

Virginia Board of Education Agenda Item



Agenda Item: M

Date: October 26, 2017

Title	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		
Presenter	Ms. Lolita B. Hall, Director of Career, Technical, and Adult 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:

No action requested.

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 knowledge and skills necessary for the 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-level [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 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 that were granted by the U. S. Department of Education in August 2012. Additionally, the technical skills attainment measure was modified by the Board to include the 2S1C (test takers passing credentialing tests), 2S1D (completers passing credentialing tests), and 2S1E (completers who passed a credentialing test plus completers who earned an Advanced Studies Diploma and did not pass a credentialing test), 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.

In July 2014, the U.S. Department of Education approved the extension of Virginia's ESEA flexibility waiver based on revised methodology.

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 2015-16, Virginia met or exceeded all performance targets for secondary CTE programs. The VCCS met or exceeded four of the six performance targets but did not meet the 90 percent threshold for two measures (5P1- nontraditional gender representation and 5P2- nontraditional gender completion). Compared to the previous year, the largest improvements were within measures 5P1 and 5P2.

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 Measures Not Met for Two and Three Consecutive Years

Code	State Secondary Performance Measure	School Divisions/Centers Did not meet for past two consecutive years (2014-2016)	School Divisions/Centers Did not meet for past three consecutive years (2013-2016)
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	4	2
2S1-B	Technical Skills Attainment – Completers Participating in Credentialing Tests	6	4
2S1-C	Technical Skills Attainment – Test Takers (Completers) Passing Credentialing Tests	8	5
2S1-D	Technical Skills Attainment – Completers Passing Credentialing Tests	5	4
2S1-E	Technical Skills Attainment – Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not take a credentialing test. (College and Career Readiness)	2	1
3S1	Secondary Program Completion Rate	None	None
4S1	Graduation Rate	3	None
5S1	Transition from Secondary School to Postsecondary Education, Employment or Military	10	5
6S1	Nontraditional Career Preparation Enrollment	22	17
6S2	Nontraditional Career Preparation Completion	30	13

Code	State Postsecondary Performance Measure	Community Colleges Did not meet for past two consecutive years (2014-2016)	Community Colleges Did not meet for past three consecutive years (2013-2016)
1P1	Technical Skills Attainment	None	None
2P1	Completion	2	2
3P1	Retention and Transfer	2	2
4P1	Employment	None	None
5P1	Nontraditional Gender Representation	18	17
5P2	Nontraditional Gender Completion	13	12

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 2015-2016

Commonwealth of Virginia Department of Education
Office of Career, Technical, and Adult Education

Statewide Annual Performance Report 2015-2016

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's 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 are 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; a state license 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.

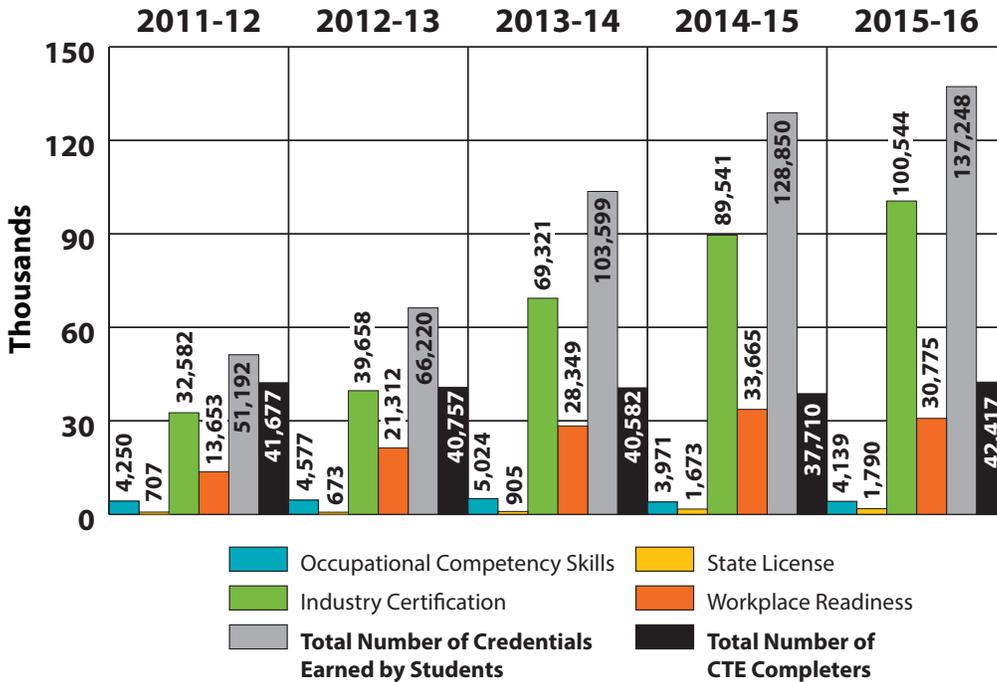
STATEWIDE ANNUAL PERFORMANCE 2015-2016 SUMMARY

Virginia met all performance targets for the 2015-2016 School Year as outlined below. For details see pages 7-14.

Career and Technical Education Perkins IV Performance Standards and Measures					
Code	Core Indicators	Targets	Performance	Met	Not Met
1S1	Academic Attainment End of Course (EOC) English 11: Reading	75%*	98.95% (41,708 of 42,152)	√	
1S2	Academic Attainment EOC Mathematics (Highest level)	75%*	99.11% (41,748 of 42,150)	√	
2S1	Technical Skills Attainment				
	A. Student Competency Rate	90%	97.12% (41,196 of 42,417)	√	
	B. Completers Participating in Credentialing Tests	70%	92.87% (39,391 of 42,417)	√	
	C. Test Takers (Completers) Passing Credentialing Tests	79%	89.62% (35,303 of 39,391)	√	
	D. Completers Passing Credentialing Tests	58%	83.23% (35,303 of 42,417)	√	
	E. Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not take a credentialing test. (College and Career Readiness)	50%	87.30% (37,030 of 42,417)	√	
	Information Indicator -Completers who earned an Advanced Studies Diploma and passed a credentialing test.	Not Applicable	45.59% (19,336 of 42,417)	--	--
3S1	Secondary Program Completion Rate	95%	98.76% (42,413 of 42,945)	√	
4S1	Graduation Rate	92%	96.68% (41,006 of 42,413)	√	
5S1	Transition from Secondary School to Postsecondary Education, Employment or Military	92%	95.70% (29,781 of 31,120)	√	
	Program Completer Response Rate	75%	79.20% (31,120 of 39,291)	√	
6S1	Nontraditional Career Preparation Enrollment	30%	34.69% (117,755 of 339,469)	√	
6S2	Nontraditional Career Preparation Completion	26%	33.70% (9,645 of 28,622)	√	

*Based on Virginia's Annual Measurable Objectives (AMO) for all students under the ESEA Act, flexibility waivers were granted by USDOE in March 2013. Reading – Calculated based on results of the new statewide reading assessments administered for the first time during the 2012-2013 school year. Mathematics – Calculated in fall 2012 based on results of new statewide mathematics assessments administered the first time during the 2011-2012 school year. In July 2014, USDOE approved the extension of Virginia's ESEA flexibility waiver based on revised methodology.

Virginia's Credentialing Trends

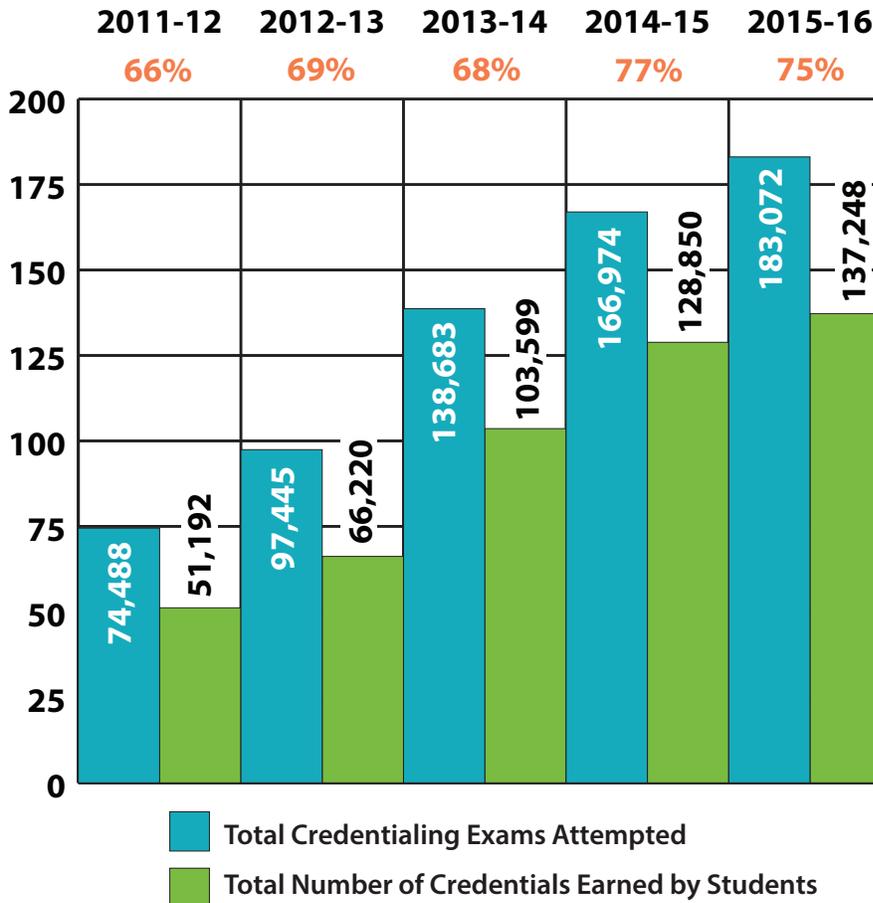


Secondary schools report the number of credentials earned by students for passing occupational competency skills assessments, state licensure examinations, industry certification examinations, and workplace readiness skills assessments.

Beginning 2014-15, the Workplace Readiness Skills for the Commonwealth results are reported directly to VDOE by Career and Technical Education Consortium of States (CTECS)

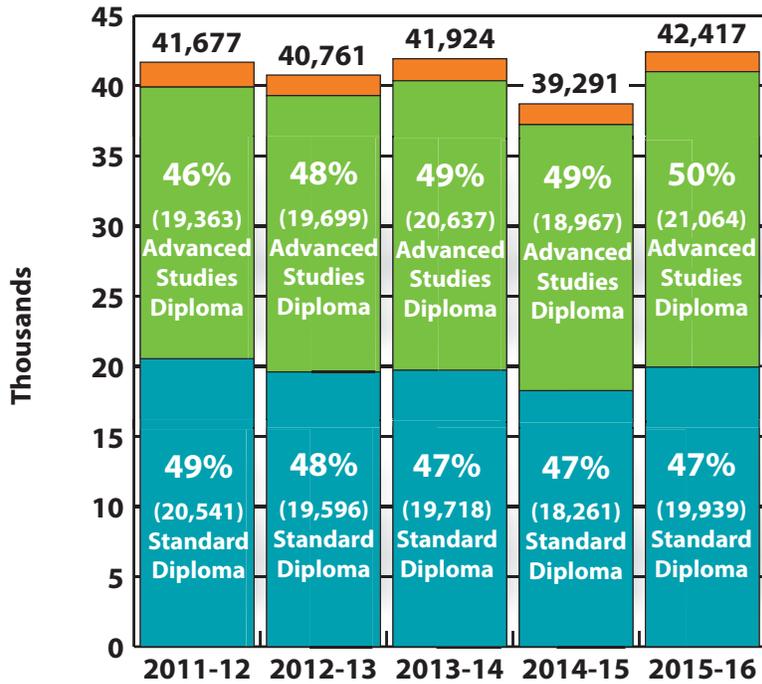
Source: Virginia's School Report Card

Pass Rates of Exams Attempted vs Earned



Note: Totals include multiple exams attempted/earned by individual students. The cost of credentialing tests range from 10\$ 300\$ per test.

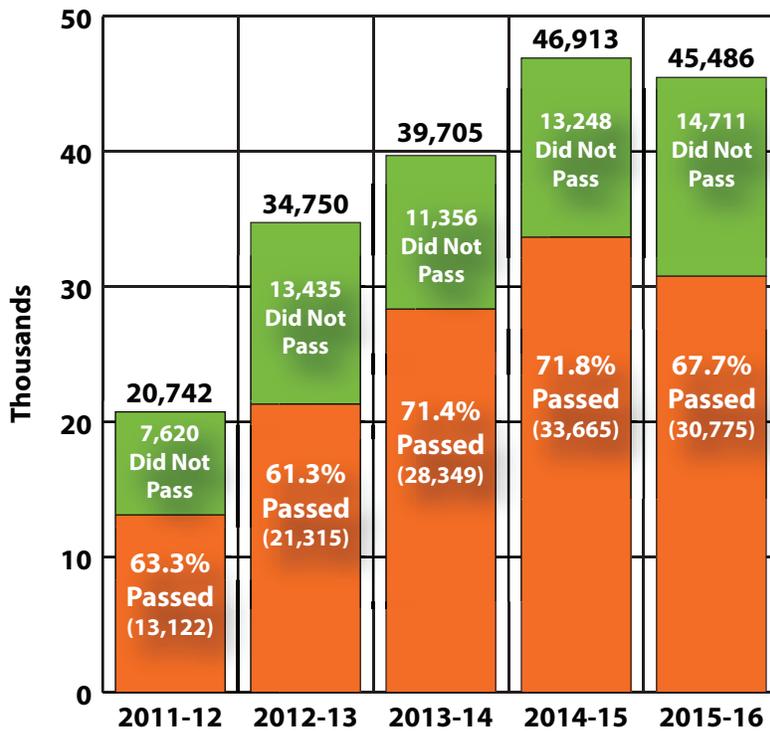
Completers Graduated with Standard and Advanced Studies Diplomas



For the past four years, 96% or more of CTE Completers graduated high school with a Standard or Advanced Studies Diploma.

Beginning in 2013-2014, first time ninth grade students (graduating class of 2017) are required to earn a Board-approved career and technical education credential to graduate with a Standard Diploma.

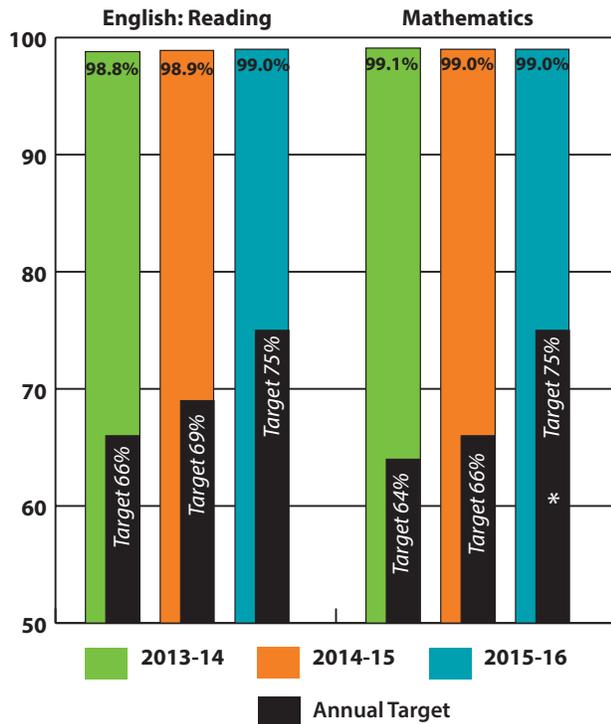
Workplace Readiness Skills for the Commonwealth Examination



Source: Career and Technical Consortium of States (82 school divisions participated in 2012, 107 in 2013, 109 in 2014, and 107 in 2015.)

Details & Trends

(1S1 & 1S2) Academic Attainment

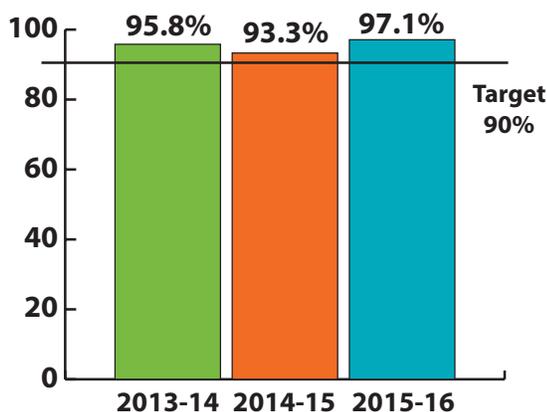


Students who completed a CTE program and were also enrolled in an academic course for which a Standard of Learning end-of-course test is required, attained a passing score on the EOC English: Reading test and EOC Mathematics test (highest level).

* Based on Virginia's Annual Measurable Objectives (AMOs) for all students under the Elementary and Secondary Education Act (ESEA), flexibility waiver based on revised methodology were approved by USDOE, July 2014.

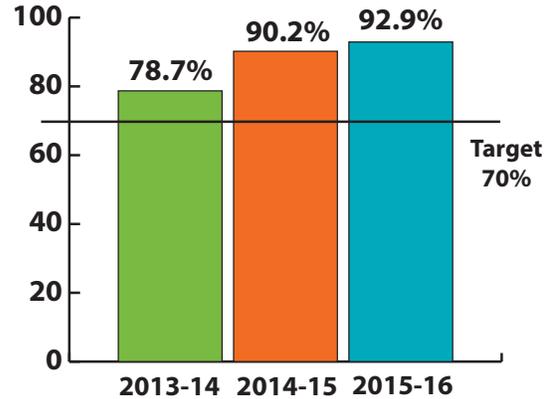
(2S1) Technical Skills Attainment

Student Competency Rate (A)



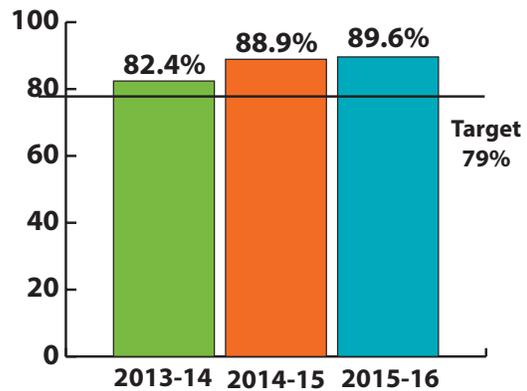
(A) Completers who attained 80% of the essential competencies

Completers Participating in Credentialing Tests (B)



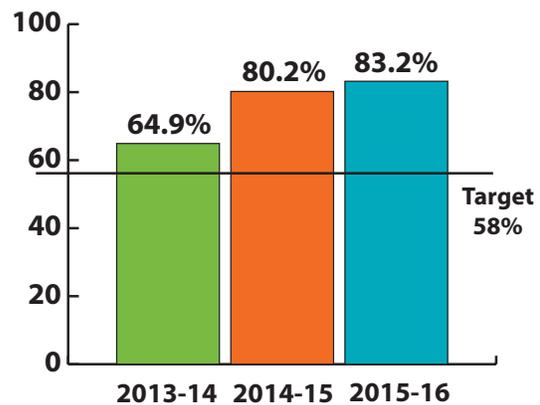
(B) Completers who participated in one or more Board-approved credentialing test(s)

Test Takers Passing Credentialing Test (C)



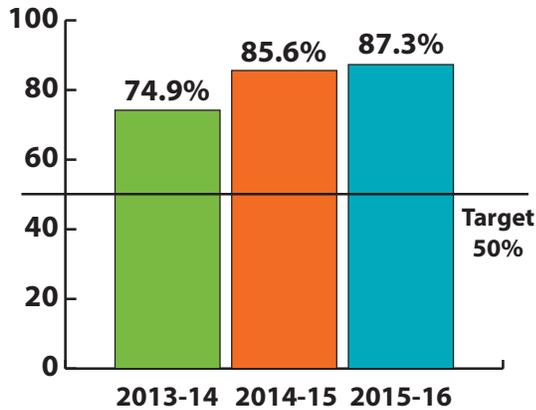
(C) Not all CTE Completers participate in the externally validated credentialing test. There are age restrictions set by certain credentialing entities which would prohibit the student from testing until after high school. The cost of external credentialing tests range from \$10 to \$300 per test.

Completers Passing Credentialing Test (D)



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

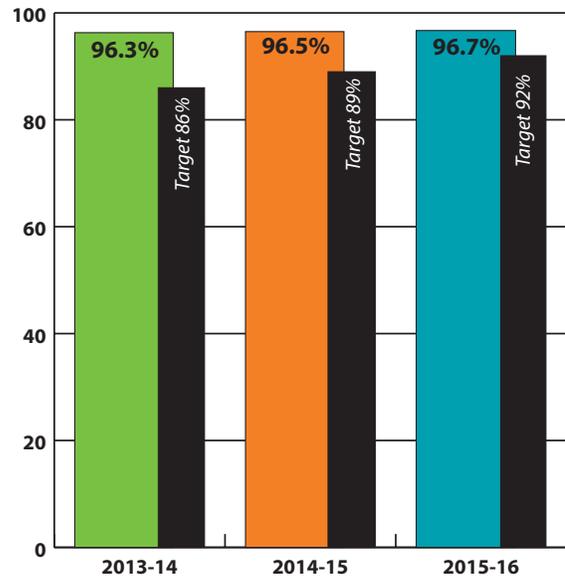
College and Career Readiness (E)



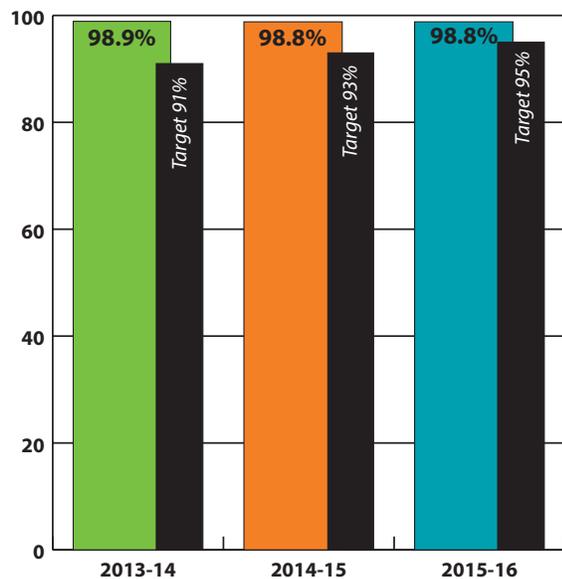
(E) Completers who passed a credential test plus Completers who earned an Advanced Studies Diploma and did not take a credentialing test

Information indicator - 45.6% of Completers (19,336 of 42,417) earned an Advanced Studies Diploma and passed a credentialing test

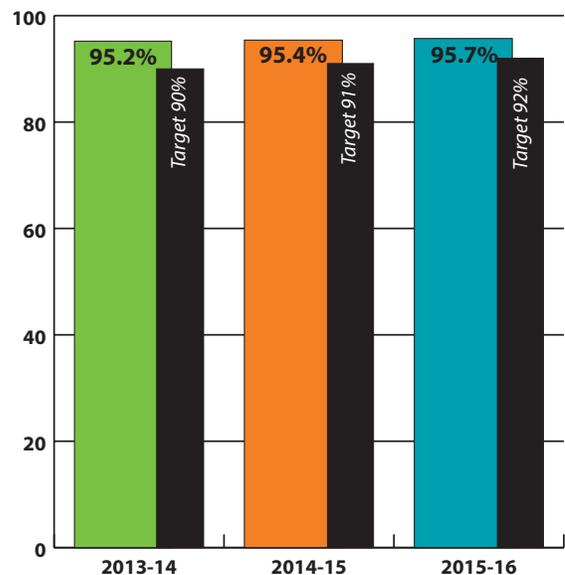
(4S1) Graduation Rate



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

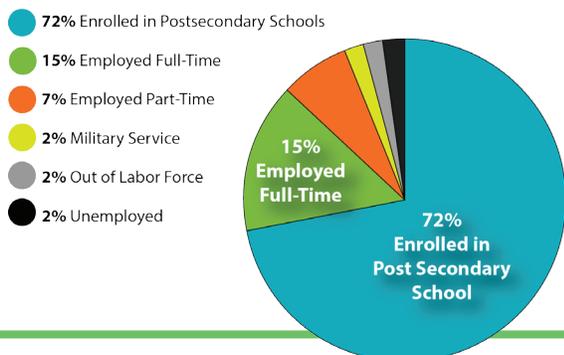
2012-13 -- 76.9% of Completers (32,042 of 41,677) responded to the CTE follow-up survey, which exceeded the 75% response rate target

2013-14 -- 77.19% of Completers (31,461 of 40,757) responded to the CTE follow-up survey, which exceeded the 75% response rate target

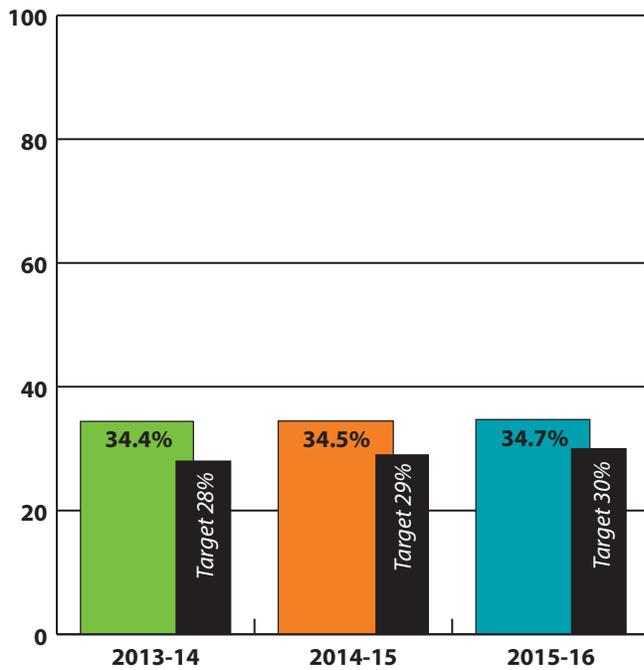
2014-15 -- 78.89% of Completers (33,068 of 41,916) responded to the CTE follow-up survey, which exceeded the 75% response rate target

2015-16 -- 79.20% of Completers (31,120 of 39,291) responded to the CTE follow-up survey, which exceeded the 75% response rate target

2015 Graduates One Year Later

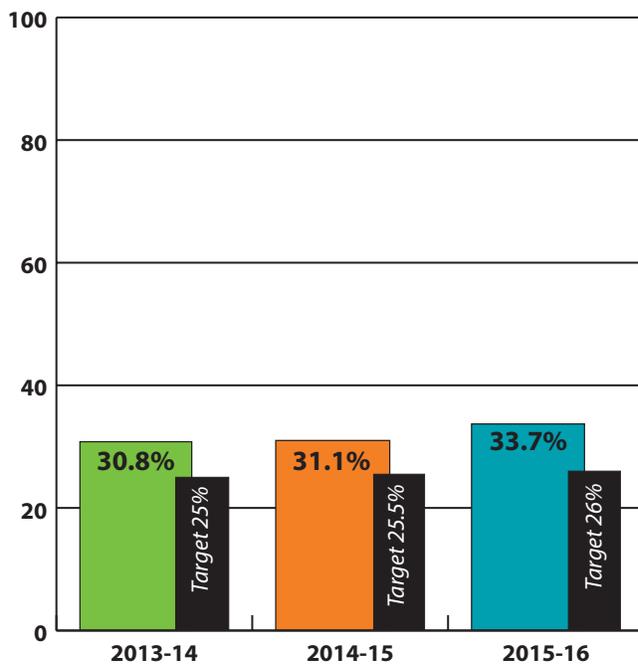


(6S1) Nontraditional Career Preparation (Enrollment Rate)



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%

2015-2016 STATEWIDE PERFORMANCE SUMMARY BY DIVISION

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1 95%	4S1 92%	5S1 92%	6S1 30%	6S2 26%
	1S1 75%	1S2 75%	2S1a 90%	2S1b 70%	2S1c 79%	2S1d 58%	2S1e 50%					
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 2015-2016 Performance Standards.
- Did not meet Performance Standard for 2015-2016
- N/A

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1	4S1	5S1	6S1	6S2
	1S1 75%	1S2 75%	2S1a 90%	2S1b 70%	2S1c 79%	2S1d 58%	2S1e 50%	95%	92%	92%	30%	26%
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	√	√	√	■	■	■	√	√	√	√	√	√
Greenville County	√	√	√	√	√	√	√	√	√	■	√	√
Halifax County	√	√	√	√	√	√	√	√	√	√	√	√
Hampton City	√	√	■	√	√	√	√	√	√	√	√	√

√ Performance meets or exceeds the 2015-2016 Performance Standards.
 ■ Did not meet Performance Standard for 2015-2016
 - N/A

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1 95%	4S1 92%	5S1 92%	6S1 30%	6S2 26%
	1S1 75%	1S2 75%	2S1a 90%	2S1b 70%	2S1c 79%	2S1d 58%	2S1e 50%					
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 2015-2016 Performance Standards.
■ Did not meet Performance Standard for 2015-2016
– N/A

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1	4S1	5S1	6S1	6S2
	1S1 75%	1S2 75%	2S1a 90%	2S1b 70%	2S1c 79%	2S1d 58%	2S1e 50%	95%	92%	92%	30%	26%
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 2015-2016 Performance Standards.
- Did not meet Performance Standard for 2015-2016
- N/A

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1 95%	4S1 92%	5S1 92%	6S1 30%	6S2 26%
	1S1 75%	1S2 75%	2S1a 90%	2S1b 70%	2S1c 79%	2S1d 58%	2S1e 50%					
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 2015-2016 Performance Standards.
- Did not meet Performance Standard for 2015-2016
- N/A

Selected Statewide Occupational Projections

Selected Occupation	2015 Median Wage ¹	2024 Projected Employment ²	Predominant Education Level ³
Registered Nurses	\$63,640	72,042	Bachelor's or more
Management Analysts	\$94,930	65,586	Bachelor's or more/Work experience
Accountants and Auditors	\$74,200	50,237	Bachelor's or more
Software Developers, Applications	\$103,490	45,360	Bachelor's or more
Elementary School Teachers (Except Spec. Ed.)	\$59,190	38,712	Bachelor's or more/Training/Certification
Computer Systems Analysts	\$95,370	35,183	Bachelor's or more
Software Developers, Systems Software	\$110,950	32,103	Bachelor's or more
Sales Representatives, Services, All Other	\$59,800	28,820	Bachelor's or more/Training/Certification
Licensed Practical Nurses	\$40,240	26,213	Associate/Some college/Training/Certification
Lawyers	\$123,230	24,149	Bachelor's or more
Police and Sheriff's Patrol Officers	\$49,860	20,855	Associate/Some college/Training/Certification
Marketing Research Analysts and Specialists	\$63,250	20,596	Bachelor's or more
Electricians	\$47,020	20,247	Associate/Some college/Training/Certification
Computer and Information Systems Managers	\$151,850	17,169	Bachelor's or more/Work experience
Plumbers, Pipefitters, and Steamfitters	\$44,170	13,536	High School/Training/Certification
Information Security Analysts	\$102,710	13,034	Bachelor's or more/Work experience
Heat, Air Conditioning, Refrigeration Mechanics	\$47,370	11,807	Associate/Some college/Training/Certification
Mental Health Counselors	\$43,460	10,374	Bachelor's or more/Training/Certification
Firefighters	\$48,730	10,187	Associate/Some college/Training/Certification
Industrial Machinery Mechanics	\$47,860	9,887	High School/Training/Certification
Paralegals and Legal Assistants	\$49,520	9,804	Associate/Some college
Personal Financial Advisors	\$85,710	8,021	Bachelor's or more/Training/Certification
Truck Mechanics and Diesel Engine Specialists	\$43,800	7,614	High School/Training/Certification
Operations Research Analysts	\$105,970	7,505	Bachelor's or more
Machinists	\$43,600	7,378	High School/Training/Certification
Physical Therapists	\$84,300	6,673	Bachelor's or more
Web Developers	\$78,680	6,638	Bachelor's or more
Health Specialties Teachers, Postsecondary	\$63,690	6,346	Bachelor's or more/Work experience
Radiologic Technologists	\$55,820	5,736	Associate/Some college
Dental Hygienists	\$80,770	5,383	Associate/Some college
Medical and Clinical Laboratory Technologists	\$58,020	5,154	Bachelor's or more
Nurse Practitioners	\$94,340	5,045	Bachelor's or more
Manufacturing Maintenance and Repair Workers	\$44,600	4,800	High School/Training/Certification
Dentists, General	\$127,980	4,692	Bachelor's or more
Automotive Body and Related Repairers	\$45,070	4,666	High School/Training/Certification
Clinical, Counseling, and School Psychologists	\$68,830	4,317	Bachelor's or more/Training/Certification
Construction and Building Inspectors	\$56,010	4,221	Associate/Some college/Training/Certification/Work experience
Special Education Teachers, Secondary School	\$57,050	4,159	Bachelor's or more/Training/Certification
Eligibility Interviewers, Government Programs	\$38,890	4,071	High School/Training/Certification
Speech-Language Pathologists	\$76,390	3,950	Bachelor's or more
Brickmasons and Blockmasons	\$45,240	3,653	High School/Training/Certification
Water/Wastewater Treatment/System Operators	\$40,940	3,652	Associate/Some college/Training/Certification
Environmental Scientists and Specialists	\$70,300	3,614	Bachelor's or more
Chefs and Head Cooks	\$38,480	3,502	High School/Work experience
Security and Fire Alarm Systems Installers	\$42,820	3,345	High School/Training/Certification
Interpreters and Translators	\$62,410	3,325	Bachelor's or more/Training/Certification
Technical Writers	\$75,750	3,316	Bachelor's or more/Training/Certification/Work experience
CTE Teachers, Secondary School	\$59,200	2,677	Bachelor's or more/Training/Certification/Work experience

¹ Wage data from the US Bureau of Labor Statistics Occupational Employment Statistics Program. Retrieved via <https://www.bls.gov/oes/tables.htm>. ² Estimates from Virginia Employment Commission, Occupational Projections (long-term) for Multiple Occupations in Virginia in 2014-2024. Retrieved via <https://data.virginialmi.com>.

³ Predominant level of education and training information determined by Trailblazers based on U.S. Bureau of Labor Statistics occupational education and training data. Retrieved via <http://ctetrailblazers.org/labor-market-data/>.



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**Perkins Core Performance Measures
Results and Targets
2015-2016**



**Workforce Development Services
October 2017**

**VIRGINIA COMMUNITY COLLEGE SYSTEM
PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES
2015-2016**

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 Virginia Community College System (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 2015-16

In the 2015-16 academic year, the VCCS exceeded the target for measure 4P1 (Employment), and exceeded the 90% threshold for measures 1P1 (technical skills attainment), 2P1 (Completion) and 3P1 (retention and transfer). However, the VCCS did not meet the 90% threshold for measures 5P1 (non-traditional gender representation) nor 5P2 (non-traditional gender completion). Table 1 shows the performance of the VCCS on each of the six measures and compares the actual results to the Perkins targets and thresholds, as well as to the results of the previous year. Compared to the previous year, the largest improvements were within Completion and Technical Skills Attainment. There was a slight decrease in Employment, but the VCCS still exceeded the target for this measure.

Table 1: VCCS Performance on Perkins Measures

Perkins Performance Measure	Actual	Actual	Target	Diff. Actual vs. Target	Change from 14-15 to 15-16	90 % of Target	Result
	2014-15	2015-16	2015-16				
1P1: Technical Skills Attainment	75.41	75.95	77.10	-1.15	0.54	69.39	Exceeds 90% Threshold
2P1: Completion	37.41	38.74	41.50	-2.76	1.33	37.35	Exceeds 90% Threshold
3P1: Retention and Transfer	64.27	64.66	66.25	-1.59	0.39	59.63	Exceeds 90% Threshold
4P1: Employment	73.06	71.65	69.00	2.65	-1.41	62.10	Exceeds Target
5P1: Non-traditional Gender Representation	16.16	16.12	20.15	-4.03	-0.04	18.14	Below 90% Threshold
5P2: Non-traditional Gender Completion	15.01	15.14	18.25	-3.11	0.13	16.43	Below 90% Threshold

The remaining document provides information on how each of the 23 community colleges performed on each of the Perkins measures in 2015-16. 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 2014-2015. 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 cell is shaded, then the college did not meet the 90% threshold for that measure. College performance on each of the six measures is summarized below.

- **1P1 Technical Skills:** 14 of 23 colleges exceeded the target, and all exceeded the 90% threshold.
- **2P1 Completion:** 12 of 23 colleges exceeded the target, while six colleges failed to meet the 90% threshold.
- **3P1 Retention and Transfer:** Only five colleges exceeded the target, but only three colleges did not meet the 90% threshold.
- **4P1 Employment:** 19 colleges exceeded the target, and all colleges exceeded the 90% threshold.
- **5P1 Nontraditional Gender Representation:** Only one college met the target, while another two colleges met the 90% threshold.
- **5P2 Nontraditional Gender Completion:** Four colleges met the target while another two colleges met 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 those measure(s).

Summary of 2015-16 VCCS Performance on Perkins Measures

- Central Virginia and Virginia Highlands were the only colleges to meet at least the 90% threshold for all performance measures.
- Five colleges met the 90% threshold in at least five of the six measures, while all colleges met the 90% threshold in at least half of the measures.
- VCCS system-wide performance was largely unchanged compared to 2014-15. The VCCS increased its performance slightly on four of the measures and decreased slightly on two of the measures. The largest increase was 1.3% on Measure 2P1 (Completion), while the largest decrease was 1.4 % on Measure 4P1 (Employment). Performance in each of the other four measures was within 0.5% of the previous year.
- Despite numerous efforts by VCCS and college staff to improve performance on the measures pertaining to non-traditional gender representation, the VCCS has continued to fall short on each of these two measures. In recognition of this fact, VCCS and VDOE staff have met with USDOE Perkins administrators to renegotiate the benchmarks for measures 5P1 and 5P2. USDOE agreed to lower the benchmarks for these measures with the agreement that the performance targets will continue to increase each year from the new benchmarks. The new performance targets will go into effect for the 2016-17 reporting cycle. Although the new benchmarks will relieve the VCCS and member colleges of the additional reporting responsibilities consequent of failing to meet the targets, efforts to improve performance in these measures will continue.

TABLE 2: INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2015-2016								
	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		
Target	77.10	41.50	66.25	69.00	20.15	18.25		
90% of Target	69.39	37.35	59.63	62.10	18.14	16.43	XX.X	XX.X
Blue Ridge	79.4%	58.3%	66.2%	76.4%	13.6%	10.3%	3	2
Central Virginia	76.6%	48.1%	61.5%	69.7%	17.7%	13.5%	4	2
Dabney S. Lancaster	79.3%	51.3%	65.8%	77.7%	18.6%	16.7%	3	0
Danville	77.1%	48.7%	60.8%	72.7%	13.6%	10.8%	3	2
Eastern Shore	73.6%	47.7%	64.6%	71.8%	8.3%	5.9%	4	2
Germanna	78.5%	34.3%	65.7%	70.9%	15.8%	12.8%	4	3
J. Sargeant Reynolds	78.2%	31.7%	62.8%	75.9%	16.5%	14.4%	4	3
John Tyler	75.4%	40.0%	66.9%	72.0%	14.6%	18.6%	3	1
Lord Fairfax	80.4%	40.9%	66.6%	74.6%	11.0%	10.4%	3	2
Mountain Empire	77.9%	56.0%	63.5%	78.3%	13.6%	10.4%	3	3
New River	75.7%	43.3%	62.6%	78.2%	8.1%	8.2%	4	2
Northern Virginia	74.0%	36.3%	66.8%	65.9%	17.6%	18.3%	4	2
Patrick Henry	80.6%	38.8%	59.2%	73.2%	13.1%	11.4%	4	3
Paul D. Camp	82.5%	47.8%	56.5%	76.5%	9.7%	8.3%	3	3
Piedmont	79.2%	36.7%	66.7%	74.2%	16.6%	21.6%	2	2
Rappahannock	74.6%	49.9%	62.0%	66.9%	12.5%	15.9%	5	2
Southside Virginia	80.3%	44.4%	53.1%	63.9%	10.2%	8.4%	4	3
Southwest Virginia	80.9%	41.1%	61.0%	74.7%	16.1%	16.5%	4	1
Thomas Nelson	69.8%	31.5%	63.6%	66.6%	14.7%	12.0%	6	3
Tidewater	76.3%	34.6%	65.2%	72.6%	18.4%	20.2%	4	1
Virginia Highlands	77.1%	48.0%	60.0%	79.1%	21.8%	20.1%	1	0
Virginia Western	72.8%	39.9%	67.2%	78.3%	15.6%	16.3%	4	2
Wytheville	80.2%	58.7%	64.7%	79.7%	11.5%	10.4%	3	2
VCCS	76.0%	38.7%	64.7%	71.7%	16.1%	15.1%	5	2

* 4P1 Employment is based on student matches with Virginia Employment Commission (VEC) records. Beginning with the 2013-14 academic year, employment is also based on student matches with the Wage Record Interchange System 2 (WRIS2), which provides unemployment insurance wage records from 39 states. Data from the VEC and WRIS2 do not include self-employment, employment with the military, or employment in states that do not participate in WRIS2. Therefore, verifiable rates tend to be lower in areas with military bases or large federal employers.

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.

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

For additional questions please contact:

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