



# Trade Adjustment Assistance Community College and Career Training (TAACCCT) Program National Evaluation

## SUMMARY

In 2012 and 2014, the Chief Evaluation Office (CEO) partnered with the Employment and Training Administration (ETA) to fund contractors Urban Institute and Abt Associates to conduct the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Initiative National Evaluation. The implementation and outcomes evaluation, as well as a synthesis of third-party grantee evaluations, aims to document promising practices to deliver workforce education and training programs.

The TAACCCT grant program was a \$1.9 billion initiative, with a total of 256 grants awarded between 2011 and 2018 to eligible institutions of higher education (mainly community colleges) to build their capacity to provide workforce education and training programs.

[Learn more about the grantees.](#)

This Department of Labor-funded study was a result of the annual process to determine the Department's research priorities for the upcoming year. It contributes to the labor evidence-base to inform [community college](#) and [employment and training](#) programs and policies and addresses Departmental strategic goals and priorities.

## KEY OBSERVATIONS

- **All 71 grantees engaged employer partners**, with employer involvement ranging from employer review of curricula, to work-based learning provided at the employer site, to the design of programs and investment of funding and equipment to support programs. **Most grantees (53) engaged organizations in their local public workforce system.** (Round 4)
- Reports commonly **highlighted the career navigator/coach role as a useful innovation in promoting participant persistence and completion.** Several grantees perceived that tutoring services, intrusive advising models, and financial assistance promoted participant success. (Round 4)
- **Most colleges targeted their services to the unemployed and underemployed workers, veterans, low-income individuals, or adults with low education levels.** Over three-quarters of the colleges targeted one or more of these populations. These were groups that colleges had not targeted as often before the grant. (Rounds 1-2)
- **Simulations of work settings were common technology-enabled learning environments, especially for manufacturing and health care training programs.** Some employers donated equipment to ensure that facilities provided state-of-the-art and industry-relevant instruction. (Rounds 1-2)





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- **Colleges faced several common barriers to recruiting and enrolling participants**, such as conflicts with work and school hours (60 percent), finding eligible participants (49 percent), and insufficient basic skill levels of applicants (43 percent). (Round 3)
- **Many colleges developed new strategies to accelerate learning**: stackable or latticed credentials (84 percent); industry-recognized credentials (65 percent), and new career pathway programs (58 percent). (Round 3)
- **Synthesis findings suggest that a career pathways model that combines accelerated learning strategies, persistence and completion strategies, and connections to employment strategies results in consistently positive educational impacts** and mixed employment impacts. (Impacts Finding, Round 3)

[SEE FULL STUDY](#)

**TIMEFRAME:** 2014-2020

**SUBMITTED BY:** Abt Associates,  
Urban Institute

**DATE PREPARED:** December 2020

**PARTNER AGENCY:** Employment and Training Administration

**SPONSOR:** Chief Evaluation Office

**CEO CONTACT:** [ChiefEvaluationOffice@dol.gov](mailto:ChiefEvaluationOffice@dol.gov)

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