

Central Texas Education Funders Indicators for Work/Career Awareness and Training

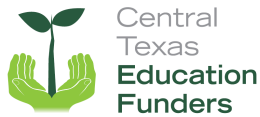
Central Texas Education Funders (CTEF) is a learning and networking organization dedicated to informing local funders about current education issues and grantmaking in Central Texas. In order to advance its overall mission of supporting and expanding effective programs, streamlining the application and reporting processes for nonprofits, and increasing the level of investment in education, CTEF is in the process of developing a standard framework of common education outcomes and indicators.

It is CTEF's hope that the *Common Education Outcomes and Indicators Project* will provide guidance and context to help non-profits, funders and the community better align their efforts to achieve the best possible educational outcomes for Central Texans by:

- ❖ Supporting **non-profits** to become more efficient and effective in their programming and assessment of key education goals and metrics, as well as streamlining the reporting process for nonprofits;
- ❖ Developing a consensus of outcomes and indicators among **funders**, and openly sharing and building upon these concepts to encourage best practices in education grantmaking; and
- ❖ Educating **community** stakeholders about common education indicators through outreach and advocacy, with the ultimate goal of improving student achievement in Central Texas.

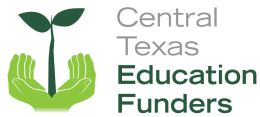
The indicators that we have provided below are not an all-inclusive list, and are not required by CTEF members. This list of suggested indicators was compiled from the *Urban Institute* and *The Center for What Works* research, as well as from evaluation reports of local nonprofits, and vetted over a substantial period of time in a series of meetings with local nonprofits and education funders.

It is recommended that in addition to these indicators, funders also take into consideration other aspects of a program such as the organization's mission, primary and secondary services offered, target populations served and the requirements for participation.



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Increased Participation/Attendance
% of participants who are active
% of clients still enrolled after the first week of training
Building Skills & Knowledge
% reporting improved attitude/feeling about possible career paths
% of youth who have access to a work-based learning opportunity before graduation (shadowing, interning, volunteering, etc.)
of work-based learning opportunities created
% of participants accessing work-based learning opportunities
% of participants who demonstrate adequate communication skills (verbal, written)
% of participants who work well with others (demonstrates respect, handles conflict appropriately, accepts constructive criticism)
% attainment of secondary school diploma or equivalent
% of participants who have basic computer literacy
% of participants who become English language proficient
Program Completion
% of clients passing job skill competency exams on initial attempt after completing course
Average # of credits attempted and completed
% of students who persist after the first year of college
% of students who complete at least 1 year of post-secondary education/training
% of students who complete at least 2 years of post-secondary education/training
% of students attaining a recognized credential relating to achievement of educational skills



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Increased Employment
of job interviews per client
of job offers per client within the first three months of program completion
and % of clients who accept a job offer (job placement)
of employer partners
% of employer partners offering clients jobs
and % of clients still employed (may be a different job) after X months (short or long term could be two different measures)
Economically Empower Individuals
Average hourly wage of clients who become employed after training
and % of clients receiving health care benefits as part of their wage package
and % of clients who attain economic stability* within 12 months, 2 years of training
Earnings received in unsubsidized employment six months after entry (wage gains)
Client Satisfaction
and % of clients reporting being satisfied with the services of employment training
and % of clients reporting being satisfied with the job at X months
and % of clients attributing their ability to find work to training

Note: These indicators are intended to provide a menu of possible indicators that may be useful as part of a broader performance management strategy, providing real-time data that can assist in program management and continual learning. Not all indicators will apply to all programs. Moreover, these indicators should not be used to compare across programs since different programs apply different program models and serve different populations and will therefore have differing targets/benchmarks. Also, a pre/post assessment model must be implemented with caution, particularly in workforce programs, since economic fluctuations can influence results (unless a control group is used for comparison).

*Economic stability is defined by the Urban Institute as the ability to support themselves and family without government subsidy. This may also be defined as the ability to open and maintain a savings account, rather than living from paycheck to paycheck.