

2019-2020 Perkins Leadership Grants

<u>Institution</u>	<u>Project Title</u>	<u>Project Director</u>	<u>Email</u>	<u>Institutional Contact</u>	<u>Email</u>	<u>Award Amount</u>
Amarillo College	Educating LVNs and RNs: A Regional Approach for Rural Areas	Dr. Tamara Clunis	ttclunis@actx.edu	Dr. Tamara Clunis	ttclunis@actx.edu	\$198,871
Austin Community College	Fast-Track to Success: Expanding Competency-Based Education Across Texas	Amardeep Kahlon	akahlon@austincc.edu	Mary E. Harris, Ph.D.	mharris3@austincc.edu	\$174,550
Austin Community College	Career Connections and Completion Program (CCC)	Rebecca Robinson-Francis	rfrancis@austincc.edu	Mary E. Harris, Ph.D.	mharris3@austincc.edu	\$199,190
Collin County Community College District	Building Capacity of College CTE Advisors, Coaches, and Administrators	Diana Hopes	dhopes@collin.edu	Natalie Greenwell	ngreenwell@collin.edu	\$61,818
Dallas County Community College District	Blended Pathways: Replicating PLA and Emerging CBE Pathway Options	Tricia Thomas-Anderson	triciathomas-anderson@dccc.edu	Joyce Williams	williamsjoyce@dccc.edu	\$136,577
Lone Star College System	Hirable and Desirable: Embedding Behavioral Skills Into the Curriculum	Christina Todd	Christina.C.Todd@lonestar.edu	Elizabeth Thompson	Elizabeth.B.Thompson@lonestar.edu	\$77,330
McLennan Community College	ADA Compliance: Training for the Work of Compliance	Richard Leslie	rleslie@mclennan.edu	Frank Graves	fgraves@mclennan.edu	\$118,598
San Jacinto College District	Leading the Way	Sarah Janes	sarah.janes@sjcd.edu	Tomoko Olson	tomoko.olson@sjcd.edu	\$199,977
South Texas College	Advancing Completion and Employability in IT (ACE-IT)	Rosemond Moore, Ph.D.	ramoore@southtexascollege.edu	Dr. Virginia Champion	vchampion@southtexascollege.edu	\$196,020
Temple College	Designing Needs Assessments and Stakeholder Forums to Address Special Pops	Dr. Lesley Keeling-Olson	lkeeling@templejc.edu	Dr. Lesley Keeling-Olson	lkeeling@templejc.edu	\$172,200
Temple College	Nontraditional Participation-Strategies for Overcoming Inherent Issues	Dr. Lesley Keeling-Olson	lkeeling@templejc.edu	Dr. Lesley Keeling-Olson	lkeeling@templejc.edu	\$45,000
TSTC System	Creating Performance-Based CTE Programs for High School & Two Year	Gena Jean	gena.jean@tstc.edu	Cindy Reily	cindy.reily@tstc.edu	\$175,000

Educating LVNs and RNs: A Regional Solution for Rural Areas

- Grantee: Amarillo College
- Project Director: Dr. Tamara Clunis
- Amount: \$198,871

Overview:

The overarching goal of Educating LVNs and RNs: A Regional Solution for Rural Areas is to fully develop and pilot a model for regional CTE training delivery through cooperative efforts led by business partners and delivered across college districts.

Outcomes/Deliverables:

1. Develop and pilot a successful model for regional CTE training delivery that is based specifically on the nursing shortage in rural communities of the Texas Panhandle.
2. Evaluate the effectiveness of the training delivery and the overall viability of the program
3. Disseminate project updates and findings throughout the grant period and work with other community colleges interested in adapting the model for CTE training needs within their region.

[Back to top](#)

Fast Track to Success: Expanding Competency-Based Education Across Texas

- Grantee: Austin Community College
- Project Director: Amardeep Kahlon
- Amount: \$174,550

Overview:

The 2019-2020 Fast Track To Success (FTTS) program is the culmination of Austin Community College's (ACC) successful work over the past four years that has promoted the expansion of competency-based education and programming at community colleges and universities statewide. For the final year of the FTTS project, ACC is proposing to continue its regional training program and its support of the ACC CBE Consortium by partnering with Dr. Erasmus Addae, Associate Vice-President of Distance and Alternative Education at ACC to ensure sustainability beyond the conclusion of grant funding—both for the conference and the maintenance of the website. FTTS conference to be held June 9-10, 2020.

Outcomes/Deliverables:

1. Conduct 2 customized regional training programs for 60 faculty, administrators, and other staff at Texas colleges and universities to share CBE best practices.
2. Increase membership to ACC's CBE Consortium.
3. Maintain the Consortium website to facilitate dissemination of best practices.
4. Using a qualitative research methodology and a storytelling approach, FTTS staff will gather CBE stories from selected institutions.
5. Continue to enhance and improve quality of ACC's FTTS Project's annual CBE Best Practices Conference to provide educational partners and conference training needed for CBE CTE programs.

Link: <http://sites.austincc.edu/cbec/>

[Back to top](#)

Career Connection and Completion Program (CCC)

- Grantee: Austin Community College
- Project Director: Rebecca Robinson-Francis
- Amount: \$199,190

Overview:

The Career Connection and Completion (CCC) Program will improve the career guidance, academic support, and counseling programs available to students so that they may make better informed career and technical education (CTE) decisions. Through the addition of tutoring and a dedicated Career Programs Coordinator, the desired outcome for the CCC program is that more students in ACC Career Pathway programs will develop employability skills and attain workforce credentials.

Outcomes/Deliverables:

1. Create a CTE events calendar for all students served by CTE programs.
2. Create a CTE lesson plan with industry-specific curriculum for all CTE students.
3. Create a Career Programs Workbook for each industry cluster so students can track their progress (1 for Health Sciences, 1 for Information Technology, 1 for Construction Trades).
4. ACC will hold at least one Career Showcase at each high school per grant year.
5. ACC will hold two webinars, one each year, to share results with other CTE stakeholders in Texas.
6. Increase the number of students that are served through CTE (from 300 to 600) by 2021.
7. Increase the number of students that complete CTE programs.

[Back to top](#)

Building Capacity of College CTE Advisors, Coaches, and Administrators

- Grantee: Collin County Community College District
- Project Director: Diana Hopes
- Amount: \$61,818

Overview:

There are several important factors that contribute to both the success and challenges in developing skill-specific training modules for advisors, career coaches/counselors, and administrators working with students in CTE/workforce programs. A state-wide survey administered by Collin College purposefully selected a group of institutions across the various regions of the state in order to successfully capture the specific professional training needs of advisors and career coaches/counselors, gain an understanding of the types of tools and resources needed as well as learn about the limited availability of professional development opportunities.

Outcomes/Deliverables:

1. Use evidence-based practices and ongoing feedback from advisors, career coaches, administrators, students, and faculty to plan, design, and develop

- differentiated professional development modules, tools and resources that address the varied professional development needs of CTE advisors, coaches, career counselors, administrators, and other stakeholders.
2. Work collaboratively with STARLINK Professional Development to facilitate the online modules statewide for all staff, faculty and administrators advising students in CTE/workforce programs.

[Back to top](#)

Blended Pathways: Replicating PLA and Emerging CBE Pathway Options

- Grantee: Dallas County Community College District- Eastfield College
- Project Director: Tricia Thomas-Anderson
- Amount: \$136,577

Overview:

In 2017, with Perkins State Leadership funding and supplemental support from the Lumina Foundation, Eastfield College served as an innovator in the development of a statewide initiative to enhance PLA strategies and accelerated pathways for student completion. In partnership with the nationally recognized American Council on Education (ACE) and collaboration with multiple institutions of higher education offering similar programs of study, Eastfield College developed and expanded eight (8) replicable Blended Pathways combining industry-recognized non-credit certifications with credit career and technical programs of study. Additionally, in alignment with accreditation standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the project encouraged the formation of a Prior Learning Implementation Taskforce comprised of institutional leadership and members of the President's Executive Council charged with the development of institution-wide policies and procedures demonstrating faculty justification for awarding credit. The proposed two-year Perkins State Leadership project will enable Eastfield College to scale-up the initiative with the replication of existing and development of new competency-based education Blended Pathways by 1) aligning credentials offered by institutions with experiential learning, 2) providing training designed to enhance the knowledge of faculty, administrators, and academic advisors in recognizing and recommending Blended Pathways, and 3) assisting institutions in addressing inconsistencies in processes for conducting prior learning assessments (PLA) and awarding credit for experiential learning through the development of institution-wide policies and procedures.

Outcomes/Deliverables:

1. To increase training and support of postsecondary faculty, administrators, and staff regarding the development and implementation of Blended Pathways at Texas institutions.
2. To increase students' access to accelerated Blended Pathways that include experiential learning or non-credit industry certifications and for-credit CTE coursework.

[Back to top](#)

Hirable and Desirable: Embedding Behavioral Skills into the Curriculum

- Grantee: Lone Star College System
- Project Director: Christina Todd

- Amount: \$77,330

Overview:

Lone Star College (LSC) requests continuation funding to address the reproducibility and sustainability of the Hirable and Desirable: Embedding Behavioral Skills into the Curriculum Project (“Hirable and Desirable Project”) for independent implementation at other Texas Institutions of Higher Education (IHE) and Texas Independent School Districts (ISD). This proposed project builds upon the previously funded 2018-2019 Perkins State Leadership Grant Project which focused on disseminating the LSC curriculum adaptation process and embedding employee identified non- technical skills into workforce focused curriculum; skills critical to career readiness and longevity in the complex technical workplace. The purpose/goal of this continuation project is to leverage industry relationships to enhance Career and Technical Education (CTE). The requested funding will move the project into the next phase, allowing LSC to pilot an evaluation component and develop a Process Manual which support project sustainability and broad dissemination.

Outcomes/Deliverables:

1. LSC will recruit 15% of the primary audience, Community Colleges in Texas, to participate in the project.
2. LSC will provide professional development and a Training Manual to increase: 1) awareness of a need for embedded behavioral skills in CTE curricula; 2) intention to use such curricula; 3) knowledge about how to adapt curricula to include these skills; and 4) expansion and sustainability of the project.

[*Back to top*](#)

ADA Compliance: Building Accessibility into Online Courses

- Grantee: McLennan Community College
- Project Director: Richard Leslie
- Amount: \$118,598

Overview:

MCC’s goal and objectives align with the 60x30TX and Perkins Act requirements by building an operational and Professional Development training model that can be replicated by other community colleges throughout the state. Deliverables will be accessible to all community and technical colleges via a website and webinars. Additionally, MCC will expand and build marketable skills and certificate options for students engaged in this work. The goal is to ensure that all students within this special population have access to quality, fully ADA compliant courses and degrees. Outcomes include developing a Professional Development component to train other campuses through a series of webinars to disseminate best practices and lessons learned; ADA compliant on-line workforce courses at MCC; an opportunity for students to develop marketable workforce skills in developing ADA compliant on-line courses through keyboarding, captioning and document formatting and graphic tagging; and increasing knowledge among faculty and staff about making on-line courses ADA compliant through additional training and development of institutional policies.

Outcomes/Deliverables:

1. Develop a sustainability plan to continue accessibility initiatives.

2. Develop and implement a tracking plan to assure that courses maintain compliance and that advisors receive disseminated information on compliant courses.
3. Develop a campus-wide policy statement that defines digital accessibility and details the components of accessibility.
4. Potential for increased enrollment of special population students.
5. Expand increased marketable skills endorsement for students.
6. Provide selected faculty and staff with foundational knowledge to become campus accessibility advocates.
7. Conduct Professional Development webinar on grant created accessibility resources that are posted on the MCC website and are available to community colleges across the state.

[Back to top](#)

Leading the Way

- Grantee: San Jacinto College
- Project Director: Sarah Janes
- Amount: \$199,977

Overview:

SJCCD will work with Project Lead the Way Texas (PLTW) to select at least four school districts interested in PLTW but burdened by the aftermath of Hurricane Harvey to initiate the PLTW model of presenting high demand, high skill careers for high school students. The partnership will work to create and implement statewide crosswalks from PLTW public school CTE to Texas postsecondary Workforce Education Course Manual (WECM) courses to facilitate credit for prior learning for students in PLTW programs. This two-pronged approach will create smooth pathways for additional CTE students while kickstarting their postsecondary accumulation of college credits.

Outcomes/Deliverables:

1. Increase the number of students with access to the PLTW curricula.
2. Promote accelerated college credit attainment through a crosswalk between PLTW curricula and WECM courses.

[Back to top](#)

Advancing Completion and Employability in IT (ACE-IT)

- Grantee: South Texas College
- Project Director: Rosemond Moore, Ph.D.
- Amount: \$196,020

Overview:

The goal of ACE-IT is to advance the 60x30TX state plan by developing a replicable CTE Pathway based on a Competency Based Education (CBE) Framework for high-wage/high-demand occupations in the Information Technology (IT) Career Cluster to increase postsecondary credential completion. There are two major objectives to accomplish the goal of this project: 1.) Upon completion of the IT Career Cluster Pathway, there will be an increase of

at least 3% in course completion of Computer Network Support Specialist and Computer User Support Specialist Certifications at South Texas College; and 2.) Create a replicable model for IT work-based learning with a Pre-apprenticeship to Apprenticeship design that includes Prior Learning Assessment (PLA), direct classroom instruction, and CBE coursework that leads to post-secondary credential completion.

Outcomes/Deliverables:

1. Develop replicable, 100% online CBE courses for an IT Career Cluster Pathway, including curriculum, assessments, and opportunities for students to obtain nationally recognized certifications that may be offered state-wide.
2. Engage IT Advisory Committees and Apprenticeship Advisory Committees, including employers, the local workforce board(s), support in the development feedback of CBE coursework, including skills required for workforce, to identify high-wage/high-demand IT occupations to target, and to expand upon existing Texas Regional Pathways project efforts.
3. Collaborate with partner IHEs to implement the CBE Model enabling students to receive a nationally recognized stackable credential/IT Certification that aligns to an associate degree.
4. Conduct symposium with IHE participants to share resources and guidance in the creation of CBE courses and programs using the CBE Model with Youth to Register apprenticeship design. At the end of the grant period, 2 to 4 colleges will agree to adopt the CBE Model.
5. At the end of grant period, achieve at least 3% increase in individuals completing courses for the Computer and Network Specialist Certificate and the Computer Applications Specialist Certificate using the CBE Model at STC. At least 25% of students that complete courses will achieve competency-based digital badges that can be posted on social media sites.

[Back to top](#)

Designing Needs Assessment and Stakeholders Forums to Address Special Pops

- Grantee: Temple College
- Project Director: Lesley Keeling-Olson
- Amount: \$172,200

Overview:

The overall approach and primary purpose of this Perkins Leadership Grant is to work collaboratively with multiple community colleges across Texas to obtain a qualitative data set that will assist in identifying issues and barriers that our special populations face in our CTE programs that hinder equal access. This data will be utilized in designing aspects of the needs assessment and stakeholders engagement meetings/forums that can be used statewide by all community colleges to help identify what will be effective in the implementation of equal access through identifying and overcoming barriers for our special populations. The needs assessment and stakeholder engagement meetings/forums are two aspects of Perkins V that are required. The needs assessment will be the mechanism used to guide and justify budget decisions, so expenditures are related to improving student retention/completion, placement, and nontraditional gender participation.

Outcomes/Deliverables:

1. Provide Perkins Basic Grant Directors statewide information, list of barriers and issues, list of ideas and strategies, and an example needs assessment template to help eliminate things that hinder equal access for special populations.
2. Provide a professional development on special populations for Perkins Basic Grant Directors across the state to help them with meeting the Perkins V requirements related to special populations and equal access.
3. Year Two - Provide a critical evaluation/analysis of the first needs assessment template and agenda ideas and make necessary or needed adjustments and the needs assessment template and agenda items to effectively address special populations and their equal access to CTE programs across the state of Texas.

[Back to top](#)

Nontraditional Participation- Strategies for Overcoming Inherent Issues

- Grantee: Temple College
- Project Director: Lesley Keeling-Olson
- Amount: \$45,000

Overview:

The primary purpose of this Perkins Leadership Grant Continuation is to provide an analysis of what CTE programs have inherent issues and struggle the most with nontraditional female and nontraditional male participation. This analysis then provides the foundation for developing webinars that identify the inherent issues, ways to overcome the barriers with specific strategies, a needs analysis template information for nontraditional concerns to use in developing Perkins V, and information for stakeholder engagement meetings/forums – also specific for Perkins V.

Outcomes/Deliverables:

1. Provide Perkins Basic Grant Directors statewide information on CTE programs with inherent barriers for nontraditional participation and a list of barriers with specific ideas and strategies to overcome the barriers and increase nontraditional participation
2. Provide Perkins Basic Grant Directors with specific needs assessment template Ideas/information and stakeholder engagement meetings/forums items to address nontraditional participation.

[Back to top](#)

Creating Performance-Based CTE Programs for High School & Two Year

- Grantee: Texas State Technical College
- Project Director: Gena Jean
- Amount: \$175,000

Overview:

This project strives to create new performance-based CTE programs designed both for high school CTE students and matriculated TSTC students. This project will focus on redesigning

three high-demand technical programs at TSTC: Computer Networking and Systems Administration Technology, Architectural Design and Engineering Graphics Technology (Drafting), and Welding Technology. The programs will be redesigned to be completely performance-based, which will improve accessibility to high school dual credit students and to part-time and full-time TSTC students.

Outcomes/Deliverables:

1. Deconstruct existing Computer Networking and Systems Administration AAS Program and redevelop into a performance-based (PBE) curriculum with online lecture components and accompanying online lab activities and training. New PBE program will be ready for implementation in the Fall 2021 term.
2. Deconstruct existing Architectural Design and Engineering Graphics Technology (Drafting) AAS Program and redevelop into a performance-based (PBE) curriculum with online lecture components and accompanying online lab activities and training. New PBE program will be ready for implementation in the Fall 2021 term.
3. Deconstruct the existing Welding AAS Program and redevelop it into a performance-based (PBE) curriculum with online lecture components and hands-on lab activities and training. New PBE program will be ready for implementation in the Fall 2021 term.
4. Disseminate project information to stakeholders and partners.

[Back to top](#)

