Workforce Development Research @ The Jacob France Institute

http://www.ubalt.edu/jfi

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Paper A—Economic Cycle Effect on Training Program Performance

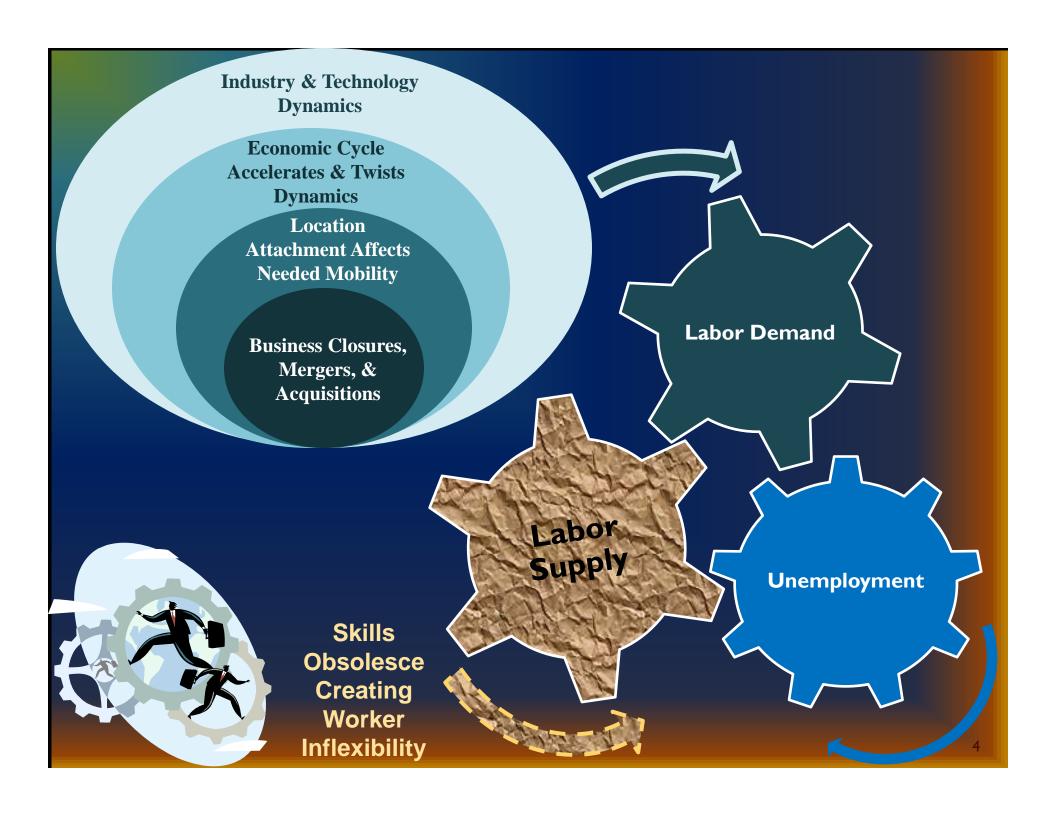
PY 2008 & PY 2009 WIA TITLE IB COMMON MEASURES PERFORMANCE EXPECTATIONS: A TWO-CYCLE HISTORICAL PERSPECTIVE 1990-2007

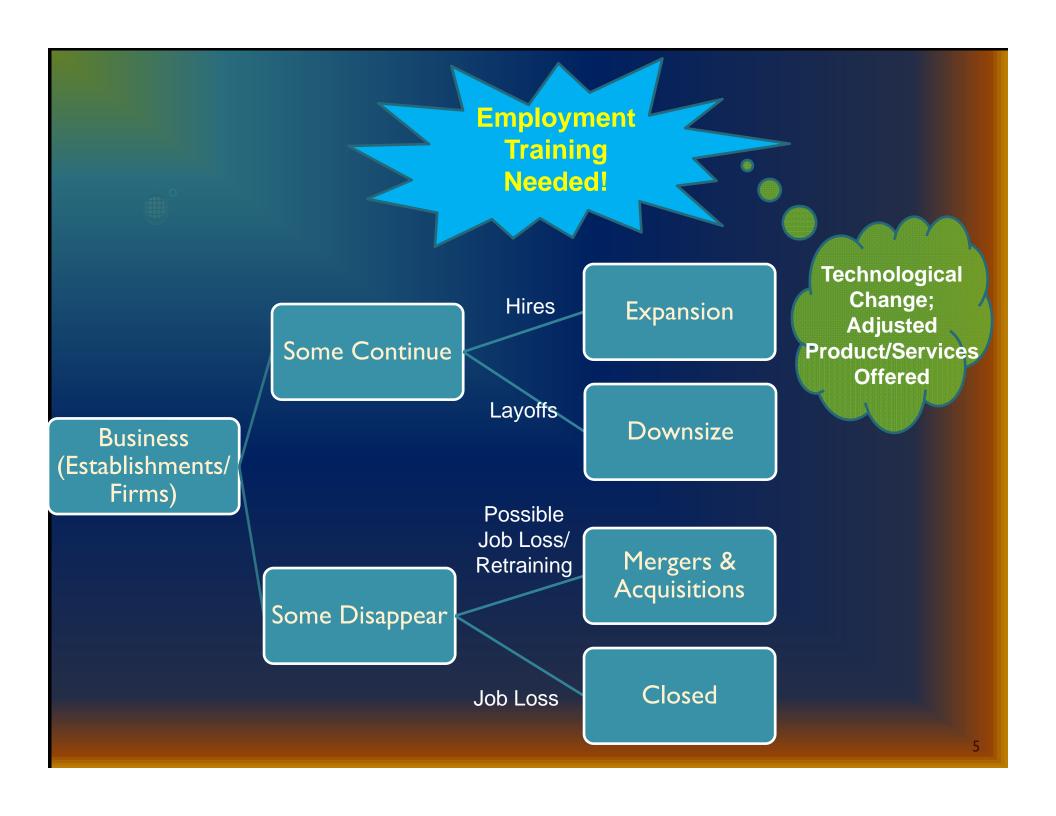
- 2-cycle: 1990-2007, quarterly
- MD, 4 sub populations
- ❖ EER, ERR, AE, f(U, t)
- JTPA (Pit, Pip), WIASRD, UI wage records
- Time series
- Strong, negative effect
- forecast
- Wagner-Peyser

Preparing Today's Workers for Tomorrow's Jobs

- Worker flexibility/ adaptability
 - Industry dynamics
 - Technological change
 - Business closures, mergers, and acquisitions (JFI focus)
- Federally funded training programs
 - WIA participants benefit from the program on average, though with uneven quality (Heinrich, Mueser, and Troske, 2008)
 - Could be more effective and need to improve accountability

Source: Council of Economic Advisers, July 2009



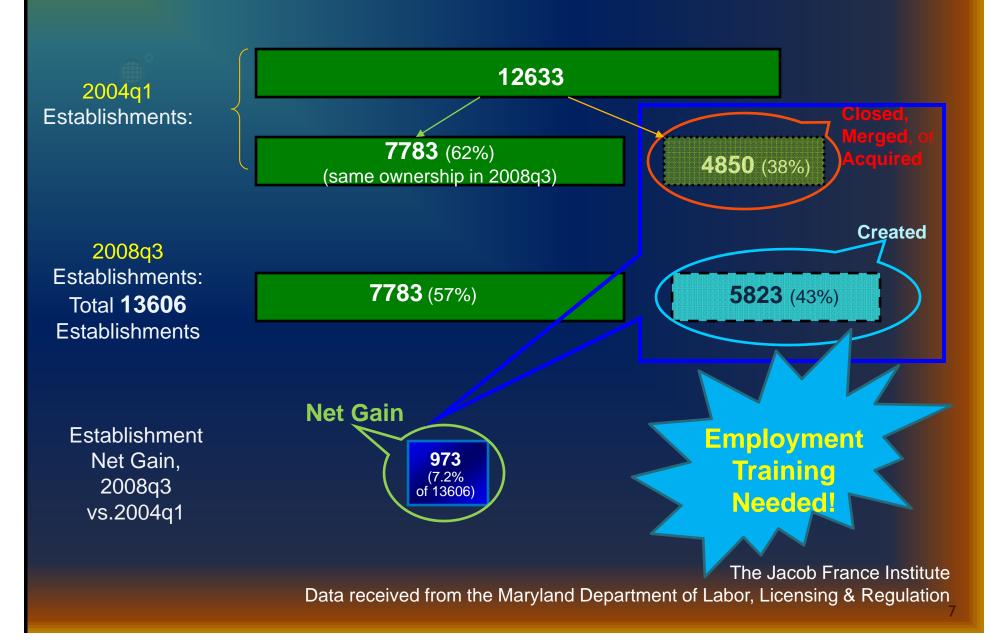


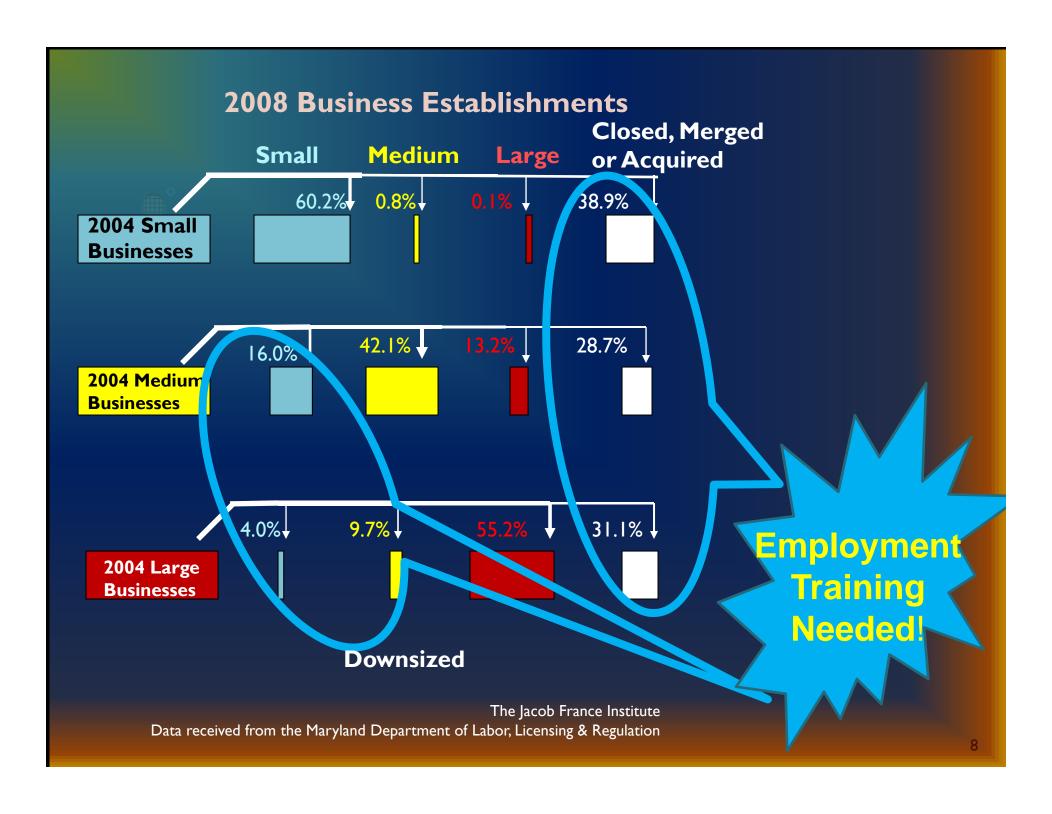
Paper B—Establishment, Industry & Location Effects

Government Employment Investment Strategy through a Recession: Prioritize New Businesses or Existing Businesses?

- Establishment characteristics
- Industries
- Location
- Local economic environment
- HLM, IV, SUR, temporal & spatial effects
- Innovative measures of local economic conditions
- QCEW, BLS, Census, 2004 Jan-2008 Sep (for the paper so far)

Illustration of Business Establishment Dynamics, 2004q1 vs. 2008q3





Systematic Workforce Development Research Capacity @ The Jacob France Institute

- Targeting where and to whom workforce training is needed:
 - Historical, Local, Industry, Establishment/Firm, Education/Training,
 Demographics
- Sustained access to linkable administrative data files:
 - "Full" QCEW
 - MD UI wage records
 - Other nearby states' UI wage records (TRADE)
 - FEDES records
 - WIA records
 - Community college student records
 - University System of Maryland student records
 - Maryland high school student records (selected)
- ADARE project partnership across states

Thank you!

- Questions & Comments?
- Please contact
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