



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

Consolidated Annual Report Summary Program Year 2022-23

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Introduction and Overview

The purpose of the Consolidated Annual Report Summary for Program Year 2022-23 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:

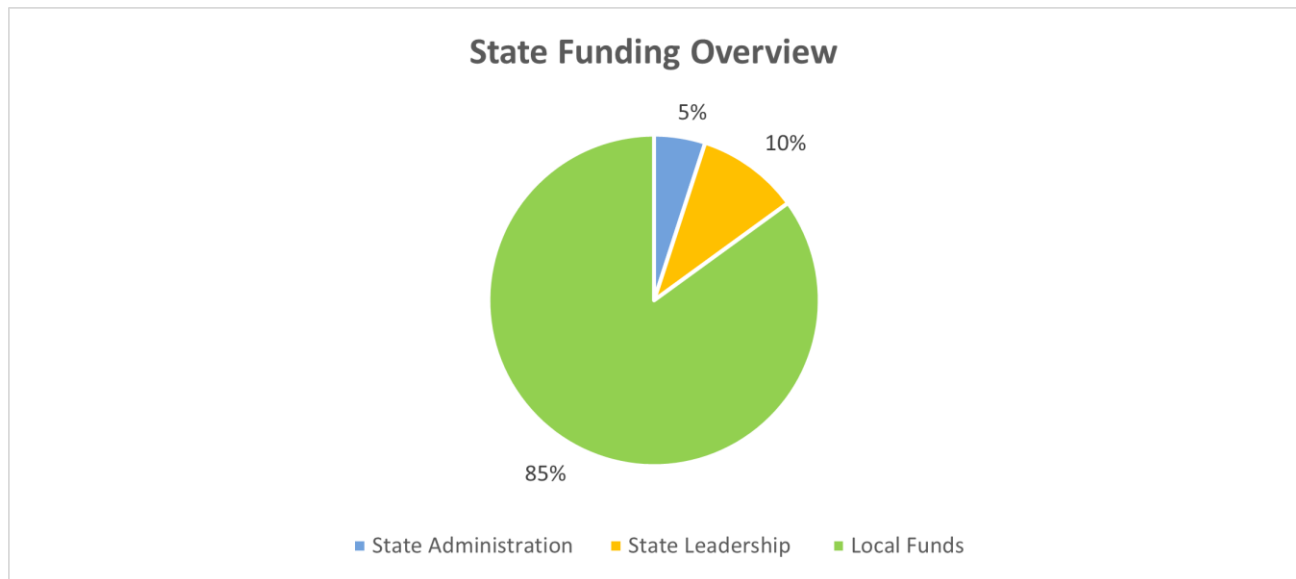
- Acquisition of credentials, certificates, or degrees.
- Postsecondary retention and placement; and,
- Participation in programs leading to nontraditional training and employment.

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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 funds were expended within the allowable thresholds for state administration, state leadership, and local formula funds.



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

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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 increased over 4 percent from 2021-22 to 2022-23.

CTE High School Participation	2020-21	2021-22	2022-23
Total Participation	70,475	73,591	76,884
Males	52%	53%	54%
Females	48%	47%	46%

CTE College Participation	2020-21 ³	2021-22	2022-23
Total Participation	28,452	28,895	25,866
Males	46%	50%	48%
Females	53%	50%	51%

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. In 2022-23 the number of concentrators slightly decreased.

CTE High School Concentrators	2020-21	2021-22	2022-23
Total Participation	35,285	35,374	33,745
Males	52%	52%	52%
Females	48%	48%	48%

CTE College Concentrators	2020-21	2021-22	2022-23
Total Participation	9,045	20,210	18,847
Males	52%	51%	52%
Females	48%	49%	48%

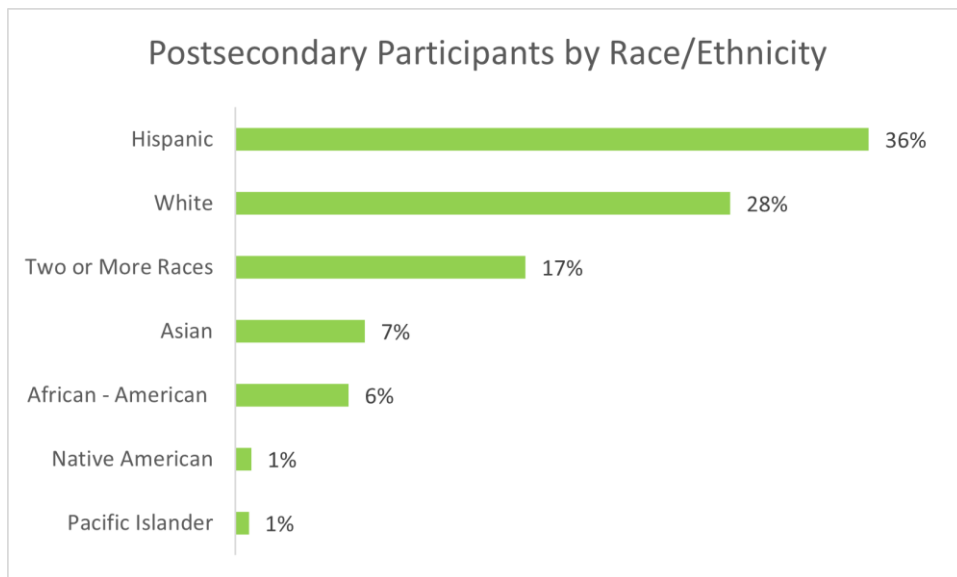
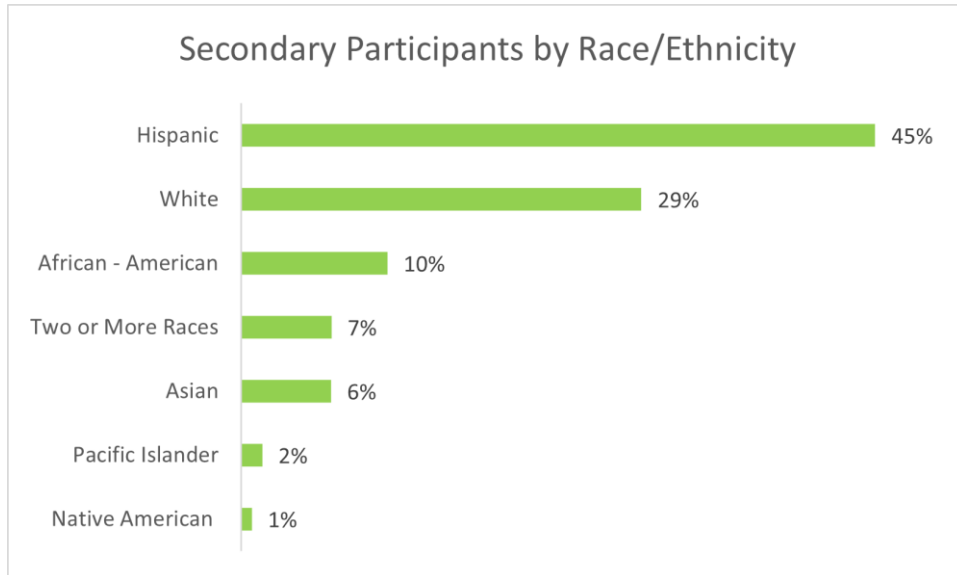
¹ Please note that all percentages are rounded either up or down to the nearest whole number.

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.

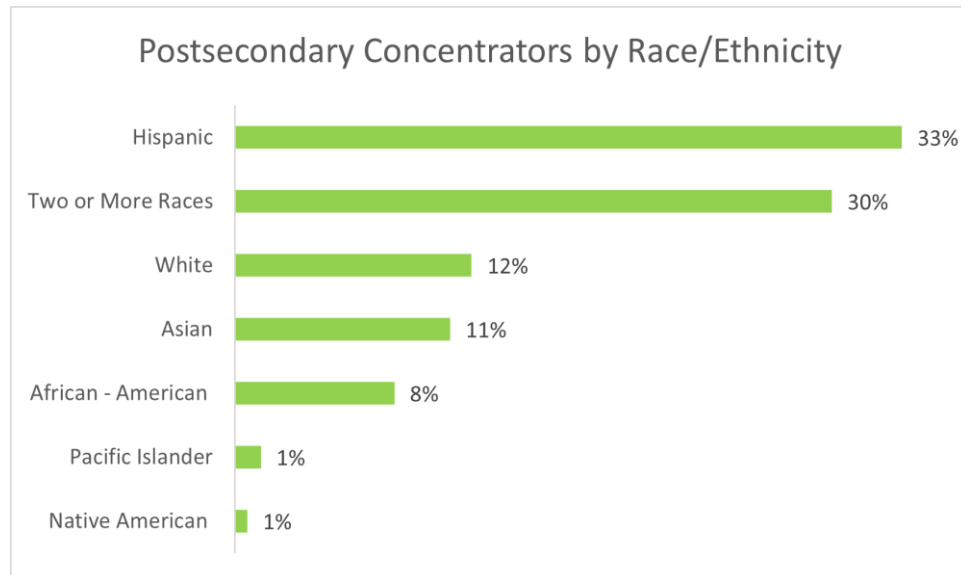
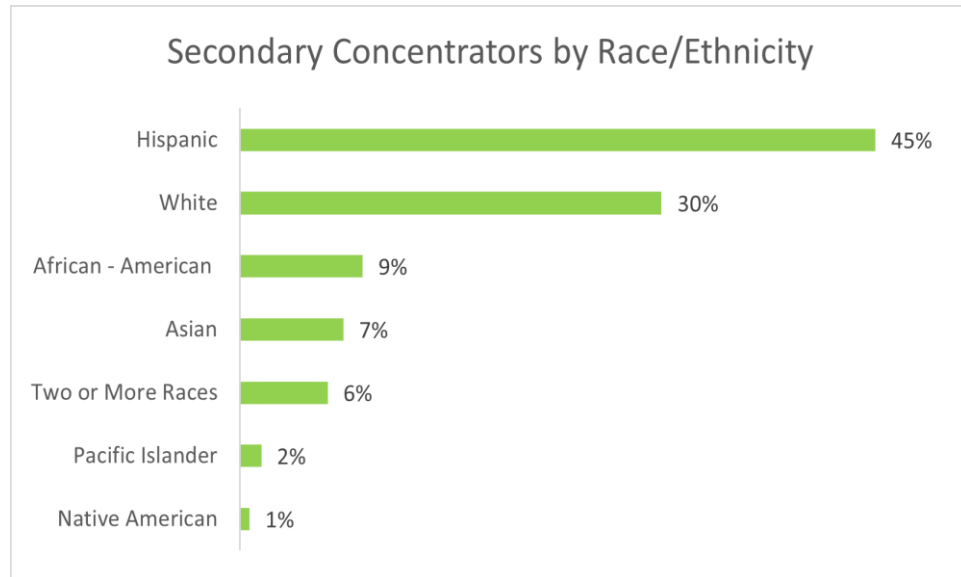
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Participation by Race/Ethnicity: Hispanic/Latino students make up the largest minority race/ethnicity group among high school and college CTE program participants. Students identifying as Hispanic make up 45% of students in high school CTE programs and 36% in college CTE programs. Hispanic 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, 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 had a decrease in the white category.



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

CTE High School Special Populations	2020-21	2021-22	2022-23
Economically Disadvantaged	71%	85%	85%
Nontraditional Enrollees	24%	25%	21%
English Learners	10%	10%	10%
Disability Status (ESEA/IDEA)	8%	9%	9%
Homeless Individuals	2%	2%	2%
Youth In/Aged out of Foster Care	<1%	<1%	<1%
Youth with Parent in Active Military	2%	1%	1%

CTE College Special Populations	2020-21	2021-22	2022-23
Economically Disadvantaged	32%	36%	32%
Nontraditional Enrollees	24%	25%	24%
Individuals with Disabilities (ADA)	2%	2%	2%
English Learners	3%	2%	2%
Single Parents	1%	1%	1%
Out of Workforce	<1%	<1%	<1%
Homeless Individuals	<1%	<1%	<1%
Youth In/Aged out of Foster Care	<1%	<1%	<1%

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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.

High School Concentrator Special Populations	2020-21	2021-22	2022-23
Economically Disadvantaged	69%	85%	85%
Nontraditional Enrollees	20%	21%	20%
English Learners	9%	9%	9%
Disability Status (ESEA/IDEA)	7%	7%	8%
Homeless Individuals	1%	1%	1%
Youth In/Aged out of Foster Care	<1%	<1%	<1%
Youth with Parent in Active Military	2%	1%	1%

College Concentrator Special Populations	2020-21	2021-22	2022-23
Economically Disadvantaged	34%	42%	41%
Nontraditional Enrollees	19%	8%	8%
English Learners	3%	<1%	3%
Individuals with Disabilities (ADA)	2%	1%	1%
Single Parents	1%	4%	1%
Out of Workforce	<1%	1%	<1%
Homeless Individuals	<1%	<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	1049	3568
Architecture and Construction	2553	4514
Arts, AV Technology, and Communications	3288	21990
Business Management and Administration	5124	1977
Education and Training	2823	5283
Finance	1897	549
Government and Public Administration	88	6547
Health Science	4083	10356
Hospitality and Tourism	435	10996
Human Services	1185	3013
Information Technology	3435	12068
Law, Public Safety, Corrections, and Security	1619	4727
Manufacturing	1716	4302
Marketing	1035	6469
Science, Technology, Engineering, and Mathematics	547	2348
Transportation, Distribution, and Logistics	1667	4783

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	247	1782
Architecture and Construction	2337	2153
Arts, AV Technology, and Communications	1357	7808
Business Management and Administration	2696	1307
Education and Training	1635	2022
Finance	612	198
Government and Public Administration	n	3078
Health Science	3954	5548
Hospitality and Tourism	455	5001
Human Services	55	1403
Information Technology	1589	4235
Law, Public Safety, Corrections, and Security	2206	1940
Manufacturing	1172	1870
Marketing	320	2189
Science, Technology, Engineering, and Mathematics	73	1400
Transportation, Distribution, and Logistics	1014	2010

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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 2022-23 year. This data was collected and reported to the Office of Career, Technical, and Adult Education (OCTAE) in the State CAR in January 2024.

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
12,297	12,825	87.00%	95.88%	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	296	300	98.67%	Exceeded Target
Churchill	78	79	99.00%	Exceeded Target
Clark	8206	8507	98.57%	Exceeded Target
Douglas	205	218	94.04%	Exceeded Target
Elko	326	332	98.19%	Exceeded Target
Humboldt	75	75	100.00%	Exceeded Target
Lander	24	24	100.00%	Exceeded Target
Lincoln	33	33	100.00%	Exceeded Target
Lyon	300	307	97.72%	Exceeded Target
Mineral	n	n	83.33%	Met Target
Nye	209	232	90.09%	Exceeded Target
Pershing	29	29	100.00%	Exceeded Target
SPCSA	749	771	97.15%	Exceeded Target
Washoe	1716	1867	91.91%	Exceeded Target
White Pine	51	51	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/suppressed for FERPA protection due to other reporting in this document and may result in a slight variation from the actual CAR report

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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
7,298	14,907	40.50%	48.96%	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	157	319	49.22%	Exceeded Target
Churchill	58	112	51.79%	Exceeded Target
Clark	5933	11499	51.60%	Exceeded Target
14Douglas	110	243	45.27%	Exceeded Target
Elko	149	375	39.73%	Met Target
Humboldt	44	101	43.56%	Exceeded Target
Lander	14	20	70.00%	Exceeded Target
Lincoln	13	38	34.21%	Did not Meet
Lyon	90	272	33.09%	Did not Meet
Mineral	n	n	25.00%	Did not Meet
Nye	66	209	31.58%	Did not Meet
Pershing	n	n	33.33%	Did not Meet
SPCSA	147	201	73.13%	Exceeded Target
Washoe	500	1468	54.50%	Exceeded Target
White Pine	17	50	34.00%	Did not Meet

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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
3,444	14,833	17.00%	23.20%	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	2s2	319	23.82%	Exceeded Target
Churchill	21	112	18.75%	Exceeded Target
Clark	2641	11498	22.97%	Exceeded Target
Douglas	60	243	24.69%	Exceeded Target
Elko	66	375	17.60%	Exceeded Target
Humboldt	12	101	11.88%	Did not Meet
Lander	n	n	10.00%	Did not Meet
Lincoln	n	n	18.42%	Exceeded Target
Lyon	35	272	12.87%	Did not Meet
Mineral	n	n	0.00%	Did not Meet
Nye	20	209	9.57%	Did not Meet
Pershing	n	n	22.22%	Did not Meet
SPCSA	79	186	42.00%	Exceeded Target
Washoe	423	1468	28.81%	Exceeded Target
White Pine	11	50	22.00%	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
166	949	16.70%	17.49%	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	n	n	0.00%	Did not Meet
Churchill	18	121	14.88%	Did not Meet
Clark	29	195	14.87%	Did not Meet
Douglas				No Data
Elko	41	281	14.59%	Did not Meet
Humboldt	11	71	15.49%	Met Target
Lander				No Data
Lincoln				No Data
Lyon	n	n	5.26%	Did not Meet
Mineral				No Data
Nye	20	94	21.58%	Exceeded Target
Pershing	n	n	13.33%	Did not Meet
SPCSA	31	139	22.30%	Exceeded Target
Washoe	16	48	33.33%	Exceeded Target
White Pine				No Data

*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.

Gray fill = 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
9,913	13,499	33.08%	73.44%	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	223	269	82.90%	Exceeded Target
Churchill	113	118	95.76%	Exceeded Target
Clark	7856	11067	70.99%	Exceeded Target
Douglas	185	216	85.65%	Exceeded Target
Elko	329	356	92.42%	Exceeded Target
Humboldt	65	68	33.08%	Exceeded Target
Lander				No Data
Lincoln				No Data
Lyon	215	282	76.24%	Exceeded Target
Mineral	n	n	77.78%	Exceeded Target
Nye	145	177	81.92%	Exceeded Target
Pershing	n	n	100.00%	Exceeded Target
SPCSA	83	90	92.00%	Exceeded Target
Washoe	699	856	81.66%	Exceeded Target
White Pine				No Data

*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.

Gray fill = no data for this indicator.

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

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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
7,896	23,555	30.43%	33.52%	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	103	349	29.51%	Met Target
Churchill	74	215	33.42%	Exceeded Target
Clark	5961	17252	34.55%	Exceeded Target
Douglas	89	372	23.92%	Did not Meet
Elko	210	668	31.44%	Met Target
Humboldt	43	164	26.22%	Did not Meet
Lander	12	52	23.08%	Did not Meet
Lincoln	11	69	15.94%	Did not Meet
Lyon	115	457	25.16%	Did not Meet
Mineral	n	n	22.22%	Did not Meet
Nye	100	339	29.50%	Did not Meet
Pershing	n	n	26.47%	Did not Meet
SPCSA	255	726	35.12%	Did not Meet
Washoe	888	2774	32.01%	Exceeded Target
White Pine	35	118	29.66%	Met 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
348	12,833	1.37%	2.71%	Exceeded Target

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

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

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Postsecondary Performance Indicators

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

1P1: Postsecondary Retention and Placement

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

CTE concentrators who, during the 2nd quarter after program completion, remain enrolled, are in advanced training, military service, or a service program, are volunteers, or are placed or retained in employment	Number of CTE concentrators who completed their program in the reporting year	State Determined Performance Level	Actual Level of Performance	Level of Performance
4,293	5,420	46.00%	79.21%	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	2516	3379	74.46%	Exceeded Target
GBC	305	387	78.81%	Exceeded Target
TMCC	1111	1253	88.67%	Exceeded Target
WNC	361	401	90.02%	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
5,150	6,738	22.00%	76.43%	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	3919	4978	78.73%	Exceeded Target
GBC	239	332	71.99%	Exceeded Target
TMCC	776	1179	65.82%	Exceeded Target
WNC	216	249	86.75%	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
1,656	7,322	17.00%	22.62%	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	1136	4379	25.94%	Exceeded Target
GBC	51	303	16.83%	Met Target
TMCC	396	2088	18.97%	Exceeded Target
WNC	73	552	13.22%	Did not Meet