

**Perkins Core Performance Measures
Results and Targets
2007-2008**



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Workforce Development Services
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**VIRGINIA COMMUNITY COLLEGE SYSTEM
PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES
FOR 2008-2009**

Overview

With the passage of Perkins IV in 2006 came greater accountability and tighter performance measures. Six new federally-established Perkins performance measures were identified: Technical Skills Attainment, Completion, Retention/Transfer, Employment, and Non-traditional Gender Representation in Participation and Non-traditional Gender Representation in Completion. These new performance measures were applied to historic data to evaluate the appropriateness of the targets set for 2007-08 and to consider targets for future years. The 2007-08 targets were established by the USDOE for the 2007-08 period. These will be evaluated for appropriateness and renegotiated if needed. The results of these performance measures applied to the past three years and the derivation of these measures follow.

Background

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 2008) are distributed to the 23 community colleges across Virginia.

2007-08 Performance Results

In 2007-08, the VCCS compiled three years of historical data to help establish baselines for these new performance measures. Current targets had been established without historical data. In April, with the help of baseline data we will establish more appropriate targets.

Table 1 provides three years of results for five of the six performance measures. The Virginia Employment Commission (VEC) will be releasing employment data to the VCCS within the 2009 year, enabling the VCCS to respond to 4P1.

Technical Skills Attainment has decreased each year of the three-year period. Completion, Retention and Transfer, and Non-traditional Gender Representation and Completion all have remained fairly constant.

**Table 1
VCCS Performance on Perkins Performance Measures for
Academic Years 2005-06 to 2007-08**

Performance Measure	Actual			
	2005-06	2006-07	2007-08	Avg.
1P1: Technical Skills Attainment	77.5%	75.6%	74.8%	76%
2P1: Completion	40.3%	38.6%	40.4%	40%
3P1: Retention and Transfer	68.8%	68.1%	70.8%	69%
4P1: Employment	*	*	*	*
5P1: Non-traditional Gender Representation	20.0%	18.6%	18.3%	19%
5P2: Non-traditional Gender Completion	17.4%	16.3%	16.9%	17%

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.

In 2007-2008, the VCCS exceeded (or came within 90 percent of the target) of four of the six performance targets (Completion, Retention and Transfer, and Non-traditional Gender Representation and Non-traditional Completion). It missed meeting the target for Technical Skills Attainment (1P1) and lacked the data needed to respond to 4P1.

Table 2 shows achievement at 90 percent of target. In two cases the difference between actual measure and target measures is significant (1P1 and 3P1). These alone indicate the need to reevaluate these targets which were set devoid of data. The three years of data presents the opportunity to establish more precise targets.

Table 2
2007-08
Evaluation of Target Attainment

Performance Measure	2007-08	Target	90% of Target	Result
1P1: Technical Skills Attainment	74.8%	85.5%	76.95%	Missed Target
2P1: Completion	40.4%	42.0%	37.8%	Met Target
3P1: Retention and Transfer	70.8%	50.0%	45.0%	Met Target
4P1: Employment	*	*	*	*
5P1: Non-traditional Gender Representation	18.3%	18.5%	16.65%	Met Target
5P2: Non-traditional Gender Completion	16.9%	14.0%	12.6%	Met Target

Student Type

Participants, concentrators and completers are the three categories of students that are included in these performance measures. Participants include all students in the career and technical education programs. Concentrators are those participants who have earned 12 or more degree-bearing credits. Completers are those concentrators who earned a credential or a degree during the reporting year.

Calculating the Performance Measures

A description of what happens with each measure and the method for calculating each performance measure is provided in Table 3.

Table 3
Definition by Performance Measure

Measure	Completion Measure Definition
1P1: Technical Skills Attainment	<p><i>The measure reflects the percentage of concentrators who earn a GPA of 2.5 or more of all CTE concentrators. GPA of 2.5 indicates a degree of knowledge and skill attainment. All concentrators in the reporting year with a 2.5 GPA or higher are divided by all concentrators in the reporting year.</i></p> <p>Numerator: Number of CTE concentrators who accumulate a G.P.A. of 2.5 or greater during the reporting year. Denominator: Number of CTE concentrators during the reporting year.</p>

Measure	Completion Measure Definition
2P1: Completion	<p><i>The measure reflects the percentage of career and technical concentrators who graduated of all students who left postsecondary education in the reporting year. Graduates are included in those departing postsecondary. National Student Clearinghouse data is used to identify students in the reporting year who re-enrolled in postsecondary education.</i></p> <p>Numerator: Number of CTE concentrators, who in the reporting year earned a degree, a certificate, or an industry-recognized credential. Denominator: Number of CTE concentrators in the reporting year who left postsecondary education (graduates plus non-returns).</p>
3P1: Retention/Transfer	<p><i>The measure reflects the percentage of career and technical concentrators who graduated of all students who left postsecondary education in the reporting year. Graduates are included in those departing postsecondary education. National Student Clearinghouse data is used to identify students in the reporting year who re-enrolled in postsecondary education.</i></p> <p>Numerator: Number of CTE concentrators enrolled in post-secondary education the fall after the reporting year via re-enrolling at a VCCS college or transferring to another college or university. Denominator: Number of CTE concentrators enrolled during the reporting year less graduates.</p>
4P1: Employment	<p><i>Virginia employment information will be obtained from the VEC. Completers who are employed within the 2nd quarter after the reporting year are considered, as are students who are placed in apprenticeships. The VCCS is attempting to secure access to the Federal Data Exchange System to identify federal employment. Those employed are divided by the total number of completers in the reporting year.</i></p> <p>Numerator: Number of CTE completers who were placed in or retained employment, or placed in military service, or apprenticeship programs in the 2nd quarter following the reporting year in which they left postsecondary education. Denominator: Number of CTE completers in the reporting year.</p>
4P1: Employment	<p><i>Virginia employment information will be obtained from the VEC. Completers who are employed within the 2nd quarter after the reporting year are considered, as are students who are placed in apprenticeships. The VCCS is attempting to secure access to the Federal Data Exchange System to identify federal employment. Those employed are divided by the total number of completers in the reporting year.</i></p> <p>Numerator: Number of CTE completers who were placed in or retained employment, or placed in military service, or apprenticeship programs in the 2nd quarter following the reporting year in which they left postsecondary education. Denominator: Number of CTE completers in the reporting year.</p>
5P1: Nontraditional by Gender Participation	<p><i>Non-traditional gender graduates in traditional single-gender fields are divided by the total number of CTE completers.</i></p> <p>Numerator: In the reporting year, number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in non-traditional fields. Denominator: In the reporting year, number of CTE concentrators who participated in a program that leads to employment in non-traditional fields.</p>

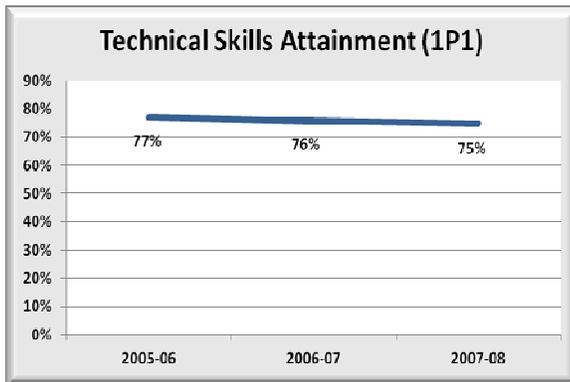
Measure	Completion Measure Definition
5P2: Nontraditional by Gender Completion	<p><i>Non-traditional gender graduates in traditional single-gender fields are divided by the total number of CTE completers.</i></p> <p>Numerator: In the reporting year, number of CTE completers from underrepresented gender groups who completed a program that leads to employment in non-traditional fields.</p> <p>Denominator: In the reporting year, number of CTE completers who completed a program that leads to employment in non-traditional fields.</p>

VCCS Performance on Perkins Measures

Each state negotiates target levels of performance with the US DOE. For the most part, targets are established based on a three-year historic average. These targets are incorporated into each state’s annual Perkins plan. Performance by measure for the VCCS over a three-year period is provided below.

1P1 Technical Skills Attainment

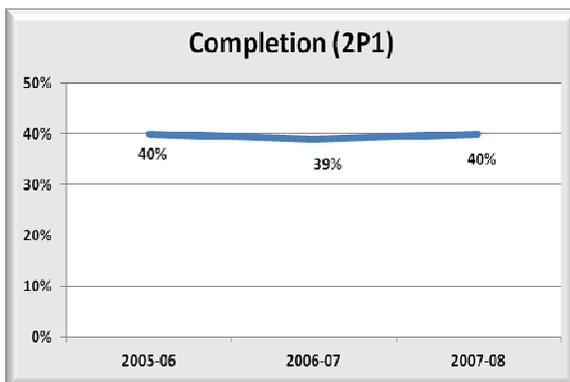
In 2007-08, the VCCS did not achieve 90 percent (77 percent) of the Technical Skills Attainment target (85.5 percent). The performance result was 75 percent, approximately ten percentage points less than the target. The Technical Skills Attainment measure also declined by two percentage points over the three-year period. Technical Skills Attainment focuses on CTE concentrators who achieve a G.P.A of 2.5 or better in the reporting year. This target will need to be readjusted.



Colleges have continually concentrated funding and efforts to improve skills attainment through initiatives such as enhancement of curriculum, on-line instructional services, and tutoring.

2P1 Completion

The new completion measure more closely aligns and is more reflective of the attendance patterns of the typical CTE student – that is, part-time and continuing (stop-out/drop-in) students. Unlike previous and traditional completion/graduation measures, this new measure is configured to measure the exit (as opposed to entry) cohort. The exit cohort consists of those exiting postsecondary education – graduates and those dropping out of postsecondary education altogether.

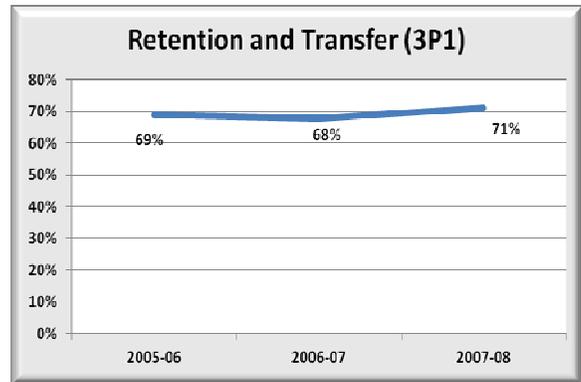


The VCCS was successful in the Completion measure (40.4 percent) meeting 90 percent of the target (42.0 percent). Completion also has remained stable at 40 percent over the three-year period.

While this measure indicates success, colleges should continue to focus energy on helping students complete as well as decreasing the number of students leaving postsecondary education every year.

3P1 Retention and Transfer

The VCCS exceeded the target (50 percent) on the Retention/Transfer measure (71 percent) by over 20 percentage points. Retention and Transfer has increased marginally (two percentage points) over the three-year period. Several factors may affect improvement of this measure including the transfer agreements with Virginia's four-year institutions and the newly implemented Commonwealth Transfer Grant. Student success also is the focus of several concerted initiatives of the VCCS. The economy and the ability for people to pay for postsecondary education may counter improvement.



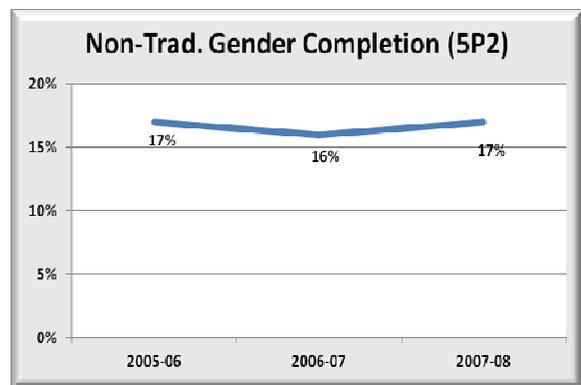
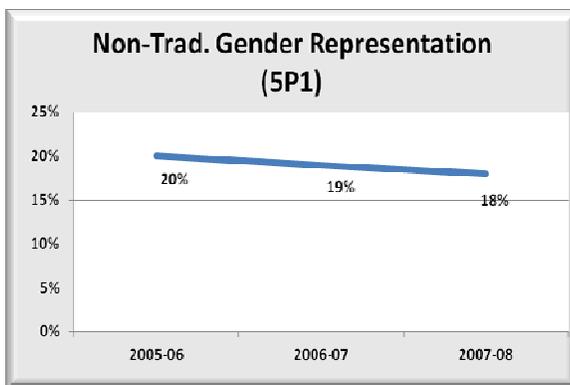
4P1 Employment

Career resources and career coaching, job placement software, skills training and relationships with business and industry are all in place to affect this measure. However, the VCCS has been unable to access data to measure performance on placement and employment. VCCS has signed a Memorandum of Understanding with the VEC. The VCCS will begin to receive employment data later in 2009 enabling evaluation of this measure. Additionally, the VCCS is attempting to secure access to the federal employment database to track federal employment. The federal government is a significant employer in the Commonwealth of Virginia.

5P1 Non-traditional Gender Participation

VCCS met the Non-traditional Gender Representation measure for the past three years; however, it has been on the decline over this period and in 2007-08 fell just below the target. If the trend continues, non-traditional participation will not meet the target.

Colleges have developed learning communities to build a support network for gender minorities, published gender- and minority-balanced marketing materials to demonstrate access, and employed career coaches to encourage students to pursue their career interests regardless of traditional gender for that career.



5P2 Non-traditional Gender Completion

The VCCS has met the target established for Non-traditional Gender Completion for the past three years. The trend has remained stable averaging 17 percent, three percentage points above the target (14 percent). Learning communities, career coaches and marketing materials are all means the colleges employ to help increase Non-traditional Gender Completion. The focus on student success will also affect this measure.

Community College Performance at the College Level

The VCCS will work with the USDOE to establish system-level targets for each measure. Similarly, the staff at the system office will work with the colleges to establish individual college targets. Colleges will be required to achieve performance at at least 90 percent of the established target. Colleges that do not achieve 90 percent of the state-identified target in year 1 are required to develop a plan for improving the measure. If the target is not achieved in year 2, the institution will be required to seek onsite technical assistance; if the institution continues to not reach the target in year 3, funding will be reduced.

The Table 4 provides performance data for the 23 colleges for 2007-08.

Table 4
College Results of Perkins Performance Measures for 2007-08

	1P1	2P1	3P1	5P1	5P2
	Technical Skills Attainment	Completion	Retention and Graduation	Non-Trad Gender Representation	Non-Trad Gender Completion
	College Measure	College Measure	College Measure	College Measure	College Measure
BRCC	77.6%	45.1%	75.5%	16.4%	10.5%
CVCC	75.3%	43.8%	68.3%	18.1%	18.3%
DSLCC	72.9%	46.8%	70.2%	24.1%	17.9%
DCC	70.2%	50.6%	70.6%	16.6%	18.2%
ESCC	75.1%	51.0%	67.4%	9.5%	7.1%
GCC	75.9%	42.3%	72.8%	26.6%	21.8%
JSRCC	78.2%	39.2%	69.8%	15.5%	14.6%
JTCC	79.2%	41.5%	74.4%	16.8%	15.6%
LFCC	76.6%	49.2%	70.0%	15.2%	7.5%
MECC	76.3%	35.8%	61.3%	16.3%	15.9%
NRCC	69.4%	46.2%	73.0%	14.8%	12.6%
NVCC	73.7%	30.5%	73.6%	21.4%	18.4%
PHCC	79.9%	46.7%	70.1%	19.7%	18.0%
PDCCC	71.8%	38.1%	66.1%	12.4%	12.7%
PVCC	76.3%	49.6%	72.9%	20.7%	13.0%
RCC	74.4%	45.5%	68.1%	9.4%	5.4%
SVCC	70.3%	47.2%	64.4%	18.1%	18.6%
SWCC	81.2%	37.6%	61.3%	16.3%	12.4%
TNCC	71.3%	42.1%	70.2%	24.5%	31.6%
TCC	75.1%	33.5%	71.4%	16.5%	16.9%
VHCC	74.2%	49.5%	69.8%	16.1%	15.2%
VWCC	71.9%	37.9%	72.6%	20.9%	19.3%
WCC	76.2%	57.3%	76.1%	17.4%	13.5%
VCCS	74.8%	40.4%	70.8%	18.3%	16.9%
VCCS Target	85.5%	42.0%	50.0%	18.5%	14.0%

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