

NEVADA

CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT, FISCAL YEAR 2006-2007 DATA

for the

STATE GRANT AND TECH-PREP GRANT PROGRAMS

under the

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

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Executive Summary

This document contains the 2006-2007 Nevada Department of Education's Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech-Prep Grant Programs authorized by the Carl D. Perkins Vocational and Technical Education Act of 1998, P. L. 105-332 (Perkins III). It was prepared consistent with the U. S. Department of Education's single reporting instrument approved by OMB and incorporates the accountability reporting requirements under Section 113 of Perkins III, the reporting requirements under the Education Department General Administrative Regulations 34 CFR Part 80.40 (Annual Performance Report), and 80.41 (Financial Status Report).

Sections I and II of the Narrative contain information on state administration and state leadership activities for the 2006-2007 program year. Detail is provided for specific required activities and other permissive activities for both secondary and postsecondary education in Nevada. Education and business partnerships are described in Section II, as well as Nevada's Tech Prep, which continues to serve as the model for development and implementation of a seamless transition between secondary and postsecondary education. Nevada's Tech Prep is organized under four consortia that include four colleges and 16 of the 17 school districts that have high schools.

Recent efforts to advance career and technical education projects continue, such as developing skill standards and curriculum guides, as well as applying State Board adopted program quality criteria to local CTE programs.

Section III reviews the distribution of funds indicating the state's eligible recipients with an attachment summary of eligible recipients in the appendix.

Section IV of the document describes Nevada's performance results for each core sub-indicator and explains the challenges associated with evaluating the State's performance. Great effort has been directed at improving data collection and data accuracy, especially at the secondary level. During FY-07, five of the seven performance indicators were exceeded at the secondary level, while only two of the seven performance indicators was exceeded at the postsecondary level.

Section V provides a concise review of Nevada's Workforce Investment Act Incentive Grant Award expenditures for FY 2006-2007.

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Narrative

I. STATE ADMINISTRATION [Section 121]

A. Sole State Agency and Governance Structure

The Office of Career, Technical and Adult Education (OCTAE) at the Nevada Department of Education (NDE) administers the Nevada State Plan for Career and Technical Education. It is administered in accordance to the state budget, with five percent of Basic Grant funds expended for state administration for the purpose of supporting department staff to administer local applications and sub-grant awards.

Primary roles and responsibilities for state administration are included in six major activities: (1) development of local application guidelines (RFAs); (2) review and approval of all local applications; (3) processing of fund payments to local education agencies; (4) bi-annual monitoring of local agencies; (5) processing of project and final expenditures reports; and (6) collection and compilation of performance indicator data. Sixteen of seventeen school districts that have high schools and four colleges participate in the sub-grant process.

The department staff also provided technical assistance to ensure that local agencies met the provisions of the State Plan, and administered funds to improve programs and serve students according to the purpose and intent set forth in the Carl D. Perkins Act.

Department staff represented the Office of Career and Technical Education by continuing to collaborate with the State Workforce Investment Board (SWIB and the Individual Training Account Taskforce, a subcommittee of the SWIB).

Nevada's Career and Technical Education Steering Committee, consisting of a local Workforce Investment representative, business, community, state agencies, secondary, and postsecondary representatives, continued to meet to provide leadership for issues related to career and technical education in Nevada.

B. Organization of Career and Technical Education Programs

Career and technical education programs in Nevada are organized and sequenced at high schools and the four colleges to provide maximum learning opportunities for students. CTE is delivered through area centers, a CTE high school, magnet programs, comprehensive high schools, and charter schools, in addition to the programs offered at community colleges. Such structures lend themselves well to supporting better opportunities for students to successfully enroll in CTE courses. Forty-eight percent of Nevada's public high school students were enrolled in CTE courses in fall of 2006.

Career clusters have been introduced in Nevada, and school districts have implemented them to varying degrees on a voluntary basis. A new state model is under development to further describe program alignments under career clusters. High school coursework is articulated with postsecondary education across the state through Tech Prep.

The organizational chart showing agency relationships pertaining to CTE is in Appendix A.

II. STATE LEADERSHIP ACTIVITIES [Section 124]

A. Required Use of Funds (Section 124)

Program Assessment

In order to promote a more comprehensive approach to improve CTE programs, OCTAE has customized the state's Lifelong Learning Initiative or Program Quality Criteria for each CTE program area with each CTE educational area developing individual Program Quality Criteria. Providing technical assistance to local educational agencies regarding the implementation of individual Program Quality Criteria has accompanied the beginning of Nevada's quality criteria implementation. Using these Quality Criteria, the

Lifelong Learning Initiative was also incorporated into Nevada's 2008-2013 Carl D. Perkins plan, and we are currently developing a peer evaluation process that focuses on the quality criteria standard indicators.

Technology

State-of-the-art equipment was purchased by local educational agencies to improve existing programs and develop new programs. Grant RFAs defined parameters for program improvement "Quality Criteria" and development. Development of new state skill standards for CTE programs provided another impetus for expanding the use of technology. Whenever possible, national standards were used and/or modified. Nevada's state skill standards help define the skills and technology needed to meet high standards and; therefore, provide a means to identify and direct program improvement.

Funds were used to purchase equipment and supplies in several middle school technology education programs. Funds were also used to create a new technology education activity/curriculum guide. Each activity addresses one or more of Nevada's middle school computer and technology education standards.

Professional Development

The following are examples of how Nevada CTE staff has provided new and successful professional development opportunities for local CTE educators. State and local sponsored professional development and teacher preparation activities assisted with preparing technical education personnel, academic personnel, guidance staff, administrators and staff.

At the winter Nevada Agriculture Teachers Association (NATA) meeting, agriculture teachers were introduced and gave comments toward two new curriculum guides. During the 2007 Annual Summer NATA Conference, instructors also focused on State Agriculture Skill Standards, state leadership development, curriculum guides, funding resources, and student data collection related to state proficiency, work-based learning and community service. Business Education developed a new Winter Conference that focused on Financing your Future, and Stock Market Game trainings. The Business Ed Consultant assisted with four trainings through the Nevada Vocational Business Education Association. Health Science Education hosted an in-service that focused on CTSO and Standards development. Trade and Industrial Education conducted a statewide in-service for computer-aided drafting at the College of Southern Nevada.

Over two hundred secondary and postsecondary instructors attended OCTAE's Nevada Association for Career and Technical Education Annual Conference. Participants were able to attend a variety of curriculum development and hands-on workshops.

OCTAE will continue to engage in strategies to improve teacher quality through professional development activities consistent with the provisions in the *No Child Left Behind Act*. This collaborative effort will include activities to seek the input of teachers, principals, parents, administrators, paraprofessionals, and other school personnel regarding the professional development needs of career and technical education teachers throughout the state. For example, in partnership with the College of Southern Nevada, OCTAE helped to facilitate the *Technology, Business, and Science Expo* in April of 2005 in order to assist in the professional development needs of CTE teachers.

Many of Nevada's CTE educators had the opportunity to attend the Nevada Department of Education's Mega Conference which features academic and CTE information provided in sessions that include selected best practices academic schools and best practices CTE schools.

Academic/Technical Skills

The OCTAE *Career and Technical Education Skills for Employment and Lifelong Learning* was developed to improve the quality of career and technical education in Nevada. This plan addresses the four pillars of *No Child Left Behind*, the benchmarks of the *American Diploma Project*, and the key issues of the *Nevada P-16 Initiatives 2002-2007*. OCTAE will continue to execute the initiatives and revise the goals outlined in the plan. Further, Nevada participates in the Leadership in Education Achievement Reform in Nevada (LEARN).

CTE staff is actively participating in two major Nevada Department of Education initiatives, High School Reform and the State Improvement Plan. Staff members have served on multiple committees for these initiatives. CTE data that illustrates CTE students have lower dropout rates, higher proficiency scores, and higher graduation rates have been included in both initiatives as innovative programs for high school reform in Nevada. Currently CTE courses qualify for one graduation credit and over 60% of the agriculture science courses meet biological science credit requirements for high school graduation and college entrance.

Statewide skill standards and curriculum guide development are two components for building a strong CTE system. OCTAE has created thirty sets of statewide skill standards that have been approved by the Nevada State Board of Education. More skill standards will be developed and the creation of accompanying curriculum guides based on the skill standards will be a major activity for OCTAE in the coming year. The development of these guides will serve as an aid for CTE teachers, helping them maneuver through the skill standards document.

During the 2007 school year OCTAE has continued to develop skill standards and curriculum guides that are integrating academics, improving skill attainment, and providing professional development opportunities for instructors. These activities continue to receive support and approval from the Nevada State Board of Education/ Board for Career and Technical Education.

OCTAE has engaged the Nevada legislature over the past three sessions to fund and support the establishment, maintenance, and operation of career and technical education programs. During the FY 07 session, bills were introduced to fund the improvement of CTE, as well as give districts the opportunity to pool funds and create regional CTE centers. The state funded 4 million dollars per year to expand, improve, and maintain Career and Technical Education during this past session. These funds work to support some of the funding shortfalls that federal funds cannot support.

Nontraditional Programs

Providing preparation for nontraditional training and employment:

- The career education consultant spent 30 percent of his time on nontraditional activities. These activities included continuation of Nevada Nontraditional and Emerging Technologies for Success (NvNETS). NvNETS members meet semi-annually and include teachers, counselors and administrators from secondary and postsecondary institutions who are committed to assisting students to successfully complete training and become employed in nontraditional careers.
- An aggressive ongoing marketing effort was made on a statewide level through the purchase of nontraditional marketing tools depicting successful Nevada students in nontraditional fields. In addition to the posters, instructional kits and nontraditional video productions were purchased and distributed for the third year in a row. Feature articles highlighting nontraditional programs was written and published each month during the nine-month school year. These articles were published in CLASS Magazine and were disseminated to every high school student in Clark County, 40,000 readers (the nation's fifth largest school district).
- The career education consultant conducted several one-day workshops in various regions of the state where he brought his expertise in nontraditional topics, such as recruitment, retention and gender equity.
- Several competitive nontraditional grants totaling \$30,000 were awarded to the school districts and one college. These grants will perpetuate future careers in nontraditional employment. More than 900 students and 375 educators participated in the above-mentioned activities.
- A nationally recognized guest lecturer was hired to conduct two, two-day mandatory professional development trainings in gender equity for all 17 district superintendents.

State Institutions

The Nevada State Plan designates one percent funding for state institutions, as stipulated in Section 124 of the Carl D. Perkins Act of 1998. In FY06, the funds were issued on a competitive basis and were awarded to two youth corrections institutions: C.O. Bastian High School in Lincoln County (awarded \$41,649) and the Nevada Youth Training Center in Elko County (awarded \$38,894).

Special Populations

Progress was made this past year in the area of economically disadvantaged students. Funding was provided to assist secondary and postsecondary students with financial assistance with various needs that enabled them to continue their educational plans.

Several new programs to assist limited English proficient students at the secondary and postsecondary levels were funded. These included interpreters, links to live interpreters off Websites, announcements and various student information printed in Spanish and translation services.

Funds were utilized to accommodate students with disabilities both at the high school and post-secondary levels. Interpreters and note takers were contracted to assist deaf students enrolled in community college CTE courses. Classroom aides were hired to assist students enrolled in courses in high school. The College of Southern Nevada was awarded \$135,000.00 to its Disability Resource Center to assist students with various academic and physical barriers.

B. Permissible Activities (Section 124)

Technical Assistance

The OCTAE staff provided technical assistance through conference presentations, on-site visits, mailings, and electronic communications to the four community colleges and 16 secondary Local Education Agencies (LEAs) that received funding under the Nevada State Plan for Career and Technical Education.

Guidance

Improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions:

- The career education consultant continued to coordinate the efforts of the Leadership Forum. This forum meets semi-annually and is comprised of middle and high school guidance counselors and administrators statewide. The mission of the forum is to research, develop, and disseminate information that will assist students in developing plans to obtain their chosen careers.
- Career Clusters are in use throughout the state. For the second year in a row, efforts continue to align course sequences to the career cluster pathways.

Tech Prep

Secondary/Postsecondary Transitions – Tech Prep continues to serve as the model for development and implementation of a seamless transition between secondary and postsecondary education. Tech Prep is organized under four consortia with each consortium representing the service area for each of the four participating colleges. Partnerships among secondary and postsecondary education are fostered through the collaboration promoted by tech prep, primarily through articulation agreement and program development by Tech Prep consortia involving school districts and community colleges. Through the articulation process using Tech Prep programs, Nevada continued to build upon the goal of creating strong, comprehensive links between secondary and postsecondary institutions. The statewide Tech Prep Steering Committee met in FY07 to monitor progress made in policies and procedures and data collection.

Education/Business Partnerships

Supporting partnerships among local educational agencies, institutions of higher education, adult education providers and, as appropriate, other entities such as employers, labor organizations, parents, and local partnerships, to enable students to achieve State academic standards, and vocational and technical skills:

- Other partnerships exist through statewide committees and foundations that directly serve CTE programs and Career and Technical Student Organizations, such as the Nevada FFA Foundation, Family and Consumer Sciences Advisory Board, CTE State Plan Advisory Committee and State CTE Tech Prep Steering Committee.
- Partnerships among secondary and postsecondary education are fostered through the collaboration promoted by the tenets of tech prep, primarily through articulation agreement development and program oversight by tech prep consortia. Technical Skills Committees have representation from postsecondary as well as secondary, secondary students participate in events held by postsecondary such as the CSN Annual Expo and diversity programs held at UNLV and the postsecondary division of Nevada ACTE collaborates with secondary educators in professional development activities.
- OCTAE continues to solidify and expand business and industry linkages with employers in local communities through the use of business and industry advisory technical skills committees, which are organized by school districts and community colleges for each program area. The advisory committees meet a minimum of three times per year; the business and industry representatives on the advisory committees provide essential leadership for program development and improvement.
- Career and technical student organizations each partner with numerous business leaders who serve the organizations as speakers, subject matter experts, judges and board members.
- Nevada's Career and Technical Education Steering Committee, consisting of business, community, state agencies, secondary, and postsecondary representatives, as well as a local workforce board representative convened throughout the year to discuss issues related to expanded partnerships, CTE promotion, and CTE's future direction in Nevada.
- The OCTAE Director continued to represent the State Superintendent at the Governor's State Workforce Investment Board (SWIB) meetings during the year.
- The Director continued to serve as chair and vice chair, respectively, for the Individual Training Account (ITA) Taskforce, which is a committee of the State Workforce Investment Board. The ITA Taskforce continues to be a standing committee for SWIB.
- OCTAE partners with the Nevada Council on Economic Education to provide professional development to Business, Marketing and Family Consumer Science teachers in areas such as financial literacy, the Stock Market Game and ethics in economics.
- The Business/Marketing consultant and CTSO students are involved with Nevada E-week spearheaded by the Nevada Center for Entrepreneurship and Technology. The planning committee consists of many businesses and non-profit organizations to promote entrepreneurship in Nevada during National Entrepreneurship Week, February 23-March 1, 2008.
- The Director serves on the Governor appointed Nevada Commission for National and Community Service.

Adult/Dropout

The Director of OCTAE and two consultants continued to be involved in Nevada's Dropout Initiative, which targets the large population of Nevadans who do not have a diploma, GED, or vocational certificate. The OCTAE Director provided direction to the Initiative's coordinator. OCTAE's staff provided oversight and approved funding, giving input on the annual revision of goals and activities for the state.

III. DISTRIBUTION OF FUNDS

In Nevada, funds are allocated to 16 school districts and four colleges (See Appendix B). School districts are organized by county in Nevada. Esmeralda County is small and does not have a high school. The 16 county school districts are: Carson, Churchill, Clark, Douglas, Elko, Eureka, Humboldt, Lander, Lincoln,

Lyon, Mineral, Nye, Pershing, Storey, Washoe, and White Pine. The colleges are: College of Southern Nevada, Truckee Meadows Community College, and Western Nevada College, and Great Basin College.

Each educational entity above receives basic grant allocations and the four colleges receive tech prep allocations to be distributed among school districts in their service area. Among the competitive grant allocations, Elko, Lander, Nye and Pershing County School Districts received funding under the reserve grant allocation; Lincoln County School District and the Nevada Youth Training Center in Elko County received correction fund allocation; and Lincoln and Nye County School Districts and the College of Southern Nevada received nontraditional employment and training allocations.

The latest version of the local application used to fund eligible recipients is in Appendix C.

IV. ACCOUNTABILITY

A. State's Overall Performance Results and Program Improvement Strategies

Secondary Results

Nevada's grand total results exceeded the adjusted levels of performance for the following secondary performance indicators:

- 1S2: percentage of program completers with a grade of A or B in final semester of terminal CTE course;
- 2S1: percentage of 12th graders enrolled in terminal CTE courses receiving a high school diploma;
- 2S2: percentage of 12th grade graduates who completed CTE terminal course(s) with competency certificate(s) and who demonstrated 80 percent of competency skills;
- 3S1: percentage of 12th grade CTE completers responding to six month follow-up with positive placement; and
- 4S1: percentage of enrollment in nontraditional employment courses that are in the under-represented gender.

Nevada's grand total results did not meet the adjusted levels of performance for the following secondary performance indicators:

- 1S1: percentage of 12th graders enrolled in terminal CTE courses that pass all portions of the Nevada High School Proficiency Examination; and
- 4S2: percentage completing terminal nontraditional employment course (s) that are in the under-represented gender.

For the two performance indicators that did not meet the adjusted levels of performance, the difference between the adjusted levels of performance and the actual level of performance was very small. The differences were less than one percent on 1S1 and less than two percent on 4S2.

1S1 Academic Attainment: Level of Performance Criterion Not Met. During 2007, Career and Technical Education skill standards were approved by the Nevada State Board of Education/State Board for Career and Technical Education for use by local educational agencies (LEAs.) Currently, skill standards and curriculum guides continue to be developed. Skill standards are crosswalked and evaluated to ensure that high academic proficiency is addressed through career and technical education instruction. When districts have fallen short of negotiated levels of performance, assistance is provided by NDE staff directing Carl D. Perkins expenditures, to ensure that funds are focused on improving performance and accountability. The Office of Career and Technical Education (OCTAE) will need to continue to crosswalk all career and technical skill standards and evaluate programs to ensure that academic attainment is addressed through career and technical education instruction. OCTAE will need to continue to work with districts that fall short of negotiated levels of performance by directing Perkins expenditures to ensure that they are focusing on improving performance and accountability for academic performance.

1S2 Skill Proficiency: Level of Performance Criterion Met. Districts have found success in meeting this performance indicator by using competency certificates. Competency certificates will be revised to

align with recently developed Career and Technical Skill Standards. Districts that have had high numbers of students who receive less than a B in the second semester of terminal courses have had success by focusing assistance in working with staff to build strategies to increase student achievement. In addition, the development of competency certificates for exit-level courses is being used to create uniform courses statewide. The certificate provides a working tool for assisting educators in assessing students' strengths and areas needing improvement. Professional development will be provided to teachers in the use of competency certificates to aid in this process.

2S1 Secondary Diploma: Level of Performance Criterion Met. As in previous years, Nevada exceeded the state adjusted level for performance in this area. Like last year, there is still need for improvement with special populations, especially non-traditional enrollees, ELL students, and those with other educational barriers, and with some race/ethnicity populations, especially Black and American Indian student groups. Specific school interventions included: 1) academic integration; 2) test-taking seminars; 3) before and after school academic seminars; 4) night-school classes; 5) summer-school classes and seminars; 6) ELL support; 7) translation services; 8) curriculum modification; 9) tutoring; and 10) counseling.

2S2 Diploma Credential: Level of Performance Criterion Met. Unlike last year, the actual level of Nevada's performance exceeded the adjusted state level of performance. Greater attention was given to direct communication and planning efforts with LEAs where students received competency certificates and the requirement of the LEAs to target corrective measures to assist students enrolled in terminal courses to achieve greater success, including the development of corrective, site-based action plans as needed. Also, efforts by principals/teachers to identify students in need of assistance and professional development that focus on stronger integration of academics in CTE courses have been helpful.

3S1 Placement: Level of Performance Criterion Met. The department's coordination with the Nevada Department of Employment, Training, and Rehabilitation, the Nevada System of Higher Education, and the U.S. Department of Defense has led to improved verification of placement and meeting the performance criterion.

4S1 Participation Nontraditional: Level of Performance Criterion Met. Strategies to encourage, recruit, and place under-represented genders in nontraditional programs were successful. Efforts to highlight males and females in nontraditional occupations, was successful in increasing recruitment and participation in nontraditional occupational courses.

4S2 Completion Nontraditional: Level of Performance Criterion Not Met. Completion of secondary programs leading to nontraditional training and employment was not successful. Progress will continue with specific strategies including; student clubs and organizations, job shadowing, visits to business and industry, role models and mentors, monitoring classroom climate and technical assistance for counselors and support services. Several school districts have organized nontraditional employment job fairs to foster student motivation to complete their nontraditional path.

Postsecondary Results

Nevada's grand total results met or exceeded the adjusted levels of performance for the following postsecondary performance indicators:

- 3P1: percentage of responding CTE certificate/degree recipients placed in eligible placement category within six months of completion of the school year; and
- 3P2: percentage of responding CTE certificate/degree recipients remaining in eligible placement category within 12 months of completion of the school year.

Nevada's grand total results did not meet the adjusted levels of performance for the following postsecondary performance indicators:

- 1P1: percentage of CTE cohort with an overall GPA at or above 3.0;
- 1P2: percentage of CTE cohort with a GPA at or above 3.0 in CTE courses;
- 2P1: percentage of CTE cohort attaining Certificate of Achievement or Associate of Applied Science degree;

- 4P1: percentage of enrollment in nontraditional employment courses that are in the under-represented gender; and
- 4P2: percentage of certificate/degree recipients in nontraditional programs from the under-represented gender.

Of the postsecondary performance indicators that failed to meet the adjusted levels of performance, the difference between actual level of performance and adjusted level of performance on the percentage of certificate/degree recipients in nontraditional programs from the underrepresented gender was small (0.8%).

1P1 Academic Attainment: Level of Performance Criterion Not Met. CTE must work closely with postsecondary agencies to ensure a concerted effort is directed at improving academic performance of students. Factors involve local improvement plans directed at improving the performance of CTE students. Other factors involve the percent of completers who take a rigorous core academic curriculum and the degree to which academic learning is integrated in CTE curricula. Postsecondary agencies will be directed to include the orientation and professional development of full- and part-time faculty in areas such as effective instruction methods, where academic learning is emphasized. Grants will be reviewed to ensure that students that are identified in the cohort have opportunities to receive tutoring or remedial courses.

1P2 Skill Proficiencies: Level of Performance Criterion Not Met. Skill attainment for postsecondary CTE students is paramount to a program's success. The majority of students enrolled in postsecondary CTE programs are focused first and foremost on attaining skills. This emphasis is especially relevant for the many programs preparing students for careers where significant skill shortages exist. Professional development opportunities for full- and part-time teachers also play an important role in increasing the skill attainment of students. Teachers will be encouraged to focus more time and energy to ensure that students are attaining the appropriate skill attainment in those CTE courses.

2P1 Completion: Level of Performance Criterion Not Met. Unlike previous years, the actual level of performance did not meet the adjusted state level of performance. Increased focus on assessing initial goals of the cohort, efforts to identify barriers to completion, and faculty advisement directed at student retention and completion could help improve the completion levels of postsecondary CTE students.

3P1 Placement: Level of Performance Criterion Met. The resulting positive data is due in part to colleges' providing programs, and thereby training opportunities, for postsecondary students in high-skill, high-wage and high-demand career fields. Some programs, such as nursing, surgical technician and automotive technology boast very high placement rates for completers. The economy in Nevada is very strong, as is the demand for skilled workers.

3P2 Retention: Level of Performance Criterion Met. Common elements of postsecondary CTE programs include work-based learning, such as internships and paid work experience. Students understand the workplace and what is required to retain jobs while still in college. Partnerships with employers are extensive in community college programs, where in many cases employers seek employees directly from the CTE programs.

4P1 Participation Nontraditional: Level of Performance Criterion Not Met. Recruitment strategies to encourage, recruit, and place under-represented genders in nontraditional programs were successful with female recruitment, however, unsuccessful with the males. Increasing recruitment with regard to the male participation is somewhat difficult and is further exacerbated by the fact there are very few programs for males. Improvement may be attained through conducting targeted recruitment activities, nontraditional job fairs with graduates who gained employment within nontraditional arenas, collaboration with community organizations and business and industry, especially in health and medicine. This past year, several new nontraditional programs were added to the choices for male students including radiologist technician.

4P2 Completion Nontraditional: Level of Performance Criterion Not Met. In terms of under-represented genders completing nontraditional training and employment programs, strategies were fairly unsuccessful. Given the problems with male enrollment in traditionally female dominated programs

above, it is interesting that the males' completion rates exceeded the state adjusted level of performance, but the females' completion rates for traditionally male dominated programs did not. Clearly, future strategies must identify and address the factors that are impeding female completion of nontraditional programs. Some of these factors may be improved by offering support services including tutoring, childcare and transportation. Other strategies will include mentors and role models, visits and recruiting by local business and industry and nontraditional fairs with testimonials from females who are now working in a nontraditional industry. Overall this past year Nevada was less than one percentage point away from meeting this performance indicator.

B. State's Performance Results for Special Populations and Program Improvement Strategies

1S1 Academic Attainment: Strategies to help students who did not meet the performance indicator:
Individuals with Disabilities – One-on-one tutoring, specialized software, note takers, interpreters, and specialized learning devices and equipment.

Nontraditional Enrollees - Early academic intervention, tutors, and academic infusion with standards.
Economically Disadvantaged – Early academic intervention, tutors, and academic infusion with standards.

Other Educational Barriers – Family, peers, and cultural diversity awareness and positive attendance reward programs.

Limited English Proficient – Early academic intervention, tutors, academic infusion with standards.

1S2 Skill Proficiencies: Strategies used with students who met the performance indicator:

Nontraditional Enrollees – Classroom climate, academic standards integration, guidance counseling, career exploration awareness.

Strategies to help students who did not meet the performance indicator:

Economically Disadvantaged – Early academic intervention, tutors, academic infusion with standards, and career exploration awareness.

Individuals with Disabilities – Tutoring, specialized software, specialized learning devices and equipment, note takers, interpreters, and career exploration awareness.

Other Educational Barriers – Classroom climate, family, peers, and cultural diversity awareness, positive attendance reward programs and career exploration awareness.

Limited English Proficient – Early academic intervention, tutors, academic infusion with standards, career exploration awareness.

2S1 Secondary Diploma: Strategies used with students who did not meet the performance indicator:

Individuals with Disabilities – Engaging curriculum, specialized software, learning devices and equipment, CTSOs, classroom climate, field trips, guest speakers, industry mentors, instructional aides and dropout prevention.

Economically Disadvantaged – Engaging curriculum, CTSOs, student resources, field trips, guest speakers, industry mentors and dropout prevention.

Nontraditional Enrollees - Engaging curriculum, CTSOs, classroom climate, field trips, guest speakers, industry mentors, career exploration awareness and dropout prevention.

Other Educational Barriers – Engaging curriculum, CTSOs, classroom climate, positive attendance reward programs, field trips, guest speakers, industry mentors and dropout prevention.

Limited English Proficient – Tutoring, academic intervention, CTSOs, classroom climate, field trips, guest speakers, industry mentors and dropout prevention.

2S2 Diploma Credential: Strategies used with students who met the performance indicator:

Nontraditional Enrollees - Engaging curriculum, field trips, guest speakers, industry mentors, CTSOs, awards acknowledgement, classroom climate, academic standards integration and guidance counseling.

Strategies to help students who did not meet the indicator:

Individuals with Disabilities – Tutoring, specialized software, specialized learning devices and equipment, note takers, and interpreters, field trips, guest speakers, and industry mentors.

Economically Disadvantaged – Academic intervention, CTSOs, field trips, guest speakers, industry mentors, tutors, and academics in skill standards.

Other Educational Barriers – Classroom climate, field trips, guest speakers, industry mentors, family, peers and cultural diversity awareness and positive attendance reward programs.

Limited English Proficient - Academic intervention, field trips, guest speakers, industry mentors, CTSOs, tutors, academics in skill standards.

Table 1. Secondary Indicators Meeting/Not Meeting Performance Criteria for Special Populations

EXCEEDED LEVEL OF PERFORMANCE	DID NOT MEET LEVEL OF PERFORMANCE
1S1: % Seniors enrolled in terminal CTE courses passing all portions of High School Proficiency Exam	
EXCEEDED	NOT MET
	Individuals with Disabilities Nontraditional Enrollees Economically Disadvantaged Other Educational Barriers Limited English Proficient
1S2: % program completers with grade of A or B in final semester of terminal CTE course	
EXCEEDED	NOT MET
Nontraditional Enrollees	Economically Disadvantaged Individuals with Disabilities Other Educational Barriers Limited English Proficient
2S1: % Seniors enrolled in terminal CTE courses receiving a high school diploma	
EXCEEDED	NOT MET
	Individuals with Disabilities Economically Disadvantaged Nontraditional Enrollees Other Educational Barriers Limited English Proficient
2S2: % Senior graduates completing CTE terminal course with competency certificate demonstrating 80% of competency skills	
EXCEEDED	NOT MET
Nontraditional Enrollees	Individuals with Disabilities Economically Disadvantaged Other Educational Barriers Limited English Proficient
3S1: % Seniors CTE completers responding to 6 month follow-up with positive placement	
EXCEEDED	NOT MET
Individuals with Disabilities Economically Disadvantaged Other Educational Barriers Nontraditional Enrollees Limited English Proficient	
4S1: % enrollment in nontraditional employment courses that are under-represented gender	
EXCEEDED	NOT MET
Nontraditional Enrollees Economically Disadvantaged	Individuals with Disabilities Other Educational Barriers Limited English Proficient
4S2: % completing terminal nontrad. employment course that are under-represented gender	
EXCEEDED	NOT MET
	Individuals with Disabilities Other Educational Barriers Economically Disadvantaged Limited English Proficient Nontraditional Enrollees

3S1 Placement: Strategies used with students who met the performance indicator:

Individuals with Disabilities - Counseling, career plan, career fairs, and resource identification.

Economically Disadvantaged – Counseling, career plan, campus tours, and resource identification.

Other Educational Barriers – Counseling, career plan, campus tours, resource identification.

Nontraditional Enrollees - Counseling, career plan, career fairs, and resource identification.

Limited English Proficient - Counseling, career plan, career fairs, and resource identification.

4S1 Nontraditional Enrollment: Strategies used with students who met the performance indicator:

Economically Disadvantaged – CTSOs, school climate, guest speakers, field trips and industry mentors, family/peer support, awards and student services.

Strategies to help students who did not meet the performance indicator:

Individuals with Disabilities – Tutoring, guest speakers, field trips, industry mentors, specialized software, learning devices and equipment, note takers and interpreters, career exploration and awareness.

4S2 Nontraditional Completers Terminal Course:

Strategies to help students who did not meet the performance indicator:

Individuals with Disabilities – Tutoring, media aids, specialized software, learning devices and equipment, note takers, interpreters, guest speakers, field trips and industry mentors.

Economically Disadvantaged – Guest speakers, field trips and industry mentors, CTSOs, school climate, family/peer support, awards and student services.

Other Educational Barriers – Classroom climate, guest speakers, field trips and industry mentors, positive attendance reward programs, family, peer and cultural diversity awareness.

Limited English Proficient – Guest speakers, field trips, industry mentors, peer support, one-on-one tutoring, media aids, specialized software, and career exploration awareness.

1P1 Academic Attainment: Strategies to help students who did not meet the performance indicator:

Individuals with Disabilities – Guest speakers, field trips, industry mentors, industry accessibility awareness, tutoring, specialized software, note takers and interpreters.

Nontraditional Enrollees - Guest speakers, field trips, industry mentors, early academic intervention, tutors, and academic infusion with standards.

Limited English Proficient - Guest speakers, field trips, industry mentors, industry specific English language instruction, early academic intervention, specialized software, learning devices and equipment, tutors, and academic infusion with standards.

Economically Disadvantaged – Counseling for guidance, financial aid and/or employment, tutors, transit, and childcare.

Other Educational Barriers – Classroom climate, family, peer and cultural diversity awareness, counseling for guidance, financial aid and/or employment, tutors, transit, and childcare.

1P2 Skill Proficiencies: Strategies used with students who met the performance indicator:

Individuals with Disabilities – Guest speakers, field trips and industry mentors, industry accessibility awareness, tutoring, specialized software, note takers and interpreters.

Nontraditional Enrollees - Guest speakers, field trips, industry mentors, early academic intervention, tutors, academic infusion with standards.

Strategies to help students who did not meet the performance indicator:

Economically Disadvantaged – Counseling for guidance, financial aid and/or employment, tutors, transit, and childcare.

Other Educational Barriers – Classroom climate, family, peer and cultural diversity awareness, counseling for guidance, financial aid and/or employment, tutors, transit, and childcare.

Limited English Proficient – Industry specific English language instruction, guest speakers, field trips and industry mentors, early academic intervention, specialized software, learning devices and equipment, tutors, and academic infusion with standards.

2P1 Completion: Strategies used with students who met the performance indicator:

Individuals with Disabilities – Guest speakers, field trips, industry mentors, industry accessibility awareness, tutoring, specialized software, note takers and interpreters.

Nontraditional Enrollees - Guest speakers, field trips, industry mentors, early academic intervention, tutors, academic infusion with standards.

Limited English Proficient - Industry specific English language instruction, guest speakers, field trips, industry mentors, early academic intervention, specialized software, learning devices and equipment, tutors, academic infusion with standards.

Table 2. Postsecondary Indicators Meeting/Not Meeting Performance Criteria for Special Populations

LEVEL OF PERFORMANCE	LEVEL OF PERFORMANCE
1P1: % CTE cohort with an overall GPA at or above 3.0	
EXCEEDED	NOT MET
	Individuals with Disabilities Nontraditional Enrollees Limited English Proficient Economically Disadvantaged Other Educational Barriers
1P2: % CTE cohort with a GPA at or above 3.0 in CTE courses	
EXCEEDED	NOT MET
Individuals with Disabilities Nontraditional Enrollees	Economically Disadvantaged Other Educational Barriers Limited English Proficient
2P1: % CTE cohort attaining Certificate of Achievement or Associate of Applied Science degree	
EXCEEDED	NOT MET
Individuals with Disabilities Nontraditional Enrollees Limited English Proficient	Economically Disadvantaged Other Educational Barriers
3P1: % CTE certificate/degree recipients placed in eligible placement category within 6 months of completion of the school year	
EXCEEDED	NOT MET
Individuals with Disabilities Economically Disadvantaged Other Educational Barriers Limited English Proficient	
3P2: % CTE certificate/degree recipients remaining in eligible placement category within 12 months of completion of the school year	
EXCEEDED	NOT MET
Individuals with Disabilities Limited English Proficient Economically Disadvantaged Other Educational Barriers	
4P1: % of enrollment in nontraditional employment courses that are under-represented gender	
EXCEEDED	NOT MET
Economically Disadvantaged Limited English Proficient	Individuals with Disabilities Other Educational Barriers Nontraditional Enrollees
4P2: % certificate/degree recipients in nontraditional programs from under-represented gender	
EXCEEDED	NOT MET
Individuals with Disabilities	Economically Disadvantaged Nontraditional Enrollees Limited English Proficient Other Educational Barriers

Limited English Proficient - Industry specific English language instruction, guest speakers, field trips, industry mentors, early academic intervention, specialized software, learning devices and equipment, tutors, academic infusion with standards.

Strategies to help students who did not meet the performance indicator:

Economically Disadvantaged – Counseling for guidance, financial aid and/or employment, tutors, transit, and childcare.

Other Educational Barriers – Classroom climate, family, peer and cultural diversity awareness, counseling for guidance, financial aid and/or employment, tutors, transit, and childcare.

3P1 Placement: Strategies used with students who met the performance indicator:

Individuals with Disabilities - Counseling, career plan, career fairs, and resources.

Economically Disadvantaged – Counseling, career plan, career fairs, and resources.

Nontraditional Enrollees – Data not available

Other Educational Barriers – Counseling, career plan, career fairs, and resources.

Limited English Proficient - Counseling, career plan, career fairs, and resources.

3P2 Retention: Strategies used with students who met the performance indicator:

Individuals with Disabilities – Employer support, mentors and resources.

Limited English Proficient – Counseling, mentoring and training resources, cultural awareness education.

Economically Disadvantaged – Employer support, mentors and resources.

Other Educational Barriers – Employer support, mentors and resources

Nontraditional Enrollees – Data not available

4P1 Nontraditional Enrollment: Strategies used with students who met the performance indicator:

Economically Disadvantaged – Counseling for guidance, financial aid and/or employment, tutors, transit, childcare, school climate, guest speakers, field trips, industry mentors, family/peer support, awards and student services.

Limited English Proficient – Peer support, one-on-one tutoring, media aids, specialized software, industry specific English language instruction.

Strategies to help students who did not meet the performance indicator:

Individuals with Disabilities – Guest speakers, field trips and industry mentors, industry accessibility awareness, tutoring, specialized software, note takers and interpreters.

Other Educational Barriers – Classroom climate, family, peer and cultural diversity awareness, guest speakers, field trips, industry mentors and career exploration awareness.

4P2 Nontraditional Earned Certificate/Degree: Strategies used with students who met the performance indicator:

Individuals with Disabilities – Guest speakers, field trips industry mentors, industry accessibility awareness, tutoring, specialized software, note takers and interpreters.

Strategies to help students who did not meet the performance indicator:

Economically Disadvantaged – Counseling for guidance, financial aid and/or employment, tutors, transit, childcare, school climate, guest speakers, field trips, industry mentors, family/peer support, awards and student services.

Limited English Proficient – Peer support, one-on-one tutoring, media aids, specialized software, industry specific English language instruction.

Other Educational Barriers – Classroom climate, family, peer and cultural diversity awareness, guest speakers, field trips, industry mentors, and career exploration awareness.

C. Definitions

Secondary

- **Vocational participant:** A student who is enrolled in at least one career and technical education course.

- **Vocational Concentrator:** A student enrolled in one or more terminal courses. A terminal course is an occupational-specific course that is taken at the end of a sequential course of study. Each school district has the responsibility of identifying the district's terminal courses.
- **Vocational Completer:** A student who has passed one or more terminal courses is a program completer.
- **Tech Prep Student:** A student who is enrolled in an occupational course that has been articulated for college credit.

Postsecondary

- **Vocational participant:** A student who is enrolled in at least one career and technical education course.
- **Vocational Concentrator:** A member of the occupational cohort. For the 2006-2007 reporting year, the occupational cohort consists of first-time students enrolled in the fall of 2003 that declared a vocational major (Associate of Applied Science Degree or Certificate of Achievement) anytime between fall 2003 and summer 2007 and that were able to accumulate nine occupational credits between fall 2003 and summer 2007.
- **Tech Prep Student:** A student who applied for college credit in a tech-prep course while in high school and subsequently enrolled at a postsecondary institution.

D. Measurement Approaches

Baseline Data: Although a full system of standards and measures for Perkins accountability has been in place since the 1991-92 school year, all of the measures chosen to fulfill requirements under Perkins III (except postgraduate placement) differ from those established under the previous Perkins Act. Therefore, historical data on these measures did not exist. New data elements were added to the secondary student database used to collect occupational data under Nevada's Occupational Reporting System (ORS) in order to facilitate the new accountability requirements. NDE worked closely with LEAs to ensure that the new data was reported completely and accurately. *Data from the 1999-2000 school year was used as the baseline in establishing Nevada's adjusted levels of performance.*

Secondary Data Quality Assurances: School district personnel extract secondary data from each district's student records management system and transfer the required elements to an ACCESS database program provided by OCTAE's Occupational Reporting Unit (ORU). The present system allows small districts to directly enter individual student data into the database and large districts report data files to a secure site and NDE staff uploads the data into the database. At some point in the 2007-2008 school year, the system will allow large districts to directly upload data files with checks for coding accuracy that currently exists for the small districts' data collection method. OCTAE staff then run reports programmed in accordance with each performance measure. The use of data obtained directly from the school and/or district databases helps ensure greater accuracy in occupational reporting.

OCTAE personnel and staff from various LEAs in Nevada regularly attend the Data Quality Institute meetings put on by OVAE. Numerous OCTAE staff members participate in the monthly Next Steps Working Group conference calls put on by OVAE with state representatives. The staff evaluation consultant is a former chair of the Education Information Management Advisory Consortium of the Council of Chief State School Officers. In Nevada, statewide meetings were held in the 2006-07 school year to continue to address data quality. Two meetings with business leaders, relevant agency staff, and LEA representatives across the State were held over the year to advise OCTAE staff in the preparation of the one-year State Plan in response to the reauthorized act, Perkins IV.

1S1. Secondary Academic Attainment

Numerator: Number of 12th grade occupational students who are included in the official enrollment counts of terminal courses who have passed all portions of the Nevada High School Proficiency Examination by August 31 following the completion of the reporting school year.

Denominator: Number of 12th grade occupational students who are included in the official enrollment counts of terminal courses.

Assessment of Data Quality: The High School Proficiency Examination is directly aligned to state academic standards. Passage of this exam is required for each student to receive a standard or advanced high school diploma.

1S2. Secondary Vocational and Technical Skill Attainment

Numerator: Number of occupational program completers who receive a grade of *A* or *B* in the final semester of their terminal course(s).

Denominator: Number of occupational program completers in all terminal course(s).

Assessment of Data Quality: State-established standards are currently in place for the career and technical education courses in: Agriculture Science, Marketing, Family and Consumer Sciences, Automotive Technology, Information Technology, Computer-Aided Drafting & Design, School Counseling, Early Childhood Education and Services, Plant Science and Environmental Horticulture, Agriculture Mechanical Engineering Technology, Agriculture Business Systems, Animal Science/Veterinary Medicine, Culinary Arts, Agriculture Leadership, Communications, and Policy, Natural Resources and Wildlife Management, Health Occupations, Hospitality and Tourism, Business Education, Residential Building Construction, Metalworking, Welding, Cabinetmaking, Collision Repair Technology, and Heating/Ventilation/Air Conditioning and Refrigeration. Skill standards yet to be submitted include: Clothing and Apparel, Food and Nutrition, Housing and Interior Design, Photography, and Video Production.

2S1. Secondary Diploma

Numerator: Number of 12th grade occupational students who are included in the official enrollment counts of terminal courses who receive an advanced, standard, or adjusted high school diploma by August 31 following the completion of the current reporting school year.

Denominator: Number of 12th grade occupational students who are included in the official enrollment counts of terminal courses.

Assessment of Data Quality: 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.

2S2. Secondary Diploma Credential

Numerator: Number of high school graduates of terminal courses that received a standard, advanced, or adjusted diploma and demonstrated at least 80% of the competencies of the certificate skills.

Denominator: Number of high school graduates of terminal courses that received a standard, advanced, or adjusted diploma and a competency certificate.

Assessment of Data Quality: The use of reaching a standard skill level of competencies as a measure of course content attainment is a universally recognized practice. This is the fifth official reporting of this sub-indicator.

3S1. Secondary Placement

Numerator: The unduplicated number of 12th grade occupational program completers who are placed in one of the eligible placement categories within six months of the completion of the school year.

Denominator: Number of 12th grade occupational program completers who respond to the postgraduate follow-up survey and records review.

Assessment of Data Quality: Although survey instruments are not exactly the same from district to district, each district was initially provided with a sample survey instrument which many have chosen to adapt for their own use. Using Department of Employment, Training, and Rehabilitation for access to unemployment insurance (UI) data has provided a more complete picture of employment. Further, the Nevada System of Higher Education and the U. S. Department of Defense provide follow-up data.

4S1. Participation in Secondary Programs Leading to Nontraditional Training and Employment

Numerator: Number of students in under-represented gender groups who were included in the official enrollment counts of courses identified as leading to nontraditional employment.

Denominator: Total number of students who were included in the official enrollment counts of courses identified as leading to nontraditional employment.

For male and female data, each cell is:

	Denominator	Numerator
Male	Number of ALL students enrolled in MALE nontraditional courses	Number of MALE students enrolled in MALE nontraditional courses
Female	Number of ALL students enrolled in FEMALE nontraditional courses	Number of FEMALE students enrolled in FEMALE nontraditional courses

Assessment of Data Quality: The process used for the classification of courses and programs leading to nontraditional training and employment is described in Section IV, Subsection 6, pages 39 and 40 of the Nevada State Plan for Career and Technical Education and is obtained from the Occupational Reporting System (ORS) database.

4S2. Completion of Secondary Programs Leading to Nontraditional Training and Employment

Numerator: Number of students in under-represented gender groups who receive a *D* or higher in terminal courses which have been identified as leading to nontraditional employment for that gender.

Denominator: Total number of students who receive a *D* or higher in terminal courses which have been identified as leading to nontraditional employment.

Assessment of Data Quality: The process used for the classification of courses and programs leading to nontraditional training and employment is described in Section IV, Subsection 6, pages 39 and 40 of the Nevada State Plan for Career and Technical Education and is obtained from the ORS database.

For male and female data, each cell is:

	Denominator	Numerator
Male	Number of ALL students who completed MALE nontraditional terminal courses	Number of MALE students who completed MALE nontraditional terminal courses
Female	Number of ALL students who completed FEMALE nontraditional terminal courses	Number of FEMALE students who completed FEMALE nontraditional terminal courses

Postsecondary Data Quality Assurances: Efforts have been made to improve the data collection process with the four colleges. Although data have always been collected from the postsecondary student information systems, numerous meetings and communications are resulting in greater uniformity and in the manner in which the data elements are defined and gathered. Although funding problems kept OCTAE's research coordinator from attending the National Association for Career-Technical Education Information conference this year, OCTAE staff have attended the conference the preceding nine years. The OCTAE director and staff have attended various federal meetings such as the OVAE National Career-Technical Education Leadership meeting, the sponsored Data Quality Institute meetings, and the national/regional National Association of State Directors of Career and Technical Education Consortium.

1P1. Postsecondary Academic Attainment

Numerator: Number of students in the career and technical education cohort who have an *overall* grade point average at or above 3.0.

Denominator: Number of students in the CTE cohort.

Assessment of Data Quality: Grade point average (GPA) is a universally recognized measure of academic attainment. Overall GPA for students in the occupational cohort measures achievement in the courses that are a part of the institution's program of study. After meetings with postsecondary, the following point was made: the 3.0 grade point average benchmark is unrealistically high and nearly

impossible to impact through performance planning. There are no services and programs that can be created to effectively increase students' GPAs to a level above a 3.0. Colleges can and do provide effective programs and services to help students pass courses (i.e., obtain a 2.0 GPA). These programs are targeted at identifiable student populations that are in need of help.

1P2. Postsecondary Vocational and Technical Skill Attainment

Numerator: Number of students in the career and technical education cohort who have a grade point average at or above 3.0 in their career and technical education courses.

Denominator: Number of students in the career and technical education cohort.

Assessment of Data Quality: Grade point average is a universally recognized measure of academic attainment. GPA for students in the CTE cohort measures achievement in those CTE courses that are a part of the institution's program of study.

2P1. Postsecondary Degree or Credential

Numerator: Number of students in the CTE cohort who attain a Certificate of Achievement or an Associate of Applied Science Degree by the end of the fourth year following the cohort establishment.

Denominator: Number of students in the CTE cohort.

Assessment of Data Quality: Each college has established requirements for programs of study leading to a Certificate of Achievement or an Associate of Applied Science Degree.

3P1. Postsecondary Placement

Numerator: The unduplicated number of occupational certificate or degree recipients who are placed in one of the eligible placement categories within six months of the completion of the school year.

Denominator: Number of occupational certificate or degree recipients who respond to the postgraduate follow-up and records review.

Assessment of Data Quality: Data from the Department of Employment, Training, and Rehabilitation for access to Unemployment Insurance were used to provide a more complete picture of employment. Additionally, the Nevada System of Higher Education and the U. S. Department of Defense participated in this reporting.

3P2. Postsecondary Retention

Numerator: Number of occupational certificate or degree recipients who remained in one of the eligible placement categories at 12 months from completion of the school year.

Denominator: Number of occupational or degree recipients who respond to the postgraduate retention follow-up and records review.

Assessment of Data Quality: Data from the Department of Employment, Training, and Rehabilitation for access to Unemployment Insurance were used to provide a more complete picture of employment. Additionally, the Nevada System of Higher Education and the U. S. Department of Defense participated in this reporting.

4P1. Participation in Postsecondary Programs Leading to Nontraditional Training and Employment

Numerator: Number of students in under-represented gender groups enrolled in nontraditional programs during the fall semester of the reporting year.

Denominator: Total number of students who were enrolled in nontraditional programs during the fall semester of the reporting year.

For male and female data, each cell is:

	Denominator	Numerator
Male	Number of ALL students enrolled in MALE nontraditional courses	Number of MALE students enrolled in MALE nontraditional courses

Female	Number of ALL students enrolled in FEMALE nontraditional courses	Number of FEMALE students enrolled in FEMALE nontraditional courses
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Assessment of Data Quality: The process used for the classification of courses and programs leading to nontraditional training and employment is described in Section IV, Subsection 6, and pp 39-40 of the Nevada State Plan for Career and Technical Education and is obtained from the Occupational Reporting System database.

4P2. Completion of Postsecondary Programs Leading to Nontraditional Training and Employment

Numerator: Number of students in an under-represented gender who attain a Certificate of Achievement or an Associate of Applied Science Degree in nontraditional areas during the fall, spring, or summer semesters of the reporting year.

Denominator: Number of students who attain a Certificate of Achievement or an Associate of Applied Science Degree in nontraditional areas during the fall, spring, or summer semesters of the reporting year.

For male and female data, each cell is:

	Denominator	Numerator
Male	Number of ALL students who earned a C.A. or AAS Degree in a MALE nontraditional area	Number of MALE students who earned a C.A. or AAS Degree in a MALE nontraditional area
Female	Number of ALL students who earned a C.A. or AAS Degree in a FEMALE nontraditional area	Number of FEMALE students who earned a C.A. or AAS Degree in a FEMALE nontraditional area

Assessment of Data Quality: The process used for the classification of courses and programs leading to nontraditional training and employment is described in Section IV, Subsection 6, and pp 39-40 of the Nevada State Plan for Career and Technical Education and is obtained from the ORS database.

E. Improvement Strategies

Some aspects of data accuracy, reliability, and completeness are covered in the previous section for each performance indicator under Assessment of Data Quality. Assessment and accountability have been a fundamental aspect of the Nevada Department of Education's approach to career and technical education programs. The reliability and validity of enrollment and performance data has been increased through the development of a Web-based data collection system (Nevada Occupational Reporting System) that allows data input operators to enter individual student, teacher, and course data directly into the OCTAE database. The program has been implemented at the secondary level and continues to be expanded and additional checks for accuracy of data coding implemented. In the 2007-2008 school year, the electronic data submission system will be expanded to allow larger districts to upload their data directly to the OCTAE database.

Further, given the importance of placement, further training, and the military as performance indicators for career and technical education programs, the Nevada Department of Employment, Training, and Rehabilitation has provided the Nevada Department of Education with data to address 3S1, 3P1, and 3P2. In addition, the Department of Defense and the Nevada System of Higher Education have shared information. These sources have substantially increased the reliability of data collected.

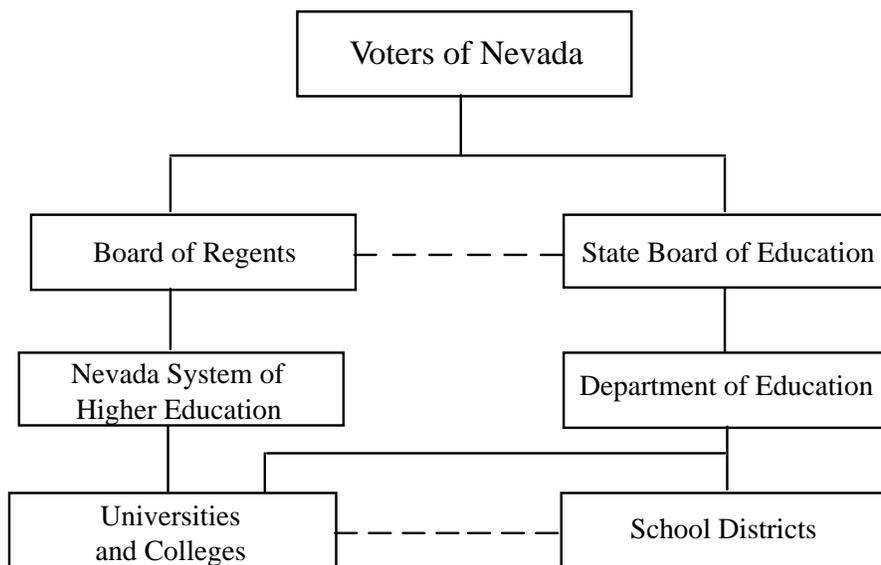
V. WORKFORCE INVESTMENT ACT (WIA) INCENTIVE GRANT AWARD RESULTS

Nevada received a WIA Incentive Grant Award for FY 2006-2007. Perkins III received one-third of the state's grant or \$255,996. A portion of these funds, \$55,000, was used to provide state leadership, technical assistance, and professional development for CTE educators. The balance of \$200,996 funded the twelve secondary and two postsecondary LEAs that passed their performance indicators. In addition to the statewide activities listed above, the following summarizes the local activities: professional development for CTE instructors, CTE instructional supplies, and equipment for program improvement.

Appendix A

Organizational Chart Showing Agency Relationships Pertaining to Career and Technical Education

Organizational Chart Showing Agency Relationships Pertaining to Career and Technical Education



The basic organizational chart above shows the overall relationships between the governing board for higher education (Board of Regents) and the governing board for elementary and secondary education (State Board of Education), and the relationship between colleges and school districts to support career and technical education. The Department of Education maintains a direct link to universities and colleges for the purpose of awarding and monitoring funds allocated by the Carl D. Perkins Act. The secondary-postsecondary split of funds was agreed upon by the Board of Regents and State Board of Education.

Role of the State Board of Education: Ultimate approval of the State Plan for the Carl D. Perkins Act of 2006 administered by the Department of Education.

Role of the Department of Education: Direct administrative oversight for all state and federal funding for career and technical education. Responsibilities include state leadership and technical assistance to encourage and support program improvement. The Department of Education maintains direct oversight of Perkins grants awarded to higher education.

School Districts (Secondary LEA's): Responsible for local CTE programs and management of all grant funds. Direct collaboration occurs with the Department of Education for grants administration and program improvement efforts.

Board of Regents: Serves as the governing board for higher education.

Nevada System of Higher Education: Includes the chancellor's office which provides administrative oversight and leadership for the higher education system. Direct collaboration occurs with the Department of Education concerning policies and procedures that impact postsecondary and secondary career and technical education.

Role of Universities and Colleges: Responsible for local CTE programs and management of all grant funds. Directly collaborate with school districts, especially for the purposes of Tech Prep.

APPENDIX B

SUMMARY OF ELIGIBLE AGENCY RECIPIENTS

**Carl D. Perkins Act
Eligible Agency Recipients**

Basic Grant - Secondary Education

Carson City School District
Churchill County School District
Clark County School District
Douglas County School District
Elko County School District
Eureka County School District
Humboldt County School District
Lander County School District
Lincoln County School District
Lyon County School District
Mineral County School District
Nye County School District
Pershing County School District
Storey County School District
Washoe County School District
White Pine County School District

Basic Grant - Postsecondary Education

College of Southern Nevada
Great Basin College
Truckee Meadows Community College
Western Nevada College

Tech Prep Grants (Consortia)

College of Southern Nevada
Great Basin College
Truckee Meadows Community College
Western Nevada College

Reserve Grant (Competitive)

Elko County School District
Lander County School District
Nye County School District
Pershing County School District

Nontraditional Training & Employment

College of Southern Nevada
Lincoln County School District
Nye County School District

Corrections

Nevada Youth Training Center (Elko Co.)
Lincoln County School District

APPENDIX C

APPLICATION FOR FUNDING

APPLICATION FOR FUNDING FISCAL YEAR 2007

**CARL D. PERKINS
VOCATIONAL AND APPLIED TECHNOLOGY
EDUCATION AMENDMENTS OF 1998**

**LOCAL FORMULA FUNDS
TITLE 1, PART A**

**Nevada Department of Education
Office of Career, Technical & Adult Education
700 East Fifth Street
Carson City, NV 89701
(775) 687-9100**

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CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1998

Local Formula Funds, Title I, Part A July 1, 2006 – June 30, 2007

I. Overview

A. Purpose of Funding

Each local educational agency that is eligible to receive local formula funds under Title I, Part A of the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 may submit only one application. The application must follow the format described in these guidelines and shall be written to cover the same time period as the Nevada State Plan. **The application must be received in the Department of Education on or before May 26, 2006 to be considered for funding.**

As stated in the Act, the purpose of this funding:

“is to develop more fully the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs by—

- (1) building on the efforts of States and localities to develop challenging academic standards;
- (2) promoting the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and postsecondary education for participating vocational and technical education students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve vocational and technical education, including tech-prep education; and
- (4) disseminating national research, and providing professional development and technical assistance, that will improve vocational and technical education programs, services, and activities.”

Vocational and technical education programs, hereinafter referred to as career and technical education programs, as recognized by the State Board of Education/State Board for Career and Technical Education, are those programs that include a **sequence of courses** that provide individuals with the academic and technical knowledge and skills to prepare for further education and for careers in current or

emerging employment sectors that do not require a baccalaureate, master's or doctoral degree. Such programs must include competency-based and applied learning that contributes to the student's development of academic knowledge and technical and occupational-specific skills.

The definition of an occupational student is a student who is enrolled in an exploratory, introductory, or occupational-specific course within an approved occupational education program area.

B. Eligible Recipients

Eligible recipients are local educational agencies that serve secondary students enrolled in career and technical education programs and have administrative control and responsibility for the direction of public elementary and secondary schools legally authorized to provide public education for grades K-12, or any other public agency having administrative responsibility for an career and technical education programs. In Nevada, the eligible recipients for the secondary portion of the local formula funds are the sixteen school districts that provide secondary career and technical education programs.

Eligible recipients also include postsecondary institutions that have administrative control and responsibility for the direction of public postsecondary education and are legally authorized to provide public education at the postsecondary level in Nevada. In Nevada, the eligible recipients for the postsecondary portion of the local formula funds are the four community colleges that provide postsecondary career and technical education programs.

C. Amount of Funding Available

Local Fund Allocations – Secondary Education Agencies

The amounts are based on 5-17 populations and poverty rates, and are subject to the receipt of funding from the Federal appropriations made for this Act. Secondary agencies receive 68% of the local funds, less the amount set aside for the reserve fund allocation.

[FY07 Basic Grant formula fund amounts for secondary education agencies will be available pending receipt of the allocation tables from the U.S. Department of Education. Please use the amounts listed in the separate allocation tables for budgeting purposes.]

Local Fund Allocations – Postsecondary Education Agencies

The amounts are based on the Pell Grant counts for FY06, as reported by the Nevada System for Higher Education. The amount allocated is 32% of the total local funds, less the amount set aside for the reserve fund allocation.

[FY07 Basic Grant formula fund amounts for secondary education agencies will be available pending receipt of the allocation tables from the U.S. Department of Education. Please use the amounts listed in the separate allocation tables for budgeting purposes.]

D. Performance Indicators

The State is required to establish a performance accountability system to assess the effectiveness of the State in achieving statewide progress in occupational education, and to optimize the return of investment of Federal funds in occupational education activities. The Nevada Department of Education will prepare and distribute reports summarizing the State's secondary and postsecondary performance on each of the core indicators. These reports include a district-by-district or college-by-college breakdown of performance on each of the indicators, and beginning with FY00, they will also include performance levels of special populations.

All eligible recipients will be required to report to the State regarding the performance indicators; consequently, an accountability system must be in place that supports the evaluation of the programs, services, and activities funded under this plan and which provides such information as is needed to clearly indicate progress in meeting the performance indicators. **All agencies who are receiving assistance from the Perkins Act of 1998 sign assurances in their grant application regarding evaluation and local program improvement plans. Future funding will be contingent on continuous program improvement and agencies will be required to implement improvement plans if performance indicators are not met.**

Application Directions:

1. **For each sub-indicator whereby the agency did not meet the state adjusted level of performance, please provide an improvement plan that identifies the strategies and activities to increase the percentage of students that meets the sub-indicator's goal.**

A summary of the performance indicators is provided below.

Student attainment of challenging State established academic and occupational skill proficiencies. [Sec. 113(b)(2)(A)(i)]

1S1. Secondary Academic Attainment

At least 88.53 percent of 12th grade occupational students who are enrolled in terminal courses will have passed all portions of the Nevada High School proficiency Examination by August 31 following the completion of the reporting school year.

1S2. Secondary Vocational and Technical Skill Attainment

At least 78.15 percent of occupational program completers will earn a B or higher in the final semester of their terminal courses(s).

1P1. Postsecondary Academic Attainment

At least 61.15 percent of students in the occupational cohort will have an overall grade point average at or above 3.0.

1P2. Postsecondary Vocational and Technical Skill Attainment

At least 72.46 percent of students in the occupational cohort will have a grade point average at or above 3.0 in their occupational courses.

Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential. [Sec. 113(b)(2)(A)(ii)]

2S1. Secondary Diploma

At least 88.23 percent of 12th grade occupational students who are enrolled in terminal courses will receive a standard high school diploma or an adjusted diploma by August 31 following the completion of the current reporting school year.

2S2. Secondary Diploma Credential

At least 80.13 percent of the high school graduates of terminal courses that received a standard, advanced or adjusted diploma will demonstrate at least 80 percent of the competencies of certificate skills.

2P1. Postsecondary Degree or Credential

At least 16.77 percent of students in the occupational cohort will attain a Certificate of Achievement or Applied Science Degree by the end of the fourth year following the cohort establishment.

Placement in, retention, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment. [Sec. 113(b)(2)(A)(iii)]

3S1. Secondary 6-Month Follow-Up

At least 95.00 percent of 12th grade occupational program completers who respond to the postgraduate follow-up survey will be placed in one of the following categories: advanced education or training on a postsecondary level including community colleges or four-year universities, trade or technical schools; employment of 20 or more hours per week; or military service.

3S2. Secondary 12-Month Follow-Up

This measure is not currently addressed in our data collection system.

3P1. Postsecondary 6-Month Follow-Up

At least 95.00 percent of occupational certificate and degree recipients who respond to the postgraduate follow-up survey will be placed in one of the following categories: further advanced education or training on a postsecondary level

including four-year universities, trade or technical schools; employment of 20 or more hours per week; or military service.

3P2. Postsecondary 12-Month Follow-Up

At least 85.00 percent of occupational certificate and degree recipients who responded to the postgraduate follow-up survey will remain placed in one of the following: Further advanced education or training on a postsecondary level including four-year universities, trade or technical schools; employment of 20 or more hours per week; or military service.

Student participation in and completion of career and technical education programs that lead to nontraditional training and employment. [Sec. 113(b)(2)(a)(iv)]

4S1. Participation in Secondary Programs Leading to Nontraditional Training and Employment

At least 23.00 percent of students in underrepresented gender groups will be enrolled in courses which have been identified as leading to nontraditional employment for that gender.

4S2. Completion of Secondary Programs Leading to Nontraditional Training and Employment

At least 21.22 percent of students in underrepresented gender groups will receive a D or higher in terminal courses which have been identified as leading to nontraditional employment for that gender.

4P1. Participation in Postsecondary Programs Leading to Nontraditional Training and Employment

At least 36.00 percent of students in underrepresented gender groups will be enrolled in programs which have been identified as leading to nontraditional employment for that gender.

4P2. Completion of Postsecondary Programs Leading to Nontraditional Training and Employment

At least 14.70 percent of students will attain a Certificate of Achievement or an Associate of Applied Science Degree in areas which have been identified as leading to nontraditional employment for that gender.

II. Submitting the Application

A. Application Package

1. **ONE** application must be submitted with a complete set of original signatures. All applications for secondary education must be signed by the school district superintendent or designee; applications for postsecondary education must be signed by the college president or designee. Faxed applications will not be accepted. **One original and two copies** of the signed application should be submitted. **NOTE: If the agency requires an original signed copy for their records, please send TWO original signed applications and one will be returned to the agency.**

2. The application must be submitted in the format provided in this application package. The cover page must be shown as the first page of the application.
3. Failure to follow the format and directions provided may result in the application not being accepted or in delay of review and approval.
4. Items requiring signature are:
 - Cover page**
 - Assurances**
 - Certification**
 - Budget Summary Forms**
 - State Requirements**
5. All required sections are **bolded**.
6. The application must be **single-sided, paginated, and stapled or clipped** in the upper left-hand corner. Pages must be **standard 8 1/2" x 11" paper**.

B. Mailing Address

Mail the original and copies to: Phyllis Dryden, Director
 Office of Career, Technical and Adult Education
 Nevada Department of Education
 700 East Fifth Street
 Carson City, NV 89701-5096

C. Application Deadline

The application must be received by **5:00 p.m. on May 26, 2006** to be eligible for funding.

D. Information

For additional information, contact the Office of Career, Technical and Adult Education team at the Nevada Department of Education at 775-687-9100 or fax 775-687-9114.

III. Application Narrative

A. Administrative Section

Background

There is a restriction on the amount of funds used for administrative purposes. No more than five percent (5%) of the total allocation received by an eligible agency may be used for administrative purposes. In most cases this will be the indirect costs identified on the budget summary.

Application Directions:

- a. **Cover page:** Use the required cover page as the first page of the application and include all requested information and signatures. Indicate whether the application is for a two-year or four-year period.
- b. **Assurances:** Use the required assurances pages and be certain the appropriate signatures are complete. Assurances will be a part of future monitoring and compliance accountability.
- c. **Certifications:** Complete the Certifications Regarding Lobbying; Debarment, Suspension and other Responsibility Matters; and Drug-Free Workplace Requirements.
- d. **State Requirements:** Complete the required forms as found in Appendix A- Technical Skills Committee Data Sheet and the Guidance and Counseling Data Sheet.
- e. **Budget:** Complete the budget summary and budget detail for the anticipated amount of the allocation for the agency. All proposed equipment must be itemized on the budget detail and include the proposed location(s) for the equipment items.
- f. **Budget Narrative:** Provide in narrative form a description of expenditures by budget category. For example: if funds are budgeted for supplies for a selected program, describe what the supplies are and how they will be used.
- g. **Staffing:** Describe the number of staff devoted to the project and their professional preparation. The subgrant recipient must identify the full-time equivalency (FTE) of each position supported with Carl Perkins funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives funded by the Carl Perkins Act will be accounted for (i.e., personnel activity report or time log).

If a salary is funded wholly by the Carl Perkins Act for one cost objective (i.e., program related activities), the recipient must provide assurance that written documentation, provided minimally on a semi-annual basis, is filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the subgrant from which the position is funded.

If a salary is funded wholly by the Carl Perkins Act for more than one cost objective (i.e., program-related activities and administration), describe how the time allocated for each cost objective funded by Carl Perkins Act will be accounted for (i.e., personnel activity report or time log).

B. System Overview

Background

The Office of Career, Technical and Adult Education of the Nevada Department of Education:

“endeavors to provide and support an integrated system of innovative and academically challenging occupational education instruction and programs in collaboration with comprehensive workforce development in schools, postsecondary institutions, and business and industry. The Office of Career, Technical and Adult Education supports challenging academic and occupational standards needed for productive employment in the State’s rapidly expanding high–skill, high–wage labor markets and recognizes the need for life-long learning and educational access for all students.” *(Office of Career, Technical and Adult Education team mission statement)*

It is essential that the efforts of occupational education in Nevada are consistent with and support the success of students in preparing for a diverse and globally-connected world. Recognizing that there are many educational reform efforts converging to adequately prepare our students, it is essential that the funds provided under this Act work in harmony with both local agency missions and goals as well as with other Federal and State initiatives related to education and workforce development.

Application Directions

- 1. Provide a description of how funding under this application will support the local agency’s mission and goals.** *(One page or less)*

2. Describe the ways in which funding under this application will further enhance other Federal or State initiatives. *(One page or less)*

3. Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations including alternative education, and other interested individuals are involved in the *development, implementation, and evaluation* of career and technical education programs assisted under this funding. Provide documentation such as letters of review from stakeholders, advisory groups, and directors of programs for special populations, including alternative education programs, where applicable. Include how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of the funding. *(One page or less)*

4. Provide an abstract that summarizes:
 - (a) the high-wage, high-skill occupational programs available through the agency;
 - (b) the primary area(s) of need for which funds under this application will be targeted

(Two pages or less)

C. Mandated Use of Funds for Program Improvement

Background

The State Plan requires that programs will develop, improve, and/or expand access to quality state-of-the-art technology in vocational and technical education. Any program selected for funding, must be of sufficient size and scope to meet the intent and purposes of the Act. To be of sufficient size and scope, the program must include professional development, constituent involvement, evaluation activities (including programmatic evaluation and student evaluation), the use of technical skill certificates, and, where applicable, emphasis on nontraditional training.

Application Directions

1. Each agency must identify the occupational programs for which funding is being requested through this application. For each selected occupational program area, the following must be provided:

- a. How did the agency determine that the program selected for funding meets the definition of high wage and high skill? (See Definitions, Appendix B)
- b. How does the selected program address local labor market needs and/or relate to an emerging occupation?
- c. How the selected occupational program will meet the following mandated activities. Use the matrix format in Appendix A to define the implementation plan to be used to accomplish each mandated activity including a timeline, and evaluation strategies. If a mandated activity has already been met for a selected program, provide sufficient information in the matrix to justify its accomplishment and state the source of funds, i.e., federal, state, and/or local.
- d. Complete Budget Forms.

Mandate 1: Strengthen the academic and occupational skills of students participating in occupational education programs by strengthening the components of such programs through the integration of academic standards into secondary occupational courses or similar academic proficiency in postsecondary courses and through a coherent sequence of courses that assures learning in core academic and occupational subjects;

Mandate 2: Provide students with experience in and understanding of all aspects of the industry;

Mandate 3: Develop, improve, or expand the use of state-of-the-art technology in the program; providing students with academic and occupational skills that lead to entry into the high technology and telecommunications field; and development of partnerships with high technology industries to offer voluntary internships and mentoring programs;

Mandate 4: Provide professional development for teachers, counselors, and/or administrators including, but not limited to:

- (a) training in state-of-the-art occupational education programs and techniques in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
- (b) internship/externship programs which provide business experience to teachers and other educational personnel who

work with occupational students to ensure that they stay current with all aspects of the industry;

(c) the use of and application of technology, including distance learning;

Mandate 5: Develop and implement evaluations of the occupational program(s) including an assessment of how the needs of students from special populations groups are being met;

Mandate 6: Initiate, improve, expand, and modernize quality occupational education programs;

Mandate 7: Provide services and activities that are of sufficient size, scope, and quality to be effective including technical skills committees and technical skill certificates, and that link, where applicable, secondary and postsecondary programs; and

Mandate 8: Link secondary and postsecondary occupational programs, including implementing tech-prep programs.

D. Strategies to Improve Enrollment in Programs Leading to Nontraditional Employment

Background

The state of Nevada will be held accountable for meeting a performance indicator related to student participation in and completion of programs that lead to nontraditional employment and training. A list of programs that are identified as leading to nontraditional training and employment is included in Appendix D.

While strategies related to individually selected programs may be included in the matrix under Appendix A, this section provides an opportunity to identify strategies and activities that impact a broader agency or district level.

Application Directions

Each applicant must submit a plan describing how the agency will increase the ratio of male and female students in programs that lead to nontraditional employment and training. It is recommended that the matrix format as shown in Appendix A be used to identify an implementation plan including timelines, evaluation strategies, and the source of funding used to carry-out the implementation plan. Complete Budget Forms.

E. Strategies to Enhance Access and Successful Completion of Special Populations Students

Background

All recipients are required to provide access to and support for special populations students who wish to participate in career and technical education programs. Data will be collected to demonstrate that special populations students are participating in and successfully completing programs. Emphasis should be given to provide support for those special populations students in identified programs and those that are considered high wage and high skill. Recommended strategies are described in Appendix D.

Application Directions

Each applicant must submit a plan describing the specific activities or strategies that will be adopted to overcome the barriers that are anticipated for special populations students. Strategies and activities should be designed to enable special populations students to meet the State-adjusted levels of performance. It is recommended that the strategies and activities be identified in a matrix format. Complete Budget Forms.

F. Permissive Use of Funds for Program Improvement (Optional Section)

Background

The following items have been identified in the Act as permissible uses of funds. There is no set ratio in the use of required and permissive funds. If funds are used for permissive activities that are related to a specific and selected program, those activities or services should be included in the matrix for that program. Funds used for permissive activities which are not specifically related to a selected program should be directly related to meeting the purposes of the Act or to meeting the performance indicators.

Application Directions

Using the matrix format for Mandated/Permissive Activities, provided in Appendix A, provide an implementation plan related to the use of funds for permissive activities. Complete Budget Forms.

NOTE: If the funds are being used for permissive activities that are specifically related to a selected occupational program, they may be included in the selected program matrix.

Permissive Use 1: Involve parents, businesses, and labor organizations in the design, implementation, and evaluation of career and technical education programs authorized under this Act, including establishing effective programs and procedures to enable informed and effective participation in such programs.

Permissive Use 2: Provide career guidance and academic counseling for students participating in career and technical education programs.

NOTE: Since career guidance and counseling is a mandated course of study in Nevada and is available to all students including those in career and technical education programs, funds utilized in the area of career guidance and counseling must be used to support activities that:

1. Are specifically designed to promote career options in high-wage, high-skill careers for all students including those who are underrepresented in those occupational areas;
2. Provide outreach to and involvement of parents (or significant family members) in providing career guidance;
3. Incorporate Nevada Career Guidance and Counseling Course of Study into classroom learning; or
4. Increase student success in meeting academic standards.

Permissive Use 3: Provide work-related experience, such as internships, cooperative education, service-learning, school-based enterprises, entrepreneurship, and job shadowing that are related to the career and technical education programs in which the student is enrolled.

Permissive Use 4: Provide programs for special populations students.

Permissive Use 5: Support local education and business partnerships.

Permissive Use 6: Assist career and technical student organizations.

Permissive Use 7: Provide mentoring and support services.

Permissive Use 8: Support leasing, purchasing, upgrading, and adapting equipment, including instructional aids.

Permissive Use 9: Provide teacher preparation programs that assist individuals who are interested in becoming career and technical education instructors, including individuals with experience in business and industry.

Permissive Use 10: Improve or develop new career and technical education courses.

Permissive Use 11: Provide support for family and consumer sciences programs.

Permissive Use 12: Provide career and technical education programs for adults and school dropouts to complete their secondary school education.

Permissive Use 13: Provide assistance to students who have participated in services and activities under this application in finding an appropriate job and continuing their education.

Permissive Use 14: Support nontraditional training and employment activities.

Permissive Use 15: Support other career and technical education activities that are consistent with the purposes of the State Plan, this Act, and the agency's mission.

G. Plan for Professional Development (Optional Section)

Background

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

Application Directions

Any applicant may include a professional development plan for vocational and technical, academic, guidance, and administrative personnel as appropriate to the improvement of occupational education programs. It is recommended that a matrix format, as shown in Professional Development Plan, (Appendix A), be used to identify an implementation plan, timeline, evaluation strategies,

and funding sources. The following elements should be considered in developing the plan for professional development:

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

Complete Budget Forms.

IV. Review and Approval Procedures

A. Application Review Procedures

The Application for Funding will be reviewed by the Office of Career, Technical and Adult Education and other staff in the Nevada Department of Education to assure compliance with State and Federal requirements, and to ensure that all information required by the Application for Funding is adequately addressed by the applicant.

B. Criteria for Application Review and Approval

The review process will ensure that a common criteria is based on the guidelines set forth in this Application for Funding and on the requirements of the Act and the State Plan. The Criteria for Application Review and Approval is provided in Appendix A.

C. Complaint and Appeal Procedures

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

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

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

APPENDIX A

Forms

**CARL D. PERKINS VOCATIONAL AND APPLIED
TECHNOLOGY EDUCATION AMENDMENTS OF 1998**

TITLE I, PART A LOCAL FORMULA FUNDS

APPLICATION COVER SHEET

**THIS APPLICATION IS SUBMITTED FOR PROGRAM YEAR
JULY 1, 2006 THROUGH JUNE 30, 2007**

Agency: _____

Application Director: _____

(Name, position and telephone number)

(Email address)

Fiscal Manager: _____

(Name, position and telephone number)

(Email address)

Monitoring Coordinator: _____

(Name, position and telephone number)

(Email address)

Evaluation Coordinator: _____

(Name, position and telephone number)

(Email address)

Occupational Reporting System Coordinator: _____

(Name, position and telephone number)

(Email address)

Advisory Technical _____

Skills Committee: _____ (Date)
(Signature of authorized representative)

**Application
Submitted By:** _____
_____ (Date)
(Signature of authorized representative)

ASSURANCES

General

1. Programs, services and activities included in this application will be operated in accordance with the provisions of P.L. 105-332, the Carl D. Perkins Vocational and Technical Education Act of 1998, as amended, and regulations pertaining thereto, the provisions of the Nevada State Plan for Occupational Education (July 1, 2000 to June 30, 2004) and any revisions approved thereafter, Department regulations, policies and procedures as promulgated by the State Board for Occupational Education and its staff, including submission of such reports as may be required for effective administration of programs.
2. The local educational agency will assure that no funds received under this Act may be used to provide occupational education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students.
3. The local educational agency will assure that no funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major.
4. The local educational agency will assure that no funds made available under this Act will be used to mandate that any individual participate in an occupational education program including an occupational education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
5. The local educational agency will assure that all funds made available under this Act will be used in accordance with this Act.
6. The local educational agency will assure that all funds made available under this Act shall not be used to provide funding under the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act.

Grants Management and Accountability

7. The local educational agency will assure compliance with the requirements of Title I and the provisions of the transition plan, including the provisions of a financial audit of funds received under this title which may be included as part of an audit of other Federal or Local educational agency programs.
8. The local educational agency will assure that none of the funds expended under Title I will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.

9. The local education agency will assure that maintenance of fiscal effort on either a per-student or aggregate expenditure basis is required.
10. Federal funds made available under the provisions of the Nevada State Plan for Occupational Education will be used to supplement, and to the extent practicable, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in PL 105-332, as amended, and in no case supplant such state or local funds.
11. The local education agency will assure that funds made available under this Act for occupational education activities will supplement, and shall not supplant, non-Federal funds expended to carry out occupational education activities and tech-prep activities.
12. Funds will be used as stipulated in the Nevada State Plan for Occupational Education and supporting documents for expenditures will be maintained for audit. Funds will not be commingled with other state and local funds and will be accounted for in a manner which will prevent loss of their identity as funds supporting specific occupational goals.
13. Effective and separate accounting procedures of the recipient will be employed to assure that funds from federal sources will not be commingled with state or local funds, but will be separately identified as expenditures of federal funds.
14. Fiscal control and funds accounting procedures shall be established as deemed necessary to assure proper disbursement of and accounting for federal and state funds paid to a recipient for programs and projects.
15. The fiscal and statistical records are subject to and upon request will be made available for audit by the federal government and the State of Nevada to determine whether the recipient has properly accounted for funds expended for occupational education and services.
16. Records will be kept which fully disclose the amount and disposition of federal and state funds allocated, as well as the total expenditures of funds for occupational education programs and services supplied by funds from other sources.
17. The local education agency will assure that no funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one local educational agency to another local educational agency if such relocation will result in a reduction in the number of jobs available in the local educational agency where the business enterprise is located before such incentives or inducements are offered.

Personnel

18. School district occupational instructors, counselors, supervisors, and other professional personnel involved in occupational education who participate in projects funded under P.L. 105-332 will be licensed in accordance with current Rules and Regulations established by the Commission on Professional Standards in Education.

Data Management

19. All eligible recipients participating in funds available under the provision of P.L. 105-332, as amended, will participate in, maintain, and utilize a performance accountability system in the reporting of all occupational programs in the Nevada Occupational Reporting System (ORS); provide data required for reporting the performance measures designated by the State's performance indicators; and assure that staff involved in the accountability system receive the training necessary to maintain a quality system.

20. All eligible recipients will provide sufficient information to the State to enable the State to comply with the requirements of allocating funds to area vocational schools and intermediate educational agencies.

Evaluation

21. Participating agencies will cooperate with and implement the performance indicators and levels of performance developed by the State Accountability Task Force and accepted by the Department of Education.
22. An assurance that the applicant will comply with reporting procedures required by the Nevada Department of Education, which will assess the progress of its occupational education programs and will include a review of outcomes related to the approved performance indicators.
23. An assurance that the evaluation and review of programs will include the full participation of representatives of individuals who are members of special populations. This review shall be used to identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to occupational education programs or success in such programs for individuals who are members of special populations and to evaluate the progress of individuals who are members of special populations in occupational education programs assisted under this Act.
24. An assurance that the eligible recipient will comply with the Department of Education's requirements for State monitoring.

Local Program Improvement Plan

25. An assurance that if the applicant determines they are not making substantial progress in meeting the standards and measures approved by the State Board, the recipient of funds will develop a plan, in consultation with teachers, parents, and students concerned, for program improvement for the succeeding school year. The plan will describe how the recipient will identify and modify programs and will include a description of occupational education and career development strategies designed to achieve progress to improve the effectiveness of the programs conducted with assistance under this Act, and will, if necessary, develop a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

Coordination

26. An assurance that the requirements of this Act relating to individuals who are members of special populations will be carried out under the general supervision of individuals at the Department of Education who are responsible for students who are members of special populations and will meet education standards of the State Board. With respect to students with handicaps, the supervision carried out shall be consistent with, and in conjunction with, supervision described under section 612(6) of the Individuals with Disabilities Education Act (IDEA).
27. The local educational agency will assure that funds made available under this Act may be used to pay for the costs of occupational 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 occupational education.
28. The local educational agency will assure that the portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection [Section 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.

Special Needs--Equity--Civil Rights Provisions

29. Occupational education programs/services covered by this application shall be in compliance with Title IX (Non-discrimination on the basis of sex) of the Education Amendments of 1972.
30. Occupational education programs/services covered by this application shall be in compliance with Title VI and VII of the Civil Rights Act of 1964 as amended by the Equal Opportunity Act of 1972 and the Civil Rights Restoration Act of 1988, and the Methods of Administration for Civil Rights as required under 34 Code of Federal regulations regarding Part 100, Appendix B.
31. Program/services for disabled persons enrolled in occupational education covered by this application shall be in compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504, of the Rehabilitation Act of 1973.
32. Occupational education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with section 612(5)(B) of the IDEA and will, whenever appropriate, be included as a component of the individualized education program developed under section 614(a)(5) of the same Act.
33. Students with disabilities who have individualized education programs developed under section 614(a)(5) of the IDEA shall, with respect to occupational education programs, be afforded the rights and protections guaranteed such students under section 612, 614, and 615 of the same Act.
34. Students with disabilities who do not have individualized education programs developed under section 614(a)(5) of the IDEA or who are not eligible to have such programs shall, with respect to occupational education programs, be afforded the rights and protections guaranteed such students under section 504 of the Rehabilitation Act of 1973 and, for the purpose of this Act, such rights and protections shall include making occupational education programs readily accessible to eligible individuals with disabilities through the provision of services described in number 13, above.
35. To the extent that occupational education is available to all students within a school district or postsecondary institution, training and occupational education activities will be provided to men and women who desire to enter occupations that are not traditionally associated with their sex.
36. An assurance to assist students who are members of special populations to enter occupational education programs, and with respect to students with disabilities, assist in fulfilling the transitional service requirements of section 620 of the IDEA.
37. An assurance to assess the special needs of students participating in projects receiving assistance under the Basic Grant with respect to their successful completion of the occupational education program in the most integrated setting possible.
38. Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of special services.
39. Provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.
40. An assurance that occupational programs will be provided that: encourage students through counseling to pursue coherent sequences of the course; assist special population students to succeed through supportive services such as counseling, English-language instruction, child care, and special aids; and are of a size, scope, and quality as to bring about improvement in the quality of education offered by the school.

Parent/Student Involvement and Appeal

41. An expedited appeals procedure is established by which parents, students, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of programs under this Act affecting their interests; and technical assistance will be designed and provided to ensure that such individuals are given access to the information needed to use these procedures and will be notified regarding the procedure regarding complaints/appeals upon request.

State Requirements

42. The provision for Technical Skills/Advisory Committees, Tech-Prep Committees, Articulation, Rural Participation, and Career and Occupational Guidance and Counseling, described in the State Plan for Occupational Education will be fully implemented, as required.

(Printed Name and Title of Authorized Representative)

(Signature)

(Date)

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

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

1. LOBBYING

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

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

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

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

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

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

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

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

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

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

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

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

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

(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 3124, 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)

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

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

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

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

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

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

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

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

Instructions for Certification

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

Certification

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

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

**Technical Skills Committee
Data Sheet**

District or Postsecondary Institution: _____

For each occupational program for which there is a technical skills committee:

- a. Identify the name of the occupational program;
- b. The technical skills committee coordinator (person responsible for convening the Technical Skills Committee);
- c. The number of members on the TSC; and
- d. The number of members who represent diverse populations or minority-owned businesses.

Approval: _____
(Signature of District Superintendent or College President or Designee)

Guidance and Counseling Program

Data Sheet

(For secondary agencies only)

In Chapter 389 of the Nevada Administrative Code, Career and Occupational Guidance is identified as a required course of study for students in high school and middle school. In NAC 389.392 the course of study for middle school students is identified and in NAC 389.512 the course of study for high school students is identified.

Describe below the manner in which the above requirements are implemented in your district:

Location of District-approved Career and Occupational Guidance Plan:

Name and title of agency person responsible for Career and Occupational Guidance:

District Approval _____
(Signature of District Superintendent or Designee)

NEVADA DEPARTMENT OF EDUCATION

Budget/ Expenditure Summary

Agency _____

Project Number _____

Name _____ Project _____ Year _____

Fiscal _____

Check One: Budget

Amendment

Number

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100 & 200	Salaries & Benefits			
300	Purchased Professional Services			
400	Purchased Property Services			
500	580 Staff Travel			
	Other			
	Other Purchased Services (Total)			
600	610 General Supplies			
	640 Books and Periodicals			
	650 Audio Visual Materials			
	660 Instructional Kits			
	670 Software			
	680 Items of Value			
	Other			
	Supplies (Total)			
800	810 Dues and Fees			
	Other			
	Other Objects (Total)			
Subtotal 100 - 600 & 800				
Indirect Costs Rate*: _____ %				
700	730 Equipment			
	Other			
	Property (Total)			
TOTAL				

* An indirect costs rate must be approved by the Department of Education before the subgrantee may budget for and charge to the grant.

Signature: _____

Authorized Signature

Date

DEPARTMENT USE ONLY	
_____	_____
Initial	Date Approved

06/00

Budget Detail / Supplemental Schedules

Agency _____

Project Name _____

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
OBJECT CODE	TITLE OF POSITION/ PURPOSE OF ITEM	PROJECT TIME (FTE)	QUANTITY	SALA OR

*If additional space is needed, duplicate this page and number the additional pages. All items must be explained in specific terms. All items must be named necessary to the operation of the program.

Matrix

MANDATED/PERMISSIVE ACTIVITIES MATRIX

Name of Selected Program: _____

Amount of Perkins Funding: _____

	Activities	Timeline	Evaluation Strategies	Support for Performance Indicator	Funding Source
	Mandate 1: Strengthen the academic and occupational skills of students participating in occupational education programs by strengthening the components of such programs through the integration of academic standards into secondary occupational courses or similar academic proficiency in postsecondary courses and through a coherent sequence of courses that assures learning in core academic and occupational subjects.				
	Mandate 2: Provide students with experience in and understanding of all aspects of the industry.				
	Mandate 3: Develop, improve, or expand the use of state-of-the-art technology in the program; providing students with academic and occupational skills that lead to entry into the high technology and telecommunications field; and development of partnerships with high technology industries to offer voluntary internships and mentoring programs.				
	Mandate 4: Provide professional development for teachers, counselors, and/or administrators including, but not limited to: (a) training in state-of-the-art occupational education programs and techniques in effective teaching skills based on research, and in effective practices to improve parental and community involvement; (b) internship; externship programs				

<p>which provide business experience to teachers and other educational personnel who work with occupational students to ensure that they stay current with all aspects of the industry;</p> <p>(c) the use of and application of technology, including distance learning.</p>					
<p>Mandate 5: Develop and implement evaluations of the occupational program(s) including an assessment of how the needs of students from special populations groups are being met.</p>					
<p>Mandate 6: Initiate, improve, expand, and modernize quality occupational education programs.</p>					
<p>Mandate 7: Provide services and activities that are of sufficient size, scope, and quality to be effective including technical skills committees and technical skill certificates, and that link, where applicable, secondary and postsecondary programs.</p>					
<p>Mandate 8: Link secondary and postsecondary occupational programs, including implementing tech-prep programs.</p>					
<p>[Insert permissive uses of funds here if they are directly related to this specific program improvement area; if not, use a separate matrix for permissive uses of funds.]</p>					

**CRITERIA FOR REVIEW OF APPLICATIONS
LOCAL FUNDS
CARL D. PERKINS VOCATIONAL AND APPLIED
TECHNOLOGY EDUCATION AMENDMENTS OF 1998
TITLE I**

Agency Name: _____

PART I. APPLICATION – SUBMISSION AND ADMINISTRATIVE REQUIREMENTS

	YES	NO
1. Are all lines on the cover page completed to include a signature and date by the agency's authorized representative?	_____	_____
2. Are Assurances signed?	_____	_____
3. Are Certifications signed?	_____	_____
4. Are State Requirements Data Sheets complete?	_____	_____
5. Is there a Budget Summary Form and Budget Detail Form? The Budget Summary Form must be signed and dated by an authorized representative of the agency.	_____	_____
6. Was the application received by the deadline?	_____	_____
7. Were three copies submitted—one original and two copies?	_____	_____
8. Is there a budget expenditure detail that identifies sufficient resource allocations for each selected program? Are required budget pages completed and signed?	_____	_____
9. Does the budget narrative give a brief description of expenditures in each category?	_____	_____

PART II. APPLICATION CONTENT AND FORMAT: PROGRAMMATIC REQUIREMENTS

YES NO

1. Support for local agency's mission: Is the description clear and adequate? _____
2. Enhancement of other Federal or State initiatives: Is the description clear and adequate? _____
3. Involvement: Is there evidence of appropriate representation and involvement of all named groups? Is their involvement a part of the ongoing evaluation of the overall occupational education program?
Is documentation provided? _____
4. Is there a list of the high-wage, high-skill programs? Are the primary needs identified and does it make sense given the agency and district? _____
5. Is there a clear description of how the agency identified and determined the selected programs including a rationale for how the program meets high-wage, high-skill, or emerging occupation/labor market need. _____
6. Is there a clear description of how students will be provided with experience in and understanding of all aspects of the industry? _____
7. Is it clear from the program description how the programs will develop, improve, and/or expand access to quality state-of-the-art technology in occupational programs through the mandated uses of funds? (mandated) _____
8. Is it clear that the eligible recipient has the capacity to provide the information required for the performance indicators? (See mandate 7 and matrix) _____
9. Is it clear from the funded program description how teachers, counselors, and/or administrators will be provided professional development? _____

10. Does the plan include a description of how quality occupational programs will be initiated, improved, expanded and/or modernized? _____
11. Does the plan include a description of services and activities that are of sufficient size, scope and quality to be effective including technical skills committees and technical skill certificates, and that link, where applicable, secondary and postsecondary programs? _____
12. Is there a Budget Summary and Budget Detail for each selected program area? _____
13. Is there a plan describing strategies for improving the enrollment in programs leading to nontraditional employment and training? Are there appropriate resource allocations to meet the identified strategies? _____
14. Is there a plan describing how the needs of special populations will be identified and met? Are there appropriate resource allocations to meet the identified plan components? _____
15. If activities related to the permissive uses of funds are described, is there a clear relationship to the purposes of the Act and/or reaching the performance indicators? Are the budgeted items directly related to the activities described? (optional) _____
16. Is there a plan for professional development to carry out the objectives of the funding? Are there appropriate resource allocations to meet the objectives of the plan? (optional) _____
17. Are there appropriate evaluation strategies identified for each component of the application? _____
18. Is there an improvement plan for sub-indicators not met during the previous funding year? _____

COMMENTS:

REVIEWER: _____

Recommended funding amount for this application

APPENDIX B

Definitions

DEFINITIONS

1. **ADMINISTRATION-** Activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under the Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.
2. **ALL ASPECTS OF AN INDUSTRY-** Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.
3. **AREA VOCATIONAL AND TECHNICAL EDUCATION SCHOOL-**
 - a. A specialized public secondary school used exclusively or principally for the provision of vocational and technical education to individuals who are available for study in preparation for entering the labor market;
 - b. The department of public secondary school exclusively or principally used for providing vocational and technical education in not fewer than five different occupational fields to individuals who are available for study in preparation for entering the labor market;
 - c. A public or nonprofit technical institution or vocational and technical education school used exclusively or principally for the provision of vocational and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits as regular students both individuals who have completed secondary school and individuals who have left secondary school; or
 - d. The department or division of an institution of higher education that operates under the policies of the eligible agency and that provides vocational and technical education in not fewer than five different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits as regular students both individuals who have completed secondary school and individuals who have left secondary school.
4. **CAREER AND TECHNICAL STUDENT ORGANIZATION-** An organization for individuals enrolled in a vocational and technical education program that engages in vocational and technical activities as an integral part of the instructional program. Such organizations may have state and national units that aggregate the work and purposes of instruction in vocational and technical education at the local level.
5. **CAREER GUIDANCE AND ACADEMIC COUNSELING-** Providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options.
6. **CHARTER SCHOOL-** The meaning in section 10306 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8066).
7. **COOPERATIVE EDUCATION-** A method of instruction of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required academic courses and related vocational and technical

education instruction, by alternation of study in school with a job in any occupational field, which alternation shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual, and may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

8. **DISPLACED HOMEMAKER-** An individual who:
 - a. Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title; and
 - b. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
9. **EDUCATIONAL SERVICE AGENCY-** The term “educational service agency” has meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965.
10. **ELIGIBLE AGENCY-** The term “eligible agency” means a State board designated or created consistent with State law as the sole State agency responsible for the administration of vocational and technical education or for supervision of the administration of vocational and technical education in the State.
11. **ELIGIBLE INSTITUTION-:**
 - a. An institution of higher education;
 - b. A local educational agency providing education at the postsecondary level;
 - c. An area vocational and technical education school providing education at the postsecondary level;
 - d. A postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or the Act of April 16, 1934 (48 Stat.596.25 U.S.C. 452 et seq.);
 - e. An educational service agency; or
 - f. A consortium of two or more of the entities described in subparagraphs “a” through “e.”
12. **ELIGIBLE RECIPIENT-**
 - a. A local educational agency, an area vocational and technical education school, an educational service agency, or a consortium eligible to receive assistance under section 131; or
 - b. An eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.
13. **HIGH WAGE –** An occupational field with an average wage of \$15.17 per hour or more.

14. HIGH SKILL – Occupational field that leads to:
- a. Certificate of Completion or Associate Degree;
 - b. An apprenticeship; or
 - c. State license or certification.
15. INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY- Secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and:
- a. Whose native language is other than English; or
 - b. Who lives in a family or community environment in which a language other than English is the dominant language.
16. INDIVIDUAL WITH A DISABILITY- A person with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).
- INDIVIDUALS WITH DISABILITIES- More than one individual with a disability.
17. INSTITUTION OF HIGHER EDUCATION- The meaning given in section 101 of the Higher Education Act of 1965.
18. LOCAL EDUCATIONAL AGENCY- The meaning given in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).
19. NONTRADITIONAL TRAINING AND EMPLOYMENT- Occupations or fields of work, including careers in computer science, technology, and other emerging high– skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.
20. OCCUPATIONAL EDUCATION STUDENT- A student, grade 9-14, who is enrolled in an exploratory, introductory, or occupational specific course, within an approved occupational education program area.
21. POSTSECONDARY EDUCATIONAL INSTITUTION-
- a. An institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor’s degree;
 - b. A tribally controlled college or university; or
 - c. A nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.
22. SCHOOL DROPOUT- an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

23. SECONDARY SCHOOL- The meaning in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

24. SPECIAL POPULATIONS-

- a. Individuals with disabilities;
- b. Individuals from economically disadvantaged families, including foster children;
- c. Individuals preparing for nontraditional training and employment;
- d. Single parents, including single pregnant women;
- e. Displaced homemakers; and
- f. Individuals with other barriers to educational achievement, including individuals with limited English proficiency. [Section 3 (23)]

25. SUPPORT SERVICES- Services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

26. TECH-PREP PROGRAM-

- a. Combines at least two years of secondary education (as determined under State law) and two years of postsecondary education in a nonduplicative sequential course of study;
- b. Strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical, instruction;
- c. Provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics;
- d. Builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and
- e. Leads to an associate degree or a certificate in a specific career field, and to high-skill, high-wage employment, or further education.

27. VOCATIONAL AND TECHNICAL EDUCATION- Organized activities that:

- a. Offer a sequence of courses that provide individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors; and
- b. Include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning, problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.

APPENDIX C

State Requirements

State Board Requirements

In addition to the requirements imposed by the regulations of the Act, the State Board will require all applicants to provide assurances to the following:

(a) Technical Skills Committees

Effective September 1, 1992, Nevada implemented guidelines for the establishment of technical skills committees. (NAC 389.810) As such, any agency funded from this Act must be in compliance with this statute.

(b) Tech–Prep Committee

School district and community college applicants located in communities where a central community college is established are required to establish a Tech–Prep committee to assist both the school district and the community college.

The Tech–Prep Committee will advise on policy matters in occupational programs where employment demands are not being met. The Tech–Prep committee will recommend programs needing expansion, improvement, and modernization. The Committee will recommend mechanisms to establish shared instruction, facilities, equipment and placement among business, industry, education and, where appropriate, will provide linkage with local Nevada State Apprenticeship Council and Bureau of Apprenticeship Training approved apprenticeship training programs. The Committee will also provide leadership to the establishment and expansion of cooperative occupational education work–experience stations.

The Committee will be responsible for advising the respective members of the consortium on the development and operation of a Tech–Prep education program that encompasses at least the 2 years of secondary school preceding graduation, 2 years of higher education and/or an apprenticeship program of at least 2 years, either of which would follow secondary instruction and will provide for effective employment placement activities and transfer of students to the 4-year baccalaureate degree programs. The committee will be comprised of persons representative of the Private Industry Council, business, labor and management, and representatives of local technical skills committees. All related occupational education programs will be addressed by the Committee. Those programs which link secondary and postsecondary (associate degree) that offer employment placement and/or transfer to 4-year baccalaureate programs in related fields serving science, engineering, health, and medicine will be given a priority.

(c) Waiver

The requirements for the establishment of technical skills committee(s) and the Tech–Prep Committee is waived for those school districts and/or community colleges established in counties of less than 20,000 general population. These recipients shall receive assistance from the State Committee(s) for Technical Skills or a related technical skills committee of another agency for the purposes included above in lieu of establishing their own technical skills committee(s) or Tech–Prep Committee.

(d) Articulation

Establish policies, procedures and instructional plans that will implement articulation or linkage between each related occupational education program provided by the participating school district and community college.

(e) Rural Participation

Establish procedures to invite participation of Nevada rural school districts, when appropriate, in the developmental phase and/or in-service training components of each project supported with Carl D. Perkins Vocational and Applied Technology Amendment of 1998 funds.

(g) Career and Occupational Guidance and Counseling

Effective September 1, 1992, Nevada has implemented a requirement for a course of study for career guidance and counseling in every district in the state. This course of study is outlined in NAC 389.51 (high school) and 389.39 (middle school). As such, any agency (K-12) funded from this Act must be in compliance with that statute.

Postsecondary Applicants Only

While there is no requirement for career guidance and counseling at the postsecondary level, it is recommended that each eligible agency provide the following components of a career guidance and counseling program.

- (1) Tech–Prep program promotion, staff training and materials to be delivered to secondary schools grades 7 – 12;
- (2) Career assessment, guidance and education planning models and programs to serve students who are vocational-technical students;
- (3) Access to instruction for use of the Nevada Career Information System (CIS);
- (4) Articulation [policies] with local secondary school comprehensive guidance programs;
- (5) Information to students with special needs about career opportunities;
- (6) Establishment of networks, agreements and relationships with business and industry to facilitate adult school-to-work transitions;
- (7) Information to students with special needs regarding high–skill, high–wage career opportunities;
- (8) Information concerning the benefits of nontraditional careers for women and men;
- (9) Establishment of a Career Resource Center;
- (10) Promotion of occupational education to students, business and industry and the community at large;
- (11) Placement services and activities for students who have successfully completed occupational education programs;
- (12) Programs to assist students with financial aid applications; and
- (13) Evaluation of the effectiveness of career and occupational guidance and counseling programs.

APPENDIX D

Occupational Education Programs Information

Nevada's High Wage High Skill Occupations

(This information was derived from the report *2004 Nevada Statewide Demand Occupations, Employment, Projections* as provided by DETR.)

Four Criteria were used in the creation of this table: (1) Occupations having the most openings; (2) Occupations paying \$15.32 per hour or above; (3) Occupations served by CTE programs; and (4) Occupations requiring education up to and including an associate degree.

Occupations Requiring an Associate Degree or Postsecondary Vocational Training	2004 Employment	Average Annual Openings 2000 - 2010	Average Annual Growth Rate 2000 - 2010	Average Annual Wages
Registered Nurses	12,904	676	3.8%	\$53,417
Gaming Supervisors	10,286	585	3.5%	\$40,690
Supervisor of Construction & Extraction Workers	9,979	499	3.2%	\$51,277
Automotive Ser. Tech. And Mechanics	6,320	379	4.5%	\$34,448
Computer Support Specialists	4,851	364	9.4%	\$32,245
Legal Secretaries	2,566	121	3.5%	\$36,983
Licensed Practical and licensed Vocational Nurses	2,408	117	2.7%	\$35,938
Bus and Truck Mechanics and Diesel Specialist	1,930	111	3.9%	\$39,461
Welders Cutters Solderers and Brazers	1,713	108	4.3%	\$31,671
Supervisor of Landscaping & Groundskeepers	1,818	67	3.6	\$33,475

Occupations Requiring Long-Term and Moderate Preparation	2004 Employment	Average Annual Openings 2000 - 2010	Average Annual Growth Rate 2000 - 2010	Average Annual Wages
Carpenters	18,115	871	3.7%	\$42,382
Supervisor of Retail Sales Workers	16,500	763	3.7%	\$33,200
Truck Drivers Heavy and Tractor Trailer	12,044	570	3.9%	\$34,131
Maintenance and Repair Workers General	12,667	518	3.2%	\$33,866
Sales Reps. Wholesale & Manufacturing Non-tech	9,680	501	2.9%	\$45,078
Executive Secretaries and Administrative Assistants	11,133	496	3.2%	\$33,285
Electricians	7,797	400	3.9%	\$47,509
Plumbers, Pipefitters and Steamfitters	4,570	193	3.0%	\$41,652
Brickmasons and Blockmasons	3,822	192	3.7%	\$37,640
HVAC Mechanics and Installers	2,527	120	4.4%	\$36,310

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DATE: March 30, 2006
TO: Secondary and Postsecondary Accountability Personnel
FROM: Garry Wyatt and Deborah Wells
SUBJECT: Updated Table of Non-Traditional Subject Areas

The following is an updated table of secondary and postsecondary Classifications of Instructional Programs (CIP) assignments for programs leading to non-traditional training and employment.

Subject Area	CIP Code	Course Prefix	Nontraditional
Agriculture Mechanizations, Gen	01.02	AG, RWF	Female
Ornamental Horticulture Greenhouse Operator/Management Landscaping Operator/Management Horticulture Technology	01.06	OH	Female
Animal Health	01.0903	ASC, AH	Male
Nat Resources/Law Enforcement/Protective Serv.	03.02	ERS, ENV, ERT, ESH, ENS	Female
Architecture Architecture – Building Science Architecture Design	04.02	AAD, AAE	Female
Architecture – Urban Planning	04.03	AAP	Female
Architecture – Environmental Design	04.04	AAD, AAE	Female
Architecture – Interior Design	04.05	AAI	Female
Architecture – Landscape Design	04.06	AAL	Female

Communications	09.00	COS	Female
Journalism Broadcast Journalism	09.04	JOUR, COM	Female
Radio/Television/Digital Communication	09.07	COM	Female
Communications Technologies/Technician	10.00	COM	Female
Radio/Television Broadcasting Technology/Tech	10.02	COM	Female
Computer/Information Sciences/Support Serv.	11.	CIT, CIS, CS, CSC, CA	Female
Cosmetology/Cosmetologist	12.0401	COS, MSG, REF	Male
Counselor Ed./School Counseling/Guidance Serv.	13.1101	CEP	Male
Elementary Education/Teaching	13.1202	ICE	Male
Early Childhood Education/Teaching	13.1210	ECE	Male
Engineering	14.	BME, CHE, CE, CEG, CEM, CMPE, ECG, EE, EEG, EGG, ENGR	Female
Engineering Technologies/Technicians	15.	ET, OSH, EIT, ME, SOL, EIM, GIS, MET	Female
Child Care Provider/Assistant	19.0709	HFS, HMS, CD	Male
Apparel/Textile Manufacture	19.0902	HEC	Male
Home Furnishings/Equipment Installers	19.0605	HEC	Male
Custodian/Caretaker	19.0799		Female
Aircraft Pilot (Private)	36.0119	AV	Female
Security/Protective Services/Fire Protection	43.	CJ, CRJ, FS, WF, CEMG	Female
Construction Trades	46.	BRL, BI, BIC,	Female

		CPT, CONS, ELEC, ELM, FLCV, PTD, PPF, TLS, ABS, APP, BT, CT, CTC, CTO, OPE, OPME, PLCM	
Mechanics/Repairer Technologies/Technicians	47.	AERO, AV, AUTO, ATEC, DM, DTEC, ECT, AC, RS, RAC, IMSA, IMT, IT MT, TA	Female
Precision Production	48.	ADT, CADD, DFT, IRW, MTT, MTTA, CSVW, SMTL, MTL, WOOD	Female
Transportation/Materials Moving	49.	OE, TMST	Female
Health Professions/Related Clinical Sciences	51.16	NUR, NURS, PN	Male
Business Administration/Management, Gen.	52.0201	BADM, MBA	Male

Special Populations

The Carl D. Perkins Vocational and Technical Education Act Amendments of 1998 identify several special populations groups. The members of these groups are to be held to the same state-adjusted levels of performance as other students and must be assured equal access and nondiscrimination. All local educational agencies that receive funds under this Act must identify strategies that will be utilized to ensure access and full participation in occupational programs that lead to high-wage, high-skill careers.

The Nevada Department of Education has identified barriers that are frequently encountered by each of the special populations groups. Suggested strategies are also identified for use of local agencies in developing their plans for serving such groups. The identified strategies are recommendations only and should not be construed to limit, in any way, other strategies that may be helpful in a given agency.

<i>Special Populations Group</i>	Anticipated Barriers	Recommended Strategies
Individuals with Disabilities	<ol style="list-style-type: none"> 1) Physical access or space requirements 2) Physical impairments such as hearing/sight/movement/speech 3) Emotional appropriateness 4) Social appropriateness and acceptance 5) Safety concerns 6) Limited perceptions of occupational choices and opportunities 7) Low expectations by teachers or other professionals 8) Slower or different cognitive functioning 	<ol style="list-style-type: none"> 1) Modifications, compliance with ADA, special equipment, special transportation 2) Modified curriculum, special adaptive equipment 3) Classroom aides or volunteers Awareness and sensitivity training 4) Classroom aides or volunteers Behavioral management and training Awareness and sensitivity training 5) Classroom aides or volunteers 6) Use of role models and career guidance activities, teacher and counselor training, parent awareness 7) Professional development 8) Extended time for learning, varied teaching methodology, flexibility

Special Populations Group (continued)	Anticipated Barriers (continued)	Recommended Strategies (continued)
Individuals from Economically Disadvantaged Families or Foster Children	<ol style="list-style-type: none"> 1) Financial constraints for additional fees, transportation, supplies, child care, etc. 2) Different values and experiences based on limited financial resources which negatively impact school-appropriate behavior 3) Limited exposure to or experience with developmental activities necessary for occupational program 4) Lack of appropriate parental role models 5) Need to work to provide financial support 	<ol style="list-style-type: none"> 1) Provision for scholarships or subsidized aid, transportation vouchers, child care assistance 2) Teacher training in strategies for economically disadvantaged students 3) Preparatory programs to remediate deficiencies; provide access to computer labs and internet resources 4) Provide mentors and/or role models 5) Paid internships
Individuals Preparing for Nontraditional Training and Employment	<ol style="list-style-type: none"> 1) Attitudes of family, friends, and educational personnel 2) Fear of sexual harassment 3) Lack of background necessary for nontraditional areas 4) Hostile learning and working environments 	<ol style="list-style-type: none"> 1) Training for educators in creating inclusive and inviting environments, information to family and significant others 2) Training in coping skills and reporting procedures, training for educators and job sites regarding legal issues of sexual harassment 3) Special preparatory classes in areas such as spatial relations, physical strength training, technology and tools 4) Training for educators and work-site personnel in specific strategies, policies to promote fairness and equity for students, use of curriculum materials that incorporate nontraditional role models and examples, provide support groups, nontraditional mentors and role models

Special Populations Group (continued)	Anticipated Barriers (continued)	Recommended Strategies (continued)
Single Parents Including Single Pregnant Women	<ol style="list-style-type: none"> 1) Attendance difficulties 2) Need to work to earn money 3) Deficits in background learning or readiness for occupational programs 4) Domestic violence and legal problems 5) Child care, transportation, prenatal needs, clothing 6) Low expectations and negative social reactions 	<ol style="list-style-type: none"> 1) Policies that provide flexibility 2) Paid internships or work experience 3) Preparatory programs to remediate deficiencies 4) Support services; referral to community agencies 5) Provide child care services or vouchers, referral to community agencies for services 6) Teacher/counselor training, role models and mentors
Displaced Homemakers	<ol style="list-style-type: none"> 1) Lack of confidence regarding abilities in education or work world 2) Need to work to earn money while in school 3) Deficits in background learning or readiness for occupational programs 4) Domestic violence and legal problems 5) Balancing work, school, and family issues: child care, transportation, clothing 	<ol style="list-style-type: none"> 1) Services, role models, mentoring, special preparatory classes, career exploration, support groups 2) Paid internships or work experience, assistance qualifying for financial aid, work-study programs 3) Preparatory programs to remediate deficiencies 4) Support services; referral to community agencies 5) Provide child care services or vouchers, referral to community agencies for services

Special Populations Group (continued)	Anticipated Barriers (continued)	Recommended Strategies (continued)
Students With Other Barriers to Learning Including Limited English Proficiency	<ol style="list-style-type: none"> 1) Language comprehension and verbal expression 2) Difference in cultural/social background results in misunderstanding of school climate, expectations, and interactions 3) Lack of sufficient academic background 4) Low expectations and lack of awareness of options and opportunities 	<ol style="list-style-type: none"> 1) Special classes, tutoring, translation services, curriculum modification 2) Teacher training in cultural issues, sensitivity, and varied teaching methodologies 3) Special classes, remediation, tutoring 4) Teacher/counselor training, role models and mentors, career exploration activities, work-based learning