

REQUEST FOR PROPOSAL

MONTANA ACTE PERKINS RURAL RESERVE MINI GRANT Carl D. Perkins Career and Technical Education Act of 2006

To help Montana ACTE deliver professional development activities within each Career Cluster of the Montana ACTE, mini grants for up to \$2,000 will be distributed to each of the career and technical education divisions (Business Education, Industrial Technology Education, Agricultural Education, and Family and Consumer Sciences Education) to provide *High Quality, Sustained, and Intensive, Classroom Focused activities for CTE Teachers, Administrators, and Counselors*. Each division may submit a proposal to address each of the above listed activities. The proposals will address those items under paragraph D subsection I-IV of Section 124 of the Carl D. Perkins Act of 2006. Pathway Mini Grants must include how, on an ongoing basis, technical assistance will be available to facilitate systems change and support teachers and schools in implementing **Big Sky Pathways**.

Distributions of Funds

Funds awarded for these grants must be used for the following to promote comprehensive professional development:

The requirements as given in Section 3 (6) (A) and Section 124 (4) of Carl D. Perkins state law.

1. Increased Student Work Readiness Skills
2. Improvement in connections with Secondary and Post-Secondary Educators, including outreach efforts to rural areas and Two-Year Colleges.
3. Improvements in opportunities for Special Populations.
4. Increased ability to meet the demands of the changing workforce.
5. Improve Instructor's ability to present updated curricular resources, technical equipment skills, and instructional materials.
6. Transition Student to Work (using Dual Enrollment opportunities) or postsecondary training.
7. Follow up activities to support the Big Sky Pathway Institute's.

Applicant Eligibility

Eligible applicants are Montana ACTE Divisions (i.e., Agriculture, Business, Family & Consumer Sciences, and Industrial Technology.)

Timeline

September 1, 2009	Application posted on the Montana ACTE website.
October 1, 2009	Applications received electronically by 5:00 p.m. for Big Sky Pathway Institute activities.
December 1, 2009	Receipt package must include a one page summary sheet in addition to itemized receipts for each expenditure as listed on the summary sheet. Submit to Montana ACTE Treasurer for reimbursement for Big Sky Pathway Institute or other activities.
May 1, 2010	Applications received electronically by 5:00 p.m. for Division Summer Pathway Updates or other activities.
June 20, 2010	Receipt package must include a one page summary sheet in addition to itemized receipts for each expenditure as listed on the summary sheet. Submit to Montana ACTE Treasurer for reimbursement for Division Summer Pathway Updates or other activities.
June 20, 2010	A final report of the activities must be submitted. This report should include an evaluation with recommendations for improvement and an explanation for sustained future activities. Information gathered in this area will be used by the Executive Director in his/her report to the State Education Leadership Team (SELT). This report to the SELT will determine sustainability of the Rural Reserve Grant to Montana ACTE.

Components of the Proposals

Each proposal must contain the following information:

- I. Rationale for the Project - Page 1** (No more than a single page, portrait orientation, 1” margins, single spaced, minimum 12 point serif font (recommend Times New Roman).

Narrative Describing:

- The entity responsible for administering the project.
- The need this program or activity is addressing.
- Give an overview of the scope of the project to be implemented. Narrative must be coordinated with the Objectives, Activities and Evaluation plan below, and correlate with the budget narrative requirements. Explain how you will use the mini grant to provide *High Quality, Sustained, and Intensive, Classroom Focused activities for CTE Teachers, Administrators, and Counselors*. Describe how the funds requested will be expended to conduct the planning and implementation of the proposal in a budget narrative. Although no match is required, describe what other funds, if any, will be used to achieve program objectives.

II. Professional Development Plan and Budget Summary - Page 2 (No more than a single page, portrait orientation, 1” margins, single spaced, minimum 12 point serif font (recommend Times New Roman). See attached Sample.

Objectives, Activities and Sustainability:

Objectives

List the objectives that will be achieved as the result of the proposed project. All objectives must be quantifiable and address at least one of the State Core Indicators.

Activities to Achieve Objectives

List the activities that will be carried out to accomplish EACH objective listed. State what will be done, by whom, and the timeframe for accomplishing these activities.

Budget Narrative

Describe in more detail the exact expenditures as listed in the Activities showing a correlation between the activities and expenditures.

Evaluation/Sustainability

Using the State Core Indicators, describe measurable methods you will use to determine the effect of your objectives in attaining the State Core Indicators, as available below (listed on page 6-7). Indicate when evaluations will occur during the project period, who will collect the data, and how it will be collected. Include the tool(s) of assessment that will be used to evaluate the activities. Show how your activities are ongoing from what is happening with the Big Sky Pathways Institute or future professional development plans within your division.

III. Budget Form - Page 3 (Excel Spreadsheet)

A budget form is a separate attachment that is to be used to submit your budget. In order to apply for reimbursement for activities, your budgeted items must be approved prior to expenditure.

Submit an electronic copy of the Application Package to (September 15 and/or May1):

**Mark Branger, Institute Coordinator
Montana ACTE
1477 Ash Street
Worden, MT 59088
Tel: 406.967.2540 x 306
E-mail: mbranger@huntley.k12.mt.us**

Submit Receipts to (December 1 and/or June 20):

**Nicole Wanago, Treasurer
Montana ACTE
2889 North 27th #1
Bozeman, MT 59718
Tel: 406.219.3920
E-mail: chinadle@email.arizona.edu**

MONTANA ACTE PERKINS RURAL RESERVE MINI GRANT

OBJECTIVES, ACTIVITIES AND EVALUATION/SUSTAINABILITY

OBJECTIVES:	ACTIVITIES:	BUDGET NARRATIVE:	EVALUATION/SUSTAINABILITY:
<p>1. Professional Development activities, including pre service and in service training for career and technical, academic, guidance and administrative personnel.</p> <p>R1, R2, R4, R5</p> <p>State Indicators: 1S2, 2S1, 3S1, 4S1, 5S1, 6S1</p>	<p>1a. Big Sky Pathway Institute</p> <p>2b. Publications and Printing</p> <p>2c. Professional Travel for Institute Planning Committee to Region V and ACTE National Conference for Big Sky Pathways Institute workshops and presentations.</p> <p>2d. Travel for State Institute planning committee members for Big Sky Pathways Institute planning and coordination meetings.</p>	<p>1a. Printing - Funds will be used for printing registration material, institute programs (\$900) general session programs, reports, ballots, and handouts for sessions. Pre-institute mailings will be sent to every career and technical educator in the state with a summary of the institute program. Three hundred institute packets will be printed for the 2009 institute (\$600). A pre institute newsletter will be published and distributed to all Montana CTE professionals (\$500). \$2,000</p> <p>2a. Technical Services - These funds will be used to pay for a keynote speaker and for general and sectional speakers (\$3,000).</p>	<p>SurveyMonkey will be used to evaluate the Big Sky Pathway Institute. Information as a result of the survey will be evaluated and information gathered will be used in planning for the 2010 Big Sky Pathway Institute.</p>

Secondary Perkins Measures Used to Indicate Performance*

1S1 Academic Attainment – Reading/Language Arts

113(b)(2)(A)(i)

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the ESEA assessments in **reading/language arts** whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.

1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the ESEA assessments in **mathematics** whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.

2S1 Technical Skill Attainment 113(b)(2)(A)(ii)

Numerator: The number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: The number of CTE concentrators who took the assessment during the reporting year.

3S1 Secondary School Completion 113(b)(2)(A)(iii)(III)

Numerator: The number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma (if offered by the state), or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.

Denominator: Number of CTE concentrators who left secondary education during the school year.

4S1 Student Graduation Rates 113(b)(2)(A)(iv)

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of ESEA.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the state’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

5S1 Secondary Placement 113(b)(2)(A)(v)

Numerator: The number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e. unduplicated placement status for CTE investors who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

6S1 Nontraditional Participation 113(b)(2)(A)(vi)

Numerator: The number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

6S2

**Nontraditional
Completion**

113(b)(2)(A)(vi)

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who completed a program that leads to employment in nontraditional fields during the reporting year.

**Postsecondary measures used to indicate
performance**

1P1

**Technical Skill
Attainment**

113(b)(2)(B)(i)

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.

2P1

**Credential,
Certificate, or Degree**

113(b)(2)(B)(ii)

Numerator: Number of CTE concentrators who received, or were eligible to receive an industry-recognized credential, a certificate, or a degree and left postsecondary education during the reporting year.

Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.

3P1

**Student Retention or
transfer**

113(b)(2)(B)(iii)

Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn and were

Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn and were not eligible to earn an industry-recognized credential, a certificate, or a degree in

the previous reporting year.

4P1

Student Placement

113(b)(2)(B)(iv)

Numerator:

Number of CTE concentrators who completed or were eligible to complete a CTE program and were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).

Denominator: Number of CTE concentrators who completed or were eligible to complete a CTE program and left postsecondary education during the reporting year.

5P1

**Nontraditional
Participation**

113(b)(2)(B)(v)

Numerator: Number of CTE participants from underrepresented gender groups who participated in a CTE program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a CTE program that leads to employment in nontraditional fields during the reporting year.

5P2

**Nontraditional
Completion**

113(b)(2)(B)(v)

Numerator:

Number of CTE concentrators from underrepresented gender groups who completed or were eligible to complete a CTE program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed or were eligible to complete a CTE program that leads to employment in nontraditional fields during the reporting year.

Addendum

Allowable Expenditures

- Speaker/Presenter Stipend at what rate and the total amount.
- Consumable supplies – include a list of the types of supplies and the costs estimated with each. Please note that this category refers to items such as office supplies and while food may be considered consumable, it does not fit in this category and is no reimbursable.
- Minor equipment
- Travel – (Only for External Speaker/Presenter or for a member Presenter) include a list of who is traveling, the mileage, lodging, meals, airfare, etc. Use the state approved reimbursement schedule. Mileage for use of a personal car is paid at 48.5 cents per mile. In-state per diem is \$23 a day (\$5 breakfast, \$6 lunch, and \$12 dinner). Out of state per diem is \$36 per day (\$7 breakfast, \$11 lunch, and \$18 dinner). Lodging is \$73 in Montana. **This is only allowed if Division Officers or representatives adhere to the intent of the grant; refer back to page 1. Division Officers may attend professional development only if there is a plan in place for how they will then take the information they learned and distribute it to their membership in a method which adheres to the grant.**