Overview of Perkins V Measures and Performance
What will we accomplish in this session?

1. Increased understanding of Perkins V definitions, measures, special populations and reporting timelines

2. Overview of most recent statewide Perkins V outcomes

3. Demonstration of PODS 2.0 and new data available for FY23
Perkins Postsecondary Reporting

- ICCB collects data from all community colleges through a number of student level record file submissions and will continue to report Perkins data on behalf of the colleges annually.

- ICCB has defined reporting requirements including the data elements to be reported and the timelines for each college submission.

- Data reported must be disaggregated to identify and quantify gaps in performance.

- Perkins targets by measure and FY

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Level</th>
<th>Perkins V Performance Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY2021</td>
<td>FY 2022</td>
</tr>
<tr>
<td>1P1: Postsecondary Retention and Placement</td>
<td>68.8%</td>
<td>64%</td>
</tr>
<tr>
<td>2P1: Earned Recognized Postsecondary Credential</td>
<td>69.5%</td>
<td>70.1%</td>
</tr>
<tr>
<td>3P1: Nontraditional Program Enrollment</td>
<td>9.5%</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

Yellow highlight – Targets for most recent data reported in January 2024

Green highlight – Targets for the current cycle. Data will be reported in Dec 2024/Jan 2025
Perkins Postsecondary Concentrator Definition

1. within one fiscal year earns at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, certificate, or degree; OR

2. completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or degree.
   • Utilizes Annual Course (AC) submission to determine credits earned to identify concentrators.
### Perkins V Postsecondary Measures

#### Postsecondary Retention and Placement (1P1)
- The percentage of CTE concentrators who, during the 2\textsuperscript{nd} Quarter after program completion, are retained in college (or transfer), transitioned to military service, volunteer service, or placed into employment.

#### Credential, Certificate or Diploma (2P1)
- The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

#### Nontraditional Program Enrollment (3P1)
- The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.
<table>
<thead>
<tr>
<th>Calculating Measures</th>
<th>Source</th>
<th>Item(s) #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race / Ethnicity</td>
<td>A1</td>
<td>105 - 112</td>
<td>These items provide a breakout for each individual race/ethnicity group.</td>
</tr>
<tr>
<td>Gender</td>
<td>A1</td>
<td>19</td>
<td>This is the item used to report gender.</td>
</tr>
<tr>
<td>Disadvantaged Status</td>
<td>A1</td>
<td>24</td>
<td>This is the item used to determine the economically disadvantaged subgroup. Codes 1 and 3 of this variable are used to determine this group.</td>
</tr>
<tr>
<td>Youth who are in/Have Aged out of</td>
<td>A1</td>
<td>132</td>
<td>Collection started in FY19. This is the item used to determine youth who are in or have aged out of the foster care system. This refers to an individual 21 or younger for whom the Illinois Department of Children and Family Services is currently or was previously legally responsible.</td>
</tr>
<tr>
<td>the Foster Care System</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability Status</td>
<td>A1</td>
<td>22</td>
<td>This is the item used to determine the disability subgroup. All codes are used except the &quot;0&quot; code.</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>A1</td>
<td>23</td>
<td>Prior to FY19 this variable was titled Limited English Proficient. This item is used to determine the English Learner subgroup.</td>
</tr>
<tr>
<td>Homeless Individuals</td>
<td>A1</td>
<td>131</td>
<td>Collection started in FY19. This is the item used to determine totals for the homeless individuals subgroup.</td>
</tr>
<tr>
<td>Youth w/ Parent in Armed Forces AND</td>
<td>A1</td>
<td>133</td>
<td>Collection started in FY19. This item is used to determine subgroup of youth with parents on active duty in the armed forces.</td>
</tr>
<tr>
<td>on Active Duty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single Parent</td>
<td>A1</td>
<td>84</td>
<td>This item is used to determine the subgroup for single parents.</td>
</tr>
<tr>
<td>Out-of-Workforce Individual</td>
<td>A1</td>
<td>85</td>
<td>Collection for this item started in FY19. Prior to this the variable collected was titled Displaced Homemaker. This is used to determine the Out-of-Workforce subgroup.</td>
</tr>
</tbody>
</table>
Perkins V - Postsecondary Measure Inclusion Flowchart

- **Student is enrolled at the community college in the FY**

**Method to identify CTE Concentrators**

**CTE Concentrator (Postsecondary)** - A student enrolled in a CTE program who has earned at least 12 credit hours or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

**Method 1** - Was the student’s declared major or completion in a CTE Program of Study **AND** did the student earn 12 credit hours in CTE courses during the FY?*

**Method 2** - Did the student complete a short-term CTE certificate during the FY?**

- No
- No
- **Student will not be included in Perkins Reporting**

**Note the following:**
* 12 CTE hours earned determined by the Annual Course (AC) submission
* CTE Program of Study determined by CTE CIP reported on the A1
** CTE certificate earned determined by Annual Student Enrollment and Completion Data (A1) submission
Perkins V – Nontraditional Enrollment (3P1)

3P1 - Student will appear in the Nontraditional Perkins Program Enrollment measure (3P1).

3P1 success is defined as the percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

Numerator: Success determined by number of CTE concentrators from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during reporting year.

Denominator: Number of CTE concentrators during reporting year.

Calculating 3P1 Outcomes

Did the student enroll in a Nontraditional CIP based on their gender?***

Yes

Student will be counted as a nontraditional enrollment in 3P1

No

Student will not be counted as a nontraditional enrollment in 3P1

Note the following:

*** Nontraditional CIPs determined by gender and reported enrollment CIP

Reminder:

Career & Technical Education
Career Connected Learning for All Students

ICCB
Illinois Community College Board
Perkins V – Credential, Certificate or Diploma check (2P1)

2P1 - Student will appear in the Credential, Certificate or Diploma measure (2P1).

2P1 success is defined as the percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

Numerator: Success determined by the number of CTE concentrators who received a certificate or degree within two years.

Denominator: Number of CTE concentrators during the reporting year.

Calculating 2P1 Outcomes

Did the student earn a certificate or degree during the year of enrollment or in the next FY?****

Yes

By earning an award the student will be counted as a success in 2P1

No

Student will not be counted as a success in 2P1

Note the following:

**** Certificate or degree completion determined by A1 submission
Perkins V – Entered Employment or Postsecondary (1P1)

1P1 - Upon earning an award the student will appear in the Postsecondary Retention and Placement measure (1P1).

Calculating 1P1 Outcomes

Was the student employed or retained in postsecondary in the 2nd Quarter after completion?*****

Yes

No

Student will not be counted as a success in 1P1

1P1 success is defined as the percentage of CTE concentrators who earned an award and were employed or retained in postsecondary education two quarters after completion.

Numerator: Success determined by the number of CTE concentrators who were employed or retained in postsecondary education two quarters after completion.

Denominator: Number of CTE concentrators from the reporting year earning an award.

NOTE THE FOLLOWING:
***** Employment determined by match with IDES UI wage records
***** Postsecondary retention determined by match with NSC
# Perkins V – Data availability schedule

<table>
<thead>
<tr>
<th>FY noted in PODS 2.0</th>
<th>3P1</th>
<th>2P1*</th>
<th>1P1*</th>
<th>Consolidated Annual Report Due (Tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY20</td>
<td>FY20</td>
<td>FY18</td>
<td>FY18</td>
<td>Dec. 2020**</td>
</tr>
<tr>
<td>FY21</td>
<td>FY21</td>
<td>FY19</td>
<td>FY19</td>
<td>Dec. 2021</td>
</tr>
<tr>
<td>FY22</td>
<td>FY22</td>
<td>FY20</td>
<td>FY20</td>
<td>Dec. 2022/Jan. 2023</td>
</tr>
<tr>
<td>FY24</td>
<td>FY24</td>
<td>FY22</td>
<td>FY22</td>
<td>Dec. 2024/Jan. 2025</td>
</tr>
</tbody>
</table>

* Data lag allows for data availability to measure outcomes. The outcomes of 2P1 and 1P1 are available after enough time has elapsed to measure success.

** Only Total Participants and Concentrators reported
**3P1 - Nontraditional Program Enrollment**

**NUMERATOR**: Must be enrolled in one of the CIPs identified as Nontraditional^1

1) Declared major or completion in a CTE Program of Study (via A1**1** AND 12 Credits or more Earned in PCS 12 via AC* submission in Cohort FY OR
2) PCS of DEGREE (1, 2 or 3) = '12’ AND DEGREE (1, 2 or 3) = 18, 30, 35 or 40 AND COMPTYE = ‘1’ AND less than 12 Credits Earned in PCS 12 via AC* submission in Cohort FY

**DENOMINATOR**: All FYs shown in table are also currently available in Perkins V dashboard

<table>
<thead>
<tr>
<th>FY IN PODS 2.0</th>
<th>FY IN PODS 2.0</th>
<th>COHORT FY</th>
<th>MATCH BEGIN</th>
<th>MATCH END</th>
<th>LAST FY USED</th>
<th>FY CHECKED</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY23</td>
<td>FY23</td>
<td>FY23</td>
<td>7/1/2022</td>
<td>6/30/2023</td>
<td>FY23</td>
<td>FY23</td>
</tr>
<tr>
<td>FY22</td>
<td>FY22</td>
<td>FY22</td>
<td>7/1/2021</td>
<td>6/30/2022</td>
<td>FY22</td>
<td>FY22</td>
</tr>
<tr>
<td>FY21</td>
<td>FY21</td>
<td>FY21</td>
<td>7/1/2020</td>
<td>6/30/2021</td>
<td>FY21</td>
<td>FY21</td>
</tr>
</tbody>
</table>

Yellow highlight reflects most recent data available in Perkins V dashboard

All FYs shown in table are also currently available in Perkins V dashboard
### 2P1 - Credential, Certificate or Diploma

**NUMERATOR**
Successfully completed by earning a certificate or degree (COMPTYPE = 1 AND HOURSENR >0) during the FYs checked for completions^^

**DENOMINATOR**
1) Declared major or completion in a CTE Program of Study (via A1**) AND 12 Credits or more Earned in PCS 12 via AC* submission in Cohort FY OR
2) PCS of DEGREE (1, 2 or 3) = '12' AND DEGREE (1, 2 or 3) = 18, 30, 35 or 40 AND COMPTYPE = '1' AND less than 12 Credits Earned in PCS 12 via AC* submission in Cohort FY

<table>
<thead>
<tr>
<th>FY IN PODS 2.0</th>
<th>COHORT FY</th>
<th>MATCH BEGIN</th>
<th>MATCH END</th>
<th>LAST FY USED</th>
<th>LAST POSSIBLE EXIT QTR</th>
<th>COMP CHECKED FY1</th>
<th>COMP CHECKED FY2</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY23</td>
<td>FY21</td>
<td>7/1/2020</td>
<td>6/30/2022</td>
<td>FY22</td>
<td>2022Q2</td>
<td>FY21</td>
<td>FY22</td>
</tr>
<tr>
<td>FY22</td>
<td>FY20</td>
<td>7/1/2019</td>
<td>6/30/2021</td>
<td>FY21</td>
<td>2021Q2</td>
<td>FY20</td>
<td>FY21</td>
</tr>
<tr>
<td>FY21</td>
<td>FY19***</td>
<td>7/1/2018</td>
<td>6/30/2020</td>
<td>FY20</td>
<td>2020Q2</td>
<td>FY19</td>
<td>FY20</td>
</tr>
</tbody>
</table>

*** FY new data elements (Foster Care, Active Duty Parent, Homeless variables) began to be collected in A1.

Yellow highlight reflects most recent data available in Perkins V dashboard

All FYs shown in table are also currently available in Perkins V dashboard
**1P1 - Postsecondary Retention and Placement**

**NUMERATOR**
Employment or Subsequent Enrollment in Postsecondary Education (in the 2nd Quarter post-completion)^^^

**DENOMINATOR**
Students from 2P1 who successfully completed a certificate or award

<table>
<thead>
<tr>
<th>FY NOTED IN PODS 2.0</th>
<th>COHORT FY</th>
<th>MATCH BEGIN</th>
<th>MATCH END</th>
<th>LAST FY USED</th>
<th>LAST POSSIBLE EXIT QTR</th>
<th>IDES WAGE QTR NEEDED FOR EXIT QTR</th>
<th>COMPFY TO IDES QTR</th>
<th>COMPRY TO NSC</th>
<th>IDES WAGES AVAILABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY23</td>
<td>FY21</td>
<td>7/1/2020</td>
<td>6/30/2022</td>
<td>FY22</td>
<td>2022Q2</td>
<td>2021Q4 AND 2022Q4</td>
<td>21=2021Q4</td>
<td>21=2021Q4</td>
<td>Jun-23</td>
</tr>
</tbody>
</table>

*** FY new data elements (Foster Care, Active Duty Parent, Homeless variables) began to be collected in A1.

Yellow highlight reflects most recent data available in Perkins V dashboard

All FYs shown in table are also currently available in Perkins V dashboard

---

**CAREER & TECHNICAL EDUCATION**
Career Connected Learning for All Students

**ICCB**
ILLINOIS COMMUNITY COLLEGE BOARD
FY2023 Overall Statewide Outcomes for Perkins V

- Statewide 3P1 target was exceeded by 2.28%
- Statewide 2P1 target was exceeded by 8.05%
- Statewide 1P1 target was exceeded by 13.03%
PODS 2.0 Demonstration

• Current Perkins dashboard (PODS 2.0) – Released March 2024 demonstration
  • Login to Perkins site

• Ongoing work to redesign displays and data for Power Bi visuals

• Q & A
# Contact Information

**Illinois Community College Board**

**Research and Analytics Team**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nathan Wilson</strong></td>
<td>Deputy Director for Research and Information Technology</td>
<td>(217) 558-2067</td>
<td><a href="mailto:nathan.wilson@illinois.gov">nathan.wilson@illinois.gov</a></td>
</tr>
<tr>
<td><strong>Jay Brooks</strong></td>
<td>Associate Deputy Director for Research and Analytics</td>
<td>(618) 988-8171</td>
<td><a href="mailto:jay.brooks@illinois.gov">jay.brooks@illinois.gov</a></td>
</tr>
<tr>
<td><strong>Michelle Dufour</strong></td>
<td>Director for Research and Analytics</td>
<td>(217) 782-9574</td>
<td><a href="mailto:michelle.dufour@illinois.gov">michelle.dufour@illinois.gov</a></td>
</tr>
<tr>
<td><strong>Cecilia Elhaddad</strong></td>
<td>Data Analyst for Research and Analytics</td>
<td>(309) 694-5770</td>
<td><a href="mailto:Cecilia.elhaddad@illinois.gov">Cecilia.elhaddad@illinois.gov</a></td>
</tr>
<tr>
<td><strong>Mitchell Gaffney</strong></td>
<td>Data Analyst for Research and Analytics</td>
<td>(217) 558-5669</td>
<td><a href="mailto:mitchell.t.Gaffney@illinois.gov">mitchell.t.Gaffney@illinois.gov</a></td>
</tr>
</tbody>
</table>