

## **Workforce Data Expansion Task Force Report Out**

### **Overview**

During the planning process of the Cradle-to-Career Data System (C2C), state agency representatives and community members recommended that the P20W analytical data set include information on workforce training to deepen understanding about ways that adults prepare for jobs and to identify how education and workforce training relate to employment and earnings.

In 2025, C2C is preparing for this expansion by:

- Working with the Labor and Workforce Development Agency (LWDA) to identify priority research topics and the data points necessary to answer those questions
- Convening a task force of community members who are workforce data experts to identify additional priority questions and information required to answer those queries
- Facilitating discussions with state agencies to support the expansion of the P20W analytical data set

The task force includes researchers who have deep experience with labor market information, practitioners that would benefit from access to more comprehensive information on workforce topics, data experts who understand the complexities of the types of information that fall under the heading of “workforce,” and representatives from agencies that compile and use workforce information. It also includes representatives from C2C’s three boards, including the Governing Board, the Data & Tools Advisory Board, and the Community Engagement Advisory Board.

### **January 14, 2024 Meeting**

The session began with C2C Executive Director, Mary Ann Bates, providing an overview of workforce data as it relates to C2C. In the initial planning process for the data system, the legislative report called for the inclusion of workforce data by the fifth year of development. She provided an update on that goal, including workforce information that is already included in the data set. She also clarified the scope of workforce data under discussion, including classes that teach job-specific skills, non-academic training that prepares people for work, job outcomes of people who participate in education

and training or receive public services, and the economic factors shaping which jobs are in the highest demand and how much they pay.

Next, Mary Ann Bates described the process used to identify data points in the original planning process, which began by identifying high priority research questions, determining which data points would be necessary to answer those questions, working with data experts at state agencies to evaluate the quality of related data that they collect, and developing detailed file specifications for the specific data that will be shared. For the expansion of workforce data in the P20W data set, a similar process will be used, but this time it began with LWDA reviewing the existing P20W data set and identifying priority questions it could answer by contributing additional data. In addition, LWDA identified data points not currently included in the P20W data set that would help to answer additional priority questions.

The task force will help to identify additional research questions that could be answered with the data that LWDA intends to provide, provide input on the data points that LWDA intends to contribute, and identify additional information that could be provided by other sources to answer priority workforce-related questions.

Abby Snay, the LWDA deputy secretary for workforce strategy, described the process that her agency used to identify priority questions and related data points, including extensive consultation with leaders and data experts that maintain the agency's four different data sets. In addition, LWDA worked with representatives from multiple state agencies to identify ways to improve labor market information. This resulted in Labor Secretary Stewart Knox sending a memo to C2C regarding LWDA's priorities for data system expansion, including the data points it intends to provide. That memo is posted on the C2C website.

Abby Snay walked through the priority research questions, intended data disaggregation, data points LWDA will provide, data points LWDA requests from other agencies, and additional functionality that is needed regarding labor market information.

Task force members asked clarifying questions and then used a Google document to identify additional priority workforce research questions that should be included, other

data points that might help to answer high-priority questions related to workforce topics, and which entities have those additional data points. Recommendations from task force members are below.

*Additional Research Questions that Build Off LWDA Priorities and Available Data*

- What is the impact of workforce program participation on reducing income inequality in local communities?
- Which workforce programs support sustained employment among older workers?
- Are there regions or local areas that have particularly high outcomes or high levels of co-enrollment across programs?
- Which workforce development supports and basic needs services result in better outcomes for rural versus urban populations?
- How do barriers to employment vary for rural versus urban populations?
- How do outcomes vary for rural and urban workforce programs related to long-term career growth and economic mobility?
- How do workforce program outcomes vary based on students' academic level at the time of participation (e.g., high school diploma, some college, or degree holder)?
- How does access to individualized services shape outcomes compared to receiving both individualized services and training?
- Are there specific types of workforce programs (e.g., apprenticeships etc.) that have a greater impact on public benefit uptake, either increasing or decreasing it?
- How do barriers to participation and positive economic returns for apprenticeship vary based on the industry?
- What are the top 10 most common occupations and industries of training for workforce programs, and what are the outcomes for each (earnings, job placement, etc.)?
- What does participation look like for English language learners, and how do their employment outcomes differ from English speakers with the same race/ethnicity?
- How does co-enrollment in workforce programs affect community college student outcomes? Does receiving wrap-around services impact those outcomes?

- What are the employment outcomes of people who participate in workforce training programs offered by community colleges?
- What types of employment outcomes do justice-involved people have when they participate in workforce programs?
- What is the relationship of distance between training location and place of employment to wage gain and employment persistence (i.e. geographic mobility)?
- How long do individuals work in a specific industry and occupation?
- How does the state benefit when people participate in workforce programs?
- How do employers benefit when people participate in workforce programs?

*Additional Types of Labor Market Information that Should Be Included*

- Demand
  - What credentials and certifications are required or desired for what job roles in each industry sector?
  - What skills do employers need their employees to have to address evolving workforce needs?
  - What skills are associated with specific jobs?
  - What industries and occupations have the most urgent demand for talent (unfilled job openings)?
  - What employers are most at risk for layoffs or hours reductions, and how can employer services and layoff aversion activities be targeted to those employers?
  
- Skills and Curriculum
  - How are credentials aligned to in-demand skills and competencies?
  - How is demand for skills changing by region due to adoption of artificial intelligence or other technologies?
  - How do unfilled job openings align with training provided by programs on the Eligible Training Provider List (ETPL)?
  - How well do education and workforce programs align with the skills needed by employers, particularly for students entering high-demand or emerging industries?

**Additional Information That Should Be Requested From Other Providers**

- Department of Consumer Affairs
  - Licensure data
- Department of Motor Vehicles
  - Car ownership
  - Driver's license status
  - Disabled placard status
- Health and Human Services Agency
  - Housing subsidy amount
  - Behavioral health status
  - In home supportive services program participation
  - Family status
  - Childcare program participation
  - Measures of health
- Unions:
  - Union membership
  - Success stories
  - Business community priorities
- Internal Revenue Service
  - Fringe benefit amounts
- Social Security Administration
  - Supplemental security income amounts
  - Social security disability insurance amounts
- US Census
  - Immigrant status
  - Date of arrival in the US
  - Country of origin

In addition, this exercise surfaced a number of questions about both C2C and LWDA data that will inform the topics that will be addressed at the second task force meeting.