Common Metrics and Accountability Measures
Frequently Asked Questions
Version 1 as of February 11, 2013

1. **How will the Quality of Service items be measured?**
   The Chancellor’s Office will start with an existing 360-degree evaluation instrument and work with the field to customize the tool for the California Community Colleges. 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.

2. **Beside the 360-degree evaluation, how will the other QoS items be measured?**
   These items will be reviewed and assessed by the Chancellor’s Office in partnership with others from the field with knowledge about the key talent’s performance.

3. **When will the QoS evaluations take place?**
   The 2013-14 cycle will be mostly focused on solidifying the new Doing What Matters for Jobs and the Economy framework. So, the first cycle of QoS evaluations could be anticipated in fall 2014.

4. **How will the Leading Indicator items be measured?**
   The leading-indicator activities are expected to be a byproduct of the regional and/or state partnerships to assess the needs of each sector within each region and statewide. As a result of these assessments, current 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 stress the gap, outline the activities that must occur for the solution, and report on the progress of those activities.

5. **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.
6. **What will be the role of the Centers of Excellence in data collection and analysis?**

   The Centers of Excellence (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.

7. **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.

8. **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.

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

   The Chancellor’s Office in partnership with Cal-PASS Plus 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.

10. **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.

11. **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.
12. **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 build on ARCC 2.0 by pulling from additional data sources (K-12, transfer, UI-wage, etc.). It correlates 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 will feature a suite of metrics, drawn from multiple data sources, that will 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; and 3) to understand local, regional, and statewide demand signals in various occupations/sectors.

13. **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 Research and Practice Group (RP Group) with participation with nearly 30 data experts from the field. The major organizations that have contributed to its design and implementation are the Chancellor’s Office, Cal-PASS Plus, COEs, the RP Group, and WestEd.

14. **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 social security numbers to determine the impact of particular interventions (by associating student IDs with projects or cohorts to determine the impact of particular projects.)

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)
15. **Where will the LaunchBoard reside?**

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

16. **How were the metrics selected?**

The initial LaunchBoard metrics were developed in consultation with researchers, practitioners and the Chancellor’s Office, through a series of meetings attended by a wide range of stakeholders during 2012. The metrics were then aligned with the Common Metrics for the Doing What Matters Framework.

17. **How is the LaunchBoard different from other tools, such as Chancellor’s Office Datamart or Data on Demand website?**

1) Many of the variables in the LaunchBoard are drawn from the same database that populates the Datamart and Data on Demand websites, but the LaunchBoard will also include a number of other data points including information from the Cal-PASS Plus system on student performance in K-12 and four-year colleges. In addition, the Chancellor’s Office is working to bring in new data sources, such as attainment of industry certifications issued by the State of California, data from workforce demand aggregators, and results from the CTE Employment Outcomes Survey.

2) Because the LaunchBoard is aligned with the Common Metrics for the Doing What Matters for Jobs and the Economy Framework, practitioners will be able to see their progress on many, though not all, of these variables.

3) The LaunchBoard addresses a common practitioner concern that CTE data are scattered in many different locations and may be measured differently across programs and institutions. The LaunchBoard aggregates metrics so they can be easily apprehended, while providing the opportunity to dig deeper into each aspect. The tool is designed to launch data conversations (hence the name) among faculty and deans, within regions, across the state, and between practitioners and decision-makers.

4) The LaunchBoard emphasized metrics that are more appropriate for CTE—such as making explicit links to wage gains and employment, rather than focusing success metrics on certificates, degrees, or transfer alone.

18. **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.
19. **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.

20. **Can I download the data?**

All of the LaunchBoard tables will be downloadable into Excel.

21. **Can I get help with using the data?**

Both the RP Group and the COE will provide support to regions on understanding and working with the LaunchBoard metrics during the first year of implementation.

22. **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, RP Group or COE personnel can respond to questions about the source and accuracy of those data.

23. **The RFA states “All applicants for this RFA agree…that they will be able to set up systems in 2013-14 and report in 2014-15 in order to meet the accountability and measurement of grant activities.” Two questions:**

   (1) **Is this referring to the consortium entity itself that must set up the system or is it referring to its member community college districts?**

   There are two main types of accountability tied to the LaunchBoard. The first is that Objective #11 within the RFA states that the grantee must inventory the region’s program offerings in the priority and emergent sectors, perform a gap analysis of the region’s offerings and the needs of the region’s employers, and create a plan of action to close those gaps. It is the intent of the Chancellor’s Office that the LaunchBoard with all its available data be used for the gap analysis. So the Regional Consortia Chair will need to be trained in how to use this system and be responsible for the gap analysis. The second is Objective #10, building a plan to collect LaunchBoard data for the region that will eventually become the basis for evaluating performance and what moves the needle in affecting regional performance. So when devising a mini-grant/sub-grant process that will fund knowledge communities part of receiving that money must be the availability to enter student data or “other data” that effects that movement. So that accountability is the responsibility of the sub-grantee but the Regional Consortia Chairs responsibility is to only fund those that can meet this requirement.
(2) In terms of evaluating outcomes for 2013-14, would it be correct to assume this is a “base year” and that progress towards curriculum alignment and student momentum points will improve over time?

Yes!

24. What does “transition high school” mean in Common Metrics & Accountability Measures – page 6, MP 14?

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

25. App. D page 4-5, Is it correct that "Student Momentum Points" are 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.

26. Appendix D: Common Metrics and accountability measures. Does the sector navigator grant only need to address these 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.

27. Appendix D p. 6. 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.

28. [Appendix D] implies that a custom “system” must be developed and implemented to meet the grant’s accountability and performance measurements. What is the scope of this “system”?

Please see responses regarding the LaunchBoard.
29. How will these [measurement] indicators be evaluated across a sector that has multiple advisory bodies assembled by segments within the sector?

The project director works with their collaboratives (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.


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.

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

No. In partnership 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.