

Metrics relative to Workforce Investment Act

To what extent do school career guidance programs and school counselors provide services supported by the Workforce Investment Act?

To what extent do schools seek occupational information from WIA One Stop Career Centers?

To what extent do WIA One Stop Career Centers provide testing for selected groups of students to assist in their post-secondary school or employment decision making?

To what extent do employment counselors in One Stop Career Centers interact directly with school counselors in the placement of students in post-secondary school employment or job training?

To what extent are school administrators or school counselors aware of service available to their students by the Workforce Investment Act and/or by professional employees of One Stop Career Centers?

To what degree do secondary school counseling programs and WIA counseling programs collaborate in providing transition services from school to work?

To what degree has the Workforce Investment Act been instrumental in the improvement of educational, governmental, business, and industrial collaboration designed to equip youth with the knowledge, skills, purposes, and attitudes required by the Adult Work World?

To what extent are community-level advisory groups implemented to monitor and to facilitate the collaboration among school counselors, employment counselors in One Stop Career Centers, counselors in such programs as STPA in assisting students to prepare for and make successful transitions from school to work?

To what extent do school students or adult workers use national labor market information systems as they pursue job searches?

To what degree do community school counseling personnel and/or employers believe that the Workforce Investment Act has improved access to and the content of occupational and Market information, expanded availability of counselor support and career guidance, job search, and skills training?

How successful has the WIA been in stimulating career planning among high school students?

To what degree have One Stop Career Centers or other aspects of the Workforce Investment Act stimulated school-based activities that directly relate to the career development of students?

To what degree have the personnel of One Stop Career Centers, in implementing the Workforce Investment Act with school counselors, stimulated and/or helped to place students in non-paid work experiences, job shadowing, on-the-job training?

In years not defined as a “recession or depression”, it has been estimated that 10% of the U.S. work force, roughly 18 to 20 million persons, change jobs of 10% of the work force in any local community, how many placements into new jobs do the personnel of One Stop Career Centers participate in and assist? What is the average rate of placement of persons into job changes of One Stop Career Centers?

Does the number of career services or treatment sessions a client receives affect the likelihood of employment placement?

Metrics relative to No Child Left Behind

To what degree do schools in different geographic and economic contexts include career guidance practices as a mission of the No Child Left Behind program?

To what degree do schools in No Child Left Behind schools include tests of students' career development across grade levels?

In schools that offer K-12 or 6-12 career education/career guidance programs, how are costs of such programs calculated and expected outcomes defined?

In schools that define costs of career initiatives for students, as part of school guidance programs or on a stand-alone basis, what outcomes are sought from these initiatives?

Are there differences in graduation rates for students in schools having career development programs compared to schools where such programs do not exist?

Are there differences in post-secondary school attendance in four year colleges, trade or technical schools, or vocational training programs in schools which offer comprehensive career guidance/career education programs compared to those that do not?

Do students in No Child Left Behind Schools with comprehensive career programs report greater understanding of their post-secondary school options and their satisfaction with choices they have made than students in schools without comprehensive career guidance programs?

Are there examples of schools that have included in their No Child Left Behind Schools programs planned opportunities for students to learn broad, transferable skills as well as general workplace and employability skills?

Are there differences in the post-secondary school outcomes of students whose No Child Left Behind programs have included career components compared to those who have not received such programs?

What proportion of No Child Left Behind programs provide training and encouragement to help parents become active agents of career guidance and available information resources to guide support to their child's post-secondary career planning?

To what extent is a career guidance program an added value to a No Child Left Behind Program? Where both programs exist, do students reflect greater maturity in their self-understanding or decision-making than in schools that do not have a career program?

To what degree do career programs in schools with No Child Left Behind programs demonstrate reduced drop out rates, absentees, disciplinary problems compared with schools that only have No Child Left Behind programs?

What percentage of students in No Child Left Behind programs are able to develop an individual career plan, including tentative decisions to be implemented after high school? Are these percentages increased if a career program is available in the school?

To what degree are students in No Child Left Behind programs able to demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs? Are these percentages increased if a career program is available in the school?

What percentage of students in No Child Left Behind programs can identify school and community resources to explore educational and occupational choices? Are the percentages of students with this knowledge increased if a career program is available in school?

What percentage of students in No Child Left Behind programs can identify the costs and benefits of self-employment? Are the percentages of students with this knowledge increased if a career program is available in their school?

Metrics of General Use in assessing career guidance impact

To what extent has the Workforce Investment Act increased the percentage of employment seeking adults who have received placement through the assistance of the U.S. Employment Service?

What current voids exist in public policies and their implementation that, if addressed, could complete a life-cycle program of career development beginning in the early years of schooling and continuing through retirement?

Under a triage approach to One Stop Career Centers, which services are least expensive to provide: Self directed use of career resources and relevant tests, group

approaches to employment placement and career planning, individual career counseling?

Under a triage approach to One Stop Career Centers, which services are most productive in their effect on individual career planning and employment placement?

What percentage of clients seen in One Stop Career Centers require one, two or three, five to seven, eight or more sessions to find placement? To what degree are these sessions intensive in a short-time period or spaced over weekly or monthly interviews?

Do comprehensive career services for job changers or unemployed workers reduce the costs of health or psychological treatments? Which and by how much?

What are the estimated benefit returns and their costs compared to the costs of One Stop Career Centers or career programs in schools with comprehensive No Child Left Behind programs?

To what degree are evidence-based or best practices in career guidance/counseling/education targeted on specific career problems, whether in One Stop Career Center or in schools, more productive, transferable, and cost effective than traditional approaches that are not targeted, use best practices, or evidence-based?

What percentage of persons who receive career services at a One Stop Career Center remain unemployed after such services are completed?