

## Wisconsin Technical College System Performance Funding Model

### **Selection of Seven of the Ten Performance Criteria**

The statute provides that performance funding be based on a college's performance with respect to seven of the ten 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 funding amounts after the fiscal year has begun, the three most recent fiscal years for which actual data is available will be used.

### **Allocation of Funds Among the Ten Criteria**

Twenty-five percent of available funding will be divided equally among the ten criteria as a base allocation of funds for each criterion. If a criterion is not selected, the base allocation will be redistributed among the other criteria. The remaining 75% of funds will be distributed proportionately among the ten criteria based on the number of colleges selecting a particular criterion.

### **#1: Job Placement**

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

Formula: Funds will be distributed based on both the college's placement rate (50%) and proportionate share of the number of graduates (50%) who report they are working in jobs related to their programs of study.

### **#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.*

Formula: Funds will be distributed based on each college's proportionate share of the number of degrees and certificates awarded in high demand fields statewide.

High-demand fields are the Top 50 occupations (both new jobs and replacement jobs) identified in the Department of Workforce Development's (DWD) statewide long-term occupational projections for which the technical colleges provide training. The occupations identified as high-demand fields are then matched with the appropriate WTCS programs. The list of high-demand fields will be updated every two years as DWD updates its projections.

### **#3: Industry-Validated Curriculum**

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

Formula: Funds will be distributed based on each college's proportionate share of active (having enrolled students): (a) degree/diploma programs, weighted 75%; and (b) programs with Technical Skill Attainment (TSA) assessments, weighted 25%.

### **#4: Adult Basic Education Transition**

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

Formula: Funds will be distributed based on each college's proportionate share of the number of adult students who both: (a) were enrolled in at least 12 hours of adult basic education (ABE), adult high school, and English language learning (ELL) courses; and (b) successfully completed a postsecondary course, either in the year of ABE, adult high school, or ELL enrollment or the following year.

### **#5: Adult Basic Education 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.*

Formula: Funds will be distributed based on: (a) each college's proportionate share of the number of adult students who were enrolled in at least 12 hours of adult basic education, adult high school, and English language learning courses (weighted 50%); and (b) the success rate of ABE, adult high school, and ELL students who demonstrated educational gains under the pre- and post-tests administered as part of the federal Adult Education and Family Literacy Act grant (weighted 50%).

### **#6: Dual Enrollment**

Statutory Language: *Participation in dual enrollment programs. Dual enrollment means 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.*

Formula: Funds will be distributed based on each college's proportionate share of credits earned in all types of dual enrollment.

Dual enrollment includes transcribed credit; advanced standing (reported once the student enrolls at a technical college); youth apprenticeship; youth options; and course options.

### **#7: Workforce Training**

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

Formula: Funds will be distributed based on each college's proportionate share of credits generated in each of the following areas: (a) contracts to provide customized instruction to public and private employers; (b) employer paid training; (c) apprenticeship training; and (d) professional development seminars.

### **#8: Collaboration**

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

Formula: Funds will be distributed based 50% on each college's proportionate share of full-time equivalent (FTE) students and 50% as an amount equally divided among the colleges. To be eligible under this criterion, a college must maintain its membership in all of the following Statewide Collaborations: District Boards Association, Purchasing Consortium, Marketing Consortium, Districts Mutual Insurance, Wisconsin Student Government, and Worldwide Instructional Design System.

### **#9: Special Populations**

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

Formula: Funds will be distributed 50% based on each college's proportionate share of the number of students (headcount) reported in the following special populations: (a) students of color; (b) Pell Grant recipients; (c) veterans; (d) incarcerated; (e) dislocated workers; and (f) persons with disabilities. The remaining 50% of funds will be distributed based on each college's concentration of these special population students, relative to their total student population.

### **#10: Credit for Prior Learning**

Statutory Language: *The development and implementation of a policy to award course credit for relevant educational experience or training not obtained through an institution of higher education, including skills training received during military service.*

Formula: Funds will be distributed based on each college's proportionate share of credits awarded in each of the following areas: (a) district developed exam; (b) national standard exam; and (c) experiential learning for relevant educational experience related to occupational instructional areas.