DQI 2021 Virtual Series

Session 2:
“Using Labor Force Data”

October 14, 2021 2-3pm ET
Norms & MS Teams Tools

Collaborative Norms

• Stay muted when not speaking.
• Turn your camera on when speaking, if preferred.
• Use the hand-raise feature to gain the attention of the presenter.
• Be an active participant.

MS Teams Tools

- Turn camera on/off
- Turn microphone on/off
- Use the hand-raise feature
- View participant list
- View and use the chat
DQI 2021
Supporting the Use of Data in CLNAs

Session 1:
Data Driven Decision Making
10/12/21 2-3:30pm ET

Session 2:
Using Labor Force Data
10/14/21 2-3pm ET

Session 3:
Equity Gap Analysis
10/19/21 2-3pm ET

Perkins 101
10/5/21 2-4pm ET

Connect Session
10/7/21 2-3pm ET

Office of Career, Technical, & Adult Education
Using Labor Force Data

Participants will learn how states support local districts in their use of labor market data to ensure program alignment with labor market needs.

Supporting the Use of Data in CLNAs
Adam Flynn-Tabloff
Chief, PAAB

Sources and Analysis
Tiara Booker-Dwyer (MD)
Assistant State Superintendent

Business and Industry Input
Dr. Brittany C. Ross (FL)
Director of Research and Evaluation
Supporting the Use of Data in CLNAs

Adam Flynn-Tabloff
Chief, Program Administration and Accountability Branch (PAAB)
Comprehensive Local Needs Assessments (CLNAs)

Section 134(c)(1-2) of Perkins V

To be eligible to receive financial assistance, an eligible recipient shall:

(A) conduct a comprehensive local needs assessment (CLNA) related to career and technical education and include the results of the needs assessment in the local application submitted for funding; and

(B) not less than once every 2 years, update such CLNA
Supporting the Use of Data in CLNAs

- What support or resources do states provide to local districts on data analysis and data-driven decision making?
- What strategies are states employing to support local staff in using labor market data to analyze alignment with CTE programs?
- What tools and assistance do states provide to district staff on conducting equity gap analysis?

Today’s Focus
Using Labor Force Data

What strategies are states employing to support local staff in using labor market data to analyze alignment with CTE programs?

What reports and tools do states provide to support use of labor market data in CLNAs?

What processes are used to demonstrate that local business/industry is supportive of CTE programs?
Using Labor Force Data 
Sources and Analysis

Present wages, job openings, and education requirements for occupations aligned to CTE programs

Flag CTE programs aligned with “HSHWID” occupations.
Supporting the Use of Data in Comprehensive Local Needs Assessments: Using Labor Force Data

Data Quality Institute

October 14, 2021

Tiara Booker-Dwyer, Assistant State Superintendent
Career and Technical Education
Career and Technical Student Organizations
K-12 Career Development
Work-based Learning (apprenticeships, internships, etc.)
Early College and Dual Enrollment
STEM Education and Computer Science
Financial Literacy
Curriculum Vetting
Leadership Development
Teacher and Principal Evaluation
School Improvement
Equity and Civil Rights Compliance
School Implementation Reviews (ESSER)
Session Outcome

By the end of the meeting, participants will have:

Learned how Maryland uses labor market data as part of the comprehensive local needs assessment process.
Vision for Career and Technical Education (CTE)

Each student has access and the opportunity to engage in career programs of study that:

✓ align to high-skill, high-wage, and/or in-demand careers;

✓ lead to earning industry-recognized and/or postsecondary credentials that will allow entrance and/or advancement in a specific career field; and

✓ provide career-based learning experiences that require the application of academic and technical knowledge and skills in a work setting.
Maryland CTE Needs Assessment Requires School Systems and Community Colleges to Use Data to...

1. Identify areas of promise and opportunities for growth in CTE programs.
2. Demonstrate evidence of meeting size, scope, and quality criteria.
3. Demonstrate evidence that CTE programs lead to careers that are high-skill, high-wage, or in-demand.
4. Analyze and address collective CTE needs of the region.
5. Prioritize needs.

All CTE program must align with the revised vision and direction for CTE in Maryland.
Maryland CTE Secondary and Postsecondary Data Dashboards

Purpose:

- increase transparency of CTE data that focus on access, equity, and program quality,
- create a centralized resource to review secondary and postsecondary CTE data,
- develop user-friendly data visualizations to inform the continuous improvement of CTE in alignment with the revised vision and direction for CTE in Maryland, and
- Support the needs assessment process.
CTE Enrollment Dashboards: Who Has Access to CTE Programs?

- Data is disaggregated by race, gender, and service group
- Data can be viewed at the state, school system, school or college, and course levels

https://www.mdctedata.org/
CTE Performance Dashboard: How are students performing in CTE?

- Reports on Perkins Core Indicators of Performance
- Data is disaggregated by race, gender, and service group
- Data can be viewed at the state, school system, school or community college, and program levels

https://www.mdctedata.org/
CTE Trend Analysis Dashboard: Provides a 3-Year Trend Report on CTE Student Enrollment and Performance

- Essential for Comprehensive Local Needs Assessment
- Data is disaggregated by race, gender, and service group
- Data can be viewed at the state, school system, or community college levels

https://www.mdctedata.org/
Labor Market Dashboard Define High-Skill, High-Wage, and In-Demand Careers

• **High-Skill Careers** - CTE programs of study that demonstrate high-skill lead to careers that:
  1. Require previous work-related skills, knowledge, or experience of one or more years;
  2. Have a Specific Vocational Preparation (SVP) rating of at least six as defined by O*Net;
  3. Require state or federal licensing or industry-recognized certification; or
  4. Require a recognized postsecondary credential or degree.

• **High-Wage Careers** - CTE programs of study that demonstrate high-wage are those that lead to careers that exceed the state average annual wage. The 2018 average annual wage in Maryland was $58,770.

• **In-Demand Careers** - CTE programs of study that demonstrate in-demand are those that lead to careers with a growth rate over ten years of at least 7% or a two-year occupational projected growth of 2.5%.
Labor Market Dashboard Identify Secondary CTE Programs of Study that Align to High-Skill, High-Wage, or In-Demand Careers

https://www.mdctedata.org/
Labor Market Dashboard Identify Postsecondary CTE Programs of Study that Align to High-Skill, High-Wage, or In-Demand Careers

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<td>111003 - Computer &amp; Information Systems Security</td>
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Data Retrieved using the Standard Occupational Classification (SOC) system, Maryland's Department of Labor Maryland Occupational Wage Estimates, Maryland Short Term (two-year) and Long Term (ten-year) Occupational & Industry Projections, as well as U.S. Department of Labor/Employment and Training Administration's Soc to Job Zone Crosswalk.

*National Wage and Occupation Projections used in determination of "High Wage" or "In Demand" status.

https://www.mdctedata.org/
Aligning CTE Programs of Study to Regional Workforce Demands

Collaborating with the Region 4 Comprehensive Center to analyze alignment of CTE Programs to Regional Workforce Demand.

Research Questions Include:

1. In each workforce region of Maryland, do CTE programs of study offered align with occupations that are high-wage, high-skill, and/or in-demand?

2. For the unaligned CTE programs of study, do any of them align to high-wage, high-skill, and in-demand occupations in other workforce regions in Maryland?

Research Results will Inform Content in Needs Assessments and Support Modifying CTE Program Offerings
School Systems and Community Colleges are Held Accountable for Addressing Identified Needs as Part of the Perkins Application and Monitoring Process

CTE Programs are Monitored for:

**Access**
- CTE Disproportionate Enrollment for:
  - Gender
  - Race
  - Economically Disadvantaged
  - Students with Disabilities
  - English Learners

**Equity**
- CTE Disproportionate Performance for:
  - Gender
  - Race
  - Economically Disadvantaged
  - Students with Disabilities
  - English Learners

**Program Quality**
- Indicators of:
  - CTE Program Performance
  - Time Since Last Review

https://marylandpublicschools.org/programs/Pages/CTE/CTE%20Accountability/Maryland-Consolidated-Perkins--Methods-of-Administration-Monitoring-Program.aspx
Questions

Tiara Booker-Dwyer
Assistant State Superintendent
Division of Career and College Readiness and
Office of Leadership Development and School Improvement
tiara.booker-dwyer@maryland.gov
410-767-3676
Using Labor Force Data
Business and Industry Input

Requires local CTE providers to secure three letters of support from business/industry.

Allows local providers to use letters of support from local economic development agencies, chambers, or associations as an alternative.
2021 DQI Session 2
Using Labor Force Data
Florida

Florida's Workforce Education Initiative

Brittany C. Ross, Director of Research & Evaluation
Florida Department of Education
Division of Career, Technical and Adult Education
CLNA & Labor Market Alignment
Strong Partnerships

- Department of Economic Opportunity
- Career Source Florida – Regional Boards
- Enterprise Florida
- Department of Agriculture and Consumer Services
CLNA Labor Market Alignment Criteria

- Local agencies must show labor market alignment through primary or secondary sources
- ONE primary source or TWO secondary sources
Primary Sources

• Demand Occupation Lists Statewide and Regional: https://floridajobs.org/workforce-statistics/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list Developed using statewide workforce data

• Regional Targeted Occupation Lists: https://floridajobs.org/office-directory/division-of-workforce-services/workforce-programs/local-targeted-occupations-list (local Career Source Board) Developed using the regional demand occupation list above PLUS any occupations the local workforce board determines should be included

• Enterprise Florida: https://www.enterpriseflorida.com/industries/ targeted sectors

• Department of Agriculture letters

• Targeted Occupation or Sector per local WIOA plan
# 2021-22 Florida Statewide Demand Occupation List

## Post Secondary Adult Vocational Certificate or College Credit Certificate/Associate Degree

**Sorted by Occupational Title**

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>HS/WW</th>
<th>Occupational Title</th>
<th>Annual Percent Growth</th>
<th>Annual Openings</th>
<th>2019 Hourly Wage</th>
<th>FLDOE Training Code</th>
<th>In EPL</th>
<th>Targeted Industry</th>
<th>STEM</th>
<th>New to List?</th>
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<td>113010</td>
<td>HS/WW</td>
<td>Administrative Services Managers</td>
<td>1.55</td>
<td>1,597</td>
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<td>493011</td>
<td>HS/WW</td>
<td>Aircraft Mechanics and Service Technicians</td>
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<td>1,474</td>
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<td>530311</td>
<td>HS/WW</td>
<td>Airline Pilots, Copilots, and Flight Engineers</td>
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<td>274011</td>
<td>HS/WW</td>
<td>Audio and Video Equipment Technicians</td>
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<td>493021</td>
<td>HS/WW</td>
<td>Automotive Body and Related Repairers</td>
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<td>HS/WW</td>
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<td>Bookkeeping, Accounting, and Auditing Clerks</td>
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<td>493011</td>
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<td>Bus and Truck Mechanics and Diesel Engine Specialists</td>
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<td>HS/WW</td>
<td>Bus Drivers, Transit and Intercity</td>
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<td>Cement Masons and Concrete Finishers</td>
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[Florida Department of Education](http://GetThereFL.com)
# CIP X SOC Crosswalk

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<th>SOC CODE OCCUPATION TITLE</th>
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Secondary Sources

- Job Analytics
- Economic Development Agency
- Career Source Board letter
- Local Chamber of Commerce Board
- Other Employer or Industry Association
How Does the Data Influence CTE Program Offerings?

• Used to evaluate current offerings, but is also used to determine what agencies could and should be offering based on local need
New Program Requests

- CLNA
- Aligned Program Offerings
- CLNA Mirrored Process
- New Program Requests
- Aligned Program Offerings

Flowchart indicating a process for new program requests aligned with CLNA offerings and mirrored processes.
CTE Audit & Dashboard
Career and Technical Education Audit

- House Bill 7071
- S.1003.491(5), F.S
- Provides authority to Commissioner of Education to audit all workforce programs to ensure for alignment to market demand.
- Joint development with CareerSource and Florida Department of Economic Opportunity & other stakeholders.
- Lists to be annually reviewed and synced with curriculum framework review process/cycle to ensure quality.
Included Programs of Study

Secondary
• Middle School and Career Exploratory
• Career Preparatory
• Technology Education
• Work-based Learning and Capstone Courses
• All others including practical arts, single course programs and courses for special needs population

Postsecondary
• Apprenticeship
• Career Certificate
• Applied Technology Diploma
• College Credit Certificate
• Associate in Science/Associate in Applied Science
• Workforce Baccalaureate
CTE AUDIT METRICS

• In Year One of the CTE audit, statewide metrics (Phase 1) were calculated by the FDOE (using student record-level data) and local-level performance (Phase 2) was measured by local program reviews generated by colleges and submitted to FDOE.

• The CTE audit consist of two domains of measurement:
  • **Market Demand** - Assess whether the program aligned with an occupation that demonstrates state/regional demand, growth or middle-high wages.
  • **Institutional Program Performance** - Assess how the program is doing in terms of student retention, graduation and post-completion outcomes.
CTE Audit Local Level Data Pull

- DCAE has generated local-level data pulls (using student record-level data) that is based on statewide CTE audit metrics.
- Reports CTE audit Market Demand and Institutional Program Performance indicators at the College/District—Program level.
- Allows districts and FCS institutions the ability to compare their local-level performance data to statewide benchmarks of the CTE audit metrics.
CTE Audit Rulemaking

• HB 1507 requires the department to adopt rules to administer 1003.491(5), Florida Statutes.

• The department will pursue rule development to develop an iterative review and improvement plan process for programs that are, "not aligned with the framework of quality, do not meet labor market demand under s. 445.004(4), do not meet institutional performance, or are unwarranted program duplications."
**Education Meets Opportunity Platform (EMOP)**

- FDOE has contracted with PAIRIN to develop a data system that will enable local training providers to match their program offerings with regional labor market supply and demand projections.

- Work has begun to forge new interagency data share agreements for increased interoperability for reporting, collecting, analyzing, and aggregating data.

- New Florida-specific program-to-occupation (CIP-to-SOC) crosswalk underway, in addition to the collection of information on all non-credit workforce activities/programs.
EMOP – 3 MAIN GOALS

1. Collect and analyze Department student attainment and performance data.

2. Visualize credentialing program quality indicators.

3. Develop a program inventory or registry of credentials.
# EMOP – Program and Workforce Analyses

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<th>Labor supply &amp; demand</th>
<th>Program ROI</th>
<th>Program quality</th>
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<td>Enables professionals to identify gaps in supply of in-demand credentials at the local level. Tracks production of quality credentials below an associate's degree and aligns production with real time, localized quantitative labor market information.</td>
<td>Enables professionals to search for programs that match in-demand jobs, occupations of interest or any other search criteria (e.g., salary level, education type); identify cost of certificate or degree; and calculate income and ROI over 10 years.</td>
<td>Enables professionals to understand outcomes (e.g., wage and employment) for various programs by comparing program enrollees to similar unenrolled workers.</td>
</tr>
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CTE DASHBOARD TIMELINE

Launching June of 2022
OFFICE OF CTE QUALITY

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  • 850-245-9005
Questions?

Use the chat or hand-raise feature to pose a question to our presenters.
1. Click on the Jamboard link in the Chat.

2. Post a sticky-note (with your State name) in response to the question:

What practice, policy, or procedure shared today are you most excited about? How might you envision it positively impacting the CLNA development process in your State?