

PERKINS NONTRADITIONAL OCCUPATIONS
CTE PROGRAMS OF STUDY
GRANTS

2020 – 2021 Request for Proposals



OFFICE OF THE COMMISSIONER
OF HIGHER EDUCATION



**GRANT APPLICATION OPEN PERIOD:
JULY 1, 2020 – MAY 1, 2021**

Notice of Nondiscrimination

It is the policy of the Office of the Commissioner of Higher Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Office of the

Commissioner of Higher Education MOA Coordinator at kwicks@montana.edu.



TABLE OF CONTENTS

Grant Information	3
Application Cover Page	5
Narrative & Budget Information	6
Proposed Budget Worksheet	7
Statement of Assurances	8
Scoring Guide	9
Checklist	10

The CTE brand logo, brand-positioning, theme, and brand extensions are the property of NASDCTE.

Perkins Nontraditional Occupations CTE Programs of Study Demonstration Grants

Purpose: To create career awareness, recruit, and retain students within a CTE Program of Study (**secondary + post-secondary**) that leads to a high skill, high wage, or in demand occupation that is nontraditional by gender.

Nontraditional Occupations by Gender:

Montana utilizes data from the **NAPE Nontraditional Crosswalk** for determining program eligible for nontraditional funding. You can visit the complete list here: https://napequity.org/wp-content/uploads/Non-TradCIPs_Cluster-Table-3_rev1-28-13.pdf

The following are priority nontraditional occupations for the purpose of this RFP*:

Males

Nursing/Healthcare
Early Childhood Education/Teaching K-3

Females

Science, Technology, Engineering, Math (STEM)
Trades (e.g., Construction, Manufacturing)
Agriculture
Culinary

*Please note, this list is not exclusive, you may apply for funds to support any specific career fields identified as nontraditional in the NAPE Nontraditional Crosswalk or with other substantial supporting data.

Awards: Grants of **up to \$15,000** each will be available to Perkins eligible: school districts, two-year programs, tribal colleges, community colleges or consortia to support the successful recruitment and retention of students in CTE Programs of Study (POS) that lead to a career which is nontraditional by gender*.

**Note: Only Perkins Eligible entities in good standing are eligible to apply.*

Important Dates:

- Application open period: July 1, 2020-May 1, 2021
- Grant winners notified: Ongoing

- Grant funds available: July 1, 2020 - June 30, 2021
- Final Narrative Report deadline: June 15, 2021
- Final Fiscal Closeout Report Due: August 15, 2021

Secondary and Postsecondary Involvement: Collaboration between secondary and postsecondary institutions is highly encouraged. Applications demonstrating partnership between secondary and postsecondary entities will be given preference.

Use of Funds: Funds **MAY** be used to (list is not inclusive):

- Create or purchase materials about careers that are nontraditional by gender
- Develop and implement a non-traditional after-school work experience or internship
- Create engaging virtual career exploration activities or virtual mentoring experiences
- Provide or attend training about nontraditional careers for CTE POS teachers, instructors, and faculty
- Bring nontraditional role models to high schools with CTE POS to describe their experiences to students
- Pay for field trips to events, jobs or training centers featuring nontraditional workers

- Provide secondary/postsecondary instructors with collaboration time to review and revise curriculum, program environment, or teaching strategies designed to recruit and retain nontraditional students
- Implement new recruiting or retention strategies within a CTE Program of Study
- Develop a mentor system using former students and/or current practitioners

Funds **CANNOT** be used to:

- Pay for college tuition or fees
- Pay for promotional materials such as T-shirts, cups or keychains

Commitment of Participation, Reporting and Evaluation: Full participation includes providing necessary reports, including a written final report that documents project activities, populations served, and outcomes achieved, as well as a final expenditure sheet at year end.

Application Materials and Instructions: Complete applications must include the following:

- Application Cover Page (Attached)
- Proposal Narrative (See attached "Narrative and Budget Information" for instructions on what to address and "2020-21 Scoring Guide" for the criteria and scoring process that will be used to evaluate proposals)
- Proposed Budget Worksheet (Attached)
- Statement of Assurances (Attached)

Application Submission Process: To be considered for funding, an **electronic version of the complete application, including a scanned copy of the signed Statement of Assurances, must be submitted.**

Grants will be considered starting July 1, 2020 and approved on a rolling basis. An application must score 75 to receive approval.

Funds will be disbursed throughout the year on a first-come, first served basis for eligible projects until all available funds have been spent. Electronic copies of applications should be sent to: kbrooke@montana.edu

Questions: For questions about the submission process, please contact Perkins Program Manager Katy Brooke at kbrooke@montana.edu.

Narrative & Budget Information

Address proposal and budget narrative in no more than 4 pages. The Proposed Budget Worksheet that follows is an additional page that must be included with the application.

Title of Project

Introducing youth to non-traditional career pathways outreach project

Project Narrative

Over the course of the next six months, January 2021 to June 2021, this proposed project will reach over 450 students ages 12-18, 50 plus teachers, staff and administration and provide access to information on non-traditional careers and vital training for educators over the next three years, at which time, data will be reassessed and promotional materials updated. Thus, laying the groundwork for future sustainable non-traditional career education throughout the area school districts, serving hundreds of future skilled workforce employees for years to come.

Providing access to “think outside of the box or non-traditional” career awareness opportunities for area youth creates a conduit of knowledge encouraging them to recognize their abilities and personal skills regardless of gender. Then by applying the skills and recognizing their abilities and interests they are able to have a focused career goal guiding them through high school career prep courses and career fairs with a more successful targeted outcome whether it be college, apprenticeship, or on-the-job training after high school graduation in a career of choice unbound by stereotyping. Applying the skills they gain through this secondary school program, students can achieve a higher level of job satisfaction in their future.

In order for students to reflect upon the full range of careers available to them, no career consideration should be left off due to gender. Students should be able to choose careers based on their interests, skills, and abilities, rather than based on gender stereotypes. Students need an awareness of non-traditional careers, motivation to further explore non-traditional careers, and the development of skills to pursue career opportunities within the non-traditional areas. This project is intended to create that awareness materials for distribution to students and school staff and access to a new virtual career fair with deep dive career assessment tools to recruit and retain male and/or female students in non-traditional career majors. (Non-traditional occupations are defined as those for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.)

The Montana non-traditional career clusters with the largest gaps are Education and Healthcare-Nursing for men with only 9 percent in Education careers and 14 percent in healthcare – nursing careers and for women Information Technology, STEM and trades careers are all at around 11 percent. These will be the areas in which our project will focus when creating marketing promotional materials for career exploration in the classroom, teacher education and self-assessment and will emphasize during the virtual career day with a non-traditional career guest speaker panel. Over 450 students, Males 52% Females 48%, at Dillon Middle school (7th & 8th grade) & Beaverhead county high school will participate in the first year with expansion into surrounding counties in Fall 2021 reaching over 700 students the second year of the project. The rationale for targeting this age group is to reach students prior to their senior year of school before they make their final

post-secondary education decisions and to reach those students not likely to pursue a traditional 4-year college plan.

Major Activities & Strategies

Project description and Major Activities:

Project activities will encourage middle and high school students to view opportunities in non-traditional career arenas as exciting and viable options through positive skills coaching, exposure to non-traditional role models and career guidance. Project outcomes will be implemented through the following major components: Career Awareness Outreach to Middle Schools and High Schools, Virtual career fair including non-traditional occupations and role models & Professional Development for administrators, counselors and teachers.

Career Awareness for middle and high school students: Teachers, students and parents will be provided digital and print information in the form of brochures, personal assessments quizzes, flyers, classroom posters, bookmarks with links to multiple career exploration websites all designed to promote awareness of non-traditional career pathways and a deeper understanding of potential career opportunities with further investigation of a particular industry, career or occupation of interest. These materials will be designed in January, printed in February with distribution to schools in March. Materials created will be used in Beaverhead county middle and high school classrooms from March of 2021 through the academic year of 2023 at which time they will be updated.

Virtual Career Fair with non-traditional career guest speaker panel: Through collaboration with the counselors from Beaverhead county high school and Dillon middle school, a virtual career fair will be offered to over 500 students in late April of 2021. Through the purchase of Campus Groups Virtual Career Fair software, the project will be able to create a completely virtual experience for our students to explore a vast number of occupations, visit with employers, take pre-fair personal interest assessments and attend a non-traditional career guest speaker panel. The software will provide the project with reports on success of the event as well as continued support for students, i.e. links to multiple employers, colleges, trade schools and apprenticeship resources. The use of a virtual fair provides access to so many more students than a face-to-face career fair allowing for students across the county to take a deep dive into careers of their choice right at their desk. Two virtual fairs are planned for 2021 with expansion into surrounding counties for the Fall 2021 fair.

Professional development for administrators, counselors and teachers: A one credit course curriculum call "Exploring Non-traditional Careers for educators" will focus on gender equity, non-traditional careers and the needs to the future workforce and will be developed in modules to provide ease of access through partnership with a contracted University of Montana Western educator. The course will be ready and delivered to Beaverhead county and surrounding school districts staff in June 2021 with plans to have an online module available for use across the state of Montana by the fall of 2021.

Project Goals and Objectives

Goal 1: Improve access to non-traditional career educational resources at Dillon middle school and Beaverhead county high school.

Objective 1A: 100% of Dillon middle school and Beaverhead county high school students will receive non-traditional career awareness informational materials through classroom distribution by March 2021.

Goal 2: Improve access to non-traditional career educational resources at Dillon middle school and Beaverhead county high school.

Objective 1A: Create a virtual career fair with non-traditional career guest speaker panel to be offered to over 500 students in April 2021.

Goal 3: Incorporate a non-traditional careers exploration component into educator, counselor and administration professional development training providing training on gender equity, non-traditional careers and workforce needs.

Objective 2A: Two school counselors (one from DMS and one from BCHS) will complete a non-traditional careers self-assessment prior to distributing student materials to classrooms in February 2021.

Objective 2B: Professional development one credit course curriculum for “Explore non-traditional careers for Educators” created and offered to local educators, counselors and administrators in June 2021. Modules available statewide Fall 2021.

Staffing

The project activities will be accomplished through the work of the University of Montana Western School of Outreach staff, contract curriculum design instructor, Beaverhead County high school counselor, Dillon middle school counselor along with many school district staff, business and trades professionals.

Evaluation plan and activities

The school counselors will be responsible for distributing and collecting the career awareness campaign pre-assessments/evaluations/surveys in March 2021. The School of Outreach staff will gather those from the counselors and file it into the project data report.

The School of Outreach staff will be responsible for follow up, collection and processing of the data for the virtual career fair through the Campus Groups Virtual Career Fair platform. The final report will be complete for the Spring Career Fair by May 2021.

A course evaluation will be given to those educators who complete the Non-traditional Careers one credit course. These evaluations will be reviewed and filed at the School of Outreach office. The first course will be offered and evaluated in June 2021.

All final evaluation and project reporting will be submitted and/or filed by the Montana Western School of Outreach staff.

Budget Narrative

A) **Staff Contractual Services: Funds requested \$1,370**

- ✓ Hire a curriculum development instructor for \$1,370. The duties consist of developing a one credit course titled "exploring non-traditional careers" for educator professional development. The course modules will be designed for face-to-face, online or hybrid presentation.

B) **Students:** No funds are requested in this category

C) **Supplies & Equipment: Funds requested \$4,750**

Instructional Supplies *Career Awareness campaign: \$975.00*

- ✓ Student nontraditional careers brochure 1,440 @ .24 each = \$345.00
- ✓ Teacher nontraditional careers educator brochure 500 @ .24 each = \$120.00
- ✓ Classroom posters 100 @ .27 each = \$27.00
- ✓ Flyers 1,440 @ .17 each = \$245.00
- ✓ Bookmarks 1,440 @ .165 each = \$237.00

Other: *Virtual Career Fair supplies and equipment: \$3,745.00*

- ✓ Software purchase from Campus Groups virtual career fair platform for \$2,500.00. This will provide access to a wide variety of resources in a pre-designed, easy to use format for students, educators, employers and post-secondary recruiters
- ✓ Career cluster handouts and student pre-assessments 1,440 @ .17 each = \$245.00
- ✓ Guest speakers for the non-traditional careers career fair panel will be paid \$100 each with 10 speakers recruited equaling \$1000.

Budget Worksheet

Title of Project: Introducing youth to non-traditional career pathways outreach project

Project Start Date: January 1, 2021 Project End Date: June 30, 2021

	Perkins Nontraditional Grant Funds	LOCAL *	IN-KIND & OTHER SOURCE*	TOTAL
A. Staff				
Salaries				
Benefits				
In-State Travel				
Professional Development				
Other: Curriculum development contract	\$1,370.00			
B. Students				
In-State Travel				
Supplies				
Other				
C. Supplies and Equipment				
Office Supplies				
Instructional Supplies	\$975.00			
Equipment (less than \$300)				
Other: Virtual Career fair materials and software	\$3,750.00			
D. Indirect/Overhead Indirect Cost @ 5% maximum				
E. Other (Include explanation)				
COLUMN TOTAL	\$6,095.00			

*Matching funds from other sources are not required.

Statement of Assurances

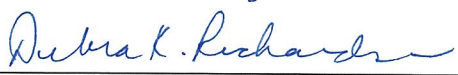
Assurances form a binding agreement between the eligible recipient fiscal agent, the Montana Office of the Commissioner of Higher Education, and the U.S. Department of Education that assures all legal requirements are met in accordance with state and federal laws, regulations, and rules. These assurances apply to program activities and expenditures of funds. Compliance to general and specific program assurances is the legal responsibility of the eligible recipient under the authorization of the local board of education.

Fiscal Agent Name: Debra Richardson		
Address: 710 S. Atlantic Street		
City: Dillon	State: MT	Zip: 59725
Phone: 406-683-7309	Email: Debra.Richardson1@umwestern.edu	


The Eligible Recipient Fiscal Agent certifies the following statements:

- The Fiscal Agent understands and will comply with the provisions, regulations and rules of the Carl D. Perkins Career and Technical Education Act of 2006.
- The Fiscal Agent will use federal funds to supplement the eligible recipient's CTE programs of study and will not use federal funds to supplant existing funds or reduce general or other funds.
- The Fiscal Agent will provide, on request, complete and accurate data as required.
- The Fiscal Agent understands and will comply with all applicable assurances for Federal Grant Funds. These assurances can be found at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
- The agency agrees to provide required descriptive and statistical reports, including a written final report and final expenditure sheet at year end.
- The agency assures that they are (or) are NOT currently on a voluntary plan of correction for civil rights deficiencies.

Print Name of Authorized Fiscal Agent Debra Richardson	Title Controller
---	---------------------

Signature of Authorized Fiscal Agent 	Date 12/4/2020
---	-------------------

Print Name of Authorized Secondary Representative Karen Throckmorton	Title Grant Accountant
--	------------------------------

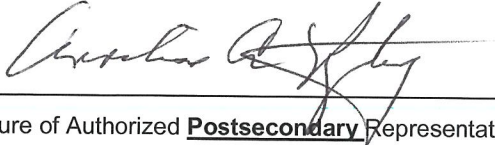
Signature of Authorized Secondary Representative 	Date 12-4-20
--	-----------------

Anneliese A. Ripley

Director of
Research &
Grants

Print Name of Authorized **Postsecondary** Representative

Title



12/04/2020

Signature of Authorized **Postsecondary** Representative

Date

Scoring

Each proposal must contain the following information which will be weighted as shown.

Points	Category
25	Project Description A. Proposal identifies a CTE Program of Study that meets nontraditional occupations as defined by the RFP B. Timeline is clear and responsible parties are identified C. Major activities are described and meet the intent of the RFP D. Relationship between the project activities and the secondary and postsecondary components of CTE Program of Study are addressed
25	Goals & Outcomes A. Secondary or/ & Postsecondary goals and outcomes are clear and match project activities B. Targeted student population is sufficient to meet project goals/outcomes C. Current project builds on previously funded activities (if applicable)
5	Project Evaluations A. Data on applicant's past performance on Perkins 6S1/5P1 is provided B. Evaluation plan and activities are described C. Responsible parties for evaluation activities (data collection, final report) are identified
10	Communication of Project's Activities & Accomplishments A. Communication Strategies are described B. Timeline for activities is clearly identified
25	Budget A. Budget narrative matches budget items B. Budget narrative explains what budget items are and their purpose C. Proposed budget is reasonable D. Budget items are allowable pursuant to RFP guidelines

10	Additional Elements & Criteria A. Proposal Partners Secondary/Postsecondary B. Narrative meets page requirements and is well written C. Spelling and Grammar is accurate
100	Total Maximum Points
*Proposals must reach 75 points to be funded.	

PERKINS NONTRADITIONAL OCCUPATIONS
CTE PROGRAMS OF STUDY GRANTS

2020-2021 CHECKLIST

Required

Cover Page (Signed)



Budget

Proposal Narrative

Statement of Assurances (Signed)

Optional

Other (i.e. justification of nontraditional status for a program not listed in the RFP)

