

ITASCA *project*

Workforce Alignment Team

Minnesota Workforce Council Association

Summer Meeting

August 8, 2013

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- 1 Introduce the Itasca Workforce Alignment effort
- 2 Share what you and your peers have helped us learn
- 3 Gather feedback regarding the upcoming pilots
- 4 Discuss next steps & how you can stay involved

Over the last few years, there has been a lot said about the “skills gap”



“By 2018, 70% of Minnesota jobs will require post-secondary education”¹



“By 2020 there will be a global shortfall of 85 million high- and middle-skilled workers”²



Other countries are “surpassing the U.S. in post-secondary educational attainment among 25-34 year olds by up to 40%”³




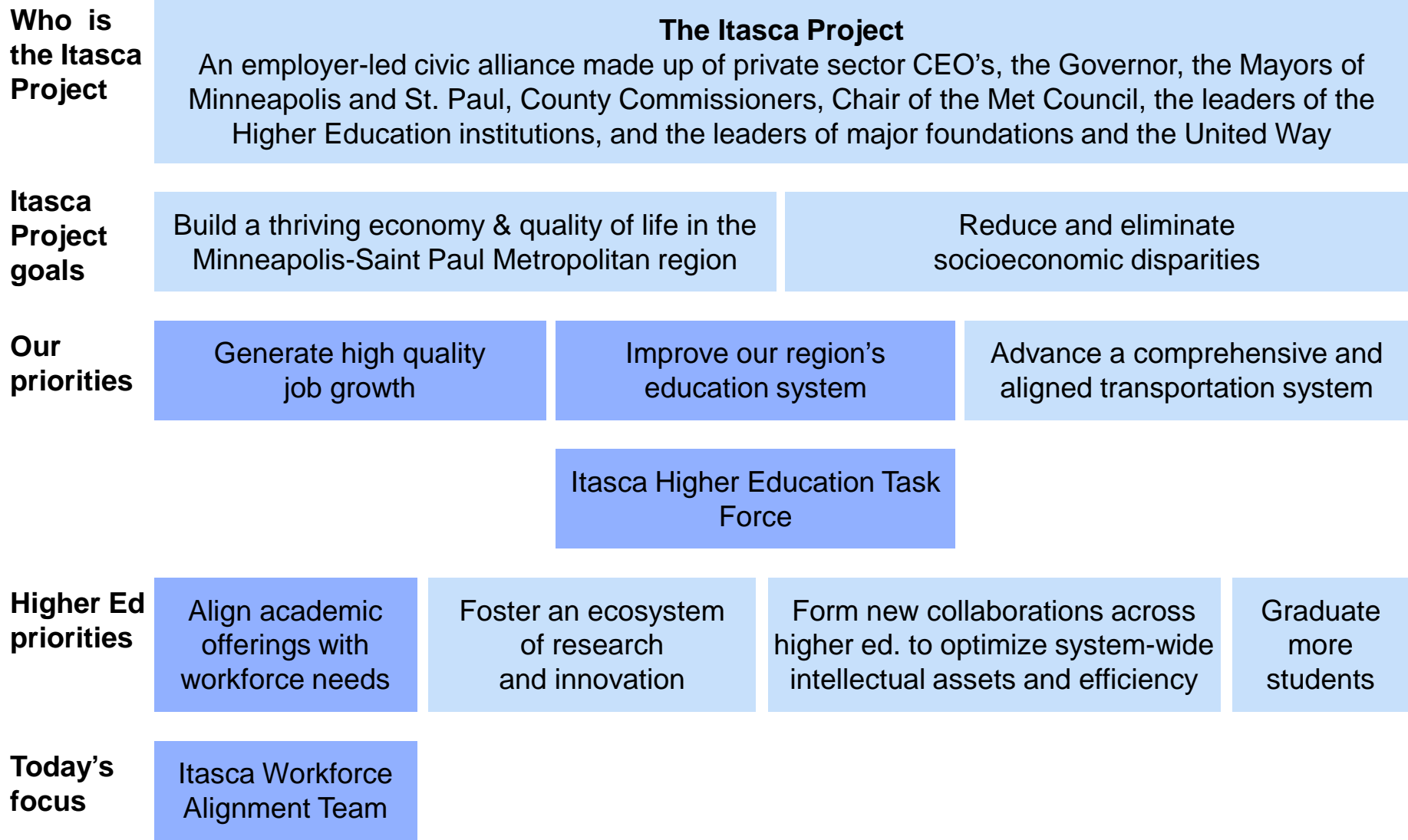
“Almost 40% of employers say a lack of skills is the main reason for entry-level vacancies”⁴



“Only half of youth believe that their post-secondary studies improved their employment opportunities”⁴

In 2012, the Itasca Project launched a Higher Education Task Force to investigate this issue and several others

 = Today's focus



The Workforce Alignment Team is made of leaders from the employer, higher education, foundation, government, & nonprofit sectors



Minnesota
STATE COLLEGES
& UNIVERSITIES



MINNESOTA
CHAMBER of
COMMERCE



Minnesota
Hospital
Association



Greater Twin Cities
United Way

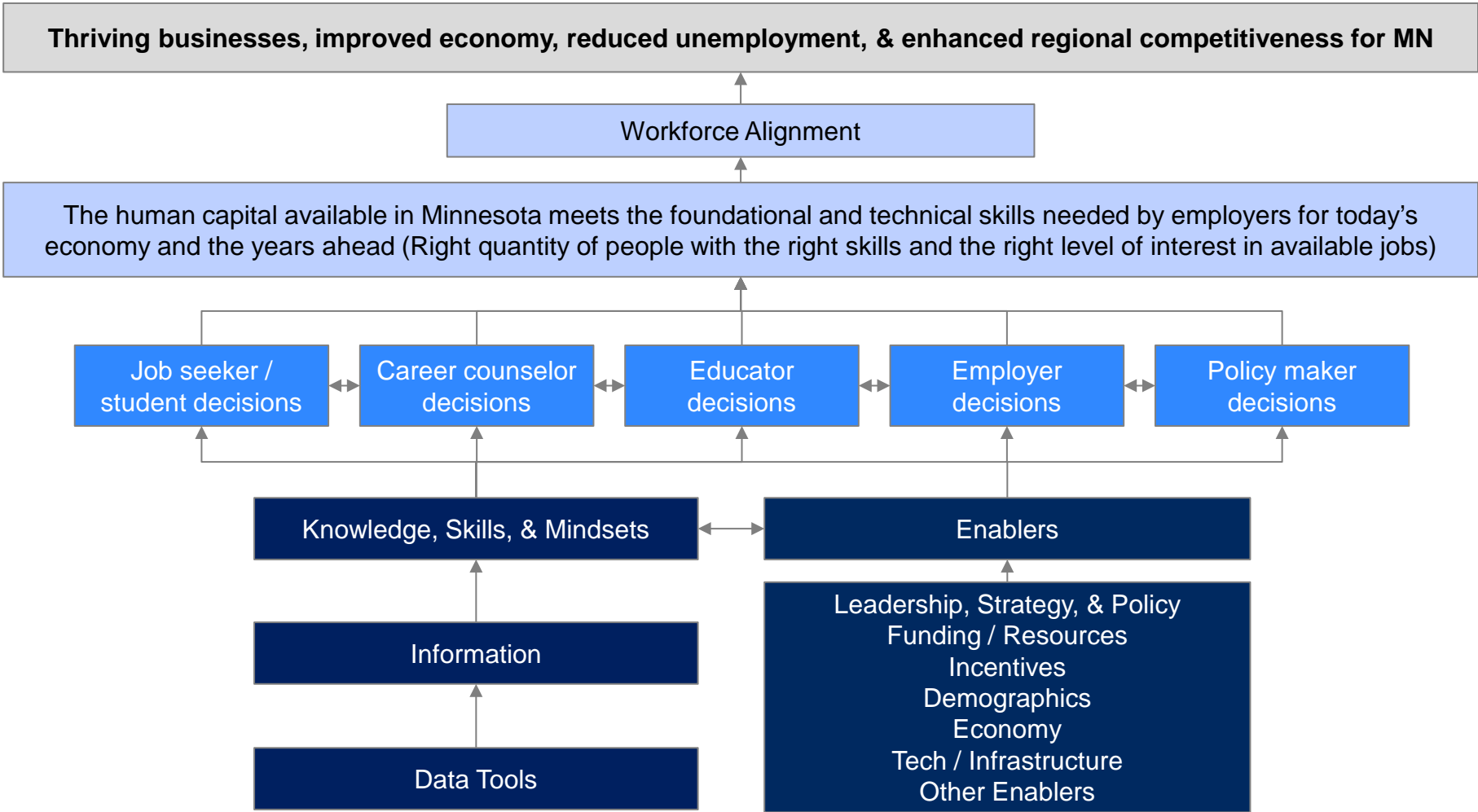


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	Name	Role	Organization
Chairs	Steve Rosenstone	Chancellor	Minnesota State Colleges and Universities
	Scott Peterson	Exec. VP & Chief HR Officer	Schwan's
Education	Deb Belfry	Career Development Director	Bloomington Public Schools
	Michelle Chevalier	Director Graduate Business Career Center	University of Minnesota
	Jeanne Herrmann	COO	Globe University
	Mary Nichols	Dean, College of Continuing Ed	University of Minnesota
	Paul Pribbenow	President	Augsburg College
	Mary Rothchild	Director for Strategic Partnerships & Workforce Development	Minnesota State Colleges and Universities
Business	Collin Barr	President	Ryan Companies
	Bill Blazar	Sr. VP, Business Development & Public Affairs	Minnesota Chamber of Commerce
	Susan Bies	Vice President, Human Resources	Cargill
	Coralea Cline	VP, Human Resources	Pentair
	Lynn Plaschko	HR Director, HR Solutions Development and Shared Services	General Mills
	Kathy Schmidlkofer	Chief Operating Officer	Greater MSP
	Traci Tapani	Co-President	Wyoming Machine
	Kevin Wald	CEO	SpecSys
	Amy Walstien	Director, Education & Workforce Development Policy	Minnesota Chamber of Commerce
Judy Werthauser	VP, Human Resources	Target	
Government & Community	Cynthia Bauerly	Deputy of Workforce Development	DEED
	Andrea Ferstan	Director of Income Strategies	Greater Twin Cities United Way
	Frank Forsberg	VP, Community Impact	Greater Twin Cities United Way
	Kathy Gaalswyk	President	Initiative Foundation
	Ann Gibson	VP, Federal Relations and Workforce	Minnesota Hospital Association
	Deb Serum	Supervisor, Analysis & Evaluation Office	DEED
	Robin Sternberg	Director, Job Creation Initiative	DEED
	Inez Wildwood	Chair	GWDC

Our original hypothesis was that easier access to high quality information would lead to more informed decisions... which will lead to improved workforce alignment & economic competitiveness

NOT EXHAUSTIVE



Over the last few months, we've been moving through the first three steps of a five step process to test this hypothesis

 = Phase 1 Focus



Over 500 stakeholders have been involved in this effort so far

- 90+ Employers
- 155+ Academic Leaders
- 34+ Workforce Developers
- 225+ Career Counselors
- 20+ Foundations
- 60+ Government & Others

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Quick table exercise: Absorbing 5 months worth of info in 5 minutes

Thanks to everyone in this room, this approach has provided some valuable insights about workforce alignment stakeholders... NOT EXHAUSTIVE

Academic leaders...

...must balance employer demand, student demand, & financial resources when making programming decisions
...rely on employer relationships to understand demand, but recognize that their process of working with employers could improve
...don't have a very reliable, consistent approach to assessing student demand beyond one-off surveys or reviewing waitlists
...find LMI data useful, but many use it to "check the box" on funding applications vs. mining it for insight
...say that limited funding, slow processes, inflexible contracts, & lack of employer engagement limit their ability to react quickly
...want more data on current and forecasted skill & occupational shortages along with feedback on course-to-occupation alignment

Workforce developers...

...are very connected to employers and value personal employer feedback more than data when it comes to identifying shortages
...are extremely comfortable using LMI data, but still wish it was more current
...are well connected to their peers and find ways to learn from each other
...want the same kinds of data and reports as academic leaders
...would value more data on placement rates and wage rates by degree and by school so they can give good guidance to clients

Career counselors...

...find 1 on 1 coaching, employer info interviews, skill assessments, & job shadowing the best ways to help students choose careers
...want more data on recent graduates (What jobs they take, how much they make, what skills they wish they had, etc.)
...believe that coordinating more internships & requiring a career planning course would have largest impact on placement rates
...are not typically very well connected to the employer community (Applies to academic counselors only)
...have to support more students per counselor than almost every other state in the nation (Applies to academic counselors only)

Students & Job seekers...

...choose careers based on their interests, expected wages, and feedback from friends, parents, & career counselors
...typically wait too long to starting looking for a job and underestimate the amount of work involved
...have trouble finding jobs due to poor networking skills, lack of experience, procrastination, & an unwillingness to relocate

Employers...

...usually don't forecast their talent needs more than 12 months in advance for non-executive positions (There are some exceptions)
...seem to be able to find the fresh college grads they need. They have more trouble with experienced or highly technical hires
...want help targeting the schools or workforce centers (1) with the most quality candidates & (2) that are willing to work w/ employers
...are regularly asked for feedback and guidance and would love a way to scale their feedback across the state

Government agencies...

...need to build their data tools to serve all the needs of every possible user, thus they rarely perfectly meet the needs of any user
...would be able to dramatically increase workforce insight if they could add a few questions to LMI data & the MN student survey
...are extremely focused on finding ways to link education and employment data to identify which pathways lead to what outcomes
...would value more insight regarding the self employed and on where people go when they leave the State

Foundations...

...want more data on current and forecasted skill & occupation shortages so they can make the most impactful investments
...would value any additional data that would help them understand what workforce development interventions are working

Source: Itasca workforce alignment team - Confidential and preliminary – not for distribution

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Our request

Step 1:

- Take 2 to 3 minutes to read the 1 page handout at your tables
- Mark the insights that you have questions about or that you think should be highlighted

Step 2:

- Discuss the findings briefly with the person next to you

Step 3:

- Share your thoughts and questions with the group

Thanks to everyone in this room, this approach has provided some valuable insights about workforce alignment stakeholders...

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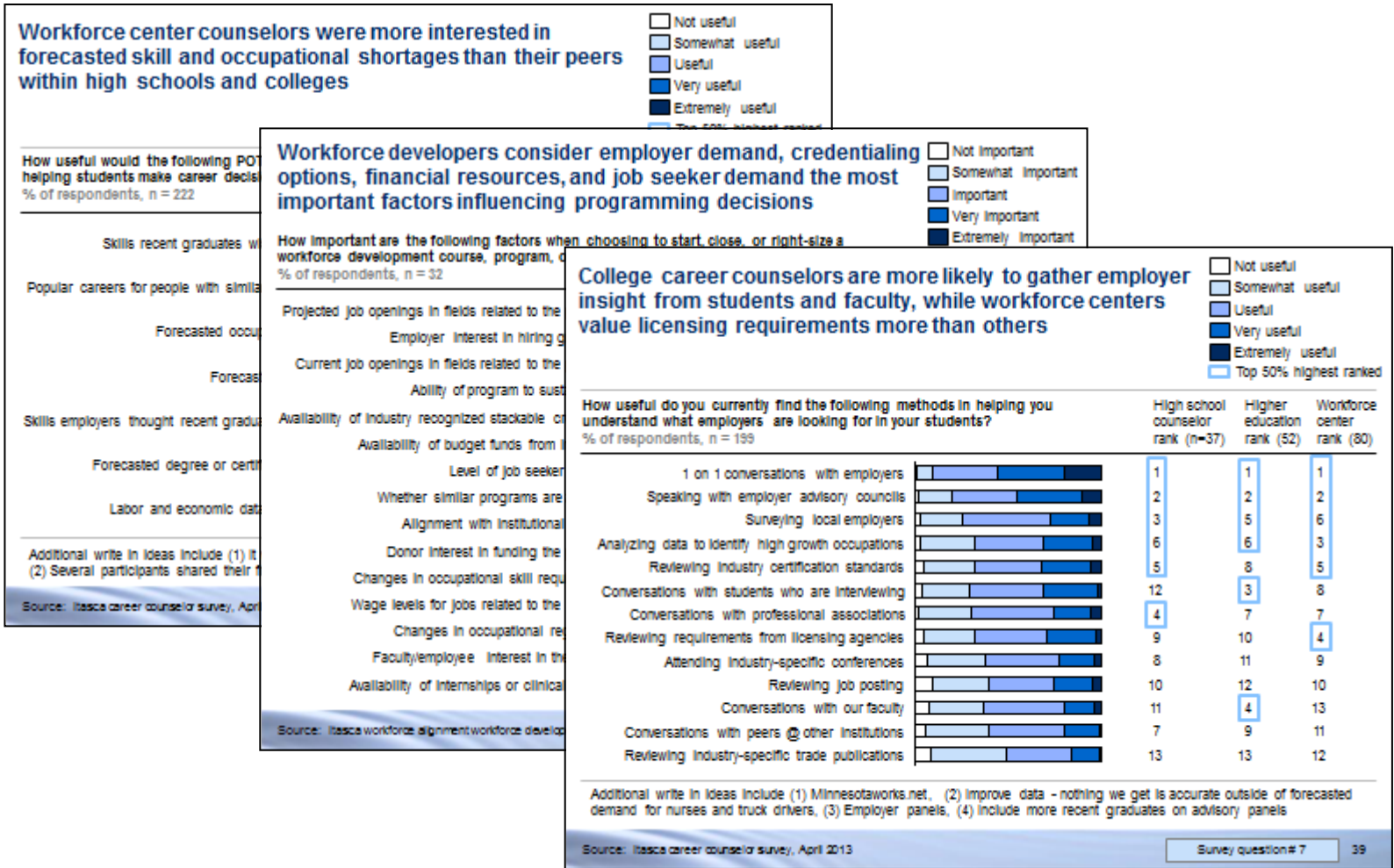
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For those of you interested in the specific insights from the career counselor and workforce developer surveys, we have included complete copies of the results in your appendix

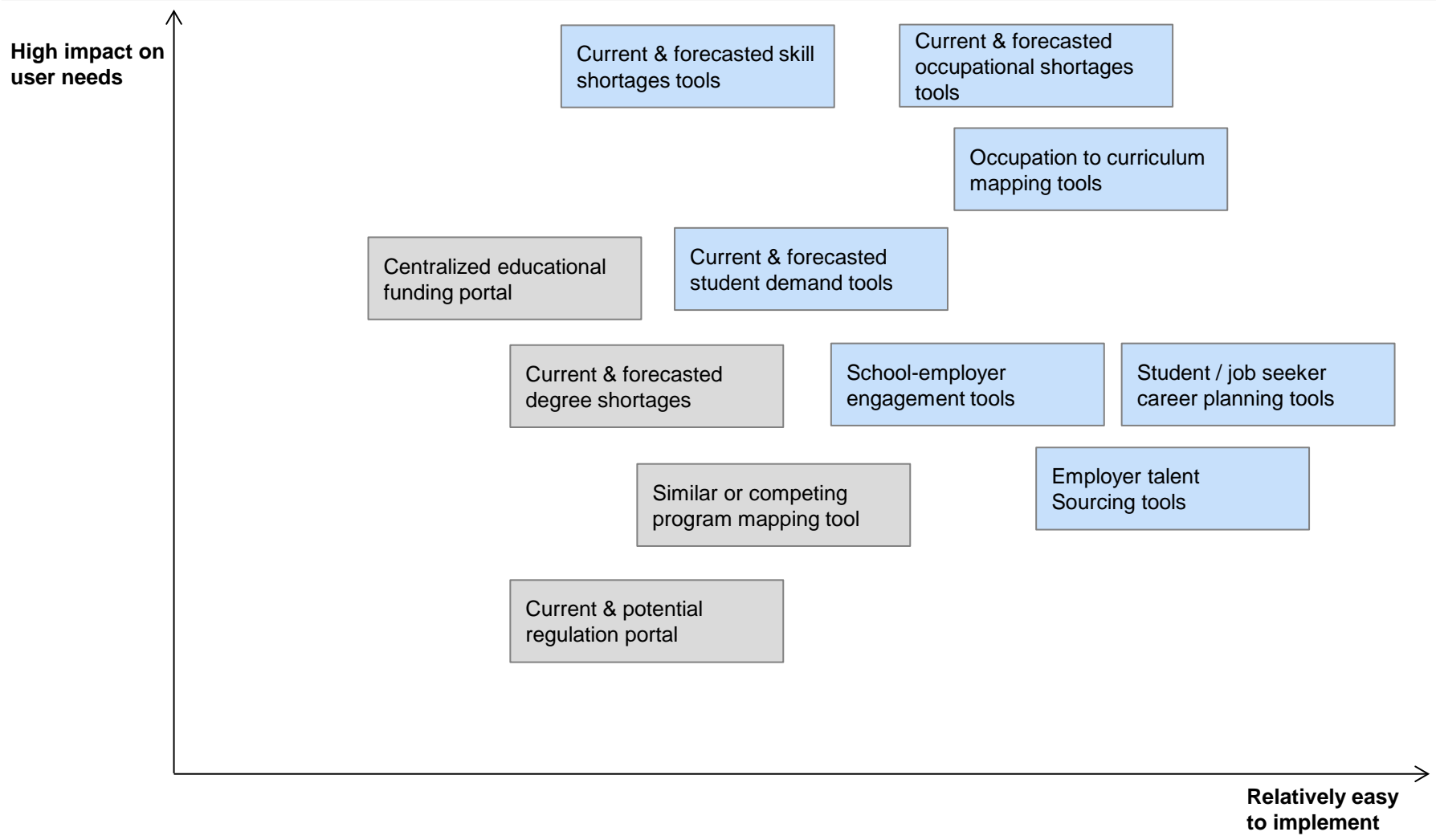


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- 1 Introduce the Itasca Workforce Alignment effort
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In phase 1, we used what we learned about stakeholders & available data sources to identify 7 groups of tools that could address the most critical workforce stakeholder needs

Light blue box = Proposed as part of pilot
Grey box = On hold for now



The 7 groups tools are designed to create a more talented, satisfied and productive workforce for the state of Minnesota

Proposed tool	Benefits
Current and forecasted occupations tools	<ul style="list-style-type: none"> Improved ability of colleges and universities to supply talent to employers Greater student understanding of future jobs
Current and forecasted skill need tools	<ul style="list-style-type: none"> Ability for schools to design forward-looking curriculum to meet skills demand
Current & forecasted student demand tools	<ul style="list-style-type: none"> Courses available to meet student demand Faster student path through higher education Reduced risk associated with launching new courses
Occupation to curriculum mapping tools	<ul style="list-style-type: none"> Academic offerings aligned to workplace skills Increased educational ROI
School-employer engagement tools	<ul style="list-style-type: none"> Increased impact from employer advisory councils Higher likelihood of graduates finding local employment
Employer talent sourcing tools	<ul style="list-style-type: none"> More effective hiring process; lower vacancy rates More impactful partnerships between employers and source schools on curriculum, recruiting, etc.
Student / job seeker career planning tools	<ul style="list-style-type: none"> Better ability to match student interest to in-demand jobs Higher placement rates, retention, job satisfaction

Effectively deploying these tools will lead to

- More **students on track** to educational paths that lead to jobs in high demand
- More **efficient deployment of higher education resources**
- Reduction in skills gap**
- Faster response time** to changes in labor market skill needs and demand
- Enhanced business growth**
- Facilitated **recruitment of new businesses** to Minnesota
- The most **effective human capital pipeline** from higher education to employment in the country

We are preparing to launch a variety of pilots to determine which tools and approaches most effectively meet stakeholder needs

Why are we launching pilots?

- **To determine where “off the shelf” solutions can do a “good enough” job** meeting user needs & where Minnesota should consider building something new
- **To co-create prototype solutions** where no existing data tools exist (Tool for forecasting student demand for new courses, etc.)
- **To build momentum** & gather case studies to support potential larger roll out



What will the pilots teach us?













- Whether we are targeting the right user needs
- Which tools are ready to scale
- Which tools need to be improved before scaling
- Which tools need to be scrapped and reinvented
- What the design should look like for new tools
- What level of training & support is required for each tool
- What limits stakeholder ability improve workforce alignment decisions and what we can all do about it

What kind of tools will be piloted?

- The best tools we can find to meet identified user needs
- Tools that appear to be relatively new to the Minnesota market (Wanted Analytics, etc.) or tools that are potentially under-utilized (ISEEK, etc.)

By focusing on unique stakeholder needs, we can test all these groups of tools within three types of pilots

 Primary focus of the pilot
 Secondary focus of the pilot

Proposed tool	Potential intervention	Academic planner pilot	Employer & educator partnering pilot	Career Counselor & Workforce Developer pilot
Current & forecasted occupational shortages tool	<ul style="list-style-type: none"> Test using a combination of all DEED, EMSI, and Wanted Analytics tools to develop academic strategies 			
Current & forecasted skill shortages tool	<ul style="list-style-type: none"> Test using skill shortage forecasts from DEED & skill trends from Wanted Analytics in prog. planning 			
Current & forecasted student demand tool	<ul style="list-style-type: none"> Capture or develop best in class student demand assessment survey & test for utility 			
Occupation to curriculum mapping tool	<ul style="list-style-type: none"> Pilot Skillsnet online mapping tool on a specific occupation that is in shortage 			
School-employer engagement tool	<ul style="list-style-type: none"> Pilot using Wanted Analytics to ID employers and an online collaboration tool to engage & survey them 			
Employer talent sourcing tool	<ul style="list-style-type: none"> Pilot using existing tools to help employers target schools & workforce centers & identify school needs 			
Student / job seeker career planning tool	<ul style="list-style-type: none"> Pilot incorporating Wanted Analytics & other relevant tools into existing suite of job seeker tools 			

Our high level plan for the career counselor / workforce developer pilots include five main stages

PRELIMINARY

1 Finalize pilot design

- Finish prioritizing which tools and approaches will be included
- Finalize what questions will be answered about each tool & how results will be tracked
- Finalize pilot budget and schedule
- Secure required funds

~July to September

2 Identify & recruit participants

- Work with partners to identify participants from different stakeholder groups (K-12, higher ed, workforce developers, etc.) and from different geographic regions

~Sept to October

3 Run kickoff sessions

- Discuss how participants use data to drive decisions & what gets in the way
- Test what information and which tools best meet stakeholder needs
- Use hands on exercises to determine what level of training is required
- Explain expectations of field trials

~October to Nov

4 Implement field trials

- Participants use new tools with their clients over 1 to 2 months
- Participants evaluate quality of information, usefulness of tool, & client feedback
- Weekly or bi-weekly calls are used to track progress & remove barriers

~November to Jan

5 Finalize results & next steps

- Capture participant evaluations of (1) the quality of the information, (2) the quality of the tools or approaches, (3) the perceived impact on their clients
- Determine what should be scaled “as is”, “fixed and scaled”, or scrapped/re-created

~January to February

Quick table exercise: Crowdsourcing the best tools on the market

We could use your help making sure we are aware of all the best tools on the market * = tool we're considering for pilots

What are your favorite tools for addressing these issues?

Focus	Core questions	Some existing tools
Understand client	What are my client's interests, personality traits, skills, and income requirements?	<ul style="list-style-type: none"> MN Career Info System Strengthfinder & MBTI Strong Interest Inventory ISEEK skills assessment Many others
Identify careers	Which careers fit my clients interests, personality, skills, and income requirements?	<ul style="list-style-type: none"> ISEEK & Career One Stop* O*Net* DEED JOBSTAT* Strong Interest Inventory Many others
Check job market	Which of those careers are in demand now or will be in the future?	<ul style="list-style-type: none"> Wanted Analytics* & Indeed DEED OID & Job Vacancy Survey* DEED Employment Outlook* IPEDS* & Career Builder Talent Portal* Many others
Create plan	How can my client best prepare himself or herself to land these careers?	<ul style="list-style-type: none"> ISEEK* Career One Stop* O*Net* Wanted Analytics* Many others
Execute plan	What support can I put in place to help my client execute on his or her goals?	<ul style="list-style-type: none"> A wide variety of CRM and case tracking systems

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Our request

Step 1:

- Review the 5 focus areas, core questions, and existing tools you and your peers shared with us

Step 2:

- Circle the tools you find most useful
- Scratch out the tools that aren't useful
- Write in useful tools that aren't listed here

Step 3:

- Please turn your worksheets in before you go

We could use your help making sure we are aware of all the best tools on the market

Exercise instructions:

Step 1: Circle tools you find most useful

Step 2: Scratch off tools that aren't useful

Step 3: Write in useful tools that are missing

Focus	Core questions	Some existing tools
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* = tool we're considering for pilots

Source: Itasca workforce alignment team - Confidential and preliminary – not for distribution

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Next steps & ways to stay involved

Our next steps

- Finalize pilot designs & recruit participants
- Secure pilot funding
- Run kickoff sessions and launch field trials
- Continue working to define an “anchor organization” to be the long term owner of this effort

Ways you can stay involved

- Send additional thoughts on the pilots to sam@tactl3c.com or jaime.simonsen@so.mnscu.edu
- Offer to host a pilot site visit and identify potential career counselors participants
- Share other tools to be considered in the pilots

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Appendix

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Full career counselor survey results

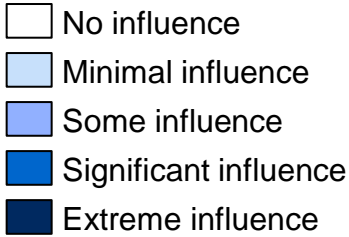
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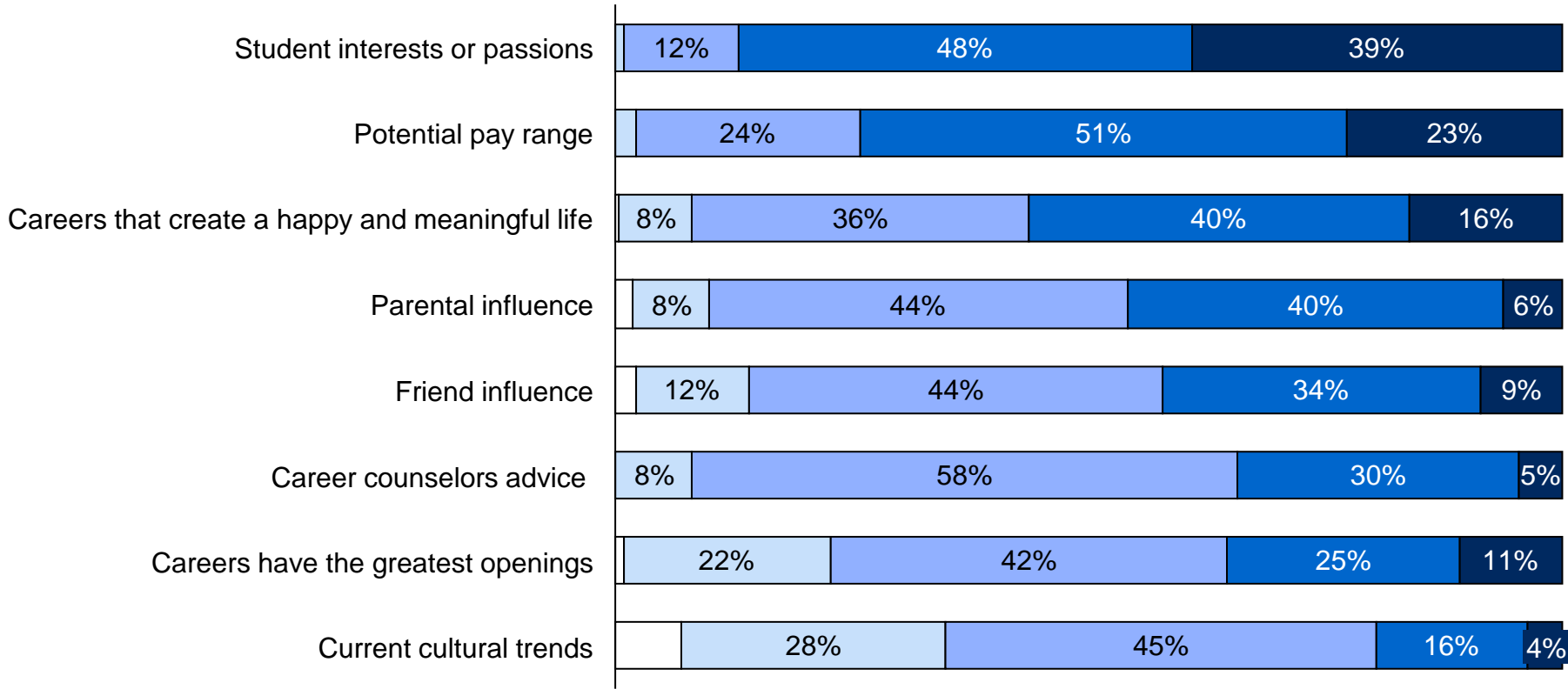
Career counselor survey – Executive summary

Topic	What we learned
How students make choices & the best ways to help	<ul style="list-style-type: none"> ▪ Student career choices are shaped most by personal passions, potential for pay and meaning, & the perceptions of parents & friends ▪ College students and workforce center clients are influenced more by potential job openings than high school students ▪ 1 on 1 coaching, informational interviews, job shadowing, & assessments are the most effective ways to help students choose careers
What existing & potential data can help the most	<ul style="list-style-type: none"> ▪ Of the EXISTING data on the market, counselors find detailed occupational data (ed requirements, detailed descriptions, wage data, required skills, etc.) the most useful in helping students and job seekers choose careers ▪ Career counselors are generally aligned regarding what information is most helpful for students and job seekers, however, workforce centers find current demand information more valuable than others ▪ When it comes to POTENTIAL data, career counselors believe feedback from recent grads and forecasted skill and occupational shortages would be the most useful new data for helping students choose careers
What keeps students from getting the jobs they want	<ul style="list-style-type: none"> ▪ Procrastination, poor networking, & lack of experience & professionalism are top items hurting student job searches ▪ Although job search challenges are similar across groups, high school students struggle more with choosing a career, college students are less willing to relocate, and workforce center clients are more likely to pursue low demand occupations ▪ Employers believe that recent graduates are respectful and professional, but they are missing the skills and work experience they need to succeed
How to increase placement rates	<ul style="list-style-type: none"> ▪ More internships, more real-world perspectives in class, and more career services will have the greatest impact on helping students find the jobs they want ▪ Workforce center counselors also believe a competency-based certificate system would add significant value for their clients and college counselors think students would benefit the most from a required career course
How career counselors stay connected to employers	<ul style="list-style-type: none"> ▪ Although many career counselors are more student focused than employer focused, many counselors find direct contact with employers through conversations, meetings, or surveys is the best way to understand employer needs ▪ College career counselors are more likely to gather employer insight from students and faculty, while workforce centers value licensing requirements more than others
Who participated in the survey	<ul style="list-style-type: none"> ▪ The survey was sent out through the MnSCU, U of M, Globe University, and Augsburg career counselor networks, the MN Association of Career and Technical Administrators, the Bloomington School District, the Minnesota Career Development Association, the DEED Workforce Centers, and several other networks. ▪ This analysis includes 225 career counselor responses (55 from higher education, 47 from high schools, 45 from workforce centers, 39 from workforce-focused non profits and 5 from “other” organizations)

Student career choices are shaped most by personal passions, potential for pay and meaning, and the perceptions of parents & friends

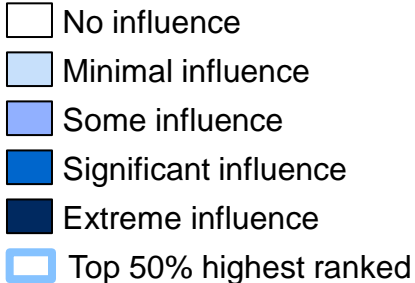


How influential do you think each of the following factors are in shaping student career choices?
 % of respondents, n = 224



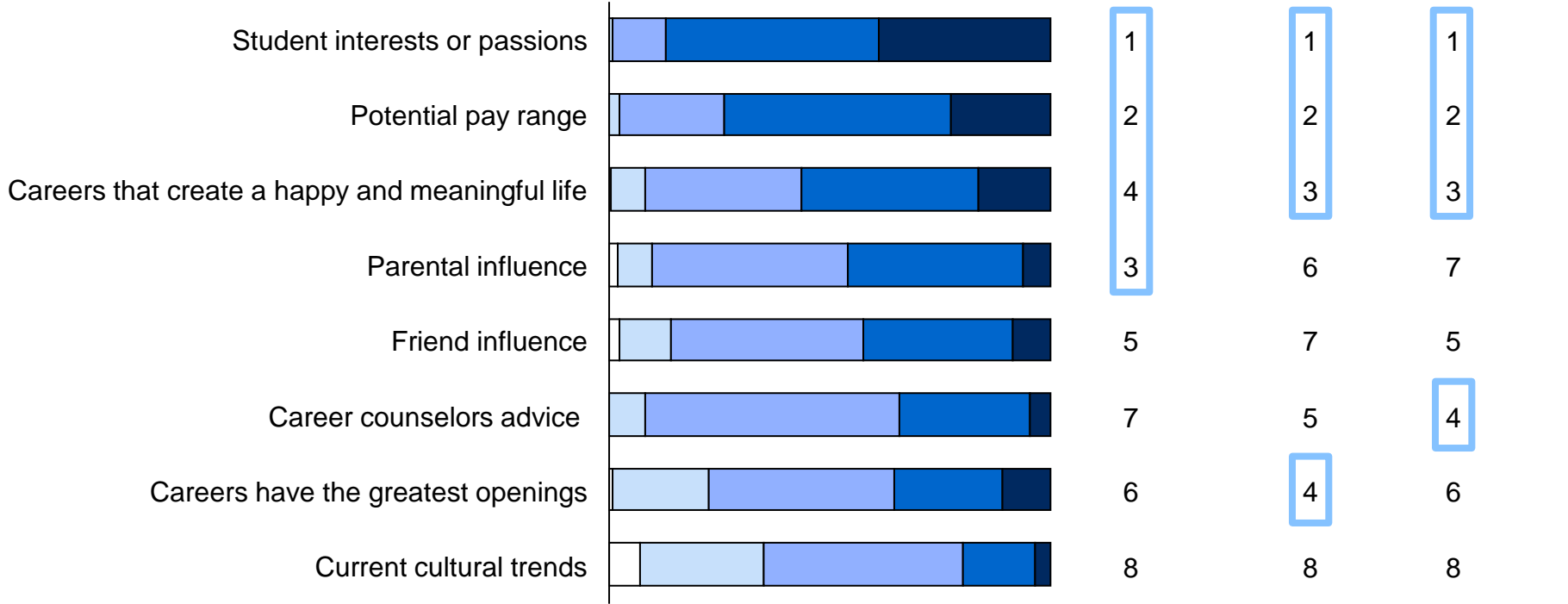
Additional write in choices included (1) Careers they already know about, (2) Prestige of the career, (3) Amount of training required for a certain career, (4) Where likely jobs will be, (5) Conversations with professors

When we broke out the responses by participant group, it was clear that college students and job seekers are influenced more by potential job openings than high school students



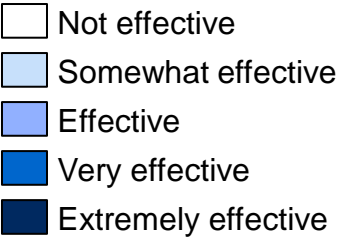
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High school counselor rank (n=47) Higher education rank (55) Workforce center rank (89)

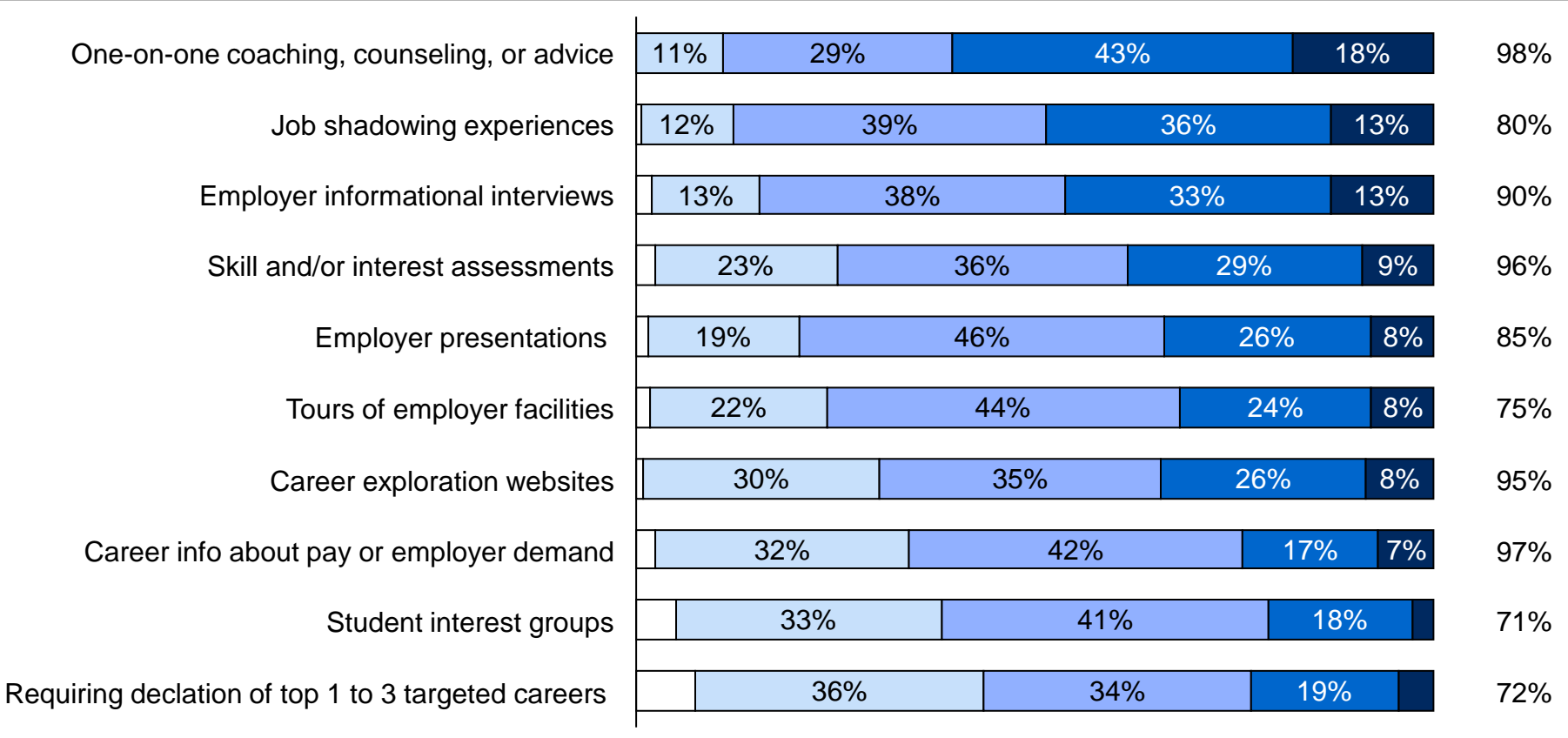


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1 on 1 coaching, employer informational interviews, job shadowing, and assessments are the most effective ways to help students make career decisions

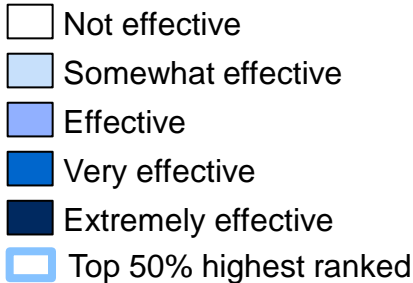


How effective are each of the following approaches in helping students make career decisions?
 % of respondents, n = 224



Additional write in ideas included (1) MCIS, (2) Internships, and (3) Alumni presentations on their life choices

The top 3 approaches are the same across stakeholder groups, but career exploration sites are more effective with high school students & assessments are more effective with college students

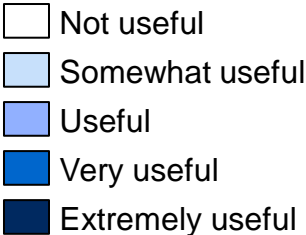


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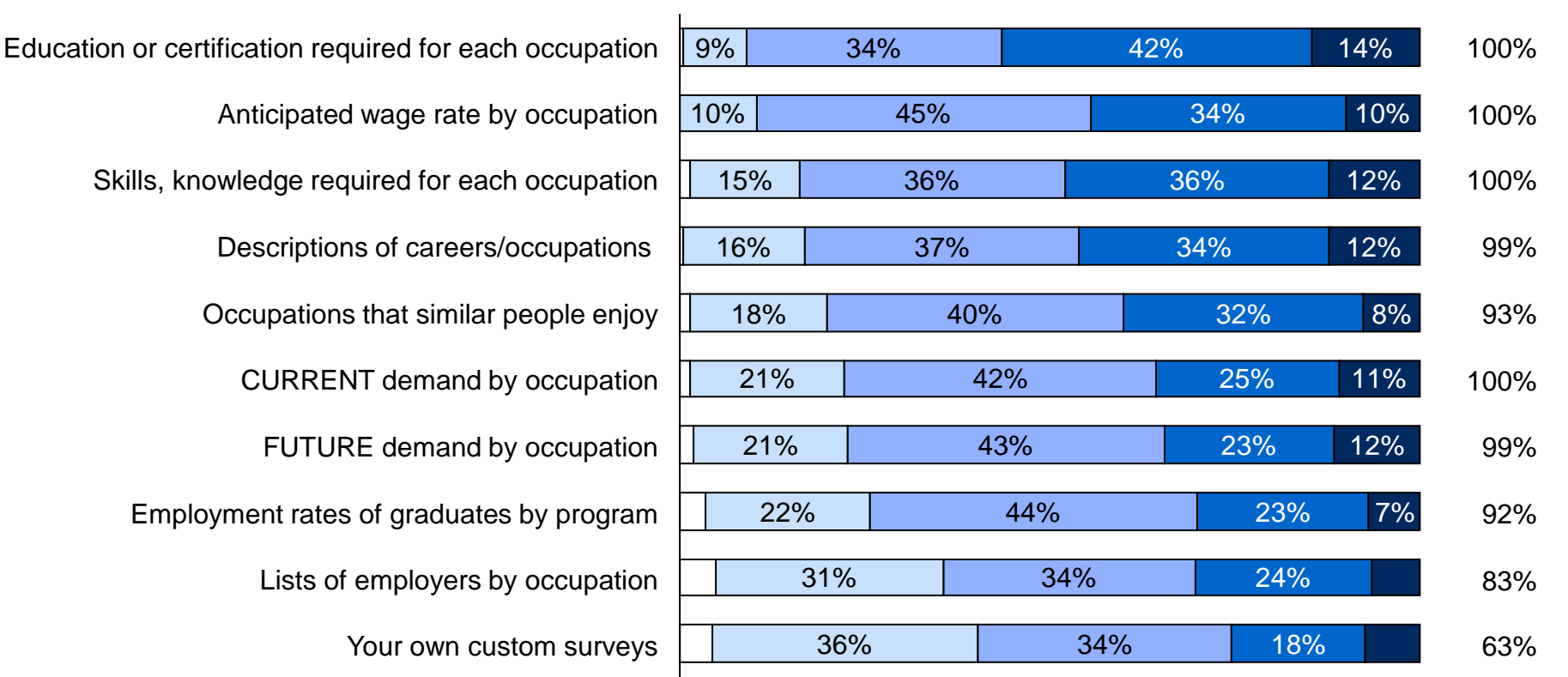
	High school counselor rank (n=45)	Higher education rank (55)	Workforce center rank (87)
One-on-one coaching, counseling, or advice	1	1	1
Job shadowing experiences	2	2	2
Employer informational interviews	3	3	3
Skill and/or interest assessments	7	4	6
Employer presentations	6	5	5
Tours of employer facilities	5	7	4
Career exploration websites	4	6	7
Career info about pay or employer demand	9	9	8
Student interest groups	10	10	9
Requiring declaration of top 1 to 3 targeted careers	8	8	10

Additional write in ideas included (1) MCIS, (2) Internships, and (3) Alumni presentations on their life choices

Career counselors find detailed occupational data (ed requirements, detailed descriptions, wage data, required skills, etc.) the most useful in helping students choose careers

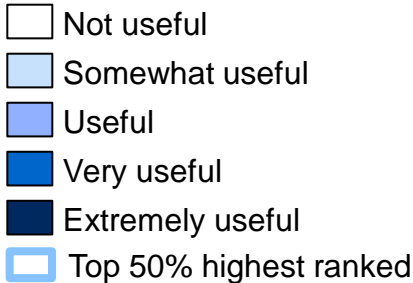


How useful is the following EXISTING information for helping students make career decisions?
 % of respondents, n = 222



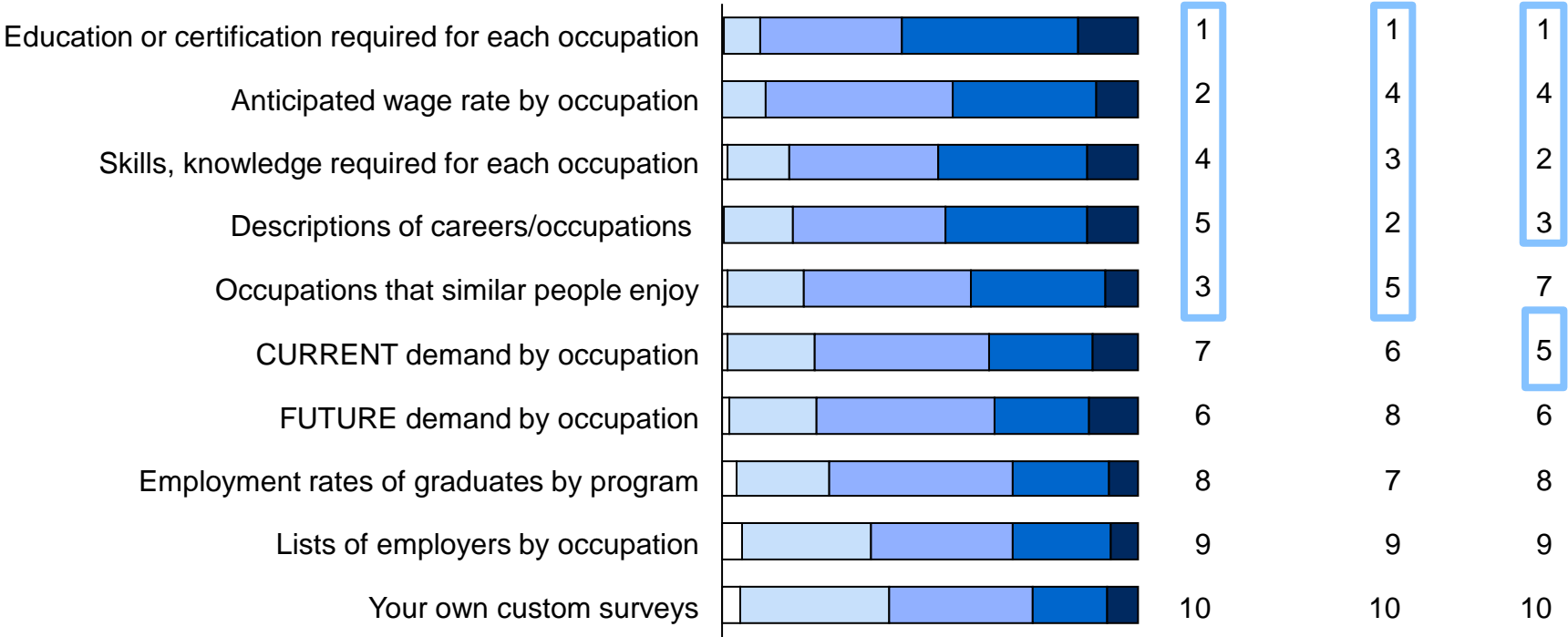
Additional write in ideas include (1) Salary surveys and (2) Job filtering by level of education required. Several participants also questioned the accuracy of graduate placement survey data since schools are incentivized to inflate the placement numbers

Career counselors are generally aligned regarding what information is most helpful for students and job seekers, however, workforce centers find current demand information more valuable than others



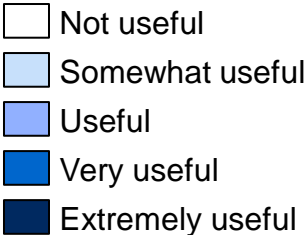
How useful is the following EXISTING information for helping students make career decisions?
 % of respondents, n = 222

High school counselor rank (n=47) Higher education rank (55) Workforce center rank (88)



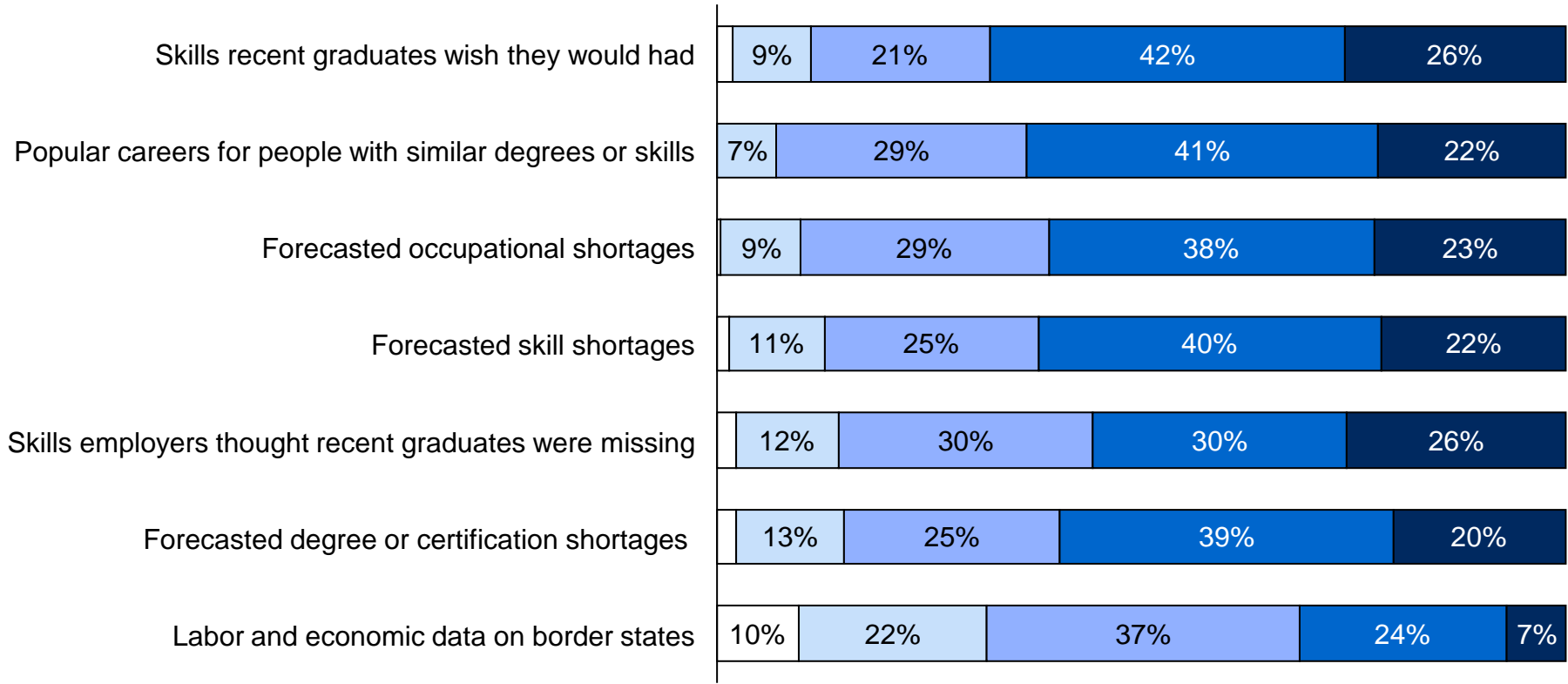
Additional write in ideas include (1) Salary surveys and (2) Job filtering by level of education required. Several participants also questioned the accuracy of graduate placement survey data since schools are incentivized to inflate the placement numbers

Career counselors believe feedback from recent grads and forecasted skill and occupational shortages would be the most useful new data for helping students choose careers



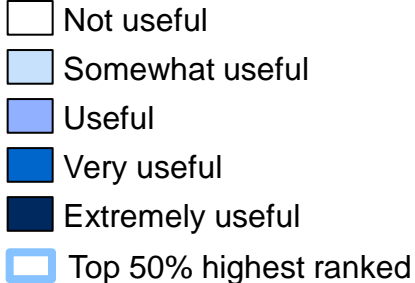
How useful would the following POTENTIAL information be for helping students make career decisions?

% of respondents, n = 222



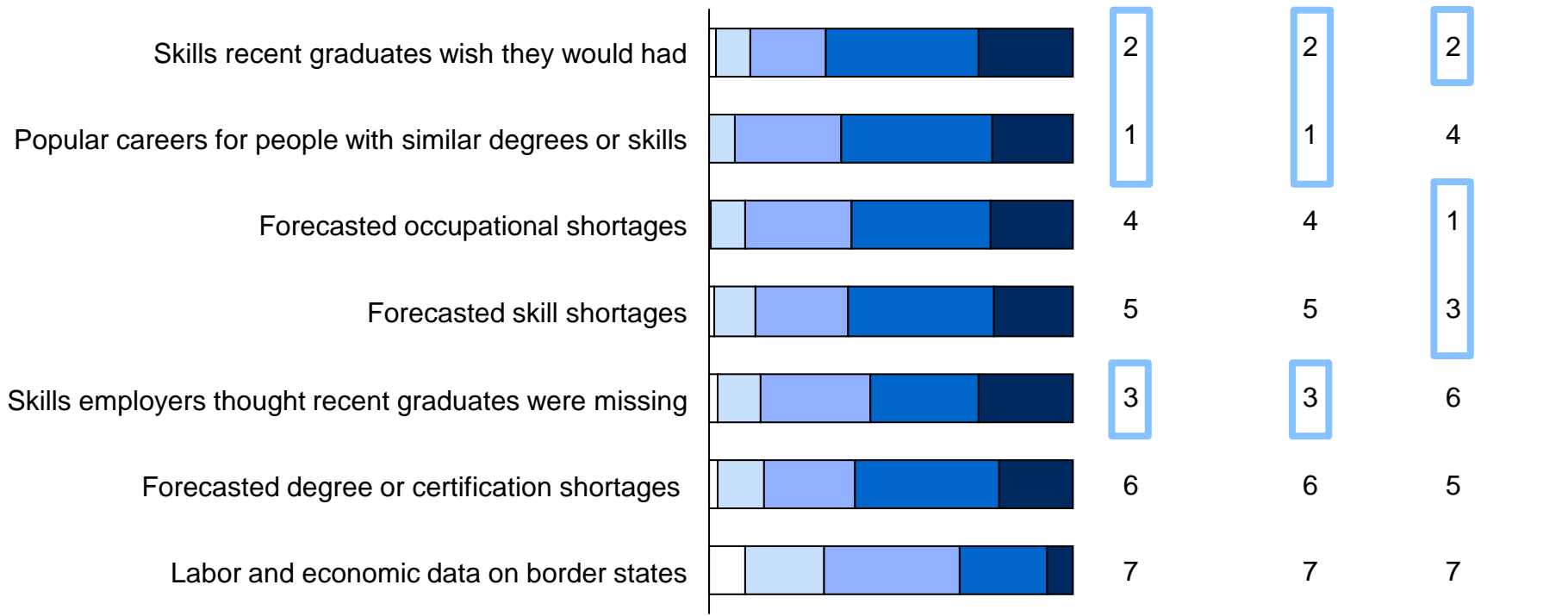
Additional write in ideas include (1) It would be great to see more national or global jobs data since graduate are so mobile and (2) Several participants shared their frustration with and lack of trust in any future-oriented career data

Workforce center counselors were more interested in forecasted skill and occupational shortages than their peers within high schools and colleges



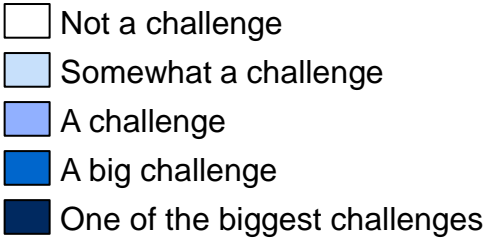
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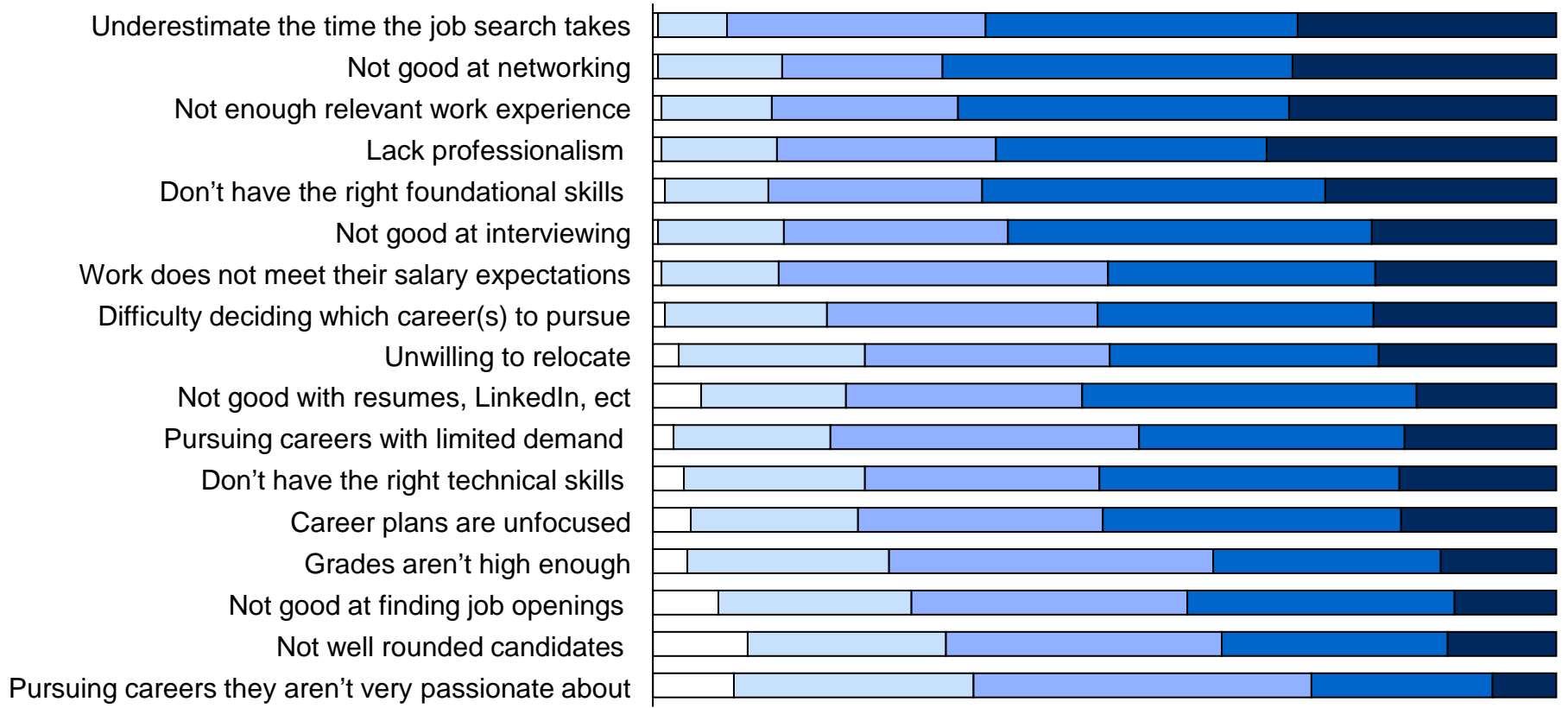


Additional write in ideas include (1) It would be great to see more national or global jobs data since graduate are so mobile and (2) Several participants shared their frustration with and lack of trust in any future-oriented career data

Procrastination, poor networking, & lack of experience & professionalism are top items hurting student job searches

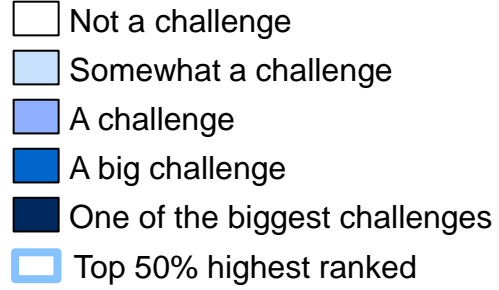


What do you think are the biggest challenges limiting students' ability to find jobs in their chosen careers?
 % of respondents, n = 221



Additional write in ideas include (1) Not tapping into hidden job market, (2) Lack of career coaching (3) Lack of motivation (4) Racial and/or socioeconomic barriers, (5) Lack of confidence (6) Life challenges such as needing babysitters (7) Lack of self confidence

Although job search challenges are similar across groups, high school students struggle more with choosing a career, college students are less willing to relocate, and workforce center clients are more likely to pursue low demand occupations

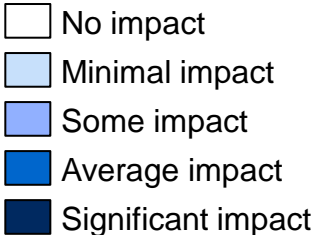


What do you think are the biggest challenges limiting students' ability to find jobs in their chosen careers?
 % of respondents, n = 221

	High school counselor rank (n=47)	Higher education rank (54)	Workforce center rank (84)
Underestimate the time the job search takes	8	3	1
Not good at networking	4	2	4
Not enough relevant work experience	9	1	5
Lack professionalism	1	4	2
Don't have the right foundational skills	2	6	3
Not good at interviewing	6	7	6
Work does not meet their salary expectations	10	8	7
Difficulty deciding which career(s) to pursue	3	12	9
Unwilling to relocate	14	5	13
Not good with resumes, LinkedIn, ect	7	11	12
Pursuing careers with limited demand	15	10	8
Don't have the right technical skills	5	16	11
Career plans are unfocused	13	9	10
Grades aren't high enough	11	14	14
Not good at finding job openings	12	13	15
Not well rounded candidates	16	15	16
Pursuing careers they aren't very passionate about	17	17	17

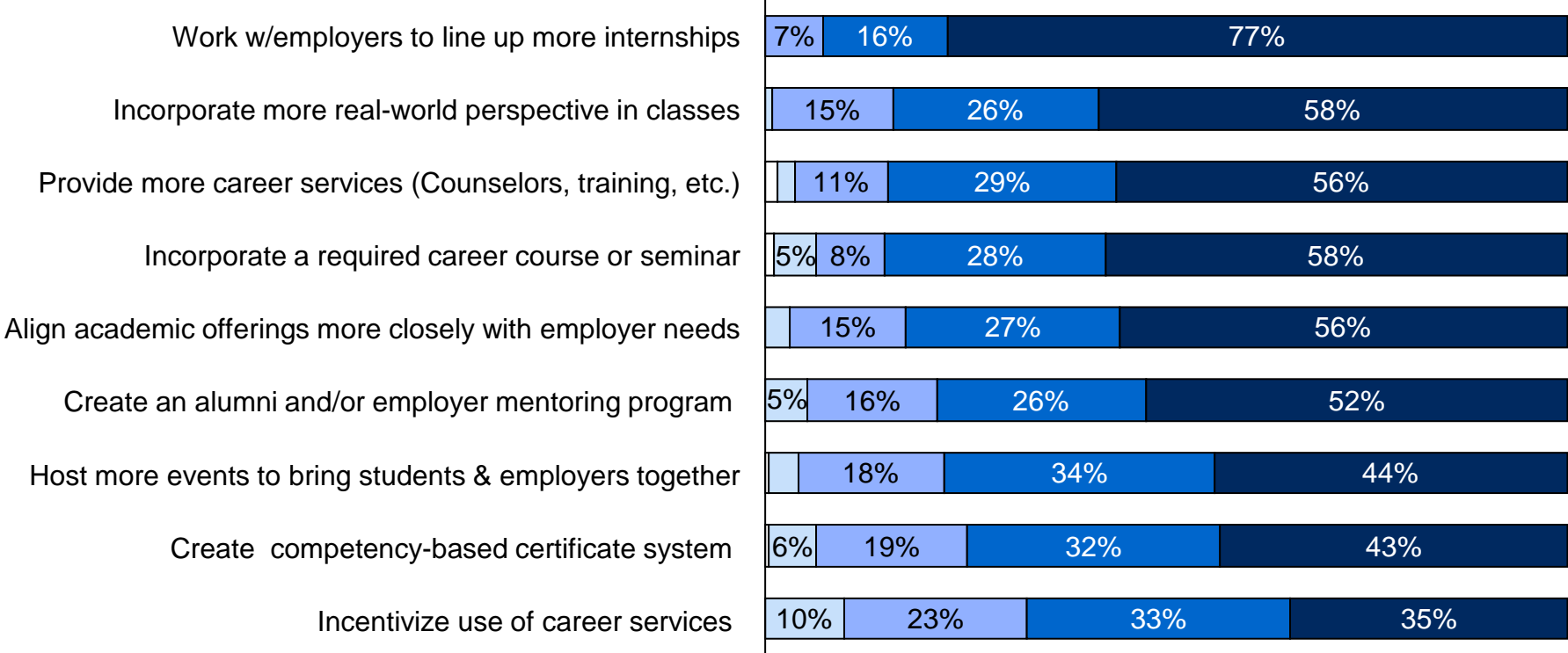
Additional ideas include: (1) Not tapping into hidden job market, (2) Lack of career coaching (3) Lack of motivation (4) Racial and/or socioeconomic barriers, (5) Lack of confidence (6) Life challenges such as needing babysitters (7) Lack of confidence

More internships, more real-world perspectives in class, and more career services will have the greatest impact on helping students find the jobs they want



What do you think your institution could do to have the biggest positive impact on increasing the percentage of students who find work in their chosen career?

% of respondents, n = 218

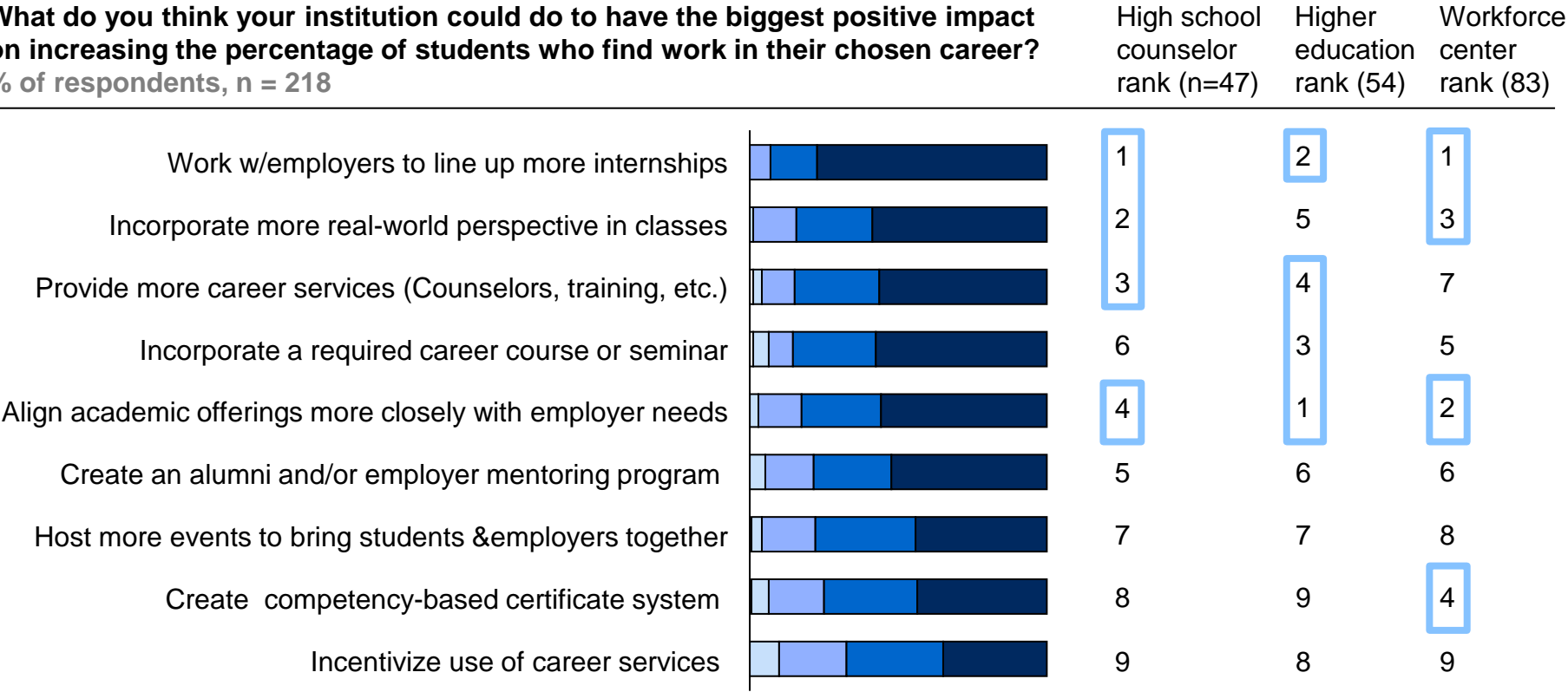


Additional write in ideas include (1) Increase budget for CTE electives, (2) Leverage expertise and services in workforce centers (3) Stop cancelling classes at last minute due to lack of enrollment (4) Career fairs (5) Invest in more real, well-trained career counselors rather than bolting role onto another position

All stakeholders would benefit from more internships, workforce center clients would benefit the most from a competency-based certificate system and college students would benefit the most from required career-related activities

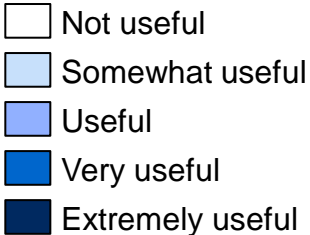


What do you think your institution could do to have the biggest positive impact on increasing the percentage of students who find work in their chosen career?
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Additional write in ideas include (1) Increase budget for CTE electives, (2) Leverage expertise and services in workforce centers (3) Stop cancelling classes at last minute due to lack of enrollment (4) Career fairs (5) Invest in more real, well-trained career counselors rather than bolting role onto another position

Career counselors find direct contact with employers through conversations, meetings, or surveys is the best way to understand employer needs



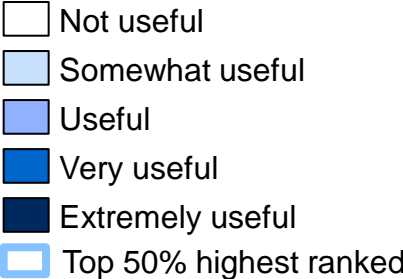
How useful do you currently find the following methods in helping you understand what employers are looking for in your students?

% of respondents, n = 199



Additional write in ideas include (1) Minnesotaworks.net, (2) Improve data - nothing we get is accurate outside of forecasted demand for nurses and truck drivers, (3) Employer panels, (4) Include more recent graduates on advisory panels

College career counselors are more likely to gather employer insight from students and faculty, while workforce centers value licensing requirements more than others

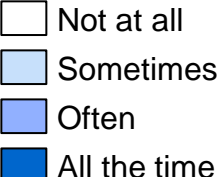


How useful do you currently find the following methods in helping you understand what employers are looking for in your students?
 % of respondents, n = 199

	High school counselor rank (n=37)	Higher education rank (52)	Workforce center rank (80)
1 on 1 conversations with employers	1	1	1
Speaking with employer advisory councils	2	2	2
Surveying local employers	3	5	6
Analyzing data to identify high growth occupations	6	6	3
Reviewing industry certification standards	5	8	5
Conversations with students who are interviewing	12	3	8
Conversations with professional associations	4	7	7
Reviewing requirements from licensing agencies	9	10	4
Attending industry-specific conferences	8	11	9
Reviewing job posting	10	12	10
Conversations with our faculty	11	4	13
Conversations with peers @ other institutions	7	9	11
Reviewing industry-specific trade publications	13	13	12

Additional write in ideas include (1) Minnesotaworks.net, (2) Improve data - nothing we get is accurate outside of forecasted demand for nurses and truck drivers, (3) Employer panels, (4) Include more recent graduates on advisory panels

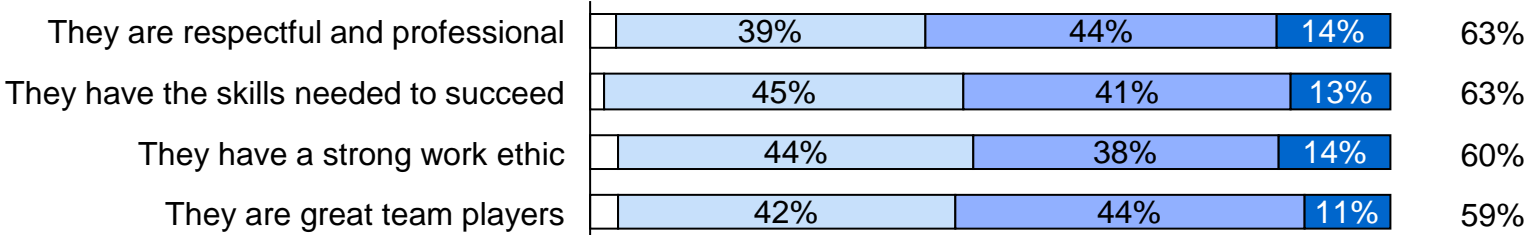
Employers believe that recent graduates are respectful and professional, but they are missing the skills and work experience they need to succeed



How often do you hear employers sharing the following positive statements about graduates from your institution?

% of respondents, n = 191

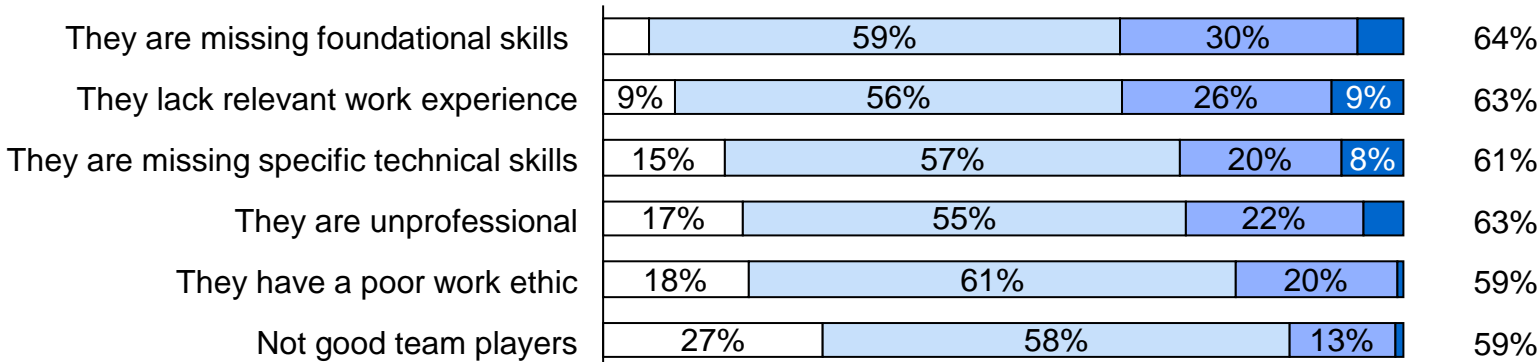
% with opinion



How often do you hear employers sharing the following complaints about graduates from your institution?

% of respondents, n = 194

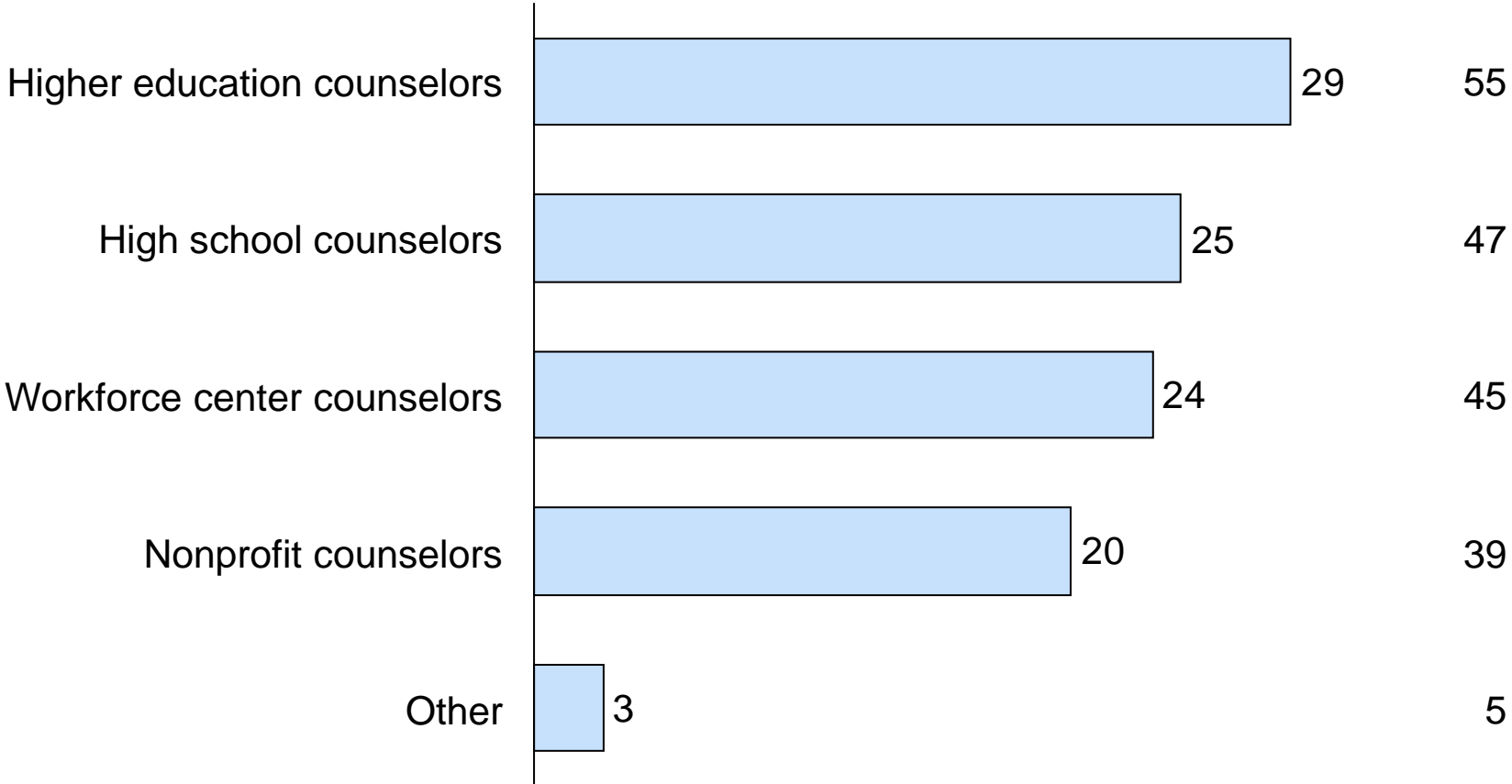
% with opinion



Thanks to your help, we received responses from a wide range of participants

Which type of organization do you work for?
% of respondents, n = 191

of responses



ITASCA *project*

Full workforce developer survey results

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Workforce developer survey – Executive Summary



 = Highly relevant to system design

Topic What we learned


They are used to using data...

- They rank data as a top 4 driver of decision making
-  They build & highly value their own employer surveys
- Several of them are comfortable analyzing LMI data
-  They were the 1st to call out industry constriction data as critical

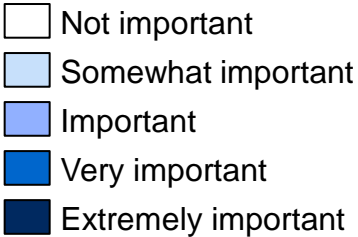
...however they share the data frustrations of other groups...

-  They wish the data was more geographically granular
- They question LMI data accuracy for their regions
-  They wish they could link degrees to occupations
- They wish the data was more current
- They wish they had more time & resources to study the data

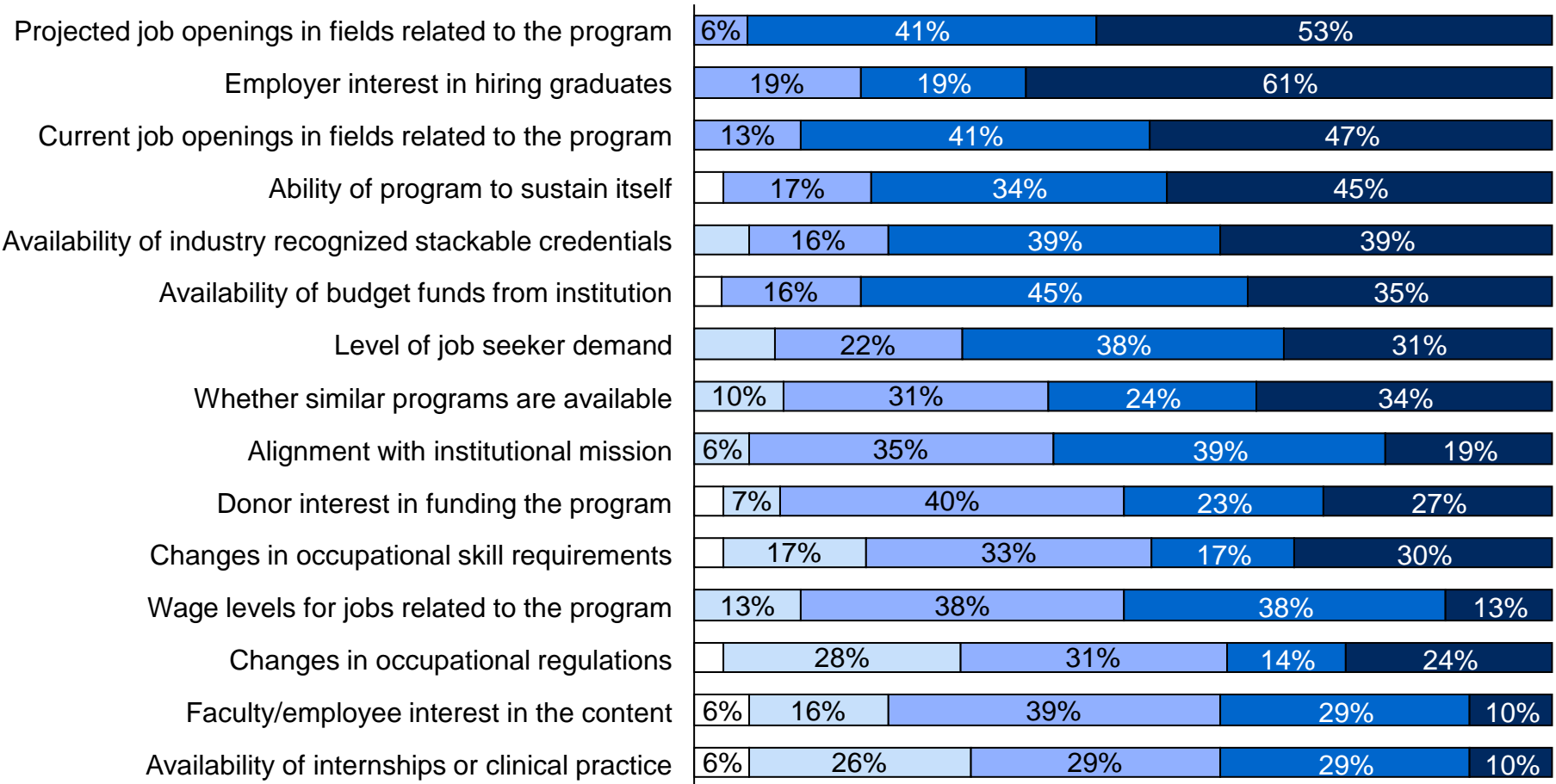
...so they rely heavily on personal interactions for insight

-  They think all data should be validated with real employers
- They value peer conversations more than other groups
- They rank employer conversations as best demand indicator
- They highly value conversations with job seekers to understand needs

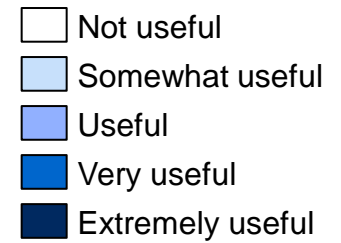
Workforce developers consider employer demand, credentialing options, financial resources, and job seeker demand the most important factors influencing programming decisions



How important are the following factors when choosing to start, close, or right-size a workforce development course, program, or service? % of respondents, n = 32

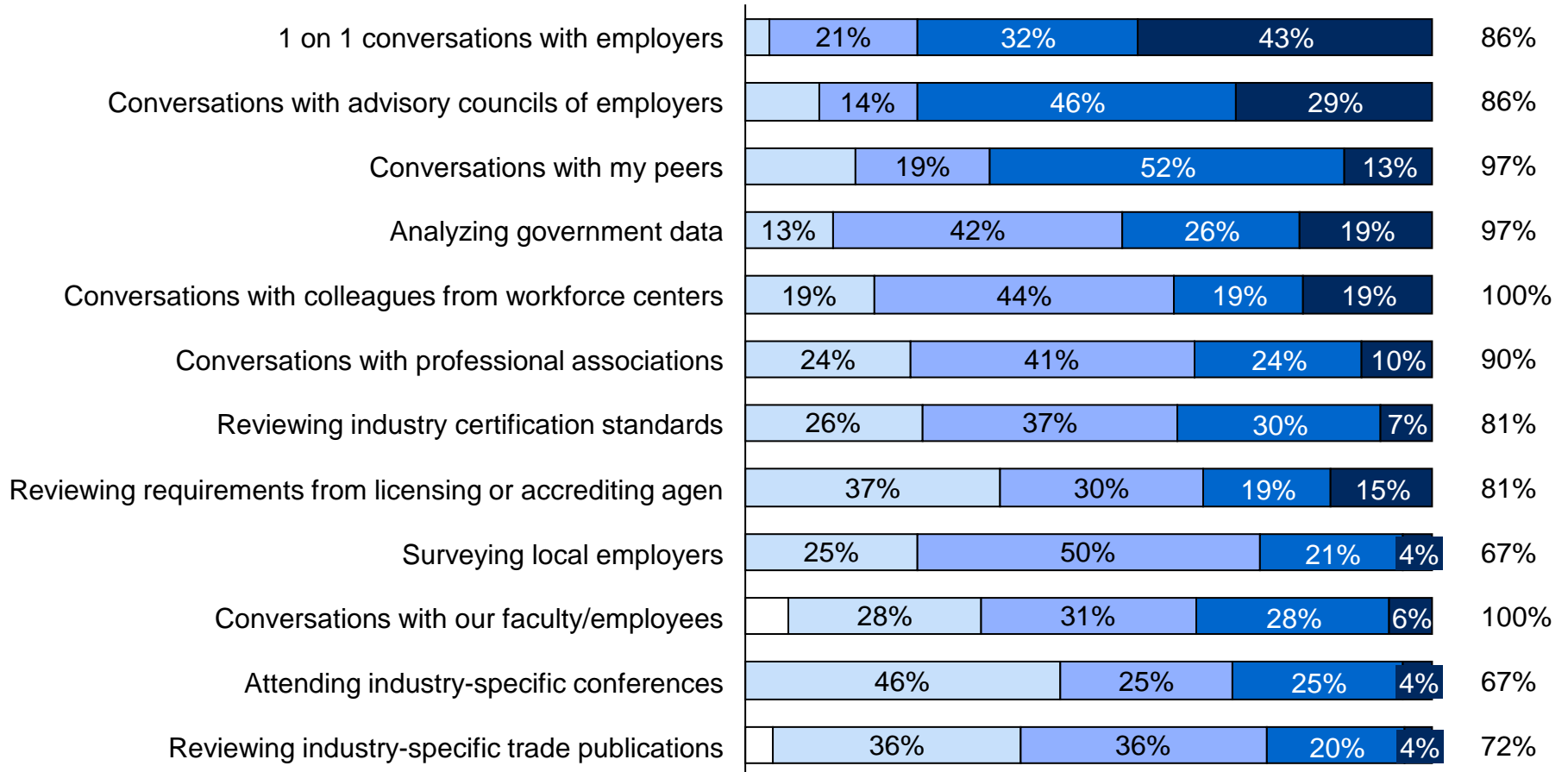


Workforce developers find conversations with employers, conversations with peers, and data analysis the most useful methods for understanding employer demand

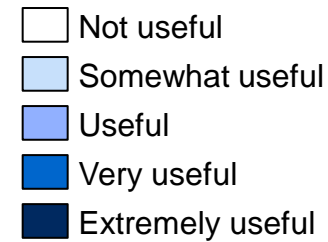


How useful do you currently find the following methods in helping you understand EMPLOYER demand for certain programs, skills, degrees, and/or certifications? % of respondents, n = 32

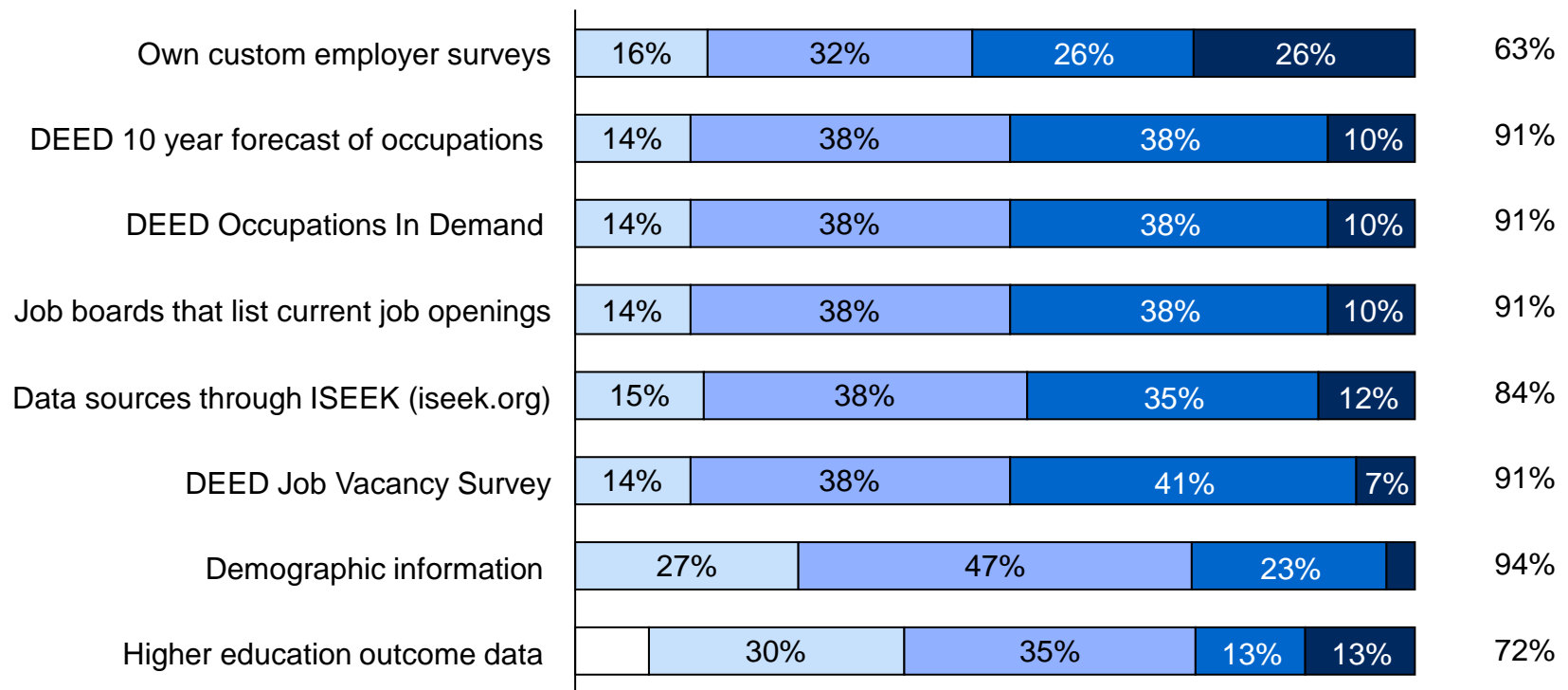
% who use



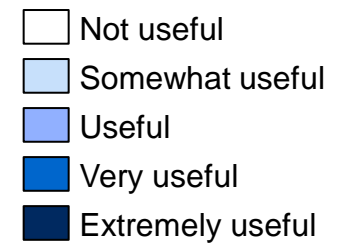
Workforce developers find their own employer surveys, DEED tools, and job posting analysis tools the most useful current sources of employer demand data



How useful do you currently find the following EXISTING data sources in helping you understand potential employer demand for certain programs, skills, degrees, and/or certifications?
 % of respondents, n = 32

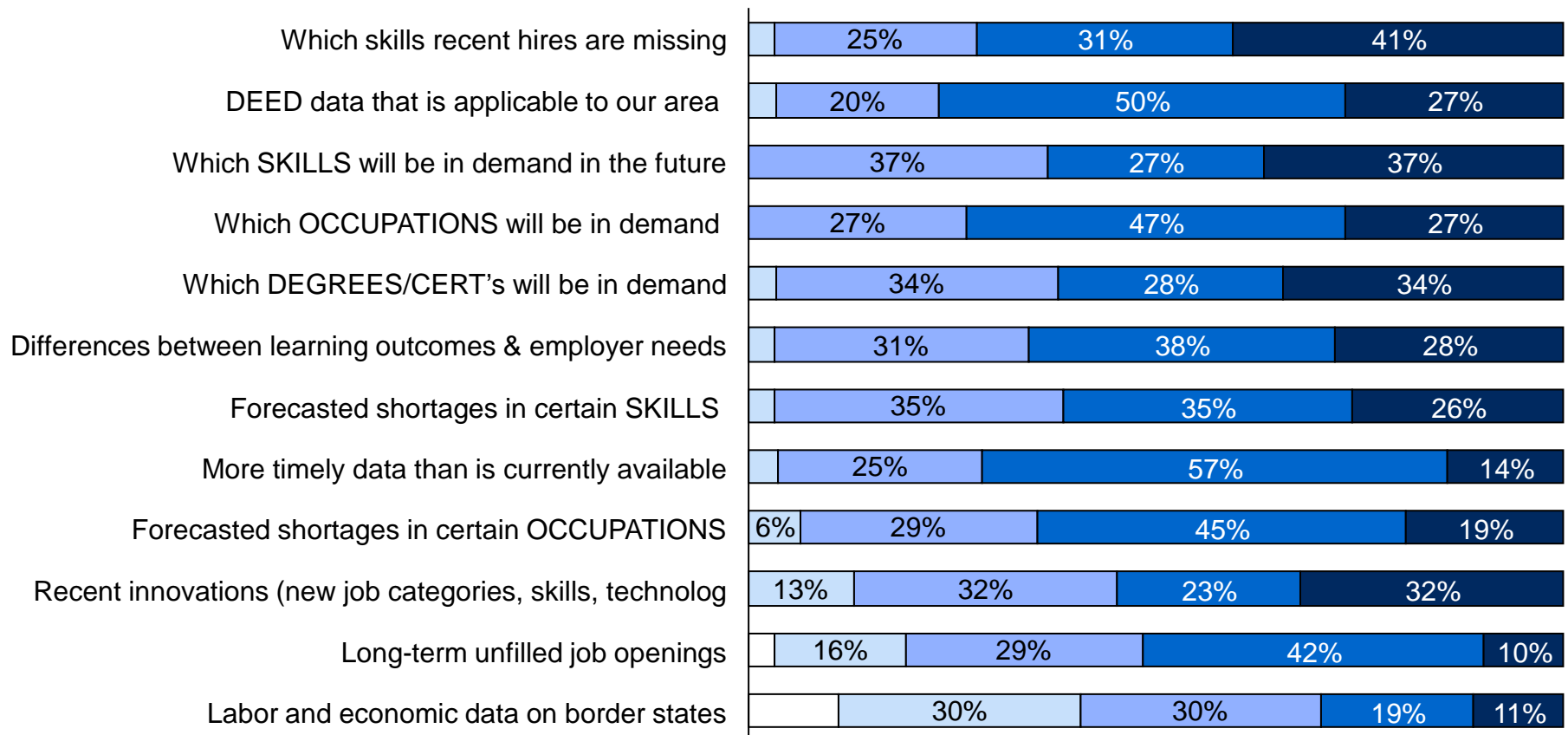


Current skill gaps and forecasted, localized demand for occupations, skills, and degrees would be most valuable to workforce developers

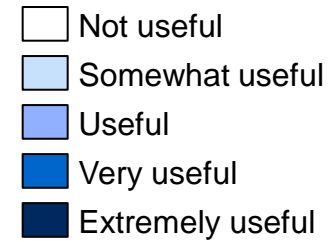


Assuming it were available, how useful would the following data be in helping you understand employer demand for certain programs, skills, competencies, degrees, and/or certifications?

% of respondents, n = 32

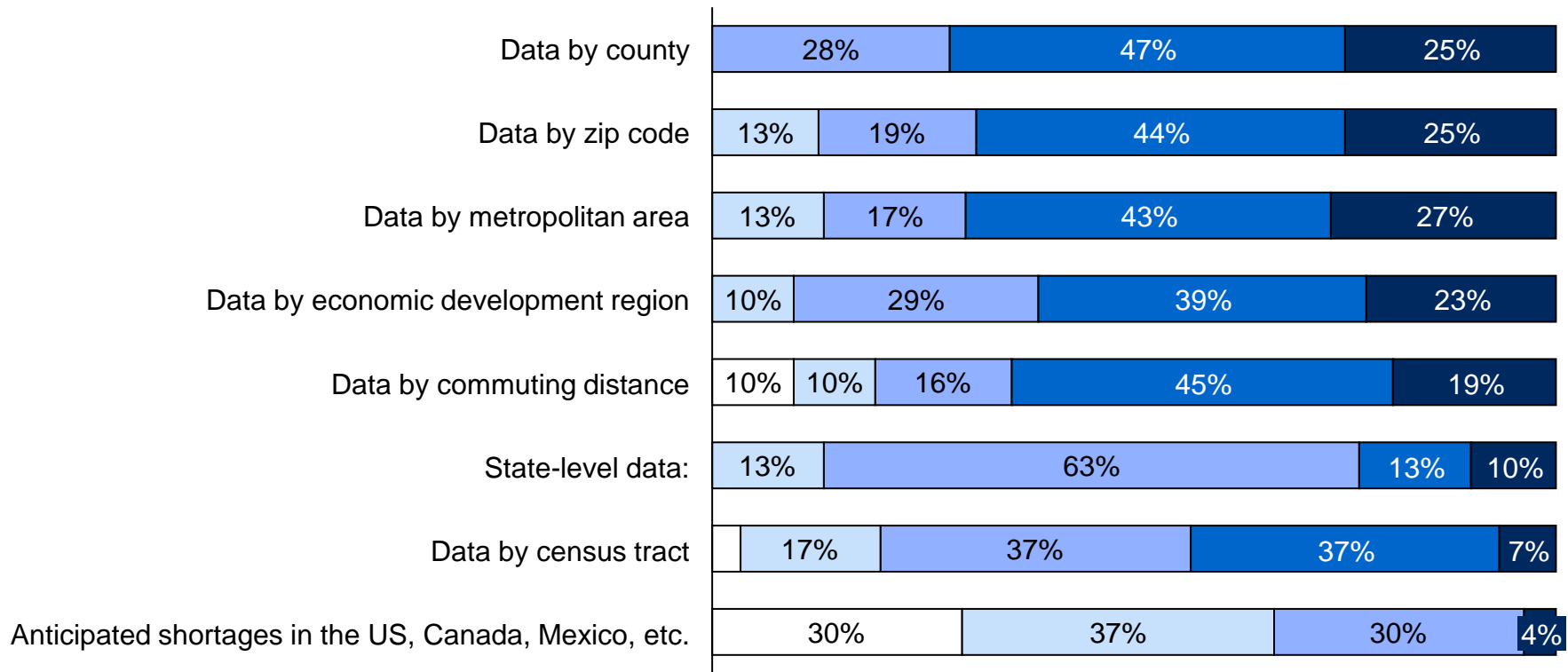


Workforce developers would like to analyze workforce data at a more granular level (by county, zip code, etc.) than the other stakeholder groups

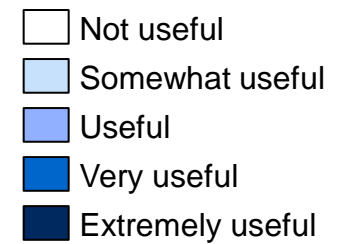


Imagine you were using a tool that allowed you to see where there would be shortages and surpluses in certain types of skills or positions within the next 5 years. What geographic level of detail would you find most useful for instructional or program planning?

% of respondents, n = 32



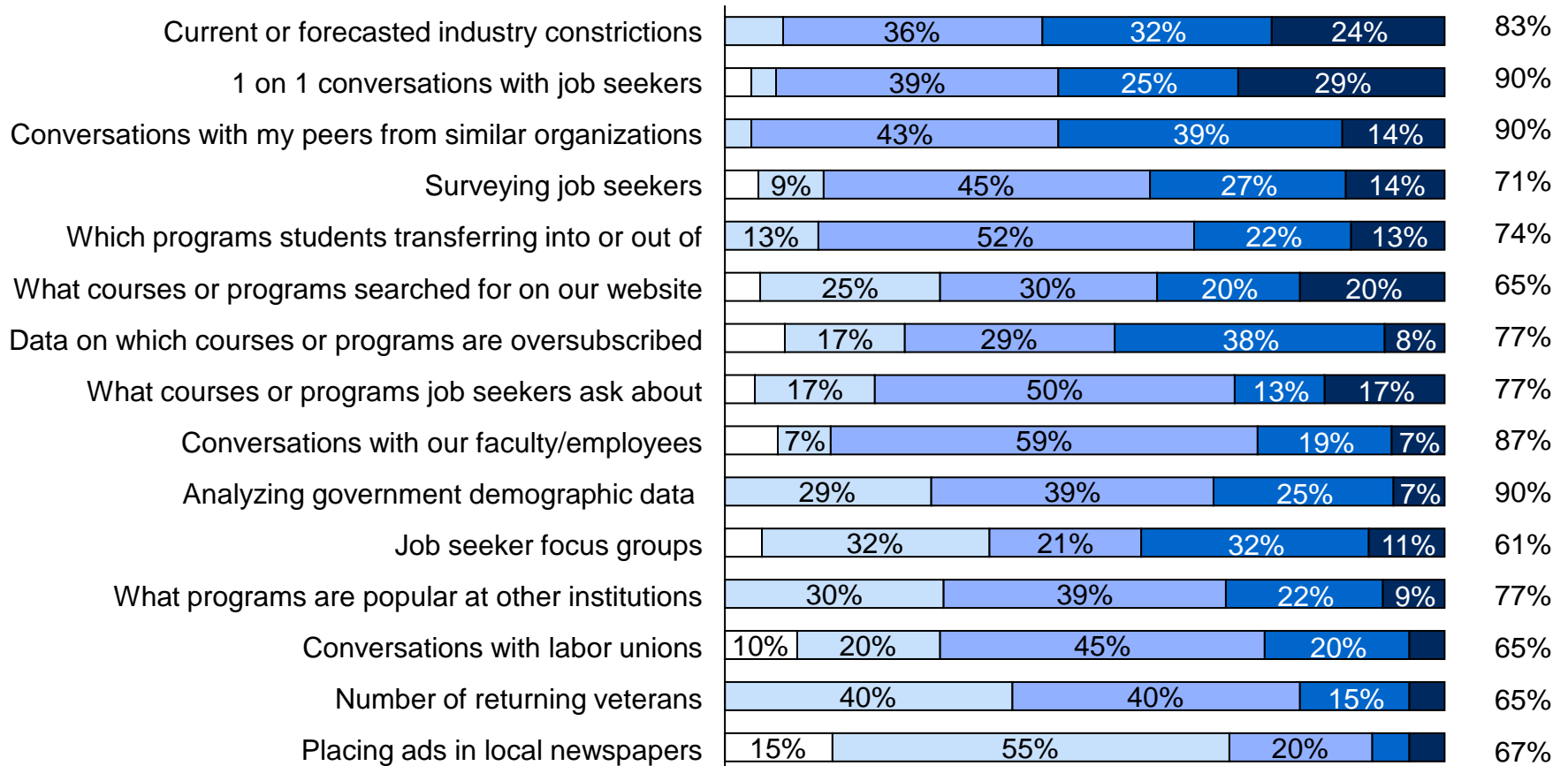
Workforce developers find data on industry constrictions, conversations with job seekers, & conversations with peers the best ways assess job seeker demand



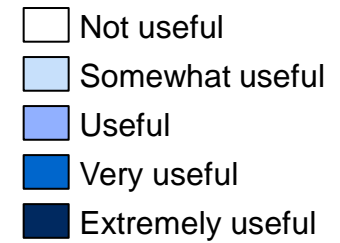
How useful are the following methods in helping you understand potential JOB SEEKER demand for a new course or program you are considering?

% of respondents, n = 31

% who use

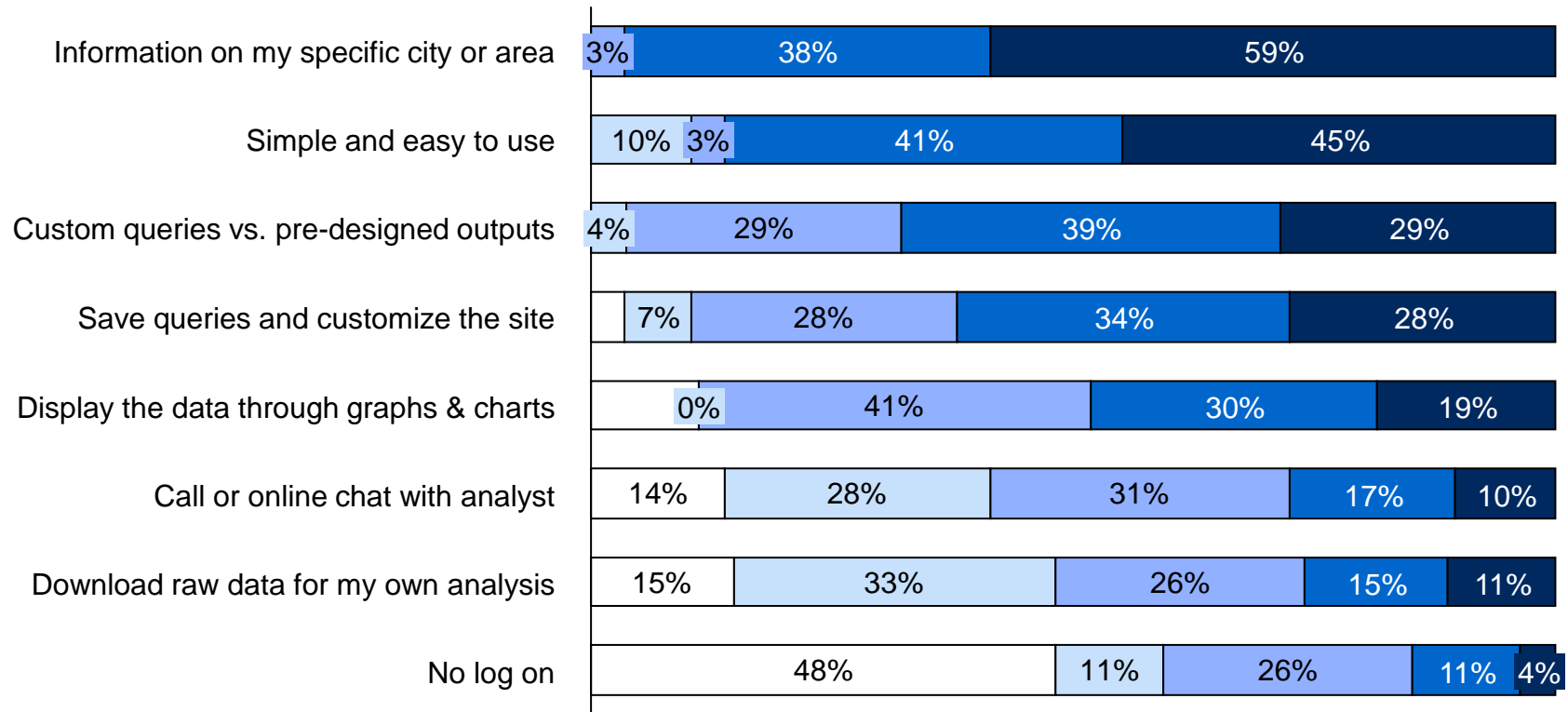


Workforce developers want a workforce data system that's region-specific, easy to use, and customizable



Imagine a system designed to help you access several different sources of data to understand employer and job seeker demand for certain programs, skills, competencies, certifications, and/or degrees. What characteristics would have to be in place in order for you go through the effort of logging onto and using the system?

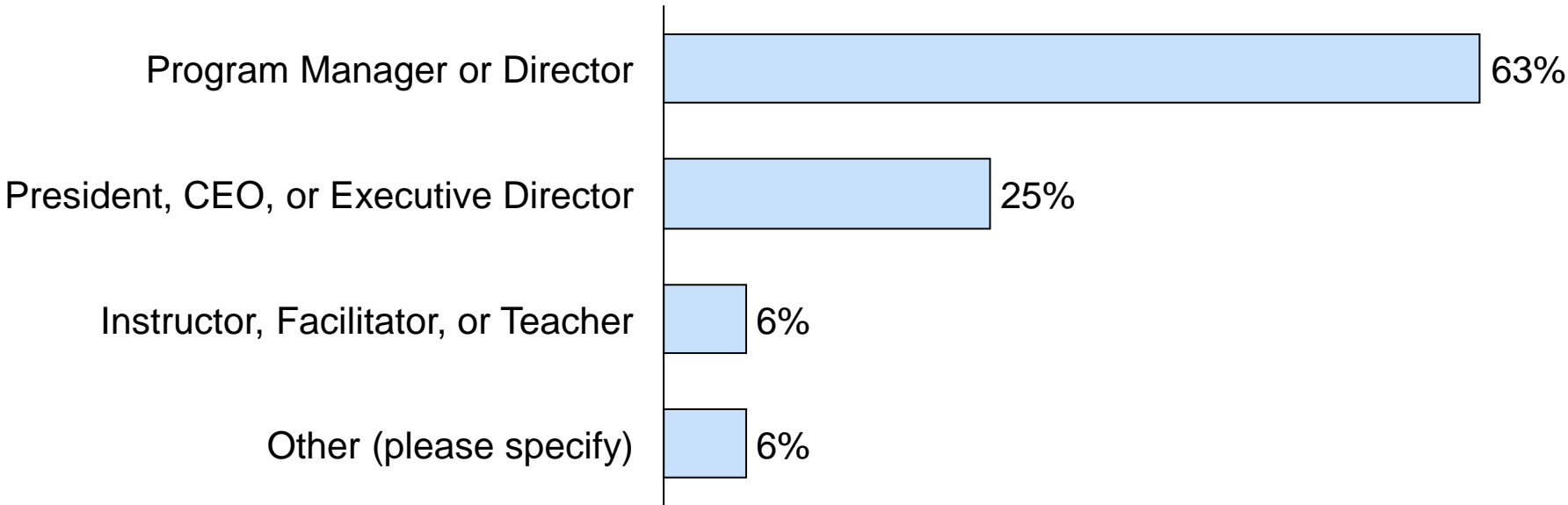
% of respondents, n = 31



Almost all of our survey participants were senior leaders

What is your current primary role?

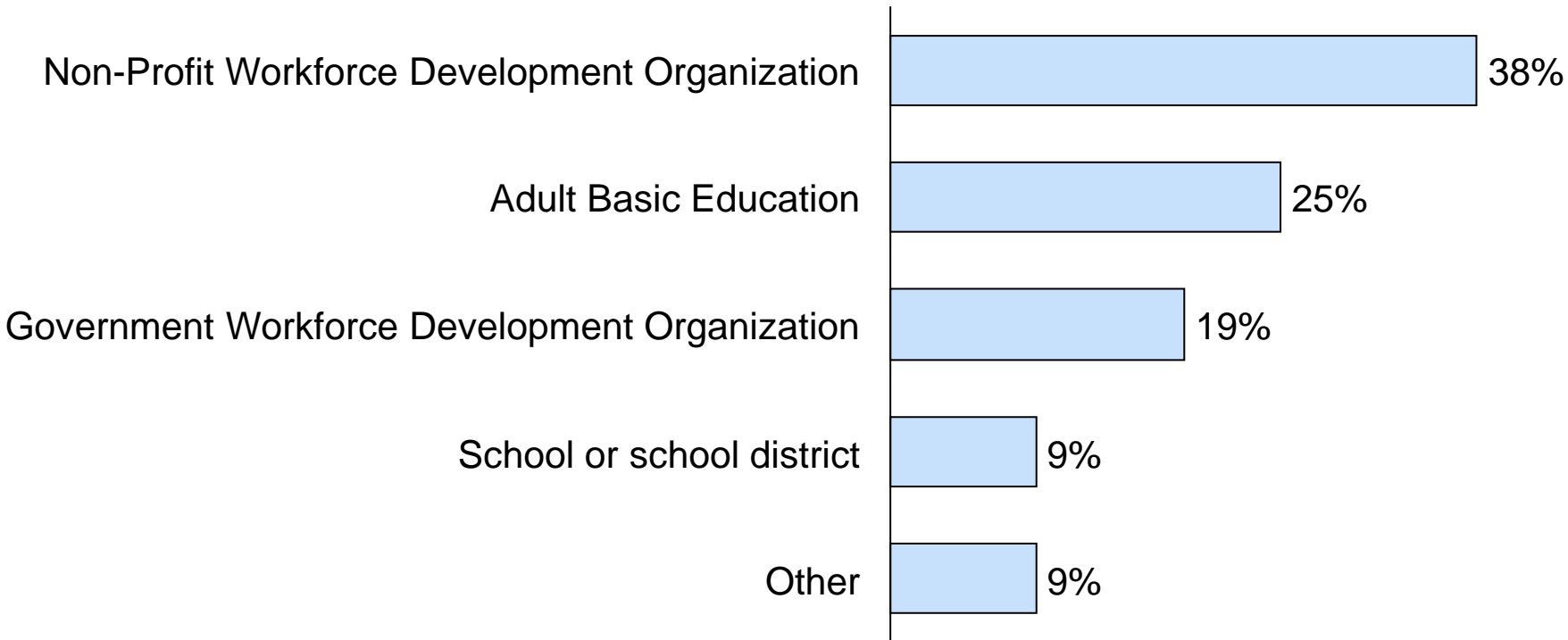
% of respondents, n= 32



We received great participation from a diverse set of workforce developers

Which type of organization do you work for?

% of respondents, n= 32



85% of workforce developers serve less than 5,000 clients per year

How many different job seekers did you serve in 2012?

% of respondents, n= 32

