

VIRGINIA DEPARTMENT OF EDUCATION

OFFICE OF CAREER AND TECHNICAL EDUCATION SERVICES

**CAREER AND TECHNICAL EDUCATION
STATEWIDE ANNUAL PERFORMANCE REPORT**

2005-2006

A.**ACADEMIC ACHIEVEMENT**

Performance Standard: Eligible students (grades 9-12) who are enrolled in a career and technical course(s) and also in an academic course(s) for which a Standards of Learning end-of-course test(s) is/are required, will attain a passing score on the Standards of Learning end-of-course tests, contribute to the school's annual accreditation requirements based on the Accreditation Benchmarks¹, and contribute to annually improving the statewide baseline academic attainment average as determined for federal reporting.

Percent of Secondary Students Enrolled in Career and Technical Education Courses in Virginia who Passed the 2005-2006 Standards of Learning End-of-Course Tests

Subject Area	Percent of Test Takers
English	86.99% (100,291 of 115,287)
Mathematics	79.29% (74,219 of 93,606)
History	86.10% (90,938 of 105,615)
Science	80.04% (72,806 of 90,960)

Note: The Academic Achievement data in this report represent a sub-population of the total population of test takers and is based on the performance of students enrolled in Career and Technical Education courses in the state. These academic attainment data are completed solely for federal performance and reporting purposes. These data shall in no way be used in conjunction with or interpreted for a school's accreditation status.

¹ The Board set the minimum acceptable pass rates required for a school to achieve the rating of Fully Accredited for:

Year	English	Math	History/Social Sciences	Science
2005-06	70%	70%	70%	70%

B.**OCCUPATIONAL COMPETENCE**

Performance Standard: Ninety-five percent (95.00%) of the career and technical education completers will attain 80 percent of the competencies on the locally validated competency lists.

Career and Technical Education Program Completers

Completers Who Attained 80% of The Competencies	Completers ²	Percent That Attained 80% of The Competencies
30,042	31,275	96.06%

Note: A 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.

² Includes all completers from the comprehensive high schools and the Career and Technical Education local and regional centers.

NON-TRADITIONAL CAREER PREPARATION

Performance Standard: The total enrollment rate in the state-identified courses for non-traditional career preparation of the gender that comprises less than 25 percent will be 13.47 percent.

C. *Non-Traditional Career Preparation Enrollment*

Non-Traditional Enrollment	Enrollment of Non-Traditional Courses	Percent of Non-Traditional Enrollment
71,637	240,290	29.81%

Performance Standard: The total completion rate of the state-identified content areas for non-traditional career preparation of the gender that comprises less than 25 percent will be 12.22 percent.

D. *Non-Traditional Career Preparation Completion*

Non-Traditional Completers	Completers of Non-Traditional Programs	Percent of Non-Traditional Completers
5,649	25,626	22.04%

E. 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 95 percent.

Secondary School Completion Rate

c^3	$c + d^3$	Completion Rate ³
31,275	31,542	99.15%

³ The Completion Rate was calculated using the number of completers (c) reported on the 2005-2006 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 2005-2006 Division Dropout Report. The formula is $c/(c+d)$.

F. DIPLOMA/CREDENTIAL

Performance Standard: The rate in which students will earn either the Career and Technical Education Board of Education Diploma Seal or the Advanced Mathematics and Technology Board of Education Diploma Seal is to be determined. USED has not set a rate for this standard.

Seal Attainment Rate

Completers Who Earned At Least One of The Two Seals	Completers	Percent That Earned At Least One of The Two Board Seals
18,464	31,275	59.03%

Note: Two hundred eighty-eight (288) combined and comprehensive high schools in 125 divisions awarded the Career and Technical Education or the Advanced Mathematics and Technology Board of Education Diploma Seals during the 2005-2006 school year.

G.**TRANSITION**

Performance Standard: Students who are career and technical completers/graduates will successfully transition at a combined rate of 94.95 percent from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

2005 Completer Transition Rate

Completers Who Transitioned	Completers Who Indicated Transition Status	Transition Rate
21,489	22,505	95.49%

2005 Completer Response Rate

Completers Who Responded to The Survey	2005 Completers	Completer Response Rate
22,505	29,807	75.50%

2005-2006 STATEWIDE PERFORMANCE SUMMARY

Standard	Met	Not Met
A. Academic Achievement	✓	
B. Occupational Competence	✓	
C. Non-Traditional Career Enrollment	✓	
D. Non-Traditional Career Completion	✓	
E. Secondary School Completion	✓	
F. Diploma/Credential ¹	—	—
G. Completer Transition Rate	✓	

¹The Performance Standard is not applicable for 2005-2006.

2005-2006 STATEWIDE PERFORMANCE SUMMARY BY DIVISION *

- ✓ Performance meets or exceeds the 2005-2006 Performance Standards.
- ✗ Performance does not meet the 2005-2006 Performance Standards.
- ◆ Refer to the individual school data for detailed results.
- Performance measure does not apply for 2005-2006.

- A. Academic Achievement
- B. Occupational Competence
- C. Non-Traditional Career Enrollment
- D. Non-Traditional Career Completion
- E. Secondary School Completion
- F. Diploma/Credential
- G. Completer Transition Rate

Division	Standards						
	A	B	C	D	E	F	G
Accomack County Public Schools	◆	✓	✓	✓	✓	–	✗
Albemarle County Public Schools	◆	✓	✓	✓	✓	–	✓
Alexandria City Public Schools	◆	✓	✓	✓	✓	–	✓
Alleghany County Public Schools	◆	✓	✗	✗	✓	–	✗
Amelia County Public Schools	◆	✓	✓	✗	✓	–	✗
Amelia-Nottoway Technical Center	–	✗	✓	✗	–	–	✗
Amherst County Public Schools	◆	✓	✓	✓	✓	–	✗
Appomattox County Public Schools	◆	✓	✓	✓	✓	–	✓
Arlington County Public Schools	◆	✗	✓	✓	✓	–	✓
Augusta County Public Schools	◆	✓	✓	✓	✓	–	✓
Bath County Public Schools	◆	✓	✓	✓	✓	–	✓
Bedford County Public Schools	◆	✓	✓	✗	✓	–	✗
Bland County Public Schools	◆	✓	✓	✓	✓	–	✗
Botetourt County Public Schools	◆	✓	✓	✓	✓	–	✓
Bristol City Public Schools	◆	✓	✓	✓	✓	–	✓
Brunswick County Public Schools	◆	✓	✓	✓	✓	–	✗
Buchanan County Public Schools	◆	✓	✓	✓	✓	–	✗
Buckingham County Public Schools	◆	✓	✓	✗	✓	–	✗
Buena Vista City Public Schools	◆	✓	✓	✓	✓	–	✓
Campbell County Public Schools	◆	✓	✓	✗	✓	–	✓
Caroline County Public Schools	◆	✓	✓	✓	✓	–	✗
Carroll County Public Schools	◆	✓	✓	✓	✓	–	✓
Charles City County Public Schools	◆	✓	✓	✓	✓	–	✗
Charlotte County Public Schools	◆	✓	✓	✓	✓	–	✓
Charlottesville Albemarle Technical Ctr	–	✗	✗	✓	–	–	✗
Charlottesville City Public Schools	◆	✓	✓	✓	✓	–	✓
Chesapeake City Public Schools	◆	✓	✓	✓	✓	–	✓
Chesterfield County Public Schools	◆	✗	✓	✓	✓	–	✓
Clarke County Public Schools	◆	✓	✓	✓	✓	–	✓
Colonial Beach Public Schools	◆	✓	✓	✓	✓	–	✗
Colonial Heights City Public Schools	◆	✓	✓	✓	✓	–	✗
Covington City Public Schools	◆	✓	✓	✓	✓	–	✓
Craig County Public Schools	◆	✗	✓	✓	✓	–	✗
Culpeper County Public Schools	◆	✓	✓	✓	✓	–	✗
Cumberland County Public Schools	◆	✓	✓	✗	✓	–	✗
Danville City Public Schools	◆	✓	✓	✓	✓	–	✗
Dickenson County Public Schools	◆	✗	✓	✓	✓	–	✗
Dinwiddie County Public Schools	◆	✓	✓	✓	✓	–	✗
Essex County Public Schools	◆	✓	✓	✓	✓	–	✗
Fairfax County Public Schools	◆	✗	✓	✓	✓	–	✓
Falls Church City Public Schools	◆	✓	✓	✓	✓	–	✓
Fauquier County Public Schools	◆	✓	✓	✓	✓	–	✓

Division	Standards						
	A	B	C	D	E	F	G
Floyd County Public Schools	◆	✓	✓	✗	✓	–	✗
Fluvanna County Public Schools	◆	✓	✓	✓	✓	–	✓
Franklin City Public Schools	◆	✓	✓	✗	✓	–	✓
Franklin County Public Schools	◆	✓	✓	✓	✓	–	✗
Frederick County Public Schools	◆	✓	✓	✓	✓	–	✓
Fredericksburg City Public Schools	◆	✓	✓	✓	✓	–	✗
Galax City Public Schools	◆	✓	✓	✓	✓	–	✓
Giles County Public Schools	◆	✓	✓	✗	✓	–	✓
Gloucester County Public Schools	◆	✓	✓	✗	✓	–	✓
Goochland County Public Schools	◆	✓	✓	✓	✓	–	✓
Grayson County Public Schools	◆	✓	✓	✓	✓	–	✓
Greene County Public Schools	◆	✓	✓	✗	✓	–	✗
Greensville County Public Schools	◆	✓	✓	✓	✓	–	✓
Halifax County Public Schools	◆	✓	✓	✓	✓	–	✗
Hampton City Public Schools	◆	✓	✓	✗	✓	–	✗
Hanover County Public Schools	◆	✓	✓	✓	✓	–	✓
Harrisonburg City Public Schools	◆	✓	✓	✓	✓	–	✗
Henrico County Public Schools	◆	✓	✓	✓	✓	–	✓
Henry County Public Schools	◆	✓	✓	✓	✓	–	✗
Highland County Public Schools	◆	✓	✓	✓	✓	–	✓
Hopewell City Public Schools	◆	✓	✓	✓	✓	–	✗
Isle of Wight County Public Schools	◆	✓	✓	✓	✓	–	✓
Jackson River Technical Center	–	✓	✓	✓	–	–	✗
King and Queen County Public Schools	◆	✓	✓	✓	✓	–	✗
King George County Public Schools	◆	✓	✓	✗	✓	–	✗
King William County Public Schools	◆	✓	✓	✗	✓	–	✓
Lancaster County Public Schools	◆	✓	✓	✓	✓	–	✓
Lee County Public Schools	◆	✓	✓	✓	✓	–	✗
Loudoun County Public Schools	◆	✓	✓	✗	✓	–	✓
Louisa County Public Schools	◆	✓	✓	✓	✓	–	✗
Lunenburg County Public Schools	◆	✓	✓	✓	✓	–	✗
Lynchburg City Public Schools	◆	✓	✓	✓	✓	–	✗
Madison County Public Schools	◆	✗	✓	✗	✓	–	✓
Manassas City Public Schools	◆	✓	✓	✓	✓	–	✗
Manassas Park City Public Schools	◆	✓	✓	✓	✓	–	✗
Martinsville City Public Schools	◆	✓	✓	✗	✓	–	✓
Massanutten Technical Center	–	✓	✓	✓	–	–	✓
Mathews County Public Schools	◆	✓	✓	✓	✓	–	✗
Mecklenburg County Public Schools	◆	✓	✓	✗	✓	–	✓
Middlesex County Public Schools	◆	✓	✓	✓	✓	–	✓
Montgomery County Public Schools	◆	✓	✓	✓	✓	–	✗
Nelson County Public Schools	◆	✓	✓	✗	✓	–	✓

2005-2006 STATEWIDE PERFORMANCE SUMMARY BY DIVISION *

<ul style="list-style-type: none"> ✓ Performance meets or exceeds the 2005-2006 Performance Standards. ✗ Performance does not meet the 2005-2006 Performance Standards. ◆ Refer to the individual school data for results. – Performance measure does not apply for 2005-2006. 	<ul style="list-style-type: none"> A. Academic Achievement B. Occupational Competence C. Non-Traditional Career Enrollment D. Non-Traditional Career Completion E. Secondary School Completion F. Diploma/Credential G. Completer Transition Rate
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Division	Standards						
	A	B	C	D	E	F	G
New Horizons Technical Center	–	✓	✓	✓	–	–	✗
New Kent County Public Schools	◆	✗	✓	✓	✓	–	✗
Newport News City Public Schools	◆	✓	✓	✗	✓	–	✗
Norfolk City Public Schools	◆	✓	✓	✓	✓	–	✗
Northampton County Public Schools	◆	✓	✓	✗	✓	–	✓
Northern Neck Technical Center	–	✓	✗	✗	–	–	✗
Northumberland County Public Schools	◆	✓	✓	✗	✓	–	✗
Norton City Public Schools	◆	✓	✓	✗	✓	–	✗
Nottoway County Public Schools	◆	✓	✓	✓	✓	–	✗
Orange County Public Schools	◆	✓	✓	✓	✓	–	✗
Page County Public Schools	◆	✓	✓	✓	✓	–	✗
Patrick County Public Schools	◆	✓	✓	✗	✓	–	✓
Petersburg City Public Schools	◆	✓	✓	✓	✓	–	✓
Pittsylvania County Public Schools	◆	✓	✓	✓	✓	–	✗
Poquoson City Public Schools	◆	✓	✓	✓	✓	–	✓
Portsmouth City Public Schools	◆	✗	✓	✓	✓	–	✗
Powhatan County Public Schools	◆	✓	✓	✗	✓	–	✓
Prince Edward County Public Schools	◆	✓	✓	✓	✓	–	✗
Prince George County Public Schools	◆	✓	✓	✓	✓	–	✓
Prince William County Public Schools	◆	✗	✓	✗	✓	–	✓
Pulaski County Public Schools	◆	✓	✓	✓	✓	–	✓
Radford City Public Schools	◆	✓	✓	✓	✓	–	✗
Rappahannock County Public Schools	◆	✗	✓	✓	✓	–	✓
Richmond City Public Schools	◆	✓	✓	✓	✓	–	✗
Richmond County Public Schools	◆	✓	✓	✗	✓	–	✓
Roanoke City Public Schools	◆	✓	✓	✓	✓	–	✗
Roanoke County Public Schools	◆	✓	✓	✓	✓	–	✓
Rockbridge County Public Schools	◆	✗	✓	✓	✓	–	✗

Division	Standards						
	A	B	C	D	E	F	G
Rockingham County Public Schools	◆	✓	✓	✓	✓	–	✓
Rowanty Technical Center	–	✓	✗	✗	–	–	✗
Russell County Public Schools	◆	✓	✓	✓	✓	–	✗
Salem City Public Schools	◆	✓	✓	✓	✓	–	✓
Scott County Public Schools	◆	✓	✓	✓	✓	–	✗
Shenandoah County Public Schools	◆	✓	✓	✓	✓	–	✓
Smyth County Public Schools	◆	✗	✓	✗	✓	–	✗
Southampton County Public Schools	◆	✓	✓	✓	✓	–	✗
Spotsylvania County Public Schools	◆	✓	✓	✗	✓	–	✗
Stafford County Public Schools	◆	✓	✓	✓	✓	–	✓
Staunton City Public Schools	◆	✓	✓	✗	✓	–	✓
Suffolk City Public Schools	◆	✓	✓	✓	✓	–	✓
Surry County Public Schools	◆	✓	✓	✓	✓	–	✓
Sussex County Public Schools	◆	✗	✓	✓	✓	–	✗
Tazewell County Public Schools	◆	✗	✓	✓	✓	–	✓
The Pruden Center for Ind and Technology	–	✓	✗	✓	–	–	✓
Valley Vocational Technical Center	–	✗	✓	✗	–	–	✓
Virginia Beach City Public Schools	◆	✗	✓	✓	✓	–	✓
Warren County Public Schools	◆	✓	✓	✗	✓	–	✓
Washington County Public Schools	◆	✓	✓	✓	✓	–	✓
Waynesboro City Public Schools	◆	✓	✓	✓	✓	–	✓
West Point Public Schools	◆	✓	✓	✓	✓	–	✓
Westmoreland County Public Schools	◆	✓	✓	✓	✓	–	✗
Williamsburg-James City County Public Schools	◆	✓	✓	✓	✓	–	✓
Winchester City Public Schools	◆	✓	✓	✓	✓	–	✓
Wise County Public Schools	◆	✓	✓	✓	✓	–	✗
Wythe County Public Schools	◆	✓	✓	✗	✓	–	✗
York County Public Schools	◆	✓	✓	✓	✓	–	✓

* Based on data reported to United States Department of Education, December 31, 2006.

VIRGINIA DEPARTMENT OF EDUCATION

OFFICE OF CAREER AND TECHNICAL EDUCATION SERVICES

**CAREER AND TECHNICAL EDUCATION
STATEWIDE ANNUAL PERFORMANCE REPORT
FOR STUDENTS PARTICIPATING IN**

SECONDARY TECH PREP PROGRAMS

2005-2006

ACADEMIC ACHIEVEMENT

Performance Standard: Eligible students (9-12 grades) who are enrolled in a career and technical course(s) and also in an academic course(s) for which a Standards of Learning end-of-course test(s) is/are required, will attain a passing score on the Standards of Learning end-of-course tests, contribute to the school's annual accreditation requirements based on the Accreditation Benchmarks¹, and contribute to annually improving the statewide baseline academic attainment average as determined for federal reporting.

Percent of Secondary Students Enrolled in Career and Technical Education Courses in Virginia who Passed the 2005-2006 Standards of Learning End-of-Course Tests

Subject Area	
English	88.74% (32,386 of 36,495)
Mathematics	79.29% (21,560 of 27,191)
History	86.80% (26,713 of 30,773)
Science	79.75% (21,488 of 26,944)

Note: The Academic Achievement data in this report represents a sub-population of the total population of test takers and is based on the performance of students enrolled in Career and Technical Education courses in the state. This academic attainment data is composed solely for federal performance and reporting purposes. These data shall in no way be used in conjunction with or interpreted for a school's accreditation status.

¹ The Board set the minimum acceptable pass rates required for a school to achieve the rating of Fully Accredited for:

Year	English	Math	History/Social Sciences	Science
2005-06	70%	70%	70%	70%

OCCUPATIONAL COMPETENCE

Performance Standard: Ninety-five percent (95.00%) of the career and technical education completers will attain 80 percent of the competencies on the locally validated competency lists.

Career and Technical Education Program Completers

Completers Who Attained 80% of The Competencies	Completers ²	Percent That Attained 80% of The Competencies
12,705	13,108	96.93%

Note: A 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.

² Includes all completers from the comprehensive high schools and the Career and Technical Education local and regional centers.

NON-TRADITIONAL CAREER PREPARATION

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 percent will be 12.22%

Non-Traditional Career Preparation Completion

Non-Traditional Completers	Completers of Non-Traditional Programs	Percent of Non-Traditional Completers
2,459	10,649	23.09%

DIPLOMA/CREDENTIAL

Performance Standard: The rate in which students will earn either the Career and Technical Education Board of Education Diploma Seal or the Advanced Mathematics and Technology Board of Education Diploma Seal is to be determined. USED has not set a rate for this standard.

Seal Attainment Rate

Completers Who Earned At Least One of The Two Seals	Completers	Percent That Earned At Least One of The Two Board Seals
7,887	13,108	60.16%

TRANSITION

Performance Standard: Students who are career and technical completers/graduates will successfully transition at a combined rate of 94.95% from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

2005 Completer Transition Rate

Completers Who Transitioned	Completers Who Indicated Transition Status	Transition Rate
9,162	9,518	96.25%

2005 Completer Response Rate

Completers Who Responded to The Survey	2005 Completers	Completer Response Rate
9,518	12,177	78.16%

Note: The target response rate was 75%.

2005-2006 TECH PREP STATEWIDE PERFORMANCE SUMMARY

Standard	Met	Not Met
Academic Achievement	✓ (◆)	
Occupational Competence	✓	
Non-Traditional Career Completion	✓	
Completer Transition Rate	✓	

- ◆ Refer to the individual school data for results.

Perkins Core Performance Measures
Results and Targets
2005-2006



Report Prepared by Wendy Kang
Data Compiled by Garry Taylor

Workforce Development Services
January 2007

VIRGINIA COMMUNITY COLLEGE SYSTEM

PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES

FOR 2005-2006

OVERVIEW

Each year, the Virginia Community College System (VCCS) is required to report performance on seven federally-established Perkins measures and is expected to meet established targets. These measures focus on skills attainment, graduation, placement (employment or further study), retention in enrollment, and nontraditional gender representation. The Perkins program annually provides over \$3.4 million to community colleges in Virginia to develop and/or enhance certificate- or degree-bearing occupational and technical programs.

For the 2005-2006 year, the VCCS met or exceeded five of the seven Perkins performance targets. The table below provides data on the VCCS actual performance on the seven performance measures compared to the VCCS target.

VCCS PERFORMANCE ON PERKINS PERFORMANCE MEASURES FOR 2005-2006 SCHOOL YEAR			
Performance Measure	VCCS Actual	VCCS Target	Target Met
Academic Skills Attainment (1P1)	77.99	74.99	√
Technical Skills Attainment (1P2)	86.84	86.33	√
Graduation (2P1)	16.89	17.86	
Employment/Further Study (3P1)	75.07	70.20	√
Retention in Employment (3P2)	94.08	90.45	√
Nontraditional Gender Representation in Enrollment (4P1)	20.32	19.86	√
Nontraditional Gender Representation in Graduates (4P2)	21.89	27.00	

Individual performance across the 23 community colleges varied. Two colleges met all of the performance targets. Ten colleges met all but one or two targets and the remaining did not meet three or more targets.

With the reauthorization of Perkins in 2006, USED has proposed new definitions and revised measures. VCCS is in the process of reviewing the current measures and adapting them to the new guidelines. The new measures and guidelines will be completed and submitted in the five-year plan due in 2008.

The following pages provide a background on the Perkins program and performance measures, VCCS performance on Perkins measures over time, college performance on the measures for this year, and the future of Perkins performance measures.

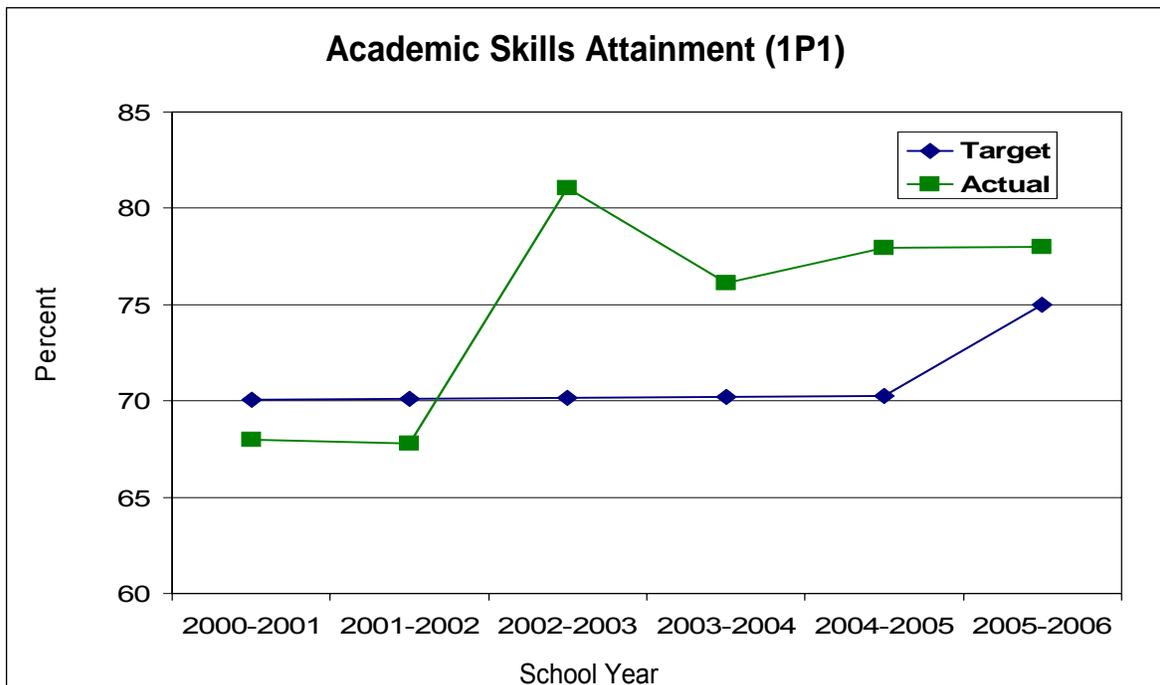
PERKINS CORE INDICATORS AND RELATED PERFORMANCE MEASURES	
Core Indicator	Measure(s)
Student Attainment	1. Academic skill attainment 2. Vocational skill attainment
Completion	3. Graduation
Placement	4. Employment or further study 5. Retention in employment
Gender Equity	6. Gender representation in enrollments 7. Gender representation in graduates

VCCS PERFORMANCE ON PERKINS MEASURES

Each state negotiates target levels of performance with the USED. These targets are incorporated into each state's annual Perkins plan. The following section provides a depiction of VCCS performance on each of the measures over the last six years.

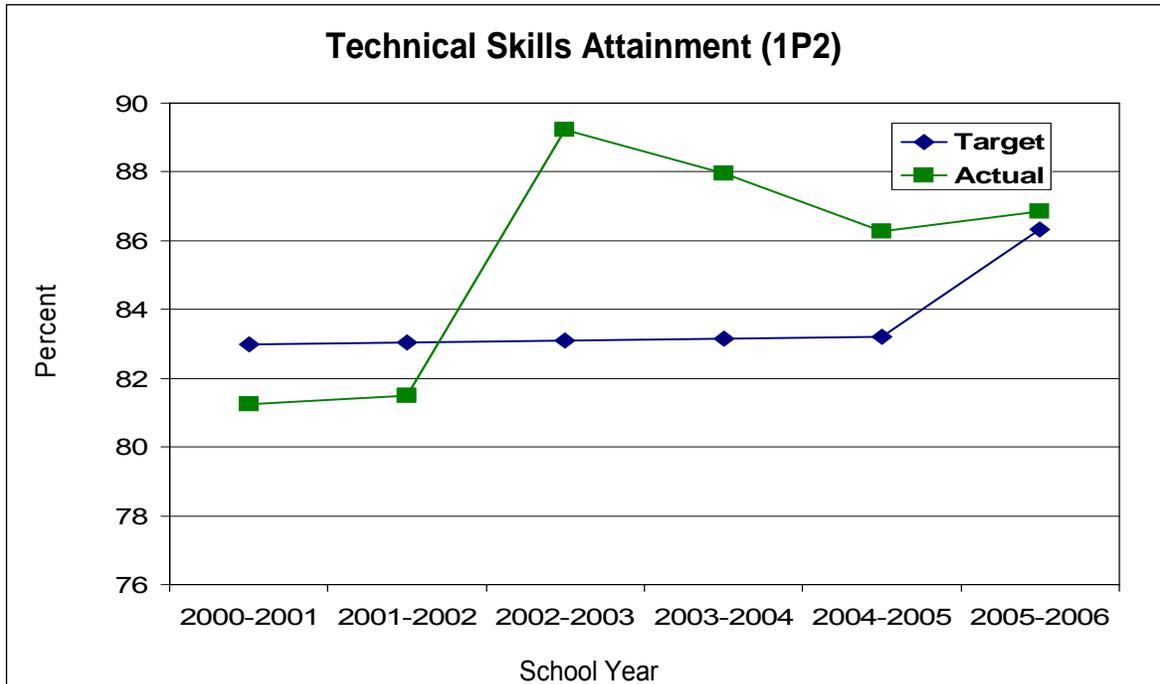
1P1 Academic Skills Attainment

For the last four years, VCCS has exceeded the academic skills attainment measure (see graph below). Colleges have continually concentrated funding and efforts to improve skills attainment through initiatives, such as enhancement of curriculum, on-line instructional services, and the provision of tutoring.



1P2 Technical Skills Attainment

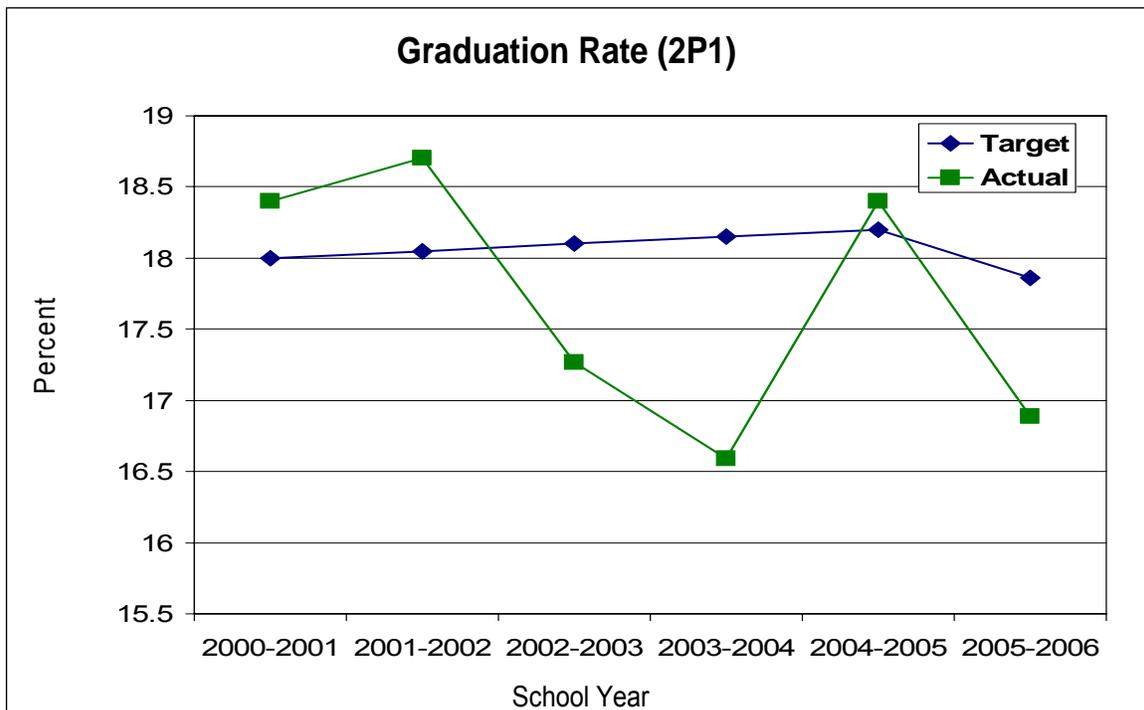
Similar to the academic skills attainment, VCCS has exceeded targets for this measure over the last four years (see graph below). Colleges have continually concentrated funding and efforts to improve skills attainment through initiatives, such as enhancement of curriculum, upgrading of computers, and certification of programs and faculty.



2P1 Graduation Rate

For the 2005-2006 year, VCCS missed the graduation target (see graph below) by approximately one percent. Based on the current definition of first-time, full-time students completing within three years, this one percent difference equates to approximately 33 students. Colleges provide services to improve the graduation rate through the development of articulation agreements with universities to encourage students to complete and transfer to four year education, the implementation of distance education courses to provide easier access to courses, and the development of learning communities for students with similar interests, demographics, etc. to provide individuals with a support network.

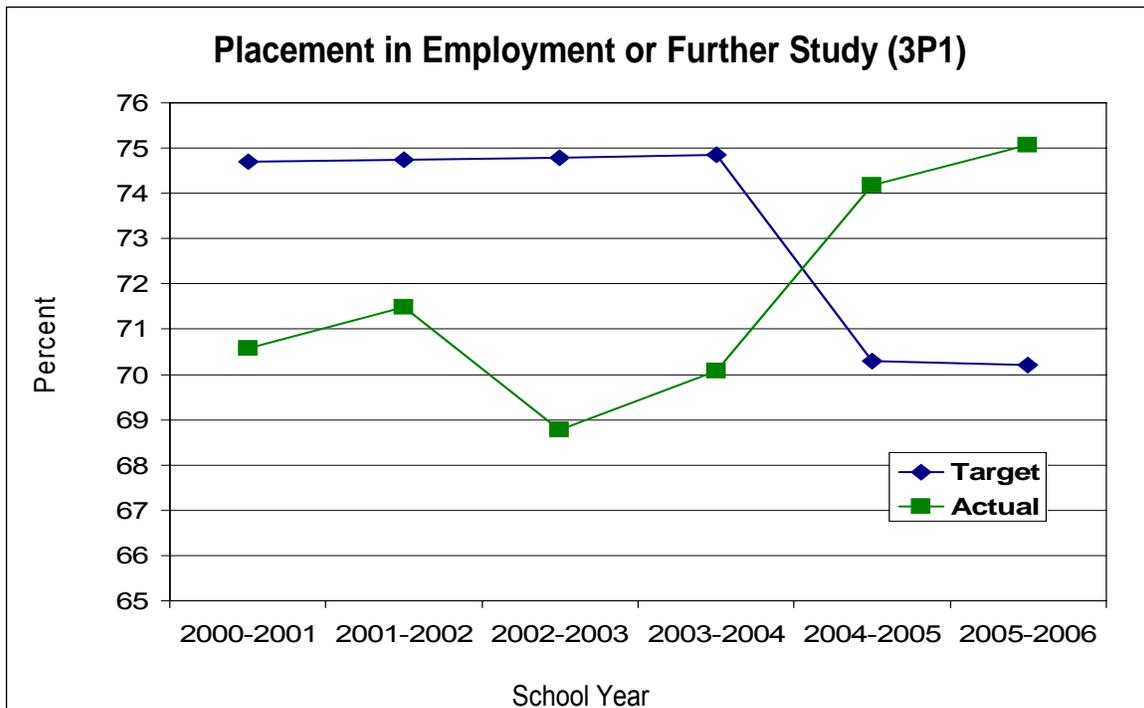
VCCS continues to seek new practices to improve the graduation rate of all community college students. In FY 2004, VCCS adopted nine strategies to improve performance by 2009 (referred to as Dateline 2009). One goal includes ranking the VCCS in the top 10 percent of community colleges based on graduation data by 2009. Since the adoption of these strategies, colleges are required to report on how they will work to improve their graduation rate to contribute to this goal. In addition, college presidents are evaluated on their performance for meeting these goals.



3P1 Placement, Employment and Further Study

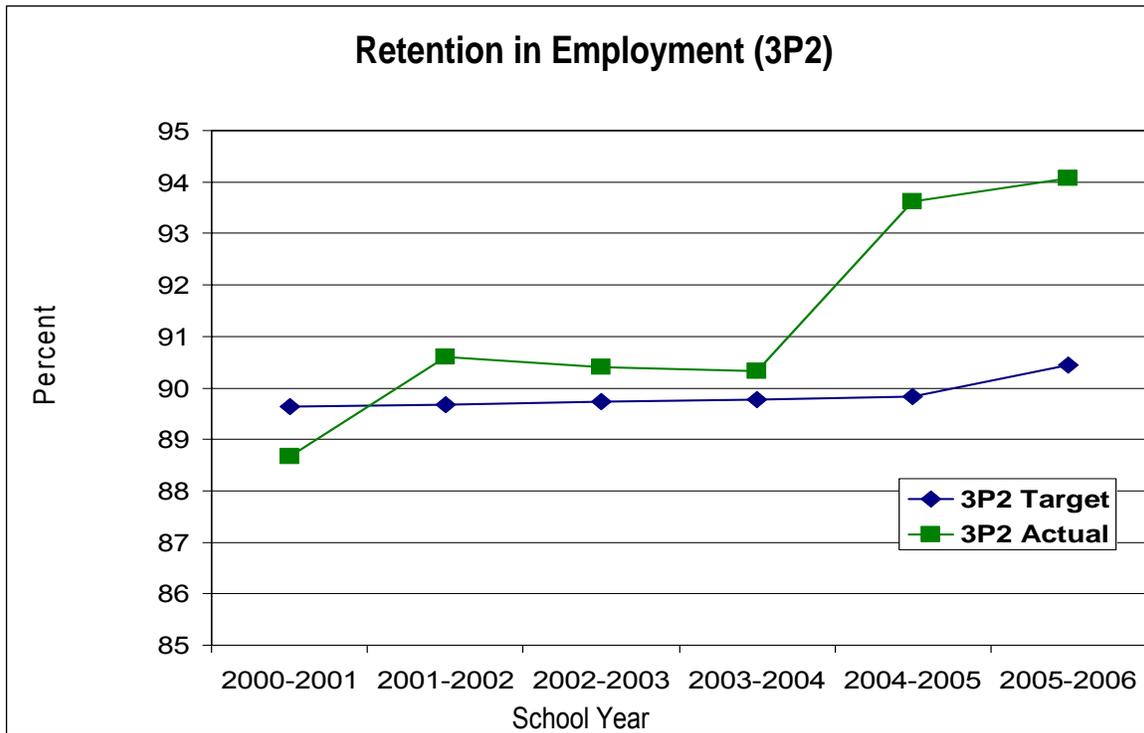
Over the last four years, VCCS placement rates have steadily increased (see graph below). VCCS met this target for the second time since the development of the measure. Colleges provide services to improve the placement measure through the development of career resources and career coaching, the purchase of job placement software, and provision of employability skills training.

One factor that may have contributed to the recent increase in the placement rate is the growth in Virginia's economy over the last few years. Virginia's low unemployment rates increase the likelihood of community college students finding employment upon graduation.



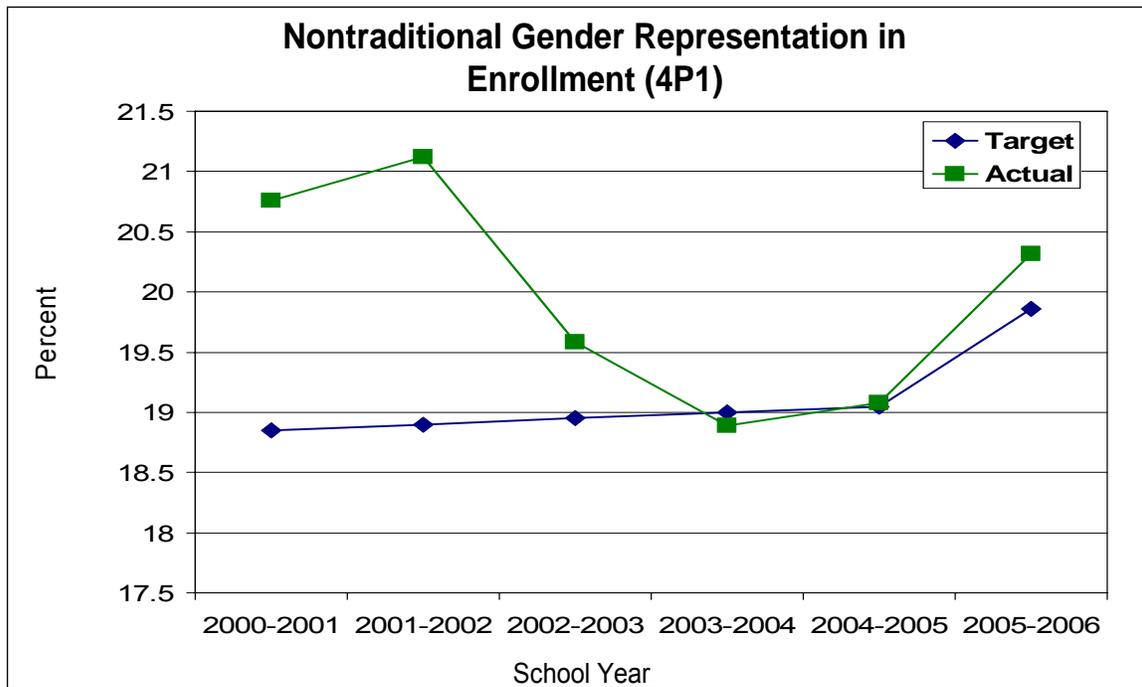
3P2 Retention in Employment

VCCS exceeded the retention in employment target for the fifth year in a row (see graph below). Colleges focus on maintaining this measure through similar activities as described in the placement measure (3P1), such as the development of career resources and career coaching, the implementation of job placement software, and the provision of employability skills training.



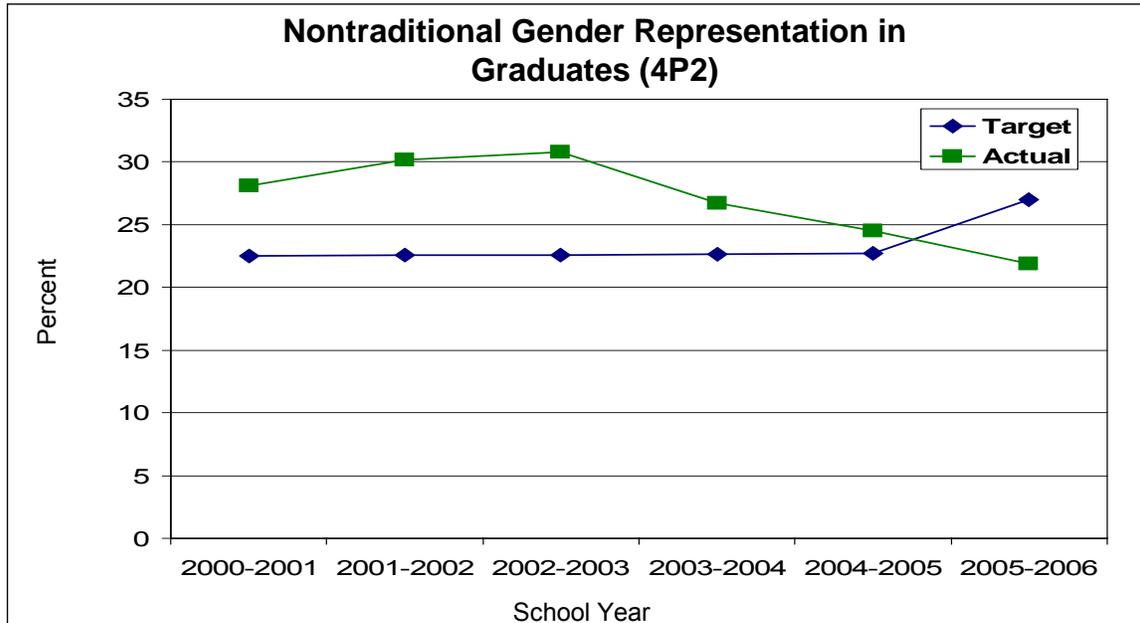
4P1 Nontraditional Gender Representation in Enrollment

VCCS met the target level for the 2005-2006 year for representation of minority gender students in nontraditional programs (see graph below). Examples of nontraditional programs include: information technology, which is traditionally dominated by males; and nursing programs, which are traditionally dominated by women. Colleges work to improve this measure through the development of learning communities to provide a support network for gender minorities in these programs, the publishing of gender and minority balanced marketing materials to demonstrate that all individuals have access to programs, and through career coaching to encourage students to pursue their interests regardless of whether it is a nontraditional career for their gender.



4P2 Nontraditional Gender Representation in Graduates

VCCS did not meet the nontraditional gender representation in graduates measure as in prior years (see graph below). The rate has decreased over the last four years. VCCS is in the process of reviewing potential factors that may influence the steady decline. Similar to the nontraditional representation in enrollment measure, colleges work to improve this measure through the development of learning communities, the publishing of gender and minority balanced marketing materials, and career coaching.



COMMUNITY COLLEGE PERFORMANCE

Individual college performance on the Perkins measures varied in 2005-2006. The following table provides data on performance for the 23 community colleges. Two colleges met all performance targets for 2005-2006. Ten met all but one or two targets. The remaining colleges did not meet three or more targets. The measures that were not met concentrated primarily on the graduation and nontraditional representation measures.

Each year, colleges that do not meet the state's target level 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.

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INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2005-2006

	1P1	1P2	2P1	3P1	3P2	4P1	4P2	
	Academic Skills	Technical Skills	Graduation Rate	Employment and Study	Retention in Employment	Gender Representation	Gender Representation Graduates	# Did not meet
Target¹	74.99	86.33	17.86	70.2	90.45	19.86	27	
BRCC	78.38	86.83	23.97	85.89	96.67	15.49	18.75	2
CVCC	83.86	89.97	19.64	86.69	96.96	23.16	27.72	0
DSLCC	78.67	88.4	28.57	81.68	95.28	12.2	15.97	2
DCC	76.69	91.45	27.69	79.35	96.41	10.63	7.84	2
ESCC	74.6	89.94	33.33	85.92	95	14.91	6.67	3
GCC	78.95	86.29	14.29	76.42	96.74	23.63	9.68	3
JSRCC	83.25	84.46	15.96	82.27	96.51	17.39	15.59	4
JTCC	82.95	91.8	15.19	86.58	97.2	14.14	18.6	3
LFCC	85.47	89.28	27.59	78.06	88.98	20.55	18.14	2
MECC	75.17	87.64	20.38	63.08	91.23	16.98	16.03	3
NRCC	73.95	86.9	18.24	82.69	94.81	15.47	14.47	3
NVCC	74.46	81.54	6.4	66.91	93.37	29.62	27.22	4
PHCC	79.37	90.22	26.06	76.98	91.19	28.11	33.33	0
PDCCC	75.68	88.29	10.81	80	92.19	21.33	25.4	2
PVCC	78.47	88.67	25.81	82.14	97.76	25.45	24.24	1
RCC	84.9	84.16	16.28	83.33	97.87	16.89	23.46	4
SVCC	78.19	87.65	25	74.94	91.02	13.1	45.36	1
SWCC	80.85	89.77	25.15	62.26	91.15	21.96	26.16	2
TNCC	75.08	87.5	8.75	65.78	92.58	20.09	32.67	2
TCC	76.48	88.5	5.52	72.88	92.32	20.23	16.99	2
VHCC	79.34	88.17	21.7	64.92	90	19.02	23.57	4
VWCC	72.75	87.91	18.92	82.91	96.1	23.2	24.46	2
WCC	80	91.58	32.69	76.15	96.91	13.55	6.33	2
VCCS	77.99	86.84	16.89	75.07	94.08	20.32	21.89	2

¹Community College Key:

- BRCC – Blue Ridge Community College
- CVCC – Central Virginia Community College
- DSLCC – Dabney S. Lancaster Community College
- DCC – Danville Community College
- ESCC – Eastern Shore Community College
- GCC – Germanna Community College
- JSR – J. Sargeant Reynolds Community College
- JTCC – John Tyler Community College
- LFCC – Lord Fairfax Community College
- MECC – Mountain Empire Community College
- NRCC – New River Community College
- NVCC – Northern Virginia Community College
- PHCC – Patrick Henry Community College
- PDCCC – Paul D. Camp Community College
- PVCC – Piedmont Community College
- RCC – Rappahannock Community College
- SVCC – Southside Virginia Community College
- SWCC – Southwest Virginia Community College
- TNCC – Thomas Nelson Community College
- TCC – Tidewater Community College
- VHCC – Virginia Highlands Community College
- VWCC – Virginia Western Community College
- WCC – Wytheville Community College
- VCCS – Virginia Community College System

Shading represents areas in which targets were not met.