



Perkins Local

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

Submitted by Stacy Lowry

Submitted on 06/27/2023 11:49 AM Mountain Standard Time



Opportunity Details

Opportunity Information

Title

2023-2024 Perkins Local Application

Description

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

Awarding Agency Name

Montana University System, Office of the Commissioner of Higher Education

Agency Contact Name

Jacque Treaster

Agency Contact Phone

(406) 449-9135

Agency Contact Email

jtreaster@montana.edu

Fund Activity Categories

Education

Opportunity Manager

Jacque Treaster

Assistance Listings Number

84.048A

Public Link

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

Is Published

Yes

Funding Information

Total Program Funding

\$3,000,000.00

Funding Sources

Federal Or Federal Pass Through

Funding Restrictions

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

Award Information

Award Period

07/01/2023 - 06/30/2024

Indirect Costs Allowed



Yes

Indirect Cost Rate

5.00 %

Restrictions on Indirect Costs

Yes

Citation Governing Indirect Cost Restriction

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

Matching Requirement

No

Submission Information

Submission Timeline Type

One Time

Application Review Start Date / Pre-Qualification Deadline

05/26/2023 12:00 AM

Question Submission Information

Attachments

- Perkins Local Application Guide 23-24 Final

Eligibility Information

Eligibility Type

Public

Eligible Applicants

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

Additional Eligibility Information

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Award Administration Information

State Award Notices

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

Education Department General Administrative Regulations

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

Administrative and National Policy Requirements

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

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

Accountability Report Card.

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

Meeting performance expectations:

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

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

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

Reporting

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

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

Performance Expectations:

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

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

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

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

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

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

State Awarding Agency Contacts

Other Information

Eligibility and Duration

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

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



Project Information

Application Information

Application Name

Perkins Local

Award Requested

\$259,027.88

Total Award Budget

\$259,027.88

Primary Contact Information

Name

Stacy Lowry

Email Address

stacy.lowry@gfcmsu.edu

Address

2100 16th Ave S
Great Falls, MT 59405

Phone Number

406-771-5120



Project Description

Part 1. Additional Contact Information

Overview

Perkins Local Grant Contact

Holly Gederos
hgederos@montana.edu
(406) 449-9128

Campus Information

Campus Name
Great Falls College

Campus Fiscal Manager

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

Last Name
Ward

First Name
Lisa

Is the Fiscal Manager's mailing address different than above?
☐ Yes
☒ No

Fiscal Phone Number
406-771-4307

Fiscal Phone Extension

Fiscal Fax Number

Fiscal Email Address
lisa.ward@gfcmsu.edu

Additional Perkins Contacts

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

Additional Perkins Contacts

	Name	Title	Email Address
Contact 1	Stephanie Erdmann	CEO/Dean	stephanie.erdmann@gfcmsu.edu
Contact 2			
Contact 3			
Contact 4			

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

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Part 2. Background - Community and Workforce

Comprehensive Local Needs Assessment

Upload your comprehensive local needs assessment.

Montana CLNA Worksheets Master 2022 Great Falls College MSU 6.6.2023.xlsx

Background Information

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

Great Falls College MSU continues their efforts to target students in special populations with a case manager, redesign curriculum as well as create new curriculum, connect with current industry partners and create new partnerships, connect students with industry partners and various job sites, improve and provide more opportunities for hands-on learning experiences in CTE programs with updated equipment, technology, software, and support positions, provide opportunities for faculty to receive professional development, and hire adjunct faculty for new program.

Evidenced by our report card, program snapshots, and student performance, CTE students in special populations need extra support and Great Falls College supports hiring a case manager to focus on these students and provide them with additional resources such as childcare or textbooks. A proposal for a Simulated Lab Coordinator, an Anatomy and Physiology support person, and a Welding Shop manager will improve student performance in A&P courses and healthcare and welding programs.

Discussions among faculty, advisory boards, and our industry partners in Trades, Healthcare, CT, and Accounting/Business, all support the need to have state-of-the-art technology, software, and equipment. This is due in part to increasing capacity in programs, partnering with other areas, and providing hyflex options for distance students.

Professional development for the CTE faculty, pre-program faculty, case manager, and the Perkins Coordinator continues to be imperative either for accreditation, licensure or to receive updated information in their respective disciplines.

Curriculum redesign for math (M140) and biology (BIOH108) will prepare students better for their healthcare program requirements and careers. The new curriculum and adjunct faculty are requested for the new Early Childhood Education (EDEC) program that provides students an opportunity to receive stackable credentials in a field that is in high demand and requested by our community and the governor's office.

The state of Montana has been focused on getting people into the workforce and Great Falls College hopes to help fill that need.

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

Great Falls College continues to be involved in Worlds of Work (WOW). This is a community-wide workforce undertaking involving many Great Falls partners such as the Chamber, public and private schools, Development Authority, various CTE industries, and the military. This event showcases CTE careers potential students may be interested in. Students will be able to talk to different CTE professionals and experience hands-on activities to awaken their career interests.

Our students meet with their Academic and Career Advisor to discuss a Purpose, Plan, and Path before enrolling in courses. Meeting with an advisor allows students to discover a possible career path by discussing their interests and options. Students know what courses they need to take, and the necessary requirements needed to meet their goals. Students meet with their advisor before every semester to review and/or update their plan.

College in a Day provides high school students the opportunity to sit in a variety of mock classes to fine-tune their

interests. This event allows students to receive a small taste of what their potential education/program would be like. In our Connections 101 program, students can explore different career fields during the first 8 weeks, and during the second 8 weeks they can start their education in their chosen career field. We are also working with Great Falls Public Schools to bring back Native Youth Preview Day in October.

We also provide high school info nights for our dual enrollment pathways. We will also continue holding our industry panels for current and prospective students where Industry professionals discuss jobs students could get with a certain degree and what the job is like on a day-to-day basis. The information from these industry panels paints a clearer picture of what students can expect once they are employed in their chosen career field. Advisory Board members also come to campus and speak to the students about their chosen career path.

Bridging Opportunities continues to meet on a regular basis. This committee is made up of representatives from Great Falls College, Job Service, Chamber, University of Providence, Public Schools, and adult education. This committee discusses the current state of the workforce and education and how they can continue to work together to fill needs in the community.

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Part 3. Background - Student Populations

Background Information

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

With the proposed staffing, software, equipment, and technology, students will be able to improve upon their technical and academic skills through simulation and application of knowledge. They will receive more support and training on what they will be doing in their career field upon graduation. Accrediting bodies of specific programs have certain academic and technical requirements students must achieve in order to be awarded a degree. Great Falls College wants to provide students with training that reflects what they do in the industry so they are ready to work upon entering their field. The College must provide academic rigor in all programs as demanded by our accrediting body, Northwest Commission on Colleges and Universities (NWCCU). Each program has specific learning outcomes students must meet in order to move forward in their education. In most of the CTE programs, students are required to take an industry exam to evaluate proficiency, and/or to receive a license or credential.

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

Great Falls College has many resources available to support CTE students; including special populations. A Native American Enrichment Center and a Military Family Center provide students in special populations a space to study, be amongst their peers, and feel encouraged to continue their path. The Disability Services director meets with students one-on-one and provides accommodations for students who may need additional support. Disability Services will be moving into the Library with the Academic Success Center over the summer. The proposed case manager will also be moving downstairs into Student Central. These transitions will allow us to better serve special population students in CTE programs as support services will be in one area. Students will be more inclined to get the support and resources they need when they don't need to go all over campus to make the "next stop". Student Engagement will also be housed in this area, providing an opportunity for students to get involved which will help them be more successful. All students meet with an academic and career advisor to go over a Purpose, Plan, and Path that documents the courses students need to take and when. Advisors go over programs of interest with all students and the requirements needed for them. Before enrolling in college courses, students can start in Connections 101 to update their math and writing skills for free before starting their college math and writing.

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

Most of our healthcare programs require students to do clinicals in hospital/medical settings. Our programs use employees in these settings to monitor students' performance. Our other CTE programs work with industry partners to set up internships or apprenticeships for our students. Through advisory boards our program directors are always expanding work-based learning opportunities for our students.

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Part 4. Background - Campus Performance

Background Information

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

CTE program students are able to receive credentials in welding and cybersecurity while attending high school. High school students have the option of gaining college credit by enrolling in courses taught concurrently in the high schools. High school teachers are certified to deliver college level courses and the College continues to expand dual enrollment opportunities by developing more high school partnerships and/or increasing the dual enrolled courses offered through the high schools. A variety of our courses are available for college credit to high school students as long as they meet the admission requirements. We have established pathways for dual enrolled students in welding, education, cybersecurity, and industrial technology.

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

Vacant or new positions are posted on the Great Falls College web site, social media, Indeed, HigherEd Jobs, trade publications, minority publications, and posting sites. A search committee reviews and scores applicants based on qualifications of the job. New faculty and administrators attend orientation and faculty take "Foundations of Teaching at a Community College." The Teaching and Learning Center, staffed by a full-time instructional designer, offers training and workshops, as well as one-on-one assistance. The instructional designer works with new faculty to set up passwords and guide them through D2L. Most training is available on demand at the center's web site. The eLearning Technology Specialist provides training, regular communications and one-on-one assistance with technology and eLearning. Professional development is supported by Perkins funds and the college's regular budget. Staff are asked to identify desired professional development opportunities during annual staff evaluations. Program-specific professional development is included in the regular department budget as funds allow.

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

For the plan years, we are making good use of our new EAB Navigate Tool. This tool allows faculty to contact advisors when students might be at risk of failing. The advisors can then reach out to the students to figure out the best course of action. We will also have a staffed Native American Enrichment Center which will be redesigned to be more welcoming for our American Indian students. We will also be moving our student support services to a more centralized location. The College is also proposing to continue having a case manager to support students from special populations in CTE. This position will continue to actively contact students, assist them with referrals, and provide support in job searches, tutoring, etc. The College feels strongly that the performance gaps between student groups will scale down.

For the third program year, we will be making good progress on our Strategic Plan. Our strategic plan will be able to tell us where our gaps are and how student groups compare. The gaps will be able to identify barriers and guide us on what actions we need to take.

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

1P1 (Placement) – Great Falls College 87% | State 84% - Met goal

1P2 (Earned Recognized Credential) – Great Falls College 100% | State 100% - Met goal

1P3 (Non-traditional Program Enrollment) -- Great Falls College 9% | State 17% - Did not meet goal

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Part 5. Project Justification

Project Narrative Directions

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

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Project 1

Project 1 Title

Elsevier Clinical Skills

Project 1 Begin Quarter

Q 1

Project 1 End Quarter

Q 4

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

With Respiratory now being a hybrid program with no lab at the college to attend, we rely on Elsevier Clinical Skills for Respiratory Care Competencies in AHRC 250 Respiratory Care Lab II. This program bridges the gap that is missing between the college and the hospitals. Both first- and second-year students can use this program.

Elsevier Clinical Skills – 50 at \$22.00 each = \$1,100.00

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

All students must complete tests for each respiratory clinical skill assigned with an 80% or higher. Once met, students then perform the skills checklist in Elsevier Clinical Skills while in lab to their lab instructor at the hospital. The lab instructor can then login to the program and sign them off on each of the steps. There are about 60 respiratory skills and students must complete every step of each skill with a Satisfactory (S) score in order to pass the skill. Only the lab instructor can sign the student off on the checklist, this ensures the skill is being completed in person at the facility. A report is generated from Elsevier that can be reviewed for the required 100% completion on the tests and checklists for each student.

Applies to 3, 4b, and 5d of the Perkins Local Use of Funds

3 – Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations--

The skills done in Elsevier need to be completed with an 80% or better before the lab instructor will sign off on it. Therefore, the students are getting the skills needed to start their career.

4b – Support integration of academic skills into career and technical education programs and programs of study to support CTE participants at the postsecondary level in achieving academic skills --

The Elsevier Clinical Skills will allow students to put into practice what they have been learning in lecture, thus exemplifying their academic skills.

5d - Plan and carry out elements that support the implementation of career and technical education programs and programs of student and that result in increasing student achievement of the local levels of performance established under section 113, which may include appropriate equipment, technology, and instructional materials aligned with

business and industry needs--

Elsevier Clinical Skills are instructional materials used in the hospital between student and lab instructor. The lab instructor ensures the students are knowledgeable and can accurately perform required skills needed in the workforce.

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

B1 - The Respiratory Therapy program teaches students what they need to know for real-world application, so they are ready once entering the workforce.

B2 – The industry experts on the Respiratory Therapy Advisory Board hire our graduates because they are ready to go.

The Advisory Board survey identifies how well students are doing in performing the skills using Elsevier. Clinical settings can be confident our RT graduates have the skills once entering the workforce.

Add Projects

Would you like to add another project?

- ☒ Yes
☐ No

Project 2 Title

PTA Tables

Project 2 Begin Quarter

Q 1

Project 2 End Quarter

Q 4

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

For AHPT 201 Physical Therapist Assisting I/Lab - students will learn proper use of high low mats for modalities including traction split table. Demonstrate knowledge of the purpose, effects, precautions, advantages, disadvantages, indications, contraindications, dosages with emphasis on safe and correct application of the following physical agents and mechanical modalities: phonophoresis, ultrasound, electrotherapeutic delivery of medications (e.g., iontophoresis), electrical stimulation for strengthening, electrical stimulation for tissue repair (ESTR) and edema, and electrical stimulation for pain, and lumbar and cervical traction devices.

3 Armedica AM-300 hi-lo tx table @ \$2,100.00 = \$6,300.00.

1 Armedica AM-400 split table @ \$3,000.00 = \$3,000.00.

Estimated shipping \$350.00

Total \$ 9,650.00

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

Outcomes are measured with lab practicals and skill checks. Students will use knowledge they have learned in class and lab to apply the skills on classmates, faculty, and staff using the tables. Students must meet outcomes 85% of the time.

Applies to 3, 4b, and 5d of the Perkins Local Use of Funds

3 – Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations --

The tables will provide the PTA students with the opportunity to put into practice what they will be doing in their careers.

4b – Support integration of academic skills into career and technical education programs and programs of study to

support CTE participants at the postsecondary level in achieving academic skills --

The PTA tables will allow students to put into practice what they have been learning in lecture, thus exemplifying their academic skills.

5d - plan and carry out elements that support the implementation of career and technical education programs and programs of student and that result in increasing student achievement of the local levels of performance established under section 113, which may include appropriate equipment, technology, and instructional materials aligned with business and industry needs--

The PTA students need appropriate equipment to increase their knowledge of modalities done on the table.

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

B1 –The Physical Therapy Assistant program teaches students what they need to know for real-world application, so they are ready once entering the workforce.

B2 – The Physical Therapy Assistant program has a 100% employment and pass rate.

The program is expected to grow this fall. Introducing the Limited Residency (hyflex) program, we should see more students enroll. This program allows students to join us from a distance with them only coming to campus to do required lab work. Being able to do lab work on these tables will help prepare students to fill the workforce need in PTAs.

Would you like to add another project?

- ☒ Yes
☐ No

Project 3 Title

DXXTRs for Dental

Project 3 Begin Quarter

Q 1

Project 3 End Quarter

Q 4

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

This equipment will expose Dental Hygiene students to a diagnostic full mouth series, bitewing series, and a panoramic series on a patient. Students would use the equipment in DENT 122/125 and also clinic courses DENT 151, 251, and 281.

DXXTR plastic head with plastic teeth - 2 at \$8,098.21 = \$16,196.42.

Estimated shipping \$500.00

Total \$16,696.42

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

100% of students will be able to pass a full mouth x-ray series. Full mouth series are done by dental hygienists in a dental office. The dentist uses these x-rays to diagnose certain dental conditions.

Applies to 3 and 5d of the Perkins Local Use of Funds

3 – Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations --

Having the DXXTRs on campus will allow students to practice the diagnostic full mouth series, bitewing series, and a panoramic series before practicing on a patient. The DXXTRs align with what the dental students would be doing in the industry as well as in the dental clinic before graduating.

5d - Plan and carry out elements that support the implementation of career and technical education programs and programs of student and that result in increasing student achievement of the local levels of performance established

under section 113, which may include appropriate equipment, technology, and instructional materials aligned with business and industry needs--

This equipment would allow students to excel in a skill that is required of them as they start their career.

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

B1 - The DXXTRs will teach students what they need to know for real-world application and be ready to perform full mouth series upon entering the workforce.

B2 – O*Net lists projected growth for dental hygienists in Montana as 12%, with 60 projected annual job openings in the state.

Great Falls College is expanding their dental hygiene intake by accepting 10 additional students a year. This is a request received by the Montana Dental Hygiene Association and our campus has the only dental hygiene program in the state. With the increase of dental hygiene students, the purchase of the DXXTRs will allow students more hands-on practice before working on patients. Great Falls College is also looking at partnering with Gallatin County to increase intakes in both dental programs.

Would you like to add another project

- ☒ Yes
☐ No

Project 4 Title

Montana Financial Education Coalition (MFEC)

Project 4 Begin Quarter

Q 3

Project 4 End Quarter

Q 3

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

Kerry Dolan (Business/Accounting Program Director) and Jessica Boyer (Business/Accounting faculty) to attend the Montana Financial Education Coalition (MFEC) conference in early spring 2024. The date and location are still pending, but it is typically a two-day event held in Western Montana.

The coalition works to bring together individuals from multiple agencies to support healthy financial practices for all stages of life. The conference typically has an education track that will provide information to update and enhance the finance-related topics in Introduction to Business (BGEN 105), Payroll Accounting (ACTG 180) and possibly the Career Readiness Class (BGEN 215).

Business/Accounting Program Director, Kerry Dolan, and Business/Accounting faculty, Jessica Boyer to attend MFEC (dates and location are unknown) MT. Lodging 2 nights/2 travelers at \$98/night = \$392.00 plus tax; estimated mileage 436 miles round trip X 31.5 = \$137.35; meal per diem for 2 travelers, 3 days (6 breakfast @ \$8.25 = \$49.50, 6 lunches at \$9.25 = \$55.50, 6 dinners @ \$16.00 = \$96.00) Total estimated meal per diem = \$201.00.

Total estimated travel \$730.35

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

This conference has historically included programming related to financial education that includes a variety of specific activities that can be integrated in the classroom. These activities would likely support the following program outcomes:

Prepare and interpret financial records while applying industry standards (AAS Accounting)

Use office software applications (CAS Office Support, AAS Office Management & Supervision)

To measure the impact of this professional development, the conference participants will prepare a summary of

applicable tools, exercises, or concepts from the conference and describe how each item will be incorporated into future course content.

Applies to 2a, 2e, and 4b of Perkins Local Use of Funds

2-provide professional development for teachers, faculty, school leaders, administrators, specialized instruction support personnel, career guidance and academic counselors, or paraprofessionals, which may include

2a-professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula

The conference will provide different ideas to incorporate in the classroom allowing for a variety of instructional methods.

2e-supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs

Incorporating different activities into the classroom can help improve student achievement and close gaps. Students learn differently and an activity that works for one student won't necessarily work for another.

4b – Support integration of academic skills into career and technical education programs and programs of study to support CTE participants at the postsecondary level in achieving academic skills --

Learning updated concepts and tools and being able to introduce them in the classroom will help increase academic skills and better prepare students to move into the next required program class.

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

D- Professional development for the business/accounting faculty.

This will help keep teaching strategies current and exciting in order to keep students interested.

Would you like to add another project?

- ☒ Yes
☐ No

Project 5 Title

AHIMA Conference

Project 5 Begin Quarter

Q 1

Project 5 End Quarter

Q 2

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

Requesting 2 faculty to attend the American Health Information Management Association (AHIMA) Conference, October 7-10 in Baltimore, MD 2023. This opportunity would allow two program directors/faculty (Health Information Technology-HIT and Health Information and Coding - HICS) to meet with their peers and find out what others are doing in response to medical changes. With COVID-19, telemedicine, and social media, HIPAA has been affected. Curriculum will need to be updated and revised in response to those changes. Changes to IC-10-CM and PCS codes also means curriculum will need to be updated. The conference will also allow for the program directors to maintain their credentials per the Commission on Accreditation for Health Informatics and Information Management (CAHIM) standards.

Kris Hancke, program director/faculty of HICS and Tina Gambhir, program director of HIT to attend AHIMA October 7-10 in Baltimore Maryland. Mileage estimated at 171.5 (round trip for 2) X 0.315 = \$108; lodging 3 nights at estimated \$250.00/night for 2 travelers = \$1500.00 plus estimated tax of 15% = \$225 = \$1775; estimated meal per diem for 3 ½ days = \$188 X 2 = \$376.00.

Travel estimated \$2,209

Conference registration for 2 @ \$895.00/person = \$1,790.00

Total Estimated for AHIMA Conference \$3,999.00

5 - Expected Measurable Outcome(s) In addition to expected outcomes, explanations MUST include numerical citation

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

Changes will be updated in legal course and will be measured by ensuring that 75% or better is achieved when student take their RHIT exam. Courses will contain updated HIPAA info and coding courses will include the use of the new ICD-10-CM and ICD-10PCS 2024 guidelines. 80% of students will correctly answer updated HIPAA questions on exams. 95% of students will successfully achieve completion of the classroom discussion activities pertaining to the new coding guidelines and a final grade of 90% or higher.

Applies to 2a of Perkins Local Use of Funds

2 - provide professional development for teachers, faculty, school leaders, administrators, specialized instruction support personnel, career guidance and academic counselors, or paraprofessionals, which may include --

2a - professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula

The conference will allow for instructors to revise curriculum to remain up-to-date regarding the changes in the medical field.

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

D- Professional development. Providing up-to-date-instruction based on changes in medical field. This will allow the students to receive the current information as they start their careers.

Would you like to add another project?

- ☒ Yes
☐ No

Project 6 Title

Human Anatomy and Physiology Society (HAPS)

Project 6 Begin Quarter

Q 4

Project 6 End Quarter

Q 4

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

Requesting 2 faculty to attend the Human Anatomy and Physiology Society (HAPS) meeting May 25-29, 2024 in St. Louis Missouri. This opportunity would allow faculty to meet with peers at other institutions to find new innovative ways of teaching and see what has been and what has not been successful. The biology department has undergone a major curriculum overhaul in the last several years including moving to online modalities and 8 week accelerated courses. Additionally, the COVID-19 pandemic has changed some traditional forms of delivery and has resulted in many campuses trying new and innovative strategies.

2 Biology faculty (names unknown as we are currently hiring) 2 travelers to attend HAPS May 25-29, 2024, in St. Louis Missouri. Airfare estimated at \$1,200.00/ticket = \$2,400.00; lodging 5 nights at estimated \$250/night for 2 travelers = \$2,500.00 plus tax; baggage for 2 @ estimated \$70/one way = \$140.00 round trip; ground transportation to and from airport @ estimated \$50/one way = \$100 round trip; meal per deim for 2 @ \$54/day for 7 days = \$756.00

Travel estimated total for 2 \$5,896.00

Conference registration for 2 @ estimated \$600.00/person = estimated \$1,200.00

Total \$7096.00

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

The two faculty will implement one or more strategies learned from the meeting. Assessments following implementation will be compared to previous semester equivalent assessment to evaluate for improvements. This will help determine if strategy will be continued or discontinued for future classes.

Applies to 2a of Perkins Local Use of Funds

2 - provide professional development for teachers, faculty, school leaders, administrators, specialized instruction support personnel, career guidance and academic counselors, or paraprofessionals, which may include --

2a - professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula

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

D- Professional development for the biology faculty.

This will provide faculty with efficient and innovative ways to provide instruction to the pre-healthcare program and program students. Increasing the capacity in our dental programs and expanding other programs, more students are going to need to complete the A&P courses successfully.

Would you like to add another project?

☒ Yes

☐ No

Project 7 Title

National Association of Career & Technical information (NACTEi)

Project 7 Begin Quarter

Q 4

Project 7 End Quarter

Q 4

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

The NACTEi conference is a national Perkins leadership conference providing information that relates to career and technical education. The conference is an excellent resource for Perkins coordinators to hear best practices, policy and issues as they relate to CTE, fiscal methods, and network with peers across the U.S.

Perkins Coordinator, Stacy Lowry, 1 traveler to attend NACTEi spring 2024 (dates and location unknown). Airfare estimated at \$1,200.00/ticket = \$1,200.00; lodging 4 nights at estimated \$250/night = \$1,000.00 plus tax; baggage @ estimated \$35/one way = \$70.00 round trip; ground transportation to and from airport @ estimated \$50/one way = \$100 round trip; meal per deim for 1 @ \$54/day for 5 days = \$270.00

Travel estimated total \$2,640.00

Conference registration for 1 = estimated \$550.00

Total \$3,190.00

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

As the Perkins Coordinator for Great Falls College MSU, the conference will provide me with strategies in order to improve processes. The Perkins Coordinator will implement at least 2 strategies presented at the conference. The information provided at the conference will also allow me to better answer questions related to Perkins and CTE, strengthen the program, and improve conversations with CTE faculty and director.

Applies to 6 of the 6 Local use of Perkins funds

6 – develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B) -

The Perkins Coordinator will receive best practices and ideas on how to best implement and carry out processes to improve efficiencies. It will also allow me to have more productive conversations with CTE faculty.

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

D-Professional Development for the Perkins Coordinator

This forum is a place to exchange ideas and methods relating to CTE.

Would you like to add another project?

- ☒ Yes
☐ No

Project 8 Title

MT Future at Work

Project 8 Begin Quarter

Q 1

Project 8 End Quarter

Q 1

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

The MT Future at Work Summit is the state meeting for Perkins coordinators. The conference provides information that relates to the comprehensive local needs assessment, industry needs, and gap analysis. The conference is an excellent resource for Perkins coordinators to hear what is being done at other MT schools related to CTE. This is also a great place to network with peers across MT.

Perkins Coordinator, Stacy Lowry, 1 traveler to attend MT Future at Work (State Perkins meeting) September 28-29 in Red Lodge, MT. Lodging 2 nights at \$98/night = \$196.00 plus tax; mileage 257 miles one way, 514 miles round trip X 31.5 = \$161.92; meal per diem for 2 days (2 breakfast @ \$8.25 = \$16.50, 2 lunches at \$9.25 = \$18.50, 2 dinners @ \$16.00 = \$32) Total meal per diem = \$67.00.

Travel estimated total \$424.92

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

As the Perkins Coordinator for Great Falls College MSU, the conference will provide me with strategies in order to improve processes. The Perkins Coordinator will implement at least 2 strategies presented at the conference. The best part of this conference is when all the Perkins Coordinators for a round table discussion. The discussions with my peers are where I get the most valuable information. These discussions allow me to better answer questions related to Perkins and CTE, strengthen the program, and improve conversations with CTE faculty and director.

This applies to 2e, 5s, and 6 of the 6 Local use of Perkins funds

2e - provide professional development for teachers, faculty, school leaders, administrators, specialized instruction support personnel, career guidance and academic counselors, or paraprofessionals, which may include supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs.

This Summit is a training opportunity where the Perkins Coordinator can hear how other institutions are closing gaps,

and what strategies other schools have put into place to improve student achievement.

5s - plan and carry out elements that support the implementation of career and technical education programs and programs of student and that result in increasing student achievement of the local levels of performance established under section 113 which may include support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, childcare, or mobility challenges for those special populations.

The Summit is a good place to network with our peers. The Perkins Coordinator can hear what other schools are doing to support special populations and what they have done to reduce out-of-pocket expenses.

6 – develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B) -

The Perkins Coordinator will hear from other coordinators throughout the state on what is working for them, what isn't working, the CTE programs they have, and the career pathways they have. This is a good place to hear best practices and what others are doing with Perkins funds.

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

A – Review data to identify and address opportunity gaps in CTE.

B2- Hear industry needs and learn what other schools are doing to answer those needs. Get ideas on possible new programs or refine current ones.

C- Hear what other schools are doing in regard to dual enrollment. Are there opportunities available to Great Falls College to partner or provide a similar opportunity?

D-Professional Development for the Perkins Coordinator

E- Hear what other schools are doing in regard to special populations --equity, access, retention, recruitment, and support services.

Hear best practices from other Coordinators in the state.

Would you like to add another project?

☒ Yes

☐ No

Project 9 Title

BIOH 108 Course Redesign

Project 9 Quarter Begin

Q 1

Project 9 Quarter End

Q 1

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

In order to increase pass rates in BIOH 108 Basic Anatomy, a course for pre-Health science career students, the class needs to be redesigned. It is currently taught starting at the cellular level, which students struggle with. The redesign would rework the class to teach the content using a systems approach, starting with the basic anatomy of a system then progressing to the cellular level. The redesign would include creating new labs to accompany the revamped didactic approach.

Faculty stipend \$45/hour X108 hours = \$4860

This is the standard rate the school pays.

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

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

Pass rates in BIOH 108 for Fall 2023 and Spring 2024 will increase 5 percent.

This applies to 4b and 5a

4b- support integration of academic skills into career and technical education programs and programs of study to support CTE participants at the postsecondary level in achieving academic skills--

The redesign of BIOH 108 will improve student success rates in the A&P courses. The way the class is currently set up does not prepare them well for the next level course. Redesigning BIOH 108 will help increase academic skills.

5a - plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include curriculum aligned with the requirements for a program of study

Redesigning BIOH 108 will allow the curriculum to better align with the A&P courses needed for all healthcare programs. Our hope is that students will improve in the A&P courses if we redesign BIOH 108.

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

E- To ensure student success and program completion.

Redesigning course curriculum as needed encourages students to progress to the next level of their program.

Would you like to add another project?

☒ Yes

☐ No

Project 10 Title

M140 Course Redesign

Project 10 Begin Quarter

Q 1

Project 10 End Quarter

Q 1

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

Currently, the materials for M140 Math for Healthcare are insufficient for this course. Instructors rely on using materials from multiple sources, which is costly and confusing for the students. In order to reduce costs for and increase the success of students going into the health science careers, the math department would like to revamp the materials for this class.

Stipend for 2 faculty at \$45/ hour for 45 hours each = \$4,050.00

This is the standard rate the school pays.

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

The new materials should be written and used for fall semester 2023 with a reduced cost to students. In addition, 85% of students enrolled will pass the course.

The materials will consist of the following:

List of the textbook, websites, lecture slides, calculators, and other materials for the course.

Syllabus with grading policies and course outline.

Sample assignments and exams.

Problem-solving guides and assistance suitable for online students (researching sources that already exist).

This applies to 4b and 5a

4b- support integration of academic skills into career and technical education programs and programs of study to support CTE participants at the postsecondary level in achieving academic skills--

M 140 is the recommended math for all our healthcare programs. Redesigning the course will allow for consistency and increased student success as they will take math into their healthcare field.

5a- plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include a curriculum aligned with the requirements for a program of study —

With M140 being the recommended math for our healthcare programs, redesigning the course to better align with healthcare is essential for students as they enter the field. We want students to be successful and enter the workforce with the knowledge needed to succeed.

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

B1-M140 is the recommended math course for our healthcare programs as it more strongly aligns to the industry and business requirements.

O*Net list calculations as a work activity for healthcare occupations.

Would you like to add another project?

☒ Yes

☐ No

Project 11 Title

Early Childhood Education (EDEC) Course Development

Project 11 Begin Quarter

Q 1

Project 11 End Quarter

Q 4

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

Great Falls College is starting an Early Childhood Education (EDEC) program in Fall 2023. It is a CTE program with stackable credentials from a CTS, to a CAS, to an AAS. The program will have 4 EDEC classes the first semester and 4 EDEC classes the second semester. These classes are part of an employment and wage ladder for the profession. Based on labor data and community partners, we estimate 10-12 students in the program. To start the program, the college will need to pay for course development and adjuncts.

Course development for 6 courses at \$45 an hour. 1 (3-credit) course at 45 hours, 5 (4-credit) courses at 60 hours = 345 hours at \$45/hr = \$15,525.00.

Instruction for 1 (4 credit) courses \$780/credit X 4 = \$3,120.00

Total \$18,645.00

This is the standard rate the school pays.

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

Adjuncts will be hired to develop the first-year EDEC classes, and we will hire adjunct instructors to teach 12 of the 23 first-year credits. Classes will be offered and staffed appropriately Fall 2023 and Spring 2024.

This applies to 3, 4b, 5a, 5b, and 5d,

3-provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

This is an in-demand occupation. Our hope is to prepare students for a career in education as this is something we

hear is a need in our community.

4b- support integration of academic skills into career and technical education programs and programs of study to support CTE participants at the postsecondary level in achieving academic skills--

This is a new CTE program that offers stackable credentials. The program courses need to be developed by faculty to make sure students are receiving the academic skills needed to start their careers.

5- plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include--

5a- a curriculum aligned with the requirements for a program of study

Since this is a new program, the College needs faculty to design the curriculum so it is ready to go Fall 2023 for students entering the program.

5b-sustainable relationships among education, business and industry, and other community stakeholders

This new program is something we hear from the community as a need, so we have started some of those relationships. As we start the program, we will continue building relationships as well as start new ones.

5d-appropriate equipment, technology, and instructional materials aligned with business and industry needs

The instructional materials for this program need to be created. The program aligns with business and industry needs as the community has a shortage of educators.

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

B2- O*Net shows a bright outlook for education and childcare administrators/preschool and daycare with an 11% projected job growth and 20 projected annual job openings through 2030.

There is a big push from the governor's office to fill this workforce void.

Would you like to add another project?

☒ Yes

☐ No

Project 12 Title

SIM Hospital Lab Coordinator

Project 12 Begin Quarter

Q 1

Project 12 End Quarter

Q 4

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

Hiring a SIM Lab Coordinator for our Simulated Hospital. This individual would manage and organize supply rooms for Nursing, Surg Tech, and EMS programs, manage manikin maintenance and up-keep, stock carts and sim lab areas, be available for simulations, clean equipment, provide open lab times for students, schedule the lab, maintain software updates on manikins, and develop new simulations.

Full-time salary - \$41,600

Benefits (retirement, medicare, social security, unemployment, work comp) $41,600 * 0.18776 = \$7,810.82$

Insurance \$12,648

$41600 + 7810.82 + 12648 = 62058.82$

TOTAL \$62,058.82

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

Perkins Funds. For more details on the six Local Use of Funds, refer to the MT Perkins Application Guide.

80% of RN students will pass NRS 233 and 260 utilizing simulation directed by SIM Coordinator.

80% of PN students will pass NRS 131 utilizing simulation directed by SIM Coordinator.

Faculty will report SIM hospital is kept in order at least 80% of semester.

SIM Coordinator will develop and implement use plan for the SIM hospital by the end of year 1.

SIM Coordinator will develop and implement maintenance schedule for manikins in SIM hospital by end of year 1.

Applies to 3 and 4b of the Perkins Local Use of Funds

3 – Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations --

SIM Coordinator will work with students regarding real life scenarios in the SIM hospital. By utilizing the manikins and other equipment in the SIM hospital, the coordinator will be able to provide students, pursuing a career in health care, the skills needed to be successful.

4b – Support integration of academic skills into career and technical education programs and programs of study to support CTE participants at the postsecondary level in achieving academic skills --

The SIM Coordinator would be able to provide students with more hands-on practice, training, and will also be able to provide feedback to students. With the additional time this role would have for students, the students' academic skills would be exemplified as they would have more time to practice what they have learned in lecture.

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

B1-Nursing, surg tech, and EMS program students will benefit from having a SIM Coordinator. The students will have more hands-on practice time to develop their skills.

B2-Students in nursing, surg tech, and EMS are doing great work in the community as they enter their career fields.

Our nursing program and our license practical nursing program are consistently at max capacity. With all the hands-on practice the nursing students need to have to be successful in clinicals and after graduation, having a SIM Coordinator to maintain equipment and provide open lab hours will give the students more availability in the SIM hospital. The instructors do not have the extra time to give to students in the lab outside of class time.

Would you like to add another project?

☒ Yes

☐ No

Project 13 Title

Welding Shop Coordinator

Project 13 Begin Quarter

Q 1

Project 13 End Quarter

Q 4

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

Responsibilities for the Welding Shop Coordinator would be provide instruction to the 1st and 2nd year welding students, create maintenance plan/rotation, perform maintenance, inventory and ordering of supplies, assist with specialized training and scheduling, stock and maintain welding trailer as needed, industry/outreach relations, facilitate shop hours for students, and oversee student internships.

Full-time salary - \$41,600

Benefits (retirement, medicare, social security, unemployment, work comp) $41,600 * 0.18776 = \$7,810.82$

Insurance \$12,648

$41600 + 7810.82 + 12648 = 62058.82$

TOTAL \$62,058.82

13 -Expected Measurable Outcome(s) In addition to expected outcomes, explanations MUST include numerical citation

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

The Welding Shop Coordinator would allow us to expand and improve specialized training options, increase the number of students who successfully graduate from program, and increase the number of students who pass their welding certifications tests on the first try.

Applies to 4b and 5b of Perkins Local Use of Funds

4b – Support integration of academic skills into career and technical education programs and programs of study to support CTE participants at the postsecondary level in achieving academic skills --

Having a full-time shop coordinator will allow more time for students to practice their hands-on skills. Right now, the two faculty are busy teaching the courses, maintaining equipment and supplies, and making connections with industry partners. A coordinator can take on some of those responsibilities off the faculty and also provide more time for students to work on projects, ask questions, and get help.

5b - plan and carry out elements that support the implementation of career and technical education programs and programs of student and that result in increasing student achievement of the local levels of performance established under section 113, sustainable relationships among education, business and industry, and other community stakeholders--

The full-time coordinator would be responsible for making new connections and building relationships with industries. This would help us expand and improve specialized training options. It is also our hope that with additional networking, students would be more aware of what job opportunities are available.

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

B1-Welding program students will benefit from having a Welding Shop Coordinator. The students will have more hands-on practice time to develop their skills.

B2- O*Net projects a 25% job growth with 220 projected annual openings. A welding shop coordinator can devote time to students working on projects where faculty do not have the time to do that.

C- Welding is the only program dual enrolled students can be admitted into. Year after year we see many dual enrolled students join the welding program and many receive a credential before graduating high school.

This program continues to have interest for prospective students and the community. This past year, our year 2 of the welding program was at max capacity.

Would you like to add another project?

- ☒ Yes
☐ No

Project 14 Title

A&P Support

Project 14 Begin Quarter

Q 1

Project 14 End Quarter

Q 4

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

Provide additional support for the Anatomy & Physiology classes taken by Health Science career students by hiring an A&P Support Specialist. The addition of this person would enable us to expand our open lab hours, including a Sunday afternoon time, for students to work with the specialist, especially reviewing anatomical models and physiological concepts. The specialist would also provide online support for students in distance programs and create study materials.

Wages-\$18/hr for 19 hours/week X 32 weeks = \$10,944

Benefits (medicare, social security, unemployment, work comp) 10,944 x 0.081 = \$886.46

10944+886.46 =
Total \$11,830.46

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

The specialist will help at least 50 students in BIOH 104, 108, 201 and 211. Of the 50, at least 80% will pass their class with a C or better.

Applies to 4b of Perkins Local Use of Funds

4b – Support integration of academic skills into career and technical education programs and programs of study to support CTE participants at the postsecondary level in achieving academic skills --

The A&P Support person will work with students by providing extra lab time for students, create practice tests and quizzes, and study resources. This will help students achieve the academic skills they need to move forward in the course work required for the healthcare programs.

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

B1- The healthcare programs are rigorous and having an A&P support position would help pre-program and program students develop the skills needed to succeed.

With the Dental Hygiene program accepting 10 more students and an expected increase in PTA enrollment, more students will need to get through A&P and having this extra support to work one-on-one with students would be beneficial for them.

Would you like to add another project?

- ☒ Yes
☐ No

Project 15 Title

Director of Student Care

Project 15 Begin Quarter

Q 1

Project 15 End Quarter

Q 4

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

Part-time CARE position to provide holistic case management to Great Falls College MSU students. Perkins funds are requested to cover 52% of the position to reflect enrollment in CTE programs and pre-programs. This position would work closely with Admissions, Financial Aid, Academic Advising, and Student Accounts to provide comprehensive support and assist students, connect with students to address issues regarding finances, transportation, housing, childcare, mental health, food insecurity that may impact enrollment and success. Assists students in developing self-efficacy by identifying and overcoming obstacles that may impede success. Direct students to relevant campus and community resources and support as needed. Proved mentoring and coaching for students to develop action plans to accomplish their personal, academic, and professional goals.

More specifics of CARE--position will receive referrals from Admissions, Financial Aid, Academic Advising, and Student Accounts regarding students who need specific resources. The Director of Student CARE will provide one-one-one specialized support to CTE special population students, such as assistance with daycare, transportation, and housing; access to the

food pantry; referrals to mental health services; etc. The Director of Student CARE will personally connect the students to campus and community resources. The CARE position will be a liaison for the students, providing wrap-around services for non-academic “life” issues so that students can overcome the barriers that prevent them from being successful, finishing their college path, and starting their careers.

Full-time salary - \$53,475.76

Benefits (retirement, medicare, social security, unemployment, work comp) $53,475.76 \times 0.1727 = \$9,235.26$

Insurance \$12,648

$53,475.76 + 9,235.26 + 12,648 = \$75,359.02$

$\$75,359.02 \times 0.52\% = 39,186.69$

Estimated travel and/or professional development for any virtual training or conferences such as the Mental Health Summit \$1,334.82

Total \$40,521.51

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

The program's success will be measured by the number of students served and retained term to term. This proposal addresses Pillar 1, Target metrics 12.3a, 12.3b, and 12.4a of the campus strategic plan. By 2025 the number of students who utilize the CARE office and persist to the following fall or spring semester will increase by 2%.

Applies to 5s Perkins Local Use of Funds

5s - Plan and carry out elements that support the implementation of career and technical education programs and programs of student and that result in increasing student achievement of the local levels of performance established under section 113, which may include support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations.

This position is to provide CTE special populations students with resources needed to support them while they are working towards their degree. This position will alleviate some stress for the students so they can instead concentrate on their education and work towards their goals.

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

E—The director of Student CARE will help students complete programs by providing resources and support to address potential barriers for special population students in CTE.

This position was beneficial this past year as many students needed resources, but didn't know how or where to ask. Having a specific person means less hoops for the students.

Would you like to add another project?

- ☐ Yes
☒ No

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

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



Program Assurances

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

Program Assurance Agreement Perkins V 23.24.docx

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

Great Falls College_Program_Assurance_Agr.pdf

Submit your acknowledgement.

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

Budget

Proposed Budget Summary

Expense Budget

	Grant Funded	Total Budgeted
00 - Administrative/Indirect Costs		
Indirect Costs	\$12,116.57	\$12,116.57
Subtotal	\$12,116.57	\$12,116.57
01 - Salaries		
Project #12 Sim Lab Coordinator	\$41,600.00	\$41,600.00
Project #13 Welding Lab Coordinator	\$41,600.00	\$41,600.00
Project #15 CARE Director	\$27,807.40	\$27,807.40
Subtotal	\$111,007.40	\$111,007.40
02 - Hourly Wages		
Project # 10 M140 Course Redesign	\$4,050.00	\$4,050.00
Project #11 Early Childhood Education Course Redesign & Instruction	\$18,645.00	\$18,645.00
Project #14 A&P Support	\$10,944.00	\$10,944.00
Project #9 BIOH 108 Course Redesign	\$4,860.00	\$4,860.00
Subtotal	\$38,499.00	\$38,499.00
03 - Employer Paid Benefits		
Project # 15 CARE Director	\$11,379.30	\$11,379.30
Project #12 Sim Lab Coordinator	\$20,458.82	\$20,458.82
Project #13 Welding Lab Coordinator	\$20,458.82	\$20,458.82
Project #14 A&P Support	\$886.46	\$886.46
Subtotal	\$53,183.40	\$53,183.40
07 - Non-Capitalized Equipment (Minor)		
Project #1 Elsevier Clinical Skills	\$1,100.00	\$1,100.00
Project #2 PTA Tables	\$9,650.00	\$9,650.00
Subtotal	\$10,750.00	\$10,750.00
09 - Travel		
Project # 15 CARE Director	\$1,334.82	\$1,334.82
Project # 4 Montana Financial Education Coalition (MFEC)	\$730.35	\$730.35
Project #5 AHIMA Conference	\$2,209.00	\$2,209.00
Project #6 Human Anatomy & Physiology Society (HAPS)	\$5,896.00	\$5,896.00

	Grant Funded	Total Budgeted
Project #7 National Association of Career & Technical information (NACTEi)	\$2,640.00	\$2,640.00
Project #8 Montana Future at Work Summit	\$424.92	\$424.92
Subtotal	\$13,235.09	\$13,235.09
12 - Capitalized Equipment (Major)		
Project # 3 DXSTRs	\$16,696.42	\$16,696.42
Subtotal	\$16,696.42	\$16,696.42
13 - Other		
Project #5 Registration for AHIMA Conference (2 people)	\$1,790.00	\$1,790.00
Project #6 Human Anatomy & Physiology Society Registration (HAPS)	\$1,200.00	\$1,200.00
Project #7 National Association of Career & Technical information (NACTEi)	\$550.00	\$550.00
Subtotal	\$3,540.00	\$3,540.00
Total Proposed Cost	\$259,027.88	\$259,027.88

Revenue Budget

	Grant Funded	Total Budgeted
Grant Funding		
Award Requested	\$259,027.88	\$259,027.88
Subtotal	\$259,027.88	\$259,027.88
Total Proposed Revenue	\$259,027.88	\$259,027.88

Proposed Budget Detail

See attached spreadsheet.

Proposed Budget Narrative

00 - Administrative/Indirect Costs

5% of total project funds may be used for indirect and administrative costs. If they will be used, describe the proposed administrative costs in the notes. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment". These are costs that cannot be assigned to a particular project but are necessary for the operation of the organization and therefore the performance of the project. Example: Administrative staff not directly supporting the project but support the operation of the organization (e.g. legal and finance departments), accounting costs, time spent developing the CLNA in addition to administrative activities include, but are not limited to, grant development, grant monitoring, evaluation of program effectiveness, data input, developing reports, payroll, providing technical assistance, clerical, and accounting duties.

Indirect Costs

5% indirect costs for administrative staff supporting the organization, CLNA time development, grant monitoring,

reporting, and clerical and accounting duties.

01 - Salaries

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

Project #12 Sim Lab Coordinator

Full-time salary - \$41,600 for SIM Lab Coordinator, TBD. Funded at 100% for 12 months.

Project #13 Welding Lab Coordinator

Full-time salary - \$41,600 for full time Welding Lab Coordinator, TBD. Funded at 100% for 12 months.

Project #15 CARE Director

Annual salary of \$53,475.76 funded at 52% for 12 months for a total of \$27,807.40. C.harla Merja-CARE Director
TOTAL \$53,475.762 X 0.52% = 27,807.40

02 - Hourly Wages

List each individual position as a separate line item. In the notes please provide Staff Name (if known or TBD), position title, % of FTE or total annual hours and hourly rate, Months and Total. Examples: --Jeff Smith, Adjunct Faculty for New Perkins Program to teach two new courses for 3 months at \$750/credit hour for 6 credit hours=totaling \$4,500 Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

Project #9 BIOH 108 Course Redesign

Faculty stipend \$45/hour X108 hours = \$4860 per campus policy. TBD-a biology faculty.

Project # 10 M140 Course Redesign

Stipend for 2 faculty at \$45/ hour for 45 hours each = \$4,050 per campus policy. TBD-2 math faculty

Project #14 A&P Support

Wages-\$18/hr for 19 hours/week X 32 weeks = \$10,944. A&P support person TBD. Full time at 100%.

Project #11 Early Childhood Education Course Redesign & Instruction

TBD-Course development for 6 courses at \$45 an hour. 1 (3-credit) course at 45 hours, 5 (4-credit) courses at 60 hours = 345 hours at \$45/hr = \$15,525.00. Adjunct faculty-Instruction of EDEC 130 \$780/cr x 4 credits = \$3120 per campus policy Total \$18,645

03 - Employer Paid Benefits

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

Project #12 Sim Lab Coordinator

Benefits (retirement, medicare, social security, unemployment, work comp) for Sim Lab Coordinator. $0.18776 \times 41,600 = \$7,810.82$ Insurance \$12,648 TOTAL \$20458.82

Project #13 Welding Lab Coordinator

Benefits (retirement, medicare, social security, unemployment, work comp) for Welding Lab Coordinator $0.18776 \times 41,600 = \$7,810.82$ Insurance \$12,648 TOTAL \$20458.82

Project #14 A&P Support

Benefits (medicare, social security, unemployment, work comp) $\$886.46 \times 0.081 \times \$10,944 = \$886.46$. TBD-A&P Support person

Project # 15 CARE Director

Benefits (retirement, medicare, social security, unemployment, work comp) $\$9,235.26 (53475.76 \times 0.1727 = 9235.26)$ Insurance \$12,648 $9235.26 + 12648 = 21883.26$ Total $\$21883.26 \times 0.52 = \$11,379.30$

07 - Non-Capitalized Equipment (Minor)

Non-Capitalized Equipment (formerly Minor Equipment) Supplies and materials which are not consumable. The acquisition cost is less than the LEA's capitalization policy threshold. This category generally includes the purchase of smaller computer and technology equipment that will not be capitalized. Item Requested (Provide a complete description of item(s) being requested. This includes the make and model number, where applicable), Number Needed (Provide the number of items needed to support the project for the duration of the performance period), Unit Cost (Include the unit cost per item), Amount Requested (Include the Amount Requested), Justification (Provide a justification, including how the equipment is essential to meet project activities). Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment". Camera/Video equipment: JVC GY-HM850U ProHD shoulder camcorder, 1 at \$4,500, needed due to video/camera equipment package required to record testimonials for the Film Editing Program which will be used to help with media CTE related activities.

Project #1 Elsevier Clinical Skills

50 @ \$22.00 each = \$1,100.00. Students then perform the skills checklist in Elsevier Clinical Skills while in lab to their lab instructor at the hospital. The lab instructor can then login to the program and sign them off on each of the steps. There are about 60 respiratory skills and students must complete every step of each skill with a Satisfactory (S) score in order to pass the skill.

Project #2 PTA Tables

3 Armedica AM-300 hi-lo tx table @ \$2,100.00 = \$6,300.00. 1 Armedica AM-400 split table @ \$3,000.00 = \$3,000.00. Estimated shipping \$350.00 Total \$9,650.00. For AHPT 201 Physical Therapist Assisting I/Lab - students will learn proper use of high low mats for modalities including traction split table. Demonstrate knowledge of the purpose, effects, precautions, advantages, disadvantages, indications, contraindications, dosages with emphasis on safe and correct application of the following physical agents and mechanical modalities: phonophoresis, ultrasound, electrotherapeutic delivery of medications (e.g., iontophoresis), electrical stimulation for strengthening, electrical stimulation for tissue repair (ESTR) and edema, and electrical stimulation for pain, and lumbar and cervical traction devices.

09 - Travel

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

Project # 4 Montana Financial Education Coalition (MFEC)

Business/Accounting Program Director, Kerry Dolan, and Business/Accounting faculty, Jessica Boyer to attend MFEC (dates and location are unknown) MT. Lodging 2 nights/2 travelers at \$98/night = \$392.00 plus tax; estimated mileage 436 miles round trip X 31.5 = \$137.35; meal per diem for 2 travelers, 3 days (6 breakfast @ \$8.25 = \$49.50, 6 lunches at \$9.25 = \$55.50, 6 dinners @ \$16.00 = \$96.00) Total estimated meal per diem = \$201.00. Total estimated travel \$730.35

Project #6 Human Anatomy & Physiology Society (HAPS)

2 Biology faculty (names unknown as we are currently hiring) 2 travelers to attend HAPS May 25-29, 2024, in St. Louis Missouri. Airfare estimated at \$1,200.00/ticket = \$2,400.00; lodging 5 nights at estimated \$250/night for 2 travelers = \$2,500.00 plus tax; baggage for 2 @ estimated \$70/one way = \$140.00 round trip; ground transportation to and from airport @ estimated \$50/one way = \$100 round trip; meal per diem for 2 @ \$54/day for 7 days = \$756.00. Travel estimated total for 2 \$5,896.00. The biology department has undergone a major curriculum overhaul in the last several years including moving to online modalities and 8 week accelerated courses. Additionally, the COVID-19 pandemic has changed some traditional forms of delivery and has resulted in many campuses trying new and innovative strategies.

Project #7 National Association of Career & Technical information (NACTEi)

Perkins Coordinator, Stacy Lowry, 1 traveler to attend NACTEi spring 2024 (dates and location unknown). Airfare estimated at \$1,200.00/ticket = \$1,200.00; lodging 4 nights at estimated \$250/night = \$1,000.00 plus tax; baggage @ estimated \$35/one way = \$70.00 round trip; ground transportation to and from airport @ estimated \$50/one way = \$100 round trip; meal per diem for 1 @ \$54/day for 5 days = \$270.00. Travel estimated total \$2,640.00

Project #8 Montana Future at Work Summit

Perkins Coordinator, Stacy Lowry, 1 traveler to attend MT Future at Work (State Perkins meeting) September 28-29 in Red Lodge, MT. Lodging 2 nights at \$98/night = \$196.00 plus tax; mileage 257 miles one way, 514 miles round trip X 31.5 = \$161.92; meal per diem for 2 days (2 breakfast @ \$8.25 = \$16.50, 2 lunches at \$9.25 = \$18.50, 2 dinners @ \$16.00 = \$32) Total meal per diem = \$67.00. Travel estimated total \$424.92

Project # 15 CARE Director

Estimated travel and/or professional development for any virtual training or conferences such as the Mental Health Summit \$1,334.82

Project #5 AHIMA Conference

Requesting 2 faculty to attend the American Health Information Management Association (AHIMA) Conference, October 7-10 in Baltimore, MD 2023. This opportunity would allow two program directors/faculty (HIT and HICS) to

meet with their peers and find out what others are doing in response to medical changes. With COVID-19, telemedicine, and social media, HIPAA has been affected. Curriculum will need to be updated and revised in response to those changes. Changes to IC-10-CM and PCS codes also means curriculum will need to be updated. The conference will also allow for the program directors to maintain their credentials per the Commission on Accreditation for Health Informatics and Information Management (CAHIM) standards.

12 - Capitalized Equipment (Major)

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

Project # 3 DXXTRs

DXXTR plastic head with plastic teeth - 2 at \$8,098.21 = \$16,196.42. This equipment will expose Dental Hygiene students to a diagnostic full mouth series, bitewing series, and a panoramic series on a patient. Students would use the equipment in DENT 122/125 and also clinic courses DENT 151, 251, and 281. Estimated Shipping \$500.00. Total \$16625.90

13 - Other

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

Project #5 Registration for AHIMA Conference (2 people)

Requesting 2 faculty to attend the American Health Information Management Association (AHIMA) Conference, October 7-10 in Baltimore, MD 2023. This opportunity would allow two program directors/faculty (HIT and HICS) to meet with their peers and find out what others are doing in response to medical changes. With COVID-19, telemedicine, and social media, HIPAA has been affected. Curriculum will need to be updated and revised in response to those changes. Changes to IC-10-CM and PCS codes also means curriculum will need to be updated. The conference will also allow for the program directors to maintain their credentials per the Commission on Accreditation for Health Informatics and Information Management (CAHIM) standards.

Project #6 Human Anatomy & Physiology Society Registration (HAPS)

Conference registration for 2 @ estimated \$600.00/person = estimated \$1200.00 TBD-2 Biology faculty (names unknown as we are currently hiring) The biology department has undergone a major curriculum overhaul in the last several years including moving to online modalities and 8 week accelerated courses. Additionally, the COVID-19 pandemic has changed some traditional forms of delivery and has resulted in many campuses trying new and innovative strategies.

Project #7 National Association of Career & Technical information (NACTEi)

Conference registration for 1 = estimated \$550.00 The NACTEi conference is a national Perkins leadership conference providing information that relates to career and technical education. The conference is an excellent resource for Perkins coordinators to hear best practices, policy and issues as they relate to CTE, fiscal methods, and network with peers across the U.S.