



LEVERAGING LABOR MARKET INTELLIGENCE IN SUPPORT OF GUIDED PATHWAYS DESIGN

Texas Pathways Institute, October 2020

PRESENTED BY

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AGENDA

1. LMI overview and framing
2. Leveraging the Opportunity Framework to support guided pathways
3. Implications for Texas Colleges
4. JFF's LMI services and support

Building a
Future
That Works.

ALL YOU NEED TO KNOW ABOUT JFF

The American labor market is broken. Our rapidly changing economy demands skilled and adaptable workers, but many people lack the education and training employers require. JFF is transforming the workforce and education systems to accelerate economic advancement for all.

Ensuring Equity in Economic Advancement

Despite overall growth, economic opportunity is limited for millions of Americans. Through education and dignified work, everyone can create the life they deserve.

Meeting Employer Needs

Employers continue to struggle to find employees with the right skills. For America to thrive in the global economy, businesses need a steady supply of highly qualified workers.

Preparing for the Future of Work

Automation, outsourcing, and new contract arrangements are changing the nature of work. Everyone must think differently about how to sustain the nation's talent supply.



The Student Success Center Network is
dedicated to **comprehensive** college **reform**
to dramatically and **equitably increase**
postsecondary credentials
with **value in the labor market**



LABOR MARKET INFORMATION

*Overview and Connections to Guided
Pathways Design*



OVERVIEW

KEY LABOR MARKET INFORMATION TYPES

LMI includes all of the data related to the supply and demand in a particular area.

Supply data includes:

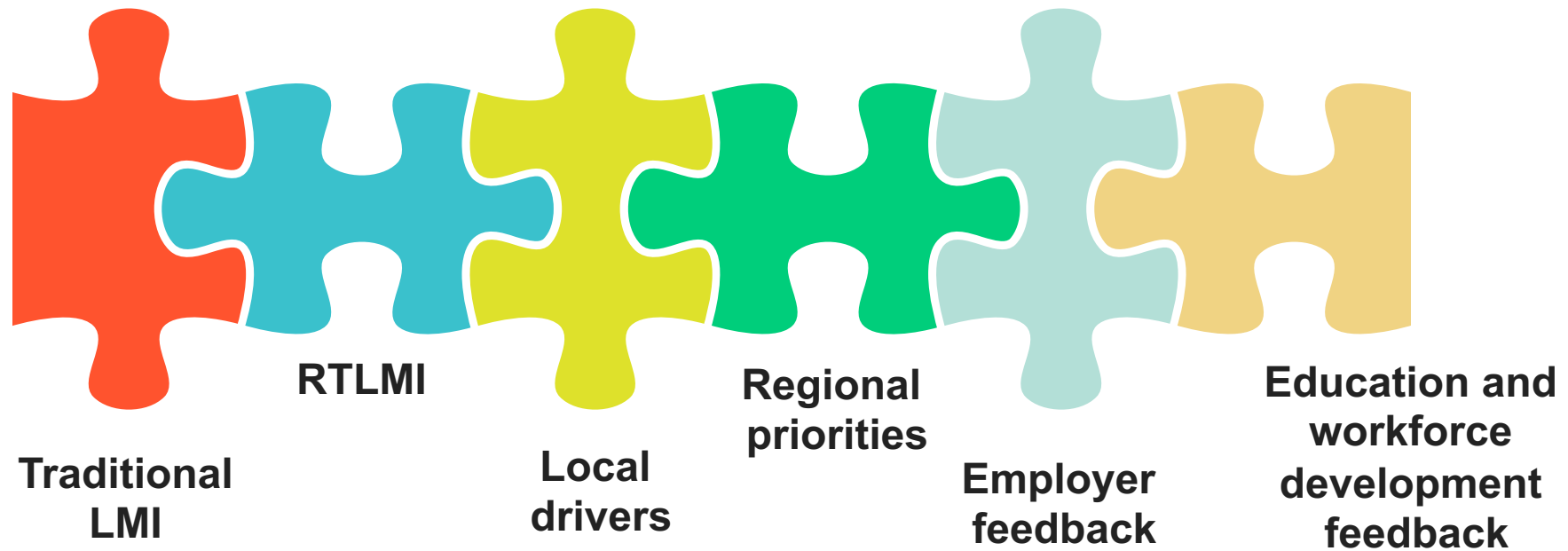
- Program and institutional data
- Demographic data
- Local commuting patterns and regional inflow/outflow

Demand data includes:

- Job counts
- Occupational and industry projections
- Real-time job posting data and resume data



COMPONENTS OF ANALYSIS



Integrate local and institutional knowledge into the analysis!

WHY LMI MATTERS

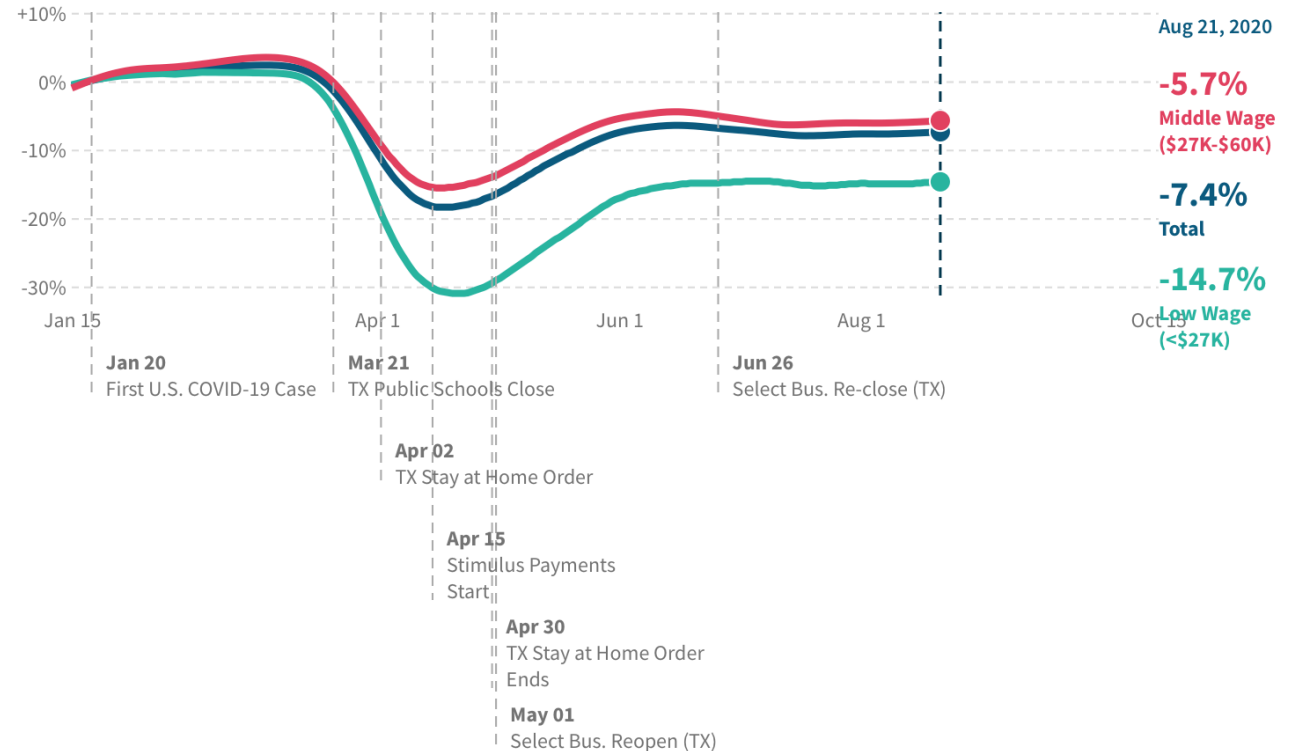
SIGNIFICANT ECONOMIC SHIFTS ARE UNDERWAY

Key Trends in Texas

- While the Texas unemployment rate (6.8%) is below the nationwide average (8.4%) the state has lost 617,000 jobs year-over-year.
- Total small business revenue remains down 30.1 percent in September, as compared to January 2020.
- Job postings are down 7.8 percent statewide; however, there are significant differences by industry:
 - Leisure and Hospitality postings: -32.9%
 - Manufacturing postings: -18.3%
 - Professional and business postings: -30.9%

In **Texas**, as of August 21 2020, employment rates decreased by **7.4%** compared to January 2020 (not seasonally adjusted).

[DOWNLOAD CHART](#)

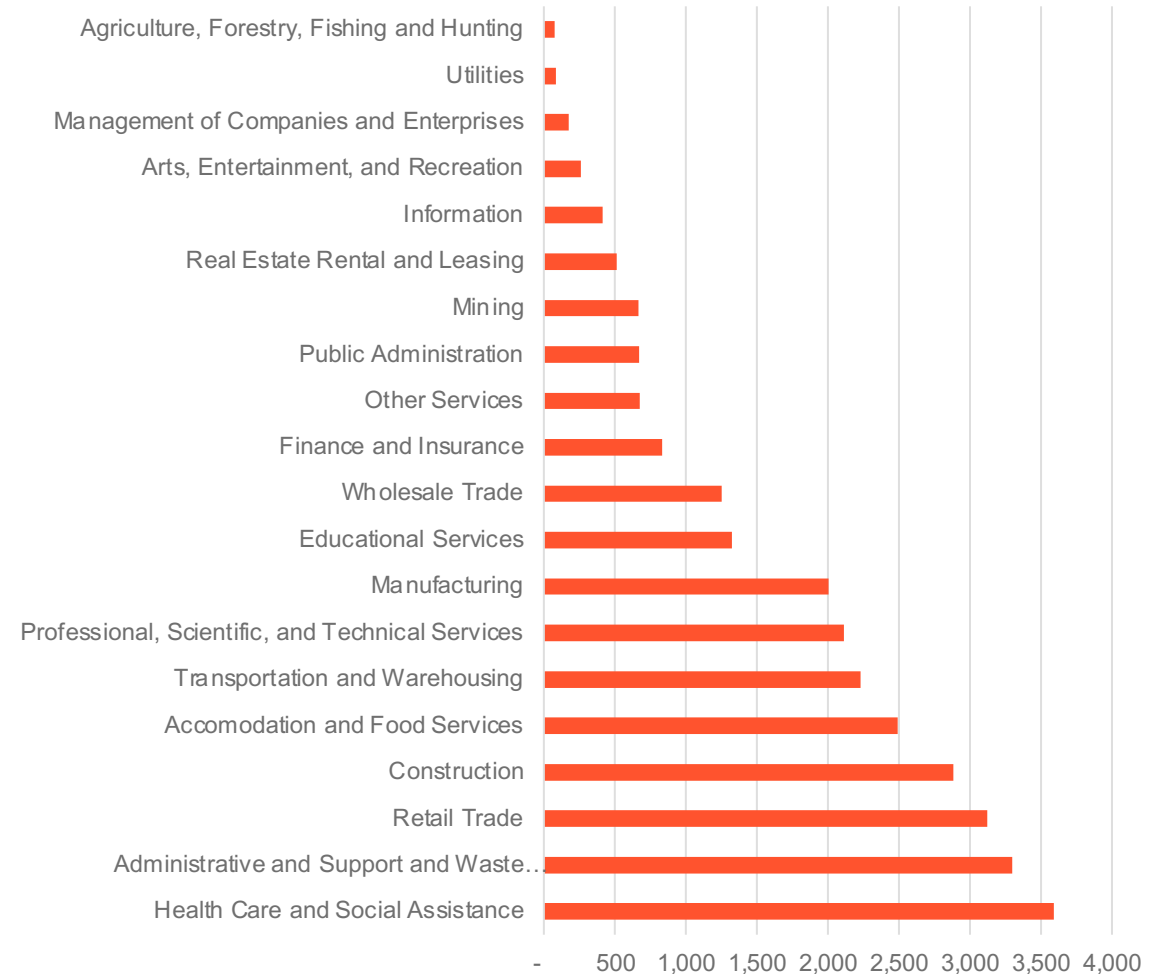


WEEK OF OCTOBER 3, 2020

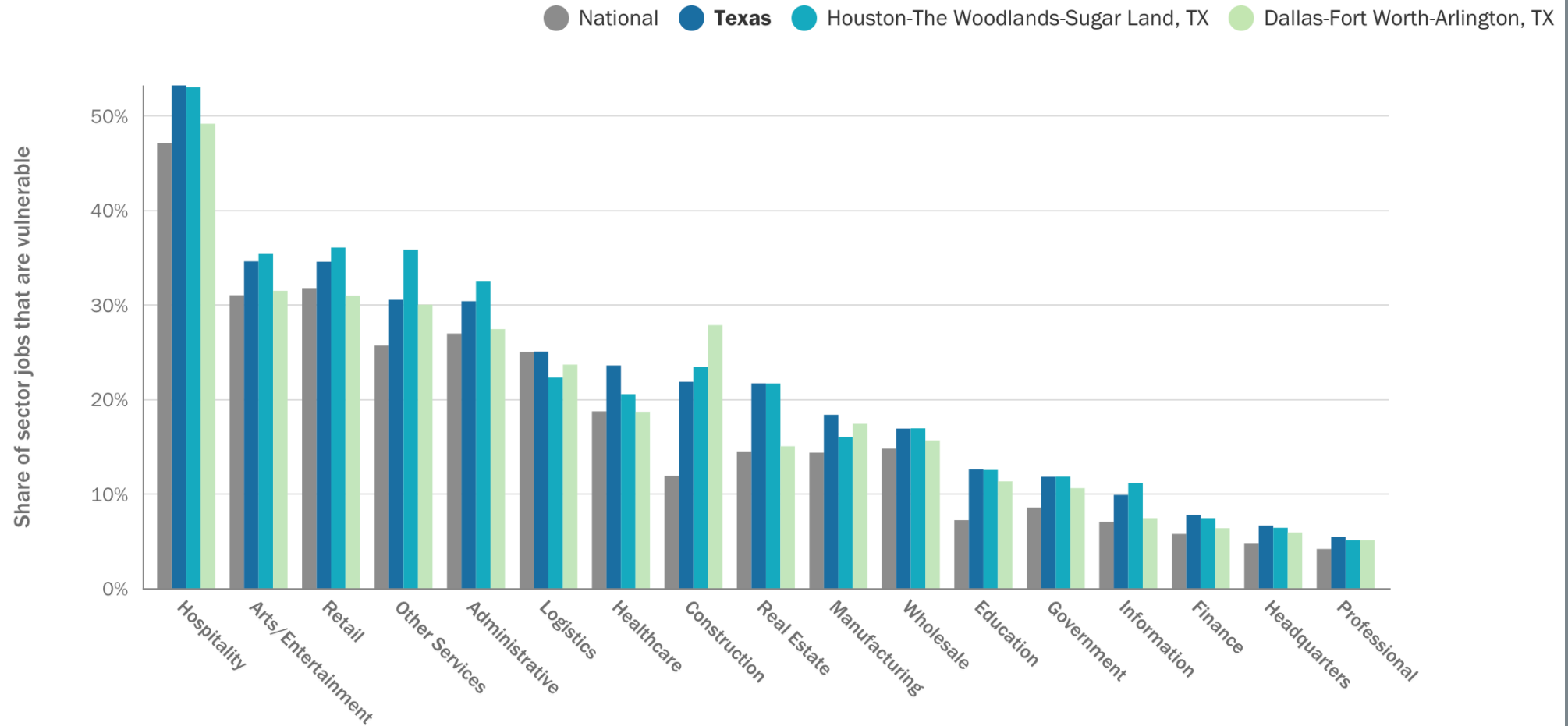
UNEMPLOYMENT TRENDS

Texas Trends

- There were an additional 41,700 initial claims and 802,700 continued claims, which represents a 1.8 percent increase from the previous week.
- The greatest number of claims were in Healthcare, Admin support, Retail Trade, and Construction.
- 48.6 percent of claimants were female, compared to 45 percent of the labor force.
- The Gulf Coast WDA has the highest number of claims (51,400), followed by Dallas (19,600) and Alamo WDAs (16,700).



Share of Vulnerable Jobs by Sector: Texas, Houston, and Dallas





WHY LMI MATTERS NOW

- Shifts in employer demand as states proceed with staged reopening.
- Dislocated workers and those in vulnerable industries are seeking opportunities to transition
- The large-scale transition to remote work and public health challenge require new skills and competencies.



USING LMI TO INFORM GUIDED PATHWAYS IMPLEMENTATION

GUIDED PATHWAYS PILLARS

Clarify Paths to Student End Goals

Use LMI to identify and invest in regional programs and to design program maps that include information about regional opportunity and long-term implications of choice.

Help Students Choose and Enter a Pathway

Use LMI- and partnerships with employers- to advise students on choosing a pathway, including providing students with robust information about opportunities in the region.

Help Students Stay on the Path

Use LMI to advise students on their pathway- including using information on wage projections, long-term career prospects, and information on transfer or future education connected to pathway.

Ensure that Students are Learning

Use LMI to inform program and course-level learning outcomes, develop cross-cutting competencies and maps.



THE SOLUTION

RESUME DATA ALLOWS US TO TRACK AND UNDERSTAND REAL CAREERS

Observe Real, Not Theoretical Career Progressions

What really happened in peoples' careers, not just what should happen or could happen?

Link Skills, Credentials and Degrees to Advancement

What factors related to education and training encourages career advancement?

Understand Long-term Pathways at Scale

Track the careers of millions of American workers, not just a small study sample.

Enables Novel and Actionable Analyses

How does career progressions differ by occupations and based on specific skills and credentials?



WHEN IS A JOB JUST A JOB —AND
**WHEN CAN IT
LAUNCH A CAREER?**

THE REAL ECONOMIC OPPORTUNITIES OF MIDDLE-SKILL WORK

AT A GLANCE

This report studies the career advancement prospects of people entering middle-skill jobs through the unprecedented analysis of nearly 4 million resumes of middle-skill jobseekers. It highlights the types of occupations that offer the strongest opportunities for financial stability and true economic advancement.

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KEY METRICS

Measuring Job Transitions

TERM	DEFINITION
Job Stability	The likelihood that a jobseeker will be employed in the same occupation five years after entering the position. (In this analysis, if someone moves to a new employer but remains in a role with a similar title and duties, that is not considered a change.)
Career Stability	The likelihood that a jobseeker will be employed in an occupation within the same career area as the starting occupation within five years.
Advancement	Progression from a starting occupation to a different occupation within the same career area, with a median salary that is at least 10 percent higher than the starting occupation salary, within five years. For example, moving from a bookkeeper (\$18/hour starting salary) to an accountant (\$32/hour starting salary) would constitute advancement.
Pay	Workers in each occupation are assumed to be paid the median wage for that occupation based on federal employment statistics. ¹⁷

KEY FINDINGS

*When is a Job Just a Job – And When
Can it Launch A Career?*



WHEN IS A JOB JUST A JOB – AND WHEN CAN IT
LAUNCH A CAREER?

THE OPPORTUNITY FRAMEWORK



LIFETIME JOBS

Lifetime jobs are careers in themselves. They pay well and offer long-term stability but workers rarely advance to higher-level positions. E.g., Dental Hygienists.



SPRINGBOARD JOBS

Springboard jobs lead to careers. Workers often advance to different roles with more responsibility and greater pay within the same career area. E.g., HR assistants.



STATIC JOBS

Static jobs don't typically lead to careers. They offer low pay compared to other middle-skill roles and suffer from high turnover. E.g., Medical assistants.



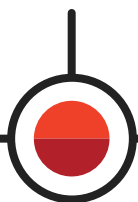
JESSICA FINDS A

LIFETIME JOB IN *HEALTH CARE*



LPN

Jessica earns an associate's degree and passes the licensed practical nurse (LPN) exam. She lands a job at a hospital., earning \$21 per hour.



First Job

LPN

Jessica has been at the hospital for three years. She gets a small raise each year.



Moving Up?

LPN

Jessica is at the same hospital and now earns just over \$24 per hour. She is contemplating getting her RN license, but knows that she'll need to go back to school.



Five Years Later



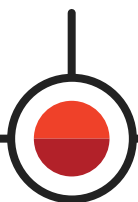
ZACH LANDS A

SPRINGBOARD JOB IN *BUSINESS*



HR Assistant

Zach is unsure what he wants to do in high school and decides to take an entry-level job as an HR assistant.



First Job

HR Assistant

Zach continues to work as an HR assistant, earning around \$18 per hour. He earns a PHR Certification, based on his supervisors recommendation.



Moving Up?

HR Specialist

Zach lands a job as an HR specialist, earning around \$28 per hour.



Five Years Later



Nicole

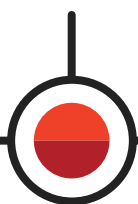
NICOLE FINDS A

SPRINGBOARD JOB IN *IT*



Computer Support Specialist

Nicole earns her A+ Certification in high school and is able to get a computer support specialist job after graduating.



First Job

Computer Support Specialist

Nicole earns \$23 per hour as a computer support specialist. She wants to move up and begins the CCNA Certification.



Moving Up?

Network Support Specialist

Nicole passes the CCNA certification and now earns \$30 per hour



Five Years Later



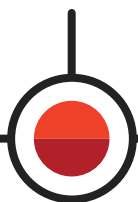
ANTHONY GETS A

STATIC JOB IN *MANUFACTURING*



Machine Operator

Anthony has a high school vocational certificate and finds a job as a machine operator at a heavy equipment manufacturer.



First Job

Machine Operator

After a few years, Anthony barely earns more than when he was hired, at \$16 per hour.



Moving Up?

Retail Associate

Anthony's company experience layoffs. He survives the first few rounds but is let go. He takes a job at a big discount chain to make ends meet.



Five Years Later

THE ROLE OF CREDENTIALS

Door-opening Credentials are necessary to demonstrate that a jobseeker has the skills required for an entry-level position but offer little aid to advancement.

Examples include: the American Welding Society's AWS and the CompTIA A+ certifications.

Career-advancing Credentials are not necessary to obtain an entry-level job but they are significant factors in accelerating advancement to higher-level positions within a career area.

Examples include: Professional in Human Resources (PHR) certification and the CCNA and MCSE credentials in IT.

IMPLICATIONS FOR THE FIELD





IMPLICATIONS FOR **COLLEGE LEADERSHIP** IMPLEMENTING GUIDED PATHWAYS

- Understand how high-enrollment programs are distributed across the Opportunity Framework
- Identify the portion of programs that assume student transfer for long-term success
- Interrogate "stackability". Help students pursue the right credentials at the right stage.
- Integrate insights from LMI use into student advising and on-boarding for students
- If certain jobs are static, can we leverage skills for advancement?

IMPLICATIONS FOR STATES AND POLICYMAKERS

- Incentivize programs that create advancement opportunities and are aligned with local demand
- Prioritize high-quality credentials and build pathways back for students who need to return to college
- Drive partnerships in sectors with advancement outcomes and potential
- Build outcomes data systems
- Respect student choice, but ensure it is informed



IMPLICATIONS FOR STATE AND LOCAL **RESEARCH**

- Review findings across a range of labor markets
- Expand analysis to identify other factors related to advancement
- Identify connections between static jobs and springboard and lifetime jobs with similar skill sets
- Build connections to other data sets
- Replicate the analysis locally, as related to jobs in your economy



WHAT JFF IS DOING

PROMOTING REGIONAL ECONOMIC AND LMI DATA IN GUIDED PATHWAYS IMPLEMENTATION EFFORTS

Professional Development for SSCN Coaching Program

Spring 2021

Strategically Leveraging Labor Market Intelligence: Using LMI to Drive Alignment between College Reforms and Regional Economies PD series

Career Advising for All Students- *Webinar October 29*

Career Navigation in a Changing Economy: Emerging Trends in K-12, College, and the Workforce

Labor Market and Economic Data Technical Assistance-

Ongoing

Integrating Regional Economic Data and Labor Market Intelligence into Institutional Transformation services



JFF ANALYTICS AND TECHNICAL ASSISTANCE SERVICES

LABOR MARKET INTELLIGENCE AT JFF

CONDUCT RESEARCH AND ANALYSIS

Extract key insights from
a broad range of
sources, including both
“traditional” data and
real-time job posting
data



IDENTIFY AND VET KEY TRENDS

Cross-reference findings
with research literature,
qualitative interviews,
and other relevant
sources



BUILD DATA-DRIVEN RECOMMENDATIONS

Identify strategies to
align education and
workforce initiatives with
current and emerging
labor market needs



THANK YOU!

Leveraging LMI to Support Guided Pathways Design

Please continue the conversation – and feel free to reach out to Amy (agirardi@jff.org) with questions or TA requests



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