

EXECUTIVE BRIEFING: LABOR AND WORKFORCE USES OF P-20W SLDS

June 10, 2014

ANSWERS **ALASKA'S P-20W SLDS**

Mission: Deliver outcomes information to Alaska stakeholders to assess, evaluate, and improve the state's education and career development spectrum.



ANSWERS is a collaboration of the Alaska Commission on Postsecondary Education, the University of Alaska, Alaska Department of Education & Early Development, and Alaska Department of Labor and Workforce Development.

ACPE.ALASKA.GOV/ANSWERS

ANSWERS BENEFITS AND POTENTIAL

- ★ Provides the infrastructure and tools to report on combined workforce training, education, and economic development systems to improve education and workforce outcomes in Alaska
- ★ Primary benefit relates to increased efficiency and flexibility to perform research and analysis of workforce outcomes data
- ★ Streamlines the data sharing process so there is opportunity for DOLWD to expand its research and analysis capacity
- ★ Potential new uses of labor and workforce data linked longitudinally with secondary and postsecondary education



INFORMING ALASKA'S SKILLED WORKFORCE DEVELOPMENT PLANS

- ★ Linking key workforce and education data will allow Alaska to:
 - ★ Encourage students, parents and teachers to consider education as relating to high-skill, high-growth jobs of the future
 - ★ Provide a path for workers whose skills have become obsolete to upgrade or retrain
 - ★ Identify incentives to improve high school graduation and program completion rates
 - ★ Identify successful intervention strategies that help residents who exit high school without a diploma become workplace ready
 - ★ Expand Alaska's economic base by attracting business and industry to the state

FEEDBACK REPORTS

- ★ Feedback reports on workforce training and education programs will provide cross-sector information for evaluating program outcomes and return on investment
- ★ Inform the performance and evaluation of training programs and progress on workforce development goals

MEASURE RETURN ON INVESTMENT

- ★ Compare costs of education to lifetime income opportunities:
 - ★ Are we producing enough graduates with the right degrees or skill sets to meet local and state workforce needs
 - ★ Can businesses fill positions with graduates of local and state workforce development, adult education, career and technical education, and higher education programs
 - ★ Do local education administrators have information needed to design programs that are responsive to and even anticipate labor market needs

INSIGHTS INTO WHAT WORKS

- ★ Identify whether education program participants are employed in their fields
 - ★ Example: Link data on grads from Alaska teacher education programs with teacher certification and employment data to identify programs most successful in placing teachers in Alaska schools
- ★ Provide insight into the impact working can have on student success
 - ★ Example: Link high school and UI data to identify characteristics and outcomes of students who are or are not employed while in school

NATIONAL ENVIRONMENT

- ★ The national labor and workforce context for state P-20W SLDS includes similar goals from multiple labor and education agencies and initiatives:
 - ★ [National Center for Education Statistics \(NCES\)](#)
 - ★ [United States Department of Labor \(USDOL\)](#)
 - ★ [Workforce Data Quality Initiative \(WDQI\)](#)
 - ★ [Workforce Data Quality Campaign \(WDQC\)](#)

NCES P-20W SLDS GRANT GOALS

SLDS Program Goals: Enable grantees to design, develop, and implement SLDSs to ***efficiently and accurately manage, analyze, disaggregate, report, and use individual student P-20W (early childhood through workforce) data.***

Long-term goals of the program are to:



1. identify what works to improve instruction
2. ensure grads are equipped for long-term success
3. simplify reporting and increase transparency
4. inform decisionmaking at all levels of education
5. permit creation and use of accurate, timely P-20W data

SHARED LABOR AND EDUCATION GOALS

- ★ Develop or improve SLDS to link individual education data and data from wage records, benefit claims, and training and employment services
- ★ Use longitudinal data to analyze education, employment and training program performance outcomes
- ★ Provide consumers with user-friendly information to help them select the training and education that best suit their needs and career goals
- ★ Develop data-informed education and training policies that collectively prepare *all citizens* for participation in a skilled workforce that will help state and local industries compete in a changing economy



WORKFORCE DATA QUALITY CAMPAIGN

Federal and state-specific data systems will provide useful information to:

- **Students and workers** to figure out which colleges and training programs will best help them land a job, update skills, or advance in the labor market.
- **Policymakers** to know whether education and workforce programs are preparing people for good jobs.
- **Business leaders** to find skilled workers and know whether training programs are preparing enough prospective employees to meet their companies' needs.
- **Educators** to know the long-term education and employment outcomes of their graduates.



DATA QUALITY CAMPAIGN: STATE-BY-STATE WORKFORCE DATA STATUS

- ★ 24 states securely link postsecondary data systems with workforce data systems
- ★ 26 states have initiated skills gap analyses to assess alignments between education and workforce programs and labor market demands
- ★ In 30 states, regional labor market information, like employment and unemployment statistics, is available to local education administrators, to inform local secondary and postsecondary career and technical education priorities

WDQC EXAMPLES OF STATE WORKFORCE DATA USES

- ★ Count More Students
- ★ Career Pathway Metrics
- ★ Capture Diverse Credentials
- ★ Industry Validation
- ★ Know if Graduates Get Jobs
- ★ Cross-State Data Sharing
- ★ Labor Market Information
- ★ Industry Skills Gaps
- ★ Scorecards for Students & Workers
- ★ Feedback to Programs & Institutions
- ★ Dashboards for Policymakers
- ★ State Funding

<http://www.workforcedqc.org/>



P-20W SLDS STATE EXAMPLES

ARKANSAS – arc.arkansas.gov

WASHINGTON – erdc.wa.gov

KENTUCKY – kcews.ky.gov

- ★ Additional information about these or other states is available and site/use demonstrations can be arranged

P-20W SLDS STATE OVERVIEW - ARKANSAS



The mission of the Arkansas Research Center (ARC) is to provide educators, parents, policy makers, and researchers with relevant data to improve educational outcomes for students in Arkansas.

8%

of recent college
graduates in the
retail/trade industry

558

the number of
different Arkansans
named "James Smith"

75,000,000+

multi-agency records
in ARC's TrustEd system

22%

of recent college
graduates work in
education services

Using Data Driven Decision Management (DDDM), visual analytics, and cross agency longitudinal data sharing, we envision a state in which its resources are used efficiently and effectively to ensure educational and economic opportunity for all its people.

<http://arc.arkansas.gov/>

ARKANSAS WORKFORCE DATA PRODUCTS

Arkansas Education to Employment Report 2013

- Analyzes employment outcomes for Arkansas residents by level of educational attainment and the year in which their highest level of education was attained

Figure 1.3a: Share of Individuals by Highest Level of Education Attained, 2011

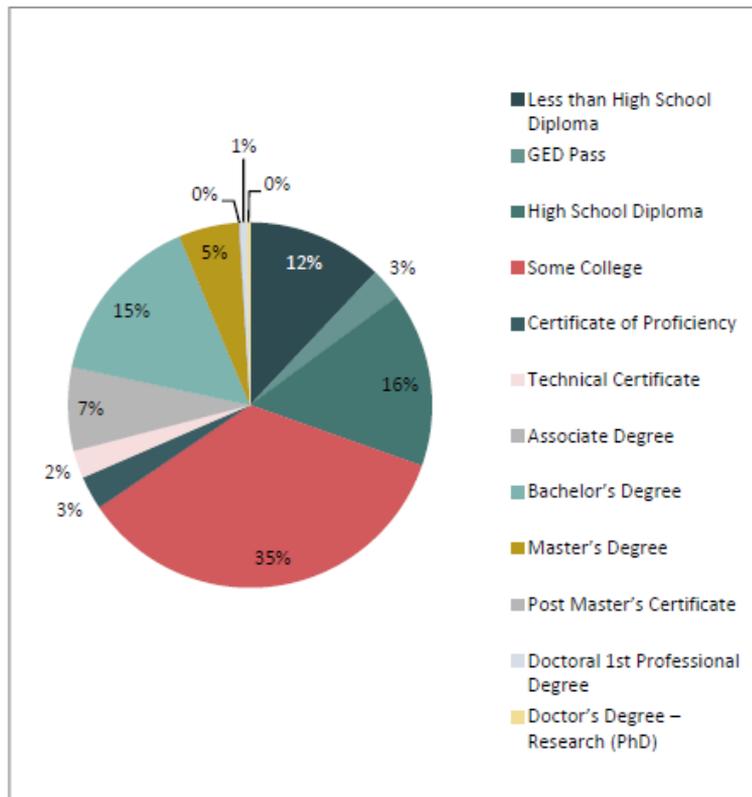
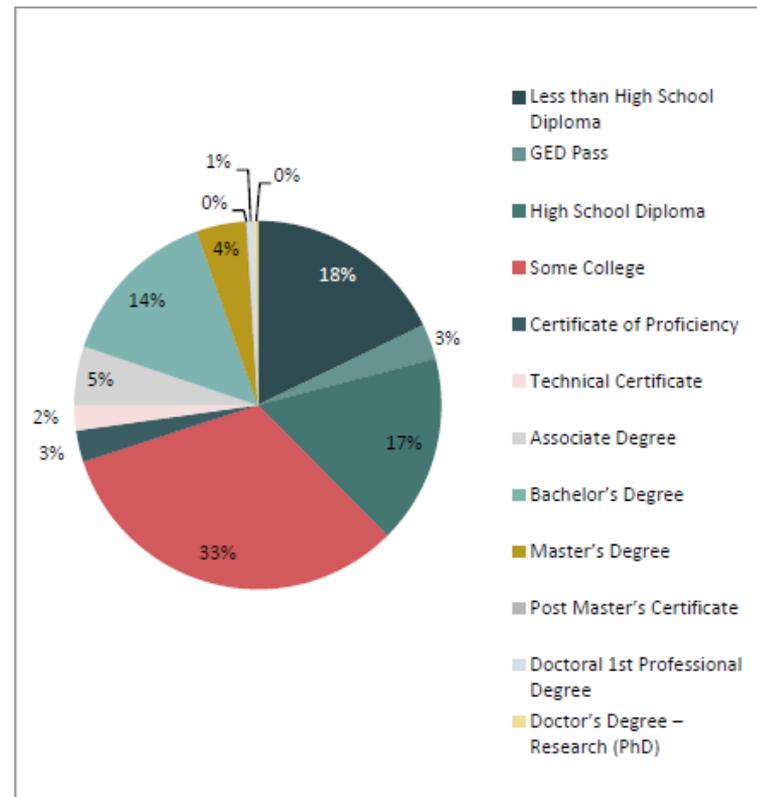
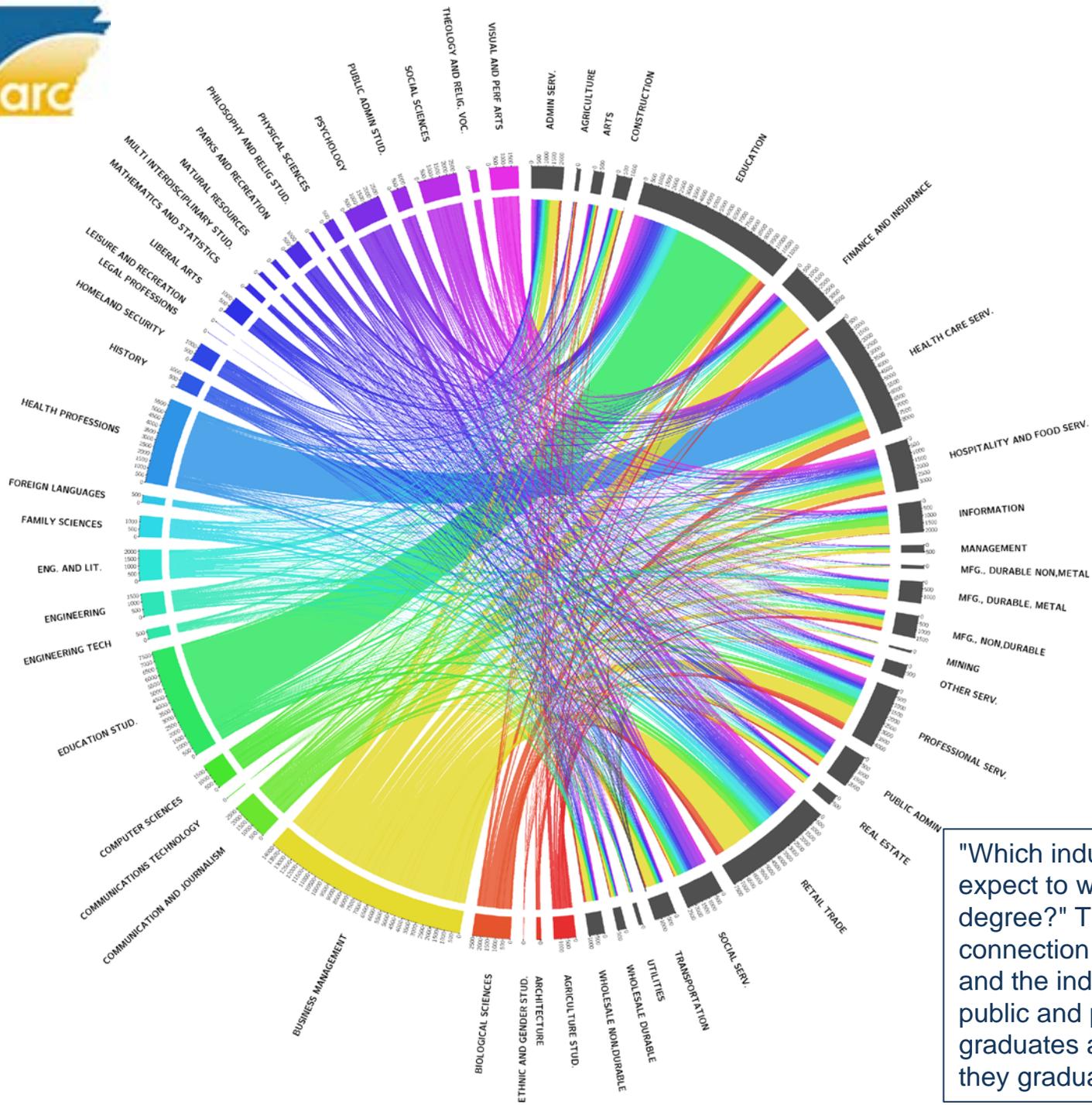


Figure 1.3b: Share of Individuals by Highest Level of Education Attained, 2006-2011





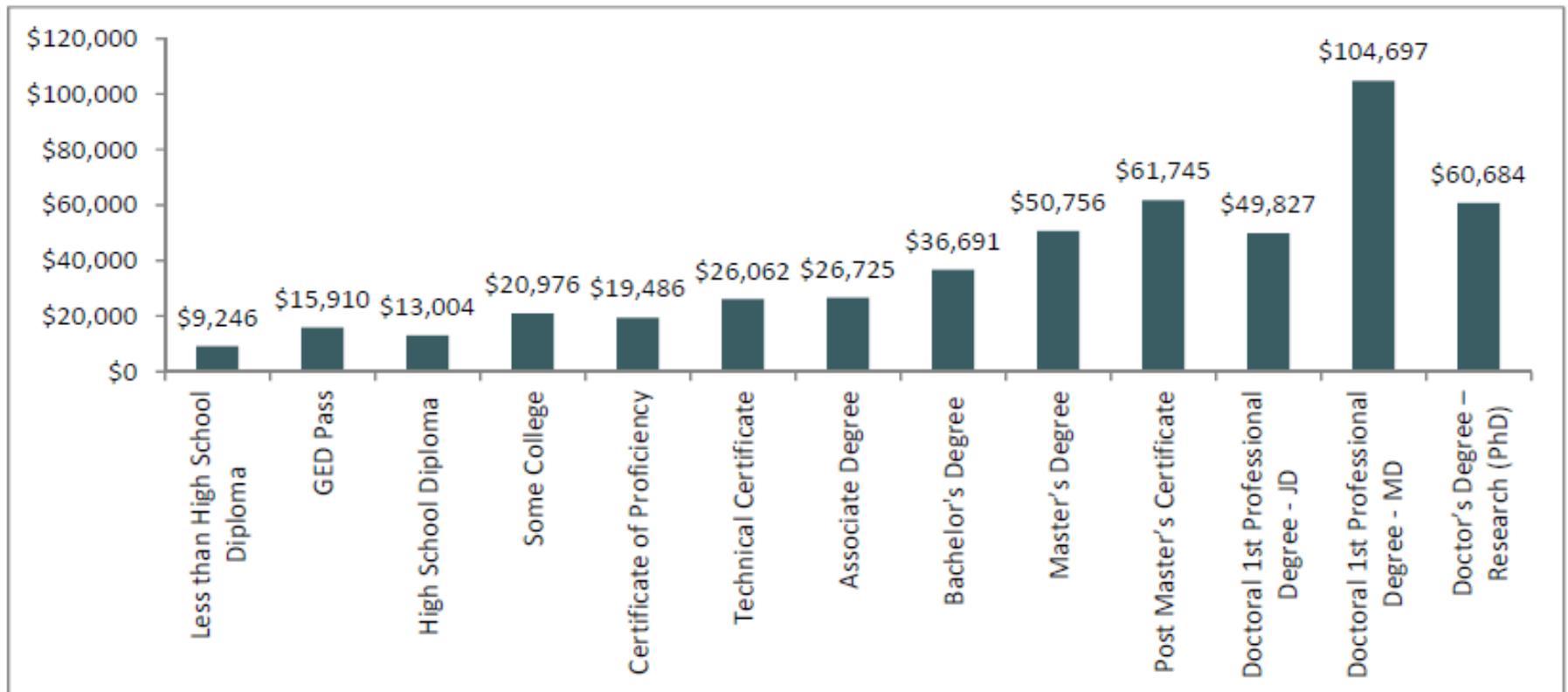
- Degree Areas Hover over an image to see a larger version
- Agriculture
 - Architecture
 - Biological Sciences
 - Business, Management and Marketing
 - Communication Technology
 - Communications & Journalism
 - Compilation
 - Computer Science
 - Construction
 - Education
 - Engineering
 - Engineering Related Fields
 - English
 - Ethnic, Culture, & Gender Studies
 - Family Sciences
 - Foreign Languages
 - Health Professions
 - History
 - Legal Professions
 - Leisure & Recreation
 - Liberal Arts
 - Mathematics
 - Multidisciplinary Studies
 - Natural Resources/Conservation
 - Parks, Recreation & Fitness
 - Philosophy & Religion
 - Physical Sciences
 - Psychology
 - Public Administration
 - Public Protective Services
 - Social Sciences
 - Theology & Religion
 - Transportation
 - Visual and Performing Arts

"Which industry/industries can someone expect to work in when they finish a degree?" The diagram gives a visual connection between broad degree areas and the industry sectors that recent public and private higher education graduates are employed in in-state after they graduate.

ARKANSAS DATA USE EXAMPLE

AVERAGE WAGE TRENDS BY HIGHEST EDUCATION LEVEL

Figure 1.10: Average Wages in 2012 by Highest Level of Education Attained, 2006-2011



P-20W SLDS STATE OVERVIEW - WASHINGTON

State of Washington

Education Research & Data Center

- ★ A collaboration with statutory partner agencies, representing education and employment, and the Legislative Evaluation and Accountability Program (LEAP) committee
- ★ ERDC is charged with conducting analyses of early learning, K-12, and higher education programs and education issues across the P20/Workforce system
- ★ ERDC focuses on longitudinal education studies, particularly those that involve transitions across education sectors and those that involve education-to-workforce connection



ERDC EMPLOYMENT DATA HANDBOOK

Employment Data Handbook

A Guide for Incorporating Employment Information from a State Unemployment Insurance (UI) Program into a P-20 Longitudinal Data System

- ★ The Unemployment Insurance (UI) wage record helps analyze both longstanding and emerging issues related to how well education and training programs, workforce supports and public assistance programs are achieving their goals

http://www.erd.c.wa.gov/briefs/pdf/employmentdatahandbook_v1.pdf

ERDC – EMPLOYMENT DATA USES

- ★ ERDC questions using employment as an outcome:
 - ★ Do graduates enter the workforce immediately upon graduation
 - ★ How many college graduates remain in the state for work
 - ★ How do employment and enrollment after high school relate to employment patterns established during high school
 - ★ What are the workforce outcomes for completers of a particular program within a school or group of schools (e.g., Career/Technical Education)
 - ★ What are the characteristics of the employers, including industry and size

WTECB Net Impact Studies

The Workforce Training and Education Coordinating Board performs a comprehensive net impact study for workforce development programs every four years. The goal is to estimate the effect of a program measured through comparison with individuals who had similar characteristics who did not participate in the program who faced the same regional labor market at the same time. Short-term (three quarters after exit) and long-term (3rd year after exit) of employment, earnings, hours, and wage rates are measured.

Net Impact of Workforce Development Programs on Employment (in percentage points)

Program	Short-Term	Long-Term
Workforce Investment Act		
Adults	12.8%	10.8%
Dislocated Workers	10.1%	4.7%
Youth	8.0%	4.3%
Community and Technical Colleges		
Job Prep	6.6%	10.1%
Worker Retraining	8.8%	7.5%
Adult Basic Education	-a	-a
IBEST	3.9%	N/A
Private Career Schools	-a	3.4%
Apprenticeship	7.8%	9.8%
Secondary CTE	6.0%	N/A
Vocational Rehabilitation	12.8%	12.4%

-a: No statistically significant positive impact

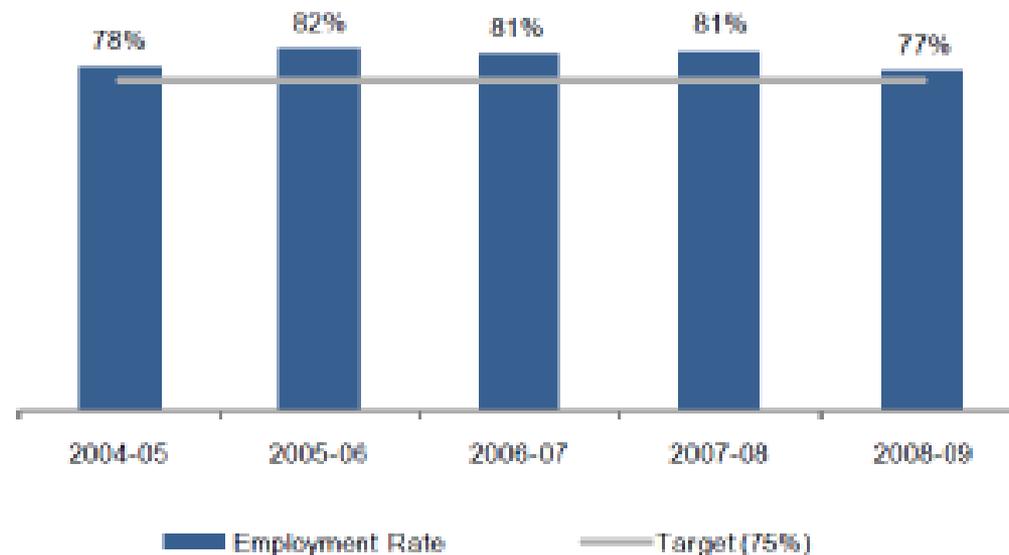
N/A: IBEST did not yet have enough participants with long term follow-up; Data matching problems with Secondary CTE long-term cohort.

SBCTC Accountability Report

In 2010, the State Board for Community and Technical Colleges of Washington State published a report analyzing outcomes of the worker retraining program at Washington's community and technical colleges. The outcome measures were primarily based on data captured by linking college files to Unemployment Insurance wage records. The outcomes were for workers who re-entered the workforce in 2008-09 following training in 2007-08.

Looking at job placement, the 2008-09 placement rates fell slightly as the economy was worsening and jobs were becoming harder to find, but rates were still above the target level. Placements rates are calculated three quarters (approximately nine months) after training.

Employment Rates for Worker Retraining Students Nine Months after Leaving College





WASHINGTON CAREER BRIDGE

- ★ Provides individual citizens with:
 - ★ Information about employment and wage outcomes of participants in a particular program
 - ★ Insight to help guide education and career decisions

careerbridge.wa.gov

Washington Career Bridge

Find the education & training you need
to get the job you want

[Sign in / Register](#)

[Explore Careers](#)

[View Job Trends](#)

[Find Education](#)

[Pay for School](#)

[Eligible Training
Provider List](#)



[Printed guide available](#)

Explore Careers >



Which careers fit your interests?

[TAKE A QUIZ](#)

View Job Trends >



Which jobs are in demand?

[FIND OUT MORE](#)

Find Education >



How do programs perform?

[START YOUR SEARCH](#)

Washington's one-stop source for career and education planning.

This site was created by the state's [Workforce Training and Education Coordinating Board](#), a partnership of business, labor, and government dedicated to helping Washington residents prepare for and land living-wage jobs, while meeting employers' needs for skilled workers

P-20W SLDS STATE OVERVIEW - KENTUCKY



KCEWS

**KENTUCKY CENTER FOR
EDUCATION & WORKFORCE STATISTICS**

- ★ Established and formally attached to the Education and Workforce Development Cabinet, Office of the Secretary
- ★ Purpose is to collect and link accurate education data and workforce data and generate timely reports about student performance through employment, to guide decision-makers in improving the education system and training programs

<http://kcews.ky.gov>

KCEWS – USES AND BENEFITS OF LINKING DATA

- ★ Linking education and employment records allows us to know:
 - ★ if our graduates are entering the workforce and earning a reasonable wage
 - ★ how well our colleges are meeting the needs of Kentucky's industries
 - ★ what the return on investment is for our education and training programs
- ★ Provides better data to inform:
 - ★ local and state-level policy decision-making
 - ★ requests for funding
 - ★ development of timely and state-specific custom reports to address policy-maker requests and needs

KENTUCKY WORKFORCE DATA PRODUCTS

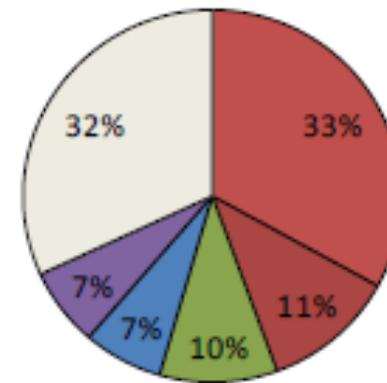
Figure 4

Industries Where These 2005-06 Graduates Were Employed in 2010-11 by Credential Level

The following graphs and tables provide a breakout of the industries in Kentucky in which these graduates were employed. Results are not presented for people who completed a postsecondary diploma, specialist credential, doctoral, or professional degree due to a combination of small numbers and lack of variability. Industries which comprise less than 3% of the completers are combined together and labeled other. The industry names correspond to the first two-digits of the NAICS codes provided by employers.

Certificate

Industry	Percent
Health Care & Social Assistance	33%
Manufacturing	11%
Retail Trade	10%
Educational Services	7%
Admin. & Support, Waste Management, & Remediation Services.	7%
Other	32%



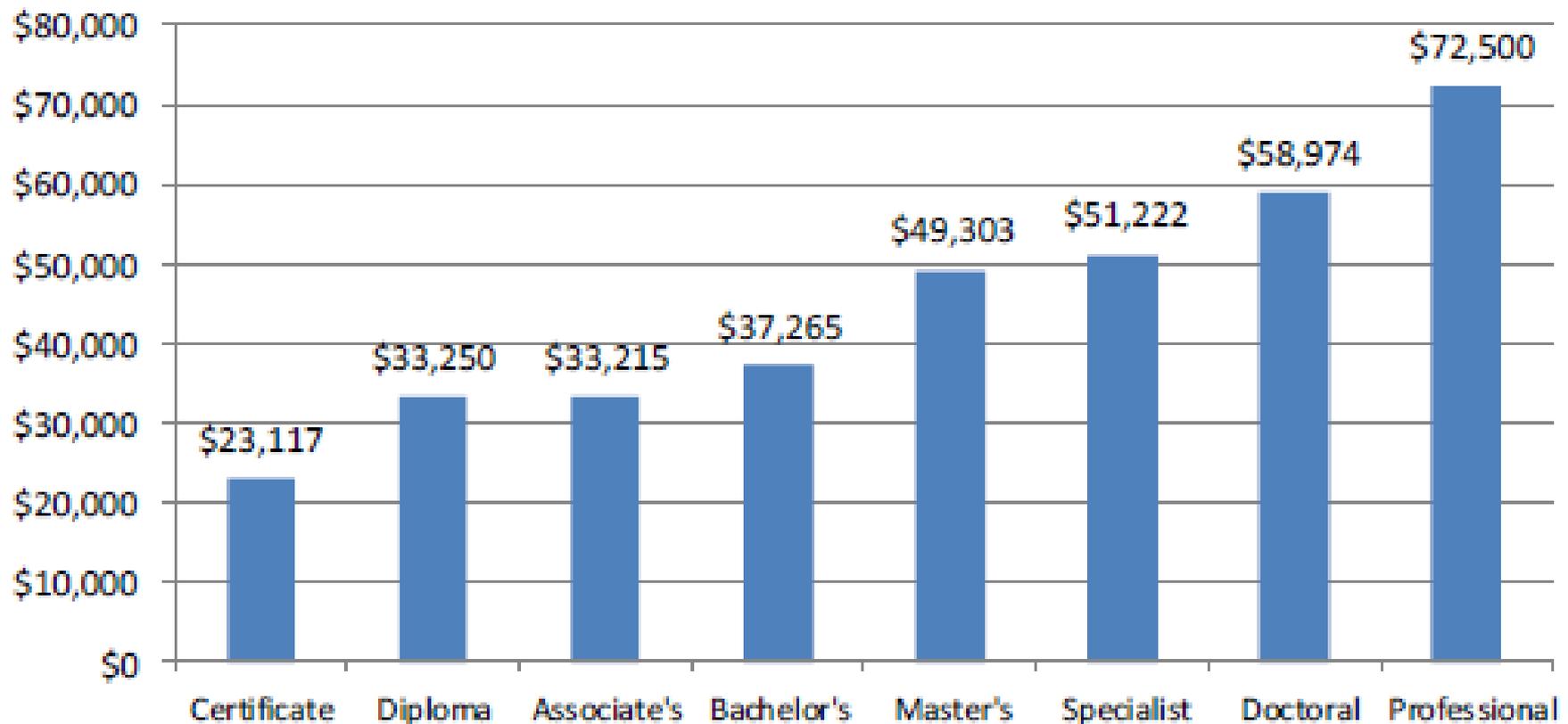
- Health Care & Social Assistance
- Manufacturing
- Retail Trade
- Educational Services
- Admin. & Support, Waste Mgt., & Remediation Svcs.
- Other

Full report with all credential levels available at:

<http://kcews.ky.gov/Reports/EmploymentEarningsJan2013.pdf>

Employment and Earnings of Kentucky's College Graduates: A Preliminary Report

Figure 1
Median Annual Earnings by Postsecondary Degree or Credential Level



SUMMARY OF ANSWERS BENEFITS

- ★ Perform research more efficiently
- ★ Prepare for the future rather than react to it
- ★ Provide policy-makers with Alaska or locally-relevant information
- ★ Measure ROI on education and workforce development programs

QUESTIONS AND COMMENTS

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