CAREER & TECHNICAL EDUCATION

Career Connected Learning
for All Students

PDR & Local Needs Assessment

Support Document for Secondary School Districts, Area Career Centers, & EFE Region Centers

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Illinois
State Board of
Education

PDR & Local Needs Assessment Support Document for Secondary Schools, Area Career Centers, & EFE Region Centers

The secondary Illinois Comprehensive Local Needs Assessment process consists of the following steps:

1. *Verification of current approved Programs of Study* (ISBE will provide list to be approved; this step must be completed prior to stakeholder engagement)
2. **Completion of the Program Data Review (PDR)** (secondary schools, area career centers, and Education for Employment (EFE) region centers must complete)
3. **Completion of Local Needs Assessment (LNA)** (secondary districts, area career centers, and EFE region centers must complete)
4. *Identification of Planning Team* (stakeholder engagement; establish dates to meet with stakeholders to complete CLNA)
5. *Identification of data sources* (PDR and LNA results will be provided for review)
6. *Analysis of the disaggregated data* (stakeholder discussion with prompts; many data points are prepopulated from the PDR and LNA)
7. *Identification of areas of growth and strengths* (what is working; summaries within each area of measurement)
8. *Identification of areas of opportunity* (what requires improvement; summaries within each area of measurement)
9. *Prioritization of opportunities* (create a timeline based on your needs for each area of measurement within the programs of study)

To implement *the local needs assessment,* you must evaluate, in consultation with stakeholders, how your overall CTE offerings measure up on:

- Student performance by subgroup on Perkins core indicators
- Alignment to labor market needs
- Size, scope, and quality of CTE programs offered
- Progress toward implementing CTE programs and programs of study
- Recruitment, retention, and training for CTE educators and support professionals
- Progress toward implementing and improving equal access and equity to CTE for all students

The goal of this document is to provide an overview of how to get started on your program data review and local needs assessment and help you translate the language in the law into concrete, actionable steps. These steps not only complete the requirements of the law but also engage stakeholders in meaningful, regular, data-driven consultation that drives program quality and equity. The LNA is arranged by the required components and includes guidance on gathering information, discussions around data points, recording your findings, and merging those findings for working with your EFE on the local application.

Program Data Review (PDR)

Secondary schools, area career centers and EFE region centers will access the PDR through the CTE Dashboard, located in ISBE Web Application Security (IWAS), to provide data points on various components of each program of study within their school. Additionally, information regarding professional development opportunities will be identified. PDR data points will be complied and prepopulated into the Local Needs Assessment and Comprehensive Local Needs Assessment.

Program of Study level data:

> **Indicate yes or no for _each program of study_ (POS) in the following areas:**
>
> - **Placement Data** – Within the POS, do you collect 1-year postsecondary placement data? 5-year postsecondary placement data? *Placement data is defined as postsecondary education or advanced training, military service or a service program under the National and Community Service Act, are volunteers in the Peace Corps, or are employed.*
> - **Minimum Class Size** – Examine your school's enrollment trend data to determine if the POS has a minimum class size of 10 students. If no, is there continuous progress towards increased class size?
> - **Academic Standards** – Does the POS incorporate challenging State academic standards?
> - **Technical Knowledge and Skills** – Does the POS address Technical Competencies (knowledge and skills)?
> - **Employability Skills** – Does the POS incorporate a progression of employer-informed Essential Employability Competencies?
> - **Certification/Credential Opportunities** – Does the POS culminate in the attainment of a recognized postsecondary credential? If yes, please list those credentials.
> - **Advisory Committee** – Does the POS have an advisory committee?
> - **Orientation Course** – Does the POS course sequence include a quality orientation course providing a broad understanding of a cluster or cluster grouping?
> - **Advanced Course** – Does the POS course sequence include an advanced course developing competences and skills needed for entry-level employment or further postsecondary education?
> - **Team-based Challenges** – Does the POS include Team-based Challenges?
> - **Career and Technical Student Organizations (CTSOs)** – Does the POS have an active CTSO?
> - **Work-based Learning** – Does the POS include work-based learning opportunities such as Career Development Experiences, Youth Apprenticeships, and/or Apprenticeships?
> - **Appropriate Facilities, Equipment, Technology, and Materials Aligned to Industry Input** – Is the POS offered in appropriate and accessible facilities using industry standard technology and equipment?

School-wide data:

> **Indicate yes or no for the following:**
>
> - Does the school provide guidance and instruction on the concept of career clusters and support for student selection of a cluster or interest prior to a cluster-specific Quality Orientation Course? *This could occur at the middle school level.*

Professional development opportunities:

Indicate the number of professionals in each area indicated below that were working within your CTE Program(s) over the past three years (FY17 - FY19).

- CTE Teachers
- Other Faculty
- School Leaders
- Administrators
- Specialized Instructional Support Personnel
- Career Guidance and Academic Counselors
- Paraprofessionals

Over the past three years (FY17 – FY19), indicate any professional development opportunities that were offered for the following:	CTE Teachers	Other Faculty	School Leaders	Administrators	Specialized Instructional Support Personnel	Career Guidance and Academic Counselors	Paraprofessionals
Supporting individualized academic and career and technical education instructional approaches, including integration of academic and career and technical education standards and curricula							
Ensuring labor market information is used to inform the programs, guidance, and advisement offered to students							
Providing opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials							
Managing career and technical education programs in the schools, institutions, or local educational agencies of school leaders or administrators							
Implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs							
Providing opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, if available, evidence-based pedagogical practices							
Training to provide appropriate accommodations for individuals with disabilities							
Training in frameworks to effectively teach students, including a focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral spaces that provide access to tools							
Training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries							

Local Needs Assessment (LNA)

*Secondary school districts, area career centers, and EFE region centers will access the LNA through the CTE Dashboard after the completion of the PDR. Districts **will not** have access to the LNA until all schools within the school district have completed the PDR. Data points and summative information from the LNA will be complied and prepopulated into the Comprehensive Local Needs Assessment to aid in completion of the final component.*

Step 1.

Identification of Stakeholders

To identify stakeholders, start with individuals and organizations that your programs already work with through industry advisory boards, sector partnerships, community groups, parent-teacher associations, and other structures. After identifying those already engaged in your programs, you may need to reach out to new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation among those impacted by CTE.

Step 1a *List the name of each person that has agreed to participate in the completion of the LNA. Indicate their role as well as if they were able to provide in-person feedback, virtual feedback, or both.*

Name	Title	Involvement
	Indicate role for each name provided: ☐ Teacher ☐ Counselor ☐ Principals/Admin ☐ Support Personnel ☐ Paraprofessional ☐ Postsecondary Faculty ☐ Postsecondary Admin ☐ Workforce Board Rep ☐ Employer ☐ Parent ☐ Student ☐ Special Populations Rep ☐ Out of School Youth Rep ☐ At-Risk Youth Rep ☐ District/School Rep *Will be in drop-down format*	Indicate their involvement with the completion of the LNA: ☐ In-person ☐ Virtual attendance at meeting ☐ On-line written input *Click all that apply*

Step 2. "Evaluate the performance of students...with respect to state determined and local levels of performance, including an evaluation of performance for special populations and each subgroup." [*Perkins V Sec. 134 (c)(2)(A)*] and to "Describe progress that has been made toward implementation of equal access to high quality CTE courses and programs of study for all students." [*Perkins V Sec. 134 (c)(2)(E)*]

Local CTE Student Performance Program Summary

Data Points Needed: Student Disaggregated Data Charts (*see sample below*)

Discussion Prompts for Program Summary:

- What student data is trending positively over the last several years? Our strengths.
- What student data is stagnated or trending negatively? Our areas for improvement and challenges.
- Based on the performance indicators and student population data, what are our highest priority areas of focus for our programs?
- How will we address the areas where the data indicates we are not meeting performance indicator targets?

		1S1 Four-Year Graduation Rate				1S2 Extended Graduation Rate				2S1 Reading/LA Proficiency				2S2 Mathematics Proficiency			
		Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
	Totals																
	Male																
	Female																
Subgroups	White																
	Black																
	Hispanic					The data points within this chart will be pre-populated by ISBE.											
	Asian																
	Pacific Islander																
	American Indian																
	Two or more																
Special Populations	EL																
	IEP																
	Low Income																
	Non-Traditional																
	Single Parent																
	Out-of-Workforce																
	Military Connected																
	Homeless																
	Youth in Care																

		2S3 Science Proficiency				3S1 Post-Program Placement				4S1 Non-Traditional Program				5S1, 5S2, or 5S3			
		Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
	Totals																
	Male																
	Female																
Subgroups	White																
	Black																
	Hispanic																
	Asian																
	Pacific Islander					The data points within this chart will be pre-populated by ISBE.											
	American Indian																
	Two or more																
Special Populations	Disabled																
	Low SES																
	Non-Traditional																
	Single Parent																
	Out of Work																
	ELL																
	Homeless																
	Foster Care																
	Military Family																

Step 2a

Based upon student data and discussion points on student performance, identify with summative statements:

1. Strengths

2. Areas for improvement and challenges

3. Proposed Strategies, including timeline for addressing disparities or gaps in local levels of performance

Access to High-Quality CTE Courses and Programs of Study for All Students

Data Points Needed: Student Disaggregated Data Charts (*see previous page*)

Discussion Prompts for Equal Access to High-Quality CTE Courses and Programs of Study for All Students

- Based on the disaggregated data:
  - How are students from special populations performing in CTE programs in comparison to students without identified special needs?
  - How are students from different genders, races and ethnicities performing in CTE programs?
  - Where do the biggest gaps in performance exist between subgroups of students?
- Based on upon local program data, identify CTE programs where special populations are performing above average? Below average?
- Based upon local program data, how are we preparing special populations to be self-sufficient in high-skill, high-wage, or in-demand industry sectors?
- Based upon local program data, how are we preparing special populations for non-traditional fields?
- Based upon local program data, how are we ensuring non-discrimination for special populations with our CTE programs?
- Based upon local program data, what are the potential root causes of inequities in the CTE programs?

Step 2b

Based upon the disaggregated student data at the district level and discussion points on equal access to high-quality CTE courses and programs of study for all students, identify with summative statements:

1. Strengths

2. Areas for improvement and challenges

3. Goals and strategies, including timelines, for addressing equal access to high-quality CTE courses and programs of study for all students	
	Please include: • *Preparing special populations for self-sufficiency* • *Preparing special populations for non-traditional fields* • *Preparing special populations for equal access* • *Ensuring non-discrimination for special populations*

Step 3. Describe how CTE programs are "aligned to State, regional, or local in-demand industry occupations and designed to meet local economic needs not identified by State boards or local workforce development boards." [*Perkins V Sec 134 (c)(2)(B)(ii)*]

Data Points Needed: PDR prepopulated data, IDES data

Discussion Prompts for Labor Market Alignment:

- Based on IDES data, what industries are projected to grow the most in our area? What occupations?
- How do our CTE program enrollments match projected job openings? Where are the biggest gaps?
- Determine what essential skills, indicated by industry partners, we are incorporating into our programs. What skill needs have industry partners identified as lacking in our programs?
- Which graduates of our programs are thriving in the labor market, and why?
- What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations? How do we ensure access for these populations?

Step 3

Use LNA data, summaries, and discussion regarding Labor Market Alignment to answer the following:

List of any CTE programs that ARE NOT collecting placement data.	1. What are our goals and strategies, including timelines, to implement data collection in these programs?
This area will be prepopulated from the PDR data (possible graph format)	
List any CTE programs NOT ALIGNED to State or Regional Labor Markets	2. Based on the listing of non-aligned CTE programs, please indicate for each program whether you will discontinue, fund locally, or if there is a local need for the program.
This area will be prepopulated by ISBE	☐ Discontinue ☐ Fund Locally ☐ Local Need
3. After reviewing your labor market data, indicate any potential CTE programs that may be needed in your local area.	

Step 4. Describe how CTE programs are "sufficient in size, scope, and quality to meet the needs of all students" [*Perkins V Sec 134 (c)(2)(B)(i)*] and evaluating "progress toward the implementation of quality CTE programs and programs of study." [*Perkins V Sec 134 (c)(2)(C) (see Appendix B)*

Size, Scope, and Quality

Data Points Needed: PDR data, Enrollment Trend data (*see samples on following page*)
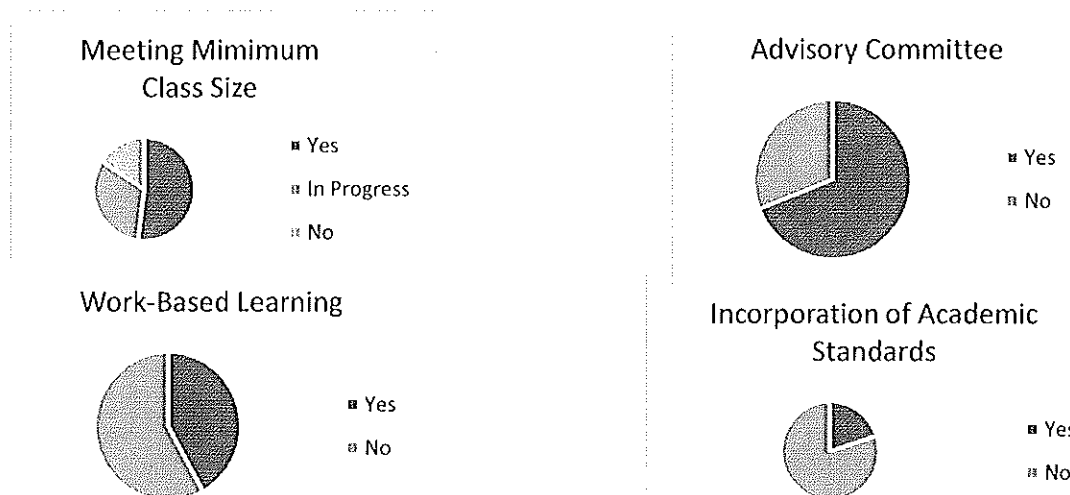
Local Discussion Prompts for Size, Scope, and Quality:

- Based on district program/course enrollment data, are we offering programs in which students are choosing to enroll? What trends are we seeing in the enrollment data?
- Does our enrollment size have the capacity to meet the demands of the business/industries in our region?
- Are there students who want to enroll in our programs who are unable to do so? If so, why?
- What barriers may prevent students from completing a program of study within our district and others in the service area?
- Do some of our programs offer more opportunities for skill development than others, both in classroom/laboratory and through extended learning experiences? If so, how can we modify other programs to do the same?
- How do our programs incorporate relevant academic, technical, and employability skills at every learner level?

Enrollment Trends (by course) at the District Level

CIP ID	Course	Enrollment Trend			
		2017	2018	2019	Trend
	This data provides summative data across the district and will be provided by ISBE.				

Summative District Data Samples from PDR

Meeting Mimimum Class Size
- Yes
- In Progress
- No

Advisory Committee
- Yes
- No

Work-Based Learning
- Yes
- No

Incorporation of Academic Standards
- Yes
- No

Step 4a

Based upon PDR data, Enrollment Trend data, and discussion regarding Size, Scope, and Quality, answer the following with summative statements:

1. Does our district meet the minimum number of CTE programs of study? If no, what are our goals and strategies, including timelines, to address this area?
2. Describe your student recruitment and retention plan that extends into middle school to address equity gaps.

Based upon PDR data, Enrollment Trend data, and discussion regarding Size, Scope, and Quality, what are our goals and strategies, including timelines, to address those CTE programs that ARE NOT:

3. Meeting minimum class size
4. Incorporating challenging State academic standards
5. Addressing technical knowledge and skills
6. Addressing employability skills
7. Meeting with an established advisory committee
8. Including team-based challenges AND do not have a CTSO
9. Offering work-based learning opportunities
10. Offering programs with appropriate and accessible facilities using industry standard technology and equipment

Progress Toward Implementing Quality Programs of Study

Data Points Needed: PDR data, Enrollment Trend data

Discussion Prompts for Program Summary:

- How fully are our programs aligned and articulated across secondary and postsecondary education?
  - What evidence do we have to support this?
  - Are there specific programs that are misaligned, and if so why?
- How are we adapting programs as they become more professionalized and specialized?
- What opportunities exist for students in our programs of study to earn dual credit or enroll concurrently?

Step 4b

Based upon PDR data, Enrollment Trend data, and discussion regarding Progress Toward Implementing Quality Programs of Study, answer the following with a summative statement:

1. Describe your CTE Continuous Improvement Process that continuously evaluates and improves your Programs of Study in collaboration with stakeholders and advisory committees, including meeting frequency.

Based upon PDR Data, Enrollment Trend data, and discussion regarding Progress Toward Implementing Quality Programs of Study, what are our goals and strategies, including timelines, to address those CTE programs that ARE NOT:

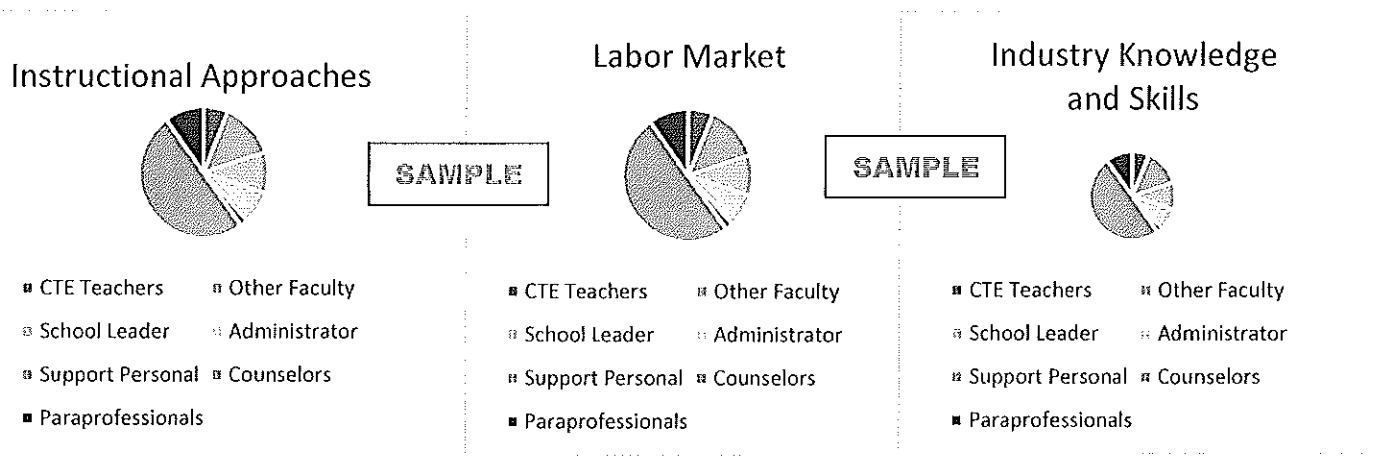| 2. Providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest |
| --- |
| |
| 3. Including an orientation course within their course sequence |
| |
| 4. Including an advanced course within their course sequence |
| |
| 5. Culminating in the attainment of a recognized postsecondary credential(s) |
| |

Step 5. Describe progress being made to "improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personal, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions." [*Perkins V Sec 134 (c)(2)(D)*

Data Points Needed: PDR data including summative teacher recruitment, retention, and training data points (*see below*)

	Number working in Local CTE Program(s)			
	Year 1	Year 2	Year 3	Trend
CTE teachers		This area will be prepopulated at the district level based on PDR input.		
Other Faculty				
Instructional Support				
Paraprofessionals				
Counselors				
Others				

Training (PD) Opportunities

Instructional Approaches

SAMPLE

Labor Market

SAMPLE

Industry Knowledge and Skills

□ CTE Teachers □ Other Faculty
□ School Leader □ Administrator
□ Support Personal □ Counselors
■ Paraprofessionals

■ CTE Teachers □ Other Faculty
□ School Leader □ Administrator
□ Support Personal ■ Counselors
■ Paraprofessionals

■ CTE Teachers □ Other Faculty
□ School Leader □ Administrator
□ Support Personal ■ Counselors
■ Paraprofessionals

Displayed data will include information on all areas of professional development at the district level as identified in the PDR.

Step 5

Based upon employment data trends, professional development opportunities, and discussion with educators:

1. What do educators report as needs and preferences for professional development and supports?

2. Summarize district CTE programs recruitment effort and outcomes.

3. Summarize district CTE programs retention efforts and outcomes.

Based on pie chart data and input from professionals, what are your goals for professional development within the district?

Appendix A

Brainstorm Form of Required Stakeholders for Comprehensive Local Needs Assessment Discussions

		Name	Organization/Title	Email/Contact Information (optional)
(1) representatives of career and technical educational programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support and personnel and paraprofessionals.	Teachers			
	Counselors			
	Principals/Admin			
	Support Personnel			
	Paraprofessionals			
(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators	Postsecondary Faculty			
	Postsecondary Admin			
(3) representatives of the state board or local workforce development boards and a range of local or regional businesses or industries	Workforce Board Reps			
	Employers			
(4) parents and students	Parents			
	Students			
(5) representatives of special populations	Special Pop Reps			
(6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth	Out-of-school Youth Reps			
	Homeless Youth Reps			

	At-Risk Youth Reps			
(7) any other stakeholders that the agency may require	District/School Reps			

Appendix B

Perkins V Special Populations Definition [*Perkins V Sec. 3(48)*]

Perkins V defines ``special populations'' as:
   (A) individuals with disabilities;
   (B) individuals from economically disadvantaged families, including low-income youth and adults;
   (C) individuals preparing for non-traditional fields;
   (D) single parents, including single pregnant women;
   (E) out-of-workforce individuals;
   (F) English learners;
   (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance
       Act (42 U.S.C. 11434a);
   (H) youth who are in, or have aged out of, the foster care system; and
   (I) youth with a parent who—
      a. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10,
      United States Code); and
      b. is on active duty (as such term is defined in section 101(d)(1) of such title.

Appendix C

Definition of Size, Scope, and Quality

Size

- Recipients must implement and offer at least one state-approved program of study in one of the nationally recognized 16 career clusters.
- All Programs of Study are aligned to state, regional, or local in-demand sectors using labor market information. Size of programs should be informed by labor market need.
- Secondary recipients: a minimum class size of 10 students or continuous progress towards increased class size.
- Postsecondary recipients: must follow local board policies on class sizes.
- Secondary students in the district have access to state approved Programs of Study (Graduated by enrollment of district students in grades 9-12).

Size of LEA District (No. of students)	Minimum Number of CTE Programs of Study
Less than 500	One Program
501 – 2,000	Two Programs
2,001-3,000	Three Programs
3,001 – 4,000	Four Programs
4,001 and above	Five Programs

Scope

The scope of a program may include the goals, objectives, and purpose of the program. These elements should be specified through curricular development, evaluation, and revision. A program of study provides students with a strong experience in and comprehensive understanding of all aspects of industry. Program scope should be defined in consultation with all stakeholders including business and industry.

A program of study means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that—

a. incorporates challenging State academic standards;
b. addresses both academic and technical knowledge and skills, including employability skills;
c. is aligned with the needs of industries in the economy of the State, region, Tribal community or local area;
d. progresses in specificity;
e. has multiple entry and exit points that incorporate credentialing; and,
f. culminates in the attainment of a recognized postsecondary credential.

Quality

Programs of Study (POS) must meet all of the following quality criteria. If not met at the time of initial application, the criterion must be must no later than Year 3 of the plan with specific strategies to address the criterion in Years 1 and 2. This framework addresses K-12 and Postsecondary. CTE is funded by Perkins and State Funding.

1. **Development and Engagement:** All POS must be developed through close K-12 and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders, including but not limited to business and industry, local workforce boards, adult education providers, and community-based organizations. POS must have ongoing review and support by a Joint Advisory Committee (which may be for multiple POS within a cluster or cluster grouping level). The Joint Advisory Committee must meet, at a minimum, on an annual basis to provide input on current industry practices; Identify Priority Occupations within the region; inform competencies and skills relating to those occupations; and participates in the continuous improvement process described in Criterion 9.
2. **Employer-Informed Competencies and Skills:** The POS must incorporate a progression of employer-informed Technical and Essential Employability Competencies leading to readiness for employment or further education for Priority Occupations identified during the engagement process.
3. **Academic Instruction and Supports:** The POS must include Standards-aligned academic instruction and Student Supports and Interventions to facilitate successful student progressions to and through required coursework and avoid remediation to the extent possible.
4. **Recruitment and Access:** Districts and colleges must have a student recruitment and retention plan to address Equity Gaps that extends into middle school. POS must ensure access is equitable and all students have support to persist and succeed in CTE courses and opportunities.
5. **Instructional Sequence:** POS must provide a non-duplicative, fully articulated sequence of courses from K-as through postsecondary (including four-year transitions where appropriate) that has Multiple Entry and Exit Points and incorporates Stackable Credentials.

   Middle School and Secondary: The middle school and secondary POS course sequence must, at minimum:

   - Provide guidance and instruction on the concept of career clusters and support for student selection of a cluster or interest prior to a cluster-specific Quality Orientation Course
   - Include a Quality Orientation Course providing a broad understanding of a cluster or cluster grouping
   - Include an advanced course developing competencies and skills needed for entry level employment or further postsecondary education
   - Incorporate Strategies Early College Credit and/or training for an Industry Credential

   Postsecondary: The postsecondary POS course sequence must, at minimum:

- Connect to area secondary sequences through Strategic Early College Credit
- [Focuses on access and smooth transitions through programming for adult learners, veterans, returning citizens, etc.][Input needed from ICCB]

6. **Work-based Learning:** POS must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that include, at minimum, each of the following:
    - Career Exploration
    - Team-based Challenges and/or CTSOs
    - Career Development Experiences, Youth Apprenticeships, and/or Apprenticeships, with opportunities for such experiences available by Year 3 for a substantial number of POS participants.

7. **Instructors:** Instructors within POS are qualified, collaborate with industry professionals, and are provided opportunities for comprehensive professional learning.

8. **Facilities and Equipment:** POS are offered in appropriate and accessible facilities using industry standard technology and equipment.

9. **Continuous Improvement:** The district and college have a CTE Continuous Improvement Process that continuously evaluates and improves the POST in collaboration with those stakeholders and the Joint Advisory Committee described in Criterion 1.

Appendix D
Perkins V Core Indicators of Performance [*Perkins V Sec. 113(b)*]

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State's discretion – IL six-year) The percentage of CTE concentrators who graduate high school, as measured by extended year adjusted cohort graduation rate defined in such section 8101	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics 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 section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary 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.	3S1	Post-Program Placement
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Non-traditional Program Concentration
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary 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	5S2	Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning	5S3	Participated in Work-Based Learning