

JFF

LEVERAGING LABOR MARKET INTELLIGENCE IN SUPPORT OF GUIDED PATHWAYS DESIGN

SSLI Data Workshop, July 29, 2020

PRESENTED BY

Amy Girardi, Senior Program Manager, JFF

Sara Lamback, Associate Director, JFF

AGENDA

1. Welcome and Opening
2. LMI overview and framing
3. Leveraging the Opportunity Framework to support guided pathways
4. Implications and group chat
5. JFF's approach to LMI services

Building a
future
That Works.

DISCUSS

In the chat, take a moment to:

- Introduce yourself
- Share how your college/system is currently using LMI
- How would you describe your use of LMI – is it ad hoc? systematic? integrated across programs and department?
- What questions do you have about LMI- both in research methods and in analysis and use in your current efforts?

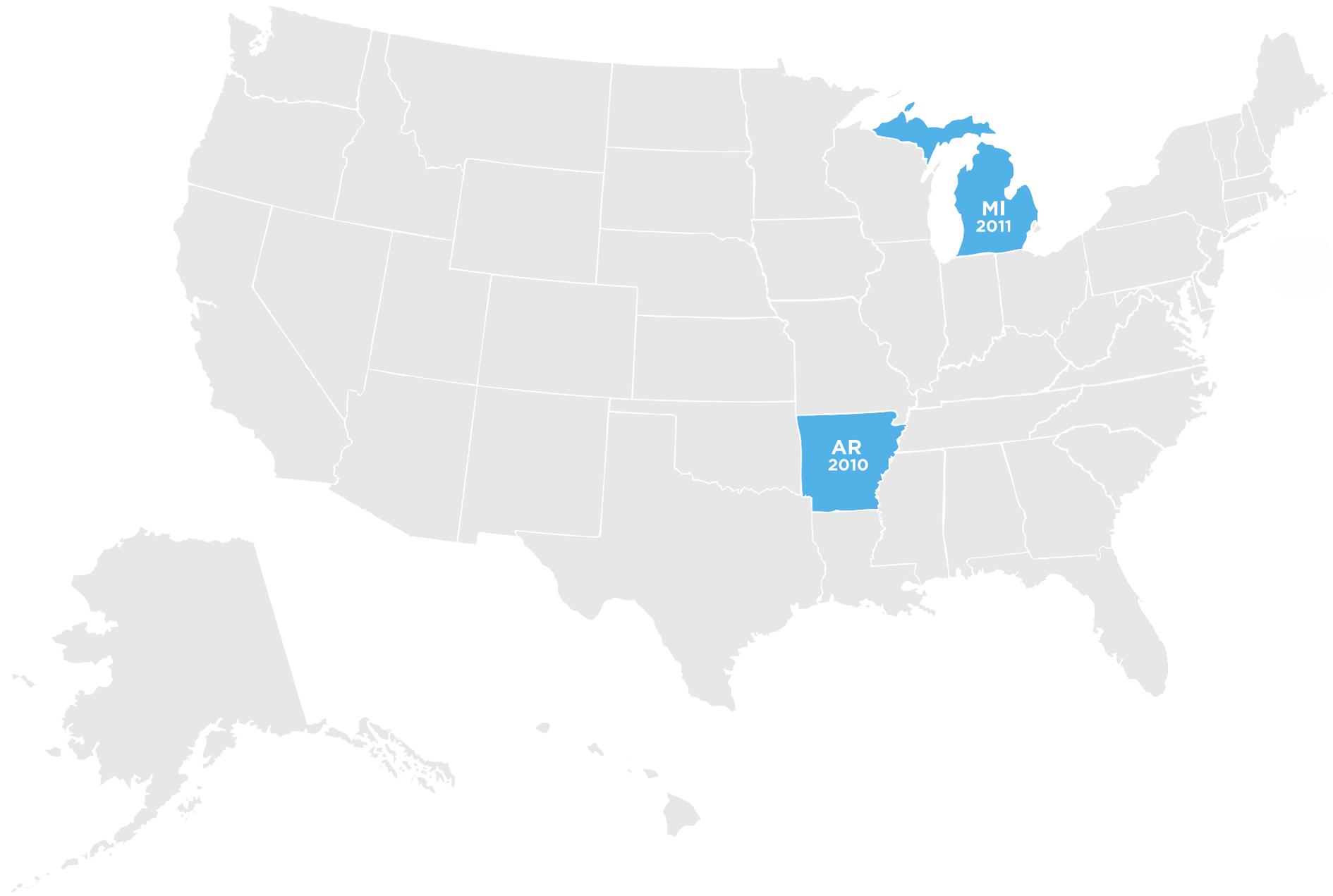


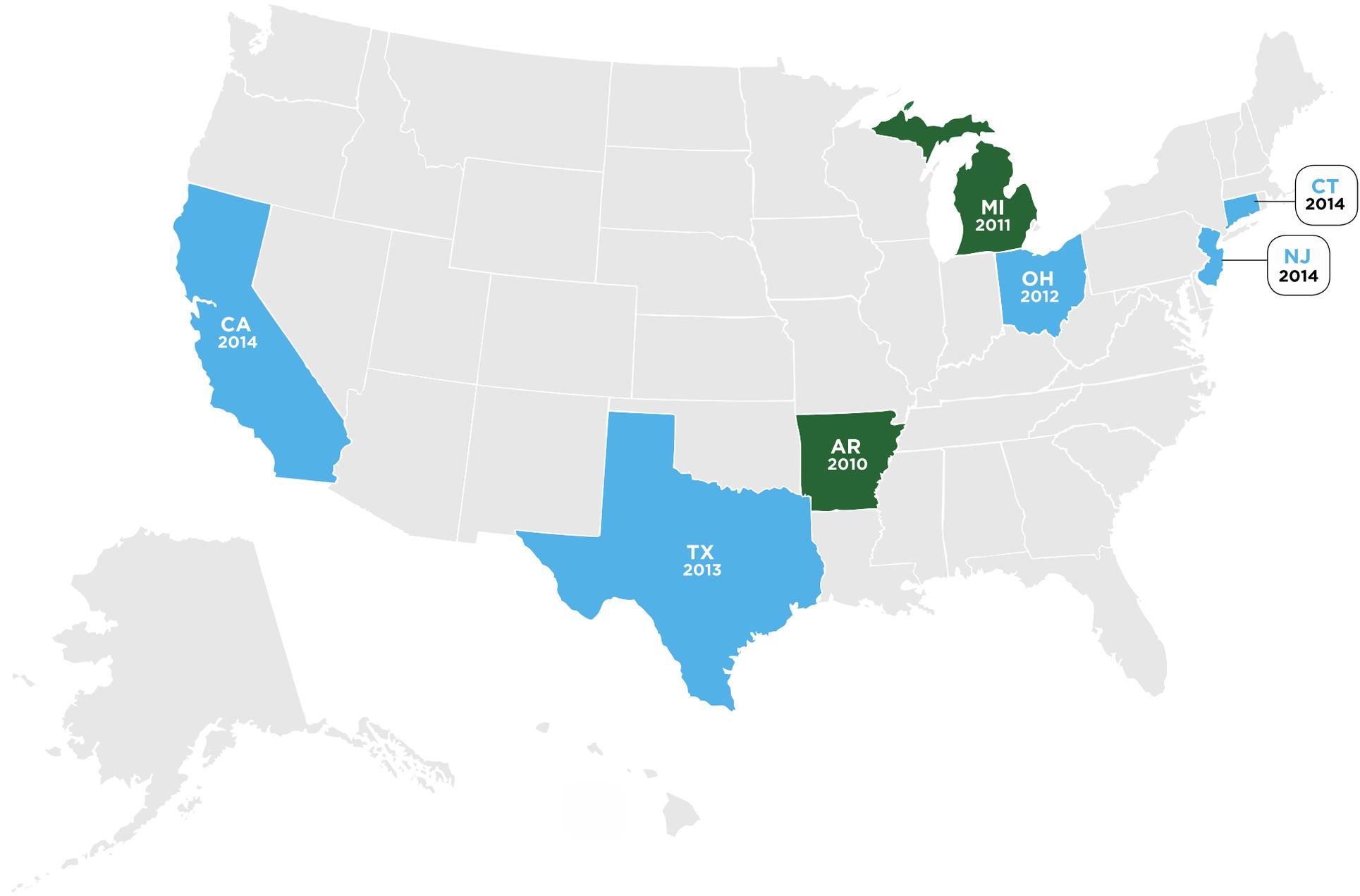
ALL YOU NEED TO KNOW
ABOUT JFF

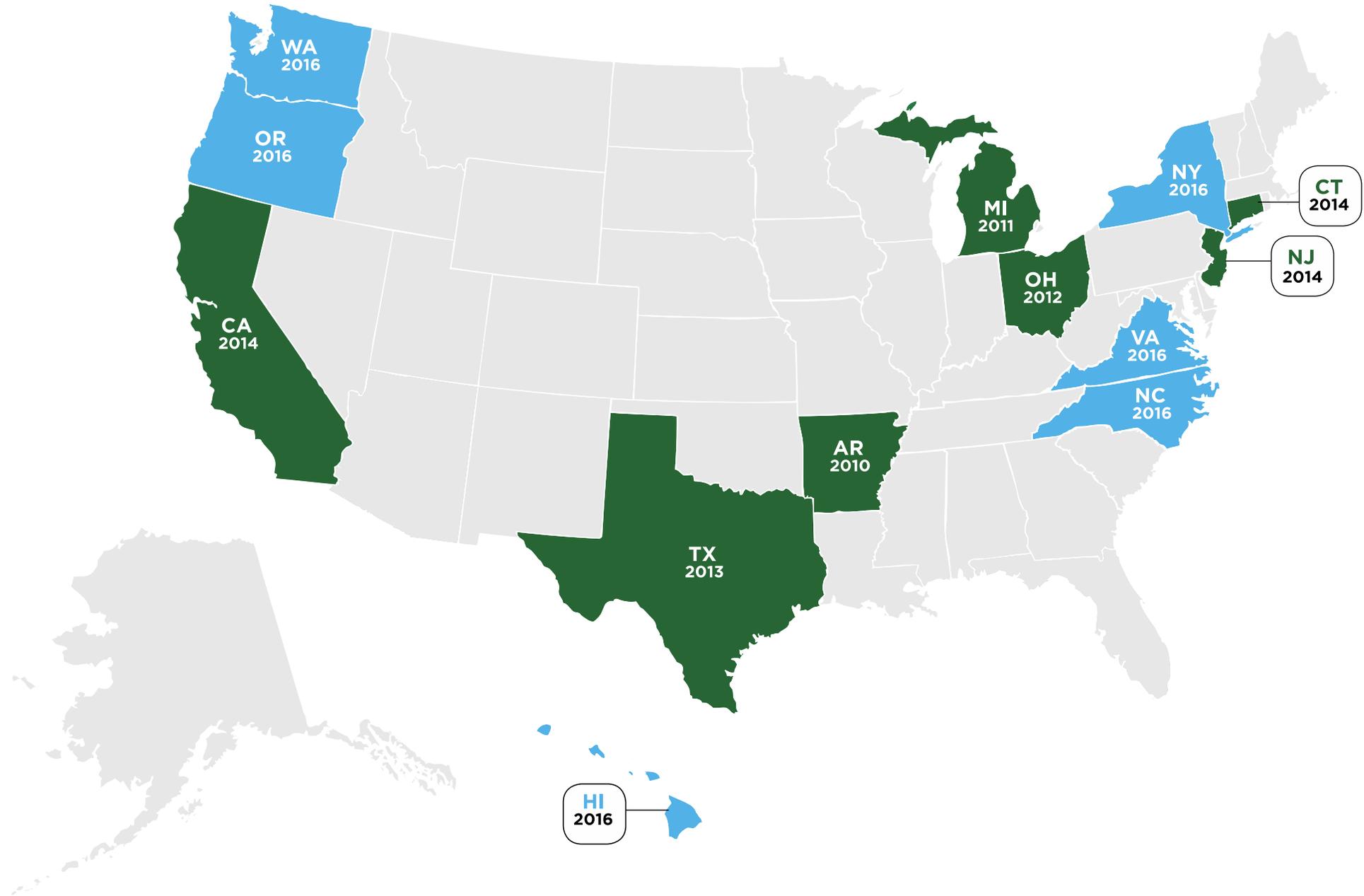
The American labor market is broken. Our rapidly changing economy demands skilled and adaptable workers, but many people lack the education and training employers require. JFF is transforming the workforce and education systems to accelerate economic advancement for all.

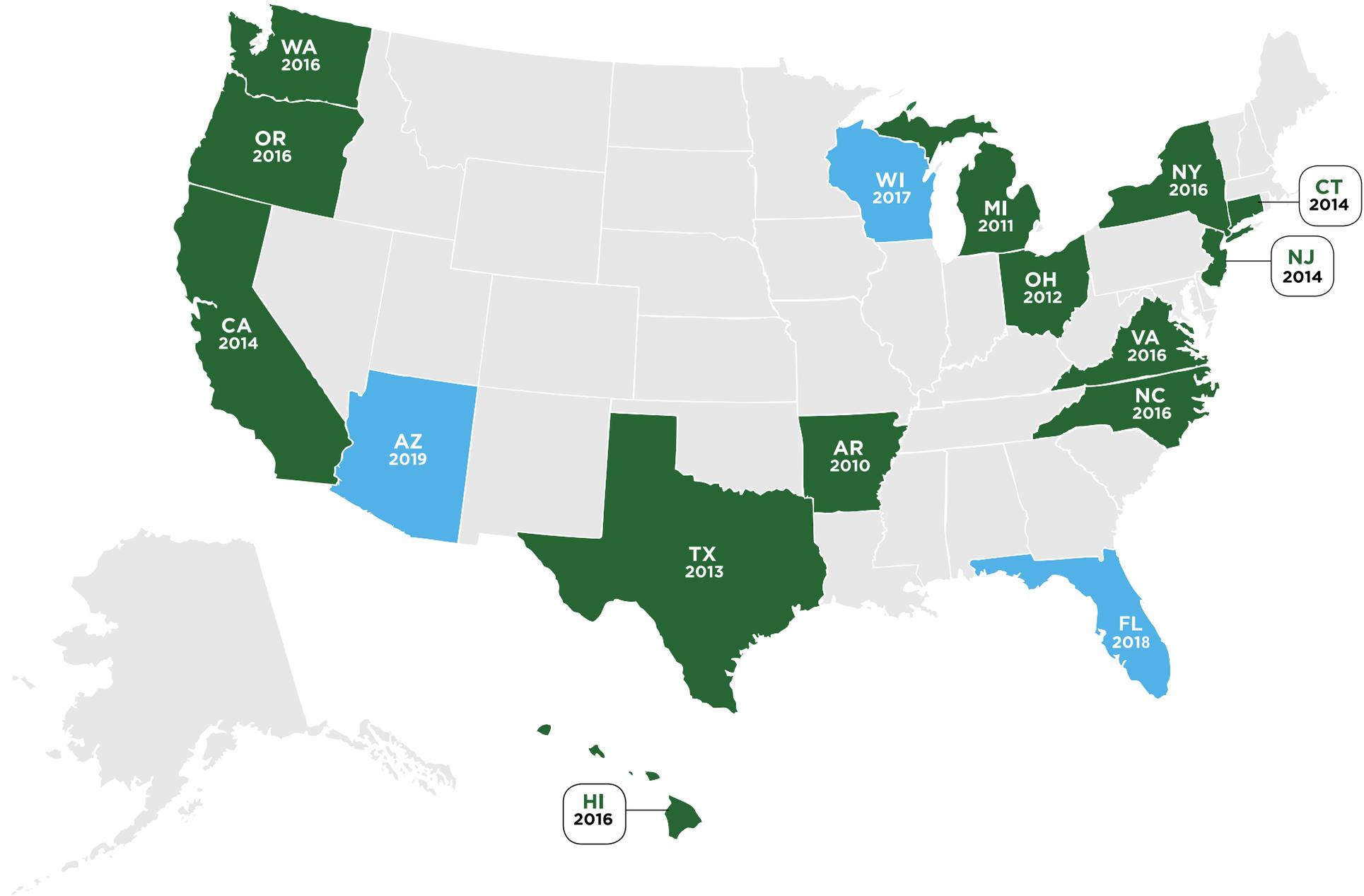
JFF designs innovative solutions, scales proven programs, and influences industry action and policymaking to drive the most transformative impact.

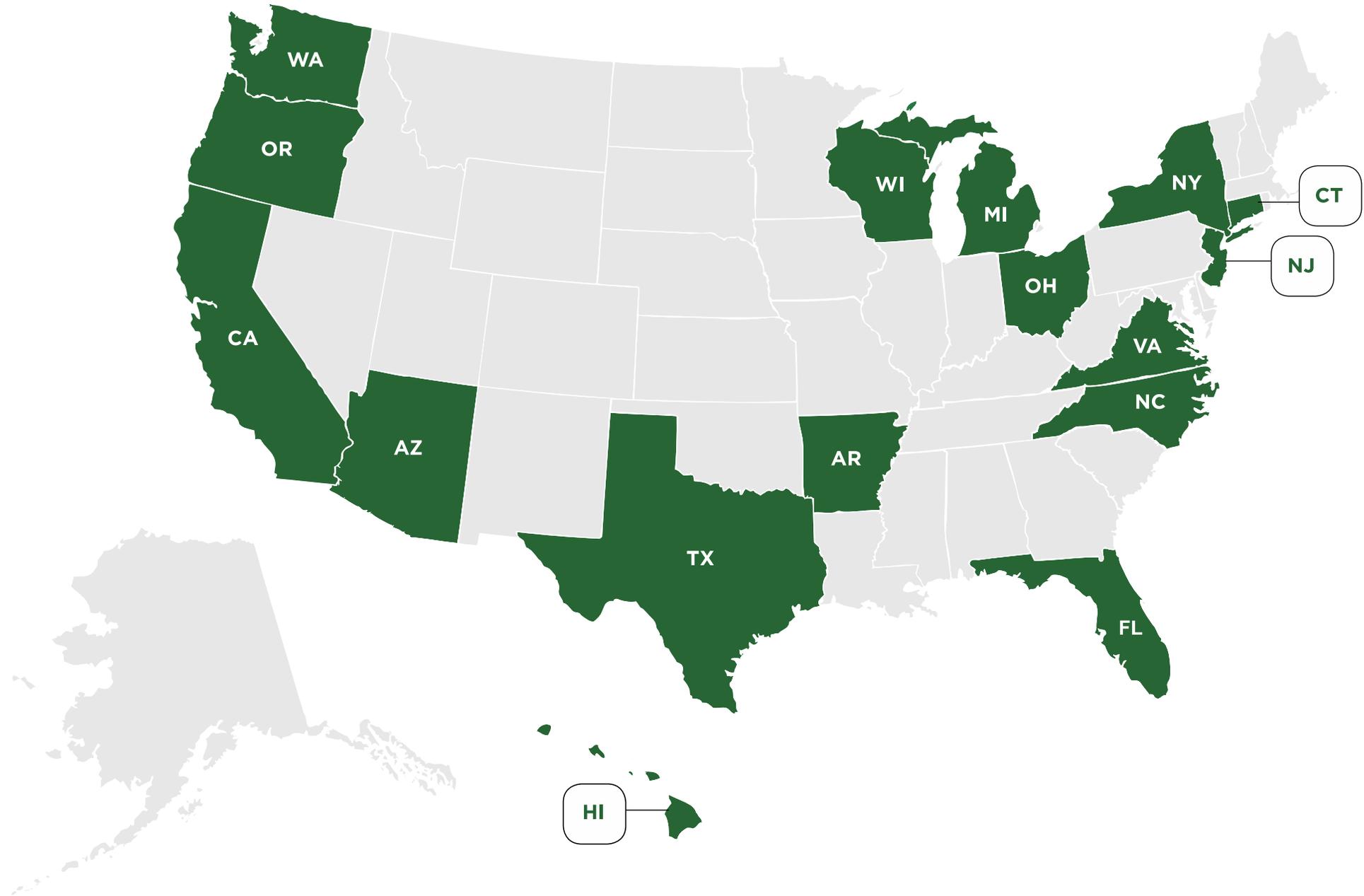














The Student Success Center Network is
dedicated to **comprehensive** college **reform**
to dramatically and **equitably increase**
postsecondary **credentials**
with **value in the labor market**



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



WHY LMI MATTERS NOW

- Shifts in employer demand as states proceed with staged reopening.
 - OH experienced a 26 percent decrease in job posting activity since the pandemic.
- Dislocated workers are seeking opportunities to transition
 - Manufacturing, the state's third-largest sector has accounted for at least half of claimants since April.
- The large-scale transition to remote work and public health challenge require new skills and competencies
 - Customer service appears in nearly 20 percent of OH postings in the last 90 days; scheduling and sales are also high demand

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, and vet them with area employers

THE CHALLENGE

CONCEPTUAL MODELS OF CAREER PROGRESSIONS



THE CHALLENGE

WHAT IF THE REALITY IS DIFFERENT?





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.

AUTHORS

Sara Lemback
Associate Director
JFF

Carol Genwin
Senior Writer/Editor
JFF

Dan Restuccia
Chief Product and Analytics Officer
Burning Glass Technologies

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.

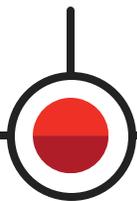


JESSICA FINDS A
**LIFETIME JOB IN
*HEALTH CARE***



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

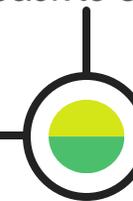
Jessica has been at the hospital for three years. She gets a small raise each year.



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



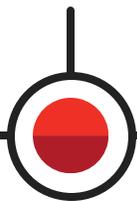
ZACH LANDS A

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



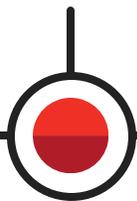
Nicole

NICOLE FINDS A
SPRINGBOARD JOB IN
IT



Computer Support Specialist

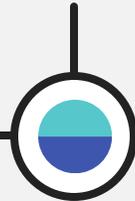
Nicole earns her A+ Certification in high school and is able to get a computer support specialist job after graduating.



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

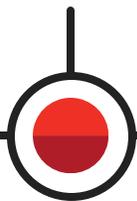
Anthony has a high school vocational certificate and finds a job as a machine operator at a heavy equipment manufacturer.

Machine Operator

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

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.



First Job



Moving Up?



Five Years Later

THE ROLE OF CREDENTIALS

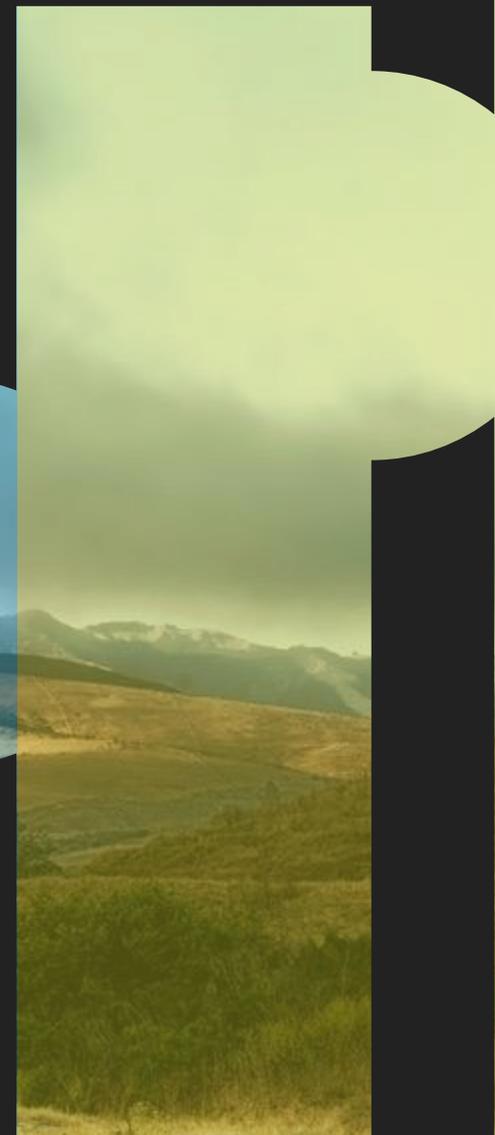
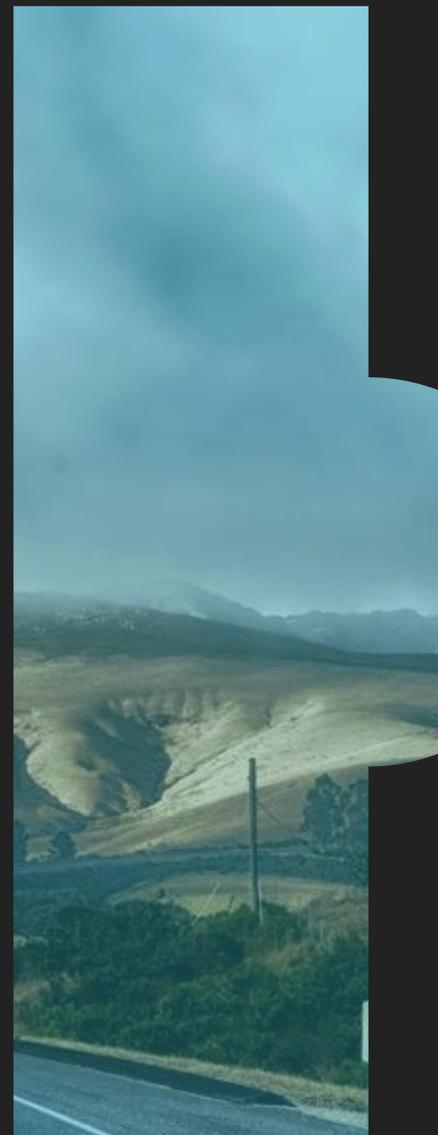
Door-opening Credentials are necessary to demonstrate that a jobseeker has the skills required for an entry-level position but offer little aid to advancement.

Examples include: the American Welding Society's AWS and the CompTIAA+ 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, and orient advisors to LMI profiles
- 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



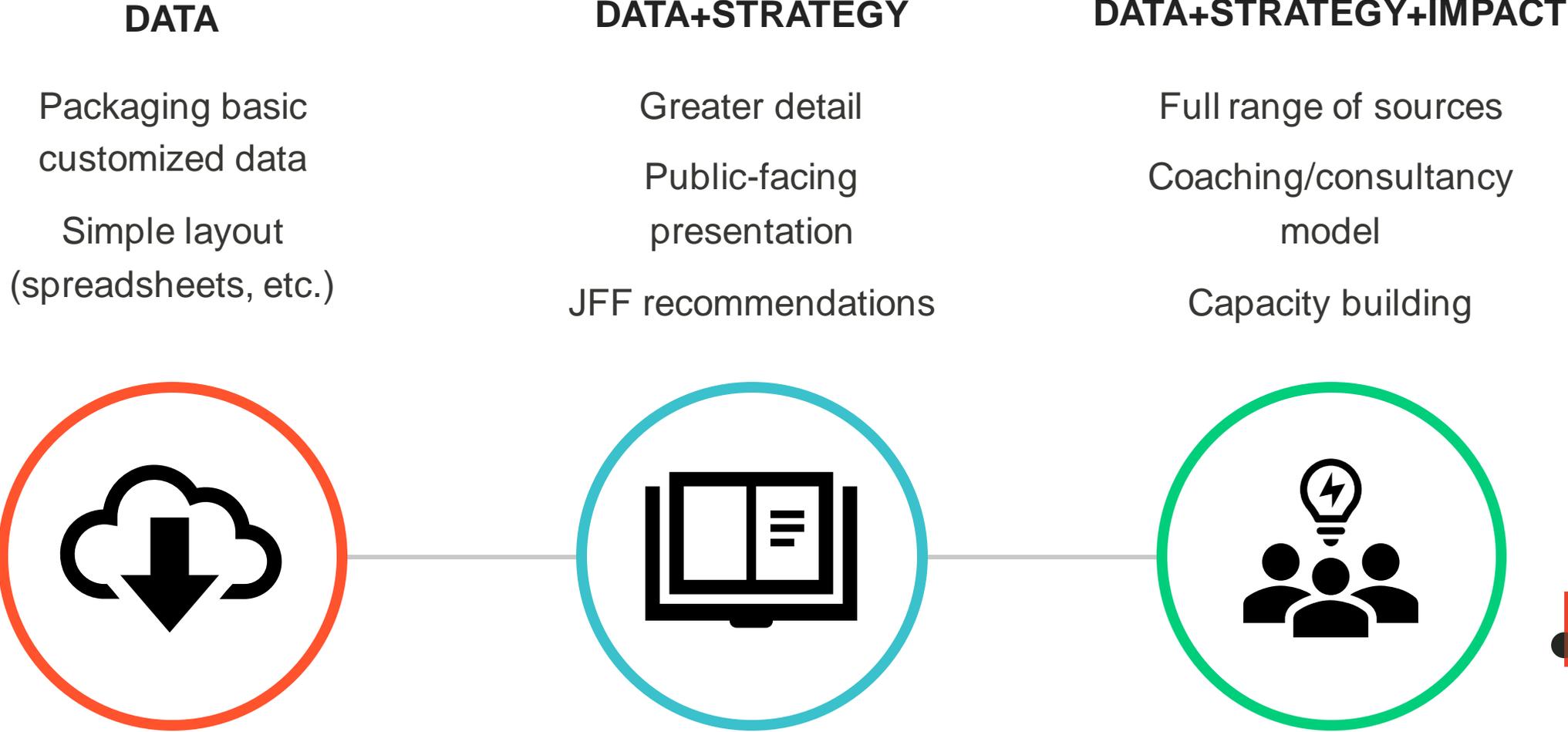
IMPLICATIONS FOR STATE AND LOCAL RESEARCH

- 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



SUPPORTING LABOR MARKET INSIGHTS
JFF TA AND SUPPORT

JFF's labor market analysis team can provide a range of LMI services to support Guided Pathways efforts, including:



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



AMY GIRARDI

Senior Program Manager



SARA LAMBACK

Associate Director

