



**MTN- Montana Training Network**  
Montana Consortium for Workforce Training Solutions

**TAACCCT Grant Abstract**

**Applicant Name:** Montana State University Billings – College of Technology

**Consortium Members:**

Montana State University Billings – College of Technology (Applicant)	Billings, MT
Montana State University Northern	Havre, MT
Montana State University Great Falls - College of Technology	Great Falls, MT
Montana State University – Gallatin College Programs	Bozeman, MT
University of Montana Missoula - College of Technology	Missoula, MT
Montana Tech College of Technology of the University of Montana	Butte, MT
University of Montana – Bitterroot College Program	Hamilton, MT
University of Montana Helena – College of Technology	Helena, MT
University of Montana Western	Dillon, MT
Dawson Community College	Glendive, MT
Flathead Valley Community College	Kalispell, MT
Miles Community College	Miles City, MT
Williston State College	Williston, ND

**Applicant Point of Contact:** Dr. Marsha Riley, MSUB COT Dean; (406) 247-3009;  
[marsha.riley@msubillings.edu](mailto:marsha.riley@msubillings.edu)

**Applicant City and State:** Billings, MT

**Areas Served by the Grant:** State of Montana, Western North Dakota

**Tentative Project Name:** MTN – Montana Training Network; Montana Consortium for Workforce Training Solutions

**Funding Level Requested:** \$15,000,000

**Targeted Populations:** TAA and other dislocated/unemployed/underemployed workers, and veterans interested in energy industry or healthcare employment.

**Assumed Dates of Implementation:** October 1, 2012 – September 30, 2016, the last year involving mainly evaluation activities including data collection and analysis.



## **MTN- Montana Training Network**

Montana Consortium for Workforce Training Solutions

**What is Being Requested from the SWIB:** A letter of support recognizing the significant role that Department of Labor One-Stop centers and other workforce development partners will play in the project's implementation, development of products, identification and tracking of participants, and outreach to employers.

**Date a Decision is Requested from the SWIB:** By May 7<sup>th</sup>, if corrective action is requested. By May 18<sup>th</sup>, if the SWIB needs no further information from the applicant.

### **Need for the Project:**

Since 2007, Montana has seen 2,668 workers impacted by layoffs and closures eligible for Trade Adjustment Assistance – in addition to other workforce dislocations. At the same time, there are two areas in Montana and in neighboring communities in North Dakota that are seeking workers – and are being forced to arrange to bring in foreign workers trained in the skills they need: health care and energy development. To address this imbalance, and put Montanans back to work, the Montana Consortium grant will fund Centers for Workforce Training Solutions -- Montana Training Network (MTN). This project will assist the Consortium partners in significantly expanding workforce training through noncredit and credit classes in the areas of healthcare and energy industry careers.

### **Description of MTN – Montana Training Network Project:**

We will create a response network comprised of public two-year colleges across Montana and Western North Dakota (including a Tribal College) to leverage the expertise and resources of each campus to respond to workforce training needs in the areas of healthcare and energy. This MTN consortium approach will enable 14 two-year colleges to apply existing faculty expertise, courses, and training capabilities to serve growing healthcare and traditional and nontraditional energy workforce training needs in the region.

The MTN consortium will make use of modular designed courses, stackable certificates, remote training labs, and a combination of on-line and distance delivery to help the consortium colleges



## **MTN- Montana Training Network**

Montana Consortium for Workforce Training Solutions

prepare students to meet healthcare and energy employer workforce training needs. The MTN consortium model also provides linkage between high TAA regions of Western Montana with the booming Bakken region of eastern Montana and Western North Dakota.

The MTN consortium network would make it possible to have electronic delivery from one site to another (when/where one site has resources and expertise that is not available at another particular site). However many of the trainings will be held face to face due to the nature of equipment that is required to train in the healthcare and energy careers. The consortium will link the State's institutions together through Cisco Telepresence, foster on-line development, and support delivery of credit and noncredit programming.

The Consortium application seeks funding to provide entry level training for health related careers such as nurse assistant (CNA), phlebotomy technician, medical assistant, and health information technology. Where appropriate this education and training will be offered in a compressed timeframe, and will be hybrid, in the sense that some content will be on-line. The Consortium's telepresence system will be used for member sites where faculty/trainer expertise is not available. A tele-presence laboratory will be located in Sidney, Montana to enhance access and ability to deliver certificates and degree opportunities to the growing Bakken region. All of the proposed health care certificates and degrees will ladder/lattice into more advanced workforce related degree programs: CNA certification to LPN to two-year RN, for example. The grant will include funds to hire "navigators" to help students move from educational program entry through to job placement. For example, the navigator might help TAA and other affected workers in Western Montana learn about opportunities in Eastern Montana where labor shortages exist due to expansive energy development.

Energy related career training and education will range from short non-credit courses in areas including safety training, welding, hydraulics, CDL, and diesel to credit associate degrees. Some associate degrees will be developed in modular form so that a student/participant may earn a



## **MTN- Montana Training Network**

Montana Consortium for Workforce Training Solutions

certificate that can be added to another certificate that will satisfy the associate degree requirements.

We propose a new credit bearing certificate that prepares the student/participant in industrial technician needs. This certificate will be 6 - 9 credits (still being discussed). Some existing courses may be used. Currently Consortium members are looking at a trades and industry class that focuses on safety. This certificate will also include courses involving minimal welding skills, electronics, and communication skills. The completed certificate could then be promoted to students as an opportunity to ladder up to an applied technology associate degree.

We are working with three mentor institutions on this project: two round one TAACCCT awardees (Fort Peck Community College, a tribal institution) and Colorado State Community College, and Williston State College in North Dakota, a two-year institution which has served over 10,000 new students in the area of the Bakken exploration and energy development, and has extensive experience in quick response to immediate training needs.

**Other stakeholder groups from outreach that will remain engaged in implementation:** Montana Department of Labor and Industry, Job Service One-Stops, Apprenticeship programs, Veterans organizations, community and economic development agencies. Many businesses have also committed to stay involved through participation in a formal advisory committee.

**Use of Funds:** At this point in the grant development cycle, exact use of funds has not been calculated. The applicant will seek to utilize resources mainly to develop a telepresence network statewide, expand technology delivered course options, procure supplies and equipment, hire personnel and for evaluation services. We anticipate hiring a consortium grant management team; management, faculty and staff (including Navigators) at each partner location; and a liaison (navigator) position at Williston State College, N.D. A large portion of the remaining budget will be spent on equipment and small building renovations necessary to accommodate partner programs within existing facilities.



## **MTN- Montana Training Network**

Montana Consortium for Workforce Training Solutions

**Expected Impacts:** It is anticipated that MTN – Montana Training Network will lead to training completions of at least 800 participants annually, with 75% (600) of completers placed in regional employment opportunities or continuing an educational pathway during the three year project period. The training and support services provided to participants during the project will improve employee retention and satisfaction among partner employers as measured by employer satisfaction surveys. A highly skilled workforce with industry ready credentials and training will support the continued economic development of Montana and the region.

<b>Grant Program</b>	Trade Adjustment Assistance Community College and Career Training Grants
<b>Grantee Name, City and State</b>	Montana Tech of the University of Montana – College of Technology
<b>Consortium Members</b>	N/A
<b>Grant Award Amount</b>	\$2,575,306
<b>Project Name</b>	Montana Partnerships and Apprenticeships for Career Education (Montana - PACE)
<b>Location of Grant Activities</b>	Statewide with an emphasis on counties/communities with the greatest number of TAA-eligible workers and regions within Montana with the highest rates of unemployment and displaced workers. Emphasis will be placed on the following Counties: Missoula, Flathead, Lake, Sanders, Lincoln, Mineral, Powell, Jefferson, Sweet Grass, Stillwater, Yellowstone, Valley, and Silver Bow. However, a robust distance learning capability particularly, in allied health and Health Information Technology, gives elements of the program a substantial Statewide reach.
<b>Identified Priorities</b>	Accelerating Progress for TAA-eligible, Displaced Workers and returning Veterans; Building Programs which Meet Industry Needs and the Development of Career Pathways that move from the entry level to more advanced degrees and progressive levels of responsibility. Expansion of distance learning infrastructure programs and student support services to ensure that newly placed workers may continue to advance in their fields and “future-proof” their careers through additional, readily accessible, online education.
<b>Project Description</b>	The Montana Partnerships and Apprenticeships for Career Education (Montana - PACE) Program will serve a minimum of 300 individuals during the course of the 36-month grant period. Online education will be a major focus of the Montana PACE Program, particularly in the healthcare and information technology industries, while also providing on-site opportunities in the renewable energy and energy transmission industries. Montana Tech offers programs in Healthcare Informatics, Radiologic Technology, Medical Assistant, and Certified Nurse Assistant; as well as unique programs in Sustainable Energy Technology-Wind, the Pre-apprentice Lineman Program, and Construction, with a unique emphasis on historic preservation. Learners may also advance to a Civil Engineering Technology. Montana Tech will integrate best practices into the PACE Program, through a “learn while earning” model that will more effectively link education, training, and the workplace. Montana Tech will also seek to develop several online courses and support services specifically designed to support healthcare and trades education in a truly innovative fashion, as well as enhanced student support services for all Montana PACE trainees to address participants’ identified barriers to program completion. Employers associated with Montana Tech’s Industry Partners will actively participate in the design and development of enhanced learning opportunities and will provide experiential learning opportunities for PACE participants, who will be able to translate internship/apprenticeship opportunities into academic credit. Continuing Education, with an online learning component, is also substantial element of the program. Learners will have an opportunity to acquire industry-recognized certifications in major software platforms and technologies which are associated with higher wages, particularly in the areas of Health Information Technology and general telecommunications and IT.
<b>Key Industries</b>	Health Information Technology, Allied Health; Information Technology; Renewable Energy; Energy Transmission; Construction/Trades
<b>Populations to be Served</b>	TAA-eligible workers; unemployed and returning veterans, displaced workers, under-employed workers; incumbent workers
<b>Required Employer Partners</b>	St. Vincent Hospital; Community Health Center-Butte
<b>All Other Project Partners</b>	Allscripts Academic Alliance; Athena Health; MHA – An Association of Montana Healthcare Providers; Montana Primary Care Association; Health Information Exchange of Montana (HIEM); HealthShare Montana

# Narrative Summary – Workforce Development Program at Salish Kootenai College

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Salish Kootenai College is developing an application for the *Trade Adjustment Assistance Community College and Career Training* grant to help us develop job training programs serving Western Montana and beyond. Salish Kootenai College (SKC), the tribal college of the Flathead Nation, primarily serves the tribal and nontribal residents of Lake County (population approx. 29,000). SKC was chartered in 1977 to provide educational opportunities for tribal members. The mission of Salish Kootenai College is “to provide quality postsecondary educational opportunities for Native Americans, locally and from throughout the United States. The College will promote community and individual development and perpetuate the cultures of the Confederated Tribes of the Flathead Nation.”

As a leader among tribal colleges, every year SKC draws students from approximately 20 states and 70 federally recognized tribes. A high percentage of SKC students, both American Indian and Non-Indian, are first generation college students (66% in fall 2011). A disproportionate number of our students are also “non-traditional” and part of the significant population in Western Montana who are long-term unemployed. Any foothold gained in the workforce for these individuals was quickly washed away by TAA impacted plant closures and loss of timber industry jobs.

For the Flathead Reservation and other Native American communities, lack of participation in the educational system perpetuates poverty, high unemployment rates, and other socioeconomic conditions. Economic planning documents from both the CSKT and Montana State Department of Labor emphasize the need for continued training and education for American Indians (for example, CSKT CEDS, March 2010, and Montana Department of Labor and Industry, 2009, Flathead Reservation: Our Facts Your Future.)

SKC offers Certificates of Completion, Associate’s Degrees, and Bachelor’s Degrees. In fall 2011, 49% of students were enrolled in Associate Degree programs designed to prepare students for transfer to another institution or for an entry-level work position. About 16% were enrolled in programs leading to a Bachelor’s degree, and only 10% were enrolled in programs leading to a Certificate of Completion. Other students were either enrolled as Non-Declared, or enrolled in pre-professional preparation programs such as pre-nursing. The number of students enrolled in programs leading to a Certificate of Completion reflects the low number of such programs currently offered at SKC.

Over the last five years, SKC steadily expanded offerings at the Bachelor’s Degree level, focusing on programs in Science, Technology, Engineering, and Math (STEM). This expansion was purposeful, and designed to increase numbers of Native Americans prepared for health, science, and technology work and graduate programs. However, numbers of programs serving

students seeking technical degrees, including Certificate or Associate of Applied Science, have decreased. The SKC Strategic Plan 2010-2015 calls for the addition of Certificates of Completion. An increase in availability of short-term training and one-year Certificates of Completion is essential to provide educational opportunities for unskilled and/or underprepared individuals, who would be prepared for entry-level positions that pay over the minimum wage.

This proposal will develop two distinct career paths that integrate building basic skills and also workplace competencies while students gain a credential that can lead to successful placement in the work force. Instruction will be designed using a fully integrated and modular approach to allow more rapid re-entry into the workforce. Each career path was selected based on anticipated demand in the area, and value added for the future employer and employee.

### **Emergency preparedness and response career path**

Building off the reputation and faculty talent pool of our existing nursing program, and taking into account health disparities in American Indian reservation communities and also rural communities which sometimes include high instances of injury do to work conditions, accident or violence, SKC will design a specific strand in the pre-nursing program to include EMT, EMS, HAZMAT and First Responder related skills. For individuals continuing their educations in this area, they may enter the ASN or BSN programs leading to a full license as a Registered Nurse with a special intensive or cap stone course in ER, Flight Nurse or EMS. Lower level certificates could include dispatch and related skills for EMS, law enforcement or fire services.

### **Environmental hazard mitigation career path**

Looking at the growing need for skilled workers in the construction trades, SKC will develop a series of short courses leading to certificates in the areas of environmental hazard mitigation. Specializations to be included include mold, asbestos, lead, and radon mitigation. HAZMAT and HAZWOPER training, along with OSHA training modules will be include. The idea is to build value added for individuals attempting to reenter the work force as skilled construction workers or to promote self-employment as an option. A series of training modules in small business development and management will be tailored for those seeking the self-employment option.

We are deeply grateful for your consideration of Salish Kootenai College's proposal and hope we can count on the Montana's Workforce Investment Board for support. We anticipate training 150 full-time, but short-term students over the life of the project, joining the 1,100 current students attending SKC. TAACCCT will help us create momentum as we tailor our programs to better serve the workforce needs of our highly impacted population.

## TAACCCT Grant Abstract

**Applicant Name:** Flathead Valley Community College

**Applicant Point of Contact:** Matt Springer, 406.756.3939, mspringer@fvcc.edu

**Applicant City and State:** Kalispell, Montana

**Areas Served by the Grant:** Lincoln and Flathead County

**Tentative Project Name:** Amplifying Montana's Advanced Manufacturing & Innovation Industry (AMAMII)

**Funding Level Requested:** \$3,000,000

**Targeted Populations:** TAA and other unemployed workers, all students enrolled in remedial mathematics and entrepreneurship courses, and manufacturing businesses.

**Assumed Dates of Implementation:** October 1, 2012 – September 30, 2016, the last year involving mainly evaluation activities.

**What is Being Requested from the SWIB:** A letter of support recognizing the significant role that Department of Labor One-Stop centers and other workforce development partners will play in the project's implementation.

**Date a Decision is Requested from the SWIB:** By May 7<sup>th</sup>, if corrective action is requested. By May 18<sup>th</sup>, if the SWIB needs no further information from the applicant.

**Need for the Project:** Northwest Montana has a burgeoning advanced manufacturing industry cluster, including large woods-products manufacturers, technology-oriented manufacturers and a number of newer entrepreneurial start-ups, particularly a growing group of gun manufacturers. All of these advanced manufacturing businesses have expressed difficulty in filling positions locally, despite the fairly basic skill-set required for these positions. On one hand, large employers have identified a lack of sufficient soft-skills development in their entry-level employees, challenged specifically with independent problem solving and effective team-working. On the other hand, local training programs lack sufficient machining and industrial-maintenance emphases to meet employers' specific technical needs. The end result is significant turnover in entry level positions and significant expenditure in recruiting out-of-state talent into upper-level positions. Neither of

these trends help alleviate the unemployment rate in northwest Montana which has exceeded 10 percent for the last three years, peaking at 18 percent in Lincoln County last year.

**Description of AMAMII Project:** The AMAMII project focuses on funneling TAA and other unemployed workers into a robust set of interconnected, stackable credential training programs focused on developing workers for northwest Montana's advanced manufacturing industry. The credentials and occupational tracks have been designed directly in concert with representatives from advanced manufacturing industry employers in Lincoln and Flathead counties. New advanced manufacturing tracks will likely include 1 new AS, 2 new AAS, 2 new CAS, and 3 new certificate programs in Manufacturing Technology, Industrial Management, and Industrial Maintenance/Mechatronics. The demand for each of these occupations is expected to grow significantly in northwest Montana in the next five years and result in high wages for employees. Presently, employers are forced to look outside of the region to identify appropriate candidates for these positions as FVCC does not offer sufficient machining or maintenance courses to fulfill their needs.

The stackable nature of these programs will offer students multiple on and off-ramps into training opportunities, each one building upon previously gained competencies. It is possible that program curriculum will align with Manufacturing Institute's (NAMs) certified Society of Manufacturing Engineers (SME) Manufacturing Technologist certification, meaning training would culminate in an industry-recognized credential. To better serve advanced manufacturing students needs, the applicant will contextualize mathematics in customized math classes and transition our general developmental math courses to a computer-based emporium model of delivery.

Flathead Valley Community College will partner with Flathead Job Service, Kootenai Job Service, and Community Action Partnership to funnel appropriate TAA-eligible, WIA-eligible, unemployed, and incumbent workers into these new advanced manufacturing tracks.

This same group of partners will also adopt two new strategies to help reduce barriers to workers seeking employment within the advanced manufacturing field. The first strategy will involve introducing workforce navigator positions at each of the partner institutions. These navigators will help assess, coach, and refer candidates into suitable training tracks, including the advanced manufacturing tracks, when appropriate. The second strategy will involve engaging workers in a "career readiness credential" program, an assessment of an individual's entry-level soft-skill

competencies. Individuals rated as under-skilled will have an opportunity to engage in an introductory soft-skills training program. Industry representatives have expressed a great interest and a willingness to value a career readiness credential in their hiring. This element of the project will also involve further outreach to industry partners to extend their knowledge about the credential and engage more businesses in utilization of the assessment as a hiring filter.

AMAMII will also focus on expanding the entrepreneurial capacity of the 69% of advanced manufacturing businesses in the region that have 2 employees or less. To address this strategy, FVCC will create an Entrepreneurship Center which will co-locate FVCC's entrepreneurship programs, the Small Business Development Center (SBDC) and the Montana Manufacturing Extension Center (MMEC) to provide a comprehensive set of entrepreneurship services to small manufacturing businesses. Expansion of markets and subsequently businesses will create new employment opportunities for the target population.

**Other stakeholder groups from outreach that will remain engaged in implementation:**

Kootenai Job service, Flathead Job Service, Community Action Partnership, Small Business Development Center and Montana Manufacturing Extension Center. Many businesses have also committed to stay involved through participation in a formal advisory committee.

**Use of Funds:** At this point in the grant development cycle, exact use of funds has not been calculated. The applicant will seek to utilize resources mainly to hire personnel, procure supplies and equipment and for evaluation services. We anticipate hiring at least two project managers, 3 workforce navigators, two new faculty and tutors in conjunction with the project. A large portion of the remaining budget will be spent on equipment and a small building renovation necessary to accommodate the program within existing facilities.

**Expected Impacts:** It is anticipated that AMAMII will lead to placement of at least 50 participants annually in local employment opportunities over the three year project period. Further, it is anticipated that the assessments and training provided during AMAMII will increase employee retention and satisfaction amongst participating employers. Further, technical assistance provided to smaller businesses will result in job creation and expansion of existing markets. At this point in the grant development cycle, exact impacts have not been calculated.



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**TAACCCT Grant Abstract**

**Applicant Name:** University of Montana-Helena College of Technology

**Applicant Point of Contact:** Mike Brown, Director of Institutional Research, (406) 444-6880

**Applicant City and State:** Helena, MT

**Areas Served by the Grant:** Helena, State of Montana

**Tentative Project Name:** Advanced Manufacturing and Transportation Workforce Training Program

**Funding Level Requested:** \$3,000,000

**Targeted Populations:** TAA and other dislocated/unemployed/underemployed workers, and veterans interested in advanced manufacturing and transportation industries.

**Assumed Dates of Implementation:** October 1, 2012 – September 30, 2016 (final year will primarily be evaluation)

**What is Being Requested from the SWIB:** A letter of support indicating that the SWIB, state career service centers and other workforce partners are committed to being involved in the project.

**Date Needed:** A letter of support is needed by May 14<sup>th</sup>. Please contact us as soon as possible if there are any questions or concerns regarding the proposal.

**Need for the Project:**

According to current data from the United States Department of Labor Employment and Training Administration from 2007 to the present, 2,668 workers have been determined eligible for Trade Adjustment Assistance (TAA) as a result of layoffs and closures in the State of Montana. The overwhelming majority of these TAA eligible workers were employed in small to



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medium sized logging and mining operations or related support industries that have been directly impacted by competition from foreign producers. These and many other dislocated workers in the state have also been impacted by the economic recession that began in 2008. Of the 50 petitions for TAA eligibility that have been certified since 2007, 42 are in communities located in Western Montana within or adjacent to UM-Helena's service area. According to data provided by the Helena Job Service, the college's public workforce partner, only 399, or 15% of TAA eligible workers in Montana have enrolled to receive training benefits to secure employment in sustainable occupations. UM-Helena aims to recruit and train TAA eligible workers, as well as other dislocated workers and veterans, for long-term employment in the fields of advanced manufacturing and transportation. TAA workers, veterans and others affected by the economic downturn are a ready pool of workers, who, with appropriate skills and training, can become a new workforce for 21<sup>st</sup> century industry in Montana.

## **Description of the Project**

UM-Helena is currently a state leader in trades and technical education, operating diesel, automotive, machine tool, computer aided manufacturing and welding & fabrication programs in a state-of-the-art facility. Close partners in business and industry help guide UM-Helena programs through program advisory councils, helping to guide curriculum to best fit local and regional employers' needs. In order to meet employers' demands for a well-trained workforce, UM-Helena will increase capacity in its existing diesel, auto, machine tool and welding programs.

Using modular designed courses, stackable certificates, developmental and online education, flexible scheduling and offering credit for prior experience, UM-Helena aims to quickly prepare a skilled workforce to meet the growing needs of industry in the region. For the transportation program, employer partners already committed include Mergenthaler Transportation, Watkins Shepard Trucking, I-State Trucking Center, Helena Sand & Gravel, J & D Truck Repair, Tri State



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Truck and Equipment, and Lithia Motors. Committed Advanced Manufacturing employee partners include The Boeing Company, Diversified Plastics, Black Gold Sights, and the Boiler Makers Union Local 11.

Funding through the TAACCT Grant would support UM-Helena's efforts to ready workers to enter high wage, high skill industry jobs with partner employers. One of the first priorities of the program will be to increase our ability to ready students for an academic setting, including providing basic writing, math and computer literacy instruction where appropriate, as well as the study and organizational skills necessary to succeed in a college environment. Currently, it can take a year or longer for students to complete these basic education requirements; funding from TAACCCT will help UM-Helena design and implement accelerated delivery of developmental education through customized online and supplementary programs that students can complete in one semester concurrent with their technical training.

While we expect that many of the dislocated workers served will require developmental education, years of experience and success in trades and technical education and workforce training has also taught us that many dislocated workers arrive with a set of skills they have learned on the job or in previous academic settings. TAACCCT funding will assist UM-Helena in the development of educational assessment tools for displaced workers. Workers would receive credit for skills they have already gained on the job, reducing redundancy in an individual students' training, speeding progress toward graduation, and increasing capacity in the program.

The Advanced Manufacturing training program will be made up of two separate degree programs, Machine Tool/Computer Aided Manufacturing and Welding. In the Machine Tool program, capacity will be expanded by adding multiple shifts of instruction for students and



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expanding the facility and instructional staff. In addition, staff and leadership at UM-Helena will explore several ways to expand the program, including potential apprenticeships with Boeing, advanced operator instruction, further computer software and I.T. instruction, and integration of robotics into the curriculum. The Welding program will expand capacity through increased staff and facility improvements, and will develop new, stackable 40-hour certificates in collaboration with UM-Helena's Continuing Education program, in addition to the current one-year certificate and two-year degree program.

The Transportation training program will include our Diesel and Automotive degree programs. Guided by our business partners, we intend to explore a one-year certificate for basic diesel service technicians in order to meet the employment needs expressed by our advisory councils. We plan to develop hybrid online and face-to-face courses that provide opportunities for training in more advanced technical topics in both programs. In addition we will expand capacity by providing more scheduling options in the evenings and summer sessions. These developments will support the existing two year Diesel and Automotive degree programs, and will also require expanded staffing, equipment and facilities.

### **Other stakeholder groups from outreach that will remain engaged in implementation:**

Primary partners engaged in implementation are the businesses who have committed to the project, as listed above. Further stakeholders include the Montana Department of Labor and Industry, Job Service Centers, and regional economic development agencies such as Capital Area Workforce System (CAWS) and Montana Business Assistance Connection (MBAC).

### **Use of Funds:**

Budgets for the various facets of the program are still in development. Funds will be used to expand development education and online learning opportunities, as well as to expand capacity with staff, scheduling, equipment and facility resources. A program manager will be hired to



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Montana – Helena**  
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oversee the implementation of the grant as well as a dedicated technical careers advisor that will provide for intake, academic, internship and career guidance for program participants.

**Expected Impacts:**

UM-Helena successfully places nearly 100% of its graduates in technical trades programs with employers, and our industry partners have committed to continued and expanded hiring in order to meet their employment needs. Through expansion of the Advanced Manufacturing and Transportation Programs, we expect to place 450 students in employment over the three year grant period (150 students annually for three years). Expanded capacity of UM-Helena programs are intended to be developed sustainably, helping to increase the number of highly skilled graduates years into the future. Strengthened relationships with partners will leverage our ability to provide specific skills and training needed by local and regional industry, resulting in lasting benefit for businesses, employees and UM-Helena programs.