Technical Guide to Uploading Data into the LaunchBoard

**IMPORTANT NOTE:** College and K-12 district data upload leads are only responsible for uploading seven of the 34 Common Metric Momentum Points. The majority of the Common Metrics will be automatically populated. In addition, data upload leads may not need to collect all seven metrics that require college- or K-12 district 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 leads are not expected to collect information that can be tracked using the LaunchBoard Additional Tracking 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 leads from individual colleges and K-12 districts 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 3-4)
- 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)
- Next steps for data upload leads (pages 8-9)
- Detailed data definitions for the Student Momentum Points (pages 10-16)
- Sources for the Student Momentum Points in the Common Metrics (page 19)
- Boilerplate language for informed consent when capturing student information (page 19)
- Detailed definitions (pages 20-21)

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.

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 three 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) **Additional Tracking** - allows colleges to gather information on learners who participate outside the college application and enrollment process, such as contract education or career fairs.

**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 do not explicitly advance student progress toward credentials or economic gains. A complete list of Student Momentum Points is available in Appendix A.

Student Momentum Point data are all 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. Students are considered to be part of the cohort for the LaunchBoard if they participate in a single CTE course within the year being viewed. Information on students will be collected from five sources (see Appendix B for a matrix of data sources listed in order of the Student Momentum Points). If grantees’ partner K-12 districts and four-year institutions are participants in Cal-PASS Plus and the CTE Employment Outcomes Survey, more than half of the metrics will be automatically generated in the Common Metrics tab of the LaunchBoard.

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, 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, visit www.calpassplus.org/calpass/join/members. For more information on joining Cal-PASS Plus, visit www.calpassplus.org/CalPASS/Join.aspx.

3) **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.

4) **Data that can be captured through the Additional Tracking tool (either through student self-enrollment or a campus-submitted file) or collected locally.**
These include Student Momentum Points 1, 2, 3, 6, 8, 13, 19, 27, 33. Grantees can either use the Additional Tracking tool within the LaunchBoard to have students enter their own information or collect information on students locally and upload the information into the Additional Tracking Tool. Detailed directions on how to use the Additional Tracking tool are provided on the LaunchBoard Help Desk at www.calpassplus.org/LaunchBoard/HelpDesk.aspx.

5) **Data that can only be tracked by individual districts and community colleges.**
These include Student Momentum Points 6A, 7, 21, 22, 34. Grantees will need to collect these items locally. Detailing information on what needs to be tracked is in Appendix A.

Outcomes will be shown 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. In the future, the Common Metrics tab will allow grantees to upload and track specific student cohorts, such as sub-populations within a program or pathway who have access to specific services or instructional models.

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 in August 2015. Community college and K-12 partners should have data structures in place to collect this information no later than September 1, 2014.

By summer 2014, data that are automatically available will be uploaded for 2012-13 so that grantees and data upload leads can become familiar with how this information is displayed.

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:

- Successfully completed a CTE dual enrollment course or credit by exam, with receipt of transcripted credits
- Completed a work readiness soft skills training program (either stand-alone or embedded) within a CTE pathway
- Completed the CSU-GE or IGETC transfer track/certificate for students in a CTE pathway
- Completed requirements in a CTE pathway, but did not receive a certificate or a degree
- Participated in a college internship or workplace learning program within a CTE pathway

K-12 districts may be asked to report on students who completed a program in high school within a CTE pathway in 2014-15.

All 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:
• Last Name
• First Name
• Date of Birth
• Gender
• Local Student ID
• Term and/or Academic Year

For college-based efforts, grantees will need to collect:

• Taxonomy of Programs (TOP) Sector Codes—community college students only
• Classification of Instructional Program (CIP) Codes—four-year college students only
• Social Security Number—both two- or four-year college students
• College IPEDS ID—both two- or four-year college students

In addition, efforts that include K-12 students will need to collect:

• Statewide Student ID (SSID)
• Middle School CDS Code (County, District, School)
• High School CDS Code (County, District, School)
• California Basic Educational Data System Code (CBEDS)

**Uploading the Data**

Templates, which should be used to create files that are specific to individual Student Momentum Points at a single educational institution, are available on the Common Metrics tab. Data should be uploaded in a tab-separated file with all special characters removed. Keep the header line with the field names and replace the second, third, and remaining rows with your own data. See Appendix D for detailed data definitions. This document is also available on [https://www.calpassplus.org/LaunchBoard/HelpDesk.aspx](https://www.calpassplus.org/LaunchBoard/HelpDesk.aspx).

**Using the Additional Tracking Tool to Gather Information**

Grantees can also use the Additional Tracking tool to gather information on learners who participate in CTE activities outside of the application enrollment process, like contract education, career fairs, and other training that are not included in accountability reporting to the Chancellor’s Office. Please see the list of which metrics are appropriate to collect using the Additional Tracking tool using Appendix B.

Data upload leads are **not** expected to collect information that can be tracked using the LaunchBoard Additional Tracking Tool. However, they may be asked for advice on the best way to gather information, so this section provides some background information.

If institutions gather critical information to identify students—including first and last name, birth date, and gender—information on these students can then be linked to college
enrollment information. For contract education participants, the Additional Tracking Tool also allows users to ask 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.

The Additional Tracking tool can either be used for learners to enroll themselves or participant information can be bulk-uploaded into the Additional Tracking tool from templates that are available on that tab of the LaunchBoard. If information is collected locally, rather than using the Additional Tracking tool, the institution will need to ensure the following:

- participants fill out an informed consent form (see Appendix C for boilerplate language)
- the informed consent form is retained at the institution
- personal information is stored securely
- personal information is destroyed after being uploaded to the LaunchBoard

Learners who are recorded in the Additional Tracking tool will automatically be added to the Common Metrics tab.

For detailed information on gathering data using the Additional Tracking tool, visit www.calpassplus.org/LaunchBoard/HelpDesk.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 either: Alyssa Nguyen (anguyen@rpgroup.org) or Aeron Zentner (aeronzentner@gmail.com).

**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 definition is included in a link by each metric on the LaunchBoard. Practitioners can also reference the Data Element Dictionary located at www.calpassplus.org/LaunchBoard/HelpDesk.aspx.

- 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 and K-12 districts 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 and K-12 districts should use the opportunity to examine the data being submitted to the California Department of Education, 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) By June 15, the RP Group will send you a list of metrics that your institution will need to collect, based on the metrics chosen by grantees.

3) Starting in July 2014, 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, no later than September 1, 2014

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.
- K-12 CTE Industry Sector Codes are based on the California Basic Educational Data System Codes (CBEDS) specified in the CTE Pathways Matrix.
- Community College CTE Industry Sector Codes are based on the four-digit or six-digit Taxonomy of Program (TOP) codes specified in the CTE Pathways Matrix.
- 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 CTE Pathways Matrix.
- To view the CTE Pathways Matrix—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.aspx.
- If a program is assigned to an incorrect code in the CTE Pathways Matrix, 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 CTE Pathways Matrix or if grantees submit information on that individual student (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 vocational courses while in community college in a pathway identified in the CTE Pathways Matrix 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 CTE Pathways Matrix.
- 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 CTE Pathways Matrix.
- 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. The LaunchBoard will include the ability to filter outcomes for multiple cohorts including:

- A CTE participant cohort: students who have taken one or more apprenticeship or higher-level courses (SAM code A, B, or C) 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: Statewide Student ID (SSID), Local Student ID, Last Name, First Name, Date of Birth, Gender, Middle 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: Campus Submitted File or LaunchBoard Additional Tracking Tool*

**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: Statewide Student ID (SSID), Local Student ID, Last Name, First Name, Date of Birth, Gender, Middle School CDS Code (County, District, School), 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: Campus Submitted File or LaunchBoard Additional Tracking Tool*

**MP 3.** Completed a student orientation & assessment program while in middle school or high school

- Data elements: Statewide Student ID (SSID), Local Student ID, Last Name, First Name, Date of Birth, Gender, Middle School CDS Code (County, District, School), 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 and Community College IPEDS ID.

  *Source: Campus Submitted File or LaunchBoard Additional Tracking Tool*
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: 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: Campus Submitted File or LaunchBoard Additional Tracking Tool

MP 6A. Successfully completed a CTE dual enrollment course or credit by exam, with receipt of transcripted credits
• Data elements: Statewide Student ID (SSID), Local Student ID, 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, and optionally, Social Security Number.
Source: 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: Campus Submitted File

Transition from High School to College Cluster

MP 8. Completed a bridge program between high school and college in 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), Community College IPEDS ID, Term and/or Academic Year, California Basic Educational Data System Code (CBEDS), Taxonomy of Program (TOP) Code, and optionally, Social Security Number.
Source: Campus Submitted File or LaunchBoard Additional Tracking Tool
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: 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: Campus Submitted File or LaunchBoard Additional Tracking Tool

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 (either stand-alone or embedded) 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 or LaunchBoard Additional Tracking Tool

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 or LaunchBoard Additional Tracking Tool
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: Campus Submitted File or LaunchBoard Additional Tracking 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: Campus Submitted File*
## Appendix B: Matrix of Data Sources by Student Momentum Point

<table>
<thead>
<tr>
<th>Momentum Point</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP1</td>
<td>Additional Tracking tool or locally-collected</td>
</tr>
<tr>
<td>MP2</td>
<td>Additional Tracking tool or locally-collected</td>
</tr>
<tr>
<td>MP3</td>
<td>Additional Tracking tool or locally-collected</td>
</tr>
<tr>
<td>MP4</td>
<td>Automatically populated from Cal-PASS Plus</td>
</tr>
<tr>
<td>MP5</td>
<td>Automatically populated from Cal-PASS Plus</td>
</tr>
<tr>
<td>MP6</td>
<td>Additional Tracking tool or locally-collected</td>
</tr>
<tr>
<td>MP6A</td>
<td>Locally-collected</td>
</tr>
<tr>
<td>MP7</td>
<td>Locally-collected</td>
</tr>
<tr>
<td>MP8</td>
<td>Additional Tracking tool or locally-collected</td>
</tr>
<tr>
<td>MP9</td>
<td>Automatically populated from MIS</td>
</tr>
<tr>
<td>MP10</td>
<td>Automatically populated from Cal-PASS Plus</td>
</tr>
<tr>
<td>MP11</td>
<td>Automatically populated from Cal-PASS Plus</td>
</tr>
<tr>
<td>MP12</td>
<td>Automatically populated from MIS</td>
</tr>
<tr>
<td>MP13</td>
<td>Additional Tracking tool or locally-collected</td>
</tr>
<tr>
<td>MP14</td>
<td>Automatically populated from Cal-PASS Plus</td>
</tr>
<tr>
<td>MP15</td>
<td>Automatically populated from MIS</td>
</tr>
<tr>
<td>MP16</td>
<td>Automatically populated from MIS</td>
</tr>
<tr>
<td>MP17</td>
<td>Automatically populated from MIS</td>
</tr>
<tr>
<td>MP18</td>
<td>Automatically populated from MIS</td>
</tr>
<tr>
<td>MP19</td>
<td>Additional Tracking tool or locally-collected</td>
</tr>
<tr>
<td>MP20</td>
<td>Automatically populated from MIS</td>
</tr>
<tr>
<td>MP21</td>
<td>Locally-collected</td>
</tr>
<tr>
<td>MP22</td>
<td>Locally-collected</td>
</tr>
<tr>
<td>MP23</td>
<td>Automatically populated from MIS</td>
</tr>
<tr>
<td>MP24</td>
<td>Automatically populated from MIS</td>
</tr>
<tr>
<td>MP25</td>
<td>Automatically populated from Cal-PASS Plus</td>
</tr>
<tr>
<td>MP26</td>
<td>Automatically populated from Cal-PASS Plus</td>
</tr>
<tr>
<td>MP27</td>
<td>Additional Tracking tool or locally-collected</td>
</tr>
<tr>
<td>MP28</td>
<td>Automatically populated from the CTE Employment Outcomes Survey or locally-collected</td>
</tr>
<tr>
<td>MP29</td>
<td>Automatically populated from the CTE Employment Outcomes Survey or locally-collected</td>
</tr>
<tr>
<td>MP30</td>
<td>Automatically populated from the CTE Employment Outcomes Survey or locally-collected</td>
</tr>
<tr>
<td>MP31</td>
<td>Automatically populated from the Chancellor's Office</td>
</tr>
<tr>
<td>MP32</td>
<td>Automatically populated from the Chancellor's Office</td>
</tr>
<tr>
<td>MP33</td>
<td>Additional Tracking tool or locally-collected</td>
</tr>
<tr>
<td>MP34</td>
<td>Locally-collected</td>
</tr>
</tbody>
</table>
Appendix C: Boilerplate Language for Informed Consent

[Institution name] is committed to protecting your privacy and personal information. By signing this form, you agree to this privacy policy and consent to the data practices described in this policy.

**Information collected:** For this event, [Institution name] will collect personal information, including but not limited to: name, address, birth date, gender, e-mail address, phone number, social security number, employment information and if applicable student ID, high school attended, and other information unique to a particular event. You are not required to submit your social security number to participate in the event. This information is only used to track and match data in the Cal-PASS Plus system, which stores information on academic progress and success within the California K-12 and higher education systems. No personally identifiable data is ever shared.

**Use of data:** We collect and use the information you submit in order to provide statistical data about event attendance to individual community colleges and the California Community College Chancellor’s Office (CCCCO). Data collected will enable CCCC0 and community colleges to analyze outcomes of the events in order to improve services. CCCC0 is authorized to collect information for this purpose by California Education Code Section 70901(b)(7). Any information acquired by CCCC0, is subject to the limitations set forth in the Information Practices Act of 1977 (Title 1.8 (commencing with Section 1798) of Part 4 of Division 3 of the Civil Code).

**How we protect your data:** When you submit your personal information, it is stored securely at [institution name] and then transmitted to the Cal-PASS Plus web server over a secure connection. The data held by [institution name] is then destroyed. Without storing it in a file, Cal-PASS Plus encrypts the personally identifiable elements and then transmits them to a database for storage. Individual student information is not accessible by anyone. Only the aggregated data (total participation numbers, average graduation rates, etc.) is available for viewing by the event organizers and authorized CCCC0 users.

**For more information:** If you would like more information about the data being collected or how it is stored and used, please contact [Name, phone, email address for someone at the institution hosting the event].

Name:
Date:
### Appendix D: Detailed Data Definitions

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Field Name</th>
<th>Type</th>
<th>Length</th>
<th>Validation Rules</th>
<th>Format</th>
<th>List of Values</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Student ID (SSID)</td>
<td>ssid</td>
<td>numeric</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Student ID</td>
<td>loc_student_id</td>
<td>alpha numeric</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Security Number (not captured for K-12 students)</td>
<td>ssn</td>
<td>numeric</td>
<td>9</td>
<td>digits 1-3 cannot equal 000, 666 or be between 900-999, and digits 4-5 cannot equal 00, and digits 6-9 cannot equal 0000</td>
<td></td>
<td></td>
<td>555555555 = 555-55-5555</td>
</tr>
<tr>
<td>Last Name</td>
<td>last_name</td>
<td>character</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td>Smith</td>
</tr>
<tr>
<td>First Name</td>
<td>first_name</td>
<td>character</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td>John</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>date_of_birth</td>
<td>numeric</td>
<td>8</td>
<td>Date of Birth must not generate an age &lt;0 or &gt;115</td>
<td>CCYYMMDD</td>
<td></td>
<td>19991023 = November 10, 1999</td>
</tr>
<tr>
<td>Gender</td>
<td>gender</td>
<td>character</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>M,F,U</td>
</tr>
<tr>
<td><strong>Institutional Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School CDS Code (County, District, School)</td>
<td>ms_cds</td>
<td>numeric</td>
<td>14</td>
<td>Must be a valid CDS Code</td>
<td></td>
<td></td>
<td><a href="http://www.cde.ca.gov/re/sd/">http://www.cde.ca.gov/re/sd/</a></td>
</tr>
<tr>
<td>High School CDS Code (County, District, School)</td>
<td>hs_cds</td>
<td>numeric</td>
<td>14</td>
<td>Must be a valid CDS Code</td>
<td></td>
<td></td>
<td><a href="http://www.cde.ca.gov/re/sd/">http://www.cde.ca.gov/re/sd/</a></td>
</tr>
<tr>
<td>Community College IPEDS ID</td>
<td>cc_ipeds_id</td>
<td>numeric</td>
<td>6</td>
<td>Must be a valid IPEDS Id</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Year</td>
<td>academic_year</td>
<td>alpha numeric</td>
<td>9</td>
<td>Left side year must be one less than right side year</td>
<td>YYYY-YYYY</td>
<td></td>
<td>2008-2009</td>
</tr>
<tr>
<td>Program Codes</td>
<td>cbeds_code</td>
<td>numeric</td>
<td>4</td>
<td>Must be a valid CBEDS code</td>
<td><a href="http://www.cde.ca.gov/ds/sp/cl/documents/assncodemap2010.doc">http://www.cde.ca.gov/ds/sp/cl/documents/assncodemap2010.doc</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>---------</td>
<td>----</td>
<td>---------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-digit Taxonomy of Program (TOP) Codes</td>
<td>top_code</td>
<td>numeric</td>
<td>6</td>
<td>See Taxonomy of Programs manual for the specific code and their values</td>
<td><a href="http://extranet.cccco.edu/Portals/1/AA/BasicSkills/TopTax6_rev0909.pdf">http://extranet.cccco.edu/Portals/1/AA/BasicSkills/TopTax6_rev0909.pdf</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>