

Board of Education Agenda Item

Item: _____ P. _____

Date: April 28, 2011

Topic: 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
Dr. Kathy Thompson, Director, Postsecondary Perkins and Tech Prep; and
Ms. Elke Jack, Director, Institutional Research

Telephone Number: (804) 225-2847
(804) 819-1681
(804) 819-1661

E-Mail Address: LB.Hall@doe.virginia.gov
kthompson@vccs.edu
ejack@vccs.edu

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action
date _____
action _____

Background Information:

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 federal Perkins Act requires that the results on the negotiated state-adjusted levels of performance for both secondary and postsecondary CTE be communicated to the Board and other audiences. Each school division and the Virginia Community College System receive an annual report of performance. The Virginia Department of Education CTE secondary performance standards were met or exceeded the performance targets. The 2009-2010 school year's data establishes a new baseline for the technical skills attainment standard. The calculation is based on three separate performance measures. Prior years do not serve as comparison as the measure was based solely on the student competency rate. The Virginia Community College System met or exceeded all six of their Perkins performance targets. While four performance measures were below target,

they did meet the target at the 90 percent threshold. Institutions are considered to have met the target if they are within 90 percent of the target.

Summary of Major Elements:

The Virginia system addresses performance on:

- academic achievement;
- technical skills attainment;
- secondary school completion;
- student graduation rate;
- successful transition to careers and/or further education; and
- nontraditional career preparation.

The CTE Annual Performance Report provides results for each of the measures above. All results will be provided to each school division 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
2009-2010**

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 88 percent and Mathematics performance standard is 79 percent.

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

Subject Area	Percent of Test Takers
Reading	97.85% (38,521 of 39,368)
Mathematics	98.17% (38,579 of 39,298)

B. TECHNICAL SKILLS ATTAINMENT

Performance Standard:

Indicator: Percentage of completers¹ that attain 80 percent of the essential competencies on the state-provided, industry-validated competency lists

Performance Measure: For school year 2009-2010, Technical Skills Attainment Performance Standard, 93.39% (35,702 of 38,228) of Completers met or exceeded the 80% competency minimum. This exceed the state target of 81%.²

For Technical Skills Attainment, Virginia is transitioning from one indicator, Student Competency Rate (A), to five indicators (A through E) below. The 2009-2010 school year establishes a new baseline for calculating the five performance measures. Prior years do not serve as comparison as the performance measure was based solely on the Student Competency Rate.

(2S1) Technical Skills Attainment

Indicators	Performance Measures Percent/Number
A. Student Competency Rate ²	93.39% (35,702 of 38,228)
B. Completers Participating in Credentialing Tests ³	44.57% (17,037 of 38,228)
C. Test Takers Passing Credentialing Tests ⁴	71.64% (12,205 of 17,037)
D. Completers Passing Credentialing Tests	31.93% (12,205 of 38,228)
E. Completers Earning Advanced Studies Diploma or Passing a Credentialing Tests ⁵	38.57% (14,746 of 38,228)

¹ 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 Completers who have attained 80% of the Student Competency

³ Virginia's Board-approved external recognized assessments include occupational competency assessments, such as the National Occupational Competency Testing Institute (NOCTI), industry certification examinations, and state licensure examinations.

⁴ Indicator includes only test takers. Not all CTE completers participate in 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.

⁵ Indicator of College and Career Readiness: 14,746 is derived by combining the number of completers (9,250) who earned an Advanced Studies Diploma but did not take a credential test and the number of completers (5,496) who passed a credentialing test but did not earned an Advanced Studies Diploma.

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 79.5 percent.

Secondary School Completion Rate

C ³	c + d ³	Completion Rate ³
39,671	40,159	98.78%

³ The Completion Rate was calculated using the number of completers (c) reported on the 2009-2010 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 2009-2010 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 2009-2010 is 69 percent.

Graduation Rate

Completers who earned an Advanced Studies, IB or Standard Diploma	Completers	Percent who earned an Advanced Studies, or Standard Diploma
37,273	39,671	93.95%

E. TRANSITION

Performance Standard: Students who are career and technical completers/graduates will successfully transition at a combined rate of 79.5 percent from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

2009 Completer Transition Rate

Completers who transitioned	Completers who indicated transition status	Transition Rate
28,052	28,748	97.58%

F.

NONTRADITIONAL 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 percent will be 17 percent.

Nontraditional Career Preparation Enrollment

Nontraditional Enrollment	Enrollment of Nontraditional Courses	Percent of Nontraditional Enrollment
119,730	345,187	34.69%

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 13 percent.

Nontraditional Career Preparation Completion

Nontraditional Completers	Completers of Nontraditional Programs	Percent of Nontraditional Completers
10,226	35,500	28.81%

2009-2010 STATEWIDE PERFORMANCE SUMMARY

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

**Base Year Standard – This year establishes a new baseline for calculating three separate performance measures. Prior years do not serve as comparison as the measure was based solely on the Student Competency Rate.*

Highlights for Career and Technical Education for 2009-2010

- 23,158 students obtained the Career and Technical Education Seal
- 1,718 students obtained the Advanced Mathematics and Technology Seal
- 45.34 percent of CTE completers attained an Advanced Studies Diploma
- 29,057 CTE students have earned industry credentials, state licensures, or National Occupational Competency Testing Institute (NOCTI) assessments
- 7,508 CTE students participated in the Cooperative Education Program (CO-OP)
 - 6,945 employers employed CTE students under the CO-OP program
 - \$31,392,791.17 total wages earned by our CO-OP students
- 73.45 percent of CTE completers attend postsecondary education and advanced training.
- 18.81 percent of CTE completers have transitioned to full time employment
 - 3.30 percent of CTE completers have transitioned to the military

2009-2010 STATEWIDE PERFORMANCE SUMMARY BY DIVISION

✓	Performance meets or exceeds the 2009-2010 Performance Standards.
X	Did not meet Performance Standard for 2009-2010
-	N/A

**Base Year Standard – This year establishes a new baseline calculating three separate performance measures. Prior years do not serve as comparison as the measure was based solely on the Student Competency Rate.*

Division	Performance Measures							
	Academic Achievement		*Technical Skills Attainment 81%	Secondary School Completion 79.5%	Graduation Rate 69%	Transition 79.5%	Nontrad Enrollment 17%	Nontrad Completion 13%
	English 88%	Mathematics 79%						
Accomack County	✓	✓		✓	✓	✓	✓	✓
Albemarle County	✓	✓		✓	✓	✓	✓	✓
Alexandria City	✓	✓		✓	✓	✓	✓	✓
Alleghany County	✓	✓		✓	✓	✓	✓	X
Amelia County	✓	✓		✓	✓	✓	✓	✓
Amelia-Nottoway Technical Center	-	-		-	X	✓	X	X
Amherst County	✓	✓		✓	✓	✓	✓	X
Appomattox County	✓	✓		✓	✓	✓	✓	✓
Arlington County	✓	✓		✓	✓	✓	✓	✓
Augusta County	✓	✓		✓	✓	✓	✓	✓
Bath County	✓	✓		✓	✓	✓	✓	✓
Bedford County	✓	✓		✓	✓	✓	✓	✓
Bland County	✓	X		✓	✓	✓	✓	✓
Botetourt County	✓	✓		✓	✓	✓	✓	✓
Bristol City	✓	✓		✓	✓	✓	✓	✓
Brunswick County	✓	✓		✓	✓	✓	✓	X
Buchanan County	✓	✓		✓	✓	X	✓	✓
Buckingham County	✓	✓		✓	✓	✓	✓	✓
Buena Vista City	✓	✓		✓	✓	✓	✓	✓
Campbell County	✓	✓		✓	✓	✓	✓	✓
Caroline County	✓	✓		✓	✓	✓	✓	✓
Carroll County	✓	✓		✓	✓	✓	✓	✓
Charles City County	X	✓		✓	✓	✓	✓	X
Charlotte County	✓	✓		✓	✓	✓	✓	✓
Charlottesville Albemarle Tech	-	-		-	✓	✓	X	✓
Charlottesville City	✓	✓		✓	✓	✓	✓	✓
Chesapeake City	✓	✓		✓	✓	✓	✓	✓

Division	Performance Measures							
	Academic Achievement		*Technical Skills Attainment 81%	Secondary School Completion 79.5%	Graduation Rate 69%	Transition 79.5%	Nontrad Enrollment 17%	Nontrad Completion 13%
	English 88%	Mathematics 79%						
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	√	√		√	√	√	√	X
Fluvanna County	√	√		√	√	√	√	√
Franklin City	√	√		√	√	√	√	√
Franklin County	√	√		√	√	√	√	√
Frederick County	√	√		√	√	√	√	√
Fredericksburg City	√	√		√	√	√	√	√
Galax City	√	√		√	√	√	√	√
Giles County	√	√		√	√	√	√	√
Gloucester County	√	√		√	√	√	√	√
Goochland County	√	√		√	√	√	√	√
Grayson County	√	√		√	√	√	√	√
Greene County	√	√		√	√	√	√	√
Greensville County	√	√		√	√	√	√	√
Halifax County	√	√		√	√	√	√	√
Hampton City	√	√		√	√	√	√	√

**Base Year Standard – This year establishes a new baseline calculating three separate performance measures. Prior years do not serve as comparison as the measure was based solely on the Student Competency Rate.*

Division	Performance Measures							
	Academic Achievement		*Technical Skills Attainment 81%	Secondary School Completion 79.5%	Graduation Rate 69%	Transition 79.5%	Nontrad Enrollment 17%	Nontrad Completion 13%
	English 88%	Mathematics 79%						
Hanover County	√	√		√	√	√	√	√
Harrisonburg City	√	√		√	√	√	√	√
Henrico County	√	√		√	√	√	√	√
Henry County	√	√		√	√	√	√	√
Highland County	√	√		√	√	X	√	√
Hopewell City	√	√		√	√	√	√	√
Isle of Wight	√	√		√	√	√	√	√
Jackson River Technical Center	—	—		—	√	√	X	√
King and Queen County	√	√		√	√	√	√	√
King George County	√	√		√	√	√	√	√
King William County	√	√		√	√	√	√	√
Lancaster County	√	√		√	√	√	√	√
Lee County	√	√		√	√	√	√	√
Loudoun County	√	√		√	√	√	√	√
Louisa County	√	√		√	√	√	√	√
Lunenburg County	√	√		√	√	√	√	√
Lynchburg City	√	√		√	√	√	√	√
Madison County	√	√		√	√	√	√	√
Manassas City	√	√		√	√	√	√	√
Manassas Park City	√	√		√	√	√	√	√
Martinsville City	√	√		√	√	√	√	√
Massanutten Technical Center	—	—		—	√	√	X	√
Mathews County	√	√		√	√	√	√	√
Mecklenburg County	√	√		√	√	√	√	√
Middlesex County	√	√		√	√	√	√	√
Montgomery County	√	√		√	√	√	√	√
Nelson County	√	√		√	√	√	√	√
New Horizons Technical Center	—	—		—	√	√	X	√
New Kent County	√	√		√	√	√	√	√
Newport News City	√	√		√	√	√	√	√

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Division	Performance Measures							
	Academic Achievement		*Technical Skills Attainment 81%	Secondary School Completion 79.5%	Graduation Rate 69%	Transition 79.5%	Nontrad Enrollment 17%	Nontrad Completion 13%
	English 88%	Mathematics 79%						
Norfolk City	√	√		√	√	√	√	√
Northampton County	√	√		√	√	√	√	√
Northern Neck Technical Center	—	—		—	√	√	✗	√
Northumberland County	√	√		√	√	√	√	√
Norton City	√	√		√	√	√	√	√
Nottoway County	√	√		√	√	√	√	√
Orange County	√	√		√	√	√	√	√
Page County	√	√		√	√	√	√	√
Patrick County	√	√		√	√	√	√	√
Petersburg City	√	√		√	√	√	√	√
Pittsylvania County	√	√		√	√	√	√	√
Poquoson City	√	√		√	√	√	√	√
Portsmouth City	√	√		√	√	√	√	√
Powhatan County	√	√		√	√	√	√	√
Prince Edward County	√	√		√	√	√	√	√
Prince George County	√	√		√	√	√	√	√
Prince William County	√	√		√	√	√	√	√
Pulaski County	√	√		√	√	√	√	√
Radford City	√	√		√	√	√	√	√
Rappahannock County	√	√		√	√	√	√	✗
Richmond City	√	√		√	√	√	√	√
Richmond County	√	√		√	√	√	√	√
Roanoke City	√	√		√	√	√	√	√
Roanoke County	√	√		√	√	√	√	√
Rockbridge County	√	√		√	√	√	√	√
Rockingham County	√	√		√	√	√	√	√
Rowanty Technical Center	—	—		—	√	√	✗	√
Russell County	√	√		√	√	√	√	√
Salem City	√	√		√	√	√	√	√
Scott County	√	√		√	√	√	√	√

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Division	Performance Measures							
	Academic Achievement		*Technical Skills Attainment 81%	Secondary School Completion 79.5%	Graduation Rate 69%	Transition 79.5%	Nontrad Enrollment 17%	Nontrad Completion 13%
	English 88%	Mathematics 79%						
Shenandoah County	√	√		√	√	√	√	√
Smyth County	√	√		√	√	√	√	√
Southampton County	√	√		√	√	√	√	√
Spotsylvania County	√	√		√	√	√	√	√
Stafford County	√	√		√	√	√	√	√
Staunton City	√	√		√	√	√	√	√
Suffolk City	√	√		√	√	√	√	√
Surry County	√	√		√	√	√	√	√
Sussex County	√	√		√	√	√	√	√
Tazewell County	√	√		√	√	√	√	√
The Pruden Center	—	—		—	√	√	×	√
Valley Vocational Technical Center	—	—		—	√	√	×	√
Virginia Beach City	√	√		√	√	√	√	√
Warren County	√	√		√	√	√	√	×
Washington County	√	√		√	√	√	√	√
Waynesboro City	√	√		√	√	√	√	√
West Point	√	√		√	√	√	√	√
Westmoreland County	√	√		√	√	√	√	√
Williamsburg-James City County	√	√		√	√	√	√	√
Winchester City	√	√		√	√	√	√	√
Wise County	√	√		√	√	√	√	√
Wythe County	√	√		√	√	√	√	√
York County	√	√		√	√	√	√	√

**Base Year Standard – This year establishes a new baseline calculating three separate performance measures. Prior years do not serve as comparison as the measure was based solely on the Student Competency Rate.*

**Perkins Core Performance Measures
Results and Targets
2009-2010**



**Workforce Development Services
February 2011**

**VIRGINIA COMMUNITY COLLEGE SYSTEM
PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES
2009-2010**

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 2010) 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 2009-10

In 2009-2010, 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. While four performance measures were below target, they did meet the target at the 90% threshold. The area with the largest decrease (3.8%) from the prior year was 4P1. This primarily is assumed to be a result of the downturn in the economy in recent years. The remaining document provides definitions for how the measures are calculated for postsecondary education and how colleges performed in 2009-2010. Definitions and methods for calculating the performance measures are provided in the Appendix.

TABLE 1: Perkins Performance Measure	Actual	Actual	Target	Diff. Actual vs. Target	Increase from 08-09 to 09-010	90 % of Target	Result
	2008-09	2009-10	2009-10				
1P1: Technical Skills Attainment	75.2	75.2	66.0	9.2	0.0	59.4	Exceeds Target
2P1: Completion	38.4	38.3	39.5	-1.2	-0.1	35.6	Met Target at 90% Threshold
3P1: Retention and Transfer	68.0	68.5	52.0	16.5	0.5	46.8	Exceeds Target
4P1: Employment	70.8	67.0	73.0	-6.0	-3.8	65.7	Met Target at 90% Threshold
5P1: Non-traditional Gender Representation	18.0	18.1	18.8	-0.7	0.1	16.9	Met Target at 90% Threshold
5P2: Non-traditional Gender Completion	15.4	15.3	16.0	-0.7	-0.1	14.4	Met Target at 90% Threshold

Community College Performance 2009-10

Individual college performance on the Perkins measures varied in 2009-2010. 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 colleges exceeded the target, with the VCCS exceeding the target by 9 percentage points.

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

3P1 Retention and Transfer: All colleges exceeded the target, with the VCCS exceeding the target by 16.5 percentage points.

4P1 Employment: Sixteen colleges did not meet the target and of those ten did not meet the target or the 90% threshold.

5P1 NonTraditional Gender Representation: Sixteen colleges did not meet the target and of those thirteen colleges did not meet the 90% threshold.

5P2 NonTraditional Gender Completion: Fifteen colleges did not meet the target and of those ten colleges did not meet the 90% threshold.

Summary by target and threshold

- Germanna and Patrick Henry met all performance measures at the 90% threshold in 2009-10.
- The maximum number of measures not met at the 90% threshold was three in 2009-10. Both Southwest Virginia and Virginia Highlands reported not meeting three measures at the 90% threshold. Coincidentally, they both did not meet the same three measures (Employment, NonTraditional Gender Representation and NonTraditional Gender Completion).
- Seven colleges did not meet one measure at the 90% threshold and twelve colleges did not meet two measures at the 90% threshold in 2009-10. Of those twelve colleges that did not meet the two measures at the 90% threshold, NonTraditional Gender Representation and Non Traditional Gender Completion were not met simultaneously at seven colleges.

TABLE 2: INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2009-2010								
	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	66.0	39.5	52.0	73.0	18.8	16.0	XX.X	XX.X
90% of Target	59.4	35.6	46.8	65.7	16.9	14.4		
Blue Ridge	77.7	38.6	69.4	86.4	16.8	13.0	3	2
Central Virginia	77.9	42.1	65.9	75.2	14.0	11.1	2	2
Dabney S. Lancaster	67.9	51.0	69.9	62.5	20.8	19.1	1	1
Danville	73.0	60.8	70.1	57.3	13.5	16.0	2	2
Eastern Shore	78.0	56.3	75.2	77.8	6.6	3.3	2	2
Germanna	76.5	39.6	71.5	71.4	24.7	17.5	1	0
J. Sargeant Reynolds	77.9	31.0	68.3	77.0	18.8	14.5	2	1
John Tyler	81.3	45.9	73.4	77.6	16.4	15.9	2	1
Lord Fairfax	79.1	43.6	69.0	70.2	13.3	7.9	3	2
Mountain Empire	75.0	44.7	61.1	59.8	16.2	15.4	3	2
New River	72.5	39.1	66.1	76.5	13.9	10.3	3	2
Northern Virginia	73.6	30.0	68.8	65.0	20.0	15.9	3	2
Patrick Henry	79.6	45.3	71.7	70.2	18.3	19.1	2	0
Paul D. Camp	78.5	45.2	67.9	69.7	14.6	10.9	3	2
Piedmont	73.7	46.6	68.0	70.0	15.2	14.4	3	1
Rappahannock	79.1	49.1	68.5	75.1	8.7	4.8	2	2
Southside Virginia	73.4	41.2	62.6	65.4	18.8	12.7	2	2
Southwest Virginia	81.7	37.5	59.2	64.8	16.0	13.8	4	3
Thomas Nelson	69.6	39.3	67.6	62.4	21.7	23.3	2	1
Tidewater	74.5	34.7	70.1	63.3	17.5	17.3	3	2
Virginia Highlands	77.8	46.6	66.7	55.0	15.9	8.1	3	3
Virginia Western	72.1	34.7	66.9	69.2	20.6	18.3	2	1
Wytheville	78.0	58.9	75.5	61.6	17.7	14.8	3	1
VCCS	75.2	38.3	68.5	67.0	18.1	15.3	4	0

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 2009-10, the VCCS Tech Prep Performance Measures reported mixed results. On the secondary measures, there was an increase in students completing courses that awarded postsecondary credit as well an increase in remedial courses. Enrollment in the same major when entering the postsecondary institution has decreased albeit slightly in 2009-10. In 2009-10, measuring requirements now include both 2 year and 4 year institutions, where as previously 2 year institution enrollment only was included, thus reflecting the large percentage increase between the years.

VCCS postsecondary performance measures indicate that while percent of employment in a related field after graduation is down, completions of a 2 year degree or certificate and of baccalaureate degree have increased in 2009-10. Decreases in employment might be attributed to a weak economy. The weak economy may be an incentive for students in degree completion as well. Definitions and methods for calculating the performance measures are provided in the Appendix.

TABLE 3: Tech Prep Performance Measures			
Secondary	2008-09	2009-10	Change
1STP1: Enroll in postsecondary education*	28.14%	65.62%	-
1STP2: Enroll in postsecondary in the same field or major	17.74%	17.09%	↓
1STP3: Complete a State or industry-recognized certification or licensure**	XXX%	XXX%	-
1STP4: Complete course(s) that award postsecondary credit	82.26%	83.82%	↑
1STP5: Enroll in remedial mathematics, writing, or reading course(s)	37.33%	38.93%	↑
Postsecondary	2008-09	2009-10	Change
1PTP1: Employment in related field after graduation	76.22%	70.81%	↓
1PTP2: Complete a State or industry-recognized certificate or licensure**	XXX%	XXX%	-
1PTP3: On-time completion of a 2-year degree or certificate	20.49%	24.22%	↑
1PTP4: On-time completion of a baccalaureate degree program	15.18%	16.28%	↑

*In 2009-10, enrollment in postsecondary includes both enrollment at VCCS and other 2yr or 4yr 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 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>

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>
1STP5	<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>

For additional questions please contact:

Kathy Thompson
Senior Workforce Analyst
Virginia Community College System
kthompson@vccs.edu
804.819.1681

Elke Jack
Director of Institutional Research
Virginia Community College System
ejack@vccs.edu
804.819.1661

Post-Secondary Perkins Performance



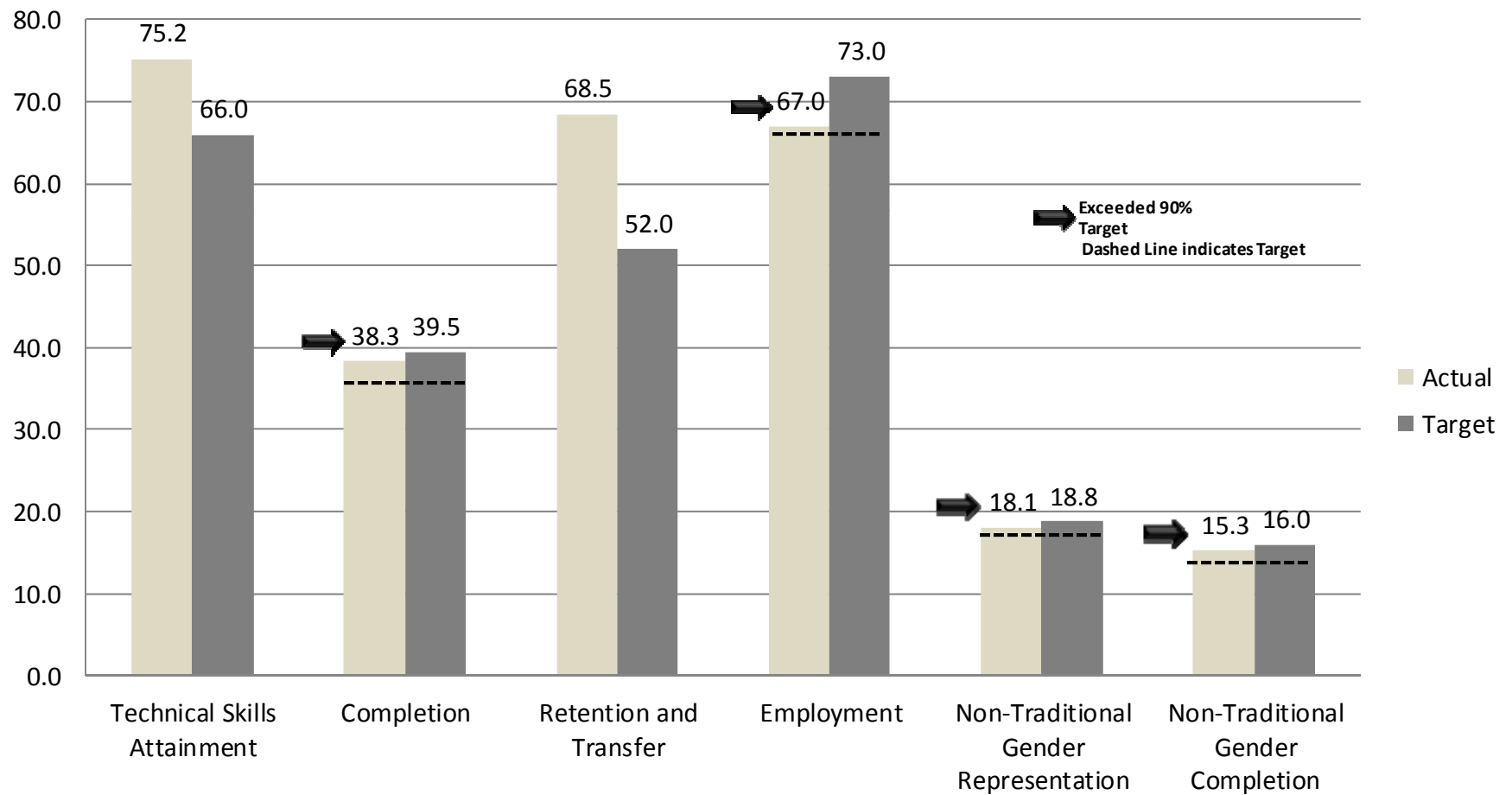
**VDOE BOARD PRESENTATION
APRIL 28, 2011**

**KATHY H. THOMPSON, PH.D., DIRECTOR,
POSTSECONDARY PERKINS AND TECH PREP
ELKE JACK, DIRECTOR, INSTITUTIONAL
RESEARCH
VIRGINIA'S COMMUNITY COLLEGES**

Post Secondary Perkins Performance



Perkins 2009-10 Performance Data (Actuals vs. Targets)



Tech Prep Measures



TABLE 3: Tech Prep Performance Measures

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