



Department of
Education

Perkins V Reserve Grant

FY23 Application Guide



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Overview

The *Strengthening Career and Technical Education for the 21st Century Act*, otherwise known as Perkins V, was signed into law by President Donald J. Trump on July 31, 2018. This bipartisan measure reauthorized the *Carl D. Perkins Career and Technical Education Act of 2006* and provides nearly \$1.3 billion in annual Federal funding to support CTE for our nation's youth and adults. In Tennessee, eighty-five percent (85%) of the funds made available through this Act will be awarded to local education agencies (LEAs) and postsecondary institutions as Local Funds. Of these Local Funds, fifteen percent (15%) will be awarded through a competitive grant process known as the Perkins Reserve Grant.

Purpose

This document provides detailed information regarding how the Tennessee Department of Education (department) and Tennessee Board of Regents (TBR) will annually award Perkins Reserve funds, pursuant to Section 112(c) of Perkins V and the priorities outlined in the *Strengthening Career and Technical Education in Tennessee 4-Year State Plan*. Applicants should use the information in this document to develop a robust and thoughtful proposal prior to submitting an application for the Perkins V Reserve Grant (PRG).

The purpose of the PRG opportunity is to:

1. **foster innovation** through the identification and promotion of promising and proven career and technical education (CTE) programs, practices, and strategies, which may include programs, practices, and strategies **that prepare individuals for nontraditional fields**; and
2. **promote** the development, implementation, and adoption of **programs of study** or career pathways **aligned** with regionally identified high-skill, high-wage, and/or in-demand occupations or industries.

The PRG opportunity is designed to serve local education agencies and postsecondary institutions:

1. **in rural areas**: based on the NCES Locale Code eligibility requirements for Title VI of ESEA, Rural Education Initiative (Locale Code 6, 7 or 8); or
2. **with high percentages of CTE concentrators or CTE participants**: twenty-five percent (25%) or more of the total student population are identified as a CTE concentrators or a CTE participant; or,
3. **with high numbers of CTE concentrators or CTE participants**: two hundred (200) or more identified CTE concentrators or CTE participants; or,
4. **with disparities or gaps in performance among students**: as described in Section 113(b)(3)(C)(ii)(II) of Perkins V.

In Tennessee, the PRG opportunity will leverage funding to support CTE programs, practices, and strategies which prepare individuals from traditionally underrepresented student groups, including those individuals who are economically disadvantaged, and those geographic areas which are identified as economically **distressed** or **at-risk**, for high-skill, high-wage, and/or in-demand occupations.

The FY23 Perkins Reserve Grant applications for the secondary and regional career pathways application types will support the Tennessee Department of Education's strategic vision of innovative school models by ensuring alignment to at least one of the innovative practice areas.

- **Time** | Utilizing equipment, staff, and other resources to extend learning opportunities outside the traditional school day to accelerate completion of valuable industry or postsecondary credentials. Extended opportunities can be in-person, virtual, or hybrid.
- **Space** | Students complete their high school requirements onsite with an employer or on a postsecondary campus with opportunities for work-based learning, dual enrollment, or other early postsecondary opportunities (EPSOs). This model reduces the burdens of transportation and costs to students and creates efficiency for schools and partners. Students could earn an associate degree or postsecondary credential alongside their high school diploma.
- **Mode of Learning** | Programs of study maximize the number and variety of college-credit courses by leveraging remote course delivery models and other innovative practices.
- **Partnerships** | Courses are co- designed and co-taught by high school teachers and employers. Course content will be taught both in classroom settings (remote and in-person) and through applied learning that uses the workplace as a laboratory, enabling students to simultaneously earn early postsecondary credit and gain workplace skills that prepare them to be college and career ready.

Strengthening CTE through Innovation

Ensuring cohesiveness across the department's strategic plan for K-12 education, *Best for All*, and the collective postsecondary and workforce development systems in Tennessee will be critical to our collective success. With this in mind, the *Strengthening Career and Technical Education in Tennessee 4-Year State Plan* will braid these plans together through a vision to expand opportunities for all students to explore, choose, and follow a program of study and/or career pathway to success.

If we are successful, then Tennessee will see a substantial increase in the number of students on-track to meet their career goals two-years after graduation as measured by 2- and 4-year college persistence rates, TCAT certificate attainment, military enlistment, workforce participation, and similar paths. Perkins funding eligible recipients may submit PRG applications which help to achieve this vision and support the following priority areas of the *Strengthening Career and Technical Education in Tennessee State Plan*.

Innovation to Address Equitable Access

The first priority area of the *Strengthening Career and Technical Education in Tennessee 4-Year State Plan* is to expand **equitable access** to comprehensive career exploration, specifically in early and middle grades, advisement, leadership and employability skill development through high-quality career and technical education pathways.

Applications focusing on this priority area may choose to implement strategies and/or projects to address one of the four tenants of innovative school models to expand equitable access for students, including in early and middle grades (5-8), to participate in CTE:

1. **Innovate with TIME**
 - a. Provide opportunities for students to explore various careers over summer camps/days.
 - b. Provide opportunities to learn CTE content afterschool or in other non-traditional school hours.
 - c. Evening EPSO experiences
2. **Innovate with SPACE**
 - a. Provide educational services, including equipment and transportation, to ensure that students who are members of special populations have access to participate in work-based learning and apprenticeships that lead to employment and economic independence.
3. **Innovate with MODES OF LEARNING**
 - a. Support or develop a new CTE, work-based learning, or career exploration program, including in the early and middle grades (grade 5-8), which aligns to regional high-skill, high-wage, and/or in-demand career pathways identified through the Comprehensive Local Needs Assessment (CLNA).
 - b. Offer in-person or virtual postsecondary and career exploration events which provides student with access to industry and postsecondary partners.

- c. Offer informal, low-risk, hands-on, skill-development experiences for students to “sample” a nontraditional program such as (though not limited to) a brown-bag lunch, after-school workshops, maker-space experiences, or summer camps.

4. Innovate with PARTNERSHIP

- a. Job shadow days
- b. Collaborative project-based learning experiences with industry partners
- c. Offer any other alignment strategies which eliminate barriers and prepare individuals from traditionally underrepresented groups in CTE pathways aligned to regional high-skill, high-wage, and/or in-demand career pathways identified through the CLNA.
- d. Provide professional development opportunities focused on reducing barriers to student access to CTE, such as training in culturally responsive teaching strategies which build educator capacity to connect students’ cultural and economic backgrounds to CTE instruction.

Innovation in Aligned Programs of Study or Career Pathways

The second priority area of the *Strengthening Career and Technical Education in Tennessee 4-Year State Plan* is to expand participation in high-quality and vertically aligned programs of study in secondary and career pathways in postsecondary which prepare students to seamlessly transition into high-wage, high-skill, and/or in-demand occupations.

Applications focusing on this priority area may choose to implement strategies and/or projects to address one of the four tenants of innovative school models to increase participation in aligned career pathways:

1. Innovate with TIME

- a. Support summer student internships/on-the-job training
- b. Afterschool industry credential preparation

2. Innovate with SPACE

- a. Support co-location of CTE programs for secondary and postsecondary (e.g. TCAT satellite on high school campus) aligned to regional high-skill, high-wage, and/or in-demand career pathways identified through the CLNA.
- b. Support implementation of Tennessee’s Workforce Development System, the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), and other laws and initiatives that provide students with transition-to-work related services, including strategies from the Individuals with Disabilities Act, in CTE pathways aligned to regional high-skill, high-wage, and/or in-demand career pathways identified through the CLNA. Could also be an innovative practice with partnerships.

3. Innovate with MODES OF LEARNING

- a. Develop new or repurpose existing CTE programs at the secondary and/or postsecondary level aligned to regional high-skill, high-wage, and/or in-demand career pathways identified through the Comprehensive Local Needs Assessment (CLNA).

- b. Support creation and implementation of high-quality CTE curriculum and instructional resources, and/or expand opportunities for students to participate in distance, blended and accelerated early postsecondary opportunities in CTE pathways aligned to regional high-skill, high-wage, and/or in-demand career pathways identified through the CLNA.

4. Innovate with PARTNERSHIPS

- a. Support implementation of Tennessee’s Workforce Development System, the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), and other laws and initiatives that provide students with transition-to-work related services, including strategies from the Individuals with Disabilities Act, in CTE pathways aligned to regional high-skill, high-wage, and/or in-demand career pathways identified through the CLNA. Could also be a innovative practice with space.
- b. Implement strategies to recruit, train, and retain CTE educators, faculty, administrators, etc. in CTE pathways aligned to regional high-skill, high-wage, and/or in-demand career pathways identified through the CLNA. Including educator externships, support for secondary educators to meet postsecondary faculty requirements to expand early postsecondary opportunities, “Grow your Own” or other educator preparation, etc.

Innovation with High-Quality Learning Experiences

The third priority area of the *Strengthening Career and Technical Education in Tennessee 4-Year State Plan* is to double the number of Tennessee learners who participate in high-quality work-based learning experiences and attain the relevant certificates, credentials, and/or degrees needed to meet the workforce demands of Tennessee.

Applications focusing on this priority area may choose to implement strategies and/or projects to address one of the four tenants of innovative school models to increase participation in work-based learning (WBL), early postsecondary opportunities, and other high-quality learning experiences leading to relevant certificates, credentials, and/or degrees:

1. Innovate with TIME

- a. Support summer career exploration camps
- b. Afterschool CTE experiences
- c. Evening EPSO experiences
- d. Support summer student internships/on-the-job training
- e. Afterschool industry credential preparation

2. Innovate with SPACE

- a. Implement in-school or in-district WBL experiences like a school-based enterprise, district Information Technology Help Desk to service remote learning devices, or Teaching As a Profession (TAP) student-teacher or tutoring experiences to assist in remediation or to reduce learning loss or similar reimagination of where WBL experiences occur.

- c. Practice skills required for industry credentials on the job site. Could also be an innovative practice with partnerships.

3. Innovate with MODES OF LEARNING

- a. Develop and provide innovative WBL experiences through virtual or remote learning models, including virtual job shadowing, remote workforce engagement opportunities, and/or remote WBL placement electronic platforms or applications.
- b. Purchase the appropriate equipment, technology, and instructional materials needed to prepare secondary and/or postsecondary students in all aspects of regionally identified high-skill, high-wage, and/or in-demand career pathways identified in the CLNA.

4. Innovate with PARTNERSHIPS

- a. Obtain necessary instructor training and/or site accreditation needed to administer relevant department-promoted student industry certification, postsecondary credential, or degree.
- b. Practice skills required for industry credentials on the job site. Could also be an innovative practice with space.

Important Application, Eligibility, and Award Information

Application Types

1. **Secondary:** This application is open to any Tennessee LEA serving students in grades 5-12 and meeting the Perkins V eligibility requirements.
2. **Regional Career Pathways:** This application must be submitted by the LEA designated as the fiscal agent for a partnership including at least one (1) Tennessee LEA serving students in grades 5-12 and meeting the Perkins V eligibility requirements, and at least one (1) postsecondary institution, or local workforce or economic development entity, or employer, or community partner.
3. **Postsecondary:** This application is open to any Tennessee postsecondary institution in the Tennessee Board of Regents system and meeting the Perkins V eligibility requirements.

Note: LEAs are to submit one (1) comprehensive application in ePlan. This comprehensive application may outline up to three (3) separate secondary projects and one (1) Regional Career Pathways project where the LEA is serving as the fiscal agent. The LEA may be included in up to three (3) additional Regional Career Pathways projects as a partnering LEA. Submission of an application does not guarantee funding and an applicant could be fully, partially, or not funded for any or all submitted applications. Awarded applications are only permitted to expend funds on allowable uses of funds as outlined in Section 135 of Perkins V and department or TBR guidance.

Critical Dates

Please note that all application requirements must be submitted by the following stated deadlines for the application to be evaluated and considered for funding.

Notice of Intent to Apply

- **Fri., Feb. 11, 2022:** [Notice of Intent to Apply](#) is available.
- **Wed., March 16, 2022:** [Notice of Intent to Apply](#) is due no later than 11:59 p.m. CT.

Funding Application

- **Tuesday, March 22, 2022:** Grant applications are available in ePlan.
- **Friday, April 29, 2022:** Grant applications must be submitted no later than 11:59 p.m. CT.

Award Notification

- **Tues., May 31, 2022:** Grant application decision letters are released.

Period of Availability + Reimbursement

- **Fri., July 1, 2022 – Fri., June 30, 2023:** Period of funding availability, unless otherwise noted in the Grant Award Notification.
- **Fri., Sept. 29, 2023:** All reimbursement requests must be submitted, unless otherwise noted in the Grant Award Notification.

Application, Award, and Accountability Information

Please see below for additional important application, eligibility, and award information.

Application Type	Secondary Application One LEA	Regional Career Pathways Application At least one LEA plus at least one partner	Postsecondary Application Note: Please contact Michael.Tinsley@tbr.edu for the TBR application.
Application Requirements	<ul style="list-style-type: none"> • Notice of Intent to Apply • Application • Budget • Letters of Support • Memorandum of Understanding from any identified partners (Required for: Regional Career Pathways Application) 		<ul style="list-style-type: none"> • Notice of Intent to Apply, • Application, • Budget, • Letters of Support • Memorandum of Understanding from all consortium members
Application Submission	<ul style="list-style-type: none"> • Submit in ePlan <ul style="list-style-type: none"> ◦ LEA that is the fiscal agent for Regional Career Pathways application submits 		TBR
Type of Award	Discretionary		
Disbursement of Funds	Reimbursement, LEA	Reimbursement, Fiscal Agent	Reimbursement, Institution
Total Funds Available	TBD	TBD	TBD
Maximum Funds Awarded per eligible recipient	\$50,000	\$200,000	\$50,000
Estimated Awards	TBD	TBD	TBD
Matching Requirement	Not required but encouraged		
Period of Availability	12 months July 1 – June 30	Option 1: 12 months Option 2: 24 months - total funding would be split over two fiscal years, awarded districts will need to submit budget details for both years, July 1 – June 30	12 months, July 1 – June 30
Reporting and Accountability	Quarterly Progress Report and Final Impact and Expenditure Report		

Note: The department and TBR reserve the right to consult with recipients to make amendments to planned uses of funds to ensure allowability and/or refuse any reimbursement request from an awarded applicant for unapproved or unallowable expenditures.

Contact Information

For additional information regarding the PRG or implementation of the *Strengthening Career and Technical Education in Tennessee* 4-Year State plan, please contact:

General questions: CTE.Questions@tn.gov

Secondary and Regional Career Pathways applications:

Sarah G. Williams
Tennessee Department of Education
Sarah.G.Williams@tn.gov

Postsecondary applications:

Michael Tinsley
Tennessee Board of Regents
Michael.Tinsley@tbr.edu

Appendix A: Comprehensive Perkins Reserve Grant Application

The Secondary and Regional Career Pathways applications have been streamlined into a single comprehensive Perkins Reserve Grant (PRG) application submission in ePlan. Applicants should identify and differentiate between multiple [Secondary](#) and [Regional Career Pathways](#) projects, if applicable, when responding to the following sections of the comprehensive application in ePlan. Applicants must complete all sections of the comprehensive application and submit in ePlan by stated deadlines:

Budget

Provide a detailed budget for the proposed project(s). There are no minimum or maximum budget amounts for PRG funds. Please refer to the [Expenditure and Local Implementation Guide](#) and the [Perkins V Expenditure Guide](#) for additional budgetary guidance.

1. If applying for both Secondary and as the fiscal agent for Regional Career Pathways, each line item in the budget should be identified using the ePlan budget “tagging” function to differentiate accordingly between projects.

Eligibility

Provide information to determine PRG eligibility, including:

1. Selection of Secondary and/or Regional Career Pathways Application -
 - o Certification that the applicant meets the Perkins V eligibility requirements to apply
 - o For Regional Career Pathways applications, identify at least one (1) LEA and one (1) partnering postsecondary institution, or local workforce or economic development entity, or employer, or community partner.
2. Selection of Applicant Status –
 - o **in rural areas:** based on the NCES Locale Code eligibility requirements for Title VI of ESEA, Rural Education Initiative (Locale Code 6, 7 or 8); or
 - o **with high percentages of CTE concentrators or CTE participants:** twenty-five percent (25%) or more of the total student population are identified as a CTE concentrators or a CTE participant; or,
 - o **with high numbers of CTE concentrators or CTE participants:** two hundred (200) or more identified CTE concentrators or CTE participants; or,
 - o **with disparities or gaps in performance among students:** as described in Section 113(b)(3)(C)(ii)(II) of Perkins V.
3. Project Coordinator or District Contact Information
4. Acknowledgement of [Assurances and Conditions](#)

Project Details

Provide a thorough overview of the proposed project. This should include the following essential components:

1. **Theory of Action** | How will district and educator actions lead to improved student outcomes related to the purposes of the Perkins Reserve Grant? The purpose of Perkins Reserve Grant funding is to:
 - a. **foster innovation** through the identification and promotion of promising and proven career and technical education (CTE) programs, practices, and strategies, which may include programs, practices, and strategies **that prepare individuals for nontraditional fields**
 - b. **promote** the development, implementation, and adoption of **programs of study** or career pathways **aligned** with regionally identified high-skill, high-wage, and/or in-demand occupations or industries.
2. **Action Step, Outcome, Evaluation Strategy** | Detail key action steps to be taken to achieve the theory of action. For each action step, you will also identify:
 - a. Timeline for action step activity
 - b. Alignment to state plan priorities
 - c. Identification of innovative practice area(s) to be deployed.
 - d. Partnerships to leverage, required for Regional Career Pathways applications.

NOTE: Action steps should be ordered by highest to lowest priority level. This will be used to determine partial funding awards as needed.
3. **Budget narrative** that outlines key priorities for spending. Please also include any in-kind or matching funding.

Partnerships

For applications that are aligned to the innovative practice of partnership **and/or** that are submitted as a Regional Career Pathways applications, applicants should provide letter(s) of support and/or Memorandum(s) of Understanding (MOUs) outlining key partnership(s) and the specific roles and actions/tasks of the partnership (including financial or in-kind contributions). These should align to the action steps within the funding applications that identified support from partners.

This supporting document will be uploaded in the “Related Documents” section of ePlan. Secondary applications that identify Partnerships as an innovative practice and Regional Career Pathways applications submitted without this supporting documentation will not be evaluated for funding.

Economic Status Acknowledgement

Each year, the Appalachian Regional Commission (ARC) prepares an index of county economic status for every county in the United States. Economic status designations are identified through a composite measure of each county's three-year average unemployment rate, per capita market income, and poverty rate. Based on these indicators, each county is then categorized as distressed, at-risk, transitional, competitive or attainment.

Tennessee has a long-term objective of having no distressed counties by 2025. To assist in attaining this state goal, proposals that serve counties designated as **distressed** or **at-risk** will automatically receive additional points in the scoring rubric. Points will be awarded based on the county's economic status designation as of July 1, 2020. You may view the TNECD County Economic Status Map – [here](#).

1. Indicate and acknowledge the economic status of the county(ies) for which the project will directly impact.