![The Aspen Institute College Excellence Program logo]

The Workforce Playbook: Understanding the Labor Market and Regional Population

Josh Wyner, Executive Director
The Aspen Institute College Excellence Program

Strategy 1: Advance a Vision

1

Advance a vision
for talent development and
economic mobility

- Define labor market outcomes as a central component of student success

- Understand the state of the regional labor market and population, and how these are changing

- Align offerings to needs of employers and population

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

Defining Strong Outcomes: Context Matters

What is the cost of living in my community?

What is the average wage?

What is the cost of my degree?

Who are my students, and what do they need from a job (financially and otherwise)?

How Have Others Defined Strong Outcomes?

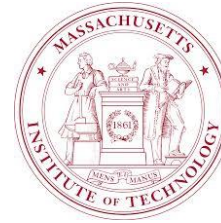**Georgetown Center on Education and the Workforce**

Standard metrics:
$35,000/year for those under 45 years old
and $45,000 for those 45 or over

- Accounts for degree/credential and age/experience
- Straightforward

- Does not account for characteristics of individual regional economies or family size

MIT Living Wage Calculator

Typical expense categories:
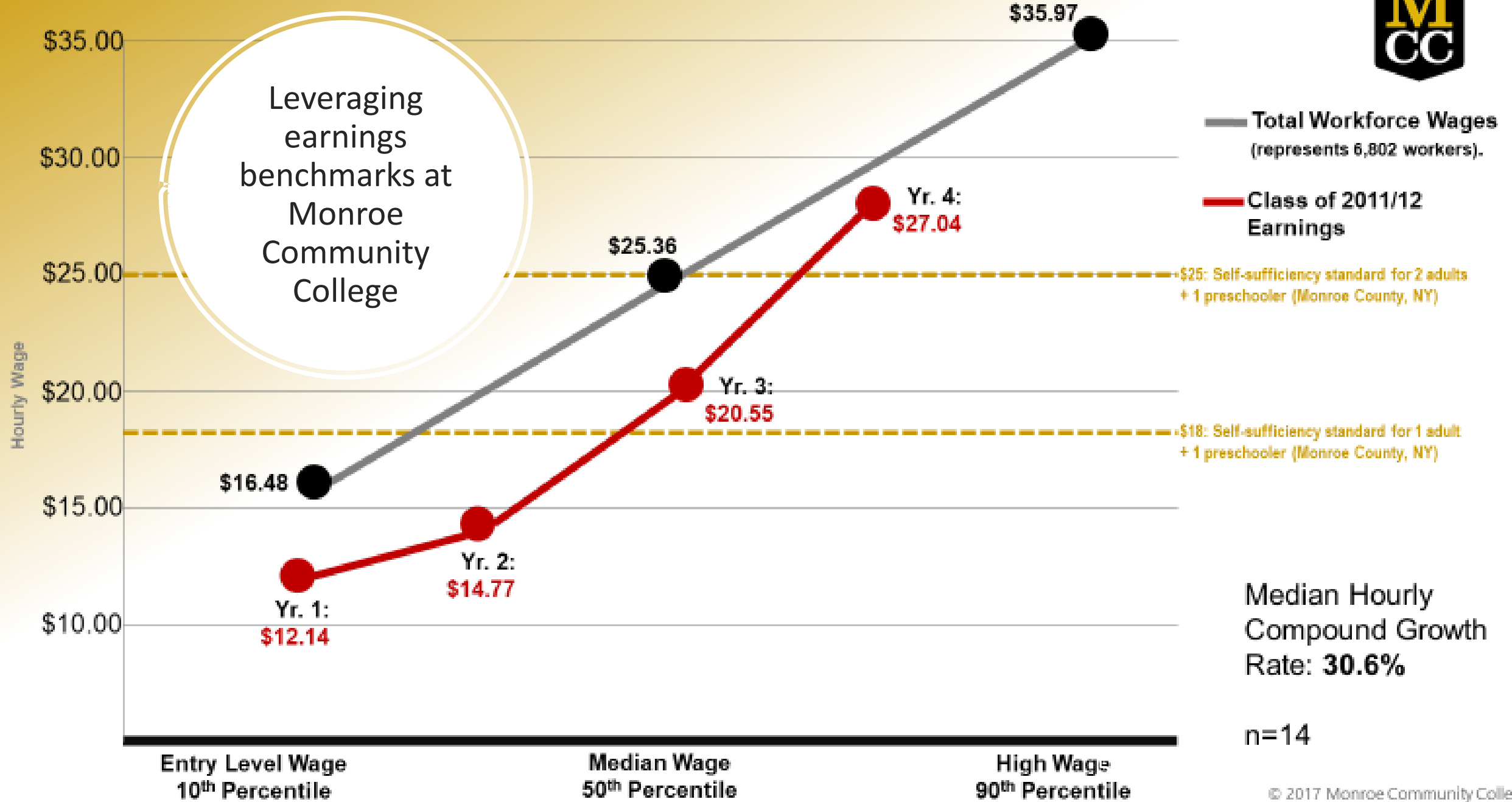Food, child care, medical, housing, transportation, other

- Based on annual regional living costs
- Adjusted for family size

- Relatively low threshold for success based on amount needed to subsist

Mechanical Engineering Technologies

Hourly Wage

Leveraging earnings benchmarks at Monroe Community College

$35.00

$30.00

$25.00

$20.00

$15.00

$10.00

$35.97

$16.48

$25.36

Yr. 4:
$27.04

Yr. 3:
$20.55

Yr. 2:
$14.77

Yr. 1:
$12.14

Total Workforce Wages
(represents 6,802 workers).

Class of 2011/12
Earnings

$25: Self-sufficiency standard for 2 adults
+ 1 preschooler (Monroe County, NY)

$18: Self-sufficiency standard for 1 adult
+ 1 preschooler (Monroe County, NY)

Median Hourly
Compound Growth
Rate: **30.6%**

n=14

Entry Level Wage
10th Percentile

Median Wage
50th Percentile

High Wage
90th Percentile

Strategy 1: Advance a Vision

1

Advance a vision
for talent development and
economic mobility

- Define labor market outcomes as a central component of student success

- **Understand the state of the regional labor market and population, and how these are changing**

- Align offerings to needs of employers and population

Understanding Your Population

Key Research Questions

- What are the demographics of your region? How are they changing?

- What are the economic challenges in your region?

- What is the educational attainment level of your population generally? What disparities exist?

Typical Data Points and Sources

- Racial/ethnic demographics of region, U.S. Census Bureau

- Percent living in poverty and percent working poor, U.S. Census Bureau

- Annual income by educational attainment and race/ethnicity, U.S. Census Bureau

- Educational attainment by race/ethnicity, U.S. Census Bureau

Understanding Your Regional Labor Market

Key Research Questions

- What major industry sectors and/or employers define your economy?

- Is your region's overall economy growing or declining?

- What are the good jobs in your region?

- What skills and education credentials are needed for these jobs?

Typical Data Points and Sources

- Top five industries and employers, U.S. Bureau of Labor Statistics

- Total number of jobs in region over past five years, U.S. Bureau of Labor Statistics

- Occupations that pay a living wage, U.S. Bureau of Labor Statistics

- Typical education requirements, on-the-job training and work experience required, U.S. Bureau of Labor Statistics

Addressing a Changing Economy at Monroe Community College
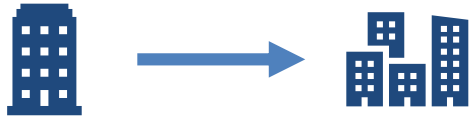
Regional economy moves from reliance on Kodak and Xerox to 97% of companies being small businesses with fewer than 100 employees; many workers laid off

Studied data to determine biggest industry clusters; convened employers by industry to supplement with qualitative input

Monroe VP Todd Oldham convened 11 companies with similar skills needs, expressed that "training 15-20 is more efficient than training 1-2"

Created 120-hour injection molding program based on just-in-time demand; 30 new hires (largely adults) to date; evolved into LadderzUp; now used to recruit other employers to area

Sample Tool: Monroe Community College

Regional program completions vs. estimated annual openings.

This measurement aims to provide a regionally based supply and demand report, comparing the total estimated number of learners completing a relevant middle-skills training or education program within a region, against estimated industry demand for those middle-skills workers that have been included for purposes of this analysis in a specific occupational group or workforce cluster. Additional source information and detailed completion data are available in Data Sources.

❓ ABOUT

Middle-Skill Education Provider		July 2016 - June 2017 Completions	Estimated Annual Job Openings	Estimated Gap (Δ)
Aggregate Middle-Skills Education Providers		1,547	5,624	-4,077**
	Total	1,547*		

Data is estimated, not predictive. Source: Includes associates degrees; awards of at least 1 but less than 2 academic years; awards of less than 1 academic year; and non-credit awards of 1 academic year or less from Integrated Postsecondary Education Data System (IPEDS).
Q3 2019 EMSI Occupation data.

2019 Total Workforce: **46,320**
Aggregate Cluster – Healthcare – Finger Lakes, NY Workers.

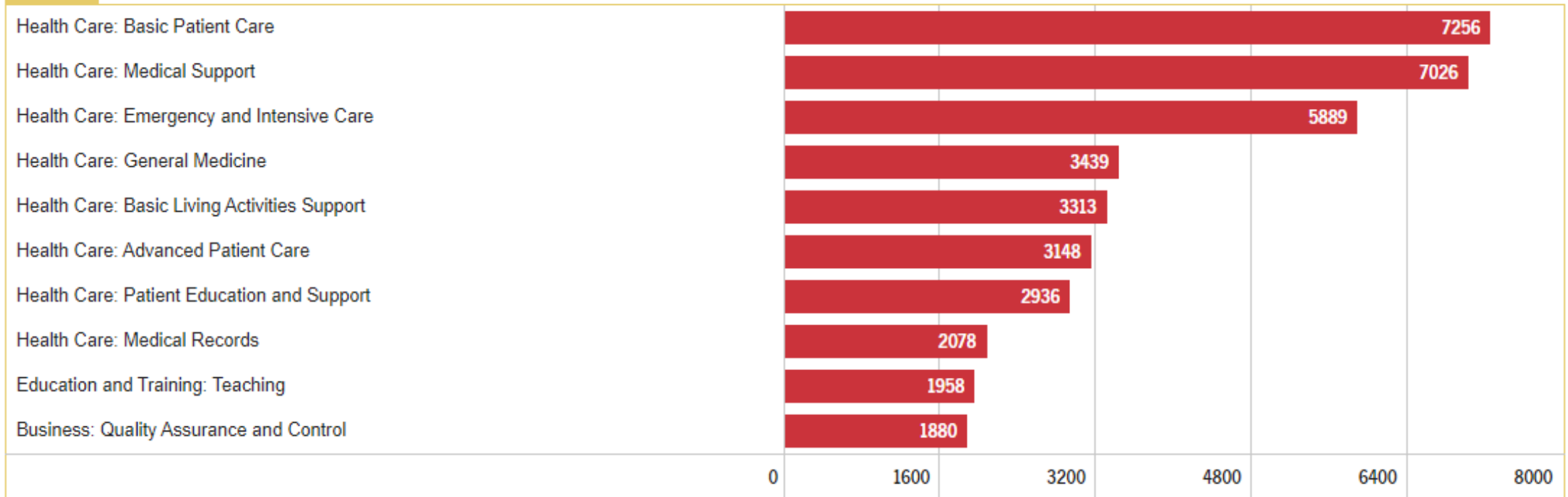10-year aging out projection: **24.5%** are approaching retirement age.

Source: IPEDS and noncredit self-reported data from application education providers.
Q3 2019 EMSI Occupation data.

Sample Tool: Monroe Community College

Top skill clusters.

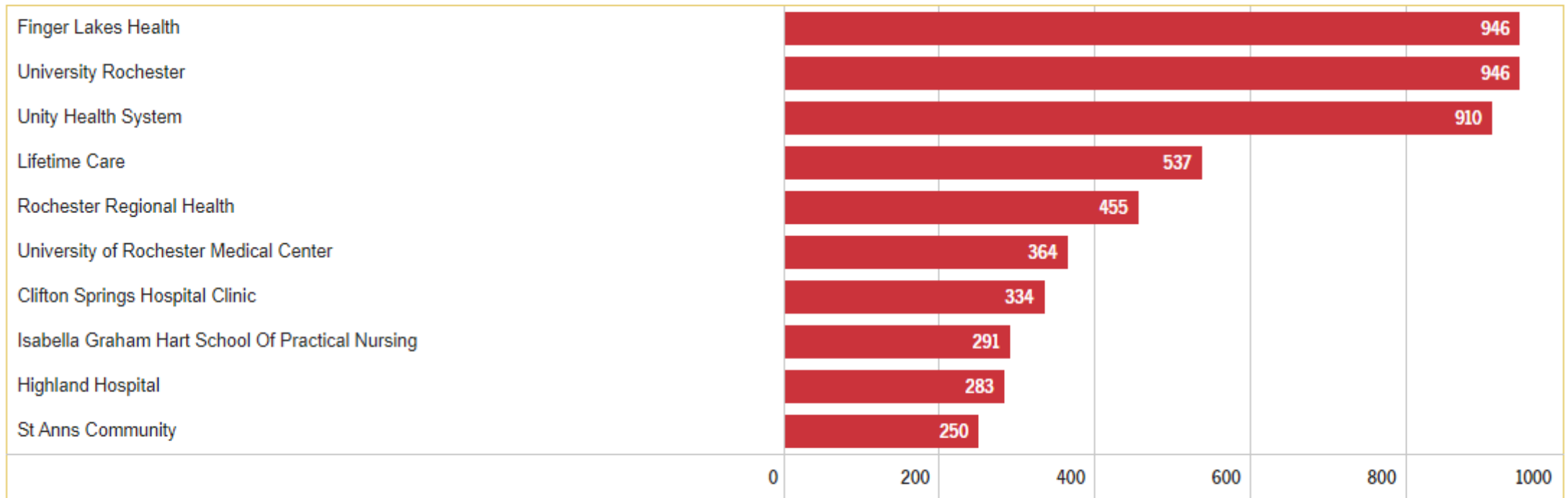Based on online job postings September 1, 2015–July 31, 2018.

? ABOUT

Skill Cluster	Value
Health Care: Basic Patient Care	7256
Health Care: Medical Support	7026
Health Care: Emergency and Intensive Care	5889
Health Care: General Medicine	3439
Health Care: Basic Living Activities Support	3313
Health Care: Advanced Patient Care	3148
Health Care: Patient Education and Support	2936
Health Care: Medical Records	2078
Education and Training: Teaching	1958
Business: Quality Assurance and Control	1880

Axis: 0, 1600, 3200, 4800, 6400, 8000

Data Source: Burning Glass Labor Insight/Jobs.

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

Sample Tool: Monroe Community College

Top employers.

Based on online job postings September 1, 2015–July 31, 2018.

Employer	Postings
Finger Lakes Health	946
University Rochester	946
Unity Health System	910
Lifetime Care	537
Rochester Regional Health	455
University of Rochester Medical Center	364
Clifton Springs Hospital Clinic	334
Isabella Graham Hart School Of Practical Nursing	291
Highland Hospital	283
St Anns Community	250

Data Source: Burning Glass Labor Insight/Jobs.

Strategy 1: Advance a Vision

1

Advance a vision
for talent development and
economic mobility

- Define labor market outcomes as a central component of student success

- Understand the state of the regional labor market and population, and how these are changing

- **Align offerings to needs of employers and population**

Align offerings to needs of employers and population

- Align program + economic needs
  - Supply and demand
  - Changes over time
  - Earnings and cost of living

Align offerings to needs of employers and population

- Align program + economic needs
  - Supply and demand
  - Changes over time
  - Earnings and cost of living
- Assess who's being left out
  - Changing demographics
 - Enrollment by population
  - Enrollment in high-value programs

Align offerings to needs of employers and population

- Align program + economic needs
  - Supply and demand
  - Changes over time
  - Earnings and cost of living
- Assess who's being left out
  - Changing demographics
  - Enrollment by population
  - Enrollment in high-value programs
- When jobs are scarce, innovate
  - Rethink service area
  - New/revamped programs
  - Build for future opportunities

Thank You!
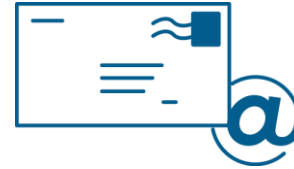
Josh.Wyner@aspeninstitute.org

highered.aspeninstitute.org

Twitter: @aspenhighered

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM