



Perkins V Reserve Grant

FY25 Application Guide

Tennessee Department of Education | January 2024

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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 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 applying for the Perkins V Reserve Grant (PRG).

The purpose of the secondary PRG opportunity is to:

1. foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies, and strategies that begin with **middle school programs**;
2. promote the development, implementation, and **adoption of programs of study** aligned with high skill, high wage, in-demand occupations in emerging industries;
3. **address special populations gaps** identified in CLNA;
4. increase opportunities for learners to participate in high-quality **WBL experiences and attain relevant certificates, credentials, and/or degrees** needed to meet workforce demands;
5. integrate **advanced mathematics and science (STEM) concepts** in the CTE classroom.

The PRG opportunity is designed to serve local education agencies (LEAs) 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 CTE through Building Strong Trajectories for All Students

Building Foundations with Middle School Programming

The first priority area of the new *Strengthening Career and Technical Education in Tennessee 4-Year State Plan* is to expand career awareness, exploration, and planning, specifically in **elementary and middle grades**, advisement, leadership and employability skill development through new courses, nontraditional and special populations opportunities, and data gathered through required career aptitude and assessment surveys (TCA 49-6-412).

Applications focusing on this priority area may choose to implement strategies and/or projects to address access for students in early and middle grades (5-8), to participate in CTE. Examples include:

1. Adding career exploration courses for the middle grades.
2. Providing educational services, including equipment and transportation, to ensure students can participate in career exploration activities, both on and off campus.
3. Providing opportunities for students to learn CTE content after school and/or during the summer months.
4. Developing work-based learning opportunities, such as school-based enterprises, for middle school students.
5. Offering career exploration events that involve parents, such as field trips or skills development, as a family night experience.
6. Offering skill-development experiences in partnership with a local TCAT, community college, or university, including events for nontraditional students.
7. Offering classroom mentorship experiences with local business and industry partners.
8. Offering middle school STEM-based competitions relating to existing math and science courses.
9. Developing collaborative project-based learning experiences with industry partners.
10. 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.
11. 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.

Building Advanced Career and Technical Programs

The second priority area of the *Strengthening Career and Technical Education in Tennessee 4-Year State Plan* is to expand participation for all students in **advanced career and technical programs** in secondary and postsecondary, rethinking time, space, and modes of learning, which prepare students to seamlessly transition into high wage, in-demand, and/or high-skill occupations, including purposeful opportunities for special populations.

Applications focusing on this priority area may choose to implement strategies and/or projects to address one of three focus areas to increase participation in aligned career and technical programs.

1. Promote the development, implementation, and adoption of programs of study aligned with high skill, high wage, in-demand occupations and emerging industries through the following examples:
 - a. Developing new or repurpose existing CTE programs at the secondary and/or postsecondary level aligned to regional high-skill, high-wage, in-demand, and/or emerging skills in career and technical programs identified through the Comprehensive Local Needs Assessment (CLNA).
 - b. Supporting creation and implementation of high-quality CTE curriculum and instructional resources, and/or expand opportunities for students to participate in accelerated early postsecondary opportunities in CTE pathways aligned to regional high-skill, high-wage, in-demand, and/or emerging skills in career and technical programs identified through the through the CLNA.
 - c. Implementing strategies to recruit, train, and retain CTE educators, faculty, administrators, etc. in CTE programs aligned to regional high-skill, high-wage, in-demand, and/or emerging skills in career and technical programs identified through the CLNA. This may include educator externships, support for secondary educators to meet postsecondary faculty requirements to expand early postsecondary opportunities, or other educator preparation, etc.
2. Address special populations gaps identified in CLNA;
 - a. Providing equipment for students in special populations to meet learning needs.
 - b. Providing tutoring for students in special populations in CTE programs.
 - c. Providing instructional supplies and materials for nontraditional students or students with disabilities.
3. Increase opportunities for learners to participate in high-quality WBL experiences and attain relevant certificates, credentials, and/or degrees needed to meet workforce demands through the following examples;
 - a. Supporting after school and/or summer student internships and apprenticeships.
 - b. Supporting industry credential preparation and attainment.
 - c. Supporting 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.

- d. Increase dual enrollment offerings in programs aligned with high skill, high wage, in-demand occupations and emerging industries.

Building on Advanced Math and Science Concepts in the CTE Classroom

The third priority area of the *Strengthening Career and Technical Education in Tennessee* 4-Year State Plan is to expand **STEM opportunities, with emphasis on advanced mathematics and science, engineering, and technology** in all CTE programs needed to meet the changing workforce demands of Tennessee.

Applications focusing on this priority area may choose to implement strategies and/or projects to address advanced STEM skills in CTE programs. Examples include:

1. Providing instructional materials to support advanced science, math, and engineering design integration in CTE programs.
2. Providing access to STEM-related equipment for student use.
3. Providing tools to increase Core Indicators of Performance 2S1, 2S2, and 2S3 for CTE students
4. Developing a program to increase student attainment of skills required in local emerging industries.
5. Developing projects with industry partners requiring students to utilize the engineering design process with multiple revisions based on feedback.
6. Offering middle and high school STEM-based competitions relating to existing math and science courses.
7. Pursuing TSIN STEM Designation.

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. **Postsecondary:** This application is open to any Tennessee postsecondary institution in the Tennessee Board of Regents system and meets the Perkins V eligibility requirements.

Note: Interested LEAs are to submit one (1) comprehensive application in ePlan. This comprehensive application may outline up to three (3) separate secondary projects. 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 134 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

- **Thurs., Feb 1, 2024:** [Notice of Intent to Apply](#) is available.
- **Fri., March 22, 2024:** [Notice of Intent to Apply](#) is due no later than 11:59 p.m. CT.

Funding Application

- **Mon., April 1, 2024:** Grant applications are available in ePlan.
- **Fri., May 10, 2024:** Grant applications must be submitted no later than 11:59 p.m. CT.

Award Notification

- **Fri., June 28, 2024:** Grant application decision letters are released.

Period of Availability + Reimbursement

- **Fri., July 1, 2024 – Fri., June 30, 2025:** Period of funding availability, unless otherwise noted in the Grant Award Notification.
- **Fri., Sept. 29, 2025:** All reimbursement requests must be submitted, unless otherwise noted in the Grant Award Notification.

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.

Application, Award, and Accountability Information

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

Application Type	Secondary Application (One LEA)	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 specific support • Memorandum of Understanding from any identified partners 	<ul style="list-style-type: none"> • Notice of Intent to Apply • Application • Budget • Letters of specific support • Memorandum of Understanding from all consortium members
Application Submission	Submit in ePlan	TBR
Type of Award	Discretionary	
Disbursement of Funds	Reimbursement, LEA	Reimbursement, Institution
Total Funds Available	TBD	TBD
Maximum Funds Awarded per eligible recipient	\$50,000	\$50,000
Estimated Awards	TBD	TBD
Matching	Not required but encouraged.	
Period of Availability	12 months, July 1, 2024-June 30, 2025	
Reporting and Accounting	Quarterly Progress Report and Final Impact and Expenditure Report	

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 applications:

Stephanie Kelly
Tennessee Department of Education
Stephanie.Kelly@tn.gov

Postsecondary applications:

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

Appendix A: Comprehensive Perkins Reserve Grant Application

The Secondary application has been streamlined into a single comprehensive Perkins Reserve Grant (PRG) application submission in ePlan. Applicants should identify and differentiate between multiple Secondary 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.

Eligibility

Provide information to determine PRG eligibility, including:

1. Selection of Secondary Application -
 - Certification that the applicant meets the Perkins V eligibility requirements to apply.
2. Selection of Applicant Status -
 - **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
 - **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,
 - **with high numbers of CTE concentrators or CTE participants:** two hundred (200) or more identified CTE concentrators or CTE participants; or,
 - **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 CTE programs, practices, and strategies, and strategies that begin with **middle school programs**;
 - b. promote the development, implementation, and **adoption of programs of study** aligned with high skill, high wage, in-demand occupations in emerging industries;
 - c. **address special populations gaps** identified in CLNA;
 - d. increase opportunities for learners to participate in high-quality **WBL experiences and attain relevant certificates, credentials, and/or degrees** needed to meet workforce demands;
 - e. integrate **advanced mathematics and science (STEM) concepts** in the CTE classroom.
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 practice of partnership, 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 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 for fiscal year 2024. You may view the Transparent TN TNECD County Economic Status Map – [here](#).

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

