



City College Perkins Local 22-23

Prepared by City College
for Montana University System, Office of the Commissioner of Higher Education 2022-2023 Perkins Local Application

Submitted by Kaili Payne

Submitted on 06/17/2022 9:12 AM Mountain Standard Time

Opportunity Details

Opportunity Information

Title

2022-2023 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

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/823bc0e2-5341-4304-b160-c33200662aa5>

Funding Information

Funding Restrictions

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

Award Information

Award Period

07/01/2022 - 06/30/2023

Award Announcement Date

6/20/2022

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 Window

02/23/2022 12:00 PM - 06/15/2022 5:00 PM

Question Submission Information

Question Submission Email Address

jtreaster@montana.edu

Question Submission Additional Information

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

For more information on the application and its requirements, please refer to the the 2022-2023 Perkins Local Application Guide.

Attachments

- Perkins Local Application Guide 2022-2023 Final

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, and other Perkins & CTE resources.

Award Administration Information

Administrative and National Policy Requirements

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>

- 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).
- 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

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:

- Reimbursement on a quarterly basis
- Withholding authority to proceed with programmatic activities until evidence of acceptable performance is provided
- Detailed financial reports
- Requiring technical or management assistance
- Establishment of prior approval process
- Submission of time and effort reports of personnel with salary covered by Perkins funds
- Copies of minutes taken from CTE advisory board meetings

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.



Project Information

Application Information

Application Name

City College Perkins Local 22-23

Award Requested

\$201,100.51

Cash Match Requirement

\$0.00

Cash Match Contributions

\$0.00

In-Kind Match Requirement

\$0.00

In-Kind Match Contributions

\$0.00

Total Award Budget

\$201,100.51

Primary Contact Information

Name

Kaili Payne

Email Address

kaili.payne@msubillings.edu

Address

3803 Central Ave.
Billings, MT 59102

Phone Number

406-247-3015

Project Description

Part 1. Additional Contact Information

Overview

Perkins Local Grant Contact

Jacque Treaster

jtreaster@montana.edu

(406) 449-9135

Campus Information

Campus Name

City College

Campus Fiscal Manager

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

Last Name

Hanson

First Name

Dean

Is the Fiscal Manager's mailing address different than above?

- Yes
 No

Fiscal Manager's Mailing Address

McM 309
1500 University Dr.
Billings, MT 59101

Fiscal Phone Number

406-657-1679

Fiscal Phone Extension

Fiscal Fax Number

Fiscal Email Address

dhanson@msubillings.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	Janet Drinkwalter	Perkins Specialist	janet.drinkwalter@msubillings.edu

	Name	Title	Email Address
Contact 2	Vicki Trier	Dean of City College	vicki.trier@msubillings.edu
Contact 3	Cindy Bell	Director of Grants and Special Programs	cindy.bell@msubillings.edu
Contact 4			
Contact 5			
Contact 6			
Contact 7			
Contact 8			

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.

Part 2. Background - Community and Workforce

Comprehensive Local Needs Assessment

Upload your comprehensive local needs assessment.

Montana CLNA Update Worksheets 22-23.docx

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.

City College scored satisfactory or above on all categories listed in the original CLNA. City College's CTE programs are geared toward high-demand industries. Through collaboration with our Stakeholders, Program Advisory Committees, Perkins Advisory Committee meetings and Program Directors, our CLNA found that our graduates are competitive and are being hired in their career and technical industries. City College CTE programs aim to evolve in order to meet and exceed industry expectations. There will be no new programs proposed.

As shown in our CLNA, City College strives to stay up to date with the equipment and/or technology used by our industry partners. It came to our attention that the equipment used by some of our programs is out-of-date, broken, and/or dangerous to use. As such, we will be replacing the welders in our Automobile Collision Repair and Refinishing program, the work lights for our Construction Management program, and the bandsaw for our Welding program. These upgrades will not only ensure the safety of our students, they will also learn how to operate the equipment used by future employers and thus become more hireable.

While our special populations perform well and often excel in our programs, we feel that Perkins funds can be used to further assist our special populations as supported by our CLNA. Therefore, we targeted some of our projects specifically to special populations, to reduce barriers and achievement gaps. We are creating a special populations website that will help students with unique and special circumstances identify themselves and the services available to them. For this endeavor, we will be partnering with our Disability Support Services (DSS) and TRIO offices. The website will have a brochure clearly explaining each of the special populations, links to DSS and TRIO, and the application for testing fees reimbursement. Frequently, additional out-of-pocket expenses, such as testing fees, are a barrier for special population students. City College wants to alleviate this burden, while increasing employability rates, by reimbursing students \$200 in testing fees for industry certifications. Automotive, Diesel, Paramedic, RN, LPN, Radiologic Technology, and Medical Coding and Insurance Billing programs all require students to take certifications before or directly after graduation.

Our Local Needs Assessment survey issued to faculty and industry partners show City College has several students in non-traditional fields: women in Welding, Paramedic, and Fire Science and men in Nursing and Radiologic Technology. It came to our attention that the women in our Fire Science program are at a disadvantage compared to their male counterparts regarding their personal protective equipment; we do not have equipment small enough to fit the women. Therefore, we will be purchasing smaller-sized fire boots for the women in our Fire Science program.

Finally, we plan to purchase an accessible 3D anatomy and virtual dissection Anatomage Table to be used by our RN, LPN, Radiologic Technology, and Paramedic programs. While all our medical students will be able to utilize this high-tech tool, studies show that students with learning disabilities will especially benefit from it. Students with learning disabilities have higher test scores using the Anatomage Table when compared to traditional textbook instruction. Although our CLNA demonstrates that City College provides access and opportunities for students with disabilities, we are excited to provide our students with such high-tech equipment with demonstrable outcomes.

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.

Our CLNA data emphasizes the importance of partnerships with our local workforce development, secondary partners, on-campus partners, program advisory boards, etc. Our strong partnerships with these entities allow for our students to explore various careers within their field of study as well as get an early start on their career development. Here are the various ways that Perkins funds will be focused on meeting the above areas:

A) Career Exploration & Career Development: Through our Stakeholders Survey, Program Advisory meetings and Perkins Advisory Committee meetings, our CLNA found that on-campus resources and partnerships with the offices within City College are extremely valuable. City College Career Services office and staff continue to partner with various CTE programs and their advisory board members to keep students up to date on internships, career pathways and opportunities. Many of the grant requests this year aim at career development through equipment and technology upgrades, ensuring that our graduates are prepared and skilled in the latest technology and industry standards. Examples of this include new welders for our Auto Body Collision Repair and Refinishing program, the Life Pack 15 for our Paramedic program, a new bandsaw for our Welding program, and LED work lights for our Construction Management program. Our program advisory board members are consistently making recommendations and providing ideas on how our students can continue to be successful in their careers after they graduate. Having the opportunity to have these direct relationships with our local and regional industry partners is a large part of our students' success.

B) Career Information on Employment Opportunities: All our program pages on the City College website provide information about industry wages for prospective and current students to explore when researching careers and programs. By partnering with our local industry leaders and community partners, students can hear directly from employees working in these fields. City College hosts various career and program exploration events, including hands-on and in the lab tours. Our faculty are present at these events to provide information and discuss career opportunities within their areas. We continue to partner with Big Sky EDA and Job Service to stay current with industry and community needs. Perkins funds will be directly used to continue to update equipment in our CTE classrooms and labs, meeting the expectations of industry leaders.

C) Organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education programs: City College hosts a variety of career exploration and guidance events each year. Advisors for CTE programs specifically, are at these events and can help provide interested students with career and academic guidance. Our CTE advisors partner with our Career Services office to provide services to students to help them with job interview preparation, internships, connecting with mentors, etc. Many of those partnerships exist with the same individuals and companies that serve on our CTE programs' advisory committees. In addition, we have a close partnership with the Billings Career Center; we have developed specific pathways that help students explore CTE careers and learn more about in-demand industries early on. City College dual enrollment will be hosting a CTE Showcase and Welding Expo for high school students to explore various CTE programs and careers.

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.

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.

City College aims to continually improve upon the academic and technical skills of our students in CTE programs. Perkins funds will be used this year to specifically focus on improving the academic skills of our healthcare students with the purchase of the Anatomage Table. City College does not have the facilities that can support a real cadaver. To date, our healthcare students have had to use textbooks, x-rays, and simulation dolls to learn anatomy. The Anatomage Table will allow our students to visualize anatomy exactly as they would with a real cadaver, allowing them to explore the human body in a way we were previously unable to. Clinical peer reviews show that the accuracy of real human anatomy and the quantity of clinical cases provided by the Anatomage Table and software improve students' academic skills in areas such as radiology, surgical case review, and patient consultation. Lectures and labs become more dynamic and engaging, leading to more interactive class time and greater student participation.

To improve our students' technical skills, our campus continues to look for ways to upgrade our labs in all areas. A number of our proposed purchases address this—specifically the LED work lights, welders, and bandsaw. Many of these upgrades and improvements are possible through our partnerships and Perkins funding.

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.

City College works to promote diversity in a variety of ways and provides activities to prepare special populations for high-skill, high-wage, and in-demand occupations. Again, the partnerships that we have across our campus help ensure that students from special populations are well-represented and provided equal opportunities on our campus. Our student population consists of a significant number of economically disadvantaged students, students with disabilities, single parents, homeless, and veteran students. City College understands that in order to best serve these special populations, we cannot utilize a "one-size fits all" model. The sharing of resources across campus is one piece that is key to the success of these populations. The City College campus was awarded an SSS TRIO grant for the first time in 2020-2021. The TRIO program has been an enormous asset in helping connect our special population students with the resources that are available to them. Our Native American Student Population is one group that City College aims to focus attention and resources on.

We see a high number of Native American students in our CTE programs and pride ourselves on that. We have developed partnerships with various schools and tribes. These partnerships have resulted in high school groups coming to campus to learn about our CTE programs through hands-on experiences. These visits allow students to see first-hand, the opportunities available to them through CTE programs and pathways. When possible, we partner with our Native American Achievement Center on campus to learn more about the specific needs for this population of students.

Various events are held to target special populations to help them learn about financial aid, enrollment, internships and employment. These programs include multiple College is Possible events which targets diverse populations either starting college at a non-traditional age or returning to school. In addition, our Disability Support Services office runs a College Transition Program that aims to help high school students with disabilities transition to college and learn more about programs and resources available to them. These are two examples of programs and events that our campus hosts to target and include various special populations. City College's CTE advisors attended these events to help educate students on the CTE course offerings and programs of study. We aim to lessen the confusion around the various CTE pathways that are available to students, easing access for our special populations to understand these programs' opportunities. We also work with our secondary partners, through our Dual Enrollment to accomplish these same goals with high school students interested in pursuing a CTE pathway.

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.

City College utilizes work-based learning opportunities for students in CTE programs in a variety

of ways. Through our Program Advisory Boards, students are often connected with employers and are presented with internship and work-based learning opportunities while enrolled in their programs. Many of our CTE programs have embedded internships as a part of their program's curriculum requirements. Some examples of these programs include Process Plant Technology, Nursing, Radiology, Ultrasound, Paramedic, Diesel, and Automotive.

Select programs also include our local and regional partners into their classrooms by inviting prospective employers to come during students Capstone final presentations. Employers attend and ask questions about student projects, which provides an opportunity for students to meet potential employers in person. Often these visits result in on-campus interviews. As mentioned above, our Career Services office does a great job of aiding in these partnerships as well.

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.

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.

Both the Perkins Local grant and Perkins Reserve grant will be managed by the same individual for the 2022-2023 year. This will allow for continued work in the coordination between the two programs. The Reserve grant focuses on highlighting pathways for high school students to earn postsecondary credits through City College's Dual Enrollment program. The development of pathways through the "credits with a purpose" strategy has been a focus of City College's Dual Enrollment program for the past few years and as such, City College has a very robust Dual Enrollment program. The specific development of CTE pathways, has seen growth. Pathways in Automotive, Diesel, Welding, Fire Science, Nursing, and Paramedic have led to an increase in secondary student enrollment.

Efforts to build pathways and educate various populations about the opportunities through Dual Enrollment and the Perkins grants will continue to be a high priority this next academic year. Some specific efforts will include secondary teacher and counselor workshops about the opportunities dual enrollment provides to students, career exploration events with middle school and high schools, a Welding Expo and CTE Showcase, and events focused on non-traditional populations learning about various programs.

During the 2021-2022 school year, the Dual Enrollment program partnered with 18 different high schools and served over 2,000 students.

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.

City College supports the recruitment, preparation, retention, and training of faculty and other personnel in many ways. We try to recruit from various populations. Any vacant positions are posted locally, regionally and sometimes nation-wide. All new faculty and staff have an orientation at the beginning of each semester to learn about support services and new policies. Faculty take Title IX training, Indian Education for All training and Psycharmor mental health training. In addition, Disability Support Services training and eLearning training is also available. Often, any new faculty that are hired to teach within our CTE programs, have a previous connection with the program. Many of our CTE instructors are graduates of the same programs in which they teach. We have had program advisory members become faculty as well. Perkins funds will be used for professional development for faculty—the conferences chosen this year will be used by faculty to enhance their curriculum and teaching methods.

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.

One of the main ways our campus aims at preventing and responding to gaps in performance is through our Academic Support Center and CTE tutors. In the past, we have uses Perkins funds to pay for tutors in the math and science areas, as many of those courses have high DWFI rates. Due to the excellent services provided by SSS TRIO and changes being made to our Academic Support Center, we are taking the opportunity to use Perkins funds elsewhere. Our SSS TRIO program currently serves 150 students, providing tutors not just for our high DWFI classes, but for College Writing and Intro to Computers as well. This next year, SSS TRIO tutoring will open an online platform that will allow them to facilitate additional tutoring options for our distance students. SSS TRIO is a wonderful resource with wraparound services that can assist students with non-academic concerns (i.e., housing, childcare, food instability, etc.) which can potentially impact a student's academic pursuits, in turn leading to performance gaps. Additionally, City College instituted Supplemental Instruction for our Human Anatomy and Physiology and General Chemistry classes, classes that have high DWFI rates. Students who attend SI sessions find them extremely helpful and have a higher pass rate than students who do not attend.

Our Retention Director has also implemented a new early-alert system that we use to identify students that are struggling early to get them help quickly. We will continue to explore and utilize systems like this to help students in high-risk classes and situations.

Our faculty at City College utilize High Impact Practices to enhance their curriculum and promote student success. Again, we are encouraging any faculty that request Perkins funds for travel to use the opportunity to learn new practices and methods to help their students. We will continue to share resources and connect students with appropriate offices and opportunities when need be.

With the potential loss of the Academic Support Center at City College and the addition of SSS TRIO tutoring and Supplemental Instruction, the Perkins Advisory Committee felt that the funds we have spent on tutors in the past could be better used by focusing on other resources. We have allocated these funds to the Anatomage Table and Special Population Testing fees.

If there are continued issues and growing disparities between groups of students on our campus and in programs, we will use a systematic approach to identify the key causes. It is important to understand the significant impact in which campus culture, resource access, class content and structure can have on a student's success both on and off campus. We would utilize the work and collaboration amongst City College Stakeholders, Program Advisory Committees, Perkins Advisory Committee meetings and Program Directors as guidance to addressing any specific issues.

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).

City College received an 80% in Postsecondary Retention and Placement, below the state's goal of 84%. For Credential, Certificate or Diploma we met the state goal of 100. Finally, the Non-Traditional Program Enrollment fell short of the state goal of 17% - City College received a 16%.

In looking at our report card, we see that retention is down significantly among our economically disadvantaged students. We believe that the Covid Pandemic and the rise in inflation played a large role in this. We will be using Perkins funds to address this disparity and have created a 3-year plan.

While our Non-Traditional Program Enrollment has improved from the previous year, we are looking at collaborating with our campus partners to target this population specifically. The Dual Enrollment program will work with the Perkins staff to promote events and pathways that invite students to explore programs that they would traditionally not consider. By partnering with local industry leaders as well, we believe we can continue to improve this score.

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.

Part 5. Project Narratives

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**.

An application cannot be submitted until all pages are marked as complete.

Not finished with this page yet? Scroll to the bottom of the page and click **Save** or **Save & Continue** to fill out the missing information at a later time.

Project 1

Project 1 Title

-Indirect Costs

Project 1 Begin Quarter

Q 1

Project 1 End Quarter

Q 4

1 - Project/Program/Purchase Summary*

\$2,267.00 will be used to cover indirect costs as outlined in our Indirect Costs agreement.

1 - Expected Measurable Outcome(s)*

NA

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.)

NA

Add Projects

Would you like to add another project?

- Yes
 No

Project 2 Title

LED Rechargeable Work Lights

Project 2 Begin Quarter

Q 1

Project 2 End Quarter

Q 1

2 - Project/Program/Purchase Summary

4 LED Rechargeable Work Lights @ \$239 for our Construction Management program. The program

currently uses outdated halogen lights, which present a safety issue with heat buildup and require ongoing maintenance. The rechargeable LED lights will increase safety and are compatible with other equipment recently purchased.

2 - Expected Measurable Outcome(s)

Improved safety and quality workmanship are both expected outcomes. Daily lab reports and weekly safety records are kept and reviewed twice weekly. These safety reports will improve as once the old lights are replaced with newer, safer options. We expect to see a 5% growth in our CTE programs as we continue to update and upgrade the equipment used in the programs.

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.)

The Program Advisory Committee, Assessment Data, and Labor and Industry Data show that City College labs and clinicals are designed to provide quality instruction and practice with the most up-to-date equipment. To maintain our high standards and improve our labs, it is necessary to replace ineffective, dated, or hazardous equipment. Many of these upgrades are recommended by the Program Advisory Committees. The old work lights are both dated and hazardous; the LED rechargeable work lights will not only improve instruction, it will allow our students to practice with more advance technology used in the construction industry.

Would you like to add another project?

- Yes
- No

Project 3 Title

Life Pack 15

Project 3 Begin Quarter

Project 3 End Quarter

3 - Project/Program/Purchase Summary

Life Pack 15 \$46,500, shipping \$500.

The Life Pack 15 patient monitor is utilized by all ambulance services in the area, with whom our Paramedic students complete their field internships; this internship is required to graduate. The Life Pack 15 is used by EMS teams to boost outcomes for difficult to defibrillate patients. The Life Pack 15 can transmit emergent patient data to the hospital while the ambulance is in route, thus allowing for care team activation in time-sensitive emergencies.

3 - Expected Measurable Outcome(s)

Our Paramedic Program is one of our fastest growing programs and it is imperative that students graduating from the program are well-versed in the technology used by ambulance services and competitive in the workforce. Studies show that paramedic students who have access to the Life Pack 15 in a controlled environment prior to treating live patients in the field will better learn to work efficiently in a chaotic environment. Proper training in using the Life Pack 15 is imperative and our students will know how to use the equipment upon graduation, making them more hireable.

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.)

As shown by our CLNA, Billings is the health/medical hub of the state and City College has developed a robust skill set in our healthcare students. The Paramedic Advisory Board Committee meeting held in spring of 2022 reinforced the results of our previous CLNA, showing that City College continues to produce highly-skilled paramedics. The one recommendation made by the committee is to update technology where applicable to keep the program on par with

industry standards.

Would you like to add another project

- Yes
- No

Project 4 Title

Ambulance Video Monitoring Equipment

Project 4 Begin Quarter

Q 1

Project 4 End Quarter

Q 1

4 - Project/Program/Purchase Summary

Video Monitoring equipment \$6,000, shipping \$500.

The Ambulance Video Monitoring equipment will be placed in our ambulance and allow the students to work independently while the instructor monitors the simulation from a computer.

4 - Expected Measurable Outcome(s)

The monitoring equipment will provide autonomy for the students and a more realistic simulation, thus better preparing students to work independently in a real-world scenario. City College currently employs similar monitoring equipment in our nursing lab, where students are recorded during emergency simulations. Since implementing the monitoring equipment in the nursing lab, students have further developed critical thinking skills, care safety, and accountability. We expect to see similar outcomes with the paramedic monitoring system.

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.)

As shown by our CLNA, Billings is the health/medical hub of the state and City College has developed a robust skill set in our healthcare students. The Paramedic Advisory Board Committee meeting held in spring of 2022 reinforced the results of our previous CLNA, showing that City College continues to produce highly-skilled paramedics. The Ambulance Monitoring System will continue to improve the skills of our paramedic students.

Would you like to add another project?

- Yes
- No

Project 5 Title

Miller 141 MIG Welders

Project 5 Begin Quarter

Q 1

Project 5 End Quarter

Q 1

5 - Project/Program/Purchase Summary

10 Miller 141 MIG Welders at \$995 each for our Auto Body Collision Repair and Refinishing Program. These welders will replace our existing welders in the auto body lab, which no longer weld to industry standards. Our current welders are at least 17 years old, and students spend more time fixing the welders than welding with them.

5 - Expected Measurable Outcome(s)

Welding is an essential skill in auto body. With these welders, the students will learn the proper techniques used to weld car bodies and will have the chance to become I-Car certified in welding, thus making them more desirable to future employers.

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.)

The Program Advisory Committee, Assessment Data, and Labor and Industry Data show that City College labs and clinicals are designed to provide quality instruction and practice with the most up-to-date equipment. To maintain our high standards and improve our labs, it is necessary to replace ineffective, dated, or hazardous equipment. Many of these upgrades are recommended by the Program Advisory Committees. The old welders are both ineffective and dated; students do not know if they are welding correctly or well. New welders make sure that our auto body program is continuing to meet and surpass industry standards.

Would you like to add another project?

- Yes
- No

Project 6 Title

Anatamage Table Convertible

Project 6 Begin Quarter

Q 1

Project 6 End Quarter

Q 1

6 - Project/Program/Purchase Summary

Anatamage Table \$80,220.56, extended warranty \$21,840.00, hardcover case \$275, crate \$875.00, shipping \$3,848.16.

Using cadavers in the teaching of human anatomy in healthcare programs is fundamental and the industry standard. However, City College does not have the funds, or building space to house a cadaver. The Anatamage Table Convertible is a 3D anatomy and virtual dissection platform that will be utilized by our RN, LPN, Radiologic Technology, and Paramedic programs. The table allows students to interact with young, well-preserved digital cadavers; students are better able to comprehend highly detailed anatomical structures. The Anatamage company has designed a supplemental companion app to work with the physical Anatamage Table. Students will be able to access the app remotely to continue studying and learning at a distance. As an accessible interactive technology, the Anatamage Table is also ideal for students with disabilities as some students are more hands-on, visual learners.

6 - Expected Measurable Outcome(s)

The purchase of the Anatamage Table will expand the level of academic instruction, improve test scores, create more efficient class and lab sessions, and increase retention in high DWFI classes. The table simplifies complex anatomical information to increase subject retention and ease the learning process. The many different learning modes on the table, such as game mode, flashcards, and keyword selection, reinforce course concepts and fosters an exciting learning environment that promotes active learning. Clinical peer reviews show that the accuracy of real human anatomy and the quantity of clinical cases provided by the Anatamage Table and software improve students' academic skills in areas such as radiology, surgical case review, and patient consultation. Lectures and labs become more dynamic and engaging, leading to more interactive class time and greater student participation. We expect to see a 5% growth in graduation rates with the purchase of major equipment, as well as an increase in job placement rates.

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.)

As shown by our CLNA, there are performance gaps among students; our report card shows a discrepancy in retention among our health science students. City College would like to use Perkins funds to address this discrepancy. One way in which we are attempting to do so, is by introducing exciting, high-tech equipment into our healthcare programs. We believe that the Anatomage Table is one way to invigorate student interest in our healthcare programs, while also providing an effective learning tool for our programs.

Would you like to add another project?

- Yes
- No

Project 7 Title

ACTE Vision 2022 Conference

Project 7 Begin Quarter

Q 2

Project 7 End Quarter

Q 2

7 - Project/Program/Purchase Summary

ACTE Vision 2022 Conference, Las Vegas, NV. Lodging 5 nights @ \$150= \$750, per diem 5 days @ \$54= \$270, Airfare \$1,000. Registration \$395 x 1 attendee=\$395.

Our automotive instructor, who is the department chair for Automotive, Auto Body, Diesel, Construction Management, Process Plant Technology, and Instrument and Electrical Technician, will be attending the ACTE Vision 2022 Conference. A conference for CTE professionals, she will have the opportunity to attend workshops demonstrating newest CTE technology and equipment, learn new techniques in building community partnerships, and dive into critical topics pertaining to CTE.

7 - Expected Measurable Outcome(s)

100% of faculty receiving professional development funds will disseminate knowledge gained to their peers. We expect that all faculty that complete a professional development event will return with new knowledge and an upgraded skill. We are requiring faculty or staff that attend a professional development event to share what they learned and how they will implement what they learned into their teaching and work. They will attend our Perkins Committee meetings to share what they learned.

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.)

As shown by our CLNA, City College offers frequent and effective professional development to faculty through Perkins, the administration, and departments. City College aims to maintain this standard, offering Perkins funds for instructors expand their skills as educators, improve curriculum development, and learn about changing standards in their fields.

Would you like to add another project?

- Yes
- No

Project 8 Title

Testing Fees for Special Populations

Project 8 Begin Quarter

Q 1

Project 8 End Quarter

Q 4

8 - Project/Program/Purchase Summary

City College will reimburse \$200 in testing fees for Special Population students. Programs will include Automotive, Diesel, Medical Coding and Insurance Billing, Ultrasound, Radiologic Technician, Nursing, and Paramedic.

8 - Expected Measurable Outcome(s)

Additional out of pocket expenses are often a financial burden and a potential barrier for Special Populations students. Students in medical programs are required to take certification tests upon completion of their programs before they can be hired in their career field. Though not required for our Automotive and Diesel students, students with industry certifications can earn a higher wage upon graduation. By reimbursing Special Population students' testing fees, will help alleviate this burden and increase retention, graduation, and work placement rates.

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.)

Our report card shows we have a retention problem among our economically disadvantaged students. While we believe this is largely related to the Covid Pandemic and rising inflation, City College is addressing the barriers that prevent students from successfully completing their program.

Would you like to add another project?

- Yes
- No

Project 9 Title

Bandsaw

Project 9 Quarter Begin

Q 1

Project 9 Quarter End

Q 1

9 - Project/Program/Purchase Summary

Bandsaw \$8,777.79, delivery charge \$50.00

The new bandsaw will replace the old saw, which performs poorly and is a safety hazard. The saw will be used to accurately cut, prepare, and code test coupons.

9 - Expected Measurable Outcome(s)

Improved safety and quality workmanship are both expected outcomes. We expect to see a 5% growth in our CTE programs as we continue to update and upgrade the equipment used in the programs. In addition, saws such as these are currently used by industry professionals. By learning to use this saw, students will be more marketable upon graduation.

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.)

The Program Advisory Committee, Assessment Data, and Labor and Industry Data show that City College labs and clinicals are designed to provide quality instruction and practice with the most up-to-date equipment. To maintain our high standards and improve our labs, it is necessary to replace ineffective, dated, or hazardous equipment. Many of these upgrades are recommended by the Program Advisory Committees. The old bandsaw is both ineffective and hazardous; the new bandsaw will not only improve instruction, it will allow our students to practice with more advance technology used in the welding industry.

Would you like to add another project?

- Yes
- No

Project 10 Title

Firehouse Expo

Project 10 Begin Quarter

Q 1

Project 10 End Quarter

Q 1

10 - Project/Program/Purchase Summary

Firehouse Expo 2022, Columbus, OH. 9/27/22-9/30/22. Lodging 4 nights @ \$179/night = \$716.00. Airfare \$700.00. Baggage round trip @ \$35= \$70.00. Per diem \$54/day x 4 days = \$216.00. \$425.00 registration fee per attendee. 1 attendee=\$425.00.

Our Fire Science instructor will attend the Firehouse Expo where he will learn about the latest technology, equipment, and tactics used by other fire services. Topics covered will include apparatus, extrication, strategy and tactics, wildland, and incident command.

10 - Expected Measurable Outcome(s)

100% of faculty receiving professional development funds will disseminate knowledge gained to their peers. We expect that all faculty that complete a professional development event will return with new knowledge and an upgraded skill. We are requiring faculty or staff that attend a professional development event to share what they learned and how they will implement what they learned into their teaching and work. They will attend our Perkins Committee meetings to share what they learned.

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.)

As shown by our CLNA, City College offers frequent and effective professional development to faculty through Perkins, the administration, and departments. City College aims to maintain this standard, offering Perkins funds for instructors expand their skills as educators, improve curriculum development, and learn about changing standards in their fields.

Would you like to add another project?

- Yes
- No

Project 11 Title

Firefighting Boots

Project 11 Begin Quarter

Q 1

Project 11 End Quarter

Q 1

11 - Project/Program/Purchase Summary

10 pairs of firefighting boots @ \$199 each.

11 - Expected Measurable Outcome(s)

The fire science program currently has a selection of boots in larger sizes. These boots do not fit our female fire science students. These smaller sizes would accommodate our female students, allowing them to participate more fully in our program. The Firefighter Foundations and Apprentice and Hydraulics courses require students to wear personal protective equipment, including fire boots. As many of our female students do not fit in our current selection of boots,

they have difficulty completing these classes.

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.)

While our CLNA and report card show that we have done much to recruit and retain students in non-traditional programs, we are up 2.5 percentage points from last year, we still fall below the state goal. Our Fire science program has seen an increase in female enrollment, and we want to retain these students. However, much of our equipment is for men, not women. Starting last year, we began purchasing equipment that would fit women. We want to continue this by purchasing firefighting boots in smaller sizes.

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 2022-2023 Carl D. Perkins Program Assurance Agreement to be reviewed and signed by the campus dean or president.

[Program Assurance Agreement Perkins V 2022-2023.docx](#)

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

[CC Perkins Assurance Agreement 22-23.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	Non-Grant Funded	Total Budgeted
00 - Administrative/Indirect Costs			
Project 1#--Indirect Costs	\$2,267.00	\$0.00	\$2,267.00
Subtotal	\$2,267.00	\$0.00	\$2,267.00
07 - Minor Equipment			
Project #11--Firefighting boots	\$1,999.00	\$0.00	\$1,999.00
Project #2--LED Rechargeable Work Light	\$956.00	\$0.00	\$956.00
Project #5--Miller 141 MIG Welders	\$9,950.00	\$0.00	\$9,950.00
Subtotal	\$12,905.00	\$0.00	\$12,905.00
09 - Travel			
Project #10--Firehouse Expo	\$1,702.00	\$0.00	\$1,702.00
Project #7--ACTE Vision 2022 Conference	\$2,020.00	\$0.00	\$2,020.00
Subtotal	\$3,722.00	\$0.00	\$3,722.00
11 - Training/Registration			
Project #10--Firehouse Expo	\$425.00	\$0.00	\$425.00
Project #7--ACTE Vision 2022 Conference	\$395.00	\$0.00	\$395.00
Subtotal	\$820.00	\$0.00	\$820.00
12 - Major Equipment			
Project #3--Life Pack 15	\$47,000.00	\$0.00	\$47,000.00
Project #4--Ambulance Video Monitoring	\$6,500.00	\$0.00	\$6,500.00
Project #6--Anatomage Table Convertible	\$107,058.72	\$0.00	\$107,058.72
Project #9--Bandsaw	\$8,827.79	\$0.00	\$8,827.79
Subtotal	\$169,386.51	\$0.00	\$169,386.51
13 - Other			
Project #8--Testing Fees for Special Populations	\$12,000.00	\$0.00	\$12,000.00
Subtotal	\$12,000.00	\$0.00	\$12,000.00
Total Proposed Cost	\$201,100.51	\$0.00	\$201,100.51

Revenue Budget

	Grant Funded	Non-Grant Funded	Total Budgeted
Grant Funding			
Award Requested	\$201,100.51		\$201,100.51
Subtotal	\$201,100.51		\$201,100.51
Non-Grant Funding			
Cash Match		\$0.00	\$0.00
In-Kind Match		\$0.00	\$0.00
Subtotal		\$0.00	\$0.00
Total Proposed Revenue	\$201,100.51	\$0.00	\$201,100.51

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".

Project 1#--Indirect Costs

\$2,267.00 will be used to cover indirect costs as outlined in our Indirect Costs agreement.

07 - Minor Equipment

Include a line item for each program-specific equipment under \$5,000. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

Project #2--LED Rechargeable Work Light

LED Rechargeable Work Light for our Construction Management Program. The program currently uses outdated halogen lights, which present a safety issue with heat buildup and require ongoing maintenance. The rechargeable LED lights will increase safety and are compatible with other equipment recently purchased.

Project #5--Miller 141 MIG Welders

10 Miller 141 MIG Welders at \$995 each for our Auto Body Collision Repair and Refinishing Program. These welders will replace our existing welders in the auto body lab, which no longer weld to industry standards. With these welders, the students will learn the proper techniques used to weld car bodies and will have the chance to become I-Car certified in welding, thus making them more desirable to future employers.

Project #11--Firefighting boots

10 pairs of firefighting boots @ \$199 each. The fire science program currently has a selection of boots in larger sizes. These boots do not fit our female fire science students. These smaller sizes would accommodate our female

students, allowing them to participate more fully in our program. The Firefighter Foundations and Apprentice and Hydraulics courses require students to wear personal protective equipment, including fire boots. As many of our female students do not fit in our current selection of boots, they have difficulty completing these classes.

09 - Travel

Include a list of who is traveling, purpose of travel, the mileage, lodging, meals, airfare, etc. Use the state approved reimbursement schedule. All travel must follow state of Montana rates and policies. Examples: --Program Coordinator to attend state Perkins meeting, fall 2021, Helena MT. Lodging 2 nights @\$155 (\$103 GSA rate plus tax) - \$230; mileage 190 miles @ \$.58 - \$110; per diem 2 days @ \$23/day - \$46 --Program Instructor to attend training in Seattle, WA, Sept. 13-19. Airfare \$200, Baggage round trip @ \$30, Ground transportation round trip @ \$50, Airport parking \$30, Per diem 9 days @ \$50, Lodging 8 nights @ \$200. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

Project #10--Firehouse Expo

Firehouse Expo 2022, Columbus, OH. 9/27/22-9/30/22. Lodging 4 nights @ \$179/night = \$716.00. Airfare \$700.00. Baggage round trip @ \$35= \$70.00. Per diem \$54/day x 4 days = \$216.00.

Project #7--ACTE Vision 2022 Conference

ACTE Vision 2022 Conference, Las Vegas, NV. Lodging 5 nights @ \$150= \$750, per diem 5 days @ \$54= \$270, Airfare \$1,000.

11 - Training/Registration

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".

Project #7--ACTE Vision 2022 Conference

\$395 registration fee for ACTE Vision 2022 Conference. 1 attendee=\$395.00.

Project #10--Firehouse Expo

\$425.00 registration fee per attendee. 1 attendee=\$425.00.

12 - Major Equipment

Include a line item for each major equipment over \$5,000. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

Project #3--Life Pack 15

\$46,500 for Life Pack 15, \$500 shipping. The Life Pack 15 patient monitor is utilized by all ambulance services in the area, with whom our Paramedic students complete their field internships; this internship is required to graduate. The equipment will give hands-on training in a controlled environment prior to treating live patients in the field.

Project #4--Ambulance Video Monitoring

Video monitoring equipment \$6,000, shipping \$500. The Ambulance Video Monitoring equipment will be placed in our ambulance and allow the students to work independently while the instructor monitors the simulation from a computer. This will provide autonomy for the students and a more realistic simulation, thus better preparing students to work independently in a real-world scenario.

Project #9--Bandsaw

Bandsaw \$8,777.79, delivery charge \$50.00 The new bandsaw will replace the old saw, which performs poorly and is a safety hazard. The saw will be used to accurately cut, prepare, and code test coupons. Saws such as these are currently used by industry professionals. By learning to use this saw, students will be more marketable upon graduation.

Project #6--Anatomage Table Convertible

Anatomage Table \$80,220.56, extended warranty \$21,840.00, hardcover case \$275, crate \$875.00, shipping \$3,848.16. Cadaver usage in the teaching of human anatomy in healthcare programs is fundamental and the industry standard. However, City College does not have the funds, or building space to house a cadaver. The Anatomage Table Convertible is a 3D anatomy and virtual dissection platform that will give our RN, LPN, Radiologic Technology, and Paramedic students experience working with cadavers. The table allows students to interact with young, well-preserved digital cadavers, leading to improved test scores and more efficient class and lab sessions. With the table, students are better able to comprehend highly detailed anatomical structures. As an accessible interactive technology, the Anatomage Table is ideal for students with disabilities.

13 - Other

Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

Project #8--Testing Fees for Special Populations

City College will reimburse \$200 in testing fees for Special Population students. Programs will include Automotive, Diesel, Medical Coding and Insurance Billing, Ultrasound, Radiologic Technician, Nursing, and Paramedic. Students in medical programs are required to take certification tests upon completion of their programs before they can be hired in their career field. Though not required for our Automotive and Diesel students, students with industry certifications have the ability to earn a higher wage upon graduation. Out of pocket expenses are often a financial burden for students and reimbursing them will help alleviate this.

City College

City College Perkins Local 22-23 - Award

Grant Dates: 07/01/2022 - 06/30/2023

Period: 07/31/2022 - 06/30/2023

\$201,100.51

00 - Administrative/Indirect Costs	Budgeted Grant Funded	Amendment 1	Comments/Details of Change	Amendment 2	Comments/Details of Change	Amendment 3	Comments/Details of Change
Project 1#--Indirect Costs	\$2,267.00	2,267.00		\$ 2,267.00			
SubTotal	\$2,267.00	2,267.00		\$ 2,267.00			
07 - Minor Equipment	Budgeted Grant Funded						
Project #2--LED Rechargeable Work Light	\$956.00	956.00		\$ 978.30	Cost increase.		
Project #5--Miller 141 MIG Welders	\$9,950.00	9,950.00		\$ 9,000.00	Welders were discounted.		
Project #11--Firefighting boots	\$1,999.00	1,999.00		\$ 2,276.02	Cost increase.		
Project #12-Video Conferencing Setup for Paramedic Classroom	\$0.00	0.00		\$ 6,912.01	Increase of \$6,912.01. Own Professional Camera \$971.19, Camera Mount \$16.84, Elmo Document Imaging Camera \$98.51, Ceiling Mounted Microphones \$153.36 x 2 = \$306.72, Speakers \$107.40, Audio Mixer/Soundboard \$157.52, USB Extender \$110.12 x 2 = \$220.24, Speaker Shelf \$56.24 x 2 = \$112.48, Stereo Mini Male Cable 1/4" \$F6.86, Stereo Mini Male Cable 3.5 \$6.34, HDMI Cable \$30.23, Power Strip \$11.01, XLR Cable \$15.72 x 6 = \$94.26, USB Audio Adapter \$6.74, Display Port HDMI Adapter \$7.98, USB A to USB Female Extension Cord \$1.99, Dell 75" Touch Monitor \$3,564.99, Monitor Mount \$120.89, Dell Stylus \$55.24, Stylus Holder \$12.39, OptiPlex 7000 Micro Computer \$790.14, Secondary Monitor \$179.99, Wireless Mouse & Keyboard \$ 32.06. Total = \$6,912.01		
Minor Equipment funds Placeholder				\$ 2,721.94	Money set aside as a Placeholder for Minor Equipment. Will not purchase without OCHE's permission		
SubTotal	\$12,905.00	12,905.00		\$ 21,888.27			
09 - Travel	Budgeted Grant Funded						
Project #10--Firehouse Expo	\$1,702.00	1,702.00		\$ 1,608.36	Hotel came in under budget.		
Project #7--ACTE Vision 2022 Conference	\$2,020.00	2,020.00		\$ 2,020.00			
Project #13--Montana Future at Work Summitt	\$0.00	1,678.00	October 12-15. Airfare \$350 x 2 = \$700; lodging \$96/night x 3 x 2 = \$576; meals \$114.50 x 2 = \$229; Car Rental \$123; Gas \$50. Total = \$1,678	\$ 2,021.87	Increase of \$343.87 as car rental was more than quoted.		
Project #14--Mountain State Imaging Conference		0.00		\$ 2,946.00	Increase of \$2496.00 due to staff from Rad Tech and Ultrasound attending February 22 -25. Lodging \$200 (conference rate +resort tax) x 3 x 3= \$1800, meals per diem \$30.50 x 4 x 3 = \$366, car rental \$160 x 3 = \$480, gas estimated at \$100 x 3 = \$300. Total = \$ 2,946		

SubTotal	\$3,722.00	5,400.00		\$ 8,596.23		
11 - Training/Registration	Budgeted Grant Funded					
Project #7--ACTE Vision 2022 Conference	\$395.00	395.00		\$ 395.00		
Project #10--Firehouse Expo	\$425.00	425.00		\$ 350.00	Expo came in under budget.	
Project #14--Mountain State Imaging Conference	\$0.00	0.00		\$ 600.00	Increase of \$600.00 due to Registration fees for 3 staff with the \$200 x3 = \$600. Rad Tech and Ultrasound Faculty.	
SubTotal	\$820.00	820.00		\$ 1,345.00		
12 - Major Equipment	Budgeted Grant Funded					
Project #3--Life Pack 15	\$47,000.00	47,000.00		\$ 41,121.11	Decrease of \$5,878.8 as item came in under budget.	
Project #4--Ambulance Video Monitoring	\$6,500.00	6,500.00		\$ -	Decrease to 0.00 due to needing to setup classroom for video monitoring instead.	
Project #9--Bandsaw	\$8,827.79	\$8,827.79		\$ 8,592.90	Decrease of \$234.89 due to item came in under budget	
Project #6--Anatomage Table Convertible	\$107,058.72	\$105,380.72		\$ 105,290.00	Decrease of \$90.72 due to item came in under budget	
SubTotal	\$169,386.51	\$167,708.51		\$ 155,004.01		
13 - Other	Budgeted Grant Funded					
Project #8--Testing Fees for Special Populations	\$12,000.00	\$12,000		\$ 12,000.00		
SubTotal	\$12,000.00	\$12,000		\$ 12,000.00		
Grand Total	\$201,100.51	\$201,100.51		\$ 201,100.51		