



**Dawson Community College 23-24**

Prepared by Dawson Community College  
for Montana University System, Office of the Commissioner of Higher Education 2023-2024 Perkins Local Application

**Submitted by Matt Hull**

**Submitted on 06/27/2023 9:29 AM Mountain Standard Time**



## Opportunity Details

### Opportunity Information

Title

2023-2024 Perkins Local Application

Description

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress' commitment in providing nearly \$1.3 billion annually for career and technical education (CTE) programs for our nation's youth and adults.

Awarding Agency Name

Montana University System, Office of the Commissioner of Higher Education

Agency Contact Name

Jacque Treaster

Agency Contact Phone

(406) 449-9135

Agency Contact Email

[jtreaster@montana.edu](mailto:jtreaster@montana.edu)

Fund Activity Categories

Education

Opportunity Manager

Jacque Treaster

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/e6485907-1dfb-4c99-b9df-9e0df1ac28a3>

Is Published

Yes

### Funding Information

Total Program Funding

\$3,000,000.00

Funding Sources

Federal Or Federal Pass Through

Funding Restrictions

<https://www.mus.edu/Perkins/nonallowable.html>

### Award Information

Award Period

07/01/2023 - 06/30/2024

Indirect Costs Allowed



Yes

Indirect Cost Rate

5.00 %

Restrictions on Indirect Costs

Yes

Citation Governing Indirect Cost Restriction

Federal Guidelines state that no more than 5% of project funds can go to administration and indirect costs.

Matching Requirement

No

## Submission Information

Submission Timeline Type

One Time

Application Review Start Date / Pre-Qualification Deadline

05/26/2023 12:00 AM

## Question Submission Information

Attachments

- Perkins Local Application Guide 23-24 Final

## Eligibility Information

Eligibility Type

Public

Eligible Applicants

- Public and State controlled institutions of higher education
- Native American tribal governments (Federally recognized)

Additional Eligibility Information

## Additional Information

Additional Information URL

<https://www.mus.edu/Perkins/resources.html>

Additional Information URL Description

Please go to the Montana University System Perkins Resources website for more information on the Perkins Local Application, include FAQs, a list of non-allowable expenses, the Montana Perkins V State Plan, CLNA information, 6 Local Use of Funds, Perkins Local RFP Guide, other Perkins, CTE, and federal resources.

## Award Administration Information

State Award Notices

The following is a listing of regulations applicable to Perkins Programs:

Education Department General Administrative Regulations

<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

### Administrative and National Policy Requirements

- 34 CFR Part 76 (State-Administered Programs).
- 34 CFR Part 77 (Definitions that Apply to Department Regulations).
- 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and Activities).
- 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments).
- 2 CFR 200 most current guidance found in PART 200—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS

The required postsecondary core indicators of performance for each grant cycle are established by state Perkins staff and the U.S. Department of Education. The purpose of the indicators are to assess the effectiveness of the state Perkins Program, along with its individual institutions, in achieving statewide progress in CTE, and to optimize the return on investment of federal funds in CTE activities.

#### Accountability Report Card.

Prior to awarding federal funds each year, the Perkins Program Manager will provide a "Report Card" showing state level performance, performance measurements for each individual college. Factors evaluated will be: Amount of award vs. expenditure (Amount of returned funds).

#### Meeting performance expectations:

Using the above-mentioned data, the Perkins Program Manager will also determine whether or not specific award conditions/restrictions are necessary. Additional award conditions/restrictions may include (2 CFR 200.208)

- Withholding authority for quarterly reimbursement due to inaccurate fiscal supporting documentation
- Withholding authority to proceed with programmatic activities until evidence of acceptable performance is provided
- Requiring more detailed financial reports, supporting documentation or explanation of expenditures
- Requiring the non-Federal entity to obtain technical or management assistance
- Establishment of a prior approval process before budget changes or new expenditures of any kind
- Submission of federally required Time and Effort reports of all personnel whose salary is covered by Perkins funds
- Requesting and reviewing minutes taken from CTE Advisory Board Meetings or required CLNA stakeholder consultations (Section 134 (d) Perkins V)

- 34 CFR Part 81 (General Education Provisions Act—Enforcement).
- 34 CFR Part 82 (New Restrictions on Lobbying).
- 34 CFR Part 84 [Government Requirements for Drug-Free Workplace (Financial Assistance)].
- 34 CFR Part 85 [Government wide Debarment and Suspension(Non-procurement)].
- 34 CFR Part 86 (Drug and Alcohol Abuse Prevention).
- 34 CFR Part 99 (Family Educational Rights and Privacy).

### Reporting

If additional award conditions/restrictions are required, the Perkins Program Manager will notify the College of:

- The reason why the additional conditions/restrictions are being imposed
- The nature of the action needed to remove the conditions/restrictions
- The time allowed for competing the actions
- The method for requesting reconsideration of conditions/restrictions

#### Performance Expectations:

Each institution is responsible for meeting or exceeding the negotiated performance levels. All projects/programs funded by Perkins must be related to a measurable performance outcome that demonstrates cost effectiveness and is tied directly to one of the following three indicators:

- 1P1 – Postsecondary Retention and Post-Program Placement [10]
- 2P1 – Earned Recognized Postsecondary Credential
- 3P1 – Nontraditional Program Completion

Evaluation methods should be designed to provide feedback regarding process toward attaining required performance levels. Institutions who do not meet negotiated performance levels will be required to submit a local improvement plan along with the following year's Perkins application.

LEA's awarded this funding are also subject to quarterly program performance and fiscal compliance

- Submitting applications and amendments prior to stated deadlines.
- Program staff attendance at state-level professional development/trainings

- Regular attendance on monthly webinars/Perkins Coordinator Check-In conference calls
- Providing quarterly fiscal and supporting documents reports by deadlines
- Limiting budget amendments during the fiscal year
- Providing quarterly Performance Plan Narrative reports in AmpliFund by deadlines
- Submitting a final program report on projects activities, populations served, and outcomes achieved at year end
- Submission of final budget amendments prior to May 1st, 2024.

#### State Awarding Agency Contacts

#### Other Information

##### Eligibility and Duration

One-year grant awards are available through an annual application process to:

- Tribal colleges, two-year colleges, and community colleges who have been in good standing with their Local application funds for two years prior with a indication of a strong performance history and appropriate internal controls. This includes adhering to grant application and reporting deadlines, submitting data, 2 CFR UGG guidance and all Perkins and Civil Rights monitoring.



## Project Information

### Application Information

Application Name

Dawson Community College 23-24

Award Requested

\$98,607.20

Total Award Budget

\$98,607.20

### Primary Contact Information

Name

Matt Hull

Email Address

mhull@dawson.edu

Address

300 College Drive  
Glendive, MT 59330

Phone Number

(406) 377-9434

## Project Description

### Part 1. Additional Contact Information

#### Overview

#### Perkins Local Grant Contact

Holly Gederos

hgederos@montana.edu

(406) 449-9128

#### Campus Information

Campus Name

Dawson Community College

#### Campus Fiscal Manager

Provide the contact information for the fiscal manager who will be processing Perkins funds disbursement.

Last Name

Smith

First Name

Becky

Is the Fiscal Manager's mailing address different than above?

- Yes  
 No

Fiscal Phone Number

406.377.9489

Fiscal Phone Extension

Fiscal Fax Number

Fiscal Email Address

bsmith@dawson.edu

#### Additional Perkins Contacts

Please provide email addresses, names and titles of people on your campus to be notified of grant issues.

#### Additional Perkins Contacts

	Name	Title	Email Address
<b>Contact 1</b>	Erica Milne	Director of Enrollment	emilne@dawson.edu
<b>Contact 2</b>	Justin Villmer	President	jvillmer@dawson.edu
<b>Contact 3</b>			
<b>Contact 4</b>			



	Name	Title	Email Address
Contact 5			
Contact 6			
Contact 7			
Contact 8			

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## Part 2. Background - Community and Workforce

### Comprehensive Local Needs Assessment

Upload your comprehensive local needs assessment.

DCC Perkins 23-24 CLNA Worksheets.xlsx

### Background Information

1. Please provide a brief summary of the results of your Comprehensive Local Needs Assessment and what CTE course offerings and/or activities you will be targeting in this application. Be sure to include how the results of the CLNA informed the selection of the specific career and technical education programs and activities selected to be funded and a description of any new programs of study you plan to develop and submit to the State for approval based on CLNA findings.

Our 2023-2024 CLNA provided important feedback regarding Dawson Community College's need to continue developing its current CTE programs and be strategic about developing new programs and curriculum. Our current CTE programs - Ag/Animal Science, Business Management, Criminal Justice, Early Childhood Education, and Welding Technology - all remain viable and relevant CTE programs with consistent enrollment and positive outcomes for students. Our stakeholders acknowledged that our Welding Technology program has developed an excellent local reputation and is meeting a growing regional need. And, while we recognize that we need to make continued investments in all our CTE programs, at present it is our **Welding Technology** program that boasts the most robust enrollment and highest demand, and also happens to be the program that is most in need of technological improvements. So we will be focusing a majority of this year's application on **improving the equipment and technology in our Welding Technology program**. More specifically, we will be requesting funds to purchase four new welding machines to replace outdated models and a 5x10 CNC plasma table to be able to add to the skillset and technological training our Welding Tech students acquire through our program.

Another one of our CTE programs primed for growth is our **Criminal Justice** program. There is a consistently strong local, regional, and statewide demand for law enforcement officers, corrections officers, and dispatchers, and as the only institution in the state offering a law enforcement option in criminal justice, now is the time to be intentional about investing in this program. One of the keys to preparing our students for careers in criminal justice / law enforcement is to give them experience using the technology and equipment utilized daily by professionals, so we will also be requesting funds in this year's application to **add equipment and technology to our Criminal Justice program**. More specifically, we will be purchasing XX. Next year, we intend to continue our investment in this program by requesting funds to purchase an immersive "use of force simulator" to give our students a chance to experience replicated real-world scenarios to better equip them for careers as peace officers.

In addition to the feedback we received about our current programs, our stakeholders continue to make us aware of or confirm our research on the need for growth in several areas of career and technical education, including entrepreneurship, HVAC, plumbing technology, electrical technology, engineering technologies, and various medical technologies. While we may not submit requests to plan during this academic year, we will continue researching the feasibility of adding some of these programs to our CTE division. Stakeholders also indicated they'd like to see more collaboration between DCC and local businesses and industries, as well as a stronger partnership between DCC and the local and area high schools to give students clear educational paths.

The focus on improving our existing career-technical programs and exploring potential new programs supports our CTE related academic priorities. The goal of all these endeavors is to recruit, retain, and prepare more students through a high-quality education, in order to meet the demands of local and regional employers.

2. Please provide a brief description of how your campus will, in collaboration with local workforce development partners, provide a series of career exploration and career guidance activities including: (A) career exploration and career development coursework, activities, or services; (B) career information on employment opportunities that incorporate the most up-to-date information on high skill, high-wage, or in-demand industry sectors or occupations, as determined by the CLNA; and (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education programs.

(A) Real-world career development coursework through field trips and guest lecturers, as well as opportunities for students to explore careers through industry partnerships and internships.

(B) CLNA-focused industry skill development and networking opportunities through on-campus CTE days, industry-related conferences or training, and faculty professional development opportunities.

(C) Degree and career exploration between instructors and students through continuous academic counseling, using predictive science from PathwayU software, and through industry partnerships.

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## Part 3. Background - Student Populations

### Background Information

3. Please provide a brief description of how your campus will improve the academic and technical skills of students participating in CTE programs.

Dawson Community Colleges focuses on growing the CTE skills of our students by offering dynamic courses that undergo frequent evaluation to ensure they are meeting both student and industry need. Each CTE program director will work regularly with advisory committees comprised of industry professionals to ensure the curriculum remains relevant to workforce needs. Each CTE faculty member will also conduct assessments of student learning each semester and comprehensive program reviews every few years to ensure continuous improvement in our CTE programs. They will identify ways to enhance the technical skills of students and to implement emerging technologies into the classroom. Once identified, CTE faculty will work with the Dean of Academics to create an action plan to follow up on these proposed improvements. We will also focus on obtaining student feedback on our courses and instructors, and review it every semester to ensure a high quality educational experience.

4. Please explain how your campus will provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against. Include how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.

DCC will continue to use our CTE programs to ensure special populations receive access to education for high-skill, high-wage, and high-demand careers through the following methods:

1. Recruitment efforts targeted to special populations to ensure equal access to our CTE programs, including:
  - a. A tribal recruitment plan that focuses on building DCC's relationships with American Indian populations
  - b. A homeschooling recruitment program that targets non-traditional high school students
  - c. A strong recruitment presence in small communities with limited resources
2. A Student Disability and Accommodations Coordinator who works directly with students to oversee accommodations to ensure that all students with disabilities receive equal education opportunities
3. The "Dawson Promise Program" that offers solutions for students who are homeless or aging out of foster care to ensure they have access to quality education systems

The smaller class sizes at DCC also allow for more-focused efforts in accommodating these special populations and ensuring that they are not discriminated against in any way. In the recent past, DCC also hosted an online class for all staff and faculty titled "Introduction to Native American Studies: Building Essential Understandings." This course was provided in an effort to ensure that all our employees have a strong understanding of the experience of our Native American student population to help mitigate any apparent discrimination.

5. Please provide a description of the work-based learning opportunities for students participating in CTE programs and how your campus will work with representatives from employers to develop or expand work-based learning.

Over the last couple of years, our agriculture, criminal justice, and welding technology programs have all been developing internship and apprenticeship opportunities to coordinate work-based learning opportunities for students. The ag programs has seen considerable growth in these internships, and we will continue to work to develop all CTE internship programs further. Recognizing the high value in work-based learning for our CTE students, we will work intentionally to develop these learning opportunities for students in all our CTE programs by bringing industry and workforce professionals on campus and encouraging students and faculty to attend conferences where they can make these valuable connections.

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## Part 4. Background - Campus Performance

### Background Information

6. Please outline how your campus will provide students participating in CTE the opportunity to gain postsecondary credit while still attending high school.

We will continue to do our best to pair our DCC instructors with high school CTE instructors within our region to determine classes that are equivalent for college credit. These courses will then be offered for college credit and concurrent enrollment. In order to help facilitate these connections, we intend to host CTE days events on our campus and invite regional high schools to bring students to DCC to explore the programs. With those connections in place between DCC instructors and high school instructors and students, we anticipate an increase in concurrent enrollment opportunities.

7. Please identify how your campus supports the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel.

In order to recruit and prepare our administrators, faculty, and staff, Dawson Community College follows the Board of Regents' guidelines for hiring personnel with relevant education and experience. Then, to further professional development, we determine which training and certificates are needed by CTE instructors to allow them to issue Industry Recognized Certifications (IRCs) to students. A professional development fund is also available to staff to attend trainings or conferences that will deepen engagement and strengthen skills. Investing in professional development has assisted with staff and faculty retention efforts and overall job satisfaction.

This year, in an effort to focus directly on strengthening the campus-wide commitment to career technical education, we will use funds from our Ullman endowment (which is established to fund career-technical educational growth and advancement) to send select faculty, staff, and administrators to CTE-related conferences, trainings, and events. With this on-campus investment in our CTE faculty and programs, we will have more knowledgeable staff who will be able to develop and implement more effective practices that support the improvement and expansion of our valuable CTE programs.

8. Please outline how your campus will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.

As in the past, student progress will be tracked using an early alert system. Students who are at risk of falling behind are contacted by their instructor(s), the Dean of Academics, and a member of student services to identify options to assist with their progress. It is still our goal to create an academic support center coordinator position so we have dedicated staff committed to coordinating and implementing additional student checkpoints in order to ensure student success and achievement.

9. Please summarize levels of performance for your campus during the previous year for each of the following core indicators of performance: 1P1-Postsecondary Retention and Placement; 2P1-Credential, Certificate or Diploma; 3P1-Non-traditional Program Enrollment. You should identify your campus performance in relation to the state goal (provided in your campus Perkins report card).

According to the Perkins report card, DCC had mixed results last year, meeting the state goal in one of the three core indicators, exceeding the state goal in another indicator, and falling short of the state goal in yet another indicator. The state goal for 1P1 was 84 and DCC came up short, achieving a score of 64 (this issue is addressed in our CLNA). The 2P1 goal was 100 and DCC met this goal with a score of 100. Finally, the 3P1 goal for the state was set at 17 and DCC exceeded this goal with a score of 26.

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## Part 5. Project Justification

### Project Narrative Directions

Campuses may submit up to 50 projects for their allocation of local funds. When you're finished adding all requested projects, **SCROLL ALL THE WAY TO THE BOTTOM OF THE PAGE** and click **Mark as Complete**.

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### Project 1

Project 1 Title

Welders

Project 1 Begin Quarter

Q 1

Project 1 End Quarter

Q 1

1 - Project Summary\* Must include (1) a specific description of project activities and (2) clear project budget details demonstrating math. Budget details MUST match budget template line items

(1) Enrollment in DCC's Welding Technology programs has increased over the last year, and prospects look good for continued growth into the 23-24 academic year. Increased enrollment has led to increased wear and tear on equipment, and over the last few years a few of our welders have broken and are in need of replacing. Project 1 is to purchase four (4) new Miller Dynasty 300 welders to replace old or broken models no longer suitable for using in the Welding Technology program. These new welders are more portable, have a broader range of capabilities, and can be utilized with a wider variety of processes than most of our existing welders. These new welders will add value to the program by ensuring that students have the newest possible equipment to enhance their learning experience. Over the course of the next few years, our plan is to replace all our outdated welders new ones, replacing a few of them at a time.

(2) We will be purchasing four (4) Miller Dynasty 300 welders at a cost of \$9,626 each, for a total cost of \$38,504.

1 – Expected Measurable Outcome(s) In addition to expected outcomes, explanations MUST include numerical citation and justification of one or more of the six required Perkins Local Use of Funds. (1) Career exploration and career development activities, (2) professional development for CTE faculty and staff, (3) providing CTE skills necessary for high-skill, high-wage, and in-demand industries, (4) integration of academic skills inf CTE programs, (5) planning and implementation of CTE programs to increase student achievement, and (6) evaluations of activities carried out by Perkins Funds. For more details on the six Local Use of Funds, refer to the MT Perkins Application Guide.

Expected measurable outcomes:

- Miller Dynasty 300 welders will be purchased in July 2023
- New welders will be set up prior to and used beginning with the Fall 2023 semester

Justifications of Perkins Local Use of Funds:

(3) *Providing CTE skills necessary for high-skill, high-wage, and in-demand industries:* Purchase and use of the new welders will undoubtedly assist in providing Welding Technology students the opportunity to learn and apply CTE skills in a high-skill, high-wage, in-demand industry.

(5) *Planning and implementation of CTE programs to increase student achievement:* Purchase and use of the new

welders will help ensure that the Welding Technology (a) curriculum remains aligned with the requirements of the program of study. Additionally, it will ensure that (d) appropriate equipment, technology, and instructional materials are aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials. It will also help establish a more modernized (e) simulated work environments. In the past, the Welding program has provided short-term training to displaced workers, which means the purchase and use of the new welders could be used in (h) coordination with other education and workforce development programs and initiatives, such as WIOA. Additionally, this project will (L) support the integration of employability skills into career and technical education programs and programs of study. We also anticipate expanding course offerings to provide continuing education to adult learners, which would (n) provide career and technical education, in a school or other educational setting, for adults or out-of-school youth to upgrade technical skills.

1 - Please identify the results from your Comprehensive Local Needs Assessment that are addressed by this project, program or purchase: (include evidence reviewed and how this project, program or purchases addresses the identified need.)

Our recent CLNAs have indicated that welding is one of the highest-skill, highest-wage, and most in-demand programs for our region (an area that extends into the western Dakotas and Canada). Feedback from stakeholders and program faculty has indicated the importance of ensuring students are being trained using similar techniques on similar machinery to that being used by area employers. The purchase of these new Miller welders will help ensure that our Welding Technology students have access to the latest welding technology and get valuable experience learning on welding machinery being used by industry professionals.

### Add Projects

Would you like to add another project?

- Yes  
 No

Project 2 Title

CNC Plasma Table

Project 2 Begin Quarter

Q 1

Project 2 End Quarter

Q 1

2 - Project Summary\* Must include (1) a specific description of project activities and (2) clear project budget details demonstrating math. Budget details MUST match budget template line items

(1) Enrollment in DCC's Welding Technology programs has increased over the last year, and prospects look good for continued growth into the 23-24 academic year. Increased enrollment has also led to an increased interest in expanding the curriculum to include more emphasis or coursework on metal fabrication and design. To accommodate that need, it is critical to have the right equipment for training students. To that end, the focus of Project 2 is to purchase a new Lincoln Electric 2022 Torchmate 4510 CNC Plasma Table to use in the Welding Technology program. A plasma table can be used to process any type of conductive metal, and they are increasingly used for metal cutting processes in manufacturing, agriculture, engineering, and construction. Additionally, they are designed to save time, materials, and money. This particular plasma table is large enough to accommodate even the largest sheets of steel, which will allow the Welding Technology program to expand its capabilities for all types of jobs. The CNC plasma table will add value to the program by ensuring that students have the newest possible equipment to enhance their learning experience.

(2) We will be purchasing one (1) Lincoln Electric 2022 Torchmate 4510 CNC Plasma Table at a cost of \$44,893.09.

2 - Expected Measurable Outcome(s) In addition to expected outcomes, explanations MUST include numerical citation and justification of one or more of the six required Perkins Local Use of Funds. (1) Career exploration and career development activities, (2) professional development for CTE faculty and staff, (3) providing CTE skills necessary for high-skill, high-wage, and in-demand industries, (4) integration of academic skills inf CTE programs, (5) planning and

implementation of CTE programs to increase student achievement, and (6) evaluations of activities carried out by Perkins Funds. For more details on the six Local Use of Funds, refer to the MT Perkins Application Guide.

Expected measurable outcomes:

- Lincoln Electric Torchmate 4510 CNC Plasma Table will be purchased in July 2023
- New CNC Plasma Table will be set up prior to and used beginning with the Fall 2023 semester

Justifications of Perkins Local Use of Funds:

(3) *Providing CTE skills necessary for high-skill, high-wage, and in-demand industries:* Purchase and use of the CNC Plasma Table will undoubtedly assist in providing Welding Technology students the opportunity to learn and apply CTE skills in a high-skill, high-wage, in-demand industry.

(5) *Planning and implementation of CTE programs to increase student achievement:* Purchase and use of the new CNC Plasma Table will help ensure that the Welding Technology (a) curriculum remains aligned with the requirements of the program of study. Additionally, it will ensure that (d) appropriate equipment, technology, and instructional materials are aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials. It will also help establish a more modernized (e) simulated work environments. In the past, the Welding program has provided short-term training to displaced workers, which means the purchase and use of the CNC plasma table could be used in (h) coordination with other education and workforce development programs and initiatives, such as WIOA. Additionally, this project will (L) support the integration of employability skills into career and technical education programs and programs of study. We also anticipate expanding course offerings to provide continuing education to adult learners, which would (n) provide career and technical education, in a school or other educational setting, for adults or out-of-school youth to upgrade technical skills. Finally, because it has practical and artistic applications outside of the Welding Technology program, the addition of the CNC Plasma Table will (q) support the integration of arts and design skills into a career and technical education program and program of study.

2- Please identify the results from your Comprehensive Local Needs Assessment that are addressed by this project, program or purchase: (include evidence reviewed and how this project, program or purchases addresses the identified need.)

Our recent CLNAs have indicated that welding is one of the highest-skill, highest-wage, and most in-demand programs for our region (an area that extends into the western Dakotas and Canada). Feedback from stakeholders and program faculty has indicated the importance of ensuring students are being trained using similar techniques on similar machinery to that being used by area employers. The purchase of this new Lincoln Electric CNC Plasma Table will help ensure that our Welding Technology students have access to the latest welding technology and get valuable experience learning on welding machinery being used by industry professionals.

Would you like to add another project?

- Yes  
 No

Project 3 Title

Criminal Justice Interactive Simulator

Project 3 Begin Quarter

Q 1

Project 3 End Quarter

Q 1

3 - Project Summary Must include (1) a specific description of project activities and (2) clear project budget details demonstrating math. Budget details MUST match budget template line items.

(1) The Criminal Justice program at DCC has long been one of our "flagship" programs, with hundreds of alumni working all over the state and country in a wide range of criminal justice and law enforcement careers. Dawson Community College is the only college in Montana to offer a law enforcement option within Criminal Justice, making us an important source of potential employees for dozens of state law enforcement agencies. Students who graduate



from our program tend to have an advantage over other applicants for criminal justice careers because of their learning experiences in and exposure to important tactics and training often available only to law enforcement professionals. To continue building this program, our goal is to update and improve technology and equipment to ensure that students are being trained using the best possible equipment and according to today's standards and policies. To that end, the focus of Project 3 is to purchase a MILO Range Advanced Interactive Training Simulator to use in the Criminal Justice program. This simulator offers advanced law enforcement training by giving students skills development in de-escalation, crisis intervention, implicit bias, and police community relations. It offers more than 900 multi-branching scenarios to hone the skills of students, new recruits, and experienced officers. The MILO Range Advanced Interactive Training Simulator will add value to the program by ensuring that students have the newest possible equipment to enhance their learning experience, by training them to face the ever-changing challenges faced by today's criminal justice and law enforcement personnel.

(2) We will be purchasing one (1) MILO Range Advanced Interactive Training Simulator at a cost of \$23,695. Because the amount of this equipment would lead us to exceed our Perkins budget for 2023-2024, we are requesting \$15,210.11 from Perkins to purchase the equipment, with the remaining \$8,484.89 coming from a donation from Glendive's local Masonic Lodge and DCC's Ullman Fund for career and technical education.

3 - Expected Measurable Outcome(s) In addition to expected outcomes, explanations MUST include numerical citation and justification of one or more of the six required Perkins Local Use of Funds. (1) Career exploration and career development activities, (2) professional development for CTE faculty and staff, (3) providing CTE skills necessary for high-skill, high-wage, and in-demand industries, (4) integration of academic skills inf CTE programs, (5) planning and implementation of CTE programs to increase student achievement, and (6) evaluations of activities carried out by Perkins Funds. For more details on the six Local Use of Funds, refer to the MT Perkins Application Guide.

Expected measurable outcomes:

- MILO Range Advanced Interactive Training Simulator will be purchased in July 2023
- New Training Simulator will be set up prior to and used beginning with the Fall 2023 semester

Justifications of Perkins Local Use of Funds:

(3) *Providing CTE skills necessary for high-skill, high-wage, and in-demand industries:* Purchase and use of the MILO Range Advanced Interactive Training Simulator will undoubtedly assist in providing Criminal Justice students the opportunity to learn and apply CTE skills in a high-skill, high-wage, in-demand industry.

(5) *Planning and implementation of CTE programs to increase student achievement:* Purchase and use of the new MILO Range Advanced Interactive Training Simulator will help ensure that the Criminal Justice (a) curriculum remains aligned with the requirements of the program of study. Additionally, it will ensure that (d) appropriate equipment, technology, and instructional materials are aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials. It will also help establish a more modernized (e) simulated work environments. The Criminal Justice program provides short-term skills development and reserve officer training for regional law enforcement agencies, which means the purchase and use of the MILO Range Advanced Interactive Training Simulator could be used in (h) coordination with other education and workforce development programs and initiatives. Additionally, this project will (L) support the integration of employability skills into career and technical education programs and programs of study. We also anticipate expanding course offerings to provide continuing education to adult learners, which would (n) provide career and technical education, in a school or other educational setting, for adults or out-of-school youth to upgrade technical skills.

3- Please identify the results from your Comprehensive Local Needs Assessment that are addressed by this project, program or purchase: (include evidence reviewed and how this project, program or purchases addresses the identified need.)

Our recent CLNAs have indicated that there is a consistently strong need for criminal justice professionals, especially peace officers, corrections officers, and dispatchers. These are high-demand, high-skill, and in many cases, high-wage careers with employment opportunities all throughout our region (which includes the Western Dakotas and Canada). Feedback from stakeholders and program faculty has indicated the importance of ensuring students are being trained using current techniques on similar equipment to that being used by area law enforcement agencies. The purchase of this new MILO Range Advanced Interactive Training Simulator will help ensure that our Criminal Justice students have access to the latest technology and get valuable experience learning on equipment being used by law enforcement professionals.



Would you like to add another project

- Yes
- No

**When you're finished answering the questions on this page, click [Mark as Complete](#). An application cannot be submitted until all pages are marked as complete.**

Not finished with this page yet? Click [Save](#) or [Save & Continue](#) to fill out the missing information at a later time.



## Program Assurances

Download a copy of the 2023-2024 Carl D. Perkins Program Assurance Agreement to be reviewed and signed by the campus dean or president.

Program Assurance Agreement Perkins V 23.24.docx

Upload the signed copy of your campus's 2022-2023 Carl D. Perkins Program Assurance Agreement here.

DCC Perkins 23-24 Assurance Agreement.pdf

Submit your acknowledgement.

I acknowledge I have read the Carl D. Perkins Program Assurance Agreement and have uploaded a copy of the Program Assurance Agreement read and signed by the appropriate campus leadership.

## Budget

### Proposed Budget Summary

#### Expense Budget

	Grant Funded	Total Budgeted
<b>12 - Capitalized Equipment (Major)</b>		
Project #1 - Welders	\$38,504.00	\$38,504.00
Project #2 - CNC Plasma Table	\$44,893.09	\$44,893.09
Project #3 - Criminal Justice Interactive Simulator	\$15,210.11	\$15,210.11
<b>Subtotal</b>	<b>\$98,607.20</b>	<b>\$98,607.20</b>
<hr/>		
<b>Total Proposed Cost</b>	<b>\$98,607.20</b>	<b>\$98,607.20</b>

#### Revenue Budget

	Grant Funded	Total Budgeted
<b>Grant Funding</b>		
Award Requested	\$98,607.20	\$98,607.20
<b>Subtotal</b>	<b>\$98,607.20</b>	<b>\$98,607.20</b>
<hr/>		
<b>Total Proposed Revenue</b>	<b>\$98,607.20</b>	<b>\$98,607.20</b>

### Proposed Budget Detail

See attached spreadsheet.

### Proposed Budget Narrative

#### 12 - Capitalized Equipment (Major)

Include a line item for each major equipment with a single item cost over \$5,000. Includes machinery and other items of tangible property having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds \$5,000 at time of acquisition or exceeds the capitalization level established by the non-federal entity for financial statement purposes. (2 C.F.R. Part 200.33). Subject to 2 CFR 200 inventory procedures including acquisition and disposition. Receipts and 2 CFR 200 Property details required for reimbursement for these items; must accompany quarterly fiscal reports. Item Requested (Provide a complete description of item(s) being requested. This includes the make and model number, where applicable), Number Needed (Provide the number of items needed to support the project for the duration of the performance period), Unit Cost (Include the unit cost per item), Amount Requested (Include the Amount Requested), Justification (Provide a justification, including how the equipment is essential to meet project activities). Camera/Video equipment: JVZGY-HM75SU ProHG shoulder camcorder, 1 at \$8,500, needed due to video/camera equipment package required to record testimonials for the Film Editing Program which will be used to help with CTE media related activities. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

#### Project #1 - Welders

Project #1: Four (4) Miller Electric Dynasty 300 AC/DC w/CPS welders (model # 907818) at a cost of \$9,626 per unit, for a total cost of \$38,504. These welders are needed to replace old or broken models no longer suitable for using in the Welding Technology program. These new welders are more portable, have a broader range of capabilities, and can be utilized with a wider variety of processes than most of our existing welders. These new welders will add value to the program by ensuring that students have the newest possible equipment to enhance their learning experience.

### **Project #2 - CNC Plasma Table**

Project #1: One (1) Lincoln Electric 2022 Torchmate 4510 CNC Plasma Table at a cost of \$44,893.09. This CNC plasma table is needed to expand the Welding Technology curriculum to include more emphasis or coursework on metal fabrication and design. To accommodate that need, it is critical to have the right equipment for training students. A plasma table can be used to process any type of conductive metal, and they are increasingly used for metal cutting processes in manufacturing, agriculture, engineering, and construction. Additionally, they are designed to save time, materials, and money. This particular plasma table is large enough to accommodate even the largest sheets of steel, which will allow the Welding Technology program to expand its capabilities for all types of jobs. The CNC plasma table will add value to the program by ensuring that students have the newest possible equipment to enhance their learning experience.

### **Project #3 - Criminal Justice Interactive Simulator**

Project #1: One (1) MILO Range Advanced Interactive Training Simulator at a cost of \$23,695.00. Because the amount of this equipment would lead us to exceed our Perkins budget for 2023-2024, we are requesting \$15,210.11 from Perkins to purchase the equipment, with the remaining \$8,484.89 coming from a donation from Glendive's local Masonic Lodge and DCC's Ullman Fund for career and technical education. This interactive simulator is needed to update and improve technology and equipment in our Criminal Justice / Law Enforcement program to ensure that students are being trained using the best possible equipment and according to today's standards and policies. The MILO Range Advanced Interactive Training Simulator offers advanced law enforcement training by giving students skills development in de-escalation, crisis intervention, implicit bias, and police community relations. It offers more than 900 multi-branching scenarios to hone the skills of students, new recruits, and experienced officers. The MILO Range Advanced Interactive Training Simulator will add value to the program by ensuring that students have the newest possible equipment to enhance their learning experience, by training them to face the ever-changing challenges faced by today's criminal justice and law enforcement personnel.

**Dawson Community College Local - Q1 Amendment**

07/01/2023

06/30/2024

	Grant- Funded...	Cash Match...	In-Kind Budgeted	Total Budgeted
<b>05 - Non-Capitalized Equipment (Minor)</b>				
Project #1 - Welding Equipment	\$19,252.00	\$0.00	\$0.00	\$19,252.00
<b>Sub-Total</b>				<b>\$19,252.00</b>
<b>07- Capitalized Equipment (Major)</b>				
Project #1 - Welders	\$19,252.00	\$0.00	\$0.00	\$19,252.00
Project #2 - CNC Plasma Table	\$44,893.09	\$0.00	\$0.00	\$44,893.09
Project #3 - Criminal Justice Interactive Simulator	\$15,210.11	\$0.00	\$0.00	\$15,210.11
<b>Sub-Total</b>				<b>\$79,355.20</b>
<b>Total Expense BudgetCost</b>				<b>\$98,607.20</b>