

**Perkins Core Performance Measures  
Results and Targets  
2008-2009**



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

**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 2009) 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 2008-2009**

In 2008-2009, 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. The remaining document provides definitions for how the measures are calculated for postsecondary education and how colleges performed in 2008-2009.

<b>Performance Measure</b>	<b>2008-09</b>	<b>Target</b>	<b>90% of Target</b>	<b>Result</b>
1P1: Technical Skills Attainment	75.2	60.5	54.5	Exceeded Target
2P1: Completion	38.4	36.0	32.4	Exceeded Target
3P1: Retention and Transfer	68.0	46.0	41.4	Exceeded Target
4P1: Employment	70.8	70.0	63.0	Exceeded Target
5P1: Non-traditional Gender Representation	18.0	18.5	16.7	Met Target at 90% Threshold
5P2: Non-traditional Gender Completion	15.4	14.0	12.6	Exceeded Target

## 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
<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 G.P.A. 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>
<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>

## Performance at the Community College Level

The following table provides performance by college for the Perkins performance measures in 2008-09.

	1P1	2P1	3P1	4P1	5P1	5P2
College	Technical Skills Attainment	Completion	Retention	Employment*	Non-Trad Participation	Non-Trad Completion
Blue Ridge	78.1%	45.6%	72.0%	90.2%	15.9%	8.4%
Central Virginia	76.8%	39.5%	64.7%	74.9%	16.8%	14.0%
Dabney S. Lancaster	67.3%	47.0%	64.0%	71.6%	19.3%	14.3%
Danville	74.2%	59.2%	70.2%	66.2%	15.3%	15.6%
Eastern Shore	77.6%	51.4%	67.2%	84.0%	8.4%	7.1%
Germanna	76.0%	36.9%	70.7%	73.3%	26.2%	21.7%
J. Sargeant Reynolds	77.9%	33.2%	67.8%	80.0%	16.1%	12.4%
John Tyler	81.1%	45.2%	74.5%	78.4%	17.0%	15.5%
Lord Fairfax	77.5%	47.8%	67.9%	75.9%	15.3%	8.3%
Mountain Empire	78.6%	44.0%	60.8%	57.6%	15.4%	14.8%
New River	70.8%	41.8%	66.2%	78.6%	13.4%	10.6%
Northern Virginia	72.8%	29.5%	67.3%	69.8%	20.6%	14.5%
Patrick Henry	81.6%	41.8%	70.9%	66.7%	18.1%	13.9%
Paul D. Camp	76.6%	38.8%	66.4%	76.3%	14.1%	11.5%
Piedmont	73.7%	39.5%	68.6%	78.3%	18.7%	19.4%
Rappahannock	76.7%	39.5%	71.7%	78.6%	8.5%	14.1%
Southside	73.2%	48.9%	63.1%	70.3%	18.9%	12.2%
Southwest	81.3%	42.1%	60.9%	63.0%	15.5%	13.1%
Thomas Nelson	71.9%	42.6%	68.2%	68.4%	22.1%	26.7%
Tidewater	75.6%	32.0%	69.3%	65.4%	16.7%	18.1%
Virginia Highlands	77.2%	49.7%	68.2%	54.6%	17.3%	8.2%
Virginia Western	71.2%	34.4%	67.6%	78.3%	20.3%	19.0%
Wytheville	78.0%	56.4%	72.3%	69.1%	17.3%	16.6%
<b>Total</b>	<b>75.2%</b>	<b>38.4%</b>	<b>68.0%</b>	<b>70.8%</b>	<b>18.0%</b>	<b>15.4%</b>

Target	60.5%	36.0%	46.0%	70.0%	18.5%	14.0%
90% of Target	54.5%	32.4%	41.4%	63.0%	16.7%	12.6%

\*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.

For additional questions please contact:

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