



Alabama

Total Funding: \$28,104,308
TAACCCT Grants: 4

Colleges

- Gadsden State Community College
- Central Alabama Community College
- George C. Wallace State Community College - Dothan**
- George C. Wallace State Community College - Hanceville**
- George C. Wallace State Community College - Selma
- Lawson State Community College**
- Lurleen B. Wallace Community College
- University of Alabama at Birmingham
- University of West Alabama**

Bolded colleges are grant leads

Statewide Outcomes to Date

31 programs

Programs Launched



= 5 programs

3,619 participants

Participants



= 500 participants

1,846 credentials

Credentials Earned



= 500 credentials

See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

The U.S. Department of Labor's TAACCCT grant program is a major investment in building the capacity of community colleges. Grant funds are not used for tuition, but to create or enhance programs of study that lead to industry-recognized credentials, upgrade equipment, support student success toward completion, and more. TAACCCT supports colleges to better serve workers eligible for training under the TAA for Workers program, as well as a broad range of other adults.

Examples from Alabama

Industry Emphasis of Programs of Study



Manufacturing



Transportation



Healthcare

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Alabama Example: The Partnership for Accelerated Learning through Engagement, Visualization, and Simulation (PAVES) produced [simulations for machine tooling and health care courses](#).

"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. UWA recruits and MBUSI screens participants, who attend the training program three days per week and work at MBUSI two days per week. MBUSI pays a percentage of [students'] tuition/fees based on their grades. The curriculum is jointly developed and the program has now expanded into an Associate's degree."

Veronica Triplett, Coordinator, University of West Alabama Applied Manufacturing Technology Program

An evaluation of the Alabama-Florida Technical Employment Network found that the \$4.3 million in new, grant-funded equipment that member colleges received, including 24 new welding booths for lead college Wallace Community College – Dothan and six new booths and two simulators for Lurleen B. Wallace Community College, helped to increase institutional capacity and student enrollment.





Alaska

Total Funding: \$17,093,623
TAACCCT Grants: 4

Colleges

- Kenai Peninsula College
- Kodiak College
- Matanuska-Susitna College
- Prince William Sound Community College
- University of Alaska - Fairbanks**
- University of Alaska Anchorage Community and Technical College**
- University of Alaska Southeast**

Bolded colleges are grant leads

Statewide Outcomes to Date

11 programs

Programs Launched



= 5 programs

2,726 participants

Participants



= 500 participants

898 credentials

Credentials Earned



= 500 credentials

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Examples from Alaska

Industry Emphasis of Programs of Study



Manufacturing



Healthcare



Agriculture

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Alaska Example: The Beyond Anchorage: Expanding Developmental and Workforce Education consortium shared [39 course materials](#) on writing, algebra, architecture, and distance education.

The University of Alaska Fairbanks, which leads the Preparing the Unemployed for the Mining Sector grant, has partnered with the Mineral Industry Research Lab to develop a dynamic, game-like Mill Process Simulator that will be the first of its kind in the world. This training tool, which aid in situational learning, will benefit not only students enrolled in the college's new Mining Mill Operations Occupational Endorsement program (Also a first of its kind), but also incumbent mill operators seeking to enhance their skills.

To enable students living in remote locations or engaged in seasonal activities (such as working on a fishing vessel) to complete coursework, the University of Alaska Southeast's Fisheries Technology Pathway to Employment Project is modularizing the course content and loading all material, including lectures, videos, readings, and even exams--onto waterproof iPads to be delivered asynchronously and independent of the internet.





Arizona

Total Funding: \$33,757,498
TAACCCT Grants: 5

Colleges

Central Arizona College

Chandler Gilbert Community College

Coconino Community College District

Eastern Arizona College

Estrella Mountain Community College

GateWay Community College and Maricopa Skill Center

Mesa Community College

Northland Pioneer College

Pima Community College

Rio Salado College

Southwest Skill Center-Campus of Estrella Mountain Community College

Yavapai College

Bolded colleges are grant leads

Statewide Outcomes to Date

34 programs

Programs Launched



= 10 programs

Participants

5,624 participants

= 1,000 participants



Credentials Earned

2,751 credentials

= 1,000 credentials



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Arizona

Industry Emphasis of Programs of Study



Manufacturing



Energy



Transportation



Information Technology

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Arizona Example: The Arizona Sun Corridor - Get into Energy Consortium (ASC-GIEC) produced and shared [curricula, syllabi, and other learning resources](#) on mechatronics, electricity, power plant systems, and energy generation.

The Arizona Sun Corridor's Get Into Energy Consortium (ASC-GIEC), a partnership of the Arizona Public Service Company, Western Maricopa Education Center, and Estrella Mountain Community College, developed a \$16.7 million campus designed to provide a gateway into the nuclear power industry. The campus offers brand new facilities and equipment for hands-on learning opportunities. In addition, the ASC-GIEC worked closely with industry partners and the Center for Energy Workforce Development (CEWD) to create a competency model aligned with industry needs. The partners mapped the CEWD Energy Competency Model to Arizona's Workplace Employability Standards, closed curriculum gaps, and created a standardized core curriculum.

"...[S]tudents who participated in CCC2NAU (Coconino Community College to Northern Arizona University) were 3.54 times more likely than nonparticipants to transition to a four-year institution."

Magnolia Consulting, Final Evaluation Report for CCC2NAU





Arkansas

Total Funding: \$31,803,053
TAACCCT Grants: 4

Colleges

- Arkansas Northeastern College
- Arkansas State University - Beebe
- Arkansas State University - Mountain Home
- Arkansas State University - Newport
- Black River Technical College
- College of the Ouachitas
- Cossatot Community College
- East Arkansas Community College
- Mid-South Community College**
- National Park Community College
- North Arkansas College
- NorthWest Arkansas Community College**
- Ozarka College
- Phillips Community College
- Pulaski Technical College
- Rich Mountain Community College
- South Arkansas Community College**
- Southeast Arkansas College
- Southern Arkansas University Tech
- University of Arkansas Community College - Batesville
- University of Arkansas Community College - Hope
- University of Arkansas Community College - Morrilton

Bolded colleges are grant leads

Statewide Outcomes to Date

178 programs

Programs Launched

= 10 programs



11,251 participants

Participants

= 1,000 participants



3,938 credentials

Credentials Earned

= 1,000 credentials



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm

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Examples from Arkansas

Industry Emphasis of Programs of Study



Manufacturing



Healthcare



Transportation

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Arkansas Example: The South West Arkansas Community College Consortium (SWACCC) developed and shared [syllabi and other materials](#) on mechatronics, welding, robotics, and other advanced manufacturing topics.

"Arkansas State University Mid-South offers 'live work' experiences to its students, diagnosing and performing preventive maintenance on trucks brought in by employer partners. When a bill in the state legislature to limit these types of partnerships threatened to prohibit Mid-South's students from gaining such work experience, the college and its employer partners were able to help legislators at the state level redraft the bill to ensure that it didn't eliminate partnerships that showed clear benefits to students."

Sector Strategies in the MRTDLSM Consortium – Final Report

Through the Path to Accelerate Completion and Employment (PACE) initiative, all 22 two-year colleges in the state implemented developmental education reform to increase student success. For example, Phillips Community College at the University of Arkansas restructured its Associate's Degree in Nursing program to reduce time to completion from six to five semesters and redesigned its Practical Nursing program to create additional student pathways.

Hudson, A. et al. (2016). "Strategies for Transformative Change: Transforming nursing programs to reduce time to completion". Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.





California

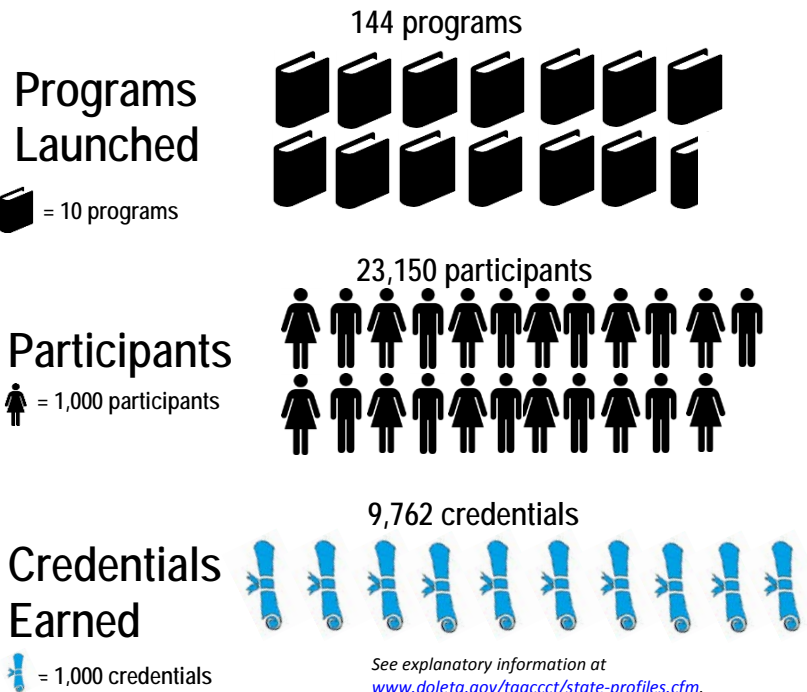
Total Funding: \$88,665,893
TAACCCT Grants: 8

Colleges

- | | |
|--|---|
| Bakersfield College | Los Medanos College |
| Barstow Community College | Madera Center College |
| Berkeley City College | Merced College |
| California State University - East Bay | Merritt College |
| California State University - San Bernardino | MiraCosta College |
| Cerritos College | Mt San Jacinto Community College District |
| Cerro Coso Community College | Norco College |
| Chabot College | Ohlone College |
| Chaffey College | Porterville College |
| City College of San Francisco | Reedley College |
| College of Alameda | Riverside City College |
| College of the Desert | Saddleback College |
| College of the Sequoias | San Bernardino Valley Community College |
| Contra Costa College | San Joaquin Delta College |
| Crafton Hills College | Solano College |
| Diablo Valley College | Taft College |
| East Los Angeles College | University of California - Berkeley |
| Fresno City College | University of California - Riverside |
| Laney College | Victor Valley College |
| Long Beach City College | West Hills College Coalinga |
| Los Angeles City College | West Hills College Lemoore |
| Los Angeles Harbor College | West Los Angeles College |
| Los Angeles Mission College | |
| Los Angeles Pierce College | |
| Los Angeles Southwest College | |
| Los Angeles Trade Technical College | |
| Los Angeles Valley College | |

Bolded colleges are grant leads

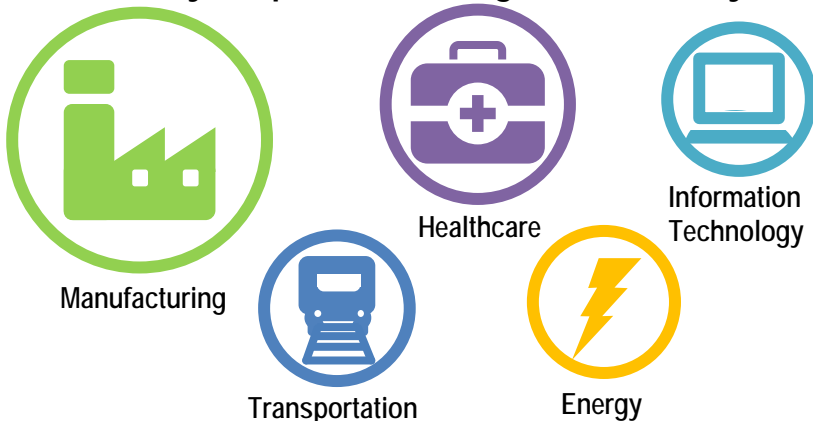
Statewide Outcomes to Date



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Examples from California

Industry Emphasis of Programs of Study



To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

California Example: The Central Valley California Community Colleges Committed to Change (C6) consortium contributed a [resource guidebook](#) on integrating basic skills remediation in career and technical education.

“At the end of the day, we’re a shipyard and no matter how well we teach, it is never going to be as well as a college could do it. The thing we can bring to the table is our experience, which is why partnering with the [Design It-Build It-Ship It] colleges is perfect. They have instructors who are very capable; they have facilities.”

Chris Rochette, Training Coordinator, Bay Ship and Yacht Company

“I don’t think other companies understand the great return on investment you can get from this... I see people we have hired from [Los Angeles Valley College’s Biotech Bridge’s] program growing within our company and creating better futures for themselves and for their families. To me, that is priceless. The reason we will be the best manufacturing company is because we will have the best people, including the manufacturing technicians.”

Willie Zuniga, President, Grifols Biologicals Inc. (GBI)





Colorado

Total Funding: \$57,583,984
TAACCCT Grants: 5

Colleges

- Aims Community College
- Arapahoe Community College**
- Colorado Mesa University**
- Colorado Mountain College
- Colorado Northwestern Community College
- Community College of Aurora
- Community College of Denver**
- Front Range Community College**
- Lamar Community College
- Metropolitan State University of Denver
- Morgan Community College
- Northeastern Junior College
- Otero Junior College
- Pikes Peak Community College
- Pueblo Community College**
- Red Rocks Community College
- Trinidad State Junior College

Bolded colleges are grant leads

Statewide Outcomes to Date

50 programs

Programs Launched

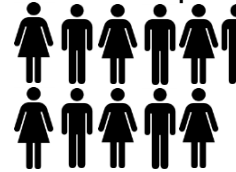


= 10 programs

Participants

10,737 participants

= 1,000 participants



Credentials Earned

5,888 credentials

= 1,000 credentials

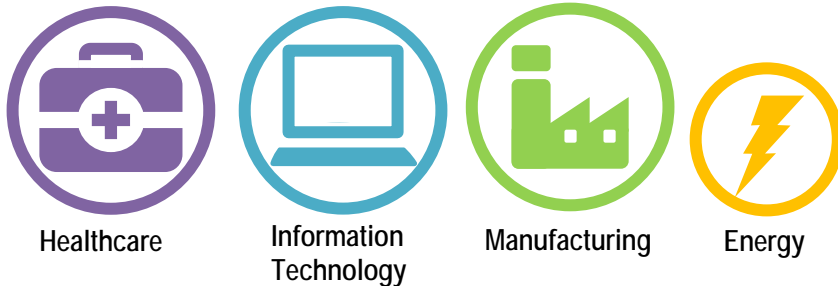


See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Colorado

Industry Emphasis of Programs of Study



Through the Colorado Online Energy Training Consortium, Colorado reduced the time that students spend in developmental education before embarking on college-level coursework to one semester, while eliminating the requirement entirely for some students. Through the Colorado Helps Advanced Manufacturing Program, the state launched a new policy that helps students receive credit for prior learning, whether in school or on the job, which accelerates the pace to completion for adult students statewide.

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Colorado Example: The Colorado Helps Advanced Manufacturers Program (CHAMP) consortium contributed a [packet of job search resources](#) for precision machining students. The packet's contents include a job search checklist for students, a sample cover letter, a precision machining resume format, and practice interview questions.

"The redesign of the [Health Information Technology (HIT)] program to fully online delivery has allowed Pueblo Community College to fulfill its [grant] goals by providing training options for remote students, including rural students in both southern Colorado and elsewhere in the country, and to provide employment for students seeking education in the HIT workforce without saturating the local market."

Rutgers School of Management and Labor Relations, "Pueblo Community College Case Study Report: Consortium for Healthcare Education Online"





Connecticut

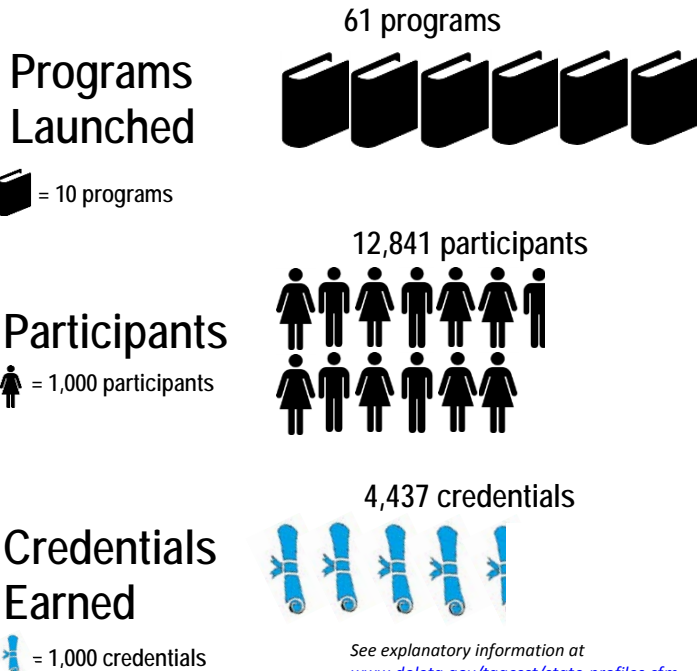
Total Funding: \$36,808,146
TAACCCT Grants: 4

Colleges

- Asnuntuck Community College
- Capital Community College
- Charter Oak State College
- Eastern Connecticut State University
- Gateway Community College
- Housatonic Community College
- Manchester Community College**
- Middlesex Community College**
- Naugatuck Valley Community College
- Northwestern Connecticut Community College
- Norwalk Community College**
- Quinebaug Valley Community College
- Three Rivers Community College

Bolded colleges are grant leads

Statewide Outcomes to Date



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Examples from Connecticut

Industry Emphasis of Programs of Study



Manufacturing



Healthcare



Energy

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Connecticut Example: The Connecticut Health and Life Sciences Career Initiative (HL-SCI) produced and shared over [200 learning resources](#) on nursing, veterinary medicine, radiology, and other health industry fields.

“The Connecticut Health and Life Sciences Career Initiative has had a transformative effect on the state’s community colleges. First, the colleges have established 20 new industry-aligned certificate and associate’s degree programs [and] updated and revised 48 existing programs to ensure that they teach the competencies demanded by the growing and increasingly complex health and life sciences area. In addition, 71 new online/hybrid courses corresponding to new areas, such as health information management, have been developed...[as well as] a new eLearning tool that offers tutorials in basic math and sciences, which are accessible 24/7 through an array of devices, including laptops, iPads and cell phones.”

Lesley Mara, Senior Project Director, Norwalk Community College

“The Connecticut Advanced Manufacturing Initiative is a critically important program to support our region’s economic growth potential. There is a strong demand for skilled workers in the sheet metal fabrication field through both growth occurring at Electric Boat and replacements associated with the attrition of an aging workforce. [Three River Community College’s] ability to help meet this demand provides the region a tremendous tool for economic development.”

John Beauregard, Executive Director, Eastern CT Workforce Investment board





District of Columbia

Total Funding: \$10,790,358
TAACCCT Grants: 4

Colleges

Community College of the District of Columbia

Round 1 Project: CCDC AdminTech Academy
Award: \$2,701,202

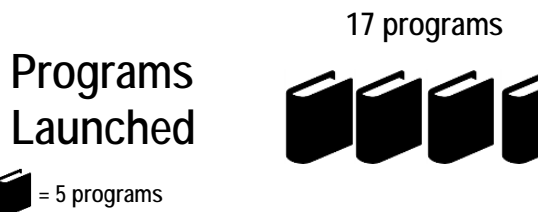
Round 2 Project: DC Transportation Academy
Award: \$2,500,000

Round 3 Project: DC Construction Academy & DC Hospitality Academy
Award: \$2,507,462

Round 4 Project: Career Pathways and Contextualized Learning in Workforce Development and Lifelong Learning
Award: \$2,394,110

Bolded colleges are grant leads

Statewide Outcomes to Date



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Examples from the District of Columbia

Industry Emphasis of Programs of Study



Healthcare



Information Technology



Transportation

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

District of Columbia Example: The University of the District of Columbia's DC Transportation Academy project produced and shared [syllabi and curricula](#) on electronics, HVAC, and automotive technology.

"Our partnerships with industry are growing and we have succeeded in having students hired in several apprenticeship programs, including the local carpenter's union, and with members of Independent Electrical Contractors. We have also had several students hired in to positions with apartment management and developer organizations."

*Kathleen Short, Project Director, University of the District of Columbia (UDC) - Community College
DC Construction Academy & DC Hospitality Academy*

"The preliminary data from the contextualized healthcare courses suggest students are completing the courses and passing their certification exams at an increased rate. In addition, establishing certain course criteria such as a B or higher in Medical Terminology and Anatomy appears to have improved student performance in the class."

*Edith Westfall, Acting Dean, University of the District of Columbia (UDC) - Community College
Career Pathways and Contextualized Learning in Workforce Development and Lifelong Learning*





Delaware

Total Funding: \$12,324,332
TAACCCT Grants: 4

Colleges

Delaware Technical Community College

Round 1 Project: Maximizing Student Achievement for Employment Success
Award: \$4,994,200

Round 2 Project: Delaware Technical Community College Nursing Program Redesign to Accelerate Completion and Support Additional Career Pathways
Award: \$2,500,000

Round 3 Project: Delaware Technical Community College Manufacturing and Food Safety Program Enhancements
Award: \$2,507,462

Round 4 Project: Maximizing Student Achievement for Employment Success
Award: \$2,394,110

Bolded colleges are grant leads

Statewide Outcomes to Date

16 programs

Programs Launched



= 5 programs

2,021 participants

Participants



= 500 participants

956 credentials

Credentials Earned



= 500 credentials

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Examples from Delaware

Industry Emphasis of Programs of Study



Healthcare



Energy



Agriculture



Manufacturing



Information Technology

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Delaware Example: Delaware Technical Community College's Maximizing Student Achievement for Employment Success project developed and [shared syllabi and other resources](#) for its Aviation Powerplant Certificate Program.

"Grant funds provided Delaware Technical Community College (DTCC) the opportunity to increase space and update technology and equipment; redesign the nursing program to a concept-based curriculum; offer accelerated options; and support students through tutors, faculty office hours, and other support services. Compared to students in the old nursing program, students in the new nursing program had significantly higher program retention rates; [and] accelerated program [students] had significantly higher retention rates than those in the traditional program."

Kelly Davis, Project Director, DTCC Nursing Program Redesign to Accelerate Completion and Support Additional Career Pathways

"All programs have vibrant advisory boards that meet regularly....This continual relationship building with our community leaders helps us provide opportunities for students to increase economic and personal fulfillment and remain relevant in today's workforce."

Martha Hofstetter, Project Director, DTCC Manufacturing and Food Safety Program Enhancements





Florida

Total Funding: \$74,776,858
TAACCCT Grants: 7

Colleges

Broward College

Chipola College

College of Central Florida

Daytona State College

Eastern Florida State College

Florida Gateway College

Florida SouthWestern State College

Florida State College at Jacksonville

Gulf Coast State College

Hillsborough Community College

Indian River State College

Lake-Sumter State College

Miami Dade College - Kendall Campus

North Florida Community College

Northwest Florida State College

Palm Beach State College

Pasco Hernando Community College

Pensacola State College

Polk State College

Santa Fe College

Seminole State College of Florida

South Florida State College

St. Johns River State College

St. Petersburg College

Tallahassee Community College

Valencia College

Bolded colleges are grant leads

Statewide Outcomes to Date

82 programs

Programs Launched



= 10 programs

Participants



= 1,000 participants

Credentials Earned



= 1,000 credentials

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Examples from Florida

Industry Emphasis of Programs of Study



Manufacturing



Information Technology



Transportation



Healthcare

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Florida Example: The Florida Regional Consortium for Technology Enabled Learning Solutions (FRC-TEC) program developed and shared [learning materials](#) including resources for practical nursing, medical ethics, and oral pathology courses.

"The [Florida TRADE] program is...resulting in broader impact. Economic development departments from across the state are using the program in their strategies to attract new businesses. The state's workforce board is capitalizing on the group to communicate state initiatives, build stronger partnerships between workforce boards and colleges, and find ways to improve reporting of workforce outcomes for institutions."

Skyrd, J., et al. 2014. "Partnership Trifecta: Education, Workforce, and Industry." Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign

"Because of grant funding, St. Petersburg College was able to create a non-credit Supply Chain Management (SCM) program focused on eight industry certifications and an SCM track within the two-year Business Administration A.S. degree. Students are now able to follow an academic pathway from SCM certification attainment to certificate/degree attainment."

Leslie Backus, National Principal Investigator, Broward College, LINC Grant





Georgia

Total Funding: \$29,486,118
TAACCCT Grants: 5

Colleges

- Albany Technical College
- Athens Technical College**
- Atlanta Technical College
- Georgia Piedmont Technical College**
- Georgia Tech Research Corporation
- North Georgia Technical College**

Bolded colleges are grant leads

Statewide Outcomes to Date

24 programs

Programs Launched



= 10 programs

7,268 participants

Participants

= 1,000 participants



2,275 credentials

Credentials Earned

= 1,000 credentials



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Examples from Georgia

Industry Emphasis of Programs of Study



Healthcare



Manufacturing



Transportation

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Georgia Example: The ATC Times Three consortium shared over [200 program support materials](#) on 3D printing, environmental engineering, manufacturing, prior learning assessments, and many other topics.

"We are being recognized as a worthy partnership with nationally recognized institutions such as Georgia Tech and State Governing Officials."

Dr. Samuel Afuwape, Chair, Industrial Engineering and Systems, Atlanta Technical College, ATC Times 3 Consortium (ATCX3)

"We have an engineering technology program at Athens Technical College that industry is excited about."

Dr. Tremaine Powell, Chair, Engineering Technology Department, Athens Technical College, ATCX3

The Central Georgia Healthcare Workforce Alliance is using blended-learning and technology-driven strategies to ensure that working adults, particularly those living in rural areas, are able to participate in its healthcare programs anytime, from anywhere, and on any device. The Alliance's Blendflex model provides traditional and distance education options for class attendance and support services, allowing students to switch at any time among face-to-face, live telepresence, and online instructional delivery methods. The Technology Association of Georgia chose lead college Central Georgia Technical College as a finalist for the 2015 Excalibur Award in recognition of this innovative model.





Hawaii

Total Funding: \$52,326,342
TAACCCT Grants: 5

Colleges

- Hawaii Community College
- Honolulu Community College**
- Kapi'olani Community College**
- Kaua'i Community College
- Leeward Community College**
- University of Hawaii Maui College**
- Windward Community College

Bolded colleges are grant leads

Statewide Outcomes to Date

66 programs

Programs Launched



= 10 programs

10,118 participants

Participants



= 1,000 participants

5,596 credentials

Credentials Earned



= 1,000 credentials

See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Hawaii

Industry Emphasis of Programs of Study



Healthcare



Energy



Agriculture



Information Technology

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Hawaii Example: The University of Hawaii Community College's Community College and Career Training (C3T) consortium developed the [HOA Student Success Coaching Training Manual](#), a resource for developing coaching and student support programs.

"TAACCCT grant funding has expanded the College's ability to build, strengthen, and maintain industry partnerships, including those with the Hawaii Department of Education, state-wide high schools, private schools, and non-profit organizations. One platform for the development of industry partnerships has been monthly new teacher forums that encompass professional development opportunities."

*James Goodman, Dean, Arts and Sciences
University of Hawaii Leeward Community College
AAT Enhancement and Acceleration Program*

"The online courses developed and implemented through the Rural Hawai'i Community Colleges Workforce Development Project have increased course accessibility for the rural communities on each of the islands [Maui, Lanai, Molokai, Kaua'i, and Hawai'i]."

*Pacific Research and Evaluation, LLC
Final Evaluation Report: Rural Hawai'i Community Colleges
Workforce Development Project*





Idaho

Total Funding: \$14,603,051
TAACCCT Grants: 4

Colleges

College of Southern Idaho

Eastern Idaho Technical College

Idaho State University - College of Technology

Lewis-Clark State College

North Idaho College

Statewide Outcomes to Date

30 programs

Programs
Launched



= 5 program

3,151 participants

Participants

= 500 participants



1,326 credentials

Credentials
Earned

= 500 credentials



See explanatory information at
www.doleta.gov/taaccct/state-profiles.cfm

Bolded colleges are grant leads

The U.S. Department of Labor's TAACCCT grant program is a major investment in building the capacity of community colleges. Grant funds are not used for tuition, but to create or enhance programs of study that lead to industry-recognized credentials, upgrade equipment, support student success toward completion, and more. TAACCCT supports colleges to better serve workers eligible for training under the TAA for Workers program, as well as a broad range of other adults.

Examples from Idaho

Industry Emphasis of Programs of Study



Healthcare



Manufacturing



Energy

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Idaho Example: College of Southern Idaho's Idaho Ladder to Success project contributed a "[Gamifying Math](#)" resource designed to help explain how math can be used in the real world.

"The aerospace and manufacturing industry in our region has taken note of the programs launched by this project, touting them publicly. The college's investment in aerospace has bolstered the growth of existing companies and aided in recruiting others to the region. The industry group *Idaho Aerospace Alliance*, which formed in part to advocate for the training we now offer, has only grown stronger over the past few years...The grant investment in this project has paid dividends for local students, workers, and industry. Residents of our rural communities now have more exposure and access to well-paying jobs."

Patrick O'Halloran, Dean of Aerospace, North Idaho College, Soaring to Success

"The two distance-learning strategies that the consortium is using to serve the educational needs of Idaho's rural and dispersed population—the host-provider model of course development/delivery and hybrid content delivery—hold great promise."

SPR Associates, Evaluation of the Idaho Center of Excellence Healthcare Partnership (ICE): Interim Report





Illinois

Total Funding: \$77,976,624
TAACCCT Grants: 5

Colleges

- Carl Sandburg College
- City Colleges of Chicago
- College of DuPage
- College of Lake County**
- Daley College - City Colleges of Chicago
- Danville Area Community College
- Elgin Community College
- Heartland Community College
- Highland Community College
- Illinois Central College
- Illinois Eastern Community College
- Illinois Valley Community College
- John Wood Community College
- Joliet Junior College
- Kankakee Community College
- Kishwaukee College
- Lewis and Clark Community College**
- Lincoln Land Community College
- McHenry County College
- Moraine Valley Community College
- Northwestern University
- Oakton Community College
- Prairie State College
- Rend Lake College
- Richland Community College

- Rock Valley College
- South Suburban College
- Southeastern Illinois College
- Southern Illinois University-Edwardsville**
- Southwestern Illinois College
- Triton College
- Waubensee Community College**
- William Rainey Harper College**

Bolded colleges are grant leads

Statewide Outcomes to Date

Programs Launched

= 10 programs



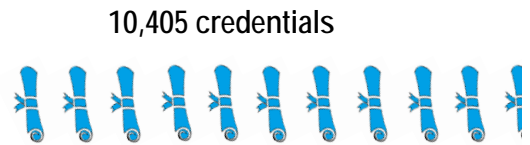
Participants

= 1,000 participants



Credentials Earned

= 1,000 credentials



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Illinois

Industry Emphasis of Programs of Study



Agriculture



Manufacturing



Transportation



Energy



Healthcare

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Illinois Example: The Illinois Green Economy Network Career Pathways (IGEN) initiative developed [curricula and other learning resources](#) for 8 green industries, including sustainable agriculture and green energy.

"TAACCCT has had one of the most impactful results of any program intervention that has happened in my 25 years here as President. As a result, there is a lasting triangulation between the college, our region, and students who want to have meaningful technical careers in the workforce."

*Dr. Dale T. Chapman, President
Lewis and Clark Community College, IL*

Working with employers in advanced manufacturing and energy, the Illinois Green Economy Network Career Pathways Consortium and the Illinois Network for Advanced Manufacturing 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.





Indiana

Total Funding: \$15,868,922
TAACCCT Grants: 4

Colleges

- Ivy Tech Community College - Lafayette
- Ivy Tech Community College - North Central
- Ivy Tech Community College - Northeast
- Ivy Tech Community College - Northwest
- Ivy Tech Community College of Indiana**
- Purdue University**
- Vincennes University**

Bolded colleges are grant leads

Statewide Outcomes to Date

36 programs

Programs Launched



= 10 programs

Participants

15,763 participants

= 1,000 participants



Credentials Earned

7,376 credentials

= 1,000 credentials



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Indiana

Industry Emphasis of Programs of Study



Manufacturing



Information Technology



Transportation

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Indiana Example: Vincennes University's Logistics Training and Education Center (LTEC) Initiative project produced and shared [supplemental resources](#) for their APICS Global Logistics Associate (GLA) Certificate program.

Ivy Tech Community College (Bloomington), a Community College Consortium for Bioscience Credentials (c3bc) member and lead college for c3bc's Medical Device Hub, led a three-year development process with industry and consortium partners to create the first set of skills standards for entry-level technicians in the medical device industry. The college also created a national model for community college medical device 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.

"The TAACCCT grant significantly enabled the Logistics Training and Education Center to build capacity...[such as] the hands-on warehouse, which will allow us to continue to provide high-quality programs that combine classroom instruction with real-world hands-on experience."

Angela Dougherty, Project Manager
Vincennes University
Logistics Training and Education Center Initiative





Iowa

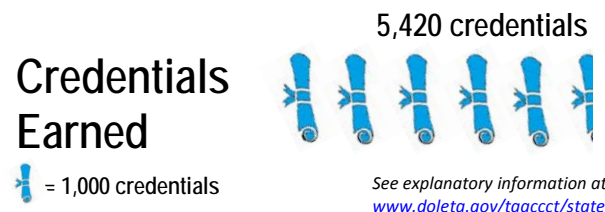
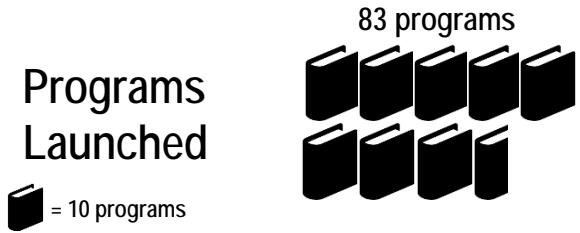
Total Funding: \$36,242,923
TAACCCT Grants: 5

Colleges

- Des Moines Area Community College**
- Eastern Iowa Community College District**
- Hawkeye Community College**
- Indian Hills Community College
- Iowa Central Community College
- Iowa Lakes Community College
- Iowa Valley Community College District
- Iowa Western Community College**
- Kirkwood Community College
- North Iowa Area Community College
- Northeast Iowa Community College**
- Northwest Iowa Community College
- Southeastern Community College
- Southwestern Community College
- Western Iowa Tech Community College

Bolded colleges are grant leads

Statewide Outcomes to Date



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Iowa

Industry Emphasis of Programs of Study



Healthcare



Manufacturing



Information Technology

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Iowa Example: The Bridges2Healthcare consortium developed [materials](#) for a range of healthcare programs, including LPN, health informatics, and a math boot camp.

"The Pathways to Engineering Technology Careers program received significant and consistent support from its industry partners to be approved as a state-wide curriculum by the Iowa State Department of Education. Consequently, the agency developed a fast track approach to receive, review, and approve new technical curriculum. Whereas state curriculum review used to take a year, now it can be accomplished in [about] two months, subsequently enabling a very quick response to new, dynamic programs."

*Wayne Merrell, Assistant Director, Grants
Eastern Iowa Community College District*

The Iowa Advanced Manufacturing (I-AM) developed the ELEVATE Advanced Manufacturing campaign to encourage individuals to pursue education and employment in advanced manufacturing. While 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 colleges to extend their impact into K-12 classrooms.





Kansas

Total Funding: \$48,617,464
TAACCCT Grants: 6

Colleges

- Butler Community College**
- Cloud County Community College
- Dodge City Community College
- Flint Hills Technical College
- Garden City Community College
- Johnson County Community College**
- Kansas City Kansas Community College**
- Salina Area Technical College
- Washburn University of Topeka**
- Wichita Area Technical College**

Bolded colleges are grant leads

Statewide Outcomes to Date

33 programs

Programs Launched



= 10 programs

7,261 participants

Participants

= 1,000 participants



10,084 credentials

Credentials Earned

= 1,000 credentials

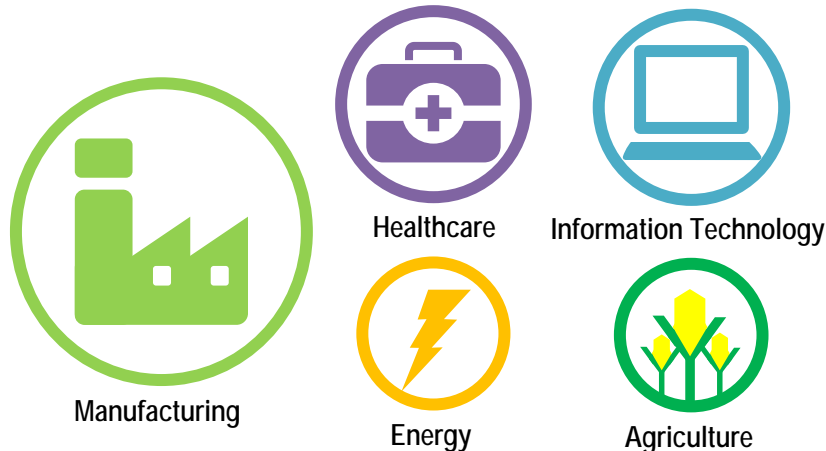


See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Kansas

Industry Emphasis of Programs of Study



To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Kansas Example: The Technical Retraining to Achieve Credentials (TRAC-7) consortium developed and uploaded [syllabi, courses, manuals, and other learning materials](#) for subjects including electric power, agri-biotechnology, and environmental technology.

"TRAC-7 [Technical Retraining to Achieve Credentials] and KanVet recently partnered to further advance the educational and employment opportunities for Kansas Veterans and their families. This collaborative effort is currently building a stronger Kansas workforce and benefiting Service Members from across the State. I encourage military members to take advantage of KanVet website resources and to consider TRAC-7 signature programs when seeking educational paths to excellent career opportunities."

*Lee E. Tafanelli, Major General, Kansas National Guard
The Adjutant General*

"A Kansas Technical Retraining Among Interdisciplinary Networks (KanTRAIN) project participant completed an Associate of Applied Science (AAS) in Welding and made a career change from food service to master welder starting at \$19/hour. Another participant completed the Industrial Automation AAS; with his diverse background in robotics, he gained employment as an adjunct instructor at \$30/hour. A third...completed the Climate & Energy Control AAS and went from unemployed to HVAC technician at \$15/hour."

*Debra Mikulka, Project Director, KanTRAIN
Washburn University of Topeka*





Kentucky

Total Funding: \$21,828,959
TAACCCT Grants: 4

Colleges

- Ashland Community and Technical College
- Big Sandy Community and Technical College
- Bluegrass Community and Technical College
- Elizabethtown Community and Technical College**
- Gateway Community and Technical College**
- Hazard Community and Technical College**
- Henderson Community College
- Hopkinsville Community College
- Jefferson Community and Technical College**
- Madisonville Community College
- Maysville Community and Technical College
- Owensboro Community and Technical College
- Somerset Community College
- Southcentral Kentucky Community and Technical College
- Southeast Kentucky Community and Technical College
- West Kentucky Community and Technical College

Bolded colleges are grant leads

Statewide Outcomes to Date

52 programs

Programs Launched



= 5 programs

4,440 participants

Participants

= 500 participants



3,274 credentials

Credentials Earned

= 500 credentials



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Kentucky

Industry Emphasis of Programs of Study



Information Technology



Manufacturing



Healthcare



Transportation

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Kentucky Example: Jefferson Technical Community College's Accelerating Opportunities (AO) project produced [tip sheets](#) for resume writing, interview questions, and dressing for success at job interviews, along with other student success resources.

A member of the Mississippi River Transportation, Distribution & Logistics Consortium, West Kentucky Community and Technical College developed the Inland Logistics and Marine Institute, a center of excellence for the inland marine sector. Using grant funds to renovate a building located near industry, and leveraging such employer donations as a tow-boat engine, navigation software, and industry-approved curriculum, the college has built a nationally-recognized Marine Technology program.

Ashland Community and Technical College and Jefferson Community and Technical College, both members of the Health Professions Pathways Consortium, created a healthcare core curriculum that the Kentucky Community and Technical College System approved for statewide offering and is scaling to other colleges in the system. The two colleges are also mentoring colleges outside the statewide system to disseminate the curriculum even farther.





Louisiana

Total Funding: \$31,010,407
TAACCCT Grants: 6

Colleges

- Baton Rouge Community College**
- Bossier Parish Community College**
- Central Louisiana Technical Community College**
- Delgado Community College**
- Nunez Community College**
- South Louisiana Community College

Bolded colleges are grant leads

Statewide Outcomes to Date

18 programs

Programs Launched



= 10 programs

5,925 participants

Participants



= 1,000 participants

4,021 credentials

Credentials Earned



= 1,000 credentials

See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Louisiana

Industry Emphasis of Programs of Study



Manufacturing



Energy



Information Technology

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Louisiana Example: Bossier Parish Community College's Retraining the Gulf Coast Workforce through IT Pathways Consortium produced [syllabi](#), [curricula](#), [career pathways models](#), and [other materials](#) for cyber security, health, and advanced manufacturing programs of study.

"The TAACCCT grant helped [partner] colleges develop internal partnerships that support non-traditional students in enrollment and recruitment. Prior to the grant, Adult Basic Education, workforce, and career and technical departments operated as silos...As the grant progressed, relationships became stronger between [these departments] and with the students services, financial aid and admissions departments."

Gail S. Baldwin, Consortium Operational Manager, Bossier Parish Community College, Retraining the Gulf Coast Workforce through IT Pathways Consortium

"[The Preparing the Business and Hospitality Workforce] grant funded the development of an Entrepreneurship Center that serves as a resource for students...and small businesses within the area. Grant funds were also used to establish the Pelican Bay Café, [which] serves as an on-campus eatery and learning laboratory for culinary, business and hospitality administration program [students]....The student-operated café is also a model of a unique approach to ensuring program sustainability, with funds generated from its revenue being reinvested back into [grant]-funded programs of study."

McRel International, Elaine P. Nunez Community College's TAACCCT Final Evaluation Report





Maine

Total Funding: \$20,773,914
TAACCCT Grants: 4

Colleges

- Central Maine Community College**
- Eastern Maine Community College
- Kennebec Valley Community College**
- Northern Maine Community College
- Southern Maine Community College
- Washington County Community College
- York County Community College

Bolded colleges are grant leads

Statewide Outcomes to Date

51 programs

Programs Launched



= 10 programs

2,997 participants

Participants



= 500 participants

434 credentials

Credentials Earned



= 500 credentials

See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Maine

Industry Emphasis of Programs of Study



Agriculture



Information Technology



Healthcare

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Maine Example: Central Maine Community College's Maine is IT! consortium produced over [40 outreach and other program support materials](#) for the information technology industry.

“Across our seven-campus system, the Information Technology programs that were created or enhanced with grant funds were supported in multiple ways by over 170 separate employer partners. Many of these were first-time partners to the Maine Community College System.”

*Michelle Hawley, Grant Project Manager
Central Maine Community College
Maine is IT! (Information Technology)*

“The Growing Maine program has proven to be a highly beneficial asset not only for Farm to Table education within Kennebec Valley Community College’s Sustainable Agriculture and Culinary Arts degree programs but to local businesses and industry, the rural Maine workforce, and the community. This would not have been possible without the significant investments made possible by the TAACCCT II grant.”

*Center for Rural Studies at the University of Vermont,
“Growing Maine: Final TAACCCT Grant Evaluation Report”*





Maryland

Total Funding: \$26,815,687
TAACCCT Grants: 4

Colleges

- Allegany College of Maryland
- Anne Arundel Community College**
- Baltimore City Community College
- Carroll Community College
- College of Southern Maryland
- Community College of Baltimore County**
- Frederick Community College
- Garrett College
- Hagerstown Community College
- Harford Community College
- Howard Community College
- Montgomery College**
- Prince George's County Community College**
- Wor-Wic Community College

Bolded colleges are grant leads

Statewide Outcomes to Date

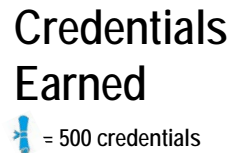
23 programs



2,552 participants



649 credentials



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Maryland

Industry Emphasis of Programs of Study



Information Technology



Transportation



Energy

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Maryland Example: The National STEM Consortium, led by Anne Arundel Community College produced and shared over **70 learning resources** including syllabi, teaching toolkits, and other materials on cyber security, electric vehicle technology, environmental technology, and composite technology manufacturing programs.

As part of the Maryland Cyber-Technology Job Pathways Consortium, lead college Montgomery College opened a new state-of-the-art cybersecurity lab funded by the college and TAACCCT grant, featuring a virtual infrastructure that can host 100+ virtual servers, 250+ virtual desktops, isolated networks, wireless and forensic technologies, a collaborative workspace/lab, NETLAB+ servers' preloaded software tools to host real lab equipment, virtual machines, and lab content at any location for students to complete projects. The infrastructure that supports the lab space is on a standalone network, enabling students to engage in real-world security exercises without affecting college operations.

The Cyber Security Institute, led by Community College of Baltimore County, bolstered its cyber security training using grant and college funds, adding state-of-the-art cybersecurity equipment and software for student training, including FireEye, Saintbox, and AlienVault, as well as virtual machine capabilities to conduct student cyberattack and defense exercises.





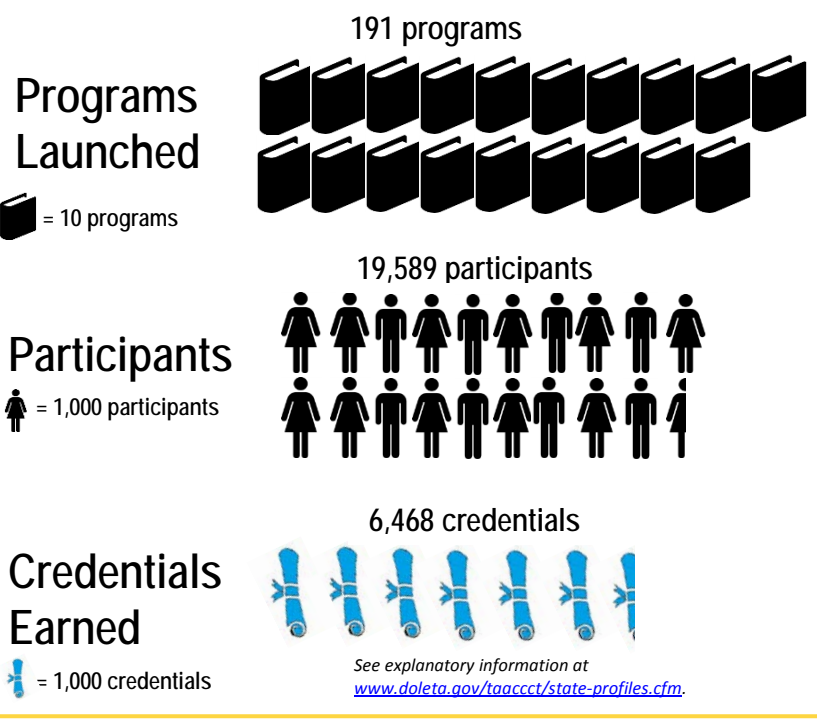
Massachusetts Colleges

Total Funding: \$56,051,962
TAACCCT Grants: 5

- Berkshire Community College
- Bristol Community College
- Bunker Hill Community College
- Cape Cod Community College**
- Greenfield Community College
- Holyoke Community College
- Massachusetts Bay Community College
- Massasoit Community College**
- Middlesex Community College
- Mount Wachusett Community College**
- North Shore Community College
- Northern Essex Community College
- Quincy College**
- Quinsigamond Community College**
- Roxbury Community College
- Springfield Technical Community College

Bolded colleges are grant leads

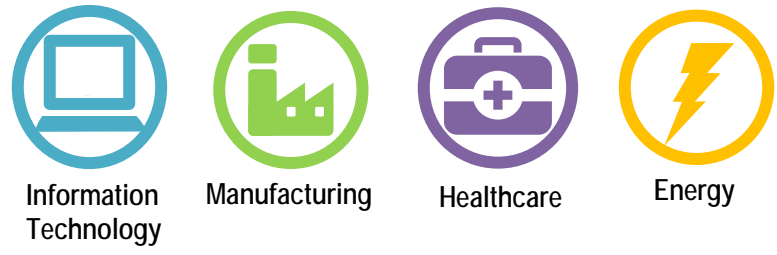
Statewide Outcomes to Date



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Examples from Massachusetts

Industry Emphasis of Programs of Study



“When I attend graduation and shake 600-700 hands onstage, about half of those students are touched by the monies that came through the TAACCCT grants and the programs we created. The economic impact that the grants have on our community and the kind of self-awareness and pride that the students carry will change generations of their families.”

*Dr. Pam Eddinger, President
Bunker Hill Community College*

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Massachusetts Example: The Massachusetts Community College and Workforce Development Transformation Agenda (MCCWDTA) produced and shared [quizzes, assignments, and exams](#) for its medical coding program for evaluation and management, anesthesia, surgery, pathology, laboratory, radiology and medicine, as well as over 200 other resources developed for a range of industries.

The Massachusetts Community Colleges Guided Pathways to STEM (GPSTEM) consortium received additional funding for an experimental project to integrate the data systems of public higher education and the public workforce system. The project will enable students to make informed choices about career options and investments in their education, and equip higher education leaders with the tools to assess programs based on job placement outcomes for students.





Michigan

Colleges

Total Funding: \$45,661,850
TAACCCT Grants: 6

Alpena Community College

- Baker College
- Bay de Noc Community College
- Grand Rapids Community College
- Henry Ford Community College**
- Kellogg Community College
- Lake Michigan College
- Lansing Community College
- Macomb Community College**
- Mott Community College
- Muskegon Community College
- Oakland Community College
- Schoolcraft College
- Washtenaw Community College**
- Wayne County Community College District**

Bolded colleges are grant leads

Statewide Outcomes to Date

56 programs

Programs Launched



= 10 programs

9,452 participants

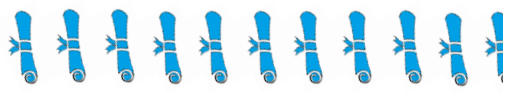
Participants



= 1,000 participants

10,438 credentials

Credentials Earned



= 1,000 credentials

See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm

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Examples from Michigan

Industry Emphasis of Programs of Study



Manufacturing



Energy



Information Technology



Transportation

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Michigan Example: The IGNITE Michigan - Intentionally Growing New Information Technology Employees in Michigan project uploaded [86 learning resources](#) on computer programming including java script, Linux/UNIX, and Computer Information Systems (CIS).

The Michigan Coalition for Advanced Manufacturing developed Registered Apprenticeship (RA) 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 coalition also established a statewide system for manufacturing education that aligns curriculum and adds national certifications in mechatronics, production, and welding—programs that will be sustained through the newly established RAs.

Through strong employer partnerships, the Multi-State Advanced Manufacturing Consortium, led by Henry Ford Community College, has created pipelines to manufacturing employment through such initiatives as a German-based dual system apprenticeship program with mainly German companies in Michigan and workforce development projects for manufacturers in Detroit.





Minnesota

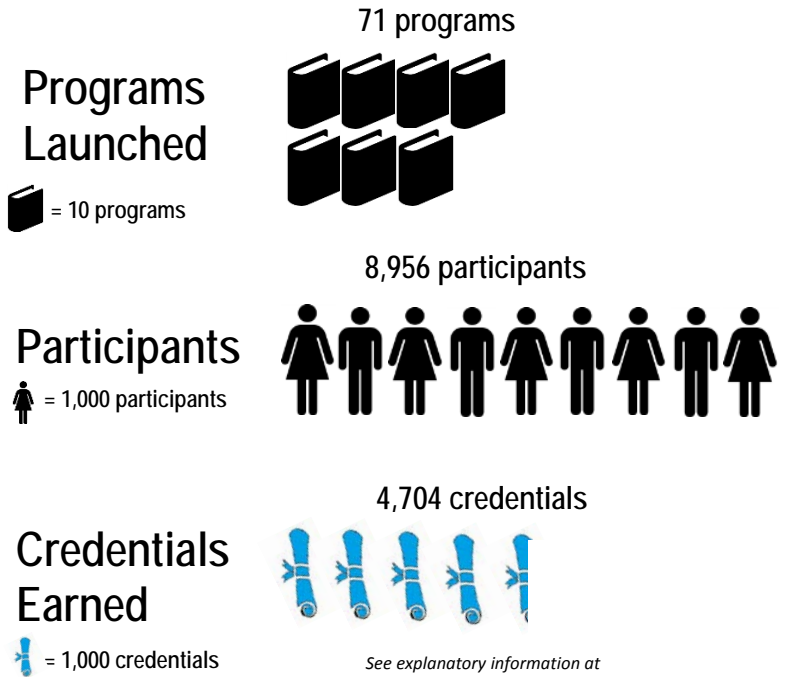
Total Funding: \$64,339,269
TAACCCT Grants: 7

Colleges

- Anoka-Ramsey Community College
- Bemidji State University (360° Center)
- Central Lakes College**
- Century College**
- Dakota County Technical College
- Hennepin Technical College**
- Lake Superior College
- Minneapolis Community and Technical College
- Minnesota State College - Southeast Technical
- Minnesota State Community and Technical College**
- Minnesota West Community and Technical College
- Normandale Community College
- Northland Community and Technical College**
- Pine Technical College**
- Ridgewater College
- Riverland Community College
- Rochester Community and Technical College
- Saint Paul College
- South Central College**
- St. Cloud Technical and Community College

Bolded colleges are grant leads

Statewide Outcomes to Date



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Examples from Minnesota

Industry Emphasis of Programs of Study



Manufacturing



Healthcare



Information Technology

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Minnesota Example: The Advanced Manufacturing Education Alliance (AME) uploaded [47 learning resources](#) on advanced robotics, CNC machine programming, robotic arc welding, and other advanced manufacturing subjects.

“The Minnesota legislature knew about the work we were doing [through TAACCCT] with employers on registered apprenticeships. This led to South Central College working with Minnesota legislators to help develop and advance legislation to establish programs, such as the Minnesota Pipeline Project to meet the talent needs of employers and the Free Tuition Pilot for new students pursuing technical degrees in high-demand fields (the first pilot of its kind in the United States).”

*Dr. Annette Parker, President
South Central College, MN*

Led by Central Lakes College, the Advanced Manufacturing Education Alliance’s customized training/mediated telepresence model has won regional and national recognition and is being expanded statewide and across industries. The model is particularly useful for workers living in rural areas who have difficulty traveling to attend classes and for small companies that face challenges offering traditional, customized training.





Mississippi

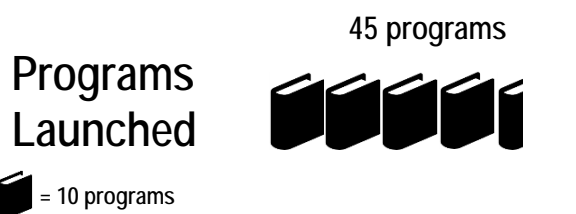
Total Funding: \$14,836,308
TAACCCT Grants: 4

Colleges

- Copiah-Lincoln Community College
- East Central Community College**
- East Mississippi Community College**
- Hinds Community College District**
- Itawamba Community College**
- Meridian Community College
- Mississippi Delta Community College
- Northeast Mississippi Community College
- Northwest Mississippi Community College
- Pearl River Community College

Bolded colleges are grant leads

Statewide Outcomes to Date



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

The U.S. Department of Labor's TAACCCT grant program is a major investment in building the capacity of community colleges. Grant funds are not used for tuition, but to create or enhance programs of study that lead to industry-recognized credentials, upgrade equipment, support student success toward completion, and more. TAACCCT supports colleges to better serve workers eligible for training under the TAA for Workers program, as well as a broad range of other adults.

Examples from Mississippi

Industry Emphasis of Programs of Study



Manufacturing



Healthcare



Transportation

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Mississippi Example: The Mississippi Corridor Consortium (MCC) Career Accelerated Pathway (CAP) shared [learning resources](#) on industrial maintenance, electricity, pneumatics, metallurgy, and other topics.

Through the Mississippi River Transportation, Distribution & Logistics Consortium grant, Hinds Community College expanded its commercial truck driving program, leveraging its successful outcomes to receive a \$220,000 Walmart Foundation grant. The college will use this grant to further expand its partnership with KLLM Transport Services and, in particular, to support training for women and underserved populations enrolled in the KLLM Driving Academy, which the partners jointly developed.

“Many new industry partnerships have resulted through paid internships that we leveraged through the [Golden Triangle Modern Manufacturing Project]. One local industry developed a formal ‘grow your own’ with the college to develop middle-skill machinists. Successes in TAACCCT led the regional workforce investment board to work with the college to establish a model career pathway training program for...Supplemental Nutrition Assistance Program recipients.”

Greta Miller, Manufacturing Technology and Engineering Navigator, East Mississippi Community College





Missouri

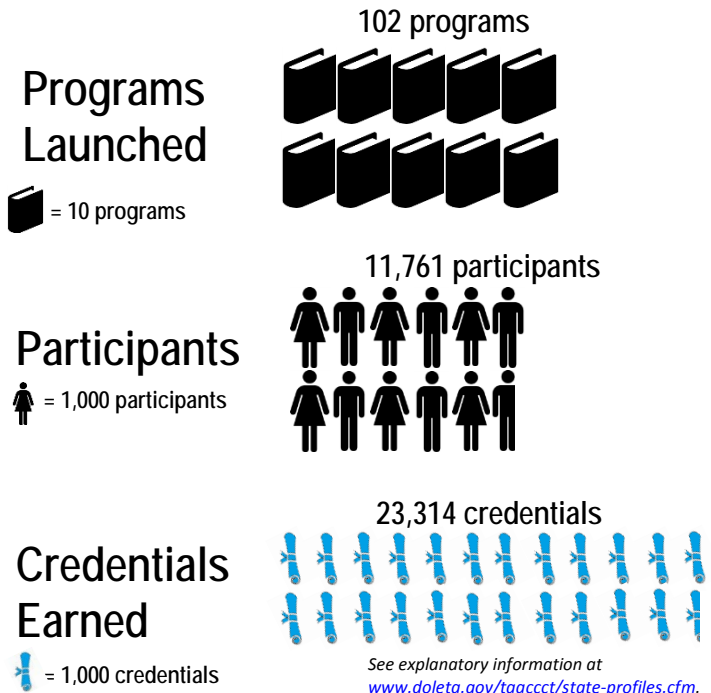
Total Funding: \$65,091,371
TAACCCT Grants: 7

Colleges

- Cottey College
- Crowder College**
- East Central College
- Jefferson College
- Linn State Technical College
- Metropolitan Community College
- Mineral Area College
- Missouri State University-West Plains**
- Moberly Area Community College
- North Central Missouri College
- Ozarks Technical Community College**
- Ranken Technical College
- St. Charles Community College
- St. Louis Community College**
- State Fair Community College
- State Technical College of Missouri
- Three Rivers Community College**

Bolded colleges are grant leads

Statewide Outcomes to Date



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Examples from Missouri

Industry Emphasis of Programs of Study



Information Technology

Manufacturing

Healthcare



Agriculture

Transportation

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Missouri Example: The Missouri Manufacturing Workforce Innovation Networks (MoManufacturingWINs) consortium uploaded [128 learning resources](#) and program support materials on advanced manufacturing.

Through its TAACCCT grants, Missouri’s community and technical colleges took a comprehensive systems approach in partnering with employers and the workforce system to create or transform more than 100 programs of study in advanced manufacturing, healthcare, and STEM fields, benefitting thousands of unemployed or underemployed Missourians. The independently-governed community colleges also have learned to collaborate on an entirely new scale. For example, all the state’s community colleges and Workforce Development Boards have established joint memoranda of understanding, and the colleges have contracted with the Boards to provide employment-related services, such as job placement.

St. Louis Community College, lead college for the Mississippi River Transportation, Distribution & Logistics Consortium, partnered with the Missouri Department of Transportation to train new hires using the department’s highway maintenance vehicles. The department has agreed to give hiring priority to participants and to interview all program completers.

INSIGHT: Sector Strategies in the MRTDL Consortium – Final Report





Montana

Total Funding: \$52,364,300
TAACCCT Grants: 3

Colleges

- Aaniih Nakoda College
- Bitterroot College
- Blackfeet Community College
- Chief Dull Knife College
- City College Montana State University Billings
- Dawson Community College
- Flathead Valley Community College**
- Fort Peck Community College
- Gallatin College - MSU
- Great Falls College Montana State University**
- Helena College University of Montana
- Highlands College of Montana Tech
- Little Big Horn College
- Miles Community College
- Missoula College University of Montana**
- Montana State University
- Montana State University-Northern
- Montana Tech of the University of Montana
- Salish Kootenai College
- Stone Child College
- University of Montana-Western

Bolded colleges are grant leads

Statewide Outcomes to Date

Programs Launched



= 10 programs

Participants



= 1,000 participants

Credentials Earned



= 1,000 credentials

See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm

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Examples from Montana

Industry Emphasis of Programs of Study



Manufacturing



Energy



Healthcare

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Montana Example: The Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries (SWAMMEI) project shared [64 learning resources](#) on CNC machining, industrial maintenance, welding, developmental math, and other manufacturing topics.

"The collaboration of multiple agencies (Montana University System, Great Falls College MSU, Montana Department of Labor and Industries, Montana Department of Commerce, and the Governor's Office) through the TAACCCT grant created unplanned synergies that magnified the effects of these dollars for students and businesses. These synergies will sustain our collective work for Montana residents and employers."

*Dr. Susan Wolff, Dean and CEO
Great Falls College*

The Tribal College Consortium for Developing Montana and North Dakota Workforce has helped member colleges build partnerships with each other and with non-tribal businesses and organizations in both states. Montana's Aaniiih Kanoda College and Fort Peck Community College, for instance, have strengthened their relationships with Montana Job Service providers, which now involve the colleges in their planning functions and provide recruitment and referral services to the colleges.

Woodke, L. & Kirby, C. (2015). "Strategies for transformative change: Short term and accelerated training through blocked scheduling," Champaign, IL: OCCRL, University of Illinois at Urbana-Champaign





Nebraska

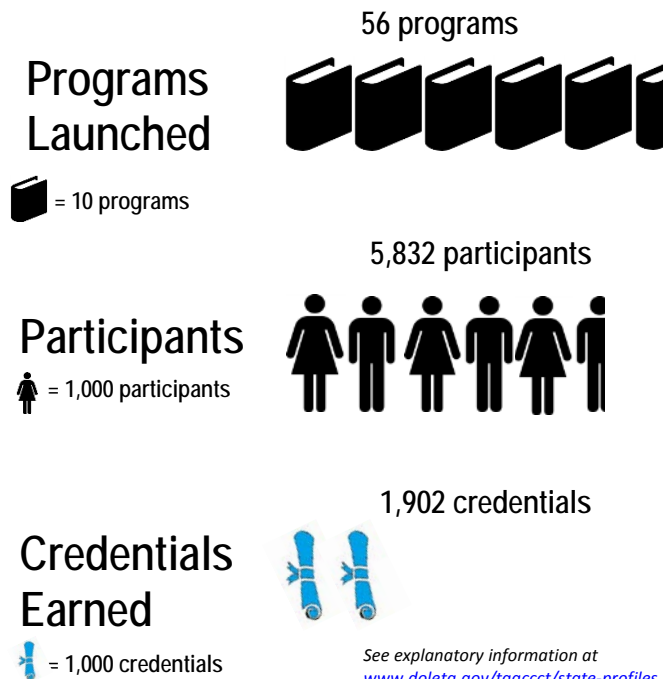
Total Funding: \$18,329,597
TAACCCT Grants: 6

Colleges

- Central Community College**
- Metropolitan Community College Area**
- Mid-Plains Community College
- Northeast Community College
- Southeast Community College**
- Western Nebraska Community College

Bolded colleges are grant leads

Statewide Outcomes to Date

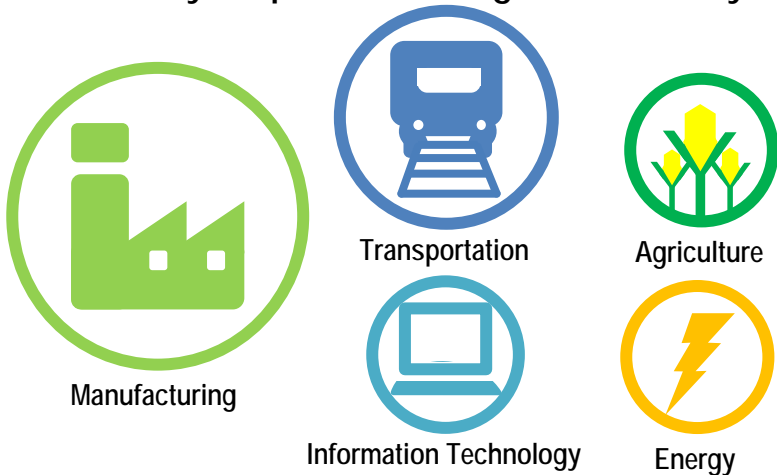


See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Nebraska

Industry Emphasis of Programs of Study



To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Nebraska Example: Innovations Moving People to Achieve Certified Training (IMPACT) consortium developed and shared [course material and syllabi](#) for diversified manufacturing technology programs.

"[An] innovative example of [Transport Omaha's] program capacity building in alternative fuels was Metropolitan Community College's (MCC) partnership with the area's BioFuels Cooperative...to provide training on sustainable fuels such as algae and processed vegetable oil left over from food production. MCC students, faculty and staff also partnered on the production and use of vegetable oil-based fuel, with raw material coming from MCC's Institute for the Culinary Arts."

University of Nebraska-Lincoln, Project Evaluation Report for Alternative Transportation Fuel Systems: Advancing the Workforce

Precision Agriculture Certificate students at Southeast Community College are now flying unmanned aerial systems (UAS) thanks 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 UAS. Students begin instruction on computer simulation before moving on to the autonomous drones.

Tyler Harris, "SCC gives students hands-on precision-ag experience," Nebraska Farmer, November 2016





Nevada

Total Funding: \$23,901,862
TAACCCT Grants: 4

Colleges

College of Southern Nevada

Round 2 Project: The Development of a Facilities Maintenance and Operations Training Program
Award: \$2,500,000

Great Basin College

Round 3 Project: Northern Nevada Consortium for Manufacturing and Mining
Award: \$8,778,829

Truckee Meadows Community College

Round 1 Project: Preparing Nevada's Workforce: Today and Tomorrow
Award: \$2,701,202

Western Nevada College

Round 4 Project: Nevada Community College Consortium
Award: \$9,921,831

Bolded colleges are grant leads

Statewide Outcomes to Date

26 programs

Programs Launched



= 5 program

1,768 participants

Participants



= 500 participants

3,184 credentials

Credentials Earned



= 500 credentials

See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Nevada

Industry Emphasis of Programs of Study



Healthcare



Manufacturing



Energy



Information Technology

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Nevada Example: The Northern Nevada Consortium for Manufacturing and Mining shared uploaded over shared over [300 materials](#) on including computer-aided manufacturing, welding, and developmental mathematics.

"TAACCCT has helped us to strengthen and develop a more formalized relationship with local employers, workforce partners, and community agencies. Prior to the grant, our primary involvement with employers was limited to the mandatory advisory board meetings held by program faculty. Many times the employers would make suggestions during these meetings, but the resources to implement the suggestions were not available. TAACCCT grant funding and grant staff were able to help us implement many suggestions."

*Jeannie Bailey, Grants Director
Board Of Regents, Great Basin College
Northern Nevada Consortium for Manufacturing and Mining*

"The Facilities Maintenance and Operations (FMO) training program was contacted by a local company, requesting that our FMO instructors and support staff teach a special three-day training for their employees. This was a great acknowledgement of the skill level and expertise our instructors possess and has led to a partnership with this employer, who continues to recruit College of Southern Nevada program completers for his company."

Becky Day-Swain, Executive Director, College Of Southern Nevada





New Hampshire

Total Funding: \$27,482,254
TAACCCT Grants: 4

Colleges

- Great Bay Community College**
- Lakes Region Community College
- Manchester Community College**
- Nashua Community College**
- NHTI-Concord's Community College**
- River Valley Community College
- White Mountains Community College

Bolded colleges are grant leads

Statewide Outcomes to Date

44 programs

Programs Launched



= 10 programs

5,349 participants

Participants

= 1,000 participants



1,968 credentials

Credentials Earned

= 1,000 credentials



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from New Hampshire

Industry Emphasis of Programs of Study



Manufacturing



Information Technology



Energy



Healthcare

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

New Hampshire Example: Advanced Manufacturing Partnerships in Education in New Hampshire (AMPed NH) developed and contributed [learning resources and program support materials](#) on advanced manufacturing subjects including robotics, machine operation, and CAD.

During a visit to Great Bay Community College's Advanced Technology & Academic Center (ATAC), the 300,000-square-foot manufacturing plant developed by the Advanced Manufacturing Partnership in Education Initiative, U.S. Senator Jeanne Shaheen praised the grant program as "one of the major reasons ATAC was able to get off the ground and open its doors almost two years ago...Continued government funding for programs such as TAACCCT is important to ensure the country's ability to train workers and employ citizens, as the United States puts a larger focus on manufacturing."

See: Liz Markhlevskaya, "Shaheen Praises Great Bay's ATAC in Rochester," *Fosters.com*, April 2015

"TAACCCT has brought departments together. The career advisor has built a bridge between the computer departments, increasing understanding between the IT and Computer Engineering and Technology/Animation and Graphic Game Programming departments regarding their respective curricula, professors, students, and company partners. Various committees have come together...across campus to address deliverables, connecting Online Learning, Advising, and IT."

Lynn Szymanski, Project Coordinator, NHTI-Concord's Community College, *Get IT!*





New Jersey

Total Funding: \$37,787,139
TAACCCT Grants: 5

Colleges

- Atlantic Community College
- Bergen Community College**
- Brookdale Community College
- Camden County College**
- County College of Morris
- Essex County College**
- Hudson County Community College
- Mercer Community College
- Middlesex County College
- Ocean County College
- Passaic County Community College**
- Raritan Valley Community College**
- Rutgers University
- Sussex County Community College
- Union County College

Bolded colleges are grant leads

Statewide Outcomes to Date

52 programs

Programs Launched



= 10 programs

5,211 participants

Participants



= 1,000 participants

3,771 credentials

Credentials Earned



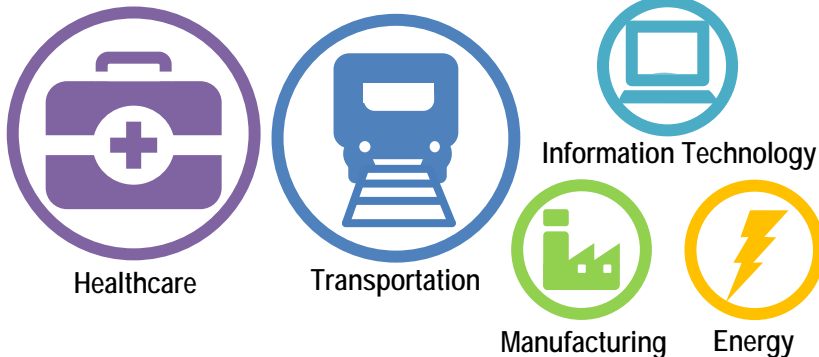
= 1,000 credentials

See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm

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Examples from New Jersey

Industry Emphasis of Programs of Study



To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

New Jersey Example: Greater Raritan Workforce Delivery Project (GRWDP) shared [learning resources](#) on phlebotomy, automotive technology, medical assistance, cosmetology, and CNC production.

The Northeast Resiliency Consortium (NRC), led by Passaic County Community College, developed a psychological trauma prevention training curriculum that fills a gap in instruction (traditionally focused on treating illness or physical injury) for emergency medical services practitioners and other first responders. To ensure widespread dissemination of the innovative program, the NRC has partnered with the National Association of Emergency Medical Technicians to develop a continuing education course based on the new curriculum.

“Each of our member schools has built closer ties to the public workforce system and area employers. We are involving employers in curriculum review and course design in ways not envisioned prior to the grant. Our Job Developers are closely collaborating with their counterparts in the Local Workforce Development Boards and area One-Stops.”

Justin E. Doheny, FACHE Director, Bergen Community College, New Jersey Health Professions Pathways to Regional Excellence Project





New Mexico

Colleges

Total Funding: \$22,711,401
TAACCCT Grants: 4

- Central New Mexico Community College
- Clovis Community College**
- Dona Ana Community College
- Eastern New Mexico University Branch Campus - Roswell
- Eastern New Mexico University Branch Campus - Ruidoso
- Mesalands Community College
- New Mexico Junior College**
- New Mexico State University
- San Juan College
- Santa Fe Community College**
- University of New Mexico - Taos
- University of New Mexico - Valencia
- University of New Mexico-Gallup
- University of New Mexico-Los Alamos

Bolded colleges are grant leads

Statewide Outcomes to Date

15 programs

Programs Launched



= 5 programs

3,382 participants

Participants



= 500 participants

2,892 credentials

Credentials Earned



= 500 credentials

See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from New Mexico

Industry Emphasis of Programs of Study



Information Technology



Healthcare



Energy

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

New Mexico Example: Clovis Community College's Allied Health Expansion project shared [learning materials](#) on nursing, radiology, and physical therapy.

“Over 240 Healthcare Employer Partners are actively engaged in the Skill Up Network: Pathway Acceleration in Technology & Healthcare (SUN PATH) project across the State.... Employer Council meetings are held in each SUN PATH region or community on a quarterly basis. They provide input on curriculum development and share key skills and competencies needed for job training programs to be relevant for employers. Employers also identify healthcare jobs that are in demand, offer internships, externships, and job placement opportunities to SUN PATH students.”

Year 1 and 2 SUN PATH Consortium Progress Report

To meet rural New Mexico’s health care needs, Clovis Community College’s Allied Health Expansion project developed a new Physical Therapist Assistant program, introduced digital imaging equipment and opportunities for lab-based simulation activities in the Radiologic Technology program, and increased the overall capacity of a highly successful nursing program.

Final Evaluation Report for Clovis Community College





New York

Total Funding: \$47,027,015
TAACCCT Grants: 4

Colleges

- Adirondack Community College
- Borough of Manhattan Community College**
- Bronx Community College
- Broome Community College
- Cayuga Community College
- Clinton Community College
- College of Staten Island
- Columbia-Greene Community College
- Corning Community College
- Dutchess Community College
- Erie Community College
- Fashion Institute of Technology
- Finger Lakes Community College
- Fulton-Montgomery Community College
- Genesee Community College
- Herkimer Community College
- Hostos Community College
- Hudson Valley Community College
- Jamestown Community College
- Jefferson Community College
- Kingsborough Community College**
- LaGuardia Community College
- Mohawk Valley Community College
- Monroe Community College**

- Nassau Community College
- New York City College of Technology
- Niagara Community College
- North Country Community College
- Onondaga Community College**
- Orange Community College
- Queensborough Community College
- Rockland Community College
- Schenectady Community College
- Suffolk County Community College
- Sullivan Community College
- SUNY Westchester Community College
- Tompkins-Cortland Community College
- Ulster Community College

Bolded colleges are grant leads

Statewide Outcomes to Date

37 programs

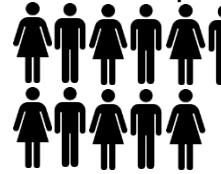
Programs Launched



= 10 programs

Participants

10,627 participants



= 1,000 participants

Credentials Earned

4,954 credentials



= 1,000 credentials

See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from New York

Industry Emphasis of Programs of Study



Healthcare



Manufacturing



Agriculture



Information Technology

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

New York Example: The CUNY Career Path consortium shared [learning resources](#) on subjects including 3D printing, public health, psychology, health informatics, hospitality, and tourism.

Working with employers and industry associations across New York, the community colleges of the State University of New York aligned systems to validate and standardize curricula, implement learn-and-earn strategies, raise awareness of industry sectors, and facilitate job placement. Employer partners report that the partnership has improved how they recruit and train employees across the state.

“The TAACCCT grant was a game-changer for us....Rather than each college doing its individual planning and competing with each other, we now have 30 New York community colleges working together to address the skills gap for manufacturing across the state. We’ve established a collaborative model that will be leveraged for future state and regional SUNY initiatives.”

Johanna Duncan-Poitier, Senior Vice Chancellor for Community Colleges and the Education Pipeline, State University of New York





North Carolina

Total Funding: \$59,580,687
TAACCCT Grants: 5

Colleges

- Alamance Community College
- Asheville-Buncombe Technical Community College
- Beaufort County Community College
- Central Piedmont Community College**
- Cleveland Community College**
- Craven Community College
- Davidson County Community College
- Edgecombe Community College
- Fayetteville Technical Community College
- Forsyth Technical Community College**
- Guilford Technical Community College
- Haywood Community College
- Nash Community College
- Randolph Community College
- Robeson Community College**
- Rowan-Cabarrus Community College
- Southeastern Community College
- Southwestern Community College
- Surry Community College
- University of North Carolina - Charlotte
- Wake Technical Community College**

Bolded colleges are grant leads

Statewide Outcomes to Date

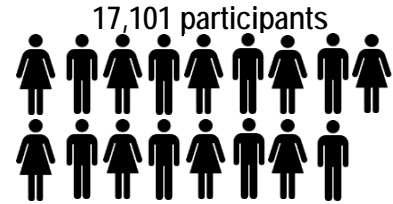
23 programs

Programs Launched

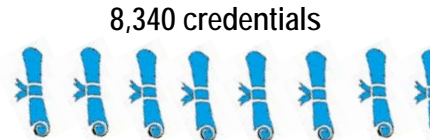


= 10 programs

Participants



Credentials Earned



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from North Carolina

Industry Emphasis of Programs of Study



Manufacturing



Information Technology



Energy



Healthcare

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

North Carolina Example: The North Carolina Advanced Manufacturing Alliance developed [curricula and other learning resources](#) for welding, machining, and advanced manufacturing industries, including developmental education materials.

The Community College Consortium for Bioscience Credentials (c³bc), led by Forsyth Technical Community College, developed or updated 12 bioscience certificates, one new associate's degree credential, and more than 70 biosciences courses and related products; updated and revalidated Bioscience Laboratory Skill Standards and Biomanufacturing Skill standards; and developed Medical Device Skill Standards and Core Skill Standards for Bioscience Technicians. Gardner Carrick, Vice President, Strategic Initiatives, The Manufacturing Institute, National Association of Manufacturers, remarked: "These Core Bioscience Skill Standards and the associated assessments can help to improve the quality of teaching and learning at community colleges, providing our employers with highly qualified candidates who are ready to go to work and contribute to the success of our member companies."

An evaluation found that the Accelerating Advanced Manufacturing and Global Logistics Careers Partnership, led by Orangeburg-Calhoun Technical College, developed 26 new online/hybrid courses; implemented a flipped classroom format to enhance academic learning and student performance; and created seven apprenticeships across three local industries, among other institutional capacity-building outcomes.





North Dakota

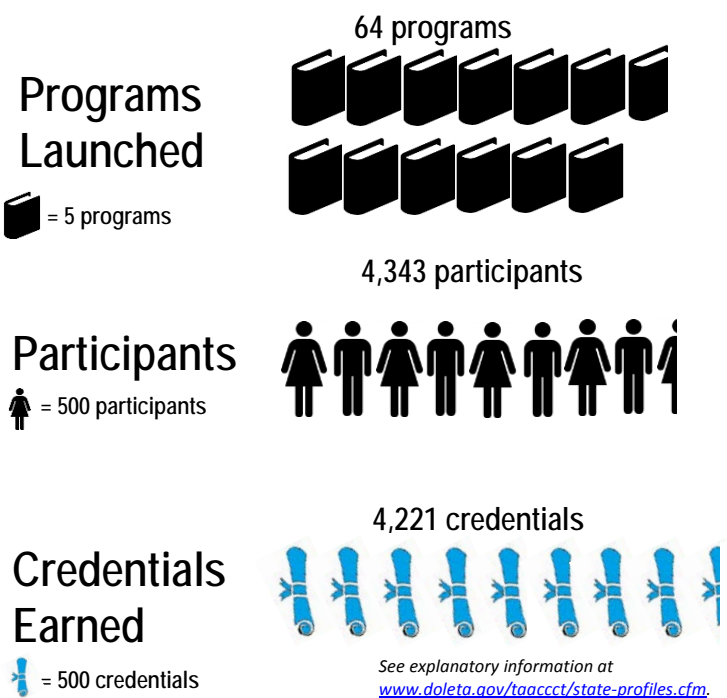
Total Funding: \$41,579,735
TAACCCT Grants: 5

Colleges

- Bismarck State College**
- Cankdeska Cikana Community College
- Fort Berthold Community College
- Lake Region State College**
- North Dakota State College of Science**
- Sitting Bull College
- Turtle Mountain Community College
- United Tribes Technical College**
- Williston State College

Bolded colleges are grant leads

Statewide Outcomes to Date

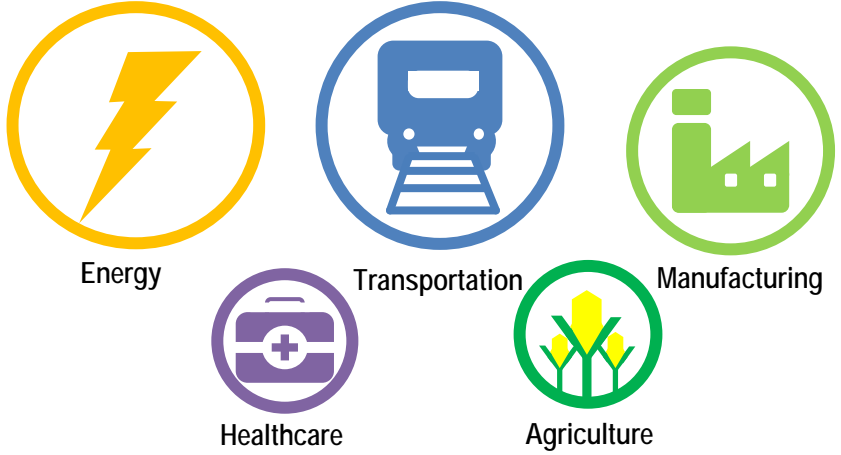


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Examples from North Dakota

Industry Emphasis of Programs of Study



"The TREND grant partnership has been truly transformational for Williston State College (WSC). Because of the financial support and guidance provided through the grant, WSC has been able to build premier training/educational programs attuned to the needs of business and industry in northwestern North Dakota. More importantly, because of the lessons learned and partnerships forged through the grant, WSC will be able to sustain all of the programs started and supported by the TREND grant and continue to serve business and industry partners in the energy sector and related fields."

Dr. John Miller, Acting President and Vice President for Academic Affairs, Williston State College

"Increasing numbers of employers now view the Tribal Colleges as important workforce resources for them. United Tribes Technical College [DeMaND consortium lead college] built partnerships with regional industry, ND Department of Transportation, and unions to not only supply great employment opportunities for graduates, but to provide ongoing training for those industries, particularly for welders and heavy equipment operators."

Woodke360 Consulting, Final Evaluation of Tribal College Consortium for Developing Montana and North Dakota Workforce

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

North Dakota Example: The Training for Regional Energy in North Dakota (TREND) consortium shared [learning resources](#) including curricula and syllabi on trick driving, GIS, and transportation management.





Ohio

Total Funding: \$55,311,648
TAACCCT Grants: 9

Colleges

- Cincinnati State Technical and Community College**
- Clark State Community College**
- Columbus State Community College
- Cuyahoga Community College District**
- Eastern Gateway Community College**
- James A. Rhodes State College
- Lakeland Community College
- Lorain County Community College**
- North Central State College
- Northwest State Community College**
- Owens Community College
- Sinclair Community College**
- Stark State College
- Zane State

Bolded colleges are grant leads

Statewide Outcomes to Date

51 programs



6,670 participants



3,186 credentials



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm

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Examples from Ohio

Industry Emphasis of Programs of Study



Manufacturing



Healthcare



Transportation



Information Technology

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Ohio Example: The Adapting and Adopting Competency-based IT Instruction to Accelerate Learning for TAA-eligible and Adult Learners consortium shared over [80 learning resources](#) on computer information systems, business management, java, SQL, visual basic, graphic design, cybersecurity, and more.

"It is because of strong partners like Ohio TechNet that the Ohio Manufacturers' Association (OMA) felt confident in establishing workforce as an organizational statewide priority. The Ohio TechNet consortium of 11 community college partners provides access to accelerated manufacturing training for adults in 71 of Ohio's 88 counties. When combined with the work of other TAACCCT grantees, nearly every county in the state is impacted by enhanced manufacturing training programs. OMA embraces the opportunity to connect employers to the innovative training supported by TAACCCT funding in Ohio."

Eric Burkland, President, Ohio Manufacturers' Association

"Four years ago, our rural students struggled to achieve a standardized education in industrial technologies. Economic development, [workforce boards], employers and the college were working independently to address the skills gap in our area. The TAACCCT grant has become a change agent in Northwest Ohio. These federal funds have allowed access to life-changing training in our communities, accelerated completion for workforce development, and increased collaboration not only regionally, but with colleges and universities across the state."

Sarah Stubblefield, iStar Project Manager, Northwest State Community College





Oklahoma

Total Funding: \$13,479,457
TAACCCT Grants: 4

Colleges

- Carl Albert State College
- Connors State College
- Eastern Oklahoma State College
- Murray State College
- Northeastern Oklahoma A&M
- Northern Oklahoma College
- Oklahoma City Community College**
- Oklahoma State University - Institute of Technology**
- Oklahoma State University - Oklahoma City
- Redlands Community College
- Rose State College
- Seminole State College
- Tulsa Community College**
- Western Oklahoma State College

Bolded colleges are grant leads

Statewide Outcomes to Date

29 programs

Programs Launched



= 5 programs

4,480 participants

Participants

= 500 participants



3,467 credential

Credentials Earned

= 500 credentials



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Oklahoma

Industry Emphasis of Programs of Study



Manufacturing



Healthcare



Transportation



Energy

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Oklahoma Example: The Advanced Manufacturing, Aerospace, and/or Transportation & Logistics Pathways Project contributed [learning resources](#) that give an overview of workplace safety in the manufacturing industry, including manufacturing as a career, communication, team work and training, PPE, material handling, tool and machine safety, electrical and fire safety, and hazardous materials safety.

"Industry partners assisted with training students in the [National Aviation Consortium (NAC) program at Tulsa Community College]. Spirit AeroSystems provided onsite classrooms and lab facilities for NAC students, and much of the classroom training took place at Francis Tuttle Technology Center and Tulsa Tech...The NAC training is a requirement to be hired at Spirit Aerosystems, and students had a high placement rate with this employer. Tinker Air Force Base...also placed many participants. To be eligible to apply for a position [there], individuals must either be currently enrolled in or have completed the NAC program."

Office of Educational Innovation & Evaluation, Kansas State University, Final Evaluation Report: National Aviation

"The CFEST [Commercial Food Equipment Service Technician] program and pathway is directly linked to employer skill needs and available occupations in the Oklahoma City area."

WorkED Consulting, LLC, Interim Evaluation Report for Oklahoma City Community College's CFEST Program





Oregon

Total Funding: \$29,655,422
TAACCCT Grants: 4

Colleges

- Blue Mountain Community College
- Central Oregon Community College
- Chemeketa Community College
- Clackamas Community College**
- Clatsop Community College
- Columbia Gorge Community College
- Klamath Community College
- Lane Community College
- Linn-Benton Community College**
- Mt Hood Community College
- Oregon Coast Community College
- Portland Community College
- Rogue Community College**
- Southwestern Oregon Community College**
- Tillamook Bay Community College
- Treasure Valley Community College
- Umpqua Community College

Bolded colleges are grant leads

Statewide Outcomes to Date

48 programs

Programs Launched



= 10 programs

6,409 participants

Participants

= 1,000 participants



8,109 credentials

Credentials Earned

= 1,000 credentials



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Oregon

Industry Emphasis of Programs of Study



Healthcare



Energy

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Oregon Example: The Oregon Credentials, Acceleration, and Support for Employment (CASE) Consortium shared [learning resources](#) on computer information science, welding, nursing, automotive technology, and credit for prior learning.

To better serve dislocated workers, the Oregon Credentials, Acceleration, and Support for Employment (CASE) Consortium collaborated with Oregon's Employment Department Central Trade Act Unit (CTAU) to hire a Trade Adjustment Assistance (TAA) liaison to the community colleges. Serving on the CASE grant management team, the liaison provided regular on-site training to the 17 colleges on TAA processes, provided feedback and information from the colleges to TAA staff, and fostered relationships between career coaches and student services, workforce, and TAA staff. The partners also developed data sharing agreements between CTAU and the community colleges to improve coordination of student services by sharing TAA-eligible worker information, and developed independent Intergovernmental Agency Agreements with each college to ensure the initiative's sustainability past the grant. Largely due to such strategies, TAA-eligible workers made up 6 percent of all Oregon CASE participants, the highest rate among TAACCCT grants across the country at the time of the project's evaluation.

C. Andrews & M. Peacock (2015). "Strategies for transformative change: Building intentional partnerships to sustain student success." Champaign, IL: OCCRL, University of Illinois at Urbana- Champaign





Pennsylvania

Total Funding: \$46,025,185
TAACCCT Grants: 5

Colleges

- Bucks County Community College
- Community College of Allegheny County
- Community College of Beaver County
- Community College of Philadelphia**
- Delaware County Community College
- Harrisburg Area Community College
- Lehigh Carbon Community College
- Luzerne County Community College
- Montgomery County Community College**
- Northampton County Area Community College**
- Pennsylvania College of Technology**
- Reading Area Community College
- Thaddeus Stevens College of Technology**
- Westmoreland County Community College

Bolded colleges are grant leads

Statewide Outcomes to Date

43 programs

Programs Launched



= 10 programs

7,208 participants

Participants
 = 1,000 participants



5,432 credentials

Credentials Earned



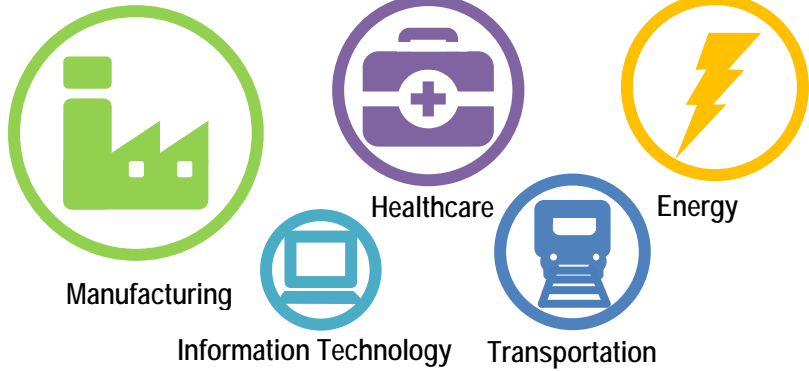
= 1,000 credentials

See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm

The U.S. Department of Labor's TAACCCT grant program is a major investment in building the capacity of community colleges. Grant funds are not used for tuition, but to create or enhance programs of study that lead to industry-recognized credentials, upgrade equipment, support student success toward completion, and more. TAACCCT supports colleges to better serve workers eligible for training under the TAA for Workers program, as well as a broad range of other adults.

Examples from Pennsylvania

Industry Emphasis of Programs of Study



Led by the Pennsylvania College of Technology, ShaleNET 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 the grant, these 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. The project's 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.

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Pennsylvania Example: The ShaleNET consortium shared [149 learning resources](#) on natural gas extraction, hydraulics, electrical safety, petroleum instrumentation, and other related subjects serving the energy industry.

"Working in collaboration with 13 community colleges in Pennsylvania, Montgomery County Community College (MC3) set out to create a unified, statewide set of standards for Prior Learning Assessment (PLA)...The PLA Workgroup was highly successful in standardizing PLA across colleges with diverse needs and cultures."
Hezel Associates, MC3 Prior Learning Assessment & Entrepreneurship Grant Evaluation: Final Report





Rhode Island

Total Funding: \$10,912,484
TAACCCT Grants: 4

Colleges

Community College Of Rhode Island:

Round 1 Project: Pathways to Advance Career Education (PACE)
Award: \$3,405,023

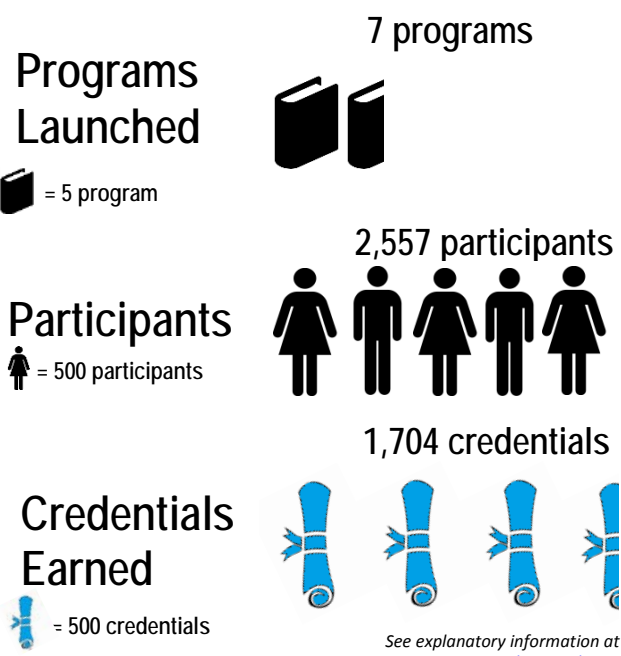
Round 3 Project: Accelerated Pathways in Advanced Manufacturing (APAM)
Award: \$2,507,461

New England Institute of Technology:

Round 2 Project: Shipbuilding/ Marine and Advanced Manufacturing Institute (SAMI)
Award: \$2,500,000

Round 4 Project: Shipbuilding/ Marine and Advanced Manufacturing Institute (SAMI)
Award: \$2,500,000

Statewide Outcomes to Date



The U.S. Department of Labor's TAACCCT grant program is a major investment in building the capacity of community colleges. Grant funds are not used for tuition, but to create or enhance programs of study that lead to industry-recognized credentials, upgrade equipment, support student success toward completion, and more. TAACCCT supports colleges to better serve workers eligible for training under the TAA for Workers program, as well as a broad range of other adults.

Examples from Rhode Island

Industry Emphasis of Programs of Study



Manufacturing



Information Technology



Healthcare

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Rhode Island Example: The Community College of Rhode Island's PACE project developed and shared [materials for Pace.2.Employment](#), a 60-hour workshop that helps unemployed or underemployed participants become workplace ready so that they can secure and better retain employment.

"I'm excited to celebrate the hiring of the 150th graduate of New England Tech's Shipbuilding/Marine and Advanced Manufacturing Institute. Because of the substantial investments we've made in skills training, our partnership with New England Tech and the support of nearly 100 employers that have hired SAMI graduates, Rhode Island is positioned to lead a new industrial revolution in advanced industries."

Rhode Island Governor Gina Raimondo

"The TAACCCT grant funding has had a positive, and potentially long lasting effect on connecting the College to Governor's Office Initiatives, the Workforce Investment Boards, the Office of Post-Secondary Commission, industry partners and the other State Colleges."

*Thomas Sabbagh, Program Director
Community College of Rhode Island
Pathways to Advance Career Education (PACE)
Round 3*





Puerto Rico

Total Funding: \$10,208,302
TAACCCT Grants: 4

Colleges

Colegio Universitario de San Juan

Round 2 Project: CUSJ's Accelerated, Blended-Online, 2+2 TAACCCT Training Project
Award: \$2,500,000

Round 3 Project: Prompt Employment through CUSJ's Accelerated Blended Certificate Programs
Award: \$2,507,461

Universidad del Este

Round 1 Project: UNE Center for Empowerment and Free Enterprise
Award: \$2,701,203

Universidad Metropolitana

Round 4 Project: New Horizons: Puerto Rico Lasers and Photonics Career Pathways
Award: \$2,499,638

Bolded colleges are grant leads

Statewide Outcomes to Date

6 programs

Programs Launched



= 5 programs

1,653 participants

Participants



= 500 participants

189 credentials

Credentials Earned



= 500 credentials

See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Puerto Rico

Primary Industry Emphasis of Programs of Study



Healthcare



Information Technology



Manufacturing

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Puerto Rico Example: [57 Spanish-language materials](#) were uploaded to the site by Puerto Rico's Colegio Universitario de San Juan. Materials cover topics including healthcare, information technology, and criminal justice.

"For the first time in our history we have online education...new policies, new procedures, new technology, new methodology, and so many other new things, that our institution has become a different one."

Haydee Zayas, Chancellor, Colegio Universitario De San Juan (CUSJ), Prompt Employment through CUSJ's Accelerated Blended Certificate Programs

Universidad Metropolitana, lead college for the New Horizons initiative, is working through the Puerto Rico Photonics Institute to offer a training program in Lasers, Optics and Photonics, which will be the first of its kind in Puerto Rico.

"[The Colegio Universitario de San Juan] improved its infrastructure for blended and online delivery learning technology by creating the Educational Opportunities Center (EOC), upgrading 19 classrooms with smartboard technology, and developing educational modules to deliver courses through a mixed-methods approach."

Final Evaluation Report for the Accelerated, Blended, Online, 2+2 TAACCCT Training Project





South Carolina

Total Funding: \$54,958,464
TAACCCT Grants: 5

Colleges

- Aiken Technical College
- Central Carolina Technical College**
- Clemson University
- Denmark Technical College
- Florence-Darlington Technical College**
- Greenville Technical College**
- Horry-Georgetown Technical College
- Midlands Technical College**
- Northeastern Technical College
- Orangeburg-Calhoun Technical College**
- Piedmont Technical College
- Spartanburg Community College
- Technical College of the Lowcountry
- Tri-County Technical College
- Trident Technical College
- Williamsburg Technical College
- York Technical College

Bolded colleges are grant leads

Statewide Outcomes to Date

53 programs

Programs Launched



= 10 programs

6,340 participants

Participants



= 1,000 participants

2,047 credentials

Credentials Earned



= 1,000 credentials

See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from South Carolina

Industry Emphasis of Programs of Study



Manufacturing



Transportation



Healthcare



Energy

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

South Carolina Example: The Accessible Support Services and Instruction for Sustainable Transition to Work (ASSIST) consortium shared [learning resources](#) on electrical circuits, machine tools, Geographic Information Systems (GIS), along with resources on developmental English and Mathematics.

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.

"Through grant funding, the colleges purchased significantly upgraded training equipment and new technologies. The updated equipment ensured that training programs were relevant to employers' needs for current skills, and improved the immediate employment opportunities for graduates who were trained on the equipment."

IMPAQ, South Carolina ACCELERATE TAACCCT Evaluation





South Dakota

Total Funding: \$27,925,173
TAACCCCT Grants: 5

Colleges

- Lake Area Technical Institute**
- Mitchell Technical Institute**
- Oglala Lakota College
- Sinte Gleska University
- Southeast Technical Institute**
- Western Dakota Technical Institute

Bolded colleges are grant leads

Statewide Outcomes to Date

33 programs

Programs Launched



= 5 programs

4,881 participants

Participants



= 500 participants

2,150 credentials

Credentials Earned



= 500 credentials

See explanatory information at www.doleta.gov/taacccct/state-profiles.cfm.

The U.S. Department of Labor's TAACCCCT grant program is a major investment in building the capacity of community colleges. Grant funds are not used for tuition, but to create or enhance programs of study that lead to industry-recognized credentials, upgrade equipment, support student success toward completion, and more. TAACCCCT supports colleges to better serve workers eligible for training under the TAA for Workers program, as well as a broad range of other adults.

Examples from South Dakota

Industry Emphasis of Programs of Study



Manufacturing



Information Technology



Healthcare

To find free and open career and technical training resources produced by colleges using TAACCCCT funds, visit <https://www.skillscommons.org/>.

South Dakota Example: The Technical Education at a Distance (TED) project produced and shared [learning resources](#) on speech-language pathology, Geographical Information Systems (GIS), child growth & development, and clinical management.

"The planning, development, and implementation of the many grant activities have resulted in significant capacity building at our institution in the areas of student services and retention, technology-enabled instruction, professional development, and program development. Our speech-language pathology assistant training program is nationally-recognized among speech-language professionals and is being used as a model for the creation of similar programs in other rural states."

*John Heestra, Vice President
Mitchell Technical Institute
Technical Education at a Distance (TED) Program*

"TAACCCCT has greatly informed and improved operations in Western Dakota Technical Institute's grant office, student success center, and medical simulation center. All policies, procedures, and guidelines in these offices are a direct result of the grant."

*Kari Scofield, TAACCCCT Grant Manager
Southeast Technical Institute
South Dakota Allied Health Training Consortium*





Tennessee

Total Funding: \$41,027,470
TAACCCT Grants: 6

Colleges

Chattanooga State Community College

Cleveland State Community College

Columbia State Community College

Dyersburg State Community College

Jackson State Community College

Motlow State Community College

Nashville State Community College

Northeast State Community College

Pellissippi State Community College

Roane State Community College

Roane State Community College

Southwest Tennessee Community College

Tennessee College of Applied Technology, multiple campuses

Volunteer State Community College

Walters State Community College

William R. Moore College of Technology

Bolded colleges are grant leads

Statewide Outcomes to Date

29 programs

Programs Launched



= 10 programs

Participants

6,502 participants

= 1,000 participants



Credentials Earned

3,870 credentials

= 1,000 credentials



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Tennessee

Industry Emphasis of Programs of Study



Manufacturing



Healthcare



Energy

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Tennessee Example: The "A Prescription for Training Healthcare Workers in Tennessee (RX TN)" consortium shared [36 learning resources](#) including syllabi, student handouts, and curricula on nursing, computer programming, and database management, in addition to student support modules covering time management, study skills, effective reading, and other related topics.

Bridgestone Tire Company contributed over \$4 million to Motlow State Community College (MSCC) 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, TN. MSCC, in turn, offers the complete mechatronics program at the facility, providing the faculty time and academic experience. The program provides a path into manufacturing jobs with Bridgestone, Nissan, and other plants in the area.

"As a machining apprentice, Michael participated in a highly successful partnership that our college has fostered with a significant industrial partner...Michael maintained a 4.0 GPA and earned recognition and patents for his inventions crafted during his tenure [here]. His singular ambition led him to learn not only traditional machining and manufacturing skills, but also emerging technologies, such as additive machining."

Brandon Walters, Program Director, Pellissippi State Community College, Southeastern Economic and Education Leadership Consortium





Texas

Total Funding: \$38,553,790
TAACCCT Grants: 5


Colleges


- Alamo Community College District
- Amarillo College**
- Austin Community College District
- Collin County Community College District**
- Del Mar College
- El Centro College
- Navarro College
- North Central Texas College
- Richland College**
- San Jacinto Community College
- Texarkana College
- Texas State Technical College-Waco**
- Tyler Junior College**

Bolded colleges are grant leads


Statewide Outcomes to Date


50 programs

Programs Launched 


 = 10 programs


9,838 participants

Participants 

 = 1,000 participants

5,359 credentials

Credentials Earned 


 = 1,000 credentials


See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.


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Examples from Texas


Industry Emphasis of Programs of Study


Manufacturing


Information Technology


Healthcare


Transportation


Energy

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Texas Example: The National Information, Security, and Geospatial Technology Consortium (NISGTC) contributed over [100 learning resources](#), including syllabi, curricula, assignments, and learning modules covering subjects including Geospatial Information Systems, data visualization, entrepreneurship, and cybersecurity.

Tyler Junior College, lead college for the ACT-On Retail Management Careers grant, won the 2013 Exemplary Program Award by the National Council for Workforce Education for its work with the Western Association of Food Chains (WAFC) and Brookshire Grocery Company to implement the Retail Management Certificate, the first credential endorsed by a grocery industry association in the state of Texas. An evaluation of the grant found that there was complete alignment between the project's goals and the mission of WAFC.

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 to build prototypes using lab equipment and simulator software, interacting with actual IT employers via a webinar tool throughout the semester.





Utah

Total Funding: \$12,559,991
TAACCCT Grants: 4

Colleges

Dixie State University

Salt Lake Community College

Snow College

Utah College of Applied Technology

Utah Valley University

Weber State University

Bolded colleges are grant leads

Statewide Outcomes to Date

33 programs

Programs Launched



= 5 programs

4,770 participants

Participants

= 500 participants



Credentials Earned

= 500 credentials



See explanatory information at www.doleta.gov/taaccct/state_profiles/.

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Examples from Utah

Industry Emphasis of Programs of Study



Information Technology



Healthcare



Energy

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Utah Example: Utah Workforce Education and Retraining for Knowledge and Skills (WERKS) developed [curricula and other learning resources](#) for the health informatics industry.

"The capacity-building program has fostered new relationships with other Utah state institutions of higher learning, as well as those in Wyoming and Idaho. Our Health Information Technology Career Mobility grant has allowed those institutions to leverage our Health Information Management (HIM) program's curriculum. They can now provide their students with an opportunity to enter this high-pay, high-demand segment of healthcare without devoting the time and expense associated with building a HIM program within their institution."

*Frederick Henderson, Grant Project Director
Weber State University*

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.





Vermont

Total Funding: \$10,930,368
TAACCCT Grants: 4

Colleges

Community College of Vermont

Round 1 Project: ExpressED
Award: \$2,500,000

Round 4 Project: Accelerated Career Training Programs (ACT-VT)
Award: \$2,394,110

University of Vermont and State Agricultural College

Round 3 Project: STEM-Connect: Career Training in the Science, Technology, Engineering & Math (STEM) Disciplines
Award: \$2,749,995

Vermont Technical College

Round 2 Project: Vermont Applied Agriculture and Food System Institute at Vermont Technical College
Award: \$3,357,703

Bolded colleges are grant leads

Statewide Outcomes to Date

21 programs

Programs Launched



= 5 programs

1,936 participants

Participants

= 500 participants



1,032 credentials

Credentials Earned

= 500 credentials



See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Vermont

Industry Emphasis of Programs of Study



Information Technology



Agriculture



Energy



Healthcare



Manufacturing

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Vermont Example: The Community College of Vermont's ExpressED project contributed [course materials](#) on internet marketing, business management, supply chain logistics, pharmacology, manufacturing systems, and many other subjects.

"TAACCCT funds were strategically invested [in such areas as dairy production, farm management, farm alternative energy, and welding] to enable Vermont Technical College (VTC) to build 'centers of excellence' within the Institute of Applied Agriculture & Food Systems that reflect the trends in Vermont's diverse agricultural economy....Whether building new infrastructure, acquiring modern equipment, or cultivating new partnerships, VTC's capacity was significantly enhanced to better serve the needs of the next generation of Vermont's agricultural workforce and support rural livelihoods."

Center for Rural Studies at the University of Vermont, Final Evaluation Report: VTC

"With the addition of [grant] programs, Community College of Vermont (CCV) has made significant progress towards building institutional capacity....The manufacturing IRC (industry-recognized credentials) in particular is a novel program in Vermont and clearly serves to meet the needs of manufacturing employers in the State. New relationships have been established with major employers...[which] are helping to establish CCV as a leader in Vermont workforce education."

Academic Research & Consulting Services, TAACCCT 4 Mid-Point Evaluation Report: Community College of Vermont





Virginia

Total Funding: \$51,868,228
TAACCCT Grants: 9

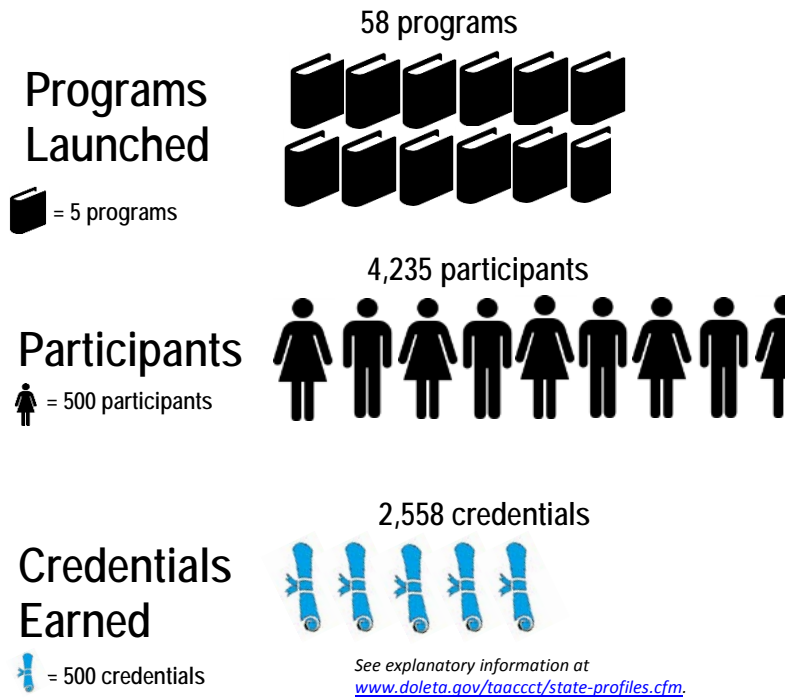
Colleges

- Blue Ridge Community College
- Central Virginia Community College
- Dabney S. Lancaster Community College
- Danville Community College**
- Eastern Shore Community College
- Germanna Community College
- J. Sargeant Reynolds Community College
- John Tyler Community College
- Lord Fairfax Community College**
- Mountain Empire Community College
- New River Community College
- Northern Virginia Community College**
- Patrick Henry Community College
- Paul D. Camp Community College
- Piedmont Virginia Community College
- Rappahannock Community College
- Southside Virginia Community College
- Southwest Virginia Community College**
- Thomas Nelson Community College**
- Tidewater Community College

- Virginia Highlands Community College
- Virginia State University
- Virginia Western Community College
- Wytheville Community College

Bolded colleges are grant leads

Statewide Outcomes to Date



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Examples from Virginia

Industry Emphasis of Programs of Study



Manufacturing



Healthcare



Information Technology

To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Virginia Example: The Virginia RETHINKS Health Sciences Education consortium contributed [program support materials](#) serving the health industry. Materials cover the design of programs of study including Health Records Coding, Health Information Management, Nursing Aid Careers, and other related topics.

“LFCC’s (Lord Fairfax Community College) direct-assessment approach moves away from counting credit hours and required courses to attaining and verifying competencies. As a result, LFCC has become a CBE leader and is a proud member of the Competency-Based Educational Network (C-BEN) of early adopters. With the TAACCCT grant, LFCC has taken the competencies, personalized learning plans, and OER and made them available for free to all as part of a new learning ecosystem with an educational search engine and portal under the domain highered.org.”

C. Thompson-Stacey et al., 2016. “Leveraging Health Information Management Competency-based Education with a New Type of Learning Portal.” Perspectives in Health Information Management

To assist trade-impacted workers in the Appalachian coal-mining region, the state’s most disadvantaged population, Southwest Virginia Community College partnered with several state agencies to expand PluggedInVA, an innovative, six-month accelerated program of contextualized, occupational skills training, to top-growth occupations in the region. An evaluation found that the program offers an “avenue out of poverty” for at-risk adult learners most in need of occupational skills.





Washington

Colleges

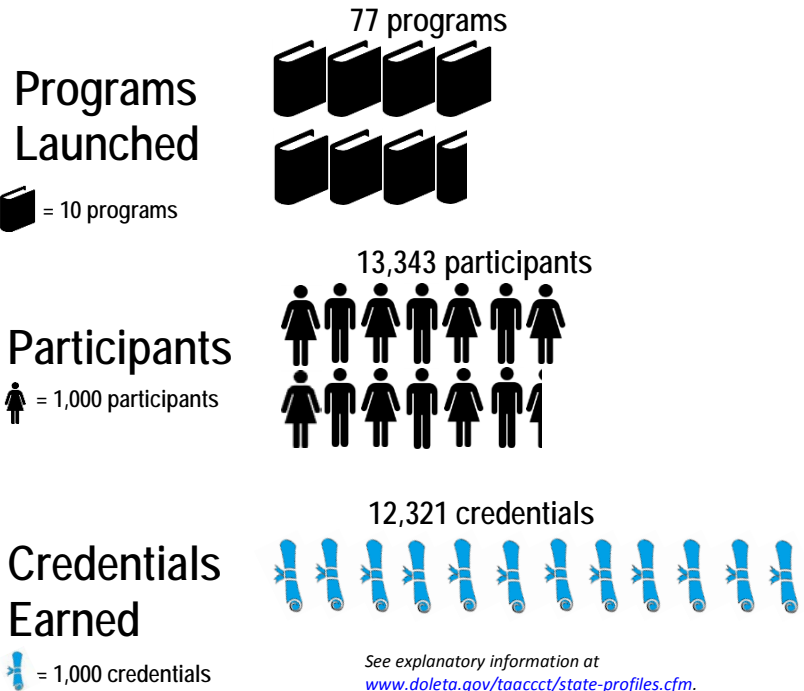
Total Funding: \$57,973,453
TAACCCT Grants: 6

- Bates Technical College
- Bellevue College**
- Bellingham Technical College**
- Big Bend Community College
- Centralia College**
- Clark College
- Clover Park Technical College**
- Edmonds Community College**
- Everett Community College
- Green River Community College
- North Seattle College
- Olympic College
- Peninsula College
- Pierce College-Fort Steilacoom
- Renton Technical College
- Shoreline Community College
- Skagit Valley College
- South Seattle College

- Spokane Community College**
- Spokane Falls Community College
- Walla Walla Community College
- Wenatchee Valley College
- Whatcom Community College

Bolded colleges are grant leads

Statewide Outcomes to Date



The U.S. Department of Labor's TAACCCT grant program is a major investment in building the capacity of community colleges. Grant funds are not used for tuition, but to create or enhance programs of study that lead to industry-recognized credentials, upgrade equipment, support student success toward completion, and more. TAACCCT supports colleges to better serve workers eligible for training under the TAA for Workers program, as well as a broad range of other adults.

Examples from Washington

Industry Emphasis of Programs of Study



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Washington Example: [The Computer on Wheels \(COWs\) initiative](#) under the Air Washington grant provided students with access to course materials and aircraft manuals that are updated in real time rather than traditional hard copy formats that become dated and costly to replace.

The Air Washington consortium 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.

“The Building Nursing Pathways project has doubled the size of our nursing program, which now accounts for 50 percent of regional Registered Nurse production. The project allowed for a complete revamping of curriculum for all theory and clinical coursework in the program, professional development for all faculty, the creation of a state-of-the-art simulation laboratory, infusion of new technologies into nursing program classrooms, enhanced student support through dedicated advising, employment services, and tutoring positions.”

*Matt Bryant, Grant Director
Bellingham Technical College
Building Nursing Pathways*





West Virginia

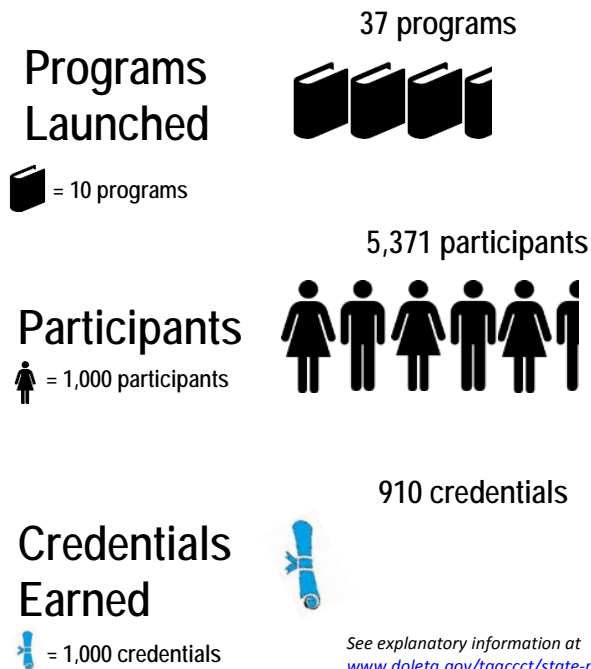
Total Funding: \$43,221,582
TAACCCT Grants: 4

Colleges

- Blue Ridge Community and Technical College
- Bridgevalley Community and Technical College
- Eastern West Virginia Community and Technical College
- Mountwest Community and Technical College**
- New River Community and Technical College**
- Pierpont Community and Technical College
- Southern West Virginia Community and Technical College
- West Virginia Northern Community College
- West Virginia University at Parkersburg

Bolded colleges are grant leads

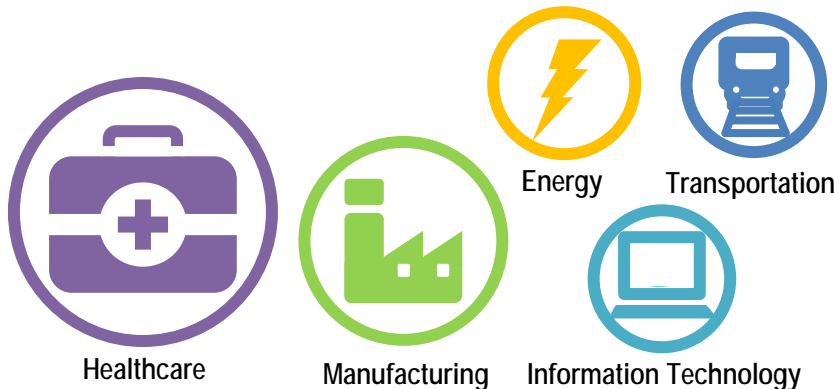
Statewide Outcomes to Date



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Examples from West Virginia

Industry Emphasis of Programs of Study



To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

West Virginia Example: Mountwest Community and Technical College's BEACON project contributed [developmental education resources](#) including materials on reading, writing, and occupational mathematics.

The Bridging the Gap Consortium, which includes all nine community and technical colleges in the state, has developed apprenticeship programs in which employers provide paid, on-the-job training. For example, the consortium's lead college, BridgeValley Community and Technical College, has partnered with Gestamp to offer apprenticeship programs for technicians in the mechatronics and tool and die fields.

The Heroes for Hire: Putting Experience to Work consortium, led by Mountwest Community and Technical College, aims to improve education and training opportunities for TAA-eligible workers, military service members, and veterans by improving student support services, cultivating a technology-based learning environment, and awarding college credit for previous work and military experience. The consortium offers programs of study in health information management, chemical technology, health professions, and geographic information systems.





Wisconsin

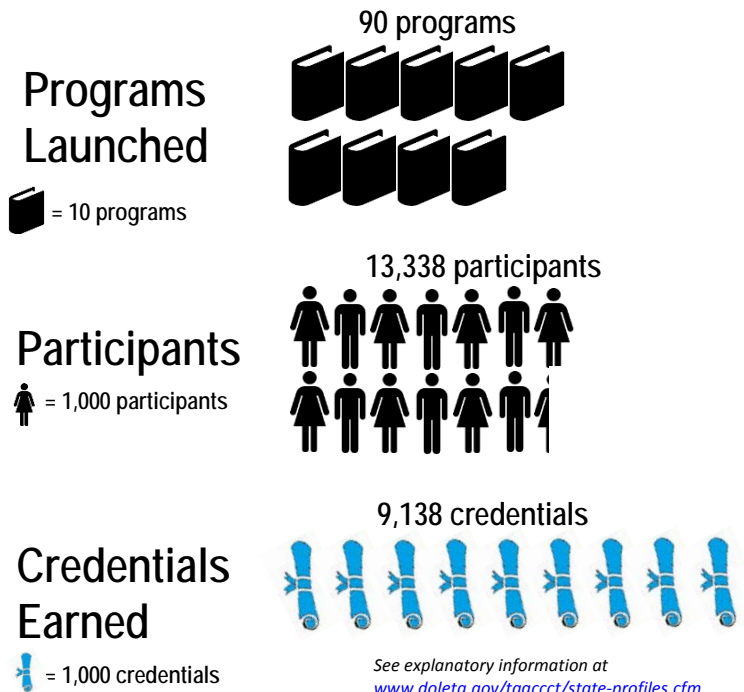
Total Funding: \$66,299,575
TAACCCT Grants: 4

Colleges

- Blackhawk Technical College
- Chippewa Valley Technical College**
- Fox Valley Technical College**
- Gateway Technical College
- Lakeshore Technical College
- Madison Area Technical College
- Mid-State Technical College
- Milwaukee Area Technical College
- Moraine Park Technical College
- Nicolet Area Technical College
- Northcentral Technical College**
- Northeast Wisconsin Technical College**
- Southwest Wisconsin Technical College
- Waukesha County Technical College
- Western Technical College
- Wisconsin Indianhead Technical College

Bolded colleges are grant leads

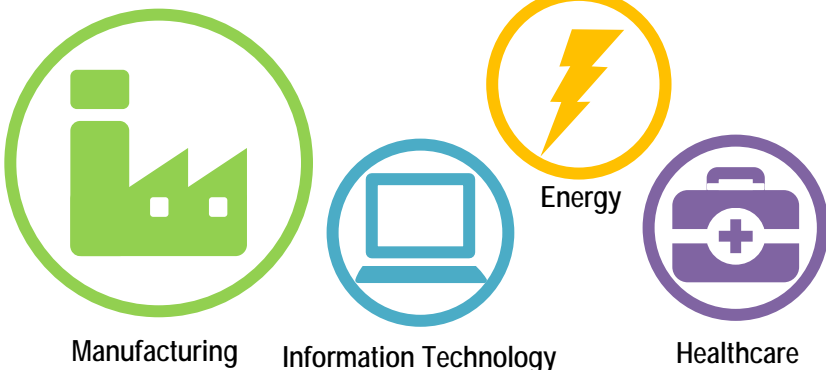
Statewide Outcomes to Date



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Examples from Wisconsin

Industry Emphasis of Programs of Study



To find free and open career and technical training resources produced by colleges using TAACCCT funds, visit <https://www.skillscommons.org/>.

Wisconsin Example: “The Making the Future: The Wisconsin Strategy” consortium contributed [26 learning resources](#) on manufacturing industry subjects including stainless steel welding, machine tool operation, and industrial maintenance.

“The TAACCCT grant has allowed us to leverage...how we can use industry-specific certification programs embedded into traditional academic programs, which will allow students to leverage their experiences beyond the current degree. And the grant opportunity [gave community colleges] a chance to have a deeper conversation around taking risks and being entrepreneurial.”

*Dr. Bryan Albrecht, President
Gateway Technical College*

Wisconsin TAACCCT Consortia, along with the Wisconsin Technical College System and its 16 colleges, received the 2016 CAEL Institutional Service Award for providing exceptional service and programs to adult learners.

The Making the Future: The Wisconsin Strategy consortium implemented credit for prior learning (CPL) practices throughout each member’s autonomous district to attract and retain adult students. Recognizing that each college applied CPL differently, the consortium used process mapping to align CPL policies and practices statewide.

Kamps, A. et al. (2016). “Building a Foundational Model for credit for prior learning.” Champaign, IL: OCCRL, University of Illinois at Urbana-Champaign.





Wyoming

Total Funding: \$10,530,290
TAACCCT Grants: 4

Colleges

Casper College

Central Wyoming College

Laramie County Community College

Northern Wyoming Community College District

Western Wyoming Community College

Bolded colleges are grant leads

Statewide Outcomes to Date

21 programs

Programs Launched



= 5 programs

2,192 participants

Participants



= 500 participants

782 credentials

Credentials Earned



= 500 credentials

See explanatory information at www.doleta.gov/taaccct/state-profiles.cfm.

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Examples from Wyoming

Industry Emphasis of Programs of Study



Manufacturing



Energy



Healthcare



Transportation

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Wyoming Example: The Pathways to Success in a Technical Career program shared [learning materials](#), including handbooks and LMS cartridges on computer-aided manufacturing, diesel engines, hydraulics, and other manufacturing-related subjects.

"The partnership between the Health Science Simulation Center (HSSC) and the Wyoming Medical Center (WMC) provided opportunities for medical center staff to be directly involved in the HSSC project as faculty members and advisors...[allowing them to] translate training needs of healthcare professionals at their facilities directly into simulation sessions for HSSC project participants. This arrangement offered the project invaluable contributions to curriculum development."

McRel International, Final Evaluation Report for Casper College's Health Science Simulation Center Project

"Dedicated instructional design is a key component in establishing institutional cultural change, particularly in career and technical education (CTE) programs. Not only do instructional designers help traditionally hands-on disciplines adapt to the integration of computer technology for communication and technology-enhanced subject matter delivery, they also have proven to be a vital link between traditional academics and technical education in terms of altering the perspective of how academics view CTE students."

Jasyson Lindsay, Director, Northern Wyoming Community College District, Pathways to Success in a Technical Career: Leveraging TAACCCT

