

MONTANA 1-YEAR TRANSITION PLAN 2019-2020

U. S. Department of Education  
Office of Career, Technical, and Adult Education

Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V) State Plan

I. COVER PAGE

- A. State Name: Montana
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:  
Montana Board of Regents, Commissioner of Higher Education
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: Jacqueline Treaster
  2. Official Position Title: Director of Dual Enrollment and Career & Technical Education
  3. Agency: Office of the Commissioner of Higher Education
  4. Telephone: (406) 449-9135      6. Email: jtreaster@montana.edu
- D. Individual serving as the State Director for Career and Technical Education:
- Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name: \_\_\_\_\_
  2. Official Position Title: \_\_\_\_\_
  3. Agency: \_\_\_\_\_
  4. Telephone: ( ) \_\_\_\_\_      5. Email: \_\_\_\_\_
- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):
- 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will need only to further complete Items G and J.*
- State Plan (FY 2019-23) – *if an eligible agency selects this option, it will complete Items G, I, and J*

MONTANA 1-YEAR TRANSITION PLAN 2019-2020

F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:<sup>1</sup>

- State Plan (FY 2020-23)
- State Plan Revisions (Please indicate year of *submission*: \_\_\_\_\_)

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

- Yes
- No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*:<sup>2</sup>

- Yes (*If yes, please indicate year of submission: \_\_\_\_\_*)
- No

I. Governor’s Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):<sup>3</sup>

<b>Date Governor was sent State Plan for signature:</b>
---

- The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.
- The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

---

<sup>1</sup> Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

<sup>2</sup> Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

<sup>3</sup> Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

MONTANA 1-YEAR TRANSITION PLAN 2019-2020

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<b>Authorized Representative Identified in Item C Above (Printed Name)</b>	Telephone:
<b>Signature of Authorized Representative</b>	Date:

## **B. Program Administration and Implementation**

The Montana Board of Regents of Higher Education (Board of Regents) is the designated state board to coordinate the development and submission of the state plan for career and technical education as required by the Strengthening Career and Technical Education for the 21st Century Act.

The State agencies responsible for career and technical education in Montana are the Academic Research and Student Affairs unit of the Office of the Commissioner of Higher Education (OCHE) and the Division of Career, Technical and Adult Education of the Office of Public Instruction (OPI).

The Board of Regents, therefore, submits this One-Year Montana State Transition Plan for Career and Technical Education under provisions of Perkins V covering the period of state fiscal year 2019-2020. On behalf of the Board of Regents, OCHE will begin work on writing the Four-Year State Plan for fiscal years 2020-2023 while the transition plan is in place.

In some elements of this plan, when OCHE and OPI take separate actions with the eligible recipients they serve, their activities will be noted separately. However, when the two agencies take action together for fulfilling various requirements, such as in implementation of the CTE Programs of Study, they will be referred to as “the Partner Agencies.”

### **B.2. Implementing Career and Technical Education Programs and Programs of Study**

#### **B.2.a. CTE Programs of Study at the State Level**

The Partner Agencies have collaboratively developed career and technical programs of study that are aligned with Montana-specific program concentration areas. The programs of study are named *Montana Career Pathways*.

Montana Career Pathways incorporate secondary and postsecondary education elements including rigorous content aligned and integrated with academic performance standards and relevant career and technical content that prepares students to succeed in high-skill, high-wage, or in-demand occupations. Also included in Montana Career Pathways are elements of work-based learning, related extra- and intra-curricular activities, college major and career options, recommended high school courses and pathway-specific dual enrollment courses.

The Montana Career Pathways website is located on both the MUS website and the OPI website (<http://www.mus.edu/mcp>) ; (<http://opi.mt.gov/Educators/Teaching-Learning/Career-Technical-Education-CTE/About-Montana-Career-Pathways>). These resources were developed for students, parents, teachers, and faculty to provide information about career pathway options. Montana Career Pathways are specific to program area and have direct links to the Montana Department of Labor & Industry’s Employment Growth research.

## MONTANA 1-YEAR TRANSITION PLAN 2019-2020

Montana has fifteen (15) Statewide Career Pathways: Advanced Manufacturing; Agriculture, Food, Natural Resources; Agriculture Mechanics; Arts, A/V Technology & Communications; Business Management; Design & Construction; Education; Finance; Health Professions; Hospitality & Tourism, Human Services; Information Technology; Marketing; STEM; Transportation; and Welding & Fabrication.

### **B.2.b. Approving Locally Developed Career Pathways**

#### Academic Achievement and Technical Skill Attainment

The Office of Public Instruction collects coursework information at the secondary level through OPI's education administrative management database, TEAMS. Each school enters coursework, instructor, class length, and student enrollment for each course. The data is then disaggregated by CTE program area. Each program specialist reviews coursework to determine:

- if the program is offering one credit (1 year) of foundational coursework for their specific program area;
- if a second credit (1 year) is offered in their specific program area;
- whether work-based learning is embedded in the curriculum; and
- if the school offers dual credit options in specific program areas

Individual teachers/schools receive a copy of the Pathway Approval Form with guidance for core/academic coursework required for graduation.

All eligible schools must verify that special populations have access to all program areas offered in their school. The OPI continues to collect Performance and Accountability data (1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1, 6S2) during the transition year.

The OPI works with other agencies that offer summer programming specifically targeting special populations. Local school counselors identify potential participants. Registration forms are designed to identify several special population categories.

OCHE also continues to work with two-year colleges on a program prioritization initiative that requires review of currently offered programs to evaluate their relevance, quality, productivity and efficiency. Through this process, Montana postsecondary institutions are able to determine each program's alignment with workforce needs and academic rigor.

The CTE State Executive Leadership Team (SELT) annually reviews current Montana Career Pathways and curriculum alignment between secondary, postsecondary and workforce in each area. Additionally, the SELT discusses the need for new pathways and determines if existing pathways meet the criteria of high-skill, high-wage, or in-demand areas with workforce alignment and academic achievement.

## MONTANA 1-YEAR TRANSITION PLAN 2019-2020

### Expanding Access to CTE for Special Populations

Each local education agency (LEA) is required to address how activities expand access to CTE for special populations. The Partner Agencies and the CTE State Executive Leadership Team will offer statewide professional development to provide secondary and postsecondary CTE educators tools to better serve special populations in Montana. The Partner Agencies' goal is to expand the focus on each special population category as defined by the Strengthening Career and Technical Education for the 21st Century Act.

The majority of secondary schools in Montana are rural and, by necessity, all special populations are mainstreamed into all courses, including CTE. Individuals preparing for non-traditional employment continues to be assessed annually as one of our Perkins performance indicators. Emphasis has been on gender equity in non-traditional participation and concentrators and the state only missed this indicator during one school year. The CTE Division of OPI then offered technical assistance to all schools by contracting an expert in gender equity through the National Alliance for Partnerships in Equity. Pregnant & parenting single parents, by virtue of the small number of students in this category, are provided individualized assistance through their LEA.

Perkins funding, in conjunction with special education funding, expands access to adaptive services to students with disabilities so they may participate in secondary and postsecondary CTE programs. Montana's larger school districts are also able to hire paraprofessionals to work specifically in CTE classrooms to assist students with disabilities. It is also common practice for postsecondary institutions to provide free childcare single parent students receiving tutoring that is specific to their CTE program. The Partner Agencies support and encourage these practices.

### Supporting the Inclusion of Employability Skills

The Office of Public Instruction addresses the inclusion of employability skills using National Foundation Standard 4. Measurements include: 4.1) Personal traits of the specific professional, 4.2) Employability skills, 4.3) Career decision-making, and 4.4) Employability preparation.

During the transition year, OPI contracted with "CTE Manager", a web-based system used to collect individual student data regarding several categories of work-based learning. This system is a promising resource for matching employability skills with work-based learning. OPI is planning to use this tool to assist in the reporting of a secondary performance indicator for Perkins V.

OPI also uses the national "School Courses for the Exchange of Data" course codes to collect information pertaining to industry-recognized credentialing and internships in CTE pathways.

The Partner Agencies, in conjunction with the Governor's Office and the Montana Department of Labor and Industry have published a "Work-Based Learning Manual" to deliver consistent statewide messaging.

Postsecondary LEA's focus on the inclusion of soft-skills and resume building within existing programs.

### **B.2.c.i. Availability of Career Pathways Information**

As previously noted, the Montana Career Pathways websites provide information to students, parents, teachers and faculty to provide information on career pathway options. These sites include course recommendations, student organization involvement, work-based learning options, dual enrollment recommendations and academic courses required for graduation

The Montana Career Pathways website continues to evolve, as new options are available. OPI's new CTE Marketing and Communications Director position is developing videos and public service announcements to promote CTE and career pathways in Montana to reach all Montanans regarding the benefits of CTE to the state economy. OPI has created a new position within the agency to expand dual credit options and provide school counselors with appropriate career resources. This position will act as a liaison between OCHE and two-year colleges.

The Partner Agencies provide information about Montana Career Pathways through presentations/panels/exhibits at state professional development events, including Montana Association of Career and Technical Education, Montana School Counselors Association, Montana College Access Network, and Montana Post-Secondary Education Opportunities Council. OPI CTE program specialists also hold annual trainings with their teachers and OCHE facilitates bi-annual technical assistance trainings with local Perkins coordinators and Strengthening Montana Career Pathways grant coordinators.

### **B.2.d. Dual Enrollment Programs**

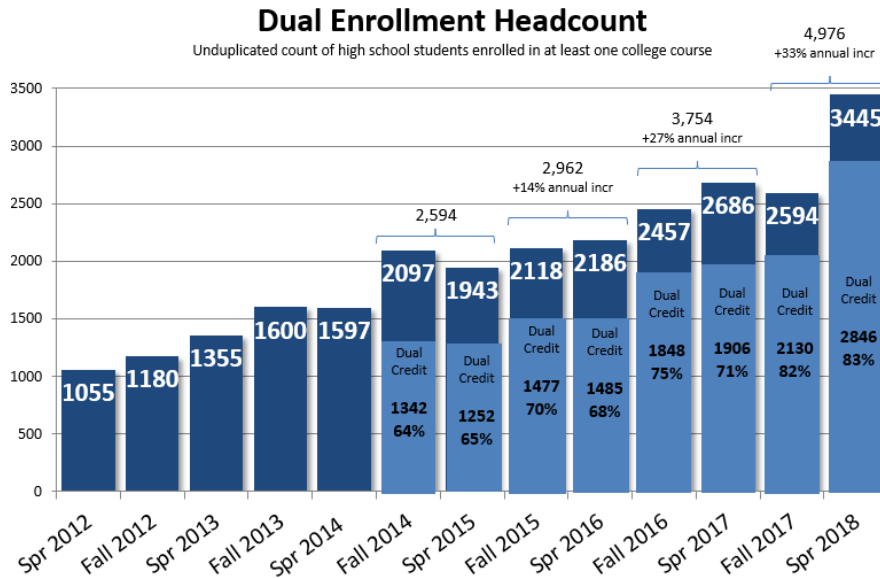
The Office of the Commissioner of Higher Education annually increases the number of students taking dual credit courses.

After evaluating secondary teacher and postsecondary teaching credentials, the state offered "Credit-for-Credit", an initiative to allow secondary teachers to teach dual credit courses while earning free college credits that would allow them to gain a higher degree in their discipline.

A new dual enrollment initiative, "One-Two-Free", allows high school students in Montana to take six (6) college credits at no charge at any two-year Montana University System campus. If a student chooses to enroll in additional courses, the \$50 per credit cost applies.

Scholarships are available for students who demonstrate need and pursue dual enrollment beyond six credits. Montana has seen impressive program growth, nearly tripling dual enrollment headcount since 2012.

## MONTANA 1-YEAR TRANSITION PLAN 2019-2020



The Partner Agencies provide technical support to teachers to facilitate coordination between secondary and postsecondary institutions to ensure courses are taught to the standards set by the colleges.

### B.2.h. Definition of “Size, Scope, and Quality”

#### Criteria for Size

Secondary eligible recipients must offer a minimum of approved Montana Career Pathways based upon student enrollment as follows:

- Large districts (Class AA) must offer four (4) Montana Career Pathways approved by program specialists.
- Medium districts (Class A/B) must offer two (2) Montana Career Pathways approved by program specialists
- Small districts (Class C) must offer one (1) Montana Career Pathway approved by a program specialist

LEAs may offer additional CTE programs beyond the required number of Pathways. If the program meets the requirements of Montana guidelines, it is eligible for Perkins funding.

Postsecondary degree/career programs approved by the Montana Board of Regents or specifically approved by the State are eligible for Perkins funding.

#### Criteria for Scope

Indications of adequate scope in a Perkins funded CTE program include the requirements for a rigorous Montana Career Pathway (program of study), opportunities for dual credit, online CTE courses, work-based learning, career & technical student organization(s), and/or Industry recognized credential opportunities.



## MONTANA 1-YEAR TRANSITION PLAN 2019-2020

Postsecondary programs must include rigorous, coherent CTE content aligned with challenging academic standards. Links must exist between the secondary and postsecondary programs of study.

All Perkins funded programs must be aligned with business and industry as validated by a local business advisory committee.

### Criteria for Quality

Eligible secondary districts have the minimum number of Montana Career Pathways as determined by their district size, and all CTE funded programs must comply with the Montana CTE requirements and guidelines publication.

Eligible postsecondary recipients offer students the opportunity to participate in programs of study that lead to two of the following three: high-skill, high-wage and/or in-demand occupations. Postsecondary programs must include rigorous, coherent CTE content aligned with challenging academic standards.

### **B.3.a. Meeting the Needs of Special Populations**

Many of the traditional roles and occupations presented to students in special populations have inadequately prepared them for careers enabling them to become economically self-sufficient. Limiting roles and occupations on the basis of gender, race, disability, or age prevents individuals from achieving their fullest potential. In an effort to limit such practices, the partner agencies have the responsibility for developing and implementing procedures which will encourage and support each student and his or her pursuit of a rewarding career with emphasis on high-skill, high-wage, or in-demand occupations.

### Equal Access

In the local applications, Montana requires eligible institutions to indicate the specific strategies of how they will provide equal access to special populations, including what specific services are available in their institution. Montana refers to all federal and state laws and regulations requiring public institutions to comply with requirements already set in place, such as offices posting notices of equal access to all services in a prominent place.

The Partner Agencies will provide consistent, standardized forms and information, uniform training of staff, appropriate accommodations, and an environment that promotes equal access for all students. The Partner Agencies also coordinate Civil Rights compliance.

### Discrimination Policies

All postsecondary institutions and secondary schools have nondiscrimination policies in place and procedures for filing complaints. All policies have an appeal process in place.

## MONTANA 1-YEAR TRANSITION PLAN 2019-2020

Notices of nondiscrimination are required in school handbooks and posted in all postsecondary institutions and secondary schools. Monitoring for nondiscrimination is performed through the Office of Civil Rights (OCR) review process and local applications. During monitoring, the OCR process ensures the facilities train staff to perform in a nondiscriminatory manner.

Postsecondary institutions have a uniform system of “self-disclosure” during orientation and strict confidentiality rules ensure students will not be subject to discrimination.

### Appropriate Accommodations

Under the Individuals with Disabilities Education Act (IDEA) and Montana law, students with disabilities are required to be included in regular school curriculum, unless the student’s Individualized Education Plan (IEP) team determines needed services and supports cannot be provided in a regular classroom setting. This requirement applies to all school programs and supports the inclusion of students with disabilities in district CTE programs. Adaptive equipment and/or other supportive activities are available for students to meet or exceed performance levels.

The Montana Transition IEP plans transition services around a student’s postsecondary goals. Prior to age 16, Montana school districts develop a plan with the student for age-appropriate transition assessments that guide the Transition IEP as required by IDEA. A Transition IEP may include job shadowing, pre-apprenticeship programs, or pre-employment transition services through Vocational Rehabilitation and Blind Services. Within the IEP, accommodations and modifications are developed around the student’s needs to allow his/her success. CTE courses and postsecondary goals are included in Montana Transition IEPs and are easily supported by the school districts and communities in Montana.

## **C. Fiscal Responsibility**

### **C.1. Approving Eligible Recipients for Funds**

#### Academic Achievement

Eligible recipients must offer CTE programs that include rigorous, coherent CTE content aligned with challenging academic standards. Applications will be reviewed for proposed strategies, activities, and expenditure of funds that promote continuous improvement in academic achievement.

#### Skill Attainment

Eligible recipients must provide relevant curriculum at the secondary and postsecondary levels that are aligned with industry standards. Applications will be reviewed for proposed strategies, activities, and expenditure of funds that promote continuous improvement in technical skill attainment.

OPI is piloting a Skill Attainment measurement indicator for Perkins V. “CTE Manager” is a web-based application that captures all work-based learning hours in a number of categories and skill levels, accurately reflecting activities outside the classroom.

## MONTANA 1-YEAR TRANSITION PLAN 2019-2020

### Local Needs Assessment

Montana will operate under a transition plan for 2019-2020, and no local needs assessment will be required for eligible recipients. However, LEAs are required to review current career pathways based on current labor market information in order to determine future program focus.

### **C.2. Allotment of Funds**

Funds received through the allotment made under section 111 will be allocated among secondary and postsecondary Career and Technical Education as follows.

Eighty-five percent (85%) of the funds will be allocated under Section 131 and Section 132. Up to ten percent (10%) of the eighty-five percent (8.5%) will be used in accordance with Section 112 (c)(Reserve).

Taking into account the Reserve Funds, the remainder of local funding will be allocated as follows: sixty-five percent (65%) will be allocated to secondary career and technical education and thirty-five percent (35%) will be allocated to postsecondary career and technical education.

This distribution of funds is a result of the consultation between OCHE and OPI, reflecting upon input given the State Plan Advisory Committee from Perkins IV State Planning, established under Montana Law (MCA 20-7-330).

### Consortia

Montana applies the Waiver as described in Section 131(c)(2), that allows the eligible agency to waive the minimum allocations for a local educational agency that is located in a rural, sparsely populated area and demonstrates that they are unable to enter into a consortium for purposes of providing jointly beneficial activities.

### **C.3. Allocations for Secondary CTE Programs**

OPI shall distribute funds on an annual basis for secondary CTE programs to LEAs according to the following formula, as determined in the Perkins Act:

The total amount allocated for distribution for secondary education CTE (other than the Reserve Fund as noted in Section C.2.) for 2019-2020 will be \$2,943,615.

Of this amount:

Seventy percent (70%) of the available funds shall be allocated to LEAs based on the census data for school system enrollment for the number of children in poverty aged 5-17 for the previous school year.

## MONTANA 1-YEAR TRANSITION PLAN 2019-2020

Thirty percent (30%) of the available funds shall be allocated to LEAs based on the AIM enrollment data for the number of children aged 5-17 for the previous school year.

### **C.4. Allocations for Postsecondary CTE Programs**

The total amount allocated for distribution for postsecondary education CTE (other than the Reserve Fund as noted in Section C.2.) for 2019-2020 will be \$1,585,023 for current fiscal year.

Of this amount, funding for postsecondary programs is determined by dividing the number of Pell grant and Bureau of Indian Affairs program recipients enrolled in the two-year postsecondary institution by the total number of Pell Grant and Bureau of Indian Affairs program recipients in the state.

### **C.5. Adjustments to Allocations**

If any changes in school district boundaries have occurred since the population and/or enrollment data was collected, OPI will use previous enrollment data from the school districts affected by a boundary change and consult with the affected school district officials, to ascertain how the change in boundaries may have impacted enrollment patterns. OPI will not need to consider the enrollment impact of creation of charter schools, since in Montana, charter schools can only be created within an existing school district. OPI will use these sources of information to develop an allocation of funds to affected districts.

### **C.6. Alternative Secondary Allocation Formula**

Montana will not propose an alternative secondary allocation formula.

### **C.7. Alternative Postsecondary Allocation Formula**

Montana will not propose an alternative postsecondary allocation formula.

### **C.5. State Baseline**

The aggregate expenditures for the 2018 baseline are \$48,705,700.

## MONTANA 1-YEAR TRANSITION PLAN 2019-2020

### III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

#### A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment<sup>4</sup> for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

---

<sup>4</sup> An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

## MONTANA 1-YEAR TRANSITION PLAN 2019-2020

### B. EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

### C. Other Forms

The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): [https://apply07.grants.gov/apply/forms/sample/SFLLL\\_1\\_2-V1.2.pdf](https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf)
3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

## MONTANA 1-YEAR TRANSITION PLAN 2019-2020

### IV. BUDGET

#### A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds should equal 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000, whichever is lesser.*

Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

MONTANA 1-YEAR TRANSITION PLAN 2019-2020

- Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*



MONTANA 1-YEAR TRANSITION PLAN 2019-2020

**B: Budget Form**

State Name: Montana

Fiscal Year (FY): \_\_\_\_\_

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	<b>Not applicable</b>	\$5,919,788
2	<b>State Administration</b>	5%	\$295,989
3	<b>State Leadership</b>	10%	\$591,979
4	• Individuals in State Institutions	.05%	\$2,959
4a	– Correctional Institutions	<b>Not required</b>	\$
4b	– Juvenile Justice Facilities	<b>Not required</b>	\$
4c	– Institutions that Serve Individuals with Disabilities	<b>Not required</b>	\$
5	• Nontraditional Training and Employment	<b>Not applicable</b>	\$60,000
6	• Special Populations Recruitment	%	\$592
7	<b>Local Formula Distribution</b>	85%	\$5,031,820
8	• Reserve	10%	\$503,182
9	– Secondary Recipients	%	\$
10	– Postsecondary Recipients	%	\$
11	• Allocation to Eligible Recipients	%	\$
12	– Secondary Recipients	65%	\$2,943,615
13	– Postsecondary Recipients	35%	\$1,585,023
14	<b>State Match (from non-federal funds)</b>	<b>Not applicable</b>	\$275,061