

# California Career Pathways Trust (CCPT)

## Momentum Point Definitions 2017

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*Please contact Chris Mattson at [chris@tombio.com](mailto:chris@tombio.com) if you have any questions regarding this document.*

## SECONDARY

### Momentum Point Definitions

**1. Number of students enrolled in the career pathway program.**

A career pathway program is a coherent sequence of rigorous academic and technical courses that allow students to apply academics and develop technical skills in a curricular area. Number of students enrolled in a funded CCPT pathway in a K–12 setting to be reported in four categories (as applicable to each pathway):

- First-year students,
- Second-year students,
- Third-year students, and
- Fourth-year students.

**2. Student academic performance indicators of students enrolled in the career pathway program.**

K–12 consortia partners are to provide these measures as reflected in their Local Control and Accountability Plan (LCAP).and any other appropriate indicators of academic performance of CCPT students.

We are requesting a list of the indicators and a description of the overall data trends only cumulative program data (not individual student or pathway data). While each project needs to collect and maintain the data requested, we are not asking for the actual data in this report. However, it may be requested in future studies.

Indicators that should be included in data collection are:

- Student Performance on standardized tests
- Student career and college readiness – using measures determined by each LEA.
- Other measures of student progress, specific to each pathway

These measures may be redefined as the state decides on the new school accountability plan, or as a K–12 partner may revise its LCAP.

**3. Number of students who have successfully completed a career pathway program.**

**4. Number of students who have successfully completed a career pathway program and earned a “C” grade or better in any of the following courses.**

The following K–12 pathway courses are to be reported:

- English,
- Mathematics,
- Science,
- History, and
- Pathway career technical education courses

**5. Number of dual credit/enrollment courses, and students enrolled in dual credit/enrollment courses, aligned with the career pathway degree or certificate program (academic and CTE) in which the students are participating.**

- Number of students
- Total number of dual credit/enrollment courses

**6. Number of students who participated in articulation/credit by exam opportunities, and the number of courses, aligned with the career pathway program in which the students are participating.**

- Number of students
- Total number of articulated/credit by exam courses.

**7. Number of students participating in job shadowing opportunities aligned with the career pathway program in which the students are participating.**

A job shadowing activity is an introductory work-based learning experience, in order to observe and experience the application of knowledge and skills in the workplace, and where students have the opportunity to explore all aspects of an industry for the purpose of career exploration. The job shadowing activity should be no less than three hours and no more than 25 hours in one semester, intersession, or summer school session.

**8. Number of students participating in mentoring opportunities aligned with the career pathway program in which the students are participating.**

Career-related mentoring creates a relationship between a student and an adult based on the student's career interests. The adult mentor offers insight into his or her career, including appropriate academic and skill/knowledge preparation, as well as support, guidance, motivation, and assistance to the student in exploring various careers within the pathway. Mentorships are usually long-term, lasting longer than a month, and usually the experience does not exceed the length of a semester, intersession, or summer school session.

**9. Number of students participating in internships aligned with the career pathway program in which the students are participating.**

An internship is a learning and career preparation method that occurs within the context of a course or program. Internships embody the interplay of exploration, reflection, and direct experience with feedback and guidance offered by staff, teachers, mentors, employers, and peers which offer rich opportunities for students to learn about themselves as they learn about the world and how to make their way through it. The internship experience is for the benefit of the intern and does not displace regular employees, but occurs under close supervision of existing staff. Internships, as defined for the CCPT, may also include school-based or other enterprises and projects that provide products or services to clients outside the classroom and are judged by professional standards. An intern obtains a good understanding of the requirements of the occupation and an overview of all aspects of their chosen industry, and develops college and career readiness and success skills, such as critical thinking, problem-solving, collaboration and communication. These positions may be paid or unpaid and may be of short (3-5 week) or longer (6 weeks or more) duration.

**10. Number of students participating in other work-based learning opportunities aligned with the career pathway program in which the students are participating.**

Work based learning opportunities combine an on-the-job component with related classroom instruction designed to maximize the value of on-the-job experiences.

This section is to capture work-based learning not covered in momentum points 4-9.

**11. Number of students participating in a pre-apprenticeship program aligned with the career pathway program in which students are participating and aligned with a state-approved Apprenticeship.**

Pre-apprenticeship is a program or a series of courses that prepare an individual for acceptance into a registered Apprenticeship program.

**12. Number of students participating in a state approved Apprenticeship program aligned with the career pathway program in which the students are participating.**

Apprenticeship is an on-the-job training and education delivery system regulated and approved by the Division of Apprenticeship Standards that prepares individuals for careers in a wide variety of skilled professions. Apprenticeships enable practitioners to gain a journeyman card to practice as a certified journeyman. Most of the training is done while working for participating employers who helps the apprentices learn their trade or profession, while they are an indentured apprentice. Apprenticeships typically last three to five years.

**13. Number of students participating in a student leadership organization as part of the career pathway program.**

A student leadership organization may include a Career and Technical Student Organization (CTSO) or a state or nationally recognized student leadership organization.

**14. Number of students in the career pathway program who received a high school diploma.**

A high school diploma is to be reported in two categories:

- Locally issued high school diploma, or
- California High School Equivalency Certificate.

**15. Number of students in the career pathway program who received a nationally recognized industry-valued certificate and/or state license. Please list the types of certifications that students have earned in the "Notes" section.**

**Additional Pathway Information (yes/no response)**

**1. Does the pathway course sequence include:**

- A sequence of 3 or more CTE classes in high school
- Cross-disciplinary projects or assignments linking academic and CTE classes or content
- Cohort scheduling that includes both CTE and academic classes
- At least one CTE course that qualifies for "A-G" credit
- Scheduling that enables in-depth extended projects and work-based learning
- Dual enrollment opportunities

**2. Are students in this pathway provided with regularly occurring additional supports for:**

- Career guidance/counseling (e.g., career navigation, job-seeking, resume-writing, career fairs),
- Postsecondary transition (e.g., college tours, bridge programs),
- Successful course completion (e.g., tutoring, personal counseling), and
- Preparation for postsecondary credit accrual (e.g., college assessments).

**3. Are instructors in this pathway provided with opportunities for:**

- Time for pathway academic and technical teachers to collaborate,
- Instructor externships,
- Professional development related to the pathway, and
- Time for K–12 and community college staff to collaborate.

**1. Number of students enrolled in the career pathway program.**

A career pathway program is a coherent sequence of rigorous academic and technical courses that allow students to apply academics and develop technical skills in a career-focused curricular area.

**2. Number of students who completed a career pathway.**

A postsecondary student who completed a CCPT pathway and received an associate degree or certificate in the targeted pathway is to be reported in four categories:

- Associate of Arts degree,
- Associate of Science degree,
- Transfer associate degree,
- Certificate

**3. Number of students participating in internships aligned with the career pathway program in which the students are participating.**

An internship is a learning and career preparation method. Internships for professional careers are similar to apprenticeships but lack formal standardization of an apprenticeship. While internships embody the interplay of exploration, reflection, and direct experience with feedback and guidance offered by staff, teachers, mentors, employers, and peers which offer rich opportunities for students to learn about themselves as they learn about the world and how to make their way through it. The internship experience is for the benefit of the intern and does not displace regular employees, but works under close supervision of existing staff. Internships, as defined for the CCPT, may also include school-based or other enterprises that provide products or services to clients outside the classroom and are judged by professional standards. An intern obtains a good understanding of the requirements of the occupation and an overview of all aspects of their chosen industry, and develops college and career readiness and success skills, such as critical thinking, problem-solving, collaboration and communication. These positions may be paid or unpaid and may be of short (3–5 week) or longer (6 weeks or more) duration.

**4. Number of students participating in a pre-apprenticeship program aligned with the career pathway program in which they are participating and aligned with a state-approved Apprenticeship.**

Pre-apprenticeship is a program or a series of courses that qualify an individual for entry-level employment in a respective trade or field, or acceptance into a registered apprenticeship program.

**5. Number of students participating in a state-approved Apprenticeship program aligned with the career pathway program in which they are participating.**

Apprenticeship is an on-the-job training and education delivery system regulated and approved by the Division of Apprenticeship Standards that prepares individuals for careers in a wide variety of skilled professions. Apprenticeships enable practitioners to gain a journeyman card to practice as a certified journeyman. Most of the training is done while working for participating employers who helps the apprentice learn their trade or profession, while they are an indentured apprentice. Apprenticeships typically last three to five years.

**6. Number of students participating in other work-based learning opportunities aligned with the career pathway program in which the students are participating.**

Work based learning opportunities combine an on-the-job component with related classroom instruction designed to maximize the value of on-the-job experiences.

This section is to capture work-based learning not covered in momentum points 3-5.

**7. Number of students participating in student leadership organizations as part of the career pathway program.**

A student leadership organization may include a Career and Technical Student Organization (CTSO) or a state or nationally recognized student leadership organization related to the career pathway.

**8. Number of students in the career pathway program who transitioned from community college to a four-year college or university.**

**9. Number of students in the career pathway program who entered into employment aligned with the career pathway.**

**10. Number of students in the career pathway program who received a nationally recognized, industry-valued certificate and/or license. Please list the types of certifications that students have earned in the "Notes" section.**

**Additional Pathway Information (yes/no response)**

1. Are pathways college courses aligned to the K–12 feeder pathway courses?
2. Does this pathway offer stackable certificates/credentials?
3. Are students in this pathway provided with regularly occurring additional supports for:
  - Career guidance/counseling (e.g., career navigation, job-seeking, resume-writing, career fairs), and
  - Successful course completion (e.g., tutoring, personal counseling).
4. Are instructors in this pathway provided with opportunities for:
  - Instructor externships,
  - Professional development related to the pathway, and
  - Time for K-12 and community college staff to collaborate.

## Frequently Asked Questions

### **Q. What are Student Momentum Points?**

**A.** Student Momentum Points are the collection of student and pathway data and a required component of the Request for Applications (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 Progress Narrative (formerly known as “Consortium Points”).

Note: All CCPT grantees must submit K-12 and Post-secondary student momentum points

### **Local Educational Agency (LEA) Student Momentum Point #1**

Number of students enrolled in the career pathway program.

### **Q. What is the definition of first, second, third, and fourth year?**

**A.** A first year student is a student who is enrolled 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 is in his/her first year in the pathway.

### **Q. What is the definition of students reported in this data point?**

**A.** Students are defined as enrolled in a Career Technical Education Pathway once they are enrolled in a sequence of Career Technical Education [CTE] and related courses that build on each other and lead to industry certification and/or continued pathway enrollment at the postsecondary level.

### **Q. How do grantees report on foundational pathway courses that feed various pathways?**

**A.** Foundational courses, while allowed as part of the CCPT grant, do not count as pathway courses. Reporting starts when a pathway student begins the first technical course of the pathway/industry sector.

### **Q. When do grantees begin tracking students enrolled in a pathway program?**

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

### **LEA Student Momentum Point #2**

Student academic performance indicators of students enrolled in the career pathway program.

**Q. 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) and any other appropriate indicators of academic performance?**

**A.** 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.

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



**A.** 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."

**Q. Can this metric be repeated across pathways?**

**A.** Yes.

#### **LEA Student Momentum Point #3 and 4**

Number of students who have successfully completed a career pathway program (#3)

Number of students who have successfully completed a career pathway program and earned a "C" grade or better in any of the following courses (#4).

The following K–12 pathway courses are to be reported:

- English,
- Mathematics,
- Science,
- History, and
- Pathway career technical education courses

**Q. What is the definition of a completer?**

**A.** Completers are defined as students who have completed an entire sequence of pathway courses, including introductory, concentration, and capstone courses at the high school level. If a pathway contains only two courses, those courses must represent a sequence of an introductory and either a concentration or capstone course, or a sequence of a concentration and a capstone course. Enter zero if there are no completers in the reporting year.

**Q. Which students do grantees track?**

**A.** For momentum point #3 and #4 grantees track students who complete pathways during the reporting period.

**Q. What courses do grantees track?**

**A.** For momentum point #4 grantees track academic and technical pathway courses taken by pathway completers for the reporting year.

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

**A.** Yes, this metric is only for student completers.

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

**A.** 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.

#### **LEA Student Momentum Point #5**

Number of dual credit/enrollment courses, and students enrolled in dual credit/enrollment courses, aligned with the career pathway degree or certificate program (academic and CTE) in which the students are participating.

**Q. Are we only counting secondary career pathway students who are also in a dual enrolled class?**

**A.** Yes, you are counting secondary career pathway students who are in dual enrolled courses.

**Q. Does the dual enrolled course need to be directly related to the career pathway? For example, a secondary student in the automotive technology pathway takes a dual enrolled course in English. Do we count this?**

**A.** You would count all secondary students who are dual enrolled in the core career technical education courses, and you would count dual enrolled academic courses if they are directly related to the career pathway. For example, a health careers pathway offers a dual enrolled course in anatomy/physiology.

#### **LEA Student Momentum Point #6**

Number of students who participated in articulation/credit by exam opportunities, and the number of courses, aligned with the career pathway program in which the students are participating.

**Q. Are we only counting secondary career pathway students who take part in an articulated/credit by exam course?**

**A.** Yes, you are counting all secondary career pathway students who participated in an articulated/credit by exam course directly related to the core career technical education courses.

**Q. Does the credit by exam course need to be directly related to the career pathway?**

**A.** Yes, the articulated credit by exam course must be directly related to the core career technical education courses.

**Q. Do we include students who take credit by exam to challenge courses? For example: If a program requires a foreign language and a student fluent in that language takes a credit by exam. Do we count this?**

**A.** No, Momentum Point #5 captures only articulated classes. Credit by examination without having taken the corresponding course, would not be counted in this Momentum Point.

#### **LEA Student Momentum Point #7, 8, and 9**

Number of students participating in job shadowing (#7), mentoring (#8), and/or internship (#9) opportunities aligned with the career pathway program in which the students are participating.

**Q. Can job shadowing opportunities include guest speakers or Webinar-type interaction with a business/industry as an introductory work-based learning (WBL) experience?**

**A.** Guest speakers are not considered job shadowing experiences. A job shadowing experience is intended to allow students to observe an industry professional engaging in application of knowledge and skill in the workplace. Webinar type interaction that allows for a student to observe and experience the application of knowledge and skills in a business/industry can be considered a job shadowing experience as long as it accomplishes the intent of job shadowing and meets the minimum hours indicated in the data definitions (no less than 3 hours and no more than 25 hours in one semester, intersession, or summer school session).

**Q. What is the maximum ratio of mentor to students?**

**A.** This is a matter of district discretion/professional judgment.

**Q. What is considered an “adult mentor?”**

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

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

**A.** No, it does not.

**Q. Can grantees count students involved in WBL activities but are not enrolled in a pathway?**

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

#### **LEA Student Momentum Point #10**

Number of students participating in other work-based learning opportunities aligned with the career pathway program in which the students are participating.

**Q. Is Student Momentum Point #10 covered in #7, #8, and #9? What else do we need to report for #10?**

**A.** This is a “catch all” for those students that do not fit in Momentum Points #7, #8, and #9, and based on your professional judgment. Use at your discretion. Enter zero if it does not apply.

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

**A.** WBL experiences are counted by each activity. For example, a student may have 3 WBL experiences (job shadowing, mentoring, and internship) during the year. Count that student as one for Student Momentum Points #7, #8, and #9.

#### **LEA Student Momentum Points #11 and 12**

Number of students participating in a pre-apprenticeship program (#11) or a state-approved Apprenticeship program (#12) aligned with the career pathway program in which students are participating.

**Q. How do grantees count students if there are no state-approved Apprenticeship programs in their regions?**

**A.** Enter zero if this does not apply to your county.

#### **LEA Student Momentum Point #13**

Number of students participating in a student leadership organization as part of the career pathway program.

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

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

#### **LEA Student Momentum Point #15**

Number of students in the career pathway program who received a nationally recognized industry-valued certificate and/or license.

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

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

## Postsecondary

### Momentum Point Definitions

**1. Number of students enrolled in the career pathway program.**

A career pathway program is a coherent sequence of rigorous academic and technical courses that allow students to apply academics and develop technical skills in a career-focused curricular area.

**2. Number of students who completed a career pathway.**

A postsecondary student who completed a CCPT pathway and received an associate degree or certificate in the targeted pathway is to be reported in four categories:

- Associate of Arts degree,
- Associate of Science degree,
- Transfer associate degree,
- Certificate

**3. Number of students participating in internships aligned with the career pathway program in which the students are participating.**

An internship is a learning and career preparation method. Internships for professional careers are similar to apprenticeships but lack formal standardization of an apprenticeship. While internships embody the interplay of exploration, reflection, and direct experience with feedback and guidance offered by staff, teachers, mentors, employers, and peers which offer rich opportunities for students to learn about themselves as they learn about the world and how to make their way through it. The internship experience is for the benefit of the intern and does not displace regular employees, but works under close supervision of existing staff. Internships, as defined for the CCPT, may also include school-based or other enterprises that provide products or services to clients outside the classroom and are judged by professional standards. An intern obtains a good understanding of the requirements of the occupation and an overview of all aspects of their chosen industry, and develops college and career readiness and success skills, such as critical thinking, problem-solving, collaboration and communication. These positions may be paid or unpaid and may be of short (3–5 week) or longer (6 weeks or more) duration.

**4. Number of students participating in a pre-apprenticeship program aligned with the career pathway program in which they are participating and aligned with a state-approved Apprenticeship.**

Pre-apprenticeship is a program or a series of courses that qualify an individual for entry-level employment in a respective trade or field, or acceptance into a registered apprenticeship program.

**5. Number of students participating in a state-approved Apprenticeship program aligned with the career pathway program in which they are participating.**

Apprenticeship is an on-the-job training and education delivery system regulated and approved by the Division of Apprenticeship Standards that prepares individuals for careers in a wide variety of skilled professions. Apprenticeships enable practitioners to gain a journeyman card to practice as a certified journeyman. Most of the training is done while working for participating employers who helps the apprentice learn their trade or profession, while they are an indentured apprentice. Apprenticeships typically last three to five years.

**6. Number of students participating in other work-based learning opportunities aligned with the career pathway program in which the students are participating.**

Work based learning opportunities combine an on-the-job component with related classroom instruction designed to maximize the value of on-the-job experiences.

This section is to capture work-based learning not covered in momentum points 3-5.

**7. Number of students participating in student leadership organizations as part of the career pathway program.**

A student leadership organization may include a Career and Technical Student Organization (CTSO) or a state or nationally recognized student leadership organization related to the career pathway.

**8. Number of students in the career pathway program who transitioned from community college to a four-year college or university.**

**9. Number of students in the career pathway program who entered into employment aligned with the career pathway.**

**10. Number of students in the career pathway program who received a nationally recognized, industry-valued certificate and/or license. Please list the types of certifications that students have earned in the "Notes" section.**

**Additional Pathway Information (yes/no response)**

1. Are pathways college courses aligned to the K–12 feeder pathway courses?
2. Does this pathway offer stackable certificates/credentials?
3. Are students in this pathway provided with regularly occurring additional supports for:
  - Career guidance/counseling (e.g., career navigation, job-seeking, resume-writing, career fairs), and
  - Successful course completion (e.g., tutoring, personal counseling).
4. Are instructors in this pathway provided with opportunities for:
  - Instructor externships,
  - Professional development related to the pathway, and
  - Time for K-12 and community college staff to collaborate.

## Frequently Asked Questions

### Q. What are Student Momentum Points?

A. 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 Progress Narrative (formerly known as “Consortium Points”).

*Note: All CCPT grantees must submit K-12 and Post-secondary student momentum points*

### Q. For what year do we report data?

A. All data is reported for the year in which the activity occurred. For example: A student enrolled in an Automotive Technology pathway participates in an internship, pre-apprenticeship and state Apprenticeship program aligned to the career pathway in 2016–2017. This activity will be included in the 2016–2017 report to CDE. A reporting year includes July 1–June 30 of any year. Summer semesters should be counted with the subsequent year to allow for timely reporting.

### Post-Secondary Student Momentum Point #1

Number of students enrolled in the career pathway program.

### Q. What is a career pathway program?

A. A career pathway program is a coherent sequence of rigorous academic and technical courses that allow students to apply academics and develop technical skills in a career-focused curricular area.

### Q. What is the definition of “number of students enrolled in the career pathway program?”

A. This is the number of **all** students enrolled in the post-secondary core career technical education courses (not electives or academic courses) **regardless of whether or not they were enrolled in the secondary career pathway**. Post-secondary students should only be counted if they are enrolled in a degree or certificate program that corresponds to the approved CCPT secondary pathways.

**Example:** Secondary and post-secondary have written Automotive Technology into the CCPT grant. K–12 will count all students in the Automotive Technology sequence of courses. The Community College will count all students enrolled in the core Automotive Technology courses.

Below is the suggestion on how to capture the number of post-secondary students:

- First identify the majors within the associate degree and certificate programs that corresponded to the pathways at the participating high schools.
- Then identify the core career technical education courses related to those majors. Core courses would be those technical courses that all students within that major must take to earn a certificate or degree.
- Then identify the community college faculty within those programs and the sections of the identified courses that they are teaching.
- Then determine the enrollment in each of these classes. This becomes the number you report for momentum point number 1.

NOTE: There may be some duplicate reporting due to students being enrolled in two core courses at one time. Please do your best to eliminate duplicate reporting, but reporting completely is more important than worrying about duplication.

*TIP: You may be able to leverage the resources of your community college's Institutional Research Office for further assistance regarding student level data counts / extracts.*

**Q. What is a core career technical education course at the post-secondary level?**

**A.** The core career technical education courses are those required to obtain a certificate or degree.

Examples of core career technical sequence:

**Registered Nursing Core Courses**

NRSR 0021 Nursing Fundamentals and Geriatric Nursing

NRSR 0022 Medical Surgical I and Pediatric Nursing

NRSR 0023 Medical Surgical II and Mental Health Nursing

NRSR 0024 Advanced Medical Surgical and Maternal-Newborn Nursing

**Sustainable Agriculture Core Courses**

AGRI 0156 Introduction to Plant Science (also BIOL21)

AGRI 0196 Introduction to Sustainable Agriculture

AGRI 0200 Introduction to Animal Science

AGRI 0215 Introduction to Agricultural Business and Economics

AGRI 0221 Introduction to Soil Science

**Administration of Justice Core Courses**

ADMJ 0050 Introduction to Administration of Justice

ADMJ 0054 Introduction to Investigation

ADMJ 0055 Concepts of Criminal Law

ADMJ 0056 Introduction to Evidence

ADMJ 0151 Administration of Justice Pathways

**Student Momentum Point #2 (former #6)**

Number of students who completed a career pathway.

**Q. Are these students that received an associate degree or certificate in a pathway related program?**

**A.** These are students who earned a degree or certificate related to the core career technical education pathway. For example: If a student receives an AS degree or certificate in Automotive Technology in 2016–2017. This would be reported on the 2016–2017 report. The grantee must determine which degrees and certificates are related to the career pathways written into the CCPT grant.



### **Student Momentum Point #3, 4, and 5 (former #9, 11 and 12)**

Number of students participating in internships (#3), pre-apprenticeships (#4), and state Apprenticeship (#5) programs aligned with the career pathway program in which the students are participating.

**Q. Can grantees count students involved in an internship activity but are not enrolled in a CCPT pathway?**

**A.** No. Only students enrolled the career pathway are counted for data tracking purposes for the CDE.

### **Student Momentum Point #6 (former #10)**

Number of students participating in other work-based learning opportunities aligned with the career pathway program in which the students are participating.

**Q. Is Student Momentum Point #6 covered in 3, 4, and 5? What else do we need to report for #6?**

**A.** This is a “catch all” for those students that do not fit in Momentum Points #3, #4, and #5 and based on your professional judgment. Use at your discretion. Enter zero if it does not apply.

### **Student Momentum Point #7 (former #13)**

Number of students participating in student leadership organizations as part of the career pathway program.

**Q. What is a state or nationally recognized student leadership organization?**

**A.** A student leadership organization may include a state approved Career Technical Student Organization (CTSO) or a state or nationally recognized student leadership organization. Examples would be: Health Occupations Students of America (HOSA), Future Farmers of America (FFA); Skills USA; etc.

**Q. Can grantees count students involved in a student leadership organization but are not enrolled in a CCPT pathway?**

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

### **LEA Student Momentum Point #8 (former #14)**

Number of students in the career pathway program who transitioned from community college to a four-year college or university.

**Q. Do we count all community college students who transfer to a four-year college or university?**

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

### **Student Momentum Point #10 (former #18)**

Number of students in the career pathway program who received a nationally recognized industry-valued certificate and/or license.

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

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

**Q. Is this a license or certificate aligned with the career pathway?**

**A.** Yes, the license or certification should be related to the core career technical education courses.

## Timeline

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

**A.** To ensure the successful implementation of the Career Pathways Trust, grantees are required to submit a yearly expenditure report, a yearly progress report and one end of project report to show (1) student momentum points, (2) program outcomes measures, and (3) program deliverables are being met. The fiscal agent/applicant for the partnership/consortium is responsible for submitting all data required by the CDE. As stated in the Request for Application, failure to submit required reports or evidence that deliverables have been met, or failure to show student progression in career pathways, could result in the loss and/or remittance of all awarded funds.

## Additional Questions

**Q. How long does it take CDE staff to approve budget revisions and data submissions?**

**A.** It takes CDE staff approximately 6 weeks to process and approve submissions.

**Q. When working with Community-based Organizations (CBOs), what guidelines do we follow for payment and reimbursement?**

**A.** This is an individual consortium decision. There is no specific and/or prescriptive requirement in the CCPT RFA on how to pay CBOs. You can structure your payments to CBOs in any manner you wish as long as it is in line with the grant requirements.

**Q. How do LEAs and community college districts in the same consortium each report?**

**A.** Reporting is in Excel spreadsheet and Microsoft Word format. All CCPT fiscal agents have been provided with these forms for reporting. The fiscal agent needs to communicate and coordinate with its partners in order to gather, collect, compile, enter, and submit all data.

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

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

**Q. Is summer participation in CCPT pathway courses or WBL activities counted in the prior or new school year?**

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

**Q. How do grantees report on middle school pathway participation?**

**A.** For most projects, this information should be reported on the annual Consortium Progress Narrative report. If the project serves solely middle school students, it may not have data for all Momentum Points. However, several of the Momentum Points can be addressed with middle school data, i.e. #s 1, 2, 3, 4, 7, 8, 10, and 13. For those Points that do not pertain, please insert "0". Middle school projects will report most of their progress data in the Progress Narrative report.

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

**A.** 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.