

# Montana FY 2007

## 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, 2006 - June 30, 2007). 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.

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### ***1. 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, two program specialists responsible for specific cluster development and coordination with Tech Prep, and a federal accountant.
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. The Montana Career and Technical Education (CTE) Leadership Board will provide collaborative state level leadership that will implement the six year State Plan for the Carl D. Perkins Career and Technical Education Act, 2006 (Perkins IV). This will enable the eligible agency, the Board of Regents, and the Office of Public Instruction to mutually establish priorities that will move career and technical education from a traditional model to one that can produce the workforce that has the skill sets required for a technological global economy.

In addition, a State CTE Advisory Committee representing stakeholders of CTE such as business, industry, labor and state agencies will provide the State Leadership Board advice and counsel for:

- Developing CTE programs based on the needs of business, labor, and the community

- Communicating the mission and vision of the Big Sky Pathways educational programs to key stakeholder groups.
  - Participating in the strategic planning process
  - Advocating for all Secondary, Post Secondary Career and Technical education programs and Students on the Local, State, and National levels.
  - See attachment 1: State Leadership Narrative and Organizational Chart.
6. 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 listserve for Project Directors

**B. Organization of Vocational and Technical Education Programs:**

1. **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.**
  - a) Secondary - 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:

- (1) ***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 76 approved programs with 4,400 enrolled students. 98% of these programs include co-curricular FFA chapters with over 2,600 enrolled members.
- (2) ***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. There are 159 approved Business/Marketing education programs making it the most-offered CTE program in the state. These programs serve over 15,000 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 93 Montana BPA/DECA chapters provide additional business and marketing experience for nearly 1,500 students. Montana consistently has multiple top-ten competitive event placings at national BPA and DECA conferences.
- (3) ***Health Occupations Education*** - Starting out with five programs 2002-2003, 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.
- (4) ***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 118 approved FCS programs serving just under 10,000 students. Family, Career and Community Leaders of America is the student organization for Family and Consumer Sciences. In 2006-2007 Montana had 70 affiliated FCCLA chapters with nearly 1,200 members.

(5) **Industrial Technology Education** - With 112 programs and 14,788 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 700 secondary members in 44 chapters.

b) 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 continuing to move in this direction.

## **2. Career Cluster or pathways development that combines rigorous academic and technical courses**

a) The Montana Career Fields and Clusters Model adopted by secondary and postsecondary (See attachment 2) incorporates all sixteen clusters within six career fields: Human Services & Resources; Environmental & Agricultural Systems; Business & Management; Communication & Information Systems; Health Sciences, and Industrial, Manufacturing & Engineering Systems. Staff for both the Office of the Commissioner of Higher Education and the Office of Public Instruction will be assigned to one or more career field and will work in coordination with the Tech Prep staff to align programs of study at the local level with Tech Prep articulation.

b) 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.

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## **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 – During the 2006-2007 school year the OPI implemented an agency-wide electronic grants management system [E-grants]. Carl Perkins is managed via this new system (district applications, funding requests and payments). One section of the Perkins application is a self-assessment for each CTE program offered at the applicant district. This assessment is used to identify areas of weakness within programs. We also use this to identify advisory boards within districts and make sure they include appropriate representation for the program and community. Performance and accountability will be reported to districts via the E-grant system and districts will be responsible for setting target levels for the Perkins IV performance measures. The fiscal budgets are more specific than they have been in the past and will help us to better monitor proper usage of funds. Perkins specialists perform on-site reviews of approximately 20% of districts each year on a rotational basis. This assures district compliance with the various program and fiscal requirements of Perkins legislation
- 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) OPI and OCHE maintain Websites and Perkins listserves to provide better communication linkage to the field and general public
- b) Secondary uses state leadership funds to support annual updates and conferences for teachers/administrators. These include sessions on the latest software, hardware, classroom, and equipment technologies relevant to CTE program areas. State leadership funds are also used to support teachers who go to specialized training such as Oracle academies.

#### **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 the annual grant for the Montana Association for 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. The Montana Association of Agricultural Educators (MAAE) has implemented a two-year mentoring program that teams new teachers with experienced 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. A major

Clusters Conference was conducted in Kalispell, Montana to showcase the partnership between education and business. It featured the new career cluster-based high school, the active participation of business in this design, and articulation of programs with Flathead Valley Community College. The Conference was attended by 280 educators and business people from throughout the state.

**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 continues the process of engaging secondary teachers, both academic and technical, to update program-area-specific standards and guidelines to enhance curricula. Pathway teams are being created to better align Montana standards to career clusters and industry standards.
- 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 four mini-grants were awarded in 2007 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) The very successful Montana Career Clusters Conference held in June 2007 was attended by Montana industry leaders, secondary teachers (CTE and academic), administrators and guidance counselors, and representatives from two-year and four-year post-secondary institutions.
- 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 Community Counseling and Correctional Services, Inc. of Butte was awarded the Institutions Grant. Emphasis on this grant was instructing pre-release inmates basic computer literacy, preparing some students for GED certificates, and developing a mentoring program for inmates. Long-term goals of the program were for participants to 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, The Career Development Workforce Center at Miles Community College was awarded the Special Populations Grant The program funded by this grant, entitled *We Can Do It*, enabled high school girls and adult women to nontraditional job shadowing, case management and a series of field trips to nontraditional industries to promote enrollment/placement in nontraditional training programs and careers.

**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. Postsecondary provided ongoing technical assistance to all eligible recipients through quarterly meetings of project directors to address accountability, training to increase the validity and reliability of the data submitted. Presented information on Montana's postsecondary career and technical education to business associations, community leaders, and state workforce board.
2. Secondary connected with Career and Technical Student Organizations (CTSOs) - FFA, Business Professionals of America (BPA), DECA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), Technology Students Association (TSA), and SkillsUSA;
3. Secondary and postsecondary provided support for education and business partnerships and monitored the development of advisory councils to ensure representation of business, education and workforce system partners.
4. Secondary and postsecondary utilized advisory boards to guide curriculum development to enhance the delivery of programs in secondary schools and postsecondary institution
5. Core Indicator Related Activity
  - a) Secondary
    - (1) Data collection
      - (i) Collected data using standardized instruments for Core Indicators 1, 2, 3 and 4
      - (ii) Schools entered data directly into an Accountability System in Microsoft Access
      - (iii) Reviewed data for accuracy; school reporting errors were contacted to correct data
      - (iv) Queried the data to determine performance levels for each sub indicator
      - (v) Computer programmer maintains the Accountability System for data entry and analysis, and for queries and reports to be made for determining sub-indicator baselines
      - (vi) Data analyst analyzes and prepares data for Final Reports

- (vii) Technical Assistance
  - ◆ Technical assistance teleconference
  - ◆ Onsite meetings
  - ◆ Printed materials, which are also available on the Agency's Website
- (viii) Program standards
  - ◆ Telecommunications
  - ◆ Distributing costs
- (2) Improvement of data collection
  - (i) The postsecondary agency regularly schedules technical assistance training sessions to assist local grant coordinators and data personnel with data quality issues.
  - (ii) The Perkins accountability data will be transitioned to the OPI's new student information system/data warehouse starting in the spring of 2008.
  - (iii) OPI's Accountability specialist participated in state and federal accountability workshops and meetings.
- (iv) Improvement of program standards
  - (v) Continued technical assistance to field for implementing career and technical education standards and guidelines focusing on movement toward career pathways.
- (vi) Professional development
  - (vii) Summer update workshops held with program area educators.
  - (viii) Technical assistance visits to schools
- (3) Postsecondary
  - (4) Improved data quality
    - (i) 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
    - (ii) Continued participation in OVAE's technical assistance by state staff to help Montana to continue to improve its performance measures and data quality.
    - (iii) 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
    - (iv) 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.
    - (v) 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.

- (vi) 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.

## 6. Outcomes

### a) Secondary

#### (1) Data collection:

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

#### (2) Improvement of data collection:

- (i) Work continued on getting Perkins accountability data designed into the new Student Information System/Data Warehouse, called AIM, which will collect information for all state and federal program reporting in the same system.

#### (3) Improvement of program standards:

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

### b) Postsecondary

#### (1) Data collection

- (i) Montana's local project directors continue to grow in their knowledge and use of data to make and track program changes. As users become more reliant on data, the data quality has improved significantly.
- (ii) Modifications were made to the database to better assure data integrity and to improve usability.

#### (2) 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.

## 7. Implications for next fiscal year/State Plan

### a) Objectives for fiscal year 2008

- (1) Utilize the State Leadership Board and Advisory Committee to set priorities for funding state leadership, reserve and tech prep projects.

- (2) Design and implement a professional development plan of sequential, long-term activities that meet the definition of professional development in current legislation.
- (3) Design and implement a work plan for the State Plan Advisory Committee.
- (4) Monitor the progress of Tech Prep and its alignment to local applications and programs of study.
- (5) Continue the interaction of state secondary and postsecondary staff in regard to plans of study within a specific career cluster.
- (6) Continue partnership with other state agencies to enhance coordination of workforce development programs
- (7) Continue professional development of management staff
- (8) Continue monitoring and evaluating Access database collection system and modify as necessary to assure reliability and validity of information
- (9) Continue development of career pathways in applicable career clusters in coordination with Tech Prep.

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**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 #3
2. **Number of secondary local eligible agencies, area vocational and technical education agencies**
  - a) There are 160 eligible districts (165 high schools).
3. **Local Application –**
  - a) Secondary: <https://egrants.opi.mt.gov/OPIGMSWeb/logon.aspx> , choose "Public Access"

**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 #4**

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**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 high schools 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 of 93.42% does not meet the negotiated level of 95%
  - b) 1S2 – Vocational Skills Attainment: Montana’s performance level of 93.42% does not meet the negotiated level of 95%
  - c) 2S1 – Completion: Montana’s performance level of 93.42% does not meet the negotiated level of 95%
    - (1) Note: this is the first year Montana secondary has not exceeded its target level for indicators 1S1, 1S2, and 2S1. Since we will be changing our measurement approach for the Perkins IV data collection, no action will be taken to determine why we did not meet the target level this past year.
  - d) 3S1 – Placement: Montana’s performance level of 96.89% exceeds the negotiated level (95%)

- e) 4S1 – Nontraditional Participation: Montana’s performance level of 21.35% does not meet the negotiated level (21.99%)
- f) 4S2 – Nontraditional Completion: Montana’s performance level of 10.33% does not meet the negotiated level (11.06%).

(1) Note: We are aware that nontraditional participation and completion are areas in need of improvement. Starting with the 2007-2008 program year, the OPI and OCHE are trying a new approach to distributing nontraditional funds to hopefully encourage more nontraditional participation and completion

## 2. Postsecondary Local Application

- a) 1P1 – Academic Attainment: Montana’s performance level of 84.83% exceeds the negotiated level of 84.80%. 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 36.47% exceeds the negotiated level of 32.39%. 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. In addition, the fire season in Montana and surrounding states is another pull from the pool of completers. Many students can make excellent money for a few months work.
- c) 3P1 –Placement: Montana’s performance level of 78.74% 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 84%.
- d) 3P2 – Retention: Montana’s performance level of 91.45% exceeds the negotiated level of 86.51%. 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.
- e) 4P1 – Nontraditional Participation: Montana’s performance level of 11.96% does not exceed the negotiated level of 14.70%. Only two of twelve grantees met their local indicator goals. 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 share best practices with schools that did not meet their goal.

- f) 4P2 – Nontraditional Completion: Montana’s performance level of 11.83% does not exceed the negotiated level of 12.90%. Typically Montana has exceeded goals for completion for nontrad programs while consistently missing the participation indicator. This year, the majority of programs missed both nontraditional indicators. After reviewing data, many programs falling below 5% nontraditional enrollment were programs of high demand and low wage such as clerical or daycare programs. While males are not discouraged from participation, they are also not encouraged. The programs that are considered high demand and high pay such as computer networking, nursing, diesel mechanic and construction are doing well with an average of 18.4% nontrad.

### 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](http://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 PY07 included the following:
  - (1) Three Regional Tech Prep Conferences and the second 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) In 2007 Tech Prep Regional Directors were actively involved in the second state wide Career Clusters Conference. Significant Tech Prep funding also contributed to this conference, entitled, *Montana Career Clusters Conference: Business and Education Developing a Vital Future Together*. The conference was held in Kalispell in June and was attended by 280 educators and business people from throughout the state. This conference was a direct result of planning from the first Montana Career Clusters Conference in October of 2005 and an outgrowth of the former annual 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 07 eight reserve grants were awarded to the following institutions eight reserve grants were awarded to the following institutions: Postsecondary: Flathead Valley Community College, Kalispell; 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). With the exception of Flathead Valley Community College, all of the Postsecondary Reserve Grants were used by the various colleges listed to fund work done by Community Based Organizations. The grants awarded to Secondary schools in the communities of Great Falls, Lewistown, Superior and Wolf Point 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.**

##### 1. Secondary –

- a) 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.
- b) 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.
2. Postsecondary: Below are observations of outcomes for these groups.
- a) **Individuals with Disabilities:** The overall number of students with disabilities went down from 421 in 05 to 296 in 06, in 07 there was an increase to 386. Schools are exploring the reason for this performance gap. Grantees are reviewing program data to identify and isolate issues that impact these students performance and will share solutions in a TA meeting in 2008.
- (1) \*\* 1P1 05/81.71% - 06/79.39% - 07/79.27%
  - (2) 1P2 05/34.67% - 06/36.11% - 07/25.57%
  - (3) 2P1 05/34.67% - 06/36.11% - 07/25.57%
  - (4) 3P1 05/94.67% - 06/75.53% - 07/84.93%
  - (5) \*\* 3P2 05/82.54% - 06/91.89% - 07/90.77%
  - (6) 4P1 05/12.07% - 06/17.48% - 07/14.05%
  - (7) 4P2 05/12.9 % - 06/24.56% - 07/13.89%
- b) **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.
- (1) 1P1 05/85.73 - 06/81.76% - 07/85.37%
  - (2) \*\* 1P2 05/38.75% - 06/37.74% - 07/37.05%
  - (3) \*\* 2P1 05/38.75% - 06/37.74% - 07/67.05%
  - (4) 3P1 05/90.46% - 06/80.49% - 07/84.93%
  - (5) 3P2 05/88.39% - 06/90.49% - 07/92.49%
  - (6) \*\* 4P1 05/12.67% - 06/13.12% - 07/12.39%
  - (7) 4P2 05/11.83 % - 06/13.25% - 07/13.91%
- c) **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. Montana will encourage self reporting follow-up for this group of students.
- (1) 1P1 05/81.55% - 06/81.59% - 07/83.78%
  - (2) \*\* 1P2 05/33.90% - 06/42.71% - 07/26.56%

- (3) \*\* 2P1 05/33.90% - 06/42.71% - 07/26.56%
  - (4) \*\* 3P1 05/92.86% - 06/80.36% - 07/78.02%
  - (5) 3P2 05/85.37% - 06/91.09% - 07/92.86%
  - (6) \*\* 4P1 05/15.58% - 06/13.82% - 07/12.42%
  - (7) \*\* 4P2 05/13.65 % - 06/18.06% - 07/14.29%
- d) **Displaced Homemakers:** This population is somewhat affected by the economic conditions. During times of low unemployment, many displaced homemakers can find entry level jobs that will pay more than the career they are training for.
- (1) 1P1 05/86.36% - 06/83.57% - 07/83.92%
  - (2) \*\* 1P2 05/35.14% - 06/35.14% - 07/30.43%
  - (3) \*\* 2P1 05/35.14% - 06/35.14% - 07/30.43%
  - (4) \*\* 3P1 05/93.34% - 06/86.67% - 07/74.42%
  - (5) \*\* 3P2 05/78.85% - 06/92.98% - 07/86.11%
  - (6) \*\* 4P1 05/12.43% - 06/16.67% - 07/12.66%
  - (7) **4P2 05/9.09 % - 06/20.83% - 07/29.17%**
- e) **Other Educational Barriers:** For these students who are remaining in their programs, employment and retention rates are increasing.
- (1) \*\* 1P1 05/82.89% - 06/80.98% - 07/80.12%
  - (2) \*\* 1P2 05/29.71% - 06/30.01% - 07/28.93%
  - (3) \*\* 2P1 05/29.71% - 06/30.01% - 07/28.93%
  - (4) 3P1 05/94.10% - 06/78.25% - 07/84.99%
  - (5) 3P2 05/87.70% - 06/88.40% - 07/90.43%
  - (6) \*\* 4P1 05/11.99% - 06/13.21% - 07/11.21%
  - (7) \*\* 4P2 05/11.72 % - 06/13.50% - 07/12.22%
- f) **Limited English Proficiency:** This group is small, 59 students in 05, 70 in 06 and 51 in 07 therefore making assessments of ways to improve indicators can be difficult. This group, like the above special populations are also impacted by low unemployment and high wages for entry positions. They are also impacted by inadequate employment verification.
- (1) \*\* 1P1 05/93.22% - 06/88.41% - 07/86.27%
  - (2) 1P2 05/36.84% - 06/33.33% - 07/39.39%
  - (3) 2P1 05/36.84% - 06/33.33% - 07/39.39%
  - (4) \*\* 3P1 05/84.62% - 06/55.56% - 07/42.86%
  - (5) 3P2 05/83.33% - 06/80.00% - 07/100%
  - (6) 4P1 05/12.50% - 06/14.63% - 07/17.24%
  - (7) \*\* 4P2 05/20.00 % - 06/14.29% - 07/9.09%
- g) **Nontraditional Enrollees:** In Montana, 13.5% of nontraditional students are males in healthcare occupations. Over 24% are females in agriculture, 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 employment.
- (1) \*\* 1P1 05/85.17% - 06/87.28% - 07/84.60%
  - (2) \*\* 1P2 05/39.63% - 06/37.85% - 07/36.11%
  - (3) \*\* 2P1 05/39.63% - 06/37.85% - 07/36.11%

- (4) 3P1 05/91.67% - 06/74.02% - 07/82.33%  
(5) 3P2 05/88.24% - 06/86.90% - 07/91.83%

**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 2006-07 concentrators attaining a 2.0 cumulative GPA
  - c) **Denominator:** Number of 2006-07 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 2003-04 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 2003-04 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 2003-04 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 2003-04 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 2005-06 completers placed in employment, the military or further postsecondary education
  - c) **Denominator:** Number of 2005-06 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 2004-05 completers placed in employment that were retained in the following quarter
  - c) **Denominator:** Number of 2004-05 completers placed in employment
- 12. 4P1 Participation Postsecondary in Nontraditional Programs Measure:**
- a) **Measurement Approach:** State/Local Administrative Data

- b) **Numerator:** Number of 2006-07 enrolled students of the underrepresented gender participating in programs defined as nontraditional
- c) **Denominator:** Number of 2006-07 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 2003-04 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 2003-04 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- 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. The new data system is being built in stages. Perkins is scheduled to be incorporated in the spring of 2008.
2. Postsecondary - Montana will rebuild the current database to implement the requirements of Perkins IV.

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***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.

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***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.

## **Montana Career and Technical Education (CTE) Leadership Structure (Carl D. Perkins Career and Technical Education Act of 2006)**

### Introduction

The purpose of this structure is to provide collaborative state level leadership that will implement the six year State Plan for the Carl D. Perkins Career and Technical Education Act, 2006 (Perkins IV). This will enable the eligible agency, the Board of Regents, and the Office of Public Instruction to mutually establish priorities that will move career and technical education from a traditional model to one that can produce the workforce that has the skill sets required for a technological global economy.

### State CTE Leadership Board

The role of the State CTE Leadership Board is to ensure coordination of Perkins activities across educational and workforce systems; set priorities for activities that have a statewide impact and promote innovation in CTE programs and services, with particular emphasis on programs of study. The board represents the administrative branch of the Office of Commissioner of Higher Education, Workforce Development Unit for the Board of Regents [the eligible agency for the administration of the Carl D. Perkins funds in Montana] and the administrative branch of the Office of Public Instruction, Division of Career and Technical Education (CTE). The fiscal and administrative responsibility for the Perkins funds lies with these agencies; therefore, it is the decision-making level within this structure.

### State CTE Advisory Committee

This committee is advisory to the State CTE Leadership Board. The committee represents stakeholders of CTE— secondary schools, postsecondary institutions and other agencies/organizations

<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Counselors</li> <li>• Faculty and Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• State Agencies</li> <li>• Community Agencies</li> <li>• Business and Industry</li> </ul>
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### Program Staff

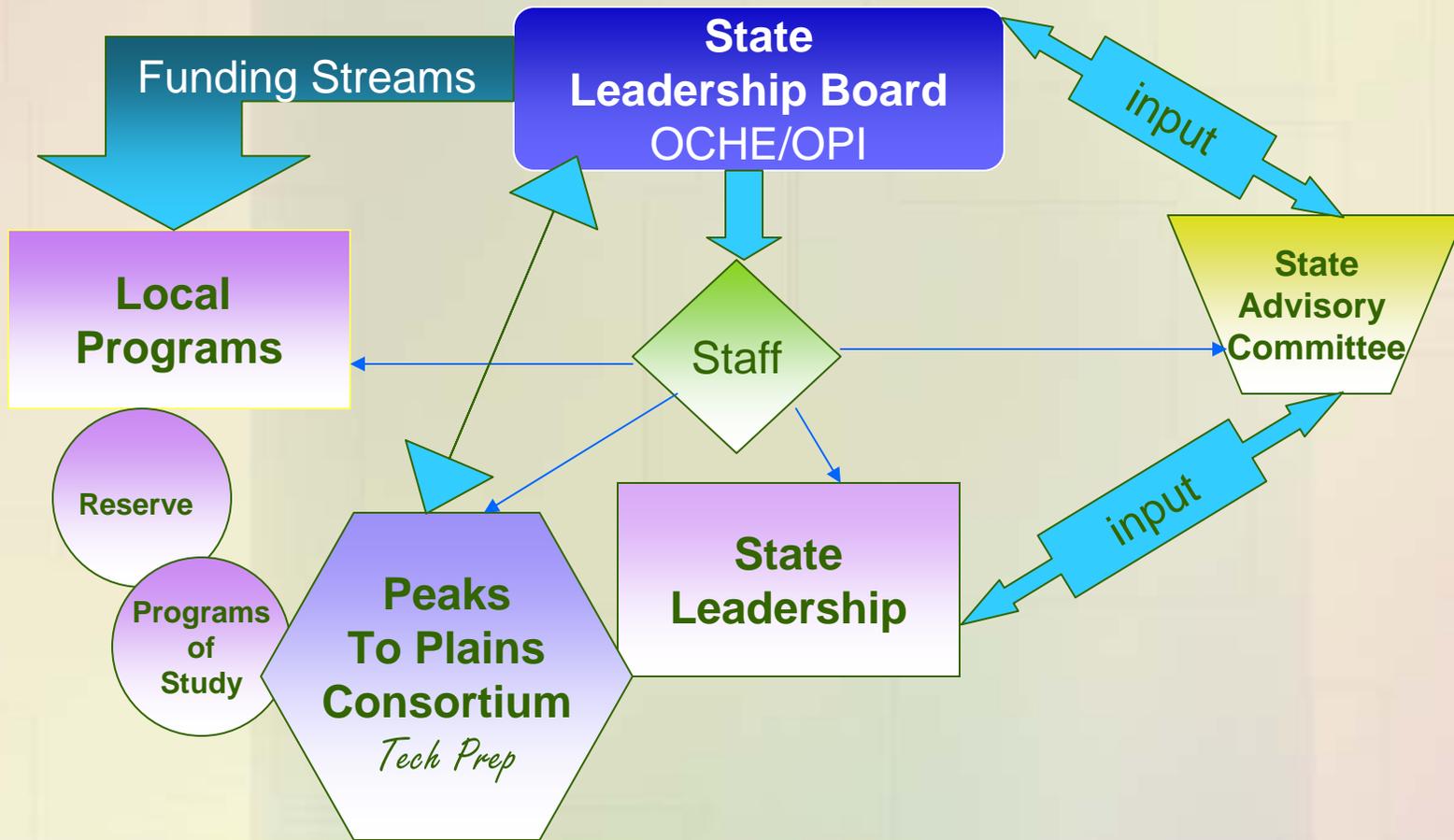
<u>OPI Program Specialists</u> <ul style="list-style-type: none"> <li>• Family and Consumer Sciences</li> <li>• Business and Marketing</li> <li>• Industrial Technology</li> <li>• Health Sciences</li> <li>• Agriculture Science</li> <li>• Accountability Specialist</li> <li>• Federal Accountant</li> </ul>	<u>OCHE Program Staff</u> <ul style="list-style-type: none"> <li>• Grant Management/Data Specialist</li> <li>• Program Specialists</li> <li>• Federal Accountant</li> </ul>
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### Funding Categories

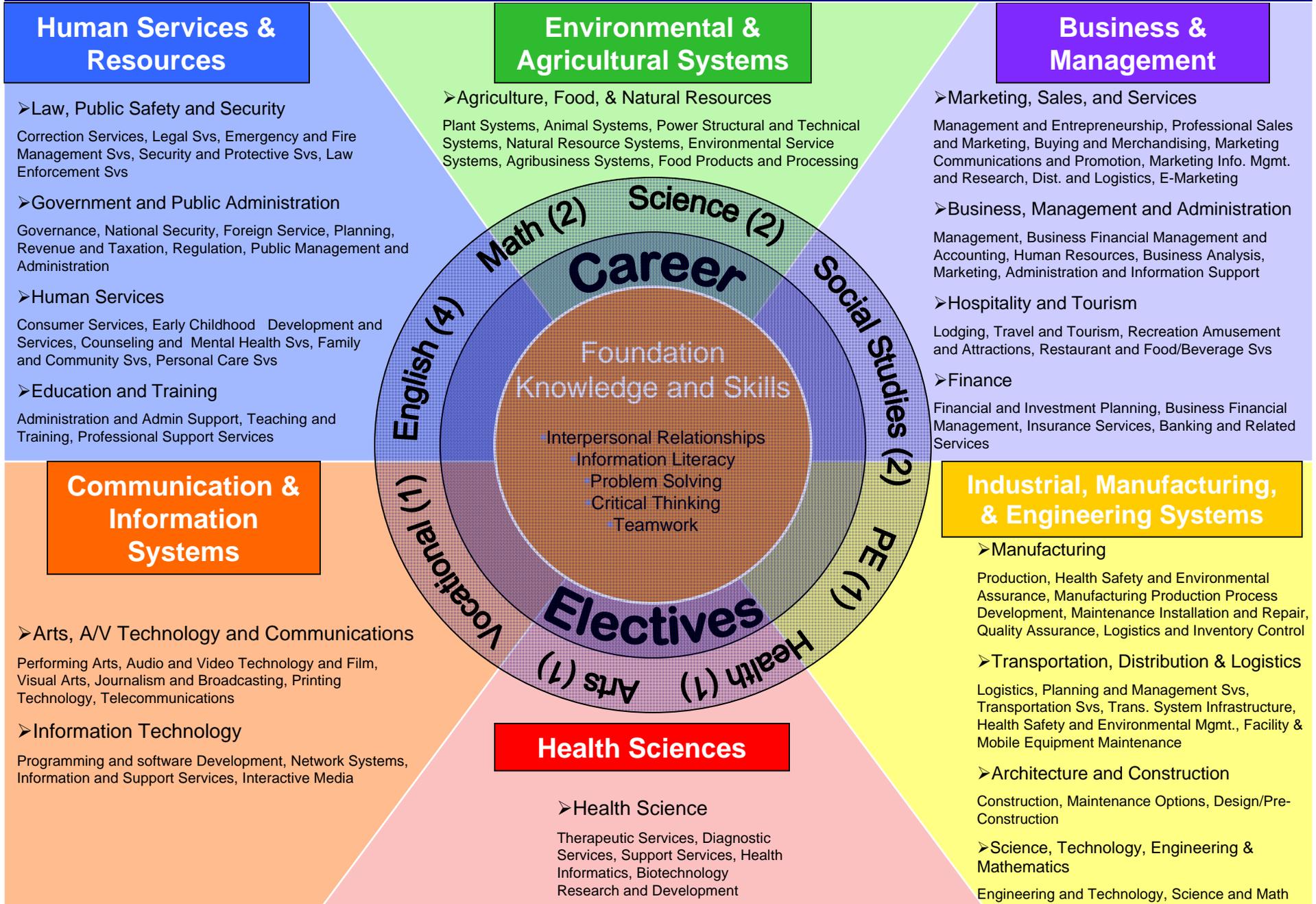
The State CTE Leadership Board in consultation with the advisory committee and staff will assure coordination of Perkins activities that have statewide impact within the following funding categories.

- Local Formula Grants— Title I—eligible recipients [secondary and postsecondary] receive 90% of the 85% local funds on a formula basis.
- Reserve—10% of the 85% to be reserved for targeting priorities established through the State CTE Leadership Board in consultation with CTE Advisory Committee and Staff.
- Tech Prep—Title II—7% administration funds reserved at state level (OCHE); remaining funds competitively awarded to statewide consortium responsible for pathways development in Montana’s six career fields..
- State Leadership—10% of the Perkins funds are reserved for State Leadership activities with \$60,000 dedicated to Nontraditional activities and .5% for serving individuals in institutions. The remaining funds are dedicated for required uses, technical assistance and liaison activities at the national level.

# Putting the Puzzle Together!



# Montana Career Fields and Clusters Model



**Attachment 3 - Eligible Recipients (Secondary)**

<b>Eligible Recipients 2006-2007</b>	
<b>District</b>	<b>Participant</b>
Absarokee High School	Yes
Alberton K-12 Schools	Yes
Anaconda High School	Yes
Arlee High School	Yes
Augusta High School	Yes
Bainville K-12 Schools	Yes
Baker K-12 Schools	Yes
Beaverhead County High School	Yes
Belfry K-12 Schools	Yes
Belgrade High School	Yes
Belt High School	Yes
Big Sandy High School	Yes
Bigfork High School	Yes
Billings High School (4 schools)	Yes
Box Elder High School	Yes
Bozeman High School	Yes
Bridger K-12 Schools	Yes
Broadview High School	Yes
Brockton High School	Yes
Browning High School	Yes
Butte High School	Yes
Carter County High School	Yes
Cascade High School	Yes
Centerville High School	Yes
Charlo High School	Yes
Chester-Joplin-Inverness High School	Yes
Chinook High School	Yes
Choteau High School	Yes
Circle High School	Yes
Colstrip High School	Yes
Columbia Falls High School	Yes
Columbus High School	Yes
Conrad High School	Yes
Corvallis K-12 Schools	Yes
Culbertson High School	Yes
Custer County High School	Yes
Custer K-12 Schools	Yes
Cut Bank High School	Yes
Darby K-12 Schools	Yes
Dawson High School	Yes
Denton High School	Yes
Dodson Public Schools	Yes
Drummond High School	Yes
Dutton/Brady K-12 Schools	Yes
Ennis K-12 Schools	Yes
Fairfield High School	Yes
Fairview High School	Yes
Fergus High School	Yes
Flathead High School	Yes
Florence-Carlton K-12 Schools	Yes
Forsyth High School	Yes

**Attachment 3 - Eligible Recipients (Secondary)**

<b>Eligible Recipients 2006-2007</b>	
<b>District</b>	<b>Participant</b>
Fort Benton High School	Yes
Frazer Public Schools	Yes
Frenchtown K-12 Schools	Yes
Froid High School	No
Fromberg High School	Yes
Gardiner High School	Yes
Garfield County High School	Yes
Geraldine High School	Yes
Geyser High School	Yes
Glasgow K-12 Schools	Yes
Grass Range High School	Yes
Great Falls High School (2 schools)	Yes
Hamilton K-12 Schools	Yes
Hardin High School	Yes
Harlem High School	Yes
Harlowton High School	Yes
Harrison K-12 Schools	Yes
Havre High School	Yes
Hays-Lodge Pole K-12 Schools	Yes
Heart Butte K-12 Schools	Yes
Helena High School (2 schools)	Yes
Highwood High School	Yes
Hinsdale High School	Yes
Hobson K-12 Schools	Yes
Hot Springs High School	Yes
Huntley Project K-12 Schools	Yes
Hysham K-12 Schools	Yes
Jefferson High School	Yes
Joliet High School	Yes
Judith Gap High School	Yes
Lambert High School	Yes
Lame Deer High School	Yes
Laurel High School	Yes
Lavina K-12 Schools	Yes
Libby K-12 Schools	Yes
Lima K-12 Schools	Yes
Lincoln County High School	Yes
Lincoln K-12 Schools	Yes
Lodge Grass High School	Yes
Malta K-12 Schools	Yes
Manhattan High School	Yes
Medicine Lake K-12 Schools	Yes
Melstone High School	Yes
Missoula High School (4 schools)	Yes
Moore High School	Yes
Nashua K-12 Schools	Yes
North Star High School	Yes
Noxon High School	Yes
Opheim K-12 Schools	Yes
Park City High School	Yes
Park High School	Yes

**Attachment 3 - Eligible Recipients (Secondary)**

<b>Eligible Recipients 2006-2007</b>	
<b>District</b>	<b>Participant</b>
Peerless K-12 Schools	Yes
Philipsburg K-12 Schools	Yes
Plains High School	Yes
Plenty Coups High School	Yes
Plentywood K-12 Schools	Yes
Plevna K-12 Schools	Yes
Polson High School	Yes
Poplar High School	Yes
Powder River Co Dist High School	Yes
Powell County High School	Yes
Power High School	Yes
Rapelje High School	Yes
Red Lodge High School	Yes
Reed Point High School	Yes
Richey High School	Yes
Roberts K-12 Schools	Yes
Rocky Boy High School	Yes
Ronan High School	Yes
Rosebud High School	Yes
Roundup High School	Yes
Roy K-12 Schools	Yes
Ryegate K-12 Schools	Yes
Saco High School	Yes
Savage High School	No
Scobey K-12 Schools	Yes
Shelby High School	Yes
Shepherd High School	Yes
Sheridan High School	Yes
Shields Valley High School	Yes
Sidney High School	Yes
Simms High School	Yes
St Ignatius K-12 Schools	Yes
St Regis K-12 Schools	Yes
Stanford K-12 Schools	Yes
Stevensville High School	Yes
Sunburst K-12 Schools	Yes
Superior K-12 Schools	Yes
Sweet Grass County High School	Yes
Terry K-12 Schools	Yes
Thompson Falls High School	Yes
Three Forks High School	Yes
Townsend K-12 Schools	Yes
Troy High School	Yes
Turner High School	Yes
Twin Bridges K-12 Schools	Yes
Valier High School	Yes
Victor K-12 Schools	Yes
West Yellowstone K-12 Schools	Yes
Westby High School	No
White Sulphur Spgs High School	Yes
Whitefish High School	Yes

*Attachment 3 - Eligible Recipients (Secondary)*

<b>Eligible Recipients 2006-2007</b>	
<b>District</b>	<b>Participant</b>
Whitehall High School	Yes
Whitewater K-12 Schools	Yes
Wibaux K-12 Schools	Yes
Willow Creek High School	Yes
Winifred K-12 Schools	Yes
Winnett K-12 Schools	Yes
Wolf Point High School	Yes

<b>Total Districts</b>	<b>160</b>	<b>157</b>
<b>Total Schools</b>	<b>168</b>	<b>165</b>



**Montana University System**  
**Office of the Commissioner of Higher Education**  
46 N Last Chance Gulch, P.O. Box 203201, Helena, MT 59620-3201

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## LOCAL APPLICATION CONTINUATION SUPPORT DOCUMENTS

### What is included

- Certification and Assurances form
- Certification Regarding Lobbying, Debarment, etc. form

### Changes in the continuation request from last year

There are no negotiated rates for performance indicators for the transition year 07-08 as of this date. The new Perkins IV definitions and measures can be found by clicking on this link:  
<http://www.montana.edu/wochewd/Assets/Local%20Apps/03-07-07/Montana--%20Measurement%20Approach%20%20Definitions.pdf>

The transition year will be used as a baseline year for the new indicators.

### What, when and where to submit the Perkins continuation request

What to submit to OCHE:

- The completed Grants Database file. ZIP the Access database file, right click on the file from Windows Explorer and save as XXX.zix then email the renamed ZIP file to [kwilkins@montana.edu](mailto:kwilkins@montana.edu). – the file will include
  - Description of activities fulfilling the required and permissive uses of local funds
  - Budget narrative
- In the database, print the following reports and sign them. Mail the hard copies along with the other required forms to the address below.
  - Signed Grant Coversheet
  - Detailed budget
- The following forms attached to this documents must be completed, signed and mailed to address below.
  - Certification and Assurances form
  - Certification Regarding Lobbying, Debarment, etc. form

Send one copy postmarked no later than **May 25<sup>th</sup>, 2007** to the address given below. You may also send materials via email but only to supplement, not replace the hard copy submission.

Kathy Wilkins  
OCHE  
PO BOX 203201  
Helena, MT 59620  
[kwilkins@oche.montana.edu](mailto:kwilkins@oche.montana.edu)

## Montana's Postsecondary Local Grant Application

The screenshot shows the main menu of the Montana Postsecondary Local Grant Application database. The window title is "Microsoft Access - [frm Main Menu : Form]". The menu is organized into three main sections:

- Data Entry Forms** (blue header):
  - New Grant Application
  - New Grant Changes
  - Grant Updates and Results
  - Budget Revisions
- Resource Documents** (purple header):
  - List of All Grants
  - State Rates
  - Required and Permissible Uses
  - Database Instructions
- Reports** (green header):
  - Application (Website for Support Documents) - Due: 5/15
  - Application (Coversheet) - Due: 5/15
  - Application (Activities) - Due: 5/15
  - Application (Detailed Budget) - Due: 5/15
  - Application (Budget Narrative) - Due: 5/15
  - Quarterly/Final Budget Reports - Due: 10/31, 1/31, 4/30, 8/31
  - Annual Report - Due: 8/31
  - Core Indicator Report Reminder - Due 8/31
  - Budget Revisions - Final Revision Due: 5/15

Montana uses an Access database for the Local Grant Application. The database was created to assist grantees in writing a more accurate, goal oriented grant and to allow them to document the progress of activities and objectives. The database also helps the grant manager and grantees utilize budget information, categorize successful performance measure activities, and identify technical assistance needs.

The above screen is the Main Menu for the database. Currently, this database is not linked directly to the student information used for measuring performance indicators. By January 1, 2008, the revised version of this database will be linked to the student information database. The reason and benefits of this revision will be identified throughout this document.

The first addition to the new database will be the annual assessment of priorities. Because both databases will be linked, actual results from the previous year will be automatically entered into the priorities document. The following bullets detail the contents of the annual assessment.

- Performance measures not met for the previous year. The assessment will show the history for the indicator.
- Special Population outcomes that did not meet the local negotiated levels.
- Program improvement recommendations from Program Advisory Panels.

- Panels will review curricula, student outcomes, assessment results where available and facilities to assure programs produce students who meet current industry requirements.
- Program Advisory Panels will be supplied with current wage, demand and skill information for their industry.
- Information regarding current and emerging occupational opportunities will also be provided to these panels for recommendations.
- State Level Priorities: (Pre-populated by the Perkins Accountability Specialist as directed by the State Director. These priorities will be global Perkins requirements as identified by the State Leadership Team such as requirements for Programs of Study or skill assessments.)
- Institution Level Priorities: These priorities will be inserted by the LA Project Director based on the priorities of the local institution and the voluntary participation of the Project Director to use Perkins funds as allowed by the required and permissible uses and as prioritized among the other activities.
- Program specific needs or innovations: Many programs need enhancements, or changes regardless of what an indicator may reveal. These needs would be presented here.

After all the above information has been assembled, the LA Project Director would collaborate with appropriate faculty, staff, and partners to develop activities and associated costs. These activities would then be prioritized and funded as appropriate. Activities would then be associated with an indicator. These activities and costs are then entered into the database which requires a cross reference to required and permissible uses to assure the expenses are allowable. Activities focusing on specific special population or nontraditional groups will be indicated by individual special population fields.

Grant ID	Grant Type	Version	Institution	Grant Year	CFDA NO	Total Grant	Indirects
500	Local Ap	Original	MSUB	July 1, 2006 - June 30, 2007	84.048A		

<b>General Information</b>	Objectives/Activities	Personnel	Operating Expenses	Travel	Equipment	Budget Summary
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<b>Institution</b>	<b>Institution Full Title</b>	<b>Web-site</b>			
MSUB	Montana State University Billings College of Technology	www.msubillings.edu/cot			
<b>Address Line 1</b>	<b>Address Line 2</b>	<b>City</b>	<b>ST</b>	<b>Zip</b>	<b>TAX ID</b>
3803 Central Avenue		Billings	MT	59102	

<i>Name - (for signature line)</i>	<i>Title</i>	<i>Email</i>	<i>Phone</i>
<b>Project Director</b>			
Jennifer Howie	Retention Counselor/Perkins Grant D	jhowie@msubillings.edu	(406) 247-3021
<b>Fiscal Agent</b>			
Brenda Brakke	Grants Accountant	bbrakke@msubillings.edu	(406) 657-1679
<b>Data Manager</b>			
Jennifer Howie	Retention Counselor/Perkins Grant D	jhowie@msubillings.edu	(406) 247-3021
<b>President or Dean</b>			
Ronald P. Sexton - Chancellor	Dean		
<b>Board Chair or Authorized Representative</b>			
John Walsh or David McGinnis			

The general information tab includes the contact information for the grant. This information is shared with other grantees to encourage collaboration with colleagues from other colleges.

Grant ID	Grant Type	Version	Institution	Grant Year	CFDA NO	Total Grant	Indirects

**Objective** 0

**Goal**

**Activity**

**Details**

**Supporting Data**

Choose the ID number of the Required or Permissible Use used for this activity: 0

Record: 1 of 1

The objectives are chosen from a table of performance measures. The goals are specific for the Local Application (LA) grantee. Each objective may have many associated activities. Each activity must identify the related Required and Permissible Use. Each activity must identify a source of data that supports the needs for the activity and how the success of the activity will be measured.

Currently, the budget items are not tied to the objectives and activities. Because of the potential for sanctions for not meeting individual indicators, the new version of the database will require grantees to fund the activities under each objective, funding the highest priority activities first. This new structure will better allow and better identify funds to be directed towards activities that support indicators that do not meet local negotiated levels.

Grant ID	Grant Type	Version	Institution	Grant Year	CFDA NO	Total Grant	Indirects				
<div style="display: flex; justify-content: space-between;"> <span>General Information</span> <span>Objectives/Activities</span> <span style="border: 1px solid black;">Personnel</span> <span>Operating Expenses</span> <span>Travel</span> <span>Equipment</span> <span>Budget Summary</span> </div>											
Hourly or Salaried	Annual Salary	% of Perkins Funds	# of Salaried Staff	Benefit Percentages				Health Insurance \$ Annually			
Salaried	\$0.00	1	1	FICA	Unemp	WC	Retire	Leave	Misc	Ttl Benefits	
				0.0765	0.0015	0	0	0	0		\$0.00
Allocation of This Line Item				Description of Misc. Benefits						Total Personnel	
Q1	Q2	Q3	Q4	Total							
25.00%	25.00%	25.00%	25.00%	100%							
Position											
Description											
Perkins Justification											
Record: 1 of 1											

Grant ID	Grant Type	Version	Institution	Grant Year	CFDA NO	Total Grant	Indirects	
<div style="display: flex; justify-content: space-between;"> <span>General Information</span> <span>Objectives/Activities</span> <span>Personnel</span> <span style="border: 1px solid black;">Operating Expenses</span> <span>Travel</span> <span>Equipment</span> <span>Budget Summary</span> </div>								
Category	Cost	Allocation of This Line Item		Q1	Q2	Q3	Q4	Total
	\$0.00			25%	25%	25%	25%	
Description	<ul style="list-style-type: none"> <li>Contracted Services</li> <li>Printing</li> <li>Audit Costs</li> <li>Consumable Supplies</li> <li>Minor Equipment (&lt;\$5,000)</li> <li>Postage and Mailing</li> <li>Telephone</li> <li>Rent</li> <li>Utilities</li> <li>Repair and Maintenance</li> <li>Dues, Subscriptions</li> <li>Training or Registration Cost</li> <li>Other</li> </ul>							
Details								
Perkins Justification								
Record: 1 of 1								

Grant ID	Grant Type	Version	Institution	Grant Year	CFDA NO	Total Grant	Indirects												
<div style="display: flex; justify-content: space-between;"> <span>General Information</span> <span>Objectives/Activities</span> <span>Personnel</span> <span>Operating Expenses</span> <span style="border: 1px solid black;">Travel</span> <span>Equipment</span> <span>Budget Summary</span> </div>																			
<b>Number of Travelers</b> <input type="text" value="0"/>		<b>* Air \$/Person</b> <input type="text" value="\$0.00"/>		<b>* # of Nights</b> <input type="text" value="0"/>															
In or Out of State <input type="text" value=""/>		Round Trip Miles <input type="text" value="0"/>		<b>* Hotel \$/Night</b> <input type="text" value="\$0.00"/>															
<b>* # Breakfasts</b> <input type="text" value="0"/>		State Mileage Rate <input type="text" value=""/>		Other Misc <input type="text" value="\$0.00"/>															
<b>* # Lunches</b> <input type="text" value="0"/>		Car Rental \$ <input type="text" value="\$0.00"/>		Desc <input type="text" value=""/>															
<b>* # Dinners</b> <input type="text" value="0"/>		Other Transportation <input type="text" value="\$0.00"/>																	
<b>Meals Total</b> <input type="text" value=""/>		<b>Transportation Total</b> <input type="text" value=""/>		<b>Other Total</b> <input type="text" value=""/>															
All fields labeled with an * are multiplied by the number of travelers."				<table border="1"> <thead> <tr> <th>Allocation of This Line Item</th> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td></td> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> <td></td> </tr> </tbody> </table>				Allocation of This Line Item	Q1	Q2	Q3	Q4	Total		25%	25%	25%	25%	
Allocation of This Line Item	Q1	Q2	Q3	Q4	Total														
	25%	25%	25%	25%															
<b>Description</b> <input type="text" value=""/>																			
<b>Perkins Justification</b> <input type="text" value=""/>																			
Record: <input type="button" value="⏪"/> <input type="button" value="⏩"/> <input type="text" value="1"/> <input type="button" value="⏴"/> <input type="button" value="⏵"/> of 1																			

Grant ID	Grant Type	Version	Institution	Grant Year	CFDA NO	Total Grant	Indirects										
<div style="display: flex; justify-content: space-between;"> <span>General Information</span> <span>Objectives/Activities</span> <span>Personnel</span> <span>Operating Expenses</span> <span>Travel</span> <span style="border: 1px solid black;">Equipment</span> <span>Budget Summary</span> </div>																	
Equipment over \$5000 or other expenses that can not be charged to indirects.		<b>Annual Amount</b> <input type="text" value="\$0.00"/>		<b>Allocation of This Line Item</b>		<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> <td></td> </tr> </tbody> </table>		Q1	Q2	Q3	Q4	Total	25%	25%	25%	25%	
Q1	Q2	Q3	Q4	Total													
25%	25%	25%	25%														
<b>Description</b> <input type="text" value=""/>																	
<b>Details</b> <input type="text" value=""/>																	
<b>Perkins Justification</b> <input type="text" value=""/>																	
Record: <input type="button" value="⏪"/> <input type="button" value="⏩"/> <input type="text" value="1"/> <input type="button" value="⏴"/> <input type="button" value="⏵"/> of 1																	

The 4 graphics above show the expense entry screens.

Grant ID	Grant Type	Version	Institution	Grant Year	CFDA NO	Total Grant	Indirects
9998	Local Ap	Original	OCHE	July 1, 2006 - June 30, 2007	12345	\$93,600.00	\$4,076.00

Budget Summary					
	Totals	Totals for Q1	Totals for Q2	Totals for Q3	Totals for Q4
Personnel	\$75,679.54	\$10,118.25	\$27,305.51	\$19,127.89	\$19,127.89
Operating Expenses	\$3,390.93	\$0.00	\$227.93	\$1,656.50	\$1,506.50
Travel	\$2,455.60	\$0.00	\$373.80	\$0.00	\$2,081.80
<b>Sub Total</b>	<b>\$81,526.07</b>	<b>\$10,118.25</b>	<b>\$27,907.24</b>	<b>\$20,784.39</b>	<b>\$22,716.19</b>
Indirects may be <= to	\$4,076				
Enter Actual Indirects	\$4,076.00	\$1,019.00	\$1,019.00	\$1,019.00	\$1,019.00
Equipment, etc.	\$8,000.00	\$0.00	\$0.00	\$8,000.00	\$0.00
<b>Grand Total</b>	<b>\$93,602.07</b>	<b>\$11,137.25</b>	<b>\$28,926.24</b>	<b>\$29,803.39</b>	<b>\$23,735.19</b>
Budget Amount	\$93,600.00	<a href="#">View Detailed Budget</a>		<a href="#">View Budget Narrative</a>	
	(\$2.07)	Reduce your expenses by this amount			

This form allows grantees the ability to balance and evaluate their budgets and assign their indirect costs if any.

The following are samples of a few of the reports from the database.



## *Projected Objectives, Goals, Activities and Required and Permissible Uses*

**Institution:** Office of the Commissioner of Higher Education  
**Grant Year:** July 1, 2006 - June 30, 2007  
**Grant Type:** Local Application Grant - CFDA Number: 12345

**Objective: # 1**

1P1 - Academic Attainment

**Goal:**

85.5%

---

***Required Use - #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.

***Action Item: #1***

Increase Academic Attainment for construction students.

40% of construction students have been failing math and english 101. In other majors the failure rate for these courses is 21%. This results in fewer construction graduates than other programs. The first activity to correct this issue is to offer self paced math and english tutorials through A1 Academics. The programs are offered through websites so they can be offered at non-traditional times.

***Data***

Course failure report through Banner.

***Permissible Use - #19***

To provide programs for special populations.

***Action Item: #2***

Increase Academic Attainment for construction students.

Offer mandatory remedial courses for those with grades  $\leq$  to a C. These students will be required to take a free remedial course until their grades are greater than a C. These courses will be a 1 hour, once a week refresher of the information covered that week.

***Data***

101 weekly grade update reports

**Objective: # 2**

1P2/2P2 - Skill attainment/Completion

**Goal:**

76.2%

---

***Permissible Use - #27***

To provide vocational and technical education programs for adults and school dropouts to complete their secondary school education.

***Action Item: #3***

Develop strategies to increase graduation rates for IT students

IT students are typically hired in their last quarter for internships and often don't return to graduate because of the high salaries for their internships and employment offers that follow. Last year, 38% of all IT students within 10 credits of graduation applied for graduation.

***Data***

Graduation rates by program from banner.

**Objective: # 3**

4P1 - Participation in Nontraditional Programs

**Goal:**

12.9%

***Permissible Use - #19***

To provide programs for special populations.

***Action Item: #4***

Increase the number of male nursing students to 20%.

Increase marketing efforts in high schools to males for nursing programs. The marketing effort will focus on flexible schedules, pay and benefits.

***Data***

Graduation report with demographics. The current rate for male nurses is 8%.

**Objective: # 4**

3P2 - Retention

**Goal:**

78%

---

***Required Use - #6***

Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.

***Action Item: #5***

Focus on increasing the number of internships through the learning center.

Surveys show those involved with an internship prior to graduation are more likely to be placed and retained than those who do not participate in an internship program.

***Data***

Participant and retention surveys. Currently, 82% of 112 students retained, participated in an internship. Of the 60 students who did not retain employment, 7 participated in an internship.

## Federal Vocational Funds Detailed Budget Postsecondary Institutions

**Institution:** Office of the Commissioner of Higher Education  
**Grant Year:** July 1, 2006 - June 30, 2007  
**Grant Type:** Local Application Grant - CFDA Number: 12345

Personnel Services	Original Budget
1. Salaries	\$28,500.00
2. Hourly Wages	\$15,144.00
3. Benefits	\$32,035.54
<b>4. Total Personnel Services</b>	<b>\$75,679.54</b>
<b>Operating Expenses</b>	
5. Contracted Services	\$227.93
6. Printing	\$150.00
7. Audit Costs	\$0.00
8. Consumable Supplies	\$0.00
9. Minor Equipment (<\$5,000)	\$0.00
10. Postage and Mailing	\$0.00
11. Telephone	\$1,800.00
12. Travel	\$2,455.60
13. Rent	\$1,213.00
14. Utilities	\$0.00
15. Repair and Maintenance	\$0.00
16. Dues and Subscriptions	\$0.00
17. Training and Registration Costs	\$0.00
18. Other	\$0.00
<b>19. Total Operating Expenses</b>	<b>\$5,846.53</b>
<b>20. Indirect Costs (&lt;=5% or \$ 4076)</b>	<b>\$4,076.00</b>
<b>21. Major Equipment (&gt;=\$5,000)</b>	<b>\$8,000.00</b>
<b>22. Total Budget</b>	<b>\$93,602.07</b>

## ***Budget Narrative***

**Institution:** Office of the Commissioner of Higher Education  
**Grant Year:** July 1, 2006 - June 30, 2007  
**Grant Type:** Local Application Grant - CFDA Number: 12345

### Personnel Services

#### 1. *Salaries* **\$28,500.00**

---

**Cost:** \$28,500.00

Salaried Rate: \$38,000.00

0.75 FTE charged to Perkins \* 1 person(s) or position(s)

**Description:** Perkins Project Director

**Details:** 75% of the salary for the Director is paid for with Perkins Funds. A time study shows that an average of 75% time is spent on Perkins related activities including supervision of the Learning Center and Learning Center staff, tutoring, and grant management. The remaining 25% is spent teaching and managing another grant.

**Justification:** The time study mentioned above indicates the funds expended are justified.

#### 2. *Hourly Wages* **\$15,144.00**

---

**Cost:** \$4,800.00

Hourly Rate: \$12.00

400 Hours per year \* 1 person(s) or position(s)

**Description:** Specialized Tutor for the online math and english tutorial.

**Details:** One Tutor will be trained in the new web based math and english tutorial at the beginning of fall quarter. This tutor will train the other tutors and project director.

**Justification:** The web based tutorial is part of the academic achievement goal and activities for construction students.

---

**Cost:** \$10,344.00

Hourly Rate: \$8.62

200 Hours per year \* 6 person(s) or position(s)

**Description:** Learning Center Tutors

**Details:** The Learning Center will utilized 1200 hours of tutors in 14 different course areas. It is anticipated 6 tutors will divide the 12 hundred hours.

**Justification:** The course and tutors support the objective of increasing retention for students by utilizing internships. The tutors will also promote the activities of improving academic achievement for construction students.

**3. Benefits** **\$32,035.54**

**Cost:** \$11,973.00

**Description:** Perkins Project Director

<b>Insurance:</b>		\$3,480.00
<b>FICA:</b>	7.65%	\$2,180.25
<b>Unemployment:</b>	0.15%	\$42.75
<b>Retirement:</b>	8.00%	\$2,280.00
<b>Worker's Compensation:</b>	2.00%	\$570.00
<b>Leave Benefits:</b>	12.00%	\$3,420.00

**Cost:** \$374.40

**Description:** Specialized Tutor for the online math and english tutorial.

<b>FICA:</b>	7.65%	\$367.20
<b>Unemployment:</b>	0.15%	\$7.20

**Cost:** \$19,688.14

**Description:** Learning Center Tutors

<b>Insurance:</b>		\$18,000.00
<b>FICA:</b>	7.65%	\$791.32
<b>Unemployment:</b>	0.15%	\$15.52
<b>Retirement:</b>	7.00%	\$724.08
<b>Worker's Compensation:</b>	0.32%	\$33.10
<b>Leave Benefits:</b>	1.20%	\$124.13

**4. Total Personnel Services** **\$75,679.54**

**Operating Expenses**

**5. Contracted Services** **\$227.93**

**Cost:** \$227.93

**Description:** Installation and implementation of the web-based math and english tutorial program.

**Details:** A Program Manager from A1 Academics will assist IT staff in installing and setting up the tutorial programs to work with OCHE websites and servers. They will also provide training on the program and management software.

**Justification:** The tutorial program is part of the Academic Achievement goal for construction students.

## 6. *Printing* **\$150.00**

---

**Cost:** \$150.00

**Description:** Printed materials for the marketing effort to increase male nursing students.

**Details:** 500 flyers will be created and printed to distribute during the marketing campaign in early 07.

**Justification:** Assists in meeting the goal of non-traditional participation by supporting the marketing effort to increase mail nursing students.

## 11. *Telephone* **\$1,800.00**

---

**Cost:** \$1,800.00

**Description:** Learning Center and Project Director phone lines.

**Details:** Phone charges are allocated on a per phone basis.

**Justification:** The activities of the learning center impact all goals and activities.

## 12. *Travel* **\$2,455.60**

---

**Cost:** \$747.60

**Description:** TA Meeting for Project Director.

**Justification:** Meetings are required by the Perkins Accountability Specialist.

**Transportation:** 680 miles \* High Rate of \$0.445 per mile = \$302.6

**Other Trans:** \$5 for this trip

**Lodging:** \$64 per night \* 2 night(s) \* 2 traveler(s) = \$256

**Per Diem:** B: \$5 \* 4 day(s) + L: \$6 \* 4 day(s) + D: \$12 \* 4 day(s) \* 2 traveler(s) = \$184

---

**Cost:** \$1,708.00

**Description:** Conference for enhancing learning center productivity. OVAE is hosting this 2 day meeting to focus on learning centers throughout the US. The meeting will be held in Denver. Breakfast and lunch meals will be included in the trip.

**Justification:** Learning center activities support all goals and activities.

**Air Travel:** \$420 \* 3 traveler(s) = \$1260

**Car Rental:** \$180 for this trip

**Lodging:** \$48 per night \* 1 night(s) \* 3 traveler(s) = \$144

**Per Diem:** B: \$7 \* 0 day(s) + L: \$11 \* 0 day(s) + D: \$18 \* 2 day(s) \* 3 traveler(s) = \$108

**Other Misc:** \$16 for this trip

**Misc Desc:** Internet time and copies for the presentation.

## 13. *Rent* **\$1,213.00**

**Cost:** \$1,213.00

**Description:** Rent for the Learning Center and Project Director Office.

**Details:** Rent is based on total campus square footage. Common areas are divided using the percentage of office space allocated to individual funds.

**Justification:** The activities of the learning center impact all goals and activities.

**19. Total Operating Expenses** **\$5,846.53**

**20. Indirect Costs (<=5%)** **\$4,076.00**

### Major Equipment (>=\$5000) - other expenses not covered by Indirects

**Cost:** \$8,000.00

**Description:** Server for the Learning Center.

**Details:** The current server is at 92% capacity. With the addition of the new tutorials and staff, the server will exceed capacity before the end of the first quarter. The server will be purchased from the state contract and will have 268 gig hard drive with a built in back up system.

**Justification:** The Learning Center support all goals and activities.

**21. Total Major Equipment (>=\$5000)** **\$8,000.00**

**22. Total Budget** **\$93,602.00**



**MONTANA UNIVERSITY SYSTEM**  
**Office of the Commissioner of Higher Education**

46 N Last Chance Gulch ~ PO Box 203201 ~ Helena, Montana 59620-3201  
 (406) 444-6570 ~ FAX (406) 444-1469

June 28, 2006

CFDA Title: Vocational Education

CFDA Number: 84.048A

July 1, 2006 - June 30, 2007

Jennifer Howie

Montana State University Billings College of Technology

3803 Central Avenue

Billings MT 59102

RE: Local Application Continuation Grant Approval

Your continuation request for Fiscal Year 06-07 Perkins Postsecondary Local Application Funds is approved for your P.L. 105-332, Title I, Part C Project. The following material requests or information for your grant are available on our Workforce Development website for your review and use throughout the year. You can access an electronic copy of all these forms at:  
[http://www.montana.edu/wochewd/grant\\_apps.htm](http://www.montana.edu/wochewd/grant_apps.htm)

- ◆ **An Approved Budget.** A copy of your approved detail budget form is included with this letter. You may not exceed approved total expenditures in Personal Services, Operating or Equipment budget categories by more than 10% without first obtaining prior approval from this office by means of a budget amendment. Any changes in your budget that impact objectives, activities or evaluation must have prior approval from this office. You may under no circumstances exceed the total project amount of federal funds.
- ◆ **Equipment Inventory Form.**
- ◆ **Quarterly and Final Report Forms.**
- ◆ **Laws & Regulations Affecting Federal Programs.** You must follow all laws & regulations affecting federal programs. Enclosed is a list of applicable laws & regulations.

As Project Director you are responsible for maintaining appropriate records that will substantiate the impact of the use of Perkins funds on your vocational and technical education students/participants. Such records should include: documentation of eligibility for special population designation, evaluation instruments and testing results, student outcome data, evidence of project dissemination, and fiscal records for all expenditures.

*In addition, if you expend \$300,000 or more in federal awards during FY06, you are required to have an audit in accordance with OMB Circular A133.*

June 28, 2006

CFDA Title: Vocational Education

CFDA Number: 84.048A

July 1, 2006 - June 30, 2007

Page 2 of 2

Keep in mind that failure to complete closeout on a previous funding year project will halt your agency's receipt of Perkins funds in the next funded fiscal year.

Recipients of federal vocational education funds are required to comply with the civil rights provisions of the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs, published by the Office of Civil Rights of the U.S. Department of Education, March 21, 1979. We will be happy to provide technical assistance to you in the interpretation and application of those guidelines. If you need a copy of these OCR guidelines, please request a copy from our offices.

If you have any questions, call or email me at (406) 444-0313 or kwilkins@oche.montana.edu.

Sincerely,



Kathy Wilkins  
Perkins Accountability Specialist



**MONTANA UNIVERSITY SYSTEM**  
**Office of the Commissioner of Higher Education**

46 N Last Chance Gulch ~ PO Box 203201 ~ Helena, Montana 59620-3201  
(406) 444-6570 ~ FAX (406) 444-1469

September 7, 2006

Jennifer Howie  
Montana State University Billings College of Technology  
3803 Central Avenue  
Billings MT 59102

RE: Final Report Approval

- ✓ Your final report was received on or before the August 31st deadline.
- ✓ Your final report is complete and meets or exceeds the report requirements.
- ✓ You submitted a copy of the student and program tables. Both are accurate and meet requirements.
- ✓ You submitted a copy of the final budget and it meets the requirements.
- ✓ There are no outstanding issues with the 06 or 07 Local Application Grants.

You have met the final reporting requirements for your 06 Local Application Grant. You may now request funds from your 07 Local Application Grant.

Here's to great results in 07!

*Kathy Wilkins*

Perkins Accountability Specialist  
406.444.0313 - kwilkins@oche.montana.edu

## Carl Perkins Federal Vocational Education Program

**Institution:** Office of the Commissioner of Higher Education  
**Grant Year:** July 1, 2006 - June 30, 2007  
**Grant Type:** Local Application Grant - CFDA Number: 12345

	Revision 1 11/15/2006	Q1 Expenses	Q2 Expenses	Q3 Expenses	Q4 Expenses	YTD Totals	YTD Balance
1. Salaries	\$34,119.00	\$5,800.00	\$0.00	\$0.00	\$0.00	\$5,800.00	\$28,319.00
2. Hourly Wages	\$15,144.00	\$3,080.00	\$0.00	\$0.00	\$0.00	\$3,080.00	\$12,064.00
3. Employee Benefits	\$34,035.54	\$8,400.00	\$0.00	\$0.00	\$0.00	\$8,400.00	\$25,635.54
<b>4. Total Personnel</b>	<b>\$83,298.54</b>	<b>\$17,280.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$17,280.00</b>	<b>\$66,018.54</b>
5. Contracted Services	\$227.93	\$227.93	\$0.00	\$0.00	\$0.00	\$227.93	\$0.00
6. Printing	\$150.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$150.00
7. Audit Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Consumable Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Minor Equipment (<\$5,000)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. Postage and Mailing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Telephone	\$1,800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,800.00
12. Travel	\$2,455.60	\$1,200.00	\$0.00	\$0.00	\$0.00	\$1,200.00	\$1,255.60
13. Rent	\$1,213.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,213.00
14. Utilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Repair and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
16. Dues and Subscriptions	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
17. Training and Registration Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
18. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>19. Total Operating Expenses</b>	<b>\$5,846.53</b>	<b>\$1,427.93</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,427.93</b>	<b>\$4,418.60</b>
20. Indirect Costs (<=5%)	\$4,457.00	\$1,017.00	\$0.00	\$0.00	\$0.00	\$1,017.00	\$3,440.00
21. Major Equipment (>=\$5,000)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>22. Total Expenditures</b>	<b>\$93,602.07</b>	<b>\$19,724.93</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$19,724.93</b>	<b>\$73,877.14</b>
<b>Budgeted Amounts</b>		<b>\$11,137.25</b>	<b>\$28,926.24</b>	<b>\$29,803.39</b>	<b>\$23,735.19</b>		
<b>Budgeted Amount - Actual Amount</b>		<b>(\$8,587.68)</b>					
<b>Percent of Difference</b>		<b>-77.11%</b>					

	Revision 1 11/15/2006	Q1 Expenses	Q2 Expenses	Q3 Expenses	Q4 Expenses	YTD Totals	YTD Balance
<b>22. Total Expenditures</b>	<b>\$93,602.07</b>	<b>\$19,724.93</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$19,724.93</b>	<b>\$73,877.14</b>
Jul / Oct / Jan / Apr Requests		\$7,800.00	\$7,800.00	\$7,800.00	\$7,800.00	\$31,200.00	
Aug / Nov / Feb / May Requests		\$7,800.00	\$7,800.00	\$7,800.00	\$7,800.00	\$31,200.00	
Sep / Dec / Mar / Jun Requests		\$7,800.00	\$7,800.00	\$7,800.00	\$7,800.00	\$31,200.00	
<b>Total Quarterly Request</b>		<b>\$23,400.00</b>	<b>\$23,400.00</b>	<b>\$23,400.00</b>	<b>\$23,400.00</b>	<b>\$93,600.00</b>	
Jul / Oct / Jan / Apr Receipts		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Aug / Nov / Feb / May Receipts		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Sep / Dec / Mar / Jun Receipts		\$23,400.00	\$0.00	\$0.00	\$0.00	\$23,400.00	
<b>Total Quarterly Receipts</b>		<b>\$23,400.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$23,400.00</b>	
<b>Cash On Hand (Receipts - Expenses)</b>		<b>\$3,675.07</b>	<b>\$3,675.07</b>	<b>\$3,675.07</b>	<b>\$3,675.07</b>		

**Quarter 1 Notes:** Two staff budgeted at 25% for this quarter did not work this quarter because of scheduling issues. It is anticipated the budgeted amount for these staff will be spent in the next three quarters.

Federal law requires that grantees and subgrantees minimize the time between the transfer of federal funds and disbursements.

I certify that this report is true and complete to the best of my knowledge and belief. I also certify the numbers shown agree with the institutions accounting system

Signature of Project Director: Kathy Wilkins

Date:

## Federal Vocational Funds Detailed Budget Revisions

**Grantee:** Office of the Commissioner of Higher Education

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

**Grant Type:** Local Application Grant - CFDA Number: 12345

Revision Date	Original	Revision 1 11/15/2006	Revision 2	Revision 3	New Budget
1. Salaries	<b>\$28,500.00</b>	\$5,619.00	\$0.00	\$0.00	<b>\$34,119.00</b>
2. Hourly Wages	<b>\$15,144.00</b>	\$0.00	\$0.00	\$0.00	<b>\$15,144.00</b>
3. Employee Benefits	<b>\$32,035.54</b>	\$2,000.00	\$0.00	\$0.00	<b>\$34,035.54</b>
4. <b>Total Personnel</b>	<b>\$75,679.54</b>	<b>\$7,619.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$83,298.54</b>
5. Contracted Services	<b>\$227.93</b>	\$0.00	\$0.00	\$0.00	<b>\$227.93</b>
6. Printing	<b>\$150.00</b>	\$0.00	\$0.00	\$0.00	<b>\$150.00</b>
7. Audit Costs	<b>\$0.00</b>	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
8. Consumable Supplies	<b>\$0.00</b>	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
9. Minor Equipment (<\$5,000)	<b>\$0.00</b>	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
10. Postage and Mailing	<b>\$0.00</b>	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
11. Telephone	<b>\$1,800.00</b>	\$0.00	\$0.00	\$0.00	<b>\$1,800.00</b>
12. Travel	<b>\$2,455.60</b>	\$0.00	\$0.00	\$0.00	<b>\$2,455.60</b>
13. Rent	<b>\$1,213.00</b>	\$0.00	\$0.00	\$0.00	<b>\$1,213.00</b>
14. Utilities	<b>\$0.00</b>	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
15. Repair and Maintenance	<b>\$0.00</b>	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
16. Dues and Subscriptions	<b>\$0.00</b>	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
17. Training and Registration Costs	<b>\$0.00</b>	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
18. Other	<b>\$0.00</b>	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
19. <b>Total Operating Expenses</b>	<b>\$3,390.93</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$5,846.53</b>
20. Indirect Costs (<=5%)	<b>\$4,076.00</b>	\$381.00	\$0.00	\$0.00	<b>\$4,457.00</b>
21. Major Equipment (>+\$5,000)	<b>\$8,000.00</b>	(\$8,000.00)	\$0.00	\$0.00	<b>\$0.00</b>
22. <b>Total Expenditures</b>	<b>\$93,602.07</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$93,602.07</b>
<b>Indirects must be &lt;= to this amount based the most current revision:</b>					<b>\$4,457</b>

**Revision 1 Notes:** The server to be purchased was eliminated because of a donation of a server from another department. With the success of the self paced courses, additional staff is needed for testing and technical assistance.

**Certification:** I certify to the best of my knowledge and belief the following:

The revised detailed budget and budget revision notes submitted are correct and complete.

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Signature of Project Director: Kathy Wilkins

Date Signed

## *Projected Objectives, Goals, Activities and Required and Permissible Uses*

**Institution:** Office of the Commissioner of Higher Education  
**Grant Year:** July 1, 2006 - June 30, 2007  
**Grant Type:** Local Application Grant - CFDA Number: 12345

**Objective: # 1**

1P1 - Academic Attainment

**Goal:**

85.5%

**Results:**

86.47% - Refer to activities for specific results.

*Required Use - #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.

*Action Item: #1*

Increase Academic Attainment for construction students.

40% of construction students have been failing math and english 101. In other majors the failure rate for these courses is 21%. This results in fewer construction graduates than other programs. The first activity to correct this issue is to offer self paced math and english tutorials through A1 Academics. The programs are offered through websites so they can be offered at non-traditional times.

*Action Item Accomplishments:*

In 07, 58% of construction students passed remedial math, and 64% passed remedial english. 26 out of 29 students who passed used the self paced tutorials. Of those that used the tutorials, 78% finished the tutorials and passed the courses in less than 4 weeks.

*Data*

Course failure report through Banner.

*Data That Supports Action Item Accomplishments*

The course failure report from Banner was used for the above report. An exit date field was added to the report to measure the length of time taken for the self paced courses.

*Permissible Use - #19*

To provide programs for special populations.

**Action Item: #2**

Increase Academic Attainment for construction students.

Offer mandatory remedial courses for those with grades  $\leq$  to a C. These students will be required to take a free remedial course until their grades are greater than a C. These courses will be a 1 hour, once a week refresher of the information covered that week.

**Action Item Accomplishments:**

This approach was used for the construction students in Math 101. Seven students were identified with grades  $\leq$  to a C. All attended the remedial courses and 6 of the 7 students passed the course. One student dropped out. Of the passing students, 3 received Cs, and 3 received Bs.

**Data**

101 weekly grade update reports

**Data That Supports Action Item Accomplishments**

Weekly grade update reports and correspondence related to the designated students.

**Objective: # 2**

1P2/2P2 - Skill attainment/Completion

**Goal:**

76.2%

**Results:****Permissible Use - #27**

To provide vocational and technical education programs for adults and school dropouts to complete their secondary school education.

**Action Item: #3**

Develop strategies to increase graduation rates for IT students

IT students are typically hired in their last quarter for internships and often don't return to graduate because of the high salaries for their internships and employment offers that follow. Last year, 38% of all IT students within 10 credits of graduation applied for graduation.

**Action Item Accomplishments:****Data**

Graduation rates by program from banner.

**Data That Supports Action Item Accomplishments**

**Objective: # 3**

4P1 - Participation in Nontraditional Programs

**Goal:**

12.9%

**Results:***Permissible Use - #19*

To provide programs for special populations.

*Action Item: #4*

Increase the number of male nursing students to 20%.

Increase marketing efforts in high schools to males for nursing programs. The marketing effort will focus on flexible schedules, pay and benefits.

*Action Item Accomplishments:**Data*

Graduation report with demographics. The current rate for male nurses is 8%.

*Data That Supports Action Item Accomplishments***Objective: # 4**

3P2 - Retention

**Goal:**

78%

**Results:***Required Use - #6*

Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.

*Action Item: #5*

Focus on increasing the number of internships through the learning center.

Surveys show those involved with an internship prior to graduation are more likely to be placed and retained than those who do not participate in an internship program.

*Action Item Accomplishments:**Data*

Participant and retention surveys. Currently, 82% of 112 students retained, participated in an internship. Of the 60 students who did not retain employment, on 7 participated in an internship.

*Data That Supports Action Item Accomplishments*

## *Grant Communications and Notifications*

**Institution:** Montana State University College of Technology Great Falls

**Director:** Theresa Busch

**Grant Details:** Grant ID: 600 Grant Type: Local Ap Grant Year: 06-07

### *Notifications Log Entries*

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#### **1/12/07 Reminder - Report Due**

**GRANTEES:** MSUGF

**From:** Kathy Wilkins, Perkins Accountability Specialist

**By:** Email

Your quarterly fiscal report for your Perkins Local Application Grant is due January 31st. Please read and follow the instructions below.

- Fiscal Managers: provide the quarterly report to the Project Director
- Project Director: enter the numbers into the form labeled Grant Updates and Results
  - \* You must complete the expenditures and receipts section at the bottom of this form.
  - \* You must review the numbers and enter notes in the Quarterly Expense Notes tabbed section.
  - \* Zip (compress) the Grants 3 database file and email it to me by the 31st.
  - \* Mail me hard copies of the quarterly report & the report from your Fiscal Manager used to fill in the quarterly report form. Kelly Hert and I will be comparing both reports to make sure the information is the same. This is because of errors we discovered in quarter 1.

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#### **10/17/06 Reminder - Report Due**

**GRANTEES:** MSUGF

**From:** Kathy Wilkins, Perkins Accountability Specialist

**By:** Email

SECOND REMINDER: The first quarterly fiscal report is due October 31st. Below are the instructions. I have reports from schools already but have not received the database files. The report must also be signed. Please provide brief notes about the status of the budget. The notes should explain why you are over or under your budgeted amount; or reasons for not having requested or expended funds.

Instructions:

Please obtain the fiscal report from your fiscal managers. Enter those numbers into the grants database by clicking on the 3rd blue button labeled Grant Updates and Results.

The first tab is the Quarterly Expense Worksheet. Enter the numbers from your fiscal manager in the fields. Make sure you include the numbers for the requests and receipts section at the very bottom of the form. The summary section at the bottom of the page will compare your budget and actual expenses. Please enter rationale for discrepancies on the next tab labeled Quarterly Expense Notes.

When you have completed the worksheet, print the report clicking on the report labeled Quarterly/Final Budget Reports - Due: 10/31, 1/31, 4/30, 8/31; sign it and mail to me. Also, please email the table labeled tbl Grants from the tables section of the database. You can either send the whole database, or right click on the file/choose Send to Mail Recipient (As Attachment)/then choose Microsoft Excel (.xls).

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**9/26/06 Reminder - Report Due****GRANTEES:** MSUGF**From:** Kathy Wilkins, Perkins Accountability Specialist**By:** Email

The first quarterly fiscal report is due October 31st. Please obtain the fiscal report from your fiscal managers. Enter those numbers into the grants database by clicking on the 3rd blue button labeled Grant Updates and Results.

The first tab is the Quarterly Expense Worksheet. Enter the numbers from your fiscal manager in the fields. Make sure you include the numbers for the requests and receipts section at the very bottom of the form. The summary section at the bottom of the page will compare your budget and actual expenses. Please enter rationale for discrepancies on the next tab labeled Quarterly Expense Notes.

When you have completed the worksheet, print the report clicking on the report labeled Quarterly/Final Budget Reports - Due: 10/31, 1/31, 4/30, 8/31; sign it and mail to me. Also, please email the table labeled tbl Grants from the tables section of the database. You can either send the whole database, or right click on the file/choose Send to Mail Recipient (As Attachment)/then choose Microsoft Excel (.xls). I will be back in the office on October 16 if you have questions.

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**8/22/06 Reminder - Report Due****GRANTEES:** MSUGF**From:** Kathy Wilkins, Perkins Accountability Specialist**By:** Email

Just a reminder final reports are due Wednesday, August 31st. Make sure you turn in the following:

- > Certification of FY 06 Perkins Final Report form from your student database.
- > The summary of activities accomplished for the required and permissible uses.
- > If you did not meet your objectives, you must develop an action plan for 07 to meet the objective(s).
- > A copy of your database password protected using the password OCHE.

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**8/1/06 Reminder - Report Due****GRANTEES:** MSUGF**From:** Kathy Wilkins, Perkins Accountability Specialist**By:** Email

Reminder: Your Local Application Grant Final and Final Fiscal Reports for 05-06 are due August 31, 2006. For further instructions, refer to the following website: [http://www.montana.edu/wochewd/grant\\_apps.htm](http://www.montana.edu/wochewd/grant_apps.htm).

As a reminder, you are encouraged to submit your reports early. This may allow time if information is missing or is incomplete. However, early submission does not guarantee sanctions will not be imposed if reports are incomplete.

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**Contact Log Entries****8/31/06 Final report approved notification****Communication To:** Project Director, Fiscal Manager and Data Manager**From:** Accountability Specialist**By:** Email

All files, and reports were turned in before deadline.

**6/28/06 Grant approval notification**

**Communication To:** Project Director  
**From:** Accountability Specialist  
**By:** Email

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**6/8/06 Grant received from institution**

**Communication To:** Accountability Specialist  
**From:** Project Director  
**By:** Email

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## *Objectives and Activities*

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### **OBJECTIVE:** *IPI - Academic Attainment*

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#### **Blackfeet Community College**

-3.13%

##### **Coordinator to work closely with BCC counselors early on to identify students who are attaining a deficient GPA**

Coordinator will participate with BCC counselors to identify students who are attaining a deficient GPA and introduce to Learning Center coordinator and staff, identify deficiency and begin the tutoring process with benchmarks of learning to be identified in the process.

*Enrollment stats of programs listed above.*

##### **Coordinator to schedule workshop effective study habits for students with deficient GPA**

Coordinator will offer effective study habits workshop designed specifically for VOED students who are experiencing deficient GPA on a bi-monthly basis. This will double efforts of working with students who are deficient GPA.

*Enrollment stats of programs listed above.*

##### **Ensure new students enroll in "College Success Skills".**

Class is designed to introduce student to the skills required in order to succeed and survive in college. Topics such as time management, note-taking, basic writing, computer skills, test-taking, are some of the topics covered in the course.

*Enrollment stats of programs listed above.*

#### **Dawson Community College**

The goal of DCC is for 88.40% of vocational concentrators to complete their coursework with an overall 2.0 cumulative grade point average.

##### **Vocational students will be provided with tutors.**

Our goal is to provide vocational students with tutorial assistance in academic and other courses to increase the achieved rate of 88.4%. Funding from Perkins will supplement the services provided on campus, it will provide supplies necessary for that process and it will not be duplicated by other college resources. Targeting the vocational student with specified course tutoring to increase student success is the desired outcome.

*The annual grade reports generated from the college Registrar will provide data to support the attainment of this goal.*

##### **Professional Development, specifically Outcomes Assessment Procedures, will be provided for instructors to effectively assess the learning objectives for core academic, vocational and technical subjects.**

Learning objectives have been defined for all vocational and academic courses offered at DCC. The assessment of how the students are learning, however, has not been implemented on a wide enough scale by instructors to allow accurate analysis of course or teaching strengths and weaknesses. To assist campus-wide assessment of these objectives and to use the information to improve academic success of our students, we will provide professional development opportunities for instructors to develop assessment strategies to assure that learning objectives are met and that instruction in core academic, vocational, and technical curriculums leads to academic goal attainment. The grant funds will assist the college in hiring an assessment specialist to provide professional development and training in assessment models for academic and vocational instructors.

**OBJECTIVE:** *IPI - Academic Attainment*

*A final grade report from the Registrar will provide data to indicate the improvement of teaching and learning, which as the result of effective assessment strategies, should be manifested in higher final grades including but not limited to special population enrollees.*

**Academic and support services will be provided to students by the non-traditional student advisor who is hired with grant funds.**

While student support services are available to all students, a non-traditional student advisor will be hired to work with students enrolled in vocational and technical programs. Through orientation and advising, the non-traditional student will gain the support and mentoring which leads to success attainment of academic goals.

*Data from the college Registrar will used to determine academic attainment levels.*

**Fort Peck Community College**

**Project participants will maintain a 2.0 cumulative GPA.**

Project Director will review semester grade reports provided by the Registrar each to semester to document GPA of 2.0 or higher.

*At least 84.80% will maintain an overall 2.0 GPA*

**Increase Academic Attainment for Paraprofessional Education students.**

FPCC students intending to become teaching aides in the public schools (K-12) are advised to enroll in an Associate Degree of Education program (30 credits). The successful completion of this program qualifies the graduate for positions of teaching aide or teaching assistant in the public schools. The program also meets the requirements of the first and second years of a four-year program to become a teacher. Students must maintain a 2.00 GPA to continue in the program. Some colleges and universities require a 2.50 GPA to enter as an education major.

*FPCC will monitor midterm and final grade reports to insure students are maintaining a 2.50 GPA*

**Flathead Valley Community College**

85.65% of vocational/technical students who are concentrators will attain a 2.0 GPA within the program year.

**Place students in study skills and career exploration classes**

Provide study skills to students who are academically weak and provide career exploration for students who are undecided about a vocational program. Students may self-refer to study skills classes or may be required to enroll as part of a probation or suspension plan. Students who are failing vocational courses need to develop the appropriate study skills to be successful. Research by Skip Downing ("On Course") and Ron Ellis ("Becoming a Master Student") indicate that students who improve their study skills are more likely to be successful in college.

*The high need for remedial classes indicates a need for students to improve their study skills. Student progress is monitored each semester. Grade and GPA reports made available each semester through the FVCC Datatel student database.*

**Provide tutoring**

Provide tutoring to assist vocational students with academic and program courses. Small group and individual peer and professional tutoring is provided to vocational students who are members of special populations groups, including disabled and academically or economically disadvantaged. Students who have low COMPASS placement scores or are earning poor grades in a course need additional instruction to maintain a GPA of 2.0+.

*All entering students are required to take the COMPASS placement test for writing, reading, and math. 31% of students need remedial writing courses; 27% need remedial reading courses; and*

**OBJECTIVE: IPI - Academic Attainment**

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*100% of those taking the algebra placement test need remedial math courses. Tutoring contacts, tutoring hours, and grades are monitored to monitor progress and the outcome. Grade and GPA reports made available each semester through the FVCC Datatel student database. Tutor Coordinator's log and case notes.*

**Accommodations for disabilities**

Provide accommodations for vocational students with disabilities to ensure equal access to vocational programs. Arrange transition meetings for students entering from high school. Students with disabilities require very specific and very individualized accommodations in order to be successful in vocational programs. An Advocate for Students with Disabilities screens, interviews, and coordinates accommodations for students with disabilities.

*As a very physically accessible campus (there are no stairs on the FVCC campus) FVCC attracts a high number of students (16%) with disabilities. Services for students with disabilities are documented throughout the year. Grade and GPA reports made available each semester through the FVCC Datatel student database. Advocate for Students with Disabilities contact log and case notes.*

**Provide academic counseling**

All Perkins staff will provide supplementary academic advising for vocational students. The Noel/Levitz Student Satisfaction Survey administered November 2005 indicated a need to improve advising on the FVCC campus. Faculty may have an advising load of up to 60 students and are not able to provide comprehensive advising. The Carl Perkins staff provide supplementary advising to assist students in course selection to ensure that they are successful.

*Faculty advising is limited and FVCC has gone to an on-line registration process which allows students to register without their faculty advisor's signature. Perkins staff can make a more concerted effort to provide supplemental academic advising for vocational students. Grade and GPA reports made available each semester through the FVCC Datatel student database. Biannual Noel/Levitz Student Satisfaction Surveys.*

**Remedial math and language arts courses**

Students are placed in remedial math, English, and reading courses based upon their COMPASS placement scores. In order to be successful in vocational programs, students need to remediate areas of weakness. Supplemental academic advising ensures that students are placed for success.

*Grade and GPA reports made available each semester through the FVCC Datatel student database.*

**Miles Community College**

90.98%

**Increase the academic achievement of Construction, Farm Ranch Operations, Computer Technology, Business and Computer Technology, Paraeducators, Auto Technology and Administrative Assistant students through a learning center upgrade.**

75% of construction students, 67% of Farm and Ranch Operations, 20% of Computer Technology, 10% of Business and Computer Technology, 40% of Paraeducators, 25% of Auto Technology, and 15% of Administrative Assistant programs are at-risk of completing programs due to academic deficiencies in a variety of subjects. Purchase computers, laptops, and assistive devices to provide computer-assisted tutorials for these students.

*At-risk report generated through SonisWeb.*

**Montana State University Billings College of Technology**

At least 82.58% of student enrolled in the 06-07 academic year will attain a 2.0 or higher GPA.

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## *Required and Permissible Uses by Institution*

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### **Required Use #: 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 acad

#### *Blackfeet Community College*

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##### **Coordinator to work closely with BCC counselors early on to identify students who are attaining a deficient GPA**

Coordinator will participate with BCC counselors to identify students who are attaining a deficient GPA and introduce to Learning Center coordinator and staff, identify deficiency and begin the tutoring process with benchmarks of learning to be identified i

*Enrollment stats of programs listed above.*

##### **Facilitate opportunities for increased skill confidence building**

Program will facilitate seminars and workshops for students for the purpose of building confidence and equipping student with life skills when entering the employment arena. Confidence building in human potential training and information in resume develo

*Enrollment stats of programs listed above.*

##### **Increase opportunities for career/personal enhancement and growth**

Program will conduct life skills workshops for students for the purpose of building students confidence through human potential training, time management, budgeting and money management, personal growth, etc.

*Enrollment stats of programs listed above.*

#### *Dawson Community College*

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##### **Vocational and Technical Program directors will use data provided by the State to assess success rates of post-graduation job retention as a component of the regularly scheduled quantitative and qualitative reviews.**

Vocational and Technical Programs Directors at the college perform qualitative and quantitative reviews on a scheduled basis. The incorporation of employment retention data will provide the directors with assessment indicators to guide the design and pla

*Employment data provided by the State will be used to assess the retention success of our vocational and technical programs.*

#### *Fort Peck Community College*

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**Increase Academic Attainment for Paraprofessional Education students.**

FPCC students intending to become teaching aides in the public schools (K-12) are advised to enroll in an Associate Degree of Education program (30 credits). The successful completion of this program qualifies the graduate for positions of teaching aide

*FPCC will monitor midterm and final grade reports to insure students are maintaining a 2.50 GPA.*

**Project participants will maintain a 2.0 cumulative GPA.**

Project Director will review semester grade reports provided by the Registrar each to semester to document GPA of 2.0 or higher.

*At least 84.80% will maintain an overall 2.0 GPA*

***Flathead Valley Community College*****Place students in study skills and career exploration classes**

Provide study skills to students who are academically weak and provide career exploration for students who are undecided about a vocational program. Students may self-refer to study skills classes or may be required to enroll as part of a probation or su

*The high need for remedial classes indicates a need for students to improve their study skills. Student progress is monitored each semester. Grade and GPA reports made available each semester through the FVCC Datatel student database.*

***Montana State University Billings College of Technology*****Daily Operation of Academic Support Center**

Perkins funds will provide a portion of the operating expenses of the College of Technology Academic Support Center (ASC), which offers an open computer lab and drop-in tutoring services for math, English, computer applications, and several other high dem

*Accutrack Learning Center Software tracks use of the ASC services by individual students.*

**Increase Participation in Student Success Workshops**

The Retention Counselor will continue to coordinate a series of Student Success Workshops each semester. These workshops will cover a variety of study skills topics, such as note taking, time management, and dealing with test anxiety. Feedback regarding t

*Attendance and evaluations of each workshop will be recorded, and visits to online resources will be tracked.*

**Investigate Attendance Issues**

The number one reason that students are referred as "at-risk" is poor attendance. A subcommittee of the Perkins Task Force will be formed to investigate this issue and develop tactics to improve daily classroom attendance.

*Some of the assessment tools that will be utilized are: attendance checks, Academic Performance Alert statistics, student and faculty surveys, and personal interviews.*

### **Offer Study Skills Courses, Including a New Reading Improvement Course**

The College of Technology will continue to offer study skills courses to students who are not prepared for the academic requirements of their chosen degree programs:

A&SC 103: College Survival Skills is a 3-credit course designed specifically for Colle

*A&SC 103 utilizes the Learning and Study Strategies Inventory (LASSI), which is designed to measure growth in learning and study practices and attitudes.*

*RD 101 will be evaluated by comparing the academic success of under-prepared students who complet*

### **Provide Academic Advising**

The Academic Advisors meet individually with each incoming student to develop an initial plan of study. Placement test scores, previous college credits, and specific program requirements are carefully considered during each student's initial advisement. T

*The use of advising pins insures that students visit with an advisor each semester. Records are kept of all student meetings conducted in the advising office, including walk-ins. Faculty advisors are evaluated on a regular basis.*

## ***Montana State University College of Technology Great Falls***

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### **Provide in-service to increase customer service and update teaching strategies**

Dr. Jan Thomson provides in-service training on Brain Based Learning. This professional development program offered to faculty and staff will enhance effective practices to improve teaching skills.

*Twenty percent (20%) of our faculty will attend the workshop and bring this knowledge back to the classroom.*

## ***Montana Tech College of Technology***

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### **Administer the COMPASS Test to all incoming students without ACT/SAT scores and students with an ACT math score below 20.**

The COMPASS Test is a placement test used to determine placement in math and English courses as well as to identify at-risk students.

*Retention rates for students increase if they are placed in the appropriate math and English courses. It was determined this year, to ensure proper placement of students into compensatory courses, COMPASS will be used to correlate ACT math placement score*

### **Implement an Early Intervention Program for students enrolled in non-traditional degree programs.**

Students will be identified as nontraditional during first-semester advising. The Retention Specialist will monitor student progress during the semester by communicating with the students frequently. Services will be provided for students depending on a

*Completion rates for students enrolled in nontraditional degree programs is historically low. This can be contributed to the fact many students enroll in programs and are unaware of the physical and academic requirements related to that choice.*

## ***IP1 - Academic Attainment Performance by Program For Grant Year 06***

**Numerator:** Number of concentrators attaining a 2.0 cumulative GPA

**Denominator:** Number of concentrators enrolled in certificate, AAS and designated AS degree programs

**MCC - Negotiated Level of Performance (NLP) 90.48%**

***Agriculture - CER - NonTrad Gender F***

	Disability	Tech Prep	Single Parent	Displaced Hmker	Academic	Economic	Limited English	Females	Males	Program Totals
<b>Numerator</b>	1	0	0	0	0	1	0	3	6	9
<b>Denominator</b>	1	0	0	0	1	3	0	5	7	12
<b>Percent</b>	100.00%	NA	NA	NA	NA	33.33%	NA	60.00%	85.71%	75.00%
<b>Percent - NLP</b>	9.52%	NA	NA	NA	NA	-57.15%	NA	-30.48%	-4.77%	-15.48%
<i>Percent of Grant Total:</i>										6.12%

***Automotive Technology - CER - NonTrad Gender F***

	Disability	Tech Prep	Single Parent	Displaced Hmker	Academic	Economic	Limited English	Females	Males	Program Totals
<b>Numerator</b>	1	0	0	0	0	1	0	0	6	6
<b>Denominator</b>	1	0	0	0	0	2	0	0	8	8
<b>Percent</b>	100.00%	NA	NA	NA	NA	50.00%	NA	NA	75.00%	75.00%
<b>Percent - NLP</b>	9.52%	NA	NA	NA	NA	-40.48%	NA	NA	-15.48%	-15.48%
<i>Percent of Grant Total:</i>										4.08%

***Building Technology - AAS - NonTrad Gender F***

	Disability	Tech Prep	Single Parent	Displaced Hmker	Academic	Economic	Limited English	Females	Males	Program Totals
<b>Numerator</b>	0	0	0	1	0	1	0	0	3	3
<b>Denominator</b>	0	0	0	1	0	1	0	0	3	3
<b>Percent</b>	NA	NA	NA	100.00%	NA	100.00%	NA	NA	100.00%	100.00%
<b>Percent - NLP</b>	NA	NA	NA	9.52%	NA	9.52%	NA	NA	9.52%	9.52%
<i>Percent of Grant Total:</i>										1.53%

***Computer Technology - AAS - NonTrad Gender F***

	Disability	Tech Prep	Single Parent	Displaced Hmker	Academic	Economic	Limited English	Females	Males	Program Totals
<b>Numerator</b>	0	0	2	0	1	3	0	4	4	8
<b>Denominator</b>	0	0	2	0	1	5	0	6	5	11
<b>Percent</b>	NA	NA	100.00%	NA	100.00%	60.00%	NA	66.67%	80.00%	72.73%
<b>Percent - NLP</b>	NA	NA	9.52%	NA	9.52%	-30.48%	NA	-23.81%	-10.48%	-17.75%
<i>Percent of Grant Total:</i>										5.61%

**MCC - Negotiated Level of Performance (NLP)**

**90.48%**

*Health Information Technology - AAS - NonTrad Gender F*

	Disability	Tech Prep	Single Parent	Displaced Hmker	Academic	Economic	Limited English	Females	Males	Program Totals
<b>Numerator</b>	0	1	2	3	0	7	0	15	5	20
<b>Denominator</b>	0	1	2	3	0	8	0	15	6	21
<b>Percent</b>	NA	100.00%	100.00%	100.00%	NA	87.50%	NA	100.00%	83.33%	95.24%
<b>Percent - NLP</b>	NA	9.52%	9.52%	9.52%	NA	-2.98%	NA	9.52%	-7.15%	4.76%
<i>Percent of Grant Total:</i>										<b>10.71%</b>

*Human Services & Juvenile Corrections - CER - NonTrad Gender M*

	Disability	Tech Prep	Single Parent	Displaced Hmker	Academic	Economic	Limited English	Females	Males	Program Totals
<b>Numerator</b>	0	0	0	0	0	1	0	1	0	1
<b>Denominator</b>	0	0	0	0	0	1	0	1	0	1
<b>Percent</b>	NA	NA	NA	NA	NA	100.00%	NA	100.00%	NA	100.00%
<b>Percent - NLP</b>	NA	NA	NA	NA	NA	9.52%	NA	9.52%	NA	9.52%
<i>Percent of Grant Total:</i>										<b>0.51%</b>

*Medical Administrative Assistant - AAS*

	Disability	Tech Prep	Single Parent	Displaced Hmker	Academic	Economic	Limited English	Females	Males	Program Totals
<b>Numerator</b>	0	0	1	0	0	1	0	1	0	1
<b>Denominator</b>	0	0	1	0	0	1	0	1	0	1
<b>Percent</b>	NA	NA	100.00%	NA	NA	100.00%	NA	100.00%	NA	100.00%
<b>Percent - NLP</b>	NA	NA	9.52%	NA	NA	9.52%	NA	9.52%	NA	9.52%
<i>Percent of Grant Total:</i>										<b>0.51%</b>

*Nursing - AS - NonTrad Gender M*

	Disability	Tech Prep	Single Parent	Displaced Hmker	Academic	Economic	Limited English	Females	Males	Program Totals
<b>Numerator</b>	0	1	5	3	1	44	1	80	8	88
<b>Denominator</b>	0	1	5	3	1	44	1	82	8	90
<b>Percent</b>	NA	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	97.56%	100.00%	97.78%
<b>Percent - NLP</b>	NA	9.52%	9.52%	9.52%	9.52%	9.52%	9.52%	7.08%	9.52%	7.30%
<i>Percent of Grant Total:</i>										<b>45.92%</b>

*Office Information Technology - AAS - NonTrad Gender M*

	Disability	Tech Prep	Single Parent	Displaced Hmker	Academic	Economic	Limited English	Females	Males	Program Totals
<b>Numerator</b>	0	0	2	0	0	7	0	10	0	10
<b>Denominator</b>	0	0	2	0	0	8	0	11	0	11
<b>Percent</b>	NA	NA	100.00%	NA	NA	87.50%	NA	90.91%	NA	90.91%
<b>Percent - NLP</b>	NA	NA	9.52%	NA	NA	-2.98%	NA	0.43%	NA	0.43%
<i>Percent of Grant Total:</i>										<b>5.61%</b>

**MCC - Negotiated Level of Performance (NLP)**

**90.48%**

*Paraprofessional Education - CER - NonTrad Gender M*

	Disability	Tech Prep	Single Parent	Displaced Hmker	Academic	Economic	Limited English	Females	Males	Program Totals
<b>Numerator</b>	1	0	3	3	0	4	0	5	0	5
<b>Denominator</b>	1	0	3	3	0	4	0	5	0	5
<b>Percent</b>	100.00%	NA	100.00%	100.00%	NA	100.00%	NA	100.00%	NA	100.00%
<b>Percent - NLP</b>	9.52%	NA	9.52%	9.52%	NA	9.52%	NA	9.52%	NA	9.52%
<i>Percent of Grant Total:</i>										<b>2.55%</b>

*Small Business Management - AAS - NonTrad Gender F*

	Disability	Tech Prep	Single Parent	Displaced Hmker	Academic	Economic	Limited English	Females	Males	Program Totals
<b>Numerator</b>	1	0	1	0	2	12	0	14	14	28
<b>Denominator</b>	1	0	1	0	2	13	0	14	19	33
<b>Percent</b>	100.00%	NA	100.00%	NA	100.00%	92.31%	NA	100.00%	73.68%	84.85%
<b>Percent - NLP</b>	9.52%	NA	9.52%	NA	9.52%	1.83%	NA	9.52%	-16.80%	-5.63%
<i>Percent of Grant Total:</i>										<b>16.84%</b>

*Summary for MCC*

	Disability	Tech Prep	Single Parent	Displaced Hmker	Academic	Economic	Limited English	Females	Males	Program Totals
<b>Numerator</b>	4	2	16	10	4	82	1	133	46	179
<b>Denominator</b>	4	2	16	10	5	90	1	140	56	196
<b>Percent</b>	100.00%	100.00%	100.00%	100.00%	80.00%	91.11%	100.00%	95.00%	82.14%	91.33%
<b>Percent - NLP</b>	9.52%	9.52%	9.52%	9.52%	-10.48%	0.63%	9.52%	4.52%	-8.34%	0.85%