Labor Market Information for Strategic Planning

Leadership Working Session 2020
Session 3

FTCC

CENTER FOR REGIONAL ECONOMIC COMPETITIVENESS

Allison Forbes   aforbes@crec.net
Ken Poole   kpoole@crec.net
Mereb Hagos   mhagos@crec.net

Agenda

Review working session goals

Review homework findings to highlight how to identify skill requirements

Complete small group scenarios to practice integrating learning

Review content and questions to reinforce key concepts and to encourage further learning

Next steps: recommendations for going forward

Working Session Goals - Technical

REVIEW

Session 1: discuss the criteria for identifying job opportunities for students

Homework: select key industries and occupations that represent potential or emerging opportunities

Session 2: discuss the skills, education and training path for the occupation/career

Homework: prepare for strategic conversation with employer

Session 3: discuss research findings and how they can guide strategic areas of focus

LMI Concepts:
Balancing Supply and Demand to Meet Regional Needs

Labor Supply:

(Students and Workers)

REVIEW

- People (labor force is aged 16+)
  - Students
    - Enrollees
    - Graduates
    - Prospective students
  - Other adults (not in school)
    - Employed
    - Unemployed
    - Not in labor force

Labor Demand:

(Employers and Jobs)

- Jobs (by industry and occupation)
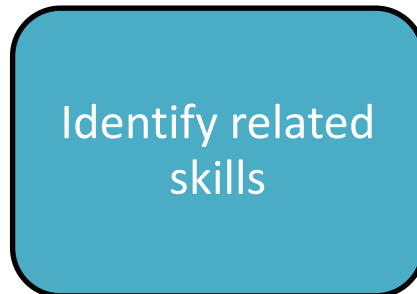 - Employment
  - Job openings
  - Wages

Identifying key industries, occupations, skills
What we did last time…

REVIEW

Identify key occupations

- Employer input
- Projections
- Staffing patterns

Identify related skills

- Employer and incumbent worker input
- Occupational profiles (ONET Online)
- Competency frameworks
- Job postings

Identify related occupations

- ONET Online auto-generated related occupations
- Choose your own skill sets

Sampling of how FTCC wants to use data…

REVIEW

Placing students in 'good jobs'

Assessing employer talent needs

Targeting prospective student outreach

Ensuring curriculum aligns with economic needs

Evaluating student outcomes

Justifying taxpayer and student investments in the college

A Method for Examining Data:
Begin and end with the 'Big Picture'

REVIEW

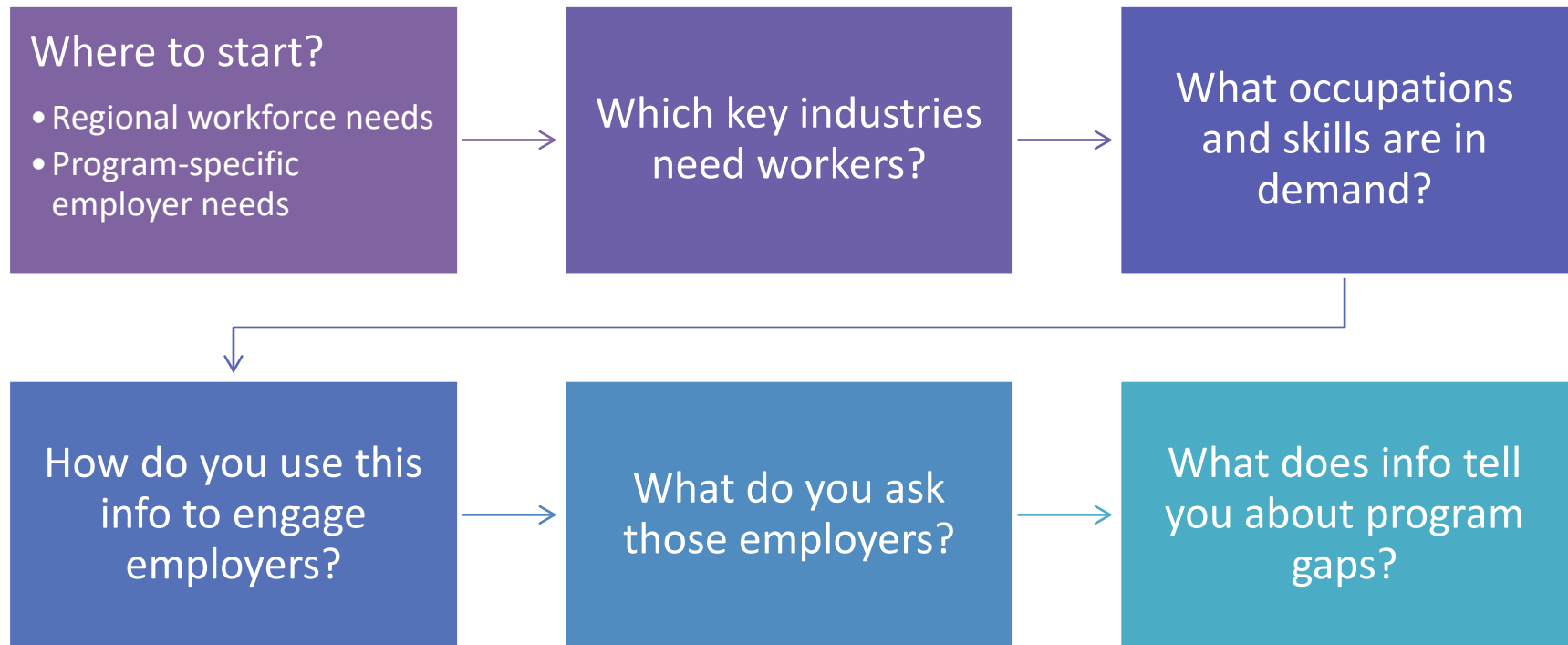## Understand the Regional Economy

- Growing and Dynamic Industries
  - Add net new jobs
  - Replace workers changing careers or leaving the labor force
- Take the pulse of change in industries and work

Relate FTCC Programs to the Regional Economy

- Building from existing strengths
- Focus on areas for improvement
- Recognize emerging opportunities

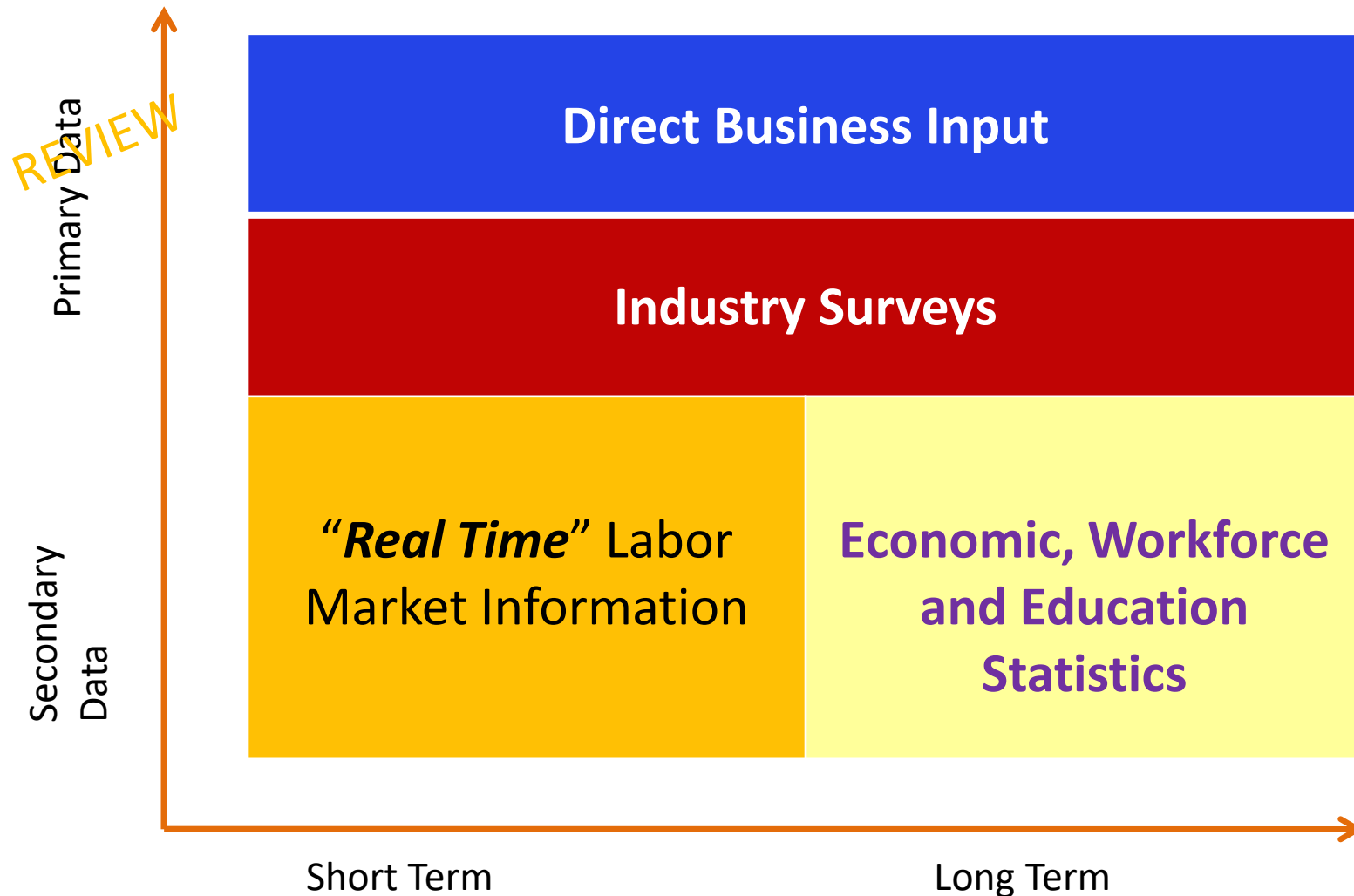# Decision Flow Process for Identifying Strategic Opportunities

REVIEW

Where to start?
- Regional workforce needs
- Program-specific employer needs

→

Which key industries need workers?

→

What occupations and skills are in demand?

How do you use this info to engage employers?

→

What do you ask those employers?

→

What does info tell you about program gaps?

Keep in mind this process chart to guide your response to inquiries
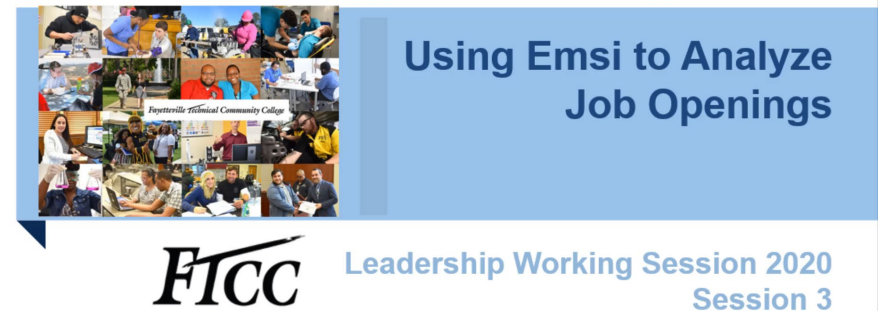
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Triangulating your data

What is "Real-Time" LMI?

- Limited Access/Free Postings
  - Indeed
  - America's Job Bank

- Aggregated Data Tools/ Fee-based
  - Burning Glass
  - Emsi
  - Chmura JobsEQ

Using Emsi to Analyze Job Openings

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Video link:
https://vimeo.com/438891831

10

Skills data homework exercise

Explore ONET Online for Cybersecurity Analyst
- "Find Occupations" and "Advanced Search"
  - Identify key Knowledge, Skills, Abilities for cybersecurity analyst
  - Find related occupations for cybersecurity analyst
  - Recommend talent development/recruitment options for a regional hospital that needs to improve its IT system security
- Try out this tool for another position of particular interest

www.onetonline.org

Homework Assignment: Reviewing Key Skills for Key Occupations

- Identify one occupation important to your program
- Identify the five most critical skills from:
  - O-Net
  - Available job postings
- How well do these line up?
  - Select a company to interview
    - Validate whether this preliminary skill list is on target;
    - Are there any other skills the employer identifies?
  - Review O-Net and job postings to see if those skills are listed anywhere in either source
- Are these skills currently taught in the program?
  - If so, at what point?
  - How would you find out if they are taught in any other programs at the school?

Identifying Employers to Engage

Which employers have critical needs for workers?

How do we recognize 'strategically important needs' for the College?
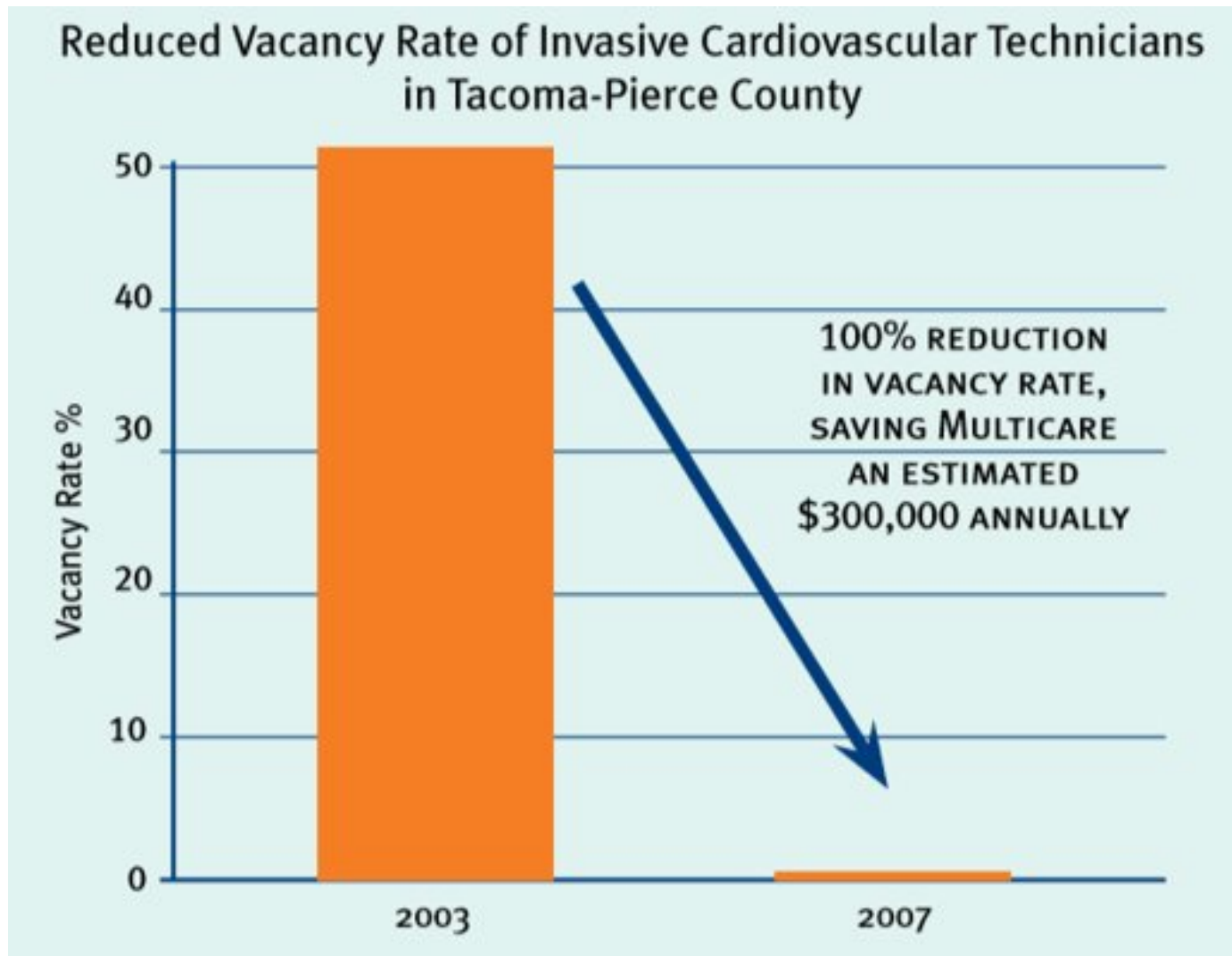
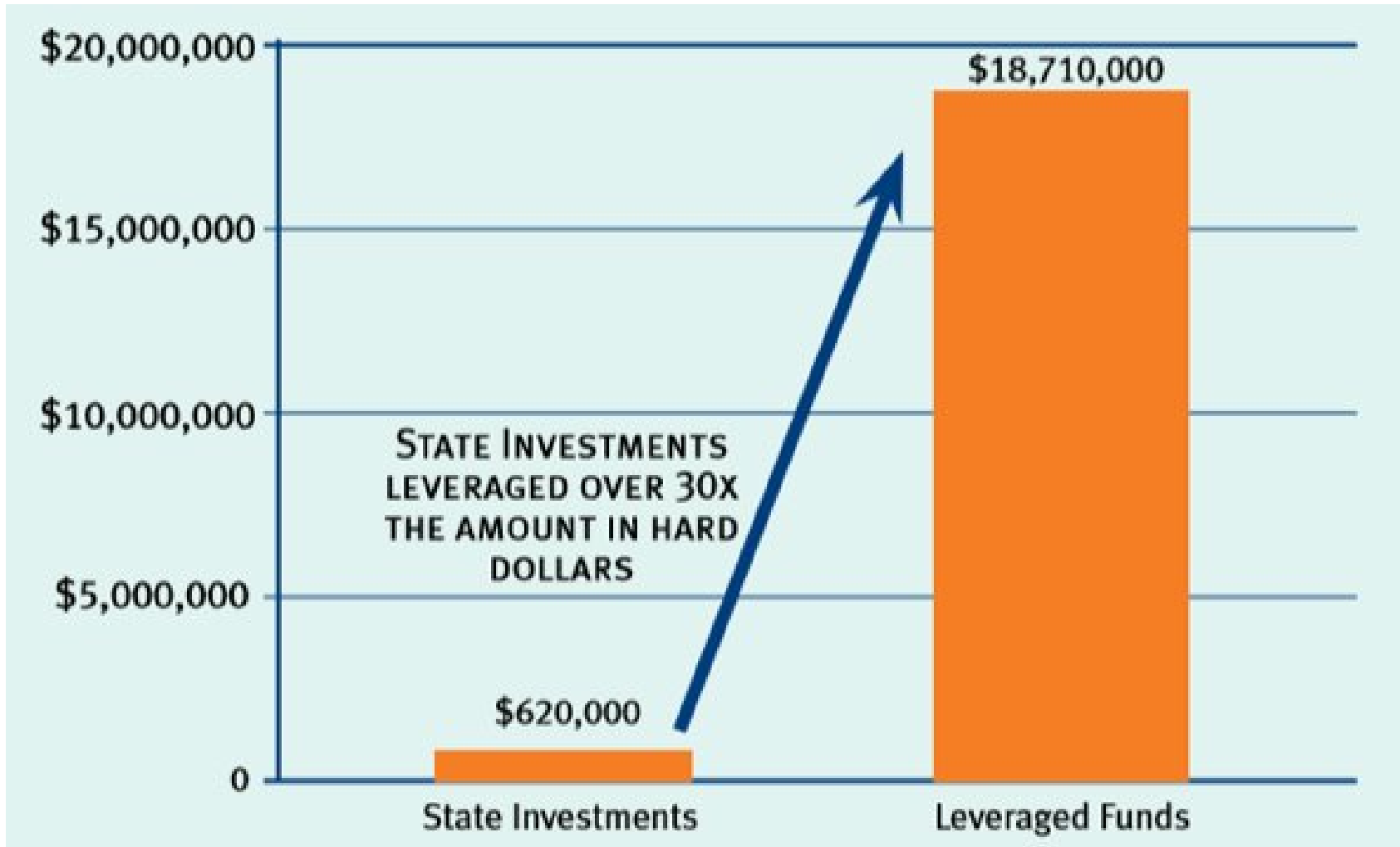**How do we find 'strategically important' employers?**

How do we trigger their interest in the College as a potential talent solution?
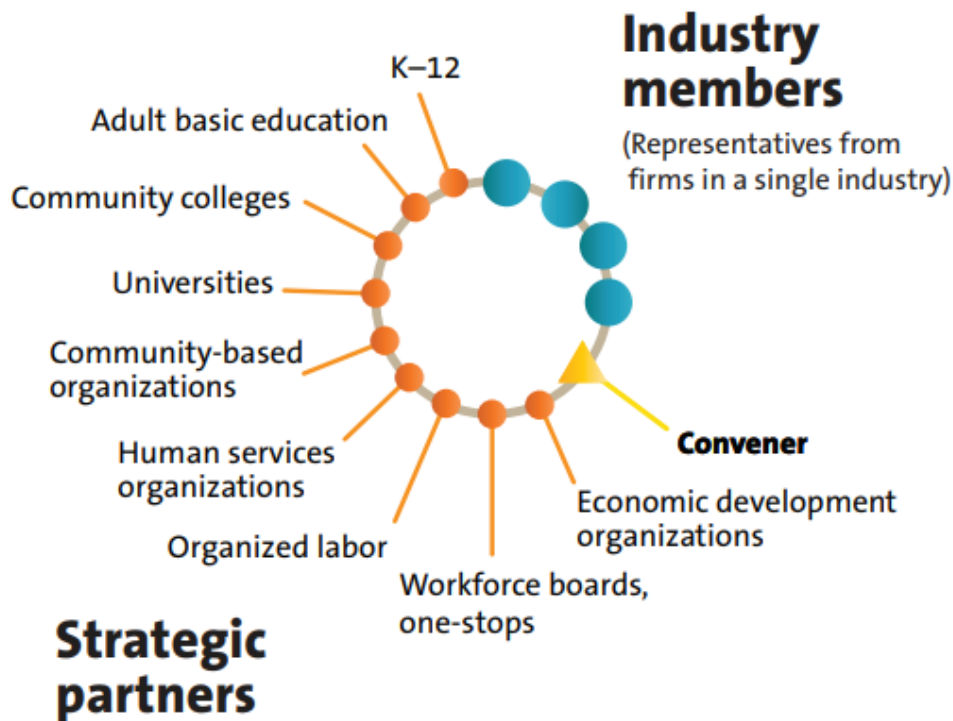
Consider the results various actors are seeking.

Reduced Vacancy Rate of Invasive Cardiovascular Technicians in Tacoma-Pierce County

100% REDUCTION IN VACANCY RATE, SAVING MULTICARE AN ESTIMATED $300,000 ANNUALLY

Consider the results various actors are seeking.

Within the workforce world, think of the different actors in the *talent pipeline*.

Sector Partnership
The partnership addresses common needs of employers and generates coordinated solutions that benefit workers.

Adult basic education
K–12
Community colleges
Universities
Community-based organizations
Human services organizations
Organized labor
Workforce boards, one-stops
Economic development organizations
Convener
Industry members (Representatives from firms in a single industry)
Strategic partners

Research can help identify:

– Key employers
– Institutions with relevant programs
– Industry groups with relevant certifications

Source: NGA, CSW, NSC

US Chamber's Talent Pipeline Management (TPM): employers lead supply chain management approach to workforce challenges
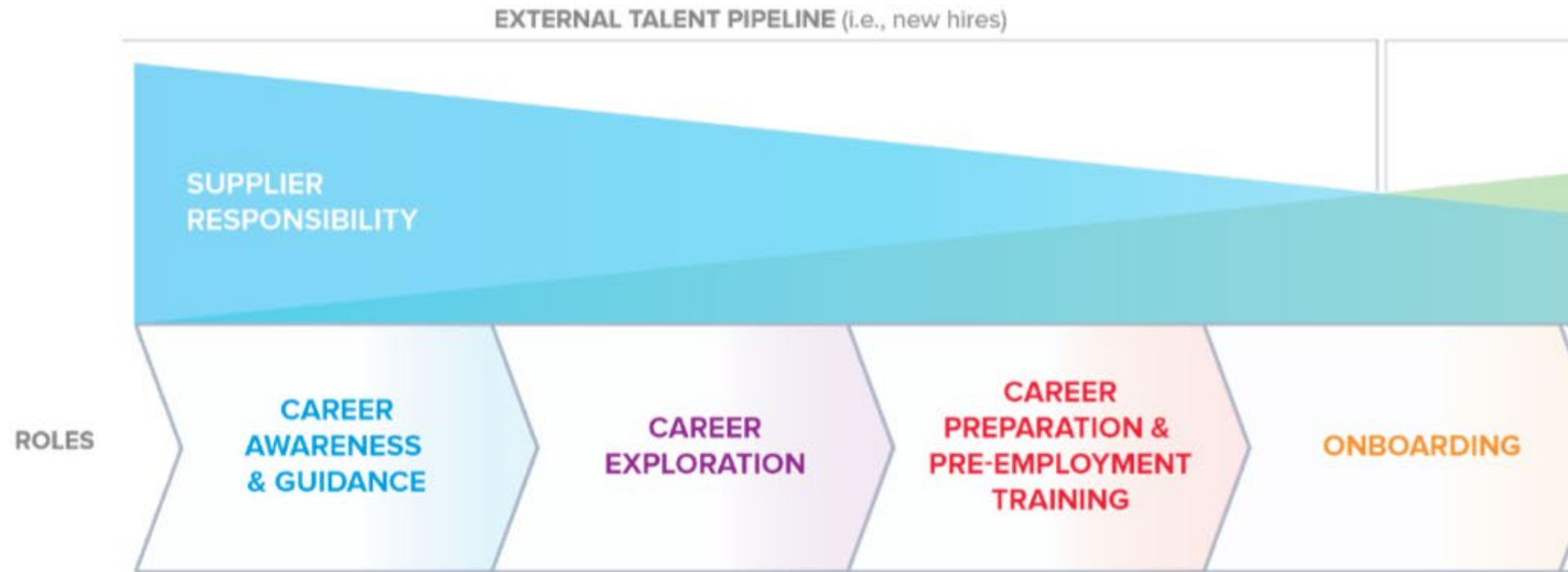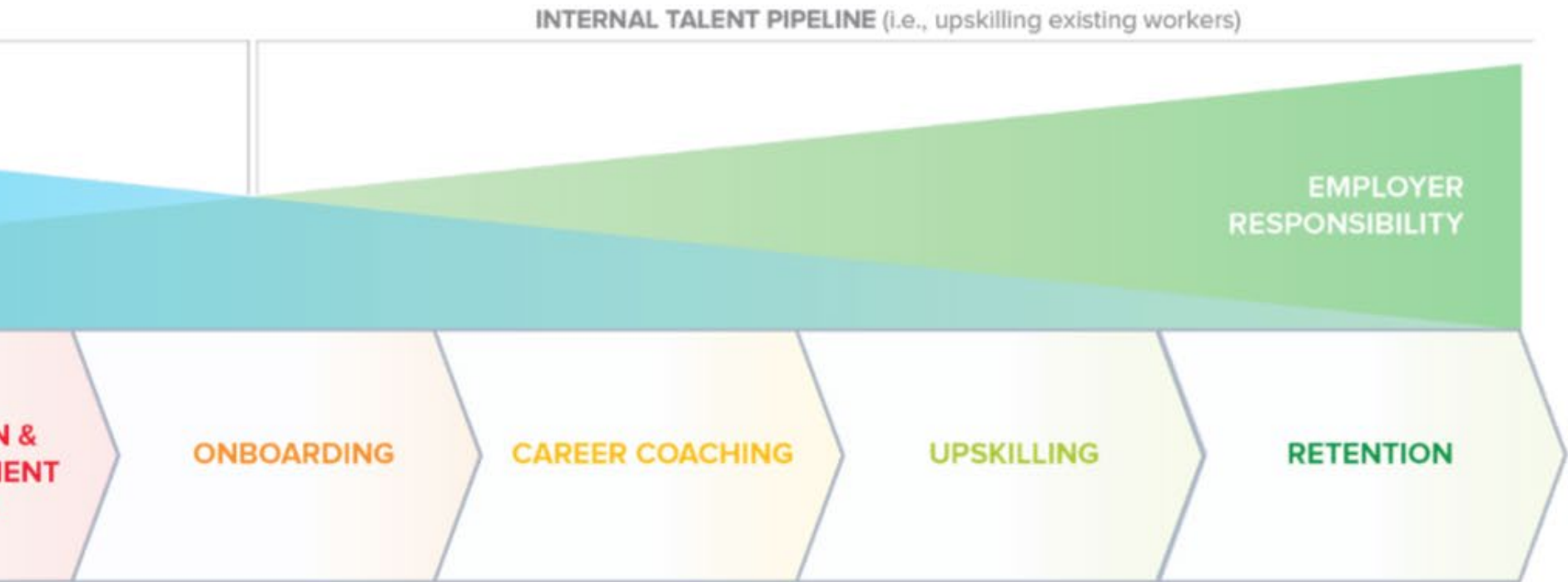

Examples:

- Greater Houston Partnership
  - Focus on trades-related careers in petro-chemical and trades

- Vermillion (IL) Advantage
  - Employer Collaboratives around Adv. MFG, Logistics, Tech. Services, & HC

TPM talent supply chain or "pipeline"


Figure 4: Value Stream Map

EXTERNAL TALENT PIPELINE (i.e., new hires)

SUPPLIER RESPONSIBILITY

ROLES

CAREER AWARENESS & GUIDANCE

CAREER EXPLORATION

CAREER PREPARATION & PRE-EMPLOYMENT TRAINING

ONBOARDING

TPM talent supply chain or "pipeline"

INTERNAL TALENT PIPELINE (i.e., upskilling existing workers)

EMPLOYER RESPONSIBILITY

N & ENT   ONBOARDING   CAREER COACHING   UPSKILLING   RETENTION

TPM Employer Demand Estimates

Table A: Example by Total New and Replacement Positions

Job	New	Replacement	Total
CNC Machinists	65	100	165
Welders	70	90	160

Table B: Example of New and Replacement Positions by Level

Job	New	Replacement	Total
CNC Machinists	65	100	165
Entry Level	30	87	117
Mid-Level	25	10	35
Senior Level	10	3	13
Welders	70	90	160
Entry Level	50	65	115
Mid-Level	20	25	45
Senior Level	0	0	0

POSITIONS

CNC MACHINISTS
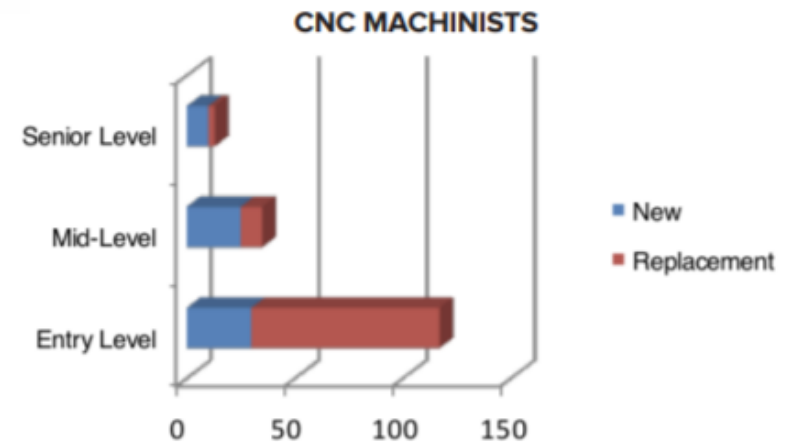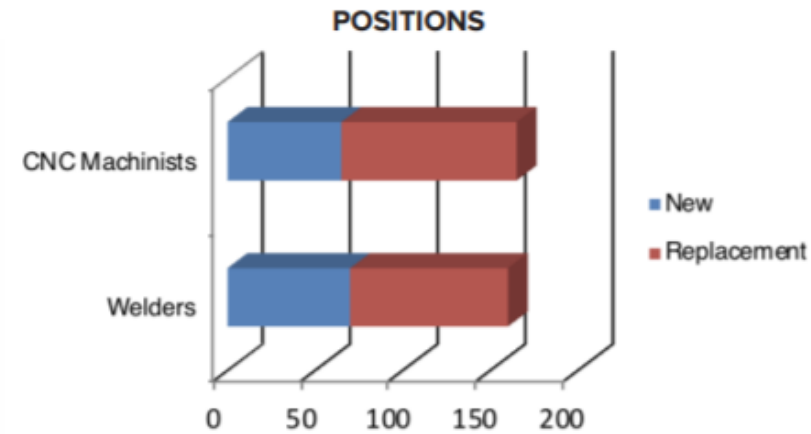
TPM Employer Hiring Requirements

Table B: Results by Academic Level and Credentials

Academic Level and Credential	Aggregate Employer Responses (Total Employers = 10)		
	Required	Preferred	Neither
High School Diploma	10	0	0
Associate Degree	1	2	7
Bachelor's Degree	0	0	10
Community College Warehousing and Distribution Certificate	2	2	6
International Warehouse Logistics Association Certified Logistics Professional	0	1	9

Table C: Results by Experience

Experience	Aggregate Employer Responses (Total Employers = 10)	
	Required	Preferred
Less than One Year of Experience	0	5
Two to Three Years of Experience	0	2

Table D: Results by Other Requirements

Other Requirements	Aggregate Employer Responses (Total Employers = 10)	
	Yes	No
Pass a Drug Test	10	0

How does this tend to play out in practice?

Although we emphasize the value of research in identifying target sectors and occupations, the extent to which this research is well received varies from place to place.

– Not all workforce actors value research ('Go with Gut', Go with what they already 'know' to be true)
– Proceed with coalition of the willing, or the employers who are willing to participate

The strength of the back-end evaluation also varies.

– Not everyone collects outcome metrics, or the right outcome metrics. This is a broader issue for all sorts of economic and workforce development activities.

Demand Planning Scenario Exercise

Instructions: Your task is to determine a sequence of questions to guide your inquiry and lay out the process that you will undertake to build data-driven evidence for your recommendations.

Analytical Objective 1: Validate employer demand for the occupation.

Analytical Objective 2: Evaluate the opportunity that the occupation represents for general education students.

Analytical Objective 3: Determine whether the college is well-equipped to address this opportunity.

Goal: **Review FTCC strategic opportunities associated with the following emerging occupation:**

Scenario: Contact tracing as a public health and social service

In your role as an advisory committee member, what additional information would you seek before determining how the college should respond to this imminent need?

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What will your process of inquiry look like?

After Session 3

- Continued demand planning practice for labor market alignment
- Recommendations to the FTCC Board

A Brief Survey

- Check your email and complete the survey