

Perkins Nontraditional Occupations CTE Programs Of Study Grant Narrative and Budget Information

Contact: Gallatin College MSU | Anna Reardon (p) 406-994-7752 (e) anna.reardon@montana.edu

1) Title of Project:

Female Student Recruitment into High-Tech Gallatin College MSU CTE Programs and Occupations

2) How does this project encourage the successful recruitment and retention of males or females within a CTE Program of Study that leads to an occupation that is nontraditional by gender?

This project will be focused on the education, recruitment and retention of female middle school and high school students to Gallatin College technical CTE programs. These programs include IT Network Technology/Cyber Security, CNC Machine Technology, Photonics and Laser Technology, and Drafting and CAD Technology. Each of these Gallatin College programs and related industries have a low percentage of female representation in comparison to their male counterparts. While we will feature each of these programs in educational and recruitment materials development, additional focus will be given to our Information Technology (IT) programs.

According to the National Center for Women and Information Technology 2020 Scorecard, women have comprised most of the nationwide workforce since 2003, however, only 26% of current network system administrators are women. Similarly, women earn over half of all undergraduate degrees nationwide, but only 20% of Computer and Information Science associate's degrees were awarded to women in 2019 ([National Center for Women and Information Technology](#)). This significant disparity is also reflected in Gallatin College IT program enrollment numbers with only 14% of all students enrolled since 2017 being female. Given these statistics, and the high relevance of our IT programs to the many industries that Gallatin College CTE programs support, increased female engagement in our IT programs is necessary to improving diversity in the field.

Additionally, due to significant local high-tech sector growth in recent years and the desirable economic opportunities that await IT graduates, Gallatin College has been working toward integrating IT curriculum into Southwest Montana high-school dual enrollment. Funding provided by the Perkins Non-Traditional Occupations CTE Programs of Study Grant will fortify the additional outreach and engagement efforts needed to establish these courses and support female students as they explore technical career pathways. Their subsequent enrollment in CTE programs and pursuit of local IT jobs will help to encourage future high-school dual enrollment course availability, female enrollment in our IT programs, and a more equitable local economy.

What are the major activities or strategies that will be carried out and by whom?

With increased necessity for virtual engagement, and in order to reach a wider and more diverse student and future workforce demographic, Gallatin College plans to utilize our marketing and outreach team to create and share educational marketing videos and digital advertising which will feature the numerous high-tech program options available at Gallatin College. The videos will highlight career opportunities where women are the minority as well as the academic and career advising support available to students in their related CTE training programs.

Additionally, these educational marketing materials will be developed in partnership with women who are currently working in the respective industries. By highlighting these female role models, we believe our outreach will be more engaging for young females and will benefit industry members who will become more aware of the educational offerings, internship opportunities, and employee recruitment pipeline available through our college. Developing relationships with reputable employers will benefit our program recruitment efforts. At the same time, it will allow us to facilitate connections with students and industry members which will encourage student persistence and retention.

Our educational marketing materials will be made available to Southwest Montana middle and high-school students via our website, social media, and in-class or virtual visits with our advising and outreach teams. To increase exposure, we also plan to share these materials with state-wide organizations, including Reach Higher Montana and Montana Post-Secondary Educational Opportunities Council, who may use them to attract female students across the state to the possibility of earning industry-recognized credentials for high-tech, high-wage jobs. These organizations are well equipped to connect students to the programs we offer.

Collaboration with local female-oriented nonprofit organizations will also be a priority; prospective groups include Thrive and their Girls Stories, Girls Voices summer program which encourages girls in their exploration of non-traditional career options, and the Montana Girls STEM Collaborative, which provides STEM education opportunities for young females. Along with these organizations, we plan to offer workshops that allow middle school girls to explore their aptitude for IT and technical skills alongside a female industry professional.

How do proposed activities at the secondary level link to postsecondary component, or vice versa?

With most of our students coming from Southwest Montana, the positioning of high-quality and accessible educational marketing materials in front of regional secondary level female students is crucial. Given the capacity to do so will allow young women to imagine the possibility of a promising future in technical industries that traditionally employ males. With a growing desire for high-tech education, these females will be encouraged to pursue their education at Gallatin College. In turn, with increased student engagement in our programs, high-schools and prospective students will desire further access to high-tech Dual Enrollment courses. And with increased use of Gallatin College's high-tech dual enrollment programs, Gallatin College will be able to offer an increased number and variety of courses to female students to further their career exploration and post-secondary educational opportunities.

What is the timeline for this project? The timeline for this project is as follows:

- **February 1:** Engage female industry partners and high-tech program female alumni in educational material development, workshop planning, and mentoring opportunities
- **February 15:** Collaborate with state-wide educational organizations on material content needs and distribution plans; Continue conversations about high-school dual enrollment opportunities and establish strategy for sharing project materials with decision makers and potential students
- **March 1:** Begin creation of video and supporting educational pieces
- **April 15:** As created, utilize materials in social media posts, targeted social advertising, and virtual prospective student visits; Share materials with statewide educational organizations and support their distribution efforts
- **May 1:** Initiate involvement in Montana Girls STEM Collaborative outreach opportunities
- **July 1:** Complete educational material development
- **July 15:** Develop and deliver workshop activities at Thrive's Girls Stories, Girls Voices Summer Camp for middle school girls
- **Fall 2021 and beyond:** Continue to share materials with area middle and high schools as well as industry and non-profit organization partners

3) What are the Secondary and Postsecondary project goals and intended outcomes?

The overarching data-driven goal will be to increase female high school student recruitment into our high-tech programs and eventual industry-related job placements over the next 3-5 years.

How will the development, implementation, and evaluation of the project impact both secondary and postsecondary components of a CTE Program of Study that leads to a nontraditional occupation?

Teaching young female students about Network IT/Cybersecurity and high-tech industries from an early age could help them discover these dynamic, well-paying fields before they start building career interest. This exposure will contribute to closing the talent gap and diverse workforce needs that plague these industries. Investing grant funds into targeted marketing, outreach and education will allow us to build awareness and formally integrate Dual Enrollment IT courses in secondary classrooms.

These efforts will be enhanced by our team including current industry connections and female role models in promoting our programs and related career tracks. These individuals will be invited to co-host workshops for local nonprofits like Thrive's Girls Voices, Girls Stories event and Montana Girls STEM Collaborative. Outreach will also include interviewing female IT and high-tech professionals - for use both in secondary classrooms and in the college's general promotional efforts. Industry relationships will also allow for mentorship of female Gallatin College technical students by likeminded women professionals, which can boost the student's confidence and open doors to career opportunities.

Describe goals and outcomes in detail and how these relate to the project's activities.

Our goals and outcomes are as follows:

1) Create consistent messaging of high tech CTE one- and two-year credentials/degrees and career pathways and opportunities for females. This will give Gallatin College the opportunity to create targeted, sustainable marketing campaigns directed to young females in learning about and considering high tech, high wage employment they otherwise never knew existed.

2) Incorporate official IT/Cybersecurity or high-tech related curricula, or at minimum, units of study of IT/Cybersecurity delivered in at least 2-3 area secondary schools taught/presented by college faculty or co-taught by both college and secondary instructors. This will help provide valuable resources and support for creating and offering formal dual enrollment course partnerships or foundation educational content in the areas of photonics, IT networking and machining which are otherwise challenging to develop or deliver successfully in secondary classroom settings.

3) Establish mutual goals for CTE high-tech program outreach educational marketing materials with state-wide educational and nonprofit organization partners; provide program related materials to these partners for distribution. This will expand and strengthen the non-profit and community partnerships Gallatin College has previously worked to develop and further focus these collaborations on targeted continuing education, career exploration trainings/workshops, and other ongoing educational based programming we can make available to young females statewide and in Southwest Montana.

4) Deliver/facilitate workshops for non-profit or educational organizations that expose high-tech educational outreach to young girls. These activities will provide direct access and exposure to a pipeline of youth in our area as a first and continuing line of contact for communicating critical information about our programs and related unique, high wage employment and career pathways in CTE high tech fields.

5) Facilitate non-traditional career mentoring opportunities for female students. This will allow Gallatin College to connect eligible students with industry-based support, training, and career opportunities.

How many students does the project intend to reach? Males? Females?

The goal of the grant projects is to expose between 3000-4000 total 6-12th grade mostly (at least 75% female demographic) young female students in our Southwest Montana secondary service area (namely Bozeman, Belgrade, Livingston, Manhattan, Three Forks, Gardiner, Sheridan, White Sulphur Springs) to high-tech secondary and post-secondary curricula, related career pathway options and exposure to female mentorship and role models represented in these professions while providing workshops or bootcamps to give female secondary students hands on learning opportunities and activities to experience and demonstrate what it is really like to work in Network IT, Cybersecurity and high-tech.

4) How do you intend to evaluate your progress or success in meeting the project's stated goals and outcomes? Describe the evaluation plan and activities.

Evaluation of the project's direct marketing success will take place using engagement and content management tools. Online interaction or viewership of produced materials will be tracked using software analytics and completion rates of simple lead-generation forms. This information will inform subsequent outreach activity returns on investment and additional engagement opportunities.

The establishment of dual-enrollment programs in regional high-schools will be evaluated by whether our team is able to gain the support of key decision makers at the high-school level through use of grant-funded educational materials and instructor stipend funding. Success of this process will be appraised by the number of courses established and respective student enrollment numbers.

Partnerships with state-wide educational organizations will be assessed by the groups' actual distribution of our educational promotional materials and resulting student interaction analytics. This will require further conversations with the organizations about their promotional needs and ability to share numerical and observational project data.

Workshop and face-to-face prospective student interaction rates will be tracked per activity and will include participant counts and event evaluation form feedback from attendees and appropriate organization staff members. This will allow us to assess the number of students we have connected with, the quality of workshop delivery, and potential for future engagement.

Our support of industry-student mentoring relationships will be evidenced by the number of connections that our student support team facilitates and subsequent survey responses from both parties in the mentoring relationship. Survey questions will include the company's intent to hire and the student's interest in employment in the company/industry.

Identify the responsible parties for the evaluation activities

For all digital materials, analytics software or online engagement tracking systems will be established and reviewed by the Gallatin College marketing team. This team will also oversee and track the distribution of supplemental program or career information to individuals who provide their direct contact information. At this point a prospective student's engagement activities and potential program enrollment can be recorded and viewed utilizing internal customer relationship management systems.

The Gallatin College outreach and student success teams will be responsible for oversight of all partnership activities, including relationship building, workshop production support, dual-enrollment course establishment, state-wide promotional materials management, and mentorship facilitation. The same parties will be responsible for recording and reporting the progress and results of these activities.

5) Complete the proposed Budget Sheet and provide no more than a one-page Budget Narrative of explanation of the budget—with the focus on the expenditure of these Perkins funds.

Gallatin College MSU would like to request \$15,000 of grant funding to be budgeted in the following manner: *(Please refer to Budget Sheet enclosed with this application.)*

- A. A total of \$5,250 will be budgeted for Gallatin College and Dual Enrollment high school personnel:
 - \$3,000 is budgeted for current Gallatin College Program Directors and/or faculty to compensate them for their instruction time as they facilitate outreach workshops over the summer months when they are not compensated by their teaching contracts. These workshops will be coordinated with local non-profit organization summer programming as previously stated.
 - \$250 will be spent on in-state travel by Gallatin College staff and faculty members to local high schools, summer camps, and other recruitment events as they arise.
 - \$1,000 in-kind is included as we anticipate five professional women who earn a rate of at least \$20/hour volunteering about eight hours of their time throughout the duration of the project.
 - \$2,000 will be offered to 3-5 area high school instructors as stipends/start-up funding to establish IT or other high-tech oriented dual enrollment classes in partnership with Gallatin College.
- B. \$250 is allocated to purchase workshop and outreach event supplies.
- C. \$715 is allocated to grant management per Montana State University guidelines.
- D. The bulk of the grant, \$8,785, will be spent on creating educational marketing materials. Gallatin College will hire a professional photographer/videographer to assist in the production of at least two high-quality videos (anticipated to cost up to \$3,500 each) and supplementary printed educational materials (anticipated to cost around \$1,000 for services and content). The remaining \$785 will be used to print and distribute materials to meet the primary grant outcomes described in the Project Narrative.

Title of Project: Female Student Recruitment into High-Tech Gallatin College MSU CTE Programs and Occupations

Project State Date: February 15, 2021

Project End Date:

30-Jun-21

	Perkins Nontraditional Gant Funds	LOCAL*	IN-KIND & OTHER SOURCE*	TOTAL
A. Staff				
Salaries: Faculty Add Comp	\$ 3,000.00			\$ 3,000.00
In-State Travel	\$ 250.00			\$ 250.00
Other: Industry Professionals			\$800	\$ -
Other: HS Instructor Stipends	\$ 2,000.00			\$ 2,000.00
B. Supplies and Equipment				
Instructional Workshop Supplies	\$ 250.00			\$ 250.00
C. Indirect/Overhead Indirect Cost @ 5% maximum	\$ 715.00			\$ 715.00
D. Other: Marketing				
Videography services/content	\$ 7,000.00			\$ 7,000.00
Photography services/content	\$ 1,000.00			\$ 1,000.00
Materials design/printing/distribution	\$ 785.00			\$ 785.00
COLUMN TOTAL	\$ 15,000.00	\$ -	\$ 800.00	\$ 15,800.00

Statement of Assurances

Assurances form a binding agreement between the eligible recipient fiscal agent, the Montana Office of the Commissioner of Higher Education, and the U.S. Department of Education that assures all legal requirements are met in accordance with state and federal laws, regulations, and rules. These assurances apply to program activities and expenditures of funds. Compliance to general and specific program assurances is the legal responsibility of the eligible recipient under the authorization of the local board of education.

Fiscal Agent Name: Wanda McCarthy			
Address: 328 Montana Hall			
City: Bozeman	State: MT	Zip: 59717-2470	
Phone: 406-994-2381		Email: wanda.mccarthy@montana.edu	

The Eligible Recipient Fiscal Agent certifies the following statements:

- The Fiscal Agent understands and will comply with the provisions, regulations and rules of the Carl D. Perkins Career and Technical Education Act of 2006.
- The Fiscal Agent will use federal funds to supplement the eligible recipient's CTE programs of study and will not use federal funds to supplant existing funds or reduce general or other funds.
- The Fiscal Agent will provide, on request, complete and accurate data as required.
- The Fiscal Agent understands and will comply with all applicable assurances for Federal Grant Funds. These assurances can be found at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
- The agency agrees to provide required descriptive and statistical reports, including a written final report and final expenditure sheet at year end.
- The agency assures that they are _____ (or) are NOT X currently on a voluntary plan of correction for civil rights deficiencies.

Wanda McCarthy Fiscal Manager

Print Name of Authorized **Fiscal** Agent Title

Wanda McCarthy January 22, 2021

Signature of Authorized **Fiscal** Agent Date

Dale Huls Assistant Director

Print Name of Authorized **Secondary** Representative Title

Dale Huls January 22, 2021

Signature of Authorized **Secondary** Representative Date

Print Name of Authorized **Postsecondary** Representative Title

Signature of Authorized **Postsecondary** Representative Date