

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



**Workforce Development Services
April 2012**

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

Overview

Perkins is a federally funded program targeting career and technical skill programs at the secondary and postsecondary levels. The program was initially established in 1963 with the passage of the Vocational Education Act, which was renamed in later authorizations by the program’s largest proponent, Carl D. Perkins. In 2007, Perkins III was revamped via legislation to Perkins IV. Perkins IV stresses increased accountability and greater linkages among secondary and postsecondary education and employment.

Goals of the Perkins program include:

- Further developing the academic, career and technical skills of students through high standards;
- Linking secondary and postsecondary career and technical programs;
- Disseminating national research about career and technical education; and
- Providing professional development and technical assistance to career and technical educators.

The Virginia Department of Education is the grant recipient of the Perkins funds for the Commonwealth. The VCCS receives 15 percent of the grant to administer the postsecondary component of the program. The majority of these funds (over \$3.2 million in FY 2011) are distributed to the 23 community colleges across Virginia.

The VCCS is expected to meet established targets each year and to report on the results of the performance measures. Continued Perkins funding is contingent upon achieving targets for each of these measures in future years. Institutions are considered to have met the target if they are within 90% of the target.

Results for 2010-11

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

Table 1: VCCS Performance on Perkins Measures

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

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

Individual college performance on the Perkins measures varied in 2010-2011. Table 2 provides data on performance for the 23 community colleges. If the data point is labeled in blue font, then the college did not meet the target for the particular measure. If the data point is labeled in blue font and the cell is shaded, then the college did not meet the target nor did it meet the 90% threshold.

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

Summary per measure

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

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

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

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

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

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

Summary by target and threshold

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

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

Employment is based on student matches with Virginia Employment Commission records and does not include self-employment, employment with the federal government/military, or employment in another state. Therefore, rates tend to be lower in areas with military bases, large federal employers or with colleges bordering other states.

Tech Prep Performance Results 2009-10

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

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

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

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

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

Appendix

Method of Calculating Postsecondary Perkins Performance Measures

Performance measures are calculated based on three different classifications of students: participants, concentrators and completers. The following is a definition for each classification:

- Participant: A student who has declared a career and technical education (CTE) major and is enrolled in courses during the reporting year
- Concentrator: A participant who has earned 12 or more degree-bearing credits
- Completer/graduates: A concentrator who earned a credential or a degree (graduated) during the reporting year.

Method of Calculating Postsecondary Perkins Performance Measures	
Measure	Method
1P1: Technical Skills Attainment	<p><i>Technical skills attainment measures the percentage of CTE students who earn a GPA of 2.5 or greater.</i></p> <p>Numerator: Number of CTE concentrators who accumulate a GPA of 2.5 or greater during the reporting year.</p> <p>Denominator: Number of CTE concentrators during the reporting year.</p>
2P1: Completion	<p><i>Completion measures the percentage of career and technical completers/graduates of those students leaving postsecondary education.</i></p> <p>Numerator: Number of completers, who in the reporting year earned a degree, a certificate, or an industry-recognized credential.</p> <p>Denominator: Number of CTE concentrators in the reporting year who left postsecondary education (graduated or did not return to postsecondary education).</p>
3P1: Retention/Transfer	<p><i>Retention and transfer is a measure of students who are retained in community college or transfer to college/university one year later.</i></p> <p>Numerator: Number of CTE concentrators who, after one-year, re-enrolled at a VCCS college or transferred to another college or university.</p> <p>Denominator: Number of CTE concentrators enrolled during the reporting year less graduates.</p>
4P1: Employment	<p><i>Employment is a measure of the percentage of graduates who are employed 6 months after graduation.</i></p> <p>Numerator: Number of CTE completers who were employed during the September-December time period following graduation.</p> <p>Denominator: Number of CTE completers in the reporting year.</p>
5P1: Nontraditional Participation	<p><i>Non-traditional participation is a measure of the percentage of gender minority enrollments in CTE programs that are related to occupations identified as gender under-represented (less than 25% minority employment, U.S. Census Household Survey).</i></p> <p>Numerator: Number of minority gender students who enrolled in a gender under-represented CTE program.</p> <p>Denominator: Total number of students enrolled in a gender under-represented CTE program.</p>
5P2: Nontraditional Completion	<p><i>Non-traditional completion is a measure of the percentage of gender minority graduates from CTE programs that are related to occupations identified as gender under-represented (less than 25% minority employment, U.S. Census Household Survey).</i></p> <p>Numerator: Number of minority gender students who graduated from gender under-represented CTE programs.</p> <p>Denominator: Total number of students graduating from gender under-represented CTE programs.</p>

Method of Calculating Tech Prep Performance Measures

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

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

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

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

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

ADD CONTACTS.

For additional questions please contact:

Aris Bearse
 Director of Institutional Research
 Virginia Community College System
abearse@vccs.edu
 804.819.1661

James L. Antonick, Administrator
 Post-Secondary Perkins Grants
 Virginia Community College System
jantonick@vccs.edu
 804.819.1674