



Department of
Education

Perkins V Reserve Grant

2021-22 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.

Strengthening Career and Technical Education in Tennessee Priority Areas

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 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*.

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 one of the example practices below or develop other innovative strategies to expand equitable access for students, including in early and middle grades (5-8), to participate in CTE:

1. 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).
2. Implement an employability skills development program, such as a Work Ethics Distinction framework or a career and technical student organization (CTSO) leadership program or chapter, to support student access to quality employability and leadership skill development, including in early and middle grades.
3. Offer in-person or virtual postsecondary and career exploration events, such as CareerQuest TN or another postsecondary and career awareness program, which provides student with access to industry and postsecondary partners.
4. 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.

5. 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.
6. 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.
7. Incorporate STEM and/or STEAM educational strategies in order to provide a strong, comprehensive education program which incorporates critical thinking, creative problem-solving, project-based learning, and career exploration.
8. Provide CTE instruction and strategies for adults and/or out-of-school youth to support completion of secondary education or upgrade technical and employability skills in CTE pathways aligned to regional high-skill, high-wage, and/or in-demand career pathways identified through the CLNA.

Aligned 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 career pathways in secondary and 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 one of the example practices below or develop other innovative strategies to increase participation in aligned career pathways:

1. 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).
2. 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.
3. 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. 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.
5. 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.

6. Support efforts to earn the Tennessee Pathways Certification by starting or strengthening CTE pathways aligned to regional high-skill, high-wage, and/or in-demand career pathways identified through the CLNA.
7. 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.
8. 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.

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 one of the example practices below or develop other innovative strategies 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. Support implementation of the continuum of WBL opportunities, including but not limited to:
 - a. Support sustained interactions with industry or community professionals in workplace settings such as industry tours and job shadowing experiences aligned to the CTE program of study or career pathway.
 - b. Develop or modernize simulated work environments in a school setting such as a school-based enterprise.
 - c. Provide wrap-around student support services such as childcare and transportation for WBL placements.
 - d. Implement virtual or other electronic WBL platforms to expose students to multiple workplace environments
 - e. Establish self-contained WBL programs such as the Gestamp model in Hamilton County Schools
 - f. Offer industry certifications to WBL students which are required by the industry or community partner for placement.
 - g. Develop a youth and/or registered apprenticeship program aligned to regional high-skill, high-wage, and/or in-demand career pathway identified through the CLNA
2. Obtain necessary instructor training and/or site accreditation needed to administer relevant department-promoted student industry certification, postsecondary credential, or degree.

3. Cover exam costs associated with the administration of relevant [Tennessee Promoted Student Industry Credentials](#) or relevant early-postsecondary opportunities.
4. Offer services which eliminate barriers and increase participation from traditionally underrepresented groups, including individuals who are identified as economically disadvantaged, in WBL and/or the attainment of relevant industry certificates, credentials, or postsecondary degrees.
5. 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.
6. 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.
7. Support any other program or strategy related to increasing participation in WBL and/or attainment of relevant industry certificates, credentials, or postsecondary degrees.

Important Application, Eligibility, and Award Information

There are three types of applications for PRG funds:

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 for 2021-2022

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

1. **Tuesday, February 9, 2021:** Notice of Intent to Apply is available – here.
2. **Monday, March 1, 2021:** CTE Director Virtual Learning Series – Perkins Reserve Grant Application Training.
3. **Tuesday, March 16, 2021:** Notice of Intent to Apply is due no later than 11:59 p.m. CT.
4. **Tuesday, March 22, 2021:** Grant applications are available.
5. **Friday, April 30, 2021:** Grant applications must be submitted no later than 11:59 p.m. CT.
6. **Friday, June 18, 2021:** Grant application decision letters are released.
7. **Thursday, July 1, 2021 – Thursday, June 30, 2022:** Period of funding availability, unless otherwise noted.
8. **Friday, September 30, 2022:** All reimbursement requests must be submitted, unless otherwise noted.

Application, Award, and Accountability Information

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

Application Type	Secondary Application	Regional Career Pathways Application	Postsecondary Application Note: Please contact Michael.Tinsley@tbr.edu for the Tennessee Board of Regents application
Application Requirements	Notice of Intent to Apply, Application, Budget, Letters of Support. Memorandum of Understanding from any identified partners	Notice of Intent to Apply, Application, Budget, Letters of Support. Memorandum of Understanding from all consortium members	Notice of Intent to Apply, Application, Budget, Letters of Support. Memorandum of Understanding from any identified partners
Application Submission	1 comprehensive proposal. ePlan	May be included as a partner in up to 3 applications but individual LEAs may only serve as the Fiscal Agent for 1 application. ePlan	TBR
Type of Award	Discretionary	Discretionary	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	Not required but encouraged	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 *Potential extension option
Reporting and Accountability	Quarterly Progress Report, Final Impact and Expenditure Report	Quarterly Progress Report, Final Impact and Expenditure Report	Quarterly Progress Report, 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:

For general questions:

CTE.Questions@tn.gov

For Secondary:

Tennessee Department of Education

- Steve Playl, Jr.
Steve.Playl@tn.gov

For Regional Career Pathways:

Tennessee Department of Education

- Jerre Maynor
Jerre.Maynor@tn.gov

For Postsecondary:

Tennessee Board of Regents

- Michael Tinsley
Micahel.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 Narrative

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

1. Title and detailed summary of the proposal or project for which the application is seeking funding, including the anticipated timeline (for Regional Career Pathways applications– Option 1: 12 months; Options 2: 24 months). Please describe the needs that informed this project proposal (e.g., instructor endorsements or credentials, equipment, curriculum resources).
2. Clear description of the intended student impact of the proposal, which should define what the results of successful implementation would be. (Use “If...,then” statements to define what will be true for students if your implementation is successful: e.g., “If we support two teachers in meeting the qualifications to serve as adjunct faculty for TCAT, then we will be able to offer four more EPSOs, increasing access for 100 students.”)
3. Budget narrative that outlines key priorities for spending. Please also include any in-kind or matching funding.
4. Using the provided table in ePlan, outline action steps, timeline, budget line item(s), itemized amount(s) and expenditures, evaluation strategy with metrics/student outcomes, and priority ranking of the action step to complete the overall project.

Equity and Access

Provide an overview of the student groups that will primarily be served if this proposal is funded, along with how you plan to track progress. This should include the following essential components:

1. Data snapshot of how many students by student group (e.g., gender, race, socioeconomic status) in the school or district who will be served. Please indicate if this will serve primarily rural/economically disadvantaged or other underrepresented student groups in this pathway.
2. Description of how identified barriers to equitable access will be reduced or eliminated.
3. Overview of how this proposed project or approach is different from past approaches or built on lessons learned/previous successes, and how the district anticipates this is the best course of action to maximize student impact.
4. Description of how families will be engaged by your proposed project.

Partnerships and Sustainability

Provide an overview of key partnerships in this project and any commitments or plans for sustaining the proposal's activities beyond the period of availability. This should include the following essential components:

1. Detailed description of any identified partnerships that will be utilized to maximize the student impact of this project, including financial support. Please include details on how these partners will specifically support the proposed project.
2. Letter(s) of support and/or Memorandum(s) of Understanding outlining key partnership(s) and specific roles and tasks of the partnership (including financial or in-kind contributions).

3. Detailed plans for financial and overall sustainability beyond the period of availability. Please include details on other resources beyond grant funding that will support the proposed project.

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.