

Strong Workforce Program (SWP) Incentive Funding Model Overview

(For 2017-18 and 2018-19 only)

Incentive Funding Metrics

Metrics include those aligned with WIOA and others that address priorities of SWP and the CA Community College system:

Course Enrollments	# of registrations in courses (may include duplicated students)	For 2016-17 only
Credential Attainment	# of students who earn a CTE certificate or degree	For 2016-17 & 2017-18
Progress	# of students who attain 12 credit units in CTE in an academic year	For 2017-18
	# of students who attain 48 noncredit CTE instructional contact hours in an academic year	
Transfer	# of CTE students who transferred to a four-year institution	
Employment	# of CTE students employed in the 2 nd fiscal quarter after exiting the community college system	
	# of CTE students employed in the 4 th fiscal quarter after exiting the community college system	
	Rate at which CTE students report they were employed in a job closely related to their field of study	
Earnings	Median earnings in the 2 nd fiscal quarter among CTE students who exited the community college system	
	# of CTE students who earned a certificate or degree or were identified as skills-builder students and improved their earnings	
	# of CTE students who earned a certificate or degree or were identified as skills-builder students and attained the regional living wage	

Assigning Points

Incentive funding for colleges and regions will be based on a points-model for attainment of the following metrics:

Course Enrollment metric	0.025 point is awarded for each course registration
Transfer, most Employment & Earnings metrics	1 point is awarded for each student who attains the outcome <i>Example: 100 students transferred to a four-year institution, 100 points awarded</i>
Credential Attainment metric	Recognizing that longer-term awards yield stronger economic outcomes over time, various types of certificates and degrees will be assigned points as follows: <ul style="list-style-type: none"> Local credit certificate of 6 to < 18 units, Chancellor’s Office approved credit certificate of 12 to < 18 units, or noncredit certificate of 48 to < 288 hours: 1 point Credit certificate of 18 to < 30 units or noncredit certificate of at least 288 hours: 2 points Credit certificate of at least 30 units or a degree: 3 points <i>Each student is counted only once per year, regardless of the number of awards earned during that time. Points will be given for the highest point-value award obtained.</i>

Progress metrics	<i>Example: 200 students attain 12 credit units, 100 points awarded</i>
Median 2nd Quarter Earnings metric	Point calculation: 1 point is awarded for each dollar earned, then the number is divided by ten to make the figure proportional to other measures. Not based on student counts. <i>Example: median earnings in the second quarter is \$5,000, 500 points awarded</i>
Employment Related to Field of Study metric	Point calculation: % of students who report employment in a job related to their field of study multiplied by the # of students who were sent the survey equals the number of points awarded. <i>Example: 1,000 students were included in the survey sample, and survey results found that 75% of students report working in a job closely related to their field of study, then 750 points will be awarded</i>

Economically Disadvantaged Students

To further incentivize colleges to close equity gaps, more points are awarded for those who are designated as economically disadvantaged students (EDS), per the definition used for the Carl D. Perkins Career and Technical Education Act of 2006:

- Awarded a Board of Governors Waiver
- Awarded a Pell Grant
- Identified as a CalWORKS participant
- Identified as a participant in the Workforce Innovation and Opportunity Act (WIOA) program
- Reported as economically disadvantaged

Most metrics*	EDS will receive points worth 1.5 times what non-EDS receive <i>Example: economically disadvantaged students who increase their earnings will receive 1.50 points, compared to 1 point for students who are not economically disadvantaged.</i>
Progress metrics	EDS receive .75 points for attaining 12 credit units, compared to .50 points for non-EDS

**No weighting for the following metrics: second quarter earnings, and job closely related to field of study. These measures are based on calculations that are not easily aligned to the economic status of students.*

Data Sources

All data for the calculation of the SWP metrics comes from existing data sources.¹ All data can be viewed in the LaunchBoard Strong Workforce Program Metrics tab.²

Enrollment, Credential Attainment, Progress & Transfer metrics	Chancellor's Office MIS (CO MIS)
Most Employment and all Earnings metrics	CA Employment Development Division's (EDD) Unemployment Insurance (UI) wage records (matched with data from CO MIS)
Employment Related to Field of Study metric	Career & Technical Education Outcomes Survey (CTEOS)

¹ Colleges, districts, and regions do not need to collect data separately for use in the SWP Incentive Funding model. However, colleges should ensure that their institution participates in the CTEOS each year (costs are covered by the Chancellor's Office).

² <https://www.calpassplus.org/Launchboard/Home.aspx>

Funding Calculations

Variables and Weights for Each Funding Round

		Round 1	Round 2	Round 3
Variables and Weights:	Unemployment Rate	1/3	1/3	1/3
	Proportion of CTE FTEs	1/3	1/3	1/3
	Projected Job Openings	1/3	1/6	1/6
	Incentive Funding Metrics	0	1/6	1/6

Incentive Funding Methodology

Points accrue on an annual basis and each district and region's annual point totals are summed at the time of the new Funding Round calculation. To determine the incentive funding distributions, the following methodology will be applied:

Local Share:

1. Points for all CTE programs at all community colleges are totaled to create a statewide sum.
2. This sum is divided by the amount of funding available per FY for the 17% local share to create a value per point.
3. The value per point is multiplied by the number of points that each college received to determine its distribution.
4. Multi-college districts: the distributions for all district's colleges are summed to create the district distribution.

Regional Share:

1. Points for all CTE programs are totaled at the regional level and added together to create a statewide sum.
2. This sum is divided by the amount of funding available per FY for the 17% regional share to create a value per point.
3. The value per point is multiplied by the number of points that each region received to determine its distribution.