

A fillable Word version of this document is available by request to Karen Chessell, kchessell@doe.nv.gov

LOCAL APPLICATION for (LEA)

Pursuant to Perkins V, sec. 134, the local education agency (LEA) is required to submit a **local application** to be eligible for Perkins V funding. The local application should cover the same time period as the state plan (July 1, 2020-June 30, 2023) and must include the following **nine (9)** section requirements and the Priorities, Strategies, and Actions table from the Comprehensive Local Needs Assessment (CLNA).

Priority Identified	Specific Root Cause(s)	Section (A-F)	Subpopulations (Appendix C)	Measurable Goal(s)	Strategies and Next Steps	Timeline	Funding Resources to be Utilized	Stakeholders Responsible

I. Comprehensive Local Needs Assessment (CLNA)

Provide a summary of the CLNA results and process(es) that the LEA performed in the development of the CLNA, including consultation and involvements with a diverse body of stakeholders, including those required in Perkins V, sec. 134(d).

The following sections within this Local Application will include the LEA’s in-depth analyses and findings with regards to the variety of assessments performed in the CLNA.

II. CTE Program Course Offerings and Activities

Provide information on the LEA's career and technical education (CTE) course offerings and activities (within your district) that the LEA will provide funding for under this part, which shall include not less than one approved program of study (secondary) or aligned program (postsecondary).

The LEA should speak specifically to evaluative assessments conducted in the CLNA, and the respective findings that include, but are not limited to: (1) CTE programs that progress toward equal access to high-quality CTE programs; (2) CTE programs that are of sufficient size, scope, and quality; and (3) CTE programs that meet the local workforce and economic needs of the State.

Analysis of CLNA:

Planned Actions Based on Analysis and Priority/Priorities Identified:

III. Career Exploration and Career Guidance

How LEAs, in collaboration with local workforce agencies, provide career exploration and development, information on employment, and an organized system of career guidance and academic counseling.

The LEA should speak specifically to assessments conducted in the CLNA, and the respective findings that include, but are not limited to: (1) improving CTE educator recruitment, retention, and training, including individuals of groups underrepresented in such professions; and (2) CTE programs that are of sufficient quality that include career guidance as one of the measures of quality.

Analysis of CLNA:

Planned Actions Based on Analysis and Priority/Priorities Identified:

IV. Improvement of Academic and Technical Skills

How academic skills of CTE students will be improved through integration of rigorous content, both academic and technical.

The LEA should speak specifically to assessments conducted in the CLNA, and the respective findings that include, but are not limited to: (1) CTE programs that progress toward equal access to high-quality CTE programs that address both academic and technical knowledge and skills, including employability skills, access, and opportunities toward achievement of CTE Skills Attainment Certificates; and (2) CTE programs that are of sufficient quality that include career guidance as one of the measures of quality.

Analysis of CLNA:

Planned Actions Based on Analysis and Priority/Priorities Identified:

V. Special Populations Preparation and Equal Access

How LEA's prepare special populations for high-skill, high-wage, or in-demand occupations or industries; prepare students for non-traditional fields; and provide equal access to CTE for special populations as defined in Perkins V, sec. 3(48) and Perkins V, sec. 134(c)(2)(A), and ensure they are not discriminated against.

The LEA should speak specifically to assessments conducted in the CLNA, and the respective findings that include, but are not limited to: (1) CTE programs that progress toward equal access to high-quality CTE programs that address both academic and technical knowledge and skills, including employability skills and access and opportunities toward achievement of CTE Skills Attainment Certificates; (2) improving CTE

educator recruitment, retention, and training, including individuals that provide special populations support; and (3) CTE programs that are of sufficient quality that include equity and access as one of the measures of quality.

Analysis of CLNA:

Planned Actions Based on Analysis and Priority/Priorities Identified:

VI. Work-based Learning Opportunities

How LEAs will develop and expand work-based learning opportunities for CTE students.

Analysis of CLNA:

Planned Actions Based on Analysis and Priority/Priorities Identified:

VII. Postsecondary Credit Opportunities

How LEA will provide opportunities for CTE students to gain postsecondary credit while in high school; e.g., CTE College Credit, dual enrollment, Advance Placement, etc.

Analysis of CLNA:

Planned Actions Based on Analysis and Priority/Priorities Identified:

VIII. Support of Recruitment, Preparation, Retention and Training

How LEA will coordinate with the state and higher education to support the recruitment, preparation, and professional growth of CTE educators, including specialized paraprofessionals and support staff in CTE.

The LEA should speak specifically to assessments conducted in the CLNA, and the respective findings that includes, but is not limited to: improving CTE educator recruitment, retention, and training, including individuals of groups underrepresented in such professions.

Analysis of CLNA:

Planned Actions Based on Analysis and Priority/Priorities Identified:

IX. Addressing Disparities or Gaps in Performance

How LEA will address disparities or gaps in performance (i.e., state-determined levels of performance and associated indicators, as prescribed in Nevada’s **Perkins V State Plan**, effective July 1, 2020-June 30, 2023) in each of the plan years, and additional actions that LEAs will take to eliminate gaps by the third program year.

The Perkins V Local Improvement Plan Template is available at <https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/CTE/Accountability/programdoc.pdf>. If LEA has two (2) consecutive years of *underperformance* on any of the performance indicators, the LEA will be required to conduct targeted program improvement effort, and report such to the Department in conjunction with state-guided technical assistance.

Table 1: Secondary Grant Recipients Only

Rating	Met	Not met for at least one year	Not met three consecutive years or more	Any disparities or gaps in performance among population subgroups?
1S1 Four-Year Graduation Rate %				
2S1 Reading/ELA Proficiency % (ACT ELA Proficiency per NDE cut scores)				
2S2 Mathematics Proficiency % (ACT Mathematics Proficiency per NDE cut scores)				
2S3 Science Proficiency % (Nevada Science Exam Proficiency per NDE cut Scores)				
3S1 Post-Program Placement % (concentrator to: college, employment, military, national service)				
4S1 Nontraditional Program % (concentrator participation)				
5S2-Attained Postsecondary Credit % (College Credit earned through dual or concurrent program in a CTE field)				

Table 2: Postsecondary Grant Recipients Only

Rating	Met	Not met for at least one year	Not met three consecutive years or more	Any disparities or gaps in performance among population subgroups?
1P1 Postsecondary Retention and Placement				
2P1 Earned Recognized Postsecondary Credential				
3P1 Nontraditional Program Enrollment				

Analysis of CLNA:

Planned Actions Based on Analysis and Priority/Priorities Identified:

X. Required Uses of Funds

Identify which funds are aligned with the application by clicking on “Yes” or “N/A”. Provide a list of the projects in which they align with the required use of funds item.

Use of Funds	Are Funds Alignment with Application	Project Name(s) For each project, complete section XI.
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.	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals.	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	
Provide within career and technical education the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations.	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	
Support integration of academic skills into career and technical education programs and programs of study.	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	
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 established under section 113.	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	
Develop and implement evaluations of the activities carried out with funds under this part, 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).	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	

XI. Project Narratives and Outcomes *(Copy this section for each separate project.)*

Project Name:

Proposed Funding Amount:

Complete Narrative:

Project Proposal:

Description on how the project will help address priorities in the CLNA:

Description how the funded program, project, or services will guide students' completion towards a postsecondary credential:

Measurable project outcomes:

Timeline:

Project Item	Anticipated Completion Date	Person(s) Responsible for Completing Item

Staffing description (if no funding is requested for staffing, indicate with N/A):

Project sustainability following grant funding:

Appendix A - Perkins V Excerpts [Perkins V, sec. 134]

(a) LOCAL APPLICATION REQUIRED.--

(b) CONTENTS.--

(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.

(d) CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

- (1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- (2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- (4) parents and students;
- (5) representatives of special populations;
- (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

(e) CONTINUED CONSULTATION.--An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection(d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to—

- (1) provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B);
- (2) ensure programs of study are—
 - (A) responsive to community employment needs;
 - (B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;
 - (C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));
 - (D) designed to meet current, intermediate, or long-term labor market projections; and
 - (E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;
- (3) identify and encourage opportunities for work-based learning; and
- (4) ensure funding under this part is used in a coordinated manner with other local resources.

Appendix B - Required and Permissible Uses of Funds [Perkins V, sec. 135]

Pursuant to Perkins V sec. 134, funds made available shall be used to support career and technical education programs 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 addresses one or more of the six 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, which may include:**
 - a. introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
 - b. readily available career and labor market information, including information on:
 - i. occupational supply and demand;
 - ii. educational requirements;
 - iii. other information on careers aligned to state, local, or tribal (as applicable) economic priorities; and
 - iv. employment sectors;
 - c. programs and activities related to the development of student graduation and career plans;
 - d. career guidance and academic counselors that provide information on postsecondary education and career options;
 - e. any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including in non-traditional fields; or,
 - f. provide students with strong experience in, and comprehensive understanding of, all aspects of industry;
- 2) Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals, which *may* include:**
 - a. professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curriculum;
 - b. professional development on ensuring labor market information is used to inform the programs, guidance and advisement offered to students, including information provided under sec. 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C))
 - c. providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
 - d. supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such administrators or school leaders;
 - e. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
 - f. providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate with opportunities to advance knowledge, skills, and understanding in

- pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
- g. training teachers, faculty, school leaders, administrators, specialized instructional support personnel (including career guidance and academic counselors), or paraprofessionals, as appropriate to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
 - h. training teachers, faculty, specialized instructional support personnel (including career guidance and academic counselors), and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports and positive behavioral interventions and support; or,
 - i. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

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:

- a. CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and,
- b. CTE participants at the postsecondary level in achieving academic skills;

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 established under section 113, which may include:

- a. curriculum aligned with the requirements for a program of study;
- b. sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop career centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
- c. where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
- d. appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
- e. a continuum of work-based learning opportunities, including simulated work environments;
- f. industry-recognized certification exams or other assessments leading toward a recognized postsecondary credential;

- g. efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
- h. where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- i. expanding opportunities for students to participate in distance career and technical education and blended-learning programs;
- j. expanding opportunities for students to participate in competency-based education programs;
- k. improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
- l. supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
- m. supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
- n. providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
- o. supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curriculum;
- p. making all forms of instructional content widely available, which may include use of open educational resources;
- q. supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
- r. partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
- s. support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or,
- t. other activities to improve career and technical education programs; and,

6) Develop and implement evaluations of the activities carried out with funds under this part, 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).

Appendix C - Subpopulations

Pursuant to Perkins V sec. 134 (c), LEAs must demonstrate progress toward implementation of *equal access* to *high quality* CTE courses and programs of study for all students, including members of the following **special population** groups:

1. individuals with disabilities;
2. individuals from economically disadvantaged families, including low-income youth and adults;
3. individuals preparing for non-traditional fields;
4. single parents, including single pregnant women;
5. out-of-workforce individuals;
6. English language learners;
7. homeless individuals described in sec. 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
8. youth who are in, or have aged out of, the foster care system; and,
9. youth with a parent who is a member of the armed forces and/or who is on active duty.

Additional representative groups include underrepresentation of *equal access* to *high quality* CTE courses and programs of study for all students, including members from the following major **racial and ethnic** groups:

- Hispanic
- Asian
- African American
- Native American
- Pacific Islander
- Caucasian
- Multi-race