

WTCS Outcomes-Based Funding Measurement Areas

Data Selection Methodology

Note: This document does not describe the calculations used to determine the amount to be distributed for each measure, but only the methodology used to select and provide the data used in the calculations.

2013 Wisconsin Act 20 identified the criteria for performance-based funding. 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.

The performance criteria are as follows:

1. Placement rate of students in jobs related to students' programs of study

This measure uses data from the WTCS Graduate Follow-Up Report FLW300 – Survey Report from the WTCS Portal.

This report can be accessed by going to the WTCS Portal, logging in and clicking on the Graduate Follow-up Reports in the Graduate Follow-up section along the left side of the page. Select the Fiscal Year from the Graduation Year drop down menu, the district, leave the Follow-up Division at 'All', and then select FLW300 and click on 'Generate Report'. Once it is opened, you will need to scroll down all the way to the last page to get to All Divisions, All Program Levels (see upper left corner). That page shows you the aggregate data for the college.

The data used from FLW300 is:

- a. Number employed in a related field
- b. Percent employed related to training

2. Number of degrees and certificates awarded in high-demand fields

[The board and the Department of Workforce Development will jointly determine what constitutes high-demand fields and revise the determination as necessary.]

This measure uses program graduation counts from the Program Enrollments data cube. It starts by using Standard Occupational Codes (SOC) for the 50 highest demand fields (for which the WTCS provides training) identified by DWD data and cross-references them to the Classification of Instructional Programs (CIP) codes that are attached to WTCS programs. The high demand programs are identified and the number of graduates counted for each program by district.

In the cube, the following criteria are selected:

- a. Values (Measures) = Program Graduations
 - i. Report Filters = Fiscal Year (a graduation report is needed for each year), Program Graduate=1
- b. Column Label = District
- c. Row Label = Program (with only high demand programs selected)

3. 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.]

This measure counts the number of programs with enrollments and the number of Technical Skills Attainment (TSA) programs with Phase II approval with enrollments from the Program Enrollments data cube. All programs are included under the assumption that all WTCS programs are industry validated since they are developed with the input of advisory boards. All apprenticeship programs with enrolled students are included in the TSA count; apprenticeship programs are exempt from the TSA process.

- a. Number of Programs With Enrollments:
 - i. In the cube, the following criteria are selected:
 - ii. Values (Measures) = Client Count
 - iii. Report Filters = None
 - iv. Column Label = Three most recent closed fiscal years
 - v. Row Label = District, Program

Note: Since the measure is for number of programs with enrollments and not a student count, the count is the number of cells (programs), by college, that have values (enrollments)

- b. Number of TSA Programs With Phase II Approval With Enrollments:
 - i. In the cube, the following criteria are selected:
 - ii. Values (Measures) = Client Count
 - iii. Report Filters = Technical Skill Attainment
 - iv. Column Label = Three most recent closed fiscal years
 - v. Row Label = District, Program

Note: Since the measure is for number of programs with enrollments and not a student count, the count is the number of cells (programs), by college, that have values (enrollments)

- c. Number of Programs with Aid Code 50 (Apprenticeship) Enrollments:
 - i. In the cube, the following criteria are selected:
 - ii. Values (Measures) = Client Count
 - iii. Report Filters = Program Aid Code 50
 - iv. Column Label = Three most recent closed fiscal years
 - v. Row Label = District, Program

Note: Since the measure is for number of programs with enrollments and not a student count, the count is the number of cells (programs), by college, that have values (enrollments).

Program 50-499-9 is not selected as there are no program graduates from this program.

4. Transition of adult students from basic education to skills training

This measure selects students who attended at least 12 total hours in ABE/ELL courses in a fiscal year and subsequently enrolled in and successfully completed a skills training (program level) course in the same year or following year. 'Successful Completion' is defined as 'Course Completion Status' = 01 (Pass).

Counts are by district for the three most recent closed fiscal years plus Summer and Fall Semester for the current fiscal year.

Population (all criteria in #1, #2, #3 below must apply):

1. Any student 18 years old or older OR have completed high school or earned a high school credential
 - a. Data elements:
 - i. *Birth Date*: If age computes to 18 years or older = select
 - ii. *Birth Date*: <18 = select if *Highest Credential Received at Enrollment* is 02 (GED) , 03 (HSED), or 04 (High School Diploma)

From the cohort/population #1 above

2. Any student enrolled in at least 12 hours of basic education coursework.
 - a. Data elements:
 - i. *Aid Code*: 73, 74, 75, 76, 77 = select for measure count # 2
 - ii. *Basic Skills Hours of Attendance*: select if total for all courses combined is 12 or greater
 - iii. *Fiscal Year* = select courses from the three most recent closed fiscal years

From the cohort/population #2 above

3. Any student transitioning from basic education to skills training. The transition could be in the year of the ABE/ELL training or the following year and is defined as successfully completing the skills training course.
 - a. Data elements:
 - i. *Aid Code* 10, 20, 30, 31, 32, 50
 - ii. *Enrollment Date* of at least one of the skills training courses must be greater than (later) or equal to the earliest ABE/ELL course *Enrollment Date* for the *Fiscal Year*
 - iii. *Course Completion Status*: select if =01 (Pass)
 - iv. *Fiscal Year* – for the three year period, transition can be counted using the following fiscal year criteria:
 1. BE course taken in FY One can have a transition course taken in FY One or FY Two
 2. BE course taken in FY Two can have a transition course taken in FY Two or FY Three
 3. BE course taken in FY Three can have a transition course taken in FY Three or Four (current year). If taken in FY Four, only Summer and Fall Semester will be used due to incomplete Spring Semester data at the time the calculation is performed.

Note: The ABE/ELL data is computed using the three most recent closed years. Because of that, the skills training courses may be taken in the current year. Given that Spring data for the current year is not final at the time the calculation is performed, only Summer and Fall data for the current year will be used.

Note: Beginning with FY2023 data, at least one (instead of all) of the enrollment dates of skills training courses must be greater than (later) or equal to the earliest ABE/ELL course enrollment date for the fiscal year. This will result in a higher number of transitioners being counted under this measure.

5. Number of adults served by basic education courses, adult high school, or English language learning courses, courses that combine basic skills and occupational training as a means of expediting basic skills remediation, and the success rate of adults completing such courses

This measure uses data from the criteria below to get the number served and data from NRS Table 4 from the Portal to measure successful completion. It selects students who meet the federal definition of achieving a gain under AEFLA. Demonstration of an educational gain can be any of the following:

- (a) advanced an NRS level by comparing a pre-test with a post-test
- (b) attained a secondary diploma or equivalent
- (c) enrolled in postsecondary education within the program year after exit

In addition, IET and Workplace Literacy participants:

- (d) completed progress towards training milestones
- (e) passed technical or occupational skills exam or received industry certification
- (f) postsecondary transcript

For NRS data, these reports can be accessed by going to the WTCS Portal, logging in and clicking on the National Reporting System reports in the AEFL section along the left side of the page. Select the Fiscal Year from the drop-down menu, the District, and Table 4, and click on 'Generate Report'. Number completing a level is determined by adding columns L, M and N together. Column O displays percentage completing a level.

Counts are by district for the three most recent closed fiscal years.

Population (all criteria in #1, and #2 below must apply):

1. Any student 18 years old or older OR have completed high school or earned a high school credential
 - a. Data elements:
 - i. *Birth Date*: If age computes to 18 years or older = select
 - ii. *Birth Date*: <18 = select if *Highest Credential Received at Enrollment* is 02 (GED), 03 (HSED), or 04 (High School Diploma)

From the cohort/population #1 above

2. Any student enrolled in at least 12 hours of basic education coursework.
 - a. Data elements:
 - i. *Aid Code*: 73, 74, 75, 76, 77 = select for measure count # 2
 - ii. *Basic Skills Hours of Attendance*: select if total for all courses combined is 12 or greater

For additional information about NRS Tables criteria, refer to the [Wisconsin AELFA National Reporting System Report Guide](#).

6. Participation in dual enrollment programs

[For the purposes of the new performance-based funding formula, the Act defines dual enrollment programs 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.]

This measure uses student counts, course enrollment counts, and credit counts using selected Recognized Credit Codes (RCC). RCCs are codes that are required to be reported on all course records for students under 18. These codes identify the type of credit (high school, postsecondary, transfer, etc.) and the statutory authority the student is attending under (Start College Now, Youth Apprenticeship, 38.14 etc.).

The Excel workbook provides data from the Course Enrollments cube and provides counts in three areas in three separate tabs: Advanced Standing (RCC 1A, 1B), Start College Now (RCC 9C), and Other Course Credit (RCC 8A, 8B, 9A, 9B, 9H, 9K)

In the cube, the following criteria are selected:

- a. Values (Measures) = Course Credits
- b. Report Filters:
 - i. RCC (as noted above for each tab)
 - ii. High Schools = Public and Private
 - iii. Aid (Aid Codes) = 10, 20, 30, 31, 32, 50
 - iv. High School Last Attended = All except those starting with 9999)
 - v. Highest Grade Completed = 8-12, 99 or Unknown
- c. Column Label = Three most recent closed fiscal years
- d. Row Label = District

7. Workforce training provided to businesses and individuals

This measure uses student data related to contracts for services, apprenticeship, employer paid and professional development seminars. The following source data and selection criteria were used for each of the four areas:

- a. Contracts for Services:
 - i. This measure uses credits from the Course Enrollments data cube. In the cube, the following criteria are selected:
 - 1. Values (Measures) = Credits
 - 2. Report Filters:
 - a. FTE Generating = 'Y' and 'Yes – No Recognized Credit Code'
 - b. Recognized Credit Codes = all EXCEPT 8A and 8B
 - c. Program Fee Codes = '28' and '32'
 - 3. Column Label = Three most recent closed fiscal years
 - 4. Row Label = District

NOTE: Beginning with FY23 data, this measure is calculated using cube data instead of CNT310. This provides a more accurate count of credits than CNT310.

- b. Apprenticeship:
 - i. This measure uses credits, student, and course enrollment counts from the Course Enrollments data cube. In the cube, the following criteria are selected:
 - 1. Values (Measures) = Credits
 - 2. Report Filters = FTE Generating = 'Y' and 'Yes – No Recognized Credit Code, Aid Code 50 (Apprenticeship)
 - 3. Column Label = Three most recent closed fiscal years
 - 4. Row Label = District
- c. Employer Paid:
 - i. This measure uses credits, student, and course enrollment counts from the Course Enrollments data cube. In the cube, the following criteria are selected:
 - 1. Values (Measures) = Credits
 - 2. Report Filters = FTE Generating = 'Y' and 'Yes – No Recognized Credit Code, Program Fee Code 72 – Employer Paid
 - 3. Column Label = Three most recent closed fiscal years
 - 4. Row Label = District
- d. Professional Development Seminars
 - i. This measure uses credits, student, and course enrollment counts from the Course Enrollments data cube. In the cube, the following criteria are selected:

1. Values (Measures) = Credits
2. Report Filters = FTE Generating = 'Y' and 'Yes – No Recognized Credit Code, Program Fee Code 43 – Professional Development Seminar/Workshop Fee
3. Column Label = Three most recent closed fiscal years
4. Row Label = District

8. Participation in statewide or regional collaboration or efficiency initiatives

This measure uses data from the CLI570B – FTEs Summary by Aid Category report in the WTCS Portal.

This report can be accessed by going to the WTCS Portal, logging in and clicking on the Course Enrollments reports in the Client Reporting section along the left side of the page. Select the Fiscal Year from the drop down menu; leave the District selection at 'All Districts', and then select CLI570B and click on 'Generate Report'.

9. Training or other services provided to special populations or demographic groups that can be considered unique to the district

This measure uses student data related to total student headcount, program enrollees, Pell grants recipients, minority students, veterans, justice involved, dislocated workers, and students with disabilities. The following source data and selection criteria were used for each of the areas:

- a. Student Headcount by Aid Category and District = This report can be accessed by going to the WTCS Portal, logging in and clicking on the Course Enrollments reports in the Client Reporting section along the left side of the page. Select the Fiscal Year from the drop down menu; leave the District selection at 'All Districts', and then select CLI572B and click on 'Generate Report'.
- b. Program Enrollees = In the Program Enrollments cube, the following criteria are selected:
 - i. Values (Measures) = Client Count
 - ii. Report Filters = None
 - iii. Column Label = Three most recent closed fiscal years
 - iv. Row Label = District
- c. Pell Grants Recipients = This data is requested and obtained directly from the colleges in the annual Pell recipient request for the Perkins grant provided by the System Office Grant Accountant.
- d. Minority Students - In the Course Enrollments cube, the following criteria are selected:
 - i. Values (Measures) = Student Count
 - ii. Report Filters = FTE Generating = 'Y' and 'Yes – No Recognized Credit Code, Minority (Yes)
 - iii. Column Label = Three most recent closed fiscal years
 - iv. Row Label = District
- e. Veterans = In the Course Enrollment cube, the following criteria are selected:
 - i. Values (Measures) = Student Count
 - ii. Report Filters = FTE Generating = 'Y' and 'Yes – No Recognized Credit Code; Veteran = Yes - Receiving Benefits, or Yes – Self Reporting, Not Receiving Benefits
 - iii. Column Label = Three most recent closed fiscal years
 - iv. Row Label = District

- f. Justice Involved = In the Course Enrollments cube, the following criteria are selected:
 - i. Values (Measures) = Student Count
 - ii. Report Filters = FTE Generating = 'Y' and 'Yes – No Recognized Credit Code, Justice Involved (Yes)
 - iii. Column Label = Three most recent closed fiscal years
- g. Dislocated Workers = In the Course Enrollments cube, the following criteria are selected:
 - i. Values (Measures) = Student Count
 - ii. Report Filters = FTE Generating = 'Y' and 'Yes – No Recognized Credit Code, Work Status at Enrollment 06-Dislocated Worker
 - iii. Column Label = Three most recent closed fiscal years
 - iv. Row Label = District
- h. Students with Disabilities = In the Course Enrollments cube, the following criteria are selected:
 - i. Values (Measures) = Student Count
 - ii. Report Filters = FTE Generating = 'Y' and 'Yes – No Recognized Credit Code, Disability Code (All minus codes 98 – Primary Disability and 99 – Not Disabled)
 - iii. Column Label = Three most recent closed fiscal years
 - iv. Row Label = District

10. Course credits awarded for relevant educational experience or training not obtained through an institution of higher education, including skills training received through military training.

This measure uses credit counts for selected Recognized Credit Codes (RCC) related to credit granted for relevant educational experience not obtained through an institution of higher education. For this measure, 'relevant educational experience' includes only credits related to occupational (skills training) instructional areas.

The Excel workbook provides data from the Course Enrollments cube and provides counts in the following areas: Exam-District Developed (RCC 3J), Experiential Learning (RCC 4J, 4M), and Exam – National Standard (RCC 5J, 5M).

In the cube, the following criteria are selected:

- a. Values (Measures) = Course Credits
- b. Report Filters:
 - i. RCC (as noted above)
 - ii. Aid (Aid Codes) = 10, 30, 31, 32
 - iii. Instructional Area = All except 8XX
- c. Column Label = Three most recent closed fiscal years
- d. Row Label = District