Education-to-Workforce
INDICATOR FRAMEWORK

Resources For Using Information
To Improve Learner And Worker Outcomes

State leaders know that learner success is important for building a talent pipeline. Delivering on this vision takes many resources, including data.

States use data to identify which programs and policies boost economic policy, where they are needed and how resources can expand them. However, navigating the vast landscape of educational metrics—from assessments to graduation rates and college readiness—can be overwhelming.

The **Education-to-Workforce Indicator Framework** (E-W Framework) is available to provide guidance to help states use this data to drive economic mobility and improvement.

The E-W Framework:

Provides a comprehensive framework for assessing:

- The strengths and gaps in the education-to-workforce pipeline.

- Which learning metrics, school conditions, and environmental factors improve learner and worker outcomes?

- Where are education and workforce systems effectively contributing to a strong state economy?

Builds on high-quality measurement frameworks and explains how to collect and break down information
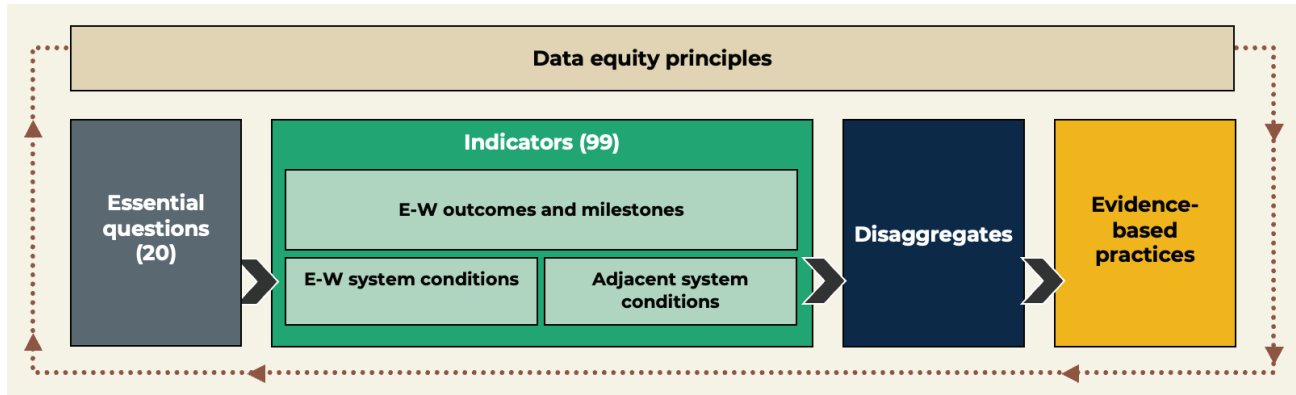
Shares examples of evidence-based practices

Has built-in connections to **Common Education Data Standards (CEDS)** to align with states' existing processes and technologies

States are using the E-W Framework to:

Inform their research priorities/agendas to understand which policies and programs can support education and workforce outcomes.

Guide the design of data systems to ensure they collect the data and information needed to understand education and employment journeys.

Bring people together around data to align programs with community needs.

Identify critical demographics and populations to enable comparison across groups.

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Let's See the E-W Framework in Action!

Many states want to map students' high school-to-college journey, knowing it paves the way to economic advancement. *The E-W Framework outlines the essential questions, indicators, disaggregates (populations, student or institutional characteristics), and evidence-based practices that can lead to better and more equitable outcomes for learners.*

Essential Questions:

The E-W Framework suggests asking, **"Are students graduating from high school on time and successfully transitioning into further education, training, or employment?"**

Indicators: To answer essential questions, the E-W Framework recommends collecting data about outcomes and milestones (e.g. high school graduation, career and technical education (CTE), military enlistments, postsecondary enrollment and employment), education and workforce system conditions (e.g. access to jobs paying a living wage), and "adjacent" system conditions outside schools or workplaces (e.g. food security).

Disaggregates: The E-W Framework suggests breaking down data by student groups to help identify differences and make better decisions to support all students. For example, if you are interested in the extent to which learners in rural communities graduate high school on time, you may disaggregate data by geography.

Evidence-Based Practices: The E-W Framework also shares several examples of evidence-based practices. For example, research shows that participation in accelerated postsecondary pathways (such as early college high schools and dual enrollment) positively affects high school graduation. Additionally, employer partnerships with schools' CTE programs create more effective career pathways, allowing learners to develop the skills they need to be successful in the workplace.

The E-W Framework includes guidance for information gathering across the education-to-workforce continuum, plus principles for using data ethically and effectively.

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The E-W Framework serves state leaders in education, workforce, and policymaking roles. **Learn more here** and help others discover this valuable resource!

Feel free to contact us here.