



State of Nevada

Department of Education

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT PERKINS V

CORRECTIONS GRANT

FISCAL YEAR 2022 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, 2021 – June 30, 2022

Applications Released:

February 5, 2021 by 5:00 pm

Applications Due:

March 26, 2021 by 5:00 pm

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

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

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OVERVIEW

PURPOSE OF THE ACT

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

- 1) building on the efforts of the State and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage, or in-demand occupations in current or emerging professions;
- 2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- 3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
- 4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities;
- 5) providing technical assistance that (a) promotes leadership, initial preparation, and professional development at the State and local levels, and (b) improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- 6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
- 7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and,
- 8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

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

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

- 1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in career and technical education programs, in making informed plans and decisions about future education and career opportunities and programs of study;
- 2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals;
- 3) provide within career and technical education the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
- 4) support integration of academic skills into career and technical education programs and programs of study to support;

- 5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance; and,
- 6) develop and implement evaluations of the activities carried out with Perkins V local funds, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B) of Perkins V.

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

State agencies are permitted to allocate up to two (2) percent of the state leadership funds allocated through the Carl Perkins Act for purposes that support career and technical education services in state institutions, such as state correctional institutions, juvenile justice facilities, and education institutions that serve individuals with disabilities.

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 career and technical education programs. For Fiscal Year 2022 (FY22), four agencies/districts are determined eligible to apply for the funds. They represent the five institutions of C.O. Bastian High School in Lincoln County; Jacobsen High School in Douglas County; Nevada Youth Training Center in Elko County; Summit View Youth Camp and Spring Mountain Youth Camp in Clark County.

AMOUNT OF AVAILABLE FUNDS

The official total amount of available funds is determined by the United States Department of Education (USED). The initial amount listed on the Nevada Department of Education Carl D. Perkins Act – FY22 Allocations chart and listed in ePAGE reflects a tentatively provided funding amount from USED and will be adjusted after official grant award notification is received.

Final FY22 Nevada Department of Education award amounts are tentative and subject to change based on the official USED Perkins grant award notification, and the authority provided by the Nevada Legislature. The Department cannot and will not distribute any grant funding that is not funded by the federal government and/or authorized by the Nevada Legislature.

ACCOUNTABILITY

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

APPLICATION INFORMATION

APPLICATION DEADLINE

The application must be submitted by 5:00 p.m. (PDT) on March 26, 2021.

SUBMISSION

Each applicant must submit a complete application in the ePAGE system. Applicants who will be submitting a “Local Formula” application in addition to the “Corrections” application **must submit** both applications at the same time. The two applications are linked in the ePAGE system, so when one is submitted the other is automatically submitted. Therefore, it is important that both are ready for submission when either one is submitted.

LOCAL ADMINISTRATION

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

APPLICATION COMPONENT AND DOCUMENT REQUIREMENTS

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

ePAGE Components

1. Budget overview
2. Budget

Uploaded Documents

1. NDE and Perkins Assurances (form located in ePAGE Related Documents)
2. Perkins Certifications (form located in ePAGE Related Documents)
3. Appeals Policy and Procedure (district/institution level policy)
4. Travel Policy (district/institution level policy)
5. Corrections Application Narrative: (form located in ePAGE Related Documents)

APPLICATION REVIEW PROCEDURES

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

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

COMPLAINT AND APPEAL PROCEDURES

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

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

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

TECHNICAL ASSISTANCE

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

Karen Chessell (775) 687-7298 kchessell@doe.nv.gov

Randi Hunewill (775) 687-7284 rhunewill@doe.nv.gov

SUBMISSION DIRECTIONS

By submitting an application applicant agrees to provide the Nevada Department of Education information as needed to report to the United State Department of Education of the effectiveness of Perkins funds.

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

EPAGE COMPONENTS

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

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

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

- (1) **Program Area:** Must use the full name or the listed acronym.
 - Agriculture (AG), Business & Marketing (B&M), Education Hospitality and Human Services (EHH), Health Science and Public Safety (HS&PS), Information and Media Technologies (IMT), Skilled and Technical Sciences (STS), and/or agency, Agency - wide (A - wide)
- (2) **Program/Course Name:** Must use the official course name as referred to by the institution. (Example: Welding program, not shop class.)
 - N/A if activity/item is for agency-wide use
- (3) **School name:** Must use the school name where the program/course is offered.
 - N/A if activity/item is for agency-wide use

Do not use acronyms solely. Use full names of items or services once in each budget narrative box, then acronyms can follow.

See Nevada’s current [Federal Uses of Funds Guidance](http://www.doe.nv.gov/CTE/Grants_Home/) document for allowable uses of funds. This document can be found at: http://www.doe.nv.gov/CTE/Grants_Home/

- (4) **Items/services to be purchased:** Within each object code each purpose must have its own entry.
 - If staff (% FTE) and/or quantities are being requested, list the quantities and unit costs in the provided areas (e.g., when purchasing 30 units: quantity 30 – unit cost \$1,000 (not quantity 1 – unit cost \$30,000).
 - If teachers for programs are being requested, the application/budget must identify each position, % FTE, program/course name, and the number of years this salary has been funded with CTE grants.

Example:

Education, Hospitality, and Human Services (EHH) – Culinary Arts – XYZ High School
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

- 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 and which program/course they are being purchased for is required. If it is not easy for an evaluator to understand how the amount requested was determined add information to the budget detail/narrative. **There should be enough information to justify the amount requested.**

Example:

Information and Media Technology (IMT) - Fashion, Textiles & Design - ABC High School

Instructional supplies such as: 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.

(Also, include the following wording) Prices vary by item. This is an estimate of cost. Will not exceed requested amount.

- If consumable supplies are being requested include them as their own item(s), noting in the detail and narrative box that they are consumables.
- When requesting instructional and supplemental curriculum materials use a separate Budget Detail and Narrative Description section for each item.
 - Note in the budget detail/narrative the name of the instructional material, publisher, and edition number.
- Itemize all items with a \$500 unit cost or above; use a separate Title of Position/Purpose of Item section for each item.
- For **items of value** and **equipment**:
 - provide a justification for the item;
 - discuss the range of options and prices for this item; and,
 - provide the make and model of the desired item.

NOTE: “**industry standard equipment**” does not mean the same equipment used in industry. It means that students can learn the skills needed to meet the needs of industry. Therefore, less expensive items should be purchased when they can be used to teach the standards.

- Plan to utilize the same name for all items on the grant application, general ledger, and Final Financial Report (FFR) inventory, so that it is easily identifiable.
- If 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. “This is an estimated cost. Will not exceed requested amount.”

(5) District/institution information (optional): Applicants may include their needed information/coding, at the end of the narrative descriptions.

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

(1) Program Area: Must use the full name or the listed acronym.

- Agriculture (AG), Business & Marketing (B&M), Education Hospitality and Human Services (EHH), Health Science and Public Safety (HS&PS), Information and Media Technologies (IMT), Skilled and Technical Sciences (STS), and/or agency, Agency - wide (A-wide)

(2) Program/Course Name: Must use the official program/course name.

- N/A if activity/item is for agency-wide use

(3) School name: Must use the main school name where the program/course is offered.

- N/A if activity/item is for agency-wide uses (e.g., NACTE travel)

Do not use acronyms solely. Use full names of items or services once, then acronyms can follow.

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

(4) Items/services to be purchased: Within each object code each purpose must have its own entry.

- All requests must be itemized.
- Utilize the same name for all items on the grant application, general ledger, and Final Financial Report (FFR) inventory, so that it will be easily identifiable.
- For services requested provide details describing the need, and assurance that the agency has thoroughly reviewed the request to make sure it can be completed during the fiscal year of the grant.

Example:

Skilled and Technical Sciences (STS) – Welding Technology – XYZ High School

Service Request description/details/why needed

Assurance the 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*), 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.
 - If names of attendees are not available, list the position of the potential attendees.
 - 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. "This is an estimated cost. Will not exceed requested amount."

Example:

Agency-wide – Nevada Association for Career and Technical Education State Conference, Date, Location, Names of projected attendees.

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 – how it meets the standards. Use a separate **Budget Detail/Narrative Description** section for each request.

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

UPLOADED DOCUMENTS

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

- Clark
- Douglas
- Lincoln
- NYTC
- *

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

Required Format: “Eligible Recipient Name” Document Name FY22 **Example:** Clark Assurances FY22

1. **Assurances:** Print form from the ePAGE *Related Documents* section, sign, and upload into ePAGE under *Related Documents*.

- Label the file: **“Eligible Recipient Name” Assurances FY22**

2. **Certifications:** Print both forms from the ePAGE *Related Documents* section, sign, and upload into ePAGE as **one file** under *Related Documents*.

- Label the file: **“Eligible Recipient Name” Certifications FY22**

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

- Label the file: **“Eligible Recipient Name” Appeals FY22**

4. **Travel Policy:** Upload a copy of the applicant’s travel expense and reimbursement policies.

- Label the file: **“Eligible Recipient Name” Travel Policy FY22** or **“Eligible Recipient Name” Travel Policy FY22 NA** (add NA if not requesting travel in the application)

5. **Corrections Application Narrative:** Complete the Perkin’s Correction’s Grant Application Narrative template from the ePAGE *Related Documents* section; upload into ePAGE under *Related Documents*.

Label the file: **“Eligible Recipient Name” Grant Application Narrative FY22**

GRANT APPLICATION NARRATIVE SECTIONS AND INSTRUCTIONS

Project Narratives and Outcomes

Complete the Perkins Corrections Grant Application Narrative and Outcomes template. The projects descriptions must be thorough enough to clearly understand what is being proposed and include the following:

1. Agency projects
2. Corrections agencies workgroup project as described below.

In the FY21 application and in this application it must include a project to develop, (with all four agencies, Clark, Douglas, and Lincoln Counties and Nevada Youth Training Center) a new model for delivery of career and technical education as well as a formula-based method for the distribution of funds to more equitably serve all students in said facilities. This *proposal should be submitted to the Department for consideration by August 2021. *This project proposal was requested to be provided to NDE CTE after the planned release of this RFA. The timing of which would not provide information for use in this RFA. Also, the unanticipated challenges due to COVID-19 took priority over some agencies ability to meet to develop the proposal, therefore this application is requesting that the work and proposal be completed and provided to NDE CTE by August 31, 2021.

Other projects may be submitted to use the remainder of the funding.

- 1) State the project name.
- 2) State proposed funding amount.
- 3) Complete a narrative to include a clear description of the proposal:
 - Which students/programs will be served, in what ways?)
- 4) Measurable project outcomes and timeline.
 - The project outcomes must be measurable and align with the intent of the project.
 - These outcomes will be addressed in the final performance report.
 - The timeline must include item, anticipated completion date, and person responsible for completing the item.
- 5) Staffing description that addresses the following, if applicable:
 - The sub-grant recipient must identify the full-time equivalency (FTE) of each position supported with federal funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives funded by Perkins V will be accounted for (e.g., personnel activity report or time log).
 - If a salary is funded wholly by Perkins V for one cost objective (e.g., program related activities), the recipient must provide assurances that written documentation, provided minimally on a semi-annual basis, is filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the sub-grant from which the position is funded.
 - If a salary is funded wholly by Perkins V for more than one cost objective (e.g., program-related activities and administration), describe how the time allocated for each cost objective funded by Perkins V will be accounted for (e.g., personnel activity report or time log).

RESOURCES SECTION

This resources section, pages 12 – 18 inclusive, is provided as a reference of what the Perkins V law requires. This comes right out of the Perkins V law to be used to understand the intent of the law and help with Comprehensive Local Needs Assessment (CLNA) and grants applications development. The Perkins Corrections grant application should meet requirements of the law within the parameters of the corrections program.

This resources section should be used in the development of the proposed program and funding recommendation(s) which will be submitted August 2021. Also, the following requirements should be considered for the proposed project narratives and outcomes in this application: Sufficient Size, Scope, and Quality, Required and Permissible Uses of Funds

LOCAL APPLICATION

Local Application Content Requirements

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

1. A report of the comprehensive local needs assessment results (CLNA). For FY20, LEAs shall include strategies and a timeline for development and implementation of the CLNA for use, and subsequent measurement and reporting of results, in FY21 request for funds (RFAs) and beyond.
2. Information on the career and technical education (CTE) course offerings and activities provided from Perkins funds, which must include:
 - a. at least one (1) CTE program of study to be supported by the state;
 - b. the CLNA influenced by such CTE program(s);
 - c. a description of new CTE programs to be approved by the state;
 - d. a description of how students will learn about CTE program offerings in the LEA's respective district/area, including student members of special populations, which include:
 - i. individuals with disabilities;
 - ii. individuals from economically disadvantaged families, including low income youth and adults;
 - iii. individuals preparing for non-traditional fields;
 - iv. single parents, including single pregnant women;
 - v. out-of-workforce individuals;
 - vi. English language learners;
 - vii. homeless individuals described in sec. 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
 - viii. youth who are in, or have aged out of, the foster care system; and,
 - ix. youth with a parent who is a member of the armed forces and/or who is on active duty.
3. A narrative of how the eligible recipient will provide a succession of career exploration and career guidance activities in coordination with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners.
4. An account of how the eligible recipient will develop the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs with rigorous content aligned with academic standards and pertinent CTE programs.

5. A description of how the eligible recipient will provide activities to train special populations to be self-sufficient through high-skill, high-wage, in-demand industries, train and prepare CTE participants for non-traditional fields, provide special populations with equal access to CTE courses, programs, and programs of study, and safeguard special population members against discrimination.
6. A narrative of the CTE work-based experiences being delivered and how eligible recipients will collaborate with employer representatives to implement these work-based learning experiences.
7. A description of how high school CTE participants will be provided with opportunities to receive postsecondary credit by the eligible recipient (i.e. dual or concurrent enrollment programs, early college high school).
8. An account of how the eligible recipient will coordinate with the state agency and postsecondary institutions to recruit, prepare, train, and retain CTE professionals including certified and licensed teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals including individuals from underrepresented groups in the teaching profession.
9. A description of how the eligible recipient will address performance gaps and disparities for each year in the plan including what measures will be taken if no progress is shown by the third program year and how these disparities and gaps will be removed.

COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)

CLNA Content Requirements

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

1. an evaluation of students based on predetermined state and local performance levels, including evaluation of special populations and student subgroups as described in the Elementary and Secondary Education Act of 1965;
2. a report of how CTE programs meet needs of all students served with respect to how they are “sufficient in size, scope, and quality” and how CTE programs are “aligned to identified State, regional, Tribal, or local in-demand industry and sectors or occupations,” or devised to meet unidentified local education or economic needs;
3. an assessment of progress towards CTE programs and programs of study implementation;
4. a report of how eligible recipients will “improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in underrepresented groups in these professions; and,
5. a report of “progress toward implementation of equal access to high-quality CTE courses and programs for all students,” including strategies to reduce performance gaps and increase rates of access for students in special populations, providing programs to students of special populations to meet local levels of performance, and prepare students of special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

CLNA Consultation Requirements

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

- CTE program representatives including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- CTE postsecondary institution representatives, including faculty and administrators;
- representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;

- parents and students;
- special populations representatives;
- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
- representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- other stakeholders required by the state’s eligible agency.

CLNA Clarifications and Definitions

1. **State-Determined Performance Levels:** In 2019, the Department will be developing baseline state-determined state and local performance levels, which it will communicate to the local education agencies (LEAs) in 2020 for use in their respective comprehensive local needs assessment (CLNA).

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

Size

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

Scope

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

Quality

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

3. **CTE Program of Study Assessment of Progress:** A CTE Program of Study is defined as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that:
- incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
 - addresses both academic and technical knowledge and skills, including employability skills;
 - is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
 - progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
 - has multiple entry and exit points that incorporates credentialing; and,
 - culminates in the attainment of a recognized postsecondary credential.

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

4. The LEAs will describe their current strategies to improve the recruitment, retention, and training of CTE educators that includes, but is not limited to:
- what LEAs are currently doing to recruit CTE teachers and related educators in their respective districts/areas?
 - what support(s) (e.g., new teacher orientations; CTE teacher/educator mentors; network communications to professional education organizations, business and industry organizations; and, professional development) are LEAs providing to new CTE teachers/educators and/or existing CTE teachers/educators to help improve and/or redirect their skills in their respective districts/areas?
 - what tool(s) are LEAs providing to help retain CTE teachers and related educators in their respective districts/areas (e.g., monthly/quarterly meetings; advisory council engagements; CTE celebrations/reflections of successes; CTE assessment, lesson planning, and instructional delivery tools)?
5. The LEAs will describe their progress towards implementation of equal access to high-quality CTE courses and programs that includes, but is not limited to:
- strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
 - providing programs that are designed to enable special populations to meet the local levels of performance; and,

providing activities to prepare special populations for high-skill, high-wage, in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

REQUIRED AND PERMISSIBLE USES OF FUNDS

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

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

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

- g. training teachers, faculty, school leaders, administrators, specialized instructional support personnel (including career guidance and academic counselors), or paraprofessionals, as appropriate to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
 - h. training teachers, faculty, specialized instructional support personnel (including career guidance and academic counselors), and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports and positive behavioral interventions and support; or,
 - i. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;
- 3) Provide within career and technical education the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;**
- 4) Support integration of academic skills into career and technical education programs and programs of study to support:**
- a. CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and,
 - b. CTE participants at the postsecondary level in achieving academic skills;
- 5) Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which *may* include:**
- a. curriculum aligned with the requirements for a program of study;
 - b. sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop career centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
 - c. where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
 - d. appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
 - e. a continuum of work-based learning opportunities, including simulated work environments;
 - f. industry-recognized certification exams or other assessments leading toward a recognized postsecondary credential;
 - g. efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

- h. where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - i. expanding opportunities for students to participate in distance career and technical education and blended-learning programs;
 - j. expanding opportunities for students to participate in competency-based education programs;
 - k. improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
 - l. supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
 - m. supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
 - n. providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
 - o. supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curriculum;
 - p. making all forms of instructional content widely available, which may include use of open educational resources;
 - q. supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
 - r. partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
 - s. support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or,
 - t. other activities to improve career and technical education programs; and,
- 6) Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).**

Checklist

PERKINS V CORRECTIONS 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	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Budget	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Uploaded Documents		
Signed Assurances	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Signed Certifications	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Applicant's Appeals Policy and Procedure	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Applicant's Travel Policy	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher License(s) are uploaded (only if teacher salary is being requested)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Corrections Application Narrative	<input type="checkbox"/> Yes	<input type="checkbox"/> No