

2020 – 2021 Perkins Leadership Grants

Institution	Project Title	Project Director	Email	Institutional Contact	Email	Award Amount
Amarillo College	Educating LVNs and RNs: A Regional Solution for Rural Areas	Dr. Tamara Clunis	ttclunis@actx.edu	Dr. Tamara Clunis	ttclunis@actx.edu	\$198,871
Austin Community College	Field-Based Innovation: Fast Track to Student Success in Manufacturing	Laura Marmolejo, Ed.D.	lmarmole@austincc.edu	Mary E Harris, Ph.D.	mharris3@austincc.edu	\$175,000
Austin Community College	Career Connection and Completion Program (CCC)	Rebecca Robinson-Francis	rfrancis@austincc.edu	Mary E Harris, Ph.D.	mharris3@austincc.edu	\$199,190
Austin Community College	Advancing Completion: Aligning High School to Post-Secondary Pathways	Rebecca Robinson-Francis	rfrancis@austincc.edu	Mary E Harris, Ph.D.	mharris3@austincc.edu	\$200,000
Dallas County Community College District	Blended Pathways: Replicating PLA and Emerging CBE Pathway Options	Tricia Thomas-Anderson	triciathomas-anderson@dcccd.edu	Tanya Hollins	tahollins@dcccd.edu	\$136,577
Houston Community College	Leveraging Industry Credentials to Drive Quality, Equity and Completion	Thom Ronk	thomas.ronk@hccs.edu	Dr. Norma Perez	norma.perez@hccs.edu	\$199,960
North Central Texas College	Go for IT: Camps and Career Exploration (Information and Industry Tech)	Debbie Huffman	dhuffman@nctc.edu	Debbie Sharp	dsharp@nctc.edu	\$174,986
San Jacinto College District	Pathways to Careers	Sarah Janes	sarah.janes@sjcd.edu	Tomoko Olson	tomoko.olson@sjcd.edu	\$199,983
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 Assessment and Stakeholder Forums to Address Specials Pops	Dr. Lesley Keeling-Olson	lkeeling@templejc.edu	Dr. Lesley Keeling-Olson	lkeeling@templejc.edu	\$172,200
Temple College	WECM Renovation- Restructure, Repairing, and Rebuilding our WECM Foundation	Dr. Lesley Keeling-Olson	lkeeling@templejc.edu	Dr. Lesley Keeling-Olson	lkeeling@templejc.edu	\$199,920
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- Year 2

- 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.

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Field-Based Innovation: Fast Track to Student Success in Manufacturing

- Grantee: Austin Community College
- Project Director: Laura Marmolejo, Ed.D.
- Amount: \$175,000

Overview:

ACC's Manufacturing Department has recognized the need to innovate strategies to remove barriers to student success and to improve pathways to the credentials that will earn career and technical education (CTE) employment. The purpose of this field project is to demonstrate that these strategies can lead to increased student success and to encourage institutions statewide to adopt the project's innovations.

Outcomes/Deliverables:

1. Sharable best-practices, strategies, guidelines and materials (including a Training Manual, Student Materials and Web Site) so institutions statewide can replicate the success.
2. Train the Trainer seminars for the purposes of further disseminating results and deliverables statewide and assisting community colleges with successfully launching CTE training programs that stem from this work.
3. A manufacturing education pathway framework with multiple entry points that supports high-skill, high-wage, in-demand fields.
4. A document identifying pathway marketable skills.
5. A student training program to include articulation to credit and alignment with associate degree plan.

6. Student materials for technical courses to teach, support and demonstrate relevant skills and learning outcomes.
7. An evaluation that demonstrates that the project's actions improve the success of students (including Perkins-defined "special populations") in areas such as certificate completion and employment outcomes

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Career Connection and Completion Program (CCC)- Year 2

- 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.

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Advancing Completion: Aligning High School to Post-Secondary Pathways

- Grantee: Austin Community College
- Project Director: Rebecca Robinson-Francis
- Amount: \$200,000

Overview:

The purpose of this proposed project is to increase measures of student success by aligning credential-completion pathways between high school and college that lead to career and technical education (CTE) fields in the Texas Career Clusters of 'Manufacturing' and

'Transportation, Distribution, & Logistics.' Student success will also increase from project activities such as: academic support, internships, job readiness support and employment assistance.

Outcomes/Deliverables:

1. Develop credential completion pathways for Automotive Technology and Manufacturing Technology.
2. Develop and distribute sharable best-practices, strategies, guidelines, materials and pathway manuals (as described in detail in a later section) so institutions statewide can replicate the success.
3. Develop a web page, webinar and Project Advisory Board to assist with dissemination.
4. Establish and identify pathway marketable skills.
5. Develop an education pathways framework (including curriculum development, if needed) that supports high-skill, high-wage, in-demand fields.
6. Gain commitments of at least two industry partners to support the program by offering internships for students.
7. Increase the percent of high school students in Perkins-defined "special populations" completing Level 1 Certificates in Manufacturing and Automotive Technology by 5% in the first year of new pathway.
8. Activate evaluation processes (including data collection) to fine-tune project activities and assess outcomes and to enact a sustainability plan.
9. Demonstrate, using data, that the project's actions improve student success, including certificate and associate degree completion and employment outcomes.

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Blended Pathways: Replicating PLA and Emerging CBE Pathway Options- Year 2

- 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.

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Leveraging Industry Credentials to Drive Quality, Equity and Completion

- Grantee: Houston Community College
- Project Director: Thom Ronk
- Amount: \$199,960

Overview:

Building upon Houston Community College's successful model of implementing a systemwide, shared responsibility approach to the third-party programmatic accreditation process, this project will develop a similar systemwide, shared responsibility model to focus on industry-recognized credentials at the course and program level(s).

Note: When referring to "credential" in this project, credential is categorized as work or industry credentials, primarily industry certifications and occupational licenses, that are most often issued by a third party agency or authority.

Outcomes/Deliverables:

1. Scan the environment to support data-driven decisions.
2. Alignment with industry accepted standards.
3. Communicating and marketing industry credentials of value within completion pathways.
4. Make all credentials transparent.
5. Design model and share statewide/multi-regional.

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Go for IT: Camps and Career Exploration (Information and Industry Tech)

- Grantee: North Central Texas College
- Project Director: Debbie Huffman

- Amount: \$174,986

Overview:

North Central Texas College (NCTC) proposes camps to provide enriching hands-on experience with Career and Technology Education (CTE) offerings for students who are at the middle school level, providing opportunities to explore potential related applications of their skills and strengths. This will help students formulate clear ideas and build interest in CTE pathways they may want to pursue even while in high school via dual credit programs, whether or not they previously considered postsecondary education as a viable option. This is particularly beneficial to female, minority, low-income, foster children, and other special population students who may have not otherwise pictured themselves in certain educational/career fields that are sampled through these camps. This project will build upon knowledge gained via previous NCTC camp offerings, expanding the scope to include additional topics; offer academic year and summer sessions; offer camps in suburban/metropolitan and rural areas; mentor peers; and create a “toolkit” for regional/statewide replication.

Outcomes/Deliverables:

1. Exposure of CTE programs to middle school students and future enrollment in dual-credit high school CTE courses.
2. Students' exploration of careers in the Information Technology and Industrial Technology sectors.
3. Participating students' successful completion of stated Camp session competency goals.
4. Toolkit development, to facilitate replication by peer institutions.
5. Data to inform development of future NCTC Camps and CTE programs.
6. Student future enrollment in CTE pathways, for high-skill, high-wage, in-demand occupations.

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Pathways to Careers

- Grantee: San Jacinto College
- Project Director: Sarah Janes
- Amount: \$199,983

Overview:

SJCCD proposes a pilot project to acquaint students with apprenticeships in non-traditional occupations including healthcare professions and computer science. The college will develop curriculum, recruit participants, conduct three-week summer pre-apprenticeships in healthcare and computer professions, revise curricula and conduct pre-apprenticeships through hybrid delivery models in year 2. Both models of pre-apprenticeships will give the participants hands on experience in a variety of occupations within the employment sector and provide safety education and certification.

Outcomes/Deliverables:

1. Increase the number of students with understanding of apprenticeships as a pathway to success in healthcare and computer science professions.
2. Develop curricula that can be used statewide for pre-apprenticeships in healthcare education and computer science.

3. At least 90 students will participate in a pre-apprenticeship workshop, in person or in hybrid mode.
4. Curricula will be developed for both in person and hybrid delivery in healthcare professions and computer science.
5. Information related to the program will be presented to at least four regional and statewide conferences.

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Leading the Way- Year 2

- 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:

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

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Advancing Completion and Employability in IT (ACE-IT)- Year 2

- 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.

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Designing Needs Assessment and Stakeholders Forums to Address Special Pops- Year 2

- 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.

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WECM Renovation- Restructure, Repairing, and Rebuilding our WECM Foundation

- Grantee: Temple College
- Project Director: Lesley Keeling-Olson
- Amount: \$199,920

Overview:

The overall approach to this Perkins Leadership Project is to work in conjunction with and partner with the current WECM Committee, previous WECM Committee members, Texas Higher Education Coordinating Board (THECB) staff, and CTE/CE Instructional Specialists to assist in updating WECM. The initial aspects and design of this Perkins Leadership Grant Project include an analysis and assessment of which WECM programs need priority attention because there is a significant gap in curriculum vs. workforce needs. This information then becomes the foundation to help develop and implement WECM update meetings. In the past, the WECM/Perkins Leadership Projects went through all programs on a 4-year cycle; however, this two-year request will strive to utilize both technology and in-person collaboration to assist with this renovation process. Throughout this process, this information individually and collectively provides the opportunity to develop the field collaborations, develop WECM Facilitators, train- new CTE/CE Instructional Specialists on WECM and the WECM process, assess the WECM course offerings; and restructure, repair and rebuild the WECM foundation.

Outcomes/Deliverables:

1. Assessment and evaluation of priority instructional areas that need WECM updates.
2. A schedule of WECM updates for the next two years in conjunction with triggers.
3. Train institutional administrators over multiple CTE/CE programs to be WECM facilitators.
4. Provide professional development at TACTE on WECM 101.
5. Develop recommendations for revisions to the protocols for continued, timely review of all WECM courses.

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Creating Performance-Based CTE Programs for High School & Two Year- Year 2

- 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.

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