



## **Perkins Reserve: Pathways and Innovation in CTE**

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

**Submitted by Maura Gatch**

**Submitted on 05/26/2023 3:05 PM Mountain Standard Time**



## Opportunity Details

### Opportunity Information

Title

2023-2024 Perkins Reserve Application

Description

Under Perkins V legislation, Perkins Reserve funding may be made available to eligible agencies in order to:

A. Foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or

B. Promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Awarding Agency Name

Montana University System, Office of the Commissioner of Higher Education

Agency Contact Name

Holly Gederos

Agency Contact Phone

(406) 449-9128

Agency Contact Email

hgederos@montana.edu

Fund Activity Categories

Education

Opportunity Manager

Holly Gederos

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/dd4f5145-b388-4403-8925-1e13f7599f89>

Is Published

Yes

### Award Information

Award Range

\$30,000.00 - \$100,000.00

Award Period

07/01/2023 - 06/30/2024

Award Type

Competitive

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 Window

Opens 02/23/2023 12:00 PM

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

For more information about the 2023-2024 Perkins Reserve Application, including application requirements, please see the 2023-2024 Perkins Reserve Application RFP.

Attachments

- Perkins Reserve Fund RFP 23-24 Final

## Eligibility Information

Additional Eligibility 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 receive or will receive Perkins Postsecondary Local Application funds during the same grant year (LEAs).
- LEAs who have been in good standing with their local application funds for two years prior to the application year. This includes adhering to grant application and reporting deadlines, submitting data, 2 CFR Uniform Grant Guidance, all Perkins V and Civil Rights monitoring.

## Additional Information

Additional Information URL

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

Additional Information URL Description

Please refer the Montana University System Perkins Resources website for additional information on Perkins V.

## Award Administration Information

Administrative and National Policy Requirements

Use of Funds:

Campuses awarded funds must complete the activities and achieve the outcomes identified in the final, awarded

version of the grant application.

Funds must be used in accordance with:

- CFR 34: Education – Part 74: Administration of Grants & Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations,

<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

- 2 CFR 200 is the current guidance PART 200—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS

<https://www.govinfo.gov/content/pkg/CFR-2014-title2-vol1/xml/CFR-2014-title2-vol1-part200.xml>

#### Reporting

LEAs awarded funding for this project agree to the following:

- 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
- 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.

#### 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 receive or will receive Perkins Postsecondary Local Application funds during the same grant year (LEAs).
- LEAs who have been in good standing with their local application funds for two years prior to the application year. This includes adhering to grant application and reporting deadlines, submitting data, 2 CFR Uniform Grant Guidance, all Perkins V and Civil Rights monitoring.



## **Project Information**

### **Application Information**

Application Name

Perkins Reserve: Pathways and Innovation in CTE

Award Requested

\$68,496.17

Total Award Budget

\$68,496.17

### **Primary Contact Information**

Name

Maura Gatch

Email Address

maura.gatch@msun.edu

Address

PO Box 7751  
Havre, Montana 59501

Phone Number

(406) 265-3566



## Project Description

### Part 1. Additional Contact Information

#### Overview

#### Perkins Program Manager Contact

Holly Gederos

406-449-9128

hgederos@montana.edu

#### 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
Contact 1	Alisha Schroeder	Registrar	alisha.schroeder@msun.edu
Contact 2			
Contact 3			
Contact 4			



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

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## Part 2. Project Narratives

### Project Narrative Directions

Campuses may submit up to 10 projects for their allocation of local funds. When you're finished adding all requested projects, **SCROLL ALL THE WAY TO THE BOTTOM OF THE PAGE** and click **Mark as Complete**.

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### Project 1

Project 1 Title

Pathways and Career Exploration through Dual Enrollment

Project 1 Begin Quarter

Q 1

Project 1 End Quarter

Q 4

1 - 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

MSU-Northern is proposing to fund 25% of our current Student Record Coordinator and Evaluator. This position currently plays an integral role on Northern's campus and in the region to develop formal pathways and bring more of the 16 pathways to Northern and our regional high schools. This position has the responsibility to collaborate with area high school counselors, teachers, school officials, and administrators to develop curricula and deliver coursework for high school students seeking careers in technical fields. These partnerships will result in students' seamless transition to programs offered by MSUN and improve the time to degree and degree completion rates for Montana students.

This position will work with academic deans and the registrar to ensure the seamless transition to MSUN. This position provides the networking and relationships between our regional high schools, MSU-Northern, our current Pathways and assists in the building of new Pathways on campus to our CTE degrees. The dual enrollment choices through MSUN will provide Pathways to CTE and will ensure these students are well rounded by the time of high school graduation and entrance in the postsecondary or workforce arena.

The Student Record Coordinator and Evaluator, in conjunction with Northern faculty, will be traveling to partner high schools to establish and maintain concurrent enrollment courses. This year Northern will continue to expand high quality dual enrollment offerings in program fields. The process of establishing a new concurrent enrollment course is working with the high school teachers and administration to adapt Northern curriculum to establish relevance and rigor into program areas. Concurrent enrollment helps students save money, establish a college record, and transition from high school to college by building familiarity with collegiate standards, and helps students to get a head start on college and program requirements.

1 - Expected Measurable Outcome(s)\*

The expected measurable outcome will be the creation and plan to implement new course offering at current regional high school partnerships and expand into new high school partnerships with at least one course offering in those new schools.

1 - How does this project advance the use of technology in CTE?

This project would allow for remote delivery of college courses to high school students in programs that have traditionally been unavailable to high school students, such as agricultural technology and welding. Also this will assist



in promoting higher level CTE courses in regional high schools that require a more advanced skills set using the required technology in each course.

1 - What secondary partnerships, dual enrollment and/or Montana Career Pathways activities does this project support?

This project supports secondary partnerships with all of the high schools in our regional service area by providing a new dual enrollment opportunity for high school students and access to high-quality CTE programs through blended learning. It will provide the necessary pathways to prepare students to enter the workforce and expand knowledge of Career and Technical Education in the high schools.

### Add Projects

Would you like to add another project?

- Yes  
 No

Project 2 Title

Career Exploration in CTE through TekNoXpo

Project 2 Begin Quarter

Q 1

Project 2 End Quarter

Q 2

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

TekNoXpo is an annual event that brings in anywhere from 300-350 students from across the state to our campus. It introduces career opportunities in technical fields and university programs that prepare student for those fields. In the past the event was structured to allow

students to pick from three career tracks where they will participate in three different presentation/hands-on demonstrations that showcase technologies that are used in technical fields. We are seeking funding to expand into six different tracks which cover eight Career and Technical Education areas including: Agriculture, Business, Automotive, Diesel, Manufacturing,

Civil Engineering, Trades, Nursing, and Education This event will still consist of students choosing to participate in one track and will participate in three hands-on lessons that introduce them to the type of activities in each field. In addition to the hands-on portion, our industry partners will provide a presentation focusing on the career paths in each area as well as from the HR side of our industry partners a presentation regarding hiring process and skills needed will be included. Industry partners will explain the opportunities, salaries, and benefits that are associated with these careers. Program faculty and Northern students will explain what a course of study for those fields consist of and preparation they will need to succeed.

2 - Expected Measurable Outcome(s)

The expected measureable outcome is participation of at least 300 high school students to participate in the event and learn about the high skill, high pay jobs that exist through education and in partnership with industry with at least 5 Industry Partners participating in the event.

2 - How does this project advance the use of technology in CTE?

This project advances the use of technology in CTE in many ways. The first is by introducing the several types of CTE pathways to high school students and providing them the opportunity to explore each pathway in a hands-on manner. The introduction of high school students to these pathways allows students who have not had direct experience with some of the careers and pathways to understand what it really means. If you are from a small rural town in Montana, you may not have had the chance to see what diesel mechanics really do or understand the importance of trades such as plumbing or electrical in new construction if there is no new construction in your region. This introduction advances

technology through education of students who may not have known what technology exists in each pathway. Also, this event advances the use of technology in CTE but having our industry partners involved and bringing the industry standard and new state-of-the-art equipment to this event so these students get to work on the best and newest equipment.

2 - What secondary partnerships, dual enrollment and/or Montana Career Pathways activities does this project support?

The TekNoXpo event will introduce the fields of CTE to high school students to show them the career options that exist in this field and introduce them to the Pathways that exist for high skill, high pay careers in the state. Industry partners also participate in this day to show the tie from education to career.

Would you like to add another project?

- Yes  
 No

Project 3 Title

Increase Innovation In CTE

Project 3 Begin Quarter

Q1

Project 3 End Quarter

Q4

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 project to increase innovation in CTE includes purchasing tablets to and incorporating tablets into a shop class can significantly enhance teaching effectiveness by providing students with various interactive and multimedia resources. With tablets, students can easily access various educational applications that can assist in learning and reinforce key concepts. These apps can be tailored to suit different learning styles and levels, allowing students to multitask, such as completing service reports while completing lab assignments. In addition, tablets would increase productivity, allowing more content to be covered within a semester. This can help students to build confidence and develop a deeper understanding of the subject matter. The tablets are tied directly to industry standard skills as the majority of our industry in the auto and diesel fields are moving to tablets for schematic drawings, diagnostics and the majority of industries that we are working with now have their own apps where the diagnostics, schematic work and diagramming are completed. In particular, Caterpillar SIS, Cummins Insite, and ALLDATA are used to find repair procedures, specifications, and wiring diagrams. These will be used in classroom for instructional activities where there are very clear measurable outcomes.

3 - Expected Measurable Outcomes

Students will be able to perform industry specific diagnostics and provide the diagnostic test results as well as the suggested solution on a schematic

Students will be able to successfully complete industry required service reports.

Students will gather knowledge and demonstrate their knowledge of specific industry applications by showing the ability to find repair procedures, equipment specifications and wiring diagrams.

3 - How does this project advance the use of technology in CTE?

This project significantly advances CTE in several ways. One of the first ways it advances CTE is by utilizing tablets that aid in efficiently and effectively teaching students different ways to fix machine parts, take photos of damaged equipment and run diagnostics, quickly share information with instructors and peers from tablet-to-

tablet, access digital manuals, technical drawings, assignments, wiring schematics, and so much more. Tablets would take many traditional/physical modes of lab operation and display them in an “all-in-one” digital space that is incapable of existing without tablet technology. That method of pulling information digitally not only meets current industry standards and expectations, but also enhances the quality of learning in a much more streamlined, rapid delivery of information. Additionally, many students in these programs come from more rural areas in which they likely haven’t been exposed to more advanced industry technologies but could do so in this type of classroom setting. In turn, they will be well-prepared for post-graduate careers in the technical fields with much more confidence and efficiency that developed from the use of this innovative technology.

3 - What secondary partnerships, dual enrollment and/or Montana Career Pathways activities does this project support?

With the opportunity to utilize tablets and a television cart, students who are unable to participate in face-to-face learning at all, or in a limited capacity, would be able to access classroom content remotely that would typically only be available in a physical classroom setting. Essentially, direct communication is much easier to achieve with the aid of technology in the classroom. Since the tablets can take photos of lab equipment/parts and run diagnostics, that information can be shared via internet allowing students in distance or blended-learning CTE programs to get a direct look into the classroom without having to be there – the tablets still provide that “hands-on” approach, whether in-person or remote.

The TV cart is similarly useful in that it can easily move around the shop and gather recordings of group discussions, presentations, lectures, demos, etc. With the ability to record any necessary classroom content, it can easily be made available to students at a distance.

Using tablets to share information, run diagnostics, figure out repairs by photographing specific models, or even share information with peers, allows the tablet technology to match industry-standards and enhance career exploration activities. Those industry-standards are essential for students to have met before entering the workforce.

Would you like to add another project?

- Yes  
 No

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## Budget

### Proposed Budget Summary

#### Expense Budget

	Grant Funded	Total Budgeted
<b>00 - Administrative/Indirect Costs</b>		
Administrative Costs	\$2,016.00	\$2,016.00
Indirect Costs	\$1,483.14	\$1,483.14
<b>Subtotal</b>	<b>\$3,499.14</b>	<b>\$3,499.14</b>
<b>01 - Salaries</b>		
Project 1:Student Record Coordinator Salary Percentage	\$10,358.00	\$10,358.00
<b>Subtotal</b>	<b>\$10,358.00</b>	<b>\$10,358.00</b>
<b>03 - Employer Paid Benefits</b>		
Project 1-Pathways Student Record Coordinator Benefits	\$5,121.23	\$5,121.23
<b>Subtotal</b>	<b>\$5,121.23</b>	<b>\$5,121.23</b>
<b>07 - Non-Capitalized Equipment (Minor)</b>		
Project 2: Safety Equipment	\$2,700.00	\$2,700.00
Project 3: Innovation in CTE Tablets	\$43,979.80	\$43,979.80
Project 3: Locking Charging Station	\$438.00	\$438.00
Project 3: Screen Protector	\$400.00	\$400.00
Project 3: Tablet Cases	\$800.00	\$800.00
Project 3: Tablet Stylus	\$1,200.00	\$1,200.00
<b>Subtotal</b>	<b>\$49,517.80</b>	<b>\$49,517.80</b>
<b>Total Proposed Cost</b>	<b>\$68,496.17</b>	<b>\$68,496.17</b>

#### Revenue Budget

	Grant Funded	Total Budgeted
<b>Grant Funding</b>		
Award Requested	\$68,496.17	\$68,496.17
<b>Subtotal</b>	<b>\$68,496.17</b>	<b>\$68,496.17</b>
<b>Total Proposed Revenue</b>	<b>\$68,496.17</b>	<b>\$68,496.17</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 Costs

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.

### 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: Student Record Coordinator Salary Percentage

Student Record Coordinator and Evaluator Salary for Pathways and Dual Credit Support (25% of 41,540.00 annual salary)

### 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-Pathways Student Record Coordinator Benefits

Student Record Coordinator and Evaluator (25% of benefits) Taxes – 850.53 TIAA – 1108.70 Insurance – 3162 Retirement is calculated at the following rate: TIAA-CREFF 10.676% Insurance is calculated at the following annual amount: Health Insurance \$12,648.00

## 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 2: Safety Equipment

Safety Equipment for up to 350 high school students including safety glasses and gloves.

### Project 3: Innovation in CTE Tablets

Microsoft full retail pricing: Surface Pro 9 (i7, 16GB, 512 GB HDD): 1899.99 MS Complete w/accidental damage coverage, 4 years: \$299 No Keyboard, no stylus TOTAL: \$2,198.99 per tablet Purchase 20 tablets (10 for each lab)

### Project 3: Screen Protector

Surface Screen Protector for each tablet 20 @ 20.00

### Project 3: Tablet Cases

Kingston Tablet Cases for 20 @ \$40

### Project 3: Tablet Stylus

20 stylus , one for each tablet 20 @ 60.00

### Project 3: Locking Charging Station

16-Device Locking Tablet Charging Station - Classroom Charging Station for 16 Chromebook Tablet Laptop - Metal Laptop Charging Cart with Cable Management and Charger Organization 2 @ 219.00

# Approved Budget 6/29/23

## Perkins Reserve: Pathways and Innovation in CTE - 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 +	Grant-Funded Budgeted	Total Budgeted
<b>00 - Administrative/Indirect Costs +</b>		
Administrative Costs	\$1,873.50	\$1,873.50
Subtotal	\$1,873.50	\$1,873.50
<b>01 - Salaries +</b>		
Project 1:Student Record Coordinator Salary Percentage	\$10,358.00	\$10,358.00
Subtotal	\$10,358.00	\$10,358.00
<b>02 - Hourly Wages +</b>		
Subtotal	\$0.00	\$0.00
<b>03 - Employer Paid Benefits +</b>		
Project 1-Pathways Student Record Coordinator Benefits	\$5,121.23	\$5,121.23
Subtotal	\$5,121.23	\$5,121.23
<b>04 - Contracted Services - Operating Expenditures +</b>		
Subtotal	\$0.00	\$0.00
<b>07 - Non-Capitalized Equipment (Minor) +</b>		
Project 3: Innovation in CTE Tablets	\$21,989.00	\$21,989.00
Subtotal	\$21,989.00	\$21,989.00
<b>09 - Travel +</b>		
Subtotal	\$0.00	\$0.00
<b>10 - Capitalized Equipment (Major) +</b>		

6/30/23, 9:25 AM

AmpliFund - Montana University System, Office of the Commissioner of Higher Education - Budget

**\$0.00**

**13 - Other** +  

Subtotal

\$0.00

**\$0.00**

**Total Expense Budget Cost**

**\$39,341.73**

**\$39,341.73**