



Increasing Access and Equity in Fire Science

Prepared by City College
for Montana University System, Office of the Commissioner of Higher Education 2023-2024 Perkins Nontraditional
Occupations Application

Primary Contact: Vicki Trier



Opportunity Details

Opportunity Information

Title

2023-2024 Perkins Nontraditional Occupations Application

Description

Perkins Nontraditional funds are made available to Perkins Eligible secondary and post-secondary schools to create career awareness, recruit, and retain students within a career and technical education (CTE) program of study (secondary + post-secondary) that leads to a high skill, high wage, or in demand occupation that is nontraditional by gender. The term “nontraditional occupations” means occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. This one-time award is available to support CTE initiatives with a clear impact on students pursuing nontraditional programs.

Awarding Agency Name

OCHE

Agency Contact Name

Ciera Franks-Ongoy

Agency Contact Phone

406-449-9132

Agency Contact Email

cfranksongoy@montana.edu

Fund Activity Categories

Education, Employment, Labor and Training

Opportunity Manager

Ciera Franks-Ongoy

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/79246b19-5856-4450-92a2-f7bf4eb43d8>

Award Information

Award Range

\$500.00 - \$20,000.00

Award Period

07/01/2023 - 06/30/2024

Award Type

Competitive

Matching Requirement

No

Submission Information

Submission Timeline Type

Rolling

Allow Multiple Applications

Yes



Application Review Start Date / Pre-Qualification Deadline
05/26/2023 12:00 AM

Question Submission Information

Attachments

- MT Perkins 23-24 Non-Traditional Grant RFP

Eligibility Information

Additional Eligibility Information

Only Perkins Eligible entities (school districts, two-year programs, tribal colleges, community colleges or consortia) in good standing are eligible to apply.
Applicants and project contacts are not restricted to Perkins coordinators – CTE faculty and staff in related roles are encouraged to apply.

Additional Information

Additional Information URL

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

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.

Administrative and National Policy Requirements

Proposed projects MUST "create career awareness, recruit, and retain students within a career and technical education (CTE) program of study (secondary + post-secondary) that leads to a high skill, high wage, or in demand occupation that is nontraditional by gender. "

Montana utilizes data from the Perkins Collaborative Resource Network Nontraditional Crosswalk for determining program eligible for nontraditional funding. You can visit the complete list here: <https://cte.ed.gov/accountability/linking-data>

The following are priority nontraditional occupations for the purpose of this RFP*:

Males:

Nursing/Allied Health
Early Childhood Education/Teaching K-3

Females:

Science, Technology Engineering, Math
Manufacturing & Trades

Construction and Architecture
Culinary

*Please note, this list is not exclusive, you may apply for funds to support any specific career fields identified as nontraditional in the Nontraditional Crosswalk or with other substantial supporting data.

Reporting

Full participation includes providing a written quarterly report for each quarter that spending takes places and a final report that documents project activities, populations served, and outcomes achieved, as well as a final expenditure sheet at year end.

- Final Narrative Report deadline: June 15, 2023
- Final Fiscal Closeout Report Due: August 15, 2023

Other Information

Collaboration between secondary and postsecondary institutions or between two or more postsecondary institutions is highly encouraged. Applications demonstrating intrastate partnerships will be given preference.

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

Increasing Access and Equity in Fire Science

Award Requested

\$13,045.47

Total Award Budget

\$13,045.47

Primary Contact Information

Name

Vicki Trier

Email Address

vicki.trier@msubillings.edu

Address

3803 Central Ave
Billings, MT 59102

Phone Number

(406) 247-3009

Project Description

Project Description

Directions: To increase the likelihood of receiving funding for your projects, please submit a separate application for each distinct, nontraditional occupations project proposed.

Defining "nontraditional occupations": The term "nontraditional occupations" means occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

The following are priority nontraditional occupations for the purpose of this RFP*:

Males:

- Nursing/Allied Health
- Early Childhood Education/Teaching K-3

Females:

- Science, Technology Engineering, Math
- Manufacturing & Trades
- Construction and Architecture
- Culinary

*Please note, this list is not exclusive, you may apply for funds to support any specific career fields identified as nontraditional in the Nontraditional Crosswalk or with other substantial supporting data.

Project Title

Increasing Access and Equity in Fire Science

How does this project encourage the successful recruitment and retention of males or females within a CTE Program of Study that leads to an occupation that is nontraditional by gender?

City College is looking to increase access and equity for women interested in pursuing our Fire Science Associates degree. We have identified two interventions we believe will further support and retain the women already enrolled in our Fire Science Program, while also recruiting potential female students.

ONET, an online career and employment service, projects that fire service positions within the state of Montana will grow 16% by the year 2030. City College wants to help fill this demand by increasing our enrollment and retention of female students in the Fire Science Program. Zippia, another career and employment company, estimates that not only do women make up fewer than 12% of the firefighting workforce, but they also only earn 82¢ for every \$1.00 earned by men. Until recently, the enrollment of female students within City College's Fire Science Program was above this national average—female students made up 20-30% of the total enrollment within the program. However, over the last two years, City College's female enrollment has declined to 3%. As such, City College is specifically focusing on recruiting, retaining, and graduating female students by increasing access to and equity within the program. By addressing this disparity between female and male enrollment, we will be able to produce more skilled firefighters with a higher earning potential; firefighters with an Associate's degree earn on average \$15,000 more per year than an individual without a college degree (Zippia).

What are the major activities or strategies that will be carried out and by whom?

First, City College will purchase five full sets of smaller-sized turnouts. This purchase will address one of the top five institutional barriers

female fire fighters face as identified by the International Association of Women in Fire & Emergency Service (Women in Fire)—ill-fitting uniforms. More than 80% of female fire fighters interviewed for the National Report Card on Women in Fire Careers list ill-fitting gear as their number one complaint in this largely male- dominated career field. This statistic shows that the lack of equipment that fits women unconsciously signals a desire to exclude them from the career. The smaller gear, coupled with our new, lighter weight breathing apparatus will decrease potential injuries and allow our female fire science students (and more petite male students) to perform optimally. Students will be able to practice safe techniques in PPE that fits. By increasing our inclusivity within the program, we should be able to recruit more female students.

Second, City College will purchase the Lion Bullex BullsEye Dry Chemical Digital Laser Extinguisher to use in conjunction with our recently purchased Lion Bullex ATTACK Digital Fire Training System. The laser extinguisher simulates the weight and feel of a real fire extinguisher, while the laser aspect allows our students to practice firefighting indoors.

Our Training System allows students to crawl through dark environments and navigate unknown spaces without visual aids, simulates the look and sound of fire/flames, and most importantly, will allow female students to practice safe, and if necessary, methods of victim rescue adapted to their size and strength in conditions that emulate a real fire. Giving our female students the opportunity to become familiar with adapted techniques follows with industry standards. Regarding female firefighters, the FEMA handbook states that, “Firefighters should be encouraged to perform a task in the way that is most efficient for them and gets the job done safely. Physical techniques for smaller, shorter firefighters should be incorporated wherever possible into physical skills and evolutions.” Providing an opportunity for women to experience the most demanding aspect of firefighting in a safe environment, to allow them the opportunity to try and succeed, is key to promoting firefighting as a viable career opportunity for women.

Do proposed activities include a secondary/postsecondary partnership component?

- Yes
- No

Describe the secondary/postsecondary partnership that will take place:

The Digital Laser Extinguisher will be used in conjunction with the ATTACH Digital Fire Training system during City College’s annual non-traditional career exploration event called Pizza, Pop, and Power Tools. During this event, City College invites local 8th grade girls to explore non-traditional career fields such as fire science, construction management, welding, and automotive.

What is the timeline for this project? Please provide a brief summary of key dates for the proposed project.

Fall 2023--purchase turnouts and laser extinguisher
Spring 2024-Pizza, Pop, and Power Tools

Please provide the contact information for any other significant parties relating to this grant:

Name	Title	Phone	Email
Janet Drinkwalter	Perkins Specialist	406-247-3077	janet.drinkwalter@msubillings.edu

Project Outcomes & Evaluation

Project Outcomes

How many students does the project intend to reach? Males? Females?

100+ females

Describe the project's goals to be measured in detail and how these relate to the project's activities:

The main goal is to remove the barriers that prevent women from pursuing this career path and program of study, while also addressing the graduation and retention rates of the female fire science students. The smaller-sized turnouts will be used by our female Fire Science students during their Fire Fighter Foundations I and II classes, as well as their Fire Apparatus and Hydraulics class. By providing them PPE that properly fits, will have removed an identified barrier female firefighters routinely face.

The BullsEye Dry Chemical Digital Laser Extinguisher will be employed by the Fire Science instructor in his Fire Fighter Foundations I and II classes, as well as his Fire Apparatus and Hydraulics class. Not only will it strengthen the academic and CTE skills of female students, but it will also provide them the necessary skills to pursue high-skill, high-wage occupations by exposing them to the stressors of structural firefighting in a simulated environment.

Evaluation Activities

Describe the evaluation plan for determining your progress or success in meeting the proposed goals and outcomes:

We will survey female Fire Science graduates regarding improvements we have implemented to address the barriers for female firefighters. This survey will inform faculty and staff on whether City College is addressing the needs of our female Fire Science students and how we can improve for future female students. City College will also collect graduation data and employment rates from our female graduates. This data, along with the surveys, will allow the Dean of City College and the program director to determine if the improvements City College has made to the program for female students has enhanced retention and employment rates for this population.

List the responsible parties for completing the evaluation of the proposed activities::

Alan Lohof, Fire Science Program Director and Instructor

Vicki Trier, Dean of City College

Budget Narrative

Please provide a narrative explanation of the budget—with the focus on the expenditure of these Perkins funds and demonstrating budget math.

Each line item in the final budget, and it's purpose, should be accounted for in the budget narrative.

Budget Narrative

Indirect costs 5% of total direct costs: \$621.22

Lion Bullex BullsEye 2kg/5lb Dry Chemical Digital Laser Extinguisher \$1,689.25

Shipping for Digital Laser Extinguisher \$20.00

Classix Jackets in smaller sizes: 5 @ \$1,238=\$6,190

Classix Pants in smaller sizes: 5 @ \$905=\$4,525

PLEASE REVIEW: NOTICE REGARDING EDUCATIONAL MARKETING MATERIALS

Please keep a couple things in mind with the educational marketing materials. When using federal funds, videos and any other marketing materials can't promote your college specifically in any way. Here are a few examples of what you can and can't do:

You can...	You can't...
Interview students or faculty wearing Gallatin College clothing	Have students or faculty identify as being "from Gallatin College" unless you are including other Montana schools in video as well.
Interview students or faculty with a Great Falls College sign in the background	Show a standalone shot/view of the front of Great Falls College (unless showing other Montana schools in video as well)
List/Show <u>all</u> schools in Montana where students can enroll in the highlighted programs	State that students are enrolled in highlighted programs at Helena College (without mentioning other schools)

A good rule of thumb is to remember that these videos will need to be made available for any Perkins schools in Montana to use to promote nontraditional careers if they want to, so the videos should be general enough that a college in Havre or a high school in Libby could also use it.

OCHE will need to review videos before we can reimburse for any video related expenses. If you have any questions about content don't hesitate to give me a call and we can run through it.

Budget

Proposed Budget Summary

Expense Budget

	Grant Funded	Total Budgeted
00 - Administrative/Indirect Costs		
Indirect Costs	\$621.22	\$621.22
Subtotal	\$621.22	\$621.22
05 - Non-Capitalized Equipment (Minor)		
Digital Laser Extinguisher	\$1,709.25	\$1,709.25
Turnouts	\$10,715.00	\$10,715.00
Subtotal	\$12,424.25	\$12,424.25
Total Proposed Cost	\$13,045.47	\$13,045.47

Revenue Budget

	Grant Funded	Total Budgeted
Grant Funding		
Award Requested	\$13,045.47	\$13,045.47
Subtotal	\$13,045.47	\$13,045.47
Total Proposed Revenue	\$13,045.47	\$13,045.47

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. 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 Direct Costs per City College's Indirect Costs Agreement

05 - 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 3 - Camera/Video equipment: JVCGY-HM85OU ProHD shoulder camcorder, 1 at \$4,500, needed due to video/camera equipment package required to record testimonials for the Film Editing Program which will be used to help with media CTE related activities.

Turnouts

Classix Jackets in smaller sizes: 5 @ \$1,238= \$6,190 Classix Pants in smaller sizes: 5 @ \$905= \$4,525

Digital Laser Extinguisher

Lion Bullex BullsEye 2kg/5lb Dry Chemical Digital Laser Extinguisher \$1689.25 Shipping \$20.00