

REQUEST FOR APPLICATION

Instructions

Fiscal Year 2018
(July 1, 2017 to June 30, 2018)

Career and Technical Education

**State Allocation Grant for
New Programs, Program Expansion, and Improvement & Support**

Application Due May 19, 2017, 5:00 PM

**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**

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State Allocation Grant

New Programs, Program Expansion, and Improvement & Support

I. Overview of State CTE Funds

For Fiscal Year 2018 as approved by the 2015 State Legislature, **\$12,343,822** is available in state funds to support career and technical education in eligible school districts and charter schools. In accordance with Chapter 388.393 of the Nevada Revised Statutes and Senate Bill 515, after 30 percent is allocated for competitive grants, the remainder of the state money is allocated to school districts and charter schools based on duplicated CTE student counts in each high school and eligible charter school.

- Competitive Grants (30%): \$3,763,147
- Allocation Grants (Balance of Funds): \$8,640,675

Career and technical education programs are organized under six program areas: Agriculture and Natural Resources Sciences; Business and Marketing; Education, Hospitality and Human Services; Health Sciences and Public Safety; Information and Media Technologies; and Skilled and Technical Sciences. All expenditures must support programs as listed in the Nevada CTE Course Catalog. (See the Nevada CTE Course Catalog for information on programs and course sequences within a program area.)

Each school district or charter school may use allocation funding for developing new programs, program expansion, and/or improvement and support.

According to NRS 388.395, Section 3, school districts and eligible charter schools will receive allocations based on the total duplicated CTE enrollment.

Following statutory requirements, the state shall review all applications and award grants based on the following criterion for career and technical education programs:

- 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
- Pupil-teacher ratio
- Whether the program will lead to a national credential or certification

Districts may consult their technical skills committee for recommendations regarding the program needs and/or criteria to be addressed (NRS 388.385, Section 2, subsection f.)

II. Key Provisions

The primary goal of the State Allocation Grant for New Programs, Program Expansion, and/or 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 Department of Education has established the following strategic goal to increase CTE program completion rates:

By 2020, 11,000 students will complete a CTE program of study and 50% of the completers will earn the Nevada Certificate of Skill Attainment.

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 and higher graduation rates. Further, students who complete a program of study and earn the State 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 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.**

New Program Development

Funds may be used to develop new programs where they did not exist before to create opportunities for students in areas that lead to high-demand, high-wage 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* from the Governor's Office of Economic Development (GOED) and the Governor's Office of Workforce Innovation (OWINN).

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

Program Expansion

Funds may be used to expand 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 most current Nevada 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) report from the Governor's Office on Economic Development and Governor's Office of Workforce Innovation (OWINN).

Applicants must demonstrate the capacity to increase CTE program completion rates.

Program Improvement and Support

Funds may be used to improve programs according to the eleven standards listed on the following pages in Section III-Uses of Funds. Program improvement is designed to improve alignment to state standards and industry recognized credentials.

Program support is defined as funding used for ongoing support of existing programs. Purchases for program maintenance may be made only where other funding is not available. For example, if schools annually provide basic maintenance funding, such as support for the purchase of consumable supplies, the state funds shall not supplant those local funds. Examples of program support include: purchase of consumable supplies, purchase of replacement items, student travel for CTSO events, and support for work-based learning activities such as internships and job-shadowing.

III. Uses of Funds

The standards for a quality CTE program and examples of uses of funds are listed below, as they may apply to developing new programs, program expansion, and/or 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 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.

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 CTOSs: DECA; FBLA; FCCLA; FFA; HOSA; and SkillsUSA.

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

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.

IV. Application Directions

Application guidelines must be followed by school districts and eligible charter schools applying for program allocation funds. Applications will be approved based on the clarity of the narrative describing the overall strategy, expected outcomes and description of proposed expenditures. Each application must include the following components in the following order:

(1) Application Cover page (must use NDE Cover Form):

Use the required cover page as the first page of the application and include all requested information and signatures.

(2) Assurances (must use NDE State Assurances Form):

The district must sign the CTE Fund assurance page.

(3) Budget Summary (one page - must use NDE Budget Form):

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

(4) Budget Detail and Narrative (no page limit - must use NDE Budget Forms):

Submit one budget detail and narrative (supplemental schedule), for each purpose of new, expansion, and improvement and/or support, listing schools sites impacted by each budget. For each object code, provide a narrative for expenditures as indicated on the form. All proposed items of value and equipment must be itemized and include the proposed location(s) for purchases to be inventoried. Out-of-state travel must be itemized, to include the full name of the conference, location, date, and names of anticipated attendees.

(5) Form A: Local Plan and Coordination (3 page limit, not including list of programs/schools):

Describe the local plan for programs of study in the district. Provide (attach) 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 the application. To qualify as a "program," there must be two or more sequenced courses as per the Nevada CTE Course Catalog. For any course sequences that do not offer courses to the completion level, provide specific strategies to expand sequences to the completion level. For programs that are not being continued into the next fiscal year, provide a rationale for the change or program closure.

(6) Form B: Project Focus Area Narrative and Grant Outcomes (no page limit):

Applicants may submit for any or all of the three focus areas. A Form B is required for *each* separate focus area (**New Program, Program Expansion, and/or Improvement and Support**). Applicants may include more than one project (program area or school) under a focus area or complete a Form B for each program area or school under a focus area.

Each narrative must describe the purpose, scope, and need for the project/program, and must specifically address the following to justify funding for targeted programs:

- a) 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.
- b) Describe how programs align to postsecondary/industry credentials, including a description of those credentials preparing students for middle-skill jobs;
- c) 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;
- d) 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.
- e) Describe how business and industry is involved in establishing local priorities to improve CTE.
- f) Describe the objectives and proposed outcomes for program improvements that support program completion. The objectives and outcomes must provide measurable targets for student impact in the introductory, intermediated, and completion level courses for the proposed improvements.

NEW PROGRAM DEVELOPMENT:

Proposals must demonstrate 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. New programs must align to the economic and workforce development priority need areas identified by the industry sector councils and/or other relevant 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.

Allowable uses of funds include planning, curriculum development, equipment and supplies, teacher training, teacher salaries and facility modifications to accommodate new programs. The sustainability plan must describe how the program costs will be paid after the funding expires in June 2018. Any program development requiring the installation of equipment or facility modifications must describe in detail the applicant's capacity to complete such modifications.

EXPANSION:

Improved completion rates for students enrolled in CTE programs is a priority for allocation funds. Funds may be used to expand programs according to the following criteria: (1) the program currently offers a partial course sequence, but is lacking the completion-level course; and (2) the program has current enrollments.

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. The description must include the numbers of program concentrators and completers in 2016-17, the numbers of concentrators and completers projected for 2017-18, and strategies to increase the numbers of concentrators (students in level 2 courses) and completers (students in 3 three courses) in 2017-18. The description may be organized by school or by CTE program in those districts expanding the same program at multiple sites. Include a description of student outcomes, including improved program completion outcomes, and timeline for implementation.

IMPROVEMENT AND SUPPORT:

Program improvement activities are defined as those that move a program to a higher level of instruction. Describe how programs will be improved to serve students and lead to improved program outcomes. The description may be organized by school, CTE program, or agency-wide initiatives. Some examples of program improvement activities are shown below.

- *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 standards and the state Employability Skills for Career Readiness;*
- *Promotional efforts to market and reinforce the importance of program completion and the opportunities for students to earn CTE College Credit;*
- *Employer engagement; and*
- *Career guidance and counseling support for students enrolled in and completing CTE programs.*

Program support is defined as funding used for ongoing support of existing programs to ensure programs operate at a high level. Purchases for program maintenance may be made only where other funding is not available. For example, if schools annually provide basic maintenance funding, such as support for the purchase of consumable supplies, the state funds shall not supplant those local funds. Examples of program support include: purchase of consumable supplies, purchase of replacement items and student travel for CTSO events, internships, job-shadowing, etc. The description may be organized by school, CTE program, or agency-wide initiatives/activities.

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, intermediated, and completion level courses for the proposed supported programs.

(7) Form C: Staffing (two page limit):

Describe the number of staff devoted to the project(s) and their professional preparation. The sub-grant recipient must identify the full-time equivalency (FTE) of each position supported with funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives paid by state funds will be accounted for (i.e., personnel activity report or time log).

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

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

(8) Form D: Evaluation Methods (two page limit):

Describe how the agency 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.

V. Submitting the Application

By submitting an application, the local education agency agrees to provide the Department of Education information as needed to report to the Legislature on the effectiveness of state CTE funds.

(1) Application Package

- a. Submit one application with a complete set of original signatures and two copies. All applications must be approved by the school district superintendent or designee. Faxed applications will not be accepted.
- b. The application must be submitted in the following order: (1) Application Cover Page; (2) Assurances; (3) Budget Summary; (4) Budget Detail and Narrative (s); (5) Form A: Local Plan and Coordination; (6) Form B: Project Narrative and Grant Outcomes; (7) Form C: Staffing; and (8) Form D: Evaluation Methods.
- c. **Do not** submit the RFA instructions or any blank pages.
- d. Items requiring signature are the **Application Cover Page and Budget Summary**.
- 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) Mailing Address - Mail the original and copies to:

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

(3) Application Deadline

The application must be received by **5:00 p.m. on Friday, May 19, 2017** to be eligible for funding. Electronically submitted copies will not be accepted.

(4) Information

For additional information, contact the Office of Career Readiness, Adult Learning & Education Options at the Nevada Department of Education at (775) 687-7300.

State CTE Allocation Application Review Rubric

General Application Requirements	Yes	No
Organization of the Application: All required elements of the application were submitted in the order prescribed and meet page length, formatting, and font requirements. The Application Cover Page, Budget Summary, and Assurances are signed.		
Budget Summary: The Budget Summary is accurate and clearly details the proposed expenditures by object code, FTE, quantity, etc. The budget is reasonable with respect to the proposed objectives and outcomes of the application.		
Budget Detail and Narrative: Clearly details the proposed expenditures by object code, FTE, quantity, etc. The budget narrative clearly describes the expenditures and their purpose.		
Form A: Local Plan and Coordination	Complete	Incomplete
A listing of the CTE programs and course sequences for each school receiving funding from the state CTE allocation funds is provided. If course sequences are not offered to the completion level, specific strategies to expand to the full sequence and completion level is provided.		
Form B: Program Narrative and Outcomes	Complete	Incomplete
The narrative includes: (1) the numbers of program completers reported in 2015-16; (2) the numbers of program completers anticipated in 2016-17; and (3) agency-level strategies to increase the numbers of program completers in 2017-18.		
The description includes how eligible programs align to economic- and workforce-development priorities and data sources are cited.		
The narrative includes a description of how programs align to postsecondary and/or industry credentials.		
The narrative includes a description of how funds will be targeted to schools and student populations most in need.		
The narrative includes a description of how business and industry is involved in establishing local priorities to expand, improve and/or support CTE.		
The narrative includes a description of measurable project outcomes that support program completion, including targets for student enrollments in beginning, intermediary and completion courses.		
The narrative fully describes program support efforts that include purchase of consumable supplies, replacement items, and student travel.		
Form C: Staffing	Complete	Incomplete
Describes the number of staff devoted to the project, percentage paid under state funds, and identifies the full-time equivalency (FTE) of each position supported with funding. Describes how time will be accounted for (i.e., personnel activity report or time log).		
Form D: Evaluation Methods	Complete	Incomplete
The narrative includes a description of how the applicant will evaluate and measure the success of the objectives of this application.		