



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

Consolidated Annual Report Summary Program Year 2021-22

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Introduction and Overview

The purpose of the Consolidated Annual Report Summary for Program Year 2021-22 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.

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.

The performance indicators for postsecondary education measure:

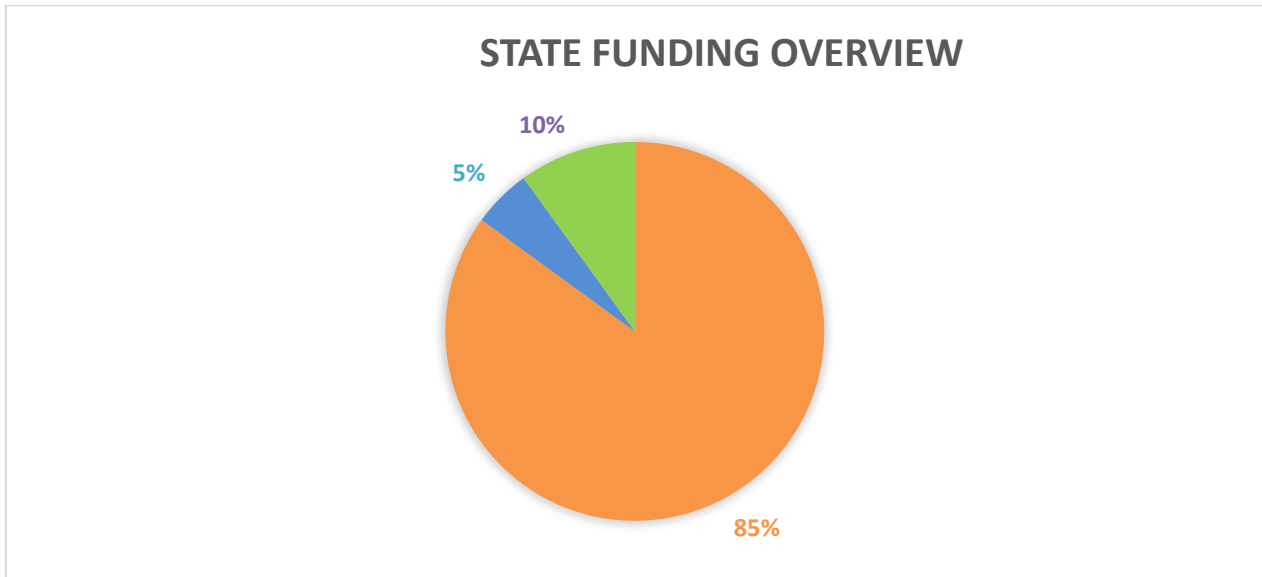
- Acquisition of credentials, certificates, or degrees;
- Postsecondary retention and placement; and,
- Participation in programs leading to nontraditional training and employment.

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Financial Status Reports

The 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.



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 insitutions. 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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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 steadily each year and it has increased by 4 percent from 2020-21 to 2021-22.

CTE High School Participation	2019-20	2020-21	2021-22
Total Participation	69,109	70,475	73,591
Males	53%	52%	53%
Females	47%	48%	47%

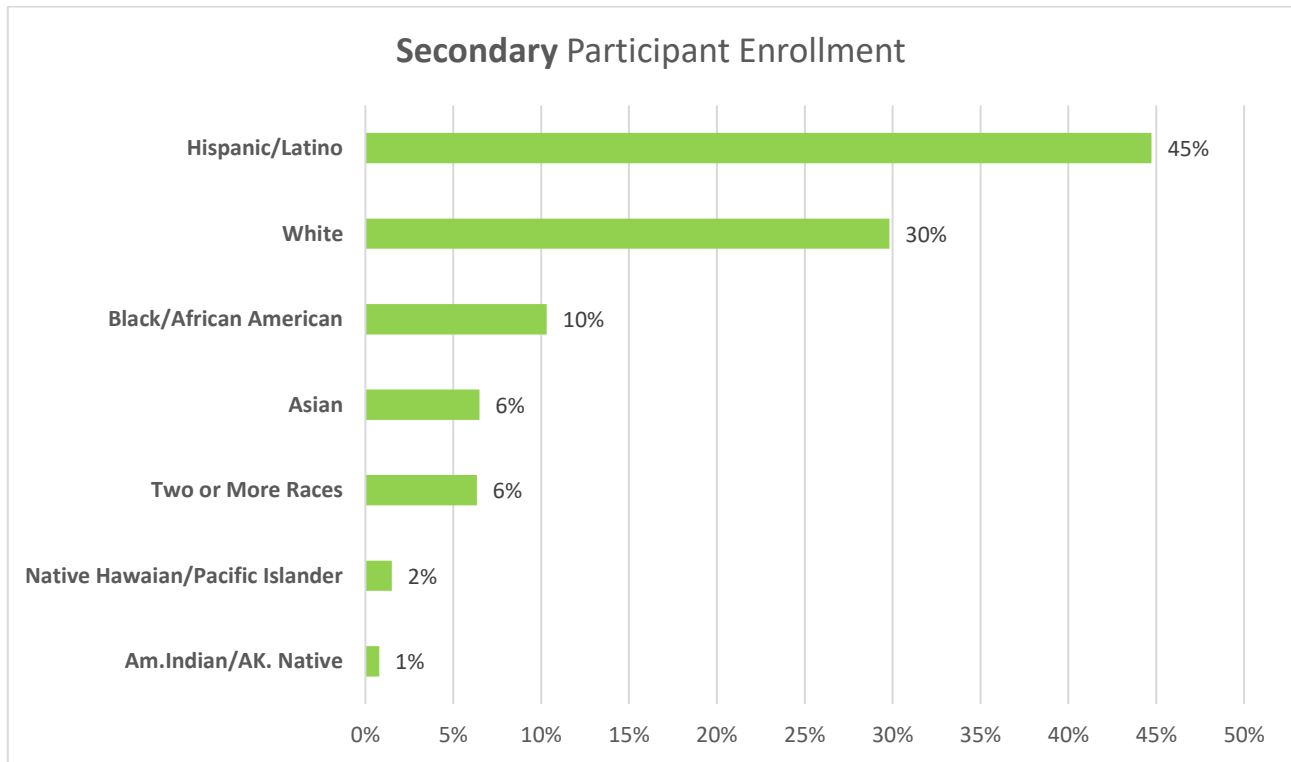
CTE College Participation	2019-20 ²	2020-21 ³	2021-22
Total Participation	24,233	28,452	28,895
Males	51%	46%	50%
Females	48%	53%	50%

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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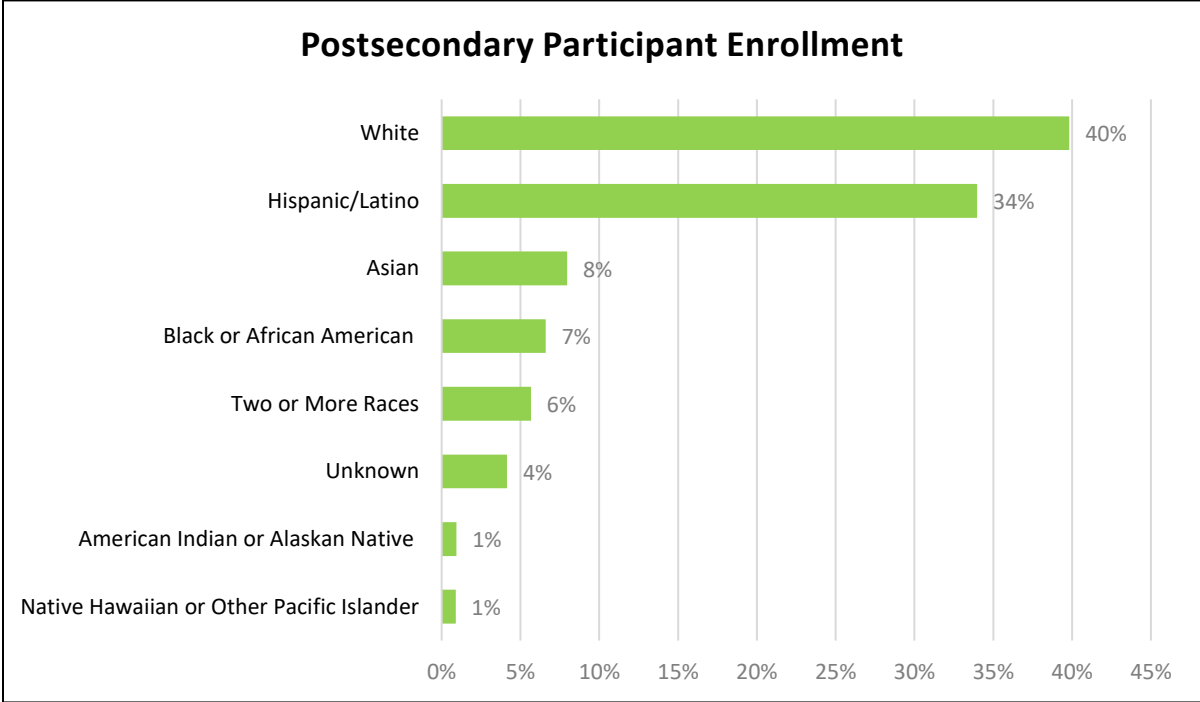
Total Concentrators: While previous Consolidated Annual Reports requested CTE Concentrators be reported by Career Cluster, changes under Perkins V have resulted in Participants and Concentrators being disaggregated and reported in the same way. In 2021-22, the number of CTE Concentrators increased by 10% primarily due to the growth of CTE Programs of Study (notably Military Science and Teaching and 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	2021-22
Total Participation	32,053	35,285	35,374
Males	52%	52%	52%
Females	48%	48%	48%

CTE College Concentrators	2019-20	2020-21	2021-22
Total Participation	8,704	9,045	20,210
Males	55%	52%	51%
Females	45%	48%	49%

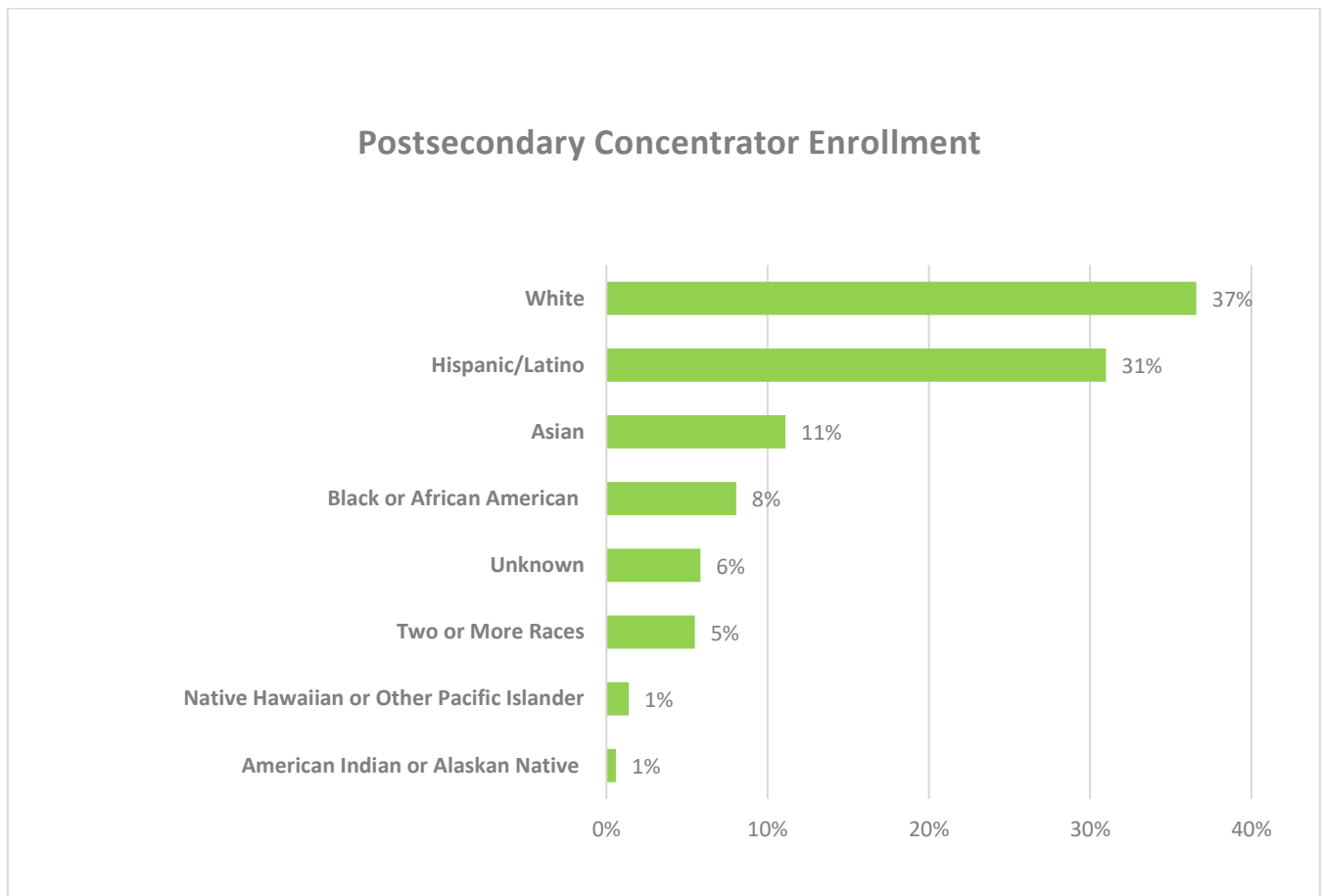
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Participation by Race/Ethnicity: Hispanic/Latino students make up the largest minority race/ethnicity group among high school and college CTE program participants. Students identifying as Hispanic/Latino make up 45% of students in high school CTE programs and 34% 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.



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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 increasingly slightly while concentrators identified as Black or African American declined slightly.



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 2021-22 per the requirements of Perkins V.

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High School CTE Special Populations	2019-20	2020-21	2021-22
Economically Disadvantaged	61%	71%	85%
Nontraditional Enrollees	17%	24%	25%
English Learners	11%	10%	10%
Disability Status (ESEA/IDEA)	8%	8%	9%
Homeless Individuals	2%	2%	2%
Youth In/Aged out of Foster Care	<1%	<1%	<1%
Youth with Parent in Active Military	2%	2%	1%

College CTE Special Populations	2019-20	2020-21	2021-22
Economically Disadvantaged	29%	32%	36%
Nontraditional Enrollees	18%	24%	25%
Individuals with Disabilities (ADA)	2%	2%	2%
English Learners	2%	3%	2%
Single Parents	n/a	1%	1%
Out of Workforce	n/a	<1%	<1%
Homeless Individuals	n/a	<1%	<1%
Youth In/Aged out of Foster Care	n/a	<1%	<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	2021-22
Economically Disadvantaged	57%	69%	85%
Nontraditional Enrollees	16%	20%	21%
English Learners	8%	9%	9%
Disability Status (ESEA/IDEA)	6%	7%	7%
Homeless Individuals	1%	1%	1%
Youth In/Aged out of Foster Care	<1%	<1%	<1%
Youth with Parent in Active Military	2%	2%	1%

College Concentrator Special Populations	2019-20	2020-21	2021-22
Economically Disadvantaged	27%	34%	42%
Nontraditional Enrollees	17%	19%	8%
English Learners	3%	3%	<1%
Individuals with Disabilities (ADA)	2%	2%	1%
Single Parents	n/a	1%	4%
Out of Workforce	n/a	<1%	1%
Homeless Individuals	n/a	<1%	<1%

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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	896	3137
Architecture and Construction	2230	4682
Arts, AV, Tech., and Comm.	3002	19399
Business Management and Admin.	4563	1717
Education and Training	2321	4343
Finance	1821	694
Government and Public Admin.	n	5975
Health Science	3591	9184
Hospitality and Tourism	476	8782
Human Services	940	3237
Information Technology	3317	11017
Law, Public Safety, Cor., and Sec.	1581	4816
Manufacturing	1396	4042
Marketing	883	5469
STEM	346	2260
Transportation, Distribution, and Logistics	1095	4579

n = number less than 10 and/or suppressed for FERPA protection

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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	791	1480
Architecture and Construction	2036	2131
Arts, AV, Tech., and Comm.	2021	7422
Business Management and Admin.	3687	819
Education and Training	2050	2050
Finance	1213	269
Government and Public Admin.	n	2554
Health Science	4279	5261
Hospitality and Tourism	516	4160
Human Services	84	1222
Information Technology	2395	3721
Law, Public Safety, Cor., and Sec.	2585	2185
Manufacturing	1358	1777
Marketing	499	1970
STEM	340	1299
Transportation, Distribution, and Logistics	1005	2041

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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 2021-22 year. This data was collected and reported to the Office of Career, Technical, and Adult Education (OCTAE) in the State CAR in January 2023.

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
14,746	15,842	84.00%	93.08%	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	270	289	93%	Exceeded Target
Churchill	118	128	92%	Exceeded Target
Clark	11378	12230	93%	Exceeded Target
Douglas	216	232	93%	Exceeded Target
Elko	356	395	90%	Exceeded Target
Humboldt	73	75	97%	Exceeded Target
Lander	33	35	94%	Exceeded Target
Lincoln	38	38	100%	Exceeded Target
Lyon	282	304	93%	Exceeded Target
Mineral	<i>n</i>	<i>n</i>		
Nye	191	218	88%	Exceeded Target
Pershing	<i>n</i>	<i>n</i>		
SPCSA	180	185	97%	Exceeded Target
Washoe	1543	1633	94%	Exceeded Target
White Pine	53	54	98%	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

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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.

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
7,709	15,565	37.62%	49.53%	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	147	316	46.52%	Exceeded Target
Churchill	43	102	42.16%	Exceeded Target
Clark	5850	12045	48.57%	Exceeded Target
Douglas	108	211	51.18%	Exceeded Target
Elko	166	373	44.50%	Exceeded Target
Humboldt	38	95	40.00%	Exceeded Target
Lander	<i>n</i>	<i>n</i>	41.18%	Exceeded Target
Lincoln	14	37	37.84%	Exceeded Target
Lyon	115	287	40.07%	Exceeded Target
Mineral	<i>n</i>	<i>n</i>	0.00	Did not meet
Nye	63	175	36.00%	Met Target
Pershing	<i>n</i>	<i>n</i>	30.00%	Did not meet
Pinecrest	85	109	77.98%	Exceeded Target
SLAM	48	102	47.06%	Exceeded Target
Washoe	893	1572	56.81%	Exceeded Target
White Pine	17	47	36.17%	Met 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
3,592	15,694	16.46%	22.89%	Exceeded Target

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	75	316	27.30%	Exceeded Target
Churchill	16	102	11.86%	Did not Meet
Clark	2633	12045	23.90%	Exceeded Target
Douglas	54	211	29.77%	Exceeded Target
Elko	71	373	21.52%	Exceeded Target
Humboldt	13	95	23.08%	Exceeded Target
Lander	1	17	6.06%	Did not Meet
Lincoln	9	37	22.50%	Exceeded Target
Lyon	54	287	21.55%	Exceeded Target
Mineral	<i>n</i>	<i>n</i>	12.50%	Did not Meet
Nye	21	175	14.67%	Did not Meet
Pershing	<i>n</i>	<i>n</i>	25.00%	Exceeded Target
Pinecrest	63	109	35.29%	Exceeded Target
SLAM	8	102	15.04%	Met Target
Washoe	517	1572	34.61%	Exceeded Target
White Pine	5	47	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
1013	4693	15.70%	21.59%	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	<i>n</i>	<i>n</i>	75.00%	Exceeded Target
Churchill	20	84	23.81%	Exceeded Target
Clark	881	4012	21.96%	Exceeded Target
Douglas	<i>n</i>	<i>n</i>	50.00%	Exceeded Target
Elko	57	274	20.80%	Exceeded Target
Humboldt	15	67	22.39%	Exceeded Target
Lander	6	15	40.00%	Exceeded Target
Lincoln	-	-	-	-
Lyon	4	20	20.00%	Exceeded Target
Mineral	-	-	-	-
Nye	11	122	9.02%	Did not Meet
Pershing	<i>n</i>	<i>n</i>	0.00%	Did not Meet
Pinecrest	<i>n</i>	<i>n</i>	28.57%	Exceeded Target
SLAM	<i>n</i>	<i>n</i>	0.00%	Did not Meet
Washoe	11	45	24.44%	Exceeded Target
White Pine	0	11	0.00%	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.

- = 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

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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
7,907	13,892	32.58%	56.92%	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	286	344	83.14%	Exceeded Target
Churchill	44	107	41.12%	Exceeded Target
Clark	5752	10603	54.25%	Exceeded Target
Douglas	142	237	59.92%	Exceeded Target
Elko	262	338	77.51%	Exceeded Target
Humboldt	85	101	84.16%	Exceeded Target
Lander	24	24	100.00%	Exceeded Target
Lincoln	20	28	71.43%	Exceeded Target
Lyon	170	277	61.37%	Exceeded Target
Mineral	12	14	85.71%	Exceeded Target
Nye	115	195	58.97%	Exceeded Target
Pershing	16	16	100.00%	Exceeded Target
Pinecrest	11	11	100.00%	Exceeded Target
SLAM	76	82	92.68%	Exceeded Target
Washoe	866	1452	59.64%	Exceeded Target
White Pine	26	62	41.94%	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
7,331	22,578	30.28%	32.47%	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	107	353	30.31%	Exceeded Target
Churchill	85	230	36.96%	Exceeded Target
Clark	5683	16865	33.70%	Exceeded Target
Douglas	89	348	25.57%	Did not Meet
Elko	221	692	31.94%	Exceeded Target
Humboldt	32	188	17.02%	Did not Meet
Lander	11	47	23.40%	Did not Meet
Lincoln	8	60	13.33%	Did not Meet
Lyon	106	406	26.11%	Did not Meet
Mineral	<i>n</i>	<i>n</i>	0.00%	Did not Meet
Nye	98	301	32.56%	Exceeded Target
Pershing	1	16	6.25%	Did not Meet
Pinecrest	12	52	23.08%	Did not Meet
SLAM	22	71	30.99%	Exceeded Target
Washoe	805	2746	29.32%	Met Target
White Pine	22	22	100.00%	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 and/or suppressed for FERPA protection

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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
300	15,842	1.12%	1.89%	Exceeded Target

District*	Level of Performance
Carson City	Exceeded Target
Churchill	Exceeded Target
Clark	Exceeded Target
Douglas	Exceeded Target
Elko	Exceeded Target
Humboldt	Exceeded Target
Lander	Exceeded Target
Lincoln	Exceeded Target
Lyon	Exceeded Target
Mineral	Exceeded Target
Nye	Exceeded Target
Pershing	Exceeded Target
Pinecrest	Exceeded Target
SLAM	Exceeded Target
Washoe	Exceeded Target
White Pine	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.

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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
3,049	4,175	43.10%	73.03%	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	1745	2299	75.90%	Exceeded Target
GBC	313	378	82.80%	Exceeded Target
TMCC	666	1142	58.32%	Exceeded Target
WNC	325	356	91.29%	Exceeded Target

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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.

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
2,102	6,518	17.58%	32.25%	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	914	4772	19.15%	Exceeded Target
GBC	256	362	70.72%	Exceeded Target
TMCC	744	1164	63.92%	Exceeded Target
WNC	188	220	85.45%	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
1,722	7,317	12.23%	24.22%	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	1305	4730	27.59%	Exceeded Target
GBC	24	293	8.19%	Did not meet
TMCC	352	1859	18.93%	Exceeded Target
WNC	91	435	20.92%	Exceeded Target