



Common Metrics Decision Tree

This document is intended to help grantees of the Workforce and Economic Development Division to collaboratively determine which Momentum Points to include in their 2015-16 work plans. All grantees should choose at least five Common Metrics, and at least three should be Student Momentum Points 1-33. A complete list of the Common Metrics, as well as information on grant requirements and the data upload process, are available in the Resources section of the LaunchBoard portion of the Doing What MATTERS website at <http://doingwhatmatters.cccco.edu/LaunchBoard.aspx>.

Decision 1: Did you select any of the following Momentum Points last year?

K-12
MP1: 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
MP2: Completed a bridge program between middle school and high school and revised student career/education plan
MP3: Completed a student orientation & assessment program while in middle school or high school
MP8: Completed a bridge program between high school and college in a CTE pathway
MP13: During high school, participated in an internship, work-based learning, mentoring, or job shadowing program in a CTE pathway
College
MP22: Completed requirements in a CTE pathway, but did not receive a certificate or a degree

If no: Move on to Decision 2.

If yes: Given the difficulty in capturing these metrics, the Chancellor’s Office recommends selecting different metrics for 2015-16.

Continue to Decision 2 to assess additional metrics that could be selected.

Decision 2: Based on your objectives, is it a priority to track any of the following?

College
MP19: Completed a work readiness soft skills training program (either stand-alone or embedded) within a CTE pathway
MP21: Completed the CSU-GE or IGETC transfer track/certificate for students in a CTE pathway
MP27: Participated in a college internship or workplace learning program within a CTE pathway
MP33: Participated in incumbent worker training or contract education in a CTE

If no: Move on to Decision 3.

If yes: You will need to secure support from local data upload point people to collect these measures. Below are ideas for how to gather these metrics, and detailed information is available in the Resources section of the LaunchBoard portion of the Doing What MATTERS website at:

<http://doingwhatmatters.cccco.edu/portals/6/docs/Data%20Collection%20and%20Reporting%20Strategies%20for%20Momentum%20Points.pdf>

- *MP19 soft skills:* flag all courses that have these components, then ask the local data point person to submit information on students who took these courses in 2015-16
- *MP 21 CSU-GE/IGETC completion:* determine whether colleges issue a certificate that can be tracked, otherwise use the [ASSIST](#) database to map local college offerings against 4-year requirements and have local researchers determine which students met these requirements in 2015-16
- *MP27 work-based learning:* flag all courses that have these components, then ask the local data point person to submit information on students who took these courses in 2015-16
- *MP33 contract education:* have local contract education coordinators create individual “events” in the Additional Tracking Tool, then track information on the students associated with these activities by having students self-register.

If these are not feasible, given data collection capacity, continue to Decision 3 to assess other possible metrics.

Decision 3: Are my programs prioritizing articulated courses, dual enrollment, and credit by exam?

If no: Move on to Decision 5.

If yes: Move on to Decision 4.

Decision 4: Will all colleges affiliated with my grant be prepared to use the CATEMA system in 2015-16 and sign an MOU to allow data sharing with the LaunchBoard (the source of information for these Momentum Points)?

K-12
MP6: Completed a CTE articulated course
MP6A: Successfully completed a CTE dual enrollment course or credit by exam, with receipt of transcribed credits

If no: Find out more about using CATEMA for the LaunchBoard is available in the Resources section of the LaunchBoard portion of the Doing What MATTERS website at <http://doingwhatmatters.cccco.edu/portals/6/docs/Using%20CATEMA%20for%20the%20LaunchBoard.pdf>.

Alternatively, colleges can elect to upload local data for dual enrollment and credit by exam.

If this option does not seem feasible, select other metrics. Move on to Decision 5.

If yes: Continue to Decision 5.

Decision 5: Will participants in my programs move into the job market or pursue external credentials during the term of the grant?

If no: Move on to Decision 7.

If yes: Move on to Decision 6.

Decision 6: Will all colleges affiliated with my grant participate in the CTE Outcomes Survey in 2015-16 (the source of information for these Momentum Points)?

Employment
MP28: Attained a job placement in the same or similar field of study as CTE pathway
MP29: Acquired an industry-recognized, third-party credential
MP30: Attained a wage gain in a career in the same or similar CTE pathway

** Contact kgreaney@santarosa.edu for a list of survey participants

If no: Determine whether the colleges are interested in participating (visit <https://cteos.santarosa.edu/> for more information on the survey and estimated costs).

If the colleges are not interested, select other metrics. Move on to Decision 7.

If yes: Continue to Decision 7.

Decision 7: Are all the K-12 districts and four-year colleges in my grant participants in Cal-PASS Plus and is their data current (the source of information for these Momentum Points)?

K-12
MP4: Completed one course in high school within a CTE pathway
MP5: Completed two or more courses in high school within a CTE pathway
MP7: Completed a program in high school within a CTE pathway
MP10: Transitioned from a high school CTE pathway to a similar community college CTE pathway
MP11: Transferred from a high school CTE pathway to a similar CSU, UC or private/independent university CTE pathway
MP14: Percentage of community college students, who participated in a high school CTE pathway, whose first math or English course was below transfer-level
MP25: Transferred from community college to a four-year university in the same CTE pathway
MP26: Transferred from community college to a four-year university in a major different from their CTE pathway

** Find out whether districts are Cal-PASS Plus members by visiting <https://www.calpassplus.org/Calpass/Join/Members>

If no: Ask your K-12 district and four-year partners to become Cal-PASS Plus members. Handouts on the benefits of using Cal-PASS Plus are available in the Resources section of the LaunchBoard portion of the Doing What MATTERS website at <http://doingwhatmatters.cccco.edu/LaunchBoard.aspx>.

If the institutions are not interested, select other metrics. Move on to Decision 8.

If yes: All other metrics are automatically calculated, so you do not need to collect data locally. Continue to Decision 8 to select additional metrics if needed.

Decision 8: Select final metrics

The remaining metrics are automatically calculated from Chancellor's Office data, so you do not need to collect data locally or secure access to additional data sources.

College
MP9: Completed college orientation & assessment as a first-time community college student who entered a community college CTE pathway
MP12: Completed a counselor-approved college education plan, for first-time community college students who enter a CTE pathway
MP15: Completed two courses in the same CTE Pathway
MP16: Retention rate between Fall and Spring within a CTE pathway
MP17: Completed a non-CCCCO-approved certificate within a CTE pathway
MP18: Completed a CCCCCO-approved certificate within a CTE pathway
MP20: Completed college level English and/or math, for students in a CTE pathway
MP23: Completed an associate degree in a CTE major
MP24: Completed an associate degree in a major different from student's college CTE pathway
Employment
MP31: Attained wages equal to or greater than the median regional wage for that CTE pathway
MP32: Attained wages greater than the regional standard-of-living wage