Montana University System
Office of the Commissioner of Higher Education
2500 Broadway • PO Box 203201 • Helena, Montana • 59620-3201 • (406) 444-0313 • FAX (406) 444-1469

Perkins Local Application Guide
Spring 2016

http://mus.edu/Perkins/Perkins.asp

Mindi Federman Askelson, Adult Pathways and Perkins Programs Manager
maskelson@montana.edu
406-444-0313

John Cech, Perkins State Director
jcech@montana.edu
406-444-0316

Kelly Hert, Federal Fiscal Accountant
khert@montana.edu
406-444-0321

Erik Rose, Compliance and Workforce Data Analyst Program Manager
erose@montana.edu
406-444-0608
# Table of Contents

I. Introduction .................................................................................................... 3  
II. Purpose ........................................................................................................... 3  
III. Applicable Law .............................................................................................. 3  
IV. State/Federal Regulations ............................................................................. 4  
V. Eligibility ........................................................................................................... 6  
VI. Consortiums ................................................................................................... 7  
VII. Required & Permissive Uses ........................................................................... 7  
VIII. Accountability & Data .................................................................................... 11  
IX. Guidance on Priorities ..................................................................................... 14  
X. Local Application ............................................................................................ 16  
XI. Reports ........................................................................................................... 18  
XII. Monitoring ..................................................................................................... 19  
XIII. Timeline ....................................................................................................... 19  
XIV. Methods of Administration/Civil Rights ......................................................... 20  
XV. Compliance ................................................................................................... 20  
XVI. Planning for Performance ............................................................................ 21  
XVII. Resources .................................................................................................... 21  
APPENDIX 1 – Report Card ............................................................................... 22  
APPENDIX 2 – Risk Matrix .................................................................................. 23  
APPENDIX 3 – Food Requests ............................................................................ 25  
APPENDIX 4 – Travel .......................................................................................... 26
I. **Introduction**

The Montana State Board of Regents is the eligible agency responsible for the oversight of the State’s Perkins IV 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 Montana State Perkins Manager within OCHE, along with the guidance of the State Executive Leadership Team (SELT), is responsible for the administration and oversight of Perkins IV funding for the postsecondary and joint portions of the Title I Basic Grant, and the oversight of Perkins IV funding for the secondary portion of the Title I Basic Grant (Secondary Title I Perkins funds are administered through OPI). As required by Perkins IV, OCHE must allocate 85% of the formula funds available under Title I Basic State Grant to local eligible recipients, which includes qualifying two-year community colleges, tribal colleges, and two-year CTE (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 of the Carl D. Perkins Grant of 2006. 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, three year plans and via the e-grants application system and MUS Carl D. Perkins website at [http://mus.edu/Perkins/Perkins.asp](http://mus.edu/Perkins/Perkins.asp).

III. **Applicable Law**

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

Education Department General Administrative Regulations

- 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.

**IV. 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 two priority areas for funding during the 2016-2017 grant cycle. In supporting these priorities, the Montana Perkins Program will require the expenditure of a minimum
percentage of the formula funded allocation for each priority. For the formula funds allocated to local eligible recipients for FY 2016-2017, each eligible recipient will be required to expend at least:

- 20% of the total allocation per local recipient on linking CTE at the secondary level and CTE at the postsecondary level by developing Big Sky Pathways, which may include CTE Dual Enrollment options.
- 1% of the total allocation per local recipient on development of Big Sky Pathways, which may include CTE Dual Enrollment options for special population students.

*(See Guidance on Priorities in Sec. IX for further information)*

**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

- With the exception of Big Sky Pathways Coordinators, qualifying full-time salaries may be provided for up to 3 years with Perkins funding, in the following payment structure:
  - 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.

**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)

V. Eligibility

An eligible recipient electing to participate in Perkins IV funding must comply with all the requirements set forth in Perkins IV, the State Plan, 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 form a consortium.
  - 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
- Have a completed and approved three year plan on file with OCHE

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

By accepting Perkins IV 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 submitted in the identified priority areas. In
addition, they can only be considered for approval if the applications 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 IV funding.

VI. **Consortiums**

Federal law states that institutions must meet a minimum individual allocation of $50,000 to qualify for Perkins funding. If an institution is unable to meet these requirements and wishes to participate in the Montana Perkins Program, they may form a consortium between multiple institutions, which may include secondary institutions, in order to meet qualifications.

**Requirements.** Applicants wishing to form consortiums should focus on the development of objectives and the achievement of goals within Perkins Programs that are beneficial to all consortium members. Consortium partners must:

- Identify a “Consortium Lead” responsible for Local Application administration.
- Identify mutual programs, goals, and grant objectives.
- Identify how partners will work together during the grant cycle to achieve and implement mutual objectives and goals.
- Hold at least 3 consortium meetings per year for planning and development purposes. Meetings may be held via conference call, etc.
- Participate in at least one joint professional development opportunity.
- Participate in at least one joint project activity.

*Note: Consortium funding must be split in a way that is beneficial to all consortium partners.

In developing the consortium Local Application, 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)).

VII. **Required & Permissive Uses**

Local Application funds must be used to meet all nine required uses, as stated below. Please note that singular activities may qualify to meet several of the required uses (i.e. it is not necessary to have nine separate program summaries within the Local Application. **All nine required uses of funds must be met before any funds may be used on permissible activities.**

*Note: Postsecondary consortiums are not required to meet all nine required uses, but are required to ensure that funding is expended on programs of sufficient size, scope, and quality to be effective (Sec. 132(a)(4)). See additional information regarding consortiums
in Section VI.

**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) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

(B) CTE subjects;

**R(2)** link CTE at the secondary level and CTE at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

**R(3)** provides students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

**R(4)** develops, improve, or expand the use of technology in CTE, which may include—

(A) training of CTE teachers, faculty, and administrators to use technology, which may include distance learning;

(B) providing CTE students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

**R(5)** provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, including—

(A) in-service and pre-service training on—S. 250—53

(i) effective integration and use of challenging academic and CTE provided jointly with academic teachers to the extent practicable;

(ii) effective teaching skills based on research that includes promising practices;

(iii) effective practices to improve parental and community involvement; and

(iv) effective use of scientifically based research and data to improve instruction;

(B) support of education programs for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of educational
services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry;

(C) internship programs that provide relevant business experience; and

(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

R(6) develop and implement evaluations of the CTE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

R(7) initiate, improve, expand, and modernize quality CTE programs, including relevant technology;

R(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

R(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

*Please note that all required uses of funds must be met prior to expending funds on permissive uses.*

**PERMISSIVE USE OF FUNDS.** Funds made available to an eligible recipient under this title may be used:

P(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of CTE programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

P(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in CTE programs, that—

(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and

(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

P(3) for local education and business (including small business) partnerships, including for—

S. 250—54

(A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are
related to CTE programs;
(B) adjunct faculty arrangements for qualified industry professionals; and
(C) industry experience for teachers and faculty;

P(4) to provide programs for special populations;

P(5) to assist career and technical student organizations;

P(6) for mentoring and support services;

P(7) for leasing, purchasing, upgrading or adapting equipment, including instructional
aides and publications (including support for library resources) designed to strengthen
and support academic and technical skill achievement;

P(8) for teacher preparation programs that address the integration of academic and CTE
and that assist individuals who are interested in becoming CTE teachers and faculty,
including individuals with experience in business and industry;

P(9) to develop and expand postsecondary program offerings at times and in formats that
are accessible for students, including working students, including through the use of
distance education;

P(10) to develop initiatives that facilitate the transition of sub baccalaureate CTE students
into baccalaureate degree programs, including—
(A) articulation agreements between sub-baccalaureate degree granting CTE
postsecondary educational institutions and baccalaureate degree granting
postsecondary educational institutions;
(B) postsecondary dual and concurrent enrollment programs;
(C) academic and financial aid counseling for sub baccalaureate CTE students that
informs the students of the opportunities for pursuing a baccalaureate degree
and advises the students on how to meet any transfer requirements; and
(D) other initiatives—
(i) to encourage the pursuit of a baccalaureate degree; and
(ii) to overcome barriers to enrollment in and completion of
baccalaureate degree programs, including geographic and other
barriers affecting rural students and special populations;

P(11) to provide activities to support entrepreneurship education and training;

P(12) for improving or developing new CTE courses, including the development of new
proposed career and technical programs of study for consideration by the eligible agency
and courses that prepare individuals academically and technically for high skill, high wage,
or high demand occupations and dual or concurrent enrollment opportunities by which
CTE students at the secondary level could obtain postsecondary credit to count towards an
associate or baccalaureate degree;

**P(13)** to develop and support small, personalized career themed learning communities; S. 250—55

**P(14)** to provide support for family and consumer sciences programs;

**P(15)** to provide CTE programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

**P(16)** to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);

**P(17)** to support training and activities (such as mentoring and outreach) in non-traditional fields;

**P(18)** to provide support for training programs in automotive technologies;

**P(19)** to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—

- (A) improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors;
- (B) establishing, enhancing, or supporting systems for—
  - (i) accountability data collection under this Act; or
  - (ii) reporting data under this Act;
- (C) implementing career and technical programs of study described in section 122I(1)(A); or
- (D) implementing technical assessments; and

**P(20)** to support other CTE activities that are consistent with the purpose of this Act.

VIII. **Accountability & Data**

The required postsecondary core indicators of performance for each grant cycle are established and negotiated by state Perkins staff and the U.S. Department of Education. Performance levels are measurements that provide for continuous improvement in the performance of students as measured by the core indicators of performance.

The purpose of the indicators are to assess the effectiveness of the state Perkins Program, along with its individual institutions, in achieving statewide progress in CTE, and to optimize the return on investment of federal funds in CTE activities.
**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 as well as a review of eligibility qualifications and financial integrity. Factors evaluated will be:

- Grant size
- Previous fiscal findings
- Amount of returned funds
- Planning process
- Meeting performance expectations
- Personnel longevity
- Participation in technical assistance and training workshops
- Reporting consistency

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

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 six indicators:

- 1P1 – Technical Skill Attainment
- 2P1 – Credential, Certificate, or Diploma
- 3P1 – Student Retention or Transfer
- 4P1 – Student Placement
- 5P1 – Nontraditional Participation
- 5P2 – Nontraditional 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. This process, along with assigning individual project/activity accountability measures will be carried out within the E-Grant management system.

**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 – Technical Skill Attainment**
  - Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.
  - Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year
- **2P1 – Credential, Certificate, or Diploma**
  - Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.
  - Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.
- **3P1 – Student Retention or Transfer**
  - Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2 or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.
  - Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, certificate, or a degree in the previous reporting year.
- **4P1 – Student Placement**
  - Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2014 would be assessed...
between October 1, 2014 and December 31st, 2014).

- Denominator: Number of CTE concentrators who left postsecondary education during the current reporting year.

- **5P1 – Nontraditional Participation**
  - Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
  - Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

- **5P2 – Nontraditional Completion**
  - Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
  - Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields 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)
- Individuals with Disabilities
- Economically Disadvantaged, including Foster Children
- Single Parents
- Displaced Homemakers
- Individuals with Limited English Proficiency

**Data Collection.** All data files must be submitted to the Perkins Accountability Specialist by July 31st, with the exception of Technical Skill Assessments, which are due by September 31st.

**IX. Guidance on Priorities**

**Priorities.** The State Perkins Manager, along with the SELT, has identified two major priorities for the use of postsecondary Local Application Perkins funding in an effort to strengthen secondary and postsecondary relationships, along with ensuring that special populations have access to CTE that will lead to self-sufficiency.

Priorities for funding include:

- Promoting and supporting high school to college transitions for CTE students (Programs of Study/Pathways/Dual Enrollment).
• Promoting and supporting Adult Basic Education to college transitions for CTE students (Programs of Study/Pathways).
• Promoting and supporting activities that prepare special populations’ access to CTE.

In supporting these priorities, the Montana Perkins Program will require the expenditure of a minimum percentage of the formula funded allocation for each priority. For the formula funds allocated to local eligible recipients for FY 2016-2017, each eligible recipient will be required to expend at least:
• 20% of the total allocation per local recipient must be spent on linking CTE education at the secondary level and CTE at the postsecondary level by developing Big Sky Pathways that can include CTE Dual Enrollment options.

A Program of Study is an articulated sequence of courses containing two or more courses obtained while in high school which lead to corresponding coursework in the same career cluster at the postsecondary level; culminating in a degree, license, or industry-recognized credential.
  o Administrative costs are not allowed.
  o Transportation costs are allowed when necessary.

• 1% of total allocation per local recipient must be spent on the development of Big Sky Pathways that can include CTE Dual Enrollment options for special population students.

Institutions will be required to focus 1% of Local Application Perkins funds on providing activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, through the development of pathways with secondary schools that include CTE Dual Enrollment or contextualized pathways with Adult Basic Education.
  o Administrative costs are not allowed.
  o Transportation costs are allowed when necessary.
  o Supplies/equipment for this category will be considered on a case-by-case basis.

Funds may be used to (this list is not inclusive):
  o Develop specific strategies and services to provide equal access to special populations.
  o Provide training to faculty and staff on performing in a nondiscriminatory manner and maintaining a positive environment.
  o Fund projects that introduce prospective students to nontraditional employment.
  o Supplement existing services that provide support to special population students.
Remaining Local Application funds must be used to support remaining Required Use of Funds requirements. Following the satisfaction of these requirements, additional funds may be used to support Permissive Use of Funds.

- Supplies/Equipment for this category will be considered on a case-by-case basis.
- Funds may be used (This list is not inclusive):
  - To identify coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinator, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in a specific program of study.
  - For curriculum development.
  - To identify opportunities for secondary students to participate in dual or concurrent enrollment programs or to receive postsecondary credit through local articulation agreements.
  - To identify industry-recognized credential or certificate programs at the secondary or postsecondary level, or a technical, associate, or baccalaureate degree for which the student completing the program of study would be eligible.
  - Development of work-based learning opportunities or internships within the Program of Study.
  - For stipends for instructors and counselors to attend workshops or meetings relating to the Program of Study.
  - For instructors/industry Speakers to lead workshops, institutes, and work-based learning instruction that does not supplant instruction paid for by other sources.
  - Pay for substitutes for any secondary/postsecondary instructor to enable the individual to participate in grant activities.
  - Meet the Matching Fund requirement on the Strengthening Big Sky Pathways Grant.
  - Establish or enhance partnerships with Adult Basic Education.

X. **Local Application**

The postsecondary Perkins Local Application can be found at: [http://oche.mtwgms.org/GMSWEB/logon.aspx](http://oche.mtwgms.org/GMSWEB/logon.aspx). It can also be accessed through the MUS.edu website.

**Accessing the Local Application.** To enter data into the website, you will need to request a username and password from the State 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. 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 assistance with the e-grant system, Brenda Swyers of MTWSolutions will be available (Brenda.swyers@mtwsolutions.com).

Application Content. The Local Application will cover a variety of institutional information, including: Contact Information, Quarterly Reports, Program Detail, Budget Information, Accountability, 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 the Perkins Program Manager (maskelson@montana.edu).

Funding Distribution. In each Project 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.)

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 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, **Using campus or school district vehicle for grant funded travel is expected. Use of personal vehicles is reimbursed at 27.7 cents per mile.** See the Appendix 4.
• **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 is it appropriate to use Perkins Funds for a working lunch refer to Appendix 3.

Application Submission. The Submit webpage allows Institutions to submit their completed applications/amendments to OCHE for review. There are two levels of Submit. Data Entry users at Institutions can Submit the application to their Authorized Representative, who
receives an email indicating an application has been submitted for their review (Submit for Local Review). Authorized Representatives can then, in turn, submit the application to OCHE for review (Submit to OCHE). Alternatively, the Authorized User can perform the only submit, submitting the application to OCHE directly without the Data Entry user level having performed the Submit for Local Review.

Prior to submitting a consistency check must be executed. The purpose of this function is to ensure that all web pages have been completed, and all potential errors that the GMS can detect are resolved prior to submitting the application. Click the Consistency Check button. If and errors are detected, the webpage(s) on which those errors exist will be listed. Users should return to those pages to resolve those errors, and re-execute the Consistency Check until it has passed.

Since Assurances must be agreed to by the Authorized Representative, Assurances do not have to be completed prior to executing the Consistency Check. The Submit to OCHE button will not display unless the Assurances have been agreed to, and the Consistency Check has passed.

Printing Local Application. 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.

XI. Reports

There are several types of reports that are required throughout the Perkins grant cycle. Fiscal report forms can be found at: http://mus.edu/Perkins/grant_apps.asp. All other reports can be found within the e-grant system.

Reports include:

- Quarterly Reports. These reports are divided into two sections: Quarterly Required and Quarterly Permissive. 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 the Amendment function. Information about assigning an accountability measure and submitting quarterly reports will be covered during the Perkins Peer Writing Sessions.

- Strategic plan. In the Required and Permissive Uses of Funds sections indicate in which fiscal quarter the project/program is expected to occur.

- Fiscal Reports. Fiscal report forms can be found at: http://www.mus.edu/Perkins/grant_apps.asp. 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 30th are due prior to
Aug. 31st.

- 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.

- Technical Skill Assessments. Technical Skill Assessments are due to the Erik Rose (erose@montana.edu) by November 1st.

- Data. Other identified data files are due to Erik Rose (erose@montana.edu) by November 1.

### XII. 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.asp](http://www.mus.edu/Perkins/grant_apps.asp).

### XIII. 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 & Big SkyPathway activities.

- July 2016
  - Local Application grant funds are available on July 1 (Subject to federal funding)
  - Local Application grants awarded (revisions)
- September/October 2016
  - Perkins Coordinator Workshop
- October 2016
  - Oct. 30– Fiscal and Program Quarter 1 Reports due
- November 2016
  - November 1 – Technical Skills Assessments due
  - November 1 – Student enrollment data due
December 2016
  - All major equipment orders must be placed by December 31
January 2017
  - Jan 30– Fiscal and Program Quarter 2 Reports due
February 2017
  - Open Local Application
  - Open 2017-2018 Strengthening Big Sky Pathways RFP
March 2017
  - Funding allocation from the U.S. Department of Education
  - Peer Writing Workshops
  - Release 2017-2018 Institutional Funds RFP
April 2017
  - April 30 – Fiscal and Program Quarter 2 Reports due
May 2017
  - All 2017-2018 RFPs due
  - All 2017-2018 RFPs awarded
  - Local Applications due
June 2017
  - Local Application grants awarded

XIV. **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/general.asp](http://mus.edu/OCR/general.asp). Questions can be referred to Compliance and Workforce Data Analyst Program Manager at the OCHE, Erik Rose (erose@montana.edu).

XV. **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

XVI. Planning for Performance

Planning is an essential part of administering an effective local Perkins Program. The planning process should identify programmatic goals and intended outcomes. Ideally, Perkins staff will meet several times throughout the year to plan for the upcoming grant cycle, monitor program success, monitor budget and ensure program compliance.

The use of long-term strategic planning allows yearly local applications to become goal driven as opposed to personnel driven and:

• Promotes systemic thinking and planning
• Encourages state wide planning
• Stimulates statewide collaboration

The Perkins Three-Year Local Strategic Plan is the basis for the college’s yearly Perkins Local Application. This plan should align and link the college’s Perkins Local Plan to the goals of the college as appropriate for the level of funding. It facilitates up-front thought to where the college’s CTE program is going and what long range outcomes are trying to be accomplished.

The Plan should:

• Create and manage the process for directing Perkins funds.
• Explain how Perkins fits into the college’s strategic plan.
• Become a component of the overall budget process.
• Facilitate and encourage faculty input.
• Strengthen the tie between equipment purchases and programmatic goals.
• Strengthen knowledge of the value of Perkins funding.

Additional information regarding the Perkins Three-Year Local Strategic Plan can be found at http://www.mus.edu/Perkins/grant_apps.asp

XVII. Resources

• A large number of resources can be found at the Montana University System Website http://mus.edu/
• E-grants Application Log On: http://oche.mtwgms.org/GMSWEB/logon.aspx
• Carl D. Perkins Act of 2006; Montana State Perkins Plan: http://mus.edu/Perkins/default.asp
• Grant Application Forms; Reporting Forms: http://mus.edu/Perkins/grant_apps.asp
• Big Sky Pathways: http://mus.edu/BigSkyPathways/default.asp
• Office of Civil Rights Review: http://mus.edu/OCR/general.asp
### APPENDIX 1 – Report Card

#### REPORT CARD

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>App 2015</th>
<th>I.P.</th>
<th>App 2016</th>
<th>I.P.</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1</td>
<td>95%</td>
<td></td>
<td>92.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2P1</td>
<td>61.60%</td>
<td></td>
<td>62.22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3P1</td>
<td>75.80%</td>
<td></td>
<td>84.01%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4P1</td>
<td>84.50%</td>
<td></td>
<td>84.44%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5P1</td>
<td>20.30%</td>
<td></td>
<td>14.50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5P2</td>
<td>17%</td>
<td></td>
<td>16.60%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### RISK MATRIX

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FINDING</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal Findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Returned Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL FISCAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perkins Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting Program Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL PROGRAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perkins Grant Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting Consistency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previous Monitoring Visits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL MANAGEMENT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX 2 – Risk Matrix

### RISK MATRIX EXPLANATION

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FINDING</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Size</td>
<td>$50K-$74,999</td>
<td>.33</td>
</tr>
<tr>
<td></td>
<td>$75K-$99,999</td>
<td>.66</td>
</tr>
<tr>
<td></td>
<td>$100K-$149,999</td>
<td>.99</td>
</tr>
<tr>
<td></td>
<td>$150K +</td>
<td>1.32</td>
</tr>
<tr>
<td>Fiscal Findings</td>
<td>0-1 Fiscal finding in 2 yr</td>
<td>.33</td>
</tr>
<tr>
<td></td>
<td>2 Fiscal findings in 2 yr</td>
<td>1.32</td>
</tr>
<tr>
<td></td>
<td>2-3 fiscal findings in 2 yr</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>&gt;3 fiscal findings in 2 yr</td>
<td>4</td>
</tr>
<tr>
<td>Returned Funds</td>
<td>&lt;$999</td>
<td>.33</td>
</tr>
<tr>
<td></td>
<td>$1000-$4999</td>
<td>.66</td>
</tr>
<tr>
<td></td>
<td>$5000-$9999</td>
<td>1.98</td>
</tr>
<tr>
<td></td>
<td>$10,000 +</td>
<td>4</td>
</tr>
<tr>
<td>Perkins Planning</td>
<td>No Perkins committee</td>
<td>.66</td>
</tr>
<tr>
<td></td>
<td>No Perkins 3 yr plan</td>
<td>1.32</td>
</tr>
<tr>
<td></td>
<td>No Perkins committee and 3 yr plan is outdated</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>No Perkins committee or 3 yr plan</td>
<td>4</td>
</tr>
<tr>
<td>Meeting Program Goals</td>
<td>At least 90% of original program goals were accomplished</td>
<td>.33</td>
</tr>
<tr>
<td></td>
<td>At least 90% of the amended goals were accomplished</td>
<td>1.32</td>
</tr>
<tr>
<td></td>
<td>Between 89%-75% of original program goals were accomplished</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>&lt;75% of original or amended goals were accomplished</td>
<td>4</td>
</tr>
<tr>
<td>Improvement Plan</td>
<td>No improvement plan(s) required</td>
<td>.33</td>
</tr>
<tr>
<td></td>
<td>Improvement plan(s) required</td>
<td>.66</td>
</tr>
<tr>
<td></td>
<td>Fails to improve within 2 yr of implementation</td>
<td>1.98</td>
</tr>
<tr>
<td></td>
<td>Fails to improve within 3 yr of implementation</td>
<td>4</td>
</tr>
<tr>
<td>Perkins Grant Manager</td>
<td>Perkins Manager in place &lt; 2 years</td>
<td>.33</td>
</tr>
<tr>
<td></td>
<td>Perkins Manager in place &lt; 1 years</td>
<td>1.32</td>
</tr>
<tr>
<td></td>
<td>Perkins Manager is new</td>
<td>1.98</td>
</tr>
<tr>
<td></td>
<td>Perkins Manager is not specified</td>
<td>4</td>
</tr>
<tr>
<td>Reporting Consistency</td>
<td>Program or Fiscal report late&lt;= 1 qt. in yr</td>
<td>.33</td>
</tr>
<tr>
<td></td>
<td>Program or Fiscal report late 2 qt &gt;1 yr</td>
<td>1.32</td>
</tr>
<tr>
<td></td>
<td>Program or Fiscal report late &gt;2 qt. &gt;1 yr</td>
<td>1.98</td>
</tr>
<tr>
<td></td>
<td>Initial application submitted late</td>
<td>4</td>
</tr>
<tr>
<td>TA Participation</td>
<td>Missed &lt; 2 TA phone calls</td>
<td>.33</td>
</tr>
<tr>
<td></td>
<td>Missed &gt; 2 TA calls and 1 TA workshop</td>
<td>1.32</td>
</tr>
<tr>
<td></td>
<td>Missed &gt;2 TA calls and 2 TA workshops</td>
<td>1.98</td>
</tr>
<tr>
<td></td>
<td>Missed 3 TA workshops</td>
<td>2.64</td>
</tr>
<tr>
<td>Previous Monitoring Visits</td>
<td>None or minor findings; corrective action plan submitted</td>
<td>.33</td>
</tr>
<tr>
<td></td>
<td>Moderate/Severe findings; timely corrective action plan Submitted</td>
<td>1.32</td>
</tr>
<tr>
<td></td>
<td>No Monitoring visits for three years</td>
<td>1.98</td>
</tr>
<tr>
<td></td>
<td>Moderate/Severe findings; timely corrective action not submitted</td>
<td>4</td>
</tr>
<tr>
<td>RISK LEVEL</td>
<td>FISCAL</td>
<td>PROGRAM</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Low</td>
<td>Total Fiscal Score: 0-3</td>
<td><strong>OCHE staff will continue to monitor financial reports for accuracy, timeliness, and no significant program changes</strong></td>
</tr>
<tr>
<td></td>
<td>• OCHE staff will continue to monitor financial reports for accuracy, timeliness, and no significant program changes</td>
<td>• A desk audit or site visit may be conducted</td>
</tr>
<tr>
<td></td>
<td>• A desk audit or site visit may be conducted</td>
<td>• Institutions may request funds as needed based on negative cash</td>
</tr>
<tr>
<td>Medium</td>
<td>Total Fiscal Score: 4-6</td>
<td><strong>OCHE staff will then provide a schedule of the site visits</strong></td>
</tr>
<tr>
<td></td>
<td>• OCHE staff may follow-up by conducting a desk audit</td>
<td><strong>Core indicators not improved within two years may result in targeted spending by OCHE staff and implementation of best practices</strong></td>
</tr>
<tr>
<td></td>
<td>• Institutions are reimbursed on a quarterly basis</td>
<td><strong>The grantee shall receive additional technical assistance upon request</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The grantee shall receive additional technical assistance upon request</strong></td>
<td><strong>The grantee may be required to submit more frequent performance reports</strong></td>
</tr>
<tr>
<td></td>
<td><strong>All grant amendments must be submitted in a timely manner</strong></td>
<td><strong>OCHE staff will then provide a schedule of the site visits</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Grantees may request funds as needed based on negative cash</strong></td>
<td><strong>A desk audit or site visit may be conducted</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The grantee may be required to submit a Corrective Action Plan</strong></td>
<td><strong>The grantee may receive additional technical assistance</strong></td>
</tr>
<tr>
<td></td>
<td><strong>All grant amendments must be submitted in a timely manner</strong></td>
<td><strong>Release of funds may be contingent on of TA participation/attendance</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Any deviation from the strategic plan must be approved by OCHE staff</strong></td>
<td><strong>The grantee shall receive technical assistance upon request.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Only grant amendments that have been written in consultation with OCHE staff will be approved</strong></td>
<td><strong>Release of funds will be contingent on of TA participation/attendance</strong></td>
</tr>
</tbody>
</table>
APPENDIX 3 – Food Requests

REQUEST TO USE PERKINS FUNDS TO PROVIDE FOOD DURING AN EDUCATIONAL EVENT

Permission must be obtained prior to the event

Using Federal funds to provide food and beverages at meetings requires proof that the expenditures are necessary to meet the goals and objectives of a federal grant. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary. When hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to either:

- Purchase their own food, beverages, and snacks - AND
- Consider a location in which participants have easy access to food and beverages

Instances when providing food and beverages using federal funds would be acceptable:

- **Working Lunch** – the meal is an integral and inseparable part of the meeting agenda, and that taking a break from proceedings for the meal would irreparably damage the meeting purpose
- **Working Dinner** – working sessions must unavoidably be scheduled to run well past the normal dinner hour that the meal is an integral and inseparable part of the meeting agenda, and that taking a break from proceedings for the meal would irreparably damage the meeting purpose

Because participation in the following activities is rarely necessary to achieve the purpose of the meeting, the cost of food and beverages will not be approved for:

- Breakfasts
- Receptions
- Networking sessions
- Meals where a guest or keynote speaker is the main event
- Cost of alcoholic beverages

Measureable outcomes will be used to ascertain if the food and beverages expenditures are necessary to meet the goals and objectives of grant. Measureable outcomes are derived from the Use of Funds section of the grant and are very specific in nature. They evaluate the results of the activity or program and illustrate one of the following:

- the learning that you want to occur (cognitive) - OR
- predisposing individuals to behave in a certain - OR
- what the program will accomplish

CONTACT MINDI ASKELSON (maskelson@montana.edu) FOR REQUEST FORM.
### APPENDIX 4 – Travel

#### Calendar Year 2016 Travel Cheat Sheet

<table>
<thead>
<tr>
<th></th>
<th>In-State</th>
<th>Out-of-State</th>
<th>Foreign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Meal</td>
<td>$5</td>
<td>$5</td>
<td>$11</td>
</tr>
<tr>
<td>Midday Meal</td>
<td>$6</td>
<td>$6</td>
<td>$12</td>
</tr>
<tr>
<td>Evening Meal</td>
<td>$12</td>
<td>$12</td>
<td>$23</td>
</tr>
<tr>
<td>Total per day</td>
<td>$23</td>
<td>$23</td>
<td>$46</td>
</tr>
</tbody>
</table>

**Lodging Reimbursements**

(Rates do not include taxes)

<table>
<thead>
<tr>
<th></th>
<th>In-State and Out-of-State</th>
<th>Foreign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Rate</td>
<td>65</td>
<td>89</td>
</tr>
<tr>
<td>High Cost Rate</td>
<td><strong>see GSA website for rates</strong></td>
<td>135</td>
</tr>
</tbody>
</table>

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

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

#### Mileage Reimbursements

(Per statute as of January 1, 2016)

MCA 2-18-503

<table>
<thead>
<tr>
<th>Rate per Mile</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Rate</td>
<td>0.26 No maximum mileage per month</td>
</tr>
<tr>
<td>High Rate</td>
<td>0.54 0 or 1000 miles per month</td>
</tr>
<tr>
<td>Low Rate</td>
<td>0.51 &gt; 1000 miles per month</td>
</tr>
</tbody>
</table>

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

**Useful Website URL’s:**

- State Travel: [http://sfid.mt.gov/SAB/EmployeeTravel](http://sfid.mt.gov/SAB/EmployeeTravel)
- GSA: [http://www.ea.gov/portal/category/104721](http://www.ea.gov/portal/category/104721)
- MDT Distance Calc: [http://www.mdt.mt.gov/travelinfo/scripts/calcdist.pl](http://www.mdt.mt.gov/travelinfo/scripts/calcdist.pl)
- Corporate Travel Management: [http://mtb.travelcrm.com/mtb](http://mtb.travelcrm.com/mtb)

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Logan Nordahl</td>
<td><a href="mailto:LNordahl2@mt.gov">LNordahl2@mt.gov</a></td>
<td>(406)444-4669</td>
</tr>
<tr>
<td>State Accounting</td>
<td><a href="mailto:SAccounting@mt.gov">SAccounting@mt.gov</a></td>
<td>(406)444-4681</td>
</tr>
</tbody>
</table>