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PLACEMENT INFORMATION AND INCENTIVE FUNDING

The purpose of this Research brief is to describe four statewide programs and to explain the relationship and/or difference between them. The programs are Student Follow-Up, Florida Education and Training Placement Information Program (FETPIP), Performance Based Incentive Funding (PBIF) and Program Based Budgeting (PBB). These programs primarily address community college completers and are the basis for college incentives.

Student Follow-Up

Student Follow-Up was mandated in 1979 by the Florida Legislature and must, therefore, be conducted by each of Florida's twenty-eight (28) community colleges. Its purpose is to learn what happens to students once they leave the college and about the effectiveness of college programs. The follow-up process includes gathering data necessary for the Department of Education accountability requirements and modification of curricula to meet the changing needs of the labor market. To assist the colleges with this process, the Florida Education and Training Placement Information Program (FETPIP) was developed.

Florida Education and Training Placement Information Program (FETPIP)

FETPIP, an office within the Florida Department of Education, is charged with the responsibility of identifying the placement of former community college students. In the initial follow-up process, the term-based submission of the college's Student Data Base is used to generate a list of completers and leavers. FETPIP is provided each student's data (names, social security numbers, program in which enrolled or completed, etc.) in order to obtain student placement information. "Completers" are defined as students who complete an A.A./A.S. degree or vocational certificate program. "Leavers" are defined as students: (1) who are not found enrolled in the same programs they were enrolled in during the previous year, (2) who did not complete the program during the current year, or (3) who did not complete during the previous year. Leavers are determined at the end of a reporting year.

Using the student social security number, FETPIP searches the records of the Florida State University system for A.A./A.S. degree completers who may be continuing their education at an upper division public university; the military records for students enlisted in all branches of the service; and the Florida Department of Labor and Employment Security for students who are employed in the State of Florida. The result produces FETPIP placements categorized as: (1) education status, (2) military, or (3) employed with job title and work location. This data is provided by FETPIP to university/community college/vocational-technical administrators and policy makers. The names and social security numbers of students not located by FETPIP are also provided to each college, which may implement local follow-up procedures to find them. At SPJC this follow-up is accomplished through the use of the Recent Alumni Survey.

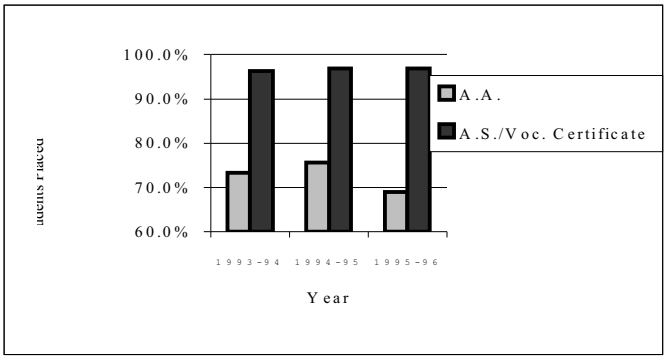
The Office of Institutional Research mails the Recent Alumni Survey to all program completers and leavers. Telephone follow-up is made to all non-respondents. This process checks the student placement, identifies a salary range, job duties, and employer and asks the student about their SPJC program experience.

The Recent Alumni Survey, in conjunction with the FETPIP data, is used to calculate the college's placement rate for students who complete vocational programs. State law mandates that 70% of students who complete a community college vocational program should be "In Field Placement". "In Field Placement" is defined as (1) employment in the major completed, (2) enrollment in continuing education at a postsecondary institution, or (3) enlistment in the military. When a vocational program does not show a 70% placement over a three-year period, the college must undergo program review for that particular program. Based on the results of this review, the program may be maintained, modified, or deleted by the college. Additionally, the data are used to monitor one of the Statewide Accountability measures related to job placement of vocational programs.

In the 1995-96 reporting year, twenty-six of the twenty-seven active SPJC programs with completers (96%) are in compliance with the 70% mandate. The program that did not meet the mandate was Emergency Medical Technician Certificate. As a result of the FETPIP and SPJC follow-up efforts using the Recent Alumni Survey, over the last three years 97% of the A.S./vocational certificate students indicated they were "placed". The same process is used in finding A. A. degree student placements, however, the 70% "placed" mandate for the A.S. Programs does not apply to the A.A. Program. Graph 1 compares placements of SPJC A.A. degree graduates with A.S. degree and vocational certificate graduates.

GRAPH 1

A.A./A.S. DEGREE & VOCATIONAL CERTIFICATE COMPLETERS



Performance Based Incentive Funding (PBIF)

Performance Based Incentive Funding (PBIF) was created by F.S. 234.249 in 1995. The purpose of the program is to reward institutions that train students in the necessary vocational skills to meet the needs of the state and local work force. By responding to the needs of business and industry, it is believed that the self-sufficiency of people who might receive public assistance will increase and the earnings of all state residents will improve. The first year of funding for institutions through this program was based on 1994-95 student enrollments and completions.

The first step is to analyze the statewide needs of industry and to identify the vocational programs that will provide the individual with the appropriate skills. The Occupational Forecasting Conference (OFC) identifies the occupations based on workforce needs or new growth of industries in Florida. Local education agencies review the list and may provide additions or deletions to the OFC list by providing documentation that support the criteria. Jobs Education Partnership (JEP) reviews the documentation and revises the list if the occupations meet the established criteria. The criteria are:

- Will the program or occupation encourage economic growth?
- Does it provide training to those who require public assistance?
- Will it increase the earning potential of state residents?
- Is the average hourly wage at least $7.50 per hour? (As of 1996-97 the average hourly was increased from $7.50 to $9.10 per hour.)

Additionally, the occupations are linked to the Classification of Instructional Programs Codes (CIP). CIP codes are the statewide mechanism that identifies vocational programs by educational level and content. Incentive funds are provided to institutions for students in approved Postsecondary Adult Vocational (PSAV), Postsecondary Vocational Certificate (PSV), and Associate in Science degree (A.S.) programs with approved CIP codes. In 1996, SPJC funds were earned for student outcomes in the PSV Certificate and A.S. programs shown on Table 1.

TABLE 1
College PBIF Eligible Programs

Accounting Technology	Architectural Design& Const. Tech.
Business Administration & Management	Computer Information Sys Analysis
Criminal Justice Technology	Dental Hygiene
Electronics Engineering Technology	Emergency Medical Services
Emergency Medical Technician, CT.	Fire Science Technology
Funeral Services	Graphic Design Technology
Health Information Management	Health Services Management
Industrial Management Technology	Interpreter Train/Hearing Impaired
Legal Assisting	Manufacturing Technology
Medical Laboratory Technician	Nursing, R.N.
Paramedic, CT.	Physical Therapist Assistant
Radiography	Respiratory Care
Telecommunications Engineering Tech.	Veterinary Technology

Student outcomes that qualify for incentive funding include (1) program completions, (2) placements of completers or leavers in a field related to the program major or earning at least $7.50 per hour, and (3) enrollments in eligible programs of "targeted population" students. Dollars earned by an institution vary by the type of outcome.

Additionally, incentives are at a higher rate if the students are traditionally harder to serve and find it more difficult to find employment. These students referred to as the "Targeted Population" are shown in Table 2.

TABLE 2
Targeted Population Students

Students classified
- JTPA-EDWAA (dislocated workers)
- JTPA-Title II (economically disadvantaged, school dropout or basic skills deficiency)
- Project Independence (as of 1997-98 will be referenced to as WAGES)

Students classified as Economically Disadvantaged (receives Pell Grant, other financial aid grant or food stamps)
Students with Disabilities
Students with Limited English Proficiency

A final component of PBIF is called Quick Response. This is a relatively short set of courses that is designed to rapidly train workers for specific jobs to meet the needs of local businesses. These generally are non-credit (non-degree) courses. Incentives are earned for enrollments of the targeted students', their completions and placements.

Incentive funds are calculated on a student-by-student basis. The Student Data Base, which contains seven (7) types of student data (demographics, entry level test scores, acceleration type, program of study, degree earned, courses taken and grades received, and financial aid type), is used to identify enrolled students, completers and leavers that may meet the eligibility criteria for the college to earn PBIF incentive funds. The Division of Community Colleges (DCC) generates lists of targeted and non-targeted students in the approved vocational programs for each college identifying them as enrollments, completers and leavers. The DCC verifies the targeted status of the students by sending names and social security numbers to Children and Family Services and to the Department of Labor. To obtain placement information, the names and social security numbers of completers and leavers are sent to FETPIP. In every instance, the college may supplement the data obtained from the state agencies. For example, as described previously, SPJC uses the Recent Alumni Survey to supplement placement data obtained at the state level. When all data has been verified and supplemented, it is forwarded to JEP for calculation of funds earned by the college.

The amount of money the college receives varies. Table 3 shows the components that earn incentive dollars and the pricing schedule for 1995-96.

TABLE 3
1995-96 PBIF Pricing Schedule

	Non-targeted Students		Targeted Students	
	Certificate	Degree	Certificate	Degree
Enrollments	00.00	00.00	135.22	135.22
Completers	405.67	676.12	811.34	1352.23
Placement of Completers	405.67	676.12	811.34	1352.23
Placement of Leavers with Marketable skills	405.67	476.12	811.34	811.34

Over a three-year period (data for 1994-95 through 1996-97) the College has received $1,253,634 in PBIF (see Table 4). The data for 1996-97 was supplemented using the Recent Alumni Survey earning an additional $59,879. Appendix A shows unduplicated headcount based on the Performance Based Funding enrollment, completers and placement reports by departments. Included in the figures are supplemental placement data collected from responses from the Alumni Survey. Additionally, the Appendix shows the percentage of student "counts" each department contributed to SPJC total earnings.

TABLE 4
Amount of Incentives Earned by SPJC

Data Year	Funding Year	JTPA EDWAA	PI	Lottery	JTPA 123	QR	Add'l State	Total Earnings
94-95	95-96	106,486	42,696	178,497	29,945	121,972		479,596
95-96	96-97	99,253	15,820	177,271	-	-	121,894	414,239
96-97	97-98	119,684	22,688	128,849	-	-	88,590	359,799

Program Based Budgeting (PPB)

The last program to be discussed in this Research Brief is Program Based Budgeting (PPB); another statewide program that rewards colleges with incentive dollars based on outcomes. The first year that colleges began receiving funds through Program Based Budgeting (PBB) was 1996. PBB focuses on completers and their success. Colleges earn points based on specific criteria and then are funded based on the number of points earned. Both PBB and PBIF bear some similarities in the requirements for earning incentives, especially as they relate to targeted students. There are three outcome measures for PBB:

- Completers from A.A., A.S. and Certificate programs (1/2 counted)
- Success of graduates
  - Remediation (students tracked for 5 years; if the student is enrolled in remediation classes during this tracking period, they are counted)
  - Economically Disadvantaged (Pell recipients, JTPA, etc.)
  - Disabled
  - Limited English Proficiency (students are tracked for 5 years)
  - Passed Licensure Exam (if applicable)
  - Placed in a related job
  - A.A. Degree Excess Hours (number of A. A. completers who graduated with fewer than 72 total attempted hours).

The major difference between the programs is that PBB includes the following additional outcome measures:

- A.A. degree students
- Completion of college prep courses/passing licensure exam
- Excess hours

In 1996-97, the Legislature appropriated $12 million to PBB. Five million dollars was allocated for both Measures I and II (Completers and Success of Completers) and $2 million for Measure III (Excess Hours). As shown in Table 4, SPJC has earned almost $1 million from PBB in 1996-97 reporting year. Note that in 1997-98 the program earned $808, 920.

TABLE 5
Performance Based program Budgeting Earnings by Measures

Data Year	Funding Year	Measure I Completers	Measure II Special Categories	Measure III AA Only	Total Fund Distribution
95-96	96-97	$340,500	$378,661	$202,076	$921,238
96-97	97-98	$296,199	$350,004	$162,716	$808,920

Conclusion

In summary, out of the 28 community colleges, the College has ranked second and fourth in earnings in Performance Based Incentive Funding and Performance Based Budgeting, respectively for 1995-96 and 1996-97. In previous years, not all colleges (Miami Dade, North Florida, Palm Beach, etc.) participated in the performance based programs. However, beginning in the 1997-98 reporting year, all twenty-eight community colleges participated and the incentive dollars were reduced for each category. Therefore, SPJC's high ranking in earnings was lower than the previous reporting periods, however, the final calculations are not yet available. It should be noted that SPJC's follow-up procedures have been shared and are being used by other colleges to enhance their performance efforts.

Through a concerted effort of SPJC faculty and staff, the College has and can continue to earn additional dollars through PBIF and PBB; and can continue to enhance their student follow-up procedures and response rate (FETPIP). Identifying targeted students; keeping track of where students go and their accomplishments once they leave the institution; and reviewing program/curriculum to determine if the student can obtain employment with these skills, are just a few activities that staff members can perform to help increase the number of students being "placed" and earning incentive dollars offered through the state.

Note: In 1998-99, a new incentive program was implemented. The Work Force Development Program, focus and funding (which is still in the planning stage) will be based on performance. The performance "output" measure for a vocational program is student completion of an occupation completion point, certificate or degree. Performance "outcome" measures include placement and retention after completion of a completion point or program of study.

PROGRAM EARNINGS

Table I

1994-97 PERFORMANCE BASED INCENTIVE PROGRAMS

CIP CODE	PROGRAMS	# OF COMP	# PLACED COMP	# PLACED LVR	TOTAL	TARGETED STUDENTS # ENRL	# OF COMP	# PLACED COMP	# PLACED LVRS	TOTAL	GRAND TOTAL CONTRIBUTN #	%
	ACTIVE											
5070101 00	Accounting Technology	26	20	44	90	72	7	5	16	100	190	3.2%
6150101 00	Architectural Design & Construction Tech	1	1	4	6	25	3	3	8	39	45	0.8%
5060401 02	Business Administration & Management	9	4	146	159	125	15	0	41	181	340	5.8%
5070306 00	Computer Information Systems Analysis	16	13	87	116	236	16	10	50	312	428	7.3%
7430103 00	Criminal Justice Technology	13	10	80	103	88	7	7	14	116	219	3.7%
3170102 00	Dental Hygiene	16	14	50	80	97	18	15	12	142	222	3.8%
6150303 01	Electronics Engineering Technology	5	5	23	33	20	0	0	6	26	59	1.0%
3170206 01	Emergency Medical Services	11	11	54	76	66	6	5	20	97	173	2.9%
3170205 00	Emergency Medical Technician, Cert.	0	0	27	27	8	0	0	1	9	36	0.6%
7430201 00	Fire Science Technology	3	3	42	48	6	1	1	2	10	58	1.0%
3120301 00	Funeral Services	15	12	11	38	45	4	3	3	55	93	1.6%
6500402 00	Graphic Design Technology	5	2	29	36	70	4	3	6	83	119	2.0%
3180701 01	Health Care Services	1	1	3	5	2	1	0	0	3	8	0.1%
3170506 00	Health Information Management	10	8	31	49	66	7	7	8	88	137	2.3%
3180701 00	Health Services Management	9	8	24	41	41	1	1	9	52	93	1.6%
6062001 01	Industrial Management	3	0	0	3	2	2	2	0	6		
7131003 01	Interpreter Training/Hearing Impaired	1	1	22	24	58	5	3	5	71	95	1.6%
7220103 00	Legal Assisting	17	15	84	116	145	12	10	34	201	317	5.4%
6150603 02	Manufacturing Technology	1	1	20	22	8	0	0	1	9	31	0.5%
3170309 00	Medical Laboratory Technician	11	9	23	43	35	4	2	4	45	88	1.5%
3181101 00	Nursing, R.N.	162	153	385	700	665	77	71	122	935	1635	27.9%
3170206 00	Paramedic, Cert.	3	3	22	28	14	1	1	6	22	50	0.9%
3170815 00	Physical Therapist Assistant	26	23	152	201	204	13	10	50	277	478	8.1%
3170209 00	Radiography	6	6	101	113	164	12	12	38	226	339	5.8%
3170818 00	Respiratory Care	11	11	22	44	66	5	4	8	83	127	2.2%
6150303 02	Telecommunications Engineering Tech	5	4	14	23	20	0	0	1	21	44	0.7%
3170512 00	Veterinary Technology	39	33	60	132	102	13	13	12	140	272	4.6%
	Sub-Totals	425	371	1560	2356	2450	234	188	477	3349	5696	97.1%
	INACTIVE											
2060301 00	Financial Services	0	0	4	4	0	0	0	1	1	5	0.1%
2061401 00	Marketing Management	1	1	19	21	0	0	0	1	1	22	0.4%
3170705 00	Vision Care Technology	0	1	1	1	0	0	0	0	0	1	0.0%
5070301 00	Business Data Processing	0	0	0	0	13	0	0	0	13	13	0.2%
5070305 00	Computer Programming and Applications	0	0	34	34	5	0	0	7	12	46	0.8%
5070603 00	Office Systems Technology	0	0	15	15	6	0	0	3	9	24	0.4%
6151001 01	Buillding Construction Technology	0	0	9	9	2	0	0	1	3	12	0.2%
6490104 00	Aviation Administration	4	3	3	10	4	0	0	0	4	14	0.2%
6490102 00	Professional Pilot Technology	5	3	12	20	7	4	2	2	15	35	0.6%
	Sub-Totals	10	8	97	114	37	4	2	15	58	172	2.9%
	GRAND TOTAL	435	379	1657	2470	2487	238	190	492	3407	5868	100.0%