



State of Nevada

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# Department of Education

## STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21<sup>ST</sup> CENTURY ACT PERKINS V

### RURAL RESERVE FUNDS 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 1, 2020 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

Karen Chessell (775) 687-7298 [kchessell@doe.nv.gov](mailto:kchessell@doe.nv.gov)

Randi Hunewill (775) 687-7284 [rhunewill@doe.nv.gov](mailto:rhunewill@doe.nv.gov)

# Contents

- Overview** .....3
  - Purpose of The Act**.....3
  - Purpose of Perkins V Career and Technical Education (CTE) Grants**.....3
  - Eligible Recipients** .....4
  - Amount of Available Funds** .....4
  - Local Fund Allocations** .....4
  - Accountability** .....4
- Application Information** .....5
  - Application Deadline** .....5
  - Submission** .....5
  - Local Administration**.....5
  - Application Component and Document Requirements** .....5
  - Application Review Procedures**.....5
  - Complaint and Appeal Procedures**.....6
  - Technical Assistance** .....6
- Submission Directions** .....7
  - ePAGE Components**.....7
  - Uploaded Documents** .....11
  - Grant Application Narrative Sections and Instructions**..... 12
- Resources Section** ..... 15
  - Local Application**..... 15
  - Comprehensive Local Needs Assessment (CLNA)** ..... 16
  - Required and Permissible Uses of Funds** ..... 19
  - Checklist** ..... 22

# OVERVIEW

## PURPOSE OF THE ACT

The purpose of the ***Strengthening Career and Technical Education for the 21<sup>st</sup> 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) GRANTS

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.

#### **ELIGIBLE RECIPIENTS**

Public secondary local education agencies (LEAs) offering recognized Nevada CTE programs of study and \*Public charter schools that offered and had enrollment in a recognized Nevada CTE program of study in FY21 and are applying for the FY22 Perkins Local Formula grant, and which are allocated less than or approximately \$15,000.00 of Perkins Local Formula funds for FY22 are eligible to apply for this grant funding. This funding is an additional \$20,000.00 beyond the Local Formula allocated amount. \*Public charter schools' allocation is based on all public charter school Local Formula allocation being added together.

#### **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 may 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.

#### **LOCAL FUND ALLOCATIONS**

The timeline for use of these funds is one fiscal year ending **June 30, 2022**.

##### ***Secondary Education Agencies***

Local Formula grant amounts for secondary education agencies are based on the estimated allocation for Nevada as determined by the U.S. Department of Education. The amounts are based on ages 5-17 populations and poverty rates and are subject to the receipt of funding from the Federal appropriations made for this Act. Secondary agencies receive 63% of the local funds, less the amount set aside for the reserve fund allocation. Local formula fund amounts for secondary education agencies are based on the estimated allocation for Nevada as determined by the U.S. Department of Education.

#### **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 eligible agency must establish and describe in their application 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, which will be provided by the eligible agency in the Perkins Local Formula grant application.

# **APPLICATION INFORMATION**

## **APPLICATION DEADLINE**

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

## **SUBMISSION**

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

## **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 may be used for administrative purposes. This amount will include any approved indirect costs.

## **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 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. Advisory Technical Skills Committee Membership list(s) (district/institution level list)
6. Teacher License(s) (Program of Study teachers only)
7. Grant Application Narrative: (form located in ePAGE Related Documents)  
Just Project Narrative and Outcomes section

## **APPLICATION REVIEW PROCEDURES**

The application will be submitted and initially 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 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 eligible agency 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](mailto:kchessell@doe.nv.gov) or Randi Hunewill (775) 687-7284 [rhunewill@doe.nv.gov](mailto:rhunewill@doe.nv.gov).

## ***SUBMISSION DIRECTIONS***

By submitting an application, eligible agency agrees to provide the NDE 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.**

### ***Secondary Requirement***

Throughout the application when referring to a program, the **official** program of study name listed in the current state CTE Course Catalog **must** be used. If not, the application will be “Returned not Approved” to the applicant for corrections.

## **EPAGE COMPONENTS**

This application should be considered an extension of the Perkins Local Formula Application. It is an additional allocation of funds from a different category of funding (Reserve). Provide the budgets for these Rural Reserve Funds and the Project Narrative Outcomes specific to the use of these funds. All the other Perkins components can be the same as what is submitted in the Local Formula application.

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 of Study (POS): Secondary:** Must use the POS name published in the most recent course catalog. N/A if activity/item is for agency-wide uses (e.g., substitutes).

**(3) School(s) name(s):** Must use the main school name where the POS is offered.

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

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* document for allowable uses of funds. This document can be found at: [https://doe.nv.gov/CTE/Grants\\_Home/](https://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 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.
- As part of the application submission for each secondary teacher salary, submit, by July 1<sup>st</sup>, in the ePAGE Related Documents section a copy of the teacher’s license indicating the proper endorsement.

**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 POS 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 and DEF 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.

Add:

No consumable supplies will be purchased, or consumable supplies are being requested for a first-year program of study.

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

- Consumable supplies are allowable for a first-year program. If purchasing for a first-year program separate the consumables in the list and note they are for a first-year program.
- 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 the Nevada Department of Education.
  - **School Districts:** 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.

**Example:**

Health Science & Public Safety (HS&PS) – Nursing Assistant – ABC High School  
**Approved Instructional Material:** Foundations of Caregiving, 5<sup>th</sup> 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.
- For **items of value** and **equipment**:
- Indicate the state standard associated with the expenditure.
  - provide a justification for the item if the state standard is not clear;
  - 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.

See program of study Equipment Lists for reference. These lists can be found with other program of study documents at: <http://www.doe.nv.gov/CTE/>

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

If staff (FTEs) and/or quantities are being requested, 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 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.”
- Clearly identify consumable items for a new program of study. (see Nevada’s “[FY22 Federal Uses of Funds Guidance](#)” document)
- Do not use acronyms solely. Use full names of items or services once, then acronyms can follow.

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

**For object codes 300, 400, 500, and 800, 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 of Study (POS):**
  - Must use the POS name published in the most recent course catalog.
- (3) School(s) name(s):** Must use the main school name where the POS is offered.
  - N/A if activity/item is for agency-wide use (e.g., NACTE travel)
- (4) 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, so that it is easy to determine that the approved item is the same item being asked for reimbursement for and is the same item in the inventory.

**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.

- For services requested provide details describing the need, and assurance that the applicant has thoroughly reviewed the request to make sure it can be completed during the fiscal year of the grant.
- 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 for unanticipated NDE 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. “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.”

\***Exception CTSOs** = DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA

- 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:

- Lander
- Lincoln
- Mineral
- Pershing
- SPCSA Pinecrest; SPCSA SLAM
- White Pine

**Required Format:** “Eligible recipient Name” Document Name FY22      **Example:** Lander 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 agency’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. **Advisory Technical Skills Committee (ATSC) Membership list(s):** Upload all of the agency’s advisory technical skills committee membership lists into ePAGE as **one file** under *Related Documents*.
  - Label the file: “**Eligible recipient Name**” **ATSC Membership List FY22**
6. **Teacher License(s):** Upload all CTE Teacher licenses whose salary is requested in the application, or assurance that the license will be provided by July 1<sup>st</sup> if employee is not known at the time of application submission into ePAGE as **one file** under *Related Documents*. *Note: Licenses are not needed if grant funding is not being requested for teacher salary.*
  - Label the file: “**Eligible recipient Name**” **Teacher Licenses FY22** or “**Eligible recipient Name**” **Teacher License FY22 NA**
7. **Grant Application Narrative:** Complete the Perkins Rural Reserve Grant Application Narrative template from the ePAGE *Related Documents* section; upload into ePAGE under *Related Documents*.
  - Label the file: “**Eligible recipient Name**” **Rural R Grant Application Narrative FY22**

## **Grant Application Narrative Sections and Instructions**

*The requirement for the information in the following Sections I – V, (found on these RFA pages 12 – 14, and The Resources pages describing how to accomplish them, found on pages 15 – 20) is required for the Perkins Local Formula grant application. **This Perkins Rural Reserve application is an extension of the Local Formula Application**, therefore the information required in sections I-IV which is provided as part of the Local Formula application addresses this requirement and will not be required to be submitted with this application. **Submit only the Project Narrative and Outcomes.***

***Section I: Local Application*** – Submitted as part of the Perkins Local Formula Application.

***This section is NOT needed to be submitted with this Perkins Rural Reserve application.***

Submit a complete Local Application as prescribed in Perkins V, sec. 134 and outlined in the Resource Section of this RFA which follows. Use the FY21 Perkins Grant Application Narrative Template.

Each eligible recipient must submit a local application which covers the time period July 1, 2020 – June 30, 2023. The local application must include:

1. A description of the results of the comprehensive needs assessment;
2. Information on the CTE course offerings and activities to be provided with Perkins funds, including at least one state-approved program of study;
3. A description of how the eligible recipient, in collaboration with local workforce development partners, will provide a series of career exploration and career guidance activities;
4. A description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs;
5. A description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage or in-demand occupation; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against;
6. A description of the work-based learning opportunities for students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning;
7. A description of how the eligible recipient will provide students participating in CTE the opportunity to gain postsecondary credit while still attending high school;
8. A description of how the eligible recipient supports the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personal; and
9. A description of how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.

***Section II: Comprehensive Local Needs Assessment (CLNA)*** – *The CLNA Progress Summary Update is submitted as part of the Perkins Local Formula Application.*

***This section is NOT needed to be submitted with this Perkins Rural Reserve application.***

Pursuant to Perkins V, sec. 134, included in the **local application** (*fka*, the local plan and coordination), is a new comprehensive local needs assessment (CLNA). The CLNA is to be developed by the LEA during the summer/fall of **2019**, including the engagement and consultation with required stakeholders, and completed by the end of **2019** for inclusion in the LEA's FY21 RFA.

Submit the completed template with the findings of the CLNA as prescribed in Perkins V, sec. 134 and outlined in the Resources Section of this RFA.

***Section III: Uses of Funds – Submitted as part of the Perkins Local Formula Application.***

***This section is NOT needed to be submitted with this Perkins Rural Reserve application.***

Pursuant to Perkins V sec. 134, funds made available to LEAs to develop, coordinate, implement, or improve career and technical education (CTE) programs to meet the needs identified in the comprehensive local needs assessment (CLNA). Said funding shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective, and must address one or more of the six (6) funding requirements, as outlined in the Resources Section of this RFA, and identify which one(s) the application requests support and provide a list of the projects that align to the individual required uses of funds item. All Required Uses of Funds items must be listed in the grant application narrative and identified, if the funding requirement is not part of the LEAs request mark the item as "Not Applicable".

***Section IV: Performance Indicators – Submitted as part of the Perkins Local Formula Application.***

***This section is NOT needed to be submitted with this Perkins Rural Reserve application.***

Use the Grant Application Narrative template to submit information on strategies to meet or exceed the Perkins V performance indicators targets.

***Section V: Perkins Rural Reserve Grant Application Narrative***

Complete a "Perkins Rural Reserve Grant Application Narrative" for each project requested in this grant application. Each project description must be thorough enough to clearly understand what is being proposed and include the following:

- 1) State the project name.
- 2) State proposed funding amount.
- 3) Complete a narrative to include a clear description of the proposal:
  - The description must include how the funds were targeted to the schools or student populations most in need.
  - All proposed projects must demonstrate how funded programs or services, will guide students' secondary program completion and to lead to a postsecondary credential, such as an industry certification, Nevada System of Higher Education (NSHE) recognized certificate of achievement, and/or associate degree.
- 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 applicant 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).
- 6) Describe how the agency will sustain the project after the grant period has ended.

## **RESOURCES SECTION**

This section, pages 15 – 22 inclusive, is provided as a reference of what the Perkins V law requires in the Local Application. 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. To include this Perkins Rural Reserve grant application, which is a grant of Perkins Reserve funding to provide additional resources to meet the Perkins objectives approved in the agencies Local Formula application.

### **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  
RURAL RESERVE 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 |
| <b>ePAGE Components</b>   |                              |                             |
| Budget Overview   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Budget  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <b>Related Documents uploaded documents:</b>                        |                              |                             |
| 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 |
| Applicant’s Advisory Technical Skills Committee Membership list(s)  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Teacher License(s) (Program of Study Teachers only – if applicable) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Perkins Rural Reserve Grant Application Narrative                   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |