

Perkins Performance Measures

TREES Professional Development
SY2024-2025

Agenda

- IL State Plan goals
- Perkins V performance requirements (federal guidance)
- Perkins V performance measures, IL
- Part 2—Your data

Perkins, Illinois State Plan goals

- Goal 1: Increase the percentage of individuals who obtain a postsecondary certificate, degree, or industry-recognized credential.
- Goal 2: Strengthen CTE offerings by improving access, program quality, and transition points between education and workforce systems and programs
- Goal 3: Increase participation in meaningful CTE early college credit
- Goal 4: Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input.
- Goal 5: Recruit and retain a sustainable pipeline of CTE educators.
- Goal 6: Expand access to quality work-based learning for all students.

Perkins V Performance Measures, Federal

Secondary metrics in IL:

- 1S1
- 1S2
- 2S1
- 2S2
- 2S3
- 3S1
- 4S1
- 5S2
- 5S3

Core Indicators of Performance - Perkins V

Click on the indicators to see more information.

Secondary Level:

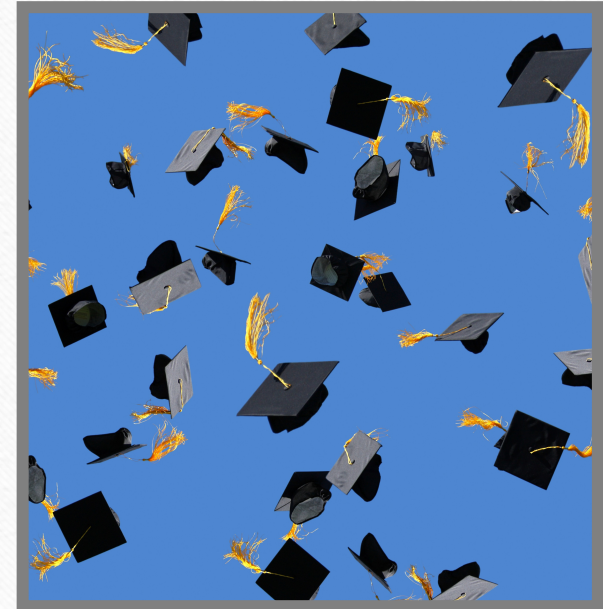
- [1S1: Four-Year Graduation Rate](#)
- [1S2: Extended-Year Graduation Rate](#)
- [2S1: Academic Proficiency in Reading/Language Arts](#)
- [2S2: Academic Proficiency in Mathematics](#)
- [2S3: Academic Proficiency in Science](#)
- [3S1: Post-Program Placement](#)
- [4S1: Non-traditional Program Concentration](#)
- [5S1: Program Quality – Attained Recognized Postsecondary Credential](#)
- [5S2: Program Quality – Attained Postsecondary Credits](#)
- [5S3: Program Quality – Participated in Work-Based Learning](#)
- [5S4, 5S5, 5S6...: Program Quality – Other](#)

Postsecondary Level:

- [1P1: Postsecondary Placement](#)
- [2P1: Earned Recognized Postsecondary Credential](#)
- [3P1: Non-traditional Program Concentration](#)

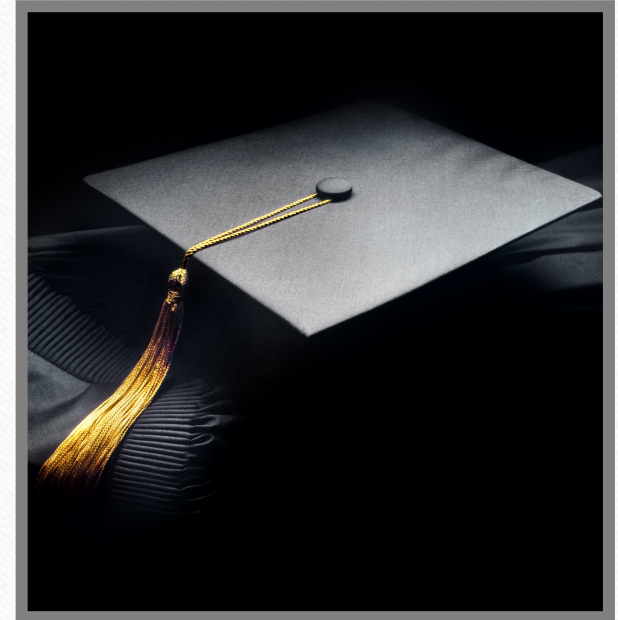
1S1

- Four-year graduation rate
- Percentage of CTE concentrators (any two courses in the same CIP)
- Who graduate high school at 100% time (4 years)
- Measured using the adjusted cohort graduation rate



1S2

- Extended year graduation rate
- Cohort adjusted to entering in any year between the report year and the reporting year minus five
- Concentrators same definition (any two courses in the same CIP)



2S1, 2S2, 2S3

- CTE concentrator proficiency in
 - Reading (2S1)
 - Math (2S2)
 - Science (2S3)
- How do you support 2S1, 2S2, and 2S3 in your classroom?



3S1

Where students go after high school?

- Workforce
- Post secondary education
- Advanced training/apprenticeships
- Military service
- Peace Corps
- How do you support 3S1 in your classroom?





4S1

- % of concentrators in non-traditional occupations (gender)
- Less than 25% of a gender as employees in occupation
- Women in welding, firefighting
- Men in nursing
- How do you support 4S1 in your classroom?

5S2



- Attained postsecondary credits
- In relevant CTE program
- Dual credit, dual enrollment or similar
- Dual credit courses must have a postsecondary
- Must be in institution's Integrated Postsecondary Education Data System code to be accepted in SIS
- How do you support 5S2 in your classroom?



5S3

- Concentrators with work-based learning
- Took at least one work-based learning course
- How do you support 5S3 in your classroom?



PERKINS MEASURES

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1S1: Four-Year Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965).

1S2: Extended Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101 (within six years of entering high school).

2S1: Academic Proficiency in Reading: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.

2S2: Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.

2S3: Academic Proficiency in Science: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.

3S1: Post-Program Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in post secondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed (these data are not yet available)

4S1: Nontraditional Program: The percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented.

5S2: Program Quality – Attained Post secondary Credits: The percentage of CTE concentrators graduating from high school having attained post secondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

5S3: Program Quality – Work-Based Learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning.

[Microsoft Power BI](#)



PERKINS MEASURES 2023

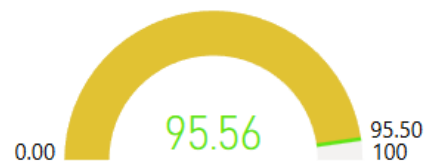
State

HELP

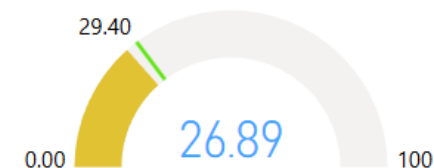
1S1: Four-Year Graduation Rate



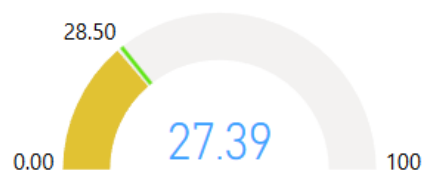
1S2: Extended Graduation Rate



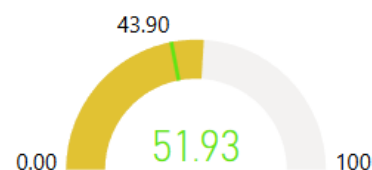
2S1: Academic Proficiency in Reading



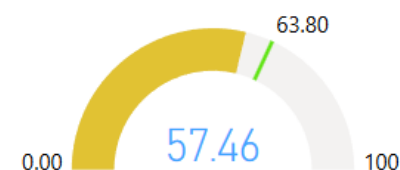
2S2: Academic Proficiency in Mathematics



2S3: Academic Proficiency in Science



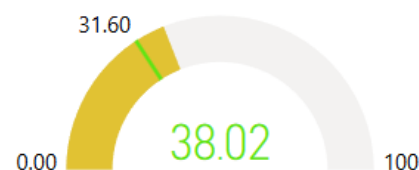
3S1: Post-Program Placement



4S1: Nontraditional Program



5S2: Program Quality Attained Postsecondary Credits



5S3: Program Quality – Work-Based Learning





What questions do you have for us?

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