



CALIFORNIA COMMUNITY COLLEGES

Doing What MATTERS™

FOR JOBS AND ECONOMY

www.doingwhatmatters.cccco.edu



LaunchBoard Common Metrics Data Upload Overview

How to Use This Guide

This document is intended to help the Key Talent who are supporting Doing What Matters grants—including sector navigators, deputy sector navigators, regional consortia chairs, and technical assistance providers—to understand which Common Metrics data need to be entered into the LaunchBoard and the origins of that information. It includes information on:

- background on the LaunchBoard (page 1)
- the types of data being gathered in the Common Metrics (pages 2-5), including information on data sources for each Student Momentum Point (pages 4-5)
- an overview of the specific data elements you will need to collect (pages 5-7)
- information on the legality of gathering and sharing student information (pages 7-9)
- tips on getting support to gather data (pages 9-10)
- issues to consider when troubleshooting data quality (pages 10-11)
- next steps for Key Talent (page 11)
- detailed data definitions (pages 12-19)
- sources for the Student Momentum Points in the Common Metrics (page 20)
- boilerplate language for informed consent when capturing student information (page 21)

Two companion pieces provide additional information on gathering, formatting, and submitting information. “A Technical Guide to Uploading Data into the LaunchBoard” provides an overview for research or IT staff and “Data Collection and Reporting Strategies for Momentum Points” provides metric-by-metrics instructions for how to upload student information into the LaunchBoard. These guides 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.

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

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

The Common Metrics include three types of data: Quality of Service, Leading Indicators, and Student Momentum Points. This section explains what is included in each data type and how this information will be collected.

Quality of Service Measures

SB1070, SB1402, and Perkins 1B grants support Key Talent in facilitating and promoting collaboration within a region, a sector, and/or key constituents. The activities of individuals holding Key Talent roles will be assessed using a 360-degree evaluation that addresses:

- QS 1. Leadership and responsiveness as a member of the Extended Operations Team of the CCCCO Division of Workforce and Economic Development.
- QS 2. Strength of partnership with education and industry partners
- QS 3. Strength of awareness and influence on state and regional policy related issues
- QS 4. Strength of leadership and coordination in building of necessary supporting capacity, such as center, advisories, collaborative communities, and a hub

Key Talent are not responsible for gathering Quality of Service Measures. The evaluation will be administered by the CCCCO and will not be displayed on the LaunchBoard.

Leading Indicators

Many efforts will take a long time to move the needle on student success. Therefore, the Common Metrics include Leading Indicators to record progress on reform efforts that are likely to improve outcomes. These include:

- LI 1. Alignment of skill sets within a program (or set of courses) to a particular occupation and the needs of the labor market
- LI 2. Regionalization of stackable certificates aligned with a particular occupation ladder
- LI 3. Alignment of a certificate with state-, industry-, nationally-, and/or employer-recognized certification
- LI 4. Creation of a credit certificate from non-credit certificate
- LI 5. Curriculum articulation along a career or multi-career educational pathway
- LI 6. Updating the skills of faculty, teachers, counselors, and/or 'supporting staff to student' to reflect labor market needs
- LI 7. Integration of small business creation and/or exporting modules into for-credit curriculum in other disciplines

There are two ways that progress will be documented on Leading Indicators: by specifying whether programs are being developed or revised, and by rating the degree to which the Leading Indicator goals have been met. Leading Indicators will not be displayed on the LaunchBoard.

- 1) For 2013-14, regional consortia chairs will provide information on new or revised programs for ***the Leading Indicators that were selected in their work plan.*** Grantees will be able to revise the metrics they report on in 2014-15 as part of the grant renewal process during spring 2013-14.
- 2) Starting in 2014-15, progress on attaining the goals of each Leading Indicator will be rated by members of advisory committees at the regional and state level. Advisory committee members will fill out a survey that will ask them to rate each relevant Leading Indicator.

Student Momentum Points

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.

Colleges will be expected to report Student Momentum Point outcomes data for 2014-15, with uploads due on November 30, 2015. See the sections below for more information on how to collect these metrics and where to get support to capture these metrics.

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 seven 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 that are available for colleges that participate in CATEMA.*
These include Student Momentum Points 6 and 6A. Users of the CATEMA system may export their data for direct import into the LaunchBoard. Colleges who 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 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 Basics

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.***

For the Middle School, High School, and Transition from High School to College metrics, as well as Student Momentum Point 33 (incumbent worker and contract education), data should be gathered on all individuals who participate in CTE programs in 2014-15. For all other metrics, data should be gathered for students who took one or more CTE courses in a specific year.

All Student Momentum Point metrics—except for 1, 2, 3, 8, 13, and 34—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
- Student ID Status
- First Name
- Last 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)

Grantees can also use the Contract Education Tool to have contract education participants voluntarily provide information that can be included in the Common Metrics tab.

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 Contract Education 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.

Legality of Gathering Student-Level Information

The Family Educational Rights and Privacy Act (FERPA) guarantees parental access to student education records, while limiting the disclosure of those records to third parties. While FERPA places some constraints on the types of information that educational institutions can share about students, it does not prevent them from gathering student-level information to evaluate the effectiveness of their programs. In 2011, the federal government expanded when records may be disclosed under FERPA in the belief that “improved access to data will facilitate States’ ability to evaluate education programs, to ensure limited resources are invested effectively, to build upon what works and discard what does not, to increase accountability and transparency, and to contribute to a culture of innovation and continuous improvement in education.”¹

The following are examples of situations in which colleges may disclose data as an exception under FERPA:

- *School officials with a legitimate educational interest (FERPA 99.31A1)*

In order for school officials to be able to use student’s educational information without their written consent, they must demonstrate a “legitimate educational interest.” Pennsylvania State University describes these as “interests that are essential to the general process of higher education prescribed by the body of policy adopted by the governing board.” Academic and job placement counseling are encompassed within this definition, as are officials involved in teaching, research, and public service initiatives, provided that they are helping to advance a school’s educational mission. [See <http://guru.psu.edu/policies/Ad11.html#B>]

- *Audit and evaluation (FERPA 99.31A3)*

According to the FERPA’s *Guidance for Reasonable Methods and Written Agreement*, the audit and evaluation exception “allows for the disclosure of PII [personally identifiable information] from education records without consent to authorized representatives of the Comptroller General of the U.S., the Attorney General, the Secretary of Education, and State or local education authorities.” Data obtained through this exception can be used to carry out audits and evaluation of federal and/or state sponsored educational programs, such as technical education initiatives and job training. [see http://www2.ed.gov/policy/gen/guid/fpco/pdf/reasonablemtd_agreement.pdf]

- *Research (FERPA 34 CFR – 99.31A6)*

As stated in *The Family Educational Rights and Privacy Act (FERPA): A Legal Overview*, “organizations conducting studies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction may also access education records” as long as they abide by research and ethics

¹ Congressional Research Service, Report for Congress: [The Family Educational Rights and Privacy Act \(FERPA\) A Legal Overview \(Washington DC, 2013\)](#), 5.

methodology and maintain student privacy. [see <http://www.higheredcompliance.org/wp-content/uploads/2013/05/CRS-Report-on-FERPA.pdf>]

If you would like more information, you will find an easy-to-read guide on FERPA at: <http://www.higheredcompliance.org/wp-content/uploads/2013/05/CRS-Report-on-FERPA.pdf>

Another state law that impacts data privacy is California's Information Practices Act. Key aspects of this regulation include:

- Students should be able to see the information that is being captured about them (or their parents, if they are minors)
- Students should know the purpose of gathering the information
- Submitting a social security number cannot be required to receive a service
- When data are shared, no one should be able to figure out results for specific individuals
- Data should be stored securely

You can read an overview of the Information Practices Act at:

<http://chancellor.berkeley.edu/services/public-records/about-information-practices-act-ipa>

To ensure that they are addressing privacy requirements for FERPA, the Information Practices Act, and other state and federal laws, many educational institutions provide disclaimers as part of the enrollment process that alert students that their information may be used for instructional improvement or grant reporting purposes. This language is also included in the Contract Education Tool, should you use it to collect information on contract ed participants.

All participating colleges and K-12 districts who access the LaunchBoard and the Contract Education Tool will need to have a signed Cal-PASS Plus data sharing MOU that outlines how data are collected, shared, and protected in compliance with the agreement, as well as with state and federal law. In Cal-PASS Plus, data that are imported into the LaunchBoard use student-level identifying information to make a match in the database, but are then stripped of identifying information through a one-way encryption process.

Either click on the Privacy Policy links at the bottom of each page of the LaunchBoard, or visit <http://www.calpassplus.org/LaunchBoard/PrivacyPolicy.aspx> for more information about Cal-PASS Plus' privacy and security in the Program Snapshot and Common Metrics tab and <http://www.calpassplus.org/AdditionalTracking/PrivacyPolicy.aspx> for more information on privacy and security in the Contract Education Tool.

Because Cal-PASS Plus will ensure that data are not shown at such a granular level that individual student outcomes could be identified (for example, listing the wage gain for the single program participant over the age of 50), some of the information that you see in the LaunchBoard may not include the same level of detail as the data that were uploaded. For

example, you may not be able to see results disaggregated by specific demographics or you may see results reported at a more generic program level. This also means that the data are sufficiently aggregated that you will be able to share them with other grant partners.

Getting Support to Gather Data

Because most Student Momentum Point data in the LaunchBoard are mapped to both individual students and specific institutions, rather than providing aggregate numbers of activities or students served, data collection will require a close collaboration with the people who are responsible for managing accountability reporting and data management at individual colleges and districts. The person responsible for these activities varies by institution. For example, some colleges use their institutional research (IR) staff, some use their IT staff, and some assign this responsibility to another staff member. Regional Consortia Chairs may be helpful in mapping out local data collection practices for both college and K-12 district partners.

The responsibility for gathering data on the Common Metrics is jointly shared by the Sector Navigators, Deputy Sector Navigators, and the Regional Consortia Chairs. Regional Consortia Chairs should identify one person to gather data for each community college and K-12 district that is participating in their grants. These individuals should be identified by May 15, 2014, with their names, job titles, educational institutions, and email addresses sent to help@calpass.org at Cal-PASS Plus. ***Please use "LaunchBoard Upload Access" in the subject line of the email.***

Community college and K-12 partners should have data structures in place to collect this information no later than October 1, 2014. The data upload point person should work with faculty and staff to determine the best way to gather the metrics that must be collected locally. To help get this process off to a good start, Key Talent should develop a list of point-of-service partners (such as organizers of related contract education courses or providers of bridge programs), along with their contact information.

The RP Group is available to support local data collection efforts and will lead an effort to alert IR and IT staff for the need to support data collection for the LaunchBoard and to provide additional assistance.

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. It may be helpful 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. You can also use the Data Element Dictionary available on the LaunchBoard website at <http://doingwhatmatters.cccco.edu/LaunchBoard/Resources.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. It can be helpful to have practitioners 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. You 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 and who is responsible for those activities at the local level. 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) Determine which Common Metrics you will collect in 2014-15
- 2) Identify a single data upload point person at each community college district that is participating in the grant
- 3) Develop a list of partners and their contact information that the data upload point people can work with to ensure that data are collected at the point of service
- 4) Forward the partners' contact information list and a link to the resources guides (available at <http://doingwhatmatters.cccco.edu/LaunchBoard.aspx>) to each data upload point person to provide them with information on how to extract information from local data warehouses
- 5) Ensure that all K-12 and four-year college partners are active participants in Cal-PASS Plus and ensure that community college MOUs are up-to-date (visit www.calpassplus.org/calpass/join/members)
- 6) Determine whether to participate in CATEMA and/or the CTE Outcomes Survey to support data collection

- 7) Once data are populated in the Common Metrics tab of the LaunchBoard , go to www.calpassplus.org/LaunchBoard/CommonMetrics.aspx to familiarize yourself with how the data from previous years are displayed
- 8) Contact LaunchBoard@cccoco.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@cccoco.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

SB
1070

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

SB
1070

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

SB
1070

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 transcribed credits

- Data elements: Total number of students who received transcribed 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



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 CCCCCO-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 Ed Tool | | |