



# **Carl D. Perkins V: Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act**

## **Consolidated Annual Report Summary Program Year 2018-19**

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# Perkins Act Consolidated Annual Report Summary 2018-19

## Introduction and Overview

The purpose of the Consolidated Annual Report Summary for Program Year 2018-19 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 21<sup>st</sup> 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 submitted for approval in the spring of 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, (2) Narrative, and (3) Accountability. This CAR report summary encompasses relevant enrollment data, financial reports, 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 87,000 secondary and postsecondary students were enrolled in CTE coursework in the 2018-19 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 in 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 will be approved by the U.S. Secretary of Education. These baselines will be reevaluated every two years.

The performance indicators for secondary education measure:

- Academic proficiency
- Graduation rates
- Student placement
- Participation in programs leading to nontraditional training and employment
- Program Quality

The performance indicators for postsecondary education measure:

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

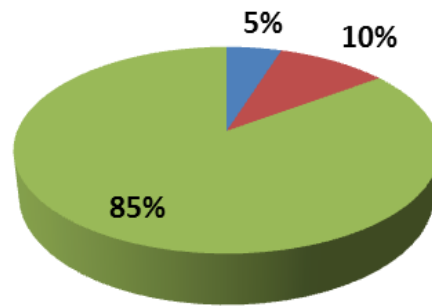
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**Financial Status Reports:** The Financial Status Report (FSR) consists of two reports: the Interim FSR and the Final FSR. Since each federal award for each program year authorizes funding for 27 months, the Interim FSR verifies expenditures for the 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.

## Within State Fund Allocations

■ State Administration ■ State Leadership ■ Local Funds



Local formula funds (85 percent of total) were split between secondary and postsecondary education in state-determined percentages. In Nevada, secondary education receives 68 percent of the local formula funds and postsecondary education receives 32 percent of the local formula funds.

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## Career and Technical Education Participation

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 earned two or more credits in a single CTE program area. 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.

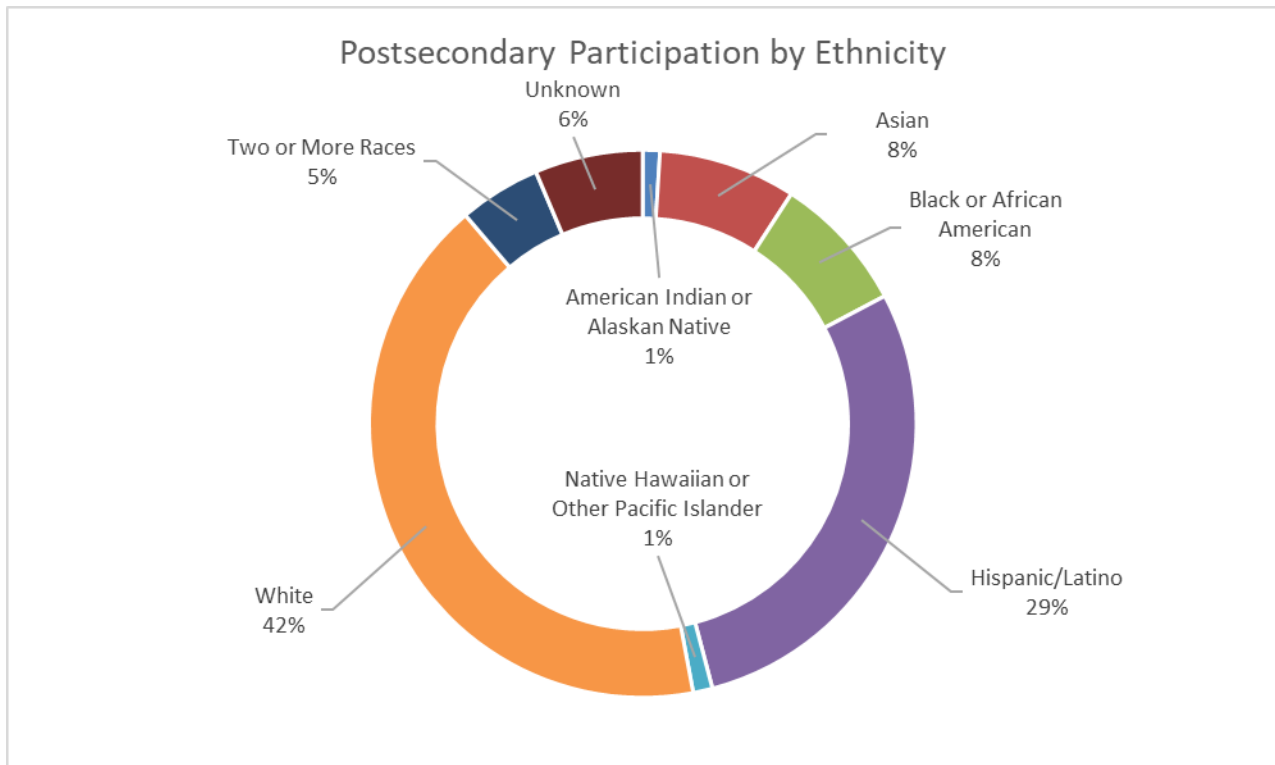
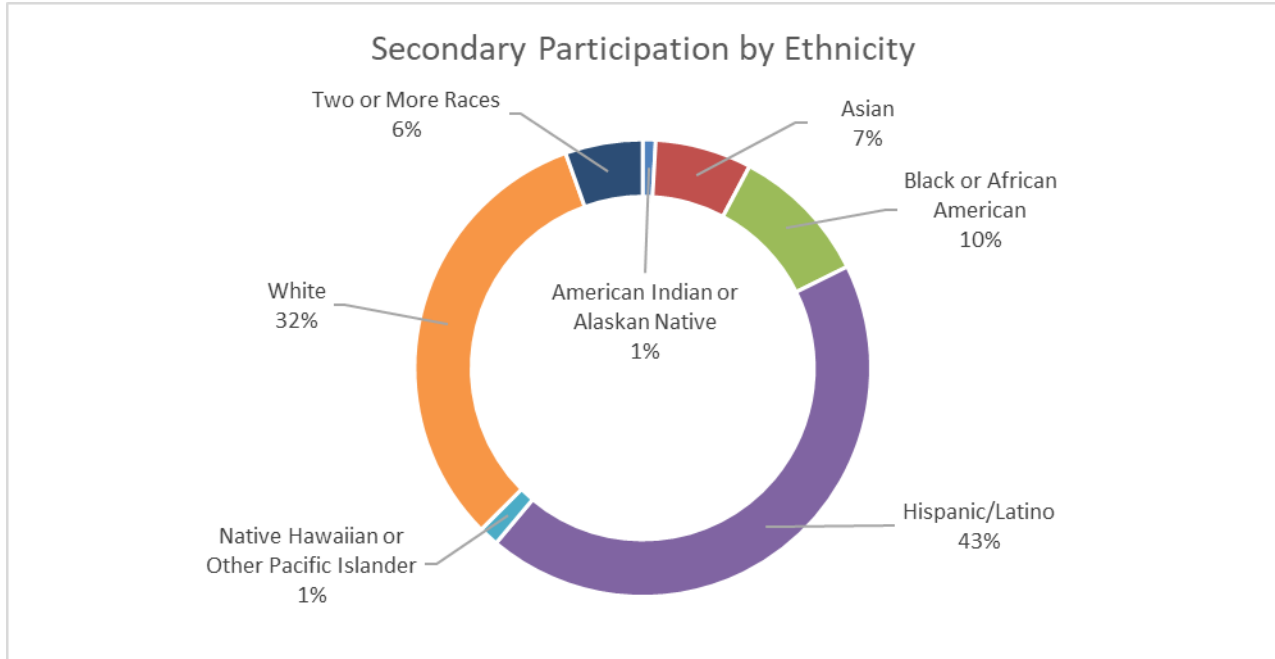
**Total Participation:** CTE offers programs both at the secondary (high school) and postsecondary (college) levels. High school CTE participation rose 4.6 percent from FY18 to FY19 and has remained relatively stable for CTE college participation from FY18 to FY19.

CTE High School Participation	2016-17	2017-18	2018-19
Total Participation	61,448	63,787	66,724
Males	55%	54%	54%
Females	45%	46%	46%

CTE College Participation	2016-17	2017-18	2018-19
Total Participation	21,547	21,674	20,962
Males	48%	49%	51%
Females	52%	51%	49%

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**Participation by Race/Ethnicity:** Hispanics/Latinos make up the largest minority race/ethnicity group among high school and college CTE program participants. Students identifying as Hispanic/Latino make up 43 percent of students in high school CTE programs and 29 percent 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 four years.



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**Participation by Special Populations:** 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. Similar to the high school level, economically disadvantaged represent the largest group of special populations of CTE college students, followed by nontraditional students, individuals with disabilities, students with limited English proficiency, and displaced homemakers.

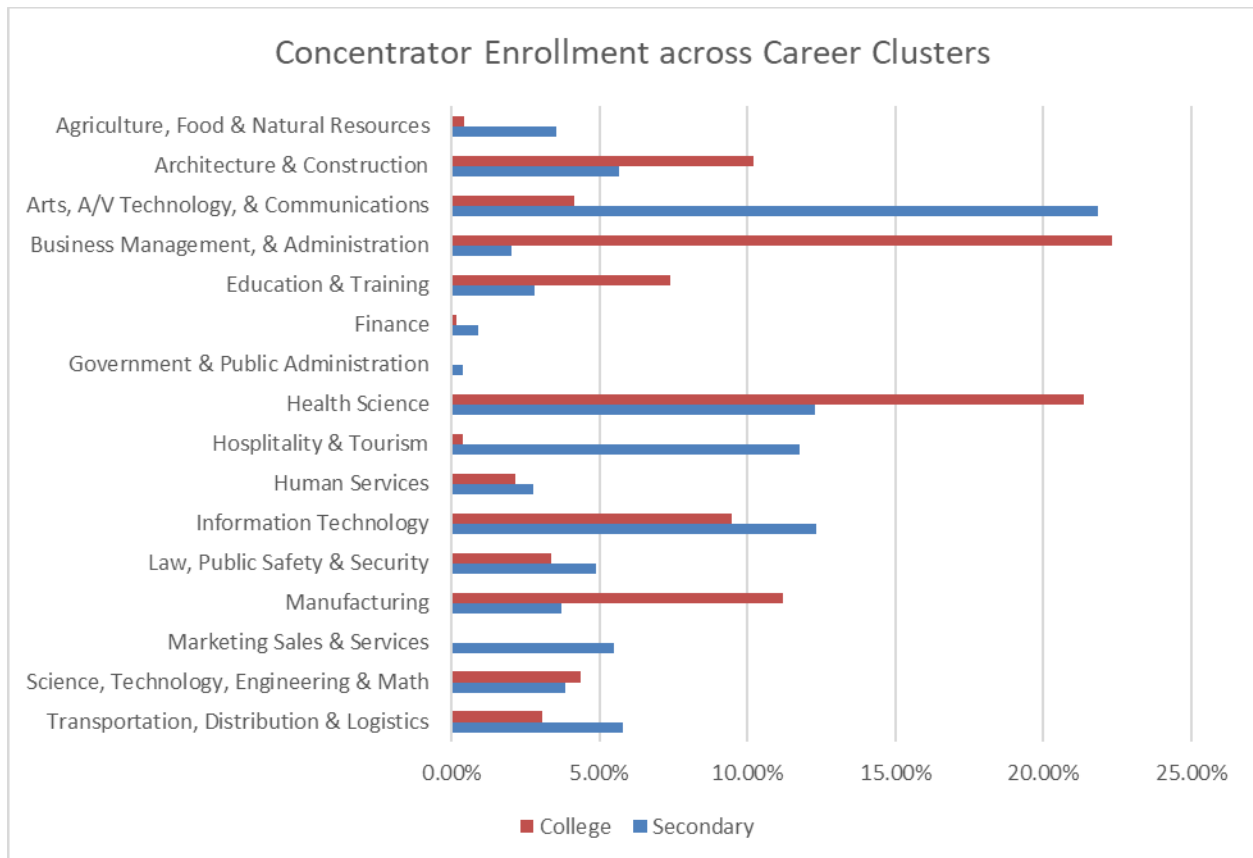
High School CTE Special Populations	# Participants
Economically Disadvantaged	34,470
Nontraditional Enrollees	10,947
Limited English Proficient	7,250
Disability Status (ESEA/IDEA)	5,662

College CTE Special Populations	# Participants
Economically Disadvantaged	6,303
Nontraditional Enrollees	2,574
Individuals with Disabilities (ADA)	544
Limited English Proficient	492

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**Program Clusters (CTE Concentrators):** Both high school and college CTE career pathways are organized in 16 distinct career clusters. A comparison of secondary and postsecondary enrollments among CTE Concentrators by career cluster is shown below.

Career Clusters 2018-19	Secondary	Percent Enrolled	College	Percent Enrolled
Agriculture, Food & Natural Resources	1,182	3.54%	28	0.41%
Architecture & Construction	1,885	5.64%	704	10.22%
Arts, A/V Technology & Communications	7,298	21.85%	286	4.15%
Business Management & Administration	670	2.01%	1538	22.33%
Education & Training	941	2.82%	509	7.39%
Finance	301	0.90%	10	0.15%
Government & Public Administration	127	0.38%	0	0.00%
Health Science	4,101	12.28%	1472	21.37%
Hospitality & Tourism	3,925	11.75%	25	0.36%
Human Services	926	2.77%	148	2.15%
Information Technology	4,123	12.34%	652	9.46%
Law, Public Safety & Security	1,632	4.89%	232	3.37%
Manufacturing	1,237	3.70%	772	11.21%
Marketing Sales & Services	1,839	5.51%	0	0.00%
Science, Technology, Engineering & Math	1,287	3.85%	302	4.38%
Transportation, Distribution & Logistics	1,931	5.78%	211	3.06%





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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	43.62%
2S2 Academic Proficiency in Mathematics	25.46%
2S3 Academic Proficiency in Science	21.70%
3S1 Postsecondary Placement	42.58%
4S1 Non-Traditional Program Enrollment	33.28%
5S2 Program Quality – Attained Postsecondary Credits	11.12%
5S4 Program Quality – Technical Skill Attainment	59.50%

### 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	Target Level
1P1 – Postsecondary Retention and Placement	63.10%
2P1 – Earned Recognized Postsecondary Credential	27.58%
3P1 – Nontraditional Program Enrollment	22.23%

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## Secondary Performance Indicator Detail

The following breakdown of the Secondary Performance Indicators provides a snapshot of the state’s performance as we work to refine data collection to meet the needs of the Perkins V legislation. This data was collected in order to check Nevada’s baselines and aid districts 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 Secondary Performance Indicators until December 2021 and will continue to refine our data collection processes in the interim period to ensure the accuracy of reported data.

### 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/HSE	CTE Concentrators who were included in the State’s computation of its graduation rate	State Determined Performance Level	Actual Level of Performance	Level of Performance
12,964	13,764	85.50%	94.19%	Exceeded Target

District*	CTE Concentrators Earning a Secondary Diploma/HSE	CTE Concentrators who were included in the State’s computation of its graduation rate	Actual Level of Performance
Carson City	354	363	97.52%
Churchill	120	154	77.92%
Clark	9,788	10,350	94.57%
Douglas	223	234	95.30%
Elko	372	410	90.73%
Humboldt	113	117	96.58%
Lander	n	n	100.00%
Lincoln	34	42	80.95%
Lyon	238	255	93.33%
Mineral	n	n	94.44%
Nye	307	355	86.48%
Pershing	n	n	100.00%
Washoe	1,206	1,252	96.33%
White Pine	n	n	96.00%

\*Eureka, Storey, and Esmeralda Counties do not participate in Perkins funding for CTE Programs.

n = number less than 10/suppressed for FERPA protection

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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
6,894	13,231	43.62%	52.10%	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
Carson City	218	344	63.37%
Churchill	59	122	48.36%
Clark	5,225	9,974	52.39%
Douglas	130	240	54.17%
Elko	174	393	44.27%
Humboldt	57	115	49.57%
Lander	n	n	14.29%
Lincoln	11	33	33.33%
Lyon	134	334	40.12%
Mineral	n	n	27.27%
Nye	63	168	37.50%
Pershing	n	n	0.00%
Washoe	757	1,359	55.70%
White Pine	n	n	33.33%

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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
3,988	13,280	25.46%	30.03%	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
Carson City	131	345	37.97%
Churchill	26	124	20.97%
Clark	2,961	10,004	29.60%
Douglas	91	241	37.76%
Elko	89	398	22.36%
Humboldt	31	115	26.96%
Lander	n	n	7.14%
Lincoln	n	n	14.71%
Lyon	78	336	23.21%
Mineral	n	n	9.09%
Nye	32	170	18.82%
Pershing	n	n	14.29%
Washoe	516	1,364	37.83%
White Pine	n	n	13.73%

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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
673	1,576	21.70%	42.70%	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
Carson City	n	n	0.00%
Churchill	n	n	0.00%
Clark	516	1,067	48.36%
Douglas	n	n	40.00%
Elko	85	275	30.91%
Humboldt	23	67	34.33%
Lander	n	n	0.00%
Lincoln	n	n	34.78%
Lyon	n	n	12.00%
Mineral	n	n	0.00%
Nye	n	n	12.50%
Pershing	n	n	66.67%
Washoe	17	40	42.50%
White Pine	n	n	28.57%

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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
4,497	11,955	42.58%	37.62%	Did not Meet

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
Carson City	135	300	45.00%
Churchill	24	107	22.43%
Clark	3,453	9,006	38.34%
Douglas	39	122	31.97%
Elko	124	392	31.63%
Humboldt	39	132	29.55%
Lander	12	28	42.86%
Lincoln	n	n	5.13%
Lyon	93	318	29.25%
Mineral	n	n	0.00%
Nye	61	260	23.46%
Pershing	n	n	27.78%
Washoe	498	1,061	46.94%
White Pine	10	53	18.87%

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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
5,068	14,997	33.28%	33.79%	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
Carson City	94	370	25.41%
Churchill	68	219	31.05%
Clark	3,870	11,002	35.18%
Douglas	98	310	31.61%
Elko	201	547	36.75%
Humboldt	53	195	27.18%
Lander	14	34	41.18%
Lincoln	12	56	21.43%
Lyon	105	345	30.43%
Mineral	n	n	50.00%
Nye	63	238	26.47%
Pershing	n	n	10.71%
Washoe	430	1,474	29.17%
White Pine	38	116	32.76%

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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 a CCR Diploma and who gained dual credit via IB, AP, or at least 6 college credits via dual credit courses.

CTE Concentrators graduating with a CCR Diploma and having gained dual credits via IB, AP, or have earned at least 6 college credits via Dual Credit courses	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
<b>1,688</b>	<b>13,764</b>	<b>11.12%</b>	<b>12.26%</b>	<b>Exceeded Target</b>

District*	CTE Concentrators graduating with a CCR Diploma and having gained dual credits via IB, AP, or have earned at least 6 college credits via Dual Credit courses	CTE Concentrators who were included in the State’s computation of its graduation rate	Actual Level of Performance
Carson City	88	363	24.24%
Churchill	n	154	0.00%
Clark	1,431	10,350	13.83%
Douglas	17	234	7.26%
Elko	57	410	13.90%
Humboldt	0	117	0.00%
Lander	n	n	13.04%
Lincoln	0	42	0.00%
Lyon	13	255	5.10%
Mineral	n	n	0.00%
Nye	19	355	5.35%
Pershing	n	n	0.00%
Washoe	48	1,252	3.38%
White Pine	n	n	6.00%

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## 5S4: Program Quality – Technical Skill Attainment

**Perkins V:** Number of CTE concentrators who took an End of Program technical skill assessment during the reporting year. This will measure the pass rates for the End-of-Program assessments administered by NDE to all CTE completers.

Number of CTE concentrators who have completed a CTE program and have passed a state approved end-of-program technical assessment	Number of CTE concentrators completing a CTE program and taking a state approved end-of-program technical assessment	State Determined Performance Level	Actual Level of Performance	Level of Performance
6,265	10,093	59.50%	62.07%	Exceeded Target

District*	Number of CTE concentrators who have completed a CTE program and have passed a state approved end-of-program technical assessment	Number of CTE concentrators completing a CTE program and taking a state approved end-of-program technical assessment	Actual Level of Performance
Carson City	176	238	73.95%
Churchill	41	88	46.59%
Clark	4,709	7,901	59.60%
Douglas	88	143	61.54%
Elko	164	277	59.21%
Humboldt	52	73	71.23%
Lander	n	n	72.73%
Lincoln	n	n	91.67%
Lyon	80	157	50.96%
Mineral	n	n	60.00%
Nye	72	105	68.57%
Pershing	n	n	60.00%
Washoe	829	1,026	80.80%
White Pine	14	30	46.67%

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## Postsecondary Performance Indicators

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

### 1P1: Postsecondary Retention and Placement

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

CTE concentrators who, during the 2nd quarter after program completion, remain enrolled, are in advanced training, military service, or a service program, are volunteers, or are placed or retained in employment	Number of CTE concentrators who completed their program in the reporting year	State Determined Performance Level	Actual Level of Performance	Level of Performance
3,416	5,155	63.10%	66.27.%	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
College of Southern Nevada	1,681	3,229	52.06%
Great Basin College	296	348	85.06%
Truckee Meadows Community College	1,074	1,170	91.79%
Western Nevada College	365	408	89.46%

### 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.

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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
<b>7,229</b>	<b>23,815</b>	<b>27.58%</b>	<b>30.35%</b>	<b>Exceeded Target</b>

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
College of Southern Nevada	6,041	22,060	27.38%
Great Basin College	224	243	92.18%
Truckee Meadows Community College	730	1,232	59.25%
Western Nevada College	234	280	83.57%

### 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
<b>3,233</b>	<b>13,203</b>	<b>22.23%</b>	<b>24.49%</b>	<b>Exceeded Target</b>

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
College of Southern Nevada	2,628	10,432	25.19%
Great Basin College	38	325	11.69%
Truckee Meadows Community College	505	2,040	24.75%
Western Nevada College	62	406	15.27%