

TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING GRANT PROGRAM

FISCAL YEARS 2014 – 2016 REPORT TO THE COMMITTEE ON FINANCE OF THE SENATE AND COMMITTEE ON WAYS AND MEANS OF THE HOUSE OF REPRESENTATIVES

INTRODUCTION

The United States 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 United States Senate and the Committee on Ways and Means of the United States House of Representatives, in accordance with Section 271(e) of the Trade Act of 1974 (19 U.S.C. 2371(e)). This provision requires the Department of Labor (the Department) to provide:

- (1) A summary of the TAACCCT grants awarded in the preceding fiscal year¹;
- (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) on workers receiving training under Section 236 of the Trade Act of 1974 (19 U.S.C. 2296), relating to the Trade Adjustment Assistance for Workers program²; and
- (3) The following data relating to program performance and outcomes³:
 - 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 (relating to the Trade Adjustment Assistance for Workers Program), 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.

It is important to note that no additional TAACCCT funds were awarded after Fiscal Year (FY) 2014, so this report will be a final report, based on FY 2014 being the last year of grants awarded. Previous annual reports covered FY 2011, FY, 2012, and FY 2013. Additional data will be available to Congress and the public on outcomes, including outcomes for the entire grant period of performance, via a national evaluation (see Section V.B). This report contains the following sections:

Section I:	Program Overview
Section II:	Summary of Awards Made in FY 2014 (Item (1) above)
Section III:	Assessment of the Impact of TAACCCT Awards on Workers Receiving Training under the Trade Adjustment Assistance for Workers Program (Item (2) above)
Section IV:	Analysis of the Impact of TAACCCT Awards With Respect to Six Performance Outcome Measures (Item (3) above)
Section V:	Next Steps for TAACCCT

¹ This report covers grants awarded in FY 2014, the last year grants were awarded because that was the last year of appropriated funds.

² This report covers the impact to date of all of the grants awarded.

³ This report provides requested performance and outcomes for FY 2013 – FY 2016.

I. PROGRAM OVERVIEW

The TAACCCT Grant Program is authorized by Chapter 4 of Title II of the Trade Act of 1974. 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. The TAACCCT Grant Program outlines priority areas and strategies that correspond to the needs of these trade-affected workers, and addresses barriers to re-entry into the labor market faced by individuals who are generally middle-aged, 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 billion⁴. Therefore, no additional awards were made after FY 2014. According to the provisions of the Trade Act, not less than 0.5 percent of the amount appropriated for each fiscal year was to be awarded to eligible institutions in each state, the District of Columbia, and Puerto Rico⁵. Table 1, below, provides an overview of TAACCCT funding and timing for each of the four rounds. In addition, Appendix A provides a summary of key aspects of each round of grants, and Appendix B summarizes the Solicitation for Grant Application (SGA) Focus Areas for each round.

Table 1. Periods of Performance (PoP) and Funding Amount for All Rounds of TAACCCT Grants

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
FY 2011 Grants: Round 1	PoP: October 2011–September 2015 \$500 million						
FY 2012 Grants: Round 2	PoP: October 2012–September 2016 \$500 million						
FY 2013 Grants: Round 3			PoP: October 2013–September 2017 \$474.5 million				
FY 2014 Grants: Round 4				PoP: October 2014–September 2018 \$464 million			
Notes: FY 2011 (Round 1) grants were awarded on September 26, 2011, with a period of performance beginning October 1, 2011. Subsequent rounds were announced on a similar time frame. Rounds 3 and 4 funding were affected by sequestration. In Round 4, Congress authorized use of a portion of the funding for technical assistance and evaluation of the grants.							

⁴ Due to sequestration, \$1.938 billion of the \$2 billion was ultimately available.

⁵ 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.

Capacity Building under TAACCCT

Pursuant to legislative requirements, TAACCCT grants fund capacity building activities at grantee institutions. Unlike ETA grant programs that fund the cost of training, the TAACCCT program supports the training infrastructure development and delivery, broadly conceived. This encourages colleges to undertake strategic innovations that improve their ability to meet local and regional labor market demand for a skilled workforce.

According to grantee reporting, the \$1.9 billion TAACCCT investment is:

- Building more than 2,500 employer partnerships in key industry sectors;
- Expanding partnerships with the publicly-funded workforce system;
- Defining career pathways aligned with industry-recognized credentials;
- Developing or enhancing more than 2,700 programs of study to date in 16 industries, and creating the world's largest Open Educational Resources project featuring job-driven workforce development materials on www.SkillsCommons.org;
- Enhancing training infrastructure through updated equipment and facilities;
- Addressing college completion through developmental education reform, student navigators, credit for prior learning and other innovations; and
- Building the evidence base for what works in skills training for adults.

Through four rounds of funding, TAACCCT grants have supported an array of capacity-building activities, such as new program designs, partnerships, instructional innovations, and policy changes. These activities are taking root at three distinct levels: within individual community colleges at the **institutional level**; across entire community college systems and within industries at the **systems level**; and in the training that is being delivered to students at the **participant level**. Many activities cross category boundaries, of course, but the distinction is useful in highlighting the breadth of TAACCCT-funded innovations. An elaboration of each type of capacity building, with examples across the four rounds of funding, follows.⁶

A. Institutional-Level Capacity Building

TAACCCT grants have built institutional capacity at more than 700 of the nation's community colleges, or 62 percent of the total. In each round of TAACCCT, the program funded at least one—and often more than one—college in every state. Appendix D summarizes the total funding received by each state across the four rounds of TAACCCT. Individual profiles for each state can be found at <https://www.doleta.gov/taaccct/state-profiles.cfm> listing the individual colleges funded, key industries, and other information.

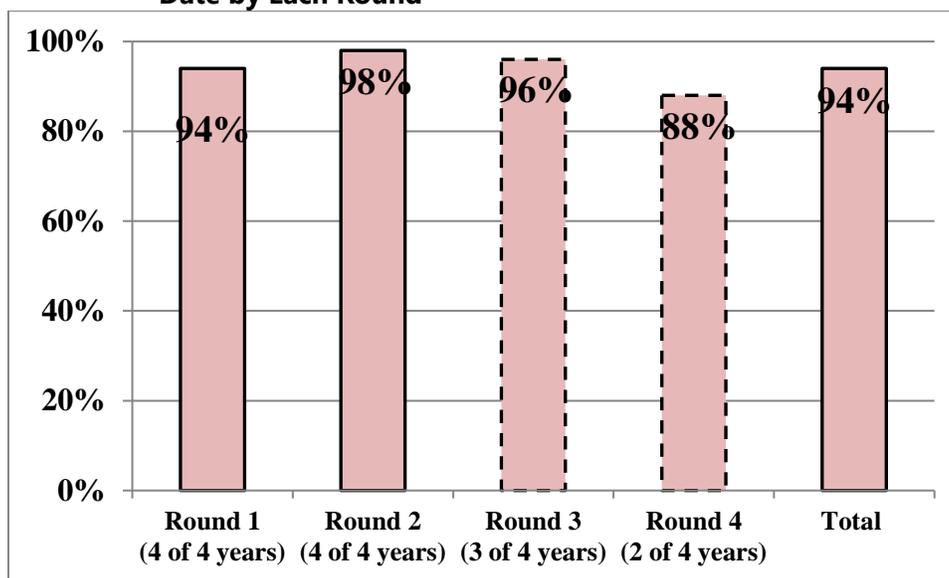
New or Redesigned Programs of Study

A key component of institutional-level capacity building in TAACCCT is the development of new or redesigned programs of study that provide workers with the education and skills to succeed in high-wage, high-skill occupations. Each college or consortium of colleges developed programs of study aligned with local and regional business needs, which were identified through partnerships that were formed or strengthened with grant funds. To date, TAACCCT-funded institutions have developed or redesigned more than 2,600 programs of study, with additional programs under development and near completion.

⁶ Unless otherwise noted, all examples cited throughout this report originate in grantees' performance reports submitted to the Department, third-party evaluations, grantee-created products, or from direct communications between grantees and the Department.

As of December 31, 2016, grantees had launched 94 percent of the programs that they had planned to launch during their grant periods. Some programs in later rounds have not yet been launched; some programs were not launched in the earlier rounds due to changes in industry demand, or due to the length of time for institutional approval or accreditation processes. See Figure 1.

Figure 1. Percent of Planned Programs that Have Been Launched to Date by Each Round



Notes: Rounds 1 and 2, awarded in FY 11 and FY 12 respectively, have ended. Rounds 3 and 4, awarded in FY 13 and FY 14 respectively, are still in process and may produce additional programs. This data is provided quarterly, and is current through December 30, 2016.

The following section provides examples of programs of study that grantees have developed across rounds of funding.

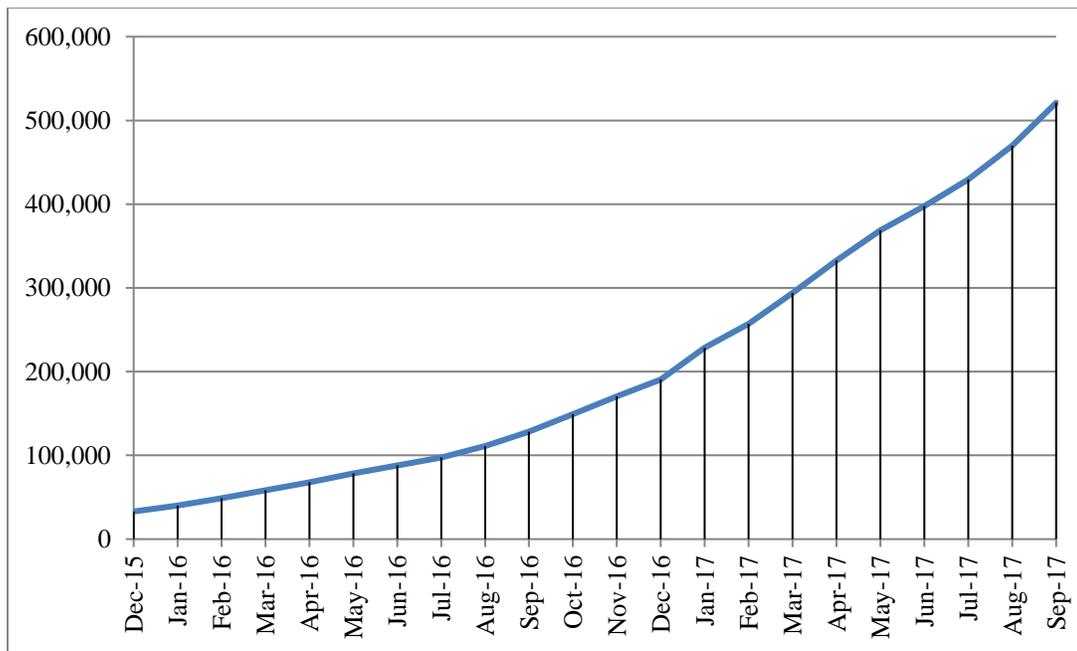
- The 11 colleges involved in the Air Washington Consortium, led by Washington’s **Spokane Community College**, improved aerospace and advanced manufacturing workforce training in Washington through the creation of five programs of study: Advanced Manufacturing, Aircraft Assembly, Airframe & Powerplant Mechanics, Composites, and Electronics/Avionics. In collaboration with faculty-industry workgroups, which reviewed competencies and identified instructional and equipment needs, the colleges developed a common curriculum across the consortium, including a contextualized, pre-employment curriculum.
- Florida’s **St. Petersburg College**, a member of the multi-state Leveraging, Integrating, Networking & Coordinating Supplies consortium, led by **Broward College**, created both a non-credit Supply Chain Management (SCM) program focused on eight industry certifications and a Supply Chain Management track and concentration within the two-year Business Administration Associate’s degree. The new SCM track contains three new supply chain courses, with SCM industry certifications embedded in two SCM courses. Students can now follow an academic pathway from SCM industry certification attainment to certificate and degree attainment. In addition to the new SCM track, the Business Administration Associate’s degree also contains a new, embedded certificate in SCM.
- Through the Connecticut Health and Life Sciences Career Initiative grant, community colleges across the state have established 20 new industry-aligned certificates and Associate’s degree programs; updated and revised 48 existing programs to ensure that they teach students the

competencies demanded by the growing and increasingly complex health and life sciences area; developed 71 new online and hybrid courses corresponding to new areas, such as health information management; and created a new eLearning tool to provide students with tutorials in basic math and sciences, as well as core concepts in other courses, which are accessible at all times through such devices as laptops, iPads and cellphones.

- The Cyber-Technology Pathways Across Maryland Consortium, led by Maryland’s **Montgomery College**, is developing a new Cyber Readiness Bridge program that is modeled on an earlier bridge program developed by the National STEM Consortium, a Round 1 grantee. The bridge program is designed to prepare participants for Associate in Applied Sciences (AAS) degrees in Cyber Security or Networking and will feature modules on math, reading, and equipment and computer literacy aligned to AAS degree requirements to address the skills required for workforce success.

The more than 2,600 programs of study developed under TAACCCT are intended to benefit these and other colleges beyond the end of the period of grant performance. In addition, the grant program was designed to allow institutions to benefit from the ability to incorporate and build on curriculum developed by other grantees. As described in Section V (Pages 32-35) the learning and program support materials that TAACCCT projects have generated are captured and preserved in a digital repository located at SkillsCommons.org. The growing repository houses nearly 12,000 open educational resources. Community colleges and other entities engaged in workforce training across the nation can use SkillsCommons to find, reuse, and revise curriculum and materials. Indeed, many grantees—and other users—have taken advantage of these resources to accelerate their course development. The number of resources that all users, including non-TAACCCT users, have downloaded from SkillsCommons to date is 521,000, as Figure 2 shows.

Figure 2. Total Downloads of TAACCCT Content by Month on SkillsCommons.org Since Website Launch



Note: Downloads initiated by Internet Bots have been removed from this tabulation.

Program Innovations

TAACCCT projects are intended to accomplish the central goal of assisting TAA-eligible and other unemployed adult workers in their transition from education and retraining into the workforce. All four rounds of TAACCCT funding have emphasized certain core elements, such as career pathways, online and technology-enabled learning, and strong employer engagement. (These elements are outlined in Section II on Pages 18-22.) By incorporating these elements, TAACCCT projects have produced a range of program innovations designed to accelerate the time to degree completion and employment. These innovations or program deliverables, which grantees must report on quarterly, fall within three major categories: labor market connections, completion strategies, and accelerated learning. A sample of the key capacity-building program deliverables associated with each category is presented in Table 2.

Table 2. Capacity-Building Program Deliverables in TAACCCT Grants

Labor Market Connections	Completion Strategies	Accelerated Learning
<ul style="list-style-type: none"> • Employer engagement • New instructional designs • New or updated equipment • Faculty professional development • Partnerships with workforce system • Revised institutional systems • Soft-skills/employability skills development and assessment • Program structures 	<ul style="list-style-type: none"> • Articulation of non-credit to credit programs and of two- to four-year degrees • Student supports • Basic skills remediation improvement • Revised scheduling 	<ul style="list-style-type: none"> • New Instructional Designs • Program structures • Prior Learning Assessment/Credit for Prior Learning tools and processes • Student supports • Faculty professional development

Source: ETA Analysis of Grantee Quarterly Narrative Performance Reports.

A recent analysis of the grantees’ Quarterly Narrative Performance Reports found that TAACCCT Rounds 1 and 2 grantees reported completing nearly 1,700 such capacity-building deliverables. Reflecting TAACCCT’s emphasis on helping adults attain high-wage, high-skill employment in growth industry sectors, the majority of deliverables that grantees reported fell within the category of labor market connections, with the remaining deliverables split fairly evenly between the categories of completion strategies and accelerated learning. The following sections delineate many of these key deliverables, offering examples across all rounds of funding.

1. Labor Market Connections

TAACCCT programs of study are closely aligned to the skill requirements of jobs in high-demand in a local economy. Innovations that forge close links to growth industry sectors encompass such activities as employer engagement, updated equipment, tech-enabled learning, embedded industry credentials, and partnerships with the workforce system. Several of the key grant deliverables within this category are discussed below.

Employer Engagement

Central to TAACCCT is employer engagement, and grantees have documented substantial interaction with employers during the grant period. Grantees originally proposed more than 2,500 employer partnerships and all grantees added new employer partners during their grant periods. For instance, the

Iowa-Advanced Manufacturing (I-AM) consortium, led by Iowa's **Des Moines Area Community College**, partnered with more than 300 employers, with all 15 member colleges reporting that they strengthened their existing industry partnerships and added new ones throughout the grant. The Maine is IT! (Information Technology) consortium, led by **Central Maine Community College**, reported over 170 separate employer partners, many of which were first-time partners to the state's community college system. The Shipbuilding/Marine Advanced Manufacturing Institute (SAMI) consortium, led by Rhode Island's **New England Institute of Technology**, has created a relationship with over 100 employers, many of which now rely on SAMI as their primary source of new employees.

A primary measure of employer engagement is growth in the number of employer partners. All grantees have added employer partners throughout their grants, with most grantees (72 percent) adding new employer partners in more than half of the quarters in which they reported on this measure. Seventeen grantees (from Rounds 3 and 4) added new employers in every quarter to date. For example, Ohio TechNET, a consortium of 11 Ohio community colleges led by **Lorain County Community College**, launched with 47 employer partners and, two years later, counts over 290 actively engaged employer partners. New Mexico's SUN PATH (Skill Up Network: Pathway Acceleration in Technology & Health care) consortium, led by **Santa Fe Community College**, began the grant with 30 employer partners and its employer base now numbers more than 240.

Employer partners are involved at all levels of program design and implementation, with roles ranging from advisory to strategic. At the most intensive end of the spectrum of engagement, employers serve as strategic partners, working collaboratively with colleges and other employers across an industry sector to design career pathway programs with stackable credentials – which are credentials that can be earned in sequence and build on previously-learned content. In partnership with colleges, employers also may cover tuition; make hiring commitments; contribute equipment, in-kind, or financial resources; and establish Registered Apprenticeships. Employers also serve as hands-on partners to colleges, working closely with faculty to develop curriculum in response to skill profiles for high-demand jobs, and offering hands-on, work-based learning opportunities, with industry staff frequently serving as instructors.

Leveraged resources are a key form of employer engagement for TAACCCT grants. For examples of projects highlighting the variety of leveraged resources under TAACCCT, see Box 2.

Box 2: Leveraged Resources under TAACCCT

Leveraged resources are one indicator of employer support for TAACCCT programs. Across all rounds, grantees reported receiving leveraged resources, including both cash and in-kind contributions, such as donated equipment, supplies, space, and personnel services provided by volunteers or non-grantee staff. For example:

- ShaleNET, led by the **Pennsylvania College of Technology**, leveraged nearly \$1.7 million in contributions from its partners, including more than 66 unique oil and gas employers and industry associations. By the end of grant operations, these industry partners had donated approximately \$735,000 in equipment, \$481,000 in scholarship funding, \$251,000 in support for personnel costs (both in-kind and in earmarked financial contributions), and \$195,000 in contributions for other purposes to the four TAACCCT-funded ShaleNET hubs. Key partner Chevron donated nearly \$1.4 million to support student scholarships, curriculum development, marketing, and career counselors for the ShaleNET hubs in Pennsylvania, Ohio, and West Virginia from 2015 through 2019.
- Bridgestone Tire Company contributed over \$4 million to Tennessee's **Motlow State Community College** (MSCC), lead of the Workforce Development Pilot Program, toward

renovation of classrooms and computer stations, and for equipment and maintenance at the state-of-the-art mechatronics training facility on-site at the Bridgestone production facility in Smyrna, Tennessee. MSCC, in turn, offers the complete mechatronics program at the facility, providing the faculty time and academic experience. In addition to mastering the hands-on skills needed, students take five hours of classes a day and practice on-the-job problem solving. The program provides a pathway into manufacturing jobs with Bridgestone, Nissan, and other plants in the area.

- The Air Washington consortium, led by **Spokane Community College**, established the Aerospace and Advanced Manufacturing Center of Excellence to convene industry and college partners and facilitate faculty-industry workgroups leading to a system of workforce training across the state. In addition to hiring program graduates, employers contributed extensive materials to allow for hands-on learning opportunities, including a Commander aircraft valued at \$95,000 from Columbia Pacific Aviation; composite materials valued at \$100,000; and additional donations of materials from Boeing, Hexell, and ACES.
- South Carolina's **Piedmont Technical College (PTC)**, a member of the Accessible Support Services and Instruction for Sustainable Transition to Work (ASSIST) consortium, is collaborating with 37 local advanced manufacturing employers to redesign curricula and establish new certificate programs in 10 community colleges statewide. The project's employer partners are helping create the PTC Center for Advanced Manufacturing. Sixteen partnering companies plus local organizations each donated from \$5,000 to over \$100,000 toward the center's development, resulting in \$1.4 million in leveraged resources.
- Mississippi's **Hinds Community College**, part of the Mississippi River Transportation, Distribution, and Logistics Consortium, received a \$220,000 grant from the Walmart Foundation to expand their truck driving training industry partnership with KLLM Transport Services and specifically to support training for women and underserved populations who enroll in KLLM's Driving Academy.
- Wunderlich provided \$4,000 per year to Maryland's **Anne Arundel Community College**, lead of the National STEM Consortium, for a scholarship to support Mechatronics students.
- Ohio's **Lorain County Community College, lead of Ohio TechNet**, received pipe for welding courses valued at \$10,000 from Bi-Con; steel for welding courses valued at \$2,000 from U.S. Bridge; and a welding robot for welding course instruction valued at \$2,000 from Detroit Diesel.
- Industry partners donated a tow-boat engine, navigation software worth \$25,000 to \$30,000, and industry-approved curriculum worth \$5,000 to **West Kentucky Community and Technical College**, a member of the Mississippi River Transportation, Distribution, and Logistics Consortium.

Employer partners also have made substantial strategic and hands-on commitments in the areas of curriculum development, career pathway programs, and work-based learning opportunities.

Career Pathway Programs

Career pathway programs offer a clear sequence of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies, and they integrate academic and occupational skills training with work-based learning opportunities. The following examples illustrate the types of industry-aligned career pathways and training programs developed through TAACCCT programs:

- Working with employers in advanced manufacturing and energy, several initiatives in Illinois developed statewide industry-aligned career pathways that help adult workers learn new skills to fill high-demand jobs. These programs established common curricula across the state’s community colleges, consistent articulation agreements with state universities to create smooth pathways from certificates to associate’s to bachelor’s degrees, and strengthened student support systems to improve overall results. For instance, the Illinois Network for Advanced Manufacturing, led by **William Rainey Harper College**, worked with the Manufacturing Institute (a National Association of Manufacturers program) to align their programs with Manufacturing Skills Standards Council certifications, including those from the American Welding Society and National Institute for Metalworking Skills, all of which are part of the National Association of Manufacturer’s Endorsed Skills Certification System.
- Strong employer partnerships have allowed the Multi-State Advanced Manufacturing Consortium (M-SAMC), led by Michigan’s **Henry Ford Community College**, to participate in initiatives to develop pipelines to manufacturing employment, such as 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. M-SAMC is also developing new partnerships for manufacturing education, including the creation of the Southern Virginia Center for Advanced Manufacturing, as well as workforce development projects for manufacturers in the City of Detroit.
- Washington’s **Bellevue College**, Health e-Workforce Consortium lead, leveraged foundational work by the U.S. Department of Veterans Affairs (VA), Veterans Health Administration (VHA) to secure additional funding to join the VA in co-developing an online Health Care Data Analytics course open to all VHA employees. More than 1,700 employees enrolled for classes beginning in October 2016. The 8-week, 40-hour online course (Introduction to Health Care Data Analytics) will be added to the VA’s internal training system, which will make the course available to many additional learners.
- **Los Angeles Valley College**, a member of the Community College Consortium for Bioscience Credentials, partnered with the Southern California Biomedical Council to expand the college’s Biotech Bridge Training Academy and develop a new Biomanufacturing Skills Certificate. Two local employers, Baxalta and Grifols Biologicals, have worked very closely with the Academy, participating in candidate selection, reviewing course content, and interviewing and hiring graduates.
- The **Alpena Community College**-led grant, Sustainable Solutions for Northeast Michigan: Green Jobs and Clean Energy, designed and implemented a “Gas and Energy Bootcamp” targeting unemployed and returning veterans. Local 223 of the Utility Workers Union of America had a role in curriculum planning and hands-on training delivery, and DTE Energy provided approximately \$60,000 in private funding to support housing and feeding the trainees at Camp Grayling for the entire eight-week duration of the course.

Work-Based Learning Opportunities

Work-based learning produces students who are ready to succeed in the workplace and is a proven training strategy for adult learners. Work-based learning opportunities comprise an array of activities as part of a career pathway or Registered Apprenticeship, such as job shadowing, internships, cooperative education, and mentorship. Analysis of the 256 TAACCCT grantees shows that the vast majority (241) provided work-based learning opportunities, including internships, in at least one quarter. Twenty-three of the 128 grantees in Rounds 3 and 4 posted internships or work opportunities in every quarter to date, while 101 grantees did so in 10 quarters or more. Examples highlighting the variety of work-based opportunities across rounds include:

- **Macomb Community College** and the Michigan Coalition for Advanced Manufacturing developed Registered Apprenticeship programs in which employers provide paid, on-the-job training. The coalition involves eight colleges, more than 392 employers, and the public workforce system, which collaboratively build seamless pathways to credentials with labor market value and jobs in Michigan’s manufacturing sector.
- The **University of West Alabama’s** (UWA) Applied Manufacturing Technology program partnered with Mercedes Benz U.S. International, Inc. (MBUSI) to create an “earn while you learn” program based on a curriculum that the parties jointly developed. UWA recruits and MBUSI screens participants, who attend the UWA training program three days per week and work at MBUSI two days per week. MBUSI supports the students by paying a percentage of their tuition and fees based on their grades. The program has now expanded into an Associate’s degree.
- Texas’ **Collin College**, lead member of the National Information Security, Geospatial Technologies Consortium (NISGTC), created virtual internships for time-pressed or financially-strapped students who could not undertake traditional internships. Students worked in teams to design networks meeting employer specifications and build prototypes using lab equipment and simulator software. Throughout the 16-week semester, students interacted with an actual IT employer via a webinar tool, reporting on their progress and receiving guidance. At the semester’s end, students presented their projects in-person to the mentor, members of the NISGTC Business and Industry Leadership Team, and faculty.

Grant-Funded Equipment

In addition to leveraging employer donations of equipment, colleges are using TAACCCT funds to update their physical infrastructure in alignment with employer needs. The funds allow colleges to purchase equipment and develop facilities that support new and improved programs of study and better prepare students for the workplace. Examples of new and updated equipment from across the rounds include:

- Maryland’s **Community College of Baltimore County** used approximately \$900,000 of grant funds and leveraged approximately \$500,000 additional funds from the college to bolster its Cyber Security Institute. In particular, the program added state-of-the-art cybersecurity equipment and software for student training, including FireEye, Saintbox, and AlienVault, and added virtual machine capabilities to conduct student cyberattack and defense exercises.
- Precision Agriculture Certificate students at Nebraska’s **Southeast Community College** are now flying unmanned aerial systems (UAS) due to the Mapping New Careers with Geospatial Technologies grant. The college’s drone room contains an assortment of grant-funded trainer planes, nano-drones, and fixed-wing and rotor-wing UASs. Students begin instruction on computer simulation before moving on to the drones, several of which are autonomous.
- Through the Consortium for Health care Education Online (CHEO) grant, lead college **Pueblo Community College**, located in Colorado, developed an ambulance “lab” for its emergency medical services program so that students could have real-world experience caring for patients in an ambulance. Using grant funds, the college outfitted a local employer-donated ambulance with a variety of equipment and supplies, including a mannequin with simulation capabilities, a cot, backboards and splints, a suction machine, and intubation equipment.
- Indiana’s **Ivy Tech Community College (Bloomington)**, a member of the Community College Consortium for Bioscience Credentials (c3bc) consortium and lead college for the c3bc’s Medical Device Hub, led the three-year development process with its industry and consortium partners to create the first set of skills standards for entry-level technicians within the medical device industry. The college also created a national model for community college medical devices training labs through its purchase of state-of-the-art injection molding, thermoforming, and plastic extrusion equipment, and the development of a new plastics technology program for

medical device manufacturing, a joint effort between the college's biotechnology program and school of technology.

2. Completion Strategies

Through TAACCCT's emphasis on evidence-based reform, community colleges have pursued approaches to student learning that have been demonstrated to contribute to higher rates of certificate and degree completion. According to the aforementioned analysis of grant deliverables, the most common activities that grantees reported in this category include the creation of articulation agreements from non-credit to credit-bearing programs and from two-year to four-year programs; student supports, such as career coaches and navigators; basic skills remediation reforms; and revised scheduling. Examples of strategies that are designed to make it easier for adult learners to enter, persist in, and complete programs of study include:

- The Colorado Online Energy Training Consortium, a 15-college statewide consortium led by the **Community College of Denver**, redesigned its development education (DE) programs to accelerate student completion of gatekeeper courses. By replacing the traditional sequence of DE courses with courses employing acceleration, modularization, and contextualization, the model has reduced the time it takes students to complete DE coursework from three or more semesters to one.
- The Mapping New Careers in Geospatial Technologies consortium, led by Nebraska's **Southeast Community College**, created the Quick Start program to help the many students who, after scoring poorly on the college's placement exam, "would simply walk away from campus and not return." The program "combines personalized skills remediation in MyFoundationsLab with advising, tutoring, and advocacy from Transitions Lab staff... Fifty-two percent of students who completed the Quick Start course with MyFoundationsLab earned college credit versus 32 percent of students in a control group without it. Ninety-one percent of all Quick Start students who retested on the placement exam improved their scores, testing out of an average 1.8 classes each and saving more than \$136,881 in tuition."⁷

3. Accelerated Learning

TAACCCT grantees have developed new teaching methodologies and program structures that make it easier for dislocated workers and other adult learners to earn industry-recognized credentials in an accelerated way so that they can re-enter the labor market more quickly. These methodologies and structures place special emphasis on students who enter lacking college-ready skills. Accelerated learning strategies include online and hybrid courses, stackable credentials, and Credit for Prior Learning (CPL) or Prior Learning Assessment (PLA) that enable students to progress rapidly along a career pathway. Over the four rounds of TAACCCT, the Department emphasized CPL and PLA as important acceleration strategies, resulting in approximately 70 percent of TAACCCT grantees pursuing them. Examples of such strategies across the four rounds include:

- Colorado was able to reduce the time students spend in developmental education before embarking on college-level coursework to one semester and eliminate the requirement entirely for some students. In addition, a new policy helps students receive credit for prior learning, whether in school or on the job, accelerating the pace to completion for adult students statewide. Specifically, the Colorado Community College System (CCCS) adopted a statewide PLA system

⁷ Phip Ross, "My Foundations Lab Case Study" in *College and Career Readiness: Implementation Strategies for High Impact*, Pearson, 2016, <http://www.pearsoned.com/> (accessed 22 May 2017).

as part of its Colorado Helps Advanced Manufacturing Program grant, led by **Front Range Community College**.

- **Making the Future: The Wisconsin Strategy** is a 17-college consortium led by **Northeast Wisconsin Technical College** which implemented CPL practices throughout each member college's autonomous district to attract and retain adult students. Recognizing from the start that each college applied CPL differently, the consortium used process mapping to lay a foundation aligning CPL policies and practices statewide.
- South Dakota's Technical Education at a Distance (TED) program, led by **Mitchell Technical Institute (MTI)**, was designed especially to serve low-income individuals living in remote rural and reservation-based areas. Through a telepractice model, which includes technology applications, face-to-face practice, and mentoring, students could remain in their communities during training for in-demand, Speech Language Pathology Assistant jobs leading to local employment; the average distance from a student's hometown to MTI during the program's first two years was 170 and 225 miles, respectively. Through TED, MTI has become a state leader in telepractice.
- **Salt Lake Community College**, a member of the National Information, Security, and Geospatial Technologies Consortium, is offering the first fully online program of study in Geographic Information Systems (GIS) in the state of Utah.

B. Systems-Level Capacity Building

In addition to supporting capacity building at the institutional level, TAACCCT has supported system-wide capacity building at the state level and within industries.

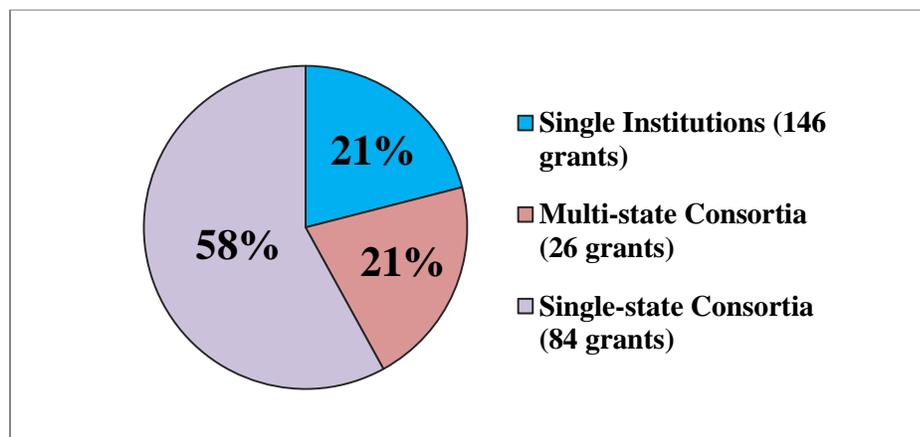
Systemic Change at the State Level

State consortia grants have been a tool for system-level capacity building. These consortiums, which typically include many or even all of the community colleges in a state, have driven the development of systemic approaches involving college, government, and employer stakeholders in areas ranging from curriculum design to pathways development and policy reform. These state consortia have also spurred policies related to developmental education and credit for prior learning. TAACCCT's 84 single-state consortium grants, in which all the consortium members were within the same state, represent 58 percent of the TAACCCT investment (see Figure 3 on Page 13). A total of 44 states received at least one single-state consortium grant. Eight states received three such state consortium grants: California, Connecticut, Florida, Hawaii, Illinois, Missouri, Nevada, and Wisconsin.

Capacity-building at the systems level is exemplified by two state consortia that emphasized, among other TAACCCT core elements, strategic alignment with the workforce system and career pathway development, respectively:

- **Workforce Partnerships.** Through its TAACCCT grants, Missouri's community and technical colleges took a comprehensive systems approach in working in partnership with employers and the workforce system to create or transform more than 100 programs of study in advanced manufacturing, health care, and STEM fields, intended to benefit thousands of unemployed or underemployed Missourians. The community colleges, which are independently-governed institutions, also have learned to collaborate on a new scale. For instance, memoranda of understanding have been established between all the state's community colleges and Workforce Development Boards and the colleges have contracted with the Boards to provide employment-related services, such as placement.

Figure 3. TAACCCT Funding by Grant Type



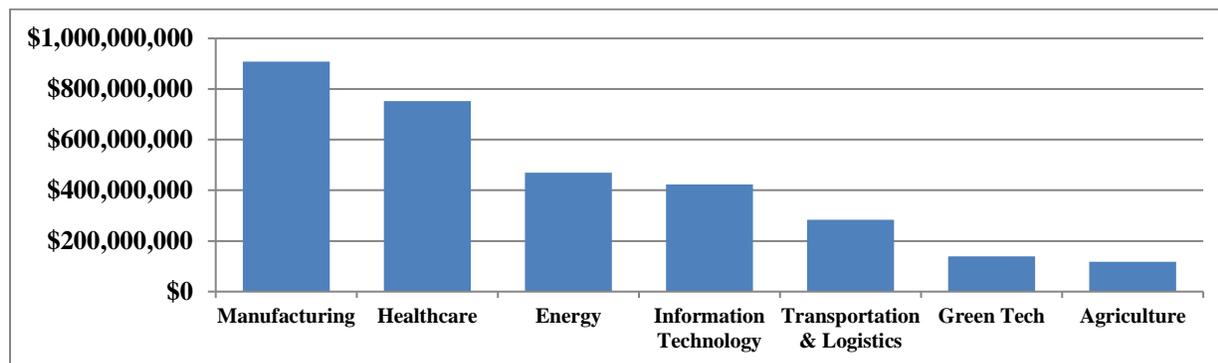
- **Career Pathways.** The Wisconsin Technical College System, led by **Chippewa Valley Technical College**, is using TAACCCT funds to develop, expand, and enhance career pathways in the health care industry. The project, ACT for Health care, is a coordinated, partner-focused effort with all 16 colleges in the technical college system, which builds on the three earlier statewide consortium grants that Wisconsin has received. The grantee also received an additional \$5 million to significantly advance state career pathway systems *across* different career sectors, populations, regions, and models in the state. This project is called Advancing Careers for TAA and Transitioners or ACT2 (see Box 3 on Page 15 for further explanation). On account of Wisconsin’s unique institutional structures, technical colleges and local workforce boards have tended to work on pathways in the same region without coordination. ACT2 aims to bring dedicated and directed cohesion to existing practices, take career pathway advancement in Wisconsin to greater scale and alignment, and provide a blueprint for other states attempting to streamline system-wide career pathways developed by multiple stakeholders.

Change at the Industry Level

TAACCCT grants were designed to support broad investments in industry. The solicitation for grant applications (SGA) required grantees to develop sector strategies addressing employers’ workforce needs. Specifically, grantees were asked to focus on one or more industry sectors and involve at least two employers and a regional industry representative for each targeted sector. As a result, TAACCCT grants developed programs of study for training in 16 industries, with the majority of grant funds invested in advanced manufacturing, health care, energy, and information technology. See Figure 4 on Page 14.

TAACCCT’s funding of multi-state consortiums offered another approach to systemic capacity building – building capacity within industries. Twenty-six multi-state consortium grants were awarded under TAACCCT, representing 21 percent of total funds invested. In this type of consortium, colleges typically joined to develop curriculum for a given industry or field such as cybersecurity, supply-chain management, and bioscience. These colleges often partnered with national organizations to develop industry-based credentials and the programs of study that would allow students to earn the credentials.

Figure 4. Funding by Industry, Rounds 1-4



Note: This chart shows the total grant funding for grants designating an industry as primary. Grantees may have more than one primary industry, and may have also targeted other industries.

The following two projects demonstrate this form of multi-state collaboration that resulted in the creation of competency models:

- The Arizona Sun Corridor Get into Energy Consortium (ASC-GIEC), led by **Estrella Mountain Community College**, worked closely with industry partners and the Center for Energy Workforce Development (CEWD) to create a competency model that aligns with industry needs. In building the ASC-GEIC model, the consortium mapped the CEWD Energy Competency Model to Arizona’s Workplace Employability Standards, closed curriculum gaps, created a standardized core curriculum, and collaborated with local employers to ensure that the common foundational curriculum met the needs of the energy and mining industries. The project’s evaluation concluded that the model “provided opportunities for students to earn credentials documenting their competencies and industry-relevant skills.”⁸
- In partnership with the American Health Information Management Association (AHIMA) Foundation, Virginia’s **Lord Fairfax Community College** (LFCC) is developing a new national competency framework and credentials related to information technology in health information management (HIM). This “Knowledge2Work” initiative also aims to form matching curricular materials and create a new national credentialing exam. In addition, LFCC will build upon this competency-based education core project by establishing a national web portal to enable users to access competency-based curricula online, as well as updating and taking to scale the college’s Certified Health Technician Specialist program.

In addition, TAACCCT’s final round allowed applicants to apply for additional funding beyond the set award ceilings to take successful approaches to scale and drive policy changes that will lead to changes within institutions, state community college systems, or across all community colleges in states where centralized systems do not exist to improve the delivery of needed training for TAA-eligible workers and other adults. Applicants could apply for the additional funding by proposing to implement regional or statewide capacity building activities in one of three areas: (1) Advancing State Career Pathway Systems; (2) Improving Statewide Data Collection, Integration, and Use; or (3) Creating Nationally Recognized Competencies and Credentials. The awards ranged from \$750,000 to \$5 million, depending on the

⁸ Impaq International, *Arizona Sun Corridor Get into Energy Consortium (ASC-GIEC): Third-Party Evaluation Services for The Trade Adjustment Assistance Community College and Career Training Grant - Final Report*, 2016, p. 91, <https://www.estrellamountain.edu/sites/default/files/docs/energy-institute/6369-asc-giec-final-eval-report-091516.pdf> (accessed 10 May 2017).

number of members in the consortium. Seven Round 4 grantees received additional funding to implement the projects, as detailed in Box 3.

Box 3. Round 4 Grantees Receiving Additional Funding to Scale Capacity-Building Activities

Option 1: Advance State Career Pathway Systems

- **Wisconsin Technical College System (WTCS)/Chippewa Valley Technical College** (Wisconsin) is developing consistency around the 16 community colleges' strategic approach to career pathway development, which traditionally has been uncoordinated. Components include: 1) aligning pathway policy; 2) taking pathways to scale; and 3) incorporating promising practices to ensure that future career pathway models are sound.

Option 2: Improve Statewide Data Collection, Integration, and Use

- **Massasoit Community College** (Massachusetts) is creating a platform that allows students to identify the region's workforce needs, tie that information to occupationally-specific training programs, and then identify the completer, placement, and wage rates of students completing those programs.
- **The Junior College District of Metropolitan Kansas City** (Missouri) is tracking student performance in noncredit programs, collecting real-time data for grant participants, and applying prior learning assessments to the programs of study for students seeking degrees and certificates.
- **Washburn University of Topeka** (Kansas) is designing and implementing a statewide model for TAACCCT grantees and others to work with the state's higher educational agency in order to provide more in-depth and accurate technical training and employment outcomes.

Option 3: Create Nationally Recognized Competencies and Credentials

- **Lord Fairfax Community College** (Virginia) is designing and implementing a statewide model for TAACCCT grantees and others to work with the state's higher educational agency in order to provide more in-depth and accurate technical training and employment outcomes. It is building on the Competency-Based Education core project to develop competencies for the targeted occupations in health information management and information technologies, while tying the occupations to specific jobs and employers. It also is taking to scale the college's Certified Health Technician Specialist program and developing a "Knowledge to Work" web portal to make the information available.
- **Richland College** (Texas) is introducing National Institute of Metalworking Skills (NIMS) levels 2/3 credentials to the region, thus building on the base grant's introduction of NIMS level 1. Components include: 1) conducting a cognitive task analysis among employers to identify skills gaps; 2) working with NIMS to identify credential programs that address the gaps; and 3) helping colleges incorporate and implement such programs.
- **Virginia State University** (Virginia) is establishing a National Wireless Credential Committee that will develop new wireless technician competency frameworks and corresponding new national credentials.

C. Participant-Level Capacity Building

Through building the capacity of community colleges individually and systemically, TAACCCT grants have been designed to increase the capacity of individual participants to earn skills that employers value,

and either obtain a job or work toward that goal during the grant’s period of performance. While TAACCCT grants did not pay for individual participant training costs,⁹ grantee institutions were expected to test and revise their grant-funded programs of study with several initial cohorts of training participants and track their outcomes. Tracking outcomes for participants is another significant area of capacity building for many individual institutions, and some took this statewide as well.

To date, TAACCCT-funded grantees have trained more than 400,000 adult workers (see Figure 5). A primary way of building capacity for participants through TAACCCT is enabling them to earn industry-recognized credentials.

Figure 5. Cumulative Number of Participants Enrolled in Each Fiscal Year by September 30, 2016

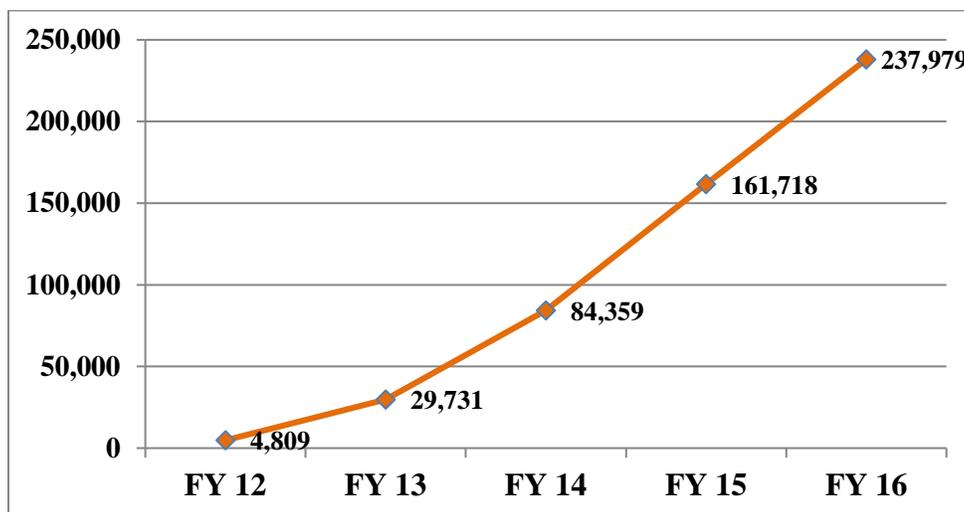


TAACCCT participants have earned more than 230,000 credentials (see Figure 6 on Page 17). These numbers will increase with the completion of Rounds 3 and 4 on September 30, 2017 and September 30, 2018, respectively. This includes TAACCCT participants who are eligible for the TAA for Workers Program, for which data is provided in Sections III and IV. Many TAACCCT participants earned more than one credential because grantees were encouraged to utilize stacked credentials.

While the majority of credentials earned by TAACCCT participants are less than one year in length, consistent with the requirement for stacking shorter-term credentials, as of September 30, 2016, 23 percent of those completing TAACCCT-funded programs have earned an Associate’s degree. Some participants have not yet had the opportunity to complete programs and earn credentials because they are still retained in their TAACCCT programs. For all four rounds to date, a total of 59 percent had either completed a TAACCCT program or were retained in one at the end of September 30, 2016. For Round 1 (FY 2011) grants, 62 percent of the TAACCCT participants had either completed a program or were still retained in a TAACCCT program at the end of the period of performance.

⁹ Due to the capacity-building focus of TAACCCT, individual student training costs such as tuition and fees were not an allowable expense. This is a significant difference between TAACCCT and many of the workforce training grants awarded by the Department.

Figure 6. Cumulative Number of Credentials Earned in Each Fiscal Year by September 30, 2016

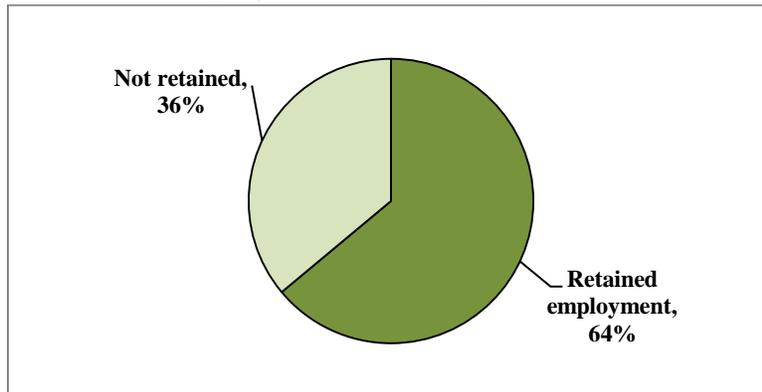


Grantees report on follow-up outcomes for participants who complete at least one TAACCCT program to find out whether they go on to further education or enter employment after exiting the institution. For the two rounds of TAACCCT grants that have ended, a combined total of 54 percent of participants either entered employment or went on to further education after exiting. Although more than half of the participants in these two rounds experienced one of these two positive follow-up outcomes, this represents an under-reported figure for multiple reasons. Under TAACCCT reporting requirements, only those participants who are not employed at all upon entry are eligible to be counted as having entered employment. In addition, if participants enroll in another program of study after completing the first one, such as when in a stackable credential program, they will not be eligible to count as having entered employment until after exiting the institution. A significant source of under-reporting, particularly for employment and wage outcomes, stems from the difficulties or delays many grantees experience in obtaining state wage record data or other follow-up records used to record participants as having entered employment or received a wage increase.

In Rounds 1 and 2, the rounds that have ended their grant cycles, grantees reported that more than two-thirds of the participants who had entered employment after completing and exiting had retained employment by the third quarter after exiting the institution (see Figure 7 on Page 18).

Grantees were also asked to report on participants who were employed at enrollment (incumbent workers). Thirty-seven percent of participants enrolled in TAACCCT to date were incumbent workers upon entry. These participants were not eligible to be counted as having entered employment. Instead, grantees reported on whether incumbent workers received a wage increase post-enrollment. As of September 30, 2016, grantees reported that 39 percent of incumbent workers have received a wage increase post-enrollment.

Figure 7. Percent in Rounds 1 and 2 Retained in Employment for Two Quarters



II. SUMMARY OF AWARDS MADE IN FY 2014

This section provides information that responds to the statutorily required information on the grants awarded in FY 2014.

Congress appropriated funds for TAACCCT for four years, so grants were awarded in FY 2011, FY 2012, FY 2013, and FY 2014. Thus, this section only describes awards made in FY 2014 (Round 4) as no grants were awarded in subsequent years. Grants awarded in FY 2011 – FY 2013 are described in earlier annual reports.

A. Overview

The FY 2014 grant competition awarded \$451 million¹⁰ in job-driven training grants to 71 grantees involving more than 270 community colleges across the country and partnering with more than 800 employers nationally. The FY 2014 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 FY 2014 Solicitation for Grant Applications (SGA) were intended to further strengthen employer engagement in grant projects. Applicants were required to design programs that are responsive to the workforce needs of multiple employers within an industry sector by working closely with regional and national employers and industry groups. These employer and industry partners are helping to identify and map necessary skills and competencies, as well as assist in designing curricula, programs, assessments or credentials that will help quickly connect ready-to-work Americans with ready-to-be-filled jobs.

The final round of grants placed a priority on three additional goals by making additional funding available to those applicants who proposed to:

¹⁰ Due to sequestration, the original authorization of \$500 million was reduced to \$463 million for FY 2014. Congress authorized \$13 million of this total to be used for technical assistance and evaluation.

- Develop partnerships with national industry groups or employers to scale strategies across the country;
- Engage employers, educators, Registered Apprenticeships sponsors and the workforce system to support the development or expansion of state career pathways systems; or
- Improve the integration of state employment and education data.

The seven grantees who received added funds for these activities are described earlier, in Box 3 on Page 15.

In an effort to scale promising practices from previous grants and sustain meaningful improvements to the community college system, the FY 2014 solicitation focused on expanding in-depth employer partnerships to implement work-based learning approaches; partnerships with the workforce system and the network of nearly 2,500 American Job Centers to help support program implementation; and partnerships with Registered Apprenticeship sponsors in their local and regional areas, particularly in occupations and industries with expected workforce shortages.

Appendix C of this report provides a complete list by state of all institutions receiving FY 2014 TAACCCT funding. A complete list of the grant awards and project summaries can be found on the TAACCCT website at <https://www.doleta.gov/taaccct/applicantinfo.cfm>.

The 71 grant awards in the FY 2014 competition included grants to single institutions, including state-designated grantees; and to small, medium, and large consortia, as follows:

- The FY 2014 competition awarded 44 grants ranging from \$2,322,718 to \$3,250,000 each to single institution applicants. Five of the 44 single-institution awards were state-designated grants of about \$2.4 million each.
- Single institution applicants were eligible to be awarded up to an additional \$750,000, for a maximum award of \$3,250,000, by proposing a project that addresses regional capacity building activities through development of nationally recognized competencies and credentials.
- The FY 2014 competition awarded 14 grants ranging from \$6 million to \$10 million each for small (Tier 1) multi-state consortium applicants, and nine grants ranging from approximately \$12 million to \$15 million each to medium-large consortium applicants (Tier 2).
- Consortium applicants were eligible to be awarded additional funds (\$2 million additional, for a maximum of \$12 million for small; and \$5 million for a maximum of \$20 million for medium and large) for projects to take successful approaches to scale or to drive policy changes that will lead to changes within institutions, state community college systems or across all community colleges within a state through one of three strategies: a) advancing state career pathways systems; b) improving statewide data collection, integration, and use; or c) creating nationally recognized competencies and credentials.
- In total, 71 grants, representing close to 270 individual institutions of higher education, partnered with almost 800 employers and were awarded grants, either as single institution applicants or as the lead institutions of single and multi-state consortia.

The period of performance for FY 2014 awards began on October 1, 2014, and will end on September 30, 2018. Grant recipients must develop and offer all programs within the first three-and-a-half years, with the exception of the additional funds for regional or national capacity building, which can be expended through the end of the period of performance. The grantees began enrolling participants in education and training programs within 18 months after the grant award date. The final six 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.¹¹

B. Core Elements of FY 2014 Awards

The FY 2014 SGA outlined six core elements to address the primary re-employment barriers faced by trade-affected workers and other adults, and promote aspects of training programs proven to be most effective for those individuals, including credential attainment and employer partnerships that provide opportunities for work-based learning. The core elements are:

- 1) **Evidence-Based Design:** To fund strategies that are likely to improve education and employment outcomes for program participants and support the development of innovative models that can be evaluated.
- 2) **Career Pathways:** To assist TAA-eligible and other unemployed adult workers in their transition from education into the workforce. Career pathway programs offer a clear sequence of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies. Pathways strategies include stacked and latticed credentials, competency-based education, and transferability and articulation of credit, described below.
 - a. **Stacked and Latticed Credentials:** Stacked credentials can be earned in sequence and build on previously-learned content as participants progress through their programs. Latticing allows for side-to-side credentialing, which facilitates shifts to related fields of study.
 - b. **Competency-Based Education:** Provides the opportunity for an accelerated path toward credential attainment based on the assessment of learning outcomes through observational methods, such as task performance, exams, demonstrations, portfolios, or other direct measures of proficiency rather than classroom instructional time.
 - c. **Transferability and Articulation:** Creates 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, and pre-apprenticeship and apprenticeship programs that lead to credit-bearing coursework and employment.
- 3) **Advanced Online and Technology-Enabled Learning:** To effectively serve TAA-eligible workers and other adults with online and hybrid (combining traditional 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. As in all prior rounds, grantees were required to openly license educational materials for reuse by other institutions of higher education.
- 4) **Strategic Alignment with the Workforce System and Other Stakeholders:** To ensure that applicants were leveraging their community's existing supports and services already available to participants, the solicitation called for collaboration with the public workforce system and alignment with the goals and priorities in the Governors' economic and workforce State Plans, along with outreach to community private sector and/or philanthropic entities, to help shape project design and assist with implementation.

¹¹ The FY 2014 SGA originally limited the final 12 months of the period of performance to activities related to reporting and third-party evaluations. The Department changed this to six months to allow additional time for grant-funded program development and delivery.

- 5) **Alignment with Previously-Funded TAACCCT Projects:** Connecting with previously funded TAACCCT grants to help reduce duplication and strengthen the geographic reach of projects.
- 6) **Sector Strategies and Employer Engagement:** To address employers’ workforce needs by expanding or improving applicants’ education and training programs based on the use of both traditional and real-time labor market information, and a strong understanding of employer needs gained through partnerships with employers within an industry sector and regional industry representatives.

C. Efforts to Reduce the Number of State-Designated Grants in FY 2014

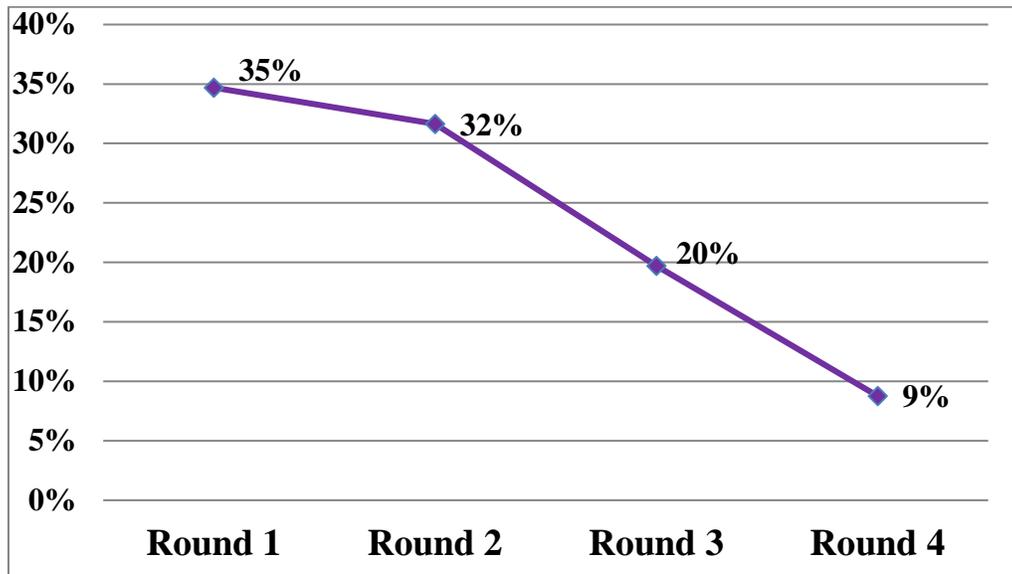
The Trade Act requires that each state receive not less than 0.5 percent of the amount appropriated for each fiscal year. According to the terms of the competitions, in any state where an application was not scored in the fundable range, the state agency responsible for oversight of state college systems was responsible for identifying an eligible institution to receive the grant award. These grants were called “state-designated.”

Over the four rounds of TAACCCT, ETA made efforts to reduce the initial number of state-designated grants by restructuring the Solicitations for Grant Applications and by educating potential applicants. By the FY 2014 awards, only five grants were given as state-designated grants. Two states did not apply for grant funds, and three others did not have successful consortium or single state applications. ETA worked with all five states to ensure that eligible institutions in each state developed a Statement of Work consistent with the SGA. See Table 3, below, for a listing of the state-designated grants in all four Rounds, and Figure 8 (Page 22) for the percent of funding that went to state-designated grants in each round.

Table 3. Information on State-Designated Grants Awarded

	Round 1 – FY 2011	Round 2 – FY 2012	Round 3 – FY 2013	Round 4 – FY 2014
States where no eligible institutions applied for TAACCCT grants	Nebraska	Alaska, Delaware, Rhode Island	Delaware, District of Columbia, Utah	Delaware, District of Columbia
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)	5 (CO, DC, DE, OR, VT)

Figure 8. Percent of State-Designated Funding out of Total Amount Awarded in Each Round



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

This section provides information that responds to the required information that Congress requested for this report, namely assessing the impact of TAACCCT awards on Trade Adjustment Assistance (TAA)-eligible workers during previous fiscal years. Information provided covers all fiscal years to date.

TAACCCT Supports TAA-Eligible Workers

Trade-affected and other dislocated workers – the target population of TAACCCT – do not have the luxury of time. These individuals need to quickly learn the skills needed for success in finding their next job. At the time the TAACCCT program was established, community colleges were already figuring out that they needed to make changes to better serve adult students, and TAACCCT provided an opportunity and resources to help accelerate changes and to address the needs of working adults to a greater extent across the nation. These changes support TAA-workers specifically, and dislocated workers as well as adults more broadly.

The institutional and systematic capacity building changes described in Section I: Program Overview are designed to make it easier for adults to enter, progress, and complete programs more quickly. Aligning programs of study with local industry needs makes it more likely that the education they receive will lead to jobs and success in transitioning to a new career pathway in in-demand fields ranging from advanced manufacturing and transportation to health care and STEM – science, technology, engineering and math.¹²

¹² L. Woolsey and G. Groves, *State Sector Strategies Coming of Age: Implications for State Workforce Policymakers*, Washington, D.C.: National Governor’s Association and National Skills Coalition, Jan. 2013, <https://www.nga.org/files/live/sites/NGA/files/pdf/2013/1301NGASSSReport.pdf> (accessed 22 May 2017).

Thus, the intent of TAACCCT is that through the institutional and systemic changes that the colleges are making will enable them to better serve TAA-eligible workers during TAACCCT. After TAACCCT, future TAA-eligible workers, other displaced workers, and adults in general will be better served by the nation's community colleges. Box 4, below, describes how one statewide consortium worked to improve coordination and information sharing between Oregon's Trade Act representatives and other public workforce providers to better recruit, refer, support and track TAA-eligible workers.

Box 4. Collaboration between TAACCCT and TAA

The Oregon Credentials, Acceleration, and Support for Employment (CASE) Consortium is a statewide collaboration that includes all 17 community colleges, the Oregon Employment Department's Central Trade Act Unit (CTAU), employers, and community partners. Led by **Clackamas Community College (CCC)**, the project focuses on the three "C" strategies: expanding Career Pathways, using Career Coaches, and developing a standardized approach to Credit for Prior Learning.

The consortium's top priority was to improve coordination and information sharing with Oregon's Trade Act representatives and other public workforce providers to better recruit, refer, support and track TAA-eligible workers. Accordingly, in collaboration with CTAU, the CASE Management Team hired a **TAA Liaison** to work with community colleges across the state. Funded by CASE and managed by CTAU, the liaison joined the CASE Management Team from the beginning of the grant, attending weekly conference calls, work sessions, and quarterly in-person meetings with the 17 colleges. The liaison's primary role is to provide ongoing technical assistance in recruitment, support strategies, and TAA processes and requirements to college staff, as well as provide information from the colleges to TAA staff. Serving as a single point of contact for all partners, the liaison builds relationships between career coaches, student services staff, workforce system staff, and TAA representatives.

Another feature of the partnership between CASE and TAA involved the development of data sharing agreements between CTAU and the community colleges to share TAA-eligible worker information for the purpose of improving coordination of student services. To ensure sustainability of the initiative past the grant, the TAA Coordinator developed 17 independent **Intergovernmental Agency Agreements (IGAs)** with each college.

Due in part to such strategies, TAA-eligible workers made up 6 percent of all Oregon CASE participants. This was the highest rate among TAACCCT grants across the country at the time of the project's evaluation.¹³

Student Success Profile. After working in the manufacturing field for 17 years as a manual machine operator, Tung was laid off. He heard about an opportunity to retrain and enhance his skills through CCC's Manufacturing Technology program. CCC's Career Pathway option in Computer Numerical Control (CNC) Machining Technician offers training necessary for students to gain employment in advanced manufacturing technology careers. In 2012, Tung met with a CCC Career Coach to map out a personalized educational plan. The CNC Career Pathway Certificate is also embedded within the AAS and

¹³ C. Andrews & M. Peacock (2015). *Strategies for transformative change: Building intentional partnerships to sustain student success*. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana- Champaign. <http://occrll.illinois.edu/docs/librariesprovider4/tci/strategies-for-transformative-change/case.pdf> (accessed 22 May 2017).

one-year Certificate in Manufacturing Technology, so Tung, also receiving valuable support from his TAA program case manager, was able to effectively navigate entry into the program and receive all three credentials. Soon after completing his studies in the summer of 2014, Tung attained employment at Boeing as a CNC Machining Technician.¹⁴

A. Characteristics of TAA-Eligible Workers and TAACCCT Participants

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. TAACCCT participants are similar to TAA participants, in that they are more likely to be male and older than the overall community college student population. A comparison of TAA and TAACCCT participants, along with the demographics of community college students overall, are shown in Table 4, below. For examples of TAA-eligible workers who enrolled in TAACCCT-funded programs, see Box 5 on Page 25 and Box 6 on Page 28.

TABLE 4. FY 2016 New TAA Participant Profile

The table below provides information on the demographics of Trade Adjustment Assistance (TAA) participants and Trade Adjustment Assistance Community College and Career Training (TAACCCT) participants, along with comparable information for all community college students.

Participants Description	TAA Participants FY 2016	TAACCCT Participants FY 2016	Community College Students Overall - 2016
Gender	Male (67.1%)	Male (57.6%)	Male (43%)
	Female (32.6%)	Female (42.3%)	Female (57%)
Race	White (69.9%)	White (54.7%)	White (49%)
	Black or African American (14.7%)	Black or African American (17.4%)	Black or African American (14%)
	Hispanic/Latino (10.7%)	Hispanic/Latino (14.0%)	Hispanic (22%)
	Asian (5.3%)	Asian (4.2%)	Asian/Pacific Islander (6%)
	American Indian or Alaska Native (1.4%)	American Indian or Alaska Native (2.2%)	Native American (1%)
	Native Hawaiian or Other Pacific Islander (0.4%)	Native Hawaiian or Other Pacific Islander (0.3%)	---
Education	High School Diploma, GED or less (59.0%)	High School Diploma, GED or less ---	---
	Some Post-Secondary and Associate's (27.9%)	Some Post-Secondary and Associate's ---	---
	Bachelor's and Beyond Bachelor's (11.6%)	Bachelor's and Beyond Bachelor's ---	---
Average Age	47.7	31	28
Average Tenure of Employment	11 Years (Trade-Affected Employment)	---	---

Notes for Table 4 appear on following page

¹⁴ *Career Pathways: Opportunities at Oregon's Community Colleges - Student Success Stories*, <https://ccwd.hecc.oregon.gov/StudentSuccess/edocs/CareerPathwaySuccessStories.pdf> (accessed 22 May 2017)

Notes for Table 4

--- Not available. However, to apply to community colleges applicants typically must have graduated from high school or passed the General Educational Development (GED) test or equivalent.

Sources: TAA data is from the FY 2016 TAA for Workers Annual Report to Congress

<https://www.doleta.gov/tradeact/docs/AnnualReport16.pdf>. TAACCCT data is from the TAACCCT Performance Reporting System. Community College Student Demographics are from American Association for Community Colleges, last accessed at <http://www.aacc.nche.edu/AboutCC/Pages/fastfactsfactsheet.aspx>.

Box 5. Profile: Robert Guy, Army Veteran



Robert Guy, a United States Army veteran (1983-1986), became a displaced worker after being laid off from EMCO USA in 2014. Guy became eligible for Trade Adjustment Assistance after his layoff, and decided to put these benefits to use at Zane State College.

Guy enrolled in Zane State College's Industrial Systems Engineering Technology program, which built on skills he'd acquired at EMCO. He also opted for an additional major in Welding. Both programs were enhanced using TAACCCT grant funding. Guy became an exemplary student, making the Dean's List every semester. He graduated with Associate's degrees in both fields on May 7, 2016, with summa cum laude honors. He also earned a certification as an AWS D 1.5 Bridge Welder during his tenure at Zane State College.

"The program helped me get back on my feet," says Guy. He credits faculty members Deanna Duche and Mark Gerko with making his academic success possible. "I chose the ISET/WELD programs because the job market was...favorable for this area," he says.

Upon graduation, Robert Guy received three job offers. One offer was for a position generally reserved for applicants with bachelor's degrees, but Guy's resume wowed the search committee. Robert Guy ultimately landed at LMI in Cambridge, where he uses the skills he learned in both areas.¹⁵

B. SGA Focus on Individuals Eligible for the TAA for Workers Program

The core elements of the SGAs were designed to address the needs of TAA workers. Grantees developed education and training programs to address these barriers to enrollment in training, successful completion of training, and expeditious completion and re-entry into the workforce. Although these programs targeted the specific needs of trade-impacted workers, they were also strategies shown to be the most helpful for increasing attainment of degrees, certificates, and other industry-recognized credentials in a

¹⁵ *Success Story: Robert Guy, Army Veteran*, <http://ohiotechnet.org/wp-content/uploads/2017/03/Success-Story-Robert-Guy.pdf> (accessed 22 May 2017).

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.

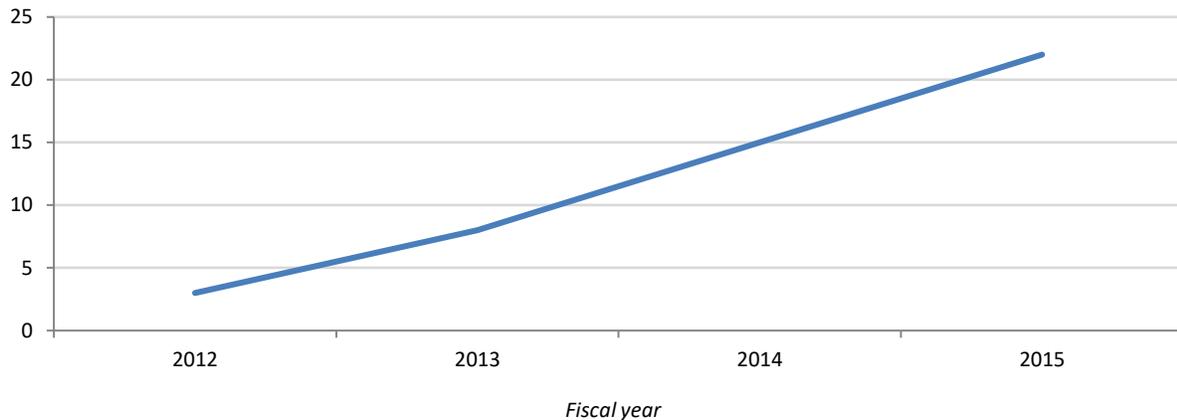
Following the FY 2011 competition, ETA received Congressional feedback that there should be a stronger focus on individuals eligible for the TAA for Workers Program in the grant award process. The FY 2012 and FY 2013 SGAs further strengthened the emphasis on trade-impacted workers by requiring applicants 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 mandatory priority of enrollment in grant funded programs to participants in the TAA for Workers program.

The FY 2014 SGA retained the strong emphasis on trade-impacted workers from previous SGAs, and also emphasized the importance of integration and coordination of efforts with the public workforce system by including the award of one point for any applicant that contracted with the public workforce system to provide services tailored to the TAACCCT project and not already funded by other grants. The FY 2014 SGA also built upon the focus on trade impacted workers in previous rounds of TAACCCT grants with an emphasis on institutionalizing successes, aligning partnerships, and solidifying approaches that support policy alignment to ensure the service of trade impacted participants. Applicants were encouraged to demonstrate industry partnerships with effective training programs and nationally recognized credentials that could be replicated across the country. The SGA also focused on supporting entrepreneurship for TAA-eligible workers and other adults.

As stated in a program brief developed for the Department's Chief Evaluation Office, "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. [The Department] also saw a decrease in TAA petitions at that time."¹⁶ While TAACCCT has not served a large number of TAA-eligible workers overall, grantees have been targeting this group more successfully in recent years. As a result, 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 (see Figure 9 on Page 27).

¹⁶ Christin Durham et al., *Early Results of the TAACCCT Grants*, Washington, DC: Urban Institute, Dec. 2016, <https://www.dol.gov/asp/evaluation/completed-studies/20170308-TAACCCT-Brief-4.pdf> (accessed 22 May 2017).

Figure 9. Percentage of New TAA-Eligible Training Participants in the United States Participating in TAACCCT Programs, All Rounds



Source: Data is from the Department’s TAACCCT Performance Reporting System and the Office of Trade Adjustment Assistance.

The State of Virginia has made a significant effort to reach out to and support TAA-eligible, displaced, and other adults, as the following two grant projects show:

- **Southwest Virginia Community College** is partnering with the VA Department of Education’s Office of Adult Education and Literacy, the VA Employment Commission’s State TAA Office, and other statewide agencies to increase services to TAA-eligible and other unemployed workers in the Appalachian coal-mining region, the state’s most disadvantaged population. The grant project expands PluggedInVA, an innovative, six-month accelerated program that combines GED curriculum contextualized for the targeted occupations of advanced manufacturing and carpentry, and establishes a pathway for adults to obtain their GED while also earning college credit and industry-recognized certifications, such as the Microsoft Digital Literacy Certificate.
- **Tidewater Community College** led Virginia RETHINKS Health Sciences Education, a statewide consortium of all 23 of Virginia’s Community Colleges that was designed to prepare veterans (as well as eligible spouses), trade-affected and other displaced or low-skilled workers for employment in high-wage, high-skill occupations in the health care field. Among other strategies to help this population connect with training and employment opportunities, the colleges used grant funds to hire, train, and certify 68 Adult Career Coaches (ACC) and Experiential Learning/Job Placement Coordinators (ELJPC). Through coaching and advising, the ACCs helped prospective and current students enroll in and complete their coursework, while the ELJPCs identified job opportunities and offered placement services to help students reenter employment. The project’s final evaluation found that the ACCs and ELJPCs succeeded in strengthening collaboration between colleges and the workforce development system to better serve their clients.

Box 6. Profile: TAA Couple



Married couple Brandon Tinsley and Genia Jacobs-Tinsley liked working for the same telecommunications company until they were both laid off, along with 4,000 other people whose jobs were sent off-shore. They decided to use their TAA benefits to learn new IT skills at Collin College. After they enrolled, Texas Workforce Commission employees suggested they participate in the National Information Security, Geospatial Technologies Consortium (NISGTC). Both of the Tinsleys credit NISGTC's career services with helping them quickly obtain new jobs.

An NISGTC career coach assisted Genia in her job search, and Hyundai Capital hired Genia as a senior recovery analyst. She has earned Microsoft Certified IT Professional enterprise and service administrator certificates, and continues to work toward an Associate's degree in computer networking. In June 2015, right about the time he was awarded Associate's degrees in cybersecurity and computer networking technology, Brandon started work at HP as a level one senior security analyst.

A 2014 NISGTC job fair enabled Brandon to initially obtain a temporary position with another IT company. At the job fair he met a recruiter who later contacted him, leading to a position as a senior help desk analyst. A few weeks later, he was promoted to shift lead. Brandon thinks his college credentials helped him obtain the full-time position with HP. In addition to his Associate's degrees, Brandon has CompTIA Security+ certification.¹⁷

IV. ANALYSIS OF THE IMPACT OF TAACCCT AWARDS WITH RESPECT TO SIX PERFORMANCE OUTCOME MEASURES

This section provides information that responds to required information in the request for this report, namely assessing the impact of TAACCCT awards with respect to six specific performance outcome measures during previous fiscal years. The information provided here covers FY 2013 – FY 2016, which

¹⁷ Madeline Patton, Ed., *Beyond the Metrics: The Broader Impact of the NISGTC DOL TAACCCT Grant*, <http://nisgctc.org/documents/BroaderImpactBook.pdf> (accessed 22 May 2017).

are the latest years for which data is available; earlier years were covered in previous annual reports. With respect to the language below, “Workers receiving benefits under Chapter 2” refers to workers receiving Trade Adjustment Assistance (TAA) benefits. “Training under Section 236” refers to the training funded under TAA.

- 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.

During the period covering FY 2014 – FY 2016, all four rounds of grants were active at different times (see Table 1 on Page 2). By the end of FY 2016, two of the rounds had ended. The data provided for the six performance outcome measures requested will provide information for the rounds in each fiscal year between 2014 and 2016 that are active at the time. Where appropriate, the fiscal years and/or rounds are combined into one figure to provide the most accurate information for a performance measure.

A. Funds Spent by Grantees in Each Round to Date

As of September 30, 2016, two rounds of TAACCCT grants are completed and two are still in their periods of performance. Round 1, which ended on September 30, 2015, expended 94 percent of its funds. Round 2, which ended September 30, 2016, expended 93 percent of its funds. Round 3 has completed three out of four years and has expended 72 percent of its funds to date. Finally, Round 4, which has completed two out of four years, expended 44 percent of its funds as of September 30, 2016.

B. Average Dollar Amount of Grants Awarded in Each Round

The average award amount for grants across all four rounds of TAACCCT was approximately \$7.5 million. Because TAACCCT awarded types of grants – to consortia of multiple colleges and to single institutions – the averages for these two types are also broken out here. The 110 consortia grants awarded through TAACCCT accounted for 79 percent of total funds, and the average award amount for consortia awards was approximately \$13.9 million. The 146 single institution grants awarded through TAACCCT accounted for 21 percent of total funding and the average award amount was approximately \$2.7 million. Appendix A provides details on the number and types of awards in each round.

For FY 2014, the fourth and final round of TAACCCT, the average amount of the 71 grants was \$6.4 million. The average amount awarded for the 27 consortia grants was \$12.6 million, and the average amount awarded for the 44 single institution grants was \$2.5 million.

C. Average Duration of Grants Awarded in Each Round

Grants awarded in Round 1 had an initial period of performance of 36 months. Five grants ended at the end of that three-year period, 11 grants were extended for one to nine months, and the remaining 33 grants were extended for 12 months. Therefore, the average length of Round 1 was 46 months.

For Rounds 2, 3 and 4, the period of performance was four years, or 48 months, for all grants, with no period of performance extensions.

Within the 48-month period of performance for Rounds 2, 3, and 4, the first three years were originally designated for grant-funded program development and delivery, while the last 12 months were set aside for gathering information and data for reporting outcome measures and completing the requirements for the third-party evaluation. Grantees in these rounds were later given the option to continue grant-funded program development and delivery for up to six additional months (up to a total of 42 out of 48 months), which grantees largely opted to do. However, this did not change the overall 48-month period of performance.

D. The Percentage of Workers Receiving Benefits Under the TAA for Workers Program that are Impacted By TAACCCT Grants Awarded in FY 2013-2016

“Workers receiving benefits under Chapter 2” refers to workers receiving Trade Adjustment Assistance (TAA) benefits. Table 5 (Page 31) shows the numbers and percentages of TAA workers receiving benefits under the TAA for workers program who were enrolled in TAACCCT programs in each fiscal year 2013-2016. The table also shows the number of new TAA workers who were enrolled in any type of training in each fiscal year who enrolled in TAACCCT, which is presumably the population from which TAACCCT grantees could draw TAA-eligible workers for inclusion in TAACCCT-funded training programs. For example, if a TAA-eligible worker was already engaged in training, he/she would be unlikely to switch to a newly-offered program funded through TAACCCT. Thus, the group of TAA workers newly engaging in training is the most relevant population for demonstrating the impact of TAACCCT on TAA workers. It is important to note that the training program decision is up to the TAA worker. TAA counselors are expected to present information to TAA-eligible workers but not to steer them toward certain training providers.

In FY 2013, of the new TAA workers who were enrolled in training, 8.4 percent were enrolled in TAACCCT programs. In FY 2014, that percentage almost doubled to 16.1 percent. In FY 2015, the one fiscal year for which all four rounds reported, 23.6 percent of all new TAA workers enrolled in training were enrolled in TAACCCT programs. The number drops to 13.2 percent in FY 2016 because only three rounds were still active. Thus, when the largest number of grants were active, TAACCCT-funded training reached nearly a quarter of the TAA-eligible workers who were newly enrolled in training.

TABLE 5. Percent of TAA Workers Receiving Benefits and Enrolled in Any Training Who Enrolled in a TAACCCT Funded Program, Fiscal Years 2013-2016

FISCAL YEAR	Column 1: TOTAL NUMBER OF NEW TAA- ELIGIBLE PARTICIPANTS ENROLLED IN TAACCCT	Column 2: NUMBER OF WORKERS RECEIVING BENEFITS UNDER TAA	Column 3: PERCENT RECEIVING TAA BENEFITS ENROLLED IN TAACCCT	Column 4: NUMBER OF TAA-WORKERS NEWLY ENROLLED IN ANY TRAINING DURING EACH FISCAL YEAR	Column 5: PERCENT NEWLY ENROLLED IN ANY TRAINING DURING EACH FISCAL YEAR WHO ENROLLED IN TAACCCT
FY 13	1,200	84,529	1.4%	14,210	8.4%
FY 14	1,871	62,706	3.0%	11,618	16.1%
FY 15	2,054	47,335	4.3%	8,687	23.6%
FY 16	1,541	45,814	3.4%	11,645	13.2%

Notes: FY 13 includes Rounds 1 and 2. FY 14 includes Rounds 1, 2 and 3. FY 14 includes Rounds 1-4. FY 16 includes Rounds 2, 3 and 4.

Source: Column 1 data was reported by TAACCCT grantees. Data in columns 2 and 4 is from the Department’s Office of Trade Act Assistance, FY 2016 Program Statistics, at <https://www.doleta.gov/tradeact/>.

E. The Percentage And Number Of Workers Receiving Benefits Under the TAA For Workers Program Who Obtained a Degree in All TAACCCT Grant Programs and Average Program Duration¹⁸

Due to the way the data is collected for this item, it makes the most sense to report the numbers in aggregate for the five years of grantee reporting to date, which are the grantee periods of performance that span FY 2012 – FY 2016. TAACCCT grantees reported a cumulative total of 8,022 TAACCCT participants as TAA workers for that time period. Of those, 3,791 (47 percent) have received credentials to date.¹⁹ Grantees reported the average duration in a program of study was 35 weeks prior to earning a credential.

F. The Percentage And Number Of Workers Receiving Benefits Under the TAA For Workers Program Who Did Not Complete a Degree and Average Program Duration

Due to the way the data is collected for this item, it makes the most sense to report the numbers in aggregate for the five years of grantee reporting to date, which are grantee periods of performance that span FY 2012 – FY 2016. TAACCCT grantees reported a cumulative total of 8,022 TAACCCT participants as TAA workers for that time period. Of those, grantees reported that 3,737 (47 percent) have not yet received credentials to date.²⁰ The average duration enrolled for these participants is three weeks. Note that some of these participants may still be enrolled and will receive a credential prior to exiting the institution in a future fiscal year.

¹⁸ Grantees were not asked to provide data on TAA workers receiving benefits. Instead they were asked to provide data on participants who were *eligible* to receive benefits under TAA. This data has been used as a proxy for TAA workers receiving benefits in the performance measures, where requested (E & F).

¹⁹ Grantees report only new TAA workers enrolled in each fiscal year, but may report credentials earned from TAA workers who were enrolled from a previous fiscal year.

²⁰ Because data is reported annually and in the aggregate, it is not possible to determine why the percentage of TAA-eligible TAACCCT participants who received and did not receive credentials does not sum to 100 percent.

V. NEXT STEPS FOR TAACCCT

The following sections describe next steps for TAACCCT with respect to technical assistance, national evaluations, and broad dissemination of Open Educational Resources created by TAACCCT grantees through the SkillsCommons.org repository. A final section discusses sustainability of the capacity building spurred by TAACCCT grants.

Funding to support technical assistance, evaluation, and the SkillsCommons repository was authorized in 2014 under the Consolidated Appropriations Act of 2014 (Pub. L. 113-76). That funding, totaling approximately \$13 million of the FY 2014 TAACCCT appropriation, is being used to support the activities described below.

Round 1 and 2 TAACCCT grants were completed September 30, 2015 and September 30, 2016, respectively. Round 3 will be completed September 30, 2017, and Round 4 (the final round) will conclude September 30, 2018. National evaluations and a Technical Assistance Final Report are expected to be completed in 2019.

A. Comprehensive Grantee Technical Assistance

Beginning in FY 2014 with the authorization to use some of the TAACCCT grant funds for technical assistance activities, ETA was able to expand upon the assistance that the Federal staff offered to grantees to offer comprehensive technical assistance through a competitively procured 54-month TAACCCT Comprehensive TA Support Program contract totaling approximately \$3 million. The successful vendor was Jobs For the Future (JFF), with its partners Maher & Maher and the American Association of Community Colleges. The technical assistance contractor is supporting the fourth round of TAACCCT grants, whose period of performance began on October 1, 2014, and also supported, to varying degrees, the prior rounds of TAACCCT grants. The overarching goals of the TAACCCT Comprehensive TA Support Program are to: 1) support the success of community college grants within their Period of Performance; 2) support project sustainability once the grants end; and 3) help replicate TAACCCT-funded models across the country. Within these three overarching goals, specific objectives include:

- Orient community colleges quickly and effectively early in their grant period, so project implementation can begin as early as possible;
- Support community college grantees throughout their period of performance to ensure that innovations are implemented on time and challenges are resolved quickly;
- Help grantees improve and achieve performance outcomes and their grant deliverables;
- Support efficient grant implementation by facilitating knowledge sharing among the community college grantees;
- Provide effective, state-of-the-art communication strategies that result in the adoption of innovative practices among colleges nationwide;
- Help grantees sustain their partnerships, ensuring that collaboration continues after the TAACCCT grants ends;
- Support the institutionalization of grant-funded policies and practices within individual colleges and college systems, fostering the long-term sustainability of grant-funded efforts; and
- Quantify grantees' success and impacts and highlight promising practices and lessons learned, helping spur replication of cutting-edge approaches nationwide among community colleges.

To date, the Department and the technical assistance contractor have implemented orientations for new grantees; annual convenings that offered exposure to thought leaders and innovators as well as peer learning exchanges; more than 100 webinars and conference calls on topics ranging from Performance

Reporting to Employer Engagement to Job Placement and much more; and individualized and group coaching for more than 68 grantees, with a focus on those experiencing challenges with performance or programmatic aspects of their grants. Under the Department's guidance, the TA contractor has also developed issue briefs, an online community of practice, and regular newsletters to disseminate promising practices and peer-generated resources. A sustainability toolkit has been used extensively by grantees and formed the basis of two Sustainability Virtual Institutes, which offered coaching over five months to 19 Round 3 grantees and 24 Round 4 grantees in identifying sustainable aspects of the activities they initiated with grant funding and developing strategic plans to continue those programs, policies, and processes.

In addition to sharing technical assistance with TAACCCT grantees, ETA has started to broaden the scope to share practices and resources with others who would benefit, including non-TAACCCT-funded community colleges and the publicly-funded workforce system. For instance, a webinar sharing the resources on the SkillsCommons Repository had more than 800 registrants.

The technical assistance will continue through six months beyond the end of the Round 4 period of performance, to allow for development of a detailed final report. The final report will build on each year of support and will provide insight into, but not be limited to, implementation of the core elements outlined in the Solicitations for Grant Applications.

B. National Evaluation

The Department has invested in a mixed-method national evaluation of TAACCCT, which is being overseen by the Department's Chief Evaluation Office. This national evaluation will include an implementation and outcomes study, and a synthesis of the more than 200 third-party evaluations being managed by TAACCCT grantees. 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 the national evaluation will help advance the innovations achieved through TAACCCT grant implementation to continue building a body of evidence for workforce education and training strategies to serve TAA-eligible and other adult workers. A series of interim and final deliverables are planned; the first of these, a series of four TAACCCT program briefs, were published in March 2017. The final deliverables are anticipated to be published in 2020. All completed evaluation deliverables are posted to <https://www.dol.gov/asp/evaluation/CompletedStudies.htm> as they become available.

The Chief Evaluation Office and the national evaluation team also continue to provide evaluation support to TAACCCT grantees and their individual third-party evaluators, such as providing information on best practices in evaluation methodology and analysis.

The national evaluation team is under contract with the Chief Evaluation Office and includes the Urban Institute, Abt Associates, NORC at the University of Chicago, Capital Research Corporation, and George Washington University.

C. TAACCCT Repository

Grantees throughout all four rounds of TAACCCT have been creating and openly sharing their grant-funded deliverables. These collective Open Educational Resources (OER) from TAACCCT grantees constitute the world's largest OER project featuring job-driven workforce development materials.²¹ To further the goal of career training and education, and to encourage innovation in the development of new

²¹ Gerry Hanley, PhD., Assistant Vice Chancellor, Academic Technology Services, and Executive Director, MERLOT Academic Technology Services, The California State University, Office of the Chancellor.

curricula, all grant deliverables, including technology-enabled learning objects and materials that accompany any courses or programs of study created or enhanced with TAACCCT funds in all rounds, are publically licensed under a Creative Commons Attribution 3.0 or 4.0 (CC BY) License. These deliverables may include learning resources such as curricula, flash animations, 3-D simulations, videos, open textbooks, games, maps, pictures, graphics, lesson plans, professional development materials, courses, course modules, and program support materials such as evaluation reports, competency models, staff training manuals, and grant management tools.

To ensure that grantees were able to meet these requirements, the Department selected the California State University System's Multimedia Educational Resource for Learning and Online Teaching (CSU-MERLOT) as a cooperative agreement partner for the creation of [SkillsCommons](http://www.SkillsCommons.org), the TAACCCT OER Repository.

The repository at <http://www.SkillsCommons.org> serves as the platform for all grantees to submit their openly-licensed OER deliverables to the Department, with independent subject matter expert reviews, as appropriate. As a publically accessible site, SkillsCommons allows TAACCCT-funded resources to be freely available for use and re-use by the general public, including educational institutions and other service providers, extending the impact of the TAACCCT investment far beyond those colleges that received funding directly through a grant award.

To date, grantees have uploaded more than 8,000 educational resources to SkillsCommons. A wide range of training providers – including many who did not receive TAACCCT funds – have downloaded nearly 350,000 resources to date.

D. Sustainability of Capacity Built Through TAACCCT

A key priority of TAACCCT funding is ensuring that projects lead to sustained enhancements to community college programming across regions or states. Grantees are expected to institutionalize TAACCCT project activities into their overall, non-grant-funded education and training activities so they can continue to provide similar activities with non-grant resources when the grant ends. To maintain and/or expand their capacity-building activities at the institutional and systems levels, colleges have undertaken a range of sustainability strategies, such as creating programs of study that integrate with existing college systems, incorporating new instructional designs as permanent offerings of the college, creating registered apprenticeships, and formalizing and adopting practices for statewide use. Moreover, by focusing their sustainability plans on the TAACCCT core elements, such as career pathways, online or tech-enabled learning, and strategic engagement with employers, colleges are preserving the key innovations that have led to significant project impacts.

The myriad project deliverables that colleges are sustaining at the individual and statewide levels include entire programs of study that embed industry-recognized credentials; related labs, equipment and facilities; instructor positions; navigator positions and/or key student support functions; redesigned developmental education models; and protocols for various processes, such as prior learning assessments. For example:

- The Colorado Helps Advanced Manufacturing Program consortium will sustain all grant-funded programs and the new Advanced Manufacturing Science Institute at **Front Range Community College**, including a new director of the institute and all related faculty positions. The statewide system for prior learning assessment that TAACCCT funds helped develop will also be sustained.
- Florida's **St Petersburg College**, a member of the LINCS consortium, will continue to offer the Council of Supply Chain Management Professionals certifications as part of the program in the noncredit and credit departments. Operation funds from the Florida college will cover salaries for

faculty in the newly formed supply chain management program, and the new supply chain advisory board will be sustained by merging it into the overall board for the college of business. In addition, the Florida TRADE Consortium, led by St. Petersburg College, received a foundation grant for \$100,000 to develop a business plan and organizational structure that will sustain and scale the project by merging it into the Corporate Training/Corporate College departments of each consortium college.

- Michigan’s **Macomb Community College** is sustaining its work-based learning components by creating registered apprenticeships and participating in the Registered Apprenticeship-College Consortium.
- The **Community College of Rhode Island**’s protocol for prior learning assessment, which includes an online tool for students, will be maintained and its use expanded through the training of advisors and the institutionalization of staff overseeing prior learning assessment.
- The Northeast Resiliency Consortium, led by New Jersey’s **Passaic Community College**, has built a variety of sustainable tools, such as a Resiliency Guide and a curriculum alignment table, and is now scaling those tools to other audiences at community college, four-year colleges, and secondary institutions, through faculty and staff professional development. The aim is to help these institutions undertake similar processes to build the competency model and embed the programming into the curricula.
- As noted above, the Oregon CASE consortium, led by Clackamas Community College, has worked to pursue Intergovernmental Agency Agreements between the state’s TAA program and community colleges that would be sustained beyond the life of the grant. With six months remaining in the grant period, 13 of 17 community colleges had sustainable agreements in place.

It is noteworthy that employer partnerships are often the vehicle through which key project activities are being sustained. For example:

- The Talent Solutions Coalition is a new intermediary that grew directly out of the multi-state National Aviation Consortium, led by Kansas’ **Wichita Area Technical College**. The coalition aims to be an “employment broker that bridges the gap between colleges and aviation employers.” Sheree Utasj, president of Wichita Area Technical College, explained: “It’s bringing together education, business and industry to really solve a national problem...The coalition will serve as a ‘hub for talent acquisition’...and a ‘one stop for employers.’” Jason Tyszko, Executive Director of the Center for Education and Workforce at the U.S. Chamber of Commerce Foundation, praised the coalition’s supply-chain approach and the fact that it stretches across state lines.²²
- The I-AM Consortium, led by **Des Moines Area Community College**, developed and launched the ELEVATE Advanced Manufacturing campaign to encourage individuals to pursue education and employment in advanced manufacturing. Although the grant has ended, the Iowa Association of Business and Industry is maintaining the campaign in partnership with I-AM, a collaboration that also is enabling the consortium colleges to extend the project’s impact into K-12 classrooms.

If TAACCCT-funded programs are successfully implemented as proposed, they will support innovative and evidence-based approaches to the design and delivery of community college education programs that generate long-term improvements in meeting the needs of workers and employers.

²² Paul Fain, “Jobs Broker for Aviation Training,” *Inside Higher Ed*, 27 Jan. 2017, <https://www.insidehighered.com/news/2017/01/27/new-coalition-brings-colleges-and-aviation-employers-together-solve-national-hiring> (accessed 22 May 2017).

Attachments:

APPENDIX A: Summary of Key Aspects of FY 2011 to 2014 TAACCCT Grant Competitions

APPENDIX B: Summary of TAACCCT Solicitation for Grant Application (SGA) Focus Areas

APPENDIX C: Total TAACCCT Grants Awarded in FY 2014

APPENDIX D: TAACCCT Total Funding by State

APPENDIX A. Summary of Key Aspects of FY 2011 to 2014 TAACCCT Grant Competitions

The table below provides information on all four rounds of TAACCCT competitions.

	Round 1 – FY 2011	Round 2 – FY 2012	Round 3 – FY 2013	Round 4 – FY 2014
Funding	\$500,000,000	\$500,000,000	\$474,500,000 (reduced by sequestration)	\$464,000,000 (reduced by sequestration)
SGA Funding Requirements (.5% minimum to each state)	<p>The minimum funding requirement could be met through a single award, consortium award, or a combination of the two.</p> <ul style="list-style-type: none"> • Single awards range from \$2.5 to \$5 million • Consortium awards range from \$2.5 to \$20 million 	<p>The minimum funding requirement could ONLY be met by a single institution award so that each state would have a primary fiscal agent.</p> <ul style="list-style-type: none"> • Single awards range from \$2.5 to \$3 million • Consortium awards range from \$10 to \$15 million 	<p>The minimum funding requirement could be met through a single award, consortium award, or a combination of the two.</p> <ul style="list-style-type: none"> • Single awards range from \$2,372,500 to \$2.75 million • Consortium awards will range up to \$25 million 	<p>Minimum funding requirement met through single award or consortium award.</p> <ul style="list-style-type: none"> • Single awards range from \$2,260,000 to \$2.5 million • Tier 1 Consortia (3-10 members) may apply for up to \$10 million • Tier 2 Consortia (11 or more members) may apply for up to \$15 million
Award Competition	<p>Open period: 90 Days January 20, 2011 to April 21, 2011</p> <p>269 Applications Received</p>	<p>Open period: 90 Days February 24, 2012 to May 24, 2012</p> <p>177 Applications Received</p>	<p>Open period:</p> <ul style="list-style-type: none"> • Consortium applications – 70 days (April 19, 2013 to June 18, 2013); • Single Institution applications – 60 days (April 19, 2013 to July 3, 2013) <p>167 Applications Received</p>	<p>Open period: 82 Days April 19, 2014 to July 7, 2014</p> <p>217 Total Applications Received</p> <ul style="list-style-type: none"> • 108 Consortium Applications • 109 Single Institution Applications • 30 Cap-breaker requests
Grant Awards	<p>13 Single Institution Awards 36 Consortium Awards</p> <p>17 Grants were State Designated</p>	<p>52 Single Institution Awards 27 Consortium Awards</p> <p>25 Grants were State Designated</p>	<p>37 Single Institution Awards 20 Consortium Awards</p> <p>14 Grants were State Designated</p>	<p>44 Single Institution Awards 15 Tier 1 Consortium Awards 12 Tier 2 Consortium Awards</p>

	Round 1 – FY 2011	Round 2 – FY 2012	Round 3 – FY 2013	Round 4 – FY 2014
	<p>2 Cap Breaker Awards</p> <p>49 Total (representing 323 individual institutional project sites)</p>	<p>79 Total (representing 290 individual institutional project sites)</p>	<p>57 Total (representing 190 individual institutional project sites)</p>	<p>5 Grants were State Designated 7 Cap Breaker Awards</p> <p>71 Total (representing 271 individual institutional project sites)</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 single-state consortium applicants:</p> <ul style="list-style-type: none"> • Work plan for developing a program performance report card (“scorecard”) for all programs of study in all consortium institutions. 	Does not have this requirement. Round 3 preconditions are incorporated, as are grant requirements for all applicants.

APPENDIX B. Summary of TAACCCT Solicitation for Grant Application (SGA) Focus Areas

The table below provides information on the SGA Focus Areas for the four rounds of TAACCCT. SGAs can be accessed at <https://www.doleta.gov/taaccct/applicantinfo.cfm>.

	Round 1 – FY 2011	Round 2 – FY 2012	Round 3 – FY 2013	Round 4 – FY 2014
SGA Number	SGA/DFA PY 11-08	SGA/DFA PY 11-08	SGA/DFA PY 12-10	SGA/DFA PY 13-10
Focus on TAA-Eligible Workers	<p>TAA-eligible workers were the 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 were the 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 the 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 the 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"> Accelerate Progress for Low-Skilled and Other Workers; Improve 	<p>Applicants required to include five Core Elements in project design:</p> <ol style="list-style-type: none"> Evidence-Based Design; Stacked and Latticed Credentials; Online and Technology-Enabled 	<p>Applicants required to include six Core Elements in project design:</p> <ol style="list-style-type: none"> Evidence-Based Design; Stacked and Latticed Credentials; Transferability and Articulation of Credit; 	<p>Applicant required to include six Core Elements in project design:</p> <ol style="list-style-type: none"> Evidence-Based Design; Career Pathways; Advanced Online and Technology-Enabled Learning;

	<p>Retention and Achievement Rates to Reduce Time to Completion;</p> <p>3. Build Programs That Meet Industry Needs, Including Developing Career Pathways; and</p> <p>4. Strengthen Online and Technology-Enabled Learning.</p>	<p>Learning;</p> <p>4. Transferability and Articulation; and</p> <p>5. Strategic Alignment with workforce system and other partners.</p>	<p>4. Advanced Online and Technology-Enabled Learning;</p> <p>5. Strategic Alignment with workforce system; philanthropy; and other partners; and</p> <p>6. Alignment with Previously-Funded TAACCCT Projects.</p>	<p>4. Strategic Alignment with the Workforce System and Other Stakeholders;</p> <p>5. Alignment with Previously-Funded TAACCCT Projects; and</p> <p>6. Sector Strategies and Employer Engagement.</p>
Period of Performance	3 years for all program and evaluation activities.	3 years for program activities and 1 additional year for data collection and evaluation activities.	3 years for program activities and 1 additional year for data collection and evaluation activities.	3 years for program activities and 1 additional year for data collection and evaluation activities.
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 one signed letter of commitment from all project partners, 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 one or more signed letters of commitment 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; encouraged to work on Cognitive Task Analysis.</p> <ul style="list-style-type: none"> Applicants required to provide documentation of employer engagement to meet the precondition, including employer signature, industry (NAICS 	<p>Required to involve at least one employer for each targeted industry in each project site. Also encouraged to engage industry organizations in sector strategies.</p> <ul style="list-style-type: none"> Applicants required to provide documentation of employer engagement to meet the precondition, including employer signature,

			code), location, description of role in project, and resources contributed.	industry (NAICS code), location, description of role in project, and resources contributed.
Work Based Training Opportunities	Applicants can use grant funds to assist in the development and/or delivery of new curricula, and establishing internships, Registered Apprenticeship, or clinical/cooperative education programs at employer sites.	Applicants can use grant funds to assist in the development and/or delivery of new curricula and establish internships, Registered Apprenticeship, or clinical/cooperative education programs at employer sites. Applicants receive preference if employers provide resources to support education/training.	Applicants can use grant funds to assist in the development and/or delivery of new curricula and establish internships, Registered Apprenticeship, or clinical/cooperative education programs at employer sites. Applicants receive preference if employers provide resources to support education/training Applicants receive preference if they demonstrate how participants will be provided with apprenticeships, internships, OJT, or other work-based training opportunities.	Applicants can use grant funds to assist in the development and/or delivery of new curricula and establish internships, Registered Apprenticeship, or clinical/cooperative education programs at employer sites. Applicants receive preference if employers provide resources to support education/training Applicants receive preference if they demonstrate how participants will be provided with Registered Apprenticeships, internships, OJT, or other work-based training opportunities. Applicants have opportunity to apply for additional grant funds through proposing to incorporate Registered Apprenticeship within the state career pathway system as part of Cap-breaker

				Option 1.
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 evidence of workforce system consultation. 	<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. 	<p>The Department requires applicants to demonstrate a partnership with the workforce system to help support the implementation of the grant project and provides points in the selection criteria to those applicants that contract with the workforce system and demonstrate a strong level of collaboration with these entities.</p> <ul style="list-style-type: none"> • Applicants given preference for funding these partnerships through appropriate contracts.
Evidence-Based	<p>Grantees could request additional funds based on rigor of evidence used to design strategy.</p>	<p>Applicants required to focus on mandatory core elements and base their designs on a level of evidence appropriate for proposed project.</p>	<p>Applicants required to focus on mandatory core elements and base their designs on a level of evidence appropriate for proposed project.</p>	<p>Applicants required to focus on mandatory core elements and base their designs on a level of evidence appropriate for proposed project.</p>
Third-Party Project Evaluation	<p>Third-party project evaluation was not required for all. Grantees were asked to report data on a</p>	<p>All applications required to include a budget, design, and implementation plan for an</p>	<p>All applications required to include a budget, design, and implementation plan for an</p>	<p>All applications required to include a budget, design, and implementation plan for an</p>

	<p>comparison cohort of non-program participants to support a national evaluation.</p>	<p>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>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 in SGA2, but now becomes a pre-condition for application 	<p>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 in SGA2 and SGA3, but is a grant requirement rather than a pre-condition
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APPENDIX C. Total TAACCCT Grants Awarded in FY 2014

The table below lists the 71 grants awarded in FY 2014 (Round 4). A project synopsis for each grantee is available at: <http://webapps.dol.gov/DOLGrantData/KeywordSearch.aspx?parameter=2014B>

State	Grantee Name	Funded Amount	City	Consortium Type
AK	University of Alaska Fairbanks	\$ 8,075,351	Fairbanks	Single State Consortium
AL	Lawson State Community College	\$ 10,000,000	Birmingham	Multi State Consortium
AR	Mid-South Community College	\$ 9,814,818	West Memphis	Multi State Consortium
AZ	Central Arizona College	\$ 10,000,000	Coolidge	Single State Consortium
AZ	Pima County Community College District	\$ 2,499,997	Tucson	Single Institution
CA	Chaffey Community College	\$ 14,980,284	Rancho Cucamonga	Single State Consortium
CO	Arapahoe Community College	\$ 2,394,110	Littleton	Single Institution
CT	Manchester Community College	\$ 15,000,000	Manchester	Single State Consortium
DC	UDC - Community College	\$ 2,394,110	Washington	Single State Consortium
DE	Delaware Technical Community College	\$ 2,394,110	Dover	Single State Consortium
FL	Miami Dade College Kendall Campus	\$ 9,977,296	Miami	Single State Consortium
FL	Valencia College	\$ 2,499,902	Orlando	Single Institution
GA	Southwest Georgia Technical College	\$ 2,322,718	Thomasville	Single Institution
HI	University of Hawaii Maui College	\$ 9,999,870	Honolulu	Single State Consortium
IA	Hawkeye Community College	\$ 15,000,000	Waterloo	Single State Consortium
ID	North Idaho College	\$ 6,438,050	Coeur d Alene	Single State Consortium
IL	Southern Illinois University Edwardsville	\$ 9,956,011	Edwardsville	Single State Consortium
IN	Ivy Tech Community College of Indiana	\$ 2,496,003	Indianapolis	Single Institution
KS	Johnson County Community College	\$ 2,496,764	Overland Park	Single Institution
KS	Washburn University of Topeka	\$ 11,997,957	Topeka	Single State Consortium
KY	Hazard Community and Technical College	\$ 10,000,000	Hazard	Single State Consortium
LA	Bossier Parish Community College	\$ 2,499,325	Bossier City	Single Institution

LA	Delgado Community College	\$ 2,498,457	New Orleans	Single Institution
MA	Cape Cod Community College	\$ 2,471,478	West Barnstable	Single Institution
MA	Massasoit Community College	\$ 20,000,000	Brockton	Single State Consortium
MD	Montgomery College	\$ 14,957,899	Rockville	Single State Consortium
ME	Kennebec Valley Community College	\$ 2,499,977	Fairfield	Single Institution
MI	Alpena Community College	\$ 2,500,000	Alpena	Single Institution
MI	Wayne County Community College District	\$ 2,499,758	Detroit	Single Institution
MN	Minnesota State Community and Technical College	\$ 2,473,227	Fergus Falls	Single Institution
MN	South Central College	\$ 14,999,982	North Mankato	Single State Consortium
MO	The Junior College District of Metropolitan Kansas City, MO	\$ 19,724,404	Kansas City	Single State Consortium
MS	East Central Community College	\$ 2,499,950	Decatur	Single Institution
MT	Missoula College University of Montana	\$ 14,998,597	Missoula	Single State Consortium
NC	Central Piedmont Community College	\$ 2,499,378	Charlotte	Single Institution
ND	Bismarck State College	\$ 9,926,410	Bismarck	Single State Consortium
NE	Central Community College	\$ 2,499,779	Grand Island	Single Institution
NE	Metropolitan Community College	\$ 2,491,960	Omaha	Single Institution
NH	NHTI-Concord's Community College	\$ 2,500,000	Concord	Single Institution
NJ	Bergen Community College	\$ 15,000,000	Paramus	Single State Consortium
NM	Santa Fe Community College	\$ 14,999,863	Santa Fe	Single State Consortium
NV	Western Nevada College	\$ 9,921,831	Carson City	Single State Consortium
NY	Onondaga Community College	\$ 2,499,477	Syracuse	Single Institution
OH	Cincinnati State Technical and Community College	\$ 2,498,888	Cincinnati	Single Institution
OH	Clark State Community College	\$ 2,497,885	Springfield	Single Institution
OH	Eastern Gateway Community College	\$ 2,493,616	Steubenville	Single Institution
OH	Lorain County Community College	\$ 15,000,000	Elyria	Single State Consortium

OH	Northwest State Community College	\$ 2,499,588	Archbold	Single Institution
OK	Oklahoma City Community College	\$ 2,497,340	Oklahoma City	Single Institution
OR	Southwestern Oregon Community College	\$ 2,394,110	Coos Bay	Single Institution
PA	Northampton County Area Community College	\$ 10,000,000	Bethlehem	Single State Consortium
PR	Universidad Metropolitana	\$ 2,499,638	San Juan	Single Institution
RI	New England Institute of Technology	\$ 2,500,000	East Greenwich	Single Institution
SC	Aiken Technical College	\$ 2,455,839	Graniteville	Single Institution
SD	Lake Area Technical Institute	\$ 2,500,000	Watertown	Single Institution
SD	Mitchell Technical Institute	\$ 2,478,232	Mitchell	Single Institution
TN	Southwest Tennessee Community College	\$ 2,387,247	Memphis	Single Institution
TX	Richland College	\$ 3,250,000	Dallas	Single Institution
TX	Texas State Technical College - Waco	\$ 2,378,924	Waco	Single Institution
UT	Salt Lake Community College	\$ 2,500,000	Salt Lake City	Single Institution
VA	Danville Community College	\$ 2,500,000	Danville	Single Institution
VA	Lord Fairfax Community College	\$ 3,250,000	Middletown	Single Institution
VA	Southwest Virginia Community College	\$ 2,500,000	Cedar Bluff	Single Institution
VA	Thomas Nelson Community College	\$ 2,476,840	Hampton	Single Institution
VA	Virginia State University	\$ 3,249,817	Petersburg	Single Institution
VT	Community College of Vermont	\$ 2,394,110	Rutland	Single Institution
WA	Centralia College	\$ 2,499,973	Centralia	Single State Consortium
WA	Clover Park Technical College	\$ 9,994,854	Lakewood	Single Institution
WI	Chippewa Valley Technical College	\$ 19,999,991	Eau Claire	Single State Consortium
WV	Mountwest Community & Technical College	\$ 9,461,288	Huntington	Single State Consortium
WY	Casper College	\$ 2,499,917	Casper	Single Institution

APPENDIX D. TAACCCT Total Funding By State

The chart below shows total funding by state across all four rounds of TAACCCT. Funding for members of multi-state consortiums has been allocated to the states of consortium members, not the lead.

