

**CARL D. PERKINS CAREER AND TECHNICAL  
EDUCATION IMPROVEMENT ACT OF 2006**

**RESERVE COMPETITIVE GRANT**

**FY19 REQUEST FOR APPLICATION (RFA) DIRECTIONS**

**ISSUED BY**

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

**Grant Period:**

**July 1, 2018 – June 30, 2019**

**Applications Due:**

**March 2, 2018 by 5:00 pm (PST)**

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

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

Karen Chessell (775) 687-7298 [kchessell@doe.nv.gov](mailto:kchessell@doe.nv.gov) or

Alex Kyser (775) 687-7290 [akyser@doe.nv.gov](mailto:akyser@doe.nv.gov)

## Table of Contents

<b>Overview .....</b>	<b>3</b>
<b>A. Purpose of Funding .....</b>	<b>3</b>
<b>B. Eligible Recipients .....</b>	<b>4</b>
<b>C. Program Funding Priorities .....</b>	<b>4</b>
<b>D. Amount of Available Funds .....</b>	<b>4</b>
<b>E. Accountability .....</b>	<b>4</b>
<b>Application Information .....</b>	<b>5</b>
<b>A. Application Deadline .....</b>	<b>5</b>
<b>B. Submission .....</b>	<b>5</b>
<b>C. Local Administration .....</b>	<b>5</b>
<b>D. Application Component and Document Requirements .....</b>	<b>5</b>
<b>E. Technical Assistance .....</b>	<b>5</b>
<b>Grant Requirements .....</b>	<b>6</b>
<b>A. Federal Requirements .....</b>	<b>6</b>
<b>B. Permissible Uses of Funds .....</b>	<b>11</b>
<b>C. State Requirements .....</b>	<b>12</b>
<b>D. Performance Indicators .....</b>	<b>14</b>
<b>Submission Directions .....</b>	<b>15</b>
<b>Review and Approval Procedures .....</b>	<b>19</b>
<b>A. Application Review Procedures .....</b>	<b>19</b>
<b>B. Complaint and Appeal Procedures .....</b>	<b>19</b>
<b>Appendix .....</b>	<b>20</b>

## OVERVIEW

### A. PURPOSE OF FUNDING

State agencies are permitted to allocate up to ten (10) percent of the local formula funds allocated through the Carl Perkins Act for purposes that support career and technical education activities in the following categories:

- (1) Rural areas;
- (2) Areas with high percentages of career and technical education students; and
- (3) Areas with high numbers of career and technical education students.

In accordance with the Act, all competitive funds will be awarded to agencies according to established priorities that include program development, establishment of innovative programs, collaboration, and accountability to demonstrate essential outcomes.

As stated in the Act, the purpose of this funding:

“...is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by—

- building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting the standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
- promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;
- conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;
- providing technical assistance that—
  - promotes leadership, initial preparation, and professional development at the state and local levels; and
  - improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
- providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

**Career and technical education** programs, as recognized by the State Board of Education/State Board for Career and Technical Education, are outlined in the most recent Nevada Career and Technical Education Course Catalog (for secondary education). A postsecondary student is defined as a student who is enrolled in one or more courses within a CTE program that leads to a certificate, AAS, AS or AA degree.

**B. ELIGIBLE RECIPIENTS**

Local education agencies (LEAs) eligible to receive reserve funds under Title I, Part A of the Act may submit an application for funding. Available funds will be issued on a competitive basis. Eligible recipients include secondary districts, charter schools, and postsecondary education agencies.

**C. PROGRAM FUNDING PRIORITIES**

Agencies receiving Perkins Reserve Competitive funds must address the following priorities relating to career and technical education training programs in order to be considered for funding:

**Funding Priority #1:** Increase equity and access for special population students.

**Funding Priority #2:** Development of new programs aligned to high-priority state, regional, or local workforce- and economic-development strategies.

**Funding Priority #3:** Projects that support innovation in the delivery of existing programs based on state, regional, or local economic and workforce development needs.

**D. AMOUNT OF AVAILABLE FUNDS**

The total amount of **\$302,861.60** is available for competitive grant applications.

**E. ACCOUNTABILITY**

Any recipient must meet the reporting requirements under the Carl D. Perkins Act. The local education agency (LEA) must establish and describe in their applications the methods that will be utilized to report and evaluate progress of career and technical education programs funded under this application.

## ***APPLICATION INFORMATION***

### **A. APPLICATION DEADLINE**

The application must be submitted in ePAGE by 5:00 p.m. (PST) on March 2, 2018.

### **B. SUBMISSION**

Each LEA must submit their Reserve Competitive application through ePAGE under Perkins Competitive.

### **C. LOCAL ADMINISTRATION**

There is a restriction on the amount of funds used for administrative purposes. No more than five percent (5%) of the total allocation received by an eligible LEA may be used for administration. This amount will include any approved indirect costs identified on the budget summary.

### **D. APPLICATION COMPONENT AND DOCUMENT REQUIREMENTS**

All components and documents must be submitted for a complete application.

#### **ePAGE Components**

1. Spending Plan
2. Supplemental Schedule Summary

#### **Uploaded Documents**

1. Assurances (see appendix)
2. Certifications (see appendix)
3. Appeals Policy and Procedure (comprehensive LEA wide)
4. Travel Policies (comprehensive LEA wide)
5. Advisory Technical Skills Committee Membership list (comprehensive LEA wide)
6. Grant Requirements Narrative: (locally created word document)
  - i. Federal Requirements Narrative (comprehensive LEA wide)
  - ii. Permissible Uses of Funds Narrative (comprehensive LEA wide)
  - iii. State Requirements Narrative (comprehensive LEA wide)
7. Form A (grant specific – must use the state form)
8. Form B (project specific - see appendix)
9. Form C, D, E, F, G (grant specific – must use the state forms)
10. Form H (comprehensive LEA wide - see appendix)

### **E. TECHNICAL ASSISTANCE**

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

Karen Chessell (775) 687-7298 [kchessell@doe.nv.gov](mailto:kchessell@doe.nv.gov) or

Alex Kyser (775) 687-7290 [akyser@doe.nv.gov](mailto:akyser@doe.nv.gov)

## **GRANT REQUIREMENTS**

The Carl D. Perkins Act requires that each eligible recipient that receives funds uses such funds to improve career and technical education programs. Funds made available to eligible recipients shall be used to support career and technical education programs according to the priorities listed below. The application must include a similar description for selected permissible uses.

The descriptions provided under each required area must be written as a comprehensive strategy to improve career and technical education, and not geared toward just one program or toward those programs selected for funding. All applications must provide strategies for each of the requirements listed below, to include timelines, and anticipated outcomes.

**All four grant requirements narratives are the same in all Carl D. Perkins applications (except the Reserve Program Articulation application). LEAs should utilize the same narratives for all applications.**

### **A. FEDERAL REQUIREMENTS**

#### **1. PROGRAM COMPLETION AND EARNING OF CREDENTIALS**

Program completion is defined at the secondary level for students who complete a core-course sequence in a CTE program of study. Students who complete the core course sequences and pass state assessments for technical- and employability-skill attainment qualify for the State Certificate of Skill Attainment and CTE Endorsement on the Diploma. These credentials further qualify students for CTE College Credit (articulated postsecondary credit).

Program completion is defined at the postsecondary level for students who complete a sequence of courses preparing them to earn an industry certification approved by the Nevada System of Higher Education, earn an approved Certificate of Achievement, and who earn an associate degree.

**Secondary Application Requirements:** Describe how these funds will be targeted to increase program completion, especially at high priority schools and for student populations most in need, and for other students who may not have access to CTE programs of study. Describe the current status of program completion rates and establish goals/objectives for increasing those outcomes.

**Postsecondary Application Requirements:** Describe how these funds will be targeted to increase program completion by the measures described above, especially for those programs aligned to the highest priorities for local, regional, and/or state economic and workforce development needs.

#### **2. DEVELOPMENT AND IMPLEMENTATION OF PROGRAMS OF STUDY**

The program of study elements include: (1) secondary and postsecondary elements; (2) coherent and rigorous content aligned with academic standards and relevant career and technical content that aligns secondary and postsecondary education to prepare students to succeed in postsecondary education; (3) opportunities to earn postsecondary credit while in secondary education; and (4) leads to an industry-recognized credential/certificate, associate degree, or baccalaureate degree. Articulation agreements must exist for all eligible programs.

The State CTE Course Catalog provides a listing of courses and recommended course sequences to ensure delivery of state standards. School districts and schools are called upon to align courses and course sequences with those in the Catalog. Postsecondary institutions are called upon to align courses and programs to NSHE approved program completion points that include (1) coursework completion aligned to approved industry certifications; (2) skill certificates; (3) certificates of completion; and (4) associate degrees.

**Secondary Application Requirements:** Describe strategies to organize all CTE courses in programs of study that lead to postsecondary education terminating with an industry credential, certification or degree. Describe strategies to align programs with state and regional economic development efforts, especially the sectors described in the Governor's State Plan for Economic Development.

Describe programs and local curricula that are or will be developed at each school in accordance with state CTE standards and the Nevada CTE Course Catalog. If full course sequences are not fully implemented, describe strategies to develop them with an anticipated timeline, including professional development and other support for site-level personnel. The description may include a matrix showing the programs and the status of the local curricula (i.e., fully developed, partially developed, or not developed).

Describe how local programs will be monitored, reviewed and/or assessed to determine the level at which state standards are implemented.

**Postsecondary Application Requirements:** Provide detailed strategies to develop opportunities for CTE College Credit that align to exit points that include certificates of achievement, industry certificates or credentials, and/or associate and baccalaureate degrees for selected programs. Describe strategies to align programs with state and regional economic development efforts, especially the sectors described in the Governor's State Plan for Economic Development.

Provide a list of current articulated programs and a list of those programs not yet articulated, along with strategies to ensure all eligible programs are articulated within a reasonable timeframe.

### **3. IMPROVE THE TECHNICAL SKILL ATTAINMENT OF CTE STUDENTS**

Technical skill attainment is what distinguishes CTE from other disciplines. Development of valid and reliable assessments of technical skills is one of the primary goals in Perkins IV and in Nevada's Five-Year State Plan. End-of-program assessments based on state standards are under development for CTE programs.

**Secondary Application Requirements:** Technical skill attainment in secondary education is measured according to the numbers of students who complete a state-approved sequence of courses and who pass a state end-of-program technical assessment.

Describe how the district will improve CTE program completion rates and participate in the state system for technical assessments. The application must identify action steps to demonstrate progress towards aligning programs with standards, industry certifications and other postsecondary credentials.

**Postsecondary Application Requirements:** Describe how all CTE programs align with industry certifications and/or credentials. Describe how student achievement and skill attainment of all existing "exit points" within a program is measured for the purposes of demonstrating student outcomes.

### **4. IMPROVE THE ACADEMIC ACHIEVEMENT OF CTE STUDENTS**

The goal of improving the academic achievement of career and technical education students is stated clearly throughout Perkins IV and Nevada's State Plan. To accomplish that goal, strategies must be developed and properly implemented to: (1) integrate academic learning in CTE; (2) provide support services as needed to improve student performance; (3) provide professional development for teachers and college faculty.

**Secondary and Postsecondary Application Requirements:** Describe how the integration of academics in CTE programs will be strengthened. Strategies include how faculty are trained to integrate academics; how locally-developed curricula integrate academics based on the state skill standards; how coordination occurs between the CTE program and academic programs.

Provide a description of how all students who participate in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

**Secondary Application Requirements:** The plans must demonstrate how academics are integrated, following the academic crosswalks in the state skill standards (secondary education). Agencies may establish “academic review teams” to review curricula to ensure academics are integrated and taught to the extent possible in career and technical education courses. Describe specific strategies for special populations.

## **5. IMPROVE THE EMPLOYABILITY SKILL ATTAINMENT OF CTE STUDENTS**

**Secondary Application Requirements:** Integration of the State Standards Employability Skills for Career Readiness is required for all CTE programs. Demonstration of student proficiency for the employability skills is required for all program completers, (i.e., students who complete a course sequence in the State CTE Course Catalog). Describe efforts to improve the level of employability skill attainment according to state standards through implementation of the standards in all CTE programs.

**Postsecondary Application Requirements:** Describe how employability skills are integrated into postsecondary programs and how attainment of employability skills is determined.

## **6. IMPROVE AND EXPAND CTE PROGRAMS**

Program eligibility is determined by size, scope and quality requirements shown below, as prescribed by the Act. Programs not meeting essential size, scope and quality requirements are not eligible for Perkins funds. New programs should also align with regional and state economic development efforts. For each selected program, describe how requirements are met for program size, scope and quality and all aspects of the industry.

**Program Size** – Eligible programs must include a sequence of no less than two courses. Eligible programs must include sufficient capacity to accommodate student enrollment, to include appropriate workstations, floor space, etc. An appropriate level of instructional supplies and materials, such as computers, software, and tools, should be available to accomplish course objectives. The staffing must be adequate to serve a reasonable student – teacher ratio that accounts for quality instruction and a safe learning environment. A student – teacher ratio of 25:1 should not be exceeded, if at all possible.

**Program Scope** – Eligible programs must have a developed curriculum aligned with state and/or industry standards. As mentioned above, programs must include a minimum of two sequenced courses. Courses must be articulated to postsecondary programs. (Those programs not articulated may be eligible for support if articulation is a primary objective of the funding.) The curriculum should cover the full breadth of its subject and maintain continuous relevance to the workplace. Qualifiers include course content, range of offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught. Programs must be designed as programs of study.

**Program Quality** – The eligible program must demonstrate the ability to teach students the workplace standards, competencies, and skills necessary for them to practice careers within their chosen field and succeed in postsecondary education, while at the same time supporting a high level of student achievement in core academics. The State’s Program Quality Standards are to be used by local agencies to determine program improvement needs.



***“All Aspects of the Industry”*** means providing students with a comprehensive understanding of the industry that the individual is preparing to enter, from the most basic to the most advanced. The eight areas typically identified with teaching students all aspects of the industry include the following:

- Community Issues – the impact of the enterprise and the industry on the community and the community’s impact on an involvement with the enterprise;
- Technical and Production Skills – specific production techniques
- Underlying Principles of Technology – mathematical, scientific, social, and economic principles that underlie the technology;
- Finance – primary accounting and financial decisions; methods for raising capital to start or expand an enterprise;
- Health, Safety and Environmental Issues – in relation to employees and the local or regional community;
- Management – methods typically used to manage related enterprises; methods for broadening worker involvement in decisions;
- Planning - health and safety issues;
- Labor Issues – worker rights and responsibilities; labor unions and history of expanding workers’ rights and roles.

***Application Requirements:*** Describe how local program curricula will include learning objectives and/or standards to support learning in all aspects of the industry. Describe how students will have access to work-based learning opportunities.

Describe how funds will be used to support program development, expansion, and/or improvement that increase the quality of career and technical education programs. Describe how selected programs meet the size, scope and quality requirements shown at the beginning of this section. Such purchases should also be tied to helping sites meet the Program Quality Standards.

## **7. SERVE SPECIAL POPULATIONS STUDENTS**

Provide activities to prepare special populations, who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. Special populations are defined as the following: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including foster children; (3) individuals preparing for non-traditional fields; (4) single parents, including single pregnant women; (5) displaced homemakers; (6) individuals with limited English proficiency. A complete list of special population definitions and suggested strategies can be found in the Perkins Library on ePAGE.

The State of Nevada will be held accountable for meeting two performance indicators related to student participation in and completion of programs that lead to nontraditional employment and training. A list of programs that are identified as leading to nontraditional training and employment can be found in the LEA Library –Perkins in ePAGE.

***Secondary and Postsecondary Application Requirements:*** Describe strategies that will be utilized to assure that individuals in special populations groups are prepared for high-wage, high-skills, or high-demand occupations.

Each applicant must submit a plan describing how the LEA will increase the ratio of male and female students in programs that lead to nontraditional employment and training.

## 8. PROFESSIONAL DEVELOPMENT

Provide professional development programs to teachers, guidance counselors, and other staff who are involved in career and technical education program development; standards based curriculum development and academic integration activities.

Describe efforts to recruit and retain career and technical education teachers, faculty, and career guidance counselors, including individuals in groups underrepresented in the teaching profession. Describe efforts to improve the transition to teaching for qualified individuals from business and industry.

**Application Requirements:** Describe efforts to recruit and retain career and technical education teachers, faculty, and career guidance counselors, including individuals in groups underrepresented in the teaching profession.

Each LEA must develop a comprehensive professional development program that accomplishes the following:

- Promotes the integration of coherent and rigorous academic standards in career and technical education curricula. The plans must demonstrate how academics are integrated according to the academic crosswalks in the state skill standards (secondary education). Agencies may establish “academic review teams” to review curricula to ensure academics are integrated and taught to the extent possible in career and technical education courses;
- Establishes professional development programs that are high-quality, sustained, intensive, and focused on instruction. Describe how professional development is continuous from one year to another;
- Encourages applied learning that contributes to the academic and career and technical knowledge of the student;
- Provides the knowledge and skills needed to work with and improve instruction for special populations.

## 9. PROGRAM EVALUATION

Develop and implement evaluation of career and technical education programs, including an assessment of how the needs of students from special populations groups are being met.

**Application Requirements:** Provide specific strategies to evaluate program effectiveness. Strategies should include overall program reviews such as Program Quality Standards Self-Assessment or other specific evaluation strategies that employ student outcomes as measured by performance indicator results. Describe evaluation design strategies, if applicable, and where needed.

## 10. BUSINESS AND INDUSTRY INVOLVEMENT

Career and technical education needs the support of business and industry, and business and industry needs the support of career and technical education. Beyond requirements for technical advisory committees, support and involvement of business and industry should be enhanced as much as possible to keep programs current, develop partnerships for internships and other forms of work-based learning, and to ensure a “pipeline” is maintained to support student placement in high-wage, high-skill and high-demand occupations.

**Application Requirements:** Describe existing levels of business and industry involvement and ways to increase that involvement particularly as it relates to standards implementation, development of programs of study, and program certifications/credentials.

**B. PERMISSIBLE USES OF FUNDS**

Funds may be used for one or more of the following permissible uses of funds as defined by the Act. In the response for any selected permissible use, identify the activities, timeline, and evaluation strategies.

1. Involvement of parents, businesses and labor organizations in the design, implementation and evaluation of programs.
2. Provide career guidance and academic counseling for CTE students to improve graduation rates and to provide information on postsecondary education and career options.
3. Development of local education and business partnerships, including work-based experiences for students and industry experience for teachers and faculty.
4. Provide programs for special populations.
5. Assist career and technical education student organizations (CTSOs).
6. Mentoring and support services.
7. Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications, to strengthen and support academic and technical skill achievement.
8. Teacher preparation programs.
9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including distance education.
10. Developing initiatives that facilitate the transition of sub-baccalaureate career and technical education programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling, and other initiatives to overcome barriers and encourage enrollment and completion.
11. Providing activities to support entrepreneurship education and training.
12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations.
13. Developing and supporting small, personalized career-themed learning communities.
14. Providing support for family and consumer sciences programs.
15. Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields.
18. Providing support for training programs in automotive technologies.
19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.
20. Supporting CTE activities consistent with the purpose of the Act.

## C. STATE REQUIREMENTS

State requirements in either Nevada Revised Statute (N.R.S.) or Nevada Administrative Code (N.A.C.) exist to provide additional governance for career and technical education programs. State requirements also include mandates from recent legislation and/or policies set forth by the Board of Education and Board of Regents. The Quality Program Standards provide additional guidance to help local agencies focus and direct program improvement efforts.

Applicants must address each of the **four** components below in a narrative format.

### 1. ADVISORY COMMITTEES

Advisory committee requirements are fully described in the CTE Advisory Committees - Policy and Guidance Handbook for Secondary and Postsecondary Education. Please reference the handbook for information about the different types and levels of committees found in the LEA Library –Perkins in ePAGE.

**Secondary Application Requirements:** Describe the structure for the district’s Advisory Technical Skills Committee, following the requirements of NRS 388.385. Describe how the oversight committee is structured and how the Committee provides guidance for the development and implementation of high quality CTE programs. Include a current membership list (including identification of each member’s affiliation and identification of the committee chair, a non-LEA representative); an assurance the committee will meet no fewer than three times per year; a description of how committee meeting records are maintained; and a description of the committee involvement in the development of local plans for career and technical education.

Describe the implementation of Joint Technical Skills Committees per NAC389.810, if applicable. Describe how these committees meet at least annually to review the skills and competencies taught in the secondary and postsecondary CTE program.

**Postsecondary Application Requirements:** Describe how program level industry committees are active and functional for postsecondary education programs for the purposes of industry standards, certifications, professional development, and work-based learning opportunities. These committees must help ensure and validate that relevant skills are taught. Although program-level industry committees may be site or program specific, they should involve secondary and postsecondary programs wherever possible.

### 2. CTE COLLEGE CREDIT

The State has established policies and procedures to implement statewide articulation agreements so secondary students may earn postsecondary credit through their high school CTE coursework and program completion status. To earn such credit, students must pass the state CTE core course sequence with a 3.0 grade-point average, pass the related end-of-program technical assessment, and pass the Workplace Readiness assessment for employability skills. Students meeting these criteria will earn a Certificate of Skill Attainment and CTE endorsement on the diploma that will qualify them for the CTE College Credit.

**Secondary Application Requirements:** Describe promotional efforts to disseminate information about statewide articulation agreements as the agreements are developed and posted. Describe strategies to ensure all CTE instructors and guidance counselors are fully aware of the CTE College Credit and opportunities for students to earn the credit.

**Postsecondary Application Requirements:** Describe efforts to develop CTE College Credit for all eligible programs of study including a timeline for such. Describe promotional efforts to disseminate information about established agreements for CTE College Credit and how students can “fast-track” to postsecondary credentials.

### 3. RURAL PARTICIPATION

Urban school districts are required to support the participation of staff in rural Nevada in the development phase and/or professional development activities supported by Carl D. Perkins Act funds in urban school districts.

**Secondary Application Requirements:** Provide an assurance that supports the participation of staff in rural Nevada in program development, professional development, or other activities funded by the Act.

### 4. CAREER GUIDANCE AND COUNSELING

A course of study for career guidance and counseling is required of every district in Nevada and is outlined in NAC 389.187(2). As such, any LEA (K-12) funded from this Act must be in compliance with that statute.

**Secondary Application Requirements:** Describe how the state requirements for career guidance are implemented in the school district.

**Postsecondary Application Requirements:** While there is no requirement for career guidance and counseling at the postsecondary level, it is recommended that each eligible LEA provide the following components of a career guidance and counseling program.

- (a) CTE College Credit (articulated credit) program promotion, staff training and materials to be delivered to secondary schools grades 7 – 12;
- (b) Career assessment, guidance and education planning models and programs to serve students who are career and technical education students;
- (c) Establishment of networks, agreements and relationships with business and industry to facilitate adult transitions into the workforce;
- (d) Information to students with special needs regarding high–skill, high–wage, or high-demand career opportunities;
- (e) Information concerning the benefits of nontraditional careers for women and men;
- (f) Establishment of a Career Resource Center;
- (g) Promotion of career and technical education to students, business and industry and the community at large;
- (h) Placement services and activities for students who have successfully completed CTE programs;
- (i) Programs to assist students with financial aid applications; and
- (j) Evaluation of the effectiveness of career and occupational guidance and counseling programs.

#### **D. PERFORMANCE INDICATORS**

The State is required to establish a performance accountability system to assess the effectiveness of the State in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities. The Nevada Department of Education will prepare and distribute reports summarizing the State's secondary and postsecondary performance on each of the core indicators.

All eligible recipients are required to report performance indicator results to the State and sign assurances in their grant application regarding evaluation and local program improvement plans. Agencies applying for these funds are required to address continuous program improvement strategies for each performance indicator. If performance indicators are not met, agencies will be required to write and implement improvement plans.

A complete list of definitions and targets for performance indicators can be found in the LEA Library – Perkins in ePAGE. Use Form H: Performance Indicators to respond to the questions below for all performance indicators which apply to your LEA (secondary or postsecondary).

- (a) Using the results of this performance indicator, did your LEA meet the state adjusted level of performance for that reporting year?
- (b) If your education LEA did not meet the state adjusted level of performance for the reporting year, provide an improvement plan that identifies the strategies and activities to increase the percentage of students meeting this goal.
- (c) If your education LEA met the state adjusted level of performance for this indicator, describe what strategies you will employ to meet or exceed the state level of performance target for the next reporting year.

## ***SUBMISSION DIRECTIONS***

Applications which do not meet the requirements will be “Returned not Approved” at the first indication of missing information. It will be the responsibility of the LEA to review the complete application to ensure all grant application requirements are met before resubmission.

### **ePAGE Components**

1. **Spending Plan:** Verify accuracy of the ePAGE spending plan.
2. **Supplemental Schedule Summary:** Complete the ePAGE Supplemental Schedule Summary.

The supplemental schedule summary, entered in ePAGE should be formatted in the following way:

**For object codes 100, 200, 600, and 700, in each Title of Position/Purpose of Item section, list the following information in this order:**

- (1) **Program Area:** Must use the full name or the listed acronym.
  - Agriculture (AG), Business & Marketing (B&M), Education Hospitality and Human Services (EHH), Health Science and Public Safety (HS&PS), Information and Media Technologies (IMT), Skilled and Technical Sciences (STS), and/or Local Educational Agency - district wide (LEA).
- (2) **Program of Study (POS): Secondary:** Must use the POS name published in the most recent course catalog. Official POS abbreviations, which are listed on the State Program Reference Code sheet, are also acceptable. **Postsecondary:** Must use the full name of the program of study used by the institution.
  - Exempt if activity/item is for district/institution wide uses. (Example: Substitutes, Disability Resources Center)
- (3) **School(s) name(s):** Must use the main school name where the POS is offered.  
**Example:** Liberty HS (not Liberty High School) or Charleston (not CSN Charleston campus)
  - Exempt if activity/item is for district/institution wide uses. (Example: Substitutes, Disability Resources Center)
- (4) **Items/Services to be purchased:** Within each object code each purpose must have its own entry.
  - For general supply budgets every item **does not** need to be itemized, however a brief, but adequate description of the kind of supplies and which POS they are being purchased for is required. ***There should be enough information to justify the amount requested.***
  - Itemize all items with a \$300 unit cost or above, use a separate Title of Position/Purpose of Item section for each item.
  - If FTEs and/or quantities are being requested, list the quantities and unit costs in the provided areas. **Example:** when purchasing 30 computers: quantity 30 – unit cost \$1,000 (not quantity 1 – unit cost \$30,000).
  - Clearly identify consumable items for a new POS. (see Nevada’s “Federal Uses of Funds Guidance” document)
- (5) **District/Institution Information (optional):** LEAs may include needed information/coding, for local use only, after items one thru four.

For object codes 300, 400, 500, and 800, in each Title of Position/Purpose of Item section, list the following information in this order:

- (1) **Program Area:** Must use the full name or the listed acronym.
  - Agriculture (AG), Business & Marketing (B&M), Education Hospitality and Human Services (EHH), Health Science and Public Safety (HS&PS), Information and Media Technologies (IMT), Skilled and Technical Sciences (STS), and/or Local Educational Agency - district wide (LEA).
- (2) **Program of Study (POS): Secondary:** Must use the POS name published in the most recent course catalog. Official POS abbreviations, which are listed on the State Program Reference Code sheet, are also acceptable. **Postsecondary:** Must use the full name of the program of study used by the institution.
  - Exempt if activity/item is for district/institution wide uses. (Example: NACTE travel)
- (3) **School(s) name(s):** Must use the main school name where the POS is offered.  
**Example:** Liberty HS (not Liberty High School) or Charleston (not CSN Charleston campus)
  - Exempt if activity/item is for district/institution wide uses. (Example: NACTE travel)
- (4) **Items/Services to be purchased:** Within each object code each purpose must have its own entry.
  - All requests must be itemized.
  - For services requested provide details describing the need, and assurance that the LEA has thoroughly reviewed the request to make sure it can be completed during the fiscal year of the grant.
  - Travel Requests for Professional Development: itemize each event, indicate full name of sponsoring organization (no acronyms\*), full name of event (no acronyms), date, location, and name(s) of projected attendees. If names of attendees are not available list the position of the potential attendees. Use a separate Title of Position/Purpose of Item section for each event. **\*Exception CTSOs** = DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA
  - For dues and fees indicate the name of sponsoring organization (full name, no acronyms), length of benefit (e.g. one year subscription), and purpose/use/need – how it meets the standards. Use a separate Title of Position/Purpose of Item section for each request.
- (5) **District/Institution Information (optional):** LEAs may include needed information/coding, for local use only, after items one thru four.

## Uploaded Documents

When uploading documents into ePAGE use the following LEA names in the file name:

- |             |            |           |              |       |
|-------------|------------|-----------|--------------|-------|
| • Carson    | • Elko     | • Lincoln | • Pershing   | • WNC |
| • Churchill | • Eureka   | • Lyon    | • Storey     |       |
| • Clark     | • GBC      | • Mineral | • TMCC       |       |
| • CSN       | • Humboldt | • Nye     | • Washoe     |       |
| • Douglas   | • Lander   | • NYTC    | • White Pine |       |

\* LEAs other than those listed please contact NDE for guidance.

**Required Format:** "LEA Name" Document Name FY19    **Example:** Nevada Assurances FY19

1. **Assurances:** Print form from appendix, sign, and upload into ePAGE under *Related Documents*.

Label the file: **"LEA Name" Assurances FY19**

2. **Certifications:** Print both forms from appendix, sign, and upload into ePAGE under *Related Documents*.

Label the file: **"LEA Name" Certifications FY19**



3. **Appeals Policy and Procedure:** Upload a copy of the LEA's policy and procedures that describe the steps involved in processing an appeal or dispute with respect to this application by uploading in ePAGE under *Related Documents*.

Label the file: **"LEA Name" Appeals FY19**

4. **Travel Policies:** Upload a copy of the LEA's travel expense and reimbursement policies by uploading in ePAGE under *Related Documents*.

Label the file: **"LEA Name" Travel Policy FY19 or "LEA Name" Travel Policy FY19 NA**  
(add NA if not requesting travel in the application)

5. **Advisory Technical Skills Committee (ATSC) Membership list:** Upload all LEA's advisory technical skills committee membership list(s) into ePAGE as **one file** under *Related Documents*.

Label the file: **"LEA Name" ATSC Membership List FY19**

6. **Grant Requirements Narratives:** Upload local LEA's response to all three grant requirement narratives as one document into ePAGE under *Related Documents*.

Label the file: **"LEA Name" Grant Requirements FY19**

7. **Form A: Local Plan and Coordination (three page limit - must use NDE Form):** Describe how at least two of the following categories are met through this application: (1) rural areas; (2) areas with high percentages of career and technical education students; and (3) areas with high numbers of career and technical education students. Upload Form A in ePAGE under *Related Documents*.

Label the file: **"LEA Name" Form A Local Plan and Coordination FY19**

8. **Form B: Project Narrative and Project Outcomes (four page limit, each project – See Appendix):** More than one project may be submitted for a funding priority or project. Complete one Form B for each project. Each Form B must include a description and include the following: (1) identify the funding priority (listed in Overview-Item C); (2) state the project name; (3) state proposed funding amount; (4) complete a narrative to include a clear description of the proposed project and describe how funded programs or services, whether at the secondary or postsecondary level, will guide students to a postsecondary credential, such as an industry certification, Nevada System of Higher Education (NSHE) recognized certificate of achievement, and/or associate degree; and (5) expected project outcomes. The description must be thorough enough for the review committee to clearly understand what is being proposed. Upload each Form B in ePAGE under *Related Documents*.

Label the file: **"LEA Name" Form B "Project Name" FY19**

9. **Form C: Staffing (two page limit - must use NDE Form):** Describe the number of staff devoted to the project and their professional preparation. The sub-grant recipient must identify the full-time equivalency (FTE) of each position supported with funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives paid by state funds will be accounted for (i.e., personnel activity report or time log). Upload Form C in ePAGE under *Related Documents*. If not requesting salaries in the grant application, please include the form with N/A noted.

Label the file: **"LEA Name" Form C Staffing FY19 or "LEA Name" Form C Staffing FY19 NA**

10. **Form D: Evaluation Methods (two page limit - must use NDE Form):** Describe how the LEA will evaluate and measure the success in this application. Include what will be measured, by whom, and the timeline for the completion of the evaluation. Upload Form D in ePAGE under *Related Documents*.

Label the file: **"LEA Name" Form D Evaluation Methods FY19**

11. **Form E: Demonstration of Sustainability (one page limit - must use NDE Form):** Describe the LEA's plan for continued sustainability of the proposed project and any CTE programs affected by this application. Upload Form E in ePAGE under *Related Documents*.

Label the file: **"LEA Name" Form E Demonstration of Sustainability FY19**

12. **Form F: Demonstration of Collaboration (one page limit - must use NDE Form):** Describe how the applicant ensured proper collaboration in the local development and approval of this application. The description should include how teachers, administrators, and the local advisory committee(s), and others were involved in and committed to developing a quality application. Upload Form F in ePAGE under *Related Documents*.

Label the file: **"LEA Name" Form F Demonstration of Collaboration FY19**

13. **Form G: Prioritization of Projects (must use NDE Form):** Projects must be prioritized by the LEA (must include completed form even if the application only requests one project). Include the project name, fund request, and provide a brief rationale explaining how and why the project was prioritized. The LEA must sign the prioritization of projects page. Upload Form G in ePAGE under *Related Documents*.

Label the file: **"LEA Name" Form G Prioritization of Projects FY19**

14. **Form H: Performance Indicators (two page limit - See Appendix):** Complete Form H per Grant Requirement Section D instructions. Upload Form H into ePAGE under *Related Documents*.

Label the file: **"LEA Name" Form H Performance Indicators FY19**

## ***REVIEW AND APPROVAL PROCEDURES***

### **A. APPLICATION REVIEW PROCEDURES**

The Application for Funding will be reviewed by the Office of Career Readiness, Adult Learning & Education Options to assure compliance with State and Federal requirements, and to ensure that all information required by the Application for Funding is adequately addressed by the applicant.

Common criteria are used based on the guidelines set forth in this Application for Funding and on the requirements of the Act and the State Plan. The Criteria for Application Review and Approval is provided in Perkins - Related Documents in ePAGE.

### **B. COMPLAINT AND APPEAL PROCEDURES**

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

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

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

## ***APPENDIX***

- **Assurances**
- **Certifications**
- ***Form B: Project Narrative and Project Outcomes***
- ***Form H: Performance Indicators - Secondary***
- ***Form H: Performance Indicators - Postsecondary***

***All other State Forms are on the [department's webpage](#)***



## **ASSURANCES**

### **General**

1. Programs, services and activities included in this application will be operated in accordance with the provisions of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, as amended, and regulations pertaining thereto, the provisions of the Nevada State Five Year Plan for the Carl D. Perkins Act of 2006, effective July 1, 2008 to June 30, 2013, and any revisions approved thereafter, Department regulations, policies and procedures as promulgated by the State Board of Education/State Board for Career and Technical Education and its staff, including submission of such reports as may be required for effective administration of programs.
2. The LEA will assure that no funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students if the classroom is shared with 9-12 grade students.
3. The LEA will assure that no funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major.
4. The LEA will assure that no funds made available under this Act will be used to mandate that any individual participate in an occupational education program including an occupational education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
5. The LEA will assure that all funds made available under this Act will be used in accordance with this Act.

### **Grants Management and Accountability**

6. The LEA will assure compliance with the requirements of Title I and the provisions of the transition plan, including the provisions of a financial audit of funds received under this title which may be included as part of an audit of other federal or LEA programs.
7. The LEA will assure that none of the funds expended under Title I will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.
8. The LEA will assure that maintenance of fiscal effort on either a per-student or aggregate expenditure basis is met.
9. Federal funds made available under the provisions of the Nevada State Five Year Plan will be used to supplement, and to the extent practicable, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in PL 105-332, as amended, and in no case supplant such state or local funds.
10. The LEA will assure that funds made available under this Act for career and technical education activities will supplement, and shall not supplant, non-federal funds to carry out career and technical education activities.
11. Funds will be used as stipulated in the Nevada State Five Year Plan and supporting documents for expenditures will be maintained for audit. Funds will not be commingled with other state and local funds and will be accounted for in a manner which will prevent loss of their identity as funds supporting specific career and technical education goals.
12. Effective and separate accounting procedures of the recipient will be employed to assure that funds from federal sources will not be commingled with state or local funds, but will be separately identified as expenditures of federal funds.

13. Fiscal control and funds accounting procedures shall be established as deemed necessary to assure proper disbursement of and accounting for federal and state funds paid to a recipient for programs and projects.
14. The fiscal and statistical records are subject to and upon request will be made available for audit by the federal government and the State of Nevada to determine whether the recipient has properly accounted for funds expended for occupational education and services.
15. Records will be kept which fully disclose the amount and disposition of federal and state funds allocated, as well as the total expenditures of funds for occupational education programs and services supplied by funds from other sources.
16. The LEA will assure that no funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one LEA to another LEA if such relocation will result in a reduction in the number of jobs available in the LEA where the business enterprise is located before such incentives or inducements are offered.

#### **Personnel**

17. School district occupational instructors, counselors, supervisors, and other professional personnel involved in occupational education who participate in projects funded under P.L. 105-332 will be licensed in accordance with current Rules and Regulations established by the Commission on Professional Standards in Education.

#### **Data Management**

18. All eligible recipients participating in federal and/or state funds available, will participate in, maintain, and utilize a performance accountability system in the reporting of all career and technical education programs in the Nevada Department of Education accountability system; provide data required for reporting the performance measures designated by the State's performance indicators; and assure that staff involved in the accountability system receive the training necessary to maintain a quality system.
19. All eligible recipients will provide sufficient information to the State to enable the State to comply with the requirements of allocating funds to area schools and intermediate educational agencies.

#### **Evaluation**

20. Participating agencies will cooperate with and strive to meet or exceed the performance indicators and levels of performance negotiated and accepted by the Department of Education and assure that if the applicant does not make substantial progress in meeting the performance indicators, they will develop a plan, in consultation with teachers, parents, and students concerned, for program improvement for the succeeding school year, describing how the recipient will identify and modify programs to achieve progress to improve the effectiveness of the programs.
21. An assurance that the applicant will comply with reporting procedures required by the Nevada Department of Education, which will assess the progress of its career and technical education programs and will include a review of outcomes related to the approved performance indicators.
22. An assurance that the evaluation and review of programs will include the full participation of representatives of individuals who are members of special populations. This review shall be used to identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to career and technical education programs or success in such programs for individuals who are members of special populations and to evaluate the progress of individuals who are members of special populations in career and technical education programs assisted under this Act.
23. An assurance that the eligible recipient will comply with the Department of Education's requirements for state monitoring.

## **Coordination**

24. An assurance that the requirements of this Act relating to individuals who are members of special populations will be carried out under the general supervision of individuals at the Department of Education who are responsible for students who are members of special populations and will meet education standards of the State Board. With respect to students with handicaps, the supervision carried out shall be consistent with, and in conjunction with, supervision described under section 612(6) of the Individuals with Disabilities Education Act (IDEA).
25. The LEA will assure that funds made available under this Act may be used to pay for the costs of career and technical education services required in an individualized education plan developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education.
26. The LEA will assure that the portion of any student financial assistance received under this Act is made available for attendance costs described in subsection [Section 324(b)] and shall not be considered as income or be used in determining eligibility for assistance under any other program funded in whole or in part with federal funds.

## **Special Needs--Equity--Civil Rights Provisions**

27. Career and technical education programs/services covered by this application shall be in compliance with Title IX (Non-discrimination on the basis of sex) of the Education Amendments of 1972.
28. Career and technical education programs/services covered by this application shall be in compliance with Title VI and VII of the Civil Rights Act of 1964 as amended by the Equal Opportunity Act of 1972 and the Civil Rights Restoration Act of 1988, and the Methods of Administration for Civil Rights as required under 34 Code of Federal Regulations regarding Part 100, Appendix B.
29. Program/services for disabled persons enrolled in career and technical education covered by this application shall be in compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504, of the Rehabilitation Act of 1973.
30. Career and technical education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with section 612(5)(B) of the IDEA and will, whenever appropriate, be included as a component of the individualized education program developed under section 614(a)(5) of the same Act.
31. Students with disabilities who have individualized education programs developed under section 614(a)(5) of the IDEA shall, with respect to occupational education programs, be afforded the rights and protections guaranteed such students under section 612, 614, and 615 of the same Act.
32. Students with disabilities who do not have individualized education programs developed under section 614(a)(5) of the IDEA or who are not eligible to have such programs shall, with respect to occupational education programs, be afforded the rights and protections guaranteed such students under section 504 of the Rehabilitation Act of 1973 and, for the purpose of this Act, such rights and protections shall include making occupational education programs readily accessible to eligible individuals with disabilities through the provision of services described in number 13, above.
33. To the extent that occupational education is available to all students within a school district or postsecondary institution, training and occupational education activities will be provided to men and women who desire to enter occupations that are not traditionally associated with their sex.
34. An assurance to assist students who are members of special populations to enter occupational education programs, and with respect to students with disabilities, assist in fulfilling the transitional service requirements of section 620 of the IDEA.



35. An assurance to assess the special needs of students participating in projects receiving assistance under the Basic Grant with respect to their successful completion of the career and technical education program in the most integrated setting possible.
36. Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of special services.
37. Provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.
38. An assurance that career and technical programs will be provided that: encourage students through counseling to pursue coherent sequences of the course; assist special population students to succeed through supportive services such as counseling, English-language instruction, child care, and special aids; and are of a size, scope, and quality as to bring about improvement in the quality of education offered by the school.

#### **Parent/Student Involvement and Appeal**

39. An expedited appeals procedure is established by which parents, students, teachers, and area residents concerned will be able to directly participate in state and local decisions that influence the character of programs under this Act affecting their interests; and technical assistance will be designed and provided to ensure that such individuals are given access to the information needed to use these procedures and will be notified regarding the procedure regarding complaints/appeals upon request.

#### **State Requirements**

40. The LEA implements the requirements for advisory committees according to NRS 388.385 and NAC 389.810.
41. The secondary LEA implements the requirements for career guidance and counseling according to NRS 389.180 and NAC 389.187.
42. The secondary LEA implements career and technical education programs of study according to NAC 389.800, 389.803, 389.805, 389.810, and 389.815.
43. The LEA implements the state assessment requirements for program completers according to NAC 389.800.
44. The LEA provides program articulation, rural participation, and academic integration according to the State Plan for Career and Technical Education.

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(Printed Name and Title of Authorized Representative)

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(Signature)

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(Date)

## **CERTIFICATIONS**

### **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

#### **1. LOBBYING**

As required by Section 1352, Title 31 of the U. S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

#### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transaction, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 -

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal debarment or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### **3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about -

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notify the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U. S. Department of Education, 400 Maryland Avenue, S. W. (Room 33124, GSA Regional Office Building No. 3), Washington, D. C. 20202-4571. Notice

shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code) check [ ] if there are no workplaces on file that are not identified here.

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### **DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conducting of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U. S. Department of Education, 400

Maryland Avenue, S. W. (Room 3124, GSA Regional Office Building No. 3), Washington, D. C. 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE DATE	

ED 80-0013, 6/90 (Replaces ED80-008, 12/89; ED Form GCS-008, (REV. 12/88); ED 80-0010, 5/90; and ED 80-0011, 5/90, which are obsolete)

## ***CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION -- LOWER TIER COVERED TRANSACTIONS***

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

### ***Instructions for Certification***

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Department, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

***Certification***

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE DATE	

ED 80-0014, 9/90 (Replaces GCS-009 (REV. 12/88), which is obsolete

***FORM B: PROJECT NARRATIVE AND PROJECT OUTCOMES***

Funding Priority(s):
Program/Service/Project Name:
Proposed Funding Amount:
Selected Site(s):
Project Narrative:
Objectives and Expected Project Outcomes (Include anticipated number of students served):

## ***FORM H: PERFORMANCE INDICATORS - SECONDARY***

### **1S1. Secondary Academic Attainment—Reading/Language Arts**

Met: Yes No

2016-2017 State Level of Performance Target: 85.00%

Strategies to meet or exceed:

### **1S2. Secondary Academic Attainment—Mathematics**

Met: Yes No

2016-2017 State Level of Performance Target: 84.50%

Strategies to meet or exceed:

### **2S1. Secondary Technical Skill Attainment**

Met: Yes No

2016-2017 State Level of Performance Target: 53.50%

Strategies to meet or exceed:

### **3S1. Secondary School Completion**

Met: Yes No

2016-2017 State Level of Performance Target: 92.50%

Strategies to meet or exceed:

### **4S1. Secondary Student Graduation Rates**

Met: Yes No

2016-2017 State Level of Performance Target: 79.00%

Strategies to meet or exceed:

### **5S1. Secondary Placement**

Met: Yes No

2016-2017 State Level of Performance Target: 95.50%

Strategies to meet or exceed:

### **6S1. Secondary Nontraditional Participation**

Met: Yes No

2016-2017 State Level of Performance Target: 36.50%

Strategies to meet or exceed:

### **6S2. Secondary Nontraditional Completion**

Met: Yes No

2016-2017 State Level of Performance Target: 27.00%

Strategies to meet or exceed:



***FORM H: PERFORMANCE INDICATORS - POSTSECONDARY***

**1P1. Postsecondary Technical Skill Attainment** Met Yes No

2016-2017 State Level of Performance Target: 90.00%

Strategies to meet or exceed:

**2P1. Postsecondary Credential, Certificate, or Degree** Met: Yes No

2016-2017 State Level of Performance Target: 65.00%

Strategies to meet or exceed:

**3P1. Postsecondary Student Retention or Transfer** Met: Yes No

2016-2017 State Level of Performance Target: 57.00%

Strategies to meet or exceed:

**4P1. Postsecondary Student Placement** Met: Yes No

2016-2017 State Level of Performance Target: 94.00%

Strategies to meet or exceed:

**5P1. Postsecondary Nontraditional Participation** Met: Yes No

2016-2017 State Level of Performance Target: 30.62%

Strategies to meet or exceed:

**5P2. Postsecondary Nontraditional Completion** Met: Yes No

2016-2017 State Level of Performance Target: 22.00%

Strategies to meet or exceed:

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