PERKINS RESERVE
STRENGTHENING BIG SKY PATHWAYS
GRANT
2016-2017 RFP

Office of the Commissioner of Higher Education

February 2016,
Revised April 2016

GRANT APPLICATION DUE DATE:
5:00 P.M. ON MAY 2, 2016

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

PERKINS RESERVE STRENGTHENING BIG SKY PATHWAYS GRANT 2016-2017 RFP REVISED 4/18/2016
Perkins Reserve
Strengthening Big Sky Pathway Grants

**Purpose:** To strengthen and build upon the work of the Big Sky Pathways Initiative – providing a smooth transition from high school or Adult Basic Education (ABE) to college and career by increasing relationships between secondary, ABE and postsecondary institutions.

**Grant Focus:** Increasing connections between secondary, ABE and postsecondary education by growing dual enrollment in new or existing Big Sky Pathways.

**Awards:** One year grant awards of up to $60,000 will be available to 10 Perkins eligible: tribal colleges, two-year programs, community colleges or consortia for Strengthening Big Sky Pathways projects. The number of grants awarded will be determined by the quality of the applications and the availability of funds. Depending on the availability of funding, it is the intention of the Perkins State Executive Leadership Team (SELT) to make Big Sky Pathway Grants available on a competitive basis until the Perkins reauthorization.

**Match:** Institutions are required to match at least 8% of the total funds (no in kind) requested. Funds from the institution’s Perkins Local Grant may be used to fulfill the match requirements.

**Amendments:** For awarded applicants, amendments to the grant will be accepted until April 1, 2017. All amendment requests must be submitted through E Grants. **No changes to the awarded proposal may be made without prior approval.**

**RFP Timeline:**
- Application deadline: May 2, 2016
- Grant winners notified: May 30, 2016
- Grant funds available: July 1, 2016 - June 30, 2017

**Commitment of Participation, Reporting and Evaluation:** Full participation includes providing necessary reports, including quarterly fiscal reports, quarterly and final reports that document project activities, populations served, and outcomes achieved, as well as a final expenditure sheet at year end. Attendance at state-level professional development and trainings, and participation in technical assistance webinars or conference calls is mandatory. Big Sky Pathway Coordinators are responsible for documentation of time, effort and achievement of measurable outcomes.

**Important Dates:**
- BSP Coordinator Conference Calls: On-going; every other week
- Q1 Financial and Program Report: Oct. 29
- Q2 Financial and Program Report: Jan. 29
• Q3 Financial and Program Report: April 30
• Q4 Financial and Program Report: Aug. 30
• Fall Big Sky Pathways Training: Fall 2016 date TBD
• Spring Big Sky Pathways Training: Spring 2017 date TBD
• Final Program Report: June 30, 2017
• Montana College/Career Fairs - While attendance at this event is not required, schools may want to consider having pathways information available to the participants. Additional information about the tour can be found at: http://www.mpseoc.org/montana-college-fairs.html

**Application Materials and Instructions:** The Strengthening Big Sky Pathways Application can be found at: http://oche.mtwgms.org/GMSWEB/logon.aspx. It can also be accessed through the MUS.edu website.

To enter data into the website, you will need to request a username and password from the Perkins Manager. There are several levels of access within the system:

- **Data Entry** – This person/s is able to enter/erase data within the system.
- **Review** – This person/s is able to review data, and does not have privileges to enter data into the system.
- **Local Approval** – This person is able to enter data, sign off on assurances, and will submit the final application. In other words, this individual acts with signatory authority for the institution and is responsible for ensuring the organization’s application is complete and correct. This person is generally a CTE College Dean, President, or CEO.

For any assistance within the e-grant system, please contact Brenda Swyers of MTW Solutions at Brenda.swyers@mtwsolutions.com.

The SBSP Application will cover a variety of institutional information, including: Program Detail, Budget Information, Assurances, and Amendments. Instructions are provided within the application, by pushing the “Click for Instructions” button in the upper right hand corner of each page. If you have questions about programmatic details within the application, please contact Mindi Askelson at maskelson@montana.edu.

If you would like to print your application, you will need to go to the “Application Print” tab and request a print job. Your application will generally be available in less than 24 hours.

**Use of Funds:** Funds must be used in accordance with:

**Application Submission Process:** To be considered for funding, an **E Grant version of the complete application must be received by 5:00 pm on May 2, 2016.**

**Application Conference Call:** A conference call to provide technical assistance for completing the RFP will be held on **April 20, 2015** at 2:30 p.m. 1-888-387-8686, 4834466#.

**Questions:**
- For questions about the submission process, please contact OCHE staff at 406-444-0313 or maskelson@montana.edu.
- For questions about the grant, please contact OCHE staff at 406-994-3991 or amy.williams12@montana.edu.
I. Grant Objectives

The objective of the Strengthening Big Sky Pathways Grant is to grow and further develop the Big Sky Pathways Program in the State of Montana by increasing CTE dual enrollment* in new or existing pathways to facilitate a smooth transition from high school or Adult Basic Education (ABE) to college and careers.

*In addition to CTE courses, coordinators may work on any courses in a degree/certificate program found within a pathway. A pathway must be completed or in process with a high school to work on dual enrollment.

Note: this replaces the list of General Education courses that were listed as “acceptable for working on with SBSP funds,” formerly found in Attachment E of the original RFP.

II. Proposal Overview

Each grant application must address the following components:

Outcome targets
Specific targets for the courses approved for dual enrollment within a pathway:
1. Identify the pathways, courses, and high schools to be added in the grant cycle.
2. Quantify the number of dual enrollment courses that will be added by receiving a grant.
3. Indicate whether courses will be developed within new or existing pathway agreements.

Planned activities
List the planned activities for the grant cycle and how they will meet the grant objective of increasing CTE dual enrollment in new or existing pathways and enhancing coordination with ABE stakeholders.

Note: A list of sample activities can be found in Attachment A.

Timeline for completion
Include a timeline for completion of proposed grant activities for quarterly outcome reporting.

Letter of commitment from stakeholders
Letters of commitment help in demonstrating feasibility of proposed work/activities. Include letter(s) demonstrating support of key stakeholders for CTE dual enrollment development within new and existing Pathways. Key stakeholders include college faculty, dual enrollment and pathway staff, high schools in growth-targeted programs, and ABE partners. Like stakeholders can be listed on a single letter.

Big Sky Pathway Coordinator
Proposals must include designation or hire of a Big Sky Pathway Coordinator to carry out the activities outlined below, and other duties relating to the promotion and development of the Montana Big Sky Pathway program and CTE dual enrollment.

MT ACTE
This year the MT ACTE Institute is being held in October in Bozeman. MT ACTE has reserved time on
Friday, October 21st for colleges to schedule meetings with attendees for the purpose of working on Pathways and/or dual credit. Participating in this event is an excellent opportunity to advance the objectives of your grant. Contact high schools in advance to schedule time to meet between 9am and 2pm 10/21/16 and advise each on what information/resources to bring to the meeting.

**Participation in training and technical assistance**

Participation in biweekly technical assistance calls and OCHE sponsored Pathways trainings are critical for achieving grant objectives. Therefore they are mandatory activities for Pathway coordinators. Attendance at other state/national sponsored educational conferences is encouraged and an allowed use of funds.

**Grant proposals points will be awarded points based on:**

- Outcome targets in terms of both quality and quantity. The number of courses to be added, as well as the depth of pathway enhancement though the courses.
- The feasibility of the proposed work assessed based on description of proposed activities, timeline, and letters of commitment from stakeholders.
- BSP Coordinator FTE designation, availability and longevity. Sample job description in attachment B.
- Amount and type of matching funds.
- Grant risk assessment scoring.

## III. Proposal Format

### A. Quarterly Reports (Quarterly Reports Tab)

Addressing each specific project or program identified in the cycle grant application, describe the specific outcomes that resulted from the utilization of Strengthening Big Sky Pathways funds during that quarter. This reporting will occur at the end of each quarter using the amendment process.

### B. Big Sky Pathway Coordinator (Program Detail Tab)

Proposals must include designation or hire of a Big Sky Pathway Coordinator to carry out the activities outlined below, and other duties relating to the promotion and development of the Montana Big Sky Pathway program. The Big Sky Pathway Coordinator is funded by Carl D. Perkins dollars and may not be used to fund time or activities outside of the scope of the Big Sky Pathways grant. Coordinators must be in place no later than October 1, 2016. Institutions that do not have a designated Coordinator who is employed at least .5 FTE by October 1, 2016 may **NOT incur costs associated with this grant.** Time and effort reporting should be kept, as it is required by the administering entity.

**Longevity of Coordinator Position**

Points will be awarded based on the demonstrated commitment of a college to Big Sky Pathways in maintaining a coordinator position.
Participation in training and technical assistance
Participation in biweekly technical assistance calls and OCHE sponsored Pathways trainings are critical for achieving grant objectives. These are mandatory activities for Pathway coordinators. Attendance at other state/national sponsored educational conferences is encouraged and an allowed use of funds.

Coordinator expectations:
- Work with college and high school personnel to evaluate opportunities for building or enhancing CTE dual enrollment opportunities within new or existing pathways
- Initiate and develop new pathway agreements with regional high schools and explore opportunities for the inclusion of dual enrollment.
- Update and enhance any existing or expiring pathway agreements.
- Work with ABE programs to develop pathway agreements, including dual enrollment, where appropriate for high school age participants.
- As appropriate, work with campus and high school staff to assist students with application and registration for dual enrollment in pathways.

Note: Sample Big Sky Pathway Coordinator job description is included in Attachment A.

C. Planned Activities (Use of Funds Tab)
Describe the planned activities for the grant cycle and how they will meet the grant objective of increasing CTE dual enrollment in new or existing pathways and enhancing coordination with ABE stakeholders.

Note: Pathways are developed based on industry and workforce need, student-interest, regional demographics and institutional offerings. Labor market data and workforce information are offered by the Montana Department of Labor here: [http://ourfactsyourfuture.org/](http://ourfactsyourfuture.org/).

Outcome Targets
Measurable planned outcomes are required for each planned activity. These outcomes should:
- Identify the pathways, courses, and partner high schools to be added in the grant cycle.
- Quantify the number of dual enrollment* courses that will be added.
- Indicate whether courses will be developed within new or existing pathway agreements.

*In addition to CTE courses, coordinators may work on any courses in a degree/certificate program found within a pathway.

Note: this replaces the list of General Education courses that were listed as “acceptable for working on with SBSP funds,” formerly found in Attachment E of the original RFP.

Completion Date
Indicate a completion date of proposed grant activities as well as key personnel responsible the activity for quarterly reporting.
All Programs of Study for the 2016-2017 school years must be completed by March 31, 2017.

D. Matching Funds (Use of Funds Tab)
Colleges are required to provide matching funds of at least 8%. These funds may come from the Perkins Local Grant or the college’s general fund.

E. MT ACTE (Use of Funds Tab)
MT ACTE strives to provide leadership in developing an educated, prepared, adaptable, innovative and competitive workforce. This year the MT ACTE Institute is being held in October in Bozeman. MT ACTE has reserved time on Friday, October 21st for colleges to schedule meetings with attendees for the purpose of working on Pathways and/or dual credit. Participating in this event is an excellent opportunity to advance the objectives of your grant. Contact high schools in advance to schedule time to meet between 9am and 2pm 10/21/16 and advise each what information/resources to bring to the meeting. Indicate how your institution will participate in this conference. For more information about MT ACTE go to: http://www.montanaacte.org/

F. Budget (Funding Distribution Tab)
The Use of Funds page under the Program Detail tab must be completed before budget figures can be entered into EGrant. 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 the total 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, the mileage, lodging, meals, airfare, etc. Use the state approved reimbursement schedule. See the 2016 Travel Cheat Sheet Attachment B.
- **Food** - According to the U.S. Department of Education, as a general rule there is a high burden of proof that resides with the grantee: “...to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal Grant.” To determine whether it is appropriate to use Perkins Funds for a working lunch refer to the guidelines found in Attachment C.

G. Letters of Commitment (Supporting Materials Tab)
Letters of commitment help in demonstrating feasibility of proposed work/activities. Include letter(s) demonstrating commitment of key stakeholders for CTE dual enrollment development within new and existing Pathways. Key stakeholders include college faculty, dual enrollment and pathway staff, high schools in growth-targeted programs, and ABE partners.
IV. Definitions

a. ABE
   Adult Basic and Literacy Education programs which include basic literacy, workplace literacy, family literacy, preparation for HSE (High School Equivalency), English as a Second Language and other services that provide adults and out of school youth opportunities at enhancing skills, improving parenting, and assistance related to employment and self-sufficiency.

b. Co Enrollment
   Co Enrollment allows ABE students to be enrolled in ABE and post-secondary courses at the same time.

c. Dual Enrollment
   Dual enrollment allows high school students to take college courses while enrolled in high school, for dual-credit or college-credit-only. Dual enrollment may be delivered by college faculty, onsite or online (early college) or by qualified high school faculty at the high school (concurrent enrollment).

d. Pathways Activities
   Pathways activities are important components of the Big Sky Pathway program and foster the development of relationships between secondary, ABE and postsecondary institutions. There are many ways this relationship can be fostered, including, curriculum alignments, career cluster seminars, sharing of resources, identifying and developing industry-recognized credentials and dual enrollment/high school for college credit opportunities within pathways, partnering for student information nights, hosting workshops, pathway exploration days, giving presentations, organizing joint professional development events, etc.

e. Program of Study (Secondary)
   A Program of Study for secondary students is a plan designed for students to successfully transition from high school to postsecondary education and careers. This course sequence, labeled a “Big Sky Pathway” will include academic and career and technical education (CTE) courses from 9th grade to completion. Programs of Study may culminate in a degree, certification, or industry recognized credential.

f. Program of Study (Adult)
   For adult learners a Program of Study is a series of connected contextualized education, training experiences and support services that enables adults to acquire marketable skills,
industry-recognized credentials, or entrance into post-secondary education through better alignment of education, training and employment in that area.

g. WIOA
The Workforce Innovation and Opportunity Act (WIOA) is aimed at increasing opportunities, particularly for those facing barriers to employment, and invests in the important connection between education and career preparation.
Attachment A

Sample Grant Activities:
Pathways activities are important components of the Big Sky Pathway program and foster the development of relationships between secondary, ABE and postsecondary institutions. Below is a list of possible activities that can facilitate connections between secondary and postsecondary.

1. Pathway Meetings: Meetings held at the high school, college, or virtually that include key high school staff, postsecondary faculty, dual enrollment personnel, BSP coordinator, and other stakeholders. The objective of the meeting could be pathway creation/renewal, dual enrollment exploration, curriculum alignment, and/or sharing of knowledge or resources, etc. Additional supporting activities should support partnering to ensure student success and smooth transition into postsecondary. High school information nights, hosting workshops, pathway exploration days, giving presentations, organizing joint professional development events, connecting with business and industry, etc.

2. Creation of secondary Big Sky Pathways (Program of Study): A Program of Study for secondary students is a plan designed for students to successfully transition from high school to postsecondary education and careers. This course sequence, labeled a “Big Sky Pathway” will include academic and career and technical education (CTE) courses from 9th grade to completion. Programs of Study may culminate in a degree, certification, or industry recognized credential. All Programs of Study developed with high schools must include at least one of the following:
   a. Opportunity for dual enrollment
   b. Postsecondary degree or certificate
   c. Industry-Recognized Credential
   d. Work-Based Learning Experience
   e. Technical Student Organization (CTSO) membership

3. For adult learners a Big Sky Pathway (Program of Study) is a series of connected contextualized education, training experiences and support services that enables adults to acquire marketable skills, industry-recognized credentials, or entrance into post-secondary education through better alignment of education, training and employment in that area.

   Note: All Big Sky Pathways (secondary and postsecondary) for the 2016-2017 school years must be completed by March 31, 2017. All submissions are done electronically.

4. Montana ACTE
   MT ACTE provides leadership in developing an educated, prepared, adaptable, innovative and competitive workforce. This year the MT ACTE Institute is being held in October in Bozeman and provides an excellent platform to connect with CTE teachers for the purpose of fulfilling grant objectives. For more information about MT ACTE go to: http://www.montanaacte.org/
Attachment B

Sample Big Sky Pathway Coordinator Job Description Components

Statement Describing Expectations and Responsibilities of the Position

The Program Manager position is a (___ FTE) twelve-month position that is contingent on annual grant funding with the responsibility to coordinate and manage all of the objectives, activities, and evaluations required in the Strengthening the Big Sky Pathways grant as directed by the Montana Office of the Commissioner of Higher Education for ____ College.

The Primary Categories of Responsibility:

- Increase CTE dual enrollment in new or existing Big Sky Pathways
  - Initiate and develop new programs of study and pathway agreements with regional high schools while increasing number of participating high schools; develop relationships; Update and enhance any existing pathway agreements with area high schools.
- Initiate and develop new programs of study and pathway agreements with regional Adult Basic Education programs.
- Responsible for collecting and managing data between the College and partner schools, and reporting the results annually.

Key Position Skills, Knowledge & Abilities

- Experience working with high school principals, teachers and counselors.
- Experience working with two-year College and university faculty.
- Teaching experience at the secondary or post-secondary level.
- Excellent interpersonal skills; positive attitude; ability to work independently or as part of a team; to remain calm and professional in all situations; and to work independently, efficiently, and accurately with frequent interruptions.
- Ability to develop effective and productive formal and informal working relationships with persons inside and outside the University.
- Ability to set own priorities and work methods and to provide strong administrative and financial oversight.
- Ability to manage all personnel and fiscal matters in a professional and confidential manner.
- Excellent verbal and written communication abilities including making presentations and the composition of typical work correspondence.
- Knowledge in the use of computer software programs for personal computers including Microsoft Office Suite.
- Ability to use standard office equipment including fax, copiers, scanners, printers and multi-line phones.
Attachment C

Calendar Year 2016 Travel Cheat Sheet

### Per Diem Rates

**Effective October 1, 2016**

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<thead>
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<th>In-State</th>
<th>Out-of-State</th>
<th>Foreign</th>
</tr>
</thead>
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<tr>
<td>Morning Meal</td>
<td>$4</td>
<td>$5</td>
<td>$11</td>
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<tr>
<td>Lunch Meal</td>
<td>$6</td>
<td>$12</td>
<td>$11</td>
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<tr>
<td>Evening Meal</td>
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<td>Total per day</td>
<td>$23</td>
<td>$3</td>
<td>$46</td>
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### Lodging Reimbursements

**Effective October 1, 2016**

1. In-State and Out-of-State rates (rates do not include taxes)
2. Standard Rate
   - $89
   - $155 for Foreign
3. High Cost Rate
   - **See GSA website for rates**

**In-State High Cost Areas: Flathead, Gallatin, Lake, Lewis & Clark, Missoula, Ravalli, Richland, and Silver Bow**

**Rates over Standard/High Cost Rate will need Pre-Approval**

### Mileage Reimbursements

**Per statute as of January 1, 2016**

- **MOA 2-48-503**

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<tr>
<td>High</td>
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<tr>
<td>Low</td>
<td>0.51</td>
</tr>
</tbody>
</table>

- No maximum mileage per month
- 0-1000 miles per month
- > 1000 miles per month

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

### Useful Website URLs:

- State Travel: [http://sfas.mt.gov/EmployeeTravel](http://sfas.mt.gov/EmployeeTravel)
- Corporate Travel Management: [http://mt.travelx.com/mt/](http://mt.travelx.com/mt/)

### Pre-Approval is required for:

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

**Pre-Approval by the Director or Designee**

### For additional information contact:

<table>
<thead>
<tr>
<th>Contact</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Logan Nordahl</td>
<td><a href="mailto:LNordahl2@mt.gov">LNordahl2@mt.gov</a></td>
<td>(406) 644-6650</td>
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<tr>
<td>State Accounting</td>
<td><a href="mailto:SAccounting@mt.gov">SAccounting@mt.gov</a></td>
<td>(406) 644-6481</td>
</tr>
</tbody>
</table>
Ms. Pat Kaiser  
Director, Federal Financial Management  
Missouri Department of Elementary and Secondary Education  
P. O. Box 480  
Jefferson City, MO 65102

Dear Ms. Kaiser:

As you know, in May 2013, the U.S Department of Education (ED) issued *Frequently Asked Questions to Assist U.S. Department of Education Grantees to Appropriately Use Federal Funds for Conferences and Meetings (FAQs)* [available at: http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html]. Those FAQs include a number of questions regarding using Federal grant funds to pay for food. As a general rule, the FAQs state:

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary.

Since the FAQs were issued, you posed a number of scenarios regarding whether the “unique circumstances” referenced in this FAQ would include using Federal funds to provide meals during a “working lunch.” Some of those scenarios involve the use of Title I, Part A funds; others involve the use of funds from other Federal education programs. Because my responsibilities include Title I, Part A, I am responding with guidelines that address the use of Title I, Part A funds only. However, I believe the guidelines discussed below will be helpful to you in also evaluating the use of other Federal education funds.

Providing meals during a “working lunch” may be an allowable use of Title I, Part A funds if, in order to carry out a conference or meeting agenda within the time available, it is necessary to work through lunch. As noted above, however, a State educational agency (SEA) or local...
educational agency (LEA) must make a compelling case for this cost. As an initial matter, an
SEA or LEA should determine whether a face-to-face meeting or conference is the most cost-
effective way to conduct business or whether video conferencing or other technological
approaches would suffice. Assuming a face-to-face meeting or conference is necessary, the SEA
or LEA should determine if it is possible to accomplish the agenda of the meeting or the
conference without working through lunch, because Federal grant funds may not be used to pay
for a “working lunch” that is not necessary.

To evaluate the appropriateness of using Title I, Part A funds for a working lunch, an SEA or
LEA should consider the following guidelines:

1. **Is a working lunch necessary?** An SEA or LEA using Title I, Part A funds to host a
conference or meeting should, before deciding that a working lunch is necessary, plan the
agenda and, consistent with these guidelines, determine that there are no alternatives to
working through lunch in order to accomplish all the key business of the conference or
meeting. For that reason, it is not appropriate to decide — prior to planning the agenda —
that a working lunch is desired or needed and then construct an agenda in order to
justify that decision.

2. **Is the portion of the agenda to be carried out during lunch substantive and integral to the
overall purpose of the conference or meeting?** Attendance during a working lunch must
be necessary to ensure attendees’ full participation in substantive discussions, lectures, or
speeches that are integral to the purpose of the meeting or conference. Inspirational talks,
testimonials, entertainment, award ceremonies, and informal discussions among attendees
or networking, in most instances, would not be an appropriate agenda item for a working
lunch. If a working lunch is not justifiable, an SEA or LEA might offer attendees the
opportunity to purchase a lunch that the SEA or LEA delivers to the conference or
meeting site. Alternatively, the SEA or LEA might deduct the cost of lunch from any per
diem paid to attendees. These options could suffice, for example, if there are not
opportunities near the meeting site to purchase lunch or if disabilities prevent individuals
from easily going off site to procure lunch.

3. **Is there a genuine time constraint that requires the working lunch?** If a conference or
meeting agenda could, without unduly disrupting attendee schedules or making the day
unreasonably long, e.g., starting an hour earlier or ending later, a working lunch might
not be justified. If, however, an SEA or LEA has designed a day-long meeting in order to
save lodging costs and some participants must travel a considerable distance to attend, a
working lunch might be appropriate because, absent the working lunch, it would not be
possible for the SEA or LEA to cover the entire agenda and still provide participants
sufficient time to return home in order to avoid the additional costs of lodging.

4. **If a working lunch is necessary, is the cost of the working lunch reasonable?** A working
lunch, when it is necessary, must also be reasonable in cost. Lunches that include
extravagant components would not only raise appearance concerns, but also violate the
requirements of the Education Department General Administrative Regulations and the
cost principles that costs charged to Federal grants must be reasonable.
Attachment E

Removed by revision
## Attachment F

### SBSP Grant Components and Scoring Table

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<th>Components</th>
<th>Scoring</th>
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<td><strong>SCORING</strong></td>
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<td>Is combined with other position for a 1.0 FTE</td>
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<td>Is combined with Dual Enrollment for a 1.0 FTE</td>
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<td>A designee is available to attend all Technical Asst. calls and workshops</td>
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<td>MT ACTE</td>
<td>Attending the institute and meeting with teachers during the allotted time</td>
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<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Attending the institute and meeting with teachers during the allotted time, and sponsoring/participating as a vendor</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Attending the institute and meeting with teachers during the allotted time, bringing faculty to attend pathways/dual enrollment meetings, sponsoring/participating as a vendor.</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Matching funds</td>
<td>College providing matching funds of at least 8% from Perkins funds</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>College providing matching funds of at least 8% from Non-Perkins funds</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>College providing matching funds of more than 8% from Non-Perkins funds</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Supporting documentation are letters of commitment from partners directly engaged in the project</td>
<td>Letters submitted but not from partners directly engaged in the project</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Letters submitted from partners directly involved in proposed work.</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Letters submitted from partners directly involved in proposed work and indicate strong support of project.</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Key tasks or activities that will be carried out to implement the program successfully are listed.</td>
<td>Tasks or activities are listed &amp; the timeline is minimally developed</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Each task or activity can realistically begin and end in the proposed time frame.</td>
<td>No task or activity can realistically begin and end in the proposed time frame</td>
</tr>
<tr>
<td>Key personnel are identified for the implementation and completion of each task or activity.</td>
<td>Key personnel are identified for most tasks or activities</td>
</tr>
<tr>
<td>Outcomes identify the number of pathways to be added or renewed during the grant cycle.</td>
<td>1 – 2 pathways added or renewed</td>
</tr>
<tr>
<td>Outcomes targets increase CTE dual enrollment courses within new or existing pathways</td>
<td>Courses targeted are not in pathways</td>
</tr>
<tr>
<td>Outcomes identify the number of proposed dual enrollment courses developed for new or existing pathways.</td>
<td>1-2 dual enrollment courses developed</td>
</tr>
<tr>
<td>Describe planned activities.</td>
<td>Activities listed but not described</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Describe how planned activities will meet the objective of increasing CTE dual enrollment.</td>
<td>Includes an activity or activities that meet the grant objectives</td>
</tr>
<tr>
<td>Describe how planned activities will meet the enhancing coordination with ABE stakeholders</td>
<td>Includes an activity or activities that meet the grant objectives</td>
</tr>
<tr>
<td>Describe how activities have targeted a cluster based on industry and workforce need, student-interest, and/or regional demographics</td>
<td>A few cluster related activities are based on need, interest or demographics</td>
</tr>
</tbody>
</table>

PERKINS RESERVE STRENGTHENING BIG SKY PATHWAYS GRANT 2015-2016 RFP