**Title TBD**

*intro paragraph*

**Cities and counties across the United States do not all fare equally well in the global economy, nor do all of their residents. This report provides detailed profiles of the out-of-work population at the local level along with suggestions of appropriate workforce programs and policies to help people with differing levels of skills, experience, and work-readiness. With this information, local leaders can more effectively marshal the resources and assets at their disposal to help prepare and place residents into employment.**

Local conditions and interventions play a pivotal role in connecting job seekers to employment opportunities, and most of the responsibility for executing on this goal rests with local officials and leaders in the public, private, and social sectors. This analysis uses a novel methodology to group the out-of-work population into distinct clusters based on a range of factors affecting employment status, such as educational attainment, age, work history, disability, limited English proficiency, and single parenthood.

**View 1:** This analysis examines people aged 25-64 in cities and counties (130 jurisdictions) with populations over 500,000. These places account for 48% of the U.S. population aged 25-64.

Figure: Map of places

**View 2.** The population aged 25-64 in the 130 study jurisdictions totals 79 million, of whom 74 percent (58 million) are working.

Figure: Chart/graphic of the population aged 25-64. Transitions into the 3 LF statuses.

**Still View 2? Labor force definitions**

**Employed:** People who have jobs

**Unemployed:** People who do not have a job, are available for work, and have actively looked for work in the last four weeks

**The labor force** is comprised of the employed and unemployed.

**Not in the labor force:** People who are neither working nor looking for work, a heterogenous group with different reasons for not entering the labor force, not all of which are readily observable. Individuals may be devoting time and energy towards other activities such as raising children, taking care of other family members, or going to school. They may be retired or have disabilities that preclude employment. They may be interested in working because they have not searched for a job in the past four weeks, they are not counted among the unemployed. (This last point is notable because labor force participation rates have been declining, particularly among men in their prime working years of 25-54 and those with lower levels of education, raising concerns that the economy is on shakier footing than indicated by the unemployment rate.)

**View 3: The “out-of-work” population in the 130 study jurisdictions totals 11.3 million and is a mix of the officially unemployed and those not in the labor force.**

Figure: graphic showing the out-of-work

Our goal was to define an “out-of-work” population—broader than those who are officially unemployed—that wants to work and/or that could benefit from workforce development services. To estimate this group, we combined the unemployed and those not in the labor force, and then asked the following filtering questions:

* Who is engaged in activities such as going to school or child-rearing that represent alternative activities to employment?
* Who is receiving retirement or disability benefits? (These populations have very low employment rates and receipt is likely to signal reduced interest in employment, even among the officially unemployed.)

From the unemployed, we subtracted people receiving retirement and disability benefits and students living in group quarters (primarily college dormitories).

From those not in the labor force, we subtracted all students, people receiving retirement and disability benefits, and our estimate of people who choose to be stay-at-home parents with sufficient earnings from a spouse who works.

**View 4: The out-of-work population falls into 7 clusters**

Overall, out-of-work population is more disadvantaged than the general population, but not uniformly so. It includes people with varying levels of education, skills, and work experience. Some have barriers to employment such as limited English proficiency, disability, or single parenthood, and some don’t.

The question of what works best in workforce development is more usefully conceptualized as a narrower question: what works best *for whom?* While successful programs have common elements, they typically tailor key components—the intensity, length, and specific focus of services—to the needs and circumstances of the people they are serving.

Someone with less than a high school diploma needs a different educational program than someone who enrolled in college but dropped out without a credential. Someone with relatively steady work experience probably does not need an orientation to the culture of work as might someone with a sporadic work history; and factors such as limited English proficiency, child-care responsibilities, and criminal backgrounds are issues that programs must address to help participants successfully increase their skills, find a job, and chart a path to higher earnings.

The cluster analysis segments the out-of-work population into 7 distinct groups. To better understand the varied circumstances of this population, explore the clusters.

Figure: graphic of the clusters.

*Either click on clusters or scroll down to show personas, dashboard info, and interventions, though I’m not exactly sure where we ended up or what will work best. Not sure about what is shown via overlay or hover text.*