PROJECT VISION
NSF GRANT No. 2018198

PRE-VISIT HANDBOOK

This Pre-Visit Handbook is intended
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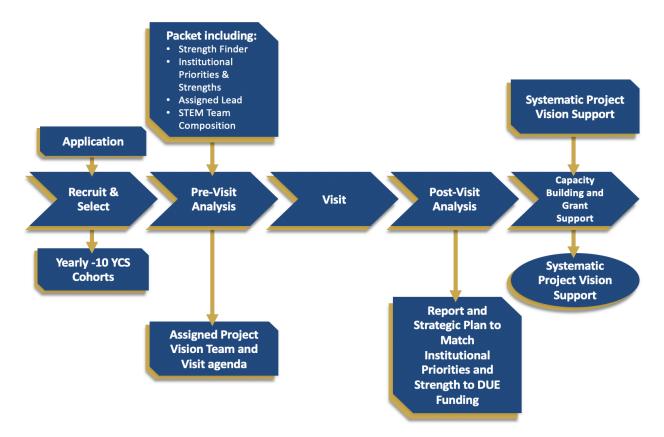
June 2020

Dear Mentee College Team,

Welcome to Project Vision, Helping Colleges InnovATE. It is an honor to collaborate with you and thank you for joining us in this exciting endeavor.

Project Vision Helping Colleges InnovATE supports and furthers NSF investments in building capacity in STEM education and workforce development in the nation's two-year colleges.

The diagram below provides an overview of the dynamic nature of a five-phase process that will be used to help support growth, innovation, and opportunity.

Packet including:
- Strength Finder
- Institutional Priorities & Strengths
- Assigned Lead
- STEM Team Composition

Systematic Project Vision Support

Application

Recruit & Select → **Pre-Visit Analysis** → **Visit** → **Post-Visit Analysis** → **Capacity Building and Grant Support**

Yearly -10 YCS Cohorts

Assigned Project Vision Team and Visit agenda

Report and Strategic Plan to Match Institutional Priorities and Strength to DUE Funding

Systematic Project Vision Support

To begin the process, we would like your team to provide the Project Vision leadership team with:
1. A snapshot of your institution
   a. There is a comprehensive form for mentee colleges interested in thorough analysis from Project Vision.
   b. There is a condensed form for mentee colleges with an understanding or an identified opportunity where support is needed.
2. Suggested composition of mentee's college's team to collaborate with Project Vision
3. Completed Strength Finder assessment for members of the team
4. Evaluative Data Collection

Your responses will help frame our understanding about your institution's background and history in areas such as organization/operation/planning/structure, administrative commitment and support, faculty engagement in visioning, ideation, and innovation, key industry partnerships,

training and program development, commitment to student success and equity/inclusion/social justice, effectiveness of institutional change, and institutional commitment to sustainability.

Upon completion of this document, the Project Vision leadership team will develop a summary document that provides a composite picture of your institution. This will used to: (a) initiate the development of details for our site visit logistics, which will lead to joint strategy development, (b) select the Project Vision visiting team, matching areas of focus with our expertise and (c) expand dialogue with you and external stakeholders after the post-visit in our collective journey. Feedback loops are also designed to facilitate mutual efforts to diagnose and analyze steps or processes that may not be producing optimal outcomes in the collaboration.

This document will not be used as a summative evaluation or conclusion about your institution and/or your performance. Please know that the relationship between the Project Vision leadership team and the mentee college team will be symbiotic and nurturing, not that of a process such as accreditation site visit or accreditation evaluators. Nonetheless, this collaboration is aimed at developing and framing our understanding of where your institution has been, where the institution is currently and where it may be headed in the future. Our ultimate goal is to fulfill key priorities of Project Vision, Helping Colleges to InnovATE by supporting and furthering NSF investments in building capacity in STEM education and workforce development for your institution.

Through this collaboration, we will strive to ensure that you and your team will meet or exceed the aspirations of your institution to grow, prosper, and InnovATE.

Pre-Visit Packet Comprehensive Form:

Provide a snapshot of the institution's current operation amid COVID-19 (200 words or less)
- Responses from the Mentee College Team should focus on:
  - The college's mode, capacity and extent of operation amid COVID-19 and post-COVID-19 recovery (Face-to-Face, Hybrid or Remote).
  - Have college priorities shifted due to COVID-19? How may the priority shift influence the work with Project Vision and ATE?

Elaborate on operation, organization, planning, and structure (200 words or less)
- Responses from the Mentee College Team should focus on:
  - Organizational Chart of Mentee Institution
  - Strategic Plan
    - Environmental Scan, Labor Market Assessment
  - Has the institution completed a feasibility study/plan related to its anticipated potential project?
  - Identifying challenges and opportunities in terms of advancing ATE and STEM-related initiatives at the institution.
  - A brief history of applying for state and federal grants.
  - Role of Academic Master Plan. How does this plan inform and advance the new program development and a Facilities Master Plan?
    - Does your institution anticipate to remodel or construct a new facility (for educational purposes)?
  - Commitment to long-range planning, programming, facilities, etc.

Describe administration's commitment (200 words or less)
- Responses from the Mentee College Team should focus on:
  - Commitment to resources (space, technology, faculty/staff talent, and expertise).
  - Evidence of support for Institutional Effectiveness and grant proposal preparation.
  - Evidence of commitment to advancing STEM and ATE-relevant occupational clusters at the institution (support from BOT, President, Senior Leadership, Deans, Department Chairs, Faculty and Staff).
    - Is there clarity of roles and responsibilities?
    - Is there alignment between these roles, responsibilities, and functions?

How does visioning and ideation in your institution leads to innovation (200 words or less)
- Responses from the Mentee College Team should focus on:
  - The processes at the institution for visioning, developing innovative ideas, and bringing these ideas to fruition (new program development or training).
  - Decision-making paradigm at the institution (top-down, collaborative, bottom-up).
  - Evidence of providing incentives for faculty/staff to take part in innovative initiatives.
  - Evidence of entrepreneurship (appetite for entrepreneurship and alternative resource procurement) among the BOT, President, Senior Leadership, Deans, Department Chairs, and Faculty) in areas to promote STEM and ATE-relevant occupational clusters.

Key Partnerships (200 words or less)
- Responses from the Mentee College Team should focus on:
  - Evidence of partnerships (with K-12, NP-CBOs, other two-year colleges, four-year institutions, and Business/Industry/Employers).
  - Anticipating a major plant or key industry potentially moving to your district service delivery area and effectively establishing a relationship with this new plant or key industry.
  - Evidence of active involvement and engagement by a Program Technical Advisory Council.

Describe sustainability of initiatives at your institution (200 words or less)
- Evidence of commitment to sustainability of initiatives

Describe your institution's commitment to a student success agenda and diversity, equity and inclusion (200 words or less)
- Responses from the Mentee College Team should focus on:
  - Student learning & inclusive pedagogy
  - Completion and transfer pathway options
  - Workforce success and retention (gainful employment and livable wage careers)
  - Equitable learning outcomes
  - Culture centered on student success
  - Commitment to Administrators, Faculty, and Staff Professional Development
  - Equity, Inclusion, and Social Justice

Expand upon the effectiveness of institution-wide changes that affect the following (200 words or less)
- Responses from the Mentee College Team should focus on:
  - Access
  - Equity

- o   Success
- o   Innovation
- o   Partnership
- o   Workforce Development

Summarize the institution's efforts for short term and corporate training (200 words or less)
- Responses from the Mentee College Team should focus on:
  - o   Developing non-credit certificates in collaboration with employers
  - o   Understanding how non-credit data is used in college decision-making
  - o   Transforming non-credit programs to credit and degree-granting programs
  - o   Examining the college's idea(s) related to the Project Vision initiative of applying for grants

Other - **(200 words or less)**
- Responses from the Mentee College Team should focus on:
  - o   As a previous recipient of ATE funding, tell us why your institution chose not to pursue additional ATE or other DUE funding (institutions that had active ATE support that has lapsed with no follow-up plans)?

Pre-Visit Packet Condensed Form:

(For mentee colleges with an understanding or an identified opportunity where support is needed)

Is there a topic, opportunity, or other issues (such as a new building) already identified that could align with pursuing an ATE grant? Alternatively, is there interest to generate momentum to seek funding for a previous ATE-supported project? (300 words or less)

Please also provide us brief and succinct responses (2-3 sentences) for the following prompts where applicable. It is not necessary to respond to every item.
- Your institution's mode, capacity, the extent of operation amid COVID-19 and post-COVID-19 recovery (Face-to-face, Hybrid or Remote).

- Have your institution's priorities shifted due to COVID-19? How may the priority shift influence the work with Project Vision and ATE?

- Elaborate on the operation, organization, planning, and structure of your college.

- Describe the commitment of the administration to develop grant proposals (human, fiscal, and physical resources).

- Describe entities who champion grant development and proposal writing at your institution (faculty, staff, administrators, key industry partners).

- Do faculty, staff, and administrators have the capacity to develop NSF ATE grant proposal?

- Expand on visioning and ideation processes in your institution that leads to innovation.

- Are key faculty actively engaged in the visioning and ideation processes?

- Have you developed key partnerships with major industries and employers?

- Does your institution training/programming align with and support workforce talent/needs of key industries?

- How engaged is the Program Technical Advisory Council in your NSF ATE grant development processes?

- Has a viable sustainability plan for your project been envisioned?

- Describe your institution's commitment to student success agenda and Diversity, Equity and Inclusion.

- Describe the effectiveness of institution-wide changes that affect grant proposal development.

- Summarize efforts at your institution for short-term and/or corporate training.

Composition of Mentee College Team

- The composition of this team is determined by each mentee college but should include senior administration, staff (grant personnel, if they exist), and multidisciplinary faculty.
  - Please list the name, title and contact information for each team member.

Strength Finder Assessment for at least two team leads

- Project Vision will cover the cost and analysis of Gallup's Strength Finder assessment for up to two team members from each participating college. This analysis, along with the responses above, will inform the composition of the specific Project Vision support team for the college.
  - https://www.gallup.com/cliftonstrengths/en/252137/home.aspx

Evaluative Data Collection

One of Project Vision's primary objectives is to collect data and identify lessons learned. The external evaluator for Project Vision will conduct a rigorous assessment of change at each college using a Change Assessment survey.

The aggregated data will serve as means to improve Project Vision processes, inform NSF Program Officers, and assist other colleges to understand the motivators, inhibitors, and trends associated with developing grant proposals.

Each mentee college will also receive a personalized Case Study by being involved in NSF proposal development and capacity building in collaboration with Project Vision. This Case Study will help each mentee college to address the following:

- Communication throughout mentee college, the value proposition and benefits of NSF grants for students, faculty, administrators, industry partners, and the local community. This data-rich report will be useful for a mentee college in multiple ways to:
  - build the institution's capacity to seek grant funding
  - secure future buy-in across divisions
  - help new faculty and administrators understand the NSF value proposition and its importance for the college
  - help the college to pursue external grant funding opportunities

o   Integrate the opportunities to seek outside grant funding into the college's master planning and communications

As part of assessing and promoting the change processes, it will be critical that data be collected during the following three phases
1.   Prior to mentee college involvement with Project Vision
2.   During the Project Vision collaboration with the mentee college
3.   At the conclusion of the Project Vision collaboration with the mentee college

Most importantly, longitudinal survey results from three above-noted phases will help the Project Vision team to understand the changes at each mentee institution throughout its engagement with the Project Vision and potentially receiving NSF support.

Project Vision's external evaluator has collected survey results from more than 100 two-year colleges in the U.S., which provide the Project Vision with a solid understanding of the issues, challenges and opportunities that respondent institutions encounter. The Project Vision team will incorporate composite finding(s) from this survey in the Project Vision analysis of each mentee college. This information will help reveal challenges and opportunities that each mentee college may be experiencing in comparison to other institutions surveyed.

In addition to the comparative analysis, Project Vision is cognizant of the uniqueness of each mentee college because of inherent institutional (internal) and external challenges and opportunities.

To this end, the Project Vision external evaluator will email the Change Assessment survey link to the contact person at each mentee college. All STEM and CTE faculty, staff, and administrators involved in the collaboration should complete the 10-minute survey. The findings will help provide the Project Vision team with a complete picture of each mentee college.

For example, the Change Assessment survey asks each mentee college to share information about grant funding knowledge, capabilities, motivators, and inhibitors from the perspectives of faculty, staff, administrators, presidents, and boards of trustees.

The Change Assessment survey findings will help identify three critical data points.
1.   The baseline from which to measure change at each mentee college
2.   Capacity issues needed for the development and submission of NSF ATE proposals
3.   Gap discrepancies in perceptions between faculty and administrators that can be resolved through teamwork and effective communication

Finally, the Project Vision team in collaboration with each mentee college team aspires to facilitate a positive change process to overcome challenges associated with developing robust and credible NSF ATE grant development processes. Most importantly, Project Vision will promote strategies for sustainability, related to supporting ongoing ATE initiatives at the mentee institution.