Applicant: C007 Helena College
Application: 2015-2016 Perkins Post Secondary - 00
Cycle: Amendment 1
Date Generated: 8/22/2015 8:00:18 AM
Generated By: martinezv
Program: Carl D. Perkins Vocational and Technical Education Act of 2006, Title I.

Program Manager: Mindi Federman Askelson
Phone: 406-444-0313
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Due Date: May 18, 2015

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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**Contact Information**  
* Denotes required field

### Perkins Program Coordinator/Grant Manager:

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### Additional Perkins Contact (if applicable):

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### Big Sky Pathways Coordinator/Grant Manager (if applicable):

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### Application Approval / Disapproval Copy Email Addresses

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(✓) 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.

Add Additional Email Address

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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.

### R1 Strengthening the academic and career technical skills of students participating in career and technical education (CTE) programs by supporting academic and CTE.

**Project/Program:** (207 of 500 maximum characters used)  
Update curriculum and skill development to include development, study and maintenance of alternative fuel vehicles, particularly electric vehicles. Purchase two Toyota Prius Vehicles equipped with electric and solar power, smart stop technology, and stability control.  
**Outcome:** (101 of 500 maximum characters used)  
Developed and implemented a series of courses leading to a 29-credit Certificate of Technical Studies in hybrid vehicle technology.  
**Measure:** 2P1: Credential, Certificate or Diploma  

**Project/Program:** (207 of 500 maximum characters used)  
Proposed funds will be used to train underemployed, unemployed and economically disadvantaged students in the College service area by offering an AAS degree in Sheet Metal Apprenticeship.  
**Outcome:** (101 of 500 maximum characters used)  
Hired a .75 instructor, offered one semester of course work which will lead to an AAS in Sheet Metal Apprenticeship. Subsequent courses are scheduled and will be offered online and on weekends in the fall semester of 2015.  
**Measure:** 2P1: Credential, Certificate or Diploma  

**Project/Program:** (207 of 500 maximum characters used)  
Seek International Fire Service Accreditation Congress (IFSAC) program accreditation: Submit application with self-study. Allocate resources for curriculum alignment and site visit.  
**Outcome:** (101 of 500 maximum characters used)  
Contracted with an IFSAC accreditation liaison to review existing curriculum compared to accreditation standards. Identified areas for curriculum and program improvement. Helena College was not able to fulfill all outcomes for this project. Due to termination of the Missoula coordinator, all staff time was devoted to student success.  
**Measure:** 2P1: Credential, Certificate or Diploma  

### R2 Linking CTE at the secondary and postsecondary level.

**Project/Program:** (436 of 500 maximum characters used)  
Update curriculum and skill development to include development, study and maintenance of alternative fuel vehicles, particularly electric vehicles. Purchase two Toyota Prius Vehicles equipped with electric and solar power, smart stop technology, and stability control.  
**Outcome:** (213 of 500 maximum characters used)  
Developed and implemented a new course leading to a Certificate of Technical Studies in hybrid vehicle technology. Invited two secondary automotive technology instructors to meet to discuss curriculum alignment and recruitment strategies. Reaffirmed offering one dual credit class in automotive technology. Coordinated with the College Office of Recruitment and Admissions to hold an open house for secondary students. Students provided opportunities for guest to shadow work being done on projects.  
**Measure:** 2P1: Credential, Certificate or Diploma  

### R3 Provide students with strong experience in and understanding of all aspects of an industry (which may include work-based experiences).

**Project/Program:** (495 of 500 maximum characters used)  
Build career awareness using funding to support open house events at regional automotive dealerships. Funding used to expand opportunities through the development of curriculum and cooperative work experience in a new sheet metal apprenticeship program. Hire a qualified instructor to refine curriculum to meet industry standards, and oversee student apprentices on their job sites across the state and region. Seek International Fire Service Accreditation Congress (IFSAC) program accreditation.  
**Outcome:** (213 of 500 maximum characters used)  
Automotive students traveled to Billion Auto Group facilities in Bozeman, Montana; spending a day shadowing master technicians and exploring career opportunities there. Hired a .75 sheet metal instructor to teach online and weekend courses as outlined in the AAS degree in sheet metal apprenticeship. The instructor conducted work performance competencies checks based upon the curriculum and the requirements outlined in the employer/sponsor's apprenticeship agreement.  
**Measure:** 1P1: Technical Skill Attainment  

**Project/Program:** (207 of 500 maximum characters used)  
Seek International Fire Service Accreditation Congress (IFSAC) program accreditation: Submit application with self-study. Allocate resources for curriculum alignment and site visit.  
**Outcome:** (101 of 500 maximum characters used)  
Content expert assisted the program faculty by reviewing the existing curriculum to identify gaps between IFSAC standards and what exists. Course, curriculum and program changes were initiated based upon this input. Additional curriculum revision and development will be conducted in the fall of 2015 prior to submission of the program self-study to IFSAC.  
**Measure:** 2P1: Credential, Certificate or Diploma  

### R4 Developing, improving, or expanding the use of technology in CTE (which may include training, STEM initiatives, and collaboration with business and industry).

**Project/Program:** (166 of 500 maximum characters used)  
New program development in Sheet Metal Apprenticeship. Recruit and hire .75 FTE instructor. Purchase equipment used in the production sheet metal workplace.  
**Outcome:** (213 of 500 maximum characters used)  
Hired a .60 instructor, purchased state-of-the-art equipment for use beginning spring 2015. Fully implemented the hybrid method of delivery using online instruction and applied laboratory instruction on weekends.  
**Measure:** 1P1: Technical Skill Attainment  

### R5 Provide professional development programs to secondary and post-secondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs.
Project/Program: (174 of 500 maximum characters used)
Two instructors to attend 2015 Center for Advanced Automotive Technology Conference in Michigan. Sheet metal instructor professional development of effective teaching skills.
Outcome: (419 of 500 maximum characters used)
A automotive instructor attended the Center for Advanced Automotive Technology Conference in Michigan, May 2015. Through conference sessions and extensive networking, the instructor was able to glean from program instructors who had successfully implemented hybrid vehicle technology into their curriculum. The sheet metal instructor enrolled and successfully completed NCCER instructor training in the spring of 2015.
Measure: 3P1: Student Retention or Transfer

Add Additional Entries

R6 Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are met.

Project/Program: (181 of 500 maximum characters used)
Seek International Fire Service Accreditation Congress (IFSAC) program accreditation: Submit application with self-study. Allocate resources for curriculum alignment and site visit.
Outcome: (490 of 500 maximum characters used)
The program self study was written and examined by an accreditation liaison in 2014. Upon the recommendation of the consultant, the program self-study was not submitted for review. With the termination of the program coordinator at our Missoula location, it was imperative to concentrate on student success and faculty support in Missoula versus program accreditation in this academic year. The application and self-study will be submitted and a site visit scheduled in the fall of 2015.
Measure: 2P1: Credential, Certificate or Diploma

Add Additional Entries

R7 Initiate, improve, expand and modernize quality CTE programs, including relevant technology.

Project/Program: (446 of 500 maximum characters used)
Update curriculum and skill development to include development, study and maintenance of alternative fuel vehicles, particularly electric vehicles. Purchase two Toyota Prius Vehicles equipped with electric and solar power, smart stop technology, and stability control. Contracted services to integrate Electric Vehicle Technology Certificate Program, using National STEM Consortium Curriculum. 1-year plan to outline equipment and staffing needs.
Outcome: 271 of 500 maximum characters used
The updated curriculum and acquisition of new vehicles and equipment has played an important role modernizing the automotive technology program. These updates and infusions of new technology have encouraged the faculty to continue this work in the 2015-16 academic year.
Measure: 2P1: Credential, Certificate or Diploma

Add Additional Entries

R8 Provide effective CTE programs that are of sufficient size, scope, and quality to be successful.

Project/Program: (215 of 500 maximum characters used)
New AAS sheet metal apprenticeship program development. Recruit and hire .75 FTE sheet metal apprenticeship instructor.
Outcome: (274 of 500 maximum characters used)
The addition of this new degree, the purchase of new equipment, and adding the expertise of a working sheet metal journeyman has helped the College meet the workforce development needs of employers in this skilled trade. A new cohort of students will enroll in the fall of 2015, while the 1st year students move on to second year curriculum.
Measure: 2P1: Credential, Certificate or Diploma

Add Additional Entries

R9 Provide 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.

Project/Program: (228 of 500 maximum characters used)
New AAS sheet metal apprenticeship program development. Recruit and hire .75 FTE sheet metal apprenticeship instructor. Required instructor travel to monitor and evaluate students on work sites throughout Montana and the region.
Outcome: (253 of 500 maximum characters used)
As part of the Montana 2-year college initiative, development of an apprenticeship degree program offers ample opportunity for special populations of potential to access related technical instruction while working in a high-wage, high-demand occupation.
Measure: 5P1: Nontraditional Participation

Add Additional Entries

If any of the above questions cannot be answered in 500 characters, please attach the response as a Microsoft Word or Adobe PDF document.

If you have uploaded any files for OCHE review, please provide a brief description of the contents of each file. (0 of 4000 maximum characters used)

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

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.

**P1**: Activity

Involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of CTE

Project/Program: (343 of 500 maximum characters used)
Build career awareness by partnering with secondary schools and US Dept of Labor Job Service. Funding to support open house events at regional automotive dealerships. Build career awareness by partnering with secondary schools and US Department of Labor Job Service. Funding to support open house events at sheet metal production facilities.

Outcome: (487 of 500 maximum characters used)
Partnering with managers at Billion Auto Group, faculty made arrangements for students to travel to Bozeman, Montana, to increase student awareness of the number and variety of careers available in the automotive industry. Billion’s apprenticeship program was introduced and was well-received. In sheet metal, students worked during business hours every week day, attending classes on the weekends. It was not possible to host an open house. The requested amount of $250 was not spent.

Measure: 3P1: Student Retention or Transfer

**P2**: Activity

Provide career guidance and academic counseling that improves graduation rates and provides information about CTE options

Project/Program: ([count] of 500 maximum characters used)
Sheet Metal Apprenticeship, build career awareness by partnering with secondary schools and US Department of Labor Job Service. Funding to support open house events at regional employer shops.

Outcome: ([count] of 500 maximum characters used)
In sheet metal, students worked during business hours every week day, attending classes on the weekends. It was not possible to host an open house. The requested amount of $250 was not spent.

Measure: 3P1: Student Retention or Transfer

**P3**: Activity

Education and business partnerships for work-related experiences for students and industry experience for teachers

Project/Program: ([count] of 500 maximum characters used)
Required sheet metal instructor travel to monitor and evaluate students on work sites throughout Montana and the region.

Outcome: ([count] of 500 maximum characters used)
Workplace performance and competencies will be evaluated the week of June 1, 2015. The instructor will travel to each of the student's work sites to perform assessment of expected performance as related to technical instruction provided in online and the classroom setting.

Measure: 1P1: Technical Skill Attainment

**P4**: Activity

Provide programs for special populations

Project/Program: ([count] of 500 maximum characters used)
New sheet metal program development. Recruit and hire .75 FTE instructor

Outcome: ([count] of 500 maximum characters used)
Funding for this project allowed working professional to enroll in college classes for credit, working toward an associate of applied science degree. With the combination of hybrid instructional delivery and weekend applied technology instruction, this program is open to special populations of students.

Measure: 5P1: Nontraditional Participation

**P5**: Activity
Assist career and technical student organizations

Project/Program: (count of 500 maximum characters used)
Initiate automotive Student Professional Organization which will include student participation in statewide skills competition.

Outcome: (count of 500 maximum characters used)
Students in the automotive technology program organized and started activities by competing to create the organization logo. Entries were judged by a panel and the winning student's entry earned him a tool voucher in the amount of $250. This logo will be professionally designed to comply with Helena College marketing policies. Student shirt patches will be created to identify automotive program majors. (logo file is attached)

Measure: 3P1:Student Retention or Transfer

P6 : Activity
Mentoring and support services

Project/Program: (count of 500 maximum characters used)
Required sheet metal instructor travel to monitor and evaluate students on work sites throughout Montana and the region.

Outcome: (count of 500 maximum characters used)
Workplace performance and competencies will be evaluated the week of June 1, 2015. The instructor will travel to each of the student’s work sites to perform assessment of expected performance as related to technical instruction provided in online and the classroom setting. This is a critical component of apprenticeship instruction and required as part of the agreement of the sponsoring agency.

Measure: 1P1:Technical Skill Attainment

P7 : Activity
Leasing, purchasing, upgrading or adapting equipment, to strengthen and support academic and technical skill achievement

Project/Program: (count of 500 maximum characters used)
Purchase two Toyota Prius Vehicles equipped with electric and solar power, smart stop technology, and stability control. Purchase sheet metal program equipment and materials.

Outcome: (count of 500 maximum characters used)
Purchased largest selling hybrid vehicles for use in automotive laboratories. Additional battery testing and safety equipment was purchased and is being used in the summer section of AST 274, Introduction to Hybrid Vehicle Technology. Purchased industry-standard equipment for faculty use in demonstrating sheet metal performance competencies. Student hand tools were also purchased and are stored in the tool cabinet at Helena College.

Measure: 1P1:Technical Skill Attainment

P9 : Activity
Develop and expand postsecondary program offerings at times and in formats that are accessible including through the use of distance education

Project/Program: (count of 500 maximum characters used)
New sheet metal program development. Recruit and hire .75 FTE instructor

Outcome: (count of 500 maximum characters used)
Developed courses and a curriculum to be offered using hybrid delivery and weekend applied technology labs. Students complete theory and concepts online and attend weekend classes to apply related technical instruction to project-based applications.

Measure: 5P1:Nontraditional Participation

P12 : Activity
Improving or developing new CTE courses

Project/Program: (count of 500 maximum characters used)
New sheet metal program development. Recruit and hire .75 FTE instructor

Outcome: (count of 500 maximum characters used)
Developed and submitted new courses and program curriculum through internal process for approval. After obtaining Montana Board of Regents approval, the College submitted a request for substantive change to NWCCU. Pending approval from the regional accrediting body, the College will submit the program to the Department of Education for approval to award financial aid.

Measure: 2P1:Credential, Certificate or Diploma

P13 : Activity
Develop and support small, personalized career themed learning communities

Project/Program: (count of 500 maximum characters used)
Partnering with state of Montana to offer Statewide Accounting and Budgeting Human Resources System (SABHRS) classes. Includes course development, partnership meetings (4), pilot course offering Spring 2015

Outcome: (count of 500 maximum characters used)
Due to a large scale software upgrade to the SABHRRS system, meetings and planning did not result in the creation of a customized training course. Participants determined that the best course of action would be to wait until the software upgrade was completely implemented and tested prior to developing training classes.
Meetings will resume in the fall of 2015 to determine the project’s viability. Requested funds ($2,700) were not spent in this funding cycle.

Measure: P1: Technical Skill Attainment

P18: Activity
Provide support for training programs in automotive technologies

Project/Program: (count) of 500 maximum characters used
Update curriculum and skill development to include development, study and maintenance of alternative fuel vehicles, particularly electric vehicles. Purchase two Toyota Prius Vehicles equipped with electric and solar power, smart stop technology, and stability control. Purchase hybrid vehicle battery testing and a FLUKE Advanced Motor Drive Troubleshooting Kit. Instructor professional development. Two instructors to attend 2015 Center for Advanced Automotive Technology Conference in Michigan.

Outcome: (count) of 500 maximum characters used
The purchase of Perkins funded equipment has moved the program forward and permits use of current automotive technology for instruction. One instruction attend the CAAT conference in Warren, Michigan, gleaning from other faculty and networking for future collaboration. (Conference outcomes and colleagues program examples are attached)

Measure: P2: Credential, Certificate or Diploma

Add Additional Entries

If any of the above questions cannot be answered in 500 characters, please attach the response as a Microsoft Word or Adobe PDF document.

If you have uploaded any files for OCHE review, please provide a brief description of the contents of each file. (97 of 4000 maximum characters used)

File 1: Automotive CAAT Conference Outcomes
File 2: Automotive student organization logo draft

Upload

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.

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Automotive CAAT Conference Outcomes 2015-20150520112306-martinezv.pdf

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Required 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 address how your institution will use Perkins funding in the upcoming grant cycle to meet each of the Perkins Required uses.

Note: Final Outcome information will not yet be known on the Original application. Entry of this data should only occur on an Amendment application.

R1 Strengthening the academic and career technical skills of students participating in career and technical education (CTE) programs by supporting academic and CTE.

Project/Program: (1531 of 2500 maximum characters used)

Helena College is requesting Perkins funding in support of the need to increase writing ability among special populations of students to be successful in high-skill, high-wage occupations. Writing assessments administered and scored by faculty in May 2015 revealed many of Helena College special populations students enrolled in career and technical programs lacked the basic writing skills necessary for success in high-skill, high-wage occupations. We will hire an outside consultant with expertise in integrated writing instruction to analyze these assessments (6 hours); develop strategies for teaching the weaknesses revealed in the writing samples (8 hours); and provide a half-day workshop for career/technical and academic instructors (writing) with strategies that can be used to improve results (4 hours). During the following months, the consultant will meet with each department to assist with developing, assigning, and assessing relevant writing assignments (8 hours). To complete the cycle, the consultant will return at the end of the semester to assist the writing instructors in assessing the assignments (8 hours). Faculty professional development, specifically designed for technical writing instructors, will be provided with an intensive 4-hour training session with a technical writing expert. The funding request will cover the consultant fees and costs associated with travel to Helena College. (Fixed rate stipend for contracted services includes travel expense, lodging, meals and mileage)

Expected Outcome: (400 of 2500 maximum characters used)

1. Student learning outcomes for technical writing courses will be refined. Common strategies for teaching technical writing will be improved. CTE courses will include writing assignments and assessments to integrate into CTE courses and curriculum. In 2016-17, success rates of special populations of CTE students will increase by 25% after the first year of this project (2015-16)

Final Outcome: (0 of 2500 maximum characters used)

Measure: 3P1: Student Retention or Transfer  
Quarter: Qtr 3: January-March

R2 Linking CTE at the secondary and postsecondary level.

Project/Program: (1237 of 2500 maximum characters used)

In this application, Helena College devoted 20% (over $33,655) of the total Perkins funding request to Big Sky Pathways activities. Activities supporting the development of Big Sky Pathways and linking CTE at the secondary and postsecondary levels include: Providing an opportunity for 3 Helena College faculty and high school instructors to participate in 'Train the Trainer' sessions to develop and purchase a pathway in Mechatronics Engineering. The multidisciplinary nature of this work provides an opportunity for instructors from backgrounds in manufacturing, engineering, computer science, and industrial and facilities maintenance to come together to envision the creation of a Career Pathway Program of study with ample flexibility for student exploration and growth. This project is one of several which allocates requested Perkins funding to the Helena Big Sky Pathways initiatives. Matching funds will be applied directly to Big Sky Pathways Grant. This funding request is to provide instructional coverage for 3 college faculty to attend the mechatronics engineering pathways seminar. Adjunct instructors will be hired at the rate of $40/hour for 5 hours x 3 adjunct instructors totaling ($600)

Expected Outcome: (666 of 2500 maximum characters used)

1. After the mechatronics engineering pathways seminar our BSP coordinator, Jan Clinard will prepare a draft program of study. 2. As part of her work with pathways development she will conduct a gap analysis to determine the commonalities and differences among high school courses and college courses commonly included in mechatronics engineering studies. 3. After compiling this information, Jan will present the pathway draft to seminar participants to verify accuracy of information. 4. The draft program of study will be implemented incrementally until Helena College has completed the feasibility study portion of the mechatronics program development.

Final Outcome: (0 of 2500 maximum characters used)

Measure: 3P1: Student Retention or Transfer  
Quarter: Qtr 4: April-June

Project/Program: ([count] of 2500 maximum characters used)

In this application, Helena College devoted 20% (over $33,655) of the total Perkins funding request to Big Sky Pathways activities. Activities supporting the development of Big Sky Pathways and linking CTE at the secondary and postsecondary levels include: One of the Helena College Trades Division goals is to promote and support high school to college transitions for career and technical education students by facilitating the integration of industry-recognized certifications into high school and college CTE courses. Integration of industry-recognized credentials into Pathways programs of study add value to every secondary student's career pathway. Certification training will be provided through the Perkins-funded purchase of Snap-on certification workstations, specifically, Precision Measuring and Automotive Scanner Diagnostics. In the past year, Helena College has increased program enrollment capacity in Computer-Aided Drafting, Industrial Welding, and Diesel Technology. The vision broadened significantly when we began to consider the value of embedding industry-recognized credentials into existing courses and programs. Although Helena College technical programs have historically included opportunities for students to obtain industry-recognized credentials, few programs required successful completion of these certifications as part of student success assessment or program completion. With a broader goal of identifying credentials employers would recognize and value, Helena College proposes, to utilize the Snap-on certification workstations in high schools and the college to instruct and assess knowledge and skill leading toward certification in Precision Measuring Instruments and Automotive Scanner Diagnostics. Once the school is equipped with the certification workstation (typically a Snap-on roll cab with all the required tools and lab materials in foam) and the instructor has attended one of two annual "train the trainer" sessions, schools will be set up with their own test site access. Once a student successfully completes their exam the instructor can print off a Snap-on certificate for the student to add to their employment portfolio. All of the above will result in curriculum for each CTE program. Online Testing Site Access; and an Opportunity to Attend Train the Trainer

Expected Outcome: ([count] of 2500 maximum characters used)

1. Facilitated sessions between secondary/postsecondary faculty to identify existing or new pathways where industry-recognized certifications in Precision Measuring and Automotive Diagnostics can be included. 2. With the Snap-on Automotive Scanner Diagnostics and Precision Measuring Instrument Certification workstations, travel to Helena and Capital High Schools to offer introductions to the value of acquiring industry-recognized credentials. 3. Prepare high school and college faculty to become certified instructors for Automotive Scanner Diagnostics and Precision Measuring Instrument Certification.
Final Outcome: ([count] of 2500 maximum characters used)

Measure: Project/Program: ([count] of 2500 maximum characters used)

In this application, Helena College devoted 20% (over $33,655) of the total Perkins funding request to Big Sky Pathways activities. Activities supporting the development of Big Sky Pathways and linking CTE at the secondary and postsecondary levels include: After participating in a BSP Information Technology seminar in spring 2015, Helena College instructor, Shaun Scott, was asked to prepare and deliver a presentation on the BSP pathways model and the process used to create 4 pathways in information technology between Helena College and Helena and Capital High Schools. Shaun will offer his presentation at the 2015 MT ACTE conference. Matching funds directly applied to Big Sky Pathways Grant ($350)

Expected Outcome: ([count] of 2500 maximum characters used)

1. Participants to this conference will learn about BSP, in general, and about how Helena College created 4 pathways in cooperation with Helena and Capital High Schools. Identified as an acute need within the BSP initiative was to partner with high school counselors to raise awareness of the value of early student engagement in a high to college transition pathway.

Final Outcome: ([count] of 2500 maximum characters used)

Measure: Project/Program: ([count] of 2500 maximum characters used)

Service Excellence (ASE) standards, Helena College will contract services from a curriculum content expert to develop and integrate light duty diesel truck purchase of one diesel truck equipped with 3.0-Liter V6 EcoDiesel Engine 8-Speed Automatic 8HP70 Transmission 3.55 Rear Axle Ratio. ($36,000) Using American service professionals not the auto shops.

Helena College is requesting Perkins funding to support the purchase of one diesel truck equipped with 3.0-Liter V6 EcoDiesel Engine 8-Speed Automatic BHP70 Transmission 3.55 Rear Axle Ratio. ($36,800) Using American Service Excellence (ASE) standards, Helena College will contract services from a curriculum content expert to develop and integrate light duty diesel truck repair.2. During fall term 2015 for implementation spring term 2016.

This funding request is to support a Helena College goal to purchase Snap-on Automotive Scanner Diagnostics Workstation to instruct and assess students' technical skill attainment.

R3 Provide students with strong experience in and understanding of all aspects of an industry (which may include work-based experiences).

Project/Program: ([count] of 2500 maximum characters used)

ASE promotes excellence in automotive repair and service. over 300,000 Automotive Technician and Service Professionals hold ASE Certifications. ASE Certified Technicians work in every part of the automotive service industry. Certification is held by the automotive technician and service professionals not the auto shops. The Helena College Automotive Technology program curriculum and student learning outcomes prepares students to take ASE examinations to become certified technicians. During 2014-15, and at two advisory council meetings, members inquired about adding diesel light duty truck repair to the existing curriculum. In order to address the expectations of local and regional employers, we are requesting Perkins funding to support the addition of equipment (diesel truck) and curriculum to prepare students to repair diesel light duty trucks. Using American Service Excellence (ASE) standards, Helena College will contract services from a curriculum content expert to develop and integrate light duty diesel truck maintenance instruction into AAS in Automotive Technology. The Assistant Dean of Business Services, Russ Fillner, has approved the procurement of a light duty diesel truck for use in instruction the automotive technology program. He is working closely with State agencies regarding vehicle purchase. Because this vehicle must meet instructional program specifications, Russ has requested special permission to purchase the vehicle outside the State annual vehicle purchase guidelines. Associated standard ASE course modules, which provide direct instruction in light duty diesel engine diagnosis and repair will be developed in July and August 2015 for integration into existing courses fall 2015 and spring 2016. If new courses are needed to expand the existing curriculum, these courses changes will be made, reviewed and approved through internal processes during fall term 2015 for implementation spring term 2016.

Expected Outcome: ([count] of 2500 maximum characters used)

1. Helena College faculty will complete curriculum outlines to add modules of instruction which meet the ASE standards for light duty diesel truck diagnosis and repair.2. Integration of diesel light duty truck repair direct and applied instruction into the existing AAS degree in Automotive Technology.

Final Outcome: ([count] of 2500 maximum characters used)

Measure: Project/Program: ([count] of 2500 maximum characters used)

Project/Program: ([count] of 2500 maximum characters used)

This funding request is to support a Helena College goal to purchase Snap-on Automotive Scanner Diagnostics Workstation to instruct and assess students' technical skill attainment. One of the Helena College Trades Division goals is to promote and support high school to College transitions for career and technical education students by facilitating the integration of industry-recognized certifications into high school and college CTE courses. Integration of industry-recognized credentials into Pathways programs of study add value to every student's pathway. Certification training will be provided through the Perkins-funded purchase of Snap-on certification workstations, specifically, Precision Measuring and Automotive Scanner Diagnostics. In the past year, Helena College has increased program enrollment capacity in Computer-Aided Drafting, Industrial Welding, and Diesel Technology. The vision broadened significantly when we began to consider the value of embedding industry-recognized credentials into existing programs and courses. Although Helena College technical programs have historically included opportunities for students to obtain industry-recognized credentials, few programs required successful completion of these certifications as part of student success assessment or program completion. With a broader goal of identifying credentials employers would recognize and value, Helena College proposes, to utilize the Snap-on certification workstations in high schools and the college to instruct and assess knowledge and skill leading toward certification in Precision Measuring Instruments and Automotive Scanner Diagnostics. Once the school is equipped with the certification workstation (typically a Snap-on roll cab with all the required tools and lab materials in foam) and the instructor has attended one of two annual "train the trainer" sessions, schools will be set up with their own test site access. Once a student successfully completes their exam, the instructor will print off a Snap-on certificate for the student to add to their employment portfolio. All of the certification programs come with Curriculum; Online Testing Site Access; and a requirement for faculty to attend Train the Trainer sessions at a Snap-on Training Center.

Expected Outcome: ([count] of 2500 maximum characters used)

1. Snap-on certification of 10 high school and 15 college automotive students in Snap-on Automotive Scanner Diagnostics

Final Outcome: ([count] of 2500 maximum characters used)

Measure: Project/Program: ([count] of 2500 maximum characters used)

Project/Program: ([count] of 2500 maximum characters used)

Helena College is requesting Perkins funding to support the purchase of one diesel truck equipped with 3.0-Liter V6 EcoDiesel Engine 8-Speed Automatic BHP70 Transmission 3.55 Rear Axle Ratio. $36,800 Using American Service Excellence (ASE) standards, Helena College will contract services from a curriculum content expert to develop and integrate light duty diesel truck repair to the existing curriculum. In order to address the expectations of local and regional employers, we are requesting Perkins funding to support the purchase of one diesel truck equipped with 3.0-Liter V6 EcoDiesel Engine 8-Speed Automatic BHP70 Transmission 3.55 Rear Axle Ratio. ($36,800) Using American Service Excellence (ASE) standards, Helena College will contract services from a curriculum content expert to develop and integrate light duty diesel truck repair.
Expected Outcome: ([count] of 2500 maximum characters used)

1. Helena College faculty will complete curriculum outlines to add modules of instruction which meet the ASE standards for light duty diesel truck diagnosis and repair.
2. Intensive instruction for light duty diesel truck diagnostics and repair.
3. Integration of diesel light duty truck repair learning outcomes into the existing AAS degree in Automotive Technology.

Final Outcome: ([count] of 2500 maximum characters used)

Measure: 1P1: Technical Skill Attainment  
Quarter: Qtr 2: October-December

Project/Program: ([count] of 2500 maximum characters used)

Helena College is requesting Perkins funding as continued support for travel required of the Sheet Metal Apprenticeship Instructor, Scott Burke. With Perkins funding support in 2014-15, Helena College created and implemented an AAS degree in Sheet Metal Apprenticeship in partnership with the Montana State Office of Training and Apprenticeship and an employer sponsor, Comfort Systems of Bozeman, Montana. The College was successful in meeting the outcomes supported by Perkins funding by hiring a .60 FTE instructor, preparing the instructor for NCCER instructor certification, admitting and enrolling 7 students, and offering 1st year courses in the spring of 2015. Continued support of the travel required of the sheet metal apprenticeship program instructor allows the College to adhere to requirements specified in the employer sponsor's training agreement and with State policy. Using these travel funds our instructor will monitor and evaluate students’ on-the-job competencies at sites throughout Montana and the region.

Expected Outcome: ([count] of 2500 maximum characters used)

1. Technical skills and abilities of students enrolled in the AAS degree in Sheet Metal Apprenticeship will be assessed using NCCER and State of Montana Department of Training and Apprenticeship on-the-job competency rubrics.

Final Outcome: ([count] of 2500 maximum characters used)

Measure: 1P1: Technical Skill Attainment  
Quarter: Qtr 4: April-June

R4 Developing, improving, or expanding the use of technology in CTE (which may include training, STEM initiatives, and collaboration with business and industry.

Project/Program: (2192 of 2500 maximum characters used)

Helena College requests Perkins funding to purchase one Snap-on Precision Measuring Instrument Certification Workstation. This funding request is to support a Helena College goal to purchase the Snap-on Precision Measuring Instrument Certification Workstation to instruct and assess students’ knowledge and skill in use of precision measuring instruments. In the past year, Helena College has increased program enrollment capacity in Computer-Aided Drafting, Industrial Welding, and Diesel Technology. The vision broadened significantly when we began to consider the value of embedding industry-recognized credentials into existing courses and programs. Although Helena College technical programs have historically included opportunities for students to obtain industry-recognized credentials, few programs required successful completion of these certifications as part of student success assessment or program completion. With a broader goal of identifying credentials employers would recognize and value, Helena College proposes to utilize the Snap-on certification workstations in high schools and the college to instruct and assess knowledge and skill leading toward certification in Precision Measuring Instruments and Automotive Scanner Diagnostics. Once the school is equipped with the certification workstation (typically a Snap-on roll cab with all the required tools and lab materials in foam) and the instructor has attended one of two annual “train the trainer” sessions, schools will be set up with their own test site access. Once a student successfully completes their exam, the instructor will print off a Snap-on certificate for the student to add to their employment portfolio. All of the certification programs come with Curriculum; Online Testing Site Access; and a requirement for faculty to attend Train the Trainer sessions at a Snap-on Training Center. The quantities of tools inside the kit will be 10 each. With a 2-1 ratio, one workstation will accommodate 20 students. Instruction in precision measuring instruments will be integrated into three Helena College CTE programs: Diesel Technology, Computer-Aided Manufacturing, and Automotive Technology.

Expected Outcome: (977 of 2500 maximum characters used)

1. Schedule secondary/postsecondary faculty meetings to identify existing or new pathways where industry-recognized certifications in Precision Measuring Instrument and Automotive Diagnostics can be included.
2. Schedule and facilitate certification instruction.
3. Schedule and facilitate certification pre-testing.
4. Schedule and facilitate re-instruction.
5. Schedule and facilitate certification testing.
6. Students’ records of assessment are housed in the Snap-on repository administered by a third party agency, NC3. Provide instruction to a minimum of 45 students (diesel technology, computer-aided manufacturing and automotive technology) in the concepts and theory of precision measurement. Provide pre-test assessments to determine student understanding. Re-teach. Provide post-assessment examinations for certification.
7. Ten high school and 30 college students will become certified in safe and accurate operation of Snap-on precision measuring instruments.

Final Outcome: (0 of 2500 maximum characters used)

Measure: 1P1: Technical Skill Attainment  
Quarter: Qtr 3: January-March

R5 Provide professional development programs to secondary and post-secondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs.

Project/Program: (699 of 2500 maximum characters used)

Helena College is requesting Perkins funding support for instructor professional development, specifically, the required Snap-on instructor certification training in Automotive Scanner Diagnostics. Two Helena College instructors will travel to one of the Snap-on Technical Education Centers to obtain the requisite training in scanner use and instructional methodologies used to prepare students to take the certifications exams. During these training sessions, each instructor will successfully complete all learning modules associate with the workstation certification. Each instructor will become certified. The funding request will cover registration, travel, lodging, meals and incidentals.

Expected Outcome: (347 of 2500 maximum characters used)

1. Two Helena College instructors will obtain certification in Snap-on Automotive Scanner Diagnostics. Using the “train the trainer” model, Helena College faculty will instruct high school faculty and offer certification instruction to enable these instructors to administer certification instruction and testing to their high school students.

Final Outcome: (0 of 2500 maximum characters used)
### Measure 1P1: Technical Skill Attainment

| Quarter | Qtr 2: October-December |

#### Project/Program: (count) of 2500 maximum characters used

Helena College is requesting Perkins funding support for instructor professional development, specifically, the required Snap-on instructor certification training in Precision Measuring Instruments. Two Helena College instructors will travel to one of the Snap-on Technical Education Centers to obtain the requisite training in measuring instrument use and instructional methodologies used to prepare students to take the certifications exams. During these training sessions, each instructor will successfully complete all learning modules associated with the workstation certification. Each instructor will become certified. The funding request will cover registration, travel, lodging, meals and incidentals.

### Expected Outcome: (count) of 2500 maximum characters used

1. Three Helena College instructors will obtain certification in Snap-on Precision Measuring Instruments. Using the "train the trainer" model, Helena College faculty will instruct high school faculty and offer certification instruction to enable these instructors to administer certification instruction and testing to their high school students.

#### Final Outcome: (count) of 2500 maximum characters used

| Quarter | Qtr 2: October-December |

### Measure 2P1: Credential, Certificate or Diploma

| Quarter | Qtr 3: January-March |

#### Project/Program: (count) of 2500 maximum characters used

This funding request is to support Helena College participation in a Montana statewide DACUM (Developing a Curriculum) facilitator training. This training includes 5-days of instruction and practical application of the facilitation skills needed to develop a comprehensive job analysis. Training registration, accommodations and travel expenses are requested for one participant to travel to a centralized Montana location. We believe a trained DACUM facilitator at Helena College will facilitate a process which can be utilized for regular and consistent review of CTE program and curricular alignment with industry standards. During a job analysis, subject matter experts, working in the given job, converse with a facilitator to list all the major duties of the job and the tasks that make up each duty. When a job analysis is complete, the information can be used to create job descriptions, determine the skill and compensation levels for the position, and create courses and curriculum materials. Developing a Curriculum (DACUM) job analysis is a well-known way for colleges to align CTE program curriculum with industry standards. Partnering with Miles Community College, Helena College will identify one participant to attend DACUM facilitator training. Miles Community College will contract a certified DACUM trainer from Ohio State University to conduct DACUM facilitator training in Montana. In addition, Helena College will outline a CTE curriculum review cycle to validate existing curriculum against industry standards and employer expectations. According to the curriculum review cycle, a DACUM job analysis will be conducted to ensure currency and relevancy of Helena College CTE programs and equipment. Helena College will utilize the DACUM facilitator’s skills to assist us determine the feasibility of developing a new AAS degree in Mechatronics. We’re taking advantage of a rare opportunity to spend 9 months thoroughly investigating the job of a Mechatronics Facilities or Mechatronics Industrial Technician. Mechatronics is one of the 10 emerging technologies slated to transform the world. The US Department of Labor lists mechatronics as an emerging “green jobs” growth area. And, according to the Bureau of Labor Statistics, the job outlook for mechatronics is bright all the way through 2020. Helena College needs to know if the time and opportunities are right to develop this new degree.

### Expected Outcome: (count) of 2500 maximum characters used

1. Helena College will have one certified DACUM facilitator as part of a larger Montana pool of facilitators before the end of the grant cycle, June 30, 2016.2. Regular DACUM analysis will be conducted on Helena College CTE programs. For example, the Montana Board of Regents requires formal program review every 5 years. Helena College could conduct a DACUM study as part of that program review process every five years. A DACUM study cycle of review will be developed and implemented in the third quarter (January-March 2016).3. One DACUM job analysis will be conducted for mechatronics/engineering technology at Helena College in the 2nd quarter (October - December 2015) of the Perkins grant fund cycle. Results of this study will be used as part of a larger feasibility study to determine the need to develop a 2-year AAS program leading to a career in mechatronics.

#### Final Outcome: (count) of 2500 maximum characters used

### Measure 1P1: Technical Skill Attainment

| Quarter | Qtr 2: October-December |

#### Project/Program: (count) of 2500 maximum characters used

Helena College is requesting Perkins funding support for instructor professional development, specifically, the required Snap-on instructor certification training in Precision Measuring Instruments. Two Helena College instructors will travel to one of the Snap-on Technical Education Centers to obtain the requisite training in measuring instrument use and instructional methodologies used to prepare students to take the certifications exams. During these training sessions, each instructor will successfully complete all learning modules associated with the workstation certification. Each instructor will become certified. The funding request will cover registration, travel, lodging, meals and incidentals.

### Expected Outcome: (count) of 2500 maximum characters used

1. Helena College could conduct a DACUM study as part of that program review process every five years. A DACUM study cycle of review will be developed and implemented in the third quarter (January-March 2016).3. One DACUM job analysis will be conducted for mechatronics/engineering technology at Helena College in the 2nd quarter (October - December 2015) of the Perkins grant fund cycle. Results of this study will be used as part of a larger feasibility study to determine the need to develop a 2-year AAS program leading to a career in mechatronics.

#### Final Outcome: (count) of 2500 maximum characters used

### Measure 2P1: Credential, Certificate or Diploma

| Quarter | Qtr 3: January-March |

#### Project/Program: (count) of 2500 maximum characters used

Helena College is requesting Perkins funds in support of professional development for 2 Helena College administrators and 1 high school administrator, to participate in the National Coalition of Certification Centers (NC3) annual leadership summit in Kenosha, WI, July 14 - 17, 2015. The conference showcases its workshops, tours of college facilities and presentations by industry partners. Although Helena College programs offer students opportunities to take exams leading to industry-recognized credentials, few if any program require students to take advantage of these opportunities. Over the past two years, Helena College has worked diligently with industry partners to identify meaningful and relevant industry-recognized credentials. Snap-on and its partner, the National Coalition of Certification Centers, have made it possible for Helena College instructors to embed direct and applied instruction, which leads to industry-recognized credentials, into existing courses. Within this proposal, Helena College will acquire two Snap-on Certification workstations for use in college and high school courses. With these workstations, students will acquire credentials which can be added to their employment portfolios in preparation for gainful employment. Administrators attending this leadership summit will work closely together to determine common ways both college and high school students can be afforded opportunities to obtain these credentials. College and high school leadership must buy into the value of certification and begin to create long-term plans for increasing and enhancing these opportunities for students. Funding will be used to cover the costs of registration, travel, lodging, and meals for 3 Helena College participants.

### Expected Outcome: (count) of 2500 maximum characters used

1. Obtain access to a national network of industry professionals working to increase student acquisition of industry-recognized credentials.2. Administrator buy-in and increased understanding of requirements for planning and resourcing a Snap-on Education Center of Excellence.3. Common strategic plan for building out the vision of creating a Snap-on Center of Excellence Training facility in Helena, MT

#### Final Outcome: (count) of 2500 maximum characters used

### Measure [count]

| Quarter |

#### Project/Program: (1531 of 2500 maximum characters used)

Helena College is requesting Perkins funding in support of the need to increase writing ability among special populations of students to be successful in high-skill, high-wage occupations. Writing assessments administered and scored by faculty in May 2015 revealed many of Helena College special populations students enrolled in career and technical programs lacked the basic writing skills necessary for success in high-skill, high-wage occupations. We will hire an outside consultant with expertise in integrated writing instruction to analyze these assessments (6 hours); develop strategies for addressing the weaknesses revealed in the writing samples (8 hours); and provide a half-day workshop for career/technical and academic instructors (writing) with strategies that can be used to
Implement results (4 hours). During the following months, the consultant will meet with each department to assist with developing, assigning, and assessing relevant writing assignments (8 hours). To complete the cycle, the consultant will return at the end of the semester to assist the writing instructors in assessing the assignments (8 hours). Faculty professional development, specifically designed for technical writing instructors, will be provided with an intensive 4-hour training session with a technical writing expert. The funding request will cover the consultant fees and costs associated with travel to Helena College. (Fixed rate for contracted services includes travel expense, lodging, meals and mileage)

Expected Outcome: (400 of 2500 maximum characters used)

1. Student learning outcomes for technical writing courses will be refined. 2. Common strategies for teaching technical writing will be improved. 3. CTE courses will include writing assignments and assessments to integrate writing into CTE courses and curriculum. 4. In 2016-17, success rates of special populations of CTE students will increase by 25% after the first year of this project (2015-16).

Final Outcome: (0 of 2500 maximum characters used)

Provide effective CTE programs that are of sufficient size, scope, and quality to be successful.

Measure: 1P1: Technical Skill Attainment
Quarter: Qtr 1: July-September

Add Additional Entries

R7 Initiate, improve, expand and modernize quality CTE programs, including relevant technology.

Project/Program: (2147 of 2500 maximum characters used)

Helena College is requesting Perkins funding to support the development and implementation of an Advanced EMT course by hiring a program coordinator to assist with writing curriculum according to State and National EMT standards, identifying and mentoring qualified adjunct instructors, purchasing supplies and equipment, scheduling and teaching one class in 2015-16. (Stipend $2,000/year + 5 credits @ $600/credit) This position has been authorized for recruitment and hire by the Helena College leadership team. Qualified applicants will be recruited, interviewed and successful hire is anticipated for fall term 2015. When the Fire Rescue Program Advisory Council prompted our instructor to develop an advanced EMT course to follow the basic course offered in the AAS Fire and Rescue, he responded by conducting research, identifying clinical sites, and assessing the availability of qualified adjunct instructors to teach the course. In the Spring of 2015, the Fire Rescue program coordinator submitted a request for course approval for the Advanced EMT course. It was approved and will be offered for the first time in the spring of 2016. After having conducted all the research regarding guidelines and parameters governing State and National Department of Transportation EMT Standard Curriculum, the College determined it would be necessary to offer support and assistance to the Fire Rescue program coordinator during the first year (2015-16). The primary focus of the AEMT is to provide basic and limited advanced emergency medical care and transportation for critical and emergent patients who access the emergency medical system. The individual will obtain the basic knowledge and skills necessary to provide patient care and transportation. The AEMT will function as a comprehensive EMS response, under medical oversight. The AEMT will perform interventions with basic and advanced equipment typically found on an ambulance. The AEMT is a link from the scene to the emergency health care system. Upon successful completion of the AEMT course, students will be eligible to test for a National Registry of EMT's 'AEMT Certification'.

Expected Outcome: 677 of 2500 maximum characters used

1. Advanced EMT courses integrated into the existing AAS degree in fire and rescue for internal approval. 2. Identify clinical sites and health care partners who will support the course through in-kind (use of facilities, preceptorships) or direct financial contributions. 3. Identification of equipment and supplies needed to provide high quality instruction. Estimates of costs for purchase will be presented to Helena College leadership for inclusion in the fire rescue current fund budget in 2016-17. Enroll 15 students in the AEMT course.

Final Outcome: (0 of 2500 maximum characters used)

Measurement: 2P1: Credential, Certificate or Diploma
Quarter: Qtr 2: October-December

Add Additional Entries

R8 Provide effective CTE programs that are of sufficient size, scope, and quality to be successful.

Project/Program: (942 of 2500 maximum characters used)

Helena College requests Perkins funding support to continue an ongoing process toward International Fire Service Accreditation Congress (IFSAC) program accreditation of the fire rescue program. 2014-15 approved Perkins funding ($11,200) for the project was not expended in its entirety. As part of the original funding request, the College expended $1,800 toward IFSAC membership. The Membership Fee will cover institutional membership through December 2016. A consultant was engaged in fall 2014 to assess current program/course student learning outcomes with IFSAC accreditation standards. Deficiencies identified by the consultant have been addressed through course revision and increased financial support through current fund budget allocations. This funding request supports IFSAC fees to submit a program self-study ($1,000); Three-member site visit team travel, lodging, meals, rental car, and documentation portfolios ($7,200).

Expected Outcome: (162 of 2500 maximum characters used)

1. Successful submission of fire rescue program self-study along with application for IFSAC accreditation. 2. Fire Rescue IFSAC Program Accreditation June 2016.

Final Outcome: (0 of 2500 maximum characters used)

Measurement: 2P1: Credential, Certificate or Diploma
Quarter: Qtr 4: April-June

Add Additional Entries

R9 Provide 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.

Project/Program: (2119 of 2500 maximum characters used)

Helena College requests Perkins funding in support of a national pilot project, partnering with Department of Education to plan, develop, and deliver a competency-based model of delivery of the AAS degree in Computer Systems Professional. This funding supports hiring a 0.5 FTE workforce navigator to assist full-time faculty with student admission, scheduling classes, tutoring, and mentoring students to increase success, retention, and degree completion. In January 2015, the U.S. Department of Education allowed at least 40 colleges to experiment with competency-based education and prior learning assessment, granting them a waiver from certain rules that govern federal financial aid. The department colleges that had successfully applied to participate in the latest round of 'experimental sites.' Helena College, as an experimental site, identified staff and faculty tasked with creating a competency-based certificate or degree program. After reviewing institutional research data, it was determined the student demographic most like to benefit from a program based on competencies were enrolled...
In Office Technology programs, a newly approved program, Computer Systems Support Professional, was tagged for build out as competency-based model. Course and curriculum revision have been completed. Core competencies and assessment strategies are being developed. Admission, enrollment, and financial guidelines have been developed for implementation in fall semester 2015. This project did not have grant or financial support and the college requests staff support to assist our faculty with student admission assistance, developing course competency modules which can be assessed online, scheduling classes, tutoring, and mentoring students to increase success, retention, and degree completion. The workforce navigator will also assist the faculty develop prior learning assessments to enable students to enter the program without repeating instruction gained from prior learning. The support of a .5 FTE workforce navigator will assist the college build a foundation for student and project success.

Expected Outcome: (283 of 2500 maximum characters used)
1. 10 students admitted and enrolled into the AAS degree in Computer Systems Professional competency-based courses
2. Students will be oriented to a competency-based model of instructional delivery
4. Students will be mentored and assisted toward achieving their educational goals

Final Outcome: (0 of 2500 maximum characters used)

Measure: SP1: Nontraditional Participation
Quarter: Qtr 4: April-June

If any of the above questions cannot be answered in 500 characters, please attach the response as a Microsoft Word or Adobe PDF document.

If you have uploaded any files for OCHE review, please provide a brief description of the contents of each file. (176 of 4000 maximum characters used)
File 1: Position Description Workforce Navigator/Adviser Computer Systems Support Professional
File 2: Position Description Advanced Emergency Medical Technician Coordinator

Upload

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.

Choose File: no file selected

Uploaded Files:
AEMT Coordinator Position Description-20150521030415-martinezv.doc
Navigator Advisor Perkins Grant-20150521025623-martinezv.docx

Delete Selected Files

Save Page
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.

Note: Final Outcome information will not yet be known on the Original application. Entry of this data should only occur on an Amendment application.

<table>
<thead>
<tr>
<th>P6</th>
<th>Activity</th>
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<tbody>
<tr>
<td></td>
<td>Mentoring and support services</td>
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**Project/Program:** (564 of 2500 maximum characters used)

As part of a national pilot project, Helena College is partnering with Department of Education to plan, develop, and deliver a competency-based model of delivery of courses in the AS degree in Computer Systems Professional. This funding supports hiring a .5 FTE workforce navigator to assist full-time faculty with student admission, scheduling classes, and mentoring students to increase success and retention. The workforce navigator will provide assistance for postsecondary students, including for adult students who are changing careers or updating skills.

**Expected Outcome:** (323 of 2500 maximum characters used)

1. Admit 10 students into the AS degree in Computer Systems Professional degree
2. Orient students to competency-based model of instructional delivery
3. Mentor enrolled students
4. Identify a baseline for measuring student retention and satisfaction compared to traditional instructional delivery models at Helena College

**Final Outcome:** (0 of 2500 maximum characters used)

**Measure:** 3P1: Student Retention or Transfer  
**Quarter:** Qtr 2: October-December

<table>
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<tr>
<th>P7</th>
<th>Activity</th>
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<tbody>
<tr>
<td></td>
<td>Leasing, purchasing, upgrading or adapting equipment, to strengthen and support academic and technical skill achievement</td>
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**Project/Program:** ([count] of 2500 maximum characters used)

Purchase Snap-on Automotive Scanner Diagnostic Certification Workstation

**Expected Outcome:** ([count] of 2500 maximum characters used)

1. Collaborate with secondary school instructors at Helena and Capital High Schools to administer certification instruction and assessment leading to student certification as part of secondary CTE curriculum.

**Final Outcome:** ([count] of 2500 maximum characters used)

**Measure:** 1P1: Technical Skill Attainment  
**Quarter:** Qtr 2: October-December

<table>
<thead>
<tr>
<th>P7</th>
<th>Activity</th>
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<tbody>
<tr>
<td></td>
<td>Leasing, purchasing, upgrading or adapting equipment, to strengthen and support academic and technical skill achievement</td>
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</tbody>
</table>

**Project/Program:** ([count] of 2500 maximum characters used)

Purchase Snap-on Precision Measuring Instruments Certification Workstation

**Expected Outcome:** ([count] of 2500 maximum characters used)

1. Collaborate with secondary school instructors at Helena and Capital High Schools to administer certification instruction and assessment leading to student certification as part of secondary CTE curriculum

**Final Outcome:** ([count] of 2500 maximum characters used)

**Measure:** 1P1: Technical Skill Attainment  
**Quarter:** Qtr 2: October-December

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<th>P9</th>
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<tr>
<td></td>
<td>Develop and expand postsecondary program offerings at times and in formats that are accessible including through the use of distance education</td>
</tr>
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**Project/Program:** ([count] of 2500 maximum characters used)

As part of a national pilot project, partnering with Department of Education to plan, develop, and deliver a competency-based model of delivery in computer systems professional. This funding supports hiring a .5 FTE workforce navigator to assist full-time faculty with student admission, scheduling classes, and mentoring students to increase success and retention.

**Expected Outcome:** ([count] of 2500 maximum characters used)

1. Successful development of courses delivered using competency-based methods and assessments.

**Final Outcome:** ([count] of 2500 maximum characters used)

**Measure:** 3P1: Student Retention or Transfer  
**Quarter:** Qtr 4: April-June

<table>
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<th>P12</th>
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<tbody>
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<td>Improving or developing new CTE courses</td>
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</table>
Improving or developing new CTE courses

Project/Program: Seek International Fire Service Accreditation Congress (IFSAC) program accreditation: Submit application with self-study. Allocate resources for site visit.

Expected Outcome: Successful submission of program self-study. Schedule and host IFSAC accreditation team site visit. IFSAC program accreditation before June 30, 2016.

Final Outcome:

Measure: 2P1: Credential, Certificate or Diploma  Quarter: Qtr 4: April-June

P6 : Activity
Mentoring and support services

Project/Program: Support the development and growth of an Advanced EMT program by hiring a program coordinator to assist with identifying qualified adjunct instructors, purchasing supplies and equipment, scheduling classes fall and spring term 2015-16. (Stipend $2,000/year + 5 credits @ $600/credit)

Expected Outcome: New courses developed, approved and integrated into the existing AAS degree in fire and rescue.

Final Outcome:

Measure: 2P1: Credential, Certificate or Diploma  Quarter: Qtr 3: January-March

P18 : Activity
Provide support for training programs in automotive technologies

Project/Program: Update curriculum and student skill development to include development, study and maintenance of light duty diesel trucks. Purchase one diesel truck equipped with 3.6 liter Pentastar V6 engine, 8-speed automatic 845RE transmission; and 3.21 rear axle ratio.

Expected Outcome: Extensive use of the light duty diesel truck for providing applied technical instruction in existing automotive courses.

Final Outcome:

Measure: 1P1: Technical Skill Attainment  Quarter: Qtr 2: October-December

P18 : Activity
Provide support for training programs in automotive technologies

Project/Program: Purchase Snap-On Automotive Scanner Diagnostic Certification Workstation

Expected Outcome: Two college instructors, 10 high school instructors, 30 high school students, and 15 college will obtain industry-recognized credentials in the efficient and accurate use of automotive scanner diagnostics.

Final Outcome:

Measure: 1P1: Technical Skill Attainment  Quarter: Qtr 3: January-March

P18 : Activity
Provide support for training programs in automotive technologies

Project/Program: Contracted services to develop and integrate light duty diesel truck maintenance curriculum into existing AAS degree in Automotive Technology. ASE standard instructional modules will be integrated into existing courses in the automotive technology degree. If a new course is required, the course development will occur in July and August 2015 for internal review and approval in fall semester 2015. Modules will be integrated into existing courses fall 215 and spring 2016. A new course, if needed, will be offered spring 2016.

Expected Outcome: Successful development of ASE standard modules of light duty diesel truck instruction. Successful integration of light duty diesel truck instruction into existing courses in the AAS degree in Automotive Technology.

Final Outcome:

Measure: 2P1: Credential, Certificate or Diploma  Quarter: Qtr 3: January-March
Teacher preparation programs that address the integration of academic and CTE

Project/Program: (count of 2500 maximum characters used)

Assessments administered and scored by faculty in May 2015 revealed many of Helena College special populations students enrolled in career and technical programs lacked the basic writing skills necessary for success in high-skill, high-wage occupations. We will hire an outside consultant with expertise in integrated writing instruction to analyze these assessments (6 hours); develop strategies for addressing the weaknesses revealed in the writing samples (8 hours); and provide a half-day workshop for career/technical and academic instructors (writing) with strategies that can be used to improve results (4 hours). During the following months, the consultant will meet with each department to assist with developing, assigning, and assessing relevant writing assignments (8 hours). To complete the cycle, the consultant will return at the end of the semester to assist the writing instructors in assessing the assignments (8 hours). ($1360)Faculty professional development, specifically designed for technical writing instructors, will be provided with an intensive 4-hour training session with a technical writing expert.

Expected Outcome: (count of 2500 maximum characters used)

1. Faculty development for one Helena College technical writing instructor.
2. Refine and improve existing technical writing courses and instructional methodologies in CTE courses.

Final Outcome: (count of 2500 maximum characters used)

Measure: 1P1: Technical Skill Attainment
Quarter: Qtr 2: October-December

If any of the above questions cannot be answered in 500 characters, please attach the response as a Microsoft Word or Adobe PDF document.

If you have uploaded any files for OCHE review, please provide a brief description of the contents of each file. (0 of 4000 maximum characters used)

Upload

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.

Choose File: no file selected
Uploaded Files:
No files are currently uploaded for this page.

Delete Selected Files

Save Page
Big Sky Pathways

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>Information Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway</td>
<td>Information Technology</td>
</tr>
<tr>
<td>High School Name</td>
<td>Capital High School</td>
</tr>
<tr>
<td>Approval Date (mm/dd/yyyy)</td>
<td>02/10/2015</td>
</tr>
<tr>
<td>Certifications, Local Articulations, or Dual Credit Classes within the Pathway</td>
<td>Dual Credit courses: M121 College Algebra; M151 Pre Calculus; M171 Calculus; STAT 216 Statistics; MCH 234 CNC Millings; WRIT101 College Writing, WRIT121T Technical Writing; LIT 110 Intro to Lit; CSCI100 Intro to Programming; COMX111 Intro to Public Speaking; ACCT 101 Intro to Accounting; CAPP 154 Intro Word: CAPP 156 Intro to Excel</td>
</tr>
</tbody>
</table>

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</tr>
<tr>
<td>Certifications, Local Articulations, or Dual Credit Classes within the Pathway</td>
<td>Dual credit courses in Wildland Firefighting FIRE106, Personal Physical Fitness I FIRE107, College Writing WRIT101. Wildland Fire Certification Level One may result with passing test scores.</td>
</tr>
</tbody>
</table>

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<td>Approval Date (mm/dd/yyyy)</td>
<td>02/10/2015</td>
</tr>
</tbody>
</table>
| Certifications, Local Articulations, or Dual Credit Classes within the Pathway | Network Administration Dual credit courses in Intro to Programming, Joy and Beauty of Computing, Programming with JAVA, and Databases & SQL

Gap Analyses were completed and Programs of Study begun during the Seminar and completed within a few weeks.

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<thead>
<tr>
<th>Cluster Level Program of Study</th>
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<tbody>
<tr>
<td>Pathway</td>
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<tr>
<td>High School Name</td>
<td>Helena High School</td>
</tr>
<tr>
<td>Approval Date (mm/dd/yyyy)</td>
<td>01/20/2015</td>
</tr>
<tr>
<td>Certifications, Local Articulations, or Dual Credit Classes within the Pathway</td>
<td>Network Administration M121 College Algebra; M151 Pre-calc; M171 Calc; WRIT101 College Writing or WRIT121T Technical Writing; CSCI100 Intro to Programming; CSCI111 Programming with Java 1; NTSI044A, CCNA 1: Intro to Networks; Oracle = CSCI240 Databases &amp; SQL; DFT150 CAD 2D</td>
</tr>
</tbody>
</table>
## Information Technology Pathway

*Cluster Level Program of Study*

- **Pathway:** Computer Programming
  - High school teachers and counselors learned about openings, skill sets, salaries in the IT field, opportunities for two-year graduates, the Certified IT Apprenticeship Program, the importance of developing portfolios, opportunities for engaging in computer-related work, and the connection of IT and manufacturing. Having a graduate Helena College present a sample Systems Analysis and Design Project and a current student demonstrate work with VoIP Primmer gave participants a picture of the depth of these IT programs. Teachers explored the Joy and Beauty of Computing dual credit course. Eric Swenson and participants discussed additional training opportunities and teaching endorsement issues. Gap Analyses were completed and Programs of Study begun during the Seminar and completed within a few weeks.

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<thead>
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<th>High School Name</th>
<th>Approval Date (mm/dd/yyyy)</th>
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</thead>
<tbody>
<tr>
<td>Helena High School</td>
<td>01/30/2015</td>
</tr>
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<tr>
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<td>Dual Credit courses: M121 College Algebra; WRIT101 College Writing; WRIT121T Technical Writing; CSCI100 Intro to Programming; CSCI111 Programming with Java 1; NTS104 Intro to Networks; CSCI240 Databases &amp; SQL (Oracle); DFT150 CAD 2D (Drafting)</td>
</tr>
</tbody>
</table>

## Law, Public Safety, Corrections and Security Pathway

*Cluster Level Program of Study*

- **Pathway:** Criminal Justice
  - At the Career Cluster Seminar, participants heard from Melina Bucy, who works for the Montana Department of Justice in the field of criminal investigation. This is a 2 + 2 program with MSU Northern.

<table>
<thead>
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<tr>
<td>Helena High School</td>
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<tr>
<td>Dual Credit WRIT 101 College Writing; LIT110 Intro to Lit; COMMX111 Intro To Public Speaking; M121 College Algebra; M151 Pre-Calculus; STAT216 Intro to Statistics</td>
</tr>
</tbody>
</table>

## Legal Support Specialist Pathway

*Cluster Level Program of Study*

- **Pathway:** Legal Support Specialist
  - A legal secretary from Worden & Thane Attorneys spoke to the Seminar about the number of openings for jobs in this position and the high pay that legal support specialists can demand. Gap Analyses were completed at the Seminar.

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<th>Approval Date (mm/dd/yyyy)</th>
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<tr>
<td>Helena High School</td>
<td>01/29/2015</td>
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</tbody>
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<td>Dual Credit: WRIT121T Technical Writing; WRIT 101 College Writing; LIT110 Intro to Lit; COMMX111 Intro To Public Speaking; M121 College Algebra; M151 Pre-Calculus; STAT216 Intro to Statistics; ACTG 101 Accounting; CAPP 156 Excel; CAPP154 Word</td>
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## Legal Support Specialist Pathway

*Cluster Level Program of Study*

- **Pathway:** Legal Support Specialist
  - A legal secretary from Worden & Thane Attorneys spoke to the Seminar about the number of openings for jobs in this position and the high pay that legal support specialists can demand. Gap Analyses were completed at the Seminar.

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<tr>
<td>Helena High School</td>
<td>1/17/2015</td>
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</tr>
</tbody>
</table>
Certifications, Local Articulations, or Dual Credit Classes within the Pathway

Dual Credit M111T Technical Mathematics; WRIT121T Technical Writing; WRIT 101 College Writing; M121 College Algebra; STAT 216 Intro to Statistics, ACCT 101 Accounting

Cluster Level Program of Study

Law, Public Safety, Corrections and Security

Pathway

Fire and Rescue Deputy State Fire Marshall spoke to Career Cluster Seminar participants, who also toured the Fire and Rescue facility, used some equipment, and watched students demonstrate fire drills. Gap Analyses were completed.

High School Name

Helena High School

Approval Date

2/26/2015

Certifications, Local Articulations, or Dual Credit Classes within the Pathway

Dual Credit Technical Writing WRIT121T, M111T, Psychology (PSYX100) EMT ECP130
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>63.21</td>
<td>No</td>
</tr>
<tr>
<td>3P1 - Student Retention or Transfer</td>
<td>71.79</td>
<td>64.61</td>
<td>80.32</td>
<td>No</td>
</tr>
<tr>
<td>4P1 - Student Placement</td>
<td>77.00</td>
<td>69.30</td>
<td>66.67</td>
<td>Yes</td>
</tr>
<tr>
<td>5P1 - Nontraditional Participation</td>
<td>16.00</td>
<td>14.40</td>
<td>23.07</td>
<td>No</td>
</tr>
<tr>
<td>5P2 - Nontraditional Completion</td>
<td>13.00</td>
<td>11.70</td>
<td>23.27</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)
- [ ] No (Local Improvement Plan for Indicator 1P1)

Save Page
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: 63.21%

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: 80.32%

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)

Save Page
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: **66.67 %**

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)

Briefly describe the details, strategies, and activities you will implement this year to improve this performance level. (1930 of 2000 maximum characters used)

Helena College will assess whether actual placement of students fell below the negotiated rate of if we did not collect all of the placement information available. If our placement data is not accurate, Helena College will increase efforts to obtain graduate placement data before the end of the academic year, 2016. Barb McAlmond, Director of Marketing, updated the graduate surveys to include request for information regarding student employment/placement. The Marketing Director, Barb McAlmond, has reported the successful completion of these survey updates. From CTE program graduate lists, Barb created the first email "blasts" in March 2015 to alert graduates of our need to obtain and compile this placement data. These reminders will be sent to graduates 6 months after successful completion of a certificate or degree. Helena College Institutional Researcher, Mike Brown, will eliminate successful survey completions from the email blast list. Two additional reminders will be send at 3-month intervals to graduates who have not completed the survey. We will seek 50% return rate of surveys for each year’s graduate list. If we do not achieve 50% return rate at the end of April 2016, the Office of Institutional Research will submit the list of uncompleted graduate surveys to each of the Division Chairs for follow up phone calls. In addition, Helena College, with the help of the TAACCCT Workforce Navigator, Dan Dobyns, will redouble efforts to place students upon successful program completion. The TAACCCT grant requirements for data collection will assist the College further by capturing students’ successful employment information on an ongoing basis - versus a six-month graduate followup survey. Correlating the data captured by the Workforce Navigator with our own internal placement data will help the College improve methods of placement assistance and accurate reporting of student placement.

Assigned To:  Michael Brown, Institutional Researcher

Date to be completed by:  12/31/2015
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: 23.07%

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)

Save Page
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: 23.27%

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:

Postsecondary Member

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 in the upcoming grant cycle (dates may be tentative). ([count] of 2000 maximum characters used)
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</td>
<td>Emergency and Fire Management Services</td>
</tr>
<tr>
<td>and Security</td>
<td></td>
</tr>
<tr>
<td><strong>Current Program Advisory</strong></td>
<td><strong>Committee Members</strong></td>
</tr>
<tr>
<td>Members</td>
<td></td>
</tr>
<tr>
<td>Curt Belts Missoula Rural Fire</td>
<td>Tim Murphy US Forest Service</td>
</tr>
<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>

<table>
<thead>
<tr>
<th>Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) (39 of 500 maximum characters used)</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Advisory CommitteeOctober 2015</td>
<td>Qtr 2:October-December</td>
</tr>
<tr>
<td>Program Advisory CommitteeMarch 2016</td>
<td>Qtr 3:January-March</td>
</tr>
<tr>
<td>Program Advisory CommitteeApril 2016</td>
<td>Qtr 4:April-June</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Transportation, Distribution and Logistics</td>
<td></td>
</tr>
<tr>
<td><strong>Current Program Advisory</strong></td>
<td><strong>Committee Members</strong></td>
</tr>
<tr>
<td>Members</td>
<td></td>
</tr>
<tr>
<td>Don Cunningham, DJ’s Automotive</td>
<td>Veronica Robertson, Helena High School</td>
</tr>
<tr>
<td>Sam Cloninger, JC Billion Buick GMC</td>
<td>Greg Yerges, JC Billion Dodge</td>
</tr>
<tr>
<td>Glen Rubottom, Snap On Industrial</td>
<td>Harold Mitton, Robert Allen Nissan</td>
</tr>
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<td>Qtr 3:January-March</td>
</tr>
<tr>
<td>Program Advisory CommitteeApril 2016</td>
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<tr>
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<td>Accounting and Business Management</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td><strong>Current Program Advisory</strong></td>
<td><strong>Committee Members</strong></td>
</tr>
<tr>
<td>Members</td>
<td></td>
</tr>
<tr>
<td>Barbara Yahveh Helena College UM</td>
<td>Chuck Virag Mountain Pacific Quality</td>
</tr>
<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>
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<tr>
<td>Manufacturing</td>
<td>Sheet Metal Apprenticeship</td>
</tr>
</tbody>
</table>

| **Quarter**                       |                                           |
### Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) ([count] of 500 maximum characters used)

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<tr>
<th>Program Advisory CommitteeOctober 2015</th>
<th>Qtr 2: October-December</th>
</tr>
</thead>
</table>

### Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) ([count] of 500 maximum characters used)

<table>
<thead>
<tr>
<th>Program Advisory CommitteeMarch 2016</th>
<th>Qtr 3: January-March</th>
</tr>
</thead>
</table>

### Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) ([count] of 500 maximum characters used)

<table>
<thead>
<tr>
<th>Program Advisory CommitteeApril 2016</th>
<th>Qtr 4: April-June</th>
</tr>
</thead>
</table>
Additional Comments

Date of Comment (mm/dd/yyyy)

Add any additional comments you have for Perkins Postsecondary in the space below. Please indicate the specific page(s) you are referencing in your comments. ([count] of 2000 maximum characters used)

Add Additional Entries

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. ([count] of 4000 maximum characters used)

Upload

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.

Choose File: no file selected

Uploaded Files:

No files are currently uploaded for this page.

Delete Selected Files

Save Page
## Perkins-PS

### Current Year Funds

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocation</td>
<td>$168,326</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><strong>$168,326</strong></td>
</tr>
</tbody>
</table>

### Prior Year(s) Funds

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<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><strong>$0</strong></td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td><strong>$168,326</strong></td>
</tr>
</tbody>
</table>

### Multi-District

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer In (+)</td>
<td>$0</td>
</tr>
<tr>
<td>Transfer Out (-)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Adjusted Sub Total</strong></td>
<td><strong>$168,326</strong></td>
</tr>
</tbody>
</table>

### Total Available for Budgeting

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Available for Budgeting</strong></td>
<td><strong>$168,326</strong></td>
</tr>
</tbody>
</table>

Perkins-PS
**Description of Expenditure Codes**

**Total Allocation Available for Budgeting:** $168,326

**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 $8,416.

Describe proposed administrative costs here (if any) (maximum length is 1000 characters)

| Amount | 0 |

Helena College UM requests an indirect amount for use in mitigating indirect costs associated with grant coordination and administration of this grant. Indirect costs are incurred as part of the cost of conducting business at Helena College. These funds will be used to offset costs incurred for common or joint objectives through the proposed Perkins-funded activities. These support services include maintenance and operations (utilities, janitorial services, etc..) library operations and administrative services.

**Project Summary Number 1**

(Max 2500 characters) Count (0 of 2500)

20% Perkins funding support is required to support High School to College Transitions for Career and Technical Education Students (Big Sky Pathways), both in direct allocation requests ($33,665) and through provision of matching funds from the Perkins Local Application ($850). The Helena College Perkins Coordinator, Valerie Martinez, and the Helena College Big Sky Pathways (BSP) Coordinator, Jan Clinard, have outlined three projects which will result in increased awareness of Big Sky Pathways and the agreements negotiated. 1. Helena College is preparing to assess the feasibility of developing an associate of applied science degree in mechatronics or engineering technology. Using Perkins funds, the College would begin the program feasibility study by orchestrating a DACUM job analysis and study. Using the results of the analysis, we propose to cover adjunct instructional costs for 3 college faculty to participate in a Big Sky Pathways seminar. The project outcome would include a draft DACUM chart and draft BSP agreement with Helena and Capital High schools. ($500.00). Following the spring 2015 BSP seminar to develop programs of study in information technology, one of the Helena College computer science faculty, Shaun Scott, offered to present an outline of the work and results of the completed pathway agreement to participants at the Montana ACTE 2015 Fall conference. Requested matching BSP funds, ($350), would be used to cover a portion of Shaun’s travel expenses to the conference.3. In this application proposal, Helena College requests funds to cover the purchase of 2 Snap-on certification carts for use in training and certifying high school teachers, college faculty, and high school students. Enrolling in Snap On certification sessions prepares faculty and students to learn industry standard operation of a variety of tools and instruments. These industry-recognized Snap-on carts provide access to standardized learning modules, pre-test and post-test examinations leading to certification. The two certification carts are Snap-on Precision Measurement Instruments and Snap-on Automotive Scanner Diagnostics. Helena College Assistant Dean of Business Services is aware of this proposed purchase and is following all State and Federal procurement procedures in order to obtain the equipment before December 31, 2015.

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

R2, R3, R4, P7

---

**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>101-Salaries</td>
<td>Adjunct faculty salary to cover costs of Helena College Faculty absences to attend engineering/mechatronics DACUM study seminar $40/hour x 6 hours x 3 days = $720</td>
<td>720</td>
<td></td>
</tr>
<tr>
<td>102-Benefits</td>
<td>11% employer share of $720 faculty salary - $55</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>401-Registration and Training</td>
<td>Support for Shaun Scott travel to 2015 MT ACTE Conference (partial estimated costs. remainder to be paid by Helena College Faculty professional development funds) Instructor will travel from Helena, MT, to Billings, MT on October 14, 2015, Returning October 16, 2015. Perkins funds will cover $350 of the total cost of $590.21. Reimbursed as State rates.2 nights lodging @ $124.05/night = $248.10State motor pool @ $23.87 totalMileage = $54.24 (480 miles x .113)Registration = $195Per Diem @ $23/day x 3 = $69</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>500-Major Equipment</td>
<td>Snap-on Automotive Scanner Diagnostics Certification Cart</td>
<td>34406</td>
<td></td>
</tr>
<tr>
<td>500-Major Equipment</td>
<td>Snap-on Precision Measuring Instruments Certification Cart</td>
<td>30000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SubTotal:** $65,531

---

**Project Summary Number 2**

(Max 2500 characters) Count (0 of 2500)

1% Special Populations Requirement. Perkins funding support is requested to support activities to prepare CTE students enrolled in CTE programs for high skill, high wage, or high demand occupations that will lead to self-sufficiency. The direct request for funding to support these activities is $1,940. Assessments administered and scored by faculty in May 2015 revealed many of Helena College special populations students enrolled in career and technical programs lacked the basic writing skills necessary for success in high-skill, high-wage occupations. We will hire an outside consultant with expertise in integrated writing instruction to analyze these assessments (6 hours); develop strategies for addressing the weaknesses revealed in the writing samples (8 hours); and provide a half-day workshop for career/technical and academic instructors (writing) with strategies that can be used to improve results (4 hours). During the following months, the consultant will meet with each department to assist with developing, assigning, and assessing relevant writing assignments (8 hours). To complete the cycle, the consultant will return at the end of the semester to assist the writing instructors in assessing the assignments (8 hours). ($1360) Faculty professional development, specifically designed for technical writing instructors, will be provided with an intensive 4-hour training session with a technical writing expert. Consultant travel to Helena College plus fixed rate stipend: $450

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

R6, P8
## Project Summary Number 3
(Max 2500 characters) Count (0 of 2500)
Perkins funding support is requested to update the existing AAS degree program in Automotive Technology. Curriculum and student skill development is to be enhanced to include development, study and maintenance of light duty diesel trucks. By purchasing one diesel light duty truck equipped with 3.6 liter Pentastar V6 engine, 8-speed automatic 845RE transmission; and 3.21 rear axle ratio, the College can integrate light duty diesel instruction into courses within the existing degree. ($36,000) Helena College Assistant Dean of Business Services is aware of this proposed purchase and is prepared to work with Montana State vehicle procurement agents to obtain the vehicle prior to December 31, 2015.A Snap-on Technical Education program requirement is to 2 qualified instructors to obtain Snap-on instructor certification training in Automotive Scanner Diagnostics. Two instructors will attend the required Snap-on instructor certification training in one of three training locations in the U.S. Registration at $900 ea = $1,800; Air travel ($534 x 2 = $1,068), lodging ($110/night x 5 nights x 2 = $1,100 and misc travel expenses (transfers 2 x 50 = $100; luggage 4 x 25 = $100; out of state per diem @ $41 x 2 x 6 = $492) Perkins funding is request to support acquisition of contracted services to develop and integrate light duty diesel truck maintenance curriculum into the existing AAS in Automotive Technology. ($1,000 = Helena College rate per course for curriculum development)Please enter description of this project here...

### List which required and/or permissive uses of funds will support this project.
R3, R5, P18

## Project Summary Number 4
(Max 2500 characters) Count (0 of 2500)
Perkins funding support is requested to continue support for costs associated the a self-study and site visit to obtain International Fire Service Accreditation Congress (IFSAC) program accreditation. (Site visitor travel = airline: 3 x 1,000 = $3,000; lodging: 3 x 5 nights x $90/night= $1,350; site visitor meals: 3 x 5 x $41 = $615; Rental car 3 days x $50/day = $150) Total Travel= $5,115Application fee = $1,000Documentation portfolio duplication = 3 x $55 = $165Curriculum alignment using adjunct faculty = $1,000 per course = $1,000 (Helena College rate for faculty new course development)Curriculum alignment with National Fire Protection Agency = $30/hour x 30 hours = $900 (Helena College rate for outside expert curriculum development)Misc. site visit expenses = $225 (travel to Missoula site, electronic media, office supplies) Perkins funding support is requested to advance program development of an Advanced EMT program by hiring a program coordinator to assist with identifying qualified adjunct instructors, teaching one class per year, purchasing supplies and equipment, scheduling classes fall and spring term 2015-16. (Helena College coordinator rate for Stipend $2,000/year + 5 credits @ $600/credit)

List which required and/or permissive uses of funds will support this project.
R7, R8, P6, P12

## Expenses

<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>Faculty compensation for new course development at Helena College curriculum development rate of $1000 per 3-credit class.</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>400-Travel</td>
<td>2 instructors to train at Snap-on training facility, Kenosha, WI (Air travel ($534 x 2 = $1,068), lodging ($110/night x 5 nights x 2 = $1,100 and travel expenses (transfers 2 x 50 = $100; luggage 4 x 25 = $100; out of state per diem @ $41 x 2 x 6 = $492))</td>
<td>2860</td>
<td></td>
</tr>
<tr>
<td>401-Registration and Training</td>
<td>2 instructors to train at Snap-on training facility Kenosha, WI (Registration at $900 ea = $1,800)</td>
<td>1800</td>
<td></td>
</tr>
<tr>
<td>500-Major Equipment</td>
<td>1 diesel light duty truck equipped with 3.6 liter Pentastar V6 engine, 8-speed automatic 845RE transmission; and 3.21 rear axle ratio,</td>
<td>36000</td>
<td></td>
</tr>
<tr>
<td>800-Other Expenditures</td>
<td>IFSAC program accreditation application fee = $1,000</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>800-Other Expenditures</td>
<td>Site visit expenses = $225 (travel to Missoula site)</td>
<td>225</td>
<td></td>
</tr>
</tbody>
</table>

| SubTotal: | $41,660 |

## Expenses

<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>Curriculum alignment using adjunct faculty = $1,000 per course</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>102-Benefits</td>
<td>On adjunct salary of $5,000, employer share of FICA (7.65%), Unemployment (1.65%)x$382.50 + $82.50 = $465</td>
<td>465</td>
<td></td>
</tr>
<tr>
<td>210-Contracted Services</td>
<td>Curriculum alignment with National Fire Protection Agency = $30/hour x 30 hours = $900</td>
<td>900</td>
<td></td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>Documentation portfolio duplication = 3 x $55 = $165</td>
<td>165</td>
<td></td>
</tr>
<tr>
<td>400-Travel</td>
<td>Site visitor travel (airline: 3 x 1,000 = $3,000; lodging: 3 x 5 nights x $90/night= $1,350; site visitor meals: 3 x 5 x $41 = $615; Rental car 3 days x $50/day = $150)</td>
<td>5115</td>
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<tr>
<td>800-Other Expenditures</td>
<td>IFSAC program accreditation application fee = $1,000</td>
<td>1000</td>
<td></td>
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<tr>
<td>800-Other Expenditures</td>
<td>Site visit expenses = $225 (travel to Missoula site)</td>
<td>225</td>
<td></td>
</tr>
</tbody>
</table>

| SubTotal: | $41,660 |
Project Summary Number 6
(Max 2500 characters) Count (0 of 2500)
Perkins funding is requested to support one Helena College participant to attend a statewide DACUM facilitator training coordinated by Miles Community College. Includes 5 day training and attendance costs at centralized Montana location. ($700 registration; Travel Lodging 6x90 = $540Per diem $26 x 6 = $156)

List which required and/or permissive uses of funds will support this project.
R1, R5

<table>
<thead>
<tr>
<th>Exp. Code</th>
<th>Line Item Detail Description</th>
<th>Expenditure Amount (without Delete)</th>
<th>Delete&lt;br&gt;Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-Travel</td>
<td>Helena College DACUM facilitator training. Participant travel expenses: Lodging 6x90 = $240Per diem $26 x 6 = $156Mileage 500 RT @ .27/mile = $135</td>
<td>831</td>
<td></td>
</tr>
<tr>
<td>401-Registration and Training</td>
<td>DACUM facilitator's training registration</td>
<td>700</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>SubTotal:</strong> $1,531</td>
<td></td>
</tr>
</tbody>
</table>

Project Summary Number 7
(Max 2500 characters) Count (0 of 2500)
Perkins funding is requested to provide continued development to the sheet metal apprenticeship program, specifically for instructor travel to monitor and evaluate students on work sites throughout Montana and the region. Includes 2 days per diem per trip. 8 trips x 2 = 16 per diem days ($26/day per diem) = $416500 miles ($26.5/mile) RT x 8 trips = $1,060Overnight lodging per trip = 8 x $90/night = $720

List which required and/or permissive uses of funds will support this project.
R3

<table>
<thead>
<tr>
<th>Exp. Code</th>
<th>Line Item Detail Description</th>
<th>Expenditure Amount (without Delete)</th>
<th>Delete&lt;br&gt;Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-Travel</td>
<td>Includes 2 days per diem per trip. 8 trips x 2 = 16 per diem days ($23/day per diem) = $368($26.5/mile) RT x 8 trips = $1,060Overnight lodging per trip = 8 x $90/night = $720</td>
<td>2148</td>
<td></td>
</tr>
<tr>
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<td>0</td>
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<td></td>
<td></td>
<td><strong>SubTotal:</strong> $2,148</td>
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</tbody>
</table>

Project Summary Number 8
(Max 2500 characters) Count (0 of 2500)
As part of a national pilot project, partnering with Department of Education to plan, develop, and deliver a competency-based model of delivery in computer systems professional. This funding supports hiring a .5 FTE workforce navigator to assist full-time faculty with scheduling classes, mentoring students to increase success and retention.Salary @ .5 = $22,000Benefits @ 26% = $5,720

List which required and/or permissive uses of funds will support this project.
R9, R6, P9
101-Salaries
.5 FTE workforce navigator to assist Computer Systems Professional students 12 month contract beginning July 1, 2015, ending June 30, 2016
Annual Salary = $44,000

102-Benefits
Insurance employer share @50% of $836

102-Benefits
Employer share of FICA tax @ 7.65%

102-Benefits
Employer share of TIAA Cref Retirement

224-Minor Equipment
College-approved HP laptop and case

224-Minor Equipment
College approved (Cisco) telephone handset

SubTotal: $27,796

Project Summary Number 9
(Max 2500 characters) Count (0 of 2500)
As part of the College vision to create a Snap-on Technical Education Center of Excellence, college leaders have been invited to attend the annual leadership conference at Gateway Technical College, Kenosha, WI. Three college leaders will attend the conference leaving July 16, returning, July 19, 2015.
Airline: 3 x 467 = 1401
Rental Car: 3 x 62 = 567
Lodging: 3 x 255/night x 3 nights = 2295
Baggage check: 3 x 50 = 150
Meals: Per Diem $41/day x 3 x 4 days = 492

List which required and/or permissive uses of funds will support this project.
R5

<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>400-Travel</td>
<td>Airline tickets 3 x 467 = 1401</td>
<td>1401</td>
<td></td>
</tr>
<tr>
<td>400-Travel</td>
<td>Rental Car 3 x 62 = 567</td>
<td>567</td>
<td></td>
</tr>
<tr>
<td>400-Travel</td>
<td>Lodging 3 x 255/night x 3 nights</td>
<td>2295</td>
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</tr>
<tr>
<td>400-Travel</td>
<td>Baggage 3 x 50</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>400-Travel</td>
<td>Meals per diem out of state $41 x 3 x 4 days</td>
<td>492</td>
<td></td>
</tr>
</tbody>
</table>

SubTotal: $4,905

Project Summary Number 10
(Max 2500 characters) Count (0 of 2500)
Please enter description of this project here...

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

<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>
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<td>0</td>
<td></td>
</tr>
</tbody>
</table>

SubTotal: $0

Determining Maximum Indirect Cost allowed

| (A) Total Allocation Available for Budgeting | $166,326 |
| (B) Budgeted Property and Equipment Cost (Exp code 500) | $100,406 |
| (C) Allowable Direct Costs (A-B) | $67,920 |
| (D) Indirect Cost Rate % | 6.0000 |
| (E) Maximum Indirect Cost (C*(D/1+D)) | $3,844 |

(Totals): $167,271

| (F) Total budgeted above | $167,271 |
| (G) Budgeted Indirect Cost | 1055 |
| (H) Total Budget (F+G) | $168,326 |

Allocation Remaining (A-H) $0

Calculate Totals  Save Page
### 2016 Annual Allocation for grant year beginning 7/1/2015 - 6/30/2016

#### Budget Summary Rollup

**Click for Instructions**

<table>
<thead>
<tr>
<th>Exp Code</th>
<th>Line Item Detail Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-Salaries</td>
<td>.5 FTE workforce navigator to assist Computer Systems Professional students</td>
<td>$22,000</td>
</tr>
<tr>
<td>101-Salaries</td>
<td>Contract beginning July 1, 2015, ending June 30, 2016 Annual Salary = $44,000</td>
<td></td>
</tr>
<tr>
<td>101-Salaries</td>
<td>Hire a program coordinator to assist the Program Coordinator: Teach one class per year, develop curriculum to match State standards, and assist faculty prepare for IFSAC accreditation visit.</td>
<td>$5,000</td>
</tr>
<tr>
<td>101-Salaries</td>
<td>Helena College rate for stipend $2,000/year + 5 credits @ $600/credit</td>
<td></td>
</tr>
<tr>
<td>101-Salaries</td>
<td>Adjunct faculty salary to cover costs of Helena College Faculty absences to attend engineering/mechatronics DACUM study seminar.</td>
<td>$720</td>
</tr>
<tr>
<td>101-Salaries</td>
<td>Helena College adjunct faculty hourly rate is $40/hour.</td>
<td></td>
</tr>
<tr>
<td>101-Salaries</td>
<td>Faculty compensation for new course development at Helena College curriculum development rate of $1000 per 3-credit class.</td>
<td>$1,000</td>
</tr>
<tr>
<td>101-Salaries</td>
<td>Curriculum alignment using adjunct faculty = $1,000 per course</td>
<td></td>
</tr>
<tr>
<td>102-Benefits</td>
<td>Insurance employer share @50% of $836</td>
<td>$836</td>
</tr>
<tr>
<td>102-Benefits</td>
<td>Employer share of FICA tax @ 7.65%</td>
<td>$1,683</td>
</tr>
<tr>
<td>102-Benefits</td>
<td>Employer share of TIAA Cref Retirement</td>
<td>$1,577</td>
</tr>
<tr>
<td>102-Benefits</td>
<td>On adjunct salary of $5,000, employer share of FICA (7.65%), Unemployment (1.65%) $382.50 + $82.50 = $465</td>
<td></td>
</tr>
<tr>
<td>102-Benefits</td>
<td>11% employer share of $720 faculty salary = $5</td>
<td>$5</td>
</tr>
<tr>
<td>102-Benefits</td>
<td>Helena College UF requests an indirect amount for use in mitigating indirect costs associated with grant coordination and administration of this grant. Indirect costs are incurred as part of the cost of conducting business at Helena College. These funds will be used to offset costs incurred for common or joint objectives through the proposed Perkins-funded activities.</td>
<td>$0</td>
</tr>
<tr>
<td>199-Administrative Costs</td>
<td>These support services include maintenance and operations (utilities, janitorial services, etc.) library operations and administrative services.</td>
<td>Subtotal Personnel Services: $34,336</td>
</tr>
<tr>
<td>210-Contracted Services</td>
<td>Engage the services of a technical writing expert to assist Helena College technical writing faculty refine and improve existing technical writing courses and instructional methodologies.</td>
<td>Subtotal Operating Expenses: $4,705</td>
</tr>
<tr>
<td>210-Contracted Services</td>
<td>(8 hours x $40/hour)</td>
<td></td>
</tr>
<tr>
<td>210-Contracted Services</td>
<td>Curriculum alignment with National Fire Protection Agency = $30/hour x 30 hours = $900</td>
<td>$900</td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>Documentation portfolio duplication = 3 x $55 = $165</td>
<td></td>
</tr>
<tr>
<td>224-Minor Equipment</td>
<td>College-approved HP laptop and case</td>
<td>$1,500</td>
</tr>
<tr>
<td>224-Minor Equipment</td>
<td>College approved (Cisco) telephone handset</td>
<td>$200</td>
</tr>
<tr>
<td>300-Other Expenditures</td>
<td>IFSAC program accreditation application fee = $1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>300-Other Expenditures</td>
<td>Site visit expenses = $225 (travel to Missoula site)</td>
<td>$225</td>
</tr>
<tr>
<td>500-Major Equipment</td>
<td>Snap-on Automotive Scanner Diagnostics Certification Cart</td>
<td>$34,406</td>
</tr>
</tbody>
</table>
Snap-on Precision Measuring Instruments Certification Cart

$30,000

1 diesel light duty truck equipped with 3.6 liter Pentastar V6 engine, 8-speed automatic

845RE transmission; and 3.21 rear axle ratio,

$36,000

**Subtotal Major Equipment:** $100,406

**Total Grant Funds:** $168,326
In the box provided, indicate the number of the Project Summary(s) that changed and provide details about what fields were modified.

(2888 of 5000 maximum characters used)

**Project Summary #3:R3**

Provide students with strong experience in and understanding of all aspects of an industry (which may include work-based experiences)

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**AMENDMENT**

Helena College is requesting Perkins funding to support the purchase of one diesel truck equipped with 3.0-Liter V6 EcoDiesel Engine 8-Speed Automatic 8HP70 Transmission 3.55 Rear Axle Ratio. ASE promotes excellence in automotive repair and service, over 300,000 Automotive Technician and Service Professionals hold ASE Certifications. ASE Certified Technicians work in every part of the automotive service industry. Certification is held by the automotive technician and service professionals not the auto shops. The Helena College Automotive Technology program curriculum and student learning outcomes prepares students to take ASE examinations to become certified technicians. During 2014-15, and at two advisory council meetings, members inquired about adding diesel light duty truck repair to the existing curriculum. In order to address the expectations of local and regional employers, we are requesting Perkins funding to support the purchase of one diesel truck equipped with 3.0-Liter V6 EcoDiesel Engine 8-Speed Automatic 8HP70 Transmission 3.55 Rear Axle Ratio. ($36,000)***

Details about what fields were modified:

- No increase in budget is requested.
- When obtaining specifications for the light duty diesel truck, we specified a GAS engine when the grant project is designed to incorporate diesel engine technology into our existing automotive technology curriculum. Changes here reflect the specifications for the diesel engine.

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**Project Summary #8: ***

**ORIGINAL TEXT**

As part of a national pilot project, partnering with Department of Education to plan, develop, and deliver a competency-based model of delivery in computer systems professional. This funding supports hiring a .5 FTE workforce navigator to assist full-time faculty with scheduling classes, mentoring students to increase success and retention.

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**AMENDMENT**

As part of a national pilot project, partnering with Department of Education to plan, develop, and deliver a competency-based model of delivery in computer systems professional. In addition, Helena College has responded to the Statewide initiative to develop apprenticeship programs in Montana. This funding supports hiring a .5 FTE workforce navigator to assist faculty with assisting students gain college admission and registration, scheduling classes, mentoring students to increase success and retention in Computer Systems Professional and Sheet Metal Apprenticeship.

Details about what fields were modified:

- No increase in budget is requested.
- Hiring a .5FTE workforce navigator to support two Perkins-funded objectives, will serve to support students, increasing student success, retention and completion in these two innovative programs.