



## **Girls Representing in Trades**

Prepared by Missoula College UM  
for Montana University System, Office of the Commissioner of Higher Education 2023-2024 Perkins Nontraditional  
Occupations Application

**Submitted by John Freer**

**Submitted on 11/13/2023 11:49 AM Mountain Standard Time**



## Opportunity Details

### Opportunity Information

Title

2023-2024 Perkins Nontraditional Occupations Application

Description

Perkins Nontraditional funds are made available to Perkins Eligible secondary and post-secondary schools to create career awareness, recruit, and retain students within a career and technical education (CTE) program of study (secondary + post-secondary) that leads to a high skill, high wage, or in demand occupation that is nontraditional by gender. The term “nontraditional occupations” means occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. This one-time award is available to support CTE initiatives with a clear impact on students pursuing nontraditional programs.

Awarding Agency Name

OCHE

Agency Contact Name

Ciera Franks-Ongoy

Agency Contact Phone

406-449-9132

Agency Contact Email

cfranksongoy@montana.edu

Fund Activity Categories

Education, Employment, Labor and Training

Opportunity Manager

Ciera Franks-Ongoy

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/79246b19-5856-4450-92a2-f7bf4eb43d8>

### Award Information

Award Range

\$500.00 - \$20,000.00

Award Period

07/01/2023 - 06/30/2024

Award Type

Competitive

Matching Requirement

No

### Submission Information

Submission Timeline Type

Rolling

Allow Multiple Applications

Yes

Application Review Start Date / Pre-Qualification Deadline  
05/26/2023 12:00 AM

## Question Submission Information

Attachments

- MT Perkins 23-24 Non-Traditional Grant RFP

## Eligibility Information

Additional Eligibility Information

Only Perkins Eligible entities (school districts, two-year programs, tribal colleges, community colleges or consortia) in good standing are eligible to apply.  
Applicants and project contacts are not restricted to Perkins coordinators – CTE faculty and staff in related roles are encouraged to apply.

## Additional Information

Additional Information URL

<https://www.mus.edu/Perkins/nontrad.html>

## Award Administration Information

State Award Notices

The following is a listing of regulations applicable to Perkins Programs:

Education Department General Administrative Regulations  
<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>  
Administrative and National Policy Requirements 34 CFR Part 76 (State-Administered Programs).  
34 CFR Part 77 (Definitions that Apply to Department Regulations).  
34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and Activities).  
34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments).  
• 2 CFR 200 most current guidance found in PART 200—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS

The required postsecondary core indicators of performance for each grant cycle are established by state Perkins staff and the U.S. Department of Education. The purpose of the indicators are to assess the effectiveness of the state Perkins Program, along with its individual institutions, in achieving statewide progress in CTE, and to optimize the return on investment of federal funds in CTE activities.

Administrative and National Policy Requirements

Proposed projects MUST "create career awareness, recruit, and retain students within a career and technical education (CTE) program of study (secondary + post-secondary) that leads to a high skill, high wage, or in demand occupation that is nontraditional by gender. "

Montana utilizes data from the Perkins Collaborative Resource Network Nontraditional Crosswalk for determining program eligible for nontraditional funding. You can visit the complete list here: <https://cte.ed.gov/accountability/linking-data>

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

Males:

Nursing/Allied Health  
Early Childhood Education/Teaching K-3

Females:

Science, Technology Engineering, Math  
Manufacturing & Trades

Construction and Architecture  
Culinary

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

#### Reporting

Full participation includes providing a written quarterly report for each quarter that spending takes places and a final report that documents project activities, populations served, and outcomes achieved, as well as a final expenditure sheet at year end.

- Final Narrative Report deadline: June 15, 2023
- Final Fiscal Closeout Report Due: August 15, 2023

#### Other Information

Collaboration between secondary and postsecondary institutions or between two or more postsecondary institutions is highly encouraged. Applications demonstrating intrastate partnerships will be given preference.

#### Eligibility and Duration

One-year grant awards are available through an annual application process to:

- Tribal colleges, two-year colleges, and community colleges who have been in good standing with their Local application funds for two years prior with a indication of a strong performance history and appropriate internal controls. This includes adhering to grant application and reporting deadlines, submitting data, 2 CFR UGG guidance and all Perkins and Civil Rights monitoring.



## **Project Information**

### **Application Information**

Application Name  
Girls Representing in Trades

Award Requested  
\$20,000.00

Total Award Budget  
\$20,000.00

### **Primary Contact Information**

Name  
John Freer

Email Address  
john.freer@umontana.edu

Address  
2795 37th Ave  
Missoula, MT 59803

Phone Number  
(406) 243-7668

## Project Description

### Project Description

**Directions:** To increase the likelihood of receiving funding for your projects, please submit a separate application for each distinct, nontraditional occupations project proposed.

**Defining "nontraditional occupations":** The term "nontraditional occupations" means occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

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

**Males:**

- Nursing/Allied Health
- Early Childhood Education/Teaching K-3

**Females:**

- Science, Technology Engineering, Math
- Manufacturing & Trades
- Construction and Architecture
- Culinary

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

**Project Title**

Girls Representing in Trades (GRIT)

How does this project encourage the successful recruitment and retention of males or females within a CTE Program of Study that leads to an occupation that is nontraditional by gender?

The requested funding is intended to support a lead faculty/program manager to coordinate and deliver Job Site Ready (JSR) through the GRIT (Girls Representing in Trades) program, and provide additional funding for marketing, outreach, instruction, and materials for hands-on program delivery.

GRIT was a program launched in 2017 at Missoula College in partnership with local stakeholders, including the YWCA, Home Resources, Missoula County Public Schools, local Industry, and additional non-profits to highlight careers, pathways, and provide hands-on exploration of trade skills through Spring Break and Summer Camps for Middle school aged students, and six-week After-school/Saturday programs for grades 9-12. In the initial two-year period of the program over 80 girls and women completed GRIT programs, but pandemic challenges and staffing reductions have stalled the ability for the program to be delivered. This funding would provide the foundation to relaunch the successful program. Additionally, utilizing the established JSR curriculum and resources as a basis of design for the program will assist and accelerate launch and execution.

**Program Description:**

Careers in the skilled trades, such as welding, carpentry, and plumbing, offer starting salaries significantly higher than almost any other entry-level jobs. Not only teaching skills, but encouraging and educating our emerging workforce of the options and availability of these high paying, high demand, occupations is essential in trying to close the skills and labor gap. Despite females being dramatically underrepresented in trade-based work, it is important that girls and non-binary youth understand trades is an actual option for them and worth exploring and considering. GRIT meets an important need by helping to present the trades careers as attainable, and to open doors for young people who might otherwise feel excluded from the industry. More broadly, it seeks to teach them that they're capable of doing things they're traditionally told they can't.

Current US Bureau of Labor and Statistics data shows that women comprise 47% of the total US workforce, yet when it comes to some of the most in-demand and highest paying trade careers, women are significantly underrepresented. Only 3.5% of Carpenters, 3.1% of Electricians, 3.8% of Welders, and only 2.3% of Plumbers are women. The numbers are similar for automotive repair, construction management, and nearly every other trades-related employment category. Too often young women are faced with inaccurate perceptions that the jobs are too "tough" or physically demanding for them, and this occupational segregation continues in perpetuating economic disadvantages for women.

GRIT provides a safe, non-threatening environment for girls and women to learn about potential careers, test out the basic skills alongside their peers, gain the confidence to know they are more than capable, and help to identify training pathways to continue their trades training education. Instruction is provided by nontraditional industry workers, as well as current nontraditional Missoula College students, providing skills training, mentorship, and serving as role models with demonstrated experience and success in the trades.

What are the major activities or strategies that will be carried out and by whom?

GRIT middle school camps are designed to raise awareness and peak interest in middle school aged girls, and to encourage them to seek out often overlooked opportunities to pursue trades and take courses like woodworking, welding, auto tech, or other CTE courses as they enter high school. If successful, Missoula College will use the previously developed GRIT model to deliver a Spring Break Camp for up to 10 participants in March of 2024, and a Summer camp for up to 10 participants in June of 2024.

GRIT high school camps provide a similar but more in-depth experience, utilizing the longer six-week delivery period to provide additional project-based skills training and exposure to additional careers within trades and industry. It also highlights post-secondary pathways, career outcomes and scholarship funding opportunities specifically available for young women who want to pursue degree programs, in areas such as Carpentry, Welding, Diesel and Automotive Technology, Heavy Equipment Operation, and Construction Management. Missoula College will deliver a six week JSR/GRIT program for up to 10 girls and young women from local high schools in Spring of 2024.

The primary mission of GRIT is to offer women and girls exposure, excitement, and encouragement to cultivate practical skills in the trades in a safe environment. The goals for both the middle school and high school programs are to;

...engage, educate, and empower girls and young women to explore trades work and gain practical building skills.

...use skilled projects to help girls and young women identify their strengths, build confidence and develop their leadership skills.

...connect community tradeswomen with one another, with students, and create a supportive network of professionals and mentors.

...challenge gender stereotypes and catalyze change in skilled work culture.

...empower girls and young women to participate in and uplift the community.

...allow every participant and volunteer who engages with GRIT to feel the strength and pride that comes with building practical skills.

Specific student outcomes will be similar for both the middle school and the high school programs, however safety constraints for middle school students may allow high school participants to gain more direct hands-on experience with a greater variety of tools and techniques. Suggested learning outcomes include;

After successful completion of GRIT program, participants should.....

...possess a basic awareness of available careers within various trades related sectors,  
including construction, electrical, plumbing, welding, automotive, and others.

...recognize the role of women in the trades, and gain encouragement to overcome gender  
bias and occupational segregation

...recognize the importance of safety when working with or around any type of hand or  
power tools, heavy equipment, or in other trades related settings

...practice teamwork and team building through project participation and completion

...gain confidence in their ability to learn basic trade skills through practice and project  
completion

...be able to identify and safely use the most common PPE (Personal Protective Equipment)

...be able to identify and safely use the most common hand tools used for carpentry

...be able to identify and safely use basic power tools used for carpentry

...be able to identify and safely use stationary power tools used for woodworking

...possess a basic understanding of the welding process

...be able to identify and use plasma cutters and create an arc with a basic wire feed  
welder

...possess a basic awareness of training opportunities, education, and other options for  
Further trades exploration and training

Measurement of these student outcomes as well as overall program success will be evaluated through both student and Instructor surveys. Students will complete both pre and post training surveys for each of the primary areas of training covered (ie. Carpentry, Welding, Automotive, etc.) within each program. Instructor checklists with the practiced hands-on skills will be completed and distributed to the students along with their certificates of completion. Students, instructors and volunteers will be asked to complete an overall survey for post program review.

Do proposed activities include a secondary/postsecondary partnership component?

- Yes  
 No



Describe the secondary/postsecondary partnership that will take place:

GRIT was a program launched in 2017 at Missoula College in partnership with local stakeholders, including the YWCA, Home Resources, Missoula County Public Schools, local Industry, and additional non-profits to highlight careers, pathways, and provide hands-on exploration of trade skills through Spring Break and Summer Camps for Middle school aged students, and six-week After-school/Saturday programs for grades 9-12. In the initial two-year period of the program over 80 girls and women completed GRIT programs, but pandemic challenges and staffing reductions have stalled the ability for the program to be delivered. This funding would provide the foundation to relaunch the successful program. Additionally, utilizing the established JSR curriculum and resources as a basis of design for the program will assist and accelerate launch and execution.

What is the timeline for this project? Please provide a brief summary of key dates for the proposed project.

Missoula College will use the previously developed GRIT model to deliver a Spring Break Camp for up to 10 participants in March of 2024, and a Summer camp for up to 10 participants in June of 2024.

Please provide the contact information for any other significant parties relating to this grant:

Name	Title	Phone	Email
Tom Gallagher	Dean, Missoula College	406-243-7801	thomas.gallagher@umontana.edu
Katie Dalessio	Director of Operations & Finance	406-243-7908	katherine.dalessio@umontana.edu

## Project Outcomes & Evaluation

### Project Outcomes

How many students does the project intend to reach? Males? Females?

20 Female students

Describe the project's goals to be measured in detail and how these relate to the project's activities:

The primary mission of GRIT is to offer women and girls exposure, excitement, and encouragement to cultivate practical skills in the trades in a safe environment. The goals for both the middle school and high school programs are to;

...engage, educate, and empower girls and young women to explore trades work and gain practical building skills.

...use skilled projects to help girls and young women identify their strengths, build confidence and develop their leadership skills.

...connect community tradeswomen with one another, with students, and create a supportive network of professionals and mentors.

...challenge gender stereotypes and catalyze change in skilled work culture.

...empower girls and young women to participate in and uplift the community.

...allow every participant and volunteer who engages with GRIT to feel the strength and pride that comes with building practical skills.

Specific student outcomes will be similar for both the middle school and the high school programs, however safety constraints for middle school students may allow high school participants to gain more direct hands-on experience with a greater variety of tools and techniques. Suggested learning outcomes include;

After successful completion of GRIT program, participants should.....

...possess a basic awareness of available careers within various trades related sectors,  
including construction, electrical, plumbing, welding, automotive, and others.

...recognize the role of women in the trades, and gain encouragement to overcome gender  
bias and occupational segregation

...recognize the importance of safety when working with or around any type of hand or  
power tools, heavy equipment, or in other trades related settings

...practice teamwork and team building through project participation and completion

...gain confidence in their ability to learn basic trade skills through practice and project

completion

...be able to identify and safely use the most common PPE (Personal Protective Equipment)

...be able to identify and safely use the most common hand tools used for carpentry

...be able to identify and safely use basic power tools used for carpentry

...be able to identify and safely use stationary power tools used for woodworking

...possess a basic understanding of the welding process

...be able to identify and use plasma cutters and create an arc with a basic wire feed

welder

...possess a basic awareness of training opportunities, education, and other options for

Further trades exploration and training

Measurement of these student outcomes as well as overall program success will be evaluated through both student and Instructor surveys. Students will complete both pre and post training surveys for each of the primary areas of training covered (ie. Carpentry, Welding, Automotive, etc.) within each program. Instructor checklists with the practiced hands-on skills will be completed and distributed to the students along with their certificates of completion. Students, instructors and volunteers will be asked to complete an overall survey for post program review.

### Evaluation Activities

Describe the evaluation plan for determining your progress or success in meeting the proposed goals and outcomes:

Measurement of these student outcomes as well as overall program success will be evaluated through both student and Instructor surveys. Students will complete both pre and post training surveys for each of the primary areas of training covered (ie. Carpentry, Welding, Automotive, etc.) within each program. Instructor checklists with the practiced hands-on skills will be completed and distributed to the students along with their certificates of completion. Students, instructors and volunteers will be asked to complete an overall survey for post program review.

List the responsible parties for completing the evaluation of the proposed activities::

Students, instructors and volunteers will be asked to complete an overall survey for post program review.

## Budget Narrative

Please provide a narrative explanation of the budget—with the focus on the expenditure of these Perkins funds and demonstrating budget math.

Each line item in the final budget, and it's purpose, should be accounted for in the budget narrative.

### Budget Narrative

Funding will be used for staffing as well as program outreach, recruitment, and delivery. Primary funding will support a (.5 FTE)? position for a lead individual to serve as program coordination and primary GRIT instructor. This position will be responsible for direction and coordination of all GRIT related training. They will serve as the primary point of contact and be responsible for volunteer and instructor recruitment, community partner outreach and recruitment, solicitation of materials, supplies, and other items from industry and business partners, and overseeing the safe execution of all GRIT programs.

The GRIT lead will also be responsible for recruiting, on-boarding, and overseeing all GRIT industry instructors, student mentors, and industry speakers and scheduling within the program agendas. The GRIT lead will execute the outreach and marketing for the Spring Break Camp, Summer Camp, and six-week GRIT programs, including but not limited to local and regional outreach to both middle school and high schools, on site school visits to present and promote information on careers in the trades for girls and young women and recruit students to participate in the GRIT programs. The GRIT lead will also participate in the development of promotional material to support outreach and marketing efforts.

Additional funding will be used to create collateral marketing material, promotional items, and travel costs to support outreach and site visits of GRIT lead, as well as for needed consumable materials, project materials, and instructor stipends.

### PLEASE REVIEW: NOTICE REGARDING EDUCATIONAL MARKETING MATERIALS

Please keep a couple things in mind with the educational marketing materials. When using federal funds, videos and any other marketing materials can't promote your college specifically in any way. Here are a few examples of what you can and can't do:

You can...	You can't...
Interview students or faculty wearing Gallatin College clothing	Have students or faculty identify as being "from Gallatin College" unless you are including other Montana schools in video as well.
Interview students or faculty with a Great Falls College sign in the background	Show a standalone shot/view of the front of Great Falls College (unless showing other Montana schools in video as well)
List/Show <u>all</u> schools in Montana where students can enroll in the highlighted programs	State that students are enrolled in highlighted programs at Helena College (without mentioning other schools)

A good rule of thumb is to remember that these videos will need to be made available for any Perkins schools in Montana to use to promote nontraditional careers if they want to, so the videos should be general enough that a college in Havre or a high school in Libby could also use it.



OCHE will need to review videos before we can reimburse for any video related expenses. If you have any questions about content don't hesitate to give me a call and we can run through it.

## Budget

### Proposed Budget Summary

#### Expense Budget

	Grant Funded	Total Budgeted
<b>00 - Administrative/Indirect Costs</b>		
Indirect Costs	\$1,000.00	\$1,000.00
<b>Subtotal</b>	<b>\$1,000.00</b>	<b>\$1,000.00</b>
<b>01 - Salaries</b>		
Instructor Stipends	\$2,300.00	\$2,300.00
<b>Subtotal</b>	<b>\$2,300.00</b>	<b>\$2,300.00</b>
<b>02 - Hourly Wages</b>		
GRIT Coordinator	\$12,000.00	\$12,000.00
<b>Subtotal</b>	<b>\$12,000.00</b>	<b>\$12,000.00</b>
<b>03 - Employer Paid Benefits</b>		
GRIT Coordinator	\$2,160.00	\$2,160.00
<b>Subtotal</b>	<b>\$2,160.00</b>	<b>\$2,160.00</b>
<b>04 - Contracted Services - Operating Expenditures</b>		
Project Materials	\$1,540.00	\$1,540.00
Safety Equipment	\$400.00	\$400.00
<b>Subtotal</b>	<b>\$1,940.00</b>	<b>\$1,940.00</b>
<b>08 - Other</b>		
Marketing/Postage/Printing	\$600.00	\$600.00
<b>Subtotal</b>	<b>\$600.00</b>	<b>\$600.00</b>
<b>Total Proposed Cost</b>	<b>\$20,000.00</b>	<b>\$20,000.00</b>

#### Revenue Budget

	Grant Funded	Total Budgeted
<b>Grant Funding</b>		
Award Requested	\$20,000.00	\$20,000.00
<b>Subtotal</b>	<b>\$20,000.00</b>	<b>\$20,000.00</b>
<b>Total Proposed Revenue</b>	<b>\$20,000.00</b>	<b>\$20,000.00</b>

## Proposed Budget Detail

See attached spreadsheet.

## Proposed Budget Narrative

### 00 - Administrative/Indirect Costs

5% of total project funds may be used for indirect and administrative costs. If they will be used, describe the proposed administrative costs in the notes. These are costs that cannot be assigned to a particular project but are necessary for the operation of the organization and therefore the performance of the project. Example: Administrative staff not directly supporting the project but support the operation of the organization (e.g. legal and finance departments), accounting costs, time spent developing the CLNA in addition to administrative activities include, but are not limited to, grant development, grant monitoring, evaluation of program effectiveness, data input, developing reports, payroll, providing technical assistance, clerical, and accounting duties.

#### Indirect Costs

5% of Direct Costs.

### 01 - Salaries

List each position as a separate line item. In the notes please provide position title, % of FTE or total annual hours; annual salary, percentage of salary/FTE, and/or per credit rate for stipends. Stipend dollar amounts should have associated rationale. For each requested position provide a justification and describe the responsibilities relating to the accomplishment of specific program objectives. Title (The job title of each staff member working the project), Name (the name, if known, of the staff member filling this position. If the position has yet to be filled use TBD), Annual Salary (The staff member's full annual salary. Must be verifiable through Time and Effort and paystubs), Level of Effort (The level of effort to reflect the overall % of the time the staff member will work exclusively on the project), Months (The number of months the staff member will work on the project, not the to exceed the project performance period), Total (Calculate the cost of each staff member's salary: (Annual salary x level of effort %) / number of months working on the project. Examples: --Alice Bau, Perkins Program Coordinator, annual salary of \$50,000 funded at 50% (or .5 FTE) for 12 months for a total of \$25,000 --Alex Roper, Program Instructor salary for curriculum development estimated 20 hours at \$50/hour (20 hours x \$50) and paid as a stipend due to campus policy rate for 12 months for a total of \$1000 Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment".

#### Instructor Stipends

20 hour high school workshops: 6 instructors @ \$300/instructor Middle School Camps: 10 instructors @ \$50/day

### 02 - Hourly Wages

List each individual position as a separate line item. In the notes please provide Staff Name (if known or TBD), position title, % of FTE or total annual hours and hourly rate, Months and Total. Examples: Project 3 --Jeff Smith, Adjunct Faculty for New Perkins Program to teach two new courses for 3 months at \$750/credit hour for 6 credit hours=totaling \$4,500 Include "Project #" with your line item title.

#### GRIT Coordinator

\$24.00 per hour, 20 hours per week, for 25 weeks, total of \$12,000 in wages.

### 03 - Employer Paid Benefits

List each position as a separate line item. Should reflect percentage of position paid under Personnel. Includes FICA, retirement, WC, SUE and health insurance. Title (The job title of each staff member working on the project listed in the above salary section), Name (The name, if known of the staff member filling this position as listed in the

salary and wages section), Rate (The Fringe Benefit Rate), Fringe Base (The total salary for each staff member as listed in the above salary section), Total (The total calculation of fringe for each personnel listed. (Rate X Fringe Base=Total). Example: Project 5- Project Coordinator, Taylor Jones, 22% of \$18, 750.00 for a total = \$4,125.00 Include "Project #" with your line item title.

### GRIT Coordinator

18% UM Staff benefit rate (12,000\*.18). No Health Insurance will be paid.

## 04 - Contracted Services - Operating Expenditures

Create a line item for each contracted service including the rate and duration of service. Include "Project #" with your line item title.

### Project Materials

Supplies and consumables for the projects the students will work on during the camps.

### Safety Equipment

Hard hats, ear plugs, safety goggles, vests, etc. for instructors and participants.

## 08 - Other

Includes dues, subscriptions and training registration. List each due, or subscription as a separate line item. For training and registration, list the cost per attendee, who will be attending, the name of training and the host org. Any travel-related to training or professional development should be listed separately under the travel category. These are costs relating to institutional/district memberships in CTE professional organizations only. This category contains items not included in the previous budget categories. Individually list each item requested and provide as much details as possible as well as appropriate justification related to program objectives. Ex: Item Requested, # of Months, Estimated Cost Per Month, Number of Staff, Total Amount Ex: Item Requested, Number Needed, Unit Cost, Total Amount Include "Project #" with your line item title. For example: "Project 1 - Dental Equipment". Example: Project 2 Spec Pop Support Bus Passes at 40 passes at \$25 a month for 12 months (\$25 x 12 Totals = \$300.00. Special Population status will be determined by students who receive Pell and/or Bureau of Indian Affairs funding. Will help to develop more fully the academic knowledge and technical employability skills by increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals

### Marketing/Postage/Printing

Funding for promotional items, postage, and printing.