

2021 – 2022 Perkins Leadership Grants

Institution	Project Title	Project Director	Email	Institutional Contact	Email	Award Amount
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	Middle School Pathways to Career Academies	Natalia Almanza	natalia.almanza@austincc.edu	Mary E Harris, Ph.D.	mharris3@austincc.edu	\$199,808
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
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
South Texas College	Advancing Completion and Employability	Jose Vela	jvela@southtexascollege.edu	Dr. Virginia Champion	vchampion@southtexascollege.edu	\$174,963
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	\$ 75,500
Temple College	WECM Renovation- Restructure, Repairing, and Rebuilding our WECM Foundation	Dr. Lesley Keeling-Olson	keeling@templejc.edu	Dr. Lesley Keeling-Olson	keeling@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
TSTC System	Implementing Gamification into Performance-Based Online Programs	Gena Jean	gena.jean@tstc.edu	Cindy Reily	cindy.reily@tstc.edu	\$196,812

Field-Based Innovation: Fast Track to Student Success in Manufacturing- Year 2

- 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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Middle School Pathways to Career Academies

- Grantee: Austin Community College
- Project Director: Natalia Almanza
- Amount: \$199,808

Overview:

The purpose of the Middle School Pathways to Career Academies project is to increase Perkins-defined "Special Populations" awareness of and access to CTE high school programs, such as Career Academies and P-TECH (Pathways in Technology Early College High School). Research shows that middle school is an important time for students to enact plans that will line them up with high school opportunities, such as CTE programs. However,

currently across Texas there are few resources that help support middle school students in this way.

This project will further demonstrate the benefits of increasing CTE awareness in middle school and will create materials that can be used to support these benefits statewide. The project will create innovative approaches that focus on 7th and 8th grade students and their parents and will include activities that contribute to the overall advancement of career and technical education.

Outcomes/Deliverables:

1. Design and enact innovative program activities that support the project purposes, including but not limited to summer CTE-day-camp curriculum, after-school CTE programs, industry field trips, student and parent targeted outreach, career awareness curriculum, and high school preparation presentations.
2. Increase awareness for 7th and 8th grade students (including Perkins-defined "Special Populations") and their parents of CTE-related items, including: the importance of enrolling in algebra, the importance of choosing a CTE high school endorsement pathway, the steps involved in enrolling in a Career Academy or Pathways in Technology (P-Tech) program. Demonstrate increased awareness through pre- and post-service surveys. 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).
3. Increase students' and parents' awareness of high-skill, high-wage, in-demand fields, marketable skills, and the cost efficiencies associated with on-track credential completion. Demonstrate increased awareness through pre- and post-service surveys. ACC will hold two webinars, one each year, to share results with other CTE stakeholders in Texas.
4. Measure the number of student program-completers who choose a CTE high school endorsement pathway. Measure the number of student program-completers who enroll in algebra. Demonstrate an increase in each by comparing program-completers to a control group. Increase the number of students that complete CTE programs.
5. Develop and distribute sharable best-practices, strategies, guidelines, materials, and summer CTE day-camp curriculum, so institutions statewide can replicate the success.
6. Develop a webinar and Project Advisory Board to assist with statewide input and dissemination.
7. Gain commitments of workforce, community, education, and industry partners to support the program in various ways including by hosting field trips and participating on the statewide Project Advisory Board.
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 meet project goals.

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Advancing Completion: Aligning High School to Post-Secondary Pathways- Year 2

- 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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Leveraging Industry Credentials to Drive Quality, Equity and Completion- Year 2

- 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)- Year 2

- 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- Year 2

- 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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Advancing Completion and Employability- Year 3 (continuation grant)

- Grantee: South Texas College
- Project Director: Jose Vela
- Amount: \$174,963

Overview:

South Texas College (STC) proposes to build upon the success of the ACE-IT project by developing replicable Competency Based Education (CBE) courses for Associate Degrees in Building Technologies (i.e. Heating, Ventilation, and Air Conditioning, Electrician Assistant, and Construction Supervision). STC also proposes to develop a Labor Market Building Technologies Career Pathway model aligned to stakeholder needs. These goals will increase the number of CBE associate degree programs in career and technical education (CTE) at STC and other institutions, and to expand upon the development of apprenticeship opportunities statewide.

With funding from the first ACE-IT grant, STC successfully converted four CTE certificate programs (Construction Supervision Certificate, HVAC Certificate, Electrician Assistant Certificate, and Welding Certificate) to the CBE format. This previous work will facilitate the development of our proposed AAS CBE programs at an accelerated rate without

compromising quality. For instance, (a) a portion of the courses included in the AAS degrees have already been developed for the CTE certificates, (b) lessons learned in the CBE course development process will minimize errors and time required to develop new courses, (c) the organizational infrastructure for program development has been implemented, evaluated, and improved, and (d) PLA evaluation procedures have been refined as part of our policy of ongoing program revision and improvement.

Outcomes/Deliverables:

1. The AAS degrees in Heating and Air Conditioning, Electrician Assistant, and Construction Supervision will be developed in a 100% CBE format. This objective builds upon and expands the ACE-IT objective to convert certificate programs in these disciplines to a CBE format.
2. The Labor Market Building Technologies Career Pathway model will be developed in order to identify entry/exit points for students to enter into work-based learning opportunities or apprenticeship opportunities once the new CBE AAS programs have been implemented.
3. Build upon the CBE certificates created for the ACE-IT project and seek to advance the 60x30 TX plan by increasing the number of CBE Associates Degree programs in career and technical education (CTE) fields at STC and participating IHEs.
4. The development of the Labor Market Building Technologies Career Pathway model will be shared with partnering IHEs and industry leaders to increase the number of apprenticeship opportunities throughout the state.
5. Will designate a qualified CBE Liaison to advise the new CBE-CTE programs, organize and schedule monthly CBE information and training sessions with other IHEs, and act as a liaison with the Institute for Competency-Based Education at Texas A&M-Commerce and other external stakeholders involved in competency-based education.

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Designing Needs Assessment and Stakeholders Forums to Address Special Pops- Year 3 (continuation grant)

- Grantee: Temple College
- Project Director: Lesley Keeling-Olson
- Amount: \$ 75,500

Overview:

All Texas Community Colleges Perkins Basic Grant Directors are tasked with providing “a description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency”. (Perkins Basic RFA, 2021-2022). With the implementation of Perkins V, all Perkins Basic Grant Directors are evaluating all aspects of the Perkins Basic Grant with a new lens that includes a

focus on equity and service for Students with Unique and/or Special Circumstances (Perkins Special Populations). The overall approach and primary purpose of this Perkins Leadership Grant Proposal is to provide equity training across the state and work together seeking solutions, ideas and opportunities to maximize our effectiveness in helping our special populations students.

Outcomes/Deliverables:

1. Completion and assessment of the Part 2 NAPE Equity training.
2. A survey assessment of any struggles or challenge the Perkins Basic Grant Directors are having with addressing the specifics and requirement of special populations.
3. Six talking sessions specific to Students with Unique and/or Special Circumstances (Perkins Special Populations).
4. Development and dissemination of a Students with Unique and/or Special Circumstances (Perkins Special Populations) handbook/guide to help Perkins Basic Grant Directors. Additionally, all information and deliverables will be disseminated through emails, listserv, presentations, posted on the TACTE/Perkins website, and/or any other additional opportunities that present themselves.

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WECM Renovation- Restructure, Repairing, and Rebuilding our WECM Foundation- Year 2

- 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 3 (continuation grant)

- 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. In addition to completing the assessments for the new PBE version of TSTC's Architectural Design and Engineering Graphics Technology (Drafting), TSTC will also convert the Education & Training (EDT) Certificate 2 and AAS programs to PBE. The programs will be redesigned to be completely performance-based and online, which will improve accessibility to high school dual credit students and to part-time and full-time TSTC students.

Outcomes/Deliverables:

1. TSTC will continue using the services of the current Perkins-funded curriculum specialist/instructional designer to assist with project activities and will hire an additional instructional designer. The instructional designers will work with the drafting SME to complete the assessments for the new PBE version of TSTC's Architectural Design and Engineering Graphics Technology (Drafting). The instructional designers will also convert TSTC's Education & Training courses into PBE.
2. This process involves analyzing and deconstructing courses into required knowledge and skills units (detailed work activities). TSTC's Center for Employability Outcomes (C4EO) will assist in the knowledge and skills analysis and ensure that detailed work activities are aligned with the current needs of employers.
3. The instructional designers and program faculty will design a performance-based curriculum for each of the targeted courses. The PBE course work is designed so that students will work through the traditional "lecture" materials and do simulations on a computer at home or in a school computer lab. When they have passed a certification test on the lecture materials for a particular unit, they can schedule flexible lab times for further instruction and hands-on skills practice.
4. Building these programs from the ground up in partnership with school districts that offer dual-credit opportunities will ensure that the ISD students will have full access to the TSTC programs and will gain necessary credits for both high school and TSTC degree completion simultaneously. Issues of scheduling, transportation, tuition, transcript credits, etc. will all be addressed and resolved in this pilot program. Lessons learned and best practices established in the pilot program will be extended as TSTC moves additional programs into a performance-based format.

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Implementing Gamification into Performance-Based Online Programs

- Grantee: Texas State Technical College
- Project Director: Gena Jean
- Amount: \$196,812

Overview:

Learning and content mastery and application has changed, with younger students finding gamified processes easier to use to acquire knowledge, retain the content, and apply it within simulated and real-world environments. This project will focus on two high-demand technical programs at TSTC: Computer Programming and Digital Media and Design. Performance-based course pathways will be modified with gamification included to 1) improve accessibility to full- and part-time TSTC students and to 2) improve retention and success. The gamified programs will focus on content that needs to be acquired and retained prior to demonstration of skill mastery, but that frequently students find difficult to memorize due to idiosyncrasies in learning styles. Students will be introduced to required competencies, then progress through the competency-based, gamified materials. Students will then have to pass a mastery assessment on the lecture materials for a particular unit and schedule flexible lab times for further instruction and hands-on skills practice.

Outcomes/Deliverables:

1. TSTC will complete a performance-based Computer Programming AAS curriculum that incorporates “game” elements.
2. By August 2022, TSTC will have two versions of Computer Programming instruction to compare and contrast; first, will be the current non-PBE version of the Computer Programming curriculum and the second is the gamified PBE version implemented in September 2022.
3. By the end of the project period, TSTC will have a completed performance-based Digital Media Design AAS curriculum that incorporates “game” elements.
4. Determine effectiveness of gamification elements prior to incorporating the elements into the Computer Programming and Digital Media Design curricula. Goal-5: Disseminate project information to stakeholders and partners.
5. TSTC will deliver its Computer Programming AAS and its Digital Media Design AAS as performance-based programs with significant gamification elements starting in 2023.
6. EPCC will begin incorporating gamification into its Computer Programming and/or its Advertising Graphics & Design or Communications programs starting in 2023.

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