Building on the Blueprint
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Panelists

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WDQC Mission

• 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
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
• **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”
You Can View the Blueprint at

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

What is your state doing?

Learn More »
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.

- The policies do not exactly correspond with elements in the State Blueprint, but are important steps to help states achieve the Blueprint’s vision. We chose to highlight these particular policies because multiple states have had some success with their implementation, and additional states have expressed interest in similar action.
Even states with strong data systems may want to consider enacting policies. Although some data systems and tools can be developed without legislative change, state policy can formalize best practices and ensure that they outlast changes in leadership.
A longitudinal data system matches records over time, and can be used to see how combinations of education, workforce and human service programs provide opportunities for learning and employment.

Legislation establishing a longitudinal data system should:
- Define the purpose of the data system
- Define the scope of the system
- Be broad
- Outline clear expectations for privacy and security
A governance body oversees longitudinal data systems, and should include representatives from a variety of agencies.

Legislation establishing a governance body should:

- Outline duties of council and staff
Legislation **Authorizing Data Sharing** can occur between state agencies, between state agencies and non-public entities (like colleges), or between agencies in multiple states.

Legislation authorizing data sharing should discuss:
- Which data can be shared
- Who must share it
- Who can receive it
- Purposes for which the data can be used
- Related privacy and security procedures
Legislation authorizing state funding helps sustain longitudinal data systems in the absence of federal funding.

Examples of securing state funding:
- **Kentucky** – Designate funding for the independent state agency managing a longitudinal data system
- **Oregon** – Give money to agencies participating in a longitudinal data system
- **Kansas** – Line item
Scorecards allow students and workers to see outcomes information for graduates of education and training programs.

Scorecard legislation should:
- Have information on selecting a career
- Have information about outcomes
- Include all types of institutions and programs

States should publicize their scorecards.

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

• Dashboard Legislation should:
  • Require annual updates
  • Use data from state longitudinal data systems
  • Include WIOA’s primary indicators of performance (if applicable)

Source: Workforce Training and Education Coordinating Board. To view results for other programs visit wtb.wa.gov/WorkforceTrainingResults.asp (Snapshot taken February 2, 2017).
Feedback Reports provide dynamic data to educators and program managers, so that they can improve programs.

Feedback Reports should:

- Break down student outcomes by program, cohorts, target populations, and other categories of interest.
- Usually be aggregated, but, depending on state laws and institution needs, could be individual level.

Skills Gap Analysis (also known as Supply/Demand Reports) provide dynamic data to educators and program managers, so that they can improve programs.

Skills Gap Analysis should include:
- Number of projected net job openings by occupation or occupational cluster
- The level of education and training needed to fill projected openings
- Number of individuals completing education and training programs
- Identification of gaps in supply and demand
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WorkforceDQC.org
Consumer Information on Private Occupational Schools
Skills to Compete - Colorado

• Formed in 2010 as a local affiliate of National Skills Coalition
• A cross-sector policy advocacy coalition focusing on helping Coloradans access the education and skills training they need to get good paying, in demand, stable jobs with a future.
• Key policies passed:
  • Colorado Skills for Jobs Act Report – Matching credential attainment with in demand employment -2012
  • Integrated Basic Education and Skills Training -I BEST-2013
  • Adult Education Workforce Partnerships -2014
  • Approval of two other High School Equivalency Tests, in addition to the GED- 2015
Skills to Compete- Colorado

• 2015 Multi Year Work Plan Policy Recommendation:

• “Take stronger steps at the State level to develop an education consumer protection system to ensure that educational consumers, in both the public and private post-secondary sectors, understand the costs of their education, the cost and duration of their loans, and the reality of their post-learning earnings capacity.”
Skills to Compete- Colorado

• Elements of our campaign:
  ▪ -Research – What information is no available to consumer; what collected about Title IV schools, Division of Private Occupational Schools, WIOA Eligible Provider Training List; and what information submitted for GI bill approval.
  ▪ -Formed Ad-hoc committee of S2C to design bill, including policy advocates, community based organizations, United Way, Voc Rehab, United Veteran’s Committee, Young Invincibles, Denver Opportunity Youth Initiative, adult education providers, etc. Invited most relevant state staff. Not all got clearance to sign on.
  ▪ -Identified Legislative sponsor- Senator Rhonda Fields. She had previously sponsored our Adult Education Workforce Partnership Bill, and the sudden closure of ITT and Heritage College displaced students in her district.
  ▪ -Tried to align with existing efforts to counter pushback that we were asking more of private occupational schools than of other schools. Also to minimize fiscal note.
  ▪ -Tried to identify personal stories of students who attended private occupational schools.
  ▪ -Promoted bill through blogs, twitter and email.
Skills to Compete- Colorado

- **What has been done to address these concerns?**
  - The Colorado Department of High Education has taken over the maintenance and review of the Workforce Innovation and Opportunity Act Eligible Training Provider List and connected it to CollegeinColorado.org website [https://www.cotrainingproviders.org/?auth=0#/](https://www.cotrainingproviders.org/?auth=0#/).
  - The new Launch my Career state website, developed in conjunction with College Measures, provides some data on hot jobs, and median starting salaries for those occupations and 31 Colorado Schools. [http://launchmycareercolorado.org/](http://launchmycareercolorado.org/).
  - The Obama Administration adopted the **Gainful Employment Rule**.
  - The US Department of Education unveiled the new [www.collegescorecard.ed.gov](http://www.collegescorecard.ed.gov) and [www.collegecost.ed.gov](http://www.collegecost.ed.gov) website, which does include income data on earnings and debt for gainful employment and other data based on the federal Postsecondary Institutional Rating System to address the problem. The site lists information on postsecondary institutions whose students receive Title IV funding, such as Pell Grants. The data is not yet available at a program, versus school, level.
Skills to Compete- Colorado

- Our bill – SB17-118 by Senator Rhonda Fields and Representative Mike Weissman
- Developed with a lot of technical assistance from the Workforce Data Quality Campaign. Could identify what information was obtainable from what data source.
- The bill increases consumer information at two points:

  1. **Disclosure prior to signing of the enrollment contract**
     - A private occupational school is already required to provide some information to students regarding cost and length of programs. This bill adds:
       a) Program completion rates
       b) Transfer rates, if known
       c) Employment rates
       d) Median salary
       e) Typical student loan debt information, if school participates in federal student loan program
Skills to Compete- Colorado

2. An online, free comparative tool to use when researching options

Ideally this information would be on the same website as other choices such as public institutions, apprenticeships, etc. The Colorado Department of Higher Education is currently building out such a website: https://www.cotrainingproviders.org/#/

This bill would add all private occupational schools, as compared to just those seeking Workforce Innovation and Opportunity Act or other federal funding. Available information would include:

- Costs
- Completion and program credential attainment rates
- Aggregate employment and earnings information of former students of each program
- Student Loan debt information
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Advocating for Data Sharing

Arizona’s Legislative Changes to Support Data-Driven Decision Making

Gretchen Corey, Special Projects Manager, Office of Economic Opportunity
The passage of WIOA created an opportunity for increased coordination among Arizona’s workforce partners due to regularly scheduled meetings that were needed to develop implementation strategies for the new law.

- A cross-agency Data Sharing workgroup was established to identify any barriers to meeting the WIOA reporting requirements:
  - Identified the need for a state law change to support UI data sharing
  - Over several months worked to develop consensus on statutory language

- Policy makers were briefed on the benefits of UI data sharing, particularly how other states have used UI data to inform policy decisions and direct workforce funding to programs that have resulted in participants’ increased earnings.
Developing Consensus and Policy Maker Support

- Produced briefing documents to gain partner consensus and policy maker support:
  - Informing Arizona’s Workforce System – Potential Uses of UI Data
  - Redisclosure of Unemployment Insurance Data - Interaction of State & Federal Law
  - Data Sharing models – Centralized vs. Federated
  - Data Sharing in the Context of WIOA
  - Workforce Longitudinal Database – Implications & Safeguards
  - Uses of UI data – Examples from Texas, California, Illinois, Florida and Kentucky
  - Policy Analysis outside Workforce and Education - SNAP-UI Data Linkage Project

- General rule – Respond as quickly as possible to all inquires about legislation
2016 Legislative Session – HB 2666

• Efforts were successful and HB 2666 was introduced, which included UI data sharing provisions designed to support longitudinal evaluation of the workforce system
  • Majority of language developed in the Data Sharing workgroup was used, though modified due to the creation of the new office
  • UI data sharing was only one piece of a much larger package of policy changes designed to increase the competitiveness of Arizona through workforce development, regulatory and taxation reform, and consolidation of the industrial finance authorities

• HB 2666 (Governor’s Economic Opportunity Office; Consolidation) established a new office – Office of Economic Opportunity – with an overarching goal of maximizing the state’s ability to use data to drive change in the states workforce system
  • OEO came about through the consolidation of economists and workforce staff from 3 state agencies
  • The OEO Director is charged with developing data informed policy and serves as the state’s Workforce Planning Coordinator
  • OEO is authorized to fulfill unemployment insurance data requests
HB 2666 and Data Policy Toolkit

• Data Policy Toolkit would have been useful when developing statutory language to support our longitudinal data infrastructure
  • Arizona’s language was based on extensive review of other states’ statutes and the federal regulations governing UI data sharing (20 CFR Part 603 Subpart B)
  • Toolkit legislative language examples provide a good roadmap of the issues to be addressed

• Additional provisions could also be needed to address specific state issues – for example, in Arizona
  • Workforce Data Task Force charged with defining the UI data retention period
  • Participation in Arizona Workforce Evaluation Data System (AWEDS) is voluntary
  • Establishment of OEO as workforce data steward responsible for holding UI data for long periods and re-disclosure to authorized public officials
Provisions that Correspond to Data Policy Toolkit

- Arizona established a Workforce Data Task Force (A.R.S § 41-5404)
  - Director of OEO, President of the Board of Regents, Superintendent of Public Instruction, Community College representative, and the Director of the Dept. of Economic Security
  - Responsible for overseeing the development of the Arizona Workforce Evaluation Data System (AWEDS)

- Agencies permitted to participate in AWEDS are defined in statute (A.R.S § 23-722.04)
  - Participation is not mandated
  - Toolkit provides sample language that would compel participation
  - Language that mandated participation would have been met with resistance, though voluntary participation does create development challenges

- The importance of security and confidentiality was addressed throughout Arizona’s legislation
  - Task Force is charged with developing controls for data confidentiality and data security
UI Data Sharing Provisions of HB 2666

23-722.03. Memorandum of understanding; retention; use; definition
Directs the Department of Economic Security to enter into a MOU to establish OEO’s role as the workforce data steward.

23-722.04. Unemployment insurance information; disclosure; violation; classification
Defines the specific public entities that can receive UI information from either DES or OEO

41-5403. Workforce data stewardship
Directs the MOU to be entered into by September 30, 2016

41-5404. Workforce data task force; membership; duties; report; task force termination
This section established the Task Force which is the governing body for workforce system data sharing.

http://www.azleg.gov/legtext/52leg/2r/laws/0372.htm
Implementing UI Data Sharing Provisions of HB 2666

• Language written broadly and would allow for multiple configurations
  • Centralized or federated

• Opted for a federated model and began briefing agency partners and Workforce Task Force members on the key guiding principles of Arizona’s federated design—
  1) personally identifiable information (PII) does not leave the host agency
  2) a matching process that supports micro data analysis without PII

• Incorporated these principles into the statutorily required MOU signed 9/30/16
  • MOU viewed as an intent document to be followed by a detailed UI data sharing agreement. MOU provisions include –
    • OEO shall only share de-identified UI data
    • Defines sources of UI data to be used by OEO in the workforce data system
    • Specifies that a detailed data sharing agreement and interagency service agreement will be executed between DES and OEO formalizing the content of the MOU by 12/31/2016
Data Sharing Agreement - OEO and DES/UI

- Took a great deal of cooperation between the two agencies to complete by December 31, 2016.
  - Historically, the UI agency had no incentive to share their data and only saw drawbacks.

- Top executives at each agency had committed to meeting deadline
  - Their awareness of the benefits of UI data sharing paved the way for overcoming UI staff objections

- Deadline created need for partners to focus on agreement and work through issues expeditiously

- Consulted with U.S. Employment & Training Administration (ETA) Unemployment Insurance program staff for guidance throughout development of DSA
AWEDS – Next Steps

• Currently developing an RFP for the development, implementation, and maintenance of AWEDS
  • Anticipate releasing RFP at the end of March 2017
  • Engaging partners to be part of evaluation team

• Without the participation mandate, OEO must keep partners interested and engaged
  • Anticipate having partners sign a Joint Development Agreement.
    • Difficult to develop longitudinal system linking the disparate databases without a substantial commitment of partner staff time
    • All initial development costs will be funded by OEO
      • Partners that opt out of initial development and decide to join AWEDS at a later time may be responsible for programming costs associated with adding their program.

• Developing consensus on initial AWEDS reports
AWEDS – Initial Reporting Ideas

• Wages earned and industry of one-stop centers participant completers compared to wages of the same cohort or non-completers at 2, 5 and 10 years after program exit.

• Wages earned and industry of adult education student completers compared to wages of the same cohort or non-completers at 2, 5 and 10 years after program graduation.

• Wages earned and industry community college student completers compared to wages of the same cohort or non-completers at 2, 5 and 10 years after graduation.

• Wages earned and industry of university student completers compared to wages of the same cohort or non-completers at 2, 5 and 10 years after graduation.

• Number of program participants/students working in industry for which they received training

• Industries and counties in which university graduates find employment in Arizona (by institution and degree).

• Reporting the use of public services (food stamps, cash assistance, AHCCCS, childcare subsidy, etc.) of students who graduated from an Arizona public university. Determine if can look at public service use in the 5 years prior to university enrollment, during enrollment, and then in the 5 years after graduation.
Any Questions -

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