



TRANSCRIPT

Webinar: Rural Data Use: Putting Data Use Strategies Into Practice

November 15, 2017

[Slide: *California Rural Partnerships (CRP) Alliance Goals*]

MARY RAUNER

So, each REL is comprised of a number of alliances. The alliance that conducts this work that is hosting this webinar today is called the California Rural Partnerships Alliance, and it was developed to support and strengthen the ability of rural and rural-serving CCPTs to gather, share, and use data.

[Slide: *California Rural Partnerships (CRP) Alliance Structure*]

All 30 rural and rural serving CCPTs are members of the alliance, that of course includes all of you here today. And we'll continue to invite you to webinars like this one and conference calls and possibly also trainings as we move forward with our work.

One element of our project is partnering more closely with a small learning community. We'll be sharing what we learn with the larger alliance, with all of you, on an ongoing basis, to support overall data use in all the Rural California Pathways work.

The learning community includes four consortia. The primary partners are Tulare and San Luis Obispo, and the engaged learning partners are Kelseyville and Kern.

So, I'll now turn the mic over to Nidhi Sen of JFF, who will outline the content of today's webinar.

NIDHI SEN

Thank you, Mary.

[Slide: *Webinar Purpose*]

So, at our last webinar in September, we discussed the value of regional data for cross-sector partnerships. We highlighted on some data use challenges, and talked to lay out the California Data Landscape for Pathways as well as shared a framework and a few resources for taking stock of data systems in use by K-12 or secondary and workforce partners. In fact, you will find a link in the chat box that will give you access to some of the resources that were shared at the September webinar.

Based on the feedback that we received from that last webinar and our coaching with the small learning community, we decided to focus more on using data at a regional level for this particular webinar. We've heard a lot of challenges with getting and keeping all cross-sector partners engaged in conversation. In some cases, workforce and business partners feel like the conversation is all about the K-12 and the community colleges. At other times, we hear that the community colleges feel like they have a different conversation than that from the K-12 partners. And in truth, this makes sense. At times, K-12 partners should get together alone; or the community colleges before they connect with workforce. At other times, all three - K-12, community colleges, and workforce - need to come together to strategize around the regional education to workforce pipeline.

When you're hosting or leading cross-sector meetings about pathways, the conversation should be different. Today's webinar is an attempt to help model what a regional cross-sector conversation might look like: one that engages K-12, community college, and workforce partners.

[Slide: *Webinar Overview*]

Our goal, therefore, in this webinar is to provide you with a forum to learn about three specific data systems and how they can be leveraged to support your pathways work at a regional level.

Then we've shared a real life regional scenario about pathways, and had our panelists outline the relevance of the data systems and resources to inform your regional work. Remember that the emphasis under the CRP Alliance is on regional cross-sector pathways. That said, we'd be happy to set up a separate training, conference call, or webinar with any of the experts on the panel today.

The panelists this afternoon include Kathy Booth, who will present on CTE LaunchBoard; Laura Coleman from the Centers of Excellence for Labor Market Research; and Ken Sorey who will talk about Cal-PASS Plus.

Now we realize that this might be a lot of information, but we are really committed to strengthening your cross-sector regional work, and wanted to share with you experts who are based in the K-12, community college, and workforce development sectors. The hope is that this webinar will help you better understand what a regional level analysis of cross-sector career pathways work entails, and the kinds of regional conversations that meaningfully engaged K-12, community colleges, and workforce partners might look like.

Before we jump into the main session of the webinar, I wanted to remind everyone that we will be monitoring questions in the chat box on the right-hand side of your screen. We will also be administering a live poll to get some immediate feedback from you, and the link will be there as well.

I am now going to turn over to my colleague, Valerie Lundy-Wagner, to facilitate this afternoon's conversation and presentation by Kathy, Laura, and Ken. Over to you.

In terms of the overview, you can see on the slides today, we're going to talk like Nidhi said about the regional scenario, data to inform this regional pathway, that's really what we're getting at, talk about some next steps. And what we're hoping to do if we have time at the end, we have this slated for an hour and a half, but if we finish at the top of the hour, we'll leave the last 30 minutes for sort of what we call an "office hours," where people can just sort of ask, post questions to Kathy, Laura and Ken, or those of us, myself, Nidhi, and Mary from the California Rural Partnerships Alliance.

I did also want to note that we understand that while this is a California Rural Partnerships Alliance, some of the work we're doing, because it is in California, certainly applies to those of you who are not in rural areas. So, we hope that you will continue to be engaged with this conversation because much of what we're going to talk about will apply to you. In other cases, we sort of have the small learning community to really get at the heart of some of the rural and rural-serving consortia issues. But for the most part I think this will apply to everyone, so I appreciate those of you who are not rural or rural-serving being on here and participating.

[Slide: A Regional Pathways Conversation Scenario]

As I noted, we're really hoping to use a real-life example, and I think someone put it well as sort of how can you use free statewide tools to answer common regional questions? You heard Nidhi mention regional, you heard Mary mention regional. A lot of what we're doing here is really trying to focus on the regional level of conversation, because I know multiple sectors are coming together in sort of pathways work, pathways that stay in K-12, community college, and other post-secondary institutions in the workforce. Often times the conversation becomes very sector-specific.

[Slide: Regional Pathways Scenario]

So, we thought we'd go along with this scenario to think about ...

[Slide: Data to Inform Education & Training]

As you think about questions related to education and training. This slide right here really shows some basic, basic questions in education and workforce that are relevant to the regional level of conversation.

So, what jobs are in demand? How many people are employed? How much do those professionals earn? Is the demand increasing or decreasing? This is really sort of at the basics for a lot of the CCPT work, but also work that's happening in the CTE regional consortia, and other sort of regional tables.

The education questions I think are very familiar with most of us who are on this call, right around "what do students need to be in the pathway to these careers? What jobs can they get, in your regions?" Since we know California is a huge state, and what happens in Pasadena is not the same as what happens in Tehama, right? A lot of this...these are the type of questions

we're hoping that you're already thinking about when you think about the regional work that you're involved with. I just want to make sure we're setting the stage.

[Slide: *Regional Pathways Scenario, Page 1*]

So, as we look at this regional scenario, this is pretty generic that we've come up with, but thought, you know, from the feedback, again, that people really wanted to hear what this would look like. So, we have our scenario, it says, "A consortium is wondering if they are producing enough allied health graduates to meet what they heard is a growing demand in their region." And as Nidhi noted, we'll have Kathy Booth, Laura Coleman, and Ken Sorey each provide a little bit of information about how the data systems or portals they work with can help you answer questions that get to this scenario.

[Slide: *Regional Pathway Scenario, Page 2*]

In particular, we have laid out six questions here that we think can be helpful in fleshing out this scenario. When you're thinking about your regional cross-sector tables, particularly those that are focused on data, it certainly makes sense to think about what the job market is for allied health. For those of you who had the pleasure of writing CCPT grants or any other sort of grants around pathways you know that this is a critical, sort of the basis of where you're starting.

Then we're going to go into sort of how community colleges fit into the allied health pathways world, and how that connects to the job market. Where are students both in the K-12 and in the postsecondary stage, how are they fitting into this allied health, these pathways? To what extent can they be, those pathways be more developed to support the labor market need? We've looked in jobs who are in these pathways in your region, and we'll get to sort of come back to the fundamental question, "Is the region producing enough graduates?"

[Slide: *Regional Pathway Scenario, Page 3*]

[Slide: *CTE LaunchBoard*]

So, we're hoping that springs much of the work.

And so, right now I think what we'd love to do is have Kathy tell us a little bit about CTE LaunchBoard and where it fits into these regional cross-sector paths and how it can help folks make sense of the regional scenario.

KATHY BOOTH

Okay.

[Slide: *Regional Pathways Scenario*]

The first question is, "What is the regional job market for allied health?" It's actually a complicated thing all in of itself.

[Slide: *Nursing-Related Job Openings*]

So, the first thing is that often when educators are thinking about designing programs in CTE, they tend to default to what they offer.

[Slide: *Regional Pathways Scenario*]

So, we often start, "well this is the program that I have," and then you sort of think about jobs happening at the end of that pipeline. But in fact, if we're really going to be developing these regional cross-sector partnerships, we have to start with what the job market is because that should shape every decision that we're making as educators, from what types of programs to offer, what the specific skills are that are taught in those programs, how many people we're trying to move through those programs. So, this is always the first place to start.

And the other thing that's also really important about this is that allied health is an enormous category. It's more than just an industry sector. It encompasses many, many, many different types of jobs. So, if you want to start getting granular about what kind of training you should be providing in this area, you're already going to have to get much more narrow than that. So, all the examples that I'm going to be showing you are within the sub-discipline of nursing, within which even there are many different types of jobs and training programs.

Go ahead and advance the slide and I'm going to show you the kind of information you can get right now in the LaunchBoard.

[Slide: *Nursing-Related Job Openings*]

So, what I'm showing you is a portion of one of our data tools. What I'm going to do is, I'm going to just walk you through what you can find in the tool before we start talking specifics about where the data comes from and how you access it. Cause I think what's most important, is to create the value proposition why would you even want to go in and use these tools.

Within the LaunchBoard one of the things we tried to do is make it easy for you to get to the labor market information that you need to drive the conversations that you'd be having across K-12, community college, adult ed, and workforce partners. So, what I've been able to do is go in and say, "Okay I want to look at nursing." And then I can put in a particular region. So, in this case I chose the Central Valley as the region that I wanted to look at, and then I was immediately able to get to a number of different types of data points about the available job market in nursing.

So, what you can see at the top is that I'm finding out what the job market is currently like in the Central Valley within nursing. And I see that there's four primary occupations, which are registered nurses, licensed vocational nurses, nursing assistants, and home health aides. And one of the things that is important to understand about these jobs is that they require different levels of education. So, although technically in the state right now you only need an Associate's degree in order to become a nurse, increasingly employers are expecting you to have a Bachelor's degree. So, what you see there is that to be most competitive in the job market, you need to be looking at transfer pathways. And you're able to see the number of people that have had jobs in the past, and whether that number has been changing as we look

back historically. All those green arrows are very typical of what you see in all parts of the state, which is that we need more people who are working in nursing.

And as you went down the screen you'd be able to find more information, namely how many jobs are projected looking forward. You can see both the five-year numbers and how many jobs that would translate as new jobs every single year. So, there you can see that there's a difference, there's many more registered nurses that are needed than LVN practitioners at this point.

So, this could give you some really useful information to think about, "Okay are we training toward all of these different occupations, and have we put in place the stackable certificate programs that can move people from nursing assistant towards a registered nursing pathway, and are we building the transfer opportunities that are going to make our students more competitive in the job market?"

[Slide: *Regional Pathways Scenario*]

So then, the next question would be, "Okay so if this is what the job market is looking like, how are we doing in providing the supply of trained workers to meet that demand?" This is another question that you can answer in the LaunchBoard.

[Slide: *Nursing-Related Pathways Enrolment*]

So, we've got a section called the Program Snapshot Reports, which we co-developed with practitioners, and especially people that weren't researchers. And we said to them, "If you wanted to find out more about how to build regional strategy, what are your questions and how do you want to see the information?" And what people said was basically, "Well we've got questions and we want simple answers." So, what we've done is we've put together a list of about a dozen of the most common questions, and it's just giving you a straight question-answer format with visualization.

So, of course the first question people want to know the answer to is, where are students taking nursing courses in the region? So here you can see we're looking at, again, Central Valley in the area of nursing, and we can see that there is almost 5,800 students that are taking courses in the 15-16 academic year, and they're doing so at 11 colleges.

And, if you look at that bar chart, you can mouse over it and you'd be able to see exactly how many students there were that were enrolled in all of these different colleges in the Central Valley. And that can be a great way to begin knowing who you want to get on the phone and talk to, if you're just trying to figure out how to coordinate programs, or if you're wanting to get a sense of the total volume of students that are being trained across these many, many different providers.

[Slide: *Regional Pathways Scenario*]

So then, that's great, we know how many people we've got into the pathways, but the question is, how many of those students are actually getting to the end of those programs, which

particularly in health is really important. There are some occupations where people are able to take just some courses in particularly a community college context, especially if they already have work experience and are able to go from there directly to the job market. Well we know in health, completion makes an enormous difference in whether students get jobs in their field of study and if they're going to be successful in those jobs.

[Slide: *Nursing-Related Credentials*]

So, here's another question in the snapshot, and the question is, "Are students succeeding?" And what we're able to do is see a comparative list of the number of degrees and certificates that are coming out of those 11 schools that were offering nursing related programs. So, we can see that by and large these 11 colleges are producing Associate's degrees, which is good, cause if you think back to what we saw about the job market, we know that it's going to be those higher-level RN posts that people are looking for, and what would be even better is if they transfer so that they become more competitive.

And then you can see that the next largest grouping are locally issued certificates. These would be very low unit certificates, that's probably going to align with more of those assistant-level positions that we saw down at the bottom of the options of what was growing in the region. And then we see that we do have a small number of skill-builders. Those are those students that come and take one or two classes in order to be able to up their skills, but that's a relatively small proportion, which is probably good because it's health.

So, I'm noticing that John Warner's asked a question, "Well what about adult ed?" So, that's really important. In a moment, we're going to talk about all the ways these tools are constructed. Right now, the one that I'm showing you is specific to community college data because that's where there is a complete data set that's currently available for the LaunchBoard. We have just begun the construction of a new tab that would wrap in adult education participants. We have a data sharing agreement with CASAS, which is gathering all of the data for adult education for the state adults education block grant, and we will have an additional tab that is specific to adult education. We just got that data file about a month ago, so we expect to have that information online by Spring.

[Slide: *Regional Pathways Scenario*]

Then the question is, of those successful community college students, how many actually got jobs related to nursing, which is what they studied?

[Slide: *Nursing-Related Job Placements*]

So, I'm now showing you a different portion of the LaunchBoard. This is the Strong Workforce Program tab. This is a simple set of metrics that can be really helpful if you're just trying to get a snapshot of what happens to students who enroll in particular program areas. Once again, I've selected Central Valley nursing. But I could go in and I could select something more granular, like I could choose Bakersfield College and look just at their RN program if I wanted to.

And what you're able to see here is answers, again, to some of those questions, so that we can see that in the year 13-14 there were 1,200 students that got a degree or certificate. So that's a fair number of graduates that are being produced. And then we can see a lot of information about what happened to those students. We can see that a relatively small number of those are transferring, only 157, which may mean that their nursing graduates are going to be less competitive over time, as employers expect more Bachelor's degrees.

We can see that almost all of those students are employed, certainly by a year out, which is what the fourth fiscal quarter means. So, we get to 81 percent of those students ended up in jobs. We can see that 100 percent of those students ended up in a job closely related to their field of study, which is a great data point to have, because that's what you're hoping for.

We can see a bit of information about other elements of their performance. So, we can see for example that most of the students boosted their earnings by 122 percent, which is very impressive. It's a wonderful story to share with your potential students, or with your boards, to talk about what a difference this is making in the lives of people in Central Valley. And you can also see what proportion of those students end up making a living wage, so we're at about two-thirds.

In health, there are many jobs that get you a living wage, but it's some of those lowest level assistant levels that, they are barely paying minimum wage, and that probably is accounting for what we're seeing.

[Slide: Is the Region Producing Enough Allied Health Graduates?]

So, then the question becomes, "Is the region producing enough graduates?" So this is the tricky thing, and later on Valerie is going to show you a slide where she literally took numbers about the number of students that graduated and then put them in a spreadsheet with a number of job openings, and that is, that works pretty well in areas like health.

We can do a quick and dirty and say we are not getting enough nursing graduates, because we saw that there were over 3,000 job openings, and there were only about 1,200 graduates, and we know this is a field in which the community college credential makes a really big difference in whether students get jobs.

And we have a good sign in that the students having more Associate's degrees and certificates, which aligns with the level of occupational or educational attainment that employers are expecting. But this does not work so well in a number of other disciplines.

So, for example, in automotive, a lot of students do not complete the community college degree or certificate because what's most valued is an industry certification, and they might be able to get that without completing the community college program, so the number of graduates doesn't align neatly. There's other places that are cross-disciplinary like when you look at the intersection of business and IT, where there may be a number of different programs that are training people to be able to do this type of work.

So, one of the things we have to do is figure out how we're going to balance all of these different data points when making decisions, and Laura's going to talk a little more about this. But you can use the LaunchBoard to get a quick and dirty to see if you're even in the ballpark for the number of skilled workers that are needed.

So, I see that Lori has a question. She says, "Does the LaunchBoard require you to gather all these data for each health-related profession, or is there a way to look across all health-related professions?"

You can look at every program area that's offered. If we were to put all allied health in one box, it would, you would have to scroll for 15 minutes to get to the bottom of it because there's just going to be so much information, but you could go in and look for clusters of areas. So generally that would be things like the cluster of nursing, you could probably do dental as another area. So, there's ways that you would group it. But there's just trying to do the entirety of supply and demand when you're looking at allied health wouldn't make sense, because the way that you train to be in dental is really different than what you do to be a medical assistant. And so that's why we have to break them up separately.

[Slide: *Regional Pathways Scenario*]

So, all of this is talking specifically about community college outcomes. And one of the reasons that we really need to look at community college outcomes is when you look at the big picture for what kind of jobs get students to living wages. So, there's a lot of charts floating around right now that show the proportion of jobs that are available based on your educational attainment. And what this shows is that about a third of jobs you can get with just a high school diploma; a third are something that are called middle skills jobs, which means that more than high school but less than a Bachelor's degree; and a third are Bachelor's degree and higher.

What those charts don't point out is the average earnings that you make at each of those levels. There are lots and lots of jobs that you can get straight out of high school. There are relatively few of those jobs that pay a living wage.

So, if you really want to be helping your students prepare to support themselves and their families, you really need to be looking at some sort of postsecondary education in order to ensure that they're going to get to that level of just basic economic sustainability. So, one of the things we want to do, then, is look at what's going on in high school, both in context of the number of people that are being trained, but also looking at whether you're preparing those students to go on to get a community college degree or certificate.

[Slide: *Related K-12 Pathway Enrollment*]

So, we've just debuted a new tab in the LaunchBoard, which is specific to K-14 CTE pathways. So, we're looking at the relationship between K-12, conventional K-12, like high schools, and the community colleges. It does not include four-year institutions, and we know that there are programs that you offer in your high schools that train to four-years. Our intention is not to

disregard those really important outcomes, but it really is about the fact that we don't have enough four-year data to be able to calculate it. So, we want to give you reliable information.

So, in this case, the information is available. The starting point is always going to be the K-12 provider. In some cases we have actual sites, like in this one, which is Kern High. In others, we have districts that participate. It's based on the way the K-12 provider is participating in Cal-PASS Plus, which Ken is going to be describing in greater detail for us.

So, what we've been able to do is take a look at how many students are enrolling in allied health related programs. In this case we can go broad, because in high school generally what people are being taught fits into broader skill sets. And we can take a look at how that number has changed over time.

So, the purple line is showing you that the folks that are in health sciences, and we see that the number is pretty stable between the two years for which we have data, 13-14 and 14-15, with about 1,000 students participating. And what's interesting about that is if you look at the green line, which is showing you the number of non-CTE students that were enrolled in Kern High, and you can see that number has been steadily declining. So, the fact that the nursing program is staying constant and at a relatively high proportion of overall high school student enrollment, this is pretty impressive.

[Slide: Related K-12 Pathway Progress]

So, the question is, what happens to those Kern High students once they transition to community college, and one of the things that we want to do is we want to understand whether those students showed up in community college at all, and whether they stayed in the related pathway.

My apologies, it looks like these two graphs are swapped, so I'm going to start with the one on the right-hand side.

So, the first question is, "How many of those students that took health in high school ended up enrolling in community college?" And what we're doing here is we're just looking at students who took two courses that were flagged in the same CTE pathway code, which is a common way of tagging courses in K-12. So, these were two, or more, health science and medical technology classes. So, from that, we can see that around 30 percent enrolled in community college within a year, and then if you look over time, it looks as though that number is increasing slightly. So, it looks like the college going rate is pretty good. We're getting up to about 40 percent of students that take allied health in high school are enrolling in a community college within a year. And you'll see that those numbers are higher than non-CTE students, this green line. So, this appears to be a good way to engage people and get them enrolled in community college.

So, if we go over to the left-hand side, the question is, "Of those students how many actually got through eight units in a related pathway, meaning did they take three classes in some sort of allied health topic?" And so, we're not even at nursing, now we're just at allied health. And what we see is that the percentage of students is relatively low, less than 20 percent are able

to make any meaningful progress in an allied health pathway within their first year when they get to community college.

And that's the kind of thing that you should be discussing as part of your regional group. What's going on that we've got all of these students that are interested in allied health? We've got a fair number that are making it to community college, but once they get there, they're not making progress. And that could cause some really rich conversations about how you're doing the handoff of those students, making sure that the high school is preparing the students for all that's expected of them once they arrive at community college, making sure that the students are ready in math and English, that they're not spending a lot of time in developmental education, which may prevent them from being able to get enrolled in especially nursing courses. It could be that there's such a long wait list to get into nursing that the students just can't even get there.

So, there's a lot of reasons why this could be happening, but this is what the data dashboards are good for. They can give you directional signage, "There's something going on here that probably deserves more conversation." And then you can get in together and dig in and figure out why.

So, John made a comment in the chat window, "Is that explainable as students fulfilling gen ed as they anticipate occupational courses such as dev ed?" That's a good guess. So, you could speculate, but this is going to be much richer if you then take this question and go ahead and follow the students through. Go and have some focus groups with the students that were part of your allied health pathway in high school, and ask them what happened to them. And they're going to give you information. You could even exchange unitary data between institutions and track them through the college's data system to see what happened to them, to look at their assessment scores. All of this is allowable under FERPA because it's critical for program improvement.

So, that's the kind of thing that you're going to...unfortunately dashboards can't tell you that. Dashboards can only tell you where there's heat and light and there's an opportunity for more exploration.

[Slide: How can high schools contribute to allied health job demand?]

So, this is then spelling out that question of what I just said. It gives you a chance to be able to dig in and try to figure out what's going on in those pipelines.

[Slide: More on Labor Market Data]

Okay, so at this point I've given you a little bit of a sense of the kinds of data that are available in the LaunchBoard. I guess, Valerie, should we just have, see if there's a little bit of Q and A, if there's any pressing questions before I pass it on to Laura to talk more about labor market data?

VALERIE LUNDY-WAGNER

Thank you so much, Kathy. And yes, if anyone has questions at this point, we'd love to try to keep the conversations around people thinking about these regional conversations, and try to potentially use more of the office hours sort of at the back end of this webinar to get into the nitty gritty about LaunchBoard, since Kathy, as you probably all know, is an expert on it and it's big and vast. So yes, do people have any questions, or other comments? We'll keep monitoring the chat.

Oh, I did see Lynette noted some of the problems with nursing have to do with hiring, and I think that is one of the issues that certainly comes up in the regional cross-sector conversations. If there is this need for a pathway, and that you can't, you certainly have to think about who's staffing those pathways, whether it's in the high schools or in the community college, or even in the four-year institutions. I think they are probably constrained as well. So, that's a great thing to bring up, and I think she put a link to a document that talks a little bit about this shortage, in particular around nursing educators.

KATHY BOOTH

And I think that for CNA, this is one of those places where you can make a decision about whether this could be offered at the high school and not at the community college, because if we look at the labor market data, it's saying that in some cases you don't need to have that much of an education. So that's where understanding, and this is where you have to engage your employers, is that really how they feel? Would they be willing to hire someone into this position if they had just done training in a specialized program in high school and then perhaps test with a sort of licensure certification, that that's where you're going to be able to start having some creative conversations about solutions.

VALERIE LUNDY-WAGNER

I'm going to turn it over to Laura. So, Kathy just presented on the CTE LaunchBoard, which really helps toggle that space, or can be used to toggle the space between K-12 and the community college. And as certain as you saw on one of her slides, includes information on labor market data.

[Slide: *Centers of Excellence for Labor Market Research (CoE)*]

But there are other resources out there, and so we have Laura Coleman from the Centers of Excellence for Labor Market Research. Laura, before you sort of jump into the scenario, I wonder if you could make sure to tell folks a little bit about the Centers for Excellence overall. I think often times on these calls we end up with a lot of K-12 sort of focused folks who are not necessarily familiar with the Centers of Excellence or who they interact with. And so, if you could share a little bit about that, I think that would be super helpful.

LAURA COLEMAN

So, thank you and it's great to be here. So yeah, sure. A little bit about who we are and how we are, sort of, where we are placed in the labyrinthian community college system. So, the

Centers of Excellence for Labor Market Research, or as we call ourselves just CoE, are a group of workforce researchers that are funded through the California Community Colleges. We're regionally based, so we have seven regional directors responsible for responding to regional groups of colleges, as well as doing regional research and individual college technical assistance for workforce research. My position is as the statewide director to do statewide research and also to help facilitate the program of seven different regions moving forward.

So, how we work is that we're attached to, like I said, a region and that can mean as many as 29 colleges, or as few as eight colleges that are in a region. But all the colleges organize around these regions and have certain functions that they are mandated to coordinate on, and so it makes sense then, that we align how we're set up to them.

[Slide: *Occupational Employment Data*]

So, I want to talk to you a little bit about sort of external data sets. Kathy talked about occupational employment data. You saw that she pulled up a screen shot of nursing related occupations in the LaunchBoard, and said this is sort of the quick and dirty, give you a sense. We do encourage people to look beyond just that because it is a really nuanced analysis. Of course, I would say that, because I do it full time, and if I didn't say it I wouldn't have much job security. But it's actually true. It's more...I would like to be able to talk to college and K-12 partners and say I just need to look at one number and then I can tell you what to do. But that's not it at all. It's extremely complex, and it's more about layering data sets and layering data and information, and in drawing from that, than it is about just using one piece of information.

So, what you see on the screen right now is the related occupations that we would attach to nursing programs in the community college system or in a pathway, and the basic elements of employment data that could come with it to help inform, is there a need in your region or area.

So, what we look at is what level of incumbent workers are in that specific region, and continuing with Kathy's example, I chose the Central Valley, which I believe is around 15 counties, in my definition. So, if you look at these numbers you're seeing across the 15 counties, 27,000 nurses are currently...those are 27,000 residents of Central Valley working as registered nurses. So, that's an important number because if you're thinking about an incumbent workforce, especially if you're thinking about pathway moving home health aides and nursing assistants into longer-term or more education pathways, you need to understand how many are currently working in those positions.

And then, five-year change, that's going to be a number that indicates job growth. So, those are new jobs being created. Those are employers actually adding to their employment rolls, or projected to add, excuse me, to their employment rolls.

And then, the rate of growth. So that's simple calculation of the rate of growth. And it gives you a sense of pace. It doesn't necessarily indicate...I mean, it's relative to the size of the occupation. I'm looking at this line and home health aides looks amazingly high, and I didn't notice that when I put it in. But that, in particular, that occupation is...it grows quickly because

of the low pay and most likely part-time nature of that work. However, it's a relatively small overall, so 80 percent is not...it's a relatively small number when you look at 14 percent for nurses, and it already is almost 70 percent, not quite 80 percent higher than the growth for home health aides.

So, the final thing that we look at is growth plus replacements, or growth plus separation, both terms mean essentially...or groups are now called and referred to as openings. And basically, what this is calculating is the non-new job growth. So, these are jobs within that current employment data set that become available to new workers in the occupation because someone has cycled out of that occupation. It's not about moving from one nursing assistant job at one employer to moving to the next nursing assistant job at a different employer. It's about moving from your nursing assistant job to becoming an LVN, possibly at the same employer, or maybe a different employer. So, you're leaving that job altogether. And so it attempts to measure the number of positions that will be vacated for that reason. It also calculates in retirements and other ways that people separate, or other reasons people separate.

[Slide: *Occupational Wage Data*]

So, one of the other layering of data areas that we encourage people to look at when they're making decisions about which programs to pursue or to invest in is certainly looking at what are the wages being paid in that occupation now to workers in the occupation today? So, we usually use a wage range. We kind of will say if the 25th approximates usually an entry level wage, the 75th is sort of a more experienced wage. But it's not determined by that, because some employers pay more than others, and so they're not really specifically entry and experience. But we sort of would make that assumption based on how wages increase over time generally.

So here you can see those same occupations moving up. And then you can see as you look at these different occupations, if you were to follow this pathway, what the potential with time and education for wage increases or salary increases over the length of a career might be. And again, showing the typical education requirement. The typical education requirement can be a little controversial. So, it's assigned by the Bureau of Labor Statistics, which is national, and it doesn't always reflect what the state's requirement is or what an employer trend is, so which is why for registered nurses we know in California, an Associate's degree education is all you need in order to take the exam. But Bureau of Labor Statistics is saying that typically a Bachelor's Degree is required. And, Kathy referenced this as well. We're seeing employers encourage people to either come with a Bachelor's degree, or have plans to move from an ADN nurse to a DSN nurse. And that's really a...very few occupations are, are doing...do that, but that is one that's in flux right now.

[Slide: *Regional Pathways Scenario*]

Oh, sorry, somebody asked a question about where that data is coming from. So right now, that data that I pulled is coming from a proprietary data source called Economic Modeling Specialist International, which uses publicly available data but then does their own projection modeling. But it tracks pretty well with the numbers that we get from the Employment Development

Department, and they're using as their base a lot of the same data that the Employment Development Department is using to do their own projections.

The next question is about how did they align to job placement and earnings.

[Slide: *Employment in Nursing Careers*]

And so this is an area that our regional directors get in as they prepare data for colleges to consume. We certainly want to give an external view, and that's the data that I just talked about. What's going on outside in the labor market, not specific to one institution, they're actually...it's a really objective data set that I just showed you. So, what, what we're layering on is information that colleges can use about our system or about their own regional colleges, or about their individual colleges to complement that external data so that they're seeing a more well-rounded picture of the labor pipeline for this job.

So, when we look at...what we'll look at are two post-education type data sets. This first one is does...did the student get employment or find employment in the field of study. That's really important for us to know, because as we develop our programs, we're pretty sure that we're training to the right occupations, and that the student is prepared to go entry level into a specific occupation. But we don't know that until they tell us that's, that they are working in that job.

And so, in the statewide career technical education outcomes survey, students are asked about 18 months, 15-18 months after they separate from the community colleges, what they're doing, how their employment situation has changed, what was it before, what is it now. And they're asked are you working in your field of study. And so for health fields, because it's so aligned, and the programs tend to be occupation based. You have a registered nurse program, most registered nurse programs produce only registered nurses. And so you can see, that's a really high working in field of study number. But other programs, like in business or marketing, you might not see quite that correlation. And that's an important number for us to watch, and it's an important number for colleges.

[Slide: *Education: Impact on Student Earnings*]

This data is coming from the Chancellor's Off...the Community College Chancellor's Office. What this is saying to us, similar to what Kathy had talked about which is in LaunchBoard, is matching our student records to employment, unemployment, insurance, wage data, and then aggregating it so that we can sense how, what types of wage gains have been experienced by former students.

And so, this one in particular comes from the Salary Surfer, which looks at, takes a longer view than what Kathy showed. Kathy's data in the LaunchBoard shows I think two and four quarters after education. Salary Surfer takes a larger cohort of students, a multi-year cohort of students, and looks two years before their, they exited campus, and then two years after the award. And that kind of I think, is a little...slightly different view, and it's not available for every field. But in this particular example I think it's pretty reflective of what's happening. So you can see some great wage increases, and then some not so great wage increases. So, as

you're thinking about pathways and what a short-term program like certified nurse assistant will gain that student, in the long run, as you can see, a little more time and a little more training yields a lot more money.

[Slide: *How can CoE inform regional conversations?*]

So, how can we help inform your regional conversations? So, what we're doing a lot of occupational and wage research. We're looking at all of these inputs together, and, again, layering that information in one piece. And usually specific to the request. So, independently we'll produce our own reports on a sector or on a group of occupations, but we do receive individual requests and so if you had a question about a specific pathway, you could get in touch with your regional CoE. Our main audiences, our charge is to serve community colleges, but as I understand it most community colleges are partners in different consortia, and so if you have a community college partner in yours, that's one way you could come to us and ask for some assistance. And we may not have that work done already, or it might not work with your timeline, but we might, we should certainly be able to point you in the right direction of a previous report or some assistance.

VALERIE LUNDY-WAGNER

Thanks, Laura. Hey, I have a question for you. So, for those folks who have a consortia where they have multiple colleges, in theory they should have the same CoE regional representative. Can they sort of do a group ask for you that can help inform their regional work? Have folks done that before? Is that typical?

LAURA COLEMAN

Yeah, I mean if you've got multiple colleges that are part of your consortia, really it would just be about contacting your leads from those colleges and saying, hey we want to do, we need to get this information to inform our work on this project...

[Slide: *CoE Team*]

...can we go through you to access the CoE, can we involve you, can we maybe have a quick conversation with the CoE director? And that's really just pro forma for the CoE director to say "Okay this falls under the umbrella of work that I've been, that my grant has been given to do, because these are two of my member colleges, or these are four of my member colleges in my region. And so I can certainly help them out with this project."

VALERIE LUNDY-WAGNER

Cool.

LAURA COLEMAN

So yeah, this is our team here. There's one more, she just joined this week so I haven't added it in, but it's for South Central Coast.

VALERIE LUNDY-WAGNER

Oh, okay. Fantastic. So, I wanted to pause here for a moment, particularly for those of you who aren't familiar with the Centers of Excellence, or who hadn't been previously, to make sure if you all have any clarifying questions about what Laura has presented. And particularly, I don't know if Laura, you and Kathy actually could possibly do a minute to just how you're both presenting wage data, and summarize that again for folks so they can see, just to remind them. Not everyone has access to LaunchBoard, but all colleges have access to their CiE rep. And then, how, or if you have any thoughts on how people might use the data from both to have these regional conversations about labor market demand and connecting it to education.

KATHY BOOTH

Sure. Do you mind if I hop in on this one, Laura?

LAURA COLEMAN

No, I do not.

KATHY BOOTH

Okay, so there are several sources of information that are necessary in order to be able to look at employment and labor market data. So, as much as possible the information coming out of the Centers of Excellence is identical to what's showing up in the LaunchBoard. So, you can hop between the two sources and you should be able to get consistent information, cause we've designed to be connected together. There is a great infographic that we've done and in a little bit I'll show you where you can get your resources page related to the LaunchBoard that describes exactly where the labor market data comes from, and where the employment data comes from. This is one of the most common questions we get asked, and it makes me proud, because you should always understand data sources, especially about something like this.

But in a nutshell, most of the data that you're going to see about students' employment outcomes comes from the state wage file. So that's held by the Employment Development Department, and the way it is generated is that all employers in the states are required to report who worked for them and how much they paid those people in every fiscal quarter. And the reason that they do that is to help the state be able to calculate how much they would need to be preparing for if they had to pay out for unemployment insurance.

So, that's why you often hear this file referred to as the Unemployment Insurance, or for the truly geeky, the U.I. wage file. Bottom line is, it is the most comprehensive source of information we have about how much money people made. And the way we link that up with educational records is using the students' social security number. So, there's a match that's done between the chancellor's office and EDD. In the future, it will also be done for adult education students that provide a social security number to the adult ed institutions. And based on that we can say okay this is the same John Smith, and they were paid exactly \$8,412 across the two employers that had hired them during any particular fiscal quarter.

So, right now we can get at least through the community college system a match rate of over 80 percent, so it's fairly representative. It works better in some industries than others. So, health, we've got lots of data, but in areas like real estate or digital media where people are self-employed, then the information isn't in there, because self-employed people don't have to report to the state. Obviously, we're going to be missing it for anyone who moves out of state, takes a federal job, or who is working under the table in the cash economy. So, there's some limitations, but it's still, again, about 80 percent of students. It becomes much more problematic with adult ed where we have fewer social security numbers, and we're unlikely to have a lot, given the political climate.

Then the second source of information, which is very supplemental, comes from a survey that goes out to former community college students that either completed a degree or certificate or took about three courses...in CTE. And that survey helps us understand the information that comes from the state wage file. Like, did the student get a job in their field of study? Did they have one job or three jobs? Were they part time or full time? A lot of other contextual information. So that's great as a supplemental source. There's about a 30 percent response rate to it, which is actually very good for a survey. But it does mean that, especially when you're looking at the program level, you're often looking at only a handful of students' responses, so you have to proceed with caution.

And then finally, the labor market data is coming from...you got the full name from Laura. This firm is often referred to as E.M.S.I or EMSI, depending on who you're talking to. It's the most comprehensive source of information available that's pulling data from thousands of web scrapings and public sources and things like that.

So, we really try to make sure that you have the most robust data sets as possible to answer the questions as comprehensively as possible. And, all of these are available for free, through certainly the community colleges, and then through the regional consortia out to everybody else.

VALERIE LUNDY-WAGNER

Thanks, Kathy. Just in the spirit of time, we know not everyone can stay the full hour and a half. We want to make sure we give a little time to Ken Sorey.

[Slide: *Cal_Pass Plus, Page 1*]

So, Ken, we'd love to get you to tell us a little bit about Cal-PASS Plus and hopefully people haven't forgotten our regional scenario about Allied Health Pathways, but certainly Cal-PASS Plus connects to that, and also connects to LaunchBoard for those of you who weren't aware. So, Ken, do you mind sharing a little bit about Cal-PASS Plus?

KEN SOREY

So, we just wanted to give you sort of a background of how you get access to some of this information. Cal-PASS Plus is a...it's a voluntary system of data that is funded and supported

through the Chancellor's Office of the community colleges, and it's a partnership between San Joaquin Delta College and a nonprofit that I work for called Educational Results Partnership.

It's basically a way in which we all regionally and statewide can share data across segments so that we can tell a better story about the transition points for students. And, we manage about more than 600 individual data sharing agreements among institutions. A K-12 district or a community college would sign one and agree to share their data that is unidentified data, but that connects across the segment. So, if you're a high school principal, you can finally ask the question of "Where did my students go, how did they do, did they complete some sort of post-secondary credential, et cetera. How did they, where did they start in the sequence in developmental education or not, et cetera?"

And then for CTE it becomes quite robust, because we can really start to map the pathways as Kathy showed, with some of the transition tools. We cover, we have about 70 percent of all the K-12 districts, or actually not the districts, but all the K-12 students in the state. It really varies upon what size of district participates. We cover about 80 percent of the high school students, and about half of the CSU and UC's participate, and that's growing all the time.

So, it's not complete, 100 percent, but it does give you a pretty good idea of patterns. And even with things like when we show transitions to community colleges, it even connects to National Student Clearing House, so that you have a complete picture of things like transfer students to universities, whether in state or out of state. And then it also houses the same data that Kathy mentioned about matching with the Employment Development Department and E.M.S.I

So, this system serves as sort of a backbone for the Chancellor's office to do some of this, sort of innovative work around providing these data dashboards and deeper dives into the data all in one place. And so, as Kathy and Laura mentioned, we all work together to make sure that these data are all consistent, that we support each other and make sure that we're continuing to improve based upon needs in the field and the system sort of grows and grows as people need more and more information.

[Slide: *Cal_PASS Plus, Page 2*]

[Slide: *Is My District a Member of Cal-PASS Plus?*]

Alright, I'm just going to quickly show you how would you join, and how would you find out who is a member of Cal-PASS Plus. So, on the main website you'll see that there's a series of blue tabs, each for different levels of the participating institutions. So, under the K-12 tab, you'll see there a list for member list. And when you click on that you get a quick search engine that allows you to see by region who is participating.

[Slide: *Is My District a Member of Cal-PASS Plus?*]

[Slide: *Is My Data in Cal-PASS Plus?*]

So, you can see in this one I chose Central Valley South. And you'll also notice that there's a button checked here for "show only districts with data," and that's just a quick showing of any district that's ever participated and provided data to the system. If you unclick that, you'll see every district in that region, whether they participate or not.

And then you can see down the right-hand column, you'll see whether this institution has an MOU that's sharing their data with everybody else, or whether they're not. We have a number of, some districts that have provided in the past but haven't been renewed, and it just happens that it's hard to keep up with changes in personnel in the district sometimes.

Further, you can see what the most recent data is that the district has provided, and if you click on any of those blue dates, you get to the next slide...

[Slide: *What Type of Data Uploaded?*]

...which will tell you how much data they've put into the system. So, this is an example where you can see these are the types of data that we collect. We have unit level records, in other words, student level records, but not identified, down to characteristics of the students, which courses they took, did they get an award, some of their assessment data like the Smarter Balance assessment. And, this is unique inasmuch as it's much more detailed than say like a National Student Clearing House match where you can actually find out things like course pathways and what's happening in intermediate milestones within the different segments.

[Slide: *How Do I Access the CTE LaunchBoard?*]

So, to access the LaunchBoard, as Kathy showed, this is just a quick way to do it. You go into the community college tab and you'll see the very first option is LaunchBoard, and you just click on that.

[Slide: *CTE LaunchBoard K-14 Transitions Tab, Page 1*]

I think we missed one slide, but what you would land on is a page here that would have a series of piles that would give you a program snapshot tool that Kathy started with in her presentation. There's a strong workforce metrics, which were those sort of summary numbers for a given year within a particular sector. And then there's several others, like guided pathways and the K-14 transition tab. This is an example if you clicked on that button you would get to where you would organize how you want to see the data.

So, you can look at broad sectors. You can get down to specific programs that are underneath the broad sector. You can switch between both for-credit and non-credit, or specifically non-credit or credit. We have all of the data rolled up to a macro region, which would be like the Bay Area; a micro region, which would be a subset, let's say like Silicon Valley; and then specifically to a college. You can break it down any way you'd like. And then likewise with the sectors, you can be very broad, or you can get it down to very specific fields.

And then switching years, one thing I'd point out about the years on here, is that if you wanted to see employment outcome data, you have to go back a couple of years so that there's enough

time lapse for the students to have transitioned out of a college and into the workplace. So, unfortunately when we're looking at labor market outcomes, you can't be as current as you'd like because you have to have more time to elapse. So just something to be aware of.

[Slide: *CTE LaunchBoard K-14 Transitions Tab, Page 2*]

And then this is just where you would go in and actually search for an individual school district within that K-14 transition report. So, you'd scroll down any district that has data for that particular year is listed in there. If they don't have data for that year, they won't be. And then the next option over, you can search by CTE pathways, very broad. In this case you're looking at all students who have been in any sort of CTE pathway, or you could get down to very specific. With the K-14 transition reports, the more specific you get, you get the fairly small insights, particularly if you're looking at an individual school district. Again, you can switch years, and then each time you change something you click the view.

So that's kind of a quick overview of how you get in there, how you check who's participating in your region, and then how you would access the LaunchBoard directly. So, I think that's all from my end, and I can have questions afterwards. I think it's Valerie that's going to be the next summary slide to kind of wrap us up.

VALERIE LUNDY-WAGNER

Yeah. Well I do want to stop for a moment for those of you who might have questions. I think all of what Kathy, Ken, and Laura have sort of implicitly, and in some places explicitly, noted is the data are not perfect, and that's okay.

What we do think at this regional level, as you think about the conversations that you have about how, which pathways to grow; maybe which pathways to cut back; where you want to beef them up in the high schools; where you want to beef them up in the community college level; how you address the number of independent contractors who are in your region who are not captured in this, right? Conversations with your local workforce boards or workforce partners.

Our hope is that you'd see at least where these three data resources, in this case for this webinar, where Cal-PASS Plus, where the LaunchBoard, and where the Centers of Excellence can help plug in and give you some sort of baseline for starting those conversations, having them about, do you have enough nursing instructors in your community college, and what would that mean, and how can you as a region strategize on how to solve those questions or those problems?

[Slide: *Summary of Data Systems for Regional Supply and Demand*]

And so, for those of you who were on the September webinar, and those who weren't we'll reference the California Landscape document that's in the docs folder. It really just sort of lists a bunch of data systems, portals, and dashboards that we over here at REL West for the CRP Alliance put together, this slide right here shows what I think I would call a pretty simplified version of getting a snapshot of supply and demand for this regional scenario. What you see on

the top is the supply, just thinking about which education sector or level, K-12 and community college, who has pathways, where can you get information on pathways enrollment, completion, and job placements. And, what I should have on there is a key that says CPP being Cal-Pass Plus, LB being LaunchBoard, and CoE being Centers of Excellence.

And then on the bottom half of the slide, the goal will be also to fill this out a little more in terms of if you were looking at job openings, all of these, or a couple of these would potentially have some information, and when you're trying to look perhaps at some more granular information on the demand entry-level openings where you would go. So, this slide is not anything written in stone, like it says on the bottom it is a work in progress. But, I think our goal is to probably reformat this and put it in a different way, but to go over what all of these different data resources that are available in California, and particularly those that are free, how they can help you in your regional cross-sector pathway work to start answering questions more efficiently and effectively. And as I started, keeping all your cross-sector partners engaged, because you're keeping it at a level that is meaningful to them.

[Slide: *Wrap-up*]

In terms of wrap up, like I said, hopefully this can be helpful as you're continuing to talk about regional decisionmaking. You're hearing that each data system has its own capabilities and limitations, and at least in the case of Cal-PASS Plus and the LaunchBoard, they are sort of inherently connected since they're hosted on the same sort of platform. And we're certain that each of them, each of these systems provides different insights that can inform your regional conversations.

[Slide: *Contact Slide*]

I want to thank our presenters, Laura Coleman from the Centers of Excellence for Labor Market Research, Kathy Booth from West Ed who spoke about the CTE LaunchBoard, and Ken Sorey from Educational Results Partnerships that does the bulk of the writing for Cal-PASS Plus. We appreciate you all being here, and for those of you who stayed the whole hour and a half, super appreciate you all for staying.