



State of Nevada

Department of Education

Career and Technical Education

State Allocation

Fiscal Year 2023 Request for Application (RFA) Directions

Issued By

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

Grant Period

July 1, 2022 – June 30, 2023

Applications Released

January 24, 2022

Application/Project Documents Due

March 30, 2022, by 5:00 PM

Questions related to this request for application should be addressed to:

Nevada Department of Education
Office of Career Readiness, Adult Learning, and Education Options
755 N. Roop Street, Suite 201
Carson City, NV 89701
(775) 687-7300

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Overview

For fiscal year (FY) 2023, **\$13,543,822** is available in state funds to support career and technical education (CTE) in eligible school districts and public charter schools. In accordance with chapter 388.392 of the Nevada Revised Statutes (NRS), after 30 percent is allotted for competitive grants, the remainder of the state money is allocated to school districts and public charter schools.

Allocation Grants Balance of Funds: **\$9,480,675.40**

The State Board of Education will award grants to school districts and eligible public charter schools for programs of career and technical education based on the following criteria as prescribed in Nevada Administrative Code (NAC) 389/R075-17:

- Career guidance
- Program and instruction
- Leadership development
- Educational personnel
- Program planning and promotion
- Facilities, equipment, and instructional materials and supplies that support CTE programs
- Community business, and industry partnerships as they relate to CTE programs
- Systems of evaluation and accountability as they relate to CTE programs
- Alignment with priority career pathways for secondary and postsecondary education as identified by the Governor's Office of Workforce Innovation for the New Nevada (GOWINN)
- Industry-recognized credentials as identified by GOWINN
- Alignment with workforce training needs in Nevada and Nevada's economic development strategies and workforce investment system

Purpose of Funds

The primary goal of the State Allocation Grant is to increase the numbers of students enrolled in and who complete CTE programs of study through the development of relevant, high-quality programs via New CTE Programs, CTE Program Expansion, and/or CTE Program Improvement and Support.

The Nevada Department of Education (Department or NDE) established the following strategic goal to increase CTE program completion rates:

By 2022, 14,000 students will complete a CTE program of study.

The rationale behind this goal is higher program completion rates that will result in higher numbers of students engaged in a CTE program of study through the second-level course, resulting in lower drop-out rates, higher graduation rates, and an increase of students graduating high school both college and career ready. Furthermore, students who complete a program of study and earn the state's CTE Certificate of Skill Attainment may qualify for CTE College Credit, a gateway to postsecondary credentials in less time and at lower cost.

State allocation funds for new program development, expansion, and/or improvement and support **must be used strategically** by the school district or eligible charter school to increase access to programs. **First and foremost, the funds must be expended to establish appropriate CTE programs where such programs do not exist or at those sites where students have limited opportunities to complete a CTE program of study.**

The following three funding purposes are supported with state CTE Allocation grant funds:

New Program Development

Funds may be used to develop new CTE programs where they did not exist before to create opportunities and access for students in areas that lead to high-skill, high-wage, and/or in-demand occupations. New programs **must** align to the state's priorities for economic and workforce development, using the most recent list of in-demand occupations produced by GOWINN, information found in Nevada Education Pathways to Employment Final Report (WestEd, September 2019), and/or other relevant Nevada regionally specific economic development data.

Projects to develop new CTE programs must describe a plan and timeline to build the program to completion levels and sustain the program.

Program Expansion

Funds may be used to expand existing CTE programs according to the following criteria:

- The program currently offers a partial course sequence, but is lacking the completion-level course;
- The program has current enrollments; and
- The course sequence must be completed according to the state's most current CTE Course Catalog.

Eligible programs **must** align to the state's priorities for economic and workforce development, using the most recent list of in-demand occupations produced by GOWINN, information found in Nevada Education Pathways to Employment Final Report (WestEd, September 2019), and/or other relevant Nevada regionally specific economic development data.

Program Improvement and Support

Funds may be used to assist CTE programs in meeting or exceeding standards and aligning with industry-recognized credentials. Local education agencies must describe how programs will be improved to increase equity and student access leading to improved program outcomes. Eligible programs **must** align to the state's priorities for economic and workforce development, using the most recent list of in-demand occupations produced by GOWINN, information found in Nevada Education Pathways to Employment Final Report (WestEd, September 2019), and/or other relevant Nevada regionally specific economic development data.

Examples of program improvement activities could include:

- Supply and equipment purchases to meet state and industry standards;
- Professional development strategically designed to support improved instruction;
- Local curriculum development to fully implement state CTE program standards and the state Employability Skills for Career Readiness Standards;
- Promotional efforts to market and reinforce the importance of program completion and the opportunities for students to earn CTE College Credit;
- Employer engagement;
- Industry certifications; and,
- Career guidance and counseling support for students enrolled in and completing CTE programs.

Use of Funds

The options for uses of funds are listed below. They must be aligned with any of the three (3) funding purposes: new program development, program expansion, and/or program improvement and support.

Career Guidance

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

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

- All students develop an education and career plan (four-year plan) per NAC388.205
- Implement career development activities such as career fairs and interactive sessions with business and industry
- Enhancements to career guidance programs and services for students to promote annual review and modification of academic plans
- Professional development for counselors and support staff to provide informational resources pertaining to postsecondary job markets and continuing/higher education options consistent with career pathway plans
- Implementation of career centers that include current and relevant resources to support individualized college and career readiness planning
- CTE program integrates career planning opportunities, employability skills instruction, postsecondary education and training options, and provides students with information relevant to career goals

Program and Instruction

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

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

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

Leadership Development

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

Funds may be used to develop and sustain activities and services to support student involvement in Nevada recognized CTSOs, including professional development to implement CTSOs.

Educational Personnel

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

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

Program Planning and Promotion

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

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

Facilities, Equipment, Instructional Materials, and Classroom Supplies

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

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

Some retrofitting or facility modifications may be allowed to install equipment or meet safety requirements, particularly for program expansion and new program development. **Prior approval by NDE staff is required before writing such expenditures into local applications. If such expenditures are included in the application, a signature from the agency's authority over facilities is required on the cover page.**

Community, Business, and Industry Partnerships

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

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

Evaluation Systems and Accountability

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

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

Alignment With Priority Career Pathways

Alignment with priority career pathways for secondary and postsecondary education identified by the Executive Director of GOWINN pursuant to paragraph (b) of subsection 4 of section 20 of Senate Bill No. 516, chapter 595, Statutes of Nevada 2017, at page 4330.

Industry-Recognized Credentials

Industry-recognized credentials identified by the Executive Director of GOWINN pursuant to paragraph (d) of subsection 4 of section 20 of Senate Bill No. 516, chapter 595, Statutes of Nevada 2017, at page 4330, that have been awarded to the program.

Alignment With Workforce Training Needs

Align with workforce training needs in this state and the state's economic development strategies and workforce investment system that is paid for wholly or in part with public money.

Application Information

Application Deadline

The project documents must be submitted by 5:00 PM on March 30, 2022

Submission

Each applicant must submit a complete application in the ePAGE system.

Local Administration

Indirect costs are not allowed in State CTE Grants.

Application Components and Document Requirements

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

ePAGE Components

1. Budget Overview
2. Budget Details
3. State Assurances
4. Uploaded Documents
 - Agency's Appeals Policy and Procedure (district/institution level policy)
 - Agency's Travel Policy (district/institution level policy)
 - Advisory Technical Skills Committee Membership List(s) (district/institution level list(s))
 - Allocation Grant Program Narrative (form located in ePAGE Related Documents)
 - Allocation Project Narrative(s) (form located in ePAGE Related Documents)
 - Programs Information Form (located in ePAGE Related Documents)
 - Teacher License Information Form (located in ePAGE Related Documents) (Only positions funded by this grant)

Application Review Procedures

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

Complaint And Appeal Procedures

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

Upon receipt of written notification of the action of the CRALEO Director, 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 NDE.

Technical Assistance

For additional information or technical assistance, contact the CRALEO office.

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Submission Directions

These application guidelines must be followed by applicants applying for State CTE Allocation funds. Each LEA or public charter school can submit as many project narratives as they would like. The grant will be approved based upon completeness and the clarity of the narrative describing the overall strategy, expected outcomes and description of proposed expenditures.

ePAGE Components

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

The Budget, entered in ePAGE **must** be formatted following the guidelines below. Do not use acronyms solely unless stated in the guidelines. Use full names of items or services once in each budget narrative box, then acronyms may follow.

Plan to utilize the same name for all items on the grant application, Request for Funds submissions, and Final Financial Report (FFR) inventories, for ease in determining that the approved item is the same item being asked for reimbursement for and is the same item in the inventory.

See Nevada's current State Uses of Funds Guidance document for allowable uses of funds. This document can be found at: http://www.doe.nv.gov/CTE/Grants_Home/

For object codes 100, 200, 600, and 700, in each Narrative Description box, list the following information in this order:

A. Career Cluster

- Must use the full name or the listed acronym.
- Agriculture, Food, and Natural Resources (AG); Architecture and Construction (AC); Arts, A/V Technology, and Communication (AR); Business Management and Administration (BM); Education and Training (ED); Finance (FN); Government and Public Administration (GV); Health Science (HL); Hospitality and Tourism (HT); Human Services (HU); Information Technology (IT); Law, Public Safety, Corrections, and Security (LW); Manufacturing (MN); Marketing (MK); Science, Technology, Engineering, and Mathematics (ST); Transportation, Distribution, and Logistics (TD); Middle School (MS); and/or Licensed Educational Agency-wide (AW)
- Refer to the most recent course catalog to determine which program area a program of study falls under.

B. Program of Study (POS)

Secondary: Must use the program of study name published in the most recent course catalog.

Agency-wide: State "Agency-wide" if activity/item is for school district, entire school site, or public charter school.

C. School(s) name(s)

- State "Agency-wide" if activity/item is for school district, public charter school
- Must use the main school/site name(s) where the program is offered.

D. Items/services to be purchased

- Within each object code each purpose must have its own entry.
- If teachers for programs are being requested, the application/budget must identify each position, % FTE, program of study, and the number of years this salary has been funded with CTE grants.

- Funding is only allowable for teachers with the proper licensure/endorsement to teach the program.
- Teacher license information needs to be included in the budget as well as in the Teacher License Information form. This form template is found in the ePAGE Related Documents section.
- List the quantities and unit costs in the provided areas (e.g., when purchasing 2 FTEs: quantity = 2 – unit cost = \$45,000, not quantity = 1 – unit cost = \$90,000).

Example:

Hospitality and Tourism (HT) – Culinary Arts - XYZ High School/XYZ College – ABC Campus

1 – 100% FTE – Culinary Arts Instructor – Second year salary requested, funded last year, FY__

Name of teacher – teacher license with secondary culinary arts endorsement provided in Related Documents/note that college instructor is qualified to teach this course(s)

- Other personnel who are directly charged in the budget must be listed by position name with a percentage breakout of administration and other.
- For general supply budgets, every item **does not** need to be itemized; however, a brief and adequate description of the kind of supplies, which **program of study**, and **school site** they are being purchased for is required. If it is not easy for an evaluator to understand how the amount requested was determined, include additional information to the budget detail/narrative. **There should be enough information to justify the amount requested.**

Example:

Arts, A/V Technology, and Communications (AR) - Fashion, Textiles & Design - ABC High School and DEF High School

Instructional supplies including: *bobbin cases, bobbin tension winders, thread cutters, foot control pedals, sewing machine handles with pins and end caps, sewing machine covers, back case pieces, rear thread guide plastic casings, stitch plates, screws, balancing feet, presser feet, horizontal spool pins, needle threaders, and shank shaft presser foot holders, etc.*

Prices vary by item. This is an estimate of cost. Will not exceed requested amount.

- When requesting instructional and supplemental materials use a separate Budget Detail and Narrative Description section for each item.
- The determination of instructional materials including textbooks and curriculum – online and other - is at the discretion of NDE.
 - When requesting instructional materials, they need to be on the NDE CTE Approved Instructional Materials List.
 - For each instructional material, note in the budget detail/narrative the name of the instructional material, publisher, edition number, and that it is on the Approved Instructional Materials List located at https://doe.nv.gov/Standards_Instructional_Support/Instructional_Materials/

Example:

Health Science (HS) - Nursing Assistant -ABC High School

Approved Instructional Material: *Foundations of Caregiving, 5th Edition, Diana Dugan, Hartman Publishing, it is on the NDE Approved Instructional Materials List.*

- When requesting funds for fees indicate what is included with the fee. (e.g., site license, curriculum access, training, etc.)
- Itemize all items with a \$500 unit-cost or above; use a separate Budget Detail and Narrative Description section for each item.

- Itemize items under \$500 which are desirable to be stolen such as digital cameras, tablets, Chromebooks, etc. Use a separate Budget Detail and Narrative Description section for each item.
- Use Object codes: 610 for General Supplies under \$1,000; 612 for Non-Technology Items of Higher Value (general supplies type items) over \$1,000 - \$4,999; 652 for Technology Items of Higher Value; and 730 for items \$5,000 and above.
- For **items of value** and **equipment**:
 - Provide a justification for the item if it is not on the program of study equipment list indicate the state standard associated with the expenditure;
 - Provide the make and model of the desired item. If being locked into a specific item is not desired provide an example of what is desired and, add “or item with similar features and price”.
 - “**Industry-standard equipment**” does not mean the same equipment used in industry. It means that students can learn the skills needed to meet the needs of industry. Therefore, less expensive items should be purchased when standards can be met.
 - See the program of study equipment lists at <http://www.doe.nv.gov/CTE/> for reference.
- List the quantities and unit costs in the provided areas (e.g., when purchasing 30 computers: quantity 30 – unit cost \$1,000, not quantity 1 – unit cost \$30,000). If unit cost cannot be determined at the time of application add to the budget detail/narrative, “Prices vary by item. This is an estimate of cost. Will not exceed requested amount.”
- If all the information is not available for a requested item include the following information in the narrative:
 - “This is an estimated cost. Will not exceed requested amount.”
 - The lack of required information may delay the subgrant award

E. District/institution information (optional)

- Applicants may include their needed information/coding, for local use only.

For object codes 300, 400, 500, and 800, in each Narrative Description box, list the following information in this order:

A. Career Cluster

- Must use the full name or the listed acronym. Refer to the most recent course catalog to determine which program area a program of study falls under.
- Agriculture, Food, and Natural Resources (AG); Architecture and Construction (AC); Arts, A/V Technology, and Communication (AR); Business Management and Administration (BM); Education and Training (ED); Finance (FN); Government and Public Administration (GV); Health Science (HL); Hospitality and Tourism (HT); Human Services (HU); Information Technology (IT); Law, Public Safety, Corrections, and Security (LW); Manufacturing (MN); Marketing (MK); Science, Technology, Engineering, and Mathematics (ST); Transportation, Distribution, and Logistics (TD); Middle School (MS); and/or Licensed Educational Agency-wide (AW)

B. Program of Study (POS)

- **Secondary:** Must use the published name of the program used by the agency.
- **Agency wide:** State “Agency-wide” if activity/item is for school district, public charter school, or college.

C. School(s) name(s)

- Must use the main school/site name(s) where the program of study is offered.

D. Items/services to be purchased

- Within each object code each purpose must have its own entry.
- All requests must be itemized.
- Plan to utilize the same name for all items on the grant application, Request for Funds submissions, and Final Financial Report (FFR) inventories, for ease in determining that the approved item is the same item being asked for reimbursement for and is the same item in the inventory.
- For services requested provide details describing the need, and assurance that the LEA has thoroughly reviewed the request to make sure it can be completed during the fiscal year of the grant.

Example:

Manufacturing (MN) – Welding Technology – XYZ High School/XYZ College – ABC Campus

Inspection of tanks to ensure proper levels and installation.

This is an estimated cost, not to exceed line-item total.

Service will be completed by June 30 of grant fiscal year.

- Travel Requests for professional development:
 - Use a separate **Budget Detail and Narrative Description** section for each event.
 - Itemize each event: indicate full name of sponsoring organization (no acronyms), full name of event (no acronyms with the exception of CTSOs - DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA), date, location, and name(s) of projected attendees.
 - In the narrative description of the budget detail, provide information on costs breakdown for flight, lodging, ground transportation, per diem, etc. Add the following assurance in the budget narrative box, “The current GSA rates at the time of travel will be used for requests for reimbursement.”
 - If names of attendees are not available, list the position of the potential attendees.

- If asking for funding for unanticipated CTE program related travel expenses provide as much detail as possible. State, “Specifics are not available at this time. This is an estimate of costs. Will not exceed requested amount.”
- If asking for funding when specifics are not available, add to the narrative description in the budget detail an explanation of why the information is not available plus the following information. The time of year event occurs, (February or Spring). “This is an estimated cost. Will not exceed requested amount.”

Example:

Agency-wide – Nevada Association for Career and Technical Education State Conference, Date, Location

If attendees cannot be determined at this time note anticipated number of attendees and add, “This is an estimated cost. Will not exceed requested amount.”

- For dues and fees indicate the name of sponsoring organization (full name, no acronyms), length of benefit (e.g., one-year subscription), and purpose/use/need. Indicate how it meets the standards and if professional development is a benefit. Use a separate **Budget Detail/Narrative Description** section for each request.

E. District/institution information (optional)

- Applicants may include their needed information/coding, for local use only.

Uploaded Documents

When uploading documents into ePAGE, use the following eligible recipient names in the file name:

- Amplus
- Carson
- Churchill
- Clark
- Coral
- Doral
- Douglas
- Elko
- Eureka
- Humboldt
- Lander
- Lincoln
- Lyon
- Mater
- Mineral
- NVConnect
- Nye
- Pershing
- Pinecrest
- SLAM
- Somerset
- Storey
- Washoe
- White Pine

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

1. **Appeals Policy and Procedure:** Upload a copy of the agency's policy and procedures that describe the steps involved in processing an appeal or dispute with respect to this application by uploading in ePAGE under *Related Documents*.
 - Label the file: **"Eligible recipient Name" Appeals FY23**
2. **Travel Policy:** Upload a copy of the LEA's travel expense and reimbursement policies.
 - Label the file: **"Eligible recipient Name" Travel Policy FY23**
3. **Advisory Technical Skills Committee (ATSC) Membership list:** Upload all the eligible recipient's advisory technical skills committee membership list(s) into ePAGE as **one file** under *Related Documents*.
 - Label the file: **"Eligible recipient Name" ATSC Membership List FY23**
4. **Teacher License Information:** (*Needed only if teacher salary is being requested*) Upload in ePAGE in the *Related Documents* section the provided "Teacher License Information Form" which will detail teaching positions for whom salary is requested in the application.
 - Label the file: **"Eligible recipient Name" Teacher License Information FY23**
5. **State CTE Allocation Grant Program Narrative:** Complete the application template from the ePAGE *Related Documents* section; upload all sections of the document as one document into ePAGE under *Related Documents*. Describe the local plan for complete programs of study in the district. Describe how funds are to be strategically expended to ensure the establishment of CTE programs where such programs do not exist or scaling the CTE programs where students have limited opportunities to complete a CTE program of study. For programs that are being discontinued, provide a rationale for the change, and describe how students will be able to complete the program of study.
 - Label the file: **"Eligible recipient Name" CTE Allocation Program Narrative FY23**

Upload the completed Programs Information Form in the Related Documents section of ePAGE

- Label the file **"Eligible recipient Name" CTE Allocation Programs Information Form FY23**
6. **State CTE Allocation Grant Project Narrative:** Complete the application template from the ePAGE *Related Documents* section; upload all sections of the document as one document into ePAGE under *Related Documents*. Project narratives may be organized by program area, school name, agency-wide, or funding purpose. There will be no limit on the number of projects which can be submitted; however, each project narrative is limited to 4 pages of 11-point font (no smaller). The project narrative must follow the provided template and include the following items:
 - Label the file: **"Eligible recipient Name" CTE Allocation (Project Name) Narrative FY23**
- **Project Information**
 - LEA Name
 - Grant Funding Year (select from list)
 - Project Name (LEA-determined)
 - Funding Purpose (select from list)

- Funding Amount Requested (Found in the Allocation Table (FY23))
- Use of Funds (select from list)
- **Project Description**
The Project description should include the following items per the identified Funding Purpose.

a) New Program

- Describe how programs align to the economic and workforce development indicators evidenced by data from regional economic development authorities, the Governor’s Office on Economic Development, or other proven, reliable sources. The data source(s) must be cited.
- Describe how programs align to postsecondary/industry credentials, including a description of those credentials preparing students for middle-skill jobs.
- Describe how business and industry is involved in establishing local priorities to improve CTE.
- Describe how funds will be used to start new programs that will develop into full course sequences to the completion level, as per the course sequences in the most current Nevada CTE Course Catalog.
- Describe how the program will be sustained after the funding period.
- Describe how funds will support equity and access at schools with student populations most in need, with special attention to those schools most in need of improving graduation rates.
- Any new program requiring the installation of equipment or facility modifications must describe in detail the applicant’s capacity to complete such modifications by June 30th of this fiscal year.

b) Program Expansion:

- Describe how programs align to the economic and workforce development indicators evidenced by data from regional economic development authorities, the Governor’s Office on Economic Development, or other proven, reliable sources. The data source(s) must be cited.
- Describe how programs align to postsecondary/industry credentials, including a description of those credentials preparing students for middle-skill jobs.
- Describe how business and industry is involved in establishing local priorities to improve CTE.
- Describe how programs will be expanded to serve more students either through the addition of completion-level courses or the expansion of existing courses, such as an additional level 2 class.
- Describe how the program will result in improved program completion rates, including a description of existing and/or projected increases in student enrollment in level 2 and level 3 courses. The description must include the numbers of program concentrators and completers in 2019-20, the numbers of concentrators and completers projected for 2020-21, and strategies to increase the numbers of concentrators (students in level 2 courses) and completers (students in level 3 courses) in 2022-23.
- Describe how funds will support equity and access at schools with student populations most in need, with special attention to those schools most in need of improving graduation rates.

c) Improvement and Support:

- Describe how business and industry is involved in establishing local priorities to improve CTE.
- Describe how the funds will be used to move the programs to a higher level of instruction and lead to improved program outcomes.
- Describe the proposed number of students served or impacted through program support funding. The objectives and outcomes must provide measurable targets for student enrollments in the introductory, intermediate, and completion level courses for the proposed supported programs.
- Describe how funds will support equity and access at schools with student populations most in need, with special attention to those schools most in need of improving graduation rates.

d) Measurable Outcome(s)

- Describe how the applicant will evaluate and measure the success and outcomes of the objectives in this application. Include what will be measured, by whom, and the timeline for the completion of the evaluation. These outcomes will be used in the final grant performance report at the end of the grant cycle.
- List the objectives and proposed outcomes for the implementation of the project. The objectives and outcomes must provide measurable targets for student impact.
- Estimate the number of students impacted by the project
- Estimate the number of instructors impacted by the project
- Measurable outcomes may be related to project completion, CTE student participation numbers (e.g., CTE concentrators), CTE program completion rates, high school graduation and/or dropout rates; student engagement; student acquisition of knowledge and skills leading to industry or postsecondary credentials

Note: *With the Final Financial Report, subrecipients will be required to submit a report of the outcomes for each project narrative.*

e) Staffing

- If not requesting salaries in the grant application, please indicate N/A in this section.
- Describe the number of staff devoted to the project(s) and their professional preparation and/or credentials. The sub-grant recipient must identify the full-time equivalency (FTE) of each position supported with this funding.
- If requesting funding for a CTE program teacher, submit a “Teacher License Information Form” on the form provided.
- Label the file: **“Eligible recipient Name” CTE Allocation Teacher License Information FY23**

Checklist

State CTE Allocation Funds Grant

Application was submitted on time in ePAGE	<input type="checkbox"/> Yes <input type="checkbox"/> No
The application has all required components	<input type="checkbox"/> Yes <input type="checkbox"/> No
ePAGE Components	
Budget Overview and Budget Detail	<input type="checkbox"/> Yes <input type="checkbox"/> No
State Assurances	<input type="checkbox"/> Yes <input type="checkbox"/> No
Uploaded Documents	
• Applicant's Appeals Policy and Procedure is provided	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Applicant's Travel Policy is included, if applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Applicant's Advisory Technical Skills Committee Membership list(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Allocation Grant Program Narrative is complete	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Allocation Project Narrative(s) complete	<input type="checkbox"/> Yes <input type="checkbox"/> No
○ Project Information	<input type="checkbox"/> Yes <input type="checkbox"/> No
○ Project Description	<input type="checkbox"/> Yes <input type="checkbox"/> No
○ Measurable Outcomes	<input type="checkbox"/> Yes <input type="checkbox"/> No
○ Staffing	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Programs Information Form	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Teacher License Information Form	<input type="checkbox"/> Yes <input type="checkbox"/> No