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# **Family Centered Employment Survey Report**

**December 2024**

**Submitted by Social Policy Research Associates**



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## Executive Summary

Since 2016, The National Association of Workforce Boards (NAWB) and Innovate+Educate have partnered on the Family Centered Employment (FCE) initiative, which focuses on advancing economic mobility through pathways to employment for parents by providing support, such as linkages between childcare and employment. Although there has been a wide range of efforts throughout the workforce system to support parents and families in their journey to economic advancement, there has been limited understanding of how data is collected and used to inform workforce development services provided to parents. Thanks to support from the Annie E. Casey Foundation, NAWB conducted research and disseminated a survey of workforce development boards (WDBs) about their data collection practices around parental status and FCE approaches. In spring 2024, NAWB engaged Social Policy Research Associates (SPR) to develop and analyze the survey.

NAWB collaborated with SPR and Innovate+Educate to identify key FCE topics to explore in the survey. Based on this initial work, SPR developed, tested, and finalized the survey content. The full survey can be found in Appendix A. In November 2024, NAWB distributed the survey via an email campaign to their membership to 522 WDB representatives to assess how they are collecting, accessing, and analyzing data to inform programming to support parents and advance parent outcomes. NAWB collected 87 usable responses (i.e., respondents who answered at least one question), for a response rate of 17 percent. Each respondent represents a unique workforce development board.

## Findings

The survey found that many WDBs collect information on parental status to help them better serve and support their clients. Most respondents reported collecting data from parents to inform WIOA eligibility or service provision. For example, some respondents only collected pregnancy status for WIOA youth eligibility assessment purposes. Further, some respondents reported collecting information about childcare needs, benefits received because of a client's parent or caregiver status, and other information related to benefits eligibility. Although most survey respondents reported already collecting data on client parental status, there was significant interest in collecting additional information. Key survey findings are highlighted below.

### Existing Data Collection Processes

- 86% of survey respondents reported that they assess clients' parental status. Most of these respondents indicated that they also collected information about whether a client is a young parent (between 18 and 24).
- 52% of respondents indicated that they include parental status when measuring and reporting on outcomes for youth.

- 60% of survey respondents shared that they do not define “parent” in their data collection tools.
- 58% of survey respondents indicated that partner referrals are a common source of information on client parental status.
- 54% reported that federal and state policies facilitate data collection.

## Data Sharing

- 55% of respondents formally share data internally via an internal client database.
- 42% reported that they do not share data externally through formal agreements.
- 71% of respondents report on the parental status data they collect to the state WIOA database.

## Local WIOA Plans and Parent-Focused Activities

- 64% of respondents reported using local or state data on parents, children, or both to inform their local WIOA plan.
- 70% of respondents noted that their primary purpose in reviewing data on parental status is to update their local WIOA plan.
- 88% of respondents reported encouraging partnerships with organizations that serve parents and 59% reported including that effort in their WIOA plan.

## Looking Forward

- All respondents said that knowing that a client is a parent would help serve them better.
- Respondents expressed most interest in collecting information needed to identify eligibility for specific grants or government programs, and current childcare needs.
- Respondents identified the top two benefits of collecting data on parental status as identifying the need for and making the connection to supportive services (e.g., childcare assistance), and informing program design (e.g., program hours).

## Recommendations

While the survey provides a foundation for understanding the current parental data collected in the workforce system, further qualitative data collection could help gain additional insights about parental data collection and utilization among WDBs. We recommend conducting interviews or focus groups with a diverse sample of WDB respondents from varying geographic locations, WDB size (e.g., budget and service area), and with varying levels of staff roles. Topics for future exploration include:

- **Defining parent for data collection efforts.** Variability in definitions of parents or caregivers may pose challenges in making comparisons across WDBs.

- **Current experiences and strategies for collecting data on parents for eligibility or service provision.** Collecting information on parental status helps WDBs better serve and support their clients.
- **Challenges collecting data on parents.** Identifying additional challenges and solutions could help WDBs build their capacity to collect and use FCE data.
- **Utilizing partnerships and formal data sharing agreements (DSA) to inform parental data collection efforts.** Identifying DSA templates may allow WDBs to take advantage of partners' existing data collection efforts thereby reducing their data collection burden and duplicative data collection.
- **Identifying promising practices to focus future data collection.** WDBs seem willing to collect more data related to clients' caregiving status, including eligibility information, childcare needs, living wage information, and number of adult dependents, among others. To streamline these efforts, it would be helpful to identify key areas where data could assist with program planning, including using FCE data for identifying additional funding sources or to aid in grant writing, performance measurement, assessing the local labor market, service monitoring, or equity-based reporting.

# Introduction

Since 2016, The National Association of Workforce Boards (NAWB) and Innovate+Educate (I+E) have partnered to advance family-centered approaches in workforce development. The Family Centered Employment (FCE) initiative has focused on advancing economic mobility through new pathways to employment for parents and families with children by providing support, such as linkages between childcare and employment. Workforce development boards (WDBs) have an opportunity to improve employment outcomes by engaging in new partnerships, leveraging resources, and serving clients from a whole family approach. Central to this effort, NAWB launched the Family Centered Community of Practice (FCE CoP) to provide technical assistance to WDBs interested in integrating family-centered approaches in their local workforce development services. NAWB continues to lead this effort by providing technical assistance, peer-sharing, and identification of best practices through the FCE CoP.

Although there has been a wide range of efforts throughout the workforce system to support parents and families in their journey to economic advancement, there has been limited understanding of how data is collected and used to inform workforce development services provided to parents. In 2018, NAWB and the Urban Institute disseminated a [survey](#)<sup>1</sup> that provided insight on how WDBs were engaging FCE approaches within workforce. The survey touched on the use of parent and child data to develop WIOA plans and explored services provided to parents. However, the survey did not explore how WDBs were collecting or accessing data on parents, or if WDBs were examining performance data for parents. In the wake of the COVID-19 pandemic, understanding how parents navigate the workforce development system has become more critical than ever before and it is imperative to have data that offers insights into parents' experiences within the workforce ecosystem.

To address this need, NAWB obtained funding from the Annie E. Casey Foundation to support an update of the previous FCE survey. In spring 2024, NAWB engaged Social Policy Research Associates (SPR) to develop and analyze the survey. This survey focused on the intersection of family-centered employment and data utilization focusing on how parents engage with WDBs

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<sup>1</sup> Spalding, S., & Gebrekristos, S. Urban Institute. (2018, March). Family-centered approaches to Workforce Program Services. [https://www.urban.org/sites/default/files/publication/97426/family-centered\\_approaches\\_to\\_workforce\\_program\\_services\\_2.pdf](https://www.urban.org/sites/default/files/publication/97426/family-centered_approaches_to_workforce_program_services_2.pdf)

and the strategies these boards employ to collect and leverage pertinent data to inform services and policy. The full survey can be found in Appendix A.

This report provides an analysis of the survey results, which provide insight on how WDBs are collecting, accessing, and analyzing data to inform programming to support parents and advance parent outcomes. The report first briefly outlines the evaluation methods, and then highlights key findings, focused on the following topics of interest.

1. Existing Data Collection Processes: how WDBs assess client parental status, including how parental status is defined, internal and external data sources, and policy impact on data collection.
2. Data Sharing: how WDBs handle the sharing of parental or family status data both internally and externally; the purposes for which this data is reported; and the formats used for sharing.
3. Local WIOA Plans and Parent-Focused Activities: how WDBs integrate parental and family status data into local WIOA plans; the frequency and purposes of data reviews; the inclusion of parent-focused activities in local plans; and strategies for addressing barriers faced by parents.
4. Looking Forward: the types of information WDBs wish to collect in the future and how such data could enhance service delivery.

## Evaluation Methods

NAWB collaborated with SPR and Innovate+Educate to identify key topics around family centered employment to explore in a survey of workforce boards. Based on this initial work, SPR developed, tested, and finalized the survey content. In November 2024, NAWB distributed the survey via email campaign to their membership of 522 workforce boards to assess how workforce boards are collecting, accessing, and analyzing data to inform programming to support parents and advance parent outcomes. The survey was programmed and administered using Qualtrics survey software and was administered over the course of a four-week period. Participation in the survey was anonymous.

Although NAWB received 104 responses, 17 individuals opened the survey form, but did not respond to questions. Thus, there were 87 usable responses (i.e., respondents who answered at least one question), for a response rate of 17 percent. Each respondent represents a unique workforce development board.

## Roadmap to the Report

The remainder of the report presents the evaluation findings in the following sections:

1. Existing data collection processes
2. Data Sharing
3. Reporting on Parental Status Data
4. Local WIOA Plans and Parent-Focused Activities
5. Recommendations and next steps for NAWB

## Existing Data Collection Processes

To establish a baseline, the survey first asked whether workforce development boards (WDB) currently collect information about clients who are parents or primary caregivers. The survey questions explored whether WDBs formally or informally assess parental status, the methods used to gather this information, and the types of data collected. It also investigated reasons why some WDBs do not collect this information and the influence of partner organizations and policies on data collection practices.

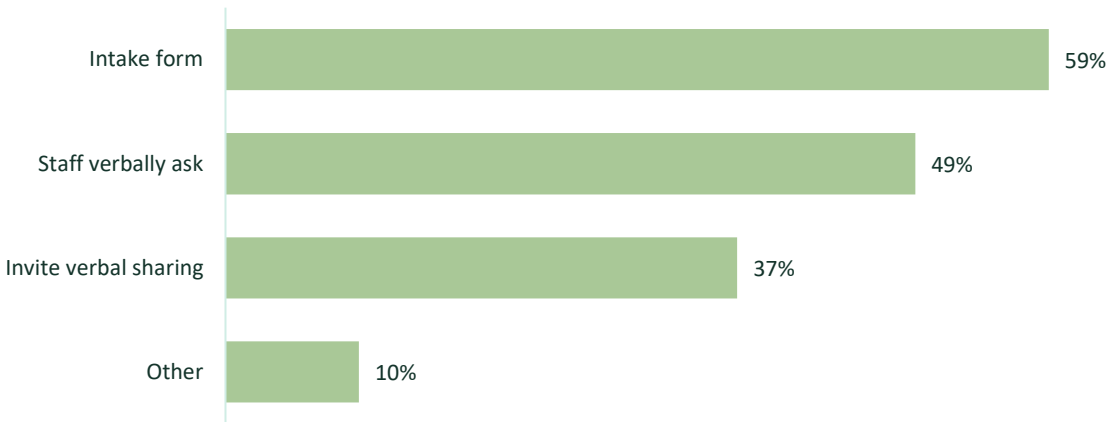
### Assessment Practices

Out of the 87 survey respondents, 86% reported that they assess clients' parental or caregiver status. Of the nine respondents who do not assess parental status (10%), four reported having no established process for collecting this information and one stated that they do not work directly with participants.

More than half of respondents use their intake form to collect data on parental status (59%), although significant proportions of respondents also verbally discuss parental status and/or invite clients to share their parental status (see Figure 1). Among the 10% of respondents who selected "other," three noted that applications for benefits such as SNAP, Medicaid, and TANF also include questions related to family and parental status.



**Figure 1. NAWB Members Methods of Collecting Client Parental Status (n = 87)**



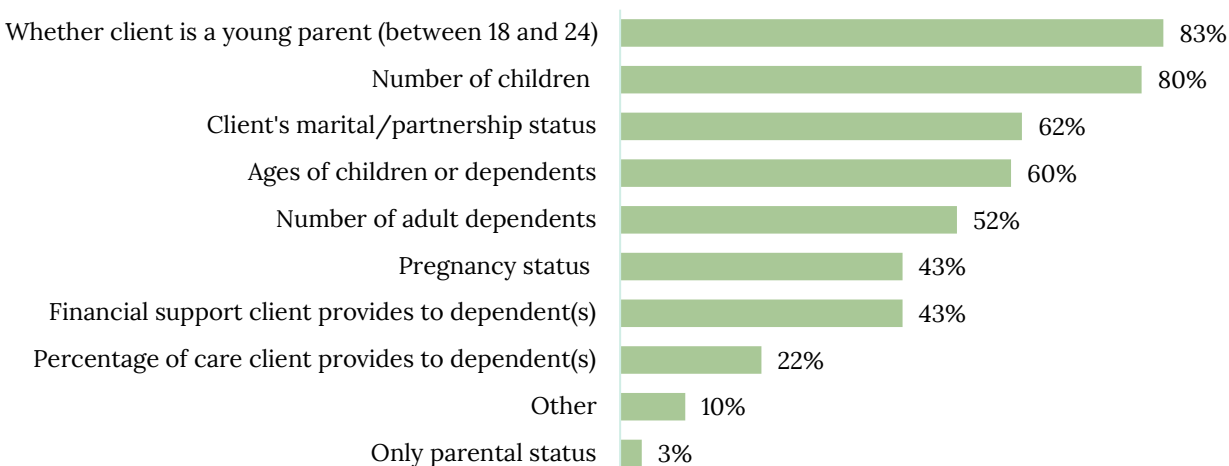
Interestingly, most WDBs that responded to the survey (60%) shared that they do not define parent or caregiver in their data collection tools. Of the 20 (32%) who do provide clients with a definition, five reported using WIOA definitions and four additional WDBs offer definitions consistent with WIOA guidelines without explicitly naming WIOA. This variability in the definition of parent or caregiver may pose potential challenges to comparing parent outcomes across workforce boards.

## Information Collected and Outcomes Reporting

Ninety seven percent of WDBs that responded to the survey indicated that they collected at least one additional piece of information about parental status beyond simply establishing whether a client was a parent or caregiver (see Figure 2). The most frequently collected information was whether a client was a young parent (between 18 and 24), with 83% of respondents indicating that they collected this information. As one participant noted, however, this does not necessarily mean that they ask a specific question about young parents. Instead, WDBs may ask about parental status, and separately “we ask the participant's birthdate and can determine whether they are a young person.”

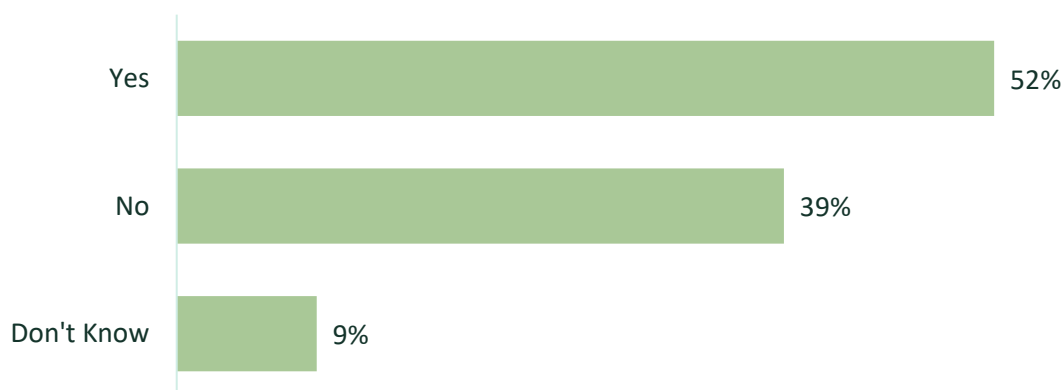
The number of children was also a commonly collected data point, as were clients’ marital/partnership status, and ages of children or dependents. Multiple respondents noted that they only collect data on pregnancy status for certain age groups: “If someone is 24 or under, we will ask if they are pregnant, as this is an eligibility question that only pertains to the youth program.” In addition to the specific information we asked about, WDBs that responded “other” also reported collecting data on childcare needs, benefits received because of a client's parent or caregiver status, and other information related to benefits eligibility.

**Figure 2. Type of Client Parental Status Information Collected (n = 60)**



Approximately half of respondents (52%) indicated that they include parental status as well as other demographic characteristics (e.g., gender, race, and ethnicity) when measuring and reporting on outcomes for youth (see Figure 3). However, 85% of WDB respondents noted that their data collection and reporting procedures do not differ for young parents compared to parents over the age of 25.

**Figure 3. Percent of Boards Reporting Parental Status of Youth (n = 67)**

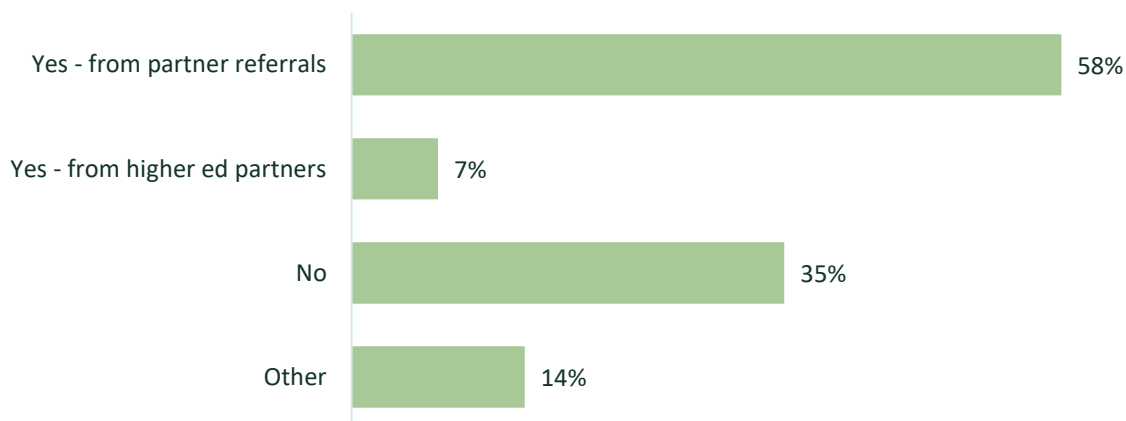


## Partner and Policy Influences

In addition to collecting their own data on client parental status, WDBs may learn about client parental status from partner organizations either formally or informally. Over half of respondents (58%) indicated that partner referrals are a common source of information on client parental status (see Figure 4). For example, staff from a supportive service partnership may inform a WDB of a participant's barriers to employment, including parental status, when

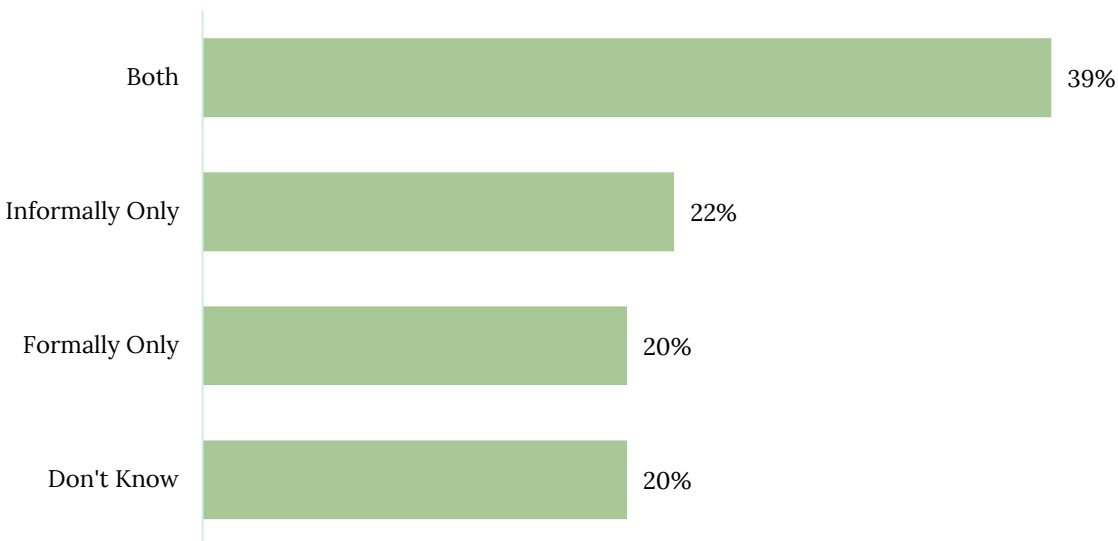
doing a warm hand-off of a new client. In contrast, only 7% of respondents indicated that their higher education partners assess parental status and share the information with them.

**Figure 4. Percent of WDBs Learning About Parental Status from External Sources (n = 71)**



Respondents shared that 39% of their partner organizations collect data on client parental status both formally (e.g., intake forms, FAFSA) and informally (e.g., conversations with clients), 22% only collect it informally, and 20% only collect it formally (see Figure 5).

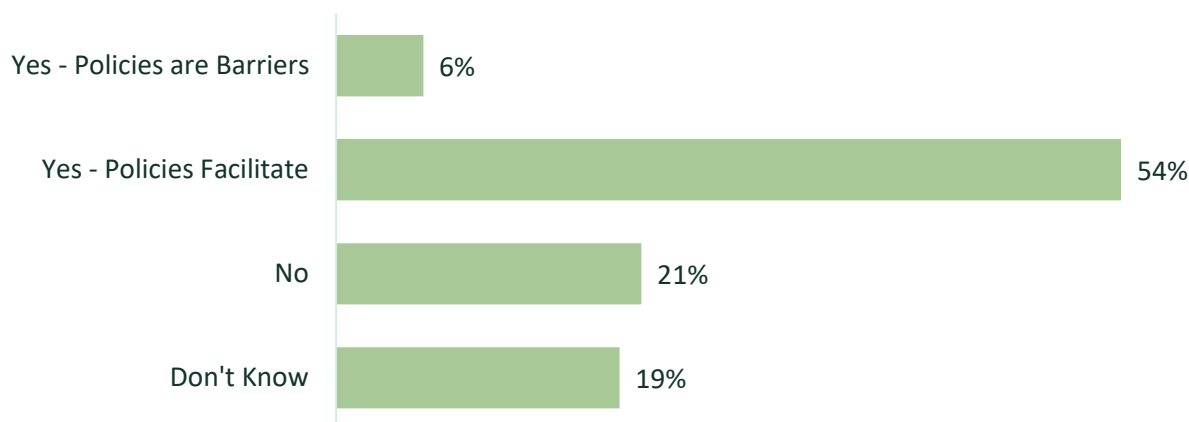
**Figure 5. Partner Methods of Assessing Client Parental Status (n = 46)**



Whether and how WDBs collect data on client parental status is also influenced by policies at both the state and federal levels. Only four respondents (6%) reported that such policies pose a barrier to collecting data on client parental status (see Figure 6). Instead, over half (54%)

reported that the policies facilitate data collection, with one participant stating, “The systems in place help us capture data from our parents so that it is easy to identify their barriers and facilitate services.”

**Figure 6. Policy Influences on Assessing Parental Status (n = 67)**



## Data Sharing

This section examines how WDBs handle the sharing of parental or family status data both internally and externally, the purposes for which these data are reported, and the formats used for sharing. It highlights the diversity in data-sharing practices, from formal reporting to external partners to instances where data remains strictly internal.

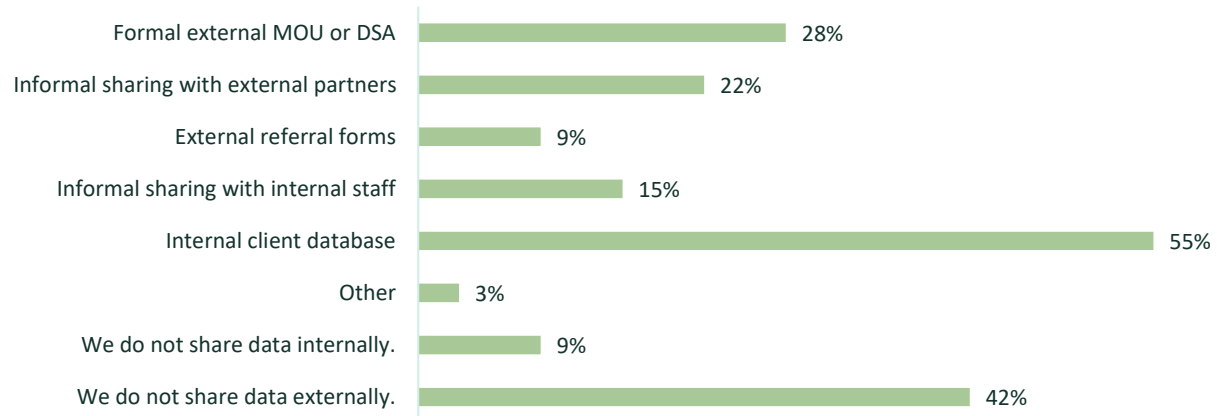
### Internal and External Data Sharing Practices

When it comes to internal data sharing, only 9% of respondents indicated that they do not share data on parental status internally. More than half of respondents formally share data internally via an internal client database (55%). In addition, 15% of respondents share data internally in an informal manner, via conversations between staff where data on client parental status is shared on a need-to-know basis (see Figure 7).

A greater share of WDBs that responded to the survey (42%) reported that they do not share data externally, with two respondents noting that they are only able to share data if a client signs a release form. Respondents report sharing data both informally and formally with external partners. Informal sharing includes sharing client parental status as needed, such as when acquiring childcare assistance (22%). Parental status data is also shared formally via

referral forms when facilitating referrals to external partners (9%), as well as under a memorandum of understanding (MOU) or a data sharing agreement (DSA) (28%; see Figure 7).

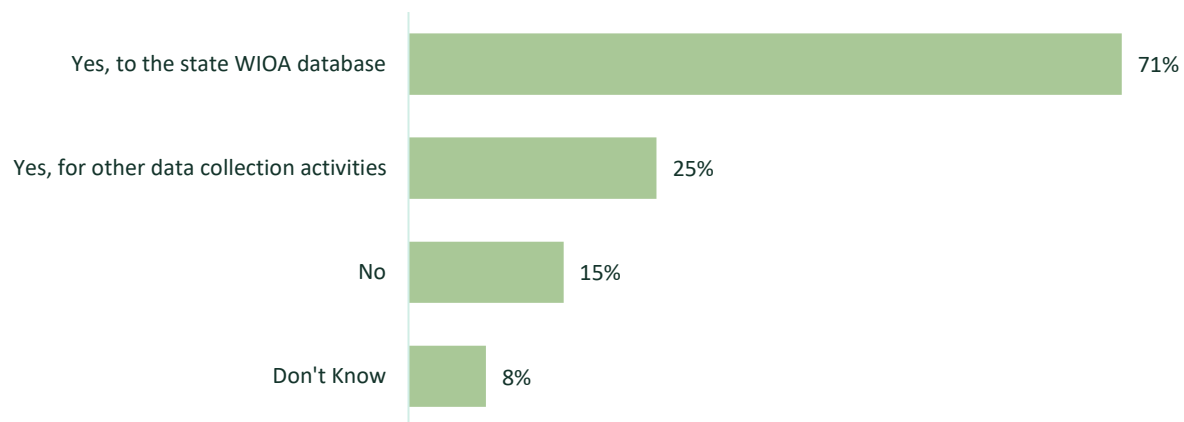
**Figure 7. Internal and External Data Sharing Practices (n = 65)**



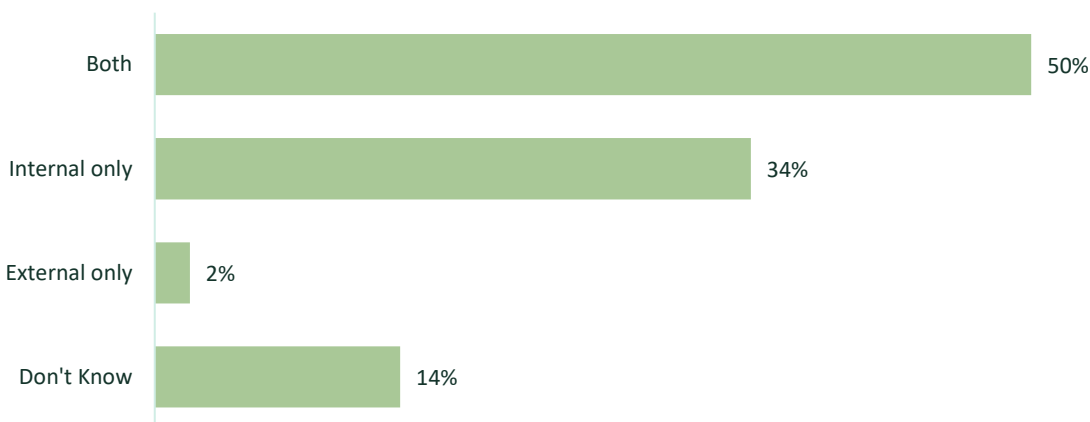
## Reporting on Parental Status Data

The majority of respondents report on the parental status data they collect to the state WIOA database (71%). In addition, 25% of respondents said that they report on the information they collect for other data collection activities (see Figure 8).

**Figure 8. Reporting Activities (n = 65)**



Respondents also noted whether reports about parental status are for internal use only or are shared with external partners or agencies. Half of respondents stated that they share reports both internally and externally, whereas reports are kept internal only for 34% of respondents. Only 2% indicated that their reports were only shared externally (see Figure 9).

**Figure 9. Internal and External Report Sharing (n = 50)**

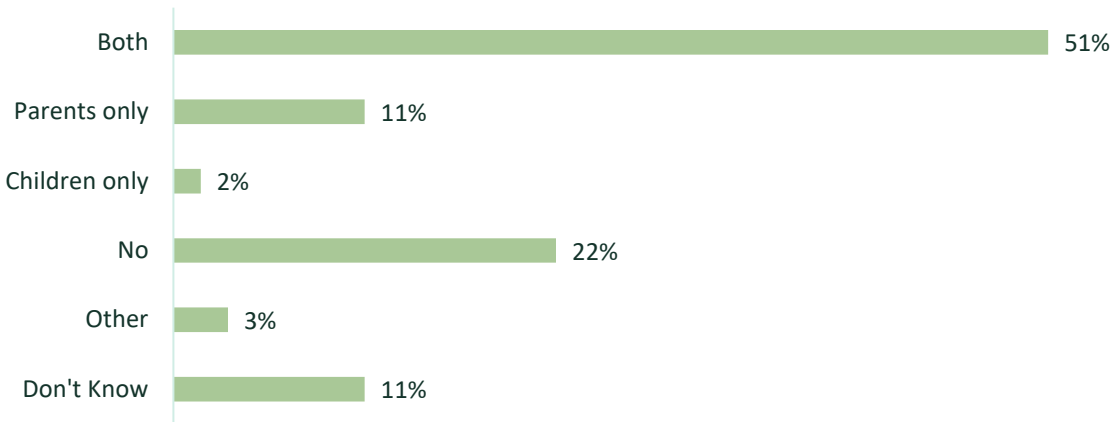
In terms of the type of reports WDBs are generating related to client parental status, respondents were split between those that indicated that they do regular structured reporting of some kind, and those who described more ad hoc reporting. Four respondents indicated that the data is “reported as part of the overall demographic data.” Multiple respondents also indicated that data on parental status is part of their regular WIOA Youth/Adult Program Reports and Updates. Among respondents who reported more ad hoc uses, reports were used to check parent benefits eligibility, to facilitate grant-writing, and to track enrollments and services. One respondent noted, “There are no regular reports. The data has been used to better understand the needs of those we serve and to report federally.”

## Local WIOA Plans and Parent-Focused Activities

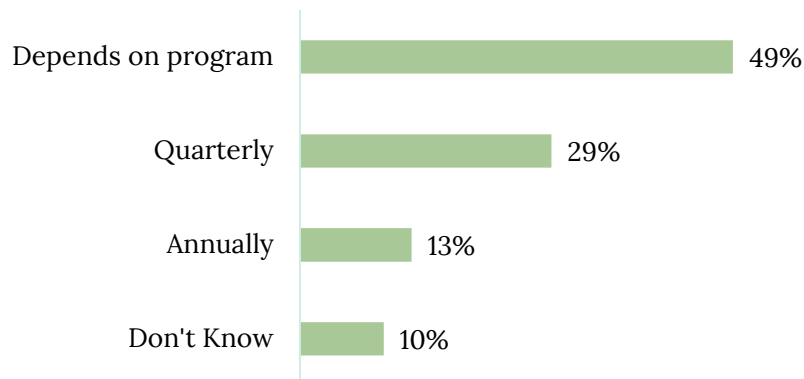
This section explores how WDBs integrate parental and family status data into local WIOA plans. It examines the frequency and purposes of data reviews, the inclusion of parent-focused activities in local plans, and strategies for addressing barriers faced by parents.

### Use of Data in Local Plans

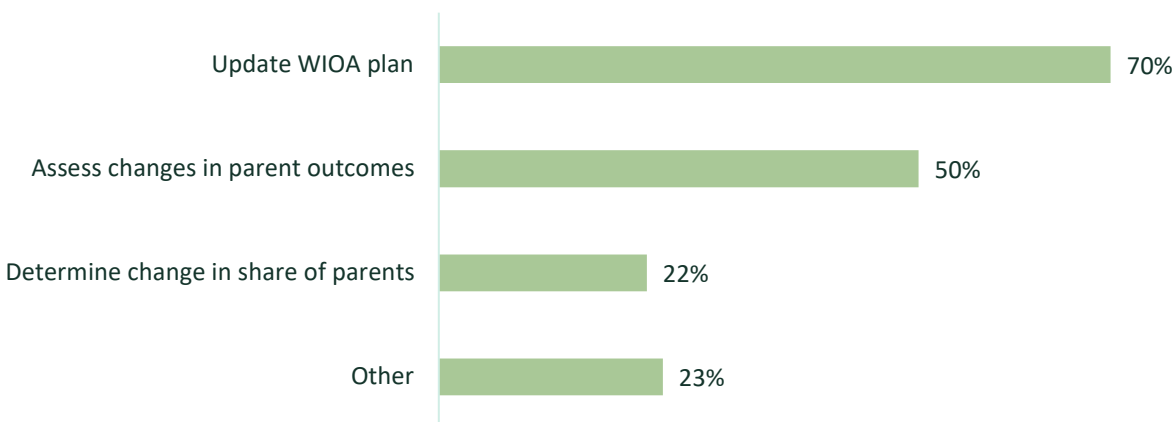
Among respondents, 64% reported using local or state data on parents, children, or both to inform their local WIOA plan (see Figure 10).

**Figure 10. Parent and Family Data in Local WIOA Plans (n = 63)**

Respondents also indicated how often they review data, and for which purposes. Nearly half of WDBs indicated that the data review cadence depends on the program for which they are reviewing data (49%; see Figure 11).

**Figure 11. Data Review Cadence (n = 63)**

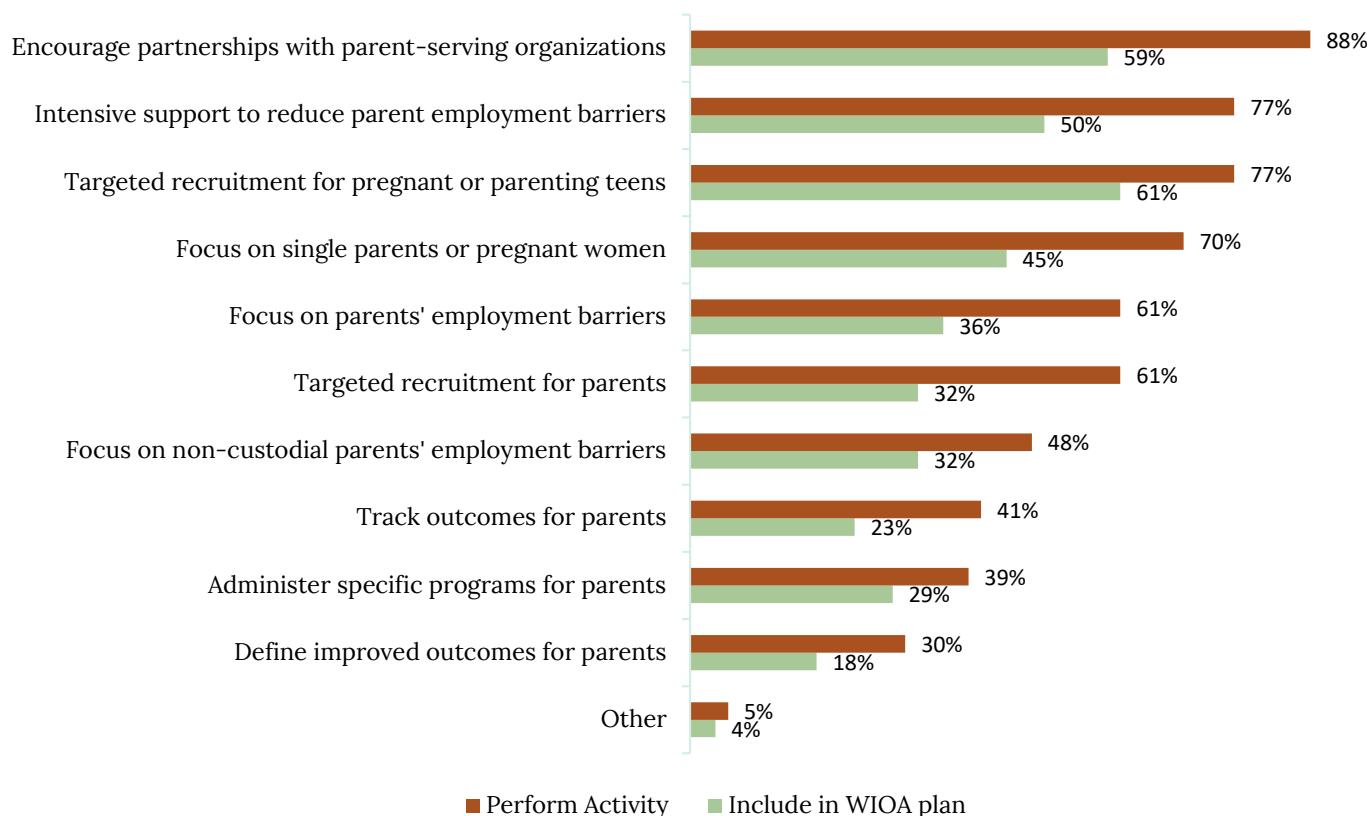
The majority of WDBs responding to the survey (70%) noted that their primary purpose in reviewing data is to update their local WIOA plan, but a number of respondents highlighted additional purposes, including assessing changes in outcomes for parents, determining whether the share of parents is increasing or decreasing, helping to provide and justify supportive services, facilitating grant writing, and assessing the local workforce climate and/or labor market (see Figure 12).

**Figure 12. Data Review Purposes (n = 60)**

## Parent-Focused Activities in Workforce Plans

WDBs that responded to the survey also reported engaging in multiple activities to support clients who are parents. For each activity, respondents noted whether their board performs the activity as well as whether that activity is included in their local WIOA plan. The most common activity was encouraging partnerships with organizations that serve parents, with 88% of respondents engaging in this activity and 59% including it in their WIOA plan. Other common activities included providing intensive support to reduce employment barriers for parents and engaging in targeted recruitment for pregnant or parenting teens within the Young Adult Workforce Services (see Figure 13).



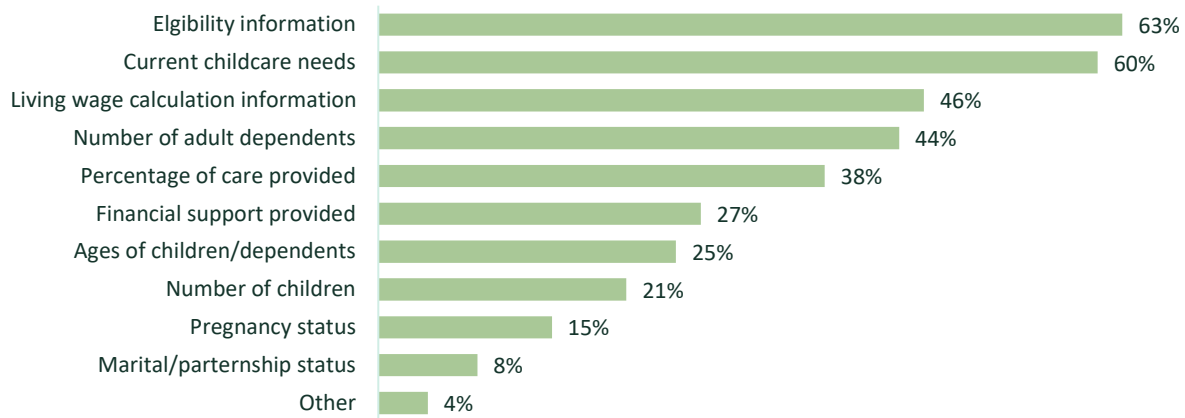
**Figure 13. Parent-Focused Activities Engaged in by Workforce Boards (n = 56)**

## Looking Forward

Understanding the evolving needs of parents and caregivers is critical to improving workforce development programs and outcomes. This section highlights the types of information WDBs that responded to the survey wish to collect in the future and how such data could enhance service delivery.

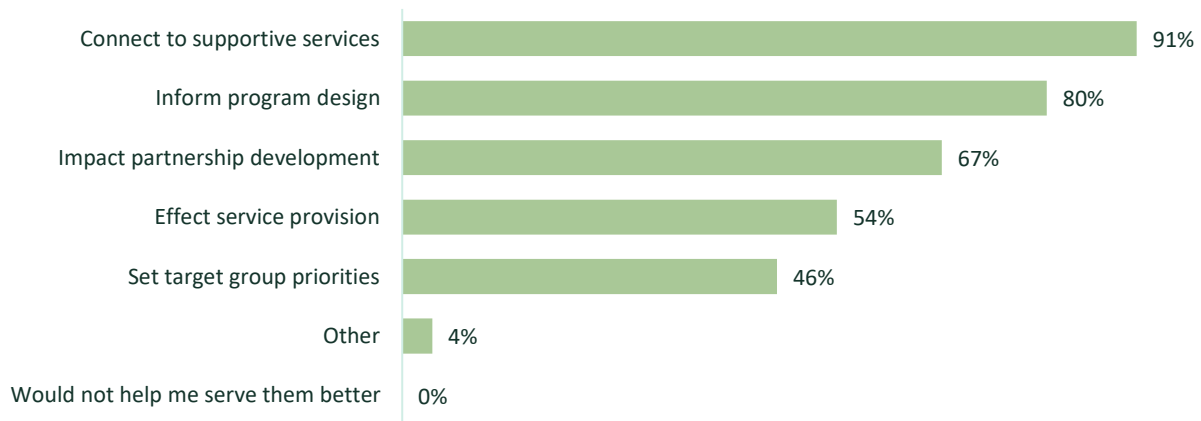
### Future Information Needs

Although the majority of survey respondents reported already collecting data on client parental status, there was significant interest in collecting additional information. Respondents expressed most interest in collecting information needed to identify eligibility for specific grants or government programs, and current childcare situation and/or needs (see Figure 14).

**Figure 14. Additional Data of Interest to Workforce Boards (n = 48)**

## Benefits of Knowing Parental Status

Respondents also indicated why they find it beneficial to know that a client is a parent, or why it would be beneficial in the future for those not already collecting relevant data (see Figure 15). The top two benefits noted were being able to identify the need for and making the connection to supportive services (e.g., childcare assistance), and informing program design (e.g., program hours). Significantly, all respondents said that knowing that a client is a parent would help serve them better.

**Figure 15. Benefits of Identifying Client Parental Status (n = 54)**

## Recommendations and Next Steps

The survey found that many WDBs collect information on parental status to help them better serve and support their clients. Most respondents reported collecting data from parents to inform WIOA eligibility or service provision. For example, some respondents only collected pregnancy status for WIOA youth eligibility assessment purposes. Further, some respondents reported collecting information about childcare needs, benefits received because of a client's parent or caregiver status, and other information related to benefits eligibility. Respondents may use this to inform participants of eligibility for other benefit programs (e.g., SNAP), while others may use it to inform supportive service needs.

There is significant potential to strengthen data collection strategies and data utilization to inform workforce services for family caregivers. Recent data shows that the number of working parents is increasing in the workforce. According to the Bureau of Labor Statistics, there were 32.6 million families with children under the age of 18 in 2022 and the number of working parents is slowly growing. Nearly 92 percent of families in 2023 had at least one employed parent, a small increase over 2022's 91.2 percent<sup>2</sup>.

While the survey provides a foundation for understanding the current parental data collected in the workforce system, further qualitative data collection could help gain additional insights about parental data collection and utilization among WDBs. We recommend conducting interviews or focus groups with a diverse sample of WDB respondents from varying geographic locations, WDB size (e.g., budget and service area), and with varying levels of staff roles. Topics for future exploration include:

- **Defining parent for data collection efforts.** Variability in definitions of parents or caregivers may pose challenges in collecting parental data or making comparisons across WDBs. While most respondents reported leaving the definition of parent or caregiver up to those reporting their parental status, lack of clarity around the definition may lead to under-

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<sup>2</sup> U.S. Bureau of Labor Statistics, EMPLOYMENT CHARACTERISTICS OF FAMILIES – 2023, (April 2024)  
<https://www.bls.gov/news.release/famee.nr0.htm#:~:text=At%20least%20one%20parent%20was,families%20both%20parents%20were%20employed> )

reporting of non-traditional caregivers who may not be included in typical parental definitions. Speaking more with WDBs about how they do or don't define parental status, and how that may impact the data they collect, would inform future technical assistance around parental status definitions.

- **Current experiences and strategies for collecting data on parents for eligibility or service provision.** It would be beneficial to learn more about how workforce boards use parental status data to inform program design and how it may be used to expand supportive services to support parents while they participate in job training programs and other services (e.g. accessing childcare). This is particularly important amid the Workforce Innovation and Opportunity Act (WIOA) reauthorization, which once finalized, could require eight percent of the required training services expenditures to be used for supportive services.
- **Challenges collecting data on parents.** While few survey respondents suggested that state or federal policies impede their FCE data efforts, it is worth exploring FCE data challenges, particularly whether boards are burdened by current data collection requirements or whether internal policies impede additional FCE data efforts. Identifying additional challenges and solutions could help WDBs build their capacity to collect and use FCE data.
- **Utilizing partners and MOUS/DSAs to inform parent data collection efforts.** While slightly more than half of the WDBs that responded to the survey reported learning about parental status from partner referrals, very few reported having MOUS or DSAs with partners. Identifying MOU or DSA templates may allow boards to take advantage of partners' existing data collection efforts by reducing their data collection burden and duplicative data collection.
- **Identifying promising practices to focus future data collection.** WDBs seem willing to collect more data related to clients' caregiving status, including eligibility information, childcare needs, living wage information, and number of adult dependents, among others. To streamline these efforts, it would be helpful to identify key areas where data could assist with program planning, including using FCE data for identifying additional funding sources or to aid in grant writing, performance measurement, assessing the local labor market, service monitoring, or equity-based reporting.

## Appendix A: Survey Instrument

### Introduction

The National Association of Workforce Boards and Innovate + Educate are partnering with Social Policy Research Associates to develop and analyze a survey that assesses how local workforce development boards collect and report on their clients' parental status. For the purposes of this survey, we are thinking about parental status broadly, including non-traditional arrangements, such as grandparent(s) raising grandchildren, non-custodial parents, or anyone with primary caregiving responsibilities for one or more children.

This initiative is part of a broader effort to support a long-term approach to understanding data use for family-centered workforce programming. Whether your board collects data on parental status formally (e.g., on intake forms), informally (e.g., conversation with clients), or not at all, we want to hear about it!

We estimate that the survey should take approximately 15 minutes to complete. Please note that only one staff member from your workforce board should respond to the survey. Individual responses will not be reported; we will review data only in aggregate form.

If you have questions or technical issues with this survey, please email [name] at [email].

### Collecting Data on Parental Clients

We are interested in understanding whether you are aware of serving clients who are parents and how you gather this information. The initial questions focus on how your board collects data on clients who are parents.

1. Do you assess, formally or informally, whether your clients are parents or primary caregivers?
  - a. Yes
  - b. No
  - c. Don't know
2. Do you define parents or caregivers in your assessments? [Display if Q1 = Yes]
  - a. Yes – Please describe the definition you use. [open-ended]
  - b. No – We leave it up to the client to define what a parent or caregiver means for themselves.

- c. Don't know
- 3. How do you determine whether your clients are parents or caregivers?  
[select all that apply.] [Display if Q1 = Yes]
  - a. We include a formal question(s) on our intake form.
  - b. We invite clients to share their parental status verbally to case managers or other support staff.
  - c. Our staff verbally ask clients about their parental status during service delivery or supportive services (e.g., during a case management intake appointment).
  - d. Other [open-ended]
- 4. Do you learn about clients' parental status from other sources? [select all that apply.]
  - a. No
  - b. We learn about parental status during partner referrals (e.g., staff from a supportive service partnership inform us of a participant's barriers to employment, including parental status, when warmly handing off a new client).
  - c. Our higher education providers assess parental status and share the information with us.
  - d. Other [please specify]
- 5. Do these partners or service providers assess parental status: [Display if Q4 is not "No"]
  - a. Formally (e.g., on the FAFSA or an intake form)
  - b. Informally (e.g., conversation between provider staff and clients)
  - c. Don't know
- 6. Do these partners or service providers share information about parental status with you: [Display if Q4 is not "No"]
  - a. Formally (e.g., through a data-sharing agreement)
  - b. Informally (e.g., conversation between provider staff and workboard staff)
  - c. Don't know
- 7. You indicated that you collect information about parental status. What specific information do you collect? [select all that apply.] [Display if Q1 = Yes]
  - a. Number of children
  - b. Number of adult dependents
  - c. Ages of children or dependents
  - d. Financial support client provides to dependent(s)
  - e. Percentage of care client provides to dependent(s) (e.g., half or full-time care)
  - f. Whether client is a young parent (between 18 and 24)
  - g. Client's marital/partnership status

- h. Pregnancy status
  - i. Other *[open-ended]*
  - j. We do not collect information beyond assessing whether or not a client is a parent.
8. You indicated that you do not collect information about parental status. Which of the following reasons influenced this decision? *[select all that apply.] [Display if Q1 = "No"]*
- a. Not enough time to collect this information.
  - b. Don't want to impose additional burdens on clients.
  - c. No established process for collecting this information.
  - d. No established data storage option.
  - e. Concerns about client privacy.
  - f. Other *[open-ended]*
9. Do you include parent status as well as demographic characteristics (e.g., gender, race, and ethnicity) when measuring and reporting on outcomes for student clients?
- a. Yes
  - b. No
  - c. Don't know
10. Are there policies at the state or federal level that influence whether and how you collect data on parental status?
- a. Yes, and those policies facilitate data collection.
  - b. Yes, and those policies pose barriers for data collection.
  - c. No
  - d. Don't know

## Data Sharing

The following questions ask about how you share the information you learn about clients' parental status with other staff, agencies, or organizations.

11. Some organizations share information about clients' parental status internally or with external partners. Which of the following best describes your parental status data-sharing practices? *[select all that apply.]*
- a. We do not share data externally.
  - b. We do not share data internally.
  - c. We enter the information into a client database that is visible to all internal staff involved with supporting the client (e.g., case managers, support staff, job developers, etc.).
  - d. We share information informally with internal staff.

- e. We provide information about parental status on referral forms when facilitating referrals to external partners.
  - f. We share informally with our external partners on an as-needed basis (such as when acquiring childcare assistance).
  - g. We share information formally with our external partners based on a memorandum of understanding (MOU) or a data sharing agreement.
  - h. Other *[open-ended]*
12. Are data collection or sharing procedures different for young parents – those between ages 18 and 24? *[If Q12 = “No”, then skip to Q14]*
- a. Yes
  - b. No
  - c. Unsure
13. Can you say more? *[open-ended]* *[Display if Q12 = “Yes”]*

### **Data Reporting**

The next section includes questions that ask about how you report information about parental status both within and outside of your organization.

14. Do you report on the information you collect about clients’ parental status?
- a. Yes, to the state WIOA database
  - b. Yes, for other data collection activities
  - c. No
  - d. Don’t know
15. Are reports about parental status only for internal use or are they shared with external partners or agencies?
- a. Yes – they are only shared internally
  - b. No – they are shared externally
  - c. Both – we share these reports both internally and externally
  - d. Don’t know
16. What kinds of reports do you create and how are they used? *[open-ended]*  
*[Display if Q14 = “Yes”]*

### **Local WIOA Plans and Policy Implications**

This last section asks about how your organization prioritizes parents and children in your local WIOA plans.

17. Do you use local or state data on parents and families to inform your local WIOA plan?
- a. Yes, we use data on parents only



- b. Yes, we use data on children only
  - c. Yes, we use data on both parents and children
  - d. Other [open-ended]
  - e. No
  - f. Don't know
18. How often do you review data? [Display if Q17 = "Yes"]
- a. Quarterly
  - b. Annually
  - c. Depends on the program
  - d. Don't know
19. For which of the following purposes do you review data? [select all that apply.] [Display if Q17 = "Yes"]
- a. To update our local WIOA plan
  - b. To assess changes in outcomes for parents
  - c. To determine whether the share of parents is increasing or decreasing
  - d. Other [open-ended]
20. Please indicate whether each of the following activities is performed by your workforce board and/or is included in your local WIOA plan.

	Yes, this is an activity we perform.	Yes, this activity is included in our WIOA plan.
Encourage partnerships with organizations that serve parents (e.g. local child support agencies, or other parent organizations).		
Targeted recruitment for parents.		
Targeted recruitment for pregnant or parenting teens within the Young Adult Workforce Services		
Focus on parents as a unique group with barriers to employment.		
Focus on non-custodial parents as a unique group with barriers to employment.		
Focus on single parents or pregnant women as a unique group with barriers to employment.		
Administer specific programs for parents.		
Provide intensive support to reduce employment barriers for parents.		
Define improved outcomes for parents.		
Track outcomes for parents.		
Other [open-ended]		

## Looking Forward

21. What information about parental or family status would you like to have in the future that you are not currently collecting? *[select all that apply]*
  - a. Number of children
  - b. Number of adult dependents
  - c. Ages of children or dependents
  - d. Financial support client provides to dependent(s)
  - e. Percentage of care client provides to dependent(s) (e.g., half or full-time care)
  - f. Client's marital/partnership status
  - g. Pregnancy status
  - h. Information needed to identify eligibility for specific grants or government programs
  - i. Information needed to calculate what is needed for a living wage
  - j. Current childcare situation and/or needs
  - k. Other *[open-ended]*
22. How would knowing that someone is a parent help you serve them better? *[select all that apply]*
  - a. Inform program design (e.g., program hours)
  - b. Impact partnership development (e.g., Head Start programs)
  - c. Effect service provision (e.g., parenting classes)
  - d. Identify need for and connection to supportive services (e.g., childcare assistance)
  - e. Set priorities among target groups
  - f. Other *[open-ended]*
23. If you are willing to talk with us about your responses, please provide your contact information.
  - a. Name
  - b. Title
  - c. Organization
  - d. Email
  - e. State

Thank you for completing the survey, we really value your feedback!