

**Regional Career Pathway (RCP) Application
Perkins V Reserve Grants
(2022-2023)
Grant Information Questions**

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Abbreviations

- CESA- Cooperative Educational Service Agency (12)
- CPV- 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 regional career pathways 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 (\$85,000) 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 covers four years. The amounts for each year are subject to change.

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

Grant recipients may begin incurring expenses starting on July 1, 2021. 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 Subawards are received 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 RCPs. 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 the personnel 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 2023-24 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 also 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 for those meetings.

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 RCP process and 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 RCPs. 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.

RCP Process

How is a regional career pathway (RCP) different from a local career pathway developed by a district in a community?

There are two major distinctions between a RCP and a local pathway. The first and most important is the leveraging power of a regional collaborative and employers to support implementation of the regional pathway. 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, the collaborative can act as a whole, on behalf of regional districts, to identify and overcome barriers to access in the region, including alignment of college programming.

The second is that the RCP map template and Education Building Blocks Guide, created in partnership with employer partners using labor market information (LMI), have been developed at the state level for regional adoption.

Who is required to be part of the RCP collaborative?

At minimum, the leadership of the collaborative must be made up of the CESA Fiscal, CESA partners, and the Regional Economic Development Organizations (REDOs) in a region. In year three (2022-23) the following partners from the region must also be represented:

- all Wisconsin Technical Colleges,
- all Workforce Development Boards,
- at least one UW college
- At least one Private College or University,
- at least one regional representative from the Division of Vocational Rehabilitation,
- representation from regional registered apprenticeship and military partners,
- several youth serving community partners that represent special populations and/or provide supportive services to special populations
- at least one Transition Improvement Grant Coordinator, and
- at least one Youth Apprenticeship Consortium.

Who else should be part of the RCP collaborative?

Collaboratives should consist of representation from industry sector employers and associations, workforce development, economic development, higher education (2-year, 4-year, technical, and university), LEAs and Cooperative Education Service Agencies (CESAs), to choose, build, implement, promote, and monitor and evaluate student access, participation, and completion of high skill, in- demand regional career pathways. Additional consideration should also be given to include representation from families and students, as well as, the [Wisconsin Educational Opportunity Programs \(WEOP\)](#), and [County](#)

[Communities on Transition \(CCOT\)](#), [Children and Families County Services](#) (For Homeless, Foster youth etc.), minority business owners, urban leagues, and other community groups to ensure that diverse voices are taken into consideration as part of overall youth talent development.

How should a regional collaborative be structured?

It has been noted during the NSFY pilot years, that having a small core, executive or decision-making group, led by a person dedicated to the process, helps to expedite the regular management of the pathways work, as well as, to respect the time commitments and need for larger regional collaborative council input and participation.

DPI does require a primary point of contact for the grant. Therefore, at minimum, it is suggested that a dedicated grant coordinator be assigned to a core, executive or decision-making group be made up of the CESA Fiscal, CESA partners, Regional Economic Development Organizations (REDOs), and a representative from higher education and each industry sector employer group. Larger regional collaboratives should consist of representation from industry sector employers and associations, workforce development, economic development, higher education (2-year, 4-year, technical, and university), LEAs and Cooperative Education Service Agencies (CESAs), to choose, build, implement, promote, and monitor and evaluate student access, participation, and completion of high skill, in- demand regional career pathways. See grant technical assistance resources at: <https://dpi.wi.gov/cte/carl-perkins/reserve-grants>.

What regional career pathways have already been developed?

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

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

It is expected that regional partners collaborate to accomplish the requirements of the year one RCP CPV Reserve grant. DPI has published the RCP Playbook and 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 new secondary 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 based on labor market information. 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. Local career pathways can be developed in a district or region at any time; however, these would not be considered state-endorsed until cross-state employers and agencies can be engaged to develop a state pathway outline and skills building block document.

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

If a region adopts and implements a RCP in “X Career Sector”, can a school district in a different region offer that pathway? For example a school in Green Bay offers a pathway that was adopted, developed and implemented in the New North REDO, however, a school in La Crosse wants to offer the same pathway.

A local career pathway can be developed in any district or region at any time; however, these would not be considered a state-endorsed regional career pathway in the new region until the regional collaborative and regional employers are engaged to support its implementation in that region.

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 Outlines for regional adoption into Regional Career Pathways (RCPs).

ACP Requirements- Academic and Career Planning (ACP) is a process in which schools utilize a software tool to provide for more intentional college and career transition planning for after high school. Districts are required to plan and document their approach to ACP delivery on their websites annually.

Regional Collaboratives 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 local, as well as, regional career pathways. Moreover, leveraging the capacity of a region through RCP collaboratives can ease the burden on individual districts to determine labor market information and stakeholder input on their own.

Will the RCP maps developed by the regions be approved at the state level (DPI) or will the RCP State Coach approve the RCP maps?

Regional Pathway Collaboratives adopt published state pathway outlines, then regionalize the information required. These are to be submitted by March 1, 2023 for review and approval by DPI according to grant requirements. It is highly encouraged to have the RCP State Coach review your map before submitting it to DPI.

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 for an RCP coordinator if identified. If not identified please leave blank. The purpose for identifying a RCP coordinator is to facilitate communication to the region and technical assistance throughout the grant period. Once a RCP Coordinator is determined, it will be necessary to inform DPI.

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

- See FAQ “How should a regional collaborative be structured?” above.

Our region is struggling to determine roles and responsibilities for this work. Can DPI assist us?

Yes. We have put together resources to assist regions. In addition, RCP State Coach, Jenny Wagner, jwagner@wicareerpathways.org or 920-960-1231 is available to facilitate regional conversations. However, DPI 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 regional career pathway development by establishing regional career pathway *collaboratives* and 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.

Higher Education

Who from the institutions of higher education (IHEs) should be included as part of the regional collaborative council?

The technical colleges and universities already typically reach out for employer engagement as part of their program development. Members of the technical college articulation, career preparation, and/or career pathways staff would be a great place to start. At universities, staff involved in articulation and enrollment generally include high

school to university transition staff. Furthermore, as specific industry sectors are identified, it would be prudent to reach out to include deans of the corresponding college programs in pathway development.

With multiple technical colleges in a REDO, how will this affect districts' desires to be able to expand dual enrollment opportunities?

The grant can provide an opportunity in an economic region to better align programming for K12 access by reviewing current agreements with both local high schools and universities. Through regional collaboration, technical colleges can also access a broader sector of employers and support connections of pathways from high schools to programs in the colleges and universities for more seamless and coordinated transitions.

Other Grant Application Questions

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

We are adhering to the May 15, 2022 deadline, however requests can be made if necessary.

Are grant application interviews required?

Not necessarily. DPI 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 be extended beyond four years.

When regions are planning for the future in regards to this funding, this is a four year program from 2020-2024 that aligns with Carl Perkins V funding. Funding availability after the 2023-24 year will be determined based upon reauthorization of Carl Perkins funding and other factors such as state budget and local school district 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.