



SKC Perkins Local Grant

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

Submitted by Eva Oruste

Submitted on 05/22/2023 5:42 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

Holly Gederos

Agency Contact Phone

406-449-9128

Agency Contact Email

hgederos@mt.gov

Fund Activity Categories

Education

Opportunity Manager

Holly Gederos

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

Question Submission Email Address

hgederos@montana.edu

Question Submission Additional Information

Please direct questions about the application to Holly Gederos at the Montana University System, Office of the Commissioner of Higher Education.

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
SKC Perkins Local Grant

Award Requested
\$136,136.81

Total Award Budget
\$136,136.81

Primary Contact Information

Name
Eva Oruste

Email Address
eva_oruste@skc.edu

Address
P.O. Box 70
Pablo, MT 59855

Phone Number
(406) 275-4826

Project Description

Part 1. Additional Contact Information

Overview

Perkins Local Grant Contact

Holly Gederos

hgederos@montana.edu

(406) 449-9128

Campus Information

Campus Name

Salish Kootenai College

Campus Fiscal Manager

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

Last Name

Plouffe

First Name

Audrey

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

- Yes
 No

Fiscal Phone Number

406-275-4969

Fiscal Phone Extension

Fiscal Fax Number

406-275-4801

Fiscal Email Address

audrey_plouffe@skc.edu

Is this section accurately completed (Reviewer Only)

- Yes
 No

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
Contact 1	Marcy Salmonsens	Grants and Contracts	marcy_salmonsens@skc.edu

	Name	Title	Email Address
Contact 2	Terri Durglo	Grants Technician	terri_durglo@skc.edu
Contact 3			
Contact 4			
Contact 5			
Contact 6			
Contact 7			
Contact 8			

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.

Part 2. Background - Community and Workforce

Comprehensive Local Needs Assessment

Upload your comprehensive local needs assessment.

SKC_CLNA_5_2023.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.

In 2023-2024, SKC's Perkins program will target three CTE programs that are considered high-priority for the Confederated Salish and Kootenai Tribes (CSKT) and meet at least two of the three criteria of high-skill, high-need, and/or high-wage (data provided in the Narrative for each project area): Health Promotion Practices, Native Language Teacher Education Program, and Highway Construction Training Program. The selected CTE programs require funding to support new faculty positions and professional development, program development, or modern educational equipment, as documented in the CLNA. Specifically, the funds will be used for:

1) Sustaining the new Native Language Teacher Education Program that prepares graduates to work as Salish Language Teachers in Native language immersion schools, public school classrooms (P-12), or other private schools in which a Class 7 Certification or an associate's degree meets the qualifications. As noted in the CLNA, the CSKT has indicated a critical need for Salish Language Teachers. The program is in its third and final year of development, and the college will be assuming a more significant portion of program support responsibilities this year.

2) Developing the Health Promotion Practices Degree Program as a separate academic program. The HPP Program was piloted in 2020-2021 under the Community Health and Development student support services department. In late spring of 2023, it was established as a separate academic department. A new department head has been hired to teach full-time in the program, advise students, provide career counseling, and revise the curriculum, including developing a new work-based practicum. As discussed in the CLNA, there is an increasing need for strengthening the program to align the curriculum with the current industry standards and more effectively train Program Managers prepared to administer health programs and grants, particularly in Tribal communities.

3) Modernizing Highway Construction Training Program training equipment. As noted in the CLNA, employment expectations for transportation and construction workers continue to expand, and students who complete SKC's program gain employment in high-wage jobs. As most of the training equipment currently used for instruction is over 30 years old, HCT's Professional Advisory Committee noted the need to modernize the training equipment to ensure trainees' safety and competence in technical skills required for successful entry into the increasingly high-tech industry.

Additionally, funds will be used to support the required Perkins activities, including updating equipment and technology, serving students with disabilities and other special populations, and providing career counseling and preparation for students.

Finally, the funding will be used for the Perkins Coordinator, Career Services Coordinator, and Health Promotion Practices faculty member's professional development.

Notes: (Reviewer Only)

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.

The SKC catalog provides information about employment data (wage and demand) and career opportunities for each academic program, with employment data obtained from the Montana DLI and other sources. That information is published in the program descriptions for each CTE program in SKC's online catalog. Every SKC student has an academic advisor in their major who provides educational and career advising, including providing students with

information about internships, apprenticeships, and other work-based learning opportunities. Additionally, the Director of Early Outreach and Recruitment, Career Services Coordinator, First Year Coordinator, Gear Up Coordinator, Academic Success Coaches, and Upward Bound staff provide career exploration opportunities and guidance to dually enrolled, HiSet, and high school students. All CTE programs have career exploration and preparation activities embedded in their curriculum. They provide career readiness seminars or classwork to prepare students for the workforce, including interview skills and resume preparation. The academic departments collaborate with numerous employer partners who share career-related information and provide students with work-based learning opportunities. The Career Services Department provides opportunities for all students to complete career inventories and assessments, participate in professionally challenging work-study or internship opportunities, and receive guidance and practice in employability skills, resume and cover letter writing, interview skills, networking, and job application process. The department collaborates with numerous partners, including the Polson Job Service, to enhance services and uses several avenues, including the Handshake platform, to disseminate information about hundreds of virtual and in-person career information, exploration, preparation, and recruitment events to students in all CTE majors each year.

In 2023- 2024, SKC plans to use Perkins Reserve funds to organize the second annual College and Career Exploration Day for high school students and community members. The event offers hands-on career exploration opportunities in all SKC CTE programs and a College and Career Fair that features regional and local colleges and universities providing CTE training opportunities, CTE industry representatives, trade unions, apprenticeship programs, and employer partners.

Notes (Reviewer Only)

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.

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.

SKC uses a robust system of assessments to determine the extent to which students achieve stated learning outcomes, including academic and technical skills. Learning outcomes for each program are published in the online catalog. Annual reports document student achievement of the learning outcomes, any areas for improvement, and resources requested to facilitate progress. SKC seeks to improve CTE students' academic and technical skills by aligning curriculum with current industry standards and ensuring students receive training in relevant workforce competencies, have access to current technologies and equipment, and participate in work-based learning experiences. The college-wide and department-level accreditation process and program reviews by the Curriculum Committee and Professional Advisory Committees ensure that curricula meet employer expectations and current industry standards. The College also tries to ensure that CTE instructors can access quality professional development opportunities and current workforce information through local employers and national specialty conferences.

In 2023-2024, SKC will focus on the continued development of the Health Promotion Practices Program to further align with industry standards, continuous support for the development and implementation of the Native Language Teacher Education Program, and support for the development of new technical skills needed for Highway Construction Training Program graduate's successful entry into the highway construction industry.

Notes: (Reviewer Only)

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.

SKC provides numerous services to assist special populations, including the Disabilities Counselor (partially supported through Perkins funds), who provides student counseling related to reasonable accommodations and advocacy. Out-of-workforce individuals, a special focus of the college, are offered career development through Career Services, advising and support through the First Year Coordinator, tutoring for taking the HiSet, and other related services. The college works closely with the Tribal and State Vocational Rehabilitation programs, Confederated Salish and Kootenai Tribes Economic Development Office, and Confederated Salish and Kootenai Tribes Department of Human Resources Development to develop programming and services for these individuals. SKC does not offer special services for single parents. However, approximately 15% of students are single parents (mothers and fathers) each year. The SKC Childcare Center provides affordable daycare and parenting classes, and the SKC Success Coaches reference available resources, including Confederated Salish and Kootenai Tribes childcare resources for tribal members. Access restrictions for members of special populations may occur if a student can not meet the physical requirements stated in program materials, e.g., for the EMT Program, students must be able to lift a specific weight. SKC's HCT Program specifically tries to recruit females, a non-traditional population in that field. All academic programs are laid out as set curricula for each academic quarter of the program. Thus all courses within the specified curriculum are part of the career and technical education program of study. There are few open electives within CTE programs, and those are labeled as "open electives."

Notes: (Reviewer Only)

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.

As early career exposure is a retention strategy recommended by research literature, expanding work-based learning opportunities for all students has been one of the college's top priorities. Each academic program at SKC has a Professional Advisory Committee (PAC) consisting of employers, program alums, and other stakeholders such as representatives of local workforce boards or state entities. The PACs meet annually or biannually to provide input on curricula, workforce changes, student outcomes, and other academic matters. Additionally, members provide information regarding available work-based learning (WBL) and assist with problem-solving WBL issues such as the availability of WBL sites, access to sites including orientation guidelines, and other related areas. The PACs are active in facilitating WBL. All departments also build strong relationships with employers in their respective industries

who provide students with career exploration and work-based learning opportunities via job shadowing, service learning, internships, externships, and practicums. Most of SKC's CTE programs have implemented early career exploration courses and WBL experiences to develop student career competencies. Over half of the CTE programs have included work-based learning in their curriculum. For example, Dental Assisting, Medical Assisting, and Health Promotion Practices programs require internships/externships as part of the curriculum. Highway Construction Training Program students engage in hands-on learning while completing numerous community service projects in the local community. In 2023-2024, the Health Promotion Practices will re-design the curriculum to embed a clinical skills component in all courses and revise the internship courses to offer students more robust industry-aligned clinical experiences. Native Language Teacher Education students learn through language immersion. Additionally, Career Services manages numerous student employment and internship programs, working closely with employer partners and community organizations to develop custom-designed internship placements for specific students based on their career interests and aspirations. For example, students interested in public health and health education have an opportunity to practice and develop their skills at the SKC Center for Wellness and Prevention and numerous Confederated Salish and Kootenai Tribes Departments with public health and prevention awareness programming.

Notes: (Reviewer Only)

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.

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.

SKC continues to try to implement dual enrollment for high school students. However, as explained in the CLNA, there are continued challenges in implementing dual enrollment for local high school students. However, each year more academic programs add coursework available to high school students for postsecondary credit. For example, while not supported by Perkins funding, SKC is developing a new Dental Assisting "boot camp" and introductory Early Childhood Education course specifically for high school students. Both classes will be piloted this summer. SKC's Director of Early Outreach and Recruitment actively and routinely visits all reservation high schools to develop and promote dual enrollment opportunities. Moreover, the college made a pointed effort in 2022-2023 to strengthen the dual enrollment program. First, resources were allocated to create the Director of Early Outreach and Recruitment Department, which exclusively focuses on dual and concurrent enrollment. Secondly, the college strategically created a collaborative structure to facilitate coordination among numerous departments and programs serving high school students and supporting the development of dual-enrollment courses. The Director of Early Outreach and Recruitment, the Perkins Coordinator, the Director of Career Services, and the Director of Upward Bound and Native Youth Community Partnership met regularly throughout 2022-2023 to coordinate consultation with high school CTE teachers and administration and articulate strategies for needs-aligned dual enrollment course development and student recruitment. These efforts will continue in 2023-2024, partially funded by Perkins Reserve grant funds.

Notes (Reviewer Only)

Notes (Reviewer Only)

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.

SKC's Human Resources Director is responsible for the recruitment and initial orientation of new employees as outlined in policy and procedure. Supervisors provide additional orientation to the department, job responsibilities, facilities, and other related areas. The College offers a week of annual in-service each fall and two additional training days during winter and spring quarters, focusing on various topics, including new policies and information technology updates, training on SKC's online learning management system, effective pedagogy, learning assessment, and other areas. When available, grant funds or other funding is used to provide additional discipline-specific professional development for faculty members. SKC supports employee retention in various ways, including maintaining a close-knit campus, ensuring in-service and community service days incorporate activities designed to promote employee "bonding," and maintaining communication through the faculty association.

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.

SKC continues to support the success of all students, focusing on the needs of Native American students. Disparities in performance are related to student age more than any other factor, as younger students ages 18-22 have the lowest retention and completion rates. As noted in the CLNA, SKC's predominantly disadvantaged student population faces many barriers to success. The college has numerous support systems to help students address these barriers. In 2023-2024, the college will focus on addressing the acute affordable housing shortage, expanding the tutoring services, continuing to provide food boxes to students to alleviate food insecurity among students, expanding the paid internship program and other financial supports, and strengthening the support and intervention strategies implemented by the Community Prevention and Wellness, Academic Success Coaches, and First Year Retention Coordinator. Additionally, the college will continue efforts to increase the use of the Early Alert system to provide early and immediate assistance to students in both academic and non-academic domains and implement the holistic advising framework.

Notes (Reviewer Only)

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).

1P1: Postsecondary Placement. As noted, the data in this indicator on the 2021-2022 Perkins Scorecard is incomplete due to data matching challenges. According to the First Destination Survey and Graduate Follow-Up Survey data, 56% of CTE graduates continued their education at SKC, and 30% were employed full-time in 2022-2023 - an 86% continuing education and job placement rate exceeding the State goal of 84%. 2P1: SKC's data for 2P1 meets state goals in all categories. 3P1: SKC's data for 3P1 exceeds the state goal.

Notes (Reviewer Only)

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.

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**.

An application cannot be submitted until all pages are marked as complete.

Not finished with this page yet? Scroll to the bottom of the page and click **Save** or **Save & Continue** to fill out the missing information at a later time.

Project 1

Project 1 Title

Development of New CTE Programs

Project 1 Begin Quarter

Q 1

Project 1 End Quarter

Q 4

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. SKC will continue to support the development of the new Native Language Teacher Education Associate Degree Program that prepares paraeducators who are qualified to teach the Salish language in addition to other paraeducator duties in Native language immersion schools, public school classrooms (P-12) or other private schools in which a Class 7 Certification or an associate's degree meets the qualifications. The program enrolled eight students in this new program in 2022-2023 and five in 2023-2024. The Native Language Teacher Education Program Community Advisory Board advises the College and the NLTE program concerning curriculum, requirements, and cultural components of language proficiency. At the same time, the Education Division maintains an advisory board that assists the Elementary Education Program to review and maintain program quality. Perkins's funding will partially support a full-time faculty member in the Native Language Teacher Education Associate Degree Program. This is the last year of Perkins' support for the program development, with SKC assuming the full financial responsibility for continued support in 2024.
2. SKC will support the development of the new Health Promotion Practices (HPP) Associate Degree Program. The HPP prepares students to manage health programs, work in tribal and local positions providing client counseling related to diabetes prevention, nutrition, and wellness, and manage grant-funded health initiatives. The HPP Program was new in 2020-2021 but has had only one part-time faculty member who also manages the Community Health Development Program, a student support service. In 2022, SKC Administration separated the academic HPP Program from the student services area so a primary faculty member can provide better student advising, career counseling, curriculum development, and program coordination. The HPP PAC that met in April underscored the importance of revising the previously implemented curriculum to align with current industry expectations and prepare highly competent health educators who can effectively address the health disparities in Native communities. Perkins funding will support 100% of the new full-time faculty member and Department Chair position in the Health Promotion Practices (HPP) Associate Degree Program 2023-2024. Perkins's funding will also be utilized to purchase educational equipment and supplies for the new department for effective instruction on health education methods.

Both the NLTE and the HPP programs respond to the economic and education priorities of the Confederated Salish and Kootenai Tribes. While the Montana DLI does not have these careers specifically listed in employment projections, the general demand for early childhood educators and elementary school teachers is around 9%, with average annual earnings estimated at \$54,970. The projected demand for Health Education Specialists is 11.2%, with average yearly earnings estimated at \$50,800. Finally, communications with local and regional workforce development agencies, employers, and tribal representatives indicate the need for these programs.

BUDGET DETAILS:

1. Health Promotion Practices Instructor: 100% of annual salary: \$50,185.00
2. Native Language Teacher Education Instructor: calculated at 33% of the annual wage (\$56,828): \$18,753.24
3. Educational equipment and supplies for the Health Promotion Practices program: Sensory Stimulation Activities Kit \$441.67; Deluxe Casualty Simulation Kit \$900.95; Disarticulated Skeleton with Painted Muscles in case \$1074.00; Classic Unisex Torso Model (3B Smart Anatomy) \$753.00; Digital Blood Pressure Bundle (Mobile) \$895.00; S&H (estimate) \$136.00. Total educational equipment and supplies: \$4,200.62

TOTAL: \$73,138.86

Notes (Reviewer Only)

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.

1. The NLTE Program will enroll a minimum of 6 Associate Degree Students in 2023-2024.
2. The HPP Program will enroll at least 6 Associate Degree students in 2023-2024.
3. The NLTE and HPP Programs will complete student assessment procedures and consult with new program advisory boards to ensure graduates have appropriate career and technical skills.

Notes (Reviewer Only)

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.)

As noted above and in the CLNA, the Montana DLI does not have Native Language Teachers specifically listed in employment projections. However, the general demand for early childhood educators and elementary school teachers is around 9%, with average annual earnings estimated at \$54,970. Graduates from the NLTE Associate Degree are qualified to work in K-12 schools as paraprofessionals or continue to earn a Bachelor's Degree in Education. The projected demand for Health Education Specialists is 11.2%, with average yearly earnings estimated at \$50,800. The Confederated Salish and Kootenai Tribes continue to emphasize the need for language educators and individuals to manage health promotion programs. The meeting with the Confederated Salish and Kootenai Tribes Economic Development and workforce development professionals in March 2023 and the Health Promotion Practices Professional Advisory Committee members in April provided strong evidence of the need.

*Notes (Reviewer Only)***Add Projects**

Would you like to add another project?

- Yes
 No

Project 2 Title

Faculty and Staff Professional Development

Project 2 Begin Quarter

Q 1

Project 2 End Quarter

Q 4

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. Perkins funds will support Perkins and Career Services Coordinators' travel to the Future at Work Summit in Red Lodge, MT, in September. Both Coordinators are new in their roles. Perkins Coordinator oversees the Perkins activities and provides leadership in improving the existing CTE programs and developing new strategies and programs that align with current industry standards to provide high-quality training to special populations and meet the job market demands. Career Services Coordinator provides career counseling and preparation for entering the workforce to CTE students. Understanding current trends, issues, and best practices in advancing CTE programs is essential to developing and effectively implementing CTE initiatives at SKC and providing guidance and support to students.
2. The Perkins funding will provide additional professional development to the Perkins Coordinator and support her attendance at the ACTE Region V Leadership Conference in Honolulu, Hawaii, on April 9-12, 2024. The conference will deepen her understanding of innovative strategies and best practices in CTE program development and provide networking and learning opportunities.
3. The Perkins funds will also provide professional development for the new Health Promotion Practices faculty member. The knowledge and skills gained through the Understanding and Improving Your Student Experience and Introduction to HyFlex: Designing Courses to Support Multimodal Learning Environments courses offered by Educause will give the program evidence-based tools to design effective blended learning environments and drive student enrollment, engagement, and completion.

BUDGET DETAILS:

Travel

1. Perkins Coordinator and Career Services Coordinator travel to Future at Work Summit in Red Lodge, MT: \$515.34 (818 miles RT @ \$.315 = \$257.67 * 2)
2. Perkins Coordinator and Career Services Coordinator per diem and lodging for Future at Work in Red Lodge, MT. \$856 (Lodging: 3 nights @ \$98 = \$294 * 2 = \$590. Per diem: (estimated) 4 days @ \$33.50 = \$134 * 2 = \$268).
3. Perkins Coordinator ACTE 2024 Region V Leadership Conference flight, ground transport, and airport parking: \$1,044.65 (RT flight from Missoula to Honolulu, Hawaii (estimated) \$900; RT mileage to the airport: 110 miles * \$.315 = \$34.65; Airport parking: 6 days * \$10 = \$60; hotel transfer transportation (estimated) 2 * \$25 = \$50)
4. Perkins Coordinator ACTE 2024 Region V Leadership Conference per diem and lodging: \$1,468.00 (Hotel \$ 190.67 x 6 Nights = \$ 1,144.00. Per diem 6 days * \$54 = \$324)

Conference/training

1. HPP faculty professional development: \$840.00 (1. Understanding and Improving Your Student Experience (\$420) 2. Introduction to HyFlex: Designing Courses to Support Multimodal Learning Environments: \$430)
2. Perkins Coordinator ACTE 2024 Region V Leadership Conference registration fee (based on the 2023 conference fee): \$500.00

TOTAL: \$5,223.99

Notes (Reviewer Only)

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.

1. The Perkins and Career Services coordinators will better understand current trends, issues, and best practices in CTE. Based on the information presented, the coordinators will summarize the new knowledge gained and make recommendations for improving SKC CTE Programs. The Coordinators will present the findings and recommendations to the SKC Administration and Perkins Advisory Committee.
2. The Career Services Coordinator will apply current best practices in CTE as evidenced by an updated Work-based learning manual.
3. The Health Promotion Practices faculty member will complete the trainings in 2023-2024, submit a one-page summary of the knowledge gained, and propose at least two program improvements based on the tools and recommendations provided.

Notes (Reviewer Only)

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.)

The need for providing professional development to the Career Services Coordinator, Perkins Coordinator, and CTE faculty is discussed in several sections of the CLNA. All staff in these positions are new to their roles, and gaining and maintaining knowledge and skills in their respective domains of responsibility is imperative for expanding work-based learning opportunities, providing career guidance to students, and improving the existing and developing new CTE programs and initiatives.

Notes (Reviewer Only)

Would you like to add another project?

- Yes
- No

Project 3 Title

Support of Students with Disabilities

Project 3 Begin Quarter

Q 1

Project 3 End Quarter

Q 3

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.

Perkins funds will support 10% of the Disability Counselor position for work targeting the success of students who self-disclose disabilities and request counseling or accommodations.

SKC students self-identify as a member of one or more of the listed special populations following admission to the college and as part of the course registration process. During orientation, students receive information about services that assist students in meeting their educational goals and any identified needs. For example, the SKC Child Care Center provides parenting classes for single parents. The counseling staff is available to provide short-term, problem-focused counseling. The student success coaches provide short-term coaching and referral to additional campus or community services and resources. The SKC Disabilities Counselor is a full-time counselor whose duties include assessment, short-term counseling, and referrals for students who self-disclose disabilities and works with students with documented disabilities who need accommodations in classes or other components of their educational process. The Disabilities Counselor also works with faculty and staff members to ensure the appropriate implementation of accommodations. Faculty members may also refer students to the Disability Counselor.

BUDGET DETAILS:

1. Disabilities Coordinator: 10% of annual salary (\$44,310): \$4,431.00

Notes (Reviewer Only)

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.

100% of Special Population concentrators seeking counseling, advising, coaching, or other services will receive services as available at SKC or referrals to other providers if needed. For measurement purposes, a statistically valid sample of special population concentrators will be chosen for a short survey on satisfaction with services provided and other program components.

Notes (Reviewer Only)

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.)

Support of special populations includes providing counseling and assistance for students with disabilities. SKC is noting increasing numbers of students with disabilities, particularly students with visual impairment impeding effective course-taking.

Notes (Reviewer Only)

Would you like to add another project

- Yes
- No

Project 4 Title

Equipment for the Highway Construction Training Program

Project 4 Begin Quarter

Project 4 End Quarter

4 - 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.

Perkins funds will be utilized to support the purchase of a belly dump trailer for the Highway Construction Training Department. Perkins will cover 30% of the \$36,350 purchase price; the remaining 70% will be paid from other grants. As highlighted in the CLNA, the HCT PAC underscored the need for modern and safe training equipment to prepare students for successful entry into the workforce.

BUDGET DETAILS:

1. Belly Dump Trailer for the HCT Program: \$10,905.00 (Quoted price: \$36350; Pekins funds: 30% (\$10,905), 70% from other funding sources.)

Notes (Reviewer Only)

4 - 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.

1. Equipment will be purchased and utilized during the 2023-2024 academic year.
2. 100% of HCT students will have access to the new equipment to provide safe and appropriate learning environments.

Notes (Reviewer Only)

4- 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.)

The HCT has an active Program Advisory Committee that continues to emphasize the need for hands-on practice that provides graduates with the current skills needed for entry into the workforce. Therefore maintaining appropriate practice environments that are safe, current, and relevant is noted as necessary by the Advisory Committee. As pointed out in the CLNA, the HCT program prepares students for employment areas that the Montana DLI predicts will experience employment growth of 5% or above.

Notes (Reviewer Only)

Would you like to add another project?

- Yes
- No

Project 5 Title

Strengthening Career Counseling and Expanding Work-Based Learning Opportunities

Project 5 Begin Quarter

Project 5 End Quarter

5 -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.

Perkins funds will support 15% FTE of the Career Services Coordinator for work targeting the success of college-level and dually-enrolled CTE students. SKC Career Services Coordinator (CSC) is a new position created during the Career Services Department restructuring in 2022-2023. The CSC's primary responsibility is to ensure that all students receive adequate career counseling, opportunities to develop employability skills and career competencies, and career preparation (e.g., skills in career planning, networking, job search, resumes, cover letters, interviewing, and application process). Career Services supports these efforts both directly (e.g., one-on-one counseling sessions, group workshops, classes, etc.) and indirectly (e.g., assisting instructors with enhancing the existing career exploration and preparation courses, providing resources and guidance to faculty engaged in career-related instruction or advising, providing virtual platforms and tools for student career development, disseminating information and facilitating connections, affecting institutional policies, etc.). Additionally, the CSC collaborates with numerous internal and external stakeholders to expand work-based learning opportunities in CTE programs. Because college and career advising is decentralized and a shared responsibility of multiple stakeholders, the CSC will collaborate with internal and external stakeholders to improve current career advising processes and career information resources for college-level and dually-enrolled CTE and undecided students in 2023-2024. To achieve this goal, the Career Services Coordinator will:

1. Collaborate with high school guidance counselors and SKC's Director of Early Outreach and Recruitment, the Department of Academic Success, and SKC academic departments offering dual enrollment in CTE areas to articulate a structured and coordinated career advising and preparation model and related processes for effective college and career counseling for students taking dual enrollment courses.
2. Collaborate with SKC's First Year Student Success Coach and TRIO SSS Career Coach to ensure that new students who are unsure of their majors receive career counseling.
3. Collaborate with the Department of Academic Success to design and implement college and career exploration and preparation modules in the HiSet program to help students completing their GEDs make informed decisions.
4. Collaborate with the Director of Early Outreach and Recruitment and the Native Youth Community Partnership Program to design informational materials for career pathways in all industries represented by SKC CTE programs.

BUDGET DETAILS:

Career Services Coordinator: 15% of annual salary (\$41,648): \$6,247.20

Notes (Reviewer Only)

5 - 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.

1. The process for effective college and career counseling for students taking dual enrollment courses is articulated and documented.
2. At least 80% of SKC students who state upon enrollment that they are unsure of their academic majors will receive career counseling.
3. The college and career exploration modules are designed and implemented in the HiSet Program.
4. The career pathways informational materials are designed and published for at least 50% of the industries represented by SKC CTE programs.

Notes (Reviewer Only)

5- 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.)

This project addresses SKC's retention rates for first year students, who have the highest drop-out rate of any student demographic group.

Notes (Reviewer Only)

Would you like to add another project?

- Yes
- No

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)

Notes (Reviewer Only)



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.

[Program_Assurance_Agreement_Perkins_V_23.24.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
01 - Salaries		
Career Services Coordinator	\$6,247.20	\$6,247.20
Disabilities Coordinator	\$4,431.00	\$4,431.00
Health Promotion Practices Department Instructor	\$50,185.00	\$50,185.00
Native Language Teacher Education Instructor	\$18,753.24	\$18,753.24
Perkins Coordinator	\$6,806.84	\$6,806.84
Subtotal	\$86,423.28	\$86,423.28
03 - Employer Paid Benefits		
Career Services Coordinator	\$2,124.05	\$2,124.05
Disabilities Coordinator	\$1,506.54	\$1,506.54
Health Promotion Practices Department Instructor	\$17,062.90	\$17,062.90
Native Language Teacher Education Instructor	\$6,376.10	\$6,376.10
Perkins Coordinator	\$2,314.33	\$2,314.33
Subtotal	\$29,383.92	\$29,383.92
07 - Non-Capitalized Equipment (Minor)		
Educational equipment and supplies for the Health Promotion Practices Department	\$4,200.62	\$4,200.62
Subtotal	\$4,200.62	\$4,200.62
09 - Travel		
Career Services and Perkins Coordinators travel to Future of Work Summit	\$1,371.34	\$1,371.34
Perkins Coordinator travel to ACTE Region V Leadership Conference	\$2,512.65	\$2,512.65
Subtotal	\$3,883.99	\$3,883.99
12 - Capitalized Equipment (Major)		
Equipment for the Highway Construction Training Program	\$10,905.00	\$10,905.00
Subtotal	\$10,905.00	\$10,905.00
13 - Other		
Professional Development for Health Promotion Practices Instructor	\$840.00	\$840.00
Professional development for Perkins Coordinator	\$500.00	\$500.00
Subtotal	\$1,340.00	\$1,340.00

	Grant Funded	Total Budgeted
Total Proposed Cost	\$136,136.81	\$136,136.81

Revenue Budget

Grant Funding	Grant Funded	Total Budgeted
Award Requested	\$136,136.81	\$136,136.81
Subtotal	\$136,136.81	\$136,136.81
Total Proposed Revenue	\$136,136.81	\$136,136.81

Proposed Budget Detail

See attached spreadsheet.

Proposed Budget Narrative

01 - Salaries

List each position as a separate line item. In the notes please provide position title, % of FTE or total annual hours; annual salary, percentage of salary/FTE, and/or per credit rate for stipends. Stipend dollar amounts should have associated rationale example: campus policy. For each requested position provide a justification and describe the responsibilities relating to the accomplishment of specific program objectives. Title (The job title of each staff member working the project), Name (the name, if known, of the staff member filling this position. If the position has yet to be filled use TBD), Annual Salary (The staff member's full annual salary. Must be verifiable through Time and Effort and paystubs), Level of Effort (The level of effort to reflect the overall % of the time the staff member will work exclusively on the project), Months (The number of months the staff member will work on the project, not the to exceed the project performance period), Total (Calculate the cost of each staff member's salary: (Annual salary x level of effort %) / number of months working on the project. Examples: --Alice Bau, Perkins Program Coordinator, annual salary of \$50,000 funded at 50% (or .5 FTE) for 12 months for a total of \$25,000 --Alex Roper, Program Instructor salary for curriculum development estimated 20 hours at \$50/hour (20 hours x \$50) and paid as a stipend due to campus policy rate for 12 months for a total of \$1000 For example: "Project 1 - Dental Equipment").

Perkins Coordinator

Eva Oruste, Perkins Program Coordinator, annual salary of \$51,350 funded at 13% (.13 FTE) for 12 months for a total of \$6,806.84.

Health Promotion Practices Department Instructor

Justina Higgins, Health Promotion Practices faculty salary for program and curriculum development, annual salary of \$50,185.00 funded at 100%. Project #1, Development of New CTE Programs.

Native Language Teacher Education Instructor

Melanie Sandoval, Native Language Teacher Education Instructor, annual salary of \$56,828 funded at at 33% (.33 FTE) for 12 months for a total of \$18,753.24. Project #1, Development of New CTE Programs.

Career Services Coordinator

Dustin Hutchins, Career Services Coordinator, annual salary of \$41,648 funded at 15% (.15 FTE) for 10 months for a total of \$6,247.20. Project #5: Strengthening Career Counseling and Expanding Work-Based Learning Opportunities

Disabilities Coordinator

Silas Perez, Disability Coordinator, annual salary of \$44,310 funded at 10% for 10 months for a total of \$4,431. Project #3: Support of Students with Disabilities

03 - Employer Paid Benefits

List each position as a separate line item. Should reflect percentage of position paid under Personnel. Includes FICA, retirement, WC, SUE and health insurance. Title (The job title of each staff member working on the project listed in the above salary section), Name (The name, if known of the staff member filling this position as listed in the salary and wages section), Rate (The Fringe Benefit Rate), Fringe Base (The total salary for each staff member as listed in the above salary section), Total (The total calculation of fringe for each personnel listed. (Rate X Fringe Base=Total). Example: Project Coordinator, Taylor Jones, 22% of \$18, 750.00 for a total =\$4,125.00 Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

Perkins Coordinator

Eva Oruste, Perkins Program Coordinator, 34% of \$51,350 for a total of \$2314.33.

Health Promotion Practices Department Instructor

Justina Higgins, Health Promotion Practices, 34% of \$50,185.00 for a total of \$17,062.9. Project #1, Development of New CTE Programs.

Native Language Teacher Education Instructor

Melanie Sandoval, Native Language Teacher Education Instructor, 34% of \$56,828 for a total of 6376.1. Project #1, Development of New CTE Programs.

Career Services Coordinator

Dustin Hutchins, Career Services Coordinator, 34% of \$41,648 for a total of \$2,124.05. Project #5: Strengthening Career Counseling and Expanding Work-Based Learning Opportunities

Disabilities Coordinator

Silas Perez, Disabilities Coordinator, 34% of \$44,310 for a total of \$1506.54. Project #3: Support of Students with Disabilities.

07 - Non-Capitalized Equipment (Minor)

Non-Capitalized Equipment (formerly Minor Equipment) Supplies and materials which are not consumable. The acquisition cost is less than the LEA's capitalization policy threshold. This category generally includes the purchase of smaller computer and technology equipment that will not be capitalized. 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). Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment". Camera/Video equipment: JVCGY-HM85OU ProHD shoulder camcorder, 1 at \$4,500, needed due to video/camera equipment package required to record testimonials for the Film Editing Program which will be used to help with media CTE related activities.

Educational equipment and supplies for the Health Promotion Practices Department

Educational equipment and supplies for the Health Promotion Practices program: Sensory Stimulation Activities Kit

\$441.67; Deluxe Casualty Simulation Kit \$900.95; Disarticulated Skeleton with Painted Muscles in case \$1074.00; Classic Unisex Torso Model (3B Smart Anatomy) \$753.00; Digital Blood Pressure Bundle (Mobile) \$895.00; S&H (estimate) 136.00 TOTAL: \$4200.62. The newly created department has no equipment or supplies. Funds are requested to purchase educational equipment and supplies for effective instruction on health education methods. Project #1: Development of New CTE Programs.

09 - Travel

Include a specific list of staff who are traveling, the purpose of travel, the mileage, lodging, meals, airfare, etc. Use the most current state approved reimbursement schedule. Each new trip should be assigned new Project number and details need to be provided for that specific trip only. Do not blend or combine independent travel and trip details. All travel must follow State of Montana and GSA rates and policies. All travel should be first booked according to 2 CFR 200.475, then the sub-recipient's travel policies, whichever is more stringent and restrictive. Prior approval is required for travel and new/alternate staff which are not on the original application. Examples: -- Program Coordinator, Holly Beattie, 1 traveler to attend state Perkins meeting October 14-15, 2024 in Helena MT and back to Kalispell, MT. Lodging 2 nights @\$98 (\$98 GSA rate plus tax)=\$196; mileage 190 miles @ 31.5=\$59.85; meal per diem for 2 days (2 Breakfast at \$7.50 =\$15, 2 lunches at \$8.50 = \$17, 1 dinner \$14.50 =\$14.50) Total of \$46.50. Total amount of trip requested \$302.35. --Program Instructor, Rick Smith and Nursing Facility, (TBD-position not yet filled), 2 travelers to attend training in Seattle, WA, Sept. 13-19. Airfare estimated at \$800 per ticket (2 X \$800 =\$1600), Baggage round trip for 2 travelers @ \$30 x 2=\$60, Ground transportation round trip @ \$50 to and from airport, Airport parking \$30 a day for 5 days =\$150, Meal Per diem 6 days for 2 people at (12 breakfast x \$13 =\$78, 12 lunches at \$15=\$180, 12 dinners at \$26 =\$312) for a Total of \$570, 2 travelers Lodging 6 nights @ \$232 (GSA Sept 2023 lodging rate) for a total of \$3, 924.00. Total Project request for 2 travelers =\$6,354.00. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

Career Services and Perkins Coordinators travel to Future of Work Summit

Eva Oruste, Perkins Coordinator, and Dustin Hutchins, Career Services Coordinator travel to Future at Work Summit in Red Lodge, MT in September 2023. Mileage: 2 x 818 miles RT @ \$.315 = \$515.34 . Lodging: 2 x 3 nights @ \$98 = \$588. Per diem: 2 x 4 days @ \$33.50 = \$268. Project #2, Faculty and Staff Professional Development

Perkins Coordinator travel to ACTE Region V Leadership Conference

Eva Oruste, Perkins Coordinator, attendance at the ACTE 2024 Region V Leadership Conference on April 9-12, 2024, in Honolulu, Hawaii. Travel: RT airfare from Missoula to Honolulu, Hawaii (estimated) \$900; RT mileage from SKC to Missoula airport: 110 miles * \$.315 (State rate) = \$34.65; Airport parking: 6 days * \$10 = \$60; hotel transfer transportation (estimated) 2 * \$25 = \$50. Hotel \$ 190.67 x 6 Nights = \$ 1,144.00 (Maximum \$200 per night GSA allowed rate for Hawaii). Per diem 6 days * \$54 = \$324 (State rate for out-of-state). Total: \$2512.65. Project #2, Faculty and Staff Professional Development.

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".

Equipment for the Highway Construction Training Program

Belly Dump Trailer for the HCT Program: \$10,905.00 (Quoted price: \$36350; Perkins funds: 30% (\$10,905), 70% from other funding sources.) Perkins will cover 30% of the \$36,350 purchase price; the remaining 70% will be paid

from other grants. Most of the training equipment in the program is over 30 years old. As highlighted in the CLNA, the HCT PAC underscored the need for modern and safe training equipment to prepare students for successful entry into the workforce.

13 - Other

This category contains items not included in the previous budget categories. Individually list each item requested and provide as much details as possible as well as appropriate justification related to program objectives. This includes organizational memberships to professional organizations and registrations to training programs. List the cost per attendee, who will be attending, the name of training and the host org. Any travel-related to training or professional development should be listed separately under the travel category. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment". Example: Perkins Program Coordinator, Rosa Sunshine, registration for NACTEI conference in San Antonio, TX May 2025. 1 Registration for \$560.00 Ex: Item Requested, # of Months, Estimated Cost Per Month, Number of Staff, Total Amount Ex: Item Requested, Number Needed, Unit Cost, Total Amount Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment". Example: Project 2 Spec Pop Support Bus Passes at 40 passes at \$25 a month for 12 months (\$25 x 12 Totals = \$300.00. Special Population status will be determined by students who receive Pell and/or Bureau of Indian Affairs funding. Will help to develop more fully the academic knowledge and technical employability skills by increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals. -Alex Roper, Program Instructor salary for curriculum development estimated 20 hours at \$50/hour (20 hours x \$50) and paid as a stipend due to campus policy rate for 12 months for a total of \$1000

Professional Development for Health Promotion Practices Instructor

Justina Higgins, Health Promotion Practices faculty, professional development: 1) Understanding and Improving Your Student Experience (\$420) 2) Introduction to HyFlex: Designing Courses to Support Multimodal Learning Environments (\$430). TOTAL: \$840. The Perkins funds will also provide professional development for the new Health Promotion Practices faculty member. The knowledge and skills gained through the Understanding and Improving Your Student Experience and Introduction to HyFlex: Designing Courses to Support Multimodal Learning Environments courses offered by Educause will give the program evidence-based tools to design effective blended learning environments and drive student enrollment, engagement, and completion. Project #2: Faculty and Staff Professional Development.

Professional development for Perkins Coordinator

Eva Oruste, Perkins Coordinator, ACTE 2024 Region V Leadership Conference registration fee (based on the 2023 conference fee). The conference will deepen her understanding of innovative strategies and best practices in CTE program development and provide networking and learning opportunities. Project #2: Faculty and Staff Professional Development.

Salish Kootenai College				
Salish Kootenai College Local 23-24 - Award				
Grant Dates: 07/01/2023 - 06/30/2024				
Grant Dates: 07/01/2023 - 06/30/2024				
\$136,136.81				
	Budgeted Grant Funded	Amendment 1	Comments/Details of Change	Adjustment amount
00 - Administrative/Indirect Costs				
SubTotal	\$0.00	\$0.00		
01 - Salaries				
Career Services Coordinator	\$6,247.20	\$6,247.20		
Disabilities Coordinator	\$4,431.00	\$4,431.00		
Health Promotion Practices Department Instructor	\$50,185.00	\$50,185.00		
Native Language Teacher Education Instructor	\$18,753.24	\$18,753.24		
Perkins Coordinator	\$6,806.84	\$6,806.84		
SubTotal	\$86,423.28	\$86,423.28		
02 Hourly Wages				
SubTotal	\$0.00			
03 - Employer Paid Benefits				
Career Services Coordinator	\$2,124.05	\$2,124.05		
Disabilities Coordinator	\$1,506.54	\$1,506.54		
Health Promotion Practices Department Instructor	\$17,062.90	\$17,062.90		
Native Language Teacher Education Instructor	\$6,376.10	\$6,376.10		
Perkins Coordinator	\$2,314.33	\$2,314.33		
SubTotal	\$29,383.92	\$29,383.92		
04 - Contracted Services - Operating Expenditures				
SubTotal	\$0.00			
07 - Non-Capitalized Equipment (Minor)				
Educational equipment and supplies for the Health Promotion Practices Department	\$4,200.62	\$4,049.00	Decrease the originally budgeted amount by \$151.62 to support the requested increase in the Perkins Coordinator ACTE 2024 Region V Leadership Conference approved travel budget. (Please see the justification below.)	-\$151.62
SubTotal	\$4,200.62	\$4,049.00		
09 - Travel				
Career Services and Perkins Coordinators travel to Future of Work Summit	\$1,371.34	\$556.69	The Perkins Coordinator attended the Future of Work Summit in September. The travel expenses for Perkins Coordinator were \$128.98 less than the expected \$685.67. The actual expenses were as follows: Mileage: 818 miles RT @ \$.315 = \$257.67; Lodging: 2 nights @ \$111.76 = \$223.52; Per diem: \$75.50. TOTAL TRAVEL EXPENSES: \$556.69. The Career Services Coordinator was unable to travel to the Future of Work Summit in September, and the \$695.67 budgeted was not used. SKC is requesting to re-allocate the remaining \$814.65 to support the Career Services Coordinator travel to the ACTE's National Work-Based Learning Conference on May 1-3 in Milwaukee, WI. (See the justification below)	-\$814.65
Career Services Coordinator travel to ACTE's National Work-Based Learning Conference		\$1,600.65	SKC is requesting to re-allocate the remaining \$814.65 from the originally budgeted Future of Work Summit travel expenses and \$786 from the originally budgeted PD for Health Promotion Practices Instructor to support the Career Services Coordinator travel to the ACTE's National Work-Based Learning Conference on May 1-3 in Milwaukee, WI. The Career Services Coordinator is new in the role of providing career counseling and preparation for entering the workforce as well as offering the work-based learning opportunities to CTE students. Understanding current trends, issues, and best practices in work-based learning and advancing CTE programs is essential to developing and effectively implementing CTE initiatives at SKC and providing guidance to students. The anticipated expenses are as follows: RT flight from Missoula to Milwaukee, WI (estimated) \$690; RT mileage to the airport: 110 miles * \$.315 = \$34.65; Airport parking: 4 days * \$10 = \$40; hotel transfer transportation (estimated) 2 * \$25 = \$50. Lodging: 4 nights @ \$129 = \$516; per diem: 5 days @ \$54 = \$270. TOTAL: \$1,600.65.	\$1,600.65
Perkins Coordinator travel to ACTE Region V Leadership Conference	\$2,512.65	\$2,743.27	SKC is requesting an \$230.62 increase to the Perkins Coordinator ACTE 2024 Region V Leadership Conference approved travel budget due to the differences between the expected and actual expenses as well as the addition of luggage expenses. (Move \$25 from the Professional development for Perkins Coordinator excess; \$54 from the Professional Development for Health Promotion Practices Instructor; and \$151.62 from the Educational equipment and supplies for the Health Promotion Practices Department line items). The lodging was \$29.28 less than budgeted: 5 nights @ \$189.00 = \$945.00 + 17.96% Hotel Room Tax (\$169.72) = \$1,114.72. Per diem 6 days * \$54 = \$324. RT flight from Missoula to Honolulu, Hawaii was \$199.90 more than expected (estimated \$900; actual \$1,099.90). RT mileage to the airport: 110 miles * \$.315 = \$34.65; Airport parking: 6 days * \$10 = \$60; hotel transfer transportation (estimated) 2 * \$25 = \$50; luggage: 2*\$30 = \$60. TOTAL: \$2,743.27	\$230.62
SubTotal	\$3,883.99	\$4,900.61		
12 - Capitalized Equipment (Major)				

SKC Perkins Local Grant - Award

07/01/2023

06/30/2024

	Grant-Funded...	Cash Match...	In-Kind Budgeted	Total Budgeted
01 - Salaries				
Disabilities Coordinator	\$4,431.00	\$0.00	\$0.00	\$4,431.00
Career Services Coordinator	\$6,247.20	\$0.00	\$0.00	\$6,247.20
Native Language Teacher Education Instructor	\$18,753.24	\$0.00	\$0.00	\$18,753.24
Health Promotion Practices Department Instructor	\$50,185.00	\$0.00	\$0.00	\$50,185.00
Perkins Coordinator	\$6,806.84	\$0.00	\$0.00	\$6,806.84
Sub-Total				\$86,423.28
03 - Employer Paid Benefits				
Perkins Coordinator	\$2,314.33	\$0.00	\$0.00	\$2,314.33
Health Promotion Practices Department Instructor	\$17,062.90	\$0.00	\$0.00	\$17,062.90
Career Services Coordinator	\$2,124.05	\$0.00	\$0.00	\$2,124.05
Native Language Teacher Education Instructor	\$6,376.10	\$0.00	\$0.00	\$6,376.10
Disabilities Coordinator	\$1,506.54	\$0.00	\$0.00	\$1,506.54
Sub-Total				\$29,383.92
05 - Non-Capitalized Equipment (Minor)				
Educational equipment and supplies for the Health Promotion Practices Department	\$4,049.00	\$0.00	\$0.00	\$4,049.00
Sub-Total				\$4,049.00
06- Travel				
Career Services Coordinator travel to ACTE's National Work-Based Learning Conference	\$1,600.65	\$0.00	\$0.00	\$1,600.65
Perkins Coordinator travel to ACTE Region V Leadership Conference	\$2,743.27	\$0.00	\$0.00	\$2,743.27
Career Services and Perkins Coordinators travel to Future of Work Summit	\$556.69	\$0.00	\$0.00	\$556.69
Sub-Total				\$4,900.61
07- Capitalized Equipment (Major)				
Equipment for the Highway Construction Training Program	\$10,905.00	\$0.00	\$0.00	\$10,905.00
Sub-Total				\$10,905.00
08 - Other				
Professional development for Perkins Coordinator	\$475.00	\$0.00	\$0.00	\$475.00
Sub-Total				\$475.00
Total Expense BudgetCost				\$136,136.81