



Nevada's State Plan

Carl D. Perkins V: *Strengthening Career and Technical Education for the 21st Century Act*

Effective: July 1, 2020 through June 30, 2023

Nevada Department of Education
Office of Career Readiness, Adult Learning & Education Options
755 North Roop Street, Suite 201
Carson City, Nevada 89701

Approved by the Nevada State Board of Education on December 12, 2019

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Nevada State Board of Education

- Vision:** All Nevadans ready for success in a global 21st Century
- Mission:** To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.
- Goal:** Fastest improving state in the nation.

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Mark Newburn, Vice President, Elected, District 4
Felicia Ortiz, Elected, District 3
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Nevada Department of Education

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Deputy Superintendent of Student Achievement

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Office of Career Readiness, Adult Learning & Education Options

The Nevada Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth.

Introduction

On July 31, 2018, President Trump signed the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V; ‘Act’) into law. This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and goes into effect on July 1, 2019. Congress demonstrated bipartisan support to continue the country’s federal investment in career and technical education.

Fostering recent K-12 education and workforce development reforms, the new Act strengthens key components of the previous legislation, Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), by driving the momentum of increased Americans entering the workforce with the requisite skills to compete for and succeed in high-skill, high-wage, or in-demand occupations and industry sectors. The new Act:

- maintains a commitment to driving improvement through programs of study and includes a robust, formal definition of that term;
- retains the state governance structure of current law, as well as formulas for local funding flowing to public or nonprofit educational institutions;
- updates the federal-to-state formula to ensure states receive no less than their fiscal year (FY) 2018 funding levels as long as funding is not cut overall (and then providing for equal, ratable reductions for all states);
- increases the allowable reserve fund from 10 to 15 percent to spur local innovation and implement programs of study;
- introduces a comprehensive local needs assessment that requires data-driven decision-making on local spending, involves significant stakeholder consultation and must be updated at least once every two years;
- creates a new competitive grant program within national activities focused on innovation and modernization;
- lifts the restriction on spending funds below grade 7 and allows support for career exploration in the “middle grades” (which includes grades 5-8);
- defines who is included in the accountability system by including a formal “CTE concentrator” definition instead of leaving this definition up to states;
- significantly changes the process for setting performance targets by eliminating the negotiations with the Secretary and replacing these negotiations with a new list of requirements for developing targets and including those targets in state and local plans;
- shifts the accountability indicators; the most significant changes are the consolidation of the two nontraditional measures into one and the elimination of the technical skill attainment measure, which is replaced with a “program quality” measure at the secondary level that requires states to choose to report on work-based learning, postsecondary credit attainment or credential attainment during high school;

- focuses on disaggregation of data by maintaining the required disaggregation of student populations, requiring additional disaggregation for each core indicator by CTE Career Cluster, and referencing attention to this disaggregation and identified performance gaps throughout the Act; and
- increases the focus on serving special populations with a new purpose of the Act, expanded definition, new required use of state leadership funds, additional consultation and stakeholder involvement, and new U.S. Government Accountability Office (GAO) study.
([Perkins V: Strengthening Career and Technical Education for the 21st Century Act](#); Advance CTE, ACTE; August 2018)

Significant changes were made to the definition of “Career and Technical Education,” and what activities can be funded. The new definition specifies that content must be aligned with the Every Student Succeeds Act’s (ESSA) state-identified academic standards at the secondary level and with rigorous academic standards at the postsecondary level. There is a new emphasis on “in-demand” occupations and industry sectors, and includes the Workforce Innovation and Opportunity Act (WIOA) term “recognized postsecondary credential,” which includes a spectrum of credentials. The definition also includes new references to work-based learning, career exploration, and secondary-postsecondary connections.
([Legislative Summary & Analysis; Strengthening Career and Technical Education for the 21st Century Act, Perkins V](#); Advance CTE, ACTE; August 2018)

It is the intention of the Governor's offices to align quality CTE programs, and secondary and postsecondary career pathways to high-priority occupations and industry sectors in Nevada. Said priorities include those that lead specifically to high-skill, high-wage, or in-demand careers.

This document, *Nevada’s Four-Year, Consolidated State Plan for the Carl D. Perkins V: Strengthening Career and Technical Education for the 21st Century Act*, hereinafter referred to as the ‘State Plan’, is effective from July 1, 2020 to June 30, 2023.

Direct questions or requests for additional information to:

Melissa Scott, Assistant Director
Office of Career Readiness, Adult Learning & Education Options
[Nevada Department of Education](#)
755 North Roop Street, Suite 201
Carson City, Nevada 89701
(775) 687-7300
www.doe.nv.gov/CTE/

I. COVER PAGE

- A. State Name: **Nevada**
- B. Eligible Agency (Nevada State Board of Education) Submitting Plan on Behalf of State:
Nevada Department of Education
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: **Melissa Scott**
 2. Official Position Title: **Assistant Director, Career and Technical Education**
 3. Agency: **Nevada Department of Education**
 4. Telephone: **(702) 486-6625**
 5. Email: MelissaScott@doe.nv.gov
- D. Individual serving as the State Director for Career and Technical Education:
- Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name:
 2. Official Position Title:
 3. Agency:
 4. Telephone:
 5. Email:
- E. Type of Perkins V State Plan Submission (check one):
- 1-Year Transition Plan (FY 2019 only) - *if an eligible agency selects this option, it will only need to further complete Items G and J.*
- State Plan (FY 2020-23)
- F. Type of Perkins State Plan Submission – *subsequent years* (check one):
- State Plan
- State Plan Revisions – *please indicate year of submission:* _____
- G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2020 (*check one*):
- Yes
- No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *subsequent years (check one)*:

Yes

No

Will be considered in the next State Plan revision period, **FY22-23**

I. Governor’s Signature Authority of the Perkins V State Plan (*check one*):

Date Governor was sent State Plan for signature:

The Governor has provided a letter that he is jointly approving the State Plan for submission to the Department.

The Governor has not provided a letter that he or she is jointly approving the State Plan for submission to the Department.

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State Plan submission; and

2. That, to the best of my knowledge and belief, all information and data included in this State Plan submission are true and correct.

Authorized representative identified in Item C above (printed name):

Melissa Scott

Telephone: (702) 486-6625

Signature

Date

II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. Describe how the State Plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Perkins V citation below for the statutory requirements for State Plan consultation under section 122(c)(1) of Perkins V.

(c) PLAN DEVELOPMENT.—

(1) IN GENERAL.—The eligible agency shall—

(A) develop the State Plan in consultation with—

- (i) representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in states where such institutions are in existence, adult career and technical education providers, and charter school representatives in states where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
- (ii) interested community representatives, including parents, students, and community organizations;
- (iii) representatives of the state workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “state board”);
- (iv) members and representatives of special populations;
- (v) representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the state, as appropriate, and representatives of labor organizations in the state;
- (vi) representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));
- (vii) representatives of Indian Tribes and Tribal organizations located in, or providing services in, the state; and
- (viii) individuals with disabilities; and

(B) consult the Governor of the State, and the heads of other state agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State Plan.

(2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in state and local decisions that relate to development of the State Plan.

(3) CONSULTATION WITH THE GOVERNOR.—The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor’s office and shall occur—

(A) during the development of such plan; and

(B) prior to submission of the plan to the Secretary.

The designee for the eligible agency, the Nevada Department of Education ('Department'), developed the State Plan in consultation with the following stakeholders to facilitate early, and promote sustaining, collaborative and cohesive stakeholder engagement and input into the State Plan:

The Department consulted with the Governor's offices, and heads of other state agencies during the development of this State Plan, which included, but were not limited to: the Governor's Policy Director; the Executive Director, Accountability Director, and the Employer Engagement Specialist from the Governor's Office of Workforce Innovation; the Director, Deputy Director, and the Senior Research Director; the Vice Chancellor for Community Colleges for the Nevada System of Higher Education; the Director and Deputy Director of the Nevada Department of Employment, Training and Rehabilitation; the Administrator of the Nevada Department of Health and Human Services' Division of Welfare and Supportive Services; the State Director for the Adult Education and Family Literacy Act (AEFLA) for adult education; the Vice President of the Nevada State Board of Education; the Director and Assistant Directors for Career and Technical Education; administrators from the Nevada Department of Employment, Training and Rehabilitation's Rehabilitation Division; administrators from the Nevada Department of Education's Indian Education office and Education of Homeless Children and Youth/Title VII-B of the McKinney-Vento Homeless Assistance Act office; the Deputy Superintendent for Teacher Licensure at the Nevada Department of Education; the administrator of the Adult High School Diploma program and corrections education at the Nevada Department of Education; representatives from various non-profit organizations including JAG Nevada and Community Adult Learning in Libraries; various administrators and faculty members from Nevada's colleges; various CTE Directors, accountability and data administrators, teachers and administrators from secondary local education agencies (districts; public charter schools); various members of the Governor's Workforce Development Board and its associated Industry Sector Councils; the Executive Directors of Workforce Connection (southern Nevada) and Nevadaworks (northern Nevada); and various Nevada employers and business leaders.

The Department consulted with the above-referenced stakeholders with respect to the development of this State Plan as follows:

In March 2019, the Department formed the Perkins V Governance Committee and six (6) associated workgroups to begin stakeholder engagement and participation in the development of the State Plan. The following workgroups each focused on specific State Plan section designations, and provided inputs and recommendations to the Governance Committee for considerations:

- **Governance Committee:** The Governance Committee is a decision-making body, and functions under Nevada's Open Meeting Law ([NRS 241.020](#)). The committee's charge is to: (1) review each workgroup's recommendations for the State Plan, and make decisions on input into the State Plan; (2) review the State Plan drafts for coherency and alignment between secondary and postsecondary education; (3) identify gaps and implementation challenges; (4) finalize State Plan recommendations; and (5) identify additional policy recommendations that would strengthen the connection and alignment of the Perkins V State Plan and the state's education-workforce-economic development system.

The Governance Committee's membership includes representation from, but is not limited to: the [Nevada Department of Education](#); the [Nevada Department of Employment, Training and Rehabilitation \(DETR\)](#); Governor's office; [Governor's Office of Economic Development \(GOED\)](#); Governor's Workforce Development Board; the [Nevada System of Higher Education \(NSHE\)](#); the Adult Education and Family Literacy Act (AEFLA) state director; the [Nevada State Board of Education](#); [Nevadaworks](#) (local workforce development board in northern Nevada); and [Workforce Connections](#) (local workforce development board in southern Nevada).

The Governance Committee conducted the following public meetings, wherein each agenda included two public comment periods, and actions were taken by the Committee on input recommendations from the workgroups for State Plan development: **March 18, 2019**; **June 11, 2019**; **July 16, 2019**; and **August 15, 2019**. The Governance Committee Chair, Kristine Nelson, presented the State Plan draft to the Nevada Board of Education at public meetings on **November 14, 2019** as an informational item, and again on **December 12, 2019** for possible action. The Board approved this State Plan on **December 12, 2019**. The Governance Committee Chair presented this State Plan to the Governor on **December 16, 2019** through **January 16, 2020** for the Governor's required 30-day review period, published this State Plan on the Department's website for its concurrent required 30- and 60-day public comment periods from **October 1, 2019** to **December 1, 2019**, and presented this State Plan to the Governor's Workforce Development Board (i.e., State Workforce Board designated under the Workforce Innovation and Opportunity Act) at public meeting on [TBD].

- **CTE Program Administration, Implementation, and Fiscal Responsibility workgroup:** The CTE Program Administration, Implementation and Fiscal Responsibility workgroup is a non-decision making workgroup that provides recommendations and input into the State Plan draft to the Governance Committee. The workgroup's charge is to: (1) explore the development of a vision for career and technical education in Nevada; (2) identify policies and practices that define a quality CTE Program of Study (size, scope and quality) based on the requirements of the Perkins V Act; and (3) to consider the Perkins IV Act implementation strategies that would leverage a transformation of CTE instruction to support a unified education and workforce system. The fiscal responsibility portion of this work is to discuss and recommend to the Governance Committee Perkins V funding levels and formulas for the Perkins V budget.

The CTE Program Administration, Implementation and Fiscal Responsibility workgroup's membership includes representation from, but is not limited to: the Nevada Department of Education; local education agencies, secondary and postsecondary; the Nevada System of Higher Education; adult education; corrections education; the State Public Charter School Authority; the Governor's Office of Workforce Innovation for the New Nevada (OWINN); the Governor's Workforce Development Board; and business and industry/ industry-sector councils.

The CTE Program Administration and Implementation, and Fiscal Responsibility workgroup conducted the following workgroup meetings, which resulted in State Plan recommendation submissions to the Governance Committee: **March 30, 2019; April 3, 2019; April 30, 2019; June 3, 2019; June 24, 2019; and July 8, 2019.**

- **CTE Access and Opportunities workgroup:** The CTE Access and Opportunities workgroup is a non-decision making group that provides recommendations and input into the State Plan draft to the Governance Committee. The workgroup's charge is to: (1) review and recommend policies, practices and strategies that support attainment of academic and technical skill performance levels by special populations students; (2) identify strategies to address the recruitment of special population members into CTE programs; (3) identify the appropriate Perkins V funding level for the recruitment of special populations included in the State Plan budget; and (4) address the Perkins V Act requirements relating to student participation and completion of programs considered non-traditional based on gender.

The CTE Access and Opportunities workgroup's membership includes representation from, but is not limited to: the Nevada Department of Education; local education agencies, secondary and postsecondary, members from rural Nevada counties and districts, and educators teaching in nontraditional CTE programs; the Department's Indian Education office; the Nevada Tribal Council; the Nevada Department of Health and Human Services' Division of Welfare and Supportive Services; the Nevada Department of Employment, Training and Rehabilitation's Rehabilitation Division; Nevada's Jobs for America's Graduates; the Department's Education of Homeless Children and Youth/Title VII-B of the McKinney-Vento Homeless Assistance Act staff; the Department's Office of Inclusive Education; and individuals with disabilities.

The CTE Access and Opportunities workgroup conducted the following workgroup meetings, which resulted in State Plan recommendation submissions to the Governance Committee: **April 4, 2019; May 10, 2019; June 14, 2019; and June 27, 2019.**

- **CTE Educator Professional Development workgroup:** The CTE Educator Professional Development workgroup is a non-decision making group that provides recommendations and input into the State Plan draft to the Governance Committee. The workgroup's charge is to: (1) recommend policies, practices and strategies that would support CTE instruction across the system; and (2) identify issues, opportunities, and solutions related to the supply and training of CTE instructors in Nevada.

The CTE Educator Professional Development workgroup's membership includes representation from, but is not limited to: the Nevada Department of Education; local education agencies, secondary and postsecondary; members from rural Nevada counties and districts; the Department's Educator Effectiveness and Family Engagement division; Nevada's Commission on Professional Standards (educator licensure entity); a representative from the Nevada Association of

Career and Technical Education (NACTE); and business and industry representatives.

The CTE Educator Professional Development workgroup conducted the following workgroup meetings, which resulted in State Plan recommendation submissions to the Governance Committee: **April 8, 2019; May 7, 2019; and July 2, 2019.**

- **CTE Accountability and Performance Indicators workgroup:** The Accountability and Performance Indicators workgroup is a non-decision making group that provides recommendations and input into the State Plan draft to the Governance Committee. The workgroup's charge is to: (1) define the Perkins V performance measurement indicators (state-defined); and (2) offer recommendations for measurement approaches and baseline data that indicate student progress.

The CTE Accountability and Performance Indicators workgroup's membership includes representation from, but is not limited to: the Nevada Department of Education; the Department's accountability system staff; local education agencies, secondary and postsecondary accountability staff and data leads; and the Governor's Office of Workforce Innovation's Nevada P-20 to Workforce Research Data System (NPWR) staff.

The CTE Accountability and Performance Indicators workgroup convened as two distinct sub-workgroups: secondary accountability and postsecondary accountability. The *secondary* accountability sub-workgroup conducted the following workgroup meetings, which resulted in State Plan recommendation submissions to the Governance Committee: **March 28, 2019; April 12, 2019; June 3, 2019; and June 5, 2019.** The *postsecondary* accountability sub-workgroup conducted the following workgroup meetings, which resulted in State Plan recommendation submissions to the Governance Committee: **April 9, 2019; April 17, 2019; May 13, 2019; and June 5, 2019.**

- **Corrections and Adult Education workgroup:** The Corrections and Adult Education workgroup is a non-decision making group that provides recommendations and input into the State Plan draft to the Governance Committee. The workgroup's charge is to: (1) review and recommend policies, practices and strategies that support attainment of academic and technical skill performance levels by adult students; (2) identify strategies to address the recruitment of adult students into CTE programs; (3) identify the appropriate Perkins V funding level for adult CTE education programs to be included in the State Plan budget; and (4) address the Perkins V Act requirements relating to adult education and individuals in adult correctional facilities with regards to access to quality CTE programs.

The Corrections and Adult Education workgroup's membership includes representation from, but is not limited to: the Nevada Department of Education; the Department's Adult Education State Director, adult high school diploma program professional, and staff; local education agencies, secondary and postsecondary adult education staff; youth corrections institution representatives;

and providers of adult education representatives (e.g., Community Adult Learning in Libraries, non-profit organization).

The Corrections and Adult Education workgroup conducted the following workgroup meetings, which resulted in State Plan recommendation submissions to the Governance Committee: **April 4, 2019; May 10, 2019; June 14, 2019; and June 27, 2019.**

- **Dual-Enrollment workgroup:** The Dual-Enrollment workgroup is a non-decision making group that provides recommendations and input into the State Plan draft to the Governance Committee. The workgroup's charge is to: (1) review and recommend policies, practices and strategies that dual-enrollment (including dual-credit and CTE College Credit program); and (2) identify strategies to address the articulation gaps between secondary and postsecondary dual-enrollment programs.

The Dual-Enrollment workgroup's membership includes representation from, but is not limited to: the Nevada Department of Education; local education agencies, secondary and postsecondary program staff; and the Nevada System of Higher Education's Vice Chancellor for Community Colleges.

The Dual-Enrollment workgroup conducted the following workgroup meetings, which resulted in State Plan recommendation submissions to the Governance Committee: **April 11, 2019; May 6, 2019; and June 21, 2019.**

In addition to the stakeholder engagements included in (1)(A) and (1)(B) above, the Department conducted additional activities throughout the State Plan development, engaging and presenting State Plan information at a variety of public meetings, workshops, and events, statewide. These activities that occurred throughout 2019-2020 included collaborations between a breadth of individuals and entities that provided multiple opportunities for stakeholders to participate in state and local decisions that promoted the development of this State Plan. Said activities included, but were not limited to, the following:

Date	Location	Purpose
November 5-7, 2018	Phoenix, AZ	Advance CTE Perkins V implementation meeting
December 2018 – March 2019	Carson City/Las Vegas, NV	Governor's Office of Workforce Innovation for the New Nevada (OWINN) state transition plan consultation and input
April 5, 2019	Reno, NV	CTE Administrators' meeting
April 8-10, 2019	Washington, DC	Advance CTE Spring meeting
May 2, 2019	Carson City/Las Vegas, NV	Nevada State Board of Education
May 7-10, 2019	Portland, OR	Western Pathways Conference
May 22-23, 2019	Bethesda, MD	New Skills for Youth Spring Convening

July 24, 2019	S. Lake Tahoe, NV	Nevada Assoc. for CTE
November 14, 2019	Carson City/Las Vegas, NV	Nevada State Board of Education
December 12, 2019	Carson City/Las Vegas, NV	Nevada State Board of Education
January, 2020	Carson City/Las Vegas, NV	Governor's Workforce Development Board

The Department posted State Plan meeting materials, including the State Plan draft, for public comment solicitation and to facilitate public access to information and activities during the development of the State Plan. The Department will continue the following statewide workforce development activities throughout this State Plan period, which will increase the breadth and depth of career and technical education programs that align to high-skill, high-wage, or in-demand occupations and industry sectors in the state; and which will increase opportunities and access for all students to those high-quality career and technical education programs.

The Department consulted with the Governor's office, his Policy Director, and representatives from his offices of Economic Development (GOED) and Workforce Innovation (OWINN) throughout the development of the State Plan. The State Plan was presented to the Governor on **December 16, 2019** through **January 16, 2020** for the Governor's required 30-day review period, and published on the Department's website for its concurrent required 30- and 60-day public comment periods from **October 1, 2019** to **December 1, 2019**.

The Department worked with the Nevada System of Higher Education, specifically the Vice Chancellor for Community Colleges, which is the designated state agency responsible for: supervision of community colleges, technical institutes, and other two-year and higher education postsecondary institutions that are primarily engaged in providing postsecondary career and technical education throughout the State Plan development, and described in the activities that follow.

The Department is the state agency responsible for secondary education in Nevada. The Department worked with local district superintendents, teachers, CTE coordinators, grants personnel, and other local administrators throughout the State Plan development, and described in the activities that follow.

The Department is the state agency responsible for adult education in Nevada. The Department worked with the State Director for the Adult Education and Family Literacy Act (AEFLA), the education programs professional that oversees the adult high school diploma and corrections education in Nevada, and a variety of local adult education directors and corrections educators in the state, and described in the activities that follow.

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the state agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State Plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

Sec. 122(e)(1) of Perkins V – STATE PLAN

(e) CONSULTATION.—

(1) IN GENERAL.—The eligible agency shall develop the portion of each State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with—

(A) the State agency responsible for supervision of community colleges, technical institutes, other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, or, where applicable, institutions of higher education that are engaged in providing postsecondary career and technical education as part of their mission;

(B) the State agency responsible for secondary education; and

(C) the State agency responsible for adult education.

(2) OBJECTIONS OF STATE AGENCIES. – If a State agency other than the eligible agency finds that a portion of the final State Plan is objectionable, that objection shall be filed together with the State Plan. The eligible agency shall respond to any objections of such State agency in the State Plan submitted to the Secretary.

In **PY19/FY20**, the Department continued Perkins IV grant funding pursuant to Perkins sec. 122, and secs. 131 and 132 during the Perkins V one-year transition period (July 1, 2019-June 30, 2020) as follows:

- **5 percent** of the total Perkins grant award was allocated towards administration
- **85 percent** of the total Perkins grant award was allocated toward local formula distribution; of this,
 - **9.5 percent** was allocated toward Perkins reserve/competitive grant-in-aid
 - **\$500,000** was allocated to Nevada’s four community colleges to support career and technical education articulated credit
 - The remaining funding was allocated to secondary and postsecondary eligible recipients via competitive grant-in-aid
 - **90.5 percent** was allocated toward Perkins local formula funding:
 - **68 percent** was allocated to eligible *secondary* career and technical education recipients was distributed by specified formula based on population and poverty

- **32 percent** was allocated to eligible *postsecondary* career and technical education recipients was distributed by specified formula based on number of students receiving Pell Grants and Bureau of Indian Affairs funding
- **10 percent** of the total Perkins grant award was allocated toward state leadership; of this,
 - **\$60,000** was allocated to eligible secondary and postsecondary career and technical recipients for non-traditional training and employment
 - not more than **1 percent** was allocated to youth correctional facilities in the state
 - not less than **0.01 percent**, or \$50,000, whichever is less, was allocated to special populations recruitment (new required funding in Perkins V)
 - the remaining state leadership supported career and technical education technical assistance, program development, and teacher professional development and training

During this State Plan development, the Department’s CTE Program Administration, Implementation and Fiscal Responsibility workgroup consulted with adult career and technical education, postsecondary career and technical education, and secondary career and technical education stakeholders, including the Department’s Corrections and Adult Education workgroup, throughout 2019 for recommendations in this State Plan relating to the amount of Perkins local formula funding and the percentage split between secondary and postsecondary career and technical education, and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career technical education, and secondary career and technical education to ensure that funding levels and formulas for CTE programs are beneficial and effective in supporting career and technical education in Nevada.

After stakeholder engagements and consultations received during this State Plan development, the following represents the amount of Perkins local formula funding and the percentage split between secondary and postsecondary career and technical education, and the uses of funds to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education.

Beginning in **PY20/FY21** (July 1, 2020-June 30, 2023), the Department will distribute Perkins V grant funding pursuant to Perkins sec. 122, and secs. 131 and 132 as follows:

- **5 percent** of the total Perkins grant award is to be allocated towards administration
- **85 percent** of the total Perkins grant award will be allocated toward local formula distribution; of this,
 - **5 percent** is to be allocated toward Perkins reserve/competitive grant-in-aid
 - **\$120,000** is to be allocated to Nevada’s eligible and designated rural local education agencies and/or the SPCSA for its authorized eligible public charter schools that receive *less than* \$15,000 in secondary allocated local formula funding

- the remaining funding is to be allocated to the **four (4) eligible postsecondary LEAs only** via competitive grants
- **95 percent** is to be allocated toward Perkins local formula funding:
 - **63 percent** is to be allocated to eligible **secondary** career and technical education recipients and distributed by specified formula based on population and poverty
 - **37 percent** is to be allocated to eligible **postsecondary** career and technical education recipients and distributed by specified formula based on number of students receiving Pell Grants and Bureau of Indian Affairs funding
- **10 percent** of the total Perkins grant award will be allocated toward state leadership for the following uses:
 - **\$60,000** is to be allocated to eligible secondary and postsecondary career and technical recipients for non-traditional training and employment
 - not more than **1 percent** is to be allocated to youth correctional facilities in the state
 - not less than **0.01 percent**, or \$50,000, whichever is less, is to be allocated to special populations recruitment
 - the remaining state leadership is to be used to support career and technical education technical assistance, program development, and teacher professional development and training

This Perkins V funding distribution revision in **PY20/FY21**:

- decreases the overall Perkins Reserve funding from 9 ½ percent to 5 percent
 - removes **postsecondary** Perkins Reserve funding of \$500,000
 - allocates **secondary** Perkins Reserve funding of \$120,000 to support Nevada’s designated rural local education agencies (LEAs) and/or the SPCSA for its authorized eligible state public charter schools that receive less than \$15,000 secondary allocated local formula funding
 - allocates remaining funding to the four (4) eligible postsecondary LEAs **only** via Perkins Reserve competitive grants
- increases the overall Perkins local formula funding from 90 ½ percent to **95 percent**
 - decreases **secondary** Perkins formula funding from 68 percent to **63 percent**
 - increases **postsecondary** Perkins formula funding from 32 percent to **37 percent**

The potential benefits of this Perkins V funding distribution revision include:

- an increase in the amount of funding that goes into the local funding formula allocation, thus placing additional funding under the local education agency’s (LEA) control
- increased flexibility to postsecondary LEAs to fund early college credit at their discretion
- a reduction in processing time, effort and management of postsecondary grants

- increased opportunities for postsecondary LEAs wishing to compete for Perkins Reserve competitive grants by reducing the number of LEAs applying to the four eligible postsecondary LEAs
- increased support for access and opportunity for Nevada’s designated rural LEAs and/or SPCSA authorized eligible public charter schools that receive *less than* \$15,000 in secondary allocated formula funding

The Department notes that the Nevada State Legislature authorized an additional \$1 million state general fund appropriations per fiscal year in the 2019-2021 biennium bringing the total of state general fund appropriations for *secondary* career and technical education to: **\$13,543,822** in FY20 and **\$13,543,822** in FY21, which is distributed to *secondary* career and technical education programs and programs of study pursuant to [Nevada Revised Statute \(NRS\) 388.390-388.400](#).

3. **Describe opportunities for the public to comment in person and in writing on the State Plan. (Section 122(d)(14) of Perkins V)**

Sec. 122(d)(14) of Perkins V- STATE PLAN

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(14) a description of the opportunities for the public to comment in person and in writing on the State Plan under this subsection.

The Department provided the following opportunities for the public to comment in person and in writing on the State Plan:

– **March – November 2019:**

- The Perkins V **Governance Committee** conducted the following public meetings, pursuant to Nevada’s Open Meeting Law, [NRS 241.020](#), with public comment periods published on public notices and agendas that provided multiple opportunities for the public to comment in both person and in writing on the State Plan development: **March 18, 2019; June 11, 2019; July 16, 2019; and August 15, 2019.**
- The Perkins V **CTE Program Administration and Implementation, and Fiscal Responsibility** workgroup conducted the following stakeholder workgroup meetings that provided opportunities for the public to comment in person and in writing on the State Plan: **March 30, 2019; April 3, 2019; April 30, 2019; June 3, 2019; June 24, 2019; and July 8, 2019.**
- The Perkins V **CTE Access and Opportunities** workgroup conducted the following stakeholder workgroup meetings that provided opportunities for the public to comment in person and in writing on the State Plan: **April 4, 2019; May 10, 2019; June 14, 2019; and June 27, 2019.**
- The Perkins V **Educator Professional Development** workgroup conducted the following stakeholder workgroup meetings that provided opportunities for the public to comment in person and in writing on the State Plan: **April 8, 2019; May 7, 2019; and July 2, 2019.**

- The Perkins V **Accountability and Performance Indicators** secondary and postsecondary sub-workgroups conducted the following stakeholder workgroup meetings that provided opportunities for the public to comment in person and in writing on the State Plan: **March 28, 2019; April 9, 2019; April 12, 2019; April 17, 2019; May 13, 2019; June 3, 2019; and June 5, 2019.**
- The Perkins V **Corrections and Adult Education** workgroup conducted the following stakeholder workgroup meetings that provided opportunities for the public to comment in person and in writing on the State Plan: **April 4, 2019; May 10, 2019; June 14, 2019; and June 27, 2019.**
- The Perkins V **Dual-Enrollment** workgroup conducted the following stakeholder workgroup meetings that provided opportunities for the public to comment in person and in writing on the State Plan: **April 11, 2019; May 6, 2019; and June 21, 2019.**

The following additional opportunities were afforded to the public to provide comment in person and in writing on the State Plan:

- **May 2, 2019:** The Department presented an overview of Perkins V at the Nevada State Board of Education’s public meeting, soliciting public comments.
- **July 24, 2019:** The Department presented an overview of Perkins V at the Nevada Association of Career and Technical Education (NACTE) conference, soliciting public comments and stakeholder engagements.
- **October 1 – November 1, 2019:** The Department published the State Plan on the Department’s website for its required 30-day public comment period, soliciting public comments.
- **October 1 – December 1, 2019:** The Department published the State Plan on the Department’s website, including the state determined performance levels (SDPLs) for the required 60-day public comment period, soliciting public comments.
- **October 10, 2019:** The Department presented the State Plan as an informational item to the Nevada State Board of Education at public meeting, soliciting public comments.
- **November 14, 2019:** The Department presented the State Plan at the Nevada Board of Education at public meeting as an *informational item* for discussion, soliciting public comments.
- **December 12, 2019:** The Department presented the State Plan at the Nevada Board of Education at public meeting as a *discussion and potential action item*, soliciting public comments. The Board approved the State Plan.
- **December 16 – January 16, 2020:** The Department submitted the State Plan to the Governor for his required 30-day review period.
- **January [TBD] 2020:** The Department presented the State Plan at the Governor’s Workforce Development Board (i.e., state workforce board) public meeting, soliciting additional public comments.

All public comments received by the Department during the required public comment periods are summarized **EXHIBIT A**.

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

- a. Provide a summary of state-supported workforce development activities (including education and training) in the state, including the degree to which the state's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the state identified by the state workforce development board. (Section 122(d)(1) of Perkins V)**

Sec. 122(d)(1) of Perkins V – STATE PLAN

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(1) a summary of state-supported workforce development activities (including education and training) in the state, including the degree to which the state's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the state identified by the state board.

The Department has been, and will continue to develop and implement career and technical education programs that support workforce development activities in the state and that align with the state's high-skill, high-wage, or in-demand occupations and industry sectors. The Office of Workforce Innovation for a New Nevada (OWINN) was initially established via Governor's Executive Order 2016-08, codified through Senate Bill 516 (2017) in [Nevada Revised Statutes \(NRS\) 223.800-223.830](#), which directed said office to recommend policies related to workforce development, define career pathways, identify industry-recognized credentials of value, and identify priority career pathways in Nevada, as identified by OWINN as: technology, advanced manufacturing, education, and health care. OWINN is also charged with supporting the state's Industry Sector Councils established by the Governor's Workforce Development Board and recommending improvements to the allocation of federal and state dollars to align workforce training and education programs in the state including, but not limited to, career and technical education programs and programs of study. Nevada's industry sectors that align with the state's workforce development efforts in the state are: (1) Aerospace and Defense; (2) Natural Resources; (3) Health Care and Medical Services; (4) Information Technology; (5) Manufacturing and Logistics; (6) Mining and Materials; (7) Tourism, Gaming and Entertainment; and (8) Construction. The State will continue to identify and develop career pathways that lead secondary and postsecondary educational programming into high-skill, high-wage, or in-demand occupations and industry sectors in Nevada.

Currently, Nevada has 76 Nevada State Board of Education approved career and technical education programs of study ([Nevada Administrative Code \[NAC\] 389.803](#)). These programs of study are organized under the following six program areas: (1) Agriculture and Natural Resources; (2) Business and Marketing Education; (3) Health Sciences and Public Safety; (4) Hospitality, Human Services and Education; (5) Information and Media Technologies; and (6) Skilled and Technical Sciences. Under these six program areas, Nevada further classifies programs of study following the 16 national Career Clusters:

Agriculture and Natural Resources

1. Agriculture, Food and Natural Resources

Business and Marketing Education

2. Business, Management and Administration
3. Finance
4. Marketing, Sales and Service

Education, Hospitality, and Human Services

5. Education and Training
6. Hospitality and Tourism
7. Human Services

Health Science and Public Safety

8. Government and Public Administration
9. Health Science
10. Law, Public Safety, Corrections and Security

Information and Media Technologies

11. Arts, A/V Technology and Communications
12. Information Technology

Skilled and Technical Sciences

13. Architecture and Construction
14. Manufacturing
15. Science, Technology, Engineering, and Mathematics
16. Transportation, Distribution, and Logistics

Each program area includes: (1) a program of study that incorporates an academic plan, career pathway information to high-skill, high-wage, or in-demand occupations and industry sectors, career and technical student organization information, work-based learning opportunities, related CTE assessments, postsecondary options, state articulation agreements for CTE college credit, and state-recognized industry certifications; (2) Nevada State Board of Education approved program standards for each program of study within that area; and (3) curricular frameworks that are a resource for Nevada's public schools to design and implement, curriculum. The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the department and the Career and Technical Education Consortium of States (CTECS). The department relies on instructors and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that measure student skill attainment.

The Department has developed skill standards for each of the career and technical education programs, which are reviewed and approved by the Nevada State Board of Education. All standards have been cross-walked with state standards for English language arts, mathematics, and science to demonstrate under which performance indicator(s) academic learning is evident. The Department will continue to develop new skill standards, update, revise, and phase out existing skill standards that do not align to high-skill, high-wage, or in-demand occupations and industry sectors in Nevada. Furthermore, the Department will employ strategies from the Career and Technical Education Pathways Mapping project, noted below, to ensure resources are

directed and leveraged to support high-skill, high-wage, or in-demand occupations and industry sectors in Nevada.

The following is a summary of state-supported workforce development activities that support the career and technical education programs in Nevada:

- **New Skills for Youth/LifeWorks:** In January 2017, Nevada was one of 10 states awarded the private J.P. Morgan Chase New Skills for Youth (NSFY) grant, which is a \$75 million, five-year initiative aimed at strengthening career-focused education, starting in high school and ending with postsecondary degrees or credentials aligned with high-skill jobs. In partnership with multiple state agencies, the Department oversees the NSFY/LifeWorks initiatives, which includes, but is not limited to: (1) expanding employer engagement in educational and career pathway opportunities, e.g., work-based learning; (2) increasing the quality and rigor in career pathways for all students, which includes career and technical education programs as the foundational on-ramp toward effective and relevant career pathways; (3) improving and enhancing Nevada’s career-focused accountability system; (4) scaling career and technical education programs and career pathways to align with Nevada’s workforce and economic development needs; (5) aligning and integrating funding streams and resource planning for efficient investments and maximum throughput of education-workforce-economic development initiatives; and (6) increasing systematic cross-institutional alignment of secondary and postsecondary education programs that culminate in relevant and effective career pathways for all Nevadans.

Since the NSFY/LifeWorks became an unfunded initiative when the private grant expired on December 31, 2019, the Department will continue collaborations with the Governor’s Offices of Workforce Innovation and Economic Development on the promotion of relevant and effective career pathways, work-based learning, and increased employer engagement. Due to the lack of capacity, the Department’s presence at a variety of promotional and statewide economic and workforce events will be limited.

The Department will continue promoting the following NSFY/LifeWorks initiatives:

- **Career and Technical Education Pathways Mapping:** In December 2018, the Department acquired the services of WestEd to perform the following analysis of CTE programs of study: (1) expansion of regional career pathway development and alignment of career and technical education program offerings between systems and across regional K-12 and postsecondary local education agencies; (2) identification of new opportunities to increase early credit for high school students through credit by exam and/or dual enrollment/concurrent enrollment courses within their area of career interest; (3) examination of career exploration and advising for middle and high school students, particularly for equity and access to increase awareness and opportunities for special populations; (4) development of virtual regional career pathway resources available to counselors, students, and families to inform college and career exploration and build a stronger value proposition

for career and technical education in Nevada's K-12 and postsecondary systems; and (5) development of data integration strategies for tracking student progress from K-12 career and technical education programs into postsecondary career pathways.

On April 15, 2019, WestEd presented preliminary findings and data to the Department; on July 15, 2019, WestEd published its final report – *Nevada Pathways to Employment*. The Department will utilize the WestEd report and data analysis to inform local education agencies of aligned CTE programs, identify non-aligned CTE programs, and inform discussions between the state and local education agencies to facilitate transitioning students out of non-aligned programs into aligned programs, and directing CTE funding towards aligned programs.

- **Nevada Law and Policy Development and Implementation:** Nevada aligned laws and policies extensively during the 2017 Nevada Legislative Session that created regulatory policies to ensure career and technical education and career pathways alignment to address the education and skill needs of Nevada's employers, incorporating input and engagement from the Governor's Workforce Development Board (i.e., state workforce board) and its Industry Sector Councils.

[Senate Bill \(S.B.\) 516](#) codified the Governor's [Office of Workforce Innovation for the New Nevada \(OWINN\)](#), providing the purview over Nevada's State Apprenticeship Council, Governor's Workforce Development Board (i.e., state workforce board) and its Industry Sector Councils, and to specifically direct the following related to workforce development in the state: (1) identify, recommend, and implement policies related to workforce development; (2) define career pathways and identify priority career pathways for secondary and postsecondary education; (3) discontinue career pathways offered by the state that fail to meet minimum standards of quality, rigor and cross-education alignment, or that do not demonstrate a connection to priority industry needs; (4) in consultation with the Governor's Workforce Development Board, identify industry-recognized credentials, workforce development programs and education; (5) maintain and oversee the statewide longitudinal data system that links data relating to early childhood education programs and K-12 public education with data relating to postsecondary education and the workforce in Nevada; (6) collect accurate educational data in the statewide longitudinal data system for the purpose of analyzing student performance through employment to assist in improving the educational system and workforce training programs in Nevada; (7) apply for and administer grants, including those that may be available for funding reserved for statewide workforce investment activities; (8) review the status and structure of local workforce investment areas in Nevada, in coordination with the Governor and the Governor's Workforce Development Board; and (9) suggest improvements regarding the allocation of federal and state money to align workforce training and related education programs in Nevada, including, but not limited to, career and technical education.

The Department will continue working with OWINN and other state education and workforce entities to enforce alignment of the Workforce Innovation and Opportunity Act (WIOA) and Perkins V. Increased engagement between the Department and the Governor's Workforce Development Board, associated Industry Sector Councils, and the State Apprenticeship Council will occur during and continuously following the submission of the State Plan.

[Assembly Bill \(A.B.\) 482](#) revised provisions relating to the use of state money for programs of career and technical education to include representatives of the Governor's Workforce Development Board's Industry Sector Councils to provide recommendations on the awarding of career and technical education grants; A.B. 482's corresponding regulation [R075-17](#), further prescribed the criteria for awarding career and technical education grants that includes, but is not limited to: (1) partnerships with business, industry and the community; (2) alignment with priority career pathways for secondary and postsecondary education; (3) industry-recognized credentials; and (4) alignment with workforce training needs in Nevada and Nevada's economic development strategies and workforce investment system.

[Assembly Bill \(A.B.\) 7](#), and corresponding regulation [R076-17](#), directed the Nevada State Board of Education to prescribe criteria for a new College and Career Ready High School Diploma, which incorporated multiple demonstrations of career and technical education requirements, as well as established an associated college-ready endorsement and a career-ready endorsement. A.B. 7, and corresponding regulation [R120-17](#), further directed the Nevada State Board of Education to revise the criteria for the existing Standard High School Diploma, which prescribed two (2) required units of credit in college and career-ready flex credits that includes career and technical education concentrator and completer coursework.

In 2018-2019, the state supported a statewide public marketing and awareness campaign that encompasses all of the statewide career pathway initiatives. Within the initial year of the campaign, development and implementation of the brand LifeWorks was accomplished, bringing a personalized and localized message to students, parents, educators, communities, and Nevada businesses. Based on research, the state undertook a student-to-student communications strategy, and focused on sharing real student success stories. As a result: five (5) professionally published videos were produced and disseminated, resulting in excess of 60,000 views; six (6) LifeWorks campaign posters were produced and distributed to Nevada schools, districts, chambers, businesses, and community areas demonstrating student success stories and encouraging participation; social media and digital advertising have led to total combined impressions of more than 750,000 students and parents within Nevada; media outreach has led to more than 24 earned media placements nationally; and a November 2018 press release was picked up and listed on nearly 40 websites nationwide.

The state continues to support and promote the College and Career Ready High School Diploma as a credential of value, endorsed by both the Nevada System of Higher Education and Nevada business and industry during the regulatory process in 2017-2018. In FY20 and FY21, the Nevada Legislature authorized approximately \$1.3M per year in incentive grants for local education agencies and schools for each student that earns the College and Career Ready High School Diploma.

[Senate Bill \(S.B.\) 66](#), and corresponding regulation [R096-17](#), prescribed the criteria for work-based learning in Nevada, and directed the designation of work-based learning coordinators in each of Nevada's 17 school districts to formally develop and implement work-based learning programs in the fields, trades, or occupations prescribed by the Nevada State Board of Education, in consultation with the Governor's Office of Economic Development, that align to the workforce needs of Nevada's high-priority industries and sectors.

In April 2018, the Department developed and disseminated the Work-based Learning Guide, which is published on the Department's website. The state has defined work-based learning in Nevada as a continuum of experiences that help prepare students for postsecondary education and careers. The goal of work-based learning is to assist students to be college and career ready through authentic connections to business and industry in a field that is related to the student's career interest. Work-based learning includes, but is not limited to: career exploration in grades 4-9 (e.g., guest speakers, career fairs, industry tours, career interest inventories); career preparation in grades 9-11 (school-based enterprises, job shadowing, simulated workplace, supervised agricultural experiences); and career training in grades 11-12 (clinical experiences, pre-apprenticeships, internships, CTE work experience, supervised agricultural experiences, and registered apprenticeships. The Department continues to work with and support local education agency work-based learning coordinators throughout Nevada's 17 school districts. The Department also supports work-based learning through innovative and accessible work-based learning opportunities.

In addition to the local support, in 2018-2019, the state supported a full-time employer engagement specialist position in the Governor's Office of Workforce Innovation to connect and support local education agencies' work-based learning efforts with the state, and to work with and connect employers to schools, regional development authorities, chambers of commerce, and workforce development organizations to further promote work-based learning opportunities in Nevada.

In October 2018, the state supported and launched a statewide work-based learning virtual HUB, LifeWorksNV.org, for young adults in high school, postsecondary or out of school youth to find internships, apprenticeships, on-the-job training, and educational opportunities. It also serves as a one-stop resource shop for educators, students, families, and Nevada employers to locate work-based learning information and opportunities.

programs. The QPS assessment process is designed to: (1) improve CTE program quality; (2) ensure that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and work-based learning; (3) ensure CTE programs follow state-approved CTE program standards; (4) analyze, identify, and change policies and activities that hinder program quality and student achievement; (5) review and verify accurate data collection and reporting, which will result in consistent statewide data; (6) expand student opportunities to achieve credentials, postsecondary credits, and national certifications; and (7) increase support for other state initiatives.

The Department continues the implementation of QPS and monitoring to assess, report, and improve CTE program quality, as well as provide technical assistance to local education agencies to increase opportunities and access to quality CTE programs for all Nevada youth. The QPS and monitoring instrument will be revised in 2019 to align with associated Perkins V performance indicators.

- b. Describe the state’s strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the state, and how the state’s career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

Sec. 122(d)(2) of Perkins V – STATE PLAN

(d) PLAN CONTENTS.—

(2) the State’s strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State’s career and technical education programs will help to meet these goals.

The Department’s current strategic goal is to be the fastest improving state in the nation.

Department’s Vision: All Nevadans ready for success in a global 21st Century.

Department’s Mission: To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

During the State Plan development, the Department reassessed its strategic vision, mission, strategic goals, and objectives for career and technical education in context with promoting relevant and effective career pathways that prepare an educated and skilled workforce, which includes special populations, and that meets the skilled workforce needs of Nevada employers, including those in existing and emerging high-skill, high-wage, or in-demand occupations and industry sectors as identified by the state.

Nevada’s CTE Vision: Nevada’s career and technical education serves as the foundational on-ramp to a connected and integrated education-to-workforce system that promotes seamless transition for students in relevant and effective career pathways from middle school through postsecondary education and training programs that align to high-skill, high-wage, or in-demand occupations and industry sectors in Nevada.

Nevada’s CTE Mission: The mission of Nevada’s career and technical education is to prepare students in quality and industry aligned programs that provide students with the necessary skills, academic preparations, experiences, and credentials of value that lead them on career pathways toward success in education, the workplace, and in life.

Nevada’s CTE Strategic Goal 1: Improve the quality and alignment of career and technical education programs.

Strategic Objective 1.1: Identify which career and technical education programs are aligned to high-skill, high-wage, or in-demand occupations and industry sectors in Nevada, and have clear and defined career pathways to postsecondary education and training programs, as well as those that are not aligned.

Strategic Objective 1.2: Assess the quality of the aligned career and technical education programs through quality standards and develop strategies with local education agency stakeholders to improve the quality and/or alignment to form career pathways with multiple entry and exit points that allow for attainment of a recognized postsecondary credential.

Strategic Objective 1.3: For those career and technical education programs that are not aligned, develop local and regional strategies with local education agency stakeholders on phasing out non-aligned programs, and transitioning student pipelines into aligned programs.

Strategic Objective 1.4: Develop strategies with local education agency stakeholders to support the effective use of the academic plan that incorporates relevant and effective student advising toward high-skill, high-wage, or in-demand career pathways.

Strategic Objective 1.5: Nevada System of Higher Education (NSHE) institutions develop strategies to align postsecondary CTE programs and career pathways within the NSHE.

Nevada’s CTE Strategic Goal 2: Ensure equity of opportunity and access for all students in career pathways aligned to high-skill, high-wage, or in-demand occupations and industry sectors.

Strategic Objective 2.1: Identify the number of students participating in aligned career and technical education programs by special populations, including, but not limited to: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including low income youth and adults; (3) individuals preparing for nontraditional fields; (4) single parents, including single pregnant women; (5) out-of-workforce individuals; (6) English learners; (7) homeless individuals; (8) youth who are in, or have aged out, of the foster care system; and (9) youth with a parent who is on active duty in the armed services.

Strategic Objective 2.2: Promote equity and improve access, opportunities and tools for success to aligned CTE programs of study and career pathways including, but not limited to, career advisement.

Strategic Objective 2.3: Ensure CTE promotional materials reflect the state’s demographics when promoting CTE programs of study and career pathways.

Strategic Objective 2.4: Offer technical assistance and/or specialized training (e.g., National Alliance for Partnerships in Equity) to help local education agencies improve their equity of access and opportunity.

Nevada’s CTE Strategic Goal 3: Ensure employers have a pipeline of skilled talent.

Strategic Objective 3.1: Work with the Governor’s Offices of Workforce Innovation and Economic Development to inform CTE programs of study and career pathway development in high-skill, high-wage, or in-demand occupations and industry sectors.

Strategic Objective 3.2: Identify gaps in CTE program offerings; provide technical assistance and support to improve equity and access to CTE programs aligned with high-skill, high-wage, or in-demand occupations.

Strategic Objective 3.3: Examine policies around access to quality CTE programs for adult students and individuals in adult correctional facilities, including shared facilities and staff between K-12 CTE and Adult Education where feasible.

Nevada’s CTE Strategic Goal 4: Ensure programs have a pipeline of high-quality CTE teachers in aligned programs.

Strategic Objective 4.1: Provide professional development for CTE teachers during their first three (3) years of teaching using a research-based model. Provide continual support, as needed.

Strategic Objective 4.2: Provide available resources and supports to local education agencies to assist CTE teacher development and mentoring.

Strategic Objective 4.3: Provide teacher externship opportunities in collaboration with Nevada business and industry.

Strategic Objective 4.4: Identify statutory and regulatory gaps and/or roadblocks that inhibit CTE teacher licensure and business and industry endorsements.

Strategic Objective 4.5: Provide resources and supports to promote CTE teacher recruitment.

Strategic Objective 4.6: Provide professional development opportunities, which may include professional development and training for career counselors on CTE programs of study and career pathways.

Nevada’s CTE Strategic Goal 5: Increase the number of high-quality work-based learning opportunities available for secondary, postsecondary, and adult students (e.g., internships, apprenticeships) statewide.

Strategic Objective 5.1: Provide professional development for work-based learning coordinators in each of Nevada’s 17 school districts to help facilitate development and implementation of work-based learning programs and opportunities as identified by Nevada’s Governor’s Offices of Economic Development (GOED) and Workforce Innovation (OWINN) that align to the workforce needs of high-skill, high-wage, or in-demand occupations and industry sectors in Nevada.

Strategic Objective 5.2: Collaborate with OWINN for the coordination of available work-based learning opportunities with employers and business organizations, statewide.

Strategic Objective 5.3: Promote and expand Nevada’s work-based learning online hub (LifeWorksNV.org), which provides the work-based learning connections between Nevada employers, regional development agencies, local education agencies, students, and parents.

Nevada’s CTE Strategic Goal 6: Raise awareness of the need and opportunity for stronger education-to-workforce pipeline for students, parents, educators, and Nevada employers.

Strategic Objective 6.1: Continue public awareness promoting NSYF/LifeWorks and all of its associated initiatives, including, but not limited to: the College and Career Ready High School Diploma, relevant and effective career pathways, access and opportunities for work-based learning, student success stories through themed and targeted campaigns (e.g., technology, work-based learning, career pathways, and business partnerships).

Strategic Objective 6.2: Leverage resources and supports that promote relevant and effective career pathways, including, but not limited to: public broadcasting system campaigns, business-education summits, education-workforce summits, and youth summits.

Nevada’s Strategic Goal 7: Expand opportunities for high school students enrolled in career and technical education programs to earn early college credit.

Strategic Objective 7.1: Maintain CTE College Credit articulation program with Nevada’s colleges.

Strategic Objective 7.2: Improve equity and access to early college credit courses for underrepresented or special populations.

Strategic Objective 7.3: Design flexible program of study models to incorporate a variety of methods to earn postsecondary level credits.

Strategic Objective 7.4: Examine barriers and develop protocols and/or policies to improve coordination and articulation to expand early college credit opportunities between secondary and postsecondary career and technical education programs.

- c. Describe the state’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the state’s career and technical education programs and programs of study with the state’s workforce development system to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (WIOA; 29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the

Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

Sec. 122(d)(2) and (3) of Perkins V – STATE PLAN

(d) PLAN CONTENTS.—

(2) the state’s strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the state, and how the state’s career and technical education programs will help to meet these goals.

(3) a strategy for any joint planning, alignment, coordination, and leveraging of funds—“(A) between the state’s career and technical education programs and programs of study with the state’s workforce development system, to achieve the strategic vision and goals described in paragraph 2), including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and “(B) for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965.

Sec. 102(b)(2)(B) - UNIFIED STATE PLAN of WIOA:

(b) CONTENTS

(2) OPERATIONAL PLANNING ELEMENTS

(B) IMPLEMENTATION OF STATE STRATEGY—The unified State Plan shall describe how the lead state agency with responsibility for the administration of a core program will implement the strategy described in paragraph (1)(E), including a description of—

(i) the activities that will be funded by the entities carrying out the respective core programs to implement the strategy and how such activities will be aligned across the programs and among the entities administering the programs, including using co-enrollment and other strategies; (ii) how the activities described in clause (i) will be aligned with activities provided under employment, training, education, including career and technical education, and human services programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among, the activities referred to in this clause; (iii) how the entities carrying out the respective core programs will coordinate activities and provide comprehensive, high-quality services including supportive services, to individuals; (iv) how the state’s strategy will engage the state’s community colleges and area career and technical education schools as partners in the workforce development system and enable the state to leverage other Federal, state, and local investments that have enhanced access to workforce development programs at those institutions; (v) how the activities described in clause (i) will be coordinated with economic development strategies and activities in the state; and (vi) how the state’s strategy will improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).

The Department coordinated this State Plan and employed the following strategies for joint planning, alignment, coordination, and leveraging of funds between the state's career and technical education programs/programs of study with the state's workforce development system to improve and enhance career pathway access and opportunities for students and leverage funds between Perkins V and the Workforce Innovation and Opportunity Act (WIOA) programs:

- **Nevada System of Higher Education:** The Department and the Nevada System of Higher Education have an extensive history of a cooperative and collaborative relationship with the state's Workforce Innovation and Opportunity Act (WIOA) partners to provide a systematic programmatic and funding approach for educational and workforce services. The Director of the Office of Career Readiness, Adult Learning & Education Options represents the Superintendent of Public Instruction on the Governor's Workforce Development Board (i.e., state workforce board). Furthermore, the Assistant Director for Adult Education in the Department holds a membership position on the Workforce Development Board, representing Adult Education and Family Literacy Act (AEFLA), WIOA Title II programs, and attends the local workforce development boards' one-stop career center meetings.
- **Nevada's WIOA One-Stop Centers:** As a required one-stop partner under WIOA, the Department continues coordinated efforts with the Nevada Department of Employment, Training and Rehabilitation on the delivery of services to Nevada's employers and job seekers offered at Nevada's one-stop career centers. Said services promote workforce development, catalyze employer successes and bolster job seekers' skill development. Basic skills required of most in-demand occupations include, but are not limited to: reading comprehension, speaking abilities, critical thinking skills, basic writing skills, active listening skills, the ability to monitor, social perceptiveness, learning strategies, and coordination skills.
- **Nevada's WIOA Adult, Dislocated Worker, and Youth Programs:** Under WIOA Title I - Adult Program, Dislocated Worker Program, and the Youth Program, the one-stop career centers provide educational youth services that include: tutoring, study skills training, evidence-based dropout prevention and/recovery services, alternative secondary school services, financial literacy, and education offered concurrently with workforce preparation activities and training for specific occupations or occupational clusters. These activities include summer employment opportunities that are directly linked to academic and occupational learning, paid and unpaid work experiences that incorporate academic and occupational education, occupational skills training, and entrepreneurial skills training. Said one-stop career center system provides employment and unemployment services integrated through the delivery of employment, training, educational resources and programs at the Nevada JobConnect locations, the one-stop career center partners and [EmployNV](#), which is the one-stop delivery system's online portal and resource center for employers and job seekers. Resources delivered include, but are not limited to: job openings, labor market data, resume training, education services, online learning, veterans' services, and youth services.

- **Local Workforce Development Boards:** The Department coordinates and engages Nevada’s two local workforce development agencies: [Nevadaworks](#), serving northern Nevada’s urban and rural counties; and [Workforce Connections](#), serving southern Nevada’s urban and rural counties. The following public secondary and postsecondary institutions provide education and training services through these local workforce development agencies that include educational programs that lead to industry-recognized certifications: Clark County School District (secondary); Career College of Northern Nevada, College of Southern Nevada, Great Basin College, Truckee Meadows Community College, University of Nevada, Reno, University of Nevada, Las Vegas, and Western Nevada College (postsecondary).
- **Governor’s Office of Economic Development (GOED):** The Governor’s office promotes opportunities for companies looking to expand or locate their business operation in Nevada to help fulfill the state’s workforce needs. In this promotion, the state grants funding through its WINN Fund to develop and promote workforce development training programs to provide the skilled employees that Nevada’s workforce needs. The WINN Fund program is administered by the GOED in coordination with the Nevada System of Higher Education, OWINN, DETR, and the Department. Since its inception in 2015, the WINN Fund has made more than \$8 million in strategic investments to enable accelerated on-ramps to high-skill and high-wage jobs in Nevada.

The Department has established the following strategic framework to further the state’s joint planning, alignment, coordination, and leveraging of funds:

Strategy 1: Continued coordination, alignment, communication, and facilitation of CTE programs through the Department’s participation with the Governor’s Office of Workforce Innovation (OWINN) and the state’s core program partners.

Said core program partner agencies include: the Department of Employment, Training, and Rehabilitation; the Governor’s Office of Economic Development; the Nevada System of Higher Education; the Governor’s Workforce Development Board and its associated Industry Sector Councils and local workforce development boards; the Governor’s Office of Science, Innovation and Technology; regional development agencies; local education agencies; and Nevada business and employers.

In 2018-2019, OWINN developed a statewide inventory of state resources (i.e., private, state, and federal). The Department will continue collaborations with OWINN on maintaining and updating its resources on said inventory to demonstrate the State’s position to leverage state funds towards education – workforce – economic development programs and initiatives.

Strategy 2: Promoting and supporting student attainment of industry-recognized credentials through the alignment of recognized postsecondary credentials that encompass certifications, certificates, and degrees identified in high-skill, high-wage, or in-demand career pathways.

Strategy 3: As a partner program that is required to provide access through Nevada's One-Stop system, career and technical education will continue to partner and coordinate service delivery efforts with WIOA Titles I, II, III, and IV.

Strategy 4: Ensure continuation of New Skills for Youth/LifeWorks statewide initiatives and its Steering Team to guide career pathway work.

- d. Describe how the eligible agency will use state leadership funds made available under section 122(a)(2) of the Act for the purposes under section 124 of the Act. (Section 122(d)(7) of Perkins V)

Sec. 122(a)(2) of the Act – STATE PLAN

(2) REVISIONS.—Each eligible agency—

(A) may submit such annual revisions of the State Plan to the Secretary as the eligible agency determines to be necessary; and

(B) shall, after the second year of the 6-year period, conduct a review of activities assisted under this title and submit any revisions of the State Plan that the eligible agency determines necessary to the Secretary.

Sec. 122(d)(7) of Perkins V – STATE PLAN

(d) PLAN CONTENTS.—

(7) a description of how the eligible agency will use State leadership funds under section 124

(a) GENERAL AUTHORITY.—

From amounts reserved under section 112(a)(2), each eligible agency shall—

(1) conduct state leadership activities to improve career and technical education, which shall include support for—

(A) preparation for nontraditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

(B) individuals in state institutions, such as state correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

(D) technical assistance for eligible recipients; and

(2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

The Department uses state leadership funds to support development and implementation of state strategies for state leadership activities to improve career and technical education. Said activities include: (1) preparation for nontraditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, or in-demand occupations, that result in postsecondary certificates and

nationally-recognized certifications; (2) CTE program support for individuals in state institutions, such as state correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities (i.e., C.O. Bastian High School, Jacobsen High School, Nevada Youth Training Center, Summit View Youth Camp, and Spring Mountain Youth Camp); (3) CTE teacher support for recruiting, preparing, training, and retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs (e.g., Nevada ACTE conference, new CTE teacher training and CTE teacher externships in collaboration with Nevada employers to establish statewide industry and employer partnerships that align with the state’s identified high-skill, high-wage, or in-demand occupations and industry sectors); (4) support for career and technical student organizations that align with approved programs of study; (5) support for the recruitment of special populations for access and opportunities in high-skill, high-wage, or in-demand career and technical education programs and career pathways, such as the paraprofessional funding for special populations that the Department is funding in Lyon County; and (6) technical assistance for eligible recipients that promotes quality, competency-based CTE programs.

2. Implementing Career and Technical Education Programs and Programs of Study

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the state level, including descriptions of the programs of study to be developed at the state level and made available for adoptions by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

Sec. 122 of Perkins V – STATE PLAN

(d) PLAN CONTENTS.—

(4) a description of the career and technical education programs or programs of study that will be supported, developed, or improved at the state level, including descriptions of—

(A) the programs of study to be developed at the state level and made available for adoption by eligible recipients.

Nevada organizes its career and technical education programs under the following six cluster areas: (1) Agriculture and Natural Resources; (2) Business and Marketing Education; (3) Education, Hospitality and Human Services; (4) Health Science and Public Safety; (5) Information and Media Technologies; and (6) Skilled and Technical Sciences. As of 2019, Nevada offers 76 programs of study with standards approved by the State Board of Education. The process of standards development includes: (1) convening a team consisting of local education agencies (secondary and postsecondary) and businesses and industry representatives; (2) utilizing a separate review panel to evaluate and ensure the standards include current and relevant content; and (3) when appropriate, adopting nationally-recognized standards that are endorsed by businesses and industry. Programs are organized in programs of study with corresponding program standards, curricular frameworks, and program of study frameworks to help guide students in a career pathway. Said program of study frameworks include: (1) a secondary academic plan; (2) career and technical student organization affiliation; (3) work-based learning opportunities; (4) career and technical education assessments; (5) postsecondary education opportunities; (6) state articulation agreements for career and technical education

college credit; identified high-skill, high-wage, or in-demand career pathways; and (7) associated state-defined industry-recognized credentials.

As of 2019-2020, the current 76 career and technical education programs of study approved by the Nevada State Board of Education include:

Agriculture and Natural Resources

Agriculture, Food and Natural Resources

1. Agricultural Business Systems
2. Agricultural Leadership, Communication and Policy
3. Agricultural Mechanics Technology
4. Animal Science
5. Biotechnology
6. Environmental Management
7. Floriculture Design and Management
8. Food Science Technology
9. Landscape Design and Management
10. Natural Resources and Wildlife Management
11. Ornamental Horticulture/Greenhouse Management
12. Veterinary Science

Business and Marketing Education

Business, Management and Administration

1. Administrative Services
2. Business Management

Finance

3. Accounting and Finance

Marketing, Sales and Service

4. Marketing

Education, Hospitality, and Human Services

Education and Training

1. Early Childhood Education
2. Teaching and Training

Hospitality and Tourism

3. Baking and Pastry
4. Culinary Arts
5. Hospitality and Tourism

Human Services

6. Cosmetology
7. Foods and Nutrition
8. Family and Consumer Sciences
9. Human Development

Health Science and Public Safety

Government and Public Administration

1. Military Science

Health Science

2. Biomedical
3. Community Health Science
4. Dental Science
5. Emergency Medical Technician
6. Health Information Management
7. Medical Assisting
8. Nursing Assistant
9. Pharmacy Practice
10. Respiratory Science
11. Sports Medicine

Law, Public Safety, Corrections and Security

12. Criminal Justice
13. Emergency Telecommunications
14. Fire Science
15. Forensic Science
16. Law Enforcement

Information and Media Technologies

Arts, A/V Technology and Communication

1. Fashion, Textiles and Design
2. Graphic Design
3. Interior Design
4. Photography
5. Radio Production
6. Theatre Technology
7. Video Production

Information Technology

8. Animation
9. Computer Science
10. Cybersecurity
11. Digital Game Development
12. Information Technology – Networking
13. Web Design and Development

Skilled and Technical Sciences

Architecture and Construction

1. Architectural Design
2. Construction Technology
3. Drafting and Design
4. Furniture and Cabinetmaking

Manufacturing

5. Automation Technology
6. Electronic Technology
7. Manufacturing Technologies
8. Mechanical Technology
9. Metalworking
10. Welding Technology

Science, Technology, Engineering and Mathematics

11. Aerospace Engineering
12. Architectural and Civil Engineering
13. Electrical Engineering
14. Energy Technologies
15. Environmental Engineering
16. Mechanical Engineering

Transportation, Distribution and Logistics

17. Automotive Service Technician
18. Automotive Technology
19. Aviation Maintenance Technician
20. Aviation Technology
21. Collision Repair Technology
22. Diesel Technology

In each of the program areas, program standards are developed and submitted to the Nevada State Board of Education for adoption; and programs of study, curriculum frameworks, end-of-program assessments, and suggested equipment lists are also developed and published to provide program information and guidance to the local education agencies. The development of Nevada career and technical assessments is a collaborative effort that is sponsored by the Department's Office of Career Readiness, Adult Learning & Education Options, and the Career and Technical Education Consortium of States. In the development of standards and assessments, the Department relies upon instructors and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that measure student skill attainment in a given career and technical education program area. All career and technical education standards are developed and validated by business and industry through one or more of the following processes: (1) standards writing team participation; (2) review panel with industry expert participation to ensure proper content; and/or (3) adoption of nationally-recognized standards endorsed by business and industry.

The Department continues to align secondary – postsecondary educational program linkages among career and technical education programs through: (1) identification of aligned and non-aligned career pathway programs; (2) supports to local education agencies to steer students into aligned career pathway programs, and assistance to help transition students from non-aligned programs into aligned programs; and (3) increased support and promotion of dual enrollment (e.g., dual credit, advanced placement, and career and technical education college articulated credit).

The Department utilizes CTE programs of study and WestEd's *Nevada's Pathways to Employment* data analysis to inform local education agencies of aligned CTE programs, identify non-aligned CTE programs, and inform discussions between the state and local education

agencies to facilitate transitioning students out of non-aligned programs into aligned programs, and directing CTE funding towards aligned programs. The Department will continue to employ strategies from the mapping project to ensure resources are directed and leveraged to support high-skill, high-wage, or in-demand occupations and industries, and students' equitable access to those career and technical education programs.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address state workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will:**
 - i. Promote continuous improvement in academic achievement and technical skill attainment;**
 - ii. Expand access to career and technical education for special populations; and**
 - iii. Support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)**

Sec. 122(d)(7) of Perkins V – STATE PLAN

(d) PLAN CONTENTS.—

(4) a description of the career and technical education programs or programs of study that will be supported, developed, or improved at the state level, including descriptions of—

(B) the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address state workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

(i) promote continuous improvement in academic achievement and technical skill attainment;

(ii) expand access to career and technical education for special populations; and

(iii) support the inclusion of employability skills in programs of study and career pathways.

In Nevada, programs of study are developed at the state level for use by any secondary local education agency through the process described in section 2 (a) above. The state has codified the criteria and requirements for career and technical education programs in [NAC 389.800](#), which were recently revised in the Nevada legislative and regulatory processes: [A.B. 482](#) (2017) and corresponding regulation [R075-17](#). Said requirements include career and technical education programs that provide: (1) career guidance; (2) program and instruction; (3) leadership development; (4) educational personnel; (5) program planning and promotion; (6) facilities, equipment, and instructional materials and supplies; (7) partnerships with business, industry, and the community; (8) systems of evaluation and accountability; (9) alignment with priority career pathways for secondary and postsecondary education, that are identified by the Governor's Office of Workforce Innovation for the New Nevada (OWINN) utilizing Nevada's workforce and economic data produced by the Governor's Office of Economic Development (GOED); (10) industry-recognized credentials identified by OWINN; and (11) alignment with workforce training needs in Nevada and the state's economic development strategies and workforce investment system.

[Senate Bill \(S.B.\) 516](#) codified the Governor’s Office of Workforce Innovation for the New Nevada (OWINN), and prescribed the duties of that office, which included, but are not limited to: (1) identify, recommend and implement policies related to workforce development; (2) define career pathways and identify priority career pathways for secondary and postsecondary education; (3) discontinue career pathways offered by the state which fail to meet the minimum standards of quality, rigor, and cross-education alignment, or that do not demonstrate a connection to priority industry needs; (4) in consultation with the Governor’s Workforce Development Board, identify industry-recognized credentials, workforce development programs, and education; and (5) suggest improvements regarding the allocation of federal and state money to align workforce training and related education programs in the state, including, but not limited to, career and technical education.

The academic performance of career and technical education students is closely monitored and assessed through the state’s performance indicator accountability system. Reported data, to the extent possible, is available on a site-by-site basis to enable school district and college personnel to target services and funding. Career and technical education instruction is performance-based and integrates academic knowledge and skills that reflect current and emerging technologies in Nevada, and business and industries’ practices and workforce needs. Nevada’s career and technical education programs are organized and sequenced to promote relevant and effective career pathways.

In addition to the program standards and assessment development described above in subsection 2, which includes collaboration, participation, and input from secondary, postsecondary, and business and industry stakeholders, the Department has developed, promoted, and will continue its efforts to promote continuous improvement in academic achievement and technical skill attainment through CTE Program Quality Standards (QPS); said standards were adopted by the Nevada State Board of Education and implemented via a pilot program in 2017, said initiative was fully implemented in 2018. The QPS development process included multiple input and engagement sessions with key stakeholders (e.g., secondary and postsecondary local education agencies; business and industry) that guided the standards writing, with the ultimate goal of ensuring highly-effective, quality CTE programs. The assessment of this initiative is the Quality Program Review, which consist of site visits wherein program evaluations are conducted pursuant to the following eight standards: (1) career guidance; (2) program and instruction; (3) leadership development; (4) educational personnel; (5) program planning and promotion; (6) facilities, equipment, and instructional materials and supplies; (7) community, business, and industry partnerships; and (8) evaluation of systems and accountability.

The Department collaborates with local education agencies in the development of models and academic integration of career and technical education programs. Such models include, but are not limited to: integration of math, science, and English standards; awarding of academic credit for career and technical education coursework; and professional development models to promote career and technical education teacher recruitment, development, retention.

The Department promotes the expansion of access to career and technical education for special populations. The Department has identified in its strategic goals and objectives its commitment to identifying and addressing equity of access for all students, and its obligation to expand said access to quality career and technical education programs to all Nevada students:

Nevada's CTE Strategic Goal 2: Ensure equity of opportunity and access for all students in career pathways aligned to high-skill, high-wage, or in-demand occupations and industry sectors.

Strategic Objective 2.1: Identify the number of students participating in aligned career and technical education programs by special populations, including, but not limited to: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including low income youth and adults; (3) individuals preparing for nontraditional fields; (4) single parents, including single pregnant women; (5) out-of-workforce individuals; (6) English learners; (7) homeless individuals; (8) youth who are in, or have aged out, of the foster care system; and (9) youth with a parent who is on active duty in the armed services.

Strategic Objective 2.2: Promote equity and improve access, opportunity and tools for success to aligned CTE programs of study and career pathways including, but not limited to, career advisement.

Strategic Objective 2.3: Ensure CTE promotional materials reflect the state's demographics when promoting CTE programs of study and career pathways.

Strategic Objective 2.4: Offer technical assistance and/or specialized training (e.g. National Alliance for Partnerships in Equity) to help local education agencies improve equality of opportunity and access.

The Department utilizes its Perkins reserve and leadership funding to target areas with disparities or gaps in performance to promote innovation and strategies that increase equitable access for special populations to quality career and technical education programs. Furthermore, the Department continues utilizing Perkins funding to serve individuals in state institutions. Nevada currently utilizes one percent of its Perkins funding towards this effort. The Department continues nontraditional career and technical education program support through its Perkins' local state allocation. The Department will continue utilizing Perkins leadership funding to target special population recruitment for increased access and opportunities into high-skill, high-wage, or in-demand career and technical education and career pathways.

The Department continues its collaborative work in Nevada's framework for an equitable integrated system of student supports through its Office for Safe and Respectful Learning Environment. This collaboration includes students, parents, teachers, principals, district leaders, and universities to create safe, supportive schools where staff and students learn and thrive. This model of systematic teamwork will continue and will draw upon what Nevada has learned thus far. Nevada has implemented a statewide equitable and integrated multi-tiered system of supports (MTSS) to help address the unique needs and assets within each school community to foster greater educator and student success. The Department's current data indicates that there are significant opportunity and achievement gaps that persist between students of color and white students, native and non-native English speaking students, and students with and without disabilities. The Department will continue this work to systematically address these disparities, and career and technical education has been an active participant in this initiative.

The Department continues its promotion and supports for nontraditional career and technical education participation. In 2016-2017, the Department contracted with the National Alliance for Partnerships in Equity Education Foundation (NAPEEF) to address the state not meeting its

Perkins nontraditional accountability measure. In collaboration with NAPEEF, the Department developed and implemented a plan to improve Nevada's performance on this accountability measure as defined in the Act. The NAPEEF's program improvement process for equity (PIPE) is a data-driven, decision-making institutional change process that focuses on increasing participation, completion, and transition of females and other underrepresented groups in nontraditional career and technical education programs. The Department will continue to utilize this process and the lessons learned to continue access expansion for special populations in quality career and technical education programs.

The Department utilizes the CTE programs of study and career pathways mapping to inform local education agencies of aligned CTE programs, identify non-aligned CTE programs, and inform discussions between the state and local education agencies to facilitate transitioning students out of non-aligned programs into aligned programs, and directing CTE funding towards aligned programs. The Department will continue employing strategies from the mapping project to ensure resources are directed and leveraged to support high-skill, high-wage, or in-demand occupations and industries, and students' equitable access to those career and technical education programs.

In 2012, the Department developed, and the Nevada State Board of Education approved, Nevada's career and technical education's 21 Employability Skills for Career Readiness Standards. Said standards are embedded within each of Nevada's career and technical education programs' technical standards, and are designed to ensure students graduate high school prepared with skills that employers value and need employees to possess. In 2019, the standards were revised to ensure that they are up-to-date and aligned with the needs of employers. The newly revised 22 standards are organized in three areas: (1) personal qualities and abilities; (2) interpersonal skills; and (3) professional competencies. These 22 standards replace the previous 21 standards that were organized in three areas: (1) personal qualities and people skills; (2) professional knowledge and skills; and (3) technology knowledge and skills. Nevada codified the requirement of employability skills in [Nevada Administrative Code \(NAC\) 389.800\(1\)\(d\)](#), which ensures that instruction in employability skills for career readiness is prescribed within each career and technical education program of study, and that the Department measures the proficiency of the pupil in the standards through an assessment approved by the Nevada State Board of Education. The state board prescribed the Workplace Readiness Skills Assessment (WRSA), and students who complete a career and technical education program are assessed on their skill attainment during their completion level course through the passage of the WRSA with a score of 75 or above. It is possible that said cut-score may change in the future.

The Department reports that there has been a steady increase in pass rates: 2016-17, 80.32 percent; 2016-17, 84.90 percent; and 2017-18, 92.03 percent.

c. Describe how the eligible agency will:

- i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and, to the extent practical, provide that**

information and those resources in a language students, parents, and educators can understand;

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;
- iii. use state, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the state, regional, or local economy, including in-demand industry sectors and occupations identified by the state workforce board, and to align career and technical education with such needs, as appropriate;
- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;
- v. coordinate with the state workforce board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;
- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and
- vii. improve outcomes and reduce performance gaps for career and technical education concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

Sec. 122(d)(7) of Perkins V – STATE PLAN

(d) PLAN CONTENTS.—

(4) a description of the career and technical education programs or programs of study that will be supported, developed, or improved at the state level, including descriptions of—

(C) how the eligible agency will—

(i) make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

(ii) facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

(iii) use state, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the state, regional, or local economy, including in-demand industry sectors and occupations identified by the state board, and to align career and technical education with such needs, as appropriate;

(iv) ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

(v) coordinate with the state board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

(vi) support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

(vii) improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations.

- (i) The Department makes information available on Nevada State Board of Education approved programs of study, career pathways, work-based learning opportunities, and resources for students, parents, educators, employers, and the public by publishing current information on the Department's and other state agency websites. The Department further provides consistent technical assistance to local education agencies, instructors, students, and the public by providing webinars, an annual statewide CTE Administrator meeting (spring), an annual Nevada ACTE conference (summer) presentation and workshops, and ad-hoc technical assistance meetings. The Department makes electronic resources available to the public via the worldwide web, and all documents that are posted to the Department's website are ADA accessible. The following are representative of those publications:

- Nevada's approved career and technical education programs of study and career pathways are published on the Department's [Career and Technical Education \(CTE\)](#) website, including:
 - [CTE Skill Standards and Curriculum Frameworks](#)
 - [CTE Assessment Information](#)
 - [CTE Course Catalog](#)
 - [CTE Program Directory](#)
 - [CTE Quality Program Standards](#)
 - [CTE Employability Skills for Career Readiness Standards](#)
 - [Career and Technical Student Organizations \(CTSOs\)](#)
 - [CTE Program Resources](#)
 - [CTE Advisory Committee Handbook](#)
- Nevada's labor market information and data are published on the Governor's [Office of Economic Development's \(GOED\)](#) website
- Nevada's workforce information and data (Governor's Workforce Development Board and its associated industry-sector councils), state longitudinal data system

(apprenticeship information, industry-recognized credentials are published on the Governor's [Office of Workforce Innovation for the New Nevada \(OWINN\)](#) website

- Nevada's state longitudinal data system data is published on the [Nevada P-20 to Workforce Research Data System \(NPWR\)](#) website
- Nevada's work-based learning information, data and resources are published on Nevada's Work-Based Learning Hub – [LifeWorks.NV.org](#) website

In addition, with support authorized by the Nevada Legislature, the Department contracted with the Abbi Agency in 2018-2019 to develop and conduct a robust public marketing campaign based on career pathways for all students. The Department will continue with this campaign to assist in the awareness of career and technical education, relevant and effective career pathways, the new College and Career Ready High School Diploma, work-based learning opportunities, and a number of other New Skills for Youth/LifeWorks initiatives and efforts.

- (ii) The Department will continue to facilitate collaboration among eligible recipients in the development and coordination of CTE programs through the NSFY/LifeWorks statewide initiatives: (1) expanding employer engagement in educational and career pathway opportunities, e.g., work-based learning; (2) increasing the quality and rigor in career pathways for all students, which includes career and technical education programs, as the foundational 'on-ramp' toward effective and relevant career pathways; (3) improving and enhancing Nevada's career-focused accountability system; (4) scaling career and technical education programs and career pathways to align with Nevada's workforce and economic development needs; (5) aligning and integrating funding streams and resource planning for efficient investments and maximum yield of education-workforce-economic development initiatives; and (6) increasing systematic cross-institutional alignment of secondary and postsecondary education programs that culminate in relevant and effective career pathways for all Nevadans.

Pursuant to [Nevada Administrative Code \(NAC\) 389.800](#), requirements for courses of study in career and technical education programs include collaboration, engagement, and input from eligible recipients that include, but are not limited to: local education agencies, both secondary and postsecondary; representatives from Nevada's businesses and industries; and other state agencies and stakeholders. The Department collaborates with these stakeholders on the development of standards and assessments, and relies upon instructors and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that measure student skill attainment in a given career and technical education program area. Furthermore, the Department collaborates with career counselors at the eligible agencies, providing them with information, guidance, and a current and relevant career and technical education toolkit that contain career and technical education laws, regulations, policies, protocols, and programmatic updates.

[Nevada Administration Code \(NAC\) 389.810](#) establishes joint technical skills committees and career and technical education councils. Said committees and councils inform their respective local education agency on local CTE program

decision-making. The Department regularly and consistently attends, participates in, and presents at local education agencies' events (e.g., career fairs, council meetings). Said regulations will be examined for updates to ensure employer collaboration meets the requirements of this Act and needs of local education agencies.

- (iii) The existing career and technical education infrastructure in Nevada supports and promotes the implementation of career and technical education that is aligned to relevant and effective career pathways, wherein career and technical education's role is the foundational entrance point along a career pathway that includes multiple entrance and exit points that provide postsecondary training and degree opportunities, as well as industry-recognized credentials.

In 2017-2018, Nevada revised regulations [[NAC 389.800](#), [A.B. 482](#) (2017), [R075-17](#)] to align state policy for career and technical education program and grant funding approvals based on criteria that includes alignment to state, regional, and local economic data, workforce needs, and in-demand industry sectors. Requirements include, but are not limited to, the support and promotion of career and technical education programs that are aligned to the workforce and economic needs of Nevada, and for programs that align with priority career pathways for secondary and postsecondary education, and include industry-recognized credentials identified by the Governor's Office of Workforce Innovation for the New Nevada (OWINN), and the Governor's Workforce Development Board (i.e., state workforce board) and its associated Industry Sector Councils. Furthermore, said programs must align with workforce training needs in Nevada and Nevada's economic development strategies and workforce investment system, utilizing Nevada's economic and labor market information and data produced by the Governor's Office of Economic Development (GOED).

Said requirements as prescribed in [NAC 389.800](#), and recently revised in the Nevada legislative and regulatory processes in [A.B. 482](#) (2017) and corresponding regulation [R075-17](#), include career and technical education programs that provide: (1) career guidance; (2) program and instruction; (3) leadership development; (4) educational personnel; (5) program planning and promotion; (6) facilities, equipment, and instructional materials and supplies; (7) partnerships with business, industry, and the community; (8) systems of evaluation and accountability; (9) alignment with priority career pathways for secondary and postsecondary education, that are identified by the Governor's Office of Workforce Innovation for the New Nevada (OWINN) utilizing Nevada's workforce and economic data produced by the Governor's Office of Economic Development (GOED); (10) industry-recognized credentials identified by OWINN; and (11) alignment with workforce training needs in Nevada and the state's economic development strategies and workforce investment system.

Through the New Skills for Youth (NSFY)/LifeWorks initiative, the Department will utilize the career pathways mapping project analysis to further align and promote targeted funding for career and technical education programs that align to high-skill, high-wage, or in-demand (e.g., regionally-specific) occupations and industries.

- (iv) The Department supports career and technical education grants that promote equal access to all students in Nevada. The Department has incorporated funding for special populations recruitment in its Perkins' FY 2020 budget, and will continue this work through a set aside in Perkins leadership funding, as required. The Department will continue the cross-collaborative work with the Nevada Department of Education's Office of Inclusive Education and Lyon County School District on the paraprofessional support that facilitates recruitment of special populations into high-quality CTE programs. The Department plans on expanding this model into other local education agencies wherein opportunity and access gaps are present.

In 2015, the Department, in collaboration with Nevada's Vocational Rehabilitation Division, had the opportunity to submit a proposal for intensive technical assistance through the federally funded project from the National Technical Assistance Center on Transition (NTACT). Nevada was one of only three states selected to receive five years of intensive technical assistance as a result of this grant award. As a result of this collaboration between the Department and Nevada's Vocational Rehabilitation Division, career and technical education became a main focus of this work. This has provided Nevada opportunities for essential communications between state and local education agencies to begin breaking down access barriers to high-quality career and technical education programs for students with disabilities, with the goal of increased potential and outcomes of high school completion and exit from high school with the education and skills needed for Nevada's workforce.

Since this grant award, NTACT has worked with and assisted the Department, local education agencies, and state and local vocational rehabilitation personnel to implement evidence-based and promising practices to ensure students and young adults with disabilities stay in high school, progress and graduate with the knowledge, skills, and supports needed to succeed in postsecondary education and employment. Through this project, Dayton High School, a rural high school in Lyon County, and Sunrise Mountain High School, an urban school in Clark County, were selected to participate in a pilot project with NTACT. From that project, Lyon County requested and was provided state competitive grant funding in FY 2018 for a transition coordinator and paraprofessional to assist and promote this work. The project further supported innovation in the delivery of existing career and technical education programs at these schools, which allowed more students with disabilities to complete and gain necessary credentials to move into postsecondary education and careers.

The Department will continue to seek out and support career and technical education programs and activities that provide equal access opportunities for students.

- (v) Pursuant to [NAC 389.800](#), requirements for courses of study in career and technical education programs, and criteria for local education agencies that wish to obtain a grant for said programs, must offer programs that align with priority career pathways for secondary and postsecondary education, and include industry-recognized credentials (where available) identified by the Governor's Office of Workforce Innovation for the New Nevada (OWINN), and the Governor's Workforce Development Board (i.e., state workforce board) and its associated Industry Sector Councils.

The Department works closely with OWINN on the development of career and technical education that is integrated with the New Skills for Youth/LifeWorks initiative. Furthermore, the Department coordinates participation of Nevada business and industry representation on career and technical education standards, assessments, and grant activities.

The Director of the Office of Career Readiness, Adult Learning & Education Options at the Department serves as a Governor-appointed member on the Governor's Workforce Development Board (i.e., state workforce board), and attends Industry Sector Council meetings regularly. Furthermore, the Assistant Director of the Workforce Innovation and Opportunity Act (WIOA), Title II (Adult Education and Family Literacy Act – AEFLA) program also serves as a Governor-appointed member on the Governor's Workforce Development Board.

The Department works closely with OWINN, the local education agencies, and other stakeholders to support the development of and the offering of work-based learning opportunities in Nevada. Through the work of the New Skills for Youth/LifeWorks initiative, the Department has and will continue to collaborate with OWINN on the development of the state's work-based learning hub: LifeWorksNV.org. This state resource helps drive a skilled, diverse, and aligned workforce in Nevada by promoting collaboration and cooperation among key stakeholders focused on workforce development. OWINN has and will continue to work with the Department and other stakeholders to address Nevada's workforce needs by leveraging labor market data, scaling career pathways that lead to industry-recognized credentials, expanding apprenticeships and other work-based learning opportunities, and designing responsive workforce policies.

- (vi) In the 2017 Nevada Legislative Session, work-based learning policy and supports were codified in Nevada law through [S.B. 66](#) and corresponding regulations ([R096-17](#)), which revised [Nevada Administrative Code \(NAC\) 389](#) prescribing the requirements concerning an application of local education agencies to offer, operate, and participate in a work-based learning program; prescribing the designation, requirement, and duties of work-based learning coordinators at each school district or charter school to coordinate and oversee the work-based learning program.

In 2018-2019, Nevada established a work-based learning goal to have 55,000 students engaged in meaningful and relevant work-based learning opportunities by 2020. The LifeWorksNV.org hub provides a state-coordinated resource for students, parents, educators, Nevada businesses, and the community to gain work-based learning information, exploration opportunities, and obtain data to facilitate connections to training programs and partnerships within secondary, postsecondary, and work-based learning opportunities in Nevada.

To further promote and support work-based learning, the Department, through its New Skills for Youth/LifeWorks initiative, funded an employer specialist position at the Governor's Office of Workforce Innovation for the New Nevada (OWINN) in FY 2018-2019 to promote this work at the state level with Nevada employers and to connect them with opportunities for Nevada students.

- (vii) The Department will continue to utilize career and technical education performance indicator data to drive student learning outcome improvement. When performance drops below the state-approved levels, the Department will work with the local education agencies on improvement plan development. These improvement plans will include specific targeted supports including, but not limited to: tutoring, academic remediation, and specialized support for members of special populations. Furthermore, the Department will target funding and technical assistance towards these efforts for an intended outcome of improving student performance. The Department will also continue working to develop, expand, and improve a comprehensive support system involving students, teachers, counselors, and parents to help direct support efforts to improve academic achievement.

The Department will continue working with the statewide equitable and integrated multi-tiered system of supports (MTSS) to help address the unique needs and assets within each school community to foster greater educator and student success. The Department's current data indicates that there are significant opportunity and achievement gaps that persist between students of color and white students, native and non-native English speaking students, and students with and without disabilities. The Department will continue this work to systematically address these disparities, and career and technical education has been an active participant in this initiative.

The Department will also continue its promotion and supports for nontraditional career and technical education participation. In 2016-2017, the Department contracted with the National Alliance for Partnerships in Equity Education Foundation (NAPEEF) to address the state not meeting its Perkins nontraditional accountability measure. In collaboration with NAPEEF, the Department developed and implemented a plan to improve Nevada's performance on this accountability measure as defined in the Act. The NAPEEF's Program Improvement Process for Equity (PIPE) is a data-driven, decision-making institutional change process that focuses on increasing participation, completion and transition of females and other underrepresented groups in nontraditional career and technical education programs, and the Department will continue to utilize this process and the lessons learned to continue access expansion for special populations in quality career and technical education programs.

- d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

Sec. 122(d)(7) of Perkins V – STATE PLAN

(d) PLAN CONTENTS.—

(4) a description of the career and technical education programs or programs of study that will be supported, developed, or improved at the state level, including descriptions of—

(D) how the eligible agency may include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education.

The Department continues to maintain the career and technical education articulated college credit program with Nevada's colleges. This program provides secondary school student opportunities to earn career and technical education articulated credit *at no cost* while in high school. As of school year 2017-2018, 9,184 college credits were awarded in career and technical education articulated credit courses, which is projected to increase to 14,735 in school year 2018-2019.

In the 2017-2019 biennium, the Nevada Legislature authorized state appropriations of \$10 million dollars in S.B. 544 (2017) to provide support for local education agencies in promoting dual enrollment, STEM, and work-based learning pilot programs to assist pupils in becoming college and career ready. This funding was provided via state competitive Request for Applications (RFAs), resulting in: 11 school districts and public charter schools awarded funding for Advanced Placement; 13 school districts, community colleges, and public charter schools awarded funding for dual enrollment; eight school districts and public charter schools awarded funding for STEM courses; and seven school districts and public charter schools awarded funding for work-based learning pilot programs. This funding: increased participation in advanced coursework, and provided access and opportunities to historically underserved populations in advanced coursework; and increased and expanded access and opportunities for students in rural Nevada regions. Both dual enrollment and Advanced Placement courses provided high school students in Nevada the opportunities to earn college credit or advanced standing at colleges and universities, and prepared them for postsecondary education. Similarly, access to STEM programs provided students with knowledge in STEM fields to prepare them for both college and careers.

Senate Bill (S.B.) 19 (2017) further promoted dual-credit coursework, and formalized dual-credit coursework in Nevada through the prescription of requirements, lifting restrictions on the number of dual-credit courses that a pupil may enroll in, and requiring each Nevada school district and public charter school to enter into a cooperative agreement with one or more of Nevada's community colleges, state colleges and universities to provide dual-credit courses to pupils enrolled in said school districts and charter schools. The bill also prescribed requirements for the academic plan with regards to the inclusion of dual-credit coursework, and provided for the ability for students to apply their completion credits of a program of workforce development toward the total number of credits required for a related credential, certificate or degree.

The Department continues to promote the College and Career Ready High School Diploma (per [A.B. 7](#), 2017) and corresponding regulation [R076-17](#)), which incorporates: advanced coursework; dual-credit; work-based learning; career and technical education; industry-recognized credentials; and non-remedial college demonstrations that support opportunities for secondary school students to participate and demonstrate competency in these college and career ready opportunities. The Department plans to continue the statewide public marketing and awareness campaign that encompasses all of the statewide career pathway initiatives within the New Skills for Youth/LifeWorks initiatives.

In the 2019-2021 biennium, the Nevada Legislature again authorized state appropriations of \$10 million dollars in S.B. 555 (2019) to provide support for local education agencies in promoting dual enrollment, STEM, and work-based learning pilot programs to again assist pupils in becoming college and career ready. Said funding will be solicited via Request for Applications (RFAs) for local education agency sub-grants.

- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian tribes and tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

Sec. 122(d)(7) of Perkins V – STATE PLAN

(d) PLAN CONTENTS.—

(12) describes how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of such career and technical education programs.

Secondary and postsecondary local education agencies, which include academic and career technical education teachers, administrators, faculty, career and academic guidance counselors, are involved in every stage of development of career and technical education programs of study, curriculum frameworks, and associated assessments. Pursuant to [Nevada Administrative Code \(NAC\) 389.800](#), requirements for courses of study in career and technical education programs include collaboration, engagement, and input from eligible recipients that include, but are not limited to: local education agencies, both secondary and postsecondary; representatives from Nevada’s businesses and industries; and other state agencies and stakeholders. The Department collaborates with these stakeholders on the development of standards and assessments, and relies upon teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that measure student skill attainment in a given career and technical education program area. All career and technical education standards are developed and validated by business and industry through one or more of the following processes: (1) standards writing team participation; (2) review panel with industry expert participation to ensure proper content; and/or (3) adoption of nationally-recognized standards endorsed by business and industry.

Furthermore, the Department collaborates with career counselors at the eligible agencies, providing them with information, guidance, and a current and relevant career and technical education toolkit that contains career and technical education laws, regulations, policies, protocols, and programmatic updates.

The Department will expand involvement, engagement, and collaborative efforts to include additional stakeholders in this process, which include, but are not limited to: the Department’s established academic and [career guidance counselor networks](#); the Department’s [Office of Parental Involvement and Family Engagement \(PIFE\)](#); representative(s) of the Governor’s [Offices of Workforce Innovation for the New Nevada \(OWINN\)](#), [Science, Innovation and Technology \(OSIT\)](#), and [Economic Development \(GOED\)](#); representative(s) of [Jobs for Nevada’s Graduates, Inc. \(JAGNV\)](#); representative(s) from the Nevada’s Department of Employment, Training and Rehabilitation’s [Bureau of Vocational Rehabilitation](#); member(s) of the [Governor’s Workforce Development Board](#), its [Industry Sector Councils](#), and local

workforce development boards ([Nevadaworks](#) and [Workforce Connections](#)); member(s) of Nevada’s State Apprenticeship Council, which include representatives of labor organizations; the Workforce Innovation and Opportunity Act (WIOA) Title II State Director; the Department’s [Indian Education program](#) professional; representative(s) of Nevada’s Department of Human Services’ (DHHS) [Divisions of Child and Family Services, Welfare and Supportive Services \(DWSS\)](#); representative(s) of the [Nevada Indian Commission](#); representative(s) of Nevada’s public community colleges, state colleges, and universities; and parents solicited from the local education agencies and counselors.

- f. **Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.**

Sec. 134 of Perkins IV – LOCAL PLAN is revised to LOCAL APPLICATION

(b) CONTENTS.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—

(1) a description of the results of the comprehensive needs assessment conducted under subsection (c);

(2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 state-approved program of study approved by a state under section 124(b)(2), including—

(A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

(B) a description of any new programs of study the eligible recipient will develop and submit to the state for approval; and

(C) how students, including students who are members of special populations, will learn about their school’s career and technical education course offerings and whether each course is part of a career and technical education program of study;

(3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—

(A) career exploration and career development coursework, activities, or services;

(B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment in subsection (c); and

(C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;

(4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous

content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);

(5) a description of how the eligible recipient will—

(A) provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency;

(B) prepare CTE participants for nontraditional fields;

(C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and

(D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;

(6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in the career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;

(7) a description of how the eligible recipient will provide students participation in career and technical education programs with an opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;

(8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable state certification and licensure requirements (including any requirements obtained through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and

(9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate these disparities or gaps.

EXHIBIT B represents the state’s FY20-FY21 Local Application, which includes requirements, guidance, and narrative for the local education agencies per Section 134(b) of Perkins V.

- g. Include a copy of the local needs assessment template that the eligible agency will require eligible recipients to submit pursuant to section 134(c) of Perkins V.**

(Section 134(c) of Perkins V)

(c) COMPREHENSIVE NEEDS ASSESSMENT.—

(1) IN GENERAL.—To be eligible to receive financial assistance under this part, an eligible recipient shall—

- (A) *conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and*
- (B) *not less than once every 2 years, update such comprehensive local needs assessment.*
- (2) *REQUIREMENTS.—The comprehensive local needs assessment described in paragraph (1) shall include each of the following:*
 - (A) *An evaluation of the performance of the students served by the eligible recipient with respect to state determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*
 - (B) *A description of how career and technical education programs offered by the eligible recipient are—(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and (ii)(I) aligned to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “state board”) or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by state boards or local workforce development boards.*
 - (C) *An evaluation of progress toward the implementation of career and technical education programs and programs of study.*
 - (D) *A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.*
 - (E) *A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

EXHIBIT C represents the state’s FY20-FY21 *secondary and postsecondary* Comprehensive Local Needs Assessment (CLNA) guidance and accountability tool kits, which the Department disseminated to local education agencies (LEAs) in spring of 2019, to use to guide their development of their respective CLNAs for reporting in their respective Local Applications in FY21 (spring 2020) when applying for Perkins grant funding. Said CLNA guidance and tool kits include the requirements per Perkins V sec. 134(c), guidance, local discussion prompts, available

state resources, and accountability tool kits for the LEAs to use in their respective CLNA development.

- h. Provide the definition for “size, scope, and quality” that the eligible agency will use to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

Eligible Perkins recipients must establish and maintain CTE programs and programs of study that are of sufficient size, scope and quality. The Department defines size, scope, and quality as career and technical education programs and programs of study that meet the needs of all students served by eligible recipients of Perkins V grant funding, and which are effective in meeting the labor market needs of Nevada. The criteria are further defined as:

- **Size:**
 - Students in the district and/or area have access to a minimum of one-state approved career and technical education career pathway that aligns with the respective local or state’s workforce needs.
 - A minimum class size of 10 students for districts and/or counties whose population is 55,000 or more, or continuous progress toward increased class size, in a career and technical education program.
- **Scope:**
 - Links must exist between secondary and postsecondary career and technical education programs with evidence of working agreements (e.g., dual-credit, CTE college articulated credit) between secondary and postsecondary institutions.
 - A complete program of study for each career and technical education program exists and is incorporated into an academic plan that identifies recommended academic and technical courses as a part of a career pathway.
 - Postsecondary programs supported under Perkins align to state or regional workforce needs as evidenced by local/regional/state labor market data and aligned to a credential of value.
- **Quality:**
 - Secondary and postsecondary career and technical education program quality is measured by Nevada’s [Quality Program Standards](#), as approved by the Nevada State Board of Education, that demonstrate rigorous and relevant expectations for career and technical education program organization and delivery, which are:
 - Career Guidance
 - Program and Instruction
 - Leadership Development
 - Educational Personnel
 - Program Planning and Promotion
 - Facilities, Equipment, and Instructional Materials and Supplies

- Community, Business and Industry Partnerships
- Evaluation Systems and Accountability

3. Meeting the Needs of Special Populations

- a. Describe the state’s program strategies for special populations, including a description of how individuals who are members of special populations:
 - i. Will be provided with equal access to activities assisted under this Act;

Equity is an overarching theme throughout all of the Department’s and local education agencies’ work. The Department will incorporate equity indicators for special populations within the comprehensive local needs assessment and local application, and equity of resources will be determined to ensure all students have the resources needed to reach their full potential.

The Department will continue its efforts to ensure all Nevada students have equitable access to and participation in career and technical education programs. As stated in **Nevada’s CTE Strategic Goals 2 and 3** in this plan, the Department will:

Nevada’s CTE Strategic Goal 2: Ensure equity of opportunity and access for all students in career pathways aligned to high-skill, high-wage, or in-demand occupations and industry sectors.

Strategic Objective 2.1: Identify the number of students participating in aligned career and technical education programs by special populations, including, but not limited to: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including low income youth and adults; (3) individuals preparing for nontraditional fields; (4) single parents, including single pregnant women; (5) out-of-workforce individuals; (6) English learners; (7) homeless individuals; (8) youth who are in, or have aged out, of the foster care system; and (9) youth with a parent who is on active duty in the armed services.

Strategic Objective 2.2: Promote equity and improve access, opportunity and tools for success to aligned CTE programs of study and career pathways including but not limited to, career advisement.

Strategic Objective 2.3: Ensure CTE promotional materials reflect the state’s demographics when promoting CTE programs of study and career pathways.

Strategic Objective 2.4: Offer technical assistance and/or specialized training to help local education agencies improve their equity of access and success by providing specialized training (e.g. National Alliance for Partnerships in Equity).

Nevada’s CTE Strategic Goal 3: Ensure employers have a pipeline of skilled talent.

Strategic Objective 3.1: Work with the Governor’s Offices of Workforce Innovation and Economic Development to inform CTE programs of study and career pathway development in high-skill, high-wage, or in-demand occupations and industry sectors.

Strategic Objective 3.2: Identify gaps in CTE program offerings; provide technical assistance and supports to improve equity and access to CTE programs aligned with high-skill, high-wage, or in-demand occupations.

Strategic Objective 3.3: Examine policies around access to quality CTE programs for adult students and individuals in adult correctional facilities, including shared facilities and staff between K-12 CTE and Adult Education, where feasible.

The Department will utilize WestEd's *Nevada's Pathways to Employment* report and data analysis to inform local education agencies of aligned CTE programs, identify non-aligned CTE programs, and inform discussions between the state and local education agencies to facilitate transitional students out of non-aligned programs into aligned programs, and direct CTE funding towards aligned programs.

The Department has and will continue to work collaboratively with its Office of Inclusive Education, which is committed to ensuring that all students in Nevada are college- and career-ready upon exit from public high school. The Department has and will continue its work with the National Alliance for Partnerships in Equity Education Foundation (NAPEEF) to continue promotion and supports for nontraditional career and technical education participation.

Furthermore, the Department enforces a strict policy on providing access to the Department's electronic and information technology, including the Department's web pages, for individuals with disabilities in accordance with the World Wide Web Consortium's (W3C's) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA, and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 for web content. The Department has been, and will continue to, work on ensuring that individuals with disabilities have access to and use of information and data that is comparable to individuals without disabilities. The Department strictly adheres to the compliance under Section 504, Title II ADA to ensure said access.

It is the priority of the Department to use data to recognize and develop objectives and strategies to reconcile the significant achievement gaps and/or opportunities for access amongst Nevada's most vulnerable and underrepresented populations. It is the priority of the Department to use the data analysis portion of its annual [State Improvement Plan \(STIP\)](#) to inform the objectives and strategies so that Nevada becomes the fastest improving state in the nation for all students. The Department also uses, and will continue to use, data derived from the Nevada School Performance Framework (NSPF) rating (i.e., Nevada's school accountability system) to measure and communicate school effectiveness, specifically as it pertains to equity, access, and opportunities for all Nevadans.

In connection with the education and training program resources provided by the Workforce Innovation and Opportunity Act (WIOA), the Department will engage and work with those various state agencies to bridge resources to provide members of special populations the resources to career and technical education programs. Strategies include, but are not limited to:

- Engagement and coordination with the Nevada Department of Employment, Training and Rehabilitation's (DETR) Employment Security Division, which oversees the WIOA Title I: Adult, Dislocated Worker and Youth Programs to bridge opportunities for Nevada's youth through educational and training programs.

- Engagement and coordination with the Nevada DETR’s Bureau of Vocational Rehabilitation to bridge opportunities for Nevada’s youth through its Workforce Innovation and Opportunity Act (WIOA) Title IV program (Title I of the Rehabilitation Act of 1973, as amended by Title IV). Vocational Rehabilitation supports workforce development activities by providing employment services to businesses by educating them about how individuals with disabilities can contribute to the success of their operations by providing: (1) incentives; (2) community-based assessments; (3) educational training; (4) job search and preparation skills; (5) work readiness training; and (6) third party cooperative arrangements. The Department will also continue its engagement in the National Technical Assistance Center on Transition (NTACT), which it participated in with the Bureau of Vocational Rehabilitation during 2015-2018. This NTACT program provides secondary transition programs for Nevada students with disabilities. Through the NTACT grant award, NTACT has worked with and assisted the Department, local education agencies, and state and local vocational rehabilitation personnel to implement evidence-based and promising practices to ensure students and young adults with disabilities stay in high school, progress, and graduate with the knowledge, skills, and supports needed to succeed in postsecondary education and employment. Through this project, Dayton High School, a rural Nevada high school in Lyon County, and Sunrise Mountain High School, an urban school in Clark County, were selected to participate in a pilot project with NTACT. From that project, Lyon County requested and was provided state competitive grant funding in FY 2018 for a transition coordinator and paraprofessional to assist and promote this work. The project further supported innovation in the delivery of existing career and technical education programs at these schools, which allowed more students with disabilities to complete and gain necessary credentials to move into postsecondary education and careers.
- The Department will continue to seek out and support career and technical education programs and activities that provide equal access opportunities for students.
- Engagement and coordination with the Nevada Division of Welfare and Supportive Services, which offers comprehensive workforce education and training programs to Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program (SNAP) recipients that include a successful in-house, two-week job preparation and job search program called *Working in Nevada* (WIN). These education and workforce programs provide resources to individuals with significant barriers to employment, including members of special population groups.

ii. Will not be discriminated against on the basis of status as a member of a special population;

Each eligible recipient for Perkins V funding must assess access and opportunity gaps in their respective comprehensive local needs assessment, and then describe how it will ensure equitable access to and participation in career and technical education programs in their respective local

applications. All eligible recipients are and will continue to be required to commit to the area of Assurance: Special Needs – Equity – Civil Rights Compliance in their local applications. The assurances ensure compliances with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Individuals with Disabilities Act and Section 504 of the 1973 Rehabilitation Act. Local applications will be reviewed for the eligible recipients, and steps taken to ensure equitable access to and participation in career and technical education programs for all students, teachers, and other program beneficiaries with special needs.

The Department strictly adheres to its policy that the Department does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, gender identity or expression, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

- iii. Will be provided with programs designed to enable individuals who are members of special populations to meet or exceed state determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

The Department is committed throughout its program efforts and initiatives in career and technical education, reinforced in the Department’s annual [State Improvement Plan \(STIP\)](#), the Nevada School Performance Framework (NSPF), and the Every Student Succeeds Act State Plan to continue to address equity and access gaps for Nevada’s most vulnerable and underrepresented groups, including special population groups to ensure that all Nevadans have access to and participation in career and technical education programs for high-skill, high-wage, or in-demand occupations and industry sectors.

The Department requires local education agencies to include in their local applications strategies used to ensure that individuals in special population groups have access to and are prepared for high-skill, high-wage, or in-demand occupations and industry sectors. Local plans will include strategies that describe how students who are enrolled in high-skill, high-wage, or in-demand career and technical education programs will be able to meet the state determined levels of performance. Local plans will also include strategies that describe how local education agencies will mitigate and/or remove existing barriers, and describe ways to provide and improve needed support systems to ensure student access.

As stated in **Nevada’s CTE Strategic Goal 2**, the Department will prioritize through Perkins V grant funding, activities and projects that promote equity and access improvement to aligned career and technical education programs and career pathways for high-skill, high-wage, or in-demand occupations and industry sectors.

The Department will continue to engage stakeholders in programmatic work on special population recruitment, which include, but are not limited to: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including low income youth and adults; (3) individuals preparing for nontraditional fields; (4) single parents, including single pregnant women; (5) out-of-workforce individuals; (6) English learners; (7) homeless individuals; (8) youth who are in, or have aged out of, the foster care system; and (9) youth with a parent who is on active duty in the armed services.

Included in the Department's career and technical education [Quality Program Standards \(QPS\)](#), equity and access are addressed and measured: **QPS 1.5: Career Center** – All students have access to a career center that includes current and relevant resources to support individualized college and career readiness planning; **QPS 2.1: Program Accessibility** – The career and technical education program provides equal access for all students; **QPS 2.1: Work-based Learning** – All students have access to work-based learning activities aligned with the program content standards; **QPS 6.1: Accessibility** – The facility (wherein career and technical education programs are being taught) is accessible to meet the needs of all students; and that all career and technical education programs provide direct or indirect access of products, devices, services, or environment to serve people with disabilities and/or special needs.

In both the state and Perkins V Request for Applications (RFAs) for grant funding, the local education agencies are required to provide descriptions in their local applications of how the funds will be used to support equity and access to student populations most in need. Furthermore, local education agencies provide assurances that the evaluation and review of career and technical education programs will include the full participation of representatives of individuals who are members of special populations. This review is used to identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to career and technical 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 career and technical education programs assisted under state and federal Perkins V grant funding. The Department monitors local education agencies for assurance compliance.

iv. Will be provided with appropriate accommodations; and

[Nevada Revised Statutes \(NRS\), Chapter 651](#) provide legal enforcement for equal enjoyment of places of public accommodation for all Nevadans, including places of education. Compliance with [NRS 651](#) is overseen by the [Nevada Equal Rights Commission](#).

The Department has an established mechanism for [testing accommodations for students in special education and Section 504 programs](#).

v. Will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

The Department will continue working with and supporting local education agency work-based learning coordinators throughout Nevada's school districts. The state will also continue to support through innovative and accessible work-based learning opportunities, which Nevada defines as: educational strategies that offer students opportunities to connect classroom learning to authentic business and industry experiences that support competitive, integrated employment.

In October 2018, the state supported and launched a statewide work-based learning virtual HUB, [LifeWorksNV.org](#), for young adults in high school, postsecondary institutions, or out-of-school youth to find internships, apprenticeships, on-the-job training, and educational opportunities. It also serves as a one-stop resource shop for educators, students, families, and Nevada employers to locate work-based learning information and opportunities.

4. Preparing Teachers and Faculty

- a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

The Department has and will continue to support and promote the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations.

Nevada's Theory of Action for Educator Effectiveness and Equity, incorporated within [Nevada's Every Student Succeeds Act \(ESSA\) State Plan](#), is based on the premise that effective implementation of the statewide educator evaluation and professional growth system will allow for the identification of teacher and principal areas of need, and provide a vehicle through which common patterns of non-proficiency in specific areas may emerge statewide, by district, and/or by school. The Department will engage and work with its Office of Student and School Supports in bridging its ESEA Title II, Part A funding to support ongoing Nevada Educator Performance Framework (NEPF) professional development.

One of the objectives in the Department's annual [State Improvement Plan \(STIP\)](#) is **Objective 7: Educator Readiness and Equitable Distribution, Strategy 7.3: Identify and address educator equity gaps for all students**. The Department developed the 2017-2018 Nevada Educator Equity Plan, which is used as baseline data to be collected using 2016-2017 teacher experience, certification, and effectiveness measures to identify and employ strategies and incentives to improve educator equity gaps for students including those members in special populations.

Since 2017, the Department has been working to modernize the state's educator licensure application, management, reporting system, and teacher licensure regulations to mitigate and remove barriers to Nevada's Business and Industry endorsement, prescribed in [Nevada Administrative Code \(NAC\) 391.420-425](#); said endorsements are a significant educator resource for a majority of Nevada's career and technical education programs. Recent legislation (2019) supports reciprocity for foreign country licenses and the expedition of teacher licensing for military spouses. Removing these barriers will help support the recruitment, preparation, and maintenance of career and technical education teachers that provide quality career and technical education instruction to all Nevada students, including those who are members of special populations. During 2017-2018, the Department developed, and the Commission on Professional Standards and the Nevada Legislative Commission adopted, a number of regulations that removed barriers to CTE licensure. This Department will continue working with the Department's Office of Educator Effectiveness and Licensure to update [NAC 391](#) in regards to licensing and develop more options for CTE teachers to obtain a license or add an endorsement area.

The Department has also been working, and will continue to work, on ensuring that licensure requirements reflect meaningful measures, meet 21st century educator workforce needs, and promote professional growth in the [Nevada Educator Performance Framework \(NEPF\)](#) identified areas. The Department's NEPF Standards (i.e., *New Learning is Connected to Prior Learning and Experience; Learning Tasks Have High Cognitive Demand for Diverse Learners; Students Engage in Meaning-Making through Discourse and Other Strategies; Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning; and Assessment is Integrated into Instruction*) drive educator readiness and equitable distribution strategies.

In both the state and Perkins V Request for Applications (RFAs) for grant funding, resources for professional development and other needs to support the retention of qualified teaching and administration personnel will continue to be supported through these funding streams. Such professional development will include strategies for inclusion of individuals who are members of special populations. Additionally, the Department will continue to support, with Perkins leadership fund, the annual Nevada ACTE conference which serves as the only statewide professional development conference for secondary and postsecondary CTE instructors, counselors, and administrators. In 2018, the Department partnered with Tesla, Inc. to provide externships to Nevada teachers in Manufacturing Technology, which is one of Nevada's high-skill, high-wage, or in-demand industry sectors. The Department expanded externships in 2019-2020 with other Nevada employers representing other sectors and will continue to grow the CTE Summer Externship program. Strategies to strengthen professional development may include creating a taskforce to examine professional development needs and development of a strategic training plan for Nevada's instructors, counselors, and administrators.

Teacher recruitment strategies will be examined to overcome any barriers which are resulting in lower rates of CTE instructors from underrepresented populations and to evaluate the progress of those instructors in order to provide support. The Department will work with local education agencies and the Office of Educator Licensure on recruitment activities that may include incentive funding, marketing events, and developing new routes to licensure. The Department has, and will continue to, support secondary CTE teacher preparation through Perkins leadership funding for new CTE teacher training that supports educator development and effectiveness. The multi-day training includes student leadership development, classroom management, skill development, partnerships, project-based learning, and access and equity for all. The Department will work with Nevada's colleges and universities to reactivate/reshape teacher education preparation degree programs for CTE teachers.

C. Fiscal Responsibility

The Act provides Nevada with copious opportunities to allocate funds to develop new, improve, or expand existing career and technical education programs in Nevada. The Department allocates its state-allotted Perkins funding in accordance with Title I of the Act, specifically secs. 111, 112, 131-135.

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how:
 - a. Each eligible recipient will promote academic achievement;

The academic performance of career and technical education students is closely monitored through the state's performance indicator accountability system. Reported data, to the extent possible, is available on a site-by-site basis to enable local education agencies to target services and funding. Furthermore, instruction is performance-based and integrates academic knowledge and skills that reflect current and emerging technologies and practices in businesses and industries. The academic performance of career and technical education students is connected to each local education agency's site improvement plan, which has been established in Nevada legislation and regulations, as well as in the Department's career and technical education compliance monitoring and Quality Program Review monitoring.

To further promote continuous improvement in academic achievement, the Department collaborates closely with local education agencies to develop models of successful academic integration in career and technical education programs. Such models include: integration of math, science, and English standards; awarding of academic credit for career and technical education coursework; and professional development models. Each career and technical education program in Nevada publishes a program of study that incorporates career pathway models to help promote students' continuous academic achievement.

b. Each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential;

Programs of study are designed to prepare students for industry-recognized credentials, as identified by OWINN, where available. State regulations promote skill attainment that leads to recognized postsecondary credentials. [Nevada Administrative Code \(NAC\) 389.800](#) prescribes the requirement for the Career and Technical Education Skills Attainment Certificate, which is an industry-recognized credential. Students must complete a career and technical education program of study maintaining a 3.0 grade point average, pass the end-of-program assessment related to the specific career and technical education program, and pass the assessment prescribed by the Nevada State Board of Education that measures proficiency in employability skills (i.e., Workplace Readiness Assessment). Career and technical education program completers take these assessments that assist the Department in measuring skill attainment by: (1) ensuring the state standards for all exit level programs are current; (2) reviewing, comparing, and contrasting assessment models used in other states, and identifying one or more models that meet the needs of Nevada; (3) testing the reliability, validity, and alignment of said assessments with Nevada's career and technical education programs; and (4) revising and revalidating said assessments, if and when needed, to ensure reliability and validity levels are maintained in assessing career and technical education programs.

c. Each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

The Department developed and disseminated a *secondary* and *postsecondary* Comprehensive Local Needs Assessment (CLNA) guidance and accountability tool kit to all local education agencies in April 2019. During the Perkins V transition year (July 1, 2019 – June 30, 2020), the Department required local education agencies to include in their FY20 local applications descriptions of their strategies of developing their respective CLNAs, and a projected timeline of the CLNA development for submission with their future FY21 local applications. The

Department will ensure that local education agencies develop, measure, assess outcomes, and report on their CLNA in their local applications using Nevada's local economic and education needs for in-demand industry sectors and occupations by providing the local education agencies with the state's resources to obtain said data and information. Nevada law ([Nevada Revised Statutes, Chapter 223](#)) prescribes purview over economic development and data within the Governor's Office of [Economic Development \(GOED\)](#); likewise, its purview over workforce data and the oversight of career pathway development in the state lies within the Governor's [Office of Workforce Innovation for the New Nevada \(OWINN\)](#). The Department will ensure that these workforce and economic data resources are adequately communicated and reiterated to local education agencies, and the Department will provide consistent and continuing technical assistance to local education agencies with these resources' information and data included.

In future Perkins V compliance monitoring, the Department will add the measure of the CLNA to its monitoring instruments.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed:

- a. Among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**

The Department solicits Requests for Application (RFAs) to eligible local education agencies at least once every two years. Said RFAs include guidance and conform to the Perkins requirements as follows:

- Sec. 131 – Distribution of funds to secondary education programs
- Sec. 132 – Distribution of funds to postsecondary education programs
- Sec. 134(b) – Local application for career and technical education programs
- Sec. 134(c) – Comprehensive local needs assessment
- Sec. 134 – Local uses of funds

Pursuant to Perkins IV, sec. 131, which is maintained in Perkins V, local formula funding for **secondary** education programs is allocated as follows:

- **30 percent** of local formula funding for **secondary** education programs is allocated to eligible local education agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local education agency for the preceding fiscal year compared to the number of such individuals who reside in the school districts served by all local educational agencies in the state for such preceding fiscal year as determined on the basis of the most recent satisfactory (1) data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965; or (2) student membership data collected by the National Center for Education Statistics through the Common Core Data survey system.
- **70 percent** of local formula funding for **secondary** education programs is allocated to eligible local education agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational

agency and are from families below the poverty level for the preceding fiscal year, as determined by the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the local educational agencies in the state for such preceding fiscal year.

Pursuant to Perkins IV, sec. 132, which is maintained in Perkins V, local formula funding for **postsecondary** education programs is allocated as follows:

- Each eligible institution shall be allocated an amount that bears the same relationship to the portion of funds made available under sec. 112(a)(1) to carry out this section for any fiscal year as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Education enrolled in programs meeting the requirements of section 135 offered by such institution in the preceding fiscal year bears to the sum of the number of such recipients enrolled in such programs within the state for such year.

In **PY19/FY20**, the Department continued Perkins IV grant funding pursuant to Perkins sec. 122, and secs. 131 and 132 during the Perkins V one-year transition period (July 1, 2019-June 30, 2020) as follows:

- **5 percent** of the total Perkins grant award was allocated towards administration
- **85 percent** of the total Perkins grant award was allocated toward local formula distribution; of this,
 - **9.5 percent** was allocated toward Perkins reserve/competitive grant-in-aid
 - **\$500,000** was allocated to Nevada’s four community colleges to support career and technical education articulated credit
 - The remaining funding was allocated to secondary and postsecondary eligible recipients via competitive grant-in-aid
 - **90.5 percent** was allocated toward Perkins local formula funding:
 - **68 percent** was allocated to eligible *secondary* career and technical education recipients was distributed by specified formula based on population and poverty
 - **32 percent** was allocated to eligible *postsecondary* career and technical education recipients was distributed by specified formula based on number of students receiving Pell Grants and Bureau of Indian Affairs funding
- **10 percent** of the total Perkins grant award was allocated toward state leadership; of this,
 - **\$60,000** was allocated to eligible secondary and postsecondary career and technical recipients for non-traditional training and employment
 - not more than **1 percent** was allocated to youth correctional facilities in the state
 - not less than **0.01 percent**, or \$50,000, whichever is less, was allocated to special populations recruitment (new required funding in Perkins V)

- the remaining state leadership supported career and technical education technical assistance, program development, and teacher professional development and training

The following represents Nevada’s **PY19/FY20** Perkins V funding distribution:

TOTAL PERKINS V ALLOCATION	\$11,275,395.00
State Administration (<i>5 percent of total allocation</i>)	\$563,769.75
State Leadership (<i>10 percent of total allocation</i>)	\$1,127,539.50
Individuals in State Institutions: Juvenile Justice Facilities	\$112,753.95
Nontraditional training and employment	\$60,000.00
Special populations recruitment (<i>0.1 percent of State Leadership</i>)	\$11,275.40
Other leadership	\$943,510.16
Local Formula Distribution (<i>85 percent of total allocation</i>)	\$9,584,085.75
Reserve (<i>9.5 percent of Local Formula</i>)	\$910,488.15
<i>Secondary (competitive)</i>	<i>\$410,488.15</i>
<i>Postsecondary (competitive)</i>	<i>\$500,000.00</i>
Allocation to eligible recipients	\$8,673,597.60
<i>Secondary (68 percent)</i>	<i>\$5,898,046.37</i>
<i>Postsecondary (32 percent)</i>	<i>\$2,775,551.23</i>
Total	\$11,275,395.00

During this State Plan development, the Department’s CTE Program Administration, Implementation, and Fiscal Responsibility workgroup consulted with adult career and technical education, postsecondary career and technical education, and secondary career and technical education stakeholders, including the Department’s Corrections and Adult Education workgroup, throughout 2019 for recommendations in this State Plan relating to the amount of Perkins local formula funding and the **local formula funding percentage split** (i.e., 68 percent to secondary recipients, 32 percent to postsecondary recipients), and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career technical education, and secondary career and technical education to ensure that funding levels and formulas for CTE programs are beneficial and effective in supporting career and technical education in Nevada.

After stakeholder engagements and consultations received during this State Plan development, the Perkins V funding distribution was revised, and the following represents the amount of Perkins local formula funding and the percentage split between secondary and postsecondary career and technical education, and the uses of funds to be reserved for adult career and technical

education, postsecondary career and technical education, and secondary career and technical education.

Beginning in **PY20/FY21** and for the duration of this State Plan (July 1, 2020-June 30, 2023), the Department will distribute Perkins V grant funding pursuant to Perkins sec. 122, and secs. 131 and 132 as follows:

- **5 percent** of the total Perkins grant award is to be allocated towards administration
- **85 percent** of the total Perkins grant award is to be allocated toward local formula distribution; of this,
 - **5 percent** is to be allocated toward Perkins reserve/competitive grant-in-aid
 - **\$120,000** total is to be allocated to support Nevada’s eligible and designated rural local education agencies and/or the SPCSA for its authorized eligible public charter schools that receive *less than* \$15,000 in secondary allocated local formula funding
 - the remaining funding is to be allocated to the **four (4) eligible postsecondary LEAs only** via competitive grants
 - **95 percent** is to be allocated toward Perkins local formula funding:
 - **63 percent** is to be allocated to eligible **secondary** career and technical education recipients and distributed by specified formula based on population and poverty
 - **37 percent** is to be allocated to eligible **postsecondary** career and technical education recipients and distributed by specified formula based on number of students receiving Pell Grants and Bureau of Indian Affairs funding
- **10 percent** of the total Perkins grant award is to be allocated toward state leadership for the following uses:
 - **\$60,000** is to be allocated to eligible secondary and postsecondary career and technical recipients for nontraditional training and employment
 - not more than **1 percent** is to be allocated to youth correctional facilities in the state
 - In PY20/FY21, funds will be allocated equally between local education agencies (LEAs) with youth correctional facilities and Nevada Youth Training Camp with requirements of: 1) LEAs will collaboratively evaluate current practices and develop a new model for the delivery of career and technical education for this population; and 2) LEAs will develop a formula-based method for the distribution of funds to more equitably serve all students in said facilities, and submit to the Department for consideration.
 - the new funding model of this 1 percent allocation will be implemented through the duration of this State Plan (i.e., PY21/FY22 and PY22/FY23)

- not less than **0.01 percent**, or \$50,000, whichever is less, is to be allocated to special populations recruitment
- the remaining state leadership is to be used to support career and technical education technical assistance, program development, and teacher professional development and training

This Perkins V funding distribution revision:

- decreases the overall Perkins Reserve funding from 9 ½ percent to 5 percent
 - removes **postsecondary** Perkins Reserve funding of \$500,000
 - allocates **secondary** Perkins Reserve funding of \$120,000 total to support Nevada’s eligible and designated rural local education agencies (LEAs) and/or the SPCSA for support of its authorized eligible public charter schools that receive *less than* \$15,000 in secondary allocated local formula funding
 - allocates remaining funding to the four (4) eligible postsecondary LEAs **only** via Perkins Reserve competitive grants
- increases the overall Perkins local formula funding from 90 ½ percent to **95 percent**
 - decreases **secondary** Perkins formula funding from 68 percent to **63 percent**
 - increases **postsecondary** Perkins formula funding from 32 percent to **37 percent**

The potential benefits of this Perkins V funding distribution revision include:

- an increase in the amount of funding that goes into the local funding formula allocation, thus placing additional funding under the local education agency’s (LEA) control
- increased flexibility to postsecondary LEAs to fund early college credit at their discretion
- a reduction in processing time, effort, and management of postsecondary grants
- increased opportunities for postsecondary LEAs wishing to compete for Perkins Reserve competitive grants by reducing the number of LEAs applying to the four (4) eligible postsecondary LEAs
- increased support for access and opportunity for Nevada’s eligible and designated rural LEAs and/or the SPCSA for support of its authorized eligible public charter schools that receive *less than* \$15,000 in secondary allocated local formula funding

The Department notes that the Nevada State Legislature authorized an additional \$1 million state general fund appropriations in FY20 and FY21, bringing the total of state general fund appropriations for **secondary** career and technical education to: **\$13,543,822** in FY20 and **\$13,543,822** in FY21, which is distributed to **secondary** career and technical education programs and programs of study pursuant to [Nevada Revised Statute \(NRS\) 388.390-388.400](#).

The following represents Nevada’s proposed **PY20/FY21** Perkins V funding distribution based on PY19/FY20 Perkins V funding:

TOTAL PERKINS V ALLOCATION	\$11,275,395.00
State Administration (5 percent of total allocation)	\$563,769.75
State Leadership (10 percent of total allocation)	\$1,127,539.50
Individuals in State Institutions: Juvenile Justice Facilities	\$112,753.95
Nontraditional training and employment	\$60,000.00
Special populations recruitment (0.1 percent of State Leadership)	\$11,275.40
Other leadership	\$943,510.16
Local Formula Distribution (85 percent of total allocation)	\$9,584,085.75
Reserve (5 percent of Local Formula)	\$479,204.29
Secondary (designated rural and/or SPCSA LEAs receiving less than \$15,000 in local formula allocation)	\$120,000.00
Postsecondary (competitive)	\$359,204.29
Allocation to eligible recipients	\$9,104,881.46
Secondary (63 percent)	\$5,736,075.32
Postsecondary (37 percent)	\$3,368,806.14
Total	\$11,275,395.00

Commencing in **PY20/FY21**, and not less than every two years thereafter, each LEA is required to complete a comprehensive local needs assessment [Perkins, sec. 134(c)], and include in the required local application [Perkins, sec. 134(b)] an analysis of said assessment and improvement plan strategies (if indicated). Included in the comprehensive needs assessment is demonstrations that LEAs must speak to that:

- ensure that their respective CTE programs and programs of study are aligned to and validated by local workforce needs and economic priorities;
- ensure that LEAs are serving each student equitably;
- ensure that LEAs are directing Perkins’ resources toward CTE programs and programs of study that lead to high-skill, high-wage, or in-demand occupations and industry sector activities that address equity and opportunity gaps;
- create a platform for coordinating and streamlining existing program review and school improvement processes to drive strategic programmatic decision-making; and
- provide a structured mechanism in which to engage key stakeholders consistently around the quality and impact of local CTE programs and programs of study.

Furthermore, LEAs must evaluate, analyze and demonstrate that their CTE programs and programs of study are of sufficient size, scope, and quality to meet the needs of all students in Nevada, defined by the state as follows:

- **Size:**
 - Students in the district and/or area have access to a minimum of one state-approved career and technical education career pathway that aligns with the respective local or state’s workforce needs.
 - A minimum class size of 10 students for districts and/or counties whose population is 55,000 or more, or continuous progress toward increased class size, in a career and technical education program.
 - **Scope:**
 - Links must exist between secondary and postsecondary career and technical education programs with evidence of working agreements (e.g., dual-credit/dual-enrollment, CTE college articulated credit) between secondary and postsecondary institutions;
 - A complete program of study for each career and technical education program exists and is incorporated into an academic plan that identifies recommended academic and technical courses as a part of a career pathway;
 - Postsecondary programs supported under Perkins align to state or regional workforce needs as evidenced by local/regional/state labor market data and aligned to a credential of value.
 - **Quality:**
 - Secondary and postsecondary career and technical education program quality is measured by Nevada’s [Quality Program Standards](#), as approved by the Nevada State Board of Education, that demonstrate rigorous and relevant expectations for career and technical education program organization and delivery, which are:
 - Career Guidance
 - Program and Instruction
 - Leadership Development
 - Educational Personnel
 - Program Planning and Promotion
 - Facilities, Equipment, and Instructional Materials and Supplies
 - Community, Business and Industry Partnerships
 - Evaluation Systems and Accountability
- b. Among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution, and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

The State of Nevada does not utilize educational consortia in career and technical education, and the eligible agency does not fund any consortia with any funds received under this Act.

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act, and describe how these allocations are distributed to local education agencies, areas of career and technical education schools, and educational service agencies within the state. (Section 131(g) of Perkins V)

In **PY19/FY20**, the following specific dollar allocations were made available by the Department for **secondary** career and technical education programs and programs of study under sec. 131 of Perkins V:

LOCAL EDUCATION AGENCY (LEA) Secondary	PY19/FY20 ALLOCATION
Carson City SD	\$88,129.98
Churchill County SD	\$45,480.44
Clark County SD	\$4,673,495.73
Coral Academy Sandy Ridge (SPCSA)	\$349.65
Pinecrest Academy of Nevada Cadence (SPCSA)	\$1,098.90
Sports Leadership & Mgmt. Academy (SPCSA)	\$4,070.93
Douglas County SD	\$56,706.20
Elko County SD	\$87,768.06
Esmeralda County SD	\$ 0
Eureka County SD	\$ 0
Humboldt County SD	\$32,458.75
Lander County SD	\$10,845.76
Lincoln County SD	\$9,509.11
Lyon County SD	\$100,205.15
Mineral County SD	\$9,623.29
Nye County SD	\$83,895.30
Pershing County SD	\$9,646.53
Storey County SD	\$ 0
Washoe County SD	\$669,614.20
White Pine County SD	\$15,148.38
Total	\$5,898,046.37

Under the revised Perkins V funding distribution in **PY20/FY21**, the following specific dollar allocations are projected to be made available by the Department for **secondary** career and technical education programs and programs of study under sec. 131 of Perkins V:

LOCAL EDUCATION AGENCY (LEA) Secondary	PY20/FY21 ALLOCATION
Carson City SD	\$85,709.77
Churchill County SD	\$44,231.47
Clark County SD	\$4,545,153.07
State Public Charter School Authority (SPCSA)	\$5,367.91
Douglas County SD	\$55,148.95
Elko County SD	\$85,357.79
Esmeralda County SD	\$ 0
Eureka County SD	\$ 0
Humboldt County SD	\$31,567.38
Lander County SD	\$10,547.91
Lincoln County SD	\$9,247.97
Lyon County SD	\$97,453.33
Mineral County SD	\$9,359.02
Nye County SD	\$81,591.38
Pershing County SD	\$9,381.62
Storey County SD	\$ 0
Washoe County SD	\$651,225.38
White Pine County SD	\$14,732.38
Total	\$5,736,075.32

4. For the upcoming program year (PY19/FY20), provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act, and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the state.

In **PY19/FY20**, the following specific dollar allocations were made available by the Department for **postsecondary** career and technical education programs and programs of study under sec. 132 of Perkins V:

LOCAL EDUCATION AGENCY (LEA) Postsecondary	PY19/FY20 ALLOCATION
College of Southern Nevada	\$1,838,620.03
Great Basin College	\$214,892.48
Truckee Meadows Community College	\$546,686.46
Western Nevada College	\$175,352.26
Total	\$2,775,551.23

Under the revised Perkins V funding distribution in **PY20/FY21**, the following specific dollar allocations are projected to be made available by the Department for **postsecondary** career and technical education programs and programs of study under sec. 132 of Perkins V:

LOCAL EDUCATION AGENCY (LEA) Postsecondary	PY20/FY21 ALLOCATION
College of Southern Nevada	\$2,231,612.37
Great Basin College	\$260,824.26
Truckee Meadows Community College	\$663,536.92
Western Nevada College	\$212,832.60
Total	\$3,368,806.14

In **PY19/FY20**, the state’s fiscal effort is expected to decrease to the baseline 10 percent amount of \$563,769.75 in state funds; the Department expects to maintain said baseline in **PY20/FY21**. Said funding will continue to provide administrative support for the Nevada Department of Education staff members serving career and technical education programs in the Office of Career Readiness, Adult Learning & Education Options (CRALEO) to provide technical assistance to local eligible sub-recipients. CRALEO is the state’s entity responsible for the administration of Perkins career and technical education funding and the educational programs authorized in Perkins V.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Nevada school district boundaries are the same as county boundaries per the state constitution. There are 17 counties in Nevada; therefore, 17 school districts. When school district boundaries change, the Department will employ the following measures:

- When districts merge after population and enrollment data has been collected, the Department will combine the population and/or enrollment data for the merging districts.

- When a district dissolves after population and enrollment data has been collected, the Department will split the enrollment of the dissolving district between the remaining receiving districts based on data collected by the Department.
- The Department will obtain the most recent data available for local education agencies without geographical boundaries (e.g., public charter schools), and include that data when making allocations.

In the 2019 Legislative session, [Assembly Bill 78](#) established the State Public Charter School Authority (SPCSA) as the Local Education Agency for state public charter schools. For the purposes of Perkins funding, the SPCSA will be designated an LEA for eligible programs and allocation of funds. The Department will assist the SPCSA and its authorized public charter schools in the transition to this LEA status in PY19/FY20.

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a) (Section 111):

- a. Include a proposal for such an alternative formula; and
- b. Describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies within the state. (Section 131(b) of Perkins V)

Also, indicate if this is a waiver request for which the eligible agency received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

The Department is not submitting an application for a waiver to the secondary allocation formula described in Sec. 131(a) nor 131 (b).

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(b):

- a. Include a proposal for such an alternative formula; and
- b. Describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the state that have the highest number of economically disadvantaged individuals, and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also, indicate if this is a waiver request for which the eligible agency received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

The Department is not submitting an application for a waiver to the postsecondary allocation formula described in Sec. 132(b).

8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

In **PY19/FY20**, the Department allocated 9.5 percent of the total Perkins local formula distribution towards reserve funding per sec. 112(c) of Perkins V as follows:

PY19/FY20 Perkins Reserve	\$910,488.15
Allocated to eligible <i>postsecondary</i> local education agencies (LEAs)	\$500,000.00
Remaining funding awarded to eligible <i>secondary</i> LEAs through competitive grant RFAs	\$410,488.15

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

- 1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in career and technical education programs, in making informed plans and decisions about future education and career opportunities and programs of study;
- 2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals;
- 3) provide within career and technical education the skills necessary to pursue high-skill, high-wage, or in-demand industry sectors or occupations;
- 4) support integration of academic skills into career and technical education programs and programs of study to support;
- 5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance; and
- 6) develop and implement evaluations of the activities carried out with Perkins V local funds, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B) of Perkins V.

The funding priorities of the Perkins reserve competitive funding are to support career and technical education activities in the following categories and priority areas:

- Categories:
 - rural areas;
 - areas with high percentages of CTE concentrators or CTE participants;
 - areas with high numbers of CTE concentrators or CTE participants; and
 - areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II)*; and

*As stated in the Act - Section 113(b)(3)(C)(ii)(II)

– Priorities:

- to foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields;
- to promote the development, implementation, and adoption of programs of study or career pathways aligned with state-identified high-skill, high-wage, or in-demand occupations or industries; and
- to identify and quantify any disparities or gaps in performance on the state determined levels of performance between any such subgroup of special population and the performance of all CTE concentrators served by the eligible agency under this Act, which shall include a quantifiable description of the progress each such subgroup or special population of students served by the eligible agency under the Act has made in meeting the state determined levels of performance.

Under the revised Perkins V funding distribution in **PY20/FY21**, the Department will allocate 5 percent of the total Perkins local formula distribution towards reserve funding per sec. 112(c) of Perkins V as follows:

PY20/FY21 Perkins Reserve	\$479,204.29
A portion of Reserve Funds will be set aside to support Nevada’s eligible and designated rural <i>secondary</i> local education agencies and/or SPCSA for its authorized eligible charter schools that receive <i>less than</i> \$15,000 in secondary allocated local formula funding.	\$120,000.00
Remaining funding awarded to eligible <i>postsecondary</i> LEAs through competitive grant RFAs. This process to award Reserve Funds is conducted in accordance with the allowable uses of funds per sec. 135 of the Act. Eligible applicants that demonstrate how the funds will be used to foster innovation or promote the development, implementation, and adoption of programs of study or career pathways aligned with state-identified high-skill, high-wage, or in-demand occupations or industry sectors are awarded funding on a competitive basis.	\$359,204.29

Priorities may be identified every two years within this scope, such as innovation in recruitment and retention of special populations, instructor/faculty professional development, or program and career pathway development in a specific high-skill, high-wage, or in-demand industry sector.

9. Provide the state’s fiscal effort per student, or aggregate expenditures for the state, that will establish the baseline for the Secretary’s annual determination on whether the state has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the state, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

(b) MAINTENANCE OF EFFORT.—

(1) DETERMINATION.—

(A) IN GENERAL.— Except as provided in subparagraph (B), (C), or (D), in order for a state to receive its full allotment of funds under this Act for any fiscal year, the Secretary must find that the state’s fiscal effort per student, or the aggregate expenditures of such state, with respect to career and technical education for the preceding fiscal year was not less than the fiscal effort per student, or the aggregate expenditures of such state, for the second preceding fiscal year.

(D) ESTABLISHING THE STATE BASELINE.—For purposes of applying subparagraph (A) for years which require the calculation of the state’s fiscal effort per student, or aggregate expenditures of such state, with respect to career and technical education for the first full fiscal year following the date of enactment of the Strengthening Career and Technical Education for the 21st Century Act, the state may determine the State’s fiscal effort per student, or aggregate expenditures of such state, with respect to career and technical education for such first full fiscal year by—

(i) continuing to use the state’s fiscal effort per student, or aggregate expenditures of such State, with respect to career and technical education, as was in effect on the day before the date of enactment of the Strengthening Career and Technical Education for the 21st Century Act; or (ii) establishing a new level of fiscal effort per student, or aggregate expenditures of such state, with respect to career and technical education, which is not less than 95 percent of the state’s fiscal effort per student, or the aggregate expenditures of such state, with respect to career and technical education for the preceding fiscal year.

This new subsection in the Act affords the Department a single opportunity to “reset” Nevada’s maintenance of effort baseline level for the first full fiscal year following the law’s enactment date (i.e., FY20). If the baseline level is reset, the new baseline must be at least 95 percent of prior year expenditures.

In **PY19/FY20**, the state’s baseline fiscal effort is set at 100 percent of the state’s Perkins five percent allowable administrative amount at \$563,769.75 in state appropriated funds; the Department expects to maintain said baseline in **PY20/FY21**. Said funding will continue to provide administrative support for the Nevada Department of Education staff members serving career and technical education programs in the Office of Career Readiness, Adult Learning & Education Options (CRALEO) to provide technical assistance to local eligible sub-recipients. CRALEO is the state’s entity responsible for the administration of Perkins career and technical education funding and the educational programs authorized in Perkins V.

The state’s maintenance effort, per section 211(b)(1)(D) of Perkins V, was \$13,232,055 in both fiscal years 2018 and 2019 (\$688,233/FY in BA 2676; and \$12,543,822 in BA 2699, CAT 78). In fiscal years 2020 and 2021, the state does not intend to reduce its maintenance of effort.

D. Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality:

- a. The percentage of CTE concentrators (as defined in EXHIBIT D, attached) graduating from high school having attained a recognized postsecondary credential;**

The state does not have any CTE programs that currently offer recognized postsecondary credentials.

- b. The percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**

Indicator 5S2 - Program Quality; Attained Postsecondary Credits:

Perkins V Required: The percentage of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement.

Data Collection: Dual credit is a component of the state’s new College and Career Ready (CCR) High School Diploma, but CTE students earning the CCR diploma may or may not apply earned dual credit as a component for receiving the CCR diploma as there are other components acting as qualifiers (e.g. the CCR diploma is not an aggregate of all qualifiers but may be a combination of various qualifiers to earn one or more of the two associated endorsements). Consequently, additional methods are being explored to track CTE concentrator graduates who may have earned dual credit during high school and if that dual credit qualifies under the requirement to be earned “in the relevant career and technical education program or program of study.” CTE students also have the opportunities to earn CTE articulated college credit. CTE concentrators who “qualify” for articulated college credit are tracked by the Department (completed a CTE program sequence with a minimum 3.0 GPA and passed both the End-of-Program and Workplace Readiness assessments). A decision is pending based on the U.S. Department of Education’s Office of Career, Technical and Adult Education (OCTAE) technical assistance as to whether the state can count CTE concentrators who “qualify” for articulated credit, or if the state must track students who actually earn transcribed articulated college credit at the colleges that award articulated college credit. Limitations of transcribed articulated college credit include that the student has up to three years to apply for and be awarded the articulated college credit, which may limit the ability to track such credit in the reporting year.

Baseline and Performance Levels: To be determined based on pending methodologies for dual credit collection and determination if articulated credit qualifiers are to be counted or if earned articulated college credit is to be counted. The college credit baseline was calculated on the most recent year’s CTE concentrator graduates (17-18) who earned either articulated college or dual credit at colleges awarding such credit. It is important to note that these are transcribed articulated college or dual credits and not articulated credit qualifiers (i.e., those students who qualify for articulated college credit upon program completion meeting both the CTE assessment pass requirements and earning a 3.0 grade point average (GPA) in their CTE core program

sequence). Data was reported from each college based on student name and birth date matches to CTE concentrator graduates and the Nevada System of Higher Education (NSHE). Students were identified as earning either articulated college or dual credit on college records. It is anticipated that more accurate tracking methodologies will be in place moving forward as the Department implements school courses for the exchange of data (SCED) codes into the Infinite Campus (IC) data management system to more effectively identify students who earn articulated college and/or dual credit while in high school. This process is not only an important component of the CCR diploma requirements, but is also of relative importance to the Perkins V **5S2 Program Quality Indicator** of attainment of postsecondary credits.

Indicator 5S2 - Program Quality; Attained Postsecondary Credits:

Baseline Level %	Performance Level PY19/FY20 %	Performance Level PY20/FY21 %	Performance Level PY21/FY22 %	Performance Level PY22/FY23 %
11.12	11.12	11.12	TBD	TBD

Baseline calculation: Baseline was calculated based on the number of CTE concentrators who earned dual or articulated college credit (matched file from colleges) from the most recent reporting year (FY17/18). Additionally, in PY21/FY22 and PY22/FY23, the Department will take the opportunity to re-evaluate performance after two years of Perkins V reporting (as recommended by USDOE OCTAE). Additionally, targets will remain the same for two consecutive reporting years, with an adjustment occurring in the third year based on the average of the previous two years’ performance.

- c. **The percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

Although participation in work-based learning is a component of the CCR diploma, the data is not currently being tracked outside of local education agencies. The Department is working on methods of identifying work-based learning in the state’s data management system (i.e., Infinite Campus), but details are still being determined on how to track this data as work-based learning opportunities have multiple qualifiers that may not be related to course credit (e.g. completing a CTE work experience course as a credit bearing course). Alternative work-based learning experiences can include components of career exploration (e.g., career fairs, guest speakers from business/industry, and industry tours), and career preparation (e.g., job shadowing, school-based enterprises, simulated workplaces) that are not typically tracked in student data management systems as credit bearing courses. Although this data will eventually be tracked as part of the CCR diploma, a viable system of collection that reflects accuracy in measurable outcomes may not be in place to serve as a viable indicator of performance for Perkins V.

Include any other measure of student success in career and technical education that is statewide, valid, reliable, and comparable across the state. (Section 113(b)(2)(A)(iv)(II) of Perkins IV)

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

The Department has decided to continue with the Technical Skill Attainment (i.e., CTE pass rates for the End-of-Program assessment) as an additional program quality measure for Perkins V. The End-of-Program Technical Assessments are program-specific and measure the skill attainment of students who have completed a program course sequence. These assessments are aligned to the state standards and are required by the Nevada Administrative Code (NAC) 389.800. End-of-program assessments are also used in the state determined Quality Program Standards' (QPS) monitoring process, known as Quality Program Review, and in the state's efforts to provide local education agencies with measurable data to improve CTE program quality.

Indicator 5S4 - Program Quality; other (Technical Skill Attainment):

Baseline Level %	Performance Level PY19/FY20 %	Performance Level PY20/FY21 %	Performance Level PY21/FY22 %	Performance Level PY22/FY23 %
59.50	59.50	59.50	TBD	TBD

Baseline calculation: Technical Skill Attainment is a carry-over indicator from Perkins IV and will continue with Perkins V. Given this, it was determined that the most recent negotiated performance target from Perkins IV (FAUPL) would serve as the foundational baseline for Perkins V reporting. Additionally, in PY21/FY22 and PY22/FY23, the Department will take the opportunity to re-evaluate performance after two years of Perkins V reporting (as recommended by USDOE OCTAE). Additionally, targets can remain the same for two consecutive reporting years, with an adjustment occurring in the third year based on the average of the previous two years' performance.

Although an analysis was conducted to predict potential baselines for this indicator, it was determined that since this indicator is a carry-over from Perkins IV, the baseline would be a carry-over from the previously negotiated target level for the performance indicator.

2. Provide on the form in Section V.B., for each year covered by the State Plan beginning in FY 2020, state determined levels of performance for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the state. (Section 113(b)(3)(A)(i)(I) of Perkins V)

The Department consulted stakeholders during the four-year State Plan development. The following represents the **secondary** state determined levels of performance for this four-year State Plan, which are also included in **Section V.B** of this State Plan.

Indicator 1S1 - Four-Year Graduation Rate:

Perkins V Required: The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

Data Collection: CTE graduation rates are based on the cohort of CTE concentrators who graduate with a recognized Nevada high school diploma. Pursuant to guidance provided by OCTAE through customized technical assistance, the Department discussed revising the cohort

graduation rate to include only those LEA/schools for which the State has oversight of valid CTE programs. This would be reflective of true measurement of CTE program scope and quality.

Baseline calculation: Preliminary baseline data and performance targets have been established based on the continuing use of this performance indicator from Perkins IV. A preliminary performance baseline has been calculated at 92.28 percent based on OCTAE recommendations to use the average of two most recent years’ performance. Although an analysis was conducted to predict potential baselines for this indicator, it was determined that since this indicator is a carry-over from Perkins IV, the baseline would be a carry-over from the previously negotiated target level for the performance indicator.

Indicator 1S1 - Four-Year Graduation Rate:

Baseline Level %	Performance Level PY19/FY20 %	Performance Level PY20/FY21 %	Performance Level PY21/FY22 %	Performance Level PY22/FY23 %
85.50	85.50	85.50	TBD	TBD

Baseline calculation: CTE concentrator cohort graduation rate is a carry-over indicator from Perkins IV and will continue with Perkins V. Given this, it was determined that the most recent negotiated performance target from Perkins IV (FAUPL) would serve as the foundational baseline for Perkins V reporting. Additionally, in PY21/FY22 and PY22/FY23, the Department will take the opportunity to re-evaluate performance after two years of Perkins V reported (as recommended by USDOE OCTAE). Additionally, targets can remain the same for two consecutive reporting years, with an adjustment occurring in the third year based on the average of the previous two years’ performance.

Indicator 2S1 - Academic Proficiency in Reading/Language Arts:

Perkins V Required: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

Data Collection: Need to establish new data collection protocol for CTE concentrators meeting ACT ELA proficiency based on the state determined levels of proficiency. [OCTAE Technical Assistance]

Further clarification from OCTAE now dictates that CTE concentrator proficiency is to be calculated for the reporting year in which testing occurs. Consequently, calculation of academic proficiency will be based on CTE concentrators that, in the reporting year, met the state’s measure of academic proficiency.

Baseline calculation: For federal reporting, the NDE established ACT cut scores to measure ELA proficiency for high school students.

Indicator 2S1 - Academic Proficiency in Reading/Language Arts:

Baseline Level %	Performance Level PY19/FY20 %	Performance Level PY20/FY21 %	Performance Level PY21/FY22 %	Performance Level PY22/FY23 %
43.62	43.62	43.62	TBD	TBD

Baseline calculation: Per the USDOE OCTAE technical assistance provided, a revised baseline has been calculated based on the past two years’ performance (as minimum target for calculation in Perkins V). Additionally, in PY21/FY22 and PY22/FY23, the Department will take the opportunity to re-evaluate performance after two years of Perkins V reported (as recommended by USDOE OCTAE). Additionally, targets can remain the same for two consecutive reporting years, with an adjustment occurring in the third year based on the average of the previous two years’ performance.

Indicator 2S2 - Academic Proficiency in Mathematics:

Perkins V Required: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

Data Collection: Need to establish new data collection protocol for CTE concentrators meeting ACT Math proficiency based on the state determined levels of proficiency. [OCTAE Technical Assistance]

Further clarification from OCTAE now dictates that CTE concentrator proficiency is to be calculated for the reporting year in which testing occurs. Consequently, calculation of academic proficiency will be based on CTE concentrators who, in the reporting year, took the state’s measure of academic proficiency.

Baseline calculation: For federal reporting, the NDE established ACT cut scores to measure Mathematics proficiency for high school students.

Indicator 2S2 - Academic Proficiency in Mathematics:

Baseline Level %	Performance Level PY19/FY20 %	Performance Level PY20/FY21 %	Performance Level PY21/FY22 %	Performance Level PY22/FY23 %
25.46	25.46	25.46	TBD	TBD

Baseline calculation: Per the USDOE OCTAE technical assistance provided, a revised baseline has been calculated based on the past two year’s performance (as minimum target for calculation in Perkins V). Additionally, FY22/FY23 will be determined upon opportunity to re-evaluate performance after two years of Perkins V reported (as recommended by USDOE OCTAE). Additionally, targets can remain the same for two consecutive reporting years, with an adjustment occurring in the third year based on the average of the previous two year’s performance.

Indicator 2S3 - Academic Proficiency in Science:

Required: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

Data Collection: Need to establish new data collection protocol for CTE concentrators meeting NVACSS Science Exam proficiency based on the state determined levels of proficiency. [OCTAE Technical Assistance]: Further clarification from OCTAE now dictates that CTE concentrator proficiency is to be calculated for the reporting year in which testing occurs. Consequently, calculation of academic proficiency will be based on CTE concentrators who, in the reporting year, took the state’s measure of academic proficiency.

Baseline calculation: For federal reporting, the NDE established cut scores for the NVACSS Science exams to establish science proficiency for high school.

Indicator 2S3 - Academic Proficiency in Science:

Baseline Level %	Performance Level PY19/FY20 %	Performance Level PY20/FY21 %	Performance Level PY21/FY22 %	Performance Level PY22/FY23 %
21.70	21.70	21.70	TBD	TBD

Baseline calculation: Per the USDOE OCTAE technical assistance provided, a revised baseline has been calculated based on the most recent year’s performance (as minimum target for calculation in Perkins V). Additionally, FY22/FY23 will be determined upon opportunity to re-evaluate performance after two years of Perkins V reported (as recommended by USDOE OCTAE). Additionally, targets can remain the same for two consecutive reporting years, with an adjustment occurring in the third year based on the average of the previous two year’s performance.

Indicator 3S1 - Postsecondary Placement:

Perkins V Required: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

- **Data Collection:** This is similar to Perkins IV 5S1 Placement (EdFacts C158 file). The primary difference is the previous collection was based on the number of completer graduates placed out of the number of students who responded to surveys (the Office of Career Readiness, Adult Learning & Education Options (CRALEO) provided data to the Department). This revised indicator requires tracking of all cohort concentrators after graduation.
- With Perkins IV 5S1, postsecondary enrollment constituted 44.2 percent of total matches for CTE graduate program completers who were matched to NSHE; those matches are then validated and represent the most accurate measure for CTE placement. Survey responses for 1,718 CTE graduate

completers include employment (15.4 percent), military (2.9 percent), with non-respondents (37.4 percent). Survey matches are the least accurate placement measure as they are non-validated (i.e. cannot be matched via student social security numbers through DETR, military etc.).

- Perkins V **Indicator 3S1** measures total CTE concentrator graduates based on college enrollment, military service, public service, or employment. This represents a large increase in the number of students placed (from ~3,000 completer graduates with Perkins IV reporting to ~12,000 CTE concentrator graduates for Perkins V reporting). For Perkins V, a data match was completed to postsecondary enrollment through NSHE on 1,718 CTE concentrator graduates (the measure reports on students who graduate in the previous year). The returned match was 42.58 percent on CTE concentrator graduates enrolled in postsecondary and will serve as the baseline for the Perkins V **Indicator 3S1**.
- The Department is currently working on establishing more rigorous survey methodologies to track student employment, military, and public service given there are no current alternatives to tracking such data without the use of restricted student social security numbers. Survey data on CTE graduate employment or military service for 1,718 graduates was not conducted given the limited time frame in which to complete the survey responses and the large increase in number of students to be surveyed (**Indicator 5S1** CTE program completers to **Indicator 3S1** CTE program concentrators). Survey data processes are started in January of the reporting year and typically take six months to complete reporting processes. For the 1,718 graduates reporting requirements (numerator/denominator), those were not clearly defined until after the OCTAE customized technical assistance was provided to the state in June of 2019. Given this, a conservative estimate for baseline performance would be the 42.58 percent validated match to postsecondary enrollment, with anticipated survey results for employment, military, and public service based on 1,819 concentrator graduates to be completed in the upcoming year to re-evaluate and adjust the baseline for performance.

Baseline calculation (preliminary): Although this indicator was measured in Perkins IV, the denominator has changed from the number of students surveyed for placement to the number of total CTE concentrators exiting secondary education. The new definition will give a more accurate assessment of placement, but will require a more accurate method of data collection. [OCTAE Technical Assistance]: Pending clarification as to whether total CTE concentrator graduates or graduates responding to surveys will be used in the denominator calculation.

- The Department is working with NSHE and with the State Longitudinal Data System (i.e., NPWR) to track student placement in college using de-identified (providing NSHE with CTE cohort student unique ID numbers). Discussion with the Department's Office of Accountability and Data (ADAM) and SAIN has occurred to inquire regarding the development of a state survey system to track employment, military, etc., using Infinite Campus or other survey systems (if feasible). This is in response to an ongoing issue (nationwide) with

the inability to track secondary student employment due to the lack of social security numbers to match with states' employment records system or other tracking systems.

Indicator 3S1 - Postsecondary Placement:

Baseline Level %	Performance Level PY19/FY20 %	Performance Level PY20/FY21 %	Performance Level PY21/FY22 %	Performance Level PY22/FY23 %
42.58	42.58	42.58	TBD	TBD

Baseline calculation: Per the USDOE OCTAE technical assistance provided, a revised baseline has been calculated based on the previous CTE completer graduates surveyed. Additionally, FY22/FY23 will be determined upon opportunity to re-evaluate performance after two years of Perkins V reported (as recommended by USDOE OCTAE). Additionally, targets can remain the same for two consecutive reporting years, with an adjustment occurring in the third year based on the average of the previous two year's performance.

Indicator 4S1- Nontraditional Program Enrollment:

Perkins V Required: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

Data Collection: This is similar to Perkins IV 6S1 (EdFacts C156 file). Previous data represented CTE participants from underrepresented genders enrolled in nontraditional programs. The revised indicator counts total CTE concentrators from underrepresented genders enrolled in nontraditional programs. Nontraditional programs are identified in the CTE SAIN Master List.

Baseline calculation: Although nontraditional participation was measured in Perkins IV, the measure has changed to the number of CTE concentrators from underrepresented genders enrolled in nontraditional programs out of all CTE concentrators in nontraditional programs. This measure is still under discussion with USDOE OCTAE.

Indicator 4S1 - Nontraditional Program Enrollment:

Baseline Level %	Performance Level PY19/FY20 %	Performance Level PY20/FY21 %	Performance Level PY21/FY22 %	Performance Level PY22/FY23 %
33.28	33.28	33.28	TBD	TBD

Baseline calculation: Per the USDOE OCTAE technical assistance provided, a revised baseline has been calculated based on the most recent year's performance (as minimum target for calculation in Perkins V). Additionally, in PY21/FY22 and PY22/FY23, the Department will take the opportunity to re-evaluate performance after two years of Perkins V reported (as recommended by USDOE OCTAE). Additionally, targets can remain the same for two consecutive reporting years, with an adjustment occurring in the third year based on the average of the previous two years' performance.

Indicators 5S1, 5S2, 5S3, 5S4 - Program Quality Indicators:

See section 1 of this State Plan for the state determined Quality Program Standards (QPS), which the state will use for the above-referenced Program Quality Indicators.

The Department consulted stakeholders during the four-year State Plan development. The following represents the **postsecondary** state determined levels of performance for this four-year State Plan, which are also included in **Form B**.

College CTE performance data is reported by individual institutions on an annual basis. The Department does not have direct access to college data information systems. The Department worked directly with college accountability workgroups during the State Plan development process to determine performance baselines for Perkins V performance indicators. Colleges are currently working on extracting performance data in accordance with Perkins V guidelines. Once this process is complete, initial performance targets will be updated in the State Plan.

Colleges completed a trend analysis for each of the three required Perkins V performance indicators. The following represent preliminary baselines based on combined college performance:

Indicator 1P1 - Postsecondary Retention and Placement:

Baseline Level %	Performance Level PY19/FY20 %	Performance Level PY20/FY21 %	Performance Level PY21/FY22 %	Performance Level PY22/FY23 %
63.10	63.10	63.10	TBD	TBD

Core	Indicator	Enrollment or Exit Cohort	Numerator	Denominator
1P1	Postsecondary Retention and Placement	Existing students	Number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in sec. 5(a) of the Peace Corps Act (22 U.S.C. 2504(4)(a)), or are placed or retained in employment.	Number of CTE concentrators who completed their program in the reporting year.

LEA	Numerator	Denominator	Percentage
TMCC	1,188	1,351	87.93%
WNC	203	210	96.67%
GBC	82	90	91.11%
CSN	5,324	9,120	58.38%
TOTAL	6,797	10,771	63.10%

Indicator 2P1 - Earned Recognized Postsecondary Credential:

Baseline Level %	Performance Level PY19/FY20 %	Performance Level PY20/FY21 %	Performance Level PY21/FY22 %	Performance Level PY22/FY23 %
28.23	28.23	28.23	TBD	TBD

Core	Indicator	Enrollment or Exit Cohort	Numerator	Denominator
2P1	Earned Recognized Postsecondary Credential	Active/enrolled; as well as existing students	Number of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.	Number of CTE concentrators who left postsecondary education in the prior reporting year.

LEA	Numerator	Denominator	Percentage
TMCC	2,265	5,117	44.26%
WNC	1,680	2,404	69.88%
GBC	1,008	1,176	85.71%
CSN	17,486	70,799	24.70%
TOTAL	22,439	79,496	28.23%

Indicator 3P1 - Nontraditional Program Enrollment:

Baseline Level %	Performance Level PY19/FY20 %	Performance Level PY20/FY21 %	Performance Level PY21/FY22 %	Performance Level PY22/FY23 %
22.79	22.79	22.79	TBD	TBD

Core	Indicator	Enrollment or Exit Cohort	Numerator	Denominator
3P1	Nontraditional Program Concentration	Active/enrolled students	Number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study that lead to nontraditional fields.	Number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.

LEA	Numerator	Denominator	Percentage
TMCC	698	2,512	27.79%
WNC	257	1,461	17.59%
GBC	98	853	11.49%
CSN	10,560	46,130	22.89%
TOTAL	11,613	50,956	22.79%

The Department consulted stakeholders during the four-year State Plan development. The following represents the **secondary** state determined levels of performance for this four-year State Plan, which are also included in **Form B**:

Secondary Performance Indicator	Baseline Level %	Performance Level PY19/FY20 %	Performance Level PY20/FY21 %	Performance Level PY21/FY22 %	Performance Level PY22/FY23 %
1S1: Four-Year Graduation Rate (preliminary baseline)	85.5	85.5	85.5	<i>TBD</i>	<i>TBD</i>
1S2: Extended Graduation Rate	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
2S1: Academic Proficiency in Reading Language Arts (preliminary baseline)	43.62	43.62	43.62	<i>TBD</i>	<i>TBD</i>
2S2: Academic Proficiency in Mathematics (preliminary baseline)	25.46	25.46	25.46	<i>TBD</i>	<i>TBD</i>
2S3: Academic Proficiency in Science (preliminary baseline)	21.7	21.7	21.7	<i>TBD</i>	<i>TBD</i>
3S1: Postsecondary Placement	42.48	42.48	42.48	<i>TBD</i>	<i>TBD</i>
4S1: Nontraditional Program Enrollment (preliminary baseline)	33.28	33.28	33.28	<i>TBD</i>	<i>TBD</i>
5S1: Program Quality – Attained Recognized Postsecondary Credential	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
5S2: Program Quality – Attained Postsecondary Credits	11.12	11.12	11.12	<i>TBD</i>	<i>TBD</i>
5S3: Program Quality – Participated in Work-Based Learning	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
5S4: Program Quality – Technical Skill Attainment (preliminary baseline)	59.5	59.5	59.5	<i>TBD</i>	<i>TBD</i>

3. Describe the procedure the eligible agency adopted for determining state determined levels of performance described in section 113 of the Act, which at a minimum shall include:
 - a. A description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the state determined levels of performance under that section as provided in Section V of this State Plan;
 - b. An explanation for the state determined levels of performance;
 - c. A description of how the state determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other Federal and state laws and regulations. (Section 122(d)(10) of Perkins V)

As part of the procedures for determining state determined levels of performance, describe the process that will be used to establish a baseline for those levels.

The Department performed the following procedures and stakeholder engagements during the development of this State Plan in determining levels of performance described in section 113 of the Act:

- **May 2, 2019:** The Department presented an overview of Perkins V at the Nevada State Board of Education’s public meeting, soliciting public comments.
- **July 24, 2019:** The Department presented an overview of Perkins V at the Nevada Association of Career and Technical Education (NACTE) conference, soliciting public comments and stakeholder engagements.
- **October 1 – November 1, 2019:** The Department published the State Plan on the Department’s website for its required 30-day public comment period, soliciting public comments.
- **October 1 – December 1, 2019:** The Department published the State Plan on the Department’s website, including the state determined performance levels (SDPLs) for the required 60-day public comment period, soliciting public comments.
- **October 10, 2019:** The Department presented the State Plan as an informational item to the Nevada State Board of Education at public meeting, soliciting public comments.
- **November 14, 2019:** The Department presented the State Plan at the Nevada Board of Education at public meeting as an *informational item* for discussion, soliciting public comments.
- **December 12, 2019:** The Department presented the State Plan at the Nevada Board of Education at public meeting as a *discussion and potential action item*, soliciting public comments. The Board approved this State Plan.
- **December 16 – January 16, 2020:** The Department submitted the State Plan to the Governor for his required 30-day review period.
- **January [TBD] 2020:** The Department presented the State Plan at the Governor’s Workforce Development Board (i.e., state workforce board) public meeting, soliciting additional public comments.

All public comments received by the Department during the required public comment periods are summarized **EXHIBIT A**.

In association with the public comment period described above, the Department conducted stakeholder engagement in the process for determining state determined levels of performance as follows:

- **CTE Accountability and Performance Indicators workgroup:** The Accountability and Performance Indicators workgroup is a non-decision making group that provides recommendations and input into the State Plan draft to the Governance Committee. The workgroup's charge is to: (1) define the Perkins V performance measurement indicators (state-defined); and (2) offer recommendations for measurement approaches and baseline data that indicate student progress.

The CTE Accountability and Performance Indicators workgroup's membership includes representation from, but is not limited to: the Nevada Department of Education; the Department's accountability system staff; local education agencies, secondary and postsecondary accountability staff and data leads; and the Governor's Office of Workforce Innovation's Nevada P-20 to Workforce Research Data System (NPWR) staff.

The CTE Accountability and Performance Indicators workgroup convened as two distinct sub-workgroups: secondary accountability and postsecondary accountability. The secondary accountability sub-workgroup conducted the following workgroup meetings, which resulted in State Plan recommendation submissions to the Governance Committee: **March 28, 2019; April 12, 2019; June 3, 2019; June 5, 2019; and August 12, 2019**. The postsecondary accountability sub-workgroup conducted the following workgroup meetings, which resulted in State Plan recommendation submissions to the Governance Committee: **April 9, 2019; April 17, 2019; May 13, 2019; and June 5, 2019**.

4. **Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act. (Section 113(b)(3)(B)(iii) of Perkins V)**

The Department's written response to the public comments received by the Department during the required public comment periods are summarized **EXHIBIT A**.

5. **Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)**

The Department will utilize its Perkins Reserve funding to target areas with disparities or gaps in performance to promote innovation and strategies that increase equitable access for special populations to quality secondary, postsecondary, and adult career and technical education programs.

In April 2019, the Department received work it had contracted out to **WestEd** to analyze Nevada's current career and technical education programs and programs of study with Nevada's economic and labor market data. The Department will continue to analyze, and expand upon, the *Nevada's Pathways to Employment* report, which identifies gaps and disparities in Nevada of access and opportunities to high-quality CTE programs for each Nevada student. The Department will continue to utilize WestEd's *Nevada's Pathways to Employment* data analysis to inform local education agencies of aligned CTE programs, identify non-aligned CTE programs, and inform discussions between the state and local education agencies to address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V.

Furthermore, the Department will continue to request that LEAs assess in their respective comprehensive local needs assessment (CLNA), then report the findings in their respective local application how they used their Perkins V grant funding toward addressing said disparities and gaps in performance, and what innovative strategies they employed to increase equitable access for special populations to quality career and technical education programs.

The state has a statewide student information system (Infinite Campus) that is used in all K-12 LEAs for the accurate tracking of student information. The Office of Career Readiness, Adult Learning & Education Options (CRALEO) draws data from the Infinite Campus system to maintain an internal database to track CTE student enrollment by program area, cluster, CIP code, program name, course name, course level, gender, race/ethnicity, and special populations, including nontraditional enrollment, annually. Given the accuracy and completeness of our data collection system we are able to effectively disaggregate CTE data statewide, district wide, and at the school level. These processes allow us to effectively identify potential disparities or gaps in enrollment, completion, program assessments, and CTE certificate earners. Similar processes are completed at postsecondary LEAs.

Perkins performance indicator analysis is conducted annually and statewide performance results are posted annually on our state [CTE website](http://www.doe.nv.gov/CTE/Accountability/): <http://www.doe.nv.gov/CTE/Accountability/> Additionally, each LEA receives a disaggregate Perkins indicator performance report indicating overall district performance and a breakdown of performance for each subcategory for the indicator. Districts use these reports for the required comprehensive needs assessment which includes an evaluation of students (including subgroups and special populations) based on Perkins performance targets. As part of the RFA process LEAs:

The state will monitor if meaningful progress has been achieved on each of the Perkins V performance indicators for the state, overall, and individual LEAs on an annual basis. LEAs will need to address gaps or disparities in performance using relevant data to support program improvement efforts. For example, if an inequity occurs within any performance indicator, the LEA, in conjunction with the state guidance, will identify subgroups (i.e., gender, race/ethnicity, special populations) within CTE career clusters in which the disparity/gap occurs and will create an approved program improvement plan that is based on baseline data and measures targeted improvement with measurable outcomes. If no improvement occurs, prior to the third program year, the state will implement a required program improvement process that involves direct technical assistance/resources provided by the state.

The CRALEO data and accountability education programs professional will develop a template on required program improvement monitoring for this purpose.

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

The eligible agency assures that:

1. It made the State Plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval, and such public comments were taken into account in the development of this State Plan. (Sec. 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and nontraditional fields, as identified by the state. (Sec. 122(d)(13)(C) of Perkins V)
3. It will provide local education agencies, area career technical education schools, and eligible institutions in the state with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Sec. 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State Plan, including the provisions of a financial audit of funds received under this Act, which may be included as part of an audit of other federal or state programs. (Sec. 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act 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 acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Sec. 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in state correctional institutions, including juvenile justice facilities. (Sec. 122(d)(13)(D) of Perkins V)

I hereby attest that the eligible agency makes the assurances prescribed above.

Melissa Scott

Telephone: (702) 486-6625

Signature

Date

B. EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR §76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State Plan.
2. It has authority under state law to perform the functions of the state under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with state law.
5. A state officer, specified by title in Item C on the Cover Page of this State Plan, has authority under state law to receive, hold, and disburse federal funds made available under the plan.
6. The state officer who submits the plan, specified by title in Item C on the Cover Page of this State Plan, and has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for state operation and administration of the Perkins program.

I hereby attest that the eligible agency certifies compliance with the above-prescribed certifications.

Melissa Scott

Telephone: (702) 486-6625

Signature

Date

C. Other Forms

The eligible agency certifies and assures compliance with the following enclosed forms:

1. [Assurances for non-Construction Programs \(SF 424B\) Form](https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf) (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. [Disclosure of Lobbying Activities \(SF LLL\) Form](https://www.gsa.gov/cdnstatic/SFLLL_1_2_P-V1.2.pdf?forceDownload=1) (OMB Control No. 4040-0013) - https://www.gsa.gov/cdnstatic/SFLLL_1_2_P-V1.2.pdf?forceDownload=1
3. [Certification Regarding Lobbying \(ED 80-0013\) Form](https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf) - <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. [General Education Provisions Act \(GEPA\) 427 Form](https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf) - <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

I hereby attest that the eligible agency certifies and assures compliance with the above-prescribed forms.

Melissa Scott

Telephone: (702) 486-6625

Signature

Date

IV. BUDGET

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As the eligible state agency prepares its budget, refer to the statutory descriptions and assurances in Sec. II.C. and Sec. III.A, respectively.
2. In completing the budget form, provide:

Line 1: The total amount of funds allocated to the eligible agency under Sec. 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated state allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State Plan under Sec. 112(a)(3). *The percent should equal not more than five (5) percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out state leadership activities under Sec. 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percent and amount of funds made available to serve individuals in state institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to Sec. 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for nontraditional fields pursuant to Sec. 112(a)(2)(B) of Perkins V. *The amount of funds should not be less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to Sec. 112(a)(2)(C) of Perkins V. *The percent of funds should equal 0.1 percent of the funds allocated to the eligible agency, or \$50,000, whichever is lesser.*

Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to Sec. 112(a)(1) of Perkins V. *The percent of funds should not be less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under Sec. 112(c) of Perkins V. *The percent of funds should not be more than 15 percent of the 85 percent of funds noted on Line 7.*

- Line 9:** The percent and amount, if any, of funds to be reserved and made available to secondary recipients under Sec. 112(c) of Perkins V.
- Line 10:** The percent and amount, if any, of funds to be reserved and made available to postsecondary recipients under Sec. 112(c) of Perkins V.
- Line 11:** The percent and amount of funds to be made available to eligible recipients under Sec. 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12:** The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13:** The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14:** The amount of funds to be made available for the state administration match requirement under Sec. 112(b) of Perkins V. *The amount of funds shall be provided from non-federal sources and on a dollar-for-dollar basis.*

B. Budget Form

State Name: Nevada

Fiscal Year (FY): 2020 (PY19)

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	n/a	\$11,275,395.00
2	State Administration	5 %	\$563,769.75
3	State Leadership	10 %	\$1,127,539.50
4	Individuals in State Institutions	1%	\$ 0
4a	– Correctional Institutions	n/a	\$ 0
4b	– Juvenile Justice Facilities	n/a	\$112,753.95
4c	– Institutions that Serve Individuals with Disabilities	n/a	\$ 0
5	Nontraditional Training and Employment	n/a	\$60,000.00
	Other Leadership		\$943,510.16
6	Special Populations Recruitment	0.1 %	\$11,275.40
7	Local Formula Distribution	85 %	\$9,584,085.75
8	Reserve	9.50 %	\$910,488.15
9	– <i>Secondary Recipients</i>	<i>41.85 %</i>	<i>\$410,488.15</i>
10	– <i>Postsecondary Recipients</i>	<i>58.15 %</i>	<i>\$500,000.00</i>
11	Allocation to Eligible Recipients	90.50%	\$8,673,597.60
12	– <i>Secondary Recipients</i>	<i>68.00%</i>	<i>\$5,898,046.37</i>
13	– <i>Postsecondary Recipients</i>	<i>32.00%</i>	<i>\$2,775,551.23</i>
14	State Match (from non-federal funds)	n/a	\$563,769.75

State Name: Nevada

Fiscal Year (FY): 2021 (PY20)

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	n/a	\$11,275,395.00
2	State Administration	5 %	\$563,769.75
3	State Leadership	10 %	\$1,127,539.50
4	Individuals in State Institutions	1%	\$ 0
4a	– Correctional Institutions	n/a	\$ 0
4b	– Juvenile Justice Facilities	n/a	\$112,753.95
4c	– Institutions that Serve Individuals with Disabilities	n/a	\$ 0
5	Nontraditional Training and Employment	n/a	\$60,000.00
	Other Leadership		\$943,510.16
6	Special Populations Recruitment	0.1 %	\$11,275.40
7	Local Formula Distribution	85 %	\$9,584,085.75
8	Reserve	5 %	\$479,204.29
9	– <i>Designated Secondary Recipients – receiving less than \$15,000 in local formula funding allocation</i>		\$120,000.00
10	– <i>Postsecondary Recipients</i>		\$359,204.29
11	Allocation to Eligible Recipients	95 %	\$9,104,881.46
12	– <i>Secondary Recipients</i>	63.00%	\$5,736,075.32
13	– <i>Postsecondary Recipients</i>	37.00%	\$3,368,806.14
14	State Match (from non-federal funds)	n/a	\$563,769.75

V. STATE DETERMINED PERFORMANCE LEVELS (SDPL)

A. Instructions

- 1. On the form in Item V.B. below, provide state determined performance levels (SDPLs) covering FY20-23 per the Perkins V requirements outlined in EXHIBIT E, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the state described in section 113(b) of Perkins V, see EXHIBIT D. In preparing your SDPLs, refer to the following:**

- a. Accountability for Results**

- i. Identify and include at least one (1) of the following indicators of career and technical education program quality:**
 - 1. the percentage of CTE concentrators (see definition outlined in EXHIBIT D) graduating from high school having attained a recognized postsecondary credential;**
 - 2. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
 - 3. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

Include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the state. (Section 113(b)(2)(A)(iv)(II) of Perkins V)

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

- ii. Provide on the form in Section V.B., for each year covered by the State Plan beginning in FY 2020, state determined levels of performance for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the state. (Section 113(b)(3)(A)(i)(I) of Perkins V)**
- iii. Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act. (Section 113(b)(3)(B)(iii) of Perkins V)**

B. State Determined Performance Levels (SDPL) Form

State Name: Nevada

NOTE: Adjustments are continually being made based on the ongoing revision and analysis of methods of collection and data requirements. The targets below are considered preliminary until final targets are vetted.

Secondary Performance Indicator	Baseline Level %	Performance Level PY19/FY20 %	Performance Level PY20/FY21 %	Performance Level PY21/FY22 %	Performance Level PY22/FY23 %
1S1: Four-Year Graduation Rate (preliminary baseline)	85.5	85.5	85.5	<i>TBD</i>	<i>TBD</i>
1S2: Extended Graduation Rate	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
2S1: Academic Proficiency in Reading Language Arts (preliminary baseline)	43.62	43.62	43.62	<i>TBD</i>	<i>TBD</i>
2S2: Academic Proficiency in Mathematics (preliminary baseline)	25.46	25.46	25.46	<i>TBD</i>	<i>TBD</i>
2S3: Academic Proficiency in Science (preliminary baseline)	21.7	21.7	21.7	<i>TBD</i>	<i>TBD</i>
3S1: Postsecondary Placement	42.48	42.48	42.48	<i>TBD</i>	<i>TBD</i>
4S1: Nontraditional Program Enrollment (preliminary baseline)	33.28	33.28	33.28	<i>TBD</i>	<i>TBD</i>
5S1: Program Quality – Attained Recognized Postsecondary Credential	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
5S2: Program Quality – Attained Postsecondary Credits	11.12	11.12	11.12	<i>TBD</i>	<i>TBD</i>
5S3: Program Quality – Participated in Work-Based Learning	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
5S4: Program Quality – Technical Skill Attainment (preliminary baseline)	59.5	59.5	59.5	<i>TBD</i>	<i>TBD</i>

Provide any additional information regarding SDPLs, as necessary.

NOTE: Data collection for performance indicator baselines is still being collected with input from Nevada’s public colleges. Since the Department does not directly pull college data, it is important that the colleges pull and verify performance indicator targets through their own accountability systems.

Postsecondary Performance Indicator	Baseline Level %	Performance Level PY19/FY20 %	Performance Level PY20/FY21 %	Performance Level PY21/FY22 %	Performance Level PY22/FY23 %
1P1: Postsecondary Retention and Placement	63.10	63.10	63.10	TBD	TBD
2P1: Earned Recognized Postsecondary Credential	28.23	28.23	28.23	TBD	TBD
3P1: Nontraditional Program Enrollment	22.79	22.79	22.79	TBD	TBD

Provide any additional information regarding SDPLs, as necessary.

The Department’s plan is to disaggregate data by the 16 career clusters, versus the state’s 76 career and technical education programs of study. Pursuant to Perkins V, sec. 112:

“(bb) by the career and technical education programs or programs of study of the CTE concentrators, except that in a case in which reporting by such program or program of study is impractical, the data may be disaggregated by the career clusters of the CTE concentrators, if appropriate.”

This disaggregation produces a more manageable documentation for evaluation to districts. The justification for this approach is that within Nevada’s career and technical education data, career clusters can be more readily identifiable by classification of instructional program (CIP) codes into career clusters; this is not currently performed by the Department in its accountability system (i.e., Infinite Campus), but it could be established. Identification by career and technical education program of study is also not currently performed by the Department in Infinite Campus, and it would prove more difficult given programs (particularly in Agriculture Science, Health Science, and Skilled and Technical Sciences, PLTW Engineering) have common foundational courses. Although the Department could indicate career and technical education concentrator enrollment, actual enrollment by program of study is not determined until students reach the completion level course. Thus, establishing relevance in these specific programs of study would be difficult.

Disaggregation by career and technical education career clusters would also be more manageable (e.g., 16 pages of data results versus 80 pages that would be produced by program of study). The Department might also encounter Family Educational Rights and Privacy Act of 1974 (FERPA) suppression issues in reporting since many programs of study have lower enrollments by districts, particularly in our smaller districts. This would make public reporting more difficult and unclear as numbers less than 10 would need to be suppressed.

Finally, local education agencies' ability to respond to and write program improvements for grants would be more manageable by career and technical education career cluster, with the understanding that specific analysis of individual programs could occur as part of the comprehensive local needs assessment with state technical support (providing confidential analysis outside of public reporting, thus not having to meet FERPA suppression requirements).

CTE Career Clusters

Currently, the career and technical education programs in Nevada are organized under six areas: (1) Agriculture and Natural Resources; (2) Business and Marketing Education; (3) Health Sciences and Public Safety; (4) Hospitality, Human Services and Education; (5) Information and Media Technologies; and (6) Skilled and Technical Sciences. The areas are further defined by the state approved 16 career clusters. Currently, there are 76 state approved career and technical education programs offered ([Nevada Administrative Code \[NAC\] 389.803](#)) under the 16 cluster areas:

Agriculture and Natural Resources

1. Agriculture, Food, and Natural Resources

Business and Marketing Education

2. Business, Management, and Administration
3. Finance
4. Marketing, Sales, and Service

Education, Hospitality, and Human Services

5. Education and Training
6. Hospitality and Tourism
7. Human Services

Health Science and Public Safety

8. Government and Public Administration
9. Health Science
10. Law, Public Safety, Corrections, and Security

Information and Media Technologies

11. Arts, A/V Technology, and Communication
12. Information Technology

Skilled and Technical Sciences

13. Architecture and Construction
14. Manufacturing
15. Science, Technology, Engineering, and Mathematics
16. Transportation, Distribution, and Logistics

EXHIBIT SUMMARY

- **EXHIBIT A:** Summary of public comments and the Department’s responses to public comments
- **EXHIBIT B:** Local Application
- **EXHIBIT C:** Comprehensive Local Needs Assessment (CLNA)
- **EXHIBIT D:** CTE concentrator definition
- **EXHIBIT E:** State determined performance levels (SDPL) requirements