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Applicant: C014 Blackfeet Ft. Peck Consortium
Application: 2015-2016 Perkins Post Secondary - 00
Cycle: Original Application
Date Generated: 6/19/2015 3:00:17 PM
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Perkins Postsecondary

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 18, 2015

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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### Perkins Program Coordinator/Grant Manager:

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<tr>
<td>Madman</td>
<td>Cheryl</td>
<td>P.O. Box 819</td>
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<td>MT</td>
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<tr>
<td>406 338 5441 Extension 2751</td>
<td>406 338 3272</td>
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<td><a href="mailto:cmadman@bfcc.edu">cmadman@bfcc.edu</a></td>
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### Fiscal Manager:

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<tr>
<td>Loran</td>
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<td><a href="mailto:jloran@bfcc.edu">jloran@bfcc.edu</a></td>
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### Additional Perkins Contact (If applicable):

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<tbody>
<tr>
<td>Firemoon</td>
<td>Paula</td>
<td>Grants Manager</td>
<td><a href="mailto:PFiremoon@fpcc.edu">PFiremoon@fpcc.edu</a></td>
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### Big Sky Pathways Coordinator/Grant Manager (If applicable):

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<tr>
<td>Sansaver</td>
<td>Mark</td>
<td>Grants Fiscal Manager</td>
<td><a href="mailto:msansaver@fpcc.edu">msansaver@fpcc.edu</a></td>
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<td>406 768 6316 Extension</td>
<td>406 768 6301</td>
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### Application Approval / Disapproval Copy Email Addresses

- wtwobulls@fpcc.edu
- jogle@fpcc.edu

*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.*
End of Year Reports

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

R1 Strengthening the academic and career technical skills of students participating in career and technical education (CTE) programs by supporting academic and CTE.

Project/Program: (480 of 500 maximum characters used)

BCC with the use of Carl Perkins funds has implemented the Electrical Technician Emphasis into the Associate of Applied Science Construction Technology Program. BCC has utilized the Montana University System common course numbering system for the courses which are now being taught. Because this is a new program, the enrollment was low this academic year. BCC worked with the Browning High School and was able to enroll 3 of the high school students into the welding training.

Outcome: (341 of 500 maximum characters used)

Because it is the first year of the Electrical Technician training our enrollment was at a minimum of 8-12 students per course. In the welding, there were 5 who were certified in this area. Because workforce has a policy on these trainings, where there is an application process, interview and drug testing policy, we did not get interest.

Measure: [1P1:Technical Skill Attainment]

Project/Program: ([count] of 500 maximum characters used)

FPCC used Perkins’ funding to continue building onto the Chemical and Addiction Studies program started in the 2013-2014 calendar year. FPCC made connections with the Brockton and Poplar area high schools to promote the program and met with tribal governments and agency representatives almost month to build educational and resource options for individuals receiving and education in CAS.

Outcome: ([count] of 500 maximum characters used)

FPCC currently has 11 students enrolled in the Addiction Studies program and have worked successfully to incorporate addiction education into several tribal programs on the reservation including the Spotted Bull Resource and Recovery Center, the Tribal Court programs, and the Tribal Action Planning (TAP) committee which incorporates several community-based, tribal, and federal programs.

Measure: [1P1:Technical Skill Attainment]

R2 Linking CTE at the secondary and postsecondary level.

Project/Program: (391 of 500 maximum characters used)

BCC/Workforce Development has collaborated with Browning School District 9 and has implemented a cohort of approximately 10 students who have registered for the One Year Certificate Program in Building Trades. These 10 students have gone both fall and spring semester. The welding training that was offered in the fall 2014, 3 high school students obtained their certification in welding.

Outcome: (187 of 500 maximum characters used)

The 10 students in the Building Trades program received a Certificate of Completion with 15 or more credits and were able to participate in the BCC graduation ceremonies to be recognized.

Measure: [2P1:Credential, Certificate or Diploma]

Project/Program: ([count] of 500 maximum characters used)

FPCC engaged all the high schools on the reservation in an attempt to incorporate CAS curriculum, dual credit, etc. into high school programs.

Outcome: ([count] of 500 maximum characters used)

FPCC: Too late, only the Poplar High School psychology instructor was interested in providing dual credit course work that would apply the CAS program.

Measure: [3P1:Student Retention or Transfer]

R3 Provide students with strong experience in and understanding of all aspects of an industry (which may include work-based experiences).

Project/Program: (327 of 500 maximum characters used)

The Workforce Advisory Board which was comprised of: faculty, administrators and the local industry members within the local community. Blackfeet Housing Authority, TERO and the Blackfeet Tribal Council. The BHA in the spring semester took 2 students who were doing their practicum and placed them with a mentor for the hours.

Outcome: (407 of 500 maximum characters used)

The students who were enrolled in the electrical courses have an opportunity in August to put in a solar install in the Delaselle Catholic Private School with Bonneville Power Company. The two students who did their practicum with the Blackfeet Housing Authority, one of the students was offered a position.

Measure: [4P1:Student Placement]

Project/Program: ([count] of 500 maximum characters used)

FPCC worked with Spotted Bull Resource and Recovery Center to establish a 5-credit (60 hour) practicum so students in the CAS program would be able to observe and work within an addiction services agency. The practicum allowed students to see all aspects of a functioning addiction program including intake assessments, referrals, case management, and 45-hours of group process.

Outcome: ([count] of 500 maximum characters used)

FPCC: The practicum established with FPCC and SBRRC has been a successful aspect of the program. Of the two students who have completed the practicum, one student was employed full-time with SBRRC and finishing his licensure hours toward MT licensure as a LAC and the there student, whom was already working full-time for the tribal vocational rehabilitation program, will continue to use her skills with that population.

Measure: [4P1:Student Placement]

R4 Developing, improving, or expanding the use of technology in CTE (which may include training, STEM initiatives, and collaboration with business and industry).

Project/Program: (2 of 500 maximum characters used)

Outcome: (2 of 500 maximum characters used)

Measure: [1P1:Technical Skill Attainment]

Project/Program: ([count] of 500 maximum characters used)

FPCC has successfully partnered with MSU and UW, & local tribal agencies to incorporate the unique alcohol/drug use, abuse, addiction and recovery knowledge to federal research grants, and for use in work with at-risk populations on the reservation. Additional technical aspects of the curriculum include using distance learning technology to reach as many students as possible by making classes available, using on-line software for lecture, assignments, and testing for students who work full-time.

Outcome: ([count] of 500 maximum characters used)

FPCC: The use of technology in the classroom is exciting and challenging. For students who are comfortable with technology, it has been an essential tool for them to use. For students new to technology, it has taken time to get them used to accessing the internet and using the resources. Collaboration in research on the reservation is going to be an on-going opportunity on the reservation so it has been important to include students in research at the beginning stages.

Measure: [1P1:Technical Skill Attainment]
R5 Provide professional development programs to secondary and post-secondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs.

Project/Program: (189 of 500 maximum characters used)
The Career Center, Human Resource Office and the Disabilities Office has provided staff and faculty with numerous trainings in areas of HIPPA, Smart Board Training, Disabilities Conference.

Outcome: (53 of 500 maximum characters used)
More awareness of laws and the types of Disabilities.

Measure: 1P1:Nontraditional Participation

Project/Program: (2P1:Credential, Certificate or Diploma)

FPCC: Professional Development activities for CAS staff included the national additional counselors conference in Seattle, WA, the international consortium of addiction educators meeting held annually in conjunction with the NAADAC training, the U of Massachusetts Medical School 10-day mindfulness in medicine training (necessary for certification in mindfulness and its use in relapse prevention), and CAS faculty member, Loy Sprague, presented at the U of Washington mindfulness conference.

Outcome: (202 of 500 maximum characters used)
FPCC: Updated CEU’s for additional professionals, updated information on assessment, treatment, and recovery to use in the CAS curriculum, updated access to addiction education, resources and curriculum, professional development in relapse prevention, and national recognition as a presenter in mindfulness and its use in Indian Country.

Measure: 1P1:Technical Skill Attainment

R6 Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are met.

Project/Program: (202 of 500 maximum characters used)
We are currently working with Brad Hall, Vice President of Mission Effectiveness in developing the assessments in this particular area. The advisory board will play an instrumental part in this as well.

Outcome: (55 of 500 maximum characters used)
This will be an on-going process with working sessions.

Measure: 1P1:Technical Skill Attainment

Project/Program: (Purpose of 500 maximum characters used)
FPCC met with the CAS AB on three occasions to assess its usefulness with special populations. Tribal organizations who were interested in CAS education included the tribal courts (adult and youth populations), the community service program (elderly) and home-bound disabled populations, the vocational rehabilitation program, and the Tribal Veteran’s program. All of these agencies feel that the CAS curriculum is a necessary for enhancing the knowledge, skills, and abilities of their workforce.

Outcome: (189 of 500 maximum characters used)
FPCC: Education and training of tribal programs working with special populations is on-going and will be assessed upon completion of each training session. To date, vocational rehabilitation and the Veteran’s Program have attended one training each with favorable outcomes. The tribal court has requested on-going training opportunities each month for their staff beginning in the fall 2015.

Measure: 1P1:Technical Skill Attainment

R7 Initiate, improve, expand and modernize quality CTE programs, including relevant technology.

Project/Program: (94 of 500 maximum characters used)
In Workforce, we are constantly looking at the trends of local, state and at a national level.

Outcome: (104 of 500 maximum characters used)
Offering stackable credentials such as OSHA 10 Safety in the Workplace, HAZMAT/Hazwopper, Meth Clean up.

Measure: 2P1:Credential, Certificate or Diploma

Project/Program: (1P1:Technical Skill Attainment)
FPCC’s CAS program has been very diligent in recruiting students interested in becoming licensed addiction counselors as well as identifying key tribal programs whose staff work with at-risk populations to provide additional training to improve their work with individuals using, abusing or addicted, as well as those in active recovery or at-risk of use.

Outcome: (1P1:Technical Skill Attainment)
FPCC: The CAS program will continue to recruited potential CAS students as well as provide on-going training to tribal programs.

Measure: 2P1:Credential, Certificate or Diploma

R8 Provide effective CTE programs that are of sufficient size, scope, and quality to be successful.

Project/Program: (2 of 500 maximum characters used)

Bb

Bb

Measure: 1P1:Technical Skill Attainment

Project/Program: (Purpose of 500 maximum characters used)
FPCC currently has 11 students seeking degrees in CAS with one full-time faculty member, 1 part-time and 1 adjunct instructor covering the program curriculum.

Outcome: (Purpose of 500 maximum characters used)
FPCC: The current CAS program has enough staff to effectively cover the necessary curriculum requirements for the CAS program and a healthy number of CAS degree-seeking students.

Measure: 2P1:Credential, Certificate or Diploma

R9 Provide 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.

Project/Program: (323 of 500 maximum characters used)
The Career Center, BCC, and Workforce Development offers many workshops and a job club to touch base on communication, soft skills, writing lab, time management, cultural, job interview, resume writing. As part of Workforce Development, we offer courses in the general core to assist these students in these areas as well.

Outcome: (76 of 500 maximum characters used)
The students receive certificate of completion in each workshop they attend.

Measure: 1P1:Nontraditional Participation

Project/Program: (Purpose of 500 maximum characters used)
FPCC has several resources available to special populations including Compass testing, orientation, college prep classes, gas vouchers, grants, other financial assistance, access to daycare resources, bus vouchers, computer labs, library, distance learning options, website resources, on-line classroom (Moodle), academic advising, counseling resources, food services, and student support services for any areas that are not routinely covered.

Outcome: (Purpose of 500 maximum characters used)
Students have access to a plethora of resources to support them while they complete their degrees with FPCC.
Measure: 3P1: Student Retention or Transfer

If any of the above questions cannot be answered in 500 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.

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**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.

**Note:** Final Outcome information will not yet be known on the Original application. Entry of this data should only occur on an Amendment application.

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**R1** Strengthening the academic and career technical skills of students participating in career and technical education (CTE) programs by supporting academic and CTE.

**Project/Program:** (1257 of 2500 maximum characters used)

FPCC is looking to develop a (Pilot Program) for a 1-YR Certificate and AAS degree in Early Childhood Education Fall 2015. We will hire a 1 FTE person to help develop the curriculum with assistance from the University of Montana Western. We will develop a 2+2 Articulation Agreement with UM Western in the upcoming term. FPCC's prospective students enrolled in the Early Childhood Education Certificate and AAS degree programs will be Headstart teachers and teacher aides; public school teacher aides and other pre-school programs in the surrounding communities. BCC/Workforce Development will be developing additional training in the Construction Technology by adding the Plumbing Certification training. BCC will be targeting individuals who have some training in plumbing but would like to go a step further and get the certification or recertify those individual. The students who are enrolled in Building Trades/Construction Technology Program would like an additional stackable credit. There are additional levels in the plumbing.

**Expected Outcome:** (789 of 2500 maximum characters used)

FPCC expects to have an 2+2 Articulation Agreement with UM Western Fall 2015 for the Early Childhood Education certificate and AAS degree programs. The prospective students enrolled in the Early Childhood Education Certificate and AAS degree programs allow the students to stay in their communities and gain necessary academic, career, and technical skills that are valuable to the communities on the reservation in which they live. Upon completion of their AAS degree program, the students can then finish their Bachelors degree via online classes with UM Western. BCC and the Construction Technology/Building Trades program will provide additional stackable credentials in plumbing. This will enable the students to go out into the workforce as more employability within the industry.

**Final Outcome:** (3 of 2500 maximum characters used)

**TBD**

**Measure:** 2P1: Credential, Certificate or Diploma  **Quarter:** Qtr 2: October-December

**Project/Program:** (1257 of 2500 maximum characters used)

BCC will implement a Commercial Truck Driving training for the surrounding community and there is dialogue with Browning School District #9 wanting to include some of the students. The curriculum is already developed from past trainings in this area.

**Expected Outcome:** (1257 of 2500 maximum characters used)

The Commercial Truck Driving training will have additional endorsements, such as doubles/triples, tanker, H2S (Hydro Sulfide Awareness Training) and Flagger Training. This will enable the students to go out into the workforce as more employability within the industry.

**Final Outcome:** (1257 of 2500 maximum characters used)

**TBD**

**Measure:** 2P1: Credential, Certificate or Diploma  **Quarter:** Qtr 2: October-December

**Project/Program:** (766 of 2500 maximum characters used)

BCC will continue with the Electrical Technician Emphasis by providing training to the students for 2015/2016. This training will enhance and improve the already existing emphasis. Having the dialogue with Blackfeet Housing Authority and Tribal Employment Rights Office (TERO). The contractors are asking for technicians in this specific area to assist them with the electrical work being done on Blackfeet Reservation.

**Expected Outcome:** (1250 of 2500 maximum characters used)

The students will continue with the Electrical Technician Emphasis. BCC will have 1-5 graduates this upcoming academic year in this emphasis.

**Final Outcome:** (1250 of 2500 maximum characters used)

**TBD**

**Measure:** 2P1: Credential, Certificate or Diploma  **Quarter:** Qtr 4: April-June

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**R2** Linking CTE at the secondary and postsecondary level.

**Project/Program:** (766 of 2500 maximum characters used)

FPCC is looking to develop a (Pilot Program) for a 1-YR Certificate and AAS degree in Early Childhood Education Fall 2015. FPCC will collaborate with surrounding schools to provide workshops, field trips to area businesses and industry partners in the upcoming term; funding availability. We will work to create additional pathways by extending our reach to other surrounding areas schools in northeastern Montana. FPCC will work with surrounding schools to develop dual credit opportunities for secondary students. BCC will begin their second cohort of high school students in the fall. The first cohort of Building Trade students from the high school will finish up the general core. These students will have the opportunity to receive an additional credential.

**Expected Outcome:** (290 of 2500 maximum characters used)

FPCC: Additional pathways created with surrounding area schools. BCC will work on building these pathways with surrounding schools, by providing the appropriate documentation to the state. BCC has these pathways going within the institution, it is just getting the documentation in place.

**Final Outcome:** (3 of 2500 maximum characters used)

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<td>2P1: Credential, Certificate or Diploma</td>
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**R3** Provide students with strong experience in and understanding of all aspects of an industry (which may include work-based experiences).

**Project/Program:** (1068 of 2500 maximum characters used)
FPCC is developing a (Pilot Program) for a 1-YR Certificate and AAS degree in Early Childhood Education Fall 2015. We will collaborate with local area headstart and pre-school programs to develop a practicum for students enrolled in the program. FPCC currently offers an AA degree in Elementary Education program (AA) which prepares students to transfer into the four-year teacher preparation program offered at MSU Northern. BCC will continue to utilize the internships/practicums which already exist within the curriculums of each CTE program. We will continue to build upon these on an academic yearly basis. BCC currently has internships/practicums in Construction Technology Associate of Applied Science in all aspects of construction, flooring, footing, electrical, plumbing are just some examples. When the students are ready for the applied portion of the program. The instructor request from the students in what area they are most interested in and then are placed with a mentor from the Blackfeet Housing Authority and are placed with this individual.

**Expected Outcome:** (356 of 2500 maximum characters used)
FPCC's goal is to give potential students an understanding of early childhood education and a career goal. BCC: As we see the need in the industry by the dialogue with Blackfeet Housing Authority and TERO through their independent contractors. We will develop the MOU's with the industry based organization, so that BCC will have these written documents.

**Final Outcome:** (3 of 2500 maximum characters used)
TBD

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**R4** Developing, improving, or expanding the use of technology in CTE (which may include training, STEM initiatives, and collaboration with business and industry).

**Project/Program:** (573 of 2500 maximum characters used)
FPCC has the capability and technology to offer classes to students on both Poplar and Wolf Point campuses by utilizing the polycom systems classrooms on both campuses. We are currently collaborating with MSU Northern to offer two diesel classes this fall utilizing the polycom classrooms. FPCC will provide training to the welding instructors on welding simulators. BCC has the capability and technology to continue providing courses to the students here and to surrounding areas. (BCC will continue to provide any additional training to CTE Faculty and administrators).

**Expected Outcome:** (356 of 2500 maximum characters used)
FPCC utilizes the polycom classrooms to provide students with access to classes on either the Poplar or Wolf Point campus, depending on where they reside. Polycom systems will be installed in the vocational education building classroom in preparation for the diesel classes offered through MSU Northern. BCC: Faculty and staff will utilize the technology.

**Final Outcome:** (3 of 2500 maximum characters used)
TBD

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R5 Provide professional development programs to secondary and post-secondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs.

Project/Program: (884 of 2500 maximum characters used)
FPCC will provide training to FPCC CTE faculty and High School CTE secondary teachers to better understand the Big Sky Pathways program; FPCC CTE Faculty and High School CTE Teachers will attend the training seminars, provided by FPCC, relevant to their CTE program.BCC will provide professional development to the faculty and administrators of CTE Programs Some trainings include technology; smart board training, trainings provided by the disabilities coordinator, teaching methods. One training we are implementing this upcoming academic year 2015/2016 in the Flip Classroom. There were two instructors who have been trained in this area from BCC. Another area is critical thinking and how Workforce Development can apply this in the classroom to our CTE programs, which will be integrated into our Interpersonal Skills in the Workplace which is a general core requirement.

Expected Outcome: (197 of 2500 maximum characters used)
FPCC: CTE Teachers and faculty's understanding and knowledge of the Big Sky Pathways program.BCC: CTE teachers and faculty will have a better understanding of CTE programs within the institution.

Final Outcome: (3 of 2500 maximum characters used)
TBD

Measure: 4P1:Student Placement Quarter: Qtr 3:January-March

R6 Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are met.

Project/Program: (628 of 2500 maximum characters used)
FPCC advisory committee will develop measurements and objectives to perform 2 full program reviews of the Early Childhood program to ensure we are meeting the needs of the start-up programs and school districts. The Advisory committee will be formed in the first quarter and will define their own dates and times they will meet to develop the measurements, objectives for the program reviews, and other processes if needed.BCC will continue to work with Brad Hall, Vice President of Mission Effectiveness to continue to improve the evaluation process. The Workforce Advisory board will continue to meet on a quarterly basis.

Expected Outcome: (360 of 2500 maximum characters used)
FPCC: On a semester basis the advisory committee will meet and perform a program review utilizing the objectives and measurements for the Early Childhood Education program.BCC: The advisory board will meet quarterly and provide feedback on CTE programs. Will meet with Vice President of Mission Effectiveness to develop and implement an evaluation process.

Final Outcome: (3 of 2500 maximum characters used)
TBD

Measure: 3P1:Student Retention or Transfer Quarter: Qtr 3:January-March

R7 Initiate, improve, expand and modernize quality CTE programs, including relevant technology.

Project/Program: (445 of 2500 maximum characters used)
FPCC: CTE programs have mobile welding simulators and heavy equipment program also has a simulator to assist students by increasing their knowledge and skills with this technology. Electrical lineworkers, heavy equipment, building trades, and welding programs are moving to utilize NCCER curriculum which will allow level 1, level 2, and level 3 industry certification. Curriculum is in the process of being developed for each of these programs.

Expected Outcome: (217 of 2500 maximum characters used)
FPCC: Simulators will be utilized to enhance CTE programs to increase students knowledge and skills. The NCCER curriculum will provide industry certifications that are transferrable to other institutions or employers.

Final Outcome: (3 of 2500 maximum characters used)
TBD

Measure: 1P1:Technical Skill Attainment Quarter: Qtr 2:October-December

R8 Provide effective CTE programs that are of sufficient size, scope, and quality to be successful.

Project/Program: (915 of 2500 maximum characters used)
FPCC will hire 1 FTE instructor to collaborate with University of Montana Western to develop the Early Childhood Education program at FPCC. The need for the Early Childhood Education program was identified as essential for the Fort Peck Reservation which has four headstart programs located across the reservation that are continually advertising for teacher aides. Wolf Point School District has recently voted to reinstate the pre-school program in the upcoming term and will be in need of qualified teachers and teacher aides. The FTE will form an advisory committee that will be comprised of individuals from the local education programs; such as the Fort Peck Tribal Education department, Headstart program director, elementary and pre-school teachers, and FPCC faculty.BCC will contract the following adjunct instructors in the following areas: Commercial Truck Driving, Plumbing, and Electrical Technician.

Expected Outcome: (357 of 2500 maximum characters used)
FPCC will provide the opportunity for headstart teachers and aides, pre-school and elementary teachers to begin their career at FPCC and to transition to UoM Western under the guidance of the advisory committee.BCC: Students will have a better understanding of Commercial Truck Driving, Plumbing, and Electrical Technician with the credentials to follow.

Final Outcome: (3 of 2500 maximum characters used)
TBD
R9 Provide 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.

Project/Program: (665 of 2500 maximum characters used)
FPCC will work with surrounding communities and schools to promote the Early Childhood Education pilot program. FPCC will utilize the current ABE program to educate special populations and single parents to pursue their high school equivalent by preparing them to take the ETS HiSET. FPCC has established the First Year Experience class is required for all new students to enlighten them on their responsibilities to their classes. BCC/Workforce will continue to work with the Career Center and the Writing Lab in preparing the special populations who are in the CTE programs with soft skills, social issues and other related issues associated with being a student.

Expected Outcome: (250 of 2500 maximum characters used)
BCC/Workforce Development students will be prepared to go into the workforce with skills that will enable them to more job ready. FPCC will work with the students, that complete the ABE program, to move into careers that they are most interested in.

Final Outcome: (3 of 2500 maximum characters used)
TBD

If any of the above questions cannot be answered in 500 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.

Choose File: no file selected
Uploaded Files:
No files are currently uploaded for this page.
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.

Note: Final Outcome information will not yet be known on the Original application. Entry of this data should only occur on an Amendment application.

<table>
<thead>
<tr>
<th>Project/Program: ([count] of 2500 maximum characters used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Outcome: ([count] of 2500 maximum characters used)</td>
</tr>
<tr>
<td>Final Outcome: ([count] of 2500 maximum characters used)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure:</th>
<th>Quarter:</th>
</tr>
</thead>
</table>

If any of the above questions cannot be answered in 500 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. ([count] 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.

Choose File: no file selected

Uploaded Files:
No files are currently uploaded for this page.
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>Pathway</th>
<th>High School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval Date (mm/dd/yyyy)</td>
<td>Certifications, Local Articulations, or Dual Credit Classes within the Pathway</td>
<td></td>
</tr>
</tbody>
</table>

(count of 4000 maximum characters used)
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>93.65</td>
<td>No</td>
</tr>
<tr>
<td>2P1 - Credential, Certificate or Diploma</td>
<td>57.00</td>
<td>51.30</td>
<td>50.67</td>
<td>Yes</td>
</tr>
<tr>
<td>3P1 - Student Retention or Transfer</td>
<td>71.79</td>
<td>64.61</td>
<td>68.40</td>
<td>No</td>
</tr>
<tr>
<td>4P1 - Student Placement</td>
<td>77.00</td>
<td>69.30</td>
<td>73.42</td>
<td>No</td>
</tr>
<tr>
<td>5P1 - Nontraditional Participation</td>
<td>16.00</td>
<td>14.40</td>
<td>30.92</td>
<td>No</td>
</tr>
<tr>
<td>5P2 - Nontraditional Completion</td>
<td>13.00</td>
<td>11.70</td>
<td>29.23</td>
<td>No</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: 93.65%

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 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: **50.67 %**

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)

Briefly describe the details, strategies, and activities you will implement this year to improve this performance level. (403 of 2000 maximum characters used)

After talking with Mindi and her explaining about the CIP codes and that we are possibly missing some students we are looking at Jenzabar system currently in place here at Blackfeet Community. We are working on the glitches and some implement that part of the program for the registrar's office. We will be marketing our CTE programs and adding more recruitment to surrounding communities and schools.

Assigned To: Cheryl Madman

Date to be completed by: **12/31/2015**
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: **68.40 %**

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: 73.42%

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: 30.92%

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: 29.23%

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 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:

Postsecondary Member

Cheryl Madman
Paula Firemoon

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. (641 of 2000 maximum characters used)
   BFCC/FPCC will have on-going communications via conference calls and will work together to complete the Carl Perkins reports in a timely manner. 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 development where possible.

2. How will the partners of the consortium work together throughout the upcoming grant cycle to achieve and implement the mutual objectives and goals? (67 of 2000 maximum characters used)
   BCC/FPCC will have an on-going communication, via conference calls.

3. Please outline plans for at least one joint professional development project, one joint project activity, and at least 3 meetings in the upcoming grant cycle (dates may be tentative). (238 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 stay in contact via email and phone calls throughout the upcoming year.
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>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture and Construction</td>
<td>Industrial Arts</td>
</tr>
</tbody>
</table>

**Current Program Advisory Committee Members**
- Cheryl Madman
- Bill Old Chief
- Dr. Cheri Kicking Woman
- Sam Salway
- Mike Kittson
- Robert Bremner

**Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) (231 of 500 maximum characters used)**
- BCC will have their first Advisory meeting sometime in the first quarter to discuss any changes to the curriculums, internships/practicums. We will address any new changes in this field. This includes, plumbing and the electrical. **Qtr 2:October-December**

**Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) (91 of 500 maximum characters used)**
- BCC will have a follow up meeting to discuss any new ideas to implement curriculum changes. **Qtr 3:January-March**

**Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) (129 of 500 maximum characters used)**
- BCC will meet to review academic year to see what worked and what did not and make changes and suggestions for the upcoming year. **Qtr 4:April-June**

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation, Distribution and Logistics</td>
<td>Transportation</td>
</tr>
</tbody>
</table>

**Current Program Advisory Committee Members**
- Cheryl Madman
- Bear Gallineaux
- Dr. Cheri Kicking Woman
- Mike Kittson
- Delphine Bird
- Scott Kipp

**Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) (count of 500 maximum characters used)**
- BCC will have its first initial meeting with the advisory board to access Commercial Truck Driving Program. How will this program better serve our students and the community. **Qtr 2:October-December**

**Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) (count of 500 maximum characters used)**
- BCC will have its second meeting to look at placement of students and to assist these students in job readiness of when highway construction will begin. **Qtr 3:January-March**

**Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) (count of 500 maximum characters used)**
- BCC will review the training of what worked and what did not and to suggest improvements if this should be offered in the upcoming academic year. **Qtr 4:April-June**

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Training</td>
<td>Early Childhood Education</td>
</tr>
</tbody>
</table>

**Current Program Advisory Committee Members**
- Paula Firemoon
- Wayne Two Bulls

**Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) (count of 500 maximum characters used)**
- FPCC - Beginning of 1st quarter- FPCC advisory committee will develop measurements and objectives to perform 2 full program reviews of the Early Childhood program to ensure we are meeting the needs of the headstart programs and school districts. The Advisory committee will be formed in the first quarter and will define their own dates and times they will meet to develop the measurements, objectives for the program reviews, and other processes if needed. **Qtr 1:July-September**

**Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) (count of 500 maximum characters used)**
- FPCC - End of 2nd quarter- Advisory committee meeting to review Early Childhood program to insure that objectives and measurements are being met and to provide a report on current situation and what can be improved on. **Qtr 2:October-December**

**Planned Meetings/Events for Current Fiscal Yr (dates do not have to be final) (count of 500 maximum characters used)**
- FPCC - Beginning of 4th quarter- Advisory committee meeting to review Early Childhood program to ensure that objectives and measurements are being met and to provide a report on current situation and what can be improved on. **Qtr 4:April-June**
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. ([count] 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.

Choose File: no file selected
Uploaded Files:
No files are currently uploaded for this page.
## Perkins-PS Allocations

<table>
<thead>
<tr>
<th>Current Year Funds</th>
<th>Perkins-PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocation</td>
<td>$108,443</td>
</tr>
<tr>
<td>ReAllocated (+)</td>
<td>$0</td>
</tr>
<tr>
<td>Released (-)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Current Year Funds</strong></td>
<td>$108,443</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior Year(s) Funds</th>
<th>Perkins-PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carryover (+)</td>
<td>$0</td>
</tr>
<tr>
<td>ReAllocated (+)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Prior Year(s) Funds</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td>$108,443</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multi-District</th>
<th>Perkins-PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer In (+)</td>
<td>$0</td>
</tr>
<tr>
<td>Transfer Out (-)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Adjusted Sub Total</strong></td>
<td>$108,443</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Available for Budgeting</th>
<th>Perkins-PS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$108,443</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: $108,443

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 $5,422.

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

An Administrative rate of 5% will be charged to enable both FPCC and BCC to prepare fiscal and narrative reports, monitor expenditure and upgrading data collection for registrar's office.

Amount 5422

Project Summary Number 1

(Max 2500 characters) Count (0 of 2500)

FPCC: To develop program curriculum for the Early Childhood program, provide for .5 FTE salary for the Early Childhood program Instructor, create Big Sky pathways with additional high schools, and to provide for training and stipends of Big Sky Pathways to FPCC CTE Faculty and High School CTE Teachers.

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

FPCC: R1, R2, R5, R6, R7, and 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>FPCC: .5 FTE ($20,000) Salary for the Early Childhood Instructor for first year.</td>
<td>20000</td>
<td></td>
</tr>
<tr>
<td>102-Benefits</td>
<td>FPCC Early Childhood Instructor: FICA @ 7.65% &amp; SUTA @ 1.20% ($1,770)</td>
<td>1770</td>
<td></td>
</tr>
<tr>
<td>103-Health Insurance</td>
<td>FPCC: Early Childhood Instructor: $150/month ($1,800 annual) portion of employee out of pocket cost for health insurance.</td>
<td>1800</td>
<td></td>
</tr>
<tr>
<td>210-Contracted Services</td>
<td>FPCC: ($2,255) BSP Coordinator assists OPI in planning and hosting a professional development event to area CTE Faculty and CTE High School teachers on Big Sky Pathways relevant to their programs. (Welding, Building Trades, etc.)</td>
<td>2255</td>
<td></td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>FPCC: Early Childhood Instructor Office Supplies ($500) for the year. Paper, pens, staples, stapler, pencils, ink supplies for printer, etc.</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>800-Other Expenditures</td>
<td>1% Supporting ABE ($403) to provide for travel costs between the two FPCC campus's in order to provide testing to ABE students.</td>
<td>13960</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

SubTotal: $40,285

Project Summary Number 2

(Max 2500 characters) Count (0 of 2500)

BCC: BCC will implement a Commercial Truck Driving training for the surrounding community and there is dialogue with Browning School District #9 wanting to include some of their students. The curriculum is already developed from past trainings in this area. The Commercial Truck Driving training will have additional endorsements, such as doubles/triples, tanker, H2S (Hydro Sulfide Awareness Training) and Flagger Training. This will enable the students to go out into the workforce as more employability within the industry.

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

BCC: R1, R2, R5, R6, R7, and 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>210-Contracted Services</td>
<td>BCC: Will provide 10 credit hours for new Commercial Truck Driving courses (5) students. For Commercial Truck Driving Courses at $2500.00 per student.</td>
<td>12500</td>
<td></td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>BCC: Commercial Truck Driving, Plumbing, Electrical Instructor office supplies, printing paper, pens, staples, stapler, pencils, pens, ink supplies for printer.</td>
<td>1288</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

SubTotal: $13,788

Project Summary Number 3

(Max 2500 characters) Count (0 of 2500)

BCC: BCC will continue with the Electrical Technician Emphasis by providing training to the students for 2015/2016. This training will enhance and improve the already existing emphasis. Having the dialogue with Blackfeet Housing Authority and Tribal Employment Rights Office (TERO). The contractors are asking for
technicians in this specific area to assist them with the electrical work being done on Blackfeet Reservation.

List which required and/or permissive uses of funds will support this project.
BCC: R1, R2, R5, R6, R7, and 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>BCC: Appointment based on delivery of cohort curriculum. Electrical Technician Instructor will spend 100% of his/her time in delivery of the electrical technician curriculum. BCC will contract an adjunct instructor. The adjunct instructor will teach 9 credits in the fall semester and 9 credits in the spring for a total of 18 credits for the academic year at $800.00 per credit. This curriculum is already developed through the institution.</td>
<td>14400</td>
<td></td>
</tr>
<tr>
<td>102-Benefits</td>
<td>BCC: FICA @7.65%, Unemployment @2.20%, Workers Compensation@5.90% for Electrical Technician faculty.</td>
<td>2266</td>
<td></td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>BCC: Will host 1 Advisory Board meeting per semester. Advisory Board will consist of local Business and Industry Representatives (2 meeting x meeting supplies, paper, pens, printing paper $150 per meeting).</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>500-Major Equipment</td>
<td>BCC: will purchase the Hampden Model H-SPT-AC-1A is a control system trainer which lets the student examine the electrical layout and operational Photovoltaic Trainer for students. Will follow Business Office procedure on the 3 quotes and for purchasing.</td>
<td>14755</td>
<td></td>
</tr>
</tbody>
</table>

SubTotal: $31,621

Project Summary Number 4
(Max 2500 characters) Count (0 of 2500)
BCC: BCC/Workforce Development will be developing additional training in the Construction Technology by adding the Plumbing Certification training. BCC will be targeting individuals who have some training in plumbing but would like to go a step further and get the certification or recertify these individual. The students who are enrolled in Building Trades/Construction Technology Program who would like an additional stackable credit. There are additional levels in the plumbing.

List which required and/or permissive uses of funds will support this project.
BCC: R1, R2, R5, R6, R7, and 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>BCC: Appointment based on delivery of cohort curriculum. Plumbing Instructor will spend 100% of his/her time in delivery of the Plumbing Training. This position will be a part time instructor for a total of 9 credits at $800.00 per credit. This training will be brought in by State of Montana.</td>
<td>7200</td>
<td></td>
</tr>
<tr>
<td>102-Benefits</td>
<td>BCC: FICA @7.65%, Unemployment @2.20%, Workers Compensation@5.90%</td>
<td>1132</td>
<td></td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>BCC: Plumbing supplies: water tank with pump, simulated sink, sink will switch, simulated toilet tank/bowl, water storage tank with valve for classroom use.</td>
<td>8995</td>
<td></td>
</tr>
</tbody>
</table>

SubTotal: $17,327

Project Summary Number 5
(Max 2500 characters) Count (0 of 2500)
Please enter description of this project here...

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

SubTotal: $0

Totals: $108,443

Determining Maximum Indirect Cost allowed

<p>| (A) Total Allocation Available for Budgeting | $108,443 |
| (B) Budgeted Property and Equipment Cost (Exp code 500) | $14,755 |
| (F) Total budgeted above | $108,443 |
| (G) Budgeted Indirect Cost | $0 |</p>
<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowable Direct Costs (A-B)</td>
<td>$93,688</td>
</tr>
<tr>
<td>Indirect Cost Rate %</td>
<td>6.0000</td>
</tr>
<tr>
<td>Maximum Indirect Cost (C*(D/1+D))</td>
<td>$5,303</td>
</tr>
<tr>
<td>Total Budget (F+G)</td>
<td>$108,443</td>
</tr>
<tr>
<td>Allocation Remaining (A-H)</td>
<td>$0</td>
</tr>
</tbody>
</table>

Calculate Totals
### 2016 Annual Allocation for grant year beginning 7/1/2015 - 6/30/2016

<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>FPCC: .5 FTE ($20,000) Salary for the Early Childhood Instructor for first year. BCC: Appointment based on delivery of cohort curriculum. Plumbing Instructor will spend 100% of his/her time in delivery of the Plumbing Training. This position will be a part time instructor for a total of 9 credits at $800.00 per credit. This training will be brought in by State of Montana. BCC: Appointment based on delivery of cohort curriculum. Electrical Technician Instructor will spend 100% of his/her time in delivery of the electrical technician curriculum. BCC will contract an adjunct instructor. The adjunct instructor will teach 9 credits in the fall semester and 9 credits in the spring for a total of 18 credits for the academic year at $800.00 per credit. This curriculum is already developed through the institution.</td>
<td>$20,000 $7,200</td>
</tr>
<tr>
<td>101-Salaries</td>
<td>FPCC Early Childhood Instructor: FICA @ 7.65% &amp; SUTA @ 1.20% ($1,770)</td>
<td>$1,770</td>
</tr>
<tr>
<td>102-Benefits</td>
<td>BCC: FICA @ 7.65%, Unemployment @ 2.20%, Workers Compensation @ 5.90% for Electrical Technician faculty.</td>
<td>$2,266</td>
</tr>
<tr>
<td>102-Benefits</td>
<td>BCC: FICA @ 7.65%, Unemployment @ 2.20%, Workers Compensation @ 5.90%</td>
<td>$1,132</td>
</tr>
<tr>
<td>103-Health Insurance</td>
<td>FPCC Early Childhood Instructor: $150/month ($1,800 annual) portion of employee out of pocket cost for health insurance.</td>
<td>$1,800</td>
</tr>
<tr>
<td>109-Administrative Costs</td>
<td>An Administrative rate of 5% will be charged to enable both FPCC and BCC to prepare fiscal and narrative reports, monitor expenditure and upgrading data collection for registrar’s office.</td>
<td>$5,422</td>
</tr>
<tr>
<td>210-Contracted Services</td>
<td>FPCC: ($2,255) BSP Coordinator assists DPI in planning and hosting a professional development event to area CTE Faculty and CTE High School teachers on Big Sky Pathways relevant to their programs. (Welding, Building Trades, etc.)</td>
<td>$2,255</td>
</tr>
<tr>
<td>210-Contracted Services</td>
<td>BCC: Will provide 10 credit hours for new Commercial Truck Driving courses (5) students.</td>
<td>$12,500</td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>FPCC: Early Childhood Instructor Office Supplies ($500) for the year. Paper, pens, staples, stapler, pencils, ink supplies for printer, etc.</td>
<td>$500</td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>BCC: Commercial Truck Driving, Plumbing, Electrical Instructor office supplies, printing paper, pens, staples, printer.</td>
<td>$1,288</td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>BCC: Will host 1 Advisory Board meeting per semester. Advisory Board will consist of local Business and Industry Representatives (2 meeting x meeting supplies, paper, pens, printing paper $150 per meeting).</td>
<td>$200</td>
</tr>
<tr>
<td>220-Consumable Supplies</td>
<td>BCC: Plumbing supplies: water tank with pump, simulated sink, sink will switch, simulated toilet tank/bowl, water storage tank with valve for classroom use.</td>
<td>$8,995</td>
</tr>
<tr>
<td>310-Other Expenditures</td>
<td>1% Supporting ABE ($403) to provide for travel costs between the two FPCC campus’s in order to provide testing to ABE students.</td>
<td>$13,960</td>
</tr>
<tr>
<td>500-Major Equipment</td>
<td>BCC: will purchase the Hampden Model H-SPT-AC-1A is a control system trainer which lets the student examine the electrical layout and operational Photovoltaic Trainer for students.</td>
<td>$14,755</td>
</tr>
</tbody>
</table>

**Subtotal Personnel Services:** $53,990  
**Subtotal Operating Expenses:** $25,738  
**Subtotal Other Expenditures:** $13,960  
**Subtotal Travel:** $0  
**Subtotal Communications:** $0  
**Subtotal Major Equipment:** $14,755  
**Total Grant Funds:** $108,443
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: 5/18/2015
This page is not applicable to the Original Application
<table>
<thead>
<tr>
<th>Status Change</th>
<th>UserId</th>
<th>Action Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Application Review</td>
<td>AskelsonM</td>
<td>06-18-2015</td>
</tr>
<tr>
<td>Submitted to OCHE</td>
<td>TwoBullsW</td>
<td>06-17-2015</td>
</tr>
<tr>
<td>Returned for Changes</td>
<td>AskelsonM</td>
<td>06-15-2015</td>
</tr>
<tr>
<td>Submitted to OCHE</td>
<td>TwoBullsW</td>
<td>06-08-2015</td>
</tr>
<tr>
<td>Returned for Changes</td>
<td>AskelsonM</td>
<td>05-28-2015</td>
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<tr>
<td>Submitted to OCHE</td>
<td>TwoBullsW</td>
<td>05-18-2015</td>
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