

1) Title of Project: Women Investigating the Trades (WIT)

2) How does this project encourage the successful recruitment and retention of males or females within a CTE Program of Study that leads to an occupation that is nontraditional by gender? (Males in nursing/healthcare or early childhood education/teaching K-3. Females in STEM-related careers or the trades.)

The WIT project intends to educate potential CTE students about careers in the trades by showcasing FVCC's female trades instructors and students and developing a welcoming opportunity for women to engage in a welding course. These activities will help educate and prepare women for non-traditional fields in the trades and expand their understanding of the opportunities available to them.

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

Activity 1: FVCC's Director of Trades and Industrial Arts will coordinate development of a professional video with testimonials and teaching excerpts from our female instructors in the Trades and Industrial Arts department. Instructors will discuss what attracted them to this male-dominated field, obstacles they overcame, and the passion that drives them in the profession. The video will also feature female students currently enrolled in trades programs. Programs to be featured may include Agriculture, Culinary Arts, Electrical Technology, Electronics Technology, Heavy Equipment Operator, Industrial Machine Technology, Surveying, and Welding.

Activity 2: FVCC's female welding instructor will develop and teach three sessions of an introductory welding course offered through FVCC's Continuing Education department titled "Women in Welding." This course will provide a supportive environment for women to learn to weld and introduce them to opportunities in the profession. Students will also be introduced to the various CTE welding programs offered at FVCC should they choose to pursue further education in the field.

•How do proposed activities at the secondary level link to postsecondary component, or vice versa?

Activity 1: The completed video will be presented at local high school career fairs, college fairs, college and career readiness classes, and at FVCC-sponsored events such as high school campus visits, Expanding Your Horizons (middle school girls event), Pursuing the Trades (high school students event), and Experience FVCC Days (high school students event). The video will also be featured on the FVCC website and social medial channels.

Activity 2: The Women in Welding courses will be open to high school students as well as the general female population.

•What is the timeline for this project?

Dates	Activities
Sept. – Oct. 2020	Women in the Trades video development
Nov. – Dec. 2020	Video post-production
Jan. 2020 – no end date	Video presentation in the schools and at events
Jan. – March 2021	Women in Welding course development

	Women in Welding course marketing
April 2021	Women in Welding class initial offering
May 2021	Women in Welding class offered
June 2021	Women in Welding class offered

3) What are the Secondary and Postsecondary project goals and intended outcomes?

- How will the development, implementation, and evaluation of the project impact both secondary and postsecondary components of a CTE Program of Study that leads to a nontraditional occupation?

Both the video and Continuing Education course will be presented to high school and college students and provide education about career opportunities for women in trades. That increased awareness will likely increase the number of high school females who enroll in FVCC’s dual enrollment welding courses and subsequently in FVCC’s welding CTE programs. In addition, women who enroll in the Continuing Education course may feel more comfortable pursuing a degree in welding or another trade, increasing the percentage of females enrolled in trades CTE programs.

- Describe goals and outcomes in detail and how these relate to the project’s activities.

Activity 1: The goal of this activity is to educate high school and college students about the career opportunities available to women in trades fields.

Activity 2: The goal of this activity is to provide a welcoming environment for women to learn to weld and explore educational and career opportunities available in welding.

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

The Women Investigating the Trades video could potentially reach hundreds of females from middle-school age to adulthood.

The Women in Welding course will have capacity to reach 10 students each time it runs, with the number increased to 15 if social distancing requirements are removed. The course could potentially run several times per year.

4) How do you intend to evaluate your progress or success in meeting the project’s stated goals and outcomes?

- Describe the evaluation plan and activities

In the spring of 2020, 5% of Trades and Industrial Arts program students were female. The projects will be considered a success if the percentage of female students enrolled in trades programs doubles by fall semester 2021. We will track enrollment by semester to gauge progress toward our goal.

- Identify the responsible parties for the evaluation activities

Peter Fusaro, Director of Trades and Industrial Arts

5) Complete the proposed Budget Sheet and provide no more than a one-page Budget Narrative of explanation of the budget—with the focus on the expenditure of these Perkins funds.

Budget Narrative

Category	Funding Use	Amount
Other	Women Investigating the Trades video production cost: 1 day of filming	\$1,500
Other	50 hours of film post-production	\$5,000
Stipends	Women in Welding course development: 40 hours at \$44.14/hour	\$1,766
Benefits	Benefits for course development at 18.67%	\$330
Stipends	Women in Welding course instructor compensation: 30 hours/session at \$44.14/hour for three sessions (90 hours)	\$3,973
Benefits	Benefits for instructor compensation at 18.67%	\$742
Students	Student supplies: helmet, gloves, hammer, brush, welpers	\$2,175
Supplies	Instructional supplies: metal, filler, grinding wheels	\$2,000
Equipment	Dynasty 280 DX Multiprocessor with Arch reach suitcase (mobile unit)	\$7,300
Other	Marketing: advertising, flyers, posters	\$3,000
	Subtotal	\$27,785
	Indirect costs at 5%	\$1,389
	TOTAL	\$29,174

SAMPLE Budget Worksheet

Title of Project: Women Investigating the Trades

Project Start Date: September 15, 2020 Project End Date: June 30, 2021

	Perkins Nontraditional Grant Funds	LOCAL*	IN-KIND & OTHER SOURCE*	TOTAL
A. Staff				
Stipends				
Benefits				
In-State Travel				
Professional Development				
Other				
B. Students				
In-State Travel				
Supplies				
Other				
C. Supplies and Equipment				
Office Supplies (phone, copier, etc.)				
Instructional Supplies				
Equipment (less than \$300)				
Other				
D. Indirect/Overhead Indirect Cost @ 5% maximum				
E. Other (See Budget Narrative)				
COLUMN TOTAL				

*Matching funds from other sources are not required.

Statement of Assurances

Assurances form a binding agreement between the eligible recipient fiscal agent, the Montana Office of the Commissioner of Higher Education, and the U.S. Department of Education that assures all legal requirements are met in accordance with state and federal laws, regulations, and rules. These assurances apply to program activities and expenditures of funds. Compliance to general and specific program assurances is the legal responsibility of the eligible recipient under the authorization of the local board of education.

Fiscal Agent Name:		
Address:		
City:	State:	Zip:
Phone:	Email:	

The Eligible Recipient Fiscal Agent certifies the following statements:

- The Fiscal Agent understands and will comply with the provisions, regulations and rules of the Carl D. Perkins Career and Technical Education Act of 2006.
- The Fiscal Agent will use federal funds to supplement the eligible recipient's CTE programs of study and will not use federal funds to supplant existing funds or reduce general or other funds.
- The Fiscal Agent will provide, on request, complete and accurate data as required.
- The Fiscal Agent understands and will comply with all applicable assurances for Federal Grant Funds. These assurances can be found at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
- The agency agrees to provide required descriptive and statistical reports, including a written final report and final expenditure sheet at year end.
- The agency assures that they **are** _____ **(or) are NOT** _____ currently on a voluntary plan of correction for civil rights deficiencies.

Print Name of Authorized Fiscal Agent	Title
--	-------

Signature of Authorized Fiscal Agent	Date
---	------

Print Name of Authorized Secondary Representative	Title
--	-------

Signature of Authorized Secondary Representative	Date
---	------

Print Name of Authorized Postsecondary Representative	Title
--	-------

Signature of Authorized Postsecondary Representative	Date
---	------