



Career & Technical Education
Skills for Employment and Lifelong Learning

NEVADA STATE FIVE-YEAR PLAN

July 1, 2008 through June 30, 2013

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

**Nevada Department of Education
Office of Career, Technical, and Adult Education
755 North Roop Street, Suite 201
Carson City, NV 89701**

Nevada State Board of Education/ State Board for Career and Technical Education

VISION: *"Each student will achieve Nevada's expectations for learning."*

MISSION: *"The Nevada Department of Education provides leadership, resources, assistance and oversight, in partnership with school districts and others, to support student achievement and future success."*

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Introduction

With the recent enactment of the Carl D. Perkins Career and Technical Education Act of 2006, Congress has demonstrated overwhelming bipartisan support to continue the country's federal investment in career and technical education.

The new Act strengthens key components of the previous legislation, the Carl D. Perkins Vocational and Technical Education Act of 1998. Some of those components include the following:

- Development of programs of study for career and technical education to implement model course sequences to guide students from secondary to postsecondary education according to the models established under tech prep;
- Professional development to ensure career and technical education teachers are well-trained, fully qualified, and will employ effective teaching strategies that ensure career and technical education programs achieve their fullest academic and career goals;
- Connections and partnerships to ensure programs meet business and industry needs to help fill the growing need for skilled workers;
- Advancement of the integration of academics in all career and technical education programs to help improve the academic performance of all students;
- Establishment of valid and reliable assessments and accountability systems to effectively measure and document student achievement in career and technical education;
- Improvement of career and technical education programs to ensure they are providing students with experiences in all aspects of the industry using state-of-the-art technology;
- Provisions and needed support services to ensure all students, especially those with special needs, have opportunities to succeed in career and technical education programs.

This document, the *Nevada State Five-Year Plan for the Carl D. Perkins Act of 2006*, referred hereinafter as the State Plan, builds upon the one-year transition plan approved for FY'08. The State Plan further emphasizes the key tenets of Perkins IV by focusing efforts on program improvement. The State Plan will be effective from July 1, 2008 to June 30, 2013.

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PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

Planning, coordination, and collaboration began early in fiscal year 2007 with the development of Nevada’s one-year transition plan for the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The meetings that took place between November 8, 2006 and March 16, 2007 were in support of the development of the one-year transition plan. The subsequent meetings from November 1, 2007 to January 25, 2008 were in support of the development of the five-year state plan.

Date	Location	Purpose
November 8, 2006	Reno, NV	Statewide Career and Technical Education Administrators’ Meeting
December 5, 2006	Reno, NV (telecast to satellite sites)	State Steering Committee for Tech Prep
January 19, 2007	Reno, NV (telecast to satellite sites)	State Steering Committee for Tech Prep
January 26, 2007	Reno, NV	State Advisory Committee for Career and Technical Education
February 9, 2007	Reno, NV	Leadership Forum
March 2, 2007	Las Vegas, NV (telecast to satellite sites)	State Advisory Committee for Career and Technical Education
March 16, 2007	Carson City, NV	State Board of Education/State Board for Career & Technical Education
November 1, 2007	Reno, NV	Statewide Career and Technical Education Administrators’ Meeting
November 16, 2007	Reno, NV	State Advisory Committee for Career and Technical Education
December 7, 2007	Reno, NV	State Steering Committee for Tech Prep
December 18, 2007	Carson City, NV (conference call)	Stakeholder Input Meeting for Youth Correctional Programs
December 19, 2007	Reno, NV (telecast to satellite sites)	State Advisory Committee for Career and Technical Education
January 25, 2008	Reno, NV (telecast to satellite sites)	State Advisory Committee for Career and Technical Education

A list of the members of the State Advisory Committee for Career and Technical Education is in appendix A.

A. Statutory Requirements

- 1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their view and make recommendations regarding the State Plan. [Sec. 122(a)(3)]**

Seven formal input sessions with key stakeholder groups were held in FY'07 and six sessions in FY'08. Two public hearings were held on February 15 and February 20, 2008 in accordance with the State Administrative Procedure Act (NRS 233B.061). The State Plan was also posted on the Department of Education Website to solicit additional input from the public.

Some additional key stakeholder groups were consulted for guidance and input in the development of the five-year plan are identified in A.3 below.

- 2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State Plan. [Sec. 122(a)(3)]**

The key stakeholder groups that have met to provide valuable input for the development of the State Plan are: the State Advisory Committee for Career and Technical Education; Statewide Tech Prep Steering Committee; career and technical education administrators; and the Leadership Forum.

The State Advisory Committee for Career and Technical Education met twice in FY'07 to review and provide input for the development of the State Transition Plan. The Committee reconvened in FY'08 to provide input and guidance in the development of the five-year State Plan. The representation on the Committee fulfills the requirements stipulated in Section 122(b)(1)(A) of the Act.

The Statewide Tech Prep Steering Committee met on two occasions in FY'07 (December 5, 2006 and January 19, 2007) to recommend the consolidation of Tech Prep funds with Basic Grant funds. The Steering Committee's recommendation to consolidate the funds was presented to the State Advisory Committee for Career and Technical Education. Both committees were unanimous in the decision to consolidate the funds. The Statewide Tech Prep Steering Committee also met on December 7, 2007 to review the draft five-year plan and made additional recommendations impacting tech prep and programs of study.

The Leadership Forum represents guidance counselors and met on February 9, 2007 to provide recommendations and direction concerning the role of guidance counselors in career and technical education and needed services and support for special populations. In particular, members of the Leadership Forum revised the anticipated barriers and recommended strategies to overcome those barriers to ensure success for each special population group.

3. You must develop the state plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with state law; parents and students; institutions of higher education; the state tech prep coordinator and representatives of tech prep consortia; entities participating in activities described in section 111 of Public Law 105-220; interested community members; representatives of special populations; representatives of business and industry; and representatives of labor organizations in the State. You must also consult the Governor of the State with respect to development of the State Plan. [Sec. 122(b)(1)(A)-(B)]

A listing of key stakeholder groups and a description of their involvement in the development of the State Plan are shown below. Some groups are currently organized in existing committees or forums; input from other groups will be obtained through various means, including special meetings, public forums, etc.

Stakeholder Group	Involvement in State Plan Process
State Advisory Committee for Career and Technical Education	Representative group of individuals and entities required in Section 122(b)(1). The Committee was consulted as a primary constituent in the development of preliminary and final drafts of the State Plan
Academic and career and technical education teachers, faculty, and administrators	Academic and career and technical education teachers, faculty, and administrators are represented on the State Advisory Committee; their input was also gathered through the Nevada Association for Career & Technical Education (NACTE); round-table sessions of CTE teachers, administrators and faculty; ex-officio members of Joint Technical Skills Committees at the local level; Perkins IV Accountability Task Force; statewide administrator meetings
Career guidance and academic counselors	Counselor forums to review related provisions in the new Act
Eligible recipients	Statewide & CTE administrator input meetings
Charter schools organizers	Input sessions with charter school authorizers and organizers
Parents and students	Parental representation on key committees; student representation on key committees and/or student forums to include CTSO officers; local advisory committee input
Institutions of higher education	Higher education faculty and/or administrators
State tech prep coordinator and representatives of tech prep consortia	Statewide Steering Committee for Tech Prep, which includes all coordinators and other representatives from each consortia

Interested community members	Representatives will serve on the State Advisory Committee noted above
Representatives of special populations	Perkins IV Accountability Task Force
Representatives of business and industry	WIB members; technical advisory committee members
Representatives of labor organizations	Representatives will serve on the State Advisory Committee noted above
Governor's Office	A representative will serve on the State Advisory Committee noted above and be invited to attend all statewide career and technical education administrator meetings

Note: Many of the participants in each of the input groups are parents as well as serving as members of specific groups.

Each year, the State Board of Education/State Board for Career and Technical Education is required to submit a revised State Improvement Plan to the Governor, Legislative Committee on Education, Legislative Counsel Bureau, Board of Regents, Council on Academic Standards, the board of trustees of each school district, and the governing body of each charter school.

The purpose of the State Improvement Plan is to support developing, sustaining, and enhancing a comprehensive educational system that improves classroom instruction and student achievement. The State Improvement Plan drives school district and local site-based improvement plans. The program development and improvement supported by the Carl Perkins Act will integrate with state and local improvement plans governed by Nevada Revised Statute (NRS) 385.34691. This collaboration will further the coordination of improved instruction and student achievement in academic learning and skill attainment provided through career and technical education programs with other primary state and local education improvement efforts.

4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State Plan. [Sec. 122(b)(2)]

The Department of Education solicited input and recommendations from key stakeholders primarily through formal work sessions and committee meetings. To ensure statewide participation, the membership of all stakeholder groups who participated in the development of the State Plan was representative of vested groups, including secondary and postsecondary education, business and industry, special populations, among others. The participating members also represented all geographic areas of the State, especially with respect to urban and rural areas. Participants usually attended meetings and work sessions in person; video-conferencing was used as needed to ensure the participation from stakeholders in outlying areas.

Recommendations from the key stakeholder groups were, with the approval of the State Advisory Committee, added to each draft of the State Plan prior to its dissemination for additional comments.

By using this process where stakeholder groups are properly organized and have substantial opportunity for review and input of the State Plan and where such recommendations are included into the State Plan systematically, there has been no recognized opposition to the State Plan. Such a process of inclusion will continue throughout the tenure of the State Plan.

- 5. You must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the state agency responsible for secondary education. If a state agency finds that a portion of the final State Plan is objectionable, the state agency must file its objections with you. You must respond to any objections you receive in the State Plan that you submit to the Secretary. [Sec. 122(e)(3)]**

Under Perkins III, the State Board of Education, representing secondary education, and the Nevada System of Higher Education, representing postsecondary education, collaborated and unanimously approved the split of funds for the State's Basic Grant, authorizing sixty-eight percent (68%) of local funds for secondary education programs and thirty-two percent (32%) for postsecondary education programs. The split of funds will remain the same for the Nevada State Five-Year Plan.

To ensure the current split of funds is supported for the Five-Year State Plan, the Department of Education presented the budget as described in the State Transition Plan at each meeting with key stakeholder groups that included representatives from secondary and postsecondary education. All parties support the current split of funds and the collaboration between the Department of Education and the Nevada System of Higher Education will continue.

The split of funds as described in this five-year plan will be presented in public hearings and voted on by the State Board of Education.

All stakeholders also support the merging of tech prep funding with Basic Grant funding, as described in this plan. The merging of the Title II funds with Title I funds was approved last year. The same level of support exists for merging of the funds for the State Plan.

To date, the Department of Education has not received any objections from other state agencies to the funding allocations proposed in the State Plan.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

- 1. You must prepare and submit to the Secretary a State Plan for a 6-year period or prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]**

The State submitted a one-year transition plan for fiscal year 2008; this plan is for five years, covering state fiscal years 2008 – 2013. The title of the plan is the *Nevada State Plan for the Carl D. Perkins Act of 2006*.

- 2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the state adjusted levels of performance, including a description of —**

- (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—**

Career and technical education programs in Nevada are organized under six umbrella areas: (1) Agriculture and Natural Resources; (2) Business and Marketing Education; (3) Family and Consumer Sciences; (4) Health Sciences Education; (5) Information Technology Education; (6) Trade and Industrial Education. The areas are further defined by the State approved sixteen career clusters, as shown below:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio-Visual Technology and Communications
- Business, Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Sciences
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety and Security
- Manufacturing
- Marketing, Sales and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

Programs are also organized in career pathways with corresponding course titles to help guide students in career development. The Nevada Career Information System (NCIS) realigned the career clusters to the sixteen national and state clusters listed above.

Secondary-postsecondary linkages among career and technical education programs in Nevada have been promoted, developed and implemented since the early 1990s through local articulation agreements. With the emphasis placed on “programs of study” in Perkins IV, the development of articulation agreements are required for any secondary career and technical education program for which there exists a complementary postsecondary program. The articulation agreement process includes collaboration and coordination between secondary and postsecondary programs; the collaboration includes a comparative analysis of the secondary and postsecondary curricula to ensure the proper alignment and sequencing of course goals, objectives, and competencies. Such alignment ensures a non-duplicative alignment of courses for students enrolled in tech prep course sequences.

The Department of Education has developed state skill standards for secondary career and technical education programs. All standards have been crosswalked with the state standards for English language arts, math, and science to show under which performance indicators academic learning is evident. However, as existing skill standards are updated and new standards are developed, strategies will be developed to add academic content to the skill standards. For example, in the future skill standards will be developed with greater collaboration with academic content specialists, especially those specialists at the Department of Education, to determine where and how academic content should be added. In addition, the state skill standards will be developed (and revised) to ensure a direct alignment with postsecondary education programs occurs in the development process to support the development of articulation agreements, as described above. Colleges will explore the development of common state skill standards for postsecondary education CTE programs to further the alignment with secondary education.

In recent years, the existing Tech Prep Joint Policy Agreement has been revised to provide a seamless transition for high school students to enroll and earn up to fifteen (15) postsecondary credits in articulated programs. The Policy Agreement, endorsed by the State Board of Education/State Board for Career and Technical Education and the Nevada System of Higher Education, contains provisions allowing high school students to earn college credit immediately upon completion of articulated coursework. The provisions of the policy are enforced system-wide in Nevada.

Each articulation agreement is established with an exit point, whereby upon completion of the secondary-postsecondary sequence of courses, the student is eligible to earn a baccalaureate degree, associate degree, industry certificate or

credential, and/or a certificate of achievement. Articulation agreements are then finalized through a formal agreement process between the participating college and school district.

(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

The existing career and technical education infrastructure in Nevada supports the implementation of the program of study requirements under Perkins IV. This enables local educational agencies to develop career and technical education programs of study coordinated with career pathways, academics and postsecondary education. The Department of Education will collaborate with local agencies to develop statewide guidelines to further develop course sequences. Through collaboration with secondary and postsecondary agencies, state guidance will support the development of programs of study. An example of such guidance will include sample sequences, staff training, dissemination of information electronically and a means to share best practices. Secondary-postsecondary articulation agreements are currently required.

Local advisory committees will be involved to provide input and oversight from business and industry, especially with programs leading to industry certifications.

The development of programs of study and career pathways will be used as “tools” to help guide students through high school and postsecondary education with course sequences that are career oriented, resulting in a degree, industry certificate, or certificate of achievement. This will not deter students from exploring different areas and changing from one pathway to another or from one program of study to another based on interest changes.

Local agencies will be required to demonstrate how CTE programs are linked to programs of study and how the programs of study are used as part of student career/education plans.

(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Currently, all eligible programs are required to establish articulation agreements between secondary and postsecondary institutions. The postsecondary institutions with existing articulation agreements are: College of Southern Nevada, Great Basin College, Truckee Meadows Community College, and Western Nevada College. The agreements: are written; approved by both agencies; lead to technical skill proficiency, a credential, certificate or degree; and incorporate credit transfer among institutions. (Credit transfer was

recently systemized through the revision of the Tech Prep Joint Policy Statement referenced above.)

Additional programmatic requirements will be put in place to ensure an annual approval by the lead secondary and postsecondary administrators.

To fully establish the articulation agreement process, the Department of Education will work collaboratively with each consortium via the established Statewide Tech Prep Steering Committee. This collaborative team will be expanded to include proper representation for baccalaureate programs to help the State expand its articulation model to encompass four years of postsecondary education. Four-year bachelor of applied science programs are now available at the College of Southern Nevada, Great Basin College, and Western Nevada College, along with the implementation of career and technical education and other relevant programs of study at Nevada State College, the University of Nevada, Reno and the University of Nevada, Las Vegas. This provides an excellent opportunity to expand the articulation agreements to include two years of high school through four years of college. The models to be developed will include the traditional 2+2 model and a new 2+2+2 model. The State will also explore a model that better serves students in the ninth and tenth grades, such as 4+2+2.

This application supports the continuation of the four regional tech prep consortia. Each consortium maintains a tech prep coordinator and support staff to ensure the development and updating of secondary-postsecondary articulation agreements. A key priority for all articulated programs will be the alignment with industry certifications.

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

Materials for programs of study, defined by course sequences, will be developed and/or updated for career and technical education programs. Promotional materials may include brochures for career pathways, course sequences organized around program areas, etc. The sequences will show how students, beginning in the first year of high school, may select a program of study of interest that includes all academic coursework and articulation into postsecondary education. These materials will be available and presented to students through career centers and guidance counselors, and other marketing means such as Websites, brochures, recruitment activities, and special events. Similar information will be disseminated to parents.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by

you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

Secondary and postsecondary career and technical education programs will align with the sixteen career cluster areas and will use the facilities, equipment and materials that are comparable to and/or simulate those currently used by business and industry and are of a quantity and quality needed to accomplish state levels of performance. State skill standards and industry certification standards are used to help determine any discrepancies between available technology and needed technology to properly prepare students for higher education and careers.

Also, advisory technical skill committees will assist school districts and colleges in identifying program needs. The involvement of advisory committees will be further promoted and supported throughout the State under the direction of recent state legislation that requires every school district to maintain an advisory committee for career and technical education. With the mandates for committee structure firmly in place, each district can now focus on utilizing the committee input for true leadership and advisement for program development and improvement.

(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will -

The Office of Career, Technical and Adult Education will use the following process to approve local applications as defined in the State Transition Plan:

Application Submission and Incomplete Applications: To be eligible for review, applications must be received on or before the due date and be completed in accordance with all instructions, forms and procedures provided. Incomplete applications will not be considered and the sender is so notified.

Local applications, if returned, may be resubmitted but must be received by the Department on the required submission date. If the Department of Education recommends approval of the application with modifications, the applicant will have until the required modification due date to complete an approvable application.

The funds from applications either not approved or not received by the required date may be distributed to remaining applicants who have submitted approved applications.

In general, local applications will be reviewed by department staff in the Office of Career, Technical, and Adult Education at the Department of Education to assure compliance with the provisions of the State Plan. Applications will also be reviewed by staff members with knowledge regarding the requirements of

section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA); with knowledge regarding the needs of economically disadvantaged students such as those served under IASA Title I; and with knowledge of the needs of students with limited-English proficiency.

Additional committees will be established by the Department of Education to review competitive grant applications, such as those issued under the Reserve Fund or for youth correctional programs under the authority of funding state institutions. The review committees will be comprised of individuals with knowledge in both career and technical education and youth correctional programs in Nevada.

All local applications are reviewed against a checklist that defines the required elements according to the application guidelines.

Promote continuous improvement in academic achievement:

The academic performance of career and technical education students will be closely monitored through the State's performance indicator accountability system. Reported data, to the extent possible, will be available on a site-by-site basis to enable school district and college personnel to target services. Also, instruction is performance-based and integrates academic knowledge and skills that reflect current and emerging technologies and practices in business and industry. The academic performance of career and technical education students will also be connected to district and site improvement plans, already in place through existing state legislation.

To further promote continuous improvement in academic achievement, the State will collaborate with local agencies to develop models of successful academic integration in career and technical education programs. Such models will include: integration of math, science, and English standards; awarding of academic credit for career and technical education coursework; and professional development models.

Promote continuous improvement of technical skill attainment:

Career and technical education programs will be organized and sequenced around career paths with clear performance standards preparing students for entry-level employment, job advancement, entrepreneurship, advanced education and training, and personal skills development. These programs will lead to exit points, such as industry-recognized credentials or certificates, associate degrees, and baccalaureate degrees. Advisory technical skills committees will assist in identifying industry-recognized credentials or certificates.

The State will also work to develop a new process to measure the technical skill attainment of program completers, with the end result providing exit-level assessments to ensure a more uniform means of measuring skill attainment. Certain key factors will be considered to develop the process:

- Ensure the state standards for all exit level programs are current;
- Review, compare and contrast assessment models used in other states. Identify one or more models that would best meet the needs of the State;
- Determine the feasibility of using third-party assessments, including factors related to test reliability, alignment with existing state standards and cost;
- Determine how new assessment results will be integrated into the existing accountability system (Career and Technical Education Reporting System);
- Develop a plan to pilot test a new assessment model(s) with one or more program areas in one or more school districts;
- Analyze the pilot test results and determine the best model to expand to a greater scale.

Identify and address current or emerging occupational opportunities:

The Department of Employment, Training and Rehabilitation (DETR) provides yearly data to identify high-skill, high-wage and high-demand occupations in Nevada. Current data from DETR projects employment levels to 2014; employment level data for the 2006 – 2016 cycle will be available in the summer of 2008. The data provides clear indications concerning employment trends in Nevada. Also, from this data an hourly wage will be used to identify high-skill, high-wage, and high-demand career areas. Projections for high-demand occupations will be identified from data provided by both the Bureau of Labor Statistics and DETR.

Individuals representing the community, business and industry, parents, districts, staff, postsecondary agencies and labor will advise school districts and colleges to address current and emerging occupational opportunities at the local levels while focusing on academic achievement and postsecondary advancement.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Performance indicator data provided through the Career and Technical Education Data System will identify student academic performance and graduation rates by school district. Where performance falls below state-approved levels, local agencies will develop improvement plans for improving student learning outcomes. The improvement plans will include specific

services such as tutoring, academic remediation, and specialized support for English language learners. Results of student performance on high school proficiency exams will help determine and target remediation needs. Programs of study will be further developed to guide students through the secondary education system to obtain a secondary diploma. Support teams involving the student, teachers, counselors and parents will be engaged to ensure, to the extent possible, a comprehensive support system is in place to support efforts to improve achievement.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Career and technical education staff will assist counselors and other resource personnel to provide career guidance activities that include: (1) recruitment, program information and promotional activities for students, parents and counselors; (2) implementation of the national goal of eliminating discrimination on the basis of gender, race, disability or disadvantage; (3) a systematic process to ensure student enrollment in programs is consistent with their aptitudes, abilities and career goals; (4) and nontraditional recruitment and retention activities.

State legislation now requires a four-year academic plan for incoming high school freshmen that will include career and technical education. The same legislation requires high schools to re-align counselor activities so the amount of time counselors spend organizing and administering state-required tests is reduced, thereby increasing the amount of time counselors have available to counsel students and provide career guidance.

Courses articulated for credit through tech prep have increased the opportunities for students to transition to postsecondary education more easily. Last year, 90 high schools offered more than 800 tech prep articulated courses. Those courses had a duplicated enrollment exceeding 26,000. As begun in recent years, greater emphasis will be placed on ensuring students take full advantage of the ability to earn college credits while in high school and to ensure students enroll in and complete programs articulated with postsecondary education and aligned with a degree and/or industry credential.

Marketing materials and labor market information available through the Occupational Employment Statistics (OES) and other resources will be made available to students and parents to identify career and technical education programs that support high-skill, high-wage, or high-demand occupations. Emphasis will be placed on programs that support academic and technical attainment with industry certificates or advanced diplomas or degrees.

The role of teachers of CTE programs will need to expand to include structured instruction in career awareness. This is especially important given the high student to counselor ratio in Nevada.

(i) How funds will be used to improve or develop new career and technical education courses —

At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

Career and technical education programs will be improved and/or developed using, wherever possible, state-approved skill standards. All state skill standards are crosswalked with academic standards adopted under section 1111(b) (1) of the Elementary and Secondary Education act of 1965, and must be approved by the State Board of Education. For those programs where state skill standards are not available, local agencies will be required to use locally-approved curricula demonstrating an alignment with core academic standards for English language arts, math, and science.

State skill standards have been developed for the following areas:

- Agriculture Business Systems;
- Agriculture Leadership, Communications, and Policy;
- Agriculture Mechanical Engineering Technology;
- Agriculture Science*;
- Animal Science/Veterinary Medicine*;
- Automotive Technology;
- Business Education;
- Collision Repair Technology;
- Computer-Aided Drafting & Design;
- Culinary Arts;
- Digital Video and Broadcast Production;
- Early Childhood Education and Services;
- Family and Consumer Sciences;
- Fashion, Textiles and Design;
- Foods and Nutrition;
- Furniture and Cabinetmaking;
- Health Occupations;
- Heating, Ventilation, Air Conditioning, and Refrigeration;
- Hospitality and Tourism;
- Housing and Interior Design;
- Information Technology;
- Marketing Education;
- Metalworking;

- Natural Resources and Wildlife Management*;
- Photography;
- Plant and Environmental Horticulture Science*;
- Residential Building Construction;
- School Counseling Program; and
- Welding.

* Courses approved for science credit

A timetable will be established to complete the standards development for remaining areas, along with a timetable to update existing standards

At the postsecondary level that are relevant and challenging; and

Curricula and standards will be reviewed at the postsecondary level to ensure all funded programs are properly aligned with industry standards. Curricula will be articulated with secondary courses to provide greater advancement opportunities for high school students. Advisory committees will work with postsecondary institutions to ensure that current and new programs are relevant, challenging, and articulated with secondary, university and state college programs for dual credit.

That lead to employment in high-skill, high-wage, or high-demand occupations;

Nevada’s economy is rated tenth in the nation for job growth, currently at 2.2 percent, with key economic sectors expanding as the State’s population continues to grow.

Programs funded under this Act shall provide preparation for employment in fields designated as high-skill, high-wage, or high-demand. Recipients of funding must describe how the funds will lead to preparation of students for high-skill, high-wage, or high-demand jobs considering local, state, and regional labor market needs and salaries. High-skill fields are those that lead to industry certification, certificate of achievement or associate degree, an apprenticeship, or state license or certification. Analysis of the publishable wage estimates from current Occupational Employment Statistics (OES) and Wage Survey data will be used to determine the average wage for programs qualifying as “high-wage.” Similar labor-market information will be used to determine thresholds for high-demand occupations.

Local agencies will identify high-skill, high-wage and/or high-demand occupations that correspond with new and expanding career and technical education programs. The State will continue to develop skill standards to drive local curriculum development.

The employment information shown below is a sampling of selected occupations from the 2006 Nevada Statewide Demand Occupations and Employment Projections as provided by the Department of Employment, Training and Rehabilitation.

Occupations Requiring an Associate Degree or Higher	2006 Employment	Average Annual Openings 2004 - 2014	Average Annual Growth Rate 2004 - 2014
Registered Nurses	15,667	1,144	6.1%
Supervisors/Managers of Office & Admin. Workers	13,998	754	4.1%
Sup./Mgrs. of Construction Trades (Including Ag.)	10,432	584	4.4%
Automotive Service Technicians and Mechanics	6,320	387	4.6%
Nurses Aides, Orderlies and Attendants	5,924	350	5.2%
Preschool Teachers	5,002	340	6.5%
Sup./ Mechanics, Installers & Repair (Including Ag.)	4,629	292	4.4%
Computer Support Specialists	4,002	243	5.5%
Food Service Managers	3,998	224	4.5%
Chefs and Head Cooks	2,766	186	4.6%
Legal Secretaries	2,936	170	4.3%
Licensed Practical and licensed Vocational Nurses	2,810	166	4.2%
Supervisor of Landscaping & Groundskeepers	2,438	138	5.3%

Occupations Requiring Moderate to Long-Term Training	2006 Employment	Average Annual Openings 2004 - 2014	Average Annual Growth Rate 2004 - 2014
Carpenters	25,452	1,521	5.9%
Telecommunications Sales Reps. Wholesale Manuf'g	15,161	952	5.9%
Restaurant Cooks	13,332	933	4.5%
Bookkeeping, Accounting and Auditing Clerks	18,176	919	3.5%
General Maintenance and Repair Workers	13,285	786	4.6%
Executive Secretaries and Administrative Assistants	10,066	562	4.1%
Construction Laborers	12,499	537	3.2%
Electricians	9,068	529	4.6%
Plumbers, Pipe fitters and Steamfitters	6,853	432	3.0%
Painters (Construction and Maintenance)	6,498	365	4.6%
Medical Assistants	3,174	246	7.0%
HVAC&R Mechanics and Installers	2,003	123	5.5%
Cement Masons and Concrete Finishers	3,658	219	4.5%
Telecommunications Line Installers and Repairers	1,649	107	4.7%
Welders Cutters Solderers and Brazers	1,550	111	5.1%

Occupations Requiring Short-Term On-the-Job Training	2006 Employment	Average Annual Openings 2004 - 2014	Average Annual Growth Rate 2004 - 2014
Retail Salespersons	36,243	2,754	4.7%
General Office Clerks	23,033	1,239	3.5%
Receptionists and Information Clerks	10,818	703	4.6%
Bill and Account Collectors	5,158	414	7.3%
Hotel, Motel, and Resort Desk Clerks	4,728	376	4.1%
Carpenter Helpers	4,138	335	4.7%
Home Health Aides	2,902	227	7.7%
Industrial Truck Operators	3,443	201	4.5%

- (j) **How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;**

Although the funds awarded to the State under Title II will be consolidated with Title I, the Nevada Department of Education will continue its support and involvement with the existing Statewide Tech Prep Steering Committee. The Committee, which includes secondary and postsecondary representation from each consortium, will provide leadership and direction to: determine professional development needs; identify essential best practices; and develop a mechanism to disseminate information about best practices. The Department will also work collaboratively with other groups/organizations, such as the Nevada Association for Career and Technical Education's annual conference to help disseminate such information. The use of newsletters, Websites and other communications will be used to disseminate information.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

Currently, high school students in Nevada must complete at least 22.5 credits to earn a diploma. The total number of credits include 16 units of core academic coursework that include 4 units in English, 3 units in math and 2 units in science. Some school districts require additional credits in math and science. While the additional academic requirements may strengthen student achievement in core academics, such initiatives reduce the number of credits available for career and technical education elective courses.

Funds will be used to further the development of career and technical education programs that align with and support state and local academic requirements. Programs of study will be developed that include career and technical education and academic course sequences. Initial planning and career guidance will be critical as students may have less opportunity to explore multiple options in career and technical education and complete a program of study that aligns with and is articulated with postsecondary education, resulting in industry certifications where possible.

Development of a plan to increase the integration of academics in CTE programs will be a priority. The plan will include standards for academic integration in CTE programs. A sample, proposed timeline is shown below:

Years 1-2

Develop criteria for academic integration in CTE courses. The criteria may include minimum standards by which academics are integrated into state standards and local curricula. For example, base academic standards for math, science and English may be identified for inclusion in state skill standards, regardless of the discipline. Establish linkages between state department staff responsible for academic standards. Through collaboration with department staff responsible for academic standards, linkages will be established to create protocols for how all skill standards will be developed and approved for inclusion of academic learning. A review of the current status of academic integration efforts in local school districts in Nevada and other states will help guide the process.

Years 2-3

Develop criteria for academic integration at the local levels. The criteria may include minimum standards by which academics are integrated into local curricula and ultimately into classroom lesson plans. Establish timelines for implementation of local academic integration plans, including a plan for testing and evaluating integration initiatives and practices at pilot sites. Develop a framework for professional development for teachers.

Years 3-4

Implement academic integration projects in school districts and colleges throughout the State. Establish timelines to ensure an ongoing process is instituted.

- (I) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]**

Various methods will be used to report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education. The State, in collaboration with local agencies, will develop a baseline structure to determine at what levels integration in career and technical education coursework are achieved. For example, the performance indicators in all state skill standards have been aligned and crosswalked with academic standards for English language arts, math, and science. A process will be developed to determine the extent to which integration has occurred, along with methods for adding academic content to skill standards. The process may include the following: a review of teaching methodology used in the career and technical education classroom; whether or not professional development has occurred to train teachers how to integrate academics; and the level of collaboration between career and technical education and academic faculty.

Standards will be developed and enforced to ensure state skill standards, local curricula and classroom lesson plans integrate academics. The ongoing process to revise and develop new skill standards will include adding academic content to skill standards in addition to showing where the skill standard performance indicators support academic learning. For example, in a CTE program that requires measurement skills, students would demonstrate mastery of measurement to a degree specified in the skill standards.

High school proficiency test results will demonstrate academic attainment for secondary students. The development of additional career and technical education coursework approved for academic credit will be encouraged, along with identification of model practices.

- 3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—**
 - (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**

With the Act's increased focus on the academic achievement of career and technical education students, a comprehensive strategy is necessary to improve the integration of academics. The first step towards a comprehensive strategy to promote the integration of academic content standards and career and technical education curricula is through the direct alignment of state skill standards with core academic standards in English, math and science. Every set of state skill standards developed in Nevada contains a crosswalk that shows where student achievement of those skill competencies supporting academic learning aligns with the State academic standards for English language arts, math, and science. However, as mentioned earlier a strategic plan is necessary to add academic content to skill standards. Training secondary and postsecondary career and technical education teachers to integrate academic learning wherever opportunities exist is the next step. Specialized academic integration projects are implemented by some school districts and statewide strategies are essential to further those efforts.

One approach to promote statewide strategies to improve academic integration will include a requirement for each local agency to include clear strategies in their professional development plan. Such strategies may include:

- Professional development opportunities for career and technical education teachers to cross-train with academic teachers to share and implement academic content and teaching content;
- Demonstration of how academics are integrated in local career and technical education curricula based on the academic crosswalks in the State skill standards;
- Establishment of “academic review teams” to review local career and technical education curricula to ensure academics are integrated and taught to the extent possible in career and technical education courses;
- Use of assessment data as it relates to student achievement;
- Development of local methods to evaluate the extent that academic learning is integrated in career and technical education courses;
- Guidance strategies to involve school administrators and counselors.

To support this effort, “best practices” will be organized and disseminated through conferences and other statewide meetings, and the Internet, such as the Department of Education’s Website.

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

Local agencies will demonstrate coordination with school-based improvement plans to ensure all teachers are highly qualified, according to the criteria set forth in No Child Left Behind and the requirements under state teacher licensing. Department staff will work to improve and clarify processes to obtain certification. Department staff will also work with the Nevada System of Higher Education to improve and expand teacher training and certification programs; staff will work directly with postsecondary institutions to continue offering training programs for state inservice credit.

(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

All professional development plans will be reviewed to ensure the professional development is high quality, sustained, intensive, focused on instruction and designed to increase the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers.

Local agencies will develop professional development plans that include a training process that focuses on instructional methods, academic integration and industry standards. The Department of Education will assist local agencies with development of professional development plans that focus on teacher outcomes. Teacher externships, where teachers gain industry experience first hand, will also be supported as part of state and local professional development plans.

Professional development will also focus on increasing the availability of industry certifications for teachers through professional development and for students through program-completion requirements, and how the State can be accountable for such certifications. Higher education will provide more opportunities for career and technical education teachers to earn university credit for professional development activities, including externship experiences. This will be accomplished through a renewed effort to improve communication between higher education, the Department of Education and local school districts regarding professional development. Points of contact at each university already exist to facilitate improved communication efforts.

Current teacher expertise will be evaluated to determine levels of competence in instructional methods, academic integration and industry standards to ensure professional development is designed to help teachers move from novice to mastery levels. Determining levels of competence will also help eliminate duplicative professional development activities for teachers.

Teachers considered at mastery levels may be utilized to lead professional development sessions and to provide mentoring for inexperienced teachers. Mentoring programs exist in some local agencies; the benefits and structures of those programs will be shared with those districts lacking such a plan.

(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

Applied learning directly related to the workplace is what makes career and technical education unique. Applied learning is best described in the State skill standards developed for career and technical education programs. The standards, developed for over thirty-three programs, are organized to include content standards, performance standards, and supporting performance indicators. The performance indicators clearly define the applied learning objectives.

In recent years, many professional development activities and program improvement efforts have been directly aligned with the development and release of state-approved skill standards. These opportunities need to be increased at the state and local levels, with a focus on applied learning and academic integration. Strategies will be developed

to ensure all career and technical education teachers are afforded professional development opportunities in these areas on local, regional and/or state levels.

(e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

The State will continue its efforts to implement customized professional development to improve instruction for special populations. Instructors are trained to assess, develop and utilize new teaching techniques proven to have a positive impact on academic achievement.

Specific ongoing professional development will include the following:

- Leadership Forum – statewide professional development for counselors (offered twice per year) to provide training to improve services to special populations;
- NvNETS (Nevada Non-Traditional Emerging Technologies for Success) - statewide professional development for counselors and career and technical education teachers to provide training to improve services to students enrolled in programs leading to nontraditional employment;
- Technical assistance – ongoing direct services to improve student achievement in performance indicators related to nontraditional programs;
- Technical assistance – direct services to assist counselors and teachers in identifying potential and existing barriers that impede learning among special populations.

(f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

No Child Left Behind requires all schools, school districts, and the Department of Education to establish annual measurable objectives written as an annual increase in the percentage of teachers of core academic subjects who will receive high-quality professional development to enable them to be highly-qualified, effective classroom teachers. To be considered high-quality, professional development activities must meet the criteria outlined in the No Child Left Behind Act definition of professional development. By aligning with these criteria, professional development should be:

- Focused on instruction to improve student learning so that all students may meet standards;
- An integral part of educational improvement plans that are developed with extensive participation of teachers, parents, and school administrators, which include a needs assessment of professional development based upon student and staff data;
- Sustained and intensive; and
- Regularly and systematically evaluated for impact on increased teacher effectiveness and improved student academic achievement with findings to be used to improve effectiveness and inform decisions about subsequent professional development programming.

The provisions of NCLB also require that professional development activities include one (1) of the following activities that advance teacher knowledge in:

- Content knowledge and skills aligned to standards and assessment to help students meet standards;
- Instructional strategies supported by scientifically-based research;
- Improving classroom management skills;
- Assisting teachers in providing instruction to students with limited English proficiency to improve their language and academic skills including appropriate use of curricula and assessments;
- Instruction in methods of teaching children with special needs;
- Training in technology and technology applications so they are effectively used to improve teaching and learning in academic subjects;
- Instruction in the use of data and assessment to inform classroom practice; and
- Instruction in ways teachers may work more effectively with parents.

Consistent with the provisions in No Child Left Behind, the Office of Career, Technical, and Adult Education will engage in strategies to improve teacher quality through professional development activities in a collaborative fashion. This collaboration will involve efforts to seek the input of teachers, parents, administrators, paraprofessionals, and other school personnel and business and industry regarding the professional development needs of career and technical education teachers throughout the State.

All professional development activities will be coordinated with local education agencies and postsecondary institutions. Efforts will be made to coordinate and accomplish professional development with other school improvement initiatives.

In addition to the specific strategies detailed in the program quality criteria, professional development programs for teachers, counselors, and administrators will consist of inservice training to teachers to support the use and application of state-of-the-art technology for career and technical education programs.

The Office of Career, Technical, and Adult Education will further promote professional development that incorporates program quality standards into the recommended courses of study, with emphasis on approved state skill standards and the integration of academics in career and technical education courses.

Technical assistance will be given to local education agencies for professional development activities that include hands-on learning, project-based learning, experiential learning, work-based learning, and mentoring programs, and when appropriate occupational competency certificates will be distributed.

4. You must describe efforts that your agency and eligible recipients will make to improve—

(a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

Teacher and counselor recruitment and retention are critical issues in need of strategic planning. Labor shortages in many areas representative of career and technical education programs have resulted in labor shortages in the classroom. Unfortunately, it is becoming more commonplace for positions to go unfilled, often resulting in the temporary suspension of a career and technical education program. The existing business and industry endorsement (see below) provides an additional avenue for school districts to hire career and technical education teachers who have industry experience but may lack a four-year degree.

To counteract the negative impact of teacher shortages, greater collaboration with the Nevada System of Higher Education will occur to provide more opportunities for teacher training with teachers with traditional teaching certificates as well as business and industry certification. Through collaboration with the Nevada System of Higher Education, recruitment strategies will be further developed to make more career and technical education students aware of career opportunities as teachers. Career and technical education teacher shortages have to be publicized, similar to how teacher shortages in math and science are publicized. To assist with teacher retention, the State will provide technical assistance to new teachers as needed, and encourage local staff to provide and expand mentoring and support activities, which already occur in some school districts. Another strategy is to promote the development of a statewide job listing for teacher vacancies.

Other strategies to improve the recruitment and retention of career and technical education teachers will include greater coordination among human resource departments of school districts and colleges to better market opportunities, and greater outreach to target industry professionals considering second careers.

State licensure requirements for the hiring of high school teachers will be reviewed and recommendations developed to remove any unnecessary barriers to hiring qualified personnel. Also, a task force to review and make recommendations for alternate routes to licensure is currently in place. The task force will present recommendations to the Commission on Professional Standards in Education.

(b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

The State currently issues secondary teaching licenses with a business and industry endorsement to individuals from business and industry that demonstrate a minimum of five years experience in an occupation directly related to subject area to be taught. Upon issuance of a license with a business and industry endorsement, the applicant must earn twelve (12) higher education credits in professional coursework. The required coursework was recently reviewed to further clarify specific areas of instruction. Additional efforts will be developed, however, to ensure the necessary support for a successful transition from business and industry to the classroom occurs.

Key industry sectors such as construction, among others, may have more people with experience who might be interested in becoming teachers as second careers.

Establishing greater connections with the industry sectors to “tap into” those potential resources may help alleviate teacher shortages. For example, greater communications can be established with apprenticeship training programs other industry organizations to disseminate information about the availability of the business and industry endorsement to launch a teaching career for those who do not have baccalaureate degrees.

Areas eligible for the business and industry endorsements will be reviewed and updated as necessary.

5. You must describe efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

Recent program expansion developed under the direction of the Nevada System of Higher Education has included four-year-degree programs offered at four of five colleges. (Please note that the College of Southern Nevada, Great Basin College and Western Nevada College are two-year community colleges; with the addition of four-year programs to complement the traditional associate degree offerings, the colleges have changed their names to reflect the four-year degrees.) This initiative increases the opportunities for baccalaureate level programs in career and technical education. Examples include the Bachelor of Applied Science program, which is designed for students who have earned an Associate of Applied Science degree and wish to further their education in pursuit of a baccalaureate degree. At Great Basin College, for example, the program includes majors in such areas as digital information technology, land surveying, instrumentation, nursing, elementary and secondary education and agriculture. The recently opened Nevada State College offers a Bachelor of Applied Science degree in management. Western Nevada College has developed a four-year Bachelor of Technology degree program in construction management. Additional programs are under development at other colleges seeking to add four-year baccalaureate degree programs.

Also, the State’s universities have articulation agreements with colleges. To assist students to transfer more easily, all institutions in the Nevada System of Higher Education have established common-course numbering so that similar courses will have the same prefix, number, title and credits. Lastly, the universities have agreements to allow the smooth transfer of students in career and technical teacher education programs. (In many cases, skill courses needed for licensure are not taught on the university campuses; prospective teachers take those courses at colleges.) These additions with what is currently offered through the State’s universities will increase opportunities to develop 2+2+2 articulated course sequences. Some programs are designed for teacher preparation that should eventually help in the areas of teacher recruitment as well.

6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

The Nevada Department of Education will continue to involve parents, academic and career and technical education teachers, local businesses (including small businesses) and labor organizations in the planning, development, implementation and evaluation of the career and technical education programs. At the state level, an advisory committee of representative

stakeholders for Career and Technical Education will meet as needed to provide input in the implementation of the State plan.

At the local levels, school districts will use established advisory technical skills committees to provide input and guidance for career and technical education programs. Those committees are currently required to include membership representing the following: (1) businesses and industries in the community; (2) employees of the school district experienced in career and technical education; (3) students; (4) parents/legal guardians of students enrolled in public schools in the district; (5) representatives of postsecondary education with experience in career and technical education, to the extent possible; and (6) other interested parties.

Strategies to increase parental involvement must include strategies to communicate with the increasing numbers of non-English speaking parents.

Career guidance counselors must be included in the planning, development, implementation and evaluation of career and technical education programs. The involvement of guidance counselors will be critical, especially with the emphasis placed on development of programs of study that will provide the structure for students' career plans. Guidance counselors can also play a key role in marketing and promoting programs to students.

The high student-counselor ratios in Nevada often average over 450:1, resulting in little time available for career development activities. To help alleviate the high student-counselor ratios, the 2007 State Legislature enacted AB 212; the legislation requires schools to assign the majority of test administration responsibilities to other staff for the purpose of allowing counselors greater time for personal, social, and career development activities for students. As a result of this legislation, it is expected that counselors will play a stronger role in career counseling to include development and monitoring of student progress in career and technical education programs of study.

There is also a clear rationale to ensure the representation of guidance counselors on local advisory committees, and future membership requirements on advisory technical skill committees will include representation from career guidance counselors.

Under existing state statutes, the local advisory technical skill committees must:

- Review the curriculum, design, content and operation of the career and technical education program(s) to determine its effectiveness in preparing students for the workforce;
- Advise the school district and community college regarding the curriculum, design, content, operation and effectiveness of the career and technical education program(s);
- Provide technical assistance in designing and revising the career and technical education curriculum, as necessary;
- Develop work-based learning experiences for 11th and 12th-grade students (9th and 10th-grade students with the principal's approval) and postsecondary students enrolled in career and technical education programs. To the extent possible, the work-based learning experiences must be designed to prepare and train students to work as apprentices in business settings and allow students to earn academic credit;
- Meet at least three times per calendar year; and

- Provide to the superintendent of schools of the school district recommendations and actions regarding career and technical education programs.

Postsecondary education agencies continue to use tech prep consortia, councils and technical skills committees to include all key stakeholder groups in the planning, implementation and evaluation of career and technical education programs. These groups, which also represent the stakeholders identified in Section 122(c)(3), will be directly involved with program development and improvement efforts at the local level.

Through this State Plan, guidelines will be refined to ensure local advisory committees collaborate to support secondary-to-postsecondary education linkages among career and technical education programs. For example, joint technical skill committees (where parallel high school and college programs exist in the same geographic areas) will coordinate efforts to support and enhance tech prep opportunities for students. Current school district advisory committees need to be linked to existing technical skill committees (which operate at the program level) to ensure all efforts to guide and improve career and technical education are properly coordinated with clear lines of communication. Those same advisory committees must include and coordinate with postsecondary representation.

7. You must describe efforts that your agency and eligible recipients will make to—

- (a) **Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in—**

The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended) and career and technical education subjects;

Academic and technical skills of students in funded career and technical education programs will be improved by ensuring that:

- Career and technical education courses support academic learning in math, science and English language arts through integration;
- All students are tested at the eleventh grade on a state proficiency examination to determine their progress in attaining academic skills, and career and technical education students will have access to remedial courses to gain the skills needed if found deficient;
- Classroom teachers of career and technical education courses evaluate technical skills on a regular basis;
- Competency skill certificates are issued at the secondary level; and
- Instruction in career and technical education courses will include the technological, practical, experiential, and entry-level skills of industries and occupations defined by industry standards and through collaboration with representatives from local business and industry. Such committees will address issues including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health, safety, and environmental issues.

The Nevada Education Reform Act established guidelines for the development, implementation and outcomes of academic standards for all secondary students. As a result, all secondary students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students. The integration of academics in career and technical education courses will continue through the correlation of state skill standards with academic standards, professional development, and other integration efforts.

Postsecondary career and technical education courses and programs of study include academic integration, as required by accreditation standards, which incorporate computation (math) and human relations (communications) in each program of study.

Using data provided by the Career and Technical Education Data Reporting System, the academic achievement of career and technical education students will be closely monitored at all levels.

Also, creation of a professional development cohort will be explored to facilitate greater collaboration with core academic subject area teachers, coordinators or regional professional development instructors to strengthen delivery and teaching strategies of essential academic skills embedded in career and technical education courses.

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

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

- Community Issues – the impact of the enterprise and the industry on the community and the community’s impact on involvement with the enterprise;
- Technical and Production Skills – specific production techniques
- Underlying Principles of Technology – mathematical, scientific, social, and economic principles that underlie the technology;
- Finance – primary accounting and financial decisions; methods for raising capital to start or expand an enterprise;
- Health, Safety and Environmental Issues – in relation to employees and the local or regional community;
- Management – methods typically used to manage related enterprises; methods for broadening worker involvement in decisions;
- Planning - health and safety issues;
- Labor Issues – worker rights and responsibilities; labor unions and history of expanding workers’ rights and roles.

Activities designed to teach all aspects of the industry will include work-based learning for students when appropriate. Opportunities for industry involvement in work-based learning, from job shadowing to internships, are tremendous. Apprenticeship programs in Nevada can play a significant role in expanding these types of opportunities for students. One example is further development and promotion of the *School to Registered Apprenticeship Program*, which can provide career exploration activities for students and a career path that includes on-the-job training and related instruction provided by a registered apprenticeship program once they graduate. Through the Nevada Career Information System, the Department of Employment, Training and Rehabilitation will help disseminate information about opportunities for students to pursue apprenticeship training after high school.

Career and technical student organizations also provide experience in all aspects of the industry. Leadership and technical skill contests sponsored by business and industry provide excellent, real-life assessments of communication and technical skill attainment. Contests are organized according to national standards and the contest objectives reinforce classroom learning. Additional support and promotion of student involvement in the following career and technical student organizations will occur: DECA; Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL); Family, Career and Community Leaders of America (FCCLA); FFA Organization; Health Occupations Students of America (HOSA); and SkillsUSA.

Promotion of student involvement in CTSOs is identified as a priority in the program quality criteria established under the Career and Technical Education Skills for Employment and Lifelong Learning Initiative. To promote greater involvement, the state CTSO associations will work with school districts and colleges to establish new targets to increase and enhance student participation. With student membership in CTSOs ranging from 5,500 – 7,000, there is much opportunity and need to increase student involvement statewide. Program requirements may be established to promote greater involvement.

Also, the statewide computer-based Nevada Career Information System is in the process of rewriting the occupational preparation statements and plans to recommend greater student involvement in career and technical student organizations.

State and national level industry-related skill standards should be covered and integrated into the program curriculum.

The State will provide guidance regarding the teaching of all aspects of the industry in the local application requirements.

- (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]**

Career and technical education in Nevada is a “mainstream program,” whereby each student enrolled in a career and technical education course is under the same state graduation requirements as are all students. Career and technical education courses count as electives, satisfy the graduation requirements for humanities, and in some cases help fulfill science credit requirements. In order to receive a diploma each student enrolled in the high school must pass a state-mandated proficiency test. Students who participate in such career and technical education programs are taught to the same challenging academic proficiencies as all other students because they are included with all other students.

8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

Department of Education staff from the Office of Career and Technical Education will continue to provide technical assistance to local education agencies by:

- Monitoring local grants for compliance;
- Assisting recipients in the development and implementation of local improvement plans related to performance indicators and levels of performance;
- Assisting recipients in the development and implementation of effective teacher training practices;
- Assisting recipients in the development and implementation of programs of study;
- Assisting local agencies to implement approved state skill standards through the development of local curricula;
- Assisting local agencies in the integration of state academic standards into career and technical education curricula;
- Assisting local agencies in the development and implementation of local plans and applications;
- Assisting local educational agencies to improve and expand career and technical education programs by developing a marketing plan;
- Informing recipients about legislative and procedural issues that may impact local program development and improvement efforts; and

Additional support to local agencies will be provided by:

- Recommending cutting-edge resources;
- Researching and disseminating information on innovative programs, curricula, strategies, and practices; and
- Facilitating collaborative efforts among constituents.

The Career and Technical Education Skills for Employment and Lifelong Learning Initiative will continue to serve as a template for program improvement.

9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]

The State will use criteria for establishing funding priorities for career and technical education programs through the use of labor market information provided by the Nevada Department of Employment, Training and Rehabilitation and through the national Occupational Information Network (O*NET). The most recent information related to occupational projections, occupational growth and average entry-level wages will help determine funding priorities. Local education agencies may also use wage and labor-demand information that has been augmented with local sources to determine funding priorities.

The criteria mentioned above will include: (1) occupations having the most openings; (2) occupations paying \$16.99 per hour or above; (3) occupations served by CTE programs; and (4) occupations requiring education up to and including an associate degree.

Based on employment information from the Department of Employment, Training, and Rehabilitation and the Occupational Information Network, the primary job openings in Nevada will be identified. State and local agencies will use information and other resources available through the Nevada Commission on Economic Development and the economic development authorities (EDAs), particularly the Nevada Development Authority (NDA) serving southern Nevada and the two entities serving northern Nevada: Economic Development Authority of Western Nevada (EDAWN) and Northern Nevada Development Authority (NNDA). Those organizations work directly with new and expanding businesses and industries.

Each applicant will be required to describe the methods used to determine the programs funded based on occupational labor market information and wage analysis.

10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

The Office of Career and Technical Education will continue to plan and coordinate all efforts related to this State Plan with the other offices in the Department of Education to assure integration and coordination of effort with other federal-funded programs as well as board of education and legislative priorities. Staff members of the Office of Career and Technical Education, who administers Perkins programs, will collaborate with other Department of Education offices to coordinate federal programs, where possible. Those offices are: (1) Assessments, Program Accountability & Curriculum; (2) Child Nutrition & School Health; (3) Fiscal Accountability; (4) Special Education, ESEA, & School Improvement Programs; (5) Technology & Innovative Programs.

Secondary education local recipients will continue to be required to describe in their applications how their funding and goals will also be integrated with school district priorities and other federal funding sources received by the local education agency.

Coordination will continue with postsecondary education agencies and the Nevada System of Higher Education. Over the years, strong ties have been developed with postsecondary education through professional development activities, participation in writing state skill standards, tech prep and technical assistance activities. This collaboration will continue and deepen with Perkins IV, as well as with other federal programs, through continued joint planning committees, advisory task forces, coalitions, and other coordinating boards formed for joint leadership, technical assistance and program implementation.

11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

The Nevada Department of Education and Nevada System of Higher Education have a long history of a cooperative and collaborative working relationship with its Workforce Investment Act partners to provide non-duplication among their services. There are two local workforce investment areas in Nevada: the north organized under Nevadaworks and the south organized under the Southern Nevada Workforce Investment Board. Career and technical education and adult education are represented on each local workforce investment board. The Superintendent of Public Instruction represents career and technical education on the Governor's Workforce Investment Board. The Director of the Office of Career, Technical and Adult Education represents the Superintendent on this board in his absence and serves as the chair for the Individual Training Account Taskforce.

Across the State, secondary and postsecondary education representatives are strongly involved with one-stop centers supported by the Workforce Investment Act. In the State's two workforce investment areas, there have been significant strides in fostering partnerships among the One-Stop centers, businesses, colleges, and school districts. In southern Nevada, the Southern Nevada Workforce Investment Board, with the support of employers and the College of Southern Nevada's leadership, training, and employment programs, has designed and managed programs at the local level where the needs of businesses and jobseekers are best understood. The collaborative alliance with the College's Workforce and Economic Development program has benefited businesses, jobseekers and the local area economic development. Based on feedback from businesses, the Southern Nevada Workforce Investment Board and College of Southern Nevada routinely meet to discuss and review course-training outlines for upgrading occupational skills to meet new and changing job requirements. The College accomplishes this by developing and teaching customized career and technical education courses, upon request, to meet employers/businesses human capital demands.

The College of Southern Nevada is an approved training provider on the State list. The CSN Career Services Center works very closely with the Southern Nevada Workforce Investment Board and the JobConnect One Stop centers to design training programs for their clients, and all students and community members using the Career Services Center are enrolled in the Job Connect Operating System to expand their opportunities for job development, training and job placement services. The Director of the Career Services Center provides training in the Operating System database to the Southern Nevada Workforce Investment Board and their service providers.

Similar collaborative partnerships between postsecondary education and Nevadaworks are occurring in northeast Nevada. Great Basin College works directly with JOIN (Job Opportunities in Nevada), Nevada JobConnect, Elko County Welfare and Nevada State Welfare Departments to provide clients with academic advisement, testing, assessment testing, and transition plans to prepare clients for entry or advancement in the workforce. Affiliate One-Stop centers in northeast Nevada are located in Elko, Ely, and Winnemucca.

In the Reno/Sparks area, Truckee Meadows Community College and the College's Re-Entry Center interface smoothly with Nevada JobConnect. College staff members periodically visit the two One-Stop centers in Reno and Sparks and provide current class and workshop information to clients. The Re-Entry Center staff plays an active role with the One-Stop centers. They refer clients to Reno and Sparks JobConnect offices for CEP, Job Opportunities in Nevada, and Vocational Rehabilitation Services. Clients are also referred to the One-Stop centers for computer classes, job search classes and workshops when the colleges' classes do not meet the needs or schedules of the clients. There is an agreement among the Re-Entry Center, JOIN and/or Vocational Rehabilitation to share costs of education, materials, certifications, etc., for clients they serve. College staff attends all NET (Network of Employment and Training) meetings, which are mostly made up of JobConnect representatives to provide information on college services, classes, programs and collaborative opportunities. Staff also refers clients to America's Job Exchange (www.americasjobexchange.com) where they can find the jobs posted by employers with Nevada JobConnect.

Apprenticeship training programs also serve as a valuable resource for employment opportunities in northern and southern Nevada. Nearly forty programs are organized in northern and southern Nevada and provide excellent career opportunities that include structured classroom instruction and on-the-job training. Most of the programs are organized under the Western Apprenticeship Coordinating Association (WACA).

In the northwest part of the state, Western Nevada College serves a seven-county rural service area comprised of 18,000 square miles. Nevadaworks, JobConnect and the coordinated One-Stop services provide funding to program-service partners like Western Nevada College to work directly with a diverse population of individuals who are seeking employment, skills upgrading and/or are entering the workforce for the first time.

Nevadaworks coordinates workforce development to meet the needs of northern Nevada employers. It does this by understanding the workplace requirements of employers and economic development agencies, and then working with educational institutions, public and private providers and state and local agencies to craft necessary training elements for individuals. Western Nevada College coordinates with Nevadaworks on a policy development and planning level. In addition, the College is an approved provider on the Nevadaworks service provider list and is an educational service provider for the programs served by the coordinated One-Stop locations.

An example of this partnership is the job-training program offered by Western Nevada College in construction technology. The off-campus training location for the building of an assisted living project was maintained by the nonprofit Nevada Center for Vocational Education and Research. The College paid the instructors and JobConnect paid for tuition, books and tools, and paid the on-the-job training costs. Students received a national certification through the National Center for Construction Education and Research.

Each of the four colleges offers Adult Basic Education (ABE), English as a Second Language (ESL), General Educational Development (GED) and career and technical education to postsecondary students and dropouts. The local school districts offer Adult Education, ESL, GED and Adult High School Diploma programs to dropouts. These programs are also either co-located in the One-Stop centers or use a strong referral system to aid clients.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. Strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

(a) Will be provided with equal access to activities assisted under the Act.

The State will provide information to local educational agencies that identifies barriers frequently encountered by members of special populations groups and recommended strategies and reasonable accommodations for addressing those barriers.

Eligible recipients will explain how equal access to career and technical programs and services will be provided to all students who are members of special populations. The State will provide examples of strategies that promote access. Activities and services may include special or supplementary individual assessments; career guidance and counseling services; individual education plans; portfolios; academic support services; specialized marketing and recruitment efforts; and special learning devices, software and equipment.

In addition, all local applications will be reviewed by members of the Nevada Department of Education, Civil Rights Compliance Methods of Administration Coordinators, who have knowledge regarding the requirements of section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA); with knowledge regarding the needs of economically disadvantaged students such as those served under IASA Title 1 and the needs of students with limited English.

(b) Will not be discriminated against on the basis of their status as members of special populations; and

Eligible applicants will assure that no student will be discriminated against. All programs and services are accessible to all students without regard to disability, race, gender, or English proficiency. Students with economic hardships, displaced homemakers and single parents are also served. Strategies and reasonable accommodations are utilized to address barriers to accessing career and technical education programs. Eligible applicants will assure that no student will be discriminated against through auditory and visual institutional materials. Institutional materials may include but are not limited to items such as handbooks, catalogs, fliers, posters, Web pages, newspapers, video displays, and announcements.

(c) Provide programs designed to enable special populations to meet or exceed State adjusted levels of performance.

How your state will prepare special populations for further learning.

Local agencies will provide a description of the strategies used to ensure that individuals in special populations groups are prepared for high-wage, high-skill or high-demand occupations and further learning. Local plans will include strategies which describe how students who are enrolled in high-wage, high-skill, or high-demand career and technical education programs will be able to meet the state-adjusted levels of performance. Local

plans will include strategies to eliminate existing barriers and describe ways to provide needed support systems to ensure student success.

How your state will prepare special populations for high-skill, high-wage, or high-demand occupations.

The State will employ multiple strategies to address the needs of members of special populations groups. These strategies are designed to ensure access to and full participation of special population students in career and technical education programs.

Local agencies will include in their application a description of the strategies that will be utilized to assure that individuals in special populations groups are prepared for high-wage, high-skill, or high-demand occupations and further learning. Local plans will include strategies which describe how students who are enrolled in high-wage, high-skill, or high-demand career and technical education programs will be able to meet the state-adjusted levels of performance. Special needs students are encouraged to be included in regular education classes, take the high school proficiency tests, meet and exceed graduation requirements for a standard high school diploma, and take dual credit courses as a major thrust in their education.

Increasing the number of students with mild disabilities to take career and technical education courses would provide this population with technical skills related to state skill standards; improve math, science, and English proficiency; and further their transition plans with the identification of high-skill, high-wage, and high-demand occupations.

2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)].

The Office of Career and Technical Education includes a consultant who gathers data and reports statistics concerning students from special populations, including at-risk students and dropouts enrolled in career and technical education courses. Another consultant's responsibilities include providing leadership and assistance to local districts to promote success with special populations groups. Alternative education students are defined in the Act to include students who are economically disadvantaged, at-risk or dropouts. As such, the needs of students in alternative education programs or dropouts may be addressed under special populations in the local plan. The Department will require each local agency, including charter schools, to identify specific strategies for special populations that may also include alternative programs.

3. You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields. [Sec. 122(c)(18)]

Department of Education staff is designated to address nontraditional issues, gender equity, training and promotion. Responsibilities include gathering data and statistics on an annual basis, including Nevada labor statistics, with regard to high-skill, high-wage, and high-demand occupations. This information will be provided to local agencies for use in developing their program's funding proposals.

4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

Based on input from various stakeholders, the priority for funding was given to youth correctional institutions whose populations most closely align with the priority of the Act for serving youth to age twenty-five. One percent of the funds will be made available to eligible youth correctional institutions to use in accordance with the State Plan.

5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

Each applicant will describe how it will ensure equitable access to and participation in Perkins-funded programs. All eligible recipients will be required to commit to the area of Assurance: Special Needs – Equity—Civil Rights Compliance. The assurances ensure compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Individuals with Disabilities Act and Section 504. Applications will be reviewed for the eligible recipients and the steps taken to ensure equitable access to and participation in programs for students, teachers, and other program beneficiaries with special needs.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

- 1. You must describe procedures you used to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and the postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency.**

For the One-Year Transition State Plan, the Office of Career, Technical, and Adult Education of the Nevada Department of Education (NDE) introduced potential measurement definitions and approaches to local secondary and postsecondary recipients at the Fall Career and Technical Education Administrators' Meeting on November 8, 2006. The potential measurement approaches covered secondary performance indicators described in Sec. 113(b)(2)(A)(i)-(vi) and the postsecondary indicators described in Sec. 113(b)(2)(B)(i)-(v). A second set of meetings was held with local secondary and postsecondary recipients on January 26, 2007. The State Advisory Committee for Career and Technical Education met in the morning and the Perkins IV Accountability Committee met in the afternoon. Both committees provided input on potential measurement definitions and approaches for each of the secondary and postsecondary level performance indicators. After making modifications to definitions and measurement approaches, another set of meetings with both committees was held March 2, 2007 for further input and modifications to the accountability section of the plan. For the One-Year Transition State Plan, a final meeting with the Advisory Committee was held March 27, 2007.

For the current Five-Year State Plan, the Office of Career, Technical, and Adult Education reviewed the final One-Year Transition State Plan and potential expansions and revisions in definitions and measurement approaches of the Five-Year State Plan with local secondary and postsecondary recipients at the Fall Career and Technical Education Administrators' Meeting on November 1, 2007. Two similar, but more detailed meetings with the Advisory Committee and the Perkins IV Accountability Committee occurred on November 18, 2007. Another meeting with the Advisory Committee occurred on December 19, 2007, in which a draft of Nevada's Five-Year State Plan was provided for commentary and suggestions. The final draft was provided to the Advisory Committee for commentary at a January 25, 2008 statewide meeting.

- 2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a state adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency.**

During the second and third sets of meetings of the Advisory Committee and the Accountability Committee of the One-Year Transition State Plan and the third meeting of the Advisory Committee of the Five-Year State Plan, potential state adjusted levels of performance were provided. Recommendations were taken to ensure that eligible recipients were given the opportunity to provide input in establishing the state adjusted levels of performance for each of the secondary and postsecondary performance indicators proposed in the one-year transition state plan and in the present five-year state plan.

3. You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable.

See Final Agreed Upon Performance Levels (FAUPL) Forms in Part C and the following discussion of valid and reliable measures.

1S1 Academic Attainment—Reading/Language Arts

1S2 Academic Attainment—Mathematics

The definitions and data collection methods used for this performance indicator are identical to those that the Nevada Department of Education has negotiated with the United States Department of Education in compliance with the No Child Left Behind Act and were judged to be valid by the U.S. Department of Education and have proved to be a reliable measure over the time since the implementation of NCLB. The measurement definition uses “eligible concentrator” and does not look at individuals “who have exited secondary education” as graduates because Nevada’s approved NCLB measure uses eligible 11th graders enrolled by the last week of March for AYP. Such students haven’t left secondary education as graduates and to limit the measure to those who have exited secondary education would severely limit the number of students considered.

2S1 Technical Skill Attainment

Across the State, all students completing a terminal course (i.e., the last course in a sequence of courses in a CTE area) are required to be assessed and issued a competency certificate with the skills mastered indicated on the back of the certificate. In terms of validity and reliability across secondary LEAs in most career and technical education areas, state-established standards are currently in place for the career and technical education courses in:

- Agriculture Business Systems;
- Agriculture Leadership, Communications, and Policy;
- Agriculture Mechanical Engineering Technology;
- Agriculture Science*;
- Animal Science/Veterinary Medicine*;
- Automotive Technology;
- Business Education;
- Collision Repair Technology;
- Computer-Aided Drafting & Design;
- Culinary Arts;
- Digital Video and Broadcast Production;
- Early Childhood Education and Services;
- Family and Consumer Sciences;
- Fashion, Textiles, and Design;
- Foods and Nutrition;
- Furniture and Cabinetmaking;
- Health Occupations;
- Heating, Ventilation, Air Conditioning, and Refrigeration;
- Hospitality and Tourism;
- Housing and Interior Design;
- Information Technology;

- Marketing Education;
- Metalworking;
- Natural Resources and Wildlife Management*;
- Photography;
- Plant and Environmental Horticulture Science*;
- Residential Building Construction;
- School Counseling Program; and
- Welding.

*Courses approved for science credit

3S1 Secondary School Completion

In terms of reliability across the state and the state's determination of valid requirements for graduation, standard high school diploma requirements have been established under Nevada Administrative Code (NAC) 387.664. Adjusted high school diploma requirements have been established under NAC 389.698. Adult high school standard diploma requirements have been established under NAC 389.688. Only GED from secondary administrated programs will be reported here, with all federal requirements in place.

4S1 Student Graduation Rates

The definitions and data collection methods used for this performance indicator are identical to those that the Nevada Department of Education has negotiated with the United States Department of Education in compliance with the No Child Left Behind Act and were judged to be valid by the U.S. Department of Education and have proved to be a reliable measure over the time since the operation of NCLB.

5S1 Secondary Placement

Although survey instruments are not exactly the same from district to district, each district was initially provided with a sample survey instrument that many have chosen to adapt for their own use. In the past, using Department of Employment, Training, and Rehabilitation for access to unemployment insurance (UI) data has provided a valid and reliable picture of employment. Further, the Nevada System of Higher Education and the U.S. Department of Defense have provided reliable follow-up data on postsecondary education and military service.

6S1 Nontraditional Participation

6S2 Nontraditional Completion

The classification of courses and programs leading to nontraditional training and employment involves information from the census Website on gender by occupations and information from the National Alliance for Partnerships in Equity's Nontraditional Report for Males and Females. Using these reputable sources ensures that the information is national and valid.

1P1 Technical Skill Attainment

Initially, grade point average will be used to measure the extent of technical skill attainment in each postsecondary CTE area. In the past, GPA has been a universally recognized measure of knowledge/skill attainment in postsecondary institutions. GPA for students in their career and technical education courses measures achievement in those courses that are a part of the institution's program of study. In terms of reliability, the use of the average

reduces the influence of individual instructors who are either too liberal or too conservative in their grading practices.

This spring, a survey of Nevada's public postsecondary institutions will be conducted to determine for each institution:

- the CTE programs offered for which there are state-issued certifications/licensures;
- the time at which those certifications are issued in each CTE area; and
- an estimate of the percentage of CTE students receiving the certification/license at the point at which the certification/license is issued in each CTE area.

The results of this survey will be reported in future revisions of the State Plan. The ultimate goal of this effort is to move away from using GPA as an indicator of technical skill attainment and move toward using state-issued certifications/licenses as indicators, and possibly moving beyond that to looking at industry-issued certification, although the latter can pose a number of problems. Such problems include getting the primary data from the industry for individuals, the often significant time delay between CTE instruction and the actual assessment and issuing of an industry-based certificate, and the expensive and time-consuming management of data collection arising from the sheer number of sources available that issue certificates in multiple career areas.

2P1 Credential, Certificate, or Degree

For postsecondary career and technical education programs that can report industry-generated certifications or national/state organization-generated certifications, the validity of the measures or their reliability seem assured. Those programs of study that lead to an industry certification are taught to the curriculum of the certifying company or organization and instructors must be certified to teach that curriculum. Difficulties obtaining industry-issued certification/licensure are noted above and not every career and technical education area has industry or state validation. However, each college has established requirements for programs of study leading to a certificate of achievement, an associate of applied science degree, or a baccalaureate degree.

3P1 Student Retention

Postsecondary survey instruments will be used to determine student retention in further postsecondary education and CTE training. Past use of enrollment data from administrative records within the Nevada System of Higher Education has helped to assure valid and reliable data on postsecondary enrollments within the state.

4P1 Student Placement

Past use of the Department of Employment, Training, and Rehabilitation to access unemployment insurance (UI) data and the Department of Defense (DOD) for military service has provided a valid indication of placement and reliable follow-up data. Student surveys will be used to follow-up on students not identified by UI data or the DOD.

5P1 Nontraditional Participation

5P2 Nontraditional Completion

The classification of courses and programs leading to nontraditional training and employment involves information from the census Website on gender by occupations and information from the National Alliance for Partnerships in Equity's Nontraditional Report for Males and Females. Using these reputable sources ensures that the information is national and valid.

4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements.

In an effort to match the reporting by the Nevada Department of Education to the U.S. Department of Education on the No Child Left Behind Act, the measurements and the data collection methods for 1S1, 1S2, and 4S1 are the same for reporting to Perkins as for reporting for NCLB. Further, since each secondary diploma type has statewide requirements established in Nevada Administrative Code, any figures provided to Perkins, such as 3S1, any state reports, or any reports requested by federal agencies, or diploma/diploma type, as in 4S1, the element in any formula will be the same.

To ensure consistency with national data in classifying courses and programs as nontraditional, national sources such as the Census and NAPE are used to make the classifications, as in 6S1, 6S2, 5P1, and 5P2.

In terms of placement, Nevada relies heavily on the Department of Employment, Training, and Rehabilitation for unemployment insurance data, the Nevada System of Higher Education for postsecondary enrollments, and the Department of Defense for military service. Similar sources of valid and comparable information should be available in each state and could be used in state and federal placement reports and performance indicators such as 5S1, 3P1, and 4P1.

For 2P1, industry-recognized and state-recognized certification is included with the colleges' certificate of achievement and/or degree. For 2S1, there are statewide standards for a large number of career and technical education areas to further consistency between LEAs and schools in skill attainment.

Also, the Department of Education has sent secondary and postsecondary staff to the Data Quality Institute's meetings that focus on developing consistency across states in career and technical education measurement definitions and the latest secondary and postsecondary career and technical education measurement elements and Perkins performance indicators documents were reviewed during the preparation of Nevada's Five-Year State Plan.

5. You must provide, for the first two years covered by the State Plan, performance levels for each of the core indicators of performance.

See Final Agreed Upon Performance Levels (FAUPL) Forms. Performance levels are provided in percentages.

- (a) Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student achievement standards" that a state adopted pursuant to Section 1111(b)(1) of the ESEA. The Perkins Act further requires a state use its State's academic assessments (i.e., the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these state standards. Permissible targets (i.e., "adjusted performance levels") for these two core indicators would be a state's "annual measurable objectives" (AMOs) from its State's ESEA accountability handbook.**

1S1 Academic Attainment—Reading/Language Arts and 1S2 Academic Attainment—Mathematics definitions and measurements are the same as Nevada's definitions and measurements for NCLB in their ESEA accountability handbook. In fact, the career and technical education students' performance/proficiency scores will be taken from the general student testing database. The percentage meeting or exceeding proficiency for the baseline for the present state plan are the same percentages that served as baseline and first two year's AMO for Nevada's NCLB criteria. The percentages proposed here for year one and year two are the increases in Nevada's AMO for NCLB criteria that will serve for the next three years.

- (b) Section 113(b)(2)(A)(iv) of the Perkins Act requires a state to identify a core indicator to measure for its career and technical education students at the secondary level student graduation rates. Thus, a state must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA.**

4S1 Student Graduation Rates definitions and measurements are the same as Nevada's definitions and measurements for NCLB in their ESEA accountability handbook. The graduation rate for the present State plan is the same graduation rate used for the statewide AMO for Nevada's NCLB criteria. This rate does not change over the years in Nevada's ESEA accountability handbook.

- 6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the state adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students.**

In the event an agency does not accept the adjusted levels of performance, the eligible agency may submit a written request of change to the Department of Education. The change request must be submitted within thirty (30) days of the date the agency received notification. Upon receipt of the change request letter, state staff will review the request and will provide comment to the agency within thirty (30) days. The new adjusted levels will be transmitted to the agency in writing and shall be deemed final.

An agency may decide to appeal the final action of the Department of Education 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 final performance levels. 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.

Improved performance will be required of local recipients over time.

7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.

In the case of unanticipated circumstances, local agencies may request revisions to their local adjusted performance levels. A written request must be submitted as soon as possible upon a change in circumstances that prohibit the agency from meeting performance levels. The State will review the request and respond within thirty (30) days in writing.

Circumstances which may be a barrier to meeting performance indicators include but are not limited to:

- Natural disaster
- Emergency incident at school, district or community
- Unforeseen closure or cancellation of a program due to lack of enrollment, facilities, instructor or school board decision.

8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable.

Nevada collects enrollment and performance data at the individual career and technical education student level and reports aggregate information overall, for gender, for each race/ethnicity group, for most special populations, and for tech prep students. The special populations groups missing from data collections for Year One (7/1/07-6/30/08) are single parents and displaced homemakers. These two categories will be included in data collections and reporting for Year Two (7/1/08-6/30/09).

The Nevada system is electronic and secure, with checks for miscoding of data elements. Further queries are run by the Department's staff to check for possible irregularities. Comparisons are made with previous year's data for inconsistencies and possibly unreliable findings. Officials from each school district or each college verify the final data and performance values for their accuracy.

- 9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act.**

With regard to the present proposed plan that intends to merge funding with Title I and Title II, consortiums do not receive grants. The funded agencies are the individual agencies.

- 10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication.**

The Department of Education is a partner agency with other agencies and entities. As an agency partner, the Department of Education will ensure that the State Transition Plan for the Carl Perkins Act of 2006 does not duplicate efforts and/or services provided by other agencies and/or legislation but does provide for collaborative efforts. The programmatic requirements of the State Plan and the accountability data collected and reported will be reviewed annually, along with other criteria, to determine the effectiveness of career and technical education programs.

B. Other Department Requirements

- 1. You must provide all the information requested on forms provided in Part C of the guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**

- (a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary core indicators of performance.**

See Part C.

- (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year (July 1, 2005-June 30, 2006), except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data.**

With regard to secondary graduation rate, the baseline is the same as the NCLB 2005-2006 Annual Measurable Objectives (AMO) for Nevada and the secondary academic achievement baseline for each performance indicator is the same as the baselines and the first two years of Nevada's participation in NCLB.

The baseline data for all other core indicators of performance will be the state adjusted level of performance or the actual level of performance in the most-recently completed program year (actually 6/1/06-7/30/07) containing similar, although not the same, performance indicators.

- (c) Proposed performance levels.**

For the NCLB indicators, 4S1 Student Graduation Rate for the present State Plan is the same graduation rate used for the Statewide AMO for Nevada's NCLB criteria. For 1S1

Academic Achievement—Reading/Language Arts and for 1S2 Academic Achievement—Mathematics, the performance level used for the baselines are the same as the baseline and next two years’ percentages used by Nevada for NCLB. The performance levels for the next two years of the present are the same as the AMO used for NCLB in the three following years.

A slight increase over the baseline for each of the other indicators is proposed for Year Two. Since Nevada proposed a One-Year Transition State Plan last year, there is no required proposed performance levels for Year One.

2. Identify the program areas for which the State has technical skill assessments, the estimated percentage of career and technical education students who will be reported in the State’s calculation of career and technical education students who took assessments, and the State’s plan for increasing the coverage of programs and students reported in this indicator in future program years.

Most technical skill assessments are locally administered and aligned with state skill standards in most secondary CTE areas, and every student completing a secondary career and technical education program must be issued a technical skill competency certificate with the skills attained indicated on the certificate. Although skill testing is local, many career and technical education programs use state or industry-based assessments and certifications.

As noted in the discussion of 1P1 for postsecondary technical skill attainment above in IV.A.3, a survey of Nevada’s public postsecondary institutions will be conducted to determine for each institution: the CTE programs offered for which there are state-issued certifications/licenses; the time at which those certifications are issued in each CTE area; and an estimate of the percentage of CTE students receiving the certification/license at the point at which the certifications/licenses are issued in each CTE area. The results of this study will be reported in future revisions of the State Plan. The ultimate goal is to move toward using state-issued certifications/licenses as an indicator, and then moving on to industry-issued certification.

Administration	(5%)	\$420,310
State Leadership	(10%)	\$840,619
Local Funds	(85%)	\$7,145,262

State Leadership Fund Allocations:

Nontraditional Training Services	\$60,000
Correctional Institutions	\$84,062
Technical Assistance (staff) and Leadership Activities:	\$696,557

- Assessment/Performance
- Professional Development
- Curriculum Development
- Career Development
- Partnership Support
- Program Promotion
- Career & Technical Student Organizations

Sub Total: \$840,609

Local-Fund Allocations:

Reserve Funds (9.50% of total)	\$678,800
Secondary LEAs (68%)	\$4,397,195
Postsecondary LEAs (32%)	\$2,069,268
Sub Total:	\$7,145,263

State Matching Funds for Administration

\$478,850 in state funds are authorized in State Budget Account 2676 for administrative support for Department of Education staff members serving in the Office of Career and Technical Education, the entity responsible for administration of the funding and programs authorized under the Carl D. Perkins Career and Technical Education Improvement Act.

2. Secondary Education Formula Allocations

Funds for secondary education will be allocated in accordance with the distribution rules in section 131 of the Act:

Funds made available for secondary career and technical education programs for fiscal year July 1, 2008 to June 30, 2009 will be allocated to eligible recipients according to the formula shown below, using the aged 5 through 17 population and poverty-level data as reported in the most recent census. The data correlates with the data used to determine funding levels for allocations under Title I of the Elementary and Secondary Education Act. The Department of Education will use the most current census data available for each succeeding year, provided the data is available in time for local agencies to develop applications and provided the data for such year is consistent with the data used for state allocations under Title I of the Elementary and Secondary Education Act. The criteria are further defined below.

Thirty percent (30%) of the funds for secondary programs shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17 inclusive who reside in the school district served by such local educational agency during the most recent year for which the data is available for reporting purposes, and will be compared to the total number of

such individuals who reside in the school districts served by all local educational agencies in the State for the same year.

Seventy percent (70%) shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency from families with incomes below the poverty line (as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965) applicable to a family of the size involved for the fiscal year for which the determination is made compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for such preceding fiscal year.

Should an eligible recipient not apply for the federal funds or not submit an application that is approved in accordance with the Application Guidelines, those funds will be redistributed in a supplementary allocation to participating secondary agencies using the same formula criteria as is used for the original allocations. The data will be updated and will include the most recent numbers available for the aged 5 through 17 population per school district.

The fund distribution approved by the State Board of Education allocates sixty-eight (68) percent of the local funds to secondary programs.

Basic Grant - Secondary Education Formula Allocations	
Agency	*Allocations
Carson City School District	87,366.13
Churchill County School District	57,774.80
Clark County School District	3,246,682.30
Douglas County School District	53,438.88
Elko County School District	83,268.49
Eureka County School District	2,477.85
Humboldt County School District	34,935.19
Lander County School District	9,966.55
Lincoln County School District	10,471.75
Lyon County School District	76,905.49
Mineral County School District	12,074.20
Nye County School District	81,962.46
Pershing County School District	11,902.65
Storey County School District	3,678.20
Washoe County School District	609,856.88
White Pine County School District	14,432.62
Total	\$4,397,194.45

* The amounts shown above are based on the projected FY'09 allocation to Nevada. The allocations will be updated as needed once the State is notified of its final award amount for FY'09 and once the most recent census data is available.

Formula Allocations for Postsecondary Programs

The local funds available to colleges serving postsecondary career and technical education students will be allocated for FY'09 according to the criteria listed below. Other criteria for funding allocations for subsequent years will be explored by Nevada Department of Education and Nevada System of Higher Education staff.

Each eligible institution (the State's four community colleges) shall be allocated an amount that bears the same relationship to the portion of funds made available under Section 112 to carry out this section as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of Section 135 offered by such institution in the preceding fiscal year bears to the sum of the number of such recipients enrolled in such programs within the State for such year. Those Pell Grant recipients who meet the requirements of section 135 are those enrolled in career and technical education programs at the institution.

Should an eligible recipient not apply for the federal funds, or not submit an application that is approved in accordance with the application guidelines, those funds will be redistributed in a supplementary allocation to participating postsecondary agencies using the same formula criteria as is used for the original allocations.

The fund distribution approved by the State Board of Education allocates thirty-two (32) percent of the local funds to postsecondary programs. The amounts shown below are based on the FY'07 Pell Grant recipient counts; the actual funds allocated to agencies in FY'09 will be based on the FY'08 Pell Grant recipient counts.

Basic Grant - Postsecondary Education Formula Allocations

Agency	*Allocations
College of Southern Nevada	1,264,474.07
Great Basin College	113,152.04
Truckee Meadows Community College	413,004.95
Western Nevada College	278,636.90
Total	\$2,069,267.96

* The amounts shown above are based on the projected FY'09 allocation to Nevada. The allocations will be updated as needed once the State is notified of its final award amount for FY'09 and will be based on the current-year Pell-grant recipient counts.

* The amounts shown above are based on the projected FY'09 allocation to Nevada. The allocations will be updated as needed once the State is notified of its final award amount for FY'09 and once the most recent census data is available.

For each year covered by this State Plan, any carry-over funds (unexpended funds) will be added to the Reserve Fund for competitive grants. The State may determine carry-over amounts to use as supplemental allocations to distribute in accordance with the approved percentages and allocation formulas for any funding not awarded to agencies under the competitive process.

Allocations for Reserve Funds [Sec. 112]

An amount equal to but not to exceed nine and one-half percent (9.5%) of the total local-fund allocation will be considered reserve funds for the purposes described in section 112 of the Act.

Up to \$500,000 of the Reserve Funds will be allocated to the regional tech prep consortia to support the continuation of and further the development of tech prep programs. The funds for this purpose will be allocated to the State's eligible colleges, each representing the four consortia organized according to the college service areas designated by the Nevada System of Higher Education. The funds will be used to support the following primary activities: (1) tech prep coordinators and support staff; (2) maintenance and development of 2+2 and 2+2+2 articulation agreements; (3) outreach, including promotion and marketing; (4) professional development; (5) student services to promote enrollment in and completion of articulate programs; (6) other activities deemed necessary to expand tech prep in secondary and postsecondary education.

These funds will be allocated to the four consortia based on programs designed to improve and expand tech prep.

The remainder of funds (approximately 4%) will be awarded on a competitive basis to applicants who demonstrate how the funds will be used to support the development, expansion, and improvement of career and technical education programs representing high-wage, high-skill, or high-demand occupations. Competitive funds will be awarded to agencies according to established priorities that include program development in key areas, establishment of innovative programs such as career and technical education assessments and accountability to demonstrate essential outcomes. All applications will support the Program Quality Criteria in the State's Career and Technical Education Skills for Employment and Lifelong Learning Initiative.

Meeting the criteria above, the funds will be awarded to eligible recipients for career and technical education activities in: (1) rural areas; (2) areas with high percentages of career and technical education students; and (3) areas with high numbers of career and technical education students. The competitive grant approval process will ensure nonpartisan reviews using established criteria to rate and rank applications.

The Department of Education, in collaboration with local agencies, will develop a competitive grant process to award grants under the Reserve Fund and in accordance with the allowable uses of funds described in section 135 of the Act.

The Department of Education will reallocate carry-over formula funds to eligible agencies based on the same criteria used to award the original funds. Carry-over funds may also be used to supplement the Reserve Fund provided the amount in any given year does not exceed the ten percent (10%) maximum allowed by the Act. All carry-over funds to be reallocated as formula funds in will be allocated according to the approved secondary-postsecondary split (68% - 32%) and according to the formula requirements for secondary and postsecondary education prescribed in the Act.

A. Statutory Requirements

1. Title I Requirements and Compliance [Sec. 122(c)(10)]

The State Board of Education and the Department of Education will comply with the requirements of Title I and all provisions as described in this State Plan. This assurance includes

compliance with the provision of a financial audit of funds received under this title which may be included as part of an audit of other federal or state programs.

2. Assurance Regarding the Acquisition of Equipment [Sec. 122(c)(11)]

The State Board of Education and the Department of Education assure that none of the funds expended under Title I will be used to acquire equipment, computer software or other property in any instance in which such acquisition would result in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate of such an organization.

3. Additional Financial Assurances

- The State will assure that no funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students.
- The State will assure that maintenance of fiscal effort on either a per-student basis or an aggregate-expenditure basis is required.
- The State Board of Education will assure that no funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major.
- The State Board of Education will assure that no funds made available under this Act will be used to mandate that any individual participate in a career and technical education program including a program that requires the attainment of a federally funded skill level, standard or certificate of mastery.
- The State will assure that all funds made available under this Act will be used in accordance with this Act.
- The State will assure that all funds made available under this Act shall not be used to provide funding under the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act.
- The State will assure that funds made available under this Act for career and technical education activities will supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities and tech-prep activities.
- The State will assure that no funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered.
- The State will assure that the portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection [Section 325(b)] shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with federal funds.

- The State will assure that funds made available under this Act may be used to pay for the costs of career and technical education services required in an individualized education plan developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education.

2. Minimum Allocations [Sec. 131(d)]

A local educational agency serving secondary career and technical education students shall not receive an allocation unless the amount allocated to such agency is greater than \$15,000. A local educational agency may enter into a consortium with other local educational agencies for purposes of meeting the minimum allocation requirement of this paragraph.

The State will waive the minimum allocation requirement for the following school districts located in rural, sparsely populated areas: Eureka County School District, Lander County School District; Lincoln County School District; Mineral County School District; Pershing County School District; and Storey County School District.

The locations of these school districts are defined as rural and sparsely populated due to the very small student populations relative to the land size of the counties and because high schools are not within reasonable commuting distances for the purposes of sharing resources between neighboring districts. In many cases, the driving distance between two high schools located in neighboring districts is over one hour; in other cases, the distance is significantly more.

3. Allocations to Bureau of Indian Affairs and Charter Schools [Sec. 112]

Funds will be allocated to secondary schools funded by the Bureau of Indian Affairs that serve secondary occupational education students within the State as if such school was a local educational agency within the State for the purposes of receiving a distribution under this section.

All local education agencies in which a state-approved charter school is located will, provided such charter school serves secondary students enrolled in career and technical education programs, consider such school as eligible for local funds in the same manner as any other school within the agency's jurisdiction.

4. One-Percent Funding for State Institutions [Sec. 112(a)(2)]

One percent (1%) of the Title I funds will be allocated to serve youth offenders enrolled in career and technical education programs in eligible correctional facilities. Eligible institutions will include those state or county facilities charged with the responsibility for court-adjudicated youth, ages 14 through 17, and only those facilities that serve

youth on long-term placements (i.e., four months or longer) that offer career and technical education programs.

VI. EDGAR CERTIFICATIONS

The written and signed documentation in this section verifies that the Nevada State Transition Plan for the Carl D. Perkins Act of 2006 is developed and will be carried out according to the assurances and certifications required in EDGAR, as outlined in the *Carl D. Perkins Career and Technical Education Act of 2006 State Plan Guide*.

I hereby certify the following:

1. The Nevada Department of Education in this State is the State Agency eligible to submit the Nevada State Five-Year Plan for the Carl D. Perkins Act of 2006 and reports as authorized in the Carl D. Perkins Career and Technical Education Improvement Act of 2006.
2. The Nevada Department of Education has authority under state law to perform the functions of the State under the program.
3. The State legally may carry out each provision of the foregoing plan for occupational education.
4. All provisions of the foregoing plan and report are consistent with state law.
5. The Nevada State Treasurer has authority under state law to receive, hold and disburse federal funds made available under the plan.
6. The State Superintendent of Public Instruction has authority to submit the foregoing plan and report.
7. The Nevada State Board of Education/State Board for Career and Technical Education has adopted and formally approved the plan.
8. The plan is the basis for state operation and administration of the program.
9. The State Plan, when under development and completed, will be disseminated to appropriate state and local agencies for review, including the Office of the Governor, as required by Executive Order 12372.
10. The Nevada Department of Education is a Drug-Free Workplace, as required by the Drug-Free Workplace Act of 1988 and implemented at 34CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
11. The Nevada Department of Education will not appropriate federal funds to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress or an employee of a member of Congress in connection with the making of any federal grant, the entering into any cooperative agreement, and the extension, continuation, renewal amendment, or modification of any federal grant or cooperative agreement as required by Section 1352, Title 31 of the U. S. Code.
12. The Nevada Department of Education will comply with the requirements of the Act and the provisions of the State Plan, including the provision of a financial audit of funds received under the Act.

13. No funds expended under the Act will be used to acquire equipment (including computer software) which results in a direct financial benefit to any organization representing the interests of the acquiring entity or employees or affiliates thereof.
14. The minimum allocation as required in section 131(c)(1) will be waived for the local educational agency in rural, sparsely populated areas or for public charter schools operating secondary career and technical education programs which demonstrates it is unable to enter into a consortium for purposes of providing services under the Act.
15. The State will provide from non-federal sources for the costs the Department of Education incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the Department from non-federal sources for such costs the preceding fiscal year.
16. The State and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for teachers, administrators, and other personnel shall, to the extent possible, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators and other personnel in nonprofit private schools offering career and technical education secondary education programs located in the area served by the such eligibly agency or eligible recipient.
17. Except where prohibited by state or local law, the eligible recipient may, upon written request, use funds under the Act to provide meaningful participation in career and technical education programs and activities for secondary students attending nonprofit private schools who reside in the area served by the recipient.
18. Eligible recipients, upon written request, will consult in a timely and meaningful manner with representatives of secondary nonprofit schools in the geographical area served by the eligible recipient regarding the meaningful participation in career and technical education programs and activities receiving funding under this Act.

Date: _____ Nevada State Board of Education/State Board for Career and
Technical Education

Keith W. Rheault, Executive Officer and State
Superintendent of Public Instruction

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

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

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any federal grant or cooperative agreement;

(b) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress or an employee of a member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants and contracts under grants and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

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

NAME OF APPLICANT Nevada Department of Education	PR/AWARD NUMBER AND/OR PROJECT NAME Nevada State Five Year Plan for the Carl D. Perkins Act of 2006
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Keith W. Rheault, Superintendent of Public Instruction	
SIGNATURE	DATE

ED 80-0013 06/04

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

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

Instructions for Certification

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

Certification

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

NAME OF APPLICANT Nevada Department of Education	PR/AWARD NUMBER AND/OR PROJECT NAME Nevada State Transition Plan for the Carl D. Perkins Act of 2006
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Keith W. Rheault, Superintendent of Public Instruction	
SIGNATURE	DATE

ED 80-0014, 9/90 (Replaces GCS-009 (REV. 12/88), which is obsolete)

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

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

1. LOBBYING

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

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;

(b) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

employee who is so convicted -

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

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

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

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

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

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

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

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

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

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

NAME OF APPLICANT Nevada Department of Education	PR/AWARD NUMBER AND/OR PROJECT NAME Nevada State Transition Plan for the Carl D. Perkins Act of 2006
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Keith W. Rheault, Superintendent of Public Instruction	
SIGNATURE	DATE

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

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE Keith W. Rheault, Superintendent of Public Instruction
APPLICANT ORGANIZATION Nevada Department of Education	DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

PART B: BUDGET FORM

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1

(For Federal Funds Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$7,878,704
B. Amount of Title II Tech Prep Funds to be consolidated with Title I Funds	\$527,487
C. Total amount of combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$8,406,191
D. Local formula distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	\$7,145,262
1. Reserve (<i>9.5% of Line D</i>) (Combined for secondary and postsecondary programs as described in Section V)	\$678,800
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$6,466,462
a. Secondary Programs (<i>68% of Line D.2</i>)	\$4,397,194
b. Postsecondary Programs (<i>32% of Line D.2</i>)	\$2,069,268
E. State Leadership (<i>not more than 10%</i>) (<i>Line C x 10%</i>)	\$840,619
1. Nontraditional Training and Employment (\$60,000)	
2. Corrections or Institutions (\$84,062)	
F. State Administration (<i>not more than 5%</i>) (<i>Line C x 5%</i>)	\$420,310
G. State Match (<i>from non-federal funds</i>) ¹	\$478,850

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

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

B. Postsecondary Level

Participants	A postsecondary student who has enrolled in one (1) or more courses in any CTE program area in the fall semester.
Concentrators	A postsecondary student who: (1) completes <u>at least 12</u> CTE credits within a CTE program area that is comprised of 12 or more technical credits and terminates in the award of an industry-recognized credential, a state or locally recognized certificate, or a degree; or (2) completes a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, a state or locally recognized degree or certificate.

NEVADA

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL) (AS APPROVED BY THE USDOE, OVAE, EFF. 7-1-08)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of eligible <u>CTE concentrators</u> who have met the proficient or advanced level on the Statewide high school reading/language arts assessments administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind (NCLB) Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP).</p> <p>Denominator: Number of eligible <u>CTE concentrators</u> who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP.</p>	State and Local Administrative Records	<p>B: 73.5%</p> <p>Nevada’s NCLB AMO for: Baseline yr. & 2002-03 2003-04</p>	<p>L: 77.9%</p> <p>A:</p>	<p>L: 77.9%</p> <p>A:</p>
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of eligible <u>CTE concentrators</u> who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by NCLB Act based on scores that were included in the State’s computation of AYP.</p> <p>Denominator: Number of eligible <u>CTE concentrators</u> who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP.</p>	State and Local Administrative Records	<p>B: 42.8%</p> <p>Nevada’s NCLB AMO for: Baseline yr. & 2002-03 2003-04</p>	<p>L: 52.3%</p> <p>A:</p>	<p>L: 52.3%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
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Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p align="center">2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> completing a CTE program and receiving a certificate who have demonstrated at least 80% of the competencies of the certificate skills as recognized by the State during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> completing a CTE program and receiving a certificate during the reporting year.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center">B: 78.15% 2006-2007</p>	<p align="center">L: A:</p>	<p align="center">L: 78.20% A:</p>
<p align="center">3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)</p>	<p>Numerator: Number of senior <u>CTE concentrators</u> completing a CTE program who earn an advanced, standard, or adult diploma, earn a GED through a secondary program run by the secondary LEA, earn an adjusted high school diploma, or earn a high school diploma with a CTE endorsement during the reporting year.</p> <p>Denominator: Number of 12th grade <u>CTE concentrators</u> completing a CTE program in secondary education or in a GED program run by the secondary LEA during the reporting year.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center">B: 88.23% 2006-2007</p>	<p align="center">L: A:</p>	<p align="center">L: 88.30% A:</p>

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (Indicate Year)	Column 5 Year One 7/1/07-6/30/08	Column 6 Year Two 7/1/08-6/30/09
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of <u>CTE concentrators</u> who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(C)(vi) of the ESEA.</p> <p>Denominator: Number of <u>CTE concentrators</u> who, in the reporting year, were included in the computation of graduation rate as defined in the State's Consolidated Accountability Plan</p>	State and Local Administrative Records	B: 50% Nevada's unchanging NCLB AMO	L: 50% A:	L: 50% A:
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of <u>CTE concentrators</u> completing a CTE program who graduated and were placed in postsecondary education or advanced training, in the military service, or employment in the 2nd quarter following the program year in which they left secondary education.</p> <p>Denominator: Number of <u>CTE concentrators</u> who graduated secondary education during the reporting year responding to follow-up survey or identified in follow-up with Unemployment Insurance, Department of Defense, and the Nevada System of Higher Education.</p>	Administrative Record Exchanges and School/District Administrated Surveys	B: 95% 2005-2006 Graduates with follow-up response	L: A:	L: 95.10% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who enrolled in courses from a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who enrolled in courses from a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 23% 2006-2007	L: A:	L: 23.05% A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 19.38% 2006-2007	L: A:	L: 19.40% A:

NEVADA

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL) (AS APPROVED BY THE USDOE, OVAE, EFF. 7-1-08)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> with a GPA of 2.0 or higher in their CTE courses.</p> <p>Denominator: Number of <u>CTE concentrators</u></p>	State and Local Administrative Records	B: 64.83% 2006-2007	L: A:	L: 68.00% A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry recognized credential or a local or state recognized certificate or degree.</p> <p>Denominator: Number of <u>CTE concentrators</u> who have earned a local or state recognized degree or certificate or an industry recognized credential, <i>plus</i> CTE concentrators who have declared the pursuit of a CTE degree and have earned at least 30 credits but have left postsecondary education during the reporting year, <i>plus</i> CTE concentrators who have declared the pursuit of a CTE certificate and have earned at least 15 credits but have left postsecondary education during the reporting year.</p>	State and Local Administrative Records	B: 14.16% 2006-2007	L: A:	L: 25.00% A:

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (Indicate Year)	Column 5 Year One 7/1/07-6/30/08	Column 6 Year Two 7/1/08-6/30/09
<p align="center">3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2-year or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous school year.</p> <p>Denominator: Number of <u>CTE concentrators</u> with follow-up data who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p align="center">Administrative Record Exchanges and Postsecondary Administrated Surveys</p>	<p>B: 39.61% 2005-2006 analysis of raw data from graduates/ credential earners with follow-up</p>	<p>L: A:</p>	<p>L: 43.00% A:</p>
<p align="center">4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of <u>CTE concentrators</u> receiving a certificate or degree who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education.</p> <p>Denominator: Number of <u>CTE concentrators</u> receiving a certificate or degree responding to a survey or identified by Unemployment Insurance or the Department of Defense.</p>	<p align="center">Administrative Record Exchanges and Postsecondary Administrated Surveys</p>	<p>B: 90.27% 2005-2006 analysis of raw data from graduates/cre dential earners with follow-up</p>	<p>L: A:</p>	<p>L: 90.30% A:</p>

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (Indicate Year)	Column 5 Year One 7/1/07-6/30/08	Column 6 Year Two 7/1/08-6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who enrolled in courses from a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who enrolled in courses from a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 28.83% 2006-2007	L: A:	L: 28.90% A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who attain a Certificate of Achievement or a degree in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who attain a Certificate of Achievement or a degree in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 13.90% 2006-2007	L: A:	L: 13.95% A:

Appendix A:

Career and Technical Education Advisory Committee Member List

Organization	Representative	Address
Academic & CTE Educators & Eligible Recipients	Janet Hay Kathleen Frosini Curtis Jordan Alt.: Rob Campbell Joe de Braga Steve Culverwell John Bearce Maraea Yates Sue Moulden	Washoe County School District, 14101 Old Virginia Road, Reno, NV 89511 Clark County School District, 3950 S. Pecos-McLeod, Ste 2D, Las Vegas, NV 89121 Lander County School District, PO Box 1300, Battle Mountain, NV 89820 Battle Mountain High School, PO Box 1330, Battle mountain, NV 89820 Elko County School District, PO Box 1012, Elko, NV 89801 C O Bastian High School, PO Box 1088, Caliente, NV 89008-0188 College of Southern Nevada, 6375 W. Charleston Blvd, Las Vegas, NV 89146-1124 Clark County School District, 5100 W. Sahara Ave, Las Vegas, NV 89146 School Reform Liaison, Nevada Dept. of Ed., 700 E. Fifth Street, Carson City, NV
Career Guidance & Academic Counselors	Brian Myli Joani Charlebois	Clark County School District, 3950 S. Pecos-McLeod, Las Vegas, NV 89121 North Valleys High School, 1470 East Golden Valley Road, Reno, NV 89506
Charter Schools	Allen Beebe	I Can Do Anything Charter High School, 1195 Corporate Blvd, Ste C, Reno, NV 89502
Parents & Students	Amanda Vesco Postsecondary Rep. Jasmine Dulgar Secondary Rep. Shane Sutton Alison Gorden Secondary Rep.	PO Box 8533, Reno, NV 89507 c/o Judie Vallerie, Dean, Regional Technical Institute, 380 Edison Way, Reno, NV 89502 Elko County School District, PO Box 1012, Elko, NV 89801 211 Vine Cliff Avenue, Henderson, NV 89002
Institutions Higher Ed.	Jowel Laguerre Norma Bucelato Warren Hioki Vern Luft Sterling Saddler Cecilia Maldonado Bret Murphy	Truckee Meadows Comm. College, 7000 Dandini Blvd., Reno, NV 89512 College of Southern Nevada, 3200 E. Cheyenne Ave, North Las Vegas, NV 89030 Nevada State College, 1125 Nevada State Drive, Henderson, NV 89015 University of Nevada Reno, Mail Stop 278, Reno, NV 89557-0038 University of Nevada Las Vegas, PO Box 451037, Las Vegas, NV 89154-3015 University of Nevada Las Vegas, PO Box 451037, Las Vegas, NV 89154-3015 Great Basin College, 1500 College Parkway, Elko, NV 89801
State Tech Prep Coord. & Four Consortia Reps	Mike Raponi, State Coord. Dr. Andrea Anderson Anna Parker Diane Nungary Jennifer Logsdon	Nevada Department of Education, 700 E. Fifth St., Carson City, NV 89701-5096 College of Southern Nevada, 700 Wyoming St., B1A, Boulder City, NV 89005 Great Basin College, 1500 College Parkway, Elko, NV 89801 Western Nevada College, 2201 W. College Parkway, Carson City, NV 89703 College of Southern Nevada, 3200 E. Cheyenne, N. Las Vegas, NV 89030
WIA-State Board Member (Entities Participating in P.L.105-220, Sec. 111)	Larry Mosley, Director Alt., Cindy Jones Vicki Newell, local SWIB member Dick Kale, entity	Nevada Dept. Employment, Training, Rehabilitation, 500 E Third St, Carson City, NV 89701 Nevada Dept. Employment, Training, Rehabilitation, 500 E Third St, Carson City, NV 89701 Northern Nevada Literacy Council, 1400 Wedekind Rd, Reno 89512 Western Nevada College, 1680 Bently Parkway So., Minden, NV 89423

	participating with Job Connect Centers	
Interested Community Members (Parent & Community Organ.)	Joi Davis Jerry Sandstrom Denise Hedrick Jim Cooney Susan Keema	Nevada Legislative Counsel Bureau, Sedway Office Building, Carson City, NV 89701 Nevada Commission on Economic Development, 555 E. Washington St., #5400, Las Vegas, NV 89101 Education Collaborative of Washoe County, Inc., 380 Edison Way, Reno, NV 89502 2086 Ellis Way, Elko, NV 89801 Carson City School District, PO Box 603, Carson City, NV 89702
Special Populations Groups	Dr. Nancy Alamo, ELL Director, CCSD	Clark County School District, 3950 Pecos-McLeod, Las Vegas, NV 89121
Business & Industry (Large & Small)	Ty Nebe, Vice Pres. Dean Whellams Cornelius Eason Dr. Sheldon Freid Gary Aldax and Lee Roberts	Nevada Security Bank, 3490 S. Virginia Street, Reno NV 89502 Q & D Construction, PO Box 10865, Reno, NV 89510 Priority Staffing USA, 4411 S. Pecos Road, Las Vegas, NV 89121 National Security Technologies, LLC, PO Box 98521, Las Vegas, NV 89193 St. Mary's Foundation, 520 W. 6 th Street, Reno, NV 89503 Applied Mechanical, 2010 Kleppe Lane, Sparks, NV 89431
Labor Organizations	Bob Alessandrelli, Exec Dir. Madison Burnett, Training Director	Western Apprenticeship Coordinators Assoc., 4635 Longley Lane, #108, Reno, NV 89502 Electrical JATC for Southern Nevada, 620 Leigon Way, Las Vegas, NV 89110
Governor's Office	Jodi Stephens, Education Contact	Office of the Governor, State of Nevada, Capitol Building, 101 N. Carson Street, Carson City, NV 89701