

APPLICATION FOR FUNDING FISCAL YEAR 2010

**Carl D. Perkins Career and Technical
Education Improvement Act of 2006**

**Basic Grant
July 1, 2009 – June 30, 2010**

Nevada Department of Education
Office of Career, Technical, and Adult Education
755 N. Roop Street, Suite 201
Carson City, NV 89701
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I. Overview

A. Purpose of Funding

Each local educational agency that is eligible to receive Basic Grant formula funds under Title I, Part A of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 may submit only one application. The application must follow the format described in these guidelines and shall be written to cover the time period of July 1, 2009 to June 30, 2010. Eligible agencies may develop one complete strategic improvement plan for career and technical education to apply for all existing and potential state and federal funding. If one plan is submitted, the plan shall meet the requirements set forth in all application guidelines (state and federal), whereby the budget narrative and budget would support the funding source for which the application is submitted.

The application must be received in the Department of Education on or before May 22, 2009 to be considered for funding.

As stated in the Act, the purpose of this funding:

“... is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by —

- building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting the standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
- 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;
- increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;
- conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;
- providing technical assistance that—
 - promotes leadership, initial preparation, and professional development at the state and local levels; and
 - improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- 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; and

- 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.

Career and technical education programs, as recognized by the State Board of Education/State Board for Career and Technical Education, are those programs that include a **sequence of courses** that provide individuals with the academic and technical knowledge and skills to prepare for further education and for careers in current or emerging employment sectors that do may or may not require a baccalaureate, master’s or doctoral degree. Such programs must include competency-based and applied learning that contributes to the student’s development of academic knowledge and technical and occupational-specific skills.

The definition of career and technical education student is a student who is enrolled in an exploratory, introductory, or occupational–specific course within an approved CTE program area.

B. Eligible Recipients

Eligible recipients are local educational agencies that serve secondary students enrolled in career and technical education programs and have administrative control and responsibility for the direction of public elementary and secondary schools legally authorized to provide public education for grades K-12, or any other public agency having administrative responsibility for an career and technical education programs. In Nevada, the eligible recipients for the secondary portion of the local formula funds are the sixteen school districts that provide secondary career and technical education programs.

Eligible recipients also include postsecondary institutions that have administrative control and responsibility for the direction of public postsecondary education and are legally authorized to provide public education at the postsecondary level in Nevada. In Nevada, the eligible recipients for the postsecondary portion of the local formula funds are the four community colleges that provide postsecondary career and technical education programs.

C. Amount of Funding Available

Local Fund Allocations – Secondary Education Agencies

The amounts are based on 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.

[The FY’10 Basic Grant formula fund amounts for secondary education agencies will be available pending receipt of the allocation tables from the U.S. Department of Education. Please use the amounts listed in the separate allocation tables for budgeting purposes.]

Local Fund Allocations – Postsecondary Education Agencies

The amounts are based on the Pell Grant counts for FY09, as reported by the Nevada System for Higher Education. The amount allocated is 32% of the total local funds, less the amount set aside for the reserve fund allocation.

[The FY'10 Basic Grant formula fund amounts for postsecondary education agencies will be available pending receipt of the allocation tables from the U.S. Department of Education. Please use the amounts listed in the separate allocation tables for budgeting purposes.]

D. Performance Indicators

The State is required to establish a performance accountability system to assess the effectiveness of the State in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities. The Nevada Department of Education will prepare and distribute reports summarizing the State's secondary and postsecondary performance on each of the core indicators. These reports include a district-by-district or college-by-college breakdown of performance on each of the indicators.

The specific indicators will be discussed specifically in a following section. At the secondary and postsecondary levels, they include indicators on technical skill attainment, school completion, placement upon completion, and participation and completion of nontraditional program areas. Secondary indicators also include graduation rates and academic achievement in reading/language arts and mathematics.

All eligible recipients will be required to report performance indicator results to the State. Consequently, an accountability system must be in place that supports the evaluation of the programs, services, and activities funded under this plan and which provides such information as is needed to clearly indicate progress in meeting the performance indicators. All agencies who are receiving assistance from the Perkins Act of 2006 sign assurances in their grant application regarding evaluation and local program improvement plans. Future funding will be contingent on continuous program improvement and agencies will be required to implement improvement plans if performance indicators are not met.

II. Submitting the Application

A. Application Package

1. **ONE** application must be submitted with a complete set of original signatures. All applications for secondary education must be signed by the school district superintendent or designee; applications for postsecondary education must be signed by the college president or designee. Faxed applications will not be accepted. **One original and two copies** of the signed application should be submitted. **NOTE: If the agency requires an original signed copy for their records, please send TWO original signed applications and one will be returned to the agency.**
2. The application must be submitted in the format provided in this application package. The cover page must be shown as the first page of the application.
3. Failure to follow the format and directions provided may result in the application not being accepted or in delay of review and approval.
4. Items requiring original, authorized signatures are listed below and may be found in Appendix A:
Cover page
Assurances
Certifications
Budget Forms
5. All required sections are **bolded**.
6. 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" paper**.

B. Mailing Address

Mail the original and copies to: Phyllis Dryden, Director
Office of Career, Technical and Adult Education
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701-5096

C. Application Deadline

The application must be received by **5:00 p.m. on May 22, 2009** to be eligible for funding.

D. Information

For additional information, contact the Office of Career, Technical and Adult Education at the Nevada Department of Education at 775-687-7300 or fax 775-687-8636.

III. Application Requirements

A. Local Administration

Background

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 eligible agency may be used for administration. In most cases this will be the indirect costs identified on the budget summary.

Application Directions:

1. **Cover page:** Use the required cover page as the first page of the application and include all requested information and signatures. (Appendix A)
2. **Assurances:** Use the required assurances pages and be certain the appropriate signatures are complete. Assurances will be a part of future monitoring and compliance accountability. (Appendix A)
3. **Certifications:** Complete the Certifications Regarding Lobbying; Debarment, Suspension and other Responsibility Matters; and Drug-Free Workplace Requirements. (Appendix A)
4. **Budget Summary:** Complete one budget summary for the entire application. The budget summary must include an authorized signature and date. (Appendix A)
5. **Budget Detail:** The budget detail must itemize all proposed expenditures by object and sub-object code, whereby the totals match the amounts in the object and sub-object codes on the budget summary. For those agencies receiving more than \$50,000 in funding, provide one budget detail for each primary CTE program and service area (i.e., business education, professional development). All proposed equipment and items of value must be itemized on the budget detail and include the proposed location(s) for purchases. (Appendix A)
6. **Budget Narrative:** Provide in narrative form a description of expenditures by budget category. For example: if funds are budgeted for supplies for a selected program, describe what the supplies are and how they will be used.
7. **Staffing:** Describe the number of staff devoted to the project and their professional preparation. The subgrant recipient must identify the full-time equivalency (FTE) of each position supported with Carl Perkins 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 the Carl Perkins Act will be accounted for (i.e., personnel activity report or time log).

If a salary is funded wholly by the Carl Perkins Act 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 subgrant from which the position is funded.

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

8. **Appeals Procedure:** Provide a copy of the procedure or policy by which the agency would process an appeal to decisions made in the local plan. The procedure or policy should describe the steps involved in processing an appeal or dispute with respect to the local plan; the appeals procedure must specifically address how an appeal to the local plan would be processed.

B. Local Planning, Coordination, and Collaboration

Background

Recognizing that there are many educational reform efforts converging to adequately prepare students, it is essential that the funds provided under this Act work in harmony with both local agency missions and goals as well as with other federal and state initiatives related to education and career development. Specifically, local agencies must demonstrate how strategic planning to improve career and technical education occurs. School districts must describe how program development and program improvement initiatives funded by the Perkins Act are integrated with district-wide and site-base school improvement plans governed by Nevada Revised Statute (NRS) 385.34691. Colleges must describe how program development and program improvement initiatives funded by the Perkins Act are integrated with college-based strategic plans.

Collaboration in the development of local plans must also occur. Agencies must demonstrate how collaborative decision-making occurred and how the local plans were presented to advisory committees for input and guidance.

Application Directions

1. Provide a description of how funding under this application will support the local agency's mission and goals. **School Districts:** This description must include verification of how the local plan is integrated with and supports the site-based and district-wide improvement plans, as governed by Nevada Revised Statutes 385.34691. **Colleges:** This description must include how the local plan is integrated with and supports the college's strategic plan. (*One page or less*)
2. Describe the ways in which funding under this application will further enhance other federal or state initiatives. (*One page or less*)
3. Describe how parents, students, teachers, and representatives of business and industry, labor organizations, and special populations, including alternative education, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this funding. Provide documentation such as letters of review from stakeholders, advisory groups, and directors of programs for special populations, including alternative education programs, where applicable. Include how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of the funding.

Describe the role of the local advisory committee in the planning and development of the local plan. The cover page signature of the advisory committee chair validates the committee's endorsement of the local plan. *(One page or less)*

4. Provide an abstract that summarizes (1) the high-wage, high-skill, or high-demand career and technical education programs available through the agency and (2) the primary area(s) of need for which funds under this application will be targeted. *(Two pages or less)*

C. Required and Permissible Uses of Funds for Program Improvement

Background

The Carl D. Perkins Act requires that each eligible recipient that receives funds uses such funds to improve career and technical education programs. Funds made available to eligible recipients shall be used to support career and technical education programs according to the nine requirements listed in the application directions below. In addition, there are nineteen identified permissible uses of funds. The application must include a similar description for selected permissible uses, if applicable.

Application Directions

The descriptions provided under each required area should be written as a comprehensive strategy to improve career and technical education, and not geared toward just one program or toward those programs selected for funding. All applications must provide strategies for each of the nine requirements of uses of funds and any areas that fall under permissible uses.

Requirements for Uses of Funds

Funds made available to eligible recipients shall be used to support career and technical education programs that accomplish the following areas described as "Requirements for Uses of Funds." In the response for each item, identify the **activities, timeline, and evaluation strategies**.

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics.

Local Plans: Provide a description of how all students who participate in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. Describe how career and technical education students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects. In the descriptions, include specific strategies designed to increase student enrollments in rigorous academic subjects as part of career and technical education course of study alignments with core and advanced academic coursework.

Describe how the integration of academics in CTE programs will be strengthened. Strategies include how teachers are trained to integrate academics; how locally-developed curricula integrate academics based on the state skill standards; how coordination occurs between the CTE program and academic programs. Essentially, local plans must demonstrate how academics will be integrated in CTE programs, not just those selected for funding and how the integration of academics will be reviewed/assessed. Describe how classroom teachers of career and technical education courses evaluate technical skills on a regular basis, and verify that competency skill certificates are issued at the secondary level. Describe how all programs will be organized in a coherent sequence of courses, such as career and technical programs of study as defined in the definitions.

2. Link CTE at the secondary and postsecondary levels by demonstrating the development and implementation of programs of study.

Local Plans: The program of study elements include: (1) secondary and postsecondary elements; (2) coherent and rigorous content aligned with academic standards and relevant career and technical content that aligns secondary and postsecondary education to prepare students to succeed in postsecondary education; (3) opportunities to earn postsecondary credit while in secondary education; and (4) leads to an industry-recognized credential/certificate, associate degree, or baccalaureate degree. Articulation agreements must exist for all eligible programs.

Provide a list of current articulated programs and a list of those programs not yet articulated, along with strategies to ensure all eligible programs are articulated within a reasonable timeframe.

Describe how all CTE courses will be organized in sequences leading to postsecondary education and/or job training. The sequences (programs of study) must include core academic requirements. Include a timetable by which the programs of study will be developed and implemented.

3. Provide students with strong experience in all aspects of the industry, which may include work-based learning.

Local Plans: “All Aspects of the Industry” means providing students with a comprehensive understanding of the industry that the individual is preparing to enter, from the most basic to the most advanced. The eight areas typically identified with teaching students all aspects of the industry include the following:

- Community Issues – the impact of the enterprise and the industry on the community and the community’s impact on an involvement with the enterprise;
- Technical and Production Skills – specific production techniques
- Underlying Principles of Technology – mathematical, scientific, social, and economic principles that underlie the technology;
- Finance – primary accounting and financial decisions; methods for raising capital to start or expand an enterprise;

- Health, Safety and Environmental Issues – in relation to employees and the local or regional community;
- Management – methods typically used to manage related enterprises; methods for broadening worker involvement in decisions;
- Planning - health and safety issues;
- Labor Issues – worker rights and responsibilities; labor unions and history of expanding workers’ rights and roles.

Describe how local program curricula will include learning objectives and/or standards to support learning in all aspects of the industry. Describe how students will have access to work-based learning opportunities. Also, describe strategies to implement instruction in employability skills, as identified in state skill standards.

4. Develop, improve, or expand the use of technology in career and technical education.

Local Plans: Describe how selected programs develop, improve or expand the use of technology. Options include training teachers and faculty in the use of technology; providing students with the academic and career and technical skills that lead to entry into technology fields; encouraging schools to collaborate with technology industries to establish internships and mentoring programs.

5. Provide professional development programs to teachers, guidance counselors, and other staff who are involved in integrated career and technical education programs.

Local Plans: Each agency must develop a comprehensive professional development program that accomplishes the following:

- Promotes the integration of coherent and rigorous academic standards in career and technical education curricula. The plans must demonstrate how academics are integrated according to the academic crosswalks in the state skill standards (secondary education). Agencies may establish “academic review teams” to review curricula to ensure academics are integrated and taught to the extent possible in career and technical education courses;
- Establishes professional development programs that are high-quality, sustained, intensive, and focused on instruction;
- Encourages applied learning that contributes to the academic and career and technical knowledge of the student;
- Provides the knowledge and skills needed to work with and improve instruction for special populations.

6. Develop and implement evaluations of career and technical education programs, including an assessment of how the needs of students from special populations groups are being met.

Local Plans: Local plans must describe how programs are to be evaluated. The Program Quality Criteria will be used to assess programs on a site-by-site basis. An assessment of

how the needs of special populations must be included. This assessment may include strategies to eliminate barriers to the successful participation of special populations.

7. Initiate, improve, expand, and modernize quality career and technical education programs.

Local Plans: Describe how funds will be used to support program development, expansion, and/or improvement that increase the quality of career and technical education programs. This requirement allows recipients to purchase supplies and equipment to develop, expand, and improve programs. However, such purchases must clearly be tied to larger strategies that encompass comprehensive program improvement. Equipment purchases should be tied to program improvement to integrate academics, implement the competencies in the state skill standards, professional development, developing programs of study, etc. Such purchases should also be tied to helping sites meet the Program Quality Criteria.

Describe efforts to recruit and retain career and technical education teachers, faculty, and career guidance counselors, including individuals in groups underrepresented in the teaching profession. Describe efforts to improve the transition to teaching for qualified individuals from business and industry.

8. Provide services and activities that are of sufficient size, scope, and quality to be effective.

Local Plans: Local plans shall provide assurances that career and technical education programs will be of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.

- *Program Size* – Quantifiable, physical parameters and limitations of each program, to include the number of courses in the approved sequence; the amount of available resources (i.e., computers, software, tools); numbers of staff; average number of students served each year.
- *Program Scope* – Curricular parameters and limitations of each program, such as the ability of the curriculum to cover the full breadth of its subject and maintain continuous relevance to the workplace. Qualifiers include course content, range of offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught.
- *Program Quality* – Ability of the program to teach students the workplace standards, competencies, and skills necessary for them to practice careers within their chosen field and succeed in postsecondary education, while at the same time supporting a high level of student achievement in core academics. The State’s Program Quality Criteria is to be used by local agencies to determine program improvement needs.

9. Provide activities to prepare special populations, who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. Special populations are defined as the following: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including foster

children; (3) individuals preparing for non-traditional fields; (4) single parents, including single pregnant women; (5) displaced homemakers; (6) individuals with limited English proficiency.

Local Plans: Describe strategies that will be utilized to assure that individuals in special populations groups are prepared for high-wage, high-skills, or high-demand occupations. Describe how barriers to ensure the full participation of special populations will be removed. Describe how special populations will be served to meet the criteria of the performance indicators in Section H.

Permissible Uses of Funds:

Funds may be used for one or more of the following permissible uses of funds as defined by the Act. In the response for any selected permissible use, identify the activities, timeline, and evaluation strategies.

1. Involvement of parents, businesses and labor organizations in the design, implementation and evaluation of programs.
2. Provide career guidance and academic counseling for CTE students to improve graduation rates and to provide information on postsecondary education and career options.
3. Development of local education and business partnerships, including work-based experiences for students and industry experience for teachers and faculty.
4. Provide programs for special populations.
5. Assist career and technical students' organizations.
6. Mentoring and support services.
7. Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications, to strengthen and support academic and technical skill achievement.
8. Teacher preparation programs.
9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including distance education.
10. Developing initiatives that facilitate the transition of sub-baccalaureate career and technical education programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling, and other initiatives to overcome barriers and encourage enrollment and completion.
11. Providing activities to support entrepreneurship education and training.
12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations.
13. Developing and supporting small, personalized career-themed learning communities.
14. Providing support for family and consumer sciences programs.
15. Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields.
18. Providing support for training programs in automotive technologies.

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.
20. Supporting CTE activities consistent with the purpose of the Act.

D. Program, Service, and Site Selection

Background

The Carl D. Perkins Act requires that each eligible recipient that receives funds use such funds to improve career and technical education programs and services that prepare students for high-wage, high-skill, or high-demand occupations. Use the labor market information provided in Appendix C, or other valid local or regional labor market information to identify and select programs for funding.

Application Directions

Each agency must identify the career and technical education programs and services for which funding is being requested through this application and describe the rationale and process used to prioritize the selected programs and services. For each selected program and/or service, the following must be provided:

- Name of program or service to be funded
- Identification of site(s)
- Goals, objectives, and expected outcomes
- Implementation strategies/activities
- Timeline for completion of primary activities
- Evaluation strategies
- Sources of funds (i.e., federal, state, local) to accomplish the proposed objectives

Provide a rationale for selecting particular sites. School districts must describe how middle school CTE programs were acknowledged and considered for funding, if applicable.

E. Strategies to Improve Enrollment in Programs Leading to Nontraditional Employment

Background

The State of Nevada will be held accountable for meeting two performance indicators related to student participation in and completion of programs that lead to nontraditional employment and training. A list of programs that are identified as leading to nontraditional training and employment is included in Appendix D.

This section provides an opportunity to identify strategies and activities that impact a broader agency or district level.

Application Directions

Each applicant must submit a plan describing how the agency will increase the ratio of male and female students in programs that lead to nontraditional employment and training. The plan must include the following:

- Strategies
- Implementation Plan
- Timeline
- Evaluation Strategies
- Funding Source and Amount of Funding

F. Strategies to Enhance Access and Successful Completion of Special Populations Students

Background

All recipients are required to provide access to and support for special populations students who wish to participate in career and technical education programs. Data will be collected to demonstrate that special population students are participating in and successfully completing programs. Emphasis should be given to provide support for those special population students in identified programs and those that are considered high-wage, high-skill, or high-demand. Recommended strategies are described in Appendix D.

Application Directions

Each applicant must submit a plan describing the specific activities or strategies that will be adopted to overcome the barriers that are anticipated for special population students. Strategies and activities should be designed to enable special population students to meet the criteria of the performance indicators in Section H. The plan must include the following:

- Strategies
- Implementation Plan
- Timeline
- Evaluation Strategies
- Funding Source and Amount of Funding

As part of the plan, provide a description of how the local agency ensures individuals who are members of special populations are not discriminated against on the basis of their status as members of special populations. The description should include an overview of policies and procedures at agency and site levels.

G. State Requirements

Background

State requirements in either Nevada Revised Statute (N.R.S.) or Nevada Administrative Code (N.A.C.) exist to provide additional governance for career and technical education programs. State requirements also include mandates from recent legislation and/or policies set forth by the Board of Education and Board of Regents. The program quality criteria in the state-approved *The Career and Technical Education Lifelong Learning Initiative* provides additional requirements and other guidance to help local agencies focus and direct program improvement efforts.

Application Directions

1. Each school district is required to maintain a CTE Advisory Technical Skills Committee to provide leadership and guidance over the development, expansion, and improvement of career and technical education programs. AB 388 requires the committee to meet no fewer than three times per year. The membership requirements for each advisory technical skills committee, as per AB 388, are shown below.
 - Business and industry representatives
 - Employees of the school district who possess knowledge and experience in CTE
 - Pupils enrolled in the school district
 - Parents/legal guardians of pupils enrolled in the school district
 - Postsecondary staff with experience in CTE
 - Other interested persons

Local Plans: Describe the structure for advisory technical skills committees, including how the oversight committee is structured; a current membership list (including identification of each member's affiliation and identification of the committee chair, a non-agency representative); an assurance the committee will meet no fewer than three times per year; a description of how committee meeting records are maintained; and a description of the committee involvement in the development of local plans for career and technical education, including grant application objectives and budgets.

2. School districts and colleges are also required to maintain program-level technical advisory committees. These committees provide private-sector expertise and advisement to assist individual CTE programs. Wherever a parallel CTE high school and college program exist in the same locality, a joint advisory committee is required.

Local Plans: Describe the structure for program-level advisory committees. Provide a list of CTE program areas and identify whether or not an active advisory committee exists. Identify those committees that serve both college and high school programs.

Note: Although encouraged to establish and maintain program-level advisory committees, small rural school districts are exempt from this requirement.

3. Tech prep programs are joint ventures between secondary and post secondary education to promote a seamless transition from high school to higher education. School district and community college applicants located in communities where a central community college is

established are required to establish a tech prep committee or consortium to assist both the school district(s) and the community college in fulfilling the goals of tech prep. The committee sets priorities to further the purposes of tech prep each year and provides collaboration and oversight of the tech prep budgets.

The tech prep committee will advise on policy matters in career and technical education programs where employment demands are not being met. The tech prep committee will recommend programs needing expansion, improvement, and modernization. The committee will recommend mechanisms to establish shared instruction, facilities, equipment and placement among business, industry, education and, where appropriate, will provide linkage with local Nevada State Apprenticeship Council and Bureau of Apprenticeship Training approved apprenticeship training programs. The committee will also provide leadership to the establishment and expansion of work-based learning opportunities.

The committee will be responsible for advising the respective members of the consortium on the development and operation of a tech prep education program that encompasses at least the two years of secondary school preceding graduation, two years of higher education and/or an apprenticeship program of at least two years, either of which would follow secondary instruction and will provide for effective employment placement activities and transfer of students to the four-year baccalaureate degree programs. The committee will be comprised of persons representative of business, labor and management, secondary and postsecondary education, and representatives of local technical skills committees. All related career and technical education programs will be addressed by the committee. Those programs which link secondary and postsecondary (associate degree) that offer employment placement and/or transfer to four-year baccalaureate programs in related fields serving science, engineering, health, and medicine will be given a priority.

Local Plans: Describe the structure of the tech prep committee and/or participation on the committee. Provide verification that the provisions of the “Tech Prep/Associate Degree Program Joint Policy Statement” approved by the Board of Education and Board of Regents, are upheld. (Refer to Appendix E for the Tech Prep Policy Statement.) Include a brief description of the policies, procedures, and instructional plans to implement articulation agreements between each related CTE program provided by the participating school district and community college.

4. To share resources, urban school districts are required to support the participation of staff in rural Nevada in the development phase and/or professional development activities supported by Carl D. Perkins Act funds in urban school district.

Local Plans: Provide an assurance that supports the participation of staff in rural Nevada in program development, professional development, or other activities funded by the Act.

5. Career Guidance and Counseling
Effective September 1, 1992, Nevada has implemented a requirement for a course of study for career guidance and counseling in every district in the state. This course of study is

outlined in NAC 389.51 (high school) and 389.39 (middle school). As such, any agency (K-12) funded from this Act must be in compliance with that statute.

Local Plans: Describe how the state requirements for career guidance are implemented in the school district.

Postsecondary Applicants Only

While there is no requirement for career guidance and counseling at the postsecondary level, it is recommended that each eligible agency provide the following components of a career guidance and counseling program.

- (a) Tech-Prep program promotion, staff training and materials to be delivered to secondary schools grades 7 – 12;
- (b) Career assessment, guidance and education planning models and programs to serve students who are career and technical education students;
- (c) Access to instruction for use of the Nevada Career Information System (CIS);
- (d) Articulation [policies] with local secondary school comprehensive guidance programs;
- (e) Information to students with special needs about career opportunities;
- (f) Establishment of networks, agreements and relationships with business and industry to facilitate adult school-to-work transitions;
- (g) Information to students with special needs regarding high-skill, high-wage, or high-demand career opportunities;
- (h) Information concerning the benefits of nontraditional careers for women and men;
- (i) Establishment of a Career Resource Center;
- (j) Promotion of occupational education to students, business and industry and the community at large;
- (k) Placement services and activities for students who have successfully completed occupational education programs;
- (l) Programs to assist students with financial aid applications; and
- (m) Evaluation of the effectiveness of career and occupational guidance and counseling programs.

H. Performance Indicators

Background

Local improvement plans to raise the level of performance to meet or exceed all state adjusted levels of performance will be required.

With a new Act, the accountability performance indicators and the standards for their successful levels of performance are proposed by states in the Carl D. Perkins Act Five-Year State Plan. The proposed indicators and their adjusted level of performance are then negotiated with the Office of Vocational and Adult Education (OVAE) of the U.S. Department of Education. Guidelines for State Plans for the Perkins Act of 2006 were distributed to states in the spring semester of 2007.

Application Directions:

Please provide a response to the questions and directions listed after each performance indicator that applies to the level of your agency (secondary or postsecondary). In responding to these items, please note the following definitions of various types of CTE students that are used in the performance indicators.

- *Secondary CTE Participants*—A secondary student who has enrolled in one (1) or more courses in any career and technical education CTE program area by the official state student count day.
- *Secondary CTE Concentrators*—A secondary student enrolled in one or more occupational-specific or terminal courses. An occupational-specific course provides specific preparation for entry-level employment. A terminal course is an occupational-specific course that is taken at the end of a sequential course of study. Students enrolled in introductory career and technical education courses are not considered secondary concentrators.
- *Secondary CTE Completer*—A secondary student who has completed a terminal course with a grade of D or higher.
- *Postsecondary CTE Participant*—A postsecondary student who has enrolled in one (1) or more courses in any CTE program area in the fall semester.

Postsecondary CTE Concentrator—A postsecondary student who: (1) who completes at least 12 CTE credits within a single prefix that is comprised of 12 or more technical credits and terminates in the award of an industry-recognized credential, a state or locally recognized certificate or a degree; or (2) completes a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential or a state or locally recognized degree or certificate.

Secondary student attainment of challenging academic content standards as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act (ESEA) of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act. [Sec. 113(b)(2)(A)(i)]

1S1. Secondary Academic Attainment—Reading/Language Arts

The percentage of eligible CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessments administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind (NCLB) Act based on the scores that were included in the State's computation of adequate yearly progress (AYP).

- a) Using the results of this performance indicator, did your education agency meet the state adjusted level of performance in the 2007-2008 year?
- b) If your education agency did not meet the state adjusted level of performance, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.

- c) If your education agency did meet the state adjusted level of performance for this indicator, please describe what strategies you will employ to maintain or exceed those performance levels.

1S2. Secondary Academic Attainment—Mathematics

The percentage of eligible CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind (NCLB) Act based on the scores that were included in the State's computation of adequate yearly progress (AYP).

- a) Using the results of this performance indicator, did your education agency meet the state adjusted level of performance in the 2007-2008 year?
- b) If your education agency did not meet the state adjusted level of performance, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency did meet the state adjusted level of performance for this indicator, please describe what strategies you will employ to maintain or exceed those performance levels.

Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate. [Sec.113(b)(2)(A)(ii) for secondary; Sec.113(b)(2)(B)(i) for postsecondary]

2S1. Secondary Technical Skill Attainment

Percentage of CTE completers receiving a certificate who have demonstrated at least 80 percent of the competencies of the certificate skills.

- a) Using the results for this secondary technical skills attainment from the 2007-2008 school year, did your education agency meet the state adjusted level of performance?
- b) If your education agency did not meet the state adjusted level of performance, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) Given the emphasis on technical assessments aligned with industry-recognized standards, please describe the CTE areas that have such technical assessments in your education agency and your education agency's plans to expand, or initiate, such assessments in other CTE areas.

1P1. Postsecondary Technical Skill Attainment

Percentage of CTE concentrators with a GPA of 2.0 or higher in their CTE courses.

- a) Using the results of this performance indicator, did your education agency meet the state adjusted level of performance in the 2007-2008 year?
- b) If your education agency did not meet the state adjusted level of performance, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) Given the emphasis on technical assessments aligned with industry-recognized standards rather than the use of GPA, please describe the CTE areas that have such technical assessments at your education agency and your education agency's plans to expand, or initiate, such assessments in other CTE areas.

Student rates of attainment of the following: (I) A secondary school diploma. (II) A General Education Development (GED) credential, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities). (III) A proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the State in conjunction with a secondary school diploma). [Sec. 113(b)(A)(iii)(I-III)]

3S1. Secondary School Completion

Percentage of senior CTE completers who earn an advanced, standard, or adult diploma, earn a GED through a secondary program run by the secondary LEA, earn an adjusted high school diploma, or earn a high school diploma with a CTE endorsement.

- a) Using the results of this performance indicator, did your education agency meet the state adjusted level of performance in the 2007-2008 year?
- b) If your education agency did not meet the state adjusted level of performance, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency did meet the state adjusted level of performance for this indicator, please describe what strategies you will employ to maintain or exceed those performance levels.

Student graduation rates (as described in section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965). [Sec.113(b)(2)(A)(iv)]

4S1. Secondary Student Graduation Rates

Percentage of CTE completers who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(C)(vi) of the ESEA.

- a) Using the results of this performance indicator, did your education agency have a graduation rate of 50 percent or higher as calculated by the Department consistent with NCLB?

- b) If your education agency did not meet this criterion, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency did meet the state adjusted level of performance for this indicator, please describe what strategies you will employ to maintain or exceed those performance levels.

Student attainment of an industry-recognized credential, a certificate, or a degree. [Sec. 113(b)(2)(B)(ii)]

2P1. Postsecondary Credential, Certificate, or Degree

Percentage of CTE concentrators who received an industry-recognized credential or a local or state recognized certificate or degree.

- a) Using the results of this performance indicator, did your education agency meet the state adjusted level of performance in the 2007-2008 year?
- b) If your education agency did not meet the state adjusted level of performance, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency did meet the state adjusted level of performance for this indicator, please describe what strategies you will employ to maintain or exceed those performance levels.

Student placement in postsecondary education or advanced training, in military service, or in employment [Sec.113(b)(2)(A)(v)]

5S1. Secondary Placement

Percentage of CTE completers who graduated and were placed in postsecondary education or advanced training, in the military service, or employment in the 2nd quarter following the program year in which they left secondary education.

- a) Using the results of this performance indicator, did your education agency meet the state adjusted level of performance in the 2007-2008 year?
- b) Acknowledge that your agency will send out follow-up surveys to CTE completers who have graduated and who have not been identified in placement by the Unemployment Insurance, the Nevada System of Higher Education, or the Department of Defense.
- c) If your education agency did meet the state adjusted level of performance for this indicator, please describe what strategies you will employ to maintain or exceed those performance levels.

Student retention in postsecondary education or transfer to a baccalaureate degree program. [Sec.113(b)(2)(B)(iii)]

3P1. Postsecondary Student Retention or Transfer

Percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2-year or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous year.

- a) For CTE concentrators who are not identified as still enrolled in your educational agency or in another Nevada System of Higher Education institution, acknowledge that your education agency will send out follow-up surveys to CTE concentrators to see if they are enrolled in a postsecondary institution.

Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions. [Sec.113(b)(2)(B)(iv)]

4P1. Postsecondary Student Placement

Percentage of CTE concentrators receiving a certificate or degree who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education.

- a) Acknowledge that your education agency will send out follow-up surveys to CTE concentrators who have received a certificate or degree and have left secondary education and who have not been identified as placed by the Unemployment Insurance or the Department of Defense?

Student participation in and completion of career and technical education programs that lead to non-traditional fields. [Sec.113(b)(2)(A)(vi) for secondary; Sec.113(b)(2)(B)(v)]

6S1. Secondary Nontraditional Participation

5P1. Postsecondary Nontraditional Participation

Percentage of CTE participants from underrepresented gender groups who enrolled in courses from a program that leads to employment in nontraditional fields.

- a) Using the results of this performance indicator, did your education agency meet the state adjusted level of performance in the 2007-2008 year?
- b) If your agency did not meet the state adjusted level of performance, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency did meet the state adjusted level of performance for this indicator, please describe what strategies you will employ to maintain or exceed those performance levels.

6S2. Secondary Nontraditional Completion

Percentage of CTE concentrators from underrepresented gender groups who have completed a program that leads to employment in nontraditional fields.

5P2. Postsecondary Nontraditional Completion

Percentage of CTE concentrators from underrepresented gender groups who attain a Certificate of Achievement or a degree in a program that leads to employment in nontraditional fields.

- a) Using the results of this performance indicator, did your education agency meet the state adjusted level of performance in the 2007-2008 year?
- b) If your education agency did not meet the state adjusted level of performance, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- c) If your education agency did meet the state adjusted level of performance for this indicator, please describe what strategies you will employ to maintain or exceed those performance levels.

IV. Review and Approval Procedures

A. Application Review Procedures

The Application for Funding will be reviewed by the Office of Career, Technical and Adult Education and other staff in the Nevada Department of Education to assure compliance with State and Federal requirements, and to ensure that all information required by the Application for Funding is adequately addressed by the applicant.

B. Criteria for Application Review and Approval

The review process will ensure that common criteria are based on the guidelines set forth in this Application for Funding and on the requirements of the Act and the State Plan. The Criteria for Application Review and Approval is provided in Appendix A.

C. 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, Technical and Adult Education. 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 state 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, Technical and Adult Education, 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.

APPENDIX A

Forms

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006**

TITLE I, PART A LOCAL FORMULA FUNDS

APPLICATION COVER SHEET

**THIS APPLICATION IS SUBMITTED FOR PROGRAM YEAR
JULY 1, 2009 THROUGH JUNE 30, 2010**

Agency: _____

Application Director: _____

(Name, position and telephone number)

(Email address)

Fiscal Manager: _____

(Name, position and telephone number)

(Email address)

**Monitoring
Coordinator:** _____

(Name, position and telephone number)

(Email address)

**Evaluation
Coordinator:** _____

(Name, position and telephone number)

(Email address)

**CTE Reporting
System Coordinator:** _____

(Name, position and telephone number)

(Email address)

**Advisory Technical
Skills Committee:** _____

(Signature of committee chair)

(Date)

(Print name of Chair, Organization and Title)

**Application
Submitted By:** _____

(Signature of authorized representative)

(Date)

(Print name of Chair, Organization and Title)

ASSURANCES

General

1. Programs, services and activities included in this application will be operated in accordance with the provisions of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, as amended, and regulations pertaining thereto, the provisions of the Nevada State Five Year Plan for the Carl D. Perkins Act of 2006, effective July 1, 2008 to June 30, 2013, and any revisions approved thereafter, Department regulations, policies and procedures as promulgated by the State Board of Education/State Board for Career and Technical Education and its staff, including submission of such reports as may be required for effective administration of programs.
2. The local educational agency will assure that no funds received under this Act may be used to provide occupational education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students.
3. The local educational agency will assure that no funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major.
4. The local educational agency will assure that no funds made available under this Act will be used to mandate that any individual participate in an occupational education program including an occupational education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
5. The local educational agency will assure that all funds made available under this Act will be used in accordance with this Act.
6. The local educational agency will assure that all funds made available under this Act shall not be used to provide funding under the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act.

Grants Management and Accountability

7. The local educational agency will assure compliance with the requirements of Title I and the provisions of the transition plan, including the provisions of a financial audit of funds received under this title which may be included as part of an audit of other federal or local educational agency programs.
8. The local educational agency will assure that none of the funds expended under Title I 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 purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.
9. The local education agency will assure that maintenance of fiscal effort on either a per-student or aggregate expenditure basis is required.
10. Federal funds made available under the provisions of the Nevada State Five Year Plan will be used to supplement, and to the extent practicable, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in PL 105-332, as amended, and in no case supplant such state or local funds.
11. The local education agency will assure that funds made available under this Act for career and technical education activities will supplement, and shall not supplant, non-federal funds expended to carry out occupational education activities and tech-prep activities.

12. Funds will be used as stipulated in the Nevada State Five Year Plan and 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.
13. 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.
14. Fiscal control and funds accounting procedures shall be established as deemed necessary to assure proper disbursement of and accounting for federal and state funds paid to a recipient for programs and projects.
15. The fiscal and statistical records are subject to and upon request will be made available for audit by the federal government and the State of Nevada to determine whether the recipient has properly accounted for funds expended for occupational education and services.
16. Records will be kept which fully disclose the amount and disposition of federal and state funds allocated, as well as the total expenditures of funds for occupational education programs and services supplied by funds from other sources.
17. The local education agency will assure that no funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one local educational agency to another local educational agency if such relocation will result in a reduction in the number of jobs available in the local educational agency where the business enterprise is located before such incentives or inducements are offered.

Personnel

18. School district occupational instructors, counselors, supervisors, and other professional personnel involved in occupational education who participate in projects funded under P.L. 105-332 will be licensed in accordance with current Rules and Regulations established by the Commission on Professional Standards in Education.

Data Management

19. All eligible recipients participating in funds available under the provision of P.L. 105-332, as amended, will participate in, maintain, and utilize a performance accountability system in the reporting of all occupational programs in the Nevada Career and Technical Education Reporting System (CTRS); 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.
20. All eligible recipients will provide sufficient information to the State to enable the State to comply with the requirements of allocating funds to area vocational schools and intermediate educational agencies.

Evaluation

21. Participating agencies will cooperate with and implement the performance indicators and levels of performance developed by the State Accountability Task Force and accepted by the Department of Education.
22. 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 approved performance indicators.
23. 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 occupational 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 Act.

24. An assurance that the eligible recipient will comply with the Department of Education's requirements for state monitoring.

Local Program Improvement Plan

25. 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 Act, and will, if necessary, develop a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

Coordination

26. An assurance that the requirements of this Act relating to individuals who are members of special populations will be carried out under the general supervision of individuals at the Department of Education who are responsible for students who are members of special populations and will meet education standards of the State Board. With respect to students with handicaps, the supervision carried out shall be consistent with, and in conjunction with, supervision described under section 612(6) of the Individuals with Disabilities Education Act (IDEA).
27. The local educational agency will assure that funds made available under this Act may be used to pay for the costs of career and technical education services required in an individualized education plan developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education.
28. The local educational agency will assure that the portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection [Section 324(b)] shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with federal funds.

Special Needs--Equity--Civil Rights Provisions

29. Career and technical education programs/services covered by this application shall be in compliance with Title IX (Non-discrimination on the basis of sex) of the Education Amendments of 1972.
30. Career and technical education programs/services covered by this application shall be in compliance with Title VI and VII of the Civil Rights Act of 1964 as amended by the Equal Opportunity Act of 1972 and the Civil Rights Restoration Act of 1988, and the Methods of Administration for Civil Rights as required under 34 Code of Federal regulations regarding Part 100, Appendix B.
31. Program/services for disabled persons enrolled in career and technical education covered by this application shall be in compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504, of the Rehabilitation Act of 1973.
32. Career and technical education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with section 612(5)(B) of the IDEA and will, whenever appropriate, be included as a component of the individualized education program developed under section 614(a)(5) of the same Act.

33. Students with disabilities who have individualized education programs developed under section 614(a)(5) of the IDEA shall, with respect to occupational education programs, be afforded the rights and protections guaranteed such students under section 612, 614, and 615 of the same Act.
34. Students with disabilities who do not have individualized education programs developed under section 614(a)(5) of the IDEA or who are not eligible to have such programs shall, with respect to occupational education programs, be afforded the rights and protections guaranteed such students under section 504 of the Rehabilitation Act of 1973 and, for the purpose of this Act, such rights and protections shall include making occupational education programs readily accessible to eligible individuals with disabilities through the provision of services described in number 13, above.
35. To the extent that occupational education is available to all students within a school district or postsecondary institution, training and occupational education activities will be provided to men and women who desire to enter occupations that are not traditionally associated with their sex.
36. An assurance to assist students who are members of special populations to enter occupational education programs, and with respect to students with disabilities, assist in fulfilling the transitional service requirements of section 620 of the IDEA.
37. An assurance to assess the special needs of students participating in projects receiving assistance under the Basic Grant with respect to their successful completion of the career and technical education program in the most integrated setting possible.
38. Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of special services.
39. Provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.
40. An assurance that career and technical programs will be provided that: encourage students through counseling to pursue coherent sequences of the course; assist special population students to succeed through supportive services such as counseling, English-language instruction, child care, and special aids; and are of a size, scope, and quality as to bring about improvement in the quality of education offered by the school.

Parent/Student Involvement and Appeal

41. An expedited appeals procedure is established by which 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 Act affecting their interests; and technical assistance will be designed and provided to ensure that such individuals are given access to the information needed to use these procedures and will be notified regarding the procedure regarding complaints/appeals upon request.

State Requirements

42. The provision for advisory committees, tech prep committees, program articulation, rural participation, and career guidance and counseling, as described in the State Five Year Plan will be fully implemented, as required.

(Printed Name and Title of Authorized Representative)

(Signature)

(Date)

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U. S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transaction, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 -

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal debarment or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about -

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notify the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U. S. Department of Education, 400 Maryland Avenue, S. W. (Room 33124, GSA Regional Office Building No. 3), Washington, D. C. 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

check [] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conducting of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U. S. Department of Education, 400 Maryland Avenue, S. W. (Room 3124, GSA Regional Office Building No. 3), Washington, D. C. 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0013, 6/90 (Replaces ED80-008, 12/89; ED Form GCS-008, (REV. 12/88); ED 80-0010, 5/90; and ED 80-0011, 5/90, which are obsolete)

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION -- LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Department, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

**NEVADA DEPARTMENT OF EDUCATION
Budget/Expenditure Summary**

Agency: _____ Project Number: _____

Project Name: _____ Fiscal Year: _____

Check One: Budget _____ Amendment _____ Number _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	100 Salaries			
200	200 Benefits			
300	300 Purchased Professional Services			
400	400 Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total			
600	610 General Supplies (exclude 612 in 610 total)			
	612 Non Information Technology Items of Higher Value*			
	640 Books and Periodicals			
	650 Supplies – Information Technology Related (exclude 651 and 652 in 650 total)			
	651 Software			
	652 Information Technology Items of Higher Value*			
	Other (620, 630)			
	Total			
800	810 Dues and Fees			
	890 Other Miscellaneous			
	Total			
SUBTOTAL 100 – 600 & 800				\$
Approved Indirect Costs Rate:** _____ %				\$
700	730 Equipment			
TOTAL				\$

* All items of value must be itemized in the budget detail

** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

Signature of Authorized Agency Representative

Date

Department of Education Use Only

Initial

Date Approved

Budget Detail / Supplemental Schedules

Agency _____

Project Name _____

A	B	C	D	E	F
OBJECT CODE	TITLE OF POSITION/ PURPOSE OF ITEM	PROJECT TIME (FTE)	QUANTIT Y	SALARY, RENTAL OR UNIT COST	BUDGETED AMOUNT

*If additional space is needed, duplicate this page and number the additional pages. All items must be explained in specific terms. All items must be named and must be directly related and necessary to the operation of the program.

SAMPLE CRITERIA FOR REVIEW OF APPLICATIONS

**Carl D. Perkins Career and Technical Education
Improvement Act of 2006**

FY'10 Basic Grant Funds

Agency Name: _____

PART I. APPLICATION – SUBMISSION AND ADMINISTRATIVE REQUIREMENTS

	YES	NO
1. Was the application received by the deadline?	_____	_____
2. Were three copies submitted—one original and two copies?	_____	_____
3. Are all lines on the cover page completed to include required names and authorized signatures?	_____	_____
4. Are the assurances signed?	_____	_____
5. Are the certifications signed?	_____	_____
7. Is the budget summary form properly completed and signed by an authorized representative of the agency?	_____	_____
8. Is there a properly completed budget detail that identifies sufficient resource allocations for each selected program/service?	_____	_____
9. Does the budget narrative adequately describe the proposed expenditures in each category?	_____	_____
10. If applicable, is the staffing properly identified, including a description (written assurance) of how the staff time is accounted for through per activity reports or time logs?	_____	_____
11. Does the application include procedure/policy by which the local agency process an appeal to decisions made in the local plan?	_____	_____

PART II. APPLICATION CONTENT AND FORMAT: PROGRAMMATIC REQUIREMENTS

	YES	NO
1. Is there an adequate description of how the funding will support the agency's mission and goals? School Districts: Does the description include how the local plan supports the district-wide and site-based improvement plans? Colleges: Does the description include how the local plan supports the college's strategic plan?	_____	_____
2. Is there a description of how funding will further enhance other state and federal initiatives?	_____	_____

3. Is there a description of key stakeholders are involved in the development, implementation, and evaluation of CTE programs? Does the description include the involvement and endorsement of the local advisory committee? _____
4. Is there an abstract that summarizes the high-wage, high-skill, or high-demand CTE programs and the primary area(s) of need for which the funds will be targeted? _____
5. Does the application address how academic and career and technical skills will be strengthened through integration? Are clear strategies provided? _____
6. Does the application address how secondary education will be linked to postsecondary education through the development and implementation of programs of study (course sequences aligned with academics)? Is a timetable provided to show development and implementation timelines? _____
7. Does the application address how all aspects of the industry? _____
8. Is there a description of how technology will be developed, improved, or expanded in CTE programs? _____
9. Does the application include a professional development plan that supports academic integration; sustained and focused training on instruction; knowledge and skills needed to work with special populations? _____
10. Does the application describe how CTE programs will be assessed/evaluated, including how the needs of special populations will be assessed? _____
11. Does the application describe how CTE programs will be initiated, improved, expanded, and modernized? _____
12. Are assurances provided that CTE programs are of sufficient size, scope, and quality? _____
13. Are strategies described that will assure special populations are prepared for high-wage, high-skill, or high-demand occupations? Is there a description of how barriers to full participation will be removed? _____
14. Are permissible uses of funds adequately described, if applicable? _____
15. For each selected program and service, are the following adequately described: (1) Name of program/service; (2) Identification of site(s); (3) Goals, objectives and outcomes; (4) Implementation strategies; (5) Timeline; (6) Evaluation strategies? _____
16. Does the application describe how the ratio of male and female students in programs leading to nontraditional employment will be increased? (See criteria above.) _____
17. Does the application describe specific activities/strategies that will be adopted to overcome the barriers for special populations? (See criteria above.) _____

PART III. STATE REQUIREMENTS

	YES	NO
1. Does the application include a description of the structure for local advisory committees, including the structure of the oversight committee, a membership list, assurance the committee will meet at least three times per year, how records are maintained, and how the committee is involved in the development of local plans?	_____	_____
2. Does the application describe the structure for program-level advisory committees?	_____	_____
3. Does the application describe the structure of the tech prep committee and/or participation on the committee? Is there a brief description of the policies, procedures, and instructional plans to implement articulation agreements?	_____	_____
4. Is there an assurance that supports the participation of staff in rural Nevada in the development phase and/or professional development activities supported by Act funds in urban areas?	_____	_____
5. Is there a description of how the state requirements for career guidance are implemented in the school district?	_____	_____

PART IV. PERFORMANCE INDICATORS

	YES	NO
1. Are all performance indicators properly addressed, as per the questions RFA?	_____	_____

APPENDIX B

Definitions

DEFINITIONS

ADMINISTRATION - Activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under the Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.

ALL ASPECTS OF THE INDUSTRY - Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

AREA CAREER AND TECHNICAL EDUCATION SCHOOL -

- a. A specialized public secondary school used exclusively or principally for the provision of vocational and technical education to individuals who are available for study in preparation for entering the labor market;
- b. The department of public secondary school exclusively or principally used for providing vocational and technical education in not fewer than five different occupational fields to individuals who are available for study in preparation for entering the labor market;
- c. A public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits as regular students both individuals who have completed secondary school and individuals who have left secondary school; or
- d. The department or division of an institution of higher education that operates under the policies of the eligible agency and that provides career and technical education in not fewer than five different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits as regular students both individuals who have completed secondary school and individuals who have left secondary school.

CAREER AND TECHNICAL EDUCATION- Organized activities that:

- a. Offer a sequence of courses that provide individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors; and
- b. Include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning, problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.

CAREER AND TECHNICAL EDUCATION STUDENT- A student, grade 9-14, who is enrolled in an exploratory, introductory, or occupational specific course, within an approved occupational education program area.

CAREER AND TECHNICAL STUDENT ORGANIZATION- An organization for individuals enrolled in a vocational and technical education program that engages in vocational and technical activities as an integral part of the instructional program. Such organizations may have state and national units that aggregate the work and purposes of instruction in vocational and technical education at the local level.

CAREER GUIDANCE AND ACADEMIC COUNSELING- Providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options.

CHARTER SCHOOL- The meaning in section 10306 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8066).

COOPERATIVE EDUCATION- A method of instruction of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual, and may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

DISPLACED HOMEMAKER- An individual who:

- a. Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title; and
- b. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

EDUCATIONAL SERVICE AGENCY- The term "educational service agency" has meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965.

ELIGIBLE AGENCY- The term "eligible agency" means a state board designated or created consistent with state law as the sole state agency responsible for the administration of vocational and technical education or for supervision of the administration of vocational and technical education in the State.

ELIGIBLE INSTITUTION-:

- a. An institution of higher education;
- b. A local educational agency providing education at the postsecondary level;
- c. An area career and technical education school providing education at the postsecondary level;
- d. A postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or the Act of April 16, 1934 (48 Stat.596.25 U.S.C. 452 et seq.);
- e. An educational service agency; or
- f. A consortium of two or more of the entities described in subparagraphs "a" through "e."

ELIGIBLE RECIPIENT-

- a. A local educational agency, an area career and technical education school, an educational service agency, or a consortium eligible to receive assistance under section 131; or
- b. An eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

HIGH DEMAND – Occupations having the most openings, as per the report *2006 Nevada Statewide Demand Occupations, Employment, Projections*, as provided by DETR.

HIGH WAGE – An occupational field with an average wage of \$16.99 per hour or more.

HIGH SKILL – Occupational field that leads to:

- a. Certificate of Completion or Associate Degree;
- b. An apprenticeship; or
- c. State license or certification.

INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY- Secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and:

- a. Whose native language is other than English; or
- b. Who lives in a family or community environment in which a language other than English is the dominant language.

INDIVIDUAL WITH A DISABILITY- A person with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).

INDIVIDUALS WITH DISABILITIES- More than one individual with a disability.

INSTITUTION OF HIGHER EDUCATION- The meaning given in section 101 of the Higher Education Act of 1965.

LOCAL EDUCATIONAL AGENCY- The meaning given in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

NONTRADITIONAL TRAINING AND EMPLOYMENT- Occupations or fields of work, including careers in computer science, technology, and other emerging high– skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

PROGRAM OF STUDY – Career and technical programs of study, which may be offered by local educational agencies and postsecondary institutions to be offered as an option to students when planning for and completing future coursework, for career and technical content areas that – (1) Incorporate secondary and postsecondary education elements; (2) Include coherent and rigorous content aligned with challenging academic standards in a coordinated, non-duplicative sequence of courses; (3) May include opportunities for secondary students to earn postsecondary

credit; (4) Lead to industry-recognized credential or certificate, or an associate or baccalaureate degree.

POSTSECONDARY EDUCATIONAL INSTITUTION-

- a. An institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree;
- b. A tribally controlled college or university; or
- c. A nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

SCHOOL DROPOUT- an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

SECONDARY SCHOOL- The meaning in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

SPECIAL POPULATIONS-

- a. Individuals with disabilities;
- b. Individuals from economically disadvantaged families, including foster children;
- c. Individuals preparing for nontraditional training and employment;
- d. Single parents, including single pregnant women;
- e. Displaced homemakers.

SUPPORT SERVICES- Services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

TECH-PREP PROGRAM-

- a. Combines at least two years of secondary education (as determined under state law) and two years of postsecondary education in a non-duplicative sequential course of study;
- b. Strengthens the applied academic component of career and technical education through the integration of academic, and vocational and technical, instruction;
- c. Provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics;
- d. Builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and
- e. Leads to an associate degree or a certificate in a specific career field, and to high-skill, high-wage employment, or further education.

APPENDIX C

Labor Market Information

Nevada's High Wage, High Skill and High Demand Occupations

(This information is a sample of High Wage, High Skill and High Demand Occupations, and was derived from the report *2008 Nevada Statewide Demand Occupations, Employment, Projections* as provided by DETR.)

Four Criteria were used in the creation of this table: (1) Occupations having the most openings; (2) Occupations paying \$16.99 per hour or above; (3) Occupations served by CTE programs; and (4) Occupations requiring education up to and including an Associate degree. For more information please visit nevadaworkforce.com

Occupations Requiring an Associate Degree	2008 Employment	Average Annual Openings 2006 - 2016	Average Annual Growth Rate 2006 - 2016	Average Annual Wages
Registered Nurses	16,037	862	3.2%	\$69,160
Supervisors/Managers of Office & Admin. Workers	15,992	715	2.3%	\$44,470
Drafting CADD	6,951	361	2.6%	\$50,980
Automotive Ser. Tech. And Mechanics	6,264	392	4.1%	\$39,582
Nurses Aides, Orderlies and Attendants	5,285	215	2.7%	\$27,788
Preschool Teachers	3,042	139	3.2%	\$23,691
Purchasing Agents and Buyers of Farm Products	1465	100	3.0%	\$52,540
Computer Support Specialists	3,303	148	3.6%	\$43,326
Food Service Managers	4,218	219	3.4%	\$55,952
Chefs and Head Cooks	3,102	196	3.3%	\$44,886
Paralegals	1,914	72	2.8%	\$48,796
Licensed Practical and licensed Vocational Nurses	2,671	109	2.1%	\$44,720
Supervisor of Landscaping & Groundskeepers	2,480	95	3.2%	\$44,137

Occupations Requiring Moderate to Long-Term Training	2008 Employment	Average Annual Openings 2006 - 2016	Average Annual Growth Rate 2006 - 2016	Average Annual Wages
Carpenters	29,798	1,814	4.2%	\$46,550
Restaurant Cooks	16,124	1,048	3.4%	\$27,435
Bookkeeping, Accounting and Auditing Clerks	19,373	787	2.2%	\$33,009
General Maintenance and Repair Workers	14,304	718	3.0%	\$39,395
Sales Rep Wholesale, Manufacturing	10,912	802	3.9%	\$60,881
Executive Secretaries and Administrative Assistants	8,651	392	2.6%	\$40,227
Construction Laborers	13,979	579	2.7%	\$34,860
Electricians	9,461	485	3.1%	\$56,680
Plumbers, Pipe fitters and Steamfitters	6,679	383	3.3%	\$52,998
Painters (Construction and Maintenance)	7,596	431	4.7%	\$39,956
Medical Assistants	3,757	241	4.3%	\$31,033
HVAC&R Mechanics and Installers	2,923	157	4.5%	\$45,760
Cement Masons and Concrete Finishers	6,505	393	3.8%	\$45,822
Welders Cutters Solderers and Brazers	2,033	131	3.5%	\$40,983
Telecommunication Line Installers and Repairers	2263	105	2.5%	\$48,006

Occupations Requiring Short-Term On-the-Job Training	2008 Employment	Average Annual Openings 2006 - 2016	Average Annual Growth Rate 2006 - 2016	Average Annual Wages
Retail Salespersons	41,309	3039	3.7%	\$25,334
General Office Clerks	23,308	964	1.9%	\$27,331
Receptionists and Information Clerks	12,212	652	2.8%	\$26,062
Bill and Account Collectors	4,935	257	3.2%	\$33,051
Hotel, Motel, and Resort Desk Clerks	4,581	356	3.3%	\$26,499
Carpenter Helpers	3,431	277	3.9%	\$27,934
Home Health Aides	5,118	217	4.2%	\$22,464
Industrial Truck Operators	3,979	166	3.3%	\$31,345

APPENDIX D
Special Populations

Special Populations

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 defines several special populations groups. The members of these groups are to be held to the same state-adjusted levels of performance as other students and must be assured equal access and nondiscrimination. All local educational agencies that receive funds under this Act must identify strategies that will be utilized to ensure access and full participation in occupational programs that lead to high-wage, high-skill, or high-demand careers.

The Nevada Department of Education has identified barriers that are frequently encountered by each of the special populations groups. Suggested strategies are also identified for use of local agencies in developing their plans for serving such groups. The identified strategies are recommendations only and should not be construed to limit, in any way, other strategies that may be helpful in a given agency.

Special Populations Group	Anticipated Barriers	Recommended Strategies
Individuals with Disabilities	<ol style="list-style-type: none"> 1) Physical access or space requirements 2) Physical impairments such as hearing/sight/movement/speech 3) Emotional appropriateness 4) Social appropriateness and acceptance 5) Safety concerns 6) Limited perceptions of occupational choices and opportunities 7) Low expectations by teachers or other professionals 8) Slower or different cognitive functioning 	<ol style="list-style-type: none"> 1) Modifications, compliance with ADA, special equipment, special transportation 2) Modified curriculum, special adaptive equipment 3) Classroom aides or volunteers Awareness and sensitivity training 4) Classroom aides or volunteers Behavioral management and training Awareness and sensitivity training 5) Classroom aides or volunteers 6) Use of role models and career guidance activities, teacher and counselor training, parent awareness 7) Professional development 8) Extended time for learning, varied teaching methodology, flexibility

Special Populations Group (continued)	Anticipated Barriers (continued)	Recommended Strategies (continued)
Individuals from Economically Disadvantaged Families or Foster Children	<ol style="list-style-type: none"> 1) Financial constraints for additional fees, transportation, supplies, child care, etc. 2) Different values and experiences based on limited financial resources which negatively impact school-appropriate behavior 3) Limited exposure to or experience with developmental activities necessary for occupational program 4) Lack of appropriate parental role models 5) Need to work to provide financial support 	<ol style="list-style-type: none"> 1) Provision for scholarships or subsidized aid, transportation vouchers, child care assistance 2) Teacher training in strategies for economically disadvantaged students 3) Preparatory programs to remediate deficiencies; provide access to computer labs and internet resources 4) Provide mentors and/or role models 5) Paid internships
Individuals Preparing for Nontraditional Training and Employment	<ol style="list-style-type: none"> 1) Attitudes of family, friends, and educational personnel 2) Fear of sexual harassment 3) Lack of background necessary for nontraditional areas 4) Hostile learning and working environments 	<ol style="list-style-type: none"> 1) Training for educators in creating inclusive and inviting environments, information to family and significant others 2) Training in coping skills and reporting procedures, training for educators and job sites regarding legal issues of sexual harassment 3) Special preparatory classes in areas such as spatial relations, physical strength training, technology and tools 4) Training for educators and work-site personnel in specific strategies, policies to promote fairness and equity for students, use of curriculum materials that incorporate nontraditional role models and examples, provide support groups, nontraditional mentors and role models

Special Populations Group (continued)	Anticipated Barriers (continued)	Recommended Strategies (continued)
Single Parents Including Single Pregnant Women	<ol style="list-style-type: none"> 1) Attendance difficulties 2) Need to work to earn money 3) Deficits in background learning or readiness for occupational programs 4) Domestic violence and legal problems 5) Child care, transportation, prenatal needs, clothing 6) Low expectations and negative social reactions 	<ol style="list-style-type: none"> 1) Policies that provide flexibility 2) Paid internships or work experience 3) Preparatory programs to remediate deficiencies 4) Support services; referral to community agencies 5) Provide child care services or vouchers, referral to community agencies for services 6) Teacher/counselor training, role models and mentors
Displaced Homemakers	<ol style="list-style-type: none"> 1) Lack of confidence regarding abilities in education or work world 2) Need to work to earn money while in school 3) Deficits in background learning or readiness for occupational programs 4) Domestic violence and legal problems 5) Balancing work, school, and family issues: child care, transportation, clothing 	<ol style="list-style-type: none"> 1) Services, role models, mentoring, special preparatory classes, career exploration, support groups 2) Paid internships or work experience, assistance qualifying for financial aid, work-study programs 3) Preparatory programs to remediate deficiencies 4) Support services; referral to community agencies 5) Provide child care services or vouchers, referral to community agencies for services

Special Populations Group (continued)	Anticipated Barriers (continued)	Recommended Strategies (continued)
Students With Other Barriers to Learning Including Limited English Proficiency	<ol style="list-style-type: none"> 1) Language comprehension and verbal expression 2) Difference in cultural/social background results in misunderstanding of school climate, expectations, and interactions 3) Lack of sufficient academic background 4) Low expectations and lack of awareness of options and opportunities 	<ol style="list-style-type: none"> 1) Special classes, tutoring, translation services, curriculum modification 2) Teacher training in cultural issues, sensitivity, and varied teaching methodologies 3) Special classes, remediation, tutoring 4) Teacher/counselor training, role models and mentors, career exploration activities, work-based learning

THE OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
NEVADA DEPARTMENT OF EDUCATION
755 North Roop Street, Suite 201
Carson City, NV 89701
775-687-7285/775-687-7292
(FAX) 775-687-8636

DATE: March 30, 2009
TO: Secondary and Postsecondary Accountability Personnel
FROM: Garry Wyatt and Deborah Wells
SUBJECT: Updated Table of Non-Traditional Subject Areas

The following is an updated table of secondary and postsecondary Classifications of Instructional Programs (CIP) assignments for programs leading to non-traditional training and employment.

Subject Area	CIP Code	Course Prefix	Nontraditional
Agriculture Mechanizations, Gen	01.02	AG, RWF	Female
Ornamental Horticulture Greenhouse Operator/Management Landscaping Operator/Management Horticulture Technology	01.06	OH	Female
Animal Health	01.0903	ASC, AH	Male
Nat Resources/Law Enforcement/Protective Serv.	03.02	ERS, ENV, ERT, ESH, ENS	Female
Architecture Architecture – Building Science Architecture Design	04.02	AAD, AAE	Female
Architecture – Urban Planning	04.03	AAP	Female
Architecture – Environmental Design	04.04	AAD, AAE	Female
Architecture – Interior Design	04.05	AAI	Female
Architecture – Landscape Design	04.06	AAL	Female
Photojournalism	09.0404	JOUR, COM	Female
Radio/Television/Broadcasting	09.0701	COM	Female
Communications Technologies/Technician	10.01	COM	Female
Radio/Television Broadcasting Technology/Tech	10.02	COM	Female
<i>Prepress/Desktop Publishing/Digital Image Design</i>	<i>10.0303</i>	<i>COM</i>	<i>Male</i>
<i>Graphic/Printing Equip.Op., Gen. Production</i>	<i>10.0305</i>	<i>COM</i>	<i>Female</i>
Graphics Communications Other	10.0399	COM	Female
Computer/Information Sciences/Support Serv.	11.02 (except 11.0202 & 11.0203)	CIT, CIS, CS, CSC, CA	Female

<i>Data Processing/Data Processing Techn/Tech</i>	<i>11.0301</i>		<i>Female</i>
<i>Information Science/Studies</i>	<i>11.0401</i>		<i>Female</i>
<i>Computer Systems Analysis/Analyst</i>	<i>11.0501</i>		<i>Female</i>
<i>Data Entry/Microcomputer Applications</i>	<i>11.0600</i>		<i>Male</i>
Data Entry/Microcomputer Applications	11.0601		Male
Word Processing	11.0602		Male
<i>Computer Science I</i>	<i>11.0700</i>		<i>Female</i>
<i>Computer Science</i>	<i>11.0701</i>		<i>Female</i>
<i>Computer/info Sci./Support Serv.</i>	<i>11.0800</i>		<i>Female</i>
<i>Comp. Systems Networking/Telecommunications</i>	<i>11.0901</i>		<i>Female</i>
<i>A+Network A+</i>	<i>11.1001</i>		<i>Female</i>
<i>System, Network, Lan/Wan Manag.</i>	<i>11.1002</i>		<i>Female</i>
<i>Computer/Information Techn. Serv. Admin/Manag.</i>	<i>11.1099</i>		<i>Female</i>
<i>Comp./Information Sciences/Support Serv., Other</i>	<i>11.9999</i>		<i>Female</i>
<i>Personal/Culinary Services</i>	<i>12.0000</i>		<i>Female</i>
Cosmetology/Cosmetologist	12.04	COS, MSG, REF	Male
<i>Introduction to Culinary Arts</i>	<i>12.0500</i>		<i>Female</i>
<i>Culinary Arts/Chef Training</i>	<i>12.0503</i>		<i>Female</i>
<i>Food Prep/Prof Cook/Assistant</i>	<i>12.0505</i>		<i>Female</i>
<i>Personal/Culinary Services, Other</i>	<i>12.9999</i>		<i>Female</i>
<i>Ed./Instructional Media Design</i>	<i>13.0501</i>		<i>Female</i>
Special Education, General	13.10		Male
Counselor Ed./School Counseling/Guidance Serv.	13.1101	CEP	Male
Elementary Education/Teaching	13.1202	ICE	Male
<i>Jr. Hi./Intermediate/Middle School Education</i>	<i>13.1203</i>		<i>Male</i>
Early Childhood Education/Teaching	13.1210	ECE	Male
Teacher Assistant/Aide	13.1501		Male
Teaching Assistant/Aides, Other	13.1599		Male
Engineering	14.	BME, CHE, CE, CEG, CEM, CMPE, ECG, EE, EEG, EGG, ENGR	Female
Engineering Technologies/Technicians	15. (Except 15.0405 15.0701 15.1199 & 15.1203)	ET, OSH, EIT, ME, SOL, EIM, GIS, MET	Female
<i>Family Resource Management Studies, Gen.</i>	<i>19.0401</i>		<i>Male</i>
<i>Consumer Services/Advocacy</i>	<i>19.0403</i>		<i>Male</i>
<i>Foods/Nutrition/Related Services</i>	<i>19.0500</i>		<i>Male</i>
Foods, Nutrition, & Wellness Studies, General	19.0501		Male
Human Nutrition	19.0504		Male
Foodservice Systems Administration/Management	19.0505		Male

<i>Foods/Nutrition/Related Services, Other</i>	19.0599		<i>Male</i>
<i>Home Furnishings/Equipment Installers</i>	19.0605	HEC	<i>Female</i>
<i>Child Development</i>	19.0706		<i>Male</i>
<i>Family/Community Services</i>	19.0707		<i>Male</i>
Child Care & Support Services Management	19.0708		Male
Child Care Provider/Assistant	19.0709	HFS, HMS, CD	Male
<i>Human Dev./Family Studies/Related Serv., Other</i>	19.0799		<i>Male</i>
<i>Apparel/Textiles, Gen.</i>	19.0901		<i>Male</i>
Apparel/Textile Manufacture	19.0902	HEC	Male
<i>Technology Education/Industrial Arts</i>	21.0101		<i>Female</i>
<i>Legal Administrative Assistant/Secretary</i>	22.0301		<i>Male</i>
Legal Assistant/Paralegal	22.0302		Male
Court Reporting/Court Reporter	22.0303		Male
Security/Protective Services/Fire Protection	43. (Except 43.0106)	CJ, CRJ, FS, WF, CEMG	Female
<i>Cartography</i>	45.0702		<i>Female</i>
Construction Trades	46.	BRL, BI, BIC, CPT, CONS, ELEC, ELM, FLCV, PTD, PPF, TLS, ABS, APP, BT, CT, CTC, CTO, OPE, OPME, PLCM	Female
Mechanics/Repairer Technologies/Technicians	47.	AERO, AV, AUTO, ATEC, DM, DTEC, ECT, AC, RS, RAC, IMSA, IMT, IT MT, TA	Female
Precision Production	48.	ADT, CADD, DFT, IRW, MTT, MTTA, CSVW, SMTL, MTL, WOOD	Female
Transportation/Materials Moving/Heavy Equip. Operator	49.	OE, TMST	Female
<i>Graphic Design</i>	50.0409		<i>Female</i>
<i>Cinematography and film/Video Productions</i>	50.0602		<i>Female</i>
<i>Dental Assisting/Assistant</i>	51.0601		<i>Male</i>
Dental Hygiene/Hygienist	51.0602		Male
<i>Medical Office Management/Administration</i>	51.0705		<i>Male</i>
<i>Health Information/Medical Records Techn/Tech.</i>	51.0707		<i>Male</i>

<i>Medical Office Assistant/Specialist</i>	51.0710		<i>Male</i>
<i>Medical Administrative/Exec. Assistant/Med. Sec.</i>	51.0716		<i>Male</i>
Health/Medical Administrative Services, Other	51.0799		Male
<i>Medical/Clinical Assistant</i>	51.0801		<i>Male</i>
<i>Occupational Therapist Assistant</i>	51.0803		<i>Male</i>
Pharmacy Technician	51.0805		Male
Physical Therapy Assistant	51.0806		Male
Veterinary/Animal Health Technology/Technician	51.0808		Male
<i>Health/Medical Assisting Services, Other</i>	51.0899		<i>Male</i>
<i>Med. Radiologic Techn. Sci. – Radiation Therapist</i>	51.0907		Male
<i>Surgical Tech</i>	51.0909		<i>Male</i>
<i>Blood Bank Techn. Specialist</i>	51.1001		<i>Male</i>
<i>Clinical/Medical Laboratory Techn.</i>	51.1004		<i>Male</i>
<i>Substance Abuse/Addiction Counseling</i>	51.1501		<i>Male</i>
<i>Psychiatric/Mental Health Services Techn</i>	51.1502		<i>Male</i>
Health Professions/Related Clinical Sciences and Nursing	51.16	NUR, NURS, PN	Male
Optometric Technician/Assistant	51.1802		Male
Ophthalmic Technician/Technologist	51.1803		Male
<i>Ophthalmic/Optometric Support Serv./Allied Prof.</i>	51.1899		<i>Male</i>
Occupational Therapy/Therapist	51.2306		Male
Dietetics/Dietician	51.3101		Male
Clinical Nutrition/Nutritionist	51.3102		Male
Dietician and Clinical Nutrition Services, Other	51.3199		Male
Massage Therapy/Therapeutic Massage	51.35		Male
<i>Business/Commerce, Gen.</i>	52.0101		<i>Female</i>
<i>Business Admin./Mgmt., Gen.</i>	52.0102		<i>Female</i>
<i>Business Administration/Management, Gen.</i>	52.0201	BADM, MBA	<i>Female</i>
Accounting Technology/Technician & Bookkeeping	52.0302		Male
<i>Business Operations Support/Assistant Services</i>	52.0400		<i>Male</i>
<i>Admin. Assistant/Secretarial Sci., Gen.</i>	52.0401		<i>Male</i>
Administrative Assistant & Secretarial Science	52.0402		Male
Receptionist	52.0406		Male
<i>Business/Office Automation/Techn/Data Entry</i>	52.0407		<i>Male</i>
<i>Bus. Operations Support/Secretary Serv., Other</i>	52.0499		<i>Male</i>
General Office Occupations & Clerical Services	52.0408		Male
Banking & Financial Support Services	52.0803		Male
Retailing & Retail Operations	52.1803		Male
<i>Selling Skills & Sales Operations</i>	52.1804		<i>Female</i>
Tourism & Travel Services Marketing Operations	52.1905		Male

CIP (Classification of Instructional Programs)

APPENDIX E

Tech Prep

TECH PREP/ASSOCIATE DEGREE PROGRAM

JOINT POLICY STATEMENT

For

Nevada State Board Of Education/State Board For Occupational Education

And

Board of Regents of the Nevada System of Higher Education

The Nevada State Board of Education and the Board of Regents of the Nevada System of Higher Education (NSHE) support the Tech Prep/Associate Degree program in Nevada and commit to the continued implementation of the program to all school districts and community colleges in the state.

The Tech Prep/Associate Degree program was developed in accordance with the goals of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. According to the goals of the Carl D. Perkins Act, the Tech-Prep/Associate Degree program means a combined secondary and postsecondary program that:

1. Leads to an associate degree or certificate of achievement, or completion of a sequence of courses leading to technical preparation;
2. Provides preparation in technical fields such as engineering technology, applied science, mechanical, industrial, practical arts or trades, agriculture, health or business;
3. Builds student competence through a rigorous competency-based course of study that rests on a solid foundation of applied academics and is validated by business and industry;
4. Provides the opportunity for high school students to earn up to 15 college credits through the articulation process;
5. Provides for the immediate transcription of credit to the high school student upon the student earning a grade of A or B in the articulated course/course sequence;
6. Provides a highly trained, technically competent work-force for business and industry; and
7. Leads to placement in employment, further education, or military service.

A primary educational goal in Nevada is to prepare high school students through a Tech Prep/Associate Degree, a sequence of technical courses leading to employment or a course of study designed for college preparation. These students will be equipped to enter post-secondary education and the work force with technological skills appropriate to the majority of new and existing jobs.

The Department of Education and Nevada System of Higher Education agree to work together to maintain an active statewide committee, herein referred to as the Statewide Tech Prep Steering Committee to maintain, further develop, and promote Tech Prep as a viable option for students who may or may not seek a four-year degree.

In addition, the two state boards agree that:

1. The framework for the Tech Prep/Associate Degree course of study at the secondary level shall include:
 - (a) All core courses and requirements for a high school diploma;

- (b) Competencies outlined in the state standard course of study in which the student shall achieve mastery;
- (c) Requisite math, science, and communications competencies within the Tech Prep/Associate Degree career cluster;
- (d) Appropriate technical course sequences using, where appropriate, computer-aided learning, scientific principles and concepts, integration of basic skills involving higher order thinking and problem-solving skills, and state-of-the-art equipment; and

2. The community college curricula shall include:

- (a) Articulation with high school programs to ensure that competency repetition is minimized;
- (b) Employer input to identify current technology requirements of the job market;
- (c) State, regional, and national standards and/or accreditation requirements for the curriculum;
- (d) Accreditation/certification by the appropriate agency when required as a condition of curriculum offering or employability of the graduate.

The *Nevada Career and Occupational Guidance and Counseling Course of Study* (NAC 389.446) will assist every student in grades 7-12 to identify aptitudes, interests and career options, and to select the appropriate academic or technical course of study.

A *Memorandum of Understanding (MOU)* signed by the president of the community college and the superintendent of each school district within the service area of that community college, is the document which permits coordination of courses and programs to occur. The MOU shall be developed and maintained by each tech prep consortium to authorize the implementation policies and procedures and to support the provisions of this agreement.

The Nevada State Board of Education and Board of Regents of the Nevada System of Higher Education are jointly responsible for carrying out a successful Tech Prep/Associate Degree program in Nevada.