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Applicant: 2417 Flathead Valley Community College

Application: 2016-2017 Perkins Post Secondary - 00

Cycle: Original Application

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Perkins Postsecondary

Program: Carl D. Perkins Vocational and Technical Education Act of 2006, Title I.

Program Manager: Mindi Federman Askelson
Phone: 406-444-0313
Email: maskelson@montana.edu

Due Date: May 16, 2016

Purpose: To develop more fully the academic and career and technical skills of secondary and postsecondary students who enroll in CTE by developing and assisting students in meeting high standards, integrating academic and career and technical instructions, linking secondary and postsecondary education, increasing state and local flexibility, collecting and disseminating research and information on best practices, providing technical assistance and professional development, supporting partnerships among diverse stakeholders, and providing individuals with the knowledge and skills to keep the U.S. competitive.

Legislation: [Carl D. Perkins Career and Technical Education Act of 2006 Title I 20 U.S.C. 2301 et seq. \(Pub. L. 109-270\)](#)

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Contact Information

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* Denotes required field

Perkins Program Coordinator/Grant Manager:

Last Name*	<input type="text" value="Hamilton"/>	First Name*	<input type="text" value="Jane Ellen"/>
Address Line 1*	<input type="text" value="777 Grandview Dr."/>		
Address Line 2	<input type="text"/>		
City*	<input type="text" value="Kalispell"/>	State*	<input type="text" value="MT"/>
			Zip+4* <input type="text" value="59901"/>
Phone*	<input type="text" value="406"/> <input type="text" value="756"/> <input type="text" value="3939"/> Extension <input type="text"/>	Fax*	<input type="text" value="406"/> <input type="text" value="756"/> <input type="text" value="3815"/>
Email*	<input type="text" value="jhamilton@fvcc.edu"/>		

Fiscal Manager:

Last Name*	<input type="text" value="Walter"/>	First Name*	<input type="text" value="Claudia"/>
Phone*	<input type="text" value="406"/> <input type="text" value="756"/> <input type="text" value="3623"/> Extension <input type="text"/>	Fax*	<input type="text" value="406"/> <input type="text" value="756"/> <input type="text" value="3815"/>
Email*	<input type="text" value="cwalter@fvcc.edu"/>		

Additional Perkins Contact (if applicable):

Last Name	<input type="text" value="Hanson"/>	First Name	<input type="text" value="Brenda"/>
Position/Title	<input type="text" value="Dean of Students"/>	Email	<input type="text" value="bhanson@fvcc.edu"/>
Phone	<input type="text" value="406"/> <input type="text" value="756"/> <input type="text" value="3812"/> Extension <input type="text"/>	Fax	<input type="text" value="406"/> <input type="text" value="756"/> <input type="text" value="3965"/>

Big Sky Pathways Coordinator/Grant Manager (if applicable):

Last Name	<input type="text" value="Moore"/>	First Name	<input type="text" value="Philip"/>
Position/Title	<input type="text" value="High School Relations Speciali"/>	Email	<input type="text" value="pmoore@fvcc.edu"/>
Phone	<input type="text" value="406"/> <input type="text" value="756"/> <input type="text" value="3923"/> Extension <input type="text"/>	Fax	<input type="text" value="406"/> <input type="text" value="756"/> <input type="text" value="3903"/>

Application Approval / Disapproval Copy Email Addresses

Check to add up to five (5) email addresses to receive copies of automated approval/disapproval notices. The Authorized Representative who submits the application does not need to be included in this list.

<input type="text" value="jhamilton@fvcc.edu"/>
<input type="text" value="ejense@fvcc.edu"/>

To the best of your ability, please describe the specific outcomes that resulted from the utilization of Perkins funds in the current grant cycle, addressing each specific project or program identified in that cycle's local grant application.

R1 Strengthening the academic and career technical skills of students participating in career and technical education (CTE) programs by supporting academic and CTE.

Project/Program: ([count] of 500 maximum characters used)
Final Measurable Outcome: ([count] of 500 maximum characters used)
Measure:

R2 Linking CTE at the secondary and postsecondary level.

Project/Program: ([count] of 500 maximum characters used)
Final Measurable Outcome: ([count] of 500 maximum characters used)
Measure:

R3 Provide students with strong experience in and understanding of all aspects of an industry (which may include work-based experiences).

Project/Program: ([count] of 500 maximum characters used)
Final Measurable Outcome: ([count] of 500 maximum characters used)
Measure:

R4 Developing, improving, or expanding the use of technology in CTE (which may include training, STEM initiatives, and collaboration with business and industry).

Project/Program: ([count] of 500 maximum characters used)
Final Measurable Outcome: ([count] of 500 maximum characters used)
Measure:

R5 Provide professional development programs to secondary and post-secondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs.

Project/Program: ([count] of 500 maximum characters used)
Final Measurable Outcome: ([count] of 500 maximum characters used)
Measure:

R6 Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are met.

Project/Program: ([count] of 500 maximum characters used)
Final Measurable Outcome: ([count] of 500 maximum characters used)
Measure:

R7 Initiate, improve, expand and modernize quality CTE programs, including relevant technology.

Project/Program: ([count] of 500 maximum characters used)
Final Measurable Outcome: ([count] of 500 maximum characters used)
Measure:

R8 Provide effective CTE programs that are of sufficient size, scope, and quality to be successful.

Project/Program: ([count] of 500 maximum characters used)
Final Measurable Outcome: ([count] of 500 maximum characters used)
Measure:

R9 Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Project/Program: ([count] of 500 maximum characters used)
Final Measurable Outcome: ([count] of 500 maximum characters used)
Measure:

If any of the above questions cannot be answered in 500 characters, please attach the response as a Microsoft Word or Adobe PDF document.

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To the best of your ability, please describe the specific outcomes that resulted from the utilization of Perkins funds in the current grant cycle, addressing each specific project or program identified in that cycle's local grant application.

: Activity

Project/Program: ([count] of 500 maximum characters used)

Expected Measurable Outcome: ([count] of 500 maximum characters used)

Measure:

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Note: Basic grant funds are divided into two categories: (1) Required uses of funds and (2) Permissible uses of funds. Required uses of funds must be addressed before grant funds may be expended on permissible activities.

Please address how your institution will use Perkins funding in the upcoming grant cycle to meet each of the Perkins Required uses.

R1 Strengthening the academic and career technical skills of students participating in career and technical education (CTE) programs by supporting academic and CTE.

Project/Program: (1160 of 2500 maximum characters used)

FVCC proposes to satisfy Required Use 1 by, among other activities, hiring the college's first Communications Faculty to develop curriculum and teach courses primarily in the areas of communications, interpersonal relations, and public speaking, including applying cutting-edge pedagogical theory and practice. This faculty will deliver COMX115, which is required for the majority of CTE programs, but not required for non-CTE programs. The faculty job description also includes release time to assist Occupational Trades instructors with integrating soft skills into OT courses, which will begin in fall 2016 and be completed in spring 2017. Local employers and members of FVCC's OT advisory boards consistently ask for soft skills trainings for students. By integrating such skills into OT classes, students will not have to take a separate course in soft skills and will have such skills contextualized in the course of their education. 80% of new position will be teaching; 20% release time for curriculum development. Perkins funding: 70% of 1 FTE salary, \$45,000 annual salary, benefits and health insurance. Faculty will be hired by July 1, 2016.

Expected Measurable Outcome: (166 of 2500 maximum characters used)

The communications faculty will work with at least 3 OT instructors to adopt soft skills training in at least 3 courses for each instructor, for a total of 9 courses.

Measure: Quarter:

Project/Program: ([count] of 2500 maximum characters used)

Continue to provide an on-site Test Proctor for CTE students enrolled in CTE courses that have been enhanced with online components. FVCC proposes to use Perkins Local Application funds to cover 33% of the salary, benefits and health insurance for this .8 FTE position this year, whose annual salary is \$22,065.

Expected Measurable Outcome: ([count] of 2500 maximum characters used)

CTE proctored tests will be conducted in a way that ensures academic integrity guidelines are followed during exams.

Measure: Quarter:

Project/Program: ([count] of 2500 maximum characters used)

In response to requests from healthcare employers in FVCC's service area, the college hopes to start a new medical laboratory technician (MLT) program in fall 2017. The college will try to secure an agreement with MSU-Bozeman so that FVCC students could transfer into their MLS (Medical Lab Scientist) Bachelor's program as juniors. If that works, FVCC will convey an AS degree to graduates of FVCC's MLT program. If no agreement can be reached with MSU-Bozeman, FVCC will probably offer an AAS in the field. To enable the development of this new program, FVCC proposes to send two faculty members to Bismarck State College, N.D., which has a nationally recognized, highly regarded, accredited MLT program, in order to consult about pedagogy and best practices for a new MLT program. In addition, FVCC proposes to use Perkins funding to develop curriculum for the new program. Medical laboratory technicians, under supervision of a physician or medical laboratory scientist, perform general laboratory tests that aid physicians in the diagnosis and treatment of disease. Goals of the MLT program are anticipated to include: 1. Train competent MLTs with the knowledge and skills necessary for entry level proficiency in all areas of medical laboratory science; 2. Provide a two-year associate degree program for students in Montana and surrounding states, and/or transferability to MSU-Bozeman's MLS Bachelor's program. The curriculum will be created to allow a student to meet employment and transferability goals. Students will receive both theoretical and experiential study in FVCC's new MLT program. Those completing the curriculum requirements are expected to receive an Associate in Science degree and will be eligible to write the national board examination to become certified as a medical laboratory technician. According to Montana Department of Labor and Industry, medical lab technicians earn on average \$25/hour in Western Montana, and thus the degree provides a well-paying career for graduating students.

Expected Measurable Outcome: ([count] of 2500 maximum characters used)

Consulting with Bismarck State College will enable FVCC to expedite accreditation of its new medical lab technician program, which will allow students to earn a degree and sit for their national board certification exam. Funding to support curriculum development will permit FVCC to offer an Introduction to MLT course in the spring of 2017 as a prerequisite for entry to the program, with the expectation that the college could have the first cohort start in the fall of 2017.

Measure: Quarter:

R2 Linking CTE at the secondary and postsecondary level.

Project/Program: (288 of 2500 maximum characters used)

Per FVCC's 2017 Strengthening Big Sky Pathways grant application, the college proposes to use \$4,800 as the required 8% match in support of the new dual enrollment courses to be developed under the SBSP grant at Powell County High School, Lincoln County High School and Libby High School.

Expected Measurable Outcome: (178 of 2500 maximum characters used)

At least 5 students each from Powell County, Lincoln County and Libby High Schools will enroll in new FVCC dual enrollment courses and will attain college credits in CTE courses.

Measure: Quarter:

Project/Program: ([count] of 2500 maximum characters used)

FVCC proposes to use 20% of FVCC's total Perkins allocation to address one of Montana's two major priorities (as set forth in the Local App Guide) which is to promote high school and Adult Basic Education, ABE, to college transitions through the following activities: 1. Travel expenses for one FVCC welding instructor to travel to new concurrent enrollment locations (Deer Lodge, Eureka, St. Ignatius, Libby charter school); 2. Welding supplies for new dual enrollment welding class at Lincoln County High School in Eureka; 3. Offer the only Montana high school welding instructor training in the state. FVCC has used SBSP funds for this activity in the past, but due to the uncertainty of funding under this discretionary grant, it proposes to use part of its Perkins allocation in order to assure the training's

future. FVCC does not believe this proposal equates to supplanting. In order for MT high schools to offer popular concurrent enrollment classes in welding, the instructors must be trained by AWS certified instructors. Because FVCC's training is the only one of its type in the state, the maximum number of high school instructors the course can accommodate enroll every summer. Perkins funding is used to pay for tuition, lodging, materials, meals, and mileage. Without the ability to pay for the costs of the training, few of the teachers from Montana's rural schools could afford to attend.4.Hiring substitutes for FVCC welding classes while FVCC welding instructors travel to high schools to administer AWS certifications to high school welding instructors;5.Adapt I-BEST co-teaching model for BMGT205, Business Communications, which is required for 24 CTE programs. According to the faculty member who teaches this course, historically there are students who place into BMGT205, but struggle during the semester with foundational skills that the faculty member does not have time to remediate during class time. Students who need support during the semester (as determined by placement test and/or faculty observation) would be given the TABE (Test of Adult Basic Education) and complete an intake form for the ABE program, so they are co-enrolled in CTE and ABE. Perkins funds will be used to: create curriculum to be delivered during BMGT205 class; allow ABE instructor to attend up to 2 hours of class per week and deliver relevant content via mini lessons; allow ABE instructor to be available outside of class to provide needed support to students.

Expected Measurable Outcome: ([count] of 2500 maximum characters used)

Secondary student participation rate in dual enrollment programs will remain stable or increase. Secondary students who participate in dual enrollment or career pathway programs, and ABE students who participate in career pathway programs, will be more likely to pursue college CTE certificate or degree programs that students who do not participate in dual enrollment or career pathway programs. High school students and instructors will earn AWS certification. High school industrial arts teachers will receive professional development in-state. The pass rate for ABE students in BMGT 205C will increase by 10%. More ABE students will enroll in college.

Measure: Quarter:

Project/Program: ([count] of 2500 maximum characters used)

FVCC proposes to use 1% of FVCC's total Perkins allocation to address one of Montana's two major priorities (as set forth in the Local App Guide) to create and supply a new CTE concurrent enrollment option in welding for economically disadvantaged students attending the Lincoln County Charter School of Innovation (Libby). By creating this new course, and providing materials for up to 10 students, FVCC will provide the opportunity to economically disadvantaged high school students to acquire skills in welding and earn their AWS certification. This Industry Recognized Credential will enable students to either enter the workforce following high school, or proceed to postsecondary education to pursue a degree in welding and inspection technology or welding and fabrication technology.

Expected Measurable Outcome: ([count] of 2500 maximum characters used)

Supply materials for up to 10 students attending the welding concurrent enrollment class at the Lincoln County Charter School of Innovation (Libby).

Measure: Quarter:

R3 Provide students with strong experience in and understanding of all aspects of an industry (which may include work-based experiences).

Project/Program: (946 of 2500 maximum characters used)

FVCC is currently meeting Required Use 3 by offering several CTE programs that include work-based learning experiences. Examples include: the Culinary Arts certificate program requires students to successfully complete a capstone course that involves starting, operating and managing a restaurant on campus; the Heating, Ventilation and Air Conditioning certificate program requires students to successfully complete Basic HVAC Internship (HVC198) and offers students the option of taking Advanced HVAC Internship (HVC298); the Pre-Nursing program requires students to complete Leadership Issues (NRGS148), which involves 45 hours of clinical experience; the Physical Therapy Assistant program requires students to successfully complete Clinical Experience I (AHPT210), which involves a four-week clinical rotation. In addition, under the HealthCARE Montana grant, FVCC is pursuing creation of apprenticeship opportunities in medical assisting.

Expected Measurable Outcome: (353 of 2500 maximum characters used)

CTE students who successfully complete internship or work-based learning experience will receive credential, certificate or diploma in their program of study. CTE students who participate in an internship or work-based learning experiences will have strong understanding of all aspects of the industry in which they will seek employment upon graduation.

Measure: Quarter:

R4 Developing, improving, or expanding the use of technology in CTE (which may include training, STEM initiatives, and collaboration with business and industry).

Project/Program: (907 of 2500 maximum characters used)

FVCC is currently meeting Required Use 4 by development of online courses in chemistry for students pursuing certificates or degrees in technology or the health care field, and online courses in electronics, machining and industrial maintenance. The college hired online curriculum specialists in the healthcare and occupational trades programs to both assist faculty in developing these online courses and training them to deliver the courses effectively to students through distance learning. The college is in the process of hiring its first Director of Education Technology to enhance digital learning and literacy at the college. FVCC began offering nursing courses at its Libby campus through distance learning in fall 2015. In addition, FVCC's Math Lab provides computer access to online homework assignments, and the lab tutors instruct students in using the technology to complete their homework.

Expected Measurable Outcome: (315 of 2500 maximum characters used)

CTE teachers and faculty are trained to use technology for distance learning. CTE courses are offered online, permitting students to attend classes at times that are convenient for students. CTE education students secure the academic, career and technical skills needed for entry into careers in technology fields.

Measure: Quarter:

R5 Provide professional development programs to secondary and post-secondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs.

Project/Program: (283 of 2500 maximum characters used)

FVCC meets Required Use 5 by using Perkins funds to send its Perkins coordinator to travel to a fall Perkins conference and spring peer writing workshop. Additionally, FVCC proposes to use Perkins funds to provide professional training relative to development of its new MLT program.

Expected Measurable Outcome: (453 of 2500 maximum characters used)

FVCC's rad tech instructor will update her professional skills and knowledge of best practices, which will enable students in the program to stay abreast of current standards in the field. The Perkins grant will be appropriately coordinated in accordance with federal and state laws and rules. FVCC will secure first-hand knowledge about creating a high quality MLT program, permitting the college to offer an Introduction to MLT class in spring 2017.

Measure: 3P1:Student Retention or Transfer Quarter: Qtr 1:July-September

R6 Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are met.

Project/Program: (2373 of 2500 maximum characters used)

FVCC currently meets Required Use 6 through its Institutional Assessment Plan and the activities of the Program Review Committee, which evaluates all CTE programs on a five-year cycle and recommends programmatic changes as needed to the Program Directors, Vice President of Instruction and Student Services, and Curriculum Committee. The Program Review Committee has at least eight members, including one faculty member from each of the college's five divisions, and operates with the goal of continually improving programs by answering these four key questions: 1. What are we trying to do? 2. How well are we doing it? 3. What is our realistic vision of a truly outstanding program? 4. What do we need to do to achieve that vision? FVCC's CTE programs are designed to prepare students for the workforce and are evaluated on their success at achieving the following objectives as measured by specific indicators. Objective 1: Students are offered specific career and technical pathways and programs that are aligned for timely completion. Indicators for Objective 1: Career and technical student course level success rate; Student graduation rates at FVCC; Number of credits at graduation; Capture rates of local high school graduates. Objective 2: Students are offered workforce training aligned with community needs. Indicators for Objective 2: Percent of students seeking jobs who obtain jobs in their fields; CTE programs address industry/employer advisory committee and program review recommendations on a timely basis. Objective 3: Students have the skills necessary to be successful in their chosen occupations or careers. Indicators for Objective 3: Student perception of teaching quality; Graduates surveyed report satisfaction with their overall job preparation for the workforce; Internship providers surveyed report FVCC CTE program interns meet or exceed overall job preparation expectations; Industry/employer advisory boards surveyed report competence in students' overall job preparation. In order to ensure that the needs of special populations are being met, the Program Review Committee routinely solicits input from college advisors. Program Review Committee recommendations may include offering courses and programs in different modalities and/or at different times of the day in order to make them more accessible to special populations.

Expected Measurable Outcome: (286 of 2500 maximum characters used)

CTE students are offered specific career and technical pathways and programs that are aligned for timely completion. CTE students are offered workforce training aligned with community needs. CTE students have the skills necessary to be successful in their chosen occupations or careers.

Measure: 2P1:Credential, Certificate or Diploma Quarter: Qtr 2:October-December

R7 Initiate, improve, expand and modernize quality CTE programs, including relevant technology.

Project/Program: (1658 of 2500 maximum characters used)

FVCC proposes to meet Required Use 7 by expanding its current Industrial Maintenance certificate program to a 2-year AAS degree, including stackable credentials, based upon industry feedback and needs. Industrial maintenance refers to the career path of providing maintenance, troubleshooting and repair, and improvement of complex machines and automation systems to support manufacturing and other industries. The industrial maintenance field has experienced, and is projected to grow at, above average rates during the next 10 years. An industrial mechanic employs a wide range of skills including electrical and electronics, machining, welding, and hydraulics in order to maintain industrial systems. MT DLI estimates that a degree in this field leads to employment at an annual salary of approximately \$45,000. FVCC currently offers a 1 year certificate program and predicts that 5 students will enroll in the second year of the expanded program in fall 2016. In order to offer this AAS degree, FVCC proposes to use Perkins funds to acquire a hydraulic trainer package with 2 stations, made by Iron Horse Industrial Training Equipment. A hydraulic trainer uses industrial-grade components to allow students to take an in-depth look at how hydraulics work in the real world. Each component is separated into individual modules and mounted on durable plastic enclosures. Hydraulic training equipment utilizes an A-Frame design that allows two trainers to exist back-to-back. Each side is capable of accepting up to eight hydraulic modules. The college approved this purchase and committed to maintenance and replacement of the trainer in the future.

Expected Measurable Outcome: 159 of 2500 maximum characters used)

At least five students will enroll in the first cohort of the expanded AAS degree program and three will graduate with an AAS degree in Industrial Maintenance.

Measure: 2P1:Credential, Certificate or Diploma Quarter: Qtr 4:April-June

Project/Program: ([count] of 2500 maximum characters used)

FVCC proposes to meet Required Use 7 by acquiring a new gas chromatograph (GC) coupled to a mass spectrometer (MS), by which complex mixtures of chemicals may be separated, identified and quantified. A vendor will be chosen according to college procurement policies, but may be Agilent Technologies, ThermoFisher Scientific or GenTech Scientific. The college's current GC/MS is older and technologically somewhat out of date, meaning that students training on the system are not learning current standards of operations. GC/MS systems are at the heart of most 'gold standard' procedures utilized in analytical laboratories. The GC/MS is used to analyze test samples to identify different substances that make up the sample. Students use the equipment to determine compounds, investigate evidence, establish purity of solutions, trace pollutants, and detect spoilage. The GC/MS is used in every chemistry class offered at FVCC - these classes support students in PN, RN, Forensics, Criminal Justice, Brewing and Medical Lab Technician Programs. The GC/MS is also used in many other courses in Forensics, Brewing and MLT as well as by undergraduates engaged in research. Because the college general fund and equipment fund do not have the funding available to replace the current GC/MS, FVCC proposes to use Perkins funds to pay for approximately 1/3 of the price of a new GC/MS and the Foundation at Flathead Valley Community College has committed to raising the rest of the cost of the equipment. FVCC has approved this purchase and committed to maintenance of the equipment in the future.

Expected Measurable Outcome: [count] of 2500 maximum characters used)

Students in at least six different CTE programs will use a state of the art GC/MS and thereby gain knowledge and skills necessary for entering the workforce.

Measure: 1P1:Technical Skill Attainment Quarter: Qtr 2:October-December

R8 Provide effective CTE programs that are of sufficient size, scope, and quality to be successful.

Project/Program: (2118 of 2500 maximum characters used)

Continue to employ a full-time ABE (Adult Basic Education) Program Coordinator to provide assessment, advising and planning services for ABE students (33% of the 1 FTE, \$45,000 annual salary to be paid with Perkins dollars.) The .33 FTE ABE Program Coordinator supported by Perkins dollars will be dedicated to the following activities: As part of the intake and orientation process, FVCC's ABE students are educated about different options available to them beyond successful

completion of the High School Equivalency Diploma. The students who express interest in transitioning into CTE courses at FVCC will be referred to the ABE Program Coordinator for more in-depth support. During the first year of this position, the Program Coordinator spent time interviewing partners both on and off campus to accumulate information about policies, procedures, resources, and to build relationships with these partners. This information was the basis for creating a curriculum and procedures for supporting our students. This network of information and support is crucial to making the right connections with and for our students. Our goal with this position is to build a win-win scenario, which affects our students, the college, the community and the state economy. A. Train other ABE instructors to deliver the bridge curriculum created in 2015-16. B. Using CTE textbooks purchased with 2015-16 Perkins grant dollars, continue working with the ABE instructors who are developing contextualized curriculum for ABE students transitioning into CTE coursework. C. Continue to provide support for our students using a case management approach. D. Assist students in making a detailed plan for managing college along with other life requirements, such as job duties, transportation, childcare, etc. E. Continue to educate our students about college policies, procedures, resources, and walk them through the process. F. Follow up/check in on ABE students in the ABE program and after they transition into postsecondary CTE coursework to help them problem solve academic and/or personal issues that may sidetrack their plan.

Expected Measurable Outcome: (397 of 2500 maximum characters used)

ABE students served by ABE Program Coordinator will receive CTE academic and career advising services designed specifically for them. ABE students served by ABE Program Coordinator will pursue CTE credential, certificate or degree. ABE students who are served by the ABE Program Coordinator and participate in a CTE credential, certificate or degree program will successfully complete the program.

Measure: Quarter:

R9 Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Project/Program: (1394 of 2500 maximum characters used)

FVCC proposes to meet Required Use 9 by developing a workforce/career readiness course for students that will be integrated into various spring CTE course syllabi. It can be difficult to entice students to attend a separate course on this subject; yet its importance to their career potential cannot be underestimated. FVCC's industry advisory councils uniformly and regularly request students be trained for job readiness while still in college, which is the impetus behind creation of this course. By integrating these principles into existing required CTE courses, and training faculty to present such materials, students are assured education on these important skills. Perkins funds will be used for curriculum development and the creation of a workshop for faculty on this topic by FVCC's Director of Workforce Training. The concept of the workshop is to create a 3-4 hour session at which faculty will be trained on how to teach the principles of workforce/career readiness to their students. In addition, as a condition of attending the workshop, faculty will be required to bring at least 1 CTE course syllabus to the workshop, during which the facilitators will work with faculty to incorporate workforce readiness principles into existing syllabi. Perkins funds will also be used to provide stipends for up to twelve FVCC faculty members to promote attendance at the workshop.

Expected Measurable Outcome: (240 of 2500 maximum characters used)

Twelve CTE faculty members will attend a workforce/career readiness workshop and integrate such principles into at least one of their spring 2017 CTE syllabi. CTE students attending these courses will be trained in career readiness skills.

Measure: Quarter:

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Uploaded Files:

Note: Basic grant funds are divided into two categories: (1) Required uses of funds and (2) Permissible uses of funds. Required uses of funds must be addressed before grant funds may be expended on permissible activities.

Please only address those permissible activities your institution will be using Perkins funding for in the coming grant cycle.

: Activity

Project/Program: ([count] of 2500 maximum characters used)

Expected Measurable Outcome: ([count] of 2500 maximum characters used)

Measure: Quarter:

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A 'Big Sky Pathway' is a Perkins Program of Study designed to smoothly transfer students from high school to success in careers and postsecondary education, incorporating industry recognized credentials and aligning curriculum. This typically includes both academic and CTE/Degree Major Courses, and lead to a credential, certificate, license, or degree.

If your institution has a Big Sky Pathways Coordinator, you may wish to have this person fill out this portion of the application.

Please use the space below to list any Big Sky Pathways that your college plans to develop during this grant cycle:

Cluster Level Program of Study

(225 of 4000 maximum characters used)

Pathway

High School Name

Approval Date (mm/dd/yyyy)

Certifications, Local Articulations, or Dual Credit Classes within the Pathway (226 of 4000 maximum characters used)

Performance Level - Summary (Read Only)

This page displays a summary of your Performance Level indicators as compared to indicator data at the state level. This data has been pre-populated with information from the State CAR Report Card for the current reporting cycle.

Performance Area	State Negotiated Performance Level	90% Threshold	Previously Reported Performance	Improvement Plan Required
1P1 - Technical Skill Attainment	75.00	67.50	87.00	No
2P1 - Credential, Certificate or Diploma	57.00	51.30	57.00	No
3P1 - Student Retention or Transfer	71.79	64.61	90.00	No
4P1 - Student Placement	77.00	69.30	78.00	No
5P1 - Nontraditional Participation	16.00	14.40	33.00	No
5P2 - Nontraditional Completion	13.00	11.70	28.00	No

1P1 Technical Skill Attainment[Click for Instructions](#)

The State Negotiated Performance Level (SNPL) threshold target for 1P1 Technical Skill Attainment for this year is: %

Your previous year's reported performance was: %

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

Yes (No other information is required)

No (Local Improvement Plan for Indicator 1P1)

The State Negotiated Performance Level (SNPL) threshold target for 2P1 Credential, Certificate or Diploma for this year is: %

Your previous year's reported performance was: %

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

Yes (No other information is required)

No (Local Improvement Plan for Indicator 2P1)

The State Negotiated Performance Level (SNPL) threshold target for 3P1 Student Retention or Transfer for this year is: %

Your previous year's reported performance was: %

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

Yes (No other information is required)

No (Local Improvement Plan for Indicator 3P1)

The State Negotiated Performance Level (SNPL) threshold target for 4P1 Student Placement for this year is: %

Your previous year's reported performance was: %

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

Yes (No other information is required)

No (Local Improvement Plan for Indicator 4P1)

5P1 Nontraditional Participation[Click for Instructions](#)

The State Negotiated Performance Level (SNPL) threshold target for 5P1 Nontraditional Participation for this year is: %

Your previous year's reported performance was: %

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

Yes (No other information is required)

No (Local Improvement Plan for Indicator 5P1)

The State Negotiated Performance Level (SNPL) threshold target for 5P2 Nontraditional Completion for this year is: %

Your previous year's reported performance was: %

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

Yes (No other information is required)

No (Local Improvement Plan for Indicator 5P2)

Federal law states that you must meet a minimum individual allocation of \$50,000 to qualify for Perkins funding. If an institution is unable to meet these requirements, they may form a consortium between multiple institutions in order to meet the qualifications.

Applicants wishing to form consortiums should focus on the development of objectives and achievement of goals within Perkins programs that are beneficial to all consortium partners. Joint projects and professional development are required. Consortium partners will meet throughout the year to jointly plan, develop strategies, disseminate information and evaluate continuous improvement practices.

If applicable, please list below the postsecondary institutions requesting to form a consortium, designating the first institution as the lead:

Postsecondary Member

Please answer the following questions as they pertain to the upcoming grant cycle:

1. Please describe the mutual programs, goals, and objectives of the institutions participating in the consortium. ([count] of 2000 maximum characters used)
2. How will the partners of the consortium work together throughout the upcoming grant cycle to achieve and implement the mutual objectives and goals? ([count] of 2000 maximum characters used)
3. Please outline plans for at least one joint professional development project, one joint project activity, and at least 3 meetings in the upcoming grant cycle (dates may be tentative). ([count] of 2000 maximum characters used)

Program Advisory Committees

It is recommended that Programs of Study utilizing Perkins funding utilize Program Advisory Committees including both academic and industry professionals.

Please enter the following information regarding Program Advisory Committees that represent **Perkins programs you will be spending funds on during this fiscal year.**

Program of Study

Pathway

Current Program Advisory Committee Members

<input type="text" value="Ryan Boyle"/>	<input type="text" value="Betsy Funk, Beck Bates"/>
<input type="text" value="Brian Anderson"/>	<input type="text" value="Ken Stone, Cathy Dragonfly"/>
<input type="text" value="Colleen Sullivan"/>	<input type="text" value="Mark Beckwith, Diane Marsh"/>

Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) (21 of 500 maximum characters used)

Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) (0 of 500 maximum characters used)

Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) (0 of 500 maximum characters used)

Program of Study

Pathway

Current Program Advisory Committee Members

<input type="text" value="Maura Fields, North Valley Hospital"/>	<input type="text" value="Shelley Gysler, Brendan House"/>
<input type="text" value="Betty Haas, Heritage Place"/>	<input type="text" value="Sue Justis, FVCC"/>
<input type="text" value="Kathy Hughes, community member"/>	<input type="text" value="Cindy Kollenborn, Immanuel Lutheran Home"/>

Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) ([count] of 500 maximum characters used)

Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) ([count] of 500 maximum characters used)

Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) ([count] of 500 maximum characters used)

Additional Comments

[Click for Instructions](#)

Date of Comment
(mm/dd/yyyy)

Add any additional comments you have for Perkins Postsecondary in the space below. Please indicate the specific page(s) you are referencing in your comments.
([count] of 2000 maximum characters used)

Any supporting documentation should be uploaded to OCHE using the File Upload process below. Such documentation (if required), can be submitted upon the initial submission of this application. If the OCHE Office requests further documentation, this File Upload process is the location where such files should be attached to your application for OCHE review.

If you have uploaded any files for OCHE review, please provide a brief description of the contents of each file. ([count] of 4000 maximum characters used)

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 3MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

Choose File | no file selected

Uploaded Files:

No files are currently uploaded for this page.

Allocations

[Click for Instructions](#)

	Perkins-PS
Current Year Funds	
Allocation	\$185,779
ReAllocated (+)	\$0
Released (-)	\$0
Total Current Year Funds	\$185,779
Prior Year(s) Funds	
Carryover (+)	\$0
ReAllocated (+)	\$0
Total Prior Year(s) Funds	\$0
Sub Total	\$185,779
Multi-District	
Transfer In (+)	\$0
Transfer Out (-)	\$0
Administrative Agent	
Adjusted Sub Total	\$185,779
Total Available for Budgeting	\$185,779
	Perkins-PS

Funding Distribution BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

[Click for Instructions](#)

Total Allocation Available for Budgeting:

[Description of Expenditure Codes](#)

[Description of Required and Permissive Uses of Funds](#)

Administration

199 - Administrative costs

Federal guidelines state that no more than 5% of project funds can go to administration and indirect costs. The maximum allowed for the institution is \$9,289.

Describe proposed administrative costs here (if any) (maximum length is 1000 characters)

Amount

Project Summary Number 1

(Max 2500 characters) Count (0 of 2500)

FVCC proposes to satisfy Required Use 1 by, among other activities, hiring the colleges first Communications Faculty to develop curriculum and teach courses primarily in the areas of communications, interpersonal relations, and public speaking, including applying cutting-edge pedagogical theory and practice. This faculty will deliver COMX115, which is required for the majority of CTE programs, but not required for non-CTE programs. The faculty job description also includes release time to assist Occupational Trades instructors with integrating soft skills into OT courses, which will begin in fall 2016 and be completed in spring 2017. Local employers and members of FVCCs OT advisory boards consistently ask for soft skills trainings for students. By integrating such skills into OT classes, students will not have to take a separate course in soft skills and will have such skills contextualized in the course of their education. 80% of new position will be teaching; 20% release time for curriculum development. Perkins funding: 70% of 1 FTE salary, \$45,000 annual salary, benefits and health insurance. Continue to provide an on-site Test Proctor for CTE students enrolled in CTE courses that have been enhanced with online components. FVCC proposes to use Perkins Local Application funds to cover 33% of the salary, benefits and health insurance for this .8 FTE position this year, whose annual salary is \$22,065.

List which required and/or permissive uses of funds will support this project.

R1

Exp. Code	Line Item Detail Description	Expenditure Amount	Delete Row
101-Salaries	33% of \$22,065 annual .8 FTE test proctor salary equals \$7,281	7281	<input type="checkbox"/>
101-Salaries	70% of \$45,000 annual 1 FTE communication faculty salary equals \$31,500.	31500	<input type="checkbox"/>
102-Benefits	Benefits equal 11.27% of communication faculty salary; 70% of \$5,072 equals \$3,550	3550	<input type="checkbox"/>
102-Benefits	Benefits equal 11.27% of test proctor salary; 33% of \$2,487 equals \$821	821	<input type="checkbox"/>
103-Health Insurance	33% of annual test proctor health insurance benefits of \$12,648 equals \$4174	4174	<input type="checkbox"/>
103-Health Insurance	70% of annual communication faculty health insurance benefits of \$12,648 equals \$8,854	8854	<input type="checkbox"/>
		0	<input type="checkbox"/>
		0	<input type="checkbox"/>
		0	<input type="checkbox"/>
SubTotal:		\$56,180	

Project Summary Number 2

(Max 2500 characters) Count (0 of 2500)

In response to requests from healthcare employers in FVCCs service area, the college hopes to start a new medical laboratory technician (MLT) program in fall 2017, with an Introduction to MLT course offered in spring 2017. To enable the development of this new program, FVCC proposes to send two faculty members to Bismarck State College, N.D., which has a nationally recognized, highly regarded, accredited MLT program, in order to consult about pedagogy and best practices for a new MLT program. In addition, FVCC proposes to use Perkins funding to develop curriculum for the new program. Per FVCCs 2017 Strengthening Big Sky Pathways grant application, the college proposes to use \$4,800 as the required 8% match to purchase supplies and reference textbooks in support of the new dual enrollment CTE classes to be created at Powell County High School, Lincoln County High School and Libby High School under the SBSP grant (awarded to FVCC).

List which required and/or permissive uses of funds will support this project.

R1, R2

Exp. Code	Line Item Detail Description	Expenditure Amount	Delete Row
101-Salaries	Curriculum development: 38 hours per week, 2.5 weeks, 2 FVCC faculty, \$38/hour release time total \$7220	7220	<input type="checkbox"/>
102-Benefits	Benefits 11.27% of \$7220 total \$814	814	<input type="checkbox"/>
400-Travel	Prof. Dev.: FVCC faculty travel to Bismarck State College to consult with an established and highly regarded MLT program; Air fare: \$607 x 2 people = \$1214; Hotel: \$95 per night x 2 people x 3 nights = \$570; Rental Car: \$210; Meals: \$123 per diem rates of \$41 per day x 2 people = \$246; Total: \$2240	2240	<input type="checkbox"/>

800-Other Expenditures	Big Sky Pathways grant 8% of \$60,000 required match: 7018 1/8 welding rod, 50lbs, 10 at \$95.60 each, total \$956.035 hard wire, 33lbs, 10 at \$37.30 each, Total \$3733/16 x 4 x 20 flat bar, 2 at \$43 each, total \$86 x 4 20 flat bar, 2 at \$47 each, total \$943/8 x 7 x 20 flat bar, 1 at \$126" x 1 x 20 flat bar, 3 at \$15 each, total \$454 wire wheels, 10 at \$10.20 each, total \$1024 grinding wheels, 10 at \$5.50 each, total \$55Gloves, 10 at \$4.30 each, total \$43Safety glasses, 10 at \$.70 each, total \$7Welding hoods, 2 at \$79 each, total \$158; total welding supplies: \$2045.M114 textbooks for Lincoln County High School 3 @ \$210 each total \$630WLDG 111 textbooks for Powell County High School 5 @ \$189 each total \$945ACTG 101 textbooks for Libby High School 5 @ \$236 each total \$1180	4800	<input type="checkbox"/>
		0	<input type="checkbox"/>
		0	<input type="checkbox"/>
SubTotal:		\$15,074	

Project Summary Number 3

(Max 2500 characters) Count (0 of 2500)

1.Hire substitute welding instructors for FVCC classes while FVCC instructors travel the state administering American Welding Society credentials. 2. Adapt I-BEST co-teaching model for BMGT205, Business Communications, which is required for 24 CTE programs; create curriculum, make ABE instructor available to teach and tutor.3. Welding supplies for new dual enrollment welding class at Lincoln County High School in Eureka;3. Offer statewide MT high school welding instructor training for 20 registrants: Perkins funding is used to pay for registration, lodging, materials, meals, and mileage all at MT per diem or state rates4. Concurrent enrollment welding class supplies, Lincoln County Charter School of Innovation;5. Travel expenses for one FVCC welding instructor to travel to new concurrent enrollment locations: Deer Lodge, Eureka, St. Ignatius and Libby Charter School;6. Supply a new CTE concurrent enrollment option in welding for economically disadvantaged students attending the Lincoln County Charter School of Innovation (Libby).

List which required and/or permissive uses of funds will support this project.

R2

Exp. Code	Line Item Detail Description	Expenditure Amount	Delete Row
101-Salaries	Welding Substitutes: \$200/day for 8 days = \$1600	1600	<input type="checkbox"/>
101-Salaries	Create ABE for BMGT205 curriculum as needed throughout the semester averaging 2 hours/week X 44 weeks = 88 hours @ \$25.28/hour = \$2225 + ABE Instructor to attend up to 2 hours/week of BMGT 205 class = 2 hours/week X 44 weeks = 88 hours @ \$25.28/hour = \$2225 + ABE Instructor is available outside of class for students 1 hour/week X 44 weeks = 44 hours X \$25.28/hour = \$1112; total = \$5562	5562	<input type="checkbox"/>
102-Benefits	ABE Instructor \$5562 salary x 11.27% benefits = \$627	627	<input type="checkbox"/>
103-Health Insurance	ABE Instructor 0.125% FTE equivalent of annual health insurance cost of \$12,648 = \$1581	1581	<input type="checkbox"/>
220-Consumable Supplies	Lincoln County High School concurrent enrollment welding supplies:7018 1/8 welding rod, 50lbs, 10 at \$95.60 each, total \$956.035 hard wire, 33lbs, 10 at \$37.30 each, Total \$3733/16 x 4 x 20 flat bar, 2 at \$43 each, total \$86 x 4 20 flat bar, 2 at \$47 each, total \$943/8 x 7 x 20 flat bar, 1 at \$126" x 1 x 20 flat bar, 3 at \$15 each, total \$454 wire wheels, 10 at \$10.20 each, total \$1024 grinding wheels, 10 at \$5.50 each, total \$55Gloves, 5 at \$4.30 each, total \$21Total = \$1858	1858	<input type="checkbox"/>
220-Consumable Supplies	Lincoln County Charter School of Innovation welding supplies: 7018 1/8 welding rod, 50lbs, 10 at \$95.60 each, total \$956.035 hard wire, 33lbs, 20 at \$37.30 each, Total \$7463/16 x 4 x 20 flat bar, 2 at \$43 each, total \$86 x 4 20 flat bar, 2 at \$47 each, total \$943/8 x 7 x 20 flat bar, 1 at \$126" x 1 x 20 flat bar, 3 at \$15 each, total \$454 wire wheels, 10 at \$10.20 each, total \$1024 grinding wheels, 10 at \$5.50 each, total \$55Oxygen/Acetylene, 1 at \$4275% argon 25% CO2 shielding gas, 1 at \$47Safety glasses, 10 at \$.70 each, total \$7Welding jackets, 10 at \$33.60 each, total \$336Welding hoods, 10 at \$77.90 each, total \$779Cutting glasses, 10 at \$4.70 each, total \$47Gloves, 10 at \$4.30 each, total \$43Chipping hammers, 10 at \$5.70 each, total \$57Soap stones, 10 at \$1.30 each, total \$13Vise grip pliers, 10 at \$11.10 each, total \$111	3692	<input type="checkbox"/>
220-Consumable Supplies	Materials for statewide HS welding instructor training, including welding materials and written materials	2500	<input type="checkbox"/>
400-Travel	Statewide HS welding instructor training: Lodging- 4 nights x 20 people \$115 per night Total-\$9200;Meals (Sunday-Thurseday for 20 people) - \$104 per person Total-\$2080; Mileage (\$.54 per mile; 6374 miles) \$3442	14722	<input type="checkbox"/>
400-Travel	FVCC instructors travel to new concurrent enrollment locations: Deer Lodge: 1 night lodging \$96; per diem \$23; mileage 372 miles x \$.54 = \$201, Eureka:per diem \$6.00 mileage 132 x \$.54 = \$71, St. Ignatius: per diem \$11.00 mileage 150 x \$.54 = \$81, Libby charter school: per diem \$6.00 mileage 180 x \$.54 = \$97	592	<input type="checkbox"/>
401-Registration and Training	Statewide HS welding instructor registration: 4 in-district registration; Total-\$280 (\$70 each) + 16 out-of-district (\$375 each)Total-\$6000; Registration total = \$6,280	6280	<input type="checkbox"/>
		0	<input type="checkbox"/>
		0	<input type="checkbox"/>
SubTotal:		\$39,014	

Project Summary Number 4

(Max 2500 characters) Count (0 of 2500)

1. Send radiologic technology instructor to professional development training at the Association of Educators in Imaging and Radiologic Sciences Conference in July 2016, Portland, OR.2. Travel expenses for Perkins coordinator to attend fall Perkins conference in Helena and spring grant writing workshop in Missoula.3. Acquire a hydraulic trainer package with 2 stations, made by Iron Horse Industrial Training Equipment for expanded Industrial Maintenance program to AAS degree.4. Pay for approximately 1/3 of the price of a new gas chromatograph and mass spectrometer.

List which required and/or permissive uses of funds will support this project.

R5, R7

Exp. Code	Line Item Detail Description	Expenditure Amount	Delete Row
400-Travel	Travel to Perkins fall 2016 meeting: 2 nights hotel \$109/night = \$218, per diem = \$46, mileage round trip Helena = 392 miles \$0.54/mile = \$212, mileage round trip Missoula 230 miles \$0.54/mile = \$124	600	<input type="checkbox"/>
500-Major Equipment	Hydraulic trainer package with 2 stations, made by Iron Horse Industrial Training Equipment	14900	<input type="checkbox"/>
500-Major Equipment	Pay for approximately 1/3 of the price of a new GC/MS	27032	<input type="checkbox"/>
		0	<input type="checkbox"/>
		0	<input type="checkbox"/>
		0	<input type="checkbox"/>
SubTotal:		\$42,532	

Project Summary Number 5

(Max 2500 characters) Count (0 of 2500)

Continue to employ Adult Basic Education program coordinator; 33% of the 1 FTE salary, \$45,000 annual salary plus 11.27% benefits plus 33% of annual health insurance benefits of \$12,648.

List which required and/or permissive uses of funds will support this project.

R8

Exp. Code	Line Item Detail Description	Expenditure Amount	Delete Row
101-Salaries	33% of annual \$45,000 salary for 1 FTE ABE Program Coordinator equals \$15,000	15000	<input type="checkbox"/>
102-Benefits	11.27% fringe for ABE Program Coordinator equals \$1,674	1674	<input type="checkbox"/>
103-Health Insurance	33% of annual health benefits for ABE Program Coordinator of \$4,174	4174	<input type="checkbox"/>
		0	<input type="checkbox"/>
		0	<input type="checkbox"/>
		0	<input type="checkbox"/>
SubTotal:		\$20,848	

Project Summary Number 6

(Max 2500 characters) Count (0 of 2500)

Create workforce-career readiness course that will be integrated into CTE curriculum; Perkins funds will be used for curriculum development and the creation of a workshop for faculty on this topic by FVCCs Director of Workforce Training.

List which required and/or permissive uses of funds will support this project.

R9

Exp. Code	Line Item Detail Description	Expenditure Amount	Delete Row
101-Salaries	Curriculum development by Director of Workforce Training: 145 hours @ \$38 per hour release time = \$5510	5510	<input type="checkbox"/>
101-Salaries	Stipends for 12 FVCC faculty @ \$500/each = \$6,000	6000	<input type="checkbox"/>
102-Benefits	Benefits for Director of Workforce Training: 11.27% = \$621	621	<input type="checkbox"/>
		0	<input type="checkbox"/>
		0	<input type="checkbox"/>
		0	<input type="checkbox"/>
SubTotal:		\$12,131	

Project Summary Number 7

(Max 2500 characters) Count (0 of 2500)

Please enter description of this project here...

List which required and/or permissive uses of funds will support this project.

Exp. Code	Line Item Detail Description	Expenditure Amount	Delete Row
			<input type="checkbox"/>

		0	<input type="checkbox"/>
		0	<input type="checkbox"/>
		0	<input type="checkbox"/>
SubTotal:		\$0	

Totals:		\$185,779
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$185,779	(F) Total budgeted above	\$185,779
(B) Budgeted Property and Equipment Cost (Exp code 500)	\$41,932	(G) Budgeted Indirect Cost	0
(C) Allowable Direct Costs (A-B)	\$143,847	(H) Total Budget (F+G)	\$185,779
(D)		Allocation Remaining (A-H)	\$0
(E) Maximum Indirect Cost (C*(D/1+D))	\$8,142		

Calculate Totals

Budget Summary Rollup

[Click for Instructions](#)

2017 Annual Allocation for grant year beginning 7/1/2016 - 6/30/2017

Exp Code	Line Item Detail Description	Amount
101-Salaries	33% of \$22,065 annual .8 FTE test proctor salary equals \$7,281	\$7,281
101-Salaries	70% of \$45,000 annual 1 FTE communication faculty salary equals \$31,500.	\$31,500
101-Salaries	Curriculum development: 38 hours per week, 2.5 weeks, 2 FVCC faculty, \$38/hour release time total \$7220	\$7,220
101-Salaries	Welding Substitutes: \$200/day for 8 days = \$1600	\$1,600
101-Salaries	Create ABE for BMGT205 curriculum as needed throughout the semester averaging 2 hours/week X 44 weeks = 88 hours @ \$25.28/hour = \$2225 + ABE Instructor to attend up to 2 hours/week of BMGT 205 class = 2 hours/week X 44 weeks = 88 hours @ \$25.28/hour = \$2225 + ABE Instructor is available outside of class for students 1 hour/week X 44 weeks = 44 hours X \$25.28/hour = \$1112; total = \$5562	\$5,562
101-Salaries	33% of annual \$45,000 salary for 1 FTE ABE Program Coordinator equals \$15,000	\$15,000
101-Salaries	Curriculum development by Director of Workforce Training: 145 hours @ \$38 per hour release time = \$5510	\$5,510
101-Salaries	Stipends for 12 FVCC faculty @ \$500/each = \$6,000	\$6,000
102-Benefits	11.27% fringe for ABE Program Coordinator equals \$1,674	\$1,674
102-Benefits	Benefits 11.27% of \$7220 total \$814	\$814
102-Benefits	Benefits for Director of Workforce Training: 11.27% = \$621	\$621
102-Benefits	ABE Instructor \$5562 salary x 11.27% benefits = \$627	\$627
102-Benefits	Benefits equal 11.27% of communication faculty salary; 70% of \$5,072 equals \$3,550	\$3,550
102-Benefits	Benefits equal 11.27% of test proctor salary; 33% of \$2,487 equals \$821	\$821
103-Health Insurance	33% of annual test proctor health insurance benefits of \$12,648 equals \$4174	\$4,174
103-Health Insurance	70% of annual communication faculty health insurance benefits of \$12,648 equals \$8,854	\$8,854
103-Health Insurance	ABE Instructor 0.125% FTE equivalent of annual health insurance cost of \$12,648 = \$1581	\$1,581
103-Health Insurance	33% of annual health benefits for ABE Program Coordinator of \$4,174	\$4,174
<i>Subtotal Personnel Services:</i>		<i>\$106,563</i>
Exp Code	Line Item Detail Description	Amount
220-Consumable Supplies	Lincoln County High School concurrent enrollment welding supplies: 7018 1/8 welding rod, 50lbs, 10 at \$95.60 each, total \$956.035 hard wire, 33lbs, 10 at \$37.30 each, Total \$3733/16 x 4 x 20 flat bar, 2 at \$43 each, total \$86 x 4 20 flat bar, 2 at \$47 each, total \$943/8 x 7 x 20 flat bar, 1 at \$126" x 1 x 20 flat bar, 3 at \$15 each, total \$454 wire wheels, 10 at \$10.20 each, total \$1024 grinding wheels, 10 at \$5.50 each, total \$55Gloves, 5 at \$4.30 each, total \$21Total = \$1858	\$1,858
220-Consumable Supplies	Lincoln County Charter School of Innovation welding supplies: 7018 1/8 welding rod, 50lbs, 10 at \$95.60 each, total \$956.035 hard wire, 33lbs, 20 at \$37.30 each, Total \$7463/16 x 4 x 20 flat bar, 2 at \$43 each, total \$86 x 4 20 flat bar, 2 at \$47 each, total \$943/8 x 7 x 20 flat bar, 1 at \$126" x 1 x 20 flat bar, 3 at \$15 each, total \$454 wire wheels, 10 at \$10.20 each, total \$1024 grinding wheels, 10 at \$5.50 each, total \$55Oxygen/Acetylene, 1 at \$4275% argon 25% CO2 shielding gas, 1 at \$47Safety glasses, 10 at \$.70 each, total \$7Welding jackets, 10 at \$33.60 each, total \$336Welding hoods, 10 at \$77.90 each, total \$779Cutting glasses, 10 at \$4.70 each, total \$47Gloves, 10 at \$4.30 each, total \$43Chipping hammers, 10 at \$5.70 each, total \$57Soap stones, 10 at \$1.30 each, total 13Vise grip pliers, 10 at \$11.10 each, total \$111	\$3,692
220-Consumable Supplies	Materials for statewide HS welding instructor training, including welding materials and written materials	\$2,500
<i>Subtotal Operating Expenses:</i>		<i>\$8,050</i>
Exp Code	Line Item Detail Description	Amount
<i>Subtotal Communications:</i>		<i>\$0</i>
Exp Code	Line Item Detail Description	Amount
400-Travel	Statewide HS welding instructor training: Lodging- 4 nights x 20 people \$115 per night Total-\$9200;Meals (Sunday-Thursday for 20 people) - \$104 per person Total-\$2080; Mileage\$14,722 (\$.54 per mile; 6374 miles) \$3442	\$14,722
400-Travel	Prof. Dev.: FVCC faculty travel to Bismarck State College to consult with an established and highly regarded MLT program; Air fare: \$607 x 2 people = \$1214; Hotel: \$95 per night x 2 people x 3 nights = \$570; Rental Car: \$210; Meals: \$123 per diem rates of \$41 per day x 2 people =\$246; Total:\$2240	\$2,240
400-Travel	Travel to Perkins fall 2016 meeting: 2 nights hotel \$109/night = \$218, per diem = \$46, mileage round trip Helena = 392 miles \$0.54/mile = \$212, mileage round trip Missoula 230 miles \$0.54/mile = \$124	\$600
400-Travel	FVCC instructors travel to new concurrent enrollment locations: Deer Lodge: 1 night lodging \$96; per diem \$23; mileage 372 miles x \$.54 = \$201, Eureka:per diem \$6.00 mileage 132 x \$.54 = \$71, St. Ignatius: per diem \$11.00 mileage 150 x \$.54 = \$81, Libby charter school: per diem \$6.00 mileage 180 x \$.54 = \$97	\$592
401-Registration and Training	Statewide HS welding instructor registration: 4 in-district registration; Total-\$280 (\$70 each) + 16 out-of-district (\$375 each)Total-\$6000; Registration total = \$6,280	\$6,280
<i>Subtotal Travel:</i>		<i>\$24,434</i>
Exp Code	Line Item Detail Description	Amount
800-Other Expenditures	Big Sky Pathways grant 8% of \$60,000 required match: 7018 1/8 welding rod, 50lbs, 10 at \$95.60 each, total \$956.035 hard wire, 33lbs, 10 at \$37.30 each, Total \$3733/16 x 4 x 20 flat bar, 2 at \$43 each, total \$86 x 4 20 flat bar, 2 at \$47 each, total \$943/8 x 7 x 20 flat bar, 1 at \$126" x 1 x 20 flat bar, 3 at \$15 each, total \$454 wire wheels, 10 at \$10.20 each, total \$1024 grinding wheels, 10 at \$5.50 each, total \$55Gloves, 10 at \$4.30 each, total \$43Safety glasses, 10 at \$.70 each, total \$7Welding hoods, 2 at \$79 each, total \$158; total welding supplies: \$2045.M114 textbooks for Lincoln County High School 3 @ \$210 each total \$630WLDG 111 textbooks for Powell County High School 5 @ \$189 each total \$945ACTG 101 textbooks for Libby High School 5 @ \$236 each total \$1180	\$4,800
<i>Subtotal Other Expenditures:</i>		<i>\$4,800</i>
Total Direct Costs:		\$143,847

Exp Code	Line Item Detail Description	Total Indirect Costs:\$0	Amount
500-Major Equipment	Hydraulic trainer package with 2 stations, made by Iron Horse Industrial Training Equipment		\$14,900
500-Major Equipment	Pay for approximately 1/3 of the price of a new GC/MS		\$27,032
<i>Subtotal Major Equipment:</i>			\$41,932
Total Grant Funds:			\$185,779

By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.

The applicant will comply with the requirements of P.L. 109-270 (the Carl D. Perkins Career and Technical Education IV Act of 2006) and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data. In particular, Carl Perkins funds will be used to supplement, and in no case supplant, state or local funds.

The applicant assures the Montana Board of Regents that services provided under the approved application will be provided in accordance with P.L. 109-270, and will not discriminate or violate provisions of the Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973, or Title II of the Americans with Disabilities Act of 1990.

The applicant certifies that they have read and will comply with the requirements of the Certification Regarding Lobbying & the Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Lower Tier Covered Transactions) at Section 1352, Title 31 of the U.S. Code, (implemented at 34 CFR Part 82, Sections 82.105 and 82.110).

The Applicant certifies that they have read and will comply with the applicable requirements of OMB Circular A-102, including the Assurances of Non-Construction Programs available in SF-424b (OMB Control No:0348-0040).

The applicant certifies that the detailed budget and budget narrative submitted are correct and complete for the purposes set forth in the application documents. The activities proposed for funding have met the parameters for Required Use; and Permissible Use of funding for the purposes of Section 135 of P.L. 109-270.

The applicant certifies that they will follow all laws and regulations affecting federal programs as outlined in the OMB circulars which apply to your type of institution and outlined in Education Department General Administrative Regulations (EDGAR) URLs, <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

The applicant certifies that they understand that all payments made under this program are subject to CMIA requirements and the requirements in Part 80 of EDGAR. Recipients must use grant funds only for obligations incurred during the funding period.

The applicant certifies that they understand that if their institution expends \$500,000 or more in federal awards during the fiscal year, you are required to have an audit in accordance with OMB Circular A133. [Information about a133 audits](#)

The applicant certifies that it will retain all financial records, supporting documents, statistical records and all other records pertinent to an award for which federal funds are received for a period of three years from submission of the final expenditures report for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved.

The assurances were fully agreed to on this date:

This page is not applicable to the Original Application

Application History (Read Only)

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Status Change	UserId	Action Date
Final Application Review	WilliamsA	06-28-2016
Submitted to OCHE	HamiltonJ	06-24-2016
Returned for Changes	WilliamsA	06-13-2016
Submitted to OCHE	HamiltonJ	05-04-2016