



# STRONG WORKFORCE PROGRAM INCENTIVE FUNDING FAQ

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## **UPDATES TO STRONG WORKFORCE METRICS**

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

Yes, the Strong Workforce Program metrics are changing to align with the Student Success Metrics. 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.

Beginning in 2019-20, SWP incentive funding will employ the revised metrics.

Please see “[Details of Strong Workforce Program Metrics and the Alignment with Student Success Metrics](#)” for more details on how the SWP metrics will change when aligned with the Student Success Metrics.

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

The Strong Workforce metrics will retain the same concepts, but the definitions of the metrics are changed slightly to align with both the Student Success Metrics and the Student Centered Funding Formula. 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. For more detail on the metric definitions, please see “[Details of Strong Workforce Program Metrics and the Alignment with Student Success Metrics](#)”.

<b>Original Metrics</b>	<b>Aligned with Student Success Metrics</b>
Course Enrollments	
Completed 12+ CTE units	<i>Successfully completed 9+ CTE units</i>
Completed 48+ CTE contact hours	<i>Completed a workforce milestone (includes 48+ contact hours in CTE or workforce prep and completion of a CTE or workforce prep course)</i>
Credential Attainment	<i>Credential Attainment (removes local certificates)</i>
Transfer	<i>Transfer (includes threshold of 12 units in the CCC system)</i>
Employment	

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Original Metrics	Aligned with Student Success Metrics
Employment Related to Field of Study	<i>Employment Related to Field of Study (excludes students who transferred)</i>
Median Earnings in the Second Fiscal Quarter after Exit	<i>Median Earnings in the Year After Exit</i>
Increased Earnings	<i>Increased Earnings (adjusts timeframe to compare 2 quarters before entry to 2 quarters after exit)</i>
Attained Living Wage	<i>Attained Living Wage (adjust geographic region for living wage calculation)</i>

## DATA SOURCES

### 3. What outcomes are colleges required to report?

Colleges do not need to report outcomes data—information will be automatically populated in the LaunchBoard Strong Workforce Program tab. 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

### 4. Where do data for the Strong Workforce Program metrics come from?

The metrics come from the following sources:

CTE FTES, Course Enrollment, Credential Attainment, Progress & Transfer metrics	Chancellor’s Office MIS (CO MIS), Department of Apprenticeship Standards (matched with data from CO MIS), National Student Clearinghouse match (matched with data from 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)

### **5. 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 Strong Workforce Program metric calculations because student-level information is not available for all California community colleges. Including metrics that rely on college data uploads in the Strong Workforce Program 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**

### **6. Is there a minimum number of CTE units or contact hours that a student must attain to be counted in the Strong Workforce Program outcome measures?**

The answer depends on the metric in question. Please note that there are differences in the definitions for the original and revised SWP metrics.

#### **For the original SWP metrics (in use from 2016-17 to 2018-19):**

- A course or award is considered to be a CTE if it has a vocational TOP code. The only exception is in the Education & Human Development pathway, where TOP codes appropriate to teach training that do not have vocational TOP codes are also included.
- For "Credential Attainment," there is no unit or contact hour threshold, students must simply obtain a qualifying CTE degree or certificate to be included. Qualifying CTE degrees or certificates include Bachelor's degrees, apprenticeship journey status, Associate's degrees, Chancellor's Office approved certificates, Local Certificates of at least 6 units, and noncredit certificates of at least 48 contact hours.
- For "Progress," a student must obtain 12 CTE credit units or 48 noncredit CTE contact hours at that college within a single academic year.
- For "Transfer," to be counted a student must have taken a CTE course in the selected year prior to transferring to a four-year institution.
- For most employment and earnings metrics, students must have taken at least 0.5 non-introductory units in a CTE credit course or at least 12 contact hours in a CTE noncredit

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course in the year prior to exiting the California Community College system (and not transferred to another institution of higher education).

- The exceptions to this definition are the “Employment Related to Field of Study,” which is a calculation based on responses to the Career and Technical Education Outcomes Survey, and both “Improved Earnings” and “Attained Living Wage,” which only include exiting students that either completed a degree or certificate (of at least 6 credit units or 48 noncredit contact hours) or were an exiting skills builder (student that took 0.5 or more non-introductory credit units in CTE, passed all vocational courses in the selected year, did not receive a degree or certificate in the selected year).
- The course enrollment metric is a count of CTE registrations and is not a student headcount.

### ***For the revised SWP metrics (in use beginning in 2019-20):***

- A course or award is considered to be a CTE if it has a vocational TOP code. The only exception is in the Education & Human Development pathway, where TOP codes appropriate to teach training that do not have vocational TOP codes are also included.
- For “Credential Attainment,” there is no unit or contact hour threshold, students must simply obtain a qualifying CTE degree or certificate to be included. Qualifying CTE degrees or certificates include Bachelor’s degrees, apprenticeship journey status, Associate’s degrees, Chancellor’s Office approved certificates, and noncredit certificates of at least 48 contact hours.
- For “Progress,” a student must have successfully completed at least 9 CTE credit units, completed a noncredit CTE or workforce preparation course, or had 48 or more contact hours in a noncredit career education or workforce preparation course at that college within a single academic year. In the case of this metric only, a course will also be counted if it has a non-introductory SAM code (SAM A, B, C), even if the course has a non-vocational TOP code.
- For “Transfer,” to be counted a student must have completed at least 12 units at some point in the community college system, and have taken a CTE course in the selected year prior to transferring to a four-year institution.
- For “Earnings,” students must have taken at least 0.5 units in a CTE credit course or at least 12 contact hours in a CTE noncredit course in the year prior to exiting the California Community College system (and not transferred to another institution of higher education).
- For “Employment Related to Field of Study,” which is a calculation based on responses to the Career and Technical Education Outcomes Survey, respondents to the survey are included if they did not transfer to a four-year institution. To be included in the survey, students must have:

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- i.** Received an approved Chancellor’s Office certificate or degree with a vocational flagged Taxonomy of Programs (TOP) code and were enrolled in 0 – 5 units each semester in the subsequent year (not enrolled or minimally enrolled);
  - ii.** Received a non-approved Chancellor’s Office certificate of at least six units with a vocational flagged TOP code and were not enrolled in the subsequent year; or
  - iii.** Completed at least nine units (within the prior three years) that were SAM coded A-D (with at least one course SAM coded A-C) in any TOP code and were not enrolled in the subsequent year and did not transfer or receive a certificate or vocational degree.
- “Improved Earnings” and “Attained Living Wage” are calculated for all students who took at least 0.5 units in a CTE credit course or at least 12 contact hours in a CTE noncredit course and did not subsequently enroll in any post-secondary education institution the following academic year.

For a full list of metrics and their calculations, please visit the Strong Workforce Program Incentive Funding page on the Doing What Matters website:

<https://doingwhatmatters.cccco.edu/StrongWorkforce/SWPIncentiveFunding.aspx>

### **7. What kinds of noncredit CTE programs are included in the Strong Workforce Program metrics and incentive funding formula? Is this limited to CDCP programs only?**

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

### **8. 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 Governors Waiver
- Awarded a Pell Grant
- Identified as a CalWORKS participant
- Identified as a participant in the Workforce Innovation and Opportunity Act (WIOA) program

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- Reported as economically disadvantaged

### **Weighting of EDS, for the original SWP metrics (in use from 2016-17 to 2018-19):**

Most metrics	EDS will receive points worth 1.5 times what non-EDS receive
Progress metrics	EDS receive .75 points for attaining 12 credit units, compared to .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 (in use beginning in 2019-20):**

Most metrics	EDS will receive points worth twice what non-EDS receive  <i>Example: economically disadvantaged students who transfer will receive 2 points, compared to 1 point for students who are not economically disadvantaged.</i>
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.

### **9. 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.

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

The LaunchBoard Strong Workforce Program tab includes a view that shows all metrics disaggregated by economically disadvantaged students, race/ethnicity, gender, and age group.

**Progress Outcomes**

**11. 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 (in use from 2016-17 to 2018-19):**

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 (in use beginning in 2019-20):**

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 for 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.

**12. If a student obtains the CTE units needed to meet the progress metric thresholds through credit by exam earned in high school, will he or she 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.

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

**For the original SWP metrics (in use from 2016-17 to 2018-19):**

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

**For the revised SWP metrics (in use beginning in 2019-20):**

For the revised progress metric only, calculations for “9+ CTE units” include any enrollment that is in a course with a vocational TOP code or is SAM coded A-C in any TOP code. So if the course is in



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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-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-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 (besides the revised progress 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.

### Credential Attainment Outcomes

#### 14. 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 (in use from 2016-17 to 2018-19):***

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	
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's degree	
California Community College bachelor's degree	
Apprenticeship journey status	

##### ***For the revised SWP metrics (in use beginning in 2019-20):***

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's degree	
California Community College bachelor's degree	
Apprenticeship journey status	4 points

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

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.

**16. Do certificates of under 12 units need to be Chancellor's Office approved in order to be counted?**

**For the original SWP metrics (in use from 2016-17 to 2018-19):**

All students who earn awards of at least 6 units will be included in the funding formula, whether or not those awards are Chancellor's Office approved. Colleges can upload data on awards that are not Chancellor's Office approved to MIS. If your college is not doing so, you will need to include these awards in order for students to be counted for the funding formula. In some cases, this will require changes in practice, so that low-unit awards are recorded in local data systems. Uploading data on locally-approved certificates to MIS does not mean that they are Chancellor's Office approved.

**For the revised SWP metrics (in use beginning in 2019-20):**

For the SWP incentive funding formula beginning in 2019-20, only students with Chancellor's Office approved certificates will be included.

## **Transfer Outcomes**

**17. 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.

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

There is a metric on transfer to a four-year institution, which is calculated for students who meet the following requirements:

**For the original SWP metrics (in use from 2016-17 to 2018-19):**

Student enrolled in non-introductory CTE courses or earned a CTE award while in community college.

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### **For the revised SWP metrics (in use beginning in 2019-20):**

Student who had earned at least 12 credit units in any California community college, in any program, and who enrolled in any CTE course the final year they were enrolled in the community college system.

For both the original and the revised SWP metrics, the information is derived from matches 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**

### **19. 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 Related to Field of Study" metric, which comes from the Career & Technical Education Outcomes Survey (CTEOS).

### **20. 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 tab.

### **21. 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 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, and those who are self-employed, in the cash economy, employed out of state, unemployed, or not in the workforce after completion of an award.

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.

**22. 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 would be reflected in the “Employment 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.

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

There is an 18-month lag on displaying employment and earnings data. Data is only reported on students who have exited the community college system, which is determined by ensuring that students do not enroll at any California community college for one year. Colleges do not have to report final information on the prior academic year until October, which means that the data match with EDD, and the subsequent rebuilding of the LaunchBoard tab with the results, occurs between November and December. Because of the lag, employment and earnings data are delayed one year relative 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 Related to Field of Study” metrics is lagged by two years.

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

Yes.

**25. How is the “Employment 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**

**26. 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?**

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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. Once it was clear that the base and incentive funding were to be re-calculated annually, the timing of the base and incentive funding calculations were 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	July 2018
2019-20	July 2019	July 2019

### 27. 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. At each point at which the incentive funding is re-calculated 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)	2018-19 (using original SWP metrics)	2019-20+ (using revised SWP metrics)
Course Enrollments	2016-17		
Progress		2016-17	2017-18
Credential Attainment	2016-17	2016-17	2017-18
Transfer		2015-16	2016-17
Employment		2015-16	
Job Related to Field of Study		2014-15	2015-16
Earnings		2015-16	2016-17
Earnings Gain		2015-16	2016-17
Living Wage		2015-16	2016-17

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For a full list of metrics and their calculations, please see “[Details of Strong Workforce Program Metrics and the Alignment with Student Success Metrics](#)”.

### **28. 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.

In addition, transfer, employment and earnings data are lagged further due to the availability of those data. For transfer, data are 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.

The employment and earnings measures are only reported on students who have exited the community college system, which is determined by ensuring that students do not enroll at any California community college for one year. By the time colleges have to report final information on the prior academic (October) the data match with EDD occurs, data are lagged about 18 months. For “Employment Related to Field of Study, the time necessary for students to leave the system and then to administer the CTE Outcomes Survey to those students creates a two year lag for that metric.

### **29. 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.

### **30. 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. CTE FTES is 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.

### **31. 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 "Course Enrollments," each college will get credit for the enrollments associated with the courses they provide.
- For "Credential Attainment," the college(s) that award students CTE degrees or certificates will get credit for those awards. For example, if a student earns a certificate from College A and a degree from College B, each college will earn points that correspond to the award they conferred on the student.
- For "Progress," colleges earn points for a student who completes progress metric thresholds (for original SWP metrics: 12 CTE credit units or 48 noncredit CTE instructional contact hours; for revised SWP metrics: all 9+ credit CTE units have to have been earned in the same district in order to count. Noncredit CTE course completion or attainment of 48 or more contact hours in a noncredit career education or workforce prep course is counted within a single institution in an academic year. Any of the colleges who reach the threshold for a student in an academic year will earn points for progress. For example, if a student earns 15 units from District A and 15 units from District B in the same academic year, both colleges get points for that student's progress. If a student earns 5 units from College A in one district and 7 units from College B in another district, then neither college gets credit for progress for this student.
- For "Transfer," 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 would get points for this metric.
- For "Employment in the 2<sup>nd</sup> Fiscal Quarter after Exit," "Employment in the 4<sup>th</sup> Fiscal Quarter after Exit" (original SWP metrics), any college where the student was enrolled in a non-introductory CTE course of at least 0.5 units or last took at least 12 noncredit CTE contact hours in the year before exiting the California Community College system would earn points for these employment metrics.
- For "Median Earnings in the 2<sup>nd</sup> Fiscal Quarter after Exit" (original SWP metric) and "Median Annual Earnings" (revised SWP metric), 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.
- For "Employment Related to Field of Study," each college whose students met the threshold for inclusion in the CTE Outcomes Survey would earn points for positive outcomes for this metric.
- For "Increased Earnings" and "Attained a Regional Living Wage," in the original SWP metrics, if the student was a skills-builder, the college where the student last enrolled in a

non-introductory CTE course of at least 0.5 units or last took at least 12 noncredit CTE contact hours before exiting the California Community College system would earn points for these earnings metrics. Similarly if the student earned a certificates at two different colleges in the same year, and subsequently exited the California Community College system, both colleges that issued the awards would receive the points. For the revised SWP metrics, 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 earn points for these earnings metrics.

**32. 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 allocation are from a fixed pot, 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

**33. 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.

**34. When will the funding be distributed to the districts and regions for both the 83% and the 17%?**

For 2017-18, 83% of the funds will be distributed in the fall, after allocations are approved at the September 2017 Board of Governor's meeting. The remaining 17% will be distributed in the spring, after allocations are approved at the March 2018 Board of Governor's meeting. In both cases, funding can be spent retroactively to July 1, 2017.

In future years, funding for both the 83% and the 17% will be distributed each fall, after allocations are approved at the September Board of Governor's meeting, with expenses allowed retroactive to July 1.



## **Spending Guidelines**

**35. Can regions and colleges spend 2017-18 funds before the plans are submitted?**

Yes. Regions and colleges can spend funds starting July 1, 2017.

**36. 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.

**37. Will each year's allocation under 2017-18 and 2018-19 have a 30-month expenditure timeline?**

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

## **Grant Reporting Requirements**

**38. What type of fiscal reporting is required?**

All SWP project plans and fiscal reporting will be done through the NOVA reporting system (<https://nova.cccco.edu>). For 2016-17 and 2017-18, regions and colleges were required to enter an annual expenditure reports for all projects. Starting in 2018-19, regions and colleges will need to report on expenditures on a quarterly basis.

For more information on fiscal reporting deadline, please see the SWP guidance memo on fiscal reporting ([http://extranet.cccco.edu/Portals/1/WED/Memos/18-004\\_Memo\\_on\\_SWP\\_Reporting\\_Timelines.pdf](http://extranet.cccco.edu/Portals/1/WED/Memos/18-004_Memo_on_SWP_Reporting_Timelines.pdf)) and the SWP Master Calendar (<http://doingwhatmatters.cccco.edu/StrongWorkforce/Timeline.aspx>).

For more information on the NOVA reporting system, please see the "Planning" section on the SWP page of the Doing What Matters for Jobs and the Economy website (<http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>).

## **PLANNING**

**39. When are the regional and local project plans due?**

For 2017-18, regional project plans were due between January 31-March 1, 2018. College plans were due between March 31-June 1, 2018.

For 2018-19, regional project plans were due by August 31, 2018. College plans were due by June 1, 2018.

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For more information on planning and reporting deadlines, please see the SWP Master Calendar (<http://doingwhatmatters.cccco.edu/StrongWorkforce/Timeline.aspx>).

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

No. In 2017-18, funding will be distributed in fall 2017 (83%) and early spring 2018 (17%). Plans are not due until after the funds have been received.

### **41. 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).

## RESOURCES

### **42. Where can I find more details on the Strong Workforce Program metrics and incentive funding model?**

The Chancellor's Office has created a dedicated page on the Strong Workforce Program incentive funding formula, and the associated metrics, on the Strong Workforce Program page of the Doing What Matters for Jobs and the Economy website:

<http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>.

This page includes:

- Resources on the outcomes metrics definitions.
- Resources on the funding formula, including an infographic, a funding-formula-at-a-glance document, and a detailed description of the funding formula.
- Links to recorded webinars and PowerPoint presentations.

### **43. Where can we see our college's or region's point allocation and the Strong Workforce Program metric outcomes?**

The Strong Workforce Program metric outcomes are posted on the LaunchBoard Strong Workforce Program tab, located here: <https://www.calpassplus.org/LaunchBoard/SWP.aspx>

Beginning in 2018-19, point totals for incentive funding is available on the Strong Workforce Program Metrics and Incentive Funding page on the Doing What Matters for Jobs and the Economy website: <http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>.

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### **44. While the points calculation will be by district, will there be reporting by college to see contribution by college?**

Data in the LaunchBoard Strong Workforce tab shows results by college and by region. In addition the point totals for incentive funding is available on the Strong Workforce Program Metrics and Incentive Funding page on the Doing What Matters for Jobs and the Economy website (<http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>) include college-level detail.

### **45. Who can get a LaunchBoard log-in? How does one do that?**

You must have a Cal-PASS Plus log-in in order to access the LaunchBoard. Log-ins are available to anyone who works for an educational institution that is a member of Cal-PASS Plus (which includes all California community colleges). Membership in Cal-PASS Plus is free, but requires that institutions sign an MOU regarding data usage.

If you do not have a user name or password, you can request one (using your community college title and email address) here: <https://www.calpassplus.org/User/Login.aspx>