

**Trade Adjustment Assistance Community College and Career Training Grant Program
Report to the Committee on Finance of the Senate and
Committee on Ways and Means of the House of Representatives**

Introduction

The Department of Labor submits the following report on the Trade Adjustment Assistance Community College and Career Training Grant Program (TAACCCT) to the Committee on Finance of the Senate and Committee on Ways and Means of the House of Representatives, in accordance with section 271(e) of the Trade Act of 1974. With respect to the annual report for Fiscal Year 2011, this provision requires the Department of Labor to provide: (1) a summary of the TAACCCT grants awarded in the preceding fiscal year (FY 2011); and (2) an assessment of the impact on participants receiving TAA-funded training in the year prior to the preceding fiscal year (FY 2010).

Program Overview

The Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program is authorized by the Trade Act of 1974 under Chapter 4 of Title II. The purpose of this grant program is to provide eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, and that result in skills, degrees, and credentials that prepare program participants for employment in high-wage, high-skill occupations, and are suited for workers who are eligible for training under the Trade Adjustment Assistance (TAA) for Workers program, under Chapter 2 of Title II of the Trade Act.

The TAACCCT Grant Program is funded under an amendment to the Trade Act of 1974 that was included in the Health Care and Education Reconciliation Act of 2010. Under that provision, \$500 million was appropriated for the program for each of Fiscal Years 2011-2014, for a total of \$2 billion. Not less than 0.5 percent of the amount appropriated for each fiscal year is to be awarded to eligible institutions in each State, the District of Columbia, and Puerto Rico¹. The FY 2011 Solicitation for Grant Applications (SGA) stated that grants ranging from \$2.5 million to \$5 million for individual applicants and from \$2.5 million to \$20 million for consortium applicants would be awarded.

The Employment and Training Administration (ETA) published the solicitation for the FY 2011 grant competition on January 20, 2011. The winning grants were announced on September 26, 2011. The \$500 million awarded must be expended by these grantees within a 36-month period of performance.

Report Summary

This report contains the information regarding the TAACCCT program in three sections. The first section contains a summary of the grants awarded in this first round. Because no grants were awarded in the Fiscal Year before FY 2011, the second section contains a general discussion of the goals of the TAACCCT grant program and the potential impact of these grants on individuals and communities impacted by foreign trade. The third section provides a summary of next steps in project implementation, grant management, monitoring, and reporting.

¹ For the purposes of the TAA for Workers program and therefore for this grant program, the District of Columbia and Puerto Rico are each treated as a "state" and all subsequent references to a "state" in this report will include the District of Columbia and Puerto Rico.

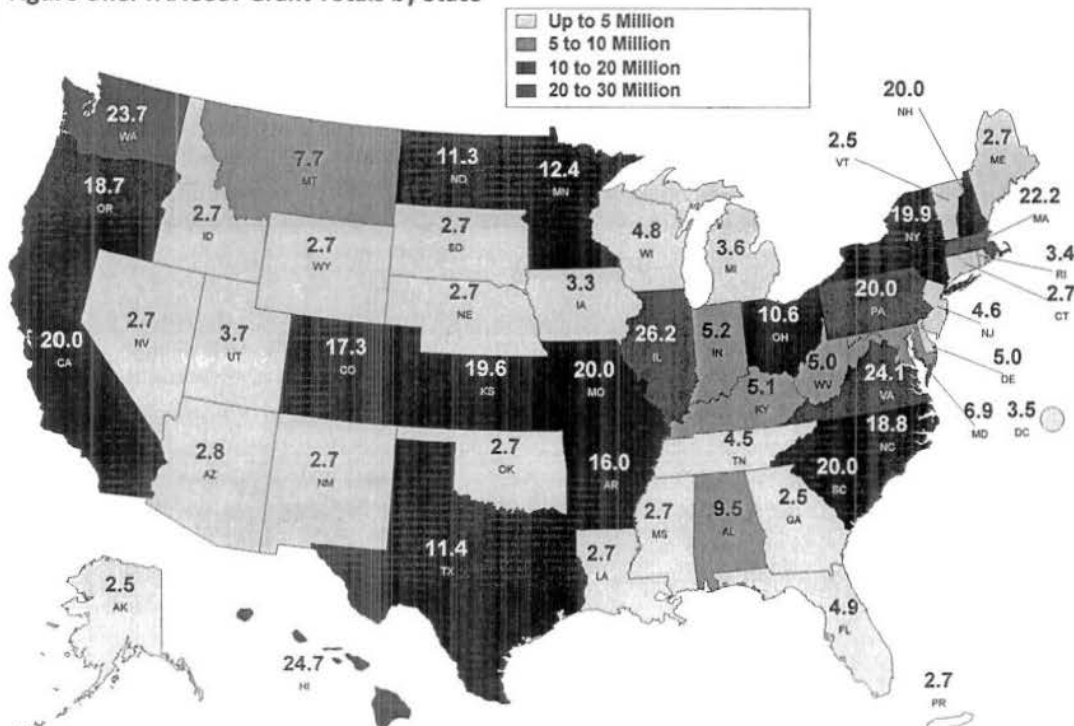
I. Summary of Awards

The FY 2011 grant competition was highly competitive, and was bound by the legislative requirement that ETA award at least 0.5 percent of the total amount of available funds to at least one eligible institution in each State. The first round resulted in a total of 257 applications and 49 winning awards, including awards to multi-state consortia. Abstracts for the 257 applications submitted can be found on the DOL website at: <http://www.dol.gov/dol/grants/grant-app-database.htm>.

The winning awards included nine grants ranging from \$2.5 million to \$5 million each for individual applicants, twenty-three (23) grants ranging from \$5 million to \$20 million each for single and multi-state consortium applicants, and seventeen (17) state-designated grants of approximately \$2.7 million each. Two of these winning applications were awarded funds in excess of the cap for showing evidence-based success of the proposed strategies and practices and/or for proposing to develop large online or technology-enabled programs designed to reach significant numbers of individuals over a large geographic area. In total, 275 institutions of higher education were awarded funds either as single applicants or as members of single and multi-state consortia.

The period of performance for all the grant awards began on October 1, 2011 and will end on September 30, 2014. Figure One below illustrates the distribution of TAACCCT grant funds by state. Appendix One of this report provides a complete list by state of all 275 institutions that are receiving TAACCCT funding. In addition, a complete list of the grant awards and project summaries can also be found on the TAACCCT website at <http://www.doleta.gov/taaccct/grantawards.cfm>. One page summaries for winning projects are also posted on the TAACCCT website at: http://www.doleta.gov/taaccct/TAACCCT_One_Pagers_All.pdf. Full technical proposals are available at: <http://www.dol.gov/dol/grants/grant-app-database.htm>.

Figure One. TAACCCT Grant Totals by State



II. Assessment of Impact on Workers Eligible for the Trade Adjustment Assistance for Workers Program

In implementing the award criteria provided in the Trade Act, the SGA specified that the TAACCCT grants would provide community colleges and other eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who are eligible for training under the TAA for Workers program, and prepare program participants for employment in high-wage, high-skill occupations.

In total, 10 points out of 100 were awarded based on demonstrating that at least one community served by the proposed project is impacted by the threat to, or loss of, jobs resulting from foreign trade and an understanding of the needs of TAA-eligible workers in that community or those communities.

Of these 10 points, TAACCCT applicants could receive up to 5 points by intending to serve a community that received an "Affirmative Determination" by the Secretary of Commerce under the Trade Adjustment Assistance for Communities Program (Community TAA Program), which was authorized under Chapter 4 of Title II of the Trade Act (19 U.S.C. § 2371 *et seq.*). Applicants received these points by demonstrating that at least one community served by the proposed project was significantly impacted by the threat to, or loss of, jobs resulting from foreign trade. Since only communities that submitted applications under the Community TAA Program were evaluated by the Department of Commerce regarding such impact, applicants for communities that had not received such an evaluation also could receive these points by serving a community with one or more TAA for Workers Certifications (Section V.A.1.i of the SGA).

In addition, TAA applicants could receive up to 5 additional points for demonstrating a strong understanding of the education and training needs of the targeted population of TAA-eligible workers in the community or communities to be served (Section V.A.1.ii), referring to workers eligible for training under the TAA for Workers program. Applicants received these points by presenting research on labor market indicators and data on the specific needs of those individuals eligible for the TAA for Workers program in their local area. In addition, applicants were encouraged to form partnerships with their local public workforce system, community organizations, and labor organizations that serve workers eligible for training under the TAA for Workers program.

The SGA outlined four priority areas and strategies that corresponded to the needs of trade-affected workers. According to the FY 2010 TAA for Workers Annual Report, TAA for Workers participants were typically male, age 45 or older who had not attained a post-secondary education, including at least 25 percent of total participants who had attained less than a high school diploma or equivalent. TAA for Workers participants had an average tenure of 12 years with their employer prior to separation. These four priority areas and strategies addressed the primary barriers to entry faced by these trade-affected workers and promoted aspects of training programs that were proven to be most helpful for that group, including the goal of increasing attainment of degrees, certificates, and other industry-recognized credentials. The priority areas were strategies that:

1. Accelerate progress for low-skilled and other workers – to increase success rates for students with basic skills deficiencies by redesigning developmental education, mitigating the need for developmental courses, and/or improving services that improve retention;
2. Improve retention and achievement rates to reduce time to completion – to reduce barriers to enrollment and decrease the time to completion of degrees, certificates, and other industry-recognized credentials by use of innovative techniques in course sequencing, scheduling, and delivery;
3. Build programs that meet industry needs, including developing career pathways – to ensure relevance to area workforce needs, offer credit for both academic and occupational training, and integrate industry-driven

competencies and result in degrees, certificates, and other industry-recognized credentials that support placement into employment in a career pathway and/or further education; and

4. Strengthen online and technology-enabled learning – to support accelerated learning in a flexible manner and shorter period of time than traditional methods by developing fully-accessible online and technology-enabled learning courses.

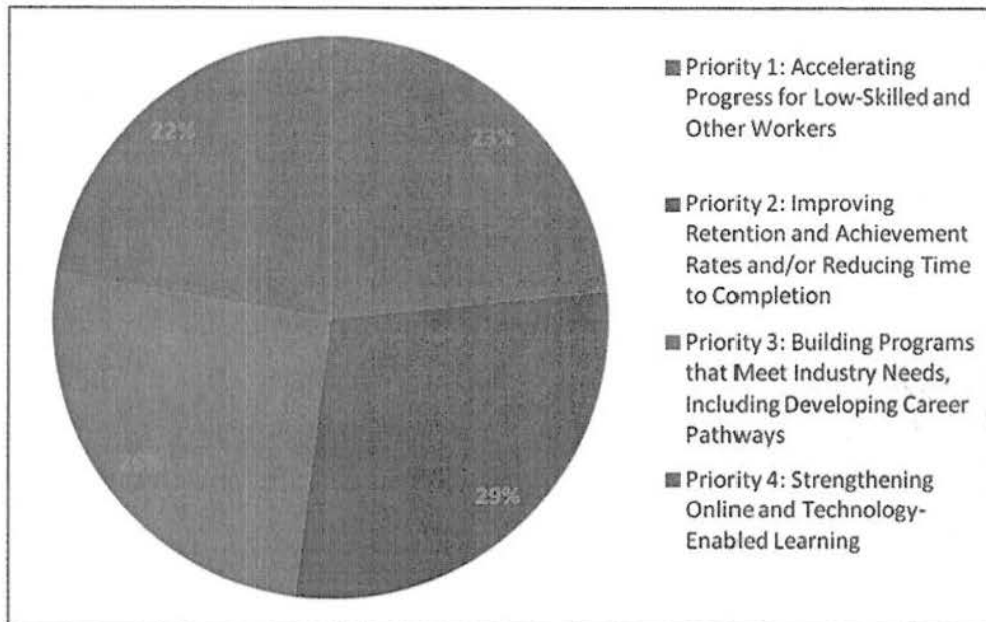
The first three of these priorities addressed the barriers faced by TAA-eligible workers emphasizing education and workforce development approaches, while the last is a delivery mechanism that may be integrated into any of the priorities to support their implementation. Each of these priority areas addresses at least one of the barriers to enrollment in training, successful completion of training, or expeditious re-entry into the workforce that the population of TAA-eligible workers faces. The SGA required applicants to consult the public workforce system – including Local Workforce Investment Boards, One Stop Career Centers, or State agencies that administer the TAA for Workers program – in determining the priority areas of focus for their projects. Figure Two below provides some examples of strategies for each of the priority area as proposed by FY 2011 grantees.

Figure Two. Sample strategies for implementing the four TAACCCT Priorities

<p>Priority One - Accelerate progress for low-skilled and other workers</p> <ul style="list-style-type: none"> • Enhance current student services offerings by creating and deploying specialized adult transitional services program • Establish networked case management system between colleges and the career center for recruitment, support, job placement, and establishing ongoing information exchange between partners
<p>Priority Two – Improve retention and achievement rates to reduce time to completion</p> <ul style="list-style-type: none"> • Enhance current student services offerings by providing personalized guidance and career coaches • Establish “bridge” programs that integrate basic skills work for students, competency skills, and job readiness contextualized within individual educational pathways
<p>Priority Three – Build programs that meet industry needs, including developing career pathways</p> <ul style="list-style-type: none"> • Integrate industry-validated competencies into curricula • Develop continuum of completion by creating stackable credentials • Establish articulation agreements to allow students to transition into 4-year programs
<p>Priority Four – Strengthen online and technology-enabled learning</p> <ul style="list-style-type: none"> • Adapt courses for use with open source, mixed-media course management and learning management systems (such as the Department of Energy NTER system) to create and publish web-based curricula • Use open educational resources (OER) to create hybrid courses

An analysis of the grant projects receiving an award as a result of the FY 2011 SGA shows that the successful applicants uniformly addressed all four priority areas. Figure Three displays this distribution by priority area.

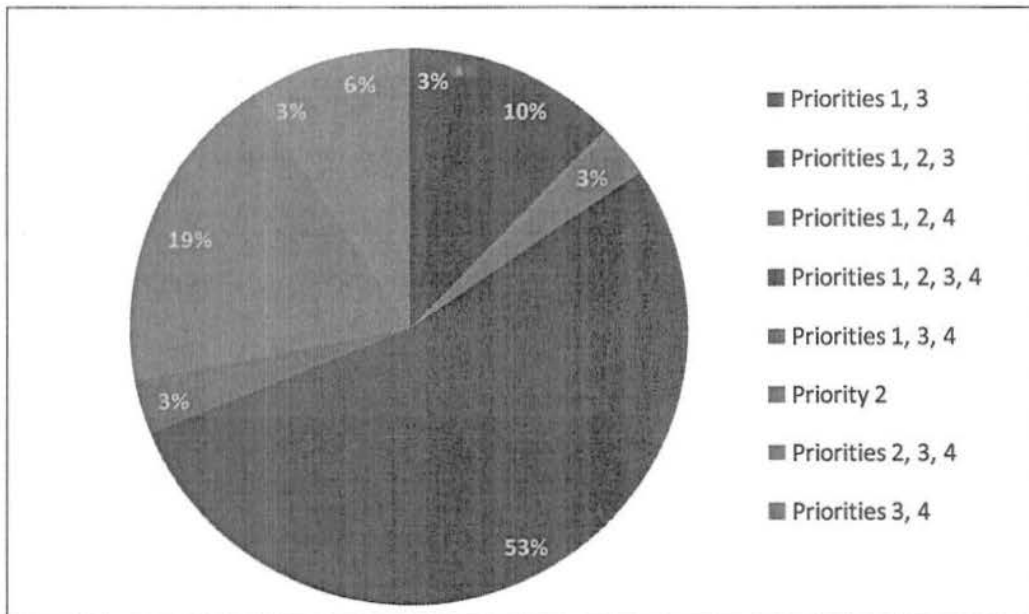
Figure Three. Distribution of TAACCCT Grant Awards by Priority Area



Since grantees were not restricted to focusing on just one priority area, many applicants chose projects that integrated a combination of the priority areas. Figure Four shows the distribution of combinations of priority areas by project. Figure Four also shows:

- 53% of all winning grant projects emphasize all four priority areas;
- 72% of all projects include components that address Priority 1, which is important for TAA-eligible workers in the targeted population who face barriers to employment due to low educational attainment and their possible need for developmental education and basic skills;
- 19% of all projects address Priority 2 exclusively, which is especially important for the TAA-eligible workers in the targeted population who face greater barriers to enrollment and completion in education and training courses.

Figure Four. Detail of Priority Area



III. Next Steps

ETA published the solicitation for the first round of the TAACCCT grants on January 20, 2011. The winning grants were announced on September 26, 2011. The period of performance of these grants began on October 1, 2011 and will end on September 30, 2014.

During the period of performance, grantees will submit reports on the progress and activities of their projects to ETA each quarter through the Quarterly Narrative Report (QNR) and the Quarterly Financial Status Report (ETA 9130). These quarterly reports will be due within 45 days after the end of each calendar quarter. The first QNR and ETA 9130 will be due on February 15, 2012.

In addition, in order to be able to compare results of these investments and measure their results against key employment indicators, grantees will be required to submit an Annual Performance Report (APR). This report will include data for progress against seven outcome measures: Entered Employment Rate, Employment Retention Rate, Average Six-Month Earnings, Credit Attainment, Attainment of Certificate (less than one year in length), Attainment of Certificate (more than one year in length), and Attainment of Degree. Grantees also will be required to report on the aggregate number of TAA-eligible workers served that year. The first APR will be due on November 15, 2012.

During the first quarter of FY 2012, ETA selected and trained Federal Project Officers to provide technical assistance to grantees and performance monitoring on projects. In addition, ETA began providing training to grantees on grants management, financial management, implementation of consortia grants, and performance reporting. ETA will continue the training series in 2012 with additional training on performance reporting and monitoring. In addition, grantees are expected to attend an in-person training session and learning event hosted by ETA in February 2012.

With respect to the funds appropriated to carry out the TAACCCT program for FY 2012, ETA will announce the second round SGA in early 2012, and work in collaboration with the Department of Education and its other Federal partners. The second round of TAACCCT program grants will continue to emphasize the importance of building partnerships between eligible institutions, employer partners, and community organizations to serve workers eligible for training under the TAA for Workers program and other adults. The FY 2012 SGA will also reflect lessons learned and feedback from stakeholders, grantees and others from the first-round SGA.

Attachment One. 275 Institutions receiving awards under FY 2011 TAACCCT

ALABAMA	
George C. Wallace State Community College-Hanceville	Consortium Leader
Wallace State Community College-Selma	Consortium Member
Central Alabama Community College	Consortium Member
University of Alabama, Birmingham	Consortium Member
ALASKA	
University of Alaska Anchorage Community and Technical College	Consortium Leader
University of Alaska Fairbanks	Consortium Member
University of Alaska Southeast	Consortium Member
Matanuska-Susitna College	Consortium Member
Kenai Peninsula College	Consortium Member
Kodiak College	Consortium Member
Prince William Sound Community College	Consortium Member
ARIZONA	
Rio Salado College	Consortium Member — Collin College Consortium
ARKANSAS	
Northwest Arkansas Community College	Consortium Leader
Arkansas Northeastern College	Consortium Member
Arkansas State University — Beebe	Consortium Member
Arkansas State University — Mountain Home	Consortium Member
Arkansas State University — Newport	Consortium Member
Black River Technical College	Consortium Member
Cossatot Community College of the University of Arkansas	Consortium Member
East Arkansas Community College	Consortium Member
Mid-South Community College	Consortium Member
National Park Community College	Consortium Member
North Arkansas College	Consortium Member
College of the Ouachitas	Consortium Member
Ozarka College	Consortium Member
Phillips Community College of the University of Arkansas	Consortium Member
Pulaski Technical College	Consortium Member
Rich Mountain Community College	Consortium Member
South Arkansas Community College	Consortium Member
Southeast Arkansas Community College	Consortium Member
Southern Arkansas University Tech	Consortium Member
University of Arkansas Community College at Batesville	Consortium Member
University of Arkansas Community College at Hope	Consortium Member
University of Arkansas Community College at Morrilton	Consortium Member
Northwest Arkansas Community College	Consortium Member — Anne Arundel Community College Consortium
CALIFORNIA	
West Hills College Lemoore	Consortium Leader — Single State
Central California Community College Fresno City, Madera Center, Porterville, Bakersfield, Taft, Reedley, Merced, Cerra Coso, San Joaquin Delta	Consortium Member
College of the Sequoias	Consortium Member
West Hills College Coalinga	Consortium Member

COLORADO	
Community College of Denver	Consortium Leader – Single State
Aims Community College	Consortium Member
Colorado Mountain College	Consortium Member
Front Range, Community College	Consortium Member
Northeastern Junior College	Consortium Member
Red Rocks Community College	Consortium Member
Community College of Aurora	Consortium Member
Lamar Community College	Consortium Member
Otero Junior College	Consortium Member
Morgan Community College	Consortium Member
Pikes Peak Community College	Consortium Member
Colorado Northwestern Community College	Consortium Member
CONNECTICUT	
Gateway Community College	State Designated Recipient
DELAWARE	
Delaware Technical and Community College	
DISTRICT OF COLUMBIA	
Community College of the District of Columbia	Consortium Member – Cincinnati State Technical and Community College Consortium
UDC Community College	State Designated Recipient
FLORIDA	
Florida State College at Jacksonville	Consortium Member – Anne Arundel Community College Consortium
Florida State College at Jacksonville	State Designated Recipient
GEORGIA	
North Georgia Technical College	Individual Award
HAWAII	
Honolulu Community College	Consortium Leader
Hawai'i Community College	Consortium Member
Kapi'olani Community College	Consortium Member
Kaua'i Community College	Consortium Member
Leeward Community College	Consortium Member
University of Hawaii Maui College	Consortium Member
Windward Community College	Consortium Member
IDAHO	
College of Southern Idaho	State Designated Recipient
ILLINOIS	
College of Lake County	Consortium Leader – Single State
Carl Sandburg College	Consortium Member
Danville Area Community College	Consortium Member
Heartland Community College	Consortium Member
Highland Community College	Consortium Member
Illinois Central College	Consortium Member
John A. Logan College	Consortium Member

John Wood Community College	Consortium Member
Kankakee Community College	Consortium Member
Lewis & Clark Community College	Consortium Member
Lincoln Land Community College	Consortium Member
Rend Lake College	Consortium Member
South Suburban College	Consortium Member
Southeastern Illinois College	Consortium Member
Southwestern Illinois College	Consortium Member
Triton College	Consortium Member
Waubonsee Community College	Consortium Member
College of Lake County	Consortium Member — Anne Arundel Community College Consortium
City Colleges of Chicago	Consortium Member — Cincinnati State Technical and Community College Consortium
Moraine Valley Community College	Consortium Member — Collin College Consortium
INDIANA	
Ivy Tech Community Colleges — Lafayette, North Central, Northeast, Northwest	Consortium Member — Anne Arundel Community College Consortium
Ivy Tech Community College of Indiana	State Designated Recipient
IOWA	
Northeast Iowa Community College	Consortium Leader – Multi-State
Hawkeye Community College	Consortium Member
Chippewa Valley Technical College	Consortium Member
Western Technical College	Consortium Member
KANSAS	
Washburn University of Topeka	Consortium Leader – Single State
Cloud County Community College, Concordia	Consortium Member
Dodge City Community College, Dodge City	Consortium Member
Garden City Community College, Garden City	Consortium Member
Highland Community College, Highland	Consortium Member
Flint Hills Technical College, Emporia	Consortium Member
Salina Area Technical College, Salina	Consortium Member
KENTUCKY	
Ashland Community and Technical College	Consortium Member — Cincinnati State Technical and Community College Consortium
Jefferson Community and Technical College	Consortium Member — Cincinnati State Technical and Community College Consortium
LOUISIANA	
Baton Rouge Community College	State Designated Recipient
MAINE	
Central Maine Community College	State Designated Recipient
MASSACHUSETTS	
Quinsigamond Community College	Consortium Leader – Single State
Berkshire Community College	Consortium Member
Bristol Community College	Consortium Member

Bunker Hill Community College	Consortium Member
Cape Cod Community College	Consortium Member
Greenfield Community College	Consortium Member
Holyoke Community College	Consortium Member
Massachusetts Bay Community College	Consortium Member
Massasoit Community College	Consortium Member
Middlesex Community College	Consortium Member
Mt. Wachusett Community College	Consortium Member
North Shore Community College	Consortium Member
Northern Essex Community College	Consortium Member
Roxbury Community College	Consortium Member
Springfield Technical Community College	Consortium Member
Bunker Hill Community College	Consortium Member — Collin College Consortium
MARYLAND	
Anne Arundel Community College	Consortium Leader – Multi-State
MICHIGAN	
Alpena Community College	Individual Award
Macomb Community College	Consortium Member — Anne Arundel Community College Consortium
MINNESOTA	
Northland Community and Technical College	
Anoka-Ramsey Community College	Consortium Member — Cincinnati State Technical and Community College Consortium
Pine Technical College	Consortium Member — Cincinnati State Technical and Community College Consortium
Rochester Technical College	Consortium Member — Northeast Iowa Community College Consortium
Riverland Community College	Consortium Member — Northeast Iowa Community College Consortium
Minnesota State College — Southeast Technical	Consortium Member — Northeast Iowa Community College Consortium
MISSISSIPPI	
Itawamba Community College	State Designated Recipient
MISSOURI	
Ozarks Technical Community College	Consortium Leader – Single State
Crowder College	Consortium Member
East Central College	Consortium Member
Jefferson College	Consortium Member
Metropolitan Community Colleges of Kansas City	Consortium Member
Mineral Area College	Consortium Member
Moberly Area College	Consortium Member
North Central Missouri College	Consortium Member
St. Charles Community College	Consortium Member
St. Louis Community College	Consortium Member
State Fair Community College	Consortium Member
Three Rivers Community College	Consortium Member

MONTANA	
Fort Peck Community College	Consortium Member — United Tribes Technical College Consortium
Fort Belknap College	Consortium Member — United Tribes Technical College Consortium
NEBRASKA	
Metropolitan Community College	State Designated Recipient
NEW HAMPSHIRE	
Great Bay Community College	Consortium Leader – Single State
Nashua Community College	Consortium Member
Manchester Community College	Consortium Member
Lakes Region Community College	Consortium Member
River Valley Community College	Consortium Member
White Mountains Community College	Consortium Member
NHTI Concord's Community College	Consortium Member
NEW JERSEY	
Raritan Valley Community College	Individual Award
NEW MEXICO	
Santa Fe Community College	State Designated Recipient
NEW YORK	
Kingsborough Community College	Consortium Leader – Single State
Borough of Manhattan Community College	Consortium Member
Bronx Community College	Consortium Member
College of Staten Island	Consortium Member
Hostos Community College	Consortium Member
LaGuardia Community College	Consortium Member
New York City College of Technology	Consortium Member
Queensborough Community College	Consortium Member
NEVADA	
Truckee Meadows Community College	State Designated Recipient
NORTH CAROLINA	
Robeson Community College	Consortium Leader – Single State
Beaufort County Community College	Consortium Member
Craven Community College	Consortium Member
Nash Community College	Consortium Member
Edgecombe Community College	Consortium Member
Davidson County Community College	Consortium Member
Surry Community College	Consortium Member
Haywood Community College	Consortium Member
Asheville-Buncombe Technical Community College	Consortium Member
NORTH DAKOTA	
United Tribes Technical College	Consortium Leader – Multi-State
Cankdeska Cikana Community College	Consortium Member

OHIO	
Cincinnati State Technical and Community College	Consortium Leader – Multi-State
Cuyahoga Community College	Consortium Member – Anne Arundel Community College Consortium
OKLAHOMA	
Oklahoma City Community College	State Designated Recipient
OREGON	
Clackamas Community College	Consortium Leader – Single State
Blue Mountain Community College	Consortium Member
Central Oregon Community College	Consortium Member
Chemeketa Community College	Consortium Member
Clatsop Community College	Consortium Member
Columbia Gorge Community College	Consortium Member
Klamath Community College	Consortium Member
Lane Community College	Consortium Member
Linn-Benton Community College	Consortium Member
Mt. Hood Community College	Consortium Member
Oregon Coast Community College	Consortium Member
Portland Community College	Consortium Member
Rogue Community College	Consortium Member
Southwestern Oregon Community College	Consortium Member
Tillamook Bay Community College	Consortium Member
Treasure Valley Community College	Consortium Member
Umpqua Community College	Consortium Member
PENNSYLVANIA	
Community College of Philadelphia	Consortium Leader – Single State
Community College of Allegheny County	Consortium Member
Community College of Beaver County	Consortium Member
Bucks County Community College	Consortium Member
Butler County Community College	Consortium Member
Delaware County Community College	Consortium Member
Harrisburg Area Community College	Consortium Member
Lehigh Carbon Community College	Consortium Member
Luzerne County Community College	Consortium Member
Montgomery County Community College	Consortium Member
Northampton Community College	Consortium Member
Pennsylvania Highlands Community College	Consortium Member
Reading Area Community College	Consortium Member
Westmorland County Community College	Consortium Member
RHODE ISLAND	
Community College of Rhode Island	Individual Award
SOUTH CAROLINA	
Florence-Darlington Technical College	Consortium Leader – Single State
Aiken Technical College	Consortium Member
Central Carolina Technical College	Consortium Member
Denmark Technical College	Consortium Member
Horry-Georgetown Technical College	Consortium Member

Midlands Technical College	Consortium Member
Northeastern Technical College	Consortium Member
Orangeburg-Calhoun Technical College	Consortium Member
Piedmont Technical College	Consortium Member
Williamsburg Technical College	Consortium Member
Clemson University	Consortium Member
SOUTH DAKOTA	
Watertown School District dba Lake Area Technical Institute	State Designated Recipient
TENNESSEE	
Motlow State Community College	Individual Award
Roane State Community College	Consortium Member — Anne Arundel Community College Consortium
TEXAS	
Collin College	Consortium Leader — Multi-State
Del Mar College	Consortium Member
El Centro College	Consortium Member — Cincinnati State Technical and Community College Consortium
Texarkana College	Consortium Member — Cincinnati State Technical and Community College Consortium
UTAH	
Salt Lake Community College	Consortium Member — Collin College Consortium
Salt Lake Community College	State Designated Recipient
VERMONT	
Community College of Vermont	Individual Award
VIRGINIA	
Tidewater Community College	Consortium Leader — Single State
Blue Ridge Community College	Consortium Member
Central Virginia Community College	Consortium Member
Dabney S. Lancaster Community College	Consortium Member
Danville Community College	Consortium Member
Eastern Shore Community College	Consortium Member
Germanna Community College	Consortium Member
J. Sargeant Reynolds Community College	Consortium Member
John Tyler Community College	Consortium Member
Lord Fairfax Community College	Consortium Member
Mountain Empire Community College	Consortium Member
New River Community College	Consortium Member
Northern Virginia Community College	Consortium Member
Patrick Henry Community College	Consortium Member
Paul D. Camp Community College	Consortium Member
Piedmont Virginia Community College	Consortium Member
Rappahannock Community College	Consortium Member
Southside Virginia Community College	Consortium Member
Southwest Virginia Community College,	Consortium Member
Thomas Nelson Community College	Consortium Member
Virginia Highlands Community College	Consortium Member
Wytheville Community College	Consortium Member

WASHINGTON	
Spokane Community College	Consortium Leader – Single State
Big Bend Community College	Consortium Member
Skagit Valley College	Consortium Member
Clover Park Technical College	Consortium Member
South Seattle Community College	Consortium Member
Edmonds Community College/Washington Aerospace Training and Research Center	Consortium Member
Wenatchee Valley College	Consortium Member
Everett Community College	Consortium Member
North Seattle Community College	Consortium Member
Olympic College	Consortium Member
Peninsula College	Consortium Member
Inland Northwest Aerospace Technology	Consortium Member
Renton Technical College Center	Consortium Member
Bellevue College	Consortium Member — Collin College Consortium
Clover Park Technical College	Consortium Member — Anne Arundel Community College Consortium
South Seattle Community College	Consortium Member — Anne Arundel Community College Consortium
WEST VIRGINIA	
Mountwest Community and Technical College	Individual Award
WISCONSIN	
Chippewa Valley Technical College	Consortium Member — Northeast Iowa Community College Consortium
Southwest Wisconsin Technical College	Consortium Member — Northeast Iowa Community College Consortium
Western Technical College	Consortium Member — Northeast Iowa Community College Consortium
WYOMING	
Northern Wyoming Community College District	State Designated Recipient
PUERTO RICO	
Universidad del Este	State Designated Recipient