



Council for Education Policy, Research and Improvement

Council Meeting
August 13, 2003
Ft. Myers, Florida



Workforce Education Funding in Florida



Scope of the Analysis

- ✓ Develop a funding methodology for workforce/career education that provides for:
 - long term stability
 - accommodates growth
 - rewards program performance.
- ✓ Recommendations shall be developed in consultation with community colleges, vocational centers, school districts, the Department of Education, and others involved in public vocational education.



Work plan/Timeline

- ✓ August/September
 - Data Collection
 - Data Analysis Findings
- ✓ October
 - Expert Panel
 - Consideration of Funding Options
- ✓ November
 - Draft Report to Council
- ✓ December
 - Approval of Final Report for transmission to Governor, House and Senate



Staff Activities

- ✓ Conducted small discussion roundtable with school district and community college representatives
- ✓ Data requests submitted to the Department of Education
- ✓ Survey sent to all community college occupational deans, local vocational directors, and adult education directors
- ✓ Survey to local sponsors of apprenticeship programs through the Department of Education to collect data on funding



What do we mean by Workforce Development Education Funding?

- ✓ Population served: Adults
 - Current funding system for serving high school students in funding through the FEFP (Florida Education Finance Program)
- ✓ Delivery System: Dual with School Districts and Community Colleges
- ✓ Programs: Adult Education, Workforce Education Training Programs, Apprenticeship



Delivery Systems for Workforce and Adult Education

	<u>Number Offering</u>		<u>% Enrollment In ⁽¹⁾</u>	
	<u>Community College</u>	<u>School District</u>	<u>Community College</u>	<u>School District</u>
Associate in Science/ Associate in Applied Science	28	0	100%	N/A
Career-Technical and Apprenticeship	27	42	29%	71%
Continuing Workforce Education	28	36	69%	31%
Adult General Education	18/19*	57	12%	88%

(1) Based on 2001-02 Enrollment



Key Issues

- ✓ Funding Disparities
- ✓ Current Funding and Performance Situation in Workforce Programs
- ✓ Weaknesses of current system with regard to stability, growth and program performance rewards
- ✓ Meeting the training needs of emerging industries and high skill/high wage areas
- ✓ Responsiveness of the current system to the needs of local employers
- ✓ Role of Apprenticeship Programs

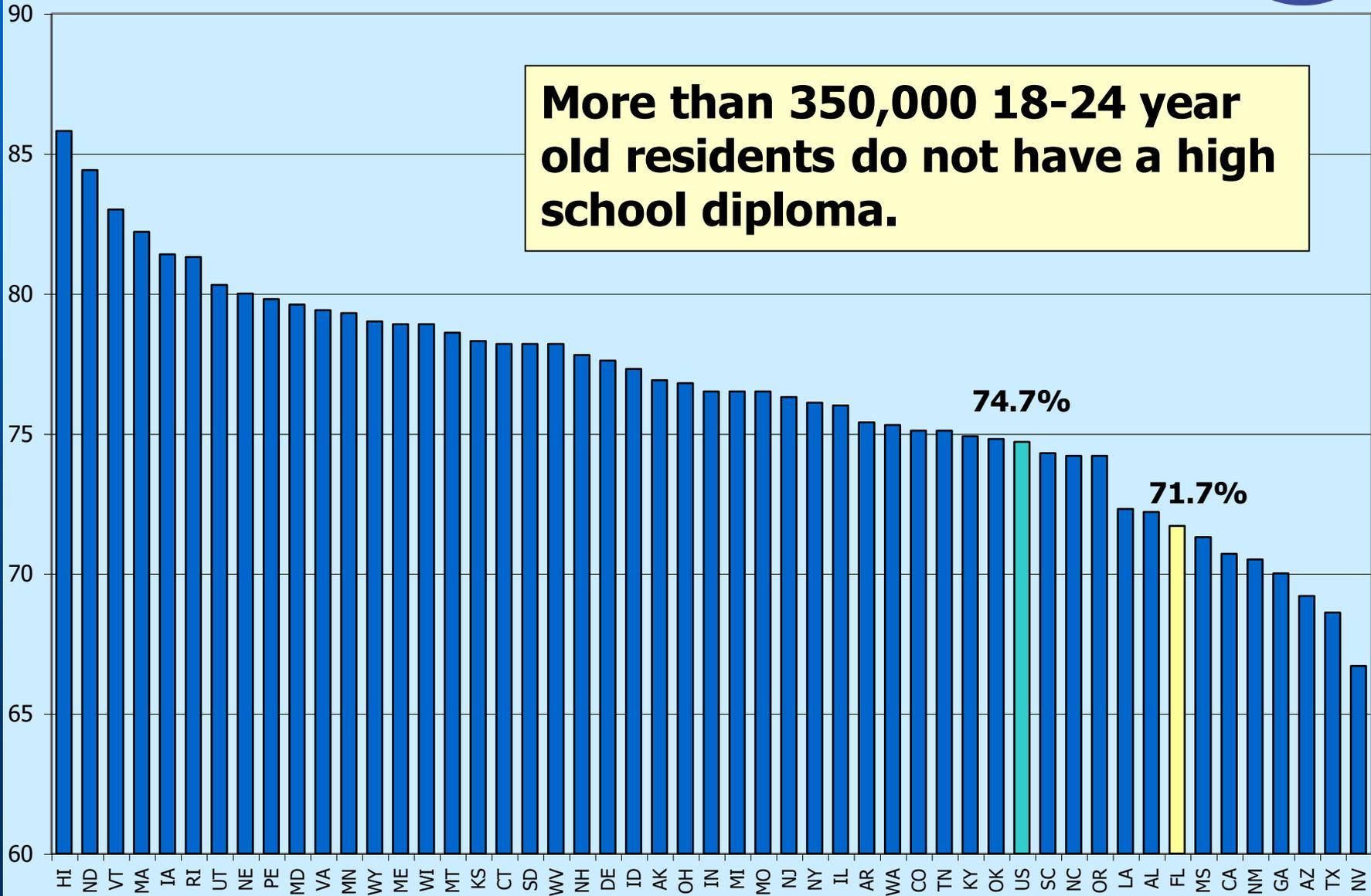


Adult General Education in Florida

Florida v. The Nation: Percent of 18-24 Year Old Population with a High School Diploma



More than 350,000 18-24 year old residents do not have a high school diploma.

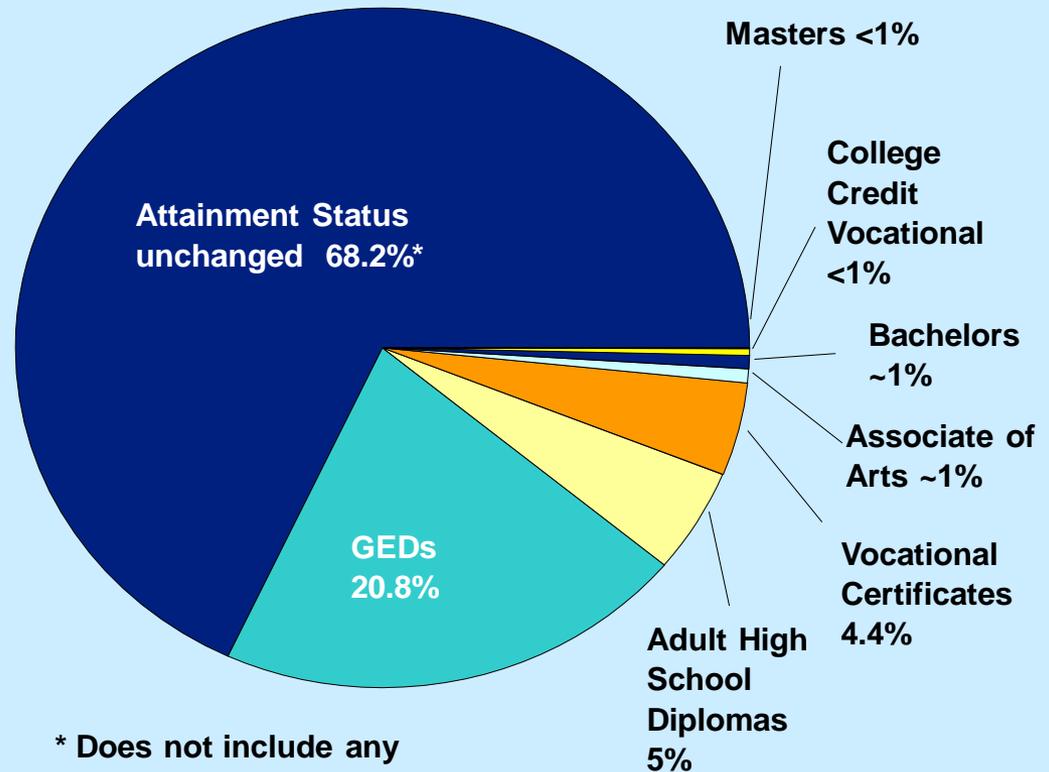




- Dropouts who would have graduated with the class of 1991 attained education credentials, including high school diplomas or equivalencies, at much lower rates than their HS grad counterparts.

Highest Educational Attainment Level of HS Dropouts as of Fall 2000

13,742 High School Dropouts from 1990-1991



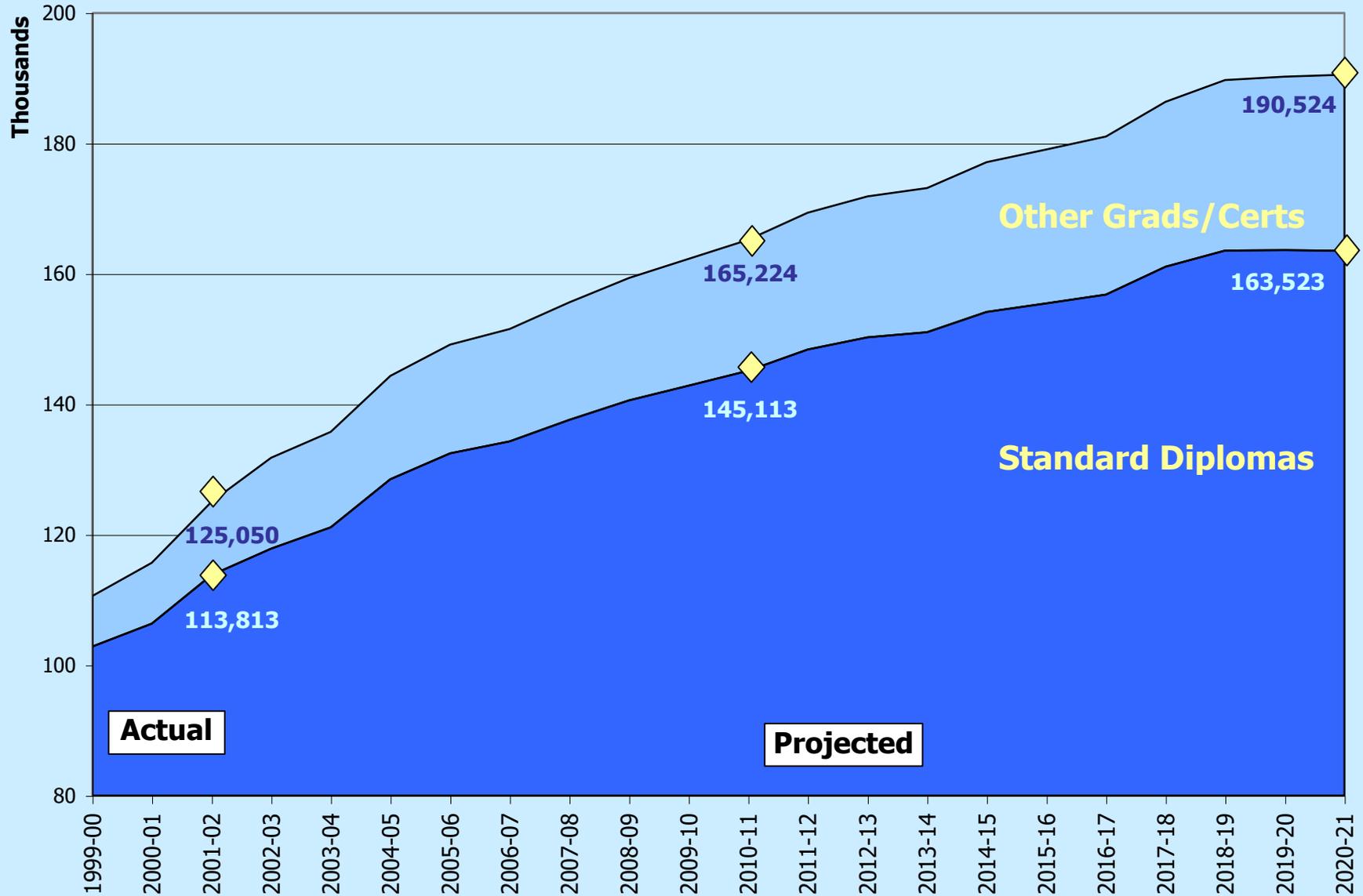
* Does not include any out-of state credentials.



Projected Supply of Workers

Demographic Trends

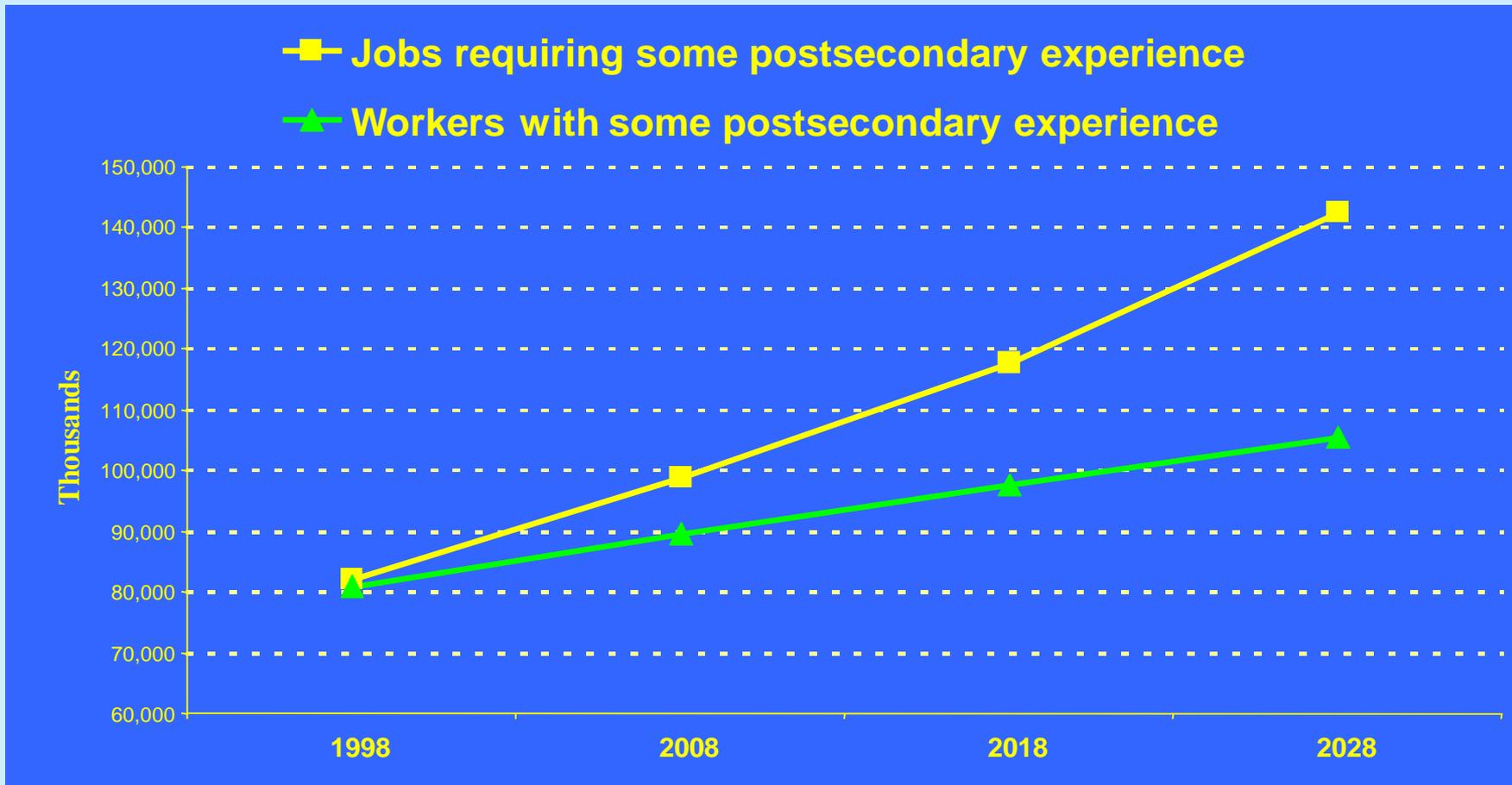
The Echo Boom: Demographic Trends in High School Graduates Show Increased Demand for Postsecondary Education





Gap between Skilled Workers and Skilled Jobs:

Projected Growth in Supply and Demand of Workers With Some Postsecondary Education, 1998 to 2028

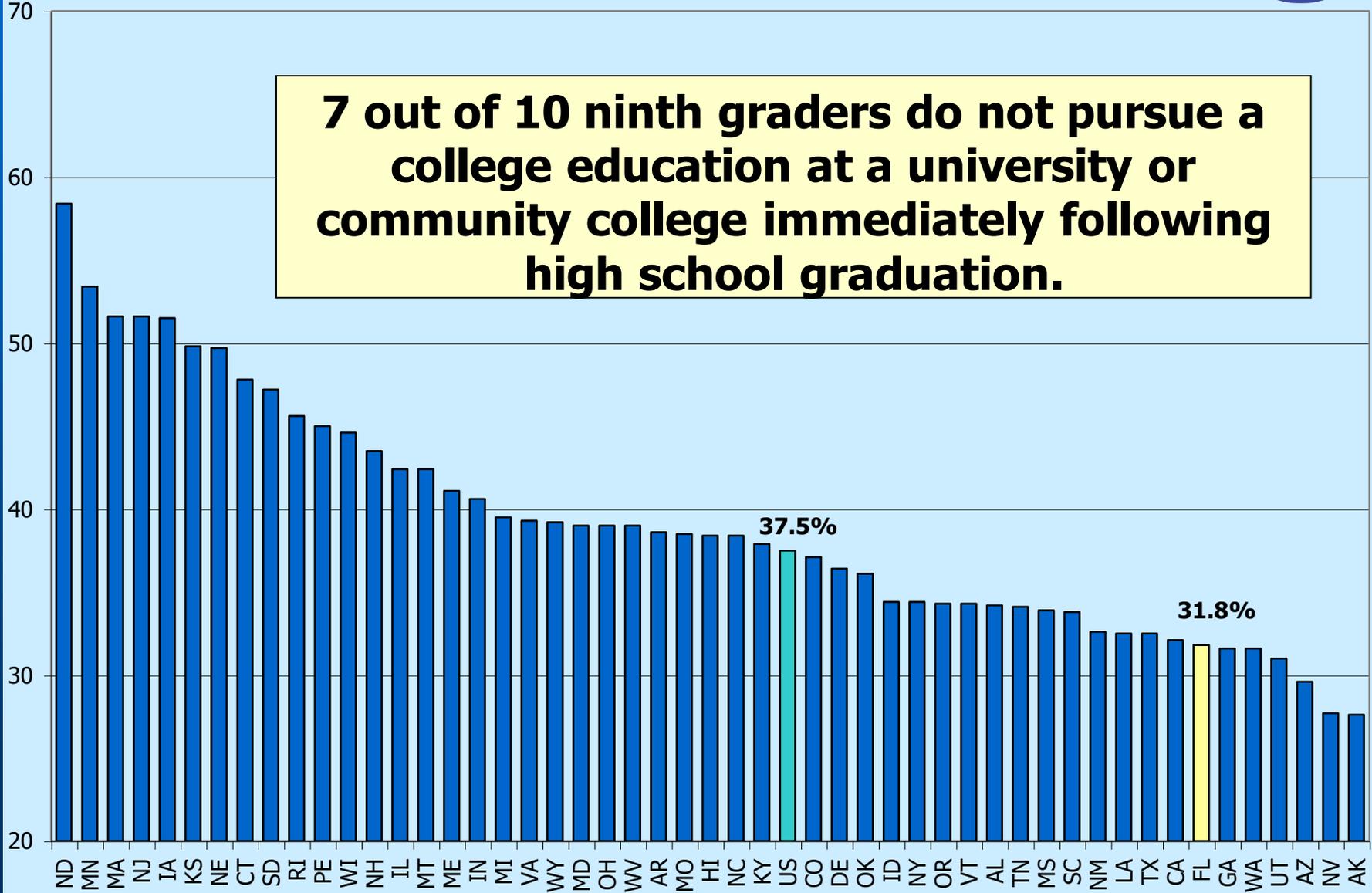


Source: Bureau of Labor Statistics, U.S. Census Bureau and National Alliance of Business



Florida v. The Nation: Florida ranks low on the chance for college by age 19 when compared to the rest of the nation

7 out of 10 ninth graders do not pursue a college education at a university or community college immediately following high school graduation.



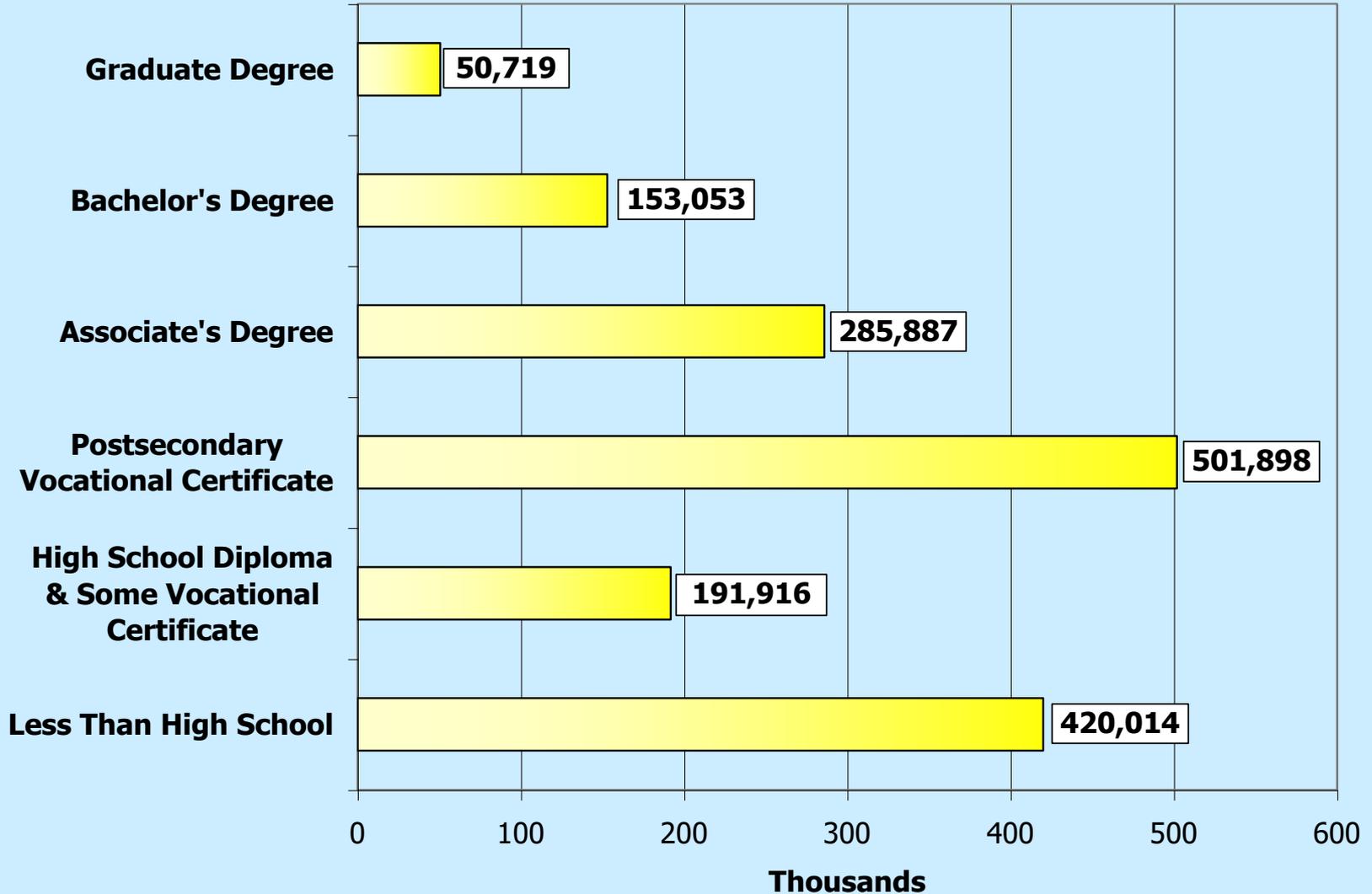


Projected Demand for Workers

Occupational Forecasting



Project Job Growth in Florida Employment from 2000 to 2010 by Educational Attainment Requirements (Florida Codes)



Top 10 Fastest Growing Jobs in Florida



Occupation	% Growth from 2000-2010	Annual Openings	Entry Wage	Training Needed
Computer Support Specialists	95.2	3,086	\$ 10.96	Postsecondary Vocational
Computer Software Engineers, Applications	84.2	1,368	\$ 22.47	Associate's Degree
Network and Computer Systems Administrators	77.7	745	\$ 17.95	Postsecondary Vocational
Computer Software Engineers, Systems Software	75.6	732	\$ 20.92	Bachelor's Degree
Desktop Publishers	70.6	159	\$ 10.11	Postsecondary Vocational
Network Systems & Data Comm. Analysts	69.8	575	\$ 18.57	Associate's Degree
Database Administrators	67.7	433	\$ 15.93	Associate's Degree
Social and Human Service Assistants	61.3	660	\$ 7.46	Postsecondary Vocational
Physician Assistants	61.1	331	\$ 17.20	Associate's Degree
Computer Specialists, All Other	60.0	510	\$ 11.17	Postsecondary Vocational

Source: Agency for Workforce Innovation, Florida Department of Education



Current Funding Methodology

Workforce Development Education
Funding Formula (WDEFF)



What is the Workforce Formula?

- ✓ Performance-based funding system
 - Adult General Education (AGE)
 - Postsecondary Adult Vocational (PSAV)
 - Apprenticeship
 - Associate in Science (AS)

- ✓ 15% of funding for workforce programs is "at risk" -- dependent on the performance outcomes in the formula
 - Remaining 85% of funding based on prior year's allocation



Factors that the Formula Takes into Account

✓ Targeted Populations

- Weights for completions from special populations (e.g., disabled and economically disadvantaged students)

✓ Program Completion

- Degree Completion (A.S. degree)
- Completion of Competencies (OCPs and LCPs)

✓ Levels of Job Placement

- Placements in targeted, high wage/high skill jobs



Data Timeline

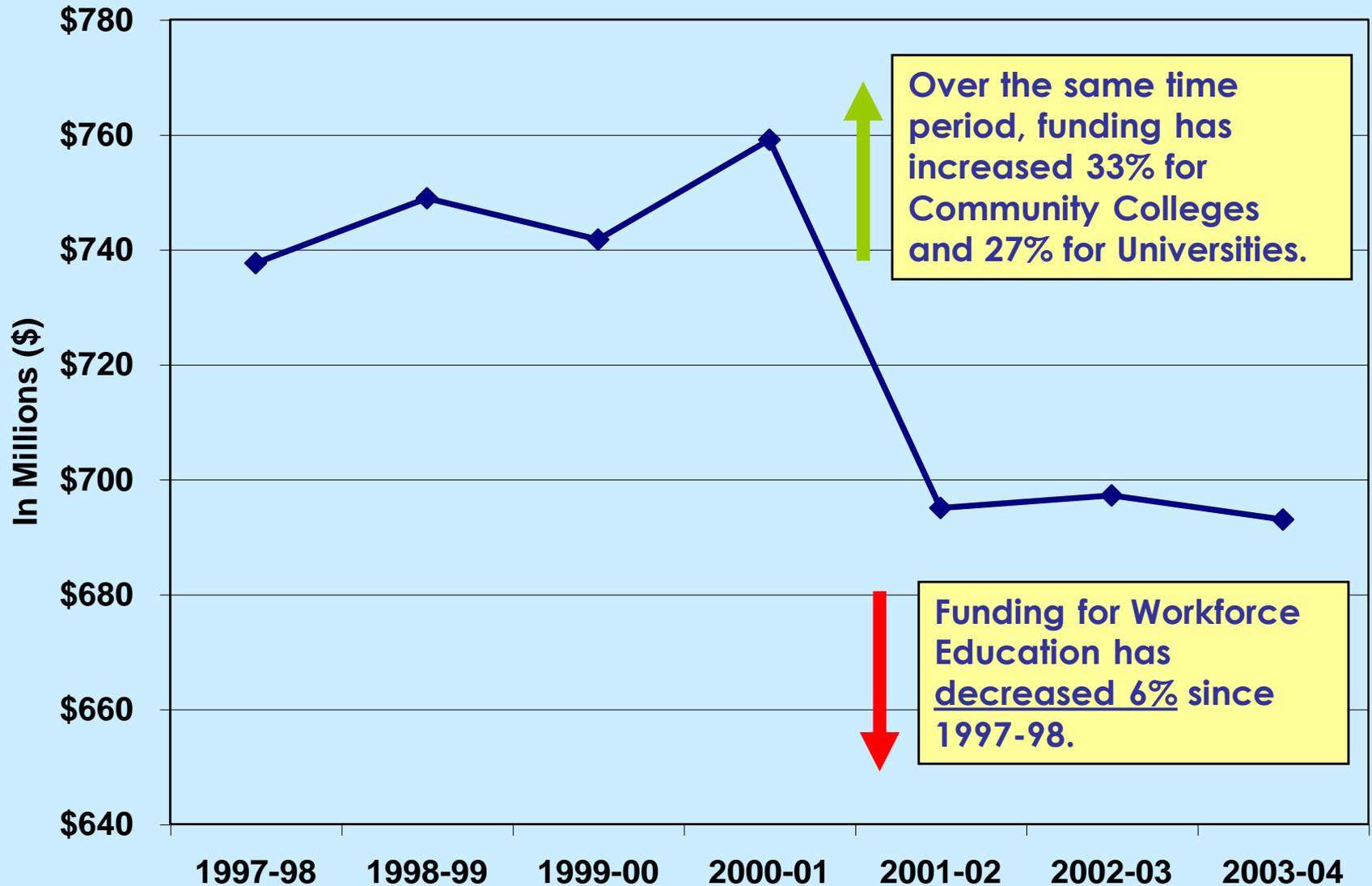
Performance Dollars are based on past program completions and job placements.



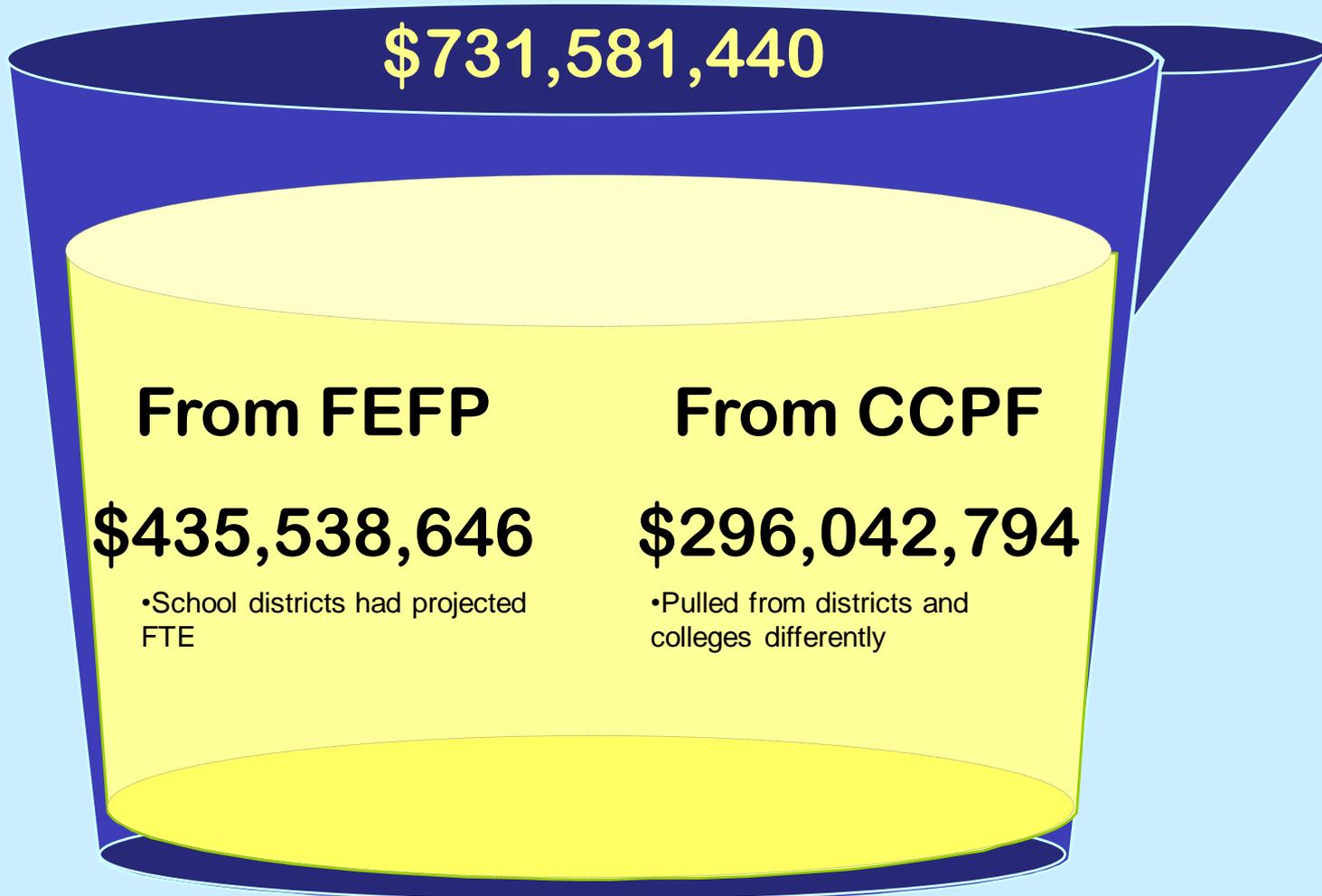
- ✓ 2003-2004 Appropriation
 - 2001-2002 Completions
 - 2000-2001 Completers placed in 2001-2002



Workforce Education State Funding History



Workforce Development Education Fund—Created In 1997



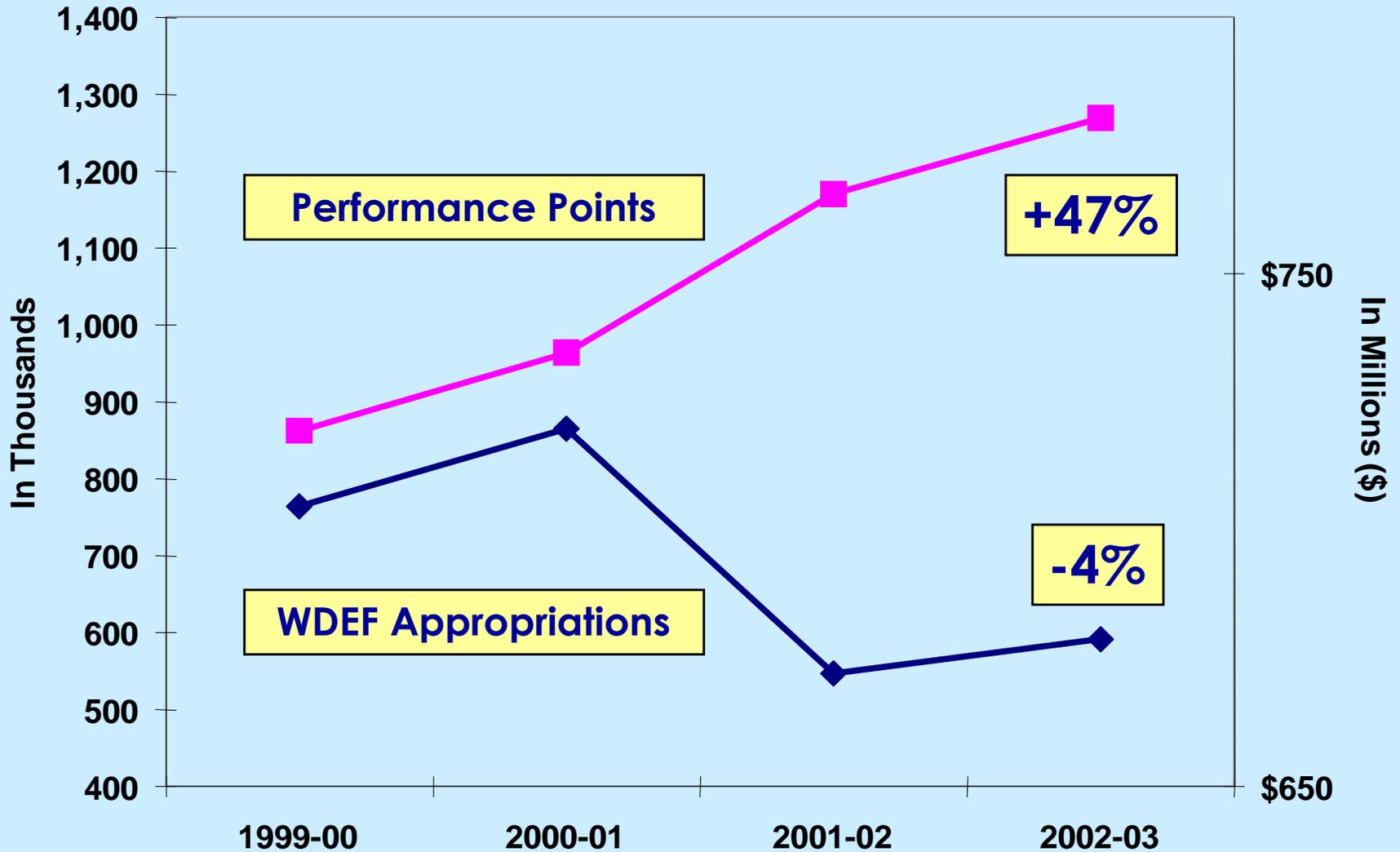
Workforce Development Education Fund History (in Millions)



1997-98	\$731.6	WDEF created from FEFP (public schools) and CCPF (comm colleges)
1998-99	\$712.2	separated adults with disabilities
1999-00	\$704.6	first funding formula applied (but not in ABE)
2000-01	\$719.7	the \$15M in additional funds were earmarked for performance
2001-02	\$672.2	amount remaining after a \$51M (7%) mid-year reduction from original 2001-02 appropriation
2002-03	\$678.7	CC workforce funds return to sector budget, allocated to institutions on a pro-rata basis (formula not used)
2003-04	\$674.5	Funds allocated to institutions on a pro-rata basis (formula not used)



Workforce Education Performances vs. Appropriations





Formula Issues

- ✓ Performance increases have not translated into performance funding increases
 - Value of performance is a “moving target”
 - As performances increase, and funds remain static or decrease, the value of a performance decreases
- ✓ No mechanism for providing start-up funding and continuation funding for new programs
 - Capitalization Incentive Grants discontinued
- ✓ Lag-time in the Formula between performance and funding
 - Performance dollars are awarded based on program completions from 2 years prior, and job placements of completers from 3 years prior
- ✓ No mechanism to account for enrollment increases



Performance Funding for Workforce Development: Lessons Learned

✓ The approach has been successful in:

- raising the level of attention to **reporting...**
- increasing efforts to **retain and complete students...**
- increasing attention to **certain populations...**
- forcing a focus on certain **targeted jobs...**
- causing more **program shifts** than had previously occurred.

✓ Where the approach is not working:

- **Workforce education not of sufficient priority to allow performances to fully drive appropriations...**
 - school district's priorities are on K-12 education...
 - community college's priorities are on the program fund...
 - business and industry priorities on workers compensation, tax credit issues.