

TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING GRANT PROGRAM

REPORT TO THE COMMITTEE ON FINANCE OF THE SENATE AND COMMITTEE ON WAYS AND MEANS OF THE HOUSE OF REPRESENTATIVES

INTRODUCTION

The Department of Labor, Employment and Training Administration (ETA), submits the following report on the Trade Adjustment Assistance Community College and Career Training Grant Program (TAACCCT) to the Committee on Finance of the U.S. Senate and the Committee on Ways and Means of the U.S. House of Representatives, in accordance with section 271(e) of the Trade Act of 1974 (19 U.S.C. § 2371(e)). With respect to the annual report for Fiscal Year (FY) 2013, this provision requires the Department of Labor to provide:

- (1) A summary of the TAACCCT grants awarded in the preceding fiscal year (FY 2013);
- (2) An assessment of the impact of each award of a grant under this section in a fiscal year preceding the fiscal year referred to in paragraph (1) (FY 2012) on workers receiving training under section 236 of the Trade Act of 1974, relating to the Trade Adjustment Assistance for Workers program (19 U.S.C. § 2296); and
- (3) The following data relating to program performance and outcomes for grants awarded in the year prior to the preceding fiscal year (FY 2012):
 - a) Of the grants awarded under this section, the amount of funds spent by grantees.
 - b) The average dollar amount of grants awarded under this section.
 - c) The average duration of grants awarded under this section.
 - d) The percentage of workers receiving benefits under chapter 2 that are served by programs developed, offered, or improved using grants awarded under this section.
 - e) The percentage and number of workers receiving benefits under chapter 2 who obtained a degree through such programs and the average duration of the participation of such workers in training under section 236.
 - f) The number of workers receiving benefits under chapter 2 served by such programs who did not complete a degree and the average duration of the participation of such workers in training under section 236.

I. PROGRAM OVERVIEW

The TAACCCT Grant Program is authorized by the Trade Act of 1974 under Chapter 4 of Title II. The purpose of this grant program is to provide eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that (a) can be completed in two years or less; (b) result in skills, degrees, and credentials that prepare program participants for employment in high-wage, high-skill occupations; and (c) are suited for workers who are eligible for training under the Trade Adjustment Assistance (TAA) for Workers program, under Chapter 2 of Title II of the Trade Act. According to the FY 2012 TAA for Workers Annual Report¹, TAA for Workers participants were typically male, age 48 or older who had not attained a post-secondary education and an average tenure of 15.4 years with their employer prior to separation. The TAACCCT Grant Program outlines priority areas and strategies that correspond to the needs of these trade-affected workers, and

¹ <http://doleta.gov/tradeact/docs/AnnualReport12.pdf>. See Table 9, FY 2011 New Participant Profile. New TAA for Workers participants in FY 2012 were, on average, 55 percent Male, 64.1 percent White, 63 percent with High School Diploma/GED or less, and aged 47.5.

addresses barriers to entry faced by individuals who are older, less educated, and have been out of both educational institutions and the job market for many years.

The TAACCCT Grant Program is funded under the Health Care and Education Reconciliation Act of 2010, which appropriated \$500 million for the program for each of Fiscal Years 2011-2014, for a total of \$2 billion. According to the provisions of section 272(b) of the Trade Act of 1974 (19 U.S.C. § 2372(b)), not less than 0.5 percent of the amount appropriated for each fiscal year is to be awarded to eligible institutions in each State, the District of Columbia, and Puerto Rico².

The FY 2011 Solicitation for Grant Applications (SGA) stated that grants ranging from \$2.5 million to \$5 million for individual applicants and from \$2.5 million to \$20 million for consortium applicants would be awarded. ETA published the solicitation for the FY 2011 grant competition on January 20, 2011. The grant awards were announced on September 26, 2011.

The FY 2012 SGA stated that grants ranging from \$2.5 to \$3.0 million for individual applicants and from \$5 million to \$15 million for consortium applicants would be awarded. ETA published the solicitation for the FY 2012 grant competition on February 24, 2012. Grant awards were announced on September 19, 2012.

In FY 2013, approximately \$474 million was available for the TAACCCT Grant Program. While the Department was initially appropriated \$500 million in TAACCCT funds for FY 2013, the total amount of funds available was reduced by 5.1 percent as a result of the sequestration required by the Balanced Budget and Emergency Deficit Control Act of 1985, as amended.

The FY 2013 SGA stated that grants ranging from \$2,372,500 to \$2.75 million for individual applicants and up to \$25 million to consortium applicants would be awarded. ETA published the solicitation for the FY 2013 grant competition on April 19, 2013. Grant awards were announced on September 18, 2013.

After the FY 2012 grant awards and in preparation for the FY 2013 SGA, ETA convened several workgroup meetings with its Federal partners, including representatives from the U.S. Department of Education, the White House Office of Management and Budget, and the White House Office of Science and Technology Policy, to review the outcomes of the FY 2012 grant awards for TAACCCT and to discuss key policy issues. Based on these discussions and key lessons learned during the implementation of the FY 2012 grants, the FY 2013 SGA expanded and clarified several priorities. A summary of the differences in the FY 2011 to FY 2013 SGA competition can be found in **Appendix A** and differences in SGA focus areas can be found in **Appendix B**. Each is discussed individually below.

A. Key Differences – FY 2011 to FY 2013 Grant Competitions

1. Size of Grant Awards

In order to incentivize significant systematic changes in statewide and regional education and workforce systems, a number of stakeholders proposed an increase in the size of grants. Stakeholders ultimately agreed that increasing the maximum funding amount for consortia from \$15 million (in Round 2) to \$25 million (in Round 3) would enable larger consortia to potentially increase the national and statewide impact of the grants, while minimizing risk to the government and to individual grantees.

² For the purposes of the TAA for Workers program and therefore for this grant program, the District of Columbia and Puerto Rico are each treated as a “state” and all subsequent references to a “state” in this report will include the District of Columbia and Puerto Rico.

2. Efforts to Reduce the Number of State-Designated Grants

The Trade Act requires that each State receive not less than 0.5 percent of the amount appropriated for each fiscal year. According to the terms of the competitions, the State agency responsible for oversight of State college systems was responsible for identifying an eligible institution to receive the grant award in any state where an application was not submitted or no application scored in the fundable range.

During the FY 2011 grant competition, the 0.5 percent requirement could be met if a grant was awarded to any eligible institution in a state, a consortium of institutions in a state, or if an eligible institution was part of a consortium led by an institution in another state. In FY 2011, 17 states either did not submit an application or the application submitted was not scored in the fundable range. The 17 State agencies therefore designated an eligible institution in their respective states that worked with ETA to develop statements of work to meet the requirements of the SGA.

In an effort to better ensure that each State would receive at least the minimum funding through the competitive process, and to incentivize institutions in each state to apply for individual grant awards, ETA adjusted the award structure of the FY 2012 SGA to require that one eligible institution in each State receive an individual grant award of \$2.5 to \$3.0 million, which would be selected separately from the \$5 to \$15 million awards made to consortium applicants. Only these single institution awards counted toward the state minimum funding requirement. ETA hoped that as a result of this change, multiple institutions in each State would be encouraged to submit applications and that at least one application from each State would score within the fundable range and receive a competitive award.

The adjustment to the award structure in FY 2012, however, did not achieve the desired result of fewer state-designated grants. The FY 2012 competition resulted in 22 states that did not have single institution applications scoring in the fundable range and three states where no application was submitted by eligible institutions. ETA worked with designated grantees in each of these 25 states to develop statements of work that meet the requirements of the SGA for individual (non-consortium) grants.

As a result, the FY 2013 grant was re-adjusted to follow the award structure of the FY 2011 grant competition where the 0.5 percent requirement could be met if a grant was awarded to any eligible institution in a state, a consortium of institutions in a state, or if an eligible institution was part of a consortium led by an institution in another state.

In FY 2013, 11 states did not receive the 0.5 percent as part of a consortium application or as an individual applicant and in an additional three states eligible applicants did not submit applications. ETA worked with grantees in these 14 states to develop statements of work that meet the requirements of the SGA. In addition, ETA explored options for reducing the number of States that do not have applications scoring in the fundable range in the last final TAACCCT future solicitations.

TABLE 1. State-Designated Grants

The table below provides information on the State-Designated grants awarded in the three rounds of TAACCCT competitions.

	Round 1 – FY 2011	Round 2 – FY 2012	Round 3 – FY 2013
States where no eligible institutions applied for TAACCCT grants	1 (NE)	3 (AK, DE, RI)	3 (DE, DC, UT)

	Round 1 – FY 2011	Round 2 – FY 2012	Round 3 – FY 2013
State-Designated Grants	17 (CT, DC, FL, ID, IN, KY, LA, ME, MS, NE, NM, NV, OK, PR, SD, UT, WY)	25 (AK, AR, AZ, CO, CT, DC, DE, HI, IA, PR, KY, MS, ME, NH, NJ, NE, NV, OH, OK, PA, RI, MD, TX, SC, VA)	14 (AK, AZ, DC, DE, HI, IA, MD, NE, NH, NM, PA, PR, RI, UT)

3. Pre-Conditions for Applicants

In the FY 2013 Solicitation, applications were screened more stringently using pre-conditions. Applicants that did not provide supplemental documentation that the pre-conditions were met were deemed non-responsive and not paneled.

All applicants were required to provide pre-condition documentation demonstrating: (1) employer engagement, including detailed descriptions of employer roles in the project; (2) use of labor market information used in program design and participant placement, including the source of data; and (3) third-party evaluation of project, including the proposed design and methodology.

In addition, Single-State Consortium applicants were required to develop employment results scorecards that track outcomes for students by program, and Multi-State Consortium applicants were required to develop employment results scorecard continuous improvement plans.

B. Key Differences – FY 2011 to FY 2013 SGA Focus

Similar to previous rounds, the overarching goals of the third round of TAACCCT grants were to increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or reemployment in growth industry sectors; introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults; and demonstrate improved employment outcomes.

1. Focus on Individuals Eligible for the TAA for Workers Program

Following the FY 2011 competition, ETA received Congressional feedback that there should be a stronger focus on individuals eligible for the TAA for Workers Program in the grant award process. The FY 2012 SGA further strengthened the emphasis on trade-impacted workers by requiring applicants to provide evidence that they would serve individuals eligible for the TAA for Workers program through partnership agreements with community outreach organizations, agencies that administered the TAA for Workers program, the public workforce system, and through alignment with employers. In addition, grantees were required to offer priority of enrollment in grant funded programs to participants in the TAA for Workers program.

The FY 2013 SGA retained the strong emphasis on trade-impacted workers from the FY 2012 SGA. Applicants were required to demonstrate evidence that they would serve individuals eligible for the TAA for Workers program through partnership agreements with community outreach organizations, agencies that administered the TAA for Workers program, the public workforce system, and through alignment with employers.

2. Core Elements

ETA determined that five core elements identified in the FY 2012 SGA continue to be essential components in addressing the primary barriers to employment faced by trade-impacted workers. In addition, one new core element was introduced. With this sixth element, applicants were required to research educational institutions that received funding through TAACCCT Round 1 and/or Round 2 to help decrease duplication, to strengthen the geographic reach of their projects, and to coordinate efforts and leverage expertise where possible.

The six core elements of the FY 2013 SGA are:

1. Evidence-Based Design;
2. Stacked and Latticed Credentials;
3. Online and Technology-Enabled Learning;
4. Transferability and Articulation;
5. Strategic Alignment; and
6. Alignment with previously-funded TAACCCT projects.

Applicants for Round 3 were required to incorporate all six of these core elements into their program designs.

3. Third-Party Project Evaluation

The Department remained committed to determining whether the activities funded through this grant program have impacted labor force outcomes for participants. In the FY 2012 SGA, applicants were required to submit plans for a third-party evaluation along with their grant applications. These plans then became part of the grant statement of work upon award. In many cases, under consultation with the Department's Chief Evaluation Office, grantees made adjustments to their evaluation plans to increase rigor or adjust methodologies to better suit the project, resulting in the need for statement of work modifications.

In the FY 2013 SGA, applicants were required to submit summary evaluation plans, with a full evaluation plan to be developed and submitted after award. This provided grantees the flexibility to procure evaluators who were knowledgeable about methodology and research design that could submit fully developed evaluation plans to the Department following award. This two-step method reduced the administrative burden of processing multiple statements of work modifications on grants to adjust the evaluation design.

4. Role of Employers

The Department remained committed to strengthening the relationship between educational institutions and local employers in all stages of the grant project and to build the capacity of these institutions to respond to the needs of employers and the regional labor market. In the FY 2013 SGA, applicants were encouraged to work with employers to develop assessments that strengthened the reliability of student learning outcomes and that leveraged existing high quality, industry-based assessments linked to certifications and certificates. All employer partners were required to assist with defining program strategies and goals, curriculum development, and providing commitments to hire, promote, and/or retain qualified program participants.

Applicants were required to involve at least one employer for each targeted industry in each project site and to provide documentation of employer engagement to meet the precondition, including employer signature, industry (NAICS code), location, description of role in project, and resources contributed.

5. Role of the Public Workforce System

The Department also remained committed to strengthening the relationship between institutions of higher education and the public workforce system.

Under the FY 2013 SGA, applicants were required to provide evidence of at least one workforce system partnership and to demonstrate strategic alignment with the specific goals and priorities of the Governor's Economic Development and Workforce Investment Act, Wagner-Peyser Act integrated state workforce plan. In particular, applicants were encouraged to partner with State TAA Coordinators or other partners that could assist them to identify, assess, and/or refer TAA-eligible workers.

II. SUMMARY OF AWARDS MADE IN FY 2013

The FY 2013 grant competition addressed the legislative requirement that ETA award at least 0.5 percent of the total amount of available funds to at least one eligible institution in each state by totaling the grant awards made through both individual and consortium awards for eligible institutions in each state.

The grant awards in the FY 2013 competition included 23 grants ranging from \$2,372,500 to \$2,750,000 each for single institution applicants, 20 grants of up to \$25 million each for single and multi-state consortium applicants, and 14 state-designated grants of \$2.5 million each. In total, 57 grants, representing close to 190 individual institutions of higher education, were awarded, either as single institution applicants or as the lead institutions of single and multi-state consortia.

The period of performance for FY 2013 awards began on October 1, 2013, and will end on September 30, 2017. During the first three years, grant recipients will build capacity by expanding infrastructure, purchasing new equipment, upgrading technology, designing and developing new programs, and offering new courses. ETA expects that grantees will begin enrolling participants in education and training programs no later than 12 to 18 months after the grant award date. The final 12 months of the period of performance will be limited to gathering information and data for reporting outcome measures and completing the requirements for the third-party evaluation.

A. Addressing the Needs of Trade-Affected Workers

The FY 2013 SGA outlined the six core elements to address the primary reemployment barriers faced by trade-affected workers and promote aspects of training programs proven to be most effective for that group, including credential attainment. The core elements are:

- 1) Evidence-Based Design – to fund strategies that are likely to improve education and employment outcomes for program participants while providing grantees the flexibility to identify and integrate effective strategies in their education and training programs and adjust or improve weaker strategies;
- 2) Stacked and Latticed Credentials – to provide more opportunities for TAA-eligible workers and other adults to earn post-secondary credentials, while supporting the interoperability of programs and reducing duplication across funded programs;
- 3) Transferability and Articulation – to create career pathways for TAA-eligible workers and other adults to further their education, including through increased cooperation among institutions both within and across state lines, and linkages with programs such as postsecondary career technical education, pre-apprenticeship and apprenticeship programs that lead to credit-bearing coursework and employment;

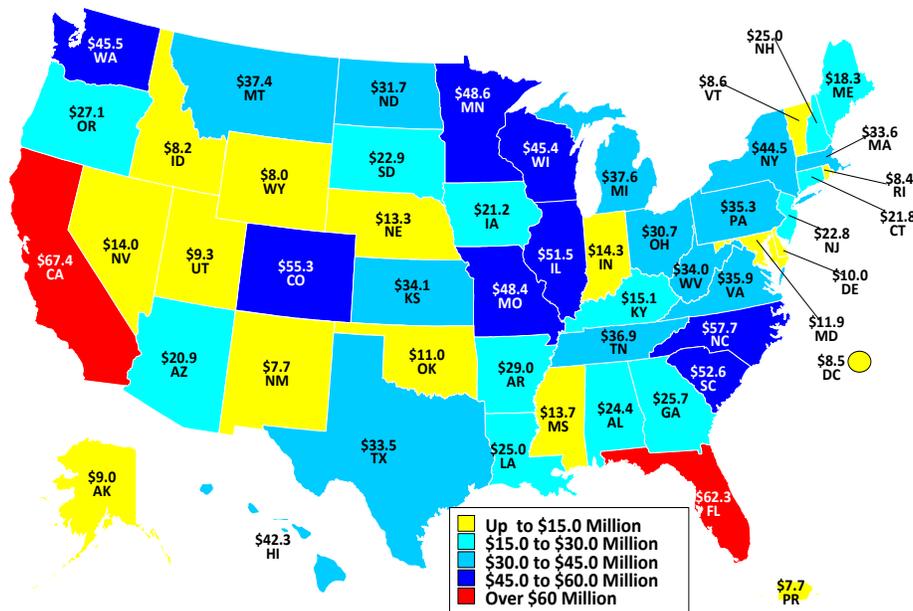
- 4) Advanced Online and Technology-Enabled Learning – to effectively serve TAA-eligible workers and other adults with online and hybrid (combining tradition and online) learning strategies that allow learners to balance the competing demands of work and family as they acquire new skills at a time, place, and/or pace convenient for them;
- 5) Strategic Alignment – to ensure that Governors, employers and industry, and the public workforce system are actively engaged in identifying potential participants and in shaping project design and assisting with implementation; and
- 6) Alignment with Previously-Funded TAACCCT Projects – connecting with previously funded TAACCCT grants to help reduce duplication and strengthen the geographic reach of projects.

B. National Impact of TAACCCT Grants in FY 2011 through FY 2013

Figure 1 below illustrates the total amount of TAACCCT funds received by state for all three rounds of TAACCCT competitions. **Appendix C** of this report provides a complete list by state of all institutions receiving FY 2013 TAACCCT funding. A complete list of the grant awards and project summaries can be found on the TAACCCT website at <http://www.doleta.gov/taaccct/grantawards.cfm>.

FIGURE 1. Total TAACCCT Funding to States from FY 2011 to FY 2013

The figure below provides information on the total funding to each state for all three rounds of TAACCCT.



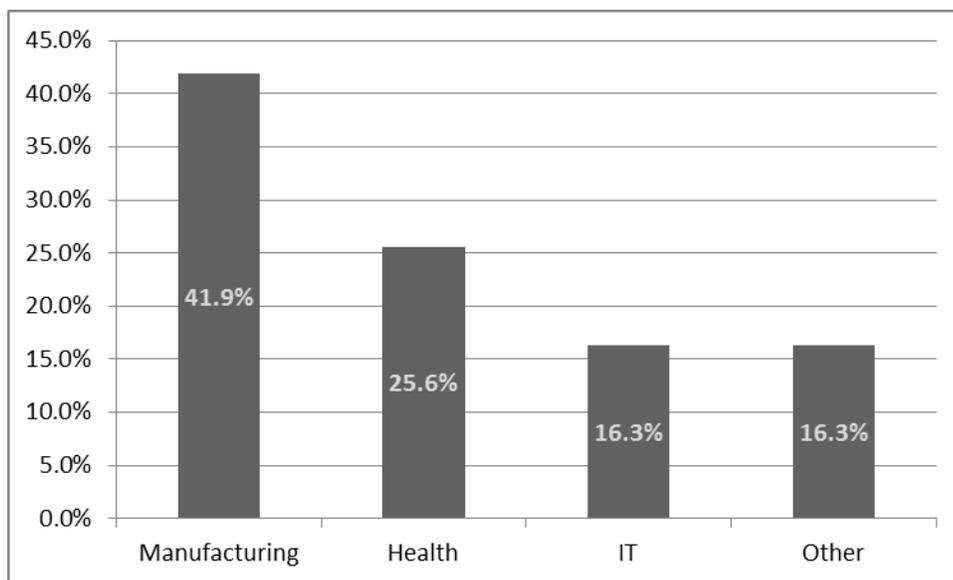
C. Industry Impact of FY 2013 TAACCCT Grants

FY 2013 TAACCCT grants continue to support partnerships between institutions of higher education and employers to develop programs that provide pathways to good jobs for adult workers. Efforts include building instructional programs that meet specific industry needs, incorporating innovative and sophisticated online and technology-enabled learning strategies that lead to improved learning outcomes and retention rates, and providing students and the public with access to free, digital learning materials. Each grantee has at least one employer partner that has jobs available and needs trained workers to fill them, underscoring the importance of employer engagement and industry-validated credentials.

In developing curricula for their programs, grantees were required to address each of the six core elements (mentioned above and described further below), proposing innovative and evidence-based approaches to redesigned workforce education and training in high-demand industry sectors. As with FY 2011 and FY 2012 grantees, FY 2013 projects are focused on industry sectors with the greatest need and projected job growth in areas they plan to serve. **Figure 2** below illustrates the wide variety of industry sectors addressed through the TAACCCT investments in FY 2013. Approximately 42 percent of FY 2013 projects focus on the manufacturing or advanced manufacturing industries, while approximately 26 percent focused on health and healthcare industries, two industry sectors that are vital to the growth of American economy. In addition, other industry sectors such as information technology, energy, logistics and construction are well-represented among the other projects.

FIGURE 2. Industry Sectors Funded Through FY 2013 TAACCCT Grant Program

The figure below provides information on the percentage of awards made across industry sectors as a result of the FY 2013 (third round) grant competition.



D. Educational Impact of FY 2013 TAACCCT Grants

Through TAACCCT investments, community colleges and other institutions of higher education will be able to expand capacity to educate and train more workers for high-quality jobs and help them start careers in fields ranging from advanced manufacturing and transportation to health care and STEM – science, technology, engineering and math – areas.

The TAACCCT Grant Program will have a widespread and lasting impact on higher education systems across states and the country. With TAACCCT funding, these educational institutions will have the resources necessary to make broad improvements to education and training programs in high-demand industries. These improvements address barriers to enrollment in training, successful completion of training, and expeditious re-entry into the workforce, and allow students to complete certificates or degrees in two years or less while providing the industry recognized skills that improve employment outcomes. In addition, with the requirement that all new materials developed with TAACCCT funding be openly licensed and free to the public, grantees are providing ways for

educational institutions to develop and deliver low-cost programming for adults and other learners. Finally, through the TAACCCT Grant Program, institutions of higher education are piloting and implementing innovative and advanced uses of online and technology-enhanced courses and programs to address the needs of students.

Ten FY 2013 grants represent consortia of institutions within a single state. In many cases, these single-state consortia include all community and technical colleges in that state, providing opportunities for broad systemic innovations in the delivery of higher education to adult learners. In particular, each of these single state consortia will be implementing an Employment Results Scorecard during the grant period to provide resources to TAA-eligible workers and other adult learners and prospective students to identify and choose programs of study by providing key information about employment outcomes of previous program graduates.

Nine FY 2013 grants represent consortia with institutions in multiple states in a single industry area. These projects will leverage the resources in each local area to create programs that revolutionize the training and career pathways in individual industry sectors. Multi-state projects also extend the reach of TAACCCT funding to broad geographic areas. These nine multi-state consortia will implement a continuous improvement plan for the development of a Multi-State Employment Results Scorecard, including a survey of data systems in each State used for collecting and maintaining employment outcomes data and providing some options to enable data sharing across states.

In addition, all FY 2013 grantees are required to develop data sharing agreements with State workforce agencies or agencies administering unemployment insurance programs to ensure that the employment outcomes of students are tracked and to provide feedback to the grantees for continuous improvement of their projects.

III. ASSESSMENT OF IMPACT OF FY 2012 AWARDS ON WORKERS RECEIVING TRAINING UNDER THE TAA FOR WORKERS PROGRAM

According to the award criteria provided in the Trade Act, the FY 2012 SGA specified that the TAACCCT grants would provide funds to higher education institutions to expand and improve their ability to deliver education and career training programs that can be completed in two years or less and are suited for workers who are eligible for training under the TAA for workers program.

To ensure that institutions of higher education are able to help TAA-eligible workers and other adults succeed in acquiring the skills, degrees, and credentials needed for high-wage, high-skill employment while also meeting the needs of employers for skilled workers, the Department funded grants to eligible institutions to either develop new education and career training program strategies or replicate existing evidence-based design, development, and/or delivery strategies for such programs.

The TAA for Workers Program serves a unique population of displaced workers. These workers are typically older than the general dislocated worker population, with longer job tenures and lower levels of education. The FY 2012 new program participant profile is shown below in Table 2.

TABLE 2. FY 2012 New TAA Participant Profile³

Description	FY 2012 (Average)
Gender	Male (59.1%)
Race	White (67.2%)
Education	High School Diploma, GED or less (63.4%)
Age	48.4
Tenure at Trade-Affected Employment	15.4 years

Based on the five core elements of the SGA, the FY 2012 grantees began to develop education and training programs to address these barriers to enrollment in training, successful completion of training, expeditious completion, and re-entry into the workforce. Although these programs targeted the specific needs of trade-impacted workers, they also used strategies shown to be the most helpful for increasing attainment of degrees, certificates, and other industry-recognized credentials in a broader range of adult learners, including unemployed or underemployed workers, dislocated workers, veterans, and the diverse population of adults enrolled at community colleges in the country.

As a result, these programs represent an array of diverse and innovative training strategies, increased collaborations between the education and workforce systems, industry and employers, and community organizations. Some promising practices from the FY 2012 grant included new methods of training provision, such as accelerated courses, modularized content, flexible enrollment, and contextualized remedial education are highlighted below. Note that these highlights may not reflect the entire scope of an institution's project.

A. Flexible Pathways to Industry Recognized Credentials

The FY 2012 grants required grantees to develop programs of study in partnership with the workforce system and with industry associations, as applicable, to develop programs leading to industry-recognized credentials.

- **Des Moines Area Community College, Ankeny, Iowa** is leading a consortium of 14 community colleges in Iowa in the **Iowa-Advanced Manufacturing (I-AM): The I-AM** project. I-AM is collaboratively building training capacity by developing and awarding certificates (non-credit and credit), diplomas, and associate's degrees in the following signature programs: welding, machining, industrial maintenance, industrial automation, manufacturing technology, robotics, and transportation and logistics. In addition, curricula in these programs will be aligned with nationally-recognized certifications, including the National Career Readiness Certificate (NCRC), and certifications recognized by the American Welding Society (AWS), National Institution for Metalworking Skills (NIMS), and Manufacturing Skills Standards Council (MSSC) which are part of the National Association of Manufacturer's endorsed Skills Certification System. Iowa Workforce Development and 15 regional workforce investment boards are strong partners in this project.

Staff and students are enthusiastic about what is being referred to as the "Blong Instruction Model," in which a student enrolls in any class offered at the Blong Technology Center during every 8-week term. Students come to a designated lab

³ Data from the FY 2012 TAA for Workers Annual Report to Congress
<http://doleta.gov/tradeact/docs/AnnualReport12.pdf>

equipped for the hands-on coursework and work through instruction modules at their own pace. Instructors are present to aid students as they work through courses. The model provides for flexibility in both the hours of study and pace for students to learn.

B. Strategic Alignment with Employers and Industry

The FY 2012 grants helped to solidify partnerships between educational institutions and employers and industry organizations. Programs that were developed with these partner inputs targeted the immediate and long-term skills needs of employers, included relevant work-based training opportunities, and led to post-completion re-employment in these industry sectors.

- **Estrella Mountain Community College (AZ)** leads the **Arizona Sun Corridor Get Into Energy Consortium (ASC-GIEC)** project, a consortium of five colleges in Arizona that strengthens and broadens the region's talent pipeline to meet the growing needs of the energy and mining industries. ASC-GIEC employs a variety of innovative and proven workforce preparedness strategies to train trade-impacted workers and other adults for high-skill, high-wage employment, and career advancement in energy and mining industries. The industry employers engaged dynamically in the "supply and demand" model, outreach activities, and daily conversation related to progress on the grant.

Employer and industry partners are an integral part of the grant and are actively engaged in leadership roles on the consortium's Communication and Outreach, Curriculum and Instruction, and Workforce Planning Committees. Each partner has taken responsibility for tasks from the grant deliverables, which will lead to a new articulated, credit-bearing transfer path from the five community colleges to Arizona State University (ASU) for program participants who want to pursue baccalaureate degrees in engineering or other energy-related degrees or nationally recognized certificates and credentials for those participants pursuing jobs in high-skill, high-wage energy jobs throughout the State.

C. Reforming Delivery of Education and Training

The FY 2012 grants continue to encourage colleges to reform the delivery of education and training. These reforms, including modularized courses, competency-based assessments, asynchronous enrollment, and multiple entry points, help TAA eligible and other adult learners overcome barriers to enrollment in traditional semester-based course offerings.

- **Henry Ford Community College (MI)** is leading a consortium of 13 community colleges in 10 states that will leverage the expertise of local industrial partners to transform manufacturing education and establish a model for program transformation. **The Multi-State Advanced Manufacturing Consortium (M-SAMC)** has implemented a competency-based model to develop new and modified industry-driven manufacturing curricula. This includes the conversion of traditional courses into modular components of one credit hour each, including both e-learning and lab components, and applying skills proficiency and task analysis based evaluation of student outcomes. The evaluation rubric and skills goals were developed with automotive industry partners so that all modules result in industry and employer recognized skills and credentials. In addition, the strong employer partnerships have allowed M-SAMC to participate in initiatives to develop pipelines to manufacturing employment including Manufacturing Boot Camps with Nissan in Tennessee, Toyota's scholarship programs in Kentucky and Texas, and a German based dual system apprenticeship program with primarily German companies in Michigan. In addition, M-SAMC is developing new partnerships for manufacturing education, including the creation of

a Southern Virginia Center for Advanced Manufacturing and workforce development projects for manufacturers in the City of Detroit.

D. Developing Career Pathways in High-Demand Occupations and Creating New Career Pathways in Emerging, High-Demand Occupations

The FY 2012 grant programs continue to expand partnerships with local employers, the workforce system, and community organizations to create career pathways that lead to employment in high-demand occupations. In addition, grantees worked with partners to develop new career pathways in emerging, high-demand occupations.

- **William Rainey Harper Community College (IL)** is leading a consortium of 21 community colleges in Illinois that have formed the **Illinois Network for Advanced Manufacturing (iNAM)** consortium. These colleges are developing an earn and learn Advanced Manufacturing Career Lattice program that allows participants to earn stackable, portable certificates and degrees that lead to highly paid jobs within advanced manufacturing while simultaneously working in the industry. These industry-recognized credentials (Certified Production Technician, NIMS, AWS, and others) provide quality assurance that employees possess the necessary skills and competencies to pursue various positions within advanced manufacturing. Program participants are able to enter the program at multiple points based on assessment results that match individual skills and education needs which lessens time to completion.
- **Bellevue College (WA)** is leading a consortium of nine community colleges in the **Health e-Workforce Consortium**. The Health e-Workforce Consortium will develop training in the high-demand, high-wage field of Health Information Technology for veterans and their eligible spouses, TAA-eligible individuals, and others, while addressing gaps in educational infrastructure and stimulating employment. The consortium has created new Associates degrees and nationally-recognized certificates in Health IT, Mobile Device Management, Healthcare Data Analytics, and Health IT Security. In addition to curriculum, the consortium developed rigorous assessments in awarding credit for prior learning, particularly to trade affected workers and veterans. The consortium will partner with the Carnegie Mellon Open Learning Initiative to co-develop courses that embed assessment into each instructional activity and data analytics that allows instructors to provide feedback tailored to individual students' performance.

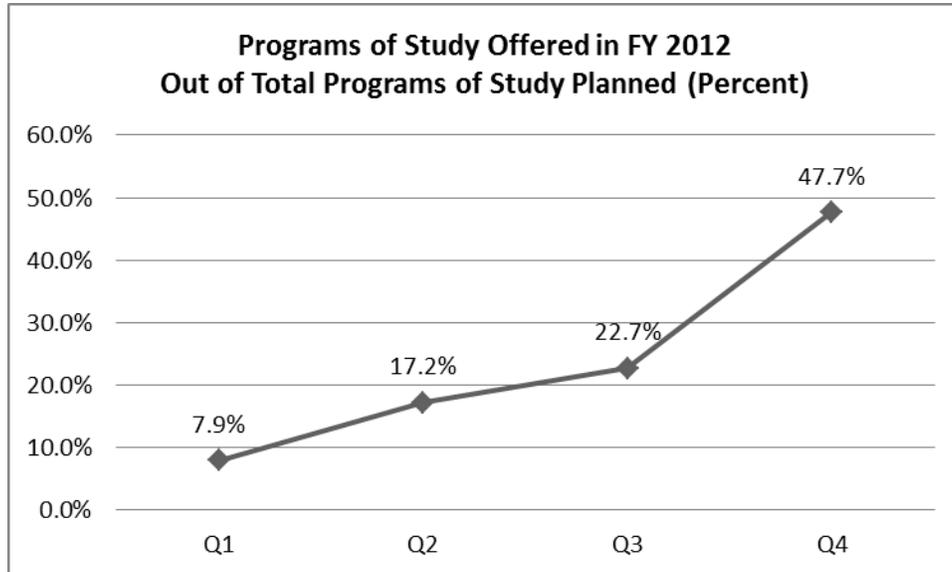
IV. ANALYSIS OF THE IMPACT OF THE FY 2012 AWARDS WITH RESPECT TO SIX PERFORMANCE OUTCOMES MEASURES

For the 79 FY 2012 grantees, FY 2013 was the first year of the period of performance. Consistent with the start-up period of ETA discretionary grants, grantees engaged in implementation activities such as grantee training, instructional design of courses, and institutional capacity building. It was not anticipated that there would be a large number of students enrolled in programs during the first year of these grants.

During the first full year of their grants, the 79 grants awarded in FY 2012 have already launched 365 of the 765 programs they plan to offer (47.7 percent).

FIGURE 3. Programs of Study Completed in FY 2013 by FY 2012 (Round 2) Grantees

The figure below provides information on the percentage of total programs of study planned by FY 2012 (Round 2) grantees that were completed during FY 2013, the first year of the grant.



Some FY 2012 TAACCCT grantees began offering new courses and programs during FY 2013. As a result of these programs, 15,367 individual participants enrolled in new or redesigned course, completing a combined total of 7,792 credit hours and earning 1,515 credentials that were designed to be completed in less than one year. There are 9,589 participants (62 percent) that are currently retained in (or have not yet completed) their TAACCCT funded programs of study and 1,852 participants (12 percent) that are currently retained in non-TAACCCT funded programs of study. This retention rate is encouraging since many students are pursuing programs of study greater than one year in length and continuing on towards other programs of study assisted by articulation agreements among education providers to help students advance along an educational pathway.

Of the 1,852 program completers, 334 (18 percent) have enrolled in further education following completion. Data on the rate of employment in the quarter after completion will be made available in early 2015.

Outcomes for individual participants in the TAA for Workers Program who have enrolled in TAACCCT funded programs of study are being captured separately in the Trade Activity Participant Report (TAPR), beginning in December 31, 2012, according to the instructions issued in TEGL 6-09, Change 2. In FY 2012, 266 TAA participants were served. This number represents 2.3 percent of all participants in TAACCCT funded training programs. Of the 1,515 participants who earned certificates that were designed to be completed in less than one year during FY 2012, 33 participants (2 percent) were participants eligible for the TAA for Workers program.

Although serving TAA for Workers participants was a key target population for all grantees, several factors contributed towards a low percentage of TAA workers served, including:

- Grantees were engaged in implementation activities during the first year of the period of performance, including curriculum development, and were just beginning to launch programs and enroll participants;
- For many grantees, this was their first time working with the workforce system and serving TAA workers, so much of the first year was spent developing relationships for referral as well as other outreach activities; and
- The statutory requirement that an eligible institution in each state receive not less than 0.5 percent of funding contributed to misalignment of grant recipients and location of TAA participants.

Grantees have spent much of the first year in curriculum and course development and have only begun to enroll participants. As a result, students did not have sufficient time to complete any degree or certificate that required one year or more.

Employment is measured as obtaining employment in the quarter following the quarter of completion. Due to the three quarter lag in availability of employment data, data on the rate of employment in the quarter after completion for those students completing by September 30, 2013 will be reported in available in early 2015.

In addition to the implementation of these TAACCCT programs just beginning, as noted above, since the statute requires that eligible institutions in each State receive not less than 0.5 percent of the amount appropriated for each fiscal year, the funding does not necessarily align with the location of TAA participants. Initially, the programs that started enrollment were generally in institutions that had not previously served many TAA participants.

A. Funds Spent by FY 2012 Grantees

On average, FY 2012 grantees reported total obligations of approximately 23.3 percent of the total grant amount, which included an average of 13.1 percent for accrued expenditures and 10.2 percent for unliquidated obligations. **Table 4** shows the total FY 2012 reported expenditures and obligations. Grantees' expenditures and obligations align with initial startup activities of the grantees, reflecting the various implementation challenges.

Since the TAACCCT grants invest heavily in institutional capacity building and infrastructure improvements, many grantees spent the first year of their grants engaged in procurement processes for equipment, which account for much of the 10.2 percent unliquidated obligations.

FIGURE 4. Total Expenditures and Obligations of FY 2012 (Round 2) Grantees during FY 2013

		Total Federal Funds Authorized	Federal Share of Expenditures	%	Un-liquidated Obligations	%	Total Obligations	%
1	<i>Consortia Grants</i>	\$359,237,048	\$47,888,929	13.6	\$48,768,437	13.3	\$96,657,366	27
2	<i>Single Institution</i>	\$78,262,952	\$12,670,571	16.2	\$1,288,050	1.7	\$13,958,621	17.8
3	Competitively Awarded Grants	\$437,500,000	\$60,559,501	11.4	\$50,056,487.11	11.4	\$110,615,988	23.3
4	State Designated Recipients	\$62,500,000	\$4,872,630	7.8	\$774,348	1.2	\$5,646,978	9
5	TOTAL	\$500,000,000	\$65,432,130.59	10.2	\$50,830,835	10.2	\$116,262,965	23.3

Consortium awards required coordination of multiple consortium members and partners in developing operating procedures that aligned the diverse fiscal and administrative policies of individual

institutions and then establishing consortium-wide accounting and procurement standards. As a result, consortium recipients spent 13.6 percent of their total award amount as compared with 16.2 percent spent by single institution recipients (Lines 1 and 2 of Table 4). In addition, delays in the procurement processes resulted in 13.3 percent un-liquidated obligations for consortium recipients as compared with the 1.7 percent un-liquidated obligations for single institution recipients (Lines 1 and 2 of Table 4).

In addition, the 25 State-Designated grantees spent at a lower rate than other grantees. This was due to the additional time they needed for revision and development of a project plan and statement of work. On average, this delayed the implementation of their grant programs by six to nine months, with the final State-Designated grantee receiving approval by June 30, 2013 (three quarters after the start date of the grant). During that time, these grantees only charged costs related to project development and attendance at a technical assistance conference. The 25 State-Designated grantees spent 7.8 percent of their total award amount.

B. Average Amount of Grants Awarded in FY 2012

The 54 FY 2012 grantees were competitively awarded an average of \$8,101,852. The 25 state-designated recipients were each awarded \$2,500,000.

FIGURE 5. Average Amount of Grants Awarded in FY 2012 (Round 2)

	Average Federal Funds Awarded
<i>25 State-Designated Grants</i>	<i>\$ 2,500,000</i>
<i>54 Competitively Awarded Grants</i>	<i>\$ 8,101,852</i>
Overall Average Grant Amount	\$ 6,329,114

C. Average Duration of Grants Awarded in FY 2012

The period of performance for grants awarded in the FY 2012 competition is 48 months, beginning on October 1, 2012 and ending on September 30, 2016. This performance period includes all necessary implementation and start-up activities. Applicants were allowed to propose a period of grant performance less than 48 months, if reasonable and appropriate, but grantees should have a plan to fully expend grant funds during the period of performance while ensuring full transparency and accountability for all expenditures.

All programs must be developed and offered within the first 36 months of the period of performance, with grant funds allocated for program development and delivery expended during that time. DOL expects that grantees will begin enrolling participants in education and training programs no later than 18 months after the date of grant award. The final 12 months of the period of performance is limited to gathering information and data for reporting outcome measures and completing the requirements for the third-party evaluation; during this timeframe, grantees should not incur costs for any other activities, such as program development and instructor salaries.

D. The Percentage of Workers Receiving Benefits Under the TAA for Workers Program that are Impacted By Grants Awarded in FY 2012

According to data from the FY 2012 TAPR, 53,684 individuals enrolled in Trade Act funded training in FY 2012. FY 2012 grantees reported serving 266 participants (1 percent) in the TAA for Workers program. This accounts for 3 percent of total TAACCCT grant participants under the FY 2012 grant.

E. The Percentage And Number Of Workers Receiving Benefits Under The TAA For Workers Program Who Obtained a Degree Through FY 2012 TAACCCT Grant Programs and the Number Of Workers Who Did Not Complete A Degree

FY 2012 grantees reported that a total of 2,553 total participants earned a degree or certificate during the first year. Of those, 33 were participants eligible for the TAA for Workers program (which means thus far, after the first year of performance, about 12.4 percent of the TAA workers who enrolled in TAACCCT-funded programs have completed a degree). Many TAACCCT participants developed programs that offered stacked and portable credentials to allow participants to be placed into employment along a career pathway or to pursue further education.

As a result of this, participants were able to earn a degree or certificate prior to completing their program of study. FY 2012 grantees reported that 158 of the total number of TAACCCT participants eligible for the TAA for Workers program (approximately 60 percent of total participants) did not yet obtain a degree or certificate through a TAACCCT FY 2012 grant program. Based on the early stage in the period of performance, participants in FY 2012 programs are just starting training. Most of those participants who have not yet completed degrees or certificates also have not yet completed their programs of study, particularly those enrolled in programs of greater than one year in length. A small portion of these participants have chosen to transfer to other (non-TAACCCT funded) programs of study or were not retained in the program of study. Grantees have projected that the number of participants earning degrees or credentials who were eligible for the TAA for Workers program will increase over the next three years, both as more participants enroll in these new programs and as current participants complete these programs.

V. NEXT STEPS

A. Comprehensive Grantee Technical Assistance

In FY 2012, with the use of existing agency resources, ETA initiated a comprehensive grantee technical assistance strategy. ETA selected and trained Federal Project Officers across the country to provide hands-on technical assistance to TAACCCT grantees and to conduct performance monitoring. Additionally, ETA provided a comprehensive program of training to grantees on grants management, financial management, performance reporting, and technology-related subjects. ETA continued the training in FY 2013 with an added focus on evaluation and content-specific issues, such as sharing digital course content, credential attainment, and building strong industry partnerships, that will help strengthen program implementation.

Further, grantees are expected to attend both virtual and in-person training sessions and learning events hosted by ETA throughout the life of the grants. In November 2014, ETA convened a multi-day learning event for TAACCCT Rounds 2 and 3 grantees designed in partnership with key Federal agency partners. The in-person convening allowed for grantees to hear from thought leaders and innovators about sophisticated educational strategies and effective employer engagement activities, in addition to having valuable opportunities for peer learning exchanges.

B. National Evaluation

The Department has invested in a mixed-method national evaluation of Rounds 1, 2 and 3 of TAACCCT and a more rigorous evaluation is planned for Round 4. The Department's Chief

Evaluation Office (CEO) within the Office of the Assistant Secretary for Policy, will lead the national evaluation and has procured the Urban Institute to conduct the study of Rounds 1, 2 and 3.

ETA intends that the results from the multi-year TAACCCT national evaluation will help inform policy and improve its performance-based management initiatives in support of the Government Performance and Results Modernization Act of 2010. ETA also believes that this rigorous national evaluation will help advance the innovations achieved through TAACCCT grant implementation and begin to develop a body of evidence for workforce education and training strategies to serve TAA-eligible and other adult workers.

In addition, the Urban Institute has provided comprehensive technical assistance to FY 2012 grantees in conducting their individual third-party evaluations. This included assistance in promoting rigor in evaluation methodologies and for managing evaluation projects and contractors, and continuous education on the latest best practices in evaluation methodology and analysis.

C. Scorecard Pilot

Applicants in the FY 2012 grant competition could receive one additional bonus point if they committed to providing data on employment outcomes for a broader population of students in selected non-TAACCCT-funded credit and/or non-credit programs. Of the 79 total grants awarded, 60 grantees committed to provide this data.

The Department worked with an evaluation contractor to conduct a Scorecard Pilot to determine whether nationally available data could be used to help community colleges report on outcomes of training programs by linking national education data through the National Student Clearinghouse and employment data through the Social Security Administration Summary Earnings Records. The Department has worked to ensure that the mechanism for sharing data is carried out in accordance with applicable privacy laws.

Since these data systems have never been linked, an important outcome of this Scorecard Pilot is the documentation of the pilot process and development of a template for a national scorecard.

D. FY 2014 Grant Solicitation

The Health Care and Education Reconciliation Act of 2010 appropriated \$500 million for the program for each of Fiscal Years 2011-2014. In collaboration with the Department of Education and other Federal partners, ETA announced the third round solicitation in April 2014. FY 2014 TAACCCT program grants will continue to emphasize the importance of building substantive partnerships between eligible institutions, employers, and community organizations to serve workers eligible for training under the TAA for Workers program and other adults. The FY 2014 SGA will also reflect lessons learned and feedback from stakeholders, grantees and others from the first three rounds of TAACCCT (FY 2011 through FY 2013).

Attachments:

APPENDIX A: TABLE 1. Summary of Key Differences in FY 2011 to 2013 Grant Competitions

APPENDIX B: TABLE 2. Summary of SGA Focus

APPENDIX C: Total Grants Awarded in FY 2013

APPENDIX A

Summary of Key Differences in FY 2011 to 2013 Grant Competitions

The table below provides information on the three rounds of TAACCCT competitions that have occurred to date.

	Round 1 – FY 2011	Round 2 – FY 2012	Round 3 – FY 2013
Funding Available	\$500,000,000	\$500,000,000	\$474,500,000 (sequestration)
Funding Requirement (.5% minimum to each state)	<ul style="list-style-type: none"> • Single awards ranged from \$2.5 to \$5 million • Consortium awards ranged from \$2.5 to \$20 million • The minimum funding requirement could be met through a single award, consortium award, or a combination of the two. 	<ul style="list-style-type: none"> • Single awards ranged from \$2.5 to \$3 million • Consortium awards ranged from \$10 to \$15 million • The minimum funding requirement could ONLY be met by a single institution award so that each state would have a primary fiscal agent. 	<ul style="list-style-type: none"> • Single awards ranged from \$2,372,500 to \$2.75 million • Consortium awards ranged up to \$25 million • The minimum funding requirement could be met through a single award, consortium award, or a combination of the two.
Award Competition	<p>Open period: 90 Days (January 20, 2011 to April 21, 2011)</p> <p>257 Applications Received</p>	<p>Open period: 90 Days (February 24, 2012 to May 24, 2012)</p> <p>177 Applications Received</p>	<p>Open period: Consortium applications – 70 days; Single Institution applications – 60 days</p> <p>141 Applications Received</p>
Pre-conditions for application	Did not have this requirement	Did not have this requirement	<p>Applications were screened more stringently using pre-conditions.</p> <p>Pre-conditions for all applicants:</p> <ol style="list-style-type: none"> 1. Documentation of employer engagement and detailed description of employer roles; 2. Description of use of Labor Market Information in program design and participant placement; and 3. Third party evaluation of project. <p>Additional precondition for consortium applicants to develop program performance scorecards to provide key information to prospective students in selecting training programs.</p> <ul style="list-style-type: none"> • Single-state consortium: Workplan for developing a scorecard. • Multi-state consortium: Continuous improvement

	Round 1 – FY 2011	Round 2 – FY 2012	Round 3 – FY 2013
			plan for developing a scorecard.
Period of Performance	3 years for all program and evaluation activities.	3 years for program activities, added 1 additional year for data collection and evaluation activities.	3 years for program activities, and 1 additional year for data collection and evaluation activities.

APPENDIX B

TABLE 2. Summary of SGA Focus

The table below provides information on the SGA Focus Areas for the three rounds of TAACCCT.

	Round 1 – FY 2011	Round 2 – FY 2012	Round 3 – FY 2013
Focus on TAA-Eligible Workers	<p>TAA-eligible workers were primary target audience</p> <ul style="list-style-type: none"> • Applicants required to demonstrate community outreach for needs assessment and project planning 	<p>TAA-eligible workers are primary target audience</p> <ul style="list-style-type: none"> • Applicants required to provide evidence that they would serve TAA-eligible workers through community outreach, partnerships with TAA agencies, the public workforce system, and strategic alignment with employers • Mandatory priority of enrollment for TAA-eligible training participants 	<p>TAA-eligible workers are primary target audience</p> <ul style="list-style-type: none"> • Applicants required to provide evidence that they would serve TAA-eligible workers through community outreach, partnerships with TAA agencies, the public workforce system, and strategic alignment with employers • Mandatory priority of enrollment for TAA-eligible training participants
Priorities/Core Elements	<p>Applicants could choose to address one or more of these four priorities for project design:</p> <ol style="list-style-type: none"> 1. Accelerate Progress for Low-Skilled and Other Workers; 2. Improve Retention and Achievement Rates to Reduce Time to Completion; 3. Build Programs That Meet Industry Needs, Including Developing Career Pathways; and; 4. Strengthen Online and Technology-Enabled Learning 	<p>Applicants required to include five Core Elements in project design:</p> <ol style="list-style-type: none"> 1. Evidence-Based Design; 2. Stacked and Latticed Credentials; 3. Online and Technology-Enabled Learning; 4. Transferability and Articulation; and 5. Strategic Alignment with workforce system and other partners. 	<p>Applicants required to include six Core Elements in project design:</p> <ol style="list-style-type: none"> 1. Evidence-Based Design; 2. Stacked and Latticed Credentials; 3. Transferability and Articulation of Credit; 4. Advanced Online and Technology-Enabled Learning; 5. Strategic Alignment with workforce system; philanthropy; and other partners; and 6. Alignment with Previously-Funded TAACCCT Projects
Third-Party Project Evaluation	<p>Third-party project evaluation was not required for all. Grantees were asked to report data on a comparison cohort of non-program participants to support a national evaluation.</p>	<p>All applications required to include a budget, design, and implementation plan for an appropriate third-party evaluation of their proposed project to be funded as part of the grant. Added fourth year to period of performance to allow more time for evaluation.</p>	<p>All applications required to include a budget, design, and implementation plan for an appropriate third-party evaluation of their proposed project to be funded as part of the grant. Fourth year of period of performance will allow more time for evaluation.</p> <ul style="list-style-type: none"> • Requirement is the same as

	Round 1 – FY 2011	Round 2 – FY 2012	Round 3 – FY 2013
			in SGA2, but now becomes a pre-condition for application
Role of Employers	<p>Required to involve at least one employer in the project; encouraged to collaborate with multiple employers within a sector.</p> <ul style="list-style-type: none"> • Applicants required to attach <u>one signed letter of commitment from all project partners</u>, including minimum of one employer. 	<p>Required to involve at least one employer in the project; encouraged to collaborate with multiple employers within a sector.</p> <ul style="list-style-type: none"> • Applicants required to attach <u>one or more signed letters of commitment</u> for each employer partner, describing their roles and responsibilities in the project. 	<p>Required to involve at least one employer for each targeted industry in each project site.</p> <ul style="list-style-type: none"> • Applicants required to provide documentation of employer engagement to <u>meet the precondition</u>, including employer signature, industry (NAICS code), location, description of role in project, and resources contributed
Role of Workforce System	<p>Required to consult the public workforce system in the project; encouraged to actively engage system as partners.</p> <ul style="list-style-type: none"> • Applicants required to attach one signed letter of commitment from all project partners, including <u>evidence of workforce system consultation</u>. 	<p>Required to partner with the workforce system such as to provide assessment, referrals, placement, supportive services, tracking TAA participants, and for inclusion on state eligible training provider lists.</p> <ul style="list-style-type: none"> • Applicants required to provide evidence of workforce system partnership. 	<p>Required to demonstrate strategic alignment with the specific goals and priorities of the Governor’s Economic Development and Workforce Investment Act-Wagner Peyser integrated state workforce plans and engage at least one workforce system partner</p> <ul style="list-style-type: none"> • Applicants required to provide evidence of at least one workforce system partnership.

APPENDIX C Total Grants Awarded in FY 2013

	City	State	Grant Type	Funded Amount
ALABAMA				
Wallace Community College - Hanceville	Hanceville	AL	Multi State Consortium Member	\$3,227,811
Wallace Community College - Selma	Selma	AL	Multi State Consortium Member	\$3,251,562
ALASKA				
University of Alaska Southeast	Juneau	AK	State Designated Recipient	\$2,507,462
ARIZONA				
Mesa Community College	Mesa	AZ	State Designated Recipient	\$2,507,462
ARKANSAS				
College of the Ouachitas	Malvern	AR	Single State Consortium Member	\$1,801,912
Cossatot Community College of the University of Arkansas	De Queen	AR	Single State Consortium Member	\$450,000
Mid-South Community College	West Memphis	AR	Multi State Consortium Member	\$2,065,596
National Park Community College	Hot Springs	AR	Single State Consortium Member	\$1,003,800
Rich Mountain Community College	Mena	AR	Single State Consortium Member	\$300,000
South Arkansas Community College	El Dorado	AR	Single State Consortium Lead	\$3,904,256
Southern Arkansas University Tech	Camden	AR	Single State Consortium Member	\$417,800
University of Arkansas Community College at Hope	Hope	AR	Single State Consortium Member	\$541,622
CALIFORNIA				
East Los Angeles College	Monterey Park	CA	Single State Consortium Member	\$1,804,765
Long Beach City College	Long Beach	CA	Multi State Consortium Member	\$1,755,111
Long Beach City College	Long Beach	CA	Single Institution	\$2,750,000
Los Angeles City College	Los Angeles	CA	Single State Consortium Member	\$1,073,659
Los Angeles Harbor College	Wilmington	CA	Single State Consortium Member	\$976,891
Los Angeles Mission College	Sylmar	CA	Single State Consortium Member	\$872,596
Los Angeles Southwest College	Los Angeles	CA	Single State Consortium Member	\$790,751
Los Angeles Trade-Technical College	Los Angeles	CA	Single State Consortium Lead	\$10,587,105
Los Angeles Valley College	Valley Glen	CA	Single State Consortium Member	\$318,953
MiraCosta Community College District	Oceanside	CA	Single Institution	\$2,749,419
Pierce College	Woodland Hills	CA	Single State Consortium Member	\$1,013,202
Saddleback College - SOCCCD	Mission Viejo	CA	Single Institution	\$2,749,999
West Los Angeles College	Culver City	CA	Single State Consortium Member	\$1,787,048
COLORADO				
Aims Community College	Greeley	CO	Single State Consortium Member	\$2,106,296
Community College of Denver	Denver	CO	Single State Consortium Member	\$3,534,061
Emily Griffith Technical College	Denver	CO	Single State Consortium Member	\$417,734
Front Range Community College	Westminister	CO	Single State Consortium Lead	\$9,925,073

Lamar Community College	Lamar	CO	Single State Consortium Member	\$1,092,663
Metropolitan State University	Denver	CO	Single State Consortium Member	\$1,958,663
Pikes Peak Community College	Colorado Springs	CO	Single State Consortium Member	\$2,307,859
Pueblo Community College	Pueblo	CO	Single State Consortium Member	\$1,656,914
Red Rocks Community College/Warren Technical College	Lakewood	CO	Single State Consortium Member	\$1,946,047
CONNECTICUT				
Capital Community College	Hartford	CT	Multi State Consortium Member	\$2,314,406
Housatonic Community College	Bridgeport	CT	Multi State Consortium Member	\$2,196,144
DELAWARE				
Delaware Technical Community College	Dover	DE	State Designated Recipient	\$2,507,462
DISTRICT OF COLUMBIA				
UDC Community College	Washington	DC	State Designated Recipient	\$2,507,462
FLORIDA				
Brevard Community College	Cocoa	FL	Single State Consortium Member	\$1,537,835
Broward College	Fort Lauderdale	FL	Multi State Consortium Lead	\$12,945,003
College of Central Florida	Ocala	FL	Single State Consortium Lead	\$3,173,583
Edison State College	Labelle	FL	Single State Consortium Member	\$1,432,329
Florida State College at Jacksonville	Jacksonville	FL	Multi State Consortium Member	\$1,142,481
North Florida Community College	Madison	FL	Single State Consortium Member	\$822,824
Palm Beach State College	Lake Worth	FL	Single State Consortium Member	\$1,249,356
Palm Beach State College	Lake Worth	FL	Multi State Consortium Member	\$1,138,183
Polk State College	Winter Haven	FL	Multi State Consortium Member	\$1,611,956
South Florida State College	Avon Park	FL	Single State Consortium Member	\$1,000,000
St. Johns River State College	Palatka	FL	Single State Consortium Member	\$945,133
St. Petersburg College	St. Petersburg	FL	Multi State Consortium Member	\$1,525,667
St. Petersburg College	St. Petersburg	FL	Multi State Consortium Member	\$2,014,445
GEORGIA				
Central Georgia Technical College	Macon	GA	Single Institution	\$2,622,249
Georgia Institute of Technology	Atlanta	GA	Multi State Consortium Member	\$894,936
Moultrie Technical College	Moultrie	GA	Multi State Consortium Member	\$3,067,705
HAWAII				
University of Hawaii (Kapiolani CC)	Honolulu	HI	State Designated Recipient	\$2,507,462
IDAHO				
College of Southern Idaho	Twin Falls	ID	Single Institution	\$2,487,136
ILLINOIS				
John Wood Community College	Quincy	IL	Multi State Consortium Member	\$2,100,000
Lewis and Clark Community College	Godfrey	IL	Multi State Consortium Lead	\$4,958,481
Northwestern University	Evanston	IL	Multi State Consortium Member	\$250,000
William Rainey Harper College	Palatine	IL	Multi State Consortium Member	\$1,151,774
INDIANA				

Purdue University	West Lafayette	IN	Single Institution	\$ 2,741,491
IOWA				
Iowa Western Community College	Council Bluffs	IA	State Designated Recipient	\$2,507,462
KANSAS				
Butler Community College	El Dorado	KS	Single Institution	\$ 2,748,686
KENTUCKY				
Gateway Community and Technical College	Florence	KY	Single Institution	\$ 2,742,797
West Kentucky Community and Technical College	Paducah	KY	Multi State Consortium Member	\$ 2,754,866
LOUISIANA				
Bossier Parish Community College	Bossier City	LA	Multi State Consortium Member	\$ 3,525,116
Central Louisiana Technical Community College	Alexandria	LA	Single Institution	\$ 2,749,939
Delgado Community College	New Orleans	LA	Multi State Consortium Member	\$ 2,132,704
MARYLAND				
Community College of Baltimore County	Catonsville	MD	State Designated Recipient	\$2,507,462
MASSACHUSETTS				
Bunker Hill Community College	Boston	MA	Multi State Consortium Member	\$ 1,946,057
Mount Wachusett Community College	Gardner	MA	Multi State Consortium Lead	\$ 6,450,356
MAINE				
Central Maine Community College	Auburn	ME	Single State Consortium Lead	\$ 4,668,250
Eastern Maine Community College	Bangor	ME	Single State Consortium Member	\$ 1,422,710
Kennebec Valley Community College	Fairfield	ME	Single State Consortium Member	\$ 2,161,343
Northern Maine Community College	Presque Isle	ME	Single State Consortium Member	\$ 153,121
Southern Maine Community College	South Portland	ME	Single State Consortium Member	\$ 3,164,830
Washington County Community College	Calais	ME	Single State Consortium Member	\$ 404,158
York County Community College	Wells	ME	Single State Consortium Member	\$ 1,098,323
MICHIGAN				
Baker College	Flint	MI	Multi State Consortium Member	\$ 1,398,603
Bay de Noc Community College	Escanaba	MI	Single State Consortium Member	\$ 1,473,249
Grand Rapids Community College	Grand Rapids	MI	Single State Consortium Member	\$ 4,128,382
Kellogg Community College	Battle Creek	MI	Single State Consortium Member	\$ 2,655,476
Lake Michigan Community College	Benton Harbor	MI	Single State Consortium Member	\$ 1,217,576
Lansing Community College	Lansing	MI	Single State Consortium Member	\$ 2,114,000
Macomb Community College	Warren	MI	Single State Consortium Lead	\$ 9,615,803
Mott Community College	Flint	MI	Single State Consortium Member	\$ 2,688,000
Schoolcraft College	Livonia	MI	Single State Consortium Member	\$ 1,107,377
MINNESOTA				
Central Lakes College	Brainerd	MN	Multi State Consortium Member	\$ 3,710,338
Century College	White Bear Lake	MN	Multi State Consortium Lead	\$ 4,677,095
Minnesota State College-Southeast Technical	Winona	MN	Multi State Consortium Member	\$ 1,766,408

MN State Colleges & Universities DBA Pine Technical College	Pine City	MN	Multi State Consortium Lead	\$ 6,898,193
Ridgewater College	Willmar	MN	Multi State Consortium Member	\$ 3,048,062
MISSOURI				
Missouri State University	Springfield	MO	Single Institution	\$ 2,529,123
Ozarks Technical Community College	Springfield	MO	Single Institution	\$ 2,228,414
St. Louis Community College	St. Louis	MO	Multi State Consortium Member	\$ 2,986,981
Three Rivers Community College	Poplar Bluff	MO	Single Institution	\$ 2,750,000
MISSISSIPPI				
East Mississippi Community College	Scooba	MS	Single Institution	\$ 2,700,331
Hinds Community College	Raymond	MS	Multi State Consortium Member	\$ 2,249,735
MONTANA				
Bitterroot College University of Montana	Hamilton	MT	Single State Consortium Member	\$ 931,568
City College Montana State University Billings	Billings	MT	Single State Consortium Member	\$ 1,465,338
Dawson Community College	Glendive	MT	Single State Consortium Member	\$ 562,587
Flathead Valley Community College	Kalispell	MT	Single State Consortium Member	\$ 3,466,107
Fort Peck Community College	Poplar	MT	Single State Consortium Member	\$ 1,516,571
Gallatin College Montana State University	Bozeman	MT	Single State Consortium Member	\$ 731,524
Great Falls College Montana State University	Great Falls	MT	Single State Consortium Lead	\$ 8,505,260
Highlands College of Montana Tech	Butte	MT	Single State Consortium Member	\$ 454,965
Little Big Horn College	Crow Agency	MT	Single State Consortium Member	\$ 1,038,887
Miles Community College	Miles City	MT	Single State Consortium Member	\$ 482,437
Missoula College University of Montana	Missoula	MT	Single State Consortium Member	\$ 1,388,658
Montana State University Northern	Havre	MT	Single State Consortium Member	\$ 1,746,864
University of Montana Helena - College of Technology	Helena	MT	Single State Consortium Member	\$ 2,687,563
NORTH CAROLINA				
Cleveland Community College	Shelby	NC	Multi State Consortium Lead	\$ 13,086,370
Nash Community College	Rocky Mount	NC	Multi State Consortium Member	\$ 2,548,106
Randolph Community College	Asheboro	NC	Multi State Consortium Member	\$ 1,725,174
Robeson Community College	Lumberton	NC	Multi State Consortium Member	\$ 3,393,086
University of North Carolina-Charlotte	Charlotte	NC	Multi State Consortium Member	\$ 1,566,788
Vance-Granville Community College	Henderson	NC	Multi State Consortium Member	\$ 1,757,299
Wake Technical College	Raleigh	NC	Multi State Consortium Member	\$ 2,931,393
NORTH DAKOTA				
North Dakota State College of Science	Wahpeton	ND	Single Institution	\$ 2,744,625
NEBRASKA				
Southeast Area Community College	Lincoln	NE	State Designated Recipient	\$2,507,462
NEW HAMPSHIRE				
Nashua Community College	Nashua	NH	State Designated Recipient	\$2,507,462
NEW JERSEY				

Atlantic Cape Community College	Mays Landing	NJ	Multi State Consortium Member	\$ 1,027,886
Essex County College	Newark	NJ	Multi State Consortium Member	\$ 1,037,225
Essex County College	Newark	NJ	Single Institution	\$ 2,750,000
Passaic County Community College	Paterson	NJ	Multi State Consortium Lead	\$ 8,998,233
Rutgers University	Newark	NJ	Multi State Consortium Member	\$ 301,678
Union Community College	Cranford	NJ	Multi State Consortium Member	\$ 1,551,852
NEW MEXICO				
New Mexico Junior College	Hobbs	NM	State Designated Recipient	\$2,507,462
NEVADA				
Board of Regents, Great Basin College	Elko	NV	Single State Consortium Lead	\$ 4,009,331
Truckee Meadows Community College	Reno	NV	Single State Consortium Member	\$ 3,201,968
Western Nevada College	Carson City	NV	Single State Consortium Member	\$ 1,567,530
NEW YORK				
Kingsborough Community College	Brooklyn	NY	Multi State Consortium Member	\$ 3,855,652
LaGuardia Community College	Long Island City	NY	Multi State Consortium Member	\$ 3,178,409
OHIO				
Cincinnati State Technical and Community College	Cincinnati	OH	Single Institution	\$ 2,750,000
Columbus State Community College	Columbus	OH	Multi State Consortium Member	\$ 1,398,678
North Central State College	Mansfield	OH	Multi State Consortium Member	\$ 2,993,615
OKLAHOMA				
Oklahoma State University Institute of Technology	Okmulgee	OK	Multi State Consortium Member	\$ 1,666,100
Oklahoma State University Institute of Technology	Okmulgee	OK	Single Institution	\$ 2,749,686
Linn-Benton Community College	Albany	OR	Single Institution	\$ 2,739,665
PENNSYLVANIA				
Thaddeus Stevens College of Technology	Lancaster	PA	State Designated Recipient	\$2,507,462
PUERTO RICO				
Colegio Universitario de San Juan	San Juan	PR	State Designated Recipient	\$2,507,462
RHODE ISLAND				
Community College of Rhode Island	Warwick	RI	State Designated Recipient	\$2,507,462
SOUTH CAROLINA				
Central Carolina Technical College	Sumter	SC	Multi State Consortium Member	\$ 3,396,940
Florence-Darlington Technical College	Florence	SC	Multi State Consortium Member	\$ 3,347,916
Midlands Technical College	Columbia	SC	Multi State Consortium Lead	\$ 8,382,685
SOUTH DAKOTA				
Lake Area Technical Institute	Watertown	SD	Single State Consortium Member	\$ 2,533,064
Mitchell Technical Institute	Mitchell	SD	Single State Consortium Member	\$ 2,668,534
Oglala Lakota College	Kyle	SD	Single State Consortium Member	\$ 1,656,326
Sinte Gleska University	Mission	SD	Single State Consortium Member	\$ 2,291,835

Southeast Technical Institute	Sioux Falls	SD	Single State Consortium Lead	\$ 5,349,726
Western Dakota Technical Institute	Rapid City	SD	Single State Consortium Member	\$ 2,058,946
TENNESSEE				
Northeast State Community College	Blountville	TN	Multi State Consortium Member	\$ 1,863,419
Pellissippi State Community College	Knoxville	TN	Multi State Consortium Lead	\$ 4,569,689
Southwest Tennessee Community College	Memphis	TN	Multi State Consortium Member	\$ 2,854,601
Southwest Tennessee Community College	Memphis	TN	Multi State Consortium Member	\$ 2,906,345
Southwest Tennessee Community College	Memphis	TN	Single Institution	\$ 2,661,480
TEXAS				
North Central Texas College	Gainesville	TX	Multi State Consortium Member	\$ 4,660,429
San Jacinto Community College	Pasadena	TX	Multi State Consortium Member	\$ 559,008
UTAH				
Weber State University	Ogden	UT	State Designated Recipient	\$2,507,462
VIRGINIA				
Security University	Herndon	VA	Single Institution	\$ 2,750,000
VERMONT				
The University of Vermont and State Agricultural College	Burlington	VT	Single Institution	\$ 2,749,995
WASHINGTON				
Bellingham Technical College	Bellingham	WA	Single Institution	\$ 2,748,247
Spokane Falls Community College	Spokane	WA	Multi State Consortium Member	\$ 1,421,169
WISCONSIN				
Blackhawk Technical College	Janesville	WI	Single State Consortium Member	\$ 829,850
Chippewa Valley Technical College	Eau Claire	WI	Single State Consortium Member	\$ 1,147,610
Fox Valley Technical College	Appleton	WI	Single State Consortium Member	\$ 1,505,883
Gateway Technical College	Kenosha	WI	Single State Consortium Member	\$ 1,215,832
Lakeshore Technical College	Cleveland	WI	Single State Consortium Member	\$ 897,039
Madison Area Technical College	Madison	WI	Single State Consortium Member	\$ 1,895,538
Mid-State Technical College	Wisconsin Rapids	WI	Single State Consortium Member	\$ 894,943
Milwaukee Area Technical College	Milwaukee	WI	Single State Consortium Member	\$ 2,092,798
Moraine Park Technical College	Fond du Lac	WI	Single State Consortium Member	\$ 995,662
Nicolet Area Technical College	Rhineland	WI	Single State Consortium Member	\$ 743,870
Northcentral Technical College District	Wausau	WI	Single State Consortium Lead	\$ 6,214,585
Northeast Wisconsin Technical College	Green Bay	WI	Single State Consortium Member	\$ 1,010,937
Southwest Wisconsin Technical College	Fennimore	WI	Single State Consortium Member	\$ 797,804
Waukesha County Area Technical College	Pewaukee	WI	Single State Consortium Member	\$ 1,172,263
Western Technical College	La Crosse	WI	Single State Consortium Member	\$ 1,083,240
Wisconsin Indianhead Technical College	Shell Lake	WI	Single State Consortium Member	\$ 680,028
WEST VIRGINIA				
Blue Ridge Community and Technical College	Martinsburg	WV	Single State Consortium Member	\$ 2,676,385
Bridgemont Community & Technical College	Montgomery	WV	Single State Consortium Lead	\$ 8,829,042

Eastern West Virginia Community and Technical College	Moorefield	WV	Single State Consortium Member	\$ 862,396
Kanawha Valley Community and Technical College	South Charleston	WV	Single State Consortium Member	\$ 1,395,891
Mountwest Community & Technical College	Huntington	WV	Single State Consortium Member	\$ 1,237,903
New River Community and Technical College	Beckley	WV	Single State Consortium Member	\$ 1,337,106
Pierpont Community and Technical College	Fairmont	WV	Single State Consortium Member	\$ 2,280,934
Southern West Virginia Community and Technical College	Mount Gay	WV	Single State Consortium Member	\$ 1,564,279
West Virginia Northern Community College	Wheeling	WV	Single State Consortium Member	\$ 1,793,154
West Virginia University at Parkersburg	Parkersburg	WV	Single State Consortium Member	\$ 3,022,910
WYOMING				
Northern Wyoming Community College District	Sheridan	WY	Single Institution	\$ 2,749,936