Nevada, Perkins V Data Operational Handbook

T.R. 2026

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Introduction

In accordance with the provisions of Perkins V, the Nevada Department of Education (NDE), Office of Career Readiness, Adult Learning, and Education Options (CRALEO) is working to ensure that we meet the requirements of Perkins V by evaluating Local Applications based upon Comprehensive Local Needs Assessments (CLNAs) in a uniform and comprehensive fashion.

This document seeks to provide clarity on CRALEO's process of reviewing and evaluating Local Applications, Accountability timelines, the circumstances and consequences if institutions do not meet Perkins requirements, and setting and revising Local Performance Levels (LPLs) for Postsecondary institutions.

While this document seeks to provide clarity and guidelines, it is a work in progress. This document will be added to and adjusted as questions arise. It does not seek to cover every aspect of Perkins V operations, just data collection, Performance Indicators, and related items. Lack of inclusion of a topic does not imply that the topic is irrelevant or no longer in force. For example, Secondary Career and Technical Education (CTE) End-of-Program assessments and Articulated Credit are not covered here. Nothing should be implied by the fact that a topic is not included.

Data Collection and Accountability

Each year NDE is required to submit to the United States Department of Education, Office of Career, Technical, and Adult Education (OCTAE) the Consolidated Annual Report (CAR) that provides an accounting of the activities performed under the provision of Perkins V, enrollment of both CTE participants and concentrators, and the established performance indicators for secondary and postsecondary sub-recipients. Performance indicators are one measure of effectiveness of a program and a factor for subrecipients to consider when allocating funds. The following provides a brief overview of necessary data collection timelines and guidelines for subrecipients to consider.

Secondary: Secondary Data and Performance collection falls into a few main categories. While the following list attempts to provide an outline of the data collection process and tools, this may/will change as necessary or as reporting processes are refined.

1. **Annual Data Validation**. Per NDE CRALEO policy, enrollment data as of October 1st is collected and verified. NDE CRALEO staff access course data directly from Infinite Campus (IC) using logic and tables based on School Courses for the Exchange of Data (SCED) codes.
    a. Staring each year in September, CTE staff will begin pulling data to identify courses that may not be syncing to the state or places where course data appears to be incorrect. District CTE Administrators will be contacted in September if there are questions, concerns, or requests for changes. Important items of note in this process include the following:
        i. Because CTE courses will be pulled from the CTE SCED code list, districts must ensure that all SCED codes have been included for courses, that CTE courses are matched to the SCED codes as they appear in the official CTE SCED Directory as well as in the CTE Course Catalog, and that those codes are entered into all

applicable fields in Infinite Campus (including appropriate dropdowns and within the State Code field).

ii. Courses must include the Course Name as it appears in the CTE Course Catalog.

iii. Courses must be a part of a recognized CTE Program of Study per the current CTE Course Catalog and NAC 389.803.

b. Starting on the first business day after October 1st (unless instructed otherwise), CTE staff will pull data for CTE Enrollment, double check cluster, program, and other data elements, and then request that subrecipients validate that enrollment is correct.

c. To be included in the annual October 1st snapshot of enrollment (and more broadly in state and federal reporting) courses must be a part of a recognized CTE Program of Study. If the program of study is new, not included in the program directory, or if there is not a program opening document on file, LEAs will be asked for evidence that a complete program of study is either being offered or will be offered in subsequent years. A stand-alone CTE Course offered as elective does not constitute a program of study and the course will not quality for funding, monitoring/program review, the CTE Program Directory, data collection, and inclusion as a part of the annual CTE database.

d. If there are issues, subrecipients will need to correct the issues in their local editions of Infinite Campus. If there are issues that cannot be remedied, requests to fix the issues with Infinite Campus, Freshdesk, and other support. However, subrecipients are responsible for ensuring that their data is correct to ensure that end of the year data collections are accurate and complete.

2. **End of the Year data collection**: To meet federal requirements regarding reporting of CTE Participants (i.e. students must complete a course [earning all available credit] to be considered participants in the reporting year), the department will also begin pulling data at the end of each school year (we currently anticipate this starting in August).

   a. The end of year data collection for enrollment will draw from both Fall and Spring enrollment to identify students who earned credit in courses. This should automatically remove students who withdrew without earning credit, and it should allow us to identify students who only earned partial credit.

      i. Because the pull will include students who earned partial credit, NDE's CRALEO Team will identify cases in which students did not earn full credit in a course.

      ii. Because nontraditional indicators are not included in the state edition of IC (they may exist at the district level), those will need to be added in to identify nontraditional participants.

      iii. Total final counts will be validated with district/LEA CTE administrators.

   b. The Concentrator data pull will automatically identify CTE Concentrators via SCED who were still enrolled in high school in the reporting year. This file will automatically match Concentrators with ACT results as well as Science Exam Results to form the basis for our federal reporting for Federal Performance Indicators and Enrollment.

      i. Because the data pull will identify all CTE Concentrators regardless of if they were enrolled in a CTE Course in the pulled year, it will be necessary to run a match

against the October 1st snapshot and Participant file to identify CTE Concentrators who were enrolled in a CTE course in the reporting year.

ii. Because nontraditional indicators are not included in the state edition of IC (they may exist at the district level), those will need to be added in to identify nontraditional participants.

iii. Total data counts will be validated with district/LEA CTE administrators.

c. The CTE Concentrator Graduation Report will be pulled in August and will be used to identify students who graduated in the reporting year for follow up via the CTE Survey and to determine if they earned dual credit in a CTE area.

i. Total counts will be validated with district/LEA CTE administrators.

3. **Perkins State Consolidated Annual Report (CAR) Narrative:** In order to aid NDE in preparing the State CAR, NDE's CTE Accountability team will send out a CAR Annual Report form at the end of each fiscal year (June 30th) to each recipient of Perkins funding. This form will require both narrative and data regarding specific accomplishments achieved using Perkins funds (received via formula or competitive grants), and it includes topics including, but not limited to, the following:

   a. How did each district/institution analyze performance and enrollment data to identify disparities in enrollment and academic achievement for all federally identified populations?
   b. What programs have been implemented in response to those findings?
   c. How were funds used to help reduce disparities or performance gaps?
   d. What progress was achieved in meeting the goals outlined in grant applications?

   The information included in the form will be included in the Nevada CAR to answer questions about how Leadership, Reserve, and Allocation funds were used as well as Nevada's overall efforts to close gaps. As a result, grant recipients have various data sources that could be examined to fulfill this requirement. These include, but are not limited to:

   a. Comprehensive Local Needs Assessments.
   b. Disaggregated Perkins Performance Indicators.
   c. Grant applications; and/or
   d. Local data on enrollment, retention, and performance.

   This form will be due in September so that the information can be reviewed and submitted as a part of the State Consolidated Annual Report.

4. **Student Survey**: Secondary subrecipients are required to do an annual survey of their CTE Concentrator graduates six months after graduation to determine postsecondary placement. Surveys of this type are currently done by LEAs, and while NDE's CTE Accountability team encourages the use of electronic surveying (via email/SMS/IC) it is up to each subrecipient to determine their own methodology. The CTE staff will pull all CTE Concentrator Graduates for the previous school year via the CTE Data Extracts. This data will be provided for validation, and the timeline for the CTE survey will be November-January of the following year.

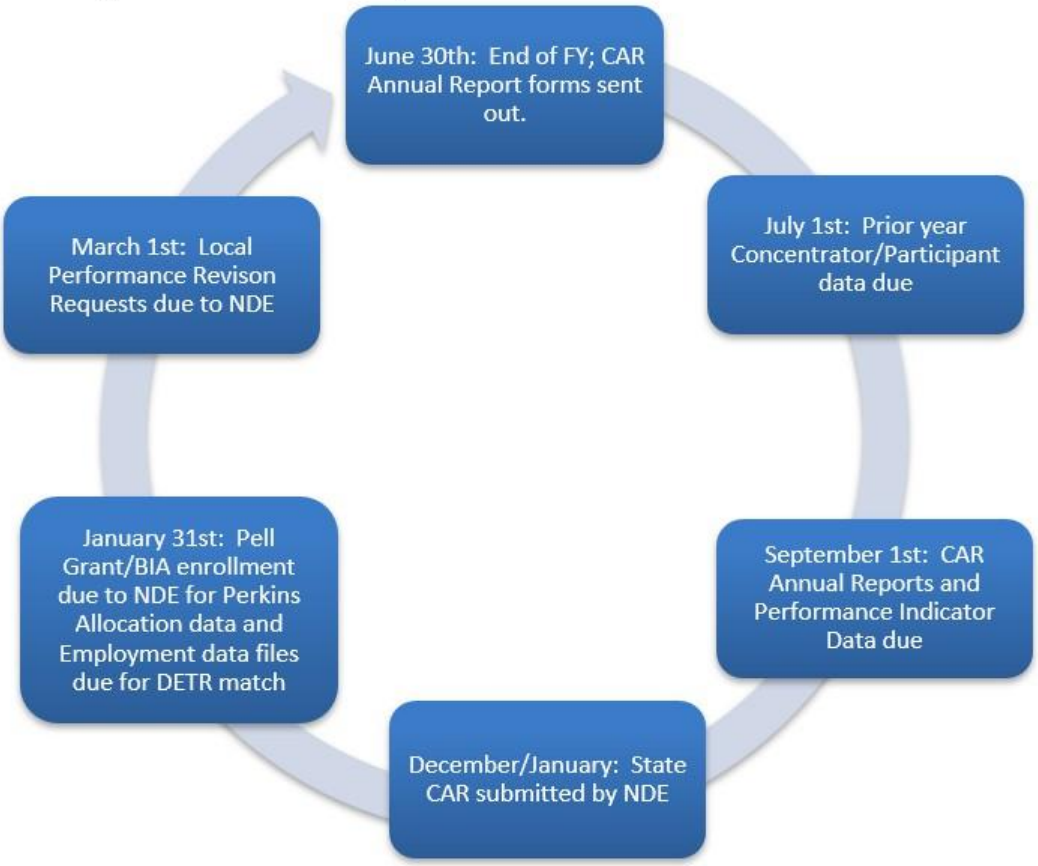
See Appendix A for definitions of some of these terms and Appendix C for more detail on performance indicators included in Perkins V.

Secondary Data and Accountability Timeline

Postsecondary: All postsecondary institutions are required to provide data to be included in the State CAR. The data collection will be done in accordance with the distributed data collection document (approved by NDE and Postsecondary Institutional Research Officers). This requests information on CTE Concentrators and Participants enrolled in the reporting year on or before July 1st. That document also provides information on Postsecondary Performance Indicator data that is due on or before September 1st each year. In addition, NDE's CTE Accountability team sends out a CAR Annual Report form at the end of each fiscal year. This form will require both narrative and specific data (Postsecondary Performance Indicator data) regarding specific accomplishments achieved using Perkins V funds (received via allocation and competitive grants) particularly as they relate to topics including, but not limited to, reducing disparities or performance gaps, meeting goals outlined in grant applications, and meeting the goals of the State or Local Determined Levels of Performance.

NDE will offer Postsecondary institutions the option of developing Local Performance Levels (LPLs) that will be used when evaluating postsecondary performance indicator data. For more information on Postsecondary LPLs, please see Appendix A.

Postsecondary Data and Accountability Timeline



Appendix A: Definitions

- **CTE Completer:** There is no federal definition for a CTE completer. At the secondary level, a CTE Completer is a student who has taken (and passed) all core courses in a specific program of study and is eligible to take an End of Program Assessment (if one exists).
- **CTE Concentrator (secondary):** At the secondary level, the term "CTE Concentrator" means a student served by an eligible recipient who has completed at least two (2) courses in a single recognized career and technical education program or program of study. To complete, the students must earn all credit associated with those courses. Those courses must be the first two courses in the program of study's sequence and must be part of a recognized program of study as noted in the CTE Course Catalog. Once a student becomes a CTE Concentrator, the student must continue to be tracked for CTE Performance indicators even if the student no longer enrolls in a CTE course or completes their program of study.
- **CTE Concentrator (postsecondary):** At the postsecondary level, a student enrolled in an eligible recipient who has either earned at least 12 credits within a career and technical education program or program of study or who has completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.
- **CTE Participant:** At the secondary level/postsecondary, the term "CTE Participant" means a student served by an eligible recipient who completes one or more courses in a recognized CTE program of study in the reporting year. To complete, students must have earned all credit associated with that course.
    - While all students who complete one or more courses in a recognized CTE program of study are considered participants, students who only complete a CTE course offered as an elective (for example the school does not offer [or intends to offer] a complete CTE program of study, or students are taking Advanced Studies or similar courses without completing the appropriate prerequisites) will not be reported as CTE Participants.
- **Career Cluster:** Nevada recognizes the national Career Clusters Framework and the CTE Course catalog. Federal reporting requires that enrollment and performance data is disaggregated by cluster. When disaggregating by cluster, Nevada policy is that, if students are enrolled in more than one course in multiple programs of study, the student should be counted once in each program.
    - For example: If a student is a concentrator in Video Production AND Computer Science (two separate programs that belong to two separate clusters), that student would appear once in each cluster when performance data, participant, and concentrator data is being disaggregated by cluster.
- **Nontraditional Students:** Within the CTE data system, students engaged (as either participants or concentrators) in a program of study that is classified as nontraditional for their gender (meaning that labor market data provided by the federal government indicates that individuals of a particular gender make up 25% or fewer of the employed individuals in that field) are considered nontraditional. Nontraditional indicators are mapped from Federal crosswalks to NDE CTE courses via CIP (Classification of Instructional Program) codes and are provided in the Nevada CTE Course Catalog. When providing the unduplicated number of nontraditional

students and when disaggregating information by cluster, CRALEO prioritizes nontraditional enrollment over traditional enrollments.

  - For example: If a female student is a concentrator in both Video Production (non-trad F) AND Multimedia Communications (not non-trad), the student would be counted as a non-traditional student in unduplicated participant/concentrator counts and within performance data, and they would be counted as a non-traditional student when participant/concentrator counts were disaggregated for the Arts/AV Technology Cluster.

- **Size**: Students in the district and/or area have access to a minimum of one-state approved career and technical education career pathway that aligns with the respective local or state's workforce needs. A minimum class size of 10 students for districts and/or counties whose population is 55,000 or more, or continuous progress toward increased class size, in a career and technical education program. For the purposes of the CLNA, continuous progress can be shown through a written plan to improve enrollment that is provided along with CLNA documentation (for example, an outline of district or school-level efforts to improve overall enrollment). This definition appears in the approved Perkins V state plan.
- **Scope**: Links must exist between secondary and postsecondary career and technical education programs with evidence of working agreements (e.g., dual-credit, CTE college articulated credit) between secondary and postsecondary institutions. A complete program of study for each career and technical education program exists and is incorporated into an academic plan that identifies recommended academic and technical courses as a part of a career pathway. Postsecondary programs supported under Perkins align to state or regional workforce needs as evidenced by local/regional/state labor market data and aligned to a credential of value. This definition appears in the approved Perkins V state plan.
- **Quality:** Secondary and postsecondary career and technical education program quality is measured by Nevada's Quality Program Standards, as approved by the Nevada State Board of Education, that demonstrate rigorous and relevant expectations for career and technical education program organization and delivery.
- **Perkins V Special Populations Groups:** Perkins V requires that data be disaggregated by the following populations:
  - Individuals with Disabilities;
  - Individuals from economically disadvantaged families, including low-income youth and adults (states have the discretion to define this term; at the postsecondary level, students who are Pell grant eligible fits this definition);
  - Individuals preparing for nontraditional fields;
  - Single parents, including single pregnant women;
  - Out-of-workforce individuals (could include displaced homemakers as well as individuals experiencing difficulty in obtaining/upgrading employment, individuals who have worked primarily without remuneration in the home, or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title);

- English Learners;
- Homeless individuals (as described in section 725 of the McKinney-Vento Homeless Assistance Act that defines homeless children and youths);
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed forces or is on active duty; and
- Migrant students

At the secondary level, these items will be drawn from IC. As IC shifts how this information is stored, our data extracts will be updated accordingly.

- **SCED:** The School Courses for the Exchange of Data is a classification system used for secondary and prior-to-secondary school courses. CTE courses in Nevada have state assigned SCED codes that need to be entered into Infinite Campus as they appear in the directory for courses to pull properly.
  - Please request the most recent copy of the Nevada CTE SCED Directory for specific coding, sequences, and other information;
  - The credits portion of the SCED may vary depending on the district (the CTE SCED Directory provides the total amount of available credit, it should be immaterial if districts award that via a 0.25, 0.50, or 1.00 credit system); and,
  - If courses are being offered as Dual Credit or Concurrent Enrollment courses, districts should identify those as “C” courses vs. the more standard “G” or “E” shown in the SCED Directory.

Appendix B: Perkins V Performance Indicators

The Perkins V accountability system evaluates the extent to which a state's CTE concentrators meet state-determined levels of performance across several secondary and postsecondary indicators of performance. 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 are included in the state plan public comment process and approved by the U.S. Secretary of Education based on the criteria set forth in the law. States will continue to lead negotiations with local recipients related to local performance levels (where applicable), which must equal the state total when aggregated.

Secondary CTE Performance Indicators

Secondary performance indicators examine CTE concentrator performance on statewide reading/language arts, mathematics, and science assessments, 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
1S1 Four-Year Graduation Rate
2S1 Academic Proficiency in Reading/Language Arts
2S2 Academic Proficiency in Mathematics
2S3 Academic Proficiency in Science
3S1 Postsecondary Placement
4S1 Nontraditional Program Enrollment
5S1 Program Quality – Attained Recognized Postsecondary Credential
5S2 Program Quality – Attained Postsecondary Credits
5S3 Program Quality – Participated in Work-Based Learning

When determining the number of concentrators to be included in the numerator and denominator, note that once a student becomes a CTE concentrator, they need to be included in the performance indicator if they continue to be enrolled even if they are not enrolled in a CTE course in the reporting year. If a student becomes a CTE concentrator in the reporting year, they will be included (thus a student might be in the process of becoming a concentrator when they take the ACT). The only exception is 4S1 in that it measures the enrollment of CTE Concentrators in the reporting year. Further details about each indicator can be found below.

CTE Concentrators will be identified via logic in the IC CTE Data Extracts designed for this purpose. In order to be included, students must have taken and earned all credit in both the L1 and L2 course in a single CTE program of study. Each program is identified by the SCED Course Code (the first five digits), it excludes all courses with a course level of "E" (thus removing Advanced Studies/Labs), and it identifies the course level by the first digit of the sequence element.

All data must be disaggregated by all relevant gender, ethnicity, and special populations categories, as well as by career cluster.

1S1: Four-Year Graduation Rate

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

> **Numerator:** The number of CTE concentrators earning a recognized diploma/HSE (high school equivalent exam) who were included in the state's computation of the 4-year ACGR.
>
> **Denominator:** The number of CTE concentrators who were included in the State's computation of the 4-year ACGR.

4-year ACGR data is pulled/validated/approved by NDE's Office of Assessment, Data, and Accountability Management (ADAM) in October/November each year. To receive this data, CRALEO requests the ADAM file in December when it is available. CRALEO will use that file to report with the following caveats:

- ADAM identifies CTE Concentrators via the EVERCTE label that identifies students as having been enrolled in a L2 course or higher at any point in their high school careers. That does not meet the federal requirement for a CTE Concentrator and includes students taking courses at institutions that are not overseen by the CRALEO staff. Until that is changed, when the CRALEO staff receive the file, the following steps will be taken:
    - The file will be reviewed to ensure that students were concentrators in an approved CTE Program of Study that was offered at a school/institution approved to offer such a program, and that those concentrators meet Federal/State definition of a CTE Concentrator. This will be done via a match to the new IC CTE Data Extracts that will identify CTE Concentrators via SCED.
    - Students who cannot be identified as CTE concentrators will be removed from the file and will not be included/reported as a part of CRALEO's CTE Concentrator graduation rate.
    - Nontraditional Student indicators are not currently available as a part of the 4-year ACGR. That will need to be manually mapped into the file by CRALEO staff.

2S1: Academic Proficiency in Reading/Language Arts

The percentage of CTE concentrators attaining proficiency in the challenging State academic standards adopted by the State under section1111(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 (1,2 = non proficient, 3,4 = proficient) for reporting ELA proficiency. These preestablished cut scores will be used to report CTE concentrator ELA proficiency.

> **Numerator:** The number of CTE concentrators who took the ACT as a part of statewide assessment in the reporting year and achieved proficiency in ELA.
>
> **Denominator:** The number of CTE concentrators who took the ACT as a part of statewide assessment in the reporting year.

To be included, students must be/have been a CTE Concentrator in an approved CTE program of study at a school that was approved to offer such a program/program of study. Students do not need to be enrolled in a CTE course in the accountability year to qualify for inclusion. The only test that will be included in reporting is the one taken as a part of state testing. It is immaterial if students take/took the ACT additional times and achieved a higher score on one of those exams. The CRALEO CTE IC Data Extracts have been designed to automatically match CTE Concentrators to their ACT performance level for this indicator. CRALEO CTE will pull this file when ACT results are uploaded by ADAM and pushed down to districts via IC. When those results are available, the file will be provided for validation along with the data for 2S2 and 2S3.

2S2: Academic Proficiency in Mathematics

The percentage of CTE concentrators attaining proficiency in the challenging State academic standards adopted by the State under section1111(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 (1,2 = non proficient, 3,4 = proficient) for reporting math proficiency. These preestablished cut scores will be used to report CTE concentrator math proficiency.

> **Numerator:** The number of CTE concentrators who took the ACT as a part of statewide assessment in the reporting year and achieved proficiency in Math.
>
> **Denominator:** The number of CTE concentrators who took the ACT as a part of statewide assessment in the reporting year.

To be included, students must be/have been a CTE Concentrator in an approved CTE program of study at a school that was approved to offer such a program/program of study. Students do not need to be enrolled in a CTE course in the accountability year to qualify for inclusion. The only test that will be included in reporting is the one taken as a part of state testing. It is immaterial if students take/took the ACT additional times and achieved a higher score on one of those exams. The CRALEO CTE IC Data Extracts have been designed to automatically match CTE Concentrators to their ACT performance level for this indicator. CRALEO CTE will pull this file when ACT results are uploaded by ADAM and pushed down to districts via IC. When those results are available, the file will be provided for validation along with the data for 2S1 and 2S3.

2S3: Academic Proficiency in Science

The percentage of CTE concentrators attaining proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments science as described in section 1111(b)(2) of such Act. NDE has established cut scores for NVACSS Science proficiency (1,2 = non proficient, 3,4 = proficient) for reporting science proficiency. These preestablished cut scores will be used to report CTE concentrator science proficiency.

> **Numerator:** The number of CTE concentrators who took the NVACSS as a part of statewide assessment in the reporting year and achieved proficiency.

Denominator: The number of CTE concentrators who took the NVACSS as a part of statewide assessment in the reporting year.

To be included, students must be/have been a CTE Concentrator in an approved CTE program of study at a school that was approved to offer such a program/program of study. Students do not need to be enrolled in a CTE course in the accountability year to qualify for inclusion. The CRALEO CTE IC Data Extracts have been designed to automatically match CTE Concentrators to their ACT performance level for this indicator. However, the course setups for this exam are not ready. Until they become ready, CRALEO will need to file a data request for the information and manually match it to the CTE Concentrator file. When matched, the file will be provided for validation along with the data for 2S1 and 2S2.

3S1: Postsecondary Placement

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 is acquired via a survey carried out by the districts and enrollment matches done with the Nevada System of Higher Education (NSHE).

Numerator: The number of CTE concentrators who exited from secondary education in the prior reporting year and in the second quarter after exiting were enrolled in postsecondary education, employed, in military service, or in a service program.

Denominator: The number of CTE concentrators exiting from secondary education in the prior reporting year.

NDE's CRALEO office will be able to pull CTE Concentrators who graduated via the CTE IC Data Extracts in August of each year. This file will be validated and approved with CTE programs, and it will be used to develop both the CTE survey file and the 5S2 Postsecondary Credits file. Results are currently procured using the following methods:

- LEAs will receive a file of students who need to be surveyed in the Fall following graduation that needs to be completed by the end of January. The exact methodology is currently determined by grant recipients.
- An additional match will be done via a match with NSHE enrollment to determine students enrolled at an NSHE institution in the fall semester immediately following graduation.

LEAs/grant recipients can request a copy of the NSHE match upon request, or those files will be provided to them as a part of the district-level performance results provided once data files are approved by OCTAE.

4S1: Nontraditional Program Enrollment

The percentage of CTE concentrators enrolled in a career or technical education program or program of study that leads to a field that is nontraditional for the student's gender in the reporting year. Nontraditional occupations and the associated gender are provided by OCTAE and are developed based on labor market data to determine fields where fewer than 25% of the employed individuals were of a particular gender. Information on non-traditional occupations can be found in the CTE Course Catalog, and the non-traditional indicators are mapped using SCED/CIP codes.

> **Numerator:** The number of CTE Concentrators from underrepresented gender groups enrolled in CTE programs that lead to nontraditional fields in the reporting year.
>
> **Denominator:** The number of CTE Concentrators enrolled in a CTE program or program of study that leads to nontraditional fields in the reporting year.

Please note: The denominator is not all CTE Concentrators. It is composed of CTE Concentrators in a field that is classified as nontraditional. This is the only indicator that is reliant on the reporting year's actual enrollment in/completion of a CTE course. Non-traditional CTE concentrators who were not enrolled in a CTE course in the reporting year will not be included in either the numerator or denominator. At the state level, nontraditional indicators need to be mapped into the enrolled CTE Concentrator file, and the data for this indicator will be drawn from that file.

5S1: Program Quality – Attained Recognized Postsecondary Credential

> The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.
>
> **Numerator:** The number of CTE Concentrators graduating from high school having attained a recognized postsecondary credential.
>
> **Denominator:** The number of CTE concentrators who graduated in the reporting year and who were included in the State's computation of the graduation rate.

5S2: Program Quality – Attained Postsecondary Credits

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. Students must have earned dual credit in at least one course. The exact number of postsecondary credits earned is immaterial, but the credit must be in a career and technical education program or program of study.

> **Numerator:** The number of CTE Concentrators exiting high school (graduating) in the reporting year who were included in the state's computation of the graduation rate and who attained

postsecondary credit in a CTE area prior to graduation.

Denominator: The number of CTE concentrators who graduated in the reporting year and who were included in the State's computation of the graduation rate.

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

The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Numerator: The number of CTE concentrators graduating from high school having participated in work-based learning.

Denominator: The number of CTE concentrators who graduated in the reporting year and who were included in the State's computation of the graduation rate.

The CRALEO IC CTE Data Extracts have been designed to identify CTE Concentrator Graduates who earned dual credit (indicated by a "C" in the SCED Course Level) in a CTE Program of Study. In order to be identified, the first five digits of the SCED must be a SCED included as CTE by CRALEO (these records are included in the CTE Course Catalog). This will be pulled at the end of the reporting year (July/August) and validated with district CTE Administrators. Students could have earned dual credit via dual enrollment or any concurrent enrollment program (that could include, but is not limited to, directly enrolling in a CTE related course at a postsecondary institution or Jumpstart courses that are CTE in nature). In addition, the file will be double checked against the validated ACGR file provided by NDE's

ADAM office provided annually in December to ensure that the students were included in the Graduation Rate.

Please note that the backup file for this indicator is the ADAM_01 file prepared by districts for the Nevada School Performance Framework (NSPF). The ADAM_01 file identifies graduating CTE Concentrators who earned 6 or more Dual Credits. This is a backup file because it does not distinguish CTE courses from Academic courses; however, if there are issues identifying CTE dual credit via SCED, the ADAM_01 file will be used to report on indicator 5S2.

Postsecondary CTE Performance Indicators

Postsecondary performance indicators examine program completion leading to a credential, certificate, or degree, student retention rates, post-graduation placement (work force, 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
1P1 – Postsecondary Retention and Placement
2P1 – Earned Recognized Postsecondary Credential
3P1 – Nontraditional Program Enrollment

1P1: Postsecondary Retention and Placement

Indicator 1P1 is a 6 month follow up for the retention and placement of CTE concentrators who completed a program.

> **Numerator:** The number of CTE concentrators who, during the 2nd 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.
>
> **Denominator:** All CTE concentrators who completed their program in the reporting year.

2P1: Earned Recognized Postsecondary Credential

Indicator 2P1 measures the percentage of CTE Concentrators who receive a recognized credential.

> **Numerator:** The number of CTE Concentrators who received a recognized postsecondary credential during participation in or within one year of program completion.
>
> **Denominator:** The number of CTE Concentrators who left postsecondary education in the prior reporting year.

3P1: Postsecondary Programs Leading to Nontraditional Training and Employment

Indicator 3P1 measures current enrollment of CTE Concentrators who were enrolled in nontraditional programs of study. The denominator should include CTE Concentrators enrolled in the nontraditional field.

> **Numerator:** The number of CTE Concentrators from underrepresented gender groups in career and technical education programs that lead to nontraditional fields.
>
> **Denominator:** The total number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field during the reporting year.

Local Improvement Plans

As a part of the Perkins Performance Indicators, the Nevada Department of Education (NDE) CTE Staff is required to develop improvement plans if the state fails to meet the statewide Performance Indicators. Perkins requires that, if subrecipients fail to meet their Performance indicators that they also develop a local improvement plan to demonstrate how they will work to improve their performance. While, in previous years, this requirement was addressed as a checkbox in local applications, this change asks that subrecipients submit a Local Improvement Plan (template below) for each performance indicator where subrecipients failed to meet 90% of the performance indicator target. This will be asked for if subrecipients do not meet 90% of the overall target and if they do not meet 90% of the target for disaggregated populations. This will allow NDE to fully satisfy federal requirements and to evaluate the subrecipient's performance indicator measures and their work to improve the performance of all student populations.

Please note that the Local Improvement Plan is intended to document the specific steps a subrecipient intends to take to meet the goals of the Performance Indicators; it is not a standalone requirement and should connect to other elements of the local application, the CLNA, and required reporting for Perkins. For example:

- If populations are identified as missing the Performance Indicators, Action Steps could connect CTE programs to programs for specific populations, broader school improvement activities, or other district-specific programs.
- Action Steps can intersect with programs already identified in district CLNAs or could appear in the Local Applications; and,
- Information about the success of Action Steps should be reported in the annual CAR report submitted to NDE.

Appendix C: Comprehensive Local Needs Assessment (DRAFT)

Perkins V includes the requirement for a Comprehensive Local Needs Assessment. While the documents provided by the department for this purpose take priority; this document provides some general discussions regarding data analysis, strategies, and questions.

The Comprehensive Local Needs Assessment must include an evaluation of the performance of CTE Concentrators and an evaluation of enrollment, retention, and access to CTE Programs. These evaluations must be disaggregated by all gender, ethnicity, and special population categories. The Department suggests collecting data elements including, but not limited to, the following:

- Perkins V Performance data;
    - The unsubmitted/baseline performance data from the 2018-19 and 2019-20 years provided by the Department can be used for this purpose; however, please note that there are caveats to that data that should be accounted for, or it can be pulled by each recipient using the business rules and logic provided by the Department.
- Disaggregated CTE enrollment that can be analyzed at the course/school level, as well as overall school and district enrollment data for comparison purposes;
- Overall disaggregated school and district academic performance data; and,
- Other data elements that are of relevance include, but are not limited to:
    - Teacher recruitment/retention/demographic data;
    - Work-based learning participation data;
    - State and regional labor market data;
    - Curriculum or instructional material data;
    - QPR data and evaluations of CTE programs completed in previous years; and,
    - Any other data elements that would be of value in evaluating programs.

Once collected, the department suggests the following strategies/ideas to help districts in analyzing their data:

- All performance and enrollment data needs to be disaggregated and compared to district and school data whenever possible.
    - This includes comparing the disaggregated enrollment of students in CTE to the overall enrollment of those student groups at both the school and district level; and
    - Comparing the academic performance/credential attainment/graduation rate/etc. for disaggregated student populations to the overall performance of those student groups at both the school and district level.
- Performance data can be compared to the State Determined Level of Performance (SDLP) to determine if districts, schools, as well as each disaggregated population meet those requirements.
    - In addition, performance data at the school and district level should be compared internally to determine where performance gaps among subpopulations exist and need

to be addressed regardless of if districts, schools, or disaggregated populations are meeting the SDLP.
    - All disaggregation, comparison, and analysis should (ideally) be broken down as far as possible including down to the program level at individual schools. While cluster level analysis is required in federal reporting, the CLNA should (ideally) disaggregate data and evaluate programs at the school level.
    - Additional disaggregation may be necessary or desired to further determine the intersectionality of potential gaps and potential areas that may need to be targeted for improvement.
        - For example, if Economically Disadvantaged students are not meeting a SDLP, are there groups within that population (in terms of gender, ethnicity, career cluster/program of study, or a particular school) that need particular attention?
    - Please keep in mind that populations may be meeting the SDLPs that were revised in the spring of 2021 to account for the effects of the COVID-19 pandemic; however, the expectation that data be disaggregated and that gaps be addressed has not changed.
    - When identifying areas for improvement, it is incumbent upon each grant recipient to clarify how they are defining and identifying performance/enrollment gaps. For example, a 10% participation gap is a warning sign in civil rights monitoring. While the department is not mandating any thresholds or percentages, grant recipients must be able to clearly articulate (and potentially defend) the decisions/definitions they used.
- Ideally, data should be examined in collaboration with stakeholder groups. While this does mean that some suppression or data masking will be necessary when reviewing special populations data, stakeholder engagement is a key component of the CLNA process. Including stakeholders (including teachers, administrators, students, parents, and community stakeholders) in data analysis can lead to additional insights and analysis.
- While it is important to use data to identify gaps, which programs or schools are succeeding? Data analysis can also identify areas of strength; programs/schools that are succeeding could be a great resource for ideas and resources that could be implemented elsewhere.
- When thinking about data sets, the following questions may be helpful:
    - Are there specific programs of study within your district/school where special populations or other groups are performing above or below the SDLPs?
    - What populations are meeting the SDLPs? When looking within each population, are there particular groups that need additional support?
    - Do the demographics of the students enrolled in programs of study (both at the participant, concentrator, and completer level) reflect the overall enrollment of the school/district?
    - Are there differences in demographics or participation between students at the participant, concentrator, and completer level which might indicate barriers to student retention?
- It is up to grant recipients to determine the best path forward in determining potential root causes of performance gaps and the best practices necessary to target and address those gaps.

While the department is ready to help identify resources and support, identifying district and school-level circumstances will govern the most relevant and meaningful interventions.

- Please consider the evidence-based interventions already identified by NDE's Office of Student and School Supports or partnering with preexisting school improvement efforts.

Appendix D: Postsecondary Local Performance Levels

NDE is allowing Postsecondary recipients of Perkins funding to develop and set Local Performance Levels (LPL) for their Performance Indicators. If institutions wish, they can use the State Determined Performance Levels (SDPLs) that have been submitted to OCTAE as their Local Performance Levels. If institutions use the SDPLs, each institution will still be expected to show improvement overall, among the subpopulations that they serve, and in the programs that they offer.

In the event a postsecondary institution wishes to set their own LPLs, the eligible institution may submit a written request to NDE to begin the process. Any request for LPLs must meet the following criteria:

- Baseline/initial LPLs cannot be lower than average performance over the previous two years.
- Proposed LPLs must result in improved performance over time.
    - Proposed increases must be significant enough that improvements are not the result of accidents of enrollment, improved data collection, or happenstance; instead, they must be significant enough to show evidence that efforts to improve performance are ongoing.
    - Proposed increases must be significant enough that they contribute to an increase in overall state performance on the indicator.
- If proposed LPLs are 10 percentage points or more below the SDPL for a given year, institutions must provide a clear explanation as to why that is the case and how they plan to improve performance going forward.

Proposed LPLs should be provided to the NDE CRALEO office for review. State staff will review the request and will provide comments within thirty (30) days. State staff can request more information, ask for clarification, and will work with postsecondary institutions to ensure that the LPL meets the needs of both the local institution and the state.

In the event an agency is dissatisfied with any decision, such as requests for modifications or application, the eligible agency may submit a written complaint to the Director of the Office of Career Readiness, Adult Learning & Education Options. The complaint must be submitted within thirty (30) days of the date the agency received notification of the Department action. Upon receipt of the letter of complaint, the Director will review the complaint and will provide comment to the agency within thirty (30) days. The action taken by the Director, which includes a review conducted by state staff, shall be deemed final. Such action will be transmitted to the agency in writing.

Upon receipt of written notification of the action of the Director of the Office of Career Readiness, Adult Learning & Education Options, an agency may decide to appeal the action to the State Superintendent of Public Instruction. A written request for an appeal may be made in writing to the superintendent within thirty (30) days of the agency's receipt of written notification of the action taken by the Director. An administrative hearing of the appeal will be conducted within ninety (90) days from receipt of the written request. The agency will be notified of the date and time of the hearing thirty (30) days prior to the hearing date. A written record of the hearing and a written response describing the decisions and actions of the Superintendent will be provided to the agency. The written record and responses will be transmitted to the agency within fifteen (15) days after the hearing date.

Revisions to Local Performance Levels

In the case of unanticipated circumstances, local partners may request revisions to their LPLs. A request for revisions must be submitted and approved before the end of the fiscal year in which the change is being requested. Upon receipt of the change request letter (which must include a clear and complete explanation of the reason for the change as well as any accompanying data), state staff will review the request and will provide comments within thirty (30) days. State staff will work with the request agency to ensure that any revisions both ensure that the state will meet its SDPLs and that the postsecondary institution will still aim to improve performance overall. To ensure that requests are fully approved prior to the end of the fiscal year, any requests must be submitted prior to March 1st.

In the event an agency is dissatisfied with any decision, such as requests for modifications or application, the eligible agency may submit a written complaint to the Director of the Office of Career Readiness, Adult Learning & Education Options. The complaint must be submitted within thirty (30) days of the date the agency received notification of the Department action. Upon receipt of the letter of complaint, the Director will review the complaint and will provide comment to the agency within thirty (30) days. The action taken by the Director, which includes a review conducted by state staff, shall be deemed final. Such action will be transmitted to the agency in writing.

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Circumstances which may be a barrier to meeting performance indicators include, but are not limited to:

- Natural disaster.
- Emergency incidents at schools or within communities; or
- Unforeseen closure or cancellation of a program due to lack of enrollment, facilities, instructor, funding, or other reasons.

Any revisions must still result in improved performance on the indicators over time.