

**Perkins Core Performance Measures  
Results and Targets  
2012-2013**



**Workforce Development Services  
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**VIRGINIA COMMUNITY COLLEGE SYSTEM  
PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES  
2012-2013**

**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 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 2012-13**

In 2012-2013, the VCCS exceeded the target for measures 1P1 (technical skills attainment), 2P1 (program completion), and 3P1 (retention and transfer). The VCCS exceeded the 90% threshold for measure 4P1 (employment), but did not meet the 90% threshold for measure 5P1 (non-traditional gender representation) nor measure 5P2 (non-traditional gender completion). Table 1 below shows the performance of the VCCS on each of the six measures and compares the actual results to the Perkins targets and thresholds, and also compares the results to the previous year. Compared to the previous year, the VCCS improved its performance on two of the measures but experienced slight decreases in the other four measures.

**Table 1: VCCS Performance on Perkins Measures**

Perkins Performance Measure	Actual	Actual	Target	Diff. Actual vs. Target	Increase from 11-12 to 12-13	90 % of Target	Result
	2011-12	2012-13	2012-13				
1P1: Technical Skills Attainment	75.8	75.7	76.0	1.7	-0.1	68.4	Exceeds 90% Threshold
2P1: Completion	41.1	42.7	41.0	2.2	1.6	36.9	Exceeds Target
3P1: Retention and Transfer	67.7	64.1	66.0	1.1	-3.6	59.4	Exceeds 90% Threshold
4P1: Employment	68.5	68.5	76.1	-7.6	0.0*	68.5	Meets 90% Threshold
5P1: Non-traditional Gender Representation	17.9	15.4	20.0	-4.6	-2.5	18.0	Below 90% Threshold
5P2: Non-traditional Gender Completion	15.6	14.4	18.1	-3.7	-1.2	16.3	Below 90% Threshold

\* Calculation methodology for measure 4P1 changed since 2011-12 to account for CTE graduates who return to VCCS college.

The remaining document provides definitions for how the measures are calculated for postsecondary education and how colleges performed in 2012-2013. Definitions and methods for calculating the performance measures are provided in the Appendix.

### **Individual College Success by Perkins Measure**

Individual college performance on the Perkins measures varied in 2012-2013. 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. College performance on each of the six measures is summarized below.

- **1P1 Technical Skills:** 15 of 23 colleges exceeded the target, and all but two colleges exceeded the 90% threshold.
- **2P1 Completion:** All but six colleges exceeded the target. Only three colleges did not meet the 90% threshold.
- **3P1 Retention and Transfer:** Four colleges exceeded the target. Only four colleges did not meet the 90% threshold.
- **4P1 Employment:** Four colleges exceeded the target while ten colleges did not meet the 90% threshold.
- **5P1 Nontraditional Gender Representation:** Two colleges met the target while the other 21 colleges did not meet the 90% threshold.
- **5P2 Nontraditional Gender Completion:** Five colleges met the target while 17 colleges did not meet the 90% threshold.

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

### **Summary of 2012-13 VCCS Performance on Perkins Measures**

- Virginia Western Community College was the only college to meet at least the 90% threshold for all performance measures.
- Two colleges met at least the 90% threshold in five of the six measures, while 13 colleges met the 90% threshold in more than half of the measures.
- The VCCS achieved the 90% threshold for measure 4P1 (Employment) in 2012-13 after failing to meet the threshold in 2011-12.
- The VCCS needs to improve performance in the measures for non-traditional gender participation and completion. Only two colleges met the 90% threshold for measure 5P1 (non-traditional gender participation), and only six colleges met the 90% threshold for measure 5P2 (non-traditional gender completion).
- For the second consecutive year, the VCCS met the performance threshold in four of the six Perkins measures. However, performance declined in four of the six measures compared to 2011-12.

TABLE 2: INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2012-2013								
	1P1	2P1	3P1	4P1*	5P1	5P2	# Did not meet Target	# Did not meet 90%
	Technical Skills	Completion	Retention and Transfer	Employment	Non-traditional Gender Rep.	Non-traditional Gender Completion		
<b>Target</b>	<b>76.0</b>	<b>41.0</b>	<b>66.0</b>	<b>76.1</b>	<b>20.0</b>	<b>18.1</b>	<b>XX.X</b>	<b>XX.X</b>
<b>90% of Target</b>	<b>68.4</b>	<b>36.9</b>	<b>59.4</b>	<b>68.5</b>	<b>18.0</b>	<b>16.3</b>		
<b>Blue Ridge</b>	77.6%	53.8%	65.1%	76.8%	13.0%	7.0%	3	2
<b>Central Virginia</b>	77.5%	50.6%	60.0%	76.9%	13.8%	15.9%	3	2
<b>Dabney S. Lancaster</b>	68.0%	50.9%	61.8%	65.8%	20.0%	17.6%	4	2
<b>Danville</b>	71.5%	48.4%	60.0%	66.9%	12.1%	9.0%	5	3
<b>Eastern Shore</b>	71.5%	53.8%	64.4%	81.4%	2.8%	2.7%	4	2
<b>Germanna</b>	77.3%	36.4%	65.4%	67.3%	13.4%	8.9%	5	4
<b>J. Sargeant Reynolds</b>	79.0%	37.9%	64.5%	79.4%	15.4%	12.6%	4	2
<b>John Tyler</b>	76.0%	35.9%	65.2%	75.8%	14.1%	16.0%	5	3
<b>Lord Fairfax</b>	79.7%	51.6%	66.6%	73.7%	8.5%	5.6%	3	2
<b>Mountain Empire</b>	81.3%	47.2%	57.7%	59.2%	11.7%	8.6%	4	4
<b>New River</b>	71.9%	45.2%	61.2%	71.1%	12.8%	11.3%	5	2
<b>Northern Virginia</b>	74.5%	46.2%	67.4%	64.5%	17.3%	18.2%	3	2
<b>Patrick Henry</b>	78.4%	44.1%	60.5%	69.2%	15.2%	18.8%	3	1
<b>Paul D. Camp</b>	78.1%	38.6%	52.0%	70.5%	12.9%	8.4%	5	3
<b>Piedmont</b>	77.4%	42.6%	68.3%	73.0%	17.0%	18.6%	2	1
<b>Rappahannock</b>	77.9%	52.6%	63.4%	68.6%	7.4%	7.2%	4	2
<b>Southside Virginia</b>	77.4%	47.8%	56.7%	63.5%	11.3%	12.9%	4	4
<b>Southwest Virginia</b>	81.9%	43.7%	53.5%	59.9%	14.3%	12.4%	4	4
<b>Thomas Nelson</b>	67.9%	38.7%	62.7%	64.2%	12.5%	14.4%	6	4
<b>Tidewater</b>	75.4%	31.2%	64.3%	66.0%	17.2%	18.8%	5	3
<b>Virginia Highlands</b>	81.0%	45.2%	62.1%	64.6%	14.6%	5.0%	4	3
<b>Virginia Western</b>	73.8%	46.0%	66.7%	75.1%	20.3%	20.3%	2	0
<b>Wytheville</b>	79.1%	63.0%	62.4%	73.1%	13.5%	10.8%	4	2
<b>VCCS</b>	<b>75.7%</b>	<b>42.7%</b>	<b>64.1%</b>	<b>68.5%</b>	<b>15.4%</b>	<b>14.4%</b>	<b>5</b>	<b>2</b>

\* 4P1 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, verifiable rates tend to be lower in areas with military bases, large federal employers or with colleges bordering other states.

## 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.

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

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