# Technical Guide to Uploading Data into the LaunchBoard Common Metrics Tab

> ***IMPORTANT NOTE:*** Grantees are only responsible for uploading three of the 34 Common Metric Momentum Points. Data upload point people may not need to collect all three metrics that require college support. The metrics being populated for 2014-15 are a subset of the 34 possible metrics, based on specific work objectives identified by Chancellor's Office grantees. Data upload point people are ***not*** expected to collect information that can be tracked using the LaunchBoard Contract Education Tool. For a grid of the metrics and their data sources, see page 18.

**How to Use This Guide**

This document is intended to help data upload point people from individual colleges to understand how information on the Common Metrics should be uploaded into the LaunchBoard.

It includes information on:

- background on the LaunchBoard (page 2)
- the types of data being gathered in the Common Metrics (pages 3-5)
- an overview of the data collection process and elements (pages 5-7)
- tips on getting support to gather data (page 7)
- issues to consider when troubleshooting data quality (page 7-8)
- next steps for data upload point people (pages 8)
- detailed data definitions for the Student Momentum Points (pages 9-15)
- sources for the Student Momentum Points in the Common Metrics (page 16)
- detailed data upload definitions (page 17)

A companion piece entitled "Data Collection and Reporting Strategies for Momentum Points" provides metric-by-metrics instructions for how to upload student information into the LaunchBoard.

In addition, the "LaunchBoard Common Metrics Data Upload Overview" provides more general information on which Common Metrics data need to be entered into the

LaunchBoard, the origins of that information, and an explanation of legal issues related to data sharing.

Both guides, as well as this document, are available online at http://doingwhatmatters.cccco.edu/LaunchBoard.aspx.

**Background on the LaunchBoard**

The Doing What Matters framework offers a powerful way to organize and understand career technical education (CTE) offerings in California community colleges, because it puts the emphasis on understanding regional labor markets and aligning programs with sector needs, so that colleges can offer highly-relevant programs that strengthen jobs and the economy. One key aspect of the Doing What Matters framework is promoting student success by collecting and analyzing a variety of data such as:

- Are CTE students achieving their postsecondary and workforce goals?
- Which CTE programs are more effective at helping students achieve their postsecondary and career goals?
- How can we improve programs to better prepare students for success in college and the workforce?
- How can returning adults, including veterans, better take advantage of community colleges to re-skill and up-skill?

To facilitate the use of consistent metrics across the state that show whether colleges are moving the needle on Doing What Matters goals, the Chancellor's Office has developed a unified CTE data framework called the Common Metrics. All recipients of Chancellor's Office CTE grant funding are asked to identify specific Common Metrics in their work plans that they will use to record the progress.

For more detailed information on the LaunchBoard, please download the FAQ and a recorded webinar available at http://doingwhatmatters.cccco.edu/LaunchBoard.aspx.

The Chancellor's Office has also supported the development of the LaunchBoard, a new statewide data system that is hosted by Cal-PASS Plus, which provides data to California community colleges and their feeder K-12 school districts on the effectiveness of CTE programs. The LaunchBoard includes information on program enrollment, student completion, employment outcomes, and alignment with regional labor market demand, to help support local, regional, and statewide conversations about how to improve student transitions to further postsecondary education or careers.

The LaunchBoard is divided into several sections:

1) Program Snapshot - includes program information and student outcomes that are grouped into categories such as enrollments, milestones, credentials, employment, and alignment with regional labor market demand

2) Common Metrics -  enables colleges to upload and view information on 34 indicators used to track progress on the California Community College Chancellor's Office's Doing What Matters framework
3) Contract Education Tool - allows colleges to gather information on contract education participants
4) California Career Pathways Trust Tab - a voluntary tool intended to foster conversations within CCPT grant consortia by bringing together information on grant outcomes and activities in one, easy-to-access location
5) The CTEOS Reporting Tool - makes Career and Technical Education Outcomes Survey (CTEOS) responses more broadly available to faculty and administrators

**Understanding Data Sources for the Common Metrics Student Momentum Points**

The Common Metrics include three types of data: Quality of Service, Leading Indicators, and Student Momentum Points. Data will only be displayed on the LaunchBoard for Student Momentum Points. For more information on Quality of Service and Leading Indicators metrics, read the "LaunchBoard Common Metrics Data Upload Overview."

Student Momentum Points demonstrate that students are making progress toward completing educational pathways and securing employment gains. There are 34 metrics in this category, broken down into several clusters: Middle School, Transition from Middle School to High School, High School, Transition from High School to College, Community College, General Education and Transfer Progress, Community College Transition to Workforce, and Workforce Progress. There is also one metric on "business beneficial impacts" that does not explicitly advance student progress toward credentials or economic gains and therefore will not be included in the LaunchBoard. A complete list of Student Momentum Points is available in Appendix A.

Student Momentum Point data are mostly student-level records, meaning that information reflects specific, unduplicated students who are participating in a program at a specific institution, as opposed to estimates of the number of students served.
High school students are considered to be part of the cohort for the LaunchBoard if they participate in a single CTE course within the term being viewed. College students are part of the LaunchBoard cohort if they take in one or more higher-level CTE courses (SAM code A, B, or C).

Information on students will be collected from numerous sources (see Appendix B for a matrix of data sources listed in order of the Student Momentum Points).

1) *Data that are reported to the Chancellor's Office by all California community colleges as part of statewide accountability reporting.*
   These include: Student Momentum Points 9, 12, 15, 16, 17, 18, 20, 23, 24, 31, 32. These metrics will be automatically populated, so grantees do not need to gather these outcomes.

2) *Intersegmental data that are available through Cal-PASS Plus.*
   These include Student Momentum Points 4, 5, 7, 10, 11, 14, 25, 26. However, not all K-12 districts and four-year colleges participate in Cal-PASS, so grantees working with non-Cal-PASS participants will need to determine alternative means for gathering this information from individual districts. Furthermore, data from K-12 and four-year partners needs to be complete to ensure proper data matches. For a list of K-12 districts and four-year colleges participating in Cal-PASS Plus, visit www.calpassplus.org/calpass/join/members. For more information on joining Cal-PASS Plus, visit www.calpassplus.org/CalPASS/Join.aspx

3) *Articulated courses, dual enrollment, and credit by exam data.*
   These include Student Momentum Points 6 and 6A. Users of the CATEMA system may export their data for direct import into the LaunchBoard. Colleges that do not use the CATEMA system will need to determine alternative means for gathering this information. For more information on participating in CATEMA, visit http://www.catema.net/acsys/home.php.

4) *Employment data that are available for colleges that participate in the CTE Outcomes Survey.*
   These include Student Momentum Points 28, 29, 30. These metrics will be automatically populated for participating colleges; however, non-participating colleges will need to determine alternative means for gathering this information. For more information on participating in the survey, visit www.santarosa.edu/cteos.

5) *Contract education data that can be captured through the Contract Education tool.*
   This includes Student Momentum Point 33. Grantees can use the Contract Education tool within the LaunchBoard to upload participant records or have contract ed participants enter their own information. Detailed directions on how to use the Contract Education tool are provided on the LaunchBoard Help Desk at http://doingwhatmatters.cccco.edu/LaunchBoard/Resources.aspx.

6) *Data that can only be tracked by individual districts and community colleges.*
   These include Student Momentum Points 19, 21, 22 (and 6 and 6A for non-CATEMA colleges). Grantees will need to collect these items locally. Detailed information on what needs to be tracked is in Appendix A.

7) *Data on activities that are collected locally and reported as the total number of participants.*
   These include Student Momentum Points 1, 2, 3, 8, 13, 34. **Note**: these metrics have been changed from individual student records collected using the Contract

Education tool to metrics that are only collected in aggregate and reported in grantee annual reports. ***Note: These metrics will not appear in the LaunchBoard.***

Outcomes are displayed on the Common Metrics tab of the LaunchBoard by program, college, and academic year. Where available, data from previous years will be provided to allow for a trend analysis and users can compare college outcomes to regional and state totals.

Institution-level data will be visible to employees of those institutions, Sector Navigators, Deputy Sector Navigators, and Regional Consortia Chairs who are participating in the grants that involve those institutions; Doing What Matters Technical Assistance Providers; SB1070 grant directors; and Chancellor's Office staff.

**Data Gathering Overview**

***Which Student Momentum Points to Report***

As noted above, grantees will need to report information about students who are impacted by grant efforts for at least three Student Momentum Points. ***Please note that grantees only need to report on the metrics identified in their work plan.***

***When to Report Them***

Colleges will be expected to report Student Momentum Point outcomes data for 2014-15, with uploads due November 30, 2015.

***What to Gather***

The section provides an overview of the Student Momentum Points that must be gathered locally and the types of information that need to be collected. The guide "Data Collection and Reporting Strategies for Momentum Points" offers a detailed list of all data elements for each Student Momentum Point as well as strategies for how to collect each item from your institution's data warehouse.

For community colleges, possible metrics include information on students who participated in a single CTE course during 2014-15 who:

- completed articulated courses
- completed a CTE dual enrollment course or received credit by exam
- completed a work readiness soft skills training program within a CTE pathway
- completed the CSU-GE or IGETC transfer track/certificate for students in a CTE pathway
- participated in a college internship or workplace learning program within a CTE pathway

Student Momentum Point metrics require the following data elements, which are necessary to link outcomes for specific groups of students to educational institutions, sectors, and wage data:

- Local Student ID
- Statewide Student ID—K-12 students only
- Student ID status
- Last Name
- First Name
- Date of Birth
- Gender
- Academic Year
- Taxonomy of Programs (TOP) Sector Codes—community college students only
- College IPEDS ID
- High School CDS Code (County, District, School)

### *Uploading the Data*

Templates for each Momentum Point are available for download from the Upload page accessible through the Common Metrics Tab. Data should be uploaded in comma-separated values (.csv) file with all special characters removed. Keep the header line with the field names and replace the second row with your own data. See Appendix C for detailed data definitions. This document is also available on [https://http://doingwhatmatters.cccco.edu/LaunchBoard/Resources.aspx](https://http://doingwhatmatters.cccco.edu/LaunchBoard/Resources.aspx).

### *Using the Contract Education Tool to Gather Information*

Grantees can also use the Contract Education tool to gather information directly from contract education participants. Contract ed participants who are recorded in the Contract Education tool will automatically be added to the Common Metrics tab. Data upload point people are *not* expected to collect this information. However, personnel who reasonable for contract ed may ask for advice on the best way to gather information, so this section provides some background information.

If institutions gather critical information to identify contract ed participants—including first and last name, birth date, and gender—information on these learners can then be linked to college enrollment information. The Contract Education tool also asks for social security numbers, which is the only way to match these learners with unemployment insurance wage data. However, under federal law social security numbers may not be required.

For detailed information on gathering data using the Contract Education tool, visit http://doingwhatmatters.cccco.edu/LaunchBoard/Resources.aspx.

**Getting Support to Gather Data**

While data uploads will be assigned to one person at each institution who has the technical knowledge to format and submit the information, the responsibility for gathering data on the Common Metrics is jointly shared by the "Key Talent" associated with CTE grants, including Sector Navigators, Deputy Sector Navigators, and the Regional Consortia Chairs. For a list of these individuals, please visit http://doingwhatmatters.cccco.edu/Contact.aspx. The Key Talent should provide you with contact information for individuals who can help ensure that data get collected at the point of service to help populate the Student Momentum Points.

The RP Group is available to support these efforts and is available by phone to support anyone needing additional assistance. Please contact Alyssa Nguyen ([anguyen@rpgroup.org](mailto:anguyen@rpgroup.org) ).

**Troubleshooting Data Quality**

When educators see LaunchBoard information on their programs, they may raise questions about the accuracy of the data. There are several issues that may shape this inquiry.

- Understanding the data – this may be the first opportunity that many practitioners have to look at comprehensive program-level outcomes. Key Talent will work with partnering institutions to walk them through each metric and how each metric is defined and collected. A Data Element Dictionary can be accessed from the Common Metrics tab of the LaunchBoard.

- Gaps between perceptions and data – sometimes outcomes, particularly in areas where there has been little access to data in the past such as employment outcomes, can be surprising. Key Talent will work with partnering institutions to examine what information they based their assumptions on and the sources of the information now available to them.

- Level of data shown – to help ensure that student-level data can't be re-identified, some results may not show disaggregated results or may report findings at a higher programmatic level so that there are more than ten students included in each metric. This may make the data less granular than practitioners expected. Key Talent can help explain why the data appear at a higher level.

- Data entry problems – some colleges may suffer from poor quality data entry in CTE, particularly for statewide accountability reporting. If these figures seem off-base to educators, it may be helpful to track how these numbers get coded and collected at individual institutions. Colleges can then resubmit data to correct errors.

Please note that Cal-PASS Plus and the Chancellor's Office are not responsible for the quality of the data displayed in the LaunchBoard. Colleges should use the opportunity to

examine the data being submitted to the Chancellor's Office and Cal-PASS Plus and to improve their data collection, coding, and reporting processes and to resubmit data as needed.

**Next Steps**

Now that you have an understanding of how to report on the Common Metrics, your next steps are to:

1) Request a password from Cal-PASS Plus to access the LaunchBoard, by visiting www.calpassplus.org/user/login.aspx. Be sure to use the email address from your educational institution, as access is restricted to employees of member colleges and K-12 districts. Please allow 5 business days for your password to be issued.
2) Review which metrics your institution needs to collect, based on the metrics chosen by grantees, on the Doing What Matters LaunchBoard site (http://doingwhatmatters.cccco.edu/Launchboard/Resources.aspx).
3) Visit the Common Metrics tab of the LaunchBoard (www.calpassplus.org/LaunchBoard/CommonMetrics.aspx) to familiarize yourself with how the data from previous years are displayed
4) Work with the Key Talent (see http://doingwhatmatters.cccco.edu/Contact.aspx for a list of coordinators in your region) to finalize a plan for collecting data
5) Contact LaunchBoard@cccco.edu if you need clarifications on how to access technical assistance or to answer specific questions

**Appendix A: Student Momentum Points in the Common Metrics**

The data related to each momentum point will be collected automatically or if necessary, added manually to the LaunchBoard. This information will provide visibility to the influence of the grant expenditures on the success of our students. Not all momentum points must be or need to be satisfied by each grantee. Grantees should refer to their work plans to determine which momentum points they are responsible for documenting. Momentum points have been clustered according to the student's educational pathways for the reader's convenience.

Note on definitions:

*CTE Pathways*
- For the Common Metrics, "CTE pathways" refer to clusters of related programs.
- To view the K-12 to CCC Program Code Crosswalk—a master list of which programs are included in specific "CTE pathways," which sector they belong to, and how they are aligned between K-12, community colleges, and four-year universities—please visit http://doingwhatmatters.cccco.edu/LaunchBoard/ProgramCodeCrosswalk.aspx.
- K-12 CTE Industry Sector Codes are based on the Course Group State Codes specified in the K-12 to CCC Program Code Crosswalk.
- Community College CTE Industry Sector Codes are based on the four-digit or six-digit Taxonomy of Program (TOP) codes specified in the K-12 to CCC Program Code Crosswalk.
- Four-year University CTE Industry Sector Codes are based on the four-digit or six-digit Classification of Instructional Program (CIP) codes specified in the K-12 to CCC Program Code Crosswalk.
- If a program is assigned to an incorrect code in the K-12 to CCC Program Code Crosswalk, CTE deans should send an email to launchboard@cccco.edu to indicate their recommended designation. This recommendation will then be reviewed by the Chancellor's Office.

*CTE Students*
- Students are considered to be on a K-12 CTE pathway if they take one course while in high school in a pathway identified in the K-12 to CCC Program Code Crosswalk or if grantees submit information on students (such as participants in a career awareness workshop).
- Students are considered to be in a community college CTE pathway if they take one or more courses while in community college in a pathway identified in the K-12 to CCC Program Code Crosswalk or, for Momentum Point 33, if grantees submit information on individual learners (participants in incumbent worker or contract education) in a pathway identified in the K-12 to CCC Program Code Crosswalk.
- Students are considered to be in a four-year university/college CTE pathway if they declare a major while in a four-year institution in a pathway identified in the K-12 to CCC Program Code Crosswalk.
- A first-time student is a student who enrolled in a community college for the first time after high school (having not previously enrolled in a post-secondary educational institution).

The cohort of students included in the Common Metrics reflects a broad definition of CTE participation, including students who enroll in apprenticeship programs and students who engage in short-term course-taking. This is a more comprehensive definition of CTE participation than is used in California Community Colleges Chancellor's Office reports such as the CTE Scorecard and the Salary Surfer, to

ensure that information is gathered on students who do not complete programs as well as those who do, to drive program improvement. In the future, the LaunchBoard will include the ability to filter outcomes for multiple cohorts such as:

- A CTE participant cohort: students who have taken one or more courses within a specific CTE program
- The CTE Scorecard cohort: students who have taken more than 8 units of higher-level courses (SAM code B or C) within a specific CTE program
- The CTE Outcomes Survey cohort: students who have taken 9 or more units, where at least one course is apprenticeship or higher-level (SAM code A, B, or C), within any CTE program
- A low-unit skills-builder cohort: students who have taken 8 or fewer units, which may be apprenticeship, higher-level, or introductory (SAM code A, B, C or D), within any CTE program
- Custom cohorts uploaded by a college

**Middle School Cluster**

MP 1.  Completed an individual career and skills awareness workshop in middle school that included a normed assessment process and was in a Doing What Matters priority or emerging sector
- Data elements: Total number of students who participated in awareness workshops.
*Source: Grantee Activity Tracking*

**Transition from Middle School to High School**

MP 2.  Completed a bridge program between middle school and high school and revised student career/education plan
- Data elements: Total number of students who participated in bridge programs.
*Source: Grantee Activity Tracking*

MP 3.  Completed a student orientation & assessment program while in middle school or high school
- Data elements: Total number of students who completed orientation and assessment programs.
*Source: Grantee Activity Tracking*

**High School Cluster**

MP 4.  Completed one course in high school within a CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Last Name, First Name, Date of Birth, Gender, High School CDS Code (County, District, School), Term and/or Academic Year, California Basic Educational Data System Code (CBEDS), Taxonomy of Program (TOP) Code, and optionally, Social Security Number.
*Source: Cal-Pass Plus*

MP 5.  Completed two or more courses in high school within a CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Last Name, First Name, Date of Birth, Gender, High School CDS Code (County, District, School), Term and/or Academic Year, California Basic Educational Data System Code (CBEDS), Taxonomy of Program (TOP) Code, and optionally, Social Security Number.
*Source: Cal-Pass Plus*

MP 6.   Completed a CTE articulated course
- Data elements: Total number of students who completed articulated courses.
*Source: CATEMA or Campus Submitted File*

MP 6A. Successfully completed a CTE dual enrollment course or credit by exam, with receipt of transcripted credits
- Data elements: Total number of students who received transcripted credits for dual enrollment courses and credit by exam.
*Source: CATEMA or Campus Submitted File*

MP 7.   Completed a program in high school within a CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Last Name, First Name, Date of Birth, Gender, High School CDS Code (County, District, School), Term and/or Academic Year, California Basic Educational Data System Code (CBEDS), Taxonomy of Program (TOP) Code, and optionally, Social Security Number.
*Source: Cal-Pass Plus*

**Transition from High School to College Cluster**                                          `SB 1070`

MP 8.   Completed a bridge program between high school and college in a CTE pathway
- Data elements: Total number of students who completed a bridge program.
*Source: Grantee Activity Tracking*

MP 9.   Completed college orientation & assessment as a first-time community college student who entered a community college CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, High School CDS Code (County, District, School), Community College IPEDS ID, Term and/or Academic Year, California Basic Educational Data System Code (CBEDS), Taxonomy of Program (TOP) Code.
*Source: California Community Colleges Chancellor's Office*

MP 10.  Transitioned from a high school CTE pathway to a similar community college CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, High School CDS Code (County, District, School), Community College IPEDS ID, Term and/or Academic Year, California Basic Educational Data System Code (CBEDS), Taxonomy of Program (TOP) Code.
*Source: Cal-Pass Plus*

MP 11.  Transferred from a high school CTE pathway to a similar CSU, UC or private/independent university CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, High School CDS Code (County, District, School), University IPEDS ID, Term and/or Academic Year, California Basic Educational Data System Code

(CBEDS), Taxonomy of Program (TOP) Code, Four-Year University Classification of Instructional Program (CIP) Code.
*Source: Cal-Pass Plus*


MP 12. Completed a counselor-approved college education plan, for first-time community college students who enter a CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, Taxonomy of Program (TOP) Code.
*Source: California Community Colleges Chancellor's Office*


MP 13. During high school, participated in an internship, work-based learning, mentoring, or job shadowing program in a CTE pathway
- Data elements: Total number of students who participated in work-based learning activities.
*Source: Grantee Activity Tracking*


MP 14. Percentage of community college students, who participated in a high school CTE pathway, whose first math or English course was below transfer-level
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, High School CDS Code (County, District, School), Community College IPEDS ID, Term and/or Academic Year, California Basic Educational Data System Code (CBEDS), Taxonomy of Program (TOP) Code, Basic Skills Courses Taken.
*Source: Cal-Pass Plus*


**Community College Cluster**

MP 15. Completed two courses in the same CTE Pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, Taxonomy of Program (TOP) Code.
*Source: California Community Colleges Chancellor's Office*


MP 16. Retention rate between Fall and Spring within a CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, Taxonomy of Program (TOP) Code.
*Source: California Community Colleges Chancellor's Office*


MP 17. Completed a non-CCCCO-approved certificate within a CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, Taxonomy of Program (TOP) Code, Credit or Noncredit status.
*Source: California Community Colleges Chancellor's Office*


MP 18. Completed a CCCCO-approved certificate within a CTE pathway

- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, Taxonomy of Program (TOP) Code, Credit or Noncredit status.
  *Source: California Community Colleges Chancellor's Office*

**General Education and Transfer Progress Cluster**

MP 19.  Completed a work readiness soft skills training program within a CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, Taxonomy of Program (TOP) Code.
  *Source: Campus Submitted file*

MP 20.   Completed college level English and/or math, for students in a CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, College-Level English and Math Courses Passed, Taxonomy of Program (TOP) Code.
  *Source: California Community Colleges Chancellor's Office*

MP 21.  Completed the CSU-GE or IGETC transfer track/certificate for students in a CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, Taxonomy of Program (TOP) Code.
  *Source: Campus Submitted file*

MP 22.  Completed requirements in a CTE pathway, but did not receive a certificate or a degree
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, Taxonomy of Program (TOP) Code.
  *Source: Campus Submitted File*

MP 23.  Completed an associate degree in a CTE major
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, Taxonomy of Program (TOP) Code.
  *Source: California Community Colleges Chancellor's Office*

MP 24.  Completed an associate degree in a major different from student's college CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, College Goal, Taxonomy of Program (TOP) Code.
  *Source: California Community Colleges Chancellor's Office*

MP 25. Transferred from community college to a four-year university in the same
CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, University IPEDS ID, Term and/or Academic Year, Taxonomy of Program (TOP) Code, Four-Year University Classification of Instructional Program (CIP) Code.

*Source: Cal-Pass Plus*

MP 26. Transferred from community college to a four-year university in a major different
from their CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, University IPEDS ID, Term and/or Academic Year, Taxonomy of Program (TOP) Code, Four-Year University Classification of Instructional Program (CIP) Code.

*Source: Cal-Pass Plus*

**Community College Transition to Workforce Cluster**

MP 27. Participated in a college internship or workplace learning program within
a CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, Taxonomy of Program (TOP) Code.

*Source: Campus Submitted File*

MP 28. Attained a job placement in the same or similar field of study as CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, Taxonomy of Program (TOP) Code.

*Source: CTE Employment Outcomes Survey or Campus Submitted File*

MP 29. Acquired an industry-recognized, third-party credential
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, Taxonomy of Program (TOP) Code.

*Source: CTE Employment Outcomes Survey or Campus Submitted File*

**Workforce Progress Cluster**

MP 30. Attained a wage gain in a career in the same or similar CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or Academic Year, College Community CTE Industry Sector Code.

*Source: CTE Employment Outcomes Survey or Campus Submitted File*

MP 31.  Attained wages equal to or greater than the median entry-level regional wage for
that CTE pathway
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last
Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or
Academic Year, Taxonomy of Program (TOP) Code, Wages Reported through the
Unemployment Insurance Database, Wages Reported through EMSI.
*Source: California Community Colleges Chancellor's Office*

MP 32.  Attained wages greater than the regional standard-of-living wage
- Data elements: Statewide Student ID (SSID), Local Student ID, Social Security Number, Last
Name, First Name, Date of Birth, Gender, Community College IPEDS ID, Term and/or
Academic Year, Taxonomy of Program (TOP) Code, Wages Reported through the
Unemployment Insurance Database, Self Sufficiency Standards Designated by the Living
Insight Center for Community Economic Development.
*Source: California Community Colleges Chancellor's Office*

MP 33.  Participated in incumbent worker training or contract education in a CTE
pathway (for example training for layoff aversion, meeting heightened occupational credentialing
requirement, transitioning employees whose occupations are being eliminated, or up-skilling existing
employees)
- Data elements: Last Name, First Name, Date of Birth, Gender, Community College IPEDS ID,
Term and/or Academic Year, Taxonomy of Program (TOP) Code, and optionally Social
Security Number.
*Source: LaunchBoard Contract Education tool*

MP 34.  Exception
For grants providing direct services to an employer, a group of employers, or an industry sector or
industry cluster (including Small Business and Global Trade), if there is no alignment with any of the
Student Momentum Points and/or Leading Indicators listed above, perform an assessment of the
purported 'beneficial impact' of the grant on the relevant businesses, which may include a review of the
grant's purported impacts on any of the following: increased profitability, increased labor productivity,
reductions in worker injuries, employer cost savings resulting from improved business processes,
improved customer satisfaction, increased employee retention, increased number of employees,
increased revenue projections, increased sales, penetrated new markets, as well as information on new
products or services developed**.**
- Data elements: Determined by grantees in conjunction with their grant monitors.
Momentum Point 34 outcomes will not be in the LaunchBoard.
*Source: Grantee Activity Tracking*

**Appendix B: Matrix of Data Sources by Student Momentum Point**

| Momentum Point (MP) | California Community Colleges Chancellor's Office | Cal-PASS Plus | External Tools | Campus Submitted File | Grantee Activity Tracking |
|---|---|---|---|---|---|
| MP1 | | | | | ✓ |
| MP2 | | | | | ✓ |
| MP3 | | | | | ✓ |
| MP4 | | ✓ | | | |
| MP5 | | ✓ | | | |
| MP6 | | | CATEMA | | ✓ |
| MP6A | | | CATEMA | | ✓ |
| MP7 | | ✓ | | | |
| MP8 | | | | | ✓ |
| MP9 | ✓ | | | | |
| MP10 | | ✓ | | | |
| MP11 | | ✓ | | | |
| MP12 | ✓ | | | | |
| MP13 | | | | | ✓ |
| MP14 | | ✓ | | | |
| MP15 | ✓ | | | | |
| MP16 | ✓ | | | | |
| MP17 | ✓ | | | | |
| MP18 | ✓ | | | | |
| MP19 | | | | ✓ | |
| MP20 | ✓ | | | | |
| MP21 | | | | ✓ | |
| MP22 | | | | ✓ | |
| MP23 | ✓ | | | | |
| MP24 | ✓ | | | | |
| MP25 | | ✓ | | | |
| MP26 | | ✓ | | | |
| MP27 | | | | ✓ | |
| MP28 | | | CTE Outcomes Survey | ✓ | |
| MP29 | | | CTE Outcomes Survey | ✓ | |
| MP30 | | | CTE Outcomes Survey | ✓ | |
| MP31 | ✓ | | | | |
| MP32 | ✓ | | | | |
| MP33 | | | Contract Education tool | | |

**Appendix C: Detailed Data Definitions**

| Data Element | Field Name | Type | Length | Validation Rules | Format | List of Values |
|---|---|---|---|---|---|---|
| *Student Information* | | | | | | |
| K-12 Statewide Student ID (SSID) | student_id_statewide | numeric | 10 | | | |
| K-12 Local Student ID | student_id_local | alpha numeric | 15 | | | |
| Community College Student ID | cc_student_id | numeric | 9 | | | |
| ID Status | id_status | alpha numeric | 1 | | | S,C |
| First Name | name_first | character | 30 | | | |
| Last Name | name_last | character | 50 | | | |
| Birthdate | birthdate | numeric | 8 | Date of Birth must not generate an age <0 or >115 | YYYYMMDD | |
| Gender | gender | character | 1 | | | M,F,X |
| *Institutional Information* | | | | | | |
| High School CDS Code (County, District, School) | cds_code | numeric | 14 | Must be a valid CDS Code | http://www.cde.ca.gov/re/sd/ | |
| Community College IPEDS ID | college_code_ipeds | numeric | 6 | Must be a valid IPEDS Id | | |
| Academic Year | academic_year_description | alpha numeric | 9 | Left side year must be one less than right side year | YYYY-YYYY | |
| *Program Codes* | | | | | | |
| 6-digit Taxonomy of Program (TOP) Codes | top_code | numeric | 6 | See Taxonomy of Programs manual for the specific code and their values | http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6_2009_09corrected_12.5.13.pdf | |