Cover Page

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1830-0029. The time required to complete this information collection is estimated to average 68 hours per response, including the time to review instructions, search existing data resources, gather and maintaining the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington DC 20202-4651. If you have comments or concerns regarding the status of your individual submission, please contact your State’s Perkins Regional Coordinator (PRC) who can be located under the “Contact Us” tab on the Perkins Collaborative Resource Network (PCRN) at https://cte.ed.gov.

1. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   Agency Name: Nevada State Board of Education

2. Lead individuals completing this plan:
   Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click "Request Access" to submit a request for additional user accounts.

   1. A. Please select the individual responsible for the narrative descriptions in this plan:
      Kristine Nelson

   2. B. Please select the individual responsible for the budget in this plan:
      Kristine Nelson

   3. C. Please select the lead individual who may be contacted to answer questions about this plan:
      Kristine Nelson

3. Type of Perkins V State Plan Submission:
   - ☑ 1-Year Transition Plan (FY 2019 only)
   - ☑ State Plan (FY 2019-2023)

4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan:
   - ☑ Yes

5. Governor’s Joint Signatory Authority of the Perkins V State Plan:
   Date Governor was sent State Plan for signature: 2/14/2019 12:00:00 AM

   If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.
PERKINS V

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V as provided below.

(c) PLAN DEVELOPMENT.—
(1) IN GENERAL.—The eligible agency shall—
(A) develop the State plan in consultation with—
(i) representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
(ii) interested community representatives, including parents, students, and community organizations;
(iii) representatives of the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board’’);
(iv) members and representatives of special populations;
(v) representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;
(vi) representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));(vii) representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and
(viii) individuals with disabilities; and

(B) consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.

(2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.

(3) CONSULTATION WITH THE GOVERNOR.—The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor’s office and shall occur—
(A) during the development of such plan; and
(B) prior to submission of the plan to the Secretary.
(Supplement 122(c)(1) of Perkins V)

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of

PERKINS V
the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

NEVADA’S NARRATIVE

(A) Although input is not required for this one-year transition plan, the Nevada Department of Education (‘Department’), who is the agency submitting this State Plan on behalf of the Nevada State Board of Education (i.e., the eligible agency as defined under sec. 3(18) of the Carl D. Perkins Act) consulted with stakeholders in the following ways in order to facilitate early, and promote sustaining, collaborative and cohesive stakeholder engagement and input.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 5-7, 2018</td>
<td>Phoenix, AZ</td>
<td>Advance CTE Perkins V implementation meeting</td>
</tr>
<tr>
<td>December 2018 – March 2019</td>
<td>Carson City/Las Vegas, NV</td>
<td>Governor’s Office of Workforce Innovation for the New Nevada (OWINN) state transition plan consultation and input</td>
</tr>
<tr>
<td>April 5, 2019</td>
<td>Reno, NV</td>
<td>CTE Administrators’ meeting</td>
</tr>
<tr>
<td>April 8-10, 2019</td>
<td>Washington, DC</td>
<td>Advance CTE Spring meeting</td>
</tr>
</tbody>
</table>

Future planned meetings, consultations and activities:

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2, 2019</td>
<td>Carson City/Las Vegas, NV</td>
<td>Nevada State Board of Education</td>
</tr>
<tr>
<td>May 7-10, 2019</td>
<td>Portland, OR</td>
<td>Western Pathways Conference</td>
</tr>
<tr>
<td>May 22-23, 2019</td>
<td>Bethesda, MD</td>
<td>New Skills for Youth Spring Convening</td>
</tr>
<tr>
<td>July 22-26, 2019</td>
<td>S. Lake Tahoe, NV</td>
<td>Nevada Assoc. for CTE</td>
</tr>
<tr>
<td>October 10, 2019</td>
<td>Carson City/Las Vegas, NV</td>
<td>Nevada State Board of Education</td>
</tr>
<tr>
<td>November 2019</td>
<td>Carson City/Las Vegas, NV</td>
<td>Governor’s Workforce Development Board</td>
</tr>
<tr>
<td>January 2020</td>
<td>Carson City/Las Vegas, NV</td>
<td>Nevada State Board of Education</td>
</tr>
<tr>
<td>January 2020</td>
<td>Carson City/Las Vegas, NV</td>
<td>Governor’s Workforce Development Board</td>
</tr>
</tbody>
</table>

In March 2019, the Department formed the following committee and six (6) workgroups to facilitate the development of the State’s consolidated four-year state plan: Governance Committee; CTE Program Administration, Implementation, and Fiscal Responsibility workgroup; CTE Access and Opportunities workgroup; CTE Educator Professional
Development workgroup; Accountability and Performance Indicators workgroup; Corrections and Adult Education workgroup; and, Dual-Enrollment workgroup.

The Committee and workgroups will meet as often as needed, but throughout 2019, the following is projected for stakeholder engagement opportunities: March-April 2019; May 2019; June 2019; July 2019; August-September 2019. The workgroups will each focus on specific state plan section designations, and provide inputs and recommendations to the Governance Committee for state plan considerations and decisions on final state plan draft inputs. The following are charges and descriptions for the Committee and six (6) associated workgroups:

- **Governance Committee:** The Governance Committee is a decision-making body, and functions under Nevada's Open Meeting Law (NRS 241.020). The committee's charge is to: (1) review each workgroup’s recommendations for the state plan, and make decisions on input into the state plan; (2) review the state plan drafts for coherency and alignment between secondary and postsecondary education; (3) identify gaps and implementation challenges; (4) finalize state plan recommendations; and, (5) identify additional policy recommendations that would strengthen the connection and alignment of the Perkins V state plan and the state's education-workforce-economic development system.

  The Committee’s membership includes representation from, but is not limited to: the Nevada Department of Education; the Nevada Department of Employment, Training and Rehabilitation (DETR); Governor Sisolak’s office; Governor’s Office of Economic Development (GOED); Governor’s Workforce Development Board; the Nevada System of Higher Education (NSHE); the Adult Education and Family Literacy Act (AEFLA) state director; the Nevada State Board of Education; Nevadaworks (local workforce development board in northern Nevada); and, Workforce Connections (local workforce development board in southern Nevada).

  The Committee plans on holding the following public meetings, wherein action will be taken on each workgroup’s recommendations for state plan inputs: March 18, 2019; April 10, 2019; June 11, 2019; July 16, 2019; August 15, 2019; and, October 7, 2019. The Committee plans to present state plan drafts to the Nevada State Board of Education on: May 2, 2019; October 10, 2019; and, in January 2020 (date and time, tbd), for adoption. The Committee plans to present state plan drafts to the Governor’s Workforce Development Board (i.e., state workforce board) in: November 2019 (date and time, tbd); January 2020 (date and time, tbd), for adoption.

- **CTE Program Administration and Implementation, and Fiscal Responsibility workgroup:** The CTE Program Administration and Implementation workgroup is a non-decision making workgroup that provides recommendations and input into the Perkins V state plan draft to the Governance Committee. The workgroup's charge is to: (1) explore the development of a vision for career and technical education in Nevada; (2) identify policies and practices that define a quality CTE Program of Study
(size, scope and quality) based on the requirements of the Perkins V Act; and, (3) to consider the Perkins IV Act implementation strategies that would leverage a transformation of CTE instruction to support a unified education and workforce system. The fiscal responsibility portion of this work is to discuss and recommend to the Governance Committee Perkins V funding levels and formulas for the Perkins V budget.

The CTE Program Administration and Implementation workgroup’s membership includes representation from, but is not limited to: the Nevada Department of Education; local education agencies, secondary and postsecondary; the Nevada System of Higher Education; adult education; corrections education; the State Public Charter School Authority; the Governor’s Office of Workforce Innovation for the New Nevada (OWINN); the Governor’s Workforce Development Board; and, business and industry/industry-sector councils.

− **CTE Access and Opportunities workgroup:** The CTE Access and Opportunities workgroup is a non-decision making group that provides recommendations and input into the Perkins V state plan draft to the Governance Committee. The workgroup's charge is to: (1) review and recommend policies, practices and strategies that support attainment of academic and technical skill performance levels by special populations students; (2) identify strategies to address the recruitment of special population members into CTE programs; (3) identify the appropriate Perkins V funding level for the recruitment of special populations included in the state plan budget; and, (4) address the Perkins V Act requirements relating to student participation and completion of programs considered non-traditional based on gender.

The CTE Access and Opportunities workgroup’s membership includes representation from, but is not limited to: the Nevada Department of Education; local education agencies, secondary and postsecondary, members from rural Nevada counties and districts, and educators teaching in nontraditional CTE programs; the Department’s Indian Education office; the Nevada Tribal Council; the Nevada Department of Health and Human Services’ Division of Welfare and Supportive Services; the Nevada Department of Employment, Training and Rehabilitation’s Rehabilitation Division; Nevada’s Jobs for America’s Graduates; the Department’s Education of Homeless Children and Youth/Title VII-B of the McKinney-Vento Homeless Assistance Act staff; the Department’s Office of Special Education; and, individuals with disabilities.

− **CTE Educator Professional Development workgroup:** The CTE Educator Professional Development workgroup is a non-decision making group that provides recommendations and input into the Perkins V state plan draft to the Governance Committee. The workgroup's charge is to: (1) recommend policies, practices and strategies that would support CTE instruction across
the system; and, (2) identify issues, opportunities and solutions related to the supply and training of CTE instructors in Nevada.

The CTE Educator Professional Development workgroup’s membership includes representation from, but is not limited to: the Nevada Department of Education; local education agencies, secondary and postsecondary, members from rural Nevada counties and districts; the Department’s Educator Effectiveness and Family Engagement division; Nevada’s Commission on Professional Standards (educator licensure entity); and, business and industry representatives.

CTE Accountability and Performance Indicators workgroup: The Accountability and Performance Indicators workgroup is a non-decision making group that provides recommendations and input into the Perkins V state plan draft to the Governance Committee. The workgroup's charge is to: (1) define the Perkins V performance measurement indicators (state-defined); and, (2) offer recommendations for measurement approaches and baseline data that indicate student progress.

The CTE Accountability and Performance Indicators workgroup’s membership includes representation from, but is not limited to: the Nevada Department of Education; the Department’s accountability system staff; local education agencies, secondary and postsecondary accountability staff and data leads; and, the Governor’s Office of Workforce Innovation’s Nevada P-20 to Workforce Research Data System (NPWR) staff.

Corrections and Adult Education workgroup: The Corrections and Adult Education workgroup is a non-decision making group that provides recommendations and input into the Perkins V state plan draft to the Governance Committee. The workgroup's charge is to: (1) review and recommend policies, practices and strategies that support attainment of academic and technical skill performance levels by adult students; (2) identify strategies to address the recruitment of adult students into CTE programs; (3) identify the appropriate Perkins V funding level for adult CTE education programs to be included in the state plan budget; and, (4) address the Perkins V Act requirements relating to adult education and individuals in adult correctional facilities with regards to access to quality CTE programs.

The Corrections and Adult Education workgroup’s membership includes representation from, but is not limited to: the Nevada Department of Education; the Department’s Adult Education state director, adult high school diploma program professional, and staff; local education agencies, secondary and postsecondary adult education staff; youth corrections institution representatives; and, providers of adult education representatives (e.g., Community Adult Learning in Libraries, non-profit organization).

Dual-Enrollment workgroup: The Dual-Enrollment workgroup is a non-decision making group that provides recommendations and input into the Perkins V state plan draft to the Governance Committee. The workgroup's
charge is to: (1) review and recommend policies, practices and strategies that
dual-enrollment (including dual-credit and CTE College Credit program); and, (2) identify strategies to address the articulation gaps between secondary and postsecondary dual-enrollment programs.

The Dual-Enrollment workgroup’s membership includes representation from, but is not limited to: the Nevada Department of Education; local education agencies, secondary and postsecondary program staff; and, the Nevada System of Higher Education’s Vice Chancellor for Community Colleges.

(B) Although input is not required for this one-year transition plan, the Nevada Department of Education (‘Department’) has, and will continue to consult with Governor Sisolak, the Governor’s office on the development of both this one-year transition plan, as well as the full State’s consolidated four-year state plan. On February 14, 2019, the Governor’s Office of Workforce Innovation was provided a draft copy of this one-year transition plan for review and input; said draft was again sent to the Governor Sisolak’s Policy Director on March 12, 2019. Furthermore, members of Governor Sisolak’s staff (including the Policy Director) are and will remain active participants on the Perkins V Governance Committee.

Although input in this section is not required for this one-year transition plan, Nevada has been, and will continue to develop and implement career and technical education programs that align with the State’s high-skill, high-wage, and in-demand sectors and industries. Governor Sandoval’s March 2016 Executive Order 2016-08 formed the Office of Workforce Innovation for the New Nevada (OWINN) and directed said office to develop a career pathway strategy for Nevada in the fields of technology, advanced manufacturing, education, and health care; and, recommend improvements to the allocation of federal and state dollars incorporating evidence-and outcome-based strategies to align workforce training programs in Nevada with current and projected job opportunities and career pathways, based on Nevada’s economic development plan and information received from Nevada’s following industry sector councils to align with workforce development efforts in the State: (1) Aerospace and Defense; (2) Natural Resources; (3) Health Care and Medical Services; (4) Information Technology; (5) Manufacturing and Logistics; (6) Mining and Materials; (7) Tourism, Gaming and Entertainment; and, (8) Construction. The State will continue to identify and develop career pathways that lead secondary and postsecondary educational programming into high-skill, high-wage, and in-demand occupations and industries in Nevada.

Currently, Nevada has 76 Nevada State Board approved career and technical education programs of study (Nevada Administrative Code [NAC] 389.803). These programs of study are organized under the following six program areas: (1) Agriculture and Natural Resources; (2) Business and Marketing Education; (3) Health Sciences and Public Safety; (4) Hospitality, Human Services and Education; (5) Information and Media Technologies; and, (6) Skilled and Technical Sciences. Under these six program areas, Nevada has established the following 16 career clusters, which correspond with the National Career Cluster Framework:
Agriculture and Natural Resources
   1. Agriculture, Food and Natural Resources

Business and Marketing Education
   2. Business, Management and Administration
   3. Finance
   4. Marketing, Sales and Service

Education, Hospitality, and Human Services
   5. Education and Training
   6. Hospitality and Tourism
   7. Human Services

Health Science and Public Safety
   8. Government and Public Administration
   9. Health Science
   10. Law, Public Safety, Corrections and Security

Information and Media Technologies
   11. Arts, A/V Technology and Communication
   12. Information Technology

Skilled and Technical Sciences
   13. Architecture and Construction
   14. Manufacturing
   15. Science, Technology, Engineering, and Mathematics
   16. Transportation, Distribution, and Logistics

Each program area includes: (1) a program of study that incorporates an academic plan, career pathway information to high-wage, high-skill, in-demand careers, career and technical student organization information, work-based learning opportunities, related CTE assessments, postsecondary options, state articulation agreements for CTE college credit, and state-recognized industry certifications; (2) Nevada State Board of Education approved program standards for each program of study within that area; and, (3) curricular frameworks that are a resource for Nevada’s public schools to design, implement, and assess their CTE programs and curriculum. The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the department and the Career and Technical Education Consortium of States (CTECS). The department relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment.

The Department has developed skill standards for each of the career and technical education programs, which are reviewed and approved by the Nevada State Board of Education. All standards have been cross-walked with state standards for English language arts, mathematics, and science to demonstrate under which performance indicator(s) academic learning is evident. The Department will continue to develop new skill standards, update, revise, and phase out existing
skill standards that do not align to high-skill, high-wage and/or in-demand sectors and industries in Nevada. Furthermore, the Department will employ strategies from the Career and Technical Education Pathways Mapping project, noted below, to ensure resources are directed and leveraged to support high-skill, high-wage and in-demand sectors and industries in Nevada.

The following is a summary of State-supported workforce development activities that support the career and technical education programs in Nevada:

- **New Skills for Youth/LifeWorks**: In January 2017, Nevada was one of 10 states awarded the private J.P. Morgan Chase New Skills for Youth (NSFY) grant, which is a $75 million, five-year initiative aimed at strengthening career-focused education, starting in high school and ending with postsecondary degrees or credentials aligned with high-skill jobs. In partnership with multiple state agencies, the Department oversees the NSFY/LifeWorks initiatives, which includes, but is not limited to: (1) expanding employer engagement in educational and career pathway opportunities, e.g., work-based learning; (2) increasing the quality and rigor in career pathways for all students, which includes career and technical education programs as the foundational on-ramp toward effective and relevant career pathways; (3) improving and enhancing Nevada’s career-focused accountability system; (4) scaling career and technical education programs and career pathways to align with Nevada’s workforce and economic development needs; (5) align and integrate funding streams and resource planning for efficient investments and maximum throughput of education-workforce-economic development initiatives; and, (6) increase systematic cross-institutional alignment of secondary and postsecondary education programs that culminate in relevant and effective career pathways for all Nevadans.

Throughout the State’s one-year transition plan and subsequent consolidated four-year state plan periods, the State will continue to support the following NSFY/LifeWorks initiatives:

- **Career and Technical Education Pathways Mapping**: In December 2018, the Department acquired the services of WestEd to perform the following analysis of CTE programs of study: (1) expansion of regional career pathway development and alignment of career and technical education program offerings between systems and across regional K-12 and postsecondary local education agencies; (2) identification of new opportunities to increase early credit for high school students through credit by exam and/or dual enrollment/concurrent enrollment courses within their area of career interest; (3) to inform career exploration and advising for middle and high school students, particularly for equity and access to increase awareness and opportunities for special populations; (4) development of virtual regional career pathway resources available to counselors, students, and families to inform college and career exploration and build a stronger value proposition for career and technical education.
in Nevada’s K-12 and postsecondary systems; and, (5) development of data integration strategies for tracking student progress from K-12 career and technical education programs into postsecondary career pathways. Throughout the State’s one-year transition plan and subsequent consolidated four-year state plan periods, the State will utilize this CTE program of study and career pathways mapping to inform local education agencies of aligned CTE programs, identify non-aligned CTE programs, and inform discussions between the State and local education agencies to facilitate transitioning students out of non-aligned programs into aligned programs, and directing CTE funding towards aligned programs.

- **Employer Engagement:** In 2018-2019, the State supported a full-time employer engagement specialist position in the Governor’s Office of Workforce Innovation to connect and support local education agencies’ work-based learning efforts, and to work with and connect employers to schools, regional development authorities, chambers of commerce, and workforce development organizations to further promote work-based learning opportunities in Nevada.

- **Work-based Learning:** In April 2018, the State developed and disseminated the Work-based Learning Guide. Work-based learning is an educational strategy that offers students the opportunity to connect classroom learning to authentic business/industry experiences. Work-based learning in Nevada is described as a continuum of experiences that help prepare students for postsecondary education and careers. The goal of work-based learning is to assist students to be college and career ready through authentic connections to business and industry in a field related to the student’s career interest.

In October 2018, the State supported and launched a statewide work-based learning virtual HUB, LifeWorksNV.org, for young adults in high school, postsecondary or out of school youth to find internships, apprenticeships, on-the-job training, and educational opportunities. It also serves as a one-stop resource shop for educators, students, families, and Nevada employers to locate work-based learning information and opportunities.

- **Teacher Externships and Training:** The State has supported, and will continue to support, career and technical education teacher externships, which provide new and existing teacher training in aligned, high-priority career and technical education programs. In 2018-2019, the Department collaborated with a number of employers, including Tesla, Inc. and Renown Hospital, to develop and implement career and technical education teacher externships to connect Nevada teachers with businesses and industries to promote their teaching experiences and connections to specific career areas. These opportunities provided resources to career and technical educators through connections and exposure to the latest industry trends, job skills, and competencies needed in the workplace.
The externships incorporated industry-based practices and engaged teachers to assist them in incorporating lessons learned in their development of career and technical education curriculum that is meaningful and relevant for students and Nevada employers.

- **Statewide Engagement:** The State has supported and will continue to support a statewide education to workforce summit. In 2018, the objectives included: (1) to inform employers and educators on practical strategies to build and integrate career pathways within their organization; (2) highlight Nevada’s progress on education and work-based learning; and, (3) explore Nevada’s [LifeWorks](#) initiative and efforts to connect young adults to high-demand industries. The summit included three workshop sessions: designing work-based learning for students; strategies for employers to incorporate work-based learning; and, aligning career pathway systems and redesigning career and technical education. The 2018 summit resulted in 254 registrants, and 180 attendees including: Nevada employers and businesses; governmental agencies; higher education; secondary education; and, non-profit and public workforce communities. Development and planning is currently occurring for the statewide 2019 summit.

- **Public Marketing Campaign:** In 2018-2019, the State supported a statewide public marketing and awareness campaign that encompasses all of the statewide career pathway initiatives. Within the initial year of the campaign, development and implementation of the brand [LifeWorks](#) was accomplished, bringing a personalized and localized message to students, parents, educators, communities, and Nevada businesses. Based on research, the State undertook a student-to-student communications strategy, and focused on sharing real student success stories. As a result: five (5) professionally published videos were produced and disseminated, resulting in excess of 60,000 views; six (6) [LifeWorks](#) campaign posters were produced and distributed to Nevada schools, districts, chambers, businesses, and community areas demonstrating student success stories and encouraging participation; social media and digital advertising have led to a total combined impressions of more than 750,000 students and parents within Nevada; media outreach has led to more than 24 earned media placements nationally; and, a November 2018 press release was picked up and listed on nearly 40 websites nationwide.

- **Nevada Law and Policy Development and Implementation:** Nevada aligned laws and policies extensively during the 2017 Nevada Legislative Session that embedded policies to ensure career and technical education and career pathways alignment to address the education and skill needs of Nevada’s employers, incorporating input and engagement from Governor’s Workforce Development Board (i.e., state workforce board) and its industry sector councils.
Senate Bill (S.B.) 516 codified the Governor’s Office of Workforce Innovation for the New Nevada (OWINN), providing the purview over Nevada’s State Apprenticeship Council, Governor’s Workforce Development Board (i.e., state workforce board) and its industry sector councils, and to specifically direct the following related to workforce development in the state: (1) identify, recommend, and implement policies related to workforce development; (2) define career pathways and identify priority career pathways for secondary and postsecondary education; (3) discontinue career pathways offered by the State which fail to meet minimum standards of quality, rigor and cross-education alignment, or that do not demonstrate a connection to priority industry needs; (4) in consultation with the Governor’s Workforce Development Board, identify industry-recognized credentials, workforce development programs and education; (5) maintain and oversee the statewide longitudinal data system that links data relating to early childhood education programs and K-12 public education with data relating to postsecondary education and the workforce in Nevada; (6) collect accurate educational data in the statewide longitudinal data system for the purpose of analyzing student performance through employment to assist in improving the educational system and workforce training programs in Nevada; (7) apply for and administer grants, including those that may be available for funding reserved for statewide workforce investment activities; (8) review the status and structure of local workforce investment areas in Nevada, in coordination with the Governor and the Governor’s Workforce Development Board; and, (9) suggest improvements regarding the allocation of federal and state money to align workforce training and related education programs in Nevada, including, but not limited to, career and technical education.

The State will continue working with OWINN and other state education and workforce entities to enforce alignment of the Workforce Innovation and Opportunity Act (WIOA) and Perkins V. Increased engagement between the Department and the Governor’s Workforce Development Board, associated industry sector councils, and the State Apprenticeship Council will occur during and continuously following the submission of the State’s one-year transition plan and subsequent consolidated four-year state plan development.

Assembly Bill (A.B.) 482 revised provisions relating to the use of state money for programs of career and technical education to include representatives of the Governor’s Workforce Development Board’s industry sector councils to provide recommendations on the awarding of career and technical education grants; A.B. 482’s corresponding regulation R075-17, further prescribed the criteria for awarding career and technical education grants that includes, but is not limited to: (1) partnerships with business, industry and the community; (2) alignment with priority career
pathways for secondary and postsecondary education; (3) industry-recognized credentials; and, (4) alignment with workforce training needs in Nevada and Nevada’s economic development strategies and workforce investment system.

- **Assembly Bill (A.B.) 7**, and corresponding regulation **R076-17**, directed the Nevada State Board of Education to prescribe criteria for a new College and Career Ready High School Diploma, which incorporated multiple demonstrations of career and technical education requirements, as well as established an associated college-ready endorsement and a career-ready endorsement. A.B. 7, and corresponding regulation **R120-17**, further directed the Nevada State Board of Education to revise the criteria for the existing Standard High School Diploma, which prescribed two (2) required units of credit in college and career-ready flex credits that includes career and technical education concentrator and completer coursework.

Throughout the State’s one-year transition plan and subsequent consolidated four-year state plan periods, the State will continue promoting and supporting the College and Career Ready High School Diploma as a credential of value, endorsed by both the Nevada System of Higher Education and Nevada business and industry during the regulatory process in 2017-2018.

- **Senate Bill (S.B.) 66**, and corresponding regulation **R096-17**, prescribed the criteria for work-based learning in Nevada, and directed the designation of work-based learning coordinators in each of Nevada’s 17 school districts to formally develop and implement work-based learning programs in the fields, trades, or occupations prescribed by the Nevada State Board of Education, in consultation with the Governor’s Office of Economic Development, that align to the workforce needs of Nevada’s high-priority industries and sectors.

Throughout the State’s one-year transition plan and subsequent consolidated four-year state plan periods, the State will continue working with and supporting local education agency work-based learning coordinators throughout Nevada’s school districts. The state will also continue to support work-based learning through innovative and accessible work-based learning opportunities, which Nevada defines as: educational strategies that offer students opportunities to connect classroom learning to authentic business and industry experiences. Work-based learning in Nevada is described as a continuum of experiences that help prepare students for postsecondary education and careers. The goal of work-based learning is to assist students to be college and career ready through authentic connections to business and industry in a field that is related to the student’s career interest. Work-based learning includes, but is not limited to: career exploration in grades 4-9 (e.g., guest speakers, career
fairs, industry tours, career interest inventories); career preparation in grades 9-11 (school-based enterprises, job shadowing, simulated workplace, supervised agricultural experiences); and, career training in grades 11-12 (clinical experiences, pre-apprenticeships, internships, CTE work experience, supervised agricultural experiences, and registered apprenticeships.

- **CTE Quality Program Standards:** In 2018, the Nevada State Board of Education approved the implementation of the [Nevada Career and Technical Education (CTE) Quality Program Standards (QPS)](https://www.nv教育部.gov). The QPS standards are to be used as a model for local education agencies to design, implement, assess, and improve the quality of CTE programs. The QPS standards represent rigorous and relevant expectations for program organization and delivery, and illustrate the common responsibilities of the students, teachers, counselors, and school administrators that are needed to establish and maintain highly effective CTE programs. The QPS assessment process is designed to: (1) improve CTE program quality; (2) ensure that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and work-based learning; (3) ensure CTE programs follow State-approved CTE program standards; (4) analyze, identify, and change policies and activities that hinder program quality and student achievement; assure that local districts have expended state and federal funds appropriately and in compliance with laws, regulations, and policies; (5) review and verify accurate data collection and reporting, which will result in consistent statewide data; (6) expand student opportunities to achieve credentials, postsecondary credits, and national certifications; and, (7) increase support for other state initiatives.

Throughout the State’s one-year transition plan and subsequent consolidated four-year state plan periods, the State will continue the implementation of QPS and monitoring to assess, report and improve CTE program quality, as well as provide technical assistance to local education agencies to increase opportunities and access to quality CTE programs for all Nevada youth.

(3) Although input is not required for this one-year transition plan, the Nevada Department of Education (‘Department’) has, and will continue to consult with Governor Sisolak, the Governor’s office on the development of both this one-year transition plan, as well as the full State’s consolidated four-year state plan. On February 14, 2019, the Governor’s Office of Workforce Innovation was provided a draft copy of this one-year transition plan for review and input; said draft was again sent to the Governor Sisolak’s Policy Director on March 12, 2019. Furthermore, members of Governor Sisolak’s staff (including the Policy Director) are and will remain active participants on the Perkins V Governance Committee.

Furthermore, the Department has, and will continue to consult with and include meetings of state officials of the Department and the Governor’s office during the development of this one-year transition plan, as well as the development and prior to
the submission of the State’s consolidated four-year state plan. The Department plans on conducting Perkins V state plan development throughout 2019-2020 as follows:

− **March 2019 - October 2019** – The State’s Accountability and Performance Indicators workgroup will engage, solicit and record public comments from key stakeholders during consolidated four-year state plan development for the determination of appropriate accountability performance indicators and levels of performance to submit as recommendations to the State’s Perkins V Governance Committee.

− **March 2019 - October 2019** – The State’s Perkins V Governance Committee will hold public meetings pursuant to Nevada’s Open Meeting Law, NRS 241.020, including period for public comment at both the beginning of each agenda (prior to any action taken) and at the end of each agenda, soliciting and recording public comments pertaining to the State’s consolidated four-year state plan draft, including inputs proposed by the State’s Accountability and Performance Indicators workgroup on state-determined levels of performance.

− **October 10, 2019** – *First* public hearing before the **Nevada State Board of Education**, wherein the State’s consolidated four-year state plan draft, including performance indicators and proposed State-determined levels of performance, will be made public, and public comment will be made and recorded.

− **November 1 - December 1, 2019** – *First* publishing of the State’s consolidated four-year state plan, including performance indicators and proposed State-determined levels of performance, for the required state plan 30-day public comment period; concurrently.

− **November 1 - December 31, 2019** – The Department will publish the State-determined performance indicators and levels of performance on the Department’s webpage for the required 60-day public comment period.

− **November 2019** – *First* public hearing before the **Governor’s Workforce Development Board**, wherein the State’s consolidated four-year state plan draft, including performance indicators and proposed State-determined levels of performance, will be made public, including public comment periods on the agenda, which will be recorded.

− **January 2020** – *Second* public hearing before the **Nevada State Board of Education**, wherein the State’s consolidated four-year state plan draft, including performance indicators and proposed State-determined levels of performance, including public comment periods on the agenda, which will be recorded.
− **January 2020** – *Second* public hearing before the **Governor’s Workforce Development Board**, wherein the State’s consolidated four-year state plan draft including performance indicators and proposed State-determined levels of performance, including public comment periods on the agenda, which will be recorded.

PERKINS V

B. Program Administration and Implementation

1. State’s Vision for Education and Workforce Development
   a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State’s career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)
   b. Describe the State’s strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State’s career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)
   c. Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs and programs of study with the State’s workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)
   d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of the Act for purposes under section 124 of the Act. (Section 122(d)(7) of Perkins V)

2. Implementing Career and Technical Education Programs and Programs of Study
   a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)
   b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—
      i. promote continuous improvement in academic achievement and technical skill attainment;
      ii. expand access to career and technical education for special populations; and
      iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)
   c. Describe how the eligible agency will—
      i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;
ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

g. Include a copy of the local needs assessment template that the eligible agency will require eligible recipients to submit pursuant to section 134(c) of Perkins V.

h. Provide the definition for “size, scope, and quality” that the eligible agency will use to make funds available to eligible recipients pursuant to section 135(B) of Perkins V.

3. Meeting the Needs of Special Populations

a. Describe its program strategies for special populations, including a description of how individuals who are members of special populations—

   i. will be provided with equal access to activities assisted under this Act;

   ii. will not be discriminated against on the basis of status as a member of a special population;

   iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

   iv. will be provided with appropriate accommodations; and
v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

4. Preparing Teachers and Faculty
   a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

NEVADA’S NARRATIVE

(B)

(1)(a) The following is a summary of State-supported workforce development activities that support the career and technical education programs in Nevada:

- **New Skills for Youth/LifeWorks**: In January 2017, Nevada was one of 10 states awarded the private J.P. Morgan Chase New Skills for Youth (NSFY) grant, which is a $75 million, five-year initiative aimed at strengthening career-focused education, starting in high school and ending with postsecondary degrees or credentials aligned with high-skill jobs. In partnership with multiple state agencies, the Department oversees the NSFY/LifeWorks initiatives, which includes, but is not limited to: (1) expanding employer engagement in educational and career pathway opportunities, e.g., work-based learning; (2) increasing the quality and rigor in career pathways for all students, which includes career and technical education programs as the foundational on-ramp toward effective and relevant career pathways; (3) improving and enhancing Nevada’s career-focused accountability system; (4) scaling career and technical education programs and career pathways to align with Nevada’s workforce and economic development needs; (5) align and integrate funding streams and resource planning for efficient investments and maximum throughput of education-workforce-economic development initiatives; and, (6) increase systematic cross-institutional alignment of secondary and postsecondary education programs that culminate in relevant and effective career pathways for all Nevadans.

Throughout the State’s one-year transition plan and subsequent consolidated four-year state plan periods, the State will continue to support the following NSFY/LifeWorks initiatives:

- **Career and Technical Education Pathways Mapping**: In December 2018, the Department acquired the services of WestEd to perform the following analysis of CTE programs of study: (1) expansion of regional career pathway development and alignment of career and technical education program offerings between systems and across regional K-12 and postsecondary local education agencies; (2) identification of new opportunities to increase early credit for high school students through credit by exam and/or dual enrollment/concurrent enrollment courses.
within their area of career interest; (3) to inform career exploration and advising for middle and high school students, particularly for equity and access to increase awareness and opportunities for special populations; (4) development of virtual regional career pathway resources available to counselors, students, and families to inform college and career exploration and build a stronger value proposition for career and technical education in Nevada’s K-12 and postsecondary systems; and, (5) development of data integration strategies for tracking student progress from K-12 career and technical education programs into postsecondary career pathways.

Throughout the State’s one-year transition plan and subsequent consolidated four-year state plan periods, the State will utilize this CTE program of study and career pathways mapping to inform local education agencies of aligned CTE programs, identify non-aligned CTE programs, and inform discussions between the State and local education agencies to facilitate transitioning students out of non-aligned programs into aligned programs, and directing CTE funding towards aligned programs.

• **Employer Engagement:** In 2018-2019, the State supported a full-time employer engagement specialist position in the Governor’s Office of Workforce Innovation to connect and support local education agencies’ work-based learning efforts, and to work with and connect employers to schools, regional development authorities, chambers of commerce, and workforce development organizations to further promote work-based learning opportunities in Nevada.

• **Work-based Learning:** In April 2018, the State developed and disseminated the Work-based Learning Guide. Work-based learning is an educational strategy that offers students the opportunity to connect classroom learning to authentic business/industry experiences. Work-based learning in Nevada is described as a continuum of experiences that help prepare students for postsecondary education and careers. The goal of work-based learning is to assist students to be college and career ready through authentic connections to business and industry in a field related to the student’s career interest.

In October 2018, the State supported and launched a statewide work-based learning virtual HUB, LifeWorksNV.org, for young adults in high school, postsecondary or out of school youth to find internships, apprenticeships, on-the-job training, and educational opportunities. It also serves as a one-stop resource shop for educators, students, families, and Nevada employers to locate work-based learning information and opportunities.

• **Teacher Externships and Training:** The State has supported, and will continue to support, career and technical education teacher externships, which provide new and existing teacher training in aligned, high-priority career and technical education programs. In 2018-2019, the Department
collaborated with a number of employers, including Tesla, Inc. and Renown Hospital, to develop and implement career and technical education teacher externships to connect Nevada teachers with businesses and industries to promote their teaching experiences and connections to specific career areas. These opportunities provided resources to career and technical educators through connections and exposure to the latest industry trends, job skills, and competencies needed in the workplace.

The externships incorporated industry-based practices and engaged teachers to assist them in incorporating lessons learned in their development of career and technical education curriculum that is meaningful and relevant for students and Nevada employers.

- **Statewide Engagement:** The State has supported and will continue to support a statewide education to workforce summit. In 2018, the objectives included: (1) to inform employers and educators on practical strategies to build and integrate career pathways within their organization; (2) highlight Nevada’s progress on education and work-based learning; and, (3) explore Nevada’s LifeWorks initiative and efforts to connect young adults to high-demand industries. The summit included three workshop sessions: designing work-based learning for students; strategies for employers to incorporate work-based learning; and, aligning career pathway systems and redesigning career and technical education. The 2018 summit resulted in 254 registrants, and 180 attendees including: Nevada employers and businesses; governmental agencies; higher education; secondary education; and, non-profit and public workforce communities. Development and planning is currently occurring for the statewide 2019 summit.

- **Public Marketing Campaign:** In 2018-2019, the State supported a statewide public marketing and awareness campaign that encompasses all of the statewide career pathway initiatives. Within the initial year of the campaign, development and implementation of the brand LifeWorks was accomplished, bringing a personalized and localized message to students, parents, educators, communities, and Nevada businesses. Based on research, the State undertook a student-to-student communications strategy, and focused on sharing real student success stories. As a result: five (5) professionally published videos were produced and disseminated, resulting in excess of 60,000 views; six (6) LifeWorks campaign posters were produced and distributed to Nevada schools, districts, chambers, businesses, and community areas demonstrating student success stories and encouraging participation; social media and digital advertising have led to a total combined impressions of more than 750,000 students and parents within Nevada; media outreach has led to more than 24 earned media placements nationally; and, a November 2018 press release was picked up and listed on nearly 40 websites nationwide.
Nevada Law and Policy Development and Implementation: Nevada aligned laws and policies extensively during the 2017 Nevada Legislative Session that embedded policies to ensure career and technical education and career pathways alignment to address the education and skill needs of Nevada’s employers, incorporating input and engagement from Governor’s Workforce Development Board (i.e., state workforce board) and its industry sector councils.

- Senate Bill (S.B.) 516 codified the Governor’s Office of Workforce Innovation for the New Nevada (OWINN), providing the purview over Nevada’s State Apprenticeship Council, Governor’s Workforce Development Board (i.e., state workforce board) and its industry sector councils, and to specifically direct the following related to workforce development in the state: (1) identify, recommend, and implement policies related to workforce development; (2) define career pathways and identify priority career pathways for secondary and postsecondary education; (3) discontinue career pathways offered by the State which fail to meet minimum standards of quality, rigor and cross-education alignment, or that do not demonstrate a connection to priority industry needs; (4) in consultation with the Governor’s Workforce Development Board, identify industry-recognized credentials, workforce development programs and education; (5) maintain and oversee the statewide longitudinal data system that links data relating to early childhood education programs and K-12 public education with data relating to postsecondary education and the workforce in Nevada; (6) collect accurate educational data in the statewide longitudinal data system for the purpose of analyzing student performance through employment to assist in improving the educational system and workforce training programs in Nevada; (7) apply for and administer grants, including those that may be available for funding reserved for statewide workforce investment activities; (8) review the status and structure of local workforce investment areas in Nevada, in coordination with the Governor and the Governor’s Workforce Development Board; and, (9) suggest improvements regarding the allocation of federal and state money to align workforce training and related education programs in Nevada, including, but not limited to, career and technical education.

The State will continue working with OWINN and other state education and workforce entities to enforce alignment of the Workforce Innovation and Opportunity Act (WIOA) and Perkins V. Increased engagement between the Department and the Governor’s Workforce Development Board, associated industry sector councils, and the State Apprenticeship Council will occur during and continuously following the submission of the State’s one-year transition plan and subsequent consolidated four-year state plan development.
• **Assembly Bill (A.B.) 482** revised provisions relating to the use of state money for programs of career and technical education to include representatives of the Governor’s Workforce Development Board’s industry sector councils to provide recommendations on the awarding of career and technical education grants; A.B. 482’s corresponding regulation **R075-17**, further prescribed the criteria for awarding career and technical education grants that includes, but is not limited to: (1) partnerships with business, industry and the community; (2) alignment with priority career pathways for secondary and postsecondary education; (3) industry-recognized credentials; and, (4) alignment with workforce training needs in Nevada and Nevada’s economic development strategies and workforce investment system.

• **Assembly Bill (A.B.) 7**, and corresponding regulation **R076-17**, directed the Nevada State Board of Education to prescribe criteria for a new College and Career Ready High School Diploma, which incorporated multiple demonstrations of career and technical education requirements, as well as established an associated college-ready endorsement and a career-ready endorsement. A.B. 7, and corresponding regulation **R120-17**, further directed the Nevada State Board of Education to revise the criteria for the existing Standard High School Diploma, which prescribed two (2) required units of credit in college and career-ready flex credits that includes career and technical education concentrator and completer coursework.

Throughout the State’s one-year transition plan and subsequent consolidated four-year state plan periods, the State will continue promoting and supporting the College and Career Ready High School Diploma as a credential of value, endorsed by both the Nevada System of Higher Education and Nevada business and industry during the regulatory process in 2017-2018.

• **Senate Bill (S.B.) 66**, and corresponding regulation **R096-17**, prescribed the criteria for work-based learning in Nevada, and directed the designation of work-based learning coordinators in each of Nevada’s 17 school districts to formally develop and implement work-based learning programs in the fields, trades, or occupations prescribed by the Nevada State Board of Education, in consultation with the Governor’s Office of Economic Development, that align to the workforce needs of Nevada’s high-priority industries and sectors.

Throughout the State’s one-year transition plan and subsequent consolidated four-year state plan periods, the State will continue working with and supporting local education agency work-based learning coordinators throughout Nevada’s school districts. The state will also continue to support work-based learning through innovative and accessible work-based learning opportunities, which Nevada defines as: educational
strategies that offer students opportunities to connect classroom learning to authentic business and industry experiences. Work-based learning in Nevada is described as a continuum of experiences that help prepare students for postsecondary education and careers. The goal of work-based learning is to assist students to be college and career ready through authentic connections to business and industry in a field that is related to the student’s career interest. Work-based learning includes, but is not limited to: career exploration in grades 4-9 (e.g., guest speakers, career fairs, industry tours, career interest inventories); career preparation in grades 9-11 (school-based enterprises, job shadowing, simulated workplace, supervised agricultural experiences); and, career training in grades 11-12 (clinical experiences, pre-apprenticeships, internships, CTE work experience, supervised agricultural experiences, and registered apprenticeships.

**CTE Quality Program Standards:** In 2018, the Nevada State Board of Education approved the implementation of the [Nevada Career and Technical Education (CTE) Quality Program Standards (QPS)](https://www.cteoneyeartransitionplan.org). The QPS standards are to be used as a model for local education agencies to design, implement, assess, and improve the quality of CTE programs. The QPS standards represent rigorous and relevant expectations for program organization and delivery, and illustrate the common responsibilities of the students, teachers, counselors, and school administrators that are needed to establish and maintain highly effective CTE programs. The QPS assessment process is designed to: (1) improve CTE program quality; (2) ensure that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and work-based learning; (3) ensure CTE programs follow State-approved CTE program standards; (4) analyze, identify, and change policies and activities that hinder program quality and student achievement; assure that local districts have expended state and federal funds appropriately and in compliance with laws, regulations, and policies; (5) review and verify accurate data collection and reporting, which will result in consistent statewide data; (6) expand student opportunities to achieve credentials, postsecondary credits, and national certifications; and, (7) increase support for other state initiatives.

Throughout the State’s one-year transition plan and subsequent consolidated four-year state plan periods, the State will continue the implementation of QPS and monitoring to assess, report and improve CTE program quality, as well as provide technical assistance to local education agencies to increase opportunities and access to quality CTE programs for all Nevada youth.
(1) (b) Although input in this section is not required for this one-year transition plan, the Department has included its current strategic vision, as well as a draft framework of Nevada’s newly drafted mission, strategic vision, strategic goals and objectives to frame impending consultations, discussions, plan development, public comment periods, and public meetings during the development period of Nevada’s consolidated four-year state plan pursuant to Sec. 122(d)(2) of Perkins V.

Nevada’s current strategic vision is that all Nevadans are ready for success in the 21st century. During the consolidated four-year state plan development, the State will reassess its strategic vision and develop a set of goals for preparing an educated and skilled workforce that includes special populations, and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State’s career and technical education programs will help meet these goals.

In development for the consolidated four-year state plan are the following considerations:

Nevada’s Mission: The mission of Nevada’s career and technical education is to prepare students in quality and aligned programs that provide students with the necessary skills, academic preparations, experiences, and credentials of value that lead them on career pathways toward success in education, the workplace, and in life.

Nevada’s Strategic Vision: Nevada’s career and technical education serves as the foundational on-ramp to a connected and integrated education-to-workforce system that promotes seamless transition for students in relevant and effective career pathways from middle school through postsecondary education and training programs that align to high-skill, high-wage, or in-demand sectors and industries in Nevada.

Strategic Goal 1: Improve the quality and alignment of existing career and technical education programs.

- **Strategic Objective 1.1:** Identify which career and technical education programs are aligned to high-skill, high-wage, or in-demand sectors and industries in Nevada, as well as those that are not aligned.

- **Strategic Objective 1.2:** Identify which career and technical education programs have clear and defined career pathways to postsecondary education and training programs, as well as those that are not aligned.

- **Strategic Objective 1.3:** Assess the quality of the aligned career and technical education programs, including programs of study that demonstrate that they progress in content specificity, have multiple entry and exit points, that allow for credentialing, and that culminate in the attainment of a recognized postsecondary credential.

- **Strategic Objective 1.4:** For those career and technical education programs that are not aligned, develop local and regional strategies with local education agency stakeholders on phasing out State funding and transitioning student pipelines into aligned programs.
Strategic Objective 1.5: For those career and technical education programs that are assessed as low-quality or do not have a strong connection between middle-high school and postsecondary education, develop strategies with local education agency stakeholders with supports to improve the quality and/or connection.

Strategic Objective 1.6: Develop strategies with local education agency stakeholders to support the integrity and effective use of the academic plan that incorporates relevant and effective student advising toward high-wage, high-skill, or in-demand career pathways.

Strategic Goal 2: Ensure equity of access and success for all students in career pathways aligned to priority jobs in Nevada.

Strategic Objective 2.1: Identify the number of students participating in aligned career and technical education programs by special populations, including, but not limited to: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including low income youth and adults; (3) individuals preparing for nontraditional fields; (4) single parents, including single pregnant women; (5) out-of-workforce individuals; (6) English learners; (7) homeless individuals; (8) youth who are in, or have aged out, of the foster care system; and, (9) youth with a parent who is on active duty in the armed services.

Strategic Objective 2.2: Create incentives that promote equity and access improvement to aligned CTE programs of study and career pathways.

Strategic Objective 2.3: Offer technical assistance to help local education agencies improve their equity of access and success.

Strategic Goal 3: Ensure employers have a pipeline of skilled talent.

Strategic Objective 3.1: Ensure employers have a talent pipeline by developing a backwards map of the top 100 priority jobs in Nevada by region, and the credential or degree required for those jobs to determine if secondary and postsecondary education in those regional areas have connected and integrated pathways of quality and size to meet Nevada employers’ needs.

Strategic Objective 3.2: Identify gaps and CTE deserts; provide technical assistance and support to improve equity and access to CTE programs aligned with high-skill, high-wage, and in-demand occupations.

Strategic Goal 4: Ensure programs have a pipeline of high-quality CTE teachers in aligned programs.

Strategic Objective 4.1: Provide professional development for CTE teachers during their first three (3) years of teaching, using teaching-to-lead curriculum, which is a research-based model customized for Nevada and delivered by NOCTI (assessment vendor).

Strategic Objective 4.2: Provide incentive grants and supports to local education agencies to assist CTE teacher development and mentoring.
Strategic Objective 4.3: Provide teacher externship opportunities in collaboration with Nevada business and industry; e.g., Automation Technology teacher externships with Tesla, Inc., wherein teachers partner on curriculum writing that Tesla then uses with its training team and teachers take back to the classroom.

Strategic Objective 4.4: Identify statutory and regulatory gaps and/or roadblocks that inhibit CTE teacher licensure and business and industry endorsements.

Strategic Goal 5: Increase the number of high-quality work-based learning opportunities available for secondary students and adults (e.g., apprenticeships), statewide.

Strategic Objective 5.1: Provide professional development for work-based learning coordinators in each of Nevada’s 17 school districts to help facilitate development and implementation of work-based learning programs and opportunities as identified by Nevada’s Governor’s Office of Economic Development, that align to the workforce needs of aligned high-skill, high-wage, and in-demand industries and sectors in Nevada.

Strategic Objective 5.2: Collaborate with OWINN’s employer engagement specialist for the coordination of available work-based learning opportunities for employers and business organizations, statewide.

Strategic Objective 5.3: Participate in Nevada’s work-based learning online hub (lifeworksnv.org), which provides the work-based learning connections between Nevada employers, regional development agencies, local education agencies, students, and parents.

Strategic Goal 6: Raise awareness of need and opportunity for stronger education-to-workforce pipeline for students, parents, educators, and Nevada employers.

Strategic Objective 6.1: Continue public awareness promoting LifeWorks and all of its associated initiatives, including, but not limited to: the College and Career Ready High School Diploma, relevant and effective career pathways, access and opportunities for work-based learning, student success stories through themed and targeted campaigns (e.g., technology, work-based learning, career pathways, and business partnerships).

Strategic Objective 6.2: Leverage resources and supports that promote education-to-workforce initiatives, including, but not limited to: public broadcasting system campaigns, business-education summits, education-workforce summits, and youth summits.

Although input in this section is not required for this one-year transition plan, the Department has drafted the State’s strategy for joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs/programs of study with the State’s workforce development system as follows, and during the consolidated four-year state plan development, the State’s Governance Committee and associated workgroups will review, discuss, and provide additional
strategies of how said joint planning could improve and enhance career pathway access and opportunities for students and leverage funds between Perkins V and the Workforce Innovation and Opportunity Act (WIOA) programs:

The Department and the Nevada System of Higher Education have an extensive history of a cooperative and collaborative relationship with the State’s Workforce Innovation and Opportunity Act partners to provide a systematic programmatic and funding approach for educational and workforce services. The Director of the Office of Career Readiness, Adult Learning & Education Options represents the Superintendent of Public Instruction on the Governor’s Workforce Development Board (i.e., state workforce board). Furthermore, the Assistant Director for Adult Education in the Department holds a membership position on the Workforce Development Board, representing Adult Education and Family Literacy Act (AEFLA), WIOA Title II programs, and attends the local workforce development boards’ one-stop career center meetings.

As a required one-stop partner under WIOA, Nevada will continue to coordinate efforts with the Nevada Department of Employment, Training and Rehabilitation on the delivery of services to Nevada’s employers and job seekers offered at Nevada’s one-stop career centers. Said services promote workforce development, catalyze employer successes and bolster job seekers’ skill development. Basic skills required of most in-demand occupations include, but are not limited to: reading comprehension, speaking abilities, critical thinking skills, basic writing skills, active listening skills, the ability to monitor, social perceptiveness, learning strategies, and coordination skills.

Under WIOA Title I - Adult Program, Dislocated Worker Program, and the Youth Program, the one-stop career centers provide educational youth services that include: tutoring, study skills training, evidence-based dropout prevention and/recovery services, alternative secondary school services, financial literacy, and education offered concurrently with workforce preparation activities and training for specific occupations or occupational clusters. These activities include summer employment opportunities that are directly linked to academic and occupational learning, paid and unpaid work experiences that incorporate academic and occupational education, occupational skills training, and entrepreneurial skills training. Said one-stop career center system provides employment and unemployment services integrated through the delivery of employment, training, educational resources and programs at the Nevada JobConnect locations, the one-stop career center partners and EmployNV, which is the one-stop delivery system’s online portal and resource center for employers and job seekers. Resources delivered include, but are not limited to: job openings, labor market data, resume training, education services, online learning, veterans’ services, and youth services.

Nevada has two local workforce development agencies: Nevadaworks, serving northern Nevada’s urban and rural counties; and, Workforce Connections, serving southern Nevada’s urban and rural counties. The following public secondary and postsecondary institutions provide education and training services through these local workforce development agencies that include educational programs that lead to industry-recognized certifications: Clark County School District (secondary); Career College of Northern Nevada, College of Southern Nevada, Great Basin College, Truckee Meadows.
During this one-year transition plan, the State has drafted a framework of strategies to outline impending consultations, discussions, plan development, public comment periods, and public meetings for the four-year state plan development. Those include the following:

**Strategy 1:** Continued coordination, alignment, communication, and facilitation of CTE programs through the Department’s participation with the Governor’s Office of Workforce Innovation (OWINN) and the State’s core program partners.

Said core program partner agencies include: the Department of Employment, Training, and Rehabilitation; the Governor’s Office of Economic Development; the Nevada System of Higher Education; the Governor’s Workforce Development Board and its associated industry sector councils and local workforce development boards; the Governor’s Office of Science, Innovation and Technology; regional development agencies; local education agencies; and, Nevada business and employers.

**Strategy 2:** Promoting and supporting student attainment of industry-recognized credentials through the alignment of recognized postsecondary credentials that encompass certifications, certificates, and degrees identified in high-skill, high-wage, and in-demand career pathways.

**Strategy 3:** As a partner program that is required to provide access through Nevada’s One-Stop system, career and technical education will continue to partner and coordinate service delivery efforts with WIOA Titles I, II, III, and IV.

Although input in this section is not required for this one-year transition plan, the Department has drafted the State’s plan for use of State leadership funding for fiscal year 2020 as follows, and during the consolidated four-year state plan development, the State’s Governance Committee and associated workgroups will review, discuss, and provide additional strategies for the use of State leadership funding to increase and enhance career pathway access and opportunities for students:

Nevada will continue to develop and implement State strategies for State leadership activities to improve career and technical education that support: (1) preparation for nontraditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations, that result in postsecondary certificates and nationally-recognized certifications; (2) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities (i.e., C.O. Bastian High School, Jacobsen High School, Nevada Youth Training Center, Summit View Youth Camp, and Spring Mountain Youth Camp); (3) recruiting, preparing, or retaining career and
technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs (e.g., new CTE teacher training and CTE teacher externships in collaboration with Nevada employers to establish statewide industry and employer partnerships that align with the State’s identified high-skill, high-wage, in-demand occupations and sectors); (4) support and oversee career and technical student organizations that align with approved programs of study; and, (5) technical assistance for eligible recipients that promotes quality, competency-based CTE programs.

(B)

(2)(a) The State’s career and technical education programs and programs of study that will be supported, developed, or improved at the state level include the following:

Nevada organizes its career and technical education programs under the following six cluster areas: (1) Agriculture and Natural resources; (2) Business and Marketing Education; (3) Education, Hospitality and Human Services; (4) Health Science and Public Safety; (5) Information and Media Technology; and, (6) Skilled and Technical Sciences. As of 2019, Nevada offers 76 State Board of Education approved program standards, which include: (1) the standards are developed by a team consisting of local education agencies (secondary and postsecondary) and businesses and industry representatives; (2) a separate review panel evaluates to ensure the standards include proper content; and, (3) when appropriate, the standards adopt nationally-recognized standards that are endorsed by businesses and industry. Programs are organized in career pathways with corresponding program standards, curricular frameworks, and program of study frameworks to help guide students in a career pathway. Said program of study frameworks include: (1) a secondary academic plan; (2) career and technical student organization affiliation; (3) work-based learning opportunities; (4) career and technical education assessments; (4) postsecondary education opportunities; (5) State articulation agreements for career and technical education college credit; identified high-skill, high-wage, in-demand career pathways; and, (6) associated State defined industry-recognized credentials.

As of 2019, the current 76 career and technical education programs of study include:

**Agriculture and Natural Resources**

*Agriculture, Food and Natural Resources*

1. Agricultural Business Systems
2. Agricultural Leadership, Communication and Policy
3. Agricultural Mechanics Technology
4. Animal Science
5. Biotechnology
6. Environmental Management
7. Floriculture Design and Management
8. Food Science Technology
9. Landscape Design and Management
10. Natural Resources and Wildlife Management
11. Ornamental Horticulture/Greenhouse Management
12. Veterinary Science

**Business and Marketing Education**

*Business, Management and Administration*
1. Administrative Services
2. Business Management

*Finance*
3. Accounting and Finance

*Marketing, Sales and Service*
4. Marketing

**Education, Hospitality, and Human Services**

*Education and Training*
1. Early Childhood Education
2. Teaching and Training

*Hospitality and Tourism*
3. Baking and Pastry
4. Culinary Arts
5. Hospitality and Tourism

*Human Services*
6. Cosmetology
7. Foods and Nutrition
8. Family and Consumer Sciences
9. Human Development

**Health Science and Public Safety**

*Government and Public Administration*
1. Military Science

*Health Science*
2. Biomedical
3. Community Health Science
4. Dental Science
5. Emergency Medical Technician
6. Health Information Management
7. Medical Assisting
8. Nursing Assistant
9. Pharmacy Practice
10. Respiratory Science
11. Sports Medicine

*Law, Public Safety, Corrections and Security*
12. Criminal Justice
13. Emergency Telecommunications
14. Fire Science
15. Forensic Science
16. Law Enforcement
Information and Media Technologies
   Arts, A/V Technology and Communication
   1. Fashion, Textiles and Design
   2. Graphic Design
   3. Interior Design
   4. Photography
   5. Radio Production
   6. Theatre Technology
   7. Video Production

   Information Technology
   8. Animation
   9. Computer Science
  10. Cybersecurity
  11. Digital Game Development
  12. Information Technology – Networking
  13. Web Design and Development

Skilled and Technical Sciences
   Architecture and Construction
   1. Architectural Design
   2. Construction Technology
   3. Drafting and Design
   4. Furniture and Cabinetmaking

   Manufacturing
   5. Automation Technology
   6. Electronic Technology
   7. Manufacturing Technologies
   8. Mechanical Technology
   9. Metalworking
  10. Welding Technology

   Science, Technology, Engineering and Mathematics
   11. Aerospace Engineering
   12. Architectural and Civil Engineering
   13. Electrical Engineering
   14. Energy Technologies
   15. Environmental Engineering
   16. Mechanical Engineering

   Transportation, Distribution and Logistics
   17. Automotive Service Technician
   18. Automotive Technology
   19. Aviation Maintenance Technician
   20. Aviation Technology
   21. Collision Repair Technology
   22. Diesel Technology
In each of the program areas, program standards are developed and submitted to the State Board of Education for adoption; and, programs of study, curriculum frameworks, assessments, and suggested equipment lists are also developed and published to provide program information and guidance to the local education agencies. The development of Nevada career and technical standards and assessment is a collaborative effort that is sponsored by the Department’s Office of Career Readiness, Adult Learning & Education Options, and the Career and Technical Education Consortium of States. In the development of standards and assessments, the Department relies upon teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that accurately measure student skill attainment in a given career and technical education program area. All career and technical education standards are developed and validated by business and industry through one or more of the following processes: (1) standards writing team participation; (2) review panel with industry expert participation to ensure proper content; and/or, (3) adoption of nationally-recognized standards endorsed by business and industry.

Aligned secondary – postsecondary educational program linkages among career and technical education programs have been, and will continue to be, promoted through: (1) identification of aligned and non-aligned career pathway programs; (2) supports to local education agencies to steer students into aligned career pathway programs, and assistance to help transition students from non-aligned programs into aligned programs; and, (3) increased support and promotion of dual enrollment (e.g., dual credit, advanced placement, and career and technical education college articulated credit).

Throughout the State’s one-year transition plan and subsequent consolidated four-year state plan periods, the State will utilize CTE programs of study and career pathways mapping to inform local education agencies of aligned CTE programs, identify non-aligned CTE programs, and inform discussions between the State and local education agencies to facilitate transitioning students out of non-aligned programs into aligned programs, and directing CTE funding towards aligned programs. The Department will employ strategies from the mapping project to ensure resources are directed and leveraged to support high-skill, high-wage, and in-demand occupations and industries, and students’ equitable access to those career and technical education programs.

(B)

(2)(b) The State’s process and criteria for career and technical education programs and programs of study and requirements for such is codified in Nevada Administrative Code (NAC) 389.800, which were recently revised in the Nevada legislative and regulatory processes: A.B. 482 (2017) and corresponding regulation R075-17. Said requirements include career and technical education programs that provide: (1) career guidance; (2) program and instruction; (3) leadership development; (4) educational personnel; (5) program planning and promotion; (6) facilities, equipment, and
instructional materials and supplies; (7) partnerships with business, industry, and the community; (8) systems of evaluation and accountability; (9) alignment with priority career pathways for secondary and postsecondary education, that are identified by the Governor’s Office of Workforce Innovation for the New Nevada (OWINN) utilizing Nevada’s workforce and economic data produced by the Governor’s Office of Economic Development (GOED); (10) industry-recognized credentials identified by OWINN; (11) alignment with workforce training needs in Nevada and the State’s economic development strategies and workforce investment system.

Senate Bill (S.B.) 516: Codified the Governor’s Office of Workforce Innovation for the New Nevada (OWINN), and prescribed the duties of that office, which included, but are not limited to: (1) identify, recommend and implement policies related to workforce development; (2) define career pathways and identify priority career pathways for secondary and postsecondary education; (3) discontinue career pathways offered by the State which fail to meet the minimum standards of quality, rigor, and cross-education alignment, or that do not demonstrate a connection to priority industry needs; (4) in consultation with the Governor’s Workforce Development Board, identify industry-recognized credentials, workforce development programs, and education; and, (5) suggest improvements regarding the allocation of federal and state money to align workforce training and related education programs in the State, including, but not limited to, career and technical education.

The academic performance of career and technical education students is closely monitored and assessed through the State’s performance indicator accountability system. Reported data, to the extent possible, is available on a site-by-site basis to enable school district and college personnel to target services and funding. Career and technical education instruction is performance-based and integrates academic knowledge and skills that reflect current and emerging technologies in Nevada, and business and industries’ practices and workforce needs. Nevada’s career and technical education programs are organized and sequenced to promote relevant and effective career pathways.

(i) In addition to the program standards and assessment development described above in subsection 2, which includes collaboration, participation, and input from secondary, postsecondary, and business and industry stakeholders, the Department has developed, promoted, and will continue its efforts to promote continuous improvement in academic achievement and technical skill attainment through CTE Program Quality Standards (QPS); said standards were adopted by the State Board of Education and implemented via a pilot program in 2017, said initiative was fully implemented in 2018. The QPS development process included multiple input and engagement sessions with key stakeholders (e.g., secondary and postsecondary local education agencies; business and industry) that guided the standards writing, with the ultimate goal of ensuring highly-effective, quality CTE programs. The assessment of this
initiative is the Quality Program Review, which consist of site visits wherein program evaluations are conducted pursuant to the following eight standards: (1) career guidance; (2) program and instruction; (3) leadership development; (4) educational personnel; (5) program planning and promotion; (6) facilities, equipment, and instructional materials and supplies; (7) community, business, and industry partnerships; and, (8) evaluation of systems and accountability.

The Department has collaborated, and will continue to collaborate, with local education agencies in the development of models and academic integration of career and technical education programs. Such models include, but are not limited to: integration of math, science, and English standards; awarding of academic credit for career and technical education coursework; and, professional development models to promote career and technical education teacher recruitment, development, retention.

(ii) The Department has promoted, and will continue to promote, the expansion to access of career and technical education of special populations. The Department has identified in its strategic goals and objectives its commitment to identifying and addressing equity of access for all students, and its obligation to expand said access to quality career and technical education programs to all Nevada students:

**Strategic Goal 2:** Ensure equity of access and success for all students in career pathways aligned to priority jobs in Nevada.

**Strategic Objective 2.1:** Identify the number of students participating in aligned career and technical education programs by special populations, including, but not limited to: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including low income youth and adults; (3) individuals preparing for nontraditional fields; (4) single parents, including single pregnant women; (5) out-of-workforce individuals; (6) English learners; (7) homeless individuals; (8) youth who are in, or have aged out, of the foster care system; and, (9) youth with a parent who is on active duty in the armed services.

**Strategic Objective 2.2:** Create incentives that promote equality and access improvement to aligned CTE programs of study and career pathways.

**Strategic Objective 2.3:** Offer technical assistance to help local education agencies improve their equality of access and success.

The Department will utilize its Perkins Reserve funding to target funding to areas with disparities or gaps in performance to promote innovation and strategies that increase equitable access for special populations to quality career and technical education programs. Furthermore, the Department will continue its funding to serve individuals in state institutions. Nevada
currently utilizes one percent of its Perkins funding towards this effort; the
department will consider the recommendations from the consolidated
four-year state plan development workgroups on whether, or not, to
increase that one percent funding to two percent. The department will
continue nontraditional career and technical education program support
through its Perkins’ local state allocation. And, the department will target
special population recruitment Perkins leadership funding for that purpose.

The department will continue its collaborative work in Nevada’s
framework for an equitable integrated system of student supports through
its Office for Safe and Respectful Learning Environment. The
department will continue to work in collaboration with its students,
parents, teachers, principals, district leaders, and universities to create
safe, supportive schools where staff and students learn and thrive. This
systematic teamwork will continue, and it will draw upon what we have
learned, and continue to create safe, supportive schools where staff and
students learn and thrive. This model of systematic teamwork will
continue and will draw upon what Nevada has learned thus far. Nevada
has implemented a statewide equitable and integrated multi-tiered system
of supports (MTSS) to help address the unique needs and assets within
each school community to foster greater educator and student success.
The department’s current data indicates that there are significant
opportunity and achievement gaps that persist between students of color
and white students, native and non-native English speaking students, and
students with and without disabilities. The department will continue this
work to systematically address these disparities, and career and technical
education has been an active participant in this initiative.

The department will also continue its promotion and supports for
nontraditional career and technical education participation. In 2016-2017,
the department contracted with the National Alliance for Partnerships in
Equity Education Foundation (NAPEEF) to address the State not meeting
its Perkins nontraditional accountability measure. In collaboration with
NAPEEF, the department developed and implemented a plan to improve
Nevada’s performance on this accountability measure as defined in the
Act. The NAPEEF’s program improvement process for equity (PIPE) is a
data-driven, decision-making institutional change process that focuses on
increasing participation, completion and transition of females and other
underrepresented groups in nontraditional career and technical education
programs, and the department will continue to utilize this process and the
lessons learned to continue access expansion for special populations in
quality career and technical education programs.

Throughout the State’s one-year transition plan and subsequent
consolidated four-year state plan periods, the State will utilize the CTE
programs of study and career pathways mapping to inform local education
agencies of aligned CTE programs, identify non-aligned CTE programs, and inform discussions between the State and local education agencies to facilitate transitioning students out of non-aligned programs into aligned programs, and directing CTE funding towards aligned programs. The Department will employ strategies from the mapping project to ensure resources are directed and leveraged to support high-skill, high-wage, and in-demand occupations and industries, and students’ equitable access to those career and technical education programs.

(iii) In 2012, the Department developed, and the State Board of Education approved, Nevada’s career and technical education’s Employability Skills for Career Readiness Standards. Said standards are embedded within each of Nevada’s career and technical education programs’ technical standards, and are designed to ensure students graduate high school properly prepared with skills that employers value and need employees to possess. The standards include 21 standards that are organized in three areas: (1) personal qualities and people skills; (2) professional knowledge and skills; and, (3) technology knowledge and skills. Nevada codified the requirement of employability skills in Nevada Administrative Code (NAC) 389.800(1)(d), which ensures that instruction in employability skills for career readiness is prescribed within each career and technical education program of study, and that the Department measures the proficiency of the pupil in the standards for that program of study through an assessment approved by the State Board of Education that measures proficiency in employability skills. The State Board prescribed the Workplace Readiness Skills Assessment (WRSA), and students who complete a career and technical education program are assessed on their skill attainment during their completion level course through the passage of the WRSA with a score of 75 or above. The Department reports that there has been a steady increase in pass rates: 2016-17, 80.32 percent; 2016-17, 84.90 percent; and, 2017-18, 92.03 percent.
(B) (2)(c) The State’s process for making information on approved career and technical education programs includes the following:

i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practical, provide that information and those resources in a language students, parents, and educators can understand;

The Department and affiliated state agencies and stakeholders electronically publish current information on approved career and technical education programs of study and career pathways, including work-based learning opportunities and resources for students, parents, educators, and employers. The Department makes said resources available to the public via the worldwide web, and all documents that are posted to the Department’s website are ADA accessible. Furthermore, the Department develops and distributes said resources to local education agencies and the public regularly at meetings and conferences. The following are representative of those publications:

- Nevada’s approved career and technical education programs of study and career pathways are published on the Department’s Career and Technical Education (CTE) website, including:
  - CTE Skill Standards
  - CTE Course Catalog
  - CTE Program Directory
  - CTE Quality Program Standards
  - CTE Employability Skills for Career Readiness Standards
  - Career and Technical Student Organizations (CTSOs)
  - CTE program reference codes
  - CTE Advisory Committee Handbook
  - Academic Credit for CTE Coursework

- Nevada’s labor market information and data are published on the Governor’s Office of Economic Development’s (GOED) website

- Nevada’s workforce information and data (Governor’s Workforce Development Board and its associated industry-sector councils), state longitudinal data system (apprenticeship information, industry-recognized credentials are published on the Governor’s Office of Workforce Innovation for the New Nevada (OWINN) website

- Nevada’s state longitudinal data system data is published on the Nevada P-20 to Workforce Research Data System (NPWR) website
− Nevada’s work-based learning information, data and resources are published on Nevada’s Work-Based Learning Hub – LifeWorks Nevada website.

In addition, with support authorized by the Nevada Legislature, the Department contracted with the Abbi Agency to produce and disseminate a robust public marketing campaign based on career pathways for all students. The Department will continue with this campaign to assist in the awareness of career and technical education, relevant and effective career pathways, the new College and Career Ready High School Diploma, work-based learning opportunities, and a number of other New Skills for Youth/LifeWorks initiatives and efforts.

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

Although input in this section is not required for this one-year transition plan, the existing career and technical education infrastructure in Nevada supports and promotes the implementation of career and technical education that is aligned to relevant and effective career pathways, wherein career and technical education’s role is the foundational entrance point along a career pathway that includes multiple entrance and exit points that provide postsecondary training and degree opportunities, as well as industry-recognized credentials.

Throughout the State’s one-year transition plan and subsequent consolidated four-year state plan periods, the State will continue to support the following NSFY/LifeWorks initiatives in developing, aligning and promoting relevant and effective career pathways by: (1) expanding employer engagement in educational and career pathway opportunities, e.g., work-based learning; (2) increasing the quality and rigor in career pathways for all students, which includes career and technical education programs as the foundational ‘on-ramp’ toward effective and relevant career pathways; (3) improving and enhancing Nevada’s career-focused accountability system; (4) scaling career and technical education programs and career pathways to align with Nevada’s workforce and economic development needs; (5) aligning and integrating funding streams and resource planning for efficient investments and maximum yield of education-workforce-economic development initiatives; and, (6) increasing systematic cross-institutional alignment of secondary and postsecondary education programs that culminate in relevant and effective career pathways for all Nevadans.

Pursuant to Nevada Administrative Code (NAC) 389.800, requirements for courses of study in career and technical education programs include
collaboration, engagement, and input from eligible recipients that include, but are not limited to: local education agencies, both secondary and postsecondary; representatives from Nevada’s businesses and industries; and, other state agencies and stakeholders. The Department collaborates with these stakeholders on the development of standards and assessments, and relies upon teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that accurately measure student skill attainment in a given career and technical education program area. All career and technical education standards are developed and validated by business and industry through one or more of the following processes: (1) standards writing team participation; (2) review panel with industry expert participation to ensure proper content; and/or, (3) adoption of nationally-recognized standards endorsed by business and industry.

Furthermore, the Department collaborates with guidance counselors at the eligible agencies, providing them with information, guidance, and a current and relevant career and technical education toolkit that contains career and technical education laws, regulations, policies, protocols, and programmatic updates.

Nevada Administration Code (NAC) 389.810 establishes joint technical skills committees and career and technical education councils. The Department engages and collaborates with said committees and councils in the development and coordination of career and technical education programs of study and relevant and effective career pathways in the State. And, the Department regularly and consistently attends, participates in, and presents at local education agencies’ events (e.g., career fairs, council meetings).

In October 2018, the Department funded a cross-collaborative team to attend the Perkins V regional planning meeting to further this engagement and collaboration in preparation for the Perkins V state plan development.

iii. use State, regional, or local labor market data to determine alignment of eligible recipients’ programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State workforce board, and to align career and technical education with such needs, as appropriate;

Although input in this section is not required for this one-year transition plan, Nevada recently revised regulations [NAC 389.800, A.B. 482 (2017), R075-17] to align State policy for career and technical education program and grant funding approvals based on criteria that includes alignment to state, regional, and local economic data, workforce needs, and in-demand industry sectors. Requirements include, but are not limited to, the support and promotion of career and technical education programs that are aligned to the workforce and economic needs of Nevada, and for programs that align with priority career pathways for secondary and
postsecondary education, and include industry-recognized credentials identified by the Governor’s Office of Workforce Innovation for the New Nevada (OWINN), and the Governor’s Workforce Development Board (i.e., state workforce board) and its associated industry sector councils. Furthermore, said programs must align with workforce training needs in Nevada and Nevada’s economic development strategies and workforce investment system, utilizing Nevada’s economic and labor market information and data produced by the Governor’s Office of Economic Development (GOED).

Said requirements as prescribed in NAC 389.800, and recently revised in the Nevada legislative and regulatory processes in A.B. 482 (2017) and corresponding regulation R075-17, include career and technical education programs that provide: (1) career guidance; (2) program and instruction; (3) leadership development; (4) educational personnel; (5) program planning and promotion; (6) facilities, equipment, and instructional materials and supplies; (7) partnerships with business, industry, and the community; (8) systems of evaluation and accountability; (9) alignment with priority career pathways for secondary and postsecondary education, that are identified by the Governor’s Office of Workforce Innovation for the New Nevada (OWINN) utilizing Nevada’s workforce and economic data produced by the Governor’s Office of Economic Development (GOED); (10) industry-recognized credentials identified by OWINN; (11) alignment with workforce training needs in Nevada and the State’s economic development strategies and workforce investment system.

Through the New Skills for Youth (NSFY)/LifeWorks initiative, the Department will utilize the career pathways mapping project analysis to further align and promote targeted funding for career and technical education programs that align to high-skill, high-wage, in-demand (e.g., regionally-specific) occupations and industries.

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

Although input in this section is not required for this one-year transition plan, the Department supports career and technical education grants that promote equal access to all students in Nevada. The Department has incorporated funding for special populations recruitment in its Perkins’ FY 2020 budget, which will continue the cross-collaborative work that the Department has been doing with the Nevada Department of Education’s Office of Special Education and Lyon County School District.

In 2015, the Department, in collaboration with Nevada’s Vocational Rehabilitation Division, had the opportunity to submit a proposal for intensive technical assistance through the federally funded project from the National Technical Assistance Center on Transition (NTACT).
Nevada was one of only three states selected to receive five years of intensive technical assistance as a result of this grant award. As a result of this collaboration between the Department and Nevada’s Vocational Rehabilitation Division, career and technical education became a main focus of this work. This has provided Nevada opportunities for essential communications between State and local education agencies to begin breaking down access barriers to high-quality career and technical education programs for students with disabilities, with the goal of increased potential and outcomes of high school completion and exit from high school with the education and skills needed for Nevada’s workforce.

Since this grant award, NTACT has worked with and assisted the Department, local education agencies, and state and local vocational rehabilitation personnel to implement evidence-based and promising practices to ensure students and young adults with disabilities stay in high school, progress and graduate with the knowledge, skills, and supports needed to succeed in postsecondary education and employment. Through this project, Dayton High School, a rural Nevada high school in Lyon County, was selected to participate in a pilot project with NTACT. From that project, Lyon County requested and was provided State competitive grant funding in FY 2018 for a transition coordinator and paraprofessional to assist and promote this work. The project further supported innovation in the delivery of existing career and technical education programs at Dayton High School, which allowed more students with disabilities to complete and gain necessary credentials to move into postsecondary education and careers.

The Department will continue to seek out and support career and technical education programs and activities that provide equal access opportunities for students.

v. coordinate with the State workforce board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

Although input in this section is not required for this one-year transition plan, pursuant to NAC 389.800, requirements for courses of study in career and technical education programs, and criteria for local education agencies that wish to obtain a grant for said programs, must offer programs that align with priority career pathways for secondary and postsecondary education, and include industry-recognized credentials identified by the Governor’s Office of Workforce Innovation for the New Nevada (OWINN), and the Governor’s Workforce Development Board (i.e., state workforce board) and its associated industry sector councils. In the 2017 Nevada Legislative Session, OWINN was codified in Nevada law through Senate Bill 516, Nevada Revised Statute (NRS) 223.800-830.
Per NRS 223.820, the duties of OWINN include, but are not limited to: (1) coordination and overview of the Governor’s Workforce Development Board (i.e., State workforce development board) and its corresponding industry sector councils; (2) defining career pathways and identifying priority career pathways for secondary and postsecondary education; (3) discontinuing career pathways offered by the State which fail to meet minimum standards of quality, rigor, and cross-education alignment, or that do not demonstrate a connection to priority industry needs; (4) identify industry-recognized credentials, workforce development programs and education; and, (5) suggest improvements regarding the allocation of federal and state money to align workforce training and related education programs in the State, including, but not limited to, career and technical education.

The Department works closely with OWINN on the development of career and technical education that is integrated with the New Skills for Youth/LifeWorks initiative. Furthermore, the Department coordinates career and technical education involvement and participation of Nevada business and industry representation on career and technical education standards, assessments, and grant making activities.

The Director of the Office of Career Readiness, Adult Learning & Education Options at the Department serves as a Governor-appointed member on the Governor’s Workforce Development Board (i.e., state workforce board), and attends industry sector council meetings regularly. Furthermore, the Assistant Director of the Workforce Innovation and Opportunity Act (WIOA), Title II (Adult Education and Family Literacy Act – AEFLA) program also serves as a Governor-appointed member on the Governor’s Workforce Development Board.

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

Although input in this section is not required for this one-year transition plan, the Department works closely with OWINN, the local education agencies, and other stakeholders on the development of and the offering of work-based learning opportunities in Nevada. Through the work of the New Skills for Youth/LifeWorks initiative, the Department has and will continue to collaborate with OWINN on the development of the State’s work-based learning hub: lifeworksnv.org. This State resource helps drive a skilled, diverse, and aligned workforce in Nevada by promoting collaboration and cooperation among key stakeholders focused on workforce development. OWINN has and will continue to work with the
Department and other stakeholders to address Nevada’s workforce needs by leveraging labor market data, scaling career pathways that lead to industry-recognized credentials, expanding apprenticeships and other work-based learning opportunities, and designing responsive workforce policies.

In 2018-2019, Nevada’s work-based learning goal is to have 55,000 students engaged in meaningful and relevant work-based learning opportunities by 2020. The lifeworksnv.org hub provides a State-coordinated resource for students, parents, educators, Nevada businesses and the community to gain work-based learning information, opportunities, and data to facilitate connections to training programs and partnerships within secondary, postsecondary, and work-based learning opportunities in Nevada.

In the 2017 Nevada Legislative Session, work-based learning policy and supports were codified in Nevada law through S.B. 66 and corresponding regulations (R096-17), which revised Nevada Administrative Code (NAC) 389 prescribing the requirements concerning an application of local education agencies to offer, operate, and participate in a work-based learning program; prescribing the designation, requirement, and duties of work-based learning coordinators at each school district or charter school to coordinate and oversee the work-based learning program.

To further promote and support work-based learning, the Department, through its New Skills for Youth/LifeWorks initiative, funded an employer specialist position at the Governor’s Office of Workforce Innovation for the New Nevada (OWINN) in FY 2018-2019 to promote this work at the state level with Nevada employers and connecting them with opportunities for Nevada students.

vii. improve outcomes and reduce performance gaps for career and technical education concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

Although input in this section is not required for this one-year transition plan, the Department will continue to utilize career and technical education performance indicator data to drive student learning outcome improvement. When performance drops below the state-approved levels, the Department will work with the local education agencies on improvement plan development. These improvement plans will include specific targeted supports including, but not limited to: tutoring, academic remediation, and specialized support for members of special populations. Furthermore, the Department will target funding and technical assistance towards these efforts for an intended outcome of improving student performance and positive outcomes. The Department will also continue working to develop, expand, and improve a comprehensive support system
involving students, teachers, counselors, and parents to help direct support efforts to improve academic achievement.

The Department will continue working with the statewide equitable and integrated multi-tiered system of supports (MTSS) to help address the unique needs and assets within each school community to foster greater educator and student success. The Department’s current data indicates that there are significant opportunity and achievement gaps that persist between students of color and white students, native and non-native English speaking students, and students with and without disabilities. The Department will continue this work to systematically address these disparities, and career and technical education has been an active participant in this initiative.

The Department will also continue its promotion and supports for nontraditional career and technical education participation. In 2016-2017, the Department contracted with the National Alliance for Partnerships in Equity Education Foundation (NAPEEF) to address the State not meeting its Perkins nontraditional accountability measure. In collaboration with NAPEEF, the Department developed and implemented a plan to improve Nevada’s performance on this accountability measure as defined in the Act. The NAPEEF’s Program Improvement Process for Equity (PIPE) is a data-driven, decision-making institutional change process that focuses on increasing participation, completion and transition of females and other underrepresented groups in nontraditional career and technical education programs, and the Department will continue to utilize this process and the lessons learned to continue access expansion for special populations in quality career and technical education programs.

The State’s initial strategies for improving opportunities for secondary school students to participate in dual or concurrent enrollment programs include the following, and the Department will continue to discuss and strategize on improving and enhancing access and opportunities for students during the development of the State’s consolidated four-year plan:

The Department will continue to expand its collaborative career and technical education articulated college credit agreements with the Nevada System of Higher Education’s colleges. This program provides secondary school student opportunities to earn career and technical education articulated credit while in high school. As of school year 2017-2018, 9,184 college credits were awarded in career and technical education articulated credit courses, which is projected to increase to 14,735 in school year 2018-2019.

The Department will continue to provide supports for increased dual-credit, work-based learning, Advanced Placement, and STEM coursework. Under S.B. 544, Sec. 19 passed in 2017, the Nevada Legislature authorized the following state
funding: $2,391,181 for dual-credit; $662,750 for Advanced Placement; $482,738 for work-based learning; and, $2,126,079 for STEM. Said funding served: 6,600 underrepresented students in Advanced Placement, of which 465 were students located in Nevada’s rural areas; 1,000 underrepresented students in dual-credit; 2,760 students in STEM, of which 393 were female students; and, 12,100 students in work-based learning, of which 3,160 were underrepresented students and 350 were students located in Nevada’s rural areas. Furthermore, S.B. 19 (2017) formalized dual-credit coursework in Nevada through the prescription of requirements, lifting restrictions on the number of dual-credit courses that a pupil may enroll in, and requiring each Nevada school district and public charter school to enter into a cooperative agreement with one or more of Nevada’s community colleges, state colleges and universities to provide dual-credit courses to pupils enrolled in said school districts and charter schools. The bill also prescribed requirements for the academic plan with regards to the inclusion of dual-credit coursework, and provided for the ability for students to apply their completion credits of a program of workforce development toward the total number of credits required for a related credential, certificate or degree.

The Department will also continue to promote the College and Career Ready High School Diploma (per A.B. 7, 2017) and corresponding regulation R076-17), which incorporates: advanced coursework; dual-enrollment/dual-credit; work-based learning; career and technical education; industry-recognized credentials; and, non-remedial college demonstrations that support opportunities for secondary school students to participate and demonstrate competency in these college and career ready opportunities. The Department plans to continue the statewide public marketing and awareness campaign that encompasses all of the statewide career pathway initiatives within the New Skills for Youth/LifeWorks initiatives.

(B)

(2) (e) Although input is not required for the State’s one-year transition plan, the State’s initial strategies for involving parents academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors includes the following, and the Department will continue to discuss and strategize on improving and enhancing access and opportunities for students during the development of the State’s consolidated four-year plan. Currently, the secondary and postsecondary local education agencies, which include academic and career technical education teachers, administrators, faculty, career and academic guidance counselors, are involved in every stage of development of career and technical education programs of study, curriculum frameworks, and associated assessments. Pursuant to Nevada Administrative Code (NAC) 389.800, requirements for courses of study in career and technical education programs include collaboration, engagement, and input from eligible recipients that include, but are not limited to: local education agencies, both secondary and postsecondary; representatives from Nevada’s businesses and industries; and, other state agencies and stakeholders. The Department collaborates with these stakeholders on the development of standards and assessments, and relies upon teachers and industry representatives who have the technical expertise
and teaching experience to develop standards and performance indicators that accurately measure student skill attainment in a given career and technical education program area. All career and technical education standards are developed and validated by business and industry through one or more of the following processes: (1) standards writing team participation; (2) review panel with industry expert participation to ensure proper content; and/or, (3) adoption of nationally-recognized standards endorsed by business and industry.

Furthermore, the Department collaborates with guidance counselors at the eligible agencies, providing them with information, guidance, and a current and relevant career and technical education toolkit that contain career and technical education laws, regulations, policies, protocols, and programmatic updates.

Nevada Administration Code (NAC) 389.810 establishes joint technical skills committees and career and technical education councils. The Department engages and collaborates with said committees and councils in the development and coordination of career and technical education programs of study and relevant and effective career pathways in the State. And, the Department regularly and consistently attends, participates in, and presents at local education agencies’ events (e.g., career fairs, council meetings).

In October 2018, the Department funded a team to attend the Perkins V regional planning meeting to further this engagement and collaboration in preparation for the Perkins V state plan development.

During the development and implementation of the State’s consolidated four-year state plan, the Department will expand involvement, engagement, and collaborative efforts to include additional stakeholders, which include, but are not limited to: the Department’s established academic and career guidance counselor network; the Department’s Office of Parental Involvement and Family Engagement (PIFE); representative(s) of the Governor’s Offices of Workforce Innovation for the New Nevada (OWINN) and Economic Development (GOED); representative(s) of Jobs for Nevada’s Graduates, Inc. (JAGNV); representative(s) from the Nevada’s Department of Employment, Training and Rehabilitation’s Bureau of Vocational Rehabilitation; member(s) of the Governor’s Workforce Development Board, its industry sector councils, and local workforce development boards (Nevadaworks and Workforce Connections); member(s) of Nevada’s State Apprenticeship Council, which include representatives of labor organizations; the Workforce Innovation and Opportunity Act (WIOA) Title II State Director; the Department’s Indian Education program professional; representative(s) of Nevada’s Department of Human Services’ (DHHS) Divisions of Child and Family Services, Welfare and Supportive Services (DWSS); representative(s) of the Nevada Indian Commission; representative(s) of Nevada’s public community colleges, state colleges, and universities; and, parents solicited from the local education agencies and counselors.

In spring 2019, the Department will form and begin convening stakeholder workgroups to discuss and provide input into the State’s consolidated four-year state plan. The following is the initial timeline for this work:
− **Spring-Summer 2019:** required stakeholder groups convene; begin development of four-year consolidated state plan section inputs;

− **Summer 2019:** state performance targets are posted for a 60-day public comment period;

− **Fall 2019:** the Department will post the *first draft of the consolidated four-year state plan* to our website for a 30-day public comment period/distribution to the Department’s contact groups, again soliciting public comment, compiling, then reporting in the future state plan draft;

− **Fall 2019:** the Department will provide guidance to LEAs, specifically regarding the required comprehensive local needs assessment and the FY 2021 Request for Application (RFA);

− **Winter 2019:** the Department will input all recommendation considerations and public meeting/stakeholder group meetings/public comment periods/public comment input information into a *second draft of the consolidated four-year state plan* and submit to the Governor for review (30-day required review);

− **Winter - Spring 2020:** the Department will present at both the State Board of Education and the Governor’s Workforce Development Board for adoption approvals;

− **Spring 2020:** the Department will input any additional recommendation considerations and public meeting/stakeholder group meetings/public comment periods/public comment input information into a *final draft of the consolidated four-year state plan*;

− **on/before March 30, 2020:** the Department will submit to the Governor for final signature; and,

− **on/before April 30, 2020:** The Department will submit the *final draft of the consolidated four-year state plan* to the U.S. Department of Education.

(B) (2)(f) Although input is not required for the State’s one-year transition plan, the State’s initial Request for Application (RFA) that was solicited to local education agencies (LEAs) for FY20 Perkins Basic Formula Funding is attached. Contained within said RFA is language, guidance and a template for both the revised local application and the new comprehensive local needs assessment.

During the consolidated four-year state plan development, the Department will seek and consider inputs and recommendations from the CTE Program Administration, Implementation, and Fiscal Responsibility workgroup and other stakeholder workgroups for FY 2021 and beyond RFA development to ensure compliance with local application requirements per Section 134(b) of Perkins V and for continuous improvement and best practices. Furthermore, the Department will support through technical assistance sessions and private New Skills for Youth/LifeWorks grant funding LEAs’ work to develop their respective comprehensive local needs assessments for inclusion in their FY21 RFAs.
Although input is not required for the State’s one-year transition plan, the State’s initial Request for Application (RFA) that was solicited to local education agencies (LEAs) for FY20 Perkins Basic Formula Funding is attached. Contained within said RFA is language, guidance and a template for both the revised local application and the new comprehensive local needs assessment.

During the consolidated four-year state plan development, the Department will seek and consider inputs and recommendations from the CTE Program Administration, Implementation, and Fiscal Responsibility workgroup and other stakeholder workgroups for FY 2021 and beyond RFA development to ensure compliance with local application requirements per Section 134(b) of Perkins V and for continuous improvement and best practices. Furthermore, the Department will support through technical assistance sessions and private New Skills for Youth/LifeWorks grant funding LEAs’ work to develop their respective comprehensive local needs assessments for inclusion in their FY21 RFAs.

The Department defines size, scope, and quality as career and technical education programs and programs of study that meet the needs of all students served by eligible recipients of Perkins V grant funding, and which are effective in meeting the labor market needs of Nevada. The criteria are further defined as:

- **Size**
  - at least one career and technical education career cluster and state-recognized pathway is offered in each career and technical education program that is currently provided in the respective local education agency’s district and/or area;
  - a minimum class size of 10 students for districts and/or counties whose population is 55,000 or more, or continuous progress toward increased class size, in a career and technical education program; and,
  - students in the district and/or area have access to a minimum of two (2) state-approved career and technical education career pathways.

- **Scope**
  - links must exist between secondary and postsecondary career and technical education programs with evidence of working agreements (e.g., Nevada’s CTE college credit articulation agreements; dual-credit; dual-enrollment) between secondary and postsecondary institutions; and,
  - a program of study for each career and technical education program exists and is incorporated into an academic plan for each student in a career and technical education career pathway that identifies recommended academic and technical courses, which connect to postsecondary education.

- **Quality**
  - a measure of career and technical education programs that lead to high-skill, high-wage, and/or in-demand occupations in Nevada, and must include at least one of the following indicators of performance:
    - Student attainment of recognized postsecondary credentials;
- Student attainment of postsecondary credits in their career and technical education program; or,
- Percentage of students participating in work-based learning.
  o each eligible recipient must establish an advisory committee (i.e., joint technical skills committee and/or career and technical education councils) that meets at a minimum of once a year pursuant to NAC 389.810.
  o evidence that the eligible recipient has adopted and is teaching career and technical education curriculum that meets the career and technical program standards in the course instruction.
  o evidence that the eligible recipient has adopted and is teaching curriculum that meet Nevada’s Quality Program Standards, as approved by the Nevada State Board of Education, that demonstrate rigorous and relevant expectations for career and technical education program organization and delivery.

(B)

(3)(a) The Department addresses its strategies for special populations includes the following:

i. Will be provided with equal access to activities assisted under this Act;

Equity is an overarching theme throughout all of the Department’s and local education agencies’ work with underperforming schools. The Department will incorporate equity indicators for special populations within the comprehensive local needs assessment and local application, and equity of resources will be determined to ensure all students have the resources needed to reach their full potential.

The Department will continue its efforts to ensure all Nevada students have equitable access to and participation in career and technical education programs. As stated in Strategic Goals 2 and 3 in this one-year transition plan, the Department will:

Strategic Goal 2: Ensure equity of access and success for all students in career pathways aligned to priority jobs in Nevada.

Strategic Objective 2.1: Identify the number of students participating in aligned career and technical education programs by special populations, including, but not limited to: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including low income youth and adults; (3) individuals preparing for nontraditional fields; (4) single parents, including single pregnant women; (5) out-of-workforce individuals; (6) English learners; (7) homeless individuals; (8) youth who are in, or have aged out, of the foster care system; and, (9) youth with a parent who is on active duty in the armed services.

Strategic Objective 2.2: Create incentives that promote equity and access improvement to aligned CTE programs of study and career pathways.

Strategic Objective 2.3: Offer technical assistance to help local education agencies improve their equity of access and success.
Strategic Goal 3: Ensure employers have a pipeline of skilled talent.

Strategic Objective 3.1: Ensure employers have a talent pipeline by developing a backwards map of the top 100 priority jobs in Nevada by region, and the credential or degree required for those jobs to determine if secondary and postsecondary education in those regional areas have connected and integrated pathways of quality and size to meet Nevada employers’ needs.

Strategic Objective 3.2: Identify gaps and CTE deserts; provide technical assistance and supports to improve equity and access to CTE programs aligned with high-skill, high-wage, and in-demand occupations.

Throughout the State’s one-year transition plan and subsequent consolidated four-year state plan periods, the State will utilize the CTE program of study and career pathways mapping described in this one-year transition plan to inform local education agencies of aligned CTE programs, identify non-aligned CTE programs, and inform discussions between the State and local education agencies to facilitate transitional students out of non-aligned programs into aligned programs, and directing CTE funding towards aligned programs.

The Department has and will continue to work collaboratively with its Office of Special Education, which is committed to ensuring that all students in Nevada are college- and career-ready upon exit from public high school.

The Department has and will continue its work with the National Alliance for Partnerships in Equity Education Foundation (NAPEEF) to continue promotion and supports for nontraditional career and technical education participation.

Furthermore, the Department enforces a strict policy on providing access to the Department’s electronic and information technology, including the Department’s web pages, for individuals with disabilities in accordance with the World Wide Web Consortium’s (W3C’s) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA, and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 for web content. The Department has been, and will continue to, work on ensuring that individuals with disabilities have access to and use of information and data that is comparable to individuals without disabilities. The Department strictly adheres to the compliance under Section 504, Title II ADA to ensure said access.

It is the priority of the Department to use its data to recognize and develop objectives and strategies to reconcile the significant achievement gaps and/or opportunities for access amongst Nevada’s most vulnerable and underrepresented populations. It is the priority of the Department to use the data analysis portion of its annual State Improvement Plan (STIP) to inform the objectives and strategies so that Nevada becomes the Fastest Improving State in the nation for all students. The Department also uses, and will continue to use, data derived from the Nevada School Performance Framework (NSPF) rating (i.e., Nevada’s school accountability system) to measure and communicate
school effectiveness, specifically as it pertains to equity, access, and opportunities for all Nevadans.

In connection with the education and training program resources provided by the Workforce Innovation and Opportunity Act (WIOA), the Department will engage and work with those various state agencies to bridge resources to provide members of special populations the resources to career and technical education programs. Strategies include, but are not limited to:

− Engagement and coordination with the Nevada Department of Employment, Training and Rehabilitation’s Employment Security Division, who oversees the WIOA Title I: Adult, Dislocated Worker and Youth Programs to bridge opportunities for Nevada’s youth through educational and training programs.

− Engagement and coordination with the Nevada Department of Employment, Training and Rehabilitation’s Bureau of Vocational Rehabilitation to bridge opportunities for Nevada’s youth through its Workforce Innovation and Opportunity Act (WIOA) Title IV program (Title I of the Rehabilitation Act of 1973, as amended by Title IV). Vocational Rehabilitation supports workforce development activities by providing employment services to businesses by educating them about how individuals with disabilities can contribute to the success of their operations by providing: (1) incentives; (2) community-based assessments; (3) educational training; (4) job search and preparation skills; (5) work readiness training; (6) third party cooperative arrangements. The Department will also continue its engagement in the National Technical Assistance Center on Transition (NTACT), which it participated in with the Bureau of Vocational Rehabilitation during 2015-2018. This NTACT program provides secondary transition programs for Nevada students with disabilities. Through the NTACT grant award, NTACT has worked with and assisted the Department, local education agencies, and state and local vocational rehabilitation personnel to implement evidence-based and promising practices to ensure students and young adults with disabilities stay in high school, progress and graduate with the knowledge, skills, and supports needed to succeed in postsecondary education and employment. Through this project, Dayton High School, a rural Nevada high school in Lyon County, was selected to participate in a pilot project with NTACT. From that project, Lyon County requested and was provided State competitive grant funding in FY 2018 for a transition coordinator and paraprofessional to assist and promote this work. The project further supported innovation in the delivery of existing career and technical education programs at Dayton High School, which allowed more students with disabilities to complete and gain necessary credentials to move into postsecondary education and careers.

− The Department will continue to seek out and support career and technical education programs and activities that provide equal access opportunities for students.

− Engagement and coordination with the Nevada Division of Welfare and Supportive Services, which offers comprehensive workforce education and training programs to Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition
NEVADA: Perkins One-Year Transition Plan
2B – Program Administration and Implementation
April 18, 2019

Assistance Program (SNAP) recipients that include a successful in-house, two-week job preparation and job search program called Working in Nevada (WIN). These education and workforce programs provide resources to individuals with significant barriers to employment, including members of special population groups.

ii. **Will not be discriminated against on the basis of status as a member of a special population:**

Each eligible recipient for Perkins V funding will describe how it will ensure equitable access to and participation in career and technical education programs. All eligible recipients are and will continue to be required to commit to the area of Assurance: Special Needs – Equity – Civil Rights Compliance in their local applications. The assurances ensure compliances with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Individuals with Disabilities Act and Section 504 of the 1973 Rehabilitation Act. Local applications will be reviewed for the eligible recipients, and steps taken to ensure equitable access to and participation in career and technical education programs for all students, teachers, and other program beneficiaries with special needs.

The Department strictly adheres to its policy that the Department does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, gender identity or expression, or age in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups.

iii. **Will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations:**

Although input in this section is not required for this one-year transition plan, the Department is committed throughout its program efforts and initiatives in career and technical education, reinforced in the Department’s annual State Improvement Plan (STIP), the Nevada School Performance Framework (NSPF), and the Every Student Succeeds Act State Plan to continue to address equity and access gaps for Nevada’s most vulnerable and underrepresented groups, including special population groups to ensure that all Nevadans have access to and participation in career and technical education programs for high-skill, high-wage, in-demand occupations and industries.

The Department will require local education agencies to include in their local applications strategies used to ensure that individuals in special population groups have access to and are prepared for high-skill, high-wage, and in-demand occupations. Local plans will include strategies that describe how students who are enrolled in high-skill, high-wage, or in-demand career and technical education programs will be able to meet the State-determined levels of performance. Local plans will also include strategies that describe how local education agencies will mitigate and/or remove existing barriers, and describe ways to provide and improve needed support systems to ensure student access.

As stated in **Strategic Goal 2:** Ensure equity of access and success for all students in career pathways aligned to priority jobs in Nevada, the Department will create
incentives through Perkins V grant funding to promote equity and access improvement to aligned career and technical education programs and career pathways for high-skill, high-wage, in-demand occupations and industries.

The Department will engage stakeholder representation from special population groups, which include, but are not limited to: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including low income youth and adults; (3) individuals preparing for nontraditional fields; (4) single parents, including single pregnant women; (5) out-of-workforce individuals; (6) English learners; (7) homeless individuals; (8) youth who are in, or have aged out, of the foster care system; and, (9) youth with a parent who is on active duty in the armed services.

Included in the Department’s career and technical education Quality Program Standards (QPS), equity and access are addressed and measured: **QPS 1.5: Career Center** – All students have access to a career center that includes current and relevant resources to support individualized college and career readiness planning; **QPS 2.1: Program Accessibility** – The career and technical education program provides equal access for all students; **QPS 2.1: Work-based Learning** – All students have access to work-based learning activities aligned with the program content standards; **QPS 6.1: Accessibility** – The facility (wherein career and technical education programs are being taught) is accessible to meet the needs of all students; and that all career and technical education programs provide direct or indirect access of products, devices, services, or environment to serve people with disabilities and/or special needs.

In both the state and Perkins V Request for Applications (RFAs) for grant funding, the local education agencies provide descriptions in their local applications of how the funds will be used to support equity and access to student populations most in need. Furthermore, local education agencies provide assurances that the evaluation and review of career and technical education programs will include the full participation of representatives of individuals who are members of special populations. This review is used to identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to career and technical education programs, or success in such programs for individuals who are members of special populations, and to evaluate the progress of individuals who are members of special populations in career and technical education programs assisted under state and federal Perkins V grant funding. The Department monitors local education agencies for assurance compliance.

iv. **Will be provided with appropriate accommodations; and**

Nevada Revised Statutes (NRS), Chapter 651 provide legal enforcement for equal enjoyment of places of public accommodation for all Nevadans, including places of education. Compliance with NRS 651 is overseen by the Nevada Equal Rights Commission.

The Department has an established mechanism for testing accommodations for students in special education and Section 504 programs.
The Department addresses its strategies for special populations includes the following:

Although input in this section is not required for this one-year transition plan, the Department has and will continue to support and promote the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations.

Nevada’s Theory of Action for Educator Effectiveness and Equity, incorporated within Nevada’s Every Student Succeeds Act (ESSA) State Plan, is based on the premise that effective implementation of the statewide educator evaluation and professional growth system will allow for the identification of teacher and principal areas of need, and provide a vehicle through which common patterns of non-proficiency in specific areas may emerge statewide, by district, and/or by school. The Department will engage and work with its Office of Student and School Supports in bridging its ESEA Title II, Part A funding to support ongoing Nevada EPF professional development.

One of the objectives in the Department’s annual State Improvement Plan (STIP) is Objective 7: Educator Readiness and Equitable Distribution; Strategy 7.3: Identify and address educator equity gaps for all students. The Department developed the 2017-2018 Nevada Educator Equity Plan, which is used as baseline data to be collected using 2016-2017 teacher experience, certification, and effectiveness measures to identify and employ strategies and incentives to improve educator equity gaps for students including those members in special populations.
Since 2017, the Department has been working to modernize the state’s educator licensure application, management, reporting system, and teacher licensure regulations to mitigate and remove barriers to Nevada’s Business and Industry endorsement, prescribed in Nevada Administrative Code (NAC) 389.420-425; said endorsements are a significant educator resource for a majority of Nevada’s career and technical education programs. Removing these barriers will help support the recruitment, preparation and maintenance of career and technical education teachers that provide quality career and technical education instruction to all Nevada students, including those who are members of special populations.

The Department has also been working, and will continue to work, on ensuring that licensure requirements support reciprocity, reflect meaningful measures, meet 21st century educator workforce needs, and promote professional growth in the Nevada Educator Performance Framework (NEPF) identified areas. The Department’s NEPF Standards (i.e., New Learning is Connected to Prior Learning and Experience; Learning Tasks Have High Cognitive Demand for Diverse Learners; Students Engage in Meaning-Making through Discourse and Other Strategies; Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning; and, Assessment is Integrated into Instruction) drive educator readiness and equitable distribution strategies.

In both the state and Perkins V Request for Applications (RFAs) for grant funding, resources for professional development and other needs to support the development and sustainment of qualified teaching and administration personnel in local education agencies offering career and technical education programs will continue to be supported through these funding streams. Within the RFAs, local education agencies provide assurances that the evaluation and review of career and technical education programs will include the full participation of representatives of individuals who are members of special populations. This review is used to identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to career and technical education programs, or success in such programs for individuals who are members of special populations, and to evaluate the progress of individuals who are members of special populations in career and technical education programs assisted under state and federal Perkins V grant funding. The Department monitors local education agencies for assurance compliance.

The Department has, and will continue, to support CTE teacher and faculty preparation through Perkins leadership funding for new CTE teacher training and CTE teacher externship partnerships with Nevada employers. In 2018-2019, the Department partnered with Tesla, Inc. to provide externship to Nevada teachers in Manufacturing Technology, which is one of Nevada’s high-skill, high-wage, and in-demand occupations. The Department plans to partner with other Nevada employers in other occupational sector areas to expand career and technical education teacher development.

The Department has, and will continue, to fund and support through Perkins leadership funding for new career and technical education teacher training that support educator development and effectiveness, including those in leadership and classroom management with student members in special populations.
STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT
PERKINS V

LOCAL FORMULA FUNDS GRANT

FY20 REQUEST FOR APPLICATION (RFA) DIRECTIONS

ISSUED BY
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

Grant Period:
July 1, 2019 – June 30, 2020

Applications Released:
April 10, 2019 by 5:00 pm

Applications Due:
May 23, 2019 by 5:00 pm

Questions related to this request for application should be addressed to:
Nevada Department of Education
Office of Career Readiness, Adult Learning & Education Options
755 N. Roop Street, Suite 201
Carson City, NV 89701
(775) 687-7300
Karen Chessell (775) 687-7298 kchessell@doe.nv.gov or
Alex Kyser (775) 687-7290 akyser@doe.nv.gov
## Contents

**Overview** ................................................................................................................................................................3

**Purpose of The Act** ........................................................................................................................................................3

**Purpose of Perkins V Career and Technical Education (CTE) Grants** .................................................................3

**Eligible Recipients** ................................................................................................................................................4

**Amount of Available Funds** ..................................................................................................................................4

**Local Fund Allocations** .......................................................................................................................................4

**Accountability** .......................................................................................................................................................4

**Application Information** ........................................................................................................................................5

**Application Deadline** .........................................................................................................................................5

**Submission** ..........................................................................................................................................................5

**Local Administration** ........................................................................................................................................5

**Application Component and Document Requirements** ......................................................................................5

**Application Review Procedures** .......................................................................................................................5

**Complaint and Appeal Procedures** ..................................................................................................................6

**Technical Assistance** ..........................................................................................................................................6

**Submission Directions** ......................................................................................................................................7

**ePAGE Components** .........................................................................................................................................7

**Uploaded Documents** .........................................................................................................................................9

**Grant Application Narrative Sections and Instructions** ......................................................................................10

**Resources** ..........................................................................................................................................................12

**Local Application** ..............................................................................................................................................12

**Comprehensive Local Needs Assessment (CLNA)** ............................................................................................13

**Required and Permissible Uses of Funds** ........................................................................................................16

**Rubric/Checklist** ..................................................................................................................................................19
OVERVIEW

PURPOSE OF THE ACT

The purpose of the Strengthening Career and Technical Education for the 21st Century Act (aka, Perkins V) is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study by:

1) building on the efforts of the State and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage, or in-demand occupations in current or emerging professions;

2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;

3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;

4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities;

5) providing technical assistance that (a) promotes leadership, initial preparation, and professional development at the State and local levels, and (b) improves the quality of career and technical education teachers, faculty, administrators, and counselors;

6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;

7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and,

8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

PURPOSE OF PERKINS V CAREER AND TECHNICAL EDUCATION (CTE) GRANTS

The purpose of Perkins V career and technical education (CTE) grant is to provide funding to support CTE programs and programs of study that are: (1) of sufficient size, scope and quality to be effective; (2) meet the needs identified in the comprehensive local needs assessment; and, (3) that address one or more of the following six Perkins required uses of local funds:

1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in career and technical education programs, in making informed plans and decisions about future education and career opportunities and programs of study;

2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals;

3) provide within career and technical education the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

4) support integration of academic skills into career and technical education programs and programs of study to support;
5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance; and,

6) develop and implement evaluations of the activities carried out with Perkins V local funds, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B) of Perkins V.

ELIGIBLE RECIPIENTS

Public secondary and postsecondary local education agencies (LEAs) offering recognized Nevada CTE programs of study. Public charter schools that offered and had enrollment in a recognized Nevada CTE program of study in FY19 are eligible to apply for this grant funding in FY20.

AMOUNT OF AVAILABLE FUNDS

The official total amount of available funds is determined by the United States Department of Education (USDOE). The initial amount listed on the Nevada Department of Education Carl D. Perkins Act – FY’20 Allocations chart and listed in ePAGE reflects a tentatively provided funding amount from USDOE and will be adjusted after official grant award notification is received.

Final FY20 Nevada Department of Education award amounts are tentative and subject to change based on the official USDOE Perkins grant award notification, and the authority provided by the Nevada Legislature. The Department cannot and will not distribute any grant funding that is not funded by the federal government and/or authorized by the Nevada Legislature.

LOCAL FUND ALLOCATIONS

The time line for use of these funds is one fiscal year ending June 30, 2020.

Secondary Education Agencies

Local Formula grant amounts for secondary education agencies are based on the estimated allocation for Nevada as determined by the U.S. Department of Education. The amounts are based on ages 5-17 populations and poverty rates, and are subject to the receipt of funding from the Federal appropriations made for this Act. Secondary agencies receive 68% of the local funds, less the amount set aside for the reserve fund allocation.

Postsecondary Education Agencies

The amounts are based on the Pell Grant counts as reported by the Nevada System of Higher Education. The amount allocated is 32% of the total local funds, less the amount set aside for the reserve fund allocation. Local formula fund amounts for postsecondary education agencies are based on the estimated allocation for Nevada as determined by the U.S. Department of Education.

ACCOUNTABILITY

Any recipient must meet the reporting requirements for the State determined level of performance under the Strengthening Career and Technical Education for the 21st Century Act (aka, Perkins V), sec. 112. The local education agency (LEA) must establish and describe in their applications the methods that will be utilized to report and evaluate progress of career and technical education programs funded under this application; see Section IV – Performance Indicators.
APPLICATION INFORMATION

APPLICATION DEADLINE

The application must be submitted by 5:00 p.m. (PDT) on May 23, 2019.

SUBMISSION

Each LEA must submit a complete application in the ePAGE system. LEAs who will be submitting a “Corrections” application in addition to the initial application must submit both applications at the same time.

LOCAL ADMINISTRATION

There is a restriction on the amount of funds used for administrative purposes. No more than five percent (5%) of the total allocation received by an LEA may be used for administrative purposes. This amount will include any approved indirect costs identified on the budget summary.

APPLICATION COMPONENT AND DOCUMENT REQUIREMENTS

It is the sole responsibility of the LEA to submit a complete application. All application components (e.g., forms, signature pages, etc.) and related documents must be submitted for an application to be complete. Any incomplete submissions will be returned to the LEA and may result in the delay of the approval.

   ePAGE Components
   1. Budget Overview
   2. Budget

   Uploaded Documents
   1. Assurances (form located in ePAGE)
   2. Certifications (form located in ePAGE)
   3. Appeals Policy and Procedure (district/institution level policy)
   4. Travel Policy (district/institution level policy)
   5. Advisory Technical Skills Committee Membership list(s) (district/institution level list)
   6. License (Program of Study Teachers only)
   7. Grant Application Narrative: (document located in ePAGE - district/institution level information)
      i. Local Application
      ii. Comprehensive Local Needs Assessment (CLNA)
      iii. Required Uses of Funds
      iv. Performance Indicators
      v. Project Narrative and Outcomes

APPLICATION REVIEW PROCEDURES

The application will be submitted and initially reviewed by the Office of Career Readiness, Adult Learning & Education Options (CRALEO) to ensure: (1) the application is submitted by the deadline; (2) the application is structurally complete (includes all required elements); (3) all required information is completely addressed; and, (4) notification to LEAs of any modifications needed, and (5) notification to LEAs of funding approval. Common Criteria are used to evaluate all applications.

Applications that do not meet the requirements will be “Returned not Approved” at the first indication of missing information. It is the responsibility of the LEA to review the application to ensure all grant application requirements are met before submission and/or resubmission.
COMPLAINT AND APPEAL PROCEDURES

In the event an agency is dissatisfied with any decision, such as requests for modifications or application, the eligible agency may submit a written complaint to the Director of the Office of Career Readiness, Adult Learning & Education Options. The complaint must be submitted within thirty (30) days of the date the agency received notification of the Department action. Upon receipt of the letter of complaint, the Director will review the complaint and will provide comment to the agency within thirty (30) days. The action taken by the Director, which includes a review conducted by state staff, shall be deemed final. Such action will be transmitted to the agency in writing.

Upon receipt of written notification of the action of the Director of the Office of Career Readiness, Adult Learning & Education Options, an agency may decide to appeal the action to the State Superintendent of Public Instruction. A written request for an appeal hearing may be made in writing to the superintendent within thirty (30) days of the agency’s receipt of written notification of the action taken by the Director. An administrative hearing of the appeal will be conducted within ninety (90) days from the receipt of the written request. The agency will be notified of the date and time of the hearing thirty (30) days prior to the hearing date. A written record of the hearing and a written response describing the decisions and actions of the Superintendent will be provided to the agency. The written record and responses will be transmitted to the agency within fifteen (15) days after the hearing date.

Within twenty (20) calendar days following the receipt of the Department’s written decision on the complaint/appeal, the agency may file a notice of the appeal with the Secretary of the United States Department of Education for final resolution. Such appeal shall be in writing and shall specify the particular points of disagreement with the decision as rendered by the Nevada Department of Education.

TECHNICAL ASSISTANCE

For additional information or technical assistance, contact the Office of Career Readiness, Adult Learning & Education Options at the Department of Education.

Karen Chessell (775) 687-7298 kchessell@doe.nv.gov or
Alex Kyser (775) 687-7290 akyser@doe.nv.gov
**Submission Directions**

Applications that do not meet the requirements will be “Returned not Approved” at the first indication of missing information. It is the responsibility of the LEA to review the entire application to ensure all grant application requirements are met before submission and/or resubmission.

**Secondary Requirement**
Throughout the application when referring to a program, the official program of study name listed in the current state CTE Course Catalog must be used. If not, the application will be “Returned not Approved” to the LEA for corrections.

**Postsecondary Requirement**
Throughout the application when referring to a program, the program/course name published by the college in their course catalog must be used. If not, the application will be “Returned not Approved” to the LEA for corrections.

**ePAGE Components**

1. **Budget Overview**: Verify accuracy of the ePAGE Budget Overview.

2. **Budget**: Complete the ePAGE Budget. The Budget, entered in ePAGE must be formatted in the following way:

   For object codes 100, 200, 600, and 700, in each Title of Position/Purpose of Item section, list the following information in this order:

   (1) **Program Area**: Must use the full name or the listed acronym.
       - Agriculture (AG), Business & Marketing (B&M), Education Hospitality and Human Services (EHH), Health Science and Public Safety (HS&PS), Information and Media Technologies (IMT), Skilled and Technical Sciences (STS), and/or Licensed Educational Agency - district wide (LEA)

   (2) **Program of Study (POS)**: Secondary: Must use the POS name published in the most recent course catalog. Postsecondary: Must use the published name of the program used by the institution.
       - N/A if activity/item is for district-, institution-wide uses (e.g., substitutes, Disability Resources Center).

   (3) **School(s) name(s)**: Must use the main school name where the POS is offered.
       - N/A if activity/item is for district-, institution-wide uses (e.g., substitutes, Disability Resources Center).

   (4) **Items/services to be purchased**: Within each object code each purpose must have its own entry.
       - For general supply budgets, every item does not need to be itemized; however, a brief and adequate description of the kind of supplies and which POS they are being purchased for is required. There should be enough information to justify the amount requested.
       - Itemize all items with a $500 unit cost or above; use a separate Title of Position/Purpose of Item section for each item.
       - For items of value and equipment: Secondary: indicate the state standard associated with the expenditure.
         - provide a justification for the item if the state standard is not clear;
         - discuss the range of options and prices for this item; and,
         - provide the make and model of the desired item.
NOTE: “industry standard equipment” does not mean the same equipment used in industry. It means that students can learn the skills needed to meet the needs of industry. Therefore, less expensive items should be purchased when they can be used to teach the standards.

- Utilize the same name for all items on the grant application, general ledger, and Final Financial Report (FFR) inventory, so that it is easily identifiable.
- If staff (FTEs) and/or quantities are being requested, list the quantities and unit costs in the provided areas (e.g., when purchasing 30 computers: quantity 30 – unit cost $1,000 (not quantity 1 – unit cost $30,000).
- Clearly identify consumable items for a new POS. (see Nevada’s “FY20 Federal Uses of Funds Guidance” document)
- Do not use acronyms solely. Use full names of items or services once, then acronyms can follow.

(5) District/institution information (optional): LEAs may include their needed information/coding, for local use only, after items one (1) through four (4).

For object codes 300, 400, 500, and 800, in each Title of Position/Purpose of Item section, list the following information in this order:

(1) Program Area: Must use the full name or the listed acronym.
- Agriculture (AG), Business & Marketing (B&M), Education Hospitality and Human Services (EHH), Health Science and Public Safety (HS&PS), Information and Media Technologies (IMT), Skilled and Technical Sciences (STS), and/or Licensed Educational Agency - district wide (LEA)

(2) Program of Study (POS): Secondary: Must use the POS name published in the most recent course catalog. Postsecondary: Must use the published name of the program used by the institution.
- N/A if activity/item is for district-, institution-wide uses (e.g., NACTE travel).

(3) School(s) name(s): Must use the main school name where the POS is offered.
- N/A if activity/item is for district-, institution-wide uses (e.g., NACTE travel)

(4) Items/services to be purchased: Within each object code each purpose must have its own entry.
- All requests must be itemized.
- Utilize the same name for all items on the grant application, general ledger, and Final Financial Report (FFR) inventory, so that it will be easily identifiable.
- For services requested provide details describing the need, and assurance that the LEA has thoroughly reviewed the request to make sure it can be completed during the fiscal year of the grant.
- Travel Requests for professional development: itemize each event, indicate full name of sponsoring organization (no acronyms*), full name of event (no acronyms*), date, location, and name(s) of projected attendees. If names of attendees are not available, list the position of the potential attendees. Use a separate Title of Position/Purpose of Item section for each event.
  *Exception CTSOs = DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA
- For dues and fees indicate the name of sponsoring organization (full name, no acronyms), length of benefit (e.g., one-year subscription), and purpose/use/need – how it meets the standards. Use a separate Title of Position/Purpose of Item section for each request.

(5) District/institution information (optional): LEAs may include their needed information/coding, for local use only, after items one (1) through four (4)
When uploading documents into ePAGE, use the following LEA names in the file name:

- Carson  
- Elko  
- Lincoln  
- Pershing  
- WNC  
- Churchill  
- Eureka  
- Lyon  
- Storey  
- *  
- Clark  
- GBC  
- Mineral  
- TMCC  
- CSN  
- Humboldt  
- Nye  
- Washoe  
- Douglas  
- Lander  
- NYTC  
- White Pine  

* LEAs other than those listed, please contact NDE for guidance.

**Required Format:** “LEA Name” Document Name FY20  
**Example:** Carson Assurances FY20

1. **Assurances:** Print form from the ePAGE Related Documents section, sign, and upload into ePAGE under Related Documents.
   - Label the file: “LEA Name” Assurances FY20

2. **Certifications:** Print both forms from the ePAGE Related Documents section, sign, and upload into ePAGE as one file under Related Documents.
   - Label the file: “LEA Name” Certifications FY20

3. **Appeals Policy and Procedure:** Upload a copy of the agency’s policy and procedures that describe the steps involved in processing an appeal or dispute with respect to this application by uploading in ePAGE under Related Documents.
   - Label the file: “LEA Name” Appeals FY20

4. **Travel Policy:** Upload a copy of the LEA’s travel expense and reimbursement policies.
   - Label the file: “LEA Name” Travel Policy FY20 or “LEA Name” Travel Policy FY20 NA (add NA if not requesting travel in the application)

5. **Advisory Technical Skills Committee (ATSC) Membership list:** Upload all of the LEA’s advisory technical skills committee membership list(s) into ePAGE as one file under Related Documents.
   - Label the file: “LEA Name” ATSC Membership List FY20

6. **Teacher License(s):** Upload all CTE Teacher licenses whose salary is requested in the application, or assurance that the license will be provided with first revision if employee is not known at the time of application submission into ePAGE as one file under Related Documents.
   - Label the file: “LEA Name” Teacher Licenses FY20 or “LEA Name” Travel Teacher License FY20 NA

7. **Grant Application Narrative:** Complete the application template from the ePAGE Related Documents section; upload the LEA’s response to all five grant application narrative sections as one word document into ePAGE under Related Documents.
   - Label the file: “LEA Name” Grant Application Narrative FY20
GRANT APPLICATION NARRATIVE SECTIONS AND INSTRUCTIONS

Section I: Local Application

During the development and implementation of Nevada’s Perkins V one-year transitional plan (now; July 1, 2019-June 30, 2020), the Department will require the submission of a complete FY20 Perkins RFA, but will not require the submission of a complete Local Application as prescribed in Perkins V, sec. 134 and outlined in the Resource Section of this RFA.

However, the LEAs must describe their strategies and timelines to address the Local Application, the development and implementation per the Local Application’s nine (9) requirements as outlined in this RFA’s Resource Section for inclusion in the LEAs’ FY21 Perkins RFAs (est. release, April 1, 2020) and beyond.

Section II: Comprehensive Local Needs Assessment (CLNA)

Pursuant to Perkins V, sec. 134, included in the local application (fka, the local plan and coordination), is a new comprehensive local needs assessment (CLNA). The CLNA is to be developed by the LEA during the summer/fall of 2020, including the engagement and consultation with required stakeholders, and completed by the end of 2020 for inclusion in the LEA’s FY21 RFA.

During the development and implementation of Nevada’s Perkins V one-year transitional plan (now; July 1, 2019-June 30, 2020), the Department will require the submission of a complete FY20 Perkins RFA, but will not require the submission of a complete CLNA as prescribed in Perkins V, sec. 134 and outlined in the Resources Section of this RFA.

However, the LEAs must describe their strategies and timelines to address CLNA development and implementation per the CLNA requirements outlined in the Resources Section of this RFA for inclusion in the LEAs’ FY21 Perkins RFAs (est. release, April 1, 2020) and beyond.

Section III: Uses of Funds

Pursuant to Perkins V sec. 134, funds made available to LEAs to develop, coordinate, implement, or improve career and technical education (CTE) programs to meet the needs identified in the comprehensive local needs assessment (CLNA). Said funding shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective, and must address one or more of the six (6) funding requirements, as outlined in the Resources Section of this RFA, and identify which one(s) the application requests support and provide a list of the projects that align to the individual required uses of funds item. All Required Uses of Funds items must be listed in the grant application narrative and identified, if the funding requirement is not part of the LEAs request mark the item as “Not Applicable”.

Section IV: Performance Indicators

During the development and implementation of Nevada’s Perkins V one-year transitional plan (now; July 1, 2019-June 30, 2020), the Department will require the submission of a complete FY20 Perkins RFA, but will not require the submission of strategies to meet or exceed the Perkins IV performance indicators targets that were not met in 2017-2018.
In 2019, the Department will continue collecting data, and will be developing baseline state-determined state and local performance levels, which it will communicate to the local education agencies (LEAs) in 2020 for use in their respective comprehensive local needs assessment (CLNA).

However, the LEA must identify which 2017-2018 performance indicators were met or not met. All strategies to meet or exceed the performance indicators are exempt for the FY20 Perkins RFA.

Section V: Project Narrative and Outcomes

Complete an individual “Project Narrative and Outcomes” section for each project requested in this grant application. Each project description must be thorough enough to clearly understand what is being proposed and include the following:

1) State the project name.
2) State proposed funding amount.
3) Complete a narrative to include a clear description of the proposal:
   - The description must include how the funds were targeted to the schools or students populations most in need.
   - All proposed projects must demonstrate how funded programs or services, whether at the secondary or postsecondary level, will guide students’ secondary program completion and/or to a postsecondary credential, such as an industry certification, Nevada System of Higher Education (NSHE) recognized certificate of achievement, and/or associate degree.
4) Measurable project outcomes and timeline.
   - The project outcomes must be measurable and align with the intent of the project.
     - These outcome will be addressed in the final performance report
     - The timeline must include item, anticipated completion date, and person responsible for completing the item.
5) Staffing description that addresses the following, if applicable:
   - The sub-grant recipient must identify the full-time equivalency (FTE) of each position supported with federal funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives funded by Perkins V will be accounted for (e.g., personnel activity report or time log).
   - If a salary is funded wholly by Perkins V for one cost objective (e.g., program related activities), the recipient must provide assurances that written documentation, provided minimally on a semi-annual basis, is filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the sub-grant from which the position is funded.
   - If a salary is funded wholly by Perkins V for more than one cost objective (e.g., program-related activities and administration), describe how the time allocated for each cost objective funded by Perkins V will be accounted for (e.g., personnel activity report or time log).
6) Describe how the LEA will sustain the project after the grant period has ended.
RESOURCES

LOCAL APPLICATION

Local Application Content Requirements

Pursuant to Perkins V, sec. 134, the local education agency (LEA) is required to include specific narrative in the local application (formerly known as the, Local Plan and Coordination, Form A) with each Perkins Request for Application (RFA). The local application must address each of the following:

1. A report of the comprehensive local needs assessment results (CLNA). For FY20, LEAs shall include strategies and a timeline for development and implementation of the CLNA for use, and subsequent measurement and reporting of results, in FY21 request for funds (RFAs) and beyond.

2. Information on the career and technical education (CTE) course offerings and activities provided from Perkins funds, which must include:
   a. at least one (1) CTE program of study to be supported by the state;
   b. the CLNA influenced by such CTE program(s);
   c. a description of new CTE programs to be approved by the state;
   d. a description of how students will learn about CTE program offerings in the LEA’s respective district/area, including student members of special populations, which include:
      i. individuals with disabilities;
      ii. individuals from economically disadvantaged families, including low income youth and adults;
      iii. individuals preparing for non-traditional fields;
      iv. single parents, including single pregnant women;
      v. out-of-workforce individuals;
      vi. English language learners;
      vii. homeless individuals described in sec. 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
      viii. youth who are in, or have aged out of, the foster care system; and,
      ix. youth with a parent who is a member of the armed forces and/or who is on active duty.

3. A narrative of how the eligible recipient will provide a succession of career exploration and career guidance activities in coordination with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners.

4. An account of how the eligible recipient will develop the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs with rigorous content aligned with academic standards and pertinent CTE programs.

5. A description of how the eligible recipient will provide activities to train special populations to be self-sufficient through high-skill, high-wage, in-demand industries, train and prepare CTE participants for non-traditional fields, provide special populations with equal access to CTE courses, programs, and programs of study, and safeguard special population members against discrimination.

6. A narrative of the CTE work-based experiences being delivered and how eligible recipients will collaborate with employer representatives to implement these work-based learning experiences.

7. A description of how high school CTE participants will be provided with opportunities to receive postsecondary credit by the eligible recipient (i.e. dual or concurrent enrollment programs, early college high school).
8. An account of how the eligible recipient will coordinate with the state agency and postsecondary institutions to recruit, prepare, train, and retain CTE professionals including certified and licensed teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals including individuals from underrepresented groups in the teaching profession.

9. A description of how the eligible recipient will address performance gaps and disparities for each year in the plan including what measures will be taken if no progress is shown by the third program year and how these disparities and gaps will be removed.

**COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)**

**CLNA Content Requirements**

The CLNA is to be conducted not less than once every two (2) years. The CLNA, shall include, the following:

1. an evaluation of students based on predetermined state and local performance levels, including evaluation of special populations and student subgroups as described in the Elementary and Secondary Education Act of 1965;

2. a report of how CTE programs meet needs of all students served with respect to how they are “sufficient in size, scope, and quality” and how CTE programs are “aligned to identified State, regional, Tribal, or local in-demand industry and sectors or occupations,” or devised to meet unidentified local education or economic needs;

3. an assessment of progress towards CTE programs and programs of study implementation;

4. a report of how eligible recipients will “improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in underrepresented groups in these professions; and,

5. a report of “progress toward implementation of equal access to high-quality CTE courses and programs for all students,” including strategies to reduce performance gaps and increase rates of access for students in special populations, providing programs to students of special populations to meet local levels of performance, and prepare students of special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

**CLNA Consultation Requirements**

The LEA shall engage and consult the following stakeholder groups while conducting the CLNA:

- CTE program representatives including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- CTE postsecondary institution representatives, including faculty and administrators;
- representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- parents and students;
- special populations representatives;
- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
- representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- other stakeholders required by the state’s eligible agency.
1. **State-Determined Performance Levels:** In 2019, the Department will be developing baseline state-determined state and local performance levels, which it will communicate to the local education agencies (LEAs) in 2020 for use in their respective comprehensive local needs assessment (CLNA).

2. **Sufficient Size, Scope, and Quality:**

   **Size**
   - at least one career and technical education career cluster and state-recognized pathway is offered in each career and technical education program that is currently provided in the respective local education agency’s district and/or area;
   - a minimum class size of 10 students for districts/counties whose population is 55,000 or more, or continuous progress toward increased class size, in a career and technical education program; and,
   - students in the district and/or area have access to a minimum of two (2) state-approved career and technical education career pathways.

   **Scope**
   - links must exist between secondary and postsecondary career and technical education programs with evidence of working agreements (e.g., Nevada’s CTE college credit articulation agreements; dual-credit; dual-enrollment) between secondary and postsecondary institutions; and,
   - a program of study for each career and technical education program exists and is incorporated into an academic plan for each student in a career and technical education career pathway that identifies recommended academic and technical courses, which connect to postsecondary education.

   **Quality**
   - a measure of career and technical education programs that lead to high-skill, high-wage, and/or in-demand occupations in Nevada, and must include at least one of the following indicators of performance:
     - Student attainment of recognized postsecondary credentials;
     - Student attainment of postsecondary credits in their career and technical education program; or,
     - Percentage of students participating in work-based learning.
   - each eligible recipient must establish an advisory committee (i.e., joint technical skills committee and/or career and technical education councils) that meets at a minimum of once a year pursuant to NAC 389.810.
   - evidence that the eligible recipient has adopted and is teaching career and technical education curriculum that meets the career and technical program standards in the course instruction.
   - evidence that the eligible recipient has adopted and is teaching curriculum that meet Nevada’s Quality Program Standards, as approved by the Nevada State Board of Education, that demonstrate rigorous and relevant expectations for career and technical education program organization and delivery.
3. **CTE Program of Study Assessment of Progress:** A CTE Program of Study is defined as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that:

- incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- addresses both academic and technical knowledge and skills, including employability skills;
- is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- has multiple entry and exit points that incorporates credentialing; and,
- culminates in the attainment of a recognized postsecondary credential.

The LEAs will describe their current and anticipated CTE programs of study and how said programs progress a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that lead to equal access to high-quality CTE programs of study for all students.

4. The LEAs will describe their current strategies to improve the recruitment, retention, and training of CTE educators that includes, but is not limited to:

- what LEAs are currently doing to recruit CTE teachers and related educators in their respective districts/areas?
- what support(s) (e.g., new teacher orientations; CTE teacher/educator mentors; network communications to professional education organizations, business and industry organizations; and, professional development) are LEAs providing to new CTE teachers/educators and/or existing CTE teachers/educators to help improve and/or redirect their skills in their respective districts/areas?
- what tool(s) are LEAs providing to help retain CTE teachers and related educators in their respective districts/areas (e.g., monthly/quarterly meetings; advisory council engagements; CTE celebrations/reflections of successes; CTE assessment, lesson planning, and instructional delivery tools)?

5. The LEAs will describe their progress towards implementation of equal access to high-quality CTE courses and programs that includes, but is not limited to:

- strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- providing programs that are designed to enable special populations to meet the local levels of performance; and,
- providing activities to prepare special populations for high-skill, high-wage, in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.
REQUIRED AND PERMISSIBLE USES OF FUNDS

Pursuant to Perkins V sec. 134, funds made available shall be used to support career and technical education programs that are: (1) of sufficient size, scope and quality to be effective; (2) meet the needs identified in the comprehensive local needs assessment; and, (3) that addresses one or more of the six required uses of local funds:

1) **Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in career and technical education programs, in making informed plans and decisions about future education and career opportunities and programs of study, which may include:**
   a. introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
   b. readily available career and labor market information, including information on:
      i. occupational supply and demand;
      ii. educational requirements;
      iii. other information on careers aligned to state, local, or tribal (as applicable) economic priorities; and
      iv. employment sectors;
   c. programs and activities related to the development of student graduation and career plans;
   d. career guidance and academic counselors that provide information on postsecondary education and career options;
   e. any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including in non-traditional fields; or,
   f. provide students with strong experience in, and comprehensive understanding of, all aspects of industry;

2) **Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals, which may include:**
   a. professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curriculum;
   b. professional development on ensuring labor market information is used to inform the programs, guidance and advisement offered to students, including information provided under sec. 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C))
   c. providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
   d. supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such administrators or school leaders;
   e. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
   f. providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
g. training teachers, faculty, school leaders, administrators, specialized instructional support personnel (including career guidance and academic counselors), or paraprofessionals, as appropriate to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

h. training teachers, faculty, specialized instructional support personnel (including career guidance and academic counselors), and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports and positive behavioral interventions and support; or,

i. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

3) Provide within career and technical education the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

4) Support integration of academic skills into career and technical education programs and programs of study to support:
   a. CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and,
   b. CTE participants at the postsecondary level in achieving academic skills;

5) Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include:
   a. curriculum aligned with the requirements for a program of study;
   b. sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop career centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
   c. where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
   d. appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
   e. a continuum of work-based learning opportunities, including simulated work environments;
   f. industry-recognized certification exams or other assessments leading toward a recognized postsecondary credential;
   g. efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
h. where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
i. expanding opportunities for students to participate in distance career and technical education and blended-learning programs;
j. expanding opportunities for students to participate in competency-based education programs;
k. improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
l. supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
m. supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
n. providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
o. supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curriculum;
p. making all forms of instructional content widely available, which may include use of open educational resources;
q. supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
r. partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
s. support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or,
t. other activities to improve career and technical education programs; and,

6) Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).
RUBRIC/CHECKLIST

PERKINS V
LOCAL FORMULA FUNDS GRANT

Application was submitted on time in ePAGE ☐ Yes ☐ No

The application has all required components ☐ Yes ☐ No

ePAGE Components

The Budget Overview and Budget are accurate and clearly detail the proposed expenditures by object code, purpose, FTE, quantity, etc. The budget is reasonable with respect to the proposed objectives and outcomes of the application. The budget narrative provides sufficient detail by object code to adequately describe expenditures.

Budget Overview ☐ Yes ☐ No

Budget ☐ Yes ☐ No

Uploaded Documents

Assurances are signed ☐ Yes ☐ No

Certifications are signed ☐ Yes ☐ No

District’s Appeals Policy and Procedure is uploaded ☐ Yes ☐ No

District’s Travel Policy is uploaded ☐ Yes ☐ No

District’s Advisory Technical Skills Committee Membership list(s) is uploaded ☐ Yes ☐ No

Teacher License(s) are uploaded (Program of Study Teachers only – if applicable) ☐ Yes ☐ No

Grant Application Narrative:

The grant application narrative is complete and accurately describes the LEAs transitional plan and timelines. The required uses of funds and performance indicators are correctly identified. The project narrative and outcomes clearly describes the purpose, scope, and need for the project. The outcomes are measurable and include evaluation methods and timelines.

Local Application ☐ Yes ☐ No

Comprehensive Local Needs Assessment (CLNA) ☐ Yes ☐ No

Required Uses of Funds ☐ Yes ☐ No

Performance Indicators ☐ Yes ☐ No

Project Narrative and Outcomes ☐ Yes ☐ No
SECTION I - LOCAL APPLICATION

“Add Narrative here based upon the requirements listed on Page 10”
SECTION II - COMPREHENSIVE LOCAL NEEDS ASSESSMENT

“Add Narrative here based upon the requirements listed on Page 10”
SECTION III - REQUIRED USES OF FUNDS

Identify which funds are aligned with the application by clicking on “Yes” or “N/A”. Provide a list of the projects in which they align with the required use of funds item.

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in career and technical education programs, in making informed plans and decisions about future education and career opportunities and programs of study.
   ☐ Yes ☐ N/A
   “Add Project List Here”

2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals.
   ☐ Yes ☐ N/A
   “Add Project List Here”

3. Provide within career and technical education the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations.
   ☐ Yes ☐ N/A
   “Add Project List Here”

4. Support integration of academic skills into career and technical education programs and programs of study.
   ☐ Yes ☐ N/A
   “Add Project List Here”

5. Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113.
   ☐ Yes ☐ N/A
   “Add Project List Here”

6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).
   ☐ Yes ☐ N/A
   “Add Project List Here”
SECTION IV - PERFORMANCE INDICATORS - SECONDARY

1S1 - Secondary Academic Attainment—Reading/Language Arts
2017-2018 State Level of Performance Target: 85.00%
Met: ☒ Yes ☐ No
Strategies to meet or exceed: Exempt FY20

1S2 - Secondary Academic Attainment—Mathematics
2017-2018 State Level of Performance Target: 84.50%
Met: ☒ Yes ☐ No
Strategies to meet or exceed: Exempt FY20

2S1 - Secondary Technical Skill Attainment
2017-2018 State Level of Performance Target: 53.50%
Met: ☐ Yes ☐ No
Strategies to meet or exceed: Exempt FY20

3S1 - Secondary School Completion
2017-2018 State Level of Performance Target: 94.00%
Met: ☐ Yes ☐ No
Strategies to meet or exceed: Exempt FY20

4S1 - Secondary Student Graduation Rates
2017-2018 State Level of Performance Target: 79.00%
Met: ☐ Yes ☐ No
Strategies to meet or exceed: Exempt FY20

5S1 - Secondary Placement
2017-2018 State Level of Performance Target: 95.50%
Met: ☐ Yes ☐ No
Strategies to meet or exceed: Exempt FY20

6S1 - Secondary Nontraditional Participation
2017-2018 State Level of Performance Target: 36.50%
Met: ☐ Yes ☐ No
Strategies to meet or exceed: Exempt FY20

6S2 - Secondary Nontraditional Completion
2017-2018 State Level of Performance Target: 27.00%
Met: ☐ Yes ☐ No
Strategies to meet or exceed: Exempt FY20
SECTION IV - PERFORMANCE INDICATOR - POSTSECONDARY

1P1 - Postsecondary Technical Skill Attainment
2017-2018 State Level of Performance Target: 86.00%
Met: ☐ Yes ☐ No
Strategies to meet or exceed: Exempt FY20

2P1 - Postsecondary Credential, Certificate, or Degree
2017-2018 State Level of Performance Target: 65.00%
Met: ☐ Yes ☐ No
Strategies to meet or exceed: Exempt FY20

3P1 - Postsecondary Student Retention or Transfer
2017-2018 State Level of Performance Target: 57.00%
Met: ☐ Yes ☐ No
Strategies to meet or exceed: Exempt FY20

4P1 - Postsecondary Student Placement
2017-2018 State Level of Performance Target: 94.00%
Met: ☐ Yes ☐ No
Strategies to meet or exceed: Exempt FY20

5P1 - Postsecondary Nontraditional Participation
2017-2018 State Level of Performance Target: 30.62%
Met: ☐ Yes ☐ No
Strategies to meet or exceed: Exempt FY20

5P2 – Postsecondary Nontraditional Completion
2017-2018 State Level of Performance Target: 22.00%
Met: ☐ Yes ☐ No
Strategies to meet or exceed: Exempt FY20
SECTION V - PROJECT NARRATIVES AND OUTCOMES

“Add Narrative here based upon the requirements listed on Page 11. Copy this section as needed for each separate project.”
FEDERAL
FY20 Uses of Funds Guidance
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION FUNDS

The following guidance has been established by the Office of Career Readiness, Adult Learning & Education Options (CRALEO) for allowable uses of funds for federal Perkins V CTE funds. The guidance in this document supports federal regulations tied to the funding source.

Federal Grants Include:
- Local Formula Funds
- Corrections
- Reserve Program Articulation
- Reserve Competitive
- Special Populations
- Nontraditional Training and Employment

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are:
1) of sufficient size, scope and quality to be effective;
2) meet the needs identified in the comprehensive local needs assessment;
3) that addresses one or more of the six required uses of local funds:

1) Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in career and technical education programs, in making informed plans and decisions about future education and career opportunities and programs of study;

2) Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals;

3) Provide within career and technical education the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

4) Support integration of academic skills into career and technical education programs and programs of study to support;

5) Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113;

6) Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

ADMINISTRATION

Administrative costs are limited to: (1) no more than 5% of federal funds, (2) administrative Functions, and/or (3) the approved indirect cost rate up to 5% total.

Administrative functions include but are not limited to: (1) grant writing, (2) budgeting, (3) ongoing fiscal management, (4) monitoring responsibilities (LEA compliance related), (5) fiscal and accountability reporting.

Personnel who are directly charged in the budget must be listed by position number or name with a percentage breakout of administration and other.
ASSESSMENTS

Costs for state-approved end-of-program assessment retakes to measure technical skill attainment and mastery of employability skills are allowable expenses with federal funds for special population students who qualify for the CTE Certificate of Skill Attainment (i.e., students who have met all other requirements for the certificate).

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)

Nevada has six state sponsored, federally-approved career and technical student organizations (CTSOs) that are national or international organizations and are considered integral to the CTE curriculum. Use of federal funds is allowable for these six approved CTSOs. The six state sponsored CTSOs are: (1) DECA; (2) FBLA; (3) FCCLA; (4) FFA; (5) HOSA; and (6) SkillsUSA.

Federal funds may be used for:

- Students’ travel costs and registration fees.
- Advisor travel costs and registration fees.
- Curriculum materials that directly enhance students’ employability or technical skills. Curricula packages and materials that include national CTSO memberships, which cannot be purchased separately, are permissible, (e.g., FFA, SkillsUSA, HOSA).

* Additional costs for social activities, souvenir t-shirts, CTSO official jackets, spirit items and similar promotional items are not allowable expenses with grant funds.

CLOTHING

Occupational and safety clothing that is specific to a program of study, such as welding coveralls, scrubs, chef’s coat, etc., are allowable as long as the items remain the property of the school or college.

Community colleges may purchase required occupational clothing for economically disadvantaged students who would otherwise be unable to participate in the CTE program due to the attendant costs. Items may become the property of the student, for students who enter programs of study through services such as re-entry.

CURRICULUM AND INSTRUCTIONAL MATERIALS

Curricula and instructional materials that develop, improve, and/or expand the program of study are allowed.

Instructional materials and supplemental materials are being defined for the purposes of the CTE grant applications for FY20 as:

- Instructional materials: Drives instruction for content area being used.
- Supplemental materials: Any medium or material used to reinforce or support instruction for a content area

Secondary:

Curriculum and instructional materials must meet the requirements of NAC 390 (secondary only). Please provide information in the Request for Application (RFA) budget narrative section which ensures the material is on the approved list.

If requesting an instructional material that is not on the list, an LEA must submit a letter of commitment stating that a LEA has initiated the process for the adoption of the instructional material (e.g., district committee formation for evaluation) before the request/item can be approved for grant funding.

INDUSTRY RECOGNIZED CREDENTIALS (NEVADA)

Nevada industry-recognized credentials are an allowable expense pursuant to NAC 389. Please include information in the RFA budget narrative section which ensures the credential is on the Nevada Eligible Industry Credentialing List.
**MARKETING MATERIALS**

Marketing materials such as brochures, posters, electronic media, etc., for CTE program of study promotion are allowable. Other promotional items such as souvenirs, coffee mugs, pen sets, clothing items, etc., are not allowable.

**MEMBERSHIP DUES**

Institutional affiliation dues for educators are allowable when an association offers group memberships to schools, districts, or states when the membership goes with the role, not the individual.

**PERSONNEL**

Personnel expenses are allowed under the following circumstances:

- Teachers assigned to new programs for a limited time period not to exceed three (3) years.
- Funding for teacher salaries must meet licensure requirements according to NRS 391; NAC 391, established by the Commission on Professional Standards in Education. Grant funding requested for teacher salaries for teachers who are not properly licensed will not be reimbursed. Evidence of proper licensure will be required to be submitted by December of the grant funding year.
- Lab assistants or other personnel assigned to specific programs for a limited time period not to exceed three (3) years.
- Other personnel, such as coordinators or program specialists, whose job responsibilities support the objectives of CTE programs at an agency level and whose responsibilities support CTE programs.
- Extra duty pay is allowable for the following activities:*  
  - Curriculum development and program planning  
  - Expansion of course offerings, such as those involving prep buyouts  
  - Special projects to serve CTE students that extend beyond the normal contract hours.

* Extra duty pay cannot be provided when college credit, state in-service credit or other professional development credits are provided. Funding is not available for compensation for personal time.

**SUPPLIES AND EQUIPMENT**

Supplies and equipment purchases which support instruction to meet the educational objectives of state standards are allowable.

*Only equipment that meets state standards and is necessary and reasonable for the program will be considered for funding. The size and scope of the program will be taken into consideration.*

Consumable supplies may be purchased as long as no other funding sources are available. Note that purchases of consumable supplies must satisfy the requirement that the cost supports activities of sufficient size, scope and quality; and such purchases cannot violate the non-supplant requirement. Please provide information in the Request for Application (RFA) budget narrative section which ensures that the non-supplant requirement is met.

The purchase of livestock is not allowed.
Federal funds may be used for travel according to the following parameters:

- **Teacher and district staff professional development**
  - Teacher travel expenses to non-CTSO competition-based events may only be paid provided if the attendance at those events supports professional development objectives.

- **Field trips related to course objectives which may include industry tours and visits to postsecondary institutions**
  - Student travel to non-CTSO competition-based events is not an allowable expense.

- **Meets criteria of LEAs’ written travel policy.**

- **Proposed expenditures for out-of-state travel must itemize the event (provide the full name of sponsoring association), location and anticipated staff member(s) participating.**

- **State and local per diem rules, whichever is more restrictive, must be followed when charging travel costs to grants.**

- **Funds cannot be used for activities related to lobbying.**

- **Grant funds cannot be used for travel outside of the United States.**
NEVADA DEPARTMENT OF EDUCATION

Carl D. Perkins Act - FY'20 Allocations*

* Allocations to local agencies are contingent on State receipt of the full federal award.

### Basic Grant - Secondary Education Formula Allocations

<table>
<thead>
<tr>
<th>Agencies</th>
<th>Allocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carson City School District</td>
<td>88,129.98</td>
</tr>
<tr>
<td>Churchill County School District</td>
<td>45,480.44</td>
</tr>
<tr>
<td>Clark County School District</td>
<td>4,673,495.73</td>
</tr>
<tr>
<td>Coral Academy Sandy Ridge</td>
<td>349.65</td>
</tr>
<tr>
<td>Pinecrest Academy of Nevada Cadence</td>
<td>1,098.90</td>
</tr>
<tr>
<td>Sports Leadership &amp; Management Academy</td>
<td>4,070.93</td>
</tr>
<tr>
<td>Douglas County School District</td>
<td>56,706.20</td>
</tr>
<tr>
<td>Elko County School District</td>
<td>87,768.06</td>
</tr>
<tr>
<td>Eureka County School District</td>
<td>0.00</td>
</tr>
<tr>
<td>Humboldt County School District</td>
<td>32,458.75</td>
</tr>
<tr>
<td>Lander County School District</td>
<td>10,845.76</td>
</tr>
<tr>
<td>Lincoln County School District</td>
<td>9,509.11</td>
</tr>
<tr>
<td>Lyon County School District</td>
<td>100,205.15</td>
</tr>
<tr>
<td>Mineral County School District</td>
<td>9,623.29</td>
</tr>
<tr>
<td>Nye County School District</td>
<td>83,895.30</td>
</tr>
<tr>
<td>Pershing County School District</td>
<td>9,646.53</td>
</tr>
<tr>
<td>Storey County School District</td>
<td>0.00</td>
</tr>
<tr>
<td>Washoe County School District</td>
<td>669,614.20</td>
</tr>
<tr>
<td>White Pine County School District</td>
<td>15,148.38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,898,046.37</strong></td>
</tr>
</tbody>
</table>

### Basic Grant - Postsecondary Education Formula Allocations

<table>
<thead>
<tr>
<th>Agencies</th>
<th>Allocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Southern Nevada</td>
<td>1,838,620.03</td>
</tr>
<tr>
<td>Great Basin College</td>
<td>214,892.48</td>
</tr>
<tr>
<td>Truckee Meadows Community College</td>
<td>546,686.46</td>
</tr>
<tr>
<td>Western Nevada College</td>
<td>175,352.26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,775,551.233</strong></td>
</tr>
</tbody>
</table>

### Corrections Grant Allocations

<table>
<thead>
<tr>
<th>Agencies</th>
<th>Allocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.O. Bastian High School</td>
<td>28,188.49</td>
</tr>
<tr>
<td>Jacobsen High School</td>
<td>28,188.49</td>
</tr>
<tr>
<td>Nevada Youth Training Center</td>
<td>28,188.49</td>
</tr>
<tr>
<td>Spring Mountain Youth Camp</td>
<td>28,188.49</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$112,753.95</strong></td>
</tr>
<tr>
<td>Grants</td>
<td>Allocations</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>College of Southern Nevada</td>
<td>180,000.00</td>
</tr>
<tr>
<td>Great Basin College</td>
<td>92,000.00</td>
</tr>
<tr>
<td>Truckee Meadows Community College</td>
<td>132,000.00</td>
</tr>
<tr>
<td>Western Nevada College</td>
<td>96,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$500,000.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reserve Competitive</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitive Reserve Funds</td>
<td>$424,856.25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NonTraditional Grant Allocation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nontraditional Employment &amp; Training Grant</td>
<td>$45,331.69</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Populations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyon County School District</td>
<td>$11,275.40</td>
</tr>
</tbody>
</table>
C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
   a. each eligible recipient will promote academic achievement;
   b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
   c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
   a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
   b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

4. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

   Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
   a. include a proposal for such an alternative formula; and
b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

8. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

NEVADA’S NARRATIVE

(C)

(1)(a)-(c) The following is the criteria and process for how the Department approves eligible recipients for funds under Perkins V in Nevada:

a. Each eligible recipient will promote academic achievement;

The academic performance of career and technical education students is closely monitored through the State’s performance indicator accountability system. Reported data, to the extent possible, is available on a site-by-site basis to enable local education agencies to target services and funding. Furthermore, instruction is performance-based and integrates academic knowledge and skills that reflect current and emerging technologies and practices in businesses and industries. The academic performance of career and technical education students is connected to local education agency and site improvement plans, which have been established in Nevada legislation and regulations, as well as in the Department’s career and technical education compliance monitoring and Quality Program Review monitoring, which occurs annually per a risk-based assessment process.

To further promote continuous improvement in academic achievement, the Department collaborates closely with local education agencies to develop models of successful academic integration in career and technical education programs. Such models include: integration of math, science, and English standards; awarding of academic credit for career and technical education coursework; and, professional development models. Each career and technical education program in Nevada publishes a program of study that incorporates career pathway models to help promote students’ continuous academic achievement.

b. Each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential;

Career and technical education programs are organized and sequenced around career pathways with clear performance standards that prepare students for college- and career-readiness upon exit from high school. These programs of study provide academic plans for students that incorporate entry and exit points on relevant and effective career pathways that lead to credentials such as: industry-recognized credentials; CTE college credit and dual-credit; work-based learning opportunities; postsecondary training and degree programs; and
indicators of employment in high-skill, high-wage, in-demand occupations. Local education agency advisory committees (i.e., joint technical skills committees and/or career and technical education councils) assist in the identification of career and technical education programs that lead to local and statewide workforce needs.

State regulations also promote skill attainment that leads to recognized postsecondary credentials. **Nevada Administrative Code (NAC) 389.800** prescribes the requirement for the Career and Technical Education Skills Attainment Certificate, which is an industry-recognized credential. Students must complete a career and technical education program of study maintaining a 3.0 grade point average, pass the end-of-program assessment related to the specific career and technical education program, and pass the assessment prescribed by the State Board of Education that measures proficiency in employability skills (i.e., Workplace Readiness Assessment). Career and technical education program completers take these assessments that assist the Department in measuring skill attainment by: (1) ensuring the state standards for all exit level programs are current; (2) reviewing, comparing, and contrasting assessment models used in other states, and identifying one or more models that meet the needs of Nevada; and, (3) testing the reliability, validity, and alignment of said assessments with Nevada’s career and technical education programs; and, (4) revising and revalidating said assessments if and when needed to ensure reliability and validity levels are maintained in assessing career and technical education programs.

c. Each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

The Department has included its guidance to local education agencies with regards to the comprehensive local needs assessment (CLNA) and local application, which will be required of each local education agency if requesting and receiving Perkins V funding. This requirement will be in effect for all FY 2021 Request for Applications (RFAs) and beyond, which will encompass Nevada’s consolidated four-year state plan, covering July 1, 2020 through June 30, 2023.

The Department will ensure that local education agencies develop, measure, and report on their CLNA using Nevada’s local economic and education needs for in-demand industry sectors and occupations by providing the local education agencies with the state’s resources to obtain said data and information. Nevada law (**Nevada Revised Statutes, Chapter 223**) prescribes purview over economic development and data within the Governor’s Office of Economic Development (GOED); likewise, its purview over workforce data and the oversight of career pathway development in the state lies within the Governor’s Office of Workforce Innovation for the New Nevada (OWINN). The Department will ensure that these workforce and economic data resources are adequately communicated and
reiterated to local education agencies, and the Department will provide consistent and continuing technical assistance to local education agencies with these resources’ information and data included.

In future Perkins V compliance monitoring, the Department will add the measure of the CLNA to its monitoring instruments.

(C)

(2)(a)-(b) The following is how funds received by the Department through allotment are distributed in Nevada:

**a. Among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**

Throughout the State’s one-year transition plan, the Department will continue to use the Nevada State Board of Education’s approved allocation split of Perkins allocated funding of: 68 percent of local funds to secondary career and technical education programs, and 32 percent of local funds to postsecondary career and technical education programs. To determine whether the current split of funds is supported for the State’s consolidated four-year state plan, the Department will seek input from its Perkins V workgroup and stakeholders during public meetings and public comment period to ascertain whether, or not, said split is appropriate to support career and technical education programs in Nevada.

During the State’s four-year state plan development, the Department, in consultation with its Perkins V workgroups and governance committee, will discuss how the current split of allocated funds supports relevant and effective career and technical education career pathways; or, if it does not, what level of funding at both the secondary and postsecondary levels is needed to ensure Perkins V funding effectively supports students in obtaining the skills needed to succeed in the workplace.

If, after public comment period and considerations are made per the input provided and consensus is reached, the Department will incorporate the allocation split findings into the final consolidated four-year state plan draft, and seek approval from the Nevada State Board of Education during the Department’s presentation during public meeting.

**b. Among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

The State of Nevada does not utilize educational consortia in career and technical education, and the eligible agency does not fund any consortia with any funds received under this Act.
(3) (4) The following is how funds received by the Department through allotment are distributed, including specific dollar allocations made available to Nevada per section 131(a)-(e) and section 132 (a) of Perkins V. The Department has included both for **PY18**, and **projected PY19:**

**PY 2018**

In program year (PY) 2018, the eligible agency was awarded a vocational education basic grant of $10,648,135 (PR/AWARD NUMBER V048A180028-18A; July 1, 2018 to September 30, 2019).

The State allocated five percent of the total allocation under Title I for state administration ($532,406.75); 10 percent of the total is allocated for state leadership activities ($1,064,813.50); and, the remaining 85 percent was allocated to eligible public secondary and postsecondary education agencies through local formula distribution.

The allocation for state leadership was apportioned as follows: $60,000 was allocated to support preparation for nontraditional training and employment; $106,481.35 was allocated to support career and technical education program improvement at the State’s youth correctional facilities; and, the remaining leadership funds were used for: professional development of career and technical education teachers; the development and improvement of career and technical education curriculum, standards, and assessments; technical assistance; and, other leadership activities (e.g., career development, partnership support, program promotion, and career and technical student organizations, CTSOs).

The remaining 85 percent of the total PY18 award was allocated to eligible public secondary and postsecondary education agencies through local formula distribution as follows:

<table>
<thead>
<tr>
<th>Total Local Formula Distribution:</th>
<th>$9,050,914.75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formula Allocations</td>
<td>$8,191,077.85</td>
</tr>
<tr>
<td>- Funds for Secondary Programs:</td>
<td>$5,569,932.94</td>
</tr>
<tr>
<td>- Funds for Postsecondary Programs:</td>
<td>$2,621,144.91</td>
</tr>
<tr>
<td>Reserve</td>
<td>$859,869.90</td>
</tr>
<tr>
<td>- Funds for Secondary Programs:</td>
<td>$359,836.90</td>
</tr>
<tr>
<td>- Funds for Postsecondary Programs:</td>
<td>$500,000.00</td>
</tr>
</tbody>
</table>

Finally, $688,233 in State funds were authorized in State Budget Account 2676 representing the State’s federal fiscal effort, and said funding was used toward administrative support for the Nevada Department of Education staff members serving career and technical education programs in the Office of Career Readiness, Adult Learning & Education Options, which is the State’s entity responsible for the administration of Perkins career and technical education funding and the educational programs authorized under Perkins V.
Per secs. 131 and 132, distribution of funds to secondary and postsecondary career and technical education programs are allocated via a Request for Application (RFA) process that outlined the specific requirements pursuant to each section of the Act as follows:

**Secondary Education Formula Allocations**

The local funds made available for secondary career and technical education programs for State fiscal year July 1, 2018 to June 30, 2019 are allocated to eligible recipients according to the most recent census data reported using the aged 5 through 17 population and poverty-level data. The data correlates with the data used to determine funding levels for allocations under Title I of the Elementary and Secondary Education Act. The Department used the following formula allocations:

- Thirty percent of the funds for secondary programs were allocated to local education agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local education agency during the most recent year for which the data was available for reporting purposes; compared to the total number of such individuals who reside in the school district served by all local education agencies in the State for the same year.

- Seventy percent of the funds for secondary programs were allocated to local education agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local education agency from families with incomes below the poverty line (as determined on the basis of the most recent satisfactory data used under Sec. 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965) applicable to a family of the size involved for the fiscal year for which the determination is made compared to the number of such individuals who reside in the school districts serviced by all the local education agencies in the State for such preceding fiscal year.
The fund distribution approved by the Nevada State Board of Education allocates 68 percent of the local funds to secondary programs; in FY 2018, those formula allocations, and their current statuses, are as follows:

**PERKINS LOCAL FORMULA - SECONDARY**

Allocations by Source - 2019 - Federal - Local Formula Funds

<table>
<thead>
<tr>
<th>Organization</th>
<th>Allocation</th>
<th>Amount Paid</th>
<th>Amount Unpaid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carson City SD</td>
<td>$90,441.73</td>
<td>$0.00</td>
<td>$90,441.73</td>
</tr>
<tr>
<td>Churchill County SD</td>
<td>$46,724.32</td>
<td>$11,137.84</td>
<td>$35,586.48</td>
</tr>
<tr>
<td>Clark County SD</td>
<td>$4,300,011.18</td>
<td>$591,289.88</td>
<td>$3,708,721.30</td>
</tr>
<tr>
<td>Douglas County SD</td>
<td>$60,511.68</td>
<td>$14,958.58</td>
<td>$45,553.10</td>
</tr>
<tr>
<td>Elko County SD</td>
<td>$87,746.63</td>
<td>$35,798.25</td>
<td>$51,948.38</td>
</tr>
<tr>
<td>Esmeralda County SD</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Eureka County SD</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Humboldt County SD</td>
<td>$33,924.98</td>
<td>$14,456.98</td>
<td>$19,468.00</td>
</tr>
<tr>
<td>Lander County SD</td>
<td>$9,775.20</td>
<td>$8,849.06</td>
<td>$926.14</td>
</tr>
<tr>
<td>Lincoln County SD</td>
<td>$9,009.54</td>
<td>$5,957.07</td>
<td>$3,052.47</td>
</tr>
<tr>
<td>Lyon County SD</td>
<td>$98,797.65</td>
<td>$0.00</td>
<td>$98,797.65</td>
</tr>
<tr>
<td>Mineral County SD</td>
<td>$8,449.54</td>
<td>$3,850.41</td>
<td>$4,599.13</td>
</tr>
<tr>
<td>Nye County SD</td>
<td>$75,410.67</td>
<td>$8,083.53</td>
<td>$67,327.14</td>
</tr>
<tr>
<td>Pershing County SD</td>
<td>$9,697.36</td>
<td>$8,308.18</td>
<td>$1,389.18</td>
</tr>
<tr>
<td>Story County SD</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Washoe County SD</td>
<td>$722,996.63</td>
<td>$271,405.07</td>
<td>$451,591.56</td>
</tr>
<tr>
<td>White Pine County SD</td>
<td>$16,435.84</td>
<td>$0.00</td>
<td>$16,435.84</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,569,932.95</strong></td>
<td><strong>$974,094.85</strong></td>
<td><strong>$4,595,838.10</strong></td>
</tr>
</tbody>
</table>

Any carryover funds (i.e., unexpended funds) may be added to the Reserve Fund for competitive grants. The State may determine carry-over amounts to use as supplemental allocations to distribute in accordance with the approved percentages and allocation formulas for any funding not awarded to eligible agencies under the competitive process.
Postsecondary Education Formula Allocations

The local funds made available to Nevada’s colleges serving postsecondary career and technical education programs for State fiscal year July 1, 2018 to June 30, 2019 are allocated to eligible recipients pursuant to the prescribed criteria:

- Each eligible institution were allocated an amount that bears the same relationship to the portion of funds made available under section 112 to carry out this section as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of Sec. 135 offered by such institution in the preceding fiscal year, bears to the sum of the number of such recipients enrolled in such programs within the State for such year. Those Pell Grant recipients who meet the requirements of Sec. 135 are those enrolled in career and technical education programs at the eligible institution.

The fund distribution approved by the Nevada State Board of Education allocates 32 percent of the local funds to postsecondary programs; in PY 2018 (FY 2019), those formula allocations, and their current statuses, are as follows:

<table>
<thead>
<tr>
<th>Organization</th>
<th>2019 Allocation</th>
<th>Amount Paid</th>
<th>Amount Unpaid</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Southern Nevada</td>
<td>$1,698,433.93</td>
<td>$235,733.01</td>
<td>$1,462,700.92</td>
</tr>
<tr>
<td>Great Basin College</td>
<td>$193,718.33</td>
<td>$61,187.23</td>
<td>$132,531.10</td>
</tr>
<tr>
<td>Truckee Meadows Community College</td>
<td>$549,718.24</td>
<td>$48,428.37</td>
<td>$501,289.87</td>
</tr>
<tr>
<td>Western Nevada College</td>
<td>$179,274.42</td>
<td>$28,270.77</td>
<td>$151,003.65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,621,144.92</strong></td>
<td><strong>$373,619.38</strong></td>
<td><strong>$2,247,525.54</strong></td>
</tr>
</tbody>
</table>

Any carryover funds (i.e., unexpended funds) may be added to the Reserve Fund for competitive grants. The State may determine carry-over amounts to use as supplemental allocations to distribute in accordance with the approved percentages and allocation formulas for any funding not awarded to eligible agencies under the competitive process.
**PY 2019**

In the anticipated program year (PY) 2019, the eligible agency has been notified by USDOE OCTAE a projected vocational education basic grant award of $11,272,395 (to be confirmed, July 1, 2019).

Based on this projection, the State anticipates allocating five percent of the total allocation under Title I for state administration ($563,769.75); 10 percent of the total to be allocated for state leadership activities ($1,127,539.50); and, the remaining 85 percent to be allocated to eligible public secondary and postsecondary education agencies through local formula distribution.

The allocation for state leadership was apportioned as follows: $60,000 to be allocated to support preparation for nontraditional training and employment; $112,753.95 to be allocated to support career and technical education program improvement at the State’s youth correctional facilities; $11,275.40 (0.01% of the total grant award) to be allocated toward special populations recruitment; and, the remaining leadership funds of $943,510.15 to be allocated to support additional leadership activities, which include, but are not limited to: professional development of career and technical education teachers; the development and improvement of career and technical education curriculum, standards, and assessments; technical assistance; and, other leadership activities (e.g., career development, partnership support, program promotion, and career and technical student organizations, CTSOs).

The remaining 85 percent of the total projected PY19 award is to be allocated to eligible public secondary and postsecondary education agencies through local formula distribution as follows:

<table>
<thead>
<tr>
<th>Total Local Formula Distribution:</th>
<th>$9,584,085.75</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formula Allocations</strong></td>
<td>$8,673,597.60</td>
</tr>
<tr>
<td>- Funds for Secondary Programs:</td>
<td>$5,898,046.37</td>
</tr>
<tr>
<td>- Funds for Postsecondary Programs:</td>
<td>$2,775,551.23</td>
</tr>
<tr>
<td><strong>Reserve</strong></td>
<td>$ 910,488.15</td>
</tr>
<tr>
<td>- Funds for Secondary Programs:</td>
<td>$ 410,488.15</td>
</tr>
<tr>
<td>- Funds for Postsecondary Programs:</td>
<td>$ 500,000.00</td>
</tr>
</tbody>
</table>

Finally, the State’s maintenance of effort/federal fiscal effort is expected to remain at the current amount of $563,769.75 in State funds. Said funding will continue to provide administrative support for the Nevada Department of Education staff members serving career and technical education programs in the Office of Career Readiness, Adult Learning & Education Options (CRALEO) to provide technical assistance to local eligible sub-recipients; CRALEO is the State’s entity responsible for the administration of Perkins career and technical education funding and the educational programs authorized under Perkins V.

Per secs. 131 and 132, distribution of funds to secondary and postsecondary career and technical education programs are allocated via a Request for Application (RFA) process that outlined the specific requirements pursuant to each section of the Act as follows:
Secondary Education Formula Allocations
The local funds made available for secondary career and technical education programs for State fiscal year July 1, 2018 to June 30, 2019 are allocated to eligible recipients according to the most recent census data reported using the aged 5 through 17 population and poverty-level data. The data correlates with the data used to determine funding levels for allocations under Title I of the Elementary and Secondary Education Act. The Department used the following formula allocations:

− Thirty percent of the funds for secondary programs were allocated to local education agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local education agency during the most recent year for which the data was available for reporting purposes; compared to the total number of such individuals who reside in the school district served by all local education agencies in the State for the same year.

− Seventy percent of the funds for secondary programs were allocated to local education agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local education agency from families with incomes below the poverty line (as determined on the basis of the most recent satisfactory data used under Sec. 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965) applicable to a family of the size involved for the fiscal year for which the determination is made compared to the number of such individuals who reside in the school districts serviced by all the local education agencies in the State for such preceding fiscal year.
The fund distribution anticipated in PY19 (state fiscal year 2020) for Perkins V allocation sub grants are projected as follows:

**PERKINS LOCAL FORMULA - SECONDARY**

Allocations by Source - 2020 - Federal - Local Formula Funds *Projected*

<table>
<thead>
<tr>
<th>Organization</th>
<th>2020 Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carson City SD</td>
<td>$88,129.98</td>
</tr>
<tr>
<td>Churchill County SD</td>
<td>$45,480.44</td>
</tr>
<tr>
<td>Clark County SD</td>
<td>$4,673,495.73</td>
</tr>
<tr>
<td>Coral Academy Sandy Ridge</td>
<td>$349.65</td>
</tr>
<tr>
<td>Pinecrest Academy of Nevada Cadence</td>
<td>$1,098.90</td>
</tr>
<tr>
<td>Sports Leadership &amp; Mgmt. Academy</td>
<td>$4,070.93</td>
</tr>
<tr>
<td>Douglas County SD</td>
<td>$56,706.20</td>
</tr>
<tr>
<td>Elko County SD</td>
<td>$87,768.06</td>
</tr>
<tr>
<td>Esmeralda County SD</td>
<td>$0</td>
</tr>
<tr>
<td>Eureka County SD</td>
<td>$0</td>
</tr>
<tr>
<td>Humboldt County SD</td>
<td>$32,458.75</td>
</tr>
<tr>
<td>Lander County SD</td>
<td>$10,845.76</td>
</tr>
<tr>
<td>Lincoln County SD</td>
<td>$9,509.11</td>
</tr>
<tr>
<td>Lyon County SD</td>
<td>$100,205.15</td>
</tr>
<tr>
<td>Mineral County SD</td>
<td>$9,623.29</td>
</tr>
<tr>
<td>Nye County SD</td>
<td>$83,895.30</td>
</tr>
<tr>
<td>Pershing County SD</td>
<td>$9,646.53</td>
</tr>
<tr>
<td>Story County SD</td>
<td>$0</td>
</tr>
<tr>
<td>Washoe County SD</td>
<td>$669,614.20</td>
</tr>
<tr>
<td>White Pine County SD</td>
<td>$15,148.38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,898,046.37</strong></td>
</tr>
</tbody>
</table>

Any carryover funds (i.e., unexpended funds) may be added to the Reserve Fund for competitive grants. The State may determine carry-over amounts to use as supplemental allocations to distribute in accordance with the approved percentages and allocation formulas for any funding not awarded to eligible agencies under the competitive process.
Postsecondary Education Formula Allocations

The local funds made available to Nevada’s colleges serving postsecondary career and technical education programs for State fiscal year July 1, 2018 to June 30, 2019 are allocated to eligible recipients pursuant to the prescribed criteria:

- Each eligible institution were allocated an amount that bears the same relationship to the portion of funds made available under section 112 to carry out this section as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of Sec. 135 offered by such institution in the preceding fiscal year, bears to the sum of the number of such recipients enrolled in such programs within the State for such year. Those Pell Grant recipients who meet the requirements of Sec. 135 are those enrolled in career and technical education programs at the eligible institution.

The fund distribution approved by the Nevada State Board of Education allocates 32 percent of the local funds to postsecondary programs; in PY 2019 (FY 2020), those formula allocations are projected as follows:

<table>
<thead>
<tr>
<th>Organization</th>
<th>2020 Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Southern Nevada</td>
<td>$1,838,620.03</td>
</tr>
<tr>
<td>Great Basin College</td>
<td>$214,892.48</td>
</tr>
<tr>
<td>Truckee Meadows Community College</td>
<td>$546,686.46</td>
</tr>
<tr>
<td>Western Nevada College</td>
<td>$175,352.26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,775,551.233</strong></td>
</tr>
</tbody>
</table>

Any carryover funds (i.e., unexpended funds) may be added to the Reserve Fund for competitive grants. The State may determine carry-over amounts to use as supplemental allocations to distribute in accordance with the approved percentages and allocation formulas for any funding not awarded to eligible agencies under the competitive process.
The Department will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred per section 131(a)(3) of Perkins V as follows:

Distributions of local funds to secondary career and technical education programs pursuant to Sec. 131 are allocated to eligible recipients according to the most recent census data reported using the aged 5 through 17 population and poverty-level data. The data correlates with the data used to determine funding levels for allocations under Title I of the Elementary and Secondary Education Act. The data are adjusted to make the allocations reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data were collected, and to include local education agencies, public charter schools, and Bureau of Indian Education schools without geographical boundaries.

When school district boundaries change, the Department will employ the following measures:

- When districts merge after population and enrollment data has been collected, the Department will combine the population and/or enrollment data for the merging districts.
- When a district dissolves after population and enrollment data has been collected, the Department will split the enrollment of the dissolving district between the remaining receiving districts based on data collected by the Department.
- The Department will obtain the most recent data available for local education agencies without geographical boundaries (e.g., public charter schools), and include that data when making allocations.

At the time of submission of this one-year transition plan, the Department is not submitting an application for a waiver to the secondary allocation formula described in Sec. 131(a). During the development period for the State’s consolidated four-year state plan, the Department will consult with its Perkins V Governance Committee and workgroups to discuss this subject, and seek and consider any recommendations, which the Department will include in the State’s consolidated four-year state plan.

Said considerations for a waiver for minimum allocations may exist in cases wherein the local education agency is located and serving a rural, sparsely populated area, and demonstrates an inability to enter a consortium to provide career and technical activities. Thus, in that case, the local education agency may lack the ability to provide career and technical education programs of sufficient size, scope, and quality to be effective.

At the time of submission of this one-year transition plan, the Department is not submitting an application for a waiver to the postsecondary allocation formula described in Sec. 132(a). During the development period for the State’s consolidated four-year state plan, the Department will consult with its Perkins V Governance Committee and workgroups to
discuss this subject, and seek and consider any recommendations, which the Department will include in the State’s consolidated four-year state plan.

Said considerations for a waiver for minimum allocations may exist in cases wherein the local education agency is located and serving a rural, sparsely populated area, and demonstrates an inability to enter a consortium to provide career and technical activities. Thus, in that case, the local education agency may lack the ability to provide career and technical education programs of sufficient size, scope, and quality to be effective.

(C)
(8) The State’s fiscal effort per section 211(b)(1)(D) of Perkins V was: $13,232,055 in both fiscal years 2018 and 2019 ($688,233/FY in BA 2676; and, $12,543,822 in BA 2699, CAT 78). In fiscal years 2019 and 2020, it is not the state’s intention of reducing overall maintenance of effort.
PERKINS V

Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
   a. the percentage of CTE concentrators (see Text Box 2 below) graduating from high school having attained a recognized postsecondary credential;
   b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
   c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins IV)

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Definition of CTE Concentrator

The term ‘CTE concentrator’ means— (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses* in a single career and technical education program or program of study; and (B) at the postsecondary level, a student enrolled in an eligible recipient who has—(i) earned at least 12 credits within a career and technical education program or program of study; or (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

* This means that once a student completes 2 courses in a single CTE program or program of study, he or she is counted as a CTE concentrator. (Section 3(12) of Perkins V)

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined levels of performance for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

3. Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act. (Section 113(b)(3)(B)(iii) of Perkins V)

4. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of the Act, which at a minimum shall include—
a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance under that section as provided in Text Box 3 below;

b. an explanation for the State determined levels of performance; and

c. a description of how the state determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V); and

d. As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

(B) PUBLIC COMMENT.—

(i) IN GENERAL.—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).

(ii) WRITTEN COMMENTS.—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—

(I) meet the requirements of the law;

(II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and

(III) support the needs of the local education and business community.

(iii) ELIGIBLE AGENCY RESPONSE.—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii). (Section 113(b)(3)(B) of Perkins V)

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)
NEVADA’S NARRATIVE

(D)

(1)(a) Although input in this section is not required for this one-year transition plan, during the development period for the State’s consolidated four-year state plan, the Department will consult with its Perkins V Governance Committee and workgroups to discuss this subject, and seek and consider any recommendations and public comments, which the Department will include in the State’s consolidated four-year state plan.

Currently, Nevada has no CTE programs that offer a recognized postsecondary credential.

(1)(b) Nevada identifies the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevance to career and technical education programs and programs of study earned through dual or concurrent enrollment programs, or other credit transfer agreements as a viable option for data collection and as a performance indicator for program quality. As a dual enrollment is a component of Nevada’s new College and Career Ready (CCR) High School Diploma, college credit tracking systems are being deployed in Nevada to collect data on students who earn dual credit as part of their CCR Diploma completion requirements. Additionally, discussions on tracking the number of CTE students who earn college articulated credit are planned with Nevada’s four colleges that entered into a memorandum of understanding with the Department to award articulated credit (i.e., College of Southern Nevada, Truckee Meadows Community College, Great Basin College, and Western Nevada College) to determine if there is a viable mechanism to verify if CTE students applied for and earned articulated credit within the reporting year.

No baseline data is available at the time of this one-year transition plan as this is a new performance indicator option in Perkins V initially.

(1)(c) Nevada identifies participation in work-based learning as a potential performance indicator for program quality. Work-based learning in Nevada is a component of the new CCR Diploma; however, that data is currently not being tracked outside of the local education agencies. The Department is working on methods for identifying work-based learning in Nevada’s data management system (i.e., Infinite Campus), but details are still being worked out on how to track this data as work-based learning opportunities have multiple qualifiers that may not be related to course credit (e.g., completing a CTE work experience course as a credit bearing course). Alternative work-based learning experiences can include components of career exploration (e.g., career fairs, guest speakers from business and industry, and industry tours), and career preparation (e.g., job shadowing, school-based enterprises, simulated workplaces) that are not typically tracked in Nevada’s Infinite Campus system as credit bearing courses. Although this data will eventually be tracked as part of the CCR Diploma, a viable system of collection that
reflects accuracy in measurable outcomes may not be in place to serve as a viable indicator of performance for Perkins V.

That being said, Nevada will continue with the previous Perkins IV collection of technical skill attainment (i.e., CTE pass rates for the end-of-program assessment) as an additional program quality measure for Perkins V. The end-of-program assessments are CTE program-specific and measure the skill attainment of students who have completed a CTE program course sequence. These assessments are aligned to the CTE state standards, which are approved by the Nevada State Board of Education, and are required in Nevada Administrative Code (NAC) 389.800(4). End-of-program assessments are also used in our quality program standards’ (QPS) monitoring process, and efforts to provide local education agencies with measurable data to improve program quality. Preliminary baseline data and performance targets have been established based on the continuing use of this performance indicator from Perkins IV. Baseline data is calculated on the average of three years of past performance (i.e., standard practice for establishing baselines). A preliminary performance baseline has been calculated at 62.9 percent. Performance targets for subsequent reporting years calculate ~ 10 percent growth.

### Technical Skill Attainment (EOP Pass Rates)

<table>
<thead>
<tr>
<th></th>
<th>Numerator</th>
<th>Denominator</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>3,724</td>
<td>6,271</td>
<td>59.4%</td>
</tr>
<tr>
<td>2016-17</td>
<td>4,161</td>
<td>6,596</td>
<td>63.1%</td>
</tr>
<tr>
<td>2017-18</td>
<td>5,630</td>
<td>8,618</td>
<td>65.3%</td>
</tr>
<tr>
<td>Total</td>
<td>13,515</td>
<td>21,485</td>
<td>62.9%</td>
</tr>
</tbody>
</table>

(2) Although input in this section is not required for this one-year transition plan, during the development period for the State’s consolidated four-year state plan, the Department will consult with its Perkins V Governance Committee and workgroups to discuss this subject, and seek and consider any recommendations and public comments, which the Department will include in the State’s consolidated four-year state plan.

Nevada notes that baseline data is used to calculate performance targets. Typically, baseline data is an average of three years of performance based on data collected. For performance indicators that remained the same from Perkins IV to Perkins VV, the previously negotiated targets may remain the same as the established baseline. For new performance indicators in Perkins V, baseline data can be calculated if the data is available or, for completely new indicators, baseline data will need to be established through the collection of new data. In these instances, a new data collection system may need to be developed. Furthermore, a delay in the performance target calculation may be necessary to ensure accuracy and reliability of the indicator.
The Department’s plan is to disaggregate data by the 16 career clusters, versus the State’s 76 career and technical education programs of study. Pursuant to Perkins V, Sec. 112:

“(bb) by the career and technical education programs or programs of study of the CTE concentrators, except that in a case in which reporting by such program or program of study is impractical, the data may be disaggregated by the career clusters of the CTE concentrators, if appropriate;

This will produce a more manageable documentation for evaluation to districts. The justification for this approach is that within Nevada’s career and technical education data, career clusters can be more readily identifiable by classification of instructional program (CIP) codes into career clusters; this is not currently performed by the Department in its accountability system (i.e., Infinite Campus), but it could be established. Identification by career and technical education program of study is also not currently performed by the Department in Infinite Campus, and it would prove more difficult given programs (particularly in Agriculture Science, Health Science, and Skilled and Technical Sciences, PLTW Engineering) have common foundational courses. Although the Department could indicate career and technical education concentrator enrollment, actual enrollment by program of study is not determined until students reach the completion level course. Thus, establishing relevance in these specific programs of study would be difficult.

Disaggregation by career and technical education career clusters would also be more manageable (e.g., 16 pages of data results versus 80+ pages that would be produced by program of study). The Department might also encounter Family Educational Rights and Privacy Act of 1974 (FERPA) suppression issues in reporting since many programs of study have lower enrollments by districts, particularly in our smaller districts. This would make public reporting more difficult and unclear as numbers less than 10 would need to be suppressed.

Finally, local education agencies’ ability to respond to and write program improvements for grants would be more manageable by career and technical education career cluster, with the understanding that specific analysis of individual programs could occur as part of the comprehensive local needs assessment with State technical support (providing confidential analysis outside of public reporting, thus not having to meet FERPA suppression requirements).
Nevada will work on further input during the four-year state plan development. In the interim, Nevada will use the following (Form B):

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
<td>Baseline Level</td>
<td>Performance Levels</td>
<td>FY 2020</td>
<td>FY 2021</td>
<td>FY 2022</td>
</tr>
<tr>
<td>Secondary Indicators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1S1: Four-Year Graduation Rate ((preliminary baseline))</td>
<td>90.1</td>
<td>90.1</td>
<td>91.7</td>
<td>93.2</td>
<td>94.8</td>
</tr>
<tr>
<td>1S2: Extended Graduation Rate</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2S1: Academic Proficiency in Reading Language Arts ((preliminary baseline))</td>
<td>41.1</td>
<td>41.1</td>
<td>42.6</td>
<td>44.2</td>
<td>45.7</td>
</tr>
<tr>
<td>2S2: Academic Proficiency in Mathematics ((preliminary baseline))</td>
<td>24.1</td>
<td>24.1</td>
<td>25.0</td>
<td>25.9</td>
<td>26.8</td>
</tr>
<tr>
<td>2S3: Academic Proficiency in Science ((preliminary baseline))</td>
<td>31.9</td>
<td>31.9</td>
<td>32.5</td>
<td>33.0</td>
<td>33.6</td>
</tr>
<tr>
<td>3S1: Postsecondary Placement</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>4S1: Nontraditional Program Enrollment ((preliminary baseline))</td>
<td>44.8</td>
<td>44.8</td>
<td>46.4</td>
<td>48.0</td>
<td>49.7</td>
</tr>
<tr>
<td>5S1: Program Quality – Attained Recognized Postsecondary Credential</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>5S2: Program Quality – Attained Postsecondary Credits</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>5S3: Program Quality – Participated in Work-Based Learning</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>5S4: Program Quality – Technical Skill Attainment ((preliminary baseline))</td>
<td>62.9</td>
<td>62.9</td>
<td>65.2</td>
<td>67.6</td>
<td>69.8</td>
</tr>
</tbody>
</table>

The Department has not analyzed postsecondary performance indicators and performance levels for baseline State-determined levels of performance. During the development period for the State’s consolidated four-year state plan, the Department will consult with its Perkins V Governance Committee and workgroups to discuss this subject, and seek and consider any
recommendations and public comments, which the Department will include in the State’s consolidated four-year state plan.

(D)

(3) Although input in this section is not required for this one-year transition plan, during the development period for the State’s consolidated four-year state plan, the Department will consult with its Perkins V Governance Committee and workgroups to discuss this subject, and seek and consider any recommendations and public comments, which the Department will include in the State’s consolidated four-year state plan.

The Department’s planned timeline for publishing the performance indicators and levels of performance, seeking public comment for recommended state-determined levels of performance, is:

- **March 2019 - October 2019** – The State’s Accountability and Performance Indicators workgroup will engage, solicit and record public comments from key stakeholders during consolidated four-year state plan development for the determination of appropriate accountability performance indicators and levels of performance to submit as recommendations to the State’s Perkins V Governance Committee.

- **March 2019 - October 2019** – The State’s Perkins V Governance Committee will hold public meetings pursuant to Nevada’s Open Meeting Law, NRS 241.020, including period for public comment at both the beginning of each agenda (prior to any action taken) and at the end of each agenda, soliciting and recording public comments pertaining to the State’s consolidated four-year state plan draft, including inputs proposed by the State’s Accountability and Performance Indicators workgroup on state-determined levels of performance.

- **October 10, 2019** – *First* public hearing before the Nevada State Board of Education, wherein the State’s consolidated four-year state plan draft, including performance indicators and proposed State-determined levels of performance, will be made public, and public comment will be made and recorded.

- **November 1 - December 1, 2019** – *First* publishing of the State’s consolidated four-year state plan, including performance indicators and proposed State-determined levels of performance, for the required state plan 30-day public comment period; concurrently.

- **November 1 - December 31, 2019** – The Department will publish the State-determined performance indicators and levels of performance on the Department’s webpage for the required 60-day public comment period.

- **November 2019** – *First* public hearing before the Governor’s Workforce Development Board, wherein the State’s consolidated four-year state plan draft, including performance indicators and proposed State-determined levels of performance, will be made public, and public comment will be made and recorded.
performance, will be made public, including public comment periods on the agenda, which will be recorded.

- **January 2020** – *Second* public hearing before the Nevada State Board of Education, wherein the State’s consolidated four-year state plan draft, including performance indicators and proposed State-determined levels of performance, including public comment periods on the agenda, which will be recorded.

- **January 2020** – *Second* public hearing before the Governor’s Workforce Development Board, wherein the State’s consolidated four-year state plan draft including performance indicators and proposed State-determined levels of performance, including public comment periods on the agenda, which will be recorded.

(D)

(4)(a)-(d) Although input in this section is not required for this one-year transition plan, during, the Department will perform the following during the State’s consolidated four-year state plan development to solicit the required public comment on the State-determined levels of performance:

- **March 2019 - October 2019** – The State’s Accountability and Performance Indicators workgroup will engage, solicit and record public comments from key stakeholders during consolidated four-year state plan development for the determination of appropriate accountability performance indicators and levels of performance to submit as recommendations to the State’s Perkins V Governance Committee.

- **March 2019 - October 2019** – The State’s Perkins V Governance Committee will hold public meetings pursuant to Nevada’s Open Meeting Law, **NRS 241.020**, including period for public comment at both the beginning of each agenda (prior to any action taken) and at the end of each agenda, soliciting and recording public comments pertaining to the State’s consolidated four-year state plan draft, including inputs proposed by the State’s Accountability and Performance Indicators workgroup on state-determined levels of performance.

- **October 10, 2019** – *First* public hearing before the **Nevada State Board of Education**, wherein the State’s consolidated four-year state plan draft, including performance indicators and proposed State-determined levels of performance, will be made public, and public comment will be made and recorded.

- **November 1 - December 1, 2019** – *First* publishing of the State’s consolidated four-year state plan, including performance indicators and proposed **State-determined levels of performance**, for the required state plan 30-day public comment period; concurrently.
- **November 1 - December 31, 2019** – The Department will publish the State-determined performance indicators and levels of performance on the Department’s webpage for the required 60-day public comment period.

- **November 2019** – *First* public hearing before the **Governor’s Workforce Development Board**, wherein the State’s consolidated four-year state plan draft, including performance indicators and proposed State-determined levels of performance, will be made public, including public comment periods on the agenda, which will be recorded.

- **January 2020** – *Second* public hearing before the **Nevada State Board of Education**, wherein the State’s consolidated four-year state plan draft, including performance indicators and proposed State-determined levels of performance, including public comment periods on the agenda, which will be recorded.

- **January 2020** – *Second* public hearing before the **Governor’s Workforce Development Board**, wherein the State’s consolidated four-year state plan draft including performance indicators and proposed State-determined levels of performance, including public comment periods on the agenda, which will be recorded.

- **on/before April 30, 2020** – *submission of final* state plan draft to U.S. DOE Office of Career, Technical and Adult Education (OCTAE).

(D)

(5) Although input in this section is not required for this one-year transition plan, the Department will utilize its Perkins Reserve funding to target funding to areas with disparities or gaps in performance to promote innovation and strategies that increase equitable access for special populations to quality career and technical education programs. Throughout the State’s one-year transition plan and during the development period for the State’s consolidated four-year state plan, the Department will consult with its Perkins V Governance Committee and workgroups to discuss this subject, and seek and consider any recommendations and public comments, which the Department will include in the State’s consolidated four-year state plan. The State will analyze the State’s CTE programs analysis study produced by the Department’s **Career Pathways Project** to inform any strategies employed to systematically address disparities, gaps, access, and opportunity deficiencies in career and technical education programs in Nevada.

In April 2019, the Department received work it had contracted out to **WestEd** to analyze Nevada’s current career and technical education programs and programs of study with Nevada’s economic and labor market data. The Department will continue to analyze, and expand upon, the Nevada’s **Career Pathways Project** report, which identifies gaps and disparities in Nevada of access and opportunities to high-quality CTE programs for each Nevada student.
Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Nevada Department of Edu
Date: 4/18/2019 12:00:00 AM
EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Nevada Department of Educ
Date: 4/18/2019 12:00:00 AM
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§200 dd and 200 ee), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (i) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

**SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL**

[Signature]

**TITLE**

DIRECTOR

**APPLICANT ORGANIZATION**

NEVADA DEPARTMENT OF EDUCATION

**DATE SUBMITTED**

4/19/2019

Standard Form 424B (Rev. 7-97) Back
DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

OMB Number: 4040-0013
Expiration Date: 02/20/2022

1. * Type of Federal Action:
   - a. contract
   - b. grant
   - c. cooperative agreement
   - d. loan
   - e. loan guarantee
   - f. loan insurance

2. * Status of Federal Action:
   - a. bid/offer/application
   - b. initial award
   - c. post-award

3. * Report Type:
   - a. initial filing
   - b. material change

4. Name and Address of Reporting Entity:
   - Prime [Yes] Subawardee [No]
   - Name: KRISTINE NELSON
   - Street 1: 755 W. ROOP STREET, SUITE 201
   - City: CARSON CITY
   - State: NV: Nevada
   - Zip: 89403
   - Congressional District, if known: 2nd

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
   - U.S. DEPARTMENT OF EDUCATION

7. * Federal Program Name/Description:
   - VOCATIONAL EDUCATION - BASIC GRANTS TO STATES
   - CFDA Number, if applicable: 44.044A

8. Federal Action Number, if known:
   - V046A180028 - 16A

9. Award Amount, if known:
   - $ 10,648,135.00

10. a. Name and Address of Lobbying Registrant:
    - Prefix
    - *Last Name: KRISTINE
    - *First Name: NELSON
    - *Middle Name
    - Suffix
    - Street 1
    - City
    - State
    - Zip

11. b. Individual Performing Services (Including address if different from No. 10a):
    - Prefix
    - *Last Name
    - *First Name
    - *Middle Name
    - Suffix
    - Street 1
    - City
    - State
    - Zip

12. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* Signature:
   - Prefix
   - *Last Name: KRISTINE
   - *First Name
   - *Middle Name
   - Suffix

Title: DIRECTOR
Telephone No.: (775) 687-7281
Date: 04/19/2019

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

NEVADA DEPARTMENT OF EDUCATION

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  * First Name: KRISTINE  Middle Name:

* Last Name: NELSON  Suffix: 

* Title: DIRECTOR, CTE

* SIGNATURE:  * DATE: 04/19/2019
NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDiscretion2@ed.gov and reference the OMB Control Number 1894-0005.
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>State Administration</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>State Leadership</td>
<td>$112753.50</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>$112753.95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$112753.95</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td>Correctional Institutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td>Juvenile Justice Facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Institutions that Serve Individuals with Disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Non-Traditional Training and Employment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Special Populations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Local Formula Distribution</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reserve</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Secondary Recipients</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Postsecondary Recipients</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Allocation to Eligible Recipients</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Secondary Recipients</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Postsecondary Recipients</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>State Match (from non-federal funds)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):  
Title/Agency: Nevada Department of Educ  
Date: 4/22/2019 12:00:00 AM