

REQUEST FOR APPLICATION

Fiscal Year 2018

(JULY 1, 2017 TO JUNE 30, 2018)

Career and Technical Education

**State Competitive Grant for
New Programs and Program Expansion and Improvement**

Nevada Department of Education

OFFICE OF CAREER READINESS, ADULT LEARNING & EDUCATION OPTIONS

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APPLICATION CONTENTS

Overview of State CTE Funds

Key Provisions

Uses of Funds

Application Directions

Submitting the Application

Application Cover Page

Assurances

Budget Summary (sample)

Budget Detail and Narrative (sample)

Form A: Size and Scope of CTE; Statement of Needs

Form B: Funding Purpose, Project Narrative, and Grant Outcomes

Form C: Staffing

Form D: Demonstration of Collaboration

Form E: Demonstration of Sustainability

Form F: Evaluation Methods

Form G: Prioritization of Projects

Appendix: Criteria for Review of Applications

STATE COMPETITIVE GRANT FOR NEW PROGRAMS and PROGRAM EXPANSION AND IMPROVEMENT

I. OVERVIEW OF STATE CTE FUNDS

For fiscal year 2018 as approved by the 2015 State Legislature, **\$12,343,822** is available in state funds to support career and technical education in eligible school districts and charter schools. In accordance with Chapter 388.393 of the Nevada Revised Statutes and Senate Bill 515, after 30 percent is allocated for competitive grants, the remainder of the state money is allocated to school districts and charter schools based on duplicated CTE student counts in each high school and eligible charter school.

- Competitive Grants (30%): \$3,763,147
- Allocation Grants (Balance of Funds): \$8,640,675

Career and technical education programs are organized under six program areas: Agriculture and Natural Resources Sciences; Business and Marketing; Education, Hospitality and Human Services; Health Science and Public Safety; Information and Media Technologies; and Skilled and Technical Sciences. All expenditures must support programs according to the State CTE Course Catalog. (See the State CTE Course Catalog for information on programs and course sequences within a program area.)

\$3,763,147 for competitive grant applications

According to NRS 388.393, Section 1, the board of trustees of a school district or the governing body of a charter school may apply for a grant for a program of career and technical education. Following additional statutory requirements of subsection 4 of NRS 388.392, the representatives of the industry sector councils will review the applications and make recommendations to the Executive Officer (Superintendent of Public Instruction) of the State Board for Career and Technical Education, who will award grants for the purpose of developing new programs or expanding existing programs based on the goals, funding purposes, and criteria of the program of career and technical education in the following sections.

II. KEY PROVISIONS

The purpose of State Competitive CTE grants is to drive change at the school or district level through the development, expansion or improvement of high school career and technical education programs. More specifically, the Department of Education wants to ensure students receive skills and competencies required by employers in high-skill, high-demand sectors. Any program selected for funding must be listed in the most current State CTE Course Catalog.

State competitive funds must be used strategically by the school district to provide CTE programs leading to high-demand, high-wage occupations where such programs do not exist or at those sites where students have limited opportunities to complete a CTE program of study.

The primary goal of the competitive funds is to increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment through the development, expansion or improvement of quality programs. Programs must align to the economic and workforce development priority need areas as evidenced by labor

market data and analysis and career pathway strategies from the Governor's Office of Economic Development and the Governor's Office of Workforce Innovation.

The Department of Education has established the following strategic goal to increase CTE program completion rates.

By 2020, 11,000 students will complete a CTE program of study and 50% of the completers will earn the Nevada Certificate of Skill Attainment.

The rationale behind this goal is that higher program completion rates will result in higher numbers of students engaged in a CTE program of study through the second-level course, resulting in lower drop-out rates and higher graduation rates. Further, students who complete a program of study and earn the State Certificate of Skill Attainment will qualify for CTE College Credit, a gateway to postsecondary credentials, in less time and at lower cost.

Any program development, expansion or improvement requiring the installation of equipment or facility modifications must have a description detailing the applicant's capacity to complete such modifications. **Prior to submitting the application, the agency must contact NDE staff to verify allowable use of funds. The application must include a signature from the agency's authority over facilities on the cover page.**

The following three funding purposes are supported with competitive grant funds:

(1) New Programs

Funds may be used to develop new programs where such programs did not exist. Proposals must demonstrate how funds will be used to start new programs that will include full course sequences to the completion levels, as per the course sequences in the most current State CTE Course Catalog. Projects to develop new programs must describe a plan and timeline to build the program to completion levels and sustain the program.

(2) Program Expansion

Funds may be used to expand programs according to the following criteria: (1) the program currently offers a partial course sequence, but is lacking the completion-level course; (2) the program has current enrollments; and (3) the course sequence must be completed according to the CTE Course Catalog for academic year 2016-17.

Applicants must demonstrate the capacity to increase CTE program completion rates.

(3) Improvement: Program improvement activities are to assist the program to meet or exceed standards and align with industry recognized credentials. Describe how programs will be improved to increase equity and student access and lead to improved program outcomes. The description may be organized by school, CTE program or agency-wide initiatives. Some examples of program improvement activities are shown below.

- Supply and equipment purchases to meet state and industry standards;
- Professional development strategically designed to support improved instruction;
- Local curriculum development to fully implement state CTE standards and the state Employability Skills for Career Readiness;
- Promotional efforts to market and reinforce the importance of program completion and the opportunities for students to earn CTE College Credit;

- Employer engagement; and
- Career guidance and counseling support for students enrolled in and completing CTE programs.

III. USES OF FUNDS

The standards for a quality CTE program and examples of uses of funds are listed below, as they may apply to the development of new CTE programs or expansion of programs:

Career Guidance

Career guidance services support students in making informed decisions regarding career pathways. Career and technical education (CTE) teachers, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in CTE courses/programs consistent with their aptitudes, interests, abilities, and career-path goals.

Funds may be used to support career counseling and guidance, including the development of career centers, according to the following recommendations:

- *All students develop an education and career plan (four-year plan) per NAC 388.205*
- *Implement career development activities such as career fairs and interactive sessions with business and industry*
- *Enhancements to career guidance programs and services for students to promote annual review and modification of academic plans*
- *Professional development for counselors and support staff to provide informational resources pertaining to postsecondary job markets and continuing/higher education options consistent with career pathway plans*
- *Implementation of career centers that include current and relevant resources to support individualized college and career readiness planning*
- *CTE program integrates career planning opportunities, employability skills instruction, postsecondary education and training options, and provides students with information relevant to career goals.*

Program and Instruction

Each CTE program must be developed according to a comprehensive program of study and follow state standards that guide students to program completion. A variety of instructional methods are utilized to integrate academic knowledge, employability skills, technical skills, and leadership development.

Funds may be used to develop and expand CTE programs of study to include, but are not limited to, development of approved courses, implementation of state standards, curriculum materials, and professional development.

Leadership Development

Career and technical student organizations (CTSOs) are an integral part of the CTE program. Students develop leadership, citizenship, interpersonal, and employability skills through involvement in the following CTSOs: DECA, FBLA, FCCLA, FFA, HOSA, and SkillsUSA.

Competitive funds may only be used for CTSO support at schools where the organization(s) do not exist. Funds may be used to develop activities and services to support student involvement in CTSOs, including professional development to implement CTSOs. Uniform jackets are allowable only for new

chapters. The amount of funds used for travel expenses must be reasonable relative to the total received.

Educational Personnel

All CTE teachers are qualified with the appropriate degree and/or industry experience and participate in ongoing professional development.

Funds may be used for professional development and other needs to support the development and sustainment of qualified personnel.

Program Planning and Promotion

There is a systematic plan for program planning and management to ensure sustainability. Program promotion informs students, parents/legal guardians, guidance counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives of the availability, advantages, and accomplishments of CTE programs.

Funds may be used for program planning and promotion, such as publications, websites and recruitment events for students, parents, and other community members.

Facilities, Equipment, and Instructional Materials and Supplies

Facilities, equipment, instructional materials and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the individual instructional needs of all students.

Funds may be used to purchase supplies and equipment needed to maintain and improve programs to meet the requirements of state and/or industry standards. The application must demonstrate how all proposed items of value (\$1,000 or more) and equipment purchases are aligned with industry and state skill standards. Equipment purchases (\$5,000 or more) must include a description of student outcomes.

*Some retrofitting or facility modifications may be allowed to install equipment or meet safety requirements, particularly for program expansion and new program development. **Prior to submission, applicants must verify the allowable use of funds for this project with the NDE staff. If such expenditures are included in the application, a signature from the agency's authority over facilities is required on the cover page.***

Community, Business and Industry Partnerships

Community members and local business and industry representatives serve on advisory committees to provide support and guidance in the development, operation, and evaluation of the CTE programs.

Funds may be used for the development and implementation of community, business and industry partnerships, including district- and program-level advisory committees.

Evaluation Systems and Accountability

There is a systematic means of evaluation that ensures the program's overall scope, instructional content, and organization meets the instructional objectives and goals. The evaluation process and accountability measures are used to develop short- and long-range improvement plans.

Funds may be used for program accountability and planning purposes, including processes to assess programs at the local levels.

IV. APPLICATION DIRECTIONS

Each school district or charter school will submit one application for these funds.

These application guidelines must be followed by agencies applying for **competitive funds**. Applications will be approved based on the clarity of the narrative describing the overall strategy, expected outcomes and description of proposed expenditures.

Each application must include the following components provided in the following order:

- (1) Cover page (one page):** Use the required cover page as the first page of the application and include all requested information and signatures.
- (2) Assurances (two pages):** The district must sign the CTE Fund assurance page provided in the appendix.
- (3) Budget Summary (one page):** The budget summary must include all expenditures properly identified by object and sub-object code. The budget summary must be signed and dated by the superintendent or his/her designee.
- (4) Budget Detail and Narrative (no page limit):** Provide a budget detail and narrative for each Form B: Funding Purpose, Project Narrative and Outcomes to describe expenditures by budget category. For each object code, provide a narrative for expenditures as indicated on the form. All proposed items of value and equipment must be itemized and include the proposed location(s) for purchases to be inventoried. Out-of-state travel must be itemized with name of conference, location and names of anticipated attendees.
- (5) Form A: Local Plan and Coordination (two page limit):** The application must describe how these funds will address economic and workforce development priorities based on regional and state data and cite the source of data used. Additionally, describe the overall size and scope of CTE in the school district/charter school and areas for growth and development to improve program completion rates. Provide justification for the funding proposal(s) to include existing and projected targets for program completion.
- (6) Form B: Funding Purpose, Project Narrative, and Grant Outcomes (four page limit):** Use one Form B for each distinct project. For example, the development of Computer Science programs in one or more schools would constitute a project and should be submitted on one Form B. Expansion of a Mechanical Technology program would be another Form B. If the agency proposes to develop more than one project, an additional Form B is required.

The narrative must describe the purpose, scope, and need for the project/program, and must specifically address the following: (1) Program alignment to the economic and workforce development priority need areas identified by the Industry Sector Councils and/or other relevant economic and workforce development indicators evidenced by data from regional economic development authorities, the Governor's Office on Economic Development, or other proven, reliable sources (data source(s) must be cited); (2)

Alignment to postsecondary and/or industry credentials; (3) how the program would result in improved program completion rates; (4) how funds would be targeted to schools and student populations most in need.

Provide projected measurable outcomes for each project. Such outcomes may be related to graduation and dropout rates; student engagement; student acquisition of knowledge and skills leading to industry or postsecondary credentials; or student participation numbers.

- (7) Form C: Staffing:** Describe the number of staff devoted to the project and their professional preparation. The sub-grant recipient must identify the full-time equivalency (FTE) of each position supported with funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives paid by state funds will be accounted for (i.e., personnel activity report or time log).

If a salary is funded wholly by the state funds for one cost objective (i.e., program related activities), the recipient must provide assurance 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 the state funds for more than one cost objective (i.e., program-related activities and administration), describe how the time allocated for each cost objective funded by state funds will be accounted for (i.e., personnel activity report or time log).

- (8) Form D: Evaluation Methods (one page limit):** Describe how the agency will evaluate and measure the success in this application. Include what will be measured, by whom and the timeline for the completion of the evaluation.

- (9) Form E: Demonstration of Sustainability (one page limit):** Describe the agency's plan for continued sustainability of the proposed project and CTE programs affected by this application.

- (10) Form F: Demonstration of Collaboration (two page limit):** Describe how the school district or charter school ensured proper collaboration in the local development and approval of this application. The description should include how teachers, administrators, local industry partners and the local advisory committee(s) were involved in and committed to developing a quality application to support economic development priorities and initiatives.

- (11) Form G: Prioritization of Projects:** For those applicants submitting more than one project (Form B), projects must be prioritized by the agency. Include the Project Name, Fund Request, and provide a brief rationale explaining how and why the project was prioritized.

Note: By submitting an application, the local education agency agrees to provide the Department of Education information as needed to report to the Legislature on the effectiveness of state CTE funds.

V. SUBMITTING THE APPLICATION

Application Deadline

The application must be received by **5:00 p.m. on Friday, March 17, 2017** to be eligible for funding.

Application Package

- a. Submit **one** application with a complete set of original signatures and one additional copy. The application must be approved by the designated authority in the school district or charter school.
- b. The application must be submitted in the order and format provided in these application guidelines. (1) Cover Page; (2) Assurances; (3) Budget Summary; (4) Budget Detail and Narrative; (5) Form A: Local Plan and Coordination; (6) Form B: Funding Purpose, Project Narrative and Outcomes (one for each project); (7) Form C: Staffing; (8) Form D: Evaluation Methods; (9) Form E: Demonstration of Sustainability; (10) Form F: Demonstration of Collaboration; and (11) Form G: Prioritization of Projects.
- c. Items requiring signature are the **Application Cover Sheet, Assurances, Budget Summary, and Form G: Prioritization of Projects.**
- d. The application must be single-sided, paginated, and stapled or clipped in the upper left-hand corner. Pages must be standard 8 1/2" x 11" white paper. The font and font size must be Times 12 with single-spaced typing. Electronically submitted copies will not be accepted.
- e. Mail the original and copies to:
Kristine Nelson, Director
Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

Information

For additional information, contact the Office of Career Readiness, Adult Learning & Education Options at (775) 687-7300.

FORMS

- Assurances
- Budget Summary and Detail with Narrative forms template must be used and is available from NDE separately (samples follow below)
- Form A: Local Plan and Coordination
- Form B: Funding Purpose, Project Narrative, and Grant Outcomes
- Form C: Staffing
- Form D: Evaluation Methods
- Form E : Demonstration of Sustainability
- Form F: Demonstration of Collaboration
- Form G: Prioritization of Projects
- Appendix: Criteria for Review of Applications

ASSURANCES

General

- The applicant will assure that all funds will be used for the purpose of developing, expanding and improving career and technical education programs and services for students.
- The applicant will assure that no state CTE funds will be used to provide career and technical education programs to students prior to the ninth grade. Incidental use by other grade levels is permitted.
- The applicant will assure that no funds made available under this fund will be used to require any secondary school student to choose or pursue a specific career path or major.

Grants Management and Accountability

- The applicant will ensure that all grant funds are managed and administered according to proper grants administration procedures to fully account for all expenditures.
- The applicant will assure that any required maintenance of fiscal effort on either a per-student or aggregate expenditure basis is met.
- The applicant will assure that funds made available under this application for career and technical education activities will supplement, and shall not supplant, other existing fund sources for career and technical education activities.
- The applicant will assure supporting documents for expenditures will be maintained for audit. Funds will not be commingled with other state and local funds and will be accounted for in a manner which will prevent loss of their identity as funds supporting specific career and technical education goals.
- Effective and separate accounting procedures of the recipient will be employed to assure that funds from federal sources will not be commingled with state or local funds, but will be separately identified as expenditures of federal funds.
- Fiscal control and funds accounting procedures shall be established as deemed necessary to assure proper disbursement of and accounting for state funds paid to a recipient for programs and projects.
- The fiscal and statistical records are subject to and upon request will be made available for audit by the State of Nevada to determine whether the recipient has properly accounted for funds expended for career and technical education and services.
- Records will be kept which fully disclose the amount and disposition of state funds allocated, as well as the total expenditures of funds for career and technical education programs and services supplied by funds from other sources. This may include time accountability sheets for individuals funded under the state CTE funds.
- Any income generated from activities funded by state or federal grant funds must be accounted for and used for the purposes of furthering the program or project objectives.

Personnel

13. Career and technical instructors, counselors, supervisors, and other professional personnel involved in career and technical education who participate in state funded projects will be licensed in accordance with current Rules and Regulations established by the Commission on Professional Standards in Education.

Data Management

14. All eligible recipients participating in available federal and/or state funds, will participate in, maintain, and utilize a performance accountability system in the reporting of all career and technical education programs in the Nevada Department of Education State Accountability Information Network (SAIN); provide data required for reporting the performance measures designated by the State's performance indicators; and assure that staff involved in the accountability system receive the training necessary to maintain a quality system.
15. All eligible recipients will provide sufficient information to the State to enable the State to comply with all reporting requirements.

Evaluation

16. Participating agencies will cooperate with the Department of Education in on-site program reviews and any evaluative process.
17. An assurance that the applicant will comply with reporting procedures required by the Nevada Department of Education, which will assess the progress of its career and technical education programs and will include a review of outcomes related to the quality criteria indicators.
18. An assurance that the evaluation and review of programs will include the full participation of representatives of individuals who are members of special populations. This review shall be 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 this fund.
19. An assurance that the eligible recipient will comply with the Department of Education's requirements for state monitoring.

Local Program Improvement Plan

20. An assurance that if the applicant determines they are not making substantial progress in meeting the performance indicators approved by the State Board, the recipient of funds will develop a plan, in consultation with teachers, parents, and students concerned, for program improvement for the succeeding school year. The plan will describe how the recipient will identify and modify programs and will include a description of career and technical education and career development strategies designed to achieve progress to improve the effectiveness of the programs conducted with assistance under this fund, and will, if necessary, develop a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

Community, Business, Industry, Parent/Student Involvement and Appeal

21. An expedited appeals procedure is established by which community, business, industry, parents, students, teachers, and area residents concerned will be able to directly participate in state and local decisions that influence the character of programs under this fund affecting their interests; and technical assistance will be designed and provided to ensure that such individuals are given access to the information needed to file a complaint/appeal by notification of the complaint/appeal process upon request.

State Requirements

22. The agency implements the requirements for advisory committees according to NRS 388.385 and NAC 389.
23. The agency implements the requirements for career guidance and counseling according to NRS 389.180 and NAC 389.187.
24. The agency implements career and technical education programs of study according to NAC 389.800, 389.803, 389.805, 389.810, and 389.815.
25. The agency implements the state assessment requirements for program completers according to NAC 389.800.
26. The agency provides program articulation, rural participation, and academic integration according to the State Plan for Career and Technical Education.

(Printed Name and Title of Authorized Representative)

(Signature/Date)

Budget Summary and Budget Detail and Narrative forms will be sent under separate cover

FORM A: LOCAL PLAN AND COORDINATION

Limit this section to three pages. See Application Directions, Page 6, for details.

FORM B: FUNDING PURPOSE, PROJECT NARRATIVE, AND GRANT OUTCOMES

Limit this section to four pages for each Form B submitted. Duplicate this form for each proposed project. See Application Directions, pages 6-7, for details.

Funding Purpose (select one): <input type="checkbox"/> New Program <input type="checkbox"/> Program Expansion <input type="checkbox"/> Program Improvement
Project/Program Name:
Proposed Funding: \$
Project Narrative:
Objectives & Grant Outcomes:

FORM C: STAFFING

See Application Directions, page 7, for details. Limit to two pages.

FORM D: EVALUATION METHODS

See Application Directions, page 7, for details. Limit this section to two pages

FORM E: DEMONSTRATION OF SUSTAINABILITY

See Application Directions, page 7, for details. Limit this section to one page.

FORM F: DEMONSTRATION OF COLLABORATION

See Application Directions, page 7, for details. Limit this section to one page.

FORM G: PRIORITIZATION OF PROJECTS

Prioritization of Projects form will be sent under separate cover