Central Texas Education Funders
Informal STEM Learning Indicators

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. They are, rather, designed to serve as a menu of options. This list of suggested indicators was compiled from *the Partnerships in Education and Resilience (PEAR) Institute at Harvard University, Texas Partnership for Out of School Time (TXPOST),* *the Central Texas Summer Learning Investment Hub* 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.

STEM Indicators 2019

Attendance and Participation

Program Doseage (# of hours students are engaged in STEM content)
# of students who complete the program
Average Daily Attendance
# of students enrolled in the program
# of returning students re-enrolling in the program

Parent Engagement

of parent engagement events hosted
attendance rates at parent engagement events
# of families invited to parent engagement events
# of parents who report that the program helps them better support their child's success in school
# of parents who report increased knowledge of STEM skills

STEM Curriculum and Staff Training

Curriculum is aligned with the TEKS standards
Curriculum is aligned with STEM industry needs
Curriculum follows best practices from Texas Partnership for Out of School Time
# of hours staff are trained to teach the curriculum
# of professional development opportuntiies for staff
# of staff recruited
% of returning staff recruited
% of staff who report increased confidence in their teaching effectiveness
% of staff who report increased knowledge of STEM pedagogy

Student Engagement and Interest

% of students who demonstrate increased interest in a STEM topic
% of students who demonstrate increased interest in a STEM career
% of students who demonstrate competency in a STEM topic as shown in a pre and post test
% of students who demonstrate increased knowledge of STEM careers
% of students who demonstrate increased knowledge in a STEM topic
% of students who enroll in an AP and/or dual enrollment course in the following school year
% of students who enroll in an extracurricular STEM activities or clubs
% of students who say they have increased confidence in STEM topics

Demographics

% of students who qualify for free/reduced lunch
Gender
Underrepresented groups in STEM industries
Race/Ethnicity
First Generation College Students