



**FVCC Local 22-23**

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

**Submitted by Emily Jense**

**Submitted on 06/17/2022 10:46 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](mailto: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

jtrestar@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

FVCC Local 22-23

Award Requested

\$258,557.80

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

\$258,557.80

### **Primary Contact Information**

Name

Emily Jense

Email Address

ejense@fvcc.edu

Address

777 Grandview Drive  
Kalispell, MT 59901

Phone Number

# Project Description

## Part 1. Additional Contact Information

### Overview

#### Perkins Local Grant Contact

Jacque Treaster

[jtreaster@montana.edu](mailto:jtreaster@montana.edu)

(406) 449-9135

### Campus Information

Campus Name

Flathead Valley Community College ▼

### Campus Fiscal Manager

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

Last Name

Luke

First Name

Abby

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

- Yes
- No

Fiscal Phone Number

(406) 756-6323

Fiscal Phone Extension

Fiscal Fax Number

Fiscal Email Address

[aluke@fvcc.edu](mailto:aluke@fvcc.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			
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.

FVCC CLNA FY22 Perkins Grant.xlsx, New 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.

Employers indicate that FVCC graduates are well prepared for the workplace and most do not require remediation. Advisory board members indicate that programs need updated equipment, hardware, and software to keep up with industry standards. Advisory board feedback informed equipment and technology requests for several programs (Projects 1, 3, 9, and 10). Feedback from advisory committees and community members indicates that the community isn't aware of the many CTE options available. FVCC is requesting funding to host a Classroom to Careers event for high school students to visit campus and experience some of the many CTE careers they could choose to pursue (Project 5). In addition, FVCC is hoping to expand capacity to partner with industry and employers by creating a dedicated workforce development position. This position will provide leadership and oversight of comprehensive workforce development in alignment with local, state, and national strategies to expand CTE awareness, alignment, pathways, apprenticeships, and programming (Project 11). With the increasing demand from industry for skilled workers, continued growth of Trades and Industrial Arts (TIA) programs, and the growing difficulty in finding CTE instructors, there is a need to create a new position to teach in several TIA programs (Project 4). Program specific projects (7 and 10) are continuations of previous projects to serve new programs and development of one new program (14), all created in response to industry needs and designed to serve remote, place-bound students. Two projects in Adult Education are based on feedback from students, local job service, and industry boards that emphasize the need for digital competency and short-term workforce training options.

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.

(A): FVCC will partner with local school districts to host high school CTE students at Classroom to Careers Day. In conjunction with many local businesses, FVCC hosts the annual Expanding Your Horizons event, a one-day conference for middle school girls to increase awareness of career opportunities for women in science and math related fields.

(B): FVCC's Apprenticeship Coordinator collaborates with local workforce development partners to explore options to build apprenticeships that support local employer needs. FVCC's Career Advisor collaborates with the Montana Small Business Development Center on the annual Flathead Valley Job Fair and provides free preparation sessions and transportation for FVCC students. FVCC offers access to career services management tool, Purple Briefcase, for all students. FVCC offers a Career Services website that has extensive resources on the following topics: Current Job Market, Career Advice and Services, Career Podcasts, Job Postings, and more.

(C): FVCC uses a liaison advisor model that aligns professional advisors to specific college areas. Prospective and new students are directed to the appropriate advising liaison. All new degree- or certificate-seeking students must attend an individual, new-student advising appointment with a professional advising liaison. At this appointment, advisors review a student's placement information, pre-advising survey, and discuss the student's academic and career goals to create an academic plan. After this appointment, advisors send follow-up information and continue to send weekly emails throughout the semester. In addition, CTE students in trades and industrial arts programs take COLS 115: Workforce Preparation for Occupational Trades. In this course, students identify possible employers and connect with industry professionals, create a working



resume, cover letter, and career action plan, discern best practices and interview techniques, and practice professional attributes such as networking and communication skills, time management and professional appearance. FVCC also offers COLS 110: Professionalism 101-From College to Career to special populations that participate in the TRIO student support program. This course focuses on teaching students how to reach their career goals, including topics such as professionalism, job research, resume development, interviewing skills, and personal strength development.

(D): FVCC's Adult Education department is seeking funding for two programs that support career exploration and skill development in high-demand CTE areas.

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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.

FVCC offers co-requisite tutoring to students who do not meet the placement requirements for their CTE program math course.

FVCC will purchase updated supplies and equipment to make sure students are learning and gaining experience for the workplace with current, industry-standard program supplies and equipment.

FVCC has launched a Teaching and Learning Center that will have a component specifically focused on strategies to improve instruction in CTE programs, therefore improving student skills.

FVCC is requesting funding for two digital training programs that will allow Adult Education students to learn basic skills in CTE fields and apply them in digital simulation environments.

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.

A. FVCC's Disability Services works with Montana Vocational Rehabilitation to support students with disabilities who are retraining after an injury or obtaining the training necessary to enter into a career.

CTE students in trades and industrial arts programs take COLS 115: Workforce Preparation for Occupational Trades. In this course, students identify possible employers and connect with industry professionals, create a working resume, cover letter, and career action plan, discern best practices and interview techniques, and practice professional attributes such as networking and communication skills, time management and professional appearance. FVCC also offers COLS 110: Professionalism 101-From College to Career to special populations that participate in the TRIO student support program. This course focuses on teaching students how to reach their career goals, including topics such as professionalism, job research, resume development, interviewing skills, and personal strength development.

FVCC offers co-requisite tutoring to students who do not meet the placement requirements for their CTE program math course.

FVCC offers a computer lab/study space dedicated to TRIO students so they can study in a welcoming, supportive environment with their peers.

FVCC's Student Support Center offers course-specific, peer-led study sessions to support students' academic success.

B. FVCC's Disability Services Coordinator supports equal access in a variety of ways, including referring undecided students to the Career Advisor to obtain testing, career counseling, and information about college programs that match a student's individual interests, skills, and abilities; serving as a resource for the Adult Education Program on accommodations that support students working to earn a HiSET; meeting with students with disabilities who are ready to be admitted to college; coordinating accommodations for students with disabilities who do not place into college-level math or writing courses, such as one-on-one tutoring, individualized instruction, or other accommodations to help prepare them for Related Instruction requirements in math and writing.

C. FVCC has an open enrollment policy that welcomes anyone to learn on our campus. Anyone aged 16 or older is eligible to apply for admission. The FVCC website admissions page states: "Students with disabilities may contact Disability Services at (406) 756-3880 to request accommodations or for help with new student steps." Disability Services supports students through a variety of services and programs as mentioned above.

D. FVCC's academic catalog is posted online and contains a list of every CTE program of study available. Each program of study has its own page detailing the courses required. FVCC presents to local high schools' Career and College Readiness classes in order to inform all potential students about postsecondary opportunities, including CTE. The dual enrollment team provides academic advising for students enrolled in concurrent enrollment courses at the local and surrounding high schools, which includes information on pathway alignment for each concurrent enrollment

course. Every CTE student has an academic advisor that provides guidance on which courses to take in order to efficiently proceed through their program requirements.

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.

Students in the following 14 CTE programs are required to complete at least one internship, field experience, or clinical experience: Accounting Technology, Brewing Science and Brewery Operations, Business Administration, Culinary Arts and Catering, Early Childhood Education, Information Technology and Security, Agriculture and Food Systems, Medical Lab Technician, Practical Nursing, Registered Nursing, Paramedicine, Physical Therapist Assistant, Radiologic Technology, and Surgical Technology. FVCC offers two apprenticeship programs in Electrical and HVAC-R. FVCC has an apprenticeship coordinator who works with employers to develop and expand apprenticeship opportunities. He is currently working with employers on the development of seven apprenticeship programs in the following CTE areas: Medical Coding, Medical Assisting, Machining, Accounting, Early Childhood Education, Culinary Arts, and Brewing Science.

The Community College Survey of Student Engagement (CCSSE) was administered at FVCC in April 2015 and April 2018. Ten questions relevant to developing work-related skills were identified. One question (8a) asked "Did you do an internship, field experience, co-op experience or clinical assignment?" In 2015, 16% of FVCC students said they had done one. In 2018, this was asked as a yes-no question: 22% said yes. FVCC's improvement from 2015 to 2018 was statistically significant and in line with the national average. FVCC is conducted the CCSSE again in spring of 2022 and updated information will be available for the 2023-2024 grant cycle.

In response to industry needs, FVCC is requesting funding for two digital training programs that will allow Adult Education students to learn basic skills in CTE fields and apply them in digital simulation environments.

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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.

FVCC offers BIOB 105 Biotechnology in three Montana high schools. These concurrent enrollment courses have strengthened the STEM career pathway for Flathead, Whitefish, and Glacier High Schools. FVCC also offers a Biotechnology CTS that students can begin while still in high school.

There is a strong program alignment in the welding and fabrication pathway. College level welding - WLDG 110, WLDG 111, WLDG 117, WLDG 145, WLDG 185 - is offered at 16 high schools around the state. Columbia Falls High School students now have the opportunity to earn multiple AWS certifications, along with a Certificate of Applied Science in Welding Technology before graduating from high school. At the 2022 FVCC Graduation, eight high school students graduated with a Welding Technology CTS degree.

EDEC 108 Introduction to Early Childhood Education and EDU 101 Teaching and Learning are being offered in four high schools, strengthening the Education pathway.

HTH 101 Opportunities in the Health Care Profession, AHMS 144 Medical Terminology are being offered in four high schools which has strengthened the health professions pathway.

SRVY 290 Projects in GIS, DDSN 114 Introduction to Cad and MCH 122 Introduction to CAM have strengthened the Advanced Manufacturing Pathway.

ACTG 101 Accounting Procedures I, ACTG 102 Accounting Procedures II and BMGT 205 Professional Business Communication are being offered in high schools, which has strengthened the Business Management Pathway.

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.

Positions are posted on the FVCC website, in addition to a variety of online job search platforms and in appropriate industry-specific publications. All new fulltime faculty and instructors take a 3-credit course, New Faculty Orientation, which covers topics from campus processes and procedures to effective teaching strategies. FVCC offers on-campus professional development through HR for all employees and limited professional development funding to all employees through an application process. FVCC offers welding certification classes for high school teachers and training for family and consumer science teachers so they are qualified to teach concurrent enrollment courses.

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.

Due to limited data available on special populations, it is difficult to gather enough information to draw meaningful conclusions. The one disparity we could identify was gender. As expected, CTE graduates in occupational trades - Surveying, Welding, Manufacturing, Electronics, Electrician - are predominantly male. CTE graduates in health care - Nursing, Medical Assistant, Medical Coding, Surgical Technology, Physical Therapist Assistant - are predominantly female. Male graduates were also significantly higher in Criminal Justice. Female graduates are higher in Culinary Arts and Early Childhood Education. FVCC has many systems in place to proactively support special populations to avoid additional performance disparities.

Academic advising gathers information on a Pre-Advising survey to address non-cognitive factors that may impact a student's ability to succeed academically. The survey asks students to offer income and ability status, as well as gender, family size, food insecurities, and access to basic needs. The survey is completed before new degree seeking students register, helping advisors address challenges prior to student enrollment, as well as track those students who may need additional support.

FVCC's TRIO SSS program serves 350 students per year, which in 2020-2021 was 20% of the degree-seeking population at FVCC. The TRIO program supports first-generation, low-income, and students with disabilities and offers a free College to Career class for students in CTE programs. TRIO helps these at-risk students graduate at higher rates than their peers.

Disability services is readily available to all students on campus. FVCC's Disability Services Coordinator teaches an

academic communication class to help prepare to students for college reading and writing. In addition, the Disability Services Coordinator regularly visits local high schools, meets with high school counselors, parents, students and teachers in order to help high school students with IEPs transition to college and access disability accommodations at the college level.

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

1P1-Postsecondary Placement: 2020-2021 State Goal: 84 FVCC: 85

2P1-Earned Recognized Postsecondary Credential: 2020-2021 State Goal: 100 FVCC: 100

3P1-Non-traditional Program Concentration: 2020-2021 State Goal: 17 FVCC: 20

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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

Smart Tech

Project 1 Begin Quarter

Q 1

Project 1 End Quarter

Q 1

1 - Project/Program/Purchase Summary\*

The FVCC Natural Resources Conservation AAS and Surveying AAS programs request approval to purchase supplies that will allow the programs to keep up with advancing smart device technology in the field. The inclusion of light detection and ranging (LiDAR) sensors in Apple Pro and Android devices provides the opportunity for more accurate topographic mapping and measurement of forest inventory parameters. These newer generations of smart devices provide the ability to increase spatial accuracy of mobile mapping through the inclusion of dual-frequency, multi-constellation global navigation satellite (GNSS) chips. To support these tech advancements, FVCC would like to purchase two Apple iPad Pro tablets, four Pixel 6 Android smart phones, and five Garmin Rhino handheld GPS devices.

1 - Expected Measurable Outcome(s)\*

Natural Resources and Surveying students will gain hands-on experience with advanced technology and will produce LiDAR derived, 3-dimensional surfaces and enhance spacial quality within mobile mapping devices.

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.)

Feedback from the advisory committee members and direct knowledge of workforce expectations indicate the need to develop skills in the latest geospatial technology equipment.

The Bureau of Labor and Statistics predicts this field will grow by 19 percent between 2016 and 2026, much faster than the average rate for all occupations.

(From: CLNA Addendum, 2021-2022 Grant Application)

### Add Projects

Would you like to add another project?

Yes

No

Project 2 Title

Nursing Manikins

Project 2 Begin Quarter

Q 1

Project 2 End Quarter

Q 1

### 2 - Project/Program/Purchase Summary

The use of real equipment and simulation in nursing education enhances the realism of the scenario and creates an opportunity for students to apply what they learned in a real work setting. FVCC requests funding to purchase two Susie® Simon® Patient Simulators, full-size, adult patient manikins designed with many features for hands-on, general nursing patient care skills training, including IV insertion, trach care, catheterization, enema, nasogastric feeding, bandaging, and medication administration.

This equipment will help promote student success by improving practice with use of equipment in simulated scenarios that closely mimics real patient bodies and parts and allows students to learn transferrable, work-related job skills.

### 2 - Expected Measurable Outcome(s)

Nursing students will correctly demonstrate basic patient care skills on the SUSIE SIMON manikin before performing skills on a real patient.

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.)

Advisory Board feedback indicates that graduates are prepared for the workplace and received high ratings on levels of communication and interpersonal skills, job knowledge, and understanding, and technical skills. In addition, employment of registered nurses is projected to grow 12 percent from 2018 to 2028, much faster than the average for all occupations (21-22 Perkins Application).

Would you like to add another project?

Yes

No

Project 3 Title

Nursing Professional Development

Project 3 Begin Quarter

Q 1

Project 3 End Quarter

Q 2

### 3 - Project/Program/Purchase Summary

FVCC's Nursing Director requests funding to attend two National League for Nursing (NLN) virtual workshops. NLN promotes excellence and integrity in nursing education through a process that supports the program mission, curricula, students, and faculty. NLN promotes continuous quality improvement to influence the preparation of a caring and competent nursing workforce.

### 3 - Expected Measurable Outcome(s)

The FVCC Nursing Program Director will learn and share the latest in nursing education in support of FVCC's Nursing programs and students.

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.)

Advisory Board feedback indicates that graduates are prepared for the workplace and received high ratings on levels of communication and interpersonal skills, job knowledge and understanding, and technical skills. In addition, employment of registered nurses is projected to grow 12 percent from 2018 to 2028, much faster than the average for all occupations. (21-22 Perkins Application)

Would you like to add another project

- Yes
- No

Project 4 Title

Trades Instructor

Project 4 Begin Quarter

Q 1

Project 4 End Quarter

Q 2

4 - Project/Program/Purchase Summary

FVCC requests funding to hire a full time insructor and coordinator in the Trades and Industrial Arts deparment that focuses on apprenticeships, specifically in HVAC, and short-term training programs that provide students with IRCs or certifications. This full-time position would be responsible for overseeing and teaching in the HVAC program that is taught in the evenings and developing short-term programs that may include, but are not limited to, RV Technicians, Manufacturing Bootcamp, Electrical Bootcamp, Certified Production Technicians, and Construction.

4 - Expected Measurable Outcome(s)

FVCC will increase the short-term credentialling opportunities available in Trades and Industrial Arts.

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 Trades and Industrial Arts director has had extensive conversations and meetings with local businesses that include Applied Material, Nomad, Bish's RV, and ClassOne about expanding programs and offering short-term programs that lead to immediate employment to help ameliorate current employee shortages.

Would you like to add another project?

- Yes
- No

Project 5 Title

Classroom to Careers

Project 5 Begin Quarter

Q 3

Project 5 End Quarter



Q 4

5 - Project/Program/Purchase Summary

FVCC requests funding for an event to bring in local high school juniors and seniors who are enrolled in CTE classes. Students would come to the college and be engaged in experiential learning through hands-on activities and classroom-based scenarios. Staff members will set up activities in welding, machining, electronics and students would have the opportunity to choose different activities to engage in. In the afternoon, students would tour a local business in order to make the connection between the high school classroom, college classroom, and businesses. Local high schools in the Flathead Valley will be invited to participate.

5 - Expected Measurable Outcome(s)

High school students will experience the connection between CTE program skills and training and employment.

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.)

This event is co-sponsored by the Kalispell Chamber of Commerce. As many of FVCC's dual enrollment courses are aligned with CTE programs, this event helps students gain awareness of ways they can earn dual enrollment credit in CTE fields and exposes them to various CTE fields of study that lead directly to local jobs

Would you like to add another project?

- Yes
- No

Project 6 Title

Recipe for Success

Project 6 Begin Quarter

Q 4

Project 6 End Quarter

Q 4

6 - Project/Program/Purchase Summary

FVCC requests funding to host a Recipe for Success workshop to provide current high school Family and Consumer Science (FCS) teachers the skills necessary to better prepare CTE students in their classrooms. The 3-day workshop will focus on foundations of baking and pastry; safe and efficient knife skills; mixing, shaping, and baking techniques; and dry and moist heat cooking methods and how they are applied in the kitchen. The workshop provides professional development specifically for FCS teachers to enhance their instructional knowledge and skills in the classroom; provide an understanding of the latest equipment, technologies, and standards; and improve student achievement.

6 - Expected Measurable Outcome(s)

By providing opportunities for high school FCS teachers, we will be able to align what is being taught at the secondary and post-secondary levels to better prepare students for further education or for the workplace.

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.)

We have worked closely with local FCS teachers and with Gayla Randel, OPI Specialist, in order to create this seminar for high school teachers.

2020-2021 app: The number of bakers in the western Montana non-metro area has grown from 120 in 2014 to 210 in 2019; statewide from 670 in 2014 to 910 in 2019. Nationally, Montana has the 4th-highest per capita employment of bakers, Missoula being the 8th-highest city. Relating to Part D of the CLNA, the new director for this program comes directly from industry and is requesting professional development since FVCC funding for instructor professional development is limited.

Would you like to add another project?

- Yes
- No

Project 7 Title

Medical Lab Tech Program Outreach

Project 7 Begin Quarter

Q 1

Project 7 End Quarter

Q 2

#### 7 - Project/Program/Purchase Summary

FVCC requests funding to continue preparing for remote delivery of our AAS degree program in Medical Laboratory Technology. 2021-2022 Perkins grant funding focused on initial outreach to health care facilities across Montana. To date, affiliation agreements have been established or are in process with five health care facilities in Montana. Two of those health care facilities have individuals, one from Missoula and one from Libby, that are expected to apply for the fall 2022 pilot cohort distance program. The other facilities are in the process of identifying employees to put through the FVCC MLT anticipated distance program. The project entails the following:

- a. Completion of affiliation agreements with clinical laboratories; development of policies, procedures, forms and learning materials for the site preceptors for distance learning lab activities, orientation and training of clinical site preceptors and lab activity preceptors; monitoring and evaluation of the pilot facilities and student experience; travel to and meeting with distance sites.
- b. Outreach to other Montana Colleges and Universities for partnerships to bring the MLT program to other areas of Montana.
- c. Conversion of the AHMA 220 course material to an online format to provide a hybrid course option for Phlebotomy.

#### 7 - Expected Measurable Outcome(s)

- #1 Launch of pilot 2022-2023 cohort of distance learning students.
- #2 Conversion of AHMA 220 (Phlebotomy) for distance program.
- #3 Acquire additional clinical sites throughout Montana.

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.)

The Economic Research Institute shows that the average salary for an MLT in Montana is \$50,153 which is a livable wage.

- The U.S. Bureau of Labor Statistics shows the job outlook for MLTs is growing 11% faster than average.
- According to U.S. News the MLT ranks #8 in best health care support jobs.
- The program was approached by Highlands College to investigate the possibility of a partnership with FVCC to provide MLT training to their students through distance learning. This has the potential of increasing numbers without increasing expenses.

Would you like to add another project?

- Yes
- No

Project 8 Title

MLT Professional Development

Project 8 Begin Quarter

Q 1

Project 8 End Quarter

Q 4

8 - Project/Program/Purchase Summary

FVCC requests funding for the Medical Lab Tech program director to attend the Clinical Laboratory Educator's Conference, New Orleans, LA— dates TBD. The Clinical Laboratory Educator's Conference (CLEC) is the premier event for laboratory educators from all types of institutions across the nation to come together and share best practices in the field of laboratory education. The conference provides sessions on best practices in the classroom, simulations, and new software for distance learning, as well as current trends in the field. The conference provides excellent networking opportunities with other educators in the field from across the nation.

8 - Expected Measurable Outcome(s)

Program director will share learning and apply new skills in Medical Lab Tech curriculum.

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.)

Overall employment of clinical laboratory technologists and technicians is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations.

Advisory Board feedback indicates that graduates enter the workforce well-prepared and that there is an increasing need for these graduates.

Would you like to add another project?

- Yes
- No

Project 9 Title

Lincoln County Nursing Lab

Project 9 Quarter Begin

Q 1

Project 9 Quarter End

Q 2

9 - Project/Program/Purchase Summary

FVCC's Nursing Program requests approval to purchase supplies to improve the quality of and opportunities for student learning in the Nursing Lab on the Lincoln County Campus. The goal is to provide Lincoln County students with an equitable learning experience as students on the main campus who have access to a better equipped lab.

9 - Expected Measurable Outcome(s)

Improved academic outcomes for LCC nursing students.

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.)

Student and instructor feedback.

Advisory Board feedback indicates that graduates are prepared for the workplace and received high ratings on levels of communication and interpersonal skills, job knowledge and understanding, and technical skills. In addition, employment of registered nurses is projected to grow 12 percent from 2018 to 2028, much faster than the average for all occupations.

Would you like to add another project?

- Yes  
 No

Project 10 Title

Biotechnology Development

Project 10 Begin Quarter

Q 1

Project 10 End Quarter

Q 2

10 - Project/Program/Purchase Summary

FVCC requests approval for funding to strengthen and support the growing local biotechnology industry by increasing awareness of local biotech training options with professional organizations and supporting high-quality biotechnology pathways and instruction.

Continue to build the pathway for secondary students to begin training in biotechnology.

Increase the visibility of biotechnology training options across Montana and the surrounding area via biotechnology networking organizations (Montana BIO and InnovATEBIO).

Provide workshop opportunities for FVCC biotechnology secondary instructors in new genetic technology, including CRISPR gene editing and bioinformatics.

10 - Expected Measurable Outcome(s)

Information regarding FVCC's biotechnology program will be updated on the MT BIO and InnovATEBIO websites.

At least 3 local secondary teachers will participate in the workshop on new gene technologies and will adopt the new curriculum in their BIOB 105 – Intro to Biotechnology course, which aligns with the CTE program offered at FVCC.

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.)

The Kalispell Chamber of Commerce, in partnership with a group of local biosciences industry leaders, formed the Flathead Valley Biosciences Industry Task Force to spearhead the development of local bioscience industry hub. Through several meetings in the summer and fall of 2019, industry representatives expressed support for both the FVCC dual enrollment biotechnology courses and the proposed adoption of the Biotechnology CTS program leading to BACE certification.

Employment of biological technicians is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations. Continued growth in biotechnology and medical research is expected to increase demand for these

workers.

Would you like to add another project?

- Yes
- No

Project 11 Title

Workforce Director

Project 11 Begin Quarter

Q 1

Project 11 End Quarter

Q 4

#### 11 - Project/Program/Purchase Summary

In support of national, state, and local need for skilled workers, FVCC requests funding to support an Executive Director of Workforce Development position funded at 50%. This position will provide leadership and oversight of comprehensive workforce development services in alignment with local, state, and national strategies.

#### 11 - Expected Measurable Outcome(s)

Create a comprehensive workforce development strategic plan embedded with internal and external processes to support consistent engagement with industry and workforce that drives growth in CTE awareness, exploration, program development, and student success.

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.)

1. Northwest Montana has the second highest growth rate in the state, but job growth is slowing due to constrained worker supply, indicating a need for more skilled workers.
2. High-demand, high-wage CTE areas that don't have training options in NW Montana include Automotive Technicians and Dental Assistants.
3. Flathead County is ranked 4th for labor force growth in MT by numeric change.
4. Montana has higher levels of labor turnover compared to U.S. as a whole, indicating the need to continue to develop a strong workforce.

(MT Department of Labor and Industry)

Would you like to add another project?

- Yes
- No

Project 12 Title

VR Training Simulations

Project 12 Begin Quarter

Q 1

Project 12 End Quarter

Q 2

#### 12 - Project/Program/Purchase Summary

12 - Project/Program/Purchase Summary

FVCC's Adult Education program requests approval to purchase a learning solution product that provides immersive virtual training simulations via VR in the fields of Manufacturing, Construction, Automotive, Diesel Technology, Hospitality and Tourism, Aviation Maintenance and Career Exploration. The product is called TransfrVR and the simulations are authentic, engaging, hands-on, and aligned with industry standards. Trainees master skills at their own pace with feedback from a digital coach as they progress towards skill mastery. This program provides innovative, work-based learning and the acquisition of in-demand industry skills as well as career exploration experiences. Trainees master skills at their own pace with feedback from a digital coach as they progress towards skill mastery.

12 - Expected Measurable Outcome(s)

Approximately 150 Adult Education students and potential CTE students will explore CTE fields and gain related job skills through immersion in virtual training simulations.

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

The local work-based-learning group, comprised of Job Service, other FVCC departments, and Montana West Economic Development (MWED), indicates that employers in the Flathead Valley are seeking employees with proven soft skills and an awareness of the field that they are entering. With individualized training and career exploration modules and hands-on, simulation-based training, TransfrVR will assist in meeting both of these criteria. In addition, adult education students often ask for learning opportunities that are technology based. They know that when they enter postsecondary education and/or the workforce they will be expected to have up-to-date digital literacy skills and want to be prepared for that.

Would you like to add another project?

- Yes
- No

Project 13 Title

Tooling U-SME

Project 13 Begin Quarter

Project 13 End Quarter

13 - Project/Program/Purchase Summary

FVCC's Adult Education program requests approval to purchase a learning solution product that offers online manufacturing classes (over 500) in Foundational (Safety, Lean, Quality, Inspection, Blueprint Reading), Machining, Maintenance, Welding, Smart Manufacturing, Fabricating, Composites, Assembly, Design, and Leadership. These functional areas have 60 competency models to help the learner gain the necessary knowledge, skills and abilities. Classes are competency based with industry driven curriculum developed by subject matter experts and are offered in English and Spanish. In addition to individual classes, pre-apprenticeship programs in Manufacturing, Welding, Industrial Maintenance and Machining are available. These classes and programs would allow students to transition from secondary to post-secondary education, expand knowledge and skills, and gain experience in a CTE field. Online delivery provides the ability to serve students throughout the region who are not able to come to campus.

13 - Expected Measurable Outcome(s)

Approximately 150 Adult Education students will have access competency-based training in machining fields and learn skills that can take them into further education in machining or into the workplace.

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

The current WIOA Combined State Plan highlights the need for a "...talent development system that that enhances training, education, and services available to Montana's current and future workforce," especially as the state experiences the projected retirement of 1/5<sup>th</sup> of the current workforce. The State Plan outlines the need for personalization as well as expand short-term training opportunities. "The governor's Build Montana initiative recognizes that career and technical education (CTE) personalized to each student provides not only the technical skills for occupational advancement but also a vision for the student(s) of what a successful career in industry can mean for the student." Tooling U-SME targets one of the industries that has been identified as most in need.

Would you like to add another project?

- Yes
- No

Project 14 Title

Dental Hygiene Program Development

Project 14 Begin Quarter

Q 1

Project 14 End Quarter

Q 4

14 - Project/Program/Purchase Summary

FVCC requests funding to explore development of a hybrid dental hygiene program that can be delivered remotely and utilize clinical sites across the state. Throughout the grant year, an FVCC faculty member will utilize 100 hours to research other programs, convene an advisory board, visit a successful program, research potential clinical sites, and begin exploring curriculum requirements.

14 - Expected Measurable Outcome(s)

FVCC will decide whether or not developing a dental hygiene program will serve our students and community and if so, lay the groundwork for successful development.

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

The Montana Dental Association (MDA) approached FVCC with this request to help mitigate a shortage of dental hygienists and accessible dental hygiene training statewide. FVCC academic leaders met with members of the MDA to discuss their needs and the potential for successfully initiating this program.

Would you like to add another project?

- Yes
- No

Project 15 Title

Manual Machine/CNC Machining/Firearms Equipment & Tool Request

Project 15 Begin Quarter

Q 1

Project 15 End Quarter

Q 2

15 - Project/Program/Purchase Summary

FVCC's Machining and Firearms programs request funding to purchase tooling required to operate upgraded equipment and machines.

15 - Expected Measurable Outcome(s)

Students will increase the time they can practice competency skills because there will be enough tooling to go with every machine.

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

Advisory committee, instructor, and student feedback indicate the need for updated supplies so students have the opportunity to maximize practice to best prepare themselves for the workplace.

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.

[Assurance Agreement FY23.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
<b>00 - Administrative/Indirect Costs</b>			
Indirect Costs	\$7,826.80	\$0.00	\$7,826.80
<b>Subtotal</b>	<b>\$7,826.80</b>	<b>\$0.00</b>	<b>\$7,826.80</b>
<b>01 - Salaries</b>			
Project 11: Workforce Director	\$50,000.00	\$0.00	\$50,000.00
Project 4: Trades Instructor/Coordinator	\$65,000.00	\$0.00	\$65,000.00
<b>Subtotal</b>	<b>\$115,000.00</b>	<b>\$0.00</b>	<b>\$115,000.00</b>
<b>02 - Hourly Wages</b>			
Project 10: Biotech Development Project Director	\$4,200.00	\$0.00	\$4,200.00
Project 10: Biotech Development Teacher Stipends	\$2,240.00	\$0.00	\$2,240.00
Project 10: Biotech Development Workshop Prep	\$1,400.00	\$0.00	\$1,400.00
Project 14: Dental Hygiene Exploration	\$3,500.00	\$0.00	\$3,500.00
Project 7: MLT Course Conversion	\$700.00	\$0.00	\$700.00
Project 7: MLT Outreach	\$910.00	\$0.00	\$910.00
<b>Subtotal</b>	<b>\$12,950.00</b>	<b>\$0.00</b>	<b>\$12,950.00</b>
<b>03 - Employer Paid Benefits</b>			
Project 10: Biotech Development Benefits Project Director	\$788.00	\$0.00	\$788.00
Project 10: Biotech Development Teacher Stipends Benefits	\$420.00	\$0.00	\$420.00
Project 10: Biotech Workshop Prep	\$420.00	\$0.00	\$420.00
Project 11: Workforce Director	\$15,681.00	\$0.00	\$15,681.00
Project 14: Dental Hygiene Project Exploration	\$657.00	\$0.00	\$657.00
Project 4: Trades Instructor/Coordinator Benefits	\$24,784.00	\$0.00	\$24,784.00
Project 7: MLT Course Conversion Benefits	\$131.00	\$0.00	\$131.00
Project 7: MLT Outreach Benefits	\$171.00	\$0.00	\$171.00
<b>Subtotal</b>	<b>\$43,052.00</b>	<b>\$0.00</b>	<b>\$43,052.00</b>
<b>04 - Contracted Services - Operating Expenditures</b>			
Project 5: Classroom to Careers Bussing	\$1,800.00	\$0.00	\$1,800.00
<b>Subtotal</b>	<b>\$1,800.00</b>	<b>\$0.00</b>	<b>\$1,800.00</b>

	Grant Funded	Non-Grant Funded	Total Budgeted
<b>06 - Consumable Supplies</b>			
Project 10: Biotech Development Workshop Supplies	\$1,400.00	\$0.00	\$1,400.00
Project 5: Classroom to Careers Supplies	\$200.00	\$0.00	\$200.00
Project 6: Recipe for Success Supplies	\$500.00	\$0.00	\$500.00
Project 7: MLT Outreach Supplies	\$150.00	\$0.00	\$150.00
<b>Subtotal</b>	<b>\$2,250.00</b>	<b>\$0.00</b>	<b>\$2,250.00</b>
<b>07 - Minor Equipment</b>			
Project 1: Smart Tech for Natural Resources	\$8,370.00	\$0.00	\$8,370.00
Project 10: Biotech Development Classroom Equipment	\$9,000.00	\$0.00	\$9,000.00
Project 15: Machining/Firearms Equipment and Tooling	\$8,564.00	\$0.00	\$8,564.00
Project 2: Nursing Manikins	\$2,130.00	\$0.00	\$2,130.00
Project 9: Nursing Skills Lab	\$1,961.00	\$0.00	\$1,961.00
<b>Subtotal</b>	<b>\$30,025.00</b>	<b>\$0.00</b>	<b>\$30,025.00</b>
<b>09 - Travel</b>			
Project 6: Recipe for Success Travel	\$7,540.00	\$0.00	\$7,540.00
Project 7: MLT Outreach Site Visits	\$4,000.00	\$0.00	\$4,000.00
Project 8: Med Lab Tech Professional Development	\$2,146.00	\$0.00	\$2,146.00
<b>Subtotal</b>	<b>\$13,686.00</b>	<b>\$0.00</b>	<b>\$13,686.00</b>
<b>10 - Dues &amp; Subscriptions</b>			
Project 12: VR Training Simulations	\$25,000.00	\$0.00	\$25,000.00
Project 13: Tooling U-SME	\$4,800.00	\$0.00	\$4,800.00
Project 7: MLT Course Conversion Tech	\$1,048.00	\$0.00	\$1,048.00
<b>Subtotal</b>	<b>\$30,848.00</b>	<b>\$0.00</b>	<b>\$30,848.00</b>
<b>11 - Training/Registration</b>			
Project 3: Nursing Professional Development	\$500.00	\$0.00	\$500.00
Project 8: Med Lab Tech PD Registration	\$620.00	\$0.00	\$620.00
<b>Subtotal</b>	<b>\$1,120.00</b>	<b>\$0.00</b>	<b>\$1,120.00</b>
<b>Total Proposed Cost</b>	<b>\$258,557.80</b>	<b>\$0.00</b>	<b>\$258,557.80</b>

**Revenue Budget**

	Grant Funded	Non-Grant Funded	Total Budgeted
<b>Grant Funding</b>			

	Grant Funded	Non-Grant Funded	Total Budgeted
Award Requested	\$258,557.80		\$258,557.80
<b>Subtotal</b>	<b>\$258,557.80</b>		<b>\$258,557.80</b>
<b>Non-Grant Funding</b>			
Cash Match		\$0.00	\$0.00
In-Kind Match		\$0.00	\$0.00
<b>Subtotal</b>		<b>\$0.00</b>	<b>\$0.00</b>
<hr/>			
<b>Total Proposed Revenue</b>	<b>\$258,557.80</b>	<b>\$0.00</b>	<b>\$258,557.80</b>

### 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".

#### Project 4: Trades Instructor/Coordinator

Instructor/Coordinator full time, annual salary of 65K funded at 100%. This is a new position doing new work.

#### Project 11: Workforce Director

.5 FTE / 50% of 100K salary for new Workforce Director position.

#### 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".

#### Project 7: MLT Course Conversion

Stipend for adjunct faculty member to convert a 3-credit course from face-to-face to online at \$700, which is equivalent to the contracted rate for FVCC faculty.

#### Project 7: MLT Outreach

Up to 26 hours for program adjunct faculty member to conduct preliminary outreach to 13 potential affiliate clinical sites at \$35/hour.

#### Project 10: Biotech Development Project Director

Compensation for 120 hours at \$35/hour for project director (former Biotech faculty member and expert in the field) to develop and strengthen Biotech pathways, increase visibility of CTE career opportunities in the biotech industry in Montana, organize training for FVCC and concurrent enrollment biotech instructors. This is hourly work, not part of any salary.

#### **Project 10: Biotech Development Workshop Prep**

Workshop prep and delivery for two FVCC biotech instructors. 20 hours each at \$35/hour. These instructors are delivering the training, in contrast to the project director who is organizing the training, purchasing supplies, connecting with industry groups, liaising with BACE certification team, and working with high school teachers.

#### **Project 10: Biotech Development Teacher Stipends**

Stipends for Running Start teachers participating in training workshop. \$560 stipend per teacher for up to 4 teachers.

#### **Project 14: Dental Hygiene Exploration**

Compensation for a health sciences faculty member. Hourly work outside of contracted time up to 100 hours at \$35/hour.

### **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".

#### **Project 4: Trades Instructor/Coordinator Benefits**

Benefits at 18.77% of 65K: \$12,136. Health insurance at \$12,648.

#### **Project 7: MLT Course Conversion Benefits**

Benefits at 18.77% on \$700 stipend for course development work.

#### **Project 7: MLT Outreach Benefits**

Benefits at 18.77% of \$910 for 26 hours at \$35/hour of outreach: \$171.

#### **Project 10: Biotech Development Benefits Project Director**

Benefits at 18.77% of \$4,200 for Biotech Development project director.

#### **Project 10: Biotech Development Teacher Stipends Benefits**

Benefits on 4 \$560 stipends at 18.77%.

#### **Project 11: Workforce Director**

50% of benefits at 18.77% on 100K salary: \$9,348. 50% of healthcare at \$12,648: \$6,333

#### **Project 14: Dental Hygiene Project Exploration**

Benefits at 18.77%.

#### **Project 10: Biotech Workshop Prep**

Benefits on 4, \$560 stipends for workshop prep at 18.77%

## 04 - Contracted Services - Operating Expenditures

Create a line item for each contracted service including the rate and duration of service. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

### Project 5: Classroom to Careers Bussing

\$1,800 to bus students from their high schools to FVCC campus via District #5 Transportation.

## 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".

### Project 5: Classroom to Careers Supplies

\$200 for supplies used in student projects during high school career exploration event.

### Project 7: MLT Outreach Supplies

Cost of manuals provided to preceptors at affiliate clinical sites.

### Project 10: Biotech Development Workshop Supplies

Workshop supplies: CRSPR gene editing kits, DNA barcoding kits, DNA extraction and primer kits.

### Project 6: Recipe for Success Supplies

Supplies for training: aprons, knives, recipe books and instruction manuals.

## 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 1: Smart Tech for Natural Resources

Two 11-inch tablets with LiDAR sensors @ \$1,000 each: \$2,000 Cases, screen protectors and apple pencils: \$400  
Four smartphones with dual-frequency, multi constellation GNSS chipsets @ \$600 each: \$2,400 Cases and screen protectors: \$320  
Five rugged 2-Way Radio/GPS Navigator for location communication and field safety @ \$650 each: \$3,250

### Project 2: Nursing Manikins

SUSIE SIMON® Patient Care Simulator without Ostomy (qty 2) @\$950 each: \$1900 Shipping: \$230

### Project 9: Nursing Skills Lab

Quart Sharps Containers Overbed Tables Stools on wheels Baxter Sigma Infusion Pump

### Project 10: Biotech Development Classroom Equipment

3 tabletop centrifuges at \$3,000 each.

### Project 15: Machining/Firearms Equipment and Tooling

Wrench heads, chucks, flutes, collet wrenches, clamps, sockets, dial tests, jaw sets, boring bars, range rods, throating tools, reamers, taps, and drills.

## 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 6: Recipe for Success Travel

Travel expenses for FCS teachers to attend training workshop at .27 per mile for max of 200 miles for up to 12 people: \$2,400. Per Diem for 2 lunches and 2 dinners per person at \$8.50 and \$14.50 for 16 people: \$1,640. Lodging for two nights at \$175 per night for 12 people: \$4,200.

### Project 8: Med Lab Tech Professional Development

FVCC's Medical Lab Technician program director will travel to the Clinical Laboratory Educator's Conference. Airfare: \$800. Baggage fees: \$60. Lodging for three nights in New Orleans: \$1,000. Ground transportation: \$70. Per Diem for four days at out-of-state rate (\$54 per day): \$216.

### Project 7: MLT Outreach Site Visits

Mileage, lodging, and per diem at state rates for travel to 5-10 potential affiliate clinical sites. Exact amount will be submitted once sites are determined.

## 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".

### Project 7: MLT Course Conversion Tech

One-year subscription for Screencastomatic at \$48. One-year subscription for Medialab at \$1,000.

### Project 12: VR Training Simulations

TransfrVR program Virtual Training Facility Bundle, 1-year license subscription (all access) is \$5,000 x 5 units.

### Project 13: Tooling U-SME

90-day, all-access subscription to Tooling U-SME training modules at \$120 x 40 users.

## 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 3: Nursing Professional Development

Registration cost for nursing virtual professional development.



**Project 8: Med Lab Tech PD Registration**

Registration cost for conference attendance.