

ADULT AND CAREER EDUCATION RECOMMENDATIONS

**Presentation to
House Education K-20
Committee**

February 16, 2004





Scope of the Analysis

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



Scope of the Analysis

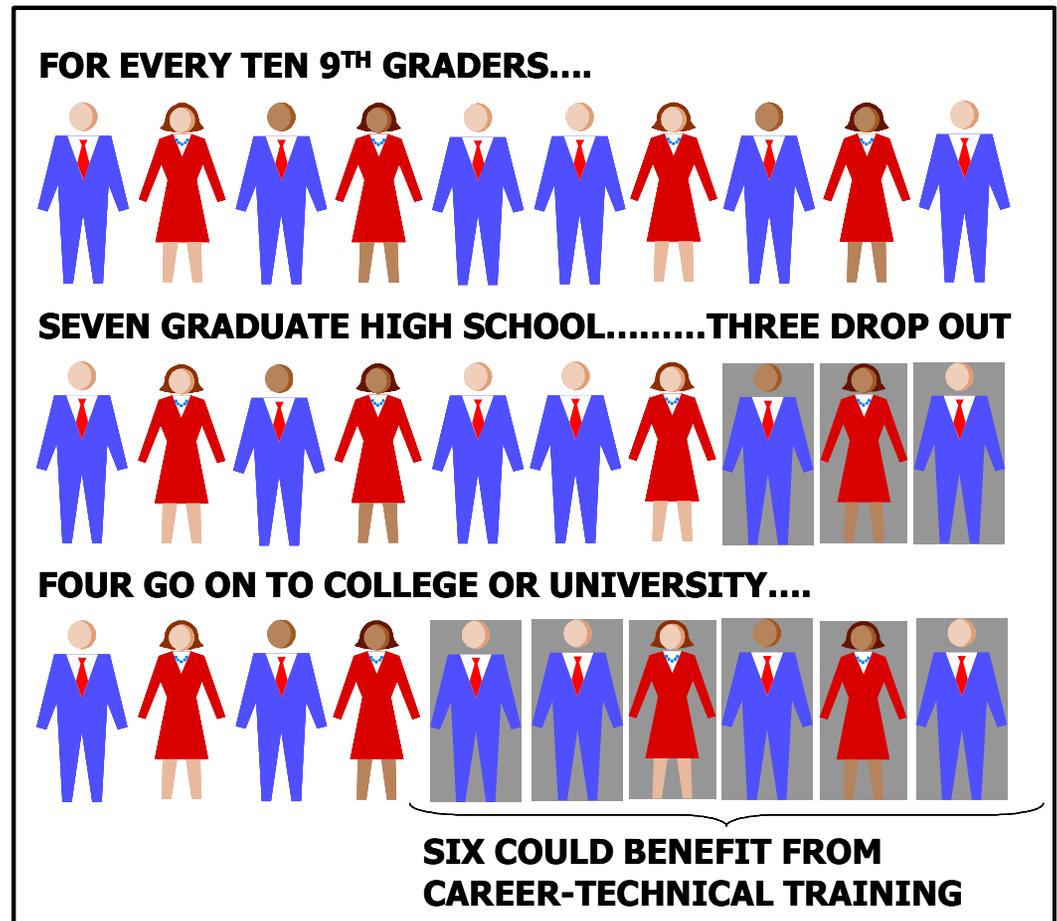
- **What do we mean by Adult and Career Education?**
 - All community college and school districts programs that are currently funded on performance through the Workforce Development Education Fund
 - Includes community college associate in science, postsecondary vocational, adult general education, and continuing workforce education



Key Facts – Student Demand

Figure 2

- Career education programs play a pivotal role in meeting the needs of the 6 out of 10 9th graders who drop out or do not enter immediately into college or university programs.

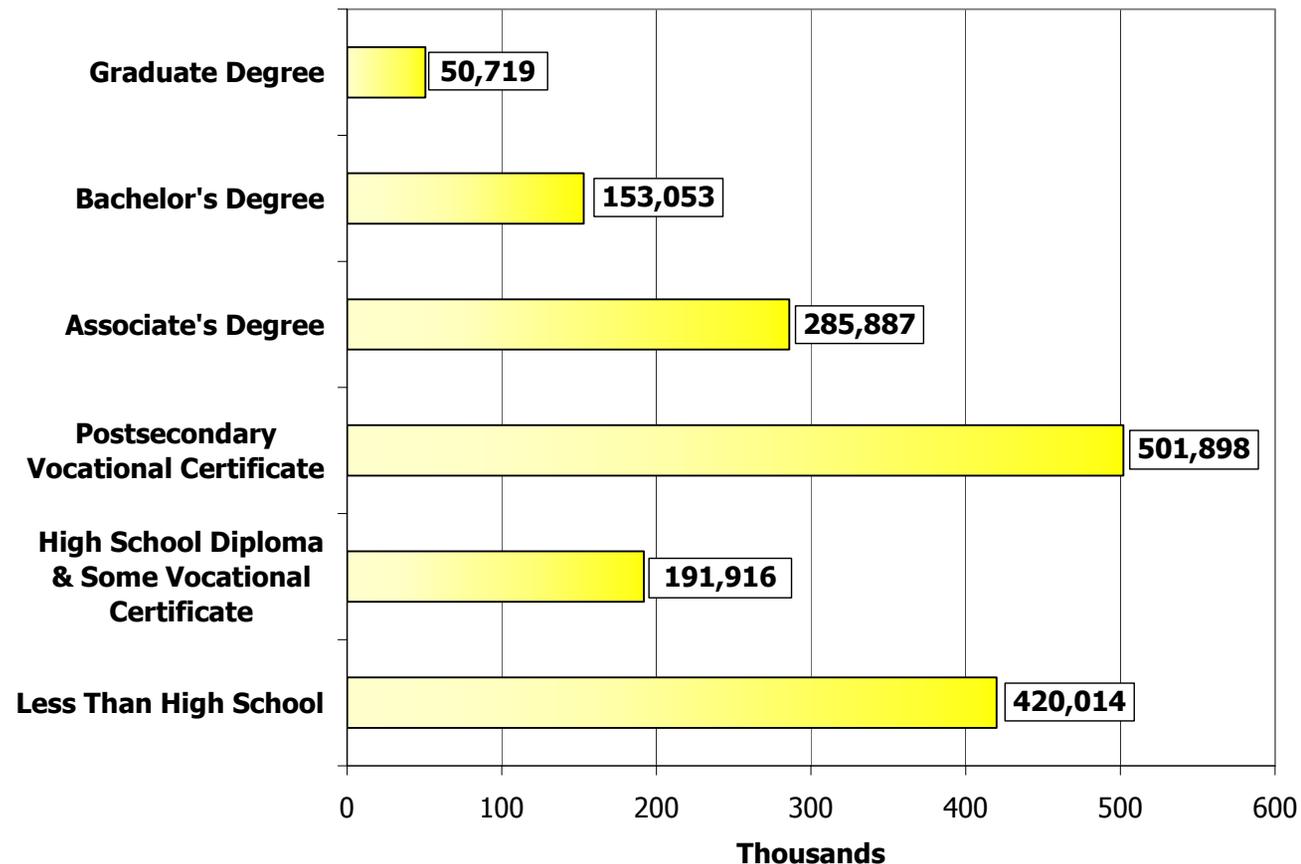




Key Facts – Employer Demand

- Over 60% of the growth will be in jobs requiring postsecondary education and training - but not a bachelor's degree.
- 9 of the 10 fastest growing require an associate degree or vocational certificate.

Projected Job Growth through 2010

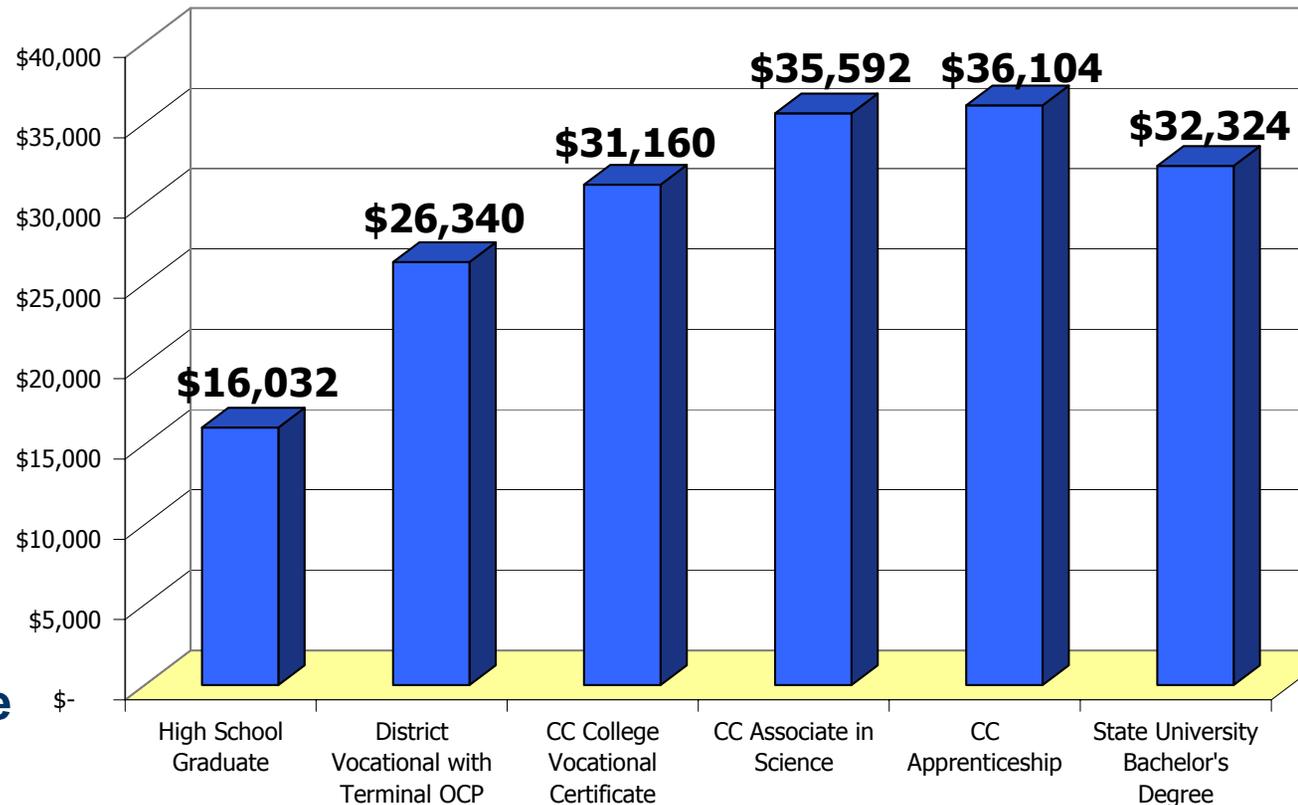




Key Fact - Wages

- With high-quality skilled training, high school graduates significantly improve their earnings potential, with career education completers comparable to or exceeding those of recent bachelor's degree graduates.

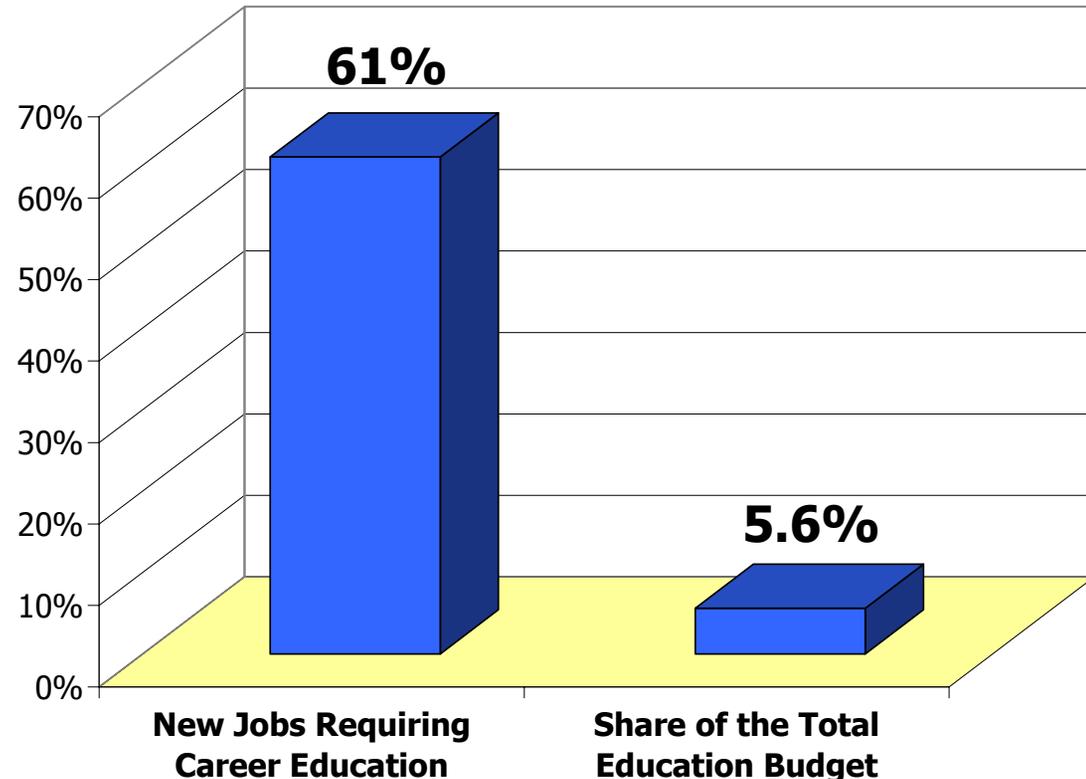
Estimated Annual Wages of 2000-01 Program Completers



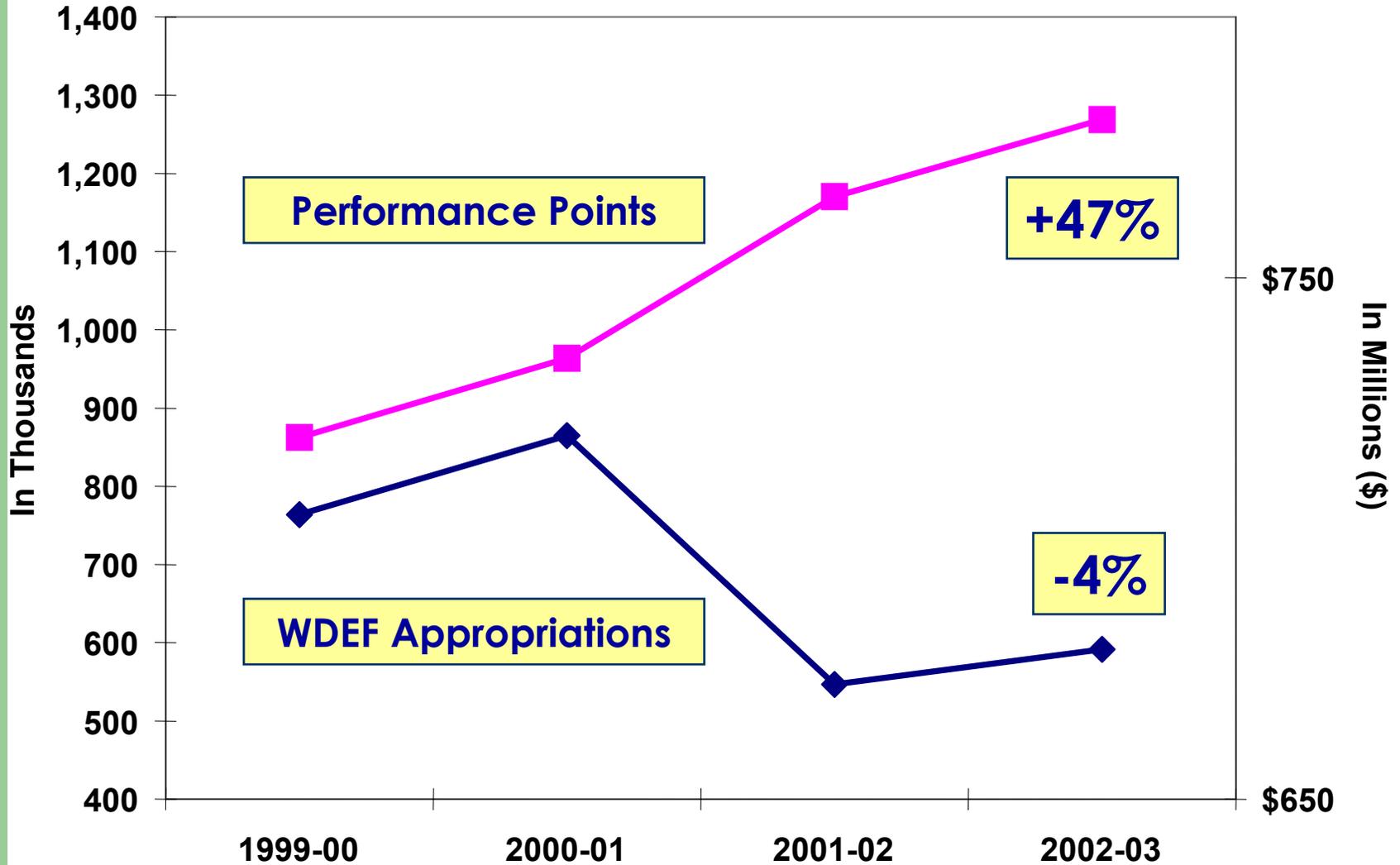


Key Fact – State Priorities

- State support for adult and career education programs has declined by 6% in recent years, while funding for academic programs at colleges and universities has increased on the order of 30%.
- A modest increase in funding relative to the total education budget would produce a very significant and positive economic impact.



Adult and Career Education Performances vs. Appropriations





Creating a Priority for Adult and Career Education Funding

- Creating a *higher priority* for workforce funding in the legislative appropriations process is an important element of addressing issues with workforce education funding.
- Regardless of the funding methodology, the amount of *funding* provided for workforce education is the *most critical element* of program expansion.

Conclusions about Current Funding Methodology



- *Increases in performances do not necessarily result in increases in funding.*
- *The funding methodology at the current funding level has not provided adequate resources to expand existing or start new programs in high demand, high cost fields.*
- *Apprenticeship programs have experienced large decreases in expenditures and in reported cost per funded occupational completion point (OCP), but identifying funding disparities is difficult.*

Principles for a New Methodology



- Must recognize the *central role* of career and technical training in the state's economic development.
- Must establish a process for providing for growth and the development of new programs in high demand, high wage fields.
- Must encourage the development of “*bridges*” between high school and career programs.
- Must encourage *public-private partnerships* and the leveraging of private resources.
- Must maintain the same *performance standards* for programs regardless of the type of institution offering the program (district or college).
- Must *align with the reality* of the budget process.



Appropriations for Community Colleges and School Districts

- Florida must commit ***more resources*** to meeting the education and training provided by Florida's community colleges and schools districts.
- The distribution of funds should be made to community colleges and school districts using a ***common set of criteria*** to create a ***level playing field*** for all providers of adult and career education.



Workload and Performance

- The funding methodology for the distribution of resources to community colleges and schools districts must contain ***both workload and performance elements***.
- The gains produced by the current funding methodology must be maintained with an ***appropriate emphasis on performance***, in the form of program completers, program placements, and student transitions to higher education levels.



Workload and Performance

EXAMPLE: Workload and Performance

Year 1

\$100,000
Base Funding

Year 2

Enrollment

\$90,000
90% of Year 1 Base

\$10,000
10% of Year 1 Base

At Risk \$\$\$

New \$\$\$

Workload Increase
(\$ per unit)

Possible Bonus
\$\$ for Increased Performances

Performance



New Program Development

- The current funding methodology and funding levels has not adequately provided for the start-up of new programs or the expansion of existing programs.
- An additional ***competitive funding grant*** is necessary to meet the local need for program development costs.



Apprenticeship

- The Council supports the funding of apprenticeship programs with other adult and career education programs, but recommends ***modifications to the current fee exemption policy.***
- A better evaluation of funding disparities for apprenticeship funding requires ***more reliable data*** collection on program cost, enrollments and completions.



Additional Issues for Future Consideration

- Improved Career Guidance and Counseling
 - Examine current incentives in FEFP to ensure adequate resources for student advisement
 - Identify best practices to allow students quality time with advisors
 - Development of an intensive marketing campaign to attract students in postsecondary programs of critical need to the state
- Establishment of Career-Focused Curriculum
 - Career Academies
 - Charter-Technical High Schools and Dual Enrollment Policies