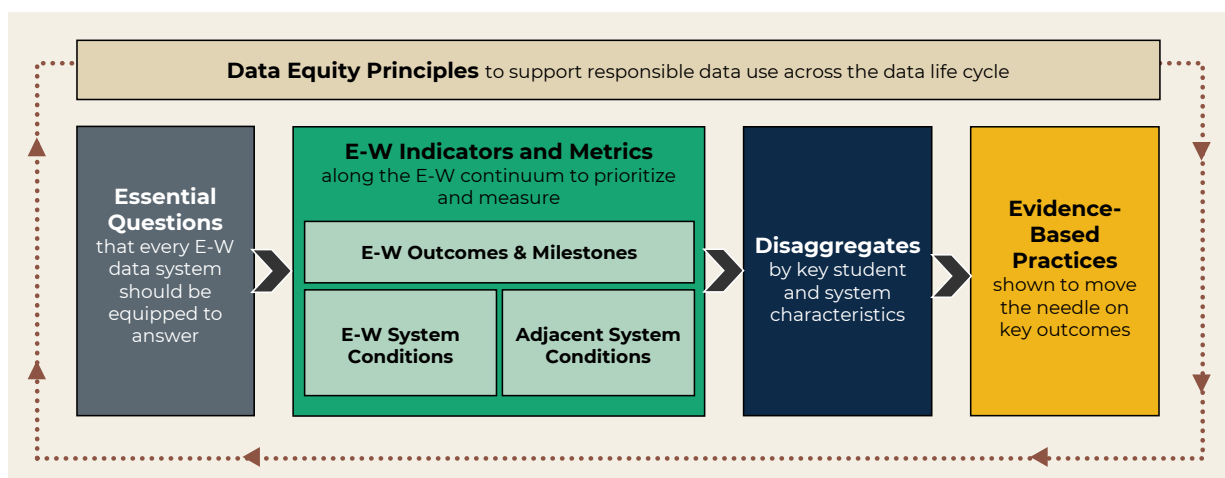


Education-to-Workforce Indicator Framework at a Glance



The **Education-to-Workforce Indicator Framework (E-W Framework)** is designed to promote data collection and use to advance educational and economic opportunity for all. The framework offers guidance for using data to inform action through:



The E-W Framework:

- Can help users assess data systems, identify opportunities and gaps, and make plans to support equity and economic security for all individuals
- Highlights practical examples of how to measure and how to take action to create conditions that help all individuals thrive
- Summarizes evidence about how to use data ethically and effectively
- Recommends indicators for measuring what matters most as students transition along their journey from early education through their career
- Consolidates and builds on leading frameworks and evidence to encourage alignment along the education-to-workforce continuum

“With this framework—and by working together to share data and align efforts—we can help education, workforce, and other social systems achieve greater impact.”

“This framework, while technical on the surface, puts opportunity in learning and in life for students and communities at the forefront of its purpose and ultimate function.”

—Sentiments shared by E-W Framework advisory board members



Visit our website at www.educationtoworkforce.org to learn more or contact us at EWframework@mathematica-mpr.com for additional support.

Who can use the E-W Framework?

The E-W Framework is designed for a broad group of people who use education and workforce data to diagnose inequities, implement evidence-based decisions, and monitor the impact of policies and programs to address those inequities.



What does the E-W Framework include?

Data equity principles

Seven principles for centering equity throughout the data life cycle to ensure data are meaningful, accessible, and actionable

Data can empower practitioners, policymakers, and community members to make decisions grounded in evidence, but they can also reinforce deficit narratives, biases, and long-standing structural inequities when used inappropriately.

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| <h4>Essential questions</h4> <p>Twenty questions essential for E-W data systems to answer about how students are progressing from early education through career</p> <p>Example: Are eligible children enrolled in quality, full-day pre-K programs?</p> <p>The questions you determine are most essential to answer in your context can help you prioritize what data to collect or analyze</p> | <h4>Indicators</h4> <p>Ninety-nine student outcomes and milestones and system conditions associated with economic mobility and security, plus ways to measure them</p> <p>Example: Access to quality, culturally responsive curricula (system condition); 6th grade on track (outcome)</p> <p>To drive change and promote equity, data systems must measure how students are progressing on outcomes, as well as how environments are helping and hindering their chances for success</p> | <h4>Disaggregates</h4> <p>Twenty-five characteristics that E-W systems should use to disaggregate data, plus guidance on how to measure them</p> <p>Example: Income level</p> <p>Disaggregating data can help you assess disparities, expose hidden trends, and make informed decisions that lead toward greater equity</p> | <h4>Evidence-based practices</h4> <p>Twenty-six illustrative examples of practices shown to move the needle on key outcomes and system conditions</p> <p>Example: Accelerated postsecondary pathways</p> <p>Guidance on how to select the evidence-based practices most appropriate for your context can help you link data to interventions that address disparities</p> |
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What is the E-W Framework's North Star?

The North Star, or big goal, for the E-W Framework is to advance equity and to help people achieve economic mobility and security.

We'll know we've achieved this when:

- Structural barriers based on race, ethnicity, gender, sexual orientation, zip code, class, disability, and other factors are dismantled
- A person's background and identity do not predict their outcomes in life
- People have the income and assets needed to achieve and maintain their economic independence
- People possess power and autonomy over their lives
- People feel the respect, dignity, and sense of belonging that come from contributing to one's community

