



**Miles Community College**

Prepared by Miles Community College  
for Montana University System, Office of the Commissioner of Higher Education 2023-2024 Perkins Local Application

**Submitted by Elizabeth Patten**

**Submitted on 06/13/2023 11:29 AM Mountain Standard Time**



## Opportunity Details

### Opportunity Information

Title

2023-2024 Perkins Local Application

Description

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress' commitment in providing nearly \$1.3 billion annually for career and technical education (CTE) programs for our nation's youth and adults.

Awarding Agency Name

Montana University System, Office of the Commissioner of Higher Education

Agency Contact Name

Holly Gederos

Agency Contact Phone

406-449-9128

Agency Contact Email

hgederos@mt.gov

Fund Activity Categories

Education

Opportunity Manager

Holly Gederos

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/e6485907-1dfb-4c99-b9df-9e0df1ac28a3>

Is Published

Yes

### Funding Information

Total Program Funding

\$3,000,000.00

Funding Sources

Federal Or Federal Pass Through

Funding Restrictions

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

### Award Information

Award Period

07/01/2023 - 06/30/2024

Indirect Costs Allowed



Yes

Indirect Cost Rate

5.00 %

Restrictions on Indirect Costs

Yes

Citation Governing Indirect Cost Restriction

Federal Guidelines state that no more than 5% of project funds can go to administration and indirect costs.

Matching Requirement

No

## Submission Information

Submission Timeline Type

One Time

Application Review Start Date / Pre-Qualification Deadline

05/26/2023 12:00 AM

## Question Submission Information

Question Submission Email Address

hgederos@montana.edu

Question Submission Additional Information

Please direct questions about the application to Holly Gederos at the Montana University System, Office of the Commissioner of Higher Education.

Attachments

- Perkins Local Application Guide 23-24 Final

## Eligibility Information

Eligibility Type

Public

Eligible Applicants

- Public and State controlled institutions of higher education
- Native American tribal governments (Federally recognized)

Additional Eligibility Information

## Additional Information

Additional Information URL

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

Additional Information URL Description

Please go to the Montana University System Perkins Resources website for more information on the Perkins Local Application, include FAQs, a list of non-allowable expenses, the Montana Perkins V State Plan, CLNA information, 6 Local Use of Funds, Perkins Local RFP Guide, other Perkins, CTE, and federal resources.

## 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.

### Accountability Report Card.

Prior to awarding federal funds each year, the Perkins Program Manager will provide a “Report Card” showing state level performance, performance measurements for each individual college. Factors evaluated will be: Amount of award vs. expenditure (Amount of returned funds).

### Meeting performance expectations:

Using the above-mentioned data, the Perkins Program Manager will also determine whether or not specific award conditions/restrictions are necessary. Additional award conditions/restrictions may include (2 CFR 200.208)

- Withholding authority for quarterly reimbursement due to inaccurate fiscal supporting documentation
- Withholding authority to proceed with programmatic activities until evidence of acceptable performance is provided
- Requiring more detailed financial reports, supporting documentation or explanation of expenditures
- Requiring the non-Federal entity to obtain technical or management assistance
- Establishment of a prior approval process before budget changes or new expenditures of any kind
- Submission of federally required Time and Effort reports of all personnel whose salary is covered by Perkins funds
- Requesting and reviewing minutes taken from CTE Advisory Board Meetings or required CLNA stakeholder consultations (Section 134 (d) Perkins V)

- 34 CFR Part 81 (General Education Provisions Act—Enforcement).
- 34 CFR Part 82 (New Restrictions on Lobbying).
- 34 CFR Part 84 [Government Requirements for Drug-Free Workplace (Financial Assistance)].
- 34 CFR Part 85 [Government wide Debarment and Suspension(Non-procurement)].
- 34 CFR Part 86 (Drug and Alcohol Abuse Prevention).
- 34 CFR Part 99 (Family Educational Rights and Privacy).

## Reporting

If additional award conditions/restrictions are required, the Perkins Program Manager will notify the College of:

- The reason why the additional conditions/restrictions are being imposed
- The nature of the action needed to remove the conditions/restrictions
- The time allowed for competing the actions
- The method for requesting reconsideration of conditions/restrictions

### Performance Expectations:

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

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

Evaluation methods should be designed to provide feedback regarding process toward attaining required performance

levels. Institutions who do not meet negotiated performance levels will be required to submit a local improvement plan along with the following year's Perkins application.

LEA's awarded this funding are also subject to quarterly program performance and fiscal compliance

- Submitting applications and amendments prior to stated deadlines.
- Program staff attendance at state-level professional development/trainings
- Regular attendance on monthly webinars/Perkins Coordinator Check-In conference calls
- Providing quarterly fiscal and supporting documents reports by deadlines
- Limiting budget amendments during the fiscal year
- Providing quarterly Performance Plan Narrative reports in AmpliFund by deadlines
- Submitting a final program report on projects activities, populations served, and outcomes achieved at year end
- Submission of final budget amendments prior to May 1st, 2024.

#### State Awarding Agency Contacts

#### Other Information

##### 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  
Miles Community College

Award Requested  
\$96,399.58

Total Award Budget  
\$96,399.58

### **Primary Contact Information**

Name  
Elizabeth Patten

Email Address  
pattene@milescc.edu

Address  
2715 Dickinson  
Miles City, MT 59301

Phone Number  
(406) 874-6192



## Project Description

### Part 1. Additional Contact Information

#### Overview

#### Perkins Local Grant Contact

Holly Gederos

hgederos@montana.edu

(406) 449-9128

#### Campus Information

Campus Name

Miles Community College

#### Campus Fiscal Manager

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

Last Name

Aaberge

First Name

Nancy

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

- Yes
- No

Fiscal Phone Number

(406) 874-6161

Fiscal Phone Extension

Fiscal Fax Number

Fiscal Email Address

aaaberge@milescc.edu

#### Additional Perkins Contacts

Please provide email addresses, names and titles of people on your campus to be notified of grant issues.

#### Additional Perkins Contacts

	Name	Title	Email Address
<b>Contact 1</b>	Rita Kratky	Vice President of Academic Affairs	kratkyr@milescc.edu
<b>Contact 2</b>	Erin Niedge	Dean of Enrollment Management and Educational Support Services	niedgee@milescc.edu

	Name	Title	Email Address
Contact 3			
Contact 4			
Contact 5			
Contact 6			
Contact 7			
Contact 8			

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## Part 2. Background - Community and Workforce

### Comprehensive Local Needs Assessment

Upload your comprehensive local needs assessment.

MCC CLNA 23-24.xlsx

### Background Information

1. Please provide a brief summary of the results of your Comprehensive Local Needs Assessment and what CTE course offerings and/or activities you will be targeting in this application. Be sure to include how the results of the CLNA informed the selection of the specific career and technical education programs and activities selected to be funded and a description of any new programs of study you plan to develop and submit to the State for approval based on CLNA findings.

Welding is currently an employable, in-demand skill. Many signs point to a promising future for welders. The Bureau of Labor Statistics expects to see 3% growth between 2019 and 2029 for the employment of welders. There are currently over 100 job openings for welders/fabricators in Montana alone. Here in Miles City, there are five employers ready to hire welders upon graduation. Welding is also a skill that enhances the opportunity for employment for the students who add these courses to their program of study particularly for the degrees and certificates offered here at MCC in the areas of Agriculture, Auto, and CDL.

In Montana the need for ranch and rodeo workers and veterinarians/veterinarian technicians who understand horses and their health and wellness is a constant. Students who attend MCC and graduate with a certificate or a two-year degree in Equine Studies are employable and needed. MCC has updated Equine course offerings in the past few months to align with the 4-year colleges in Montana and surrounding states, so that these credits and the certificate and degree will easily transfer and articulate. MCC's Animal Science courses are an important part of these certificates.

GIS is a skill and a career that is in high demand within the agriculture and natural resources industries. Per the ESRI website, there are over 5 million US employees who depend on GIS services and it is a global value of 350-billion-dollar industry. GIS is a fast-growing industry and Miles Community College is equipping students with the skills they need to be a part of the GIS industry.

The Global Information Systems (GIS) Class plays an important role in the Career and Technical Division at Miles Community College. Students within the agriculture program take the GIS class to advance their mapping skills, which will be used for operating their farms, ranches, and working in the natural resources field.

According to the U.S. Bureau of Labor Statistics projection, there are approximately 73,300 automotive technician job openings each year. The demand has fallen behind by 3 to 1. MCC offers student the coursework and certificate they need to be employed in this field.

According to the American Nurses association, more registered nurse jobs will be available through 2022 than any other profession in the United States. According to an article in the Nursing Times, the US Bureau of Labor Statistics projects that more than 275,000 additional nurses are needed from 2020 to 2030 (Feb. 22, 2022). MCC offers a 2-year RN program which is ACEN accredited and Montana State Board of Nursing approved. Even through the past two years with the difficulties that Covid protocols presented, MCC continues to graduate nurses, many of whom are employed upon graduation here in Southeastern Montana.

2. Please provide a brief description of how your campus will, in collaboration with local workforce development partners, provide a series of career exploration and career guidance activities including: (A) career exploration and career development coursework, activities, or services; (B) career information on employment opportunities that incorporate the most up-to-date information on high skill, high-wage, or in-demand industry sectors or occupations, as determined by the CLNA; and (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education programs.

MCC and the the local Job Service as well as the local SBDC collaborate to bring students to the MCC CTE programs and also to find local businesses that will offer partnership in the form of internships and on-the-job training. The region's main industries, including health care, agriculture, construction, transportation, and related fields (including Nursing, Meat Processing, CDL licensure, and Welding) are the focus of existing partnerships that MCC has with several area employers. As these programs at Miles Community College continue to grow, we will continue to pursue partnerships with industries across the region and state. As described in the long-term strategic plan, Pioneering Our

Future (2016), MCC will focus on strengthening existing industry and education partnerships. 2021 Major Initiatives developed by the MCC Board of Trustees includes reviewing academic programs for labor market demand while placing emphasis on workforce development and transfer programs to meet student and industry needs.

The projects proposed in this grant application align with these long-term goals and objectives and support the college's high priority on expanding embedded student learning opportunities which include internships. These projects will further help the college foster new employer-specific workforce development opportunities. The Meat Processing program is also set up to provide dual enrollment for high school students through articulation agreements and partnerships, and, through a grant funded pilot project, MCC staff are currently working developing dual enrollment partnerships between the College, Montana high schools, and local healthcare and longterm care facilities for CNA training and certification.

MCC is also pioneering continuing education agreements with some area businesses, helping to meet crucial needs for employee upskilling and training when a full college degree may not be needed. Through our Workforce Solutions program, we have launched inaugural cohorts with Stockman Bank and Sidney Health Center, and MCC staff are working on expanding those agreement and building others with additional Montana businesses.

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## Part 3. Background - Student Populations

### Background Information

3. Please provide a brief description of how your campus will improve the academic and technical skills of students participating in CTE programs.

By offering the tools necessary for our CDL Program, Meat Processing Program, Welding Program, Agriculture and Animal Sciences Programs, and Auto Mechanic programs, and Nursing program, MCC will be able to ensure that the students in these programs have the most significant opportunity to succeed. As the need for laborers in these fields continues to increase, students must have every chance to leave the program prepared and ready to start work immediately. The goal of MCC is that all of our CTE programs allow students to gain experience and to complete the necessary requirements for the certification we offer.

4. Please explain how your campus will provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against. Include how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.

Students in special populations are given many opportunities to succeed at MCC. We provide disability services available in the Learning Center where students are provided with assistance, tutoring, and tools that will assist them in their efforts to complete coursework. MCC students can request assistance based on their personal needs. MCC also offers English as a Second Language assistance. It is our goal to ensure that all of the students who attend and participate in the CTE courses have every chance to succeed. MCC has relationships and works with Mon TECH Assistive Technology and Montana Vocational Rehabilitation Transition Contacts, Disability Navigator Services, and Montana Job Service. These services assist in student awareness of course offerings, how to succeed in the programs, and offer financial assistance if needed.

5. Please provide a description of the work-based learning opportunities for students participating in CTE programs and how your campus will work with representatives from employers to develop or expand work-based learning.

MCC works with outside employers to offer internships to students in our CTE programs to gain job training while taking classes at the college. The Meat Processing Program is made possible by the many partners that MCC has engaged so that each student in this program has a workplace where they receive hands-on instruction and learning. The Welding instructor here at MCC has working relationships with five employers here in Miles City, including Transco and Cowtown Ag, who are ready to hire MCC students upon graduation. Nursing students complete clinical rotations at numerous Eastern Montana healthcare facilities.

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## Part 4. Background - Campus Performance

### Background Information

6. Please outline how your campus will provide students participating in CTE the opportunity to gain postsecondary credit while still attending high school.

Students attending high school have the opportunity to participate in courses offered at MCC and earn college credits on an MCC transcript through our Dual Enrollment and Free 2 Explore Programs. MCC also has concurrent enrollment agreements set up with Missoula Big Sky High School for Meat Processing credit, and this spring launched a dual enrollment pilot project for CNA training with four Montana High Schools - Custer County District High School in Miles City, Dawson County High School in Glendive, Red Lodge High School, and Missoula Big Sky High School.

7. Please identify how your campus supports the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel.

MCC has two personnel in Human Resources who support the recruiting, hiring, and training of all new staff and faculty members. We also encourage and provide opportunity for professional development in the form of on-site training, on-line classes, and conferences that meet specific training or development needs. We encourage professional networking, as well, and encourage our faculty and staff to learn from their peers in their respective fields and to increase their confidence in what each one brings to their position. In the past few years, MCC has updated the faculty onboarding process, implementing canvas online and focusing effort on peer-to-peer support and formal training with the VP of Academic Affairs and specific faculty. These onboarding tools are offered to our adjunct faculty as well as to our full-time faculty. MCC supports instructor professional development. Individual faculty seek opportunities that are funded through a central faculty professional development budget. Professional development days are offered on campus - 9+ days per year. Professional trainings are offered via request for conferences, courses, and workshops with travel provided or via remote when available.

8. Please outline how your campus will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.

The process that MCC employs to address disparities in individual student performance is as follows: there is a Student Risk Report that faculty are to complete if they notice a student falling behind in a class or not continuing participation. The report is sent to the Learning Center where staff reach out to the student and offer assistance. If the student does not reach an acceptable achievement level and is placed on academic probation, they are required to complete the Get a GRIP (Grade Recovery In Progress) Program. The program involves tutoring, study sessions, and regular meetings with an academic advisor. If there are disparities or gaps in performance between groups of students from year to year in one of our CTE programs, curriculum and performance of the faculty will be reviewed and revised as necessary to resolve the issues that are found to exacerbate the disparities. MCC offers many support services for special populations: integrated instruction, library accessibility, scholarships and waivers, co-requisite tutoring for developmental math, co-requisite support for writing (ALP), free tutoring, free mental health counseling, disability services, and more. MCC offers many support services to encourage completion: advising, free tutoring, career advising, no-show follow-up, early alert, behavior intervention team, and more.

9. Please summarize levels of performance for your campus during the previous year for each of the following core indicators of performance: 1P1-Postsecondary Retention and Placement; 2P1-Credential, Certificate or Diploma; 3P1-Non-traditional Program Enrollment. You should identify your campus performance in relation to the state goal (provided in your campus Perkins report card).

1P1 - The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program, are volunteers, or are placed or retained in employment - The state goal is 84%. MCC has a 82% (up from 74% last year!) Postsecondary Placement percentage. Our overall placement rate for females is 90%. Individuals from economically disadvantaged families have an 83% placement rate. As an institution, we can and will continue to work to offer tools and encouragement for all populations to see postsecondary placement.

2P1 - The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion is 100% for MCC students.

3P1 - The state goal for the percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields is 17%. MCC is currently at 24%. MCC continues to offer a wider



variety of courses/certificates and MCC's campus continues to be sought out for the nontraditional programs that we offer.

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## Part 5. Project Justification

### Project Narrative Directions

Campuses may submit up to 50 projects for their allocation of local funds. When you're finished adding all requested projects, **SCROLL ALL THE WAY TO THE BOTTOM OF THE PAGE** and click **Mark as Complete**.

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### Project 1

Project 1 Title

CDL

Project 1 Begin Quarter

Q 1

Project 1 End Quarter

Q 3

1 - Project Summary\* Must include (1) a specific description of project activities and (2) clear project budget details demonstrating math. Budget details MUST match budget template line items

School Bus \$20,000.00

MCC's CDL program needs a school bus. Having a school bus will allow us to offer our students the ability to get their school bus endorsement on their CDL. With the Federal Motor Carrier Safety Administration's Entry-Level Driver Training mandates, anyone who is seeking to get a school bus endorsement on their CDL has to go through a federally certified course before they can get that endorsement. MCC's CDL courses are federally certified.

Trailer \$25,366.00

MCC's CDL instructor and students are currently using a 30 year old trailer - updating to a more modern trailer will better prepare our students for the type of equipment they will pull as a professional driver. Also, we currently use a belly dump trailer for training, which has one specific use, hauling aggregate product. If we can update to a trailer that is used in multiple types of trucking, that should also help prepare our students for different jobs within the transportation industry.

Working to modernize to meet the requirements for the CDL certification. A trailer will be chosen with careful consideration of the size of trailer, along with making sure we get the correct style of trailer that makes it easiest for us to instruct our students not only for the actual driving, but also to be able to easily see and identify parts on.

1 – Expected Measurable Outcome(s) In addition to expected outcomes, explanations MUST include numerical citation and justification of one or more of the six required Perkins Local Use of Funds. (1) Career exploration and career development activities, (2) professional development for CTE faculty and staff, (3) providing CTE skills necessary for high-skill, high-wage, and in-demand industries, (4) integration of academic skills in CTE programs, (5) planning and implementation of CTE programs to increase student achievement, and (6) evaluations of activities carried out by

Perkins Funds. For more details on the six Local Use of Funds, refer to the MT Perkins Application Guide.

1. Students will have the appropriate equipment (trailer) to learn the hauling techniques required for CLD certification.
2. Students will have the appropriate equipment (a school bus) to earn a higher an additional endorsement on their CDL.
3. Students will show proficiency in driving the appropriate size and scope of equipment.
4. Students will show proficiency in School Bus operation.
5. Students will earn the federally recognized School Bus Endorsement.
6. There are currently 1753 Truck Driving jobs listed in Montana on indeed.com, with an aaverage salary of \$51,000.00 per year.
7. Montana is currently advertising 69 bus driver positions on indeed.com, making these endorsed graduates immediately employable.

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

MCC continues to stay on track with both state and federal regualtions for CDL drivers - in this high-demand licensure program. MCC offers multiple pathways for students seeking their Commercial Driver's License: a 7-week CDL stand-alone course, a 7-week CDL Certificate with hazmat endorsement, and a two-semester certificate in Basic Transportation Entrepreneurship. For student athletes of others seeking two years of study, pathways into the Associate of Applie Science in Technical Studies are also possible.

There are currently 1753 Truck Driving jobs listed in Montana on indeed.com and 69 bus driver positions listed in Montana on indeed.com. Montana's pay scale for truck dirvers averages \$51,000.000 per year and Montana's pay scale for bus dirvers is similar to 10 other states and more than 17 other states. The Bus endorsement allows someone who has another CDL driving job to also drive bus and add to their income.

### Add Projects

Would you like to add another project?

- Yes  
 No

Project 2 Title

Stick Welding Equipment

Project 2 Begin Quarter

Q 1

Project 2 End Quarter

Q 3

2 - Project Summary\* Must include (1) a specific description of project activities and (2) clear project budget details demonstrating math. Budget details MUST match budget template line items

\$8,936.53 x 2

2 full Wire Weld set ups from American Welding & Gas, Inc.

Individual components are listed in the Budget.

The Welding Program was able to begin offering Wire Welding in the 22-23 academic year. Wire Welding is a necessary skill for employability. Our welding instructor is certified to teach Wire Welding, and MCC currently has the equipment necessary to teach two students this set of skills. This purchase will allow four students to be working simultaneously. There are multiple pieces of equipment that go into each Wire Weld set-up.

2 - Expected Measurable Outcome(s) In addition to expected outcomes, explanations MUST include numerical citation and justification of one or more of the six required Perkins Local Use of Funds. (1) Career exploration and career development activities, (2) professional development for CTE faculty and staff, (3) providing CTE skills necessary for high-skill, high-wage, and in-demand industries, (4) integration of academic skills inf CTE programs, (5) planning and implementation of CTE programs to increase student achievement, and (6) evaluations of activities carried out by Perkins Funds. For more details on the six Local Use of Funds, refer to the MT Perkins Application Guide.

1. Students will have the appropriate tools and instruction to learn Wire Welding.
2. Students will show proficiency in Wire Welding.
3. Students will earn a Wire Welding Certificate.
4. The Final Exam will match the certification test required by mulitple employers in Miles City, making these graduates immediately employable.

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

Welding is a skill that enhances the opportunity for employment for the students who add these courses to their program of study particularly for the degrees and certificates offered here at MCC in the areas of Agriculture, Auto, and CDL. Our welding instructor is certified to teach Wire Welding, and MCC has just begun to offer instruction in this skill set. The instructor already has relationships built with 5 local employers who will work with our instructor to set the Final Exam up in such a way that it would take the place of the certification test for these employers, and these employers are all looking to hire more welders now and in the foreseeable future. {{ Some numbers on need for welders }}

Would you like to add another project?

- Yes
- No

Project 3 Title

Animal Science

Project 3 Begin Quarter

Q 1

Project 3 End Quarter

Q 3

3 - Project Summary Must include (1) a specific description of project activities and (2) clear project budget details demonstrating math. Budget details MUST match budget template line items.

- \$2,749.00 Canine Vet Trainer
- \$3,949.00 Small Cow Model Set (5-pack)
- \$2,349.00 Pig Model
- \$449.00 Small Dog Skeleton Model
- \$69.00 Vet Tech Career Scenario Cards
- \$2,349.00 Horse Model
- \$4,949.00 Bovine Injection Simulator

These nodels would be used to enhance learning in ANSC 100, 202, 222, and 265/266 by providing students with hands-on-learning opportunities.



3 - Expected Measurable Outcome(s) In addition to expected outcomes, explanations MUST include numerical citation and justification of one or more of the six required Perkins Local Use of Funds. (1) Career exploration and career development activities, (2) professional development for CTE faculty and staff, (3) providing CTE skills necessary for high-skill, high-wage, and in-demand industries, (4) integration of academic skills inf CTE programs, (5) planning and implementation of CTE programs to increase student achievement, and (6) evaluations of activities carried out by Perkins Funds. For more details on the six Local Use of Funds, refer to the MT Perkins Application Guide.

These models will allow students in the agricultural track to gain more hands on experience and career exploration especially in the animal handling and health fields. One example is the model that allow students to not only learn about different types of injections and safe practices, but would allow students to practice proper medication of cattle with Intravenous, Intramuscular and Subcutaneous injections. There is another model that would allow students to practice suturing. Not only does this allow students to practice real life job skills, but it also better introduces them to the animal handling fields.

- 3) In addition to learning about shots, and suturing, the small cow models will allow students to gain better understanding of reproductive physiology. Helping them to be prepared to test for Artificial Insemination Certification. This will allow them the ability to work as an AI tech, a high pay high demand position, especially with the expansion of reproductive technology.
- 4) The availability of models that the students can work with will help them to better understand the anatomy and physiology required in animal science. In addition, these will help to integrate math and writing as the students learn about proper dosage calculation and accurate record keeping. Having activities that the students can do with their hands at the same time as applying things like calculation is easy to see the need when they are talking about giving a shot to a 1000 pound steer verses a 2 pound piglet.
- 5) While these models will not directly change the curriculum covered, I anticipate them having a large impact on student learning. Many students who go into the agricultural field struggle with attention span issues. While currently we lecture about injection sites, the students will understand and remember much better when they are able to actually practice giving said injections! These models would allow for hands on activities that correspond with many of the lecture concepts. Not only will this better prepare the students for careers, but also for class performance and exam scores. They can both hear and do, exponentially increasing their understanding.
- 6) Because the curriculum is already in place within the MUS common course numbering system, student improvement on test scores will be able to demonstrate the increased understanding.

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

There are currently 91 Vetrinary related job openings listed for Montana on indeed.com.

Vetrinary assistant jobs are in the \$15-\$25 per hour range. Vetrinarian jobs pay anywhere from \$57,000 - \$140,000 per year in Montana according to indeed.com.

This project will enhance student understanding in the classes and certification program offered by MCC. Students who graduate with their AS Animal Science will be more prepared for the Vetrinary Assistant positions that are open in the state and will be more prepared to continue their education to become a Vetrinarian.

Would you like to add another project

- Yes  
 No

Project 4 Title

Meat Processing

Project 4 Begin Quarter

Q 1

Project 4 End Quarter

Q 3

4 - Project Summary Must include (1) a specific description of project activities and (2) clear project budget details demonstrating math. Budget details MUST match budget template line items.

\$8,153.68

This is less than 20% of the salary and benefits for the Meat Processing Coordinator. Two years ago we requested close to the full salary and benefits. Last year we requested about half. We are working toward this expense being fully covered from our General Fund.

4 - Expected Measurable Outcome(s) In addition to expected outcomes, explanations MUST include numerical citation and justification of one or more of the six required Perkins Local Use of Funds. (1) Career exploration and career development activities, (2) professional development for CTE faculty and staff, (3) providing CTE skills necessary for high-skill, high-wage, and in-demand industries, (4) integration of academic skills inf CTE programs, (5) planning and implementation of CTE programs to increase student achievement, and (6) evaluations of activities carried out by Perkins Funds. For more details on the six Local Use of Funds, refer to the MT Perkins Application Guide.

- 1) 1. The Coordinator will plan for and administer the necessary logistics and procedures to provide students with the course schedules and internships necessary to complete the Meat Processing Certificate program.
2. Students will meet all objectives and requirements to earn the Meat Processing Certificate.
3. We will see an increase in industry partners and internship opportunities for MCC students.
4. The Articulation with Big Sky High School will allow high school students to earn college credit from MCC that will transfer seamlessly into the MCC Meat Processing Program.
5. MCC will move toward sustaining this salary through the General Fund.

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

Montana Ag Department and Montana Department of Labor and Commerce show an increased need in Montana for local meat processors - local supply and demand cannot be met by the processing currently available. MCC's Meat Processing program will supply local processors and processors across the state with employable meat cutters.

We had two graduates this spring with a Professional Certificate of Meat Processing.

The articulation agreement with Big Sky High allows students to graduate high school with a certificate in meat processing from Miles Community College.

Would you like to add another project?

- Yes  
 No

**When you're finished answering the questions on this page, click [Mark as Complete](#). An application cannot be submitted until all pages are marked as complete.**

Not finished with this page yet? Click [Save](#) or [Save & Continue](#) to fill out the missing information at a later time.



## Program Assurances

Download a copy of the 2023-2024 Carl D. Perkins Program Assurance Agreement to be reviewed and signed by the campus dean or president.

[Program Assurance Agreement Perkins V 23.24.docx](#)

Upload the signed copy of your campus's 2022-2023 Carl D. Perkins Program Assurance Agreement here.

[Perkins Assurance.pdf](#)

Submit your acknowledgement.

I acknowledge I have read the Carl D. Perkins Program Assurance Agreement and have uploaded a copy of the Program Assurance Agreement read and signed by the appropriate campus leadership.

## Budget

### Proposed Budget Summary

#### Expense Budget

	Grant Funded	Total Budgeted
<b>01 - Salaries</b>		
Perkins Coordinator	\$4,010.00	\$4,010.00
Project 6 - Meat Processing Coordinator	\$7,368.00	\$7,368.00
<b>Subtotal</b>	<b>\$11,378.00</b>	<b>\$11,378.00</b>
<b>03 - Employer Paid Benefits</b>		
Meat Processing Coordinator	\$3,201.00	\$3,201.00
Perkins Coordinator	\$1,728.36	\$1,728.36
<b>Subtotal</b>	<b>\$4,929.36</b>	<b>\$4,929.36</b>
<b>07 - Non-Capitalized Equipment (Minor)</b>		
Project 2 - Stick Welding - AC 140	\$430.00	\$430.00
Project 2 - Stick Welding - Cylinder	\$210.92	\$210.92
Project 2 - Stick Welding - Cylinder	\$35.91	\$35.91
Project 2 - Stick Welding - Cylinder	\$90.68	\$90.68
Project 2 - Stick Welding - Mixar	\$800.00	\$800.00
Project 2 - Stick Welding - OX K	\$385.00	\$385.00
Project 2 - Stick Welding - Series Basic Components	\$3,240.00	\$3,240.00
Project 2 - Stick Welding Equipment - Industrial Mig Kit	\$1,650.00	\$1,650.00
Project 3 - Animal Science - Bovine Injection Simulator	\$4,949.00	\$4,949.00
Project 3 - Animal Science - Canine Vet Trainer	\$2,749.00	\$2,749.00
Project 3 - Animal Science - Horse Model	\$2,349.00	\$2,349.00
Project 3 - Animal Science - Pig Model	\$2,349.00	\$2,349.00
Project 3 - Animal Science - Small Cow Models	\$3,949.00	\$3,949.00
Project 3 - Animal Science - Small Dog Skeleton Model	\$449.00	\$449.00
Project 3 - Animal Science - Vet Tech Career Scenario Cards	\$69.00	\$69.00
<b>Subtotal</b>	<b>\$23,705.51</b>	<b>\$23,705.51</b>
<b>12 - Capitalized Equipment (Major)</b>		
Project 1 - CDL - School Bus	\$20,000.00	\$20,000.00
Project 1 - CDL - Trailer	\$25,366.71	\$25,366.71
Project 2 - Stick Welding - Miller Welder	\$5,510.00	\$5,510.00



	Grant Funded	Total Budgeted
Project 2 - Stick Welding - Miller Welder	\$5,510.00	\$5,510.00
<b>Subtotal</b>	<b>\$56,386.71</b>	<b>\$56,386.71</b>
<hr/>		
<b>Total Proposed Cost</b>	<b>\$96,399.58</b>	<b>\$96,399.58</b>

**Revenue Budget**

Grant Funding	Grant Funded	Total Budgeted
Award Requested	\$96,399.58	\$96,399.58
<b>Subtotal</b>	<b>\$96,399.58</b>	<b>\$96,399.58</b>
<hr/>		
<b>Total Proposed Revenue</b>	<b>\$96,399.58</b>	<b>\$96,399.58</b>

**Proposed Budget Detail**

See attached spreadsheet.

**Proposed Budget Narrative**

**01 - Salaries**

List each position as a separate line item. In the notes please provide position title, % of FTE or total annual hours; annual salary, percentage of salary/FTE, and/or per credit rate for stipends. Stipend dollar amounts should have associated rationale example: campus policy. 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: (Annual salary x level of effort %) / 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 For example: "Project 1 - Dental Equipment".

**Perkins Coordinator**

Elizabeth Patten - this is .08 of her full salary - for time spent managing grant funds, completion of reports, and participation in meetings and trainings

**Project 6 - Meat Processing Coordinator**

Meat Processing Coordinator - this is .147 of the full time salary - for program work and time spent working with grant funds supporting the Meat Processing program, and participating in meetings and trainings

**03 - Employer Paid Benefits**

List each position as a separate line item. Should reflect percentage of position paid under Personnel. Includes FICA, retirement, WC, SUE and health insurance. Title (The job title of each staff member working on the project

listed in the above salary section), Name (The name, if known of the staff member filling this position as listed in the salary and wages section), Rate (The Fringe Benefit Rate), Fringe Base (The total salary for each staff member as listed in the above salary section), Total (The total calculation of fringe for each personnel listed. (Rate X Fringe Base=Total). Example: Project Coordinator, Taylor Jones, 22% of \$18, 750.00 for a total = \$4,125.00 Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

#### Perkins Coordinator

Employer Paid Benefits to match the .08 portion of Elizabeth Pattens' salary paid as Perkins Coordinator through this grant

#### Meat Processing Coordinator

Employer Paid Benefits for the .147 portion of Meat Processing Coordinator salary paid through this grant

### 07 - Non-Capitalized Equipment (Minor)

Non-Capitalized Equipment (formerly Minor Equipment) Supplies and materials which are not consumable. The acquisition cost is less than the LEA's capitalization policy threshold. This category generally includes the purchase of smaller computer and technology equipment that will not be capitalized. Item Requested (Provide a complete description of item(s) being requested. This includes the make and model number, where applicable), Number Needed (Provide the number of items needed to support the project for the duration of the performance period), Unit Cost (Include the unit cost per item), Amount Requested (Include the Amount Requested), Justification (Provide a justification, including how the equipment is essential to meet project activities). Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment". Camera/Video equipment: JVCGY-HM85OU ProHD shoulder camcorder, 1 at \$4,500, needed due to video/camera equipment package required to record testimonials for the Film Editing Program which will be used to help with media CTE related activities.

#### Project 2 - Stick Welding - Cylinder

2 Cylinders at \$95.00 each plus \$15.95 special use fee and \$4.97 surcharge

#### Project 2 - Stick Welding - Cylinder

One Cylinder @ \$30.00 plus \$5.91 surcharge

#### Project 2 - Stick Welding - Cylinder

One Cylinder @ 82.65 plus \$0.78 surcharge and \$7.25 surcharge

#### Project 2 - Stick Welding Equipment - Industrial Mig Kit

2 Industrial Mig Kits at \$825.00 each

#### Project 2 - Stick Welding - Series Basic Components

2 Series Basic Components Q3015 @ \$1,620.00 each

#### Project 2 - Stick Welding - Mixer

2 Mixer @ \$400.00 each

#### Project 2 - Stick Welding - OX K

one OX K per quote

#### Project 2 - Stick Welding - AC 140

one AC 140 per quote

### **Project 3 - Animal Science - Canine Vet Trainer**

This realistic Canine Vet Trainer provides consistent, hands-on practice of caring for a dog. The Canine Vet Trainer is about the size of a mid-sized male Labrador Retriever with moveable limbs to make restraint hold practice realistic. Additionally, students can practice venipuncture, catheterization, and bladder palpation as well as subcutaneous and intramuscular injections and lymph node palpation. Educators can incorporate the included standards-based curriculum for a complete experience.

### **Project 3 - Animal Science - Small Cow Models**

Use this set of five detailed Small Cow Models to create interactive group activities focused on exploring cow anatomy. Each small cow model is one-tenth of the size of an actual cow. Additionally, they feature realistic details of internal and external cow anatomy. When separated at the midline, 13 organs and body parts can be removed and studied. This product pairs well with the larger Cow Model when used as a classroom demonstration model. The set also includes curriculum.

### **Project 3 - Animal Science - Pig Model**

The Pig Model is one-third the size of an actual pig. The exterior depicts a detailed muscular system. Separating at the midline, it reveals 16 removable organs and body parts including the digestive as well as reproductive systems. Additionally, incorporate the included curriculum for a complete experience.

### **Project 3 - Animal Science - Small Dog Skeleton Model**

The life-sized Small Dog Skeleton Model is a detailed model of the skeletal structure of a small dog. It comes mounted on a base and includes a teacher guide and student worksheet.

### **Project 3 - Animal Science - Horse Model**

The Horse Model is one-sixth the size of an actual horse. The outside features realistic renderings of the muscular system. It opens in half to reveal 11 removable organs and body parts, as well as detailed digestive and reproductive systems. Additionally, incorporate the included curriculum for a complete experience.

### **Project 3 - Animal Science - Bovine Injection Simulator**

The Bovine Injection Simulator is a one-of-a-kind education tool. Use it to teach proper cattle injection techniques (including IV administration plus jugular, intramuscular and subcutaneous injections), ear tagging and growth implant basics. Additionally, incorporate the included curriculum for a complete experience.

### **Project 3 - Animal Science - Vet Tech Career Scenario Cards**

These pathway/occupation-specific workplace scenario cards cover real-world situations in vet tech careers. Use these cards to develop soft skills within specific occupations through small-group discussions, as a large-group icebreaker or as an individual challenge. Use the program to: Supplement existing employability skills Teach a complete unit on skills Generate real-life discussions Prompt reflection activities Generate ice-breaker activities

## **12 - Capitalized Equipment (Major)**

Include a line item for each major equipment with a single item cost over \$5,000. Includes machinery and other items of tangible property having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds \$5,000 at time of acquisition or exceeds the capitalization level established by the non-federal entity for financial statement purposes. (2 C.F.R. Part 200.33). Subject to 2 CFR 200 inventory procedures including acquisition and disposition. Receipts and 2 CFR 200 Property details required for reimbursement for these items; must accompany quarterly fiscal reports. Item Requested (Provide a complete description of item(s) being requested. This includes the make and model number, where applicable), Number Needed (Provide the number of items needed to support the project for the duration of the performance period), Unit Cost (Include the unit cost per item), Amount Requested (Include the Amount Requested), Justification (Provide a justification, including how the equipment is essential to meet project activities). Camera/Video equipment: JVZGY-HM75SU ProHG shoulder

camcorder, 1 at \$8,500, needed due to video/camera equipment package required to record testimonials for the Film Editing Program which will be used to help with CTE media related activities. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

#### **Project 1 - CDL - School Bus**

MCC's CDL program needs a school bus. Having a school bus will allow us to offer our students the ability to get their school bus endorsement on their CDL. With the Federal Motor Carrier Safety Administration's Entry-Level Driver Training mandates, anyone who is seeking to get a school bus endorsement on their CDL has to go through a federally certified course before they can get that endorsement. MCC's CDL courses are federally certified.

#### **Project 2 - Stick Welding - Miller Welder**

Miller Welder XMT 350 CC/CV Welder

#### **Project 2 - Stick Welding - Miller Welder**

Miller Welder XMT 350 CC/CV Welder

#### **Project 1 - CDL - Trailer**

For the initial start-up of the CDL program we have been using a 30 year old trailer. Updating to a more modern trailer will better prepare our students for the type of equipment they will pull as a professional driver. Also, we currently use a belly dump trailer for training, which has one specific use, hauling aggregate product. If we can update to a trailer that is used in multiple types of trucking, that should also help prepare our students for different jobs within the transportation industry.