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Applicant:  C002 Highlands College
Cycle:  Original Application
Date Generated:  11/25/2014 8:04:54 AM
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Perkins Postsecondary

Program: Carl D. Perkins Vocational and Technical Education Act of 2006, Title I.

Manager: Mindi Federman Askelson
Phone: 406-444-0313
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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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Contact Information

* 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.
Please respond to the following questions as they pertain to the use of Perkins Funds in the previous grant cycle.

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 CTE programs at your institution?

The previous Perkins grant cycle focused on the following priorities: student retention or transfer, completion, program improvement, and improving links with secondary institutions. The activities are as follows: 1. Walk-in tutoring/Peer mentoring - The grant assisted in funding two professional tutors in coursework such as math, writing, computers, and accounting. In addition, the grant provided peer mentoring/tutoring for at-risk Perkins students. These services were utilized by approximately 150 students which was a large decrease from last year. It must be noted, that there was a delay in the hiring of a professional tutor at the beginning of the year that could contribute to the decrease in students.

2. Book loaner program allowed students to use books on campus needed for their coursework while they were waiting on funding. Data was inconsistent to determine the number of students that utilized the book loaner program due to the change in personnel but will be improved.

3. Automotive software was purchased to improve the curriculum for that department. The automotive instructor indicated that the addition of the software not only improved the quality of the curriculum but increased the access for students to work on course material outside of school hours.

4. Professional Development - Perkins funds were used to send a professional tutor to the Learning and The Brain National Conference. The conference discussed methods to improve the tutoring of math by addressing how the brain learns math with an emphasis on number sense, and how to improve activities in the classroom for the adolescent student.

5. The grant funded professional development opportunities with high school counselors in collaboration with the Big Sky Pathway Coordinator to strengthen the relationship between secondary and post-secondary education. A survey was developed and implemented to evaluate students that were using Perkins services. Student responses indicated that many students found tutoring helpful but they had difficulty scheduling an appointment. This was also true of the peer mentoring program but in addition to the availability of the peer mentors, many students indicated they did not know the service was available to them. It was determined from responses that these activities were successful for students that attended tutoring or participated in the peer mentoring program but the services need to be improved. It was also determined due to the low return of surveys that a better system of evaluation of these services is needed. In conclusion, recommendations are as follows: students need to be identified sooner in the semester and better informed of Perkins services, individual outcomes of students participating in Perkins services needs to be collected and analyzed, a improved method of evaluating Perkins services needs to be developed and the peer mentoring and tutoring program needs to be redesigned to address the needs of more students.

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

Each of our degree programs has an Industrial Advisory Board which meets to discuss a number of things including: needs and trends in the industry, hiring estimates, and curricular changes. We do believe that our CTE programs reflect the hiring needs of our regional employers. Because the huge majority of our students come from the surrounding five county area, we are especially sensitive to that particular region. Our focus, however, is not specifically on national employers. That being said, we are aware that many of our programs are helping to address national needs. It should also be noted that we often have opportunities to speak with our local/regional employers. Additionally, because Highlands College is embedded within Montana Tech (with its many mining industry contacts), we have become aware of an increasingly significant need for underground miner training. Additionally, we work closely with our Small Business Development Council and we also work with our local Job Service. Perkins funds were not used to complete this requirement.

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

We are participating in the Montana Consortium for the development of a US Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant application in a consortium of Montana institutions entitled “Strengthening Workforce Alignment Montana’s Manufacturing and Energy Industries (SWAMMEI).”

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?

Highlands College is utilizing the Big Sky Pathways program to improve the linkages between secondary and postsecondary education by providing a full-time Big Sky Pathway Coordinator. The coordinator will serve as a liaison between Highlands College and area high schools. This position will work with faculty, staff and students at Highlands College and the area high schools. Perkins funds were used to meet this requirement.

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

Highlands College is working with Powell County High School to offer a dual credit college algebra course for fall 2014. In addition, we continue to work with area high schools in collaboration with the Big Sky Pathway Director.

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

Currently, the Local Perkins Grant Manager is working with the Big Sky Pathway Coordinator will work to build the relationships with more high schools and to offer more opportunities for secondary students.

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?

A peer mentoring program was offered to assist all Perkins students with an emphasis on special population students. The peer mentors are members of special populations so they can relate with and assist students with difficulties that they may experience in college.

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?

This includes evaluation of all CTE Programs within the institution. Additionally, our programs are evaluated by the department chair and faculty to ensure that they align with our curricular goals and objectives. We also work with our local Job Service and our Small Business Development Council to ensure that our programs meet the needs of our local employers. Because the huge majority of our students come from the surrounding five county area, we are especially sensitive to that particular region. Our focus, however, is not specifically on national employers.

6. How has the use of these funds strengthened the previous grant cycle.
In addition to the valuable input of our Industrial Advisory Boards, each program undergoes a Program Review for the Montana Board of Regents. That review evaluates the program and recommends for or against its continuation. Additionally, three years ago, a new process was developed by our accreditor the Northwest Commission on Colleges and Universities (NWCCU). That process requires an annual review of programs. We are now in the third year of the development of those annual assessments. Perkins funds were not used to meet this requirement.

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.
Required 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 address how your institution will use Perkins funding in the upcoming grant cycle to meet each of the Perkins Required uses.

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. (1644 of 2500 maximum characters used)

1. Perkins funds will be used to provide and improve tutoring services for CTE Perkins students. Perkins funds are used to pay for the following salaries:
   - An Educational Specialist (SI Tutor) 15 hours a week for 52 weeks at $13.69 an hour. This position will serve approximately the 66% of CTE students on campus.
   - Perkins funds will fund 50% of the position and the state funds 50% of this position. This position provides assistance to CTE students in courses required for graduation in CTE programs (Perkins approved programs) with an emphasis on math. Courses include math, computers, and accounting as well as requirements of Priority I of the grant such as providing workshops for Lineman Math and Technical Math students.
   - Public Education Coordinator (SI Director/tutor) 15 hours a week for 52 weeks at $11.79 an hour. This position will serve approximately the 66% of CTE students on campus. Perkins funds 50% of this position and the state funds 50% of this position. This position provides assistance to CTE students in courses required for graduation in CTE programs (Perkins approved programs) with an emphasis on math. Courses include math, computers, as well as the requirements of Priority II of the grant.

R2. Please address how your institution is linking CTE at the secondary and postsecondary level. (1451 of 2500 maximum characters used)

The Dual Credit Math Coordinator will be responsible for planning, coordinating and evaluating the College Algebra course offered at area high schools. The Dual Credit Math Coordinator will plan and coordinate the courses from July 1, 2014 through August 15, 2014 and evaluate the programs from May 16, 2015 through June 30, 2015. These dates were chosen by the administration at Highlands College so the dual credit math courses would be available to student at the start of each semester. The COMPASS test will be available to high schools participating in the dual credit college algebra course. The high school will be set up as a remote site to administer the test to their students to assess the skills of students seeking to take the college algebra course and evaluate students performance after the course. The test is the same test used at Highlands College for math placement with diagnostics and has no bearing on a students grade in the dual enrollment course so a student can choose not to participate in the test. The test is strictly used for evaluative purposes and not the recruitment of students and cannot be used in place of a college placement exam for admissions.

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). (912 of 2500 maximum characters used)

3.Permits funds will continue to purchase automotive training software for the Automotive Program which is a certificate program at Highlands College. The software will also provide additional homework to students that can access outside of scheduled lab time. Perkins funds will purchase the renewal fee for the software for a cost of $3,000. Perkins funds will also be utilized to satisfy priority I and II of the grant. Workshops will be provided to students enrolled the technical math course and the lineman math course. The workshops will provide examples and activities demonstrating the link between the math courses and industry. In addition, workshops will be provided to students utilizing industry speakers from various CTE programs as well as researching job shadow experiences for students in CTE programs.

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)? (932 of 2500 maximum characters used)

4.Permits funds will be utilized by the Automotive Program which is a certificate program at Highlands College to improve the automotive lab by expanding the use of technology with the purchase of the renewal fee for automotive interactive software at a cost of $3,000. In addition, Perkins funds will be utilized to provide computers for a redesigned block schedule of a math and writing course that allows students to complete their graduate requirement of math and writing while only take one course at a time. Students will be totally immersed in one subject at a time using technology to enhance the quality of instruction as well as increase engagement and class participation of students. The pilot of the redesigned course will be limited to twenty students. Perkins will funds will provide ten computers and Highlands College will provide ten computers. The cost of ten computers is $10,000 (10 * $1,000).

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? (1371 of 2500 maximum characters used)

Perkins funds will be used to provide professional development opportunities for two Big Sky Pathway high school partners to attend a National Conference. The Big Sky Pathway Director will identify the partners to attend the conference. The Big Sky Pathway Director will choose two high school faculty at an area high school that is working with Highlands College to implement a pathway. The training will focus on career pathways such as The National Career Clusters Institute. Also, Perkins funds will be used to provide professional development for the Chair of the Math department and the new director of the Academic Center of Excellence (ACES) at Highlands College. They will attend a national conference such as Learning and the Brain or NADE to learn more about how to better prepare students in math and to better meet the needs of the CTE student. Attendance of national conferences informs faculty/staff of new teaching methods and techniques that can be used in the classroom to help students succeed. The faculty/staff members will present content they learn at the conference to faculty/staff members at Highlands College. Perkins funds will be provided for conference attendees to purchase reference materials such as CD’s or books related to the content of the conference to place in the Library at Highlands to share with other faculty and staff.

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? (795 of 2500 maximum characters used)

6.Perkins funds will be used to purchase a tracking system that will track students who utilize Perkins services and allows the student to rate their experience. The tracking system will be used to see where there is a need to improve Perkins services.

R7. Please address how your institution will use Perkins funding in the upcoming grant cycle to meet each of the Perkins Required uses.

The Perkins Grant Coordinator will coordinate the planning, coordination and evaluation of all Perkins funds. The Perkins Grant Coordinator will plan and coordinate the courses from July 1, 2014 through August 15, 2014 and evaluate the programs from May 16, 2015 through June 30, 2015. These dates were chosen by the administration at Highlands College so the dual credit math courses would be available to student at the start of each semester. The COMPASS test will be available to high schools participating in the dual credit college algebra course. The high school will be set up as a remote site to administer the test to their students to assess the skills of students seeking to take the college algebra course and evaluate students performance after the course. The test is the same test used at Highlands College for math placement with diagnostics and has no bearing on a students grade in the dual enrollment course so a student can choose not to participate in the test. The test is strictly used for evaluative purposes and not the recruitment of students and cannot be used in place of a college placement exam for admissions.

COMPASS is currently being used in a pilot as a pre-test/post-test to is all students enrolled in math courses at Highlands to evaluate the effectiveness of the math courses. The data may be used in the future to better align content of current courses.

The Dual Credit Math Coordinator will plan and coordinate the courses from July 1, 2014 through August 15, 2014 and evaluate the programs from May 16, 2015 through June 30, 2015. These dates were chosen by the administration at Highlands College so the dual credit math courses would be available to student at the start of each semester. The COMPASS test will be available to high schools participating in the dual credit college algebra course. The high school will be set up as a remote site to administer the test to their students to assess the skills of students seeking to take the college algebra course and evaluate students performance after the course. The test is the same test used at Highlands College for math placement with diagnostics and has no bearing on a students grade in the dual enrollment course so a student can choose not to participate in the test. The test is strictly used for evaluative purposes and not the recruitment of students and cannot be used in place of a college placement exam for admissions.

The faculty/staff members will present content they learn at the conference to faculty/staff members at Highlands College. Perkins funds will be provided for conference attendees to purchase reference materials such as CD’s or books related to the content of the conference to place in the Library at Highlands to share with other faculty and staff.

Perkins funds will be used to provide professional development opportunities for two Big Sky Pathway high school partners to attend a National Conference. The Big Sky Pathway Director will identify the partners to attend the conference. The Big Sky Pathway Director will choose two high school faculty at an area high school that is working with Highlands College to implement a pathway. The training will focus on career pathways such as The National Career Clusters Institute. Also, Perkins funds will be used to provide professional development for the Chair of the Math department and the new director of the Academic Center of Excellence (ACES) at Highlands College. They will attend a national conference such as Learning and the Brain or NADE to learn more about how to better prepare students in math and to better meet the needs of the CTE student. Attendance of national conferences informs faculty/staff of new teaching methods and techniques that can be used in the classroom to help students succeed. The faculty/staff members will present content they learn at the conference to faculty/staff members at Highlands College. Perkins funds will be provided for conference attendees to purchase reference materials such as CD’s or books related to the content of the conference to place in the Library at Highlands to share with other faculty and staff.
R7. How does your institution initiate, improve, expand and modernize quality CTE programs, including relevant technology? (793 of 2500 maximum characters used)

Perkins funds will be utilized to purchase the renewal fee of the automotive training software for the Automotive Program which is a certificate program at Highlands College. The software is used to better align the current curriculum to skills needed for this profession and provide additional homework as well as resources to students that they can access outside of scheduled lab time. The cost of the software is $3,000. In addition, a pilot of a redesigned math and writing course will be available to twenty healthcare students allowing them to participate in one course at a time. The goal of this pilot project is to increase the retention and completion rates of students enrolled in degree required math and writing courses. Perkins funds will be utilized to fund 10 computers.

R8. Please address your institutions ability to provide effective CTE programs that are of sufficient size, scope, and quality to be successful. (1014 of 2500 maximum characters used)

Each of our degree programs at Highlands College has an Industrial Advisory Board which meets to discuss a number of things including: needs and trends in the industry, hiring estimates, and curricular changes. We do believe that our CTE programs reflect the hiring needs of our regional employers. Because the huge majority of our students come from the surrounding five county areas, we are especially sensitive to that particular region. Our focus, however, is not specifically on national employers. That being said, we are aware that many of our programs are helping to address national needs. It should also be noted that we often have opportunities to speak with our local/regional employers. Additionally, we work closely with our Small Business Development Council and we also work with our local Job Service. Perkins funds will be used to evaluate the students about the quality of the CTE programs and Perkins services at Highlands College. A tracking software will be purchased for this purpose.

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. (2287 of 2500 maximum characters used)

An early intervention program will be developed using the tracking system (TutorTrac) that will allow faculty to send referrals to the Supplemental Instructors and Peer Mentors to assist students when it is observed they need assistance. The add on module for TutorTrac is called sage. The SAGE module allows you to make a referral to encourage/require a student to utilize the services available to them on campus. For example, you can use SAGE to refer a student for tutoring. The goal of this early intervention program is to address the needs of students early in the semester so they can successfully remedy any issues they may have. In addition, the tutoring and mentoring program will be redesigned to increase the participation of CTE students. Tutoring services will include a supplementary instruction program that involves a tutor (SI instructor) attending the same course as students and providing group sessions for that course to provide academic support. Continued Perkins services are as follows: 1. Peer Mentors are funded with 100% Perkins funds at a rate of $7.80 for 960 hours a year. Peer mentors work with only Perkins students with an emphasis on special population students. Peer mentors are selected if they are members of special populations themselves and have successfully succeeded in their academic program. They provide encouragement, support and advice for students from their own experience to be successful in college. 2. Book Loaner Program will be continued to support to CTE Perkins special population students that are waiting on aid or unable to purchase text books at the beginning of the semester. Books are placed on reserve in the Learning Center and a student may check them out to use in the Learning Center to complete required homework assignments until they can purchase their own books. Students are required to provide their student ID number so their enrollment status can be verified. They must qualify as a special population student to utilize this service. CTE Perkins Special population students are given information about all services on campus to help them succeed during orientation and by faculty. Peer mentors will visit classrooms to inform CTE Perkins special population students of the services available to them.
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)
Permissive Uses of Funds (cont.)

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.

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>Science, Technology, Engineering and Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway</td>
<td>A dual credit College Algebra course will be offered to Powell County High School in fall 2014. In addition the a STEM pathway is in the development stage this summer.</td>
</tr>
<tr>
<td>High School Name</td>
<td>Powell County High School</td>
</tr>
<tr>
<td>Approval Date (mm/dd/yyyy)</td>
<td></td>
</tr>
<tr>
<td>Certifications, Local Articulations, or Dual Credit Classes within the Pathway</td>
<td>Dual Credit College Algebra (Math 121)</td>
</tr>
</tbody>
</table>
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>
<td>96.70</td>
<td>No</td>
</tr>
<tr>
<td>2P1 - Credential, Certificate or Diploma</td>
<td>57.00</td>
<td>51.30</td>
<td>59.20</td>
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</tr>
<tr>
<td>3P1 - Student Retention or Transfer</td>
<td>71.79</td>
<td>64.61</td>
<td>75.80</td>
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</tr>
<tr>
<td>4P1 - Student Placement</td>
<td>77.00</td>
<td>69.30</td>
<td>82.40</td>
<td>No</td>
</tr>
<tr>
<td>5P1 - Nontraditional Participation</td>
<td>16.00</td>
<td>14.40</td>
<td>26.60</td>
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<tr>
<td>5P2 - Nontraditional Completion</td>
<td>13.00</td>
<td>11.70</td>
<td>9.90</td>
<td>Yes</td>
</tr>
</tbody>
</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: 96.70%

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: 59.20%

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: 75.80%

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 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: 82.40%

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 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: 26.60%

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: 9.90%

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 5P2)

Briefly describe the details, strategies, and activities you will implement this year to improve this performance level. (726 of 2000 maximum characters used)

Highlands College will work closely with faculty to identify non-traditional students early in the semester. We will use the tracking system TutorTrac to monitor progress academically as well as develop a plan for students. In addition, workshops and possible job shadow opportunities will be explored to give students a better understanding of their chosen career. Other services such as the Supplemental Instruction program where a professional tutor attends classes takes notes and provides support outside of class may increase students participation in tutoring activities. The SI instructors will also provide activities and collaborative activities for students to assist students in learning the required material.

Assigned To: Mary Linn Horton and Brenden McDonough

Date to be completed by: 5/15/2015
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></td>
<td></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. ([count] of 2000 maximum characters used)

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

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). ([count] of 2000 maximum characters used)
# Strategic Action Plan

**Campus:** Highlands College

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Activities</th>
<th>Responsible Campus / Program Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qtr 1:</strong> July - September</td>
<td>1. Development of the Lineman and Technical Math workshops. 2. Identification of Industry Speakers to present to CTE students. 3. Purchase renewal fee for automotive software. 4. Purchase TutorTrac software module SAGE and learn how to use software. 5. Collaborate with Big Sky Pathway Director to identify individuals for professional development opportunity. 6. Identify Peer mentors and provide training. 7. Develop curriculum for Pilot writing and math course. 8. Develop early intervention program for special population students. Including staff development with faculty at Highlands College. 9. Purchase books for the book loaner program. 10. Meet with the math instructor to discuss and design dual credit college algebra course. 11. Meet with area high schools to discuss the opportunity of the dual credit algebra course. 12. Purchase computers for the pilot course. 13. Develop Compass sites for dual credit course as well as create database.</td>
<td>Denise Elakovich, Marylinn Horton and Brenden McDonough</td>
</tr>
<tr>
<td><strong>Qtr 2:</strong> October - December</td>
<td>1. Develop survey to determine quality of programs and Perkins services at Highlands College. 2. Implement the survey using TutorTrac. 3. Implement the early intervention program. 4. Conduct supplementary instruction program. 5. Conduct workshops with industry representatives. 6. Conduct evaluation of dual credit course and report results. 7. Discuss and report results of the survey.</td>
<td>Denise Elakovich, Marylinn Horton and Brenden McDonough</td>
</tr>
<tr>
<td><strong>Qtr 3:</strong> January - March</td>
<td>1. Continue Perkins services for the spring 2015 semester. Listed in Quarter 1 and 2. 2. Identify two faculty or staff members at Highlands to attend professional development opportunity. 3. Evaluate the results of the pilot course. 4. Identify two faculty or staff members at Highlands to attend professional development opportunity.</td>
<td>Denise Elakovich, Marylinn Horton and Brenden McDonough</td>
</tr>
<tr>
<td><strong>Qtr 4:</strong> April - May</td>
<td>1. Continue Perkins services for the spring 2015 semester. Listed in Quarter 1 and 2. 2. Evaluate the results of the pilot course. 4. Faculty and staff that attended conference will report new findings or best practices.</td>
<td>Denise Elakovich, Marylinn Horton and Brenden McDonough</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>Transportation, Distribution and Logistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway</td>
<td>Automotive Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Program Advisory Committee Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guy Vesco</td>
</tr>
<tr>
<td>John Grinolds</td>
</tr>
<tr>
<td>Mike O'Conner</td>
</tr>
<tr>
<td>Kevin Peters</td>
</tr>
<tr>
<td>Jim Blow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The committee will meet after the start of the Fall semester. The projected date is for October.</td>
</tr>
</tbody>
</table>
Additional Comments

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.
### Current Year Funds

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ReAllocated (+)</td>
<td>$0</td>
</tr>
<tr>
<td>Released (-)</td>
<td>$0</td>
</tr>
<tr>
<td>Total Current Year Funds</td>
<td>$73,095</td>
</tr>
</tbody>
</table>

### Prior Year(s) Funds

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>
</tbody>
</table>

### Sub Total

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$73,095</td>
</tr>
</tbody>
</table>

### Multi-District

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer In (+)</td>
<td>$0</td>
</tr>
<tr>
<td>Transfer Out (-)</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Total Available for Budgeting

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$73,095</td>
</tr>
</tbody>
</table>
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 $3,655.

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

There are no administrative costs. Indirect costs were calculated at the 5% of the grant allocation. The amount is included below in the indirect cost line item (.05*73095 = 3,655).

<table>
<thead>
<tr>
<th>Amount</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Project Summary Number 1
(Max 2500 characters) Count (0 of 2500)

Big Sky Pathway Development
1. Highlands College will fund a Dual Math Coordinator to coordinate, plan and evaluate the college algebra course offered at area high schools. Powell County High School will offer the course the fall 2014 and spring 2015 semesters. The Education Specialist will assist with evaluating the curriculum and design of the course. These responsibilities include: remote COMPASS administration, COMPASS test creation, creating and maintaining a student database, and reporting. The COMPASS test (math placement exam with diagnostics) is provided by Highlands College for diagnostic purposes evaluate the curriculum better aligning the college and high school course only and not recruitment of students. The rationale for this activity is to provide secondary students the opportunity to participate in a dual credit course that is transferable to any school in the Montana University System. 2. The Education Specialist will offer workshops to students in the Lineman Math and Technical Math course. She will attend class to develop workshops to assist with academic support, to develop activities to demonstrate the relevance of math in the trades and technical degree programs, provide research opportunities, and recruit industry speakers to provide presentations as well as research possible job shadow experiences. Students will be required to attend the workshops.

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

<table>
<thead>
<tr>
<th>Line Item Detail Description</th>
<th>Expenditure Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Credit Math Coordinator: 60 hours @ $33.025=1981.50This position does not provide health insurance.</td>
<td>1982</td>
</tr>
<tr>
<td>Education Specialist will work a total of 15 hours a week to satisfy activities 1 and 2 of this project. 15 hours* $13.69/hour* 52 weeks = $10,678Perkins is funding 50% of this position and the state is funding 50% of this position.</td>
<td>10678</td>
</tr>
<tr>
<td>Education Specialist Benefits: Perkins is funding 50% of this position and the state funds 50% of this position. 10678*.2834 = 3026</td>
<td>3026</td>
</tr>
<tr>
<td>Dual Credit Math Coordinator Benefits: 1981.50 * .25= 495.38</td>
<td>495</td>
</tr>
<tr>
<td>Health Insurance for Education Specialist: .5 * 858 = 429</td>
<td>429</td>
</tr>
<tr>
<td>Supplies necessary to complete the activities for this project: Supplies include paper, printing, pencils, pens, (for workshops) and headphones for the lineman math (videos to view on the computer) 634</td>
<td>634</td>
</tr>
</tbody>
</table>

SubTotal: $17,244

Project Summary Number 2
(Max 2500 characters) Count (0 of 2500)

Priority 2: Strengthen Partnerships between CTE and Business and Industry
The Public Education Coordinator at Highlands College will conduct workshops, recruit Industry speakers, research industry based credentials, and research job shadow opportunities for students in CTE programs to promote and support partnerships between CTE and business and industry. A total of 5 hours per week of his total position (.16) will be dedicated to
Supplemental Instruction: The Public Education Coordinator will plan, implement, evaluate and supervise supplemental instruction activities. This activity is designed to promote alternative tutoring activities to strengthen the academic skills of CTE Students and provide real life applications. Academic activities include workshops outside of class time to include study skills and collaborative exercises to compliment course work. Courses include Math, Writing and Computers. The Public Education Coordinator will dedicate 10 hours a week to these activities which is 1/3 of his total position. These activities do not supplant instruction. They are designed to enhance instruction and student understanding of the topic as it relates to their chosen career.

List which required and/or permissive uses of funds will support this project.
R1, R3, 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>101-Salaries</td>
<td>Public Education Coordinator: 15<em>11.79</em>52=9196 This is 1/6 of this total position. Perkins pays a total of 50% of this position and state pays 50% of this position.</td>
<td>9196</td>
<td></td>
</tr>
<tr>
<td>102-Benefits</td>
<td>Public Education Coordinator: .2834 * 9196=2606</td>
<td>2606</td>
<td></td>
</tr>
<tr>
<td>103-Health Insurance</td>
<td>Public Education Coordinator: .5 * 858 = 429 Perkins pays a total of 50% of this position and state pays 50% of this position.</td>
<td>429</td>
<td></td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>Supplies and materials needed to complete this project: 634 Supplies include items necessary to conduct workshops such as paper, printing, pens, pencils for workshops and tutoring.</td>
<td>634</td>
<td></td>
</tr>
</tbody>
</table>

SubTotal: $12,865

Project Summary Number 3
(Max 2500 characters) Count (0 of 2500)
Provide computers for the pilot of the combined math and writing block course.

List which required and/or permissive uses of funds will support this project.
R4, R7

<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>224-Minor Equipment</td>
<td>Purchase 10 computers for the Pilot course: 10 * 1000 = 10000</td>
<td>10000</td>
<td></td>
</tr>
</tbody>
</table>

SubTotal: $10,000

Project Summary Number 4
(Max 2500 characters) Count (0 of 2500)
Perkins will fund the renewal fee for the Automotive Training Software and fund the instructor for the newly offered Technical Math course.

List which required and/or permissive uses of funds will support this project.
R3, R4, R7

<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>101-Salaries</td>
<td>Instructor for Technical Math Course: The cost of an adjunct instructor is $3,000</td>
<td>3000</td>
<td></td>
</tr>
<tr>
<td>102-Benefits</td>
<td>Benefits for Technical Math Course: The benefits for an adjunct instructor are .25 * 3000 = $750</td>
<td>750</td>
<td></td>
</tr>
<tr>
<td>800-Other Expenditures</td>
<td>Renewal fee for Automotive Software: 3000</td>
<td>3000</td>
<td></td>
</tr>
</tbody>
</table>
### Project Summary Number 5
(Max 2500 characters) Count (0 of 2500)

Purchase a tracking system to perform the following activities: 1. early intervention program for CTE students and Special Population Students, 2. To evaluate the quality of CTE programs and Perkins Services

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

R6, R8,

<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>800-Other Expenditures</td>
<td>Tracking Software: The TutorTrac retention module SAGE is $750</td>
<td>750</td>
<td></td>
</tr>
</tbody>
</table>

SubTotal: $750

### Project Summary Number 6
(Max 2500 characters) Count (0 of 2500)

Provide Professional Development Opportunities: Perkins will fund two Big Sky Pathway Partners and Two Highlands College faculty/staff to attend a National Conference.

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

R5

<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-Consumable Supplies</td>
<td>Professional Development Materials: Training Materials presented at Conference</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>400-Travel</td>
<td>Lodging: Approximately 16 nights @ 300 = 4800 Meals: 17 days at $41 = 697 All meals will be paid according to current state per diem rates Airline Tickets: 4@ 1000= 4000</td>
<td>9497</td>
<td></td>
</tr>
<tr>
<td>401-Registration and Training</td>
<td>Registration Fees: 4 people @ 600 = 2400</td>
<td>2400</td>
<td></td>
</tr>
<tr>
<td>800-Other Expenditures</td>
<td>Transportation Fees: Cost of transportation from hotel to airport</td>
<td>400</td>
<td></td>
</tr>
</tbody>
</table>

SubTotal: $12,797

### Project Summary Number 7
(Max 2500 characters) Count (0 of 2500)

Activities to Support Special Population students and CTE Students: Peer Mentors and Book Loaner Program

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

R1, 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>101-Salaries</td>
<td>Peer Mentors: $7.80* 1000 hours = 7800</td>
<td>7800</td>
<td></td>
</tr>
<tr>
<td>102-Benefits</td>
<td>Benefits for Peer Mentors: 7800 * .03 = 234</td>
<td>234</td>
<td></td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>Book Loaner Program: Funds to Purchase Books to be placed on reserve</td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

SubTotal: $9,034
List which required and/or permissive uses of funds will support this project.

<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></td>
<td></td>
<td>0</td>
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<td></td>
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<td>0</td>
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</tr>
</tbody>
</table>

**SubTotal:** $0

**Totals:** $69,440

**Determining Maximum Indirect Cost allowed**

(A) Total Allocation Available for Budgeting $73,095
(B) Budgeted Property and Equipment Cost (Exp code 500) $0
(C) Allowable Direct Costs (A-B) $73,095
(D) Indirect Cost Rate % 6.0000
(E) Maximum Indirect Cost (C*(D/1+D)) $4,137

(F) Total budgeted above $69,440
(G) Budgeted Indirect Cost 3655
(H) Total Budget (F+G) $73,095

Allocation Remaining (A-H) $0
## 2015 Annual Allocation for grant year beginning 7/1/2014 - 6/30/2015

**Budget Summary Rollup**

### 101-Salaries

- **Dual Credit Math Coordinator:** 60 hours @ $33.025 = $1,982
  - This position does not provide health insurance.
- **Education Specialist:** 15 hours/week for 52 weeks = $10,678
  - Perkins is funding 50% of this position and the state is funding 50% of this position.
- **Public Education Coordinator:** 15*11.79*52 = $9,196
  - Perkins pays a total of 50% of this position and state pays 50% of this position.
- **Instructor for Technical Math Course:** $3,000
- **Peer Mentors:** $7.80*1000 hours = $7,800

### 102-Benefits

- **Benefits for Peer Mentors:** 7800 * .03 = $234
- **Benefits for Technical Math Course:** $9,196 * .25 = $2,299
- **Public Education Coordinator:** $.2834 * 9196 = $2,606
- **Education Specialist Benefits:** Perkins pays 50% of this position and the state pays 50% of this position.
  - 10678 * .2834 = $3,026
- **Dual Credit Math Coordinator Benefits:** 1981.50 * .25 = $495

### 103-Health Insurance

- **Health Insurance for Education Specialist:** .5 * 858 = $429
- **Public Education Coordinator:** .5 * 858 = $429
  - Perkins pays 50% of this position and state pays 50% of this position.

### 199-Administrative Costs

- **Indirect Costs:** .05 * 73095 = $3,655

### 220-Consumable Supplies

- **Book Loaner Program:** Funds to purchase books to be placed on reserve = $1,000
- **Professional Development Materials:** Training materials presented at conference = $500
- **Supplies necessary to complete the activities for this project:** Paper, printing, pencils, pens, headphones for lineman math videos to view on the computer = $634

### 224-Minor Equipment

- **Purchase 10 computers for the Pilot course:** 10 * 1000 = $10,000

### 400-Travel

- **Lodging:** Approximately 16 nights @ 300 = $4,800
- **Meals:** 17 days at $41 = $697
- **Airline Tickets:** 4 @ 1000 = $4,000

### 800-Other Expenditures

- **Transportation Fees:** Cost of transportation from hotel to airport = $400
- **Tracking Software:** The TutorTrac retention module SAGE is $750
- **Renewal fee for Automotive Software:** 3000

### Total Grant Funds

- **Total Direct Costs:** $69,440
- **Total Indirect Costs:** $3,655
- **Total Major Equipment:** $0
- **Total Grant Funds:** $73,095
The assurances were fully agreed to on this date: 5/30/2014

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.
This page is not applicable to the Original Application
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