

Montana Secondary Perkins

Reserve Grant

2025-2026 Guide and Application

Grant Application Period:
September 1st, 2025- February 1, 2026
Reviews will occur as application are submitted until
all money is awarded.

Notice of Nondiscrimination

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

Shannon.boswell@mt.gov

Montana Perkins Secondary Reserve (MPSR) Grant

Vision for Perkins Reserve Funding:

- **Foster innovation** through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or
- To create career awareness, recruit students to a CTE Secondary Program of Study or promote the development, implementation, and adoption of programs of study or career pathways aligned with state-identified **high-skill, high-wage, or in-demand occupations** or industries in the middle grades.

Schools could use the funds to help:

- establish foundational elements for work-based learning
- improve transitions from middle grades into secondary CTE programs of study.
- establish innovative delivery methods for career exploration
- expose students to employability skills earlier

Eligibility and Duration

One-year grant awards are available through an annual application process to:

High School Awards: High school districts who receive less than \$15,000 in Perkins funding Schools must have completed the Perkins Comprehensive Local Needs Assessment (CLNA) and E-Grant application for 2024-2025 Grant cycle.

Middle School Awards: Middle School programs will need to apply through their high school district to submit the application. Grants of **up to \$5,000** each will be available to secondary Perkins eligible school districts to support CTE work in the middle grades (5-8). Schools must have completed the Perkins Comprehensive Local Needs Assessment (CLNA) and E-Grant application for 2024-2025 Grant cycle.

LEAs who have been in good standing with their local application funds for two years prior to the current application year. This includes adhering to grant application and reporting deadlines, submitting accurate data reports, appropriate fiscal supporting documents, adherence to all Perkins V and Civil Rights monitoring.

Districts are only eligible for a total of \$5,000 in awards, must have completed the Perkins Grant Application for Fiscal year 26 and receive an allocation of less than \$15,000.

Preference will be given to districts who have not received Reserve Funding in two of the previous three years.

Important Dates:

- Application open period: **September 1st, 2025**
- Grant winners notified: **Ongoing until all funds are awarded**
- Amendments to budgets must be received by **June 1, 2026**
- Grant funds must be expended by **June 30, 2026**
- Submitting a Final Performance Plan Narrative on projects activities, populations served, and outcomes achieved by **August 31, 2026**

Amendments

Anyone of the following criteria necessitate submitting an amendment:

- an adjustment to spending greater than 10% of the sub-total for the major budget category
- reallocating funding to a new project, or a change in the scope of objectives of programmatic goals
- There has been a change to the type of equipment identified for a project

No major changes to funding-tied activities associated with an awarded proposal may be made without prior approval.

Use of Funds:

Applicants need to show a middle school/ secondary program partnership. Money will be granted to the Secondary Program to use for Middle School CTE Development/Support.

Funding must be used in accordance with:

- [Montana State and Federal Grants Handbook](#)
- [School Accounting Manual](#)
- [Chart of Accounts](#)
- [Education Department General Administrative Regulations \(EDGAR\)](#)

Restrictions:

Montana Perkins Secondary Reserve grants are Perkins funds and may not be used for the following activities. This is not an all-inclusive list of non-allowable expenditures. If there are questions, please contact the Perkins Manager.

- Remedial Instruction
- Tuition
- Direct Student Assistance
- Food or catering
- Any Consumable Supplies, items which are “used up” or lose their identity by being made
- into other products
- Communications, paper, general office, supplies, binders

Application Materials and Instructions:

Applicants must use the 2024-2025 Reserve Application found on the CTE Perkins Page and submit electronically via [Google Form Link](#).

I. Grant Objective

The Montana Perkins Secondary Reserve Grant (MSPR) grant supports innovation in CTE programs and increasing access to high quality CTE programs and college and career pathways for all Montana students in middle grades that lead to high-wage, high-skill, and in-demand occupations.

MSPR awards aim to:

- Strengthen state-wide CTE partnerships throughout the state;
- Increase access to high quality CTE programs;
- Foster innovation in CTE programs;
- Continue expanding efforts to increase opportunities for Montana middle and high school students to explore and engage in college and careers through Montana Career Pathways, work-based learning, and industry recognized credentials. MSPR is intended to be a resource for all students in the state, therefore applicants should ensure the scope of work described in the grant application includes work with schools of all sizes, particularly small, rural, and underrepresented schools, and address special populations.

II. Purpose and Priorities

Reserve Fund grants are awarded to eligible recipients to support activities focused on development, improvement and/or expansion of CTE programs in the priority areas identified below.

Priority Areas for the 2024-2025 grant year are to advance CTE exploration and instruction through technology and develop and strengthen CTE partnerships in Montana by:

1. Expanding opportunities for students to participate in distance and blended-learning CTE programs.
2. Using technology to enhance career exploration activities.
3. Increasing access to high-quality CTE programs including (but not limited to) those that offer: work-based learning, and/or industry recognized credentials.
4. Ideal projects will align with regional workforce demand and the programs offered at the applicant high school.
5. Increasing the number of opportunities for Montana middle and high school students to explore and engage in college and careers.
6. Expand public knowledge of Career & Technical Education and/or Montana Career Pathways program through outreach and career exploration events and activities.
7. Pilot new or innovative CTE programs that include a secondary, college or industry partnership, especially those that include career exploration and work-based learning opportunities.

Required Components

Applicants must address at least one of the priority areas listed above to be considered for funding and all grant proposals must include:

- Demonstration of an innovative use of technology to advance CTE exploration or instruction.
- New or expanded partnerships with middle school and/ or high school LEA(s) that include either a college or industry partnership.
- If requesting funds for developing a CTE pathway, applicants must demonstrate a focus on new or expanded opportunities in CTE-specific programs or courses.

III. Grant Narrative

Activity Summary:

The narrative is divided to summarize the proposed work in terms of projects or activities. Please ensure that each activity supports one of the Priority Areas identified in the Purpose and Priorities section above.

- Be specific in your project justification with your description of the activity and how it supports the grant priorities.
- List any stakeholders involved in this activity.
- Identify any/all expected measurable outcomes from the activity.
- Indicate the timeline for the project or activity that will occur.

IV. Application Guidance

Application Submission Process:

To be considered for funding, an **electronic version of the complete application must be submitted.**

Grants will be considered starting September 1st, 2025, and approved on a rolling basis. An application must score 80 to receive approval. (Revisions will be accepted until all money is expended)

This grant is a reimbursement grant. Funds will be disbursed once the awarded amount is spent, and a cash request is submitted via email to OPICTE@MT.GOV. Districts will use the same codes for this grant as Carl Perkins Grant but establish a separate project number.

Grants will be accepted and reviewed in the order they are received. Awards will continue until all funds have been awarded out. Electronic copies of applications should be submitted through the google form link.

Questions: For questions about the submission process, please contact CTAE Director [Shannon Boswell](#)

Use of Funds Narrative

The Use of Funds Narrative that you will be submitting via google form will address the current high school and middle school connection, project narrative and evaluation, stakeholder engagement and use of funding. Please Review the Scoring Rubric before completing the Use of Funds Narrative & grant application.

Budget Worksheet

The Proposed Budget Worksheet found at the end of this document must be filled out and included with the application. (Upload of completed budget required within the google form.)

Middle School and High School CTE Connection Section (15 points)

Describe the current connection between existing CTE programs between middle school and high school. How will this proposal help to strengthen the transition of students from middle school students to high school CTE pathways?

Use of Funds Sections (15 points)

Describe how this proposal aligns with the districts CLNA, and labor market needs for the region. Proposal identifies how the funds will be used as related to the CLNA, highlighting at least two of the following:

- Student Performance (graduation, reading, math, science, career exploration)
- Size, Scope and Quality of CTE Programs
- Labor Market Alignment (High-Skill, High- wage, In-demand)
- Implementation of CTE Programs of Study
- Recruitment, Retention and Training of CTE Educators
- Providing Equity and Access for all students in CTE programs

Project Evaluation (must include measurable outcomes) (50 points)

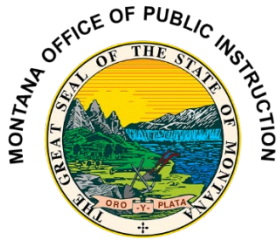
Describe the project plan and activities. Provide clear goals and outcomes that match purpose and priorities, a timeline for completion of the project. How many students does this project intend to reach? Describe how this project will increase or maintain access to high quality CTE programs for students, highlighting the partnership between middle school and high school programs. How will this program be evaluated; how will the district determine success from this project?

Budget (15 points)

Using the OPI Budget form please provide a detail of expenditures for the project. The budget codes should be in accordance with the OPI Perkins Budget [Purpose Categories and Object Codes](#). Budget must be items that are allowable in Perkins guidelines.

Additional Elements and Criteria (5 points)

Spelling, grammar and a well written narrative within the page limit.



RESERVE GRANT FISCAL YEAR 2026

Please complete a supplementary budget outlining the projected expenses for each of the budget items listed below.

School District:

Middle School(s):

| Budget Items | Proposed Budget Item | Budget |
|--|----------------------|--------|
| 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. | | |
| 700 Property – Capital outlay, including major construction and equipment usually>5000 (Requires Pre-Approval by the OPI) | | |
| 800 Other Objects – Rare-Dues, fees, student organization cost | | |
| TOTAL BUDGET | | |
| OPI USE ONLY | APPROVED BY: | DATE: |

Scoring

Each proposal must contain the following information which will be weighted as shown.

| Points | Score | Category |
|--------|-------|--|
| 15 | | Current Middle School/High School Connection |
| 5 | | Describes the current connection between existing programs. |
| 5 | | Explains how this will strengthen the transition of middle school students into high school CTE pathways. |
| 3 | | Demonstrates collaboration efforts for recruitment and retention of students into CTE programs at the high school. |
| 2 | | Demonstrates collaboration with Colleges or Industry partners. |
| 15 | | Use of Funds Proposal identifies how the funds will be used as related to the CLNA, highlighting at least <u>TWO</u> of the following: <ul style="list-style-type: none"> • Student Performance (graduation, reading, math, science, career exploration) • Size, Scope and Quality of CTE Programs • Labor Market Alignment (High-Skill, High- wage, In-demand) • Implementation of CTE Programs of Study • Recruitment, Retention and Training of CTE Educators Providing Equity and Access for all students in CTE programs |
| 7.5 | | Proposal identified how the funds will be used as related to the CLNA, by highlighting the following: |
| 7.5 | | Proposal identified how the funds will be used as related to the CLNA, by highlighting the following: |
| 50 | | Project Evaluation (must include measurable outcomes) |
| 10 | | Goals and outcomes are clear, and project activities match purpose and priorities. |

| | | |
|-----|--|---|
| 10 | | Stakeholders are clearly identified and involved in this activity. |
| 5 | | Indicate the timeline for the activity or project. |
| 10 | | Activities or projects increase or maintain access to high quality CTE programs for students. |
| 5 | | Targeted student population is sufficient to meet project outcomes. |
| 5 | | The proposal shows a clear partnership between middle school and high school programs. |
| 5 | | High School District has completed the CLNA and Perkins EGrants Application. |
| 15 | | Budget |
| 5 | | The project narrative details match the proposed budget expenditures and their purpose |
| 5 | | Proposed budget is reasonable |
| 5 | | Budget items are allowable pursuant to Perkins's guidelines |
| 5 | | Additional Elements & Criteria |
| 2.5 | | Narrative meets page requirements and is well written |
| 2.5 | | Spelling and Grammar is accurate |
| 100 | | Total Maximum Points |
| | | * Proposals must reach 80 points to be funded. * |

Additional Reviewer Notes: