



Carl D. Perkins Career and Technical Education Act

Consolidated Annual Report Summary Program Year 2014-15

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Introduction and Overview

The purpose of the Consolidated Annual Report Summary for Program Year 2014-15 is to provide useful information in a readable format about the outcome reporting requirements of the Carl D. Perkins Career and Technical Education Act.

Every state and territory that receives funding authorized by the Carl D. Perkins Career and Technical Education Act, herein referred to as the Act, 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 CTE students in participating 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 80,000 secondary and postsecondary students were enrolled in CTE coursework in the 2014-15 program year.

Accountability: The Act specifies specific areas for accountability for secondary and postsecondary education, commonly referred to as performance indicators. States' measurements for all performance indicators are first established against baseline data and, secondly, are negotiated on a state-by-state basis with U.S. Education Department every two years to establish state-adjusted levels of performance for each indicator, with the goal of increasing the performance rates for each indicator. The state-adjusted levels of performance are referred to as Target Levels in this report. States must meet the levels of performance (within 90 percent) for each indicator. State improvement plans must be implemented for any performance indicator measurement not met in any program year.

The performance indicators for secondary education measure:

- Academic attainment
- Technical skill attainment
- School completion rates
- Graduation rates
- Student placement
- Participation in programs leading to nontraditional training and employment
- Completion of programs leading to nontraditional training and employment

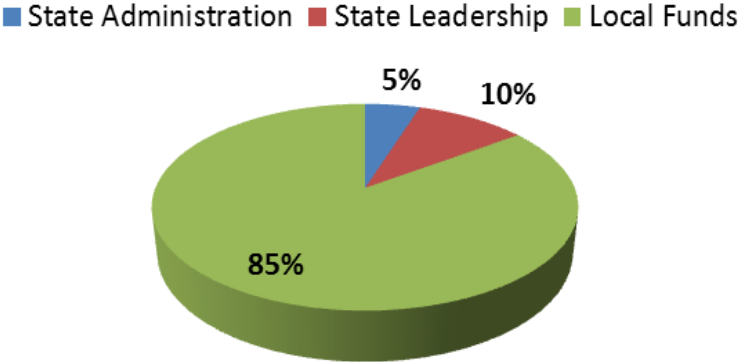
The performance indicators for postsecondary education measure:

- Technical skill attainment
- Acquisition of credentials, certificates, or degrees
- Student retention or transfer
- Student placement
- Participation in programs leading to nontraditional training and employment
- Completion of programs leading to nontraditional training and employment

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 twenty-seven (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 twenty-seven 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



The Act permits states to “split” the local formula funds (85% of total) between secondary and postsecondary education at percentages each state believes best to serve its students. In Nevada, secondary education receives sixty-eight (68) percent of the local formula funds and postsecondary education receives thirty (32) percent of the local formula funds. The Act further allows states to establish a “reserve” fund that may comprise up to ten (10) percent of the local formula funds. The monies in the reserve fund must be allocated to eligible local entities, albeit outside of the required formulas such as through a competitive grant process or other means to further the goals of the Act.

Career and Technical Education Participation

There are two major descriptors of a Career and Technical Education student: a CTE participant and a CTE concentrator. CTE participants and concentrators both 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 (1) or more credits in any CTE course, whereas a CTE concentrator is a secondary student who has earned two (2) 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 (1) or more credits in any Career and Technical Education (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 terminates 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. CTE participation at the high school level is on the rise while college level remains relatively stable. High school CTE participation shows an 8 percent increase from 52,337 students in SY 2012-13 to 56,544 students in SY 2014-15. College CTE participation remains relatively consistent with an average variation of ± 2 percentage points over the three-year period.

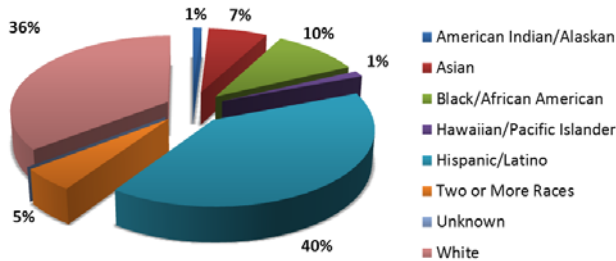
CTE High School Participation	2012-13	2013-14	2014-15
Total Participation	52,337	55,076	56,544
Males	55%	55%	55%
Females	45%	45%	45%

CTE College Participation	2012-13	2013-14	2014-15
Total Participation	26,868	27,265	26,357
Males	50%	51%	49%
Females	50%	49%	51%

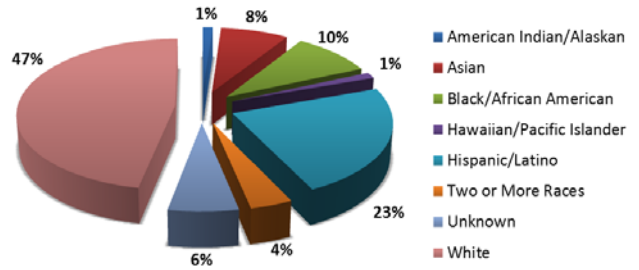
Participation by Race/Ethnicity

Hispanics/Latinos make up the largest minority race/ethnicity group among high school and college CTE program participation. Students identifying as Hispanic/Latino make up 40 percent of students in high school CTE programs and 23 percent in college CTE programs. Hispanic/Latino students have recently exceeded the participation of all other sub-groups at the high school level, including white students in the 2014-2015 school year.

CTE High School Ethnicity



CTE College Ethnicity



Participation by Special Population

Of the special population sub-categories, CTE students who fall under the category of economically disadvantaged represent the largest group of special population students at the high school level, followed by nontraditional enrollees (males or females enrolled in nontraditional career pathways for their gender), 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, and students with limited English proficiency.

High School CTE Special Populations	# Participants
Economically Disadvantaged	26,481
Nontraditional Enrollees	8,995
Disability Status (ESEA/IDEA)	4,750
Limited English Proficient	3,605
Migrant Status	27

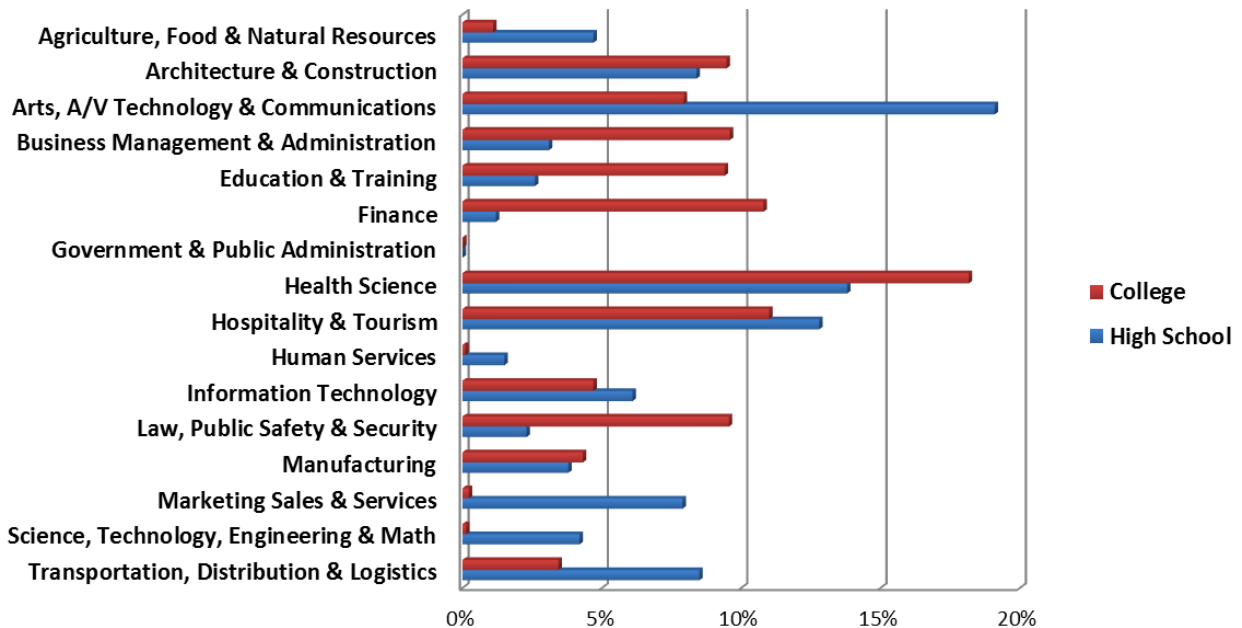
College CTE Special Populations	# Participants
Economically Disadvantaged	9,600
Nontraditional Enrollees	8,195
Limited English Proficient	692
Individuals With Disabilities (ADA)	469
Displaced Homemakers	84

Program Clusters (CTE Concentrators)

Both high school and college CTE career pathways are organized in 16 distinct career clusters. At the high school level, the largest concentrator enrollment occurs in Arts, A/V Technology & Communications (19.1%), followed by Health Science (13.8%), and Hospitality & Tourism (12.8%). At the college level the largest concentrator enrollment occurs in Health Science (18.2%), followed by Hospitality & Tourism (11.0%), and Finance (10.8%). A comparison of secondary and postsecondary enrollments by career cluster is shown below.

Career Clusters	High School	% Enrolled	College	% Enrolled
Agriculture, Food & Natural Resources	1,282	4.7%	150	1.1%
Architecture & Construction	2,283	8.4%	1,289	9.5%
Arts, A/V Technology & Communications	5,206	19.1%	1,080	7.9%
Business Management & Administration	854	3.1%	1,305	9.6%
Education & Training	712	2.6%	1,279	9.4%
Finance	341	1.2%	1,469	10.8%
Government & Public Administration	0	0.0%	3	0.02%
Health Science	3,774	13.8%	2,471	18.2%
Hospitality & Tourism	3,490	12.8%	1,497	11.0%
Human Services	402	1.5%	14	0.1%
Information Technology	1,664	6.1%	639	4.7%
Law, Public Safety & Security	637	2.3%	1,300	9.6%
Manufacturing	1,043	3.8%	587	4.3%
Marketing Sales & Services	2,148	7.9%	31	0.2%
Science, Technology, Engineering & Math	1,144	4.2%	18	0.1%
Transportation, Distribution & Logistics	2,327	8.5%	468	3.4%

CTE Concentrator Enrollment by Program Cluster College vs. High School



CTE Performance Indicators

The Act requires each career & technical education (CTE) programs to use certain quantitative measures to monitor the quality of CTE programs at the secondary and postsecondary levels. These measures are called Performance Indicators and consider academic and technical performance, graduation rates, post-graduation employment placement, and nontraditional program participation and completion. CTE participants and concentrators at the secondary and postsecondary levels are used in different calculations of the performance indicators for the CAR reporting requirements. Target levels are set for both secondary and postsecondary performance that must be met on an annual basis for the reporting year; secondary and postsecondary institutions are required to meet or exceed agreed upon target levels on an annual basis. Failure to meet at least 90 percent of any target level requires the implementation of improvement plans to identify performance gaps between disaggregated populations as well as the development of state and local improvement plans to address and apply strategies to increase overall performance to meet target levels.

Secondary CTE Performance Indicators

Secondary performance indicators examine CTE student performance on statewide reading/language arts and mathematics assessments (High School Proficiency exams), pass rates for CTE end-of-program assessments, school completion, graduation rates, post-graduation placement (employment, college, or military service), and participation and completion of career paths in nontraditional fields (e.g., engineering for females, nursing for males).

Secondary Performance Indicators	Target Level
1S1 - Academic Attainment Reading/Language Arts	84.75%
1S2 - Academic Attainment Mathematics	84.00%
2S1 - Technical Skill Attainment	45.00%
3S1 - School Completion (Secondary Diploma/HSE)	92.00%
4S1 - Student Graduation Rates	71.00%
5S1 - Secondary Placement (Employment/Military)	95.00%
6S1- Nontraditional Participation	33.00%
6S2 - Completion of Nontraditional Programs	22.00%

Postsecondary CTE Performance Indicators

Postsecondary performance indicators examine student performance in CTE college courses, program completion leading to a credential/certificate/degree, student retention rates, post-graduation placement (work force, college, or military service), and participation and completion of career paths in non-traditional fields (e.g., engineering for females, nursing for males).

Postsecondary Performance Indicators	Target Level
1P1 - Technical Skill Attainment	90.00%
2P1 - Degree or Credential	53.00%
3P1 - Student Retention or Transfer	56.00%
4P1 - Student Placement (Employment/Military)	92.00%
5P1 - Participation in Nontraditional Programs	30.62%
5P2 - Completion of Nontraditional Programs	22.00%

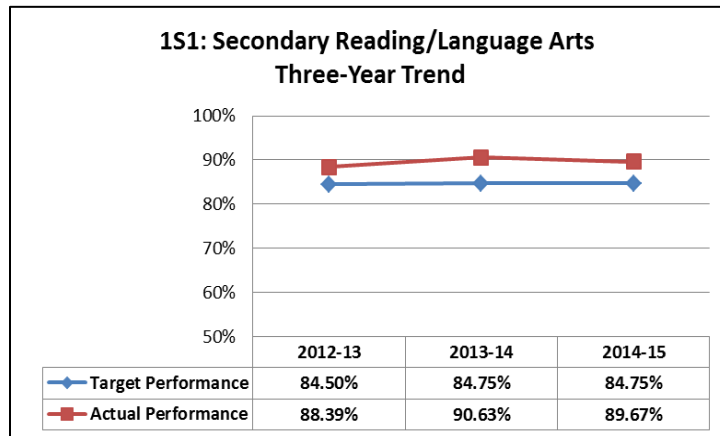
CTE High School Performance Data

1S1: Secondary Attainment of Academic Skills - Reading/Language Arts

The 1S1 performance indicator measures the number of CTE concentrators who have met the proficient or advanced level on the statewide high school Reading/Language Arts assessments (High School Proficiency Exam) for the reporting year. CTE students measured for attainments of academic skills in Reading/Language Arts are represented by 11th grade concentrators for the reporting year. For the past three years concentrators have consistently exceeded the target standard for Reading/Language Arts proficiency.

Results for State Level CTE High School Reading/Language Arts 2014-15

Number of Concentrators Passing Proficiency	Number of Concentrators Tested	State Target Level of Performance	Actual Level of Performance	Met Target Level
6,092	6,794	84.75%	89.67%	Exceeds Target



Results for District Level CTE High School Reading/Language Arts 2014-15

District*1	Numerator	Denominator	Actual Performance	State Target (84.75%)
Churchill	108	120	90.00%	E
Clark	4,497	5,008	89.80%	E
Douglas	113	120	94.17%	E
Elko	229	265	86.42%	E
Eureka	11	11	100.00%	E
Humboldt	48	58	82.76%	D
Lander	<i>n</i>	<i>n</i>	88.89%	E
Lincoln	14	15	93.33%	E
Lyon	130	138	94.20%	E
Mineral	<i>n</i>	<i>n</i>	80.00%	D
Nye	100	123	81.30%	D
Carson	174	189	92.06%	E
Pershing	--	--	--	--
Washoe	629	699	89.99%	E
White Pine	27	34	79.41%	D

*1 Esmeralda & Storey Districts do not participate in Perkins funding for CTE programs.

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

n= numbers <10 suppressed per FERPA reporting requirements

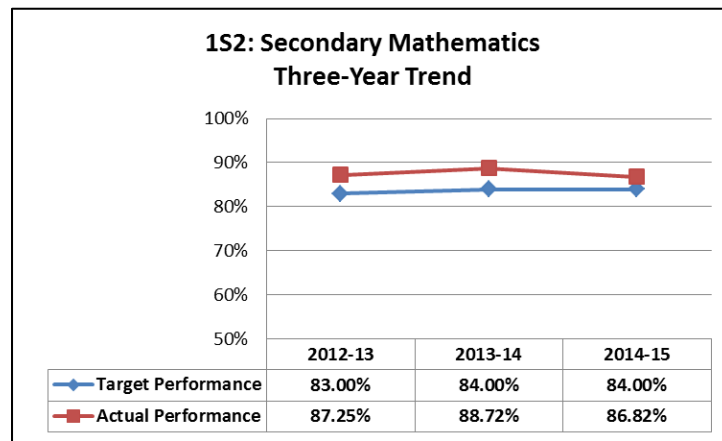
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1S2: Secondary Attainment of Academic Skills - Mathematics

The 1S2 performance indicator measures the number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment (High School Proficiency Exam) for the reporting year. CTE students measured for attainments of academic skills in mathematics are represented by 11th grade concentrators for the reporting year. For the past three years CTE students have consistently exceeded the target standard for mathematics proficiency.

Results for State Level CTE High School Mathematics 2014-15

Number of Concentrators Passing Proficiency	Number of Concentrators Tested	State Target Level of Performance	Actual Level of Performance	Met Target Level
5,902	6,798	84.00%	86.82%	Exceeds Target



Results for District Level CTE High School Mathematics 2014-15

District* ¹	Numerator	Denominator	Actual Performance	State Target (84.00%)
Churchill	94	123	76.42%	D
Clark	4,344	5,007	86.76%	E
Douglas	113	120	94.17%	E
Elko	229	264	86.74%	E
Eureka	11	11	100.00%	E
Humboldt	47	58	81.03%	D
Lander	n	n	100.00%	E
Lincoln	12	15	80.00%	D
Lyon	127	138	92.03%	E
Mineral	n	n	80.00%	D
Nye	93	124	75.00%	D
Carson	171	190	90.00%	E
Pershing	--	--	--	--
Washoe	620	700	88.57%	E
White Pine	28	34	82.35%	D

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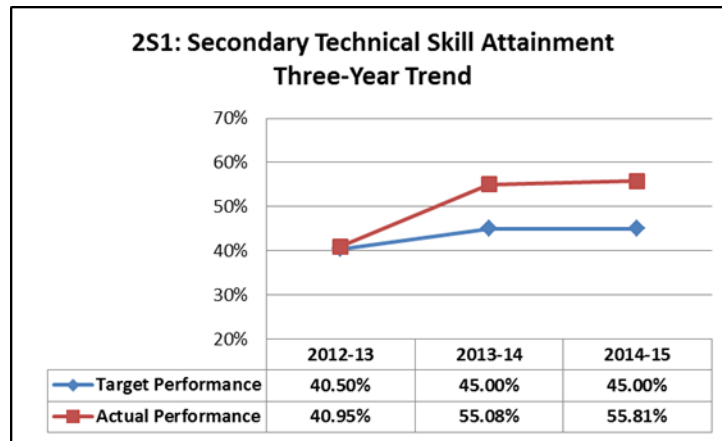
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2S1: Secondary Technical Skill Attainment

The 2S1 performance indicator measures the number of CTE concentrators who have completed a CTE program and have passed the state approved end-of-program technical assessment. For the past three years, CTE students have consistently exceeded the target standard for end-of-program assessments, with an increasing trend of steady improvement over the three-year period.

Results for State Level CTE High School Technical Skill Attainment 2014-15

Number of Concentrators Passing End of Program Assessment	Number of Concentrators Tested	State Target Level of Performance	Actual Level of Performance	Met Target Level
2,921	5,234	45.00%	55.81%	Exceeds Target



Results for District Level CTE High School Technical Skill Attainment 2014-15

District* ¹	Numerator	Denominator	Actual Performance	State Target (45.00%)
Churchill	51	77	66.23%	E
Clark	2,200	4,065	54.12%	E
Douglas	11	21	52.38%	E
Elko	111	213	52.11%	E
Eureka	n	14	42.86%	D
Humboldt	43	59	72.88%	E
Lander	n	11	45.45%	E
Lincoln	n	n	75.00%	E
Lyon	47	84	55.95%	E
Mineral	n	n	100.00%	E
Nye	51	120	42.50%	D
Carson	89	141	63.12%	E
Pershing	0	11	0.00%	D
Washoe	285	385	74.03%	E
White Pine	14	23	60.87%	E

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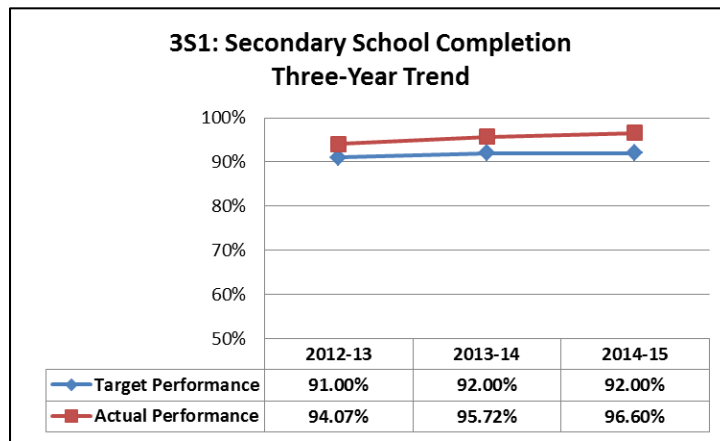
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3S1: Secondary School Completion (Secondary Diploma / High School Equivalency)

The 3S1 performance indicator measures the number of 12th grade CTE students who have earned an advanced, standard, or adult diploma or Certificate of High School Equivalency (HSE) with a CTE endorsement during the reporting year. For the past three years CTE students have consistently exceeded the target standard for school completion.

Results for State Level CTE High School Completion 2014-15

Number of Concentrators Earning a Diploma or HSE with CTE Endorsement	Number of 12 th Grade Concentrators Completing a CTE Program	State Target Level of Performance	Actual Level of Performance	Met Target Level
2,418	2,503	92.00%	96.60%	Exceeds Target



Results for District Level CTE High School Completion 2014-15

District* ¹	Numerator	Denominator	Actual Performance	State Target (92.00%)
Churchill	33	35	94.29%	E
Clark	1,817	1,845	98.48%	E
Douglas	17	17	100.00%	E
Elko	78	80	97.50%	E
Eureka	<i>n</i>	<i>n</i>	100.00%	E
Humboldt	31	31	100.00%	E
Lander	<i>n</i>	<i>n</i>	100.00%	E
Lincoln	<i>n</i>	<i>n</i>	83.33%	D
Lyon	35	37	94.59%	E
Mineral	--	--	--	--
Nye	34	34	100.00%	E
Carson	60	62	96.77%	E
Pershing	<i>n</i>	<i>n</i>	100.00%	E
Washoe	250	256	97.66%	E
White Pine	<i>n</i>	<i>n</i>	100.00%	E

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-- no data reported from Edfacts

4S1: Secondary Student Graduation Rates

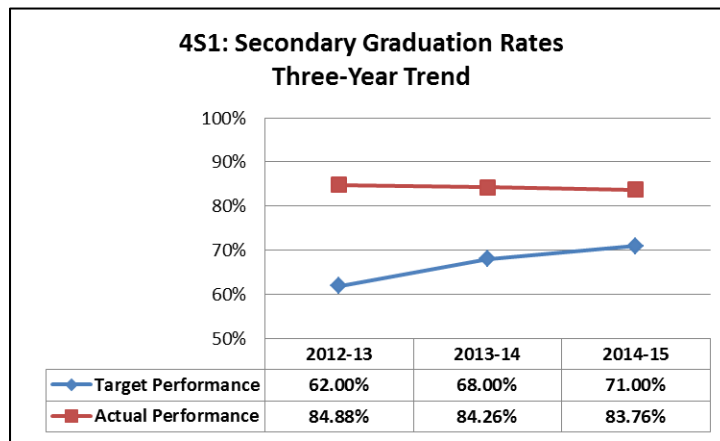
The 4S1 performance indicator measures the number of concentrators completing a CTE program of study who have earned an advanced, standard, or adult diploma or Certificate of High School Equivalency (HSE) during the reporting year. For the past three years CTE students have consistently exceeded the graduation rate target standard.

Results for State Level CTE High School Graduation Rate 2014-15

Number of CTE Concentrators Completing a CTE Program who Earned a Secondary Diploma/HSE	Number of 12 th Grade CTE Concentrators Completing a CTE Program	State Target Level of Performance	Actual Level of Performance	Met Target Level
9,080 ¹	10,840 ²	71.00%	83.76%	Exceeds Target

¹ State computation of graduation rate as described in Section 1111(b)(C)(vi) of the ESEA

² State computation of graduation rate as defined in the State Consolidated Accountability Plan



Results for District Level CTE High School Graduation Rate 2014-15

District* ¹	Numerator	Denominator	Actual Performance	State Target (71.00%)
Churchill	125	167	74.85%	E
Clark	6,787	8,102	83.77%	E
Douglas	118	127	92.91%	E
Elko	336	432	77.78%	E
Eureka	18	18	100.00%	E
Humboldt	137	154	88.96%	E
Lander	17	17	100.00%	E
Lincoln	21	31	67.74%	D
Lyon	199	229	86.90%	E
Mineral	<i>n</i>	<i>n</i>	80.00%	E
Nye	159	190	83.68%	E
Carson	237	282	84.04%	E
Pershing	13	13	100.00%	E
Washoe	825	954	86.48%	E
White Pine	37	43	86.05%	E

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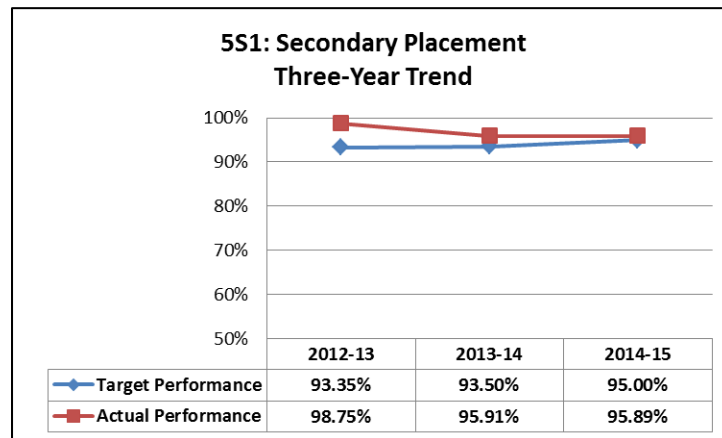
5S1: Secondary Placement

The 5S1 performance indicator measures the number of CTE graduates that were placed in post-secondary education, military service, or employment six months after graduation. Placement is measured by the number of students who respond to employment surveys sent out by local education agencies. Based on survey responses, secondary employment for CTE students remains high six months after graduation.

Results for State Level CTE Secondary Placement 2014-15

Number of CTE Program Completers in College, Military or Employment	Number of CTE Placement Survey Respondents	State Target Level of Performance	Actual Level of Performance	Met Target Level
1,237*	1,290	95.00%	95.89%	Exceeds Target

*Employment (702), Military Service (61), Attending College (474)



Results for District Level CTE Secondary Placement 2014-15

District* ¹	Numerator	Denominator	Actual Performance	State Target (95.00%)
Churchill	19	20	95.00%	M
Clark	326	337	96.74%	E
Douglas	17	17	100.00%	E
Elko	300	316	94.94%	D
Eureka	11	15	73.33%	D
Humboldt	30	32	93.75%	D
Lander	--	--	--	--
Lincoln	<i>n</i>	<i>n</i>	66.67%	D
Lyon	74	74	100.00%	E
Mineral	<i>n</i>	<i>n</i>	83.33%	D
Nye	17	19	89.47%	D
Carson	54	54	100.00%	E
Pershing	16	16	100.00%	E
Washoe	329	343	95.92%	E
White Pine	35	35	100.00%	E

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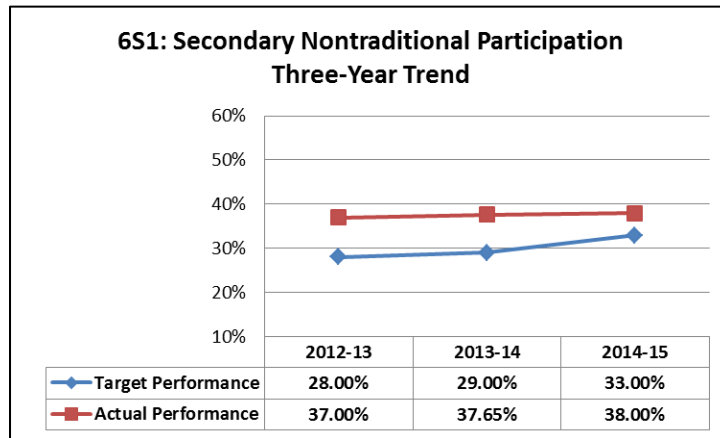
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6S1: Secondary Nontraditional Participation

The 6S1 performance indicator measures the number of CTE nontraditional participants (by gender) who enrolled in CTE courses leading to employment in nontraditional fields. For the past three years CTE secondary students have exceeded the nontraditional participation rate target standard.

Results for State Level CTE High School Nontraditional Participation 2014-15

Number of Participants from Underrepresented Genders Enrolled in Nontraditional Programs	Number of Participants Enrolled in Programs Leading to Employment in Nontraditional Fields	State Target Level of Performance	Actual Level of Performance	Met Target Level
11,568	30,441	33.00%	38.00%	Exceeds Target



Results for District Level CTE High School Nontraditional Participation 2014-15

District* ¹	Numerator	Denominator	Actual Performance	State Target (33.00%)
Churchill	128	441	29.02%	D
Clark	9,228	22,465	41.08%	E
Douglas	166	530	31.32%	D
Elko	272	914	29.76%	D
Eureka	12	33	36.36%	E
Humboldt	58	311	18.65%	D
Lander	16	68	23.53%	D
Lincoln	48	143	33.57%	E
Lyon	179	619	28.92%	D
Mineral	11	38	28.95%	D
Nye	202	464	43.53%	E
Carson	151	593	25.46%	D
Pershing	35	105	33.33%	E
Washoe	999	3,518	28.40%	D
White Pine	63	199	31.66%	D

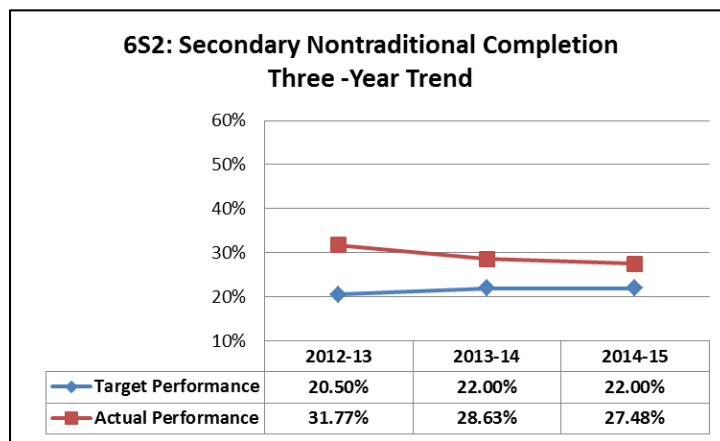
^{*} Esmeralda & Storey Districts do not participate in Perkins funding for CTE programs
 E= Exceeds Target, M=Meets Target, D=Did not Meet Target

6S2: Secondary Nontraditional Completion

The 6S2 performance indicator measures the number of CTE nontraditional concentrators (by gender) who completed a CTE program leading to employment in nontraditional fields. For the past three years CTE secondary students have exceeded the nontraditional completion rate target standard.

Results for State Level CTE High School Nontraditional Completion 2014-15

Number of Concentrators from Underrepresented Genders Completing Nontraditional Programs	Number of Concentrators who Completed Programs Leading to Employment in Nontraditional Fields	State Target Level of Performance	Actual Level of Performance	Met Target Level
931	3,388	22.00%	27.48%	Exceeds Target



Results for District Level CTE Nontraditional Completion 2014-15

District* ¹	Numerator	Denominator	Actual Performance	State Target (22.00%)
Churchill	19	71	26.76%	E
Clark	746	2,544	29.32%	E
Douglas	n	19	26.32%	E
Elko	48	130	36.92%	E
Eureka	n	15	33.33%	E
Humboldt	n	41	17.07%	D
Lander	n	11	9.09%	D
Lincoln	n	13	30.77%	E
Lyon	14	64	21.88%	D
Mineral	--	--	--	--
Nye	26	77	33.77%	E
Carson	20	92	21.74%	D
Pershing	n	11	27.27%	E
Washoe	33	275	12.00%	D
White Pine	0	25	0.00%	D

* Esmeralda & Storey Districts do not participate in Perkins funding for CTE programs

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

n= numbers <10 suppressed per FERPA reporting requirements

-- no data reported from Edfacts

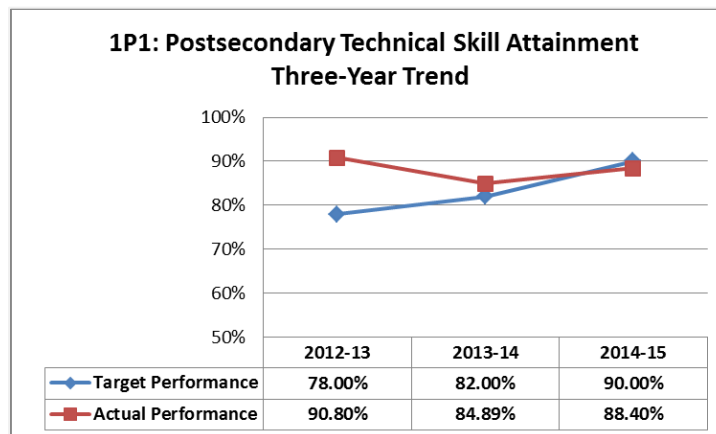
CTE College Performance Data

1P1: Postsecondary Technical Skill Attainment

The 1P1 performance indicator measures the number of CTE concentrators with a GPA of 2.0 or higher in their college CTE courses. For SY13 and SY14 CTE college students exceeded the target standard for technical skill attainment. In SY15 technical skill attainment dropped 1.6 points below the target standard, yet met the 90% of target required by Perkins for passing the standard. It is important to note that postsecondary skill attainment has remained relatively high over the three-year period and has moved more in line with the increase in state target levels from SY13 (78%) to SY15 (90%).

Results for State Level CTE College Technical Skill Attainment 2014-15

Number of CTE Concentrators with GPA \geq 2.0 in CTE courses	Number of CTE Concentrators	State Target Level of Performance	Actual Level of Performance	Met Target Level
17,603	19,912	90.00%	88.40%	Met 90% of Target



Results for College Level CTE Technical Skill Attainment 2014-15

College	Numerator	Denominator	Actual Performance	State Target (90.00%)
College of Southern Nevada	12,432	14,407	86.29%	D
Great Basin College	1,205	1,292	93.27%	E
Truckee Meadows Community College	2,543	2,682	94.82%	E
Western Nevada College	1,423	1,531	92.95%	E

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

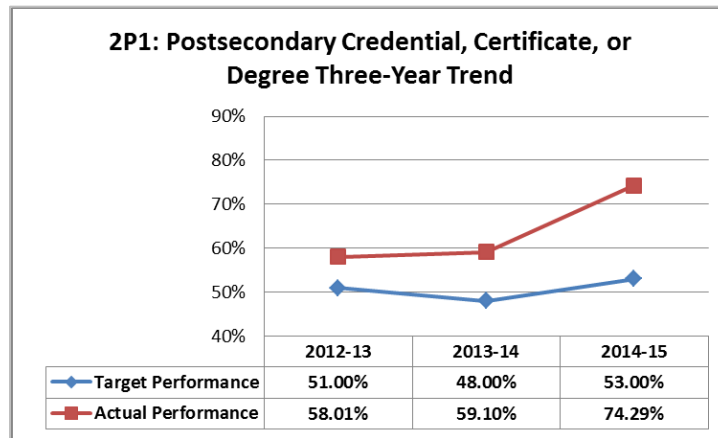
2P1: Postsecondary Credential, Certificate, or Degree

The 2P1 performance indicator measures the number of CTE concentrators completing all program coursework who received a credential, certificate, or degree. For the past three years CTE postsecondary students have consistently exceeded the target standard for receiving a credential, certificate, or degree. There was a 15.2% increase in credential/certificate/degree attainment from SY14 to SY15. This increase reflects recent efforts at the College of Southern Nevada and Truckee Meadows Community College to improve internal reporting processes to more accurately reflect CTE concentrators across college academic programs.

Results for State Level CTE College Credential, Certificate, or Degree 2014-15

Number of CTE Concentrators who Received a Credential, Certificate, or Degree	Number of CTE Concentrators who Completed Coursework Leading to a Credential, Certificate, or Degree	State Target Level of Performance	Actual Level of Performance	Met Target Level
3,923*	5,281	53.00%	74.29%	Exceeds Target

*Credential (1,078), Certificate (483), Degree (2,864) (Students receiving degree may also receive credential, thus individual totals may vary)



Results for College Level CTE Credential, Certificate, or Degree 2014-15

College	Numerator	Denominator	Actual Performance	State Target (53.00%)
College of Southern Nevada	2,167	2,846	76.14%	E
Great Basin College	581	866	67.09%	E
Truckee Meadows Community College	588	654	89.91%	E
Western Nevada College	587	915	64.15%	E

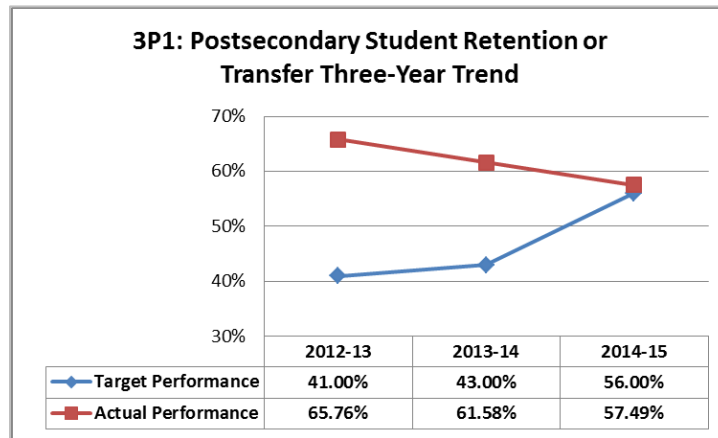
E= Exceeds Target, M=Meets Target, D=Did not Meet Target

3P1: Postsecondary Student Retention or Transfer

The 3P1 performance indicator measures the number of CTE concentrators who remained enrolled at their current college or transferred to another postsecondary institution with the intent to complete their degree program of study. For the past three years CTE postsecondary students have consistently exceeded the target level for student retention or transfer. Although actual performance dropped 8.3% over the three-year period, the trend also reflects an increase of 15% in the state target level over the same period.

Results for State Level CTE College Student Retention or Transfer 2014-15

Number of CTE Concentrators Remaining Enrolled or Transferred	Number of CTE Concentrators Enrolled who Have not yet Earned a Credential, Certificate, or Degree	State Target Level of Performance	Actual Level of Performance	Met Target Level
5,851	10,177	56.00%	57.49%	Exceeds Target



Results for College Level CTE Student Retention or Transfer 2014-15

College	Numerator	Denominator	Actual Performance	State Target (56.00%)
College of Southern Nevada	3,710	7,202	51.51%	D
Great Basin College	368	522	70.50%	E
Truckee Meadows Community College	1,259	1,669	75.43%	E
Western Nevada College	514	784	65.56%	E

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

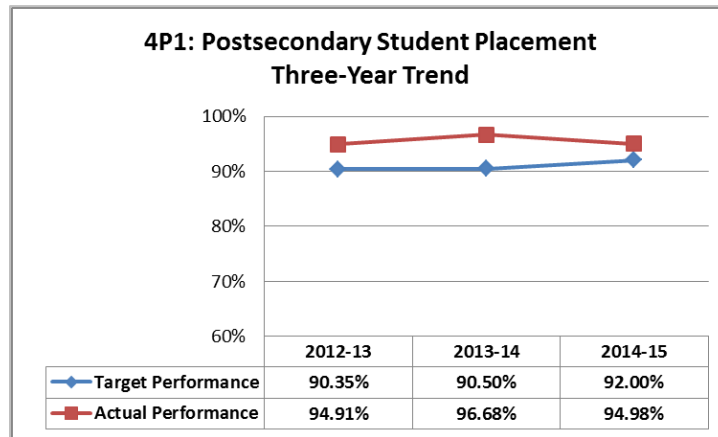
4P1: Postsecondary Student Placement

The 4P1 performance indicator measures the number of CTE concentrators receiving a certificate or degree and were placed in employment or military service six months after graduating. For the past three years CTE postsecondary students have consistently exceeded the target standard for student placement. Postsecondary placement is determined from student surveys completed at each college in conjunction with student employment data matches through the Nevada Department of Employment, Training and Rehabilitation (employment in Nevada) and the Federal Employment Data Exchange (federal employment or military service).

Results for State Level CTE College Student Placement 2014-15

Number of CTE Certificate or Degree Earners Retained in Employment or Military Service	Number of CTE Certificate or Degree Earners from the Reporting Year	State Target Level of Performance	Actual Level of Performance	Met Target Level
1,967	2,071	92.00%	94.98%	Exceeds Target

*Apprenticeship (1), Employment (1962), Military (25) (Totals can be inclusive of more than one category)



Results for College Level CTE Student Placement 2014-15

College	Numerator	Denominator	Actual Performance	State Target (92.00%)
College of Southern Nevada	1,260	1,329	94.81%	E
Great Basin College	110	116	94.83%	E
Truckee Meadows Community College	438	454	96.48%	E
Western Nevada College	159	172	92.44%	E

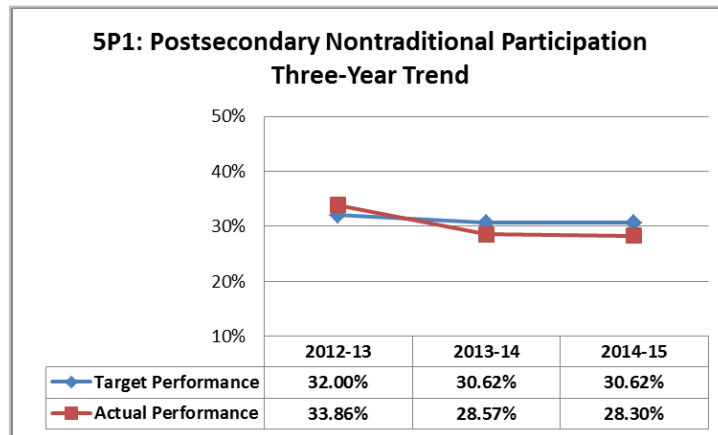
E= Exceeds Target, M=Meets Target, D=Did not Meet Target

5P1: Postsecondary Nontraditional Participation

The 5P1 performance indicator measures the number of CTE participants from underrepresented gender groups who enrolled in courses/programs leading to nontraditional employment. Nontraditional employment consists of occupations whose labor force represents less than 25 percent of one gender. For two of the past three years CTE postsecondary students have not met the target standard for nontraditional participation. Although Nevada colleges did not meet the state target level for SY14 and SY15, Perkins requires meeting at least 90% of the standard to meet the target level. Given this, colleges overall met the 90% of target requirement for the SY14 – SY15 reporting years.

Results for State Level CTE College Nontraditional Participation 2014-15

Number of Participants from Underrepresented Genders Enrolled in Programs Leading to Employment in Nontraditional Fields	Number of Total Participants Enrolled in Programs Leading to Employment in Nontraditional Fields	State Target Level of Performance	Actual Level of Performance	Met Target Level
3,624	12,806	30.62%	28.30%	Met 90% of Target



Results for College Level CTE Nontraditional Participation 2014-15

College	Numerator	Denominator	Actual Performance	State Target (30.62%)
College of Southern Nevada	2,410	8,693	27.72%	D
Great Basin College	142	685	20.73%	D
Truckee Meadows Community College	961	2,693	35.69%	E
Western Nevada College	111	735	15.10%	D

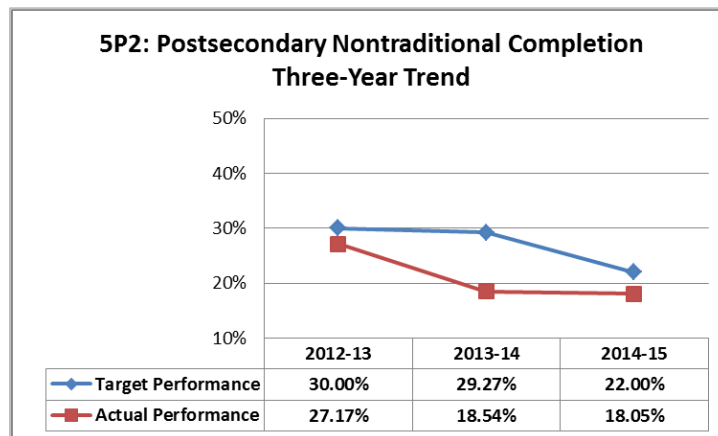
E= Exceeds Target, M=Meets Target, D=Did not Meet Target

5P2: Postsecondary Nontraditional Completion

The 5P2 performance indicator measures the number of CTE concentrators from underrepresented gender groups who completed courses/programs leading to nontraditional employment. For the past three years CTE postsecondary students have not met the target standard for nontraditional completion. For the SY13 reporting year, colleges met the 90% of target standard for nontraditional completion. The failure to meet at least 90% of target levels for the SY14 and SY15 reporting years requires each college to submit a program improvement plan to increase performance within this standard. The Nevada Department of Education actively works with each college to develop a program for improvement for nontraditional completion that is inclusive of targeted professional development and data analysis strategies to identify root causes of underperformance within this standard.

Results for State Level CTE College Nontraditional Completion 2014-15

Number of Concentrators from Underrepresented Genders who Completed Programs Leading to Employment in Nontraditional Fields	Number of Total Concentrators who Completed Programs Leading to Employment in Nontraditional Fields	State Target Level of Performance	Actual Level of Performance	Met Target Level
196	1,086	22.00%	18.05%	Target Not Met



Results for College Level CTE Nontraditional Completion 2014-15

College	Numerator	Denominator	Actual Performance	State Target (22.00%)
College of Southern Nevada	92	405	22.72%	E
Great Basin College	22	202	10.89%	D
Truckee Meadows Community College	66	332	19.88%	D
Western Nevada College	16	147	10.88%	D

E= Exceeds Target, M=Meets Target, D=Did not Meet Target

Financial Status Report

The Financial Status Report (FSR) for the Consolidated Annual Report submitted for program year 2014-15 covers Award Number V048A130028 in the amount of \$8,633,133.

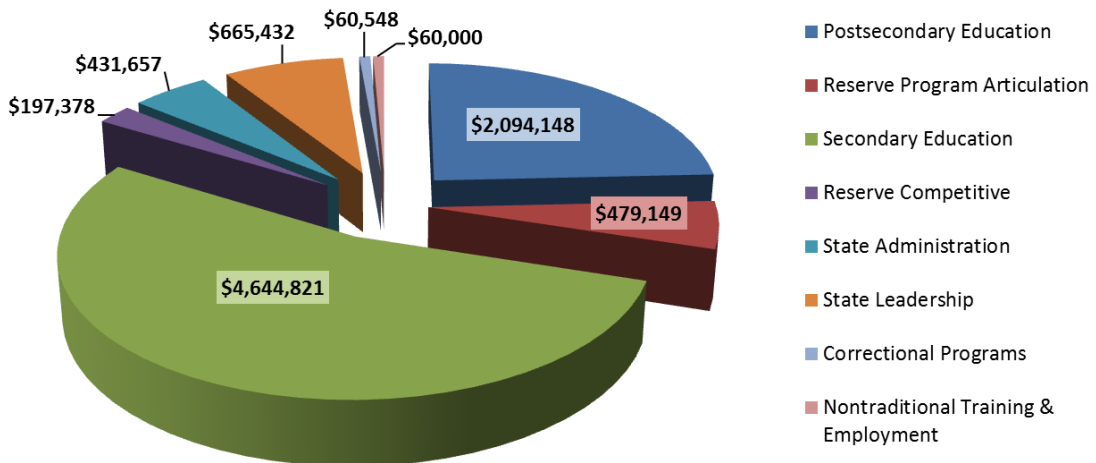
The State Grant was divided *into* three main budget categories:

State Administration:	\$ 431,657
State Leadership:	\$ 665,432
Local Formula Funds:	<u>\$7,536,044</u>
Total Grant Amount	\$8,633,133

The aid portion of the grant was allocated according to the amounts/percentages shown below:

Formula Funds	Secondary education received 68% of the aid allocation. Postsecondary education received 32% of the aid allocation.
Reserve Funds	9.5% of the formula funds were allocated for the Reserve Funds. Postsecondary education received up to \$500,000 for the CTE College Credit programs and the remainder is awarded as competitive grants to secondary and post-secondary agencies.
Leadership Funds	Leadership funds were divided into three parts: Corrections - received 0.75% of the available funds. Nontraditional Employment & Training Grant - received \$60,000. The remainder of the Leadership funds was expended for technical assistance and statewide leadership activities.

Perkins Grant Expenditures by Category



Perkins Act Consolidated Annual Report Summary 2014-15

Local Formula Funds

Secondary Education		Postsecondary Education	
Carson City School District	79,362	College of Southern Nevada	1,358,831
Churchill County School District	42,541	Great Basin College	106,952
Clark County School District	3,597,366	Truckee Meadows Comm. College	414,042
Douglas County School District	50,874	Western Nevada College	214,323
Elko County School District	69,809	Total	\$2,094,148
Humboldt County School District	26,055		
Lander County School District	6,997		
Lincoln County School District	8,855		
Lyon County School District	80,573		
Mineral County School District	4,747		
Nye County School District	71,572		
Pershing County School District	9,465		
Washoe County School District	583,268		
White Pine County School District	13,337		
Total	\$4,644,821		

Reserve Funds

Reserve Competitive		Reserve Program Articulation	
Carson City School District	33,004	College of Southern Nevada	148,430
Clark County School District	63,626	Great Basin College	84,815
Douglas County School District	44,200	Truckee Meadows Comm. College	111,315
Lyon County School District	56,548	Western Nevada College	134,589
Total	\$197,378	Total	\$479,149

State Leadership Funds

Correctional Programs		Nontraditional Training & Employment	
C.O. Bastian (Lincoln County)	10,727	College of Southern Nevada	15,515
Nevada Youth Training Center	10,727	Washoe County School District	9,405
Spring Mountain (Clark County)	39,094	White Pine County School District	5,080
Total	\$60,548	Statewide Activities	30,000
		Total	\$60,000

State Administration and Leadership Funds

State Administration	\$431,657	State Leadership	\$665,432
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Grand Total Expended: \$8,633,133