

Montana FY 2006

Consolidated Annual Report Narrative

Section 114(a)(1) of Perkins III requires the Secretary to collect performance information about, and report on, the condition of vocational and technical education and on the effectiveness of state and local programs, services, and activities carried out under the Act. Below are the specific items that states are required to report on for the past program year (July 1, 2005 - June 30, 2006). Reports must address each of the items in the order outlined below, should make use of tables and charts to summarize key points, and should not exceed 20 pages.

I. State Administration [Section 121]

- A. Sole State Agency and Governance Structure:** Offer a brief summary of how your state is organized to administer vocational and technical education under Perkins III. Attach an organizational chart of the key agencies involved and offer a brief summary of the roles and responsibilities of each.
1. The Montana Board of Regents is the eligible agency for Perkins.
 2. Staffing required to support the administration of Perkins within the Office of the Commissioner of Higher Education includes a director, accountability/grants management specialist, a State Leadership and Reserve grant management specialist, Tech Prep coordinator, federal accountant and, program coordinator.
 3. Staff within the Office of Public Instruction includes a division administrator, an assistant division administrator, four program specialists representing the technical areas of agriculture, business and marketing, family and consumer sciences, health occupations and industrial technology, an accountability specialist, and fiscal/clerical/technical support staff.
 4. Staffing structure allows for the provision of technical assistance to the field; review of Local Plans, monitoring and evaluating of program effectiveness to ensure compliance with federal laws; and maintaining and modifying as necessary a data collection process to evaluate the State's progress in meeting the required performance levels established in the State Plan.
 5. Administration of the State Plan throughout the duration of Perkins III requires the Eligible Agency and its sub-grantee, the Office of Public Instruction, to continue communicating with the U.S. Department of Education, Office of Vocational and Adult Education to assure that the data collected to establish state performance levels meet the established standards of quality. It is also the responsibility of both agencies to institute procedures for assuring project compliance with federal legislation. This process includes:
 - a) providing technical assistance to local projects to assure data quality
 - b) providing onsite audits of 25% (postsecondary) and 20% (secondary) of the local projects on a rotational basis each year to assure fiscal and programmatic compliance
 - c) maintaining a website and a Perkins listserv for Project Directors
 - d) See Attachment #1: OCHE/OPI Organizational Charts

B. Organization of Vocational and Technical Education Programs: Provide information about how vocational and technical programs are organized and offered in your state. Indicate whether, and to what extent, your state has organized its programs around career clusters or pathways that combine rigorous academic and technical courses and offer a clear pathway into a postsecondary program leading to a technical certificate, associate or baccalaureate degree, apprenticeship, or a job.

1. Secondary - Career and Technical Education prepares Montana K-12 students for a wide range of careers and post secondary education programs. Career and Technical Education courses are found in Montana's middle schools, high schools and career centers. Career and Technical Education courses provide students with life and employment skills to make them highly desirable employees in today's modern workforce. Skills learned in K-12 Career and Technical Education courses prepare students to enter the workforce or to continue their education with a much higher degree of focus and direction for their career goals. Montana has 500 approved Career and Technical Education programs and over 800 certified teachers in Agriculture, Business, Marketing, Family and Consumer Sciences, Industrial Technology, and Health Occupations. More than 160 Montana high schools participate in the federal Carl D. Perkins and state Career and Technical Education grant programs to support and improve their Career and Technical Education programs. In addition to skills learned in Career and Technical Education courses, many Montana students gain additional technical and leadership skills through participation in a Career and Technical Student Organization. The seven Career and Technical Student Organizations with active Montana chapters are FFA; Business Professionals of America (BPA); DECA, An Association of Marketing Students; Health Occupations Students of America (HOSA); Family, Career and Community Leaders of America (FCCLA); SkillsUSA; and Technology Student Association (TSA). Program specialists approve CTE programs based on Montana Standards and Guidelines for Career and Technical Education (updated 2002). The professional development and technical assistance to schools and programs provided by these same specialists is steering CTE programs toward career pathways and seamless transitions. The Standards and Guidelines will be revised in 2007-2008 and will incorporate career pathways to an even greater extent. Secondary CTE Programs are organized as follows:

- a) ***Agricultural Education*** - Agriculture is one of Montana's largest industries. Agriculture Education provides learning opportunities for students in Ag Business, Ag Research, Animal Science, Aquaculture, Forestry, Horticulture, Leadership, Mechanics, Natural Resources, Plant Science, Wildlife Management and other related areas. Montana agricultural education has 75 approved programs with 4,300 enrolled students. 96% of these programs include co-curricular FFA chapters with over 2,700 enrolled members.
- b) ***Business and Marketing Education*** - Today's business and marketing students learn to use the most current technology and business practices, including CISCO networking academies and Oracle academies. Walk into Hawk Enterprises in Bozeman High School (and other similar programs around the state) and you'll think you're in an executive office building.

168 of Montana's 173 public high schools have approved Business/Marketing education programs making it the most-offered CTE program in the state. These programs serve over 14,000 students in grades 9-12. Montana has two Career and Technical Student Organizations for the Business and Marketing programs: Business Professionals of America (BPA) and DECA. The 95 Montana BPA/DECA chapters provide additional business and marketing experience for nearly 1,400 students. Montana consistently has multiple top-ten competitive event placings at national BPA and DECA conferences.

- c) ***Health Occupations Education*** - Starting out with five programs 2002-03, Health Occupations is the newest Career and Technical Education program in Montana. Our high schools and post-secondary institutions are working with industry to increase the number of Health Occupations programs in the state. Health Occupations is an area of tremendous occupational opportunity in large cities and small towns alike. There is a critical shortage of healthcare workers in Montana as well as nationally. The need for healthcare workers is increasing as Montana's population ages. Healthcare is one of the fastest growing economic segments in Montana and the US. The student organization associated with Health Occupations is Health Occupations Students of America (HOSA). HOSA chapters have been formed in our high schools and post-secondary institutions.
- d) ***Family and Consumer Sciences Education*** - Family and Consumer Sciences (FCS) Education has three main focuses; family, career and community. Major FCS curriculum areas include Personal Family Resource Management; Nutrition and Wellness; Hospitality, Tourism and Recreation; Family and Community Services; Interior Furnishings; Parenting and Child Development; and Culinary Arts/Food Service Management. Montana has 113 approved FCS programs serving 9,000 students. Family, Career and Community Leaders of America is the student organization for Family and Consumer Sciences. In 2004-05 Montana had 74 affiliated FCCLA chapters with over 1,200 members.
- e) ***Industrial Technology Education*** - With 126 programs and 14,000 students, Industrial Technology Education is the second largest CTE program area in Montana. Industrial Technology includes the program areas of Industrial/Technology Education and Trade and Industrial Education. Industrial Technology occupations are some of the highest paying, most highly technical occupations in Montana. Studies have shown that many "how-to" manuals for entry-level industrial technology occupations have a higher readability level than most college text books. Montana has two Career and Technical Student Organizations for the Industrial Technology area. SkillsUSA and Technology Student Association (TSA) combined have over 600 secondary members in 42 chapters.

- 2. Postsecondary - Career and technical education is offered through one four-year institution with two-year programs, seven tribal colleges, three community colleges and five colleges of technology. The programs of study are offered as Associate of Applied Science degrees and certificates. The programs are located

within departments representative of the specific area of study such as Business and Technology, Health Sciences, and Arts and Sciences. Montana does not organize its programs around the career clusters concept, although individual colleges are moving in this direction.

3. Career Cluster or pathways development that combines rigorous academic and technical courses

- a) Secondary - At the secondary level, Montana has continued to work towards the development of Career Clusters and pathways. This has been a high priority in our attempt to provide a seamless CTE system. All content specialists have been active as part of our state team and have been active in the planning stages. Although not yet widely implemented, schools have embraced the initiative and will continue to work towards this goal. OPI will continue to provide leadership in this area.
- b) Postsecondary - Four Career Pathways Curriculum Models were developed and disseminated statewide. These models were in the Cluster areas of Manufacturing, Information Technology, Health Sciences and Arts, AV Technology and Communications. These models provide a template for future Cluster development in postsecondary institutions that combines rigorous academic and technical courses and links secondary, two-year institutions and four-year institutions.

II. State Leadership Activities [Section 124]

A. Required Uses of Funds: Provide a summary of your major initiatives and activities in each of the following areas that are "required" under Section 124(b)(1-8) of the Act:

- 1. An assessment of the vocational and technical education programs that are funded**
 - a) Secondary continue use of the secondary data management system housed at the Office of Public Instruction. Continued review of institutional needs assessments in relation to student outcomes to determine effectiveness of objectives and areas needing improvement
 - b) Postsecondary continued use of the Access database at the postsecondary level for collection and analysis of information to determine student outcomes and continuous progress on state performance levels.
- 2. Developing, improving, or expanding the use of technology in vocational and technical education**
 - a) Maintain websites and Perkins listserve (OPI and OCHE) to provide better communication link to the field and general public
 - b) The OPI is developing a state-wide K-12 student information system and an electronic grants management system. Both systems should be fully operational by spring 2007.
- 3. Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel**
 - a) Secondary continued grant for the Montana Association of Career and Technical Education to provide professional development focusing on

relevant industry standards and current technology for career and technical education associations, and continued summer updates for teachers.

- b) Postsecondary continued technical assistance for Project Directors and data staff to increase understanding of Perkins Legislation, accountability and meeting performance levels for continuous improvement. Continued the emphasis on Career Clusters development in coordination with the Tech Prep Directors, secondary and postsecondary educators, guidance and administrative personnel, and business/industry. Engaged a team of 40 individuals representing CTE professionals and business/industry to participate in the National Career Clusters conference with follow-up activities at the state and local level. Participated in national conferences focusing on Tech Prep, workforce development, economic development, accountability, and quality data to expand the networking capacity and knowledge base of individuals providing administrative and/or direct services to students enrolled in Perkins funded institutions and schools.

4. Support for vocational and technical education programs that improve the academic, and vocational and technical skills of students...through the integration of academics with vocational and technical education

- a) Secondary continued the process of engaging secondary teachers, both academic and technical, to update program-area-specific standards and guidelines to enhance curricula.
- b) Postsecondary promoted the integration of contextual academic and technical instruction in Career Pathways programs. Integrated the competencies validated by business and industry for the specific pathways program.

5. Providing preparation for nontraditional training and employment

- a) Coordinated the competitive process for allocating funds to both secondary and postsecondary educational organizations to provide nontraditional training and employment programs in a variety of formats.
- b) Two Postsecondary Nontraditional Grants and five mini-grants were awarded in 2005 from Perkins funds. These grants funded employment projects that introduce high school women to nontraditional employment through career assessment, “hands-on” career exploration, mentoring and networking with women already employed (“We Can Do It!”, Career Development Workforce Center at Miles City and the “Jobs for Tomorrow”, Women’s Opportunity and Resource Development at Missoula). Funding was also allocated in the mini-grants to include high school projects that involved women in carpentry, and welding.

6. Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills

- a) Continued to showcase and develop the four Career Pathways curriculum models in national, state and regional conferences/workshops.
- b) Provided funding to directly assist in implementing the manufacturing and healthcare cluster development at three postsecondary institutions.

7. Serving individuals in state institutions

- a) The Boyd Andrew Pre-Release Center and Career Training in Helena was again awarded the Institutions Grant. Emphasis on this grant was

instructing pre-release inmates basic financial management skills, familiarity with the Internet, and entrepreneurial skills. Long-term goals of the program were for participants to gain and retain employment for at least three months using their newly acquired skills.

8. Support for programs for special populations that lead to high skill, high wage careers

- a) For secondary, the Career and Technology Education Division at the Office of Public Instruction (OPI) collaborates with the Special Education Division thru State Improvement Grant (SIG) to recruit and/or facilitate the entrance and retention of special populations and disadvantaged persons into existing programs of vocational education, employment or other education and training; provided an access point for the targeted special populations of students for a seamless, linked system that promotes their successful attainment of educational and vocational goals.
- b) For postsecondary, Women's Opportunity and Resource Development, Inc. of Missoula in cooperation with the University of Montana College of Technology and Missoula County Public schools was again awarded the Special Populations Grant. The *Bridges to Learning Project* assisted young low-income mothers and fathers to plan and prepare for enrollment in vocational and educational programs that lead to high skill, high wage careers. The program also endeavored to develop a seamless system of services and support for young parents as they made the transition to postsecondary institutions and programs.

B. Permissible activities [Section 124]: Provide a brief summary of major initiatives and activities under one or more of the following areas under Section 124(c)(1-12) of the Act.

- 1. Permissible Activities: Postsecondary provided ongoing technical assistance to all eligible recipients through quarterly meetings of project directors to address accountability, training on the Access database program. Secondary connected with Career and Technical Student Organizations (TSOs) - FFA, Business Professionals of America (BPA), DECA, Family, Career and Community Leaders of America (FCCLA), Health Technology Students Association (TSA). Provided Support for education and business partnerships. Monitored the development of advisory councils to ensure representation of business, education and workforce system partners. Utilized advisory boards to guide curriculum development to enhance the delivery of programs in secondary schools and postsecondary institutions. Presented information on Montana's postsecondary career and technical education to business associations, community leaders, and state workforce board. Expanded Business and Education Councils to four regional areas.

- a) Core Indicator Related Activity

- (1) Secondary

- (i) Data collection

- ◆ Collected data using standardized instruments for Core Indicators 1, 2, 3 and 4.
 - ◆ Schools entered data directly into an Accountability System in Microsoft Access

- ◆ Reviewed data for accuracy; school reporting errors were noted and schools were contacted to correct data
- ◆ Queried the data to determine performance levels for each sub indicator
- ◆ Computer programmer to maintain the Accountability System for data entry and analysis, and for queries and reports to be made for determining sub-indicator baselines
- ◆ Data analyst and technician to enter, analyze and prepare data for Final Reports
- ◆ Technical Assistance
 - Technical assistance teleconference
 - Onsite meetings
 - Printed materials, which are also available on the Agency's website
- ◆ Program standards
 - Telecommunications
 - Distributing costs
- ◆
- (ii) Improvement of data collection
 - ◆ The postsecondary agency regularly schedules technical assistance training sessions to assist local grant coordinators and data personnel with data quality issues.
 - ◆ The OPI collects data electronically in an Access system designed specifically for Perkins data collection and reporting.
 - ◆ Participated in state and federal accountability workshops and meetings.
- (iii) Improvement of program standards
 - ◆ Continued technical assistance to field for implementing career and technical education standards and guidelines focusing on movement toward career pathways.
- (iv) Professional development
 - ◆ Summer update workshops held with program area educators.
 - ◆ Technical assistance visits to schools
- (2) Postsecondary
 - (i) Improved data quality
 - ◆ Continued technical assistance to the field in order to improve data quality and program performance including visiting campuses as needed and working with technical program staff to improve data quality

- ◆ Continued participation in OVAE's technical assistance by state staff to help Montana to continue to improve its performance measures and data quality.
- ◆ Provided training on Access for new staff in order to utilize this position for initial data quality review and individual technical assistance to the field. Postsecondary
- ◆ All of the eligible institutions enter their student information into the database and electronically submit it to the state office, therefore data quality issues vary to some degree from campus to campus. Six technical assistance sessions were provided to project directors and data managers. Technical assistance was provided onsite to all participating institutions, as well as via phone, email and a listserv throughout the year.
- ◆ Technical assistance on data quality is seen as an ongoing activity and is evolving as schools change the way classes are offered. An example is campuses sharing program providing ½ the courses at one school and half at another and courses offered collaboratively with high schools or through distance learning.
- ◆ The Office of the Commissioner of Higher Education, Workforce Development Unit attends all technical assistance offered by OVAE for data quality improvement and uses the Peer Collaborative Network extensively.

b) Outcomes

(1) Secondary

(i) Data collection:

- ◆ Collected core indicator information from all participating schools: Concentrator identification in May, Concentrator follow-up in November/December.

(ii) Improvement of data collection:

- ◆ Held annual technical assistance teleconference where state officials explained data collection procedures and answered questions from the field.
- ◆ An Access data collection system allows the OPI to collect disaggregated special populations data that was not previously collectible. The data collected.

(iii) Improvement of program standards:

- ◆ Standards and Guidelines for Career and Vocational Technical Education in Montana, including program-area-specific guidelines,

(revised summer 2002), are posted on the OPI website. The program assessment portion of the annual Carl Perkins local application is based on these standards.

- ◆ Program area specialists provided technical assistance to schools as they implemented the standards.
- ◆ Montana Administrative Rule requires updating the Standards and Guidelines for Montana on a regular cycle.

(2) Postsecondary

(i) Data collection

- ◆ Montana's local project directors understand the importance of data quality and are committed to the training and time it takes to ensure success with Perkins III accountability.
- ◆ Modifications were made to the database to better assure data integrity.

(ii) State leadership funds have been used to provide technical assistance to the field in the use of the Perkins Access database and to refine the database to improve data quality.

c) Implications for next fiscal year/State Plan

(1) Objectives for fiscal year 2007

- (i) Conduct a Spring Career Clusters State Conference to showcase a Best Practices model for restructuring a high school around career clusters and partnering with a postsecondary education; focus on the role of business and industry in career cluster development
- (ii) Utilize the Career Clusters Steering Committee in the development of the State Transition Plan for Perkins IV
- (iii) Engage the State Plan Advisory Committee to develop and implement the 2007 transition plan as well as remaining five year plan for Perkins IV.
- (iv) Continue the interaction of state secondary and postsecondary staff in regard to program implementation and innovation
- (v) Monitor and modify as necessary the Access Database to improve data collection and analysis
- (vi) Continue partnership with other state agencies to enhance coordination of workforce development programs
- (vii) Continue professional development of management staff
- (viii) Continue monitoring and evaluating Access database collection system and modify as necessary to assure reliability and validity of information
- (ix) Continue development of career pathways in applicable career clusters

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [Sections 131 and 134]: Provide a summary of the state's eligible recipients, listing the number of secondary local eligible agencies, area vocational and technical education agencies, postsecondary agencies, and consortia. Attach the latest version of the local application used to fund eligible recipients

A. Secondary

1. Eligible recipients summary

a) See attachment #2

2. Number of secondary local eligible agencies, area vocational and technical education agencies

a) There are 158 eligible districts (165 high schools).

3. Local Application – See attachment #2

B. Postsecondary

1. Eligible recipients summary: Twelve institutions out of Montana's 16 eligible institutions receive Perkins funds. Those grantees are listed under #2 below. The other four institutions do not meet the minimum allocation amount.

a) Ineligible Institutions

(1) Little Big Horn Community College

(2) Chief Dull Knife College

(3) Stone Child College

(4) University of Montana Western

2. Postsecondary agencies and consortia

a) Tribal Colleges

(1) Salish Kootenai College

(2) Blackfeet Community College

(3) Fort Peck Community College

b) Community Colleges

(1) Miles Community College

(2) Dawson Community College

(3) Flathead Valley Community College

c) Colleges of Technology

(1) Montana State University College of Technology Billings

(2) Montana State University College of Technology Great Falls

(3) Montana State University College of Technology Northern

(4) University of Montana College of Technology Helena

(5) University of Montana College of Technology Missoula

(6) Montana Tech College of Technology

3. Local Application – See attachment #3

IV. Accountability [Section 113]

A. State's Overall Performance Results and Program Improvement Strategies:
Analyze the state's overall performance results compared to the agreed-upon performance levels for the past program year. For each instance where the state met its performance levels, provide a brief explanation of factors that may have contributed to those results. For each instance where the state did not meet its performance levels, provide a brief explanation of factors that may have contributed to those results, along with strategies that will be implemented during the program year to improve those results.

1. **Secondary Local Application** - Through school visits and program reviews/approvals we know that Montana middle and high school are offering curricula and/or activities that promote participation of the under-represented gender in non-traditional programs and, as such, we have usually met the non-traditional participation indicator. Only a small number of non-traditional participants go on to be non-traditional concentrators, however. We are hoping that continued emphasis on and movement toward career pathways and seamless transitions will increase our concentrator percentages.
 - a) 1S1 – Academic Skills Attainment: Montana’s performance level exceeds the negotiated level
 - b) 1S2 – Vocational Skills Attainment: Montana’s performance level exceeds the negotiated level
 - c) 2S1 – Completion: Montana’s performance level exceeds the negotiated level
 - d) 3S1 – Placement: Montana’s performance level exceeds the negotiated level
 - e) 4S1 – Nontraditional Participation: Montana’s performance level exceeds the negotiated level
 - f) 4S2 – Nontraditional Completion: Montana’s performance level did not meet the negotiated level. This is an area we need to concentrate on and develop improvement strategies for. We need to look at how non-traditional funds could be better utilized to address the issue.
2. **Postsecondary Local Application**
 - a) 1P1 – Academic Attainment: Montana’s performance level of 83.47% exceeds the negotiated level of 82.86%. Many grantees have begun or re-established early warning systems to identify students who are at risk of failing a course. Grantees also increased their utilization of Supplemental Instruction, in addition to tutoring at risk students.
 - b) 1P2/2P – Vocational and Skill Attainment and Completion: Montana’s performance level of 34.12% exceeds the negotiated level of 30.65%. In Montana, 66% of students graduate after 3 years of education, and 34% of Perkins students graduate within the 3 year period. Reasons for this are believed to be the high average age of the students. On three campuses, the average age is over 30. Another issue is the low unemployment rates in the state. Students are paid well for typically low paying jobs. Given this, they are opting to work and either leave school or cut back on classes.
 - c) 3P1 –Placement: Montana’s performance level of 79.13% exceeds the negotiated level of 77.50%. Montana was able to improve our data collection sources by securing an agreement with FEDES, our state

postsecondary data warehouse and the National Student Clearinghouse. The data received from unemployment is still weak because of the number of national employers in Montana who do not pay Montana unemployment insurance. Schools that perform post graduation follow-up surveys have found placement rates that exceed 85%.

- d) 3P2 – Retention: Montana’s performance level of 91.45% exceeds the negotiated level of 86.54%. Montana was able to improve our data collection sources by securing an agreement with FEDES, our state postsecondary data warehouse and the National Student Clearinghouse. The data received from unemployment is still weak because of the number of national employers in Montana who do not pay Montana unemployment insurance. Schools that perform post graduation follow-up surveys have found placement retention rates that exceed 90%.
- e) 4P1 – Nontraditional Participation: Montana’s performance level of 13.27% does not exceed the negotiated level of 14.70%. The goal was 14.70%. Six grantees did not meet their local indicator goals. Six institutions exceeded their goals. While Montana did not meet the nontraditional participation measure, the students who are in the programs complete at a rate higher than negotiated. Schools are implementing orientation programs and are creating opportunities for students to mix with fellow students. This increase is a particularly effective tool for nontraditional students. Mandatory advising is another tool three grantees are exploring. Many schools finding success with nontraditional students indicate the most successful tools are the ones that engage the student in the school or program, but particularly the program. Student organizations are very successful and will be encourage for schools that did not meet their goal.
- f) 4P2 – Nontraditional Completion: Montana’s performance level of 13.93% exceeds the negotiated level of 12.90%. While Montana did not meet the nontraditional participation measure, the students who are in the programs complete at a rate higher than negotiated. Schools are implementing orientation programs and are creating opportunities for students to mix with fellow students. This increase is a particularly effective tool for nontraditional students. Mandatory advising is another tool three grantees are exploring.

3. TECH PREP

- a) In Montana, Tech Prep is organized into Five Regions. The regions are centered in the Northwest area of the State at Flathead Valley Community College, in the Central area at Montana State University Great Falls College of Technology, in the Southwest area at Montana Tech College of Technology in Butte, in the South Central area at Montana State University Billings College of Technology in Billings and in the Eastern area at Dawson Community College in Glendive.
- b) Several of the regional Tech Prep Directors have persons in charge of Tech Prep at other postsecondary institutions as well as those above. These positions are at Blackfeet Community College in Browning, Salish-Kooteni College in Pablo (both are tribal colleges) The University of Montana College of Technology in Missoula and Miles Community

College at Miles City. All regions have Tech Prep responsible persons at virtually all high schools throughout the state.

- c) Formerly Tech Prep in Montana had its own website. Tech Prep information is now available on the website of the Workforce Development Unit of the Office of the Montana Commissioner of Higher Education at www.montana.edu/wochewd.
- d) The development of Career Clusters in Montana continues to expand and this is clearly associated with Tech Prep. Several of the regional directors have attended national and regional career clusters meetings. Tech Prep directors are also active participants in advisory boards and among stakeholders directly involved in the career clusters development.
- e) Professional Development Activities in Montana during PY06 included the following:
 - (1) Three Regional Tech Prep Conferences and the first statewide Montana Career Clusters conference in which Tech Prep funds and direct involvement was significant. The regional conferences were devoted to: An Overview of Pending Perkins Legislation and Career Clusters; An Overview of Pending Perkins Legislation and Parent Involvement In Career and Technical Education; Update of Classroom Technology for Teachers in Areas of Power Point And Data Management; Economic Forces Shaping Education.
 - (2) A program of expanding secondary teacher endorsements in the area of Agricultural Sciences begun in the prior program year continued. This project is on going.
- f) As this year ended Tech Prep in Montana is actively involved in jointly planning for the second Montana Career Clusters Conference scheduled for the spring of 2007. This conference will be an outgrowth of the formerly held Montana Tech Prep Conferences.

4. Rural Reserve

- a) Reserve: developing the Perkins State Plan for the current law Montana chose to exercise the Rural Reserve option of the Perkins Basic Grant funding. In PY 05 twelve reserve grants were awarded to the following institutions: Postsecondary: Miles Community College, Miles City; Montana State University – Billings College of Technology; Montana State University Great Falls College of Technology Bozeman Campus; Montana Tech College of Technology, Butte; University of Montana Helena College of Technology; University of Montana College of Technology, Missoula (2 grants); It is important to note that all of the Postsecondary Reserve Grants were used by the various colleges listed to fund work done by Community Based Organizations. The five grants awarded to Secondary schools were used directly by the various schools listed. Each of the grants was for the amount of \$35,000.

B. State's Performance Results for Special Populations and Program Improvement Strategies: Analyze the state's performance results for special populations listed in Section 3(23) compared to the agreed-upon performance levels for the past program year. For each instance where the state met its performance levels, provide a brief explanation of factors that may have contributed to those results.

For each instance where the state did not meet its performance levels, provide a brief explanation of factors that may have contributed to those results, along with strategies that will be implemented during the program year to improve those results.

a) Secondary –

- (1) Met performance levels: The abundance of rural schools in Montana helps to contribute to our positive performance levels in academic attainment, skill attainment and placement indicators. Small rural schools have excellent student-teacher ratios, total community involvement, positive role models and a strong work ethic. Montana as a state has excellent scores on standardized tests, low drop-out rates, highly-qualified educational and paraprofessional staff, and a commitment to continued training through post-secondary education/training or through work opportunities. These statistics apply to CTE concentrators as well.
- (2) Did not meet performance levels: While the rural culture of Montana is a positive for most of our accountability indicators, it is a negative for non-traditional concentrations. Rural culture tends to be very traditional in nature. Also, Montana's largest minority group is American Indian. American Indian culture is also very traditional. Culture change is possible, as history has shown, but is not something that happens overnight. We can only persist in encouraging non-traditional participation and concentration and providing opportunities for non-traditional training then waiting for the culture change to catch up.

b) Postsecondary: Below are observations of outcomes for these groups.

- (1) ***Individuals with Disabilities:*** The overall number of students with disabilities went down from 421 in 05 to 296 in 06. This decrease is primarily due to HIPAA and FERPA issues. Grantees typically receive disability information from student services. Three larger institutions no longer receive this information and must rely on self reporting. Montana is pursuing a file match with Vocational Rehabilitation and all student services organizations. The intent is to significantly increase the reporting for this special population group. This will also give much better information on placement for this population.

- (i) ** 1P1 05 level 81.71% - 06 level 79.39%
- (ii) 1P2 05 level 34.67% - 06 level 36.11%
- (iii) 2P1 05 level 34.67% - 06 level 36.11%
- (iv) ** 3P1 05 level 94.67% - 06 level 75.53%
- (v) 3P2 05 level 82.54% - 06 level 91.89%
- (vi) 4P1 05 level 12.07% - 06 level 17.48%
- (vii) 4P2 05 level 12.9 % - 06 level 24.56%

- (2) ***Economically Disadvantaged:*** Montana is experiencing extremely low unemployment. During these times, low income students are able to find jobs that pay higher than normal wages and choose to work rather than go to school or to work and go to school. Either way, grades, length of time in a program and

placement statistics all suffer for this population when the economy is good. Schools are scrambling to develop shorter certificate programs to quickly provide students with marketable skills.

- (i) ** 1P1 05 level 85.73 - 06 level 81.76%
- (ii) ** 1P2 05 level 38.75% - 06 level 37.74%
- (iii) ** 2P1 05 level 38.75% - 06 level 37.74%
- (iv) ** 3P1 05 level 90.46% - 06 level 80.49%
- (v) 3P2 05 level 88.39% - 06 level 90.49%
- (vi) 4P1 05 level 12.67% - 06 level 13.12%
- (vii) 4P2 05 level 11.83 % - 06 level 13.25%

(3) Single Parent: This population is somewhat affected by the economic conditions. Montana believes many of these students are employed but do not show up in our statistics because the employers report unemployment in another state. Approximately 88 students graduated from a Medical program and 150 from a business related program. Both programs have a number of self employed outcomes or are working for out of state reporting employers. Montana will encourage self reporting follow-up for this group of students.

- (i) 1P1 05 level 81.55% - 06 level 81.59%
- (ii) 1P2 05 level 33.90% - 06 level 42.71%
- (iii) 2P1 05 level 33.90% - 06 level 42.71%
- (iv) ** 3P1 05 level 92.86% - 06 level 80.36%
- (v) 3P2 05 level 85.37% - 06 level 91.09%
- (vi) ** 4P1 05 level 15.58% - 06 level 13.82%
- (vii) 4P2 05 level 13.65 % - 06 level 18.06%

(4) Displaced Homemakers:

- (i) ** 1P1 05 level 86.36% - 06 level 83.57%
- (ii) 1P2 05 level 35.14% - 06 level 35.14%
- (iii) 2P1 05 level 35.14% - 06 level 35.14%
- (iv) ** 3P1 05 level 93.34% - 06 level 86.67%
- (v) 3P2 05 level 78.85% - 06 level 92.98%
- (vi) 4P1 05 level 12.43% - 06 level 16.67%
- (vii) 4P2 05 level 9.09 % - 06 level 20.83%

(5) Other Educational Barriers:

- (i) ** 1P1 05 level 82.89% - 06 level 80.98%
- (ii) 1P2 05 level 29.71% - 06 level 30.01%
- (iii) 2P1 05 level 29.71% - 06 level 30.01%
- (iv) ** 3P1 05 level 94.10% - 06 level 78.25%
- (v) 3P2 05 level 87.70% - 06 level 88.40%
- (vi) 4P1 05 level 11.99% - 06 level 13.21%
- (vii) 4P2 05 level 11.72 % - 06 level 13.50%

(6) Limited English Proficiency: This group is small, 59 students in 05 and 70 in 06. The numbers for measures like 3P1 that dropped 30% is a measure of a total of 9 students, 5 of which show as placed. This group, like the above special populations are also impacted by low unemployment and high wages for entry level

positions. They are also impacted by inadequate employment verification.

- (i) ** 1P1 05 level 93.22% - 06 level 88.41%
- (ii) ** 1P2 05 level 36.84% - 06 level 33.33%
- (iii) ** 2P1 05 level 36.84% - 06 level 33.33%
- (iv) ** 3P1 05 level 84.62% - 06 level 55.56%
- (v) ** 3P2 05 level 83.33% - 06 level 80.00%
- (vi) 4P1 05 level 12.50% - 06 level 14.63%
- (vii) ** 4P2 05 level 20.00 % - 06 level 14.29%

(7) Nontraditional Enrollees: In Montana, 24% of nontraditional students are males in healthcare occupations. Over 34% are females in agriculture, business and construction which are again difficult to track employment and retention for because of the high number of self employed or out of state reporting employers. Many of these students are also single parents, or displaced homemakers which means they are also balancing education with excellent wages for entry level employment.

- (i) 1P1 05 level 85.17% - 06 level 87.28%
- (ii) ** 1P2 05 level 39.63% - 06 level 37.85%
- (iii) ** 2P1 05 level 39.63% - 06 level 37.85%
- (iv) ** 3P1 05 level 91.67% - 06 level 74.02%
- (v) ** 3P2 05 level 88.24% - 06 level 86.90%

C. Definitions: Provide the state's current definitions for the following terms. Underline all or portions of any definitions that have changed from the previous program year.

1. Vocational participant

- a) **Secondary Vocational Participant:** A student who enrolled in at least one vocational-technical education course. This definition has not changed from the previous program year.
- b) **Postsecondary Vocational Participant:** A student who declares a program of study in a Perkins eligible program. This definition has not changed from the previous program year.

2. Vocational concentrator

- a) **Secondary Vocational Concentrator:** A student who will have received at least three units of vocational course credit during a high school career. These credits may be earned in multiple vocational program areas. (A unit of credit is two semesters of study.) This definition has not changed from the previous program year.
- b) **Postsecondary Vocational Concentrator:** A student who declares a vocational technical program of study. This definition has not changed from the previous program year.

3. Vocational completer

- a) **Secondary Vocational Completer:** Total number of vocational concentrators who attained a high school diploma in Montana. This definition has not changed from the previous program year.

- b) **Postsecondary Vocational Completer:** Number of concentrators completing a postsecondary degree or certificate within three years. This definition has not changed from the previous program year.

4. Tech-Prep student

- a) **Secondary Tech Prep Student:** Any high school senior career education concentrator receiving a grade of “B” or better in an articulated course. This definition has not changed from the previous program year.
- b) **Postsecondary Tech Prep Student:** Any student having applied for TP articulated credits and who receives them after successfully completing (grade of “C” or better) 12 credits at that institution. This definition has not changed from the previous program year.

D. Measurement Approaches: For each of the sub-indicators of performance, provide your measurement approach and definitions for the numerator and denominator. Please do not abbreviate or summarize any of the definitions. Underline all or portions of any definitions that have changed from the previous program year.

1. 1S1 Secondary Academic Attainment Measure:

- a) **Measurement Approach:** State/Local Administrative Data - Secondary Completion and State Definition of Vocational Concentrator: Completion based on attainment of a high school diploma and receipt of credit for three units (six semesters) of state-defined vocational education program coursework.
- b) **Numerator:** Total number of vocational concentrators who attained a high school diploma in Montana.
- c) **Denominator:** Total number of vocational concentrators in Montana.

2. 1S2 Secondary Vocational and Technical Skill Attainment Measure:

- a) **Measurement Approach:** State/Local Administrative Data - Secondary Completion and State Definition of Vocational Concentrator: Completion based on attainment of a high school diploma and receipt of credit for three units (six semesters) of state-defined vocational education program coursework.
- b) **Numerator:** Total number of vocational concentrators who attained a high school diploma in Montana.
- c) **Denominator:** Total number of vocational concentrators in Montana.

3. 2S1 Secondary Completion Measure:

- a) **Measurement Approach:** State/Local Administrative Data - Secondary Completion and State Definition of Vocational Concentrator: Completion based on attainment of a high school diploma and receipt of credit for three units (six semesters) of state-defined vocational education program coursework.
- b) **Numerator:** Total number of vocational concentrators who attained a high school diploma in Montana.
- c) **Denominator:** Total number of vocational concentrators in Montana.

4. 3S1 Secondary Placement Measure:

- a) **Measurement Approach:** State-Developed, School-Administered Surveys/Placement Records - Six months after graduation, guidance counselors, administrators and teachers conduct structured telephone follow-up interviews with vocational concentrator completers who have attained a high school diploma using standardized survey instrument.

Interviewers determine placement beyond high school. The data is reliable dependent upon interviewer following the state developed interview protocol for questions and responses; dissemination of protocol and training of interviewers prior to conducting interviews.

- b) **Numerator:** Number of vocational concentrators in Montana who were placed in postsecondary education or advanced training, employment, and/or military service within six (6) months of graduation.
 - c) **Denominator:** Total number of vocational concentrator completers in Montana. NOTE: Students that could not be contacted during the follow-up survey were coded, as “Unknown” and these students were not counted in the numerator or the denominator.
- 5. 4S1 Participation in Secondary Nontraditional Programs Measure:**
- a) **Measurement Approach:** State/Local Administrative Data - Vocational programs are identified as nontraditional for a specific gender. Female concentrators in Industrial Technology. Male concentrators in Family and Consumer Sciences Education.
 - b) **Numerator:** Number of participants of the under represented gender in programs defined as non-traditional.
 - c) **Denominator:** Number of participants defined as non-traditional.
- 6. 4S2 Completion of Secondary Nontraditional Programs Measure:**
- a) **Measurement Approach:** State/Local Administrative Data - Nontraditional vocational concentrators who attained a high school diploma in Montana will be counted.
 - b) **Numerator:** Number of nontraditional vocational concentrators who attained a high school diploma in Montana.
 - c) **Denominator:** Total number of vocational concentrators in non-traditional programs who attained a high school diploma in the reporting year.
- 7. 1P1 Postsecondary Academic Attainment Measure:**
- a) **Measurement Approach:** Overall Grade Point Average
 - b) **Numerator:** Number of 2004-05 concentrators attaining a 2.0 cumulative GPA
 - c) **Denominator:** Number of 2004-05 concentrators enrolled in certificate, AAS and designated AS degree programs
- 8. 1P2 Postsecondary Vocational and Technical Skill Attainment Measure:**
- a) **Measurement Approach:** State/Local Administrative Data
 - b) **Numerator:** Number of concentrators entering in 2002-03 and completing a postsecondary degree or certificate within 3 years (a degree or certificate in a Perkins appropriate program of study)
 - c) **Denominator:** Number of concentrators entering in 2002-03 enrolled in postsecondary degree or certificate programs (a degree or certificate in a Perkins appropriate program of study)
- 9. 2P1 Postsecondary Degree or Credential Measure:**
- a) **Measurement Approach:** State/Local Administrative Data
 - b) **Numerator:** Number of concentrators entering in 2002-03 and completing a postsecondary degree or certificate within 3 years (a degree or certificate in a Perkins appropriate program of study)

- c) *Denominator*: Number of concentrators entering in 2002-03 enrolled in postsecondary degree or certificate programs (a degree or certificate in a Perkins appropriate program of study)

10. 3P1 Postsecondary Placement Measure:

- a) *Measurement Approach*: Administrative Record Exchange with Unemployment Insurance, FEDES, the Montana University System Data Warehouse and the National Student Clearinghouse
- b) *Numerator*: Number of 2004-04 completers placed in employment, the military or further postsecondary education
- c) *Denominator*: Number of 2003-04 completers of postsecondary degree or certificate programs

11. 3P2 Postsecondary Retention Measure:

- a) *Measurement Approach*: Administrative Record Exchange with Unemployment Insurance, FEDES, the Montana University System Data Warehouse and the National Student Clearinghouse
- b) *Numerator*: Number of 2002-03 completers placed in employment that were retained in the following quarter
- c) *Denominator*: Number of 2002-03 completers placed in employment

12. 4P1 Participation Postsecondary in Nontraditional Programs Measure:

- a) *Measurement Approach*: State/Local Administrative Data
- b) *Numerator*: Number of 2004-05 enrolled students of the underrepresented gender participating in programs defined as nontraditional
- c) *Denominator*: Number of 2004-05 enrolled students in programs defined as nontraditional

13. 4P2 Completion of Postsecondary Nontraditional Programs Measure:

- a) *Measurement Approach*: State/Local Administrative Data
- b) *Numerator*: Number of enrolled students entering in 2002-03 who are of the underrepresented gender in programs defined as nontraditional and who complete a postsecondary degree or certificate within 3 years (a degree or certificate in a Perkins appropriate program of study)
- c) *Denominator*: Number of enrolled students entering in 2002-03 enrolled in nontraditional postsecondary degree or certificate programs (a degree or certificate in a Perkins appropriate program of study)

E. Improvement Strategies: Provide a brief summary of any changes that are planned to improve the overall accuracy, reliability, and completeness of the state's Perkins accountability data.

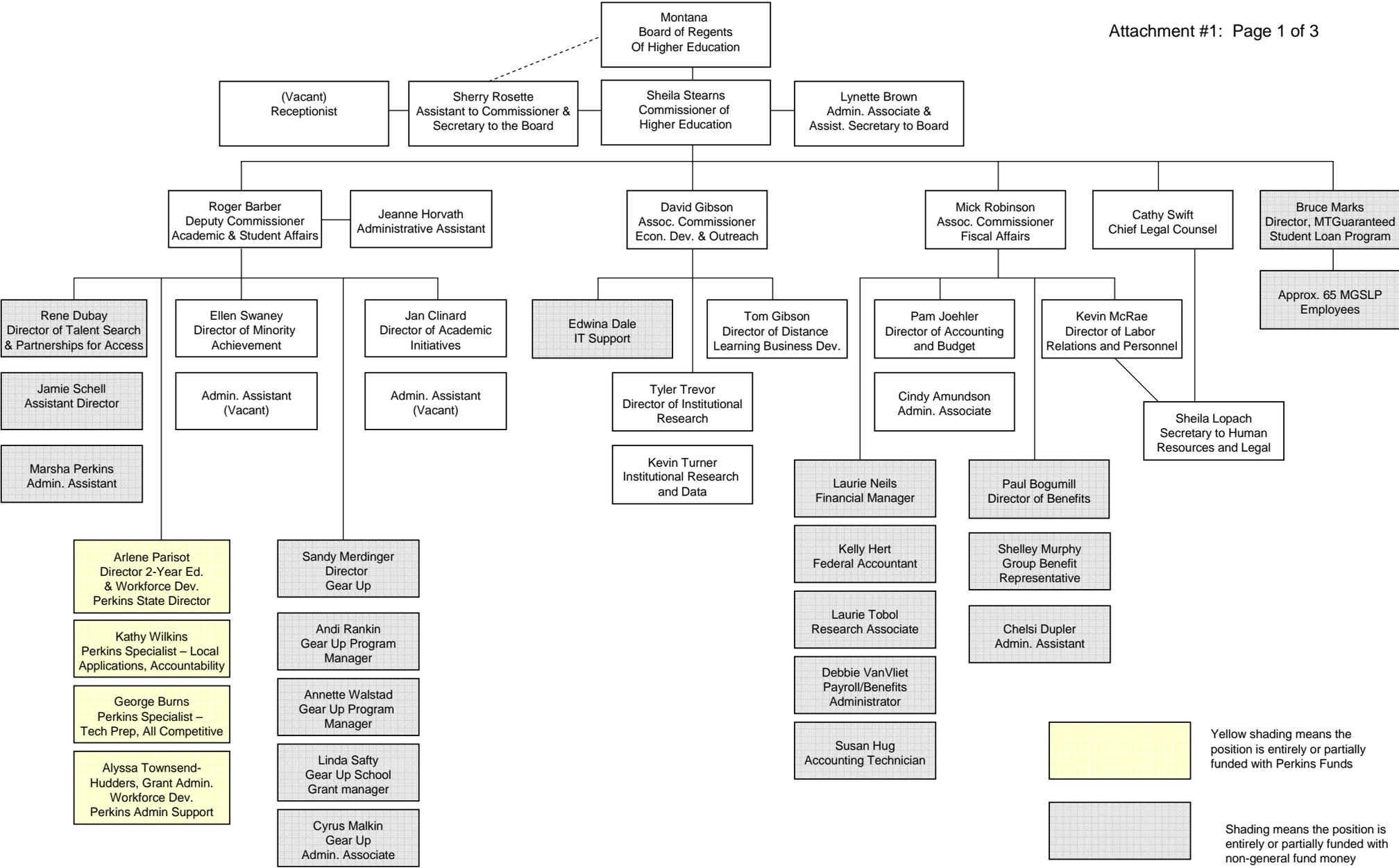
1. Secondary - The OPI is building a state-wide K-12 student information system that will, for the first time ever, allow the state to collect student-level data. The new system will allow us to track students who move between schools (in-state) so fewer students will be listed as "transferred" or "unknown" when follow-up surveys are conducted. Districts will only have to enter data once – as opposed to the current practice of separate data collections conducted by special education, Perkins, NCLB, etc. This will cut down on data variations between collections and save districts a tremendous amount of time.
2. Postsecondary - Montana will rebuild the current database to implement the requirements of Perkins IV.

V. Monitoring Follow-up: If your state received a monitoring visit during the past program year, provide an update on corrective actions, if any, that your state was required to take, as well as any suggested improvement strategies that the state elected to complete.

Monitoring was completed in PY 2004.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results: If your state received a WIA Incentive Grant during the past program year, and used a portion of the funds for activities allowable under Perkins III, provide a summary of the results of those activities. If your state did not use a portion of the funds for Perkins-related activities, please indicate what it was used for.

No Incentive funds were received during the past program year.



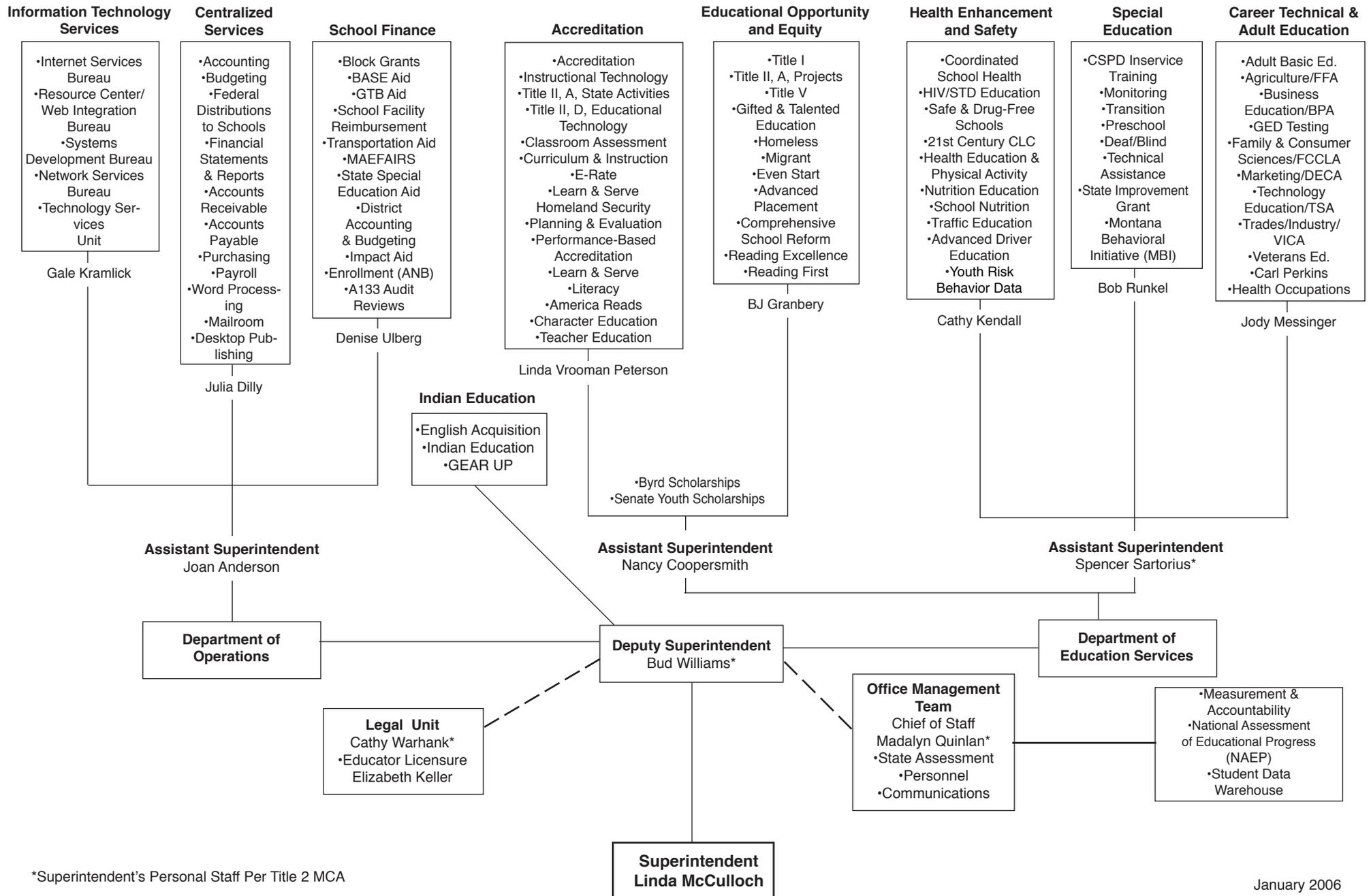
Yellow shading means the position is entirely or partially funded with Perkins Funds

Shading means the position is entirely or partially funded with non-general fund money



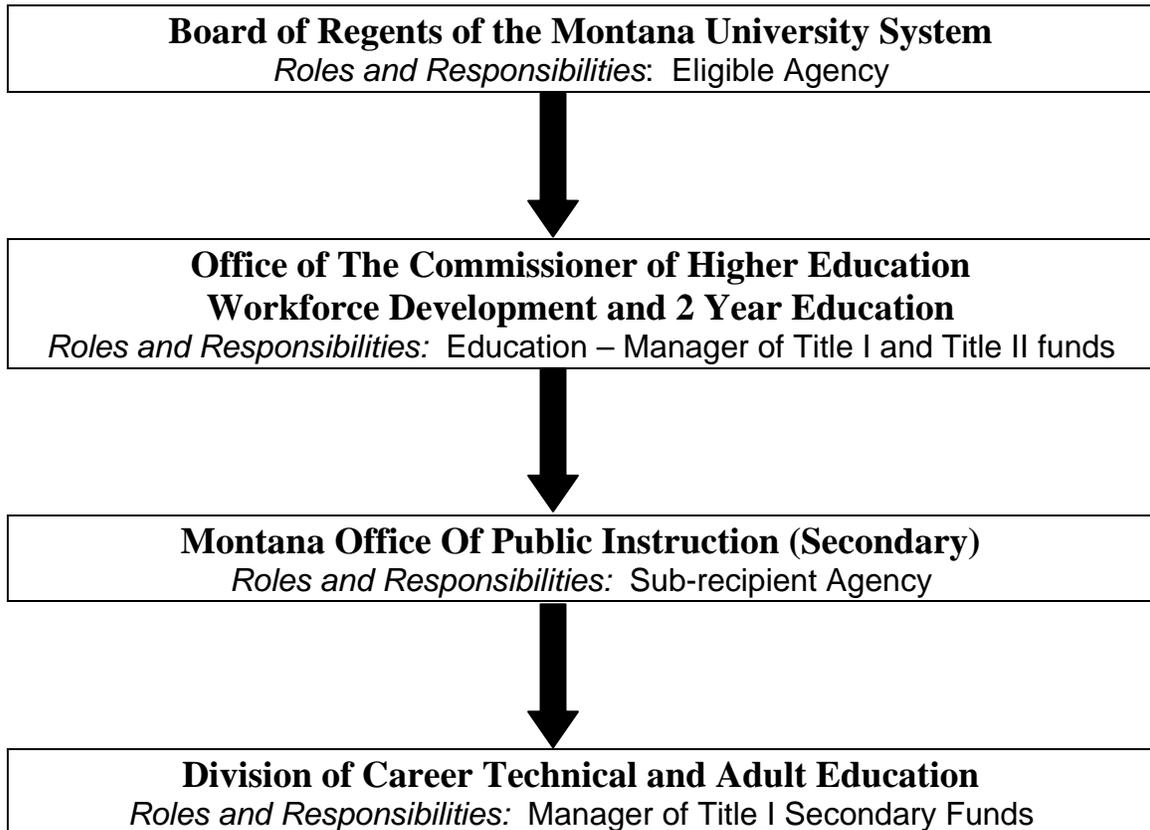
Linda McCulloch, Superintendent
 Montana Office of Public Instruction
 PO Box 202501
 Helena, Montana 59620-2501
 www.opi.mt.gov

MONTANA OFFICE OF PUBLIC INSTRUCTION ORGANIZATIONAL CHART



*Superintendent's Personal Staff Per Title 2 MCA

Montana Organizational Chart Key Agencies Involved In Perkins





Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.mt.gov

2006-2007 ANNUAL APPLICATION Carl D. Perkins Vocational and Technical Education

School District: _____ LE: _____ CO: _____

Application Information:

Due date: May 26, 2006*

Return application to:

Career and Technical Education
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

**Project Year: July 1, 2006 -
June 30, 2007**

Before mailing, please check:

- The district authorized representative has signed the application (p. 1).
- A summer contact person has been identified and contact information has been provided (p.1).
- Both the district authorized representative and the school board chairperson have signed the Assurances (p. 4).
- The Plan to Work with Special Populations has been completed (p. 6).
- Planned Uses of Carl D. Perkins funds (p. 7-9) has been completed and is compliant with the Required and Permissive Use of Funds (Attachment C).
- Each school has completed one program assessment for each program offered, which has been signed by all listed individuals (Attachment A).
- The Budget Form (Attachment D) summarizes items listed in the Planned Uses of Carl D. Perkins Funds (p. 7-8) and the Funding Distribution Table (Attachment B).

General Project Information: This is the annual application for Carl D. Perkins Vocational Education. While this is continuation funding, **you are encouraged to change your objectives and activities to refocus your funding on different or new career and technical education needs.** For assistance in completing this application, contact any of the career and technical education specialists at the Office of Public Instruction.

- David Hall, Agriculture Specialist, (406) 444-4451
- Diana Fiedler, Business and Marketing Specialist, (406) 444-7991
- Angie Collins, Health Occupations Education Specialist, (406) 444-0714
- Don Michalsky, Industrial Technology Specialist, (406) 444-4452
- Karla Beagles, Administrative Specialist, (406) 44-9019

The CTE specialists will review this application during the months of June - August. Please provide contact information for someone who will be able to answer questions regarding your district's career and technical education programs and/or this application form during this summer time period.

Name/Title: _____ Phone: _____

E-mail: _____ Fax: _____

Signature Information: The Board of Trustees submitted a Common Assurances form to the Office of Public Instruction for the 2002-03 school year, and no circumstances affecting the validity of the assurances have changed since its submittal. Further, the Board of Trustees has certified that the Common Assurances for Federal Programs and Specific Program Assurances for those programs in which this district/agency participates are accepted as the basic conditions for local participation and assistance in the operation of the projects/programs listed above.

Signature
Designated Authorized Representative

Superintendent

Principal (if there is no Superintendent)

County Superintendent (if there is no
Superintendent or Principal)

NOTE: When personnel changes occur in the positions listed above, the new person will become the Designated Authorized Representative. This responsibility may be assumed by the Chairperson of the Board of Trustees if requested in writing to Nancy Coopersmith at the address shown at the top of this page.

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1998

DIRECTIONS FOR COMPLETING THE LOCAL APPLICATION

1. Include signed assurances pages for each eligible recipient agency involved.
2. If you have not already sent in your district's Career and Technical Student Enrollment Report for the current school year, include completed enrollment data tables for EACH career and technical education program in EACH participating agency. Additional forms are available upon request.
3. Provide complete information requested for EVERY section in the Local Application Format.
4. Attach a quality assessment of every secondary career and technical education program of your agency. Use the program assessment instrument included in this Local Application packet so that all quality-assessment indices required by P.L. 101-392 will be addressed. These quality assessments will form the basis for identifying those programs most in need of program improvement within the LEA or agency.
5. Complete the Funding Distribution Table that identifies how you plan to use Perkins' resources to achieve program improvement in those programs identified by the self-assessment as needing improvement.
6. Submit a detailed budget for EACH planned use of funds. Use either copies of the budget form provided or form duplicates generated on your own word processing system.

CRITERIA FOR APPROVAL OF LOCAL APPLICATIONS FOR TITLE II, PART C ALLOCATIONS

1. The complete application (including signed assessments of program quality of all career and technical programs offered by the applicant agency) must be received at the Office of Public Instruction by May 26, 2006.
2. The applicant must be an eligible recipient.
3. All required assurances must be signed.
4. The application must contain substantive responses to ALL information requested.
5. The targeted populations have been identified and the needs of those students are being addressed in a meaningful way. This will be assessed by the state staff.
6. The planned use of funds corresponds to the required and permissive uses of funds.
7. The uses are considered realistic.

LOCAL APPLICATION CONTENTS

- I. Assurances
- II. Special Populations
 - A. Definition of Special Populations
 - B. Plan to Work with Special Populations
- III. Planned Uses of Carl Perkins Funds
 - A. Areas of Weakness/Plans to Improve
 - 1. Summary of Program Assessment (**Attachment A:** Program Assessment for Montana Career and Technical Education Programs)
 - 2. Perkins Criteria: Academic and Occupational Competencies
 - B. Planned Funding Distribution (**Attachment B:** Funding Distribution Table; **Attachment C:** Local Uses of Funds)
 - C. Detailed Budgets (**Attachment D:** Budget Form)
- IV. Accountability

LOCAL APPLICATION FOR ALLOCATION OF TITLE I FUNDS FROM THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1998 PROGRAM YEAR 2006

Eligible Recipient Agency

Address

Telephone

I. ASSURANCES

As a condition of the use of P.L. 101-392 funds, this eligible recipient assures that it will provide career and technical education instruction, activities and services in accordance with Section 118, Criteria for Services and Activities for Individuals Who Are Members of Special Populations, of the Act. The eligible recipient will not discriminate nor violate the provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

State and local funds will be used in the schools of this eligible recipient receiving Perkins funds to provide services which, taken as a whole, are at least comparable to services being provided in schools of this eligible recipient which are not receiving Perkins funds. Students who participate in career and technical programs are taught to the same challenging academic proficiencies as are taught for all other students.

Perkins funds shall be used to supplement, to the extent practicable, increase the amount of state and local funds that would be in the absence of Perkins funds be made available for uses specified in this application, and in no case supplant such state or local funds.

This eligible recipient will provide a career and technical education program that (a) encourages students through counseling to pursue a coherent sequence of courses leading to a job skill; (b) assists students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services such as counseling, English-language instruction, child care and special aids; (c) is of such size, scope, and quality as to bring about improvement in the quality of education offered by the school. Annual reports of evaluation of effectiveness and progress of programs assisted with Perkins funds will be made to the appropriate state office in the manner designated by the Montana State Plan.

Typed Name
Designated Authorized Representative

____ Superintendent
____ Principal (if there is no Superintendent)
____ County Superintendent (if there is no Superintendent or Principal)

Signature

Date

Typed Name
Board Chairperson

Signature

Date

II. SPECIAL POPULATIONS

A. DEFINITIONS OF SPECIAL POPULATIONS

1. **“Individual with a disability”** means an individual with any disability [as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)].
2. **“Individual from an economically disadvantaged family, including foster children”** means a family or individual (1) determined by the U.S. Secretary of Education to be low-income according to the latest available data from the U.S. Department of Commerce; (2) that is eligible for any of the following:
 - (i) AFDC under Part A of Title IV of the Social Security Act;
 - (ii) benefits under the Food Stamp Act of 1977;
 - (iii) to be counted for purposes of section 1005 of chapter 1 of Title I of the ESEA of 1965; and
 - (iv) the free or reduced-price meals program under the National School Lunch Act.

At the postsecondary level, recipients of Pell Grants (financial aid under subpart 1 of Part A of Title IV of the Higher Education Act of 1965) and recipients of assistance from the Bureau of Indian Affairs are considered economically disadvantaged. [Abridged from CFR 400.4(b).]
3. **“Individual preparing for nontraditional training and employment”** means an individual preparing for an occupation or field of work, including a career in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.
4. **“Single parent, including a single pregnant woman”** means an individual who is unmarried or legally separated from a spouse AND has a minor child or children for which the parent has either custody or joint custody OR is pregnant.
5. **“Displaced homemaker”** means an individual who—
 - (A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
 - (ii) has been dependent on the income of another family member, but is no longer supported by that income; or
 - (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title; and
 - (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
6. **“Individual with other barriers to educational achievement, including individuals with limited English proficiency”** (LEP) means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—
 - (A) whose native language is a language other than English; or
 - (B) who lives in a family or community environment in which a language other than English is the dominant language.

II. SPECIAL POPULATIONS (CONTINUED)

B. PLAN TO WORK WITH SPECIAL POPULATIONS

Carl Perkins basic grants are to provide funding for career and technical programs. There is an emphasis in Perkins legislation to serve the needs of career and technical students who are members of special populations. These special populations are: (1) individual with a disability, (2) individual from an economically disadvantaged family, including foster children, (3) individual preparing for nontraditional training and employment, (4) single parent, including a single pregnant woman, (5) displaced homemaker, (6) individual with other barriers to educational achievement, including individuals with limited English proficiency.

Please describe how your district plans to:

- meet the needs of career and technical students who are members of these special populations;
- assess and monitor the effectiveness of programs in meeting the needs of these special populations; and
- prevent discrimination against students in these special populations.

III. PLANNED USES OF CARL D. PERKINS FUNDS (CONTINUED)

B. PLANNED FUNDING DISTRIBUTION

The planned funding distribution of the allocation is reflected in the Funding Distribution Table (Attachment B). Perkins funds will be used to improve each targeted site/program through the approved uses of funds (Attachment C) for the listed amounts that total annually to the formula-allocated amount of this eligible recipient.

C. DETAILED BUDGETS

A detailed budget is submitted for EACH planned use of the allocated funds (Attachment B). Although no matching funds are required, listing of other funds that will be used to provide the planned services must be listed to meet federal reporting requirements.

An aggregate budget form (Attachment D) across all planned uses of funds for the application is submitted that shows planned expenditures of Perkins and/or other funds for career and technical education guidance and counseling services.

PROGRAM ASSESSMENT FOR MONTANA CAREER AND TECHNICAL EDUCATION PROGRAMS

Attachment A

School District Name: _____

School Name (if different): _____

Approval of secondary career and technical education program proposals will be based on evidence that the General Requirements from the most current version of the Montana Standards and Guidelines for Career and Technical Education are met. Programs that fail to meet the following requirements will be given assistance from program specialists at the Office of Public Instruction.

Directions:

- Complete **one** assessment for each program area. Assessments must be completed collectively by the instructor(s) and advisory committee members.
- Districts with more than one high school should submit one assessment per program per school.
- Comments are required on all items checked "No."
- Submit the original assessment **plus one copy** for each program area.
- Keep a copy for your records.

Program Area: *Do not check more than one program area.*

- Agriculture
 Business/Marketing
 Family & Consumer Sciences
 Health Occupations
 Industrial/Technology Education
 Trade and Industrial Education

	Yes	No	Comments: (Use additional paper if needed.)
1. The program:			
a. develops skills leading to employment and/or entry into advanced career and technical training.			
b. reflects the hiring needs of employers in the geographic area of the school.			
2. Program objectives are defined in terms of skills to be developed and are related to a specific career by classification of instruction program (CIP) code. (http://nces.ed.gov/pubs2002/2002165_2.pdf)			
3. 2003-2004 Career and Technical Student Enrollment Reports are on file with the OPI.			
4. Work experiences taught by a CTE-endorsed instructor are reported on the CTE student enrollment reports.			
5. Program offerings are based on results of student needs assessments and this program assessment.			
6. The program advisory committee has:			
a. been approved by the school board.			
b. minutes on file from the current year.			
c. assisted with program development.			
d. been provided with a copy of the most current version of the Montana Standards and Guidelines for Career and Technical Education.			
7. Curriculum is organized based on academic and technical knowledge and skills for the career cluster.			
8. This program develops personal, career, and leadership skills:			
a. within the curriculum (provide evidence).			
b. through a Career and Technical Student Organization (BPA, DECA, FCCLA, FFA, HOSA, TSA, SkillsUSA).			

PROGRAM ASSESSMENT FOR MONTANA CAREER AND TECHNICAL EDUCATION PROGRAMS (CONT.)

School Name: _____

- Program Area:**
- | | |
|---|--|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Family & Consumer Sciences |
| <input type="checkbox"/> Business/Marketing | <input type="checkbox"/> Industrial/Technology Education |
| <input type="checkbox"/> Health Occupations | <input type="checkbox"/> Trade and Industrial |

	Yes	No	Comments: (Use additional paper if needed.)
9. Career guidance and counseling services are provided for the students.			
10. The program instructor(s):			
a. is licensed (certified) and appropriately endorsed.			
b. is an active member of a career and technical education professional organization. (List organization and division, if applicable.)			
c. continues to update skills through continuing education and professional development.			
11. Equipment and facilities are:			
a. up-to-date and reflective of industry standards.			
b. adequate for the maintenance of acceptable education and health and safety standards.			
12. There is a planned follow-up system of students completing the programs.			
13. Maximum class sizes are determined with consideration of the instructional environment, equipment, supervision, safety, space, resources, and individual student instruction.			
14. This program ensures equal access for all students.			
15. Career and technical education funds are used to supplement and enhance this program and are not supplanting other funds.			
16. Career and Technical accounting procedures use standard school accounting codes.			
17. a. A yearly certified expenditure report is submitted to the OPI showing actual expenditure of funds compared to the last approved budget.			
b. Records of all Career and Technical Education transactions are kept on file locally for audit purposes.			

Signed: _____ Date: _____
 Program Instructor Who Completed This Form

Signed: _____ Date: _____
 Advisory Committee Chairperson or Designee

Signed: _____ Date: _____
 School Administrator

LOCAL USES OF FUNDS

(R = REQUIRED, P = PERMISSIVE)

Attachment C

General Authority—Each eligible recipient that receives funds shall use such funds to improve career and technical education programs.

Required for Uses of Funds—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

- R1. strengthen the academic, and career and technical skills of students participating in career and technical education programs by strengthening the academic, and career and technical components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and career and technical subjects;
- R2. provide students with strong experience in and understanding of all aspects of an industry;
- R3. develop, improve, or expand the use of technology in career and technical education, which may include—
 - (A) training of career and technical education personnel to use state-of-the-art technology, which may include distance learning;
 - (B) providing career and technical education students with the academic, and career and technical skills that lead to entry into the high technology and telecommunications field; or
 - (C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;
- R4. provide professional development programs to teachers, counselors, and administrators, including—
 - (A) inservice and preservice training in state-of-the-art career and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - (C) internship programs that provide business experience to teachers; and
 - (D) programs designed to train teachers specifically in the use and application of technology;
- R5. develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- R6. initiate, improve, expand, and modernize quality career and technical education programs;
- R7. provide services and activities that are of sufficient size, scope, and quality to be effective; and
- R8. link secondary career and technical education and postsecondary career and technical education, including implementing tech-prep programs.

Permissive—Funds made available to an eligible recipient under this title may be used—

- P1. to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
- P2. to provide career guidance and academic counseling for students participating in career and technical education programs;
- P3. to provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
- P4. to provide programs for special populations;
- P5. for local education and business partnerships;
- P6. to assist career and technical student organizations;
- P7. for mentoring and support services;
- P8. for leasing, purchasing, upgrading or adapting equipment, including instructional aides;
- P9. for teacher preparation programs that assist individuals who are interested in becoming career and technical education instructors, including individuals with experience in business and industry;
- P10. for improving or developing new career and technical education courses;
- P11. to provide support for family and consumer sciences programs;
- P12. to provide career and technical education programs for adults and school dropouts to complete their secondary school education;
- P13. to provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;
- P14. to support nontraditional training and employment activities; and
- P15. to support other career and technical education activities that are consistent with the purpose of this Act.



Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.mt.gov

Carl D. Perkins Vocational and Applied Technology Education Act Budget Form 2006-2007

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1, 2006—June 30, 2007. Amendments to this budget may occur at any time prior to June 30 of the budget year and must be requested in writing by using the Annual Budget & Program Modification Request for Federal Programs.

Prime Applicant District: _____

Legal Entity: ___ _ _ _

Budget Items	Proposed Budget	Approved Budget 1	Approved Budget 2	Approved Budget 3
1. Salaries and Benefits Objects 1xx, 2xx				
2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx				
3. SUB-TOTAL DIRECT COSTS				
4. Indirect Costs @ ____% *(See below for directions.)				
5. Equipment (\$5,000 or more per unit) Attach Details and Justification Object 7xx				
6. TOTAL BUDGET				
7. OPI Use Only: Approved By/Date				
Project No. <input style="width: 200px;" type="text"/>				

Example Indirect Cost Calculation

***Maximum
5 percent**

To calculate Indirect Costs on Line 4: If approved rate is 4.32% and total grant award is \$40,000 and equipment cost on Line 5 is \$5,500:

$$\frac{\text{Indirect Cost Rate}}{(1.00 + \text{Indirect Cost Rate})} \quad \times \quad \text{Total Award less Equipment (Line 5) } (\$40,000 - \$5,500) = \text{Line 4}$$

$$\frac{.0432}{1.0432} \quad \times \quad \$34,500 = \$1,428.68 \text{ (Line 4)}$$

To check, multiply the approved rate times Line 3.

For assistance, contact Jurenne Fuchs at (406) 444-2560 or the Division of Career, Technical and Adult Education at (406) 444-9019.



Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.mt.gov

CARL D. PERKINS SECONDARY ACCOUNTABILITY 2006

CONCENTRATOR INFORMATION

Carl D. Perkins Accountability Data Collection Concentrator Information

Carl Perkins accountability data must be entered electronically and must be completed by May 26, 2006. Refer to the Accountability User's Manual for more information.

Montana High Schools 2004-05

LEName	Comments
Absarokee HS	Participant
Alberton K-12 Schools	Participant
Anaconda HS	Participant
Arlee HS	Participant
Augusta HS	Participant
Bainville K-12 Schools	Participant
Baker K-12 Schools	Participant
Beaverhead County HS	Participant
Belfry K-12 Schools	Non-Participant
Belgrade HS	Participant
Belt HS	Participant
Big Sandy HS	Participant
Bigfork HS	Participant
Billings HS	Participant
Blue Sky K-12 Schools	Participant
Box Elder HS	Participant
Bozeman HS	Participant
Brady K-12 Schools	Participant
Bridger K-12 Schools	Participant
Broadview HS	Participant
Brockton HS	Participant
Browning HS	Participant
Butte HS	Participant
Carter County HS	Participant
Cascade HS	Participant
Centerville HS	Participant
Charlo HS	Participant
Chester HS	Participant
Chinook HS	Participant
Choteau HS	Participant
Circle HS	Participant
Colstrip HS	Participant
Columbia Falls HS	Participant
Columbus HS	Participant
Conrad HS	Participant
Corvallis K-12 Schools	Participant
Culbertson HS	Participant
Custer County HS	Participant
Custer K-12 Schools	Participant
Cut Bank HS	Participant
Darby K-12 Schools	Participant
Dawson HS	Participant
Denton HS	Participant
Dodson HS	Participant
Drummond HS	Participant
Dutton K-12 Schools	Participant
Ennis K-12 Schools	Participant
Fairfield HS	Participant
Fairview HS	Participant
Fergus HS	Participant
Flathead HS	Participant
Flaxville K-12 Schools	No approved programs - not eligible
Florence-Carlton K-12 Schls	Participant
Forsyth HS	Participant

LEName	Comments
Fort Benton HS	Participant
Frazer Public Schools	Participant
Frenchtown K-12 Schools	Participant
Froid HS	No approved programs - not eligible
Fromberg HS	Participant
Gardiner HS	Participant
Garfield County HS	Participant
Geraldine HS	Participant
Geyser Public Schools	Participant
Glasgow K-12 Schools	Participant
Grass Range HS	Participant
Great Falls HS	Participant
Hamilton K-12 Schools	Participant
Hardin HS	Participant
Harlem HS	Participant
Harlowton HS	Participant
Harrison K-12 Schools	Participant
Havre HS	Participant
Hays-Lodge Pole K-12 Schls	Participant
Heart Butte HS	Participant
Helena HS	Participant
Highwood Public Schools	No approved programs - not eligible
Hinsdale HS	Participant
Hobson K-12 Schools	Participant
Hot Springs HS	Participant
Huntley Project K-12 Schools	Participant
Hysham K-12 Schools	Participant
Jefferson HS	Participant
J-I K-12 Schools	Participant
Joliet HS	Participant
Judith Gap HS	Participant
K-G HS	Participant
Lambert HS	Participant
Lame Deer HS	Participant
Laurel HS	Participant
Lavina K-12 Schools	Participant
Libby K-12 Schools	Participant
Lima K-12 Schools	Participant
Lincoln County HS	Participant
Lincoln K-12 Schools	Participant
Lodge Grass HS	Participant
Malta K-12 Schools	Participant
Manhattan HS	Participant
Medicine Lake K-12 Schools	Participant
Melstone HS	Participant
Missoula HS	Participant
Moore HS	Participant
Nashua K-12 Schools	Participant
Noxon HS	Participant
Opheim K-12 Schools	Participant
Outlook K-12 Schools	Participant
Park City HS	Participant
Park HS	Participant
Peerless K-12 Schools	Participant

Montana High Schools 2004-05

LEName	Comments
Philipsburg K-12 Schools	Participant
Plains HS	Participant
Plenty Coups HS	Participant
Plentywood K-12 Schools	Participant
Plevna K-12 Schools	Participant
Polson HS	Participant
Poplar HS	Participant
Powder River Co Dist HS	Participant
Powell County HS	Participant
Power HS	Participant
Rapelje HS	Participant
Red Lodge HS	Participant
Reed Point HS	Participant
Richey HS	Participant
Roberts HS	Participant
Rocky Boy HS	Participant
Ronan HS	Participant
Rosebud HS	Participant
Roundup HS	Participant
Roy K-12 Schools	Participant
Ryegate K-12 Schools	Participant
Saco HS	Participant
Savage HS	No approved programs - not eligible
Scobey K-12 Schools	Participant
Shelby HS	Participant
Shepherd HS	Participant
Sheridan HS	Participant
Shields Valley HS	Participant

LEName	Comments
Sidney HS	Participant
Simms HS	Participant
St. Ignatius K-12 Schools	Participant
St. Regis K-12 Schools	Participant
Stanford K-12 Schools	Participant
Stevensville HS	Participant
Superior K-12 Schools	Participant
Sweet Grass Co HS	Participant
Terry K-12 Schools	Participant
Thompson Falls HS	Participant
Three Forks HS	Participant
Townsend K-12 Schools	Participant
Troy HS	Participant
Turner HS	Participant
Twin Bridges K-12 Schools	Participant
Valier HS	Participant
Victor K-12 Schools	Participant
West Yellowstone K-12	Participant
Westby HS	No approved programs - not eligible
White Sulphur Spgs HS	Participant
Whitefish HS	Participant
Whitehall HS	Participant
Whitewater K-12 Schools	Participant
Wibaux K-12 Schools	Participant
Willow Creek HS	Participant
Winifred K-12 Schools	Participant
Winnett K-12 Schools	Participant
Wolf Point HS	Participant



Montana University System
Office of the Commissioner of Higher Education
2500 E. Broadway, P.O. Box 203101, Helena, MT 59620-3101

LOCAL APPLICATION CONTINUATION PACKAGE

What is included in this packet

- Cover sheet to continuation request
- List of required and permissive uses of local funds
- Sample of format for listing activities fulfilling the required and permissive uses of local funds
- Budget narrative instructions
- Certification and Assurances form
- Certification Regarding Lobbying, Debarment, etc. form

Changes in the continuation request from last year

New performance measures for year six.

As a reminder, meeting or exceeding your negotiated performance levels is the objective for your local project under Perkins III.

What, when and where to submit the Perkins continuation request

What to submit to OCHE:

- Cover sheet
- Updated performance levels table
- Description of activities fulfilling the required and permissive uses of local funds
- Budget narrative
- Detailed budget form
- Certification and Assurances form
- Certification Regarding Lobbying, Debarment, etc. form

Send one copy postmarked no later than **April 22, 2005** to the address given below. You may also send materials via email but only to supplement, not replace the hard copy submission.

Joe Merrifield
OCHE
POB 203101
Helena, MT 59620
406-444-0313
jmerrifield@oche.montana.edu



**APPLICATION FOR TITLE I, PART C
LOCAL GRANT FUNDS
CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998**

**REQUEST TO CONTINUE THE PROGRAM ACTIVITIES
OF AN APPROVED POSTSECONDARY LOCAL PLAN**

IMPORTANT: Please type or print in ink. You may submit this report through email, fax or regular mail. **PLEASE NOTE THAT LATE, INCOMPLETE OR UNSIGNED REPORTS WILL NOT BE CONSIDERED.**

Eligible Recipient	Date of Application	Applicant or Project ID Number (if applicable)
--------------------	---------------------	--

Project Address	City	State	Zip
-----------------	------	-------	-----

Project Director

Director's Address (if different from above)	City	State	Zip
--	------	-------	-----

Telephone Number (s)

Fax Number (s)

Fiscal Staff

Fiscal Staff Phone Number (s)	Email Address
-------------------------------	---------------

CERTIFICATION

I certify to the best of my knowledge and belief that this report, is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

Director Signature:

Date Signed:

**CERTIFICATION AND ASSURANCES
FOR USE OF FUNDS FROM THE
CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**

Project _____

The applicant will comply with the requirements of P.L.105-332 (the Perkins Act) and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data. **In particular, P.L. 105-332 funds will be used to supplement, and in no case to supplant, state or local funds.**

The applicant assures the Montana Board of Regents that services provided under the approved project will be provided in accordance with P.L.105-332, will not discriminate nor violate provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

Signature
Board Chair or Authorized Representative

Printed Name

Date

Signature
President, Dean or Principal

Printed Name

Date

Signature
Project Director

Printed Name

Date

Signature
Fiscal Agent

Printed Name

Date

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(e) Notifying the agency, in writing, within 10 calendar days

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

after receiving notice under subparagraph (d)(2) from an

employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.



**PELL/BIA GRANT RECIPIENTS
FOR ACADEMIC YEAR 2004-2005**

This form must be returned no later than March 19, 2005 for semester colleges or April 8, 2005 for quarter colleges to:

Joe Merrifield, Perkins Specialist
Office of the Commissioner of Higher Education
PO Box 203101
Helena, MT 59620-3101

Name of Institution			
Address	City	State	Zip
Name of Person Completing Form		Title	

Term	Students Enrolled in Perkins Eligible Programs	Pell/BIA Recipients Enrolled in Perkins Eligible Programs
Summer 2004		
Fall 2004		
Winter 2005		
Spring 2005		

I certify that the above information is correct and complete to the best of my knowledge and that it includes only those students enrolled in Perkins eligible programs.

Signature of Form Completer:

Date:

Signature of Institution Head:

Date:

SAMPLE
**REQUIRED AND PERMISSIVE USES OF LOCAL PERKINS FUNDS
AT PARADISE COMMUNITY COLLEGE**

Use the format shown below to complete this part of the continuation request. Please state each particular required or permissive use planned for your project. Describe the activities you will be doing using Perkins FY05 funds to meet each required or permissive use. Remember these are activities *you intend to do, not what you already have done*. **Be aware that you do not have to fund all the required and permissive uses, please focus on areas that need improvement.**

Required Uses

1. Strengthen the academic, and vocational and technical, skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects.

Activities:

Academic curriculum, i.e., Math, English, etc., will be designed to meet the corresponding requirements for the specific vocational and technical program of study, *Paraprofessional Counseling*. Such course work will be sequenced to improve student academic proficiency leading to either a one-year certificate program or an associate of applied science degree.

Furthermore, the Perkins project director sits on the Curriculum Committee at Paradise Community College and from that position will be able to influence the integration of academics with vocational and technical education programs.

5. Develop and implement evaluations of the vocational and technical education programs carried out with Perkins Title I funds, including an assessment of how the needs of special populations are being met.

Activities:

Two evaluations will occur during FY05 at Paradise Community College. Focus groups will be utilized with program advisory committees as a part of overall program evaluation. A student survey will evaluate programs of study and solicit feedback on how well special populations are being served.

Permissive Uses

14. To support nontraditional training and employment activities.

Activities:

In order to achieve better retention of females in the forestry technology program, Paradise Community College will provide sexual harassment training for faculty in the program.

REQUIRED AND PERMISSIVE USES OF LOCAL PERKINS FUNDS
Section 135 of the Perkins Act

Required Uses

2. Strengthen the academic, and vocational and technical, skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects.
3. Provide students with strong experience in and understanding of all aspects of an industry.
4. Develop, improve, or expand the use of technology in vocational and technical education, which may include:
 - Training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning.
 - Providing vocational and technical education students with the academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications field.
 - Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.
5. Provide professional development programs to teachers, counselors, and administrators, including:
 - In-service and pre-service training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement.
 - Support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry.
 - Internship programs that provide business experience to teachers.
 - Programs designed to train teachers specifically in the use and application of technology.
6. Develop and implement evaluations of the vocational and technical education programs carried out with Perkins Title I funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand, and modernize quality vocational and technical education programs.
8. Provide services and activities that are of sufficient size, scope, and quality to be effective.
9. Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.

Permissive Uses

1. To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under Title I of the Perkins Act, including establishing effective programs and procedures to enable informed and effective participation in such programs.
2. To provide career guidance and academic counseling for students participating in vocational and technical education programs.
3. To provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs.
4. To provide programs for special populations.
5. For local education and business partnerships.
6. To assist vocational and technical student organizations.
7. For mentoring and support services.
8. For leasing, purchasing, upgrading or adapting equipment, including instructional aides.
9. For teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry.
10. For improving or developing new vocational and technical education courses.
11. To provide support for family and consumer sciences programs.
12. To provide vocational and technical education programs for adults and school dropouts to complete their secondary school education.
13. To provide assistance to students who have participated in services and activities under Title I of the Perkins Act in finding an appropriate job and continuing their education.
14. To support nontraditional training and employment activities.
15. To support other vocational and technical education activities that are consistent with the purpose of the Perkins Act.

BUDGET NARRATIVE INSTRUCTIONS

Budget narrative is to follow the categories on the budget spreadsheet. Below is an example of a preferred format for your budget narrative. It is not an inclusive budget; it only shows parts of a budget narrative for you to refer to as you develop your own.

For travel, use the state approved reimbursement schedule. Mileage for use of a personal car is paid at 37.5 cents per mile if no state car is available and other conditions are met. Otherwise reimbursement is \$0.1794 cents per mile. In-state per diem is \$23 a day (\$5 breakfast, \$6 lunch, and \$12 dinner). Out of state per diem is \$28 per day (\$6 breakfast, \$6 lunch, and \$16 dinner). Lodging is \$35 plus tax during off-season and \$55 plus tax during peak tourist season (after May 15 and before October 15). Out of state travel follows federal rates. If there is no receipt for lodging, the reimbursement rate is \$12 per night.

PERSONNEL SERVICES

- 1. Salaries.....\$40,400**
Project Director at .8 FTE to oversee the Academic Resource Center and manage the Perkins Local Application Project \$35,000 base salary x .8 FTE = \$28,000
Career Advisor at .4 FTE to assist in placing completers in employment, further postsecondary training or the military. \$31,000 base salary x .4 FTE = \$12,400
- 2. Hourly Wages.....\$6,300**
Tutors will be available in the Academic Resource Center to serve Perkins student. \$6.00 x 1050 hours = \$6,300
- 3. Employee Benefits.....\$4,881**
FICA at 7.65% = \$3573
Workers' Comp at 2.8% = \$1,308
- 4. Total Personnel Services.....\$51,581**

OPERATING EXPENSES

- 8. Minor Equipment.....\$5,698**
Building Tech: 20 adjustable screws with base = \$440; four scaffold sections with two-end frames, two cross sections, and four pins = \$600; **Total = \$1,040**
Auto Tech: Bead plaster = \$4,450; scale for weighing A/C refrigerant = \$208; **Total = \$4,658**
- 12. Travel.....\$2,628**
Technical Assistance training for director and information specialist \$10, \$12, \$24 = \$46/diem for 6 days (total=276); Technical Assistance training \$55/day for lodging (6 days = \$330) Total TA=\$606

Travel to National Conference for Career-Technical Education Information for grant director and grant assistant: Mileage - 1680=1680 miles*.1794=\$301 @2=\$602; Per Diem for seven days 7*\$28=\$196 @2=\$392; Lodging Out of State @ \$50 plus 4% tax 7@\$52=\$364 @2=\$728; Conference Fee - 2@\$150=\$300 Total: \$2022