



## 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 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). Also refrain from using dashes, bullets, and hyphens as it may cause issues when copying and pasting information.

### **Overview Tab**

Read Only Page. This provides the purpose of the Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act of 2018 legislation as well as guidance document links.

### **Contact Information Tab**

Unique Entity Identifier (UEI) Number is needed, this is not your LEA. You can find your UEI at the Federal Service Desk website

Complete the requested contact information for the authorized representative, district clerk (business manager), and, if applicable, program contact.

The shaded fields on this page are imported from the OPI Contacts database. Imported fields are read-only and cannot be changed by the applicant. If the imported information is incorrect, school districts can update their contacts information at <https://apps.opi.mt.gov/Contacts/frmLogin.aspx>. (Only district clerks can access this system.)

Changes will not be immediately reflected on the page.

Automatic e-mails are sent to the authorized representative upon approval or return of this application. The e-mail address used for the automated e-mails is the address the authorized representative uses for his/her username when logging on to E-Grants. This should be the same e-mail address as the one that is displayed on this page. If it is not, please contact E-Grants security at [egrants@mt.gov](mailto:egrants@mt.gov).

**\*\*Incorrect or blank imported fields on the Contact Information page do not prevent an application from being submitted and/or approved. \*\***

Required fields are marked with an asterisk.

Telephone, fax and ZIP code fields, excluding extension fields, have validations that require numeric content with the appropriate number of characters for each field. An error message will display at the top of the page when the page is saved if the entry is not valid.

E-mail address fields have validations requiring proper e-mail formatting.

### **Alternate Contact Approval/Disapproval E-mail Notification**

As stated above, an e-mail notification will be sent to the Authorized Representative upon approval



or return of this application. OPI recommends an e-mail address for the district clerk, program contact, assistant superintendent, or any other district person to be entered in this section, so the district receives notification in the event the authorized representative is unavailable. This section is required in some applications; in others it is optional. If there is an asterisk (\*) next to the e-mail address text box, it is required.

### **Allocation Tab**

This is a read only tab to provide information.

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

#### **TAB- Clusters and Pathways**

Montana will be implementing the new Career Clusters and Montana Career Pathways starting in school year 2026- 2027. If your district has multiple high schools, each high school and public charter will need to be identified on the High School Offerings Tabs 1 through High School Offerings 8 tab(s).

#### **TAB- Cluster and Pathways Offered- High School 1 through 8**

If your district has multiple high schools, move to successive high school tabs and complete the information for each high school. Mark the cluster and the pathways will open, make sure to mark both the cluster and the pathway that the high school will be offering in the 2026-2027 school year. Repeat this on each tab for all high schools in the district. If you mark a cluster without marking a pathway this will create an error on the page.

#### **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 on the advisory committee, click **Add Additional Entries** for more fields.

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

##### **\*\*On Years for CLNA (FY 27)**

The CLNA resources and fillable forms can be found on the CTE Perkins [page](#). Once you have completed the fillable form, you will need to save your CLNA file as a Word Document or PDF to upload.

##### **\*\*On Years for Advisory Minutes (FY 28)**

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 where 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.



## TAB- CLNA Summary

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. Explain any performance disparities or gaps between special populations and all CTE students. How is your district addressing each of those disparities. What activities does the district provide or participate in to prepare special populations for high-skill, high-wage, in-demand occupations, provide access to all students to participate in MT Career Pathways and Career, and Technical Education.

### Labor Market Alignment, Pathways, Work-Based Learning

2. What data is your district using to determine Labor Market needs and changes? How is the district addressing work-based learning and providing opportunities for students?

### Future Ready

3. What post-secondary or dual credit opportunities are available to CTE students?
4. What Industry Recognized Credentials are available for students to earn from the Future Ready List and outside of the Future Ready List?

## Performance Measures Tab

Perkins 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.

Your Comprehensive Local Needs Assessment asked your 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). On the next few tabs districts would indicate if they met the previous years performance target by marking yes or no. If the performance was not met, mark no and then complete the box for the plan for improvement.

## TAB-Performance Measure 1S1 Four Year Graduation Rate

**Numerator:** the number of CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

**Denominator:** the number of CTE concentrators who, in the reporting included in the State's computation of its four-year graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 111(b)(2) of the ESSA.

Indicate if they met the previous year's performance target by marking yes or no. If the performance was not met, mark no and then complete the box for the plan for improvement.



If there is an NA in the performance field, then no students were identified as CTE Concentrators. Mark NO and indicate why data was not reported and how it will be addressed in the future.

### **TAB-Performance Measure 2S1 Academic Proficiency in Reading Language Arts**

**Numerator:** the number of CTE concentrators who achieved reading/language arts proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments of ACT scores.

**Denominator:** the number of CTE concentrators who took the ESSA assessments in reading/language arts whose scores were included in the program year in the State's computation of the AYP measure for reading/language arts.

Indicate if they met the previous year's performance target by marking yes or no. If the performance was not met, mark no and then complete the box for the plan for improvement.

If there is an NA in the performance field, then no students were identified as CTE Concentrators. Mark NO and indicate why data was not reported and how it will be addressed in the future.

### **TAB-Performance Measure 2S2 Academic Proficiency in Math**

**Numerator:** the number of CTE concentrators who achieved math proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments of ACT scores.

**Denominator:** the number of CTE concentrators who took the ESSA assessments in math whose scores were included in the program year in the State's computation of the AYP measure for math.

Indicate if they met the previous year's performance target by marking yes or no. If the performance was not met, mark no and then complete the box for the plan for improvement.

If there is an NA in the performance field, then no students were identified as CTE Concentrators. Mark NO and indicate why data was not reported and how it will be addressed in the future.

### **TAB-Performance Measure 2S3 Academic Proficiency in Science**

**Numerator:** the number of CTE concentrators who achieved science proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments of ACT scores.

**Denominator:** the number of CTE concentrators who took the ESSA assessments in science whose scores were included in the program year in the State's computation of the AYP measure



for science.

Indicate if they met the previous year's performance target by marking yes or no. If the performance was not met, mark no and then complete the box for the plan for improvement.

If there is an NA in the performance field, then no students were identified as CTE Concentrators. Mark NO and indicate why data was not reported and how it will be addressed in the future

### **TAB-Performance Measure 3S1 Post Program Placement**

**Numerator:** the number of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advance training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C 2504(a)), or are employed.

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

Indicate if they met the previous year's performance target by marking yes or no. If the performance was not met, mark no and then complete the box for the plan for improvement.

If there is an NA in the performance field, then no students were identified as CTE Concentrators. Mark NO and indicate why data was not reported and how it will be addressed in the future

### **TAB-Performance Measure 4S1 Non-traditional Program Concentrations**

**Numerator:** the number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study, that lead to non-traditional fields.

**Denominator:** the number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.

Indicate if they met the previous year's performance target by marking yes or no. If the performance was not met, mark no and then complete the box for the plan for improvement.

If there is an NA in the performance field, then no students were identified as CTE Concentrators. Mark NO and indicate why data was not reported and how it will be addressed in the future

### **TAB-Performance Measure 5S3 Participated in Work-Based Learning**

**Numerator:** the number of secondary CTE concentrators graduating from high school having participated in and received credit for work-based learning. Work-based learning, as defined in the State of Montana, is a continuum of activities that engage businesses and extend the classroom into the workplace, connecting acquired knowledge and skill to a student's future employment. Work-based



learning may take place in the workplace, in a school, or in a community.

**Denominator:** the number of CTE concentrators who graduated during the reporting year. The OPI developed a work-based learning manual with input from OCHE, the Governor's Office and the Department of Labor and Industry, that described levels of career exploration through work-based learning. The OPI will use National Course Codes to capture individual student work-based learning experience

Indicate if they met the previous year's performance target by marking yes or no. If the performance was not met, mark no and then complete the box for the plan for improvement.

If there is an NA in the performance field, then no students were identified as CTE Concentrators. Mark NO and indicate why data was not reported and how it will be addressed in the future

## **Budget Pages Tab**

### **TAB- Budget Narrative**

Within the drop down in table please identify the **CLNA Priorities** the funds will be used to address.

- A. Student Performance
- B. Size, Scope, Quality
- C. Labor Market Alignment
- D. Implementation of CTE Programs of Study (pathways)
- E. Recruitment, Retention, and Training of Teachers
- F. Improving Equity and Access to CTE
- G. Performance Measures.

For each proposed priority goal, indicate if the expenditure will serve any of the **special populations**.

- A - Individuals with disabilities;
- B - Individuals from economically disadvantaged families, including low-income youth and adults;
- C - Individuals preparing for non-traditional fields;
- D - Single parents, including single pregnant women;
- E - Out-of-workforce individuals; **(NOT Typical for Secondary)**
- F - English learners;
- G - Homeless individuals described in sec. 725 of the McKinney-Vento Homeless Assistance Act
- H - Youth who are in, or have aged out of, the foster care system;
- I - Youth with a parent who is a member of the armed forces and is on active duty

On the next section of the budget narrative please describe or justify how these expenditures will help to achieve the priorities identified in the CLNA. Improving or related to your CTE Programs and Montana Career Pathways.

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

Budget Detail page **PRIOR** to submission of the application



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.

### **TAB- Budget Detail Page**

This page is where itemized expenditures are provided. An Object Code and Purpose Category must be provided for each line that you complete. In the Expenditure Description and Itemization box, specific details for each expenditure must be provided.

### **Indirect Costs:**

Indirect costs will show on the bottom of the budget detail page if your school has requested them. The percentage will be uploaded in the

### **Example:**

500 Professional Development/ 22 Professional Development:

1 FTE Business Teacher to attend MACTE Fall Institute October 15-16, 2026, Fairmont Hot Springs Registration, Hotel and Mileage. \$650.00

**\*\* Auditors** have requested that travel include details on FTE being covered, title, date and location of the event and all expenses listed in the details.

**\*\* Auditors** have requested that any subscriptions include dates of coverage.

**\*\* Auditors** have requested Salaries/Benefits also include FTE and dates of payments/contracts/stipends.

### **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 \$9,999 per unit.

700 Property – Capital outlay, including major equipment usually more than \$10,000 per unit. 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 \$10,000.00 or more. Please note that you must fill out the Property and Equipment Page for all equipment valued at \$10,000 or more.

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

**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.

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

**TAB- Funding Comparison**

Ensuring that both the Budget Narrative tab and Budget Detail tab are the same and all funds are budgeted.

**TAB- Property and Equipment**

700 Property – Capital outlay, including equipment usually more than \$10,000. This category is specifically for pieces of equipment valued at \$10,000.00 or more.

Include the name of each item, quantity and unit cost. This will calculate the total cost. For schools who will be using multiple streams of funding for property purchases. The last two columns are for tracking purposes and will be used to reflect what portion of funds are from Perkins budget and what portion will be used from other funding sources. These should match the total cost of the item.



## **Budget Amendments**

Budget amendments are required when carryover and/or reallocated funds are added, the objectives or activities of the project change during the grant year resulting in a change of scope, and variety of other reasons. When budget amendments are made, the applicant must take into consideration the amount that has already been paid out of a particular object code. If the original budget amount in an object code was \$10,000 and \$8,500 has been paid out, the applicant cannot move more than \$1,500 to another object code.

Paid-to-Date amounts display in a grid near the top of the Budget Detail page. There are instances in which the paid-to-date grid will show one amount, but the applicant has a submitted, unapproved cash request asking for more funds from an object code. When this occurs, a validation will prevent an applicant from moving more money than what remains after the paid-to-date and submitted cash request amounts are combined.

## **TAB- Budget Summary**

This is a read-only tab to review your budget spending in each object code and purpose categories.

## **Assurances Common and Program Tab**

\*\*These tabs can only be completed by the District Authorized Representative.

### **TAB-Common Assurances**

\*\*Must be completed by the District Authorized Representative. Review the Common Assurances, check the box at the top of the page and make sure a date is saved at the bottom of the page. This will only need to be done once and will carry through other grant applications when completed.

### **TAB-Perkins Assurances**

\*\*Must be completed by the District Authorized Representative. Review the Perkins Assurances if district agrees, check the box at the top of the page and make sure to save the page.

### **TAB- Local Use of Funds Assurances**

\*\*Must be completed by the District Authorized Representative. Review the Local Use of Funds directing how Perkins can be spent if district agrees, check the box at the top of the page and make sure to save the page.



## **TAB-Final Agreement**

**\*\*Must be completed by the District Authorized Representative. Review that all three assurance tabs have been reviewed and checked there will be a date at the bottom, make sure this is saved.**

### **Submitting an Amendment**

Once your Perkins application is approved in E-grants, you have the ability to revise your grant to fit circumstances.

Open the current year's grant and click on the **Amendment** box. When the grant opens proceed to the next step.

Go to the **Page\_Lock Control tab**. Select the Expand all box on left side of page. Select the Select All box that open immediately underneath the **Save**.

Go to **Amendment Description tab**. In the text box provide describe how you intend to revise your budget and why. Save the page.

Proceed to the **Budget Pages Tab**.

Open **Budget Narrative Tab**. Update existing boxes or create new entries. Make sure that the updated total reflects the allocation. Save the Page.

Proceed to the **Budget Detail tab** and make changes accordingly. Please note that if you are making changes to Object Codes or Purpose Categories that have already been approved, you will need to create a new entry with the correct Object Codes or Purpose Categories and delete the old entry. If not, the system will revert to the previously approved Object Codes or Purpose Categories.

If new expenditures are over the \$10,000 per unit threshold you will also need to update the **Property & Equipment tab** following the same steps found on page 8.

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: **OPICTE@mt.gov**

**Northwest Schools:** Flathead, Lake, Lincoln, Mineral, Missoula, Pondera, Ravalli, and Sanders counties.

**Kaitlin Trutzel**, Industrial Technology                      **Kaitlin.Trutzel@mt.gov**                      **406.438.0523**

**Northcentral Schools:** Blaine, Cascade, Chouteau, Fergus, Hill, Judith Basin, Petroleum, Philips, Pondera, Teton, and Toole counties.

**Eric Tilleman**, Agricultural Education                      **Eric.Tilleman@mt.gov**                      **406.438.6636**

**Eastern Schools:** Carter, Custer, Daniels, Dawson, Fallon, Garfield, McCone, Prairie, Powder River, Richland, Roosevelt, Rosebud, Sheridan, Treasure, Valley, and Wibaux counties.

**Ethan Igo**, Business & Marketing                      **Ethan.Igo@mt.gov**                      **406.590.8086**

**Southcentral Schools:** Big Horn, Carbon, Golden Valley, Musselshell, Park, Stillwater, Sweet Grass, Wheatland, and Yellowstone counties.

**Tammie Ellington**, Health & Public Safety                      **Tammie.Ellington@mt.gov**                      **406.593.8919**

**Southwest Schools:** Beaverhead, Broadwater, Deer Lodge, Gallatin, Granite, Jefferson, Lewis & Clark, Madison, Meagher, and Silver Bow counties.

**Gayla Randel**, Family & Consumer Sciences                      **Gayla.Randel@mt.gov**                      **406.431.2117**

**At Large Schools:** Billings, Bozeman, Browning, Corvallis, Cut Bank, Flathead, Frazer, Grass Range, Great Falls, Hardin, Hays-Lodge Pole, Helena, Hot Springs, Lame Deer, Lodge Grass, Missoula, Powell County, Ronan, Savage, and Winifred.

**Shannon Boswell**, CTAE Director                      **Shannon.Boswell@mt.gov**                      **406.444.7915**