

Formula for Allocating WTCS Performance Funding

June, 2014

Selection of Seven of the Nine Performance Criteria

The statute provides that performance funding be based on a college's performance with respect to seven of the nine performance criteria. Annually, each college will designate which of the seven criteria will be used for its allocation. This annual designation will be made prior to aid being calculated for each fiscal year.

Three Years of Data

The statute requires that the formula be based on performance data in the three previous fiscal years. To avoid having to make adjustments to amounts after the fiscal year has begun, the three most recent fiscal years for which actual data is available will be used. For example, the distribution in 2014-15 will be based on data from 2010-11, 2011-12 and 2012-13.

Allocation of Funds Among the Nine PBF Criteria

The statute provides that the formula be based on a college's performance with respect to seven of the nine performance criteria and each college is allowed to designate which of the seven criteria will be used for their allocation. This annual designation will be made prior to aid being calculated for each fiscal year.

Twenty-five percent of the available performance funding in 2014-15 ($\$8,853,490 \times .25 = \$2,213,372.50$) will be divided equally among the nine criteria ($\$245,930$) as a base allocation of funds for each criterion. If a criterion is not selected by all the colleges, the base allocation will be redistributed among the other criteria. The remaining 75% of funds will be distributed proportionately among the nine criteria based on the number of colleges selecting a particular criterion. For example, if 12 colleges select a criterion, that number is multiplied by an equal share amount ($12 \times \$59,287 = \$711,444$) and added to the base amount described above ($\$245,930$) to determine the total funding available in that particular performance category ($\$711,444 + \$245,930 = \$957,374$).

Criteria #1: Job Placement

Statutory Language: *The placement rate of students in jobs related to students' programs of study.*

Data Source: WTCS Graduate Follow-Up Report, FLW300

Formula: 50% of funds distributed based on a college's placement rate. The placement rate is calculated by dividing the number of graduates who report they are working in jobs related to their program of study by the total number of respondents who are employed (both in related and non-

related jobs). The placement rate for each college is converted into points (for example, a 72% rate equals 72 points). Each college's share of the Placement Rate funds is based on their proportionate share of the total number of points generated by all the colleges.

The other 50% of funds distributed based on each college's proportionate share of the number of graduates who report they are working in jobs related to their program of study.

Criteria #2: High Demand Fields

Statutory Language: *The number of degrees and certificates awarded in high-demand fields. The board and the department of workforce development shall jointly determine what constitutes high-demand fields and revise the determination as necessary.*

Data Source: Department of Workforce Development Long-Term Occupational Projections for 2010-20; WTCS Client Reporting (Degrees and Certificates Awarded)

Formula: The process for identifying the High-Demand fields involved first reviewing DWD's statewide long-term occupational projections for 2010-20 and selecting the Top 50 occupations (in terms of projected new jobs and replacement jobs) for which WTCS provides training. The occupations identified as the high-demand fields were then matched with the appropriate WTCS programs that produce graduates to work in those fields. The list of high-demand fields will be updated every two years as DWD updates its long-term occupational projections data.

100% of funds distributed based on each college's proportionate share of the number of students awarded degrees and certificates in the high demand fields. (NOTE: Certificates awarded will be reflected in future years once this data is collected and available.)

Criteria #3: Industry-Validated Curriculum

Statutory Language: *The number of programs or courses with industry-validated curriculum.*

Industry-validated curriculum is defined as a curriculum that is developed with business or industry input and that is based on competencies and assessments that reflect the skills and knowledge necessary for a specific job or jobs within a specific type of business or industry.

Data Source: WTCS Program Approval and Client Reporting

Formula: 75% of funds distributed based on each college's proportionate share of active (having enrolled students) programs. Remaining 25% of funds distributed based on each college's proportionate share of programs with Technical Skill Attainment (TSA) assessments (Phase 2 approval).

Criteria #4: ABE Transition

Statutory Language: *The transition of adult students from basic education to skills training.*

Data Source: WTCS Client Reporting: Aid Codes 73 (Beginning ABE), 74 (Intermediate ABE), 75 (ELL), 76 (Adult Secondary Education) and 77 (ASE Developmental)

Formula: 100% of funds distributed based on each college's proportionate share of the number of adult students (unduplicated) who meet the following conditions: (1) were enrolled in at least 12 hours of instruction in adult basic education (including developmental education), adult high school or English language learning (ELL); and (2) successfully completed a postsecondary course (Aid Codes 10, 20, 30, 31,32 and 50) either in the year of ABE/ASE/ELL enrollment or the following year.

An "adult student" is any student 18 years or older, or have completed high school or earned a high school credential. Students receiving remedial instruction (Aid Code 78) are not included in this measure. For the third year of data (2012-13), transitioners through the summer and fall of 2013-14 will only be counted.

Criteria #5: ABE Services and Success

Statutory Language: *The number of adult students served by basic education courses, adult high school or English language learning courses, or courses that combine basic skills and occupational training as a means of expediting basic skills remediation, and the success rate of adult students completing such courses.*

Data Source: WTCS Client Reporting (Aid Codes 73, 74, 75, 76 and 77), National Reporting System (NRS) for the Adult Education and Family Literacy Act (AEFL)

Formula: 50% of funds distributed based on each college's proportionate share of the number of adult students (unduplicated) who were enrolled in at least 12 hours of instruction in adult basic education (including developmental education), adult high school or English language learning.

The other 50% of funds distributed based on the success rate of students who demonstrated a gain of at least one educational functioning level under the pre and post-test administered as part of the federal AEFL grant and recorded in the NRS. A college's success rate (number of students completing a level divided by number of tested students) is converted into points (for example, a 41% success rate equals 41 points). Each college's share of the Success Rate funds is based on their proportionate share of the total number of points generated.

An "adult student" is any student 18 years or older, or have completed high school or earned a high school credential. Students receiving remedial instruction (Aid Code 78) are not included in this measure.

Criteria #6: Dual Enrollment

Statutory Language: *Participation in dual enrollment programs.*

Dual enrollment is defined to mean programs or courses of study designed to provide high school students the opportunity to gain credits in both technical college and high school, including transcribed credit programs or other educational services provided by contract between a school district and a technical college.

Data Source: WTCS Client Reporting: Recognized Credit Codes 1A (Advanced Standing), 1B (Youth Apprenticeship Advanced Standing), 8A (Transcribed Credit), 8B (Youth Apprenticeship Transcribed Credit), 9B (Youth Apprenticeship FTE Generating), 9C (Youth Options), 9H (s. 38.14 Contract)

Formula: 100% of funds distributed based on each college's proportionate share of credits earned in all types of dual enrollment including transcribed credit, advanced standing (reported once the student enrolls at a technical college), youth apprenticeship, youth options and s. 38.14 contracted services. (NOTE: Course options credits (Recognized Credit Code 9K) will be counted in future years once program is in effect.)

Criteria #7: Workforce Training

Statutory Language: *The workforce training provided to businesses and individuals.*

Data Source: WTCS Client Reporting (for Employer Paid Training, Apprenticeship Training, and Professional Development Seminars); WTCS Contract Reporting (for Customized Instruction Contracts)

Formula: 100% of funds distributed based on each college's proportionate share of credits earned under the following workforce training categories: (1) employer paid training; (2) related instruction for apprenticeship training; (3) professional development seminars; and (4) contracts to provide customized instruction to public and private employers. (NOTE: All types of recipients of customized instruction are included.)

Criteria #8: Collaboration

Statutory Language: *Participation in statewide or regional collaboration or efficiency initiatives.*

Membership in the following Statewide Collaborations: WTC District Boards Association (DBA), WTCS Purchasing Consortium, WTCS Marketing Consortium, Districts Mutual Insurance (DMI), Wisconsin Student Government (WSG), Worldwide Instructional Design System (WIDS)

Formula: 50% of funds distributed based on each college's proportionate share of full-time equivalent (FTE) students. The other 50% of funds distributed as an amount equally divided among the colleges. If

a college decides to not participate in any of the six collaborations, then it would not be eligible to receive aid under this category.

PBF Criteria #9: Special Populations

Statutory Language: *Training or other services provided to special populations or demographic groups that can be considered unique to the district.*

Data Source: WTCS Client Reporting (for Minority Students, Veterans, Incarcerated, Dislocated Workers and Persons with Disabilities); Wisconsin Student Support Information System or WISSIS (for Pell Grant Recipients)

Formula: 50% of funds distributed based on each college's proportionate share of the number of students (headcount) reported as being in the following special populations: (1) Minority (Non-White); (2) Pell Grant Recipients; (3) Veterans; (4) Incarcerated; (5) Dislocated Workers; and (6) Persons with Disabilities. Each population group will be calculated separately so that one category does not disproportionately affect the distribution of funds.

The other 50% of funds distributed based on calculating each college's special population numbers as a percentage of the college's total student population. (NOTE: For Pell Grant recipients, this calculation is done as a percentage of the college's total program student population.) The percentages are then rank ordered from lowest concentration (1) to highest concentration (16). Ranking points are totaled for the six special population categories. Each college's share of concentration funds is based on its proportionate share of the total number of ranking points.