



**Montana State University Northern-Perkins Local**

Prepared by Montana State University-Northern  
for Montana University System, Office of the Commissioner of Higher Education 2023-2024 Perkins Local Application

**Submitted by Chris Bond**

**Submitted on 06/16/2023 9:30 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

Jacque Treaster

Agency Contact Phone

(406) 449-9135

Agency Contact Email

[jtreafter@montana.edu](mailto:jtreafter@montana.edu)

Fund Activity Categories

Education

Opportunity Manager

Jacque Treaster

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

Montana State University Northern-Perkins Local

Award Requested

\$133,193.31

Total Award Budget

\$133,193.31

### Primary Contact Information

Name

Chris Bond

Email Address

chris.bond@msun.edu

Address

PO Box 7751  
Havre, MT 59501

Phone Number

(406) 265-3726



## Project Description

### Part 1. Additional Contact Information

#### Overview

#### Perkins Local Grant Contact

Holly Gederos

hgederos@montana.edu

(406) 449-9128

#### Campus Information

Campus Name

MSU Northern

#### Campus Fiscal Manager

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

Last Name

Turville

First Name

Steven

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

- Yes
- No

Fiscal Phone Number

406-265-3509

Fiscal Phone Extension

Fiscal Fax Number

Fiscal Email Address

steven.turville@msun.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>	Steven Turville	Accounting Associate-Grants	steven.turville@msun.edu
<b>Contact 2</b>	Chris Bond	Executive Assistant to the Provost	chris.bond@msun.edu
<b>Contact 3</b>			
<b>Contact 4</b>			



	Name	Title	Email Address
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.

Montana CLNA Worksheets Master 2022-MSUN.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.

With the 2022 Montana Post-Secondary Workforce Report and the Census Post Secondary Employment Outcomes Explorer in addition to the feedback from our advisory boards, we have looked at targeted programs that are very high demand or high demand occupations that are undersupplied, including nursing/healthcare, transportation and mechanics, plumbing and pipefitting and one program that high demand with current supply that meets demand overall but the MSUN Civil Engineering degree has a focus that deals with construction which is a high demand occupations that is undersupplied. In addition the CLNA findings from review of advisory board meetings show the desire our industry partners have to remain current with best practices and updating our curriculum to reflect what is happening in the industry right now.

Diesel and Automotive: The items requested in this grant project are being requested in order to better meet the needs MSU-Northern Automotive Program ASE accreditation requirements. We have identified areas within our program that lack training equipment and tooling to satisfy ASE Ed. Foundation Learning outcomes. With the purchase of these items, we will confidently train our students to become equip with the proper tooling and skills needed to succeed in our industry.

Plumbing: As MSUN's plumbing program works in partnership with the Department of Labor's related training program, the curriculum for the AAS in Plumbing needs to be updated to reflect the NCCER curriculum that is used in the apprenticeship program. At request of the advisory board and Department of Labor, MSUN is looking to align curriculum to the NCCER curriculum.

Nursing: Students who graduate from MSU-Northern's ASN program often return to their local communities to work as a registered nurse. Due to the change in the NCLEX-RN format to the NextGen NCLEX-RN, students need more critical thinking and clinical judgment opportunities to be considered competent. The National Council of State Boards of Nursing (NCSBN) has now adapted to the evolving demands of the healthcare system, in which shifted the testing to better assess students' clinical judgement skills. This has changed the way courses are taught, and the competency level in critical thinking abilities of new nurses entering the profession. As the nursing shortage continues to grow, the demand of nurses to be able to critically think and utilize clinical judgement sooner in their career will become more necessary, as there will be less nurses serving communities.

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.

For each of the proposed projects, there will be strong collaboration with local workforce development partners to provide not only career exploration and career development services, career information on employment opportunities as well as academic counseling.

Project 1: Electrical: The International Brotherhood of Electrical Workers (IBEW), the Montana State Department of Labor and Industry, our Electrical Advisory Board, various electrical contractors, local, state, and out-of-state, all collaborate with us to assure that we can maintain a level of education and tradescraft skills to properly prepare the students for workplace safety and craftsmanship. Students have the opportunity to take business classes as well as other elective classes, such as welding, mechanics, 3-D printing, computer technologies, to develop themselves for future advancement in the trades or outside of the trades. We bring in outside instruction, such as Data/Comm training, and participated recently in the Triangle Telephone/Hill County Electric WorkDay where the students learned about being an Electrical Lineman and also about fiber optic repair, installation, and the equipment used for laying fiber optic cable in trenches underground and inside occupancies.

Project 2: Automotive and Diesel: Collaboration between academic institutions and local workforce development partners can provide students valuable opportunities to explore potential career paths, gain insights into industry trends, and develop the skills needed to succeed. Some examples of career exploration and guidance activities that may be offered in collaboration with local workforce development partners include:

1. Career Fairs: Career fairs can allow students to connect with employers and learn more about potential career paths. Local workforce development partners can help academic institutions organize career fairs and connect them with local employers.
2. Internships: Internships provide students with hands-on experience in a professional setting and can help them develop the skills needed to succeed in the workforce. Local workforce development partners can help academic institutions identify potential internship opportunities and connect them with local employers.
3. Mentoring: Mentoring programs can provide students with guidance and support as they explore potential career paths. Local workforce development partners can help academic institutions connect students with mentors with experience in their field of interest

Collaboration between academic institutions and local workforce development partners can provide students valuable opportunities to explore potential career paths, gain hands-on experience, and develop the skills needed to succeed.

Project 3: Nursing: Currently, the ASN program collaborates with student clinical sites, as well as the College of Health Science Advisory Board to discuss opportunities for students at different health care organizations. Also, the clinical sites discuss what they see the student to be competent in before joining the current workforce. Registered nursing jobs are in high demand in the state of Montana, and especially in the rural workforce. Currently, the ASN program holds a 100% program completion rate of the program with a 95% job placement rate for graduates of 2022. In 2021 there was a 100% completion and 100% job placement rate. Recruiting events happen at least once a month for ASN students with health care organizations coming to recruit students in all semesters of the program.

ASN students rotate through a variety of nursing settings with local clinical partners as they progress through the program. During the last semester of the ASN program, students choose a preceptorship site to complete their clinical in Managed Client Care course. Some clinical sites place students in the areas that the site wants students placed, while others let students choose the area, such as emergency department, critical care, medical-surgical, or other specialty unit. By the end of the last semester of the ASN program, students usually have employment prior to graduation, as some health care organizations help pay for NCLEX-RN prep or even tuition reimbursement when a contract is signed.

Students entering the ASN program have detailed advising for the application process to enter the program. At MSU-Northern students are given specific advising information so that students have the ability to apply to multiple programs throughout the state of Montana due to the limited number of spaces available in nursing programs. Students are given information about what to expect while in nursing school and what the requirements are to be eligible to apply to the ASN program. The students have a counseling session about other career options, as well as how to improve the eligibility to apply the next application process. Once students complete the application and make it through the selection process, they are notified and walked through the

registration, how to complete the necessary accounts for documents required by participating clinical sites, as well as attendance to the required nursing student orientation prior to the start of their first semester of the ASN program.

While enrolled in the ASN program students are eligible to participate in the Unlicensed Assistant Personnel Program (UAP) during the summer between Level I and Level II years. This offers nursing students the opportunity to work with health care organizations to gain skills in the workforce. This program is monitored by the Board of Nursing and is separate from the educational institution, where the responsibility falls with health care organizations. Students who participate in this program, actually gain confidence and experience in the nursing role and have usually received an employment offer contingent on graduation from the ASN program and passing of the NextGen NCLEX-RN licensure exam.

Project 4: Curriculum Update for Plumbing: As said previously, the strong partnership with the Department of Labor for the State of Montana our AAS in Plumbing is up to date with the career skills needed to successfully have completed 7 out of the 8 books needed for apprenticeship and up to 3000 hours (about 4 months) out of the 7500 hours (about 10 and a half months) needed. MSU-Northern currently has the only plumbing program in the state where a student can graduate with an AAS in Plumbing Technology, currently, the state of Montana has a 3 to 1 ratio of retiring plumbers to new plumbers: licensed plumbers meaning journeyman or higher. Also, while completing their program at Northern, there is a Master plumber available to help understand all coursework as well as guide and instruct lab activities that help a student gain understanding in the plumbing field who acts as the students academic advisor.

Project 5: Civil Engineering Technology: The Civil Engineering Technology (CET) program, along with other programs at MSU-Northern, provided a career introduction to high schools in Montana. Various high schools from across the state visit campus on the same day to participate and explore various career paths. The CET program has students and faculty put on a presentation and activity for the visiting high school students.

The CET program also has an American Society of Civil Engineers (ASCE) student chapter that has various guest speakers, field trips, and competitions where MSU-Northern students can learn about Civil Engineering Technology careers.

This year, 2023, MSU-Northern students in the CET program participated in "Trades Day" at Triangle Communications in Havre. The Trades Day event brought high school students from across Montana to learn about engineering and telecommunications careers.

Project 6: Metric Measuring Tools: The University collaborates with local, regional, and national partners through the Career Center. A co-operative education course is required in the majority of CTE programs and recommended in the remaining. Our industry partners that employ our students require the students to have a knowledge base that includes metric measuring tools. Several opportunities



have been made available for high school students that address the CTE fields. For example 3 “Industry Nights” were held at locations across Montana for Diesel Technology with career information and industry sector information was provided by our industry partners.

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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.

MSU-Northern serves a population that consists of 66% TRIO eligible students, which means first generation, low income or students with disabilities and a student population of approximately 15% American Indian. MSU-Northern supports these distinct populations with two US Department of Education grants: Student Support Services and the Little River Institute (Native American Serving Non-Tribal Institutes)

MSUN Student Support Services goal is to provide you with the support and skills needed to remain in college and complete a degree program by creating a personalized Academic Success and Career Plan. This plan, combined with the effort of our team and your personal motivation to succeed, will help guide your first days as a TRIO SSS Scholar through graduation.

SSS provides its participants with tutoring, mentoring, advising, disability services, a private computer lab, and a quiet study area. Our center also comes fully stocked with each year's required textbooks for participants to utilize on site.

The Little River Institute is intended to improve the retention and completion rates of American Indian students in higher education. As part of this grant, the Little River Institute was created to serve as a center of tutoring, mentoring, and support for American Indian students at MSU-Northern, as well as a source of culturally responsive professional development for MSU-Northern faculty and staff.

Tutoring Central at MSU-Northern is here to serve our student population in a supportive environment through tutoring in the high-impact areas of writing and mathematics at all skill levels. Tutoring Central at MSU-Northern, under the Office of the Provost, is a collaborative effort of TRIO/Student Support Services, the Little River Institute, the Math Lab as well as faculty to provide MSU-Northern students access to experienced tutors in a wide range of disciplines. Tutoring Central includes professional tutors and student tutors approved by faculty.

#### Project Specific Support

Project 2 and 6: Automotive and Diesel: CTE programs provide students with hands-on experience and training in the automotive fields. To improve the academic and technical skills of students participating in CTE programs, MSUN academic program incorporates various strategies, including:

1. Curriculum Development: Academic institutions can develop CTE curricula aligned with industry standards and reflect the latest trends and best practices in the field. They can also provide students access to their respective industries' latest tools and technologies.

MUS-N's Automotive Program is ASE Education Foundation Certified. Programs that receive accreditation are considered elite auto mechanic education programs in the United States. When an automotive technology program is certified by the ASE Education Foundation, it has proven to have surpassed standards that are considered to be above the industry norm.

2. Work-Based Learning: Work-based learning programs, such as internships, co-op programs, and apprenticeships, provide students with opportunities to gain hands-on experience in a professional setting. These programs can help students apply the knowledge and skills they have learned in the classroom to real-world situations and develop practical skills employers highly value.

3. Industry Partnerships: Academic programs can collaborate with local employers and organizations to ensure that CTE programs are relevant and aligned with industry needs. Industry partnerships can also allow students to network with professionals in the automotive industry and gain insights into industry trends and practices.

- MSU-N's Automotive Program is collaborating to provide specific OEM training for the following manufacturers.

- Ford MLR

- Subaru University

- Toyota TECS

4. Professional Development: Academic institutions can provide professional development opportunities for CTE instructors to ensure they are up-to-date with the latest trends and best practices in the automotive industry. This can help ensure that students receive the highest quality instruction and are prepared to succeed in the workforce.

Project 3: Nursing: The ASN program has updated current classrooms and labs utilized to educate nursing students. These areas have created improvements to teach nursing students the needed skills and create a critical thinking environment that is crucial to be successful in passing the NextGen NCLEX-RN licensure exam after graduation to be licensed as a registered nurse. In the nursing program, faculty and the nursing administrator have monthly meetings to discuss individual student progress and ensure the students are utilizing the resources available at MSU-Northern to be successful while enrolled. These meetings are confidential and called APG (Admission, Progression and Graduation). The nursing program has all students apply to TRIO upon acceptance to the ASN program for student support services, as well as complete early alerts, Care Reports, and/or referral to other student services to help students be successful. The ASN program also encourages students utilize Little River Institute as well as the library. The faculty and nursing

administrator are available for tutoring, skills practice time and remediation of content areas.

Currently, the ASN program utilizes Hurst Total Pass and Kaplan Nursing in all semesters of the program, which offers testing, reporting, and learning resources for students so that the program can track students' progress in different subject areas of nursing. Both of these resources are embedded into the curriculum within the ASN program to support students in the program. During the 2022-2023 academic year, the nursing department embedded UbiSim Nursing virtual reality into the program to offer new fully immersive simulation for students to start practicing critical thinking skills prior to clinical rotations. This new technology offered the students full immersion into clinical scenarios with hands on and discussion with patients, in which lowered the anxiety of Level I ASN students entering clinical sites. The students currently enrolled in the ASN program, gave their feedback about this new technology and requested to have more of these types of learning activities embedded in the nursing curriculum.

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.

As stated in the previous answer both Student Support Services and the Little River Institute offer support to our students including special populations on the campus level.

Montana State University-Northern partners with the Department of Education to offer TRIO Student Support Services (SSS). MSU-Northern TRIO SSS Scholars receive unsurpassed support from a committed team of staff, student tutors, and mentors from the moment they enroll through graduation. The goal is to provide students with the support and skills needed to remain in college and complete a degree program by creating a personalized Academic Success and Career Plan. SSS provides its participants with tutoring, mentoring, advising, disability services, a private computer lab, and a quiet study area. Our center also comes fully stocked with each year's required textbooks for participants to utilize on-site. Students have a friendly, safe place to visit, study, or relax in SSS. Currently, 66% of MSU-Northern's student population are eligible to participate in Student Support Services. Through the Student Support Services, special populations who are SSS Eligible and SSS participants have SSS Advisors who monitoring academic progress, assisting in course selection, identifying needs for additional services and making proper referrals both within and outside of the university. SSS Eligible and SSS participants develop an individual academic plan specialized to that participant's needs based on their assessment results. The SSS Program at MSUN will offer, at a minimum, four workshops per semester, and SSS participants will be encouraged to take part. Workshops will focus on academic skills, study skills and non-cognitive skills that can assist in creating positive mindsets that can lead to success in college. Examples of these workshops are Stress Management, Creating Personal Goals, Connecting College to Career Goals, Study Skills, Time Management, Preparing for Advising Sessions, Online Resources and Financial Aid/Literacy. SSS Advisors will provide guidance on career choices through assessment tools, including the Myers-Briggs Type Indicator and Montana Career Information System

MSU-Northern receives a grant through the Native American Serving Nontribal Institutions (NASNTI) Program of the U.S. Department of Education. The grant is intended to improve the retention and completion rates of American Indian students in higher education.

As part of this grant, the Little River Institute was created to serve as a center of tutoring, mentoring, and support for American Indian students at MSU-Northern, as well as a source of culturally responsive professional development for MSU-Northern faculty and staff.

At Montana State University-Northern, students with disabilities are provided with a variety of services, as directed by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). To access these services provided by Accessibility Resources, students are asked to complete an application, provide documentation of their disability, request accommodation for their courses, and meet with the coordinator of disability services.

On a regular basis, we offer alternative testing services and assistance with notetaking. Students can arrange to:

- take tests in an isolated testing environment where distractions are limited
- have extended testing time
- have a reader administer tests orally
- receive other types of accommodations based on the recommendations from the physician or clinician giving the diagnosis

All students who qualify for the program are encouraged to enroll with the Student Support Services (Cowan Hall 211) for tutoring and counseling services.

At the CTE program level additional items occur:

1. Identify the needs of special populations: Identify the specific needs of special populations, such as individuals with disabilities, low-income students, language learners, and others who may face barriers to accessing CTE programs.
2. Develop tailored programming: This programming includes targeted career exploration activities (TeKNoXpo), work-based learning opportunities (Co-op), and specialized instruction to help students develop the skills needed to succeed in the automotive industry.
3. Ensure non-discrimination: A program (Safe Zone) could ensure that members of special populations are not discriminated against by implementing policies and procedures to prevent discrimination, providing training for CTE instructors and staff on issues related to

diversity and inclusion, and monitoring and addressing any instances of discrimination that may occur.

To prepare CTE participants for non-traditional fields and provide equal access for special populations to CTE courses and programs of study:

1. Provide specialized instruction: Specialized instruction is provided to help students who may face barriers to accessing CTE programs develop the academic and technical skills needed to succeed. (Accessibility Services )
2. Offer mentoring and support: Programs offer mentoring and support services to help special populations navigate the challenges they may face in accessing and succeeding in CTE programs (student advising).

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.

Students at MSUN, especially those in the CTE fields, have the chance to participate in Co-op Internships. Co-op Internships enhance academic course work by supplying a realistic look at a chosen field and adding relevancy to classroom studies. Outcomes include professional skills development, maturity and increased motivation. A successful co-op experience also greatly increases employment opportunities upon graduation.

Benefits of taking Co-op Credits

- Earn Credits AND a Salary
  - In most cases, co-op students receive paid work experience and earn credits toward a degree.
- View Careers
  - Working in the field helps to strengthen and refine career goals. Frequently, the realistic work experience will point out the usefulness of additional courses or the pursuit of a minor which could improve employability.
- Build a Strong Resume
  - In-depth work experiences are invaluable in building a strong resume and identifying references. The opportunity to meet and work with professionals is extremely helpful in job search and networking activities. Many students are offered full-time positions by the co-op employer following graduation.
- Strengthen Interpersonal Skills
  - Important aspects of any job include developing the ability to work cooperatively with others, learning when to listen and when to speak, dealing with pressure, and developing effective communication and supervisory skills. Professionalism and maturity are additional benefits.
- Gain Insight into the Hiring Process
  - Co-op students learn about hiring procedures including job openings, interviewing, networking, personnel policies, fringe benefits and employment issues.

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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.

MSUN Northern currently offers welding as concurrent enrollment to area high schools. Welding is a foundational course for many CTE areas we offer at MSUN including Diesel, Ag Mechanics, Plumbing and Pipefitting programs. In addition to providing college credit while these students are still enrolled in high school, our welding faculty on campus who is a Certified Welding Inspector and a Certified Welding Educator, is available for support for the students but also provides educational development for the high school teachers he works with. MSUN has expanded dual credit courses to include WLDG 180, DDSN 113-Design Drafting, and began to offer Agriculture courses in the Academic Year of 2022-2023.

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.

MSU-Northern supports the preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel through the Office of Teaching and Learning Excellence. The Office of Teaching and Learning Excellence is dedicated to the support and advancement of evidence-based teaching and learning practices and the professional development of all members of the MSU-Northern teaching community. OTLE partners with faculty, staff, and administrators to develop and sustain a culture that values and rewards teaching, respects and supports individual differences among learners, and creates learning environments in which diverse students and instructors can excel. The Office of Teaching and Learning Excellence provides training for New Instructors including how to design a syllabus and Faculty Learning Communities which is a series of monthly discussions intended to help new and first-time faculty get oriented to MSUN, improve their teaching practice, course design, and program success. Professional Development is also provided through Lecture Series and Tech Snacks which are short, focused professional development sessions covering instructional technology, pedagogical techniques, online learning, and more.

OTLE's mission statement contains three embedded goals.

Goal I: Support faculty as they improve the quality and effectiveness of teaching and learning at MSU-Northern.

Goal II: Cultivate a community of practice among MSU-Northern faculty across all programs, supporting faculty development at all career stages.

Goal III: Improve the responsiveness and accessibility of curricula and learning environments at MSU-Northern.

On a daily basis, OTLE offers technical and pedagogical support to faculty, staff, and students at MSU-Northern. This includes support for the Brightspace online learning platform; other software and web services; online and face-to-face classroom instructional design; curriculum development; video and audio recording; content accessibility; and other faculty and student support as needed

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.

MSUN addresses disparities or gaps in performance between groups of students through the work of Student Support Services and the Little River Institute as mentioned in earlier answers but also through an institutionalized support of the Academic Alert System.

MSUN's Academic Alert System has evolved over the past three years to an extremely successful, well used (75% of faculty used), and documented system to report students in academic risk. The system is accessible to faculty and staff to report concerns about student progress. This program is ever evolving based on feedback from faculty, staff and the students.

In using this feedback, we have some improvements to this program, the main update will be closing the loop and updating the faculty and staff that have submitted these alerts. Once an alert has been made, the faculty will receive an email letting you know that we have received the early alert and are processing it as well as who or which office the student has been referred to if a referral was needed.

We also ask that if the faculty continue to see the same behaviors or the same academic issues, to please submit an additional Academic Alert so we may continue to offer resources and adjust what we are offering if needed.

An Academic Alert is a prompt referral from Faculty that enables the support offices on campus (SSS, LRI, Tutoring Central, Accessibility Services, Financial Aid and others) to connect with the student. The goal is to help students be successful by identifying the challenges and obstacles they are facing and improving their academic performance.

As we work to advance student success at Montana State University Northern, you are in a quintessential position to help identify students who could benefit from additional support. We request Academic Alerts for:

Class attendance

Test scores (particularly C's, D's and F's)

Homework Assignments (incomplete, missed or poorly completed)

Poor class interaction/engagement

Referred students will be contacted by the appropriate office to ensure the correct resources for the student will be available. Staff will assist students in identifying challenges (time management, learning management, motivation, financial concerns etc.) and support them in finding solutions

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-Postsecondary Retention and Placement:** As a campus we are sitting with 77% of our special populations who remained enrolled in the postsecondary education program or are placed or retained in the employment, as many of our CTE fields have close to 100% job placement, the focus needs to be on retaining students in the special populations in the postsecondary education program. This is an increase of 3% over the previous year, which shows success in our plan to retain and place students.

**2P1-Credential, Certificate or Diploma:** As a campus we have met the state goal of 100% of the percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. Even though this objective has been achieved it should continue to be a focus.

**3P1- Non-traditional Program Enrollment:** As a campus we are at 14% of the CTE concentrators in programs that fit in career and technical education programs and programs of study that lead to non-traditional fields, this shows an increase of 5% over last year. As stated previously the incorporation of hands on learning provides "benefits all students but offers disproportionate benefits for individuals from underrepresented groups.", this will be achieved by the in-classroom lab work as well as the co-op internships required by many of our programs.

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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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Not finished with this page yet? Scroll to the bottom of the page and click **Save** or **Save & Continue** to fill out the missing information at a later time.

### Project 1

Project 1 Title

Electrical Commercial Wiring Conduit Bending

Project 1 Begin Quarter

Q 1

Project 1 End Quarter

Q 4

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

One Greenlee 555 Bender Assembly with EMT and RMC bending shoes along with the roller support.

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 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.

NC3/Greenlee certification for Basic and Advanced Conduit Bending.

Students become familiar with modern technology and tools which helps them prepare for future training on newer equipment in the future. The use of this equipment and the measurement tools and hands-on, real-time, actual work that will prove invaluable to the contractor they work for is the essence of what these tools give the students.

Local Use of Funds: 3

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.)

One of our advisory board members, Liberty Electric, stated that they use the Greenlee 555 bender. We have had inquiries from as far as California requesting that we do training videos of the Greenlee 555 bender similar to the Greenlee 1818 and 855 SMART benders that are on YouTube: <https://www.youtube.com/watch?v=lnT5-hmgqOg>

We continue to take recommendations from board members and assess the value of training for student/apprentice to help in workplace development.

## Add Projects

Would you like to add another project?

- Yes  
 No

Project 2 Title

Project 2: Automotive and Diesel

Project 2 Begin Quarter

Q 1

Project 2 End Quarter

Q 4

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

The Perkins Grant for Automotive and Diesel Technology courses at MSUN aims to improve the quality of education in these fields by providing funding for the following equipment:

1. Welding equipment: This equipment will enable students to learn proper welding techniques and repair or fabricate components for automotive and diesel systems. The grant will provide funding for MIG and TIG welding equipment, including welding machines, and safety gear.
2. Brake lathe: This equipment will allow students to resurface brake rotors and drums, ensuring that vehicles can stop safely and effectively. The brake lathe will be able to handle a variety of sizes and materials commonly found in automotive and diesel systems.
3. Scan tools: These tools will allow students to diagnose and repair issues with various vehicle systems, including engine, transmission, and ABS. The grant will provide funding for advanced scan tools that are compatible with a wide range of makes and models.
4. Diagnostic equipment: This equipment will allow students to diagnose and repair issues with various vehicle systems, including engine, transmission, and emissions. The grant will provide funding for oscilloscopes, multimeters, and other specialized diagnostic equipment.

These purchases will improve the hands-on learning experience of automotive and diesel technology students at MSUN, providing them with the necessary skills and knowledge to enter the workforce with confidence. The Perkins Grant will also ensure that instructors are equipped to teach students how to use the equipment safely and effectively.

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.

ATDI 134,264,384 are the electrical and electronics courses for the automotive, diesel, and agriculture mechanic programs at MSU-Northern. The above items will be used during these courses to teach students diagnostic skills using an oscilloscope and scan tool.

- Students will be able to accurately interpret and analyze automotive electrical signals and waveforms using oscilloscopes and scan tools.
- Students will be able to demonstrate their understanding of how to properly set up and use an oscilloscope for automotive, diesel, and agriculture mechanic diagnostics, as evidenced by their ability to successfully diagnose and repair an electrical problem in a vehicle.
- Students will be able to identify common automotive electrical problems using oscilloscopes and scan tools to develop a diagnostic plan and address them.
- Students will be able to effectively communicate their diagnostic findings to others using technical language and industry-standard terminology.
- Students will be able to work collaboratively in teams to diagnose and repair complex electrical problems in vehicles using oscilloscopes and scan tool diagnostic equipment.

ATDI 265 is the Heating and Air Conditioning course for the automotive, diesel, and agriculture mechanic programs at MSU-Northern. The above items will be used during these courses to teach students diagnostic skills using various welding equipment

- Students will be able to identify and differentiate between MIG and TIG welding equipment.
- Students will be able to demonstrate proper safety procedures when using MIG and TIG welding equipment.
- Students will be able to weld aluminum and steel materials using MIG and TIG welding equipment.
- Students will be able to troubleshoot common welding problems and make necessary adjustments to equipment settings.
- Students will be able to read and interpret welding symbols and blueprints related to automotive air conditioning systems.
- Students will be able to apply welding techniques to repair and fabricate components for automotive air conditioning systems.
- Students will be able to evaluate the quality of their welding work using industry-standard techniques and tools.
- Students will be able to explain the advantages and disadvantages of MIG and TIG welding techniques for specific applications in automotive air conditioning.
- Students will be able to identify appropriate welding techniques and equipment for a given project in automotive air conditioning.
- Students will be able to work collaboratively in teams to complete welding projects related to automotive air conditioning systems.

AST 160 Engine Repair, AST 164 Engine Performance, AST 266 Computerized Engine Control, AST 115 Brake Systems, AST 220 Steering and Suspension Systems courses offered within the automotive technology degrees at MSU-Northern. The above items will be used during these courses to teach students diagnostic skills in the laboratory setting.

- Students will be able to operate and maintain various shop equipment, including engine analyzers, dynamometers, brake lathes, and wheel alignment machines.
- Students will be able to identify and troubleshoot common engine problems, such as poor performance, misfires, and rough idling, using diagnostic equipment and techniques.

- Students will be able to diagnose and repair braking systems, including hydraulic, mechanical, and electronic systems.
- Students will be able to evaluate and diagnose suspension and steering system problems, including wear and alignment issues, using specialized equipment.
- Students will be able to apply principles of engine tuning to improve engine performance, including fuel injection calibration, ignition timing, and air/fuel ratio adjustments.
- Students will be able to diagnose and repair electrical and electronic systems related to engine performance, such as sensors, fuel pumps, and ignition coils.
- Students will be able to evaluate and repair engine cooling systems, including radiators, water pumps, and thermostats.
- Students will be able to use various shop equipment to test and evaluate the performance of engine components, such as camshafts, pistons, and crankshafts.
- Students will be able to apply principles of suspension geometry and alignment to diagnose and correct steering and suspension issues.

Students will be able to work collaboratively in teams to complete complex repair projects related to automotive engines, brakes, steering, and suspension systems

Perkins Local Use of Funds: 1, 3

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.)

The items requested in this grant project are being requested in order to better meet the needs MSU-Northern Automotive Program ASE accreditation requirements. We have identified areas within our program that lack training equipment and tooling to satisfy ASE Ed. Foundation Learning outcomes. With the purchase of these items, we will confidently train our students to become equip with the proper tooling and skills needed to succeed in our industry.

Would you like to add another project?

- Yes  
 No

Project 3 Title

Nursing

Project 3 Begin Quarter

Q 1

Project 3 End Quarter

Q 4

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.

The ASN program is asking for two items to help facilitate the ability for nursing students to start clinical judgement and critical thinking early, and throughout the ASN program. The first item is the SimVS Hospital Pro Diagnostic System from Diamedical (\$6,395.00). The SimVS Hospital Pro allows faculty to utilize any manikin in HSC 113 (skills lab) and turn it into a high-fidelity simulation manikin with scenario. The ability to utilize this will help students during didactic classes understand what is being taught without having to set up a simulation that could take anywhere from 2-4 hours. This system is portable and can be moved in between HSC 113 and HSC 114 or to where we want to conduct class. "The platform for the SimVS Hospital enables instructors to manipulate monitor results to influence care decisions. The SimVS allows instructors to incorporate monitor, defibrillator, ventilator and fetal monitor interfaces into their simulations, which allows students to develop critical thinking skills in a highly realistic simulation setting. This platform can be used across multiple healthcare settings with simulation scenarios specifically catered to a variety of nursing, respiratory and OB procedures." (See Diamedical quote attachment for more information). Students currently utilize the Sim Lab with their clinical rotations, and some labs. This system allows students and faculty the freedom to not be overcrowded in the Sim Lab, especially if another class is utilizing

the Sim Lab.

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.

1. By the end of Fall 2023 semester, 85% of Level I ASN students will be able to show beginning competency in critical thinking by utilizing UbiSim and Sim VS in NRS 230, 231, 232 & 233 courses.
2. By the end of Fall 2023 semester, 85% of Level I ASN students will be able to work independently through a UbiSim simulation successfully to gain critical thinking needed to pass NextGen NCLEX-RN.
3. By the end of Spring 2023, 80% of Level II ASN students will be able to complete critical thinking simulations utilizing UbiSim and Sim VS in didactic and clinical courses with a score of at least 80% or more to be prepared for NextGen NCLEX-RN.
4. By the end of Spring 2023, 80% of faculty will be utilizing both UbiSim and Sim VS in their courses offering ASN students' hands on critical thinking opportunities in didactic courses.

Perkins Local Use of Funds: 1, 3

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.)

Students who graduate from MSU-Northern's ASN program often return to their local communities to work as a registered nurse. Due to the change in the NCLEX-RN format to the NextGen NCLEX-RN, students need more critical thinking and clinical judgment opportunities to be considered competent. The National Council of State Boards of Nursing (NCSBN) has now adapted to the evolving demands of the healthcare system, in which shifted the testing to better assess students' clinical judgement skills. This has changed the way courses are taught, and the competency level in critical thinking abilities of new nurses entering the profession. As the nursing shortage continues to grow, the demand of nurses to be able to critically think and utilize clinical judgement sooner in their career will become more necessary, as there will be less nurses serving communities.

Would you like to add another project

- Yes
- No

Project 4 Title

Project 4: Plumbing

Project 4 Begin Quarter

Q 1

Project 4 End Quarter

Q 4

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.

Updated activites to match new industry standard curriculum that has been impletmented in the Plumbing program to align with industry recommendations. The project will include purchasing back flows, backflow preventors, pressure vaccum breakers, gauges and meters, combination water heaters and pumps.

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.

The learning out comes are outlined in the lesson plans of the NCCER curriculum here is one example using the material I have already referenced back flow preventers.

When trainees have completed this session, they should be able to:

Describe the six basic backflow-prevention devices and the hazards they are designed to prevent.

- Describe when and how to install air gaps.
- Describe when and how to install atmospheric vacuum breakers.
- Describe when and how to install pressure-type vacuum breakers

Perkins Local Use of Funds: 1, 3

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.)

Across the state apprenticeship education has shifted to the NCCER curriculum lining up my classes to meet the needs of industry has been discussed for many years, however financial restraints have handcuffed us to our current curriculum which does include some of the material we use in NCCER but not all of it, after advisory board meetings we have decided making the "plunge" into NCCER is well worth the investment and is something that should be done sooner rather than later.

Would you like to add another project?

- Yes
- No

Project 5 Title

Project 5: Civil Engineering Technology

Project 5 Begin Quarter

Q 1

Project 5 End Quarter

Q 4

5 -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.

Purchase a Matterport Pro 3 Lidar Scanner and Camera System for the Civil Engineering Technology Program. The equipment will enable students to use modern technology to capture spacial data for planning and imaging documentation for construction projects. The equipment can be used in classes such as ECIV 230 Bidding and Construction Management, SRVY 230 Introduction to Surveying for Engineers, and ETCC 173 Architectural Methods and Materials. The purchase also includes a subscription to Matterport's Cloud Hosting Services.

5 - 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. Successful students will have an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes;

2. Successful students will have an ability to apply knowledge, techniques, skills and modern tools of mathematics,

science, engineering, and technology to solve broadly defined engineering problems appropriate to the discipline;

Perkins Local Use of Funds: 1, 3, 4

5- 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.)

Advisory Board was given a presentation on the equipment and the minutes of March 29, 2023 will reflect their recommendation to purchase the equipment for the program.

Would you like to add another project?

- Yes
- No

Project 6 Title

Metric Measuring Tools-Diesel

Project 6 Begin Quarter

Q 1

Project 6 End Quarter

Q 4

6 -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.

The Heavy Duty Chassis class has incorporated numerous hands-on lab activities in response to the industry's need for employees to have knowledge in not only the traditional measuring tools but also digital tools which is where the industry standard is moving toward. The project includes purchasing digital drum gages, metric dial indicator and magnetic base dial indicators

6 - 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.

Students will be able to make critical measurements, compare with industry specifications and make recommendations on the plan to fix the equipment.

All labs are graded and instructors must sign off on all labs that each student has successfully completed the lab before they are able to move onto the next section or lab. The lab outcomes will include the demonstration of the proper use of the tool not just the result of a correct measurement.

Students will successfully complete an electronic Service Report that will include all measurements and units of measurements correctly recorded.

Perkins Local Use of Funds: 1, 3, 4

6 - 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.)

Our Diesel advisory board have stated in recent advisory boards that students must have a strong skill set and background in both traditional and digital measurement tools including the use, care and storage of the tools.

Would you like to add another project?

- Yes
- No

Project 7 Title

P7: CTE Faculty Pedagogical Support through OTLE

Project 7 Begin Quarter

Project 7 End Quarter

7 - 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.

Through the Office of Teaching and Learning Excellence, professional development focusing in pedagogical support, curriculum development, and instructional design for faculty in the Career and Technical Education fields. These faculty will receive a stipend to attend these trainings that will highlight:

- integration of academic and career standards and curricula
- opportunities to advance knowledge skills and understanding of all the aspects of the industry that our CTE programs prepare students for
- Provide opportunities and trainings to advance knowledge and skills in pedagogical practices
- This project will also include a institutional membership to the Online Learning Consortium to provide the courses to improve pedagogical development for CTE faculty whose course align with the occupational CIP codes.

7 - 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.

OTLE utilizes an evaluation tool designed by the Association of College and University Educators.

The ACUE model suggests that meaningful change in faculty practice follows six levels.

<b>Level 1</b>	<p><b>Faculty Engagement</b></p> <p>Do faculty find our faculty development offerings relevant?</p>
<b>Level 2</b>	<p><b>Faculty Learning</b></p> <p>Do faculty learn new teaching practices?</p>
<b>Level 3</b>	<p><b>Faculty Implementation</b></p> <p>Do faculty implement new teaching practices?</p>
<b>Level 4</b>	<p><b>Student Engagement</b></p> <p>Are students more motivated and engaged?</p>



Level 5	<b>Student Outcomes</b> Are students completing more courses and earning better grades?
Level 6	<b>Institutional outcomes</b> Are retention and completion rates improved?

*Adapted from MacCormack, Snow, Gyrko & Sekel, 2018. Connecting the Dots: A Proposed Accountability Method for Evaluating the Efficacy of Faculty Development and Its Impact on Student Outcomes, ACUE*

The first three input measures are being measured by OTLE using self-reported survey data from faculty. This can help determine which evidence-based professional development offerings faculty are finding useful, and if they are implementing any changes in practice based on what is being offered.

The last three output measures can be measured by gathering institutional student course evaluations, academic achievement statistics, and retention and completion rates over time. Institutional retention and completion outcomes are influenced by a huge number of variables, and it can be difficult to tease out what initiatives and policies are having the most effect.

7 - 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.)

The results from the CLNA that are addressed by this project is ensuring the students are being trained in the industry best practices as well as training our faculty to provide a learning environment that best supports learning for students to decrease the gaps from the Perkins report card.

Would you like to add another project?

- Yes
- No

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## 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.

[MSUN Perkins Assurances.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>00 - Administrative/Indirect Costs</b>		
Administrative and Indirect Costs	\$6,543.82	\$6,543.82
<b>Subtotal</b>	<b>\$6,543.82</b>	<b>\$6,543.82</b>
<b>02 - Hourly Wages</b>		
P7: Faculty Training Stipend	\$22,000.00	\$22,000.00
<b>Subtotal</b>	<b>\$22,000.00</b>	<b>\$22,000.00</b>
<b>03 - Employer Paid Benefits</b>		
P7: Benefits for Faculty Stipends	\$4,152.72	\$4,152.72
<b>Subtotal</b>	<b>\$4,152.72</b>	<b>\$4,152.72</b>
<b>04 - Contracted Services - Operating Expenditures</b>		
P5: Cloud Hosting Services for Matterport Pro3	\$708.00	\$708.00
P6: Shipping	\$25.00	\$25.00
P7: Institution Membership for Faculty Training	\$1,588.00	\$1,588.00
<b>Subtotal</b>	<b>\$2,321.00</b>	<b>\$2,321.00</b>
<b>07 - Non-Capitalized Equipment (Minor)</b>		
6PC TELE GAUGE SET	\$708.54	\$708.54
P2: 130A DC TIG STICK WELDER	\$2,145.00	\$2,145.00
P2: 16 GAL 2 STAGE WE/DRY VAC	\$361.55	\$361.55
P2: 25A Plasma Arc Cutting Machine	\$3,768.75	\$3,768.75
P2: 2 1/2 IN DIAL BORE GAUGE	\$326.39	\$326.39
P2: Advanced 4-Channel PicoScope Kit	\$4,670.00	\$4,670.00
P2: Air Impact 1/2 IN Premium	\$440.01	\$440.01
P2: Autel MaxiCheck mx808 Scan Tool	\$1,196.00	\$1,196.00
P2: Autel MaxiSYS ms906 Pro-TS Diagnostic	\$1,700.00	\$1,700.00
P2: Autel MaxiSYS ms906PRO-TS with Bluetooth VCI200	\$1,600.00	\$1,600.00
P2: Automotive Compression Set	\$788.12	\$788.12
P2: Brake Bleeder Kit	\$464.38	\$464.38
P2: Cylinder Leakage Tester	\$981.84	\$981.84
P2: DIAG THERMAL IMAGER ELITE	\$3,207.70	\$3,207.70



	Grant Funded	Total Budgeted
P2: DUAL CHUCK AIR SAW	\$280.05	\$280.05
P2: Fuel Injector Pressure Tester	\$157.11	\$157.11
P2: Maestro by Power Probe Tek	\$488.00	\$488.00
P2: Oscilloscope	\$3,995.00	\$3,995.00
P2: SML MIG WLDR PRTS KIT	\$175.50	\$175.50
P2: Snap On Hand Drill Fiberglass HM	\$127.38	\$127.38
P2: Standard 2-Channel PicoScope Kit	\$5,132.00	\$5,132.00
P2:185A PULSE MIG W/AL TORCH	\$4,976.25	\$4,976.25
P2:Master Inner Tie Rod Tool Set	\$226.88	\$226.88
P4: 100 PSI test gauges setup	\$51.24	\$51.24
P4: 30 PSI test Gauge	\$57.40	\$57.40
P4: Anti Siphon Pressure Vacuum breaker	\$648.88	\$648.88
P4: Digital heat only thermostat	\$278.76	\$278.76
P4: Double Check Valve Assembly	\$994.92	\$994.92
P4: General Purpose Water Meter	\$1,216.40	\$1,216.40
P4: High Efficiency Combination boiler-hot water heater	\$12,000.00	\$12,000.00
P4: Re-Circulation pump	\$800.00	\$800.00
P4: Reduced Principle Assembly Back Flow	\$1,516.56	\$1,516.56
P6: Magnetic Base-Dial Indicator	\$132.50	\$132.50
P6: Metric Dial Indicator	\$461.00	\$461.00
P6: Snap on Digital Drum Gage	\$1,100.00	\$1,100.00
Project 1: Electrical Bender Assembly	\$9,171.76	\$9,171.76
<b>Subtotal</b>	<b>\$66,345.87</b>	<b>\$66,345.87</b>

**12 - Capitalized Equipment (Major)**

P2: AutoComp Elite On-Car Brake Lathe	\$17,389.90	\$17,389.90
P3: Sims VS Hospital Prop Diagnostic System	\$6,395.00	\$6,395.00
P5: Matterport Pro3 Acceleration Kit	\$8,045.00	\$8,045.00
<b>Subtotal</b>	<b>\$31,829.90</b>	<b>\$31,829.90</b>

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**Total Proposed Cost      \$133,193.31      \$133,193.31**

**Revenue Budget**

	Grant Funded	Total Budgeted
<b>Grant Funding</b>		



	Grant Funded	Total Budgeted
Award Requested	\$133,193.31	\$133,193.31
<b>Subtotal</b>	<b>\$133,193.31</b>	<b>\$133,193.31</b>
<hr/>		
<b>Total Proposed Revenue</b>	<b>\$133,193.31</b>	<b>\$133,193.31</b>

### Proposed Budget Detail

See attached spreadsheet.

### Proposed Budget Narrative

#### 00 - Administrative/Indirect Costs

5% of total project funds may be used for indirect and administrative costs. If they will be used, describe the proposed administrative costs in the notes. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment". These are costs that cannot be assigned to a particular project but are necessary for the operation of the organization and therefore the performance of the project. Example: Administrative staff not directly supporting the project but support the operation of the organization (e.g. legal and finance departments), accounting costs, time spent developing the CLNA in addition to administrative activities include, but are not limited to, grant development, grant monitoring, evaluation of program effectiveness, data input, developing reports, payroll, providing technical assistance, clerical, and accounting duties.

#### Administrative and Indirect Costs

These are for the grant duties the support the project including grant development, grant monitoring, evaluation of program effectiveness, data input, developing reports, payroll, providing technical assistance, clerical, and accounting duties.

#### 02 - Hourly Wages

List each individual position as a separate line item. In the notes please provide Staff Name (if known or TBD), position title, % of FTE or total annual hours and hourly rate, Months and Total. Examples: --Jeff Smith, Adjunct Faculty for New Perkins Program to teach two new courses for 3 months at \$750/credit hour for 6 credit hours=totaling \$4,500 Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

#### P7: Faculty Training Stipend

Faculty stipends for professional development in OTLE in support pedagogical training, curriculum development and instructional design in CTE programs. 22@1,000.00 1,000.00 is standard on campus for multiday trainings for faculty members

#### 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".

#### P7: Benefits for Faculty Stipends

Benefits for faculty stipends are calculated at FICA 6.20%, Medicare 1.45%, Unemployment @ 0.35%, Workers Comp @ 0.20%, and Retirement at TIAA-CREFF at 10.676% 22 stipends

#### 04 - Contracted Services - Operating Expenditures

Create a line item for each contracted service including the rate and duration of service. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

##### P5: Cloud Hosting Services for Matterport Pro3

Cloud Hosting services to store scan data and provide the ability to share models among students.

##### P7: Institution Membership for Faculty Training

Institutional membership to online learning consortium (<https://onlinelearningconsortium.org/>). This is a institutional membership for Northern to support the faculty development training provided by the Office of Teaching and Learning Excellence

#### 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: JVC GY-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 1: Electrical Bender Assembly

Classic electrical bender for large electrical metallic tubing (EMT) and rigid metal conduit (RMC) using the appropriate bending shoes. 1 @ 9171.76

##### P2: Oscilloscope

Micsig Automotive Oscilloscope - SATO 1004 100MHz 5@ 799.00 For use in Automotive / Diesel / Agriculture Mechanics Electrical System Courses (ATDI 134 / 264 / 384)

##### P2: Advanced 4-Channel PicoScope Kit

Advanced 4-Channel PicoScope Kit 1@ 4670.00 For use in Automotive / Diesel / Agriculture Mechanics Electrical System Courses (ATDI 134 / 264 / 384)

##### P2: Standard 2-Channel PicoScope Kit

Standard 2-Channel PicoScope Kit 2@2566.00 For use in Automotive / Diesel / Agriculture Mechanics Electrical System Courses (ATDI 134 / 264 / 384)

##### P2: Autel MaxiCheck mx808 Scan Tool

Autel MaxiCheck mx808 Scan Tool 4@299.00 For use in Automotive / Diesel / Agriculture Mechanics Electrical System Courses (ATDI 134 / 264 / 384)

##### P2: Autel MaxiSYS ms906PRO-TS with Bluetooth VCI200

Autel MaxiSYS ms906PRO-TS with Bluetooth VC1200 1@1600.00

**P2: Maestro by Power Probe Tek**

Maestro by Power Probe Tek 2@244.00 For use in Automotive / Diesel / Agriculture Mechanics Electrical System Courses (ATDI 134 / 264 / 384)

**P2: Autel MaxiSYS ms906 Pro-TS Diagnostic**

Autel MaxiSYS ms906 Pro-TS Diagnostic and TPMS Tablet 1 @ 1700.00 For use in Automotive / Diesel / Agriculture Mechanics Electrical System Courses (ATDI 134 / 264 / 384)

**P2: 130A DC TIG STICK WELDER**

For Automotive / Diesel / Agriculture Mechanics Heating and Air Conditioning Systems (ATDI 265)  
130A DC TIG STICK WELDER 1@ 2145.00

**P2: SML MIG WLDR PRTS KIT**

SML MIG WLDR PRTS KIT 1@175.50

**P2: 185A PULSE MIG W/AL TORCH**

For use in Automotive / Diesel / Agriculture Mechanics Heating and Air Conditioning Systems (ATDI 265)  
185A PULSE MIG W/AL TORCH 1 @ 4976.25

**P2: 25A Plasma Arc Cutting Machine**

25A Plasma Arc Cutting Machine 1 @3768.75 For use in Automotive / Diesel / Agriculture Mechanics Heating and Air Conditioning Systems (ATDI 265)

**P2: DIAG THERMAL IMAGER ELITE**

For use in Automotive Technology Courses (AST 160, 164, 266, 115, 220) DIAG THERMAL IMAGER ELITE 2@ 1603.85

**P4: Reduced Principle Assembly Back Flow**

This is the most common backflow preventer installed in the plumbing industry for irrigation 4@379.14

**P4: Double Check Valve Assembly**

Backflow preventer installed in fire suppression, and areas that can not get wet. 4@248.73

**P4: Anti Siphon Pressure Vacuum breaker**

Most commonly installed backflow preventer installed for residential irrigation 4@ 162.17

**P4: 100 PSI test gauges setup**

Gauge used to test water piping setups after installation 4@12.81

**P4: 30 PSI test Gauge**

Gauge used after installation of gas piping projects for testing. 4@14.35

**P4: General Purpose Water Meter**

Water meter to be used do demonstrate the proper installation of a piping system. 4@304.10

**P4: Digital heat only thermostat**

Digital thermostat to update our current analog ones that are no longer industry standard 12 @29.23

**P4: High Efficiency Combination boiler-hot water heater**

Industry standard combo-boiler to replace obsolete cast iron boilers 4@3000.00

**P4: Re-Circulation pump**

Pump to circulate water used in module construction in class. 2@400.00

**P6: Snap on Digital Drum Gage**

Digital drum gage for use in lab activities in DST 219 2 @ 550.00

**P6: Metric Dial Indicator**

For use in digital lab activities in DST 219 2 @ 230.50

**P6: Magnetic Base-Dial Indicator**

For use in DST 219 digital measurement labs 2 @ 66.25

**P2: 16 GAL 2 STAGE WE/DRY VAC**

16 GAL 2 STAGE WE/DRY VAC Automotive Technology Courses (AST 160, 164, 266, 115, 220)

**P2: Snap On Hand Drill Fiberglass HM**

HD 4LB HND/DRL FBRGL HM Automotive Technology Courses (AST 160, 164, 266, 115, 220) 2 @63.69

**P2: DUAL CHUCK AIR SAW**

DUAL CHUCK AIR SAW for use in Automotive Technology Courses (AST 160, 164, 266, 115, 220) 1 @ 280.05

**P2: Air Impact 1/2 IN Premium**

Air Impact 1/2 IN Premium for use in Automotive Technology Courses (AST 160, 164, 266, 115, 220) 1 @ 440.01

**P2: Master Inner Tie Rod Tool Set**

Master Inner Tie Rod Tool Set For use in Automotive Technology Courses (AST 160, 164, 266, 115, 220)  
1@226.68

**P2: Fuel Injector Pressure Tester**

Fuel Injector Pressure Tester for use in Automotive Technology Courses (AST 160, 164, 266, 115, 220) 1 @ 157.11

**P2: Brake Bleeder Kit**

QICKFLW PRESS BRKE BLEEDR KIT For use in Automotive Technology Courses (AST 160, 164, 266, 115, 220)  
1 @ 464.38

**P2: 2 1/2 IN DIAL BORE GAUGE**



2 1/2 IN DIAL BORE GAUGE for use in Automotive Technology Courses (AST 160, 164, 266, 115, 220) 1 @ 326.39

#### 6PC TELE GAUGE SET

6-6PC TELE GAUGE SET @ 118.09 For use in Automotive Technology Courses (AST 160, 164, 266, 115, 220)

#### P2: Automotive Compression Set

4 Automotive Compression Set @ 197.03 each For use in Automotive Technology Courses (AST 160, 164, 266, 115, 220)

#### P2: Cylinder Leakage Tester

4 Cylinder Leakage Testers @ 245.46 each For use in Automotive Technology Courses (AST 160, 164, 266, 115, 220)

### 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".

#### P2: AutoComp Elite On-Car Brake Lathe

Automotive Technology Courses (AST 160, 164, 266, 115, 220) P2: AutoComp Elite On-Car Brake Lathe  
1@17,389.90

#### P3: Sims VS Hospital Prop Diagnostic System

1@ 6395.00 The SimVS Hospital Virtual Diagnostic Platform allows educators to convert any manikin into a high-fidelity simulator, enabling instructors to manipulate monitor results to influence care decisions. The SimVS allows instructors to incorporate monitor, defibrillator, ventilator and fetal monitor interfaces into their simulations, which allows students to develop critical thinking skills in a highly realistic simulation setting. This platform can be used across multiple healthcare settings with simulation scenarios specifically catered to a variety of nursing, respiratory and OB procedures.

#### P5: Matterport Pro3 Acceleration Kit

3D Scanner & Camera system used for spacial data collection and imaging documentation. 1 @ 8045.00

# Approved Budget 6/27/2023 *Ciera Franks-Ongoy*

## Montana State University Northern-Perkins Local - Award - Submission Budget

ExpectedStart:07/01/2023 ExpectedEnd:06/30/2024

### Budget View Settings

#### Actuals

Show Actuals From  To







































































#### Options
















Show/Hide

Grant Year  Line Items  Responsible Individuals

### Budget

Expense Budget +	Year 1	Grant-Funded Budgeted	Total Budgeted
<b>00 - Administrative/Indirect Costs +</b>			
Administrative and Indirect Costs	\$4,740.00	\$4,740.00	\$4,740.00
Subtotal	\$4,740.00	\$4,740.00	\$4,740.00
<b>01 - Salaries +</b>			
Subtotal	\$0.00	\$0.00	\$0.00
<b>02 - Hourly Wages +</b>			
P7: Faculty Training Stipend	\$22,000.00	\$22,000.00	\$22,000.00
Subtotal	\$22,000.00	\$22,000.00	\$22,000.00
<b>03 - Employer Paid Benefits +</b>			







Subtotal	\$4,152.72	\$4,152.72	<b>\$4,152.72</b>
<b>04 - Contracted Services - Operating Expenditures +  </b>			
P5: Cloud Hosting Services for Matterport Pro3  	\$708.00	\$708.00	<b>\$708.00</b>
P6: Shipping  	\$25.00	\$25.00	<b>\$25.00</b>
P7: Institution Membership for Faculty Training  	\$1,588.00	\$1,588.00	<b>\$1,588.00</b>
Subtotal	\$2,321.00	\$2,321.00	<b>\$2,321.00</b>
<b>07 - Non-Capitalized Equipment (Minor) +  </b>			
6PC TELE GAUGE SET  	\$708.54	\$708.54	<b>\$708.54</b>
P2: 130A DC TIG STICK WELDER  	\$2,145.00	\$2,145.00	<b>\$2,145.00</b>
P2: 16 GAL 2 STAGE WE/DRY VAC  	\$361.55	\$361.55	<b>\$361.55</b>
P2: 25A Plasma Arc Cutting Machine  	\$3,768.75	\$3,768.75	<b>\$3,768.75</b>
P2: 2-6IN DIAL BORE GAUGE  	\$326.39	\$326.39	<b>\$326.39</b>
P2: Advanced 4-Channel PicoScope Kit  	\$4,670.00	\$4,670.00	<b>\$4,670.00</b>
P2: Air Impact 1/2 IN Premium  	\$440.01	\$440.01	<b>\$440.01</b>
P2: Autel MaxiCheck mx808 Scan Tool  	\$1,196.00	\$1,196.00	<b>\$1,196.00</b>
P2: Autel MaxiSYS ms906 Pro-TS Diagnostic  	\$1,700.00	\$1,700.00	<b>\$1,700.00</b>
P2: Autel MaxiSYS ms906PRO-TS with Bluetooth VCI200  	\$1,600.00	\$1,600.00	<b>\$1,600.00</b>
P2: Automotive Compression Set  	\$788.12	\$788.12	<b>\$788.12</b>
P2: Brake Bleeder Kit  	\$464.38	\$464.38	<b>\$464.38</b>
P2: Cylinder Leakage Tester  	\$981.84	\$981.84	<b>\$981.84</b>
P2: DIAG THERMAL IMAGER ELITE  	\$3,207.70	\$3,207.70	<b>\$3,207.70</b>
P2: DUAL CHUCK AIR SAW  	\$280.05	\$280.05	<b>\$280.05</b>
P2: Fuel Injector Pressure Tester  	\$157.11	\$157.11	<b>\$157.11</b>
P2: Maestro by Power Probe Tek  	\$488.00	\$488.00	<b>\$488.00</b>
P2: Oscilloscope  	\$3,995.00	\$3,995.00	<b>\$3,995.00</b>
P2: SML MIG WLDR PRTS KIT  	\$175.50	\$175.50	<b>\$175.50</b>
P2: Snap On Hand Drill Fiberglass HM  	\$127.38	\$127.38	<b>\$127.38</b>
P2: Standard 2-Channel PicoScope Kit  	\$5,132.00	\$5,132.00	<b>\$5,132.00</b>
P2:185A PULSE MIG W/AL TORCH  	\$4,976.25	\$4,976.25	<b>\$4,976.25</b>
P2:Master Inner Tie Rod Tool Set  	\$226.88	\$226.88	<b>\$226.88</b>
P4: 100 PSI test gauges setup  	\$51.24	\$51.24	<b>\$51.24</b>
P4: 30 PSI test Gauge  	\$57.40	\$57.40	<b>\$57.40</b>
P4: Anti Siphon Pressure Vacuum breaker  	\$648.88	\$648.88	<b>\$648.88</b>
P4: Digital heat only thermostat  	\$278.76	\$278.76	<b>\$278.76</b>
P4: Double Check Valve Assembly  	\$994.92	\$994.92	<b>\$994.92</b>
P4: General Purpose Water Meter  	\$1,216.40	\$1,216.40	<b>\$1,216.40</b>
P4: High Efficiency Combination boiler-hot water heater  	\$12,000.00	\$12,000.00	<b>\$12,000.00</b>
P4: Re-Circulation pump  	\$800.00	\$800.00	<b>\$800.00</b>

P4: Reduced Principle Assembly Back Flow   	\$1,516.56	\$1,516.56	<b>\$1,516.56</b>
P6: Magnetic Base-Dial Indicator   	\$132.50	\$132.50	<b>\$132.50</b>
P6: Metric Dial Indicator   	\$461.00	\$461.00	<b>\$461.00</b>
P6: Snap on Digital Drum Gage   	\$1,100.00	\$1,100.00	<b>\$1,100.00</b>
Project 1: Electrical Bender Assembly   	\$9,171.76	\$9,171.76	<b>\$9,171.76</b>
Subtotal	\$66,345.87	\$66,345.87	<b>\$66,345.87</b>

**09 - Travel**   

Subtotal	\$0.00	\$0.00	<b>\$0.00</b>
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**12 - Capitalized Equipment (Major)**   

P2: AutoComp Elite On-Car Brake Lathe   	\$17,389.90	\$17,389.90	<b>\$17,389.90</b>
P3: Sims VS Hospital Prop Diagnostic System   	\$6,395.00	\$6,395.00	<b>\$6,395.00</b>
P5: Matterport Pro3 Acceleration Kit   	\$9,848.10	\$9,848.10	<b>\$9,848.10</b>
Subtotal	\$33,633.00	\$33,633.00	<b>\$33,633.00</b>

**13 - Other**   

Subtotal	\$0.00	\$0.00	<b>\$0.00</b>
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<b>Total Expense Budget Cost</b>	<b>\$133,192.59</b>	<b>\$133,192.59</b>	<b>\$133,192.59</b>
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<b>Revenue Budget</b>	<b>Year 1</b>	<b>Grant-Funded Budgeted</b>	<b>Total Revenue</b>
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**Grant Funding**

Awarded Amount	\$133,193.31	\$133,193.31	<b>\$133,193.31</b>
Subtotal	\$133,193.31	\$133,193.31	<b>\$133,193.31</b>

**Match**

Cash Match	\$0.00		<b>\$0.00</b>
In-Kind	\$0.00		<b>\$0.00</b>
Subtotal	\$0.00		<b>\$0.00</b>

<b>Total Revenue Budget Cost</b>	<b>(\$133,193.31)</b>		<b>(\$133,193.31)</b>
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<b>Total Overall Budget Cost</b>	<b>(\$0.72)</b>		<b>(\$0.72)</b>
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