

Preparing Students for Jobs

Ensuring Student Success in the Workforce

DATA FOR ACTION

WORKFORCE DATA QUALITY CAMPAIGN



Why Do Workforce Data Matter?

A strong education prepares students to succeed in their chosen careers; but education, training, and employment pathways are changing. Individuals take multiple paths into the workforce. Some get jobs after completing high school; some after earning a college degree. Others leave the workforce to go back to school, while still others enroll in education or skills training while working. One-fourth of adults in the United States have nondegree credentials, such as an information technology certificate, and workers with nondegree credentials have higher earnings than those without them.

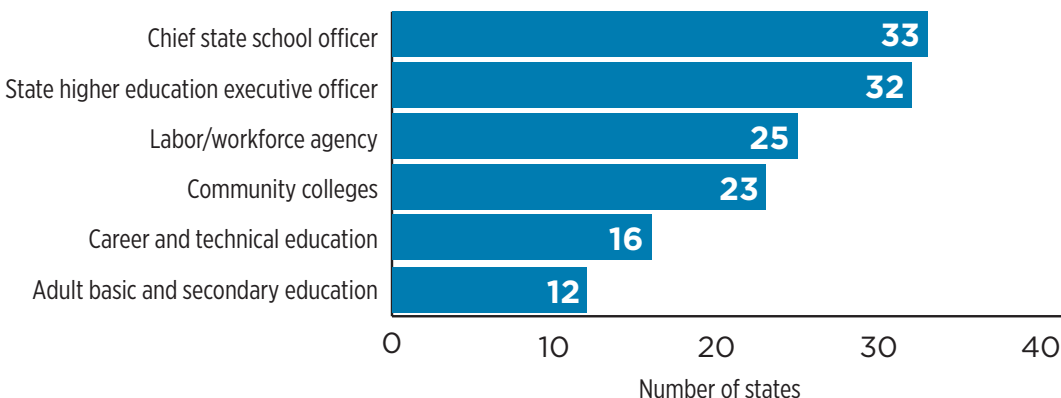
Middle-skills jobs, which require more than high school but not a four-year degree, make up the largest part of America's labor market. Key

industries are unable to find enough sufficiently trained workers to fill these jobs.

To develop and support a strong workforce, policymakers, educators, school and business leaders, students, and the labor force can use data to inform improvements to the variety of routes through education and careers. States can securely link limited K-12 data with postsecondary and workforce data, such as program completion or employment status, to evaluate which schools, programs, and pathways help students succeed in college and careers. States can also use labor market information to align education and workforce policies with the needs of employers so our nation's economy and its citizens can thrive.

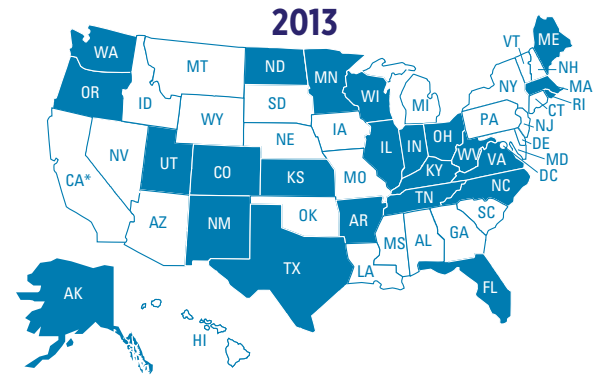
States can develop a cross-agency data governance council to guide secure data collection, sharing, and use.

Data governance councils, with members from different agencies, can help states use data to gain a holistic understanding of both traditional and nontraditional routes to employment. According to *Data for Action 2013*,* 44 states report that they have a cross-agency data governance council, but the state-level policy leaders and other representatives included on the councils vary.



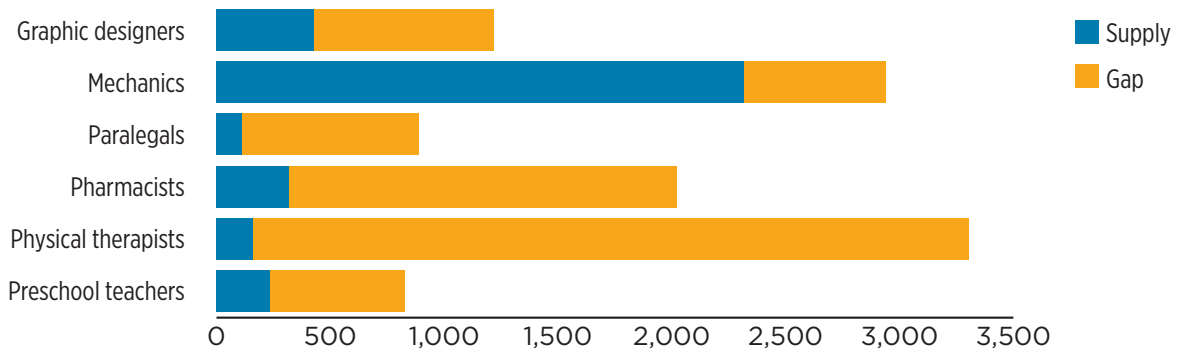
By securely sharing limited, critical information about how their graduates fare as they move from education into the workforce, the K–12, postsecondary, and workforce sectors can identify best practices or make adjustments to programs or curriculum. According to *Data for Action 2013*, 44 states report that they securely link K–12 data systems with postsecondary data systems, 19 states securely link K–12 and workforce data systems, and 24 states securely link postsecondary and workforce data systems.

■ States that securely link postsecondary and workforce data systems



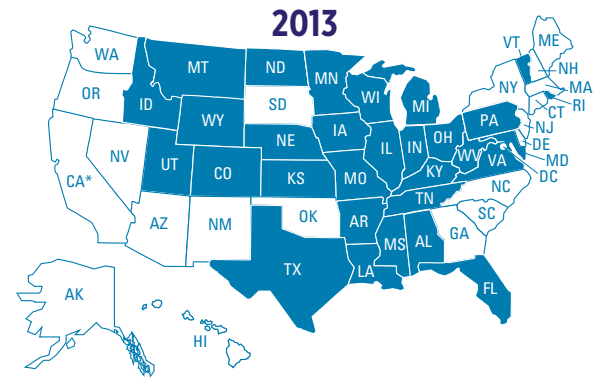
Skills gap analyses help states assess alignment between education and workforce programs and labor market demands. According to *Data for Action 2013*, 26 states report that they have initiated these analyses.

Potential Undersupply for Selected Occupations in Kansas, 2010–11



Source: www.kansasregents.org/resources/PDF/2296-EconomicAlignmentWorkforce012013.pdf

Regional labor market information, such as occupation projections, helps stakeholders develop career and technical education programming that prepares students for in-demand jobs. According to *Data for Action 2013*, 30 states report that they make this information available to local education administrators, like school boards, principals, and community colleges.



*The Data Quality Campaign's *Data for Action* is a series of analyses that highlight state progress and key priorities to promote the effective use of data to improve student achievement. California did not participate in 2013. For more information, including contact information for state respondents, visit www.DataQualityCampaign.org/DFA2013.

To learn more, read *Measuring Alternative Educational Credentials: 2012, Middle-Skills Jobs in America*, and *Time for the U.S. to Reskill?: What the Survey of Adult Skills Says*.



Workforce Data Quality Campaign is a nonprofit initiative that promotes aligned, inclusive, and market-relevant education and workforce data. For more information, please visit www.workforcedqc.org.



The Data Quality Campaign (DQC) is a nonprofit, nonpartisan, national advocacy organization committed to realizing an education system in which all stakeholders—from parents to policymakers—are empowered with high-quality data from the early childhood, K–12, postsecondary, and workforce systems. To achieve this vision, DQC supports state policymakers and other key leaders to promote effective data use to ensure students graduate from high school prepared for success in college and the workplace.