

Virginia Board of Education Agenda Item



Agenda Item: S. **Date:** May 24, 2012

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 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 (no action required)

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

	Goal 1: Expanded Opportunities to Learn
x	Goal 2: Accountability of Student Learning
	Goal 3: Nurturing Young Learners
	Goal 4: Strong Literacy and Mathematics Skills
	Goal 5: Highly Qualified and Effective Teachers and Administrators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

The Board of Education approved the *Virginia System of Performance Standards and Measures* as part of the 2008-2013 Five Year State Plan for Career and Technical Education (CTE). The Virginia system addresses performance for CTE program completers on: academic attainment; technical skills attainment; secondary school completion; graduation rate; successful transition from secondary school to postsecondary education, employment, or military; and nontraditional career preparation. The federal Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) requires that the results on the negotiated state-adjusted levels of performance (targets) for secondary and postsecondary CTE be communicated to the Board and other audiences. Each school division and community college receives an annual report of performance.

The Virginia Department of Education met or exceeded all performance targets for secondary CTE. 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 has been calculated based on the 2010-2011 revised formula.

The Virginia Community College System met or exceeded five of six Perkins performance targets. While three performance measures were below the targets, the 90 percent threshold was met for each. 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. Performance targets that are not met by the school division and community college 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.

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 Measures**

**Statewide
Annual Performance
Report**

**School Year
2010-2011**

Statewide Annual Performance Report 2010-2011

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's 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 forecasted to experience the fastest growth in the coming years. Given the large percentage of jobs that require some type of postsecondary education or training (currently estimated at 63 percent of all jobs in the United States), 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); 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.

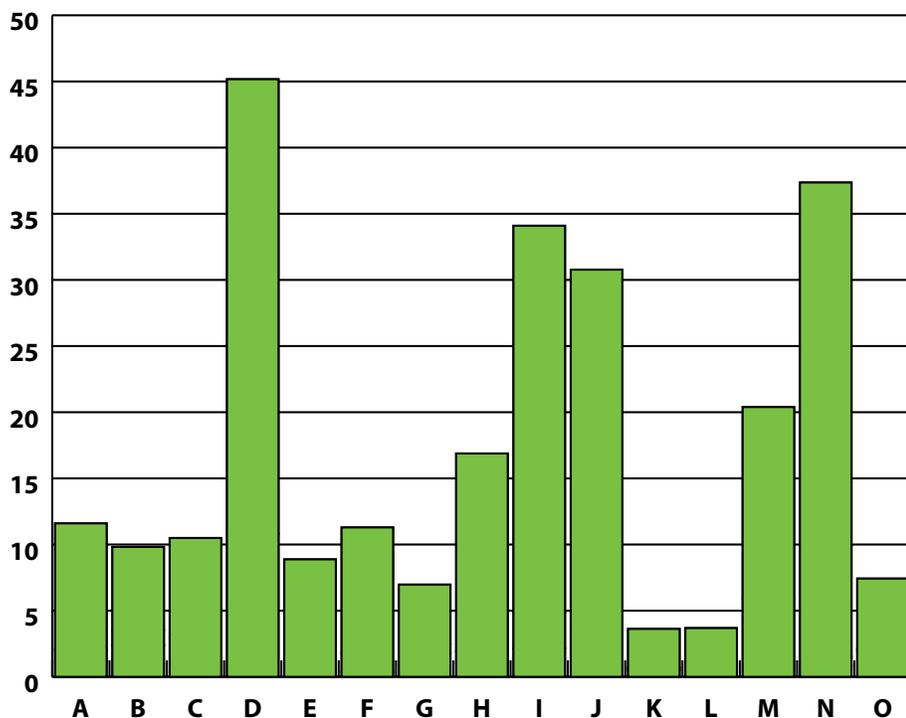
Statewide Annual Performance Report 2010-2011 Summary

Virginia met all performance targets for the 2010-2011 school year as outlined below. For details see pages 7-8.

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: Reading	95%	98.2% (40,438 of 41,172)	√	
1S2	Academic Attainment EOC Mathematics (Highest level)	87%	98.6% (40,569 of 41,140)	√	
2S1	Technical Skills Attainment				
	A. Student Competency Rate	81%	92.8% (38,352 of 41,329)	√	
	B. Completers Participating in Credentialing Tests	45%	53.6% (22,131 of 41,329)	√	
	C. Test Takers (Completers) Passing Credentialing Tests	72%	73.4% (16,250 of 22,131)	√	
	D. Completers Passing Credentialing Tests	32%	39.3% (16,250 of 41,329)	√	
	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)	39%	63.6% (26,275 of 41,329)	√	
	Information Indicator - Completers who earned an Advanced Studies Diploma and passed a credentialing test.	Not Applicable	16.4% (6,786 of 41,329)	--	--
3S1	Secondary Program Completion Rate	88%	98.7% (41,329 of 41,865)	√	
4S1	Graduation Rate	83%	95.7% (39,546 of 41,329)	√	
5S1	Transition Rate from Secondary School to Postsecondary Education, Employment or Military	88%	94.6% (29,145 of 30,859)	√	
	Program Completer Survey Response Rate	75%	77.8% (30,859 of 39,684)	√	
6S1	Nontraditional Career Preparation Enrollment	25%	34.1% (115,510 of 338,489)	√	
6S2	Nontraditional Career Preparation Completion	22%	30.6% (11,394 of 37,235)	√	

CTE Student Enrollment 2010-11



Students enrolled in grades 6-12 in at least one CTE course

LEGEND

- A** = Agriculture, Food & Natural Resources
- B** = Architecture & Construction
- C** = Arts, Audio-Video Technology & Communications
- D** = Business Management & Administration*
- E** = Education & Training
- F** = Government & Public Administration
- G** = Health Science
- H** = Hospitality & Tourism
- I** = Human Services
- J** = Information Technology
- K** = Law, Public Safety, Corrections & Security
- L** = Manufacturing
- M** = Marketing*
- N** = Science, Technology, Engineering, & Mathematics (STEM)
- O** = Transportation, Distribution & Logistics

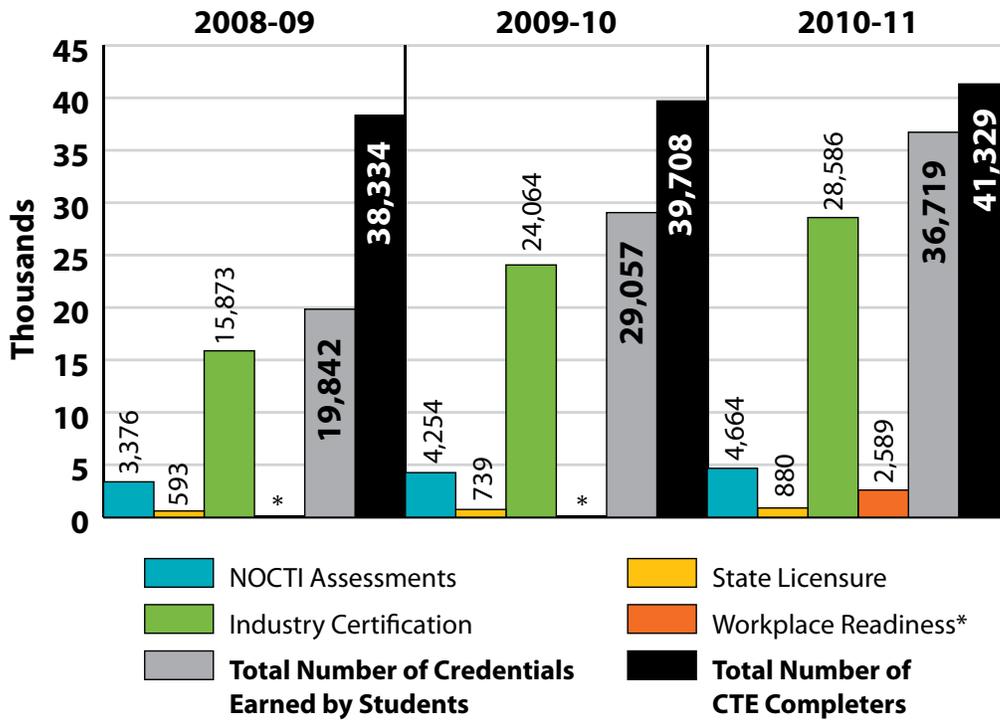
* Business and Marketing, students earned more than one credential.

CTE Student Enrollment Trends by Career Clusters

Career Clusters	2009-2010	2010-2011	Change +/-
Agriculture, Food and Natural Resources	11,768	11,597	-1.5%
Architecture and Construction	9,884	9,817	-0.7%
Arts, Audio/Video Technology and Communications	8,754	10,491	19.8%
Business Management and Administration	45,830	45,168	-1.4%
Education and Training	10,419	8,877	-14.8%
Finance	4,645	5,627	21.1%
Government and Public Administration	9,940	11,291	13.6%
Health Science	6,968	6,968	0.0%
Hospitality and Tourism	15,635	16,880	8.0%
Human Services	34,568	34,094	-1.4%
Information Technology	32,731	30,775	-6.0%
Law, Public Safety, Corrections and Security	3,403	3,621	6.4%
Manufacturing	3,967	3,682	-7.2%
Marketing	18,958	18,910	-0.3%
Science, Technology, Engineering and Mathematics	35,607	37,361	4.9%
Transportation, Distribution and Logistics	7,387	7,426	0.5%
TOTAL Student Enrollment	260,464	262,585	0.8%

This chart provides a separate count for Finance. In the graph above Finance counts are included in the Business Management and Administration Cluster.

Credentials Earned by Students

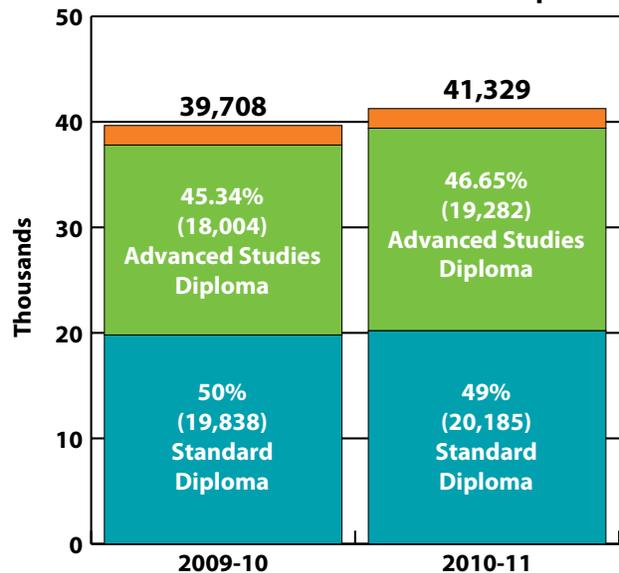


Secondary schools report the number of credentials earned by students for passing occupational competency assessments recognized by the National Occupational Competency Testing Institute (NOCTI), state licensure examinations, industry certification examinations, and workplace readiness skills assessments.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

CTE Program Completers Graduated with Standard and Advanced Studies Diplomas

For 2009-10 and 2010-11, more than 95% of CTE Completers graduated high school with a Standard or Advanced Studies Diploma.



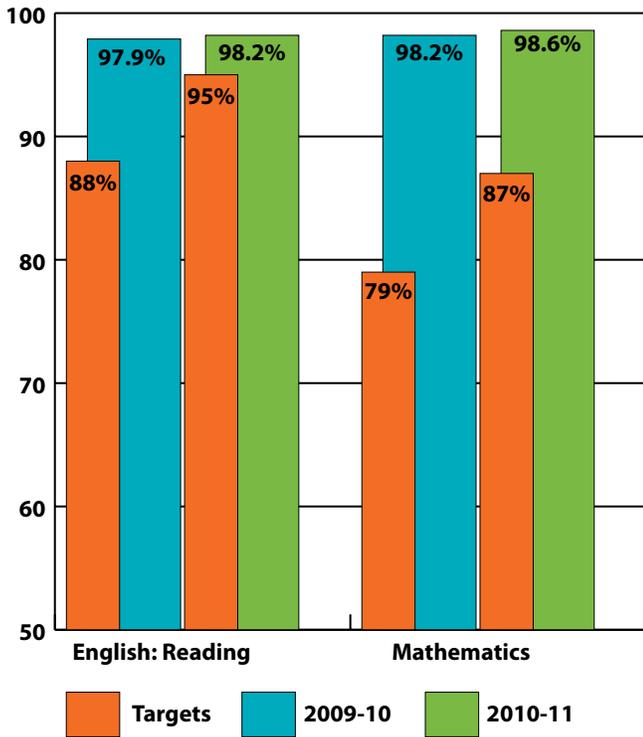
Connecting CTE Programs to Post Secondary Education and JOBS

Occupation	2010 Median Wage Virginia Statewide	2018 Projected Employment	Typical Education Needed for Entry
Registered Nurses	\$62,620	74,765	Associate's degree
Customer Service Representatives	\$30,740	68,708	High school diploma or equivalent
Accountants and Auditors	\$65,600	50,154	Bachelor's degree
Nursing Aides, Orderlies, and Attendants	\$23,160	45,056	Postsecondary non-degree award
Security Guards	\$25,580	36,426	High school diploma or equivalent
Executive Secretaries and Administrative Assistants	\$44,880	32,908	High school diploma or equivalent
First-Line Supervisors/Managers of Food Preparation and Service	\$30,840	27,059	High school diploma or equivalent
Licensed Practical and Licensed Vocational Nurses	\$37,710	25,787	Postsecondary non-degree award
Electricians	\$43,770	24,771	High school diploma or equivalent
Automotive Service Technicians and Mechanics	\$38,760	24,071	High school diploma or equivalent
Construction Managers	\$83,690	19,932	Associate's degree
Police and Sheriff's Patrol Officers	\$47,780	19,435	High school diploma or equivalent
Plumbers, Pipefitters, and Steamfitters	\$41,840	19,210	High school diploma or equivalent
Purchasing Agents, Except Wholesale, Retail, and Farm Produce	\$64,340	16,626	High school diploma or equivalent
Computer and Information Systems Managers	\$132,990	16,179	Bachelor's degree
Heating, Air Conditioning, and Refrigeration Mechanics	\$41,130	15,692	Postsecondary non-degree award
First-Line Supervisors/Managers of Non-Retail Sales Workers	\$75,380	14,029	High school diploma or equivalent
Financial Managers	\$114,130	13,928	Bachelor's degree
First-Line Supervisors/Managers of Mechanics, Installers	\$60,180	13,918	High school diploma or equivalent
Medical Assistants	\$28,820	13,128	High school diploma or equivalent
Dental Assistants	\$33,740	10,381	Postsecondary non-degree award
Fire Fighters	\$46,120	10,312	Postsecondary non-degree award
Child, Family, and School Social Workers	\$41,900	10,217	Bachelor's degree
Graphic Designers	\$47,240	9,223	Bachelor's degree
Paralegals and Legal Assistants	\$45,660	9,191	Associate's degree
Pharmacists	\$116,160	9,062	Doctoral or professional degree
Electrical Engineers	\$86,260	8,980	Bachelor's degree
Food Service Managers	\$52,120	6,662	High school diploma or equivalent
Medical Records and Health Information Technicians	\$32,390	4,277	Postsecondary non-degree award
Career & Technical Education Teachers, Secondary School	\$59,310	3,637	Bachelor's degree
Telecommunications Equipment Installers and Repairers	\$55,600	3,636	Postsecondary non-degree award
Civil Engineering Technicians	\$47,600	3,580	Associate's degree
Technical Writers	\$72,560	3,280	Bachelor's degree
Occupational Therapists	\$79,160	3,033	Master's degree
Environmental Engineers	\$79,230	2,781	Bachelor's degree
Respiratory Therapists	\$55,300	2,779	Associate's degree
Occupational Health and Safety Specialists	\$59,310	2,585	Bachelor's degree
Interior Designers	\$46,740	2,324	Bachelor's degree
Physical Therapist Assistants	\$50,300	2,219	Associate's degree
Veterinary Technologists and Technicians	\$33,240	2,047	Associate's degree
Dietitians and Nutritionists	\$51,690	1,459	Bachelor's degree
Air Traffic Controllers	\$141,760	1,317	Associate's degree

Source: Virginia Employment Commission, Virginia Occupational Employment Projections 2008-18

Statewide Annual Performance Report 2010-2011 Details & Trends

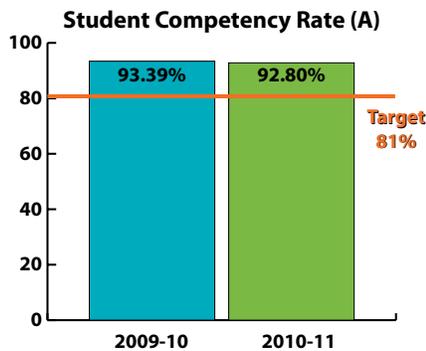
(1S1 & 1S2) Academic Attainment



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

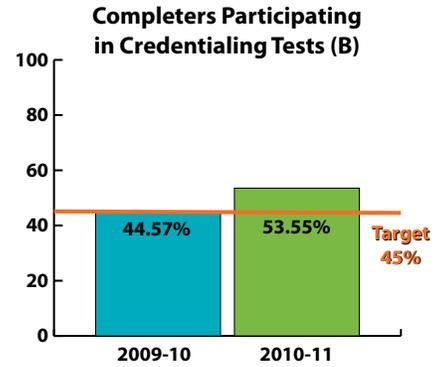
(2S1) Technical Skills Attainment

The 2009-10 school year's data established a new baseline. The calculation is based on five separate performance measures, A-E, instead of one in previous years.

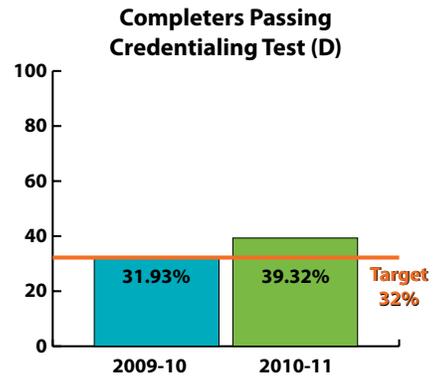
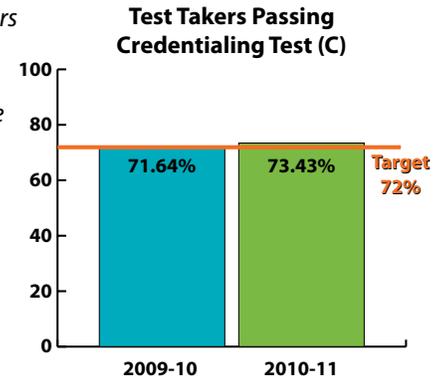


(A) Completers who attained 80% of the essential competencies

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



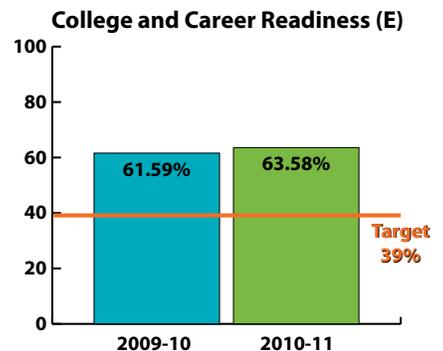
(C) Not all CTE completers participate in the externally validated credentialing tests. There are age restrictions set by certain credentialing entities which would prohibit the student from testing until after high school. The cost of external credentialing tests range from \$9 to \$155 per test or an approximate average cost of \$54 per test.



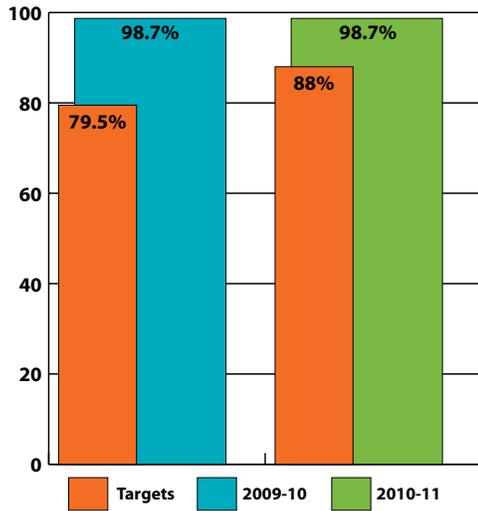
(D) Of all completers, those who passed a credentialing test

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

Information indicator - 16.4% of completers (6,786 of 41,329) earned an Advanced Studies Diploma and passed a credentialing test

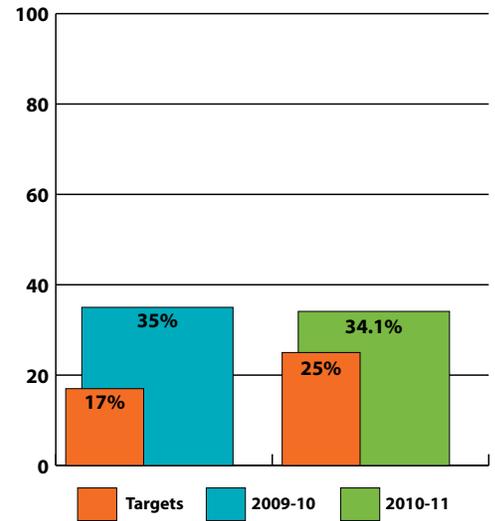


(3S1) Secondary Program Completion Rate

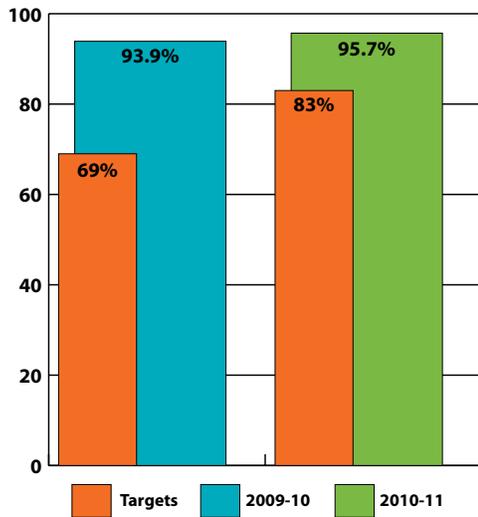


(6S1) Nontraditional Career Preparation (Enrollment)

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

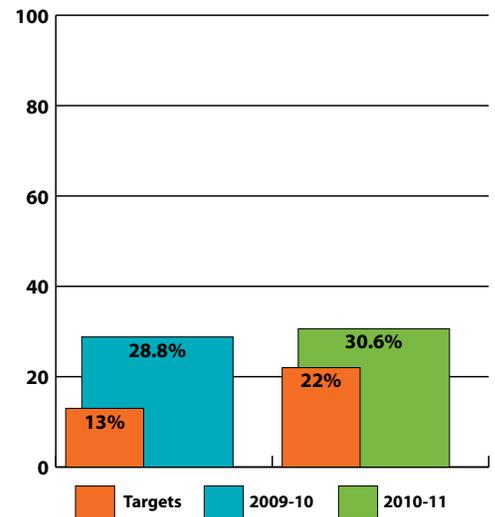


(4S1) Graduation Rate



(6S2) Nontraditional Career Preparation (Completion)

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

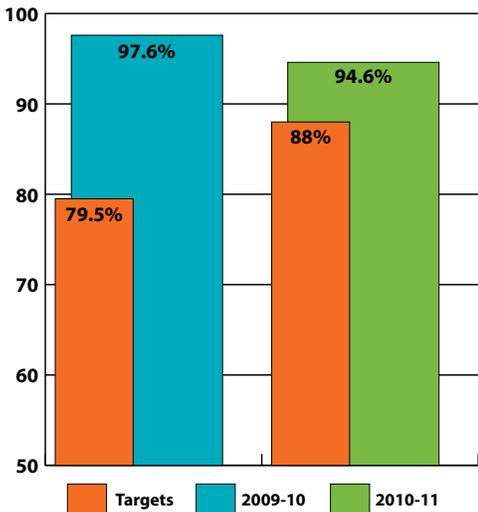


(5S1) Transition Rate

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

2009-10 -- 74.8% of completers (28,743 of 38,419) responded to the CTE follow-up survey, which met the 75% response rate target

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



2010-2011 STATEWIDE PERFORMANCE SUMMARY BY DIVISION

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1	4S1	5S1	6S1	6S2
	1S1 91%	1S2 83%	2S1a 81%	2S1b 45%	2S1c 72%	2S1d 32%	2S1e 39%	82%	77%	82%	19%	16%
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	●	✓	●	✓	✓	✓	✓	✓	●

- ✓ Meets or Exceeds Performance Measures
- Did not Meet Performance Measures
- Not Applicable

2010-2011 STATEWIDE PERFORMANCE SUMMARY BY DIVISION

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1	4S1	5S1	6S1	6S2
	1S1 91%	1S2 83%	2S1a 81%	2S1b 45%	2S1c 72%	2S1d 32%	2S1e 39%	82%	77%	82%	19%	16%
Chesapeake City	√	√	√	√	√	√	√	√	√	√	√	√
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	√	√	√	√	●	●	√	√	√	√	√	√

- √ Meets or Exceeds Performance Measures
- Did not Meet Performance Measures
- Not Applicable

2010-2011 STATEWIDE PERFORMANCE SUMMARY BY DIVISION

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1	4S1	5S1	6S1	6S2
	1S1 91%	1S2 83%	2S1a 81%	2S1b 45%	2S1c 72%	2S1d 32%	2S1e 39%	82%	77%	82%	19%	16%
Goochland County	√	√	√	●	●	●	√	√	√	√	√	√
Grayson County	√	√	√	√	●	√	√	√	√	√	√	√
Greene County	√	√	√	√	●	√	√	√	√	√	√	√
Greensville County	√	√	√	√	●	√	√	√	√	√	√	√
Halifax County	√	√	√	√	√	√	√	√	√	√	√	√
Hampton City	√	√	√	●	●	●	√	√	√	√	√	√
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	√	√	√	√	●	●	√	√	√	√	√	√

- √ Meets or Exceeds Performance Measures
- Did not Meet Performance Measures
- Not Applicable

2010-2011 STATEWIDE PERFORMANCE SUMMARY BY DIVISION

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1	4S1	5S1	6S1	6S2
	1S1 91%	1S2 83%	2S1a 81%	2S1b 45%	2S1c 72%	2S1d 32%	2S1e 39%	82%	77%	82%	19%	16%
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	✓	✓	✓	●	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	●	✓	✓	✓	✓	✓	✓	✓

✓ Meets or Exceeds Performance Measures

● Did not Meet Performance Measures

– Not Applicable

2010-2011 STATEWIDE PERFORMANCE SUMMARY BY DIVISION

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1	4S1	5S1	6S1	6S2
	1S1 91%	1S2 83%	2S1a 81%	2S1b 45%	2S1c 72%	2S1d 32%	2S1e 39%	82%	77%	82%	19%	16%
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	√	√	√	√	√	√	√	√	√	√	√	√
Shenandoah County	√	√	√	●	√	●	√	√	√	√	√	√
Smyth County	√	√	●	√	●	√	√	√	√	√	√	√
Southampton County	√	√	√	√	√	√	√	√	√	√	√	√
Spotsylvania County	√	√	√	√	√	√	√	√	√	√	√	√
Stafford County	√	√	√	√	√	√	√	√	√	√	√	√
Staunton City	√	√	√	√	●	√	√	√	√	√	√	√
Suffolk City	√	√	√	√	●	√	√	√	√	√	√	√
Surry County	√	√	√	●	√	√	√	√	√	√	√	√
Sussex County	√	√	√	●	●	●	√	√	√	√	√	√
Tazewell County	√	√	√	√	√	√	√	√	√	√	√	√

- √ Meets or Exceeds Performance Measures
- Did not Meet Performance Measures
- Not Applicable

2010-2011 STATEWIDE PERFORMANCE SUMMARY BY DIVISION

Division	Performance Measures											
	Academic Attainment		Technical Skills Attainment					3S1 82%	4S1 77%	5S1 82%	6S1 19%	6S2 16%
	1S1 91%	1S2 83%	2S1a 81%	2S1b 45%	2S1c 72%	2S1d 32%	2S1e 39%					
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	√	√	√	●	√	●	√	√	√	√	√	√

- √ Meets or Exceeds Performance Measures
- Did not Meet Performance Measures
- Not Applicable

**Perkins Core Performance Measures
Results and Targets
2010-2011**



**Workforce Development Services
April 2012**

**VIRGINIA COMMUNITY COLLEGE SYSTEM
PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES
2010-2011**

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 majority of these funds (over \$3.2 million in FY 2011) are distributed to the 23 community colleges across Virginia.

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 2010-11

In 2010-2011, the VCCS exceeded the target for measure 1P1 (technical skills attainment) and measure 3P1 (retention and transfer), and exceeded the 90% threshold for measure 2P1 (completion), measure 4P1 (employment), and measure 5P1 (non-traditional gender representation). The VCCS did not meet the 90% threshold for measure 5P2 (non-traditional gender completion). Results by measures are provided in Table 1 below. Compared to the previous year, the VCCS improved its performance on four of the measures but experienced slight decreases in non-traditional gender representation and completion rates.

Table 1: VCCS Performance on Perkins Measures

Perkins Performance Measure	Actual	Actual	Target	Diff. Actual vs. Target	Increase from 09-10 to 10-11	90 % of Target	Result
	2009-10	2010-11	2010-11				
1P1: Technical Skills Attainment	75.2	75.5	72.0	3.5	0.3	64.8	Exceeds Target
2P1: Completion	38.3	38.6	40.0	-1.4	0.3	36.0	Met Target at 90% Threshold
3P1: Retention and Transfer	68.5	68.6	60.0	8.6	0.1	54.0	Exceeds Target
4P1: Employment	67.0	69.0	76.0	-7.0	2.0	68.4	Met Target at 90% Threshold
5P1: Non-traditional Gender Representation	18.1	17.6	19.0	-1.4	-0.5	17.1	Met Target at 90% Threshold
5P2: Non-traditional Gender Completion	15.3	14.7	18.0	-3.3	-0.6	16.2	Below Target at 90% Threshold

The remaining document provides definitions for how the measures are calculated for postsecondary education and how colleges performed in 2010-2011. Definitions and methods for calculating the performance measures are provided in the Appendix.

Individual college performance on the Perkins measures varied in 2010-2011. 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.

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

Summary per measure

1P1 Technical Skills: All but two colleges exceeded the target, and all colleges exceeded the 90% threshold. The VCCS exceeded the target by 3.5 percentage points.

2P1 Completion: Nine colleges did not meet the target, and of those, four did not meet the 90% threshold.

3P1 Retention and Transfer: All but one college exceeded the target, and that college exceeded the threshold. The VCCS exceeded the target by 8.5 percentage points.

4P1 Employment: Only 5 colleges met the target, and eight colleges did not meet the 90% threshold, and of those, ten did not meet the target or the 90% threshold.

5P1 NonTraditional Gender Representation: Only four colleges met the target, and 14 colleges did not meet the 90% threshold.

5P2 NonTraditional Gender Completion: Only four colleges met the target, and 18 colleges did not meet the 90% threshold.

Summary by target and threshold

- Dabney S. Lancaster and Thomas Nelson Community Colleges met all performance measures at the 90% threshold in 2010-11.
- The maximum number of measures not met at the 90% threshold was again three in 2010-11. However, while in 2009-10, only two colleges failed to meet the 90% threshold for three measures, five colleges failed to meet three of the measures at the 90% threshold in 2010-11.
- One college, John Tyler, met five of the six targets, while five colleges met four of the six targets.
- The non-traditional gender representation and completion measures were the most difficult for colleges to meet. Four colleges met all of the other four measures, while 13 colleges met at least the 90% threshold for these measures.

TABLE 2: INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2010-2011								
	1P1	2P1	3P1	4P1	5P1	5P2	# Did not meet Target	# Did not meet 90
	Technical Skills	Completion	Retention and Transfer	Employment	NonTrad Gender Rep.	NonTrad Gender Completion		
Target	72.0	40.0	60.0	76.0	19.0	18.0		
90% of Target	64.8	36.0	54.0	68.4	17.1	16.2	XX.X	XX.X
Blue Ridge								
Blue Ridge	77.4	41.7	72.2	82.1	14.8	10.3	2	2
Central Virginia	76.9	38.8	65.1	75.7	14	6.9	4	2
Dabney S. Lancaster	67.8	46.4	62.6	72.3	23.8	19.3	2	0
Danville	72.9	48.3	69.8	61.4	14.3	14.3	3	3
Eastern Shore	75.2	50.5	68.5	78.2	5.4	9.5	2	2
Germanna	75.7	35.5	70.3	75.7	18.7	13.9	4	2
J. Sargeant Reynolds	79.9	32.3	70.3	76.8	18.8	14.6	3	2
John Tyler	79.7	46.9	74	78	16.8	18.5	1	1
Lord Fairfax	79.9	46.1	69.4	70.9	14.6	13.4	3	2
Mountain Empire	74.8	46.1	62.6	62.2	16.8	17.7	3	2
New River	73.9	46.9	66.4	77.2	13.7	8.3	2	2
Northern Virginia	74.6	31.9	69.1	66.4	19.1	18.4	2	2
Patrick Henry	81.3	39.3	69	69.3	18.4	14.2	4	1
Paul D. Camp	79.6	47.6	71.8	69.1	16.1	11.7	3	2
Piedmont	75	43.3	67.7	69.3	18.4	16	3	1
Rappahannock	77.2	53.6	67.4	67.7	9.4	5.1	3	3
Southside Virginia	75.6	40.2	63.1	68.8	15.6	12.4	3	2
Southwest Virginia	80	39.8	54.5	61.9	16.7	14.9	5	2
Thomas Nelson	67.6	37.3	68.6	72	20	22.3	3	0
Tidewater	74.9	34.7	69.8	63.8	17.7	14.6	4	3
Virginia Highlands	78.9	48.2	68.1	59.2	14.5	12.8	3	3
Virginia Western	72.6	39.1	68.2	74	20	13.6	3	1
Wytheville	78.1	58.2	71.4	66.7	15.7	12.7	3	3
VCCS								
VCCS	75.5	38.6	68.6	69.0	17.6	14.7	4	1

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, rates tend to be lower in areas with military bases, large federal employers or with colleges bordering other states.

Tech Prep Performance Results 2009-10

Tech Prep Career Pathways are four to six year programs of study that begin in high school and end with a postsecondary credential, such as an associate degree or baccalaureate degree. Each Tech Prep Career Pathway contains academic and CTE courses at the secondary and postsecondary level. All Tech Prep Career Pathways prepare participants for high demand occupational fields, such as Engineering Technology, Allied Health, and more. Tech Prep programs are aligned with national career clusters and pathways.

In 2010-11, the VCCS Tech Prep Performance Measures reported positive results. All measures for which VCCS collected data improved from 2009-10 to 2010-11. The measure with the largest increase was 1STP4 (the percentage of students that completed a course awarding postsecondary credit), which increased from 84% to 93%. Also, the percentage of Tech Prep students enrolling in remedial courses declined since 2009-10. Thus, while the arrow indicates a negative change, this was an improvement. Definitions and methods for calculating the performance measures are provided in the Appendix.

TABLE 3: Tech Prep Performance Measures			
Secondary	2009-10	2009-10	Change
1STP1: Enroll in postsecondary education*	65.62%	70.80	↑
1STP2: Enroll in postsecondary in the same field or major	17.09%	18.75	↑
1STP3: Complete a State or industry-recognized certification or licensure**	XXX%		-
1STP4: Complete course(s) that award postsecondary credit	83.82%	93.27	↑
1STP5: Enroll in remedial mathematics, writing, or reading course(s)	38.93%	36.07	↓
Postsecondary	2009-10	2010-11	Change
1PTP1: Employment in related field after graduation	76.22%	77.31%	↑
1PTP2: Complete a State or industry-recognized certificate or licensure**	XXX%	XXX%	-
1PTP3: On-time completion of a 2-year degree or certificate	24.22%	27.97	↑
1PTP4: On-time completion of a baccalaureate degree program	16.28%	20.5	↑

*In 2009-10, enrollment in postsecondary includes both enrollment at VCCS and other 2 year or 4 year institutions.

**VCCS currently does not collect this information but is working to identify mechanisms to capture these data in the coming years.

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.</p>
5P1: Nontraditional Participation	<p><i>Non-traditional participation is a 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 a 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>

Method of Calculating Tech Prep Performance Measures

Performance measures are calculated both on secondary and postsecondary students. The following is a definition for each classification of student:

- Secondary level Tech Prep student : A student who currently is enrolled and/or previously was enrolled in at least **one** dual-enrollment CTE class.
- Postsecondary level Tech Prep student : An enrolled postsecondary student who successfully completed at least **one** dual-enrollment CTE class while in high school.

Method of Calculating Tech Prep Performance Measures	
Secondary Measure	Method
1STP1	<p><i>Secondary Tech Prep participants enrolled in postsecondary education.</i></p> <p>Numerator: Number of secondary TP students who graduated from high school last year and are enrolled in postsecondary in current year.</p> <p>Denominator: Number of secondary TP students who graduated from high school last year.</p>
1STP2	<p><i>Secondary Tech Prep participants enrolled in postsecondary education in the same major in both postsecondary and secondary.</i></p> <p>Numerator: Number of secondary TP students who graduated from high school last year and are enrolled in the same major/cluster pathway in postsecondary as in high school.</p> <p>Denominator: Number of secondary TP students who graduated from high school last year and enrolled in postsecondary education.</p>
1STP3	<p><i>Secondary Tech Prep participants who received an industry-recognized credential.</i></p> <p>Numerator: Number of secondary TP students who graduated from high school last year with a State or industry-recognized certificate or license.</p> <p>Denominator: Number of secondary TP students who graduated from high school last year.</p>
1STP4	<p><i>Secondary Tech Prep participants who successfully complete as a secondary school student, courses that award postsecondary credit at the secondary level.</i></p> <p>Numerator: Number of secondary TP students who graduated from high school last year with postsecondary credit.</p> <p>Denominator: Number of secondary TP students who graduated from high school last year.</p>
1SPT5	<p><i>Secondary Tech Prep participants enrolled in remedial courses upon entering postsecondary.</i></p> <p>Numerator: Number of secondary TP students who graduated from high school last year and who enrolled in postsecondary remedial.</p> <p>Denominator: Number of secondary TP students who graduated from high school last year and enrolled in postsecondary education.</p>

Postsecondary Measure	Method
1PTP1	<p><i>Postsecondary Tech Prep students who are employed in a related field no later than 12 months after graduation from the TP program.</i></p> <p>Numerator: Number of postsecondary TP students placed in a related field no later than 12 months after graduation</p> <p>Denominator: Number of postsecondary TP students who graduated postsecondary last year.</p>
1PTP2	<p><i>Postsecondary Tech Prep students who complete a State or industry-recognized license or certificate.</i></p> <p>Numerator: Number of postsecondary TP students who left postsecondary education in reporting year with a state or industry-recognized certificate or license</p> <p>Denominator: Number of postsecondary TP students who left postsecondary education last year.</p>

Postsecondary Measure	Method
1PTP3	<p><i>Postsecondary Tech Prep students who complete a 2-year degree or certificate program within the normal time for completion of such program.</i></p> <p>Numerator: Number of postsecondary TP students who entered postsecondary education 3 years ago and who completed a 2-year degree or certificate.</p> <p>Denominator: Number of postsecondary TP students who entered postsecondary education 3 years ago.</p>
1PTP4	<p><i>Postsecondary Tech Prep students who complete a baccalaureate degree program within the normal time for completion of such program.</i></p> <p>Numerator: Number of postsecondary TP students who entered postsecondary education 6 years ago and who completed a baccalaureate degree program.</p> <p>Denominator: Number of postsecondary TP students who entered postsecondary education 6 years ago.</p>

ADD CONTACTS.

For additional questions please contact:

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