Applicant: C007 Helena College
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Perkins Postsecondary

Program: Carl D. Perkins Vocational and Technical Education Act of 2006, Title I.

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Due Date: May 31, 2014

Purpose: To develop more fully the academic and career and technical skills of secondary and postsecondary students who enroll in CTE by developing and assisting students in meeting high standards, integrating academic and career and technical instructions, linking secondary and postsecondary education, increasing state and local flexibility, collecting and disseminating research and information on best practices, providing technical assistance and professional development, supporting partnerships among diverse stakeholders, and providing individuals with the knowledge and skills to keep the U.S. competitive.


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**Application Approval / Disapproval Copy Email Addresses**

Check to add up to five (5) email addresses to receive copies of automated approval/disapproval notices. The Authorized Representative who submits the application does not need to be included in this list.

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End of Year Reports

Please respond to the following questions as they pertain to the use of Perkins Funds in the previous grant cycle.

1. To the best of your ability, please describe the specific outcomes that resulted from the utilization of Perkins funds in the previous grant cycle, addressing each specific project or program identified in that cycle’s local grant application. How has the use of these funds strengthened CTE programs at your institution?

   (3983 of 4000 maximum characters used)

   1. Accounting and Business Instructor: Perkins funding for this position ended with the grant cycle. Curriculum and program revisions were completed and approved through internal processes. 2013-14 student completion numbers were not available at the time of this report.

   2. Water Resources Instructor: Perkins funding for this position ended with the grant cycle. Curriculum and program revisions were completed and approved through internal processes. The instructor worked closely with Boeing to create a GeoScience Professional Certificate. This certificate prepares students for employment as oil field data technicians, wireline technicians, mudloggers, associate geologists, geoscience technicians, geology lab technicians, mineral exploration technologists, and geology assistants. 2013-14 student completion numbers were not available at the time of this report.

   3. CTE Faculty Professional Development: Perkins-funded faculty professional development provided Helena College-UM faculty opportunities to engage in discipline specific professional development activities. The entire allocation for this objective was not expended. We encountered difficulty obtaining internal and external approval for faculty to participate in activities throughout the academic year.

   4. Math in CTE Position: Perkins funding for this position ended with the grant cycle. The instructor completed all of the assigned work associated with Perkins objectives. Curriculum and program revisions were completed and approved through internal processes. From student course evaluations, program instructor comments, and anecdotal remarks, the use of an emporium method for delivery of technical mathematics was successful. Students have been able to work at their own pace and at times convenient to them while still having access to one-on-one teacher guidance. By tailoring the curriculum to specifically meet the mathematical skill needs of each program, the students have been able to optimize their time and focus. The completion rate for this course is high and has increased program retention.

   5. Automotive Technology Equipment: Perkins funds were used to purchase a Snap-on Verus scan tool and 10 T-5 Transmissions. Purchase of these pieces of equipment accomplished the objectives of the Perkins grant. Using these instructional tools positioned the students in the 2013-14 cohort in alignment with industry standards. Members of the program advisory committee acknowledged the value of adding current and relevant equipment to instruction within the applied labs.

   7. Fire and Rescue Personal Protective Equipment (PPE): Purchase of new PPE for student use brought the Fire and Rescue program into compliance with National Standards and ensured the safety of our students during “live” fire and rescue instructional exercises.

   8. Computer-Aided Manufacturing Engine Lathes: The purchase of two engine lathes provided instructors opportunities to retire older machines. After placing the machines into service, the 2013-14 cohort of students’ instruction aligned with local and regional industry standards. The addition of these machines also permitted the College to add a night course section to both fall and spring schedule of classes.

   9. Mentoring Program: Due to a change in leadership responsibility for this Perkins objective, the activity was not completed. No funds were expended. The College was successful in partnering with Boeing Company, Helena, to develop an event to raise career awareness of high-skill, high-wage, high-demand careers for women. The Women in Gear event was offered to women 14 years and older, exposing participants to the educational requirements for careers in the trades.

   10. Aviation Supplies and Equipment: With the acquisition of a spray paint booth, Perkins funds were used to purchase equipment and supplies to put the booth into service. Standards for meeting the FAA learning outcomes for aviation maintenance technicians are now met or exceeded.

2. What steps did your institution take during the last grant cycle to include or collaborate with business and industry in your CTE programs?

   a. Do your CTE programs reflect the hiring needs of regional or national employers? How is this determined?

   (729 of 4000 maximum characters used)

   CTE program collaboration with business and industry is imperative to maintain currency and relevancy of all CTE programs. According to Helena College-UM Policy CTE programs must form a program advisory committee and hold a minimum of two meetings per year. The majority of membership on those committees come from related business and industry. In order to ensure the CTE programs at Helena College-UM reflect the hiring needs of local, regional or national employers, all program faculty engage in the College program review process. As part of this process, and in collaboration with members of the program advisory committees, data from the Bureau of Labor and Statistics is used to ascertain the efficacy of the program.

   b. What steps to you plan to take to strengthen the relationship between Business & Industry and your institution?

   (702 of 4000 maximum characters used)

   In 2013-14, Helena College-UM took significant steps to strengthen the relationship between business and industry and the College. In February 2014, Dr. Bingham, Helena College-UM Dean/CEO, formed and convened a College Advisory Council whose charge is to advise College leaders regarding programs, services and partnerships of benefit to the community, region and state. The newly formed Campus Advisory Council will meet quarterly to review the College Mission, Vision, strategic plan and program reviews. Program advisory committee membership rosters are reviewed frequently to ensure business and industry representation is current and relevant for examining the curriculum, resources and plans.

3. Please discuss how your institution is utilizing the Big Sky Pathways program to provide linkages between secondary and postsecondary education.

   a. How is your institution strengthening alignment between secondary and postsecondary CTE programs?

   (1665 of 4000 maximum characters used)

   Awarded a Strengthening Big Sky Pathways grant in October 2013, Helena College University of Montana began Big Sky Pathways (BSP) in December of 2013, after conducting a search for a BSP Coordinator. In only five months, Big Sky Pathways has rebuilt relationships between secondary and postsecondary institutions and restored trust in the Big Sky Pathways vision and process by updating and developing new pathways in Career Clusters representing Business Management, Finance, Transportation, and Manufacturing and through events such as informational meetings, an industry panel, and Parent Night. Through these activities, Big Sky Pathways has paved the way for students to make seamless transitions from their high schools to Helena College, whose programs have established records of high retention rates and placement into high-demand jobs. Helena College-UM is poised to continue the work of ensuring that students take relevant and rigorous courses in high school that prepare them for college. In the coming year, Big Sky Pathways will build upon the work of the Big Sky Pathways Initiative by strengthening relationships with its current base of high schools and reaching out to high schools in the extended Helena region. Big Sky Pathways will develop pathways in additional Career Clusters and support implementation of Programs of Study developed this spring. In addition, as Big Sky Pathways expands, Helena College will enhance the experience for students and instructors by providing professional development for its partners and by connecting more fully with counselors, business, industry, and the community.

   b. What educational opportunities do you offer for secondary students?

   (1118 of 4000 maximum characters used)

   At Helena College-UM Dual enrollment is the best form for various types of opportunities for high school students to take college coursework while they are enrolled in high school. A Dual Credit course awards both high school credit and postsecondary credit for a college course taken by students while they are enrolled in high school. A Dual Credit course awards both high school credit and college credit for a college course taken by students while they are enrolled in high school. A Dual Credit course awards both high school credit and college credit for a college course taken by students while they are enrolled in high school. A Dual Credit course awards both high school credit and college credit for a college course taken by students while they are enrolled in high school. A Dual Credit course awards both high school credit and college credit for a college course taken by students while they are enrolled in high school. A Dual Credit course awards both high school credit and college credit for a college course taken by students while they are enrolled in high school. A Dual Credit course awards both high school credit and college credit for a college course taken by students while they are enrolled in high school. A Dual Credit course awards both high school credit and college credit for a college course taken by students while they are enrolled in high school.
high school student. The decision to award high school credit for the college course rests with the school district, provided that the decision is consistent with applicable laws, policies, and administrative rules. If dual credit is requested, the high school counselor determines course applicability and credit equivalency. The high school is the final authority on what is required for high school graduation. A College Credit only course awards college credit, but not high school credit, for a college course taken by the high school student. Currently Helena College-UM delivers these courses through On Campus Experience. On-Campus Experience allows juniors and seniors in high school to take college courses from Helena College. No high school credit is awarded for any classes taken as an On Campus Experience Student.

c. How do you inform secondary students of these opportunities?

The primary source where eligible secondary students learn about college educational opportunities at Helena College-UM is through their secondary instructors and counselors. Through our Big Sky Pathways initiative, College Parent Night will become a regular and recurring event to further inform students and parents of these opportunities. In addition, representatives from the College Office of Financial Aid travel to all high schools in the service area to offer Parent Nights at each respective high school. At these events, students and parents are given information regarding college opportunities, college costs, and resources available to attend college.

4. Please describe the strategies used in the last program cycle to engage special populations and non-traditional students in CTE programs. How do you ensure equal access for all students at your institution?

As part of partnership grant with Boeing Company, Helena, the College facilitates a special event to engage women as non-traditional students into CTE programs. The event, Women in Gear, is hosted annually and reaches out to women 14 and older to explore educational opportunities leading to careers in the trades. Within this grant application, Helena College UM has included Perkins-funded activities designed to prepare special populations for high skill, high wage, or high demand occupations. With the development of a sheet metal apprenticeship program, CTE becomes available to students who are not able to leave their current positions without moving to a different or new paid position. For example, the newly approved sheet metal apprenticeship program is designed to connect a job to related instruction, making it possible for special populations, unemployed or under-employed individuals to prepare for a high-demand, high-wage, high-skill career. Students at Helena College will be afforded the same opportunities for physical and programmatic access as students without disabilities. Services for students with disabilities are provided at Helena College under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Access to the College’s programs is provided for all qualified students regardless of ability or disability, and discrimination based on disability against any student is specifically prohibited under these laws. Helena College is an open-enrollment institution which requires students wishing to enroll to hold a diploma from an accredited high school or a GED. Students take the COMPASS placement test to determine appropriate math and English scores or supply other accepted test scores or transfer credits. Students who wish to inquire about disability services are supported through the Office of Disability Services.

5. Please describe the process used to evaluate and continuously improve your institutions CTE Programs. How do you ensure that they are of sufficient size, scope, and quality to be effective?

It is imperative that the college have a formal, institution-wide process that is consistently documented over time to serve the following internal and external needs. To that end, Helena College-UM has adopted an annual program assessment plan for continuous improvement. Extracted from Helena College-UM Annual Program Assessment Guide: \( ? \) Assessment allows the institution to plan and monitor activities that fulfill its stated mission. This is how the college develops and evaluates its programs and services to ensure that students are offered a productive learning environment that maximizes their opportunities to learn. (Mission Alignment, Fiscal Responsibility) \( ? \) Assessment strengthens student support services, resulting in better student engagement and satisfaction. (Student Success) \( ? \) Assessment enables the institution to focus available resources on faculty and staff development (Academic Excellence, Professional Development). (Quality, Accountability)

If any of the above questions cannot be answered in 4,000 characters, please attach the response as a Microsoft Word or Adobe PDF document.

If you have uploaded any files for OCE review, please provide a brief description of the contents of each file. (131 of 4000 maximum characters used)

Perkins Local Application Signed Cover Sheet Signed Lobbying Form Signed Assurances Non-Construction Programs Signed Debarment Form

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 3MB in size and the file name should not include special characters (i.e. #, $, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

Uploaded Files:

**Perkins Local App Signed Assurances and Cover 5 29 2014-20140529012305-martinezv.pdf**
R1. Please address how your institution is strengthening the academic and career and technical skills of students participating in career and technical education (CTE) programs at your institution by supporting academic and CTE. (2003 of 2500 maximum characters used)

In the spring of 2014, Helena College UM recognized, after conducting a self-study for NATEF re-accreditation, our automotive technology program was overdue for curriculum updates in the area of diagnosis and repair of alternative fuel vehicles. We are proposing the purchase of 2 alternative fuel vehicles and the development of curriculum leading to an industry-recognized certificate in Electric Vehicle Technology. Responding to a regional shortage of qualified workers and a statewide and national imperative to develop apprenticeship programs, Helena College UM is developing a two-year associate of applied science degree and apprenticeship in Sheet Metal Technology. Proposed funds will be used to train underemployed, unemployed, and economically disadvantaged students in the College service area. Students enrolled through employer sponsors are paid employees. Students enrolled in the program as pre-apprentices are not paid. Students will attend classes on evenings, weekends and through online delivery. Working closely with Montana Job Service and the Montana Department of Apprenticeship and Training, the College will publicize this new degree offering and the career opportunities it presents. In addition, this program will benefit from case management work of the college workforce navigator. Proposed funds will be used to hire a highly qualified .75 FTE instructor to develop curriculum, advise students, conduct employer needs surveys, administer on-the-job-work experiences, and conduct program assessment for program improvement. In our Fire and Rescue program, we have identified a need to build curriculum around a standardized national model and have requested funds to support a College application to the International Fire Service Accreditation Congress (IFSAC) for program accreditation. Resources will be allocated to submit an application for program accreditation and to align curriculum, equipment, and practices to standards in preparation for a site visit.

R2. Please address how your institution is linking CTE at the secondary and postsecondary level. (1144 of 2500 maximum characters used)

Helena College UM will utilize Perkins funds to establish linkages between secondary and postsecondary instruction (S/PS) in the areas of automotive technology, sheet metal apprenticeship, and fire and rescue. Leveraging existing human and fiscal resources, as well as established relationships built through the Big Sky Pathways initiative, we will assign these program instructors to content teams. The content teams will consist of the Pathways Coordinator, as facilitator, discipline faculty from secondary and postsecondary, business representatives, and secondary and postsecondary students. Content team workshops will be conducted twice in the 2014-15 academic year to identify and capture knowledge, skills, and behaviors required of S/PS students as potential employees, align curriculum between S/PS programs, develop formal and approved pathways, and identify current and future equipment needs for both secondary and postsecondary programs. After each of these content team workshops, curricular changes may be identified. Using Perkins funding, curricular change will be made to align S/PS content to meet industry standards.

R3. Please describe how your institutions CTE programs provide students with strong experience in and understanding of all aspects of an industry (which may include work-based experiences). (1451 of 2500 maximum characters used)

Helena College UM will use Perkins funding to expand students’ opportunity to engage in work-based learning through the development of curriculum and cooperative work experience in a new sheet metal apprenticeship program. Apprenticeships have been used to train skilled workers for centuries. Today, there are apprenticeship training opportunities available in over 1,000 different occupations. Apprenticeships provide a structured level of training and are ideal for specialized occupations because of the combination of hands-on and classroom training. The Helena College apprenticeship program will lead to an Associate of Applied Science Degree, in addition to workplace credentials, allowing the apprentice to move on to higher levels of education and training later on in their career. Apprenticeship is a job and school. Students will enter the apprenticeship program through an employer as training partners, the College program will satisfy the required related instruction component of the apprenticeship. Our Perkins-funded instructor will engage employers in a review of the curriculum and monitor on-the-job work experience as part of a college cooperative work experience course. Proposed Perkins funding will be used to recruit and hire a highly qualified content expert instructor, to develop and refine curriculum to meet industry standards, and oversee student apprentices on their job sites across the state and region.

R4. How is your institution developing, improving, or expanding the use of technology in CTE (which may include training, STEM initiatives, and collaboration with business & industry)? (1435 of 2500 maximum characters used)

This application includes requests for funds to support faculty training in the use of technology in the automotive technology program. As part of instructor professional development in automotive technology, two instructors will travel to Michigan to attend the Center for Advanced Automotive Technology Conference. The event is targeted toward automotive industry workforce development representatives as well as secondary and postsecondary automotive educators, counselors, and school administrators. Conference participants indicated their understanding of the trends in advanced automotive technologies increased by a “very large extent”; found the overall conference to be “extremely valuable”; their awareness of advanced automotive technologies increased by a “very large extent”; their teaching will improve as a result of learning new information at the conference. The conference organizers partner with co-sponsors from the Center for Automotive Research (CAR), the Design and Manufacturing Alliance (DMA), and SAE International to ensure industry perspective is maintained and aligns with conference workshop goals. In addition, automotive technology instructors will also engage in Perkins-funded training to study the diagnosis and maintenance of alternative energy fuel vehicles. Instructors will enroll in manufacturer-sponsored technician training to acquire the latest diagnostic and maintenance techniques.

R5. Please address how your institution provides professional development programs (consistent with Section 122 of Perkins law) to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs? (878 of 2500 maximum characters used)

Helena College UM provides a pool of money devoted to faculty, administrator, and staff professional development. These funds are accessed through an internal application process and must be committed to activities and training to enhance instructor knowledge, skills, and abilities in teaching and in their discipline content. Proposed Perkins funds for professional development have been requested to assist a new sheet metal instructor increase knowledge of effective teaching skills based on research including promising practices for CTE instruction. Helena College UM will provide an orientation and training program for the sheet metal instructor on the effective use and application of technology to improve instruction -- including MOODLE for delivery of online learning, STARFISH for retention solutions, and SKYPE for video-conference meetings and student advising.

R6. Please address how your institution develops and implements evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are met? (1177 of 2500 maximum characters used)
Helena College UM requests Perkins funds to assess current fire and rescue curriculum alignment with the national standards of the International Fire Service Accreditation Congress (IFSAC). IFSAC is a peer driven, self governing system which accredits both public fire service certification programs and higher education fire-related degree programs. The IFSAC Degree Assembly accredits fire science or related academic programs at colleges and universities. Accreditation is available for both two-year associate degree programs and four-year bachelor degree programs. An IFSAC accredited program indicates that course offerings, institutional support, and qualified faculty are working together in completing their educational mission. The program accreditation process is rigorous, beginning with a self-study, culminating in an accreditation team site visit. An integral component of the self-study will include examination of how the program currently meets the needs of special populations. If accredited, our Fire and Rescue program will have been evaluated based on national program standards and will strive toward continuous improvement to meet those standards.

R7. How does your institution initiate, improve, expand and modernize quality CTE programs, including relevant technology? (1429 of 2500 maximum characters used)
The Helena College UM application includes requests for the addition of relevant technology to initiate, expand, and modernize automotive technology and sheet metal technology. In the automotive technology program, two new, alternative fuel vehicles will be purchased along with associated equipment to offer instruction and application in diagnosis and repair of these vehicles. A hybrid battery testing system will be purchased along with an advanced motor drive troubleshooting kit. The testing system and troubleshooting kit will be used by students to diagnose, “de-bug” and troubleshoot vehicle problems which occur in vehicle repair facilities. This application proposes funding to expand the existing automotive technology curriculum to offer courses leading to an Electric Vehicle Technology Certificate. The proposed curriculum was developed using a national STEM consortium curriculum. In addition to curriculum development, a 1-year program plan will be created which identifies future needs for equipment and instructional staffing. For sheet metal technology, this application contains requests to fund the acquisition of equipment the College does not currently own. After obtaining input from employers, the College would use Perkins funds to purchase two pieces of equipment (CNC punch press and XXX) to enhance the instructor's ability to teach concepts and techniques according to industry standards.

R8. Please address your institutions ability to provide effective CTE programs that are of sufficient size, scope, and quality to be successful. (410 of 2500 maximum characters used)
The Helena College UM application focuses on ways in which the College can respond to industry demand for a qualified workforce. After examining the identified needs among all Perkins-eligible programs, we prioritized our request by focusing on 4 areas of programmatic development, expansion, innovation and standardization. In this way, the College is ensuring its ability to provide effective CTE programs.

R9. Please discuss how your institution provides activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. (607 of 2500 maximum characters used)
Within this grant application, Helena College UM has included Perkins-funded activities designed to prepare special populations for high skill, high wage, or high demand occupations. With the development of a sheet metal apprenticeship program, CTE becomes available to students who are not able to leave their current positions without moving to a different or new paid position. The apprenticeship program is designed to connect a job to related instruction, making it possible for special populations, unemployed or under-employed individuals to prepare for a high-demand, high-wage, high-skill career.
Permissive Uses of Funds

Note: Basic grant funds are divided into two categories: (1) Required uses of funds and (2) Permissible uses of funds. Required uses of funds must be addressed before grant funds may be expended on permissible activities.

Please only address those permissible activities your institution will be using Perkins funding for in the coming grant cycle.

P1. Please describe how your institution plans to or is using Perkins funds to involve parents, businesses, and labor organizations, as appropriate, in the design, implementation, and evaluation of career and technical education (CTE) programs, including establishing effective programs and procedures to enable informed and effective participation in such programs. (1913 of 2000 maximum characters used)

In automotive technology, sheet metal apprenticeship, and fire rescue programs, a number of activities have been planned to involve parents and businesses in the design, implementation, and evaluation of these programs. In the spring of 2014, Helena College UM recognized, after conducting a self-study for NATEF re-accreditation, our automotive technology program was overdue for curriculum updates in the area of diagnosis and repair of alternative fuel vehicles. We are proposing the purchase of 2 new, alternative fuel vehicles and the development of curriculum leading to an industry-recognized certificate in Electric Vehicle Technology. Once grant budget approval notification has been received, the College Business Officer will begin the steps to procure these two vehicles. The purchase of these vehicles is a critical component of our curriculum update process. The newly approved program in sheet metal apprenticeship will benefit from the purchase of 2 new pieces of equipment needed to provide specific, hands-on instruction relevant to the discipline. Equipment purchase will include a Snap Lock and Drive/Snap Lock for qualified Electric/Solar vehicle technicians. The newly approved program in sheet metal apprenticeship will benefit from the purchase of 2 new pieces of equipment needed to provide specific, hands-on instruction relevant to the discipline. Equipment purchase will include a Snap Lock and Drive/Snap Lock for qualified Electric/Solar vehicle technicians.

Perkins funds supporting the recruitment and hire of a sheet metal instructor will permit students to be advised and supported throughout their academic career.

In the newly approved sheet metal apprenticeship program, students will engage in related instruction while working as sheet metal apprentices. Perkins funds supporting the recruitment and hire of a sheet metal instructor will permit students to enroll in the cooperative work experience courses under the supervision of the employer and the instructor.

P2. Please describe how your institution plans to or is using Perkins funds to provide career guidance and academic counseling (which may include information described in 118 of Perkins Law) for students participating in CTE programs that improve graduation rates and provide information on postsecondary and career options for secondary students; and provide assistance for postsecondary students, including adults who are changing careers or updating skills. (270 of 2000 maximum characters used)

In automotive technology, sheet metal apprenticeship, and fire rescue programs activities have been planned to raise career awareness by partnering with secondary schools and Helena Job Service. Activities include open house events and a Fire and Rescue Summer Academy.

P3. Please describe how your institution plans to or is using Perkins funds for local education and business partnerships, including CTE work-related experiences, entrepreneurship, job shadowing, industry experience for faculty, and adjunct faculty arrangements for qualified industry professionals. (354 of 2000 maximum characters used)

In automotive technology, sheet metal apprenticeship, and fire rescue programs activities have been planned to raise career awareness by partnering with secondary schools and Helena Job Service. Activities include open house events and a Fire and Rescue Summer Academy.

P4. Please discuss how your institution plans to or is using Perkins funds to provide programs for special populations. (270 of 2000 maximum characters used)

In automotive technology, sheet metal apprenticeship, and fire rescue programs activities have been planned to raise career awareness by partnering with secondary schools and Helena Job Service. Activities include open house events and a Fire and Rescue Summer Academy.

P5. Please discuss how your institution plans to or is using Perkins funds to assist CTE student organizations. (302 of 2000 maximum characters used)

In the automotive program, Perkins funds will be used to initiate the formation of a student organization for automotive technicians. Funds will be used to compensate faculty and cover the costs of materials for student meetings and to send one student to the 2015 Montana State SkillsUSA competition.

P6. Please discuss how your institution plans to or is using Perkins funds for mentoring and support services. (305 of 2000 maximum characters used)

In the newly approved sheet metal apprenticeship program, students will engage in related instruction while working as sheet metal apprentices. Perkins funds supporting the recruitment and hire of a sheet metal instructor will permit students to be advised and supported throughout their academic career.

P7. Please describe how your institution plans to or is using Perkins funds to lease, upgrade, or adapt equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical achievement. (644 of 2000 maximum characters used)

Equipment will be purchased in the automotive technology and sheet metal programs to enhance the instructor’s ability to convey current and relevant concepts in each discipline. The automotive program will benefit from the purchase of 2 new hybrid alternative fuel vehicles to support industry demand for qualified Electric/Solar vehicle technicians. The newly approved program in sheet metal apprenticeship will benefit from the purchase of 2 new pieces of equipment needed to provide specific, hands-on instruction relevant to the discipline. Equipment purchase will include a Snap Lock and Drive/Snap Lock and a Pittsburgh Seam Machine.

P8. Please describe how your institution plans to or is using Perkins funds for teacher preparation programs that address the integration of academic and technical education and that assist individuals who are interested in becoming career and education teachers and faculty, including individuals with experience in business and industry. (405 of 2000 maximum characters used)

P9. Please discuss how your institution plans to or is using Perkins funds to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students (which may include the use of distance education). (405 of 2000 maximum characters used)

Additional Resources
In the newly approved apprenticeship program, Perkins funds will be used to recruit and hire an instructor, purchase equipment, provide mentoring to students and build career awareness. The program is designed to integrate hands-on instruction for working professionals with related instruction at Helena College UM. Related instruction will be conducted via distance delivery and one weekend per month.

P10. Please discuss how your institution plans to or is using Perkins funds to develop initiatives that facilitate the transition of subbaccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual and concurrent enrollment programs, academic and financial aid counseling, or other initiatives (see articulation & dual credit tabs). (0 of 2000 maximum characters used)
Please only address those permissible activities your institution will be using Perkins funding for in the coming grant cycle.

P11. Please discuss how your institution plans to or is using Perkins funds to provide activities to support entrepreneurship education and training. (0 of 2000 maximum characters used)

Helena College UM submitted a proposal for a new Associate of Applied Science Degree in Sheet Metal Technology/Apprenticeship. Within this grant application, Helena College UM has included Perkins-funded activities designed to prepare students for high skill, high wage, or high demand occupations. With the development of a sheet metal apprenticeship program, CTE becomes available to students who are not able to leave their current positions without moving to a different or new paid position. The apprenticeship program is design to connect a job to related instruction, making it possible for special populations, unemployed or under-employed individuals to prepare for a high-demand, high-wage, high-skill career.

P13. Please discuss how your institution plans to or is using Perkins funds to develop and support small, personalized career-themed learning communities. (268 of 2000 maximum characters used)

Partnering with the State of Montana to offer training/courses on the Statewide Accounting and Budgeting Human Resources (SABHRS) system. Due to the complexity of the system, the College was asked to develop these courses to train incumbent or future state employees.

P14. Please discuss how your institution plans to or is using Perkins funds to provide support for family and consumer sciences programs. 0 of 2000 maximum characters used)

P15. Please describe how your institution plans to or is using Perkins funds to provide CTE programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts. (0 of 2000 maximum characters used)

P16. Please describe how your institution plans to or is using Perkins funds to provide assistance to individuals who have participated in services and activities under Perkins to continue their education or training or to find an appropriate job, such as through referral to the system established under Section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.). (0 of 2000 maximum characters used)

P18. Please discuss how your institution plans to or is using Perkins funds to provide support for training programs in automotive technology. (655 of 2000 maximum characters used)

In this application, Helena College UM has proposed the development of curriculum, purchase of equipment, faculty professional development, and the creation of a student professional organization in support of automotive technologies. In the spring of 2014, Helena College UM recognized, after conducting a self-study for NATEF re-accreditation, our automotive technology program was overdue for curriculum updates in the area of diagnosis and repair of alternative fuel vehicles. We are proposing the purchase of 2 alternative fuel vehicles and the development of curriculum leading to an industry-recognized certificate in Electric Vehicle Technology.

P19. Please describe how your institution plans to or is using Perkins funds to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include: improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors; establishing enhancing, or supporting systems or accountability and reporting data collection; or implementing technical assessments. (0 of 2000 maximum characters used)

P20. Please describe how your institution plans to or is using Perkins funds to support other CTE activities that are consistent with the purposes of Perkins. (0 of 2000 maximum characters used)
A 'Big Sky Pathway' is a Perkins Program of Study designed to smoothly transfer students from high school to success in careers and postsecondary education, incorporating industry recognized credentials and aligning curriculum. This typically includes both academic and CTE/Degree Major Courses, and lead to a credential, certificate, license, or degree.

*If your institution has a Big Sky Pathways Coordinator, you may wish to have this person fill out this portion of the application.*

Please use the space below to list any Big Sky Pathways that were developed during the previous grant cycle:

<table>
<thead>
<tr>
<th>Cluster Level Program of Study</th>
<th>Pathway</th>
<th>High School Name</th>
<th>Approval Date (mm/dd/yyyy)</th>
<th>Certifications, Local Articulations, or Dual Credit Classes within the Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture and Construction</td>
<td>The Pathways is for construction technology. This pathway was reviewed and updated to acknowledge all the work that had been done by faculty from Helena College UM and Broadwater High School.</td>
<td>Broadwater High School Townsend Montana</td>
<td>02/28/2013</td>
<td>Dual credit course articulated: High School Construction courses prepare students to take the NOCTI assessment. Upon successful completion of the exam high school students earn 3 college credits at Helena College UM in CSTN 100 Fundamentals of Construction.</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>This pathway was created between faculty at Helena College UM and secondary faculty at Capital High School in Helena, Montana.</td>
<td>Capital High School Helena Montana</td>
<td>04/02/2014</td>
<td>This pathway includes dual credit for successful completion of high school welding courses. Dual credit for Helena College UM WLDG112 Cutting Processes, MTH121T Technical Mathematics, and MCH234 Milling Operations I will be awarded.</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>This pathway was created between faculty at Helena College UM and secondary faculty at Helena High School in Helena, Montana.</td>
<td>Helena High School Helena Montana</td>
<td>04/02/2014</td>
<td>This pathway includes dual credit for successful completion of high school welding courses. Dual credit for Helena College UM WLDG112 Cutting Processes, and MTH121T Technical Mathematics will be awarded.</td>
</tr>
</tbody>
</table>
This page displays a summary of your Performance Level indicators as compared to indicator data at the state level. This data has been pre-populated with information from the State CAR Report Card for the current reporting cycle.

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>State Negotiated Performance Level</th>
<th>90% Threshold</th>
<th>Previously Reported Performance</th>
<th>Improvement Plan Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1 - Technical Skill Attainment</td>
<td>75.00</td>
<td>67.50</td>
<td>100.00</td>
<td>No</td>
</tr>
<tr>
<td>2P1 - Credential, Certificate or Diploma</td>
<td>57.00</td>
<td>51.30</td>
<td>59.00</td>
<td>No</td>
</tr>
<tr>
<td>3P1 - Student Retention or Transfer</td>
<td>71.79</td>
<td>64.61</td>
<td>78.70</td>
<td>No</td>
</tr>
<tr>
<td>4P1 - Student Placement</td>
<td>77.00</td>
<td>69.30</td>
<td>87.00</td>
<td>No</td>
</tr>
<tr>
<td>5P1 - Nontraditional Participation</td>
<td>16.00</td>
<td>14.40</td>
<td>32.20</td>
<td>No</td>
</tr>
<tr>
<td>5P2 - Nontraditional Completion</td>
<td>13.00</td>
<td>11.70</td>
<td>23.80</td>
<td>No</td>
</tr>
</tbody>
</table>
The State Negotiated Performance Level (SNPL) threshold target for 1P1 Technical Skill Attainment for this year is: 75.00%

Your previous year's reported performance was: 100.00%

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

- [ ] Yes (No other information is required)
- [x] No (Local Improvement Plan for Indicator 1P1)
The State Negotiated Performance Level (SNPL) threshold target for 2P1 Credential, Certificate or Diploma for this year is: 57.00%

Your previous year's reported performance was: 59.00%

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

**If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.**

Did you meet or exceed the state performance level?

- [ ] Yes (No other information is required)
- [ ] No (Local Improvement Plan for Indicator 2P1)
The State Negotiated Performance Level (SNPL) threshold target for 3P1 Student Retention or Transfer for this year is: 71.79%

Your previous year's reported performance was: 78.70%

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

- [ ] Yes (No other information is required)
- [ ] No (Local Improvement Plan for Indicator 3P1)
The State Negotiated Performance Level (SNPL) threshold target for 4P1 Student Placement for this year is: \(77.00\%\)

Your previous year's reported performance was: \(87.00\%\)

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

- [ ] Yes (No other information is required)
- [ ] No (Local Improvement Plan for Indicator 4P1)
The State Negotiated Performance Level (SNPL) threshold target for 5P1 Nontraditional Participation for this year is: 16.00%
Your previous year's reported performance was: 32.20%

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

☐ Yes (No other information is required)  ☐ No (Local Improvement Plan for Indicator 5P1)
The State Negotiated Performance Level (SNPL) threshold target for 5P2 Nontraditional Completion for this year is: 13.00%

Your previous year's reported performance was: 23.80%

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

- Yes (No other information is required)
- No (Local Improvement Plan for Indicator 5P2)
Federal law states that you must meet a minimum individual allocation of $50,000 to qualify for Perkins funding. If an institution is unable to meet these requirements, they may form a consortium between multiple institutions in order to meet the qualifications.

Applicants wishing to form consortiums should focus on the development of objectives and achievement of goals within Perkins programs that are beneficial to all consortium partners. Joint projects and professional development are required. Consortium partners will meet throughout the year to jointly plan, develop strategies, disseminate information and evaluate continuous improvement practices.

If applicable, please list below the postsecondary institutions requesting to form a consortium, designating the first institution as the lead:

<table>
<thead>
<tr>
<th>LEAD Postsecondary Institution</th>
<th>Postsecondary Member</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please answer the following questions as they pertain to the upcoming grant cycle:

1. Please describe the mutual programs, goals, and objectives of the institutions participating in the consortium. ([count] of 2000 maximum characters used)

2. How will the partners of the consortium work together throughout the upcoming grant cycle to achieve and implement the mutual objectives and goals? ([count] of 2000 maximum characters used)

3. Please outline plans for at least one joint professional development project, one joint project activity, and at least 3 meetings (one face to face) in the upcoming grant cycle (dates may be tentative). ([count] of 2000 maximum characters used)
<table>
<thead>
<tr>
<th>Campus:</th>
<th>Helena College UM</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Activities</th>
<th>Responsible Campus / Program Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qtr 1: July - September</td>
<td>Recruit and hire .75 FTE Sheet Metal Apprenticeship Instructor. Enroll sheet metal instructor in professional development courses to increase effective teaching skills. Purchase 2 new Toyota Prius vehicles equipped with electric and solar power, smart stop technology and stability control. Purchase Hybrid Vehicle Battery Testing System. Purchase FLUKE Advanced Motor Drive Troubleshooting Kit. Update automotive technology program curriculum to include study and maintenance of alternative fuel vehicle. Purchase equipment to support applied learning in sheet metal apprenticeship program. Submit application to IFSAC for Fire and Rescue program accreditation. Submit quarterly progress report to Montana State Perkins Director.</td>
<td>Helena College UM/Valerie Martinez</td>
</tr>
<tr>
<td>Qtr 2: October - December</td>
<td>Schedule planning meetings for career awareness events: secondary/postsecondary instructors with industry partners and Helena Job Service representatives for automotive technology and sheet metal apprenticeship. Schedule and hold program advisory committee meetings. Schedule fall and spring career awareness events for automotive technology and sheet metal apprenticeship. Schedule planning meetings for designing Fire Service Summer (2015) academy. Identify dates to offer Fire Service Summer Academy (2015). Contract for service curriculum development of Electric Vehicle Technology program. Initiate the development of a student professional organization in the automotive technology program. Schedule student organization meetings (at least 1 per quarter). Schedule faculty/State of Montana planning meetings to offer Statewide Accounting and Budgeting Human Resources (SABHRS) courses. Submit automotive technology curriculum revisions through internal and external approval processes. Prepare and submit self-study for IFSAC Fire and Rescue program accreditation. Submit quarterly progress report to Montana State Perkins Director.</td>
<td>Helena College UM/Valerie Martinez/Dave Jones/Mike Wiederhold, Barbara Yahveh</td>
</tr>
<tr>
<td>Qtr 3: January - March</td>
<td>Offer SABHRS courses as a pilot spring semester 2014. Revise IFSAC self-study as needed and recommended by evaluation team. Submit quarterly progress report to Montana State Perkins Director. Schedule and hold program advisory committee meetings.</td>
<td>Helena College UM/Barbara Yahveh, Mike Wiederhold</td>
</tr>
<tr>
<td>Qtr 4: April - May</td>
<td>Register and make travel arrangements for the automotive technology instructors to attend the CAAT conference in Michigan. Schedule IFSAC fire and rescue program accreditation site visit. Finalize all logistical, equipment, partner, and supply needs for Fire Service Summer Academy (2015). Assess effectiveness of all grant activities and strategies. Submit quarterly and final progress report to Montana State Perkins Director.</td>
<td>Helena College UM/Dave Jones, Mike Wiederhold</td>
</tr>
</tbody>
</table>
It is recommended that Programs of Study utilizing Perkins funding utilize Program Advisory Committees including both academic and industry professionals.

Please enter the following information regarding Program Advisory Committees that represent Perkins programs you will be spending funds on during this fiscal year.

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law, Public Safety, Corrections and Security</td>
<td>Emergency and Fire Management Services</td>
</tr>
</tbody>
</table>

**Current Program Advisory Committee Members**

<table>
<thead>
<tr>
<th>Curt Belts Missoula Rural Fire</th>
<th>Tim Murphy US Forest Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve Larson Helena Fire Department</td>
<td>Brian Roberts Helena Fire Department</td>
</tr>
<tr>
<td>Troy Maness East Helena Fire Department</td>
<td></td>
</tr>
</tbody>
</table>

**Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final)**

- Two planned meetings per academic year. October 2014-March 2015

---

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation, Distribution and Logistics</td>
<td>Automotive Mechanic</td>
</tr>
</tbody>
</table>

**Current Program Advisory Committee Members**

<table>
<thead>
<tr>
<th>Don Cunningham, DJ's Automotive</th>
<th>Eric Taffs, Placer Motors Subaru, Inc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken Iwen, Iwen Automotive, Inc.</td>
<td>John Williams, Auto Care - Auto Repair</td>
</tr>
<tr>
<td>Glen Rubottom, Snap On Industria</td>
<td>Brent Matson, Robert Allen Nissan</td>
</tr>
</tbody>
</table>

**Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final)**

- Two planned meetings per academic year. October 2014-March 2015

---

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Management and Administration</td>
<td>Business Management and Accounting</td>
</tr>
</tbody>
</table>

**Current Program Advisory Committee Members**

<table>
<thead>
<tr>
<th>Barbara Yahveh Helena College UM</th>
<th>Chuck Virag Mountain Pacific Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim Harris Helena Public Schools</td>
<td>Brandon Orr, Small Bus Development</td>
</tr>
<tr>
<td>Jim Donovan US Small Business Admin</td>
<td>Terri Norman Capital High School</td>
</tr>
</tbody>
</table>

**Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final)**

- Two planned meetings per academic year. October 2014-March 2015

---

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
<td>Sheet Metal Apprenticeship</td>
</tr>
</tbody>
</table>

**Current Program Advisory Committee Members**

<table>
<thead>
<tr>
<th>Scott Burke, Curriculum Specialist</th>
<th>Dave Garding, Superior Heating, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob O'Connell, Tri-County Mech Elect</td>
<td>Tom Letellier, Montana Dept of Training</td>
</tr>
<tr>
<td>Ryan Rowsey, All Season Heating</td>
<td></td>
</tr>
</tbody>
</table>

**Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final)**

- This program was approved by the MUS Board of Regents on May 22, 2014. The advisory committee to this program is yet to be formed. Two planned meetings per academic year. October 2014-March 2015
Any supporting documentation should be uploaded to OCHE using the File Upload process below. Such documentation (if required), can be submitted upon the initial submission of this application. If the OCHE Office requests further documentation, this File Upload process is the location where such files should be attached to your application for OCHE review.

If you have uploaded any files for OCHE review, please provide a brief description of the contents of each file. (131 of 4000 maximum characters used)

Perkins Local Application Signed Cover Sheet
Signed Lobbying Form
Signed Assurances Non-Construction Programs
Signed Debarment Form

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 3MB in size and the file name should not include special characters (i.e. #, $, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

Uploaded Files:
Perkins Local App Signed Assurances and Cover 5 29 2014-20140529012305-martinezv.pdf
<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Year Funds</strong></td>
<td></td>
</tr>
<tr>
<td>Allocation</td>
<td>$154,117</td>
</tr>
<tr>
<td>ReAllocated (+)</td>
<td>$0</td>
</tr>
<tr>
<td>Released (-)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Current Year Funds</strong></td>
<td>$154,117</td>
</tr>
<tr>
<td><strong>Prior Year(s) Funds</strong></td>
<td></td>
</tr>
<tr>
<td>Carryover (+)</td>
<td>$0</td>
</tr>
<tr>
<td>ReAllocated (+)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Prior Year(s) Funds</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td>$154,117</td>
</tr>
<tr>
<td><strong>Multi-District</strong></td>
<td></td>
</tr>
<tr>
<td>Transfer In (+)</td>
<td>$0</td>
</tr>
<tr>
<td>Transfer Out (-)</td>
<td>$0</td>
</tr>
<tr>
<td>Administrative Agent</td>
<td></td>
</tr>
<tr>
<td><strong>Adjusted Sub Total</strong></td>
<td>$154,117</td>
</tr>
<tr>
<td><strong>Total Available for Budgeting</strong></td>
<td>$154,117</td>
</tr>
</tbody>
</table>
## Funding Distribution

**BUDGET BREAKDOWN** (Use whole dollars only. Omit Decimal Places, e.g., 2,536)

### Click for Instructions

**Total Allocation Available for Budgeting:** 154,117

---

### Description of Expenditure Codes

---

### Description of Required and Permissive Uses of Funds

#### Administration

**199 - Administrative costs**

Federal guidelines state that no more than 5% of project funds can go to administration and indirect costs. The maximum allowed for the institution is $7,706. Describe proposed administrative costs here (if any) (maximum length is 1000 characters)

Grant Administration and indirect costs for coordination of activities and support of personnel is allowable, however, the amount is not requested.

**Amount:** 0

---

### Project Summary Number 1

(Max 2500 characters) Count (0 of 2500)

In the spring of 2014, Helena College UM recognized, after conducting a self-study for NATEF re-accreditation, our automotive technology program was overdue for curriculum updates in the area of diagnosis and repair of alternative fuel vehicles. We are proposing the purchase of 2 alternative fuel vehicles and the development of curriculum leading to an industry-recognized certificate in Electric Vehicle Technology. Supplemental equipment for diagnosis and repair of alternative fuel vehicles is proposed (Hybrid Vehicle Battery Testing System and Advanced Motor Drive Troubleshooting Kit).

This project will include allocation of funds for faculty development, contracted service for development of a Electric Vehicle Certificate program, career awareness projects with Helena Job Service and industry partners, and initiation of a student professional organization.

List which required and/or permissive uses of funds will support this project.

R1; R2; R3; R5; R7; P1; P5 P7; and P18

---

### Line Item Detail Description

<table>
<thead>
<tr>
<th>Exp. Code</th>
<th>Line Item Detail Description</th>
<th>Expenditure Amount</th>
<th>Delete&lt;br&gt;Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>210-Contracted Services</td>
<td>Contract for Service to create courses which will integrate the Electric Vehicle Technology Certificate into the existing AAS degree in Automotive Technology(85 hours @ $30/hour)</td>
<td>2600</td>
<td></td>
</tr>
<tr>
<td>224-Minor Equipment</td>
<td>Build career awareness by partnering with industry, secondary schools, and Helena Job Service. Publish open house events for 2014-15</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>300-Communications</td>
<td>Travel (airline= $480/ea), lodging ($175/3 nights/ea), transfer ($50 ea), bags ($50 ea), rental car ($200) and per diem ($41/day ea for 3 days) for 2 faculty to attend Center for Advanced Automotive Technology Conference, May 2015, in Warren, Michigan</td>
<td>2779</td>
<td></td>
</tr>
<tr>
<td>800-Other Expenditures</td>
<td>Initiate creation of student professional organization</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>500-Major Equipment</td>
<td>2 Toyota Prius hybrid vehicles equipped with electric and solar power, smart stop technology and stability control (estimate $29,990 ea)</td>
<td>60000</td>
<td></td>
</tr>
<tr>
<td>400-Travel</td>
<td></td>
<td>2779</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>250</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>500</td>
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<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**SubTotal:** 68,729

---

### Project Summary Number 2

(Max 2500 characters) Count (0 of 2500)

Registered apprenticeship is an important resource for employers and an opportunity for workers in these demanding times. In the environment of "down sizing" and "right sizing" the workforce must be more efficient and productive. The better we prepare Montana's future workforce today, the more likely they will be up to meeting the challenges of tomorrow's workplace.

As the existing seasoned workforce ages, the availability of skilled workers declines. Given the shrinking labor pool, a portion of job applicants may not have the skills necessary to match those of current openings in the job market. The proposed Helena College Apprenticeship and Training Program, approved through the Montana Department of Labor and Industry, helps fill this void through services provided to Montana employers. Through a registered apprenticeship program, employers can get professional assistance to train their workers to become highly skilled in their occupational trade, or craft. As our state economy becomes more service based, the demand for a technically trained, skilled workforce will increase. The College will recruit and hire a .75 FTE faculty, purchase equipment (S and Drive...

---

Registered apprenticeship is an important resource for employers and an opportunity for workers in these demanding times. In the environment of "down sizing" and "right sizing" the workforce must be more efficient and productive. The better we prepare Montana's future workforce today, the more likely they will be up to meeting the challenges of tomorrow's workplace. As the existing seasoned workforce ages, the availability of skilled workers declines. Given the shrinking labor pool, a portion of job applicants may not have the skills necessary to match those of current openings in the job market. The proposed Helena College Apprenticeship and Training Program, approved through the Montana Department of Labor and Industry, helps fill this void through services provided to Montana employers. Through a registered apprenticeship program, employers can get professional assistance to train their workers to become highly skilled in their occupational trade, or craft. As our state economy becomes more service based, the demand for a technically trained, skilled workforce will increase. The College will recruit and hire a .75 FTE faculty, purchase equipment (S and Drive...
List which required and/or permissive uses of funds will support this project.
R3; R4; R5; R7; R8; P1; P2; P3; P5; P6; P7; P9; P12

<table>
<thead>
<tr>
<th>Exp. Code</th>
<th>Line Item Detail Description</th>
<th>Expenditure Amount</th>
<th>Delete&lt;br&gt;Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-Salaries</td>
<td>Sheet Metal Apprenticeship Instructor at .75 FTE (100% is equal to $40,000)</td>
<td>30000</td>
<td></td>
</tr>
<tr>
<td>102-Benefits</td>
<td>Sheet Metal Apprenticeship Instructor at .75 FTE (Pro-rated benefits. 100% is equal to $15,733)</td>
<td>11800</td>
<td></td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>Consumable supplies used in applied laboratory courses</td>
<td>1017</td>
<td></td>
</tr>
<tr>
<td>300-Communications</td>
<td>Build career awareness by partnering with industry, secondary schools, and Helena Job Service. Publish open house events for 2014-15</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>400-Travel</td>
<td>Instructor travel, lodging, per diem for supervision of cooperative work experience</td>
<td>3000</td>
<td></td>
</tr>
<tr>
<td>401-Registration and Training</td>
<td>Instructor professional development of effective teaching skills</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>500-Major Equipment</td>
<td>S and Drive Snap Lock Combo and Pittsburgh Seam Machine</td>
<td>24000</td>
<td></td>
</tr>
</tbody>
</table>

SubTotal: $71,067

Project Summary Number 3

In our Fire and Rescue program, we have identified a need to build curriculum around a standardized national model and have requested funds to support a College application to the International Fire Service Accreditation Congress (IFSAC) for program accreditation. Resources will be allocated to submit an application for program accreditation and to align curriculum, equipment, and practices to standards in preparation for a site visit.

List which required and/or permissive uses of funds will support this project.
R1; R3; R6; R8; P1; P2; P19

<table>
<thead>
<tr>
<th>Exp. Code</th>
<th>Line Item Detail Description</th>
<th>Expenditure Amount</th>
<th>Delete&lt;br&gt;Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-Salaries</td>
<td>Build career awareness by partnering with regional fire service agencies and secondary schools to design and deliver a Fire Service Summer Academy, June 15-19, 2015. 3 instructors @ $30/hour/3 hours day ($1,350)</td>
<td>1350</td>
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<tr>
<td>102-Benefits</td>
<td>Employer share of benefits and taxes</td>
<td>739</td>
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<tr>
<td>210-Contracted Services</td>
<td>Submit application and self-study to International Fire Service Accreditation Congress (IFSAC) seeking Fire and Rescue Program accreditation. Includes accreditation application $1,000; Membership 2014-15 $1,800; Site visit application $500; Documentation Portfolios $165 (3 @ $55); 2014-15 Expenses for 3 site Evaluators: Airfare $1,800 (3 @ $600); 5 nights lodging for 3 evaluators $3,120 (3 @ $88/night); 5 days per diem for 3 evaluators $840 (@ $56/day); Rental car $150; Contracted services for curriculum alignment with NFPA and FESHE $900 (30 hrs@$30/hour) Adjunct faculty assistance with self study and site visit $600 (20 hours @ $30/hr); Supplies $225 After accreditation, annual dues for membership will be paid from Helena College current fund.</td>
<td>8800</td>
<td></td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>Build career awareness by partnering with regional fire service agencies and secondary schools to design and deliver a Fire Service Summer Academy - consumable supplies to offer week-long fire service summer academy. Proposed dates are June 15-19, 2015.</td>
<td>300</td>
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SubTotal: $11,189

- Project Summary Number 3
- Max 2500 characters
- Count (0 of 2500)

In our Fire and Rescue program, we have identified a need to build curriculum around a standardized national model and have requested funds to support a College application to the International Fire Service Accreditation Congress (IFSAC) for program accreditation. Resources will be allocated to submit an application for program accreditation and to align curriculum, equipment, and practices to standards in preparation for a site visit.

- Project Summary Number 4
Partnering with the State of Montana to offer statewide account and budgeting human resources system (SABHRRS) classes. Funding will support course development and 4 partnership meetings. Pilot courses will be offered in the spring of 2015.

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<tr>
<th>Exp. Code</th>
<th>Line Item Detail Description</th>
<th>Expenditure Amount</th>
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<tr>
<td>101-Salaries</td>
<td>Compensate faculty to develop and deliver SABHRRS classes</td>
<td>2700</td>
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<tr>
<td>102-Benefits</td>
<td>Employer share of taxes</td>
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SubTotal: $3,132

Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting $154,117
(B) Budgeted Property and Equipment Cost (Exp code 500) $84,000
(C) Allowable Direct Costs (A-B) $70,117
(D) Indirect Cost Rate % 6.0000
(E) Maximum Indirect Cost (C*(D/1+D)) $3,968

Allocation Remaining (A-H) $0

Totals: $154,117
### Budget Summary Rollup

2015 Annual Allocation for grant year beginning 7/1/2014 - 6/30/2015

#### Exp Code | Line Item Detail Description | Amount
--- | --- | ---
101-Salaries | Sheet Metal Apprenticeship Instructor at .75 FTE (100% is equal to $40,000) | $30,000
101-Salaries | Build career awareness by partnering with regional fire service agencies and secondary schools to design and deliver a Fire Service Summer Academy, June 15-19, 2015. 3 instructors @ $30/hour/3 hours day ($1,350) | $1,350
101-Salaries | Compensate faculty to develop and deliver SABHRRS classesFaculty Curriculum Development will be completed by highly qualified adjunct faculty ($900) 30 hours @ $30/hour. Course facilitation will be compensated @ $1,800 ($40/hour * 45 hours) | $2,700
102-Benefits | Sheet Metal Apprenticeship Instructor at .75 FTE (Pro-rated benefits. 100% is equal to $15,733) | $11,800
102-Benefits | Employer share of benefits and taxes | $739
102-Benefits | Employer share of taxes | $432
199-Administrative Costs | Grant Administration and indirect costs for coordination of activities and support of personnel is allowable, however, the amount is not requested. | $0

**Subtotal Personnel Services:** $47,021

#### Exp Code | Line Item Detail Description | Amount
--- | --- | ---
210-Contracted Services | Contract for Service to create courses which will integrate the Electric Vehicle Technology Certificate into the existing AAS degree in Automotive Technology(85 hours @ $30/hour) | $2,600
210-Contracted Services | Submit application and self-study to International Fire Service Accreditation Congress (IFSAC) seeking Fire and Rescue Program accreditation. Includes accreditation application $1,000; Membership 2014-15 $1,800; Site visit application $500; Documentation Portfolios $165 (3 @ $55); 2014-15 Expenses for 3 site Evaluators: Airfare $1,800 (3 @ $600); 5 nights lodging for 3 evaluators $1,320 (3 @ $88/night); 5 days per diem for 3 evaluators $840 (@ $56/day); Rental car $150; Contracted services for curriculum alignment with NFPA and FESHE $900 (30 hrs@$30/hour) Adjunct faculty assistance with self study and site visit $600 (20 hours @ $30/hr); Supplies $225 After accreditation, annual dues for membership will be paid from Helena College current fund. | $8,800

**Consumable supplies used in applied laboratory courses** | $1,017
**Build career awareness by partnering with regional fire service agencies and secondary schools to design and deliver a Fire Service Summer Academy - consumable supplies to offer week-long fire service summer academy. Proposed dates are June 15-19, 2015.** | $300
**Hybrid vehicle battery testing systemAdvanced motor drive troubleshooting kit** | $2,600

**Subtotal Operating Expenses:** $15,317

#### Exp Code | Line Item Detail Description | Amount
--- | --- | ---
220-Consumable Supplies | Consumable supplies used in applied laboratory courses | $1,017
220-Consumable Supplies | Build career awareness by partnering with regional fire service agencies and secondary schools to design and deliver a Fire Service Summer Academy - consumable supplies to offer week-long fire service summer academy. Proposed dates are June 15-19, 2015. | $300
224-Minor Equipment | Hybrid vehicle battery testing systemAdvanced motor drive troubleshooting kit | $2,600

**Subtotal Communications:** $500

#### Exp Code | Line Item Detail Description | Amount
--- | --- | ---
300-Communications | Instructor travel, lodging, per diem for supervision of cooperative work experience | $3,000
300-Communications | Travel (airline= $480/ea), lodging ($175/3 nights/ea), transfer ($50 ea), bags ($50 ea), rental car ($200) and per diem ($41/day ea for 3 days) for 2 faculty to attend Center for Advanced Automotive Technology Conference, May 2015, in Warren, Michigan | $2,779
300-Communications | Instructor professional development of effective teaching skills | $1,000

**Subtotal Travel:** $6,779

#### Exp Code | Line Item Detail Description | Amount
--- | --- | ---
400-Travel | Instructor travel, lodging, per diem for supervision of cooperative work experience | $3,000
400-Travel | Travel (airline= $480/ea), lodging ($175/3 nights/ea), transfer ($50 ea), bags ($50 ea), rental car ($200) and per diem ($41/day ea for 3 days) for 2 faculty to attend Center for Advanced Automotive Technology Conference, May 2015, in Warren, Michigan | $2,779
401-Registration and Training | Instructor professional development of effective teaching skills | $1,000

**Subtotal Other Expenditures:** $500

#### Exp Code | Line Item Detail Description | Amount
--- | --- | ---
800-Other Expenditures | Initiate creation of student professional organization | $500

**Subtotal Other Expenditures:** $500

#### Exp Code | Line Item Detail Description | Amount
--- | --- | ---
500-Major Equipment | 2 Toyota Prius hybrid vehicles equipped with electric and solar power, smart stop technology and stability control (estimate $29,990 ea) | $60,000
500-Major Equipment | S and Drive Snap Lock Combo and Pittsburgh Seam Machine | $24,000

**Subtotal Major Equipment:** $84,000

**Total Grant Funds:** $154,117

### Total Direct Costs: $70,117
**Total Indirect Costs:** $0
By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.

The applicant will comply with the requirements of P.L. 109-270 (the Carl D. Perkins Career and Technical Education IV Act of 2006) and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data. In particular, Carl Perkins funds will be used to supplement, and in no case supplant, state or local funds.

The applicant assures the Montana Board of Regents that services provided under the approved application will be provided in accordance with P.L. 109-270, and will not discriminate or violate provisions of the Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973, or Title II of the Americans with Disabilities Act of 1990.

The applicant certifies that they have read and will comply with the requirements of the Certification Regarding Lobbying & the Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Lower Tier Covered Transactions) at Section 1352, Title 31 of the U.S. Code, (implemented at 34 CFR Part 82, Sections 82.105 and 82.110).

The applicant certifies that they have read and will comply with the applicable requirements of OMB Circular A-102, including the Assurances of Non-Construction Programs available in SF-424b (OMB Control No:0348-0040).

The applicant certifies that the detailed budget and budget narrative submitted are correct and complete for the purposes set forth in the application documents. The activities proposed for funding have met the parameters for Required Use; and Permissible Use of funding for the purposes of Section 135 of P.L. 109-270.

The applicant certifies that they will follow all laws and regulations affecting federal programs as outlined in the OMB circulars which apply to your type of institution and outlined in Education Department General Administrative Regulations (EDGAR) URLS, http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html

The applicant certifies that they understand that all payments made under this program are subject to CMIA requirements and the requirements in Part 80 of EDGAR. Recipients must use grant funds only for obligations incurred during the funding period.

The applicant certifies that they understand that if their institution expends $500,000 or more in federal awards during the fiscal year, you are required to have an audit in accordance with OMB Circular A133. Information about a133 audits

The applicant certifies that it will retain all financial records, supporting documents, statistical records and all other records pertinent to an award for which federal funds are received for a period of three years from submission of the final expenditures report for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved.

The assurances were fully agreed to on this date: 5/29/2014
This page is not applicable to the Original Application
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<tr>
<th>Status Change</th>
<th>UserId</th>
<th>Action Date</th>
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<td>Submitted to OCHE</td>
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<td>05-30-2014</td>
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<tr>
<td>Submitted for Local Review</td>
<td>MartinezV</td>
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