



Supporting American Indian Students in CTE Programs

Prepared by Great Falls College Montana State University
for Montana University System, Office of the Commissioner of Higher Education Targeted Interventions for Increased
Access and Improved Outcomes

Submitted by Stacy Lowry

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Opportunity Details

Opportunity Information

Title

Targeted Interventions for Increased Access and Improved Outcomes

Description

The Montana Perkins Reserve – Targeted Interventions for Special Population grant supports innovation in CTE programs and increasing access to high-quality CTE programs and college and career pathways that lead to high-wage, high-skill, and in-demand occupations by identifying a specific, data-backed opportunity gap and implementing a targeted intervention to close that gap.

This supplemental award aims to:

- Use data to identify an opportunity to improve access and outcomes for CTE students;
- Apply a targeted intervention to increase access to high quality CTE programs;
- Foster innovation in CTE programs;
- Particular focus on remote, rural communities, special populations, and underrepresented subgroups

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

Departments

Subjects

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/ee09c16c-ec0e-4189-8552-0502a6655a2e>

Award Information

Award Range

\$500.00 - \$20,000.00

Award Period

07/01/2022 - 06/30/2023

Award Type

Competitive

Submission Information

Submission Timeline Type

Rolling

Application Review Start Date / Pre-Qualification Deadline



08/31/2022 12:00 AM



Project Information

Application Information

Application Name

Supporting American Indian Students in CTE Programs

Award Requested

\$13,951.38

Total Award Budget

\$13,951.38

Primary Contact Information

Name

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Project Description

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For FY23, an excess of available funding will be made available to LEAs as a one-time Reserve sub-grant, Targeted Interventions for Special Populations. The vision for Targeted Interventions for Increased Access and Improved Outcomes:

(1) continues to uphold priorities for Perkins Reserve to foster innovation and alignment with high-skill, high-wage or in-demand occupations; and

(2) layers Perkins V priorities to support CTE learners with special population* status and closing the gaps for other subgroups of students, such as groups identified by regional geography, race, and ethnicity, to ensure equal access and outcomes for ALL learners.

The nine special populations recognized by Perkins V includes: individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for a field that is considered nontraditional by gender, single parents including pregnant women, out-of-workforce individuals, English language learners, individuals experiencing homelessness, youth who are in or have aged out of the foster care system and youth with a parent who is a member of the armed forces and is on active duty. For the purposes of Perkins, youth are defined as individuals age 24 or younger.

Reserve Fund grants are awarded to eligible recipients to support activities focused on development, improvement and/or expansion of CTE programs in the priority areas identified below.

Priority Areas for the 2022-2023 grant year are to apply targeted interventions to increase access to, and student success in, high quality CTE programs for students from all backgrounds including special populations and across different races and ethnicities by:

1. Expanding opportunities for students to participate in distance and blended-learning CTE programs.
2. Using technology to enhance career exploration activities.
3. Increasing access to high-quality CTE programs including (but not limited to) those that offer: dual enrollment, work-based learning, and/or industry recognized credentials. *Ideal projects will align with regional workforce demand and the programs offered at the applicant institution.*
4. Increasing the number of opportunities for Montana high school students to explore and engage in college and careers through dual enrollment with priority given to growing CTE-focused dual enrollment programs.
5. Expand public knowledge of Career & Technical Education and/or Montana Career Pathways program through outreach and career exploration events and activities.
6. Introducing new or building capacity for existing industry recognized credentials, with priority given to those available to both secondary (through dual enrollment) and post-secondary participants.
7. Pilot new or innovative CTE programs that include a secondary or middle school partnership, especially those that include work-based learning opportunities.

Required Components for Targeted Interventions for Increased Access and Improved Outcomes

Applicants must address at least one of the priority areas listed above to be considered for funding and all grant proposals must include:

- An identifiable data point or data set demonstrating an opportunity/access gap or area of need by program area, and/or student group.*

- A reasonable targeted intervention that directly addresses the opportunity/access gap or area of need identified.
- A long-term evaluation plan to monitor and respond to outcomes from the targeted intervention.

* We recommend looking at your campus' Perkins Report Card among other tools to identify your opportunity/access gap.

Project Title

Supporting American Indian Students in CTE Programs

Start Quarter

Q 2

End Quarter

Q 4

Required Components for Targeted Intervention

What identifiable data point or data set demonstrating an opportunity or access gap are you addressing. Please include specific numbers and data source.

The 2020-2021 Perkin Report Card for Great Falls College shows a gap in American Indian or Alaska Native students pertaining to postsecondary placement and compared to White students—64% to 81% respectively.

What reasonable, targeted intervention have you identified to address the aforementioned disparity in this project.

We would like to bring in a part-time ambassador (mentor) to work in our Native American Enrichment Center in support of our American Indian students. This mentor would be on campus to advocate for and provide educational support for American Indian students enrolled in CTE programs at Great Falls College MSU. The ambassador will work to create a network of support, assist students with planning and meeting short- and long-term goals for academic success, connecting them with industry and community support services, job searching, resume and cover letter writing, and interview skills. The ambassador will also work with the CTE American Indian students to organize an event in November to recognize Native American Heritage month and also encourage the graduates to attend our Eagle Feather Ceremony at the end of Spring Semester. We hope having an ambassador on campus will help American Indian students feel more comfortable, create study groups, and become engaged. In addition to the ambassador position, we will partner with Bright Trail Education to do some consulting and professional development workshops with staff and faculty. Bright Trail Education provides cultural education strategies, equity trainings, and dropout prevention plans for communities that serve American Indian students.

Describe your long term evaluation plan to monitor and respond to outcomes from this project.

Our long term plan is to monitor the success to see if having an ambassador will reduce this gap. American Indian students in CTE programs using the Native American Enrichment Center will sign in each time so we can see how effective having an ambassador will be. Faculty and staff can implement what they learn from the professional development starting Spring 2023. Faculty will be able to monitor the success of their American Indian students and see if there is an overall improvement (grades, attendance, drop rate, etc) after implementing the tools they learned from the workshops. We will collect and analyze the new data to see if we were successful in closing the gap. We will develop a process to stay connected to American Indian students in CTE programs in order to get updated information of "what they are doing now".

If we are successful in reducing the gap, we will look into continuing the ambassador position.

Project Summary

Describe the major activities of the project and who will be involved.

The part-time ambassador position will support American Indian students and do activities with the students to create a positive environment where they feel welcomed and encouraged. Bright Trail Education will provide professional development workshops to faculty and staff in January and also consult with leadership to address resources, strategic planning, and cultural competence and relativity. The workshops will be held in January before the start of the semester, and the consultation will occur later in fall.

The main players will be our director of the Native American Enrichment Center, the chair of our Diversity, Equity, and Inclusivity committee, the director of student success, and the department chair over our Native American courses.

Select one or more of the Perkins Reserve priority areas addressed in this project

- Expanding opportunities for students to participate in distance and blended-learning CTE programs.
- Using technology to enhance career exploration activities.
- Increasing access to high-quality CTE programs including (but not limited to) those that offer: dual enrollment, work-based learning, and/or industry recognized credentials.
- Increasing the number of opportunities for Montana high school students to explore and engage in college and careers through dual enrollment with priority given to growing CTE-focused dual enrollment programs.
- Expand public knowledge of Career & Technical Education and/or Montana Career Pathways program through outreach and career exploration events and activities.
- Introducing new or building capacity for existing industry recognized credentials, with priority given to those available to both secondary (through dual enrollment) and post-secondary participants.
- Pilot new or innovative CTE programs that include a secondary or middle school partnership, especially those that include work-based learning opportunities.

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

We would work on the ambassador hire as soon as we hear about the grant. The ambassador will work through the 2022-2023 academic year. Consulting will be done late fall 22 and workshops held Jan 23.



Budget Narrative

In less than ~500 words, please provide a narrative explanation of the budget—with the focus on the expenditure of these Perkins funds.

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

Budget Narrative

The ambassador will be a paid part-time position through the 2022-2023 academic year and receive benefits at 8.4%. The ambassador will provide support to the American Indian students enrolled in CTE programs.

The partnership with Bright Trail Education will cover consulting with a few members of Great Falls College, and professional development to faculty and staff. We will have 2-3 professional development sessions that are 3 hours each. There are two consultants we will be working with during this project

We will also use some of the funds for printing. These occasions will be for when the ambassador is working one-on-one with a student and may need to print a resume, homework assignment, etc.



Budget

Proposed Budget Summary

Expense Budget

	Grant Funded	Total Budgeted
00 - Administrative/Indirect Costs		
Indirect cost	\$426.26	\$426.26
Subtotal	\$426.26	\$426.26
02 - Hourly Wages		
Ambassador-Native American Enrichment Center	\$7,680.00	\$7,680.00
Subtotal	\$7,680.00	\$7,680.00
03 - Employer Paid Benefits		
Benefits	\$645.12	\$645.12
Subtotal	\$645.12	\$645.12
04 - Contracted Services - Operating Expenditures		
Bright Trails Education	\$5,000.00	\$5,000.00
Subtotal	\$5,000.00	\$5,000.00
05 - Printing - Operating Expenditures		
Printing	\$200.00	\$200.00
Subtotal	\$200.00	\$200.00
Total Proposed Cost	\$13,951.38	\$13,951.38

Revenue Budget

	Grant Funded	Total Budgeted
Grant Funding		
Award Requested	\$13,951.38	\$13,951.38
Subtotal	\$13,951.38	\$13,951.38
Total Proposed Revenue	\$13,951.38	\$13,951.38

Proposed Budget Detail

See attached spreadsheet.

Proposed Budget Narrative



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)

Ambassador-Native American Enrichment Center

Part-time ambassador position (\$15/hr, 16 hrs a week, for 32 weeks)

04 - Contracted Services - Operating Expenditures

Create a line item for each contracted service including the rate and duration of service.

Bright Trails Education

Professional development workshops and consulting.



Performance Plan