

Common Metrics and Accountability Measures

Frequently Asked Questions

Version 4 as of March 14, 2013

Quality of Service

How will the Quality of Service items be measured?

The CO will start with an existing 360-degree evaluation instrument and work with the field to customize the tool for the CCC. Each key talent will be evaluated by the partners with whom they are expected to collaborate. The results will be reviewed and assessed by the Chancellor's Office.

Beside the 360-degree evaluation, how will the other QoS items be measured?

These items will be reviewed and assessed by the CO in collaboration with others from the field with knowledge about the key talent's performance.

When will the QoS evaluations take place?

2013-14 cycle will be mostly focused on solidifying the new DWM for Jobs and the Economy framework. So, the first cycle of QoS evaluations could be anticipated in fall 2014.

Leading Indicators

How will the Leading Indicator items be measured?

The leading-indicator activities are expected to be a byproduct of the regional and/or state collaborations to assess the needs of each sector within each region and statewide. As a result of these collaborations and assessments, as-is state of skills gaps and supply/demand gaps for each priority/emergent sector occupations should be identified. The outcomes of the Leading Indicators will be the effectiveness of the activities responding to the identified needs/gaps.

Example: The collaborative may identify and document a significant skills-gap for CNC/Machinist occupations in a particular region. The collaborative will further assess the existing programs within the region and/or state and identify where solutions must be instituted. The Leading Indicator project will describe the gap, outline the activities that must occur for the solution, and report on the progress of those activities.

Student Momentum Points

Must each RFA respond to every Leading Indicator and Momentum Point?

No. In collaboration with other partners, the key talent will identify where the gaps exist in the priority and emergent sectors. The selected Leading Indicators and Momentum Points should help eliminate the gaps. Each key talent will choose projects that will respond to one or more leading indicators and/or momentum points in coordination with other partners.

How will these indicators be evaluated across a sector that has multiple advisory bodies assembled by segments within the sector?

The project lead works with their collaboratives (e.g., advisory bodies, regions, sectors, colleges) to determine the gaps and barriers to meeting the workforce demands. The project director will then determine the measurement indicators and data sources that are needed to demonstrate the moving of the needle.

Do grantees need to design a custom system to meet the grant’s accountability and performance measurements?

Grantees can use the Launchboard (described below) to support their data collection, but will need to augment this resource with local tracking mechanisms, such as collecting student IDs for those who participate in the funded program.

Are Student Momentum Points the domain of Regional Pathways for P & E sectors (SB 1070) braided funds?

Most grants allow for some flexibility in ensuring that bottlenecks in any part of the pathway can be addressed, however, the most appropriate grant types have been tagged by corresponding icons in the document.

Does the sector navigator grant only need to address metrics that are labeled SB 1402 or should it address those marked SB 1070 as well?

It is anticipated that all key talents will work collaboratively to assess the educational pathways in priority and emergent sectors and to identify gaps and barriers to student success. The activities funded should not be duplicated by different groups and under different grant types. The key talents should work collaboratively to ensure that all gaps and bottlenecks in the workforce cycle are addressed.

For accountability measure MP 14, what is meant by “transition high school”?

These are the local/partner high schools with whom the college may have articulated CTE courses.

For accountability measures M 15-26, who will be responsible for collecting this information? Will it be the sector navigator or the Chancellor's office?

It is expected that the individual/group that is leading the effort on a project ensure that baseline data are collected and incremental data demonstrate moving of the needle. The project directors will seek existing metrics that already capture the required data. If such metrics do not exist, then the project directors are responsible for ensuring the collection, storage, evaluation, and reporting of the required data. Only projects that can quantitatively demonstrate the moving of the needle will be funded.

For accountability measure MP 31, what is the “wage gain to standard-of-living wage band?”

Key talents will work with their partners to determine the anticipated wages for each of the industry sectors (and key occupations within those sectors) where they need to focus. Projects

that focus on employment and/or wage gain will demonstrate that students are obtaining wages that are providing them standard-of-living in their specific economic regions.

For accountability measure MP 34, what is meant by the "employer advisory body"?

This momentum point captures services that are directly targeted to employers. Working with the regional consortium and the Deputy Sector Navigator, grantees must identify and respond to employers involved with jobs that are critical to the economy of the region and within the selected regional industry sectors. As such, advisory body(s) should be formed from employers (preferably with active open positions) within the specific industry sector being served. The advisory body(s) must be large and diverse enough to capture the needs of the targeted occupational area(s).

Will there be more specifics (size, threshold for use, composition) provided as to the forming of "Skill Panels"?

In collaborations with other key contributors within the region, Deputy Sector Navigators will identify specific occupational areas within their industry sector that have the most critical skills gap. DSNs will facilitate the forming of Skills Panels with appropriate number of employers and educators to properly respond to the skills gap issues within each of the occupational areas in their industry sector.

Who Defines the accountability measures to be used by the project?

The regional consortium, the Deputy Sector Navigators, Technical Assistance (e.g. COE), and other key individuals/groups within the region shall meet to identify the gaps between workforce demand signals and existing training programs. The portfolio of projects and activities must properly respond to the needs of the region identified in these discussions.

Launchboard

What is the Launchboard?

The Doing What Matters for Job and the Economy framework requires more focus on outcomes and less focus on activities. While we have always measured the success of our activities qualitatively, this renewed focus on outcomes requires that we increase the quantitative measurement of the performance of our activities. The Launchboard is a new data resource that can be used as a gauge to view the movement of the needle on student success in CTE. It will expand upon data available in Chancellor's Office data system on ARCC 2.0 by pulling from additional data sources including K-12, transfer, UI-wage, and results from the CTE Employment Outcomes Survey. Over time, the Chancellor's Office will add other indicators such as attainment of industry certifications issued by the State of California, apprenticeship information, and data from workforce demand aggregators.. It aggregates these historically disparate data to provide a more holistic view of our students and their progress in CTE from K-12 to CCC and then to the workforce or transfer to CSU or UC.

The Launchboard is intended to help colleges 1) explore key aspects of their programs related to delivery of services and effectiveness, 2) dig deeper into the data to understand what might lead programs to meet their goals, how various populations are faring in these programs, and barriers to student achievement where more attention may be needed, 3) to understand local, regional, and statewide demand signals in various occupations/sectors, and 4) launch data conversations (hence the name) among faculty and deans, within regions, across the state, and between practitioners and decision-makers.

Who is designing the Launchboard?

The concept for this tool came out of a series of statewide data meetings facilitated by the Chancellor's Office and the RP Group with participation of nearly 30 CTE experts from the field. The major organizations that have contributed to its design and implementation are the RP Group, the Chancellor's Office, Cal-PASS Plus, Centers of Excellence, and WestEd.

What types of information will the Launchboard provide?

The Launchboard will enable practitioners to access information in one of two ways:

- By 4-digit TOP code, sorted by institution, region, or statewide
- By uploading student IDs to determine the impact of particular interventions

Information will be organized around eight categories:

- Enrollments
- Student participation in support services
- Attainment of key milestones
- Community college and external credentials
- Employment and wage gain
- Alignment with other educational segments
- Employment demand signals and trends
- Capacity to serve students (supply signals and trends)

The Launchboard will also enable users to see how students fared on Common Metrics that are captured through the Chancellor's Office data systems.

Where will the Launchboard reside?

The Launchboard will be hosted on the Cal-PASS Plus website. Regular data exchanges between the Chancellor's Office's MIS and Cal-PASS Plus will ensure the two data systems are generally in sync.

When will the Launchboard be available?

The Launchboard is being piloted with four institutions during Spring 2013. By Summer 2013, the 35 colleges that participated in the CTE Employment Outcomes Survey will be integrated into the system and by the end of 2013, readily available data on all 112 colleges will be available in the Launchboard. New data elements and adjustment to the Launchboard will be added throughout 2014.

Who will be able to see the Launchboard data?

Regional and statewide data will be publically available. Access to college-level data will be password protected.

Can I download the data?

All of the Launchboard tables will be downloadable into Excel.

If the data in the LaunchBoard do not look right, who is responsible for verifying and correcting?

Most of the data in the Launchboard are derived from college submissions to the Chancellor's Office and/or Cal-PASS PLUS so that colleges retain the ultimate responsibility for data quality for metrics derived from these data. If such data are suspect, the RP Group can assist with strategies for data quality screening and corrections. For metrics such as workforce demand derived from non-college sources, Centers of Excellence personnel can respond to questions about the source and accuracy of those data.

Can I get help with using the data?

Both the Centers of Excellence and the RP Group will provide support to regions on understanding and working with the Launchboard metrics during the first year of implementation. The COEs are the data experts regarding workforce supply and demand signals. They will continue to serve as partners for the regions, the sectors, and the Chancellor's Office in providing the data, and solidifying the Launchboard infrastructure that will enable data-driven decisions in the field. The COEs will also help prepare and train the field in maximizing the benefits of the Launchboard. The RP Group will provide support on understanding and using other kinds of data that are available through the Launchboard.

Expectations for Grantees

The RFAs have described the 2013-14 funding cycle as a transition year for the new accountability model. Please explain.

The infrastructure to support the field in collecting and reviewing meaningful data and metrics is being designed and developed now. It will take the 2013-14 year to solidify this infrastructure. It is also the year when the regions and sectors will be deepening their data collection and understanding of training gaps in each sector. 2013-14 will be the period to develop the operational baseline for measurement points along each industry sector and within each economic region.

Given that 2013-14 is a "set-up" year, what is the expectation for addressing outcomes that move Student Momentum Points?

2013-14 will be used to collect baseline data for each sector and within each region and to solidify the Launchboard infrastructure. Accountability for moving the needle will not occur until 2014-15.

What happens if our partners are not willing to share student-level data with us?

Only projects that are able to collect, report, and track detailed data will be funded.

How will project managers submit student data for projects in K-12?

The Chancellor’s Office in collaboration with CalPASS will be implementing a tool for high school coordinators that are partners on our projects. This tool will enable the partners to “tag” students that have participated in our projects. Although we will not have access to student contact info in the Launchboard, we will be able to observe the progression of the student cohort.

How will project managers submit student data for contract education projects?

A data entry screen will enable the project manager to enter the student info. A self-registration mechanism along with an Excel upload facility are also being considered.

What will be the role of the key talents in data collection?

It is the role of every grant funded individual and group to ensure that the projects are focused on outcomes and that they can demonstrate the moving of the needle on student success as a result of their activities. Therefore, the help and support of every key talent is needed to ensure that appropriate data is collected and meaningful metrics are created to demonstrate our ongoing success.