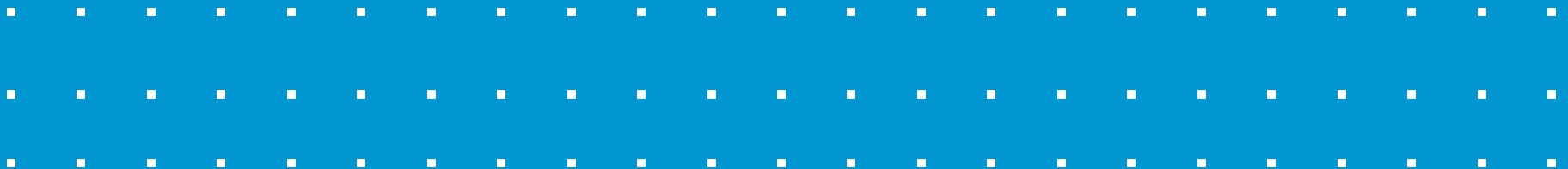


Findings from the First Two Rounds of the TAACCCT Grant Program

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Presentation Overview

- Overview of TAACCCT Grant Program
- TAACCCT Grantee Evaluation Requirements
- TAACCCT National Evaluation Activities for Rounds 1-2
- Findings from Round 1-2 Grantee Performance Reporting
- Findings from Round 1-2 Third Party Evaluations
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Overview of TAACCCT Grant Program

- The Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program was authorized as part of the American Recovery and Reinvestment Act in 2009.
- TAACCCT provides community colleges and other postsecondary institutions with multi-year grants to expand their capacity to deliver career training programs for high-demand industries.
- TAACCCT programs are designed to be completed in two years or less, are suited for workers eligible for the Trade Adjustment Assistance (TAA) for Workers program, and prepare program participants for employment in high-wage, high-skill occupations.
- TAACCCT is administered by the U.S. Department of Labor (DOL) in partnership with the U.S. Department of Education.
- The Urban Institute is under contract with DOL to lead a national evaluation of TAACCCT Rounds 1-3



Overview of TAACCCT Grant Program

- 256 grants awarded across four rounds:
 - Round 1 – 49 grants (awarded in 2011)
 - Round 2 – 79 grants (awarded in 2012)
 - Round 3 – 57 grants (awarded in 2013)
 - Round 4 – 71 grants (awarded in 2014)
- Single institution and multi-college “consortium” grants
- 729 colleges across the country have received TAACCCT funding
- Round 1 grants limited to 36-month period of performance
- Rounds 2-4 given 48 months with final 12 months used for gathering information and data for reporting outcomes and completing evaluation requirements
- Grant funding ranges from \$2.4 million for single institution grants to as much as \$25 million for large consortium grants



TAACCCT Grantee Evaluation Requirements

- Round 1 grantees were encouraged to conduct evaluations of their grant programs (about 5 had third-party evaluations)
- Beginning with Round 2, grantees required to use up to 10 percent of their funding to implement rigorous third-party evaluations of their TAACCCT-funded programs
- Grantees required to submit evaluation plans developed in partnership with third-party evaluators to DOL
- Grantees required to submit at least one interim evaluation report and a final evaluation report to DOL
- Evaluations must include an implementation analysis as well as an outcomes/impact analysis
- Grantees must use most rigorous evaluation design possible for outcomes/impact analysis



TAACCCT National Evaluation Activities for Rounds 1-2

- Review of grant applications, progress reports, evaluation plans, and evaluation reports
- Survey of all Round 1 and 2 colleges to collect information documenting the range of goals, activities, and outcomes that emerged from the first round of TAACCCT grants.
- Site visits to 10 Round 2 TAACCCT grantees to conduct in-person interviews with key stakeholders, such as college leaders, instructors, employer partners, and workforce investment system partners. Focus groups held with TAACCCT program participants.
- Technical assistance for Round 2 third-party evaluators



Findings from Round 1-2 Grantee Performance Reporting

- 852 new programs of study were launched using TAACCCT funds during Round 1
- 654 new programs of study were launched using TAACCCT funds during Round 2
- A majority of TAACCCT participants were male and white
- Roughly half of TAACCCT participants attended their college full time
- About 37 percent of TAACCCT participants were employed upon entering their program (not necessarily in their field of study)
- About 33 percent were Pell-eligible
- About 7 percent were veterans
- Only 2 percent were TAA-eligible, but this represented about 10 percent of all TAA-eligible across the country, and that percentage is increasing for subsequent rounds



Findings from Round 1-2 Grantee Performance Reporting

- Roughly 80 percent of TAACCCT participants earned a certificate taking less than one year to complete
- Roughly 10 percent of TAACCCT participants earned a certificate taking more than one year to complete
- A little over 20 percent of TAACCCT participants earned an associates degree
- Roughly 25 percent went on to pursue further education at a different institution after completing a TAACCCT program
- 51 percent of students not employed at program entrance were employed after completion in Round 1; 36 percent in Round 2 (at time of reporting)
- 45 percent of student employed at program entrance experienced a wage increase in Round 1; 29 percent in Round 2 (at time of reporting)



Findings from Round 1-2 Third Party Evaluations

- Online and hybrid learning can be helpful to students who need more flexibility or are in rural areas, but getting institutional buy-in on using this approach for teaching courses can be a challenge.
- Stackable credentials can include a wide range of credentials from introductory or foundational courses, industry-recognized certificate and certifications, and job-readiness certificates.
- PLAs allowed students to progress through their courses more quickly because they received credit for their previous experiences, but it can be a challenge to align the existing knowledge and skills of students with program requirements.
- Support services that address multiple aspects – academic, personal, and career needs – are important to helping students persist and complete their programs of study.



Findings from Round 1-2 Third Party Evaluations

- Articulation agreements provide students with a clearer path to earning a degree, but it is difficult to bring together stakeholders from multiple institutions to agree on how students courses and credits will articulate across institutions.
- Public workforce system partners can offer community colleges important recruitment sources, access to career guidance and financial aid, and connections to employers and industry.
- Dedicated career coaches and navigators can help students systematically prepare for the transition to the workforce, but career guidance can come from other sources such as faculty and employers.
- There are many types of work-based learning opportunities that can be embedded in the curriculum, but employer involvement is needed to ensure the knowledge and skills gained meet their workforce needs.



Current and Upcoming Publications from the National Evaluation Team

- Currently available:
 - Four briefs on TAACCCT grant project goals, design, and evaluation; characteristics; approaches, target industries, and partnerships; and early results – available at <https://doleta.gov/taaccct>
- Later this year:
 - Round 1-2 Implementation Analysis – Full Report
 - Round 1-2 Implementation Analysis – Summary Brief
 - Synthesis of Findings from Round 1-2 Third-Party Evaluations
- Next Year:
 - Round 3 Implementation Analysis Report
 - Synthesis of Findings from Round 3 Third-Party Evaluations

