Northern Illinois P-20 Network
Workforce Development Team

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Framing Workforce Development Data Needs for P-20

What are the core workforce questions we as educators need data to help answer?

1. What types of jobs do we want to prepare our students for?
2. What level of demand are we likely to see? How do we manage supply in light of this demand?
3. What do our students need to be prepared to access good jobs and careers?
Important Steps in Aligning P-20 Education with Local Workforce Demand

1. Collaborate with local workforce and economic development partners to develop a shared understanding about local workforce demand.
   - Look at occupations and industries (leading, emerging and mature industries).

2. Target occupations with family-supporting wages or bridges/pathways to good jobs.

3. Base pathway models on KSAs needed for these occupations.

4. Form or use existing employer collaboratives, other public-private partnerships to strengthen supply side.
Step 1: Collaborate with local workforce and economic development partners to develop a shared understanding about local workforce demand.

- The federal Workforce Innovation and Opportunity Act (WIOA) requires that states and regions integrate workforce planning with adult education, employment security, and rehabilitation services. Illinois has a new WIOA Unified State Plan and regions and local workforce areas are now completing their planning.

- [https://www2.illinoisworknet.com/wioastateplan](https://www2.illinoisworknet.com/wioastateplan)
Step 1 (Cont.): Look at occupations and industries

- The larger the geography, the more data are available.
- Job data are either by occupation or industry - no tidy crosswalk.
- Public data tend to be a few years old.
- Economic development partners may have relevant analyses in-hand
Step 1, Cont.
Consider leading, emerging and mature industries

- **Leading or growth clusters** - have both high concentration and high employment growth. Typically export products/knowledge out of region and have a competitive advantage because they are more concentrated.

- **Emerging clusters** - low concentration but high employment growth that may require increased labor to keep up with demand.

- **Mature industries** - highly concentrated but low or negative employment growth.

<table>
<thead>
<tr>
<th>Cluster Type</th>
<th>Concentration</th>
<th>Employment Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mature</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Growth</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Emerging</td>
<td>Low</td>
<td>High</td>
</tr>
</tbody>
</table>
Step 2: Target occupations with family-supporting wages or bridges/pathways to good jobs.

- Low wage, low skill service jobs tend to dominate the fastest-growing/high-demand occupations.
  - They are essential to our economy and provide a first rung on the career ladder for many workers.
- Living Wage Calculator offers more realistic benchmarks than the federal poverty level: [http://livingwage.mit.edu/](http://livingwage.mit.edu/)
- U.S. Department of Labor O*NET Online: [https://www.onetonline.org/](https://www.onetonline.org/)
- [http://www.niu.edu/p20network/resources/index.shtml](http://www.niu.edu/p20network/resources/index.shtml)
Step 3: Base pathway models and career information on KSAs needed for these occupations.

- U.S. Department of Labor O*NET Online: [https://www.onetonline.org/](https://www.onetonline.org/)
- [https://www2.illinoisworknet.com/](https://www2.illinoisworknet.com/)
- Real-time proprietary job search business intelligence tools, e.g. Burning Glass, EMSI, Help Wanted Online. See Example 2 in handout.
- Most Local Workforce Areas have access to these data and often prepare reports.
Step 4: Employer collaboratives, other public-private partnerships can help strengthen supply side.

- WIOA regional and local plans are addressing workforce supply; education can contribute to and benefit from these conversations.
- Existing sector-specific partnerships can be leveraged
- Potential for new partnerships through Talent Pipeline Management
  - Employers are organizing collaboratives to manage their talent pipelines (U.S. Chamber of Commerce Educational Foundation; Illinois efforts include Danville and Rockford region) - https://www.uschamberfoundation.org/talent-pipeline-management
  - Focus is on a limited number of positions; demand planning and talent flow analysis help identify what the Tier 1 supplier provides.
“Go-to” Data Resources for Demand-Driven Educational Programming

1. Illinois workNet
2. Illinois Department of Employment Security
   ▶ Employment Projections
   ▶ Virtual Labor Market Information
3. O*NET
4. U.S. Department of Labor careeronestop
5. NIU’s Center for Governmental Studies/State Data Center (Sherrie Taylor/taylor@niu.edu)
What other data are available?

- **IPUMS -** Integrated Public Microdata Series - world’s largest individual level population database from the U.S. Census and American Community Sample.  
  [https://cps.ipums.org/cps/](https://cps.ipums.org/cps/)  
  Example: disconnected youth


  States share Unemployment Insurance earnings data and the Quarterly Census of Employment and Wages (QCEW) data with the Census Bureau to create statistics on job flows.

**Inflow/Outflow Report**
What are your data needs?