State of Nevada

Department of Education

CAREER AND TECHNICAL EDUCATION

STATE ALLOCATION

FY20 REQUEST FOR APPLICATION (RFA) DIRECTIONS

ISSUED BY
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

Grant Period:

July 1, 2019 – June 30, 2020

Applications Released:

April 19, 2019 by 5:00 pm

Application/Project Documents Due:

May 31, 2019 by 4:00 pm

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

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

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

Alex Kyser (775) 687-7290 akyser@doe.nv.gov

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OVERVIEW

For fiscal year (FY) 2020, and pending approval and authorization by the 2019 Nevada Legislature, **$12,543,822.00** is available in state funds to support career and technical education (CTE) in eligible school districts and public charter schools. In accordance with chapter 388.392 of the Nevada Revised Statutes (NRS), after 30 percent is allotted for competitive grants, the remainder of the state money is allocated to school districts and charter schools.

❑ Allocation Grants Balance of Funds: **$8,780,675.40**

The State Board of Education will award grants to school districts and eligible charter schools for programs of career and technical education based on the following criteria as prescribed in Nevada Administrative Code (NAC) 389/R075-17:

- Career guidance

- Program and instruction

- Leadership development

- Educational personnel

- Program planning and promotion

- Facilities, equipment and instructional materials and supplies that support CTE programs

- Partnerships with business, industry and the community as they relate to CTE programs

- Systems of evaluation and accountability as they relate to CTE programs

- Alignment with priority career pathways for secondary and postsecondary education as identified by the Governor's Office of Workforce Innovation for the New Nevada (OWINN)

- Industry-recognized credentials as identified by the Governor's Office of Workforce Innovation for the New Nevada (OWINN)

- Alignment with workforce training needs in Nevada, and Nevada's economic development strategies and workforce investment system

PURPOSE OF FUNDS

The primary goal of the State Allocation Grant for New Programs, Program Expansion, and/or Program Improvement & Support is to increase the numbers of students enrolled in and who complete CTE programs of study through the development of relevant, high quality programs.

The Nevada Department of Education (NDE) has established the following strategic goal to increase CTE program completion rates:

By 2020, 11,000 students will complete a CTE program of study.

The rationale behind this goal is higher program completion rates that will result in higher numbers of students engaged in a CTE program of study through the second-level course, resulting in lower drop-out rates, higher graduation rates, and an increase of students graduating high school both college and career ready. Furthermore, students who complete a program of study and earn the state's CTE Certificate of Skill Attainment will qualify for CTE College Credit, a gateway to postsecondary credentials in less time and at lower cost.

State allocation funds for new program development, expansion, and/or improvement and support **must be used strategically** by the school district or eligible charter school to increase access to programs. **First and foremost, the funds must be expended to scale CTE programs where such programs do not exist or at those sites where students have limited opportunities to complete a CTE program of study.**

The following three funding purposes are supported with state CTE Allocation grant funds:

NEW PROGRAM DEVELOPMENT

Funds may be used to develop new CTE programs where they did not exist before to create opportunities and access for students in areas that lead to high-skill, high-wage, and/or in-demand occupations. New programs **must** align to the state's priorities for economic and workforce development as outlined in the report *In-Demand Occupations: Leveraging Labor-Market Data with Industry Insights to Strategically Align Nevada's Education and Workforce* (January 2017, OWINN & GOED).

Projects to develop new CTE programs must describe a plan and timeline to build the program to completion levels and sustain the program.

PROGRAM EXPANSION

Program expansion funds may be used to expand existing CTE programs according to the following criteria: (1) the program currently offers a partial course sequence, but is lacking the completion-level course; (2) the program has current enrollments; and (3) the course sequence must be completed according to the state's most current CTE Course Catalog. Eligible programs **must** align to the *In-Demand Occupations: Leveraging Labor-Market Data with Industry Insights to Strategically Align Nevada's Education and Workforce* (January 2017, OWINN & GOED), and LEAs must demonstrate the capacity to increase CTE program completion rates.

PROGRAM IMPROVEMENT AND SUPPORT

Program improvement activities are to assist CTE programs to meet or exceed standards and align with industry-recognized credentials. Local education agencies must describe how programs will be improved to increase equity and student access leading to improved program outcomes. Eligible programs *must* align to the *In-Demand Occupations: Leveraging Labor-Market Data with Industry Insights to Strategically Align Nevada's Education and Workforce* (January 2017, OWINN & GOED), and LEAs must demonstrate the capacity to increase CTE program completion rates.

Examples of program improvement activities could include:

- Supply and equipment purchases to meet state and industry standards;
- Professional development strategically designed to support improved instruction;
- Local curriculum development to fully implement state CTE program standards and the state Employability Skills for Career Readiness Standards;
- Promotional efforts to market and reinforce the importance of program completion and the opportunities for students to earn CTE College Credit;
- Employer engagement;
- Industry certifications; and
- Career guidance and counseling support for students enrolled in and completing CTE programs.

USE OF FUNDS

The eleven options of uses of funds are listed below. They must be aligned with any of the three funding purposes: new program development, program expansion, and/or program improvement and support.

CAREER GUIDANCE

Career guidance services support students in making informed decisions **regarding career pathways**. Career and technical education (CTE) teachers, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in CTE courses/programs consistent with their aptitudes, interests, abilities, and career-path goals.

Funds may be used to support career counseling and guidance, including the development of career centers, according to the following recommendations:

- *All students develop an education and career plan (four-year plan) per NAC 388.205*
- *Implement career development activities such as career fairs and interactive sessions with business and industry*
- *Enhancements to career guidance programs and services for students to promote annual review and modification of academic plans*
- *Professional development for counselors and support staff to provide informational resources pertaining to postsecondary job markets and continuing/higher education options consistent with career pathway plans*
- *Implementation of career centers that include current and relevant resources to support individualized college and career readiness planning*
- *CTE program integrates career planning opportunities, employability skills instruction, postsecondary education and training options, and provides students with information relevant to career goals*

PROGRAM AND INSTRUCTION

Each CTE program must be developed according to a comprehensive program of study (per the current State CTE Course Catalog) and follow state standards that guide students to program completion. A variety of instructional methods are utilized to integrate academic knowledge, employability skills, technical skills, and leadership development.

Funds may be used to improve, expand and support CTE programs of study to include but are not limited to development of approved courses, implementation of state standards, curriculum materials*, and professional development.

** Curriculum and instructional materials must meet the requirements of NAC 390. Please provide information in the Request for Application (RFA) budget narrative section which ensures the material is on the approved list. If requesting an instructional material that is not on the list, an LEA must submit a letter of commitment stating that they have **initiated the process** for the adoption of the instructional material (e.g., district committee formation for evaluation) before the request/item can be approved for grant funding.*

LEADERSHIP DEVELOPMENT

Career and technical student organizations (CTSOs) are an integral part of the CTE program. Students develop leadership, citizenship, interpersonal, and employability skills through involvement in the following CTSOs: DECA; FBLA; FCCLA; FFA; HOSA; and SkillsUSA.

Funds may be used to develop and sustain activities and services to support student involvement in CTSOs, including professional development to implement CTSOs.

EDUCATIONAL PERSONNEL

All CTE teachers are qualified with the appropriate degree and/or industry experience and participate in ongoing professional development.

Funds may be used for professional development and other needs to support the development and sustainment of qualified personnel.

PROGRAM PLANNING AND PROMOTION

There is a systematic plan for program planning and management to ensure sustainability. Program promotion informs students, parents/legal guardians, guidance counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives of the availability, advantages, and accomplishments of CTE programs.

Funds may be used for program promotion, such as publications, websites, and recruitment events for students, parents, and other community members.

FACILITIES, EQUIPMENT, AND INSTRUCTIONAL MATERIALS AND SUPPLIES

Facilities, equipment, instructional materials and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the individual instructional needs of all students.

Funds may be used to purchase supplies and equipment needed to maintain and improve programs to meet the requirements of state and/or industry standards. The application must demonstrate how all proposed items of value ($1,000 or more) and equipment purchases are aligned with industry and state skill standards. Equipment purchases ($5,000 or more) must include a description of student outcomes.

*Some retrofitting or facility modifications may be allowed to install equipment or meet safety requirements, particularly for program expansion and new program development. **Prior approval by NDE staff is required before writing such expenditures into local applications. If such expenditures are included in the application, a signature from the agency's authority over facilities is required on the cover page.***

COMMUNITY, BUSINESS AND INDUSTRY PARTNERSHIPS

Community members and local business and industry representatives serve on advisory committees to provide support and guidance in the development, operation, and evaluation of the CTE programs.

Funds may be used for the development and implementation of community, business and industry partnerships, including district- and program-level advisory committees.

EVALUATION SYSTEMS AND ACCOUNTABILITY

There is a systematic means of evaluation that ensures the program's overall scope, instructional content, and organization meets the instructional objectives and goals. The evaluation process and accountability measures are used to develop short- and long-range improvement plans.

Funds may be used for program accountability and planning purposes, including processes to assess programs at the local levels.

ALIGNMENT WITH PRIORITY CAREER PATHWAYS

Alignment with priority career pathways for secondary and postsecondary education identified by the Executive Director of the Governor's Office of Workforce Innovation for a New Nevada (OWINN) pursuant to paragraph (b) of subsection 4 of section 20 of Senate Bill No. 516, chapter 595, Statutes of Nevada 2017, at page 4330.

INDUSTRY-RECOGNIZED CREDENTIALS

Industry-recognized credentials identified by the Executive Director of OWINN pursuant to paragraph (d) of subsection 4 of section 20 of Senate Bill No. 516, chapter 595, Statutes of Nevada 2017, at page 4330, that have been awarded to the program.

ALIGNMENT WITH WORKFORCE TRAINING NEEDS

Align with workforce training needs in this state and the state's economic development strategies and workforce investment system that is paid for wholly or in part with public money.

APPLICATION INFORMATION

PROJECT DOCUMENTS/APPLICATION DEADLINE

The project documents must be submitted by 4:00 p.m. (PDT) on May 31, 2019.

SUBMISSION

Each LEA will submit one application with as many project narratives as they choose.

All application document templates will be provided for the LEA to utilize for their grant submission.

LOCAL ADMINISTRATION

Indirect costs are not allowed in State CTE Grants.

APPLICATION COMPONENTS AND DOCUMENT REQUIREMENTS

It is the sole responsibility of the LEA to submit a complete application. All application components (e.g., forms, signature pages, etc.) and related documents must be submitted for an application to be complete.

1. CTE Application Cover Page *(PDF)*
2. State Assurances *(PDF)*
3. District Appeals Policy and Procedure *(PDF)* (district/institution level policy)
4. District Travel Policy *(PDF)* (if any travel is requested)
5. Teacher License *(PDF)* (if full time CTE teacher salary is requested)
6. Instructional Material Commitment Letter *(PDF)* (if non-approved instructional materials are requested)
7. Budget Summary *(PDF)*
8. Budget Details *(excel or PDF; see Budget Expenditure Summary)*
9. Allocation Grant Narrative *(word or PDF)*
10. Allocation Project Narrative(s) *(word or PDF)*
11. Programs of Study / CTE Course Sequences List *(word or PDF)*

APPLICATION REVIEW PROCEDURES

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

It is the responsibility of the LEA to review the application to ensure all grant application requirements are met before submission and resubmission. ***Any incomplete submissions will be returned to the LEA and may result in the delay of the approval.***

COMPLAINT AND APPEAL PROCEDURES

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

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

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

TECHNICAL ASSISTANCE

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

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

Alex Kyser (775) 687-7290 akyser@doe.nv.gov

APPLICATION DIRECTIONS

These application guidelines must be followed by applicants applying for state Allocation funds. Each LEA or public charter school can submit as many project narratives as they would like. The grant will be approved based upon completeness and the clarity of the narrative describing the overall strategy, expected outcomes and description of proposed expenditures.

GRANT DOCUMENTS

Each application must include the following components and be provided in the following listed order.

Please contact the Department of Education's Office of Career Readiness, Adult Learning & Education Options for all document templates that are needed for the grant application. They include the following:

- CTE Application Cover Page
- State Assurances
- Budget Expenditure Summary Template
- Allocation Grant Narrative Template
- Allocation Project Narrative Template

1. ***CTE Application Cover Page***:

   Use the CTE Application Cover Page as the first page of the application and include all requested information and signatures.

2. ***State Assurances:***

   Print and sign the provided State Assurances.

3. ***District Appeals Policy and Procedure:***

   Include the LEA's policy and procedures that describe the steps involved in processing an appeal or dispute with respect to this application.

4. ***District Travel Policy:***

   Include the LEA's travel expense and reimbursement policies if travel is requested in the application.

5. ***Teacher License:***

   Include all full time CTE Teacher licenses whose salary is requested in the application, or assurance that the license will be provided with first revision if employee is not known at the time of application submission

6. ***Instructional Material commitment letter:***

   If requesting an instructional material that is not on the state approved list, an LEA must submit a letter of commitment stating that the LEA has **initiated the process** for the adoption of the instructional material (e.g., district committee formation for evaluation).

7. ***Budget Summary:***

   The budget expenditure summary must include all expenditures properly identified by object and sub-object code. The budget expenditure summary must be signed and dated by the superintendent or his/her designee.

8. ***Budget Details:***

   The budget detail may be submitted as one comprehensive budget detail (listing all school sites impacted by each expenditure) or individual budget details per each project submitted. Projects may be structured by program area, school name, LEA Wide, or funding purpose.

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

a) **Program Area:** Must use the full name or the listed acronym.
- Agriculture (AG), Business & Marketing (B&M), Education Hospitality and Human Services (EHH), Health Science and Public Safety (HS&PS), Information and Media Technologies (IMT), Skilled and Technical Sciences (STS), and/or Licensed Educational Agency - district wide (LEA).

b) **Program of Study (POS):** Must use the POS name published in the most recent course catalog. Official POS abbreviations, which are listed on the State Program Reference Code sheet, can be used after listing the full POS name once.

   Example: Biomedical and BIOM
- Exempt if activity/item is for district/institution wide uses. (Example: Substitutes, Disability Resources Center)

c) **School(s) name(s):** Must use the main school name where the POS is offered.
- Exempt if activity/item is for district/institution wide uses. (Example: Substitutes)

d) **Items/Services to be purchased:** Within each object code each purpose should be clearly identified.
- For general supply budgets every item *does not* need to be itemized, however, a brief, but adequate description of the kind of supplies and which POS they are being purchased for is required. ***The description should be enough information to justify the amount requested.***
- Itemize all items with a $500 unit cost or above.
- For *Items of Value* and *Equipment* indicate the state standard associated with the expenditure.
- Utilize the same name for all items on the grant application, general ledger, and Final Financial Report (FFR) inventory, so that it will be easily identifiable.
- If staff (FTEs) and/or quantities are being requested, list the quantities and unit costs in the provided areas.

   Example: when purchasing 30 computers: "Quantity 30 – unit cost $1,000 (not quantity 1 – unit cost $30,000)".
- Do not use acronyms solely. Use full names of items or services once, then acronyms can follow.

e) **District Information (optional):** LEAs may include their needed information/coding, for local use only, after items one through four.

For object codes 300, 400, 500, and 800, in each Narrative section, list the following information in this order:

a) **Program Area:** Must use the full name or the listed acronym.
- Agriculture (AG), Business & Marketing (B&M), Education Hospitality and Human Services (EHH), Health Science and Public Safety (HS&PS), Information and Media Technologies (IMT), Skilled and Technical Sciences (STS), and/or Licensed Educational Agency - district wide (LEA)

b) **Program of Study (POS):** Must use the POS name published in the most recent course catalog. Official POS abbreviations, which are listed on the State Program Reference Code sheet, can be used after listing the full POS name once.

Example: Biomedical and BIOM

- Exempt if activity/item is for district/institution wide uses. (Example: Substitutes, Disability Resources Center)

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

- Exempt if activity/item is for district/institution wide uses. (Example: Substitutes)

d) **Items/Services to be purchased:** Within each object code each purpose should be clearly identified.

- All requests must be itemized.
- Utilize the same name for all items on the grant application, general ledger, and Final Financial Report (FFR) inventory, so that it will be easily identifiable.
- For services requested provide details describing the need, and assurance that the LEA has thoroughly reviewed the request to make sure it can be completed during the fiscal year of the grant.
- Travel Requests for Professional Development: itemize each event, indicate full name of sponsoring organization (no acronyms*), full name of event (no acronyms), date, location, and name(s) of projected attendees. If names of attendees are not available list the position of the potential attendees. Use a separate Title of Position/Purpose of Item section for each event. *Exception ACTE, NACTE, & CTSOs = DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA.
- For dues and fees indicate the name of sponsoring organization (full name, no acronyms), length of benefit (e.g. one year subscription), and purpose/use/need – how it meets the standards.

e) **District Information (optional):** LEAs may include their needed information/coding, for local use only, after items one through four.

9. *Allocation Grant Narrative: (2 page limit)*

Describe the local plan for complete programs of study in the district. Describe how funds are to be strategically expended to ensure the scaling of CTE programs where such programs do not exist or at those sites where students have limited opportunities to complete a CTE program of study. For programs that are being discontinued, provide a rationale for the change and describe how students will be able to complete the program of study.

10. *Allocation Project Narrative:* (.)

Project narratives may be organized by program area, school name, LEA wide, or funding purpose. There will be no limit on the number of projects which can be submitted; however each project narrative is limited to 4 pages. Single-sided, 11 point font (no smaller). The project narrative must follow the provided template and include the following items:

- **Project Information**
    - LEA Name
    - Grant Funding Year (select from list)
    - Project Name (LEA-determined)
    - Funding Purpose (select from list)
    - Funding Amount Requested (LEA-determined)
    - Use of Funds (select from list)

- **Project Description**

The Project description should include the following items per the identified Funding Purpose.

a) **New Program**
  - Describe how programs align to the economic and workforce development indicators evidenced by data from regional economic development authorities, the Governor's Office on Economic Development, or other proven, reliable sources. The data source(s) must be cited.
  - Describe how programs align to postsecondary/industry credentials, including a description of those credentials preparing students for middle-skill jobs.
  - Describe how business and industry is involved in establishing local priorities to improve CTE.
  - Describe how funds will be used to start new programs that will develop into full course sequences to the completion level, as per the course sequences in the most current Nevada CTE Course Catalog.
  - Describe how the program will be sustained after the funding period.
  - Describe how funds will support equity and access at schools with student populations most in need, with special attention to those schools most in need of improving graduation rates.
  - Any new program requiring the installation of equipment or facility modifications must describe in detail the applicant's capacity to complete such modifications.

b) **Program Expansion:**
  - Describe how programs align to the economic and workforce development indicators evidenced by data from regional economic development authorities, the Governor's Office on Economic Development, or other proven, reliable sources. The data source(s) must be cited.
  - Describe how programs align to postsecondary/industry credentials, including a description of those credentials preparing students for middle-skill jobs.
  - Describe how business and industry is involved in establishing local priorities to improve CTE.
  - Describe how programs will be expanded to serve more students either through the addition of completion-level courses or the expansion of existing courses, such as an additional level 2 class.
  - Describe how the program will result in improved program completion rates, including a description of existing and/or projected increases in student enrollment in level 2 and level 3 courses. The description must include the numbers of program concentrators and completers in 2018-19, the numbers of concentrators and completers projected for 2019-20, and strategies to increase the numbers of concentrators (students in level 2 courses) and completers (students in level 3 courses) in 2020-21.
  - Describe how funds will support equity and access at schools with student populations most in need, with special attention to those schools most in need of improving graduation rates.

c) **Improvement and Support:**
- Describe how business and industry is involved in establishing local priorities to improve CTE.
- Describe how the funds will be used to move the programs to a higher level of instruction and lead to improved program outcomes.
- Describe the proposed number of students served or impacted through program support funding. The objectives and outcomes must provide measurable targets for student enrollments in the introductory, intermediate, and completion level courses for the proposed supported programs.
- Describe how funds will support equity and access at schools with student populations most in need, with special attention to those schools most in need of improving graduation rates.

- **Measurable Outcome(s)**
  - Describe how the LEA will evaluate and measure the success and outcomes of the objectives in this application. Include what will be measured, by whom, and the timeline for the completion of the evaluation. These outcomes will be used in the final grant performance report at the end of the grant cycle.
  - List the objectives and proposed outcomes for the implementation of the project. The objectives and outcomes must provide measurable targets for student impact.
  - Measurable outcomes may be related to: project completion, CTE student participation numbers (e.g., CTE concentrator), CTE program completion rates, high school graduation and/or dropout rates; student engagement; student acquisition of knowledge and skills leading to industry or postsecondary credentials
  - **Note**: *With the Final Financial Report, LEAs will be required to submit a report of the outcomes for each project narrative.*

- **Staffing**
  - If not requesting salaries in the grant application, please indicate N/A in this section.
  - Describe the number of staff devoted to the project(s) and their professional preparation and/or credentials. The sub-grant recipient must identify the full-time equivalency (FTE) of each position supported with this funding.
  - If funding a CTE program teacher, the LEA must submit the teachers license or a letter of assurance that the teacher is in the process of getting a license in which the LEA will provide at a later date.

11. *Programs of Study / CTE Course Sequence List:*

Provide a listing of the CTE programs and course sequences for each school receiving funding from the state CTE allocation funds for two fiscal years: current and the year of this application. To qualify as a "program," there must be two or more sequenced courses as per the Nevada CTE Course Catalog, or is a "new program" per this application.

SUBMITTING THE APPLICATION

By submitting an application, the LEA agrees to provide the NDE information as needed to report to the Nevada Legislature and the State Board of Education on the effectiveness of state CTE funds.

(1) Submission –

    a. Submit the application by mailing one (1) original and three (3) copies of the application and emailing one electronic PDF/word/excel copy per the bulleted requirements. All applications must be approved by the LEA's superintendent or designee.

- Original application and copies must be mailed to the address listed in Item 2, and **postmarked** by the date listed in Item 3.

- Electronic PDF application (i.e., complete copy of original application) must be emailed to both addresses listed in Item 2 and be **time-stamped** by the date and time listed in Item 3.

    b. Items requiring signature are: (1) **CTE Application Cover Page; (2) State Assurances; and (3) Budget Summary.**

    c. The application must contain all forms and be submitted in the order according to the application directions starting on page 11.

    d. **Do not** submit the RFA instructions or any blank pages.

    e. The application must be **single-sided and stapled or clipped** in the upper left-hand corner. Pages must be **standard 8 1/2" x 11" paper**.

(2) Submission Addresses –

- Mailing address:

    Kristine Nelson, Director
    Office of Career Readiness, Adult Learning & Education Options
    Nevada Department of Education
    755 N. Roop Street, Suite 201
    Carson City, NV 89701

- Email Address:
    cbowers@doe.nv.gov (Carole Bowers, Office Manager)

    jtruesdell@doe.nv.gov (Jocie Truesdell, Administrative Assistant)

(3) Application Deadline

The application deadline is **4:00 p.m. on Friday, May 31, 2019** to be eligible for funding. Both hardcopy and electronic submissions must be received in order for the application to be considered complete. You will receive email confirmation to ensure that the application was received. If you do not receive confirmation, please call to obtain further instructions.

RUBRIC/CHECKLIST

STATE CTE   LEA:
ALLOCATION FUNDS GRANT   FY:

Electronic Application was submitted on time   ☐**Yes**   ☐**No**

Original Application and copies were submitted on time   ☐**Yes**   ☐**No**

Grant Components:

     CTE Application Cover Page is complete   ☐**Yes**   ☐**No**

     State Assurances are signed   ☐**Yes**   ☐**No**

     District Appeals Policy and Procedure is included   ☐**Yes**   ☐**No**

     District Travel Policy is included, if applicable   ☐ **N/A**   ☐**Yes**   ☐**No**

     Teacher License(s) are included, if applicable   ☐ **N/A**   ☐**Yes**   ☐**No**

     Instructional Material Commitment Letter is included, if applicable   ☐ **N/A**   ☐**Yes**   ☐**No**

     Budget Summary and Budget Detail(s) are complete:

         The Budget Summary and Budget Details are accurate and clearly detail the proposed expenditures by object code, purpose, FTE, quantity, etc. The budget is reasonable with respect to the proposed objectives and outcomes of the application. The budget narrative provides sufficient detail by object code to adequately describe expenditures.

         Budget Summary   ☐**Yes**   ☐**No**
         Budget Detail(s)   ☐**Yes**   ☐**No**

     Allocation Grant Narrative is complete   ☐**Yes**   ☐**No**

     Allocation Project Narrative(s) are complete:

         Project Information   ☐**Yes**   ☐**No**
         Project Description   ☐**Yes**   ☐**No**
         Measurable Outcomes   ☐**Yes**   ☐**No**
         Staffing   ☐**Yes**   ☐**No**

     Programs of Study / Course Sequences List is included   ☐**Yes**   ☐**No**

The application has all required components   ☐**Yes**   ☐**No**