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**MEMORANDUM**

**TO:** Secondary and Postsecondary Educational Stakeholders  
Secondary and Postsecondary Career and Technical Education Directors  
Members of the Public

**FROM:** Office of Career Readiness, Adult Learning, and Education Options

**DATE:** January 10, 2024

**SUBJECT:** Public Comment on Perkins V State Determined Performance Levels for Secondary and Postsecondary Performance Indicators

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Under section 113 and section 122 of the *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act* (Perkins V), the Nevada Department of Education is instructed to collaborate with educational stakeholders and members of the public on the Perkins V State Plan and to set State Determined Performance Levels (SDPLs) for the required secondary and postsecondary Performance Indicators. The Office of Career Readiness, Adult Learning, and Education Options worked with educational stakeholders, government agencies, and members of the public in the development of the Perkins V State Plan.

In accordance with sections 113 and 122 of Perkins V, the Office of Career Readiness, Adult Learning, and Education Options is submitting the following revised Perkins V State Plan and Secondary and Postsecondary SDPLs for 30 days of written public comments from stakeholders, recipients of Perkins funding, and members of the public. Written public comments should be sent to Craig Statucki ([cstatucki@doe.nv.gov](mailto:cstatucki@doe.nv.gov)) and must be submitted prior to February 10, 2024.

## 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.

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

The Department consulted with state agencies which included but were not limited to: the Deputy Director of the Governor's Office of Economic Development (GOED); Executive Director of the Governor's Office of Workforce Innovation (GOWINN); State Apprenticeship Director, the Associate Vice Chancellor for Academic and Student Affairs for the Nevada System of Higher Education (NSHE); the State Director for the Adult Education and Family Literacy Act (AEFLA) for adult 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 Jobs for Nevada's Graduates (J4NG); 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 (GWDB) and its associated Regional Industry Sector Councils; the Executive Directors of Workforce Connection (southern Nevada); and various Nevada employers and business leaders.

In addition to the stakeholder engagements included 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 2023-24 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:

- 21 in-person meetings and 11 virtual meetings with diverse groups of stakeholders aligned with the requirements of Comprehensive Local Needs Assessment (CLNA) designed to seek input and feedback on secondary and postsecondary CTE programs in Nevada, future direction for CTE, and inclusion of additional State Determined Performance Level indicators. Eleven of the in-person meetings were hosted in school districts as a combined stakeholder meeting to discuss not only statewide input on CTE but also local level needs.
- Public meetings were conducted on August 16, 2023, with the Governor's Workforce Development Board (GWDB), October 3, 2023, with representatives from GOED, and November 1, 2023, with the Nevada State Board of Education.
- Four informal virtual listening events were hosted by the Office of Career Readiness, Adult Learning, and Education Options (CRALEO)

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 (CTE) 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 CTE programs.

The Department consulted with the Governor's office and representatives from GOED and GOWINN throughout the development of the State Plan. The State Plan was presented to the Governor on **TBD** through **TBD** for the Governor's required 30-day review period, and published on the Department's website for its concurrent required 30-day public comment period from **TBD** to **TBD**.

The Department worked with NSHE, specifically the Associate Vice Chancellor for Academic Affairs, 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 CTE 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.

Throughout the four-years of this State plan, stakeholder feedback and input will continue to be solicited. This will be accomplished primarily through ongoing and intentional collaboration and communication with business and industry, state government agencies, CTE administrators, teachers/faculty, and staff. This information, along with an internal review of the Nevada's strategic priorities and initiatives, will then be used to update and strengthen CTE programming.

- 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)**

During this State Plan development and in previous revisions to the current State Plan, the Department's CRALEO Office worked with adult CTE, postsecondary CTE, government agencies, and secondary CTE stakeholders, including the Department's staff for corrections and adult education for recommendations in this State Plan relating to the amount of Perkins local formula funding and the percentage split between secondary and postsecondary CTE,

postsecondary CTE, and secondary CTE to ensure that funding levels and formulas for CTE programs are beneficial and effective in supporting CTE in Nevada.

After stakeholder engagements and consultations received during this State Plan development, the Department received no objections from another State agency or other entity on the State Plan or a portion of the plan.

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

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 CTE 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 CTE programs.

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

- The Director of the Office of Career Readiness, Adult Learning, and Education Options presented to the Governor’s Workforce Development Board (GWDB) during a public meeting, pursuant to Nevada’s Open Meeting Law, [NRS 241.020](#), with public comment periods published on public notices and agendas that provided opportunities for the public to comment both in person and in writing on the State Plan development: **August 16, 2023**
- The Office of Career Readiness, Adult Learning, and Education Options conducted the following public meeting, pursuant to Nevada’s Open Meeting Law, [NRS 241.020](#), with public comment periods published on public notices and agendas that provided opportunities for the public to comment both in person and in writing on the State Plan development: **October 3, 2023**
- The Office of Career Readiness, Adult Learning, and Education Options conducted the following public meeting in conjunction with the Nevada State Board of Education, pursuant to Nevada’s Open Meeting Law, [NRS 241.020](#), with public comment periods published on public notices and agendas that provided opportunities for the public to comment both in person and in writing on the State Plan development: **November 1, 2023**

## **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)**

The Department has been, and will continue to develop and implement CTE 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. GOWINN recommends policies related to

workforce development, define career pathways, identify industry-recognized credentials of value, and identify priority career pathways in Nevada, identified by GOWINN as: technology, advanced manufacturing, education, and health care. GOWINN is also charged with supporting the state's Regional 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, CTE programs and programs of study. 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.

During the Perkins V State Plan development, Nevada's WIOA State Plan is also being updated. The proposed goals of the revised WIOA State Plan are:

- The Nevada Workforce System will increase engagement with groups who have high unemployment and/or low labor force participation.
- The Nevada Workforce System will increase the operational alignment of services among required partners.
- The Nevada Workforce System will improve collaboration between required partners through the use of common processes and systems.

Each WIOA State Plan goal has 5 to 7 strategies and 3 to 4 measurements to achieve success.

Nevada CTE is aligned with these goals and strategies. The Department identifies opportunities to leverage programs, partnerships, and initiatives to engage stakeholders and follow through on identified goals for the education and workforce systems. The Department partners with GOWINN, GWDB, GOED, Office of Science, Innovation, and Technology (OSIT), the Labor Commissioner's Office, and other agencies to leverage and engage in identified career training and development activities.

The following is a summary of state-supported workforce development activities that support the CTE programs in Nevada:

- Starting in 2020, the Department has made significant modifications to all CTE programs of study to align CTE programs to Nevada's economic priorities. The modifications include the transition from secondary three-year course sequences to two-year course sequences to provide more flexibility to school districts to provide opportunities for students to earn a recognized postsecondary credential, participate in work-based learning activities, earn dual credit, or participate in complementary courses related to the CTE program of study. Additionally, the two-year sequences provide students with the opportunity to start a CTE program later in their high school career and still be able to complete the program of study.
- Assembly Bill 482 (2017): Representatives of the Governor's Workforce Development Board's Regional Industry Sector Councils provide recommendations on the awarding of state CTE grants. The criteria for awarding CTE 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 (AB) 7 (2017): The Nevada State Board of Education prescribed criteria for a College and Career Ready (CCR) High School Diploma, which incorporated multiple demonstrations of CTE requirements, as well as established an associated college-ready endorsement and a career-ready endorsement. The Nevada State Board of Education also revised 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 CTE concentrator and completer coursework. The Nevada State Board of Education has set a goal of having 50% of all high school graduates earning the CCR Diploma by 2026.
- Assembly Bill (AB) 241 (2023): Directed schools and districts that students entering the 9<sup>th</sup> grade starting in the 2024-25 school year must be enrolled in courses that would make them eligible to earn the CCR Diploma. After completing the 9<sup>th</sup> grade year, if a student did not want to earn the CCR Diploma, AB 241 prescribes the criteria for selecting a different diploma including a meeting with the student, parent/guardian, school counselor, and school administrator.
- Senate Bill (SB) 66 (2017): 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 GOED, that align to the workforce needs of Nevada's high-priority industries and sectors.
- Assembly Bill (AB) 38 (2021) prescribed the criteria for an advisory technical skills committee whose members consist of the same representatives as required in the Perkins V Comprehensive Local Needs Assessment (CLNA) and allows for LEAs to consult with these stakeholder groups instead of requiring a public open meeting. Additionally, AB 38 prescribed that work-based learning opportunities were not limited to CTE students, which will provide increased opportunities for students to participate in work-based learning experiences if the career pathway they are interested in is not available at their high school.
- In August 2023, the Department updated its 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 and State Public Charter Schools. The Department also supports work-based learning through innovative and accessible work-based learning opportunities.
- Assembly Bill (AB) 207 (2023): Provided school districts with the ability to purchase liability insurance for students participating in work-based learning and the cost of the insurance cannot be passed on to the student or parent/guardian.

- Assembly Bill (AB) 256 (2023): Prescribed the criteria for conducting background checks on employers who are providing work-based learning experiences to students and requires all students who are participating in work-based learning to receive training on identifying and reporting harassment in the workplace, developing and maintaining healthy relationships in the workplace, and identifying the signs of a person engaging in predatory conduct.
- Assembly Bill (AB) 428 (2023): Directed GOWINN to establish and administer a Career Pathways Demonstration Program to develop and implement career pathways in three priority areas including the development of the Teacher Academy College Pathway Program (TACPP). Large school districts, currently Clark County School District, are required to implement the TACPP in all schools with at least 250 students. TACPP has additional provisions to provide work-based learning experiences, concurrent dual enrollment credit, and free student loan forgiveness if the student becomes a teacher in the district after completion of the postsecondary teacher preparatory program. GOWINN is also responsible for establishing a program to provide paid and unpaid work-based learning opportunities for students in grades 7 to 12. AB 428 made the Superintendent of Public Instruction a member of the GOED Board of Directors. The Department will work with GOWINN and other stakeholders to assist in the implementation of AB 428 to ensure that students have access to Nevada’s in-demand industries and career pathways.
- CTE Teacher Training and Externships: The state supports CTE teacher externships, which provide new and existing teacher training in aligned, high-priority CTE programs. In 2022 and 2023 the Department collaborated with a dozen of employers to develop and implement CTE teacher externships to connect 21 Nevada teachers with businesses and industries to enhance their teaching experiences and connections to specific career areas. These opportunities provided resources to career and technical educators through connections and exposure to the latest industry trends, job skills, and competencies needed in the workplace. The externships incorporated industry-based practices and engaged teachers to assist them in incorporating lessons learned in their development of CTE curriculum that is meaningful and relevant for students and Nevada employers.
- Nevada Association of Career and Technical Education (ACTE): The state has, and will continue to support Nevada ACTE, its Board, and the annual conference that provides CTE teachers, educators and administrators’ connections to CTE networks, information, trainings, and other resources that help promote and drive forward CTE in Nevada. The Department participates in the annual conference (2024 will be Nevada ACTE’s 97th year), providing new CTE teacher training, grants administration, career counseling, monitoring, and data and accountability sessions. The CRALEO Office has moved its annual in-person CTE director meeting to be part of the conference in order to provide updates to programs, processes, and policies for the upcoming school year.
- CTE Quality Program Standards: In 2018, the Nevada State Board of Education approved the implementation of the Nevada Career and Technical Education Quality Program Standards (QPS). The QPS are to be used as a model for local education agencies to design, implement, assess, and improve the quality of CTE programs. The QPS represent rigorous and relevant expectations for program organization and delivery, and illustrate the common responsibilities of the students, teachers, counselors, and school administrators that are needed to establish and maintain highly effective CTE 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 QPS and monitoring instrument was revised in 2021 to align with associated Perkins V performance indicators.

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.

- 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)**

**Nevada Department of Education's Vision:** To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

The Nevada Department of Education's [2020 Statewide Plan for Improvement of Pupils \(STIP\)](#) includes six goals and six Department values including equity, access to quality, success, inclusivity, community, and transparency. The Department developed strategies for each goal and value for a total of 36 strategies that were developed and implemented collaboratively across the different offices at the agency.

**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 access to and achievement in high quality career and technical education programs of study aligned to high-skill, high-wage, and/or in-demand occupations for all student population groups as measured by State Determined Performance Levels (SDPL) targets.

The CRALEO Office will assess the quality of the aligned CTE 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, industry recognized credential, and/or work-



based learning credit.

The Nevada Department of Education defines high-skill occupation as occupations in Nevada that require the completion of an apprenticeship, industry-recognized certificate or credential, or a postsecondary certificate or degree beyond the secondary level. The definition of high-wage occupation is career pathways and skill development that lead to occupations in Nevada that pay at least the living wage as identified by the Massachusetts Institute of Technology (MIT) Living Wage Calculator for a family of three with one child (in December 2023, this is \$34.08 per hour). Nevada's in-demand occupations are occupations that are identified as high need in the State and published by GOED and the Nevada Department of Employability, Training, and Rehabilitation's (DETR) Research and Analysis Bureau.

The Nevada Department of Education intends to hold local education agencies accountable for this strategy by including two additional SDPL program quality indicators – 5S1: Program Quality: Attained Recognized Postsecondary Credential and 5S3: Program Quality: Participated in Work-based Learning. The Department already reports 5S2: Program Quality: Attained Postsecondary Credits.

The CRALEO Office will utilize the additional SDPL indicators and our existing Quality Standards Review to 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. Through these data collection methods, the Department will be able to identify the number of students participating in aligned CTE 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.

To achieve Strategic Goal 1, the Department will continue to 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 and ensure CTE promotional materials reflect the state's demographics when promoting CTE programs of study and career pathways. Through Quality Standards Reviews and other professional development opportunities offer technical assistance and/or specialized training to help local education agencies improve their equity of access and opportunity.

**Nevada's CTE Strategic Goal 2:** Develop a systematic approach to ensure access for all student population groups to career pathways and skill development from pre-kindergarten through postsecondary education as measured by participation and concentrator data in the State Determined Performance Levels (SDPL) targets.

The CRALEO Office will work with local education agencies to identify best practices and strategies for the development of middle school CTE standards that provide career exploration in all career clusters and are aligned to secondary and postsecondary programs. The Department will collaborate with local education agencies and professional development partners to provide technical assistance opportunities, which may include professional development and training for elementary school, middle school, and career counselors on CTE programs of study and career pathways.

The restructuring of CTE programs since 2020 has provided the Department and its stakeholders with the opportunity to design flexible program of study models to incorporate a variety of methods to earn postsecondary level credits, earn recognized postsecondary credentials, and expand work-based learning opportunities.

A systematic approach to skill development includes the expansion of opportunities for high school students enrolled in CTE to earn early college credit through maintaining CTE College Credit articulation programs, improving equity and access to early college credit courses for underrepresented or special populations, and examining barriers and protocols to improve coordination and articulation to expand early college credit opportunities between secondary and postsecondary CTE programs.

Collaborating with GOWINN and business partners for the coordination of work-based learning opportunities and identifying postsecondary credentials will ensure opportunities for secondary and postsecondary students to have the experiences and credentials necessary to be successful in high-skill, high-wage, and/or in-demand occupations across the State.

The Department will continue to work with GOWINN, NSHE, and DETR to raise awareness of the need and opportunity for stronger education-to-workforce pipeline for students, parents, educators, and Nevada employers. Utilizing its partnerships with government agencies and coordinating with other offices in the Department, the CRALEO Office will 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 to provide students and adults with the opportunities to explore career pathways and participate in career development activities that lead to high-skill, high-wage, and/or in-demand occupations within the State.

The Department will continue to meet with its adult education team to 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 3:** Ensure employers have a pipeline of skilled talent.

The Nevada Department of Education will continue to work with GOWINN and GOED to inform CTE programs of study and career pathway development in high-skill, high-wage, or in-demand occupations and industry sectors. The Department will collaborate with GOWINN and GOED to 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.

The Department will collaborate with local education agencies, the Department’s Office of Educator Licensure, and the Nevada ACTE to ensure CTE programs have a pipeline of high-quality CTE teachers in aligned programs, provide professional development for CTE teachers during their first three (3) years of teaching using a research-based model, and provide available resources and supports to local education agencies to assist CTE teacher development and mentoring. Additionally, the Department will identify statutory and regulatory gaps and/or roadblocks that inhibit CTE teacher licensure and business and industry endorsements.

- 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 (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)**

The Department coordinated this State Plan and employed the following strategies for joint planning, alignment, coordination, and leveraging of funds between the state’s CTE 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 WIOA programs:

- **Nevada System of Higher Education (NSHE):** The Department and the NSHE have an extensive history of a cooperative and collaborative relationship with the state’s WIOA partners to provide a systematic programmatic and funding approach for educational and workforce services. 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 DETR 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 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 in coordination with 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 NSHE, GOWINN, DETR, and the Department. Since its inception in 2015, the WINN Fund has made more than \$13 million in strategic investments to enable accelerated on-ramps to high-skill and high-wage jobs in Nevada.
- **Governor’s Office of Science, Innovation, and Technology (OSIT):** This agency promotes and aligns efforts by K-12 and higher education, workforce development, and employers to improve science, technology, engineering, and mathematics (STEM) education and STEM workforce development so that Nevada’s workforce can meet the demands of its growing STEM related industries. OSIT offers professional development, consultation, and grant funding to schools, informal education partners, and workforce training providers to support pathways into Nevada’s STEM workforce, starting in kindergarten. The Director of the CRALEO Office serves on the review committees for the STEM Workforce Challenge Grants and the STEM Workforce Talent Pipeline Grants.

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 GOWINN and the state’s core program partners.

Said core program partner agencies include: DETR; GOED; NSHE; the Governor’s Workforce Development Board and its associated Regional 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, GOWINN developed a statewide inventory of state resources (i.e., private, state, and federal). The Department will continue collaborations with GOWINN 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, CTE will continue to partner and coordinate service delivery efforts with WIOA Titles I, II, III, and IV.

**d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act.**

The Department uses state leadership funds to support development and implementation of state strategies for state leadership activities to improve CTE. 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 CTE 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 CTE 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 adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

Nevada organizes its CTE programs under the following 16 national cluster areas: (1) Agriculture, Food and Natural Resources; (2) Architecture and Construction; (3) Arts, A/V Technology, and Communication; (4) Business Management and Administration; (5) Education and Training; (6) Finance; (7) Government and Public Administration; (8) Health Science; (9) Hospitality and Tourism; (10) Human Services; (11) Information Technology; (12) Law, Public Safety, Corrections, and Security; (13) Manufacturing; (14) Marketing; (15) Science, Technology, Engineering, and Mathematics; (16) Transportation, Distribution, and Logistics. As of 2023, Nevada offers 53 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) CTE assessments; (5) postsecondary education opportunities; (6) state articulation agreements for CTE college credit; identified high-skill, high-wage, or in-demand career pathways; and (7) associated state-defined industry-recognized credentials.

As of 2023-2024, the current 53 CTE programs of study approved by the Nevada State Board of Education include:

**Agriculture, Food, and Natural Resources**

1. Agricultural Welding, Power, and Structure Technology
2. Animal Systems
3. Plant Systems

**Architecture and Construction**

1. Building Trades in Construction Technology
2. Design Drafting
3. Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR)

**Arts, A/V Technology, and Communications**

1. Fashion, Textiles, and Design
2. Graphic Design
3. Multimedia Communications
4. Radio Production
5. Theatre Technology
6. Video Production

**Business Management and Administration**

1. Business Management
2. Logistic Management
3. Office Management

**Education and Training**

1. Early Childhood Education
2. Teaching and Training

**Finance**

1. Accounting and Finance

**Government and Public Administration**

1. Military Science

**Health Science**

1. Biomedical
2. Community Health Science
3. Dental Science
4. Emergency Medical Technician
5. Medical Assisting
6. Nursing Assistant
7. Practical Nursing
8. Sports Medicine

**Hospitality and Tourism**

1. Culinary Arts
2. Hospitality and Tourism

**Human Services**

1. Cosmetology
2. Family and Consumer Sciences
3. Human and Social Services

**Information Technology**

1. Advanced Computer Science
2. Cybersecurity
3. Digital Game Development
4. Information Technology Networking
5. Web Design and Development

**Law, Public Safety, Corrections and Security**

1. Emergency Telecommunications
2. Fire Science
3. Forensic Science
4. Law Enforcement

**Manufacturing**

1. Advanced Manufacturing Technologies
2. Electronic Technology
3. Industrial Maintenance
4. Metalworking
5. Welding Technology

**Marketing**

1. Marketing

**Science, Technology, Engineering and Mathematics**

1. Energy Technologies
2. Engineering Foundations

**Transportation, Distribution and Logistics**

1. Automotive Technology
2. Aviation Maintenance Technician
3. Aviation Technology
4. 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 CRALEO Office, and the Career and Technical Education Consortium of States (CTECS). 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 CTE program area. All CTE 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 CTE 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 CTE college articulated credit).

The Department utilizes CTE programs of study and annual reports provided by GOWINN and GOED 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 CTE 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 1325 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)**

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 CTE programs in NAC 389.800, which were revised in the Nevada legislative and regulatory processes: AB 482 (2017) and corresponding regulation R075-17. Said requirements include CTE 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 GOWINN utilizing Nevada's workforce and economic data produced by GOED; (10) industry-recognized credentials identified by GOWINN; and (11) alignment with workforce training needs in Nevada and the state's economic development strategies and workforce investment system.

Senate Bill (SB) 516 codified GOWINN, 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, CTE.

The academic performance of CTE 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. CTE 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 CTE 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, 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 and monitoring instrument was revised in 2021 to align with associated Perkins V performance indicators. 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 nine standards: (1) career development; (2) program and instruction; (3) postsecondary readiness; (4) leadership development; (5) educational personnel; (6) program planning and promotion; (7) facilities, equipment, instructional materials, and classroom supplies; (8) community and business and industry partnerships; and (9) evaluation systems and accountability.

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

The Department promotes the expansion of access to CTE 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 CTE programs to all Nevada students:

**Nevada’s CTE Strategic Goal 1:** Improve access to and achievement in high quality career and technical education programs of study aligned to high-skill, high-wage, and/or in-demand occupations for all student population groups as measured by State Determined Performance Levels (SDPL) targets.

**Nevada’s CTE Strategic Goal 2:** Develop a systematic approach to ensure access for all student population groups to career pathways and skill development from pre-kindergarten through postsecondary education as measured by participation and concentrator data in the State Determined Performance Levels (SDPL) targets.

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 CTE 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 CTE 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 CTE 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 CTE has been an active participant in this initiative.

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 CTE 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 CTE 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 CTE 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 CTE 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.

**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 practicable, provide that information and those resources in a language students, parents, and educators can understand;**

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, guidance counselors, students, and the public by providing webinars, an annual statewide CTE Administrator meeting (summer), an annual Nevada ACTE conference (summer) presentation and workshops, and ad-hoc technical assistance meetings. The Department has developed a data dashboard utilized for the 2021 and 2022 school years that includes map and program data, unduplicated enrollment data, career cluster trends, and concentrator trends. 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 CTE programs of study and career pathways are published on the Department's [Career and Technical Education 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
- Nevada’s labor market information and data are published on the GOED website
  - Nevada’s workforce information and data (Governor’s Workforce Development Board and its associated Regional Industry Sector Councils), apprenticeship information, and industry-recognized credentials are published on the GOWINN website
  - Nevada’s state longitudinal data system data is published on the Nevada P-20 to Workforce Research Data System (NPWR) website

**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;**

The Department will continue to facilitate collaboration among eligible recipients in the development and coordination of CTE programs: (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 CTE programs, as the foundational ‘on-ramp’ toward effective and relevant career pathways; (3) improving and enhancing Nevada’s career-focused accountability system; (4) scaling CTE 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 CTE 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 CTE program area. Furthermore, the Department collaborates with career counselors at the eligible agencies, providing them with information, guidance, and a current and relevant CTE toolkit that contain CTE laws, regulations, policies, protocols, and programmatic updates.

Nevada Administration Code (NAC) 389.810 establishes joint technical skills committees and CTE 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. 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;**

The existing CTE infrastructure in Nevada supports and promotes the implementation of CTE that is aligned to relevant and effective career pathways, wherein CTE'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, AB 482 (2017), R075- 17] to align state policy for CTE 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 CTE 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 GOWINN, and the Governor's Workforce Development Board (i.e., state workforce board) and its associated Regional 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 GOED.

Said requirements as prescribed in NAC 389.800, and revised in the Nevada legislative and regulatory processes in AB 482 (2017) and corresponding regulation R075-17, include CTE 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 GOWINN utilizing Nevada's workforce and economic data produced by GOED; (10) industry-recognized credentials identified by GOWINN; and (11) alignment with workforce training needs in Nevada and the state's economic development strategies and workforce investment system.

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

The Department supports CTE grants that promote equal access to all students in Nevada. The Department has incorporated funding for special populations recruitment in its Perkins' FY 2023 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 to identify projects to support special population recruitment.

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, CTE 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 CTE 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.

From the NTACT project, Lyon County requested and was provided state competitive grant funding in for a transition coordinator and paraprofessional to assist and promote this work. The project further supported innovation in the delivery of existing CTE 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 expanded this model using American Rescue Plan (ARP) Elementary and Secondary School Emergence Relief (ESSER) funds into other local education agencies wherein opportunity and access gaps are present.

The Department will continue to seek out and support CTE programs and activities that provide equal access opportunities for students. In 2023, staff from the CRALEO Office and the Office of Inclusive Education partnered with Advance CTE to provide professional development for CTE teachers, district level CTE data leads, special education directors, and CTE paraprofessionals across the state on using the existing statewide student information system (Infinite Campus) to identify opportunity gaps in CTE participation among special population student groups.

**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;**

Pursuant to [NAC 389.800](#), requirements for courses of study in CTE 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 GOWINN, and the Governor’s Workforce Development Board (i.e., state workforce board) and its associated Regional Industry Sector Councils.

The Department works closely with GOWINN on the development of CTE. Furthermore, the Department coordinates participation of Nevada business and industry representation on CTE standards, assessments, and grant activities. The Assistant Director for Adult Education in the Department is the State Director for WIOA, Title II (Adult Education and Family Literacy Act – AEFLA) programs and also serves as a Governor-appointed member on the Governor’s Workforce Development Board.

The Department works closely with GOWINN, the local education agencies, and other stakeholders to support the development of and the offering of work-based learning opportunities in Nevada. GOWINN 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. 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**

In the 2017 Nevada Legislative Session, work-based learning policy and supports were codified in Nevada law through SB 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 2021, the Nevada Legislature passed AB 38 which prescribed that work-based learning opportunities were not limited to CTE students, which will provide increased opportunities for students to participate in work-based learning experiences if the career pathway they are interested in is not available at their high school.

Further legislative support of work-based learning occurred with the passage of Assembly Bill (AB) 207 (2023) and Assembly Bill (AB) 256 (2023). AB 207 provides school districts with the ability to purchase liability insurance for students participating in work-based learning and the cost of the insurance cannot be passed on to the student or parent/guardian. AB 256 prescribes the criteria for conducting background checks on employers who are providing work-based learning experiences to students and requires all students who are participating in work-based learning to receive training on identifying and reporting harassment in the workplace, developing and maintaining healthy relationships in the workplace, and identifying the signs of a person engaging in predatory conduct.

The Department will be working with stakeholders in 2024 to help develop regulations to implement AB 256.

- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)**

The Department will continue to utilize CTE 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 CTE has been an active participant in this initiative.

The Department will also continue its promotion and supports for nontraditional CTE 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 CTE programs, and the Department will continue to utilize this process and the lessons learned to continue access expansion for special populations in quality CTE programs.

The Department partnered with National Alliance for Partnerships in Equity (NAPE) to develop *Strategies for Special Population Success: Practical Tips and Tools for Nevada Educators*. The resource provided CTE educators with strategies and resources to address equity gaps for special populations, to identify strategies to address root causes of gaps, and to support special population students.

**d. Describe how the eligible agency, if it opts 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)**

The Department continues to maintain the CTE articulated college credit program with Nevada's colleges. This program provides secondary school student opportunities to earn CTE articulated credit at no cost while in high school.

Senate Bill (SB) 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.

Assembly Bill (AB) 241 (2023) continued the State's effort in promoting and emphasizing the CCR Diploma. The legislation directed schools and districts that students entering the 9<sup>th</sup> grade starting in the 2024-25 school year must be enrolled in courses, including dual credit courses, that would make them eligible to earn the CCR Diploma.

The Department continues to promote the CCR Diploma 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.

- 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)**

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 CTE programs of study, curriculum frameworks, and associated assessments. Pursuant to Nevada Administrative Code (NAC) 389.800, requirements for courses of study in CTE 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 CTE program area. All CTE 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 CTE toolkit that contains CTE 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 Family Engagement; representative(s) of GOWINN, OSIT, and GOED; representative(s) of Jobs for Nevada's Graduates, Inc. (JAGNV); representative(s) from DETR's Bureau of Vocational Rehabilitation; member(s) of the Governor's Workforce Development Board, its Regional 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 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.**

**EXHIBIT B** represents the state’s FY24-FY25 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 comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V.**

During the development of the Perkins V State Plan, local education agencies (LEAs) have started their Comprehensive Local Needs Assessment (CLNA) for FY24 using the guidance and accountability toolkits provided in the 2020 Perkins V State Plan.

**EXHIBIT C** represents the state’s FY24-FY25 secondary and postsecondary Comprehensive Local Needs Assessment (CLNA) guidance and accountability tool kits, which the Department disseminated to LEAs in August 2023, to use to guide their development of their respective CLNAs for reporting in their respective Local Applications in FY26 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 eligible agency’s definition for “size, scope, and quality” that will be used 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 CTE 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 CTE 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 CTE program.
- Scope:
  - Links must exist between secondary and postsecondary CTE 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 CTE 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 CTE 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 CTE program organization and

delivery, which are:

- Career Development
- Program and Instruction
- Postsecondary Readiness
- Leadership Development
- Educational Personnel
- Program Planning and Promotion
- Facilities, Equipment, Instructional Materials, and Classroom Supplies
- Community and Business and Industry Partnerships
- Evaluation Systems and Accountability

### **3. Meeting the Needs of Special Populations**

#### **a. Describe the eligible agency'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 CTE programs. As stated in Nevada's CTE Strategic Goals 1 and 2 in this plan, the Department will:

**Nevada's CTE Strategic Goal 1:** Improve access to and achievement in high quality career and technical education programs of study aligned to high-skill, high-wage, and/or in-demand occupations for all student population groups as measured by State Determined Performance Levels (SDPL) targets.

**Nevada's CTE Strategic Goal 2:** Develop a systematic approach to ensure access for all student population groups to career pathways and skill development from pre-kindergarten through postsecondary education as measured by participation and concentrator data in the State Determined Performance Levels (SDPL) targets.

The Department will utilize CTE programs of study and annual reports provided by GOWINN and GOED 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.

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 [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 WIOA, the Department will engage and work with those various state agencies to bridge resources to provide members of special populations the resources to CTE programs. Strategies include, but are not limited to:

- Engagement and coordination with the DETR's 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 G and 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 continue to seek out and support CTE 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 CTE 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 CTE 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 CTE, reinforced in the Department’s [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 CTE 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, and/or in-demand CTE 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 1**, the Department will prioritize through Perkins V grant funding, activities and projects that promote equity and access improvement to aligned CTE 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 CTE Quality Program Standards (QPS), equity and access are addressed and measured: QPS 1.5: Career Center – Ensure that all students have access to a career center that includes current and relevant resources to support individualized college and career readiness planning for multiple career pathways and postsecondary options, and availability of current regional, State, and national labor market information; QPS 2.1: Program Accessibility – Ensure equitable access for all students in the CTE program; QPS 3.1: Work-based Learning – Ensure access to WBL activities aligned with the program content standards; QPS 7.1: Accessibility – Provide an accessible facility to meet the needs of all students.

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 CTE 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 CTE 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 CTE 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.

**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 CTE 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.

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 CTE programs. Legislation (2019) supports reciprocity for foreign country licenses and the expedition of teacher licensing for military spouses. Senate Bill (SB) 442 (2023) enacted the State's participation in the Interstate Mobility Compact (IMC) to support reciprocity for educators moving from other states in the IMC. Removing these barriers will help support the recruitment, preparation, and maintenance of CTE teachers that provide quality CTE instruction to all Nevada students, including those who are members of special populations. The CRALEO Office 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 Notice of Funding Opportunities (NOFOs) 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. In 2022 and 2023 the Department collaborated with a dozen employers to develop and implement CTE teacher externships to connect 21 Nevada teachers with businesses and industries to enhance their teaching experiences and connections to specific career areas. 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 CTE 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 CTE 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 CTE 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 CTE 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 CTE programs. Such models include: integration of math, science, and English standards; awarding of academic credit for CTE coursework; and professional development models. Each CTE 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; and**

Programs of study are designed to prepare students for industry-recognized credentials, as identified by GOWINN, 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 CTE program of study maintaining a 3.0 grade point average, pass the end-of-program assessment related to the specific CTE program, and pass the assessment prescribed by the Nevada State Board of Education that measures proficiency in employability skills (i.e., Workplace Readiness Assessment). CTE 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 CTE programs; and (4) revising and revalidating said assessments, if and when needed, to ensure reliability and validity levels are maintained in assessing CTE 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 August 2023. 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 GOED; likewise, its purview over workforce data and the oversight of career pathway development in the state lies within GOWINN. 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.

**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 applications through its Notice of Funding Opportunity (NOFO) process to eligible local education agencies each year. Said NOFOs 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 **PY23/FY24**, the Department’s Perkins V grant funding is as follows:

- **5 percent** of the total Perkins grant award is allocated towards administration
- **85 percent** of the total Perkins grant award is allocated toward local formula distribution; of this,
  - **15 percent** is allocated toward Perkins reserve/competitive grant-in-aid
  - **85 percent** is 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 a specified formula based on the number of students receiving Pell Grants

- **10 percent** of the total Perkins grant award is allocated toward state leadership for the following uses:
  - **\$60,000** is allocated to eligible secondary and postsecondary career and technical recipients for non-traditional training and employment
  - not more than **1 percent** is allocated to youth correctional facilities in the State
  - not more than **0.01 percent**, or \$50,000, whichever is less, is allocated to special populations recruitment
  - the remaining state leadership is to be used to support CTE technical assistance, program development, and teacher professional development and training.

The following represents Nevada’s PY23/FY24 Perkins V funding distribution:

<b>TOTAL PERKINS V ALLOCATION</b>	<b>\$12,351,751.00</b>
<b>State Administration</b> ( <i>5 percent of total allocation</i> )	<b>\$617,587.55</b>
<b>State Leadership</b> ( <i>10 percent of total allocation</i> )	<b>\$1,235,175.10</b>
Individuals in State Institutions: Juvenile Justice Facilities	\$123,517.51
Nontraditional training and employment	\$60,000.00
Special populations recruitment ( <i>0.1 percent of State Leadership</i> )	\$12,351.75
Other leadership	\$1,039,305.84
<b>Local Formula Distribution</b> ( <i>85 percent of total allocation</i> )	<b>\$10,498,988.35</b>
Reserve ( <i>15.0 percent of Local Formula</i> )	\$1,574,848.25
<i>Small Districts</i>	\$787,424.13
<i>Large Districts/Postsecondary</i>	\$787,424.11
Allocation to eligible recipients	\$8,924,140.10
<i>Secondary</i> ( <i>68 percent</i> )	\$5,622,208.26
<i>Postsecondary</i> ( <i>32 percent</i> )	\$3,301,931.84
<b>Total</b>	<b>\$12,351,751.00</b>

Large school districts are defined as counties with a population over 100,000. Small school districts are defined as eligible secondary recipients in counties with a population of less than 100,000 and eligible charter schools associated with the State Public Charter School Authority (SPCSA).

During this State Plan development and in previous revisions to the current State Plan, the Department's CRALEO Office worked with adult CTE, postsecondary CTE, and secondary CTE stakeholders, including the Department's staff for corrections and adult education for recommendations in this State Plan relating to the amount of Perkins local formula funding and the percentage split between secondary and postsecondary CTE, postsecondary CTE, and secondary CTE to ensure that funding levels and formulas for CTE programs are beneficial and effective in supporting CTE in Nevada.

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

In **PY24/FY25** (July 1, 2024 – June 30, 2025), 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 allocated towards administration
- **85 percent** of the total Perkins grant award is allocated toward local formula distribution; of this,
  - **15 percent** is allocated toward Perkins reserve/competitive grant-in-aid
  - **85 percent** is 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 a specified formula based on the number of students receiving Pell Grants
- **10 percent** of the total Perkins grant award is allocated toward state leadership for the following uses:
  - **\$60,000** is allocated to eligible secondary and postsecondary career and technical recipients for non-traditional training and employment
  - not more than **1 percent** is allocated to youth correctional facilities in the State
  - not more than **0.01 percent**, or \$50,000, whichever is less, is allocated to special populations recruitment
  - the remaining state leadership is to be used to support CTE technical assistance, program development, and teacher professional development and training.

The potential benefits of this Perkins V funding distribution include:

- an increase in subrecipients wishing to compete for Perkins Reserve competitive grants to support statewide CTE initiatives
- increased support for access and opportunity for Nevada's rural local education agencies (LEA) to partner with other rural LEAs and/or local workforce partners to improve student achievement

The Department notes that the Nevada State Legislature authorized state general fund appropriations per fiscal year in the 2023-25 biennium for *secondary* career and technical education of **\$13,543,822**, 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 PY24/FY25 Perkins V funding distribution:

<b>TOTAL PERKINS V ALLOCATION</b>	<b>\$12,351,751.00</b>
<b>State Administration</b> ( <i>5 percent of total allocation</i> )	<b>\$617,587.55</b>
<b>State Leadership</b> ( <i>10 percent of total allocation</i> )	<b>\$1,235,175.10</b>
Individuals in State Institutions: Juvenile Justice Facilities	\$123,517.51
Nontraditional training and employment	\$60,000.00
Special populations recruitment ( <i>0.1 percent of State Leadership</i> )	\$12,351.75
Other leadership	\$1,039,305.84
<b>Local Formula Distribution</b> ( <i>85 percent of total allocation</i> )	<b>\$10,498,988.35</b>
Reserve ( <i>15.0 percent of Local Formula</i> )	\$1,574,848.25
<i>Small Districts</i>	\$787,424.13
<i>Large Districts/Postsecondary</i>	\$787,424.12
Allocation to eligible recipients	\$8,924,140.10
<i>Secondary (68 percent)</i>	\$5,622,208.26
<i>Postsecondary (32 percent)</i>	\$3,301,931.84
<b>Total</b>	<b>\$12,351,751.00</b>

Large school districts are defined as counties with a population over 100,000. Small school districts are defined as eligible secondary recipients in counties with a population of less than 100,000 and eligible charter schools associated with the State Public Charter School Authority (SPCSA).

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 CTE 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 CTE program.

- **Scope:**
  - Links must exist between secondary and postsecondary CTE 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 CTE 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 CTE 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 CTE program organization and delivery, which are:
    - Career Development
    - Program and Instruction
    - Postsecondary Readiness
    - Leadership Development
    - Educational Personnel
    - Program Planning and Promotion
    - Facilities, Equipment, Instructional Materials, and Classroom Supplies
    - Community and 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 CTE, and the eligible agency does not fund any consortia with any funds received under this Act. The Department is working with five school districts and three charter schools whose local allocation is less than \$15,000 that received Perkins V funding in the 2020 Perkins V State Plan to develop a consortia model. The Department intends to submit a revised State Plan prior to PY26 to account for either LEAs working in a consortia model or the removal from the local allocations of any LEA who would receive less than \$15,000.

**3. 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.

**4. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**

- 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 with the State. (Section 131(b) of Perkins V)**

**Also indicate if this is a waiver request for which you 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).

**5. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**

- 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 numbers 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 you 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).

**6. 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 PY23/FY24, the Department allocated 15.0% of the total Perkins local formula distribution towards reserve funding per sec. 112(c) of Perkins V as follows:

<b>PY23/FY24 Perkins Reserve</b>	<b>\$1,574,848.25</b>
Competitive application for eligible rural school districts	\$787,424.13
Competitive application for eligible large school districts and postsecondary institutions	\$787,424.13

Large school districts are defined as counties with a population over 100,000. Small school districts are defined as eligible secondary recipients in counties with a population of less than 100,000 and eligible charter schools associated with the State Public Charter School Authority (SPCSA).

Competitive grants will be awarded to improve Access and Opportunities for historically underserved populations and Perkins Special Populations to high-skill, high-wage, and/or in-demand programs, and we will prioritize applications focusing on the following areas:

- a. Improving performance on Federal Perkins Performance Indicators;
- b. Closing equity gaps;
- c. Increasing access to/availability of Dual Credit Attainment;
- d. Increasing access to Work-based Learning; and,
- e. Increasing Industry Recognized Credential Achievement.

The Department encourages districts, postsecondary, and other entities to continue their collaborations to remove barriers for students. Applications that are collaborations between districts, between districts and postsecondary institutions, between either districts or postsecondary institutions and industry partners, and/or internal collaborations between CTE offices and offices that serve students who are members of one or more Special Population category will be prioritized.

For PY24/FY25, the Department proposes allocating 15.0% of the total Perkins local formula distribution towards reserve funding per sec. 112(c) of Perkins V as follows:

<b>PY23/FY24 Perkins Reserve</b>	<b>\$1,574,848.25</b>
Competitive application for eligible rural school districts	\$787,424.13
Competitive application for eligible large school districts and postsecondary institutions	\$787,424.13



Large school districts are defined as counties with a population over 100,000. Small school districts are defined as eligible secondary recipients in counties with a population of less than 100,000 and eligible charter schools associated with the State Public Charter School Authority (SPCSA).

Competitive grants will be awarded to improve Access and Opportunities for historically underserved populations and Perkins Special Populations to high-skill, high-wage, and/or in-demand programs, and we will prioritize applications focusing on the following areas:

- a. Improving performance on Federal Perkins Performance Indicators;
- b. Closing equity gaps;
- c. Increasing access to/availability of Dual Credit Attainment;
- d. Increasing access to Work-based Learning; and,
- e. Increasing Industry Recognized Credential Achievement.
- f. Increasing access to/availability of career exploration in early and middle grade levels.

The Department encourages districts, postsecondary, and other entities to continue their collaborations to remove barriers for students. Applications that are collaborations between districts, between districts and postsecondary institutions, between either districts or postsecondary institutions and industry partners, and/or internal collaborations between CTE offices and offices that serve students who are members of one or more Special Population category will be prioritized.

**7. 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)**

In PY23/FY24, the state’s baseline fiscal effort is set at 100 percent of the state’s Perkins five percent allowable administrative amount at \$617,587.55 in state appropriated funds; the Department expects to maintain said baseline in PY24/FY25. Said funding will continue to provide administrative support for the Nevada Department of Education staff members serving CTE programs in the CRALEO Office 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 \$13,420,415.16 in FY22/PY21. 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 graduating from high school having attained a recognized postsecondary credential;**

**Indicator 5S1 - Program Quality - Attained Recognized Postsecondary Credential:**

**Perkins V Required:** The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

**Data Collection:** Secondary districts submit a list of all students who earned recognized postsecondary credentials to the Department. The reporting year and previous year lists are compared to the reporting year graduating cohort to find all students that earned an IRC in the reporting or previous year. The Department is currently working with the statewide student information system (Infinite Campus) to improve reporting processes through Infinite Campus and with GOWINN to update the State’s approved industry credential list, which result in improved reporting in future program years.

**Baseline and Performance Levels:** The baseline was developed by using CTE concentrators who graduated from high school that earned an approved industry recognized credential reported to the Department for 2021-22 and 2022-23 school years and calculating the average of actual performance.

**Indicator 5S1 - Program Quality - Attained Recognized Postsecondary Credential:**

<b>Actual Performance Average</b>	<b>Performance Level PY24/FY25</b>	<b>Performance Level PY25/FY26</b>	<b>Performance Level PY26/FY27</b>	<b>Performance Level PY27/FY28</b>
6.92%	7.00%	12.00%	17.00%	22.00%

**Performance Level calculation:** For PY24, the Department calculated the average between actual performance from the 2021-22 and 2022-23 school years based on reporting from secondary districts to the Department. The Department reviewed SDPL targets and levels of performance for all states that reported 5S1: Program Quality – Attained Recognized Postsecondary Credential. While other states have previously set higher targets, the growth projections are less than what the Department is proposing. Since 2020, the Department has made significant modifications to all CTE programs of study to provide more flexibility to school districts to provide opportunities for students to earn a recognized postsecondary credential. The flexibility to offer more recognized postsecondary credentials for students will impact districts starting with the 2023-24 school year and expanding in the 2024-25 and 2025-26 school years as the new sequences will be fully implemented in those years. Since this is a new performance indicator and school districts are transitioning their programs of study, PY24 has a target closer to actual performance from the previous two years with growth goals of 5% each year after PY24.

- 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 can also 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). 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:** The original college credit baseline was calculated on the 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 is matched to CTE concentrator graduates and NSHE. Students were identified as earning either articulated college or dual credit on college records. The Department is working to implement more accurate tracking methodologies as Nevada 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. This is particularly important due to uncertainty surrounding the articulated credit system used in the original calculation.

**Indicator 5S2 - Program Quality - Attained Postsecondary Credits:**

<b>Actual Performance Average</b>	<b>Performance Level PY24/FY25</b>	<b>Performance Level PY25/FY26</b>	<b>Performance Level PY26/FY27</b>	<b>Performance Level PY27/FY28</b>
2.30%	2.50%	7.50%	12.50%	17.50%

**Performance Level calculation:** For PY24, the Department calculated the average between actual performance from the 2021-22 and 2022-23 school years. The actual performance level for the 2021-22 school year had previously been reported in the State’s Consolidated Annual Report and the 2022-23 school year performance level will be reported this year. Per the guidance from US Department of Education, the Department set the PY24 Performance Level above the average of the last two years of actual performance. The Department reviewed SDPL targets and levels of performance for all states that reported 5S2: Program Quality – Attained Postsecondary Credits. While other states have previously set higher targets, the growth projections are less than what the Department is proposing. Since 2020, the Department has made significant modifications to all CTE programs of study to provide more flexibility to school districts to provide opportunities for students to earn college credit through a concurrent credit or dual credit model. The flexibility to offer more dual credit for students will impact districts starting with the 2023-24 school year and expanding in the 2024-25 and 2025-26 school years as the new sequences will be fully implemented in those years. Considering the longer timeline it takes for districts and their respective postsecondary institutions to finalize dual credit agreements, PY24 has a target closer to actual performance from the previous two years with growth goals of 5% each year after PY24.

**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)**

**Indicator 5S3 - Program Quality – Participated in Work-based Learning:**

**Perkins V Required:** The percentage of CTE concentrators graduating from high school having participated in work-based learning.

**Data Collection:** Secondary districts submit a list of CTE concentrators who participated in work-based learning experience to the Department. The Department is currently working with the statewide student information system (Infinite Campus) to improve reporting processes through Infinite Campus.

**Baseline and Performance Levels:** The baseline was developed by using CTE concentrators who participated in work-based learning experience reported to the Department for 2021-22 and 2022-23 school years and calculating the average of actual performance.

**Indicator 5S3 - Program Quality - Participated in Work-based Learning:**

<b>Actual Performance Average</b>	<b>Performance Level PY24/FY25</b>	<b>Performance Level PY25/FY26</b>	<b>Performance Level PY26/FY27</b>	<b>Performance Level PY27/FY28</b>
8.38%	9.00%	14.00%	19.00%	24.00%

**Performance Level calculation:** For PY24, the Department calculated the average between actual performance from the 2021-22 and 2022-23 school years based on reporting from secondary districts to the Department. The Department reviewed SDPL targets and levels of performance for all states that reported 5S3: Program Quality – Participated in Work-Based Learning. While other

states have previously set higher targets, the growth projections are less than what the Department is proposing. Since 2020, the Department has made significant modifications to all CTE programs of study to provide more flexibility to school districts to provide opportunities for students to participate in work-based learning activities. The flexibility to offer more work-based learning activities for students will impact districts starting with the 2023-24 school year and expanding in the 2024-25 and 2025-26 school years as the new sequences will be fully implemented in those years. Since this is a new performance indicator and school districts are transitioning their programs of study, PY24 has a target closer to actual performance from the previous two years with growth goals of 5% each year after PY24.

**Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.**

**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 state does not have any “other” quality measure(s).

- 2. Provide on the form in Section V.B, for each year covered by the State plan beginning in program year (PY) 2020-21, State determined performance levels 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 only includes those LEA/schools for which the State has oversight of valid CTE programs.

**Indicator 1S1 - Four-Year Graduation Rate:**

<b>Actual Performance Average</b>	<b>Performance Level PY24/FY25</b>	<b>Performance Level PY25/FY26</b>	<b>Performance Level PY26/FY27</b>	<b>Performance Level PY27/FY28</b>
94.48%	94.50%	95.00%	95.50%	96.00%

**Performance Level calculation:** For PY24, the Department calculated the average between actual performance from the 2021-22 and 2022-23 school years. The actual performance level for the 2021-22 school year had previously been reported in the State’s Consolidated Annual Report and the 2022-23 school year performance level will be reported this year. Per the guidance from US Department of Education, the Department set the PY24 Performance Level above the average of the last two years of actual performance. The Department is proposing a 0.50% increase each year after PY24. The Department reviewed SDPL targets and levels of performance for states that receive similar levels of Perkins V funding. Nevada’s proposed targets are in alignment with similar states.

**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:** 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:**

Actual Performance Average	Performance Level PY24/FY25	Performance Level PY25/FY26	Performance Level PY26/FY27	Performance Level PY27/FY28
50.50%	51.50%	53.00%	54.50%	56.00%

**Performance Level calculation:** For PY24, the Department calculated the average between actual performance from the 2021-22 and 2022-23 school years. The actual performance level for the 2021-22 school year had previously been reported in the State’s Consolidated Annual Report and the 2022-23 school year performance level will be reported this year. Per the guidance from US Department of Education, the Department set the PY24 Performance Level above the average of the last two years of actual performance. The Department is proposing a 1.50% increase each year after PY24. The Department reviewed SDPL targets and levels of performance for states that receive similar levels of Perkins V funding. Nevada’s proposed targets are in alignment with similar states.

**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:** 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:**

Actual Performance Average	Performance Level PY24/FY25	Performance Level PY25/FY26	Performance Level PY26/FY27	Performance Level PY27/FY28
22.91%	23.00%	23.50%	24.00%	24.50%

**Performance Level calculation:** For PY24, the Department calculated the average between actual performance from the 2021-22 and 2022-23 school years. The actual performance level for the 2021-22 school year had previously been reported in the State’s Consolidated Annual Report and the 2022-23 school year performance level will be reported this year. Per the guidance from US Department of Education, the Department set the PY24 Performance Level above the average of the last two years of actual performance. The Department is proposing a 0.50% increase each year after PY24. Student achievement in 2S2 has not returned to pre-pandemic levels and that was a consideration in setting targets for all performance years. The Department reviewed SDPL targets and levels of performance for states that receive similar levels of Perkins V funding. Nevada’s proposed targets are in alignment with similar states.

**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:** 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. The Department will be conducting a Request for Proposals in 2024 for a science proficiency exam that may impact future reporting for this indicator.

**Indicator 2S3 - Academic Proficiency in Science:**

Actual Performance Average	Performance Level PY24/FY25	Performance Level PY25/FY26	Performance Level PY26/FY27	Performance Level PY27/FY28
19.17%	19.25%	19.75%	20.25%	20.75%

**Performance Level calculation:** For PY24, the Department calculated the average between actual performance from the 2021-22 and 2022-23 school years. The actual performance level for the 2021-22 school year had previously been reported in the State’s Consolidated Annual Report and the 2022-23 school year performance level will be reported this year. Per the guidance from US Department of Education, the Department set the PY24 Performance Level above the average of the last two years of actual performance. The Department is proposing a 0.50% increase each year after PY24. The Department reviewed SDPL targets and levels of performance for states that receive similar levels of Perkins V funding. Nevada’s proposed targets are below similar states, but student achievement in 2S3 has not returned to pre-pandemic levels and that was a consideration in setting targets for all performance years.

**Indicator 3S1 - Postsecondary Placement:**

**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:** The follow-up survey results measure student transition to postsecondary education or advanced training, employment and/or military service, and Peace Corps, and shows the effectiveness of federally supported programs at the local level. To collect this information, most districts and local agencies conduct telephone, mail, and email surveys in the year following student exit. Survey data is compiled and sent to NPWR to match with NSHE enrollment and DETR wage data. The Department is continuing to work with NPWR, NSHE, and their data partners to improve data collection.

**Indicator 3S1 - Postsecondary Placement:**

Actual Performance Average	Performance Level PY24/FY25	Performance Level PY25/FY26	Performance Level PY26/FY27	Performance Level PY27/FY28
65.18%	65.50%	72.50%	79.50%	86.50%

**Performance Level calculation:** For PY24, the Department calculated the average between actual performance from the 2021-22 and 2022-23 school years. The actual performance level for the 2021-22 school year had previously been reported in the State’s Consolidated Annual Report and the 2022-23 school year performance level will be reported this year. Per the guidance from US



Department of Education, the Department set the PY24 Performance Level above the average of the last two years of actual performance. The Department is proposing a 7.00% increase each year after PY24 due to increased data matching in the state longitudinal data system. The Department reviewed SDPL targets and levels of performance for states that receive similar levels of Perkins V funding. Nevada’s proposed targets are in alignment with similar states.

**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:** The total CTE concentrators from underrepresented genders enrolled in nontraditional programs. Nontraditional programs are identified in the CTE SAIN Master List.

**Baseline calculation:** The number of CTE concentrators from underrepresented genders enrolled in nontraditional programs out of all CTE concentrators in nontraditional programs.

**Indicator 4S1 - Nontraditional Program Enrollment:**

Actual Performance Average	Performance Level PY24/FY25	Performance Level PY25/FY26	Performance Level PY26/FY27	Performance Level PY27/FY28
32.97%	33.00%	34.00%	35.00%	36.00%

**Performance Level calculation:** For PY24, the Department calculated the average between actual performance from the 2021-22 and 2022-23 school years. The actual performance level for the 2021-22 school year had previously been reported in the State’s Consolidated Annual Report and the 2022-23 school year performance level will be reported this year. Per the guidance from US Department of Education, the Department set the PY24 Performance Level above the average of the last two years of actual performance. The Department is proposing a 1.00% increase each year after PY24. The Department reviewed SDPL targets and levels of performance for states that receive similar levels of Perkins V funding. Nevada’s proposed targets are in alignment with similar states.

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

See section 1a 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.

**Indicator 1P1 - Postsecondary Retention and Placement:**

Actual Performance Average	Performance Level PY24/FY25	Performance Level PY25/FY26	Performance Level PY26/FY27	Performance Level PY27/FY28
76.32%	76.35%	79.35%	82.35%	85.35%

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.

**Performance Level calculation:** For PY24, the Department calculated the average between actual performance from the 2021-22 and 2022-23 school years. The actual performance level for the 2021-22 school year had previously been reported in the State’s Consolidated Annual Report and the 2022-23 school year performance level will be reported this year. Per the guidance from US Department of Education, the Department set the PY24 Performance Level above the average of the last two years of actual performance. The Department is proposing a 3.00% increase each year after PY24. The Department reviewed SDPL targets and levels of performance for states that receive similar levels of Perkins V funding. Nevada’s proposed targets are in alignment with similar states.

**Indicator 2P1 - Earned Recognized Postsecondary Credential:**

Actual Performance Average	Performance Level PY24/FY25	Performance Level PY25/FY26	Performance Level PY26/FY27	Performance Level PY27/FY28
54.74%	55.00%	70.00%	77.00%	82.00%

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.

**Performance Level calculation:** For PY24, the Department calculated the average between actual performance from the 2021-22 and 2022-23 school years. The actual performance level for the 2021-22 school year had previously been reported in the State’s Consolidated Annual Report and the 2022-23 school year performance level will be reported this year. Per the guidance from US Department of Education, the Department set the PY24 Performance Level above the average of the last two years of actual performance. The Department was hesitant to set a higher PY24 target because 2P1 had a significant increase from 2021-22 to 2022-23, which may be the result of increased short-term credential programs. The Department is proposing a 15.00% increase in the first year after PY24 and then a 7.00% increase in each year after PY25. The Department reviewed SDPL targets and levels of performance for states that receive similar levels of Perkins V funding. Nevada’s proposed targets are in alignment with similar states.

**Indicator 3P1 - Nontraditional Program Enrollment:**

Actual Performance Average	Performance Level PY24/FY25	Performance Level PY25/FY26	Performance Level PY26/FY27	Performance Level PY27/FY28
23.30%	23.50%	24.00%	24.50%	25.00%

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.

**Performance Level calculation:** For PY24, the Department calculated the average between actual performance from the 2021-22 and 2022-23 school years. The actual performance level for the 2021-22 school year had previously been reported in the State’s Consolidated Annual Report and the 2022-23 school year performance level will be reported this year. Per the guidance from US Department of Education, the Department set the PY24 Performance Level above the average of the last two years of actual performance. The Department is proposing a 0.50% increase in each year after PY24. The Department reviewed SDPL targets and levels of performance for states that receive similar levels of Perkins V funding. Nevada’s proposed targets are in alignment with similar states.

- 3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, 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**
  - b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Perkins V; and**
  - c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (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:

- The Data and Accountability team within the CRALEO Office following guidance from the US Department of Education developed SDPL targets based on 2020-21 and 2021-22 actual performance and identified growth goals to start public comment on SDPL targets.
- The CRALEO Office has shared proposed SDPL targets with secondary and postsecondary CTE directors for their review and feedback.
- The Director of the CRALEO Office presented to the Governor’s Workforce Development Board during a public meeting, pursuant to Nevada’s Open Meeting Law, [NRS 241.020](#), with public comment periods published on public notices and agendas that provided opportunities for the public to comment both in person and in writing on the State Plan development: **August 16, 2023**
- The CRALEO Office conducted the following public meeting, pursuant to Nevada’s Open Meeting Law, [NRS 241.020](#), with public comment periods published on public notices and agendas that provided opportunities for the public to comment both in person and in writing on the State Plan development: **October 3, 2023**
- The CRALEO Office conducted the following public meeting in conjunction with the Nevada State Board of Education, pursuant to Nevada’s Open Meeting Law, [NRS 241.020](#), with public comment periods published on public notices and agendas that provided opportunities for the public to comment both in person and in writing on the State Plan

development: **November 1, 2023**

- The Data and Accountability team within the CRALEO Office collaborated with the Department's Assessment, Data, and Accountability Management (ADAM) team to review and validate 2022-23 data prior to the submission of the Consolidated Annual Report to develop the average of the last two years of actual data.
- The written State Plan that includes proposed targets was submitted on the Department's website at <https://doe.nv.gov/> for public comment on **TBD** for 30 days.

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

Additionally, the public was able to participate in person and/or virtually to the following stakeholder events:

- CRALEO Office Virtual Listening Meetings: **September 19, 2023, October 24, 2023, October 26, 2023, and November 8, 2023**
- Carson City School District and Western Nevada College Community Event: **September 20, 2023**
- Nye County School District Community Event: **September 28, 2023**
- Dayton County School District, Lyon County School District, and Western Nevada Community Event: **October 4, 2023**
- Elko County School District and Great Basin College Community Events (three events): **October 10, 2023**
- Churchill County School District and Western Nevada College Community Event: **December 4, 2023**

4. **Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).**

**As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.**

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)**

**As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP) (See page 11 of Committee Report at <https://www.congress.gov/115/crpt/srpt434/CRPT-115srpt434.pdf>), the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such**

**gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.**

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 CTE programs.

In April 2019, the Department received work it had contracted out to WestEd to analyze Nevada's current CTE 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 as well as data analysis provided by the GOED and DETR 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 CTE 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 CRALEO Office 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: <https://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 Department 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.

For the quality indicator 5S2: Program Quality – Attained Postsecondary Credits, if meaningful progress has not been achieved or if an inequity occurs, the secondary LEA and their respective postsecondary institution, 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 for both the secondary and postsecondary LEA 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.

## IV. BUDGET

### A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.
2. In completing the budget form, provide-

**Line 1:** The total amount of funds allocated to the eligible agency under section 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 section 112(a)(3). *The percent should equal not more than 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 section 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; (c) educational institutions that serve individuals with disabilities; or (d) other State institutions pursuant to section 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 non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. The amount of funds should be not 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 section 112 (a)(2)(C) of Perkins V. *The percent of funds shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000.*

**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 section 112(a)(1) of Perkins V. *The percent of funds should be not 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 section 112(c) of Perkins V. *The percent of funds should be not 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 section 112(c) of Perkins V.



**Line 10:** The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.

**Line 11:** The percent and amount of funds to be made available to eligible recipients under section 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 section 112(b) of Perkins. *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): FY24

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	Not applicable	\$12,351,751
2	<b>State Administration</b>	5%	\$617,587.55
3	<b>State Leadership</b>	10%	\$1,235,175.10
4	• Individuals in State Institutions	1%	\$123,517.51
4a	– Correctional Institutions	Not required	\$
4b	– Juvenile Justice Facilities	Not required	\$123,517.51
4c	– Institutions that Serve Individuals with Disabilities	Not required	\$
4d	– Other State Institutions	Not required	\$
5	• Non-traditional Training and Employment	Not applicable	\$60,000
6	• Special Populations Recruitment	0.1%	\$12,351.75
7	<b>Local Formula Distribution</b>	85%	\$10,498,966.35
8	• Reserve	15%	\$1,574,848.25
9	– Small Districts	6%	\$787,424.13
10	- Large Districts/Postsecondary Recipients	6%	\$787,424.13

11	• Allocation to Eligible Recipients	70%	\$8,924,140.10
12	- Secondary Recipients	63%	\$5,622,208.26
13	- Postsecondary Recipients	37%	\$3,301,931.84
14	<b>State Match (<i>from non-federal funds</i>)</b>	<b>Not applicable</b>	\$617,587.55

## B. State Determined Performance Levels (SDPL) Form

State Name: Nevada

Indicators	Baseline Level*	Performance Levels							
		PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	PY 2024-25	PY 2025-26	PY 2026-27	PY 2027-28
1S1: Four-Year Graduation Rate						94.50%	95.00%	95.50%	96.00%
1S2: Extended Graduation Rate	n/a					n/a	n/a	n/a	n/a
2S1: Academic Proficiency in Reading Language Arts						51.50%	53.00%	54.50%	56.00%
2S2: Academic Proficiency in Mathematics						23.00%	23.50%	24.00%	24.50%
2S3: Academic Proficiency in Science						19.25%	19.75%	20.25%	20.75%
3S1: Post-Program Placement						65.50%	72.50%	79.50%	86.50%
4S1: Non-traditional Program Concentration						33.00%	34.00%	35.00%	36.00%
5S1: Program Quality – Attained Recognized Postsecondary Credential	6.51%					7.00%	12.00%	17.00%	22.00%

\* A State may establish a baseline level of performance in the event the State adds a new indicator of performance as part of subsequent revisions to its State Plan.

**State Determined Performance Levels (SDPL) Form (continued)**

Indicators	Baseline Level*	Performance Levels							
		PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	PY 2024-25	PY 2025-26	PY 2026-27	PY 2027-28
5S2: Program Quality – Attained Postsecondary Credits						2.50%	7.50%	12.50%	17.50%
5S3: Program Quality – Participated in Work- Based Learning	8.38%					9.00%	14.00%	19.00%	24.00%
5S4: Program Quality – Other**	n/a					n/a	n/a	n/a	n/a

\*\* The Perkins V State Plan Portal will allow an eligible agency to include on this form as many “other” program quality indicators as they choose.

**State Determined Performance Levels (SDPL) Form (continued)**

State Determined Performance Levels (SDPL) Form (continued) Indicators	Baseline Level*	Performance Levels							
		PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	PY 2024-25	PY 2025-26	PY 2026-27	PY 2027-28
1P1: Post-Program Placement						76.35%	79.35%	82.35%	85.35%
2P1: Earned Recognized Postsecondary Credential						55.00%	70.00%	77.00%	82.00%
3P1: Non-traditional Program Concentration						23.50%	24.00%	24.50%	25.00%

*Provide any additional information regarding SDPLs, as necessary.*

## 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:

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

**I. COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)**

Provide an *executive 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, information on the following topics: (1) how the results of the CLNA informed the selection of the specific career and technical education programs and activities selected to be funded; (2) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; (3) 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; (4) which CTE programs that progress toward equal access to high-quality CTE programs; (5) CTE programs that are of sufficient size, scope, and quality; and (6) which CTE programs that meet the local workforce (HSHWID) 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, one-stop delivery systems, and other partners provide career exploration and development activities and information on employment.

The LEA should speak specifically to assessments conducted in the CLNA, and the respective findings that include, but are not limited to: all of the following topics: (1).career exploration and career development coursework, activities, or services; (2) 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 CLNA; (3) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program; (4) improving CTE educator recruitment, retention, and training, including individuals of groups underrepresented in such professions; and (5) 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) a description of activities to prepare special populations for high-skill, high wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; (2) a description of how programs will prepare CTE participants for non-traditional fields; (3) 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; (4) improving CTE educator recruitment, retention, and training, including individuals that provide special populations support; and (5) 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 Department has provided LEAs with both a public summary of the performance data and an internal (non-suppressed), disaggregated breakdown of each performance indicator. LEAs are expected to use both documents to aid the internal analysis of their performance as part of their CLNAs.

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?
<b>1S1 Four-Year Graduation Rate %</b>				
<b>2S1 Reading/ELA Proficiency %</b> (ACT ELA Proficiency per NDE cut scores)				
<b>2S2 Mathematics Proficiency %</b> (ACT Mathematics Proficiency per NDE cut scores)				
<b>2S3 Science Proficiency %</b> (Nevada Science Exam Proficiency per NDE cut Scores)				
<b>3S1 Post-Program Placement %</b> (concentrator to: college, employment, military, national service)				
<b>4S1 Nontraditional Program %</b> (concentrator participation)				
<b>5S2-Attained Postsecondary Credit %</b> (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?
<b>1P1 Postsecondary Retention and Placement</b>				
<b>2P1 Earned Recognized Postsecondary Credential</b>				
<b>3P1 Nontraditional Program Enrollment</b>				

**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	<input type="checkbox"/> Yes <input type="checkbox"/> N/A	

result in increasing student achievement of the local levels of performance established under section 113.		
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 on how the funded program, project, or services will guide students' completion towards a postsecondary credential:**

**Measurable project outcomes:**

**Timeline:**

<b>Project Item</b>	<b>Anticipated Completion Date</b>	<b>Person(s) Responsible for Completing Item</b>

**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, childcare, 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

# Nevada, Comprehensive Local Needs Assessment Guide

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## Introduction

Pursuant to Perkins V, sec. 134, one of the requirements contained within the local application is the comprehensive local needs assessment (CLNA). A CLNA is required of all secondary and postsecondary applicants.

## Purpose

This guide will provide Perkins V applicants a framework to structure their approach to the local needs assessment efforts by providing actionable steps that complete the requirements and engage stakeholders in program improvement.

## Why a Comprehensive Local Needs Assessment?

The CLNA is required for a grant recipient to receive Perkins V funding. The CLNA should drive the development of the local application, and it should ensure that future funding is directed towards increasing opportunities for all students. The CLNA provides opportunities for the grant recipients to:

- ensure CTE programs and programs of study are aligned to and validated by local workforce needs and economic priorities;
- ensure that local Perkins recipients are serving each student equitably;
- enable grant recipients to direct resources towards 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 decision-making; and,
- provide a structured mechanism in which to engage key stakeholders consistently around the quality and impact of local CTE programs of study.

## When Does a Comprehensive Local Needs Assessment Need to be Completed?

The CLNA must be conducted not less than once every two (2) years. Grant recipients must include the analysis and improvement plan strategies (if indicated) in their local application that is required in their Notice of Funding Opportunity (NOFO) each Perkins V grant cycle. Progress towards implementation of strategies, successes, and other appropriate details should be included in the Consolidated Annual Report provided to NDE each year, as well as in local applications for Perkins V and State Competitive CTE funds.

Grant recipients should revisit their CLNAs regularly during the calendar year for any additional assessment and/or adjustments to CTE programs that may be warranted for future Notice of Funding Opportunity (NOFO).

Grant recipients shall continue this CLNA development process, as described above, throughout future Perkins V grant funding.



## Local Needs Assessment Process

### Step One: Prepare

During the preparation phase, grant recipients need to determine and identify the stakeholders who will be participating on the CLNA team, identify the resources and data needed to complete the CLNA, and develop a timeline for completing the process. Please think about items such as, but not limited to, the following as you engage in Step One:

- Are the resources you need already in existence via preexisting ESSA, WIOA, or other school improvement efforts (for example NDE's redesigned Continuous Improvement Process)? Are there opportunities to connect the CLNA to those efforts?
- Does your group of stakeholders reflect the demographic makeup of your district/area?

Appendix A: Stakeholder Engagement identifies all stakeholder groups that must be included in the CLNA process.

### Step Two: Explore

Grant recipients need to identify existing data that they already have access to, determine any additional data needs, select methods to collect that data, such as outside resources or consultants, and engage with stakeholders. Please think about items such as, but not limited to, the following as you engage in Step Two:

- What data elements can be shared with stakeholders, what sort of suppression is necessary to meet FERPA requirements, and how will that data be shared with stakeholders (tables, summaries, interactive dashboards, etc.)?
- If grant recipients are missing data, what methods are available to collect it? Can the missing data be collected via surveys, focus groups, or other information collection strategies?

During the CLNA process, districts will need to collect and analyze data related to:

- Appendix B: Student Achievement Data
- Appendix C: CTE Program Offerings and Labor Market Data
- Appendix D: Program Evaluation Data
- Appendix E: Teacher Recruitment, Retention, and Training Data
- In the CLNA template starting on page five (5), additional resources may be provided for each section.

This is **not** an all-inclusive list and additional school and district data may be needed to complete the CLNA. At minimum, grant recipients should review aggregated and disaggregated data by CTE program of study and subpopulation groups and compare it to identical subpopulation groups who are not in a CTE program of study.

## Step Three: Assess

Grant recipients should meet with stakeholders to review and discuss the data, utilize the questions in the CLNA template to assist with the discussion and analysis, and determine if outside resources are needed to analyze or interpret the data. As you develop your timeline in Step One, please keep in mind that Step Three may be the largest and most time-consuming portion of the CLNA. Evaluating the questions in the CLNA template with the cooperation of stakeholders and determining the root causes of performance/access gaps could result in the development of new questions that will require returning to Step Two and the collection of additional data. Please think about items such as, but not limited to, the following as you engage in Step Three:

- When identifying root causes, what instructional, curriculum, environmental, and/or other factors at the school/district level might be addressed via the CLNA process?
- What root causes are within the district/school's ability to address within the timeframe of the CLNA?

## Step Four: Prioritize

Grant recipients should review the priorities developed in the local, regional, state, and federal context and utilize the context of the four-year timeframe to balance both short-term and long-term needs. These priorities and needs should form the basis of the local application for Perkins V funding. Please think about items such as, but not limited to, the following as you engage in Step Four:

- Do the identified priorities tie into ESSA, WIOA, or other preexisting school improvement efforts?
- What evidence-based programs, opportunities, or solutions will have the greatest impact on student achievement?

## Step Five: Communicate

Grant recipients should designate a key communicator, determine how and when updates will be provided to stakeholders, and develop a process for listening to input and how to respond to input.

## Step Six: Evaluate

Grant recipients should determine who will lead the evaluation of the goals and strategies identified in the CLNA, define the process for evaluation and identifying next steps, and ensure the evaluation is ongoing as required by Perkins V. Annual evaluation of goals, determination of the next steps, and reflections on both successes and failures of improvement strategies is a key component of ensuring that CTE programs are continually improving. Progress and evaluation can be included in annual reporting to NDE.

# CTE Program of Study Comprehensive Local Needs Assessment Template

## Part A: Evaluation of Student Performance

Use the prompts on this worksheet to evaluate how CTE programs support and improve student performance on academic (ESEA/ESSA and technical (Perkins) measures. Appendix B: Student Achievement Data is provided to assist in the review of Perkins performance data for the past several years. At minimum, grant recipients should review aggregated and disaggregated data by CTE program of study and subpopulation groups.

Questions to Consider	Data Points to Consider	Response	Indicate evidence reviewed.
How are students in each CTE program performing on federal accountability indicators in comparison to non-CTE students?	CTE student performance on federal accountability indicators by program, school, and district. Non-CTE student performance on federal accountability indicators by school and district.		
How are students from special populations performing in each CTE program in comparison to students without identified special needs?	Special population CTE students' performance on federal accountability indicators by program, school, and district. Special population non-CTE students' performance on federal accountability indicators by school and district.		
How are students from different genders, races, and ethnicities performing in each CTE program?	CTE student performance by genders, race, and ethnicities by program, school, and district.		
Which groups of students are struggling the most in CTE programs?	CTE student performance by genders, race, and ethnicities by program, school, and district.		
Where do the biggest gaps in performance exist between subgroups of students? Include gaps between the LEA's performance and state goals and gaps between groups within the LEA.	CTE student performance by genders, race, and ethnicities by program, school, and district. District and school performance compared to state goals.		
Which CTE programs have the highest outcomes?	CTE student performance on federal accountability indicators by program, school, and district.		
Which CTE programs have the lowest outcomes?	CTE student performance on federal accountability indicators by program, school, and district.		

Are there certain CTE programs where special populations are performing above average? Below average? Compare performance between LEA and the state and within the LEA.	Special population CTE students' performance on federal accountability indicators by program, school, and district. District and school performance compared to state goals.		
What are the potential root causes of inequities in student performance in the CTE programs?	Part G: Root Cause Analysis		
What data is trending positively over the last three years?	CTE student performance on federal accountability indicators by program, school, and district. CTE student enrollment, retention rates, CTE assessment scores, work-based learning participation, industry recognized credential earners, etc.		
What data is stagnating or trending negatively?	CTE student performance on federal accountability indicators by program, school, and district. CTE student enrollment, retention rates, CTE assessment scores, work-based learning participation, industry recognized credential earners, etc.		

Summarize the findings including strengths, areas of growth, challenges:

## Part B: Evaluation of Programs

### B-1: Size, Scope, and Quality

Use the prompts on this worksheet to evaluate the size, scope, and quality of the CTE programs. Appendix C: CTE Program Offering and Labor Market Data is provided to assist grant recipients with the prompts in sections B-1 and B-2. LEAs should use CTE programs of study enrollment and offering data for this CLNA's purpose of evaluating size, scope, and quality; however, the State will be using CTE career cluster data for the Perkins Consolidated Annual Reporting (CAR) purpose. Describe how the CTE programs offered are of sufficient *size*, *scope*, and *quality* to meet the needs of *ALL* students.

[Perkins V, sec. 134(c)(2)(B)(i)]

In reviewing the prompts for size, the grant recipients could consider the total number of CTE programs, number of courses within each program, total number of aggregate and disaggregate students who could be served, aggregate and disaggregate CTE course enrollments, and the aggregate and disaggregate CTE participant, concentrator, and completer enrollments over the last several years. If applicable, the LEA could review the number of aggregate and disaggregate students applying for CTE programs and number of aggregate and disaggregate students on waiting lists.

In review the prompts for scope, the grant recipients could consider documentations of course sequences and aligned curriculum, credit transfer agreements, aggregate and disaggregate student retention and transition to postsecondary education data, aggregate and disaggregate student attainment of credentials and articulated credit, and opportunities for extended learning within and across programs of study.

In review of the prompts for quality, the grant recipients could consider documentation from Quality Program Reviews (QPR), QPR self-assessments, and QPR annual reports.

Questions to Consider	In-Progress	Compliant	Notes
<b>SIZE:</b> Students in the district and/or area have access to a minimum of one (1) state- approved career and technical education career pathway that aligns with the respective local or state's workforce needs.			
<b>SIZE:</b> 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.			
<b>SCOPE:</b> 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.			
<b>SCOPE:</b> 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.			

<b>SCOPE:</b> Postsecondary programs supported under Perkins align to state or regional workforce needs as evidenced by local/regional/state labor market data.			
<b>QUALITY:</b> 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: (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 Systems and Accountability			

<b>Questions to Consider</b>	<b>Data Points to Consider</b>	<b>Response</b>	<b>Indicate evidence reviewed.</b>
Does the grant recipient offer CTE programs with an enrollment that is too low to justify the costs in offering the CTE programs?	Student enrollment in CTE programs and schools. Total costs (all funding sources) for CTE programs.		
Do some programs offer more opportunities for skill development and external learning experiences than others?	Work-based learning participation. Industry-recognized credential earners.		
How do specific program areas compare in quality?	Quality program review scores. CTE student performance on federal accountability indicators by program, school, and district.		
How do specific components of programs, such as work-based learning, instruction materials, and equipment, compare in quality?	Work-based learning participation. Quality program review scores. Review of equipment and instructional materials.		

Summarize the findings including strengths, areas of growth, challenges:

## B-2: Labor Market Alignment

Use the prompts on this worksheet to evaluate the alignment of CTE programs of study to local, regional, and state labor market data.

Questions to Consider	Data Points to Consider	Response	Indicate evidence reviewed.
Is each CTE program aligned to State, regional or local in-demand occupations and industry sectors identified by the state workforce development board or local workforce development board, including career pathways?	In-demand occupation lists. CTE programs offered at schools and district.		
Is each CTE program designed to meet local education or economic needs not identified by state boards or local workforce development boards?	In-demand occupation lists. CTE programs offered at schools and district.		
Does the LEA have policies in place to respond to changes in the labor market to develop new or modify existing CTE programs?			
Do industry partners indicate that students graduate ready to enter high-skill, high-wage, and in-demand industries without remediation?			
Do CTE programs provide opportunities for students in special populations to access local labor market data and information?			
What are the highest projected growth industries and occupations within the local, county, region, and/or state?	In-demand occupation lists.		
Do CTE program enrollments meet the projected job openings in high-skill, high-wage, and in-demand industries?	In-demand occupation lists.		
Where are the largest gaps between CTE program enrollments and job openings?	In-demand occupation lists. CTE programs offered at schools and district.		

Summarize the findings including strengths, areas of growth, challenges:

## Part C: Implementing CTE Programs of Study (secondary) and CTE Pathways (postsecondary)

Use the prompts on this worksheet to evaluate how the grant recipient’s CTE programs are implemented and aligned to postsecondary options [Perkins V, sec. 134(c)(2)(C)]. The grant recipients shall conduct a three-year evaluation of current CTE program areas. This evaluation should be both a *backward* and *forward-looking* review of the CTE program areas offered.

Appendix D: Program Evaluation Data is provided to assist the LEA review alignment to postsecondary options. The grant recipients could consider documentation of course sequences and aligned curriculum, credit transfer agreements, aggregate and disaggregate student retention and transition to postsecondary education data, aggregate and disaggregate student attainment of credentials and articulated credit, and opportunities for extended learning within and across programs of study. While some of these elements may seem to be focused on secondary grant recipients, postsecondary institutions should consider how their programs align to secondary offerings, the ability of students to transfer to other postsecondary institutions, and similar relevant elements.

Questions to Consider	Data Points to Consider	Response	Indicate evidence reviewed.
How fully is each CTE program aligned and articulated across secondary and postsecondary education?			
Do the CTE programs incorporate relevant academic, technical, and employability skills at every learner level?			
Does the grant recipient have credit transfer agreements in place to help students earn and articulate credit?			
Are students being retained in the same CTE program of study?	Student retention rates in course sequences.		
Do students in the programs of study have multiple entry and exit points?			
Are students earning recognized postsecondary credentials? If so, which credentials are being earned?	Industry recognized credentials. Skill Attainment Certificates earned.		
Are students earning dual/concurrent enrollment credit?	Dual-credit enrollment.		
What is the role of secondary and postsecondary partners in the program of study design and delivery?			

Summarize the findings including strengths, areas of growth, challenges:



## Part D: Recruitment, Retention, and Training of CTE Educators

Use the prompts on this worksheet to evaluate progress being made to improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals of groups underrepresented in such professions. [Perkins V, sec. 134(c)(D)]

Appendix E: Teacher Recruitment, Retention, and Training Data is provided to assist the review. To complete this section, grant recipients could consider reviewing policies on educator licensing, data on preparation programs, salaries and benefits, teacher demographics, existing recruitment and retention processes, mentoring programs, shortage areas, and projections on future staffing needs.

Questions to Consider	Data Points to Consider	Response	Indicate evidence reviewed
Does the CTE staff reflect the demographic makeup of the student population?	Demographic data of CTE educators. Demographic data of CTE students.		
Are there processes in place to recruit new CTE educators? Are these processes efficient and effective?			
Are there processes in place to develop or recruit CTE educators from existing staff? Are these processes efficient and effective?			
Does the grant recipient have onboarding processes in place to bring new professionals into the system?			
Are onboarding processes effective, especially for educators who are entering the profession from business and industry careers?			
What has been the impact on onboarding processes and/or mentoring for new instructors?			
Are all CTE educators adequately licensed?			
Is regular, substantive, and effective professional development offered around CTE, academic, and technical instruction based on identified need?	Professional development opportunities offered. Professional development participants.		
What professional development opportunities are most highly rated by participating staff?	Post-training surveys and responses.		

What do educators report as needs and preferences for professional development and supports?	Pre- and post-training surveys and responses.		
What CTE programs of study are more educators needed?	Teacher vacancy data.		

Summarize the findings including strengths, areas of growth, challenges:

## Part E: Improving Equity and Access

Grant recipients should use the prompts on this worksheet to evaluate the steps being taken toward ensuring equitable access and inclusion in CTE programs of study. Appendix B: Student Achievement Data is provided to assist the LEA to review Perkins performance data for the past several years. At minimum, grant recipients should review aggregated and disaggregated data by district, school, overall CTE participation, and individual CTE programs of study to identify potential opportunity or participation gaps. To complete this section, grant recipients could consider reviewing promotional materials, recruitment and career guidance activities, processes for providing accommodations, modifications, and support services for special populations, and procedures or requirements for participation in work-based learning opportunities.

Questions to Consider	Data Points to Consider	Response	Indicate evidence reviewed
Which student population groups are underrepresented in CTE programs at both the district and school level? Are students underrepresented in particular program areas?	CTE student enrollment by program, school, and district. Non-CTE student enrollment by school and district.		
Which student populations groups are overrepresented in CTE programs at both the district and school level? Are students overrepresented particular program areas?	CTE special population student enrollment by program, school, and district. Non-CTE special population student enrollment by school and district.		
Are there differences between participant, concentrator, and completer data for each special population that may indicate retention or enrollment discrepancies?	CTE student enrollment by program, school, and district.		
Are there enrollment discrepancies related to high-wage, high-skill, in-demand occupations?	CTE student enrollment by program, school, and district.		
Are there discrepancies in End of Program or Workplace Readiness exam participation or pass rates among special populations or other groups? Are there discrepancies in the number of students earning CTE Certificates?	CTE assessment scores by student population groups, program, school, and district. CTE Certificates earned by student population groups, program, school, and district.		
What barriers currently exist that prevent special populations from accessing and completing CTE programs?			
What accommodations, modifications, and supportive services do grant recipients provide to ensure the success of special population groups? Which ones are most effective? Which ones are underutilized?			

What additional accommodations, modifications, and support services would help ensure access and equity for all students?			
What recruiting efforts for special populations seem to be most effective? Which ones are least effective?			

Summarize the findings including strengths, areas of growth, challenges:

## Part F: Performance Measures

Complete the rating for each of the grant recipient's performance measures and identify and address any disparities or gaps in performance among population subgroups.

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?
<b>1S1 Four-Year Graduation Rate %</b>				
<b>2S1 Reading/ELA Proficiency %</b> (ACT ELA Proficiency per NDE cut scores)				
<b>2S2 Mathematics Proficiency %</b> (ACT Mathematics Proficiency per NDE cut scores)				
<b>2S3 Science Proficiency %</b> (Nevada Science Exam Proficiency per NDE cut Scores)				
<b>3S1 Post-Program Placement %</b> (concentrator to: college, employment, military, national service)				
<b>4S1 Nontraditional Program %</b> (concentrator participation)				
<b>5S2-Attained Postsecondary Credit %</b> (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?
<b>1P1 Postsecondary Retention and Placement</b>				
<b>2P1 Earned Recognized Postsecondary Credential</b>				
<b>3P1 Nontraditional Program Enrollment</b>				

Summarize the findings including strengths, areas of growth, challenges:

## Part G: Root Cause Analysis

The Root Cause Analysis Handout (Appendix F) provides guidance and space for teams to create and narrow the list of underlying factors that cause school challenges, and ultimately select the problems to create solutions for.

Process for each Inquiry Area (Student Success, Adult Learning Culture):

- **Step 1:** (Completed individually by team members) – Compile the challenges, disparities, or gaps identified in Parts A- F, compose a “Problem Statement summarizing areas that need to be addressed, and note any instructional, curricular, environmental, and learner (ICEL) factors that may have contributed to the problem.

As a whole team:

- **Step 2:** Complete the 5 Why exercise (Appendix F) to determine the root cause(s) of the problems.
  1. List your first problem statement.
  2. Write down what **Instructional** factors may be contributing to the problem. These are called initial contributing causes.
  3. Write down why these initial contributing factors happened. These are your secondary contributing causes.
  4. Ask why your secondary contributing causes happened. Continue asking why until the answers are no longer actionable or are out of your control. Not all your hypotheses will get to the fifth “why”. Some could take more than 5 “whys”.
  5. Repeat steps three and four for **Curriculum, Environment, and Learner**. This process will result in a list of root causes for your first problem statement that are ultimately about instruction, curriculum, environment, and the learner – all things we have influence over.
- **Step 3:** Identify the most critical roots and brainstorm improvement strategies for Student Success and Adult Learning Culture (see tables below). Narrow your list of root causes down to the 1-2 that are the most critical to address. Consider the following criteria:
  1. Apply to a large share of students/teachers/families
  2. Are within your locus of control
  3. Are alterable within your timeframe
  4. Apply to historically underserved populations

**Student Success**

Critical Root Causes	Improvement Strategies

**Adult Learning Culture**

Critical Root Causes	Improvement Strategies


- **Step 4:** Select the highest impact improvement strategies and determine the intended outcome of these improvement strategies. These should be included in your Priorities, Strategies, and Actions on the next page.

Selected Improvement Strategies	Intended Outcome



## Priorities, Strategies, and Actions

Utilize the findings in Parts A through G to identify the priorities for the LEA, identify the specific root cause(s) addressed by the priority, determine measurable goals to achieve the priorities, develop strategies and next steps to meet the goals, and identify funding mechanisms.

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

## Appendix A: Stakeholder Engagement

### **Required Stakeholders for Local Comprehensive Needs Assessment Discussions** [Perkins V Sec. 134(d)]

In conducting the comprehensive needs assessment, and developing the local application, an eligible recipient/LEA shall involve a diverse body of stakeholders, including, at a minimum (the following):

		Name	Organization/Title	Email/Contact Information	Number of Stakeholders Engaged
(1) representatives of businesses and industry in the community or region	Employers				
(2) 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	Teachers				
	Counselors				
	Principals/Admin				
	Support Personnel				
(3) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators	Postsecondary Faculty				
	Postsecondary Admin				
(4) representatives of the state board or local workforce development boards	Workforce Board Reps				

		Name	Organization/Title	Email/Contact Information	Number of Stakeholders Engaged
(5) parents and students	Parents				
	Students				
(6) representatives of special populations	Special Populations Reps				
(7) 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)	Out-of-School Youth Rep				
	Homeless Youth Rep				
	At-Risk Youth Rep				
(8) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and					
(9) any other stakeholders that the eligible agency may require the eligible recipient to consult.					
Others (Optional)					

# Appendix B: Student Achievement Data

## Secondary Performance Indicators

Please note that Year 3 represents the year with the most recent data, Year 2 represents the year prior to the most recent data, and Year 1 represents two years prior to the most recent data.

		1S1 Four-Year Graduation Rate %				2S1 Reading/LA Proficiency % (ACT ELA)				2S2 Mathematics Proficiency % (ACT Mathematics)				2S3 Science Proficiency % (Nevada Science Exam)			
		Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
Race/Ethnicity	Totals																
	Male																
	Female																
	American Indian/Alaskan Native																
	Asian																
	Black/African American																
	Hispanic/Latino																
	Native Hawaiian/Pacific Islander																
	White																
	Two or More																
Special Populations	Disabled																
	Low SES																
	Nontraditional																
	Single Parent																
	Out of work																
	ELL																
	Homeless																
	Foster Care																
Military Family																	

		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)			
		Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
	Totals												
	Male												
	Female												
Race/Ethnicity	American Indian/Alaskan Native												
	Asian												
	Black/African American												
	Hispanic/Latino												
	Native Hawaiian/Pacific Islander												
	White												
	Two or More												
Special Populations	Disabled												
	Low SES												
	Nontraditional												
	Single Parent												
	Out of work												
	ELL												
	Homeless												
	Foster Care												
	Military Family												

Postsecondary Performance Indicators

		1P1 Postsecondary Retention and Placement % (concentrators after program completion to: education, training, military, employment, national service)				2P1 Earned Recognized Postsecondary Credential % (concentrators receiving recognized credential)				3P1 Postsecondary Nontraditional Program % (concentrator participation)			
		Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
Race/Ethnicity	Totals												
	Male												
	Female												
	American Indian/Alaskan Native												
	Asian												
	Black/African American												
	Hispanic/Latino												
	Native Hawaiian/Pacific Islander												
	White												
	Two or More												
Special Populations	Disabled												
	Low SES												
	Nontraditional												
	Single Parent												
	Out of work												
	ELL												
	Homeless												
	Foster Care												
Military Family													

## Appendix C: CTE Program Offering and Labor Market Data

Rank <sup>1</sup>	CTE Program of Study/Career Pathway Name	# Enrolled (Most recent year)	High-Skill, High-Wage, or In-Demand Occupations and Industry Sectors (Local/Regional) <sup>2</sup>	# of Openings (Over last years)	High-Skill, High-Wage, or In-Demand Occupations and Industry Sectors (State) <sup>2</sup>	# of Openings (Most recent period)

<sup>1</sup> LEAs are to *rank* their respective local priorities for their CTE programs aligned to high-skill, high-wage, or in-demand occupations and industry sectors based on labor market indicators.

<sup>2</sup> As defined by the Governor’s Office of Workforce Innovation (OWINN) and Economic Development (GOED) for high-skill, high-wage, or in-demand occupations and industry sectors; and, in terms of Nevada’s local, regional, and state workforce and labor market data.

## Appendix D: Program Evaluation Data

Evaluate progress toward the implementation of CTE programs and programs of study. [Perkins V, sec. 134(c)(2)(C)] The grant recipients shall conduct a three-year evaluation of current CTE program areas. This evaluation should be both a *backward* and *forward-looking* review of the CTE program areas offered by the LEA.

Please note that Year 3 represents the year with the most recent data, Year 2 represents the year prior to the most recent data, and Year 1 represents two years prior to the most recent data.

CTE Program of Study/Career Pathway Name	Enrollment Trend %				Concentrator Enrollment Retention %				Completer Trend %				# Earning Dual Enrollment Credits			
	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend Average	Year 1	Year 2	Year 3	Trend Average	Year 1	Year 2	Year 3	Trend Average



CTE Program of Study/Career Pathway Name	# Dual Enrollment Credits Earned				# Certification/Credentials Earned				Passage %'s on Credential Exams				# Completing Work Based Learning			
	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend

## Appendix E: Teacher Recruitment, Retention, and Training Data

Please note that Year 3 represents the year with the most recent data, Year 2 represents the year prior to the most recent data, and Year 1 represents two years prior to the most recent data.

	Number Working in Local CTE Program(s)				# Professional Development Workshops Offered			
	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
1. CTE teachers								
2. Academic teachers								
3. Special populations support								
4. Paraprofessionals								
5. Counselors								
6. Others								

### Professional Development Offered

Title	Type (Workshop, Conference, Other)	Who Attended

## Appendix F: Root Causes Worksheet

Student Success	
<p><b>Problem Statement(s):</b></p> <p><i>e.g., There is a significant gap (18 pts) between SWD and non-SWD students on the state math exam.</i></p>	
<p>What <b>instructional factors</b> may have contributed to the problem?</p> <p>List the 5 Whys?</p>	
<p>What <b>curriculum factors</b> may have contributed to the problem?</p> <p>List the 5 Whys?</p>	
<p>What <b>environmental factor</b> may have contributed to the problem?</p> <p>List the 5 Whys?</p>	
<p>What <b>learner</b> factors may have contributed to the problem?</p> <p>List the 5 Whys?</p>	

## Appendix G: Resources

Data, contact and informational resources for LEAs to use to conduct the CLNA include, but are not limited to:

**Nevada's In-Demand Occupations Report:** <http://owinn.nv.gov/Misc/InDemandOccupation/>

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**Nevada's Labor Market Information:** <http://nevadaworkforce.com/>

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**Governor's Office of Economic Development (GOED):** <http://www.diversifynevada.com/>

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**GOED's Data Portal:** <http://www.diversifynevada.com/why-nevada/data-portal/>

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**Governor's Office of Workforce Innovation for the New Nevada (GOWINN) and the Governor's Workforce Development Board:**  
<http://owinn.nv.gov/>

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**State's Industry-Recognized Credential List:** [http://owinn.nv.gov/Misc/NV\\_Industry\\_Credentials\\_List/](http://owinn.nv.gov/Misc/NV_Industry_Credentials_List/)

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**New Skills for Youth/LifeWorks:** [lifeworksnv.org](http://lifeworksnv.org)

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**Data USA:** <https://datausa.io>

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**Career Outlook in the US:** [careeroutlook.us](http://careeroutlook.us)

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**National Alliance for Partnerships in Equity:** <https://napequity.org/public-policy/frontline-legislation/strengthening-career-and-technical-education-for-the-21st-century-act/>

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**NDE Redesigned Continuous Improvement Process (CIP) resources:** <https://nde.padlet.org/glamarre2/aw0ajfppvoatd44k>

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**Advance CTE *Engaging Representatives of Learners with Special Population Status Through Perkins V:***  
[https://cte.careertech.org/sites/default/files/files/resources/Engaging\\_Special\\_Populations\\_April\\_2021.pdf](https://cte.careertech.org/sites/default/files/files/resources/Engaging_Special_Populations_April_2021.pdf)

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**NAPE Perkins V Equity Gap Analysis:** <https://napequity.org/wp-content/uploads/NAPE-Perkins-V-State-Equity-Gap-Analysis-At-A-Glance.pdf>

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**CTE Research Network:** <https://ctereseachnetwork.org/>

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**NAPE, Equity in CTE Root Causes:** [https://napequity.org/wp-content/uploads/NAPE-Equity-in-CTE-STEM-Root-Causes-Table\\_2021-04-24.pdf](https://napequity.org/wp-content/uploads/NAPE-Equity-in-CTE-STEM-Root-Causes-Table_2021-04-24.pdf)

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**Nevada Strategies for Special Population Success Tips and Tools:**  
<https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/CTE/NevadaSpecialPopulationsBrief.pdf>

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**Nevada Pathways2Careers Reports:** <https://dashboard.pathway2careers.com/nv/reports>

## Appendix H: Perkins V Definitions

**Credit Transfer:** Encompasses dual or concurrent enrollment programs, as well as credit granted on the basis of performance on technical assessments (competency-based).

**CTE Concentrator:** Secondary level – a student served by an eligible recipient who completes at least two (2) courses in a single CTE program area or Program of Study. Postsecondary – a student served by an eligible recipient who earns 12 credits in a single program area or completes a program that encompasses fewer than 12 credits.

**CTE Participant:** An individual, either secondary or postsecondary, who completes at least one (1) CTE course or earns at least one (1) credit in a CTE program area or program of study.

**CTE Program of Study Assessment of Progress:** A CTE Program of Study is defined as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that:

- incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- addresses both academic and technical knowledge and skills, including employability skills;
- is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- has multiple entry and exit points that incorporates credentialing; and,
- culminates in the attainment of a recognized postsecondary credential.

**Eligible Recipient:** In addition to public schools, school districts, and public charter schools – Indian tribes, tribal organizations, education agencies, and tribally-controlled colleges or universities.

### **Perkins V Special Populations Definition [Perkins V Sec. 3(48)]**

**Perkins V defines *special populations* as:**

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for nontraditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
  - a. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
  - b. is on active duty (as such term is defined in section 101(d)(1) of such title).

**State-Determined Performance Levels:** In 2019, the Department will be developing baseline state-determined state and local performance levels, which it will communicate to the local education agencies (LEAs) in 2020 for use in their respective comprehensive local needs assessment (CLNA).

**Work-based Learning:** Must foster in-depth, first-hand engagement with the tasks required of a given career field, be aligned to curriculum and instruction, and may include simulated environments.

## Appendix I: Perkins V Text 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 J: Perkins V Local Uses of Funds [Perkins V, sec. 135]

*Perkins V local uses of funds are to be used to support CTE programs of sufficient size, scope, and quality to be effective (and reflected in the CLNA) for one or more of the following six (6) required activities:*

- 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, childcare, 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).**