

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



**Workforce Development Services  
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**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.

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

<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.</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>

## Method of Calculating Postsecondary Perkins Performance Measures

Measure	Method
<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>

## 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><b>Numerator:</b> Number of secondary TP students who graduated from high school last year and are enrolled in postsecondary in current year.</p> <p><b>Denominator:</b> 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><b>Numerator:</b> 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><b>Denominator:</b> 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><b>Numerator:</b> Number of secondary TP students who graduated from high school last year with a State or industry-recognized certificate or license.</p> <p><b>Denominator:</b> 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><b>Numerator:</b> Number of secondary TP students who graduated from high school last year with postsecondary credit.</p> <p><b>Denominator:</b> 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><b>Numerator:</b> Number of secondary TP students who graduated from high school last year and who enrolled in postsecondary remedial.</p> <p><b>Denominator:</b> 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><b>Numerator:</b> Number of postsecondary TP students placed in a related field no later than 12 months after graduation</p> <p><b>Denominator:</b> 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><b>Numerator:</b> Number of postsecondary TP students who left postsecondary education in reporting year with a state or industry-recognized certificate or license</p> <p><b>Denominator:</b> 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><b>Numerator:</b> Number of postsecondary TP students who entered postsecondary education 3 years ago and who completed a 2-year degree or certificate.</p> <p><b>Denominator:</b> 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><b>Numerator:</b> Number of postsecondary TP students who entered postsecondary education 6 years ago and who completed a baccalaureate degree program.</p> <p><b>Denominator:</b> Number of postsecondary TP students who entered postsecondary education 6 years ago.</p>

ADD CONTACTS.

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