

2015-16 Student Momentum Points FAQ

Student Momentum Points are the collection of student and pathway data and a required component of the Request for Application (RFA) for the California Career Pathways Trust (CCPT). This data will be used to guide the California Department of Education (CDE) in providing technical assistance to promote best practices and sustainability to CCPT grantees statewide. The results of this data will be used to develop an evaluation and report for the California Legislature. Funding of subsequent years of the CCPT grant are contingent upon completion of the Student Momentum Points and Consortium Points (narrative progress report).

1. LEA Student Momentum Point #1

What is the definition of 1st, 2nd, 3rd, and 4th year?

A student in the first year of a CCPT pathway (enrolled in a technical pathway course). For example, a student in his/her junior year enrolled in the first technical course of a pathway program.

What is the definition of students reported in this data point?

Students are defined as enrolled in a technical pathway course the first year of the CCPT grant funding cycle from all schools and sites. They must be enrolled in a pathway, not just a CTE course.

How do grantees report on foundational pathway courses that feed various pathways?

If the students have not chosen a specific pathway (only an industry sector) in the first year, then report data using the industry sector. Reporting starts when a pathway student begins the first technical course of the pathway/industry sector. Once a student has chosen a specific pathway, continue reporting using the selected pathway and document the change in the narrative progress report.

2. LEA Student Momentum Point #2

What indicators do we use for the basis of reporting student academic performance of students enrolled in a career pathway program as reflected in Local Control and Accountability Plans (LCAP)?

This is an area of local discretion. We suggest you look at your district's LCAP and examine appropriate measures that reflect college and career readiness.

What if school districts in our consortia have different LCAPs? How do grantees report using multiple student academic performance indicators?

This is at the discretion of each consortia's executive committee. As stated in Student Momentum Point #2, "This measure may be redefined as the state decides on the new school accountability, plan, or as a K-12 partner may revise its LCAP."

3. LEA Student Momentum Point #3

What is the definition of a completer?

Completers are defined as students who have completed an entire sequence of pathway courses, including introductory, concentration, and capstone courses. Enter zero if there are no completers in the reporting year.

Which students do grantees track?

Grantees track students who complete pathways.

What courses do grantees track?

Grantees track academic and technical pathway courses taken by pathway completers.

When do grantees begin tracking students enrolled in a pathway program?

From program start date to the end of the first year (for round one this would be 2014-15, round two it would be 2015-16).

Grantees begin tracking students and the courses they take when students enrolled in a pathway begin the technical course in the selected pathway/industry sector.

Does this metric only capture students who have completed the pathway (i.e. students who have completed a minimum two-course sequence)?

Yes, this metric is only for student completers.

Why are core content courses (math, science, history-social science, English) included in the data collection for pathway completers?

Career pathways are a comprehensive sequence of academic and technical courses. Collecting data on pathway students' academic and technical course performance will reflect student improvement overall and highlight the impact of CCPT pathways.

4. LEA Student Momentum Point #4

Can job shadowing opportunities include guest speakers or webinar-type interaction with a business/industry as an introductory WBL experience?

Guest speakers are not considered job shadowing experiences.

Webinar type interaction with a business/industry can be considered a job shadowing experience as long as it meets the minimum hours indicated in the data definitions (no less than three hours and no more than 25 hours in one semester, intersession, or summer school session).

What is the maximum ratio of mentor to students?

This is a matter of district discretion/professional judgment.

LEA Student Momentum Point #4 cont.

What is considered an “adult mentor?”

An adult mentor is someone with experience in a career field related to the targeted pathway/industry sector.

Does a career exploration workshop for students meet the activity metric?

No, it does not.

Can grantees count students involved in work-based learning activities but are not enrolled in a pathway?

No. Only students enrolled in a pathway are counted for data tracking purposes for the CDE.

5. LEA Student Momentum Point #7

Is Student Momentum Point #7 covered in #4, #5, and #6? What else do we need to report for #7?

This is a “catch all” for those students that do not fit in Momentum Points #4, #5, #6, and based on your professional judgment. Use at your discretion. Enter zero if it does not apply.

6. LEA Student Momentum Point #8

How do grantees count students if there are no state-approved apprenticeship programs in their regions?

Enter zero if this does not apply to your county.

****For apprenticeship listings in your county, please click on the link:**

<https://www.dir.ca.gov/databases/das/aigstart.asp>

7. LEA Student Momentum Point #10

Does participating in pathway specific competitions count as activities in a student leadership organization?

Yes. This is one activity within a Career and Technical Student Organization (CTSO).

How do grantees count work-based learning experiences? Are they counted as separate activities or by student (i.e., one student completes 2 separate WBL experiences)?

Work-based learning experiences are counted by each activity. For example, a student may have 3 work-based learning experiences (job shadowing, mentoring, and internship) during the year. Count that student as one for Student Momentum Points # 4, #5, and #6.

8. LEA Student Momentum Point #12

Is there a list of nationally recognized industry-valued certificates and state licenses?

No, there is no specific list. This is an area of discretion/professional judgment.

9. LEA Student Momentum Point #13

Is there a list of state-approved CTE certificates available?

No, there is no specific list at this time. Please enter zero.

10. Timeline

What is the deadline for submitting data and progress reports each year?

The progress report (Student Momentum Points and Consortium Points) deadline is September 30, 2015 for the 2015-16 grant year. In subsequent years, it will be due August 31.

How long does it take CDE staff to approve budget revisions and data submissions on PGMS?

It takes CDE staff approximately 2-4 weeks to process and approve data and budget submissions.

11. Additional Pathway Information

When working with CBOs (community-based organizations), what guidelines do we follow for payment and reimbursement?

*This is an individual consortium decision. There is no specific and/or prescriptive requirement in the CCPT Request for Application (RFA) on how to pay CBOs. **Also, since CCPT funds are state dollars, they are not subjected to all Education Department General Administrative Regulations (EDGAR) guidelines.** You can structure your payments to CBOs in any manner you wish as long as it is in line with the grant requirements.*

How do LEAs and community college districts in the same consortium each report data on PGMS?

The fiscal agent needs to communicate with its partners in order to enter all data in PGMS.

What reporting tools are grantees required to use when collecting and reporting data? What if the tracking tools do not align?

Reporting tools vary with individual consortia. The CDE does not endorse any reporting tools for CCPT data collection and reporting.

Is summer participation in CCPT pathway courses or work-based learning activities counted in the prior or new school year?

Summer participation should be counted in the year prior to summer school.

How do grantees report on middle school pathway participation?

At this time, CDE only requires reporting on high school and community college students. This information could be reported on the annual progress report (Consortium Points) in PGMS, however.

Are the data points to be reported for each individual pathway?

Yes. If a consortium has 3 pathways, then collect data and report on each individual pathway. If the same pathway is hosted at different sites, then aggregate the data for that pathway.

**If you have any technical assistance questions about PGMS, please contact your consultant or email careerpathways@cde.ca.gov

**To access continuing information on the CCPT grant and its partners, please visit the online communication platform on Digital Chalkboard at:

http://www.mydigitalchalkboard.org/go/groups/ccpt_connect