



Carl D. Perkins Career and Technical Education Act

Consolidated Annual Report Summary Program Year 2016-17

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Introduction and Overview

The purpose of the Consolidated Annual Report Summary for Program Year 2016-17 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, 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 CTE students in participating 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 80,000 secondary and postsecondary students were enrolled in CTE coursework in the 2016-17 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

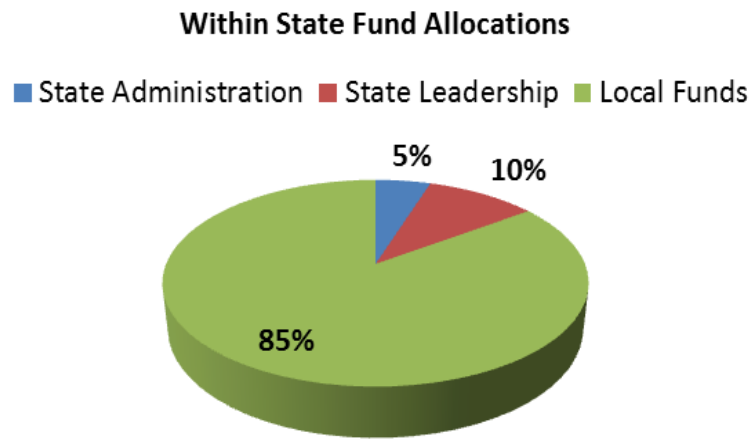
The performance indicators for postsecondary education measure:

- 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 twenty-seven (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 twenty-seven 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.



The Act permits states to “split” the local formula funds (85% of total) between secondary and postsecondary education at percentages each state believes best to serve its students. In Nevada, secondary education receives sixty-eight (68) percent of the local formula funds and postsecondary education receives thirty (32) percent of the local formula funds. The Act further allows states to establish a “reserve” fund that may comprise up to ten (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 Career and Technical Education student: a CTE participant and a CTE concentrator. CTE participants and concentrators both 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 (1) or more credits in any CTE course, whereas a CTE concentrator is a secondary student who has earned two (2) 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 (1) or more credits in any Career and Technical Education (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 terminates 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 11.9% from FY15 to FY16 and has remained relatively stable from FY16 to FY17. Although there appears to be a drop in college CTE participation from FY15 to FY16, the change in participants is due to colleges more clearly defining CTE programs of study which resulted in more accurate student participation rates.

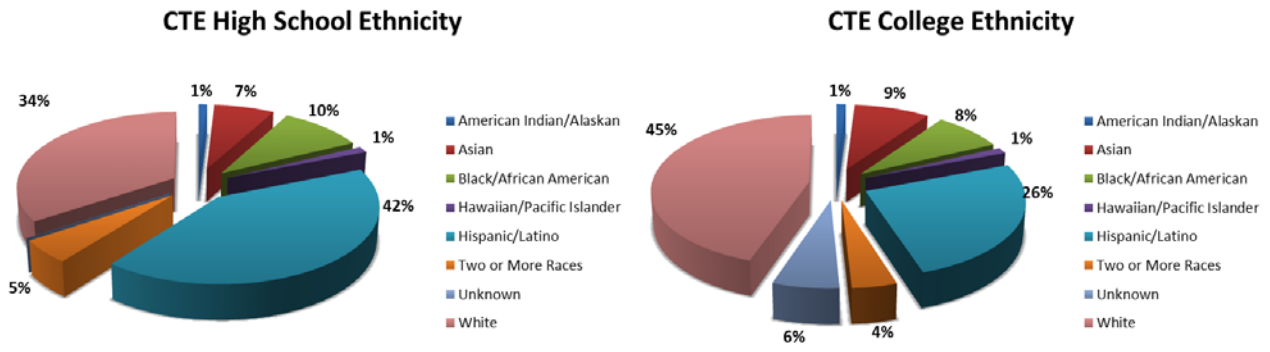
CTE High School Participation	2014-15	2015-16	2016-17
Total Participation	56,544	63,294	61,448
Males	55%	55%	55%
Females	45%	45%	45%

CTE College Participation	2014-15	2015-16	2016-17
Total Participation	26,357	22,127	21,547
Males	49%	48%	48%
Females	51%	52%	52%

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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% of students in high school CTE programs and 26% 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 three years.



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	30,458
Nontraditional Enrollees	10,694
Limited English Proficient	5,506
Disability Status (ESEA/IDEA)	5,105

College CTE Special Populations	# Participants
Economically Disadvantaged	6,928
Nontraditional Enrollees	3,602
Individuals With Disabilities (ADA)	469
Limited English Proficient	360
Displaced Homemakers	81

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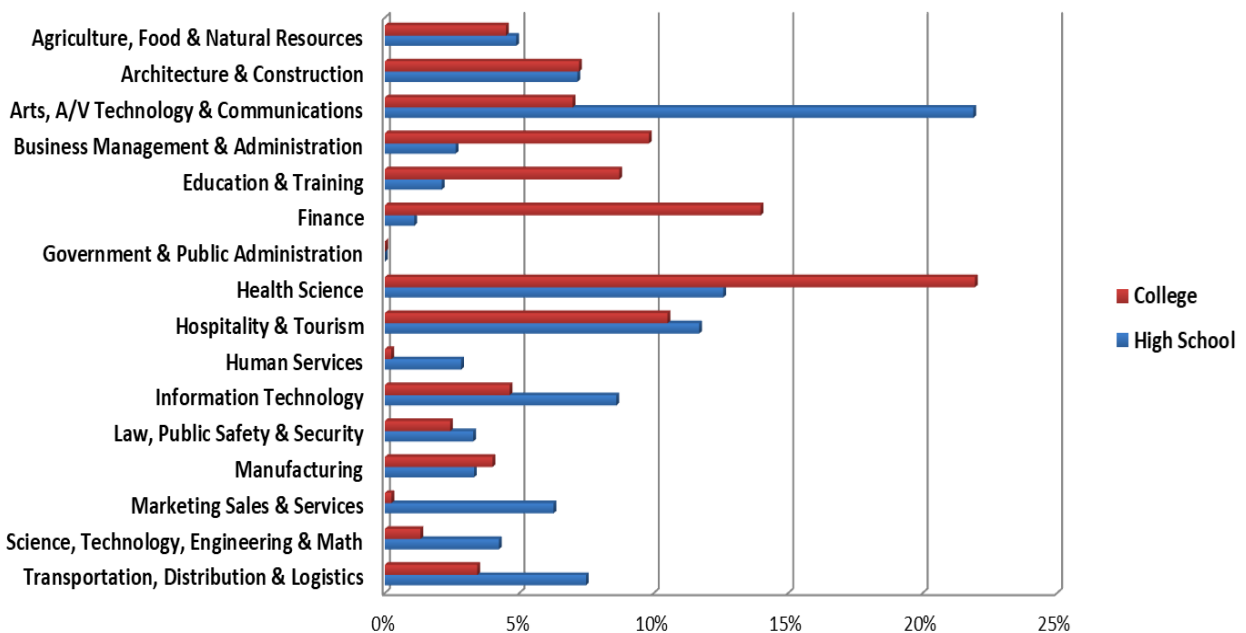
Program Clusters (CTE Concentrators)

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 (21.9%), followed by Health Science (12.6%), and Hospitality and Tourism (11.7%). At the college level the largest concentrator enrollment occurs in Health Science (21.9.2%), followed Finance (14.0%), and Hospitality & Tourism (10.5%). A comparison of secondary and postsecondary enrollments by career cluster is shown below.

Career Clusters	High School	% Enrolled	College	% Enrolled
Agriculture, Food & Natural Resources	1,299	4.9%	619	4.5%
Architecture & Construction	1,903	7.2%	992	7.2%
Arts, A/V Technology & Communications	5,820	21.9%	959	7.0%
Business Management & Administration	699	2.6%	1349	9.8%
Education & Training	562	2.1%	1198	8.7%
Finance	291	1.1%	1920	14.0%
Government & Public Administration*	---	---	2	0.01%
Health Science	3,346	12.6%	3015	21.9%
Hospitality & Tourism	3,108	11.7%	1444	10.5%
Human Services	754	2.8%	33	0.2%
Information Technology	2,288	8.6%	637	4.6%
Law, Public Safety & Security	8,74	3.3%	333	2.4%
Manufacturing	8,81	3.3%	550	4.0%
Marketing Sales & Services	1,667	6.3%	34	0.2%
Science, Technology, Engineering & Math	1,127	4.2%	181	1.3%
Transportation, Distribution & Logistics	1,988	7.5%	472	3.4%

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

CTE Concentrator Enrollment by Program Cluster College vs. High School



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CTE Performance Indicators

The Act requires each Career & Technical Education (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)	92.50%
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	90.00%
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%

CTE High School Performance Data

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

[No Data Reported for 2016-17]*

1S2: Secondary Attainment of Academic Skills - Mathematics

[No Data Reported for 2016-17]*

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.

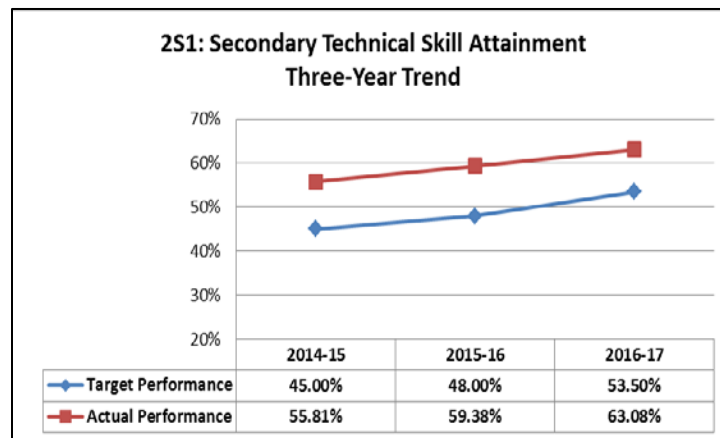
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2S1: Secondary Technical Skill Attainment

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 2016-17

Number of Concentrators Passing End of Program Assessment	Number of Concentrators Tested	State Target Level of Performance	Actual Level of Performance	Met Target Level
4,161	6,596	53.50%	63.08%	Exceeds Target



Results for District Level CTE High School Technical Skill Attainment 2016-17

District* ¹	Numerator	Denominator	Actual Performance	State Target (48.00%)
Churchill	20	35	57.14%	E
Clark	3,177	5,221	60.85%	E
Douglas	44	59	74.58%	E
Elko	144	227	63.44%	E
Eureka	<i>n</i>	<i>n</i>	44.44%	D
Humboldt	67	95	70.53%	E
Lander	<i>n</i>	21	38.10%	D
Lincoln	<i>n</i>	<i>n</i>	50.00%	D
Lyon	52	92	56.52%	E
Mineral	<i>n</i>	12	41.67%	D
Nye	71	124	57.26%	E
Carson	94	115	81.74%	E
Pershing	<i>n</i>	<i>n</i>	0.00%	D
Washoe	465	564	82.45%	E
White Pine	<i>n</i>	<i>n</i>	46.67%	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 <10 suppressed per FERPA reporting requirements

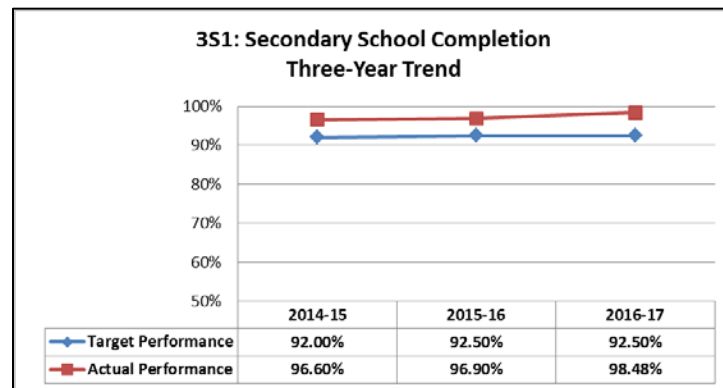
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3S1: Secondary School Completion (CTE endorsement)

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 2016-17

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
3,441	3,494	92.50%	98.48%	Exceeds Target



Results for District Level CTE High School Completion 2016-17

District* ¹	Numerator	Denominator	Actual Performance	State Target (92.50%)
Churchill	29	36	80.56%	D
Clark	2,177	2,242	97.10%	E
Douglas	48	49	97.96%	E
Elko	87	95	91.58%	D
Eureka	<i>n</i>	<i>n</i>	100.00%	E
Humboldt	15	16	93.75%	E
Lander	<i>n</i>	<i>n</i>	100.00%	E
Lincoln	<i>n</i>	10	80.00%	D
Lyon	60	60	100.00%	E
Mineral	--	--	--	--
Nye	30	32	93.75%	E
Carson	77	80	96.25%	E
Pershing	<i>n</i>	<i>n</i>	100.00%	E
Washoe	327	329	99.39%	E
White Pine	<i>n</i>	<i>n</i>	87.50%	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

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-- no data reported from Edfacts

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4S1: Secondary Student Graduation Rates

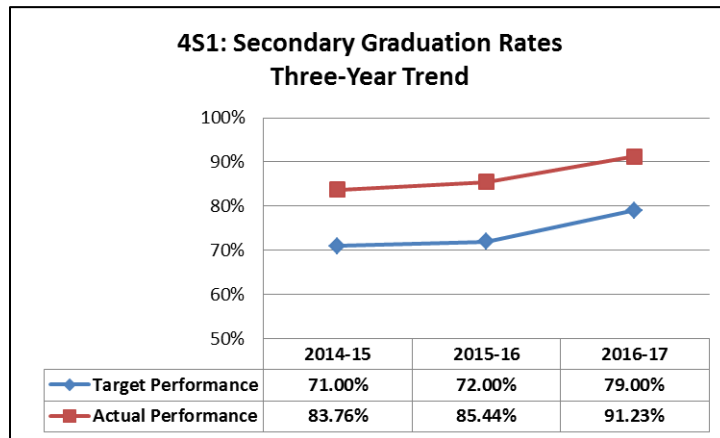
The 4S1 performance indicator measures the number of concentrators completing a CTE program of study who have earned an advanced, standard, or adult diploma or Certificate of High School Equivalency (HSE) during the reporting year. For the past three years CTE students have consistently exceeded the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

Results for State Level CTE High School Graduation Rate 2016-17

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
11,324	12,413	79.00%	91.23%	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 2016-17

District* ¹	Numerator	Denominator	Actual Performance	State Target (72.00%)
Churchill	106	128	82.81%	E
Clark	8,822	9,622	91.69%	E
Douglas	110	119	92.44%	E
Elko	311	338	92.01%	E
Eureka	13	13	100.00%	E
Humboldt	120	128	93.75%	E
Lander	15	15	100.00%	E
Lincoln	30	48	62.50%	D
Lyon	241	253	95.26%	E
Mineral	19	21	90.48%	E
Nye	188	210	89.52%	E
Carson	288	307	93.81%	E
Pershing	19	19	100.00%	E
Washoe	881	967	91.11%	E
White Pine	40	48	83.33%	E

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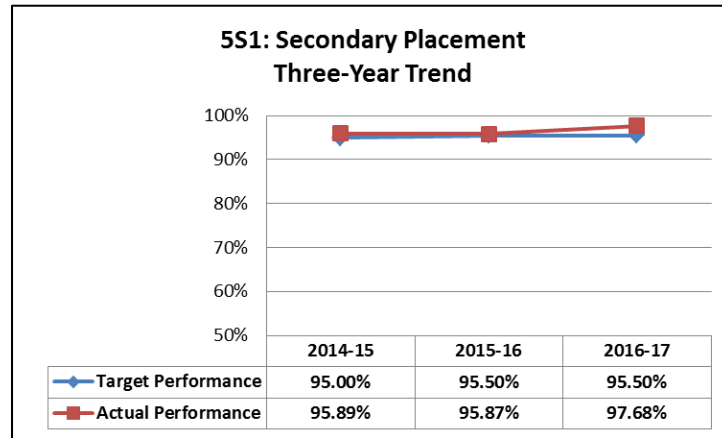
5S1: Secondary Placement

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 2016-17

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
2,227	2,280	95.50%	97.68%	Exceeds Target

*Employment (724), Military Service (63), Attending College (1440)



Results for District Level CTE Secondary Placement 2016-17

District* ¹	Numerator	Denominator	Actual Performance	State Target (95.50%)
Churchill	27	29	93.10%	D
Clark	1,477	1,513	97.62%	E
Douglas	25	27	92.59%	D
Elko	189	192	98.44%	E
Eureka	<i>n</i>	<i>n</i>	100.00%	E
Humboldt	24	24	100.00%	E
Lander	<i>n</i>	<i>n</i>	100.00%	E
Lincoln	--	--	--	--
Lyon	26	26	100.00%	E
Mineral	--	--	--	--
Nye	17	18	94.44%	D
Carson	81	82	98.78%	E
Pershing	24	26	92.31%	D
Washoe	315	320	98.44%	E
White Pine	15	16	93.75%	D

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n= numbers <10 suppressed per FERPA reporting requirements

-- no data reported from Edfacts (Lincoln and Mineral did not report placement data for 2016-17)

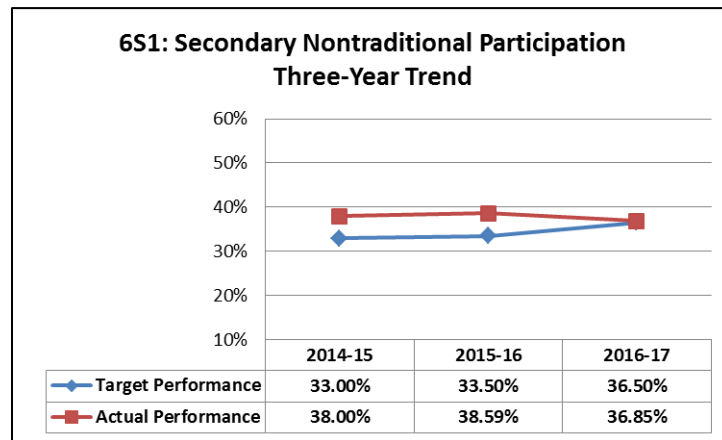
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6S1: Secondary Nontraditional Participation

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 2016-17

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
11,466	31,113	36.50%	36.85%	Exceeds Target



Results for District Level CTE High School Nontraditional Participation 2016-17

District* ¹	Numerator	Denominator	Actual Performance	State Target (33.50%)
Churchill	174	497	35.01%	D
Clark	8,667	22,449	38.61%	E
Douglas	197	589	33.45%	D
Elko	415	1,076	38.57%	E
Eureka	19	46	41.30%	E
Humboldt	91	432	21.06%	D
Lander	20	93	21.51%	D
Lincoln	66	234	28.21%	D
Lyon	246	696	35.34%	D
Mineral	<i>n</i>	<i>n</i>	21.05%	D
Nye	249	595	41.85%	E
Carson	198	678	29.20%	D
Pershing	20	92	21.74%	D
Washoe	1,011	3,392	29.81%	D
White Pine	85	206	41.26%	E

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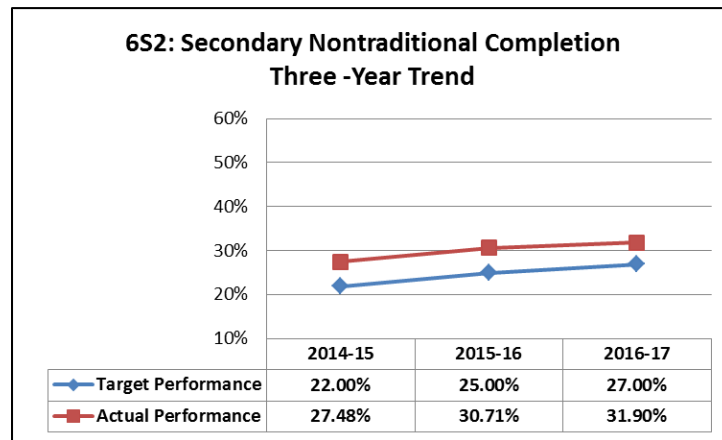
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6S2: Secondary Nontraditional Completion

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 2016-17

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
1,319	4,135	27.00%	31.90%	Exceeds Target



Results for District Level CTE Nontraditional Completion 2016-17

District* ¹	Numerator	Denominator	Actual Performance	State Target (25.00%)
Churchill	26	71	36.62%	E
Clark	1,016	3,100	32.77%	E
Douglas	20	63	31.75%	E
Elko	59	162	36.42%	E
Eureka	<i>n</i>	<i>n</i>	46.15%	E
Humboldt	14	72	19.44%	D
Lander	<i>n</i>	<i>n</i>	38.10%	E
Lincoln	<i>n</i>	<i>n</i>	17.65%	D
Lyon	39	111	35.14%	E
Mineral	<i>n</i>	10	10.00%	D
Nye	34	87	39.08%	E
Carson	34	102	33.33%	E
Pershing	<i>n</i>	<i>n</i>	0.00%	D
Washoe	56	281	19.93%	D
White Pine	<i>n</i>	<i>n</i>	12.50%	D

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-- no data reported from Edfacts

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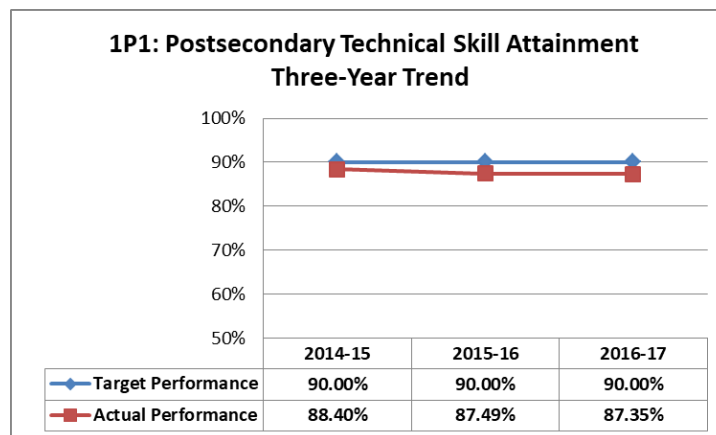
CTE College Performance Data

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. CTE postsecondary students overall have not met the state target of over the past three years, but have met the minimum of 90% of the target required for Perkins.

Results for State Level CTE College Technical Skill Attainment 2016-17

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
9,194	10,525	90.00%	87.35%	Met 90% of Target



Results for College Level CTE Technical Skill Attainment 2016-17

College	Numerator	Denominator	Actual Performance	State Target (90.00%)
College of Southern Nevada	4,647	5,611	82.82%	D
Great Basin College	1,068	1,169	91.36%	E
Truckee Meadows Community College	2,480	2,656	93.37%	E
Western Nevada College	999	1,089	91.74%	E

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

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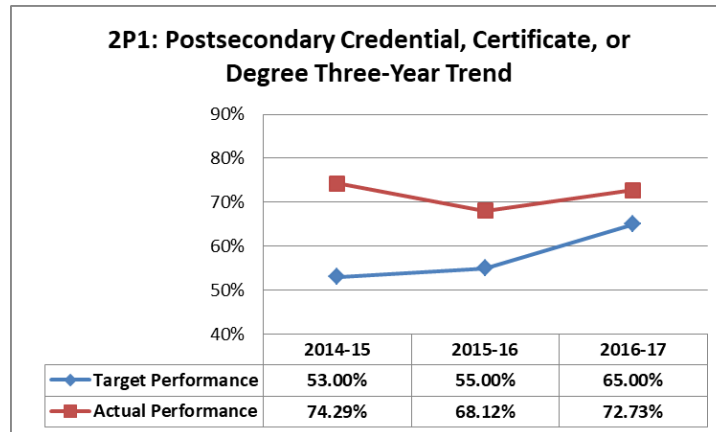
2P1: Postsecondary Credential, Certificate, or Degree

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 2016-17

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
3,339*	4,591	65.00%	72.73%	Exceeds Target

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



Note: Negotiated target performance increased 12.0 points over three-year period

Results for College Level CTE Credential, Certificate, or Degree 2016-17

College	Numerator	Denominator	Actual Performance	State Target (65.00%)
College of Southern Nevada	1,486	2,248	66.10%	E
Great Basin College	558	771	72.37%	E
Truckee Meadows Community College	812	883	91.96%	E
Western Nevada College	483	689	70.10%	E

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

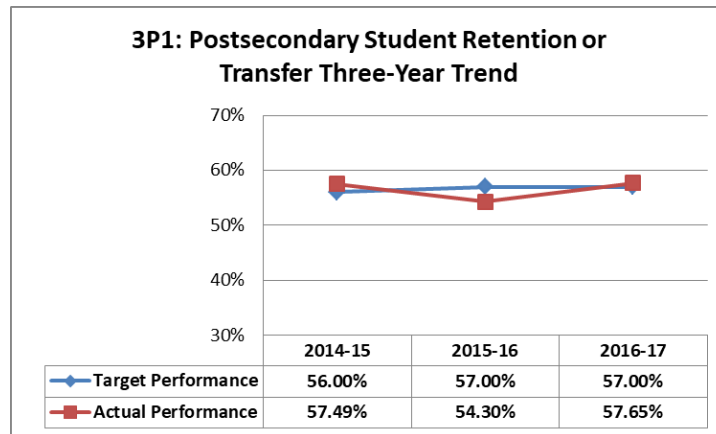
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3P1: Postsecondary Student Retention or Transfer

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 consistently exceeded or met at least 90% of the state target over the past three years.

Results for State Level CTE College Student Retention or Transfer 2016-17

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
4,226	7,330	57.00%	57.65%	Exceeds Target



Note: Negotiated target performance increased 1.0 points over three year period

Results for College Level CTE Student Retention or Transfer 2016-17

College	Numerator	Denominator	Actual Performance	State Target (57.00%)
College of Southern Nevada	2,336	4,606	50.72%	D
Great Basin College	297	419	70.88%	E
Truckee Meadows Community College	1,296	1,811	71.56%	E
Western Nevada College	297	494	60.12%	E

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

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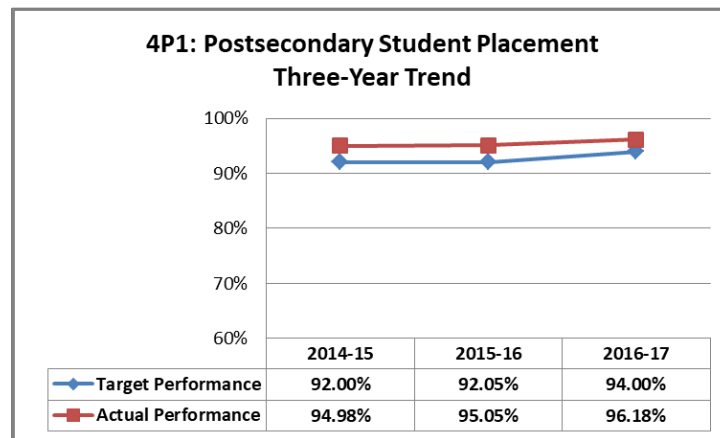
4P1: Postsecondary Student Placement

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. For the past three years CTE postsecondary students have consistently exceeded the target standard for student placement. 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) and the Federal Employment Data Exchange (federal employment or military service). *Note: The Federal Employment Data Exchange system will no longer be available for federal employment reporting after the 2016-17 reporting year due to loss of grant funding at the federal level.*

Results for State Level CTE College Student Placement 2016-17

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
1,485*	1,544	94.00%	96.18%	Exceeds Target

*Apprenticeship (11), Employment (1,472), Military (2) (Totals can be inclusive of more than one category)



Note: Negotiated target performance increased 2.0 points over three year period

Results for College Level CTE Student Placement 2016-17

College	Numerator	Denominator	Actual Performance	State Target (94.00%)
College of Southern Nevada	730	781	93.47%	E
Great Basin College	143	144	99.31%	E
Truckee Meadows Community College	450	453	99.34%	E
Western Nevada College	162	166	97.59%	E

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

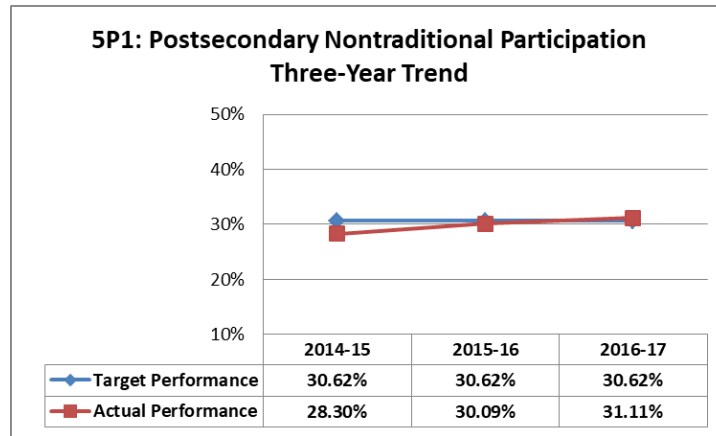
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5P1: Postsecondary Nontraditional Participation

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 exceeded the nontraditional participation target for the first time in three years, having met the target at least 90% for the past several years.

Results for State Level CTE College Nontraditional Participation 2016-17

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
4,897	15,742	30.62%	31.11%	Exceeds Target



Results for College Level CTE Nontraditional Participation 2016-17

College	Numerator	Denominator	Actual Performance	State Target (30.62%)
College of Southern Nevada	2,888	8,849	32.64%	E
Great Basin College	182	810	22.47%	D
Truckee Meadows Community College	1,646	5,345	30.80%	E
Western Nevada College	181	738	24.53%	D

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

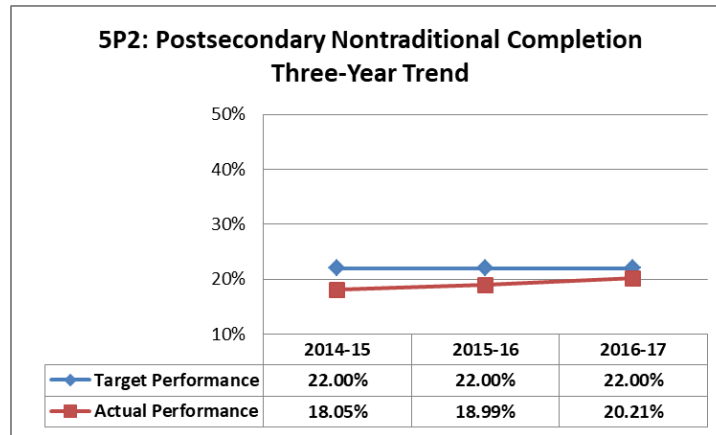
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5P2: Postsecondary Nontraditional Completion

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. In FY17 the State implemented a yearlong professional development process through NAPE (National Alliance for Partnerships in Equity) to improve postsecondary nontraditional participation and completion using data analysis to identify gaps in disaggregated student performance to develop strategies for targeted program improvement. Although postsecondary CTE nontraditional completion fell short of the performance target for the current reporting year, 90% of the target was met meeting the minimum Perkins requirement. These results provide early evidence that the nontraditional program improvements efforts implemented at colleges are beginning to show gains.

Results for State Level CTE College Nontraditional Completion 2016-17

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
433	2,142	22.00%	20.21%	Met 90% of Target



Results for College Level CTE Nontraditional Completion 2016-17

College	Numerator	Denominator	Actual Performance	State Target (22.00%)
College of Southern Nevada	252	980	25.71%	E
Great Basin College	36	388	9.28%	D
Truckee Meadows Community College	89	418	21.29%	D
Western Nevada College	56	356	15.73%	D

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