Data Tools for Workforce Policy: Lessons from the State Workforce and Education Alignment Project (SWEAP)

Bryan Wilson
National Skills Coalition

March 22, 2017
Data Tools for Workforce Policy: Lessons from SWEAP

Presenters
• Carlos Bravo, Policy and Performance Specialist, California Workforce Development Board
• Matthew Shiroi, Research Analyst, California Employment Development Department
• Kathy Booth, Senior Research Associate, WestEd
• Zack Krampf, Senior Programmer Analyst, National Strategic Planning and Analysis Research Center (NSPARC) Mississippi State University
• Cheryl Rice, Associate Vice Chancellor, Higher Education Workforce Alignment, Ohio Department of Higher Education
• Kristin Harlow, Research Associate, Ohio Education Research Center
• Joe Agresti, Principal Research Analyst, Rhode Island Department of Labor and Training
• Robert Kalaskowski, Chief of Policy and Planning, Governors Workforce Board, Rhode Island
State Officials Want to Know…

Why is there a skills gap?

Do education and training programs lead to credentials and jobs?

How do education and training programs work together to close the skill gap?

How many more skilled workers do employers need?
SWEAP Data Tools

• Dashboards
• Pathway Evaluators
• Supply and Demand Reports

www.nationalskillscoalition.org
Dashboards

Show the performance of programs and the system as a whole.
Pathway Evaluators

Show how programs and services work or don’t work together
Supply and Demand Reports

Identify skill gaps to better direct resources
SWEAP in the States

SWEAP has assisted four states:

• California
• Mississippi
• Ohio
• Rhode Island
Data is Just a Tool
Policy is the Goal

Policy Impacts
- CA: $34m “Strong Workforce Program” performance funds
- MS: Smart Start Career Pathways
- OH: Business recruitment, and Planning higher education investments
- RI: Performance funding for high demand postsecondary fields
- RI: Align Real Jobs RI with high demand fields and identify and address participant barriers to success
SWEAP in the States

Now, Let’s hear from the states!
What have we achieved with SWEAP and Dashboard?

- **Work to Date**
  - Working closely with EDD’s LMID to coordinate discussions with participating partners
  - Focused discussions on:
    - Constructing definitions
    - Devising a methodology for measurement
    - Drafting data sharing agreements
    - Negotiating timelines for deliverables

- **Current Considerations**
  - Wage measure methodology may be informed by the new WIOA performance metrics
# Dashboard Table

<table>
<thead>
<tr>
<th>Ethnicity/Race (Other Demographic Characteristics)</th>
<th>Number of Records Sent</th>
<th>2 Quarters After Completion/Exit Date</th>
<th>Quarterly Median Wage</th>
<th>4 Quarters After Completion/Exit Date</th>
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<tr>
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<td>% Found</td>
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<td>Native Hawaiian/Pacific Islander</td>
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<tr>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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</tr>
</tbody>
</table>
Workforce Metrics Dashboard
CCC Participants Quarterly Median Wages and Percent Employed by Race/Ethnicity
Four Quarters After Exit
Program Year 2012-2013

- White: $7,789, 37%
- Multirace: $5,929, 8%
- Filipino: $7,485, 4%
- N/A: $11,309, 4%
- American Indian/Alaskan Native: $5,950, 2%
- Asian: $7,952, 9%
- Black/African American: $6,071, 7%
- Hispanic/Latino: $6,396, 28%
- Native Hawaiian/Pacific Islander: $6,243, 1%
Dashboard Moving Forward

- Expand the number of partners who participate in the workforce metrics dashboard
- Establish a data sharing process amongst new and existing partners
- Develop an impact analysis which will enable policies that facilitate the movement of people into jobs “providing economic security or job placement in an entry-level job that has a well-articulated career pathway or career ladder to a job providing economic security.”
Purpose: The California labor market supply and demand tool examines the most recent data available on educational programs completers and compares it to the average annual job openings to determine if there will be an oversupply or undersupply of credentialed workers to fill the projected demand of an occupation.
Using Labor Market Supply & Demand

- Developed for state education and governmental policy makers and workforce development leaders.
  - Evaluate educational programs for investment.
  - Identify potential skill gaps and training needs.
Labor Market Supply & Demand

Labor Market Supply and Demand Tool

- Labor force Supply and Demand
- Nursing Assistants
  - Related Program Completers (2014): 3,705
  - Gap Analysis: -465 (Under Supply)

- Related Program Completers* (2010-2014)
  - Nursing Assistants: 3,705

- % of Completers by Institutional Program (2014)
  - Practical Nursing, Vocational Nursing and Nursing Assistants, Other: 52.3%
  - Health Aide: 4.3%

- Completers by Award Level (2014)
  - Award of less than 1 academic year
  - Award of at least 1 but less than 2 academic years
  - Award of at least 2 but less than 4 academic years
  - Bachelor’s degree
  - Master’s degree
  - Doctoral degree
  - Postbaccalaurate

Data Sources
* US Department of Education Integrated Postsecondary Education Data System (IPEDS) at www.nces.ed.gov.
SOC 2010 to CIP 2010 Crosswalk
Data Cautions
* All supply data is potential supply.
* Completers/graduates are counted in each occupation related to their program of study.
* Completers may already have a job or may have moved out of the geographic area.
Challenges and Opportunities

- Obstacles in obtaining supply side data
  - CalJOBS (UI data)
  - California Department of Industrial Relations

- New potentials
  - Tableau data visualization software
  - Future feedback for improvements
  - Ongoing data acquisition
Using WIOA Measures to Guide Program Outcomes

- Under the Strong Workforce Program, colleges can receive additional funding for career & technical education programs, based on student attainment of WIOA-aligned outcomes.

- SWEAP funding allowed an existing data system to be amended, by creating a tab dedicated to these measures.
Viewing the Data

- Colleges can view information at the individual program or sector level, or for all programs.

- They can also see college-level results or results for all colleges in their economic regions.

- All metrics provide benchmarking information including comparison to the regional median, statewide median, and the top program in the state.
Strong Workforce Program Metrics

De Anza College || Accounting (0502) || 2013-2014 (Change Filter?)

- NUMBER OF COURSE ENROLLMENTS: 5,806
- NUMBER OF STUDENTS WHO GOT A DEGREE OR CERTIFICATE: 59
- NUMBER OF STUDENTS WHO TRANSFERRED: 282
- EMPLOYED IN THE SECOND FISCAL QUARTER AFTER EXIT: 48%
- EMPLOYED IN THE FOURTH FISCAL QUARTER AFTER EXIT: 49%
- JOB CLOSELY RELATED TO FIELD OF STUDY: 100%
- MEDIAN EARNINGS IN THE SECOND FISCAL QUARTER AFTER EXIT: $9,578
- MEDIAN CHANGE IN EARNINGS: 41%
- ATTAINED A LIVING WAGE: 54%
Strong Workforce Program Metrics

De Anza College | Accounting (0502) | 2013-2014 (Change Filter?)

- ATTAINED A LIVING WAGE: 54%

54% Microregion Median
50% Macroregion Median
48% State Median
84% Top in State

54% of 257 students
California is also creating a pathway tool that documents transitions between adult education and community colleges.

- Measures are based on questions identified by adult education practitioners and utilize WIOA definitions.
- Work to date has focused on identifying gaps in available data and alignment challenges, to inform the creation of a scaled inter-agency system.
Mississippi SWEAP
Brief LifeTracks Demo
Brief LifeTracks Demo
Brief LifeTracks Demo

ALL STUDENTS: STUDENT PROFILE
This report provides information on the characteristics of all PK-12 students enrolled in Mississippi public schools. The report provides statistics at the state level and can be viewed across and by different years and student demographics.

YEAR: 2015
HISTORICAL TRENDS

STUDENT PROFILE FOR SCHOOL YEAR 2014-2015
MISSISSIPPI

The table below shows how the total public school enrollment is divided among particular groups (for example, males and females). This table also allows you to compare the nation and Mississippi.

TOTAL ENROLLMENT
Total number of enrolled public school students (PK-12).

490,223

AREA
TOTAL ENROLLMENT

<table>
<thead>
<tr>
<th>AREA</th>
<th>Total</th>
<th>Total</th>
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<tbody>
<tr>
<td>National</td>
<td>N/A</td>
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<td>Mississippi</td>
<td>490,223</td>
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Gender

<table>
<thead>
<tr>
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<th>Male</th>
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<tbody>
<tr>
<td>Male</td>
<td>51.5%</td>
<td></td>
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<tr>
<td>Female</td>
<td>48.5%</td>
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Workforce Training Reports
Workforce Training Reports

WORKFORCE TRAINING: TRAINEE PROFILE

This report provides information on the characteristics of trainees in Mississippi workforce training programs.

<table>
<thead>
<tr>
<th>STATEWIDE</th>
<th>BY REGION</th>
<th>BY COUNTY</th>
<th>MULTICOUNTY AREA</th>
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</thead>
<tbody>
<tr>
<td>YEAR:</td>
<td>2015</td>
<td></td>
<td></td>
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<tr>
<td>HISTORICAL TRENDS</td>
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<td>□</td>
</tr>
<tr>
<td>WIA/WSA Title I</td>
<td>□</td>
<td>□</td>
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</tr>
</tbody>
</table>

TRAINEE PROFILE FOR 2015

MISSISSIPPI

WIA/WSA TITLE I TRAINING

The table below shows how the total number of trainee participants is divided between particular groups (for example, males and females). The table also allows you to compare numbers for the nation and Mississippi.

TOTAL PARTICIPANTS

Total number of enrolled trainees

3,761

<table>
<thead>
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<th>AREA</th>
<th>TOTAL PARTICIPANTS</th>
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<tr>
<td>Total</td>
<td>3,761</td>
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<tr>
<td>Gender</td>
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<tr>
<td>Male</td>
<td>52.99%</td>
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<tr>
<td>Female</td>
<td>46.37%</td>
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<td>Race &amp; Ethnicity</td>
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<td>Asian</td>
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</table>
Workforce Training Reports
Supply & Demand Reports

MISSISSIPPI LABOR MARKET SUPPLY AND DEMAND

This report compares the number of employment opportunities in a given industrial sector to the number of qualified workers that will be available to fill those positions in the Mississippi labor market.

SKILL GAP ANALYSIS

YEAR:
2015

MISSISSIPPI

SKILL GAPS IN MIDDLE-SKILL OCCUPATIONS

The bar charts below show the difference between the amount of job openings for positions in the specified industry (demand) versus the number of workers qualified to fill those positions (supply) in the selected year. The line graphs show these numbers historically.

Advanced Manufacturing

Approximate Middle Skill Gap: N/A

<table>
<thead>
<tr>
<th>Demand</th>
<th>Supply</th>
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<tbody>
<tr>
<td>3,793</td>
<td>3,727</td>
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Healthcare

Approximate Middle Skill Gap: 3,664

<table>
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<th>Demand</th>
<th>Supply</th>
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<tbody>
<tr>
<td>8,446</td>
<td>4,982</td>
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</table>

*Some data values may be suppressed to protect the privacy of individuals and small groups of students.

MISSISSIPPI Department of Workforce Security, 2016-2019
Supply & Demand Reports

Healthcare
Approximate Middle Skill Gap: 3,664

Top 10 Healthcare Occupations

Registered Nurses
Approximate Middle Skill Gap: 932

Demand
Supply

Nursing Assistants
Approximate Middle Skill Gap: 1,358

Demand
Supply

Licensed Practical and Licensed Vocational Nurses
Approximate Middle Skill Gap: NA

Demand
Supply

View historical information for Registered Nurses
View historical information for Nursing Assistants
View historical information for Licensed Practical and Licensed Vocational Nurses
Career Pathway Analyzer

CAREER PATHWAY EVALUATION TOOLS

These tools allow the user to assess the efficiency of various career pathways based on a number of different metrics, including annual earnings, employment rate, retention rate, time to employment, and the frequency that a particular path is chosen. The user can provide a starting and/or ending point for a career pathway and allow the system to report the best and worst pathways according to those metrics, or the user can view the metrics for a chosen pathway.

Starting Condition
- Add criteria

Exit Condition
- Add criteria

Current Cohort Size
N/A

Reset  Run Analysis
Career Pathway Analyzer

Starting Condition:
- High School Graduate
- Add criteria

Exit Condition:
- Add criteria

Current Cohort Size:
155,980
Career Pathway Analyzer

Starting Condition
- High School Graduate
- Add criteria

Exit Condition
- Employment: Other Management Occupations
- Add criteria

Current Cohort Size
- 771

Reset Run Analysis
Career Pathway Analyzer
Career Pathway Analyzer

Highest Paying Pathway

Starting Condition: High School Graduate

Interim Step:
- Degree Type: Bachelors Degree
- Major: Business Administration, Management and Operations

Retention Rate: Coming Soon

Exit Condition: Employed in field: Other Management Occupations

Pathway Details:
- Total Time Required (Average): Coming Soon
- Employment Rate: Coming Soon
- Average Annual Earnings: $41,851.90
- Retention Rate: Coming Soon
- Participants: 35 individuals
- Skill Gains: Coming Soon
Pathway #3

Starting Condition: High School Graduate

Interim Step:
- Degree Type: Associates Degree
- Major: Business Administration, Management and Operations

Exit Condition:
- Employed in field: Other Management Occupations

Pathway Details:
- Total Time Required (Average): Coming Soon
- Employment Rate: Coming Soon
- Average Annual Earnings: $27,366.88
- Retention Rate: Coming Soon
- Participants: 28 individuals
- Skill Gains: Coming Soon
Career Pathway Constructor

Simulated data shown
What’s Next?

• Continue refining the prototypes

• Present to SLDS Governing Board

• Upon approval, full implementation of data tools

• Use tools to support Mississippi initiatives
  • WIOA
  • Credentialing
  • Performance-based budgeting

• Continue expanding suite of data tools
SWEAP
The Ohio Project
SWEAP’s Goals

Cross-program data to help better align workforce and education programs collaboratively to support a diverse supply of qualified workers for a strong labor market.

Broader support for policy innovations that close skills gaps:
• Sector Partnerships (Ohio’s Industry Workforce Alliances)
• Career Pathways
Tasks/Deliverables

• Developed a pilot Workforce Supply report targeting 18 In-Demand Occupations.
  • Plan to expand to other In-demand occupations
  • Supply-Demand tool under development for 2017
• Prepared Higher Education employment outcomes
• Conducted analysis of education to occupation crosswalk
Training to Occupation Interviews: Process

- Identify highest producers of grads by CIP
- Postsecondary institutions
  - career & technical centers
  - 2-year colleges
  - 4-year universities
- Identify career services and/or department chairs
Workforce Supply Tool

• Developed in partnership with Office of Workforce Transformation
• Tool for Ohio and potential-Ohio businesses looking for workers
• BETA – includes only high-demand occupations
• Located within the OhioMeansJobs website
Workforce Supply Tool

Workforce Supply

Occupation
51-4121: Welders, Cutters, Solderers, and Brazers

JobsOhio Region
Statewide

O*Net Occupation Description
Use hand-welding, flame-cutting, hand soldering, or brazing equipment to weld or join metal components or to fill holes, indentations, or seams of fabricated metal products.

Important skills:
- Reading Comprehension
- Critical Thinking
- Monitoring
- Operation and Control

Read more about Welders, Cutters, Solderers, and Brazers at the O*Net website.

Regional labor statistics for Welders, Cutters, Solderers, and Brazers, 2014-2015

Earnings per hour (25th to 75th percentile)

Source: Ohio Labor Market Information, O*Net, Occupations, Wages & Employment. Data are published for occupations that passed confidentiality screening and reliability tests.
Workforce Supply Tool

Workforce Supply

Occupation

Jobs Ohio Region

Statewide

Total graduates - Statewide

Unemployment claims for this occupation

Graduates come from the following programs:

Washington Engineering Technology/Technician

Source: CIP SOC Crosswalk from Integrated Postsecondary Education Data System.

OhioMeansJobs Talent Report

Talent reports include the number of corresponding resumes by skills and educational attainment related to Welders, Cutters, Solderers, and Brazers. Other criteria also can be searched, such as years of experience, job type (full- or part-time), veteran status and others. In addition, Ohio businesses can register to "Search Talent" on OhioMeansJobs and select from millions of resumes to find promising candidates with the specific skills and qualifications they need. Please refer
Workforce Supply Tool

Workforce Supply

Occupation
51-4121: Welders, Cutters, Solderers, and Brazers

JobsOhio Region
Northwest

Total graduates - Northwest Ohio

Unemployment claims for this occupation in 2015

OhioMeansJobs Talent Report

Graduates come from the following programs:
- Welding Engineering Technology/Technician

Talent reports include the number of corresponding resumes by skills and educational attainment related to Welders, Cutters, Solderers, and Brazers. Other criteria also can be searched, such as years of experience, job type (full- or part-time), veteran status and others. In addition, Ohio businesses can register to “Search Talent” on OhioMeansJobs and select from millions of resumes to find promising candidates with the
Workforce Supply Tool

Workforce Supply

Occupation
51-4121: Welders, Cutters, Solderers, and Brazers

JobsOhio Region
Northwest

Institutions offering relevant programs
- Owens Community College
- Ultrasound CTC
- Apollo Career Center
- Terra State Community College
- Northwest State Community College

Owens Community College
30335 Oregon Rd
Perrysburg, Ohio 43551
www.owens.edu
Highest degree offered: Associate's degree

Relevant programs offered by Owens Community College
Welding Technology/Welder

Source: Integrated Postsecondary Education Data System. 2016 and 2017 data are projected estimates. Projections are unavailable for programs with fewer than 10 years of graduates reported.
Workforce Supply Tool

Workforce Supply

Occupation

15-1152: Software Developers, Applications

JobsOhio Region

Northwest

Total graduates - Northwest Ohio

Graduates come from the following programs:
- Artificial Intelligence
- Information Technology
- Informatics
- Computer Programming/Programmer, General
- Computer Programming, Specific, Applications

Unemployment claims for this occupation in 2015

Source: Ohio Longitudinal Data Archive. Missing unemployment claim data represents fewer than 10 individuals who reported a prior occupation of Software Developers, Applications. Wrong unemployment claims during the year.
Workforce Supply Tool

Workforce Supply

Occupation
15-1132 Software Developers, Applications

JobsOhio Region
Northwest

Institutions offering relevant programs
- University of Toledo
- Bowling Green State University-Main Campus
- James A Rhodes State College
- Owens Community College
- Northwest State Community College
- Terra State Community College
- University of Findlay
- Trinity University
- Ohio Northern University

University of Toledo
2901 W Bancroft
Toledo, Ohio 43606-3390
www.utoledo.edu
Highest degree offered: Doctor's degree

Graduates of University of Toledo

Relevant programs offered by University of Toledo
Information Technology
Computer Programming/Programmer, General
Computer Engineering, General
Rainlessness
Future Work
Supply and Demand Analysis

• Website with supply/demand comparison is in development
• Includes basic comparison of supply with demand, as well as drill-down details on calculations
• Provides distribution of educational attainment for each occupation for context
Using the Supply & Demand Tool for Higher Education
The Request

Tell me what fields of study lead to high-demand – high-wage occupations

- Jim Purcell, Ed.D.
  Rhode Island Commissioner of Postsecondary Education
Custom CIP (Classification of Instructional Programs) to SOC (Standard Occupational Classification) crosswalk developed with Dr. Phyllis Harnick – Assistant Commissioner of Higher Education
THE WORK

• Find significantly under-supplied fields of study (IPEDS graduates) relative to the opportunity shown in our Labor Market Information Projections (demand)

• Produce a definition that could be used for policy and generate buy-in from all stakeholders

• Broader definition in order to be more inclusive of majors on campus and including STEM fields regardless of results

• Start with SOC codes found in RI, based on # job openings and wages as developed by LMI in conjunction with Higher Ed

• Crosswalk that we developed was used to generate list of High Demand – High Wage CIP codes
THE FINAL RESULTS

• 124 different SOC codes determined to be High Demand – High Wage

• **113 4-Digit CIP codes identified as leading to HDHW occupations**

• (387 4-Digit CIP codes total - 29% are HDHW fields of study)

• Identified 41 4-Digit CIP codes that can lead to HDHW occupations that aren’t offered at any of RI’s public institutions
2016 -- S 2392

STATE OF RHODE ISLAND

IN GENERAL ASSEMBLY

JANUARY SESSION, A.D. 2016

AN ACT

RELATING TO EDUCATION - THE PERFORMANCE INCENTIVE FUNDING ACT OF 2016

16-106-7. State postsecondary education funding formula. -- (a) Implementation of a state postsecondary education funding formula shall be contingent upon the approval of the general assembly. On or before October 1, 2016, the commissioner of postsecondary education shall present to the board of education and the general assembly, the following:

(1) A proposal for the further definition of the budget for "otherwise unrestricted higher education general revenue" in accordance with §§16-106-3(a) and 16-106-4(a); and

(2) With input from an advisory workgroup composed of representatives of the administration and faculty of Community College of Rhode Island, Rhode Island College, and University of Rhode Island, the commissioner shall develop a proposal for a funding formula for calculating budgetary needs of the public postsecondary institutions.
PERFORMANCE BASED FUNDING

- Performance funding legislation (S 2392/H 7428) was passed in 2016 legislative session and signed into law in August 2016.
- The performance funding law is intended to promote alignment between the state's priorities for higher education and institutional policy and practice.
- The law identifies 3 priorities for the public institutions:
  - Improving graduation/persistence
  - Increasing graduates in high-demand, high-wage fields (HDHW)
  - Advancing institutional missions
- Under this law, institutions will not lose any funding.
- If an institution does not meet its goals, a portion of state funding will be redirected toward improving performance. According to the law, performance-based mechanisms will only affect additional state funds above the FY 2016 level.
PERFORMANCE BASED FUNDING

- Performance metrics for the colleges and university have been developed in 3 categories, in keeping with the 3 priorities: 1) graduation rates; 2) production of graduates in high-demand, high-wage fields; and 3) measures related to each institution’s role, scope, and mission.
- Weights are assigned to each metric.
- Baseline for each metric will be the average value over the previous 5 years.
- Annual performance will be the average of the current year and the prior year.
TIMELINE

• Senate Bill 2392 passed March 9, 2016

• Passed House June 18th, 2016

• Signed into law August 11, 2016

• Definitions due October 1, 2017

• Fiscal Year 19 or 18-19 Academic Year – funding distribution process incorporates performance based components
20% Increase in Total # Graduates in High Demand – High Wage areas by 2020-2021

<table>
<thead>
<tr>
<th>Total # graduates in HDHW areas</th>
<th>BASE YEAR 2014-15</th>
<th>2020 TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI Public Institutions of Higher Education</td>
<td>4,418</td>
<td>5,302</td>
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113 4-Digit CIP codes identified as leading to HDHW occupations
THE PRODUCT

- Continue joint work between OPC and LMI, including yearly review of crosswalk
- Yearly LMI publication
- Public and Private Supply of new grads by 4 digit CIP with LMI projections.

<table>
<thead>
<tr>
<th>Selected in Demand Fields of Study</th>
<th>Supply*</th>
<th>Demand**</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Nursing, Vocational Nursing &amp; Nursing Assistants</td>
<td>65</td>
<td>443</td>
<td>378</td>
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<tr>
<td>Precision Metal Working</td>
<td>5</td>
<td>240</td>
<td>235</td>
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<tr>
<td>Computer &amp; Information Sciences, General</td>
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<td>319</td>
<td>225</td>
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<tr>
<td>Human Development, Family Studies, &amp; Related Services</td>
<td>152</td>
<td>335</td>
<td>183</td>
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<tr>
<td>Computer Engineering Technologies/Technicians</td>
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<td>178</td>
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<tr>
<td>Computer/Information Technology Administration &amp; Management</td>
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<td>171</td>
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<tr>
<td>Mental &amp; Social Health Services &amp; Allied Professions</td>
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<td>170</td>
<td>148</td>
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<td>Computer Science</td>
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<td>Computer Programming</td>
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<td>204</td>
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<tr>
<td>Health &amp; Medical Administrative Services</td>
<td>185</td>
<td>307</td>
<td>122</td>
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</tbody>
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Supply & Demand for New Workers 2016
Developing a Comprehensive Workforce Development Performance Dashboard
THE CHALLENGE

• There is a dizzying array of ‘workforce development’ federal and state programs throughout the state
• The Rhode Island Governor’s Workforce Board has been legislatively ‘anointed’ as the overseer for all of these programs
• Performance data is inconsistent or often inaccessible across the programs.
• Even the performance data that is available has limited utility without context and comparison
• Rhode Island lacks a single ‘clearing house’ for this information.
THE OPPORTUNITY

- A single, visually appealing, user-friendly Web-based performance dashboard can more effectively and accurately inform key audiences of the workforce systems performance and impact
  - Governor
  - Legislators
  - Citizens / Job Seekers
  - Employers
- Joining key workforce system performance data sets to complex cross-agency data already housed with our vendor will allow for useful and impactful analysis
- Analyzing performance data and (eventually) extending its reach to other data sets will help answer some critical policy/program questions
  - Which program models are most effective at serving population ‘X’? Why?
  - What are the impacts of job training/placement services on other social determinants?
  - What areas/populations are we underserving?
THE PLAN

• (pre-work) Develop “core 6” ala-carte measures that adequately and fairly capture the range of impacts of various “workforce development” programs – built on, but beyond, the WIOA metrics.

• (pre-work) Develop external data-sharing agreements with relevant agencies

• Build the digital infrastructure necessary to intake multiple varying data sets, clean them, and present them visually.

• Develop ‘1.0’ Deliverable focused on core WIOA, with enhanced user-friendly visuals

• In stages, ‘pipe in’ each relevant data set (multi-year effort)

• Shift from data ‘breadth’ to ‘depth’ and connect performance information to advanced education/health/human service/corrections data sets

*All data sets are de-identified
ISSUES

⚠️ Loss of mission critical staff not long after we secured the SWEAP grant

⚠️ Issues with potential vendors (lack of responsiveness with first vendor resulted in withdrawal of funds)

⚠️ Issues with selected vendor (challenges with parent organization [not the vendor itself] resulted in its move to a new academic setting)

PROGRESS

✓ Internal digital infrastructure to intake and visually present data sets is complete

✓ Connection to first performance data set underway (as of 3/11/2017)

✓ Visual/design improvements to follow (by 4/2017)

✓ Publication of 1.0 Dashboard estimated by 5/2017
Welcome to the Rhode Island Workforce Performance Dashboard

This website allows users to view, analyze, and compare performance data and information across the spectrum of workforce development, education, training, and employment programs in Rhode Island.

GET STARTED
Selecting a Program turns that program into the ‘control’. Turning a program ‘on’ shows information for only that program. All included fields update accordingly.

Initial performance metrics include Employment (Q1-Q4 post-exit) and Earnings (Q1-Q4 post-exit).

Demographic information can also be selected as the ‘control’ to demonstrate how particular subsets are being served.
MOVING FORWARD

- Visual/design improvements to 1.0 Dashboard followed by publication
- Public awareness campaign of current tools and future vision
- Revamped workplan that better matches internal realities with system partners
- Continued built-out of data infrastructure (and internal data capacity)
- Statewide demonstration projects as Dashboard continues to develop
- Utilization of Dashboard to begin to inform policy and resource allocation decisions
Thank You
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