

**Perkins Core Performance Measures
Results and Targets
2014-2015**



**Workforce Development Services
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**VIRGINIA COMMUNITY COLLEGE SYSTEM
PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES
2014-2015**

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 Virginia Community College System (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 2014-15

In the 2014-15 academic year, the VCCS exceeded the target for measures 2P1 (program completion) and 4P1 (employment), and exceeded the 90% threshold for measures 1P1 (technical skills attainment) and 3P1 (retention and transfer). However, the VCCS did not meet the 90% threshold for measures 5P1 (non-traditional gender representation) nor 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, as well as to the results of the previous year. Compared to the previous year, the largest improvements were within measures 5P1 and 5P2, even though the VCCS still failed to achieve the 90% threshold for these measures.

Table 1: VCCS Performance on Perkins Measures

Perkins Performance Measure	Actual	Actual	Target	Diff. Actual vs. Target	Increase from 13-14 to 14-15	90 % of Target	Result
	2013-14	2014-15	2014-15				
1P1: Technical Skills Attainment	75.2	75.4	77.0	-1.6	0.2	69.3	Exceeds 90% Threshold
2P1: Completion	42.1	41.5	41.1	0.4	-0.6	37.0	Exceeds Target
3P1: Retention and Transfer	64.3	64.3	66.1	-1.8	0.0	59.5	Exceeds 90% Threshold
4P1: Employment	73.1	72.5	68.0	4.5	-0.6	61.2	Exceeds Target
5P1: Non-traditional Gender Representation	15.8	16.2	20.1	-3.9	0.4	18.1	Below 90% Threshold
5P2: Non-traditional Gender Completion	14.5	15.0	18.2	-3.2	0.5	16.4	Below 90% Threshold

The remaining document provides information on how each of the 23 community colleges performed on each of the Perkins measures in 2014-2015. 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 2014-2015. 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 cell is shaded, then the college did not meet the 90% threshold for that measure. College performance on each of the six measures is summarized below.

- **1P1 Technical Skills:** 12 of 23 colleges exceeded the target, and all but one exceeded the 90% threshold.
- **2P1 Completion:** All but seven colleges exceeded the target. Only three colleges did not meet the 90% threshold.
- **3P1 Retention and Transfer:** Only three colleges exceeded the target, but only four colleges did not meet the 90% threshold.
- **4P1 Employment:** 21 colleges exceeded the target and all colleges exceeded the 90% threshold.
- **5P1 Nontraditional Gender Representation:** No colleges met the target while five colleges met the 90% threshold.
- **5P2 Nontraditional Gender Completion:** Four colleges met the target while another two colleges met 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 those measure(s).

Summary of 2014-15 VCCS Performance on Perkins Measures

- Central Virginia and Dabney S. Lancaster were the only colleges to meet at least the 90% threshold for all performance measures.
- Eight colleges met the 90% threshold in at least five of the six measures, while 22 colleges met the 90% threshold in at least half of the measures.
- For the third consecutive year, the VCCS exceeded the performance threshold in four of the six Perkins measures.
- VCCS system-wide performance was largely unchanged compared to 2014-15. Measures 2P1 (Completion) and 4P1 (Employment) experienced small decreases (0.6%), but performance in each of these measures was comfortably above the respective targets. Performance in each of the other four measures was within 0.5% of the previous year.
- The VCCS has been actively working with its member colleges to develop and implement strategies to increase non-traditional gender participation and completion rates in academic programs traditionally dominated by one particular gender. Although the VCCS again fell short of the 90% thresholds in measures 5P1 and 5P2, these efforts are beginning to show results. Performance in each of these measures has increased in each of the last two years as the VCCS has gotten closer to the performance thresholds in these measures.

TABLE 2: INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2014-2015								
	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		
Target	77.0	41.1	66.1	68.0	20.1	18.2		
90% of Target	69.3	37.0	59.5	61.2	18.1	16.4	XX.X	XX.X
Blue Ridge	75.5%	59.3%	69.2%	82.9%	15.9%	8.8%	3	2
Central Virginia	75.5%	50.0%	60.8%	79.8%	18.8%	18.5%	3	0
Dabney S. Lancaster	69.5%	50.6%	64.2%	73.7%	19.6%	18.1%	4	0
Danville	72.5%	49.6%	60.0%	70.6%	14.1%	12.0%	4	2
Eastern Shore	78.6%	42.4%	60.6%	72.6%	6.6%	0.0%	4	2
Germanna	77.4%	38.1%	64.3%	73.7%	15.5%	10.2%	3	2
J. Sargeant Reynolds	77.1%	37.5%	64.2%	78.6%	15.6%	18.1%	4	1
John Tyler	75.0%	32.9%	65.6%	78.4%	15.2%	14.4%	5	3
Lord Fairfax	79.7%	54.4%	63.4%	79.1%	10.9%	8.6%	3	2
Mountain Empire	77.5%	50.8%	54.6%	77.5%	13.0%	10.6%	3	3
New River	73.8%	45.2%	64.0%	75.7%	11.0%	9.6%	4	2
Northern Virginia	74.3%	39.8%	67.2%	63.7%	18.2%	16.2%	5	1
Patrick Henry	79.8%	46.7%	61.3%	77.7%	12.9%	18.8%	2	1
Paul D. Camp	78.9%	43.1%	54.1%	77.6%	13.1%	9.2%	3	3
Piedmont	78.2%	37.9%	64.1%	79.3%	16.7%	18.8%	3	1
Rappahannock	76.5%	57.1%	61.1%	67.0%	10.4%	13.0%	5	2
Southside Virginia	79.0%	51.0%	55.3%	72.6%	11.3%	15.9%	3	3
Southwest Virginia	81.4%	54.6%	52.8%	73.6%	14.4%	12.4%	3	3
Thomas Nelson	69.2%	34.8%	64.1%	71.4%	13.3%	11.4%	5	4
Tidewater	75.4%	31.6%	64.3%	68.1%	18.2%	19.3%	4	1
Virginia Highlands	77.7%	44.8%	63.4%	76.5%	18.8%	12.2%	3	1
Virginia Western	71.8%	49.6%	66.9%	78.5%	17.1%	16.3%	3	2
Wytheville	83.8%	62.4%	64.1%	77.3%	13.8%	13.0%	3	2
VCCS	75.4%	41.5%	64.3%	72.5%	16.2%	15.0%	4	2

* 4P1 Employment is based on student matches with Virginia Employment Commission (VEC) records. Beginning with the 2013-14 academic year, employment is also based on student matches with the Wage Record Interchange System 2 (WRIS2), which provides unemployment insurance wage records from 39 states. Data from the VEC and WRIS2 do not include self-employment, employment with the federal government/military, or employment in states that do not participate in WRIS2. Therefore, verifiable rates tend to be lower in areas with military bases or large federal employers.

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 who left postsecondary education.</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>

For additional questions please contact:

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