



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

Consolidated Annual Report Summary Program Year 2023-24

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Introduction and Overview

The purpose of the Consolidated Annual Report Summary for Program Year 2023-24 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 March 27, 2024, and is effective July 1, 2024 – June 30, 2028.

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 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.

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:

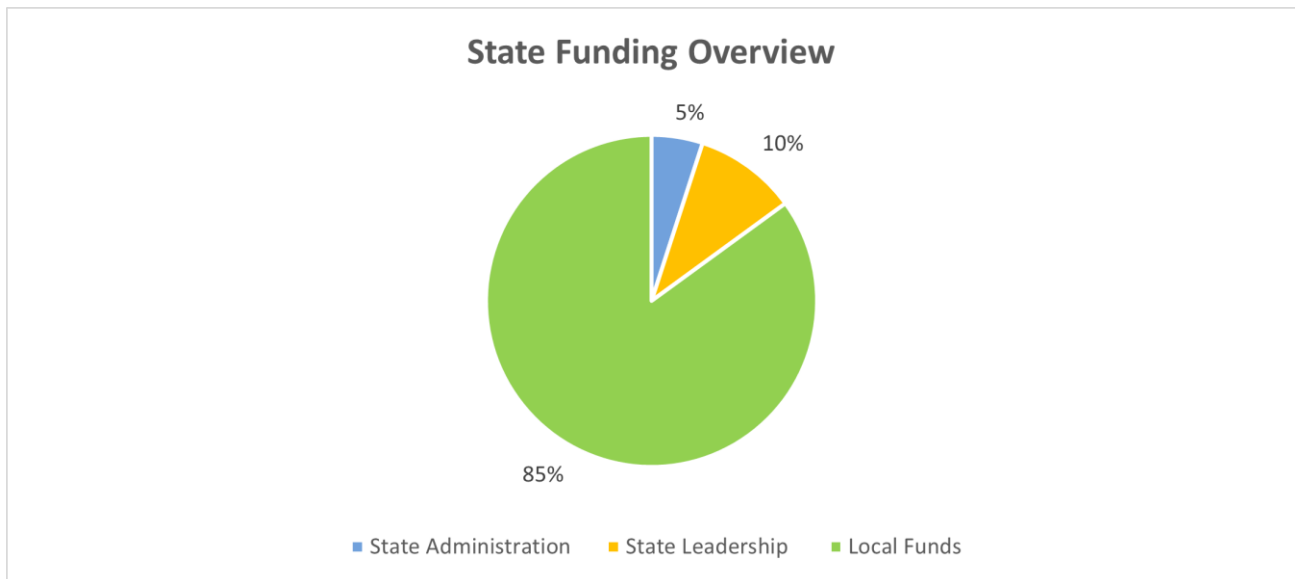
- Acquisition of credentials, certificates, or degrees.
- Postsecondary retention and placement; and,
- Participation in programs leading to nontraditional training and employment.

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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 institutions. Allocation funds are split between secondary and postsecondary education in state-determined percentages. In Nevada, secondary education received 63 percent of the local formula funds and postsecondary education received 37 percent of the local formula funds.

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

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

2023-2024 Highlights

- The school district implemented Rubin Emerge, an online platform designed to build employability skills. The program includes eBooks, self-paced assignments, job shadowing videos, and quizzes, all tailored to provide students with age-appropriate guidance on professional communication, leadership, and workplace readiness.
- Charter schools acquired essential industry-standard equipment to enhance their Marketing, Video Production, and Theater Technology programs, ensuring students gain hands-on experience using tools aligned with current industry practices.
- Perkins V funding supported student participation in Career and Technical Student Organizations (CTSOs), covering travel expenses to Future Business Leaders of America (FBLA) and SkillsUSA state and national competitions. These events offer students valuable opportunities to apply classroom learning in real-world contexts, strengthen their presentation and leadership skills, and engage in career-related challenges.
- Colleges continued to utilize Perkins funds to support the Educational Partnership (EP) program, which serves students from special populations enrolled in Career and Technical Education (CTE) certificate and degree pathways. The EP program assists students in developing personalized education and career plans, helping them stay on track for graduation and workforce readiness. In collaboration with a partner school district, colleges also developed dual enrollment curriculum for select programs.
- The CTE College Credit Coordinator visited area high schools to deliver classroom and grade-level presentations, attend college and career fairs, and participate in parent nights. These outreach efforts focused on informing students and families about opportunities to earn postsecondary credit both during high school and after enrollment in college.

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In Alignment with the Perkins Plan Strategic Goals, the Nevada Department of Education (NDE) Provided Targeted Guidance and Support to CTE Stakeholders Through Presentations and Technical Assistance:

1. Improve the Quality and Alignment of Career and Technical Education (CTE) Programs

- Delivered presentations to administrators and staff outlining **Quality Program Review (QPR)** timelines and procedures, concluding with a Q&A session to address specific concerns.
- Conducted a session during the **Nevada Association for Career and Technical Education (NVACTE)** conference titled *“Components of High-Quality CTE Education for Counselors”* to support informed counseling practices aligned with quality CTE standards.

2. Ensure Equity of Opportunity and Access for All Students in Career Pathways Aligned to High-Skill, High-Wage, or In-Demand Occupations

- Conducted **online interviews and in-person Quality Program Review (QPR) site visits** to assess program quality and ensure equitable access across Nevada schools.
- Reviewed QPR data and supporting evidence submitted by selected high schools across the state, evaluating equity and access within their CTE programs.

3. Increase the Number of High-Quality Work-Based Learning Opportunities for Secondary, Postsecondary, and Adult Students

- Provided repeated presentations to administrators and staff about QPR requirements related to **work-based learning**, ensuring understanding of key dates and processes.
- Presented at NVACTE on *“A Guide to Work-Based Learning”*, offering actionable strategies to expand and enhance internship and apprenticeship opportunities.
- Delivered **individual technical assistance** to schools and districts upon request, helping them adapt their work-based learning applications to reflect recent legislative updates.
- Facilitated a **statewide meeting** with district leaders and work-based learning coordinators to support the implementation and scaling of high-quality work-based learning initiatives.

4. Ensure a Pipeline of High-Quality CTE Teachers in Aligned Programs

- Participated in leadership activities for **Region V**, which includes CTE leaders from 14 states and regions, including Nevada, fostering collaboration and professional development to strengthen the CTE educator workforce.

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Career and Technical Education Participants and Concentrators

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 in 2021-2022 and 2022-2023 each year. However, participation has decreased by 8 percent from 2022-23 to 2023-24 due to some program changes.

CTE High School Participation	2021-22	2022-23	2023-24
Total Participation	73,591	76,884	70,821
Males	53%	54%	54%
Females	47%	46%	46%

CTE College Participation	2021-22	2022-23	2023-24
Total Participation	28,895	25,866	26,929
Males	50%	48%	48%
Females	50%	51%	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.

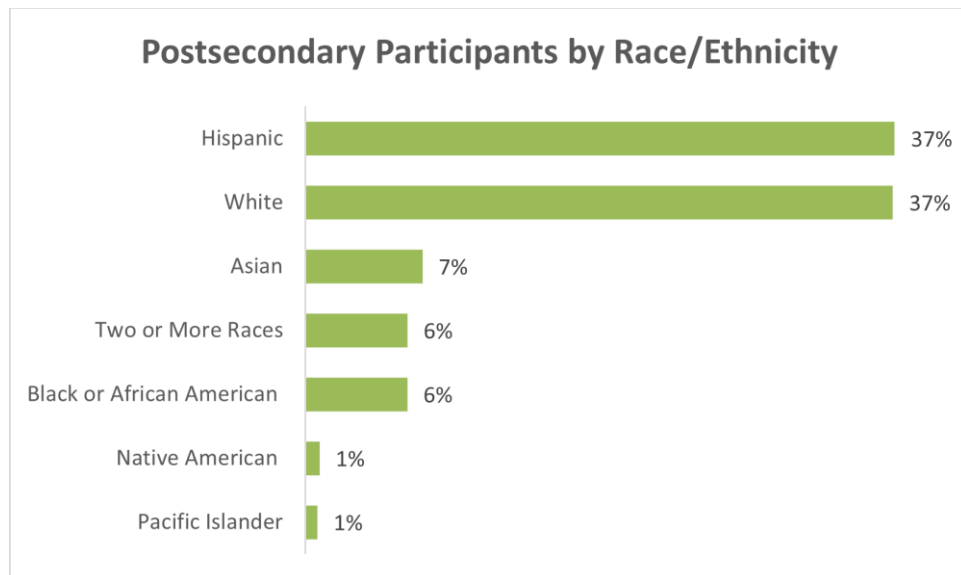
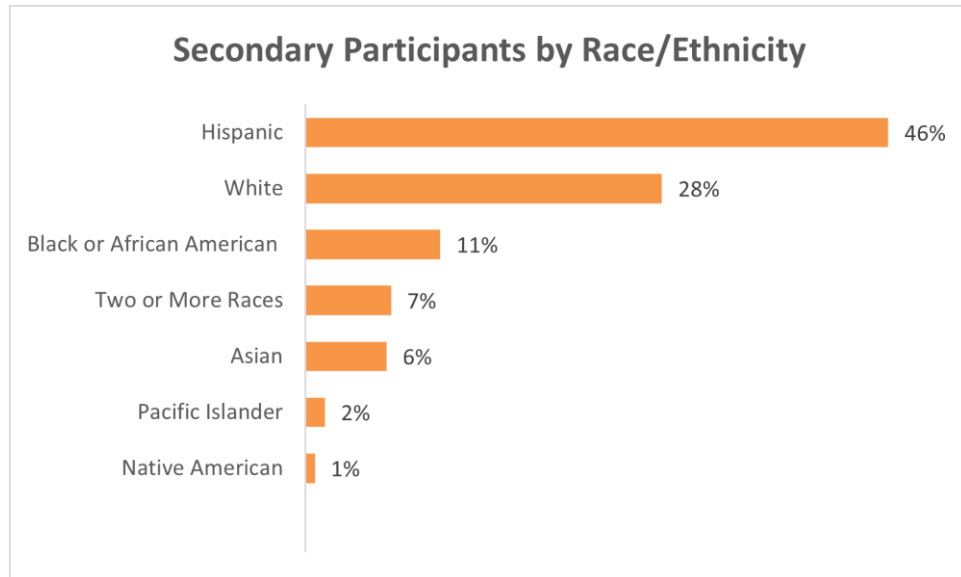
CTE High School Concentrators	2021-22	2022-23	2023-24
Total Participation	35,374	33,745	29,062
Males	52%	52%	52%
Females	48%	48%	48%

CTE College Concentrators	2021-22	2022-23	2023-24
Total Participation	20,210	18,847	17,932
Males	51%	52%	51%
Females	49%	48%	49%

Please note that all percentages are rounded either up or down to the nearest whole number. Some postsecondary institutions include students not identified by gender and M/F percentages do not equal 100%. 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.

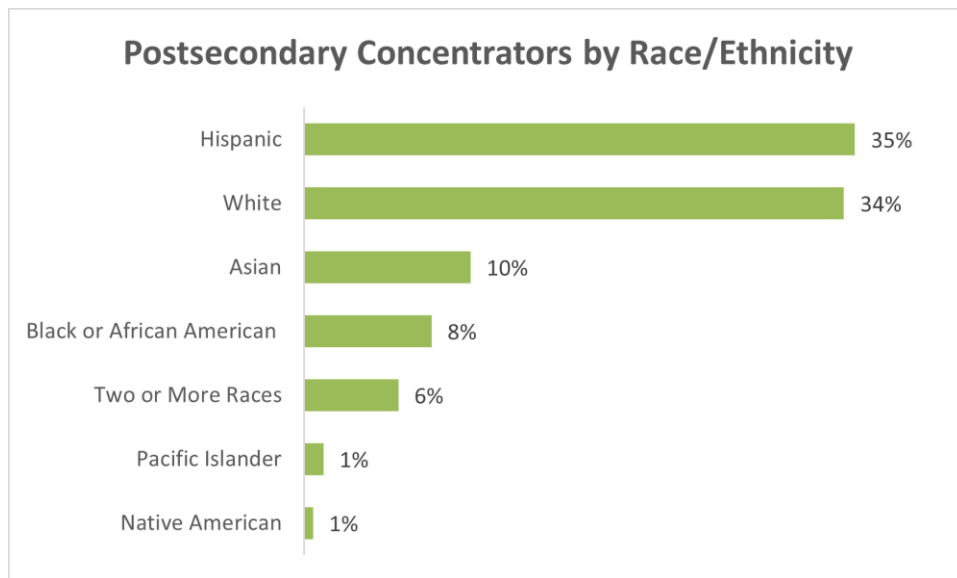
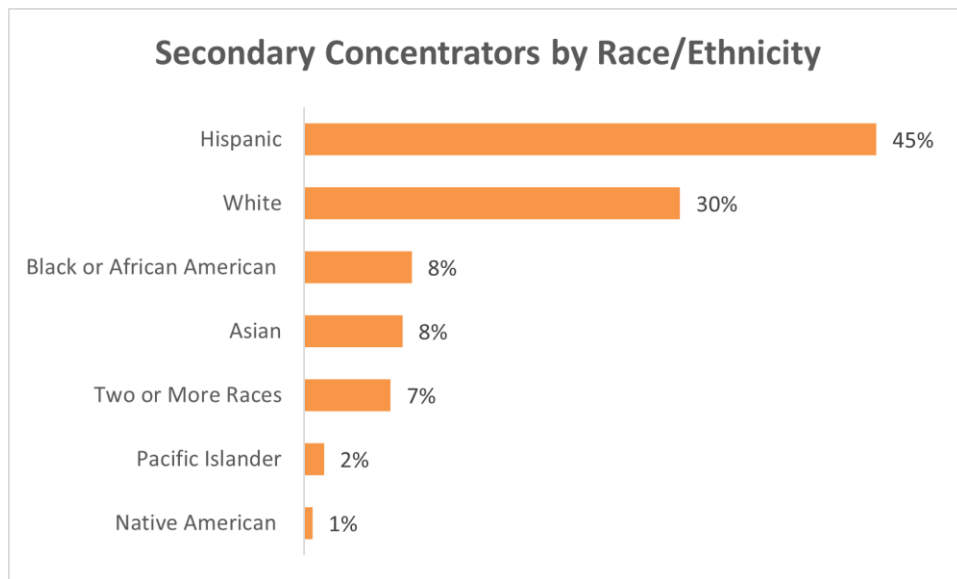
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Participation by Race/Ethnicity: Hispanic/Latino students make up the largest minority race/ethnicity group among high school and college CTE program participants. Students identifying as Hispanic/Latino make up 46% of students in high school CTE programs and 37% 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 2022-2023 data with the enrollment of concentrators identified as Hispanic/Latino increased while concentrators identified as Black or African American declined.



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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.

High School CTE Special Populations	2021-22	2022-23	2023-24
Economically Disadvantaged	85%	85%	85%
Nontraditional Enrollees	25%	21%	21%
English Learners	10%	10%	11%
Disability Status (ESEA/IDEA)	9%	9%	9%
Homeless Individuals	2%	2%	2%
Youth In/Aged out of Foster Care	<1%	<1%	<1%
Youth with Parent in Active Military	1%	1%	0%

College CTE Special Populations	2021-22	2022-23	2023-24
Economically Disadvantaged	36%	32%	33%
Nontraditional Enrollees	25%	24%	20%
Individuals with Disabilities (ADA)	2%	2%	3%
English Learners	2%	2%	2%
Single Parents	1%	1%	2%
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	2021-22	2022-23	2023-24
Economically Disadvantaged	85%	85%	85%
Nontraditional Enrollees	21%	20%	22%
English Learners	9%	9%	9%
Disability Status (ESEA/IDEA)	7%	8%	8%
Homeless Individuals	1%	1%	1%
Youth In/Aged out of Foster Care	<1%	<1%	<1%
Youth with Parent in Active Military	1%	1%	0%

College Concentrator Special Populations	2021-22	2022-23	2023-24
Economically Disadvantaged	42%	41%	42%
Nontraditional Enrollees	8%	8%	9%
English Learners	<1%	3%	3%
Individuals with Disabilities (ADA)	1%	1%	1%
Single Parents	4%	1%	3%
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	1083	3558
Architecture and Construction	2772	5334
Arts, AV Technology, and Communications	3489	19331
Business Management and Administration	5466	6579
Education and Training	2812	5667
Finance	2322	501
Government and Public Administration	84	5999
Health Science	4053	9771
Hospitality and Tourism	457	10688
Human Services	1042	1900
Information Technology	3621	7931
Law, Public Safety, Corrections, and Security	1874	4913
Manufacturing	1782	4238
Marketing	1195	2322
Science, Technology, Engineering, and Mathematics	546	2748
Transportation, Distribution, and Logistics	1615	4862

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	225	1616
Architecture and Construction	2340	2114
Arts, AV Technology, and Communications	1317	7654
Business Management and Administration	2566	1299
Education and Training	1616	2460
Finance	595	200
Government and Public Administration	n	3139
Health Science	3719	4614
Hospitality and Tourism	421	5092
Human Services	63	1103
Information Technology	1629	3588
Law, Public Safety, Corrections, and Security	1872	1839
Manufacturing	1169	1619
Marketing	325	2250
Science, Technology, Engineering, and Mathematics	45	1388
Transportation, Distribution, and Logistics	1013	1930

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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 2023-24 year. This data was collected and reported to the Office of Career, Technical, and Adult Education (OCTAE) in the State CAR in January 2025.

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
11,742	12,003	87.00%	97.79%	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	310	324	95.68%	Exceeded Target
Churchill	38	38	100.00%	Exceeded Target
Clark	7579	7686	98.61%	Exceeded Target
Douglas	243	254	95.67%	Exceeded Target
Elko	235	241	97.51%	Exceeded Target
Humboldt	93	93	100.00%	Exceeded Target
Lander	23	23	100.00%	Exceeded Target
Lincoln	35	35	100.00%	Exceeded Target
Lyon	338	343	98.54%	Exceeded Target
Mineral	10	10	100.00%	Exceeded Target
Nye	229	242	94.63%	Exceeded Target
Pershing	26	27	96.30%	Exceeded Target
SPCSA	973	983	98.98%	Exceeded Target
Washoe	1562	1655	94.38%	Exceeded Target
White Pine	48	49	97.96%	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
7,012	13,044	40.50%	53.76%	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	114	247	46.15%	Exceeded Target
Churchill	23	64	35.94%	Did not meet
Clark	5452	9864	55.27%	Exceeded Target
Douglas	44	115	38.26%	Met Target
Elko	103	273	37.73%	Met Target
Humboldt	53	101	52.48%	Exceeded Target
Lander	n	n	31.58%	Did not Meet
Lincoln	n	n	28.00%	Did not Meet
Lyon	53	188	28.19%	Did not Meet
Mineral	n	n	70.00%	Exceeded Target
Nye	39	131	29.77%	Did not Meet
Pershing	n	n	40.00%	Met Target
SPCSA	443	738	60.03%	Exceeded Target
Washoe	688	1323	52.00%	Exceeded Target
White Pine	n	n	15.22%	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
3,205	12,974	17.00%	24.70%	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	54	250	21.60%	Exceeded Target
Churchill	n	n	10.45%	Did not Meet
Clark	2441	9969	24.49%	Exceeded Target
Douglas	26	115	22.61%	Exceeded Target
Elko	27	273	9.89%	Did not Meet
Humboldt	31	101	30.69%	Exceeded Target
Lander	n	n	5.26%	Did not Meet
Lincoln	n	n	4.00%	Did not Meet
Lyon	24	190	12.63%	Did not Meet
Mineral	n	n	20.00%	Exceeded Target
Nye	n	n	5.34%	Did not Meet
Pershing	n	n	20.00%	Exceeded Target
SPCSA	193	743	25.98%	Exceeded Target
Washoe	409	1333	30.68%	Exceeded Target
White Pine	n	n	6.38%	Did not Meet

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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
135	729	16.70%	18.52%	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	n	n	9.68%	Did not Meet
Clark	51	224	22.77%	Exceeded Target
Douglas	n	n	0.00%	Did not Meet
Elko	47	265	17.74%	Exceeded Target
Humboldt	14	101	13.86%	Did not Meet
Lander	n	n	18.52%	Exceeded Target
Lincoln				No Data
Lyon	n	n	6.45%	Did not Meet
Mineral				No Data
Nye	13	70	18.57%	Exceeded Target
Pershing	n	n	45.45%	Exceeded Target
SPCSA	n	n	0.00%	Did not Meet
Washoe	10	69	14.49%	Did not Meet
White Pine	n	n	16.67%	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.

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
8,457	11,564	33.08%	73.13%	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	224	282	79.43%	Exceeded Target
Churchill	74	77	96.10%	Exceeded Target
Clark	5780	8163	70.81%	Exceeded Target
Douglas	167	199	83.92%	Exceeded Target
Elko	272	312	87.18%	Exceeded Target
Humboldt	52	75	69.33%	Exceeded Target
Lander	23	23	100.00%	Exceeded Target
Lincoln	11	32	34.38%	Exceeded Target
Lyon	195	273	71.43%	Exceeded Target
Mineral	n	n	100.00%	Exceeded Target
Nye	155	202	76.73%	Exceeded Target
Pershing	18	26	69.23%	Exceeded Target
SPCSA	161	195	82.56%	Exceeded Target
Washoe	1280	1656	77.29%	Exceeded Target
White Pine	45	49	91.84%	Exceeded Target

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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
6,371	18,941	30.43%	33.64%	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	119	357	33.33%	Met Target
Churchill	69	148	96.10%	Exceeded Target
Clark	4564	13346	34.20%	Exceeded Target
Douglas	89	260	34.23%	Did not Meet
Elko	188	596	31.54%	Exceeded Target
Humboldt	49	144	34.03%	Exceeded Target
Lander	12	56	21.43%	Did not Meet
Lincoln	20	43	46.51%	Exceeded Target
Lyon	85	284	29.93%	Met Target
Mineral	n	n	38.46%	Exceeded Target
Nye	70	242	28.93%	Met Target
Pershing	n	n	20.00%	Did not Meet
SPCSA	264	839	31.47%	Exceeded Target
Washoe	814	2567	31.71%	Exceeded Target
White Pine	28	59	47.46%	Exceeded Target

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

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

CTE Concentrators who graduated having earned dual credit in a CTE area as a part of a Program of Study	CTE Concentrators who were included in the State's computation of its graduation rate	State Determined Performance Level	Actual Level of Performance	Level of Performance
322	11,743	1.37%	2.74%	Exceeded Target

District*	Level of Performance
Carson City	Did not meet
Churchill	Did not meet
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
SPCSA	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 Perkins V legislation. This data was collected 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
4,253	5,657	46.00%	75.18%	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	1936	3137	61.72%	Exceeded Target
GBC	385	423	91.02%	Exceeded Target
TMCC	1568	1702	92.13%	Exceeded Target
WNC	364	395	92.15%	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
3,597	4,614	22.00%	77.96%	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	2159	2752	78.45%	Exceeded Target
GBC	232	312	74.36%	Exceeded Target
TMCC	977	1263	77.36%	Exceeded Target
WNC	229	287	79.79%	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
1,746	7,553	17.00%	23.12%	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	1240	4526	27.40%	Exceeded Target
GBC	84	590	14.24%	Did not Meet
TMCC	379	2128	17.81%	Exceeded Target
WNC	43	309	13.92%	Did not Meet