



Stephanie Hunthausen

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

Primary Contact: Stephanie Hunthausen



Opportunity Details

Opportunity Information

Title

2023-2024 Perkins Local Application

Description

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

Awarding Agency Name

Montana University System, Office of the Commissioner of Higher Education

Agency Contact Name

Holly Gederos

Agency Contact Phone

406-449-9128

Agency Contact Email

hgederos@mt.gov

Fund Activity Categories

Education

Opportunity Manager

Holly Gederos

Assistance Listings Number

84.048A

Public Link

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

Is Published

Yes

Funding Information

Total Program Funding

\$3,000,000.00

Funding Sources

Federal Or Federal Pass Through

Funding Restrictions

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

Award Information

Award Period

07/01/2023 - 06/30/2024

Indirect Costs Allowed



Yes

Indirect Cost Rate

5.00 %

Restrictions on Indirect Costs

Yes

Citation Governing Indirect Cost Restriction

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

Matching Requirement

No

Submission Information

Submission Timeline Type

One Time

Application Review Start Date / Pre-Qualification Deadline

05/26/2023 12:00 AM

Question Submission Information

Question Submission Email Address

hgederos@montana.edu

Question Submission Additional Information

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

Attachments

- Perkins Local Application Guide 23-24 Final

Eligibility Information

Eligibility Type

Public

Eligible Applicants

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

Additional Eligibility Information

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Award Administration Information

State Award Notices

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

Education Department General Administrative Regulations
<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Administrative and National Policy Requirements

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

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

Accountability Report Card.

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

Meeting performance expectations:

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

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

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

Reporting

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

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

Performance Expectations:

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

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

Evaluation methods should be designed to provide feedback regarding process toward attaining required performance

levels. Institutions who do not meet negotiated performance levels will be required to submit a local improvement plan along with the following year's Perkins application.

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

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

State Awarding Agency Contacts

Other Information

Eligibility and Duration

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

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



Project Information

Application Information

Application Name
Stephanie Hunthausen

Award Requested
\$142,023.81

Total Award Budget
\$142,023.81

Primary Contact Information

Name
Stephanie Hunthausen

Email Address
stephanie.hunthausen@helenacollege.edu

Address
1115 N Roberts
Helena, MT 59601

Phone Number



Project Description

Part 1. Additional Contact Information

Overview

Perkins Local Grant Contact

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

Campus Information

Campus Name
Helena College

Campus Fiscal Manager

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

Last Name
Schwen

First Name
Cari

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

Fiscal Phone Number
406-447-6920

Fiscal Phone Extension

Fiscal Fax Number

Fiscal Email Address
cari.schwen@helenacollege.edu

Is this section accurately completed (Reviewer Only)
☐ Yes
☐ No

Additional Perkins Contacts

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

Additional Perkins Contacts

	Name	Title	Email Address
Contact 1	Sandra Bauman	Dean/CEO	sandra.bauman@helenacollege.edu

	Name	Title	Email Address
Contact 2			
Contact 3			
Contact 4			
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 2022_Helena College.xlsx, Perkins CLNA Dashboards.pdf

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.

The Comprehensive Local Needs Assessment (CLNA) was a helpful and informative process for identifying campus needs related to CTE. A lot has changed at Helena College over the past two years, including the staff members involved with Perkins. We have a new Executive Director of Career Technical Education, as well as a new Institutional Researcher. The process of gathering feedback from constituents as well as collecting and analyzing data allowed us identify the following categories of needs:

New program development (Part B-1 and B-2 of the CLNA): Helena College is preparing to launch a new cosmetology program in the spring of 2024. In addition, we are in the process of investigating the possibility of adding a Certified Occupational Therapy Assistant (COTA) program in the 2024-2025 academic year. The occupation leads to licensure and requires an Associate degree. And finally, Helena College was approved to begin offering an avionics program in 2022-2023, but we experienced a setback in losing the people who were most involved in the creation of this program. With new FAA requirements, we will once again be exploring the addition of an avionics certification.

Equipment purchase in response to industry partners (Part B-2 of the CLNA): Automotive maintenance, nursing, and CNC machining have identified equipment that will better prepare students to enter the workplace. All three of these programs incorporate work-based learning and having training equipment available for students will meet needs identify by our advisory boards, in particular, our industry partners.

Professional development (Part D of the CLNA): Providing professional development to our faculty is an important part of training and retention. In addition this training directly benefits student outcomes.

Notes: (Reviewer Only)

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

Helena College is highly motivated to pursue and invested in workforce development initiatives. We currently serve on multiple workforce boards and work closely with Helena WINS and the Montana Youth Apprenticeship Partnership as well as Reach Higher Montana to promote workforce development from high school to college to career. In 2023-2024 we will host a number of career exploration events (Prospects events) in collaboration with Helena WINS, targeting specific industries with high need in our region: healthcare, manufacturing, transportation, finance and technology, as well as construction.

Notes (Reviewer Only)

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submitted until all pages are marked as complete.

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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.

Helena College is dedicated to providing a quality technical and educational experience in the state of Montana. Each year we assess and prioritize acquiring state-of-the-art equipment so that students gain the academic and technical skills needed to find employment. In addition, we rely on the advice of our advisory boards to ensure that we instruct students according to industry standards. Helena College also encourages professional development for instructors to help improve skills and knowledge in all areas of CTE.

Notes: (Reviewer Only)

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

Helena College's open enrollment policy allows any student to study and learn on our campus. Our new strategic plan emphasizes student equity and Helena College is committed to fostering a positive and welcoming climate where we value, include, and support all at Helena College. Students from special populations have access to many services including Helena College's Accessibility Coordinator (students with disabilities), the Academic Coach, as well as academic advising and tutoring. Students have access to tutoring on both campuses.

Some of our CTE programs are offered in a hybrid format allowing students to attend courses remotely. In addition, many of our skilled trades programs are delivered in a block format, allowing students to work full-time while attending school. All students, including students of special populations, are exposed to CTE course offerings in their advising appointments, at orientation, and during career fairs at the College.

Notes: (Reviewer Only)

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

We partner with industry to offer work-based learning, internships, and clinical experience specifically in automotive technology, business and accounting, information technology, and fire and emergency services, and nursing. Helena College's Career Coordinator connects students with work-based learning opportunities and assists students as they prepare resumes and cover letters.

As employers contact Helena College, the Career Coordinator and Executive Director of CTE help to identify new opportunities and connect the appropriate student. In addition, at the recommendation of our advisory boards, we proactively connect with industry to expand opportunities for students.

Notes: (Reviewer Only)

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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.

Helena College offers CTE dual credit opportunities a number of our partner high schools, specifically in the areas of welding, machining, business and accounting, fire and emergency services, and information technology. In addition, many high schools offer at least one of the required related-instruction courses required for our skilled trades programs (technical math and communication for a dynamic workplace).

High School students have the opportunity to work directly with an academic advisor enroll directly in our CTE programs while in high school (as early college students). Some popular CTE opportunities pursued by high school students include: automotive and diesel mechanics, machining, pre-nursing, pre-cosmetology, business and accounting, and information technology. A number of high school students enroll in our Emergency Medical Technician course which is offered in the evenings.

Notes (Reviewer Only)

Notes (Reviewer Only)

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

All open positions are posted on the Helena College website, in addition to a variety of online job search platforms and in appropriate industry-specific publications. All new newly-hired faculty and instructors attend a new faculty orientation and participate in new faculty onboarding, which covers topics from campus processes and procedures to effective teaching strategies. Helena College offers on-campus professional development through HR for all employees and professional development funding to all employees through an application process.

Helena College also uses Perkins funding each year for professional development of instructors. Often times the professional development provided by the Perkins grant is tied specifically to industry-recognized credentials (such as "train the trainer" programs), so that our instructors can directly train students and other instructors, a great benefit to our entire campus.

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.

Since Helena College submitted our last CLNA in 2020, we have hired a new Institutional Researcher and a new Executive Director of CTE. In the process of preparing the Perkins grant for 2023-2024, these two positions collaborated to create a series of dashboards to evaluate enrollment, retention, and completion of special populations of CTE students. Using this data, we plan to work with Helena College's IDEA Committee (Institutional Development, Effectiveness, and Accreditation), to define key performance indicators specific to our CTE population. This will help the CTE division identify specific goals for the coming year.

The Montana 10 program and TRIO SSS program are increasingly connected with students in CTE programs and this work will continue. These programs have explored a mentorship model which hope will have a positive impact on lessening the performance gaps between students of special populations.

Notes (Reviewer Only)

9. Please summarize levels of performance for your campus during the previous year for each of the following core indicators of performance: 1P1-Postsecondary Retention and Placement; 2P1-Credential, Certificate or Diploma; 3P1-



Non-traditional Program Enrollment. You should identify your campus performance in relation to the state goal (provided in your campus Perkins report card).

Helena College's non-traditional program concentration (3P1) was 14% in 2020-2021 and has decreased to 9% in 2021-2022. The other performance measures (1P1 and 2P1) meet or exceed the state goals.

Notes (Reviewer Only)

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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

Cosmetology instructor salary

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

Salary and benefits for one full-time faculty position. Cosmetology is a new program for Helena College and funds are needed to pay for one faculty member for one year. After a year, the program will begin to fund itself from student enrollment and operation of the salon. Salary: \$53,104 + Benefits \$9,558.72 (18% benefit rate) + \$12,648 (\$1044/month health allowance x 12 months) = \$75,310.72

Notes (Reviewer Only)

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

Cosmetology instructor will finalize curriculum development in semester 1 (fall 2023) and instruct full-time in semester 2 (spring 2024) at Helena College.

This is justified through the following use of funds:

3. Cosmetology instructor will be responsible for teaching cosmetology students the skills necessary for cosmetology careers. Helena College will become the only public training option for this high-skill, high-wage, in-demand industry.
4. Cosmetology instructor will support integration of academic skills into CTE programs by teaching to the approved curriculum outlined by the Board of Barbers and Cosmetologists.

Notes (Reviewer Only)

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

Cosmetology was identified in part B-1 of the CLNA. This is a new program at Helena College, identified as a needed program in our region, and aligned with labor market demand.

Notes (Reviewer Only)

Add Projects

Would you like to add another project?

- ☒ Yes
☐ No

Project 2 Title

Aviation consultant

Project 2 Begin Quarter

Q 2

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

Helena College was approved to begin offering an avionics certificate in the spring of 2022. Due to staff turnover and the change in FAA curriculum, Helena College has been unable to move forward with the planning for this program.

An aviation consultant will provide the knowledge and expertise necessary to reexamine the avionics curriculum, including learning outcomes, and how it fits within the larger aviation maintenance program. The consultant will also identify the needed equipment to launch the program.

Consultant will be paid \$50/hour x 5 hours/week x 10 weeks = \$2,500 x 12% benefits = \$2,800

Notes (Reviewer Only)

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

Aviation consultant will design avionics curriculum as part of the aviation maintenance degree program. Learning outcomes will be developed and mapped. An inventory list and needed equipment list will be developed.

This is justified through the following use of funds:

4. The aviation consultant will support the integration of academic skills into the CTE program (aviation maintenance), by designing curriculum using FAA requirements and aligning with the Helena College academic calendar, to teach important skills.

Notes (Reviewer Only)

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

Avionics was identified in part B-1 of the CLNA. This is a new program at Helena College, identified as a needed program in our region, and aligned with labor market demand.

Notes (Reviewer Only)

Would you like to add another project?

- ☒ Yes
☐ No

Project 3 Title

Certified Occupational Therapy Assistant (COTA) consultant

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.

Helena College has identified the Certified Occupational Therapy Assistant (COTA) program as a possible area of expansion. The occupation leads to licensure and requires an Associate Degree. An Occupational Therapist will need to be hired as a consultant as we are researching and planning the new program for Helena College. The consultant will work over the next year to design curriculum and identify needs for the program (including equipment, staff and faculty).

Consultant will be paid \$50/hour x 5 hours a week x 52 weeks = \$13,000 + 10% benefits = \$14,300

Notes (Reviewer Only)

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

Certified Occupational Therapy Assistant consultant will design COTA curriculum by June 30, 2024. Learning outcomes will be developed and mapped. An inventory list and needed equipment list will be developed.

This is justified through the following use of funds:

4. The COTA consultant will support the integration of academic skills into the CTE program (health science), by designing curriculum aligned with industry standards and licensure requirements.

Notes (Reviewer Only)

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

Certified Occupational Therapy Assistant (COTA) was identified in part B-1 of the CLNA. This will be a new program at Helena College, identified as a needed program in our region, and aligned with labor market demand.

Notes (Reviewer Only)

Would you like to add another project

- ☒ Yes
☐ No

Project 4 Title

Automotive Equipment

Project 4 Begin Quarter

Q 1

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.

The automotive program has partnered with industry to put students in work-based learning opportunities after the first 10 weeks of the semester. Industry partners have indicated that students need to train on a tire machine and brake lathe in order to be prepared to enter the workforce.

A Hunter Tire changer and brake lathe cost \$11,000 + approximately \$1,000 for shipping.

Notes (Reviewer Only)

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

All first-year students will train on a tire changing machine and brake lathe prior to entering their work-place learning assignments. Employers will report that students are capable of performing the skills necessary to begin their work-based learning programs.

This is justified through the following use of funds:

5. Acquiring this equipment will allow the Helena College automotive maintenance program to carry out elements that support the implementation of CTE programs of study that result in increasing student achievement.

Notes (Reviewer Only)

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

Industry feedback and labor market alignment was provided in B-2 of the CLNA. The automotive program at Helena College has received feedback from industry partners that students should be prepared to enter entry-level positions after week 10 of the program, which includes experience in tire alignment and brakes.

Notes (Reviewer Only)

Would you like to add another project?

- ☒ Yes
☐ No

Project 5 Title

Nursing equipment

Project 5 Begin Quarter

Q 1

Project 5 End Quarter

Q 3

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.

The nursing program would like to purchase a Bionic Hybrid Simulator. This is a wearable shirt that allows a standardized patient (person acting as patient) to have varied Blood pressure, different lung sounds that mimic disease, different heart rates and rhythms. The benefit of this device is that a person wears it and can still simulate the physical findings of different diseases or illnesses. Currently only Helena College's manikin simulators can do that. By having a real person as the patient, the students can assess these findings and then actually talk to the patient (who is prompted before with a script). This definitely improves students' skills sets, and could be used as a recruitment tool for on campus high school events, or even to attract Helena College students not sure about nursing.

This unit costs \$12,500.00 and includes: One BHS™ garment, washable (30°C gentle cycle) and available in different sizes SimBP™ Blood Pressure Simulator SimScope® Auscultation Training Stethoscope Laptop with pre-installed SimScope® software Hard carrying case USB cable Battery charger.

Notes (Reviewer Only)

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

All first-year students will train using the Bionic Hybrid Simulator prior to entering their first clinical rotation.

This is justified through the following use of funds:

3. This equipment will provide students with CTE skills necessary to pursue a high-skill, high-wage, in-demand career in nursing.

5. This equipment will help the nursing program plan and carry out elements that support the implementation of CTE programs by increasing the preparation of nursing students prior to beginning their clinical rotations.

Notes (Reviewer Only)

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

Industry feedback and labor market alignment was provided in B-2 of the CLNA. The nursing program at Helena College has received feedback from clinical and industry partners that students should be well-trained to not only in taking a patient's blood pressure but also in communicating effectively with that patient.

Notes (Reviewer Only)

Would you like to add another project?

- ☒ Yes
☐ No

Project 6 Title

Machining equipment

Project 6 Begin Quarter

Q 1

Project 6 End Quarter

Q 3

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.

The Helena College CNC program is well-aligned to industry. Students begin the program learning the fundamentals of machining using manual machines before learning the CNC processes. Because of aging equipment, a new vertical milling machine is needed to provide students with the skills they need to enter the workforce.

Price reflects and GMV-1F, 220 3 phase manual mill: \$15,635.

Notes (Reviewer Only)

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.

Having this milling machine will allow more students the hands-on ability to complete in class projects. All machining students will use this machine in their first-year classes.

This is justified through the following use of funds:

3. This equipment will provide students with CTE skills necessary to pursue a high-skill, high-wage, in-demand career in CNC machining.

5. This equipment will help the CNC machining program plan and carry out elements that support the implementation of CTE programs by increasing the preparation of machining students before they begin their work-based learning opportunities.

Notes (Reviewer Only)

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.)

Industry feedback and labor market alignment was provided in B-2 of the CLNA. The machining program at Helena College has received feedback from industry partners that students should be learning the foundational skills of machining on manual machines before moving to CNC insturction.

Notes (Reviewer Only)

Would you like to add another project?

- ☒ Yes
☐ No

Project 7 Title

Diesel instructor professional development

Project 7 Begin Quarter

Q 2

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.

For the last 2 years, Helena College has intended to send a diesel instructor to professional development for M2 Freighliner training. Because of COVID and instructor illness, this travel was not able to happen. However, it was approved both years, because this training would allow our instructor to receive industry-recognized credentials in Freighliner maintenance and better-utilize the Freighliner equipment that students are currently training on.

Cost includes \$1,291.85 registration + \$2,035 travel. Travel includes: 1 instructor (Rick Purcell) travel to attend Freightliner training in Troy, Illinois: airfare to Troy, Illinois (\$900)+ baggage (\$60) + car rental (5 days x \$63 = \$315) + hotel (5 days x \$98 = \$490)+ per diem (5 days x \$54 = \$270).

Notes (Reviewer Only)

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.

Helena College's diesel insturctor will attend professional development training and receive an added credential for better instruction to students. Learning outcomes related to Freighliner instruction will be evaluated once the instructor returns from training.

This is justified through the following use of funds:

2. This training will provide professional development for teachers, specifically to support instructional appraoches and ensure allignment with labor market through the attainment of industry-recognized certification.

Notes (Reviewer Only)

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.)

Industry feedback and labor market alignment was provided in D of the CLNA. Allowing our diesel instructor to receive professional development will benefit the retention and training of our CTE educators.

Notes (Reviewer Only)

Would you like to add another project?

- ☐ Yes
☒ No

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

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



Program Assurances

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

Program Assurance Agreement Perkins V 23.24.docx

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

Program Assurance Agreement Perkins V 23.24 signed SJB.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	\$7,101.24	\$7,101.24
Subtotal	\$7,101.24	\$7,101.24
01 - Salaries		
Project 1 - Cosmetology Salary	\$53,104.00	\$53,104.00
Subtotal	\$53,104.00	\$53,104.00
02 - Hourly Wages		
Project 2 - Hourly wages for Aviation consultant	\$2,500.00	\$2,500.00
Project 3 - Hourly wage for Certified Occupational Therapy Assistant consultant	\$13,000.00	\$13,000.00
Subtotal	\$15,500.00	\$15,500.00
03 - Employer Paid Benefits		
Project 1 - Cosmetology instructor benefits	\$22,206.72	\$22,206.72
Project 2 - Benefits for Avionics consultant	\$250.00	\$250.00
Project 3 - Benefits for COTA Consultants	\$1,300.00	\$1,300.00
Subtotal	\$23,756.72	\$23,756.72
09 - Travel		
Project 7 - Diesel instructor professional development	\$2,035.00	\$2,035.00
Subtotal	\$2,035.00	\$2,035.00
12 - Capitalized Equipment (Major)		
Project 4 - Automotive equipment	\$11,100.00	\$11,100.00
Project 5 - Nursing equipment	\$12,500.00	\$12,500.00
Project 6 - Machining equipment	\$15,635.00	\$15,635.00
Subtotal	\$39,235.00	\$39,235.00
13 - Other		
Project 7 - Professional development for diesel instructor	\$1,291.85	\$1,291.85
Subtotal	\$1,291.85	\$1,291.85
Total Proposed Cost	\$142,023.81	\$142,023.81

Revenue Budget

	Grant Funded	Total Budgeted
Grant Funding		
Award Requested	\$142,023.81	\$142,023.81
Subtotal	\$142,023.81	\$142,023.81
Total Proposed Revenue	\$142,023.81	\$142,023.81

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% of total project is allocated towards indirect costs and will be used according to the costs outlined in the institution's IDC approved agreement.

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 1 - Cosmetology Salary

Salary and benefits for one full-time faculty position. Salary: \$53,104/year (as determined by faculty CBA).

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 2 - Hourly wages for Aviation consultant

Aviation consultant will be paid \$50/hour x 5 hours/week x 10 weeks = \$2,500

Project 3 - Hourly wage for Certified Occupational Therapy Assistant consultant

COTA Consultant paid \$50/hr x 5 hrs/week x 52 weeks = \$13,000.

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 1 - Cosmetology instructor benefits

Cosmetology faculty benefits = \$9,558.72 (18% benefit rate) + \$12,648 (\$1044/month health allowance x 12 months) = \$22,206.72

Project 3 - Benefits for COTA Consultants

COTA consultants: \$13,000 x 10% benefits = \$1,300

Project 2 - Benefits for Avionics consultant

Aviation consultants: \$2,500 x 10% benefits = \$250

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 7 - Diesel instructor professional development

1 instructor (Rick Purcell) travel to attend Freightliner training in Troy, Illinois: airfare to Troy, Illinois (\$900)+ baggage (\$60) + car rental (5 days x \$63 = \$315) + hotel (5 days x \$98 = \$490)+ per diem (5 days x \$54 = \$270) = \$2035

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 4 - Automotive equipment

The automotive program has partnered with industry to put students in work-based learning opportunities after the first 10 weeks of the semester. Industry partners have indicated that students need to train on a tire machine and brake lathe in order to be prepared to enter the workforce. One Hunter Tire changer + one brake lathe cost \$11,000 + approximately \$1,000 for shipping.

Project 6 - Machining equipment

Because of aging equipment, a new vertical milling machine is needed to provide students with the skills they need to enter the workforce. Price reflects and GMV-1F, 220 3 phase manual mill: \$15,635.

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 NACTE 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 7 - Professional development for diesel instructor

Cost includes registration for Freightliner training: \$1,291.85.