



Thought Leaders' Dialogue II Report

STRENGTHENING CAPACITY AT RURAL AND
SMALL COLLEGES

from

The Community College Presidents Initiative in STEM

&

The League for Innovation in the Community College



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Executive Summary

[The Community College Presidents Initiative in Science, Technology, Engineering, and Mathematics \(CCPI-STEM\)](#) and [The League for Innovation in the Community College](#) (The League) dedicated their second Thought Leaders' Dialogue, held on February 9, 2024, to the challenges facing small and rural community colleges.

This focus responded to points raised during the first Thought Leaders' Dialogue in 2023 about educators at small and rural community colleges needing funds from the [National Science Foundation's Advanced Technological Education \(NSF ATE\) program](#), but not submitting grant proposals because of institutional capacity issues.

The second Thought Leaders' Dialogue was a 90-minute panel discussion with Dr. Jill Loveless, then-president of [Rural Community College Alliance](#); Wesley Beddard, a consultant for [NC East Alliance](#); and Dr. Laura Berry, director of Institutional Partnerships and Special Initiatives at [North Arkansas College](#). The panelists shared their experiences developing excellent STEM programs. They also offered suggestions for preparing NSF ATE proposals and successfully executing grant awards, and obtaining other external support.

To learn more about the challenges facing educators at small and rural colleges, CCPI-STEM asked the 162 registrants to respond to survey questions and asked the 88 people who attended the virtual meeting to participate in real-time polls.

Data from the 160 registrants who answered survey questions include the following:

- 36% somewhat agree and 52% strongly agree that seeking NSF grant funding is a priority of their college president and/or senior administrators.
- 41% somewhat agree and 21% strongly agree that their institution sufficiently incentivizes faculty to pursue NSF funding.
- 44% somewhat agree and 42% strongly agree that their institution requires more institutional support to develop innovative ideas that align with NSF's funding priorities.
- 45% somewhat agree and 40% strongly agree that faculty at their institution require more institutional support in developing collaborations with academic and business/industry partners during the proposal writing process.

Data from the dialogue participants who responded to real-time polls include the following:

- Funding and issues related to finances, such as faculty salaries, were listed as the primary challenges facing small and/or rural colleges by a majority of the participants.
- Capacity, lack of personnel with grant-writing experience, and declining populations were among the other most frequently identified challenges.
- Institutional nimbleness and educators' knowledge of local employers and residents were cited as strengths that small and rural colleges can leverage for grant initiatives.
- Partnerships—either with employers or other schools—were listed most often as ways for small and/or rural colleges to create pathways to economic mobility.

Introduction

[The Community College Presidents Initiative in Science, Technology, Engineering, and Mathematics \(CCPI-STEM\)](#) and [The League for Innovation in the Community College](#) (The League) dedicated their second Thought Leaders' Dialogue, held on February 9, 2024, to the challenges facing small and rural community colleges.

This focus was in response to information that CCPI-STEM and The League received during their first Thought Leaders' Dialogue in 2023. The specific concern raised during that virtual meeting was that educators at small and rural community colleges need funding from the [National Science Foundation's Advanced Technological Education \(NSF ATE\) program](#), but they do not submit grant proposals as frequently as other community college educators because of institutional capacity issues.

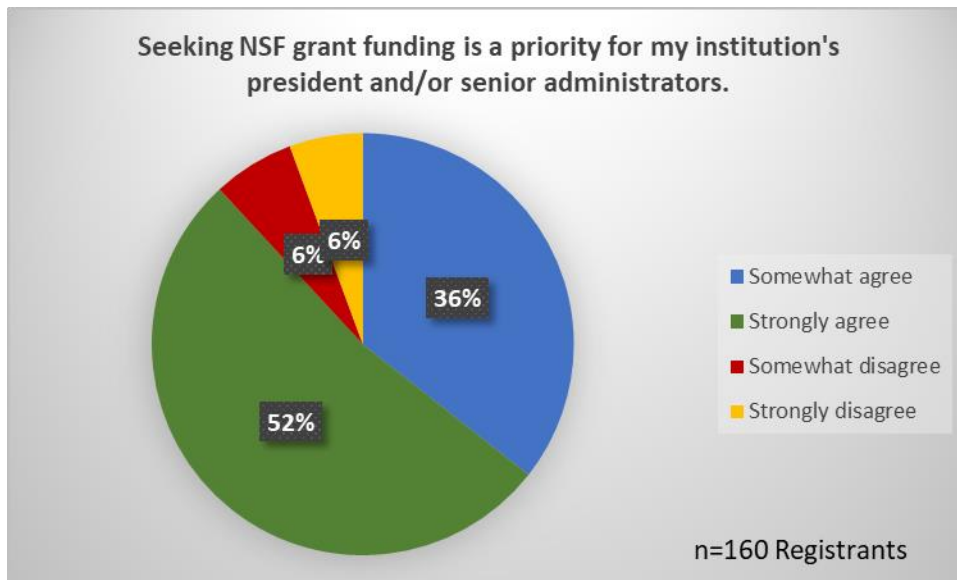
This second Thought Leaders' Dialogue was a panel discussion with three community college educators who have experience helping small and rural community colleges develop excellent STEM programs.

The panelists were Dr. Jill Loveless, then-president of [Rural Community College Alliance](#) and formerly provost of [West Virginia Northern Community College](#); Wesley Beddard, a consultant for [NC East Alliance](#) and recently retired president of [Martin Community College](#) in North Carolina; and Dr. Laura Berry, director of Institutional Partnerships and Special Initiatives at [North Arkansas College](#). (For more information about the panelists, see page 5. For more about the organizations they represented, see page 6.)

Panel moderator Dr. Elizabeth Hawthorne, who is a co-principal investigator of CCPI-STEM, pointed out that CCPI-STEM's motto is "Achieving Excellence in Workforce Education." With the support of an ATE grant, CCPI-STEM focuses on advancing STEM workforce education and the ATE program through its Regional Networks, STEM Fellows program, and instructional modules for community college leadership development programs.

The ATE program is the National Science Foundation's largest investment in two-year colleges. Since 1994 the independent federal science agency has allocated \$1.4 billion to the ATE program. However, only about half of the nation's community and technical colleges have received an ATE grant, with many of the two-year colleges that have successfully navigated NSF's merit review process receiving multiple grants.

To learn more about the challenges facing educators at small and rural colleges, CCPI-STEM asked the people as they registered for the second Thought Leaders' Dialogue to respond to five questions. One hundred sixty-two people registered for the virtual meeting; 160 responded to the five survey questions. The 88 people who attended the dialogue were asked to participate in real-time polls in which they could write answers to questions. The data from their responses are contained in the report of the insights and suggestions that the panelists shared during the 90-minute online session.



Opening Remarks

Dr. V. Celeste Carter, the lead program director of the ATE program at the National Science Foundation, was one of three speakers who offered opening remarks. She encouraged the educators from small and rural colleges to participate in the ATE program, which supports the development of technical education innovations at associate degree-granting institutions.

“I’m in a lot of meetings across D.C., and I was at the Workforce Development Institute with the American Association of Community Colleges recently. There’s such a focus on community and technical colleges at this point in time. Interest in the needs of entry-level workers, skilled technical workers sort of across the board is huge. And that’s really the focus of what the Advanced Technological Education Program does,” she said.

Carter noted that successful ATE initiatives need both administrators’ support and faculty who are excited to carry out projects that positively impact students.

Dr. Rufus Glasper, president and chief executive officer of the League, urged the 88 participants in the webinar to listen to the strategies shared by the panelists and then ask questions and share their strategies in the chat.

[The League for Innovation in the Community College](#) is an international nonprofit organization with a mission to cultivate innovation in the community college environment. It serves as a catalyst for introducing and sustaining deep, transformational innovation within and across colleges and international borders to increase student success and institutional excellence.

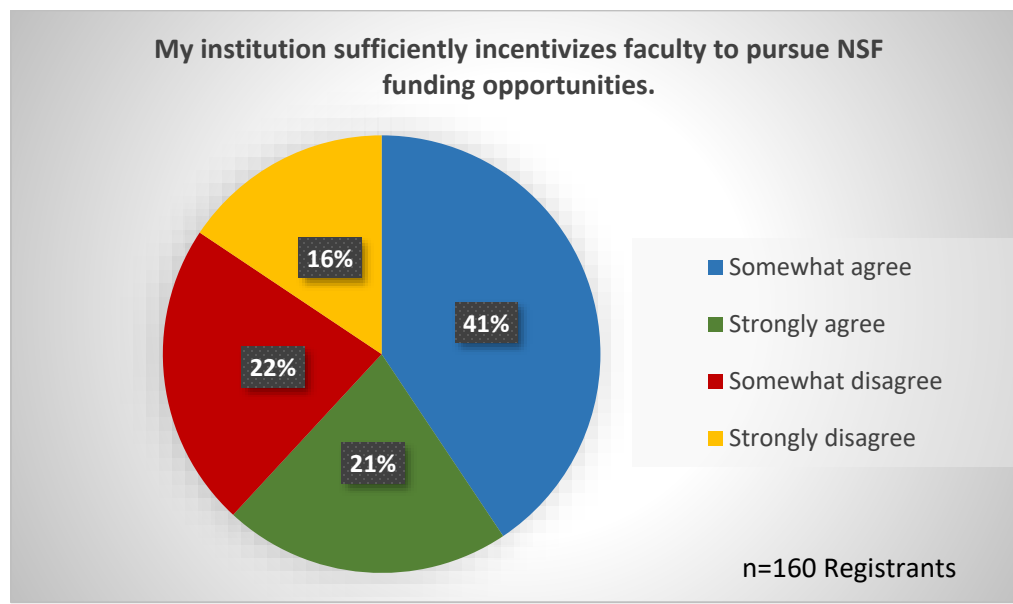
“We’re pleased that NSF has funded the [CCPI-STEM] project, but as you move forward in these initiatives, you want to be able to sustain them as well. So the League will be capturing different types of information, different types of strategies, and we hope to be in a position to support all of your needs as you have questions moving forward,” Glasper said.

Dr. Charlene Dukes, CCPI-STEM principal investigator, thanked the webinar participants “for being here and for your interest and your commitment to the nation's community colleges and the millions of students whom we serve.”

Dukes also encouraged involvement in the CCPI-STEM project. CCPI-STEM’s mission is to encourage participation in the ATE program by providing resources through its regional networks, Fellows program, modules, webinars, and newsletter.

Dukes explained that CCPI-STEM “is designed to galvanize college leaders from the board of trustees to presidents to academic vice presidents, provosts, deans, department chairs, and faculty to think about and act on the role that community colleges can have as we think about diversification of the workforce and certainly the skilled technical areas in STEM.

“And we believe that through this effort and the support of business and industry—and certainly the National Science Foundation—that community colleges are poised to provide a much needed workforce across these United States.”



The Panelists

Dr. Laura Berry is the director of Institutional Partnerships and special initiatives for North Arkansas College (Northark) and interim dean of Health Professions. She started at Northark as a part-time math and science instructor. Since becoming a full-time faculty member, Berry has served as director of institutional research, grant director, and dean of Arts, Sciences, Business, and Information Technology. Berry had a leadership role on the team that proposed the college's first successful ATE grant proposal. Her current work assignments include helping to lead Northark's multiple NSF grants and coordinating new grant proposals.

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Dr. Jill Loveless was the president of the Rural Community College Alliance when the Thought Leaders' Dialogue was convened. She was the first person in her family to earn a bachelor's degree. She has had several leadership roles at rural community colleges, including as provost of West Virginia Northern Community College and as a board member of both the Community College Consortium for Open Education Resources and the Ohio Valley Workforce and Education Consortium.

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Wesley Beddard retired in 2023 as the ninth president of Martin Community College. His 41-year career in higher education included serving as a vice president of the North Carolina Community College System and in various roles at community colleges such as an admissions officer, assistant vice president for finance, faculty division dean, and chief academic officer. He is currently a higher education consultant for the NC East Alliance. As a member of the STEMEast Leadership Team, he works with the 16 community colleges in the rural region of North Carolina that is the focus of this organization.

Panelists' Organizations

North Arkansas College (Northark) (<https://www.northark.edu>) was founded in 1974 in Harrison, Arkansas (population 13,354). It added a north campus on the grounds of a vocational school the college merged with in 1993. The college also has a center in Berryville, Arkansas.

The college enrolled 1,927 students in fall 2024. It employs 64 full-time faculty members and 124 full-time staff members.

Northark's website states: "We pride ourselves in providing a successful academic experience to our students at an affordable price. Northark has consistently high rankings from both state and national organizations. We're especially proud that 95 percent of our students would recommend Northark to a friend or family member. Northark is more than just a college. It's a community."

During the webinar Dr. Laura Berry said, "We also have just some great programs and a lot of creative people." She said the college is known for unique programs—some developed or enhanced with grant funding—in turf management; outdoor power equipment; data science; heating, ventilation, air conditioning and refrigeration; biomedical electronics technology; and medical lab technology.

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Rural Community College Alliance (RCCA) (<https://ruralccalliance.org>) offers professional development and other services; works with national organizations and federal agencies "to advance the value proposition of rural community colleges"; and promotes rural solutions through affiliations and partnerships. "We try to stay on top of policies that affect rural communities. We have events in Washington, D.C., where we often have speakers from different federal agencies so that our membership [has] an opportunity to connect one-on-one and share their concerns with our national leaders as well as state and local leaders," Dr. Jill Loveless said.

Loveless promotes collaborations between partners and forums where rural educators can share their successes and challenges. She thinks connecting first-hand and asking questions are valuable "because so many times if you just can talk to somebody who's had success in applying for a grant or developing a partnership and you can talk one-on-one, you really get to the heart of that experience. And in community colleges, I have yet to see where they are not willing to share, help one another, support one another."

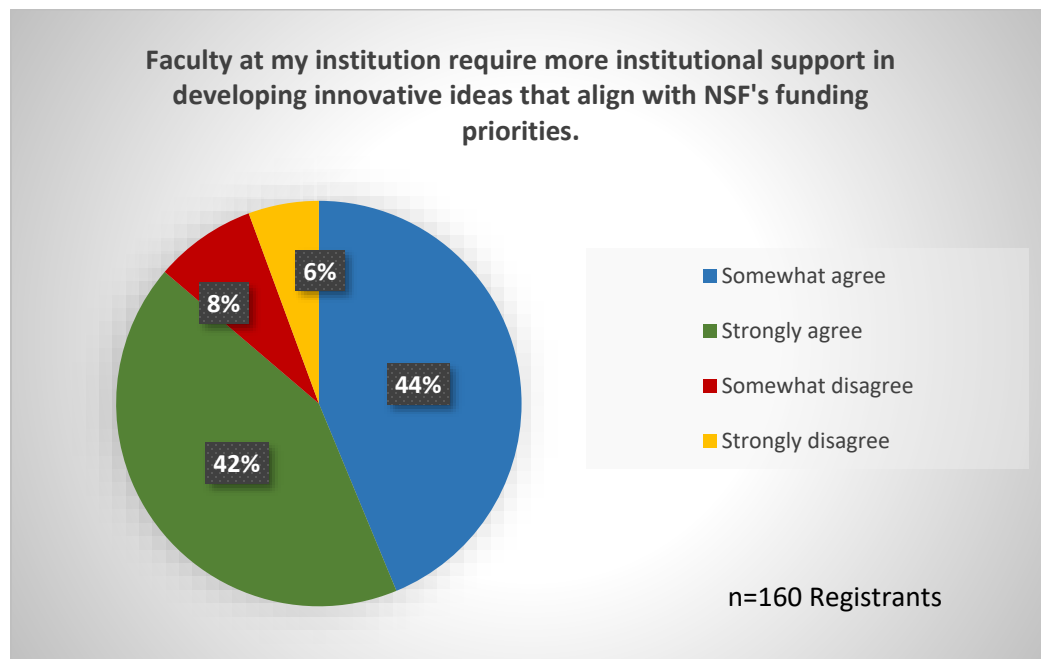
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STEM East Network (STEMEast) (<https://stemeast.org>), an initiative of the NC East Alliance, facilitates collaborations in 29 rural North Carolina counties that focus on science, technology, engineering and math (STEM). Twenty-two of the counties have experienced significant population loss in the past decade.

“Too many of our students are leaving. Our best and brightest are leaving, and those that stay don't have the skills they need to be competitive. So we want to address that,” said Wesley Beddard. The former community college president is a higher education consultant for the NC East Alliance and a member of the leadership team for STEMEast.

STEMEast brings together regional employers and the leaders of public school districts, community colleges, and other education institutions. The organization's website includes this statement: “It is our intent that students across our region will engage in real-world STEM learning opportunities that directly align with career opportunities in Eastern North Carolina.”

Beddard says his current work focuses on “making sure all of our educators at the K-12 and community college [levels] understand all the job opportunities in our area because we view them as the conduit for reaching our future workforce, which we want to keep and equip to be productive citizens.”



Wesley Beddard attributed the small number of rural community colleges that have received National Science Foundation grants to the challenges rural community colleges educators contend with juggling multiple assignments in departments that have just one or two full-time faculty members.

“What they have is a lot of ambition and very little capacity to take on new things ... They're just running out of bandwidth, and we need to find ways to help expand—not their bandwidth—but support so they don't have to use all their bandwidth to do things outside of their most important job, which is teaching students,” Beddard said.

Thought Leaders' Dialogue II Poll 1: Primary Challenges Facing Small & Rural Community Colleges

Funding was mentioned most often in the responses by Thought Leader Dialogue II participants who responded to the poll question: What do you feel are the primary challenges facing small and/or rural colleges? Eight of the 32 responses mentioned funding alone.

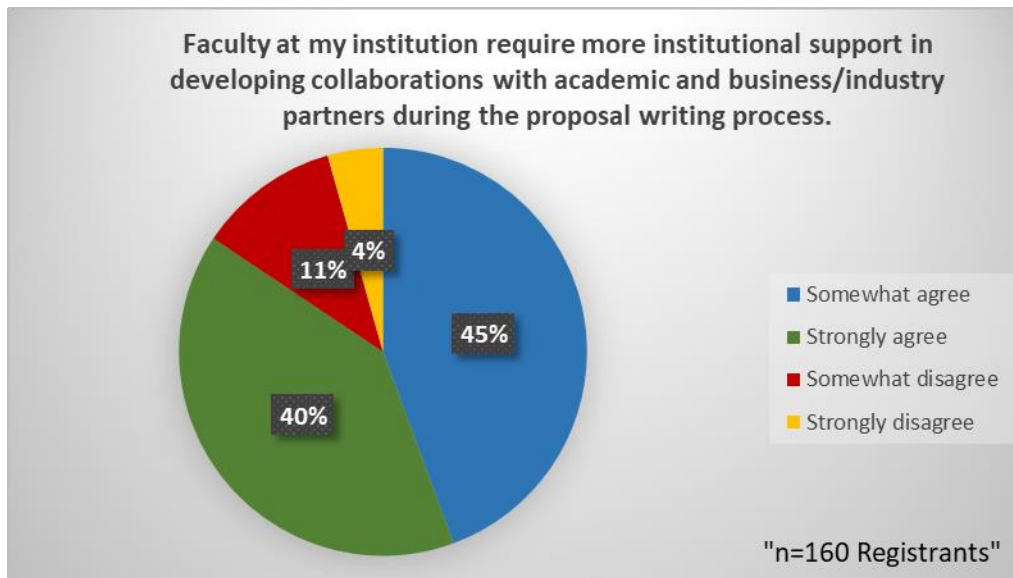
Eight other respondents coupled finances with faculty considerations including the following verbatim comments:

- Finding faculty who are willing to work for what we can pay
- Lack of resources for faculty support
- Personnel wearing too many hats. Lack of time to develop new things.
- Salaries for instructors with technical expertise

One person succinctly summarized what other responses hinted at: "Getting faculty involved when their first priority is teaching versus applied research."

Six people listed "capacity" as the primary institutional challenge, while three other people specifically cited the lack of personnel with experience writing grants.

Five respondents listed declining populations and/or enrollments, with one noting that the smaller population also had fewer financial resources.



Northark Gains Momentum with ATE Grants

“We have great faculty and we have a commitment to really helping grow our community and our state and our region. So we started in 2017 with our very first new-to-ATE grant to try to establish remote delivery of our IT [information technology] program because it's hard to get to our campus on little, windy Arkansas roads,” Dr. Laura Berry said. Berry led the Northark team that received [Mentor-Connect](#) mentoring in 2016 to develop a proposal for an Advanced Technological Education (ATE) grant from the National Science Foundation (NSF). ([Florence-Darlington Technical College](#) hosts Mentor-Connect, an ATE project that provides cohort mentoring to colleges and faculty that have not had ATE grants in the past seven years. It also provides other types of mentoring to community colleges seeking larger ATE grants.)

Berry said that the first successful ATE grant proposal led to “a slew of other grant opportunities,” including six more NSF grant awards and funding from other sources for regional programs.

She credits the guidance that Northark team members received from Ann Beheler, their Mentor-Connect mentor in 2016, with invigorating and expanding the college’s partnerships with employers. “We have changed our advisory committee model; and we use something we call a business industry leadership team, which really allows us to get really, really good feedback from our area employers. And that has led to some of the grant opportunities that we're using,” she said.

For the college’s newest ATE project, [Increasing Accessibility to Advanced Manufacturing Programs Using Competency-Based Education](#), employers are “hands-on” with faculty in developing the curriculum modules. “We’re doing that because we need them to tell us how to measure competency apprenticeships,” Berry said.

In the early days of its first ATE project, which was titled [Effectively Delivering Networking and Cybersecurity Education in a Rural Environment](#), faculty learned that employers didn’t care if students had the CISCO training, which had been a big part of the college’s day-time, on-campus IT program.

Learning CISCO training was not a priority with employers “really opened the door to bring in a number of emerging technologies. So one grant is great, but what happened is it is just like the big rock building up momentum or a big snowball. Establishing connections with other great NSF contacts and mentoring opportunities led to the ability for us to write and receive several other NSF grants.

“And remember, we are in rural Arkansas. We are 80 miles from the northwest Arkansas corridor where the money and the jobs and the technology are. We're a small school. But we were able then to start getting more ATE grants for data analytics for more IT, for environmental science. Once the ball starts rolling, we're able to just continue that momentum. Once other partners around the state recognize that we are really in this for the long haul, then they start inviting us to participate.

“So it all started with that Mentor-Connect opportunity and then with the continuing connections with the NSF community,” Berry said, concluding, “It has been just fantastic for us.”

Applications for Mentor-Connect’s [New-to-ATE Mentoring](#) program are due each year on the second Friday in November.

Thought Leaders’ Dialogue II Poll 2: How Small & Rural Community Colleges Can Leverage Their Strengths

For this poll the Thought Leaders’ Dialogue II participants were directed to focus on the attributes of rural community colleges and asked, “How can small and/or rural institutions leverage their size as a strength when pursuing NSF funding?”

The 14 responses are a mix of phrases and complete sentences:

- Nimble and responsive
- It is easier to get industry partners.
- Reassessing their programs to ensure that they have the capacity to implement the initiative or join a consortium.
- We may have better access to partners.
- Using your small size as leverage to upscale projects through partnering.
- Collaboration
- Join a consortium.
- Growth of key programs. Work together with others.
- By forming a consortium with other small colleges with a plan to share resources and divide up deliverables with your partner colleges.
- Unsure
- Collaborate with others.
- Smaller organizations can be a little more nimble and partner with other community organizations.
- Smaller cohorts allow for focused applications of resources.
- We know our partners and their needs very well because everyone knows everyone in smaller, rural areas. So we don't have to guess who our partners will be and already trust each other to deliver on promises.

Feature Students' Presentations to Industry Partners

With Advanced Technological Education grants requiring community colleges that receive them to partner with business and industry on their funded projects, a portion of the Thought Leaders' Dialogue II addressed how to build these relationships.

Wesley Beddard shared that he has found that having students demonstrate what they've learned helps build rapport between educators and employers.

He then shared the positive response to students from a STEM School of Distinction making presentations to STEMEast's industry partners at an event in early 2024. "The students just blew everybody away. They were phenomenal," he said.

Afterward an industry person made a point of telling STEMEast personnel, "In my organization we don't have anybody completing Scantron tests. We just don't do that. But we need people that will show up, that will work in teams and get along with others and be innovative in their thought processes."

Beddard added that students don't want taking Scantron tests to be the focus of their learning.

"They want to be doing stuff that energizes them and connects them with the industry partner," he said.

Thought Leaders' Dialogue II Poll 3: How Small & Rural Colleges Can Create Pathways to Economic Mobility

Thought Leaders' Dialogue participants shared their ideas on how small and/or rural community institutions can best create pathways to economic mobility.

The 18 responses are a mix of phrases and complete sentences:

- Partnerships
- Work directly with local employers.
- Networking with the local employers and identifying their needs
- Work closely with business and industry to meet their specific needs. Be nimble and break down barriers.
- Provide wide access to training and education programs.
- Offer affordable or free educational and training programs that provide valuable skills and credentials for better-paying jobs.
- Partnering with K-12 and local/state businesses
- Creating a regional shared vision of public-private partnership
- Partnering with local and regional business/industry leaders via workforce initiatives
- Be responsive to needs for workforce training and change course as needed.
- Provide internship[s] with the industry for students to gain experience.

- Work with high schools to create pathways.
- Talk with our business partners about needs as well as secure funds to meet those programs.
- Offering educational pathways for existing and upcoming industries that don't involve more than 6- to 12-month commitment
- Provide pathways for those who are not going on for a bachelor's degree. Focus on skills training.
- Technical training/employer accepted certificates
- Upskill local workforce.
- Working with K-12 schools to provide local options for student to gain skills as well as help adults complete short-term certificates that lead to better paying jobs in area

Dr. Laura Berry urged rural community colleges to recognize the regional leadership roles they have and to develop external partnerships—including with grants—to meeting community needs and make people aware of advanced technology career opportunities.

“From the community college perspective in our rural area, we're looking for opportunities not only to respond to community needs but also to make sure we've done our homework. [This is] so we can show the community what is out there just over the horizon that they need to be looking for. We are the ones who can make those connections.”

She cited Northark's new initiative in drone or uncrewed vehicle technologies as an example of how the small rural college is addressing a statewide need. “I believe we are a school that can really help lead that and help show our community and our students about opportunities where they can learn those skills and stay locally or they can move on elsewhere. So that is the type of opportunity that we are looking for.

“So many of these things though require that we have excellent partnerships and collaborations with other industries, whether it's employers or whether it's transfer institutions. So that's one of our biggest needs is to be able to develop those external partnerships so we can really meet our community needs and show them what's coming down the pike.”

Go for Grants! They Bring Unexpected Benefits

Dr. Jill Loveless pointed out that a grant brings with it “an opportunity to change some of your focus. So I just think that it's something to consider [when] working on obtaining an NSF [National Science Foundation] grant or any other grant for that matter, because it brings unexpected benefits.”

Loveless encouraged rural community college educators to persevere through the challenges of applying for their first Advanced Technological Education (ATE) grant and other competitive grant proposals, advising them to repurpose the info gathered for grant proposals.

“The hardest thing to do is to apply for that first grant because so much of the information—your demographics, your mission statement, experiences—all of that information can be kept and reused because most grants have a section where they want that information ... and that doesn't usually change. Communities are pretty consistent, as well as demographics,” she said.

She emphasized the importance of aligning grant project ideas with the college's strategic plan, community needs, and the grant's requirements and offered these suggestions to novice grant-seekers:

- Ask for help finding grant opportunities that fit your community's needs from organizations like RCCA and state community college associations.
- Attend grant-preparation webinars.
- Ask questions of webinar presenters.
- Seek feedback about grant proposal ideas and proposal drafts from colleagues and from groups representing academic administrators and student services.

“So really my suggestion is don't try to write the grant in isolation, and don't be intimidated by the language in the grant.

“You can do it. And don't be discouraged if you don't get the first one, because every time—if we didn't receive one—we had great feedback. What we learned from that attempt really helped us to acquire the next grant because it's difficult sometimes to capture everything that you want to say, but after you get started. It becomes very organic and you can continue to build on what you've learned,” she said.

Dr. Jill Loveless, whose career has included administrative leadership roles at several rural community colleges, noted that each rural college is unique and reflects its community. But she has found a shared attribute among the staff and faculty of rural community colleges: “I know that one thing that they all have in common is a passion for helping students in their communities.”

Practical Advice for Obtaining & Implementing Grants

Begin with Faculty Considerations

“At a small rural college it’s all about manpower on all fronts,” Berry said.

That is why, Berry said, it is not sufficient to write in a grant proposal that faculty working on the project will have release time when in reality a replacement instructor may be hard to find.

At the point the proposal is being written, Berry advised, “You’ve got to figure out incentives and give faculty time to lead the effort.”

Loveless agreed about the importance of faculty. She recommended that administrators who want their colleges to pursue particular grants to find champions for the idea early on. “Most successful grants that I’ve managed were the ones where the faculty say what they want and need,” she said.

Know Your Ask

Bedard pointed out that effective implementation starts even before proposal writing—with careful thinking about the goal and what is needed to accomplish it.

“Know your ask,” he said.

To this advice, Berry added, “Make sure that you have really involved the faculty and the employers who you’re going to need.” Faculty and employers must do more than just buy in to a grant proposal idea, she said, they need to be in agreement that it is “very doable.”

Berry then shared a personal experience to clarify what she meant: “The very first grant that I directed was a five-year Title III grant with a whole lot of money. And the money was fantastic, but we had used a grant writer, an external grant writer who really had minimal input from the college. So my team and I spent all five years of the grant trying to decipher what we said we were going to do.”

Post-Award Tips

To those who receive grant awards, Berry told them to pay attention to the funders’ requirements. “It’s not just writing the grant, but you have some responsibility back to NSF [National Science Foundation] as far as reporting, as far as compliance. [You’ve] got to make sure that you know about that,” she said.

Berry advised those who have the good fortune to receive Advanced Technological Education program grants from NSF to talk with their program officers, especially when they have challenges. While some funders discourage interactions between their personnel and grantees, Berry said that ATE program officers welcome questions and are responsive when principal investigators encounter challenges and request assistance when they encounter problems.

“Reach out to your program officer and don’t be afraid to get advice and get help on how to proceed,” she advised.

Appendix A) Dialogue Participants

[with symbols for moderators, scribes, CCPI & League leaders]

Name	Institution	State
Abigail Carter	Alabama Community College System	AL
Jason Ford-Green	Bishop State Community College	AL
Michelle McGuire	Chattahoochee Valley Community College	AL
Nicole Jackson	Chattahoochee Valley Community College	AL
Rosemary Watkins	Chattahoochee Valley Community College	AL
Patricia Sims	Drake State Comm & Tech College	AL
Farrah Hayes	Gadsden State Community College	AL
Bruce Crawford	Lawson State Community College	AL
Augusta Watters	Reid State Technical College	AL
Ann McCarty	Wallace Community College	AL
Kay Whaley	Wallace Community College	AL
Martha Compton	Wallace Community College	AL
Leslie Reeder	Wallace Community College - Dothan, AL	AL
Cole Cheek	Wallace Community College-Dothan	AL
Aubrey Lovell	Wallace State Community College	AL
Laura Berry	North Arkansas College	AR
Matt Cardin	North Arkansas College	AR
Jennifer Schroeder	South Arkansas College	AR
Linda S Lephiew	South Arkansas College	AR
Armineh Noravian	Central Arizona College	AZ
Clarissa Davis-Ragland	Estrella Mountain Community College	AZ
Lori Thompson	Estrella Mountain Community College	AZ
Danny Fisher	GateWay Community College	AZ
Susan Campbell	GateWay Community College	AZ
Rachelle Hall	Glendale Community College	AZ
Cynthia Wilson ♦	League for Innovation in the Community College	AZ
Rufus Glasper ♦	League for Innovation in the Community College	AZ
Mitchell Sweet	Scottsdale Community College	AZ
Maria Bailey-Benson	South Mountain Community College	AZ
Frank Chong ♦	CCPI STEM	CA
George Boggs ♦	CCPI-STEM	CA
Lene Jannes Chong	Chong Matters LLC	CA
Caroline Maloney	College of the Desert	CA
Nasreen Rahim	Evergreen Valley College	CA
Renee Albrecht	Evergreen Valley College	CA
Anita Muthyalakandula	Foothill-De Anza Community College District	CA
David Brown	Nine Twenty-Four Strategies	CA

Michael Silva	Solano Community College	CA
Jennifer Regan	Community College of Aurora	CO
Courtney Larson	American Association of Community Colleges	DC
Beth Cady	National Academies on Science, Engineering & Medicine	DC
Christina Hart	CCPI-STEM	FL
Ed Massey	CCPI-STEM	FL
Rassoul Dastmozd	Indian River State College	FL
Blake Urbach ♦	Preferred Program Evaluations	FL
Alvin Harmon	Central Georgia Technical College	GA
Deborah Burks	Central Georgia Technical College	GA
Arbe Bareis-Moyyad	Kirkwood Community College	IA
Wendy Jamison	Kirkwood Community College	IA
Elizabeth Hogan	Black Hawk College	IL
Richard Bush	Black Hawk College	IL
Sylvia Jenkins ♦	CCPI-STEM	IL
Gretchen Cudworth	John A. Logan College	IL
Ken Trzaska	Lewis and Clark Community College	IL
Christine Brooms	Prairie State College	IL
Erica Lannan	Prairie State College	IL
Jessica Corpening	Flint Hills Technical College	KS
Heather Seitz	Johnson County Community College	KS
Kelley Klecker	Wichita State University, Applied Sciences & Technology	KS
Pilar Eble	Baton Rouge Community College	LA
Sarah Barlow	Baton Rouge Community College	LA
Sharonda Mikle	Bossier Parish Community College	LA
Amanda Rosenzweig	Delgado Community College	LA
Barbara Waiters	Delgado Community College	LA
Eboness Williams	Delgado Community College	LA
Hillary Williams	Delgado Community College	LA
Rachel Wilkerson	Delgado Community College	LA
Charlotte Leleux	South Louisiana Community College	LA
Tanya Stjulien	South Louisiana Community College	LA
Georgia Carvalho	Cape Cod Community College	MA
Kathy Condor	Allegany College of Maryland	MD
Rob Brown	Carroll Community College	MD
Charlene Dukes ♦ ♣	CCPI-STEM	MD
Elizabeth Hawthorne ♦ ♣	CCPI-STEM	MD
Fran Melvin ♦	CCPI-STEM	MD
June Fordham ♦ *	CCPI-STEM	MD
Vera Zdravkovich ♦ *	CCPI-STEM	MD
Nerita Hughes	Bay de Noc Community College	MI
Melissa Haswell	Delta College	MI
Jesse Wallenfang	Jackson College	MI

Andrew Dohm	Southwestern Michigan College	MI
Scott Berger	Alexandria Technical & Community College	MN
Steve Richards	Alexandria Technical & Community College	MN
Jennifer Hawkins	Minnesota State College Southeast	MN
Amy Soeffker	South Central College	MN
Annette Parker	South Central College	MN
Joel Doepker	East Central College	MO
Jason Boehm	St. Louis Community College	MO
David Scott Alsobrooks	East Mississippi Community College	MS
Jonathan Townes	Hinds Community College	MS
Chandler Hamilton	Jones College	MS
Jonathan Fennell	Jones College	MS
Valerie Bishop	Meridian Community College	MS
Daigo Yamamura	Miles Community College	MT
Rita Kratky	Miles Community College	MT
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Carmen Nunalee	Stanly Community College	NC
Brandon Jenkins	Wayne Community College	NC
Patricia Pfeiffer	Wayne Community College	NC
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Kelly Christensen	Central Community College	NE
Marni Danhauer	Central Community College	NE
Matt Gotschall	Central Community College	NE
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