



Using Indigenous data in research and performance

Presentation to the ISET National Workshop—
Dialogue on Data and Performance

October 9, 2019

Outline/Introduction

- Performance indicators
- ESDC research and evaluations
- Examples of research



Performance indicators - a primer

- Measuring “success” – many dimensions and definitions
 - Need to understand what is important to organizations, clients, and communities (co-development)
 - Must reflect objectives in logic model but also visions, historical self-understanding of communities rather than success of government programs
 - Rarely a single goal or a single measure
 - Can be qualitative or quantitative, ideally both
- Performance for skills and employment can be especially challenging—e.g., are clients improving their skills?
- Regardless of definition, must collect relevant information to measure intended outcomes
- Data collected for program administrative purposes can be used for a range of purposes—e.g., formal evaluation, reporting, outcomes analysis, program monitoring, general research
 - Integrating with other datasets is another possibility for expanding what can be done with administrative data

Recent research and evaluations

Indigenous Labour Market Information

- Quarterly Indigenous labour force reports based on the Labour Force Survey (ongoing since 2015)
- On-reserve Pilot LMI Survey and Skills Inventory (ongoing)
- Qualitative Assessment of Indigenous Financial Activities 2017-18

Indigenous Training and Education

- Leveraging administrative data to improve Aboriginal Skills and Employment Training Strategy (MAR 2016-17)
- Strategies to Ease Access to Postsecondary Education for Indigenous Students (ongoing)
- Indigenous Perspectives on Education Savings 2018-19
- Evaluation of the Aboriginal Skills and Employment Training Strategy and the Skills and Partnership Fund (forthcoming 2019)



EXAMPLE: EI MAR study—leveraging program administrative data to improve ASETS

This supplemental study, prepared for the 2016-17 EI MAR, examined the labour market outcomes of ASETS participants before and after their participation in the program.

- ASETS participants from the study period generally saw **improved labour market outcomes** following program participation.
- Compared with the pre-program level in all cohorts (2006 to 2012), we found that:
 - Post-program average earnings were higher than pre-program levels—on average, an increase of 35.7% across cohorts.
 - Post-program incidence of having employment earnings increased by 8.5pp, with some variation across cohorts.
 - The proportion of participants who received EI benefits increased by 2.9pp. The average number of weeks on EI also increased by about 28.2%, suggesting improved attachment to the labour market.
 - The proportion of participants who paid EI premiums tipped upward by 0.6pp. However, the amount of EI premiums paid per year per client increased by 34.2%, with some variation across cohorts.

**About one-third (36.9%) of ASETS participants were EI clients; the rest (63.1%) were Consolidated Revenue Fund (CRF) clients*

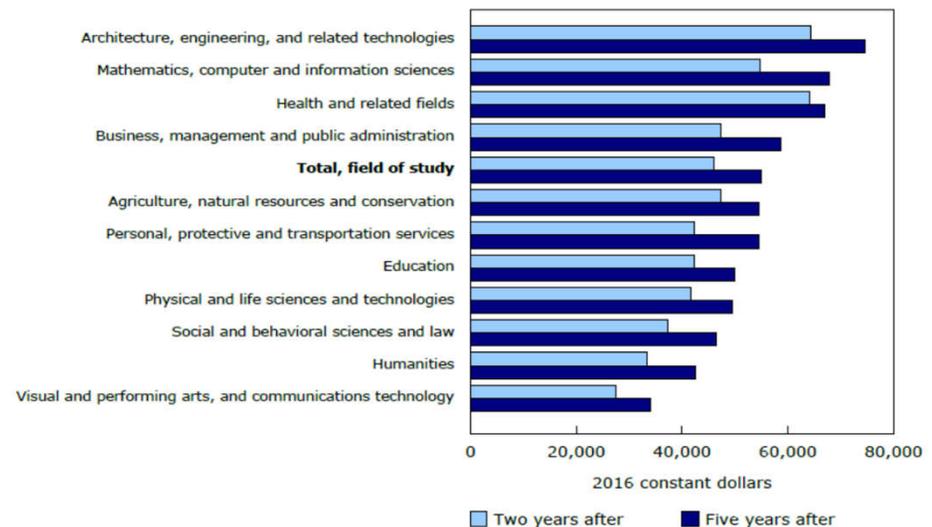
EXAMPLE: ELMLP–Integrating administrative data to study student pathways and outcomes

The Education and Labour Market Longitudinal Platform (ELMLP) contains information about post-secondary students and registered apprentices and their outcomes.

- The ELMLP and Barista/Barista+ studies allow for a deeper understanding of how educational pathways affect labour market outcomes, and can help students and their families make informed choices about career pathways
- More datasets will be added to the ELMLP, such as the National Graduates Survey, Census, and other administrative data (e.g., student loans, apprentice grants) which will allow more detailed analysis of pathways and outcomes

For example, earnings trajectories can be calculated for graduates in various programs and fields of study:

[Median employment income of undergraduate degree graduates two and five years after graduation, by field of study, both sexes, 2011 longitudinal cohort](#)



Source: [Statistics Canada](#) (2018)