

Perkins State Leadership Grants

Panel 4: Building Access and Student Support

Temple College

McLennan Community College



Texas Higher Education
Coordinating Board

Nontraditional Participation - Strategies for Overcoming Inherent Issues

Temple College - Dr. Lesley Keeling-Olson



Nontraditional Participation

5PI: Nontraditional Participation

Student participation in CTE programs in nontraditional fields.

State Targets by Program Year

2016-2017 -- State Target 24.00% / State Participation 21.60%

2017-2018 -- State Target 24.05% / State Participation 21.65%

2018-2019 -- State Target 24.05% / State Participation 21.65%



The desired outcomes & deliverables of this grant include the following:

- 1) A qualitative data set of information about specific CTE programs that have inherent issues to female nontraditional participation and male nontraditional participation,
- 2) Ways to overcome the barriers,
- 3) Two webinars for Perkins Basic Grant Directors, CTE Administrators, and CTE faculty to help understand the inherent issues and ways to overcome the barriers with specific strategies,
- 4) An example needs assessment template specific for nontraditional participation
- 5) Information to use in the stakeholders engagement meetings/forums
- 6) Blogs, emails, listserv, and other communications related to the information and
- 7) Archive all information related to the grant on the TACTE/Perkins Tab.

DATA Assessment - Female Programs

I2040000-Cosmetology and Related Personal Grooming Services

I5030000-Electrical Engineering Technologies/Technicians

I5040000-Electromechanical and Instrumentation and Maintenance Technology

I5060000-Industrial Production Technologies/Technicians

I5080000-Mechanical Engineering Related Technologies/Technicians

I5100000-Construction Engineering Technologies

I5110000-Engineering-Related Technologies

46030000-Electrical and Power Transmission Installers

46040000-Building/Construction Finishing, Management, and Inspection

47020000-Heating, Air Conditioning, Ventilation and Refrigeration Maintenance

47060000-Vehicle Maintenance and Repair Technologies

48050000-Precision Metal Working



DATA Assessment – Male Programs

51390000-
Practical Nursing, Vocational Nursing and Nursing Assistants

12040000-
Cosmetology and Related Personal Grooming Services

510602-
Dental Hygiene/Hygienist

19070000-
Human Development, Family Studies, and Related Services



Survey Data Results

Female Inherent Issues

- *Cultural Stereotypes*
- *Peer Judgement*
- *Parental Influence*
- *Employer Bias*
- *Lack of Gender Role Models*
- *Creative Recruiting*



Survey Data Results

Male Inherent Issues

- *Stigmas and Social Perception (Title of Programs & Perception of Program)*
- *Perception of Sexual Orientation*
- *Lack of Peer Support Group Both in the Classroom and in the Work Environment*
- *Income Potential*
- *Clinical Access to Women's Services*



Survey Data Results - Academic Barriers

Barriers and or issues

- *Equipment for Programs*
- *Classroom/lab time requirements and child care or financial needs because of time requirements.*
- *Clinical Access*
- *Balancing Education and Family*
- *Supporting the Family*



Ideas or Strategies to Overcome the Barriers

Individuals Preparing to Enter Non-Traditional Fields

The following are some ideas for Perkins Basic Grant Directors to consider as possibilities for funding if their data indicates these items will close the gaps: Nontraditional mentors or advocate, Child Care, and/or specific classroom equipment that meets Perkins funding requirements and is needed for retention and student success. Please note, sometimes campuses benefit through equity professional development and professional development opportunities are available through the National Alliance for Partners in Equity (NAPE).

DRAFT Info!



Example Stakeholder Engagement and Needs Assessment - Changing the Narrative

Identify the employers within the struggling CIP Codes. Though either meeting or survey, identify hiring requirements, gender peer support, and exposure/recruiting opportunity.

Add this information into the PERKINS CLNA ANALYSIS MATRIX provided by the coordinating board under the tabs titled “Gaps” and “Potential Root Causes”.

Create or modify the resources guide, sent as a separate attachment, to help identify and provide or refer students for services. Once you have your resource guide, you can then use survey information to identify what services students could benefit from and then merge into the Perkins CLNA Analysis Matrix to develop and identify program goals and funding priorities.

Changing the Narrative

Highlight Student's Reasons

- Adding a Different Skill Set (Back-Up Plan)
- Owning Your Own Business
- Become the Advertising Campaign - Be the Change Agent.

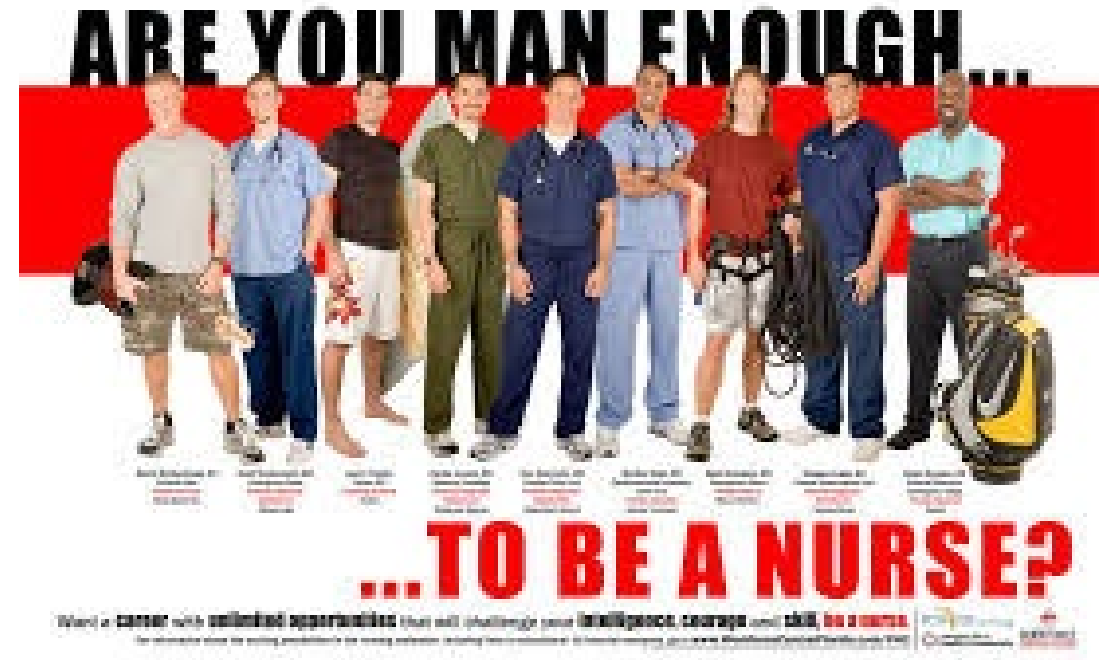




Female Nontraditional Gender CTE Participation Webinar.

Date:

Thursday, April 16th at 3:30 p.m.



Male Nontraditional Gender CTE Participation Webinar.

Date:

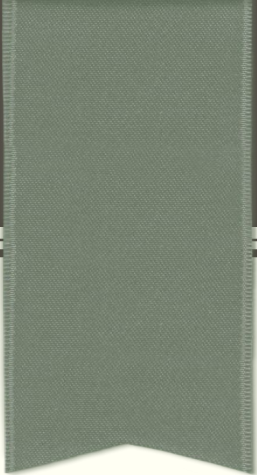
Thursday, April 30th at 3:30 p.m.



- Do you need info, help or templates related to Perkins Leadership Documents or THECB information?
- <http://tacte.org/perkins>



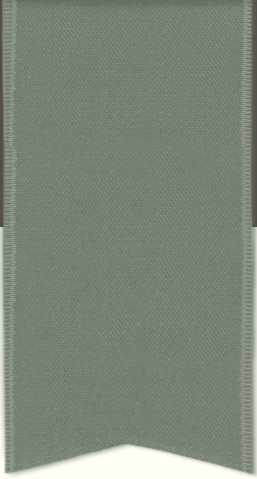
- Dr Lesley Keeling-Olson
- Director of Perkins Grants & Professor, Criminal Justice
- lkeeling@templejc.ed



ADA COMPLIANCE: 2020 - PERKINS LEADERSHIP GRANT

McLennan Community College
Richard Leslie, Project Director





ACCESSIBILITY LAW (ADA & REHABILITATION ACT) TASKS ALL INSTITUTIONS WITH PROVIDING COMPLIANCE IN FACE-TO-FACE (F2F), WEB-ENHANCED, AND ONLINE COURSES FOR ALL STUDENTS AT THE INSTITUTION.

The Rationale for MCC's Three Grants

- Federal Law requires that we make digital content accessible.
- Many campuses have not developed internal policies and procedures to address ADA compliance.
- Compliance can be very expensive and requires a specific set of skills.
- Training programs for faculty and staff on ADA compliance may not exist or may be expensive to develop.
- There is a need to help ensure that an underserved disabled special population in the higher education has access to quality, fully accessible compliant courses and degrees.
- How do we sustain this program after the grant? How do we build a tracking and dissemination plan for campus stakeholders on courses that are compliant?

Expected Outcomes

- Create additional accessible online workforce courses at MCC.
- Continue to build marketable skills in student workers in developing accessible online courses.
- Creation of a sustainability plan to continue accessibility initiatives post-grant.
- Create process to track compliant courses and assure continued compliance.
- Creation of a campus accessibility policy document

McLennan Community College Team

- Leadership
 - Richard Leslie – Coordinator, Teaching and Learning, Project Director
- Faculty and Staff
 - Diane Boles – Interpreting Program Director
 - Charlotte Powell – Interpreter Specialist
 - Cynthia Wagner – Computer Information Systems Program Director
 - Crystal Neville – Office Technology Program Director
- Student Workers hired as temporary part-time hourly employees.

Diploma Institutional Award

The Digital Resources Accessibility award recognizes a student's achievement of the marketable skills related to captioning and creating ADA compliant video and documents. Obtainment of this award verifies a student's ability to: caption videos, review and edit captioned material and create ADA compliant documents and files.

Partnerships

- Texas State Technical College – Waco – 2017-2020
- Blinn College – 2018-2020
- Temple College – 2018-2020
- Vernon College – 2018-2020

Funding Challenges

- Can the current funding the grant provides be sustained by the institution?
 - Compliance costs per course can run up to \$2,000 for document compliance and video captioning.
 - How to continue to pay personnel costs of student labor and faculty/staff advisors that supervise them and assess their work?
 - Who will oversee the compliance project post-grant? Would this require the creation of a new position on campus?

Tracking Challenges

- Who initially certifies course compliance? By what process?
- What happens if a course fails certification?
- Who maintains the list of compliance courses? Where is it stored?
- How will advisors be made aware of compliant courses? Who notifies them?
- Who assesses continued compliance? How often should courses be assessed?
- What happens if a course fails continued compliance?

Possible Options to Offset Funding Loss

- Put responsibility for compliance fully on faculty.
 - May necessitate policy changes.
 - Mandatory training.
 - Faculty pushback due to increased workload.
- How to maintain addition of marketable skills for student workers?
 - Maintain a smaller cadre of student workers dedicated to addressing ad hoc just-in-time compliance needs.
 - Split off funding into a separate account that is currently being used for non-workforce courses into a separate fund to pay for student workers.

Additional Related Questions

- How to inventory of courses that may be close to compliance to see what is needed to address those courses?
- How to develop strategic plan to address compliance in a proactive manner?
- In looking at widening the student pool for compliance tasks, where do they come from? Who is responsible for training them?
- Who trains faculty and to what level?
- Who is responsible for heading up the policy changes that will be necessary for implementation?
- What will be the overall defined goals of the program? How will they be assessed?

Questions



Contact information:

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Designing Needs Assessment and Stakeholders Forums to Address Special Pops

Temple College – Dr. Lesley Keeling-Olson



“Students with Unique and/or Special Circumstances” (Special Populations)



The desired outcomes & deliverables of this grant include the following:

- 1) a qualitative data set of information about special populations,
- 2) a list of barriers and or issues that special populations encounter in CTE programs that hinder equal access,
- 3) a list of ideas or strategies to overcome the barriers for special populations,
- 4) an example needs assessment template specific for special populations and/or specific ideas or agenda items to include in stakeholders engagement meetings/forums,
- 5) workshop(s) to assist other institutions in addressing their special populations as defined in Perkins V and developing their needs assessment and stakeholders engagement meetings/forums,
- 6) blogs, emails, listserv, and presentations as the outcomes develop for others to use in their development of their Perkins Basic Grant, and
- 7) archive all information related to the grant on the TACTE/Perkins Tab.

Survey Data Results

Information about special populations

- “These students need much more guidance than other students, these special populations really have an uphill battle - more financial assistance for tuition, fees, books, gas money, etc. is needed, coordinate with social services providers, and creative advocates that can assess for & help fill in knowledge or skill gaps (HOW to study, HOW to organize, HOW to set goals) which can then provide assistance in finding resources to help overcome real or perceived barriers to their success. ”



Survey Data Results

Barriers and or issues

- I need help with understanding and my English speaking skills,
- I struggle managing with a baby at home,
- I need affordable day care,
- I need help with financial stability and assessment equipment needed for my program (stethoscope, trauma sheers etc.), funds for emergency loans, and assistance with time management and self management.



Ideas or Strategies to Overcome the Barriers

Individuals with Disabilities

The following are some ideas for Perkins Basic Grant Directors to consider as possibilities for funding if their data indicates these items will close the gaps: Tutors, Funding for accommodation services specific to CTE Students Accommodations, CTE specific personnel, and advocates to assist with coordination or referrals for campus or community services.

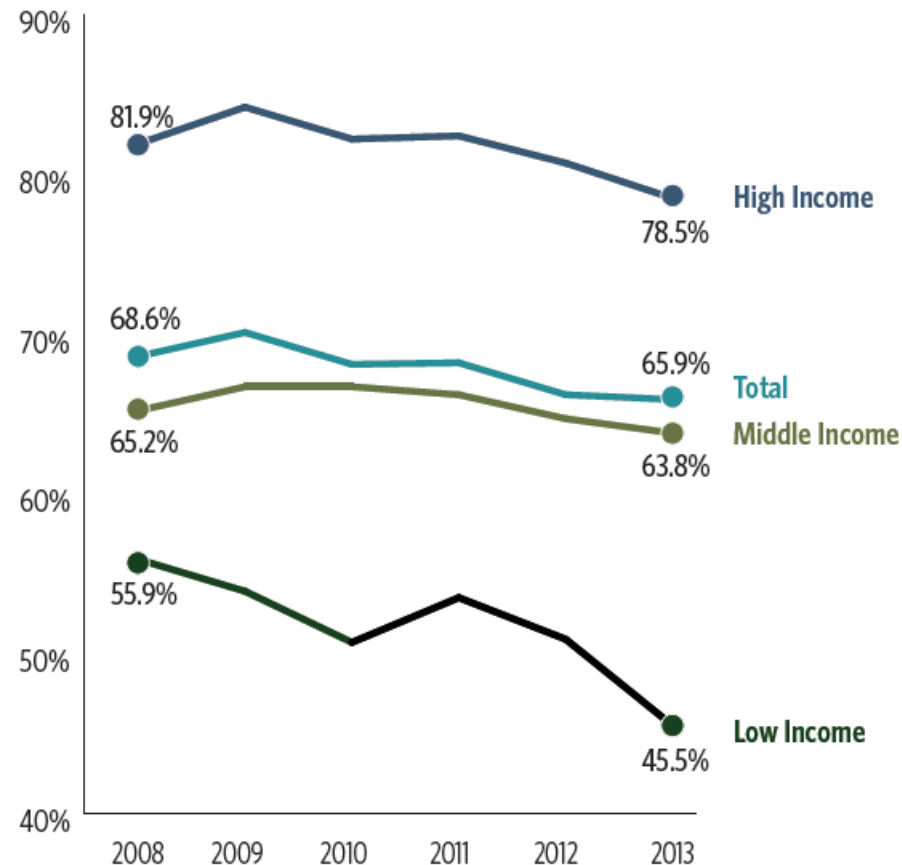


Ideas or Strategies to Overcome the Barriers

Individuals from Economically Disadvantaged Families including Low Income Youth and Adults

The following are some ideas for Perkins Basic Grant Directors to consider as possibilities for funding if their data indicates these items will close the gaps: Textbooks, Child Care, Travel Vouchers, Tutors, Advocate, and/or specific classroom equipment that meets Perkins funding requirements and is needed for retention and student success. Additionally, a social worker or advocates to assist with coordination or referrals for campus or community services.

- 1) College enrollment in two- and four-year institutions among all recent high school graduates has declined since 2008. But that drop has been most significant among the lowest-income students.



SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2008 through 2013.
NOTES: Recent high school completers refers to individuals ages 16 to 24 who graduated from high school or completed a GED® test during the calendar year. Low income refers to the bottom 20 percent of all family incomes, high income refers to the top 20 percent of all family incomes, and middle income refers to the 60 percent in between.

Ideas or Strategies to Overcome the Barriers

Individuals Preparing to Enter Non-Traditional Fields

The following are some ideas for Perkins Basic Grant Directors to consider as possibilities for funding if their data indicates these items will close the gaps: Nontraditional mentors or advocate, Child Care, and/or specific classroom equipment that meets Perkins funding requirements and is needed for retention and student success. Please note, sometimes campuses benefit through equity professional development and professional development opportunities are available through the National Alliance for Partners in Equity (NAPE).



SciGirls Stories:
REAL WOMEN, REAL JOBS

Ideas or Strategies to Overcome the Barriers

Single Parents or Pregnant Mothers

The following are some ideas for Perkins Basic Grant Directors to consider as possibilities for funding if their data indicates these items will close the gaps: Textbooks, Child Care, Travel Vouchers, Tutors, and/or specific classroom equipment that meets Perkins funding requirements and is needed for retention and student success. Additionally, a social worker or advocates to assist with coordination or referrals for campus or community services.



Ideas or Strategies to Overcome the Barriers

Out of Workforce Individuals

The following are some ideas for Perkins Basic Grant Directors to consider as possibilities for funding if their data indicates these items will close the gaps: Textbooks, Child Care, Travel Vouchers, Tutors, and/or specific classroom equipment that meets Perkins funding requirements and is needed for retention and student success. Additionally, a social worker or advocates to assist with coordination or referrals for campus or community services.



Ideas or Strategies to Overcome the Barriers

English Learners

The following are some ideas for Perkins Basic Grant Directors to consider as possibilities for funding if their data indicates these items will close the gaps: Textbooks, Child Care, Travel Vouchers, Tutors, and/or ESL advocates can assist with coordination of services. Additionally, contact your AEL director and evaluate WIOA opportunities and/or other AEL services that can help with transition, career navigation, and academic assistance.

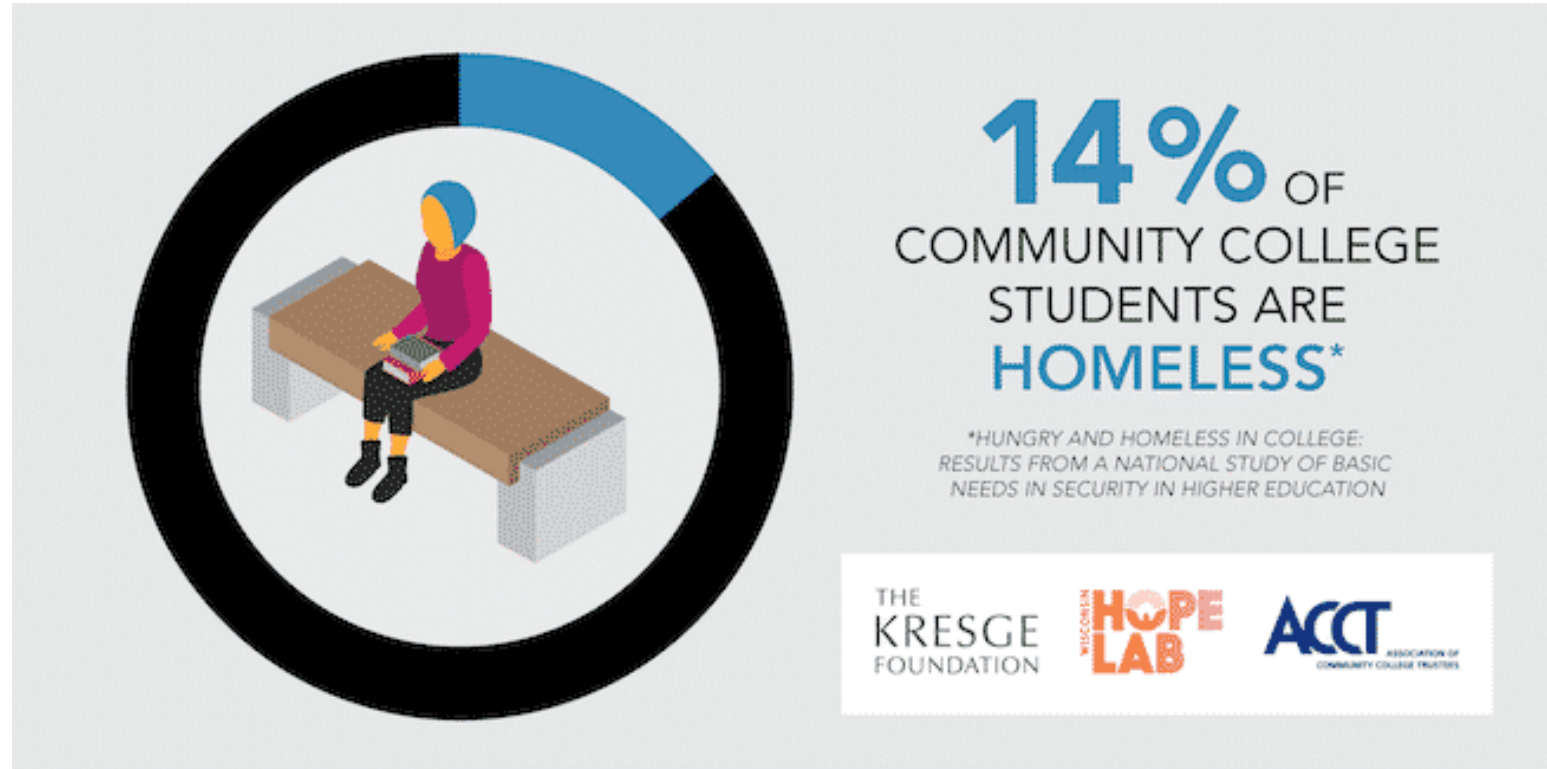


Ideas or Strategies to Overcome the Barriers

Homeless Individuals

The following are some ideas for Perkins Basic Grant Directors to consider as possibilities for funding if their data indicates these items will close the gaps: Textbooks, Child Care, Travel Vouchers, Tutors, and/or specific classroom equipment that meets Perkins funding requirements and is needed for retention and student success.

Additionally, a social worker or advocates to assist with coordination or referrals for campus or community services. Please note, campus options are sometimes easier because of travel difficulties.



Ideas or Strategies to Overcome the Barriers

Youth Who Are In or Who Have Aged out of Foster Care

The following are some ideas for Perkins Basic Grant Directors to consider as possibilities for funding if their data indicates these items will close the gaps: Career Navigate, advocate, textbooks or other required CTE equipment they cannot afford, and college transition services. Students that have aged out of Foster Care benefit from stability by having one point of contact they can develop a trust relationship with. Stakeholders from service communities in the field suggest an advocate or stipend to someone that has knowledge of the foster system and can help develop the rapport and trust needed while also assisting students with learning how to navigate the college environment.

The hidden truth of AGING OUT

of the Foster Care System



54%

Will earn a High School Diploma



1 in 5

Will be homeless within one year



1 in 4

Will be incarcerated within two years



Less than 3%

Will earn a bachelor's degree



71%

Of women will be pregnant by age 21



50%

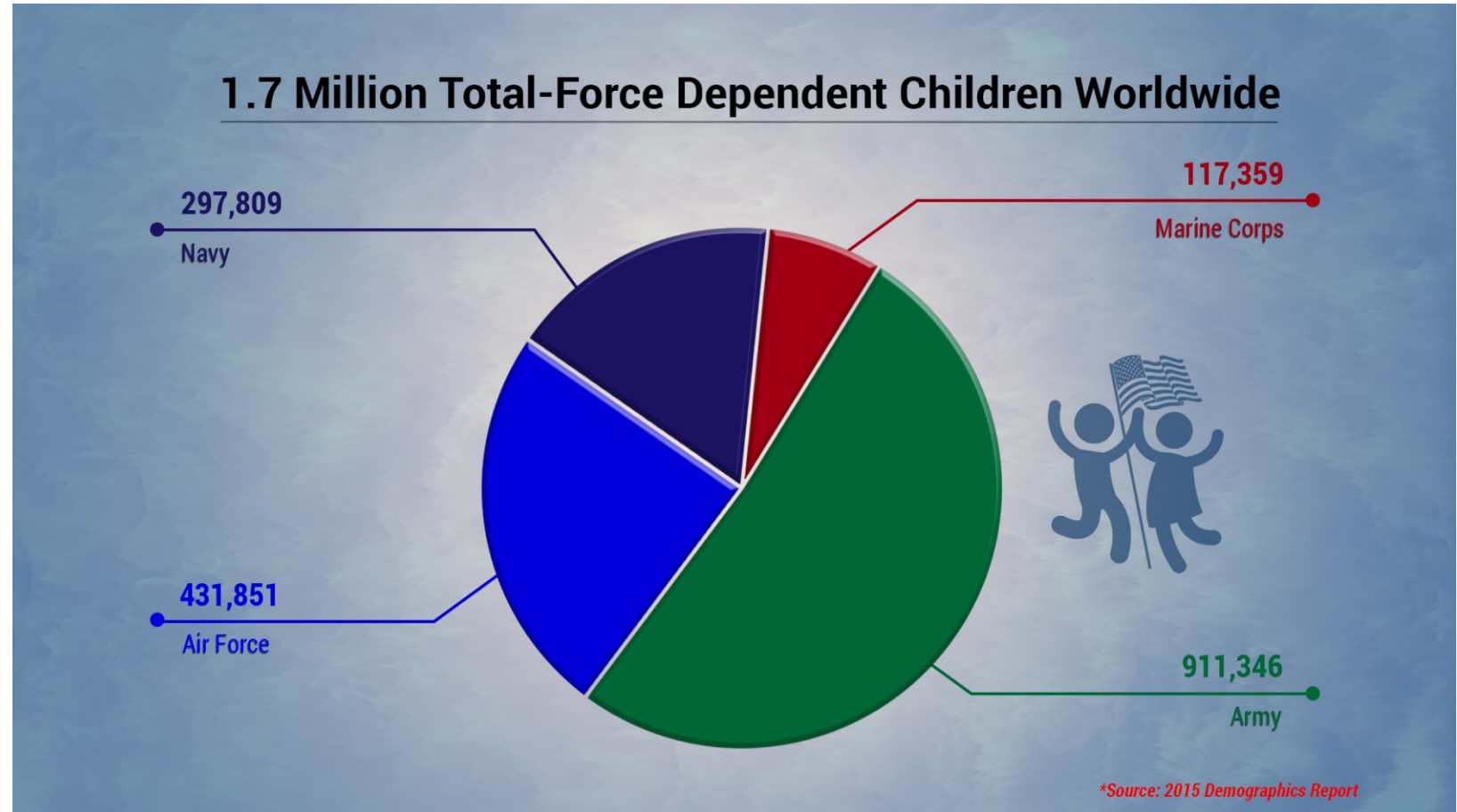
Will be unemployed by age 24

Source: <https://cronkitenews.azpbs.org/2015/12/04/arizona-tuition-program-enables-foster-youth-to-earn-college-degree>

Ideas or Strategies to Overcome the Barriers

Youth with a Parent who is a Member of the Armed Forces and on Active Duty

The following are some ideas for Perkins Basic Grant Directors to consider as possibilities for funding if their data indicates these items will close the gaps: Support services, Career Navigation, and/or items specific to classroom success. If the parent is deployed, individuals may also be struggling with travel insecurity, food insecurity, or other financial insecurities, so advocates help with navigation and referrals for services.



Example Needs Assessment

Identify the agencies within the community college service area that work with and support the different “Students with Unique and/or Special Circumstances” (Special Populations).

Hold a “Students with Unique and/or Special Circumstances” (Special Populations) Stakeholders meeting/forum with all of the Special Populations community service agencies. Ask this group to identify the barriers that lower rates of access to higher education and create performance gaps in higher education. Once they identify the barriers, ask them to identify strategies, programs, and/or activities the college should consider to reduce the barriers and close the gaps. Add this information into the PERKINS CLNA ANALYSIS MATRIX provided by the coordinating board under the tabs titled “Gaps” and “Potential Root Causes”.

Create or modify the resources guide, sent as a separate attachment, to help identify and provide or refer students for services. Once you have your resource guide, you can then use survey information to identify what services students could benefit from and then merge into the Perkins CLNA Analysis Matrix to develop and identify program goals and funding priorities.



Temple College has a Perkins Leadership Grant designed to help us address and close the gaps in equity for Students with Unique and/or Special Circumstances (aka Special Populations). The funding in this grant allows us to contract with NAPE (National Alliance for Partnerships in Equity) which is the national organization helping all states address equity issues. NAPE representatives are working on an introductory webinar to be held on Thursday, January 23rd and a workshop at THECB on Thursday, March 26th.



<http://tacte.org/perkins>



PERKINS STATE LEADERSHIP GRANT

Building Capacity of College CTE Advisors, Coaches,
Career Counselors and Administrators

COLLIN COLLEGE

PROJECT DIRECTOR: DIANA HOPES, DEAN ACADEMIC SERVICES



Building Capacity of College CTE Advisors, Coaches, Career Counselors and Administrators

PROJECT GOAL

To continue the design and development of a series of differentiated, skill-specific, self-paced online professional development modules for advisors, career counselors/coaches, administrators, **faculty** and other stakeholders providing career guidance to CTE students.

Building Capacity of College CTE Advisors, Coaches, Career Counselors and Administrators

YEAR I PROJECT COMPONENTS



Collected Survey
Data from Advisors,
Coaches, and
Administrator



Researched and
Developed 3 Modules
with 11 Differentiated
Lessons



Produced and
Published 11
Differentiated
Lessons in 3 Modules
Online via STARLINK



Building Capacity of College CTE Advisors, Coaches, Career Counselors and Administrators

YEAR 2 PROJECT COMPONENTS



Collect Data from
Faculty and Students
in Workforce
Programs



Research and
Develop Content



Produce and Publish
10 Online
Differentiated
Lessons



Building Capacity of College CTE Advisors, Coaches, Career Counselors and Administrators

PROJECT OUTCOME

- The intended outcome of this strategic, targeted professional development framework and training plan is to equip advisors, coaches, career counselors, faculty and administrators with the necessary knowledge and skills to provide deliberate and tailored career guidance to students that will –
 - decrease their time to completion and graduation
 - increase their knowledge of career options and opportunities,
 - reduce the number of excess hours/credits, and
 - assist them in developing a realistic, financially-driven academic plan.

Building Capacity of College CTE Advisors, Coaches, Career Counselors and Administrators

PROJECT TIMELINE

☑ Completed Activities



Workforce Faculty Focus Group

Survey for Students in Workforce Programs



Researched and Developed 3 Modules



Building Capacity of College CTE Advisors, Coaches, Career Counselors and Administrators

PURPOSE OF FACULTY FOCUS GROUP AND STUDENT SURVEY

Workforce Faculty Focus Group

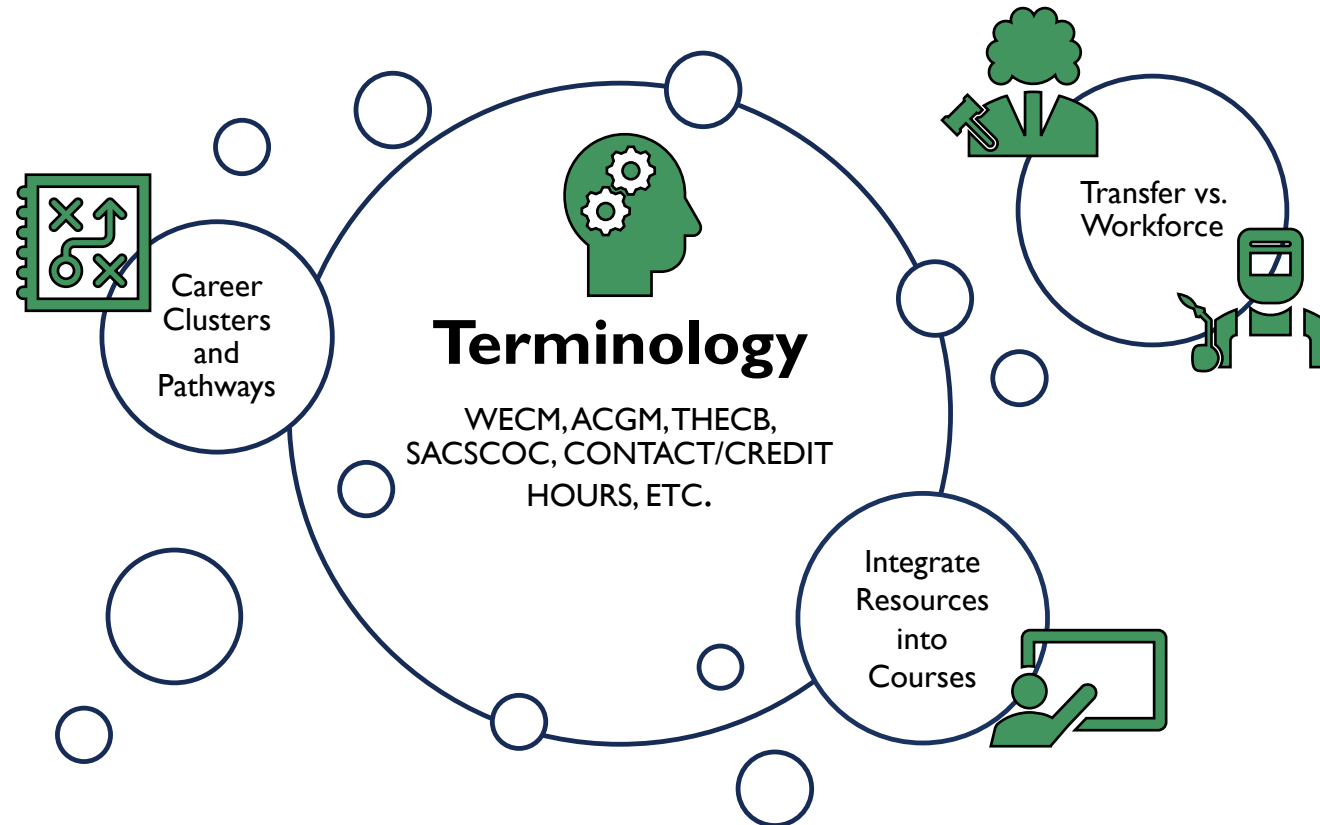
- To collect data on what faculty perceive is needed to support new faculty in Career and Technical Education/Workforce Programs. Faculty perceptions on what knowledge, skills, and resources are needed will be used to develop online professional modules.

Workforce Student Survey

- To collect data on students' experiences and perceptions on CTE/Workforce Programs (selecting a degree or certificate, resources for learning about programs, challenges to completion, among others).

Building Capacity of College CTE Advisors, Coaches, Career Counselors and Administrators

FACULTY FOCUS GROUP HIGHLIGHTS



Building Capacity of College CTE Advisors, Coaches, Career Counselors and Administrators

STUDENT SURVEY HIGHLIGHTS



Demographics

- More than 4 semesters
- Pursing Associates
- Majority pursuing degrees in Computers, information systems, web development



Transfer – Workforce Difference

- More than half responded “No”
- If ‘Yes’, how?
 - College advisor
 - Professor
 - Friends, high school, parents



Learning about Program Options

- College website
- Google, Internet Search
- Professors
- Family, friends, counselors



Deciding What to Study

- 58% ‘very easy, easy to somewhat easy’
- 29% ‘very difficult, difficulty, somewhat difficult’
- 13% ‘Neither easy nor difficulty’



Challenges to Completion

- Working full-time; working too many hours
- Balancing work and family with college
- Finding the classes they need
- Finding time to study
- Paying for classes



Advise to a Friend

- Seek an advisor
- Create a plan
- Decide on a program
- Ask questions, if you don’t, you will struggle
- Study what you like or better – what you love
- Start before you get married and have children

Building Capacity of College CTE Advisors, Coaches, Career Counselors and Administrators

PROJECT TIMELINE

Activities In Progress



Developing Remainder of
Modules and Lessons



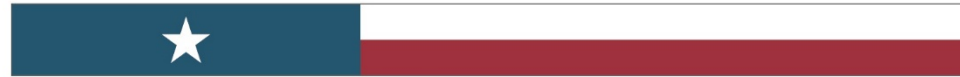
Produce and Publish all Modules
with Differentiated Lessons



QUESTIONS/COMMENTS?

THANK YOU!!





Texas Higher Education
Coordinating Board

Questions and Discussion