Using the LaunchBoard to Improve CTE Outcomes

March 14, 2014
Get on the LaunchBoard

[Image of LaunchBoard]

www.calpassplus.org/launchboard OR http://doingwhatmatters.cccco.edu/LaunchBoard.aspx
Analyze Performance: Job Retention

Administration of Justice

- **Credentials**: Most credentials are locally-issued—25

- **Employment**: More than three-quarters of participants retain their jobs
Analyze Performance: Job Retention

Administration of Justice

- **Employment**: Significant wage gains over time for certificate holders—$22,972 to $70,520

- **Regional LMI**: Wages are in sync with regional averages
Analyze Performance: Job Retention

What does this show?

• Many Administration of Justice training programs are focused on mandatory retraining that is required to stay in the field
• The LaunchBoard allows you to quantify the benefits of “re-skilling”
Analyze Performance: Wage Gains

Automotive Technology

- **Credentials**: Almost no completions

- **Employment**: High rate of wage gain in field of study and decent wages
Analyze Performance: Wage Gains

Automotive Technology

- Employment & Regional Labor Market Information:
  Look at the content of the program to see if students’ wages are on target for the specific occupation.
Analyze Performance: Wage Gains

What does this show?

• In some fields, targeted skills-building can translate into better wages, even without a community college credential
Locally-issued certificates

- 2/3 of CTE programs lead to short-term certificates, but only 40% of awards are in short-term certificates (IHELP, 2012)
- If colleges don’t report locally-issued certificates to MIS we can’t count these completions
- If you do report these awards, they will show in the LaunchBoard, which can help clarify whether these programs contribute to employment gains
Analyze Performance: Low-Unit Certificates

Fire Technology

- **Credentials**: Overwhelmingly locally-issued certificates (253)

- **Employment**: High rate of retention and sizable wage gains-$20,804 to $50,389
Common Metrics

Find this information online at:
http://doingwhatmatters.cccco.edu/Launchboard/Resources.aspx
(select the LaunchBoard Common Metrics Data Upload Overview)

The data elements for the Common Metrics have been streamlined, which go into effect starting in 2014-15 (see Key Talent Upload Guide):

1. minor tweaks to the Momentum Points to clarify their meaning:
   • “Wage gain to standard-of-living wage band (locally determined)(Primary Goal)” became “Attained wages equal to or greater than the median regional wage for that CTE pathway”

2. refined data sources so half of the Momentum Point metrics can be automatically calculated and data collection simplified
   • Removed additional data items that are not part of statewide databases (e.g., placement test scores)
   • The same data items will be reported for all metrics
Find this information online at: http://doingwhatmatters.cccco.edu/Launchboard/Resources.aspx

2013-14

- Need to focus on LaunchBoard - implications for Common Discussion template
- Year-to-Date Expenditure & Progress Report - reporting on progress on Common Metrics indicated in your work plans
- LaunchBoard - no data uploads required 2013-14 (half of the Momentum Points will be auto-populated from the Chancellor’s Office and Cal-PASS Plus by the end of the term)
**Reporting Expectations**

**Collaborative Regional Workplan**
- Common Objectives & Activities
- Unique Objectives & Activities
- Associated Metrics (2 LIs + at minimum 3-5 MPs)

- DSNs
- RCs
- SNs
- TAPs
Reporting Expectations

1. Regions review/verify priority and emergent sectors

2. DSN and their host college will identify and commit to workplan objectives that are in alignment with:
   - Statewide objectives (per sector)
   - Industry stakeholder input (industry advisory group)
   - Regional consortia goals
   - Intent and purpose of SB 1402
3. In a collaborative planning session attended by DSNs, RCs, SNs & TAPs, plan regionally for common & unique objectives & activities:
   - 5-10 workplan objectives
   - at least 5 objectives must have associated metrics
   - 2 can be Leading Indicators (LIs) and at a minimum 3-5 MPs

4. After collaborative plan developed, all parties sign off on collaboration

5. CCCCCO Project Monitors sign off on workplan objectives and metrics
Choosing Your Metrics in Six Easy Steps

1) Based on your objectives, is it a priority to track any of the following?

<table>
<thead>
<tr>
<th>K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP6: Took a CTE <strong>articulated course</strong></td>
</tr>
<tr>
<td>MP6A: Successfully completed a CTE <strong>dual enrollment course</strong> or <strong>credit by exam</strong>, with receipt of transcripted credits</td>
</tr>
<tr>
<td>MP7: Completed a <strong>program in high school</strong> within a CTE pathway</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>MP19: Completed a work readiness <strong>soft skills training</strong> program (either stand-alone or embedded) within a CTE pathway</td>
</tr>
<tr>
<td>MP21: Completed the <strong>CSU-GE or IGETC</strong> transfer track/certificate for students in a CTE pathway</td>
</tr>
<tr>
<td>MP22: <strong>Completed requirements</strong> in a CTE pathway, but did not receive a certificate or a degree</td>
</tr>
<tr>
<td>MP27: Participated in a college internship or <strong>workplace</strong> learning program within a CTE pathway</td>
</tr>
</tbody>
</table>
Choosing Your Metrics in Six Easy Steps

If no: Move on to Decision 2.

If yes: You will need to secure local support to collect these measures. See the Decision Tree document on the Doing What MATTERS website for ideas on how to gather these metrics.

If these are not feasible, given data collection capacity, select other metrics.

Continue to Decision 2 to assess additional metrics if needed.
3) Based on your objectives, is it a priority to track any of the following?

<table>
<thead>
<tr>
<th>K-12</th>
</tr>
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<tbody>
<tr>
<td>MP1: Completed an individual <strong>career and skills awareness</strong> workshop in middle school that included a normed assessment process and was in a Doing What Matters priority or emerging sector</td>
</tr>
<tr>
<td>MP2: Completed a <strong>bridge program between middle school and high school</strong> and revised student career/education plan</td>
</tr>
<tr>
<td>MP3: Completed a <strong>student orientation &amp; assessment program</strong> while in middle school or high school</td>
</tr>
<tr>
<td>MP8: Completed a <strong>bridge program between high school and college</strong> in a CTE pathway</td>
</tr>
<tr>
<td>MP13: During high school, participated in an internship, <strong>work-based learning</strong>, mentoring, or job shadowing program in a CTE pathway</td>
</tr>
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<thead>
<tr>
<th>College</th>
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</thead>
<tbody>
<tr>
<td>MP33: Participated in <strong>incumbent worker training</strong> or contract education in a CTE</td>
</tr>
</tbody>
</table>
Choosing Your Metrics in Six Easy Steps

If no: Move on to Decision 3.

If yes: You can use the Additional Tracking Tool to collect these measures. Detailed instructions are available on the Doing What MATTERS website.

If this is not feasible given data collection capacity, select other metrics.

Continue to Decision 3 to assess additional metrics if needed.
Choosing Your Metrics in Six Easy Steps

4) 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 5.

*If yes:* Move on to Decision 4.
Choosing Your Metrics in Six Easy Steps

5) Will all colleges affiliated with my grant participate in the CTE Outcomes Survey in 2014-15 (the source of information for these Momentum Points)?

<table>
<thead>
<tr>
<th>Employment</th>
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<tbody>
<tr>
<td>MP28: Attained a <strong>job placement in the same or similar field</strong> of study as CTE pathway</td>
</tr>
<tr>
<td>MP29: Acquired an industry-recognized, <strong>third-party credential</strong></td>
</tr>
<tr>
<td>MP30: Attained a <strong>wage gain in a career in the same or similar</strong> CTE pathway</td>
</tr>
</tbody>
</table>
Choosing Your Metrics in Six Easy Steps

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

_If no:_ Determine whether the colleges are interested in participating (visit www.santarosa.edu/cteos for more information on the survey and estimated costs).

If the colleges are not interested, select other metrics.

Move on to Decision 5.

_If yes:_ Continue to Decision 5.
6) 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)?

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<tr>
<td>MP4: Completed <strong>one course</strong> in high school within a CTE pathway</td>
</tr>
<tr>
<td>MP5: Completed <strong>two or more courses</strong> in high school within a CTE pathway</td>
</tr>
<tr>
<td>MP10: Transitioned from a high school CTE pathway to a <strong>similar community college</strong> CTE pathway</td>
</tr>
<tr>
<td>MP11: Transferred from a <strong>high school</strong> CTE pathway to a <strong>similar CSU, UC or private/independent university</strong> CTE pathway</td>
</tr>
<tr>
<td>MP14: Percentage of community college students, who participated in a high school CTE pathway, whose <strong>first math or English course was below transfer-level</strong></td>
</tr>
<tr>
<td>MP25: Transferred from <strong>community college to a four-year university in the same</strong> CTE pathway</td>
</tr>
<tr>
<td>MP26: Transferred from <strong>community college to a four-year university in a major different from their CTE pathway</strong></td>
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Choosing Your Metrics in Six Easy Steps

** Find out whether districts are Cal-PASS Plus members by visiting www.calpassplus.org/CalPASS/Join.aspx

If no: Ask your K-12 district and four-year partners to become Cal-PASS Plus members.

If the institutions are not interested, select other metrics.

Move on to Decision 6.

If yes: All other metrics are automatically calculated, so you do not need to collect data locally. Continue to Decision 7 to select additional metrics if needed.
Choosing Your Metrics in Six Easy Steps

7) Select final metrics

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<tr>
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<tbody>
<tr>
<td>MP9: Completed college <strong>orientation &amp; assessment</strong> as a first-time community college student who entered a community college CTE pathway</td>
</tr>
<tr>
<td>MP12: Completed a <strong>counselor-approved college education plan</strong>, for first-time community college students who enter a CTE pathway</td>
</tr>
<tr>
<td>MP15: Completed <strong>two courses</strong> in the same CTE Pathway</td>
</tr>
<tr>
<td>MP16: <strong>Retention rate</strong> between Fall and Spring within a CTE pathway</td>
</tr>
<tr>
<td>MP17: Completed a <strong>non-CCCCCO-approved certificate</strong> within a CTE pathway</td>
</tr>
<tr>
<td>MP18: Completed a <strong>CCCCCO-approved certificate</strong> within a CTE pathway</td>
</tr>
<tr>
<td>MP20: Completed <strong>college level English and/or math</strong>, for students in a CTE pathway</td>
</tr>
</tbody>
</table>
Choosing Your Metrics in Six Easy Steps

7) Select final metrics

<table>
<thead>
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<tbody>
<tr>
<td>MP23: Completed an associate degree in a <strong>CTE major</strong></td>
</tr>
<tr>
<td>MP24: Completed an associate degree in a <strong>major different</strong> from student’s college CTE pathway</td>
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<thead>
<tr>
<th>Employment</th>
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</thead>
<tbody>
<tr>
<td>MP31: Attained wages equal to or greater than the <strong>median regional wage for that CTE pathway</strong></td>
</tr>
<tr>
<td>MP32: Attained wages greater than the <strong>regional standard-of-living wage</strong></td>
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Data Upload Process

- RCs, DSNs, and SNs will need to work collaboratively to identify a local data upload point person at each partner institution by 4/1/14

- This person will coordinate getting the data into the LaunchBoard and can advise on data collection practices, but Key Talent need to establish the data collection plan
Data Upload Process

- The RP Group will provide a webinar for data upload point people in May (to be recorded and posted)

- RP will also train regional support providers

- Institutions will need to establish a data gathering plan for their 2014-15 metrics by 7/31/14
Common Metrics Data Upload Guides

One guide is geared for Key Talent and covers:

- types of data in the Common Metrics
- what kinds of data need to be collected
- legality of gathering and sharing information
- tips on getting support
- issues to consider for data quality
- action items

A second technical guide covers similar content plus provides specific instructions for uploading information.
Visit new LaunchBoard-specific page on the DWM site: http://doingwhatmatters.cccco.edu/LaunchBoard.aspx

- Now: upload guides, LaunchBoard FAQ, reporting FAQ, recorded webinars, guide on using labor market and employment data
- This spring: training at regional meetings
- May: short videos on each tab of the LaunchBoard, the data upload process, understanding LaunchBoard data sources, crosswalk of codes, videos on how to use the data, plus resources for other stakeholders including CIOs, CEOs, and K-12 partners

Participate in online training:

- Webinar on “Choosing the Right Common Metrics” on 3/20