



Carl D. Perkins V: Strengthening Career and Technical Education for the 21st Century Act

Consolidated Annual Report Summary Program Year 2020-21

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Introduction and Overview

The purpose of the Consolidated Annual Report Summary for Program Year 2020-21 is to provide useful information in a readable format about the outcome reporting requirements of the Carl D. Perkins V: Strengthening Career and Technical Education for the 21st Century Act (hereafter referred to as Perkins V). Passed in 2018, Perkins V went into effect on July 1, 2019, and Nevada's four-year state plan was approved on June 26, 2020.

Every state and territory that receives funding authorized by Perkins V must submit the Consolidated Annual Report (CAR) each year. The CAR submission is due by January 31st for any preceding program year, which encompasses the state fiscal year (July 1 – June 30). The CAR has three primary components: (1) Financial Status Report (FSR), (2) Narratives regarding grants awarded and program accomplishments, and (3) Accountability. This CAR report summary encompasses relevant financial reports, grants awarded, enrollment data, and accountability outcomes, as reported to the U.S. Department of Education.

CTE Participation: The participation data included in this report includes disaggregated enrollments of career and technical education (CTE) students in participating public high schools, charter schools, and colleges. Historically, overall participation counts consisted of point-in-time enrollments, or the numbers and make-up of student populations enrolled in CTE courses at a specific point in time for which the data was drawn. However, NDE and our postsecondary partners (in accordance with the requirements of Perkins V) are working to ensure that all students who take and complete a CTE course during the reporting year are counted as participants. Postsecondary partners were able to meet the provisions of Perkins V and provided participant data for all students; however, that is still a work in progress at the secondary level.

Accountability: Perkins V specifies specific areas of accountability for secondary and postsecondary education, commonly referred to as performance indicators. Perkins V focuses on the extent to which a State's CTE concentrators meet new, state-determined levels of performance. Perkins V empowered states to choose performance indicators and to set their own levels of performance for those indicators. The levels must require each state to make meaningful progress toward improving the performance of all students. Because of the process of establishing performance indicators and performance baselines, states were not required to submit performance indicator data for the 2018-19 and 2019-20 program years. States reported on their indicators for the 2020-21 program year. States' measurements for all performance indicators were established against baseline data, those baselines were included in the plan for public comment, and were approved by the U.S. Secretary of Education. These can be changed and reevaluated due to unexpected circumstances.

The performance indicators for secondary education measure:

- Academic proficiency;
- Graduation rates;
- Student placement;
- Participation in programs leading to nontraditional training and employment; and,
- Program Quality.

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The performance indicators for postsecondary education measure:

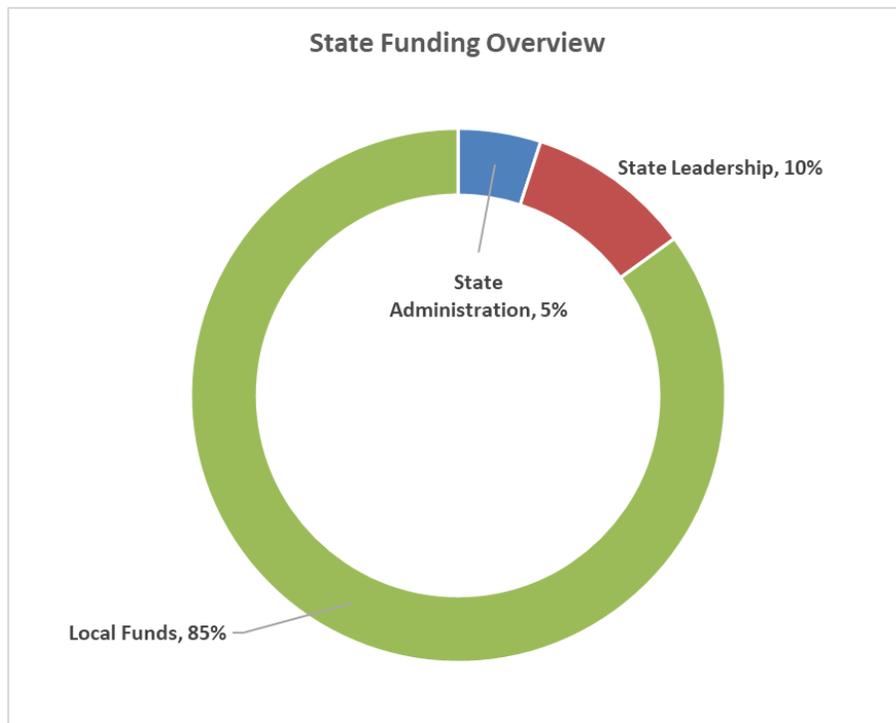
- Acquisition of credentials, certificates, or degrees;
- Postsecondary retention and placement; and,
- Participation in programs leading to nontraditional training and employment.

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Financial Status Reports

The FSR consists of two reports: the Interim FSR and the Final FSR. Since each federal award for each program year authorizes funding for 27 months, the Interim FSR verifies expenditures for the initial time period a particular award is in effect while the Final FSR verifies state expenditures for the final time period a particular award is in effect. Essentially, within the same program year, a state will report on the “final” expenditures for an award that expires on September 30 (at the conclusion of a 27 month time period) and will report the “initial” expenditures for an award that began on July 1 of the same program year.

The overarching purpose of the FSR is to validate that funds were expended within the allowable thresholds for state administration, state leadership, and local formula funds.



Local Funds (85 percent of total) are divided into two pots. 5% of the funds are in a Reserve and 95% are distributed via Allocation. Reserve funds are distributed via a Rural Reserve for districts receiving less than \$15,000 in Allocation funds and a competitive award process for postsecondary institutions. Allocation funds are split between secondary and postsecondary education in state-determined percentages. In Nevada, secondary education received 63 percent of the local formula funds and postsecondary education received 37 percent of the local formula funds.

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Narratives Regarding Grants Awarded, Program Outcomes, and Reduction of Disparities and Opportunity Gaps

The Consolidated Annual Report includes narratives describing the grants that have been awarded out of State Leadership and Reserve funds and their outcomes (reported annually by the institutions who received funding), accomplishments achieved using State Leadership funds, how states worked to achieve the goals outlined in their state plan, and discussions of how Nevada is attempting to remedy performance or achievement gaps that appear in state data.

For the 2020-21 year, Nevada reported on the following grants were awarded out of the Leadership and Reserve funds.

- The Nevada Youth Training Center (located in Elko County), Jacobsen High School (located in Douglas County), Spring Mountain Jr./Sr. High School (both located in Clark County), Summit View Youth Correction Center (Clark County), and CO Bastian High School (located in Lincoln County) split \$114,351.00 out of State Leadership Funds. These funds were split into four equal portions, and they were spent to ensure the improvement of CTE Programs at these juvenile justice facilities.
- NDE used funds set aside for the recruitment of non-traditional students and programs for special populations students to work with the National Alliance for Partnership in Equity (NAPE) for two projects that would reach educators from around Nevada. This included three micromessaging professional development workshops that were held in February and March 2021. These workshops were attended by teachers, counselors, and administrators from across Nevada. CRALEO staff also worked with NAPE to produce a Nevada-specific Strategies for [Special Population Success](#) resource guide to ensure that CTE Teachers and Administrators have access to a single resource guide for all special populations students.
- \$120,000 was set aside as a Rural Reserve fund for rural districts and the Nevada State Public Charter School Association (SPCSA) that receive less than \$15,000 in allocation funds. The Lander, Lincoln, Mineral, Pershing, and White Pine County School Districts were each awarded \$20,000.00, the Sports Leadership and Management Academy (SLAM) charter school was awarded \$8,000.00, and the Pinecrest Academy charter school was awarded \$4,000.00 out of that Rural Reserve fund. Districts/schools reported the following successes using those funds:
 - The Lander County School District used funds to complete their Comprehensive Local Needs Assessments, to assist their Agriculture program (both by providing supplies for greenhouse projects and upgrading and replacing tools and supplies in the mechanics program), and to provide Health Science students access to online instructional materials.
 - The Lincoln County School District spent Rural Reserve funds to update facilities and equipment at Pahrangat Valley High School.
 - The Mineral County School District primarily spent Rural Reserve funds on their Fire Science program of study.
 - Pershing County School District used Rural Reserve funds to update the Foods and Nutrition Lab to better meet industry standards to support student learning in the 21st century. In addition, the Agricultural Mechanics Technology program received an updated plasma cutter.

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- SLAM reported that funds were used to hire a dedicated CTE Coordinator/Counselor whose work was focused on improving the enrollment and academic gaps within special populations.
- Pinecrest had to adjust their plans for the funds but reported several accomplishments. Among other things, they highlighted the attainment of Industry Recognized Credentials in Cybersecurity and Aviation, and they noted the increase in work experience opportunities for Cybersecurity students.
- Great Basin College received \$72,723.00 to support the Manufacturing Machining Technology program, the Instrumentation Technology program, and the Welding Technologies program. The Instrumentation Technology program, located in Winnemucca, started to enroll students in Fall 2021. The Manufacturing Machining Technology program, located in Pahrump, includes a dual enrollment program with Pahrump Valley High School.
- Truckee Meadows Community College received \$169,370.70 to support their Health Science program (via the purchase of a Virtual Dissecting Table for human anatomy and physiology education) and the development of their Hybrid Paramedic Program. The Hybrid Paramedic Program focused on training first responders already working as entry-level firefighters and emergency medical technicians in paramedic fields through a blend of online learning with labs and instruction held at each student's local fire department locations to ensure access and availability of the program.
- Western Nevada College received \$123,898.00 to develop a Heating Ventilation Air Condition/Refrigeration program at their Fallon campus. With these funds, they were able to purchase and install the equipment and plan to enroll students in the Fall 2021 semester.

Narratives regarding how Nevada is working to fulfill the goals of the State Plan and how Nevada is working to reduce disparities or performance gaps in the performance data provided to the US Department of Education were also included in the full report. The following provides a summary of reported activities.

- CRALEO staff used the 2020-2021 year to embark on a massive project to CTE in Nevada. Starting in Summer 2020, staff collaborated with district CTE staff to begin the process of revising Nevada's CTE Course Catalog and course sequencing. While Nevada's programs have traditionally been composed of three-course sequences, CRALEO staff began revising standards and sequences to move all Programs to two-course sequences. This is intended to provide the following benefits:
 - It will allow students the option of completing additional programs of study;
 - It will provide additional opportunities to participate in work-based learning;
 - Sequences can include optional courses intended to support students interested in earning an Industry Recognized Credentials;
 - Sequences will allow for additional time to earn CTE dual credit after students complete their core sequence; and,
 - CTE Course offerings have been streamlined to ensure that programs are aligned to high-skill, high-wage, in-demand careers.

This effort is intended to improve the quality and alignment of CTE programs (Strategic Goal #1), ensure that all students have access to advanced programs and course options (Strategic Goal #2), increase the number of high-quality work-based learning opportunities available to secondary

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students (Strategic Goal #5), and expand opportunities for students enrolled in CTE programs to earn early college credit (Strategic Goal #7).

- As a part of the effort to improve the quality and alignment of CTE programs (Strategic Goal #1), staff conducted Quality Program Reviews at 18 schools across Nevada. Schools were notified in the summer of 2020, and while COVID prevented normal in-person reviews and meetings, CRALEO staff developed a variety of virtual events and visits to ensure that program quality could still be evaluated. During these virtual visits, staff conducted interviews with teachers and administrators, virtually toured schools, reviewed enrollment and accountability data to assess CTE Programs, and evaluated each program account to the eight Quality Program Standards designed to validate CTE programs and help schools establish and maintain highly effective programs of study. These reviews uncovered a variety of issues around proper course sequencing, teacher licensure, and other issues. CRALEO staff, teachers, and district administrators devoted months to this collaborative process to ensure that Nevada's CTE programs are of the highest quality.
- To ensure that programs have a pipeline of high-quality CTE teachers in aligned programs (Strategic Goal #4), the CRALEO office has partnered with the Governor's Office of Workforce Innovation and Tesla to offer Nevada's CTE teachers the ability to participate in a 3–5-day externship that is related to the programs of study they teach. This opportunity is fully funded by a donation to NDE by Tesla, and the externships focus on high-skill, high-wage, and/or in-demand occupations. In July 2020, CRALEO coordinated the third year of this externship opportunity. Teachers were placed with industry partners including Tesla, the Washoe County Sheriff's office, and Renown Regional Medical Center in Northern Nevada to learn more about current technology being used by employers around the state. CRALEO staff also worked to expand and improve the National Center for Construction Education and Research (NCEER) network in Nevada by training teachers and increasing the number of certified instructors.
- As a part of the effort to increase the number of high-quality work-based learning opportunities available to secondary students (Strategic Goal #5) CRALEO staff worked with the Nevada System of Higher Education's Director of the Nevada Alliance for Youth Apprenticeship to develop apprentice ready programs for construction and health science programs around the state. This work allowed NDE to help ensure that students enrolled in Nursing Assistant and other health science programs were able to complete despite COVID related restrictions on their programs.

In addition, institutions that receive Perkins funding are required to identify disparities or performance gaps and report on how they used Perkins funding to reduce those disparities or performance gaps. The following provides a summary of some of the areas where recipients reported gaps, accomplishments, and strategies. This is not intended to be a complete list; instead, it highlights grant recipients that provided detailed analysis of their data and identified specific activities or strategies.

- The Carson City School District provided a comprehensive review of their efforts to ensure that all students (including all Perkins V identified populations) were able to access and achieve in CTE classrooms. Their efforts included assigning paraprofessionals to CTE classrooms based on classes with the highest need to ensure that students received small group and individual supports to ensure that students would earn industry recognized credentials and ensure that students were

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retained in classrooms. While they did not meet all their goals, they planned to implement earlier interventions and academic supports to ensure student success.

- The Clark County School District noted that district-wide analysis noted a gap in providing CTE for students identified as having an IEP. They did note that COVID-19 resulted in an unusual year, but CCSD provided a variety of supports for schools in 2020-21 including (but not limited to):
 - Teachers from eleven schools participated in an Emotional Intelligence-Teacher Wellness workshop;
 - A CTE Career Guide (in both English and Spanish) was provided to all high schools and middle schools;
 - Support was provided to programs to support non-traditional students (including Girls in Tech/Girls in STEM); and,
 - Supports (including STEM/STEAM Kits, Careers books, Young Innovator's Guide, BricQ Motion Essential/Prime (LEGO), SEL Career Explorations platform, and Finding A Career web-based program) were provided to six middle schools.
- The Douglas County School District noted that the data they had collected suggested the need to integrate stronger academic skills in English Language Arts (ELA) and Mathematics into CTE programs. They provided a program-level strategy chart indicating how each program was integrating ELA and Mathematics elements into their curriculum.
- The Nye County School District highlighted the close collaboration between the CTE and GEAR UP program to ensure that middle school students were informed about the CTE Offerings and encouraged to enroll in programs. They also highlighted the success of the Community Health Science program that is now offered to rural communities including in Gabbs High School. Community Health Science students at Beatty High School will have the opportunity to do internships in the medical clinic in Amargosa. This partnership with the Nye Communities Coalition ensures that, if the students sign up for the workforce program, they will be paid to work at the clinic and receive an employment coach, stipends for achieving graduation and for receiving the CTE certificates. The Coalition will also provide additional items such as scrubs or special shoes for the students.
- The Lincoln County School District reported that their funds were primarily spent at Pahrangat Valley High School, and they highlighted the increasing enrollment of female students in Automotive Technology, Construction Technology, and Welding Technology courses.
- The Washoe County School District performed a detailed analysis of enrollment in their Signature Academy CTE programs, and noted several disparities (particularly related to Gender, SPED, and EL enrollment in those Signature programs). As a result of their findings, they conducted a series of stakeholder meetings (involving teachers, counselors, and administrators), and came up with a series of recommendations including, but not limited to, the following:
 - Make the application to the Signature Academy programs easier for parents to access and review;
 - Ensure that the marketing, recruitment, and planning for enrollment begins in 6th grade to ensure that there is consistent recruitment connection between high schools and middle schools;

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- Ensure that the program acceptance and program acceptance criteria are in alignment; and,
- Provide follow-up supports for students after enrollment.

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Career and Technical Education Participants and Concentrators¹

There are two major descriptors of a CTE student: a CTE participant and a CTE concentrator. Both CTE participants and concentrators at the secondary and postsecondary levels are used in different calculations for the CAR reporting requirements. At the secondary (high school) level, a CTE participant is a student who has earned one or more credits in any CTE course, whereas a CTE concentrator is a secondary student who has taken and passed the first two courses in a single Program of Study. At the postsecondary (college) level, a CTE participant is a postsecondary adult student who has earned one or more credits in any CTE program area. A postsecondary concentrator is an adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that results in an industry-recognized credential, a certificate, or a degree.

Total Participation: High school CTE participation rose 2 percent from 2019-20 to 2020-21. This growth was somewhat surprising as most district reported smaller classes; however, the massive growth in a few CTE programs of study (notably Military Science) resulted in a slight increase in participants. Reported CTE college participation increased compared to 2019-20; however, that is due to improved data from postsecondary partners. As noted on page 2, postsecondary institutions began to report an entire year of data for students who took and passed a CTE course (per the Federal definition of a CTE Participant). As a result, the data from 2020-21 should not be compared to previously collected data as they do represent a different methodology.

CTE High School Participation	2018-19	2019-20	2020-21
Total Participation	66,724	69,109	70,475
Males	54%	53%	52%
Females	46%	47%	48%

CTE College Participation	2018-19	2019-20 ²	2020-21 ³
Total Participation	20,962	24,233	28,452
Males	51%	51%	46%
Females	49%	48%	53%

Total Concentrators: While previous Consolidated Annual Reports requested CTE Concentrators be reported by Career Cluster, changes under Perkins V have resulted in Participants and Concentrators being disaggregated and reported in the same way. In 2020-21, the number of CTE Concentrators increased by 10% primarily due to the growth of CTE Programs of Study (notably Military Science and Teaching and

¹ Please note that all percentages are rounded either up or down to the nearest whole number.

² Some postsecondary institutions include students not identified by gender and M/F percentages do not equal 100%.

³ The percentages do not equal 100% due to the inclusion of students not identified by gender. Also, please note that these numbers should not be compared to previous years without caveats as this reflects a full year of CTE Participants vs. Fall semester enrollment in a CTE Course.

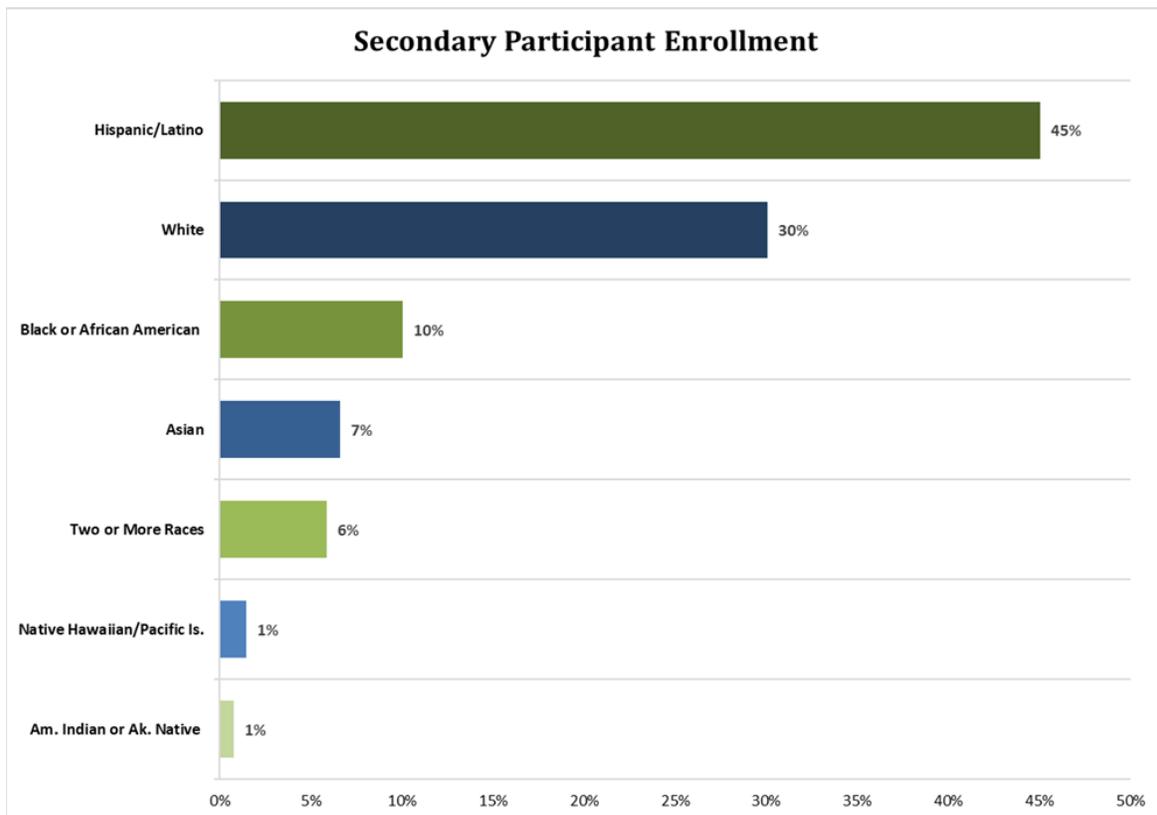
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Training). At the postsecondary level, the reported number of CTE Concentrators also increased; however, this increase seems to have been due to the reporting changes.

CTE High School Concentrators	2019-20	2020-21
Total Participation	32,053	35,285
Males	52%	52%
Females	48%	48%

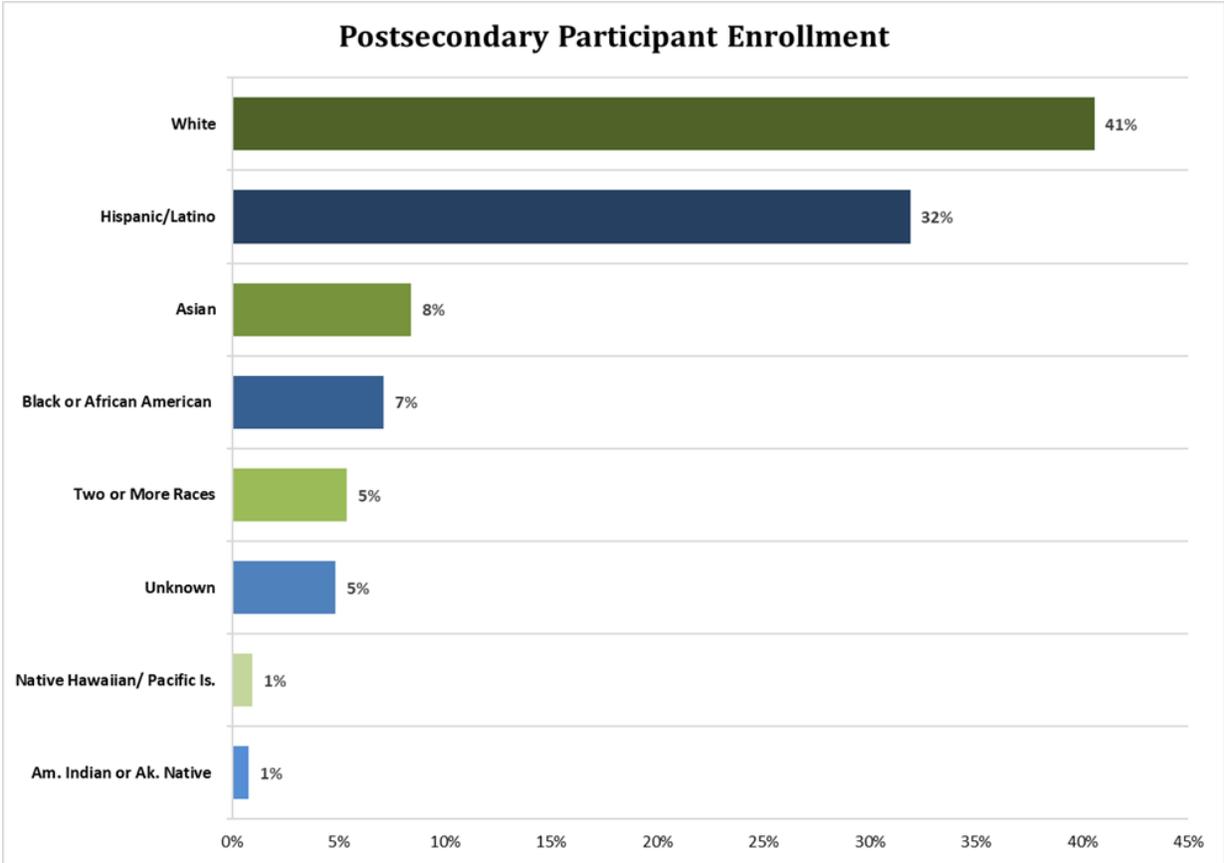
CTE College Concentrators	2019-20	2020-21 ⁴
Total Participation	8,704	9,045
Males	55%	52%
Females	45%	48%

Participation by Race/Ethnicity: Hispanic/Latino students make up the largest minority race/ethnicity group among high school and college CTE program participants. Students identifying as Hispanic/Latino make up 45% of students in high school CTE programs and 32% in college CTE programs. Hispanic/Latino students have exceeded the participation of all other sub-groups at the high school level, including white students for the past five years.



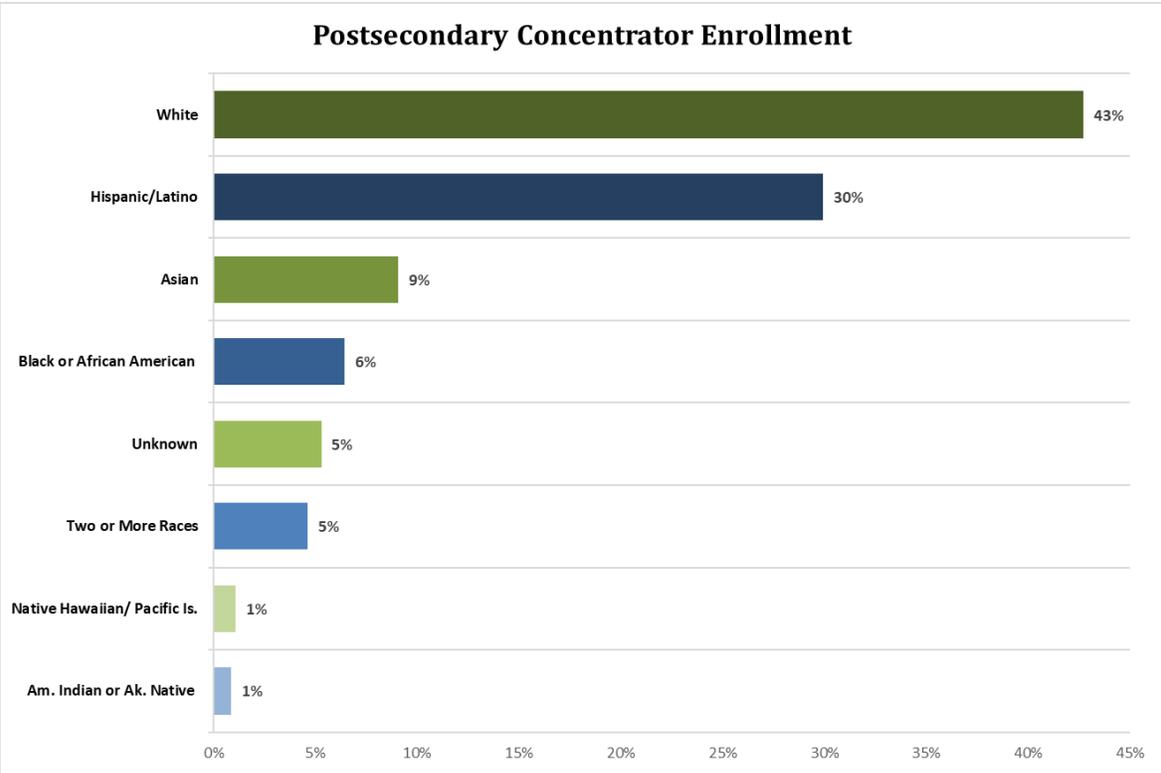
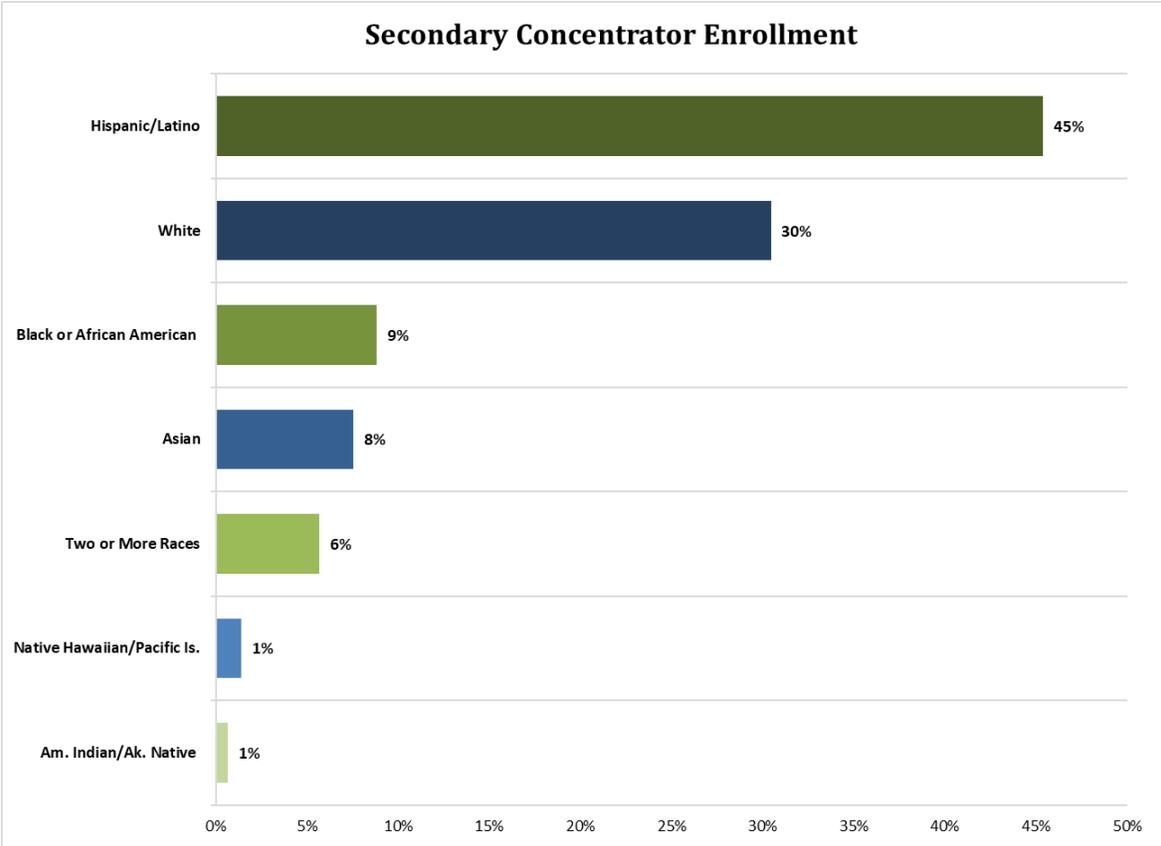
⁴ Note that these numbers should not be compared to 2019-20 without caveats as this reflects a full year of CTE Concentrators vs. Fall semester Concentrators.

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Concentrators by Race/Ethnicity: Changes under Perkins V have resulted in Concentrators being disaggregated and reported by Race/Ethnicity. Secondary Concentrator enrollment was stable; however, Nevada has seen the number concentrators identified as Hispanic/Latino, Two or More Races, and Black or African American increase slightly while the number of concentrators identified as White has decreased slightly. Postsecondary Concentrator enrollment appeared to be stable compared to 2019-2020 data with the enrollment of concentrators identified as Hispanic/Latino and Asian increasing slightly while concentrators identified as Black or African American declined slightly.

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Participation by Special Populations: Perkins V requires that Secondary and Postsecondary Data be disaggregated to identify students who fall into one or more Special Populations categories. Of the special populations sub-categories, CTE students who fall under the category of Economically Disadvantaged students represent the largest group of special populations students at the high school level, followed by Nontraditional Enrollees (males or females enrolled in nontraditional career pathways for their gender), English Learners, and Students with Disabilities. Like the high school level, Economically Disadvantaged students represent the largest group of special populations of CTE college students, followed by Nontraditional Students, Students with Disabilities, and English Learners. At both the secondary and postsecondary level, additional special populations data was provided in 2020-21 per the requirements of Perkins V.

High School CTE Special Populations	2018-19	2019-20	2020-21
Economically Disadvantaged	52%	61%	71%
Nontraditional Enrollees	16%	17%	24% ⁵
English Learners	11%	11%	10%
Disability Status (ESEA/IDEA)	8%	8%	8%
Homeless Individuals	n/a	2%	2%
Youth In/Aged out of Foster Care	n/a	<1%	<1%
Youth with Parent in Active Military	n/a	2%	2%

College CTE Special Populations	2018-19	2019-20	2020-21
Economically Disadvantaged	30%	29%	32%
Nontraditional Enrollees	12%	18%	24%
Individuals with Disabilities (ADA)	3%	2%	2%
English Learners	2%	2%	3%
Single Parents	n/a	n/a	1%
Out of Workforce	n/a	n/a	<1%
Homeless Individuals	n/a	n/a	<1%
Youth In/Aged out of Foster Care	n/a	n/a	<1%

Concentrators by Special Populations: While previous Consolidated Annual Reports requested CTE Concentrators by Career Cluster, changes under Perkins V have resulted in Participants and Concentrators being disaggregated and reported in the same way. Additional years will be added as they are reported.

High School Concentrator Special Populations	2019-20	2020-21
Economically Disadvantaged	57%	69%
Nontraditional Enrollees	16%	20% ⁶

⁵ This growth was due to a reclassification of programs to ensure that Nevada's Non-Traditional coding aligned with the crosswalk provided by OCTAE and was not due to changes in the demographics of our CTE programs. These changes were driven by the reclassification of Computer Science, Cybersecurity, Furniture and Cabinet Making, Military Science, Business Management, and other fields from neutral to non-traditional.

⁶ Please see note 5 (above).

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High School Concentrator Special Populations	2019-20	2020-21
English Learners	8%	9%
Disability Status (ESEA/IDEA)	6%	7%
Homeless Individuals	1%	1%
Youth In/Aged out of Foster Care	<1%	<1%
Youth with Parent in Active Military	2%	2%

College Concentrator Special Populations	2019-20	2020-21
Economically Disadvantaged	27%	34%
Nontraditional Enrollees	17%	19%
English Learners	3%	3%
Individuals with Disabilities (ADA)	2%	2%
Single Parents	n/a	1%
Out of Workforce	n/a	<1%
Homeless Individuals	n/a	<1%

Participants by Career Cluster: Both Secondary and Postsecondary CTE Programs are organized in sixteen distinct career clusters. Perkins V requires that Secondary and Postsecondary CTE Participants are disaggregated by cluster. This is a new requirement. Prior CARs only asked for CTE Concentrators by Career Cluster. Because students may be participants in multiple clusters, the totals in the following chart will exceed the total number of reported participants.

Career Cluster	Postsecondary Participants	Secondary Participants
Agriculture, Food, and Natural Resources	1452	2652
Architecture and Construction	2717	4519
Arts, AV, Tech., and Comm.	3454	19060
Business Management and Admin.	6855	1539
Education and Training	2801	4272
Finance	2544	839
Government and Public Admin.	81	5225
Health Science	5236	9181
Hospitality and Tourism	547	8603
Human Services	1361	3088
Information Technology	4513	9726
Law, Public Safety, Cor., and Sec.	2681	4739
Manufacturing	1851	3575
Marketing	1237	5273
STEM	517	2150
Transportation, Distribution, and Logistics	1194	4270

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Concentrators by Career Cluster: The following provides the enrollment of CTE Concentrators by Career Cluster. Because students may be concentrators in multiple clusters, the totals in the following chart will exceed the total number of reported concentrators.

Career Cluster	Postsecondary Concentrators	Secondary Concentrators
Agriculture, Food, and Natural Resources	103	1248
Architecture and Construction	1152	2069
Arts, AV, Tech., and Comm.	561	8260
Business Management and Admin.	1328	1060
Education and Training	696	1942
Finance	244	330
Government and Public Admin.	<i>n</i>	2330
Health Science	2095	5149
Hospitality and Tourism	192	4302
Human Services	37	1040
Information Technology	761	3492
Law, Public Safety, Cor., and Sec.	989	2195
Manufacturing	703	1480
Marketing	110	1753
STEM	80	1383
Transportation, Distribution, and Logistics	587	1890

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CTE Performance Indicators

The Perkins V accountability system evaluates the extent to which a state's CTE concentrators meet state-determined levels of performance across several secondary and postsecondary indicators of performance. Perkins V empowers states to set their own state-determined levels of performance for each of the four years covered by the initial state plan, based on specific criteria. The level of each core indicator performance must be the same for all concentrators in the state. The target level should also require the state to make meaningful progress toward improving the performance of all CTE students, including subgroups. These performance levels must be included in the state plan public comment process and approved by the U.S. Secretary of Education based on the criteria set forth in the law. States will continue to lead negotiations with local recipients related to local performance levels (where applicable), which must equal the state total when aggregated. States and districts must meet 90% of the target. If they do not, then they are required to file a performance plan with the state.

Secondary CTE Performance Indicators

Secondary performance indicators examine CTE concentrator performance on statewide reading/language arts, mathematics, and science assessments, pass rates for CTE end-of-program assessments, graduation rates, post-graduation placement (employment, college, military service, or a service program), attainment of postsecondary credit in high school, and participation in career paths in nontraditional fields (e.g., engineering for females, nursing for males etc.).

Secondary Performance Indicators	SDLP (2020-21)	SDLP (2021-22)	SDLP (2022-23)	SDLP (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 CTE Performance Indicators

Postsecondary performance indicators examine program completion leading to a credential, certificate, or degree, student retention rates, post-graduation placement (workforce, college, military service, or a service program) and participation in career paths in non-traditional fields (e.g., engineering for females, nursing for males etc.).

Postsecondary Performance Indicators	SDLP (2020-21)	SDLP (2021-22)	SDLP (2022-23)	SDLP (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%

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Secondary/Postsecondary Performance Indicator Detail

The following breakdown of the Secondary Performance Indicators provides a snapshot of the state's performance in the 2020-21 year. This data was collected and reported to the Office of Career, Technical, and Adult Education (OCTAE) in the State CAR in January 2022.

1S1: Four-Year Graduation Rate

Perkins V: The percentage of CTE concentrators who graduated high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965). CTE students have consistently exceeded the graduation rate target standard and have one of the highest rates of graduation of any of Nevada's student populations.

CTE Concentrators Earning a Secondary Diploma	CTE Concentrators who were included in the State's computation of its graduation rate	State Determined Performance Level	Actual Level of Performance	Level of Performance
13,892	15,084	84.00%	92.10%	Exceeded Target

District*	CTE Concentrators Earning a Secondary Diploma	CTE Concentrators who were included in the State's computation of its graduation rate	Actual Level of Performance	Level of Performance
Carson City	344	368	93.48%	Exceeded Target
Churchill	<i>n</i>	<i>n</i>	82.95%	Met Target
Clark	10,603	11,518	92.06%	Exceeded Target
Douglas	237	260	91.15%	Exceeded Target
Elko	338	377	89.66%	Exceeded Target
Humboldt	101	104	97.12%	Exceeded Target
Lander	24	31	77.42%	Met Target
Lincoln	28	28	100.00%	Exceeded Target
Lyon	277	291	95.19%	Exceeded Target
Mineral	14	15	93.33%	Exceeded Target
Nye	195	216	90.28%	Exceeded Target
Pershing	16	16	100.00%	Exceeded Target
Pinecrest	<i>n</i>	<i>n</i>	100.00%	Exceeded Target
SLAM	82	83	98.80%	Exceeded Target
Washoe	1452	1551	93.62%	Exceeded Target
White Pine	62	72	86.11%	Exceeded Target

*Eureka, Storey, and Esmeralda Counties do not participate in Perkins funding for CTE Programs. Currently SLAM and Pinecrest are the only SPCSA Charter Schools receiving Perkins Funding.

n = number less than 10/suppressed for FERPA protection due to other reporting in this document

2S1: Academic Proficiency in Reading/Language Arts

Perkins V: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act. NDE has established ACT cut scores for reporting ELA proficiency and will use those scores to report CTE concentrator ELA proficiency.

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CTE Concentrators achieving reading / language arts proficiency on challenging State academic standards adopted under ESSA	CTE Concentrators taking ESSA assessment in reading/language arts	State Determined Performance Level	Actual Level of Performance	Level of Performance
7,154	14,092	37.62%	50.77%	Exceeded Target

District*	CTE Concentrators achieving reading / language arts proficiency on challenging State academic standards adopted under ESSA	CTE Concentrators taking ESSA assessment in reading/language arts	Actual Level of Performance	Level of Performance
Carson City	180	315	57.14%	Exceeded Target
Churchill	63	118	53.39%	Exceeded Target
Clark	5,420	10,718	50.57%	Exceeded Target
Douglas	106	213	49.77%	Exceeded Target
Elko	148	377	39.26%	Exceeded Target
Humboldt	48	91	52.75%	Exceeded Target
Lander	<i>n</i>	<i>n</i>	42.42%	Exceeded Target
Lincoln	17	40	42.50%	Exceeded Target
Lyon	116	279	41.58%	Exceeded Target
Mineral	<i>n</i>	<i>n</i>	37.50%	Met Target
Nye	94	225	41.78%	Exceeded Target
Pershing	<i>n</i>	<i>n</i>	50.00%	Exceeded Target
Pinecrest	<i>n</i>	<i>n</i>	52.94%	Exceeded Target
SLAM	56	112	50.00%	Exceeded Target
Washoe	848	1474	57.53%	Exceeded Target
White Pine	26	62	41.94%	Exceeded Target

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2S2: Academic Proficiency in Mathematics

Perkins V: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act. NDE has established ACT cut scores for reporting Math proficiency and will use those scores to report CTE concentrator Math proficiency.

CTE Concentrators achieving mathematics proficiency on challenging State academic standards adopted under ESSA	CTE Concentrators taking ESSA assessment in mathematics	State Determined Performance Level	Actual Level of Performance	Level of Performance
3,503	14,166	16.46%	24.73%	Exceeded Target

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District*	CTE Concentrators achieving mathematics proficiency on challenging State academic standards adopted under ESSA	CTE Concentrators taking ESSA assessment in mathematics	Actual Level of Performance	Level of Performance
Carson City	86	315	27.30%	Exceeded Target
Churchill	14	118	11.86%	Did not Meet
Clark	2,574	10,768	23.90%	Exceeded Target
Douglas	64	215	29.77%	Exceeded Target
Elko	82	381	21.52%	Exceeded Target
Humboldt	21	91	23.08%	Exceeded Target
Lander	<i>n</i>	<i>n</i>	6.06%	Did not Meet
Lincoln	<i>n</i>	<i>n</i>	22.50%	Exceeded Target
Lyon	61	283	21.55%	Exceeded Target
Mineral	<i>n</i>	<i>n</i>	12.50%	Did not Meet
Nye	33	225	14.67%	Did not Meet
Pershing	<i>n</i>	<i>n</i>	25.00%	Exceeded Target
Pinecrest	<i>n</i>	<i>n</i>	35.29%	Exceeded Target
SLAM	17	113	15.04%	Met Target
Washoe	514	1485	34.61%	Exceeded Target
White Pine	16	62	25.81%	Exceeded Target

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2S3: Academic Proficiency in Science

Perkins V: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act. NDE has established cut scores for NVACSS Science proficiency and will use those scores to report CTE concentrator Science proficiency.

CTE Concentrators achieving science proficiency on challenging State academic standards adopted under ESSA	CTE Concentrators taking ESSA assessment in Science	State Determined Performance Level	Actual Level of Performance	Level of Performance
227	745	15.70%	30.47%	Exceeded Target

District*	CTE Concentrators achieving science proficiency on challenging State academic standards adopted under ESSA	CTE Concentrators taking ESSA assessment in Science	Actual Level of Performance	Level of Performance
Carson City	-	-	-	-
Churchill	<i>n</i>	<i>n</i>	14.81%	Met Target
Clark	42	85	49.41%	Exceeded Target
Douglas	<i>n</i>	<i>n</i>	33.33%	Exceeded Target

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District*	CTE Concentrators achieving science proficiency on challenging State academic standards adopted under ESSA	CTE Concentrators taking ESSA assessment in Science	Actual Level of Performance	Level of Performance
Elko	84	311	27.01%	Exceeded Target
Humboldt	30	71	42.25%	Exceeded Target
Lander	<i>n</i>	<i>n</i>	0.00%	Did not Meet
Lincoln	-	-	-	-
Lyon	16	40	40.00%	Exceeded Target
Mineral	-	-	-	-
Nye	33	145	22.76%	Exceeded Target
Pershing	<i>n</i>	<i>n</i>	50.00%	Exceeded Target
Pinecrest	-	-	-	-
SLAM	-	-	-	-
Washoe	<i>n</i>	<i>n</i>	27.27%	Exceeded Target
White Pine	<i>n</i>	<i>n</i>	43.75%	Exceeded Target

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- = no data for this indicator. Because Science exams are offered in 9th or 10th grade depending on the district, and most students become CTE Concentrators in 10th grade, some districts may not have any concentrators who took the exam in the reporting year.
n = number less than 10 and/or suppressed for FERPA protection

3S1: Postsecondary Placement

Perkins V: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed. This information will be acquired via a survey carried out by the districts as well as other potential matches to be done with NSHE. In 18-19 the only match that was done was with NSHE enrollment and thus this indicator only reflects postsecondary enrollment, not employment, military service, or any of the above categories.

CTE Concentrators in Postsecondary education in the second quarter after exiting from secondary education	CTE Concentrators exiting from secondary education	State Determined Performance Level	Actual Level of Performance	Level of Performance
6,108	13,536	32.58%	45.12%	Exceeded Target

District*	CTE Concentrators in Postsecondary education in the second quarter after exiting from secondary education	CTE Concentrators exiting from secondary education	Actual Level of Performance	Level of Performance
Carson City	206	342	60.23%	Exceeded Target
Churchill	42	120	35.00%	Exceeded Target
Clark	3,960	10,034	39.47%	Exceeded Target
Douglas	138	234	58.97%	Exceeded Target

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District*	CTE Concentrators in Postsecondary education in the second quarter after exiting from secondary education	CTE Concentrators exiting from secondary education	Actual Level of Performance	Level of Performance
Elko	252	400	63.00%	Exceeded Target
Humboldt	96	120	80.00%	Exceeded Target
Lander	<i>n</i>	<i>n</i>	66.67%	Exceeded Target
Lincoln	14	35	40.00%	Exceeded Target
Lyon	173	329	52.58%	Exceeded Target
Mineral	<i>n</i>	<i>n</i>	88.89%	Exceeded Target
Nye	102	178	57.30%	Exceeded Target
Pershing	13	13	100.00%	Exceeded Target
Pinecrest	<i>n</i>	<i>n</i>	85.71%	Exceeded Target
SLAM	38	56	67.86%	Exceeded Target
Washoe	936	1449	64.60%	Exceeded Target
White Pine	51	55	92.73%	Exceeded Target

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4S1: Non-traditional Program Enrollment

Perkins V: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

CTE Concentrators from underrepresented gender groups in CTE programs that lead to nontraditional fields	CTE Concentrators in a CTE program or program of study that leads to nontraditional fields during the reporting year	State Determined Performance Level	Actual Level of Performance	Level of Performance
7,082	21,436	30.28%	33.04%	Exceeded Target

District*	CTE Concentrators from underrepresented gender groups in CTE programs that lead to nontraditional fields	CTE Concentrators in a CTE program or program of study that leads to nontraditional fields during the reporting year	Actual Level of Performance	Level of Performance
Carson City	97	340	28.53%	Met Target
Churchill	70	164	42.68%	Exceeded Target
Clark	5,582	16,275	34.30%	Exceeded Target
Douglas	60	269	22.30%	Did not Meet
Elko	218	704	30.97%	Exceeded Target
Humboldt	23	157	14.65%	Did not Meet
Lander	<i>n</i>	<i>n</i>	16.13%	Did not Meet
Lincoln	13	62	20.97%	Did not Meet
Lyon	73	337	21.66%	Did not Meet
Mineral	<i>n</i>	<i>n</i>	0.00%	Did not Meet
Nye	126	402	31.34%	Exceeded Target

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District*	CTE Concentrators from underrepresented gender groups in CTE programs that lead to nontraditional fields	CTE Concentrators in a CTE program or program of study that leads to nontraditional fields during the reporting year	Actual Level of Performance	Level of Performance
Pershing	<i>n</i>	<i>n</i>	13.64%	Did not Meet
Pinecrest	22	85	25.88%	Did not Meet
SLAM	24	72	33.33%	Exceeded Target
Washoe	727	2420	30.04%	Met Target
White Pine	39	94	41.49%	Exceeded Target

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5S2: Program Quality – Program Quality – Attained Postsecondary Credits

Perkins V: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement. Due to the nature of our currently available dual credit data, this is being calculated as CTE concentrators who earned dual credit in a CTE program of study. Because currently this applies to a very small number of students, the disaggregated data has had to be massively suppressed compared to other indicators.

CTE Concentrators who graduated having earned dual credit in a CTE area as a part of a Program of Study	CTE Concentrators who were included in the State’s computation of its graduation rate	State Determined Performance Level	Actual Level of Performance	Level of Performance
257	15084	1.12%	1.17%	Exceeded Target

District*	Level of Performance
Carson City	Exceeded Target
Churchill	Did not Meet
Clark	Exceeded Target
Douglas	Did not Meet
Elko	Did not Meet
Humboldt	Did not Meet
Lander	Did not Meet
Lincoln	Did not Meet
Lyon	Did not Meet
Mineral	Did not Meet
Nye	Did not Meet
Pershing	Did not Meet
Pinecrest	Exceeded Target
SLAM	Did not Meet
Washoe	Exceeded Target
White Pine	Did not Meet

*Eureka, Storey, and Esmeralda Counties do not participate in Perkins funding for CTE Programs. Currently SLAM and Pinecrest are the only SPCSA Charter Schools receiving Perkins Funding.

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Postsecondary Performance Indicators

The following breakdown of the Postsecondary Performance Indicators provides a snapshot of the state's performance as we work to refine data collection to meet the needs of the Perkins V legislation. This data was collected in order to check Nevada's baselines and aid postsecondary institutions in the process of writing their Comprehensive Local Needs assessments but was not reported to the Office of Career, Technical, and Adult Education (OCTAE) in the State CAR. We will not report on Postsecondary Performance Indicators until December 2021.

1P1: Postsecondary Retention and Placement

Perkins V: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

CTE concentrators who, during the 2nd quarter after program completion, remain enrolled, are in advanced training, military service, or a service program, are volunteers, or are placed or retained in employment	Number of CTE concentrators who completed their program in the reporting year	State Determined Performance Level	Actual Level of Performance	Level of Performance
2604	5112	43.10%	50.94%	Exceeded Target

Institution	CTE concentrators who, during the 2nd quarter after program completion, remain enrolled, are in advanced training, military service, or a service program, are volunteers, or are placed or retained in employment	Number of CTE concentrators who completed their program in the reporting year	Actual Level of Performance	Level of Performance
CSN	985	3122	31.55%	Did not Meet
GBC	301	352	85.51%	Exceeded Target
TMCC	757	1029	55.73%	Exceeded Target
WNC	561	609	92.12%	Exceeded Target

2P1: Earned Recognized Postsecondary Credential

Perkins V: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

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Number of CTE concentrators who received a recognized postsecondary credential during participation in or within one year of program completion	Number of CTE concentrators who left postsecondary education in the prior reporting year	State Determined Performance Level	Actual Level of Performance	Level of Performance
4341	9709	17.58%	44.71%	Exceeded Target

Institution	Number of CTE concentrators who received a recognized postsecondary credential during participation in or within one year of program completion	Number of CTE concentrators who left postsecondary education in the prior reporting year	Actual Level of Performance	Level of Performance
CSN	3174	7,855	40.41%	Exceeded Target
GBC	233	318	73.27%	Exceeded Target
TMCC	671	1,204	55.73%	Exceeded Target
WNC	263	332	79.22%	Exceeded Target

3P1: Non-traditional Program Enrollment

Perkins V: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Number of CTE concentrators from underrepresented gender groups, in career and technical education programs that lead to nontraditional fields	Number of CTE concentrators in a CTE program or program of study that leads to nontraditional fields during the reporting year.	State Determined Performance Level	Actual Level of Performance	Level of Performance
1844	7393	12.23%	24.94%	Exceeded Target

Institution	Number of CTE concentrators from underrepresented gender groups, in career and technical education programs that lead to nontraditional fields	Number of CTE concentrators in a CTE program or program of study that leads to nontraditional fields during the reporting year.	Actual Level of Performance	Level of Performance
CSN	1355	4597	29.48%	Exceeded Target
GBC	95	625	15.20%	Exceeded Target
TMCC	320	1785	17.93%	Exceeded Target
WNC	74	386	19.17%	Exceeded Target