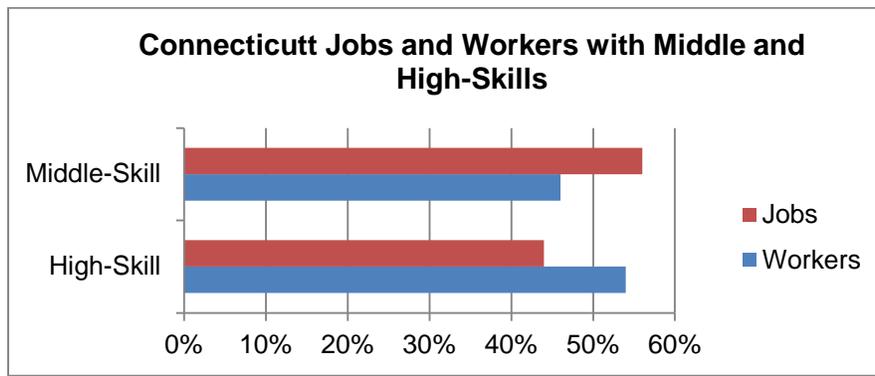


Analyzing Investments in Connecticut's Middle-Skill Workforce

A Draft Framework for Analyzing State and Federal Funding

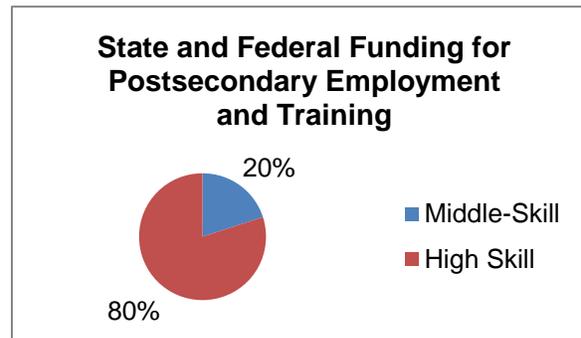
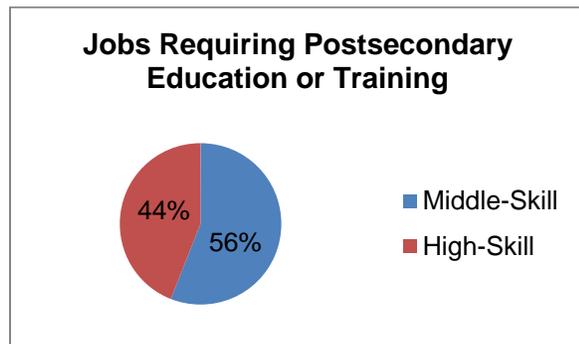
February 2014

Fifty-six percent (56%) of jobs in Connecticut that require some form of postsecondary education or training are middle-skill. However, only 46 percent of residents are prepared to fill these positions.



U.S. Department of Labor and U.S. Bureau of the Census, 2009

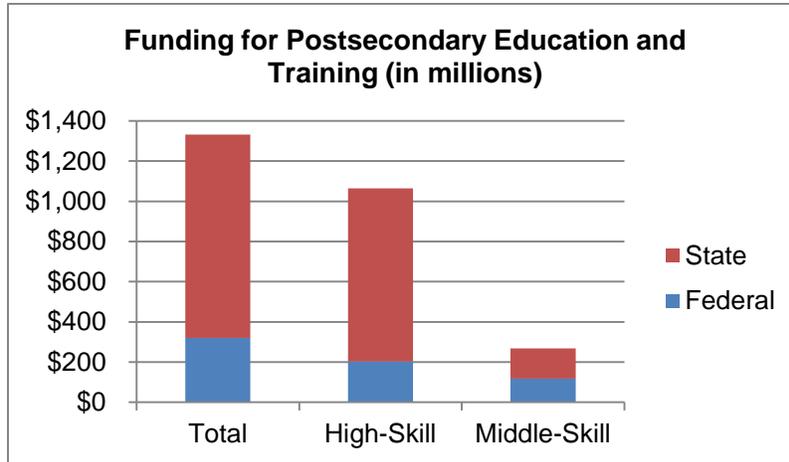
Why this mismatch between jobs and workers? Connecticut is not investing enough to prepare middle-skill workers.



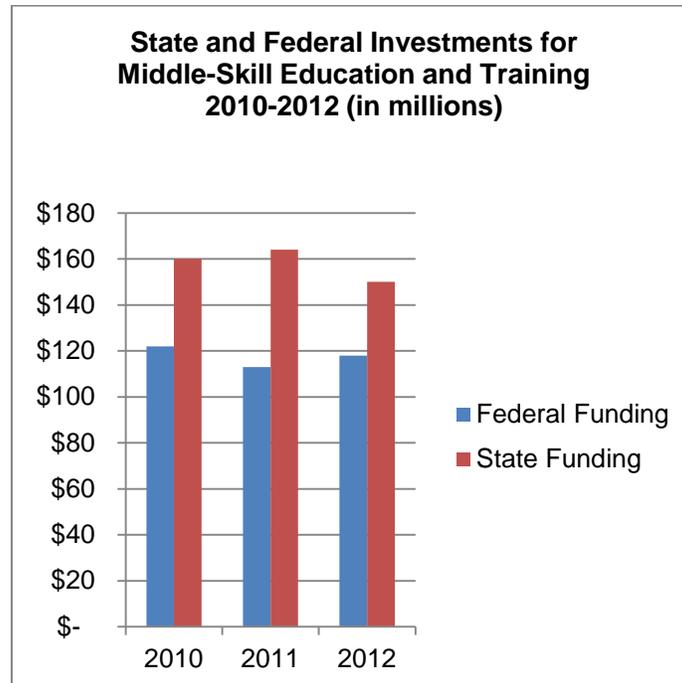
While most of Connecticut's skilled jobs are middle-skill, only one-fifth of state and federal investments for postsecondary education and training are for middle-skill jobs.



Of \$1.332 billion in state and federal funds for middle and high-skills, only \$268 million (\$150 million state and \$118 million federal) is dedicated to middle-skill education and training. Funding is out of balance, leaving a major funding gap between middle and high-skills of \$796 million.



Making matters worse, state and federal investments for middle-skill jobs have been declining. State resources for middle-skill training have decreased overall by approximately 6.4 percent since 2010. Federal funds for middle-skill training have decreased overall by approximately 2.6 percent since 2010.



Connecticut must reverse this trend and step up and increase its investments in middle-skill training in order to close the skills gap for middle-skill jobs.



Federal Funding in Connecticut

Program	Purpose	Amount (July 2011-June 2012)	Middle-Skill	High-Skill
WIA I (adult/dislocated worker)	Through One-Stop Centers, empower individuals to make choices about their training through ITAs, and to provide universal access to self-services.	\$7,932,575 adult \$12,425,813 DW	\$20,358,388	
WIA II Adult Education	Emphasis on preparing for 21 st century education and work, family literacy, NEDP, I-BEST, etc.	\$4,662,122	\$4,662,122	
WIA III Wagner Peyser	Assist job seekers in finding work and employers in finding workers.	\$7,886,732	\$7,886,732	
WIA IV Voc Rehab	Permits the state vocational rehabilitation program to prioritize serving individuals who require specific services or equipment to maintain employment.	\$26,600,063	\$26,600,063	
SNAP E&T	Under SNAP, Employment and Training (E&T) Programs were created to help food stamp recipients gain skills, training, or experience and increase their ability to obtain regular employment.	\$1,128,624	\$1,128,624	
TAA	TAA provides training assistance, re-employment services and income support to laid off workers.	\$5,199,081	\$5,199,081	
Pell	Provide aid to students pursuing college degrees.	\$254,100,000 (figured 20 percent for middle-skills at community colleges)	\$50,820,000	\$203,280,000
Carl Perkins	Provide technical training at community colleges.	\$9,403,428 (figured at 18.5 percent for community colleges and middle-skill)	\$1,739,634	
Total			\$118,394,644	\$203,280,000



State Funding in Connecticut

Program	Purpose	Amount (July 2011-June 2012)	Middle-Skill	High-Skill
TANF E&T (JFES)	Time limited public assistance program for needy families with dependent children. Assists families in attaining economic independence through employment.	\$17,035,230	\$17,035,230	
Adult Education	Focus on citizenship, English language acquisition and elementary and secondary school completion.	\$19,273,873 (matches similar amount in local funds)	\$19,273,873	
Jobs Funnel Projects	Provides funding for pre-apprenticeship construction training for unemployed and underemployed adults.	\$403,750	\$403,750	
Incumbent worker training	Provides 50 percent matching funds to employers who provide training for incumbent workers.	\$815,188	\$815,188	
CT State Financial Aid	State financial aid for college students at public and private universities.	\$18,072,474 (independent) \$29,808,469 (public) (Assumes 15 percent of independent and 25 percent of public to middle-skills)	\$10,162,988	\$37,717,955
Community College System	Mission to make excellent higher education and lifelong learning available to all citizens (12 colleges).	\$203,920,227 (Assume 50 percent to transfer students)	\$101,960,114	\$101,960,114
CT State University System	Offer exemplary undergraduate and graduate instruction at four state universities.	\$236,187,423		\$236,187,423
University of CT	Offers undergraduate and graduate instruction.	\$485,366,737		\$485,366,737
Total			\$149,651,143	\$861,232,229



Instructions: In order to populate the funding table and the bar and pie charts derived from the table, follow these steps:

Federal Funding: What federal resources come to the state to support the education and training of adults?

1. **WIA I and III:** The state’s annual allocation of federal funding for WIA Title I for Adults and Dislocated Workers and WIA Title III (Wagner-Peyser) may be found in an Employment and Training Administration (ETA), U.S. Department of Labor, Training and Employment Guidance Letter (TEGL) issued each Spring. TEGLs may be found online at ETA’s website.
2. **WIA II and IV, Perkins and Pell:** The U.S. Department of Education (DOE) posts online, “Funds for State Formula-Allocated and Selected Student Aid Programs, by Program.” This spreadsheet shows the allocation for each state for these and other DOE programs. For **Perkins**, in order to find the portion of Perkins funds that are allocated for postsecondary career and technical education contact the state agency that administers Perkins funds. For **Pell**, historical data from DOE indicates that approximately 40 percent of Pell grants are received by students attending public two-year colleges.
3. **Assigning a percentage of two-year college funding to middle-skills:** When the actual data is not available, it is assumed that 50 percent of resources at two-year colleges are for middle-skill job training. College level programs of study at two-year colleges are generally intended to provide either the first two years of study and transfer to a baccalaureate program for high-skill jobs, or provide training for middle-skill jobs. To populate this table requires allocating two-year college funding between these two missions. In some states the distribution of resources and students between these two missions is available from the state body governing or coordinating two-year colleges, and when available that number should be used instead of the 50 percent rule. In other states, this distribution is not available. Where state data is not available, this framework makes the assumption that two-year college resources are evenly split between preparing students for middle and high-skill jobs. The actual share for middle-skills will almost always be lower than 50 percent.
4. **SNAP E&T:** The Food and Nutrition Service (FNS) of the U.S. Department of Agriculture does not post online state allocations for Supplemental Nutrition Assistance Program (SNAP) Employment and Training. This data must be obtained either directly from FNS or from the state administrative agency. National Skills Coalition can assist in obtaining state allocation data from FNS.
5. **TAA:** The Employment and Training Administration, U.S. Department of Labor, issues an annual Training and Employment Guidance Letter (TEGL) that identifies the state allocation of Trade Act funds.



State Funding: What state resources are allocated to support the education and training of adults?

1. **Where to find the data:** The most efficient source of data on state funding varies somewhat from state to state. In some states, the best source is the annual or biennial operating budget bill passed by the legislature and signed into law by the governor. One can find the legislative appropriation for most programs in the bill. In some states, the governor's budget office and/or the legislative budget committees may publish a summary of the budget that provides sufficient information to fill in many of the cells in the table. For some programs, it may be necessary to go to the program's state administrative agency to find the specific information needed.
2. **What programs to include:** The list of programs also varies somewhat from state to state. In some cases the programs just use different names. For example, almost every state operates a customized training program for employers that have a unique state name. The table for Connecticut provides a good example of state programs to include.
3. **Funding for Colleges and Universities:** In order to show state funding for middle and high-skill jobs, funding for two- and four-year colleges must be included. The state budget bill or the state body that governs or coordinates the colleges and universities should be able to provide the data. Another source is the Integrated Postsecondary Data System (IPEDS) at the National Center for Education Statistics. The online IPEDs Data Center has data on state appropriations for each college and university. The IPEDS telephone assistance is very helpful in walking even novice users through the steps to find the data they need. The biggest challenge in finding college resources will typically be the distribution of two-year college resources between middle and high-skills. For this distribution, see #3 under federal funding.