

Perkins V State Plan

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NEVADA
Department of
Education

NDE's Mission

- To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence

Presentation Overview

- Perkins V State Plan Overview
- Perkins V State Plan Revision Process
- Perkins V State Plan Goal Revisions
- Perkins V Performance Targets

Presentation Objectives

- To share an overview of Perkins V State Plan
- To provide an update Perkins V State Plan Revision Process
- To share the Perkins V State Plan Goal Revisions
- To identify Perkins V Performance Levels

Presentation Keywords

- State Determined Performance Levels (SDPL)
- Comprehensive Local Needs Assessment (CLNA)

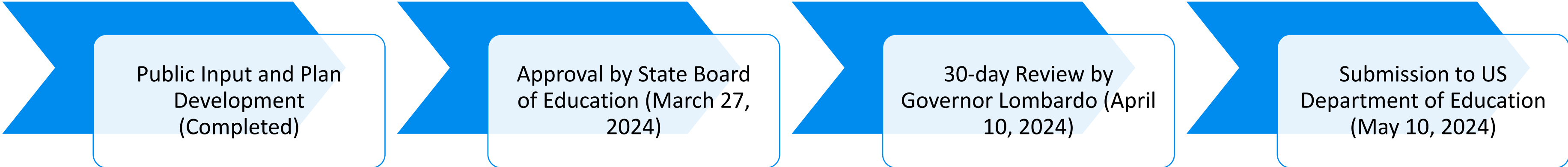
Perkins V Overview

- Federal career and technical education (CTE) funds for eligible secondary and postsecondary education agencies
- FY 24 allocation ~ \$12.8M
 - 85% goes to eligible recipients
 - 10% for state leadership
 - 5% for state administration
- For Fiscal Year (FY) 2023
 - Over 76,800 secondary students
 - Over 25,800 postsecondary students

Perkins V Overview

- Report on enrollment and achievement
 - Career cluster
 - Student population groups
 - Gender
 - Race/Ethnicity
 - Special Populations (Section 3(48) of Perkins V and ESEA)
 - State Determined Performance Levels
 - Based on concentrator-level data
 - Secondary (7 indicators)
 - Postsecondary (3 indicators)

Perkins V State Plan Revision Process



Revisions to Perkins V Goals

35 Strategic Goals
in Current Perkins
V State Plan

3 Strategic Goals in
Revised Perkins V
State Plan

Perkins V State Plan Strategic Goal #1

Improve access to and achievement in high quality career and technical education programs of study aligned to high-skill, high-wage, and/or in-demand occupations for all student population groups as measured by State Determined Performance Levels (SDPL) targets.

- High-skill - occupations in Nevada that require the completion of an apprenticeship, industry-recognized certificate or credential, or a postsecondary certificate or degree beyond the secondary level
- High-wage - occupations in Nevada that pay at least the living wage as identified by the Massachusetts Institute of Technology (MIT) Living Wage Calculator for a family of three with one child (in December 2023, this is \$34.08 per hour)
- In-demand - occupations that are identified as high need in the State and published by Governor's Office of Economic Development (GOED) and the Nevada Department of Employability, Training, and Rehabilitation's (DETR) Research and Analysis Bureau
- High-quality – as evaluated by the secondary Quality Program Standards developed by the Nevada Department of Education including:
 - Career Development
 - Program and Instruction
 - Postsecondary Readiness
 - Leadership Development
 - Educational Personnel
 - Program Planning and Promotion
 - Facilities, Equipment, Instructional Materials, and Classroom Supplies
 - Community and Business and Industry Partnerships
 - Evaluation Systems and Accountability

Perkins V State Plan Strategic Goal #2

Develop a systematic approach to ensure access for all student population groups to career pathways and skill development from pre-kindergarten through postsecondary education as measured by participation and concentrator data in the State Determined Performance Levels (SDPL) targets.

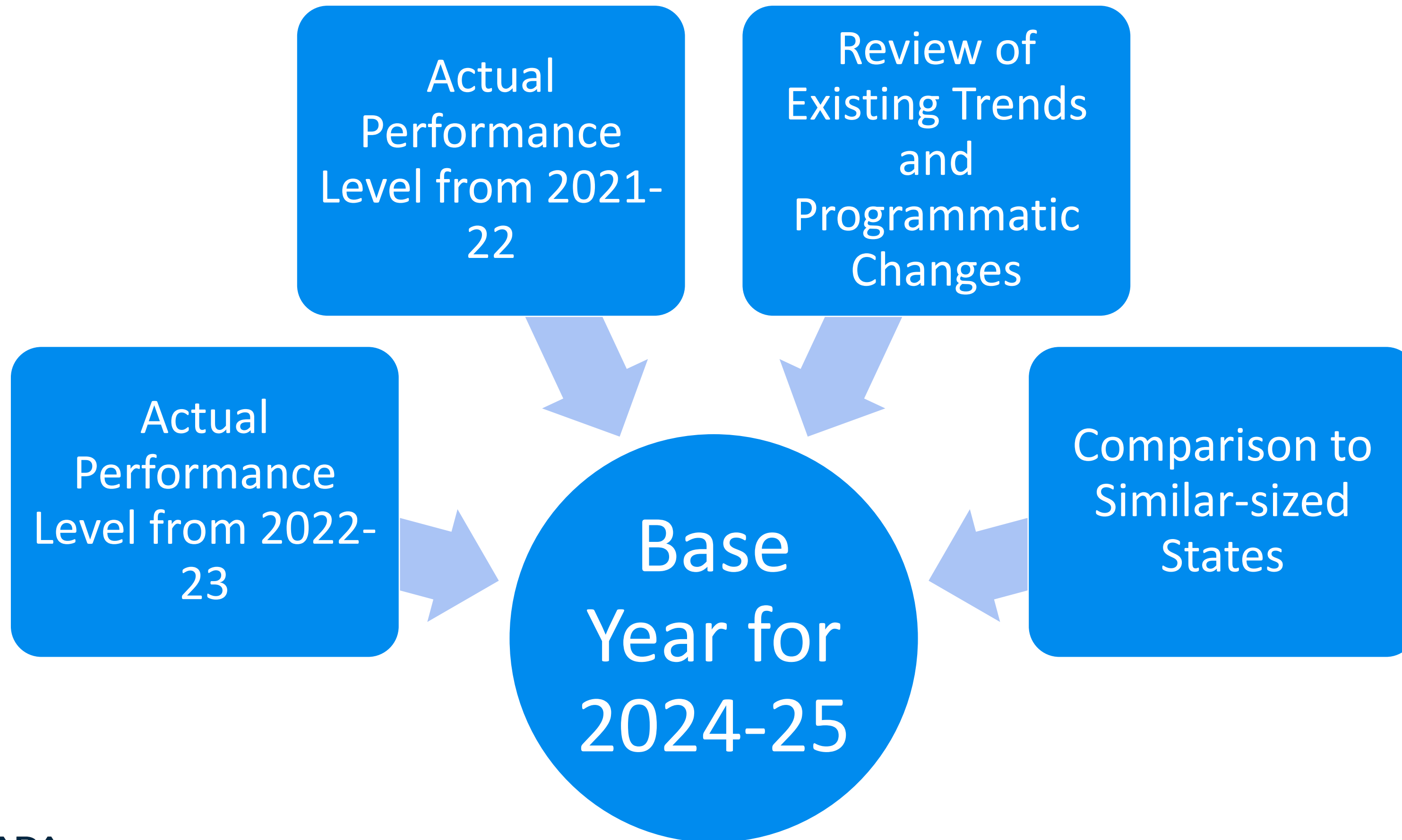
- Identify best practices for the development of middle school CTE standards
- Utilize flexibility from the restructuring of CTE programs to provide opportunities to earn postsecondary level credits, earn recognized postsecondary credentials, and expand work-based learning
- Collaboration with Governors Office of Workforce Innovation (GOWINN), Nevada System of Higher Education (NSHE), and DETR for a stronger education-to-workforce pipeline
- Developed a condition if a secondary school district misses the performance targets for 5S2: Program Quality – Attained Postsecondary Credits that the corresponding postsecondary institution is part of the required improvement plan

Perkins V State Plan Strategic Goal #3

Ensure employers have a pipeline of skilled talent.

- Utilize GOWINN and GOED to inform CTE programs of study and career pathway development in high-skill, high-wage, and in-demand occupations and industry sectors
- Collaboration with local education agencies, the Department's Office of Educator Licensure, and the Nevada Association for Career and Technical Education (ACTE) to ensure CTE programs have a pipeline of high-quality CTE teachers in aligned programs, provide professional development for CTE teachers during their first three (3) years of teaching using a research-based model, and provide available resources and supports to local education agencies to assist CTE teacher development and mentoring
- Identify statutory and regulatory gaps and/or roadblocks that inhibit CTE teacher licensure and business and industry endorsements

Perkins V State Determined Performance Levels



Academic Indicators - Secondary

1S1 – Four-year Graduation Rate

2S1 – Academic Proficiency in Reading/Language Arts – as assessed on the ACT exam taken (typically junior year)

2S2 - Academic Proficiency in Mathematics– as assessed on the ACT exam taken (typically junior year)

2S3 - Academic Proficiency in Science– as assessed on the Nevada State Science Assessment (typically freshman year in most school districts)

Academic Indicators - Secondary

Perkins Indicator	Average of Actual Performance	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
1S1: Four-year Graduation Rate	94.48%	94.50%	95.00%	95.50%	96.00%
2S1: Academic Proficiency in Reading/Language Arts	50.50%	51.50%	53.00%	54.50%	56.00%
2S2: Academic Proficiency in Mathematics	22.91%	23.00%	23.50%	24.00%	24.50%
2S3: Academic Proficiency in Science	19.17%	19.25%	19.75%	20.25%	20.75%

Program Quality Indicators - Secondary

3S1 – Post-program Placement – indicator of how many students are staying in Nevada as employees or college students and we utilize student survey data provided by school districts and match data to the Nevada P-20 to Workforce Research Data System (NPWR)

4S1 – Non-traditional Enrollment – measures underrepresented gender students enrolled in non-traditional career fields

5S1 – Program Quality: Recognized Postsecondary Credentials (NEW) – measures the number of students earning an industry-recognized credential

5S2 – Program Quality: Attained Postsecondary Credits - measures the number of students earning postsecondary credit through a dual or concurrent credit model

5S3 – Program Quality: Work-based Learning (NEW) – measures the number of students participating in a career-training level work-based learning experience

Program Quality Indicators - Secondary

Perkins Indicator	Average of Actual Performance	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
3S1: Post-program Placement	65.18%	65.60%	72.50%	79.50%	86.50%
4S1: Non-traditional Program Enrollment	32.97%	33.00%	34.00%	35.00%	36.00%
5S1: Recognized Postsecondary Credential (NEW)	6.51%	7.00%	12.00%	17.00%	22.00%
5S2: Attained Postsecondary Credits	2.30%	2.50%	7.50%	12.50%	17.50%
5S3: Work-based Learning (NEW)	8.38%	9.00%	14.00%	19.00%	24.00%

Postsecondary Performance Indicators

1P1 – Postsecondary Retention and Placement - the number of postsecondary concentrators who, during the 2nd quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or are placed or retained in employment

2P1 – Earned Recognized Postsecondary Credential - number of postsecondary concentrators who received a recognized postsecondary credential, such as a skill certificate or a degree, during participation in or within one year of completing the program

3P1 - Non-traditional Program Enrollment – measures underrepresented gender students enrolled in non-traditional career fields

Postsecondary Performance Targets

Perkins Indicator	Average of Actual Performance	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
1P1: Postsecondary Retention and Placement	76.32%	76.35%	79.35%	82.45%	85.35%
2P1: Earned Recognized Postsecondary Credential	54.74%	55.00%	70.00%	77.00%	82.00%
3P1: Non-traditional Program Enrollment	23.30%	23.50%	24.00%	24.50%	25.00%

Perkins V State Plan Accountability Factors

- Large target increases are within the realm of influence of CTE directors
- Improved data collection related to work-based learning and industry-recognized credentials
- Identification of and maintenance of industry-recognized credentials of value
 - Vendor-pushed credentials that Nevada businesses are not requiring or recognizing as part of the hiring process
 - Credentials such as CPR and OSHA-10 that are not the credential that results in hiring
 - Industry/businesses that have an industry-recognized credential but do not go through the process to have it recognized by GOWINN

Additional Future Perkins V State Plan Considerations

Prior to May 2025, the Department will have to create a revised Comprehensive Local Needs Assessment to align with regional workforce needs and data collection

Prior to Fiscal Year 27, the Department will need to work with secondary subrecipients who receive less than \$15,000 to work in a consortia to receive Perkins V funding

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