eGrant Management System

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Applicant: C014 Blackfeet Ft. Peck Consortium
Cycle: Original Application
Date Generated: 11/25/2014 8:10:11 AM
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Program: Carl D. Perkins Vocational and Technical Education Act of 2006, Title I.

Program Manager: Mindi Federman Askelson
Phone: 406-444-0313
Email: maskelson@montana.edu

Due Date: May 31, 2014

Purpose: To develop more fully the academic and career and technical skills of secondary and postsecondary students who enroll in CTE by developing and assisting students in meeting high standards, integrating academic and career and technical instructions, linking secondary and postsecondary education, increasing state and local flexibility, collecting and disseminating research and information on best practices, providing technical assistance and professional development, supporting partnerships among diverse stakeholders, and providing individuals with the knowledge and skills to keep the U.S. competitive.


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* Denotes required field

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Application Approval / Disapproval Copy Email Addresses

Check to add up to five (5) email addresses to receive copies of automated approval/disapproval notices. The Authorized Representative who submits the application does not need to be included in this list.

wtwobulls@fpcc.edu
Please respond to the following questions as they pertain to the use of Perkins Funds in the previous grant cycle. How has the use of these funds strengthened CTE programs at your institution?

1. To the best of your ability, please describe the specific outcomes that resulted from the utilization of Perkins funds in the previous grant cycle, addressing each specific project or program identified in that cycle’s local grant application. How has the use of these funds strengthened your CTE programs?

(2670 of 4000 maximum characters used)

BCC with the use of Carl Perkins funds strengthened certain areas for example; general core curriculum. BCC implemented a more rigorous core. One area was the soft skills in the industry. BCC has a curriculum committee who reviews each curriculum who meets monthly to see if there needs to be any changes upon recommendation. With the implementation of the advisory board for work force as well addresses issues within each industry.

FPCC - The primary outcome for the FPCC project was to develop and implement an addiction studies degree program that met Montana state academic standards, to identify community-based programs and businesses on the reservation who could benefit from the AS program and would be willing to collaborate with FPCC on the programs and services that could be provided, and to identity faculty needs and resources for training and targeted research in the addiction field related to native populations. The Addiction Studies curriculum was successfully created and implemented in the fall 2013 semester with an initial cohort of 11 students applying for the program. Three community-based addiction services programs were contacted with one program, Spotted Bull Resource and Referral Center (SBRRC), communicating interest in working with the college. FPCC faculty and administration met with SBRRC four times over the year on areas including academic needs and continuing education credits for current staff at SBRRC, practicum and internship opportunities for students in the AS program, and community needs assessments and on-going collaboration of community needs across the reservation. Currently, FPCC continues to work closely with SBRRC on student practicum and paid internships opportunities and collaboration efforts. Two students have completed practicum work at SBRRC and will be starting their paid internships in June, 2014. FPCC faculty will continue to work on strengthening current working relationships and will attempt to build relationships with two other programs in the community. One faculty position has been responsible for the majority of the teaching responsibilities on the academic side of the program. She has completed professional development training in accreditation and evidence-based practice in the area of addiction and treatment. Training were completed in Ohio, Georgia and an additional national training in Seattle has been scheduled. She has also established working relationships with Minot State University, University of South Dakota and was invested to join INCASE (International Coalition for Addiction Studies Education) which has provided a great deal of support and assistance.

2. What steps did your institution take during the last grant cycle to include or collaborate with business and industry in your CTE programs?

a. Do your CTE programs reflect the hiring needs of regional or national employers? How is this determined?

(1564 of 4000 maximum characters used)

The Workforce advisory board within BCC which was comprised of: faculty, student, administrator and local industry members within the local community. This advisory board gave BCC an insight of local, regional and state needs. BCC is looking at expanding the advisory board in the next grant cycle 2014-2015 to include a member from each of the CTE programs that are offered here at Blackfeet Community College/Workforce Development. We now have a Career Center which enables the students the ability to assist in seeking out jobs, also to assist in mini workshops on soft skills, communication skills and interviewing. With the new software in the Career Center, which has many components built in, it gives the students a better look beyond not only our community needs, but state and national. FPCC-Employment needs were assessed using the Montana Labor industry standards and addiction counseling was identified as not only a growing field in the United States and Montana, but a necessary profession on the reservation. Spotted Bull Resource and Recovery Center, the primary chemical dependency program on the Fort Peck Reservation, responded enthusiastically to the college’s development of the program and ensured that students coming out of the program would be able to complete a 5 credit practicum as well as a paid internship that would allow students to gain valuable knowledge, skills, and abilities in the field and work toward the mandatory 1000 hour supervised internship needed to complete Montana licensure for a licensed addiction counselor.

b. What steps to you plan to take to strengthen the relationship between Business & Industry and your institution?

(1215 of 4000 maximum characters used)

BCC/Workforce Development will work at extending the advisory board to where it will include a member from each of CTE programs BCC offers. BCC/Workforce Development will not only seek out local industry jobs, but state and national as well. BCC/Workforce Development will offer a Career Pathways day in February and continue to invite local and state employers. With the implementation of the Career Center, this will also assist our students with job market. FPCC-A successful working partnership has been established with one of the three programs identified on the reservation relating to addiction therapy and treatment. A Faculty at FPCC will continue to work on developing collaborative relationships with Eastern Montana Community Mental Health Center which provided chemical dependency counseling in Roosevelt county and one private licensed addiction counselor in Wolf Point who currently has a federal contract to treat and monitor parolees. FPCC faculty and administration will also work on formalizing a board to oversee the program with regular meetings over the next year. FPCC will also monitor successful completion of internships and licensure exams for those students completing the program.

3. Please discuss how your institution is utilizing the Big Sky Pathways program to provide linkages between secondary and postsecondary education.

a. How is your institution strengthening alignment between secondary and postsecondary CTE programs?

(1250 of 4000 maximum characters used)

BCC/Workforce Development has been meeting weekly with the local High School on implementing and planning the first cohort of 10 students who will enroll fall 2014 in the Building Trades Certificate program. We are also in the meeting stage of including welding training for the Browning High School. Workforce Development has put a high priority on its recruitment efforts to extend beyond the local community. We have visited Shelby, Heart Butte, Valier and Cut Bank High Schools. Cut Bank High School is interested in the EMT/EMR Program as well as the CNA training here at Blackfeet Community College. This will be a continuous effort.

FPCC- Workforce Development has been meeting weekly with the local High School on implementing and planning the first cohort of 10 students who will enroll fall 2014 in the Building Trades Certificate program. Workforce Development has put a high priority on its recruitment efforts to extend beyond the local community. We have visited Shelby, Heart Butte, Valier and Cut Bank High Schools. Cut Bank High School is interested in the EMT/EMR Program as well as the CNA training here at Blackfeet Community College. This will be a continuous effort. FPCC faculty and administration are not offering any courses in their school curriculum that would fit the pathway in these areas.

b. What educational opportunities do you offer for secondary students?

(1261 of 4000 maximum characters used)

BCC is currently working on a Big Sky Pathway with Browning School District in Building Trades. Recruitment visits to all surrounding local high schools. Big Sky Career Pathways day. We are in our second year of offering the middle school and high school a Summer Institute. This summer institute gives the students an opportunity to attend and experience what it is like to attend college. We also offer a college readiness program in the summer which is dedicated to developing high school students in career pathways and programs. The program is successful when students who will enroll fall 2014 in the Building Trades Certificate program. Workforce Development has put a high priority on its recruitment efforts to extend beyond the local community. We have visited Shelby, Heart Butte, Valier and Cut Bank High Schools. Cut Bank High School is interested in the EMT/EMR Program as well as the CNA training here at Blackfeet Community College. This will be a continuous effort. FPCC faculty and administration are not offering any courses in their school curriculum that would fit the pathway in these areas.
college readiness program enhances on these skill levels. Both of these programs give the students an contextual learning experience and integrates Blackfeet Culture in the experience of learning. FPCC-On-line (Moodle) options have been established in the Addiction Studies programs to assist secondary students in early-entry and program core completion prior to graduation from high school. Currently FPCC has blended class options in Introduction to Psychology, Introduction to Human Services, Fundamentals of Addiction Counseling, and Assessment and Case Management, and Drugs & Society. Classes are also offered in the summer to make class options more readily available to secondary students.

c. How do you inform secondary students of these opportunities?

BCC utilizes social media, high school visits, newspaper and radio. FPCC-Communication has been directed to the high school counselors at each of the schools on the reservation and by word of mouth, newspaper, and radio.

4. Please describe the strategies used in the last program cycle to engage special populations and non-traditional students in CTE programs. How do you ensure equal access for all students at your institution?

BCC has newly implemented student success center. The student success center encompasses all areas: counseling, a special populations counselor, advising, transfer and academic referrals are handled in the student success center. BCC also has a career center which is well rounded in many areas such as career options, resume writing, work ethics, soft skills. On a weekly basis there is a mini workshop offered to the students for students who are in college and the obstacles they face being a student and how to cope. FPCC-Access to on-line (Moodle) classes has allowed some students to work independently on coursework with pre-approval of the instructor. Moodle has been a useful tool for students who have employment and/or family obligations that make it difficult to attend class. Summer school options have also been offered the past two summers and evening classes will be added back to the schedule beginning the fall 2014 semester.

5. Please describe the process used to evaluate and continuously improve your institutions CTE Programs. How do you ensure that they are of sufficient size, scope, and quality to be effective?

BCC/Workforce Development has an advisory board, but we are looking at extending to all CTE Programs offered here at BCC. Each course offered here at BCC is evaluated Fall and Spring semester. Assessment strategies are continuously viewed by the curriculum committee. FPCC has worked on collaboration with other academic institutions with the same degree programs, professional organizations, and national accreditation programs to ensure we are maintaining a high degree of academic integrity and promoting evidence-based practice in the field. Professional development is necessary to ensure training and networking opportunities in the field to improve the knowledge, skills, and abilities of staff in the program.

If any of the above questions cannot be answered in 4,000 characters, please attach the response as a Microsoft Word or Adobe PDF document.

If you have uploaded any files for OCHE review, please provide a brief description of the contents of each file. (0 of 4000 maximum characters used)

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 3MB in size and the file name should not include special characters (i.e. #, $, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

Uploaded Files:

No files are currently uploaded for this page.
**R1.** Please address how your institution is strengthening the academic and career and technical skills of students participating in career and technical education (CTE) programs at your institution by supporting academic and CTE. (692 of 2500 maximum characters used)

BCC is strengthening the general core academic and CTE skills of students in CTE programs by ensuring that a rigorous academic general core is integrated into CTE curriculum. BCC has enhanced more on the soft skills of the industry. All program curriculums are reviewed by the Curriculum Committee. FPCC: Addiction Studies was identified as a program of study which could be completed at an associates level, with completion of required education and training on, or in proximity to, the reservation. This will allow students to remain in their communities and gain necessary academic, career and technical skills that are valuable to the communities on the reservation in which they live.

**R2.** Please address how your institution is linking CTE at the secondary and postsecondary level. (1009 of 2500 maximum characters used)

BCC and the Browning School District #9 are working closely in creating a Big Sky Pathways for students at the secondary level in the One Year Certificate Building Trades Program. 10 students from the Browning High School will begin taking courses here at Blackfeet Community College in the fall of 2014. BCC/Browning School District have been meeting weekly to ensure this endeavor. We have also included the Welding training and are in first stages of implementation. FPCC: Currently, FPCC has agreements with the Wolf Point and Poplar High Schools to offer college-level courses that will prepare them for career and technical fields after they graduate from high school. A pathway is currently in place with Poplar High School and Wolf Point High School has agreed to meet to develop a new pathway between the college and high school. This consortium will also be a good tool in which to collaborate and build partnerships with Blackfeet CC to better facilitate CTE in on our respective reservations.

**R3.** Please describe how your institutions CTE programs provide students with strong experience in and understanding of all aspects of an industry (which may include work-based experiences). (1083 of 2500 maximum characters used)

Blackfeet Community College Carl Perkins will continue to utilize the internships which are already implemented into each of the CTE programs. BCC with the utilization of Carl Perkins funds will continue to build and enhance upon the internships with more innovative ways and this will give the students the opportunity and understanding of all aspects of the industry which includes the work based learning approach. BCC will continue to work with local employers and expand to surrounding areas. FPCC: In the field of Addiction Studies, FPCC’s program will incorporate both a traditional and contemporary foundations in addiction counseling, will expose students to service learning and practicum experiences in addiction programs run by the state, the tribe, and private practitioners working on and around the reservation, and the small class sizes will allow for a significant hands-on instruction. The program will focus on providing module learning experiences for students from a traditional Native perspective of healing as well as from contemporary treatment modalities.

**R4.** How is your institution developing, improving, or expanding the use of technology in CTE (which may include training, STEM initiatives, and collaboration with business & industry)? (1099 of 2500 maximum characters used)

Blackfeet Community College/Workforce Development has implemented an emphasis off the already existing Construction Technology Program, Electrical Technician. The Electrical Technician emphasis will give the students the basic knowledge to begin working for some electrical contractors as an electrician’s helper and give them more employ ability within the industry. FPCC: The Addiction Studies program at FPCC is the first program at the institution to incorporate on-line learning courses through Moodle for the students to utilize. The goal of providing on-line courses is to get students familiar with, and actively using, technological resources that will promote their understanding of technological and on-line resources they may be expected to understand and use in their professional careers. FPCC is also working with the tribe’s addiction services program to expose students to the technical aspects of the addiction field. The full-time instructor has also been involved in expanding technological-based learning experiences to coworkers, staff, and other educators in the community.

**R5.** Please address how your institution provides professional development programs (consistent with Section 122 of Perkins law) to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs? (1589 of 2500 maximum characters used)

Blackfeet Community College and Fort Peck Community College have entered into a Consortium We will have one face to face meeting in Havre in the Fall and numerous conference calls throughout the grant cycle. The face to face meeting will consist of myself, Perkins Coordinator, the Dean of Workforce Development, Dr. Cheri Kicking Woman and our Grants Finance Manager Ms. Kim Boy. These individuals are key players in all aspects of the grant. Mileage and Per Diem and Hotel costs will be implemented for 2 days. Myself and Kim Boy will be attending the National Conference in Orlando, Florida on October 12-14, 2014 for professional development. FPCC: One full-time faculty member has completed professional development activities to improve her knowledge, skills, and abilities not only in the contemporary field of addictions but also from the education perspective. Training has been completed at Ohio State University’s Addiction Studies Institute in Columbus, OH and the National Association for Addiction Professionals (NAADAC) and International Coalition of Addiction Education (INCASE) in Atlanta, GA. A final training on evidence-based practice in addiction at the Omega Institute in NY will be completed by June 13, 2014. On-going professional development for the upcoming grant cycle includes the national addiction conference in Seattle and a teacher development training in either January, 2015 or June, 2014. These training provide the necessary knowledge, skills and abilities to maintain current addiction treatment standards and educational practices in the field.

**R6.** Please address how your institution develops and implements evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are met? (1358 of 2500 maximum characters used)

BCC has implemented a local employers survey and was distributed to local businesses in the surrounding community. This survey was designed and set up on “Survey Monkey” for the local employers to give us feed back on CTE programs here at Blackfeet Community College. The survey was designed to give BCC/Workforce Development information on how we can strengthen our programs and what areas. FPCC: FPCC sought out and was accepted as a member of the National Coalition of Addiction Education in October, 2013. The coalition consists of colleges and universities throughout the world who are providing addiction education programs and they collaborate and share information on evidence-based practice, textbook adoption, and other academic requirements to ensure that each program is providing the best education possible in the field. FPCC just finished its first year of a two year program. As of Spring 2014, 11 students had entered the Addiction Studies program with 1 drop-out and 2 graduates. The two graduates were transfer students who already held Associates degrees in related fields so were able to finish in one year. They both have already been hired in the field.
R7. How does your institution initiate, improve, expand and modernize quality CTE programs, including relevant technology? (1673 of 2500 maximum characters used)

In 2014-2015 Carl Perkins will continue to strengthen CTE programs and continue to look more at the industry needs and build upon more innovative programs and trainings for the community. One area in which we have identified is the need for Electrical helpers to assist contractors. BCC/Workforce Development has added an emphasis “Electrical Technician” onto the already existing Construction Technology program here at BCC. This will give the students more employability within the industry. BCC is requesting funds to contract a part time instructor to implement and teach the curriculum. BCC will continue with the Welding Training and will expand it to local high school. This will be a "Pathway" that will be created and implemented this upcoming academic year.

FPCC: Addiction Studies is the outcome of a focused effort to identify an associates level program that had a need in the community, in which all components could be completed within proximity to the community in which they resided, could incorporate several on-line components utilizing state-of-the-art technology, and could potentially expand enrollment and increase successful recruitment strategies for the college. The current instructor is very knowledgeable in current technological advances in post-secondary education and has developed the first on-line and technology based classes being used at FPCC. FPCC is committed to continuing to develop technologically based course loads to assist student in accessing and completing degree requirements in a variety of programs including expanding its ability to provide on-line classwork to students living off or away from, the reservation.

R8. Please address your institutions ability to provide effective CTE programs that are of sufficient size, scope, and quality to be successful. (1285 of 2500 maximum characters used)

BCC is requesting 2014-2015 Carl Perkins to continue with the Advisory Board, but to expand it to all CTE programs here at BCC. BCC would like representation from all CTE programs that are offered here at Blackfeet Community College. With the input of the advisory board committee, BCC will have a better insight on areas that need to be strengthened. This advisory board will consist of faculty, business, and the industry experts.

FPCC: FPCC has designated one full-time FTE to the provision of this program with access to two part-time FTE to assist if course loads require. Class size at this time will most likely remain between 5-15 students per class, with students entering the program projected to be 10-15 in the first year, and an addiction 10-15 the second year. The program is also targeting those professionals already working within the field of addiction to offer courses that will meet CEU's and professional development requirements for continued licensure in the field. Professional fields that will continue to be targeted in the next year include addiction counselors at the tribal addiction center, new law enforcement recruits for the Fort Peck Tribal law enforcement center, and education professionals (teachers, counselors, etc.) at reservation schools.

R9. Please discuss how your institution provides activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. (1055 of 2500 maximum characters used)

Blackfeet Community College has a Career Center which prepares students who are in the CTE programs with soft skills (resume writing, basic computer skills, communication, work ethics). These are offered on a monthly basis as well as coping skills of being a student. The goal for FPCC was to establish programs that can be completed at FPCC without the necessity of transferring to a 4-year institution. Also developing classes on-line to further assist students in two areas: to offer classes that can be completed from home, on their own time and at their own pace, and to provide classes that will introduce them to their field of study from a technological perspective that they will need to understand and use within their careers. Perkin's funding was approved for one student in the program to attend a training in Wisconsin. This student, a Native American combat veteran with PTSD and in recovery, was able to gain knowledge and skills in the area of traditional healing for Native men, struggling with addiction, who are also parenting.
**Permissive Uses of Funds**

**Note:** Basic grant funds are divided into two categories: (1) Required uses of funds and (2) Permissible uses of funds. Required uses of funds must be addressed before grant funds may be expended on permissible activities.

Please only address those permissible activities your institution will be using Perkins funding for in the coming grant cycle.

**P1.** Please describe how your institution plans to or is using Perkins funds to involve parents, businesses, and labor organizations, as appropriate, in the design, implementation, and evaluation of career and technical education (CTE) programs, including establishing effective programs and procedures to enable informed and effective participation in such programs. ([count] of 2000 maximum characters used)

**P2.** Please describe how your institution plans to or is using Perkins funds to provide career guidance and academic counseling (which may include information described in 118 of Perkins Law) for students participating in CTE programs that improve graduation rates and provide information on postsecondary and career options for secondary students; and provide assistance for postsecondary students, including adults who are changing careers or updating skills. ([count] of 2000 maximum characters used)

**P3.** Please describe how your institution plans to or is using Perkins funds for local education and business partnerships, including CTE work-related experiences, entrepreneurship, job shadowing, industry experience for faculty, and adjunct faculty arrangements for qualified industry professionals. ([count] of 2000 maximum characters used)

**P4.** Please discuss how your institution plans to or is using Perkins funds to provide programs for special populations. ([count] of 2000 maximum characters used)

**P5.** Please discuss how your institution plans to or is using Perkins funds to assist CTE student organizations. ([count] of 2000 maximum characters used)

**P6.** Please discuss how your institution plans to or is using Perkins funds for mentoring and support services. ([count] of 2000 maximum characters used)

**P7.** Please describe how your institution plans to or is using Perkins funds to lease, upgrade, or adapt equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical achievement. ([count] of 2000 maximum characters used)

**P8.** Please describe how your institution plans to or is using Perkins funds for teacher preparation programs that address the integration of academic and technical education and that assist individuals who are interested in becoming career and education teachers and faculty, including individuals with experience in business and industry. ([count] of 2000 maximum characters used)

**P9.** Please discuss how your institution plans to or is using Perkins funds to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students (which may include the use of distance education). ([count] of 2000 maximum characters used)

**P10.** Please discuss how your institution plans to or is using Perkins funds to develop initiatives that facilitate the transition of subbaccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual and concurrent enrollment programs, academic and financial aid counseling, or other initiatives (see articulation & dual credit tabs). ([count] of 2000 maximum characters used)
Required grant funds are divided into two categories: (1) Required uses of funds and (2) Permissible uses of funds. Required uses of funds must be addressed before grant funds may be expended on permissible activities.

Please only address those permissible activities your institution will be using Perkins funding for in the coming grant cycle.

P11. Please discuss how your institution plans to or is using Perkins funds to provide activities to support entrepreneurship education and training. ([count] of 2000 maximum characters used)

P12. Please discuss how your institution plans to or is using Perkins funds for the improvement or development of new CTE courses, including new programs of study for preparation in high skill, high wage, high demand areas, or in areas where CTE students can have opportunity to earn dual or concurrent enrollment for postsecondary credit. ([count] of 2000 maximum characters used)

P13. Please discuss how your institution plans to or is using Perkins funds to develop and support small, personalized career-themed learning communities. ([count] of 2000 maximum characters used)

P14. Please discuss how your institution plans to or is using Perkins funds to provide support for family and consumer sciences programs. ([count] of 2000 maximum characters used)

P15. Please describe how your institution plans to or is using Perkins funds to provide CTE programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts. ([count] of 2000 maximum characters used)

P16. Please describe how your institution plans to or is using Perkins funds to provide assistance to individuals who have participated in services and activities under Perkins to continue their education or training or to find an appropriate job, such as through referral to the system established under Section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.). ([count] of 2000 maximum characters used)

P17. Please discuss how your institution plans to or is using Perkins funds to support training and activities (such as mentoring and outreach) in non-traditional fields. ([count] of 2000 maximum characters used)

P18. Please discuss how your institution plans to or is using Perkins funds to provide support for training programs in automotive technology. ([count] of 2000 maximum characters used)

P19. Please describe how your institution plans to or is using Perkins funds to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include: improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors; establishing enhancing, or supporting systems or accountability and reporting data collection; or implementing technical assessments. ([count] of 2000 maximum characters used)

P20. Please describe how your institution plans to or is using Perkins funds to support other CTE activities that are consistent with the purposes of Perkins. ([count] of 2000 maximum characters used)
A 'Big Sky Pathway' is a Perkins Program of Study designed to smoothly transfer students from high school to success in careers and postsecondary education, incorporating industry recognized credentials and aligning curriculum. This typically includes both academic and CTE/Degree Major Courses, and lead to a credential, certificate, license, or degree. **If your institution has a Big Sky Pathways Coordinator, you may wish to have this person fill out this portion of the application.**

Please use the space below to list any Big Sky Pathways that were developed during the previous grant cycle:

<table>
<thead>
<tr>
<th>Cluster Level Program of Study</th>
<th>Architecture and Construction</th>
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**Pathway**

BCC and the Browning School District #9 are working closely in creating a Big Sky Pathways for students at the secondary level in the One Year Certificate Building Trades Program. 10 students from the Browning High School will begin taking courses here at Blackfeet Community College in the fall of 2014. BCC/Browning School District have been meeting weekly to ensure this endeavor. We have also included the Welding training and are in first stages of implementation.

<table>
<thead>
<tr>
<th>High School Name</th>
<th>Browning High School</th>
</tr>
</thead>
</table>

**Approval Date (mm/dd/yyyy)**

| 03/15/15 |

**Certifications, Local Articulations, or Dual Credit Classes within the Pathway**

The 10 students will graduate with a One Year Certificate in Building Trades. Once they have graduated they have the option of seeking an emphasis in Solar Electric or Electrical Technician. Dual credit classes will consist of Introduction to Building Trades I, Building Trades Application II, Introduction to Building Trades II, Building Trades Application II. We currently working on the Welding as well, but it is still in the early stages of implementation.
This page displays a summary of your Performance Level indicators as compared to indicator data at the state level. This data has been pre-populated with information from the State CAR Report Card for the current reporting cycle.

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>State Negotiated Performance Level</th>
<th>90% Threshold</th>
<th>Previously Reported Performance</th>
<th>Improvement Plan Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1 - Technical Skill Attainment</td>
<td>75.00</td>
<td>67.50</td>
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<tr>
<td>2P1 - Credential, Certificate or Diploma</td>
<td>57.00</td>
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<tr>
<td>3P1 - Student Retention or Transfer</td>
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<td>4P1 - Student Placement</td>
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<td>5P1 - Nontraditional Participation</td>
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<td>5P2 - Nontraditional Completion</td>
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</table>
The State Negotiated Performance Level (SNPL) threshold target for 1P1 Technical Skill Attainment for this year is: 75.00%.

Your previous year's reported performance was: 94.80%.

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

**If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.**

Did you meet or exceed the state performance level?

☑ Yes (No other information is required)  ☐ No (Local Improvement Plan for Indicator 1P1)
The State Negotiated Performance Level (SNPL) threshold target for 2P1 Credential, Certificate or Diploma for this year is: 57.00%

Your previous year's reported performance was: 52.30%

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?
- [ ] Yes (No other information is required)
- [ ] No (Local Improvement Plan for Indicator 2P1)
The State Negotiated Performance Level (SNPL) threshold target for 3P1 Student Retention or Transfer for this year is: 71.79%

Your previous year's reported performance was: 65.40%

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

- Yes (No other information is required)
- No (Local Improvement Plan for Indicator 3P1)
The State Negotiated Performance Level (SNPL) threshold target for 4P1 Student Placement for this year is: 77.00%

Your previous year's reported performance was: 75.90%

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

☑ Yes (No other information is required)  ☐ No (Local Improvement Plan for Indicator 4P1)
The State Negotiated Performance Level (SNPL) threshold target for 5P1 Nontraditional Participation for this year is: 16.00%

Your previous year's reported performance was: 25.30%

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

☐ Yes (No other information is required)

☒ No (Local Improvement Plan for Indicator 5P1)
The State Negotiated Performance Level (SNPL) threshold target for 5P2 Nontraditional Completion for this year is: 13.00%

Your previous year's reported performance was: 26.40%

Please review the performance indicators for your institution listed above, as compared with the state negotiated performance levels. As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measure must create and implement an improvement plan in the program year following the year of the deficiency.

If any one of your institution's indicators failed to meet at least 90% of an agreed upon state negotiated level of performance, an improvement plan must be provided.

Did you meet or exceed the state performance level?

☐ Yes (No other information is required)  ☐ No (Local Improvement Plan for Indicator 5P2)
Federal law states that you must meet a minimum individual allocation of $50,000 to qualify for Perkins funding. If an institution is unable to meet these requirements, they may form a consortium between multiple institutions in order to meet the qualifications.

Applicants wishing to form consortiums should focus on the development of objectives and achievement of goals within Perkins programs that are beneficial to all consortium partners. Joint projects and professional development are required. Consortium partners will meet throughout the year to jointly plan, develop strategies, disseminate information and evaluate continuous improvement practices.

If applicable, please list below the postsecondary institutions requesting to form a consortium, designating the first institution as the lead:

<table>
<thead>
<tr>
<th>LEAD Postsecondary Institution</th>
<th>Postsecondary Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort Peck Community College</td>
<td>Blackfeet Community College</td>
</tr>
</tbody>
</table>

Please answer the following questions as they pertain to the upcoming grant cycle:

1. Please describe the mutual programs, goals, and objectives of the institutions participating in the consortium. (660 of 2000 maximum characters used)

   BFCC/FPCC will have ongoing communication, via conference calls and one face-to-face meeting. We will both work on the data for the Carl Perkins report which is due in October. The Fort Peck/Blackfeet Consortium shares the mutual goals and responsibilities of expanding access to education, technology, and workforce development to the special populations located on their respective reservations. Each agrees to work collaboratively to assist the other campus in establishing the highest level of program development and initiative to increase access to high skill and high paying career opportunities on the reservation and to promote economic advancement.

2. How will the partners of the consortium work together throughout the upcoming grant cycle to achieve and implement the mutual objectives and goals? (94 of 2000 maximum characters used)

   BFCC/FPCC will have ongoing communication, via conference calls and one face-to-face meeting.

3. Please outline plans for at least one joint professional development project, one joint project activity, and at least 3 meetings (one face to face) in the upcoming grant cycle (dates may be tentative). (309 of 2000 maximum characters used)

   The joint development program is for each campus to support the other in fulfilling the requirements of the individual projects outlined in the budget narratives. We will meet regularly via phone and face-to-face in Havre, MT, to support, collaborative, and assist each other through the upcoming fiscal year.
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Activities</th>
<th>Responsible Campus / Program Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qtr 1: July - September</td>
<td><strong>BFCC/FPCC</strong> will have their first conference call mid-July to discuss upcoming activities in regards to the consortium. <strong>BCC</strong> will start the process of recruiting for a part-time instructor for the Electrical Technician Program. <strong>BCC</strong> will contact the DACUM Services to start implementing the curriculum for the Electrical Technician Emphasis. The DACUM process is used to determine the competencies that should be addressed in a training curriculum for a specific occupation. <strong>FPCC</strong> will work to promote, recruit and retain new students into the Addiction Studies Program. New modules to be used in the addiction studies coursework will be purchased with grant fund. <strong>FPCC</strong> will have identified targeted community, academic, and professional persons interested in participating on the Advisory Board and one meeting will be scheduled.</td>
<td>Cheryl Madman, Kim Boy, Loy Sprague, Wayne Two Bulls</td>
</tr>
<tr>
<td>Qtr 2: October - December</td>
<td><strong>BFCC/FPCC</strong> will have their first face-to-face meeting in Havre. The is the midway point for both consortium institutions in October. Both institutions will have a working session to discuss and implement further activities of both institutions. <strong>BFCC</strong> will have its first advisory board meeting in October. The advisory board members will consist of all CTE programs offered here at BCC. <strong>BCC</strong> will continue to work on setting up a pathway with the Browning High School in the following areas: Building Trades and welding. This will be an ongoing process. <strong>BFCC</strong> will begin gathering data for the Carl Perkins report. <strong>FPCC</strong>: One full-time instructor will attend a professional development training in Addiction Counseling and education to be held in Seattle, WA the end of September. A minimum of one advisory board meeting will be held during this quarter to identify, support, and make recommendations for the Addiction Studies program. Continued efforts at recruitment of new students into the program and retention of current student cohorts will be reviewed and continued.</td>
<td>Cheryl Madman, Cheri Kicking Woman, Kim Boy, Loy Sprague, Wayne Two Bulls</td>
</tr>
<tr>
<td>Qtr 3: January - March</td>
<td><strong>BFCC</strong> will host a Pathway Career Day in February. A conference call will be set up with FPCC/BFCC for follow-up of the consortium activities. <strong>BFCC</strong> will have their second advisory board meeting to discuss CTE programs within the institution. <strong>FPCC</strong>: Review recruitment activities for 2014-2015 cohort and identify and support graduating cohort for spring semester. Continue to identify and recruit practicum sponsors, programs, and organizations to give AD students experiential and practical knowledge/work in the field.</td>
<td>Cheryl Madman, Kim Boy, Loy Sprague, Wayne Two Bulls</td>
</tr>
<tr>
<td>Qtr 4: April - May</td>
<td><strong>BFCC</strong> will begin preparing for the next funding cycle. <strong>FPCC</strong>: work on necessity of next funding cycle, continue recruitment efforts for program and evaluate retention/graduation rates for the program.</td>
<td>Cheryl Madman, Kim Boy, Loy Sprague, Wayne Two Bulls</td>
</tr>
</tbody>
</table>
It is recommended that Programs of Study utilizing Perkins funding utilize Program Advisory Committees including both academic and industry professionals.

Please enter the following information regarding Program Advisory Committees that represent Perkins programs you will be spending funds on during this fiscal year.

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Architecture and Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway</td>
<td>Building Trades/Electrical Technician/Welding</td>
</tr>
</tbody>
</table>

**Current Program Advisory Committee Members**

- Dr. Cheri Kicking Woman/Dean-Workforce
- Ben Steele - Instructor=Browning H.S.
- Sam Salway - BCC Instructor
- Harry Barnes = Community Member
- Chancy Kittson - Housing Director
- Alvin Crawford - BCC Instructor

**Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final)**

BCC will have two meetings for Fiscal year 2014/2015. They will be held in Fall and Spring semester of the academic year. They will also be included in the Career Pathways event held at BCC in February 2015.
Date of Comment (mm/dd/yyyy)

Add any additional comments you have for Perkins Postsecondary in the space below. Please indicate the specific page(s) you are referencing in your comments. ([count] of 2000 maximum characters used)

Any supporting documentation should be uploaded to OCHE using the File Upload process below. Such documentation (if required), can be submitted upon the initial submission of this application. If the OCHE Office requests further documentation, this File Upload process is the location where such files should be attached to your application for OCHE review.

If you have uploaded any files for OCHE review, please provide a brief description of the contents of each file. (0 of 4000 maximum characters used)

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 3MB in size and the file name should not include special characters (i.e. #, $, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

Uploaded Files:
No files are currently uploaded for this page.
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Year Funds Allocation</td>
<td>$75,736</td>
</tr>
<tr>
<td>ReAllocated (+)</td>
<td>$0</td>
</tr>
<tr>
<td>Released (-)</td>
<td>$0</td>
</tr>
<tr>
<td>Total Current Year Funds</td>
<td>$75,736</td>
</tr>
<tr>
<td>Prior Year(s) Funds Carryover (+)</td>
<td>$0</td>
</tr>
<tr>
<td>ReAllocated (+)</td>
<td>$0</td>
</tr>
<tr>
<td>Total Prior Year(s) Funds</td>
<td>$0</td>
</tr>
<tr>
<td>Sub Total</td>
<td>$75,736</td>
</tr>
<tr>
<td>Multi-District Transfer In (+)</td>
<td>$0</td>
</tr>
<tr>
<td>Transfer Out (-)</td>
<td>$0</td>
</tr>
<tr>
<td>Administrative Agent</td>
<td></td>
</tr>
<tr>
<td>Adjusted Sub Total</td>
<td>$75,736</td>
</tr>
<tr>
<td>Total Available for Budgeting</td>
<td>$75,736</td>
</tr>
</tbody>
</table>
**Funding Distribution** BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

**Click for Instructions**

Total Allocation Available for Budgeting: $75,736

### Description of Expenditure Codes

### Description of Required and Permissive Uses of Funds

- **Administration**

199 - **Administrative costs**

Federal guidelines state that no more than 5% of project funds can go to administration and indirect costs. The maximum allowed for the institution is $3,787.

Describe proposed administrative costs here (if any) (maximum length is 1000 characters)

An administrative rate of 5% will be charged to enable the lead school (FPCC) to prepare fiscal and narrative reports, monitor expenditures, and coordinate consortium meetings and activities.

#### Amount

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Description</th>
<th>Expenditure</th>
<th>Delete&lt;br&gt;Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>3787</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Project Summary Number 1

(Max 2500 characters) Count (0 of 2500)

Consortium meetings will be held to analyze current consortium activities focused on the Fort Peck and Blackfeet reservations and to create a consortium-wide system to prepare special populations, including single parents, veterans, and displaced homemakers for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

List which required and/or permissive uses of funds will support this project.

R5, R9

<table>
<thead>
<tr>
<th>Exp. Code</th>
<th>Line Item Detail Description</th>
<th>Expenditure Amount</th>
<th>Delete&lt;br&gt;Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>220</td>
<td>Consumable Supplies</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>Communications</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>400</td>
<td>Travel</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>400</td>
<td>Travel</td>
<td>1268</td>
<td></td>
</tr>
</tbody>
</table>

**SubTotal:** $2,668

### Project Summary Number 2

(Max 2500 characters) Count (0 of 2500)

FPCC: Chemical Dependency is the only defined AA degree in the state of Montana. Student must complete CAD curriculum to sit for state licensure. To provide CAD classes in the program to be available to degree completers, new students, and those who wish to add the credential to their existing degree fields but are place bound. FPCCs Addiction Studies program includes an Associate of Arts degree with a 60 credit load. Internship opportunities identified on, or around, the Fort Peck Reservation to meet the required 1000 hour internship for licensure include the tribal addiction program, Spotted Bull Resource & Recovery Center, Eastern Montana Mental Health Services, and is working to identify private practitioners in Valley and Roosevelt counties. Part of the program development plan will include funding to continue to develop and expand the Addiction Studies program to include additional on-line coursework, to target special populations including women, veterans, and single parents, and to increase enrollment in the second year cohort. Funding will be used to supplement 50% of the instructors salary and benefits, to fund professional development coursework and attendance at least one national addiction professionals conference, to provide updated technological support for the on-line development portion of the program, to develop and fund collaborative relationships with available resource providers in the area including through establishment of an advisory board, to promote and educate the communities on the program, to access addiction education, training, and education module resources for the students to supplement their education and maintain a connection with current standards and practices. In addition, the project services to provide the students the opportunity to increase potential employment options and to gain from the experiential knowledge of other professionals. To increase student performance and retention is enhanced by increasing student awareness of the completion of the degree and attainment of employment.

List which required and/or permissive uses of funds will support this project.

R7, R3, R4(A), R8, R9
### Project Summary Number 3

Blackfeet Community College will hire one part time instructor to deliver the curriculum in Electrical Technician, which is an emphasis on the Construction Technology for Fall 2014/2015 academic year. BCC will utilize the DACUM (Developing a Curriculum) is a quick yet highly valid job analysis technique. The DACUM process is used to determine the competencies that should be addressed in a training curriculum for specific occupation. BCC is requesting 2014/2015 Perkins funds to continue with the Advisory Board. The advisory board will meet twice a year, fall and spring semester. This advisory board will consist of local business and industry representatives. It will consist of all CTE programs offered here at BCC. Carl Perkins funds will be utilized for consumable supplies for both the electrical technician program and the continuing welding training certification. These consumables will enhance the learning and applied classroom experience. Carl Perkins funds will support two staff members to attend the National Conference in Orlando, Florida to enhance professional development. BCC will also use funds to sponsor a carpentry, and welding contest for the surrounding area high school students. It is a great way to get the students, high school instructors and business and industry on campus. A great recruitment strategy to promote BCC.

List which required and/or permissive uses of funds will support this project.
R7, R2, R5, R9, R3, R1, R8, R6, R4

<table>
<thead>
<tr>
<th>Exp. Code</th>
<th>Line Item Detail Description</th>
<th>Expenditure Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-Salaries</td>
<td>Appointment based on delivery of cohort curriculum. Electrical Technician Instructor will spend 100% of his/her time in delivery of the electrical technician curriculum in cohorts for Fall 2014 and Spring 2015 Semesters, respectively. (600/credit x 18 credits)</td>
<td>10800</td>
</tr>
<tr>
<td>102-Benefits</td>
<td>FICA @ 7.65%, Unemployment @ 2.20%, Workers Compensation @ 5.90%,</td>
<td>1701</td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>Blackfeet Community College will host 1 Advisory Board meeting per Semester. Advisory Board will consist of local Business and Industry Representatives and will (2 meetings x 15 advisory board members). Meeting materials (printing, notepads, and pads)</td>
<td>300</td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>Blackfeet Community College will use funds to sponsor a carpentry, and welding contest for the surrounding area high school students. It’s a great way to get the students, high school instructors and business and industry on campus. (advertising, printing, supplies)</td>
<td>500</td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>Welding Supplies: welding materials test/practice/scrap metal $20 per test plate 7018 1/8 600lbs, 6010 5/32, 125lbs</td>
<td>4452</td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>Electrical Supplies: wiring, electrical 480/240 VAC 3 phrase, multimeter,</td>
<td>8950</td>
</tr>
</tbody>
</table>
Blackfeet Community College will utilize the DACUM (Developing A Curriculum) is a quick yet highly valid job analysis technique. The DACUM process is used to determine the competencies that should be addressed in a training curriculum for a specific occupation. BCC is hoping to start the DACUM process in the middle of August of 2014. BCC will contact an individual from this organization to begin the process. The Electrical Technician instructor will be a part of the whole process. Some supplies that will be needed, paper, pens/pencils, pamphlets or brochures if needed to be made for this training, dry erase markers, and so forth.
### 2015 Annual Allocation for grant year beginning 7/1/2014 - 6/30/2015

<table>
<thead>
<tr>
<th>Exp Code</th>
<th>Line Item Detail Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-Salaries</td>
<td>.5 FTE, 50% of instructors salary/FPCC Addiction Studies Program. Total annual Salary: $33,000&lt;br&gt;Appointment based on delivery of cohort curriculum. Electrical Technician Instructor will spend 100% of his/her time in delivery of the electrical technician curriculum in cohorts for Fall 2014 and Spring 2015 Semesters, respectively. (600/credit x 18 credits)</td>
<td>$16,504</td>
</tr>
<tr>
<td>102-Benefits</td>
<td>FICA @ 7.65%, Unemployment @ 2.20%, Workers Compensation @ 5.90%, Benefits for .5 FTE, Addiction Studies instructor (FICA - 6.2%, SUTA - 1.45)</td>
<td>$1,701</td>
</tr>
<tr>
<td>103-Health Insurance</td>
<td>Benefits, fringe (30%) &lt;br&gt;An administrative rate of 5% will be charged to enable the lead school (FPCC) to prepare fiscal and narrative reports, monitor expenditures, and coordinate consortium meetings and activities</td>
<td>$5,940</td>
</tr>
<tr>
<td>199-Administrative Costs</td>
<td>Supplies for Consortium Activities &lt;br&gt;Blackfeet Community College will host 1 Advisory Board meeting per Semester. Advisory Board will consist of local Business and Industry Representatives and will (2 meetings x 15 advisory board members). Meeting materials (printing, notepads, and pads)</td>
<td>$100</td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>Blackfeet Community College will use funds to sponsor a carpentry, and welding contest for the surrounding area high school students. It’s a great way to get the students, high school instructors and business and industry on campus. (advertising, printing, supplies)</td>
<td>$300</td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>Welding Supplies: welding materials test/practice/scrap metal $20 per test plate 7018 1/8 600lbs, 6010 5/32, 125lbs</td>
<td>$4,452</td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>Electrical Supplies: wiring, electrical 480/240 VAC 3 phrase, multimeter, electrical hand tools, electrical controls trainer simulator</td>
<td>$8,950</td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>Advisory Board: x 1 per semester with local tribal, state, and local program professionals to review and assess needs of program/promote services in on the reservation. To include: meeting materials. Addiction Studies Treatment Modules: Matrix Model: Intensive Outpatient Alcohol &amp; Drug Treatment module ($795), Drugs of Abuse: Treatment &amp; Recovery ($225), Living in Balance Program ($995), Complete CBT for PTSD Program for Addiction Professionals ($189)</td>
<td>$2,200</td>
</tr>
<tr>
<td>224-Minor Equipment</td>
<td>Technology to support Addiction Studies program</td>
<td>$1,500</td>
</tr>
<tr>
<td>300-Communications</td>
<td>Communication costs for consortium activities</td>
<td>$300</td>
</tr>
<tr>
<td>400-Travel</td>
<td>FPCC: Travel for consortium meetings. All travel at state rate travel/policy</td>
<td>$1,000</td>
</tr>
<tr>
<td>400-Travel</td>
<td>NAADAC Conference (Seattle, WA): Airfare: $1147.63, Per Diem: $138, Room: $125/16.5% tax x 5 = $728.15. All travel at MT travel state rate/policy. BCC: the face to face meeting will consist of Perkins Coordinator, the Dean of Workforce Development, and our Grants Finance Manager. Mileage ($541.00), Per Diem ($156.00) and Hotel costs ($570.96) will be implemented for 2 days based on MT State rates for 3 people. National Conference in Orlando, Florida on October 12-14, 2014 for professional development. Mileage ($144.64 x 2), Per Diem ($165.00 x 2), Flight ($650 x 2), Conference Hotel Costs ($167.63/night x 3 nights x 2 people), Early Flight Hotel (104.86 x 2 people)</td>
<td>$2,014</td>
</tr>
<tr>
<td>400-Travel</td>
<td>Blackfeet Community College will utilize the DACUM (Developing A Curriculum) is a quick yet highly valid job analysis technique. The DACUM process is used to determine the competencies that should be addressed in a training curriculum for a specific occupation. BCC is hoping to start the DACUM process in the middle of August of 2014. BCC will contact an individual from this organization to begin the process. The Electrical Technician instructor will be a part of the whole process. Some supplies that will be needed, paper, pens/pencils, pamphlets or brochures if needed to be made for this training, dry erase markers, and so forth.</td>
<td>$1,268</td>
</tr>
<tr>
<td>401-Registration and Training</td>
<td>National Conference (Orlando, FL): $560 x 2 attendees</td>
<td>$1,120</td>
</tr>
<tr>
<td>401-Registration and Training</td>
<td>NAADAC Conference 2014 (Seattle, WA)</td>
<td>$335</td>
</tr>
<tr>
<td>401-Registration and Training</td>
<td>UMass 7-day Mind-Body Science Conference, Omega Institute</td>
<td>$3,258</td>
</tr>
<tr>
<td>800-Other Expenditures</td>
<td>2014 Dues: NAADAC dues $75 &amp; INCASE dues $100</td>
<td>$175</td>
</tr>
</tbody>
</table>

### Subtotal Personnel Services: $40,155

### Subtotal Operating Expenses: $18,202

### Subtotal Communications: $300

### Subtotal Travel: $16,904
<table>
<thead>
<tr>
<th>Exp Code</th>
<th>Line Item Detail Description</th>
<th>Amount</th>
</tr>
</thead>
</table>

Subtotal Other Expenditures: $175  
Total Direct Costs: $75,736  
Total Indirect Costs: $0  
Subtotal Major Equipment: $0  
Total Grant Funds: $75,736
By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.

The applicant will comply with the requirements of P.L. 109-270 (the Carl D. Perkins Career and Technical Education IV Act of 2006) and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data. In particular, Carl Perkins funds will be used to supplement, and in no case supplant, state or local funds.

The applicant assures the Montana Board of Regents that services provided under the approved application will be provided in accordance with P.L. 109-270, and will not discriminate or violate provisions of the Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973, or Title II of the Americans with Disabilities Act of 1990.

The applicant certifies that they have read and will comply with the requirements of the Certification Regarding Lobbying & the Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Lower Tier Covered Transactions) at Section 1352, Title 31 of the U.S. Code, (implemented at 34 CFR Part 82, Sections 82.105 and 82.110).

The Applicant certifies that they have read and will comply with the applicable requirements of OMB Circular A-102, including the Assurances of Non-Construction Programs available in SF-424b (OMB Control No:0348-0040).

The applicant certifies that the detailed budget and budget narrative submitted are correct and complete for the purposes set forth in the application documents. The activities proposed for funding have met the parameters for Required Use; and Permissible Use of funding for the purposes of Section 135 of P.L. 109-270.

The applicant certifies that they will follow all laws and regulations affecting federal programs as outlined in the OMB circulars which apply to your type of institution and outlined in Education Department General Administrative Regulations (EDGAR) URLS, http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html

The applicant certifies that they understand that all payments made under this program are subject to CMIA requirements and the requirements in Part 80 of EDGAR. Recipients must use grant funds only for obligations incurred during the funding period.

The applicant certifies that they understand that if their institution expends $500,000 or more in federal awards during the fiscal year, you are required to have an audit in accordance with OMB Circular A133. Information about a133 audits

The applicant certifies that it will retain all financial records, supporting documents, statistical records and all other records pertinent to an award for which federal funds are received for a period of three years from submission of the final expenditures report for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved.

The assurances were fully agreed to on this date: 6/10/2014
This page is not applicable to the Original Application
<table>
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