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Perkins Local Application Guide
Spring 2015

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

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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 Director at the Office of the Commissioner of Higher Education, along with the guidance of the State Executive Leadership Team (SELT) and State CTE Advisory Board, 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 the Office of Public Instruction). As required by Perkins IV, the Office of the Commissioner of Higher Education 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 programs.

II. Purpose

The Perkins Local Application Manual 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 Career and Technical Education (CTE) grant information that will assist the coordinator. Comprehensive information will additionally be supplied in documents such as applications, instructional guides, supporting materials, the e-grants application system, and via the MUS Carl D. Perkins website at http://mus.edu/Perkins/Perkins.asp.

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

III. Applicable Law

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

Education Department General Administrative Regulations (EDGAR - https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html)
34 CFR Part 74 (Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations).

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 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).

Office of Management and Budget (OMB) Circulars:

OMB Circular A-21 (Establishes principles for determining applicable grant costs) Cost Principles for Educational Institutions (Note: Revised 5/10/04).

OMB Circular A-50 (Promulgates policy on review of audit reports) Audit Follow-up.

OMB Circular A-87 (Establishes principals for determining applicable grant costs) Cost Principals for State, Local, and Indian Tribal Government (Note: Revised 5/10/04).

OMB Circular A-102 (Promulgates administrative requirements) Grants and Cooperative Agreements with State and Local Governments.

OMB Circular A-110 (Uniform Administrative Requirements for Grants and Other Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations.

OMB Circular A-122 (Establishes principals for determining applicable grant costs) Cost
Principals for Educational Institutions (Note: Revised 5/10/2004).

OMB Circular A-123 (Assessment guidance on internal control systems review) Management Accountability and Control.


*Please note that the OMB Super Circular will be implemented during this grant cycle. This may have an effect on regulations above (http://www.whitehouse.gov/omb/circulars_default/).

**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:

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

**Supplement Not Supplant.** Funds made available under this Act for career and technical education/basic education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education/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 imposed 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 2015-2016 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 2015-2016, each eligible recipient will be required to expend at least:
• **20%** of the total allocation per local recipient for activities relating to Promoting and Supporting High School to College Transitions for Career and Technical Education Students (Big Sky Pathways)

• **1%** for provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

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

**Salaries and Administration.** Perkins funding may be used for salaries 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

Big Sky Pathways Coordinators funding may stay consistent each year and does not have the follow the above payment structure.

• 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 career and technical education 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 CIP (Classification of Instructional Programs) to pathway crosswalk (http://cte.ed.gov/accountability/crosswalks.cfm)
  o All programs are identified using CIP codes and must align with this federal standard in order to qualify.

• Have enough Perkins eligible enrollments in approved programs to meet the minimum $50,000 grant requirement, or must form a consortium.
  o Perkins eligible enrollments are identified as:
    ▪ Students who are PELL/BIA eligible and are:
    ▪ Enrolled in a Perkins approved program
    ▪ Taking or has taken 12 or more credits in the approved program or is 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.

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 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 consortiums are not required to meet the nine required uses of funding, 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 fund 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 app, although you may, if you would like to devote one program summary to each required use). 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 career and technical education programs that—

R(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and
technical education components of such programs through the integration of academics with career and technical education 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) career and technical education subjects;

R(2) link career and technical education at the secondary level and career and technical education 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) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

R(4) develop, improve, or expand the use of technology in career and technical education, which may include—
(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
(B) providing career and technical education 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 career and technical education programs, including—
(A) in-service and pre-service training on—S. 250—53
   (i) effective integration and use of challenging academic and career and technical education 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 career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education 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 career and technical education 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 career and technical education 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 career and technical education 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 career and technical education 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 career and technical education 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 career and technical education 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 career and technical education and that assist individuals who are interested in becoming career and technical education 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 career and technical education students into baccalaureate degree programs, including—
   (A) articulation agreements between sub-baccalaureate degree granting career and technical education 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 career and technical education 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 career and technical education 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 career and technical education 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 career and technical education 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 career and technical education 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 122(c)(1)(A); or
   (D) implementing technical assessments; and

P(20) to support other career and technical education 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 career and technical education, and to optimize the return on investment of federal funds in career and technical education activities.
Each year, the Perkins Accountability Specialist will provide a “Report Card” showing state-level performance, along with performance measurements for each individual college. This information may also be found in the E-Grants management system.

**Performance Expectations.** Each institution is responsible for meeting or exceeding the negotiated performance levels. All projects/programs funded by Perkins in the upcoming grant cycle are expected to produce an outcome that 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 will need to 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 Director, 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 career and technical education that will lead to self-sufficiency.

Priorities for funding include:

- Promoting and Supporting High School to College Transitions for Career and Technical Education Students (Programs of Study/Pathways)
- Promoting and Supporting Adult Basic Education to College Transitions for Career and Technical Education Students (Programs of Study/Pathways)
- Promoting and Supporting activities that prepare special populations access to Career Technical Education

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 2015-2016, each eligible recipient will be required to expend at least:

- 20% of the total allocation per local recipient for activities relating to Promoting and Supporting High School and Adult Basic Education to College Transitions for Career and Technical Education Students (Programs of Study/Pathways)
- 1% for activities relating to preparations of special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

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.

20% Big Sky Pathway Requirement.  Institutions will be required to focus 20% of Local Application Perkins funds on the development, implementation or improvement of an identified Program of Study.  A Program of Study is an articulated sequence of courses containing two (2) 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.

- Administrative costs are not allowed.
- Transportation costs are allowed when necessary.
• Supplies/Equipment for this category will be considered on a case-by-case basis.
• Funds may be used (This list is not inclusive):
  o 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;
  o For curriculum development;
  o To identify opportunities for secondary students to participate in dual or concurrent enrollment programs or to receive postsecondary credit through local articulation agreements;
  o 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;
  o Development of work-based learning opportunities or internships within the Program of Study;
  o For stipends for instructors and counselors to attend workshops or meetings relating to the Program of Study;
  o For Instructors/Industry Speakers to lead workshops, institutes, and work-based learning instruction that does not supplant instruction paid for by other sources;
  o To pay for substitutes for any secondary/postsecondary instructor to enable the individual to participate in grant activities.
  o To meet the Matching Fund requirement on the Strengthening Big Sky Pathways Grant;
  o Establish or enhance partnerships with Adult Basic Education

1% Special Population Requirement. Institutions will be required to focus 1% of Local Application Perkins funds on the providing activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

• Administrative costs are not allowed.
• Transportation costs are allowed when necessary.
• Supplies/Equipment for this category will be considered on a case-by-case basis.
• Funds may be used (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

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.

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 Local Application will cover a variety of institutional information, including: Contact Information, End of the Year Reports, 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 the 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.

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](http://mus.edu/Perkins/grant_apps.asp). All other reports can be found within the e-grant system.

Reports include:
- End of the Year. The end of year report will be available in e-grants system, within the following year’s e-grants local application. For example, the 2013-2014 end of year report can be found in the 2014-2015 local application. This report divided into two sections: End of Year Required and End of Year Permissive. You 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. Information about assigning an accountability measure 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. At the end of each quarter, the Required and Permissive Uses of Funds sections will need to be updated to reflect the outcomes that occurred during that quarter. Entry of the Final Outcome data is done by using the Amendment function. A more detailed explanation of this process will be covered during the Perkins Peer Writing Sessions.

- Fiscal Reports. Fiscal report forms can be found on the website. 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 Sept. 31st.

- Data. Other identified data files are due to Erik Rose (erose@montana.edu) by July 31st.

XII. Monitoring

The Postsecondary Montana Perkins Program is responsible for monitoring and evaluating the effectiveness of local application programs. Perkins staff at the Office of the Commissioner of Higher Education 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.
Institutions will be selected for monitoring based on the following chart:

<table>
<thead>
<tr>
<th>Risk Category</th>
<th>1 point criteria</th>
<th>2 point criteria</th>
<th>3 point criteria</th>
<th>4 point criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Size</td>
<td>$50,000 - $74,999</td>
<td>$75,000 - $99,999</td>
<td>$100,000 - $149,999</td>
<td>$150,000 +</td>
</tr>
<tr>
<td>Last Performance Review</td>
<td>last year</td>
<td>2 years ago</td>
<td>3 years ago</td>
<td>4 or more years ago</td>
</tr>
<tr>
<td>Manager Longevity</td>
<td>Over 3 years</td>
<td>3 years</td>
<td>1-2 years</td>
<td>&lt; 1 year</td>
</tr>
<tr>
<td>Late Previous YR Report (see calendar)</td>
<td>Q1, Q2 or Q3 fiscal reports</td>
<td>Q4 final fiscal report</td>
<td>final grant report</td>
<td>application</td>
</tr>
<tr>
<td>Late File Submissions (see calendar)</td>
<td>summer or fall student &amp;/or term files – 4 weeks after term ends</td>
<td>spring student &amp;/or term files – 10 weeks after semester ends</td>
<td>Perkins Program Table update - 2/28</td>
<td>completer &amp;/or special populations files - 8/5</td>
</tr>
<tr>
<td>Plan Revisions</td>
<td>1 revision</td>
<td>2 revisions</td>
<td>3 revisions</td>
<td></td>
</tr>
<tr>
<td>Improvement Plan</td>
<td></td>
<td></td>
<td>1 indicator</td>
<td>2 + indicators</td>
</tr>
<tr>
<td>Returned Funds</td>
<td>&lt;= $999</td>
<td>$1000 - $4999</td>
<td>$5000 - $9999</td>
<td>$10,000 +</td>
</tr>
<tr>
<td>Missed TA Sessions</td>
<td></td>
<td>1 session</td>
<td></td>
<td>More than 1 session</td>
</tr>
<tr>
<td>Missed Budget Deadlines</td>
<td></td>
<td>40% personnel budget deadline 12/30</td>
<td>1/1 equipment budget deadline</td>
<td></td>
</tr>
<tr>
<td>Other Perkins Grant Awards (Reserve or Leadership)</td>
<td>&lt;= $4999</td>
<td>$5000 - $9,999</td>
<td>$10,000 - $24,999</td>
<td>$25,000 +</td>
</tr>
</tbody>
</table>

XIII.  Timeline

Below is a DRAFT version of a typical Perkins Grant Cycle, which runs from July 1 – June 30th. Contents/Dates are subject to change; Timeline is not inclusive of all Perkins & Big Sky Pathway activities.

- **July 2015**
  - Local Application Grant Funds are available on July 1st (Subject to Federal Funding)
  - Local Application Grants Awarded (Revisions)
- **October 2015**
  - Oct. 30th – Fiscal Quarterly Reports Due
  - Perkins Q1 Strategic Plan Updates Due
  - Individual Q1 Perkins Meetings
- **January 2016**
  - Jan 30th – Fiscal Quarterly Reports Due
  - Perkins Q2 Strategic Plan Updates Due
  - Individual Q2 Perkins Meetings
  - Purchase of Majority of Perkins Equipment Due
• February 2016  
  o Open Local Application  
  o Open 2015-2016 Strengthening Big Sky Pathways RFP  
• March 2016  
  o Funding Allocation from the U.S. Department of Education (This will be late in 2014)  
  o Release 2015-2016 Institutional Funds RFP  
• April 2016  
  o April 30th – Fiscal Quarterly Reports Due  
  o Perkins Q3 Strategic Plan Updates Due  
  o Individual Q3 Perkins Meetings  
  o Amendments for Previous Local App Grants Due  
• May 2016  
  o All 2015-2016 RFPs Due  
  o All 2015-2016 RFPs Awarded  
  o Local Applications Due  
    ▪ End of Year Report  
• June 2015  
  o Local Application Grants Awarded  

XIV. **Methods of Administration/Civil Rights**

The U.S. Department of Education, Office for Civil Rights (OCR), requires the Office of the Commissioner of Education 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 Access and Compliance Program Manager at the Office of the Commissioner of Higher Education ([erose@montana.edu](mailto: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.

XVI. Planning for Performance

Planning is an essential part of administering an effective local Perkins Program. 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. Because local Perkins staff generally wears many hats and do not have excess free time, it is important to make the most of these meetings.

In a planning meeting, it is important to address the following questions:

- What is our institution’s mission with regard to two-year and CTE programs?
- Does our current Perkins program align with this mission?
- If not, what steps can we take to merge the program and mission?
- What are the workforce needs of our specific region? What are the national workforce needs?
- What specific programs need to be developed or improved?
- What career pathways or programs of study need to be developed with local area high schools? How can we provide more work-based learning experiences and internships?
- Do we have an active advisory board? How can we utilize this group more fully?
- How will we improve our performance indicators (if needed)?
- How can we provide programming that meets the 9 Required Uses of Funds?

Once you have begun to analyze the answers to these questions, you can begin to put together a strategic plan for the upcoming year. This plan should identify programmatic goals and intended outcomes.

XVII. Resources

A large number of resources can be found at the Montana University System Website http://mus.edu/


Carl D. Perkins Act of 2006; Montana State Perkins Plan: http://mus.edu/Perkins/default.asp
Grant Application Forms; Reporting Forms: [http://mus.edu/Perkins/grant_apps.asp](http://mus.edu/Perkins/grant_apps.asp)

State CTE Advisory Board: [http://mus.edu/Perkins/State-CTE-AdvisoryBoard.asp](http://mus.edu/Perkins/State-CTE-AdvisoryBoard.asp)

Big Sky Pathways: [http://mus.edu/BigSkyPathways/default.asp](http://mus.edu/BigSkyPathways/default.asp)

Office of Civil Rights Review: [http://mus.edu/OCR/general.asp](http://mus.edu/OCR/general.asp)