

APPLICATION FOR FUNDING FISCAL YEAR 2010

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

**Correctional Funds
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
(775) 687-7300

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Any agency submitting an application for the Corrections funds must fully meet the requirements set forth in the Basic Grant application guidelines. The requirements include all provisions listed in Part III. Applications Requirements.

I. Overview

A. Purpose of Funding

Each youth corrections agency that is eligible to receive funds under Title I, Part B 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 a one-state fiscal year time period as described in the Nevada State Plan.

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 state or county youth correctional facilities charged with the responsibility for court-adjudicated youth, ages 14 through 17, and only those facilities which serve youth on long-term placements (i.e., four months or longer) and offer occupational education programs.

C. Amount of Funding Available

The amount of funding available is approximately \$84,000. The funds will be available to two eligible institutions each year, each to be funded at fifty percent (50%) of the available amount or upon a different percentage based on need. The award of these funds to successful applicants is contingent upon receipt of the full allocated amount as authorized by the Carl D. Perkins Act for the State of Nevada for FY10.

D. Accountability/Program Improvement

Any correctional agency receiving funding under this plan must evaluate the programs, services and activities funded under this plan and provide such information as is needed to clearly indicate progress in improving career and technical education programs for adjudicated youth. The agency must establish and describe in their applications the methods that will be utilized to report outcomes and to evaluate progress of adjudicated youth in the funded career and technical education programs.

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

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 Narrative

A. Administrative Section

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 administrative purposes. In most cases this will be the indirect cost identified on the budget summary.

Application Directions:

- a. **Cover page:** Use the required cover page as the first page of the application and include all requested information and signatures. (Appendix A)
- b. **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)
- c. **Certifications:** Complete the Certifications Regarding Lobbying; Debarment, Suspension and other Responsibility Matters; and Drug-Free Workplace Requirements. (Appendix A)
- d. **Budget Summary:** Complete one budget summary for the entire application. The budget summary must include an authorized signature and date. (Appendix A)
- e. **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)
- f. **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.
- g. **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 Carl Perkins Act will be accounted for (i.e., personnel activity report or time log).

B. System Overview

Background

It is essential that the efforts of career and technical education in Nevada be consistent with and support the success of students in preparing for a diverse and globally-connected world. 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 workforce development.

Application Directions

1. Provide a description of how funding under this Act will support the local agency's mission and goals. *(One page or less)*
2. Describe the ways in which funding under this Act will further enhance other federal or state initiatives. *(One page or less)*
3. 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 use 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. All areas listed under "permissible uses" are optional.

Application Directions

1. Each agency must identify the career and technical education programs for which funding is being requested through this application. For each selected program area, a rationale must be provided as follows:

- a. How did the agency determine that the program(s) selected for funding meet(s) the definition of high-wage, high-skill, or high-demand? (See Definitions, Appendix B)
 - b. How does the selected program address local labor market needs and/or relate to an emerging occupation.
2. Each applicant must describe how the selected occupational program(s) will address each of the following nine requirements for the use of funds.

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.”

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics.
2. Link CTE at the secondary and postsecondary levels by offering the elements of at least one program of study.
3. Provide students with strong experience in all aspects of the industry, which may include work-based learning.
4. Develop, improve, or expand the use of technology in career and technical education.
5. Provide professional development programs to teachers, guidance counselors, and other staff who are involved in integrated career and technical education programs.
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.
7. Initiate, improve, expand, and modernize quality career and technical education programs.
8. Provide services and activities that are of sufficient size, scope, and quality to be effective.
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.

Permissible Uses of Funds (Optional Section):

Funds made available to eligible recipients may be used for one or more of the following permissible uses of funds as defined by the Act. In the response for each item, 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. 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.

While the individually selected programs (addressed in section 2) have an objective related to this performance indicator, this section provides an opportunity to identify strategies and activities on a broader agency 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

E. 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 populations students are participating in and successfully completing programs. Emphasis should be given to provide support for those special populations 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 populations students. Strategies and activities should be designed to enable special populations 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

F. Plan for Professional Development (Optional Section)

Background

While each selected program must include professional development as one of the required components, there may be *needs related to professional development that go beyond the specific funded program*. If the applicant wishes to include a broader program of professional development, a plan for such must be submitted.

Application Directions

Any applicant may include a professional development plan for career and technical, academic, guidance, and administrative personnel as appropriate to the improvement of occupational education programs. Identify an implementation plan, timeline, evaluation strategies, and funding sources. The following elements should be considered in developing the plan for professional development:

1. Training in state-of-the-art career and technical education programs and techniques;
2. Effective teaching and assessment practices;
3. Effective practices for improving parental and community involvement;
4. Support for education programs which ensure that career and technical educators stay current with all aspects of an industry;
5. Internship/externship programs that provide business experience to teachers and other educational personnel who work with career and technical education students;
6. Programs designed to train teachers in the use and application of technology, including distance learning;
7. Integration strategies for upgrading academic content in occupational courses and for integrating occupational concepts in academic courses;
8. Developmentally appropriate career guidance and academic counseling strategies;
9. Strategies to inform and advise students of the benefits of preparation for nontraditional employment.

Complete Budget Forms.

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 B 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)

**Occupational
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)	QUANTITY	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	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	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

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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)