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## **Perkins V State Plan Revision**

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Nevada's career and technical education serves as the foundational on-ramp to a connected and integrated education-to-workforce system that promotes seamless transitions 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.



- Federal career and technical education (CTE) funds for eligible secondary and postsecondary education agencies
- FY 24 allocation ~ \$12.8M
  - 85% goes to eligible recipients
  - 10% for state leadership
  - 5% for state administration

# Perkins V State Plan Revision Timeline



- October 2023 – Draft Perkins State Plan
- November 1, 2023– Public Hearing #2 (required by USED)
- December 2023 – February 2024 – Public Comment (required by USED)
- February 2024 – Finalize Perkins State Plan
- March 2024 – Approval from State Board of Education
- April 2024 – Approval from Governor Lombardo
- May 2024 – State Plan Submitted to US Department of Education (USED)
- ~~● October 3, 2023 – Public Hearing #1 (required by USED)~~
- ~~● August 2023 – Meeting with Governor’s Office of Workforce Development Board~~
- ~~● July 2023 – Initial Meeting with secondary/postsecondary CTE directors and educators~~
- ~~● June 2023 – Initial Meeting with community college academic vice presidents~~



- Representatives of business and industry in the community or region
- School district employees with experience in career and technical education
- Pupils and parents of pupils enrolled in career and technical education
- Representatives of postsecondary career and technical education
- Members of the Governor's Workforce Investment Board
- Representatives of special populations
- Representatives of regional or local agencies serving out of school youth, homeless children and youth, and youth who are at risk
- Representatives of Indian tribes and tribal organizations where applicable
- Other interested stakeholders as prescribed by State Board regulation



- Revision of goals that are well-defined, have accountability measures, and hold stakeholders accountable
- Revision and addition of performance indicators
- Collaboration between districts, community colleges, and regional workforce development boards

# Perkins V State Plan Revisions – Goals



35  
goals in  
the  
current  
State  
Plan

- Nebraska CTE Strategic Goal 1: Improve the quality and alignment of career and technical education programs.
  - Strategic Objective 1.1: Identify which career and technical education programs are aligned with high-skill, high-wage, or in-demand occupations and industry sectors in Nebraska, and clear and define career pathways to promote career and training programs, as well as those that are not aligned.
  - Strategic Objective 1.2: Assess the quality of the aligned career and technical education 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 recognized postsecondary credentials.
  - Strategic Objective 1.3: Encourage career and technical education programs that are not aligned, develop local strategic strategies with local education agency stakeholders to plan out new aligned programs, and transitioning existing programs into aligned programs.
  - Strategic Objective 1.4: Develop strategies with local education agency stakeholders to support the effective use of the students' plan that includes relevant and effective understanding career high-skill, high-wage, or in-demand career pathways.
- Strategic Objective 1.5: No later than 08/01/2025, the Nebraska Department of Education will create a career and technical education (CTE) program and career pathway within the "NORIS."
- Nebraska CTE Strategic Goal 2: Increase the number of opportunities and workforce readiness for high-skill, high-wage, or in-demand occupations and industry sectors.
  - Strategic Objective 2.1: Encourage students to participate in aligned career and technical education programs by special population, including, but not limited to: (1) students with disabilities; (2) students that are economically disadvantaged; (3) students that are in foster care; (4) students that are in need of special services; (5) students that are in need of special services; (6) students that are in need of special services; (7) students that are in need of special services; (8) students that are in need of special services; (9) students that are in need of special services; (10) students that are in need of special services.
  - Strategic Objective 2.2: Promote equity and improve access, opportunities and workforce readiness for CTE programs of study and career pathways including, but not limited to: career advancement.
  - Strategic Objective 2.3: Ensure CTE professional standards reflect the state's demographics when promoting CTE programs of study and career pathways.
  - Strategic Objective 2.4: Offer technical assistance and/or specialized training (e.g., National Alliance of State and Community College and Career Administrators) to local education agencies to improve their equity of access and opportunity.
- Nebraska CTE Strategic Goal 3: Ensure employers have a pipeline of talent.
  - Strategic Objective 3.1: Work with the Governor's Office of Workforce Innovation and Economic Development to inform CTE programs of study and career pathway development in high-skill, high-wage, or in-demand occupations and industry sectors.
  - Strategic Objective 3.2: Identify gaps in CTE programs offerings, provide technical assistance and support to improve equity and access to CTE programs aligned with high-skill, high-wage, or in-demand occupations.
  - Strategic Objective 3.3: Encourage local education agencies to provide CTE programs for adult students and adult students that are not currently enrolled in CTE, including those that facilitate and staff between K-12 CTE and Adult Education where available.
- Nebraska CTE Strategic Goal 4: Ensure programs have a pipeline of high-quality CTE teachers in aligned programs.
  - Strategic Objective 4.1: Provide professional development for CTE teachers during their first three (3) years of teaching using a research-based model. Provide continued support as needed.
  - Strategic Objective 4.2: Provide available resources and supports to local education agencies to assist CTE teacher development and mentoring.
  - Strategic Objective 4.3: Provide teacher leadership opportunities in collaboration with Nebraska business and industry.
  - Strategic Objective 4.4: Identify statutory and regulatory gaps and/or inconsistencies that inhibit CTE teacher licensure and business and industry endorsements.
  - Strategic Objective 4.5: Provide resources and supports to promote CTE teacher recruitment.
  - Strategic Objective 4.6: Provide professional development opportunities, which may include professional development and training for career counselors on CTE programs of study and career pathways.
- Nebraska CTE Strategic Goal 5: Increase the number of high-quality work-based learning opportunities available for secondary, postsecondary, and adult students (e.g., internships, apprenticeships, etc.).
  - Strategic Objective 5.1: Provide professional development for work-based learning coordinators in each of Nebraska's 17 school districts to help them develop and implement a work-based learning program and opportunities as identified by Nebraska Governor's Office of Economic Development (GOED) and Workforce Innovation and Economic Development (WIEN) that aligns the workforce needs of high-skill, high-wage, or in-demand occupations and industry sectors in Nebraska.
  - Strategic Objective 5.2: Collaborate with OWBEN for the coordination of available work-based learning opportunities with employers and business organizations, networks.
  - Strategic Objective 5.3: Promote and support Nebraska's work-based learning online tool (LAW@Work) which provides the work-based learning content that Nebraska employers, regional development agencies, local education agencies, students, and parents.
- Nebraska CTE Strategic Goal 6: Increase the number of opportunities for career and technical education for students, parents, educators, and Nebraska employers.
  - Strategic Objective 6.1: Continue public awareness promoting NCTE L&L Website and all of its associated initiatives, including, but not limited to: the College and Career-Ready High School Diploma, the statewide workforce assessment, a career and opportunities for work-based learning, student success stories through shared and targeted campaigns (e.g., technology, work-based learning, career pathways, and business partners).
  - Strategic Objective 6.2: Leverage resources and supports that promote relevant and effective career pathways, including, but not limited to: public, work-based learning, business education, education, workforce, students, and youth centers.
- Nebraska CTE Strategic Goal 7: Expand opportunities for high school students outside the career and technical education programs to earn early college credit.
  - Strategic Objective 7.1: Monitor CTE Credit articulation programs with Nebraska's colleges.
  - Strategic Objective 7.2: Improve equity and access to early college credit for students from underserved or special populations.
  - Strategic Objective 7.3: Design flexible programs of study models to incorporate a variety of methods to contemporary credit models.
  - Strategic Objective 7.4: Evaluate barriers and develop protocols and/or policies to improve credit transfer and articulation to expand early college credit opportunities between secondary and postsecondary careers and technical education programs.

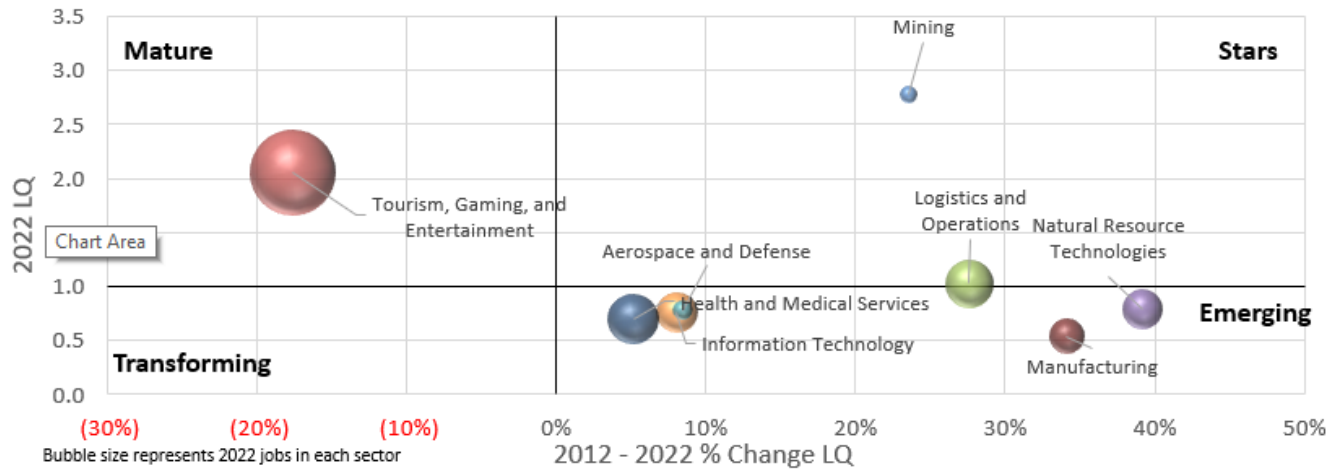


Focus on 3 areas:

1. High-quality CTE programs of study aligned to high-skill, high-wage, and in-demand occupations
2. Systematic approach to ensure access for all students to career pathways (Pre-K – 16)
3. Ensure employers have a pipeline of skilled talent.

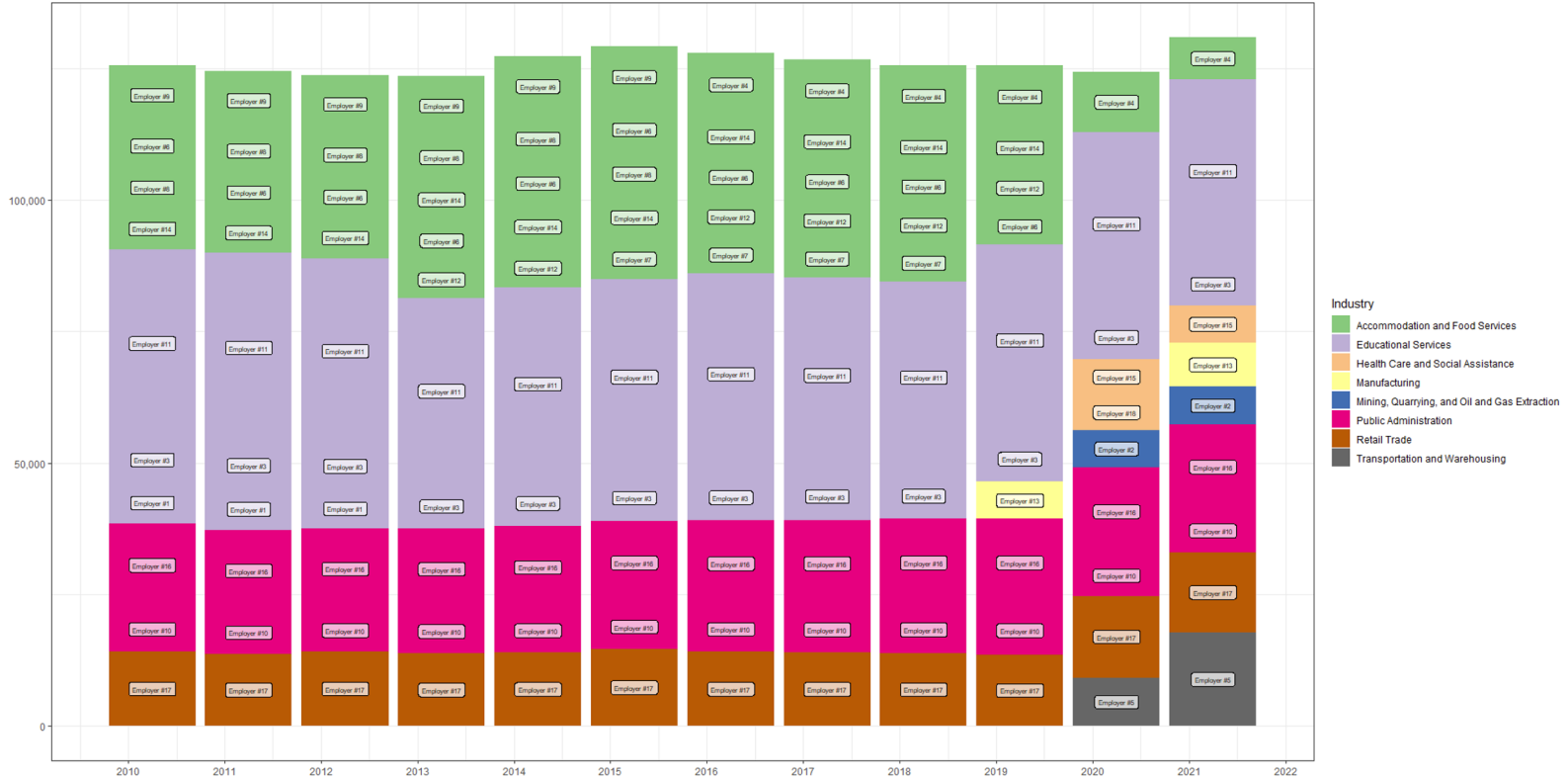


# Nevada's Industry Base



Sector	2012 Jobs	2022 Jobs	2022 LQ	Percent Change LQ	Earnings Per Worker
Natural Resource Technologies	44,983	83,225	0.79	39%	\$96,452
Manufacturing	40,871	67,011	0.54	34%	\$89,993
Logistics and Operations	66,752	123,167	1.02	28%	\$78,379
Mining	15,595	15,012	2.78	24%	\$129,860
Aerospace and Defense	13,363	18,975	0.78	8%	\$115,297
Information Technology	54,016	85,601	0.76	8%	\$82,458
Health and Medical Services	93,920	136,604	0.70	5%	\$81,495
Tourism, Gaming, and Entertainment	396,822	400,333	2.06	(18%)	\$51,159

# Ten Largest Employers in Nevada by Industry



# In-Demand Occupation Rankings

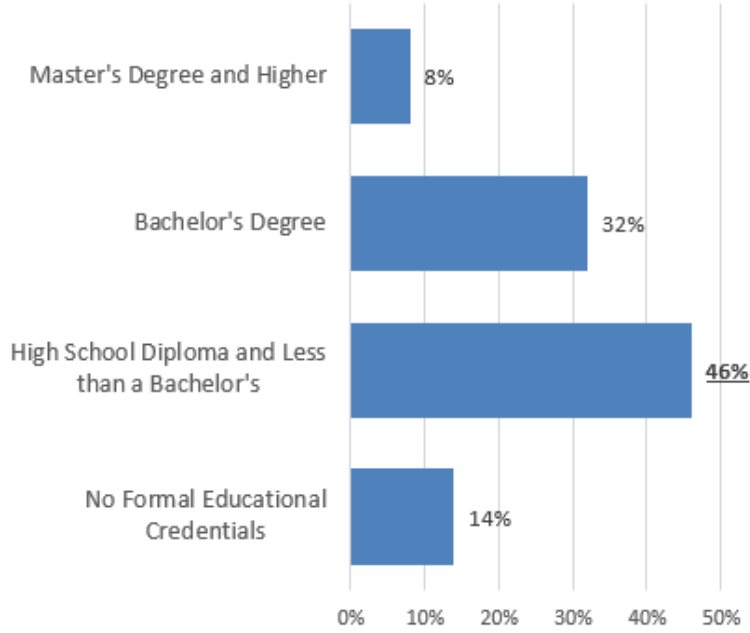


Description	State Rank	Southern Nevada Rank	Northern Nevada Rank	Northeastern Nevada Rank	Central Nevada Rank
Healthcare Diagnosing or Treating Practitioners	1	1	1	1	1
Other Production Occupations	2	2	2	4	5
Construction Trades Workers	3	3	3	2	2
Other Installation, Maintenance, and Repair Occupations	4	4	4	3	3
Engineers	5	5	5	5	4
Metal Workers and Plastic Workers	6	6	7	10	10
Health Technologists and Technicians	7	7	6	7	7
Other Management Occupations	8	8	9	6	6
Business Operations Specialists	9	9	8	8	8
Computer Occupations	10	10	10	13	9
Material Moving Workers	11	11	11	9	13
Counselors, Social Workers, and Other Community and Social Service Specialists	12	12	12	16	11
Drafters, Engineering Technicians, and Mapping Technicians	13	13	13	11	14
Preschool, Elementary, Middle, Secondary, and Special Education Teachers	14	15	14	20	19
Information and Record Clerks	15	14	15	15	12
Life Scientists	16	16	17	17	17
Vehicle and Mobile Equipment Mechanics, Installers, and Repairers	17	17	16	14	16
Financial Specialists	18	18	19	23	25
Extraction Workers	19	25	21	12	15
Art and Design Workers	20	19	18	19	20
Social Scientists and Related Workers	21	20	20	28	27
Textile, Apparel, and Furnishings Workers	22	22	29	29	34
Electrical and Electronic Equipment Mechanics, Installers, and Repairers	23	23	23	21	22
Life, Physical, and Social Science Technicians	24	21	24	18	18
Operations Specialties Managers	25	24	22	22	21
Physical Scientists	26	26	26	24	23
Material Recording, Scheduling, Dispatching, and Distributing Workers	27	27	25	25	26
Other Office and Administrative Support Workers	28	29	27	33	35
Plant and System Operators	29	30	32	26	29
Other Healthcare Support Occupations	30	28	28	27	24

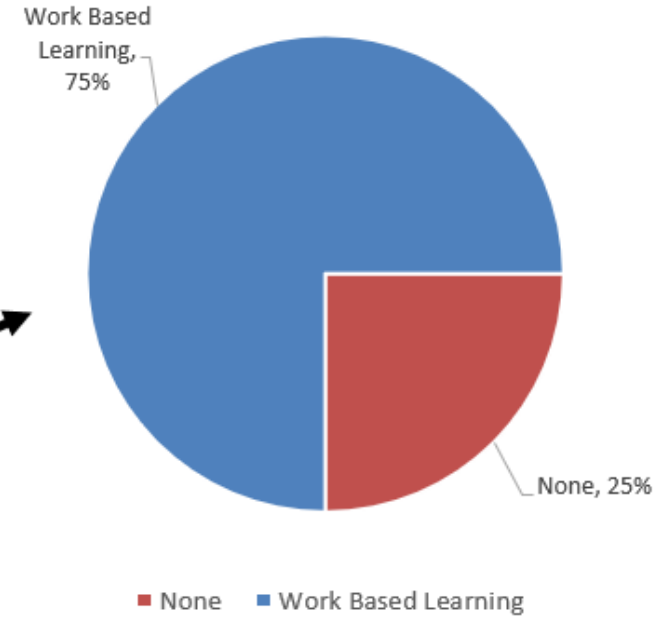
# Typical Entry Level Education for In-Demand Jobs



Typical Entry Level Education for Top 100 In-Demand Jobs



Typical On-The-Job Training for In-Demand, Middle Skill Jobs





CTE concentrator refers to:

- 1) a student at a secondary school who has completed at least 2 courses in a single career and technical education program or program of study.
- 2) a student at the postsecondary level who has earned at least 12 credits within a career and technical education program or program of study; **or** has completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

(Section 3(12) of Perkins V)

# Secondary Core Performance Indicators



1S1: Four-Year Graduation Rate

2S1: Academic Proficiency in Reading Language Arts

2S2: Academic Proficiency in Mathematics

2S3: Academic Proficiency in Science

3S1: Post-Program Placement

4S1: Non-Traditional Program Concentration

5S2: Program Quality – Attained Postsecondary Credits



- 1P1: Postsecondary Placement
- 2P1: Earned Recognized Postsecondary Credential
- 3P1: Nontraditional Program Concentration

# Current Perkins V State Determined Performance Levels (SDPL)



Secondary Performance Indicators	SDPL (2020-21)	SDPL (2021-22)	SDPL (2022-23)	SDPL (2023-24)
1S1 Four-Year Graduation Rate	84.00%	84.00%	87.00%	87.00%
2S1 Academic Proficiency in Reading/Language Arts	37.62%	37.62%	40.50%	40.50%
2S2 Academic Proficiency in Mathematics	16.46%	16.46%	17.00%	17.00%
2S3 Academic Proficiency in Science	15.70%	15.70%	16.70%	16.70%
3S1 Postsecondary Placement	32.58%	32.58%	33.08%	33.08%
4S1 Non-Traditional Program Enrollment	30.28%	30.28%	30.53%	30.53%
5S2 Program Quality – Attained Postsecondary Credits	1.12%	1.12%	1.37%	1.37%

Postsecondary Performance Indicators	SDPL (2020-21)	SDPL (2021-22)	SDPL (2022-23)	SDPL (2023-24)
1P1 – Postsecondary Retention and Placement	43.10%	43.10%	46.00%	46.00%
2P1 – Earned Recognized Postsecondary Credential	17.58%	17.58%	22.00%	22.00%
3P1 – Nontraditional Program Enrollment	12.23%	12.23%	17.00%	17.00%



# Perkins V SDPL Actual Performance



Secondary Performance Indicators	Actual 2020-21	Actual 2021-22	Average
1S1 Four-Year Graduation Rate	92.10%	93.08%	92.59%
2S1 Academic Proficiency in Reading/Language Arts	50.77%	49.53%	50.15%
2S2 Academic Proficiency in Mathematics	24.73%	22.89%	23.81%
2S3 Academic Proficiency in Science	30.47%	21.59%	26.03%
3S1 Postsecondary Placement	45.12%	56.92%	51.02%
4S1 Non-Traditional Program Enrollment	33.04%	32.47%	32.75%
5S2 Program Quality – Attained Postsecondary Credits	1.70%	1.89%	1.80%

Postsecondary Performance Indicators	Actual 2020-21	Actual 2021-22	Average
1P1 – Postsecondary Retention and Placement	50.94%	73.03%	62.48%
2P1 – Earned Recognized Postsecondary Credential	44.71%	32.25%	38.98%
3P1 – Nontraditional Program Enrollment	24.94%	24.22%	24.58%

# Perkins V Projected SDPL



<b>Secondary Performance Indicators</b>	<b>SDPL (2024-25)</b>	<b>SDPL (2025-26)</b>	<b>SDPL (2026-27)</b>	<b>SDPL (2027-28)</b>
1S1 Four-Year Graduation Rate	92.59%	92.84%	93.09%	93.34%
2S1 Academic Proficiency in Reading/Language Arts	50.15%	53.15%	56.15%	59.15%
2S2 Academic Proficiency in Mathematics	23.81%	26.81%	29.81%	32.81%
2S3 Academic Proficiency in Science	26.03%	29.03%	32.03%	35.03%
3S1 Postsecondary Placement	51.02%	54.02%	57.02%	60.02%
4S1 Non-Traditional Program Enrollment	32.75%	35.75%	38.75%	41.75%
5S2 Program Quality – Attained Postsecondary Credits	1.80%	4.80%	7.80%	10.80%

<b>Postsecondary Performance Indicators</b>	<b>SDPL (2024-25)</b>	<b>SDPL (2025-26)</b>	<b>SDPL (2026-27)</b>	<b>SDPL (2027-28)</b>
1P1 – Postsecondary Retention and Placement	61.98%	64.98%	67.98%	70.98%
2P1 – Earned Recognized Postsecondary Credential	38.48%	41.73%	44.73%	47.73%
3P1 – Nontraditional Program Enrollment	24.58%	27.58%	30.58%	33.58%



Potential program quality additional indicators:

- Work-based learning (29 states)
- Industry recognized credentials (IRC)
- Career ready endorsements



## Secondary:

5S1: Program Quality – Attained Recognized Postsecondary Credential

5S3: Program Quality – Participated in Work-Based Learning

Industrial-Recognized Learning: (5S1)

2020-2021 1,568 students participated earned 1,825 IRCs

2021-2022 3,602 students participated earned 4,164 IRCs

Work-Based Learning: (5S3)

2019-2020 3,072 students participated

2020-2021 646 students participated (Due to COVID Closures)

2021-2022 3,788 students participated

# Perkins V Funding to Support the Goals



- Subrecipients use of local formula allocations
- Perkins Reserve Funding (competitive funding)
  - Support of staff and resources for rural consortia and/or Comprehensive Local Needs Assessment (CLNA)
  - Targeted competitive grant process
- Special Populations and Non-Traditional Student funding



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## **Contact Information**

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