

Overview

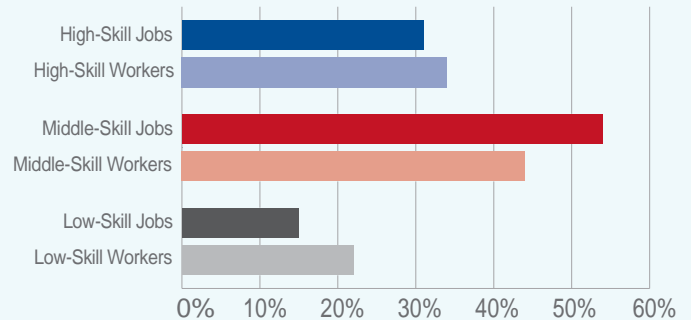
State Workforce and Education Alignment Project (SWEAP)

State policymakers want to close the middle-skill gap.

Middle-skill jobs requiring more than a high school diploma but not a four-year degree make up the largest share of the labor market in the United States and each of the 50 states. Yet employers often struggle to find skilled workers to fill these jobs. Policymakers want to help more of their states' residents get the training they need to find and keep middle-skill jobs.

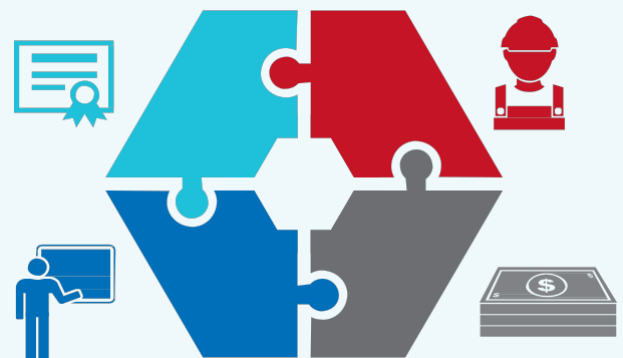
NSC analysis of Bureau of Labor Statistics Occupational Employment Statistics, May 2013 and American Community Survey data, 2013.

Jobs and Workers by Skill Level, United States, 2013.



State policymakers need better information on what's working to close the skill gap.

States have lots of important programs to prepare people for middle-skill jobs. But policymakers often lack the information they need to know how these programs are working together to close the skill gap.



SWEAP is giving policymakers the information they need to build better workforce and education policies.

The State Workforce and Education Alignment Project (SWEAP) is demonstrating how state policymakers can use a suite of data tools to develop policies that align workforce and education programs with each other and with employers' skill needs. In 2015-2016, SWEAP will work with select states to develop and use data tools to inform job-driven policies that close the skill gap. SWEAP will share lessons learned so that more states can use data tools to help workers and employers succeed.



SWEAP, a project of National Skills Coalition, is made possible through the generous philanthropic support of JPMorgan Chase, the Ford Foundation, and USA Funds.

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Every worker. Every industry. A strong economy.

Dashboards

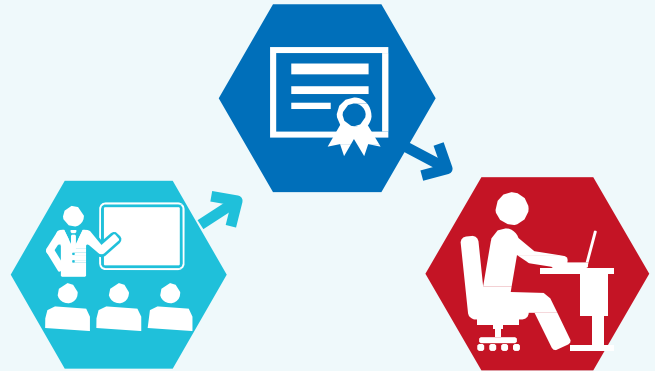
Measuring Whether Workforce Programs Lead to Middle-Skill Jobs

Do education and training programs lead to credentials and jobs?

State policymakers want to know:

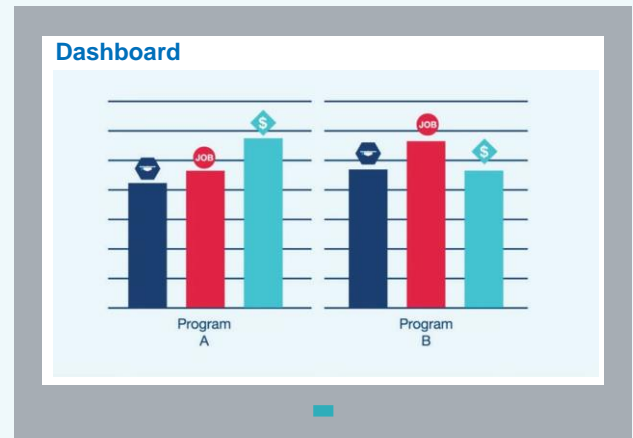
- Do program participants earn credentials?
- Do they get jobs?
- How much do those jobs pay?

Unfortunately, state policymakers rarely have the information they need to answer these questions.



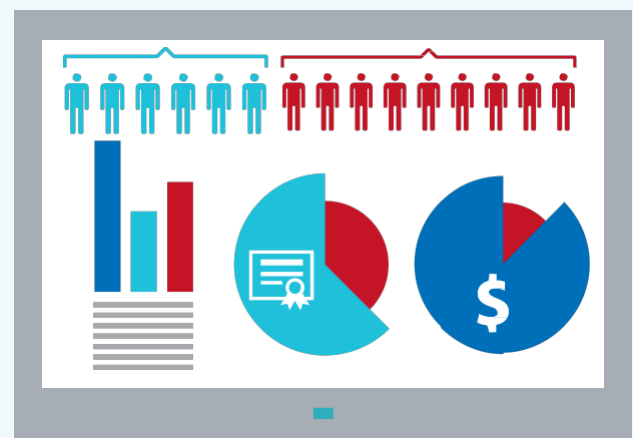
Dashboards can help

Dashboards use a small number of common metrics to report education and employment outcomes across workforce development programs. State policymakers can use dashboards to identify programs that have strong outcomes and warrant expansion. They can also see which programs have weak outcomes and need improvement.



Dashboards in practice

States like Florida, Ohio, Texas, and Washington are using dashboards to create better workforce development policies and to drive budget decisions. For example, the Texas legislature uses dashboards to set and track performance targets for education and training programs. The state of Florida has used dashboard information on students' employment and earnings outcomes to inform funding for universities.



Pathway Evaluators

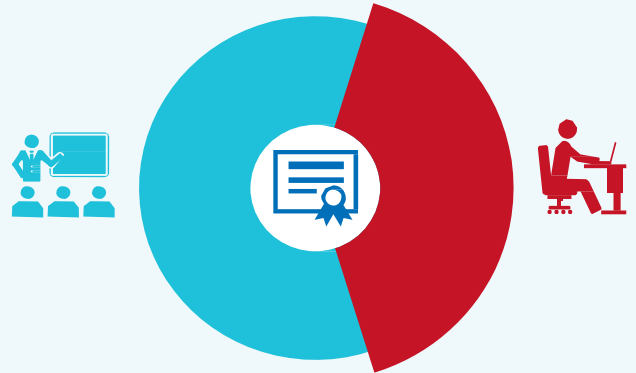
Using Data to Create Pathways to Middle-Skill Jobs

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

State policymakers want to know:

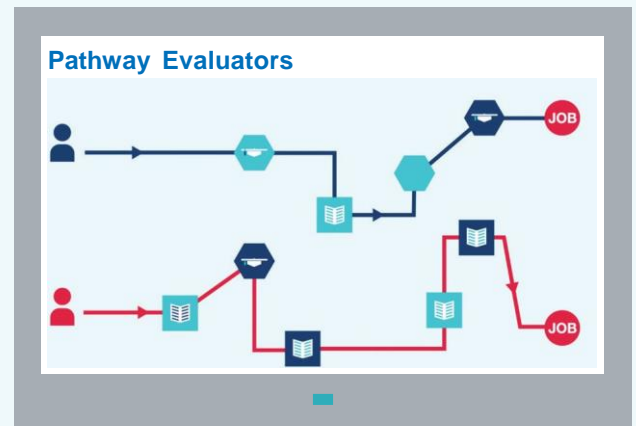
- Do people with different needs have access to the right programs?
- Are programs creating career pathways to middle-skill jobs?
- Which pathways work best for which people?

Unfortunately, state policymakers rarely have the information they need to answer these questions.



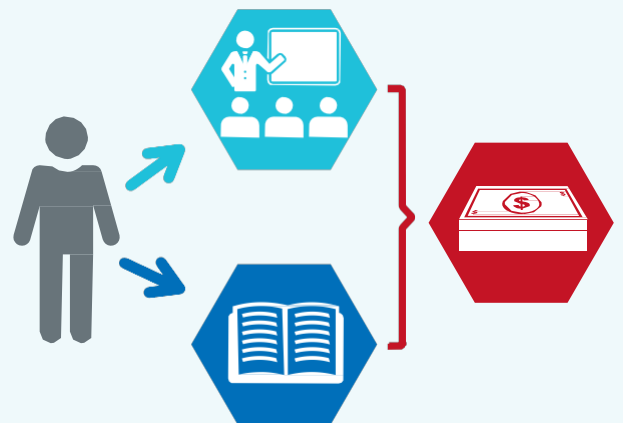
Pathway evaluators can help

Pathway evaluators are tools that show how people use a range of education and training programs to earn credentials and move into jobs. With this information in hand, state policymakers can create career pathways that achieve the best employment and earnings outcomes for people with different skill needs.



Pathway evaluators in practice

States like Washington are using pathway evaluators to create stronger career pathways for a diversity of students and workers. Through a pathway evaluator analysis, Washington State discovered that it is much more likely to achieve strong labor market outcomes for adult education students by having them also enroll in college-level job training. To help more adults access to this pathway, Washington State created the Integrated-Basic Education and Skills Training Program (I-BEST). I-BEST, which combines adult education and college-level skills training in the same classroom, has demonstrated improved credential attainment, employment, and earnings for participants.



Supply and Demand Reports

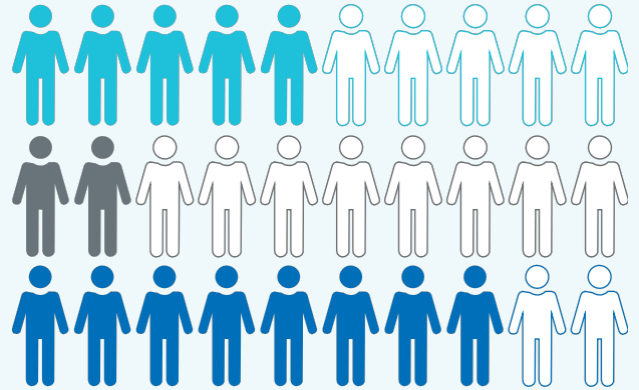
Using Data to Close Skill Gaps

Are workforce programs training enough skilled workers to meet employers' needs?

State policymakers want to know:

- What occupations have skill gaps?
- Are workers being trained with the right skills for those jobs?
- How many more skilled workers do we need?

Unfortunately, state policymakers rarely have the information they need to answer these questions.



Supply and demand reports can help

Supply and demand reports show how the supply of newly credentialed workers compares to the number of workers that employers demand. State policymakers can use supply and demand reports to invest in training programs that will prepare more skilled workers for occupations that have a skill gap.



Supply and demand reports in practice

States like Colorado and Washington are using supply and demand reports to identify skill gaps and take actions to close them. For example, a supply and demand report revealed an extreme shortage of registered nurses in Washington State. In response, Washington State increased investments in programs to train and certify more registered nurses. After seven years of this targeted investment, Washington State graduated enough registered nurses to fill new job openings.

