SA Ready to Work
Workforce Characteristics and Program Evaluation

July 28, 2021
Percent of persons who speak a language other than English at home, and who speak English less than very well, Bexar County Census Tracts, 2015-19
Percent of living below poverty, Bexar County Census Tracts, 2015-19
Per capita income, Bexar County Census Tracts, 2015-19

Source: U.S. Census Bureau, American Community Survey, 5-Year Sample, 2015-2019
Percent of persons aged 25 years and older with bachelor’s degree or higher, Bexar County Census Tracts, 2015-19

Source: U.S. Census Bureau, American Community Survey, 5-Year Sample, 2015-2019
Percent of labor force working in management, business, science, art occupations, Bexar County Census Tracts, 2015-19

Source: U.S. Census Bureau, American Community Survey, 5-Year Sample, 2015-2019
Percent of labor force working natural resources, construction, maintenance occupations, Bexar County Census Tracts, 2015-19
Industrial workforce distributions for core Texas counties, 2019

Source: U.S. Census Bureau, American Community Survey, 1-year Sample, 2019
Change in workforce industrial distribution for Bexar County, Texas, 2010-2019

Source: U.S. Census Bureau, American Community Survey, 1-year Sample, 2019
Occupational workforce distributions for core Texas counties, 2019

Source: U.S. Census Bureau, American Community Survey, 1-year Sample, 2019
Change in workforce occupational distribution for Bexar County, Texas, 2010-2019

- Management, business, science, and arts occupations: 32.7% (2010) to 32.9% (2019)
- Service occupations: 20.4% (2010) to 22.5% (2019)
- Sales and office occupations: 26.9% (2010) to 22.6% (2019)
- Natural resources, construction, and maintenance occupations: 10.2% (2010) to 10.6% (2019)
- Production, transportation, and material moving occupations: 9.8% (2010) to 11.4% (2019)

Source: U.S. Census Bureau, American Community Survey, 1-year Sample, 2019
Educational attainment by race/ethnicity, persons aged 25 years and older for core Texas counties, 2019

High School and Higher

Bachelor’s Degree and Higher
Evaluating Performance and Outcomes
Logic Models and Performance Measures

- Using a logic model as part of the evaluation process helps to organize and map the program with outputs and outcomes.

- Logic models can assist in the development of Performance Measures.

- Performance Measures help measure project performance.

- Performance measures help justify what’s working and areas for improvement and can lead to program evaluation.
Performance Measurement
The ongoing monitoring and reporting of program process and accomplishments, using pre-selected performance measures.

Program Evaluation
A systematic study that uses measurement and analysis to answer specific questions about how well a program is working to achieve its outcomes and why.
Good Performance Measures

• Provide a way to see if our strategy is working
• Allow measurement of accomplishments (qualitative), not just of the work that is performed
• Provide a common language for communication
• Are explicitly defined in terms of unit of measure, collection frequency, data quality, expected value (targets), and thresholds
• Are valid, to ensure measurement of the right things
• Are verifiable, to ensure data collection accuracy
Performance Measures vs. Evaluation

**Performance Measurement**
- Ongoing monitoring and reporting of accomplishments.
- Examines achievement of program objectives.
- Describes program achievements in terms of outputs, outcomes in a given time against a pre-established goal.
- Early warning to management.

**Program Evaluation**
- In-depth, systematic study conducted periodically or on ad-hoc basis.
- Examines broader range of information on program performance than is feasible to monitor on an on-going basis.
- Explains why the results occurred.
- Longer term review of effectiveness.
• Performance measurement data helps provide the information needed to conduct the evaluation and assess program performance.

• Lack of performance measurement data is a major obstacle to conducting an evaluation.
Example: Logic Model With Evaluation Questions and Indicators

SA Ready to Work Program (Hypothetical) Logic Model

Inputs
- Funding
- Staff
- Materials
- Space

Activities
- Participants recruited
- Wrap-around services provided
- $ assistance provided

Outputs
- # of participants who attend
- Assistance provided

Outcomes
- Short term
- Mid Term
- Long Term
- Participants graduate
- Participants employed in higher paying jobs
- Average wages increase

Performance Measures
- $ used
- # staff trained
- # of sites

• # of participants recruited
• # of wrap-around sessions
• Participant perceptions/experience
• $ emergency assistance
• #/% completing program

# % Increased job related knowledge skills
# % Employment shift for participants
# % change in per capita income

EVALUATION QUESTIONS
- What amount of time and $ invested?
- Time for participants to graduate?
- Utility of wrap-around support?
- How many participants used emergency support?
- To what extent did job knowledge & skills increase? Why?
- To what extent did participants get new/higher paying jobs?
- To what extent did income increase?
# Measures Across the Logic Model Spectrum

<table>
<thead>
<tr>
<th>Area</th>
<th>Definition</th>
<th>Example Measure</th>
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</thead>
<tbody>
<tr>
<td>Resources/Inputs</td>
<td>Measure of resources consumed by the organization.</td>
<td>Amount of funds, # of FTE; materials; equipment etc.</td>
</tr>
<tr>
<td>Activities</td>
<td>Measure of products and services provided as a direct result of program activities.</td>
<td># of technical assistance requests responded to; # of products produced/delivered</td>
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<tr>
<td>Customer Reached</td>
<td>Measure of target population receiving outputs.</td>
<td>% of target population trained; # of target population receiving technical assistance</td>
</tr>
<tr>
<td>Customer Satisfaction</td>
<td>Measure of satisfaction with outputs</td>
<td>% of customers satisfied with training; % of customers “very satisfied” with assistance received</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Accomplishment of program goals and objectives (short-term and intermediate outcomes, long term outcomes – impacts)</td>
<td>% change in knowledge; % change in behavior; % increase/decrease in a condition</td>
</tr>
</tbody>
</table>
What can Measurement and Evaluation do for a program?

• Increase certainly that program goals & objectives are being met
• Identify what works well, what does not and why
• Identify program areas that need improvement
• Determine if allocated resources are yielding the greatest benefit
Guiding Principles

**Focused Approach**
A strategic program should seek to reduce poverty through targeted solutions for maximum impact.

**Alignment**
High-quality training and education, aligned with employer needs, drives long-term success. Today’s and tomorrow’s well-paid jobs require specialized preparation and knowledge.

**Equity**
A workforce program should consider benefits and burdens to historically underserved populations. Additional supports are necessary to afford all San Antonio residents opportunities to succeed, regardless of their current circumstances.

**Collaboration**
Through community collaboration and shared innovations, we can build a stronger and more inclusive workforce ecosystem.
Program Begins
Fall 2021

Core Services
- Workforce Training
- Degree Completion
- Wraparound Support
- Emergency Financial Assistance

Goals and Objectives

Goals
- Unemployed, underemployed, or underserved residents can access and complete the program
- Training and education align with current and anticipated high-demand, well-paid careers
- Participants secure high-demand, well-paid careers

Objectives
- Increase access to industry-recognized certification training and college
- Provide wraparound services and emergency funding to ensure success
- Increase collaboration within the workforce ecosystem
- Promote accountability and adaptability throughout process
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