

PERKINS INDICATORS AND INSTRUCTIONAL STRATEGIES

TREES, FL25

AGENDA

Perkins indicators defined

Special populations

Instructional strategies

Working session

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 4-year graduation

1S2 6-year graduation

2S1 Reading/LA proficiency

2S2 Math proficiency

2S3 Science proficiency

3S1 Post-program placement

4S1 Non-trad concentrators

5S2 Postsecondary credits

5S3 WBL participation

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

PERKINS V PERFORMANCE MEASURES, FEDERAL

Metrics for today's show:

2S1 Reading/LA proficiency

2S2 Math proficiency

2S3 Science proficiency

4S1 Non-trad concentrators

5S3 WBL participation

Core Indicators of Performance - Perkins V

Click on the indicators to see more information.

Secondary Level:

- ~~1S1: Four-Year Graduation Rate~~
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Postsecondary Level:

- 1P1: Postsecondary Placement
- 2P1: Earned Recognized Postsecondary Credential
- 3P1: Non-traditional Program Concentration

2S1, 2S2, 2S3

CTE concentrator proficiency in

- Reading (2S1)
- Math (2S2)
- Science (2S3)

How do you support 2S1, 2S2, and 2S3 in your classroom?

Put one idea on a sticky note and on the flip chart.

4S1

- % of concentrators in non-traditional occupations (gender)
- Less than 25% of a gender as employees in occupation
- Women in welding; Men in nursing

How do you support 4S1 in your classroom?

Put one idea on a sticky note and on the flip chart.

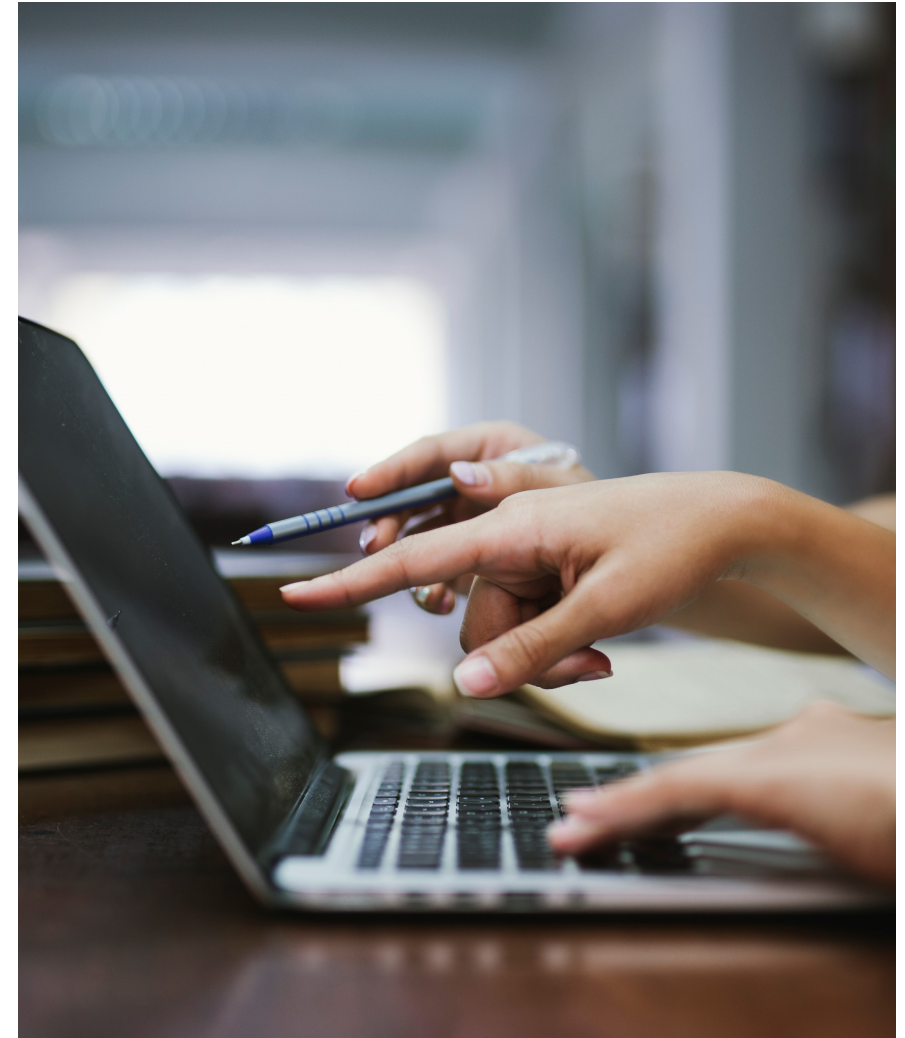


5S3

- % concentrators with work-based learning
- Took at least one work-based learning course

How do you support 5S3 in your classroom?

Put one idea on a sticky note and on the flip chart.

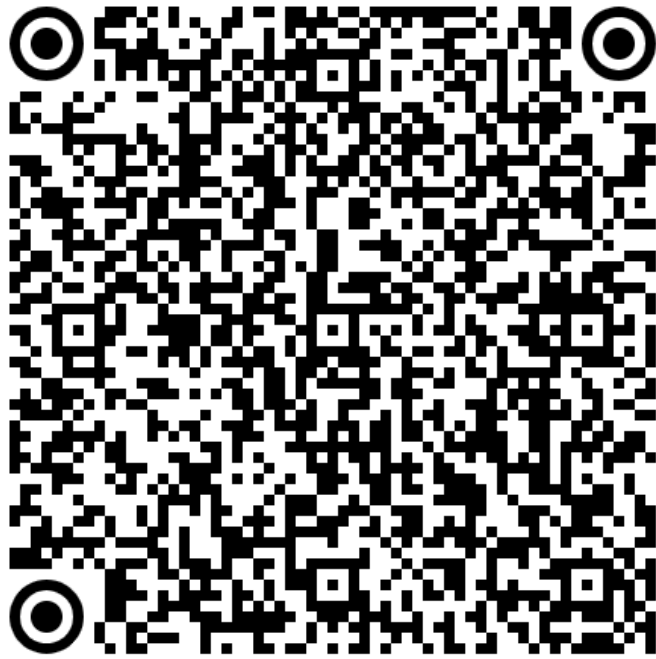


PERKINS V SPECIAL POPULATIONS

How do you support students from special populations in your classroom?

Put one idea on a sticky note and on the flip chart.

1. Individuals with disabilities;
2. Individuals from economically disadvantaged families, including low- income youth and adults;
3. Individuals preparing for non-traditional fields;
4. Single parents, including single pregnant women;
5. Out-of-workforce individuals;
6. English learners;
7. Individuals who are homeless as described in McKinney-Vento
8. Youth who are in, or have aged out of, the foster care system; and
9. Youth with a parent who is a member of the armed forces and is on active duty.



HOW DO WE KNOW HOW WE'RE DOING?

Perkins Performance Measures
Data Dashboard



PERKINS MEASURES

HELP

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.

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PERKINS MEASURES 2024

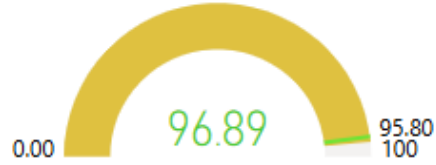
District

HELP

District

Bloom Twp HSD 206

1S1: Four-Year Graduation Rate



1S2: Extended Graduation Rate



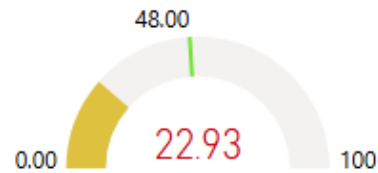
2S1: Academic Proficiency in Reading



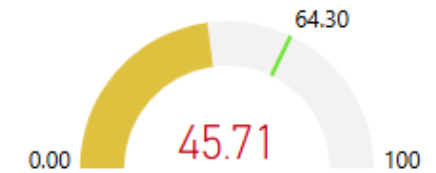
2S2: Academic Proficiency in Mathematics



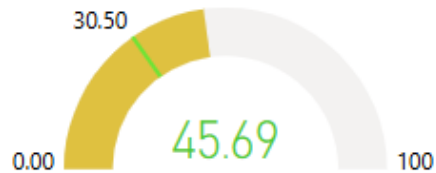
2S3: Academic Proficiency in Science



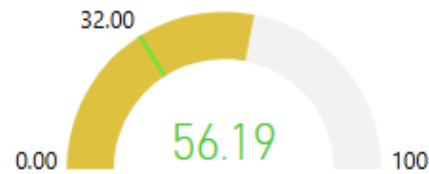
3S1: Post-Program Placement



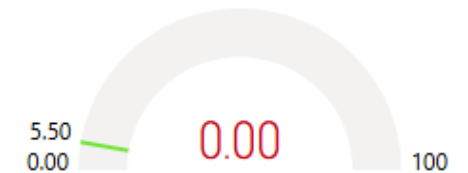
4S1: Nontraditional Program



5S2: Program Quality Attained Postsecondary Credits



5S3: Program Quality – Work-Based Learning



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PERKINS MEASURES 2024

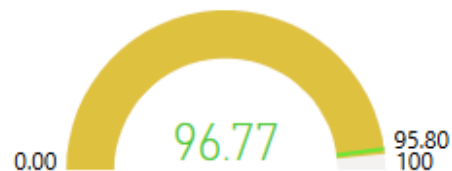
Region

HELP

Region EFE

Three Rivers EFE System

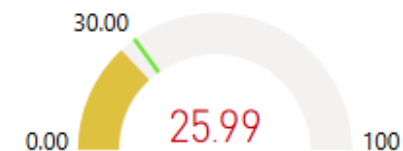
1S1: Four-Year Graduation Rate



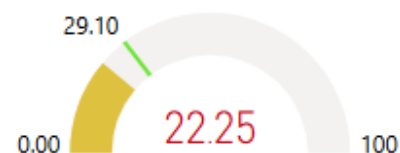
1S2: Extended Graduation Rate



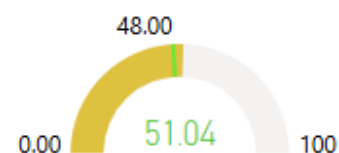
2S1: Academic Proficiency in Reading



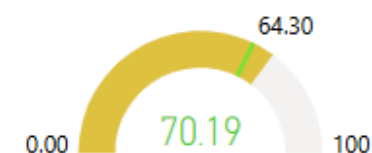
2S2: Academic Proficiency in Mathematics



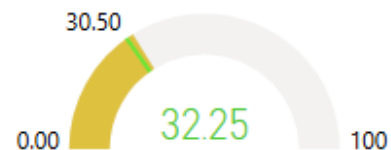
2S3: Academic Proficiency in Science



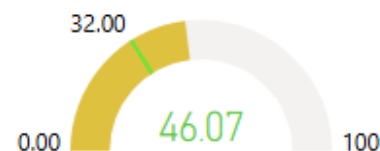
3S1: Post-Program Placement



4S1: Nontraditional Program



5S2: Program Quality Attained Postsecondary Credits



5S3: Program Quality – Work-Based Learning



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PERKINS MEASURES 2024

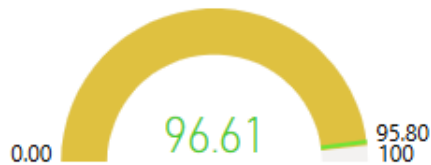
School

HELP

School

Bloom High School - Cook

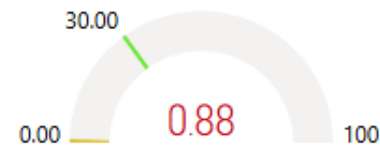
1S1: Four-Year Graduation Rate



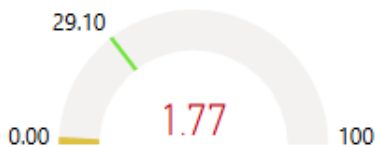
1S2: Extended Graduation Rate



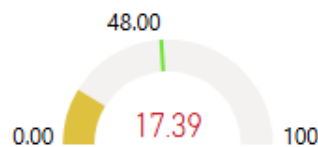
2S1: Academic Proficiency in Reading



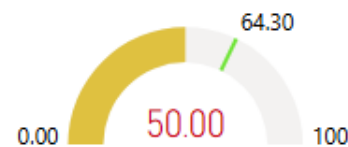
2S2: Academic Proficiency in Mathematics



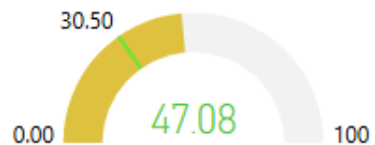
2S3: Academic Proficiency in Science



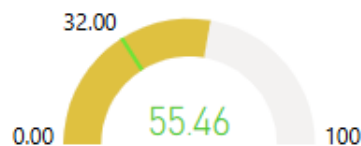
3S1: Post-Program Placement



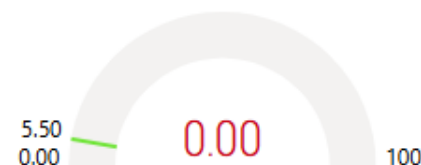
4S1: Nontraditional Program



5S2: Program Quality Attained Postsecondary Credits



5S3: Program Quality – Work-Based Learning



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PERKINS MEASURES 2024

Comparisons

HELP

State

IL

Region EFE

Career Preparation N...

District

Bloom Twp HSD 206

School

Bloom High School - Cook

1S1

1S2

2S1

2S2

2S3

3S1

4S1

5S2

5S3

State

All

96.12%

96.47%

29.18%

25.12%

53.62%

70.61%

30.71%

43.82%

11.68%

Region

All

98.13%

96.99%

9.92%

6.72%

27.02%

66.67%

34.67%

57.12%

5.32%

District

All

96.89%

96.26%

2.17%

2.17%

22.93%

45.71%

45.69%

56.19%

0%

School

All

96.61%

95.59%

0.88%

1.77%

17.39%

50%

47.08%

55.46%

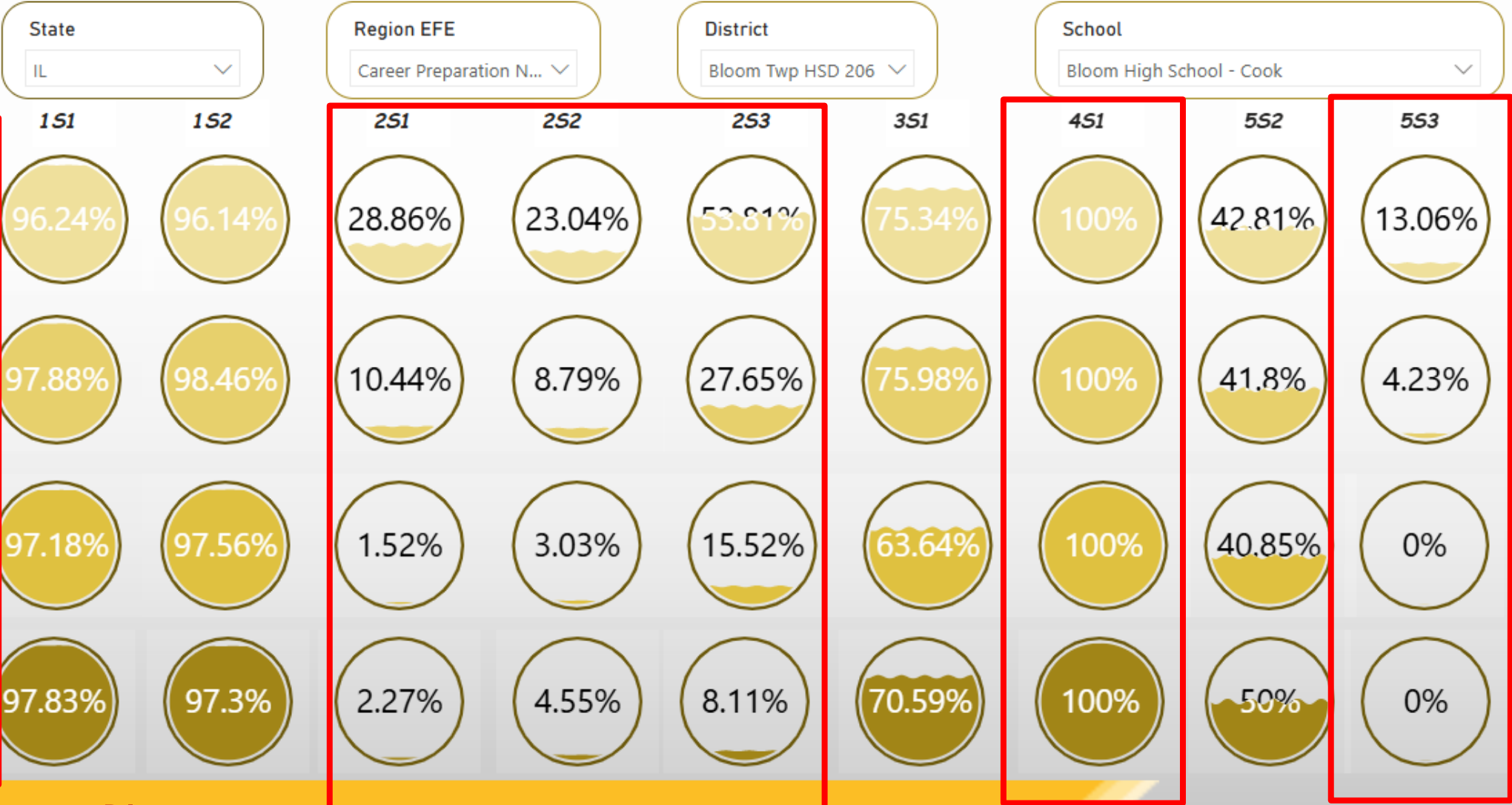
0%



PERKINS MEASURES 2024

Comparisons

HELP



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REVIEW YOUR DATA AND PICK A MEASURE TO DEVELOP AN INSTRUCTIONAL STRATEGY

- 2S1 Reading/LA proficiency
- 2S2 Math proficiency
- 2S3 Science proficiency
- 4S1 Non-trad concentrators
- 5S3 WBL participation
- Can also pick a measure and a Special Population if you'd like



INSTRUCTIONAL STRATEGIES

Special pops focus

SCAFFOLDING IN CTE

Materials

- Graphic organizers
- Anchor Charts
- Word walls
- Audio text
- Home language materials

Practices

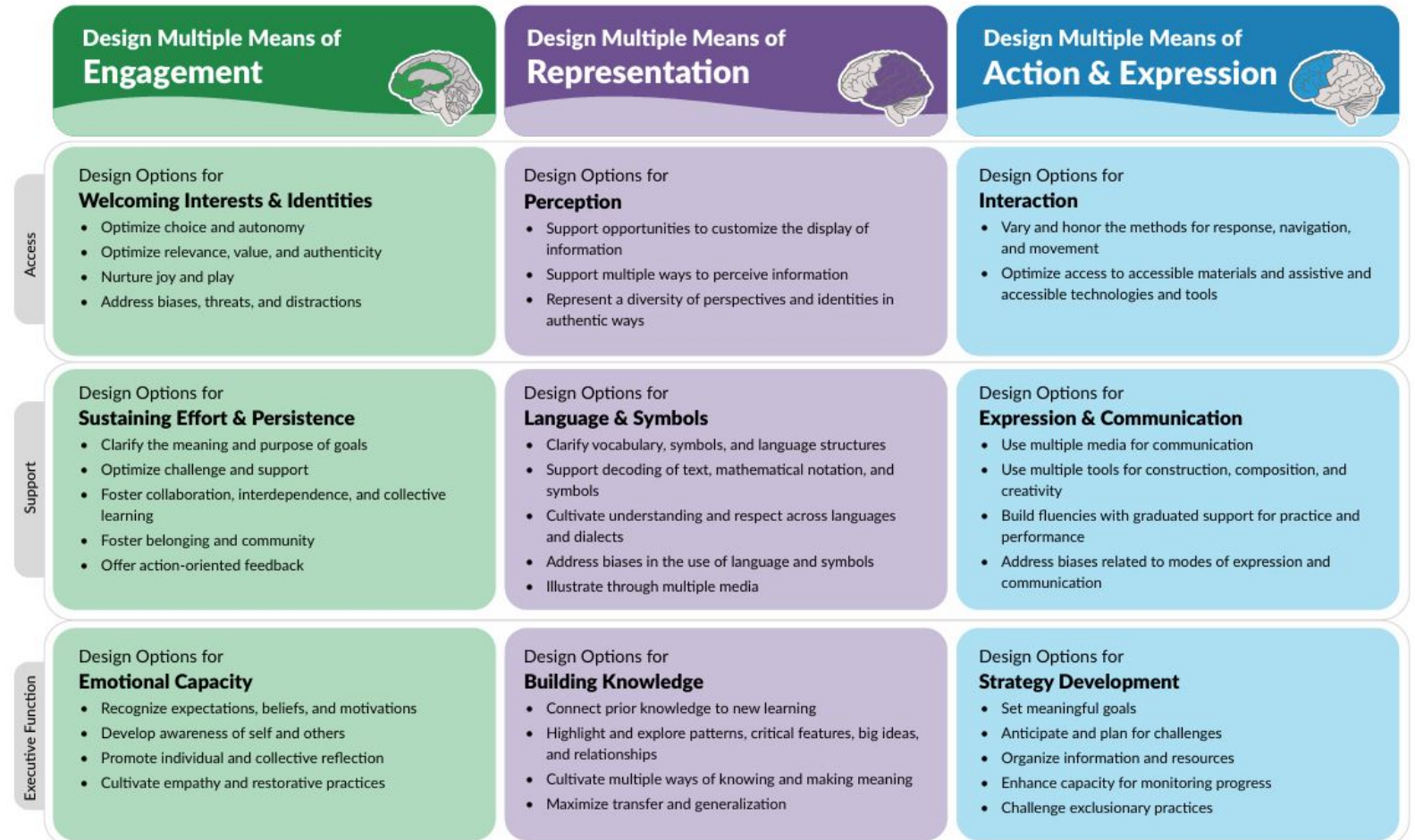
- Scaffolded learning
- Think aloud
- Background knowledge
- Plain language
- Paraphrasing

Groupings

- Whole group guided practice
- Small group low risk practice
- Pair work
- Independent work

CAST Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



THINK ALOUD

- Walking through metacognitive process out loud
- Can be reading & modeling thinking
- Can be assignment & modeling thinking/process
- Can be lab & modeling troubleshooting/process



GRAPHIC ORGANIZER, VOCABULARY FRAME

The Business Model Canvas

Designed for:

Designed by:

Date:

Version:

Key
Partnerships



Key
Activities



Value
Propositions



Customer
Relationships



Customer
Segments



Key Resources



Channels



Cost Structure



Revenue Streams



VOCABULARY FRAME, FRAYER MODEL



FRAYER MODEL



This is a Frayer model. A Frayer model is a graphic organiser used to help define and understand new concepts.

DEFINITION

Write the definition in your own words.

CHARACTERISTICS

- Write the properties of the concept here.

EXAMPLES

- Write the scenarios or objects here.

NON EXAMPLES

- List items or scenarios that are NOT examples of the word.



FRICION



Here is an example of a completed Frayer model for friction.

DEFINITION

Friction is a force that happens when two things rub against each other. It makes it hard for things to slide or move.

CHARACTERISTICS

- Friction tries to stop things from moving.
- Rough surfaces create more friction than smooth surfaces.

EXAMPLES

- Helps us walk without slipping.
- Makes brakes in cars work.

NON EXAMPLES

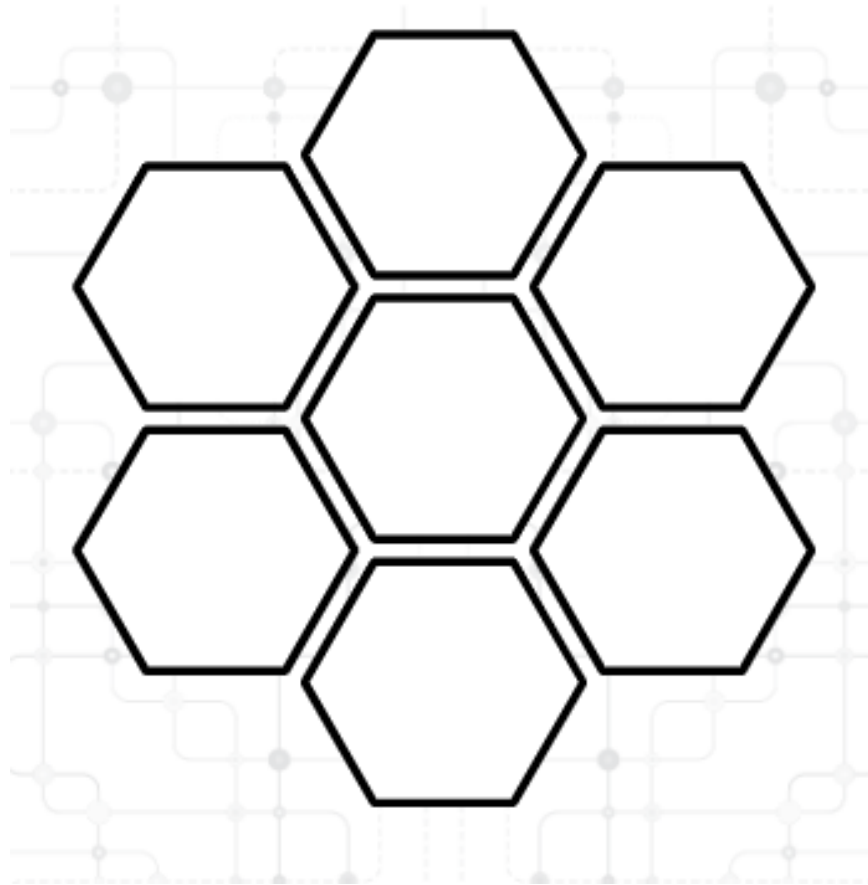
- Gravity
- Electrostatic
- Magnetic

GRAPHIC ORGANIZER, ANCHOR CHART



Hexagonal Thinking

Directions: Fill in each hexagon with a key term, concept, or idea. Make sure each term links logically with the neighboring hexagons. For each term, add a short description and any relevant doodles to illustrate the connections.



LET'S DO
THIS!

Choose a strategy

Design/redesign a classroom
activity in Canva or other product

Can work collaboratively

Be prepared to share out to the
larger group



DESIGN SHARE OUT |

ADDITIONAL RESOURCES



Illinois Center for Specialized Professional Support, Special Populations Super Strategies [Super Strategies](#) (Scroll down to Secondary)



English Multilingual Learners in CTE [cte-padlet - SupportEd](#)



WHAT QUESTIONS DO
YOU HAVE FOR ME?

Patty Zuccarello
Zuccarello & Associates
312-203-9987
pattyzuccarello@gmail.com