

# Virginia Board of Education Agenda Item



**Agenda Item:** I

**Date:** September 18, 2014

<b>Title</b>	Statewide Annual Performance Report for Career and Technical Education and the Virginia Community College System as a Sub-recipient of Perkins Funds from the Department of Education		
<b>Presenter</b>	Ms. Lolita B. Hall, Director of Career and Technical Education, Department of Education Mr. Aris Bearse, Director of Institutional Research, Virginia Community College System		
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**Purpose of Presentation:**

For information only. No action required.

**Previous Review or Action:**

No previous review or action.

**Action Requested:**

Other. Specify below:

Item presented for information only.

**Alignment with Board of Education Goals: Please indicate (X) all that apply:**

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

**Background Information and Statutory Authority:**

The federal Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) amends the Carl D. Perkins Vocational and Technical Act of 1998. Perkins IV focuses on increased accountability for further developing the academic, career and technical skills of students through high standards; linking secondary and postsecondary CTE programs; collecting and disseminating research and information on best practices; providing professional development and technical assistance to career and technical educators; developing partnerships among diverse stakeholders; and providing individuals with the knowledge and skills necessary for competitive global work force.

Perkins IV requires that the results on the U.S. Department of Education negotiated state-adjusted levels of performance (targets) for secondary and postsecondary CTE be communicated to the Board of Education and other audiences. Each school division and community college receives an annual report of performance. The state- and division-levels [reports](#) are available on the Virginia Department of Education's Web site.

### Secondary CTE Programs

The Virginia system addresses performance for CTE program completers on: academic attainment; technical skills attainment; secondary program completion rate; graduation rate; successful transition from secondary school to postsecondary education, employment, or military; and nontraditional career preparation. A new baseline for the technical skills attainment was established for the 2009-2010 school year based on five separate performance indicators instead of one indicator. The technical skills attainment measure includes an indicator for college and career readiness, completers who passed a credentialing test plus completers who earned an Advanced Studies Diploma and did not pass a credentialing test. This indicator was calculated based on the 2010-2011 revised formula.

For 2011-2012, a new baseline was established for academic attainment in English, reading and mathematics. Based on Virginia's Federal Annual Measurable Objectives (FAMOs) for all students under the *No Child Left Behind Act* flexibility waivers were granted by the U. S. Department of Education in August 2012. Additionally, the technical skills attainment measure was modified to include the 2S1C, 2S1D, and 2S1E and new baselines were established.

In March 2013, the U.S. Department of Education approved Virginia's amended changes for the methodology of setting Annual Measurable Objectives (AMOs) to meet requirements of the Elementary and Secondary Education Act (ESEA) flexibility waivers. Based on the approved amendment changes, the targets were revised for academic attainment in English, reading and mathematics.

### Postsecondary CTE Programs

The Virginia Community College System (VCCS) addresses Perkins performance targets for: technical skills attainment; completion; retention and transfer; employment; nontraditional gender representation; and nontraditional gender completion. Institutions are considered to have met the target if they are within 90 percent of the target.

### **Summary of Important Issues:**

The Virginia System of Performance Standards and Measures addresses performance based on annual continuous improvement. For 2012-2013, Virginia met or exceeded all performance targets for secondary CTE programs. The VCCS met or exceeded three of the six Perkins performance targets. VCCS exceeded the 90 percent threshold for one measure but did not meet the 90 percent threshold for two. Compared to the previous year, the VCCS improved its performance on two of the measures but experienced slight decreases in the other four measures.

Performance targets that are not met by the 141 school divisions and regional technical centers, and 23 community colleges must be addressed with specific strategies for improvement in their local plan. Perkins funds may be redirected if a target is consistently not met for three consecutive years. The following charts indicate the number of school divisions/regional CTE centers and community colleges that did not meet the performance measures for the past two and three consecutive years.

**Summary of CTE Performance for Two and Three Consecutive Years**

<b>Code</b>	<b>State Secondary Performance Measure</b>	<b>School Divisions/Centers Did not meet for past two consecutive years (2011-2013)</b>	<b>School Divisions/Centers Did not meet for past three consecutive years (2010-2013)</b>
1S1	Academic Attainment – End of Course (EOC) English: Reading	None	None
1S2	Academic Attainment – End of Course (EOC) Mathematics	None	None
2S1-A	Technical Skills Attainment – Student Competency Rate	None	None
2S1-B	Technical Skills Attainment - Completers Participating in Credentialing Tests	17	16
2S1-C	Technical Skills Attainment – Test Takers (Completers) Passing Credentialing Tests	21	16
2S1-D	Technical Skills Attainment – Completers Passing Credentialing Tests	11	10
2S1-E	Technical Skills Attainment – Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not pass a credentialing test. (College and Career Readiness)	1	1
3S1	Secondary Program Completion Rate	None	None
4S1	Graduation Rate	None	None
5S1	Transition from Secondary School to Postsecondary Education, Employment or Military	1	0
6S1	Nontraditional Career Preparation Enrollment	8*	7*
6S2	Nontraditional Career Preparation Completion	8	4

\*CTE Regional Technical Centers

<b>Code</b>	<b>State Postsecondary Performance Measure</b>	<b>Community Colleges Did not meet for past two consecutive years (2011-2013)</b>	<b>Community Colleges Did not meet for past three consecutive years (2010-2013)</b>
1P1	Technical Skills Attainment	None	None
2P1	Completion	1	1
3P1	Retention and Transfer	1	None
4P1	Employment	8	6
5P1	Nontraditional Gender Representation	15	12
5P2	Nontraditional Gender Completion	12	11

**Impact on Fiscal and Human Resources:**

There is minimum impact on resources. The agency's existing resources can absorb costs at this time.

**Timetable for Further Review/Action:**

None

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board receive the report as presented, maintain as a part of the Board of Education's meeting records, and communicate to audiences as required by the Perkins legislation.



**The Carl D. Perkins  
Career and Technical Education Act of 2006  
(Perkins IV)  
Performance Standards and State Goals**

**Statewide  
Annual Performance  
Report**

**School Year 2012-2013**

Commonwealth of Virginia Department of Education  
Office of Career and Technical Education Services

# Statewide Annual Performance Report 2012-2013

## Introduction

Students begin preparing for college and careers while they are in middle school by developing academic and career plans. The federal Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) requires that students be provided career cluster/pathway programs of study that

- Incorporate secondary education and postsecondary education elements;
- Include academic and career and technical education (CTE) content in a coordinated, non-duplicative progression of courses; and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor's degree.

The students' program of study may include opportunities to participate in dual or concurrent enrollment programs in community colleges or other ways to acquire postsecondary education credits and credentials.

CTE prepares students for many of the jobs in Virginia forecast to experience the fastest growth in the coming years. Georgetown University Center for Education and Workforce in its June 2013 report, "Recovery 2020," estimates that by 2020, 67 percent of all Virginia jobs will require some education or training beyond a high school diploma. It is critical that high school graduates leave high school with the knowledge and skills needed to continue their learning and have a choice in their future.

## Background

Data presented in this report is based on the performance of CTE program completers. A CTE completer is a student who has met the requirements for a CTE concentration (sequence) and all requirements for high school graduation, or an approved alternative education program. A concentration is a coherent sequence of state-approved courses. Students may take additional CTE courses that will enhance their career pathway goals.

Completion of certain skill sets and coursework enable students to participate in Board-approved external examinations that test essential employability and technical skills. Types of credentials include: full industry certification from a recognized industry, trade, or professional association; pathway industry certification specific stackable credentials from a recognized industry that lead to a full industry certification; occupational competency assessment, a national standardized assessment of skills/knowledge in a specific career and/or technical area such as those recognized by the National Occupational Competency Testing Institute (NOCTI), et al; state licensure required for entry into a specific occupation; and Workplace Readiness Skills for the Commonwealth certificate for essential employability skills recognized by Virginia employers.

Students who earn these credentials are eligible to earn verified credit towards graduation requirements.

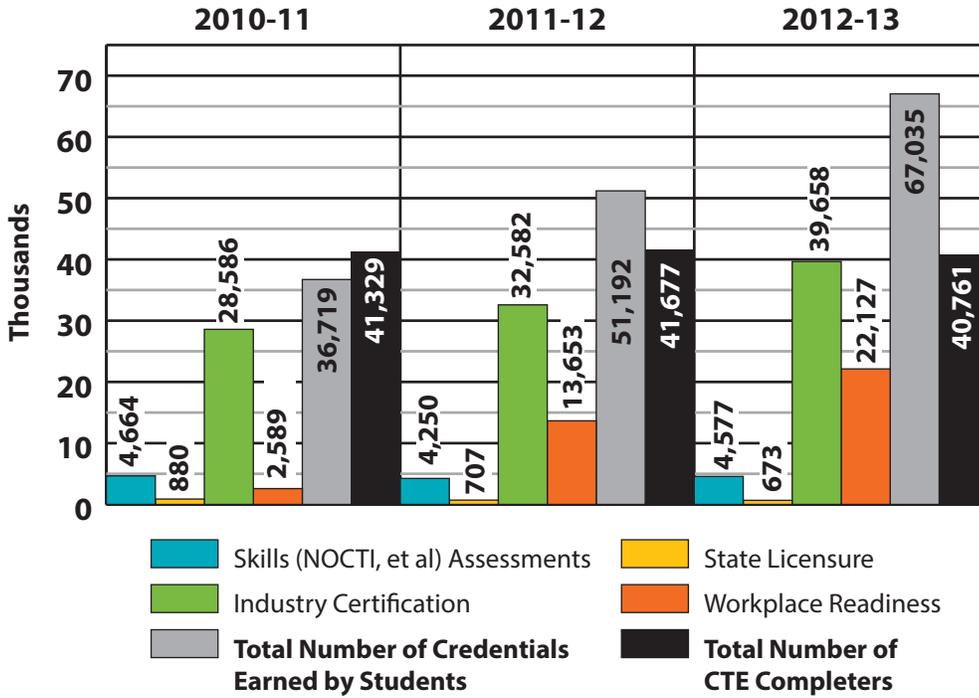
# STATEWIDE ANNUAL PERFORMANCE 2012-2013 SUMMARY

Virginia met all performance targets for the 2012-2013 School Year as outlined below. For details see pages 9-13

Career and Technical Education Perkins IV Performance Standards and Measures					
Code	Core Indicators	Targets	Performance	Met	Not Met
<b>1S1</b>	<b>Academic Attainment</b> End of <b>Course</b> (EOC) English 11: Reading	85%*	98.79% (40,143 of 40,634)	√	
<b>1S2</b>	<b>Academic Attainment</b> EOC Mathematics (Highest level)	61%*	99.21% (40,244 of 40,565)	√	
<b>2S1</b>	<b>Technical Skills Attainment</b>				
	A. Student Competency Rate	84%	96.58% (39,365 of 40,761)	√	
	B. Completers Participating in Credentialing Tests	55%	73.9% (30,121 of 40,761)	√	
	C. Test Takers (Completers) Passing Credentialing Tests	75%	78.64% (23,686 of 30,121)	√	
	D. Completers Passing Credentialing Tests	35%	57.7% (23,686 of 40,761)	√	
	E. Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not pass a credentialing test. (College and Career Readiness)	43%	72.48% ( 29,545 of 40,761)	√	
	<b>Information Indicator</b> -Completers who earned an Advanced Studies Diploma and passed a credentialing test.	Not Applicable	33.38% (13,605 of 40,761)	--	--
<b>3S1</b>	<b>Secondary Program Completion Rate</b>	88%	98.87% (40,753 of 41,217)	√	
<b>4S1</b>	<b>Graduation Rate</b>	83%	98.87% (40,517 of 40,981)	√	
<b>5S1</b>	<b>Transition from Secondary School to Postsecondary Education, Employment or Military</b>	88%	93.84% (30,068 of 32,042)	√	
	Program Completer Response Rate	75%	76.88% (32,042 of 41,677)	√	
<b>6S1</b>	<b>Nontraditional Career Preparation Enrollment</b>	25%	36.47% (137,366 of 376,687)	√	
<b>6S2</b>	<b>Nontraditional Career Preparation Completion</b>	22%	30.46% (11,130 of 36534)	√	

\* Based on Virginia's Annual Measurable Objectives (AMOs) for all students under the Elementary and Secondary Education Act (ESEA), flexibility waivers granted by USDOE, March 2013.

## Virginia's Credentialing Trends

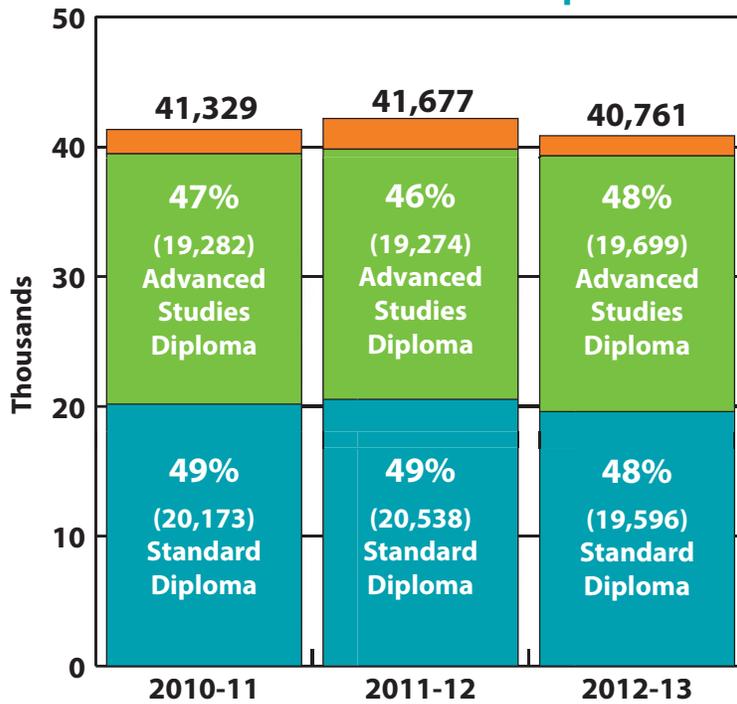


Secondary schools report the number of credentials earned by students for passing occupational competency skills assessments recognized by the National Occupational Competency Testing Institute (NOCTI), et al, state licensure examinations, industry certification examinations, and workplace readiness skills assessments.

Prior to 2010-2011, workplace readiness skills assessments were included in the Industry Certification category, but now are reported separately.

Source: Virginia's School Report Card

## Completers Graduated with Standard and Advanced Studies Diplomas



For three consecutive years, 95% or more CTE Completers graduated high school with a Standard or Advanced Studies Diploma

Source: Virginia Department of Education

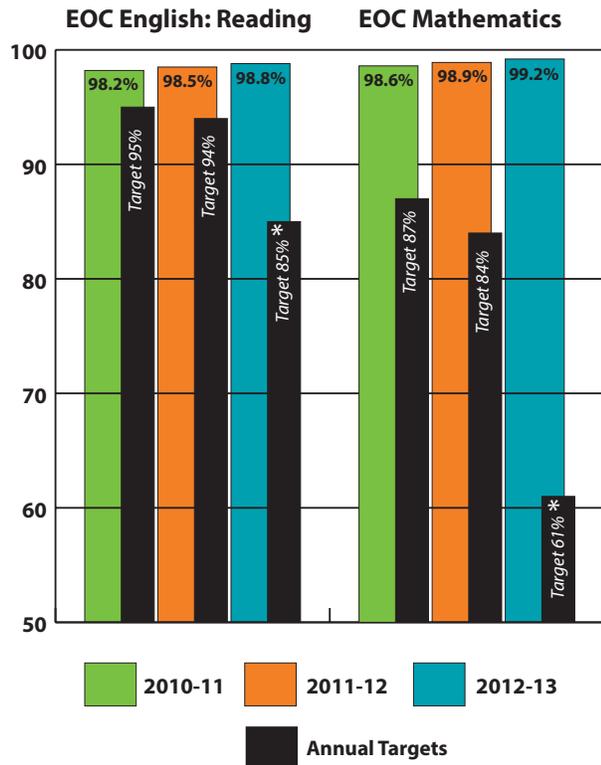
## Top Statewide Occupational Projections

Occupation	2012 Median Wage Virginia Statewide	2020 Projected Employment	Typical Education Needed for Entry
Registered Nurses	\$62,630	77,857	Associate degree
Business Management Analysts	\$91,160	72,140	Bachelor's degree
Business General and Operations Managers	\$111,710	59,361	Bachelor's degree
Retail Sales Supervisors	\$37,800	50,223	High school diploma
Software Developers, Systems Software	\$112,410	48,184	Bachelor's degree
Accountants and Auditors	\$68,710	47,032	Bachelor's degree
Heavy and Tractor-Trailer Truck Drivers	\$35,880	46,334	Postsecondary certificate
Elementary School Teachers	\$54,810	44,796	Bachelor's degree
Computer Systems Analysts	\$91,870	42,177	Bachelor's degree
Manufacturing Maintenance and Repair Workers	\$35,020	35,802	High school diploma
Carpenters	\$36,660	34,726	High school diploma
Network & Systems Architects and Administrators	\$85,000	27,294	Bachelor's degree
Secondary School Teachers	\$55,480	27,293	Bachelor's degree
Executive Secretaries and Assistants	\$47,360	26,915	Some college
Automotive Service Technicians	\$40,450	26,539	Postsecondary certificate
Licensed Practical Nurses	\$39,210	25,741	Postsecondary certificate
Lawyers	\$115,730	23,275	Professional degree
Electricians	\$44,330	23,186	Postsecondary certificate
Construction Managers	\$89,060	18,336	Associate degree
Plumbers, Pipefitters, and Steamfitters	\$42,740	18,231	High school diploma
Police and Sheriff's Patrol Officers	\$47,100	17,798	Some college
Market Research Analysts and Specialists	\$64,260	16,737	Bachelor's degree
Manufacturing Production Supervisors	\$56,110	14,492	Postsecondary certificate
Civil Engineers	\$77,650	11,876	Bachelor's degree
Financial Analysts	\$80,150	11,569	Bachelor's degree
Mental Health Counselors	\$42,730	10,384	Master's degree
Industrial Machinery Mechanics	\$43,970	10,282	High school diploma
Pharmacists	\$118,780	9,341	Professional degree
Welders, Cutters, Solderers, and Brazers	\$38,490	9,163	High school diploma
Graphic Designers	\$51,170	8,799	Bachelor's degree
Firefighters	\$43,570	8,573	Postsecondary certificate
Interpreters and Translators	\$89,650	7,781	Bachelor's degree
Landscaping Supervisors	\$43,380	6,996	High school diploma
Dental Hygienists	\$82,770	6,740	Associate degree
Electronics Engineers	\$97,760	5,920	Bachelor's degree
Telecommunications Equipment Installers	\$52,050	5,706	Postsecondary certificate
Meeting, Convention, and Event Planners	\$56,050	5,669	Bachelor's degree
Aerospace Engineers	\$126,130	5,170	Bachelor's degree
Food Service Managers	\$55,780	5,052	High school diploma
Massage Therapists	\$51,870	4,989	Postsecondary certificate
Environmental Scientists and Specialists	\$75,270	4,630	Bachelor's degree
Technical Writers	\$71,610	4,099	Bachelor's degree
Construction and Building Inspectors	\$50,280	3,991	Some college
Veterinarians	\$87,610	2,987	Professional degree
Chefs and Head Cooks	\$41,580	2,694	High school diploma

Source: Virginia Employment Commission, Virginia Occupational Employment Projections 2010-20

## Details & Trends

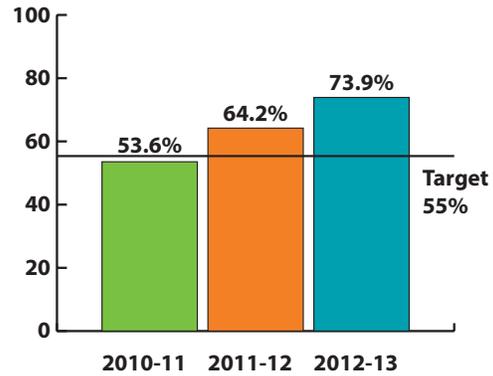
### (1S1 & 1S2) Academic Attainment



Students who completed a CTE program and were also enrolled in an academic course for which a Standard of Learning end-of-course test is required, attained a passing score on the EOC English: Reading test and EOC mathematics test (highest level).

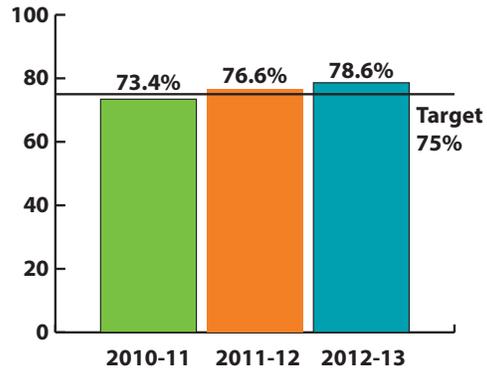
\* Based on Virginia's Annual Measurable Objectives (AMOs) for all students under the Elementary and Secondary Education Act (ESEA), flexibility waivers granted by USDOE, March 2013.

### Completers Participating in Credentialing Tests (B)



(B) Completers who participated in one or more Board-approved credentialing test(s)

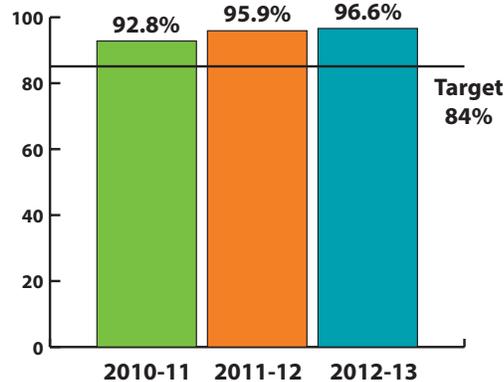
### Test Takers Passing Credentialing Test (C)



(C) Not all CTE Completers participate in the externally validated credentialing test. There are age restrictions set by certain credentialing entities which would prohibit the student from testing until after high school. The cost of external credentialing tests range from \$10 to \$155 per test or an approximate average cost of \$55 per test.

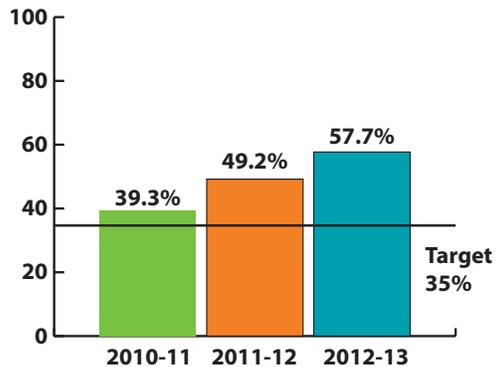
### (2S1) Technical Skills Attainment

#### Student Competency Rate (A)



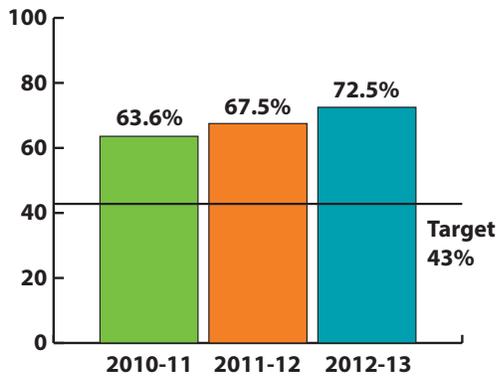
(A) Completers who attained 80% of the essential competencies

#### Completers Passing Credentialing Test (D)



(D) Of all Completers, those who passed a credentialing test

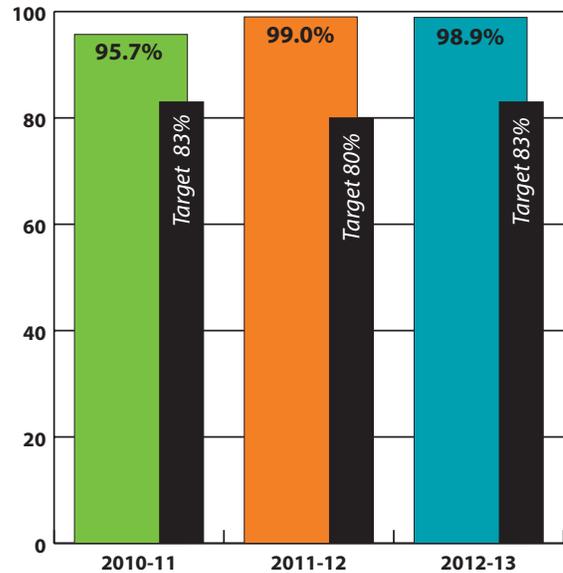
### College and Career Readiness (E)



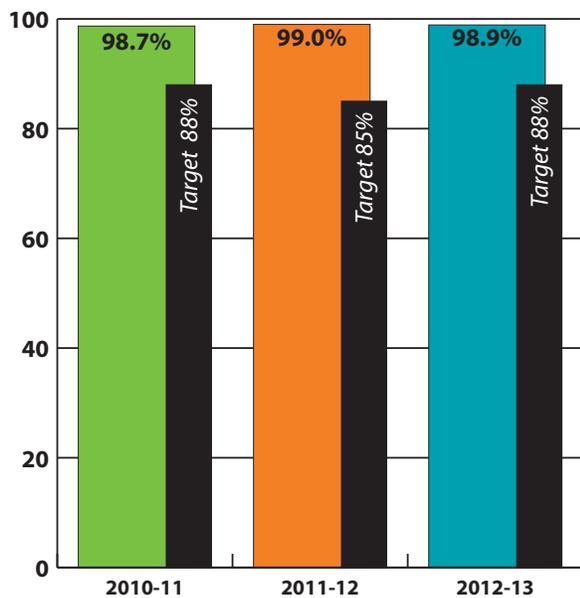
(E) Completers who passed a credential test plus Completers who earned an Advanced Studies Diploma and did not pass a credentialing test

**Information indicator** - 33.4% of Completers (13,605 of 40,761) earned an Advanced Studies Diploma and passed a credentialing test

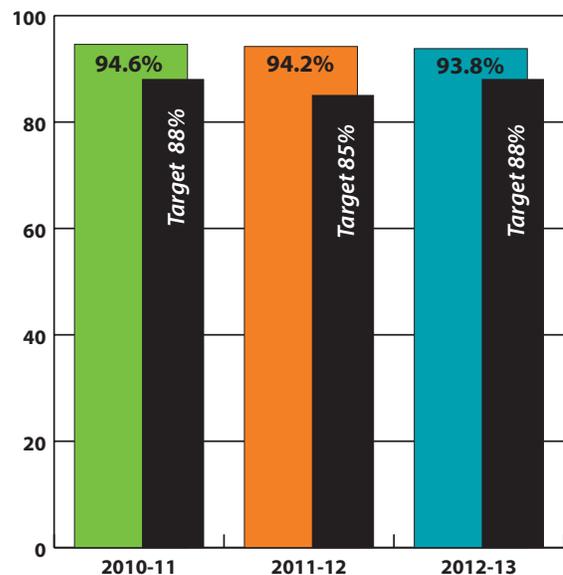
### (4S1) Graduation Rate



### (3S1) Secondary Program Completion Rate



### (5S1) Transition Rate



Completers surveyed indicated successful transition from secondary to postsecondary education, employment, military, or part-time combinations of these transition indicators.

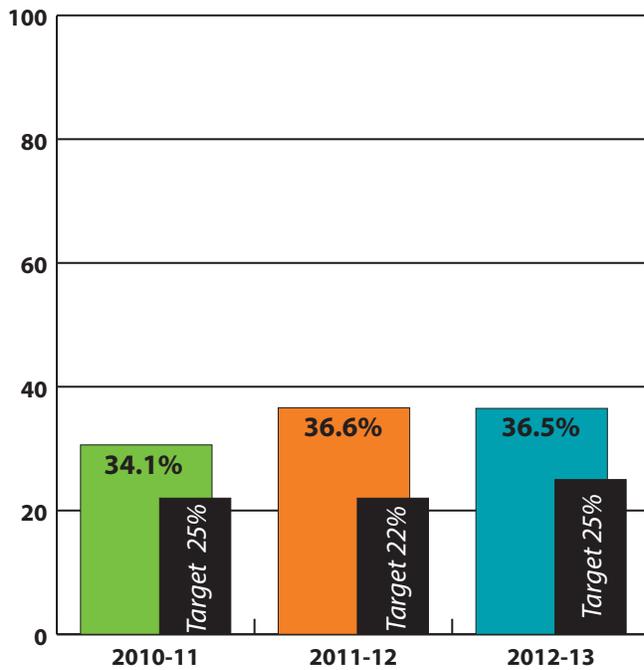
For three consecutive years, more than 93% of Completers surveyed indicated successful transition after high school graduation, which exceeded the transition targets.

**2010-11** -- 77.8% of Completers (30,859 of 39,684) responded to the CTE follow-up survey, which exceeded the 75% response rate target

**2011-12** -- 76.5% of Completers (31,603 of 41,329) responded to the CTE follow-up survey, which exceeded the 75% response rate target

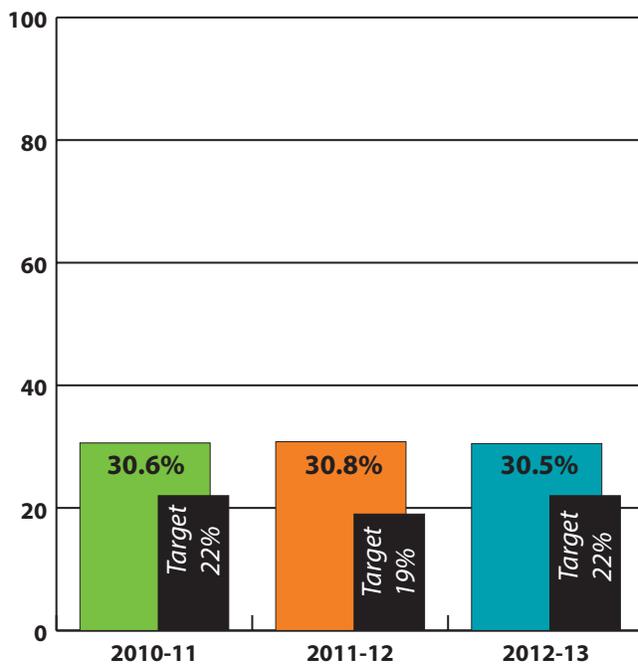
**2012-13** -- 76.9% of Completers (32,042 of 41,677) responded to the CTE follow-up survey, which exceeded the 75% response rate target

**(6S1) Nontraditional Career Preparation**  
(Enrollment Rate)



Total (combined) **enrollment** rate in state-identified courses for nontraditional career preparation of the gender that comprises less than 25%

**(6S2) Nontraditional Career Preparation**  
(Completion Rate)



Total (combined) **completion** rate in state-identified courses for nontraditional career preparation of the gender that comprises less than 25%

## 2012-2013 STATEWIDE PERFORMANCE SUMMARY BY DIVISION

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1 88%	4S1 83%	5S1 88%	6S1 25%	6S2 22%
	1S1 85%	1S2 61%	2S1a 84%	2S1b 55%	2S1c 75%	2S1d 35%	2S1e 43%					
Accomack County	√	√	√	√	√	√	√	√	√	√	√	√
Albemarle County	√	√	√	√	√	√	√	√	√	√	√	■
Alexandria City	√	√	√	√	√	√	√	√	√	√	√	√
Alleghany County	√	√	√	√	√	√	√	√	√	■	√	■
Amelia County	√	√	√	√	■	√	√	√	√	√	√	√
Amelia-Nottoway Technical Center	-	-	√	√	■	√	√	-	√	√	√	■
Amherst County	√	√	√	■	√	■	√	√	√	√	√	√
Appomattox County	√	√	√	■	√	√	√	√	√	√	√	√
Arlington County	√	√	√	√	■	√	√	√	√	√	√	√
Augusta County	√	√	√	√	√	√	√	√	√	√	√	√
Bath County	√	√	√	√	√	√	√	√	√	√	■	■
Bedford County	√	√	√	√	■	√	√	√	√	√	√	√
Bland County	√	√	√	√	√	√	√	√	√	√	√	√
Botetourt County	√	√	√	√	√	√	√	√	√	√	√	√
Bridging Communities Reg.	-	-	√	√	■	√	√	-	√	√	√	√
Bristol City	√	√	√	√	√	√	√	√	√	√	√	√
Brunswick County	√	√	√	√	√	√	√	√	√	√	√	√
Buchanan County	√	√	√	■	√	■	■	√	√	√	√	√
Buckingham County	√	√	√	√	√	√	√	√	√	■	√	√
Buena Vista City	√	√	√	√	√	√	√	√	√	√	√	√
Campbell County	√	√	√	√	■	√	√	√	√	√	√	√
Caroline County	√	√	√	■	√	√	√	√	√	√	√	√
Carroll County	√	√	√	√	√	√	√	√	√	√	√	■
Charles City County	√	√	√	√	√	√	√	√	√	√	√	√
Charlotte County	√	√	√	√	√	√	√	√	√	√	√	√
Charlottesville Albemarle Tech	-	-	√	√	√	√	√	-	√	√	■	■
Charlottesville City	√	√	√	√	√	√	√	√	√	√	√	√
Chesapeake City	√	√	√	√	√	√	√	√	√	√	√	√

- √ Performance meets or exceeds the 2012-2013 Performance Standards.
- Did not meet Performance Standard for 2012-2013
- N/A

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1	4S1	5S1	6S1	6S2
	1S1 85%	1S2 61%	2S1a 84%	2S1b 55%	2S1c 75%	2S1d 35%	2S1e 43%	88%	83%	88%	25%	22%
Chesterfield County	√	√	√	√	√	√	√	√	√	√	√	√
Clarke County	√	√	√	√	√	√	√	√	√	√	■	√
Colonial Beach	√	√	√	■	■	■	√	√	√	■	√	√
Colonial Heights City	√	√	√	√	√	√	√	√	√	√	■	√
Covington City	√	√	√	√	■	√	√	√	■	√	√	√
Craig County	√	√	√	√	√	√	√	√	√	√	√	√
Culpeper County	√	√	√	√	√	√	√	√	√	√	√	√
Cumberland County	√	√	√	√	√	√	√	√	√	√	√	√
Danville City	√	√	√	√	■	√	√	√	√	■	√	√
Dickenson County	√	√	√	√	√	√	√	√	√	√	√	√
Dinwiddie County	√	√	√	√	√	√	√	√	√	√	√	√
Essex County	√	√	√	√	√	√	√	√	√	√	√	√
Fairfax County	√	√	√	√	√	√	√	√	√	√	√	√
Falls Church City	√	√	√	■	√	■	√	√	√	■	√	√
Fauquier County	√	√	√	■	√	√	√	√	√	√	√	√
Floyd County	√	√	√	√	■	√	√	√	√	√	√	■
Fluvanna County	√	√	√	√	√	√	√	√	√	√	√	■
Franklin City	√	√	√	√	√	√	√	√	√	√	√	√
Franklin County	√	√	√	√	√	√	√	√	√	√	√	√
Frederick County	√	√	√	√	√	√	√	√	√	√	√	√
Fredericksburg City	√	√	√	√	■	√	√	√	√	√	√	√
Galax City	√	√	√	√	√	√	√	√	√	√	√	√
Giles County	√	√	√	√	√	√	√	√	√	√	√	■
Gloucester County	√	√	√	√	■	√	√	√	√	√	√	■
Goochland County	√	√	√	■	√	■	√	√	√	√	√	■
Grayson County	√	√	√	√	■	√	√	√	√	√	√	√
Greene County	√	√	√	√	√	√	√	√	√	√	√	√
Greensville County	√	√	√	√	√	√	√	√	√	■	√	√
Halifax County	√	√	√	√	√	√	√	√	√	√	√	√
Hampton City	√	√	√	√	■	√	√	√	√	√	√	√

√ Performance meets or exceeds the 2012-2013 Performance Standards.

■ Did not meet Performance Standard for 2012-2013

- N/A

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1	4S1	5S1	6S1	6S2
	1S1 85%	1S2 61%	2S1a 84%	2S1b 55%	2S1c 75%	2S1d 35%	2S1e 43%	88%	83%	88%	25%	22%
Hanover County	√	√	√	√	√	√	√	√	√	√	√	■
Harrisonburg City	√	√	√	√	√	√	√	√	√	√	√	√
Henrico County	√	√	√	√	■	√	√	√	√	√	√	√
Henry County	√	√	√	√	■	√	√	√	√	√	√	√
Highland County	√	√	■	√	■	√	√	√	√	■	√	■
Hopewell City	√	√	√	√	√	√	√	√	√	■	√	√
Isle of Wight	√	√	√	√	√	√	√	√	√	√	√	√
Jackson River Technical Center	-	-	√	√	√	√	√	-	√	√	■	■
King and Queen County	√	√	√	■	■	■	√	√	■	√	√	√
King George County	√	√	√	■	■	■	√	√	√	√	√	√
King William County	√	√	√	√	√	√	√	√	√	√	√	√
Lancaster County	√	√	√	√	■	√	√	√	√	√	√	■
Lee County	√	√	√	√	■	√	√	√	√	■	√	√
Loudoun County	√	√	√	√	√	√	√	√	√	√	√	■
Louisa County	√	√	√	√	■	√	√	√	√	√	√	√
Lunenburg County	√	√	√	■	√	■	√	√	√	√	√	√
Lynchburg City	√	√	√	■	■	■	√	√	√	√	√	■
Madison County	√	√	√	■	√	√	√	√	√	√	■	√
Manassas City	√	√	√	■	■	■	√	√	√	√	√	√
Manassas Park City	√	√	√	√	■	√	√	√	√	√	√	√
Martinsville City	√	√	√	√	√	√	√	√	√	■	√	√
Massanutten Technical Center	-	-	√	√	■	√	√	-	√	√	■	■
Mathews County	√	√	√	√	√	√	√	√	√	√	√	■
Mecklenburg County	√	√	√	√	√	√	√	√	√	√	√	√
Middlesex County	√	√	√	■	■	■	√	√	√	√	√	■
Montgomery County	√	√	√	√	√	√	√	√	√	√	√	√
Nelson County	√	√	√	√	√	√	√	√	√	√	√	√
New Horizons Technical Center	-	-	√	√	√	√	√	-	√	√	■	√
New Kent County	√	√	√	√	√	√	√	√	√	√	√	√
Newport News City	√	√	√	√	■	√	√	√	√	√	√	√

√ Performance meets or exceeds the 2012-2013 Performance Standards.

■ Did not meet Performance Standard for 2012-2013

- N/A

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1	4S1	5S1	6S1	6S2
	1S1 85%	1S2 61%	2S1a 84%	2S1b 55%	2S1c 75%	2S1d 35%	2S1e 43%	88%	83%	88%	25%	22%
Norfolk City	√	√	√	√	■	√	√	√	√	√	√	√
Northampton County	√	√	√	√	■	√	√	√	√	√	√	√
Northern Neck Technical Center	—	—	√	√	■	√	√	—	√	√	■	■
Northumberland County	√	√	√	■	√	■	√	√	√	■	√	√
Norton City	√	√	√	■	√	■	√	√	√	√	√	√
Nottoway County	√	√	√	√	√	√	√	√	√	√	√	√
Orange County	√	√	√	√	√	√	√	√	√	√	√	√
Page County	√	√	√	√	√	√	√	√	√	√	√	√
Patrick County	√	√	√	■	■	■	√	√	√	√	√	√
Petersburg City	√	√	√	√	√	√	√	√	√	√	√	√
Pittsylvania County	√	√	√	√	√	√	√	√	√	√	√	√
Poquoson City	√	√	√	√	√	√	√	√	√	√	√	■
Portsmouth City	√	√	√	■	■	■	√	√	√	√	√	√
Powhatan County	√	√	√	√	√	√	√	√	√	√	√	√
Prince Edward County	√	√	√	√	■	√	√	√	√	√	√	√
Prince George County	√	√	√	√	■	√	√	√	√	√	√	■
Prince William County	√	√	√	√	■	√	√	√	√	■	√	√
Pulaski County	√	√	√	√	■	√	√	√	√	√	■	■
Radford City	√	√	√	√	√	√	√	√	√	√	■	■
Rappahannock County	√	√	√	√	√	√	√	√	√	√	√	√
Richmond City	√	√	√	√	√	√	√	√	√	√	√	√
Richmond County	√	√	√	√	√	√	√	√	√	√	√	√
Roanoke City	√	√	√	√	√	√	√	√	√	√	√	√
Roanoke County	√	√	√	√	√	√	√	√	√	√	√	√
Rockbridge County	√	√	√	√	√	√	√	√	√	√	√	√
Rockingham County	√	√	√	√	√	√	√	√	√	√	√	√
Rowanty Technical Center	—	—	√	■	√	■	■	—	■	■	■	■
Russell County	√	√	√	√	√	√	√	√	√	■	√	√
Salem City	√	√	√	√	√	√	√	√	√	√	√	√
Scott County	√	√	√	√	√	√	√	√	√	■	√	√

√ Performance meets or exceeds the 2012-2013 Performance Standards.

■ Did not meet Performance Standard for 2012-2013

— N/A

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1	4S1	5S1	6S1	6S2
	1S1 85%	1S2 61%	2S1a 84%	2S1b 55%	2S1c 75%	2S1d 35%	2S1e 43%	88%	83%	88%	25%	22%
Shenandoah County	√	√	√	√	■	√	√	√	√	√	√	√
Smyth County	√	√	√	√	■	√	√	√	√	√	√	√
Southampton County	√	√	√	√	√	√	√	√	√	√	√	√
Spotsylvania County	√	√	√	√	√	√	√	√	√	√	√	■
Stafford County	√	√	√	√	√	√	√	√	√	√	√	√
Staunton City	√	√	√	√	√	√	√	√	√	√	√	√
Suffolk City	√	√	√	√	√	√	√	√	√	√	√	√
Surry County	√	√	√	■	√	√	√	√	√	√	√	√
Sussex County	√	√	√	■	■	■	√	√	√	√	√	√
Tazewell County	√	√	√	√	√	√	√	√	√	√	√	√
The Pruden Center	-	-	√	√	√	√	√	-	√	■	■	√
Valley Vocational Technical Center	-	-	√	√	√	√	√	-	√	√	■	√
Virginia Beach City	√	√	√	√	√	√	√	√	√	■	√	√
Warren County	√	√	√	√	√	√	√	√	√	√	√	■
Washington County	√	√	√	√	√	√	√	√	√	√	√	√
Waynesboro City	√	√	√	√	√	√	√	√	√	■	√	√
West Point	√	√	√	√	√	√	√	√	√	√	√	√
Westmoreland County	√	√	√	■	√	√	√	√	√	■	√	√
Williamsburg-James City County	√	√	√	√	■	√	√	√	√	■	√	√
Winchester City	√	√	√	√	√	√	√	√	√	√	√	√
Wise County	√	√	√	√	√	√	√	√	√	■	√	√
Wythe County	√	√	√	√	√	√	√	√	√	√	√	√
York County	√	√	√	√	√	√	√	√	√	√	√	√

- √ Performance meets or exceeds the 2012-2013 Performance Standards.
- Did not meet Performance Standard for 2012-2013
- N/A

**Perkins Core Performance Measures  
Results and Targets  
2012-2013**



**Workforce Development Services  
September 2014**

**VIRGINIA COMMUNITY COLLEGE SYSTEM  
PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES  
2012-2013**

**Overview**

Perkins is a federally funded program targeting career and technical skill programs at the secondary and postsecondary levels. The program was initially established in 1963 with the passage of the Vocational Education Act, which was renamed in later authorizations by the program’s largest proponent, Carl D. Perkins. In 2007, Perkins III was revamped via legislation to Perkins IV. Perkins IV stresses increased accountability and greater linkages among secondary and postsecondary education and employment.

Goals of the Perkins program include:

- Further developing the academic, career and technical skills of students through high standards;
- Linking secondary and postsecondary career and technical programs;
- Disseminating national research about career and technical education; and
- Providing professional development and technical assistance to career and technical educators.

The Virginia Department of Education is the grant recipient of the Perkins funds for the Commonwealth. The VCCS receives 15 percent of the grant to administer the postsecondary component of the program.

The VCCS is expected to meet established targets each year and to report on the results of the performance measures. Continued Perkins funding is contingent upon achieving targets for each of these measures in future years. Institutions are considered to have met the target if they are within 90% of the target.

**Results for 2012-13**

In 2012-2013, the VCCS exceeded the target for measures 1P1 (technical skills attainment), 2P1 (program completion), and 3P1 (retention and transfer). The VCCS exceeded the 90% threshold for measure 4P1 (employment), but did not meet the 90% threshold for measure 5P1 (non-traditional gender representation) nor measure 5P2 (non-traditional gender completion). Table 1 below shows the performance of the VCCS on each of the six measures and compares the actual results to the Perkins targets and thresholds, and also compares the results to the previous year. Compared to the previous year, the VCCS improved its performance on two of the measures but experienced slight decreases in the other four measures.

**Table 1: VCCS Performance on Perkins Measures**

Perkins Performance Measure	Actual	Actual	Target	Diff. Actual vs. Target	Increase from 11-12 to 12-13	90 % of Target	Result
	2011-12	2012-13	2012-13				
1P1: Technical Skills Attainment	75.8	75.7	76.0	1.7	-0.1	68.4	Exceeds 90% Threshold
2P1: Completion	41.1	42.7	41.0	2.2	1.6	36.9	Exceeds Target
3P1: Retention and Transfer	67.7	64.1	66.0	1.1	-3.6	59.4	Exceeds 90% Threshold
4P1: Employment	68.5	68.5	76.1	-7.6	0.0*	68.5	Meets 90% Threshold
5P1: Non-traditional Gender Representation	17.9	15.4	20.0	-4.6	-2.5	18.0	Below 90% Threshold
5P2: Non-traditional Gender Completion	15.6	14.4	18.1	-3.7	-1.2	16.3	Below 90% Threshold

\* Calculation methodology for measure 4P1 changed since 2011-12 to account for CTE graduates who return to VCCS college.

The remaining document provides definitions for how the measures are calculated for postsecondary education and how colleges performed in 2012-2013. Definitions and methods for calculating the performance measures are provided in the Appendix.

### **Individual College Success by Perkins Measure**

Individual college performance on the Perkins measures varied in 2012-2013. Table 2 provides data on performance for the 23 community colleges. If the data point is labeled in blue font, then the college did not meet the target for the particular measure. If the data point is labeled in blue font and the cell is shaded, then the college did not meet the target nor did it meet the 90% threshold. College performance on each of the six measures is summarized below.

- **1P1 Technical Skills:** 15 of 23 colleges exceeded the target, and all but two colleges exceeded the 90% threshold.
- **2P1 Completion:** All but six colleges exceeded the target. Only three colleges did not meet the 90% threshold.
- **3P1 Retention and Transfer:** Four colleges exceeded the target. Only four colleges did not meet the 90% threshold.
- **4P1 Employment:** Four colleges exceeded the target while ten colleges did not meet the 90% threshold.
- **5P1 Nontraditional Gender Representation:** Two colleges met the target while the other 21 colleges did not meet the 90% threshold.
- **5P2 Nontraditional Gender Completion:** Five colleges met the target while 17 colleges did not meet the 90% threshold.

Each year, colleges that do not meet the state's target at the 90% threshold for any measure are required to develop a plan for improvement of that measure. In FY 2006, VCCS began to require colleges to allocate a portion of their Perkins funds towards the measure(s).

### **Summary of 2012-13 VCCS Performance on Perkins Measures**

- Virginia Western Community College was the only college to meet at least the 90% threshold for all performance measures.
- Two colleges met at least the 90% threshold in five of the six measures, while 13 colleges met the 90% threshold in more than half of the measures.
- The VCCS achieved the 90% threshold for measure 4P1 (Employment) in 2012-13 after failing to meet the threshold in 2011-12.
- The VCCS needs to improve performance in the measures for non-traditional gender participation and completion. Only two colleges met the 90% threshold for measure 5P1 (non-traditional gender participation), and only six colleges met the 90% threshold for measure 5P2 (non-traditional gender completion).
- For the second consecutive year, the VCCS met the performance threshold in four of the six Perkins measures. However, performance declined in four of the six measures compared to 2011-12.

TABLE 2: INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2012-2013								
	1P1	2P1	3P1	4P1*	5P1	5P2	# Did not meet Target	# Did not meet 90%
	Technical Skills	Completion	Retention and Transfer	Employment	Non-traditional Gender Rep.	Non-traditional Gender Completion		
<b>Target</b>	<b>76.0</b>	<b>41.0</b>	<b>66.0</b>	<b>76.1</b>	<b>20.0</b>	<b>18.1</b>	<b>XX.X</b>	<b>XX.X</b>
<b>90% of Target</b>	<b>68.4</b>	<b>36.9</b>	<b>59.4</b>	<b>68.5</b>	<b>18.0</b>	<b>16.3</b>		
<b>Blue Ridge</b>	77.6%	53.8%	65.1%	76.8%	13.0%	7.0%	3	2
<b>Central Virginia</b>	77.5%	50.6%	60.0%	76.9%	13.8%	15.9%	3	2
<b>Dabney S. Lancaster</b>	68.0%	50.9%	61.8%	65.8%	20.0%	17.6%	4	2
<b>Danville</b>	71.5%	48.4%	60.0%	66.9%	12.1%	9.0%	5	3
<b>Eastern Shore</b>	71.5%	53.8%	64.4%	81.4%	2.8%	2.7%	4	2
<b>Germanna</b>	77.3%	36.4%	65.4%	67.3%	13.4%	8.9%	5	4
<b>J. Sargeant Reynolds</b>	79.0%	37.9%	64.5%	79.4%	15.4%	12.6%	4	2
<b>John Tyler</b>	76.0%	35.9%	65.2%	75.8%	14.1%	16.0%	5	3
<b>Lord Fairfax</b>	79.7%	51.6%	66.6%	73.7%	8.5%	5.6%	3	2
<b>Mountain Empire</b>	81.3%	47.2%	57.7%	59.2%	11.7%	8.6%	4	4
<b>New River</b>	71.9%	45.2%	61.2%	71.1%	12.8%	11.3%	5	2
<b>Northern Virginia</b>	74.5%	46.2%	67.4%	64.5%	17.3%	18.2%	3	2
<b>Patrick Henry</b>	78.4%	44.1%	60.5%	69.2%	15.2%	18.8%	3	1
<b>Paul D. Camp</b>	78.1%	38.6%	52.0%	70.5%	12.9%	8.4%	5	3
<b>Piedmont</b>	77.4%	42.6%	68.3%	73.0%	17.0%	18.6%	2	1
<b>Rappahannock</b>	77.9%	52.6%	63.4%	68.6%	7.4%	7.2%	4	2
<b>Southside Virginia</b>	77.4%	47.8%	56.7%	63.5%	11.3%	12.9%	4	4
<b>Southwest Virginia</b>	81.9%	43.7%	53.5%	59.9%	14.3%	12.4%	4	4
<b>Thomas Nelson</b>	67.9%	38.7%	62.7%	64.2%	12.5%	14.4%	6	4
<b>Tidewater</b>	75.4%	31.2%	64.3%	66.0%	17.2%	18.8%	5	3
<b>Virginia Highlands</b>	81.0%	45.2%	62.1%	64.6%	14.6%	5.0%	4	3
<b>Virginia Western</b>	73.8%	46.0%	66.7%	75.1%	20.3%	20.3%	2	0
<b>Wytheville</b>	79.1%	63.0%	62.4%	73.1%	13.5%	10.8%	4	2
<b>VCCS</b>	<b>75.7%</b>	<b>42.7%</b>	<b>64.1%</b>	<b>68.5%</b>	<b>15.4%</b>	<b>14.4%</b>	<b>5</b>	<b>2</b>

\* 4P1 Employment is based on student matches with Virginia Employment Commission records and does not include self-employment, employment with the federal government/military, or employment in another state. Therefore, verifiable rates tend to be lower in areas with military bases, large federal employers or with colleges bordering other states.

# Appendix

## Method of Calculating Postsecondary Perkins Performance Measures

Performance measures are calculated based on three different classifications of students: participants, concentrators and completers. The following is a definition for each classification:

- Participant: A student who has declared a career and technical education (CTE) major and is enrolled in courses during the reporting year
- Concentrator: A participant who has earned 12 or more degree-bearing credits
- Completer/graduates: A concentrator who earned a credential or a degree (graduated) during the reporting year.

<b>Method of Calculating Postsecondary Perkins Performance Measures</b>	
<b>Measure</b>	<b>Method</b>
<b>1P1: Technical Skills Attainment</b>	<p><i>Technical skills attainment measures the percentage of CTE students who earn a GPA of 2.5 or greater.</i></p> <p><b>Numerator:</b> Number of CTE concentrators who accumulate a GPA of 2.5 or greater during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators during the reporting year.</p>
<b>2P1: Completion</b>	<p><i>Completion measures the percentage of career and technical completers/graduates of those students leaving postsecondary education.</i></p> <p><b>Numerator:</b> Number of completers, who in the reporting year earned a degree, a certificate, or an industry-recognized credential.</p> <p><b>Denominator:</b> Number of CTE concentrators in the reporting year who left postsecondary education (graduated or did not return to postsecondary education).</p>
<b>3P1: Retention/Transfer</b>	<p><i>Retention and transfer is a measure of students who are retained in community college or transfer to college/university one year later.</i></p> <p><b>Numerator:</b> Number of CTE concentrators who, after one-year, re-enrolled at a VCCS college or transferred to another college or university.</p> <p><b>Denominator:</b> Number of CTE concentrators enrolled during the reporting year less graduates.</p>
<b>4P1: Employment</b>	<p><i>Employment is a measure of the percentage of graduates who are employed 6 months after graduation.</i></p> <p><b>Numerator:</b> Number of CTE completers who were employed during the September-December time period following graduation.</p> <p><b>Denominator:</b> Number of CTE completers in the reporting year who left postsecondary education.</p>
<b>5P1: Nontraditional Participation</b>	<p><i>Non-traditional participation is measure of the percentage of gender minority enrollments in CTE programs that are related to occupations identified as gender under-represented (less than 25% minority employment, U.S. Census Household Survey).</i></p> <p><b>Numerator:</b> Number of minority gender students who enrolled in a gender under-represented CTE program.</p> <p><b>Denominator:</b> Total number of students enrolled in a gender under-represented CTE program.</p>
<b>5P2: Nontraditional Completion</b>	<p><i>Non-traditional completion is measure of the percentage of gender minority graduates from CTE programs that are related to occupations identified as gender under-represented (less than 25% minority employment, U.S. Census Household Survey).</i></p> <p><b>Numerator:</b> Number of minority gender students who graduated from gender under-represented CTE programs.</p> <p><b>Denominator:</b> Total number of students graduating from gender under-represented CTE programs.</p>

For additional questions please contact:

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