



University of Montana Western

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

Submitted by Anneliese A Ripley

Submitted on 07/19/2023 2:31 PM 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

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

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

University of Montana Western

Award Requested

\$65,813.68

Total Award Budget

\$65,813.68

Primary Contact Information

Name

Anneliese A Ripley

Email Address

anneliese.ripley@umwestern.edu

Address

710 South Atlantic Street
Dillon, MT 59725

Phone Number

(406) 683-7309

Project Description

Part 1. Additional Contact Information

Overview

Perkins Local Grant Contact

Holly Gederos

hgederos@montana.edu

(406) 449-9128

Campus Information

Campus Name

UM Western

Campus Fiscal Manager

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

Last Name

Karlsgodt

First Name

Sarah

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

- Yes
 No

Fiscal Phone Number

4066837362

Fiscal Phone Extension

Fiscal Fax Number

Fiscal Email Address

grants@umwestern.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
Contact 1	Johnny MacLean	Provost	johnny.maclean@umwestern.edu
Contact 2	Ryann Gibson	DE Coordinator	ryann.gibson@umwestern.edu
Contact 3			
Contact 4			



	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.

UMW CLNA 2023-25.docx

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.

Montana Western and its stakeholders are focused on three areas—secondary to postsecondary transitions, experiential & applied learning, and CTE program development. Labor force data and stakeholder interests narrow UMW's CTE interests to business management, education, information technology, agriculture, STEM, and construction. These pathways are consistent with Montana Western's [Strategic Plan 2020-2026](#) and the last two-year CLNA cycle. As a leader and innovator in experiential education, the university is also focused on creating immersive, field-based learning opportunities. Four projects are proposed for the Perkins Local 2024 application: (1) Dual Enrollment and Workforce Coordination, (2) Dual Enrollment Education Summit, (3) STEM Education, and (4) CTE Cert. of Technical Skills. Project 1 continues support and expansion of Montana Western's dual enrollment and community workforce efforts. Project 2 brings concurrent enrollment teachers of EDU 201 and ECE 247 together with university faculty for a one-day training/curriculum alignment summit. Project 3 purchases geotechnical equipment to enhance introductory math and science courses with real-world applications. Project 4 is a collaboration with Montana Youth Challenge to pilot four courses leading to a Certificate of Technical Skills in construction trades. The courses will be focused on construction trades and may also lead to teaching licensure in industrial technology. These four projects are supported by the need to expand and support dual enrollment opportunities, address DE course quality, and meet local and state needs for trades education.

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 the past two years, Montana Western partnered with the Dillon Middle School, Beaverhead County High School, Chamber of Commerce, and area businesses to identify student career interests and offer a high school career/jobs fair. Many of the business partners were selected based on student interests identified using Career Cruising software. Middle and high school counselors assisted Montana Western staff in administering the Career Cruising surveys, identifying student interests, contacting local industry/business contacts, and planning the career fair activities. The high school counselor and UMW dual enrollment coordinator also used the career interest information to plan counseling sessions and dual enrollment offerings. Montana Western proposes to continue all of this work and offer another career fair during AY24. The AY24 career fair will vary in format. It is planned to be a longer event hosted on the UMW campus. Local business, industry, and professional contacts will be asked to conduct workshops rather than setup an information booth. The intent is to have a more interactive and informative workshop that more fully responds to and engages student interests.

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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.

Montana Western has identified two needs to improve the academic and technical skills of students participating in CTE programs. The first need is to align concurrent credit learning outcomes in education and early childhood coursework. To address this need, the campus proposes to host a Dual Enrollment Education Summit. It will be a one-day summit that brings together 10 high school teachers teaching EDU 201 and EDEC 247. Two college faculty will be involved in planning, leading and following up on the summit.

The second need is to enhance experiential teaching practices in general education coursework. Students taking STEM coursework don't always connect math and science concepts to real-world applications. The Mathematics, Biology, and Environmental Sciences Departments have been particularly creative in designing interdisciplinary research projects for general education math and science courses that are linked together over two blocks. For two years, the Hogsback Project has engaged first-year students in modeling the 2-dimensional foraging habits of harvester ants. This project requires students to apply fundamental math concepts to authentic science applications. The participating math and science faculty would like to expand the project to model the 3-dimensional habits of burrowing ants. To do so, students need to collect subterranean data using shallow, ground penetrating radar (GPR). GPR is a standard geophysical tool that uses radar pulses to image the subsurface. It is commonly used in construction, natural resource sciences, and agriculture to detect subsurface utilities, concrete foundations, asphalt, metal, pipes, cables, masonry, water and soils. The Hogsback Project uniquely develops math and science principles using technology that has direct field applications in the trades.

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.

Montana Western is an open enrollment institution that serves a high percentage of disadvantaged students--roughly 80% of fulltime students who completed a FAFSA receive some form of financial aid. Nearly 80% of students who receive financial aid are awarded a Pell grant. Montana Western provides a variety of support services to assist all students--academic advising, tutoring, Veteran's services, cultural activities, financial and personal counseling, etc. Montana Western's student success initiatives--TRIO SSS and Montana 10--also provide specialized supports for special populations.

The institution is focused on ensuring equity for special populations and, in response to NWCCU accreditation requirements and its strategic plan, is working to develop more sensitive metrics to assess success rates among special populations. In AY23, the university established an office of institutional research. Charity Walters is the director of institutional research and she is currently creating institutional dashboards that track special populations performance. These data can be further disaggregated to address CTE programming.

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.

Montana Western's mission is to be leader in experiential education. There is no better example of experiential education than work-based learning and it is a major requirement in most degree programs (internships, field studies, student teaching, etc.). Montana Western's signature CTE program is early childhood education. The certificate and AAS programs in early childhood education require students to gain experience working in a childcare setting as part of their education. These work-based learning requirements provide valuable experience, enrich the learning environment and increase employability. Montana Western faculty work closely with Head Start and the DPHHS Child Services Bureau representatives to develop meaningful learning experiences that meet employer and state childcare needs. As Montana Western reviews, revises and creates new CTE coursework in business, education, information technology, construction, and agriculture it will continue to promote work-based learning opportunities such as apprenticeships and internships with local employers. The university will also engage local employers and businesses in career fair planning and execution.

New to this year's Perkins proposal is a plan to further engage first-year students enrolled in math and science classes in undergraduate research. Students will collect field data using shallow penetrating radar, apply fundamental math



concepts, and develop a 3-dimensional model of the burrowing habits of harvester ants. This is an innovative, interdisciplinary project that advances the university's mission, supports its strategic plan, and enhances STEM and CTE instruction in general education classes.

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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.

Montana Western has dual-credit MOUs with numerous secondary-level LEAs across the state and with the Montana National Guard's Youth Challenge Program. The MOUs formalize opportunities for high school students to enroll in college-level, credit-bearing coursework while still in high school. The offerings are governed by and in compliance with OCHE guidance. Montana Western offers coursework that meets general education program requirements and CTE program requirements. The Perkins DE Coordinator works closely with high school administrators, counselors and teachers to inform students how to participate and enroll in these offerings.

Montana Western has collaborated with Beaverhead County High School (BCHS) and Dillon Middle School counselors for several years to conduct career exploration activities using Career Cruising software. Students' interests expressed in the Career Cruising activities have guided planning for a high school career fair. The fair, planned in conjunction with BCHS, the Chamber of Commerce and local businesses, has been offered on the BCHS campus and lasts a few hours. Montana Western is proposing to modify the format to allow for more student/career engagement. The AY24 fair will be a longer event hosted on the Montana Western campus and include hour-long workshops. Students from multiple high schools (Sheridan, Twin Bridges, Lima and BCHS) will be invited to select which workshops to attend based on their Pathway interests.

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.

Montana Western is an equal opportunity employer and works to promote open and equitable recruitment and hiring practices. That said, open and equitable hiring practices in the dual credit arena can be challenging because the university is working with secondary schools that maintain primary control of hiring concurrent credit teachers. The university promotes professional development and training of instructors through support of the Teaching Development Committee, eLearning director, instructional designer, and professional development funds. Recently the university obtained BoR permission to establish a Center for Experiential Learning (CEL). CEL's mission will be to train faculty and promote experiential teaching practices.

In AY24, Montana Western is proposing to conduct a one-day Dual Enrollment Education Summit. The summit will bring together ten high school teachers who teach Montana Western's EDU 201 and EDEC 247 courses for dual credit. The purpose of the summit is to communicate and align Montana Western's learning outcomes with high school offerings. Two Montana Western faculty will plan, lead, and followup on the summit.

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.

In 2020 the NWCCU required institutions to disaggregate underrepresented student group data. The Montana University System has also required campuses to track metrics on four underrepresented student groups--pell-eligible students, American Indians, non-traditional students and veterans. Montana Western is currently engaged in disaggregation of student performance data to establish baseline performance metrics and to develop strategies for eliminating disparities or gaps.

Montana Western did not meet its performance funding metrics for AY22. As a result, the institution volunteered to participate in OCHE's Montana 10 initiative. The first cohort of Montana 10 students will start Fall 2023. The Montana 10 program is designed to address disparity gaps for Pell-eligible students and to improve student retention and completion. Montana 10 and TRIO Student Support Services (SSS) are two student success programs at Montana Western that will take action to address and eliminate disparities between student groups.

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).

Montana Western's 2020-2021 Perkins Report Card documents the following levels of performance:

1P1 Postsecondary Retention and Placement - Campus 96%; State Goal 84%

2P1 Credential, Certificate or Diploma - Campus 100%; State Goal 100%

3P1 Non-traditional Program Enrollment - 29.0%; State Goal 17%.

Montana Western has met or exceeded all three of the Perkins performance goals and will continue to work on improving its performance on retention, placement and non-traditional program enrollment.

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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**.

An application cannot be submitted until all pages are marked as complete.

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Project 1

Project 1 Title

Dual Enrollment and Workforce Coordination

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

Montana Western will continue developing DE partnerships and promoting career pathways in business management, human services, education, and agriculture, food and natural resources. This work requires close coordination with high schools and Montana Western's academic programs to sequece appropriate CTE course offerings between secondary and postsecondary providers, educate students on CTE career pathways, and scale efforts to be most effective. Development and promotion of DE and career pathways requires a dedicated staff member whose job it is to understand secondary systems, CTE career pathways, dual enrollment guidelines, distance delivery models, and the needs of underserved place-based and non-traditional populations. The goal of this project is to build on the curriculum development and programming efforts that have been funded by past Perkins grants. These efforts are consistent with Montana Western's 2022 and 2024 Comprehensive Needs Assessment to "work with stakeholders to develop new CTE programs and promote secondary to postsecondary transitions." They are also consistent with OCHE's recommendation from the CLNA review that "UM Western consider if Perkins funds may be used in the future to help grow dual enrollment opportunities." Some of the new activities that will be pursued this year include working closely with other Perkins-funded staff to promote career opportunities. It is expected that the DE coordinator may attend Perkins related meetings and travel to partner schools to meet with students and administrators.

Montana Western is requesting funds for a 0.24 FTE dual enrollment coordinator (wages and benefits - \$16,241.45) and travel funds (\$1,275.50) for three individuals to attend the Futures at Work Summit in Red Lodge, September 28-29, 2023. The DE Coordinator (Ryann Gibson) will attend the summit along with Pathways Coordinator Beth Wharton, and Business, Equine Science and Health and Human Performance Division Chair Denise Holland. Wages are calculated based on 490 hrs x \$20.88/hr. Benefits are based on 29% of wages (fringe) + .24 FTE x \$12,680/yr (health). $\$10,231.21 + 2,967.05 + 3,043.20 = \$16,241.45$. Travel funds are based on two nights x 3 people at standard per diem (\$54/person) and state rates (\$106/night). Mileage is based on one vehicle traveling 520 miles. 3 people (\$162 meals x \$206 lodging) + (520 miles x .65/mile) = \$1,275.50.

Total project cost = \$16,241.45 + \$1,275.50 = 17,516.95

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.

The expected outcomes from this project include:

Increase the number of high schools participating in career exploration and career development activities from one to five. Currently only one high school participates in the BCHS-based career fair. UMW is proposing to invite three additional high schools (Twin Bridges, Sheridan, and Lima) and the Montana Youth Challenge Program to participate in the campus-based fair.

Planning and implementation of new CTE programs for secondary and postsecondary students. The DE Coordinator will expand the number of high schools involved in education coursework beyond the current seven schools. She will also work with the Business, Equine Science and Human Performance Division Chair to develop new CTE dual enrollment opportunities in business, agriculture and construction. The ultimate goal is to increase enrollment in dual enrollment programming. Montana Westerns AY24 dual enrollment goal is currently projected to be ~125. The goal represents atleast one more than the prior 3-year average. The final AY23 enrollments are being reviewed by the institutional researcher and a solid number will soon be available.

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.)

Montana Western and its stakeholders are focused on three areas—secondary to postsecondary transitions, experiential & applied learning, and CTE program development. CTE pathways of interest include business management, education, agriculture, information technology, STEM, and construction trades. Dual enrollment/secondary to postsecondary transitions continues to be a major focus area and programming opportunities standout in business, education, and finance. UMW will continue working with local middle school and high schools to promote CTE career awareness, conduct career exploration activities and co-coordinate a local career fair. Project 1 provides dedicated staff time to support and expand dual credit programming. It also provides professional training in workforce development activities for the DE Coordinator, Pathways Coordinator, and Business, Equine Science, and Health and Human Performance Division Chair.

Add Projects

Would you like to add another project?

- Yes
- No

Project 2 Title

DE Education Summit

Project 2 Begin Quarter

Q 1

Project 2 End Quarter

Q 3

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

Montana Western has experienced growing interest in dual enrollment education courses. The university has MOUs in place to offer EDU 201 and EDEC 247 in seven Montana schools during AY24. In order to train teachers on the expected learning outcomes, Montana Western's Education Division Chair, Dr. Estee Aiken, is proposing a one-day summit. Up to ten teachers from the seven schools will be invited to attend. The teachers come from Butte, Boulder, Missoula, Deer Lodge, Lodge Grass and Fergus, Montana. Each participating teacher will received a \$300 stipend (\$3,000) and travel reimbursement for spending one night in Dillon and attending the one-day summit (mileage \$1,774.50, lodging \$1,060, and per diem \$335). Two education faculty will plan, lead and follow up on the summer activities. Each faculty will recieve a \$1,000 stipend (\$2,000). The fringe benefit rate for all stipends will be 24% (\$1,200).

Total project cost = \$9,369.50

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.

Ten DE teachers will receive professional development training which will contribute to increasing student learning outcomes and achievement. This activity is also related to evaluating the outcomes of activities carried out by Perkins funds.

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.)

Montana Western and its stakeholders are focused on three areas—secondary to postsecondary transitions, experiential & applied learning, and CTE program development. CTE pathways of interest include business management, education, agriculture, information technology, STEM, and construction trades.

Project 2 addresses these stakeholder concerns by ensuring quality in DE offerings. High school students will benefit from the professional training and alignment that the EDU 201 and EDEC 247 teachers will receive.

Would you like to add another project?

- Yes
- No

Project 3 Title

STEM Education

Project 3 Begin Quarter

Q 1

Project 3 End Quarter

Q 3

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

Montana Western identified the need to improve the academic and technical skills of students participating in CTE programs including general education. Students taking STEM coursework don't always connect math and science concepts to real-world applications. The Mathematics, Biology, and Environmental Sciences Departments have designed an interdisciplinary research project that links general education math and science courses over two blocks. First-year students engage in the modeling of 2-dimensional foraging habits of harvester ants. This project requires students to apply fundamental math concepts to authentic science applications. The participating math and science faculty would like to expand the project to model the 3-dimensional habits of burrowing ants. To do so, students need to collect subterranean data using shallow, ground penetrating radar. Ground penetrating radar (GPR) systems are excellent tools for undergraduate education because they use complex physics for a very practical purpose: they reveal what's underground. In learning how to use a GPR, students will see the reason for studying the fundamentals of math and physics while gaining hands-on skills with a widely used (but sophisticated) tool. GPR is used across a variety of fields; common applications include detection of buried utility lines, archeologic exploration, finding water tables, imaging of buried objects, snowpack monitoring, nondestructive testing of construction materials, groundwater contaminant monitoring, detection of unexploded ordinance, etc.

Montana Western is requesting \$14,210 to purchase a GPR system. A preliminary quote from Geophysical Survey Systems, Inc. (GSSI) ran up to \$48,969 for - the base unit cost is \$26,424 with software and ancillary accessories running an additional \$22,545. The university is committed to the additional costs (61%) if Perkins can fund \$14,210 (29%). The Perkins allocation of 29% is based on the percentage of UMW Perkins-eligible students.

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.

This project provides first-year math and science students the opportunity to broaden their knowledge of careers using math and physics (1) and to use sophisticated technology in entry-level courses, thereby developing skills which are advantageous for high-skill, high-wage industries (3) in construction, natural resource monitoring (groundwater, petroleum, snowpack), and buried utility line repair. This project integrates applied CTE skills into general education STEM instruction (4). It is expected that more than 20 students will benefit from using this technology during Spring of 2024. Up to ten math classes (200 students) are annually engaged in the project and access to this technology and its applications could increase student interest in CTE career options. Students using this technology will learn how to collect data, apply data to a real problem, and develop abstract 3-dimensional thinking. GPR is a standard geophysical tool that uses radar pulses to image the subsurface. It is commonly used in construction, natural resource sciences, and agriculture to detect subsurface utilities, concrete foundations, asphalt, metal, pipes, cables, masonry, water and soils.

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.)

Montana Western and its stakeholders are focused on three areas—secondary to postsecondary transitions, experiential & applied learning, and CTE program development. CTE pathways of interest include business management, education, agriculture, information technology, STEM, and construction trades.

Project 3 addresses the need to develop more experiential and applied learning opportunities to students taking general education coursework in mathematics and physics. It also introduces students to opportunities to apply technical academic skills to pathways in agriculture, STEM, and construction.

Would you like to add another project

- Yes
- No

Project 4 Title

CTE Certificate of Technical Skills

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.

Project 4 is focused on developing new CTE certificates of technical skills. The university is focused on three pathways - agriculture, education, and construction. Meat processing (agriculture) has come up as a collaboration with Miles City Community College. Industrial technology (construction) has come up as an opportunity to work with the Montana Youth Challenge Program and the Education Department to develop a CTS in construction trades which would also support an industrial technology teaching endorsement. Montana Western put it's industrial technology program in moratorium over ten years ago; however, it has kept the IT lab intact. The IT lab continues to be used by the Montana Youth Challenge Program to teach non-credit trade skills to cadets. The Montana Youth Challenge Program has recently received funds (\$47,000) to improve ventilation in the lab. Montana Western is requesting funds (\$8,209.02) to replace and repair out-dated machines in the lab. As an example, both of the existing bandsaws are out-of-order. New industrial bandsaws range in price between \$2,000 and \$4,000. The detailed costs of servicing and replacing the existing machinery is unknown, but the requested funds would allow Montana Western to begin improvements to ensure that the lab is safe and operational. Montana Western is also requesting funds to teach up to 16-credits of construction trades coursework. The credit-bearing opportunities will be designed to serve the Montana Youth Challenge population and Montana Western's general student population. It is expected that students in the AAS:Business Farm and Ranch Management option will also be interested in these classes. The cost of teaching 12-credits is based on adjunct rates at \$900 per credit plus 24% fringe benefits. $(12 \text{ cr} \times \$900/\text{cr}) \times 1.24 = \$13,392$

Total costs = \$13,392 + \$8,209.02 = \$21,421.02

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.

Project 4 will result in more credit-bearing career development activities for Montana Youth Challenge cadets (15-20 per year), it will develop CTE skills for the AAS:Business Farm and Ranch managment option and IT teacher's endorsement, and it will allow the university to plan and implement CTE programs for hig-skill, high-wage, and in-demand industries. Total unduplicated enrollment in the preliminary experimental coursework is not currently known, but it is expected to range between 20 and 60 for AY24.

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

Montana Western and its stakeholders are focused on three areas—secondary to postsecondary transitions, experiential & applied learning, and CTE program development. CTE pathways of interest include business management, education, agriculture, information technology, STEM, and construction trades.

Project 4 addresses each of the three focus areas. It represents a collaboration with the Montana Youth Challenge Program to provide credit-bearing DE programming, is enhances the IT lab to provide more experiential and applied learning opportunities, and it positions the university to create a CTS certificate in construction trades. The coursework may also allow the university to reinstate it's endorsement in IT education.

Would you like to add another project?

- Yes
 No

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

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



Program Assurances

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

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

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

[UMW Signed Assurances AY24.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
00 - Administrative/Indirect Costs		
Projects 1-4 - Grant Administration	\$3,133.98	\$3,133.98
Subtotal	\$3,133.98	\$3,133.98
01 - Salaries		
Project 1 - DE & Workforce Coordination	\$10,231.20	\$10,231.20
Project 2 - DE Education Summit	\$5,000.00	\$5,000.00
Project 4 - CTE Certificate of Technical Skills	\$10,800.00	\$10,800.00
Subtotal	\$26,031.20	\$26,031.20
03 - Employer Paid Benefits		
Project 1 - DE & Workforce Coordination	\$6,010.25	\$6,010.25
Project 2 - DE Education Summit	\$480.00	\$480.00
Project 4 - CTE Certificate of Technical Skills	\$2,592.00	\$2,592.00
Subtotal	\$9,082.25	\$9,082.25
07 - Non-Capitalized Equipment (Minor)		
Project 4 - CTE Certificate of Technical Skills	\$10,000.00	\$10,000.00
Subtotal	\$10,000.00	\$10,000.00
09 - Travel		
Project 1 - DE & Workforce Coordination	\$1,101.30	\$1,101.30
Project 2 - DE Education Summit	\$2,254.95	\$2,254.95
Subtotal	\$3,356.25	\$3,356.25
12 - Capitalized Equipment (Major)		
Project 3 - STEM Education	\$14,210.00	\$14,210.00
Subtotal	\$14,210.00	\$14,210.00
Total Proposed Cost	\$65,813.68	\$65,813.68

Revenue Budget

	Grant Funded	Total Budgeted
Grant Funding		
Award Requested	\$65,813.68	\$65,813.68

	Grant Funded	Total Budgeted
Subtotal	\$65,813.68	\$65,813.68
Total Proposed Revenue	\$65,813.68	\$65,813.68

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.

Projects 1-4 - Grant Administration

Anneliese Ripley is UMW's director of research and grants. She oversees all grant activities, supervises staff, approves expenditures, attends Perkins meetings, and prepares program reports. Sarah Karlsgodt is UMW's grant accountant. She performs all grant accounting procedures and prepares all invoices and fiscal reports. The requested administrative costs cover a small percentage of Dr. Ripley and Ms. Karlsgodt's efforts spent supporting Perkins grant activities. Neither Ripley nor Karlsgodt are paid with Perkins grant funds--their grant support efforts are paid entirely with indirect cost funds.

01 - Salaries

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

Project 1 - DE & Workforce Coordination

School of Outreach position, Ryann Gibson, DE and Workforce Coordinator, 10 hours/week times 49 weeks at \$20.88/hr.

Project 2 - DE Education Summit

Participation stipends for ten dual-enrollment secondary ed teachers to participate in 8 hours of training. Each

participating teacher will receive \$300 (\$3,000). Two education faculty will be paid \$1,000 each to organize, plan, lead and follow-up on the summit (\$2,000). All summit participants will be compensated at the rate of \$200 per day (\$25/hour). Instructors are expected to work 40 hours, teachers are expected to work 12 hours (summit and travel). The objective of the summit is to train teachers on course objectives, teaching and assessment methodologies, and student learning outcomes.

Project 4 - CTE Certificate of Technical Skills

UMW is requesting funds for three CTE adjuncts to teach construction trade skills. Each adjunct will teach a four-credit class and receive \$3,600 (\$900/cr). The courses will develop safety, rough and finish carpentry, electricity, plumbing, and welding skills.

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".

Project 1 - DE & Workforce Coordination

RyannGibson works in UMW's School of Outreach as the Dual Enrollment & Workforce Coordinator. UMW - fringe benefits for a full-time employee are based on 29% of salaries/wages. These benefits are requested for 24% of Ryann Gibson's salary (\$2,967.05). Fringe benefits include retirement, social security, unemployment, workmen's compensation insurance, sick leave and annual leave. 24% of health benefits for Ryann Gibson's (\$1,054/mo. x 12 mo. x 24% = \$3,043.2).

Project 2 - DE Education Summit

UMW - fringe benefits for stipends to employees are based on 24% of salaries/wages. These benefits are requested for the two education faculty leading the DE Education Summit. Fringe benefits include retirement, social security, unemployment, and workmen's compensation insurance. No fringe benefits are requested for the participation stipends.

Project 4 - CTE Certificate of Technical Skills

UMW Fringe benefits for a part-time adjunct faculty are based 24% of wages - (3 adjuncts x \$3600)*.24 = \$2,592. Fringe benefits include retirement, social security, unemployment, and workmen's compensation insurance. Adjuncts do not receive health benefits.

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 4 - CTE Certificate of Technical Skills

Montana Western is requesting funds (\$10,000) to replace and repair outdated machines in the industrial technology lab. As an example, both of the existing bandsaws are out-of-order. New industrial bandsaws range in price between

\$2,000 and \$4,000. The detailed costs of servicing and replacing the existing machinery is unknown, but the requested funds would allow Montana Western to begin improvements to ensure that the lab is safe and operational. It is of note that the Montana Youth Challenge Program is investing \$47,000 in air venting for the lab. No grant funds will be used to purchase non-capitalized equipment without prior OCHE staff approval.

09 - Travel

Include a specific list of staff who are traveling, the purpose of travel, the mileage, lodging, meals, airfare, etc. Use the most current state approved reimbursement schedule. Each new trip should be assigned new Project number and details need to be provided for that specific trip only. Do not blend or combine independent travel and trip details. All travel must follow State of Montana and GSA rates and policies. All travel should be first booked according to 2 CFR 200.475, then the sub-recipient's travel policies, whichever is more stringent and restrictive. Prior approval is required for travel and new/alternate staff which are not on the original application. Examples: -- Program Coordinator, Holly Beattie, 1 traveler to attend state Perkins meeting October 14-15, 2024 in Helena MT and back to Kalispell, MT. Lodging 2 nights @\$98 (\$98 GSA rate plus tax)=\$196; mileage 190 miles @ 31.5=\$59.85; meal per diem for 2 days (2 Breakfast at \$7.50 =\$15, 2 lunches at \$8.50 = \$17, 1 dinner \$14.50 =\$14.50) Total of \$46.50. Total amount of trip requested \$302.35. --Program Instructor, Rick Smith and Nursing Facility, (TBD-position not yet filled), 2 travelers to attend training in Seattle, WA, Sept. 13-19. Airfare estimated at \$800 per ticket (2 X \$800 =\$1600), Baggage round trip for 2 travelers @ \$30 x 2=\$60, Ground transportation round trip @ \$50 to and from airport, Airport parking \$30 a day for 5 days =\$150, Meal Per diem 6 days for 2 people at (12 breakfast x \$13 =\$78, 12 lunches at \$15=\$180, 12 dinners at \$26 =\$312) for a Total of \$570, 2 travelers Lodging 6 nights @ \$232 (GSA Sept 2023 lodging rate) for a total of \$3, 924.00. Total Project request for 2 travelers =\$6,354.00. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

Project 1 - DE & Workforce Coordination

UMW requests funds to send three individuals to the Future at Work Summit in Red Lodge, MT scheduled for Sept. 28-29. Round trip travel for one vehicle from Dillon is calculated at 520 miles x 0.315 = \$163.80. Lodging is based on three nights at state rates (3 rms x 3 nights x \$106/rm+taxes = \$636). Per diem is based on state rates (\$33.50/day x 3 days x 3 people = 301.5). All expenses are estimates, but will not exceed allowable state rates.

Project 2 - DE Education Summit

Ten teachers from seven high schools and six Montana communities will travel to Dillon for the summit - Butte, Boulder, Missoula, Deer Lodge, Lodge Grass, and Fergus. Travel is estimated at 2730 miles x 0.315/mile = \$859.95. Lodging is estimated at 10 rms x 1 night x \$106/rm+tax = \$1060. Per diem is estimated at 10 x \$33.5/day.

12 - Capitalized Equipment (Major)

Include a line item for each major equipment with a single item cost over \$5,000. Includes machinery and other items of tangible property having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds \$5,000 at time of acquisition or exceeds the capitalization level established by the non-federal entity for financial statement purposes. (2 C.F.R. Part 200.33). Subject to 2 CFR 200 inventory procedures including acquisition and disposition. Receipts and 2 CFR 200 Property details required for reimbursement for these items; must accompany quarterly fiscal reports. Item Requested (Provide a complete description of item(s) being requested. This includes the make and model number, where applicable), Number Needed (Provide the number of items needed to support the project for the duration of the performance period), Unit Cost (Include the unit cost per item), Amount Requested (Include the Amount Requested), Justification (Provide a justification, including how the equipment is essential to meet project activities). Camera/Video equipment: JVZGY-HM75SU ProHG shoulder camcorder, 1 at \$8,500, needed due to video/camera equipment package required to record testimonials for the Film Editing Program which will be used to help with CTE media related activities. Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

Project 3 - STEM Education

Montana Western is requesting \$14,210 to help purchase a GPR system. A preliminary quote from Geophysical Survey Systems, Inc. (GSSI) ran up to \$48,969 for - the base unit cost is \$26,424 with software and ancillary accessories running an additional \$34,759. The university will commit to the additional costs if Perkins can fund \$14,210. Perkins funds are requested to cover 29% of \$50,000, which is consistent with the percentage of students enrolled in Perkins-eligible programs at Montana Western. Students using this technology will learn how to collect data, apply data to a real problem, and develop abstract 3-dimensional thinking. GPR is a standard geophysical tool

that uses radar pulses to image the subsurface. It is commonly used in construction, natural resource sciences, and agriculture to detect subsurface utilities, concrete foundations, asphalt, metal, pipes, cables, masonry, water and soils.

UM Western

UM Western Perkins Local 23-24 - Award

Grant Dates: 07/01/2023 - 06/30/2024

Grant Dates: 07/01/2023 - 06/30/2024

\$65,813.68

00 - Administrative/Indirect Costs	Funded	Amendment 1	Comments/Details of Change	Amendment 2	Comments/Details of Change	Amendment 3	Comments/Details of Change
Projects 1-4 Grant Administration	\$ 2,580.00						
SubTotal	\$ 2,580.00	\$0.00					
01 - Salaries	Funded						
Project 1 - DE & Workforce Coordination	\$ 10,231.20						
Project 2 - DE Education Summit	\$ 5,000.00						
Project 4 - CTE Certificate of Technical Skills	\$ 10,800.00						
SubTotal	\$ 26,031.20						
02 - Hourly Wages	Funded						
SubTotal	\$0.00						
03 - Employer Paid Benefits	Funded						
Project 1 - DE & Workforce Coordination	\$ 6,010.25						
Project 2 - DE Education Summit	\$ 480.00						
Project 4 - CTE Certificate of Technical Skills	\$ 2,592.00						
SubTotal	\$ 9,082.25						
04 - Contracted Services - Operating Expenditures	Funded						
SubTotal	\$ -						
05 - Non-Capitalized Equipment (Major)	Funded						
Project 4 - CTE Certificate of Technical Skills	\$10,553.98						
SubTotal	\$10,553.98						
06 - Travel	Funded						
Project 1 - DE & Workforce Coordination	\$ 1,101.30						
Project 2 - DE Education Summit	\$ 2,254.95						
SubTotal	\$3,356.25						
07 - Capitalized Equipment (Major)	Funded						
Project 3 - STEM Education	\$ 14,210.00						
SubTotal	\$14,210.00						
08- Other	Funded						
SubTotal	\$0.00						
Grand Total	\$65,813.68						