2–4 grantees.

A handful of grants in Rounds 1 and 4 exceeded the funding “caps” outlined in the SGAs (figure 2). In Rounds 1 and 4, applicants could apply for “cap-breaker” funding, which would exceed the award amount ceiling. To receive cap-breaker funding, applicants were required to propose projects with specific components outlined in their respective SGAs (appendix table A.1). Box 3 highlights the grantees receiving cap-breaker funding.

In Round 1, applicants could apply for cap-breaker funding if their projects would (1) replicate evidence-based strategies with strong or moderate positive impact on education or employment outcomes, or (2) develop and implement online or technology-enabled learning projects that could be expanded from the community level (DOL ETA 2011, II.A). Single-institution applicants could request up to an additional \$2 million, while consortium applicants could request “an additional level of funding that is commensurate with the project’s scope, specific activity costs, and the likely importance and magnitude of its impact on student outcomes.”

FIGURE 2

Grantees Receiving Various Levels of Funding, by Round (in millions)



Source: The Urban Institute TAACCT grantee database.

BOX 3

Cap-Breaker Amounts Awarded

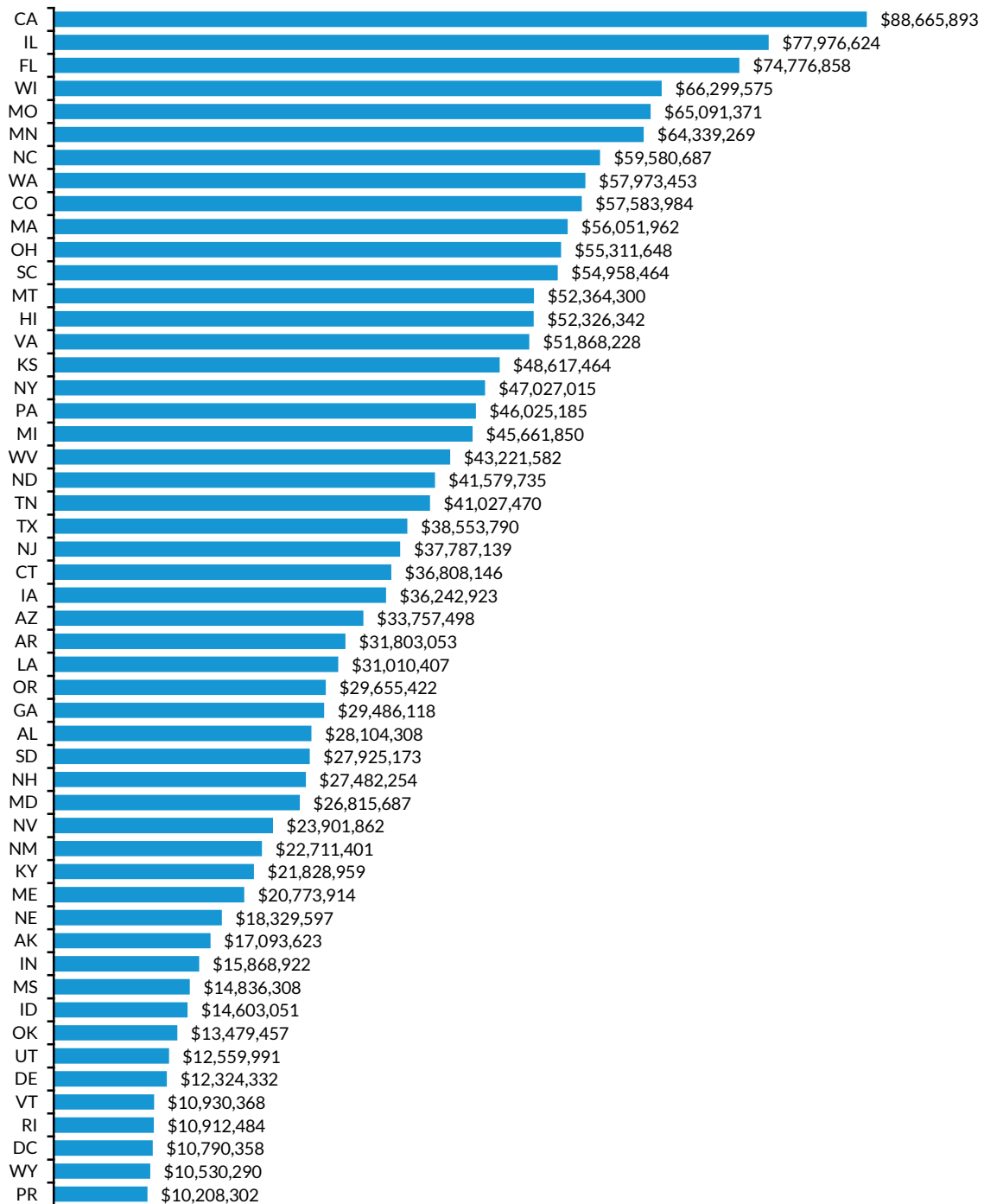
**Round 1:** Two competitive consortia grantees, Tidewater Community College and the University of Hawaii, received cap-breaker funding of \$4.1 million and \$4.7 million, respectively. No single-institution grantees, competitive or state-designated, exceeded their original funding caps.

**Round 4:** Three competitive single-institution grantees—Virginia State University, Lord Fairfax Community College, and Richland College—received \$750,000 in cap-breaker funding. Four competitive consortia—a tier 1 grantee led by Washburn University of Topeka and three tier 2 grantees led by Chippewa Valley Technical College, Massasoit Community College, and Metropolitan Community College of Kansas City—received between \$4.7 million and \$5.0 million in cap-breaker funding.

In Round 4, applicants could apply for cap-breaker funding if their TAACCT projects focused on regional or statewide capacity-building activities, including (1) advancing state career pathway systems; (2) improving statewide data collection, integration, and use; or (3) creating nationally recognized competencies and credentials (DOL ETA 2014, II.A). While consortia could apply to exceed their funding cap by proposing projects under any of the three options, single institutions could only apply by proposing projects under the third option. In this round, single-institution applicants could request up to an additional \$750,000. The additional amount consortium applicants could apply for depended on whether the consortium was a tier 1 or tier 2 size. Tier 1 consortium applicants could request an additional \$2 million, and tier 2 consortium applicants could request an additional \$5 million.

FIGURE 3

Distribution of TAACCCT Funding by State, All Rounds



Sources: The Urban Institute TAACCCT grantee database and US Department of Labor, Employment and Training Administration, Office of Management and Administrative Services.

Notes: This figure is based on the allocation of funding at the individual college level, as opposed to lead institution.



All states received at least \$10.2 million in funding across the four rounds (figure 3). California received the most TAACCCT funding (\$88.7 million), while Puerto Rico received the least (\$10.2 million). State funding distributions varied depending on the number and structure of grants awarded, as well as on which industries were targeted.<sup>13</sup>

## Colleges Receiving TAACCCT Grant Funding

Because many TAACCCT-funded colleges are part of consortia, a much higher number of individual institutions received TAACCCT funding and implemented TAACCCT activities than the 256 grants awarded across the four rounds. This section summarizes the geographic distribution of colleges receiving TAACCCT funds and characteristics of these institutions, including Pell grant receipt and categorization as tribal, historically black, or Hispanic-serving colleges and universities.

### Geographic Distribution of Colleges Receiving TAACCCT Grants

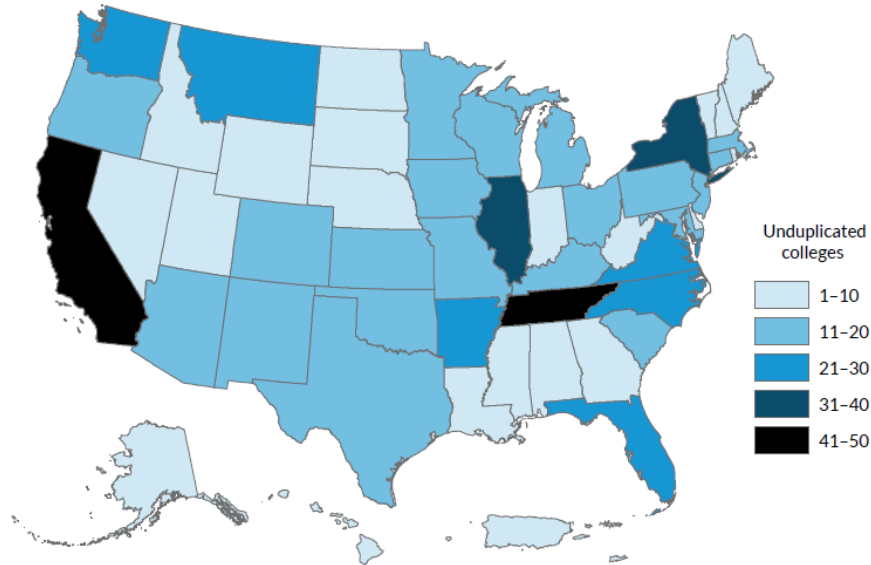
Between 2011 and 2014, 729 US colleges received TAACCCT funding (figure 4 and appendix table A.4). California had the most unduplicated institutions receive TAACCCT funding (49), followed by Tennessee (41) and New York (38). Counting each grant to the same institution as a separate event, we record 1,159 instances of colleges receiving TAACCCT funding (figure 5 and appendix table A.4).

Colleges could receive funding from more than one grant and in more than one round. Some colleges participated in a consortium in one round, and received a single-institution grant in another round. Other colleges participated in multiple consortia but never receive a single-institution grant. Sixty percent of TAACCCT colleges participated in a single grant project (appendix table A.4). A quarter of TAACCCT colleges participated in two grant projects, and the remaining 15 percent participated in three or more grant projects. Colleges participated in up to eight grants. By participating in multiple grants, colleges could leverage program resources, collaborate with other institutions, and incorporate program components emphasized by DOL in subsequent rounds to increase institutional capacity.<sup>14</sup>

While some colleges use resources from multiple TAACCCT grants to expand programs within the same targeted fields, other colleges participate in multiple grants to expand their capacity to educate students in multiple fields. For example, Austin Community College in Austin, Texas, participated in three Round 2 consortia. One grant project focused on building a newly structured information technology program, one grant project allowed the college to expand its advanced biomanufacturing training capacity, and the third grant project facilitated expansion of its biosciences program. Another example is Southwest Tennessee Community College in Memphis, Tennessee, which participated in six grants: one Round 2 consortium grant, one Round 3 single-institution grant, two Round 3 consortium grants, one Round 4 single-institution grant, and one Round 4 consortium grant. Two grants were healthcare focused and four included training programs in advanced manufacturing, transportation, or industrial processing.

FIGURE 4

Geographic Distribution of Unduplicated Colleges Participating in TAACCCT Activities by State, All Rounds

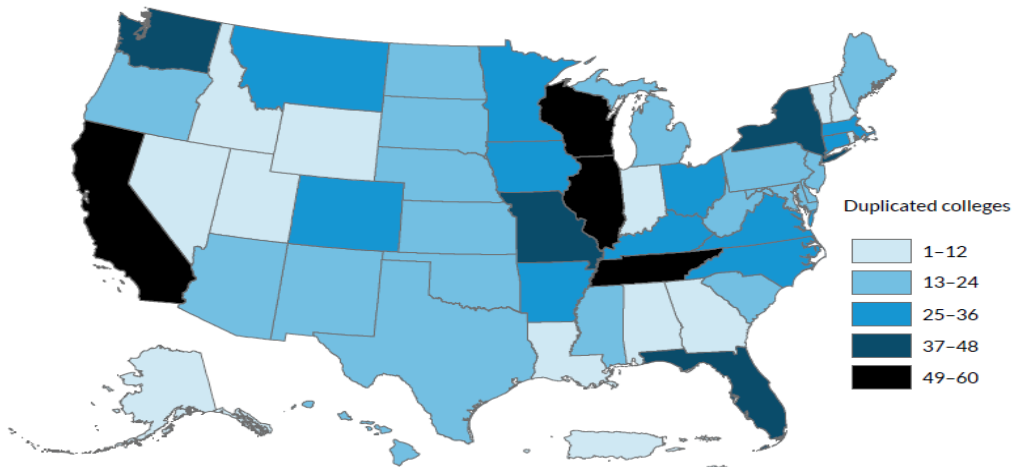


Source: The Urban Institute TAACCCT grantee database.

Note: N = 729 unduplicated colleges.

FIGURE 5

Geographic Distribution of Duplicated Instances of Duplicated Colleges Participating in TAACCCT Activities by State, All Rounds



Source: The Urban Institute TAACCCT grantee database.

Note: N = 1,159 duplicated colleges.

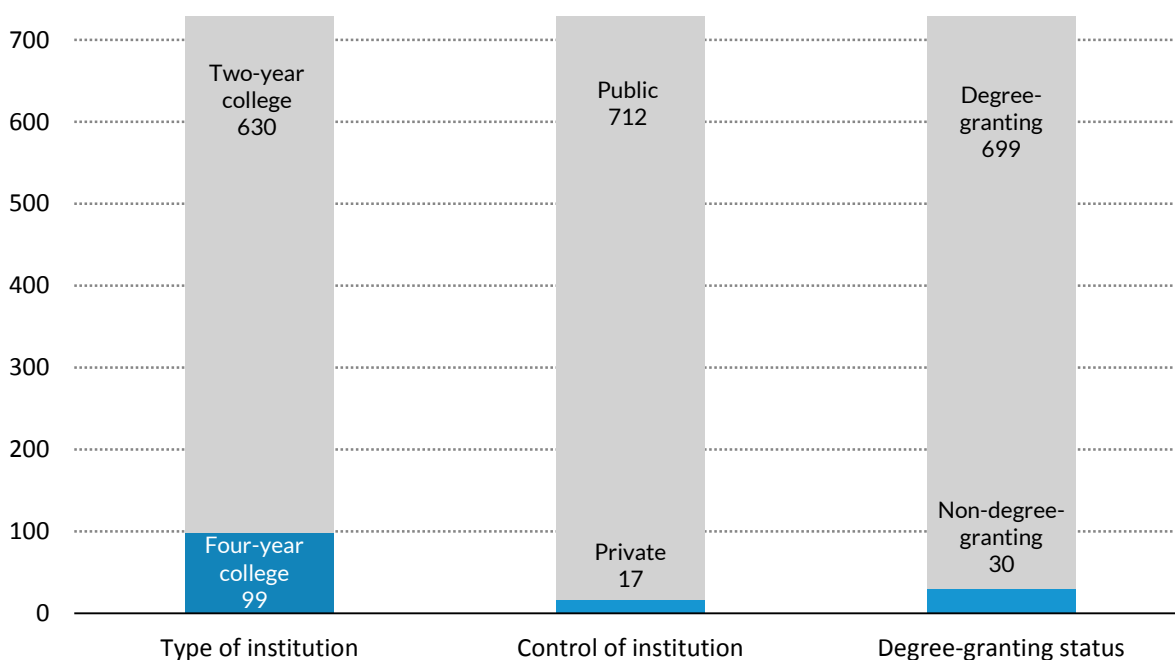
## Characteristics of TAACCCT-Funded Colleges

Eighty-two percent of the 729 colleges participating in TAACCCT activities are two-year, public, degree-granting institutions (figure 6 and appendix table A.6).<sup>14</sup> This represents 64 percent of the 934 two-year, public, degree-granting institutions in the country in the 2013–14 school year.<sup>15</sup> TAACCCT education and training programs are designed to be completed by students in two years or less; therefore, community and technical colleges are well positioned to coordinate and implement TAACCCT grant programs.

Ninety-eight percent of TAACCCT colleges are public institutions. Public colleges, especially two-year community and technical colleges, are typically more affordable and accessible to a broad spectrum of students and can be more integrated with local labor markets needs than many private or four-year colleges.<sup>16</sup> Most TAACCCT colleges are degree-granting schools, not non-degree-granting postsecondary schools.<sup>17</sup>

FIGURE 6

TAACCCT Unduplicated Colleges by Various Characteristics, All Rounds



Sources: Integrated Postsecondary Education Data System and the Urban Institute TAACCCT grantee database.

## Students Receiving Pell Grants

TAACCCT grant funding does not include funding to cover participants' individual training costs. Students must use personal or other funding sources to pay for their TAACCCT participation. Pell grants are one source of federal financial assistance available for eligible students (box 4). Although

TAACCCT colleges (and community colleges, in general) serve students of various socioeconomic backgrounds, many of these colleges serve low-income individuals, and a high proportion of their students receive Pell grants.<sup>18</sup> The percentage of students receiving Pell grants at TAACCCT colleges ranges from 7 percent to 98 percent, with most colleges having at least 20 percent of students receiving Pell grants (appendix table A.7).

As a funding source, Pell grants can go toward paying tuition of credited courses and remedial noncredit coursework. Many TAACCCT programs, however, are nonremedial noncredit, but articulate into credit-awarding degrees and certifications. Not all students who can use Pell grants to fund their TAACCCT program participation actually do so.<sup>19</sup>

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## BOX 4

### Pell Grants

Eligibility for Pell grant assistance is determined as a function of subtracting “expected family contribution” from cost of attendance, factoring in a student’s enrollment status and the school’s academic calendar. The maximum Pell grant a student could be awarded in 2011 and 2012 was \$5,550; the maximum Pell grant a student could be awarded in 2013 rose to \$5,645, and then rose again in 2014 to \$5,785.<sup>a</sup>

<sup>a</sup> For more information about Pell grant funding allocations, see DOE (n.d.).

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Of the 99 four-year colleges participating in TAACCCT activities, 42 percent of their students receive Pell grants on average, ranging from 14 to 95 percent. This average is 5 percentage points lower than the national average of 47 percent for four-year institutions. Forty-three percent of students at two-year colleges participating in TAACCCT activities receive Pell assistance on average, ranging from 7 percent to 98 percent (and the same as the range for all TAACCCT institutions). This average is 9 percentage points lower than the national average of 53 percent for two-year institutions.

### Tribal, Historically Black, and Hispanic-Serving Colleges and Universities

Tribal colleges and universities (TCUs), historically black colleges and universities (HBCUs), and Hispanic-serving institutions (HSIs) benefit from TAACCCT grants. Almost half (14 of 32) of all fully accredited TCUs in the United States received TAACCCT funding across the four rounds, including colleges in Montana, North Dakota, and South Dakota. TCUs are located on or near Native American reservations and are operated by tribes. These colleges educate Native Americans, preserve Native American culture, and often serve high-poverty and high-unemployment populations. The percentage of students receiving Pell grants at TCUs participating in TAACCCT ranges from 37 to 95 percent, with 65 percent of students receiving Pell grants on average. This average is 3 percentage points higher than the 62 percent average for all TCUs.

Five of the 100 accredited HBCUs in the United States received TAACCCT funding across the four rounds, including colleges in Alabama, the District of Columbia, South Carolina, and Virginia. HBCUs are colleges founded before 1964 whose primary mission was (and remains) the education of African Americans. Between 45 and 85 percent of students at HBCUs participating in TAACCCT receive Pell grants, with 63 percent of the students receiving Pell grants on average. This average is 7 percentage points lower than the 70 percent average for all HBCUs.

Sixty-nine of the nearly 430 HSIs are participating in the TAACCCT program. The number of accredited HSIs has grown exponentially over the past 20 years, up from 189 institutions in 1994 to approximately 435 in 2014. HSIs serve degree-granting undergraduate student populations where at least 25 percent of the student enrollment is Hispanic. The HSI TAACCCT colleges are located across 13 states, mostly in California (27) and New Mexico (12). Between 14 and 94 percent of students at HSIs participating in TAACCCT receive Pell grants, with 45 percent of students receiving Pell grants on average. This average is 1 percentage point higher than the 44 percent average for all HSIs.

## Conclusion

Whether working as a single institution or in a consortium with other institutions, colleges in every state are leveraging the \$1.93 billion in TAACCCT grant funding to develop and improve training and education programs for TAA-eligible workers and other adults, with the expectation that wages and employment outcomes will improve as the capacity to provide training programs increases. The wide distribution of grants highlights how wide an impact TAACCCT grants have on expanding colleges' capacity to serve their communities' training and employment needs. These colleges are primarily public, two-year institutions serving a diverse student population, including low-income students. The third brief in this series provides more information on the activities grantees plan to implement as part of their TAACCCT projects, and a fourth brief summarizes participant characteristics and early performance outcomes from the first four years of the TAACCCT grant program.

## Appendix A. Data Tables

TABLE A.1

TAACCCT Application Criteria by Round

Round 1		Round 2		Round 3		Round 4	
Criterion	Points	Criterion	Points	Criterion	Points	Criterion	Points
<b>Statement of need</b>	<b>30</b>	<b>Statement of need</b>	<b>20</b>	<b>Statement of need</b>	<b>20</b>	<b>Statement of need</b>	<b>20</b>
Impact of foreign trade in communities to be served	5	Serving the needs of TAA-eligible workers	10	Serving the needs of TAA-eligible workers	10	Serving the needs of TAA-eligible workers	10
Target population	5						
Target industries and occupations	10	Evidence for targeted industries and occupations	5	Evidence for targeted industries and occupations	5	Evidence for targeted industries and occupations	5
Gaps in educational and training programs	10	Gap analysis	5	Gap analysis	5	Gap analysis	5
<b>Work plan</b>	<b>45</b>	<b>Work plan</b>	<b>20</b>	<b>Approach</b>	<b>50</b>	<b>Methodology and work plan</b>	<b>55</b>
Evidence-based design	15	Project work plan	10	Project work plan	10	Project work plan	9
Project work plan	15	Project management	10	Evidence-based design	8	Evidence-based design	8
Project management	10			Strategic alignment	12	Strategic alignment	7
Sustainability	5	<b>Project description</b>	<b>40</b>	Stacked and latticed credentials	6	Career pathways	12
		Evidence-based design	8	Online and technology-enabled learning	5	Advanced online and technology-enabled learning	5
		Strategic alignment	8	Transferability and articulation	6	Sector strategies and employer engagement	10
		Stacked and latticed credentials	8	Alignment with previously funded TAACCCT projects	3	Alignment with previously funded TAACCCT projects	4
		Online and technology-enabled learning	8				
		Transferability and articulation	8	<b>Organizational capacity</b>	<b>12</b>	<b>Organizational capacity</b>	<b>10</b>
				Qualifications	5	Qualifications	4
				Communication	4	Communication	3
				Systems and processes for timely reporting	3	Systems and processes for timely reporting	3
<b>Measurement of progress and outcomes</b>	<b>25</b>	<b>Outcomes</b>	<b>20</b>	<b>Project impact</b>	<b>15</b>	<b>Outcomes and outputs</b>	<b>15</b>

TABLE A.1

TAACCCT Application Criteria by Round (continued)

Round 1		Round 2		Round 3		Round 4	
Criterion	Points	Criterion	Points	Criterion	Points	Criterion	Points
<b>Statement of need</b>	<b>30</b>	<b>Statement of need</b>	<b>20</b>	<b>Statement of need</b>	<b>20</b>	<b>Statement of need</b>	<b>20</b>
Progress and implementation measures	10	Analysis of outcome projections	5	Analysis of outcome projections	5	Analysis of outcome projections	5
Outcome measures	15	Process for tracking and reporting outcome measures	10	Process for tracking and reporting outcome measures	5	Process for tracking and reporting outcome measures	5
		Using data for continuous improvement	5	Using data for continuous improvement	5	Using data for continuous improvement	5
		<b>Nonparticipant data submission (bonus)</b>	<b>1</b>	<b>Budget and budget justification</b>	<b>3</b>		
<b>Total</b>	<b>100</b>	<b>Total</b>	<b>101</b>	<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>

Source: "Applicant Information," US Department of Labor, Employment and Training Administration, last updated December 11, 2015, <https://www.doleta.gov/taaccct/applicantinfo.cfm>.

Note: TAACCCT = Trade Adjustment Assistance Community College and Career Training.

TABLE A.2

## Type of TAACCCT Grant Award by Round

	All rounds	Round 1	Round 2	Round 3	Round 4
<b>Competitive</b>					
Single-institution	98	9	27	23	39
Consortium	97	23	27	20	27
<b>State-designated</b>					
Single-institution	45	4	22	14	5
Consortium	16	13	3	0	0
Grantees	256	49	79	57	71

Source: The Urban Institute TAACCCT grantee database.

Note: TAACCCT = Trade Adjustment Assistance Community College and Career Training.

TABLE A.3

## TAACCCT Grant Funding Amount, by Round (in millions)

	All rounds	Round 1	Round 2	Round 3	Round 4
$x \leq 2.5^a$	72	2	27	2	41
$2.5 < x \leq 5$	88	25	25	35	3
$5 < x \leq 10$	18	1	1	2	14
$10 < x \leq 15$	42	2	26	4	10
$15 < x \leq 20$	24	17	0	4	3
$20 < x \leq 25$	12	2	0	10	0
Average grant amount	7.5	10.2	6.3	8.3	6.4
Minimum	2.2	2.5	2.2	2.2	2.3
Maximum	25.0	24.7	15.0	25.0	20.0

Source: The Urban Institute TAACCCT grantee database.

Notes: TAACCCT = Trade Adjustment Assistance Community College and Career Training. Grantees are as follows: 256 in all rounds, 49 in Round 1, 79 in Round 2, 57 in Round 3, and 71 in Round 4.

<sup>a</sup> x = grantee funding amount in millions of dollars.



TABLE A.4

## Unduplicated and Duplicated Colleges Participating in TAACCCT Grants, by State

State	Grants	Unduplicated colleges	Duplicated colleges
Alabama	4	9	11
Alaska	4	7	12
Arizona	5	12	14
Arkansas	4	22	33
California	8	49	54
Colorado	5	17	28
Connecticut	4	13	28
Delaware	4	3	16
District of Columbia	4	1	4
Florida	7	26	46
Georgia	5	8	10
Hawaii	5	7	18
Idaho	4	5	10
Illinois	5	32	50
Indiana	4	7	10
Iowa	5	15	32
Kansas	6	11	16
Kentucky	4	16	35
Louisiana	6	7	12
Maine	4	7	16
Maryland	4	14	17
Massachusetts	5	16	35
Michigan	6	15	18
Minnesota	7	20	30
Mississippi	4	10	14
Missouri	7	17	42
Montana	3	21	32
Nebraska	6	6	14
Nevada	4	4	12
New Hampshire	4	7	9
New Jersey	5	15	20
New Mexico	4	14	21

TABLE A.4

## Unduplicated and Duplicated Colleges Participating in TAACCCT Grants, by State (continued)

State	Grants	Unduplicated colleges	Duplicated colleges
New York	4	38	42
North Carolina	5	22	25
North Dakota	5	9	13
Ohio	9	14	25
Oklahoma	4	14	19
Oregon	4	17	21
Pennsylvania	5	14	20
Puerto Rico	4	3	4
Rhode Island	4	2	4
South Carolina	5	17	24
South Dakota	5	6	14
Tennessee	6	41	54
Texas	5	13	15
Utah	4	6	11
Vermont	4	3	4
Virginia	9	24	33
Washington	6	23	37
West Virginia	4	9	15
Wisconsin	4	16	53
Wyoming	4	5	7
Total	256	729	1,159

Source: The Urban Institute TAACCCT grantee database.

Notes: TAACCCT = Trade Adjustment Assistance Community College and Career Training. "Grants" refers to single and lead institutions. Unduplicated and duplicated colleges include members of consortia with lead institutions in a different state.

TABLE A.5

Number of TAACCCT Grants Participated in by Number of Unduplicated Colleges, All Rounds

TAACCCT grants	Colleges
1	436
2	193
3	71
4	25
5	2
6	1
7	0
8	1

Source: The Urban Institute TAACCCT grantee database.

Notes: N = 256 grants. N = 729 unduplicated colleges. TAACCCT = Trade Adjustment Assistance Community College and Career Training.

TABLE A.6

TAACCCT Unduplicated Colleges by Various Characteristics, All Rounds

Characteristic	Colleges
<b>Type of institution</b>	
4-year college	99
2-year college	630
<b>Control of institution</b>	
Private	17
Public	712
<b>Degree-granting status</b>	
Non-degree-granting	30
Degree-granting	699

Source: Integrated Postsecondary Education Data System.

Notes: N = 729 unduplicated colleges. TAACCCT = Trade Adjustment Assistance Community College and Career Training. A college classified as a non-degree-granting institution provides professional certifications and licenses, but not formal degrees. These colleges provide certificates in fields ranging from architecture and design to information technology to health sciences.

TABLE A.7

## Students Receiving Pell Grants at TAACCCT Colleges, by Round

	All Rounds		Round 1		Round 2		Round 3		Round 4	
	4-year colleges	2-year colleges	4-year colleges	2-year colleges	4-year colleges	2-year colleges	4-year colleges	2-year colleges	4-year colleges	2-year colleges
$x \leq 10^a$	0	2	0	1	0	1	0	0	0	0
$10 < x \leq 20$	13	38	4	10	2	11	4	7	3	10
$20 < x \leq 30$	25	133	8	42	10	41	2	14	5	36
$30 < x \leq 40$	35	247	8	78	7	64	10	36	10	69
$40 < x \leq 50$	50	300	13	96	16	89	13	46	8	69
$50 < x \leq 60$	13	188	3	53	3	56	4	35	3	44
$60 < x \leq 70$	8	59	1	30	3	14	0	10	4	5
$70 < x \leq 80$	4	30	0	14	1	9	2	4	1	3
$80 < x \leq 90$	3	5	1	1	1	3	0	1	1	0
$90 < x \leq 100$	2	2	1	0	1	2	0	0	0	0
Number of colleges	153	1,004	39	325	44	290	35	153	35	236
Mean	42	43	40	44	42	44	42	44	42	41
Minimum	14	7	14	10	14	7	14	12	16	12
Maximum	95	98	94	83	95	98	79	83	86	76

Source: Integrated Postsecondary Education Data System (IPEDS).

Notes: TAACCCT = Trade Adjustment Assistance Community College and Career Training. Yearly percentages of college students receiving Pell grants for Round 1 come from 2011 IPEDS data, and Rounds 2–4 yearly percentages come from 2012 IPEDS data; the data for Rounds 3 and 4 had not been released by the time of analysis. Schools that share an IPEDS number with another institution were excluded from this because it was not possible to determine a Pell grant percentage for students at the institution. Also, two colleges in Round 3 did not have data available in IPEDS and could not be included in the analysis.

<sup>a</sup>x = percentage of students receiving Pell grants at a college.

## Notes

1. The seven years are federal fiscal years, from October 1, 2011 through September 30, 2018.
2. The Urban Institute created a database that contains key information from grantee documents including applications, agreements, modifications, and third-party evaluation plans for all four rounds of grants. It also includes data from the US Department of Education's Integrated Postsecondary Education Data System on institutional characteristics. The Division of Strategic Investments team from DOL's Employment and Training Administration provided the grantee documents to the Urban team to build and populate the database. The information in the database captures grantees' plans for their TAACCCT activities and does not represent what they actually did. The implementation study conducted by the Urban team and its partners will document and assess the implementation of the TAACCCT grants.
3. A coordinated group of nationally recognized research organizations are conducting the National TAACCCT Evaluation, a seven-year effort to capture the lessons and build the evidence across all four rounds of TAACCCT grants. The Urban Institute is leading for the national evaluation of the Rounds 1–3 TAACCCT grants, and Abt Associates is leading the national evaluation for the Round 4 grants. The organizations partner on all rounds with Capital Research Corporation, the George Washington University, and NORC at the University of Chicago. Additionally, Urban collaborates with Jobs for the Future on Rounds 1–3.
4. Moving forward, *states* includes the District of Columbia and Puerto Rico.
5. For more information on grant requirements, see Brief 1 of this series, TAACCCT Goals, Design, and Evaluation (Mikelson et al., 2017).
6. Within the solicitations for grant applications, single-institution applicants were encouraged to focus the “proposed project on one specific project strategy that can be fully implemented within the grant period with a scope that appropriately reflects the size of the requested funding amount, as opposed to implementing a series of complex strategies that may be challenging to complete within the grant period.”
7. For consortium grants, one college is the lead institution and applies for grant funding on behalf of the partnering colleges. Although DOL did not award a grant to a lead institution in every state for each round, at least one college in every state received grant funding in every round, if not as a single or lead institution, then as part of a consortium led by a college in another state.
8. While some institutions participated in multiple grants within a round, no institution led more than one grant in a given round.
9. The number of colleges per grant was determined by the list of identified colleges in the consortium grant applications. This number may be an underestimate because some grantee institutions identified as community college districts as opposed to uniquely identifying all of the colleges participating within that district.
10. The state of the lead institution was used to calculate the distribution of TAACCCT grants across states.
11. While the Health Care and Education Reconciliation Act of 2010 appropriated approximately \$500 million annually for fiscal years 2011–14, only \$474.5 million in funding was available for the Round 3 solicitation because of the 2013 sequestration required by the Budget Control Act of 2011. Because of sequestration and new legislative authority to expend grant funds on evaluation and technical assistance, \$451 million in funding was available for the Round 4 solicitation.
12. Although the funding floor for grantees in Round 1 was \$2.5 million, one state-designated grantee, the University of Alaska Anchorage, was awarded its requested amount of \$2.43 million. In Round 2, Vermont Technical College requested and received \$3.36 million, and Chattanooga State Community College requested and received \$3.03 million, both exceeding the potential maximum funding amount for single institutions in the Round 2 SGA.
13. For more information on TAACCCT program targeted industries TAACCCT, see Brief 3 of this series, TAACCCT Approaches, Targeted Industries, and Partnerships (Eyster et al., 2017).
14. Characteristics identified in this section come from the Integrated Postsecondary Education Data System (<https://nces.ed.gov/ipeds/datacenter/>). Three colleges participating in TAACCCT identified as less than two-

year institutions (below associate level). For analysis, they have been grouped together with two-year institutions.

15. The Integrated Postsecondary Education Data System identified 934 postsecondary institutions in the United States as two-year, public, degree-granting colleges in the 2013–14 school year. See “Degree-granting postsecondary institutions, but control and level of institution: Selected years, 1949–50 through 2013–14,” US Department of Education, Institute of Education Sciences, National Center for Education Statistics, accessed December 6, 2016, [http://nces.ed.gov/programs/digest/d14/tables/dt14\\_317.10.asp](http://nces.ed.gov/programs/digest/d14/tables/dt14_317.10.asp).
16. Over time, US community colleges have increasingly adapted their curricula to include industry-driven credentials. Flexible curricula development allows colleges to adapt to changing local labor market demands. See DOE OVAE (2012).
17. A *non-degree-granting institution* provides professional certifications and licenses, but not formal degrees. Of the 30 non-degree-granting schools, 27 are the Tennessee Colleges of Applied Technology. These colleges provide certificates in fields ranging from architecture and design to information technology to health sciences.
18. For more information on the number of TAACCCT program participants eligible for Pell grants, see Brief 4 in this series, *Early Results of the TAACCCT Grants* (Durham et al., 2017)
19. As part of the national evaluation, the Urban Institute has fielded a survey to participating TAACCCT colleges asking, in part, about which TAACCCT programs are offered for credit. Results will be disseminated in an upcoming implementation report.

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