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OFFICE OF PUBLIC INSTRUCTION  
STATE OF MONTANA

Putting Montana Students First **A<sup>+</sup>**



## Perkins E-Grant Instructions

### Important Reminders

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.

Use the E-Grant's navigational tools to progress through the application. Do not use the browsers "Back" or "Refresh" buttons or you may receive a system error (which will generally display a "Page Expired" message).

### **Overview Tab**

This Perkins V document provides the purpose of the legislation.

### **Contact Information Tab**

Complete the summer contact information, school counselor information, or details on who you would like to receive notice of e-grants acceptance or return for corrections e-mail. Failure to complete all sections will prevent you from submitting your application.

### **Comprehensive Local Needs Assessment (CLNA) Tab**

#### **TAB- Schools with Programs and Pathways Offered**

If your district has multiple high schools, move to successive high school tabs and complete the information for each high school. Indicate the approved Career Pathways offered at your high school(s). You can find a list of approved pathways for schools on the [CTE website](#).

#### **TAB- Advisory Committee**

CLNA Advisory Committees are required for all CTE programs. For Perkins V, this committee should be the group of stakeholders you worked with on your Comprehensive Local Needs Assessment. Enter the requested information for all members. If there are more than five members

#### **TAB- CLNA Upload**

High School Districts are to complete the CLNA upload for Fiscal Years 2025 and 2027. On Fiscal Years 2026 and 2028 districts will load their advisory committee agenda and minutes.

**\*\* Advisory Committee/Stakeholder minutes** for your committee must be uploaded to E-Grants using either .doc or .pdf formats. The minutes should include a full agenda, who is in attendance, and specific outcomes of the meeting. This is not meant for student organization or alumni meetings. It is suggested you pick a date when most committee members can attend. We will not accept minutes of meetings where only school staff are present; this will result in the E-grant being returned. Zoom, or other virtual meetings, are acceptable if you maintain a record of the attendees and minutes were taken during the meeting.

**\*\*If the district did not apply for Perkins in the odd fiscal year, they are required** to complete a Comprehensive Local Needs Assessment (CLNA), prior to applying for funds. The CLNA guide and forms can be found on manual and fillable forms can be downloaded from the [Perkins Resources Page](#).

#### **TAB- CLNA Summary**

The summary questions in the CLNA are to be entered on this tab and updated annually. The Comprehensive Local Needs Assessment Summary page is intended to reflect on the previous year's program success and help the LEA focus efforts based on this information for your future CLNA.

Please provide updates to the following statements/questions you answered in your CLNA:

**Equity and Access**

1. Please explain how your district will address disparities gaps in performance between gender, race and ethnicity, and special populations of students over the next two years. What did your district do to minimize disparities? How does this tie into the districts Integrated Strategic Action Plan? 100-750 maximum characters required.
2. Please explain how your district provided activities to 1) prepare special populations for high skill, high wage, in-demand occupations; 2) provide equal access for special populations to MT Career Pathways; and 3) ensured members of special populations will not be discriminated against. 100-750 characters required.

**Labor Market Alignment, Pathways, Work-based Learning**

3. Have your labor market needs stayed the same or changed over the past year? How have these needs been tracked?
4. Explain how you provided career exploration and career guidance. 100-750 maximum characters required.
5. Please explain how your district worked with the community to develop and offer work-based learning opportunities and course credits.. 100-750 maximum characters required.
6. List the Pathway(s) you will be continuing as well as any new Pathway(s) in development. 100-750 maximum characters required.

**Career/Postsecondary Readiness**

7. Please explain how you provided CTE students with the opportunity to gain postsecondary credit and in what courses while in high school. If students did not have the opportunity to gain postsecondary credit, please explain why. 100-750 maximum characters required.
8. List all Industry-Recognized Credentials that CTE students earn in their Career Pathways. 100-750 maximum characters required.

**Staff Recruitment/Retention/Professional Development**

9. How is Perkins being used to for recruitment, retention and/or professional development for CTE teachers, administrators, or CTE instructional support personnel? 100-750 maximum characters required.

**Performance and Accountability**

Perkins V continues to have a 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. The Comprehensive Local Needs Assessment asked the district to 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).

While this template has been uploaded as part of the CLNA, please review the State Negotiated levels, compare concentrator scores, and check the box where the district did not meet the threshold. Provide a plan on how the district will work to improve the performance measure.

**Performance Level Summary Tab**

The Summary page will have Concentrator Performance Level data and your school's comparison data for 1S1, 2S1, 2S2, 2S3, 3S1, 4S1, 5S2, 5S3. All indicators are for CTE Concentrators only.

**Budget Pages**

**TAB- CLNA Priorities**

Use the page to provide which CLNA Priority will be met with each Proposed Expenditure.

PART A: STUDENT PERFORMANCE

PART B-1: SIZE, SCOPE AND QUALITY

PART B-2: LABOR MARKET ALIGNMENT

PART C: PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY

PART D: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS

PART E: PROGRESS TOWARD IMPROVING EQUITY AND ACCESS

PART F: PERFORMANCE MEASURES

Click **Add Additional Entries** if more expenditure lines are needed.

When finished with the entries click **Calculate Totals** to ensure the full amount of allocated funds are distributed. The sum of the funds entered on this page must exactly match the total funds budgeted on the budget detail page.

### **TAB- Budget Detail**

This page is for the detailed itemization of intended purchases. **Generalizations are not** acceptable (i.e., “update equipment” “supplies”). Budgets will not be approved with generalized expenditures. For registrations please provide the name of the event the registration is covering (MT ACTE Fall Institute or FFA State Convention).

Districts will need to ensure all itemizations include the quantity, name of item, cost per and total cost for each expenditure.

Example:

3, HP Laptops at \$500.00= \$1,500

### **Object Codes:**

100 Personal Service Salaries – Salaries

200 Employee Benefits – Benefits

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

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

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

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

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. This category is specifically for pieces of equipment valued at \$5,000.00 or more. Type in the exact name of each item, the number of items you are ordering, as well as the price per item.

NOTE: All items in this category are considered for depreciation and the total in this category will

be deducted from your gross allocation. You will only be able to claim Indirect costs on the Net amount.

Please note that you must fill out the Property and Equipment Page for all equipment valued at \$5,000 or more.

800 Other Objects – Dues, fees, student organization costs. (Teacher memberships, CTSO memberships for teachers or students, Instructional or organizational supplies for CTSO's, or Classroom set of Official Dress for CTSO students.)

### **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 directly linked to classroom instruction and Career and Technical Student Organization expenses for student members and chaperones.

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 – CTE Teacher professional development and can include preservice, in-service, or conference attendance. Additional staff may attend CTE-related professional development to improve the delivery of CTE programming.

23-ADMINISTRATION -- Salaries/benefits for support staff in data collection, etc. (Note: Perkins V caps administration at 5%. If you apply for and receive Indirect Costs, the total IDC and/or Admin. cannot be more than 5% for the Net Total).

27- PUPIL TRANSPORTATION -- CTE class trips to business/industry or college; CTSO-related travel, 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.

40-FACILITIES

### **Indirect Costs:**

Indirect costs will be shown 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**

Once your Perkins application 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 CLNA Priorities 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 CLNA Priorities page and make changes accordingly. Save the page.
4. Proceed to the Budget Detail page and make changes accordingly. Save the page.
5. Proceed to the Property & Equipment page if you have an item that is \$5,000 or more.
6. Submit your E-grant. Perform the consistency check when prompted.

**Perkins Contacts**

Please contact any of the following CTAE staff to assist with your application or Perkins questions:

Shannon Boswell, Division Administrator	<a href="mailto:Shannon.Boswell@mt.gov">Shannon.Boswell@mt.gov</a>
OPI CTE Specialist General Email	<a href="mailto:OPICTE@mt.gov">OPICTE@mt.gov</a>
Eric Tilleman, Agricultural Education Specialist	<a href="mailto:Eric.Tilleman@mt.gov">Eric.Tilleman@mt.gov</a>
Eric Swenson, Business Education Specialist	<a href="mailto:Eswenson@mt.gov">Eswenson@mt.gov</a>
Gayla Randel, Family & Consumer Sciences Specialist	<a href="mailto:Gayla.Randel@mt.gov">Gayla.Randel@mt.gov</a>
Jamie Corley, Health Science Education Specialist	<a href="mailto:Jamie.Corley@mt.gov">Jamie.Corley@mt.gov</a>
Kaitlin Trutzel, Industrial Tech. Education Specialist	<a href="mailto:Kaitlin.Trutzel@mt.gov">Kaitlin.Trutzel@mt.gov</a>