



Women in Automotive

Prepared by City College
for Montana University System, Office of the Commissioner of Higher Education 2023-2024 Perkins Nontraditional
Occupations Application

Submitted by Kaili Payne

Submitted on 06/11/2023 9:49 AM Mountain Standard Time

Opportunity Details

Opportunity Information

Title

2023-2024 Perkins Nontraditional Occupations Application

Description

Perkins Nontraditional funds are made available to Perkins Eligible secondary and post-secondary schools to create career awareness, recruit, and retain students within a career and technical education (CTE) program of study (secondary + post-secondary) that leads to a high skill, high wage, or in demand occupation that is nontraditional by gender. The term "nontraditional occupations" means occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. This one-time award is available to support CTE initiatives with a clear impact on students pursuing nontraditional programs.

Awarding Agency Name

OCHE

Agency Contact Name

Ciera Franks-Ongoy

Agency Contact Phone

406-449-9132

Agency Contact Email

cfranksongoy@montana.edu

Fund Activity Categories

Education, Employment, Labor and Training

Opportunity Manager

Ciera Franks-Ongoy

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/79246b19-5856-4450-92a2-f7bf4eb43d8>

Award Information

Award Range

\$500.00 - \$20,000.00

Award Period

07/01/2023 - 06/30/2024

Award Type

Competitive

Matching Requirement

No

Submission Information

Submission Timeline Type

Rolling

Allow Multiple Applications

Yes

Application Review Start Date / Pre-Qualification Deadline
05/26/2023 12:00 AM

Question Submission Information

Attachments

- MT Perkins 23-24 Non-Traditional Grant RFP

Eligibility Information

Additional Eligibility Information

Only Perkins Eligible entities (school districts, two-year programs, tribal colleges, community colleges or consortia) in good standing are eligible to apply.

Applicants and project contacts are not restricted to Perkins coordinators – CTE faculty and staff in related roles are encouraged to apply.

Additional Information

Additional Information URL

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

Award Administration Information

State Award Notices

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>

Administrative and National Policy Requirements 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).

- 2 CFR 200 most current guidance found in PART 200—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS

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.

Administrative and National Policy Requirements

Proposed projects MUST "create career awareness, recruit, and retain students within a career and technical education (CTE) program of study (secondary + post-secondary) that leads to a high skill, high wage, or in demand occupation that is nontraditional by gender. "

Montana utilizes data from the Perkins Collaborative Resource Network Nontraditional Crosswalk for determining program eligible for nontraditional funding. You can visit the complete list here: <https://cte.ed.gov/accountability/linking-data>

The following are priority nontraditional occupations for the purpose of this RFP*:

Males:

Nursing/Allied Health

Early Childhood Education/Teaching K-3

Females:

Science, Technology Engineering, Math

Manufacturing & Trades

Construction and Architecture
Culinary

*Please note, this list is not exclusive, you may apply for funds to support any specific career fields identified as nontraditional in the Nontraditional Crosswalk or with other substantial supporting data.

Reporting

Full participation includes providing a written quarterly report for each quarter that spending takes places and a final report that documents project activities, populations served, and outcomes achieved, as well as a final expenditure sheet at year end.

- Final Narrative Report deadline: June 15, 2023
- Final Fiscal Closeout Report Due: August 15, 2023

Other Information

Collaboration between secondary and postsecondary institutions or between two or more postsecondary institutions is highly encouraged. Applications demonstrating intrastate partnerships will be given preference.

Eligibility and Duration

One-year grant awards are available through an annual application process to:

- Tribal colleges, two-year colleges, and community colleges who have been in good standing with their Local application funds for two years prior with a indication of a strong performance history and appropriate internal controls. This includes adhering to grant application and reporting deadlines, submitting data, 2 CFR UGG guidance and all Perkins and Civil Rights monitoring.



Project Information

Application Information

Application Name

Women in Automotive

Award Requested

\$3,364.34

Total Award Budget

\$3,364.34

Primary Contact Information

Name

Kaili Payne

Email Address

kaili.payne@msubillings.edu

Address

3803 Central Ave
Billings, MT 59102

Phone Number

(406) 247-3015

Project Description

Project Description

Directions: To increase the likelihood of receiving funding for your projects, please submit a separate application for each distinct, nontraditional occupations project proposed.

Defining "nontraditional occupations": The term "nontraditional occupations" means occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

The following are priority nontraditional occupations for the purpose of this RFP*:

Males:

- Nursing/Allied Health
- Early Childhood Education/Teaching K-3

Females:

- Science, Technology Engineering, Math
- Manufacturing & Trades
- Construction and Architecture
- Culinary

*Please note, this list is not exclusive, you may apply for funds to support any specific career fields identified as nontraditional in the Nontraditional Crosswalk or with other substantial supporting data.

Project Title

Women in Automotive

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?

Last year, City College hosted four very successful classes during which women learned basic automotive skills. These "Women in Automotive" classes were designed to educate women in high-paying, CTE career opportunities and the transportation programs at City College, while also teaching them basic automotive repair skills. Due to the success of the classes, City College is looking to offer four additional basic "Women in Automotive" classes and two more advanced classes.

Each of City College's transportation programs; Automotive Technician, Diesel Technician, and Autobody Collision Repair and Refinishing have a low percentage of female students compared to their male counterparts. During each four-hour class, participants will not only tour the three programs offered at City College, but they will also learn about career opportunities in the three fields and take part in a hands-on lab in which they will learn basic automotive repair skills. The classes will be taught by our female automotive instructor and transportation department chair, one of the City College diesel instructors, and a local female automotive technician in a safe, non-threatening environment.

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

City College's female automotive instructor, Kat Pfau, will develop and teach four introductory automotive technician and two slightly more advanced classes for women titled, "Women in Automotive" through City College's Workforce Training Center. She will be assisted by Randy Roberts, one of City College's diesel instructors, and Amy Hunt, an automotive technician who works for Bob Smith Motors.

Each session will accept 10 students and will be four hours long. All six classes will introduce women to transportation career opportunities. The four introductory classes will teach basic automotive repair skills such as lifting a vehicle and changing a tire; how to jump a car; identifying, checking, and changing fluids; replacing belts; and inspecting brakes. The two more advanced classes will expand upon the introductory classes; students will bring in their own vehicles and learn the key components of their models such as engine size, oil type, air filters, and belts. Students will have the opportunity to change the fluids in their own cars. Lunch will be provided by our local industry partners. One session will be held in the fall, one in the winter, one in the spring, and one in the summer—official dates are yet to be determined. The first session in the fall will be open specifically to high school students while the remaining three sessions will be open to females of all ages.

Do proposed activities include a secondary/postsecondary partnership component?

- Yes
- No

Describe the secondary/postsecondary partnership that will take place:

City College will include a special focus on high school students, as the first session will only be open to high school students. The automotive instructor will partner with City College’s Director of Dual Enrollment and the School District Two Career Coaches in promoting the event to high school students interested in pursuing a career in the transportation fields. We will also promote the sessions to the other local high schools with flyers, Facebook posts, and in-person.

What is the timeline for this project? Please provide a brief summary of key dates for the proposed project.

- Aug-Sept
Kat develops class
1st promo
1st class
- Oct-Nov
2nd promo
2nd class
- Dec-Jan
3rd promo
3rd class
- Feb-March
4th promo
4th class
- April-May
5th promo
5th class
- June
6th promo
6th class

Please provide the contact information for any other significant parties relating to this grant:

Name	Title	Phone	Email
Kat Pfau	Department Chair		kpfau@msubillings.edu
Vicki Trier	Dean		Vicki.trier@msubillings.edu

Project Outcomes & Evaluation

Project Outcomes

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

60

Describe the project's goals to be measured in detail and how these relate to the project's activities:

The main goal of "Women in Automotive" is to introduce 60 female students to transportation careers by bringing in local industry professionals and the transportation programs offered at City College through hands-on learning with lab equipment. This will increase women's exposure to high-paying careers in transportation fields, additionally demonstrating that the programs taught at City College are an entry point into these careers. Second, by promoting the event to female high school students through the new student specialist and the director of dual enrollment, City College will further strengthen its partnership with the local high schools and career counselors. Finally, the women will learn valuable automotive repair skills in a neutral environment taught by a woman with 20+ years of experience in the automotive industry.

Evaluation Activities

Describe the evaluation plan for determining your progress or success in meeting the proposed goals and outcomes:

City College will survey all class participants to gain feedback on their experience, interest in future engagement in transportation programs, and ways that City College faculty and staff can support their career goals. The survey will also include questions regarding the automotive technician techniques taught in the class; whether the students felt they were valuable, other skills they would have liked to have learned, and how City College can improve on the class. This will inform faculty and staff on the success of the sessions and the benefits of offering additional classes.

List the responsible parties for completing the evaluation of the proposed activities::

Kat Pfau, Automotive Instructor and Transportation Department Chair will perform the data collection. Kaili Payne, Perkins Coordinator will perform the final report.

Budget Narrative

Please provide a narrative explanation of the budget—with the focus on the expenditure of these Perkins funds and demonstrating budget math.

Each line item in the final budget, and it's purpose, should be accounted for in the budget narrative.

Budget Narrative

$\$3,204.13 \times 5\% = \160.21 per our Indirect Costs Agreement.

Kat Pfau $\$45.37$ per hour $\times 4$ hours $\times 6$ classes = $\$1,088.88$

Randy Roberts $\$39.68$ per hour $\times 4$ hours $\times 6$ classes = $\$952.32$

$\$2,041.20 \times 18.76\% = \382.93

Amy Hunt from Bob Smith Motors will guest lecture and assist in the class. $\$20$ per hour $\times 4$ hours $\times 6$ classes = $\$480$

Boosted Facebook posts. $\$50$ per post $\times 6$ posts = $\$300$

PLEASE REVIEW: NOTICE REGARDING EDUCATIONAL MARKETING MATERIALS

Please keep a couple things in mind with the educational marketing materials. When using federal funds, videos and any other marketing materials can't promote your college specifically in any way. Here are a few examples of what you can and can't do:

You can...	You can't...
Interview students or faculty wearing Gallatin College clothing	Have students or faculty identify as being "from Gallatin College" unless you are including other Montana schools in video as well.
Interview students or faculty with a Great Falls College sign in the background	Show a standalone shot/view of the front of Great Falls College (unless showing other Montana schools in video as well)
List/Show <u>all</u> schools in Montana where students can enroll in the highlighted programs	State that students are enrolled in highlighted programs at Helena College (without mentioning other schools)

A good rule of thumb is to remember that these videos will need to be made available for any Perkins schools in Montana to use to promote nontraditional careers if they want to, so the videos should be general enough that a college in Havre or a high school in Libby could also use it.

OCHE will need to review videos before we can reimburse for any video related expenses. If you have any questions about content don't hesitate to give me a call and we can run through it.

Budget

Proposed Budget Summary

Expense Budget

	Grant Funded	Total Budgeted
00 - Administrative/Indirect Costs		
Indirect Costs	\$160.21	\$160.21
Subtotal	\$160.21	\$160.21
01 - Salaries		
Instructor Pay	\$2,041.20	\$2,041.20
Subtotal	\$2,041.20	\$2,041.20
02 - Hourly Wages		
Fringe Benefits	\$382.93	\$382.93
Subtotal	\$382.93	\$382.93
04 - Contracted Services - Operating Expenditures		
Guest Lecturer	\$480.00	\$480.00
Subtotal	\$480.00	\$480.00
13 - Other		
Boosted Facebook Posts	\$300.00	\$300.00
Subtotal	\$300.00	\$300.00
Total Proposed Cost	\$3,364.34	\$3,364.34

Revenue Budget

	Grant Funded	Total Budgeted
Grant Funding		
Award Requested	\$3,364.34	\$3,364.34
Subtotal	\$3,364.34	\$3,364.34
Total Proposed Revenue	\$3,364.34	\$3,364.34

Proposed Budget Detail

See attached spreadsheet.

Proposed Budget Narrative

00 - Administrative/Indirect Costs

5% of total project funds may be used for indirect and administrative costs. If they will be used, describe the proposed administrative costs in the notes. These are costs that cannot be assigned to a particular project but are necessary for the operation of the organization and therefore the performance of the project. Example: Administrative staff not directly supporting the project but support the operation of the organization (e.g. legal and finance departments), accounting costs, time spent developing the CLNA in addition to administrative activities include, but are not limited to, grant development, grant monitoring, evaluation of program effectiveness, data input, developing reports, payroll, providing technical assistance, clerical, and accounting duties.

Indirect Costs

\$160.21 to be used for administrative costs running the grant. $\$3,204.13 \times 5\% = \160.21 per our Indirect Costs Agreement.

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. For each requested position provide a justification and describe the responsibilities relating to the accomplishment of specific program objectives. Title (The job title of each staff member working the project), Name (the name, if known, of the staff member filling this position. If the position has yet to be filled use TBD), Annual Salary (The staff member's full annual salary. Must be verifiable through Time and Effort and paystubs), Level of Effort (The level of effort to reflect the overall % of the time the staff member will work exclusively on the project), Months (The number of months the staff member will work on the project, not the to exceed the project performance period), Total (Calculate the cost of each staff member's salary: $(\text{Annual salary} \times \text{level of effort } \%) / \text{number of months working on the project}$. Examples: --Alice Bau, Perkins Program Coordinator, annual salary of \$50,000 funded at 50% (or .5 FTE) for 12 months for a total of \$25,000 --Alex Roper, Program Instructor salary for curriculum development estimated 20 hours at \$50/hour (20 hours x \$50) and paid as a stipend due to campus policy rate for 12 months for a total of \$1000 Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

Instructor Pay

Kat Pfau $\$45.37$ per hour x 4 hours x 6 classes = \$1,088.88 Randy Roberts $\$39.68$ per hour x 4 hours x 6 classes = \$952.32 Hourly rates provided by HR

02 - Hourly Wages

List each individual position as a separate line item. In the notes please provide Staff Name (if known or TBD), position title, % of FTE or total annual hours and hourly rate, Months and Total. Examples: Project 3 --Jeff Smith, Adjunct Faculty for New Perkins Program to teach two new courses for 3 months at \$750/credit hour for 6 credit hours=totaling \$4,500 Include "Project #" with your line item title.

Fringe Benefits

$\$2,041.20 \times 18.76\% = \382.93

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.

Guest Lecturer

Amy Hunt from Bob Smith Motors will guest lecture and assist in the class. $\$20$ per hour x 4 hours x 6 classes = \$480

13 - Other

Includes dues, subscriptions and training registration. List each due, or subscription as a separate line item. For training and 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. These are costs relating to institutional/district memberships in CTE professional organizations only. This category contains items not included in the previous budget categories. Individually list each item requested and provide as much details as possible as well as appropriate justification related to program objectives. Ex: Item Requested, # of Months, Estimated Cost Per Month, Number of Staff, Total Amount Ex: Item Requested, Number Needed, Unit Cost, Total Amount Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment". Example: Project 2 Spec Pop Support Bus Passes at 40 passes at \$25 a month for 12 months (\$25 x 12 Totals = \$300.00. Special Population status will be determined by students who receive Pell and/or Bureau of Indian Affairs funding. Will help to develop more fully the academic knowledge and technical employability skills by increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals

Boosted Facebook Posts

Boosted Facebook posts. \$50 per post x 6 posts = \$300