

FAQ for Strong Workforce Program Incentive Funding

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Updates to Strong Workforce Program Metrics

1. Is it true the Strong Workforce Program Metrics are changing? If so, why is that?

The Strong Workforce Program (SWP) metrics are changing to align with the Student Success Metrics (SSM). In 2018, the Chancellor’s Office worked with a group of practitioners to develop the Student Success Metrics, a set of system-level measures that represent a holistic assessment of the California community colleges’ work on student success. SWP will align with the Student Success Metrics by adopting the measures that are relevant to assess the outcomes of career education students.

As part of Round 4 in 2019-20, SWP incentive funding will employ the revised metrics.

2. What will the new Strong Workforce Program metrics include?

The Strong Workforce Program metrics will retain similar concepts, but the definitions for most of the metrics have been updated to align with the Student Success Metrics and the Student Centered Funding Formula (SCFF).

Below is an overview of the change in metrics. Italics indicate the use of an adjusted metric definition that aligns with the Student Success Metrics.

Original Metrics	Changes Made to Align with Student Success Metrics
Course Enrollments	Metric removed—phased out as part of the shift to focus on student outcomes
Completed 12+ CTE Units	<i>Successfully Completed 9+ CTE Units</i>
Completed 48+ CTE Contact Hours	<i>Completed Workforce Milestone (includes 48+ contact hours in CTE or workforce prep and completion of a noncredit CTE or workforce prep course)</i>
Credential Attainment	<i>Credential Attainment (removes local certificates and requires enrollment in the district in the same year that the student attained the award, adds apprenticeship journey status)</i>
Transfer	<i>Transfer (includes threshold of 12 units earned any time at any community college)</i>
Employment Closely Related to Field of Study	<i>Employment Closely Related to Field of Study (excludes students who transferred using a match to four-year institutions)</i>
Employed in Second Fiscal Quarter After Exit	Metric removed—not in SSM or SCFF
Employed in Fourth Fiscal Quarter After Exit	Metric removed—not in SSM or SCFF



Median Earnings in the Second Fiscal Quarter after Exit

Annual Earnings (Median Earnings in the Second Fiscal Quarter after Exit multiplied by four)

Increased Earnings

Increased Earnings (adjusts timeframe to compare two fiscal quarters before entry to two fiscal quarters after exit)

Attained Living Wage

Attained Living Wage (adjust geographic region for living wage calculation and adjust base year for living wage to 2018)

Note: For the transfer metric, the Chancellor’s Office decided not to align the SSM and SWP definitions with the SCFF definition, which requires that students earn 12 units in the same district in the year before transfer. SSM and SWP use a more permissive definition, where the 12 units may have been earned at any California community college and in any timeframe, although colleges will only receive credit for the transfer if the student was enrolled in that college in the year before they transferred to a four-year institution.

Data Sources

1. Are colleges required to report student outcomes to populate the Strong Workforce Program metrics?

Colleges do not need to report outcomes data through a separate reporting process—information from the colleges’ annual Chancellor’s Office Management Information System (MIS) and results from the CTE Outcomes Survey will be automatically populated in the LaunchBoard Strong Workforce Program dashboard. To ensure data is available in the LaunchBoard, colleges should:

- Submit MIS data to the Chancellor’s Office in a timely manner
- Participate in the CTE Outcomes Survey

2. Where do data for each of the Strong Workforce Program metrics come from?

The metrics come from the following sources:

Unit and Contact Hour Attainment and Credential Attainment Metrics	Chancellor’s Office Management Information System (MIS) and Department of Apprenticeship Standards (matched with data from MIS)
Transfer Metric	National Student Clearinghouse match and CSU/UC match (four-year data are matched with data from MIS)
Most Employment and all Earnings Metrics	California Employment Development Division’s (EDD) Unemployment Insurance (UI) wage records (matched with data from MIS)
Employment Closely Related to Field of Study Metric	Career & Technical Education Outcomes Survey (CTEOS)

3. If I collect information on third-party credential attainment at my college, can I submit that data to the Chancellor's Office to be included in the Strong Workforce Program metrics and the incentive funding formula?

Third party credential data (other than apprenticeship data captured through a data match with the Department of Apprenticeship Standards) is not currently part of the SWP metric calculations because student-level information is not available for all California community colleges. Including metrics that rely on college data uploads in the SWP formula would be unfair – some colleges that serve as testing centers and who have access to student-level data could report outcomes, but most colleges and programs could not. Furthermore, national efforts to capture third-party credential data have found that the value of specific credentials varies considerably by both credential provider and by region, making it difficult to determine which should be counted in outcome measures. The Chancellor's Office is pursuing ways to capture comprehensive third-party data that has proven labor market data value so that this information can be incorporated down the line, but right now, it is not included.

Metrics

Cohort

1. Who is considered a CTE student?

To be considered a CTE student for Strong Workforce Program, a student must meet the following three criteria:

- Has a record in the Student Enrollment Data Elements (SX) file
- Is not currently flagged as a Special Admit (meaning that in the selected year, the student was taking a dual enrollment or other early college credit course)
- Took at least 0.5 units in any single credit course or had at least 12 positive attendance hours in any single noncredit course in a Taxonomy of Program (TOP) code that is assigned to a vocational industry sector (NOTE: a course or award is considered to be CTE if it is on a TOP code flagged with an “*” in the TOP Code Manual. In addition, SWP considers students to be in a CTE Education and Human Development program if they take a course with TOP code 083600: Recreation, even though it is not flagged as vocational in the TOP Code Manual.)

2. What kinds of noncredit CTE programs are included in the Strong Workforce Program metrics and incentive funding formula? Is this limited to Career Development and College Preparation (CDCP) programs only?

All noncredit CTE courses and awards of over 48 contact hours are included, whether or not they are CDCP approved.

3. Who are economically disadvantaged students and how are they used in the funding calculation?

To incentivize colleges to close equity gaps, more points are awarded in the incentive model 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 Governor’s Waiver
- Awarded a Cal Grant C
- Awarded a Pell Grant
- Awarded a SEOG (Supplemental Educational Opportunity Grant)
- Identified as a CalWORKS participant
- Identified as a participant in the Workforce Innovation and Opportunity Act (WIOA) program
- Reported as economically disadvantaged

NOTE: The Perkins definition has been updated by the Chancellor’s Office starting with 2017-18 data in Round 4. Based on guidance that these values are captured by one of the other included codes or that these are not uniquely related to indicators of economic disadvantage, the following values were removed from SF21 Student-Aid-Award-Type: Fee Waivers (F1, F2, F3, F4, F5), Cal Grant B, Chafee Grant, and Bureau of Indian Affairs (BIA) Grant. For the same reasons, the following values were removed from SV03 Student-VTEA-Economically-Disadv-Status: 1N, 2N, 3N, 4N. A new data element was added: SC01 CalWORKS-Eligibility-Status with values (1, 2, 3, 4, 6).

Weighting of EDS, for the original SWP metrics and funding calculation (in use prior to 2017-18 data):

Most Metrics	EDS will receive points worth 1.5 times what non-EDS receive
Progress Metrics	EDS receive 0.75 points for attaining 12 credit units, compared to 0.50 points for non-EDS
Second Quarter Earnings and Employment Closely Related to Field of Study Metrics	No Weighting: These measures are based on calculations that are not easily aligned to the status of students

Weighting of EDS, for the revised SWP metrics and funding calculation (in use beginning with 2017-18 data):

Most Metrics	EDS will receive points worth twice what non-EDS receive
Job Closely Related to Field of Study Metric	No weighting will be used because data is based on a sample of former students, which may not represent the proportion of economically disadvantaged students who met this goal
Median Earnings Metric	No weighting will be used because the measure is based on a range of earnings by former students

4. Perkins establishes a threshold for the number of units that students must earn before they enter the Perkins cohort. Because Strong Workforce Program is using the Perkins definition of Economically Disadvantaged Students, would students need to meet a similar unit threshold before they are included in the Strong Workforce Program incentive funding calculation?

Students do not need to meet the threshold number of units required under Perkins to be included in the Strong Workforce Program metrics or the economically disadvantaged student weight. Students must simply meet the economically disadvantaged definition under Perkins (regardless of other Perkins requirements) to get extra weight in the Strong Workforce Program incentive funding model, when applicable. Data on Perkins eligibility is based solely on the flags available in MIS.

5. Are economically disadvantaged students included in the LaunchBoard? How are they shown in relationship to the Strong Workforce Program metrics?

The LaunchBoard Strong Workforce Program dashboard includes a drill down option that shows all metrics disaggregated by economically disadvantaged status.

Progress Outcomes

1. When does a student get credit for reaching the progress metric thresholds? Does a student have to complete the credits in the same TOP code or CTE program?

For the original SWP metrics and funding calculation (in use prior to 2017-18 data):

A college gets credit for a student reaching the progress milestone if the student completes at least 12 CTE credit units or 48 noncredit CTE contact hours at that college within a single academic year.

For the revised SWP metrics and funding calculation (in use beginning in 2017-18):

A college gets credit for a student reaching the progress milestone if the student completes at least 9 CTE credit units with a grade of A, B, C, or P, completed a noncredit CTE or workforce preparation course, or had 48 or more contact hours in a noncredit career education or workforce preparation course.

In both the original and revised SWP metrics, these credits/contact hours must be in CTE, but do not need to be within the same CTE program or TOP code. In the revised metrics, workforce preparation courses will also count toward the noncredit workforce milestone metric.

2. If students obtain the CTE units needed to meet the progress metric thresholds through credit by exam earned in high school, will they be included in the progress metric?

Credit by exam units are treated in the same way as other units; so, a student who obtained the minimum number of CTE units through credit by exam will be counted in the progress metric if those units are awarded at the college in a single academic year.

3. What types of units count—for example, are electives included?

For the original SWP metrics and funding calculation (in use prior to 2017-18 data):

Calculations include any enrollment that is in a course with a vocational TOP code. So, if the elective course is on a CTE TOP code, it would be included (such as a digital skills course), but if it is on a non-CTE TOP code (like a biology course), it would not be.

For the revised SWP metrics and funding calculation (in use beginning with 2017-18 data):

The 9+ CTE units metric includes any enrollment that is in a course with a vocational TOP code or is SAM coded A, B, or C on any TOP code. So, if the course is on a CTE TOP code, it would be included (such as a digital skills course). In addition, if the course was in a non-CTE TOP code, but coded as SAM A, B or C (like an English course in technical writing), it would also be included. If the course had neither a CTE TOP code nor a SAM A, B, or C code (like a biology course), it would not be included.

Please note that for the purposes of all other original and revised SWP metrics other than the 9+ CTE units metric, an enrollment must be in a CTE TOP code to be considered CTE. Courses that are only SAM coded A-C, but not in a CTE TOP code would not count as CTE. The inclusion of non-CTE coded courses for 9+ CTE units is a function of aligning with SCFF.

Credential Attainment Outcomes

1. What counts in the completion metric?

To be counted in the completion metric, a student must earn one of the awards listed below. Recognizing that longer-term awards yield stronger economic outcomes over time, the Strong Workforce Program incentive funding formula awards points as follows:

For the original SWP metrics and funding calculations (in use prior to 2017-18 data):

Chancellor's Office-approved certificate of 12 to < 18 units	1 point
Locally-issued certificate 6 to <18 units	
Noncredit award of 48 to < 288 hours	2 points
Chancellor's Office-approved certificate of 18 to < 30 units	
Noncredit award of 288+ hours	3 points
Chancellor's Office-approved certificate of 30+ units	
Associate degree	
California Community College bachelor's degree	
Apprenticeship journey status	

For the revised SWP metrics and funding calculations (in use beginning with 2017-18 data):

Chancellor's Office-approved certificate of 12 to < 18 units	1 point
Noncredit award of 48 to < 288 hours	
Chancellor's Office-approved certificate of 18 to < 30 units	2 points
Noncredit award of 288+ hours	



Chancellor’s Office-approved certificate of 30+ units	3 points
Associate degree	
California Community College bachelor’s degree	4 points
Apprenticeship journey status	

2. If a student receives multiple awards, does the college get credit for each award?

In the case of SWP incentive funding, for the credential attainment metric, each student will get credit for only one award per college per academic year. If a student gets multiple awards from a single college in the same academic year, the college will get credit for the award with the highest point value. If a student gets awards from multiple colleges (within a district or in different districts) in the same academic year, then each college will get credit for the highest point award it conferred on the student in that academic year. If a college gives a student one award in an academic year and another award in a subsequent academic year, the college will get credit for the highest point award conferred on that student in each of the academic years.

For the SWP dashboard, an unduplicated count of students earning awards is displayed, meaning that if a student earned more than one award in a single year, they will only be counted once.

3. Do certificates of under 12 units need to be Chancellor’s Office approved in order to be counted?

For the original SWP metrics and funding calculations (in use prior to 2017-18 data):

All students who earn awards of at least 6 units were included in the SWP incentive funding formula, whether or not those awards were Chancellor’s Office approved.

For the revised SWP metrics and funding calculations (in use beginning with 2017-18 data):

For the SWP incentive funding formula beginning in 2019-20, only students with Chancellor’s Office approved certificates, who were enrolled in the district in the year in which they earned the award, will be included to align to the Student Success Metrics and the Student Centered Funding Formula.

Transfer Outcomes

1. Does the transfer metric include both CTE and non-CTE programs?

No, all of the Strong Workforce Program metrics, including transfer, capture outcomes of CTE students only.

2. Where does the transfer data come from? What kinds of programs does it capture? For example, are online programs included?

The metric for transfer to a four-year institution is calculated for students who meet the following requirements:



For the original SWP metrics and funding calculations (in use prior to 2017-18 data):

Students who were enrolled in non-introductory CTE courses or earned a CTE award in the year before transfer were included.

For the revised SWP metrics and funding calculations (in use beginning with 2017-18 data):

Students who earned at least 12 units in any California community college on any TOP code at any time and who enrolled in any CTE course in the year prior to transfer are included.

For both the original and the revised SWP metrics, the information is derived from matches using students' social security numbers with the National Student Clearinghouse, CSU, and UC. The National Student Clearinghouse data sets includes all four-year institutions that are eligible for federal financial aid.

Employment and Earnings Outcomes

1. Where do employment and earnings data come from?

Most employment and all earnings metrics come from the California Employment Development Division's (EDD) Unemployment Insurance (UI) wage records, which are matched with data from the Chancellor's Office MIS system, using students' social security numbers. The only exception is the employment closely related to field of study metric, which comes from the CTE Outcomes Survey.

2. To obtain employment and earnings data on our students, do we need to contract with California Employment Development Department?

No. This match is conducted by the Chancellor's Office, and the data will appear automatically in the LaunchBoard Strong Workforce Program dashboard and the incentive funding calculations.

3. Who and what is included in the EDD UI wage records file?

The UI wage records are based on information reported by California-based employers about the individuals who worked for them and how much money they were paid in each fiscal quarter. This information does not capture elements such as how many hours the individual worked or whether the job is related to the student's field of study.

Several categories of workers are excluded from the UI wage file, including individuals employed by the military or federal government, self-employed, in the cash economy, employed out of state, unemployed, or not in the workforce.

While there are many caveats to the data, it is currently the most comprehensive source of employment and earnings data, with 70-80% of former community college students successfully matched to the UI wage file each year.

4. Are there other ways to capture employment data on the students who are missing from the state wage file?

The CTE Outcomes Survey captures information on students who may be excluded from the state wage file, which is reflected in the employment closely related to field of study metric. The Strong Workforce Program incentive funding calculation does not currently include alternative data sources for the other employment and earnings metrics.

5. What is the lag-time on the employment and earnings data? How does that affect the incentive funding calculations?

There is a lag on displaying employment and earnings data. Data is only reported on students who have exited the community college and who are not enrolled in any postsecondary institution, which is determined by ensuring that students do not enroll at any California community college and that students are not found in the transfer match file in the academic year immediately following the year of exit. Colleges do not have to report final information on the prior academic year until end of November which means that the data match with EDD and the subsequent rebuilding of the LaunchBoard dashboard with the results occurs between December and January. Because of the lag, employment and earnings data are delayed one year relative to the progress and completion metrics. In addition, because of the time necessary to identify students that have exited the system and then to administer and analyze the CTE Outcomes Survey, the employment closely related to field of study metric is lagged by two years.

6. Are those the dollar values in the earnings metrics adjusted for inflation?

Yes.

7. How is the employment closely related to field of study metric generated?

Former CTE students are sent the CTE Outcomes Survey, which includes the question: *If you are working, how closely related to your field of study is your current job?* Students who answer either “Very close – my current job is the same field as my coursework and training” or “Close – I used what I learned in my coursework and training even though I am not working in the exact same field” are counted in this metric.

Funding

Funding Rounds and Calculations

1. What are the timelines for each funding round? Will the funding be locked in for four years or will it be recalculated annually? Is this true for both the 83% and the 17% shares? Is this the same for both local and regional funds?

Both the SWP Base (83%) and Incentive (17%) Funding will be re-calculated annually in the beginning of each funding year for both the local and regional shares. The Chancellor’s Office had originally proposed re-calculating both pots of money only once every four years; however, that proposal did not obtain the necessary legislative approval.



In the future, the timing of the base and incentive funding calculations will be coordinated to better facilitate local and regional planning.

The following is the final approved timeline for SWP:

Funding Year	83% Base Funding Calculated	17% Incentive Funding Calculated
2016-17	July 2016	Not Applicable
2017-18	July 2017	January 2018
2018-19	July 2018	January 2019
2019-20	July 2019	July 2019

2. Which metrics are included in each round of incentive funding? What years of data are used for calculating each incentive funding round?

Outcomes will be assessed for a college’s entire CTE portfolio. Each time the incentive funding is recalculated, the Chancellor’s Office uses the latest available data to determine the allocations. Below is a list of Strong Workforce Program metrics that are included in each year of incentive funding and the year of data used for each metric:

Metrics	2017-18 (using original SWP metrics) Round 1	2018-19 (using original SWP metrics) Round 2 and 3	2019-20 (using revised SWP metrics) Round 4	2020-21 (using revised SWP metrics) Round 5
Course Enrollments	2016-17	n/a	n/a	n/a
Progress	n/a	2016-17	2017-18	2018-19
Credential Attainment	2016-17	2016-17	2017-18	2018-19
Transfer	n/a	2015-16	2016-17	2017-18
Employment	n/a	2015-16	n/a	n/a
Job Related to Field of Study	n/a	2014-15	2015-16	2016-17
Earnings	n/a	2015-16	2016-17	2017-18
Earnings Gain	n/a	2015-16	2016-17	2017-18
Living Wage	n/a	2015-16	2016-17	2017-18

3. Why do the data for various metrics come from different years of data?

For the incentive funding, the Chancellor’s Office uses the latest data available at the time the allocations need to be calculated. Because colleges are not required to submit all their data for the prior academic year to the Chancellor’s Office MIS until the fall, data for the year immediately preceding the fiscal year in question is not yet available when the calculations need to occur. Therefore for 2018-19, the Chancellor’s Office had to use progress and credential attainment data from 2016-17.



The transfer metric is lagged an additional year in order to determine if students exited the California Community College system and were found enrolled at a four-year institution.

As explained in the Metrics – Employment and Earnings Outcomes section, the employment and earnings measures lag by one year, and the employment closely related to field of study metric from the CTE Outcomes Survey data is lagged by two years.

4. Why does the incentive funding calculation for 2017-18 and 2018-19 use the same year of data?

In order to coordinate the timing of the base and incentive funding calculations in 2018-19, the Chancellor’s Office had to use the latest available data in July 2018. The latest available data at that time were the same as were used in the incentive funding calculations for 2017-18 run in January of 2018.

5. Who does the funding calculations?

For the 83% share, regional unemployment rate and the projected job openings are calculated by the Chancellor’s Office, using data from ESRI and EMSI, respectively. For Round 1, CTE FTES was calculated based on data in the MIS. For the 17%, points are generated using the LaunchBoard and translated into dollar allocations based on available funding by the Chancellor’s Office.

6. Several colleges in our region are planning to share a program where some of the advanced courses are offered by one college or the other. In this scenario, who gets the points for a student who has credit from multiple colleges?

Which college gets credit for a student’s outcomes depends on the metric in question.

- For the course enrollment metric in Round 1, each college got credit for the enrollments associated with the courses that they provide.
- For the progress metrics, colleges get credit differently between the original and revised SWP metric definitions:

For the original SWP metrics and funding calculations (in use prior to 2017-18 data):

Students who earned 12 or more CTE units or who had 48 or more noncredit CTE instructional contact hours in the selected year at the college are included. If a student earns 15 units from College A and 15 units from College B in the same academic year, both colleges get credit for that student’s progress. If a student earns 5 units from College A and 7 units from College B, then neither college gets credit for progress for this student

For the revised SWP metrics and funding calculations (in use beginning with 2017-18 data):

Students who earned nine or more CTE units in the selected year in the district are included for the progress metric that aligns to the Student Centered Funding Formula. Any college where the student earned 0.5 units or more in the district in the selected year gets credit for that student.

For the noncredit workforce milestone, students who successfully completed either a noncredit CTE or workforce preparation course or who had 48 or more contact hours in either a noncredit CTE or workforce preparation course are included. For a student who attains 48+ positive attendance hours in the selected year in a noncredit CTE course or workforce preparation course, all colleges where that students had 12 or more positive attendance hours get credit for the metric.

- For the credential attainment metric, colleges get credit differently between the original and revised SWP metric definitions:

For the original SWP metrics and funding calculations (in use prior to 2017-18 data for Rounds 2 and 3):

The college that awarded the CTE degree or certificate got credit for those awards. For example, if a student earned a certificate from College A and a degree from College B, each college earned points that correspond to the award they conferred on the student.

For the revised SWP metrics and funding calculations (in use beginning with 2017-18 data for Rounds 4 and 5):

The college that awards the CTE degrees or certificate will get credit for those awards. However, the student has to be enrolled in the district in the selected year that the student earns the award to get credit.

- For the transfer metric, colleges get credit differently between the original and revised SWP metric definitions:

For the original SWP metrics and funding calculations (in use prior to 2017-18 data):

Any college where the student took a CTE course in the year prior to exiting the California Community College system and transferring to a four-year institution got credit for this metric.

For the revised SWP metrics and funding calculations (in use beginning with 2017-18 data):

A student needs to earn 12 or more units at any time at any college up to and including the year prior to transfer in order to be included for this metric. All colleges where a student is enrolled with 0.5 or more units in the selected year or year prior to transfer gets credit for the transfer.

- For the metrics on employment in the 2nd and 4th fiscal quarters after exit, any college where the student was enrolled in a non-introductory CTE course of at least 0.5 units or took at least 12 noncredit CTE contact hours in the year before exiting the California Community College system earned points for these employment metrics. These metrics are not included in Rounds 4 and 5 since they are not in the Student Success Metrics or the Student Centered Funding Formula.
- For the metrics on median earnings, any college where the student took a CTE course of at least 0.5 units or 12 noncredit CTE contact hours in the year before exiting the California Community College system would get credit for these employment metrics. This did not change when the definition for the metric was changed.



- For the employed in job closely related to field of study metric, each college whose students met the threshold for inclusion in the CTE Outcomes Survey would get credit for this metric.

For the original SWP metrics and funding calculations (in use prior to 2017-18 data in Rounds 2 and 3):

To exclude students who transferred, self-reported responses from the CTE Outcome Survey data on transfer were used.

For the revised SWP metrics and funding calculations (in use beginning with 2017-18 data for Rounds 4 and 5):

To exclude students who transferred, data from the transfer match file was used. However, due to missing statewide student ID data necessary for the transfer match, self-reported transfer status from the CTE Outcomes Survey was used for non-credit colleges.

- For the metrics on change in earnings and attaining the regional living wage, there are slight differences:

For the original SWP metrics and funding calculations (in use prior to 2017-18 data in Rounds 2 and 3):

If the student was a skills-builder, colleges where the student enrolled in a non-introductory CTE course of at least 0.5 units or took at least 12 noncredit CTE contact hours in the year before exiting the California Community College system would get credit for these earnings metrics. Similarly, if the student earned certificates at two different colleges in the same year, and subsequently exited the California Community College system, both colleges that issued the awards would get credit.

For the revised SWP metrics and funding calculations (in use beginning with 2017-18 data for Rounds 4 and 5):

Any college where the student took a CTE course of at least 0.5 units or 12 noncredit CTE contact hours before exiting the California Community College system would get credit for these earnings metrics.

- For the median earnings metrics, any college where the student took a CTE course of at least 0.5 units or 12 noncredit CTE contact hours in the year before exiting the California Community College system would earn points for these employment metrics. This calculation did not change when the definition changed.

7. We are still cleaning up our data through the Code Alignment Project. Can a previous year's points be re-calculated once corrected data is submitted? Could these points be adjusted retroactively?

No, points will not be adjusted retroactively based on corrected data submissions. Because allocations are from a fixed pot of dollars, a change in allocation to one college or region would change allocation to all regions or colleges. Therefore, it is not practical to adjust incentive funding allocation retroactively. In addition, because points are awarded for participation in any CTE



programs, the data used for funding would only be impacted if the college had assigned a CTE course or award to a non-vocational TOP code.

Funding Distribution

1. How are funds distributed to the colleges? Is funding allocated separately for credit and noncredit CTE programs?

The local share funding is distributed to community college districts. It is up to the districts how the funds are distributed to colleges within the district, including allocations for credit or noncredit programs.

Similarly, the regional funding is distributed to the region, and it is up to the regional consortia how those funds are distributed to colleges.

Spending Guidelines

1. Will the colleges need to track the 17% their spending funding separately from the 83%?

No. Expenditure reports should be for all portions of the funding.

2. Will each year's allocation have a 30-month expenditure timeline?

Yes. Each year's allocation has a 30-month expenditure timeline.

Planning

1. Do Strong Workforce Program project plans have to be approved before funding is distributed?

No. Plans are not due until after the funds have been received.

2. Are there separate project plans needed for the base (83%) and the incentive (17%) funding?

No. Colleges and regions can combine the base and incentive funding to support any project(s).