

**Perkins V Reserve Grant
Career Pathway Regional Application
(2024-2025)
Grant Information FAQs**

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Abbreviations

- CESA- Cooperative Educational Service Agency (12)
- CPA-V- Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
- CTE- Career and Technical Education
- IHE- Institutions of Higher Education- 2 year and 4 year; private and public
- LEA- Local Educational Agency; also known as a public school district
- M7- Milwaukee 7 REDO
- MadREP- Madison Regional Economic Partnership REDO
- NSFY- J.P. Morgan Chase New Skills for Youth grant from 2017-2019
- ProsperitySW- Prosperity Southwest REDO
- RCP- Regional Career Pathway
- REDO- Regional Economic Development Organization (9)
- VisionsNW- Visions Northwest REDO

Funding

What is the source of funding for this grant work?

The funding for these grants comes from the Strengthening Career and Technical Education for the 21st Century Act, also known as Perkins V. Specifically these grants are being made available as part of the reserve funds provision (Sec. 112 (c)(2)(B) of Perkins V).

What is the purpose of the reserve funds?

Consistent with Perkin V and the Wisconsin Perkins V State Plan, the purpose of the reserve funds is to develop, implement, promote, and monitor career pathways at the regional level, aligned with state-identified, high-skill, in-demand occupations or industries.

How were the regional funding amounts determined?

From the reserve funds, preliminary planning figures for regional allocations were calculated to provide each region with a base amount plus an additional amount which factors in enrollment and poverty for the region. The calculation for enrollment and poverty is the same for the Reserve Funds as the Perkins Formula Funds.

The reserve grant amounts are considered “preliminary planning figures.” What does this mean?

The planning figures are only preliminary at this time. The final allocations are not available until DPI receives confirmation of Wisconsin's actual allocation from the Office of Career and Technical and Adult Education at the U.S. Department of Education. This final confirmation is usually received late summer.

How long will this funding be available? Will the same amounts be allocated annually?

The option to provide funding for reserve grants is part of the Wisconsin Perkins V State Plan which is typically updated every four years. The amounts for each year are subject to change and are contingent upon continued federal funding of CPA V..

Are regions allowed to begin working on this grant on/after July 1st?

Grant recipients may begin incurring expenses starting on July 1st. However, it is important to note that these Subawards may not be finalized with the final allocation amount and provided to agencies until September. In other words, expenses incurred after July 1 could not be claimed for reimbursements until the applications are approved and Subawards are sent out in early September.

“Fiscal agents have no authority to allocate CPA V funds through third party grant or mini grant to school districts or other entities,” is stated under the Program-Specific Assurances number 4. Does this mean we cannot contract for services?

The fiscal agent applicant may contract with other entities to fulfill grant requirements. However, the applicant and any subcontracted partners cannot put out their own grant with these funds.

Are subcontracts able to include administrative costs?

Yes, however, the source of these federal grant funds require that administrative costs be capped at 5%.

Can INSPIRE-Xello be part of this work? Can grant dollars be used to help with INSPIRE-Xello deployments?

Grant dollars are to be used to meet the grant deliverables. Part of this work includes providing opportunities for students to participate fully within the career pathway, such as to access opportunities for work-based learning. The applicant should consider how employers will be supported for pathway participation through the REDOs and how schools and students will be supported for professional development to implement and promote career pathways. If it is determined that Inspire-Xello tasks are part of the regional work to fulfill grant requirements, then funding may be used.

BUDGET

Is there any additional guidance on allowable expenses?

In addition to the law, allowable spending is determined by

- Wisconsin Perkins V State Plan
- Education Department General Administration Regulations (EDGAR)
- Uniform Grant Guidance (UGG) and the
- U.S. Department of Education Non-regulatory guidance

Can you define BUDGET (WUFAR) Categories?

[Wisconsin Uniform Financial Accounting Requirement guide](#) outlines proper coding for expenses. Business services staff in each CESA are also familiar with these codes as multiple state DPI contracts are supported through each CESA. For additional assistance on using WUFAR codes, you can use the [Guide](#) here, ([Webpages](#)). We recommend first consulting with your CESA Business Office, and then with our grant specialist, Christine.Lenske@dpi.wi.gov

General Perkins Formula Funding Guidance:

Personnel

- **Salary and fringe** (only applies to the fiscal agency): Considerations include time (part-time/full-time/stipend), title of person(s), purpose, duties, total salary, and percentage of time (FTE) allocated.

Salaries: The gross amount (i.e. the amount before deductions) paid to district employees. Include here salary and wage payments for paid time off for sick leave, vacation, holidays, sabbaticals, etc. Payroll related benefits such as insurance, FICA, retirement are coded under Object 200 "Employee Benefits." Amounts paid to individuals not considered district employees for personal services are recorded in the 300 object "Purchased Services" series. *Stipends paid to district employees are recorded here (SUCH AS staff time within the fiscal CESA, eg, the graphic designer).*

- **Purchased Services** (Sub-Contracts from the fiscal agency to other parties to complete the work) :
 - Consultants: Consultants or trainers for activities to advance initiatives such as curriculum development, professional development to improve CTE teaching strategies, and academic course integration. Include the dollar amounts to be expended and the specific activities and /or services provided by a consultant.
 - Travel: Travel for CTE-related professional development that is sustained, intensive, collaborative, job embedded, data-driven, and classroom-focused.
 - Field Trips: The purpose of travel must be tied to curriculum for a career pathway that meets size, scope, and quality (SSQ).
 - Registration for training or professional development.

Purchased Services: Examples

310 PERSONAL SERVICES
340 TRAVEL
341 PUPIL TRAVEL
342 EMPLOYEE TRAVEL
350 COMMUNICATION
360 TECHNOLOGY AND SOFTWARE SERVICES
370 PAYMENT TO NON-GOVERNMENTAL AGENCIES AND INDIVIDUALS
380 INTER-GOVERNMENTAL PAYMENTS FOR SERVICES
382 PAYMENT TO WISCONSIN SCHOOL DISTRICT
386 PAYMENT TO CESA
389 PAYMENT TO WTCS

- **Non-Capital Objects:**
 - Supplies: Instructional supplies and materials, textbooks. Items with a life expectancy of less than one year and need not be classified as a fixed asset nor posted into the annual inventory. Sufficiently detailed information should be provided for all supplies requested and include the unit cost and number to be purchased.

Non-Capital Objects: Examples

- 410 SUPPLIES
- 430 INSTRUCTIONAL MEDIA
- 460 EQUIPMENT COMPONENTS
- 470 TEXTBOOKS AND WORKBOOKS
- 480 NON-CAPITAL TECHNOLOGY
- 490 OTHER NON-CAPITAL ITEMS

Other non-capital object items not required to be coded elsewhere. Include here media rentals. Also include here books, periodicals, such as newspapers, professional association or trade journals, and other media not used for instruction or media center purposes.

- **Capital Objects- Not allowed.** Major and Minor Equipment is **not allowed**

Use these as general rule of thumb (Section 11 of the [WUFAR Accounting Guide](#))

In determining the budget for the grant is there a DPI guideline for costing for time/fringe per day per person?

Use the same guidelines as your agency would typically use.

Are we able to “buy” services internally from our own CESA? For example, a CESA has a graphic designer on staff. Can we contract with that graphic designer for any potential marketing pieces?

No. This would not be a separate purchased service contract. Just include the cost of that staff person with the salary and fringe in the budget under personnel, but **ONLY IF** they are part of the Fiscal Agent CESA staff. If it is a service contract with another CESA then it would be budgeted under purchases services .

Should we include contracted personnel employed by other agencies under personnel?

No. Only staff employed by the CESA fiscal agent should be listed under thePpersonnel section. If other staff person(s) are hired at a different CESA or partner agency, then that item would be listed under Purchased Services with the description to detail the FTE or PTE salary and fringe information.

Would all contracts to partners fall under the number 2 Purchased Services Summary?

Most likely yes. However, please contact Christine.Lenske@dpi.wi.gov if there are any specific questions.

Can CESA partners charge school districts for PD?

Please avoid charging for PD related to this grant if possible. If you do need to charge for PD, it should be a nominal fee to cover food/materials expense for meeting/training.

Can regions budget for their RCP Grant Coordinator to write the grant application next spring?

Yes. This will be allowable.

MATCH

Can regions use grant writing time as “in-kind/match”? CESAs are concerned that they are writing the grant and don’t have a funding source to pay for this grant writing time.

No. Match refers to the contribution a recipient makes to the project during the time-frame of the grant (or the period of performance) not contributions before or after the grant period.

If a region has an existing RCP Collaborative, can that be used as a match for the grant? For example, New North plans to use their current RCP Collaborative as their match. This includes all the staff time of members, meeting expenses, etc. I assume this would be allowable.

Yes.

Match for a grant is the non-federal share of costs that the grantee (recipient of funds) or the grantee’s partners are required to contribute to accomplish the purposes of the grant. The most common type of match, and the easiest to track, is cash match.

Cash match is either the grantee organization's own funds (general revenue) or cash donations from non-federal third parties (i.e. partner organizations), or by non-federal grants. Matching funds are:

- Non-federal public or private funds (actual cash contribution/donation)
- Funds that are not used as match for any other federal program
- Unrecovered indirect costs

In other words, match can be either an actual expenditure (cash) or a virtual cost (in-kind contribution). For the purpose of this grant, most match is likely to be in-kind as agencies are probably not going to be receiving donations of cash, equipment or other tangible things. In-kind match contributions come in the form of the value of personnel, goods, and services (including direct and indirect costs). Grantees and third parties simply need to document the contributed resource of value. All match must meet uniform grant guidelines such as reasonable and necessary and carried out for the sole purpose of the grant. Examples:

- When volunteers from a local school or consultants from a non-profit agency lead a training event during the grant period, their time, the expenses incurred traveling to and from the event.
- The time and travel expenses for those attending a training event or other meeting during the grant period may be included.
- If the training or meeting takes place in donated office or large meeting space, the market value of renting that space may be counted. This could be space provided by fiscal agent, partner agency or even a local resource such a library or church.
- A portion of Indirect costs related to support personnel or supplies (not already claimed through another grant).
- If meetings are held virtually, a percentage of the cost of an agency’s virtual platform subscription could be counted as match.

Can YA funds be used as in-kind matching funds?

YA funded staff that participate in the regional collaborative or to develop regional pathways, outside of general YA service delivery, could be considered match.

Can the Inspire subscription funding by districts be used as matching funds?

Yes. However, all districts in a region must be served, not just those that subscribe to Inspire.

Boundaries

May two or more regional economic development regions combine? If so, how does this affect the funding?

Yes, regions may combine. However, it is important to note that the applicant must demonstrate the ability to serve the larger area. If regions combine, the applicable regional LEA allocations will be combined.

Must each CESA in a REDO region participate as a partner in the grant deliverables?

Each CESA is required to be engaged and sign off in the application process for their corresponding regions; however, if a CESA chooses not to participate in grant task accomplishment, in the core decision-making group and/or in the regional collaborative council, then other regional partners MUST be identified in that area to ensure that pathway training and support is provided to those LEAs served by the CESA.

If a CESA spans multiple REDO's, should those CESA partners be connecting with all REDO's as part of this process?

The career pathway process at the regional level and the REDO borders are not meant to cause undue burden on a CESA. It will be up to the CESA to determine how their partner participation and support of their districts can best be accomplished in the most efficient manner for the benefit of the district and their students and regional employers.

What is the remedy when a county has three CESAs?

Efforts must be made to address border school districts and CESA support in a manner that ensures all school districts are served. Regional economic regions, which are outlined by county, connect directly to employer organizations and chambers. CESAs may have relationships with school districts for specific career readiness initiatives. In the end, the applicant needs to recognize how employers will be supported for pathway participation through the REDOs and how schools and students will be supported for professional development to implement and promote career pathways at the regional level. CESAs and REDOs will need to determine what works best for those districts and their communities.

Will DPI require that districts within a REDO be required to work with that region? For example, West Bend School District in M7 already is associated with CESA6 in the New North REDO.

A region is defined by the geographic boundaries of the local Regional Economic Development Organizations (REDO). Furthermore, in general, CESAs serve their partner member districts for educational professional development (PD), often as an extension of DPI provided PD. For cases of bordering districts, a district location in one REDO region does not necessarily dictate which REDO region it must be in. However, since the REDOs provide access to employer organizations and chambers, decisions should be made to

ensure that the partner CESA understands they will likely serve districts in multiple REDOs. If changes are to occur for REDO or CESA, then all parties should agree as to which region makes the most sense to serve that district.

In the example above, West Bend could be trained to implement pathways by CESA6, since it is already served by that CESA, but stay in the M7 REDO since their Washington County business association partner is aligned with the M7.

Career Pathway Process

How is a career pathway implemented at the regional level different from a local career pathway developed by a district in a community?

When it comes to the elements or components of a career pathway program, all the same regulations apply whether the pathway was developed by an individual school district (often referred to as a “local” career pathway) or developed in collaboration with a region (this was referred to as a “regional” career pathway). In order to take away any confusion, Wisconsin will be dropping the nomenclatures “local” and “regional” when referring to career pathway programs. They are all the same and can all simply be referred to as “career pathways.” We will continue to encourage and support a regional approach to career pathways and only recommend a school district develop a career pathway completely on their own if that career pathway has not been developed collaboratively using a regional approach.

There are two major advantages to a career pathway that has been collaboratively developed by a region.. The first and most important is the leveraging power of regional partners and employers to support implementation of the career pathway at the regional level. This includes providing the means necessary to complete a pathway with quality coursework, earning industry-recognized credentials, taking dual enrollment classes that count for college credit in associated post-secondary programs, participating in career-based and work-based learning experiences and taking advantage of related Career and Technical Education (CTE) student organizations. Furthermore, regional partners can act as a whole, on behalf of regional districts, to identify and overcome barriers to access in the region, including alignment of postsecondary education programming.

The second advantage is that the state level career pathway map templates for each career pathway, created in partnership with career pathway employers, industry partners, K-12 representatives, IHEs, and other state and regional agencies, have been developed for adoption in all regions in order for districts to adopt when they meet the necessary requirements. These state pathway map templates create consistency across districts and regions for state implementation of career pathways.

What career pathways have already been developed?

The list of currently published career pathways can be found at:
<https://dpi.wi.gov/pathways-wisconsin/industry-sectors>.

How does a region promote and monitor career pathways at the regional level, aligned with state-identified, high-skill, in-demand occupations or industries?

It is expected that regional partners collaborate to accomplish the requirements of the Perkins Reserve Grant for Career Pathways grant. DPI has published a Roles and Responsibilities template resources at <https://dpi.wi.gov/cte/carl-perkins/reserve-grants>,

as well as additional educational training resources at <https://dpi.wi.gov/pathways-wisconsin/educator-resources>.

What if a region desires to develop a pathway not currently available state-wide?

If career pathway sectors are identified, and desired, by a region to be developed at the state level, DPI Career and Technical Education (CTE) team staff must be contacted to discuss potential development at the state level. In addition, there will be no additional funding available to a region for pursuing a new sector, and therefore, timing will depend on current CTE team priorities. Career pathways can be developed by an individual district at any time if one has not yet been created at the state level; however, these would not be considered state-endorsed until state employers, industry partners, K-12 representatives, IHEs, and other state and regional agencies can be engaged to develop a state pathway map template.

The list of currently published regional career pathways can be found at: <https://dpi.wi.gov/pathways-wisconsin/industry-sectors>.

How do CTE Perkins V, Youth Apprenticeship (YA), and Academic and Career Planning (ACP) requirements intersect with this work?

YA Requirements- Youth Apprenticeship (YA) is a state-certified work-based learning program, managed by the Department of Workforce Development, that constitutes one type of one component of a required career pathway. Outcomes of YA include offer of permanent employment and/or transition to further education and training. All applicable career pathway YA programs are included in approved state pathway map templates.

ACP Requirements- Academic and Career Planning (ACP) is a process developed by school districts to make sure all students graduate from high school ready for careers, community, and lifelong learning.. Districts are required to plan and document their approach to ACP delivery on their websites annually. For more information, see “Wisconsin's Guide to Publishing Your District's ACP/E4E Plan” found at <https://dpi.wi.gov/acp/resources/educator-tools>.

Regions can support development and provide information for required ACP district plans. ACP plans are required to be developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institutions, and workforce development organizations. The long-range plan shall include analysis of local, regional, and state labor market needs and the educational and training requirements for occupations that will fill those needs, as well as a strategy to engage businesses, postsecondary education institutions, and workforce development organizations in implementing the program. High school programs must include school-supervised, work-based learning experiences, access to career and technical education programs, including programs at technical colleges, access to accurate national, regional, and state labor market information, including labor market supply and demand, and instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment to name a few.

CTE Perkins V Requirements- Federal CTE Perkins V local pathway size, scope and quality requirements were directly informed by the NSFY pilot region and regional career pathways work. In order to qualify to use federal CTE Perkins V funding, a career pathway must outline a sequence of courses aligned to industry requirements, and offer

opportunities to earn industry-recognized credentials, to take dual enrollment classes that count for college credit in associated post-secondary programs, to participate in career-based and work-based learning experiences and to take advantage of related Career and Technical Education (CTE) student organizations. These requirements apply for all career pathways. Moreover, leveraging the capacity and supports of a region can ease the burden on individual districts to determine essential elements of career pathway exploration for students (ie. labor market information, stakeholder input, etc.) on their own.

Can two CESA Partners share fiscal agent responsibilities?

No. One fiscal agent needs to be identified.

Can there be multiple agencies and organizations sharing in the leadership for the grant?

Absolutely. It is expected that multiple stakeholders will be involved in the leadership of this grant. The leadership and decision making process for the region needs to be described in the grant application and will be discussed during the interview process.

Can there be more than one RCP Coordinator in a region?

The grant application asks each region to identify ONE point person (a Regional Career Pathway Coordinator) for contact regarding the regional work identified in this grant. The purpose for identifying a RCP coordinator is to facilitate communication to the region and provide technical assistance throughout the grant period.

- Identify 1 grant coordinator as grant contact; others act to serve in specific roles for deliverables.

Our region is struggling to determine roles and responsibilities for this work. Can the State Director for Career Pathways assist us?

Yes. We have put together resources to assist regions. In addition, the State Director for Career Pathways, Beth Kaminski, (beth.kaminski@pathwayswi.org or 414-750-7958) is available to facilitate regional conversations. However, the State Director for Career Pathways will not intervene or assist in the determination of these roles in your region.

Should a partner be making unilateral decisions about the grant application and budget without consulting the other grant applicants?

No. The goal is to create the infrastructure necessary for career pathways at the regional level to develop and grow by establishing, organizing, and leveraging the collective resources of the region.

In year one of a school district adopting a RCP, is the requirement for them to have a sequence of courses and TWO other components.

Yes.

Other Grant Application Questions

Does the DPI plan to extend the grant application due date?

We are adhering to the May 15, 2024 deadline, however requests can be made if necessary.

Are grant application interviews required?

Not necessarily. The State Director for Career Pathways will review applications and require interviews on a case by case basis. The grant applicant will be informed if an interview is required. Any applicant can request an interview. All grant application interviews will be conducted virtually.

Would the signed letters of support count if the same people sending those letters would also sign the grant?

Signatures on the grant application indicate the following:

"I certify that my signature indicates that all partners agree to take responsibility and collaborate for timely delivery of grant requirements and ensure that all LEAs are served as indicated in Attachment A and the General Information Section I."

An electronic signature is acceptable and can be attached in the form of a letter stating the same statement as above.

Will this funding continue into the future?

The work of Career Pathways is reviewed and assessed at the state and regional levels on an on-going basis. The state is committed to a long-term focus on career pathways at the regional level. Funding availability each year will be determined based upon performance indicators and regional needs.

Is it possible for a school district to be involved in 2 REDO applications?

No. School districts, and their associated funding, can only be included in one application. The funding for one district cannot be partitioned out between REDO applicants.