CWICstats:
A collaborative model to address the research and data needs of local workforce development policymakers

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ChapinHall at the University of Chicago
Policy research that benefits children, families, and their communities
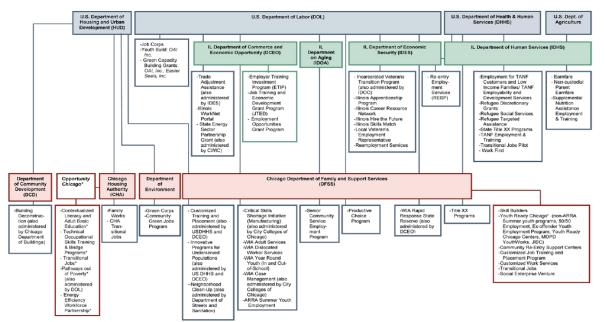
What is CWIC*stats*?

CWIC*stats*:

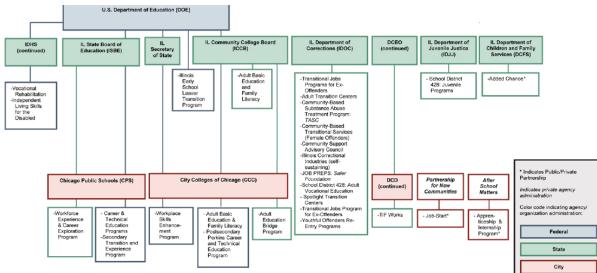## Chicagoland Workforce Information Collaborative

- Workforce development research and data initiative at Chapin Hall at the University of Chicago, established in 2009
- Analyze data to assess Chicago's workforce development system
  - Specialize in analyzing & linking individual-level administrative data
  - Also use labor market data & conduct original data collection for both quantitative & qualitative research
- Conduct research to help answer workforce development policy questions
  - What is the workforce development system? How are these program performing? How can we better assess program performance?
  - Who are the participants in the workforce development system? What are their pathways through the system? What are their outcomes?
  - What are key factors of successful workforce programs?

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Need for CWIC*stats*

Chicago has a very fragmented workforce development system, creating a need for coordinated/linked data to assess program outcomes

Audience for CWIC*stats*

- Users of CWIC*stats* research include a variety of stakeholders with a need to make data-informed decisions:
  - Workforce Investment Boards: Chicago-Cook Workforce Partnership, former Chicago Workforce Investment Council
  - Workforce and economic development policymakers
  - State & local public agency administrators
  - Community-based workforce service providers
  - Foundations funding local workforce programs
  - Businesses working with workforce providers
  - Workforce program participants

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How does CWIC*stats* work?

- Collaborate with partner agencies to:
  - Establish data sharing agreements to access individual-level administrative data on program participants
  - Link & analyze data to:
    - Asses program performance measures
    - Perform research on participants' program engagement, educational attainment, and employment outcomes over time and across programs
    - Conduct program evaluation
    - Provide transparency of program outcomes for consumers with a website of Workforce Investment Act (WIA) training program outcomes http://www.chicagolandwiatraining.com

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Agency Partners & Data

- Chapin Hall partners with local/state public agencies to link individual-level administrative program data to employment wage data and across programs
    - Illinois Department of Employment Security
    - Illinois Department of Commerce & Economic Opportunity
    - Illinois Department of Human Services
    - Chicago Department of Family & Support Services
    - Chicago Public Schools

- Other data sources including
    - National Student Clearinghouse data
    - GED data

- Provides unique opportunity for research on individuals' employment and training experiences before, during, and after program involvement, assess program performance, and study factors related to achievement of positive outcomes

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Research example:
Cohort analysis of Chicago Public School students

- Objective: Describe characteristics, pathways/experiences, and outcomes of youth in education and workforce development system
- Descriptive and longitudinal cohort analysis of first-time Chicago Public School (CPS) freshman (9th graders) in 2000-01 and 2001-02 (n=47,006)
- Follow youth through high school into workforce & post-secondary education
  - Education attainment: Career & Technical Education (CTE) completion, high school graduation, post-secondary enrollment, persistence
  - Employment outcomes: engagement in workforce development programs, employment, earnings
- Link individual-level administrative data across systems & over time
  - CPS student transcripts, dropout & graduation data
  - Workforce Investment Act (WIA) program data
  - National Student Clearinghouse post-secondary data through 2010
  - Unemployment Insurance quarterly earnings data in 2010

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Selected findings regarding post-secondary education & employment

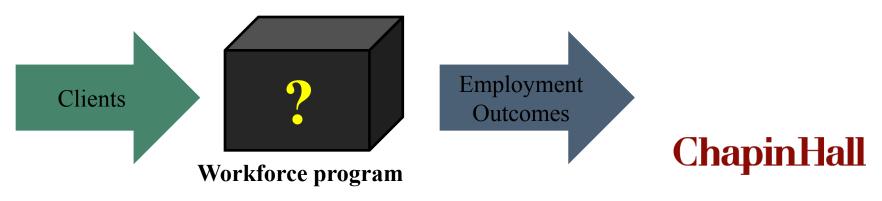Post-secondary education outcomes among graduates:

- 70% of high school graduates enrolled in college
- 49% enrolled in the fall immediately after graduation, showing a third of graduates take non-traditional paths to college
- Students who were CTE completers enrolled in post-secondary education at similar percentage to non-CTE students, with 72% ever enrolling in college

Employment & earnings among all students in sample:

- 61% had earnings during 2010
- Higher employment and average earnings among high school graduates (59%, $5775) compared to dropouts (36%, $4790), however employment & earnings were much lower among black students regardless of high school completion

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Research example: *Inside the black box: What makes workforce programs successful?*

- Objectives: (1) understand the factors that may explain *why* workforce programs achieve success, (2) *how* these factors may be quantified or measured to help improve the system

- Qualitative research with 6 community-based workforce development programs in Chicago

- Develop better understanding of program processes & contextual influences on outcomes

- Determine what measures & data are needed

  Study was funded with support by from the Ford Foundation

Clients → **Workforce program** ? → Employment Outcomes

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Conceptual model:
Factors related to successful workforce outcomes

External factors

- Community context
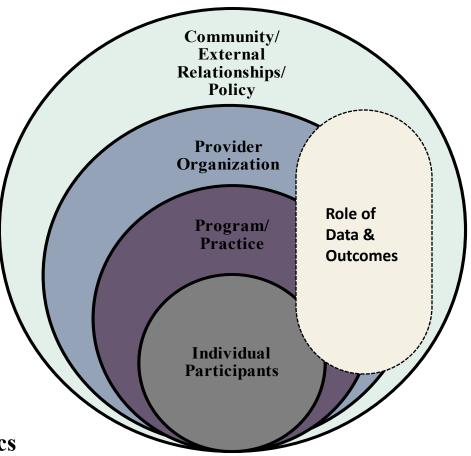- Employer engagement
- Partnerships

Organizational factors

- Diverse funding sources
- Staff, leadership, size

Program/practice factors

- Support services
- Program flexibility
- Family involvement
- Focus on quality of job placement

Individual participant characteristics

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Recommendations for workforce development program data & outcomes

Improve measures for workforce development, by…

- establishing some common measures, but allow for flexibility
- using longitudinal measures to assess outcomes over time
- analyzing outcomes by subpopulations, barriers to employment

Expand what is measured to include…

- assessment data, continual development of skills, intermediate participant achievements
- use of support services, achievement of economic self-sufficiency
- achievement of industry credentials
- employer and community engagement/outcomes

Establish integrated data systems that…

- minimize repetitive, redundant data entry in multiple systems
- collect information on <u>all</u> program participants
- provide programs with useful measures for self assessment & facilitate reporting
- is flexible to meet the diverse & changing needs of programs

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Implications

- Model for building agency partnerships to share, link & analyze data to assess the performance of the workforce development system and promote improved participant and program outcomes

- Provides policymakers and program administrators with unique and valuable look at education and employment outcomes using cross-system and longitudinal perspective

- Developing a better understanding of contextual factors that influence workforce program outcomes

- Promoting improved data systems and better use of data

- Promoting culture of data-informed decision-making among policymakers, administrators, and participants

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Thank you!

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