

Summary of Major Elements:

The Virginia system addresses performance on:

- academic achievement;
- technical competence;
- nontraditional career preparation;
- completion of program; and
- graduation and successful transition to careers and/or further education.

The CTE Annual Performance Report provides results for each of these. All results will be provided to each locality in a comprehensive individual Data Analysis Report.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board accept 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.

Impact on Resources:

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

Timetable for Further Review/Action:

None

VIRGINIA DEPARTMENT OF EDUCATION

OFFICE OF CAREER AND TECHNICAL EDUCATION SERVICES

**CAREER AND TECHNICAL EDUCATION
STATEWIDE ANNUAL PERFORMANCE REPORT
PERKINS IV PERFORMANCE STANDARDS**

**SCHOOL YEAR
2008-2009**

A. ACADEMIC ACHIEVEMENT

Performance Standard: Career and technical education completers who completed a CTE program and also enrolled in an academic course, for which a Standards of Learning end-of-course test is/are required, will attain a passing score on the Standards of Learning end-of-course tests. Reading/Language Arts performance standard is 85% and Mathematics performance standard is 75%.

Percent of CTE completers who passed the Standards of Learning End-of-Course Tests

Subject Area	Percent of Test Takers
Reading	98.08% (37,072 of 37,799)
Mathematics	98.23% (36,964 of 37,629)

B. TECHNICAL SKILLS ATTAINMENT

Performance Standard: Seventy-nine percent (79%) of the career and technical education completers will attain 80 percent of the essential competencies on the state-provided, industry-validated competency lists.

Career and Technical Education Program Completers

Completers who Attained 80% of the Competencies	Completers ¹	Percent that Attained 80% of the Competencies
33,726	38,419	87.78%

¹A Career and Technical Education Program Completer is a student who has met the requirements for a Career and Technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

C. SECONDARY SCHOOL COMPLETION

Performance Standard: The completion rate for students in career and technical content areas, including the secondary component of Tech Prep programs is 77%.

Secondary School Completion Rate

C ²	c + d ²	Completion Rate ²
38,419	38,724	99.21%

² The Completion Rate was calculated using the number of completers (c) reported on the 2008-2009 Completer Demographics Report (CDR) and the number of dropouts (d) who completed a career and technical education program sequence or concentration as reported on the 2008-2009 Division Dropout Report. The formula is $c \div (c+d)$.

D.**STUDENT GRADUATION RATE**

Performance Standard: The number of CTE completers who earned an Advanced Studies or Standard Diploma for school year 2008-2009 is 61%.

Graduation Rate

Completers who earned an Advanced Studies or Standard Diploma	Completers	Percent who earned an Advanced Studies or Standard Diploma
36,543	38,419	95.11%

E.**TRANSITION**

Performance Standard: Students who are career and technical completers/graduates will successfully transition at a combined rate of 77% from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

2008 Completer Transition Rate

Completers who transitioned	Completers who indicated transition status	Transition Rate
25,226	26,798	94.13%

F.**NON-TRADITIONAL CAREER PREPARATION**

Performance Standard: The total enrollment rate in the state-identified courses for non-traditional career preparation of the gender that comprise less than 25% will be 14%.

Non-Traditional Career Preparation Enrollment

Non-Traditional Enrollment	Enrollment of Non-Traditional Courses	Percent of Non-Traditional Enrollment
115,184	324,453	35.50%

Performance Standard: The total completion rate of the state-identified content areas for non-traditional career preparation of the gender that comprise less than 25% will be 10%.

Non-Traditional Career Preparation Completion

Non-Traditional Completers	Completers of Non-Traditional Programs	Percent of Non-Traditional Completers
7,752	29,556	26.22%

2008-2009 STATEWIDE PERFORMANCE SUMMARY

Standard	Met	Not Met
A. Academic Achievement	X	
B. Technical Skills Attainment	X	
C. Secondary School Completion	X	
D. Graduation Rate	X	
E. Transition	X	
F. Non-Traditional Enrollment	X	
G. Non-Traditional Completion	X	

Highlights for Career and Technical Education for 2008-2009

- 21,656 students obtained the Career and Technical Education Seal
- 1,406 students obtained the Advanced Mathematics and Technology Seal
- 45.01% of CTE completers attained an Advanced Studies Diploma
- 19,842 CTE students have earned industry credentials, state licensures, or National Occupational Competency Testing Institute (NOCTI) assessments
- 2,627 CTE teachers have earned industry credentialing
- 9,246 CTE students participated in the Cooperative Education Program (CO-OP)
 1. 8,575 employers employed CTE students under the CO-OP program
 2. \$39,091,207.64 total wages earned by our CO-OP students
- 45.15% of CTE completers attend post secondary education
- 16.63% of CTE completers have transitioned to full time employment
- 26.83% of CTE completers have transitioned to employment and postsecondary education
- 3.50% of CTE completers have transitioned to the military
- 2.02% of CTE completers have transitioned to a full-time equivalency of part-time combinations of transition indicators

**Perkins Core Performance Measures
Results and Targets
2008-2009**



**Workforce Development Services
February 2010**

**VIRGINIA COMMUNITY COLLEGE SYSTEM
PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES
FOR 2008-2009**

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 2009) 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 2008-2009

In 2008-2009, the VCCS met or exceeded all of the Perkins performance targets (Completion, Retention and Transfer, Employment, Non-traditional Gender Representation and Non-traditional Completion). Results by measures are provided in the table below. The remaining document provides definitions for how the measures are calculated for postsecondary education and how colleges performed in 2008-2009.

Performance Measure	2008-09	Target	90% of Target	Result
1P1: Technical Skills Attainment	75.2	60.5	54.5	Exceeded Target
2P1: Completion	38.4	36.0	32.4	Exceeded Target
3P1: Retention and Transfer	68.0	46.0	41.4	Exceeded Target
4P1: Employment	70.8	70.0	63.0	Exceeded Target
5P1: Non-traditional Gender Representation	18.0	18.5	16.7	Met Target at 90% Threshold
5P2: Non-traditional Gender Completion	15.4	14.0	12.6	Exceeded Target

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 G.P.A. 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 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>

Performance at the Community College Level

The following table provides performance by college for the Perkins performance measures in 2008-09.

	1P1	2P1	3P1	4P1	5P1	5P2
College	Technical Skills Attainment	Completion	Retention	Employment*	Non-Trad Participation	Non-Trad Completion
Blue Ridge	78.1%	45.6%	72.0%	90.2%	15.9%	8.4%
Central Virginia	76.8%	39.5%	64.7%	74.9%	16.8%	14.0%
Dabney S. Lancaster	67.3%	47.0%	64.0%	71.6%	19.3%	14.3%
Danville	74.2%	59.2%	70.2%	66.2%	15.3%	15.6%
Eastern Shore	77.6%	51.4%	67.2%	84.0%	8.4%	7.1%
Germanna	76.0%	36.9%	70.7%	73.3%	26.2%	21.7%
J. Sargeant Reynolds	77.9%	33.2%	67.8%	80.0%	16.1%	12.4%
John Tyler	81.1%	45.2%	74.5%	78.4%	17.0%	15.5%
Lord Fairfax	77.5%	47.8%	67.9%	75.9%	15.3%	8.3%
Mountain Empire	78.6%	44.0%	60.8%	57.6%	15.4%	14.8%
New River	70.8%	41.8%	66.2%	78.6%	13.4%	10.6%
Northern Virginia	72.8%	29.5%	67.3%	69.8%	20.6%	14.5%
Patrick Henry	81.6%	41.8%	70.9%	66.7%	18.1%	13.9%
Paul D. Camp	76.6%	38.8%	66.4%	76.3%	14.1%	11.5%
Piedmont	73.7%	39.5%	68.6%	78.3%	18.7%	19.4%
Rappahannock	76.7%	39.5%	71.7%	78.6%	8.5%	14.1%
Southside	73.2%	48.9%	63.1%	70.3%	18.9%	12.2%
Southwest	81.3%	42.1%	60.9%	63.0%	15.5%	13.1%
Thomas Nelson	71.9%	42.6%	68.2%	68.4%	22.1%	26.7%
Tidewater	75.6%	32.0%	69.3%	65.4%	16.7%	18.1%
Virginia Highlands	77.2%	49.7%	68.2%	54.6%	17.3%	8.2%
Virginia Western	71.2%	34.4%	67.6%	78.3%	20.3%	19.0%
Wytheville	78.0%	56.4%	72.3%	69.1%	17.3%	16.6%
Total	75.2%	38.4%	68.0%	70.8%	18.0%	15.4%

Target	60.5%	36.0%	46.0%	70.0%	18.5%	14.0%
90% of Target	54.5%	32.4%	41.4%	63.0%	16.7%	12.6%

*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.

For additional questions please contact:

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