



Carl D. Perkins Career and Technical Education Act of 2006

Consolidated Annual Report Summary Program Year 2017-18

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Perkins Act Consolidated Annual Report Summary 2017-18

Introduction and Overview

The purpose of the Consolidated Annual Report Summary for Program Year 2017-18 is to provide useful information in a readable format about the outcome reporting requirements of the Carl D. Perkins Career and Technical Education Act.

Every state and territory that receives funding authorized by the Carl D. Perkins Career and Technical Education Act of 2006, herein referred to as the Act, must submit the Consolidated Annual Report (CAR) each year. The CAR submission is due by December 31 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, (2) Narrative, and (3) Accountability. This CAR report summary encompasses relevant enrollment data, financial reports, 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. Overall participation counts consist 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. As the information on the following pages shows, over 85,000 secondary and postsecondary students were enrolled in CTE coursework in the 2017-18 program year.

Accountability

The Act specifies specific areas of accountability for secondary and postsecondary education, commonly referred to as performance indicators. States' measurements for all performance indicators are first established against baseline data and, second, are negotiated on a state-by-state basis with U.S. Department of Education every two years to establish state-adjusted levels of performance for each indicator with the goal of increasing the performance rates for each indicator. The state-adjusted levels of performance are referred to as Target Levels in this report. States must meet the levels of performance (within 90 percent) for each indicator. State improvement plans must be implemented for any performance indicator measurement not met in any program year.

The performance indicators for secondary education measure:

- Academic attainment
- Technical skill attainment
- School completion rates
- Graduation rates
- Student placement
- Participation in programs leading to nontraditional training and employment
- Completion of programs leading to nontraditional training and employment

The performance indicators for postsecondary education measure:

- Technical skill attainment
- Acquisition of credentials, certificates, or degrees
- Student retention or transfer
- Student placement
- Participation in programs leading to nontraditional training and employment
- Completion of programs leading to nontraditional training and employment

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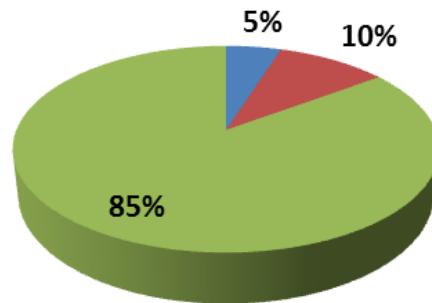
Financial Status Reports

The Financial Status Report (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.

Within State Fund Allocations

■ State Administration ■ State Leadership ■ Local Funds



The Act permits states to “split” the local formula funds (85 percent of total) between secondary and postsecondary education at percentages each state believes best to serve its students. In Nevada, secondary education receives 68 percent of the local formula funds and postsecondary education receives 32 percent of the local formula funds. The Act further allows states to establish a “reserve” fund that may comprise up to 10 percent of the local formula funds. The monies in the reserve fund must be allocated to eligible local entities, albeit outside of the required formulas such as through a competitive grant process or other means to further the goals of the Act.

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Career and Technical Education Participation

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 earned two or more credits in a single CTE program area. 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

CTE offers programs both at the secondary (high school) and postsecondary (college) levels. High school CTE participation rose 3.8 percent from FY17 to FY18 and has remained relatively stable for CTE college participation from FY17 to FY18.

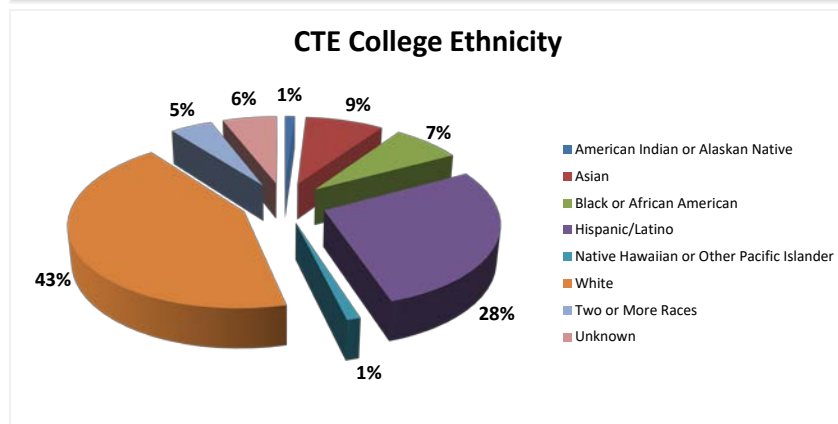
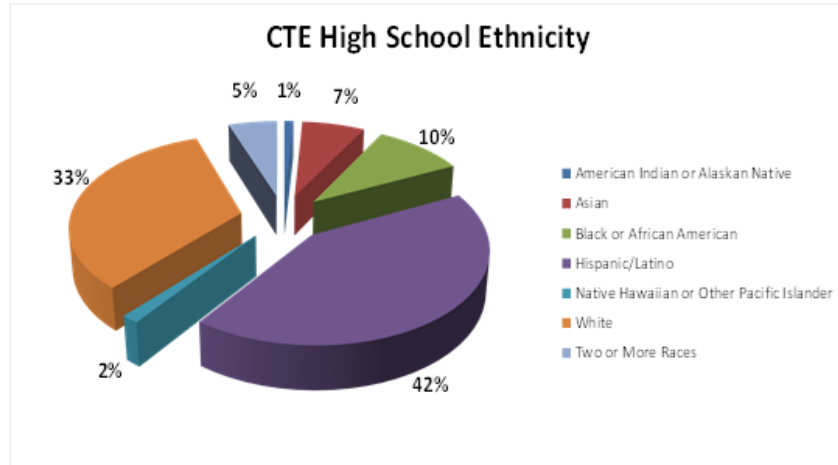
CTE High School Participation	2015-16	2016-17	2017-18
Total Participation	63,294	61,448	63,787
Males	55%	55%	54%
Females	45%	45%	46%

CTE College Participation	2015-16	2016-17	2017-18
Total Participation	22,127	21,547	21,674
Males	48%	48%	49%
Females	52%	52%	51%

Participation by Race/Ethnicity

Hispanics/Latinos make up the largest minority race/ethnicity group among high school and college CTE program participants. Students identifying as Hispanic/Latino make up 42 percent of students in high school CTE programs and 28 percent 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 four years.

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Participation by Special Populations

Of the special populations sub-categories, CTE students who fall under the category of economically disadvantaged 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), limited English proficient, and students with disabilities. Similar to the high school level, economically disadvantaged represent the largest group of special populations of CTE college students, followed by nontraditional students, individuals with disabilities, students with limited English proficiency, and displaced homemakers.

High School CTE Special Populations	# Participants
Economically Disadvantaged	30,845
Nontraditional Enrollees	12,303
Limited English Proficient	6,728
Disability Status (ESEA/IDEA)	5,296

College CTE Special Populations	# Participants
Economically Disadvantaged	6,512
Nontraditional Enrollees	2,719
Individuals With Disabilities (ADA)	546
Limited English Proficient	366

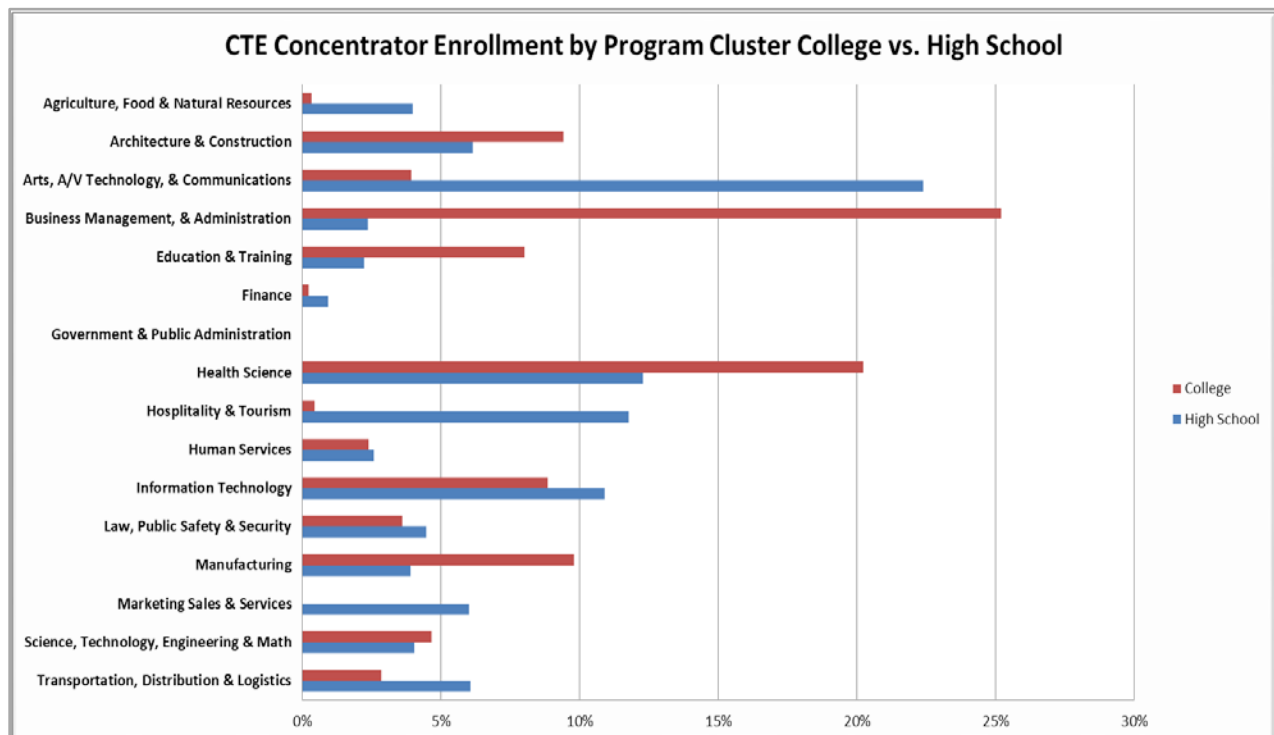
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Program Clusters (CTE Concentrators)

Both high school and college CTE career pathways are organized in 16 distinct career clusters. At the high school level, the largest concentrator enrollment occurs in Arts, A/V Technology & Communications (22.4 percent) followed by Health Science (12.3 percent), and Hospitality and Tourism (11.8 percent). At the college level the largest concentrator enrollment occurs in Business Management & Administration (25.2 percent), followed by Health Science (20.2 percent), and Manufacturing (9.8 percent). A comparison of secondary and postsecondary enrollments by career cluster is shown below.

Career Clusters 2017-18	High School	Percent Enrolled	College	percent Enrolled
Agriculture, Food & Natural Resources	1,159	4.0%	25	0.3%
Architecture & Construction	1,797	6.2%	712	9.4%
Arts, A/V Technology & Communications	6,533	22.4%	297	3.9%
Business Management & Administration	686	2.4%	1,904	25.2%
Education & Training	654	2.2%	605	8.0%
Finance	273	0.9%	18	0.2%
Government & Public Administration*	0	0	0	0.0%
Health Science	3,580	12.3%	1,527	20.2%
Hospitality & Tourism	3,431	11.8%	33	0.4%
Human Services	750	2.6%	181	2.4%
Information Technology	3,178	10.9%	669	8.9%
Law, Public Safety & Security	1,307	4.5%	273	3.6%
Manufacturing	1,140	3.9%	739	9.8%
Marketing Sales & Services	1,753	6.0%	0	0.0%
Science, Technology, Engineering & Math	1,175	4.0%	352	4.7%
Transportation, Distribution & Logistics	1,769	6.1%	215	2.8%

* Government & Public Administration is only offered at the postsecondary (college) level



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CTE Performance Indicators

The Act requires each CTE program to use certain quantitative measures to monitor the quality of CTE programs at the secondary and postsecondary levels. These measures are called Performance Indicators and consider academic and technical performance, graduation rates, post-graduation employment placement, and nontraditional program participation and completion. CTE participants and concentrators at the secondary and postsecondary levels are used in different calculations of the performance indicators for the CAR reporting requirements. Target levels are set for both secondary and postsecondary performance that must be met on an annual basis for the reporting year; secondary and postsecondary institutions are required to meet or exceed agreed upon target levels on an annual basis. Failure to meet at least 90 percent of any target level requires the implementation of improvement plans to identify performance gaps between disaggregated populations as well as the development of state and local improvement plans to address and apply strategies to increase overall performance to meet target levels.

Secondary CTE Performance Indicators

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

Secondary Performance Indicators	Target Level
1S1 Academic Attainment Reading/Language Arts	85.00%
1S2 Academic Attainment Mathematics	85.00%
2S1 Technical Skill Attainment	53.50%
3S1 School Completion (Secondary Diploma/HSE)	94.00%
4S1 Student Graduation Rates	79.00%
5S1 Secondary Placement (Employment/Military)	95.50%
6S1 Nontraditional Participation	36.50%
6S2 Completion of Nontraditional Programs	27.00%

Postsecondary CTE Performance Indicators

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

Postsecondary Performance Indicators	Target Level
1P1 - Technical Skill Attainment	86.00%
2P1 - Degree or Credential	65.00%
3P1 - Student Retention or Transfer	57.00%
4P1 - Student Placement (Employment/Military)	94.00%
5P1 - Participation in Nontraditional Programs	30.62%
5P2 - Completion of Nontraditional Programs	22.00%

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CTE High School Performance Data

1S1: Secondary Attainment of Academic Skills - Reading/Language Arts

[No Data Reported for 2017-18]*

1S2: Secondary Attainment of Academic Skills - Mathematics

[No Data Reported for 2017-18]*

The 1S1 and 1S2 performance indicators previously measured the number of CTE 11th grade concentrators who met the proficient or advanced level on the statewide High School Proficiency Exams (HSPE) for reading language arts and mathematics. The NDE received approval for a long-term renewal of the State's ESEA Flexibility Waiver through the 2017-2018 school year. The waiver permits flexibility with required student assessment reporting while the state transfers into a new Math/ELA evaluation system. The Office of Career, Technical, and Adult Education (OCTAE) U.S. Department of Education has permitted Nevada flexibility in aligning the 1S1 and 1S2 secondary attainment of academic skills for reading/language arts and mathematics while this transition occurs. This process will require new definitions of the core indicator numerator and denominator and negotiated target levels.

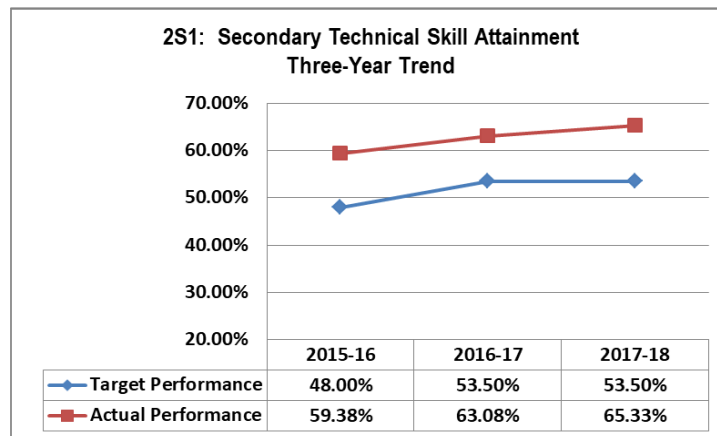
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2S1: Secondary Technical Skill Attainment

The 2S1 performance indicator measures the number of CTE concentrators who have completed a CTE program and have passed the state approved end-of-program technical assessment. For the past three years, CTE students have consistently exceeded the target standard for end-of-program assessments, with an increasing trend of steady improvement over the three-year period.

Results for State Level CTE High School Technical Skill Attainment 2017-18

Number of Concentrators Passing End of Program Assessment	Number of Concentrators Tested	State Target Level of Performance	Actual Level of Performance	Met Target Level
5,630	8,618	53.50%	65.33%	Exceeds Target



Results for District Level CTE High School Technical Skill Attainment 2017-18

District ^{*1}	Numerator	Denominator	Actual Performance	State Target (53.50%)
Churchill	81	110	73.64%	E
Clark	4183	6584	63.53%	E
Douglas	86	133	64.66%	E
Elko	183	291	62.89%	E
Eureka	<i>n</i>	<i>n</i>	45.00%	D
Humboldt	50	79	63.29%	E
Lander	13	21	61.90%	E
Lincoln	11	14	78.57%	E
Lyon	68	126	53.97%	E
Mineral	--	--	--	--
Nye	80	104	76.92%	E
Carson	159	220	72.27%	E
Pershing	<i>n</i>	<i>n</i>	64.29%	E
Washoe	687	879	78.16%	E
White Pine	11	23	47.83%	D

*1 Esmeralda & Storey Districts do not participate in Perkins funding for CTE programs

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

n= numbers less than 10 suppressed per FERPA reporting requirements

-- no data reported from Edfacts

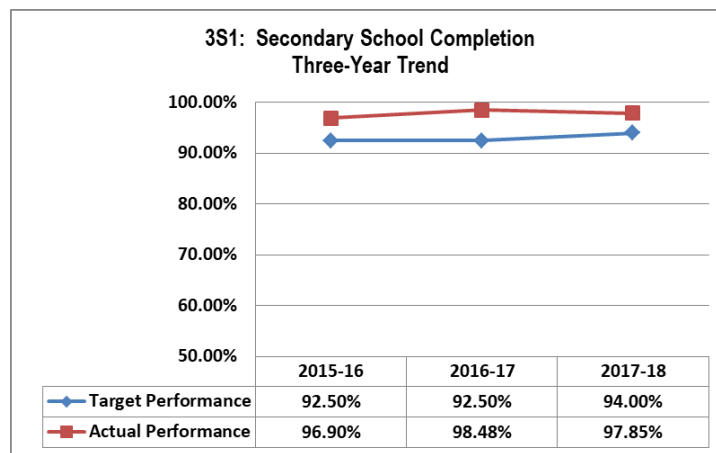
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3S1: Secondary School Completion (CTE endorsement)

The 3S1 performance indicator measures the number of 12th grade CTE students who have earned an advanced, standard, or adult diploma or Certificate of High School Equivalency (HSE) with a CTE endorsement during the reporting year. For the past three years CTE students have consistently exceeded the target standard for school completion.

Results for State Level CTE High School Completion 2017-18

Number of Concentrators Earning a Diploma or HSE with CTE Endorsement	Number of 12 th Grade Concentrators Completing a CTE Program	State Target Level of Performance	Actual Level of Performance	Met Target Level
3,957	4,044	94.00%	97.85%	Exceeds Target



Results for District Level CTE High School Completion 2017-18

District**1	Numerator	Denominator	Actual Performance	State Target (94.00%)
Churchill	47	51	92.16%	D
Clark	3007	3066	98.08%	E
Douglas	67	69	97.10%	E
Elko	146	154	94.81%	E
Eureka	<i>n</i>	<i>n</i>	100.00%	E
Humboldt	30	30	100.00%	E
Lander	10	10	100.00%	E
Lincoln	11	12	91.67%	D
Lyon	54	56	96.43%	E
Mineral	--	--	--	--
Nye	45	48	93.75%	D
Carson	97	100	97.00%	E
Pershing	<i>n</i>	<i>n</i>	100.00%	E
Washoe	414	419	98.81%	E
White Pine	20	20	100.00%	E

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4S1: Secondary Student Graduation Rates

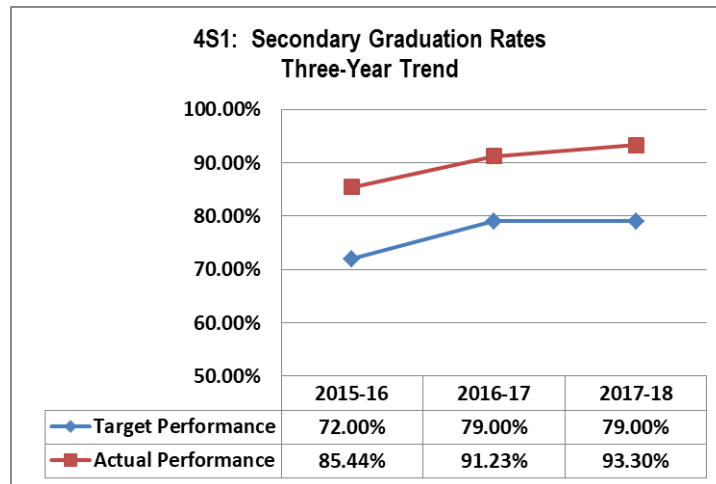
The 4S1 performance indicator measures the number of concentrators completing a CTE program of study who have earned an advanced, standard, or adult diploma or Certificate of High School Equivalency (HSE) during the reporting year. For the past three years CTE students have consistently exceeded the graduation rate target standard.

Results for State Level CTE High School Graduation Rate 2017-18

Number of CTE Concentrators Completing a CTE Program who Earned a Secondary Diploma/HSE	Number of 12 th Grade CTE Concentrators Completing a CTE Program	State Target Level of Performance	Actual Level of Performance	Met Target Level
11,955	12,814	79.00%	93.30%	Exceeds Target

¹ State computation of graduation rate as described in Section 1111(b)(C)(vi) of the ESEA

² State computation of graduation rate as defined in the State Consolidated Accountability Plan



Results for District Level CTE High School Graduation Rate 2017-18

District* ¹	Numerator	Denominator	Actual Performance	State Target (79.00%)
Churchill	107	121	88.43%	E
Clark	9006	9613	93.69%	E
Douglas	122	129	94.57%	E
Elko	392	405	96.79%	E
Eureka	<i>n</i>	<i>n</i>	100.00%	E
Humboldt	132	136	97.06%	E
Lander	28	29	96.55%	E
Lincoln	39	59	66.10%	D
Lyon	318	348	91.38%	E
Mineral	<i>n</i>	<i>n</i>	100.00%	E
Nye	260	314	82.80%	E
Carson	300	312	96.15%	E
Pershing	18	18	100.00%	E
Washoe	1061	1120	94.73%	E
White Pine	53	58	91.38%	E

*¹ Esmeralda & Storey Districts do not participate in Perkins funding for CTE programs

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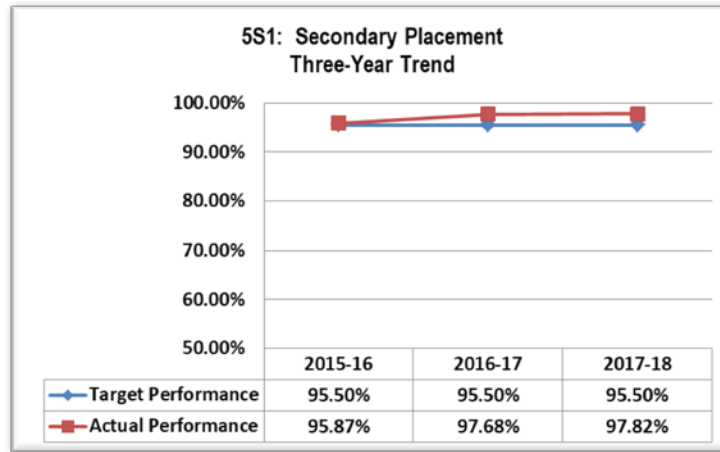
5S1: Secondary Placement

The 5S1 performance indicator measures the number of CTE graduates that were placed in post-secondary education, military service, or employment six months after graduation. Placement is measured by the number of students who respond to employment surveys sent out by local education agencies. Based on survey responses, secondary employment for CTE students remains high six months after graduation.

Results for State Level CTE Secondary Placement 2017-18

Number of CTE Program Completers in College, Military or Employment	Number of CTE Placement Survey Respondents	State Target Level of Performance	Actual Level of Performance	Met Target Level
2,153	2,201	95.50%	97.82%	Exceeds Target

*Employment (538), Military Service (103), Attending College (2001). Totals can be inclusive of more than one category.



Results for District Level CTE Secondary Placement 2017-18

District**1	Numerator	Denominator	Actual Performance	State Target (79.00%)
Churchill	31	32	96.88%	E
Clark	1477	1509	97.88%	E
Douglas	54	54	100.00%	E
Elko	100	103	97.09%	E
Eureka	n	n	100.00%	E
Humboldt	22	22	100.00%	E
Lander	14	14	100.00%	E
Lincoln	n	n	83.33%	D
Lyon	38	38	100.00%	E
Mineral	n	n	100.00%	E
Nye	33	35	94.29%	D
Carson	72	72	100.00%	E
Pershing	24	24	100.00%	E
Washoe	270	279	96.77%	E
White Pine	--	--	--	--

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-- no data reported from Edfacts (Lincoln and Mineral did not report placement data for 2017-18)

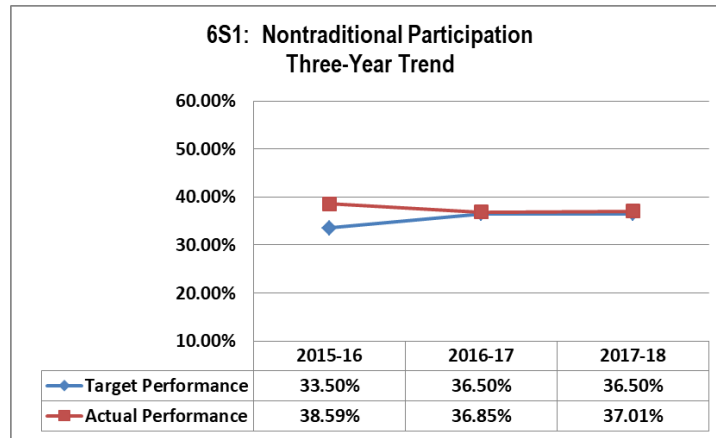
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6S1: Secondary Nontraditional Participation

The 6S1 performance indicator measures the number of CTE nontraditional participants (by gender) who enrolled in CTE courses leading to employment in nontraditional fields. For the past three years CTE secondary students have exceeded the nontraditional participation rate target standard.

Results for State Level CTE High School Nontraditional Participation 2017-18

Number of Participants from Underrepresented Genders Enrolled in Nontraditional Programs	Number of Participants Enrolled in Programs Leading to Employment in Nontraditional Fields	State Target Level of Performance	Actual Level of Performance	Met Target Level
13,134	35,484	36.50%	37.01%	Exceeds Target



Results for District Level CTE High School Nontraditional Participation 2017-18

District* ¹	Numerator	Denominator	Actual Performance	State Target (36.50%)
Churchill	220	541	40.67%	E
Clark	9970	25913	38.47%	E
Douglas	209	614	34.04%	D
Elko	470	1214	38.71%	E
Eureka	16	38	42.11%	E
Humboldt	114	435	26.21%	D
Lander	26	65	40.00%	E
Lincoln	122	322	37.89%	E
Lyon	229	678	33.78%	D
Mineral	21	47	44.68%	E
Nye	182	592	30.74%	D
Carson	201	745	26.98%	D
Pershing	28	99	28.28%	D
Washoe	1210	3917	30.89%	D
White Pine	116	264	43.94%	E

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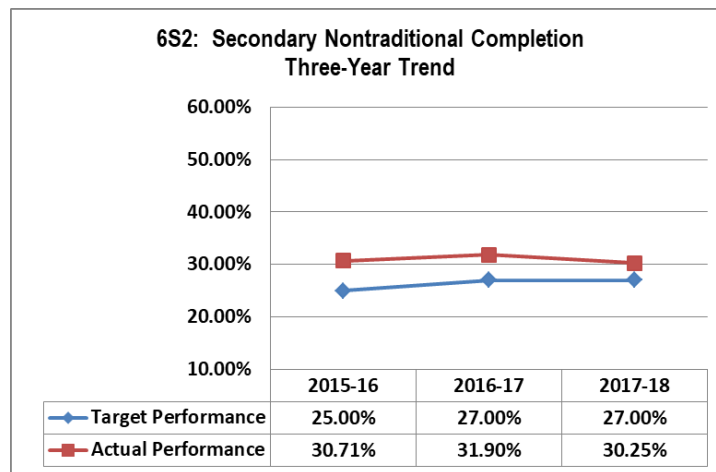
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6S2: Secondary Nontraditional Completion

The 6S2 performance indicator measures the number of CTE nontraditional concentrators (by gender) who completed a CTE program leading to employment in nontraditional fields. For the past three years CTE secondary students have exceeded the nontraditional completion rate target standard.

Results for State Level CTE High School Nontraditional Completion 2017-18

Number of Concentrators from Underrepresented Genders Completing Nontraditional Programs	Number of Concentrators who Completed Programs Leading to Employment in Nontraditional Fields	State Target Level of Performance	Actual Level of Performance	Met Target Level
1,381	4,565	27.00%	30.25%	Exceeds Target



Results for District Level CTE Nontraditional Completion 2017-18

District* ¹	Numerator	Denominator	Actual Performance	State Target (27.00%)
Churchill	31	101	30.69%	E
Clark	1001	3315	30.20%	E
Douglas	25	87	28.74%	E
Elko	96	218	44.04%	E
Eureka	14	17	82.35%	E
Humboldt	23	71	32.39%	E
Lander	11	21	52.38%	E
Lincoln	<i>n</i>	<i>n</i>	18.75%	D
Lyon	20	71	28.17%	E
Mineral	--	--	--	--
Nye	20	77	25.97%	D
Carson	32	139	23.02%	D
Pershing	<i>n</i>	<i>n</i>	37.50%	E
Washoe	87	382	22.77%	D
White Pine	12	34	35.29%	E

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-- no data reported from Edfacts

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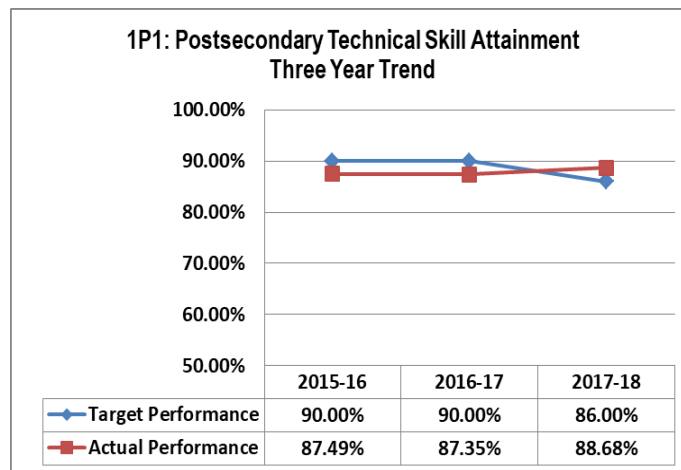
CTE College Performance Data

1P1: Postsecondary Technical Skill Attainment

The 1P1 performance indicator measures the number of CTE concentrators with a GPA of 2.0 or higher in their college CTE courses. The 1P1 target was renegotiated to 86.0 percent to better reflect college performance over the past several years, which held steady at 90 percent of the target level without meeting or exceeding the target.

Results for State Level CTE College Technical Skill Attainment 2017-18

Number of CTE Concentrators with GPA \geq 2.0 in CTE courses	Number of CTE Concentrators	State Target Level of Performance	Actual Level of Performance	Met Target Level
9,084	10,243	86.00%	88.68%	Exceeds Target



Note: Negotiated target performance was renegotiated to 86.6 to better reflect trend performance

Results for College Level CTE Technical Skill Attainment 2017-18

College	Numerator	Denominator	Actual Performance	State Target (86.00%)
College of Southern Nevada	4,581	5,390	84.99%	D
Great Basin College	1,086	1,180	92.03%	E
Truckee Meadows Community College	2,507	2,670	93.90%	E
Western Nevada College	910	1,003	90.73%	E

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

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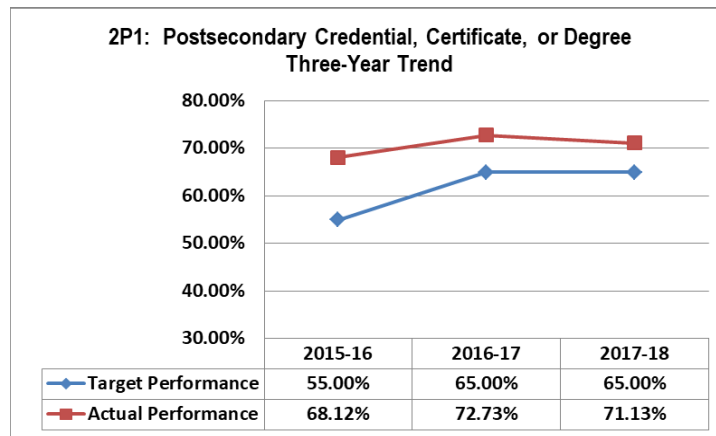
2P1: Postsecondary Credential, Certificate, or Degree

The 2P1 performance indicator measures the number of CTE concentrators completing all program coursework who received a credential, certificate, or degree. For the past three years CTE postsecondary students have consistently exceeded the target standard for receiving a credential, certificate, or degree.

Results for State Level CTE College Credential, Certificate, or Degree 2017-18

Number of CTE Concentrators who Received a Credential, Certificate, or Degree	Number of CTE Concentrators who Completed Coursework Leading to a Credential, Certificate, or Degree	State Target Level of Performance	Actual Level of Performance	Met Target Level
3,294	4,631	65.00%	71.13%	Exceeds Target

*Credential (1,171), Certificate (449), Degree (2,431)



Results for College Level CTE Credential, Certificate, or Degree 2017-18

College	Numerator	Denominator	Actual Performance	State Target (65.00%)
College of Southern Nevada	1,358	2,195	61.87%	D
Great Basin College	552	771	71.60%	E
Truckee Meadows Community College	864	951	90.85%	E
Western Nevada College	520	714	72.83%	E

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

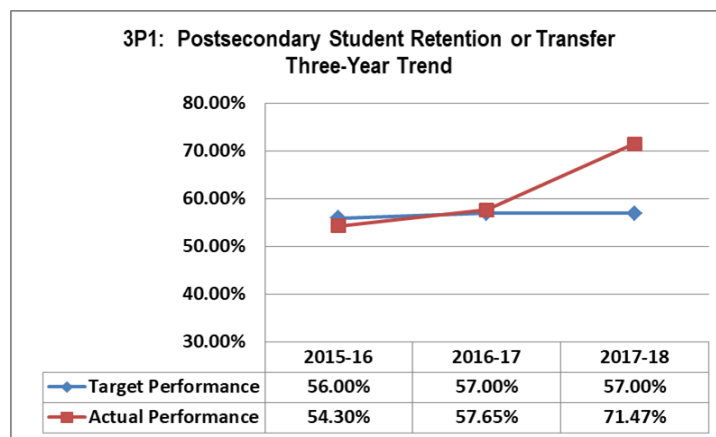
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3P1: Postsecondary Student Retention or Transfer

The 3P1 performance indicator measures the number of CTE concentrators who remained enrolled at their current college or transferred to another postsecondary institution with the intent to complete their degree program of study. CTE postsecondary students have exceeded the state target for the past two years.

Results for State Level CTE College Student Retention or Transfer 2017-18

Number of CTE Concentrators Remaining Enrolled or Transferred	Number of CTE Concentrators Enrolled who Have not yet Earned a Credential, Certificate, or Degree	State Target Level of Performance	Actual Level of Performance	Met Target Level
4,643	6,496	57.00%	71.47%	Exceeds Target



Results for College Level CTE Student Retention or Transfer 2017-18

College	Numerator	Denominator	Actual Performance	State Target (57.00%)
College of Southern Nevada	2,768	3,823	72.40%	E
Great Basin College	269	451	59.65%	E
Truckee Meadows Community College	1,326	1,773	74.79%	E
Western Nevada College	280	449	62.36%	E

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

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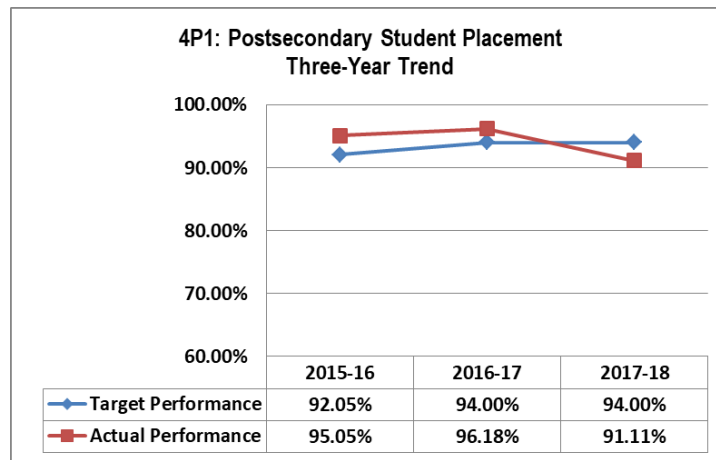
4P1: Postsecondary Student Placement

The 4P1 performance indicator measures the number of CTE concentrators receiving a certificate or degree and were placed in employment or military service six months after graduating. Postsecondary placement is determined from student surveys completed at each college in conjunction with student employment data matches through the Nevada Department of Employment, Training and Rehabilitation (employment in Nevada). Military service was previously collected through Federal Employment Data Exchange system, but his service is no longer available due to loss of grant funding at the federal level. For the 2017-18 reporting year

Results for State Level CTE College Student Placement 2017-18

Number of CTE Certificate or Degree Earners Retained in Employment or Military Service	Number of CTE Certificate or Degree Earners from the Reporting Year	State Target Level of Performance	Actual Level of Performance	Met Target Level
1,558*	1,710	94.00%	91.11%	Did Not Meet

*Apprenticeship (11), Employment (1,547), Military (0) (Totals can be inclusive of more than one category)



Results for College Level CTE Student Placement 2017-18

College	Numerator	Denominator	Actual Performance	State Target (94.00%)
College of Southern Nevada	917	970	94.54%	E
Great Basin College	88	92	95.65%	E
Truckee Meadows Community College	416	508	81.89%	D
Western Nevada College	137	140	97.86%	E

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

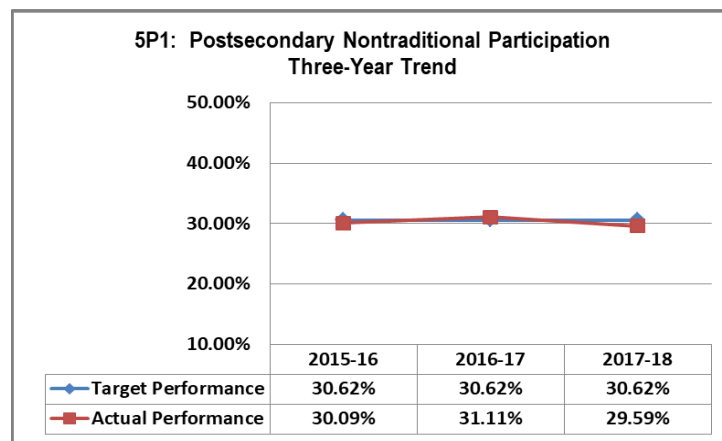
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5P1: Postsecondary Nontraditional Participation

The 5P1 performance indicator measures the number of CTE participants from underrepresented gender groups who enrolled in courses/programs leading to nontraditional employment. Nontraditional employment consists of occupations whose labor force represents less than 25 percent of one gender. CTE postsecondary students have met the target at least 90 percent for the past several years.

Results for State Level CTE College Nontraditional Participation 2017-18

Number of Participants from Underrepresented Genders Enrolled in Programs Leading to Employment in Nontraditional Fields	Number of Total Participants Enrolled in Programs Leading to Employment in Nontraditional Fields	State Target Level of Performance	Actual Level of Performance	Met Target Level
4,462	15,077	30.62%	29.59%	Did Not Meet



Results for College Level CTE Nontraditional Participation 2017-18

College	Numerator	Denominator	Actual Performance	State Target (30.62%)
College of Southern Nevada	2,405	8,054	29.86%	D
Great Basin College	170	789	21.55%	D
Truckee Meadows Community College	1,732	5,495	31.52%	E
Western Nevada College	155	739	20.97%	D

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

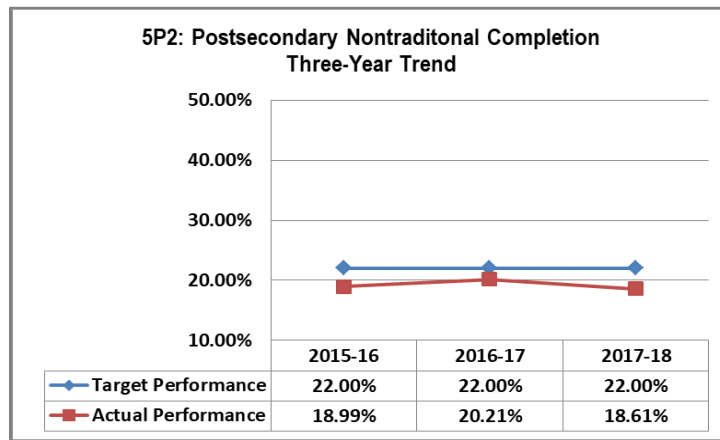
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5P2: Postsecondary Nontraditional Completion

The 5P2 performance indicator measures the number of CTE concentrators from underrepresented gender groups who completed programs leading to nontraditional employment. The Nevada Department of Education actively works with colleges to develop a program for improvement for nontraditional completion that is inclusive of targeted professional development and data analysis strategies to identify root causes of underperformance within this standard.

Results for State Level CTE College Nontraditional Completion 2017-18

Number of Concentrators from Underrepresented Genders who Completed Programs Leading to Employment in Nontraditional Fields	Number of Total Concentrators who Completed Programs Leading to Employment in Nontraditional Fields	State Target Level of Performance	Actual Level of Performance	Met Target Level
411	2208	22.00%	18.61%	Did Not Meet



Results for College Level CTE Nontraditional Completion 2017-18

College	Numerator	Denominator	Actual Performance	State Target (22.00%)
College of Southern Nevada	224	1,883	20.68%	D
Great Basin College	40	359	11.14%	D
Truckee Meadows Community College	88	400	22.00%	M
Western Nevada College	59	366	16.12%	D

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

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Perkins V 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. These indicators include the following:

Negotiated Performance Targets: Under Perkins IV, states negotiated their performance levels with the U. S. Department of Education. Like ESSA, 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.

Secondary Performance Indicators

1S1: Four-Year Graduation Rate

Perkins V: The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

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.

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.

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.

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.

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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.

5S1 Indicators Program Quality

The State must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure that is statewide, valid, reliable, and comparable across the State, 5S4.

5S1: Program Quality – Attained Recognized Postsecondary Credential

Perkins V (Option 1): The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

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

Perkins V (Option 2): 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

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

Perkins V (Option 3): The percentage of CTE concentrators graduating from high school having participated in work-based learning.

5S4: Program Quality – Program Quality – Other

Perkins V: The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify. **Technical Skill Attainment (State Selected):** Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Postsecondary Performance Indicators

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.

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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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.

Disaggregation of Data: Under Perkins V disaggregation of data can be done by the career and technical education programs or programs of study of the CTE concentrators, except that in a case in which reporting by such program or program of study is impractical, the data may be disaggregated by the career clusters of the CTE concentrators. The State has chosen to disaggregate data by career clusters (16 clusters) given the State CTE population is relatively small in comparison to other states. Disaggregation by individual programs of study (currently 75+) would result in extremely low numbers, particularly in rural districts, which may skew or result in extreme variation of performance target results from year to year. Given these limitations, disaggregation by career clusters is the most viable option for reporting.

Data Collection: States also have the opportunity to invest in the development of or upgrades to data collection systems to integrate Perkins reporting requirements with other important CTE indicators, along with other state and federal measures. States that approach this thoughtfully could gain information about the effectiveness of career pathways and student outcomes. This could also help states streamline the reporting process and more seamlessly evaluate their states' interconnected needs and goals. The State will have a two year interim period in which no performance data will be formally reported as part of the Perkins Consolidated Annual report. Data collected during this interim period will be used to set, evaluate, and confirm performance targets in preparation for reporting 2020-21 performance data.