



Perkins E-Grant Instructions

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Application Pages

Important Reminders

1. Click **Save Page** before proceeding to another page in the application, even if you have not finished all the items. Not saving will result in the loss of everything entered on the page you leave.
2. Use the E-Grant's navigational tools to progress through the application. Do not use the Internet Explorer "Back" or "Refresh" buttons or you may receive a system error (which will generally display a "Page Expired" message).

End-of-Year Report

3. Perkins law requires each Local Education Agency (LEA) to submit an end-of-year report. This report is intended to reflect the previous year's program success and help the LEA focus efforts based on this information.

If your district has multiple high schools, move to successive high school tabs and complete the information for each high school. Indicate the programs that are offered at your high school(s). Advisory boards are required for all CTE programs. If your district has one

advisory board that advises all selected program areas (consolidated advisory board) select “Yes” and enter the requested information for all members. If there are more than five members on the advisory board click [Add Additional Entries](#) for more fields.

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Required and Permissive Uses of Funds

4. *Local recipients are required to use Perkins funds according to the Perkins Act of 2006, Section 135. Please note that LEAs may use up to 5 percent of the funding for administrative purposes.*

Due to length, Required and Permissive Uses are listed in two parts. Comment must be made on all required uses. If no Perkins funds will be targeted for permissive uses, please click the radio button at the top of the page that states, ‘*No Permissive Uses will be targeted.*’

Local Uses of Funds (Required and Permissive)

General Authority—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

Administrative Costs—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

Required Uses of Funds—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:

- R1** 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;
- R2** 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 one career and technical program of study described in Section 122(c)(1)(A);
- R3** provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
- R4** 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;

R5 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 preservice training on:

- 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;

R6 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;

R7 initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

R8 provide services and activities that are of sufficient size, scope, and quality to be effective; and

R9 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.

Permissive Uses of Funds—Funds made available to an eligible recipient under this title may be used:

P1 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;

P2 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) improve graduation rates and provide 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) provide assistance for postsecondary students,

(C) including adult students who are changing careers, or

(D) updating skills;

- P3** for local education and business (including small business) partnerships, including:
- (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;
- P4** to provide programs for special populations;
- P5** to assist career and technical student organizations;
- P6** for mentoring and support services;
- P7** for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
- P8** 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;
- P9** to develop and expand postsecondary program offerings at times and in formats that are accessible for students, as well as working students, including through the use of distance education;
- P10** 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;
- P11** to provide activities to support entrepreneurship education and training;
- P12** 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 that career and technical education students at the secondary level could obtain postsecondary credit to count toward an associate or baccalaureate degree;

- P13** to develop and support small, personalized career-themed learning communities;
- P14** to provide support for family and consumer sciences programs;
- P15** 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;
- P16** 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.);
- P17** to support training and activities (such as mentoring and outreach) in nontraditional fields;
- P18** to support for training programs in automotive technologies;
- P19** to pool a portion of such funds with a portion of funds available to not less than one 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
- P20** to support other career and technical education activities that are consistent with the purpose of this Act.

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Definition of Size, Scope, and Quality

- **Size:** Secondary eligible recipients must offer a minimum of programs* based upon student enrollment:
 - “Large Districts” – AA Classification – five CTE programs
 - “Medium Districts” – A or B Classification – three CTE programs
 - “Small Districts” – C Classification – one CTE program

*A CTE program must be a program approved by the state of Montana in accordance with the state CTE Requirements and Guidelines.

- **Scope:**
 - Indications of adequate scope in a Perkins-funded CTE program may include providing for secondary students opportunities for dual credit, articulation credits, online CTE courses, or national certification opportunities.
 - Secondary Perkins-funded programs must be aligned with business and industry as validated by a local business advisory committee.
- **Quality:** All secondary Perkins-funded programs must be approved by the Office of Public Instruction in accordance with the Montana CTE Requirements and Guidelines publication.

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Special Populations

5. Each local recipient receiving Perkins funding must provide barrier-free access to CTE programs that will enable special populations to meet local performance levels and prepare special populations for occupations that will lead to self-sufficiency.

You are required to explain your proposed use in the text boxes that will appear.

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Big Sky Pathways

6. Each local recipient receiving Perkins funding will offer the appropriate courses of not less than one of the career and technical programs of study.

One approved program of study is required for the 2013-2014 school year. All Big Sky Pathways that have been approved for each district are pre-populated on the Big Sky Pathways page. The two-year college partner has also been added for your convenience.

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Performance and Accountability

7. The Carl D. Perkins Act of 2006 has strong emphasis on state and local level accountability. Local recipients (i.e., districts) must accept the state negotiated level of performance on all indicators or negotiate a different level. Each local recipient must submit a report to the state each year regarding the progress the recipient has made in achieving its performance levels. Local recipients must identify and quantify gaps in performance levels between groups of students and identify strategies to improve performance even if the performance level was met (continuous improvement).

Performance Level Summary Page

This page is an information-only page. It lists each performance indicator, the state negotiated threshold target (90 percent of the state negotiated performance Level), previous local-level achievement and the proposed local negotiated threshold target level of performance. No data is entered on this page.

Individual Performance Level Indicator Pages

Enter your district's proposed negotiated threshold target level of performance. For each indicator, the proposed performance target for your school district must be the same or higher than the state threshold target. It cannot be lower.

If your district is meeting or exceeding the specific state performance level, click "Yes."

If your district has any program areas not meeting the specific state performance level, click "No." Indicate the strategies and activities you propose to implement in order to bring the program(s) up

to the negotiated performance level. You can choose multiple strategies. As a district, you may be meeting local performance levels but have individual program areas that are not meeting the levels. You may indicate the strategies and activities you propose to implement in order to bring the program(s) up to the negotiated performance level.

Performance Indicator DEFINITIONS

1S1—Reading and Language Arts

Numerator: Number of CTE concentrators who scored proficient or higher on their 10th grade NCLB Reading/Language Arts test and left secondary education.

Denominator: Number of CTE concentrators who took the 10th grade NCLB Reading/Language Arts test and left secondary education.

1S2—Mathematics

Numerator: Number of CTE concentrators who scored proficient or higher on their 10th grade NCLB Mathematics test and left secondary education.

Denominator: Number of CTE concentrators who took the 10th grade NCLB Mathematics test and left secondary education.

2S1—Technical Skill Attainment

Numerator: Number of CTE concentrators who passed the technical-skill assessment in the school year, if available and appropriate.

Denominator: Number of CTE concentrators who took the technical-skill assessment in the school year.

3S1—School Completion

Numerator: Number of CTE concentrators who earned a high school diploma, GED, or certificate during the school year.

Denominator: Number of CTE concentrators who left secondary education during the school year.

4S1—Student Graduation Rates

Numerator: Number of CTE concentrators who earned a high school diploma, GED, or certificate during the school year.

Denominator: Number of CTE concentrators included in the computation of the AYP graduation rate and left secondary education during the school year.

5S1—Placement

Numerator: Number of CTE concentrators who left secondary and were either in postsecondary education or advanced training, employment, or military.

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

6S1—Nontraditional Participation**

Numerator: Number of CTE participants from underrepresented gender groups who participated in a nontraditional program.

Denominator: Number of CTE participants who participated in nontraditional programs.

6S2—Nontraditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a nontraditional program.

Denominator: Number of CTE concentrators who completed a nontraditional program.

****Nontraditional participation in Montana means male students enrolled in Health Science, and/or Family Consumer Science programs or female students enrolled in Industrial, Trades, and Technology Education programs.**

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Funding Distribution

8. Use the table to list each proposed expenditure. For each expenditure, list all applicable required and permissive uses of funds using the R1, R2, P1, P2 format. Also indicate each special population this expenditure will serve. [Click here](#) for a listing of the required and permissive uses. Click [Add Additional Entries](#) if more expenditure lines are needed. When finished with the entries click [Calculate Totals](#) to ensure you have distributed the full amount of budgeted funds. The sum of the funds entered on this page must exactly match the total funds budgeted on the budget detail page. Please follow the sample on the funding distribution page. You must provide some detail on what you intend to purchase. Generalizations will no longer be acceptable (i.e., “update equipment”).

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Budget Detail Page

9. Purpose Codes:

These codes appear on the left side of the budget detail screen. Select the purpose code first (10, 20, 21, 22, 23, 27, or 33), then type in the total amount under one of the object codes described further down the page.

10- INSTRUCTION -- Purchased items/salaries that are directly linked to classroom instruction.

20- SUPPORT SERVICES -- CTE counselors or instructional aides working with disabled students in CTE programs are examples of support services.

21- PARENTAL/FAMILY INVOLVEMENT -- Activities such as career fairs for both students and parents would fall under this category.

22- PROFESSIONAL DEVELOPMENT -- Ten percent of your total grant must be used for teacher professional development and can include preservice, in-service, or conference attendance.

23- ADMINISTRATION -- Salaries/benefits for support staff in data collection, etc.

27- PUPIL TRANSPORTATION -- CTE class trips to business/industry or two-year colleges, etc.

33- SCHOOL AND COMMUNITY SUPPORT -- If you involve parents, businesses and labor organizations in the design, implementation and evaluation of CTE programs, you may choose to reimburse them for travel or other support.

10. Object Codes

100 Personal Service Salaries – Salaries

Allowable

- Wages may be paid to a CTE counselor (counselor's name and job description required to ensure appropriate time is spent counseling careers).
- CTE teacher to initiate a new program of study in an emerging program area (typical allowable number of years is three).
- CTE teacher who is acting as the chapter advisor for a CTE student organization such as BPA, DECA, FCCLA, FFA, HOSA, Skills USA, and TSA may be paid a stipend for this additional responsibility.
- Substitute teacher salary while CTE teacher is attending professional development.

Unallowable

- On-going CTE teacher salary.
- General student population guidance counselor.

200 Employee Benefits – Benefits

- General "rule of thumb" is to determine employee retirement benefits based on the number of hours being charged to the Perkins grant.

300 Purchased Professional and Technical Services – Contracted services for administrative, professional, educational, technical, and cooperative services.

Allowable

- An example would be payment to a registered nurse (RN) who is licensed with the Department of Public Health and Human Services (DPHHS) to facilitate a nursing assistant program at a local school.
- Professional chef teaching a culinary arts program.
- Curriculum consortia.
- Electronic databases.
- Technical services.
- Professional development guest speakers, Industry speakers, etc.

Unallowable

- Professional development for all teachers that does not address CTE areas of interest.

400 Purchased Property Services – Utilities, building usage charges, repairs and maintenance services, rent, minor construction.

- Generally this category is considered supplanting, not supplementing normal district expenses. However, call your Perkins liaison if you would like to utilize funds in the category.

500 Other Purchased Services – Student travel, employee travel, professional development, registrations, communications, printing.

Allowable

- Transporting CTE students in specific program area to observe/participate in employment-based activities related to their area of study.

- Employee travel related to training for a specific CTE program.
- Leadership activities for CTE students.
- CTE and academic teacher travel to attend professional development as well as registration fees associated with the professional development.
- CTE-related marketing materials for students and parents explaining Big Sky Pathways and Career opportunities.
- Career and Technical Student Organization (CTSO) chapter advisor travel, lodging, registration when accompanying CTSO students.

Unallowable

- CTE student travel is not to be misconstrued with CTSO travel that is not an allowable use of funds.***
- Social assemblage and social conventions.
- Lodging, food, conveying, or furnishing transportation to conventions and other gatherings of CTSO students.
- Cost of non-instructional activities such as athletic, social, or recreational events.
- Cannot be used for academic teacher professional development or training that does not relate to CTE integration (Title IIA is a federal grant specifically used for any core academic teacher to attend professional development).

*** Guidance on CTSO funding can be found as an attachment at the back of this document or the non-regulatory guidance document from the Office of Vocation and Adult Education;

<http://www.ed.gov/about/offices/list/ovae/pi/cte/perkins-iv-version3.pdf>

600 Supplies – Instructional supplies and materials, textbooks, library materials software, minor equipment up to \$4,999 per unit.

Allowable

- Upgrading technology in the classroom such as SMART Boards, projectors, computers, software, printers, digital equipment, etc.
- Minor equipment specific to the program area such as tools, safety clothing (goggles, gloves, etc.), machining equipment. ...
- Textbooks must be for new CTE programs, not ongoing textbook upgrades.

Unallowable

- Consumable items (i.e., paper, ink, groceries, welding gases or rods, lumber, nails, etc.).
- Supplies for JMG classes.

700 Property – Capital outlay, including major construction and equipment usually more than \$5,000 (requires preapproval by the OPI Perkins liaisons). The cost of property in this category must be deducted from the total amount of the grant before calculating indirect costs.

800 Other Objects – Rare-Dues, fees, student organization costs.

Allowable

- Teacher dues for professional associations such as AAFCS/MAFCS, ACTE/MACTE, including teacher CTSO membership,

- Instructional supplies, materials and equipment needed to support a student organization as an integral part of the CTE curriculum.

Unallowable

- CTSO payment of membership dues.
- Purchase of supplies, jackets, and other effects of personal ownership or usage.
- Purchase of awards for recognition of students, advisors, or other individuals.

11. Indirect Costs:

Indirect costs will show on the bottom of the budget detail page if your school has requested them. Indirect costs may not exceed 5 percent of the grant award minus any equipment valued at or over \$5,000. Indirect costs are negotiated with the Office of Public Instruction for other Title funds. Please keep in mind that indirect costs plus administrative expenses may not exceed 5 percent.

Submitting an Amendment

12. Once your Perkins project is approved in E-grants, you have the prerogative to revise your grant to fit circumstances.

There are five steps to submitting an amendment:

1. Open the current year's grant and click on the amendment box. Describe how you intend to revise your budget. Save the page.
2. Go to the PAGE UNLOCK button and open the file of pages for the grant. Select the fund distribution and budget detail pages, (and property & equipment pages if an item is \$5,000 or over), to unlock and save the page.
3. Proceed to the fund distribution page and make changes accordingly.
4. Proceed to the budget detail page and make changes accordingly.
5. Submit your E-grant. Perform the consistency check when prompted.

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Perkins Contacts

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Megan Vincent	Family & Consumer Sciences Spec.	406-444-3599	mvincent2@mt.gov
Renee Erlandsen	Health Science Education Spec.	406-994-6986	rerlandsen@mt.gov
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For questions regarding your application or other Perkins issues, please contact either Brad King or Renee Harris at the phone and email addresses listed above.

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