



Early Results of the TAACCCT Grants

The Trade Adjustment Assistance Community College and Career Training Grant Program Brief 4

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

This brief presents preliminary results on key outcomes and characteristics of grant-funded program participants from the first four years of TAACCCT. The TAACCCT grant program is primarily focused on capacity building and sustainability, with grant funding directed at institution building rather than at tuition assistance for students to help them pay for education and training. Therefore, a key measure of TAACCCT progress and success is the number of programs of study created using grant funding, which is included in the discussion below. However, this brief mainly focuses on who grant-funded programs are serving and their educational and employment outcomes. DOL collects annual performance report (APR) data from TAACCCT grantees. Those data, covering the program period up through September 30, 2015, provide information on grant-funded program participant characteristics and outcomes.² Participant characteristics described include basic demographics, school enrollment and work status, veteran status, whether an individual has a disability, Pell grant eligibility, and Trade Adjustment Assistance (TAA) eligibility. Preliminary participant outcomes presented focus on short-term education and employment outcomes for participants (i.e., outcomes experienced while enrolled in a TAACCCT-funded program of study or within the first three quarters after program completion and exit from the institution). The brief concludes with a discussion of observations and future products we will develop as part of the TAACCCT national evaluation.

BOX 1

National Evaluation of the TAACCCT Grant Program

This brief is the fourth 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 evaluation³ 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 presents early results from the TAACCCT grants based on their annual performance reports to date. Three other briefs focus on grant goals, design, and evaluation; grantee characteristics; and grant approaches, industries, and partnerships. 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.

How Do Grantees Report Their Performance?

DOL requires that all 256 grantees from across the four rounds of TAACCCT grants provide quarterly and annual reports on grant project progress. The quarterly reports are mostly narrative and highlight specific activities, accomplishments, and challenges related to implementing the TAACCCT projects, including the number of programs of study the grantees planned to develop as well as how many they have developed to date. The APRs analyzed for this brief capture quantitative data on a variety of TAACCCT program participant characteristics and outcomes as well as qualitative updates and comments.⁴ Grantees report aggregate APR data to DOL across all participants served under a grant regardless of whether a single institution or multiple institutions (under a consortium grant) served participants.⁵ The data reflect characteristics and outcomes from each available reporting year (October 1 through September 30). Figure 1 shows the periods of performance and annual reporting years (fiscal years) for the four rounds of TAACCCT grants.

FIGURE 1

Periods of Performance by Round of TAACCCT Grant, All Rounds

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Round 1	October 2011–September 2015						
Round 2		October 2012–September 2016					
Round 3			October 2013–September 2017				
Round 4				October 2014–September 2018			

Source: Authors' adaptation of DOL Employment and Training Administration documentation.

Notes: FY = fiscal year. DOL allowed Round 1 grants to be extended up to four years. The original period of performance was three years. Grantees have an additional three months after the grant period ends to complete reporting requirements.

The number of programs of study developed is the primary indicator DOL uses to measure capacity-building success across the TAACCCT grants. To create new programs to educate and train participants for careers in in-demand industries, grantees used TAACCCT funds to purchase equipment, build new

or enhance existing facilities, hire new instructors and supportive staff, and develop new curricula in partnership with area employers and industry organizations. Table 1 presents the number of planned programs of study and programs of study launched to date by the grantees as of the June 30, 2016 quarterly report.

TABLE 1

Numbers and Percentages of Planned Versus Launched TAACCCT Programs of Study as of June 30, 2016, All Rounds

Round	TAACCCT Programs of Study		
	Number planned	Number launched	Percentage launched
1	906	852	94%
2	668	654	98%
3	505	477	94%
4	711	621	87%
All	2,790	2,604	93%

Source: US Department of Labor, TAACCCT grantee quarterly narrative performance reports, reporting period ending September 30, 2016.

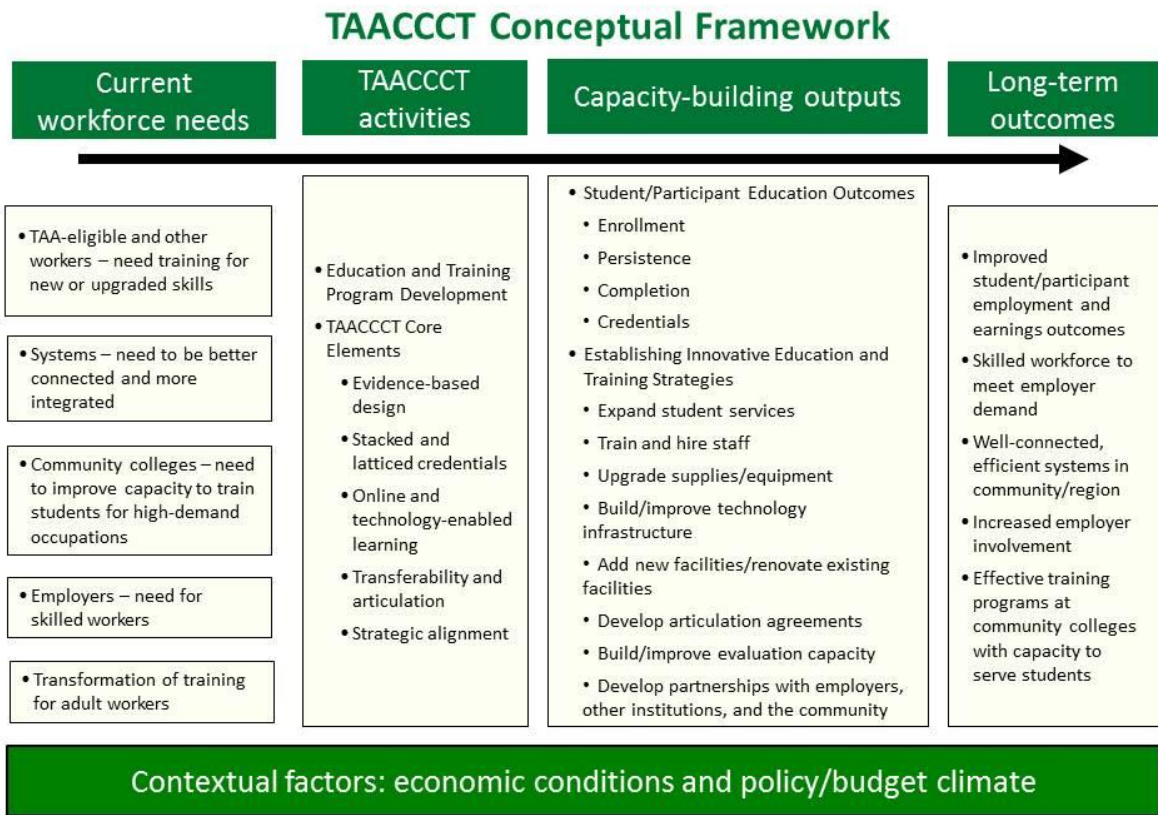
Note: Numbers of programs of study planned reflect what was reported by the grantees in the first quarterly narrative performance reports they submitted during their respective grant periods of performance.

Across the four rounds of TAACCCT grants, 2,604 (93 percent) of the 2,790 planned programs of study were launched by the third quarter of 2016. In Round 1, for which the extended grant period of performance ended in 2015, 94 percent of planned programs were implemented. In Round 2, for which the grant period of performance ended September 2016, 98 percent of planned grant-funded programs were implemented, a 4 percent increase from the first round. Round 3 grantees, whose period of performance ends September 2017, had implemented 94 percent of planned programs by September 2016, equaling Round 1 levels. Round 4 grantees, whose grant activities end in 2018, had implemented 87 percent of planned programs of study by September 2016. The number of Rounds 3 and 4 grant-funded programs implemented will likely increase as the periods of performances continue.

Two-year, public institutions, which make up the vast majority of TAACCCT lead grant institutions, are a major resource for education and training for today’s workforce. However, developing job-driven education and training programs that meet the needs of employers and industry can be challenging because of resource and institutional constraints as well as changes and innovations in industry (Mellow and Heelan 2008). Ensuring TAACCCT programs provide participants with the skills needed to obtain high-wage, high-skill employment is an important goal of the grant program. Collecting data on employment and wage outcomes can help the grantees, DOL, and the workforce development field understand how well they are meeting this goal. But as shown in the TAACCCT conceptual framework (figure 2), participant outcomes are just one component of overall TAACCCT program outcomes. Qualitative data, as captured for the TAACCCT national evaluation and the third-party evaluations, will be used to examine many of the short- and long-term outcomes related to institution capacity building and systems change.⁶

FIGURE 2

TAACCCT Conceptual Framework



Source: The Urban Institute and its partners developed the conceptual framework as a part of the TAACCCT national evaluation.

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

As part of annual performance reporting, grantees report on a host of participant characteristics at enrollment in TAACCCT activities as well as their outcomes during and immediately following program participation activities, which are tailored to the goals and design of the TAACCCT grants. These characteristics and outcomes reported by TAACCCT grantees annually appear in table 2.⁷ Except for mean age, which is a continuous variable, participant characteristic variables are categorical or binary. Participant outcome variables are continuous and are organized into education outcomes and employment outcomes for this analysis.

TABLE 2

TAACCCT Annual Performance Reporting Measures: Participant Characteristics and Outcomes

Participant characteristics at enrollment	Participant Outcomes	
	Education outcomes	Employment outcomes
■ Male	■ Unique participants served/enrolled	■ Number of completers employed ^a
■ Female	■ Completed TAACCCT-funded program of study	■ Number of completers retained in employment ^b
■ Hispanic/Latino	■ Retained in TAACCCT-funded program of study	■ Employed participants receiving a wage increase ^c
■ American Indian or Alaskan Native	■ Retained in other program at same institution	
■ Native Hawaiian or Other Pacific Islander	■ Number of participants completing credit hours	
■ Asian	■ Number of participants earning certificates (one year or less to complete)	
■ Black or African American	■ Number of participants earning certificates (more than one year to complete)	
■ White	■ Number of participants earning degrees	
■ More than one race	■ Number of TAACCCT-funded program completers pursuing further education	
■ Full-time enrollment status		
■ Part-time enrollment status		
■ Employed at enrollment		
■ Eligible veterans		
■ Age (mean)		
■ Persons with disabilities		
■ Pell grant eligible		
■ TAA eligible		

Source: US Department of Labor, Employment and Training Administration, TAACCCT Grants: Annual and Quarterly Program Reporting Forms & Instructions, OMB Control Number 1205-0489

Notes:

^a Must be unemployed at program enrollment and start employment during the first quarter following program completion to be counted.

^b Must continue to be employed in the second and third quarters following the first quarter of exit to be counted.

^c Must be employed at program enrollment and receive a wage increase at any time after enrollment to be counted.

TAACCCT Participant Characteristics

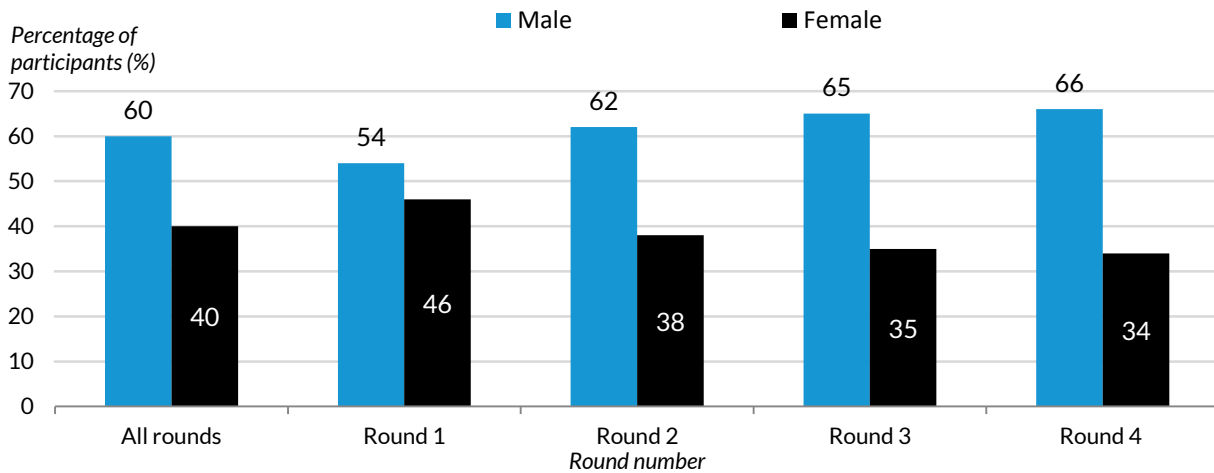
TAACCCT-funded programs have enrolled 288,628 participants in the first four years of the grants, serving unemployed, underemployed, and low-income adults, including TAA-eligible individuals who lost their jobs because of foreign trade. Many of the participants are older than the average college student (18 to 24 years old); the mean age of participants is 31 across the four rounds (table A.1). Some participants may have substantial work or military experience. The information provided here is not a complete picture of TAACCCT participants, because grantees in later rounds are still enrolling participants. But the information shows early trends by describing who the TAACCCT grants have served so far.

We show different characteristics of TAACCCT participants in figures 3 through 6. For each set of characteristics, the figures provide percentages of total participants by round and across rounds.

FIGURE 3

TAACCCT Participant Gender as of September 30, 2015

Percentage of participants

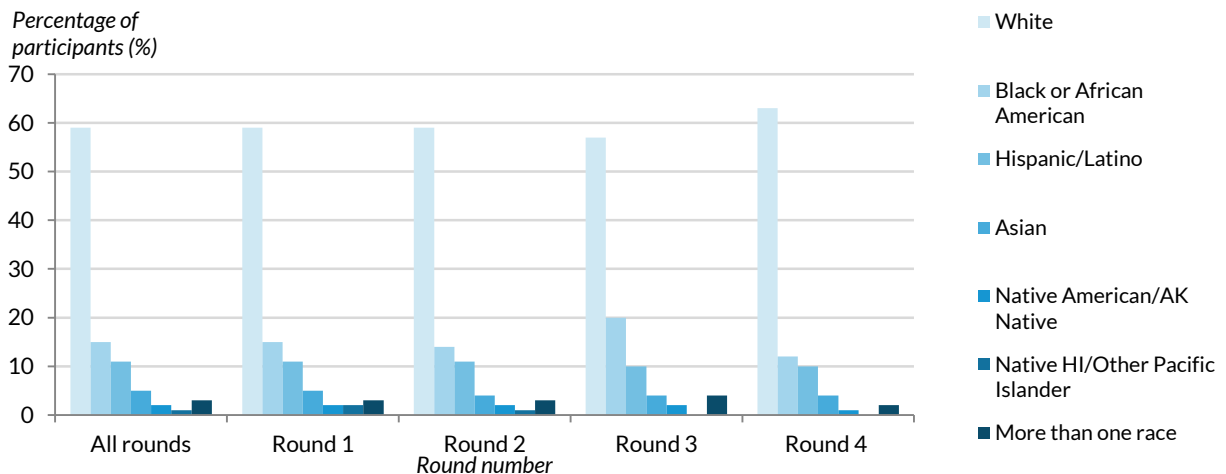


Source: US Department of Labor, TAACCCT grantee annual performance reports, February 29, 2016.

Notes: Some grantees did not report data on certain characteristics so some information is missing. Where relevant, not all information adds up to 100 percent in the figures. Instances of zero (0) percent do not represent true zeros but percentages of less than 0.5 percent.

FIGURE 4

TAACCCT Participant Race and Ethnicity as of September 30, 2015



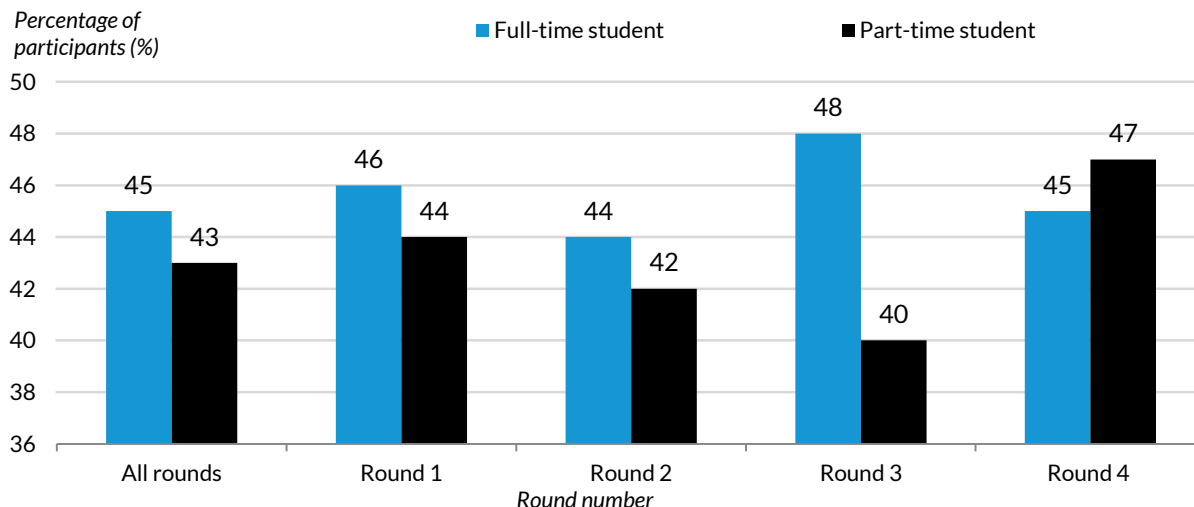
Source: US Department of Labor, TAACCCT grantee annual performance reports, February 29, 2016.

Notes: Some grantees did not report data on certain characteristics so some information is missing. Where relevant, not all information adds up to 100 percent in the figures. Instances of zero (0) percent do not represent true zeros but percentages of less than 0.5 percent.

FIGURE 5

Full-Time and Part-Time Student Status of TAACCCT Participants as of September 30, 2015

Percentage of participants

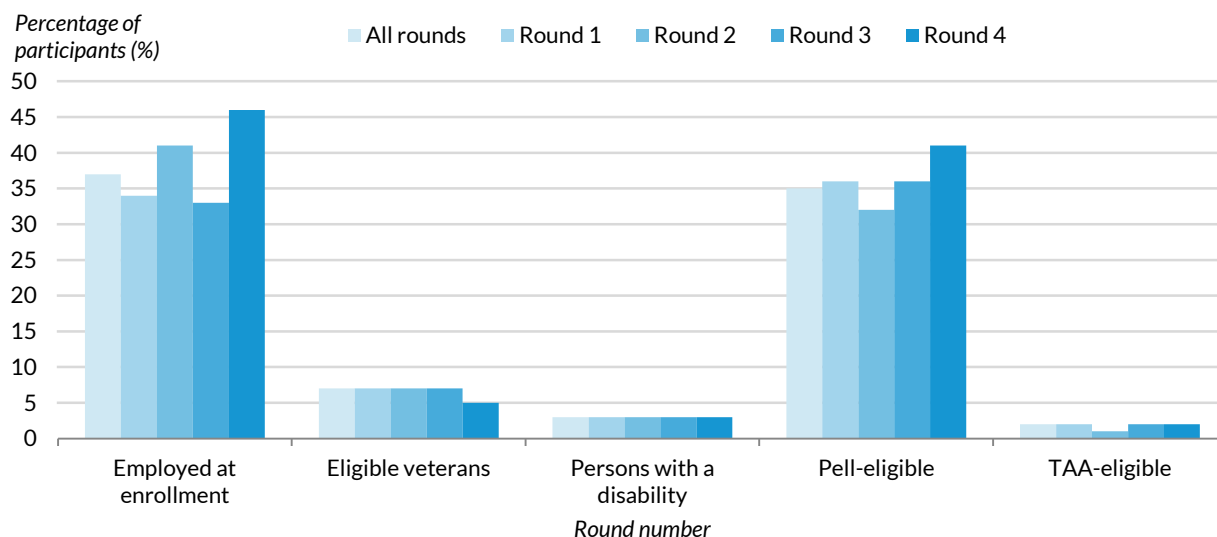


Source: US Department of Labor, TAACCCT grantee annual performance reports, February 29, 2016.

Notes: Some grantees did not report data on certain characteristics so some information is missing. Where relevant, not all information adds up to 100 percent in the figures. Instances of zero (0) percent do not represent true zeros but percentages of less than 0.5 percent.

FIGURE 6

Other TAACCCT Participant Characteristics as of September 30, 2015



Source: US Department of Labor, TAACCCT grantee annual performance reports, February 29, 2016.

Notes: Some grantees did not report data on certain characteristics, so some information is missing. Where relevant, not all information adds up to 100 percent in the figures. Instances of zero (0) percent do not represent true zeros but percentages of less than 0.5 percent.

The APR data show that TAACCCT programs are serving adults over age 24 and individuals who are working while attending school (table A.1). The average age of TAACCCT participants for Rounds 1–3 and across all rounds is 31. Round 4 participants are slightly younger with an average age of 30. A higher percentage of participants are men (60 percent) than women (40 percent) across all rounds (figure 3). The gender distribution of TAACCCT participants changes somewhat over the rounds, with Round 1 seeing a higher percentage of female participants than later rounds. Forty-six percent of Round 1 participants are female; Rounds 2–4 had an increasingly lower percentage of female participants (38 percent, 35 percent, and 34 percent, respectively).

Except for having a lower percentage of Hispanics and Latinos, the racial and ethnic breakdown of TAACCCT participants is similar to that of the United States as a whole.⁸ A majority of participants across rounds (59 percent) and for each individual round are non-Hispanic whites, which is a greater percentage of white students than the general college undergraduate population, especially for public two-year institutions, where the percentage of white students is approximately 49 percent (Ma and Baum 2016). Fifteen percent of participants across rounds are African American; 11 percent are Hispanic or Latino; 5 percent are Asian; 2 percent are Native American or Alaskan Native; 1 percent are Native Hawaiians or other Pacific Islanders; and 3 percent identify as more than one race. The racial and ethnic breakdown is similar for each individual round except for Round 3, where 20 percent of participants are African American, a significantly higher share than the other rounds.

Similar to most community college student populations, about half of TAACCCT participants are enrolled full-time (45 percent) and about half (43 percent) part-time (Ma and Baum 2016; Mullin 2012). This is fairly consistent across rounds (figure 5) except for Round 3, where there are 8 percent more full-time students than part-time students. Additionally, Round 4 was the only round in which the number of part-time students exceeded the number of full-time students (with 47 percent and 45 percent, respectively). Many students also have jobs when they enroll and participate in TAACCCT grant activities: 37 percent of TAACCCT participants were working when they enrolled in TAACCCT programs. The percentage of participants employed at enrollment varies across rounds, with Round 3 having the lowest percentage of employed participants (33 percent) and Round 4 having the highest percentage (46 percent).

Grantees also report participants' veteran status, disability status, and eligibility for Pell grants or TAA benefits and services (figure 6). Veterans and their spouses represent 7 percent of participants, while persons with disabilities make up 3 percent. Over one-third (35 percent) of participants were eligible for Pell grant assistance, which is very close to the number of public two-year and public four-year students receiving Pell grant assistance nationwide (Ma and Baum 2016).⁹ Two percent of participants were eligible for TAA.

TAACCCT Participant Outcomes

The TAACCCT grant program is designed to expand community colleges' capacity to deliver career-focused education and training. One broad goal of the grant program is to improve student education

outcomes by increasing attainment of industry-recognized degrees, certificates, and other credentials that match the skills needed by employers. As of September 30, 2015, the total number of credentials and degrees earned in TAACCCT-funded programs is 159,921 (US Department of Labor 2016). The TAACCCT grant program also seeks to improve student employment outcomes, preparing participants for high-skill, high-wage occupations.

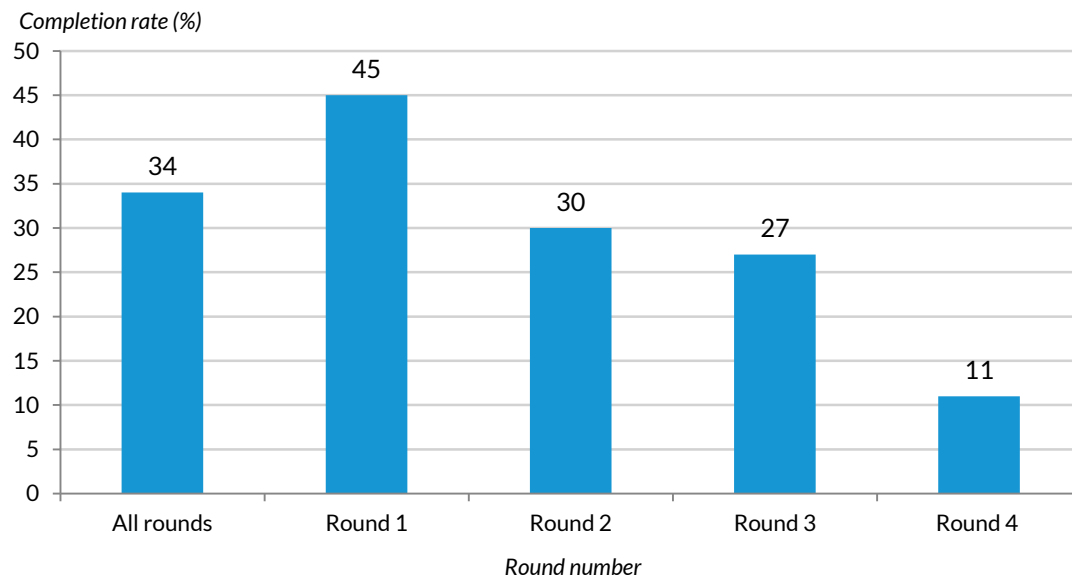
The data do not reflect complete sets of TAACCCT participant outcomes for each round, as only the Round 1 grantees had completed their full grant cycle at the time these data were analyzed. As shown in figure 1, Round 2 grant activities will end by September 30, 2016; Round 3 grant activities will end by September 30, 2017; and Round 4 grant activities will end by September 30, 2018. Thus, the data discussed in this brief represent four of the seven years for which data will eventually be available. The percentage of participants completing a TAACCCT program of study or finding employment is expected to increase as Rounds 2–4 complete their grant performance periods. Future reports from the TAACCCT national evaluation will capture performance outcomes for all rounds.

Education Outcomes

Figures 7 through 11 provide an overview of the APR participant education outcomes referenced in table 2. For each outcome, the graphics show the percentage of total participants by round and averaged for all rounds.

FIGURE 7

Percentage of TAACCCT Participants Completing a TAACCCT-Funded Program of Study as of September 30, 2015

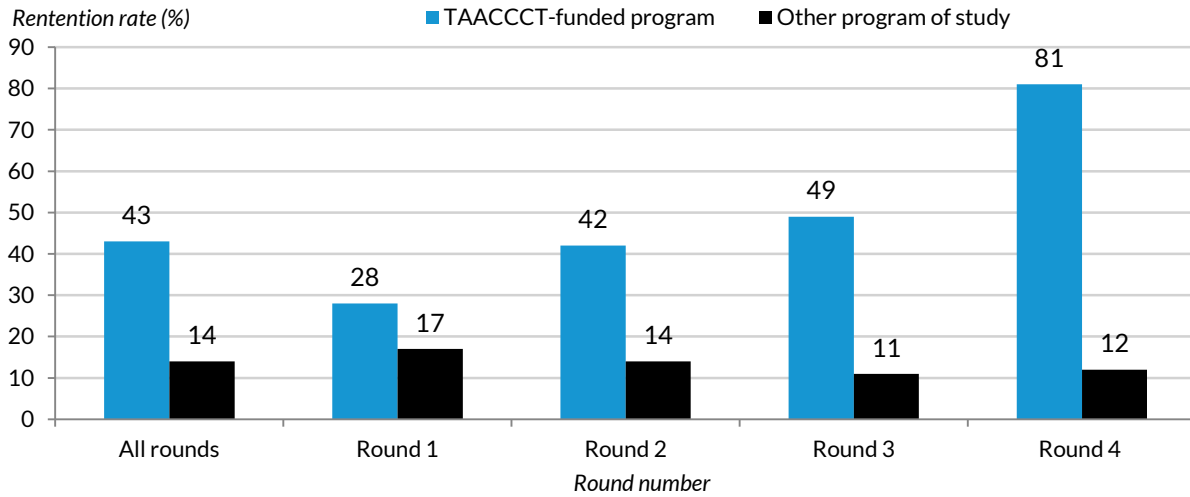


Source: US Department of Labor, TAACCCT Grantee Annual Performance Reports, February 29, 2016.

Note: Participants may have earned more than one type of credential and therefore be counted in more than one category in figure 10.

FIGURE 8

Percentage of TAACCCT Participants Who Have Not Completed a TAACCCT-Funded Program of Study but Are Retained in a Program of Study at a TAACCCT Institution as of September 30, 2015

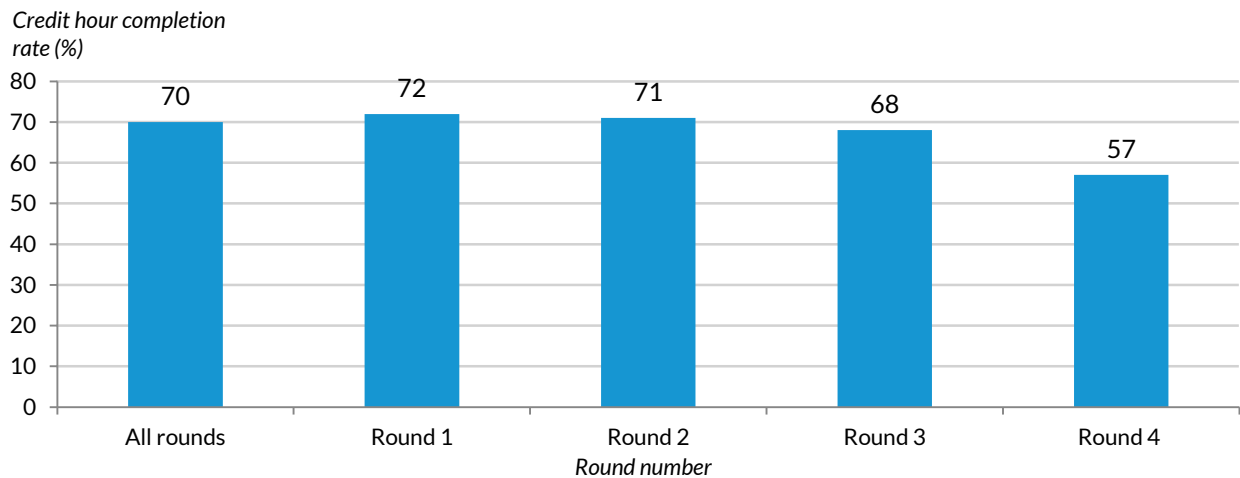


Source: US Department of Labor, TAACCCT Grantee Annual Performance Reports, February 29, 2016.

Note: Participants may have earned more than one type of credential and therefore be counted in more than one category in figure 10.

FIGURE 9

Percentage of TAACCCT Participants Completing at Least One College Credit Hour as of September 30, 2015

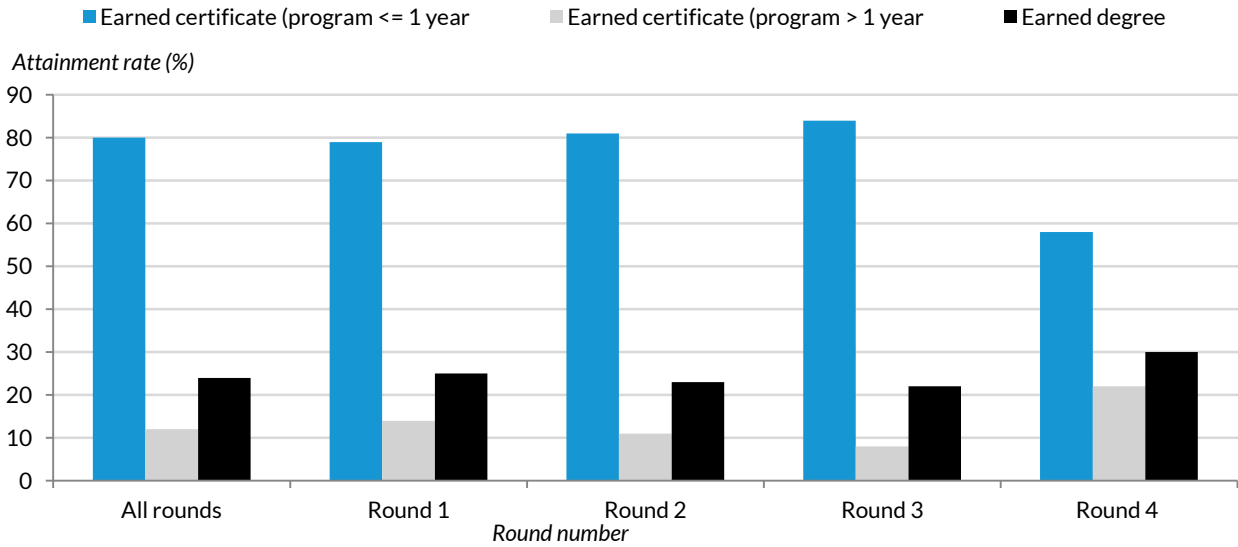


Source: US Department of Labor, TAACCCT Grantee Annual Performance Reports, February 29, 2016.

Note: Participants may have earned more than one type of credential and therefore be counted in more than one category in figure 10.

FIGURE 10

Percentage of TAACCCT-Funded Program Completers Earning a Program Certificate or Associates Degree as of September 30, 2015

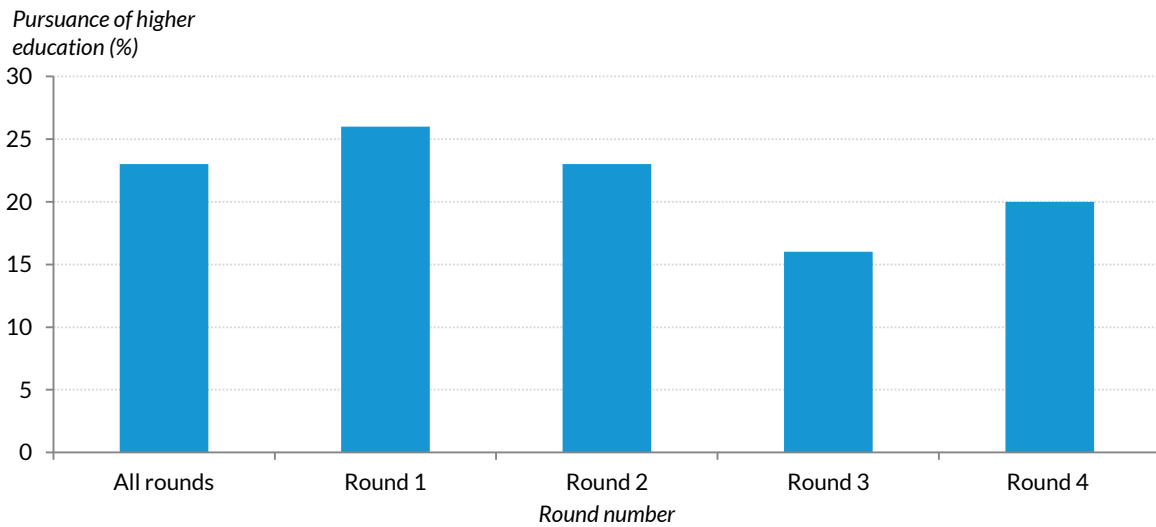


Source: US Department of Labor, TAACCCT Grantee Annual Performance Reports, February 29, 2016.

Note: Participants may have earned more than one type of credential and therefore be counted in more than one category in figure 10.

FIGURE 11

Percentage of TAACCCT-Funded Program Completers Pursuing Further Education at a Different Postsecondary Institution (Two-year or Four-year) as of September 30, 2015



Source: US Department of Labor, TAACCCT Grantee Annual Performance Reports, February 29, 2016.

Note: Participants may have earned more than one type of credential and therefore be counted in more than one category in figure 10.

According to the US Department of Education, 38 percent of individuals who enrolled in occupational certificate programs from 1995 to 2001 failed to earn a credential of any type within six years (Hudson, Kienzl, and Diehl 2007). Data for students who started at public two-year institutions in 2003–04 show that 66 percent failed to earn a credential or degree within six years (Ma and Baum 2016). Comparatively, about one-third (34 percent) of the 288,628 TAACCCT participants that enrolled in TAACCCT programs of study between October 2011 and September 2015 completed their programs by September 30, 2015 (figure 7 and table A.2). Among those who had not completed a TAACCCT-funded program of study (figure 8), 43 percent were still enrolled in a TAACCCT-funded program, and 14 percent were enrolled in a non-TAACCCT-funded program at the TAACCCT-funded institution. Sixty-two percent of TAACCCT program participants either had completed a TAACCCT-funded program of study or were retained in a TAACCCT-funded program as of September 30, 2015. TAACCCT completion rates are expected to increase in the reporting for current and future years because the newer students (in Rounds 2–4) will have had time to complete certificate or degree coursework.

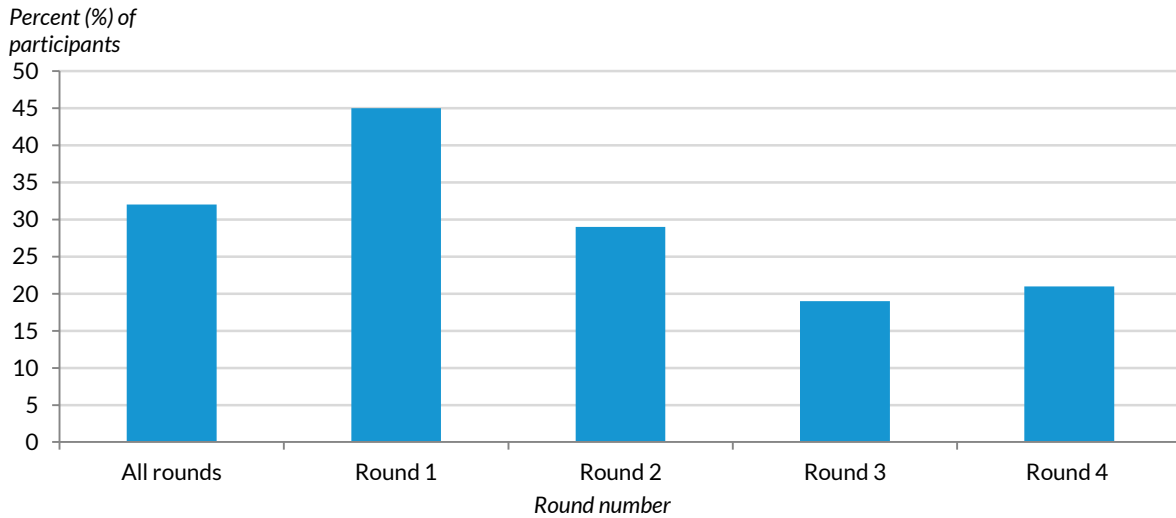
Seventy percent of participants earned at least one college credit hour (figure 9). Among TAACCCT program completers across all four rounds, 80 percent earned certificates requiring a year or less of instruction to complete, 12 percent earned certificates taking more than a year to complete, and 24 percent earned a degree (figure 9).¹⁰ Those same percentages of certificate and degree attainments are similar for Round 1 (79 percent, 14 percent, and 25 percent) and Round 2 (81 percent, 11 percent, and 23 percent). Eighty-four percent of Round 3 completers earned credentials taking a year or less to complete, with 8 percent earning certificates requiring more than a year of instruction and 22 percent earning degrees. Fifty-eight percent of Round 4 completers earned credentials taking a year or less to complete, with 22 percent earning certificates requiring more than a year of instruction and 30 percent earning degrees. Twenty-three percent of participants across all four rounds who completed a TAACCCT-funded program of study and exited the TAACCCT-funded college pursued further education, such as a four-year degree, at a different institution (figure 11).

Employment Outcomes

A major goal of the TAACCCT grant program is to improve student employment outcomes. In figures 12 and 13, we show the APR participant employment outcomes referenced in table 2. For each outcome, the figures show the percentage of total participants by round and averaged across all rounds. We calculated the percentages for “employed after completion” using participants who were not working at time of TAACCCT program enrollment, completed a grant-funded program, and exited the grantee institution.¹¹ We calculated the percentages for those “retained in employment,” or individuals employed in the second and third quarters after placement in employment, using the total number of participants “employed after completion.” Finally, we computed the percentages for those who “received wage increase any time” using only TAACCCT participants who were employed at program enrollment.

FIGURE 12

Percentage of TAACCCT Participants Employed at Enrollment Receiving a Wage Increase at Any Time as of September 30, 2015

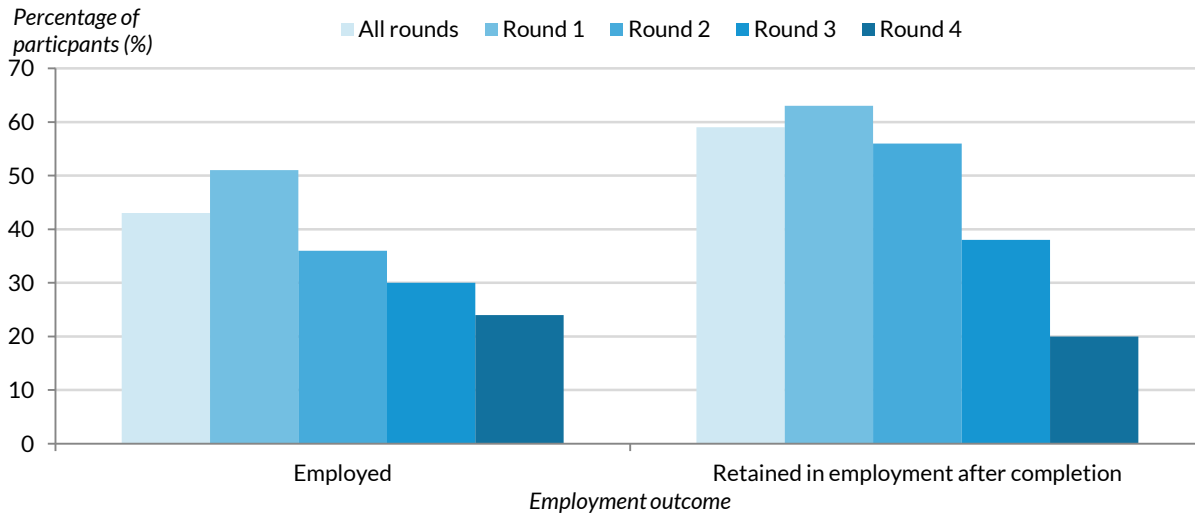


Source: US Department of Labor, TAACCCT Grantee Annual Performance Reports, February 29, 2016.

FIGURE 13

Employment Outcomes for TAACCCT Program Completers Not Employed at Program Enrollment as of September 30, 2015

Percentage



Source: US Department of Labor, TAACCCT Grantee Annual Performance Reports, February 29, 2016.

Many community college students work while they take education and training coursework, and may receive increased wages at their current job or from a new job they found as they learn new skills

and earn new credentials. For the 107,200 TAACCCT participants who were employed at the time of TAACCCT program enrollment, 32 percent across all four rounds experienced a wage increase at some point after starting a grant-funded program (figure 12 and table A.3). Compared with employed participants in later rounds, a higher percentage (45 percent) of Round 1 employed participants experienced wage increases at some point during the Round 1 grants; as of September 30, 2015, 29 percent, 19 percent, and 21 percent of Rounds 2–4 participants employed at enrollment had received a wage increase. We expect the number of employed participants experiencing wage increases to increase for employed participants in Rounds 2–4 in future reporting years.

Forty-three percent of participants who were not employed at TAACCCT program enrollment and who completed a TAACCCT program of study began employment within or before the end of the first quarter following program completion and college exit (figure 13). Fifty-one percent of Round 1 completers who were jobless at enrollment found work, and 36 percent, 30 percent, and 24 percent were employed, respectively, for Rounds 2–4. At least 59 percent of completers who were employed before or during the first three months after college exit retained their jobs at least through the following two quarters. We expect employment and retention outcomes for Rounds 2–4 to improve as the amount of time since completion increases for more participants in future reporting years, and because grantees will have had additional time to access employment and wage data from their state unemployment insurance agencies or other sources.

Observations and Future Evaluation Reports

These early findings on TAACCCT participant characteristics and outcomes present a measure of participants and their education and employment outcomes approximately halfway through the TAACCCT grant program. Rounds 2–4 grant-funded activities were still ongoing as of September 30, 2015; therefore, the education and employment outcomes are expected to improve as the periods of performance continue. An additional consideration is that Round 1 is the first attempt by the colleges and DOL to implement a large-scale grant program of this nature (i.e., focused on capacity building rather than providing direct student tuition or other resources). Potential challenges related to implementation and data collection might have been mitigated in later rounds, leading to higher rates of completion, credentials earned, employment obtained, and wages earned.

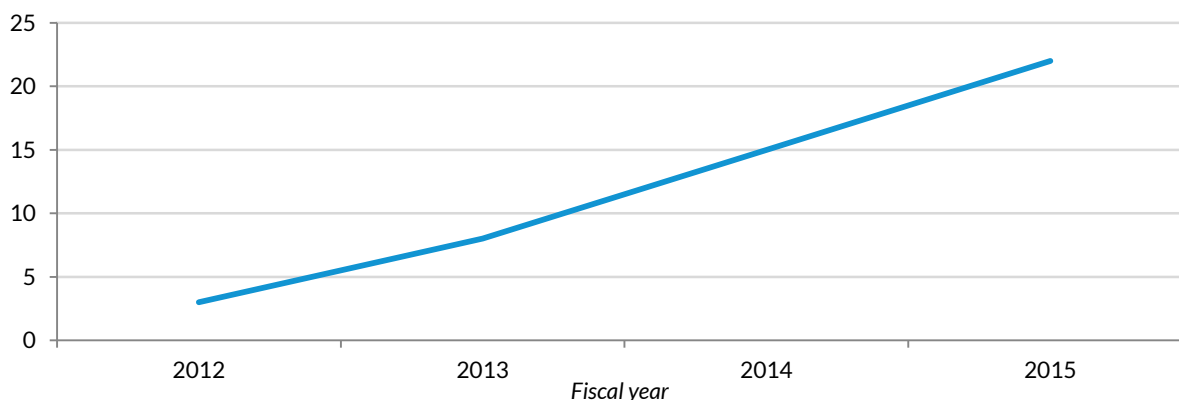
The characteristics of students served by TAACCCT projects may shift over time. During the first four years of the grant program, TAACCCT participants were mostly male and white and in their early thirties. This is similar to the characteristics of TAA-eligible workers according to a national evaluation of the TAA program in 2010, which found just over half of TAA-eligible workers were male, nearly two-thirds of TAA-eligible workers were white, and only one-third of TAA-eligible workers were age 40 or younger (Dolfin and Berk 2010). Many of them were working at enrollment, but most attended full-time. A little over one-third were eligible for Pell grants, meaning at least that many participants were low-income. But some differences have emerged in the first year of the Round 4 grants. More participants are employed as they enter TAACCCT programs and enroll part-time. Implementation

studies from the TAACCCT national evaluation and third-party evaluations may help explain the shifts in participant characteristics from previous rounds.

TAACCCT has not served a large number of TAA-eligible workers, but grantees may have been targeting this group more successfully in recent years. With the end of the Great Recession occurring as most of the TAACCCT-funded activities began, fewer TAA-eligible workers may have been available and interested in education and training activities; many such workers may have had already found new jobs or used their TAA assistance for other education and training. DOL also saw a decrease in TAA petitions at that time.¹² However, TAACCCT grantees have served an increasingly higher percentage of new TAA-eligible training participants in the United States each year in the first four years of grant-funded activities (figure 14 and appendix table D).

FIGURE 14

Percentage of New TAA-Eligible Workers in the United States Now Participating in TAACCCT Programs, All Rounds



Source: Data provided by the US Department of Labor, Employment and Training Administration, Office of Workforce Investment, Division of Strategic Investments.

This brief and the other three briefs in this series provide preliminary insights about the nature of the TAACCCT grants and participants. Additional insight will be gained as the national evaluation continues, both at the national level and from individual grantees' third-party evaluations. Future reports to be developed as part of the TAACCCT national evaluation include

- implementation reports on Rounds 1–3 grants (based on data from a survey of all TAACCCT colleges and site visits to Rounds 2 and 3 grantees),
- syntheses of findings from Rounds 1–4 third-party evaluations, and
- a report on the implementation of the Round 4 grants that includes an outcomes study for nine grantees.

These reports will be released over the next four years and will highlight the successes and challenges of the grants and the implications for future initiatives like the TAACCCT grant program.

Appendix A. Data Tables

TABLE A.1

TAACCCT Participant Characteristics as of September 30, 2015, Rounds 1–4

	All rounds		Round 1		Round 2		Round 3		Round 4	
	31		31		31		31		30	
Mean age	N	%	N	%	N	%	N	%	N	%
Male	172,471	60%	60,181	54%	65,298	62%	32,869	65%	14,123	66%
Female	116,157	40%	51,187	46%	40,089	38%	17,446	35%	7,435	34%
White	169,429	59%	65,170	59%	61,917	59%	28,800	57%	13,542	63%
Black or African American	43,991	15%	16,315	15%	15,131	14%	9,865	20%	2,680	12%
Hispanic/Latino	31,069	11%	12,442	11%	11,604	11%	4,801	10%	2,222	10%
Asian	13,273	5%	5,700	5%	4,669	4%	2,140	4%	764	4%
Native American/AK Native	5,761	2%	2,462	2%	1,996	2%	1,114	2%	189	1%
Native HI/other Pacific Islander	3,207	1%	2,135	2%	864	1%	157	0%	51	0%
More than one race	9,110	3%	3,432	3%	3,283	3%	1,892	4%	503	2%
Full-time student	130,464	45%	50,728	46%	45,904	44%	24,198	48%	9,634	45%
Part-time student	123,756	43%	48,908	44%	44,646	42%	20,080	40%	10,122	47%
Employed at enrollment	107,200	37%	37,557	34%	43,246	41%	16,586	33%	9,811	46%
Eligible veterans	19,537	7%	7,462	7%	7,355	7%	3,568	7%	1,152	5%
Persons with a disability	8,583	3%	3,564	3%	2,701	3%	1,670	3%	648	3%
Pell eligible	100,294	35%	39,965	36%	33,584	32%	17,998	36%	8,747	41%
TAA eligible	4,703	2%	2,254	2%	1,361	1%	761	2%	327	2%

Source: US Department of Labor, TAACCCT grantee annual performance reports, reporting period ending September 30, 2015.

Note: Data are on the participants from the 255 Rounds 1–4 grantees providing annual performance reporting as of February 29, 2016. No data were reported for one grantee.

TABLE A.2

TAACCCT Participant Education Outcomes for Rounds 1–4 as of September 30, 2015

	All rounds		Round 1		Round 2		Round 3		Round 4	
	N	%	N	%	N	%	N	%	N	%
Participated	288,628	-	111,368	-	105,387	-	50,315	-	21,558	-
Completed	97,987	34%	50,164	45%	31,580	30%	13,812	27%	2,431	11%
Retained in TAACCCT program ^a	81,538	43%	17,331	28%	30,944	42%	17,754	49%	15,509	81%
Retained in non-TAACCCT program ^a	27,200	14%	10,330	17%	10,557	14%	3,943	11%	2,370	12%
Completed credit hours	200,981	70%	80,134	72%	74,398	71%	34,262	68%	12,187	57%
Earned certificate (program ≤ 1 year) ^b	78,461	80%	39,846	79%	25,548	81%	11,657	84%	1,410	58%
Earned certificate (program > 1 year) ^b	12,186	12%	7,150	14%	3,345	11%	1,154	8%	537	22%
Earned degree ^b	23,528	24%	12,579	25%	7,158	23%	3,060	22%	731	30%
Pursued further education ^b	22,721	23%	12,806	26%	7,182	23%	2,241	16%	492	20%

Source: US Department of Labor, TAACCCT grantee annual performance reports, reporting period ending September 30, 2015.

Notes: Data are on the participants from the 255 Rounds 1–4 grantees providing annual performance reporting as of February 29, 2016. No data were reported for one grantee.

^a These numbers include only participants who have not completed a TAACCCT-funded program of study.

^b These numbers include only participants who have completed a TAACCCT-funded program of study.

TABLE A.3

TAACCCT Participant Employment Outcomes for Rounds 1–4 as of September 30, 2015

	All rounds		Round 1		Round 2		Round 3		Round 4	
	N	%	N	%	N	%	N	%	N	%
Employed completers ^a	25,112	43%	16,431	51%	6,138	36%	2,233	30%	310	24%
Retained in employment ^a	14,792	59%	10,429	63%	3,445	56%	856	38%	62	20%
Received wage increase ^b	34,544	32%	16,822	45%	12,562	29%	3,085	19%	2,075	21%

Source: US Department of Labor, TAACCCT grantee annual performance reports, reporting period ending September 30, 2015.

Notes: Data are on the participants from the 255 Rounds 1–4 grantees providing annual performance reporting as of February 29, 2016. No data were reported for one grantee.

^aThese numbers include only completers who were not employed at TAACCCT-funded program enrollment.

^bThese numbers include only participants who were employed at TAACCCT-funded program enrollment.

TABLE A.4

New TAA-Eligible TAACCCT Participation by Fiscal Year

	FY 2012	FY 2013	FY 2014	FY 2015
National new TAA-eligible training participants	13,041	14,210	11,618	8,687
New TAA-eligible TAACCCT participants ^a	420	1,192	1,756	1,910
Percentage	3%	8%	15%	22%

Source: Data provided by the US Department of Labor, Employment and Training Administration, Office of Workforce Investment, Division of Strategic Investments.

Notes: FY = fiscal year.

^aThese figures are approximate because the TAACCCT grant data are based on grant reporting years, and there are five instances where the grant year did not correspond with the federal fiscal year.

Notes

1. The seven years are federal fiscal years, from October 1, 2011 through September 30, 2018.
2. The Urban Institute created an analysis file based on the APRs for all years of the Round 1 grants, the first three years of the Round 2 grants, the first two years of the Round 3 grants, and the first year of the Round 4 grants. The Division of Strategic Investments team from DOL's Employment and Training Administration provided these reports to the Urban Institute. DOL staff works closely with the grantees to ensure that the performance data submitted are accurate, but some reporting errors are possible.
3. A coordinated group of nationally recognized research organizations are conducting the TAACCCT national evaluation, a seven-year effort to capture the lessons and build the evidence across all four rounds of TAACCCT grants. The Urban Institute is leading the national evaluation of the Rounds 1-3 TAACCCT grants and Abt Associates is leading the national evaluation for the Round 4 grants. Urban currently partners on all rounds with Capital Research Corporation, George Washington University, and NORC at the University of Chicago. Additionally, Urban collaborates with Jobs for the Future on Rounds 1-3.
4. For more information on TAACCCT evaluation activities, see brief 1 of this series, "TAACCCT Goals, Design, and Evaluation" (Mikelson et al., 2017).
5. TAACCCT colleges collect participant-level data for their own program and evaluation purposes, but they are not required to share it with DOL.
6. Round 1 grantees were also required to submit APR data for a comparison or control group, but DOL did not continue this requirement for Rounds 2-4. Instead, these grantees were required to include third-party evaluations of program impacts on participant outcomes as part of their grant projects.
7. Grantees also report the number of program completers who were employed at program enrollment, the total number of credit hours completed across all enrollees, and the total number of earned credentials across all enrollees; grantees may choose to track and report additional demographic measures. Narrative APR variables include achievements and successes, services and outcomes for TAA-eligible individuals, and additional comments.
8. Data used for this comparison was generated by the author on September 7, 2016, using United States QuickFacts, located at <https://www.census.gov/quickfacts/table/RHI125215/00>.
9. Additional TAACCCT participants are likely financially eligible for Pell grant assistance but are enrolled in noncredit programs of study, which are generally ineligible for Pell grant funds.
10. Participants may be counted in more than one category. Students could have earned more than one of the same category of certificate or degree, but grantees are required to report only the first certificate or degree obtained for each participant for each category.
11. Participants have to become employed during the first quarter after program completion to be counted as employed; therefore, this figure does not include participants who were not employed at enrollment but became employed prior to completion. Additional participants were likely employed at program completion, but the employment was not reported. Grantees were required to verify employment using federally approved sources, such as state unemployment insurance (UI) wage data. Many grantees had difficulty getting permission to access state UI data for purposes of grant reporting. For those successfully accessing and matching participant completion data with UI data, there is a several month lag in UI information that could have further limited the reporting of employment outcomes as of September 30, 2015. Additionally, state UI wage records do not capture certain types of employment, such as self-employment or federal employment. Grantees were encouraged to supplement the use of UI wage record data with other sources.
12. Per national TAA program statistics on DOL's Employment and Training Administration website, 2,573 TAA petitions were instituted in FY 2010, 1,383 were instituted in FY 2011, 1,439 were instituted in FY 2012, 1,480 were instituted in 2013, and 972 were instituted in FY 2014.

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