

## **Examining the Influential Role of School Assignment on Nevada's Workforce**

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## **Abstract**

Although Nevada has made efforts to diversify and strengthen the economy, the strategic alignment of K-12 workforce development must take center stage. A patchwork of economic situations exists across our state, and historically disadvantaged individuals must have access to career pathways that are available within K-12 public schools. Such programs should foster achievement to develop a skilled workforce that is prepared to enter growing industries. The availability of Career and Technical Education (CTE) programs in Nevada high schools aligned with Nevada's future workforce needs is an important vehicle for historically disadvantaged students to achieve better economic circumstances for themselves and their families.

This quantitative research study sought to determine if Nevada's historically disadvantaged high school students have equitable access to high-quality educational opportunities that are available within schools and lead to academic achievement and practical experiences—preparing them for Nevada's most-in demand and high pay occupations.

Data demonstrated that CTE enrollment and completion has increased across Nevada, offering multiple career pathways aligned with Governor's Office of Economic Development (GOED) Targeted Industries. The availability of CTE programs through Career and Technical Academies has expanded in southern Nevada, offering new career pathways to historically disadvantaged communities. Additionally, school choice options have offered high school students the opportunity to access schools across districts, although equity concerns in CTE programs remain. Progress has been made, but barriers within the K-12 workforce development pipeline continue to plague Nevada—limiting our state's ability to diversify our economy and develop a skilled workforce. Policy recommendations were formed aligned to the identified weaknesses and strengths of the accessibility, availability, and achievement of CTE programs.

## **Introduction**

The quality of Nevada’s workforce, first and foremost, is on the minds of companies interested in building businesses and expanding industries in Nevada. Historically, Nevada has been a two-industry economy—overly dependent upon tourism and gaming and mining. This dependency hamstrung Nevada in the wake of the pandemic and ignited an effort to diversify our state’s economy.

Nevada has recently taken strategic efforts toward a more sustainable and diversified economy (Nevada Governor’s Office of Economic Development, 2024), but diversification is contingent upon the existence of a diverse workforce who have acquired the skills and knowledge needed to serve in the targeted industries. Nevada faces a patchwork of economic situations across the state, from rural to urban communities, and must “purposefully and systematically align K-16, workforce, and economic development in order to grow our state.” (Harris et al., 2023, 85)

Contributing to the reluctance of businesses and industries making Nevada their home, the public school education system has been persistently ranked as one of the lowest performing states in the United States in academic achievement with 19.4% of high school students proficient in mathematics and 45.6% proficient in English Language Arts (Nevada Accountability Portal, 2025b). With over half of all Nevada high schools currently designated as low performing, meaning they earned one or two stars out of a five-star rating to assess and classify academic performance and progress (Nevada Accountability Portal, 2025a), historically disadvantaged students must be afforded career pathways that are accessible within the community, available within schools, and foster academic achievement and practical learning to prepare them for their future.

Serving as a workforce pipeline into targeted industries, Career and Technical Education (CTE) programs support both academic and practical learning in high schools and offer graduates the chance to secure immediate career employment or post-secondary education enrollment. National studies indicate that historically disadvantaged students face disparities in access to and participation in high-quality programs that would ensure they obtain the skills and experiences for future workforce opportunities (Wright, 2024). Nevada has recently expanded public school choice options, including enrollment in Magnet, Career and Technical Academies, and open enrollment in specific district schools, to ensure quality education is accessible and available to all Nevada students.

The availability of CTE programs in Nevada high schools aligned with Nevada’s future workforce needs is an important vehicle for historically disadvantaged students to achieve better economic circumstances for themselves and their families. The aim of this report is to determine if Nevada’s historically

disadvantaged high school students have access to high-quality educational opportunities that are available within schools and lead to academic achievement and practical experiences that prepare them for Nevada’s most-in demand occupations. For all education-based terms used within this report, see Appendix A.

### *Research Questions*

This study incorporated quantitative analyses to assess the quality of Nevada’s CTE and Magnet programs surrounding three metrics: Accessibility, Availability, and Achievement. The current study sought to:

1. Compare the availability of current and past CTE and/or Magnet programs based on geographic demographics and workforce demands.
2. Analyze annual retention and matriculation rates of the programs from within secondary settings to post-secondary settings.
3. Analyze annual retention and matriculation rates of the programs from within post-secondary settings to Nevada’s workforce.
4. Evaluate the current profile of students participating in CTE and/or Magnet programs.

### **Data and Methods**

#### *Nevada P-20 to Workforce Research Data System*

From the NPWR Data System, individual requests were made from the Nevada Department of Education (NDE), the Nevada System of Higher Education (NSHE), and the Department of Employment, Training and Rehabilitation (DETR). The retrieved requests were then processed through Python programming to obtain the datasets needed for each of the research questions.

From NDE, nearly all available tables and variables were requested and filtered on the demographics table to include data from the 2017 school year and beyond. The same process was done for data requested through NSHE. From DETR, only one table was requested for each individual year.

Before the data sets were created for each research question, schools were identified as fully comprehensive, containing magnet programs, fully magnet, or non-comprehensive. Additionally, a distinct list of all the courses was made that were available from the 2017 school year and beyond and identified if they were aligned with CTE or Magnet programs or were Dual Credit/Enrollment. Both CTE program studies and industries had federally set identifier codes and were available through CTE as a crosswalk between program studies and industries. With this information, GOED’s Targeted Industry

sectors were filtered down, excluding the following CTE program clusters: Education and Training, Finance, Marketing, and Law, Public Safety, Corrections, and Security. For complete details on all data requested, see Appendix B.

### *Research Question 1*

The NDE datasets were filtered to only include data from high schools in the Clark County School District and participants of CTE programs that aligned with GOED Targeted Industry Sectors to compare the availability of CTE programs. If a student lived in the same zip code as the physical zip code of their school, they were identified as not using a Change of School Assignment, which is a school choice option specific to Clark County School District. If a student attended a school that was fully magnet, they were identified as accessing a school choice option or utilizing Change of School Assignment.

One limitation from the NDE demographic table is the availability of a student's zip code. This data was not available for school years prior to 2020.

### *Research Question 2*

NSHE datasets were filtered to only include those who were in the NDE dataset from the first research question. High school level and non-degree seeking academic levels in the NSHE datasets were also filtered out.

### *Research Question 3*

Using the dataset filtered from the second research question, DETR datasets were filtered to those individuals.

### *Research Question 4*

The same data filters created for the first research question were expanded to include all other school districts in Nevada.

## **Results**

### Nevada's Targeted Industry Sectors

Nevada's Targeted Industries are those that currently have foundational assets within our State, offer high paying careers, and will assist Nevada in developing a more connected economy (Nevada Governor's Office of Economic Development, 2025). GOED Targeted Industry Sectors were aligned with 2024-25 CTE Career Clusters, which represent a broad grouping of related careers and industries. Through CTE, students are exposed to and assessed on their knowledge and practical application of skills needed in specific industries (Advance CTE, 2023). When CTE Career Clusters are aligned with Nevada's future

industry sectors, our State creates a pipeline of work-ready students to enter high-paying and competitive occupations. See Appendix C for a complete list of aligned Targeted Industries and CTE Career Clusters.

### *Availability*

When creating a pipeline of work-ready students prepared to enter Nevada targeted industries, our state must ensure that pathways are available to all students, including our ethnically and racially diverse and economically disadvantaged students. To consider the equity, CTE concentrator and completer data were analyzed from 2017-18 through 2023-24 school year. The demographics of each individual student who was deemed a concentrator, indicating that they completed two years of a single CTE program of study, and a completer, indicating that they completed two years of a single CTE program, successfully passed the end of program evaluation, and met Grade Point Average (GPA) requirements, were quantified. The results showed that an average student enrolled in a CTE program was Caucasian (66.75%), not economically disadvantaged (67.22%), and male (51%). In the state's most populous county, Clark County, 25.82% of students were reported as being from ethnically and racially diverse backgrounds and 24.13% were economically disadvantaged students. For more details about the profile of CTE students (concentrators, completers) from all school districts, see Appendix D.

When examining the equity of career pathways for students, CTE Career Clusters aligned with GOED Targeted Industry Sectors were identified within CCSD high schools to determine the availability of Career Clusters to historically disadvantaged students in Title I schools. Appendix E shows the number of high schools where Career Clusters were offered, with 20 CCSD Title I schools identified out of 33 high schools. Title I high schools serving special populations like adult education, correctional institutions, and students who had been expelled, were not included. Of note, the Science, Technology, Engineering, and Mathematics, Agriculture, Food, and Natural Resources, and Human Services Clusters were reported in the fewest number of Title I high schools—whereas Arts, A/V Technology, and Communication, Government and Public Administration, and Information Technology Clusters were reported at the largest number of Title I high schools. A more detailed summary of CTE Career Clusters and programs of study offered within CCSD's Title I schools are delineated in Appendix F.

### *Accessibility*

To determine if accessibility to high demand, high pay careers were equitably offered across CCSD, access to CTE Career Clusters aligned to GOED Targeted Industries predicted to have high regional percentage change and average annual earnings were examined. For details, see Appendix G. The three lowest represented Career Clusters (Science, Technology, Engineering, and Mathematics; Agriculture,



Food, and Natural Resources; Human Services) were aligned with 8 out of twelve GOED Targeted Industries, with Science, Technology, Engineering, and Mathematics aligned with 7 out of twelve Targeted Industries (See Appendix H). The highest Career Clusters (Arts, A/V Technology, and Communication; Government and Public Administration; and Information Technology) were aligned with 6 of the Targeted Industries, with Arts, A/V Technology, and Communications aligned with 3 targeted industries (See Appendix I).

When pathways are not available to students within students' own zoned or neighborhood school, parents are able to apply for a Change of School Assignment or school choice option, meaning students can attend a school outside of their zoned school. The assumption was made that CCSD students participating in school choice options sought high quality education and career pathway opportunities offered through CTE programs and Magnet schools. The accessibility of careers pathways to Targeted Industries was studied by quantifying the number of students who participated in the school choice options within CCSD and enrolled in CTE programs (See Appendix J). The three Career Clusters that had highest number of students participating in school choice options were Arts, A/V Technology, and Communication, Health Science, and Hospitality and Tourism (See Appendix K). The lowest number of students participating in school choice options were the Manufacturing, Agricultural, Food, and Natural Resources, and Human Services Career Clusters (See Appendix L). As a whole, there was a significant drop in the number of students enrolled and completing CTE Career Clusters from the 2021-22 school year to the 2022-23 school year. The highest CTE completion rate occurred with students participating in school choice options within Non-Title Magnet Schools, with an average completion rate of 53%; whereas the lowest completion rate for students participating in school choice options was in Title I, Comprehensive high schools with an average completion rate of 16%.

### *Achievement*

Nevada's students must achieve success in the intermediary steps toward a career if our State seeks to create a successful pipeline into targeted industries. Six distinct, yet connected, steps were qualified and quantified that would complete a K-12 to career pipeline for Nevada's Targeted Industries.

#### Step 1: Concentrators and Completers

Utilizing data that quantified the number of CTE concentrators and completers, the Career Clusters with the highest concentration of students was identified. The Career Clusters of Architecture and Construction, Transportation, Distribution, and Logistics, and Hospitality and Tourism were reported as having a high concentration of students by 6 out of 16 reporting districts. The most populous county in

Nevada, Clark County, has approximately three-quarters of the State's students and reported Hospitality and Tourism, Arts, A/V Technology, and Communication, including Photography and Video Production programs of study, as the highest level of concentration (See Appendix M).

#### Step 2: CTE Completion

In order to become a CTE completer, students must complete two years of one program of study, successfully complete the end-of-program exam, and meet the GPA requirements, earning a certificate. Health Science was reported to have the highest number of certificates earned by 7 out of 14 reporting school districts, and Transportation, Distribution, and Logistics and Arts, A/V Technology, and Communication were reported by 5 districts (See Appendix N).

#### Step 3: College and Career Ready Diploma

Earning a College and Career Ready (CCR) diploma demonstrates that students became CTE completers and met the GPA standard, which is a higher standard than the one set for becoming a completer, set forth by the Nevada Department of Education. Nevada students who earned a CCR diploma most likely did so through the Health Science Career Cluster with 20% of all CCR diplomas achieved in Nevada through this pathway. See Appendix O for more details. Around half of all students who were CTE concentrators or completers graduated with standard diplomas. More importantly, 66% of all students who were not CTE completers graduated with standard diplomas whereas 48% of all students who were CTE completers graduated with standard diplomas.

#### Step 4: Academic Preparedness

To demonstrate academic preparedness for post-secondary education, high school juniors take the ACT exam for college admittance. Appendix P details the average highest ACT score by students who were enrolled in the CTE Career Cluster in each school district. ACT composite scores for Career Clusters ranged from 16.3 to 19.5, which is below the national average score of 20 for all Career Clusters. Nevada students enrolled in the Science, Technology, Engineering, and Mathematics and Information Technology Career Clusters scored the highest, with a state average of 19.5 and 19.4, respectively; and students enrolled in Transportation, Distribution, and Logistics and Human Services scored the lowest, with a state average of 16.4 and 16.3, respectively. With most of the careers offered within these Career Clusters requiring post-secondary education, this level of academic preparedness may not be sufficient to meet an entry-level position within industries.

#### Step 5: Post-Secondary Pathway

Appendix Q captures the number of CTE students in Nevada's public schools who matriculated into

NSHE institutions to pursue a degree aligned with CTE Career Clusters and Targeted Industries. There were 27,385 NSHE students who previously were enrolled in Nevada's CTE program, with 17,640 students pursuing a degree aligned with the GOED Targeted Industries and 11,066 students pursuing a degree that was not aligned. One limitation of this data is that only students identified as progressing from a CTE program to enrollment in an NSHE institution were captured, limiting our view of the number of students matriculating through a career pathway in a trade industry.

#### Step 6: Nevada Workforce

Alignment to Nevada's Targeted industries were examined to again quantify the number of students in high demand, high pay industries. We observed whether students that were in CTE programs continued to pursue careers or jobs that are directly aligned with GOED Targeted Industries. Most students were in careers or jobs in the Hospitality, Events, & Tourism Industry Sector, which is reflective of Nevada's dominant two industry economy. For more details, see Appendix R.

### **Discussion**

The following strengths and challenges are summarized below according to accessibility, availability, and achievement.

#### *Strengths*

##### 1. Accessibility

- The number of historically disadvantaged students accessing the Change of School Assignment option has increased year over year.

##### 2. Availability

- Enrollment in CTE programs across the state increased due to the availability of programs within high schools.
- Career and Technical Academies within CCSD have expanded to urban communities within Las Vegas proper.

##### 3. Achievement

- CTE programs within Career and Technical Academies had high concentrator and completion rates.
- Nevada students who earned a CCR diploma most likely did so through the Health Science Career Cluster, accounting for 20% of all CCR diplomas achieved.
- Over half of CTE concentrators and completers who matriculated to NSHE institutions pursued post-secondary degrees aligned with GOED Targeted Industries.

## *Weaknesses*

### 1. Accessibility

- Barriers exist within the implementation of the Change of School Assignment program, whereby students must provide their own transportation to access another non-magnet high school.
- The diversity of students who are CTE concentrators and completers is not reflective of the student population as a whole. Specifically, CTE concentrators and completers are predominantly Caucasian and not ethnically or racially diverse or economically disadvantaged.

### 2. Availability

- The Science, Technology, Engineering, and Mathematics Career Cluster was found to be one of the fewest programs offered in Title I schools, although it aligns with multiple Targeted Industries.
- Title I high schools, both Comprehensive and Magnet schools, offer more career ready than college ready CTE programs.

### 3. Achievement

- CTE programs within Title I, Comprehensive high schools had low concentrator and completion rates.
- ACT composite scores, demonstrating academic achievement, for Career Clusters ranged from 16.3 to 19.5, which is below the national average score of 20 for all Career Clusters.
- The Hospitality, Tourism, Sports, Creative Sector had the highest concentration of CTE concentrators and completers, but it had the lowest regional change and average annual earnings.

## **Limitations**

*Limitation 1:* Student enrollment data was requested from NDE for all high schools beginning in the 2017-18 school year and included the school of attendance and the zip code in which the student lived. To determine if each individual student attended a high school outside of their zoned or neighborhood school, the researchers assumed that the student's home zip code would be different than their school's zip code. Since the zoned area of each high school may extend beyond the zip code in which the school was located, students reported as utilizing a Change of School Assignment or other school choice options may be an overestimate.

*Limitation 2:* In the NDE student demographics file, physical zip code data was only available for the 2021-22 school year and beyond. Thus, it could not be assessed if early student cohorts in our population set used other choice options.

*Limitation 3:* In our study, the movement of students was only observed between NDE and NSHE institutions. This limited the view of whether students pursue other post-secondary routes.

*Limitation 4:* In observing the connection between NDE and DETR, our student population would be considered early-career.

### **Policy Recommendations**

*Policy Recommendation #1:* Designate K-12 education as an economic development priority.

*Justification:* The K-12 education workforce is imperative to Nevada's economic development. Our state must ensure that our children are better prepared for and successful in high-demand, high-pay careers that will be obtainable and will contribute to Nevada's economic future. Without the creation of a strategic K-12 to industry pipeline, upward economic mobility for historically disadvantaged Nevadans will be limited.

*Policy Recommendation #2:* Prioritize CTE programs that align with growing industries.

*Justification:* Nevada's K-12 CTE programs must align with Nevada's growing industries. One of the highest concentrated CTE Career Clusters is Hospitality and Tourism, which aligns with the Hospitality, Tourism, Sports, and Creative Industry Sector. This sector was projected to grow only 6.3 percent in the last decade and had average annual earnings of \$54,094. Clean Energy and Manufacturing were projected to grow 104.9% and 80.7%, respectively, and had average annual earnings north of \$100,000, yet had fewer CTE concentrators and completers. When CTE programs do not align with growing industries, the strength of our state to diversify our economy and develop a skilled workforce is hamstrung.

*Policy Recommendation #3:* Strategic alignment of K-12 workforce development for historically disadvantaged students.

*Justification:* Our state must ensure that pathways are available to all students, including our historically disadvantaged students. Students who become concentrators or completers in Nevada's CTE programs are more likely to be Caucasian and not economically disadvantaged, with only one-quarter of the concentrators and completers in CCSD being ethnically or racially diverse or economically disadvantaged.

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## Appendix A

### Definitions of Commonly Used Terms

Career and Technical Academies: Specialized magnet programs that offer Clark County School District students opportunities that are academic, and career focused.

Career Clusters: Broad groupings of related industries and careers.

College and Career Readiness Diploma: Students who earn the credit units and GPA required for the Advanced Diploma and complete advanced coursework and associated endorsement requirements (Nevada Department of Education, 2024).

Completer: Students have completed two or three years of a CTE Program of Study, passed their End of Program exam, and met grade point average requirements.

Comprehensive High Schools: Offered to students who are zoned for a high school and have no other selective admission process.

Concentrators: Students who have completed at least two years of a CTE program of study.

Magnet Schools: Type of public school that offers a specialized curriculum focused on a specific theme or content area, which also has a selective admission process.

Non-Comprehensive High Schools: Designed to provide an alternative learning environment other than a traditional school. Specifically, non-comprehensive high schools include correctional schools, adult education, behavior schools, and accelerated schools, like CSN High Schools.

Non-Title I Schools: A school that does not have a high percentage of students from low-income families and that does not receive federal Title I funds.

Programs of Study: Fall within CTE Career Clusters and offer students pathways to explore careers and develop relevant skills for college and workforce.

Targeted Industries: Governor's Office of Economic Development identify industries that have foundational assets within Nevada and offer high paying careers.

Title I Schools: A school that has a high percentage of students from low-income families and that receives federal Title I funds.

## Appendix B

### Data Requested from NPWR Data System

NPWR Partner	Data Reports	Data Needed	Reason
Nevada Department of Education	SLDS CTE Report	CTE Program Enrollment	To examine retention and matriculation of CTE programs aligned with targeted industries
	SLDS NDE Report Courses	CTE, Magnet, and Dual Enrollment	To examine retention and matriculation of CTE programs aligned with targeted industries
	SLDS NDE Report Assessments	ACT Scores	To examine the academic success of students enrolled in CTE programs aligned with targeted industries
	SLDS NDE Report Graduation	Diploma Types	To examine the academic success of students enrolled in CTE programs aligned with targeted industries
	Student Demographics	Gender, Race/Ethnicity, FRL, IEP, LEP, Foster, Migrant, Military Status, Grade Level, Zip Code	To understand the demographic profile of students enrolled in CTE programs aligned with targeted industries
Nevada System of Higher Education	SLDS NSHE Cohort View	Academic Career Code, First Time Flag	To examine only undergraduate students in fields aligned with targeted industries
	SLDS NSHE Completions View	Academic Majors	To examine the matriculation of undergraduate degrees in fields aligned with targeted industries
	SLDS NSHE CPP View	Academic Majors, Degree Types	To examine only undergraduate students in fields aligned with targeted industries
	SLDS NSHE Student View	Gender, Race/Ethnicity, Zip Code	To examine only undergraduate students in fields aligned with targeted industries
Department of Employment, Training, and Rehabilitation	Employee Wage Reporting Table	Quarterly wages for the teaching profession	To examine growth in targeted industries



## Appendix C

### GOED Targeted Industry Resources Alignment with CTE Career Clusters

CTE Career Cluster	CTE Program of Study	Alignment to GOED Targeted Industry
Agricultural, Food, and Natural Resources	<ul style="list-style-type: none"> <li>• Agricultural Welding, Power, and Structure Technology</li> <li>• Animal Systems</li> <li>• Plant systems</li> <li>• Ornamental Horticulture/Greenhouse Management*</li> <li>• Landscape Design and Management*</li> <li>• Floriculture Design and *Management*</li> <li>• Food Science Technology*</li> <li>• Agricultural Leadership, Communication, and Policy*</li> <li>• Agricultural Mechanics Technology*</li> <li>• Agriculture Science*</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture Sector</li> <li>• Natural Resource Technologies Sector</li> </ul>
Architecture and Construction	<ul style="list-style-type: none"> <li>• Building Trades in Construction Technology</li> <li>• Design Drafting</li> <li>• Heating, Ventilation, Air Conditioning, and Refrigeration</li> <li>• Architectural Design*</li> <li>• Drafting and Design*</li> <li>• Interior Design*</li> <li>• Furniture and Cabinetmaking*</li> <li>• Construction Technology*</li> </ul>	<ul style="list-style-type: none"> <li>• Aerospace and Defense Sector</li> <li>• Agriculture Sector</li> <li>• Business Information Technology Ecosystem Sector</li> <li>• Clean Energy Sector</li> <li>• Manufacturing</li> <li>• Mining Sector</li> <li>• Natural Resource Technologies Sector</li> <li>• Water Technologies Sector</li> </ul>
Arts, A/V Technology and Communication	<ul style="list-style-type: none"> <li>• Fashion, Textiles, and Design</li> <li>• Graphic Design</li> <li>• Multimedia Communications</li> <li>• Radio Production</li> <li>• Theatre Technology</li> <li>• Video Production</li> <li>• Photography*</li> </ul>	<ul style="list-style-type: none"> <li>• Business Information Technology Ecosystems Sector</li> <li>• Hospitality, Tourism, Sports, and Creative Industries Sector</li> <li>• Water Technologies Sector</li> </ul>

Business Management and Administration	<ul style="list-style-type: none"> <li>• Business Management</li> <li>• Logistics Management</li> <li>• Office Management</li> <li>• Administrative Services*</li> <li>• Entrepreneurship*</li> </ul>	<ul style="list-style-type: none"> <li>• Business Information Technology Ecosystems Sector</li> </ul>
Government and Public Administration	<ul style="list-style-type: none"> <li>• Military Science</li> </ul>	<ul style="list-style-type: none"> <li>• Aerospace and Defense Sector</li> </ul>
Health Science	<ul style="list-style-type: none"> <li>• Biomedical</li> <li>• Community Health Science</li> <li>• Dental Science</li> <li>• Emergency Medical Technician</li> <li>• Medical Assisting</li> <li>• Nursing Assistant</li> <li>• Practical Nursing</li> <li>• Sports Medicine</li> <li>• Health Information Management*</li> <li>• Pharmacy Practice*</li> <li>• Respiratory Science*</li> <li>• Veterinary Science*</li> <li>• Animal Science*</li> <li>• Health Science*</li> <li>• Respiratory Therapy*</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Medical Services Sector</li> </ul>
Hospitality and Tourism	<ul style="list-style-type: none"> <li>• Culinary Arts</li> <li>• Hospitality and Tourism</li> <li>• Baking and Pastry*</li> </ul>	<ul style="list-style-type: none"> <li>• Hospitality, Tourism, Sports, and Creative Industries Sector</li> </ul>
Human Services	<ul style="list-style-type: none"> <li>• Cosmetology</li> <li>• Family and Consumer Sciences</li> <li>• Human and Social Services</li> <li>• Foods and Nutrition*</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Medical Services Sector</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>• Advanced Computer Science</li> <li>• Animation</li> <li>• Computer Science</li> <li>• Cybersecurity</li> <li>• Digital Game Development</li> <li>• Information Technology Networking</li> <li>• Web Design and Development</li> <li>• Cisco Networking*</li> <li>• Information Technology Service and Support*</li> </ul>	<ul style="list-style-type: none"> <li>• Business Information Technology Ecosystems Sector</li> <li>• Clean Energy Sector</li> <li>• Natural Resource Technologies Sector</li> </ul>
Manufacturing	<ul style="list-style-type: none"> <li>• Advanced Manufacturing Technologies</li> <li>• Electronic Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Aerospace and Defense Sector</li> </ul>

	<ul style="list-style-type: none"> <li>Industrial Maintenance</li> <li>Metalworking</li> <li>Welding Technology</li> <li>Automation Technology*</li> <li>Manufacturing Technologies*</li> <li>Mechanical Technology*</li> </ul>	<ul style="list-style-type: none"> <li>Agriculture Sector</li> <li>Business Information Technology Ecosystems Sector</li> <li>Clean Energy Sector</li> <li>Manufacturing Sector</li> <li>Mining Sector</li> <li>Natural Resource Technologies Sector</li> <li>Water Technologies Sector</li> </ul>
Science, Technology, Engineering, and Mathematics	<ul style="list-style-type: none"> <li>Aerospace Engineering</li> <li>Architectural and Civil Engineering</li> <li>Electrical Engineering</li> <li>Energy Technologies</li> <li>Engineering Foundations</li> <li>Environmental Engineering</li> <li>Mechanical Engineering</li> <li>Engineering*</li> <li>Environmental Management*</li> <li>Architectural and Civil Engineering*</li> <li>Electrical Engineering*</li> <li>Mechanical Engineering*</li> <li>PLTW Engineering*</li> </ul>	<ul style="list-style-type: none"> <li>Aerospace and Defense Sector</li> <li>Business Information Technology Ecosystems Sector</li> <li>Clean Energy Sector</li> <li>Manufacturing Sector</li> <li>Mining Sector</li> <li>Natural Resource Technologies Sector</li> </ul>
Transportation, Distribution, and Logistics	<ul style="list-style-type: none"> <li>Automotive Technology</li> <li>Aviation Maintenance Technician</li> <li>Aviation Technology</li> <li>Diesel Technology</li> <li>Automotive Service* Technician</li> <li>Collision Repair Technology*</li> </ul>	<ul style="list-style-type: none"> <li>Aerospace and Defense Sector</li> <li>Hospitality, Tourism, Sports, and Creative Industries Sector</li> <li>Manufacturing Sector</li> <li>Logistics and Operations Sector</li> <li>Mining Sector</li> </ul>

\*Indicates previously offered programs.

## Appendix D

### District Student Demographics for CTE Career Clusters

School Years: 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24

School District	Student Demographics		
	Ethnicity	Economically Disadvantaged	Gender (Female)
State Average	33.25%	32.78%	48%
Carson City School District	51.50%	58.86%	46%
Churchill School District	68.95%	33.44%	48%
Clark County School District	25.82%	24.13%	49%
Douglas County School District	69.31%	72.55%	42%
Elko County School District	61.69%	67.36%	46%
Esmeralda County School District	0%	0%	0%
Eureka County School District	71.43%	82.14%	54%
Humboldt County School District	60.00%	60.16%	31%
Lander County School District	61.31%	69.34%	50%
Lincoln County School District	82.35%	57.35%	29%
Lyon County School District	62.23%	52.58%	44%
Mineral County School District	53.70%	31.48%	56%
Nye County School District	54.31%	17.06%	48%
Pershing County School District	46.46%	48.48%	23%
Storey County School District	Not Reported	Not Reported	Not Reported
Washoe County School District	51.49%	64.94%	45%
White Pine County School District	71.38%	51.94%	47%

## Appendix E

### CTE Career Clusters in CCSD Title I High Schools

School Name	School Type	CTE Career Clusters
Basic High School	Magnet School	Arts, A/V Technology and Communication
		Business Management and Administration
		Government and Public Administration
		Health Science
		Hospitality and Tourism
		Information Technology
		Manufacturing
		Science, Technology, Engineering, and Mathematics
Bonanza High School	Comprehensive School	Arts, A/V Technology and Communication
		Architecture and Construction
		Business Management and Administration
		Government and Public Administration
		Health Science
		Hospitality and Tourism
		Information Technology
Canyon Springs High School	Magnet School	Agricultural, Food, and Natural Resources
		Arts, A/V Technology and Communication
		Government and Public Administration
		Information Technology
Central Tech Training Academy	Career & Technical Academy	Architecture and Construction
		Manufacturing
Chaparral High School	Comprehensive School	Arts, A/V Technology and Communication
		Government and Public Administration
		Hospitality and Tourism
		Transportation, Distribution, and Logistics
Cheyenne High School	Comprehensive School	Arts, A/V Technology and Communication
		Business Management and Administration
		Health Science
		Hospitality and Tourism
		Information Technology
Cimarron Memorial High School	Comprehensive School	Agricultural, Food, and Natural Resources
		Arts, A/V Technology and Communication
		Business Management and Administration
		Government and Public Administration
		Health Science
		Hospitality and Tourism

		Manufacturing
		Transportation, Distribution, and Logistics
Clark High School	Magnet School	Arts, A/V Technology and Communication
		Government and Public Administration
		Information Technology
		Science, Technology, Engineering, and Mathematics
		Health Science
Del Sol High School	Magnet School	Arts, A/V Technology and Communication
		Business Management and Administration
		Government and Public Administration
		Information Technology
Desert Pines High School	Magnet School	Arts, A/V Technology and Communication
		Business Management and Administration
		Government and Public Administration
		Hospitality and Tourism
		Information Technology
Durango High School	Comprehensive School	Agricultural, Food, and Natural Resources
		Arts, A/V Technology and Communication
		Business Management and Administration
		Hospitality and Tourism
East Career Tech Academy	Career & Technical Academy	Information Technology
		Architecture and Construction
		Health Science
		Hospitality and Tourism
		Manufacturing
Eldorado High School	Magnet School	Arts, A/V Technology and Communication
		Health Science
		Information Technology
		Science, Technology, Engineering, and Mathematics
		Transportation, Distribution, and Logistics
Indian Springs High School	Comprehensive School	Not Reported
Las Vegas High School	Comprehensive School	Architecture and Construction
		Arts, A/V Technology and Communication
		Hospitality and Tourism
		Information Technology
		Manufacturing

Laughlin Junior/Senior High School	Comprehensive School	Not reported.
Legacy High School	Comprehensive School	Arts, A/V Technology and Communication
		Business Management and Administration
		Government and Public Administration
		Hospitality and Tourism
		Information Technology
		Manufacturing
Mojave High School	Comprehensive School	Hospitality and Tourism
		Arts, A/V Technology and Communication
		Health Science
		Government and Public Administration
Rancho High School	Magnet School	Arts, A/V Technology and Communication
		Health Science
		Hospitality and Tourism
		Government and Public Administration
		Information Technology
		Transportation, Distribution, and Logistics
Sierra Vista High School	Comprehensive School	Agricultural, Food, and Natural Resources
		Arts, A/V Technology and Communication
		Government and Public Administration
		Health Science
		Hospitality and Tourism
		Information Technology
		Manufacturing
Spring Valley High School	Comprehensive School	Arts, A/V Technology and Communication
		Business Management and Administration
		Health Science
		Human Services
		Government and Public Administration
		Information Technology
		Transportation, Distribution, and Logistics
Sunrise Mountain High School	Magnet School	Arts, A/V Technology and Communication
		Government and Public Administration
		Hospitality and Tourism
		Information Technology
		Manufacturing
		Transportation, Distribution, and Logistics
Valley High School	Magnet School	Government and Public Administration
		Health Science
		Hospitality and Tourism

		Information Technology
		Science, Technology, Engineering, and Mathematics
Veteran's Tribute Career Tech Academy	Comprehensive School	Government and Public Administration
		Health Science
		Information Technology
Western High School	Comprehensive School	Architecture and Construction
		Arts, A/V Technology and Communication
		Government and Public Administration
		Health Science
		Hospitality and Tourism
		Human Services
		Information Technology
		Manufacturing
		Transportation, Distribution, and Logistics



## Appendix F

### Career Clusters in CCSD Title I Schools

CTE Career Clusters	Number of CCSD Title I Schools
Agriculture, Food, and Natural Resources	4
Architecture and Construction	5
Arts, A/V Technology, and Communication	19
Business Management and Administration	9
Government and Public Administration	18
Health Science	14
Hospitality and Tourism	17
Human Services	2
Information Technology	20
Manufacturing	10
Science, Technology, Engineering, and Mathematics	4
Transportation, Distribution, and Logistics	7

## Appendix G

### GOED Targeted Industry Sectors and Average Earnings Aligned with CTE Career Clusters

GOED Targeted Industry Sectors	Regional Change (Percentage Change)	Average Annual Earnings	CTE Career Cluster (2024-25)
Aerospace and Defense Sector	+55.5%	\$122,789	Architecture and Construction
			Government and Public Administration
			Manufacturing
			Science, Technology, Engineering, and Mathematics
			Transportation, Distribution, and Logistics
Agriculture Sector	+48.2%	\$64,184	Agricultural, Food, and Natural Resources
			Architecture and Construction
			Manufacturing
Clean Energy Sector	+104.9%	\$104,540	Architecture and Construction
			Information Technology
			Manufacturing
			Science, Technology, Engineering, and Mathematics
Business Information Technology Ecosystems Sector	+73.3%	\$163,465	Architecture and Construction
			Arts, A/V Technology and Communication
			Business Management and Administration
			Information Technology
			Manufacturing
			Science, Technology, Engineering, and Mathematics
Health Medical Sector	+46.7%	\$82,204	Health Science
			Human Services
Hospitality, Tourism, Sports, Creative Sector	+6.3%	\$54,094	Arts, A/V Technology and Communication
			Hospitality and Tourism
			Transportation, Distribution, and Logistics
Mining Sector	+9.7	\$133,442	Architecture and Construction
			Manufacturing
			Science, Technology, Engineering, and Mathematics
			Transportation, Distribution, and Logistics
Natural Resources Sector	+32.9%	\$107,280	Agricultural, Food, and Natural Resources
			Architecture and Construction

			Information Technology
			Manufacturing
			Science, Technology, Engineering, and Mathematics
Water Technologies Sector	+67.9%	\$95,882	Architecture and Construction
			Arts, A/V Technology, and Communication
			Manufacturing
			Science, Technology, Engineering, and Mathematics
			Transportation, Distribution, and Logistics
Manufacturing Sector	+80.7%	\$114,307	Architecture and Construction
			Manufacturing
			Science, Technology, Engineering, and Mathematics
			Transportation, Distribution, and Logistics
Logistics Operations Sector	+81.2%	\$79,188	Transportation, Distribution, and Logistics

## Appendix H

GOED Targeted Industry Sectors and Average Earnings Aligned with Lowest Represented CTE Career Clusters

GOED Targeted Industry Sectors	Regional Change (Percentage Change)	Average Annual Earnings	CTE Career Cluster (2024-25)
Aerospace and Defense Sector	+55.5%	\$122,789	Science, Technology, Engineering, and Mathematics
Agriculture Sector	+48.2%	\$64,184	Agricultural, Food, and Natural Resources
Clean Energy Sector	+104.9%	\$104,540	Science, Technology, Engineering, and Mathematics
Business Information Technology Ecosystems Sector	+73.3%	\$163,465	Science, Technology, Engineering, and Mathematics
Health Medical Sector	+46.7%	\$82,204	Human Services
Mining Sector	+9.7	\$133,442	Science, Technology, Engineering, and Mathematics
Natural Resources Sector	+32.9%	\$107,280	Agricultural, Food, and Natural Resources
			Science, Technology, Engineering, and Mathematics
Water Technologies Sector	+67.9%	\$95,882	Science, Technology, Engineering, and Mathematics
Manufacturing Sector	+80.7%	\$114,307	Science, Technology, Engineering, and Mathematics

## Appendix I

GOED Targeted Industry Sectors and Average Earnings Aligned with Highest Represented CTE Career Clusters

GOED Targeted Industry Sectors	Regional Change (Percentage Change)	Average Annual Earnings	CTE Career Cluster (2024-25)
Aerospace and Defense Sector	+55.5%	\$122,789	Government and Public Administration
Clean Energy Sector	+104.9%	\$104,540	Information Technology
Business Information Technology Ecosystems Sector	+73.3%	\$163,465	Arts, A/V Technician, and Communication
			Information Technology
Hospitality, Tourism, Sports, and Creative Sector	+6.3%	\$54,094	Arts, A/V Technician, and Communication
Natural Resources Sector	+32.9%	\$107,280	Information Technology
Water Technologies Sector	+67.9%	\$95,882	Arts, A/V Technician, and Communication

## Appendix J

CCSD CTE Completion for School Choice Students by Title with Career Clusters and Targeted Industries

CTE Career Cluster	Aligned GOED Targeted Industry	Title Status	School Type	CTE Completion Status	2021-22 School Year	2022-23 School Year
Government and Public Administration	Aerospace and Defense	Title I	Comprehensive	Completed	24	17
				Attended	125	56
			Magnet CTE	Completed	67	58
				Attended	112	68
		Non-Title	Comprehensive	Completed	63	52
				Attended	141	72
			Magnet CTE	Completed	17	15
				Attended	36	16
Manufacturing*	Aerospace and Defense Agriculture Clean Energy Business Information Mining Natural Resources Water Technologies Manufacturing	Title I	Comprehensive	Completed	128	64
				Attended	25	13
			Magnet CTE	Completed	2	1
				Attended	7	4
		Non-Title	Comprehensive	Completed	10	11
				Attended	32	13
			Magnet CTE	Completed	0	0
				Attended	195	83
			Non Comprehensive	Completed	0	0
				Attended	6	2
Transportation, Distribution, and Logistics	Aerospace and Defense Hospitality, Tourism, Sports, Creative Mining Manufacturing Logistics Operations	Title I	Comprehensive	Completed	6	2
				Attended	104	26
			Magnet CTE	Completed	103	55
				Attended	186	94
		Non-Title	Comprehensive	Completed	44	24
				Attended	92	37
			Magnet CTE	Completed	59	34
				Attended	53	30
			Non Comprehensive	Completed	0	0
				Attended	3	1
Agricultural, Food, and Natural Resources*	Agriculture Natural Resources	Title I	Comprehensive	Completed	0	0
				Attended	23	1
			Magnet CTE	Completed	2	0
				Attended	37	13
		Non-Title	Comprehensive	Completed	0	5

			Magnet CTE	Attended	1	16
				Completed	0	0
				Attended	5	3
Business Management and Administration	Business Information	Title I	Comprehensive	Completed	9	2
				Attended	49	18
			Magnet CTE	Completed	25	3
				Attended	88	21
		Non-Title	Comprehensive	Completed	37	26
				Attended	30	16
			Magnet CTE	Completed	142	78
				Attended	83	26
			Non Comprehensive	Completed	0	0
				Attended	9	4
Arts, A/V Technology and Communication	Business Information Hospitality, Tourism, Sports, Creative Water Technologies	Title I	Comprehensive	Completed	146	27
				Attended	753	249
			Magnet CTE	Completed	145	67
				Attended	609	228
		Non-Title	Comprehensive	Completed	261	138
				Attended	804	284
			Magnet CTE	Completed	567	251
				Attended	576	238
			Non Comprehensive	Completed	0	0
				Attended	24	7
Information Technology	Clean Energy Business Information Natural Resources	Title I	Comprehensive	Completed	8	5
				Attended	239	111
			Magnet CTE	Completed	59	34
				Attended	305	162
		Non-Title	Comprehensive	Completed	83	46
				Attended	194	80
			Magnet CTE	Completed	546	282
				Attended	683	347
			Non Comprehensive	Completed	0	0
				Attended	13	1
Architecture and Construction	Clean Energy Mining Natural Resources Water Technology	Title I	Comprehensive	Completed	13	7
				Attended	91	30
			Magnet CTE	Completed	1	2
				Attended	2	3
		Non-Title	Comprehensive	Completed	85	47

				Attended	156	58
				Completed	290	136
			Magnet CTE	Attended	204	91
			Non Comprehensive	Completed	0	0
				Attended	5	4
Health Science	Health Science	Title I	Comprehensive	Completed	61	37
				Attended	380	149
			Magnet CTE	Completed	273	156
				Attended	338	134
		Non-Title	Comprehensive	Completed	171	99
				Attended	212	94
			Magnet CTE	Completed	1123	642
				Attended	638	329
			Non Comprehensive	Completed	0	1
				Attended	45	21
Human Services	Health Science	Title I	Comprehensive	Completed	3	2
				Attended	34	4
			Magnet CTE	Completed	5	4
				Attended	23	15
		Non-Title	Comprehensive	Completed	33	20
				Attended	76	28
			Magnet CTE	Completed	77	37
				Attended	85	44
Hospitality and Tourism	Hospitality, Tourism, Sports, Creative	Title I	Comprehensive	Completed	25	15
				Attended	419	130
			Magnet CTE	Completed	60	21
				Attended	258	61
		Non-Title	Comprehensive	Completed	97	55
				Attended	444	132
			Magnet CTE	Completed	500	238
				Attended	330	140
			Non Comprehensive	Completed	0	0
				Attended	12	8

\*Indicates that the CTE Career Cluster of Science, Technology, Engineering, and Mathematics is included within reported data.



## Appendix K

### Highest Enrolled Career Clusters for School Choice Students by Title Status

CTE Career Cluster	Aligned GOED Targeted Industry	Title Status	School Type	Completion Status	2021-22 School Year	2022-23 School Year
Arts, A/V Technology and Communication	Business Information Hospitality, Tourism, Sports, Creative Water Technologies	Title I	Comprehensive	Enrolled	899	276
				Completed	16%	10%
			Magnet CTE	Enrolled	754	295
				Completed	19%	23%
		Non-Title	Comprehensive	Enrolled	1065	422
				Completed	25%	33%
			Magnet CTE	Enrolled	1143	489
				Completed	54%	51%
			Non-Comprehensive	Enrolled	24	7
				Completed	0%	0%
Health Science	Health Science	Title I	Comprehensive	Enrolled	441	186
				Completed	14%	20%
			Magnet CTE	Enrolled	611	290
				Completed	45%	54%
		Non-Title	Comprehensive	Enrolled	383	193
				Completed	45%	51%
			Magnet CTE	Enrolled	1761	971
				Completed	64%	66%
			Non-Comprehensive	Enrolled	45	22
				Completed	0%	5%
Hospitality and Tourism	Hospitality, Tourism, Sports, Creative	Title I	Comprehensive	Enrolled	444	145
				Completed	6%	10%
			Magnet CTE	Enrolled	318	81
				Completed	19%	26%
		Non-Title	Comprehensive	Enrolled	541	187
				Completed	18%	29%
			Magnet CTE	Enrolled	830	378
				Completed	60%	63%
			Non-Comprehensive	Enrolled	12	8
				Completed	0%	0%

## Appendix L

### Lowest Enrolled Career Clusters for School Choice Students by Title Status

CTE Career Cluster	Aligned GOED Targeted Industry	Title Status	School Type	CTE Completion Status	2021-22 School Year	2022-23 School Year
Manufacturing*	Aerospace and Defense Agriculture Clean Energy Business Information Mining Natural Resources Water Technologies Manufacturing	Title I	Comprehensive	Enrolled	153	77
				Completed	22%	83%
			Magnet CTE	Enrolled	9	5
				Completed	22%	20%
		Non-Title	Comprehensive	Enrolled	32	24
				Completed	31%	46%
			Magnet CTE	Enrolled	195	83
				Completed	100%	100%
			Non-Comprehensive	Enrolled	6	2
				Completed	0%	0%
Agricultural, Food, and Natural Resources*	Agriculture Natural Resources	Title I	Comprehensive	Enrolled	23	1
				Completed	0%	0%
			Magnet CTE	Enrolled	39	13
				Completed	5%	0%
		Non-Title	Comprehensive	Enrolled	1	21
				Completed	0%	24%
			Magnet CTE	Enrolled	5	3
				Completed	0%	0%
Human Services	Health Science	Title I	Comprehensive	Enrolled	37	6
				Completed	8%	33%
			Magnet CTE	Enrolled	28	19
				Completed	18%	21%
		Non-Title	Comprehensive	Enrolled	109	48
				Completed	30%	42%
			Magnet CTE	Enrolled	162	81
				Completed	48%	46%

## Appendix M

CTE Career Clusters and Programs of Study Highest Concentration of Concentrators and Completers

School Years: 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24

School District	Highest Concentration		
	First	Second	Third
Carson City School District	<i>Cluster:</i> Hospitality and Tourism <i>Study:</i> Culinary Arts	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Photography	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Graphic Design
Churchill School District	<i>Cluster:</i> Hospitality and Tourism <i>Study:</i> Culinary Arts	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Video Production	<i>Cluster:</i> Transportation, Distribution, and Logistics <i>Study:</i> Automotive Technology
Clark County School District	<i>Cluster:</i> Hospitality and Tourism <i>Study:</i> Culinary Arts	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Photography	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Video Production
Douglas County School District	<i>Cluster:</i> Hospitality and Tourism <i>Study:</i> Culinary Arts	<i>Cluster:</i> Health Science <i>Study:</i> Biomedical	<i>Cluster:</i> Transportation, Distribution, and Logistics <i>Study:</i> Automotive Technology
Elko County School District	<i>Cluster:</i> Agricultural, Food, and Natural Resources <i>Study:</i> Agricultural Mechanics Technology	<i>Cluster:</i> Human Services <i>Study:</i> Foods and Nutrition	<i>Cluster:</i> Architecture and Construction <i>Study:</i> Furniture and Cabinetmaking
Esmeralda County School District	<i>Cluster:</i> Architecture and Construction <i>Study:</i> Furniture and Cabinetmaking	Not Reported	Not Reported
Eureka County School District	<i>Cluster:</i> Health Science <i>Study:</i> Animal Science	<i>Cluster:</i> Agricultural, Food, and Natural Resources <i>Study:</i> Agriculture Science	<i>Cluster:</i> Agricultural, Food, and Natural Resources <i>Study:</i> Floriculture Design and Management
Humboldt County School District	<i>Cluster:</i> Manufacturing <i>Study:</i> Welding Technology	<i>Cluster:</i> Architecture and Construction <i>Study:</i> Construction Technology	<i>Cluster:</i> Transportation, Distribution, and Logistics <i>Study:</i> Automotive Technology
Lander County School District	<i>Cluster:</i> Health Science <i>Study:</i> Nursing Assistant	<i>Cluster:</i> Agricultural, Food, and Natural Resources	<i>Cluster:</i> Agricultural, Food, and Natural

		<i>Study: Agricultural Mechanics Technology</i>	Resources <i>Study: Agriculture Science</i>
Lincoln County School District	<i>Cluster: Transportation, Distribution, and Logistics</i> <i>Study: Automotive Technology</i>	<i>Cluster: Manufacturing</i> <i>Study: Welding Technology</i>	<i>Cluster: Architecture and Construction</i> <i>Study: Furniture and Cabinetmaking</i>
Lyon County School District	<i>Cluster: Architecture and Construction</i> <i>Study: Furniture and Cabinetmaking</i>	<i>Cluster: Manufacturing</i> <i>Study: Welding Technology</i>	<i>Cluster: Arts, A/V Technology and Communication</i> <i>Study: Graphic Design</i>
Mineral County School District	<i>Cluster: Business Management and Administration</i> <i>Study: Administrative Services</i>	<i>Cluster: Human Services</i> <i>Study: Foods and Nutrition</i>	<i>Cluster: Health Science</i> <i>Study: Emergency Medical Technician</i>
Nye County School District	<i>Cluster: Transportation, Distribution, and Logistics</i> <i>Study: Automotive Technology</i>	<i>Cluster: Hospitality and Tourism</i> <i>Study: Culinary Arts</i>	<i>Cluster: Architecture and Construction</i> <i>Study: Furniture and Cabinetmaking</i>
Pershing County School District	<i>Cluster: Agricultural, Food, and Natural Resources</i> <i>Study: Agricultural Mechanics Technology</i>	<i>Cluster: Arts, A/V Technology and Communication</i> <i>Study: Video Production</i>	<i>Cluster: Agricultural, Food, and Natural Resources</i> <i>Study: Agriculture Science</i>
Storey County School District	Not Reported	Not Reported	Not Reported
Washoe County School District	<i>Cluster: Health Science</i> <i>Study: Sports Medicine</i>	<i>Cluster: Government and Public Administration</i> <i>Study: Military Science</i>	<i>Cluster: Human Services</i> <i>Study: Foods and Nutrition</i>
White Pine County School District	<i>Cluster: Hospitality and Tourism</i> <i>Study: Culinary Arts</i>	<i>Cluster: Manufacturing</i> <i>Study: Welding Technology</i>	<i>Cluster: Transportation, Distribution, and Logistics</i> <i>Study: Automotive Service Technician</i>

## Appendix N

### CTE Career Clusters and Programs of Study with Highest Certificates Earned

School Years: 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24

School District	Highest Concentration		
	First	Second	Third
Carson City School District	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Graphic Design	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Photography	<i>Cluster:</i> Information Technology <i>Study:</i> Web Design and Development
Churchill School District	<i>Cluster:</i> Health Science <i>Study:</i> Medical Assisting	<i>Cluster:</i> Transportation, Distribution, and Logistics <i>Study:</i> Automotive Technology	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Video Production
Clark County School District	<i>Cluster:</i> Hospitality and Tourism <i>Study:</i> Culinary Arts	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Video Production	<i>Cluster:</i> Law, Public Safety, Corrections, and Security <i>Study:</i> Forensic Science
Douglas County School District	<i>Cluster:</i> Science, Technology, Engineering, and Mathematics <i>Study:</i> Mechanical Engineering	<i>Cluster:</i> Transportation, Distribution, and Logistics <i>Study:</i> Automotive Technology	<i>Cluster:</i> Health Science <i>Study:</i> Biomedical
Elko County School District	<i>Cluster:</i> Agricultural, Food, and Natural Resources <i>Study:</i> Agricultural Mechanics Technology	<i>Cluster:</i> Architecture and Construction <i>Study:</i> Furniture and Cabinetmaking	<i>Cluster:</i> Business Management and Administration <i>Study:</i> Business Management
Esmeralda County School District	Not Reported	Not Reported	Not Reported
Eureka County School District	Not Reported	Not Reported	Not Reported
Humboldt County School District	<i>Cluster:</i> Manufacturing <i>Study:</i> Welding Technology	<i>Cluster:</i> Architecture and Construction <i>Study:</i> Construction Technology	<i>Cluster:</i> Transportation, Distribution, and Logistics <i>Study:</i> Automotive Technology
Lander County School District	<i>Cluster:</i> Health Science <i>Study:</i> Nursing Assistant	<i>Cluster:</i> Health Science <i>Study:</i> Veterinary Science	<i>Cluster:</i> Health Science <i>Study:</i> Emergency Medical Technician

Lincoln County School District	<i>Cluster:</i> Transportation, Distribution, and Logistics <i>Study:</i> Automotive Technology	<i>Cluster:</i> Agricultural, Food, and Natural Resources <i>Study:</i> Agricultural Leadership, Communication, and Policy	Not Reported
Lyon County School District	<i>Cluster:</i> Health Science <i>Study:</i> Nursing Assistant	<i>Cluster:</i> Architecture and Construction <i>Study:</i> Furniture and Cabinetmaking	Not Reported
Mineral County School District	<i>Cluster:</i> Health Science <i>Study:</i> Emergency Medical Technician	Not Reported	Not Reported
Nye County School District	<i>Cluster:</i> Education and Training <i>Study:</i> Early Childhood Education	<i>Cluster:</i> Transportation, Distribution, and Logistics <i>Study:</i> Automotive Technology	<i>Cluster:</i> Human Services <i>Study:</i> Family and Consumer Sciences
Pershing County School District	<i>Cluster:</i> Agricultural, Food, and Natural Resources <i>Study:</i> Agricultural Mechanics Technology	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Video Production	<i>Cluster:</i> Agricultural, Food, and Natural Resources <i>Study:</i> Animal Science
Storey County School District	Not Reported	Not Reported	Not Reported
Washoe County School District	<i>Cluster:</i> Health Science <i>Study:</i> Sports Medicine	<i>Cluster:</i> Human Services <i>Study:</i> Human Development	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Video Production
White Pine County School District	<i>Cluster:</i> Health Science <i>Study:</i> Nursing Assistant	<i>Cluster:</i> Hospitality and Tourism <i>Study:</i> Culinary Arts	<i>Cluster:</i> Manufacturing <i>Study:</i> Welding Technology

## Appendix O

CTE Career Clusters and Programs of Study with Highest CCR Graduation Rate

School Years: 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24

School District	Highest Concentration		
	First	Second	Third
Carson City School District	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Photography	<i>Cluster:</i> Health Science <i>Study:</i> Emergency Medical Technician	<i>Cluster:</i> Health Science <i>Study:</i> Sports Medicine
Churchill School District	<i>Cluster:</i> Health Science <i>Study:</i> Medical Assisting	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Video Production	<i>Cluster:</i> Health Science <i>Study:</i> Emergency Medical Technician
Clark County School District	<i>Cluster:</i> Hospitality and Tourism <i>Study:</i> Culinary Arts	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Photography	<i>Cluster:</i> Arts, A/V Technology and Communication <i>Study:</i> Video Production
Douglas County School District	<i>Cluster:</i> Health Science <i>Study:</i> Biomedical	<i>Cluster:</i> Science, Technology, Engineering, and Mathematics <i>Study:</i> Mechanical Engineering	<i>Cluster:</i> Transportation, Distribution, and Logistics <i>Study:</i> Automotive Technology
Elko County School District	<i>Cluster:</i> Agricultural, Food, and Natural Resources <i>Study:</i> Agricultural Mechanics Technology	<i>Cluster:</i> Business Management and Administration <i>Study:</i> Business Management	Not Reported
Esmeralda County School District	Not Reported	Not Reported	Not Reported
Eureka County School District	<i>Cluster:</i> Health Science <i>Study:</i> Animal Science	<i>Cluster:</i> Agricultural, Food, and Natural Resources <i>Study:</i> Agriculture Science	<i>Cluster:</i> Agricultural, Food, and Natural Resources <i>Study:</i> Agricultural Leadership, Communication, and Policy
Humboldt County School District	<i>Cluster:</i> Manufacturing <i>Study:</i> Welding Technology	<i>Cluster:</i> Architecture and Construction <i>Study:</i> Construction Technology	Not Reported
Lander County	<i>Cluster:</i> Agricultural,	<i>Cluster:</i> Health Science	<i>Cluster:</i> Health Science

School District	Food, and Natural Resources <i>Study: Agriculture Science</i>	<i>Study: Nursing Assistant</i>	<i>Study: Health Science</i>
Lincoln County School District	<i>Cluster: Transportation, Distribution, and Logistics</i> <i>Study: Automotive Technology</i>	<i>Cluster: Agricultural, Food, and Natural Resources</i> <i>Study: Agriculture Science</i>	Not Reported
Lyon County School District	<i>Cluster: Manufacturing</i> <i>Study: Welding Technology</i>	<i>Cluster: Health Science</i> <i>Study: Nursing Assistant</i>	<i>Cluster: Arts, A/V Technology and Communication</i> <i>Study: Graphic Design</i>
Mineral County School District	Not Reported	Not Reported	Not Reported
Nye County School District	<i>Cluster: Hospitality and Tourism</i> <i>Study: Culinary Arts</i>	<i>Cluster: Education and Training</i> <i>Study: Early Childhood Education</i>	<i>Cluster: Transportation, Distribution, and Logistics</i> <i>Study: Automotive Technology</i>
Pershing County School District	Not Reported	Not Reported	Not Reported
Storey County School District	Not Reported	Not Reported	Not Reported
Washoe County School District	<i>Cluster: Health Science</i> <i>Study: Sports Medicine</i>	<i>Cluster: Government and Public Administration</i> <i>Study: Military Science</i>	<i>Cluster: Information Technology</i> <i>Study: Computer Science</i>
White Pine County School District	<i>Cluster: Hospitality and Tourism</i> <i>Study: Culinary Arts</i>	<i>Cluster: Health Science</i> <i>Study: Nursing Assistant</i>	<i>Cluster: Health Science</i> <i>Study: Sports Medicine</i>



## Appendix P

CTE Career Cluster by School Districts and Average of Highest ACT Score

School Years: 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24

CTE Career Cluster	School Districts	Average of Highest ACT
Agricultural, Food, and Natural Resources	Carson City School District	18.5
	Churchill County School District	16.6
	Clark County School District	18.2
	Douglas County School District	18.3
	Elko County School District	17.5
	Eureka County School District	21.2
	Humboldt County School District	17.8
	Lander County School District	16.8
	Lincoln County School District	19.3
	Lyon County School District	17.0
	Nye County School District	17.1
	Pershing County School District	16.7
	Washoe County School District	19.0
	White Pine County School District	15.9
Architecture and Construction	Carson City School District	19.3
	Churchill County School District	16.9
	Clark County School District	19.1
	Elko County School District	18.3
	Esmeralda County School District	16.0
	Humboldt County School District	18.3
	Lincoln County School District	15.7
	Lyon County School District	17.3
	Mineral County School District	14.6
	Nye County School District	16.9
	Washoe County School District	17.4
	White Pine County School District	14.0
Arts, A/V Technology and Communication	Carson City School District	18.4
	Churchill County School District	19.4
	Clark County School District	17.8
	Douglas County School District	17.8
	Elko County School District	17.7
	Humboldt County School District	20.3
	Lincoln County School District	15.9
	Lyon County School District	17.6
	Nye County School District	18.1
	Pershing County School District	19.9

	Washoe County School District	19.2
Business Management and Administration	Churchill County School District	18.6
	Clark County School District	19.6
	Douglas County School District	18.8
	Elko County School District	19.1
	Humboldt County School District	17.4
	Lyon County School District	20.4
	Mineral County School District	17.1
	Nye County School District	18.9
	Washoe County School District	22.7
Government and Public Administration	Carson City School District	20.2
	Churchill County School District	14.0
	Clark County School District	16.9
	Douglas County School District	16.0
	Lyon County School District	19.0
	Nye County School District	16.7
	Washoe County School District	17.2
Health Science	Carson City School District	19.1
	Churchill County School District	18.6
	Clark County School District	20.1
	Douglas County School District	20.8
	Elko County School District	18.7
	Humboldt County School District	19.3
	Lander County School District	18.2
	Lyon County School District	18.4
	Mineral County School District	17.0
	Nye County School District	16.4
	Washoe County School District	20.4
	White Pine County School District	18.5
Hospitality and Tourism	Carson City School District	17.3
	Churchill County School District	17.0
	Clark County School District	17.0
	Douglas County School District	18.0
	Elko County School District	19.0
	Lincoln County School District	13.0
	Lyon County School District	17.0
	Nye County School District	17.9
	Washoe County School District	17.4
	White Pine County School District	16.5
Human Services	Clark County School District	17.2
	Elko County School District	16.7

	Lincoln County School District	17.4
	Mineral County School District	14.1
	Nye County School District	16.6
	Washoe County School District	17.4
	White Pine County School District	15.0
Information Technology	Carson City School District	19.3
	Churchill County School District	20.6
	Clark County School District	20.8
	Douglas County School District	21.6
	Elko County School District	19.6
	Eureka County School District	16.0
	Humboldt County School District	19.0
	Lyon County School District	18.4
	Nye County School District	20.9
	Washoe County School District	20.8
	White Pine County School District	16.2
Manufacturing	Carson City School District	17.4
	Churchill County School District	10.5
	Clark County School District	18.4
	Douglas County School District	17.1
	Elko County School District	16.2
	Eureka County School District	21.2
	Humboldt County School District	16.6
	Lincoln County School District	16.5
	Lyon County School District	17.3
	Nye County School District	16.1
	Washoe County School District	18.0
	White Pines County School District	15.2
Science, Technology, Engineering, and Mathematics	Carson City School District	20.8
	Churchill County School District	18.0
	Clark County School District	23.2
	Douglas County School District	22.8
	Humboldt County School District	12.0
	Lyon County School District	16.3
	Washoe County School District	23.4
Transportation, Distribution, and Logistics	Carson City School District	18.7
	Churchill County School District	16.3
	Clark County School District	16.8
	Douglas County School District	17.1
	Elko County School District	16.0
	Humboldt County School District	16.3

	Lincoln County School District	17.4
	Lyon County School District	15.0
	Nye County School District	16.2
	Pershing County School District	15.6
	Washoe County School District	16.5
	White Pine County School District	14.5

## Appendix Q

NSHE Student Enrollment Aligned with Targeted Industries and CTE Career Clusters

School Years: 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24

NSHE Alignment	CTE Career Clusters	Student Count
<b>Directly Aligned to Targeted Industries</b>	Health Sciences	4,513
	Science, Technology, Engineering, and Mathematics	3,506
	Business Management and Administration	2,783
	Arts, A/V Technology and Communications	2,141
	Information Technology	1,586
	Business and Administrative Services	1,255
	Human Services	816
	Architecture and Construction	629
	Transportation, Distribution and Logistics	311
	Agricultural, Food and Natural Resources	285
	Health Science	274
	Hospitality and Tourism	258
	Manufacturing	13
	Government and Public Administration	5
<b>Not Directly Aligned to Targeted Industries</b>	Not a CTE Cluster	7,556
	Law, Public Safety, Corrections, and Security	1,791
	Education and Training	1,401
	Marketing	318
<b>Unique Students</b>		<b>27,385</b>

## Appendix R

Workforce with DETR in 2023

School Years: 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24

NAICS Targeted	Career Cluster	Number of Individuals
Directly Aligned	Hospitality, Events, & Tourism	9,169
	Education; Healthcare & Human Services	1,961
	Supply Chain & Transportation	1,068
	Construction	1,022
	Financial Services	726
	Arts, Entertainment, & Design	652
	Advanced Manufacturing	501
	Healthcare & Human Services	441
	Digital Technology	312
	Management & Entrepreneurship	145
	Energy & Natural Resources	97
	Agriculture	18
Not Directly Aligned	Public Service & Safety	2,432
	Digital Technology; Marketing & Sales	863
	Education	471
<b>Unique Nevadans</b>		<b>16,731</b>

## **NPWR Recommendations**

### *Additional Data from Nevada Department of Education*

The Nevada Department of Education should provide additional information pertaining to a student's enrollment. For instance, it is pertinent to know whether a student changed their school enrollment using a COSA, enrolled into a magnet program, or enrolled in other specialized programs. The benefit to knowing this information can further expand accessibility of programs and provide better generalizations of transportation eligibility for students.