Montana University System

Office of the Commissioner of Higher Education

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Perkins Local Application Guide 2022-2023

GRANT APPLICATION DUE: 5:00 P.M.
May 27, 2022

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I. Introduction

The Montana Board of Regents is the eligible agency responsible for the oversight of the state's Perkins V grants. The Montana Office of the Commissioner of Higher Education (OCHE), in consultation with the Montana Office of Public Instruction (OPI), is responsible for the overall administration of the Perkins grants at both the secondary and postsecondary levels.

The Perkins Program Manager within OCHE, along with the guidance of the Montana State CTE Director within OCHE, is responsible for the administration and oversight of Perkins V funding for the postsecondary and joint portions of the Title I Basic Grant and the oversight of Perkins V funding for the secondary portion of the Title I Basic Grant (Secondary Title I Perkins funds are administered through OPI). As required by Perkins V, OCHE must allocate 85% of the formula funds available under the Title I Basic State Grant to local eligible recipients, which includes qualifying two-year community colleges, tribal colleges, and two-year Career and Technical Education (CTE) programs.

II. Purpose

The local application process is designed to address performance shortfalls, facilitate local planning for CTE, provide direction in the use of Federal funds for CTE in accordance with the State Plan, and document how applicants meet the assurances specified in the law.

The *Perkins Local Application Guide* provides basic information relating to the responsibilities of the Postsecondary Grant Coordinator. This guide does not contain all-encompassing information but provides a summary of aspects of CTE grant information that will assist the coordinator. In addition, comprehensive information will be supplied through documents such as applications, instructional guides, supporting materials, and the MUS Carl D. Perkins website at http://mus.edu/Perkins/index.html.

III. Applicable Law

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

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).
34 CFR Part 81 (General Education Provisions Act—Enforcement).
34 CFR Part 82 (New Restrictions on Lobbying).
34 CFR Part 84 [Government Requirements for Drug-Free Workplace (Financial Assistance)].
34 CFR Part 85 [Government wide Debarment and Suspension (Non-procurement].
34 CFR Part 86 (Drug and Alcohol Abuse Prevention).
34 CFR Part 99 (Family Educational Rights and Privacy).

Acknowledgement of Federal Funding

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects funded in whole or in part with federal money, all grantees, including but not limited to state and local governments, shall clearly state:

- Percentage of the total cost of the project which will be financed with federal money; and
- Dollar amount of federal funds awarded to the project.

Supplement, Not Supplant

Funds made available under this Act for *CTE/basic education* activities shall supplement, and shall not supplant, non-federal funds expended to carry out *CTE/basic education* activities.

The “supplement, not supplant” provision requires that federal funds be used to augment the regular educational program, not to substitute for funds or services that would otherwise be provided during the relevant time period. Eligible recipients cannot use federal funds to supplant nonfederal funds that would have otherwise been used for a given expenditure.

State/Federal Regulations

In an effort to comply with the intent of Perkins legislation, the Montana Postsecondary Perkins Program has applied both state and federal level regulations on the allocation of Perkins dollars. These restrictions are designed to assist in the planning of local application grants, and to assist in improving campus Perkins programs. These regulations are listed below.

Priority Funding

The Montana Postsecondary Perkins Program has identified priority areas for funding during the 2022-2023 grant cycle. (See Guidance on Priorities in Sec. IX for further information)

- Advancing CTE instruction through technology by:
  - Expanding opportunities for students to participate in distance career and technical education and blended-learning programs – R(5)(I)
  - Providing professional development to faculty to enhance quality and accessibility of distance career and technical education and blended-learning programs – R(2)(C)
  - Targeting technology careers that offer high-skill, high-wage, or in-demand job opportunities with a specific focus on accelerated learning opportunities – R(3), R(2)(C)
  - Purchasing technology equipment to create or advance opportunities for remote learning – R(5)(D), R(5)(I), R(5)(P)
- Build Montana’s CTE workforce pipeline by:
  - Supporting statewide career pathways – R(2)(D)
  - Expanding CTE dual enrollment – R(4)(B), R(5)(C)
  - Exploring and implementing apprenticeships and/or other work-based learning opportunities – R(5)(E)
- Strengthen Workforce Development by:
  - Building and strengthening partnerships with industry to identify program strategy – R(5)(B)
  - Providing activities to prepare special populations for employment in CTE fields – R(5)(M), R(5)(S)
  - Improve CTE Programs by:

- Providing professional development to secondary and/or postsecondary instructors – R(2)(A)
- Purchase Major Equipment – R(5)(D), R(5)(I), R(5)(P)
- Embedding industry recognized credentials and technical skill attainment – R(5)(F)

Salaries and Administration

Perkins funding may be used as salary for work that is directly needed to accomplish the required and permissive uses of the grant, with the following regulations:

- No Perkins funding may be used for administration, outside of the 5% mandated by federal legislation. Administration consists of the following (this list is not inclusive):
  - Grant Management
  - Indirect Costs
  - Monitoring and Evaluating Program Effectiveness
  - Assuring Compliance with State and Federal Law
  - Administration of the Local Grant Application
- Qualifying full-time salaries may be provided for up to 3 years with Perkins funding for the development of new CTE programs. Each year following the first year of funding, the percentage of FTE covered by Perkins must be reduced. Here is an example payment structure, however, campuses may choose the percentage of FTE they would like to fund the positions:
  - Year 1 – 100% Perkins Funding
  - Year 2 – 66% Perkins Funding
  - Year 3 – 33% Perkins Funding
  - Year 4 – Campus Funded
- Institutions are responsible for providing required documentation to support time and effort reporting for any employee working less than full-time on allowed Perkins activities.
- Perkins cannot be used to cover more than 20% of a Perkins Coordinator's salary. Funding from Perkins for a Coordinator's salary must cover time spent on Perkins related activities that do not fall under administrative duties.

Qualifying Programs

Perkins funding may be used to support CTE programs for up to three consecutive years at a time.

Restrictions

Perkins funds may not be used for the following activities:

- Recruitment
- Pre-enrollment Services
- General and Stand-alone Assessment as a Pre-enrollment Activity
- Financial Aid Services
- Remedial Instruction
- Tuition
- Direct
- Student Assistance (Special populations will be considered on a case-by-case basis)

IV. Eligibility

An eligible recipient electing to participate in Perkins V funding must comply with all the requirements set forth in Perkins V, the State Plan, the Montana CTE Handbook, and these grant guidelines, including those parts dealing with program evaluation and reporting requirements.

Institutions wishing to qualify for Perkins funds must:

- Have Perkins qualified programs as outlined in the Classification of Instructional Programs (CIP) to pathway crosswalk.
    - Identify all programs using CIP codes and align with the federal standard in order to qualify
- Have enough Perkins eligible enrollments in approved programs to meet the minimum $50,000 grant requirement or participate as a consortium member (please see Section VI below for more information about consortia).
    - Perkins eligible enrollments are identified as:
        - Students who are PELL/BIA eligible and are:
            - Enrolled in a Perkins approved program
            - Taking or have taken 12 or more credits in the approved program or are enrolled in a program that leads to an industry recognized professional license or credential
- Have the ability to report enrollment data, special population data, financial data, and program information requests according to prescribed deadlines
- Complete the Comprehensive Local Needs Assessment and tie all expenditure requests to the information gathered through that process.

Eligible recipients must annually submit a plan outlining activity for continuous improvement of all performance indicators and an improvement plan, if the College has missed the performance level of any indicator by more than 10%. The continuous improvement plan will outline appropriate adjustments to reach the planned performance level. An approved plan is required for funding.

By accepting Perkins V funds, an eligible recipient is assuring that it will comply with all applicable state and federal statutes, rules, and regulations including Single Audit requirements. Applications can only be considered for approval if they meet the intended purposes of the Act and sufficient funds are available. Grant recipients must comply with all requests for printed or electronic copies of products created with Perkins V funding.

V. <u>Consortiums</u>

Federal Law states that a campus must meet a minimum individual allocation of $50,000 to qualify for Perkins funding. If an institution is unable to meet these requirements, they may form a consortium between 2 or more institutions in order to meet the qualifications. It is required that consortium members participate in joint projects that benefit and provide services to all members participating in the consortium. According to Carl D. Perkins law Section 132(a)(4), an eligible agency may waive the requirement of participation in joint projects in any case in which the eligible institution is located in a rural area. OCHE has applied this waiver, thus eliminating the requirement. Therefore, campuses eligible for less than an allocation of $50,000 may receive Perkins Local funds without completing joint activities with other consortium members.

It is important to note that individual **consortium members are not required to meet the nine required uses of funding separately**, but rather are charged with providing programs of sufficient size, scope, and quality to be effective (Sec. 132(a)(4)).

VI. Required & Permissive Uses

Local Application funds may only be used to meet required and permissive uses, as stated below. Please see **Section IV – Priority Funding** for a list of priority funding areas for the 2022-2023 grant cycle.

> **Please Note:** Perkins funds must be used only to develop, coordinate, implement, or improve career and technical education programs which ***meet the needs identified in the comprehensive local needs assessment***. You will be required to identify how requested funds will address the local needs assessment in the local application process.

Requirements For Uses Of Funds

Funds made available to eligible recipients under this part will be used to support CTE programs that:

R(1) strengthen the academic and career and technical skills of students participating in CTE programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with CTE programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

- (A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
- (B) readily available career and labor market information, including information on— (i) occupational supply and demand; (ii) educational requirements; (iii) other information on careers aligned to State, local, or tribal (as applicable) economic priorities; and (V) employment sectors;
- (C) programs and activities related to developing student graduation & career plans;
- (D) career guidance and academic counselors that provide information on postsecondary education and career options;
- (E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including in non-traditional fields; or
- (F) provide students with strong experience in, and comprehensive understanding of, all aspects of industry;

R(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

A. professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curriculum;
B. professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491 –2(e)(2)(C));
C. providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry,

including the latest workplace equipment, technologies, standards, and credentials;

D. supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such administrators or school leaders;
E. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
F. providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence -based pedagogical practices;
G. training teachers, faculty, school leaders, administrators, specialized instructional support personnel (including career guidance and academic counselors), or paraprofessionals, as appropriate to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
H. training teachers, faculty, specialized instructional support personnel (including career guidance and academic counselors), and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports and positive behavioral interventions and support; or
I. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

R(3) provide within career and technical education the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

R(4) support integration of academic skills into career and technical education programs and programs of study to support—

(A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

(B) CTE participants at the postsecondary level in achieving academic skills;

R(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

(A) curriculum aligned with the requirements for a program of study;

(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop career centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

(C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(V) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(V)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

(E) a continuum of work-based learning opportunities, including simulated work environments;

(F) industry-recognized certification exams or other assessments leading toward a recognized postsecondary credential;

(G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(I) expanding opportunities for students to participate in distance career and technical education and blended-learning programs;

(J) expanding opportunities for students to participate in competency-based education programs;

(K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

(N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curriculum;

(P) making all forms of instructional content widely available, which may include use of open educational resources;

(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(S) support to reduce or eliminate out-of pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

(T) other activities to improve career and technical education programs.

R(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

VII. Accountability & Data

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 is 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.

Accountability Report Card

Prior to awarding federal funds each year, the Perkins Program Manager will provide a "Report Card" showing state level performance, performance measurements for each individual college. Factors evaluated will be:

Amount of award vs. expenditure (Amount of returned funds)

Meeting performance expectations

Using the above-mentioned data, the Perkins Program Manager will also determine whether or not specific award conditions/restrictions are necessary. Additional award conditions/restrictions may include:

- Reimbursement on a quarterly basis
- Withholding authority to proceed with programmatic activities until evidence of acceptable performance is provided
- Detailed financial reports
- Requiring technical or management assistance
- Establishment of prior approval process
- Submission of time and effort reports of personnel with salary covered by Perkins funds
- Copies of minutes taken from CTE advisory board meetings

If additional award conditions/restrictions are required, the Perkins Program Manager will notify the College of:

- The reason why the additional conditions/restrictions are being imposed
- The nature of the action needed to remove the conditions/restrictions
- The time allowed for competing the actions
- The method for requesting reconsideration of conditions/restrictions

Performance Expectations

Each institution is responsible for meeting or exceeding the negotiated performance levels. All projects/programs funded by Perkins must be related to a measurable performance outcome that demonstrates cost effectiveness and is tied directly to one of the following three indicators:

- 1P1 – Postsecondary Retention and Post-Program Placement
- 2P1 – Earned Recognized Postsecondary Credential
- 3P1 – Nontraditional Program Completion

Evaluation methods should be designed to provide feedback regarding process toward attaining required performance levels. Institutions who do not meet negotiated performance levels will be required to submit a local improvement plan along with the following year's Perkins application.

Indicator Guidance and Definitions

The text below provides information relative to how students are counted for the purposes of Perkins, along with the definitions of indicators and accountability measures.

Postsecondary CTE Participant: A postsecondary/adult student who has earned one or more credits in any CTE program area

Postsecondary CTE Concentrator: A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry recognized credential, a certificate, or a degree; or (2) completes a short term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

1P1: Postsecondary Retention and Post-Program Placement

- Numerator: the number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C 2504(a)), or are placed or retained in employment.
- Denominator: the number of CTE concentrators who completed their program in the prior reporting year.

2P1: Earned Recognized Postsecondary Credential

- Numerator: the number of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
- Denominator: the number of CTE concentrators who graduated from postsecondary education in the prior reporting year.

3P1: Nontraditional Program Completion

- Numerator: the number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study that lead to non-traditional fields.
- Denominator: the number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field during the reporting year.

Disaggregated Data Categories

The categories below are those identified by the U.S. Department of Education.

- Gender
- Race and Ethnicity (1977 standards or 1997 revised standards)
- Special Populations:
  - individuals with disabilities;
  - individuals from economically disadvantaged families, including low-income youth and adults;
  - individuals preparing for non-traditional fields;
  - single parents, including single pregnant women;
  - out-of-workforce individuals;
  - English learners;
  - homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
  - youth who are in, or have aged out of, the foster care system; and
  - youth with a parent who -
    - is a member of the armed forces (as such term is defined in section 101 (a)(4) of title 10, United States Code); and
    - is on active duty (as such term is defined in section 101(d)(1) of such title).

Data Collection
All data files must be submitted to the Director of Career & Technical Education and Dual Enrollment by November 1.

VIII. Local Application

Accessing the Local Application
The postsecondary Perkins Local Application can be accessed online through AmpliFund at the following URL: https://www.gotomygrants.com/Public/Opportunities/Details/823bc0e2-5341-4304-b160-c33200662aa5

Application Content
The Local Application will be completed online through AmpliFund and will cover a variety of institutional information, including: Contact Information, Project Narrative, Budget and Amendment Information, and Improvement Plans (if requested by OCHE). If you have questions about programmatic details within the application, please contact the State CTE Director (jtreaster@montana.edu).

Project Narrative
In each Project/Program/Purchase Summary section, describe your institution's plans to use Perkins funds in the upcoming cycle. (You may have several 'project summaries' if you plan to use funds on multiple programs of study, different institutional goals, etc. Please organize your project summaries as you see fit.)

Comprehensive Local Needs Assessment
In each Project/Program/Purchase Summary section, please identify how the expense is justified by results of your CLNA. You must use results from your 2022-2024 CLNA and attach it to your application in the CLNA section in AmpliFund.

Please identify the results from your Comprehensive Local Needs Assessment that are addressed by this project, program or purchase: (include specific data and how this project, program or purchases addresses the identified need)
1. Advisory board feedback that the program needs additional supplies. 2. US Bureau of Labor Statics says that "Employment of chefs and head cooks is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations. Most job opportunities for chefs and head cooks are expected to be in food services, including restaurants. Job opportunities will result from growth and from the need to replace workers who leave the occupation." 3. MT projections indicate a 12.5% increase in jobs in this field. 4. According to the provided data portal, chefs and head cooks make over $45K, which is considered high-wage, if we're still going by the 60% of median, which is what I have in my notes. 5. Qualifies under R(1)(F) and R(3)

LEAs should keep backup documentation related to the CLNA (correspondence with stakeholders, LMI results, Advisory Committee minutes, etc.). These do not need to be submitted with the grant application but may be requested by OCHE at any time.

Funding Distribution

Line-item descriptions should be as detailed as possible. Please provide relative dates, locations, and names if applicable, see expenditure code descriptions for details. When developing the budget please include the following information in your narrative:

- **Salaries** – The name and position of who is being paid, at what FTE and what salary amount
- **Hourly wages** – same as salaries
- **Employee benefits** – include a list of who is receiving benefits, what type of benefits, and how much is paid per benefit
- **Consumable supplies** – include a list of the types of supplies and the costs estimated with each
- **Travel** – include a list of who is traveling, purpose of travel, the mileage, lodging, meals, airfare, etc. Use the state approved reimbursement schedule**.** See Appendix 1.

Amendments

You may access your current application and complete the amendment online through AmpliFund.

Please allow 2 weeks for Amendment approval and plan accordingly for expenditures.

Application/Amendment Submission

Please send your application and amendments online through AmpliFund.

IX. Reports

There are several types of reports that are required throughout the Perkins grant cycle. Fiscal and program report forms can be found at: http://mus.edu/Perkins/grant_apps.html.

Reports include:

- Quarterly Reports: Recipients will be asked to summarize the projects/programs and report the final outcomes as they relate to accountability measures used to assess progress in meeting negotiated performance levels. Quarterly reports are created using each campus's most up-to-date application workbook on the MUS.edu website.
- Fiscal Reports. Fiscal report forms can be found at: http://www.mus.edu/Perkins/grant_apps.html. Fiscal reports are due to the Federal Fiscal Accountant (khert@montana.edu) 30 days after the end of each quarter. Final fiscal reports for the grant period ending June 30 are due prior to Aug. 31.
- Equipment Inventory. Equipment report forms can be found on the website. Majority of all equipment purchases should be made prior to the beginning of the 3rd Quarter (January 1). Equipment Inventory forms, along with copies of equipment invoices should be provided to the Federal Fiscal Accountant (khert@montana.edu) no later than January 31. Requests to purchase equipment beyond this date will be considered on a case-by-case basis. When purchasing and disposing of equipment with federal funds, please refer to and ensure compliance with the regulations in EDGAR, Part 80.32.

X. Monitoring

The Postsecondary Montana Perkins Program is responsible for monitoring and evaluating the effectiveness of local application programs. Perkins staff at OCHE will conduct regular program reviews and audits to ensure accuracy and compliance (at least 20% of eligible programs per year). Monitoring reviews may include on-site visits.

An institution selected for monitoring will be notified at least one month in advance. This notification may include an agenda and any documents required to be available for the review. A summary of the monitoring visit will be prepared for the institution no later than 30 days following the review, and may cover findings, action steps required, areas for improvement, and best practices noted. Additional information can be found at: http://www.mus.edu/Perkins/grant_apps.html.

XI. Timeline

Below is a DRAFT timeline of a typical Perkins grant cycle, which runs from July 1 through June 30. Contents/dates are subject to change. Timeline is not inclusive of all Perkins & Perkins Reserve (Montana Career Pathways) activities.

- July
    - Local Application grant funds are available on July 1 (Subject to federal funding)
    - Local Application grant awards begin
- August
    - Final Fiscal Report and Final Narrative due for previous grant cycle
- September
    - September 14th – Last day to submit completed Local Application
- September/October
    - Perkins Coordinator Workshop
- October

- Oct. 31– Fiscal and Program Quarter 1 Reports due
- December
  - All major equipment orders must be placed by December 31
- January
  - Jan 31– Fiscal and Program Quarter 2 Reports due
  - Equipment Inventory Form due
- March
  - Funding allocation notification from the U.S. Department of Education
  - Open Local Application and Reserve Fund Grant Applications & RFP
  - Open Institutional Funds Application and RFP
- April
  - April 30 – Fiscal and Program Quarter 3 Reports due

May

May 1 – Deadline for Amendments

  - Grant Applications due
- June
  - Grants awarded

XII. Methods of Administration/Civil Rights

The U.S. Department of Education, Office for Civil Rights (OCR), requires the OCHE to conduct site visits as part of its Vocational Education Methods of Administration civil rights compliance of campuses that receive federal funding for two-year CTE programs. On-site reviews are based on U.S. Department of Education regulations implementing Title VI (34 CFR, Part 100), Title IX (34 CFR, Part 106), Section 504 (34 CFR, Part 104), and the Department of Justice regulations implementing Title II of the Americans with Disabilities Act (ADA) (28 CFR, Part 35), as well as the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Disability in Vocational Education Programs (34 CFR, Part 100, Appendix B).

Further information on this topic can be found at http://mus.edu/OCR/index.html. Questions can be referred to Compliance and Workforce Data Analyst Program Manager at the OCHE.

XIII. Compliance

Institutions receiving federal Perkins dollars are required to comply with all elements of the Montana State Perkins Plan and with all applicable federal and state law, including those stated within this document. Colleges must request prior approval from the Perkins Program Manager for any of the following program or budget-related reasons:

- Change in the scope or objectives of any of the programmatic goals
- Change of any key persons specified in the application
- A 25% reduction in time devoted to the grant by the Perkins Coordinator
- Transfer of funds within programs and line items over $500.00

XIV. Resources

- The Perkins Application and a large number of resources can be found at the Montana University System Website http://mus.edu/
- Carl D. Perkins Act of 2006; Montana State Perkins Plan: http://mus.edu/Perkins/index.html
- Grant Application Forms; Reporting Forms: http://mus.edu/Perkins/grant_apps.html
- Montana Career Pathways: http://mus.edu/mcp/
- Office of Civil Rights Review: http://mus.edu/OCR/index.html

APPENDIX 1 – Travel

STATE EMPLOYEE TRAVEL INFORMATION

Per Diem Rates Effective 10/1/21 through 9/30/22

	In-State	Out-of-State	Foreign
Morning Meal 12:01 am – 10:00 am	$7.50	$13	$7
Midday Meal 10:01 am – 3:00 pm	$8.50	$15	$11
Evening Meal 3:01 pm – midnight	$14.50	$26	$18
Total per day	$30.50	$54	$36

Must be in travel status–at least 15 miles away from your headquarters or work site for the day–for **MORE THAN 3 hours (a minimum of one minute over three hours)** during the mealtime range to qualify for that meal allowance. This means, leave no later than 6:59 am for a morning meal, and don't return any earlier than 6:02 pm for the evening meal. (You must count your minutes and be VERY SPECIFIC about recording the start and finish of your travel shift.

References: 2-18-501, 2-18-502, MCA; Employee Travel Policy

Lodging Rates Effective 10/1/21 through 9/30/22

	In- and Out-of-State	Foreign
Standard Rate	$96	$155
High-Cost Rate	See GSA website for rates	

NOTE: The following counties are considered high-cost and vary in their allowed standard rate: *Flathead, Gallatin, Park, Lewis and Clark*, and *Missoula*.

Rates exceeding either standard or high-cost rates require preapproval.

References: 2-18-501, MCA; Employee Travel Policy

Personal Vehicle Mileage Reimbursements Effective 1/1/22 through 12/31/22

	Rate per Mile	Notes
Standard Rate	28.2 cents	No maximum mileage per month
High Rate*	58.5 cents	0 <= 1000 miles per month
Low Rate*	55.5 cents	>1000 miles per month

*Must meet certain requirements to qualify for high/low rates.

References: 2-18-503, MCA; Employee Travel Policy

Preapproval by department director or designee is required for:

- Out-of-State Travel
- Lodging at Actual Cost
- Personal Vehicle Usage
- Foreign Travel*

*No expense reimbursements for foreign travel if receipt is missing! Be sure to keep ALL your receipts.

Questions about travel? Email: travelhelpdesk@mt.gov