Perkins Local Grant

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

Submitted by Stacey Sherwin

Submitted on 06/25/2022 4:57 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 competing the actions
• The method for requesting reconsideration of conditions/restrictions

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

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

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

Project Information

Application Information

Application Name
Perkins Local Grant

Award Requested
$166,126.51

Cash Match Requirement
$0.00

Cash Match Contributions
$0.00

In-Kind Match Requirement
$0.00

In-Kind Match Contributions
$0.00

Total Award Budget
$166,126.51

Primary Contact Information

Name
Stacey Sherwin

Email Address
stacey_sherwin@skc.edu

Address
1413 Dickinson Street
Missoula, Montana 59802

Phone Number
(406) 531-3484

Project Description

Part 1. Additional Contact Information

Overview

Perkins Local Grant Contact

Jacque Treaster

jtreaster@montana.edu

(406) 449-9135

Campus Information

Campus Name

| Salish Kootenai College ▼ |

Campus Fiscal Manager

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

Last Name

Plouffe

First Name

Audrey

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

○ Yes
● No

Fiscal Phone Number

406 275 4969

Fiscal Phone Extension

Fiscal Fax Number

Fiscal Email Address

audrey_plouffe@skc.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	Marcy Salmonsen	Business Office	marcy_samuelson@skc.edu
Contact 2	Terri Durglo	Grants Technician	terri_durglo@skc.edu
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.
SKC 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.

In 2022-2023, SKC will focus on 1) sustaining the new Native Language Teacher Education Program that prepares teacher assistants with credentials to teach Salish in the school system. 2) The development of the Health Promotion Practices Degree Program as a separate academic program: The HPP Program was started two years ago as a spin-off of a student services department and with a curriculum leading to transfer to the University of Montana. However, there is an increasing need for Program Managers (see CLNA) who are prepared to administer health programs and grants; this is a particular need of tribes. Perkins funding will be used to support a new position for a new academic department that will hosue this program and focus on student advising and career preparation. 3) Funding will be used to support the Highway Construction Trades Program for needed equipment as well as professional development for faculty. As noted in the CLNA, employment expectations for transportation and construction workers continue to expand and students who complete SKC's program gain employment in high-wage jobs. HCT's advisory board did not meet in the last 2 years due to COVID-19 concerns but have consistently recognized the program's importance and the importance of safe equipment and quality faculty. 4) The Allied Health Department, which includes the Medical Assisting Program, is moving into a new facility that better supports student education including an enhanced on-site lab. Perkins funds will be used to support equipment for the new lab as well as professional development for faculty as the Program completes work to apply for CAEHP Accreditation. The Medical Assisting Advisory Board met in winter 2022 and continues to emphasize the importance of having up-to-date training equipment for students as well as the importance of program accreditation. Like all health areas, employment projections for Medical Assisting show increasing employment needs for graduates in this area, as shown in the CLNA.

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.

SKC piloted a career exploration dual enrollment course for high school students in 2021-2022 and continues to provide career counseling for all SKC students as provided by the Career Center Director and her assistant. The SKC catalog provides information about employment and career opportunities for each academic program, with employment data obtained from the Montana DLI and other sources. Every SKC student has an academic advisor in their major who provides both academic and career advising, including providing students with information about internships, apprenticeships, and other WBL. Almost all academic programs provide career readiness seminars or classwork to prepare students for entering the workforce, including interview skills and resume preparation. In 2022-2023, SKC plans to use Perkins Reserve funds to stage a Career Fair focused on Trades and one-year technical education programs, incoporating partnerships with local workforce entities.

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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.

SKC seeks to improve the academic and technical skills of CTE students by ensuring students are exposed to current workforce competencies, have access to current technologies and equipment, and participate in curricula that meet employer expectations and industry standards where available. The College also tries to ensure that CTE instructors have access to current workforce information, both through local employers and through national specialty conferences. In 2022-2023, SKC is focused on the following: 1. Complete preparations for accreditation of the Medical Assisting Program through CAEHP, including curriculum update and ensuring required educational equipment is available. The Medical Assisting Program is moving into a newly constructed facility that will allow improved education as the facility as a mock patient care room and medical lab. 2. The Highway Construction Training Department requires updated and safe equipment and the faculty will go to a national conference on current laws/regulations, equipment, and trends in the workforce. The HCT faculty have not been to this type of conference for over 8 years. This will provide faculty with knowledge that allows them to improve the training provided to students in the department. 3.   4. Finally, all academic programs are subject to the College's routine processes for improving academic and technical skills, including annual assessment of student learning and academic program reviews conducted every four years. These activities are purposefully directed toward improving student learning including academic and technical skills.

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.

SKC provides nmerous services to assist special populations. These include the Disabilities Counselor (partially supported through Perkins funds) who provides both student counseling related to reasonable accomodations and advocacy. Out-of-workforce individuals are a special focus of the College. Out-of-workforce individuals are offered services of SKC's Career Center, a First Year Coordinator, assistance with tutoring and taking the HiSet if they have not completed high school, and related services. The College works closely with the CSKT Economic Development Office and CSKT Department of Human Resources Development to develop programming and services for these individuals. SKC does not offer special services for single parents, however each year approximately 15% of students are single parents (both mothers and fathers). The SKC Childcare Center provides affordable day care as well as parenting classes, and the SKC Success Coaches provide references to available resources including CSKT childcare resources for tribal members. There are no access restrictions for members of special populations unless physical restrictions stated in program materials cannot be met, e.g. for the EMT Program students must be able to lift a specific weight. SKC's HCT Program specifically tries to recruit females as females are non-traditional in that field.

All academic programs are laid out as set curricula for each academic quarter of the program, and thus all courses within the specified curriculum are part of the career and technical education program of study. There are few open electives within CTE programs, and those that exist electives are labeled as "open electives."

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.

Each academic program at SKC has an external advisory committee (EAC), called a Professional Advisory Committee (PAC) or EAC or another title, consisting of employers, program alumnae, and other stakeholders such as representatives of local workforce boards or state entities. The EACs meet annually or biannually to provide input on curricula, workforce changes, student outcomes, and other academic matters. Additionally, members provide information regarding available work-based learning (WBL) and assist with problem-solving WBL issues such as availability of WBL sites, access to sites including orientation guidelines, and other related areas. The EACs are active in facilitating WBL. For example, the Digital Design Technology PAC assisted the Department to expand WBL opportunities to private businesses in Missoula and Kalispell; the Dental Assisting PAC consits of area dentists and dental health professionals that have students in clinical situations; and the Medical Assisting/Emergency Services PAC assisted with development of a career exploration course that is now an early require component in the curriculum. The majority of SKC's CTE programs have implemented early career exploration courses and/or WBL experiences as a means of developing student career aspirations, as early career exposure is a retention strategy

recommended by research literature.

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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.

SKC continues to try to implement dual enrollment for high school students, but as explained in the CLNA there are continued challenges in implementing dual enrollment for local high school students. However, each year more academic programs add coursework that can be offered to high school students for postsecondary credit. While not supported by Perkins funding at this time, SKC implemented a new Computer Programming Certificate of Completion and offered two programming dual enrollment courses at Polson High School this year. SKC has a dual enrollment coordinator that actively and routinely visits all reservation high schools to promote dual enrollment opportunities.

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.

SKC's Human Resources Director is responsible for recruitment and initial orientation of new employees as outlined in policy and procedure. Supervisors provide additional orientation to the department, job responsibilities, facilities, and other related areas. The College provides a week of annual in-service each fall and two additional days of inservice during winter and spring quarters, focusing on a variety of topics including new policies and information technology updates, training on SKC's online learning management system, effective pedagogy, learning assessment, and other areas. When available, grant funds or other funding is used to provide additional discipline-specific professional development for faculty members. SKC supports employee retention in a variety of ways, including maintaining a close-knit campus, ensuring inservice days and community service days incorporate activities designed to promote employee "bonding", and maintaining communication through the faculty association.

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.

SKC continues to support the success of all students and as the College particularly focuses on Native American students, the College is focused on the needs of that population. Disparities in performance are related to student age more than any other factor, as younger students ages 18-22 have the lowest retention and completion rates. As noted in the CLNA, SKC has implemented a first year Success Coach to is charged with activities to support the needs of first year students and particularly younger first-time students.

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. The Perkins Data shown is not consistant with SKC data regarding student placement. As discussed previously, placement data is drawn from state tax rolls. However, since tribal members working for tribal governments do not pay state tax, individuals working for tribal governments are not shown as placed. Since a large number (35% of graduates in 2021) work for tribal entities (tribal government, tribal health care systems, tribally controlled businesses, etc.), campus data shown in the Perkins Report Card is inconsistent with SKC's Placement Rate of approximately 65% as determined from graduate surveys. To emphasize, that point, the 1P1 data provided shows that only 23% of American Indian/Alaska Native completers are placed, while SKC's data shows that 71% of completers remain in school or are employed. Additionally, many SKC students who complete an Associate Degree stay in college to pursue a Bachelor Degree, which may not ibe included in campus data. 2P1: SKC's data for 2P1 meets state goals in all categories. 3P1: SKC's data for 3P1 exceeds the state goal. However, the College will review data for Pell Recipients (proxy indicator for individuals from economically disadvantaged families) to determine whether any interventions can increase concentration for that population.

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Part 5. Project Narratives

Project Narrative Directions

Project 1

Project 1 Title
Development of New CTE Programming

Project 1 Begin Quarter
| Q 1 ▼ |

Project 1 End Quarter
| Q 4 ▼ |

1 - Project/Program/Purchase Summary*

1. SKC will utilize Perkins funding to continue to develop the Native Language Teacher Education (NLTE) Associate Degree that prepares paraeducators who are qualified to teach the Salish language in addition other paraeducator duties; the program enrolled 7 students in this new program in 2022-2023. The Native Language Teacher Education Program Community Advisory Board advises the College and the NLTE program concerning curriculum, requirements, and cultural components of language proficiency, while the Education Dvision maintains an advisory board that assists the Elementary Education Program to review and maintain program quality. 2. SKC will support a new position for a full-time instructor in the Health Promotion Practices (HPP) Associate Degree Program. The HPP prepares students to manage health programs, work in tribal and local positions that provide client counseling related to issues such as diabetes prevention, nutrition, and wellness, and manage grant-funded health initiatives. The HPP Program was new in 2020-2021 but has had only one part-time faculty member who also runs the Center for Health and Wellness, a student support service. Because the HPP Program is growing in student enrollment, SKC Administration made the decision to separate the academic HPP Program from the student services area so a primary faculty member can provide better student advising, career counseling, and program coordination. This position wil be a new full-time instructor position. Both the NLTE and the HPP Programs respond to tribal economic and education priorities of the Confederated Salish & Kootenai Tribes. While the Montana DLI does not have such careers listed in employment projections, local and regional communication with tribal representatives indicate the need for these programs.

1 - Expected Measurable Outcome(s)*

1. The NLTE Program will enroll a minimum of 10 Associate Degree Students in 2022-2023. 2. The HPP Program will enroll a minimum of 8 Associate Degree students in 2022-2023. 3. Both the NLTE and HPP Programs will complete student assessment procedures and consult with new program advisory boards to ensure that graduates have appropriate career and techical skills.

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.)

As noted above, Montana DLI does not have career projections for HPP and NLTE areas. However, the Confederated Salish & Kootenai Tribes continue to emphasize the need for language educators and individuals to manage health

promotion programs. An annual meeeting with CSKT Council is scheduled for June 2022 and will provide continuing evidence of need.

Add Projects

Would you like to add another project?
◉ Yes
◯ No

Project 2 Title
Faculty Professional Development

Project 2 Begin Quarter
| Q 2 ▾ |

Project 2 End Quarter
| Q 4 ▾ |

2 - Project/Program/Purchase Summary

Perkins funds will be utilized to provide professional development for instructors in two technical one-year programs: 1. Highway Construction Training and Medical Assisting. Highway Construction Training Instructors will attend a heavy equipment exposition and training in Las Vegas, "CONEXPO-CONN/AGG" March 14-18 2023. It has been over five years since the instructors attended this type of professional development, which includes classroom sessions on new and developing technology in the heavy equipment industry as well as hands-on practical sessions in using newer equipment such as GIS-equipped heavy equipment as well as the significant changes in federal regulations for the trucking industry. Because the sessions include hands-on training, and two faculty will focus on heavy equipment while two will focus on tractor/trailer, the four main instructors will attend the training. 2. The Medical Assisting faculty will attend three online certification trainings required for these faculty to teach the courses (EKG Technicioan, Medical Billing/Coding, and Certified Electrocardiogram Technician). These trainings are all offered online thus saving travel costs.

2 - Expected Measurable Outcome(s)

1. Highway Construction Training and Medical Assisting Faculty participating in professional development will complete a one-page summary of what they learned and how they will apply the information to update curriculum and promote improved student achievement in the programs.

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

Both the Highway Construction Training and Medical Assisting Programs have active Program Advisory Boards that provide input on program curricula, graduate performance, WBL opportunities, and related areas. Both Advisory Boards continue to emphasize the importance of staying up to date with these rapidly changing fields. Both fields show 5% or greater anticipated employment rise according to Montana DLI reports as cited in the CLNA. The Montana DLI states that there are an estimated 72 new jobs in heavy equipment and highway transportation per year in Montana, with an average wage of $44,060. SKC graduates from the HCT Department rapidly gain employment with local and regional transportation entities including tribal, county, and private industry. The HCT program also contains multiple entry/exit points, including short-term certifications such as Flagging. NCCER recertification for faculty members is a requirement for certifying HCT students.

Would you like to add another project?
◉ Yes
◯ No

Project 3 Title
Support of Students with Disabilities

Project 3 Begin Quarter

Q 2 ▼

Project 3 End Quarter

Q 4 ▼

3 - Project/Program/Purchase Summary

SKC students are asked to self-identify as a member of one or more of the listed special populations following admission to the college and as part of the course registration process. During orientation, students are provided with information about services that assist students to meet their educational goals and any special identified needs. For example the SKC Child Care Center provides parenting classes for single parents. The counseling staff are available to provide short-term, problem-focused counseling, and the student success coaches provide short-term coaching and referral to additional campus or community services that may be needed. The SKC Disabilities Counselor is a full-time counselor whose duties include assessment, short-term counseling, and referrals for students who self-disclose disabilities. Additionally, the SKC Disabilities Counselor works with students with documented disabilities who need accommodations in classes or other components of their educational process. The Disabilities Counselor works with faculty and staff members to ensure that appropriate accommodations are put in place. Faculty members may also refer students to the Disability Counselor. Perkins funds will be used to support 5% FTE of the Disability Counselor for worrk targeting success of students who self-disclose disabilities and request counseling or accomodations. Perkins funds will also support purchase of new equipment that will be loaned to students with specific disabilities to assist with accomodations.

3 - Expected Measurable Outcome(s)

100% of Special Population concentrators seeking counseling, advising, coaching, or other services will receive services as available at SKC or referrals to other providers if needed. For purposes of measurement, a statistically valid sample of special population concentrators will be chosen for a short survey related to satisfaction with services provided and other program components.

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.)

Support of special populations includes providing counseling and assistance for students with disabilities. SKC is noting increasing numbers of students with disabilities, particularly students with visual impairment impeding effective coursetaking.

Would you like to add another project
◉ Yes
○ No

Project 4 Title

Educational Supplies for Highway Construction Training and Medical Assisting Programs

Project 4 Begin Quarter

Q 1 ▼

Project 4 End Quarter

Q 4 ▼

4 - Project/Program/Purchase Summary

Perkins funds will be utilized for educational supplies for two programs: 1. The Highway Construction Training Department will purchase a trailer to be used for transporting smaller equipment (e.g. backhoes, excavators, bobcats) to worksites to be used as work-based learning sites, thus expanding training options for students. 2. The Medical Assisting Department is moving into a new training facility and will have a new, larger laboratory space that is designed to simulate an actual medical office laboratory as well as a larger more suitable skills practice laboratory.

Equipment for the laboratories includes practice injection arms and simulators and an autoclave and autoclave bags.

4 - Expected Measurable Outcome(s)

1. Educational supplies/equipment will be purchased and utilized in a timely manner in 2022-2023. 2. 100% of HCT and Medical Assisting students will have access to safe and appropriate learning environments.

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.)

Both the HCT and Medical Assisting Departments have active Program Advisory Boards that continue to emphasize the need for hands-on practice that provides graduates will skills needed for the entry into the workforce. Therefore maintaining appropriate practice environments that are safe, current, and relevant is noted as important by the Advisor Boards. As noted in the CLNA Update, both of these programs prepare students for employment areas that the Montana DLI predicts will experience employment growth of 5% or above.

Would you like to add another project?

◉ Yes
○ No

Project 5 Title

Career Counseling

Project 5 Begin Quarter

| Q 2 ▼ |

Project 5 End Quarter

| Q 4 ▼ |

5 - Project/Program/Purchase Summary

The SKC Career Services Director will increase efforts to work with high school counselors to reach secondary students in 2022-2023. This will include attending the scheduled meetings with high school CTE teachers and counselors, working with the SKC Dual Enrollment Coordinator and SKC Departments offering dual enrollment in CTE areas to offer career counseling to students taking dual enrollment courses, and working with SKC's First Year Student Success Coach to ensure that new students who state they are unsure of their major receive career counseling.

5 - Expected Measurable Outcome(s)

1. 80% of Dual Enrollment Students will receive contact from the Career Services Director to offer career counseling services. 2. 90% of SKC students who state upon enrollment that they are unsure of their academic majors will receive career counseling.

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 project addresses SKC's retention rates for first year students, who have the highest drop-out rate of any student demographic group. Therefore this project partially addresses SKC's Perkins Report Card.

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.

SKC Perkins Assurance 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
00 - Administrative/Indirect Costs			
Stacey Sherwin	$8,300.00	$0.00	$8,300.00
Subtotal	**$8,300.00**	**$0.00**	**$8,300.00**
01 - Salaries			
Career Center Director	$7,501.00	$0.00	$7,501.00
Disabilities Counselor	$4,431.00	$0.00	$4,431.00
Health Promotion Practices Instructor	$48,000.00	$0.00	$48,000.00
Native Language Teacher Education Instructor	$30,005.00	$0.00	$30,005.00
Subtotal	**$89,937.00**	**$0.00**	**$89,937.00**
03 - Employer Paid Benefits			
Fringe Benefits	$33,403.00	$0.00	$33,403.00
Subtotal	**$33,403.00**	**$0.00**	**$33,403.00**
06 - Consumable Supplies			
Office Supplies for Grant Administrator	$174.51	$0.00	$174.51
Subtotal	**$174.51**	**$0.00**	**$174.51**
07 - Minor Equipment			
Adaptive Equipment for students with disabilities	$676.00	$0.00	$676.00
Equipment for Medical Assisting Lab	$5,333.00	$0.00	$5,333.00
Subtotal	**$6,009.00**	**$0.00**	**$6,009.00**
09 - Travel			
Travel for Highway Construction Training faculty for professional development	$4,868.00	$0.00	$4,868.00
Travel for Project Director Meeting in Helena	$175.00	$0.00	$175.00
Subtotal	**$5,043.00**	**$0.00**	**$5,043.00**
11 - Training/Registration			
Professional Development for Highway Construction Training Faculty	$996.00	$0.00	$996.00
Professional Development for Medical Assisting Faculty	$3,499.00	$0.00	$3,499.00
Subtotal	**$4,495.00**	**$0.00**	**$4,495.00**

	Grant Funded	Non-Grant Funded	Total Budgeted
12 - Major Equipment			
Trailer for Training Equipment	$18,765.00	$0.00	$18,765.00
Subtotal	**$18,765.00**	**$0.00**	**$18,765.00**
Total Proposed Cost	**$166,126.51**	**$0.00**	**$166,126.51**

Revenue Budget

	Grant Funded	Non-Grant Funded	Total Budgeted
Grant Funding			
Award Requested	$166,126.51		$166,126.51
Subtotal	**$166,126.51**		**$166,126.51**
Non-Grant Funding			
Cash Match		$0.00	$0.00
In-Kind Match		$0.00	$0.00
Subtotal		**$0.00**	**$0.00**
Total Proposed Revenue	**$166,126.51**	**$0.00**	**$166,126.51**

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".

Disabilities Counselor

Calculated at .1 * annual salary of $44,310

Career Center Director

Calculated at .15* annual salary of $50,010

Health Promotion Practices Instructor

Full salary for new position as described in narrative.

Native Language Teacher Education Instructor

Calculated at .66 * annual salary of $45,462 for second year of funding via Perkins. See narrative.

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 Benefits

SKC calculates fringe for full time employees as .34 * percentage of effort; this is for health benefits AND other benefits. Because SKC employees can choose from a variety of federal health insurance plans, there is no one set insurance rate, and insurance is averaged at 18%, and unemployment, disability, retirement, etc is calculated at 16%.

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".

Office Supplies for Grant Administrator

Consumable office supplies for grant administrator, such as pens, notepads, files, etc.

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".

Adaptive Equipment for students with disabilities

2: DVT 4110 Phillips Voicetracer Digital and DVT 2805 (2*$180.00) and 2: SVANTTO Pen Scanner Text to Speech Device for Dyslexia $158.00 (2*158) = total $676

Equipment for Medical Assisting Lab

Includes equipment for new Medical Assisting laboratory, including venipuncture injection arms (3* $234), intradermal injection simulator ($284), venipuncture/injection arm ($809), Careshine autoclave and autoclave bags ($1898) and sharps wall container ($319); wound simulators for wound care ($431 for foot ulcer simulator, $380 for decubitus wound simulator, $160 for surgical wound site simulator; shipping estimated $350)

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".

Travel for Highway Construction Training faculty for professional development

Heavy equipment expo/training in Las Vegas called "CONEXPO- CONN/AGG" that runs March 14th through the 18th 2023. Also covers classroom sessions on new and developing technology in the heavy equipment industry. These sessions include professional Development hours confirmation. flight $500, hotel $120*4*4; state per diem $54/day, mileage pablo to missoula rt 120 * 28.2 cents/mile, ground transportation in Las Vegas estimated at $50 RT

Travel for Project Director Meeting in Helena

Calculated at state rates: mileage 28.2 cents/mile * 242 miles RT = 48.24; hotel $96 state rate; per diem $30.50*2 = $61

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 for Medical Assisting Faculty

Two certification trainings for Medical Assisting faculty: EKG Technician Certification ($2000) and Certified Electrocardiogram Technician ($150) and Medical Billing & Coding Certification $1299 (All provided online by National Healthcare Association) See narrative.

Professional Development for Highway Construction Training Faculty

Conference Fee is $249/person * 4 = 996

12 - Major Equipment

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

Trailer for Training Equipment

The trailer will be used to transport the smaller heavy equipment (e.g. bobcats) used for student training to additional training sites, expanding the availability of sites.