

VIRGINIA DEPARTMENT OF EDUCATION

OFFICE OF CAREER AND TECHNICAL EDUCATION SERVICES

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

**2007-2008**

## 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 65% and Mathematics performance standard is 63%. This standard utilizes the English 11

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

Subject Area	Percent Passing of Test Takers
Reading/Language Arts	97.55% ( 33,036 of 33,865 )
Mathematics	83.56% ( 26,221 of 31,379 )

## B. TECHNICAL SKILLS ATTAINMENT

**Performance Standard:** Seventy-five percent (75.00%) 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 <sup>1</sup>	Percent that Attained 80% of the Competencies
32,997	34,513	95.61%

<sup>1</sup>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.

**NOTE:** Beginning in 2008-2009 Annual Report, the Technical Skills Attainment score will also include industry credential testing as part of the percentage.

## 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 75%.

### *Secondary School Completion Rate*

C <sup>2</sup>	c + d <sup>2</sup>	Completion Rate <sup>2</sup>
34,513	34,960	98.72%

<sup>2</sup> The Completion Rate was calculated using the number of completers (c) reported on the 2007-2008 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 2007-2008 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 2007-2008 is 61.00%.

**Graduation Rate**

Completers who earned an Advanced Studies or Standard Diploma	Completers	Percent who earned an Advanced Studies and Standard Diploma
32,477	34,513	94.10%

**E.****TRANSITION**

**Performance Standard:** Students who are career and technical completers/graduates will successfully transition at a combined rate of 75% from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

**2007 Completer Transition Rate**

Completers who transitioned	Completers who indicated transition status	Transition Rate
23,659	24,740	95.63%

**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 13.63%.

**Non-Traditional Career Preparation Enrollment**

Non-Traditional Enrollment	Enrollment of Non-Traditional Courses	Percent of Non-Traditional Enrollment
116,530	339,360	34.33%

**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 9.00%.

**Non-Traditional Career Preparation Completion**

Non-Traditional Completers	Completers of Non-Traditional Programs	Percent of Non-Traditional Completers
9,142	31,473	29.04%

## **2007-2008 STATEWIDE PERFORMANCE SUMMARY**

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

### **Highlights for Career and Technical Education for 2007-2008**

- 19,462 students obtained the Career and Technical Education Seal
- 1,067 students obtained the Advanced Mathematics and Technology Seal
- 44.98% of CTE completers attained an Advanced Studies Diploma
- 49.12% of CTE completers attained a Standard Diploma
- 2.71% of CTE completers attained a Modified Standard Diploma
- 1.78% of CTE completers attained a Special Diploma
- 0.62% of CTE completers attained a General Educational Development (GED) certificate
- Less than 1% of CTE completers attained Other Completion Certificates
- Less than 0.01% of CTE completers attained a General Achievement Diploma (GAD)
- 10,224 CTE students participated in the Cooperative Education Program (CO-OP)
- 9,696 employers employed CTE students under the CO-OP program
- \$45,201,288.65 total wages earned by our CO-OP students

- 2,436 CTE teachers have passed industry certification examinations as of March 9, 2009.
- 43.23% of CTE completers attend post secondary education
- 19.76% of CTE completers have transitioned to full time employment
- 27.92% of CTE completers have transitioned to employment and postsecondary education
- 3.29% of CTE completers have transitioned to the military
- 1.43% of CTE completers have transitioned to a full-time equivalency of part-time combinations of transition indicators



Division	Performance Measures							
	Academic Achievement		Technical Skills Attainment	Secondary School Completion	Graduation Rate	Transition	Non-Trad Enrollment	Non-Trad Completion
	English	Mathematics						
Chesterfield County	✓	✓	✓	✓	✓	✓	✓	✓
Clarke County	✓	✓	✓	✓	✓	✓	✓	✓
Colonial Beach	✓	✓	✓	✓	✓	✓	✓	✓
Colonial Heights City	✓	✓	✓	✓	✓	✓	✓	✓
Covington City	✓	✓	✓	✓	✓	✓	✓	✓
Craig County	✓	✓	✓	✓	✓	✓	✓	✓
Culpeper County	✓	✓	✓	✓	✓	✓	✓	✓
Cumberland County	✓	X	✓	✓	✓	✓	✓	✓
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	✓	✓	X	✓	✓	✓	✓	✓
Grayson County	✓	✓	✓	✓	✓	✓	✓	✓
Greene County	✓	✓	✓	✓	✓	✓	✓	✓
Greensville County	✓	✓	✓	✓	✓	✓	✓	✓
Halifax County	✓	✓	✓	✓	✓	✓	✓	✓
Hampton City	✓	✓	X	✓	✓	✓	✓	✓







**Perkins Core Performance Measures  
Results and Targets  
2007-2008**



Report Prepared by Marcia Harrington  
Data Compiled by Adolph Hofmann

Workforce Development Services  
January 2009

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

**Overview**

With the passage of Perkins IV in 2006 came greater accountability and tighter performance measures. Six new federally-established Perkins performance measures were identified: Technical Skills Attainment, Completion, Retention/Transfer, Employment, and Non-traditional Gender Representation in Participation and Non-traditional Gender Representation in Completion. These new performance measures were applied to historic data to evaluate the appropriateness of the targets set for 2007-08 and to consider targets for future years. The 2007-08 targets were established by the USDOE for the 2007-08 period. These will be evaluated for appropriateness and renegotiated if needed. The results of these performance measures applied to the past three years and the derivation of these measures follow.

**Background**

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 2008) are distributed to the 23 community colleges across Virginia.

**2007-08 Performance Results**

In 2007-08, the VCCS compiled three years of historical data to help establish baselines for these new performance measures. Current targets had been established without historical data. In April, with the help of baseline data we will establish more appropriate targets.

Table 1 provides three years of results for five of the six performance measures. The Virginia Employment Commission (VEC) will be releasing employment data to the VCCS within the 2009 year, enabling the VCCS to respond to 4P1.

Technical Skills Attainment has decreased each year of the three-year period. Completion, Retention and Transfer, and Non-traditional Gender Representation and Completion all have remained fairly constant.

**Table 1  
VCCS Performance on Perkins Performance Measures for  
Academic Years 2005-06 to 2007-08**

Performance Measure	Actual			
	2005-06	2006-07	2007-08	Avg.
<b>1P1: Technical Skills Attainment</b>	77.5%	75.6%	74.8%	76%
<b>2P1: Completion</b>	40.3%	38.6%	40.4%	40%
<b>3P1: Retention and Transfer</b>	68.8%	68.1%	70.8%	69%
<b>4P1: Employment</b>	*	*	*	*
<b>5P1: Non-traditional Gender Representation</b>	20.0%	18.6%	18.3%	19%
<b>5P2: Non-traditional Gender Completion</b>	17.4%	16.3%	16.9%	17%

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.

In 2007-2008, the VCCS exceeded (or came within 90 percent of the target) of four of the six performance targets (Completion, Retention and Transfer, and Non-traditional Gender Representation and Non-traditional Completion). It missed meeting the target for Technical Skills Attainment (1P1) and lacked the data needed to respond to 4P1.

Table 2 shows achievement at 90 percent of target. In two cases the difference between actual measure and target measures is significant (1P1 and 3P1). These alone indicate the need to reevaluate these targets which were set devoid of data. The three years of data presents the opportunity to establish more precise targets.

**Table 2**  
**2007-08**  
**Evaluation of Target Attainment**

Performance Measure	2007-08	Target	90% of Target	Result
1P1: Technical Skills Attainment	74.8%	85.5%	76.95%	Missed Target
2P1: Completion	40.4%	42.0%	37.8%	Met Target
3P1: Retention and Transfer	70.8%	50.0%	45.0%	Met Target
4P1: Employment	*	*	*	*
5P1: Non-traditional Gender Representation	18.3%	18.5%	16.65%	Met Target
5P2: Non-traditional Gender Completion	16.9%	14.0%	12.6%	Met Target

### Student Type

Participants, concentrators and completers are the three categories of students that are included in these performance measures. Participants include all students in the career and technical education programs. Concentrators are those participants who have earned 12 or more degree-bearing credits. Completers are those concentrators who earned a credential or a degree during the reporting year.

### Calculating the Performance Measures

A description of what happens with each measure and the method for calculating each performance measure is provided in Table 3.

**Table 3**  
**Definition by Performance Measure**

Measure	Completion Measure Definition
<b>1P1: Technical Skills Attainment</b>	<p><i>The measure reflects the percentage of concentrators who earn a GPA of 2.5 or more of all CTE concentrators. GPA of 2.5 indicates a degree of knowledge and skill attainment. All concentrators in the reporting year with a 2.5 GPA or higher are divided by all concentrators in the reporting year.</i></p> <p><b>Numerator:</b> Number of CTE concentrators who accumulate a G.P.A. of 2.5 or greater during the reporting year. <b>Denominator:</b> Number of CTE concentrators during the reporting year.</p>
<b>2P1: Completion</b>	<p><i>The measure reflects the percentage of career and technical concentrators who graduated of all students who left postsecondary education in the reporting year. Graduates are included in those departing postsecondary. National Student Clearinghouse data is used to identify students in the reporting year who re-enrolled in postsecondary education.</i></p> <p><b>Numerator:</b> Number of CTE concentrators, who in the reporting year earned a degree, a certificate, or an industry-recognized credential. <b>Denominator:</b> Number of CTE concentrators in the reporting year who left postsecondary education (graduates plus non-returns).</p>

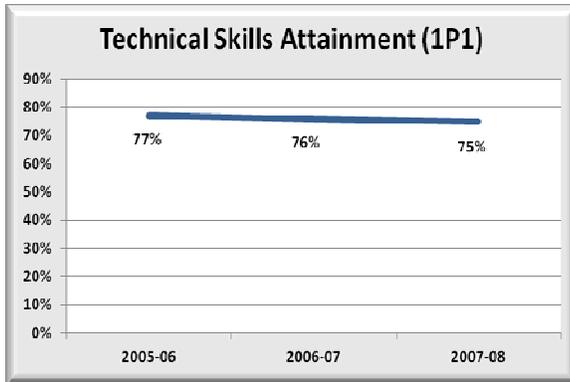
Measure	Completion Measure Definition
<b>3P1: Retention/Transfer</b>	<p><i>The measure reflects the percentage of career and technical concentrators who graduated of all students who left postsecondary education in the reporting year. Graduates are included in those departing postsecondary education. National Student Clearinghouse data is used to identify students in the reporting year who re-enrolled in postsecondary education.</i></p> <p><b>Numerator:</b> Number of CTE concentrators enrolled in post-secondary education the fall after the reporting year via re-enrolling at a VCCS college or transferring to another college or university.  <b>Denominator:</b> Number of CTE concentrators enrolled during the reporting year less graduates.</p>
<b>4P1: Employment</b>	<p><i>Virginia employment information will be obtained from the VEC. Completers who are employed within the 2<sup>nd</sup> quarter after the reporting year are considered, as are students who are placed in apprenticeships. The VCCS is attempting to secure access to the Federal Data Exchange System to identify federal employment. Those employed are divided by the total number of completers in the reporting year.</i></p> <p><b>Numerator:</b> Number of CTE completers who were placed in or retained employment, or placed in military service, or apprenticeship programs in the 2<sup>nd</sup> quarter following the reporting year in which they left postsecondary education.  <b>Denominator:</b> Number of CTE completers in the reporting year.</p>
<b>4P1: Employment</b>	<p><i>Virginia employment information will be obtained from the VEC. Completers who are employed within the 2<sup>nd</sup> quarter after the reporting year are considered, as are students who are placed in apprenticeships. The VCCS is attempting to secure access to the Federal Data Exchange System to identify federal employment. Those employed are divided by the total number of completers in the reporting year.</i></p> <p><b>Numerator:</b> Number of CTE completers who were placed in or retained employment, or placed in military service, or apprenticeship programs in the 2<sup>nd</sup> quarter following the reporting year in which they left postsecondary education.  <b>Denominator:</b> Number of CTE completers in the reporting year.</p>
<b>5P1: Nontraditional by Gender Participation</b>	<p><i>Non-traditional gender graduates in traditional single-gender fields are divided by the total number of CTE completers.</i></p> <p><b>Numerator:</b> In the reporting year, number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in non-traditional fields.  <b>Denominator:</b> In the reporting year, number of CTE concentrators who participated in a program that leads to employment in non-traditional fields.</p>
<b>5P2: Nontraditional by Gender Completion</b>	<p><i>Non-traditional gender graduates in traditional single-gender fields are divided by the total number of CTE completers.</i></p> <p><b>Numerator:</b> In the reporting year, number of CTE completers from underrepresented gender groups who completed a program that leads to employment in non-traditional fields.  <b>Denominator:</b> In the reporting year, number of CTE completers who completed a program that leads to employment in non-traditional fields.</p>

### VCCS Performance on Perkins Measures

Each state negotiates target levels of performance with the US DOE. For the most part, targets are established based on a three-year historic average. These targets are incorporated into each state's annual Perkins plan. Performance by measure for the VCCS over a three-year period is provided below.

### 1P1 Technical Skills Attainment

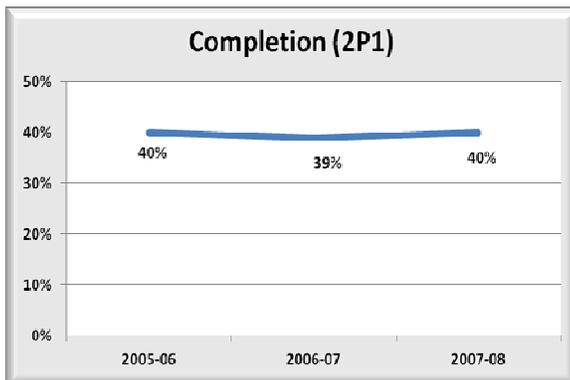
In 2007-08, the VCCS did not achieve 90 percent (77 percent) of the Technical Skills Attainment target (85.5 percent). The performance result was 75 percent, approximately ten percentage points less than the target. The Technical Skills Attainment measure also declined by two percentage points over the three-year period. Technical Skills Attainment focuses on CTE concentrators who achieve a G.P.A of 2.5 or better in the reporting year. This target will need to be readjusted.



Colleges have continually concentrated funding and efforts to improve skills attainment through initiatives such as enhancement of curriculum, on-line instructional services, and tutoring.

### 2P1 Completion

The new completion measure more closely aligns and is more reflective of the attendance patterns of the typical CTE student – that is, part-time and continuing (stop-out/drop-in) students. Unlike previous and traditional completion/graduation measures, this new measure is configured to measure the exit (as opposed to entry) cohort. The exit cohort consists of those exiting postsecondary education – graduates and those dropping out of postsecondary education altogether.

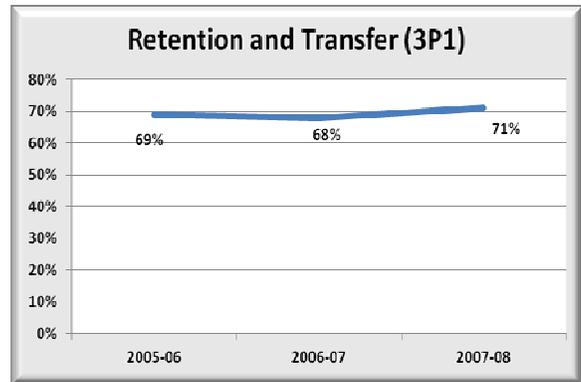


The VCCS was successful in the Completion measure (40.4 percent) meeting 90 percent of the target (42.0 percent). Completion also has remained stable at 40 percent over the three-year period.

While this measure indicates success, colleges should continue to focus energy on helping students complete as well as decreasing the number of students leaving postsecondary education every year.

### 3P1 Retention and Transfer

The VCCS exceeded the target (50 percent) on the Retention/Transfer measure (71 percent) by over 20 percentage points. Retention and Transfer has increased marginally (two percentage points) over the three-year period. Several factors may affect improvement of this measure including the transfer agreements with Virginia's four-year institutions and the newly implemented Commonwealth Transfer Grant. Student success also is the focus of several concerted initiatives of the VCCS. The economy and the ability for people to pay for postsecondary education may counter improvement.



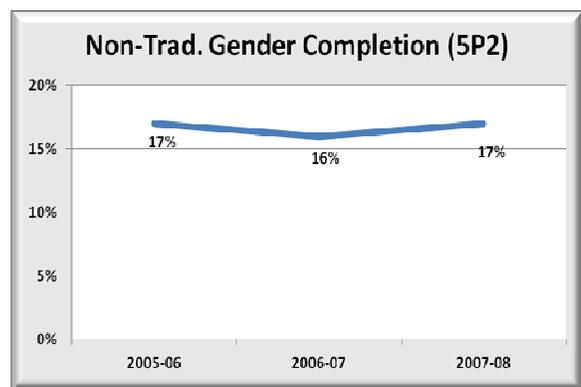
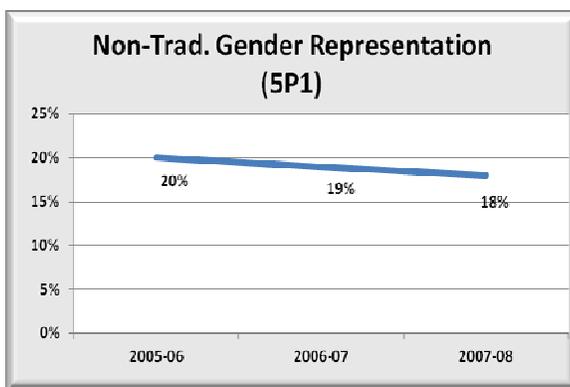
### 4P1 Employment

Career resources and career coaching, job placement software, skills training and relationships with business and industry are all in place to affect this measure. However, the VCCS has been unable to access data to measure performance on placement and employment. VCCS has signed a Memorandum of Understanding with the VEC. The VCCS will begin to receive employment data later in 2009 enabling evaluation of this measure. Additionally, the VCCS is attempting to secure access to the federal employment database to track federal employment. The federal government is a significant employer in the Commonwealth of Virginia.

### 5P1 Non-traditional Gender Participation

VCCS met the Non-traditional Gender Representation measure for the past three years; however, it has been on the decline over this period and in 2007-08 fell just below the target. If the trend continues, non-traditional participation will not meet the target.

Colleges have developed learning communities to build a support network for gender minorities, published gender- and minority-balanced marketing materials to demonstrate access, and employed career coaches to encourage students to pursue their career interests regardless of traditional gender for that career.



### 5P2 Non-traditional Gender Completion

The VCCS has met the target established for Non-traditional Gender Completion for the past three years. The trend has remained stable averaging 17 percent, three percentage points above the target (14 percent). Learning communities, career coaches and marketing materials are all means the colleges employ to help increase Non-traditional Gender Completion. The focus on student success will also affect this measure.

### **Community College Performance at the College Level**

The VCCS will work with the USDOE to establish system-level targets for each measure. Similarly, the staff at the system office will work with the colleges to establish individual college targets. Colleges will be required to achieve performance at least 90 percent of the established target. Colleges that do not achieve 90 percent of the state-identified target in year 1

are required to develop a plan for improving the measure. If the target is not achieved in year 2, the institution will be required to seek onsite technical assistance; if the institution continues to not reach the target in year 3, funding will be reduced.

The Table 4 provides performance data for the 23 colleges for 2007-08.

**Table 4**  
**College Results of Perkins Performance Measures for 2007-08**

	1P1	2P1	3P1	5P1	5P2
	Technical Skills Attainment	Completion	Retention and Graduation	Non-Trad Gender Representation	Non-Trad Gender Completion
	College Measure	College Measure	College Measure	College Measure	College Measure
BRCC	77.6%	45.1%	75.5%	16.4%	10.5%
CVCC	75.3%	43.8%	68.3%	18.1%	18.3%
DSLCC	72.9%	46.8%	70.2%	24.1%	17.9%
DCC	70.2%	50.6%	70.6%	16.6%	18.2%
ESCC	75.1%	51.0%	67.4%	9.5%	7.1%
GCC	75.9%	42.3%	72.8%	26.6%	21.8%
JSRCC	78.2%	39.2%	69.8%	15.5%	14.6%
JTCC	79.2%	41.5%	74.4%	16.8%	15.6%
LFCC	76.6%	49.2%	70.0%	15.2%	7.5%
MECC	76.3%	35.8%	61.3%	16.3%	15.9%
NRCC	69.4%	46.2%	73.0%	14.8%	12.6%
NVCC	73.7%	30.5%	73.6%	21.4%	18.4%
PHCC	79.9%	46.7%	70.1%	19.7%	18.0%
PDCCC	71.8%	38.1%	66.1%	12.4%	12.7%
PVCC	76.3%	49.6%	72.9%	20.7%	13.0%
RCC	74.4%	45.5%	68.1%	9.4%	5.4%
SVCC	70.3%	47.2%	64.4%	18.1%	18.6%
SWCC	81.2%	37.6%	61.3%	16.3%	12.4%
TNCC	71.3%	42.1%	70.2%	24.5%	31.6%
TCC	75.1%	33.5%	71.4%	16.5%	16.9%
VHCC	74.2%	49.5%	69.8%	16.1%	15.2%
VWCC	71.9%	37.9%	72.6%	20.9%	19.3%
WCC	76.2%	57.3%	76.1%	17.4%	13.5%
VCCS	74.8%	40.4%	70.8%	18.3%	16.9%
<b>VCCS Target</b>	<b>85.5%</b>	<b>42.0%</b>	<b>50.0%</b>	<b>18.5%</b>	<b>14.0%</b>

For additional questions please contact:

Elizabeth Creamer  
 Director of Postsecondary Tech Prep/Perkins  
 Virginia Community College System  
[ecreamer@vccs.edu](mailto:ecreamer@vccs.edu)  
 804.819.4691

Marcia Harrington  
 Director of Institutional Research  
 Virginia Community College System  
[mharrington@vccs.edu](mailto:mharrington@vccs.edu)  
 804.819.4965