



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

Consolidated Annual Report Summary Program Year 2019-20

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Introduction and Overview

The purpose of the Consolidated Annual Report Summary for Program Year 2019-20 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 December 31 for any preceding program year, which encompasses the state fiscal year (July 1 – June 30). The CAR has three primary components: (1) Financial Status Report (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. Overall participation counts consist of point-in-time enrollments, or the numbers and make-up of student populations enrolled in CTE courses at a specific point in time for which the data was drawn. As the information on the following pages shows, over 93,000 secondary and postsecondary students were enrolled in CTE coursework in the 2019-20 program year.

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. Because of the process of establishing performance indicators and performance baselines, states are not required to submit performance indicator data for both the 2018-19 and 2019-20 program years. States will begin to report on their indicators for the 2020-21 program year. States' measurements for all performance indicators were established against baseline data, those baselines were included in the plan for public comment, and were approved by the U.S. Secretary of Education. These can be changed and reevaluated due to unexpected circumstances.

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;

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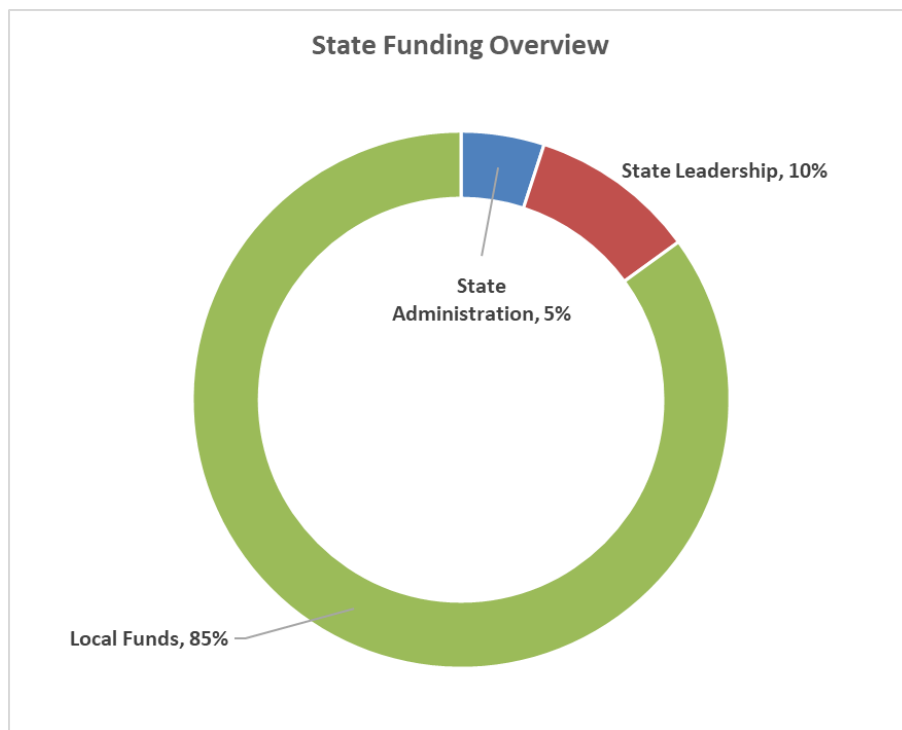
- Postsecondary retention and placement; and,
- Participation in programs leading to nontraditional training and employment.

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Financial Status Reports

The 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.



While Nevada provided the Interim FSR in December 2020, the Final FSR was not required to COVID-19 related waivers. Local Funds (85 percent of total) are divided into two pots. 9.5% of the funds are in a Reserve and 90.5% are distributed via Allocation. Reserve funds are distributed via a competitive award process. Allocation funds are split between secondary and postsecondary education in state-determined percentages. In Nevada, secondary education received 68 percent of the local formula funds and postsecondary education received 32 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.

For the 2019-2020 year, Nevada reported on the following grants were awarded out of the Leadership and Reserve funds.

- Nevada's four community colleges (the College of Southern Nevada, Great Basin College, Truckee Meadows Community College, and Western Nevada College) were distributed a total of \$500,000.00 out of Reserve funds to help manage the articulation agreements allowing for the awarding of CTE Articulated Credit to high school CTE completers.
- The Nye County School District was awarded \$139,265.31 out of Reserve funds to develop a Community Health Science program at remote, rural high schools within in the district via remote technology. The district was able to expand the course offerings within rural communities and had eighty-six students participate in the programs.
- The Nevada Youth Training Center (Elko County), Jacobsen High School (Douglas County), Spring Mountain Jr./Sr. High School (Clark County), Summit View Youth Correction Center (Clark County), and CO Bastian High School (Lincoln County) split \$117,753.95 out of State Leadership Funds. These funds were split into four equal portions (one for each district where facilities are located), and they were spent to ensure the improvement of CTE Programs at these juvenile justice facilities.
- The Washoe County School District was awarded \$86,695.00 out of Reserve funds to aid with the hiring of a Career Exploration and Middle School Transition Facilitator.
- The Churchill County School District was awarded \$79,551.61 out of Reserve funds to bring components of the Automotive Technology and Agricultural Mechanics programs to industry standards, and to implement a robust "career & life-ready pathways for all" model to the district.
- The White Pine County School District was awarded \$57,000 out of Reserve funds to improve their Agriculture Program via a greenhouse expansion. Due to COVID-19 Shutdowns, the expansion was not built.
- The Clark County School District was awarded \$45,331.69 as a Non-Traditional Training and Employment grant out of State Leadership funds. These funds helped students attend events including, but not limited to, #GirlsInTech and #GirlsInSTEM events, industry tours, events hosted by TESLA on Introduce a Girl to Engineering Day, and NCWIT (National Center for Women and Information Technology) programs that allowed female students to learn about careers in STEM and engage in meaningful virtual conversations with female professionals.
- Western Nevada College (WNC) was awarded \$44,344.33 out of Reserve funds to aid the expansion of dual credit and post-secondary opportunities for their Manufacturing Program by expanding it to additional campuses.

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- The Lander County School District was awarded \$18,000.00 out of Reserve funds to hire a facilitator to review and evaluate Perkins and CTE grant funded programs in order to complete the comprehensive local needs assessment.
- The Lyon County School District was awarded \$11,275.40 out of State Leadership funds to aid the district's Transition Coordinator. The position helps ensure that individuals with disabilities continue to participate in Lyon County's CTE programs.

Narratives regarding how Nevada is working to fulfill the goals of the State Plan and how Nevada is working to reduce disparities or performance gaps in the performance data provided to the US Department of Education will be required in future reporting years. As an element of this, institutions that receive Perkins funding are required to identify disparities or performance gaps and report on how they used Perkins funding in order to reduce those disparities or performance gaps. Even though the data was not reported to the U.S. Department of Education for the 2019-2020 year, the following provides a brief summary of some of the areas where recipients reported gaps, accomplishments, and strategies. This is not intended to be a complete list; instead, it highlights grant recipients that provided detailed analysis of their data and identified specific activities or strategies.

- The Carson City School District reported that they had built a detailed database to analyze and report their performance and enrollment data. Using this data, the district was able to identify issues with their recruitment of students to fields that were nontraditional to their gender, and issues with special population attainment of postsecondary credits and technical skill attainment (as measured by the pass rate on Nevada's CTE End of Program Exams). Strategies that were being developed to help addresses these disparities included, but were not limited to, the following:
 - Developing a middle school recruitment plan focused on high-skill, high-wage, high-demand careers to recruit additional students to the CTE programs earlier in their high school careers; and,
 - Provided individual support to students with disabilities and English Learners via work with CTE paraprofessionals as well as other initiatives in order to improve the end of program exam pass rate and the number of CTE Certificate Earners.
- The Clark County School District identified disparities in enrollment among Black/African American students, students with disabilities, and English Learners when compared to district enrollment. Strategies that were being developed to increase enrollment among underrepresented populations included, but were not limited to, the following:
 - Informing students of CTE program options in middle school;
 - Providing alternate CTE program options (including virtual programs);
 - Developing a comprehensive plan for cultural integration and connections within curriculum; and,
 - Using Perkins funding to provide professional development, enhance curriculum, and providing staffing to increase access for students to become concentrators and completers in CTE Programs of study.
- The Lyon County School District highlighted successes in meeting performance indicators, particularly in the graduation rate for CTE concentrators (particularly improvements among English Learners). However, they identified several areas for improvement including the participation of

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- underrepresented populations and the participation of males in programs that are traditionally female. The district noted that they were working to remedy this situation by increasing efforts to encourage students to consider careers that are considered nontraditional for their gender by integrating career planning and preparation beginning in elementary school and increased support in middle and high school. The district also reported that, while they had not traditionally used Perkins formula funding for specific programs in response to performance and opportunity gaps, they were using funding to align programs to high demand sectors and had received Leadership funds to support students with disabilities.
- The Nye County School District’s report highlighted the importance of their Computer Science and Cybersecurity programs, the funding that had been expended, and energy that had gone into supporting and promoting those programs. They reported significant gaps in enrollment (particularly among Females, English Learners, and other populations) that they were attempting to remedy. The district identified strategies that would be used to attract underrepresented populations including, but not limited to, the following:
 - Working with school administration at Pahrump Valley High School to strengthen the Computer Science and Cybersecurity programs by ensuring that the programs reflect the school’s student body; and,
 - The district created a recruitment video for CTE programs intended to advertise programs to middle school students. The video highlighted underrepresented students to encourage enrollment within CTE programs.
 - Two schools associated with the State Public Charter School Authority received Perkins funding. Pinecrest Academy highlighted their success in recruiting students who are a member of one or more special population groups. They noted the need to encourage nontraditional enrollment by ensuring that curriculum and promotional materials are not gender biased, and they discussed their efforts to increase access to nontraditional role models via guest speakers and events that would encourage participation by females in Aviation and Cybersecurity programs. The Sports Leadership and Management Academy (SLAM) provided an in-depth analysis of their programs and noted the underrepresentation of Economically Disadvantaged students. Their analysis suggested that increased work with counselors and administration would be necessary to ensure that these students can maintain their enrollment in CTE.
 - The Washoe County School District highlighted their efforts to reduce performance gaps (particularly among students with disabilities, Economically Disadvantaged students, and English Learners) on Performance Indicators dealing with Reading/Language Arts, Mathematics, Technical Skill Attainment, and Postsecondary Credit Attainment with initiatives including, but not limited to, the following:
 - Providing teachers with 2-hour in-service courses on instructional strategies to integrate core academic skills with CTE courses;
 - Piloting “Simulated Workplace” activities that will emphasize technical reading and applied mathematics; and,
 - Planning instructional improvements to ensure increased performance on End of Program exams among all demographic and special populations groups.

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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 3.6 percent from 2018-19 to 2019-20. CTE college participation increased in 2019-20 compared to 2018-19; however, that is due to improved data from postsecondary partners as it was determined that some CTE programs were being underreported.

CTE High School Participation	2017-18	2018-19	2019-20
Total Participation	63,787	66,724	69,109
Males	54%	54%	53%
Females	46%	46%	47%

CTE College Participation	2017-18	2018-19	2019-20 ¹
Total Participation	21,674	20,962	24,233
Males	49%	51%	51%
Females	51%	49%	48%

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. Additional years and comparisons will be added as they are reported.

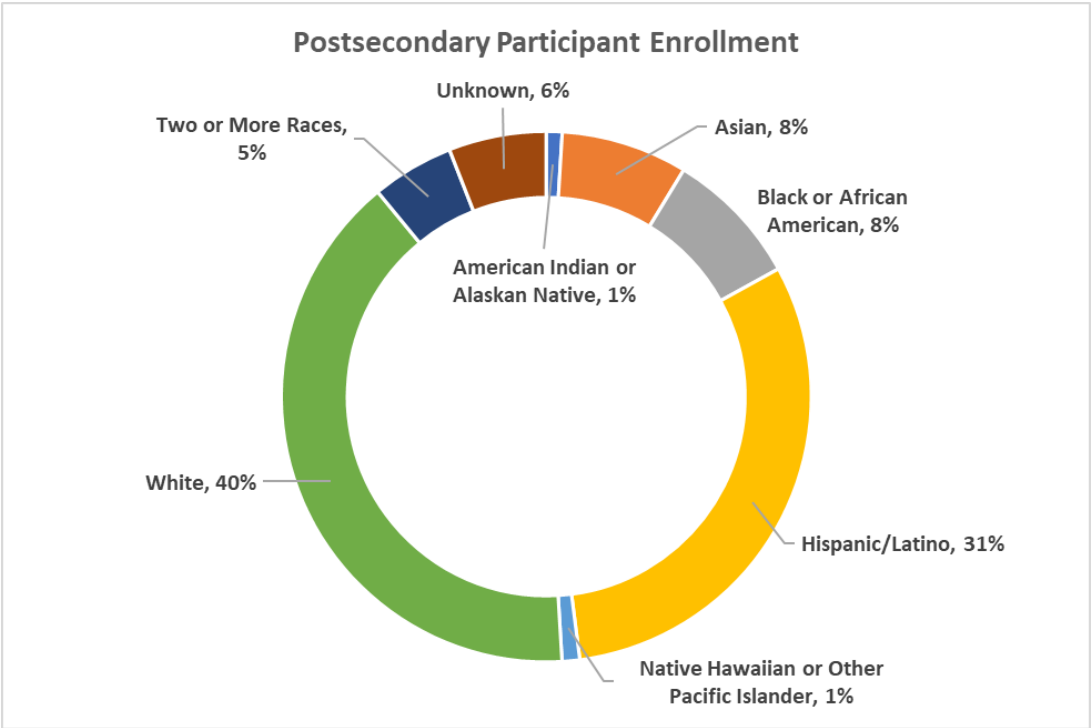
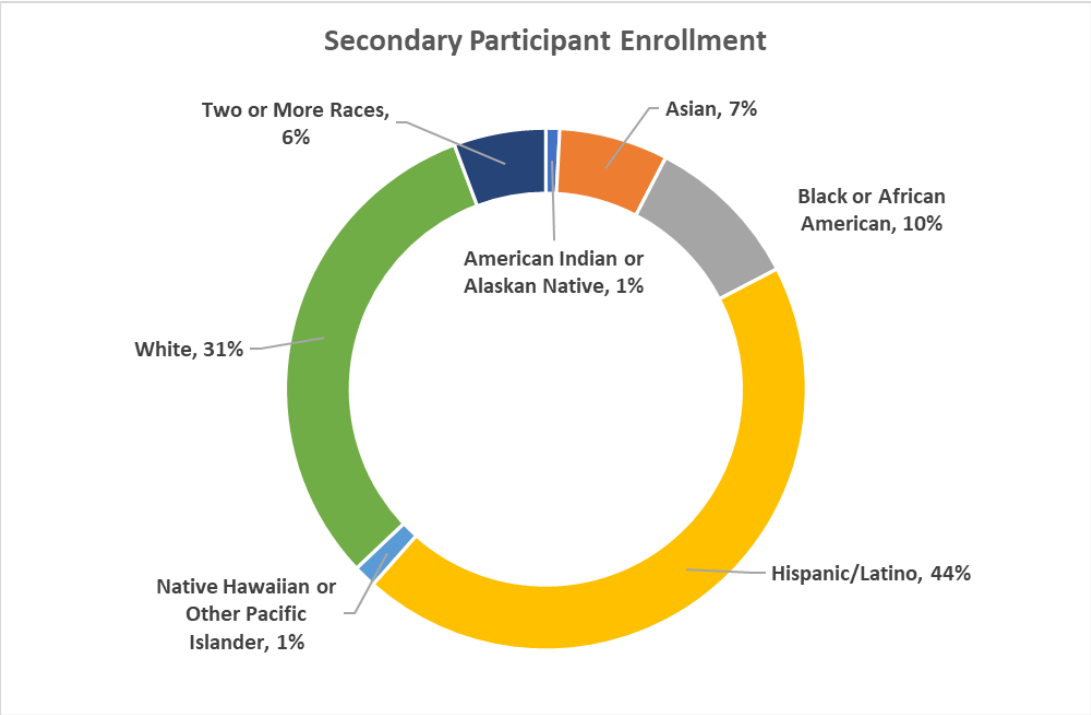
CTE High School Concentrators	2019-20
Total Participation	32,053
Males	52%
Females	48%

CTE College Concentrators	2019-20
Total Participation	8,704
Males	55%
Females	45%

¹ Some postsecondary institutions include students not identified by gender and M/F percentages do not equal 100%.

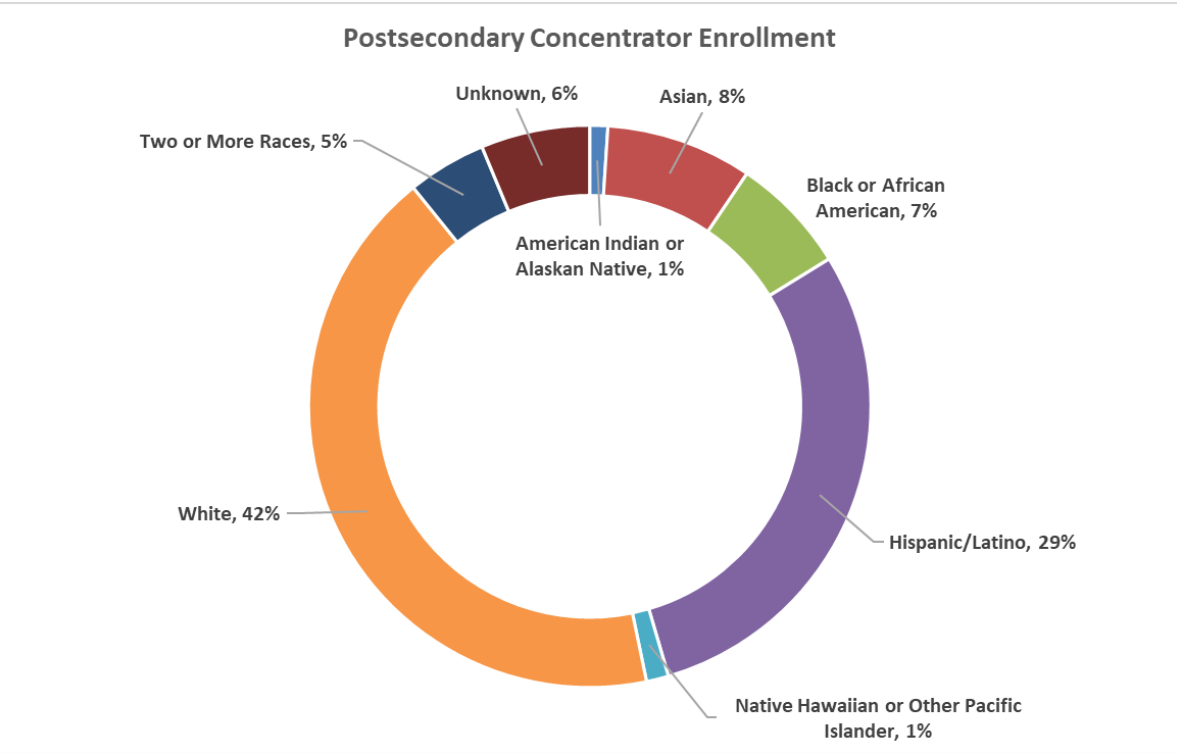
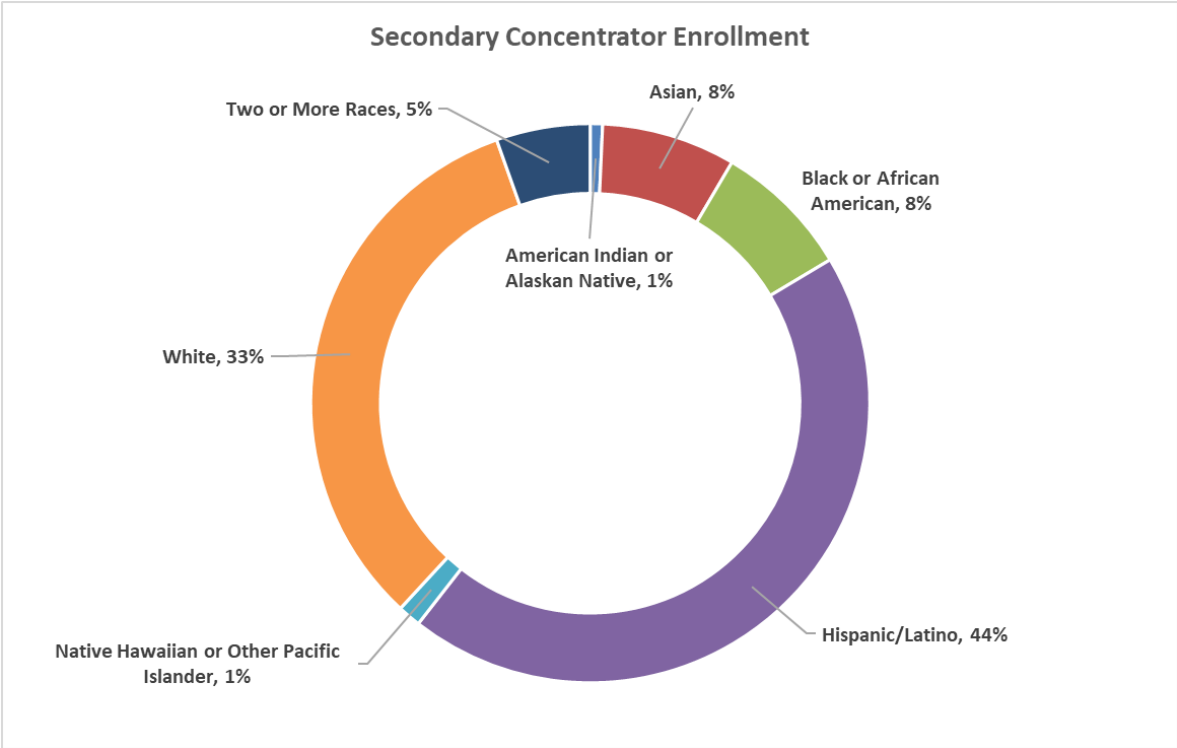
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Participation by Race/Ethnicity: Hispanic/Latino students make up the largest minority race/ethnicity group among high school and college CTE program participants. Students identifying as Hispanic/Latino make up 44% of students in high school CTE programs and 31% 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 five years.



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Concentrators by Race/Ethnicity: Changes under Perkins V have resulted in Concentrators being disaggregated and reported by Race/Ethnicity. Comparisons to previous years will be provided as they are reported.



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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 represent the largest group of special populations students at the high school level, followed by nontraditional enrollees (males or females enrolled in nontraditional career pathways for their gender), limited English proficient, and students with disabilities. Like the high school level, economically disadvantaged represent the largest group of special populations of CTE college students, followed by nontraditional students, individuals with disabilities, and students with limited English proficiency.

High School CTE Special Populations	2018-19	2019-20
Economically Disadvantaged	52%	61%
Nontraditional Enrollees	16%	17%
English Learners	11%	11%
Disability Status (ESEA/IDEA)	8%	8%

College CTE Special Populations	2018-19	2019-20
Economically Disadvantaged	30%	29%
Nontraditional Enrollees	12%	18%
Individuals with Disabilities (ADA)	3%	2%
English Learners	2%	2%

Concentrators by Special Populations: While previous Consolidated Annual Reports requested CTE Concentrators by Career Cluster, changes under Perkins V have resulted in Participants and Concentrators being disaggregated and reported in the same way. Additional years will be added as they are reported.

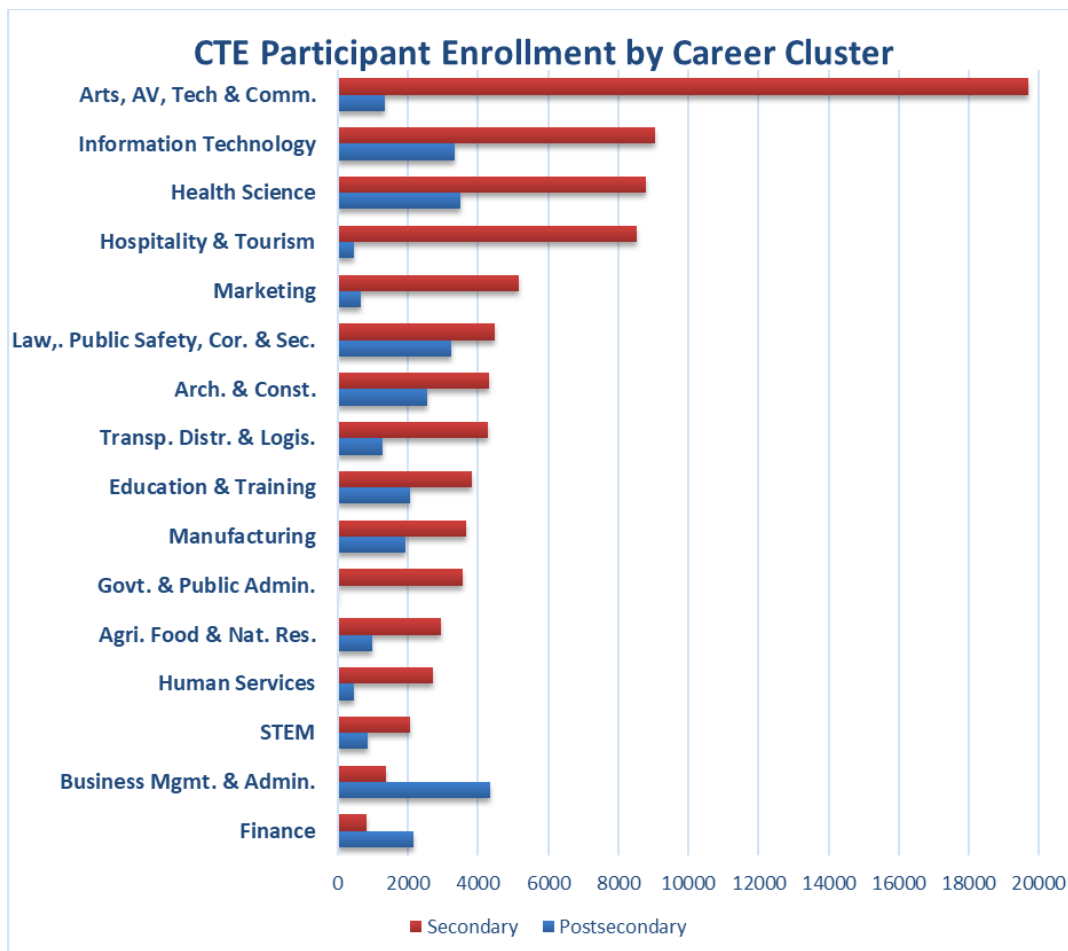
High School Concentrator Special Populations	2019-20
Economically Disadvantaged	57%
Nontraditional Enrollees	16%
English Learners	8%
Disability Status (ESEA/IDEA)	6%

College Concentrator Special Populations	2019-20
Economically Disadvantaged	27%
Nontraditional Enrollees	17%
English Learners	3%
Individuals with Disabilities (ADA)	2%

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.

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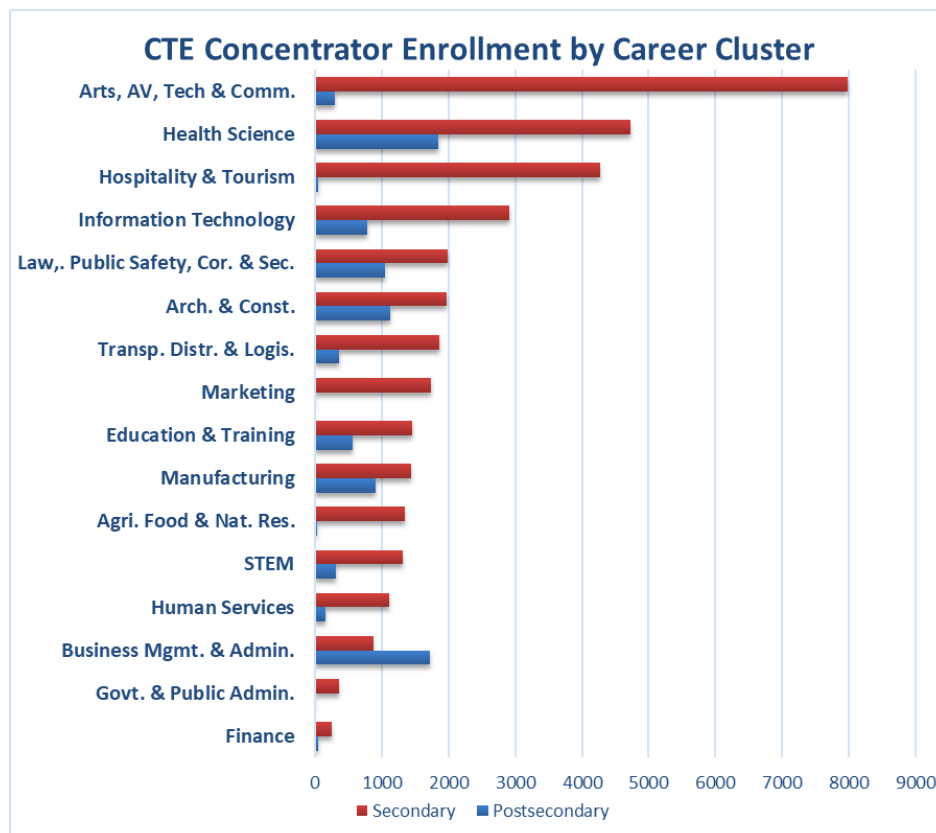
Career Cluster	Postsecondary Participants	Secondary Participants
Arts, AV Tech., and Communications	1,351	19,705
Information Technology	3,342	9,050
Health Science	3,511	8,783
Hospitality and Tourism	462	8,534
Marketing	663	5,152
Law, Public Safety, Corrections, and Security	3,249	4,466
Architecture and Construction	2,537	4,313
Transportation, Dist., and Logistics	1,277	4,266
Education and Training	2,060	3,832
Manufacturing	1,941	3,655
Govt. and Public Administration	n	3,570
Agriculture, Food, and Nat. Res.	992	2,930
Human Services	473	2,697
STEM	852	2,066
Business Mgmt., and Admin.	4,340	1,376
Finance	2,164	813



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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
Arts, AV Tech., and Communications	298	7,990
Health Science	1,839	4,729
Hospitality and Tourism	41	4,267
Information Technology	773	2,911
Law, Public Safety, Corrections, and Security	1,050	1,986
Architecture and Construction	1,119	1,972
Transportation, Dist., and Logistics	361	1,857
Marketing	n	1,742
Education and Training	568	1,449
Manufacturing	906	1,439
Agriculture, Food, and Nat. Res.	22	1,340
STEM	310	1,307
Human Services	156	1,105
Business Mgmt., and Admin.	1,716	879
Govt. and Public Administration	0	364
Finance	44	254



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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.

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	Target Level
1S1 Four-Year Graduation Rate	85.50%
2S1 Academic Proficiency in Reading/Language Arts	Under discussion due to COVID-19 Circumstances
2S2 Academic Proficiency in Mathematics	Under discussion due to COVID-19 Circumstances
2S3 Academic Proficiency in Science	Under discussion due to COVID-19 Circumstances
3S1 Postsecondary Placement	Under discussion due to COVID-19 Circumstances
4S1 Non-Traditional Program Enrollment	Under discussion due to COVID-19 Circumstances
5S2 Program Quality – Attained Postsecondary Credits	Under discussion due to COVID-19 Circumstances
5S4 Program Quality – Technical Skill Attainment	Under discussion due to COVID-19 Circumstances

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	Target Level
1P1 – Postsecondary Retention and Placement	Under discussion due to COVID-19 Circumstances
2P1 – Earned Recognized Postsecondary Credential	Under discussion due to COVID-19 Circumstances
3P1 – Nontraditional Program Enrollment	Under discussion due to COVID-19 Circumstances

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Secondary/Postsecondary Performance Indicator Detail

Secondary and Postsecondary Performance Indicators provide a snapshot of the state's performance. While NDE collected data in order to check Nevada's baselines and aid districts in the process of writing their Comprehensive Local Needs Assessments, no performance indicator data was reported to the Office of Career, Technical, and Adult Education (OCTAE) in the State CAR. There were also some substantial difficulties encountered with Performance Indicator data that included, but were not limited to, the following:

- Dual Credit data is not currently able to be pulled at the level necessary for CAR Reporting;
- Due to COVID-19 related shutdowns, Nevada High School Science Exams were not administered in 2019-2020; and
- Due to COVID-19 related shutdowns, CTE End of Program exams were halted early and resumed in the Summer/Fall of 2020.

The Nevada Department of Education will provide a full report on Secondary and Postsecondary Performance Indicators to the US Department of Education in December 2021 and will issue a full report when that data is approved.