



WORKFORCE
DATA QUALITY
CAMPAIGN

2017 Data Summit
Ho'oku'i: Connecting Education to
Hawai'i's Economy

May 12, 2017

www.workforcedqc.org

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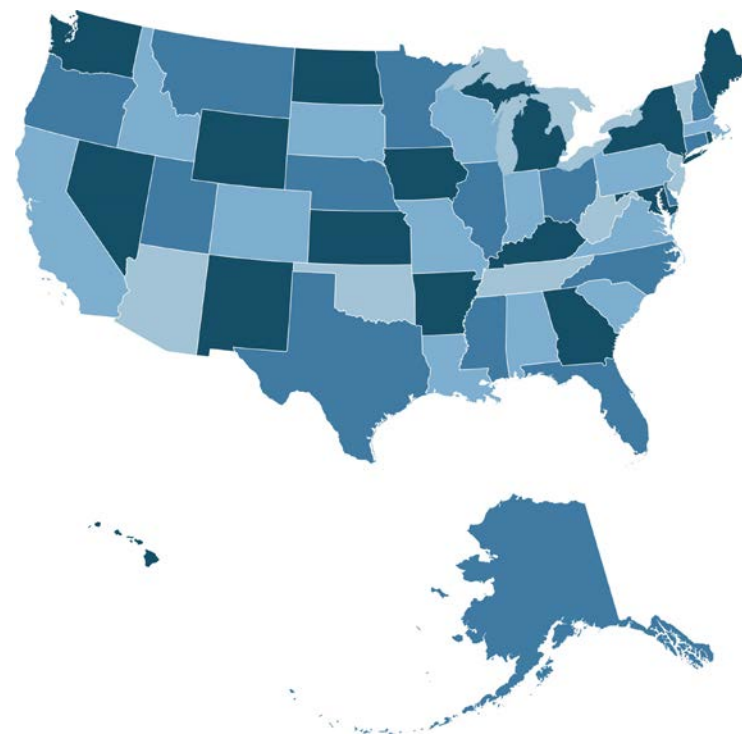


WDQC Mission

- A project of the National Skills Coalition
- Advocate for **inclusive, aligned and market-relevant** education and workforce data that can help our nation's human capital policies meet the challenges of a changing economy.
- Promote federal and state reforms for data systems that provide useful information for **policymakers, students and workers, business leaders and educators.**
 - State Blueprint with 13 key features of a high-quality data infrastructure
 - Address federal legislation, funding and technical assistance
 - Policy agenda developed by broad coalition of national organizations, state leaders and technical experts across education/workforce spectrum

2016 Mastering the Blueprint Survey

- Features 13 elements of a high-quality data infrastructure
- Officials from all 50 states and the District of Columbia submitted responses



You Can View the Blueprint at:

<http://www.workforcedqc.org/state-solutions>



State Progress:

Blueprint Survey Results Reveal Net
Improvement on 11 out of 13 Elements



National Success

- **LMI Capacity and Use:** Improve labor market information (LMI) data collection and analysis capacity, and have in place mechanisms to make the data accessible to a variety of public audiences.
 - 46 states advancing
- **Know if Graduates Get Jobs:** Determine employment and earnings outcomes for a variety of graduates of workforce and education programs (including higher education).
 - 45 states advancing
 - Respondents were *most likely* to determine employment and earnings outcomes for graduates of:
 - Two- and four-year public colleges
 - Workforce Innovation and Opportunity Act Title I programs
 - Postsecondary career and technical education programs
 - Adult education programs.
- **Inclusive Cross-Agency Council:** Establish a cross-agency council that includes labor, preK-12, career and technical education (CTE), higher education, social services, et. al to oversee statewide data collection and reporting
 - 42 states advancing

National Challenges

- **Industry Validation:** Develop a state policy that establishes a process for industry validation of awarded credentials across education and workforce programs
 - Twenty-three states report “Minimal Progress”
- **Capture Diverse Credentials:** Increase the range of credentials (certificates, certifications, licenses) being counted in addition to degrees - - including those awarded by industry third-parties – within SLDS monitored outcome data.
 - 16 states report “Minimal Progress”



2016 MASTERING THE BLUEPRINT

HAWAII'S PROGRESS ON WORKFORCE DATA

States rated their progress on a 13-point State Blueprint for strong data systems in response to a nationwide survey conducted by Workforce Data Quality Campaign. You can see Hawaii's results below and read the State Blueprint to learn more about ways for states to enhance their workforce data systems. Better data can guide state policies to help students, workers, and employers achieve success.

HAWAII STATE SURVEY RESULTS

Including all Students and Pathways

Inclusive Cross-Agency Council: Establish a cross-agency council that includes labor, pre-K-12, career and technical education (CTE), higher education, social services, et. al. (P-20/W) to oversee statewide data collection and reporting.	✓ Achieved
Count More Students: Increase the percentage of students across all education and workforce programs included in state longitudinal data systems (SLDS).	⬆️ In Progress
Metrics for Career Pathways: Create consistent metrics across education and workforce programs to facilitate program alignment and integration into state data systems.	⬆️ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials: Increase the range of credentials (certificates, certifications, licenses) being counted in addition to degrees — including those awarded by industry third-parties — within SLDS-monitored outcome data.	⬆️ In Progress
Industry Validation: Develop a state policy that establishes a process for industry validation of awarded credentials across education and workforce programs.	⬆️ In Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs: Determine employment and earnings outcomes for graduates of an increasing number of workforce and education programs (including higher education).	⬆️ In Progress
Cross-State Sharing of Employment Data: Participate in the U.S. Department of Labor's Wage Record Interchange System 2 (WRIS2), or another appropriate platform, to enable the cross-state sharing of employment data.	✓ Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use: Improve labor market information (LMI) data collection and analysis capacity, and ensure such data is made accessible to a variety of audiences.	✓ Achieved
Industry Skills Gaps: Initiate Skills Gap analyses, using expanded student reporting, LMI, and industry feedback to assess alignments between education and workforce programs and labor market demand.	⬆️ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers: Report de-identified, aggregate program and institution level data so that people can compare programs and make career decisions.	✓ Achieved
Feedback Reports to Programs and Institutions: Establish the means for all education and workforce programs to access de-identified, aggregate data about graduates' long-term employment and education outcomes.	— Minimal Progress
Dashboards for Policymakers: Regularize reporting to the Governor and state legislature on education and employment outcomes across all education and workforce programs.	— Minimal Progress
State Funding: Commit state resources, in addition to whatever federal support is available, to develop and maintain these data reporting systems for ongoing use by individuals, educators, and policymakers in the state.	— Minimal Progress

Hawaii's Results

Hawaii's Results

Achieved

- Inclusive Cross Agency Council
- Cross-State Sharing of Employment Data
- LMI Capacity and Use
- Scorecards for Students and Workers

In Progress

- Count More Students
- Metrics for Career Pathways
- Capture Diverse Credentials
- Industry Validation
- Know if Graduates Get Jobs
- Industry Skills Gaps

Minimal Progress

- Feedback Reports to Programs and Institutions
- Dashboards for Policymakers
- State Funding

How Hawaii Stacks Up

- **Successes:** Where other states have excelled, so too has Hawaii. It has a cross-agency council, and is building its LMI Capacity. It's making progress towards knowing if graduates get jobs.
- **Challenges:** Hawaii does not have the same struggles as other states. It is "in progress" on capturing diverse credentials and industry validation of credentials.

Where Hawaii Excels

- Cross state sharing employment data
- Scorecards for students and workers



Hawaii's Unique Challenges

- **Data tools.** It has achieved minimal progress on feedback reports, dashboards, and does not yet have a scorecard with student outcomes information.
- **State Funding.** It has achieved minimal progress in getting funding for data systems from the state, and relies largely upon federal grant funding.



Best Practices for Supporting Economic and Workforce Development with Data



Using Data for Economic Development

Yokohama Tire Corporation Built a New Plant in Mississippi based on longitudinal data

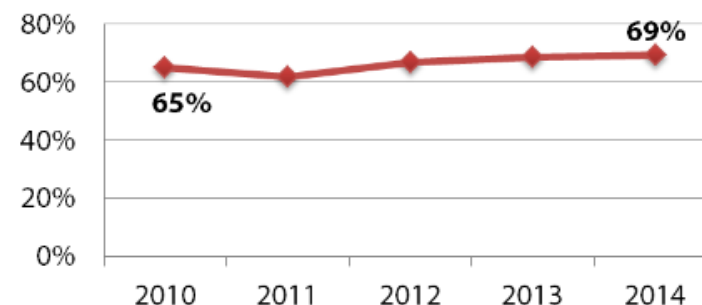


Using Data For Workforce Development: Dashboards

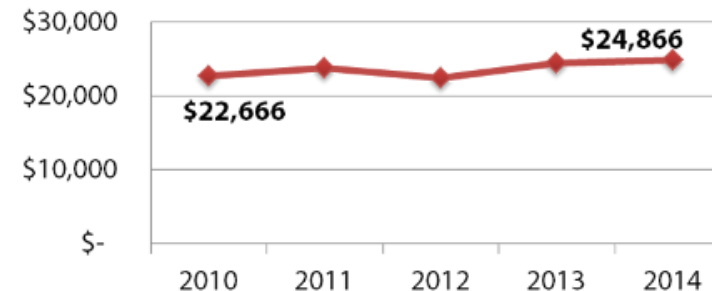
- **Dashboards** help assess whether a state's education and workforce training programs are aligned with industry demand

Employment & Earning Indicators Over Time

Employment Rate - Percent of WIA Adult Participants with Reported Employment in Third Quarter after Exiting Program



Earnings - Median Annualized Earnings of Participants in Third Quarter after Exiting Program (First Quarter 2014 dollars)



Source: Workforce Training and Education Coordinating Board. To view results for other programs visit wtb.wa.gov/WorkforceTrainingResults.asp (Snapshot taken February 2, 2017).

Using Data for Workforce Development: Washington

Washington added new apprenticeship programs based on data

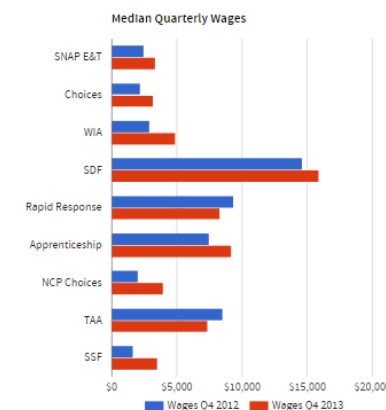
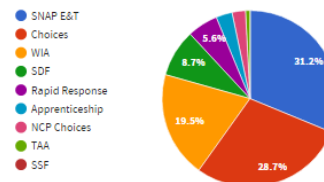


Using Data For Workforce Development: Feedback Reports

- **Feedback Reports** provide dynamic data to educators and program managers, so that they can improve programs

Workforce Development Area	Statewide
Online	TWC Website
Download Report	Full Report
Program	All Programs
Category	Program

Cohort Composition



Value	Cohort Size	Percentage	Work % 2012	Work % 2013	Work % Change	Wages Q4 2012	Wages Q4 2013	Wages Change
Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T)	41,072	31.2%	36.1%	52.4%	▲ +16.3%	\$2,490	\$3,370	▲ +\$880
Choices	37,705	28.7%	43.1%	56.1%	▲ +13%	\$2,219	\$3,179	▲ +\$960
Workforce Investment Act (WIA)	25,656	19.5%	49.5%	69.6%	▲ +20.1%	\$2,907	\$4,881	▲ +\$1,974
Skills Development Fund (SDF)	11,446	8.7%	95.5%	94%	▼ -1.5%	\$14,629	\$15,900	▲ +\$1,271
Rapid Response	7,416	5.6%	88.6%	72.9%	▼ -15.7%	\$9,317	\$8,298	▼ -\$1,019
Apprenticeship	3,928	3%	91%	88.8%	▼ -2.2%	\$7,488	\$9,162	▲ +\$1,674
Non-Custodial Parent (NCP) Choices	3,238	2.5%	34.3%	45.6%	▲ +11.3%	\$2,044	\$3,940	▲ +\$1,896
Trade Adjustment Assistance (TAA)	1,077	0.8%	38.8%	71.6%	▲ +32.8%	\$8,535	\$7,389	▼ -\$1,146
Self Sufficiency Fund (SSF)	20	<0.1%	70%	90%	▲ +20%	\$1,668	\$3,508	▲ +\$1,840

Source: Workforce Program Exit Cohort, 2012-13: First Year Report, Texas, http://www.lmci.state.tx.us/researchers/dashboard/Workforce/WF1_1213/WF1_1213_Dash.asp (Snapshot taken February 2, 2017.)

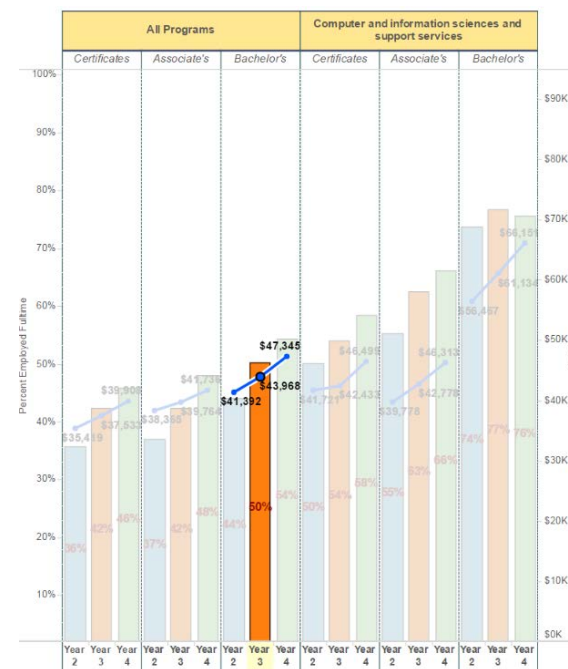
Using Data for Workforce Development: California

California's educators use data to make changes to career and technical education programs



Using Data For Workforce Development: Scorecards

- **Scorecards** allow students and workers to see outcomes information for graduates of education and training programs
- States should publicize their scorecards



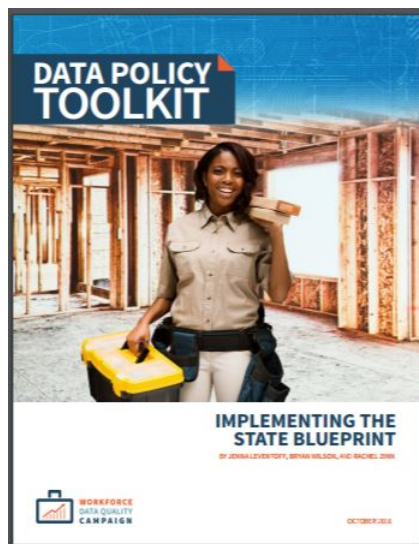
Source: Minnesota Department of Employment and Economic Development. To view outcomes for other degree programs and degree types, visit <https://mn.gov/deed/data/data-tools/graduate-employment-outcomes/> (Snapshot taken February 3, 2017).

Using Data for Workforce Development: Minnesota

Minnesota reaches out to high school students on their graduate employment outcomes tool



Data Policy Toolkit



- Our data policy toolkit offers information about policies and legislative templates that states can enact to improve data infrastructure and promote data use.
- Read More at: <http://www.workforcedqc.org/resources-events/resources/data-policy-toolkit>

How Federal Laws Push Towards Alignment



The Workforce Innovation and Opportunity Act (WIOA)

- Increased Alignment of Reporting Metrics
- Core Performance Metrics:
 - Employment in 2nd and 4th Q after program exit
 - Median Earnings
 - Credential Attainment
 - Measurable Skills Gains
 - Employer Engagement

The Elementary and Secondary Education Act (ESSA)

- “School Quality or Student Success” Indicator
- Flexibility to use the term to look at College and Career Readiness





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