

**Instructions for Small Group Discussion:  
Regional Data Sharing  
11:45 am – 1:15 pm**

- 11:45 Find a lunch and read through the discussion questions and mini case study
- 12:00 Start discussion
- 12:45 Start working on report back questions and final instant polling question for the larger group
- 1:15 Break and return to large group

***Imagine if there was a coordinated regional information system combined workforce, education and economic development data? What questions could it answer that can't be answered now? What kinds of decisions could be made based on performance or evaluative data that can't be made now?***

**Discussion Questions**

- What is already underway? (CWICstats; ARRA longitudinal state data systems (SLDS); CMAP Regional Indicator Project)
- What is working? And what can be expanded?
- What are the current dysfunctions/challenges to making progress?
- What are the biggest opportunities to leverage now, especially Recovery Act-related?
- How do the GOTO 2040 goals factor in as it related to workforce development needs?
  1. Coordinated workforce, education, and economic development planning and information systems across the region;
  2. An integrated and adaptive career and education pathway system driven by skill needs of employers and accessible to all workers in the region.
- What would a coordinated regional approach look like? Do collaborative opportunities exist already?
- What would the recommended action steps look like?

**Framework for reporting back to the larger group (7-8 min)**

1. Why should we care – what is the urgency argument? If you were in an elevator with an influential official, what would you say?
2. What is in place now – list the assets – no more than 3 – that can be leveraged?
3. What needs to change? No more than 3 recommended action steps
4. If changes were made to create a regional workforce information system, what are 3 potential outcomes?
5. Create an instant polling question for the larger group

**Mini Case Study: Regional Data Systems**

Are workforce development systems and community colleges serving low-income, low-skilled adult workers as well as they could? Most stakeholders, including individuals and

employers, would say no. There are many dysfunctions that run the gamut from misaligned policies, misdirected or poor quality programming, complicated financing, and systems that are impossible to navigate. But low-income, low-skilled adult workers are not being served well by the current systems because in large part the current systems don't know enough about their own performance and customer/client outcomes or the systems and outcomes of other stakeholders.

What if the president of UPS publicly announced that although the company's core mission is to deliver packages, they aren't sure whether they do a good job or not? This is part of the problem with the workforce and community colleges systems today. Those systems are in the business of training and educating people. And yet in this technological age workforce and community college leaders cannot share even the most basic information with state and local officials, employers and/or prospective students. Even answering core questions – Are low-income, low-skilled adults graduating with degrees or certificates? Did training lead to an income increase? Which adults are not succeeding? And why? – cannot be answered by most workforce and community college leaders.

An effective and well structured workforce and community college data system can lead to better decisions about programming, investment and customer service. The availability of pertinent data (inclusive of low-income, low-skilled adults data) means that a range of analytic questions can be answered on specific policy or institutional practices thus providing a foundation for improving program performance and participant outcomes. In essence, a solid data system has the potential to be a guiding compass for these large systems and lead to improved performance and outcomes. The ability to have and use combined post-secondary and workforce data can transform these systems in revolutionary ways and typically end with overarching policy and performance improvements.

Excerpt from Chapin Hall website:

### **Chapin Hall Launches CWICstats, a Workforce Research and Data Initiative for the City of Chicago**

The City of Chicago worked with business leaders to create Chicago LEADS (Leading Economic Advancement, Development, and Sustainability), a multiyear initiative led by Mayor Richard M. Daley, to align the City's workforce development, education, and economic development systems. As a result of this effort, the Chicago Workforce Investment Council (CWIC) was launched in August 2009, to oversee the more than \$300 million in public funds annually invested to support workforce development. To fill a vital missing element—the availability of consistent data and analysis on workforce programs and outcomes—CWIC and others turned to Chapin Hall to house the newly created CWICstats, a research and data initiative. CWICstats collects and analyzes data on Chicago's public job training and education programs, and conducts in-depth research on the challenges and opportunities facing the local workforce. Findings will be communicated to CWIC and other workforce stakeholders, who will then use this information to better understand workforce programs and policies and to allocate resources. To understand Chicagoans' work experiences before, during, and after participating in workforce programs, CWICstats matches individual-level administrative data from partner agencies to wage data for workers involved in the programs. CWICstats maintains data sharing agreements that enable researchers to analyze program information on all participants or students served by workforce programs provided by the Chicago Department of Community Development, the City Colleges of Chicago, the Chicago Public Schools, and the Chicago Department of Family and Support Services.