



Fort Peck Community College

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

Submitted by Carrie Schumacher

Submitted on 06/30/2022 12:23 PM 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 completing the actions
- The method for requesting reconsideration of conditions/restrictions

Performance Expectations:

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

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

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



Project Information

Application Information

Application Name

Fort Peck Community College

Award Requested

\$106,795.61

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

\$106,795.61

Primary Contact Information

Name

Carrie Schumacher

Email Address

cschumacher@fpcc.edu

Address

605 Indian Street
Poplar, MT 59201

Phone Number

(406) 480-9262

Project Description

Part 1. Additional Contact Information

Overview

Perkins Local Grant Contact

Jacque Treaster
jtreaster@montana.edu
(406) 449-9135

Campus Information

Campus Name
Fort Peck Community College

Campus Fiscal Manager

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

Last Name
Atkinson

First Name
Rose

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

Fiscal Phone Number
406 768 6317

Fiscal Phone Extension

Fiscal Fax Number

Fiscal Email Address
ratkinson@fpcc.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	Breanna Buckles	grants manager	bbuckles@fpcc.edu
Contact 2			
Contact 3			
Contact 4			

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

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Part 2. Background - Community and Workforce

Comprehensive Local Needs Assessment

Upload your comprehensive local needs assessment.

Montana CLNA Update Worksheets June 30, 2022.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.

Fort Peck Community College facilitated four focus groups early in 2022, students, staff/faculty, community members, and the FPCC board of directors, all participated to identify key areas to target. FPCC will continue to target the Criminal Justice program to revise the program for transferability. The current enrollment trend in Criminal Justice is on the rise, and it has been determined that there is an opportunity to develop a transfer option with MSU-Northern as well as a Police Academy option.

Focus groups determined that the strategies outlined in the original CNLA are relevant, however, it was also determined that the Pre Health Pre Nursing program is a popular program, but lacks graduates. Environment Science is another area that has a local workforce need, but the programs need to be redesigned to accommodate local workforce needs. FPCC is committed to revising the current program to ensure the success of students.

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.

Fort Peck Community College, in, collaboration with the Fort Peck Tribes e, State of Montana Local Job Services, and area school districts hosts several activities throughout the academic year to promote career opportunities and guidance. Fort Peck Community College co-sponsors career fairs on and off-campus, as well as provides career exploration to local school districts across the reservation. In addition to the sponsored activities, all students enrolled in CTE programs are provided career awareness and workforce development through a series of monthly educational activities conducted by staff at Fort Peck Community College.

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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.

FPCC has been approved by NWCCU to offer courses in an online format. FPCC will improve the academic and technical skills providing students enrolled in CTE programs, including Criminal Justice, Business Technology, Business Administration, Information Technology, and Automotive Technology with hands-on learning activities that support the skills required for these professions.

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.

FPCC has various programs within the institution and external partners that bring educational opportunities to students across the reservation. These opportunities include career fairs at local schools, where speakers are identified to talk about CTE trades. Fort Peck Community College also promotes the school's CTE programs through various events throughout the academic year to promote the CTE programs. These events include career fairs and cultural events hosted by FPCC and the Fort Peck Tribes.

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.

FPCC offers multiple Associate of Applied Science and Certificate degrees that incorporate hands-on learning and experiential opportunities. Faculty working in these programs have established a collaborative partnership with the Fort Peck Tribes and will work to identify programs interested in offering internships for FPCC students. For example, the Truck Driving program partners with the local Sand and Gravel business. All students who successfully complete their CDL are offered a job and provided onsite training.

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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.

Fort Peck Community College partners with all the local high schools across the Fort Peck Indian Reservation to offer dual credit opportunities for all students while attending high school. The Poplar, Wolf Point, Westby, and Scobey School Districts currently offer dual credits for students. FPCC were approved for distance delivery in 2021, and F and razer and Brockton have taken advantage of early college opportunities. Students can enroll in courses, and stay on school properties to complete the coursework online.

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.

Fort Peck Community College is committed to providing faculty, staff, and administrators professional development opportunities. FPCC is partners with other Montana Tribal Colleges to provide technology training to improve distance delivery methods for all instructional coursework. In addition to this opportunity, the FPCC Board of Directors promotes professional development opportunities by allocating professional development funding support for all faculty, administration, and staff. Individuals are encouraged to present professional development opportunities to their supervisor, who will, in turn, give the chance to the FPCC president for approval.

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.

Fort Peck Community College is committed to addressing disparities in gaps in performance. Fort Peck Community College Student Services Department provides tutoring for all students and the new recruitment/retention officer meets with students to identify gaps that exist. Most if not all students complete programs within 200% time at FPCC, which is common amongst TCUs. If disparities still exist, FPCC will meet with the student to go over the advising plan, and incorporate a student learning plan for completion.

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).

The FPCC report card suggest that 56% of the students remained in post secondary educaiton after the 2nd quarter of completions, 100% of students of the students recieved a post secondary credential during within one year of completion, and 26% of CTE pograms lead to non traditional fields. Overall, FPCC met the goals in 75% of the Perkins V Indicators.

In the 21-22 academic year, the unduplicated headcount in fall 2021 was 570, and spring 2022 was 700. There were a total of 81 graduates in 2022. Of those 81 graduates, 56 students graduated with CTEs

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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**.

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Project 1

Project 1 Title

Salary

Project 1 Begin Quarter

Q 1

Project 1 End Quarter

Q 4

1 - Project/Program/Purchase Summary*

66% of annual salary for Criminal Justice instructor.

1 - Expected Measurable Outcome(s)*

Teach Criminal Justice courses at the freshman and sophomore curriculum levels, in accordance with the established course outlines of record and consistent with college standards. This includes organizing instruction to achieve course and program learning outcomes, organizing and conducting learning laboratories, instructing through lecture and demonstrations. Courses to be instructed during the semester are included in the current FPCC Catalog. (FPCC Catalog on-line at <http://www.fpcc.edu>)

- ☐ Advise 10-15 Criminal Justice students. approximately 10-15 hours monthly, during the semester.
- ☐ Assist in curriculum development for Criminal Justice.
- ☐ Attend monthly faculty meetings and participate in the college faculty senate and the program learning outcomes team as assigned.
- ☐ Participate in the faculty evaluation process, service learning, and student retention initiatives.
- ☐ Keep up-to-date in criminal justice, (including techniques of effective learning), through professional development opportunities.

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.)

Through a series of focus groups with staff, faculty, students, and the FPCC board of directors, findings indicates the criminal justice program aligns with the workforce need for local law enforcement agencies.

Add Projects

Would you like to add another project?

- ☒ Yes
☐ No

Project 2 Title

CTE Teaching Assistance

Project 2 Begin Quarter

Q 1

Project 2 End Quarter

Q 4

2 - Project/Program/Purchase Summary

4 Teaching assistants for Criminal Justice, Computer Technology and Business Technology/Administration. Students will work no more than 15 hours a week.

2 - Expected Measurable Outcome(s)

Due to the increase in enrollment and graduates, current faculty cannot deliver all the support services they would otherwise. CTE Teaching assistants will assist in extra support like tutoring, advising, etc. TAs will have monthly meetings with students to provide local job opportunities in fields associated with Criminal Justice, Computer Technology, Business Technology and Administration. TAs will organize opportunities for students to visit local employers including the college, Fort Peck Tribes, and local school districts.

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.)

Online delivery of CTE courses has increased overall student count in these programs. The local needs for these programs has not changed, however, the need to provide additional support services in an online environment has changes.

Would you like to add another project?

- ☒ Yes
☐ No

Project 3 Title

Automotive Technology Needs

Project 3 Begin Quarter

Q 1

Project 3 End Quarter

Q 4

3 - Project/Program/Purchase Summary

The automotive certificate and AAS programs attract several students each year. Fort Peck Community College will utilize perkins support for instructional supplies for the automotive programs.

3 - Expected Measurable Outcome(s)

With the purchase of automotive instructional supplies, a mininute of 10 students per semester will:

1. Use proper tools, equipment, precautions and procedures to safely perform repairs
2. Diagnose and repair Brake systems, Electrical Systems, Steering and Suspension systems
3. Demonstrate the ability to locate service repair information by many different types of media
4. Develop essential workplace skills and attributes necessary for an automotive related career

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

Assessment data at Fort Peck Community College indicated the automotive technolgoy courses enrolled 1/3 of the CTE students and graduate a minimum of five each year

Would you like to add another project

- ☒ Yes
☐ No

Project 4 Title

Perkins Coordinator

Project 4 Begin Quarter

Q 1

Project 4 End Quarter

Q 4

4 - Project/Program/Purchase Summary

An in house position will be shared and provide oversight as the Perkins Coordinator 20% of Salary is \$11,000 +fringe.

4 - Expected Measurable Outcome(s)

Perkins coordinator will meet with CTE instructors and TAs to insure project goals and outcomes are being met.

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.)

The FPCC Board of Directors suggested with an increase in Perkins funding compared to 2 years ago, it would be beneficial to have a coordinator to assist with activities associated with Perkins funding.

Would you like to add another project?

- ☒ Yes
☐ No

Project 5 Title

Professional Development

Project 5 Begin Quarter

Q 1

Project 5 End Quarter

Q 4

5 - Project/Program/Purchase Summary

CTE faculty participate in various online training opportunities to improve online instructional methods.

5 - Expected Measurable Outcome(s)

CTE faculty will increase their knowledge to delivering courses in an online format and keeping students engaged.

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.)

An increase in student count in the programs and COVID 19 suggest online training is necessary.

Would you like to add another project?

☒ Yes☐ No

Project 6 Title

Office Supplies

Project 6 Begin Quarter

Q 1

Project 6 End Quarter

Q 4

6 - Project/Program/Purchase Summary

General office supplies are associated with student success. Several CTE programs offer industry certification, requiring confidential information. The Criminal Justice program has nearly 40 degree-seeking students this academic year, and the CDL program is not part of the Federal Provider Registry. Supplies such as folders, etc have increased.

6 - Expected Measurable Outcome(s)

Information is stored in separate folders for each individual student.

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.)

Increase in student count warrants additional supplies to keep student information confidential.

Would you like to add another project?

☒ Yes☐ No

Project 7 Title

Test Out Curriculum

Project 7 Begin Quarter

Project 7 End Quarter

7 - Project/Program/Purchase Summary

Test Out Curriculum for Computer Programming.

7 - Expected Measurable Outcome(s)

With the purchase of this platform, students will receive online IT training courseware and certification exams that help the instructor prepare students for certification and real-world skills to succeed in Computer and Information Technology Career Fields.

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.)

Graduation data in 2022 at Fort Peck Community College indicated there was an increase in student graduation with Information Technology Degrees and the new trend in online remote work suggest this aligns with the CLNA.

Would you like to add another project?

- ☐ Yes
☒ No

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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.

[Program Assurance Agreement Perkins V 2022-2023.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
01 - Salaries			
Criminal Justice Instructor	\$30,888.00	\$0.00	\$30,888.00
Perkins Coordinator	\$11,000.00	\$0.00	\$11,000.00
Subtotal	\$41,888.00	\$0.00	\$41,888.00
02 - Hourly Wages			
CTE Teaching Assistance	\$36,000.00	\$0.00	\$36,000.00
Subtotal	\$36,000.00	\$0.00	\$36,000.00
03 - Employer Paid Benefits			
Fringe	\$9,034.00	\$0.00	\$9,034.00
Subtotal	\$9,034.00	\$0.00	\$9,034.00
06 - Consumable Supplies			
Automotive Technology	\$500.00	\$0.00	\$500.00
Office supplies	\$153.61	\$0.00	\$153.61
Subtotal	\$653.61	\$0.00	\$653.61
10 - Dues & Subscriptions			
Test Out Curriculum	\$12,900.00	\$0.00	\$12,900.00
Subtotal	\$12,900.00	\$0.00	\$12,900.00
11 - Training/Registration			
Professional Development	\$6,320.00	\$0.00	\$6,320.00
Subtotal	\$6,320.00	\$0.00	\$6,320.00
Total Proposed Cost	\$106,795.61	\$0.00	\$106,795.61

Revenue Budget

	Grant Funded	Non-Grant Funded	Total Budgeted
Grant Funding			
Award Requested	\$106,795.61		\$106,795.61
Subtotal	\$106,795.61		\$106,795.61
Non-Grant Funding			
Cash Match		\$0.00	\$0.00

	Grant Funded	Non-Grant Funded	Total Budgeted
In-Kind Match		\$0.00	\$0.00
Subtotal		\$0.00	\$0.00
<hr/>			
Total Proposed Revenue	\$106,795.61	\$0.00	\$106,795.61

Proposed Budget Detail

See attached spreadsheet.

Proposed Budget Narrative

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. Examples: --Program Coordinator salary of \$50,000 funded at 50% or .5 FTE --Program Instructor salary for curriculum development (estimated 20 hours at \$50/hour and paid as a stipend) --Program instructor to run Career Exploration Camps (estimated 25 hours at \$20/hour) Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

Criminal Justice Instructor

Annual Salary of \$46,800 66% for instructor to continue instruction in criminal justice programs.

Perkins Coordinator

20% of \$55,000 Perkins coordinator will meet with CTE instructors and TAs to insure project goals and outcomes are being met. Coordinator will also be responsible for acquiring new CLNA activities and project reporting.

02 - Hourly Wages

List each position as a separate line item. In the notes please provide position title, % of FTE or total annual hours and hourly rate. Examples: --Program Adjunct for New Perkins Program to teach two new courses (\$750/credit hour for 6 credit hours) Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

CTE Teaching Assistance

4 teaching assistants*\$15 per hour*15 hours per week*4 weeks*10 months. Programs include Criminal Justice, Business Technology/Administration, and Information Technology. Assistants will not work more than 15 hours per week.

03 - Employer Paid Benefits

Should reflect percentage of position paid under Personnel. Includes FICA, retirement, WC, SUE and health insurance. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

Fringe

FICA (Social Security) 7.65%, State Unemployment .8%, Disability Insurance 1.34%, TIAA CREF 3.42% "Health insurance plus 50K life insurance 26.39% (Health \$1096.33/mo. Life \$8.75/mo.)"

06 - Consumable Supplies

Includes basic office supplies, books and reference materials, CTE classroom supplies and software. Basic office supplies will be capped at \$150 per application unless a justification is presented and approved by OCHE prior to application. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

Automotive Technology

Digital Multimeters and soldering Irons-\$500.00 for automotive technology.

Office supplies

Folders, pens, etc

10 - Dues & Subscriptions

List each due, or subscription as a separate line item. Conferences registrations and other professional training should be listed under the Training/Registration category. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

Test Out Curriculum

Approximately 50 students per semester at \$129 per student. TestOut helps Information Technology, Cybersecurity, and Microsoft Office instructors take their classes to a whole new level.

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".

Professional Development

Academic and CTE faculty will receive professional development during faculty in service, leading to overall success of students in CTE programs and upon request be allowed to attend other PD opportunities if funding allows. All PD will be approved by OCHE before funding is spent.