# How to Use the Labor Market and Workforce System Data Template and Toolkit

**Purpose**

Developed as part of JPMorgan Chase & Co. as part of their $100 million commitment to Detroit’s economic recovery, With support from JPMorgan Chase & Co., the Corporation for a Skilled Workforce (CSW) authored two workforce system mappings reports, [“Detroit’s Untapped Talent: Jobs and On-Ramps Needed”](http://skilledwork.org/wp-content/uploads/2016/01/CSW-Detroit-Mapping-FINAL-APPROVED.pdf) and “[Detroit’s Untapped Talent: Partnerships and Pathways to Success,”](http://skilledwork.org/wp-content/uploads/2016/03/DetroitUntappedTalentII.pdf) along with a [working paper](http://skilledwork.org/wp-content/uploads/2016/03/CSW-Mapping-Report-Full-Final.pdf). These reports are intended to help identify and align different workforce development efforts and investments, including those made by the Detroit Workforce Development Board. They also provide a snapshot of the mix of funding in they system, the range of organizations providing workforce development programs and services, and industry sector and other partnerships in the system. To build on this effort and with additional support from JPMorgan Chase & Co., CSW developed this workforce system data template and toolkit for Mayors’ offices and other local stakeholders to better understand what data and related resources are available to help answer questions about local and regional labor markets, existing and emerging talent pipelines, and the workforce development system in their cities.

To create this toolkit and ensure its usability outside of Detroit, CSW has researched other labor market and workforce system data resources and tools, including interviewing fifteen (15) city stakeholders across the country for their input on indicators and data relevant to their local workforce systems.

**Template-Toolkit Structure**

The template and toolkit is organized by overarching policy questions around by the following topics.

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| Question Topic | Overarching Questions |
| Workforce Supply | Who is and is not working in my region?  What are the barriers faced by residents? |
| Workforce Demand | What jobs are available in my region? |
| Workforce System | What elements of the workforce system support people’s work in my region? |

**Several notes to consider when using this toolkit:**

* This tool was developed to help regions and stakeholders better understand their labor markets. The workforce system mapping reports were the foundation for this template/toolkit and input from stakeholders was incorporated to ensure usability across other labor markets. While this template/toolkit includes policy questions and data sources of benefit to a range of labor markets, each labor market is different with different policy objectives; therefore, these questions might not be the only questions of interest to or reflective of the priorities of a given region.
* The toolkit uses the language “region,” recognizing that each labor market will define their area of interest for their data collection. In Detroit, the city proper was the region of interest. However, MSA’s, counties, etc. may be a better region for data collection and analysis for other labor markets. The region chosen will impact the availability of data using the sources listed in this toolkit.
* In Detroit, a full workforce system mapping report was needed for city stakeholders. However, each region will have a different scope based on local needs. A full report might not be needed for some markets or the resources might not be available to conduct a full scan. This toolkit was developed for users to make choices about the questions of relevance and the amount of data needed along with what format is best to present the data. For example, this tool can be used to create a full system mapping report, a dashboard, a presentation, or any other product of best use for a region. Examples of different sources using these data elements are included in this toolkit.
* An important aspect of whatever medium is used to present the data collected is ensuring that your data tells a story for your region and data is presented clearly to support that story.

**Primary and Secondary Data**

This template includes both primary and secondary data sources. Below is a description with examples for each.

**Primary Data**

Primary data is data that you collect firsthand. This can be through surveys, key informant interviews, and focus groups, etc. Primary data is critical in helping stakeholders better understand the context of the secondary data collected. For example, once you begin to collect this kind of data, patterns may emerge that help pinpoint the underlying, or “root,” causes of the challenges employers are facing. For example, upping recruitment to a welding program isn’t going to address a worker shortage if the real problem is that the welding program is not teaching the skills that employers in an industry or region need. Secondary data is unable to tell you this.

It is important when collecting primary data to take care in developing questions, ensure those providing data or input are informed of the uses of the data, and that this data is adequately protected.

There are many books and online resources dedicated to helping users collect data ethically and responsibly. Some resources on primary data collection include:

**Better Evaluation**

This website is a resource for evaluators. However, it provides resources on collecting and using data.

<http://www.betterevaluation.org/>

**PEW Research Questionnaire Design**

This reference reviews how to create a survey.

<http://www.pewresearch.org/methodology/u-s-survey-research/questionnaire-design/>

**Secondary Data**

Secondary data is data that you will collect and analyze that is already available, e.g. from the state Labor Market Information (LMI) department, on a website, in a report. Usually secondary data refers to quantitative, numerical data, although it can also include non-numerical data, such as the work activities available for specific occupations through O\*NET. When collecting secondary data, it is important to understand the methodology and limitations for the resource and to also appropriately cite any data that you report on. If secondary data is provided by a partner organization, take care to note what expectations they have for how and if you will share that data.

# Labor Market and Workforce System Data Template

# Who is and is not working in my region?

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| --- | --- |
| Data Elements | **Data Sources** |
| Who lives in my region? | American Community Survey Data  **IPUMS-USA, University of Minnesota** |
| Who in my region is participating or not participating in the labor force? | American Community Survey Data  **IPUMS-USA, University of Minnesota**  Local Area Unemployment Statistics  State Labor Market Information Office  National Equity Atlas |
| What is the unemployment rate in my region? | American Community Survey Data  **IPUMS-USA, University of Minnesota**  Local Area Unemployment Statistics  State Labor Market Information Office  National Equity Atlas |
| Where do people in my region live and work? | OnTheMap Application |
| What are the characteristics of people whose jobs are located in my region? | Quarterly Workforce Indicators (QWI) Data |
| Who is participating in the workforce system and in what ways? | Data from One-Stop Service Providers  Data from other Workforce System Providers |
| What prior work experience do job seekers have? | Data from One-Stop Service providers  Data from other Workforce System Providers  State Unemployment Claimant Data |
| What skill levels do job seekers have? | American Community Survey Data  **IPUMS-USA, University of Minnesota**  Data from Literacy Service Providers  Data from One-Stop Service Providers  Data from other Workforce System Providers  National Center for Education on Statistics  National Equity Atlas  State Education Data  State Data on Approved Training Programs |

# What are the barriers faced by residents?

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| Data Elements | **Data Sources** |
| What is the poverty status of residents? | American Community Survey Data  **IPUMS-USA, University of Minnesota**  **National Equity Atlas**  **Primary Data Collection** |
| How many residents are accessing public benefits? | American Community Survey Data  Data from One-Stop Service Providers  Data from other Workforce System Providers  **IPUMS-USA, University of Minnesota**  **Primary Data Collection** |
| Do residents have access to transportation? | American Community Survey Data  Data from One-Stop Service Providers  Data from other Workforce System Providers  H+T Affordability Index  **IPUMS-USA, University of Minnesota**  **National Equity Atlas**  **Primary Data Collection** |
| Do residents have access to childcare? | Primary Data Collection  Web Searches or Phone Calls with Childcare Centers in the Region |
| What are the relevant health indicators for my community? | American Community Survey Data  County Health Rankings and Roadmaps  **IPUMS-USA, University of Minnesota**  **National Equity Atlas**  **Primary Data Collection**  **State and Local Health Department Data** |
| How many residents or workforce system participants have been involved with the criminal justice system and in what ways? | Bureau of Justice Statistics  Data from One-Stop Service Providers  Data from other Workforce System Providers  Primary Data Collection |
| What data is available on crime rates for my region? | Bureau of Justice Statistics  County Health Rankings and Roadmaps  Crime Mapping  FBI Uniform Crime Reporting Program |
| Is there affordable housing in my region? | American Community Survey Data  H+T Affordability Index  **IPUMS-USA, University of Minnesota**  National Equity Atlas  Housing Wage Calculator  Primary Data Collection |
| What data is available on residents experiencing multiple barriers? | Data from One-Stop Service Providers  Data from other Workforce System Providers  Primary Data Collection |

# What jobs are available in my region?

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| Data Elements | **Data Sources** |
| What are the top industries for employment in my region? | Economic Modeling Systems, Inc.  State Labor Market Information Office  Quarterly Census of Employment and Wages, Bureau of Labor Statistics  Quarterly Workforce Indicators Data |
| What are the top occupations for employment in my region? | Occupational Employment Statistics  Economic Modeling Systems, Inc.  State Labor Market Information Office |
| What skills are required for jobs in my region? | Economic Modeling Systems, Inc.  Occupational Outlook Handbook  O\*NET |
| To what extent do jobs in my region pay family supporting wages? | Occupational Employment Statistics  Economic Modeling Systems, Inc.  Living Wage Calculator, MIT  State Labor Market Information Office |
| Are the jobs in my region part time or full time? | American Community Survey Data  **IPUMS-USA, University of Minnesota**  Occupational Outlook Handbook |
| Which industries are best in my region for returning citizens, opportunity youth, and other target populations? | Primary Data Collection |
| What are the current job openings in my region? | Burning Glass Technologies  Economic Modeling Systems, Inc. |
| What other data exists for my region that speaks to demand? | Primary Data Collection |
| What is known about employer hiring policies and practices? | Primary Data Collection |
| How many establishments are in my area and what are their sizes? | County Business Patterns and ZIP Code Business Patterns  Economic Modeling Systems, Inc. |

# What elements of the workforce system support people’s work in my region?

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| Data Elements | **Data Sources** |
| What are the organizations, educational institutions, and other entities in the workforce development system and where are they located? | Data from One-Stop Service Providers  Data from other Workforce System Providers  Economic Modeling Systems, Inc.  Integrated Postsecondary Education Data System  Web Searches, Marketing Materials, Annual Reports or Reaching Out to Program Staff |
| What data exists on organizations, educational institutions, and entities, including performance and outcomes data? | Data from One-Stop Service Providers  Data from other Workforce System Providers  Economic Modeling Systems, Inc.  Integrated Postsecondary Education Data System  Web Searches, Marketing Materials, Annual Reports or Reaching Out to Program Staff |
| What are the federal, state, and local policies supporting workforce development? | Primary Data Collection  Web Searches of Federal, State, and Local Policies |
| What public and philanthropic investments have been made to the workforce system? | Following the Money, Federal Reserve Bank of Atlanta  Foundation Websites  News Articles and Press Releases  USAspending.gov  Websites to track IRS Form 990s, including 990 Finder and GuideStar |
| What workforce development partnerships exist in my region? | Primary Data Collection  Web Searches, News Articles, and Press Releases |

# Labor Market and Workforce System Data Toolkit

# Workforce Supply: Who is and is not working in my region?

Indicators that answer this question include:

* Who lives in my region?
* Who in my region is participating or not participating in the labor force?
* What is the unemployment rate in my region?
* Where do people in my region live and work?
* What are the characteristics of people whose jobs are located in my region?
* Who is participating in the workforce system and in what ways?
* What prior work experience do job seekers have?
* What skill levels do job seekers have?

## **Who lives in my region?**

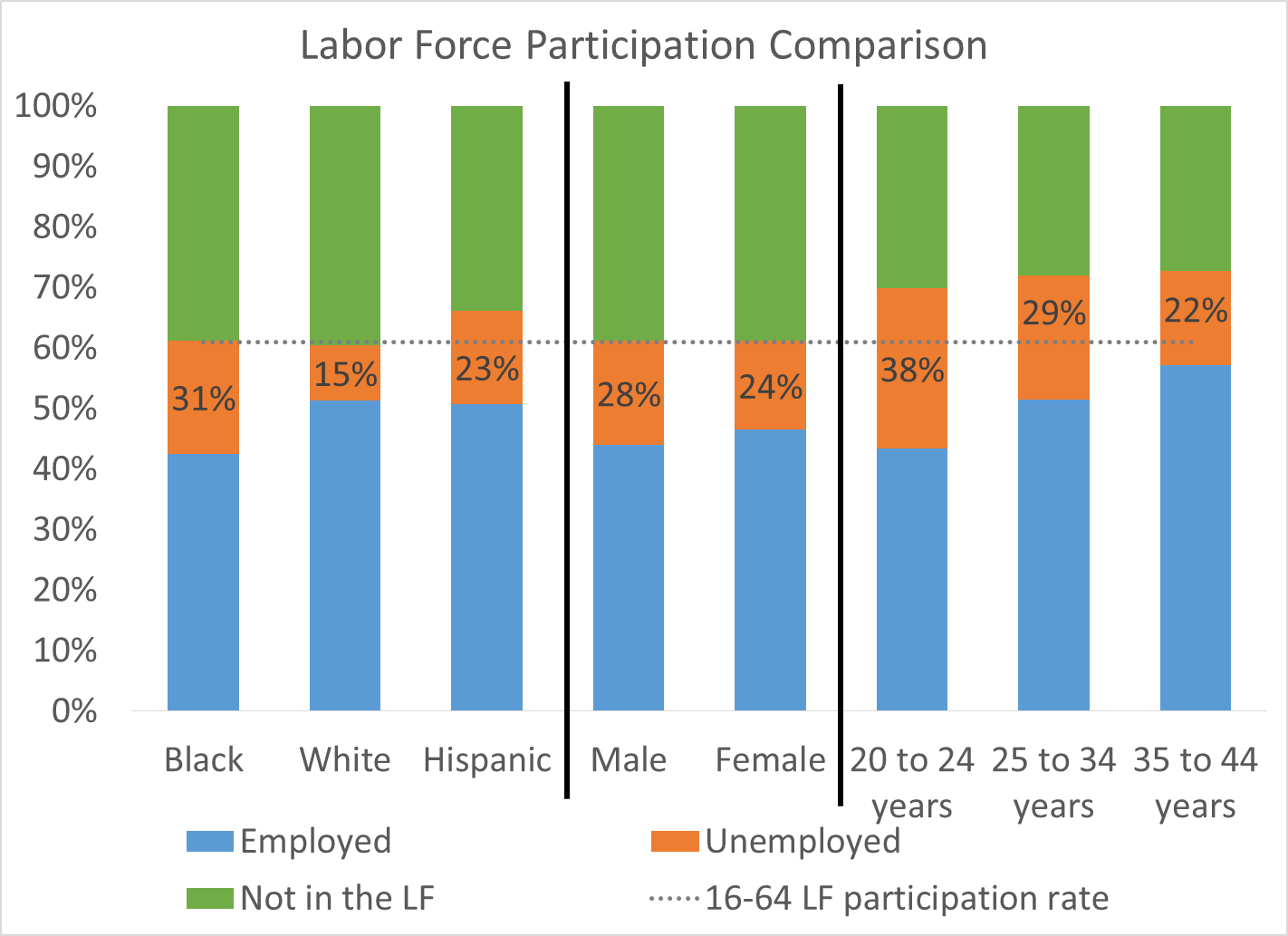
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| Understanding the population of the region that you are reviewing data for provides additional context to understand the workforce data that will be collected. It also allows for choosing comparison cities that have similar populations. Data to collect include population by age, race, ethnicity and other demographics, population change, population change by select demographics, and net migration. Population trends provide information on shifts in the demographics of the community which also have an effect on the social and economic conditions of the community and region. | |
| **Examples:**   * In the **CSW Detroit Workforce Mapping Project**, population was linked to the number of available jobs and how they stack up to other comparison cities. * **Community Data Snapshots, Chicago Metropolitan Agency for Planning (CMAP):** CMAP provides for the Chicago region community snapshots, which include data indicators related to population. <http://www.cmap.illinois.gov/data/metropulse/community-snapshots> * **Workforce Report Card 2015, Gulf Coast Workforce Board:** The Gulf Coast Workforce Board reports on population growth in their region as well as comparison region’s and its impact on economic wellbeing. <http://www.wrksolutions.com/about-us/report-card> | **Data sources:**   * **American Community Survey data from the US Census Bureau includes a wide variety of population and demographic indicators** * Microdata downloaded from University of Minnesota’s **IPUMS-USA** can be analyzed to provide additional information |

Detroit Example

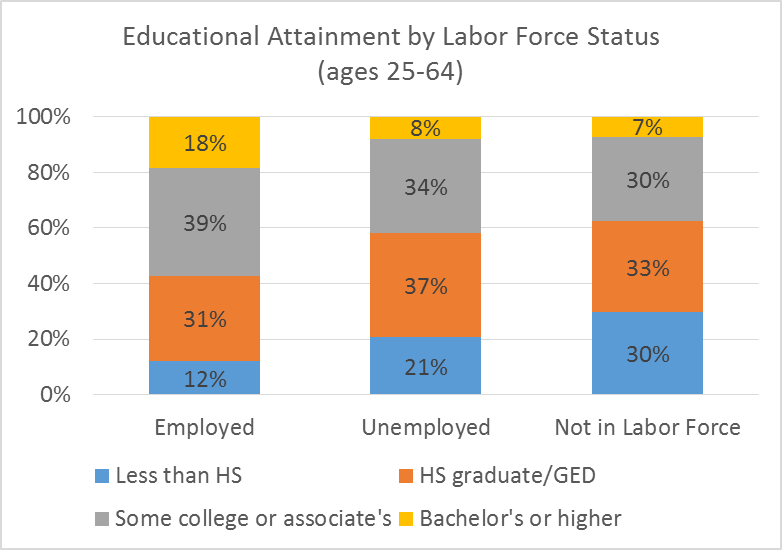
*Detroit had 258,807 jobs in the city in 2014, compared to 706,663 residents (of any age), which means that Detroit had jobs for only 37% of its population. In contrast, Atlanta had almost twice as many jobs as residents (183%), Cleveland had closer to a 1:1 ratio (118%), and other out-commuting cities analyzed ranged from 46%-68%.*

## **Who in my region is participating or not participating in the labor force?**

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| One key to understanding workforce data is the concept of labor force participation. According to the American Community Survey, a person is counted in the labor force if they are a) currently employed or b) unemployed, but actively looking for work (defined as having taken some job-seeking action within the last 4 weeks). The labor force participation rate is the labor force divided by the overall population. This rate provides a picture of how many are working in a given geography. Likening this rate to other comparable regions can help provide a clearer picture of how a given geography is similar or dissimilar to others.  In any population, there are people who are not engaged in the labor force. This group includes people who cannot work (such as the institutionalized, disabled, or sick) as well as those who choose not to work (such as homemakers, full-time students, those living off investments, or retirees). Also included in the not-in-the-labor force pool are those who may wish to work, but are not actively looking for a job.  Understanding your region’s workforce requires understanding the characteristics of the populations that are in the labor force and employed, in the labor force and unemployed, and not in the labor force. It is also important to look for variations in labor force participation by differing demographics, which can include race and ethnicity, gender, poverty status, educational attainment, and age, among others. Demographic breakdowns help speak to possible disparities. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project**. * **One System for One City, New York City:** This report provides an overview of New York City’s Workforce System, including data on labor force participation broken down by demographics of interest. <http://www.nyc.gov/html/sbs/wib/downloads/pdf/swfs_report_fy2011.pdf> | **Data sources:**   * **American Community Survey data from the US Census Bureau p**rovides labor force status broken down by age, race and ethnicity, gender, poverty status, disability status, and educational attainment. Tables to look at include: * Work Status in the Past 12 Months * Employment (Labor Force) Status * Employment Status * Educational and Employment Status for the Population 25 to 64 Years * Poverty Status in the Past 12 Months of Individuals by Sex by Employment Status * Microdata downloaded from University of Minnesota’s **IPUMS-USA** can be analyzed to provide additional information * The **Local Area Unemployment Statistics** (LAUS) program from the Bureau of Labor Statistics provides monthly labor force estimates for regions * **State Labor Market Information Office** * **National Equity Atlas**: Working Poor is one of the National Equity Atlas’ equity indicators. Working poor can be broken down by race and ethnicity, gender, nativity, ancestry, state ranking, and workers by poverty. For each of these variables, the poverty threshold can be adjusted to 100%, 150%, or 200%. |

The overall labor force participation rate for city of Detroit residents in this age range was 61%, which is much lower than in neighboring Macomb and Oakland counties (76% and 77% respectively) and the state of Michigan (72%). It is also lower than comparison cities such as Cleveland and Atlanta (68% and 71%). Of the 275,000 residents in the labor force, 71,000 were unemployed (26%). To reach the state of Michigan participation rate, 49,000 Detroit residents would need to enter the labor force.

Detroit Example

Labor force participation among Black/African American and White residents of Detroit is very similar, but Black/African American residents are twice as likely to be unemployed (31% vs 15%). Men and women are equally likely to be engaged in the labor force, but men are more likely to be unemployed than women (28% vs 24%).

Twenty-two percent of Detroit’s population age 18-64 has some kind of disability. Twenty-eight percent of them are in the labor force, and their unemployment rate is 39%.

Educational attainment is perhaps the most significant driver of labor force participation and unemployment. The less education one has, the less likely one is to be part of the labor force. Of the population not in the labor force in Detroit, 30% have less than a high school diploma, and almost two thirds (63%) have no more than a high school diploma. Only 12% of the working population has less than a high school diploma, and 57% have at least some education beyond high school.

As noted previously, Detroit’s labor force participation rate is lower than in comparison cities, and this can be attributed at least in part to lower educational attainment rates. Only 13% of Detroit residents have a Bachelor’s degree or higher, compared to 17%-48% in comparison cities, all of which have higher labor force participation rates than Detroit.

## **What is the unemployment rate in my region?**

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| The unemployment rate is calculated based on the number of unemployed persons divided by the labor force, and thus does not include people who are not in the labor force. Likening this rate to other comparable regions, including nationwide, state, and other comparison regions, can help provide a clearer picture of how a given geography is similar or dissimilar to others. It is also important to look for variations in unemployment by differing demographics, which can include race and ethnicity, gender, poverty status, educational attainment, and age, among others. Demographic breakdowns help speak to possible disparities.  Long-term unemployment is defined by the Bureau of Labor Statistics as those out of work for 27 weeks or longer. Those that make up this population are the participants most in need of workforce services, as they will likely have lost benefits, income, are more likely to become discouraged, will have a more difficult time finding employment, and are more likely to be facing poverty. This data is not generally available for sub-state geography, but if it is possible to acquire, it can provide critical information needed to adapt and cater services to this group for a given region. | |
| **Examples:**   * See above for examples from the **CSW Detroit Workforce Mapping Project** * **Race, Place, and Jobs: Reducing Unemployment Inequality in America’s Metros, PolicyLink:** This brief analyzes racial and spatial inequality in employment across America’s 150 largest metros. It provides examples of how to analyze inequities in unemployment for a given place. <http://www.policylink.org/sites/default/files/Race_Place_Jobs-02-03-17-final.pdf> * **Baltimore Neighborhood Indicators Alliance, Jacob France Institute**: Data indicators are provided according to “Vital Signs,” including Workforce and Economic Development. More detailed reports are available as well. <http://bniajfi.org/indicator/Workforce%20and%20Economic%20Development/> * **City of Chicago Data Portal:** The data portal provides the unemployment rates by neighborhood along with other indicators by neighborhood. <https://data.cityofchicago.org/Health-Human-Services/Census-Data-Selected-socioeconomic-indicators-in-C/kn9c-c2s2> * **Michigan’s Long-Term Unemployed, State of Michigan**: This study uses Current Population Survey, Local Area Unemployment Statistics, and Unemployment Insurance Agency data to define and describe the long-term unemployed population in Michigan. <http://milmi.org/Portals/137/publications/Michigans_Long-Term_Unemployed.pdf> | **Data sources:**   * The **Local Area Unemployment Statistics** (LAUS) program from the Bureau of Labor Statistics posts monthly unemployment rate data for a variety of geographies, and this is the most timely source of labor market data. However, this data is only available for the entire population. Demographic breakdowns of unemployment can be calculated using **American Community Survey** data, however it is important to note that this data is not point-in-time data. It is the average of data collected over 1, 3 or 5 years, depending on data source and geography. It is useful for comparing demographic groups to one another, but should not be compared directly to the monthly unemployment rate from BLS, because the data collection methodology is entirely different. * Microdata downloaded from University of Minnesota’s **IPUMS-USA** can be analyzed to provide additional information * **National Equity Atlas**: Unemployment is one of the National Equity Atlas’ equity indicators. Unemployment can be broken down by race and ethnicity, education, gender, nativity, and ancestry. * **State Labor Market Information Office** |

## Where do people in my region live and work?

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| Understanding the in-commuting/out-commuting patterns of a region can provide essential insight into mismatches between jobs and workers and inform transportation decision making. This data includes work locations and job characteristics of the region’s residents who work, and home locations and job characteristics of people whose jobs are located in the city. Distance from work data for both groups is also available. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project**. * **Post-Katrina Commuter Patterns, Greater New Orleans Data Center:** This report uses commuting patterns to answer questions about where low, moderate, and high-wage residents live and work across the New Orleans metropolitan area. <https://gnocdc.s3.amazonaws.com/reports/GNOCDC_CommuterData.pdf> * **Travel Trends: Understanding How Our Region Moves, Chicago Metropolitan Agency for Planning (CMAP):** This report provides an overview of how those in the Chicago region travel, including commuting patterns. <http://www.cmap.illinois.gov/documents/10180/477370/FY17-0012%20Travel%20Trends%20Snapshot/340ac516-6fc7-4f0e-964e-40d84161c034> | **Data sources:**   * The Census Bureau’s **OntheMap Application** allows users to select a geography and then view for that geography the work locations for those who live there and the home locations for people who work there, as well the characteristics of residents and workers, including age, earnings, industry distributions, race, ethnicity, educational attainment, and gender. |

Due to the dynamics of the Detroit labor market, Detroit has both a tremendous amount of in-commuting and out-commuting labor. In 2013, only 26.5% of jobs within the city limits (including Hamtramck & Highland Park) were held by people who lived within the city limits, which means that 73.5% of jobs were held by people who commute into Detroit to work.

Detroit Example

Even while 176,000 people commute into the city for work each day, a large majority of workers who live within the Detroit city limits (64%) commute outside the city to their jobs. Among workers who live in Detroit, 36% of those who leave the city for work earn in the lowest wage bracket (less than $1,250/month as defined by data source), compared to 23% of those who live and work within the city.

This statistic points to the absence of entry-level job opportunities within the city, and adds a significant transportation burden to those who can least afford it. Forty-eight percent of Detroit-resident workers live at least 10 miles from their workplace.

Out-commuting workers are younger than those who both live and work in Detroit. They are more likely to work in goods-producing industries (construction, manufacturing) and trade/transportation/utilities industries than those who stay within the city. The most common destination cities are Warren, Southfield, Dearborn, Sterling Heights, and Farmington Hills, but workers are dispersed widely throughout the Metropolitan Detroit region.

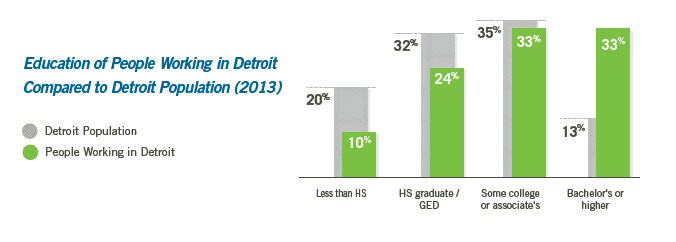
## What are the characteristics of people whose jobs are located in my region?

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| These data can provide important information about who holds positions within a given geography and, when compared to demographic data, can further speak to disparities along with the information above. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project**. * **Post-Katrina Commuter Patterns, Greater New Orleans Data Center:** This report uses commuting patterns to answer questions about where low, moderate, and high-wage residents live and work across the New Orleans metropolitan area. <https://gnocdc.s3.amazonaws.com/reports/GNOCDC_CommuterData.pdf> | **Data sources:**   * The **Quarterly Workforce Indicators (QWI) data** from the US Census Bureau’s Local Employment Dynamics dataset merges State LMI data with Census data and allows you to collect different data on workers for a given location (State, County, MSA, or WIA). You can decide the x and y axis that you are most interested in and then a table and chart will appear with desired information. |

The data tell the story. While only 13% of Detroit residents have a Bachelor’s degree, 33% of people working at jobs physically located in Detroit have a Bachelor’s degree or higher. Jobs in Detroit held by people with less than a high school diploma represent only 10% of the total jobs, where 20% of the population has not attained that credential. Also, in-commuting workers are more likely to be White. In a city where 80% of the population is Black/African American, 58% of those working in jobs located in Detroit are White. The higher skill level required of jobs located in Detroit also results in higher wages. Over 50% of jobs in Detroit pay more than $3,333 per month (around $40K annually), but only 25% of workers living in Detroit (and working in Detroit or anywhere else) work in jobs that pay that amount.

Detroit Example

This model of heavy services in suburban areas and professional jobs in the city is not unique to Detroit, but as the preceding section showed, it is particularly unbalanced in Detroit, and made that much worse by the inadequate public transportation system in Metro Detroit.

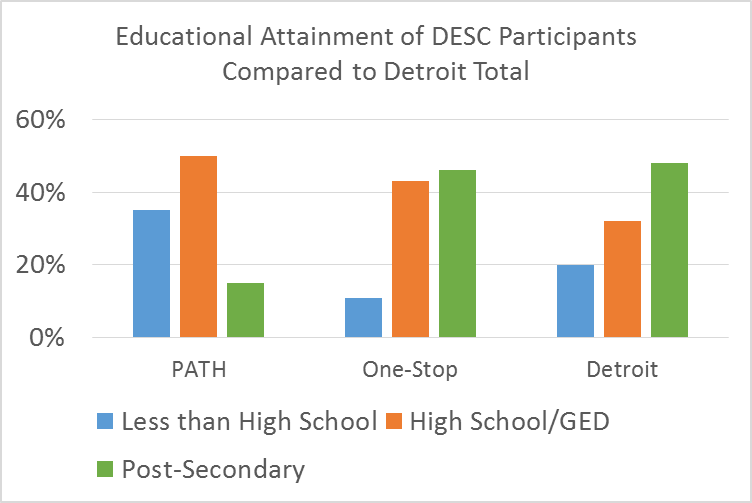


## Who is participating in the workforce system and in what ways?

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| Understanding the number of participants entering the workforce system and at what point, including agencies and programs, helps better address questions about those not working in a region and the barriers they may be facing. It is beneficial to understand trends in participation over time and across programs as well.  Additionally, understanding the demographics of those entering the workforce system helps better answer questions about the system, and who is in the most need of services, as well as provides data on potential disparities. It is important to crosswalk this data with data on unemployment demographics to understand if services are reaching those most in need. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project**. * **One System for One City, New York City**:This report provides an overview of New York City’s Workforce System, including data on workforce system participants. <http://www.nyc.gov/html/sbs/wib/downloads/pdf/swfs_report_fy2011.pdf> | **Data sources:**   * Data from **One Stop Service Providers** * Data from **other Workforce System Providers** |

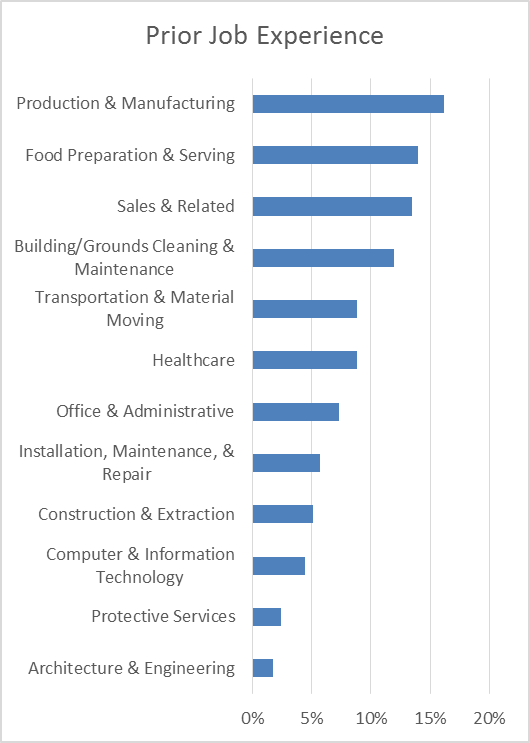
From January to November of 2014, the Detroit Employment Solutions Corporation (DESC) served over 30,000 unique individuals. Approximately 24,000 entered through the One-Stop system and of these, 5,000 qualified for intensive services. An additional 6,000 people were part of the PATH (Welfare-to-Work) program, all of whom qualified for intensive services. All PATH participants were unemployed, as were 82% of the One-Stop participants.

Detroit Example

The vast majority (greater than 90%) of both groups were Black/African American, and the PATH population was almost exclusively female. Almost three-quarters of PATH participants were below 29 years of age. PATH participants had the lowest educational attainment with only 15% having any post-secondary educational attainment, compared to 46% of the One-Stop population.

## What prior work experience do job seekers have?

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| Understanding the prior work experience for workforce system participants can help with understanding the skills already possessed by participants and if these skills are in line or mismatched with demand for the region.  Another way to understand the possible job skills possessed by non-working residents is by looking at what industries workers were in prior to registering for unemployment. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project**. | **Data sources:**   * Data from **One Stop Service Providers** * Data from **other Workforce System Providers** * **State Unemployment Claimant data** |



DESC also provided data compiled from multiple internal data sources regarding the prior work experience of almost 5,200 participants across its programs. Participants were most likely to report prior job experience in Production & Manufacturing (16.2%) and Food Preparation & Serving (13.9%), and least likely to report prior experience in Architecture & Engineering (1.8%), Protective Services (2.4%), and Computer & Information Technology (4.4%).

Detroit Example

While Detroit has a shortage of jobs overall, in the jobs that do exist, there is a mismatch between labor market demand and the skill levels of the population. The previous section illustrated the low skill levels of Detroit residents. Many of the workforce development agencies in Detroit report that they cannot even begin to look at moving workers into middle-skilled jobs, because they need help just to be ready for lower-skilled jobs.

This mismatch is part of the story of the high percentage of out-commuting Detroit workers, because the job preparation needs of Detroit employers are higher than in the surrounding areas. When we compare the job preparation requirements of the Tri-County economy (not including Detroit) in 2014 to Detroit, Detroit has fewer minimal-preparation jobs and more high-preparation jobs. Since minimal-preparation jobs provide pathways into employment for low-skilled adults, this makes it hard for Detroit residents to access on-ramps to success.

In 2014, in the city of Detroit, 20,500 workers in the Administrative Support Services industry (NAICS 56) filed Unemployment Insurance claims. This accounted for nearly a fifth (18.8%) of UI claims, despite the industry only containing 4.7% of the city’s jobs. The most common occupations in this industry are janitors and security guards, which together account for over 30% of all workers in the industry.

Other industries with large numbers of unemployment claims in 2014 included Manufacturing (12,000), Health Care & Social Assistance (10,800), and Accommodation and Food Services (6,700).

Losses in Detroit that outpace losses (based on claims) in the surrounding areas are for workers in Health Services and in Accommodations and Food Services. Nearly 10% of UI claims in Detroit are for health services workers. Given the number of health system mergers in 2014, this variance is not surprising. It is also not surprising that there is a higher share of UI claims by food service and accommodations workers in Detroit, because while the industry is growing in the surrounding region (employed people there are demanding more services), the industry is declining in Detroit.

## What skill levels do job seekers have?

|  |  |
| --- | --- |
| This data can include: estimates on adults with low literacy levels for the region and amount of time needed to reach proficiency to pass GED test or enter job training; understanding the grade level equivalents for participants helps the workforce system better understand and plan services; and educational and credential attainment.  Understanding data related to the public school system for a region can further speak to the level of preparedness of residents for employment, specifically employment in areas with high demand, and gaps the workforce system potentially will need to fill. This data can also provide insight into the labor market information collected. Common indicators tied to this question can include: graduation rates, test scores (ACT, SAT, etc.), GED rates, and high school dropout rates. There are many different indicators available depending on the scope of interest.  Educational attainment is listed above as an important demographic and way to slice the data for differing data elements. Understanding overall educational and credential attainment is important to understanding how prepared residents are for the jobs available in their region. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project**. * **Workforce Information and Resource Exchange (WIRE), Chicago Jobs Council:** The WIRE provides Illinois and national level indicators that speak to literacy. <http://wire.cjc.net/dynamic/directory> * **Workforce Report Card 2015, Gulf Coast Workforce Board:** The Gulf Coast Workforce Board provides an in depth section committed to providing education data from early childhood through post-secondary and work-based learning. <http://www.wrksolutions.com/about-us/report-card> | **Data sources:**   * The **American Community Survey** data from the US Census Bureauincludes a number of indicators that speak to educational attainment. * Data from **Literacy Service Providers** * Data from **Local Public Schools:** Schools often provide or able to provide data on their system and individual schools in their system, including reporting requirements. * Data from **One Stop Service Providers:** Partner organizations may be able to provide data on credential attainment for their participants. * Data from other **Workforce System Providers**: Partner organizations may be able to provide data on credential attainment for their participants. * Microdata either downloaded from the ACS or used in the University of Minnesota’s **IPUMS-USA** can be analyzed to provide additional information about educational attainment by including additional variables of interest. * The **National Center for Education Statistics (NCES)** provides data on many educational indicators, including national literacy and on reading and math proficiency. Depending on the data element, you can search for a particular school district. The NCES also provides users data on State-level credential attainment in the “Postsecondary/College” section. * “Education levels and job requirements” is one of the **National Equity Atlas’** equity indicators. This data is broken down by race and ethnicity and can be further displayed by gender, nativity, and ancestry. * **State Education Data:** Many states have their education data easily accessible, which includes proficiency on reading and math. Often, you can search by school district. States often house education data, including information about schools, early childhood, K-12, postsecondary, workforce, and special education. * **State Data on Approved Training Programs:** Some states house training information on websites for job seekers. These sites can contain completion data. |

Adult literacy is a major challenge in Detroit. While data is difficult to come by, estimates on the number of functionally illiterate adults ranges from 1 in 3 in the State of Michigan to 47% for the city of Detroit. Many of the participants served by Reading Works are reading at a sixth-grade level or lower. Due to new higher standards for the GED test, Reading Works indicates that it can take from 12 to 36 months to bring these adults to a level of proficiency needed to pass the GED test or to succeed in many job training programs.

Detroit Example

In a sample of 2,611 individuals that have been assessed at the One-Stop, the average reading grade level equivalent was 8.9 and the average math grade level equivalent was 7.0. These scores are below the ninth-grade level that is typically taken to correspond to the basic skills needed for entry-level employment, as well as the tenth-grade level typically needed for community college entry (after which remedial education would still be necessary before entering college-level classes).

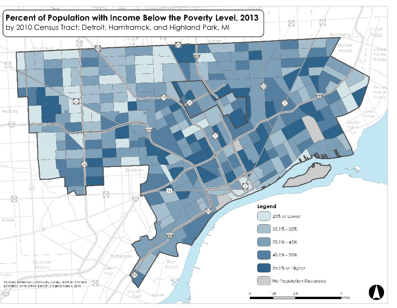
# Workforce Supply: What are the barriers faced by residents?

Indicators that answer this question include:

* What is the poverty status of residents?
* How many residents are accessing public benefits?
* Do residents have access to transportation?
* Do residents have access to childcare?
* What are the relevant health indicators for my community?
* How many residents or workforce system participants have been involved with the criminal justice system and in what ways?
* What data is available on crime rates for my region?
* Is there affordable housing in my region?
* What data is available on residents experiencing multiple barriers?

## What is the poverty status of residents?

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| --- | --- |
| Poverty status is important to understand for both those working and not working in a given region as it speaks to the capacity of that region to be successful. Analyzing this data across differing demographics and locations can provide detailed information about who makes up those living in poverty as well as where they are living. Related indicators include poverty levels, economic disparities across demographics, poverty and employment, and how poverty measures up to self-sufficiency in your region (covered later in this toolkit). | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project**. * **Persistent Low Wages in New Orleans’ Economic Resurgence: Policies for Improving Earnings for the Working Poor, The Data Center**: This report examines New Orleans’ working poor by looking at indicators, including prevalence, demographics, locations, and commuting patterns, as well as strategies to improving economic conditions. <https://s3.amazonaws.com/gnocdc/reports/TheDataCenter_PersistentLowWagesinNewOrleans.pdf> * **Workforce Report Card 2015, Gulf Coast Workforce Board:** The Gulf Coast Workforce Board reports on the percentage of families living in poverty as well as those who are working and in poverty. <http://www.wrksolutions.com/about-us/report-card> * **The Working Poor Families Project:** The Working Poor Families Project uses Census data to release a number of indicators at the state level that speak to those living below the poverty line. <http://www.workingpoorfamilies.org/indicators/> | **Data sources:**   * Poverty is one of the ACS topics and data can be found in a number of variables in **American Community Survey data** from the US Census Bureau and at varying thresholds. * Microdata either downloaded from the ACS or used in the University of Minnesota’s **IPUMS-USA** can be analyzed to provide additional information about poverty status by including additional variables of interest. * Poverty is one of the **National Equity Atlas’** equity indicators. Poverty data can be broken down by race and ethnicity, age, nativity, ancestry, and state ranking. * **Primary data collection** from workforce system stakeholders on poverty barriers. |



Even when Detroit residents are working, almost a fifth are in poverty (39,000 individuals in 2013), even though 31% of workers in poverty were working full-time, full-year jobs.

Detroit Example

We do know that non-working residents face significant poverty. In 2013, in the population 20 to 64, 61% of unemployed residents had income under the poverty line, as did 52% of residents not in the labor force.

The percentage of the population living below the poverty level was also mapped to provide additional detail.

## How many residents are accessing public benefits?

|  |  |
| --- | --- |
| Public benefits include state welfare programs, Food Stamps/SNAP, WIC, and health care programs such as Medicaid. This information can help inform the level of need in your region and barriers potential job seekers face. These programs also offer opportunities for participants to access the workforce system. | |
| **Examples:**   * **Calhoun County Community Report Card, The Coordinating Council:** This report outlines indicators related to economic and self-sufficiency; health family & social relationships; and access to community resources. This report also covers access to public benefits. <http://dev.tcccalhoun.org/wp-content/uploads/2017/01/RC_Edit_02_15_2017.pdf> | **Data sources:**   * The **American Community Survey** data from the US Census Bureau includes a number of indicators pertaining to public benefits. These data can be found under the variable “Public Assistance Income or Food Stamps/SNAP in the Past 12 Months for Households,” “Comparative Economic Characteristics,” “Public Assistance Income in the Past 12 Months for Households,” as well as a number variables that speak to health insurance coverage as well as characteristics of those uninsured or receiving benefits. * Data from **One Stop Service Providers**: Partner organizations may be able to provide data on service utilization by participants. * Data from other **Workforce System Providers:** Partner organizations may be able to provide data on service utilization by participants. * Microdata either downloaded from the ACS or used in the University of Minnesota’s **IPUMS-USA** can be analyzed to provide additional information. * **Primary data collection** from workforce system stakeholders on use of public benefits. |

## Do residents have access to transportation?

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| --- | --- |
| Access to transportation is crucial to residents’ ability to succeed in work or education. Data points include possession of a driver’s license, access to a car, and availability of public transportation. When combined with data on the locations of jobs in a given region, this indicator speaks to barriers potentially faced by residents. Understanding who has and does not have access to a vehicle can also speak to potential disparities in the region. Other related indicators can include transit time and miles travelled. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project**.   **Barriers to Employment Opportunities in the Baltimore Region, Opportunity Collaborative:** This report reviews barriers faced by job seekers and includes survey findings that speak to residents who face barriers related to a lack of a driver’s license. <http://www.opportunitycollaborative.org/assets/Barriers_Study_Final_052714.pdf?18cd4b>   * **Workforce Report Card 2015, Gulf Coast Workforce Board:** The Gulf Coast Workforce Board includes a section of their report on quality of life, which speaks to mean travel time to work and usage of public transportation. <http://www.wrksolutions.com/about-us/report-card> * **Where the Jobs Are: Employer Access to Labor by Transit, Brookings:** This report provides an analysis of transit in metro areas and its impact on labor. <https://www.brookings.edu/wp-content/uploads/2016/06/11-transit-labor-tomer-full-paper.pdf> | **Data sources:**   * The **American Community Survey data** from the US Census Bureau includes data that can be found under the variable “Means of Transportation to Work by Vehicles Available.” * Data from **One Stop Service Providers**: Partner organizations may be able to provide data on access to transportation or possession of a driver’s license. * Data from other **Workforce System Providers:** Partner organizations may be able to provide data on access to transportation or possession of a driver’s license. * The **H+T Affordability Index** from the Center for Neighborhood Technology provides data on the affordability of housing and transportation for a region, which includes fact sheets for regions as well. * Microdata either downloaded from the ACS or used in the University of Minnesota’s **IPUMS-USA** can be analyzed to provide additional information about those working in the past year by including additional variables of interest. * Car Access is one of the **National Equity Atlas’** equity indicators by providing the percentage of households without access to a vehicle. Car Access is broken down by race and ethnicity. * **Primary data collection** from workforce system stakeholders on transportation barriers. |

The lack of public transportation makes it hard for low-skilled Detroit residents to find and keep jobs.

Detroit Example

* Among workers who live in Detroit, 37% of those who leave the city for work earn in the lowest wage bracket.
* The geographic footprint of Detroit and the location of many of the jobs make it difficult for Detroit residents without reliable public or private transportation to get to work.

## Do residents have access to childcare?

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| Childcare is an obstacle to employment for many. Understanding your region’s childcare costs, as well as the availability and locations of affordable childcare centers is important in understanding and working on the barriers addressing residents. | |
| **Examples:**  **Disparate Access: Head Start and CCDGB Data by Race and Ethnicity, CLASP:** This report analyzes state-level data by race and ethnicity and differential access to Head Start preschool, Early Head Start (EHS), and Child Care and Development Block Grant (CCDBG)-funded child care. <http://www.clasp.org/resources-and-publications/publication-1/Disparate-Access.pdf>   * **How Does Access to Childcare Affect High School Completion in Philadelphia’s Multiple Pathways to Graduation Programs?, Public Citizens for Children and Youth:** This report discusses barriers and solutions to accessing childcare for those seeking complete their high school education. <http://www.pccy.org/wpcontent/uploads/2014/08/PCCYTeenParentReport2014.pdf> | **Data sources:**   * **Primary data collection** from workforce system stakeholders on the availability, costs, and barriers for accessing childcare for workforce participants. * **Web Searches or Phone Calls with Childcare Centers in the Region:** Research locations, prices, and waitlist time of centers in the region. |

## What are the relevant health indicators for my community?

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| --- | --- |
| Health indicators were a suggested data element by those interviewed, noting the importance in understanding the health of those you are serving and how it impacts employment. Additionally inequity in health can be helpful in understanding inequities in unemployment, especially as it relates to particular communities. Health indicators can include air pollution, diabetes, obesity, disability status, infant mortality, as well as many other indicators that are relevant for your region. | |
| **Examples:**   * **Baltimore Neighborhood Indicators Alliance, Jacob France Institute:** The Baltimore Neighborhood Indicators Alliance provides data on Baltimore City overall as well as by neighborhoods, Community Statistical Areas, in the city. Data indicators are provided according to “Vital Signs,” including Children and Family Health. More detailed reports are available as well. [http://bniajfi.org/indicator/Workforce%20and% 20Economic%20Development/](http://bniajfi.org/indicator/Workforce%20and%20Economic%20Development/) * **Calhoun County Community Report Card, The Coordinating Council:** This report outlines indicators related to economic and self-sufficiency; health family & social relationships; and access to community resources. This report also covers many relevant health indicators for Calhoun County. <http://dev.tcccalhoun.org/wp-content/uploads/2017/01/RC_Edit_02_15_2017.pdf> | **Data sources:**   * The **American Community Survey** data from the US Census Bureau provides a number of indicators that speak to disability and can be broken down by a number of demographics. * The **County Health Rankings and Roadmaps** website allows users to search for their county, and they are able to view many different heath indicators. * Microdata either downloaded from the ACS or used in the University of Minnesota’s **IPUMS-USA** can be analyzed to provide additional information about those working in the past year by including additional variables of interest. * The **National Equity Atlas** provides data on a number of health indicators, including air pollution, obesity, asthma, and adults with diabetes. Select indicators can be broken down by race and ethnicity, source, state ranking, and poverty. * **Primary data collection** from workforce system stakeholders on health barriers. * **State and Local Health Department Data** |

## How many residents or workforce system participants have been involved with the criminal justice system and in what ways?

|  |  |
| --- | --- |
| Understanding the presence of a criminal background, including data on felonies, misdemeanors, and convictions, and non-convictions provides important information on the ability of residents to access certain careers. Many employers will not hire those with a criminal background or may hire those with a non-conviction, etc. Collecting data on this population will be helpful in guiding and directing workforce services to better meet the needs of this group. If possible, linking local corrections data with workforce development data would allow for better understanding the criminal justice barriers faced by participants. | |
| **Examples:**   * **Barriers to Employment Opportunities in the Baltimore Region, Opportunity Collaborative:** This report reviews barriers faced by job seekers and includes survey findings that speak to residents who face barriers related to criminal records. <http://www.opportunitycollaborative.org/assets/Barriers_Study_Final_052714.pdf?18cd4b> | **Data sources:**   * The **Bureau of Justice Statistics** website allows you to search some state and national data corrections data. County level data is available for the juvenile justice system. * Data from **One Stop Providers** * Data from other **Workforce System Providers** * **Primary data collection** from workforce system stakeholders that can speak to the barriers in your region faced by those with criminal records in accessing employment. |

## What data is available on crime rates for my region?

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| --- | --- |
| Crime rate data can be helpful in understanding the barriers faced by residents and their quality of life. Is crime in residential areas impacting access to work? Data on crime rates is also of interest to potential employers. | |
| **Examples:**   * **Workforce Report Card 2015, Gulf Coast Workforce Board:** The Gulf Coast Workforce Board reports on crime prevalence for the Houston region, including violent crime per 100,000 inhabitants and property crime per 100,000 inhabitants. <http://www.wrksolutions.com/about-us/report-card> * **Calhoun County Community Report Card, The Coordinating Council:** This report outlines indicators related to economic and self-sufficiency; health family & social relationships; and access to community resources. This report also covers crime rates, including domestic violence, sexual assault, crime, and juvenile crime.   <http://dev.tcccalhoun.org/wp-content/uploads/2017/01/RC_Edit_02_15_2017.pdf> | **Data sources:**   * The **Bureau of Justice Statistics** Arrest Data Analysis Tool allows users to search for arrests based on a specific agency. * The **County Health Rankings and Roadmaps** site allows users to search for their county, and they are able to view the violent crimes for that community. * **Crime Mapping**: This data will only appear if a local agency has subscribed to this service. If it does, however, then users can select the area they are interested in as well as the specific crimes and generate maps and reports that speak to the crimes reported in the selected time frame. * The FBI **Uniform Crime Reporting Program (UCR)** website has a data tool that allows you to gather data on multiple crime indicators by nation, state, and local region. |

## Is there affordable housing in my region?

|  |  |
| --- | --- |
| It is generally thought that if households have to spend more than 30% of their income to pay for housing, they must make a difficult choice between having adequate shelter and satisfying other critical needs. Understanding the percentage of renters and homeowners that pay over 30% of their income on housing can be helpful information in understanding quality of life and also commuting patterns. Other data related to housing, but not affordability, includes housing and tenure, housing type, housing size, and housing age. | |
| **Examples:**   * **Out of Reach 2016, National Low Income Housing Coalition:** This report examines the affordability gap between the cost of housing and the wages of millions of renters. For states, you can view the wages need to afford housing as well as how many hours would need to be worked at minimum wage to afford rent. <http://nlihc.org/sites/default/files/oor/OOR_2016.pdf> * **Workforce Report Card 2015, Gulf Coast Workforce Board:** The Gulf Coast Workforce Board includes a section of their report on quality of life, including: median home values, appreciation rates, percentage of housing units with monthly home ownership costs greater than 30%, ratio of home value to annual income, and rate of homeownership versus renting. <http://www.wrksolutions.com/about-us/report-card> | **Data sources:**   * The **American Community Survey** data from the US Census Bureau provides a number of indicators that speak to housing, including “Comparative Housing Characteristics,” which can be broken down by a number of demographics. * The **H+T Affordability Index** from the Center for Neighborhood Technology provides data on the affordability of housing and transportation for a region, which includes fact sheets for regions as well. * Microdata either downloaded from the ACS or used in the University of Minnesota’s **IPUMS-USA** can be analyzed to provide additional information about housing by including additional variables of interest. * The **National Equity Atlas** provides data on those housing burden which can be broken down by race/ethnicity and state ranking. * The **Housing Wage Calculator** from the National Low Income Housing Coalitioncan be used to determine how much you need to earn to afford a particular rent in your state. * **Primary data collection** from workforce system stakeholders on housing barriers. |

## What data is available on residents experiencing multiple barriers?

|  |  |
| --- | --- |
| Many of those entering the workforce system are facing significant barriers to employment. However, when resources are thin, understanding the neediest of the group and how to best serve them and in what order can be essential. Therefore, understanding how many participants need assistance in more than one area and which areas are the highest priority can help guide and direct services. | |
| **Examples:**   * **Barriers to Employment Opportunities in the Baltimore Region, Opportunity Collaborative:** This report reviews barriers faced by job seekers and includes survey findings that speak to residents who face multiple barriers to employment. http://www.opportunitycollaborative.org/assets/Barriers\_Study\_Final\_052714.pdf?18cd4b | **Data sources:**   * Data from **One Stop Providers** * Data from **Workforce System Providers** * **Primary data collection,** which caninclude interviews, focus groups, surveys and other primary data collection with workforce system stakeholders that can speak to the difficulties faced by residents experiencing multiple barriers and which barriers take priority in providing services. |

# Workforce Demand: What jobs are available in my region?

Indicators that answer this question include:

* What are the top industries for employment in my region?
* What are the top occupations for employment in my region?
* What skills are required for jobs in my region?
* To what extent do jobs in my region pay family supporting wages?
* Are the jobs in my region part time or full time?
* Which industries are best in my region for returning citizens, opportunity youth, and other target populations?
* What are the current job openings in my region?
* What other data exists for my region that speaks to demand?
* What is known about employer hiring policies and practices?
* How many establishments are in my area and what are their sizes?

## What are the top industries for employment in my region?

|  |  |
| --- | --- |
| Understanding industry mix for a region paints an important picture of employment demand. This data element speaks to the industries with the most openings or jobs, including the types of jobs available for an industry, average earnings, the training needed, and the likelihood of employment in a given area to grow or decline in the future. These trends are important in planning. It is equally important to crosswalk this information with the skills available among residents in a given area. Comparing these data points to those in comparison cities can be helpful as well.  Demographic data on workers by industry can also provide important insights. Worker age data informs the potential for retirees and future need for new entrants. Data such as race, gender, and educational attainment can inform strategies.  Additionally, the workforce system may be using a sector approach or have targeted industries of interest, which may not be the industries with the most employment but that are ideal for employment for residents in the region for other reasons. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project.** * **Driving Opportunity in Detroit: Building a Middle-Skill Workforce to Strengthen Economic Recovery and Expand the Middle Class, New Skills at Work, JPMorgan Chase & CO.:** While this report focuses on middle skills, it does provide an overview of industries with a growing need for employment in the region. <https://www.jpmorganchase.com/corporate/Corporate-Responsibility/detroit-skills-gap-report.htm> | **Data sources:**   * **Economic Modeling Systems, Inc. (EMSI)** is a subscription labor market analytic service that allows you to research industries for a given geography. Industry data provided includes, employment, location quotients, historic and projected growths, and demographics, among others. * **State Labor Market Information Office:** State labor market offices can provide data on industry employment, projections, and wages. * The **Quarterly Census of Employment and Wages (QCEW)** from theBureau of Labor Statistics allows you to look up information for select MSAs on employment, location quotient, and wages. * The **Quarterly Workforce Indicators (QWI) data** from the US Census Bureau’s Local Employment Dynamics includes demographic data by industry. |

Detroit Example

Almost 1 in 4 jobs located in the city of Detroit are in Government (23%). Government employment includes federal, state, and local government functions and the postal service (57% of total 2014 employment), as well as public schools and state educational institutions from elementary to college and trade schools (43% of 2014 employment). Jobs in the Tri-County area minus Detroit are more likely to be in the private sector; only 7% of their jobs are in Government.

In the Tri-County area minus Detroit, the primary industries are Retail, Hospitality, Arts & Recreation (20% vs. Detroit’s 15%), Manufacturing (12% vs. Detroit’s 8%), Health Care (12% vs. 14%), and Professional, Scientific and Technical Services (11% vs. 6%).

**Industry Size and Growth**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Detroit** | | | | **Tri-County without Detroit** | | | |
|  | 2014 Jobs | 2009-2014 % Change | 2011-2014 % Change | % of total Jobs | 2014 Jobs | 2009-2014 % Change | 2011-2014 % Change | % of total Jobs |
| Government | 60,333 | -19.4% | -10.4% | 23% | 111,268 | -15.5% | -6.8% | 7% |
| Retail, Hospitality, Arts & Recreation | 38,047 | -2.7% | -2.4% | 15% | 315,281 | 3.9% | 2.8% | 20% |
| Health Care | 37,297 | 5.3% | 1.6% | 14% | 188,398 | 2.6% | 0.2% | 12% |
| Manufacturing | 19,659 | 20.7% | 8.9% | 8% | 191,550 | 18.6% | 10.5% | 12% |
| Transportation & Warehousing | 15,936 | 12.3% | 1.8% | 6% | 40,278 | 18.5% | 13.4% | 3% |
| Professional, Scientific and Technical Services | 14,472 | 2.2% | 2.0% | 6% | 174,037 | 22.6% | 14.8% | 11% |
| Construction | 6,367 | 0.7% | 0.2% | 2% | 61,174 | -0.6% | 1.2% | 4% |
| Office/Administrative occupations (all industries) | 15,040 | -9.6% | -5.6% | 6% | 77,490 | 4.0% | 2.3% | 5% |
| IT occupations (all industries) | 6,101 | 2.7% | 1.8% | 2% | 50,481 | 15.9% | 9.0% | 3% |

## What are the top occupations for employment in my region?

|  |  |
| --- | --- |
| Understanding the mix of occupations for a geography paints an important picture of demand for a region. This data can include the types of jobs available, average earnings, and the likelihood of employment in a given area to grow or decline in the future.  Staffing patterns can be used to identify the mix of occupations within a particular industry.  Other occupation information that can be relevant is age to understand the potential for retirees and future need for new entrants. Data on new and replacement opening projections can be used to identify anticipated need for new labor market entrants. This measure is provided on an occupation by occupation basis and takes into account overall occupation growth and the need for replacements due to retirement or people leaving the occupation. It is not a measure of how many individual job openings there are likely to be (job postings data), but how many new workers will be needed to fill demand in the occupation. | |
| **Examples:**   * **Labor & Economy Dashboard, Workforce Intelligence Network (WIN):** WIN’s dashboard allows users to view the top jobs quarterly for a region overall and by specific sectors. <https://windashboard.org/quarterly/8/2> * **State of the Louisville Regional Labor Market:** In this labor market overview, Kentuckiana Works presents the Top 25 High Demand Occupations that pay above a family supporting wage. The data is presented by job postings, growth, and possible retirements. <http://www.kentuckianaworks.org/Portals/2/Labor%20Market%20Report_Q4_2016.pdf> * **Target Occupation Profiles (TOPS), Chicago Cook Workforce Partnership:** Profiles are provided on 7 sectors with information detailing: jobs, growth, yearly openings, wage levels, average yearly salary, duties, and information to determine if the job will be a good fit, advancement opportunities, training opportunities, largest employers, and other related jobs. <http://www.workforceboard.org/research-data/labor-market-data/target-occupation-profiles-(tops)/> | **Data sources:**   * **Occupational Employment Statistics (OES)** from the Bureau of Labor Statisticsprovides occupational information including employment and wages for select geographies. * **Economic Modeling Systems, Inc. (EMSI)** is a subscription labor market analytic service that allows you to research occupations for a given geography. Occupation data provided includes historical and projected employment, location quotients, and earnings. * **State Labor Market Information Office:** State labor market offices can provide data on occupational employment, projections, and wages. |

## What skills are required for jobs in my region?

|  |  |
| --- | --- |
| Understanding the education and training and other skill requirements of a region’s occupations is a crucial part of understanding demand. It is equally important to crosswalk this information with the skills and education available among residents in a given area. Once occupations of interest have been identified there are a number of data sources that will allow you to collect both qualitative and quantitative information on job requirements. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project.** * **Baltimore Regional Talent Development Pipeline Study, Opportunity Collaborative:** This report outlines the workforce supply and demand of the Baltimore Region. Part of their analysis includes training required for industries. <https://gbc.org/wp-content/uploads/2015/03/Opportunity-Collaborative-Baltimore-Regional-Talent-Devt-Pipeline-Study.pdf> * **Target Occupation Profiles (TOPS), Chicago Cook Workforce Partnership:** Profiles are provided on 7 sectors with information detailing: jobs, growth, yearly openings, wage levels, average yearly salary, duties, and information to determine if the job will be a good fit, advancement opportunities, training opportunities, largest employers, and other related jobs. <http://www.workforceboard.org/research-data/labor-market-data/target-occupation-profiles-(tops)/> | **Data sources:**   * **Economic Modeling Systems, Inc. (EMSI)** is a subscription labor market analytic service that allows you to research occupations for a given geography. Occupation data includes education and training requirements and, via a crosswalk with IPEDS data, educational completions in associated programs. * The **Occupational Outlook Handbook** contains detailed information on a wide variety of occupations, including training expectations and work environments. * **O\*NET** also contains detailed information a wide variety of occupations, including numerical measurements of different kinds of knowledge, skills and abilities that allow for comparing relative skill level of occupations. |

This distribution of jobs matters a lot to job seekers in Detroit because the job preparation requirements vary tremendously across industries (Table 7). As shown previously, the job skills and educational attainment of out-of-work Detroit residents are low. In many cases, up-skilling these job seekers to be able to take advantage of the higher-skill job openings in Detroit is a monumental task requiring significant time investment. While they are on that path, they still need access to jobs that fit their skill levels, and the current industry mix in Detroit does a poor job of providing those opportunities.

Detroit Example

**Table 7: Industry Preparation and Wage Categorization**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Minimal prep** | **Moderate prep** | **High prep** | **Low wage** | **Mid wage** | **High wage** |
| Retail, Hospitality, Arts & Recreation | 75% | 7% | 18% | 75% | 18% | 7% |
| Transportation & Warehousing | 41% | 24% | 36% | 13% | 59% | 28% |
| Construction | 29% | 51% | 20% | 2% | 31% | 66% |
| Government | 26% | 26% | 46% | 18% | 27% | 55% |
| Health Care | 25% | 23% | 52% | 30% | 19% | 51% |
| Professional, Scientific and Technical Services | 18% | 17% | 65% | 5% | 22% | 74% |
| Manufacturing | 13% | 66% | 21% | 9% | 25% | 66% |
| Office/Administrative occupations (all industries) | 76% | 17% | 7% | 1% | 88% | 11% |
| IT occupations (all industries) | 0% | 17% | 83% | 0% | 0% | 100% |

Health Care is similar in terms of the job skill requirements (Table 7), and even some moderate-preparation jobs (such as nursing assistants) still pay low wages. As an industry, health care grew by 5.3% from 2009-2014, but most of that growth happened in 2009-2010. From 2011 to 2014, health care employment grew by only 1.8% (Table 6). Minimal-preparation occupations within health care include:

* Home Health Care Aides
* Office Clerks, General
* Receptionists and Information Clerks
* Maids and Housekeeping Cleaners
* Personal Care Aides

While moderate-preparation jobs include:

* Nursing Assistants
* Medical Assistants
* Licensed Practical and Licensed Vocational Nurses
* Emergency Medical Technicians and Paramedics
* Pharmacy Technicians

## To what extent do jobs in my region pay family supporting wages?

|  |  |
| --- | --- |
| Calculating the family supporting wages for a region allows stakeholders to get a better sense of job quality for a given job and if that job will lead to self-sufficiency. It is helpful to compare these data to the wages for available jobs and top occupations in a region and also to poverty thresholds. | |
| **Examples:**   * **State of the Louisville Regional Labor Market:** In this labor market overview, Kentuckiana Works presents the top occupations and job postings by family supporting wages. <http://www.kentuckianaworks.org/Portals/2/Labor%20Market%20Report_Q4_2016.pdf> * **Workforce Report Card 2015, Gulf Coast Workforce Board:** The Gulf Coast Workforce Board reports on the living wage required for a family of four for Houston and comparison cities. They also report on other monthly costs for a family of four. <http://www.wrksolutions.com/about-us/report-card> | **Data sources:**   * **Occupational Employment Statistics (OES)** from the Bureau of Labor Statistics provides occupational information including employment and wages for select geographies. * **Economic Modeling Systems, Inc. (EMSI)** is a subscription labor market analytic service that allows you to research occupations for a given geography. It includes average earnings by occupation and industry. * The **Living Wage Calculator** from MITcalculates the family sustaining wage needed by estimating the typical expenses for a region. The calculator can estimate the wage needed for states, counties, and MSAs. * **State Labor Market Information Office:** State labor market offices can provide data on occupational employment, projections, and wages. |

## Are the jobs in my region part time or full time?

|  |  |
| --- | --- |
| Understanding the status of jobs in region can provide important information on demand and the quality of jobs. Although some labor force participants prefer to work part time, others are hoping for an increase in hours that will allow for more sustainable employment. | |
| **Examples:**   * **The Ratio of Part-Time Employed Remains High, But Improving, Advisor Perspectives:** This article analyzes national part time employment data.   <https://www.advisorperspectives.com/dshort/updates/2017/03/13/the-ratio-of-part-time-employed-remains-high-but-improving> | **Data sources:**   * The **American Community Survey** data from the US Census Bureau provides a number of indicators on work status, including data on weeks and number of hours worked, which can be broken down by gender. * Microdata either downloaded from the ACS or used in the University of Minnesota’s **IPUMS-USA** can be analyzed to provide additional information about work status by including additional variables of interest. * The **Occupational Outlook Handbook** provides some work schedule information on an occupation-by-occupation basis, which can be found under “work environments” for that occupation. |

## Which industries are best in my region for returning citizens, opportunity youth, and other target populations?

|  |  |
| --- | --- |
| Staffing patterns and career pathways are important to understanding the trajectory of a given entry-level job. However, often missing from these are which residents these jobs are available to outside of preparation information. Not all jobs will be available for all populations. Doing this homework for your region can provide critical information to those with possible barriers to employment and help guide participants towards more suitable occupations or industries. | |
| **Examples:**   * **Returning Citizens, Pure Michigan Talent Connect:** Information on misconceptions around hiring returning citizens as well as other helpful information, including employers who hire returning citizens. http://mitalent.org/returning-citizens | **Data sources:**   * **Primary data collection,** including interviews, focus groups, and surveys with stakeholders and employers designed to understand the perspectives of stakeholders and employers on which industries are most likely to hire target populations in your region. |

## What are the current job openings in my region?

|  |  |
| --- | --- |
| Job postings data speak to demand and provide an estimate on the number of openings in a region. This data includes job postings by overall volume as well as specific occupations in demand for the region. Understanding the length of time jobs have been open can also speak to the difficulty a region has in meeting the demand.  Note that job postings information may not be representative. Data comes from online job postings that skew towards higher-skilled positions. Job postings may be speculative, and not equate to an actual position needing to be filled. Many postings do not include education, experience, and training requirements. Industry categorization is generated by algorithm, leading to a high error rate, and geography can be hard to match. However, even with these limitations, job posting data provides the most current snapshot of current demand in a region. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project.** * **Driving Opportunity in Detroit: Building a Middle-Skill Workforce to Strengthen Economic Recovery and Expand the Middle Class, New Skills at Work, JPMorgan Chase & CO.:** This report speaks to the middle skills gap present in Detroit and part of the analysis includes the length of time job postings were available as in indicator of the struggles employers face in filling openings. <https://www.jpmorganchase.com/corporate/Corporate-Responsibility/detroit-skills-gap-report.htm> * **State of the Louisville Regional Labor Market:** In this labor market overview, Kentuckiana Works presents the Top 30 Job Postings by typical entry level education required. <http://www.kentuckianaworks.org/Portals/2/Labor%20Market%20Report_Q4_2016.pdf> * **Where are the Jobs, Chicago Cook Workforce Partnership:** The Chicago Cook Workforce Partnership releases a summary of online job postings quarterly. This summary includes: the number of job postings; a breakdown of the top industries; the top employers by industry; and the occupations, credentials and skills by industry. <http://www.workforceboard.org/media/17645/Where-are-the-Jobs-Q4-2016.pdf> | **Data sources:**   * **Burning Glass Technologies** is a subscription job postings analytic service that provides information on job postings. * **Economic Modeling Systems, Inc. (EMSI)** is a subscription labor market analytic service that allows you to research job postings data. |

Overall job postings in Detroit have fluctuated in the past four years. A trough in 2012 of 46,559 postings was followed by a peak of 79,033 postings in 2013 (70% increase). In 2014 postings remained high at 73,041 (7.6% drop from 2013).

Detroit Example

The same occupations have maintained their top postings positions since 2011. In Detroit, most of these jobs are for highly-skilled, highly-trained/experienced workers. Examples include: software developers, applications; heavy and tractor-trailer truck drivers; registered nurses; sales reps for wholesale and manufacturing; and computer systems analysts. Sixty percent of jobs that include a preferred educational attainment level require a Bachelor’s degree or higher.

Along with this increase in demand for lower-skilled jobs in the out-counties has come a decline in the education and preparation requirements of workers there. In 2011, roughly 58% of postings listed a Bachelor’s degree as required for employment and in 2014, that share dropped to 51%. Furthermore, the share of postings that list High School as the only requirement increased from 27% in 2011 to 36% in 2014. Salaries are dropping too, with 45% of jobs listing wages in 2014 advertising wages below $35K compared to 32% in 2011.

While this may seem at odds with the previous section regarding the faster growth in moderate- and high-preparation occupations, job posting figures reflect the high turnover and large number of annual openings, rather than exclusively a change in industry structure.

All of this adds up to a story of a growing services sector in the out-counties with more companies moving professional jobs into the city. This model of heavy services in suburban areas and professional jobs in the city is not unique to Detroit, but as the preceding section showed, it is particularly unbalanced in Detroit, and made that much worse by the inadequate public transportation system in Metro Detroit.

## What additional data exists for my region that speaks to demand?

|  |  |
| --- | --- |
| Speaking to workforce system stakeholders and employers in a given area can provide essential information about demand that cannot be obtained through LMI data. This can include knowledge about new business openings, infrastructure projects, policy initiatives, etc. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project.** * **Employer Perspectives on Workers with Disabilities, Interagency Committee on Disability Research:** This report outlines a summit that was held to bring together researchers, business leaders, and policy makers to better advance the research of and voice of employers and the demand side as it pertains to hiring workers with disabilities. The paper outlines the details of the summit as well as the strategies created to collect more comprehensive information on the demand side. <https://www2.ed.gov/rschstat/research/pubs/ise-report--employer-perspectives.pdf> * **Employer Perspectives on Southeast Labor Market Conditions, Federal Reserve Bank of Atlanta:** The Federal Reserve Bank of Atlanta conducted a survey with business contacts to better understand their hiring plans, wage trends, and outlook for growth. <https://www.frbatlanta.org/economy-matters/2017/02/09/employment-survey-results> | **Data sources:**   * **Primary data collection,** including interviews, focus groups, and surveys with stakeholders and employers designed to answer the key policy questions facing your region. |

Detroit Example

There have been several partnerships or alliances that were very active in the past several years, but have since disbanded. Stakeholder feedback reveals that the regional initiatives to build a transportation workforce hub in Southeast Michigan were in response to the new international trade crossing bridge, which has not yet materialized.

## What is known about employer hiring policies and practices?

|  |  |
| --- | --- |
| Speaking to workforce system stakeholders and employers in a given area can provide essential information about demand that cannot be obtained through LMI data. Questions to be answered include: Do employers hire from training programs/expect employees to have completed a training program or do they use another mechanism (which could mean that adding training capacity does not solve a skills or worker shortage)? How long does it usually take to fill positions? What other sources do they hire from – temporary agencies, the workforce development system, etc.? | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project.** * **Employer Perspectives on Workers with Disabilities, Interagency Committee on Disability Research:** This report outlines a summit that was held to bring together researchers, business leaders, and policy makers to better advance the research of and voice of employers and the demand side as it pertains to hiring workers with disabilities. The paper outlines the details of the summit as well as the strategies created to collect more comprehensive information on the demand side. <https://www2.ed.gov/rschstat/research/pubs/ise-report--employer-perspectives.pdf> * **Employer Perspectives on Southeast Labor Market Conditions, Federal Reserve Bank of Atlanta:** The Federal Reserve Bank of Atlanta conducted a survey with business contacts to better understand their hiring plans, wage trends, and outlook for growth. <https://www.frbatlanta.org/economy-matters/2017/02/09/employment-survey-results> | **Data sources:**   * **Primary data collection,** including interviews, focus groups, and surveys with stakeholders and employers designed to answer the key policy questions facing your region. |

Detroit Example

Low levels of employer engagement means information about workforce needs and job and career pathway opportunities isn’t readily exchanged.

*“There are very few employers engaged in the system. As a result, service providers and job seekers don’t have reliable ways to understand employer needs.”*

* System stakeholders have little access to information about rapidly changing job opportunities and requirements.
* Service providers and other stakeholders have few insights into employer hiring trends.
* Direct employer insights are often missing from the discussion about the skills gap.

## How many establishments are in my area and what are their sizes?

|  |  |
| --- | --- |
| The number of firms, firm size, and employment by firms can help provide another perspective of demand for the region. How many small businesses are in your region and how many people do they employ? | |
| **Examples:** | **Data sources:**   * County Business Patterns (CBP) and ZIP Code Business Patterns (ZBP) from the US Census Bureau provide information on establishments overall and by size. * **Economic Modeling Systems, Inc. (EMSI)** is a subscription labor market analytic service that allows you to research the number of establishments for select regions. |

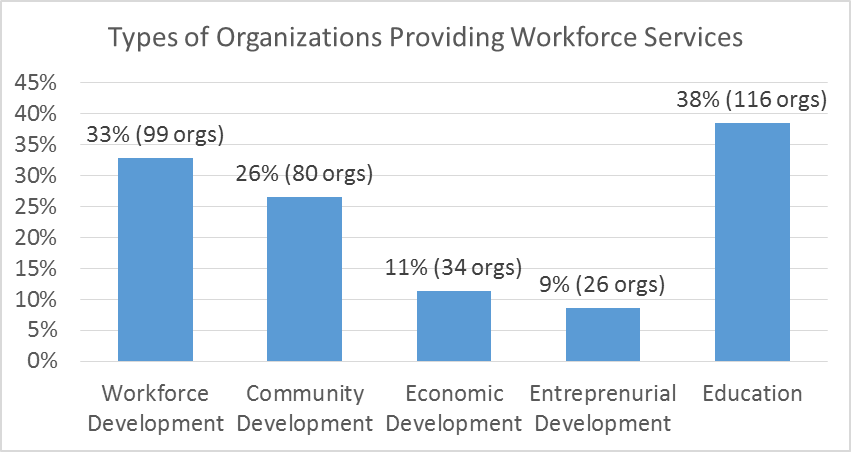
# Workforce System: What elements of the workforce system support people’s work in my region?

Indicators that answer this question include:

* What are the organizations, educational institutions, and other entities in the workforce development system and where are they located?
* What data exists on organizations, educational institutions, and entities, including performance and outcomes data?
* What are the federal, state, and local policies supporting workforce development?
* What public and philanthropic investments have been made to the workforce system?
* What workforce development partnerships exist in my region?

## What are the organizations, educational institutions, and other entities in the workforce development system and where are they located?

|  |  |
| --- | --- |
| Before collecting this data it is important to determine the parameters of your data collection. Workforce system entities can include public workforce system organizations, non-profit or faith-based organizations, and both private and public educational institutions, among others. When planning to inventory these entities, it is important have a clear scope or definition for what should be included. You will also need to define the geography that you will use, which may be different than the geography you have used for other data collection. For instance, a city-based study may find that many education and training providers are located outside the city limits. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project.** * **Alameda County Environmental Scan and Asset Mapping Final Report, Public Consulting Group:** This report determined the workforce development “assets” for Alameda County by defining the asset groups and regions of the county and then mapping the locations of the assets to determine accessibility in gaps. <http://www.eastbayworks.com/wp-content/uploads/2016/06/Alameda-County-Environmental-Scan-and-Asset-Map-2013.pdf> * **Chicago Workforce Development Programs: System Map and Inventory, Chapin Hall at the University of Chicago:** This report includes a program map and inventory of workforce development programs and services. The program map includes a series of charts that include program name, city agency, state agency, federal agency, service provider, target customer, services, and policy/funding source. <http://www.chapinhall.org/research/report/chicago-workforce-development-programs-system-map-and-inventory> * **One System for One City, New York City:** In Section 4, this report provides an in-depth look at the city’s workforce agencies, including data on expenditures, outcomes, highlights, and priorities. Section 5 provides an overview of workforce development partners that fall outside of city agencies, including information on the program, funding, outputs, and outcomes. <http://www.nyc.gov/html/sbs/wib/downloads/pdf/swfs_report_fy2011.pdf> * **Workforce Information and Resource Exchange (WIRE), Chicago Jobs Council:** The WIRE includes a provider directory, which allows users to search for workforce services by name, location, service, community, populations served, or organization type. <http://wire.cjc.net/dynamic/directory> | **Data sources:**   * Data from **One Stop Providers:** Partner workforce organizations may have lists of existing educational and workforce development programs. * Data from other **Workforce System Providers**: Partner workforce organizations may have lists of existing educational and workforce development programs. * **Economic Modeling Systems, Inc. (EMSI)** is a subscription labor market analytic service that allows you to research educational program information. Educational institution can be collected via IPEDs data retrieved through the EMSI. * The **Integrated Postsecondary Education Data System (IPEDS)** allows you to search for academic programs in a state. * **Web Searches, marketing materials, annual reports or reaching out to program staff** |

Our inventory research revealed that services needed to support employment by Detroit residents were being provided by a much larger set of organizations than just “traditional” workforce service providers. In addition to workforce service providers, these included educational institutions, economic development organizations, community development organizations, and entrepreneurial service providers. There is a great deal of overlap between the activities in community development and workforce development, such as organizations like Community Development Advocates of Detroit, which provides a “citywide voice for Detroit neighborhoods.” We found 27 organizations that provided services in more than one category, which suggests that organizations in Detroit actively seek to service the multiple barriers many Detroit residents face. The adjacent chart illustrates the distribution of organizations among these categories. Note the high volume of community development organizations that also provide labor market attachment related services, as well as the high volume of educational providers. This chart demonstrates that a significant portion of the work done to connect individuals to the labor market takes place in educational institutions, including adult basic education, universities, community colleges, and proprietary schools.

Detroit Example

## What data exists on organizations, educational institutions, and entities, including performance and outcomes data?

|  |  |
| --- | --- |
| The type of data available will depend on the type of organization. For educational institutions, what are the programs and completion rates for your region? For workforce programs, what data is available on those who entered employment, retained employment, and their average earnings? What are the outcomes for youth and adults? What about data on those placed in education, attainment of degrees or certifications, and literacy and numeracy gains? Apart from required WIOA measures, your workforce system may have common metrics of interest that are being tracked. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project.** * **One System for One City, New York City:** In Section 4, this report provides an in-depth look at the city’s workforce agencies, including data on outcomes. Section 5 provides an overview of workforce development partners that fall outside of city agencies, including information on outputs and outcomes. <http://www.nyc.gov/html/sbs/wib/downloads/pdf/swfs_report_fy2011.pdf> | **Data sources:**   * Data from **One Stop Providers:** Partner workforce organizations may have data they can share on their service performance and outcomes. This includes data on workforce development services, education data, and training programs data. * Data from other **Workforce System Providers**: Partner workforce organizations may have data they can share on their service performance and outcomes. This includes data on workforce development services, education data, and training programs data. * **Economic Modeling Systems, Inc. (EMSI)** is a subscription labor market analytic service that allows you to research educational program information, including program completion data. Educational institution can be collected via IPEDs data retrieved through the EMSI. * The **Integrated Postsecondary Education Data System (IPEDS)** allows you to search for academic programs in a state and provides data on a number of variables. * **Web Searches, marketing materials, annual reports or reaching out to program staff:** CBO program completion data can be collected from annual reports or from partnering organizations. |

Identifying and securing data to determine how well the system is functioning and how well residents fare in the labor market is extremely difficult. Absent a reliable public database of the outcomes of these programs and services, the only way to secure outcome data is organization by organization, many of which use differing metrics and definitions. Certainly, individual organizations can and do provide outcome data; what’s lacking is a way to aggregate that data across organizations at the systems level (see more in Systems Observations section). As a result, our report does not provide data on the number of people being served, how many people are served in specific programs, or what the outcomes are for those served (job placement, credential attainment, etc.). As an example, we collected outcomes from the 2013 annual reports of 5 large, multi-service community-based organizations and found that, in aggregate, they served nearly 26,000 people (although with possible duplication of individuals across organizations). However, this represents just 22% of an estimated 120,000 people who may need services (the 71,000 already unemployed workers and the additional 49,000 individuals who would need to enter the labor force for Detroit to match the state’s labor force participation rate).

Detroit Example

## What are the federal, state, and local policies supporting workforce development?

|  |  |
| --- | --- |
| Workforce development policies determine the relationship of agencies administering programs as well as impact how funding and services are allocated and set up. Understanding these policies and how they work in your region is an important aspect in mapping the workforce development system. Depending on the region where you live, other policies may be relevant to review and include depending on how they impact your residents and services.  The type of data available will depend on the type of organization. For educational institutions, what are the programs and completion rates for your region? For workforce programs, what data is available on those who entered employment, retained employment, their average earnings? What are the outcomes for youth and adults? What about data on those placed in education, attainment of degrees or certifications, and literacy and numeracy gains? Apart from required WIOA measures, your workforce system may have common metrics of interest that are being tracked. | |
| **Examples:**   * **Chicago Workforce Development Programs: System Map and Inventory, Chapin Hall at the University of Chicago:** This report provides an overview of the agencies and policies that shape the workforce development system. <http://www.chapinhall.org/research/report/chicago-workforce-development-programs-system-map-and-inventory> | **Data sources:**   * **Primary data collection,** including interviews, focus groups, and surveys with stakeholders and employers targeted at understanding the policies that impact those working in the workforce development system. * **Web searches of federal, state, and local policies.** |

## What public and philanthropic investments have been made to the workforce system?

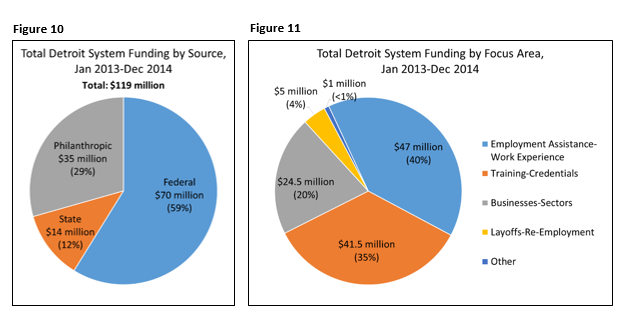
|  |  |
| --- | --- |
| Understanding funding is key to mapping out the workforce development system in a region. There are many ways to look at funding. Funding can be analyzed by the funding provided to organizations of interest, by the funder, or by a specific framework that makes sense for your region. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project.** * **An Analysis of Public Workforce Development Resources, Metropolitan Chicago Region:** This report details the federal, state, and local resources that supported workforce development in the metropolitan Chicago region in fiscal year 2010. <http://cjc.net/wp-content/uploads/2012/05/Regional-final-4.25.2012.pdf> * **Investing in Baltimore’s Workforce: Leveraging Opportunity and Moving to Scale, Job Opportunities Task Force, Baltimore Integration Partnership:** This brief analyzes Baltimore’s workforce training resources and provides recommendations for overcoming resource constraints using national models. <http://www.jotf.org/Publications/IssueBriefs/tabid/68/Default.aspx> * **Putting DC to Work: A Resource Map of the District’s Workforce Development Dollars, DC Fiscal Policy Institute:** This funding map outlines what the District spends on workforce development as well as services offered and who is served. <http://www.dcfpi.org/wp-content/uploads/2012/01/1-10-12-Workforce-Map.pdf> | **Data sources:**   * **Following the Money, Federal Reserve Bank of Atlanta:** This resource is for Community and Economic Development (CED) funds. Federal Reserve Banks of Philadelphia and Atlanta created a tool to help understand the way in which foundation grants supporting CED activities were distributed across 366 metropolitan areas in the United States. The research relied on data provided by the Foundation Center that captured grants of at least $10,000 made by the 1,000 largest foundations between 2008 and 2013. * **Foundation websites** * **News articles and press releases** * **USAspending.gov** allows you to search for federal funding. * Websites are available to help track IRS Form 990s, including **990 Finder** and **Guidestar.** |

Detroit Example

Consistent with CSW’s interest in career pathways frameworks, we divided the overall funding into five categories:

1. Employment Assistance-Work Experience: Programs that provide employment assistance and work experiences, and programs that provide entry points for specific populations, for example, summer youth employment programs.
2. Training-Credentials: Programs that provide education, training and credentials. Includes any level of vocational or critical skill building and training, whether generally, or for in-demand occupations and fields, but geared to individuals, not the sector participants, for example, ESL programs or general skills training programs for job seekers.
3. Businesses-Sectors: Programs from any of the above categories that are geared toward a specific sector or occupational category, for example, programs that aim to recruit under-represented populations into specific industries, often targeted directly to businesses.
4. Layoffs: Re-employment programs explicitly focused on support to either companies or individuals in layoff and re-employment situations, for example, programs that help laid-off workers explore and gain access to transitional support resources and career placement assistance.
5. Other: Related programs that do not fit into any of the above.

The last two categories (Layoffs and Other) are both small, but are necessary to reflect the full set of funding coming into the system. The first three (Employment Assistance-Work Experience, Training-Credentials, and Businesses-Sectors) are closely aligned — though not a perfect match — to a career pathways analysis in Detroit.



## What workforce development partnerships exist in my region?

|  |  |
| --- | --- |
| Mapping out and researching the existing partnerships for a given region provides an overview of how the system works, including where there is alignment, fragmentation, and duplication. This can include industry sector strategy partnerships, workforce development committees dedicated to a specific issue, partnerships with committed employers, etc. | |
| **Examples:**   * See below for examples from the **CSW Detroit Workforce Mapping Project.** * **One System for One City, New York City:** This report provides an in-depth look at the city’s workforce agencies. While there is not a specific section detailing partnerships, partnerships are noted throughout the report. <http://www.nyc.gov/html/sbs/wib/downloads/pdf/swfs_report_fy2011.pdf> | **Data sources:**   * **Primary data collection,** including interviews, focus groups, and surveys with stakeholders and employers targeted at understanding any partnerships that may be taking place. * **Web searches, news articles, and press releases** |

From the systems level, CSW’s analysis reveals a generally fragmented picture, especially as it relates to two key elements in our analysis framework: culture, processes, and practices, and data & knowledge sharing. From traditional working relationships between public agencies, vocational training schools, and higher education to unconventional alliances between private investors, employers, entrepreneurs, and economic development groups, Detroit’s infrastructure reflects a network of loosely coordinated organizations often working independently of each other to address similar issues. Across the system, agencies and providers respond to an ever-changing landscape of customer requirements, sometimes working in concert with and sometimes overlapping each other’s efforts. While there are certainly outstanding examples of partnerships deemed successful through any lens, these shining models exist alongside a disconnected patchwork of one-off, underfunded, uncoordinated initiatives delivered by a network of providers who are keenly aware of their disconnectedness. Stakeholders across the system echo a common sentiment: a growing concern that their programs and services are not nearly orchestrated or integrated enough to deliver what the community needs.

Detroit Example

# Data Sources

The following tables include further information on data sources found in bold throughout the document.

## Federal Data Sources

Data sources in this section include data for all states. The list is sorted alphabetically.

| Data Source | Organization | Link | Frequency | Timeframe | Geography |
| --- | --- | --- | --- | --- | --- |
| 990 Finder | Foundation Center | http://foundationcenter.org/find-funding/990-finder | Annual | Calendar year | Organization |
| American Community Survey (ACS) | US Census Bureau | http://factfinder.census.gov/ | Annual | Calendar year | Nation, State, MSA, County, City, Neighborhood |
| Bureau of Justice Statistics | Bureau of Justice | https://www.bjs.gov/ | Varies | Varies | Nation, State, County for some |
| Burning Glass Technologies | Private, for-profit | http://burning-glass.com/ | User-determined | Rolling | Variable |
| County Business Patterns (CBP) and Zip Code Business Patterns (ZCBP) | US Census Bureau | http://factfinder.census.gov/ | Annual | Calendar year | County, Zip Code |
| County Health Rankings and Roadmaps | University of Wisconsin | http://www.countyhealthrankings.org/ | Annual | Calendar year | County |
| Crime Mapping | Private | http://www.crimemapping.com/ | Rolling | User defined | Local Law Enforcement Agency |
| Economic Modeling Systems, Inc (EMSI) | Private, for-profit | http://www.economicmodeling.com/ | Quarterly | Calendar year | Nation, State, MSA, County, Zip Code |
| Following the Money | Federal Reserve Bank of Atlanta | https://www.frbatlanta.org/community-development/data-and-tools/following-the-money.aspx | One-time | 2008-2013 | MSA |
| GuideStar | GuideStar | https://www.guidestar.org/Home.aspx | Unclear | Calendar year | Organization |
| H+T Affordability Index | Center for Neighborhood Technology | http://htaindex.cnt.org/ | Unclear | Unclear | CBSA, County, City, Neighborhood, US House District |
| Housing Wage Calculator | National Low Income Housing Coalition | http://nlihc.org/library/wagecalc | Unclear | Unclear | State |
| Integrated Postsecondary Education Data System (IPEDS) | National Center for Education Statistics (NCES) | https://nces.ed.gov/ipeds/ | Annual | Academic year | Nation, State, Institution |
| IPUMS-USA | University of Minnesota | https://usa.ipums.org/usa/ | Annual | Calendar year | Region, State, Metro Area, Public Use Microdata Area, City |
| Living Wage Calculator | Massachusetts Institute of Technology | http://livingwage.mit.edu/ | Annual | Calendar year | State, MSA, County |
| Local Area Unemployment Statistics (LAUS) | Bureau of Labor Statistics (BLS) | https://www.bls.gov/lau/ | Monthly | Month | Nation, State, MSA, County, City |
| National Center for Education Statistics (NCES) | National Center for Education Statistics (NCES) | https://nces.ed.gov/ | Varies | Varies | Varies |
| National Equity Atlas | Policy Link and USC PERE | http://nationalequityatlas.org/ | Varies | Varies | Nation, State, MSA, City |
| O\*NET | US Department of Labor | https://www.onetonline.org/ | Rolling | N/A | Nation |
| Occupational Employment Statistics (OES) | Bureau of Labor Statistics (BLS) | https://www.bls.gov/oes/ | Annual | 3-yr average | Nation, State, MSA |
| Occupational Outlook Handbook | Bureau of Labor Statistics (BLS) | https://www.bls.gov/ooh/ | Biannual | N/A | Nation |
| OnTheMap | US Census Bureau | http://onthemap.ces.census.gov/ | Annual | Calendar year | Nation, State, MSA, County, City, Neighborhood |
| Quarterly Census of Employment and Wages (QCEW) | Bureau of Labor Statistics (BLS) | https://www.bls.gov/cew/ | Quarterly | Quarterly | Nation, State, MSA, County |
| Quarterly Workforce Indicators (QWI) | US Census Bureau | https://qwiexplorer.ces.census.gov/ | Quarterly | Quarterly | State, County, MSA, Workforce Investment Area |
| Uniform Crime Reporting Program | Federal Bureau of Investigations | https://ucr.fbi.gov/ | Annual | Calendar year | Nation, State, Local Law Enforcement Agency |
| USAspending.gov | Department of the Treasury | https://www.usaspending.gov/Pages/Default.aspx | Daily | 2008 to present | State, Territory, County, Zip Code, Agency |

## State Data Sources

Many of the data sources in the previous section to do not include data for local areas. Often this data can be acquired through state agencies and organizations. There is not space in this toolkit to list all of them, but the types of organizations are listed below.

* State Labor Market Information offices. (Contact list for all states: https://www.bls.gov/bls/ofolist.htm)
* State Unemployment Claimant Data
* State Education Data
* State Approved Training Provider lists
* State Health departments

## Local Data Sources

Some very specific data can only be collected by talking directly to local agencies, organizations and service providers. These include, but are not limited to:

* Local one-stop service providers
* Other local workforce system providers
* Local literacy service providers
* Local public schools
* Local health departments
* Local primary data collection with job seekers, employers, education and training providers, and other stakeholders