

Research and Evaluation Notes

September 2021



To support the public workforce system's research and evaluation efforts, these notes share:

- Select research and evaluation initiatives, reports, and resources relevant to the nation's workforce development system, Workforce Innovation and Opportunity Act (WIOA) programs, and target populations; and
- Technical assistance efforts to support positive customer and program outcomes through research, evaluation, and evidence-based program design.

This issue highlights:

- Final report on the implementation of four Ready to Work Partnership Grant programs;
- Series of What Works Clearinghouse webinars on designing career pathways at community colleges; and
- Report from the Georgetown University Center on Education and Workforce that analyzes the unequal race for "good jobs."

SELECT READING

Providing Employment Services to the Long-Term Unemployed: Insights on Implementation and Sustainability from the Ready to Work (RTW) Partnership Grant Evaluation

The RTW Partnership Grants targeted services to individuals experiencing long-term unemployment or underemployment with an aim to upskill or reskill them for middle- and higher- skilled jobs in occupations and industries typically filled by workers through the H-1B visa program. [The report](#) details the qualitative results of the implementation study. Primary data collection occurred through in-person interviews with program staff and partners with an analysis of program administrative data to understand participation patterns between 2016 and 2018. Of the 23 RTW Partnership grantees, the four selected for the study include: [Maryland Tech Connection](#) (Anne Arundel, MD); [Skills to Work in Technology](#) and [Job Search Accelerator](#) programs (San Francisco, CA); [Finger Lakes Hired Program](#) (Rochester, NY), and [Reboot Northwest](#) (Multnomah and Washington counties, OR).

RTW Partnership grantees offered customized services to address the distinct needs of the long-term unemployed in each of their communities. The study identified a variety of approaches to program implementation and sustainability: 1) grantees' services varied between occupational training and employment readiness, 2) regional partnerships developed or advanced under the grants were sustained post-grant, and 3) participation in occupational training was high, but much of the training was short-term.

An impact study will be completed in 2022 and will estimate program effects on educational attainment, employment, and earnings.

EVIDENCE IN ACTION

What Works Clearinghouse (WWC) Practice Guide: Designing and Delivering Career Pathways at Community Colleges Webinar Series

WIOA emphasizes career pathways approaches to meet dual needs—those of industry for a skilled workforce and individuals for career advancement. The WWC [Practice Guide](#) presents promising career pathways practices that show improving educational and labor market outcomes. The guide and the [accompanying six webinars](#) are not only intended for community colleges, but also for those entities that collaborate with community colleges—employers, labor unions, adult education providers (WIOA Title II), and industry associations—when designing effective workforce development programs. The webinars offer an introduction to the series and explore each of the recommendations from the practitioner's perspective.

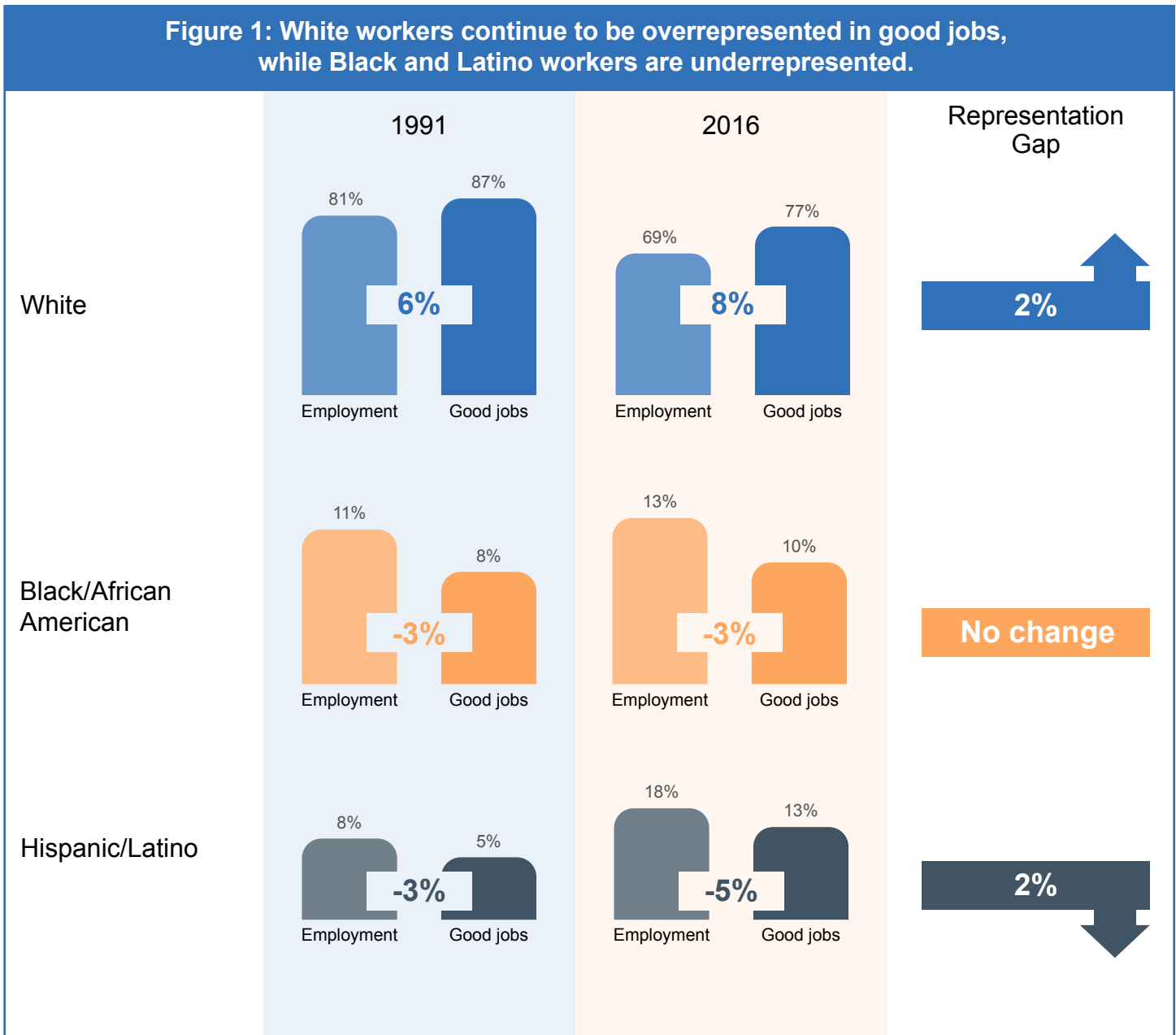
SPOTLIGHT

- [Updated WSS Guide](#) – Explore Employer Engagement in Workforce System Strategies
- [Upcoming Event](#) – 2021 National Association of State Workforce Agencies (NASWA) Summit, December 6-10, 2021, Austin, Texas

RESEARCH IN LIVING COLOR

The Unequal Race for Good Jobs: How Whites Made Outsized Gains in Education and Good Jobs Compared to Blacks and Latinos

As the economy continues to recover, [this report](#) from Georgetown University Center on Education and the Workforce, shows how the job opportunities born out of the recovery may not be equally accessible across all racial and ethnic groups. Unfortunately, “significant equity gaps remain among White, Black, and Latino workers even as all groups have achieved higher levels of education and greater access to good jobs.” Good jobs are defined as those that pay workers at least \$35,000 per year (\$17 per hour for a full-time job). Figure 1 (below) displays the data on the percentage of good jobs held by White, Black, and Latino workers and the continued under-representation of Black and Latino workers in good jobs.



Source: Georgetown University Center on Education and the Workforce, *The Unequal Race for Good Jobs: How Whites Made Outsized Gains in Education and Good Jobs Compared to Blacks and Latinos*, 2019.

Share research and evaluation questions, suggestions, and resource needs with the Employment and Training Administration’s Office of Policy Development and Research at workforcepractices@dol.gov.